



# BROWNS POINT ELEMENTARY SCHOOL

Tacoma Public Schools



# Executive Summary

Familial roots run extraordinarily deep in Browns Point, a place where residents relish the close-knit, small town environment. Students from Northeast Tacoma are deeply supported by a network of committed teachers, parents and neighbors. Families feel as though they receive a personalized education within the State's 3<sup>rd</sup> largest district.

The planning and design process for Browns Point Elementary School began in autumn 2015. The goal: with the campus fully functional, replace the two mid-century buildings - the former middle school combined with the original elementary building - with a K-5<sup>th</sup> grade facility.

Project expectations by all stakeholders ran high: for the District's Planning and Construction Department, the new school would join a growing inventory of buildings that demonstrate advanced thinking in educational design. For the school board, the work would demonstrate equity and parity amongst recently-constructed facilities, while strictly adhering to the budget. For building users and community, the new school would build on the ability to provide rich learning opportunities for students, while strengthening value of the school as a shared community asset.

The architectural response to these expectations produced a high-functioning, meaningful solution through:

- A building layout that overlaps public/private and indoor/outdoor environments to achieve a sense of spaciousness and community integration within an efficient design;
- Dual-purpose function from a merger of circulation with program space that serves as a multi-functional zone;
- A compact floor plan that minimizes "in between" areas, enhancing connectedness and intimacy among learning neighborhoods; and
- A design that capitalizes on every opportunity to spark a learning moment, and offers students choice in places to stretch out or curl up.

Inside and out, the school inspires project-based work, and the display of visual and performance art; equally important, the school is based on engagement with the citizens whose support helped make the new Browns Point Elementary School a reality.

## PROJECT STATISTICS

Students:	500
Building size:	56,430 gross square feet
Site size:	10+ acres
Construction Cost:	\$26.3 million
Design:	October 2015 - Sept 2017 (23 months)
Bidding & Construction:	June 2017 - November 2018 (18 months)



## Scope of Work and Budget

Planning for Browns Point Elementary School (BPES) kicked off in October 2015, midway through a series of projects funded by Tacoma Public School's 2013 bond. The District released "A Vision for the Elementary Learning Environment" one year prior, and the Guiding Principles contained within served as an educational specification aimed to set a new bar for student-centric, future-thinking, multi-use community assets.

At the same time, Planning and Construction left no question as to the urgency behind meeting a strict budget cap from day one. The scoring criteria for the qualifications-based architectural selection process rewarded examples of out-of-box strategies for delivering successfully-managed projects, from the K-12 and other market sectors.

Serving as the playground of the community, the school grounds, situated on an 18.72 acres, shared play fields owned and operated by the City of Tacoma's Metro Parks. The walking track also brought year-round, day and evening activity to the site.

The existing school was comprised of two buildings: the original Browns Point Elementary School and the former Meeker Middle School, both of 1950's/60's construction. Common to their genre, the structures were single story, clad in brick veneer, and lacking in roof overhang. A narrow breezeway that connected the two buildings provided the only source of outdoor shelter from the elements.

Campus safety and security was hindered by low visibility and poor circulation, inside and out. The administration office, located at the backside of the school, viewed only the rear of the site. A lack of vehicle queuing created major traffic snarls twice a day: automobiles would idle bumper-to-bumper in the central turn lane, creating hazardous conditions for pedestrians and vehicles.

The building and site were to remain occupied and functional during construction, and the complexity of this effort earned State approval for GC/CM delivery. Involvement of a general contractor during design would invite additional expertise and greater cost predictability.

## TACOMA PUBLIC SCHOOLS' GUIDING PRINCIPALS

In 2014, Tacoma Public Schools defined a new approach to school design and construction. No longer satisfied with merely keeping students warm, safe and dry, the Department of Planning and Construction, along with experts in the design community, tasked itself with re-thinking how facilities could better suit – and more daringly anticipate – next generation educational delivery.

As educators increasingly move toward interactive small group, activity-based teaching, space needs are changing. To bring Tacoma Public School's facilities into alignment with its overarching mission: "Providing a comprehensive, rigorous and individualized educational experience," facilities staff sought improved means for wrapping buildings around the activities of learning.

Thought leaders from the realms of education and school design collaborated to produce "A Vision for the Elementary Learning Environment." This guidebook, referenced consistently by the Browns Point Elementary design team, laid the foundation for the vision of the new school.





## History of Browns Point

In 1841, Naval Lieutenant Charles Wilkes explored the Pacific Northwest, charting many of our region's prominent features including the point of land demarcating the north entrance into Tacoma's Commencement Bay. By 1877, the name Point Brown was referenced in historical documentation, adopting a moniker widely used by early pioneer residents.

As the Northern Pacific Railroad reached Tacoma, sea vessel traffic in Commencement Bay rose dramatically. To make Point Brown and the tide flats visible to mariners through pervasive blankets of fog, a post lantern was originally installed and later replaced by a lighthouse. Now decommissioned, the double-story tower, light keepers cottage, and surrounding grounds serve as a museum, park, and unofficial symbol of the Browns Point community.

Having evolved beyond a once-remote community of cabins and summer homes, today Northeast Tacoma's Browns Point is a Census-designated place (CDP) one-half of a square mile in size. It is located among Federal Way and the Port of Tacoma, separated by water from much of Tacoma proper. A small and convenient retail district contains a post office, grocery store, brewery and a few restaurants, serving as the neighborhood's social hub.

## The Community

The roots of Browns Point's families run deep; many residents have returned as adults to raise families in the homes in which they once grew up.

Points Northeast Historical Society maintains the local heritage of Browns Point, nearby Dash Point and Northeast Tacoma. Students take field trips to visit the lighthouse, boat house and gardens. Members of the Browns Point Improvement Club organize social events such as fishing derbies, annual Easter egg hunt and Christmas bonfire, and the long-standing Browns Point Salmon Bake. Other community events include outdoor music festivals, scouting activities, and a farmers market, all announced in the Browns Point Bulletin, which keeps neighbors informed and connected.

Physical fitness is an integral part of community life. The school's grounds and play fields are a hub of activity during, and outside, school hours. The fields to the south, owned and operated by Metro Parks, are used for football, baseball, cheer squad and soccer. Basketball leagues from Norpoint Center utilize the gymnasium, and neighbors regularly walk and run the track.



**AERIAL SITE DIAGRAM**

## The School

Browns Point Elementary student "Belugas" are bright, curious and adventurous. Families - many able to afford private schooling - choose Browns Point Elementary based on high parent involvement, reputation for excellent staff, and family history of attendance. After-hours events, such as the spring BBQ and fall movie night, are well attended.

Browns Point Elementary celebrates the arts. Its Art Docent program invites members of the community to lead activities and share their personal talent. The National PTA's "Reflections" contest garners high participation, and many from BPES receive awards. Contest submissions and classroom projects are prominently displayed throughout the school.

In 2015 before and after school programs included Bricks for Kids, School's Out, Creative Arts Lab, Browns Point Spanish and programs for highly capable learners.

The school population began to see a new trend, influenced by nearby commercial and multi-family development. As available housing in the area continued to rise, so did a perceived need for early intervention services, in addition to TLC, LRC, OTPT, Adjustment and SPED.

## The Budget

Original Budget: \$18 million.

Revised Budget: \$24 million\*

\* See page 9 for further information



**VICINITY MAP**



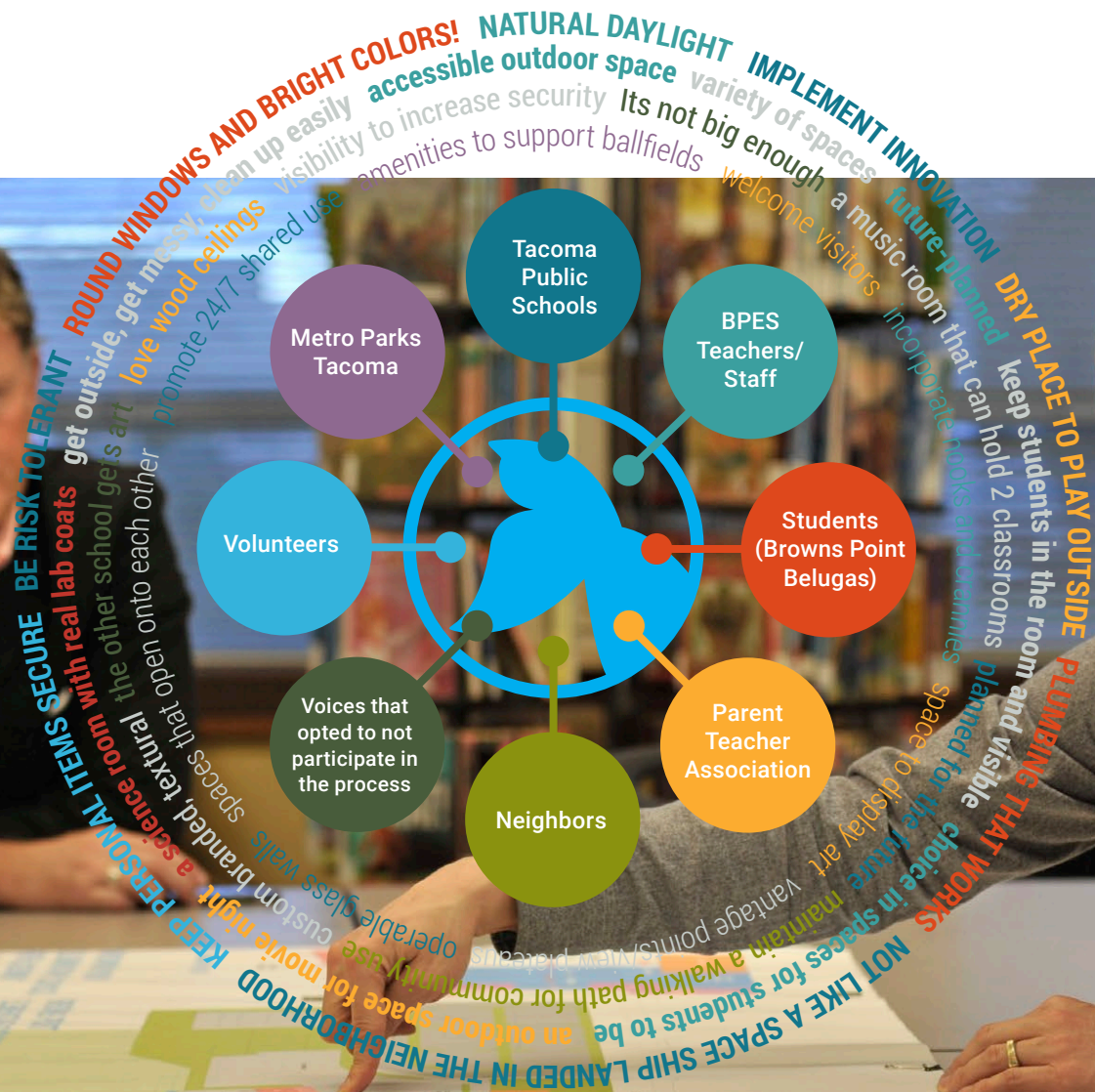
# Community and School Engagement



## Stakeholders and The Engagement Process

Throughout the planning and design process, the design team listened to many representative voices of the school, community and district. Through many forums orchestrated to solicit input on a myriad of topics, thoughtful input helped inform the iterative process of identifying the most viable options for the building and site.

As early concepts evolved, the design team worked fluidly between the macro and micro in seeking stakeholder input. The design advisory committee (DAC), comprised of school staff representatives, the Principal, an actively involved parent, and district-level specialists consistently participated in regular workshops. Engagement with the DAC was supplemented by all-staff presentations, PTA meetings, and community outreach events to gain further input from the neighborhood council, local business owners and other representatives from the community.



# BROWNS POINT ELEMENTARY GOAL STATEMENTS

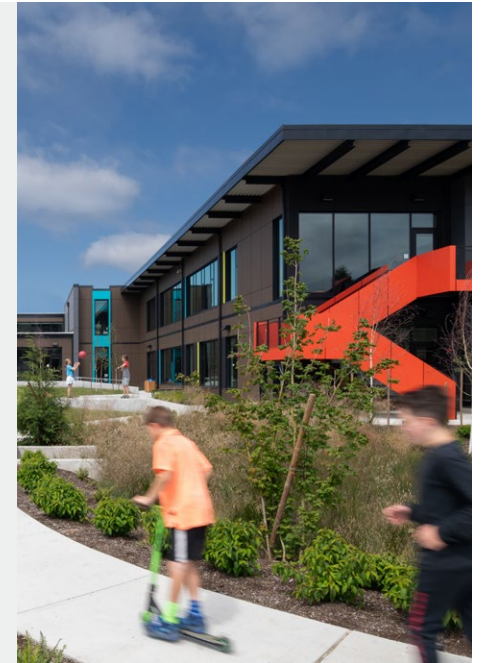
The collective voice of stakeholders, consistent in its request for a school that communicates the feeling of warmth and welcome, desired a playful but controlled use of color, integration of wood for natural warmth, and an aesthetic reflective of the Northwest environment.

Input received communicated further consistent sentiments:

- The Puget Sound climate is wet; but our students should be able to play outdoors and stay dry.
- Need community gathering spaces, as school and social events are well-attended.
- There is a huge commitment to visual arts, and a need to reflect this in the design.
- The learning environment should be naturally lit, and feel uplifting, inspirational, playful, colorful, and celebratory of a love of learning.

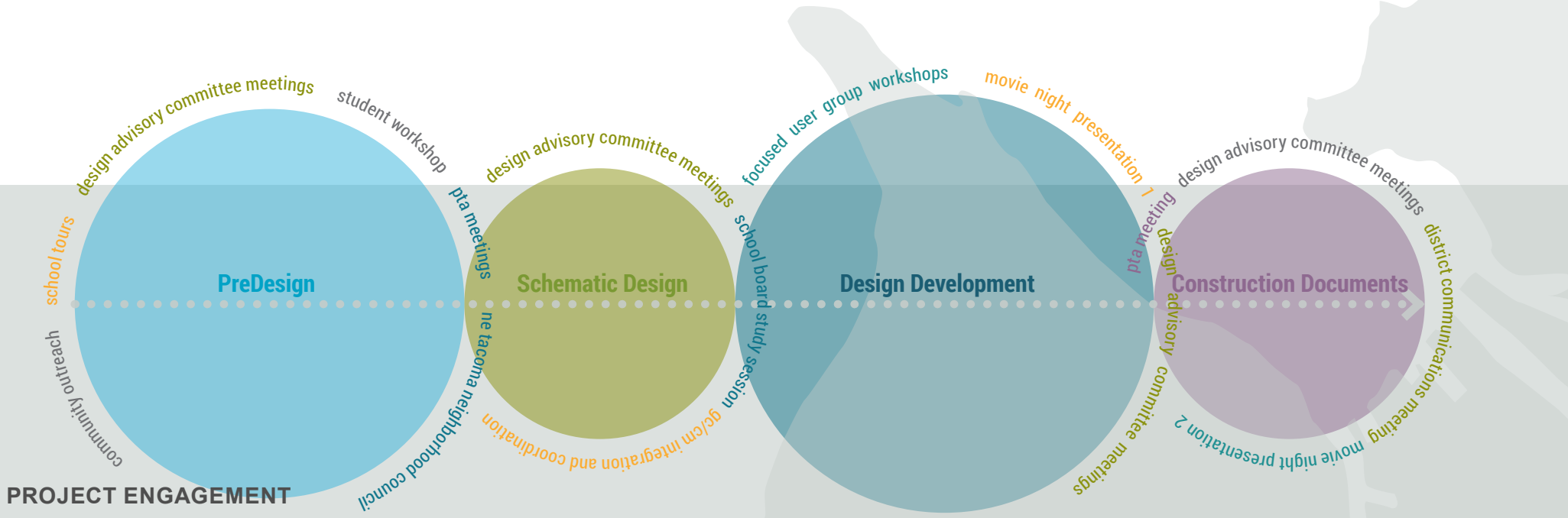
The design team engaged members of the DAC and Browns Point neighborhood in seeking partnerships, both pre-existing and potential. During an early community outreach meeting, an aerial map provided an initial means to locate businesses, churches and other public, private and non-profit organizations and resources within the vicinity. Participants supplemented the map with additional

- Provide a warm and welcoming atmosphere to support the committed participation and involvement of staff, students, volunteers and parents at BPES.
- Enhance BPES as a community hub that supports a wide range of local organizations and events.
- Create a healthy and inviting learning environment that celebrates a connection to the natural environment and allows outdoor use year-round.
- Encourage student learning and staff collaboration through the selection of colors and materials, the appropriate integration of transparency, and celebrated display of student work.
- Ensure a safe and secure experience through the integration of TPS District Standards, securable spaces, passive supervision, protected outdoor spaces and clear access to and within the site.
- Envision an innovative environment that adapts to the unique needs of each student and teacher, and optimizes the experience of learning.
- Create a building that fits the neighborhood scale and material context.



resources, and offered suggestions for entities that could play a compatible role in the design of the new building. This input was discussed during a follow-up community meeting, where

attendees were encouraged to identify further possibilities and those with the strongest potential.







**BROWNS POINT ELEMENTARY SCHOOL REPLACEMENT**  
COMMUNITY PARTNERSHIPS  
FEBRUARY 4, 2018

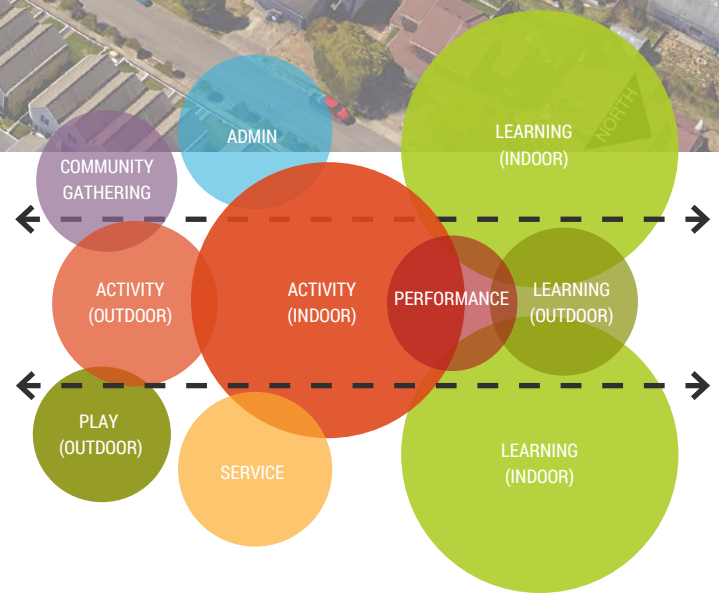
ATHLETIC ORGANIZATIONS	●
BEFORE/AFTER SCHOOL CARE	●●●●●
ARTS PROGRAMS	●●
COMMUNITY EVENTS	●●●●●
CHURCH SERVICE	
GIRL SCOUTS/ CUB SCOUTS	●●●
HISTORICAL SOCIETY/HERITAGE	●●
BROWNS POINT IMPROVEMENT CLUB	
MOVIE NIGHT / SOCIAL GATHERING	●
PARK AMENITIES	●●●●●
DOG PARK	
TENNIS COURTS	
COMMUNITY ROOMS	●●●●●
PERFORMING ARTS	●●●●●
SENIOR ACTIVITIES	●
COMMUNITY KITCHEN	
COMMUNITY GARDENS	●●
TECHNOLOGY RESOURCE	

● ON-SITE PROGRAM - NO SPACE NEEDS  
● ON-SITE PROGRAM - DEDICATED SPACE  
● AFTER-HOURS SITE USE  
● AFTER-HOURS BUILDING USE

### Available Assets

The result of this exercise confirmed that the Metro Parks sports fields were the project's greatest asset, and the synergies between it and the school should be strengthened. Enhanced space for leisure and community gathering - for clubs, performance, or events such as an outdoor arts fair - was deemed highly valuable.

This process also identified a need for additional childcare resources and early learning opportunities in the neighborhood.





## Project Planning

Through conversations with the DAC and community, the highest functional priorities emerged:

- The school must be high functioning, aesthetically pleasing and compatible with its surroundings;
- The building must meet present and future needs through the ability to house current classes and special activities.
- The school must adapt to support the evolution of learning & teaching methodologies.

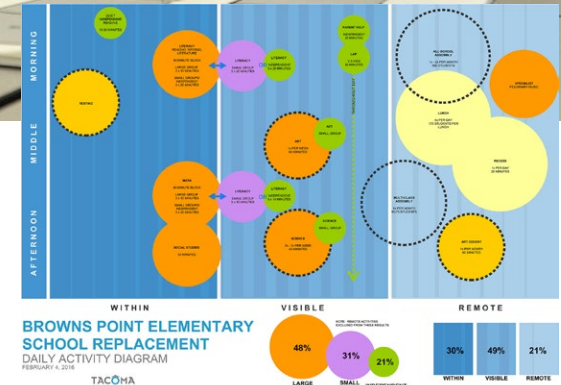
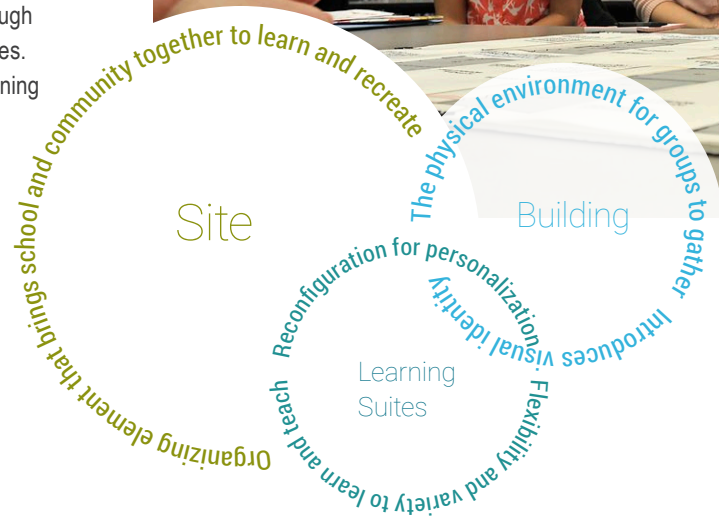
In schematic design, the DAC and Design Team studied site planning, building layout, and learning suite configurations, independently and as components of an integrated whole. One ongoing conversation studied the classroom amongst a learning suite setting.

Some teachers wrestled with the concept of the changing classroom, focusing on the “loss” of classroom square footage, in lieu of the “gain” of having access to a communal learning space - an overall increase in usable area.

Others struggled with the practicality of shared learning areas as transparent, transformable spaces. Upon closer study of examples, it was noted that the most successful shared learning areas maintained wide transparency between spaces; views to the outdoors, and appealing color and design. The varying conditions seen during school tours provided the DAC with a shared frame of reference.

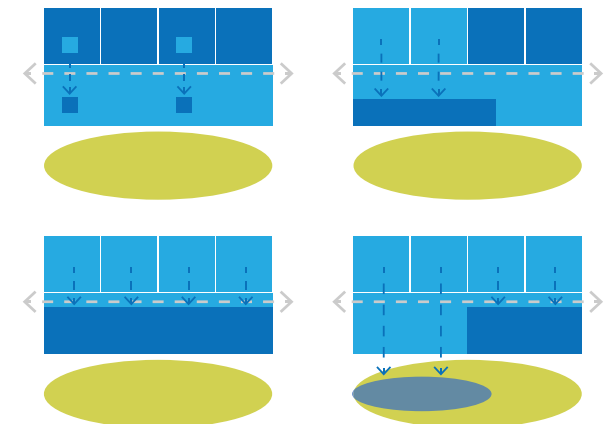
A major shift in thinking resulted from an all-staff meeting, after teachers responded to the design team’s question of: “What does the process of learning look like?” Purposefully pulling away from the encumbrances of square footage and space titles, the designers engaged teachers in dialogue revolving around the questions of:

- What activities are students engaged in throughout the day?
- For how long?
- How many students are included in a typical grouping?
- Where could these activities ideally take place?



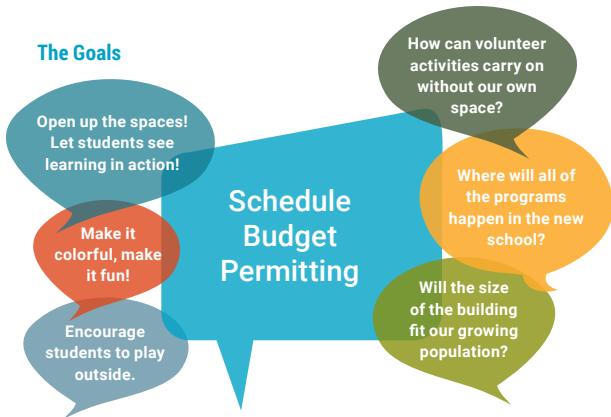
*In order to truly understand how the building could support the way teaching and learning happens at Browns Point, designers led the DAC through an exercise to describe a typical “day in the life” of a student. This activity focused on the size of group, location, and duration of each activity. This process revealed that much of the day is spent in small groups and that a majority of the day’s activities must not necessarily occur within the walls of the classroom.*

With the gathered information collected and charted on a matrix, patterns began to emerge. The results demonstrated that although there is still a need for gathering as a large group throughout the course of a day, more often (52% of the time) students work in small groups or individually. Teachers recognized the opportunities available for students to gather remotely yet remain within view. This exercise sparked conversation about how shared learning areas could be utilized frequently throughout a school day.





**The Goals**



**The Challenges**

**The Challenges**

The planning and design process coincided with a tumultuous period for the District. Partway through its bond series, increasingly high inflation collided with the push for its architects to “re-think” traditional school design. This created concern among taxpaying constituents.

**The BPES design team worked to strike balance amongst competing objectives:**

**Maintain a perceived minimum size.**

The former school - comprised of a middle school plus an elementary building - afforded to its users redundant offices, classrooms and storage areas. For years, teachers, parents and volunteers had ample places to work, meet, and store materials independent from the daily functions of school staff. Accustomed to the spaciousness of existing conditions, user representatives lobbied to maintain like square footage.

**Push the boundaries of traditional school design.**

Examples of architecture designed for the tech sector were held up by Planning and Construction as inspiration for future-thinking learning environments.

**Demonstrate parity with other schools.**

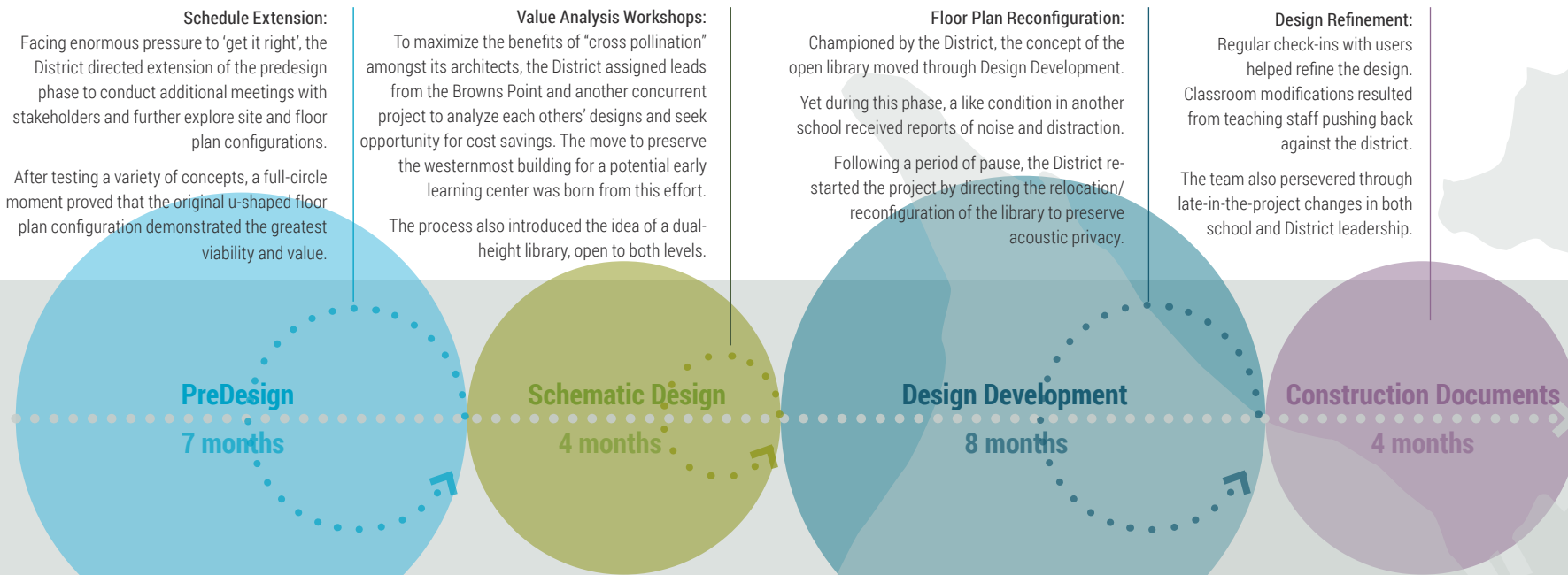
The School Board desired to maintain parity amongst schools, which included similar features and amenities as other recently-completed facilities.

**Yet...Meet the budget.**

Upon establishment of the cost model early in planning, two underestimated factors quickly demanded disproportionate dollars: a requirement by the City for sizable off-site improvements, and high demolition and abatement cost to remove two full-sized buildings. As the true scope for these areas became better understood, additional funds were added by the District. Yet the budget allocated for the new building remained the same.

The architect and GC/CM were a partnership committed to keeping the project on track while maintaining the District’s design and planning goals. The GC/CM was instrumental in contributing creative ideas and maintaining a team approach in the face of very challenging project economics.

Regular stakeholder collaboration continued, steadying the measured steps toward logical progress. The DAC demonstrated perseverance and a willingness to explore new ideas. Their consistent involvement produced a meaningful solution through a merger of traditional sensibilities with forward-thinking imagination.



**Aesthetic Influences:**

Neighbors request a simple design, appropriate to the neighborhood



Students seek places to explore and find adventure

Browns Point has strong connections to the water

School takes pride in its arts program

**The Concept**

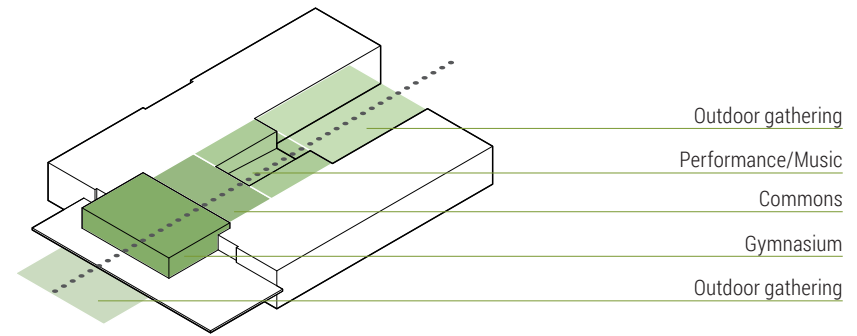
The diagrams to the right exhibit clear organizational hierarchy:

**Core Space Alignment:** Public spaces are in alignment, beginning and ending with outdoor space. The gym is at the head of the building nearest the playfields.

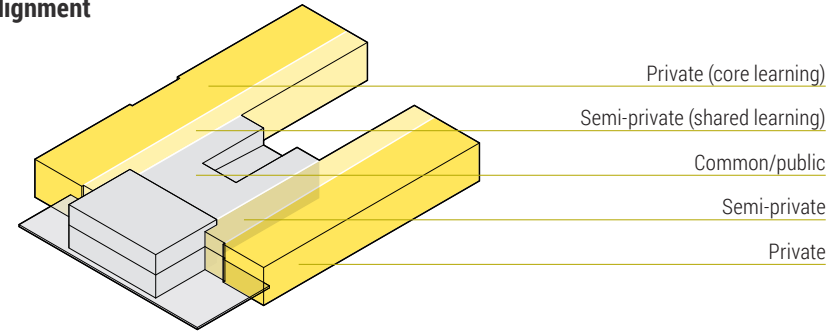
**U-shaped Configuration:** Classrooms and shared learning areas book-end the central courtyard, with interior glazing that provides daylight and views to all spaces that flank the learning neighborhoods. The school's wings enclose the courtyard, defining a safe outdoor place for students.

**Dual Entries:** Entrances at the gym's two opposing sides are for school use during the daytime (to the north, near the administration office), and for sports-related events after-hours (to the south nearest the playfields).

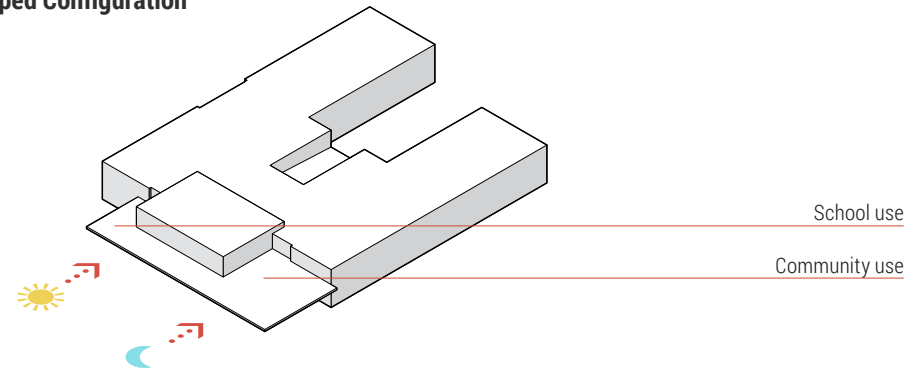
**Color Coding and Routing:** At the start of each day, students gather in the gym and assemble by class. The symmetrical circulation paths provide efficient routing to core learning areas, and their color-coding aids way finding for guests and the school's youngest users.

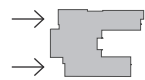


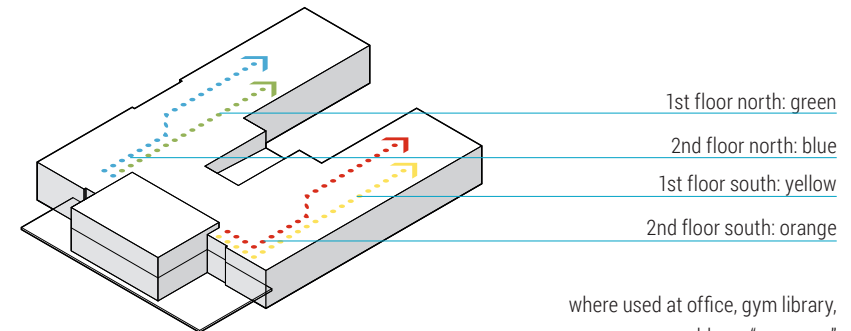
 **Core Space Alignment**



 **U-shaped Configuration**



 **Dual Entries**



where used at office, gym library, blue = "everyone"

 **Color Coding and Routing**



The GC/CM provided valuable insight while developing construction phasing strategies.

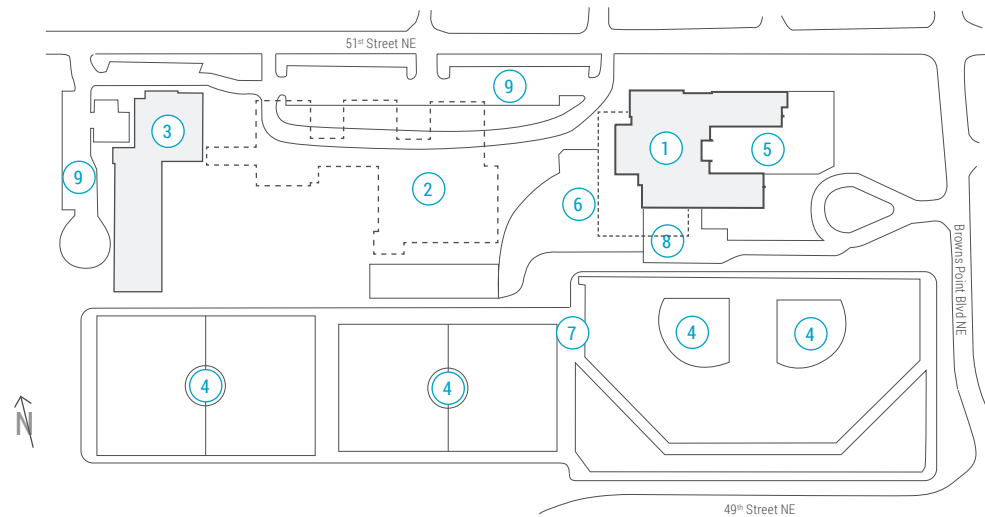
Work to building and site was safely completed among the fully occupied campus with very tight site restrictions.



### SITE PLAN

#### Legend

- 1 New School
- 2 Former building demolished
- 3 Former building maintained
- 4 Existing ball field to remain
- 5 Student courtyard
- 6 Paved play
- 7 Existing pathway syste to remain
- 8 Service
- 9 Parking



Maintaining flexibility and an open mind was critical in sustaining momentum while addressing all (and sometimes opposing) desires of stakeholders, even late in design.

Discussions regarding the optimal size of a classroom and where cubbies belonged generated differing opinions between district and school staff. Teachers conveyed the importance of having classrooms large enough to keep all students within the same space, in lieu of smaller classrooms and larger adjacent learning areas. Following the exploration of alternative arrangement ideas, the District ultimately opted for the larger-sized classrooms preferred by teachers. This expanded layout provides them choice in whether to keep the full class together or utilize the easily-monitored shared learning area for smaller group activities.

In a move to protect the variety of specialty programs to which students had become accustomed, parents - concerned over a perceived loss in square footage - lobbied for more classrooms. Yet closer examination with the design team revealed that many of the sole-purposed classrooms in the former building sat empty for much of the week. The array of flexible spaces offered by the new building could efficiently accommodate the various extra-curricular activities.

## SUSTAINABLE FEATURES

The solution provides student "Belugas" with a facility that exceeds WSSP criteria for resource conservation and health, through:

- Efficient LED lighting to reduce electricity consumption;
- Low-flow fixtures and native plants to reduce water use;
- A variable refrigerant flow HVAC system that supplies sustainable heating and cooling to the facility
- Natural, low VOC materials and improved ventilation system controls with heat recovery create a fresh interior environment.
- The building envelope and arrangement of the plan maximizes transparency. Sunlight is brought deep into the interior and most classrooms have two-sided views to the exterior.
- Estimated design EUI: 29\*
- Materials were selected and detailed to ease maintenance, enhance longevity and fulfill the intent of the Guiding Principles.

These integrated design features result in a facility that's anticipated to save 27.5% more energy than a code baseline facility.

\* at the time of this submittal, a fully occupied, post commissioned building has not reached a year for analysis.





# Educational and Physical Environment



## Educational & Physical Environment: Aesthetic

### Branding:

Environmental design is introduced at the front door. A neutral canvas of durable, maintainable materials employs bright colors and playful details to support an architectural aesthetic inspired by the community's marine setting.

### Color Scheme:

The four main colors - orange, blue, yellow and green - represent the hues of faded cargo containers in the nearby Port of Tacoma.

### "Navigation" Walls:

Mariners once relied on stars for navigation. Bolt holes in reclaimed bleachers provided the idea behind the "Nav Walls" at the north and south stairs. Puck and strip lights create constellations amongst the wood planks.





## Educational & Physical Environment: Library Zone

### Library Expandability:

The glass doors that separate the library from the circulation path can be opened up to provide more area for activities and special functions.

### Story Room:

The story room is well-suited for group or solo reading in a distraction-free zone. Sliding glass doors make the space easy to monitor.

### Space Adaptability:

Like the tables and chairs, furniture accommodates the functions of the library desk and stacks. This makes the room easily re-configurable in the short and long-term.

### Circulation/Balcony:

Widened areas in the circulation path provide even more space for complimentary functions or un-programmed activity.



LEVEL 2

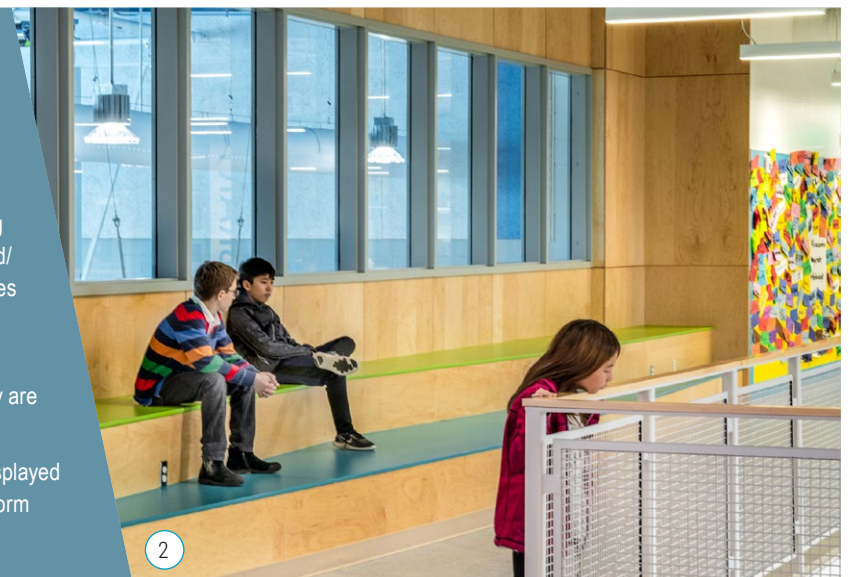
### ZIG-ZAG RISERS

The colorful, built-in risers at the school's upper level are another example of a multi-use feature.

**Flexible Seating:** They provide overflow seating in view of the Common and platform below, and/or another option for break out space. The risers behind overlook the gym to give students the chance to peek down over peers.

**Book Fairs:** As an extension of the Library, they are perfect for merchandise display.

**Lost and Found:** items to be claimed can be displayed in an area that leaves the dining area and platform clutter-free.





## Educational & Physical Environment: Learning Neighborhoods, Courtyard

### Core Learning (classrooms):

Core learning areas sit in alignment along a linear space for shared learning. Teachers have the choice to keep students together in the classroom or send groups out to this easily-monitored space.

### Courtyard:

The landscaped courtyard, wrapped on three sides by the music room and learning neighborhoods, provides a safe place for outdoor play, science/art experimentation.

### Shared Learning:

Central placement among learning neighborhoods invites gatherings of various size, whether use by small groups or full grade-levels. A combination of tables/chairs with soft seating provide varying options that are simple to reconfigure.

### Circulation:

The path of travel is subtly defined by the variation in ceiling and floor treatment. Overlap with shared learning reduces the building's overall square footage while giving circulation areas a dynamic, open feeling.

### Outdoor Performance:

The music room opens onto an outdoor platform at the head of the courtyard for warm-weather music and drama performances or the school's annual movie night.



### PROJECT WORK STATIONS

Each shared learning area contains a project station. At ground level, these are located adjacent to doors providing courtyard access.

Wide/shallow sinks, goose neck faucets, and long counter tops with rimmed edges invite water based projects, such as art and science experiments.

Their adjacency to courtyard access doors facilitates easy clean-up after coming in from outside.

Tiled back splashes and water-resistant shelving awaits the display of art supplies, terrariums, seed starts and more.



## Educational & Physical Environment: Commons

### Upper Level Circulation:

Bridge-like in its appearance and openness, the look and feel of the upper level circulation space is designed to appeal to students' sense of adventure. Features to stir a sense of amazement were requested by student representatives during planning.

### Gallery Walls:

Wide, tackable surfacing illuminated by gallery-style light fixtures showcases student work within public view. This is one of many ways student art can be displayed throughout the school.

### Commons:

The heart of the building; doubles in size with the gym's operable wall opened up.



### EVERY NOOK AND CRANNY:

Every opportunity was sought to infuse a sense of playfulness and fun. The nooks under the two main stairs are perfect for eating lunch with friends, studying or just hanging out.

Clad in colorful, high-density plastic laminate, they are easily cleanable and scratch-resistant.

The large numbers and directional labeling are inspired by the look of canvas sails, fitting the aesthetic of the school.



LEVEL 1



## Educational & Physical Environment: Administration, Classrooms

### Building Entrance and Circulatory System:

The main entrance is easy to find from the outside, and the approach is visible to those inside. Once inside, the circulatory spaces are open, direct and visually scannable.

### Site Access:

The layout of the building amongst the school grounds are passively supervisable by neighbors.  
The site layout separates pedestrians from vehicle traffic.

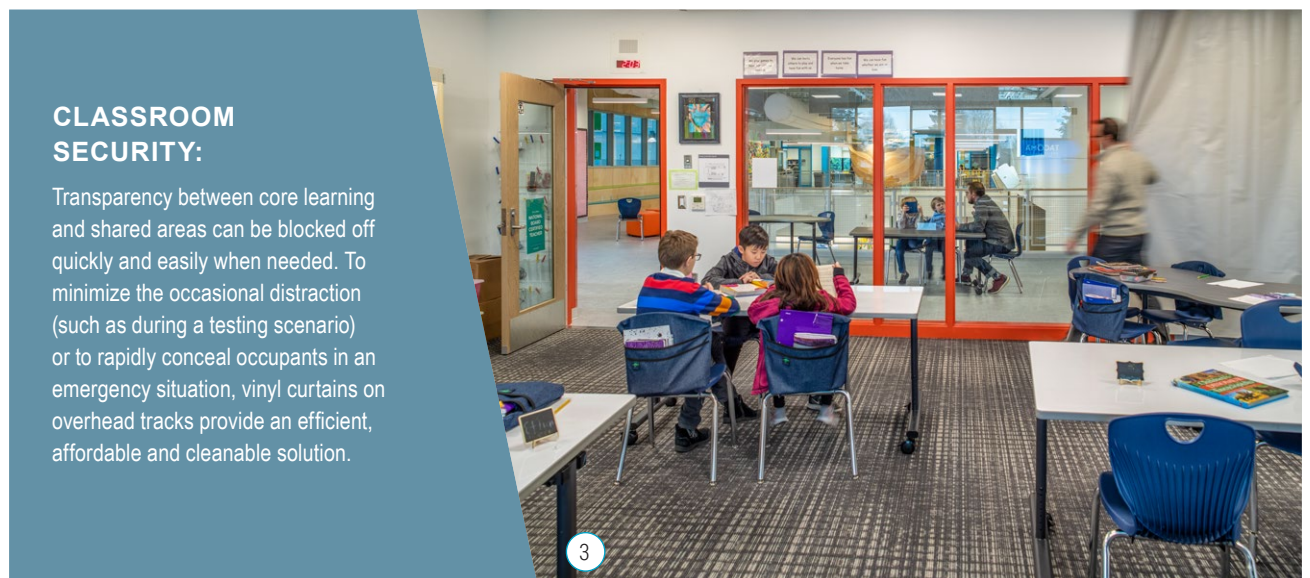
### Administrative Office:

The Administrative Office has unobstructed views of the front parking area, visibility into the vestibule and entry foyer, and sight-lines into the gymnasium.

### Staff, Volunteers:

Fun color accents, organized focus/study/engagement areas, and playful lighting are not reserved for students only. Meeting and work areas for staff and volunteers received equal attention in an effort to enhance camaraderie, efficiency and well-being.

Envisioning the experience of a guest new to the building influenced the design of wayfinding and storage.



### CLASSROOM SECURITY:

Transparency between core learning and shared areas can be blocked off quickly and easily when needed. To minimize the occasional distraction (such as during a testing scenario) or to rapidly conceal occupants in an emergency situation, vinyl curtains on overhead tracks provide an efficient, affordable and cleanable solution.



## Educational & Physical Environment: Gym and Activity Zone

### Location of the Gym:

To strengthen connections with the Metro Parks Ballfields, the gym is placed front-and-center and in close proximity.

To invite use by teams, clubs and for special events during non-school hours, the school offers a secondary option for a “front door” (not pictured, see diagrams on page 10).

### Transparency:

Contrary to typical gym design, the space is colorful, open, and flooded with daylight through high fenestration. Low windows offer transparency and visual connection to the site.

### Space Expandability:

An operable wall allows the gym and commons to form a larger space.

### Covered Play:

The canopy that wraps the front of the building shelters recess activities, before- and after-school waiting, and invites the public to hold events during non-school hours.



*“The new school blends well into the landscape and offers sparks of color that remind us it’s an exciting space designed for kids.”*

*“Browns Point is made up of a spattering of construction types with homes built over many decades. Without having a clear community style, I think the architects did well by going with a modern and clean design.”*

*Ann Monnet, neighbor and member of a 3-generation BPES family*



## Maximization of: Every Opportunity for Learning

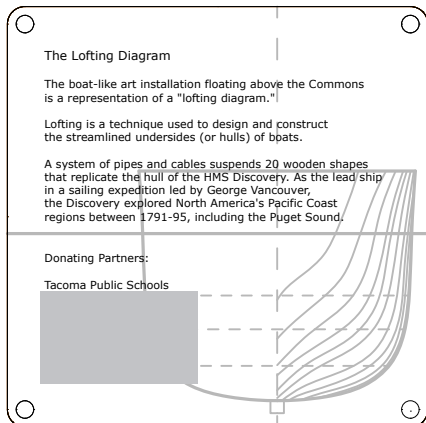
The design team continually looked for ways to incorporate elements of education and inspiration, even within the environment of budgetary challenges.

### The Lofting Diagram:

Lofting is an ages-old drafting technique used for boat-building, where full-sized patterns are created to form the curvature of hulls. The "lofting diagram" is an art installation suspended high above the commons, is modeled after the HMS Discovery - the lead ship in George Vancouver's sailing expedition into the Puget Sound.

The value of this element as an educational feature was recognized and appreciated by the District's Planning and Construction Department. The lofting diagram was detailed for the construction documents for pricing. As an alternate bid item, it was ultimately omitted from the project to protect the highest priority scope.

The contractor and design team, disappointed on behalf of the students to see it go, pooled together time, material and resources to ensure its installation during the final weeks of construction.





## Results of Process and Project

# 5

*"The gym, art/learning lab, commons, and shared spaces have been used by various organizations. The school can open a portion of the building while keeping other areas closed and secured depending on the activities.*

*The music teacher used the courtyard with families during the evening music performances."*

*Emily Bannon,  
Former Tacoma Public Schools  
Teacher on Special Assignment*

Within an environment of high stakes, competing priorities, and evolving thought, the Browns Point Elementary School project achieved popular success.

This was measured not only by the satisfaction of its students, staff and community, but also the triumph of the district, design team and GC/CM in how the partnership demonstrated discernment and financial stewardship in addressing the various influences that brought unanticipated complexity to the design process.

The new Browns Point Elementary provides Tacoma Public Schools and local taxpayers with another engaging, dynamic learning environment designed to meet the needs of today, while standing ready to adapt well into the future.

### VIDEO LINK:

[See more Browns Point Elementary School highlights in the brief video.](#)