

MADRONA SCHOOL

EDMONDS SCHOOL DISTRICT | EDMONDS, WASHINGTON



Through a collaborative, student-led design process it was quickly discovered how designing with equity for continuous growth of all students meant rethinking how spaces foster relationships among students, staff, and parents.

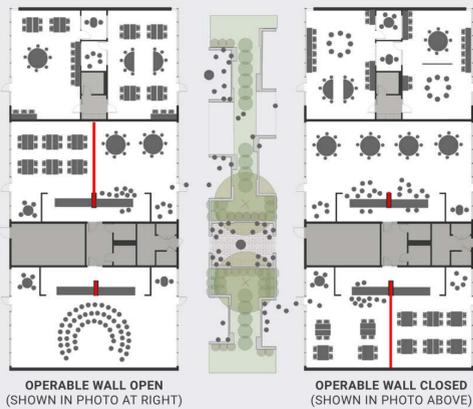
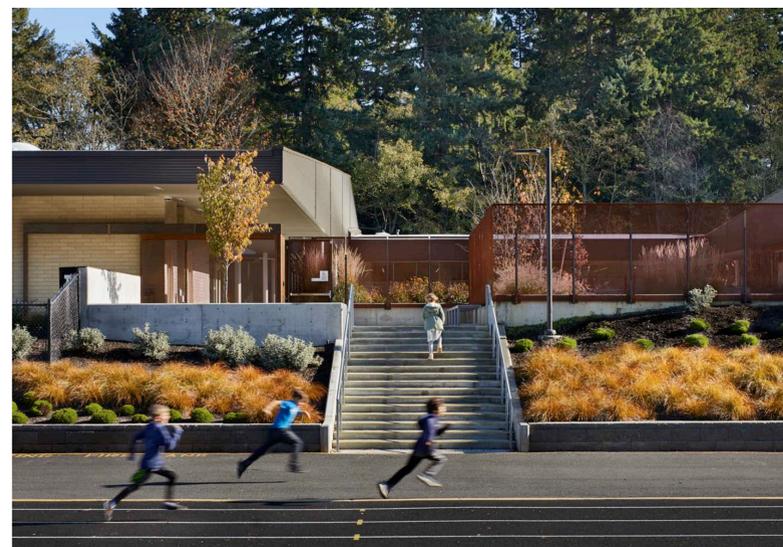


As a result, the replacement Madrona School is a richly interwoven, inside/outside quilt of learning that maximizes educational space, communal gathering areas, and connection to the outdoors by minimizing interior circulation. It is a place where student differences are celebrated, respected, and intentionally addressed through design. Through a process of designing for all, Madrona's new home has realized a more acoustic, physical, and gender-inclusive community in which all students feel accepted and connected.

The Learning Center is organized to allow 2 teachers, 54 students, and multiple para-educators to gather in the same learning environment. Learning Centers serve cross-age learning and are distributed throughout the site to encourage students of different ages to intermingle and cross paths with one another. The Madrona population refers to themselves as a "Community of Learners," valuing transparency as a way of reinforcing the idea of being together.

The design of the new Madrona School responds to the unique K-8 Option and North Puget Sound Regional Deaf and Hard of Hearing Programs. Serving 650 students, the new 80,000SF facility engages the school's valued outdoors by embracing exterior circulation as a way to minimize hallways, thus maximizing space for teaching and learning. Each Learning Center, the typical learning setting at Madrona, is designed around flexibility, allowing it to function as one large classroom or two separate but visually connected spaces.

Students enrolled at Madrona are placed into "communities" at the beginning of their tenure. Communities are groups of various age students, and the students remain in these groups from one year to the next; adapting only as students graduate and new students enter at Kindergarten. This community-centric, relationship-focused learning model needed to be met with a design that supports this approach and to ensure the community continues to flourish. A student in one Learning Center is able to see through nature into the adjacent Learning Center and beyond, extending the perception of the learning spaces to the outdoors.

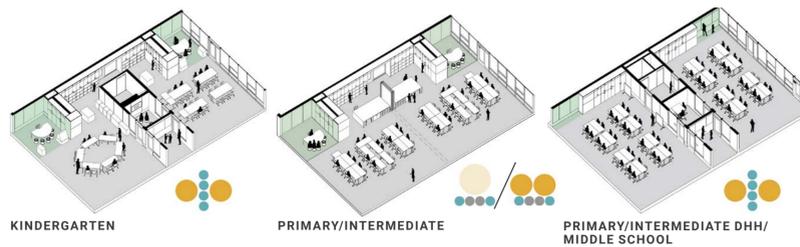


LEARNING CENTER FLEXIBILITY

For students in grades 1-6, the primary and intermediate education programs at Madrona balance team-teaching of 54 students within one Learning Center, with developmentally-appropriate teaching of 20-30 students for the remainder of the daily teaching.

By creating a single 2,400 SF space with an operable, transparent wall and small nooks for small group activities, a variety of learning styles can be met. When the operable wall is deployed, the importance of the whole Learning Center and the feeling of "togetherness" – no matter the teaching style – required the sliding wall to be transparent above 42 inches. This configuration allows for an environment that is able to evolve and be responsive to student needs today and in the future.

Throughout the design process, it was important that the Option Program-specific Learning Centers would be able to return to a familiar classroom model if the district ever needed the new school to serve a typical 900 SF, one teacher and 27 student classroom. The design of each Learning Center variation can be altered to accommodate that program adjustment in the future. Careful consideration was given to the fixed building systems (wall, HVAC, power and data) to allow for this potential transformation over the life of the school.



FLOOR PLAN LEGEND

DN
Problem Solving Solution Space: A neutral ground that can be utilized for alternative recess and quiet self-reflection space

DHH
Deaf and Hard of Hearing-specific Learning Centers

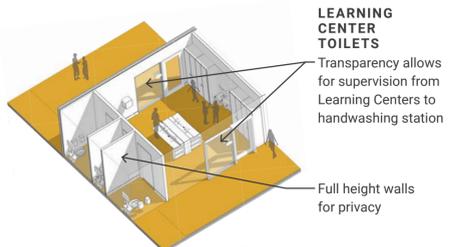
LS
Learning Support

MIT
Madrona Integrated Team: The parent volunteer contingent, instrumental in creating the community culture of the educational



RE-IMAGINING RESTROOMS FOR ALL

Placing equity and human dignity at the center of design conversations, the Madrona community prioritized a toileting solution that removes the need for students and community to associate themselves with a male/female or disability label when choosing a restroom.

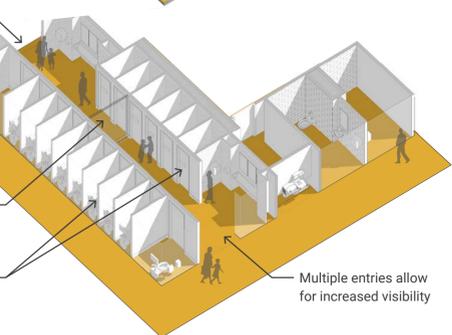


PUBLIC CORE TOILETS

Multiple entries allow for increased visibility

Future location of wall if gendered restrooms are ever desired

Full height walls and doors for privacy



PROJECT INFO

OWNER Edmonds School District	ARCHITECT & EDUCATIONAL PLANNER Mahlum	STRUCTURAL ENGINEER Coughlin Porter Lundeen	ACOUSTICAL A3 Acoustics
SUPERINTENDENT Dr. Gustavo Balderas	LANDSCAPE ARCHITECT Osborn Consulting, Inc.	MECHANICAL ENGINEER Metrix Engineering	FOOD SERVICE Halliday Associates
LOCATION Edmonds, Washington	CIVIL ENGINEER KPF Consulting Engineers	ELECTRICAL ENGINEER FTWB Engineers	GENERAL CONTRACTOR FORMA Construction

MATERIAL SUPPLIERS

BRICK Mutual Materials	TRANSLUCENT WALL CPI Daylighting	ACOUSTICAL CEILING TILES Rockfon	VISUAL DISPLAY BOARDS Claridge
METAL WALL PANELS AEP Span	COILING DOORS Cornell	SUN TUBE SKYLIGHTS Solatube	GYMNASIUM EQUIPMENT Porter
FIBER CEMENT PANEL SIDING Cembrit	SLIDING PARTITION DOORS Solar Innovations	ACOUSTIC PANELS & DIFFUSERS G&S Acoustics	ACOUSTICAL FOLDING PARTITION Hufcor
SOUND-RATED WOOD DOORS VT Industries	LINOLEUM FLOORING Forbo	ACOUSTIC PANELS FSorb	ROLLER SHADES Draper
STOREFRONT WINDOWS & DOORS EFCO	RUBBER BASE Johnsonite	ACOUSTIC PANELS Autex	PLAYGROUND EQUIPMENT Landscape Structures
	WALK-OFF MATS Interface	WOOD GYMNASIUM FLOORING Connor Sports	
	AREA RUGS Shaw		