

2014 Exhibition of School Planning and Architecture

Snohomish High School – A Campus Remade

Snohomish School District

Snohomish, WA

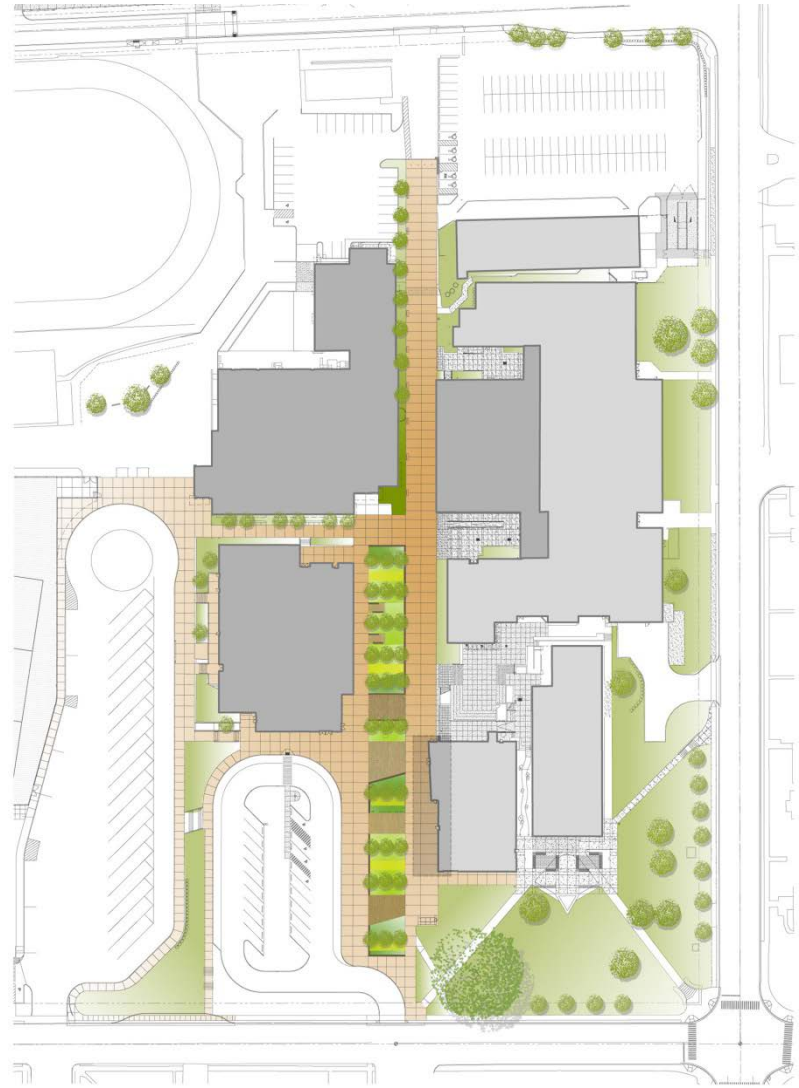
Snohomish High School – A Campus Remade



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Previous condition –
A hodgepodge of 13 buildings built between 1938 and 1999.



New site plan

■ New Construction ■ Renovation ■ Promenade

School Community is a Town Community

Community Environment:

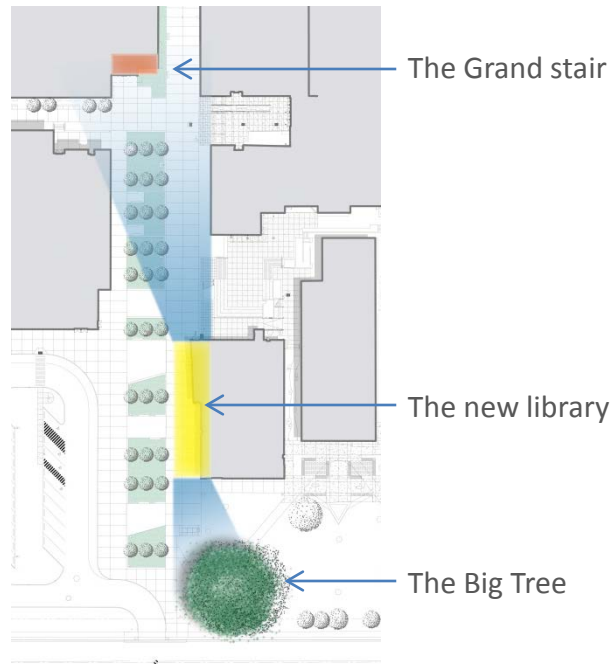
As the only facility of this type and size in the community, the Performing arts center is a true cultural hub for the school and town. It is designed to perform as a free standing facility.



The Snohomish High School project is the story of thorough and open communication, a community involved in planning, and the dedication to rebuilding an important community amenity. In a fast growing community with a small town character, many citizens were born here and stayed. Almost everybody went to this high school, until recently the only one in town, resulting in an extremely strong school - community connection.

Community Environment: The PAC needed to be humble but with the grace appropriate for the town theater.





Campus Connections

Learning Environment:

The design for the new campus establishes new connections, tying renovated buildings with new ones.

The new library addition takes advantage of visual connection to old icons like the Big Tree (above) and to new ones like the Grand Stairs in the distance (image on the left).

All Learning is Social

Learning Environment:

Informal learning spaces are spread throughout the campus, inside and outside.

Connectors of different buildings are designed to stimulate serendipitous contacts and learning opportunities.



The school was reconfigured to allow it to be used in several educational configurations.

Physical Environment: The new stair connects two new buildings and serves as an orientation landmark on the campus



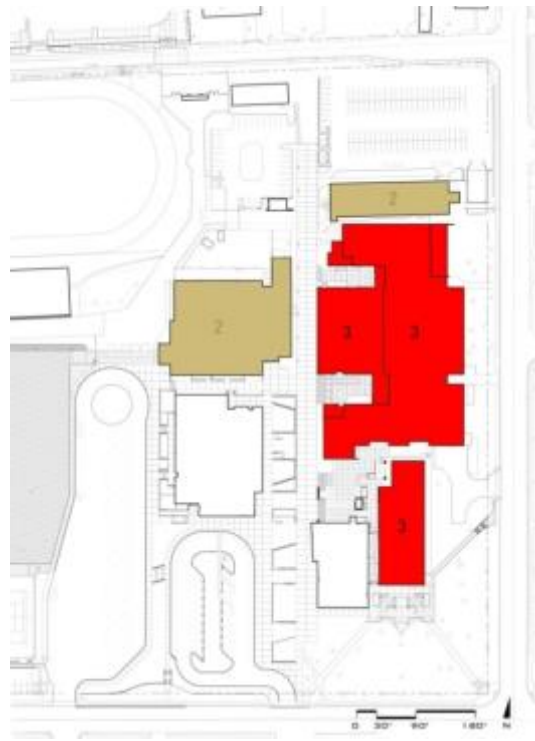
The Landscape is a Key Element of Campus Character



Physical Environment –

A former vacated pedestrian and service alley at the center of the campus was redeveloped into a paved and landscaped passageway that unifies the school and becomes the center of student life and a community amenity.

The new promenade was nicknamed “Snohomish Way” during conceptual design and it remained the key organizing element during long years of planning and construction.



Phasing Plans

Exceptional Phasing Complexity

Planning Process: The school's redevelopment is of interest on many fronts: The multiphase GCCM project was executed during a time of hyperinflation in the construction market; the school was occupied throughout its 4 phase development; phasing was in part predicated on when portions of the existing campus were eligible for state funding; about half of the 250,000 SF campus was replaced, with the remaining portions modernized. Construction occurred from 2006 through 2013.

Within these planning and phasing challenges, the campus was reorganized to improve supervision and way finding; a cohesive architectural language was developed that unifies the campus while respecting historic elements.



Students' Embrace the Campus During Construction

Planning Process:

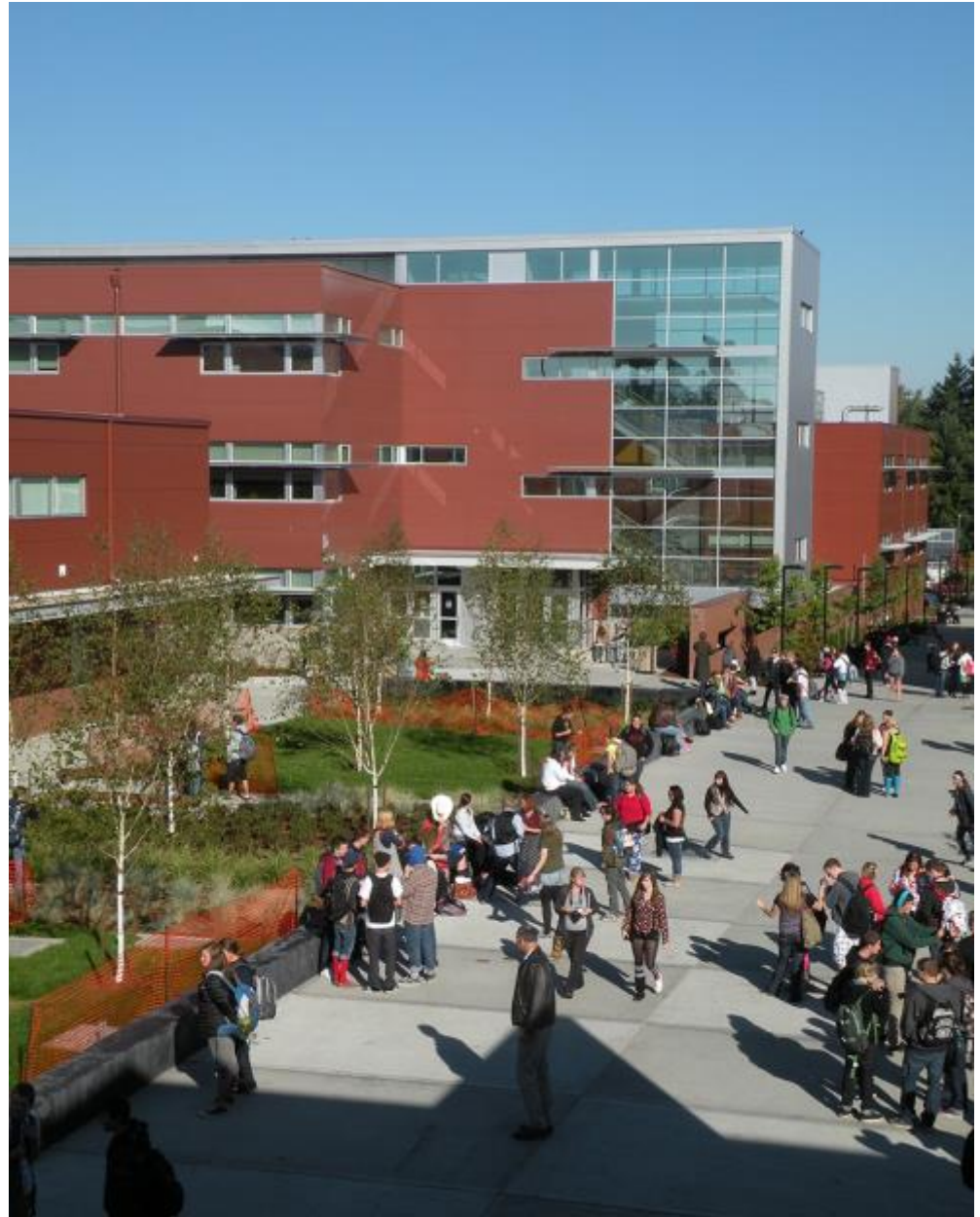
Having a large part of the schools' community involved in early conceptual planning helped users realize with every completed phase that the long started vision is becoming a reality.



Site Phasing Work

Students embraced campus spaces even as they were developing during construction. Favorite gathering lunch spots sprang up throughout the outdoor areas.

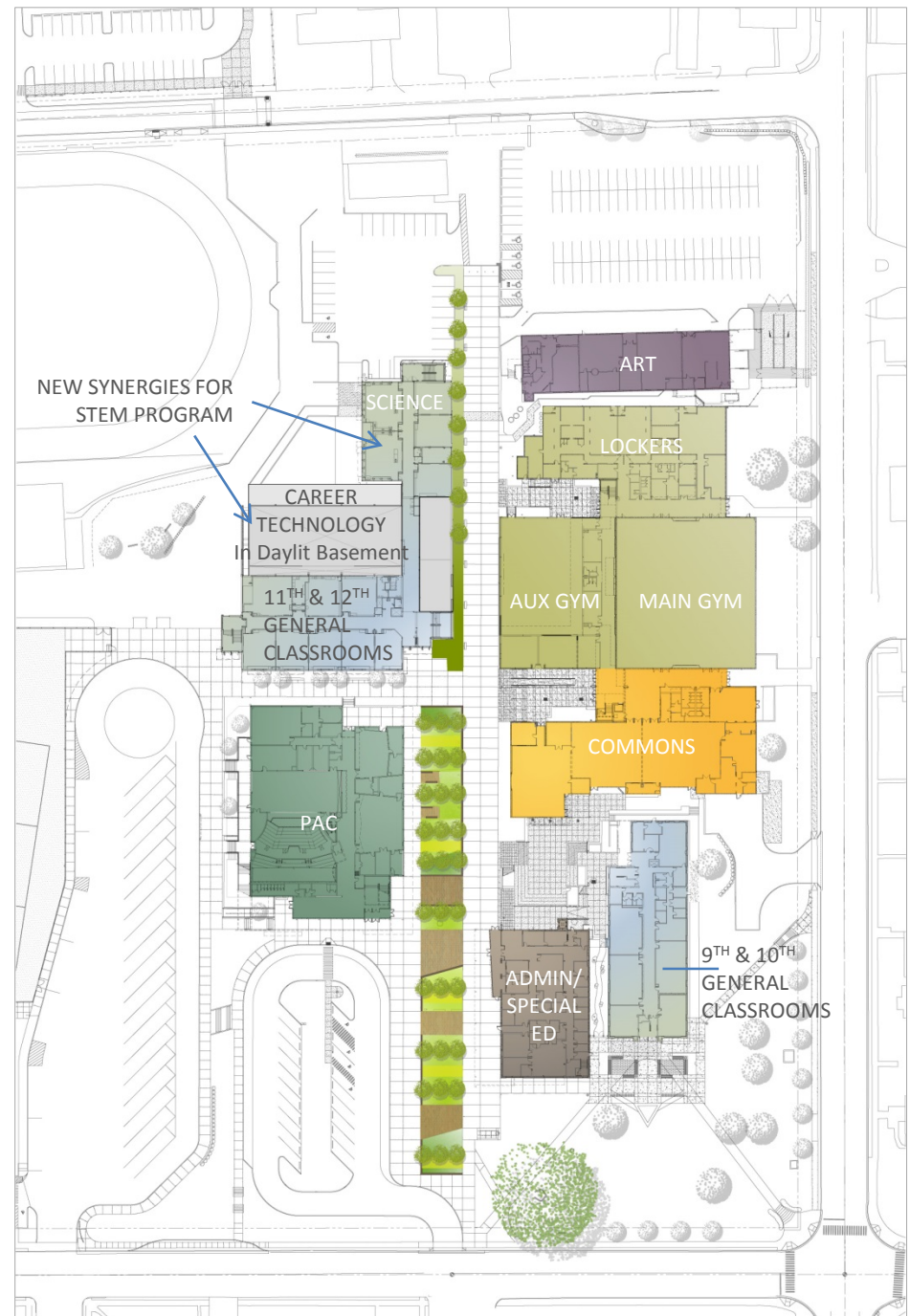
When we heard a girl talking on her cellphone and saying "I am on the promenade," we realized that the architectural concept had come alive.



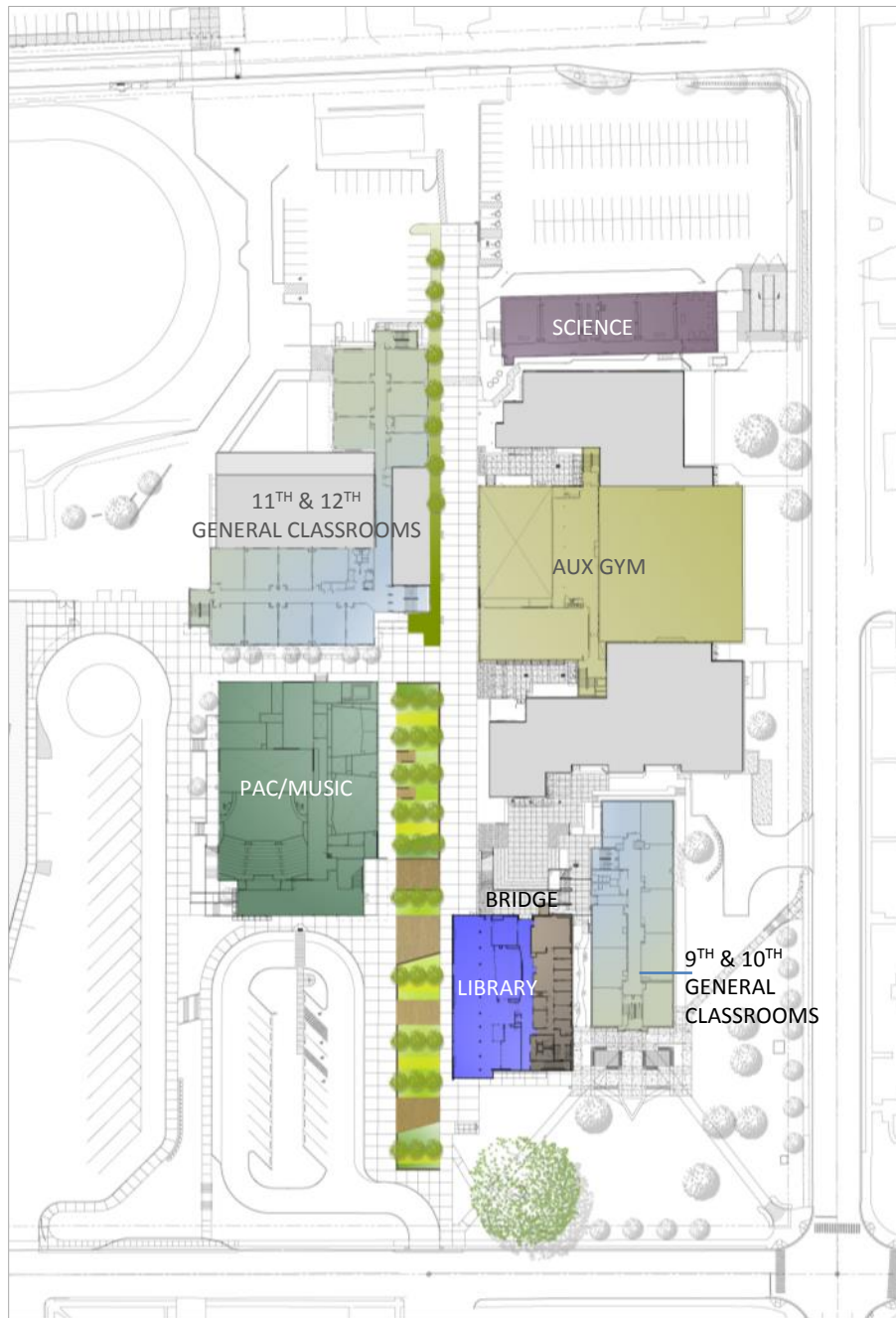
Floor plans



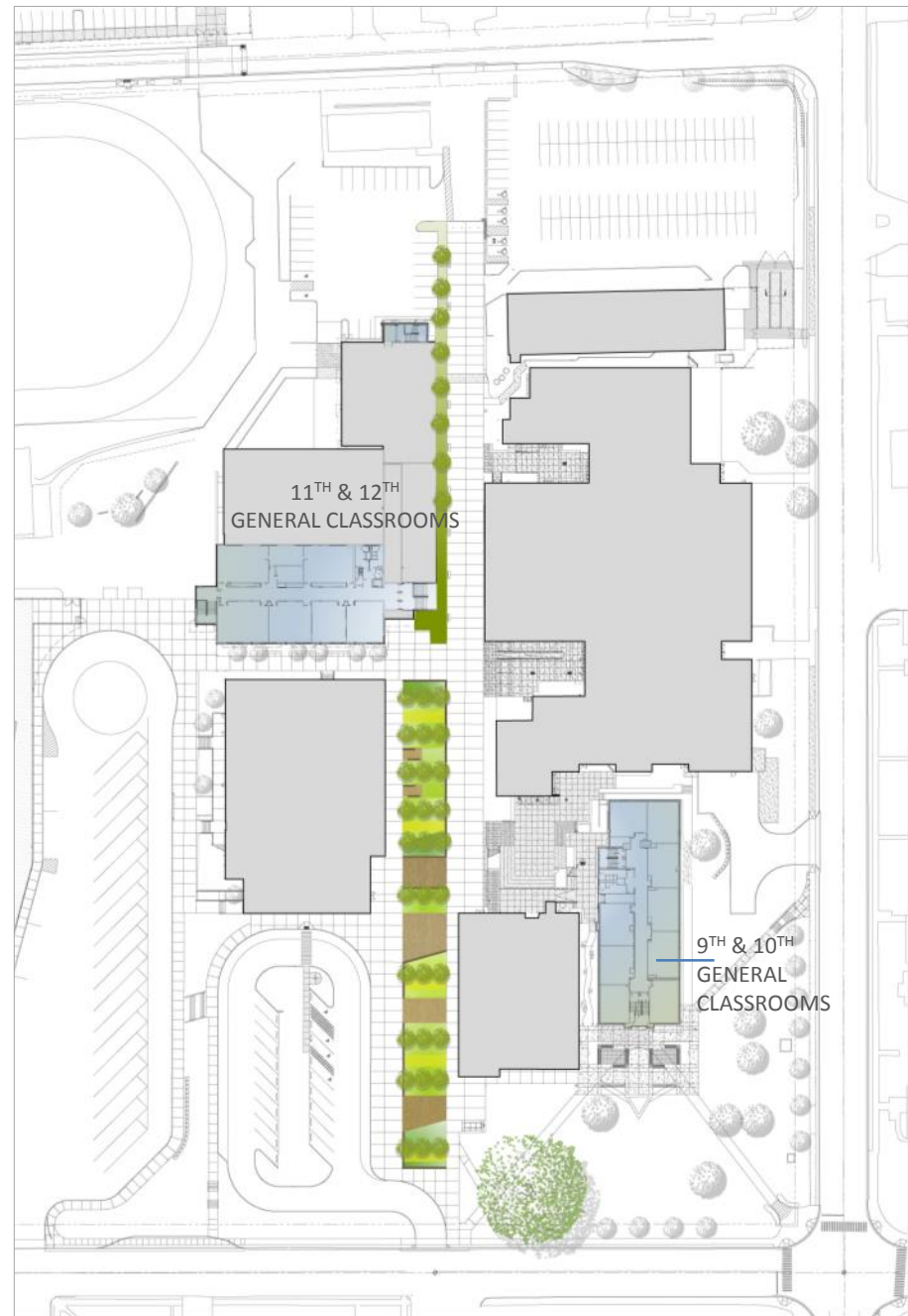
The new campus has spaces for individuals, couples, small and large groups



First Floor



Second Floor



Third Floor

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Project Data

Submitting Firm :	NAC Architecture
Project Role	Architect
Project Contact	Ben Hill, AIA, LEED AP
Title	Project Manager / Construction Administration
Address	2025 First Avenue, Suite 300
City, State or Province, Country	Seattle, Washington 98121
Phone	206-441-4522

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

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

Construction Firm:	Lydig Construction
Project Role	General Contractor
Project Contact	Bill Dobyns
Title	Senior Project Manager
Address	3180 139 th Ave SE, Suite 110
City, State or Province, Country	Bellevue, WA 98005
Phone	(425) 885-3314

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Project Details

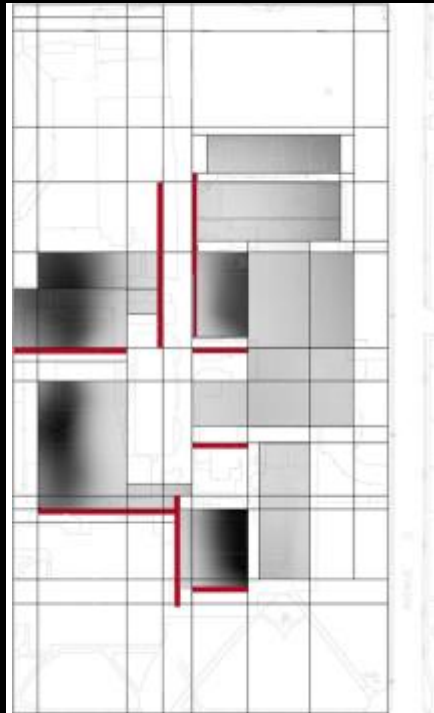
Project Name	Snohomish High School
City	Snohomish
State	Washington
District Name	Snohomish School District
Supt/President	Dr. William A. Mester
Occupancy Date	7/30/2012
Grades Housed	9-12
Capacity(Students)	1,500 students
Site Size (acres)	24 acres
Gross Area (sq. ft.)	255,200 gsf
Per Occupant(pupil)	170 SF/student
gross/net please indicate	gross
Design and Build?	No, GCCM Construction Process
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	\$10,467,430
Building Construction:	\$72,006,676
Fixed Equipment:	Not available
Other:	
Total:	\$82,474,106

The Campus is designed like a small city

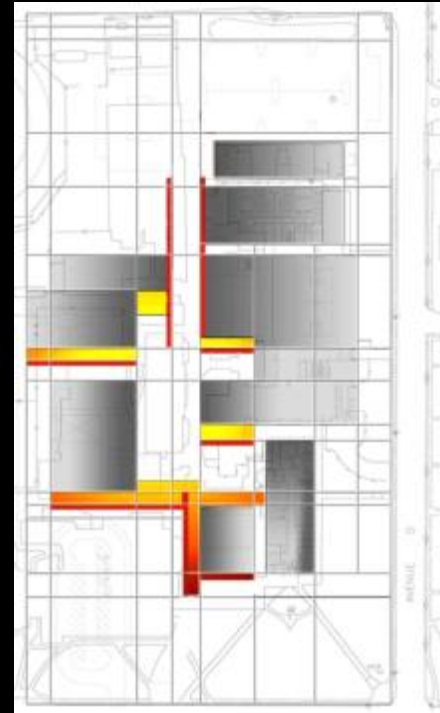
The Campus design required a careful study of circulation, open space, activity nodes and key opportunities for community use. Conceptual drawings below present early studies of the campus fabric.



Student arrival paths and individual courtyard spaces connect to the promenade.



New buildings define new edges
New edges provide a framework for a new rhythm of buildings and open spaces



Dominant planes define new buildings, altered existing buildings and new activity nodes at the same time. They serve as an abstract architectural marker resolving interior and exterior relationships at the most prominent campus locations.

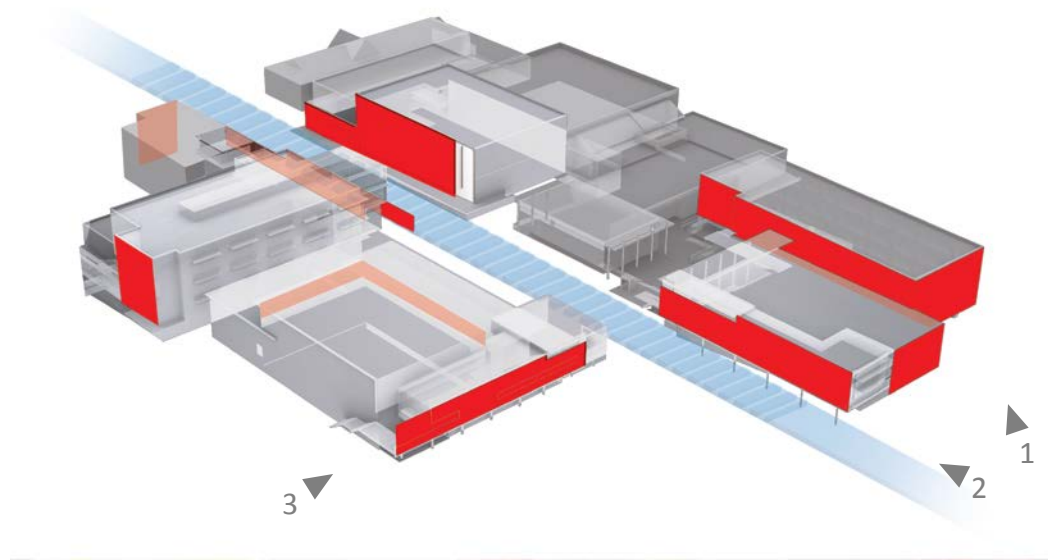


High interaction spaces are nodes of student and public activity on the campus: Performing Arts Center lobby, Gym lobby and main entry are key horizontal and vertical circulation spaces.

Memory Renewed and Interpreted

For the community, original brick buildings from 1938 were a major emotional element. In the new design, brick was interpreted more abstractly, forming key wall planes that define campus open spaces, exterior and interior campus edges that present appropriate coherent and welcoming space to the community.

The new campus needed to have a fresh cohesive character, while feeling like it had always been there.



1



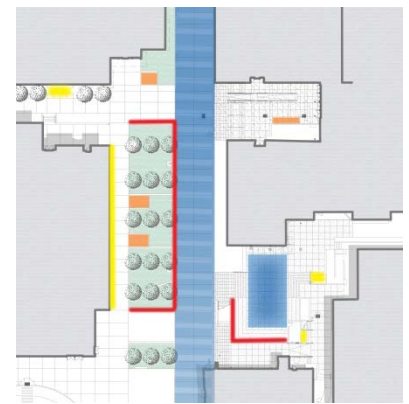
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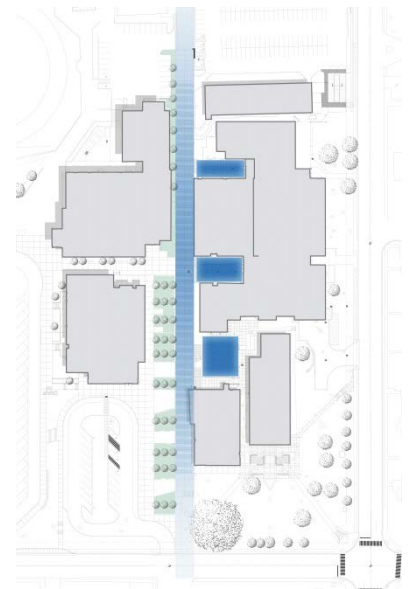
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Transformation of “Negative Spaces”

Former leftover voids – negative spaces – have been transformed into a fabric of stimulating open spaces for student gatherings, socialization and informal learning.



- Shy
- Moderately outgoing
- Somewhat social
- Very Social



The new campus design provides ample spaces for various degrees of students’ social development. There are ample places for shy, moderately outgoing and very social students.



Shy

Moderately outgoing

Very social

Former “negative” spaces form redesigned fabric of open spaces

Weaving of School and Community

Even prior to the completion of phase 4, it was clear that students and the community had embraced the new campus as a place of their own, for socializing, learning and impromptu community gathering. From “old-timers” to the new generation, they have all found a comfortable and inviting place.



