

2012 Exhibition of School Planning and Architecture

Riverview Elementary

Snohomish, Washington
Elementary School
Project of Distinction – New construction
NAC | Architecture

Riverview Elementary





Community Environment

Social Connector:

Connects inside to outside

Connects communal spaces

Views: internal and external

All major communal spaces are organized through the social connector, expressed by the roof glu-lam beams and continuous wall panel material.



Community Environment

Social Connector

"The design of the school should foster relationships among adults and between adults and students by creating paths of travel in which people encounter each other during the day, corridors wide enough to accommodate casual conversation and occasional seating."



Learning Environment

Learning Happens Everywhere

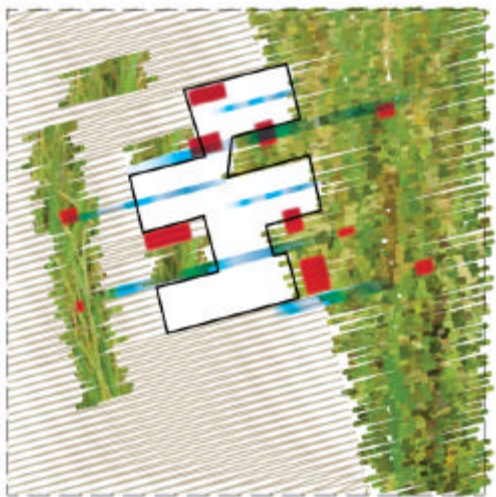




Learning Environment

Transparency in the learning pods supports collaboration, connection to nature, and enhances the quality of daylight in the learning environment.





Outdoor learning areas



Physical Environment

Engaging the wetlands in the daily learning experience was a main factor in site and building organization.



Physical Environment

Outlook over the wetland beyond enhances the connection between the site and building.



Planning Process

The Elementary Educational Specification and Design Committee was formed in 2008 and its members represented the Riverview school community through parents, teachers, community and board members. *Their task was to raise their aspirations beyond this project and lay the groundwork for 21st Century educational facilities in the District.* The group met 13 times during the initial visioning process, and at least that many times during the design process.

The basic desire from the educators and the community members was to organize the school into small learning centers. Each center was comprised of close relationships and visual connection between the classrooms and the shared learning space. The Design Committee was very succinct in expressing these goals as quoted below:



“It should be flexible in the sense of supporting a wide range of learning and teaching styles and a rich variety of instructional activities. It should be flexible in the sense of being adaptable to future changes in the way instructional services are delivered.”

Out of this very interactive exploratory process came the idea that learning should happen everywhere.

Learning happens everywhere.

Planning Process

"We spent a lot of time figuring out what we wanted learning to look like, not attempting to replicate what we had. We looked at how we could ensure that curiosity was a central part of learning. We didn't see learning having to happen at a desk, in a chair. ...A lot of people say a building doesn't matter. It matters."

— Riverview Principal



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Project Data

Submitting Firm :	NAC Architecture
Project Role	Architects
Project Contact	Philip Riedel, AIA, LEED AP
Title	Associate Principal
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:	Babbitt Neuman
Project Role	General Contractor
Project Contact	Matt Nagel
Title	Principal
Address	215 Wilkes St. Suite 103
City, State or Province, Country	Steilacoom, Washington 98388
Phone	(253) 584-7335

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Project Details

Project Name	Riverview Elementary School
City	Snohomish
State	Washington
District Name	Snohomish School District
Supt/President	Dr. William A. Mester
Occupancy Date	January 2011
Grades Housed	K-6
Capacity(Students)	600 students
Site Size (acres)	9.58 acres
Gross Area (sq. ft.)	73,196 GSF
Per Occupant(pupil)	122 SF
gross/net please indicate	gross
Design and Build?	
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	\$2,725,000
Building Construction:	\$20,366,400
Fixed Equipment:	NA
Other:	NA
Total:	\$20,638,900



The Site



Buildable Area

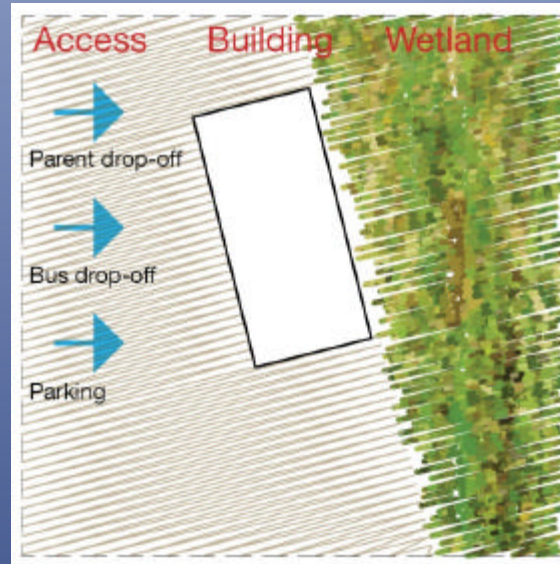


Site Engagement



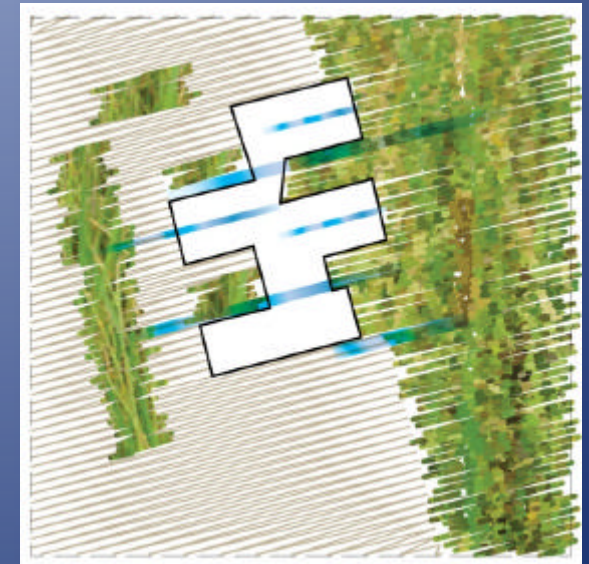
Challenge:

Wetland reduces available area for site development.



Opportunity:

Integration with wetland can provide for an immersive learning environment across the whole site.



Solution:

Building reaches to the wetlands, wetlands translate into the built site, paths extend across the site to weave experience together.

Converting a site challenge into a unique amenity



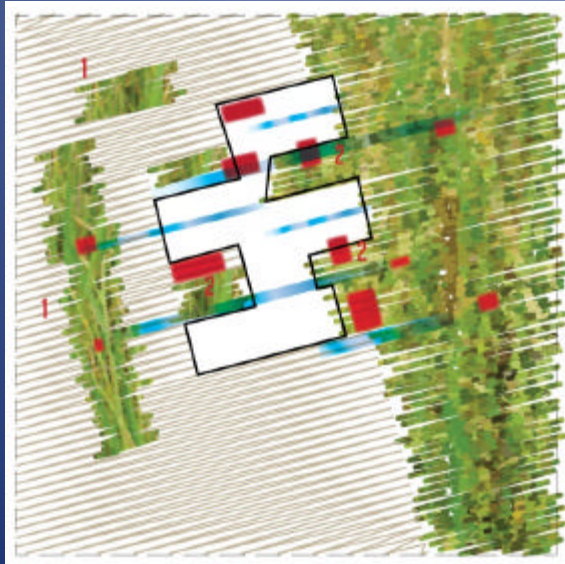
Site Engagement



Social Connector



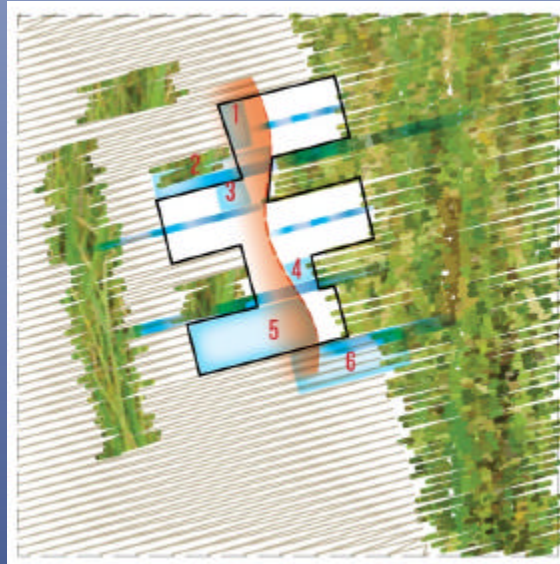
Terrain of Learning



Connection to site:

By extending the landscape across the site, it provides ample opportunity for exciting outdoor learning.

1. Rain gardens
 2. Courtyards
- Outdoor Learning



Weave experience together:

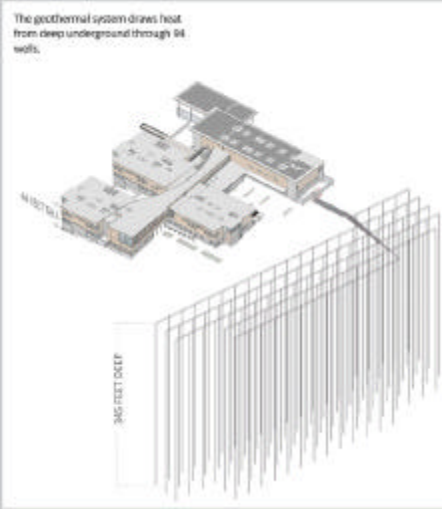
1. Idea lab/Library above
 2. Entrance/front porch
 3. Administration
 4. Music Room
 5. Multi-purpose room, and gymnasium
 6. Outdoor covered play and field
- Social connector
■ Public spaces



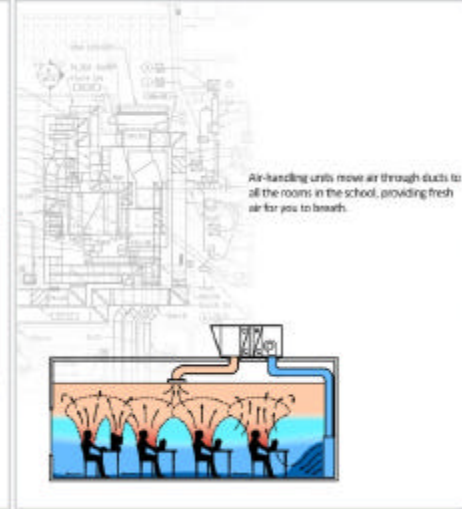
Weave education together:

Learning happens across the whole site:

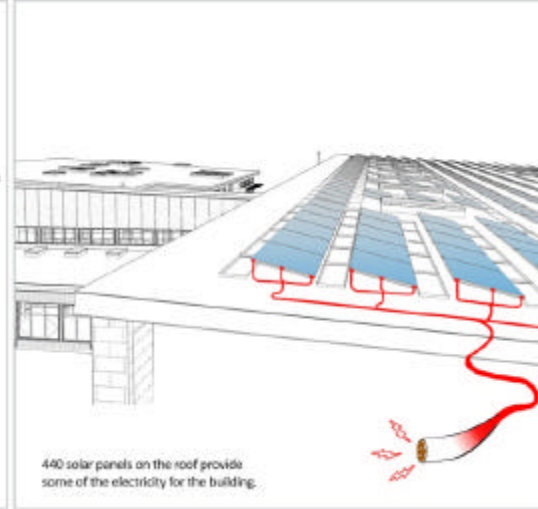
- In the wetland and rain gardens
- On the lookout
- In the learning pods
- At the energy kiosks and sustainable signage



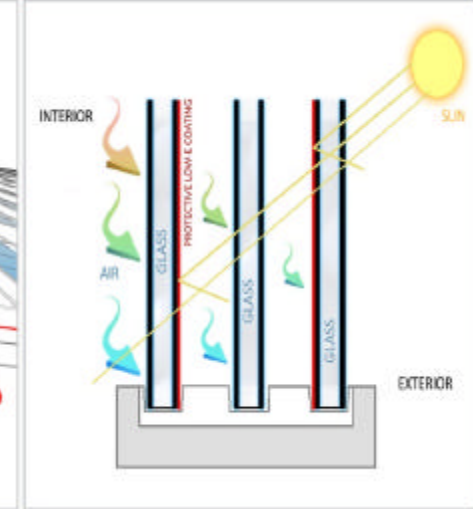
Geothermal



Displacement Ventilation



100 kW Solar Panel Array



Triple-pane Insulated Glass

Learning about sustainability is interspersed across the site and the building. The signage tells about design strategies throughout the project.





