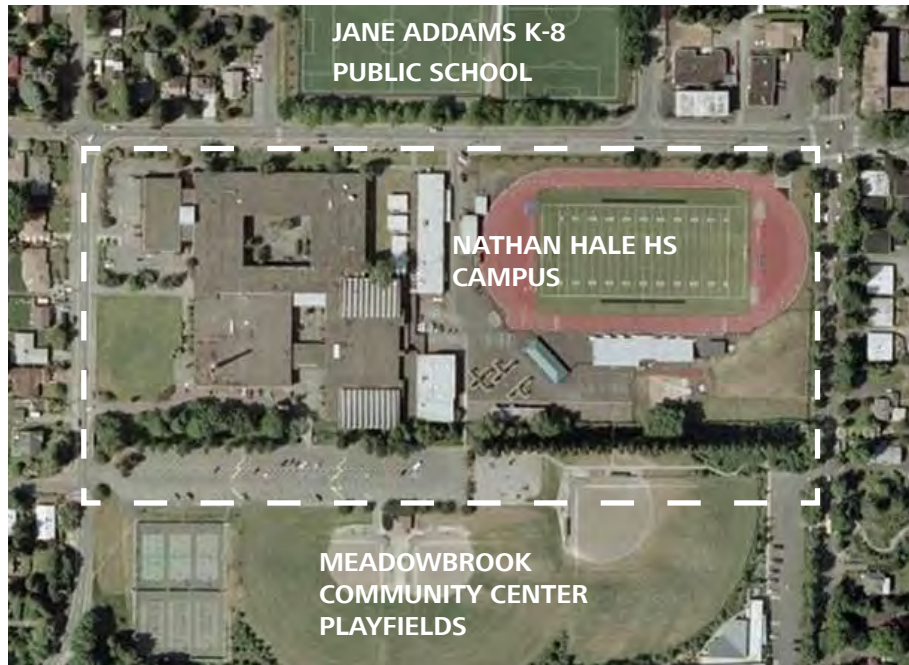




Nathan Hale High School Modernization

James D. MacConnell Award Submittal





APPROACH

Nathan Hale embodies the concept that learning is about creating connections at multiple scales: school-to-community, space-to-space, and face-to-face. Prior to the renovation and addition, the 1960's pre-cast and cast-in-place concrete structure was inwardly focused, dark, and did little to support the educational philosophy built on Nathan Hale's principles of decency, trust, personalization, collaboration, equity and democracy. This project was the opportunity to realize those principles in the built environment by using every square foot of the building for teaching and learning.

The design work for the modernization began in 2007 as a part of the locally funded Building Excellence Program of Seattle Public Schools. The existing building had a strong structural rhythm that the modernization sought to maintain and build upon. The 204,000 square-feet of renovation was a complete gut; we took the building back to the concrete structure, carving away a significant amount of the concrete panels to breathe fresh air and light into the building, and redesigned the school with completely new building organization and collaborative learning spaces. This phased, complex renovation was completed with school



in session and 1,200 students in the building during construction.

A 14,500 square-foot library and arts addition was sited to knit the campus together and simultaneously invite public participation in education; the new library serves as a beacon to the community. Innovative teaching space was added for fitness, the arts and KNHC, Nathan Hale's public broadcast radio station. The library and arts addition physically connects the previously detached shop building to the main school building, and forms a new exterior courtyard for quiet study to the north and a gathering plaza for sports events to the east.

Formerly a hard to navigate maze, we simplified wayfinding by driving a new east-west spine through the school. This simple but defining move forms the backbone of the new circulation, connecting academic and public spaces, opening the school up to the courtyards, which previously felt inaccessible and invisible, and provides a gallery space that puts student life and the commons at the heart of the school. Creating views to the exterior, limiting dead end hallways and introducing natural light from above improve the hallway experience without significantly increasing the overall building footprint.



02 SCOPE AND BUDGET



SCOPE

Prior to the project, Nathan Hale's vibrant, project-based educational program was challenged with a dilapidated, dark and disconnected building. There was potential on many levels to push the boundaries of school building design with great architectural bones, visionary users and an alignment of values.

Working with the stakeholders, we reallocated bond funding from a major facelift with minor interior improvements to a complete modernization and reorganization by stripping the building back to the

structure and prioritizing impacts to educational program.

The continuity of staff throughout the design and construction process allowed the entire project team to work collaboratively toward a consistent vision. Goals established with all stakeholders early in the process informed decisions impacting quality, cost and schedule.

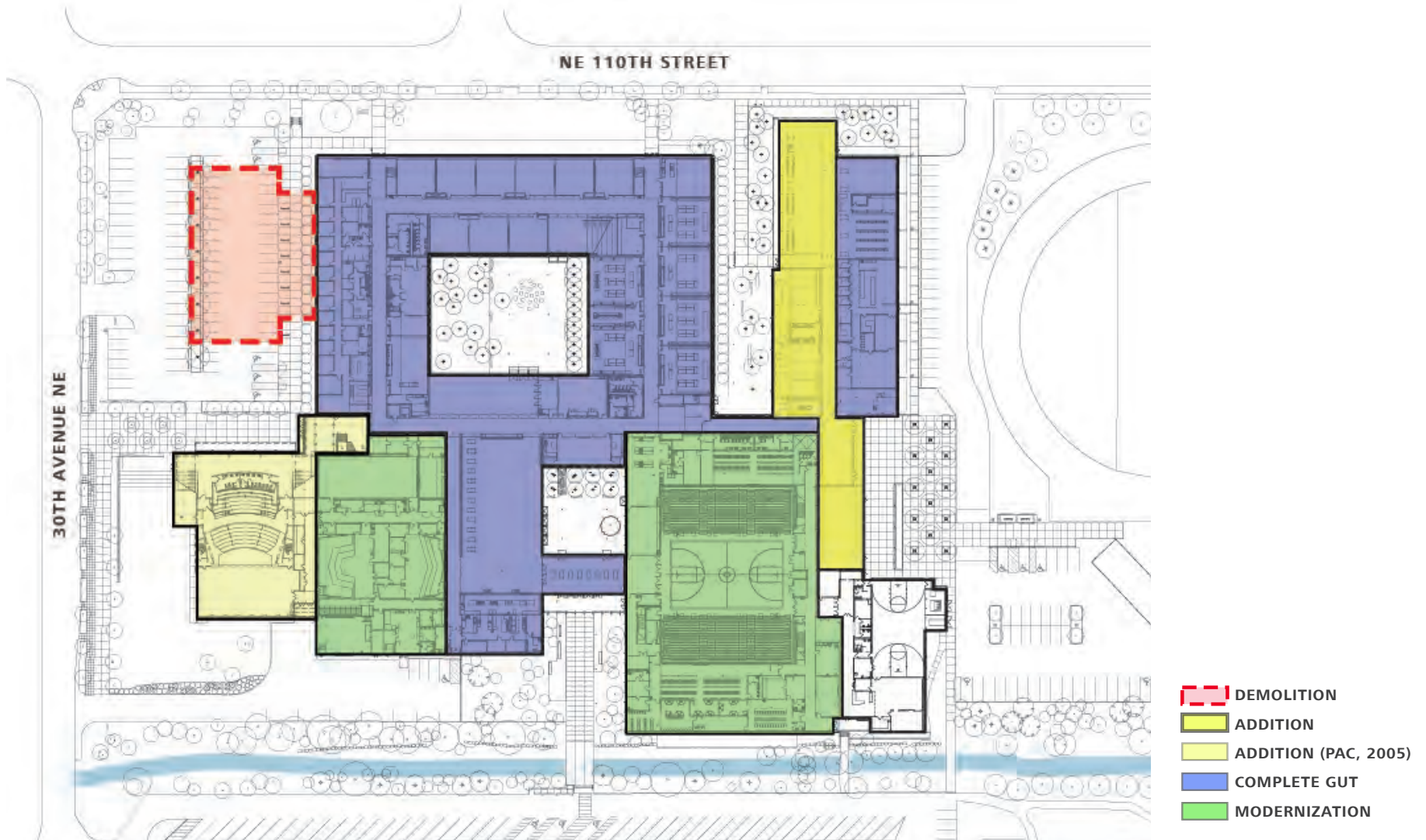
BUDGET

The initial project scope and schedule developed in 2006 for Nathan Hale High School called for a limited renovation of classroom finishes and systems while the building occupants were relocated to an interim facility, in one construction phase. In early 2007 the Owner experienced significant cost impacts due to unprecedented hyper-inflation of construction costs and lack of competition.

In response, the Owner and project team developed a strategy to accelerate the schedule by two years and commence construction

in summer 2008 instead of summer 2010. The Owner's interim facilities were not available so a phased schedule was developed to complete the project while the campus remained fully operational over 30 months of construction.

The effort was split into two separate projects with multiple sub-phases to accommodate 1,200 students, faculty and staff and maintain ongoing school operations. While the project involved complex phasing, the completed design manages to weave all the phases into a seamless experience.



PROJECT 01

- :: Substantial Completion: September 2009
- :: Modernization: 13,000 sf
- :: New Construction: 14,500 sf
- :: Construction Cost: \$10.6 million

PROJECT 02

- :: Substantial Completion: July 2011
- :: Modernization: 191,000 sf
- :: Construction Cost: \$44.8 million

PROJECTS 01 + 02 (COMBINED)

- :: Modernization: 204,000 sf
- :: New Construction: 14,500 sf
- :: Construction Cost: \$55.4 million
- :: Total Project Construction Budget: \$56.2 million



03 COMMUNITY ENGAGEMENT PROCESS

“Our new school is a perfect example of how well the architects listened to the users.”

Tina Tudor, Educator, Nathan Hale High School



Good buildings do matter. The successful passage of the 2007 Building Excellence Capital Bond signified an important investment in the future of education for the District. The project was an opportunity to strengthen and support the District’s educational vision – and the role of facilities in these goals. Design decisions made today must support instructional method and programs well for the next 50 years.

STAKEHOLDERS

Planning is about learning possibilities from multiple perspectives. An interactive planning process was undertaken to determine the specific requirements for Nathan Hale High School, using the District’s Generic Educational Specification, as the basis from which to begin programming discussions. The process tested and adapted the Generic Educational Specification to the specific goals, needs and requirements of Nathan Hale High School. Knowing that the strongest design solutions are

generated through an understanding of the educational vision, the surrounding neighborhoods, the people, and their objectives, a group was formed to guide the process and represent a cross-section of project stakeholders. The Stakeholder’s Group was comprised of students, school and district staff, teachers, community members, parents, and consultants. The group convened in 2007 with the stated purpose of developing guiding principles for the modernization. Key to facilitating the process was respecting individual

participants and their perspectives, allowing all perspectives to be heard, and managing that interaction. Simultaneously we sought to craft a process that informed, empowered and energized the group to harness their collective wisdom.

SEATTLE PUBLIC SCHOOLS BOND GOALS

- :: New gymnasium and new cafeteria
- :: Exterior renovation, new roof, new energy-efficient windows
- :: Technology access and upgrades for classrooms
- :: Structural remediation to address seismic risk
- :: Air and water quality upgrades, new fire alarm and sprinkler system
- :: A design that facilitates small learning communities
- :: ADA accessibility

STAKEHOLDER GOALS

- :: Improve surrounding community, community connections
- :: Design that supports adolescent life and learning "Put Student at the Center"
- :: Flexible facility
- :: Welcoming, safe, accessible school
- :: Aesthetically pleasing design
- :: Green School
- :: Minimize construction impact

We began the process with a Visioning workshop as a forum for dialogue and planning for the future by asking questions such as:

- :: How can physical space promote strong relationships between teachers and students?
- :: How will community members interact with the schools?
- :: What belief statements about school program delivery do we want to be apparent in the educational design and/or layout of the facilities?
- :: How can the environment provide

a range of opportunities for success?

Describe places that support multiple instructional strategies, e.g., guided inquiry, small group work, discussions, independent work, projects, experiments, book and internet research, construction of models and products, use of technology and the arts for expressing ideas, and adult interactions with individuals and small groups.

- :: How can the environment reflect diversity in people, perspectives, ideas and experiences?

:: How will we respond to the needs of resource management: land, water, energy, materials, staff and money?

:: How should emerging technologies best be defined and accommodated?

This process not only set the direction and vision for the project, but also built consensus among a diverse group of individuals regarding the future of education. The answers to these questions provided the guiding principles for the modernization:

TO FOSTER THE CONNECTION WITH THE GREATER COMMUNITY

A key concern was that all public amenities within the high school be easily accessed by the school and community to allow for the greatest use of facilities such as the library, performing-arts center, cafeteria and gymnasium. A certain level of transparency was desired to connect the inner workings of the school with the campus and beyond.



TO CREATE A HIGHLY COLLABORATIVE ENVIRONMENT

Nathan Hale wanted to create a curriculum, via the design, that would encourage all members of the school community to collaborate.

TO PROVIDE A FLEXIBLE FACILITY

The existing school’s spaces are programmed for specific, singular uses. It was desired to have the renovated building provide more adaptable spaces that support a variety of programs and teaching methods.

TO PROVIDE A SAFE LEARNING ENVIRONMENT

It was important that the entrance to the building have a welcoming design that is reflective of Nathan Hale’s open philosophy. The atmosphere should be welcoming, comfortable and accessible, fostering a sense of inclusion and belonging.

TO CREATE AN AESTHETICALLY PLEASING DESIGN

Equal importance was placed on functionality and beauty to reinforce positive relationships between students, staff and community while encouraging student ownership and

pride. The following goals describe the desired aesthetic:

- :: Clean lines and planes
- :: Lightness
- :: Bold grace
- :: Flowing
- :: Simple
- :: Northwest feel
- :: Connection to nature
- :: Ability to see the sky

TO BUILD A GREEN SCHOOL

The design team engaged both the district and the site in a discussion (eco-charrette) to help articulate and

prioritize ‘Green Goals’ that should be included in the modernization. Goals discussed included:

- :: Outdoor learning opportunities
- :: Student environmental stewardship
- :: Celebration of water
- :: Efficient use of water
- :: Natural ventilation

Goals identified by the Stakeholder’s Group with regard to Thornton Creek included:

- :: Water table monitoring
- :: Access for science classes
- :: Community asset

TO MINIMIZE CONSTRUCTION IMPACT

It was important to the users to remain on the site and not be moved to an interim school as the district had initially planned. Recognizing the impact of the construction process on students, staff and families, the design team worked closely with the users, district, contractor and entire design team to minimize the negative effects by phasing construction. Including the new addition in early phasing provided on-site surge space.

SCHOOL DESIGN TEAM

These principles provided a solid conceptual foundation, and helped guide decisions implemented by the School Design Team (SDT), informed the development of educational specifications, and provided preliminary direction for the design team. Throughout the design process, the SDT met regularly with the design team to further refine project goals and organizational concepts for the modernization of Nathan Hale. The SDT represented the school’s diverse users, provided guidance and discussion on issues

shaping the design and served as the conduit through which information moved between the design team, the broader school, and the surrounding community. This process was vital to keeping the design moving forward; it helped reinforce that all input was heard and considered, it made clear why decisions were being

made, it created consensus and an understanding around why the project evolved as it has.

In addition to the larger SDT group, meetings to provide direction for project development and design approval occurred between the design team and district administrative staff,

including but not limited to: the Instructional Department Leaders, the district’s Building Excellence Program and Project Management, the Seattle Schools Oversight Committee and various school board members.



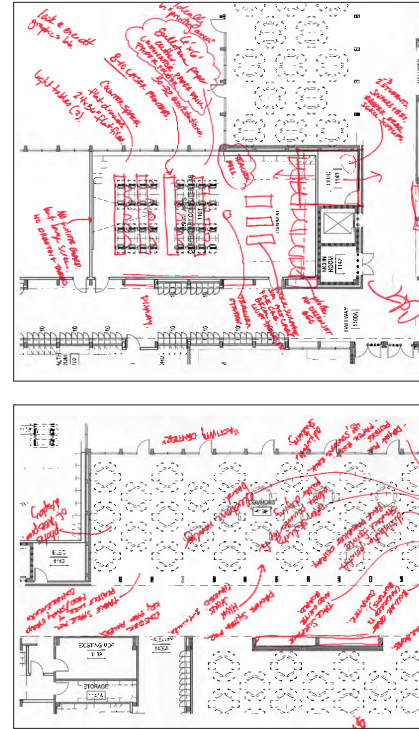


FOCUS GROUPS

In addition to the SDT, we held focus groups with staff, students and community members to uncover objective and subjective attitudes toward present shortcomings and future needs. Depending on the objective, we scheduled multi-day, participatory workshops and smaller focus group sessions with user groups to explore specific issues, including instructional methods, learning styles, and other curriculum-related topics. These meetings provided a venue for specific needs, concerns

or observations to be shared with the design team, as well as allowed the design team to get to know the Nathan Hale community personally.

We began these conversations during the design process and carried the dialogue through construction by hosting tours. These tours provided the opportunity to answer questions prior to the staff and students occupying the building and gave users the opportunity to plan ahead.



GO TO SCHOOL

One of the most powerful ways we got to know "The Raiders" was to attend classes, linger in the halls, and generally observe, interact, interpret and communicate with the community. Firsthand experience was crucial to our process. This applies to the school day as well as after school events, such as "The Bite of Hale," 11th grade Mural Project, Africa Night, the final senior project presentations, etc.

"I have been very impressed with how early and well informed the construction and architectural teams have kept us. I for one really appreciate knowing what is coming down the pike before it hits. It feels to me that they are being very appropriately sensitive to the needs of Hale staff and students."

Larry Uhlman, Nathan Hale High School Educator



BUILDING CONSENSUS

At key junctures, the design team went back to the entire Nathan Hale community seeking guidance on several key decisions the SDT was working with. These workshops or “working meetings” allowed community members to participate directly in planning and design work and contribute to the eventual outcome. Having participated in the resolution of consensus decisions, they become advocates for those decisions. One example was balancing the need to provide on-site parking as the code

requires, but also return as much of the impervious surface adjacent to riparian corridor to native plantings.

Another example was the acceleration of the schedule and phasing of the project on an occupied site. For the users, the building, site and surrounding community were integral to the culture of Nathan Hale; they did not want to move to an interim site. Unprecedented hyperinflation of construction costs supported the users in influencing the district to accelerate.

To successfully phase the project,



the team initiated conversations with the SDT regarding temporary accommodations and brought contractors to the table early. As a result, all Nathan Hale High School students and staff remained on site during the 30 month construction period. Open and honest communication with the school community, neighbors and families before and during construction was crucial, as was taking advantage of the summer months for intense construction efforts.

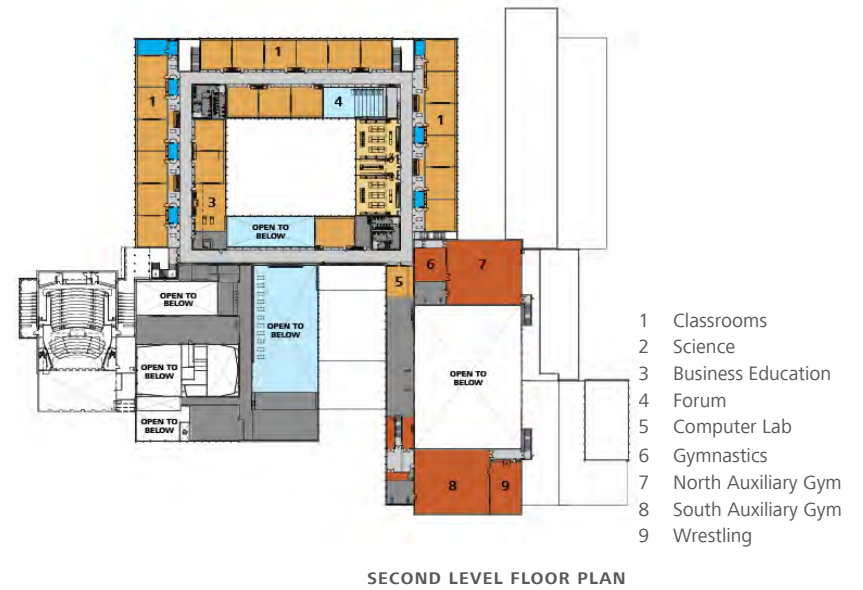
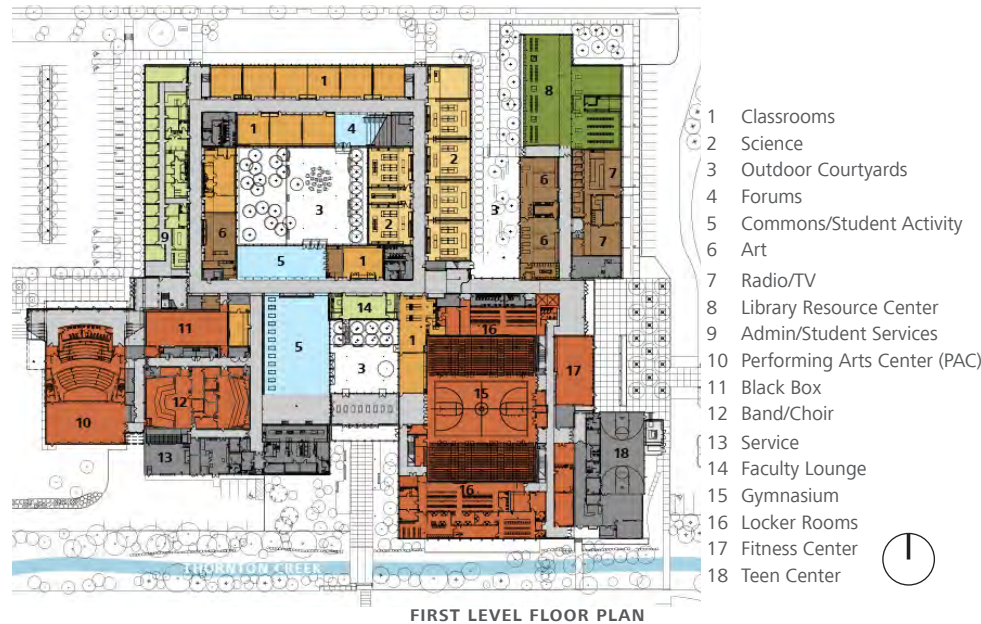
The team strived to communicate with

the community in as many effective media as possible. The documented outreach included more than 225 discrete events, utilizing tools such as meet-ings, newsletters, flyers, press releases, phone hotlines, and web updates and a 24/7 construction webcam.

However, community engagement was more than meeting just to present the project, but rather focused on including the community in the process and establishing strong, lasting links among all the members of the community.



04 EDUCATIONAL AND PHYSICAL ENVIRONMENT



COLLABORATE

Nathan Hale High School embodies the Coalition of Essential Schools (CES) principles and project-based learning by creating and connecting spaces to allow educational opportunities to occur everywhere, support a range of learning styles, and blur the line between social and educational spaces.

A strong sense of community is an integral part of the culture at Nathan Hale. This is fostered by providing improved community access to all public spaces to encourage use of

shared facilities and services during non-school hours. With its adjacency to existing community recreational activities, the school is optimally located as an important hub for the surrounding community. The new building arrangement offers the library, gymnasium and PAC for after school programs and community uses.

The design provides visual transparency between learning spaces and common spaces, encouraging collegiate communication among the staff and students. Shared areas for small group learning have been

developed along the main circulation pathways joining individual classrooms providing opportunities for informal meetings and lively interaction, as well as supporting project-based learning. General classrooms are designed for maximum flexibility. An intentionally non-clustered classroom layout provides opportunities for integrated curriculum without segregating academies from the larger student population.

The building's organization allows public entry from each side. Primary visitor and student entries from

the north and the west have direct supervision from administration or faculty areas reinforcing a sense of security for the students and staff. Other features include appropriate interior and exterior lighting, key card access points, signage, pedestrian and vehicular separation, security office, monitoring cameras, fire safety systems, and emergency power supply.



“We celebrate the completion of what is truly a remarkable transformation. The school now physically supports and embodies the same Coalition of Essential Schools’ principles that our staff and students live out each day.”

Rob Beem, Nathan Hale High School Foundation President

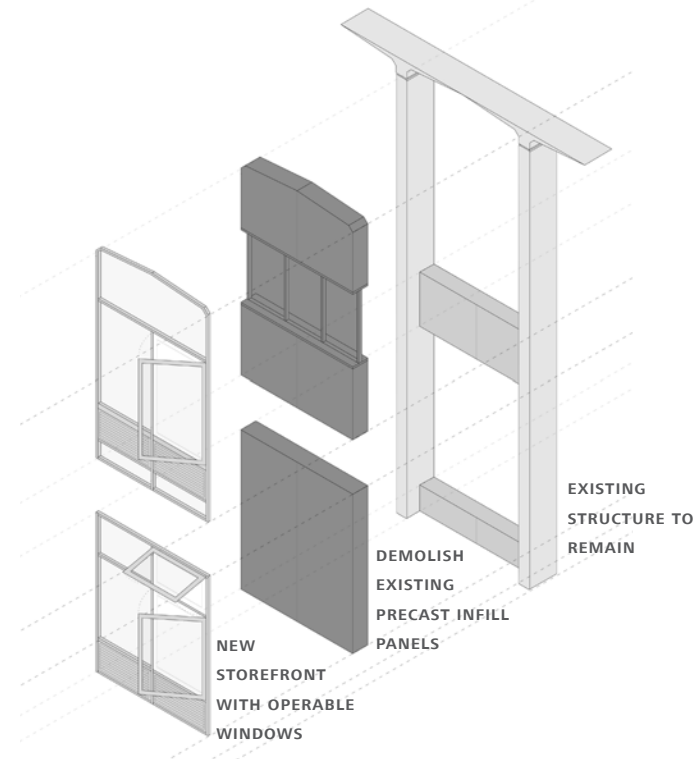
RESPECT EXISTING STRUCTURE

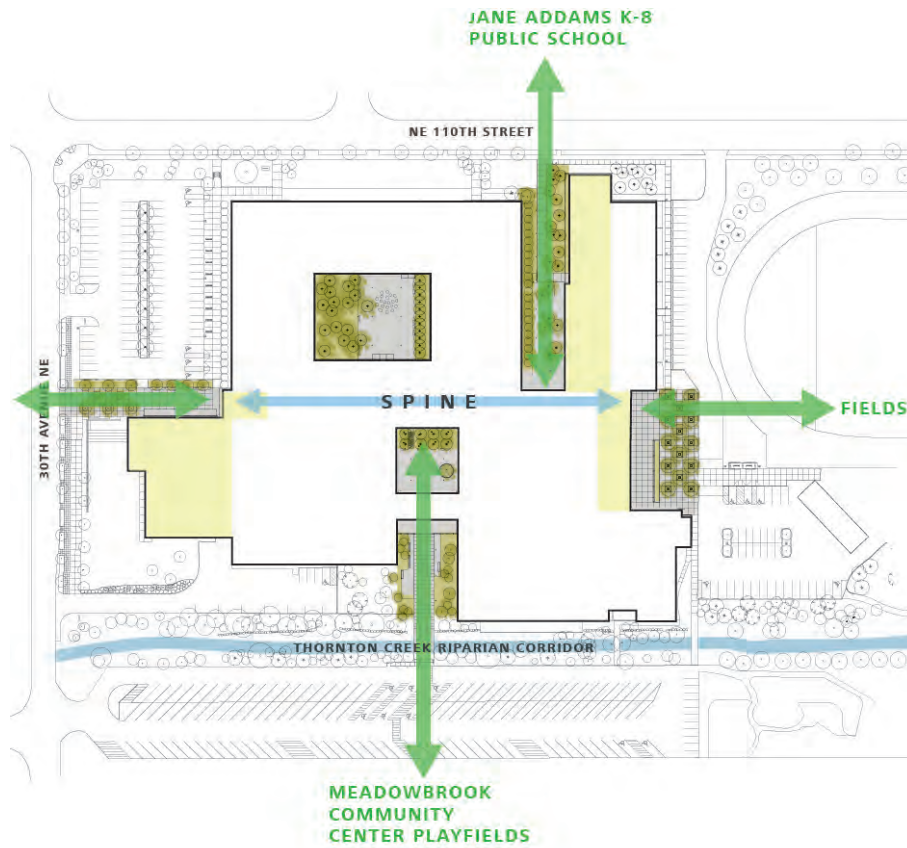
Prior to the modernization, the 1960’s high school pre-cast and cast-in-place concrete structure was inwardly focused, dark, and did little to support the educational philosophy built on the Coalition of Essential Schools principles of decency, trust, personalization, collaboration, equity and democracy.

The existing building is clearly organized and has a strong structural rhythm the modernization design sought to take advantage of without significantly increasing the overall

building footprint. Low ceilings and floor plates were strategically removed to express the structure and add volume to teaching and common spaces. Exterior precast concrete panels were carved away to allow the building to breathe fresh air and daylight.

In reponse to the dark, dim, existing facility, the new color palette reflects light and highlights the vibrancy of the students and their work.





BE THE HEART OF THE COMMUNITY

Family and community involvement is integral to the culture at Nathan Hale High School and an organizational practice of the Coalition of Essential Schools.

To the north of the site is Jane Addams K-8. The fields of the K-8 and Nathan Hale High School, together make up the Northeast Athletic Complex. Single family

residences border the site to the east, west, and partially to the north.

To engage the connection with the greater public community, the modernization improved community access to all public spaces to encourage continued use of shared facilities and services during non-school hours.

The existing Performing Arts Center [PAC] lobby was extended

into a major east-west spine that culminates in a new lobby and exterior plaza to the east, strengthening the connection between the fields and the school.

EMBRACE THE SITE

Thornton Creek is an essential aspect of the local ecosystem and the design decreased 10,000 sf of impervious surface in the riparian management area to create greater access for educational opportunities and

community enjoyment. Transparency between the building and the site strengthens the connection to the surrounding natural environment. Increased fenestration fills the halls and classrooms with daylight, provides a healthy inspirational environment, and expresses the school's values.



CONNECT CAMPUS AND WELCOME COMMUNITY

The library and arts addition at the east wing joined the former shop and main school buildings, and was sited to form a new common exterior gathering plaza. Located at the north end of the addition, the new library serves as a beacon to the community.

As a glass box similar to the lobby of the Performing Arts Center, the library reinforces the strong connection between the school and the community and invites public participation in the educational process as well as becoming a community resource after school hours.



CELEBRATE THE ARTS

Completed in 2005, the Performing Arts Center features a traditional 450-seat theater and multiple flexible venues that support the school's need for concurrent teaching spaces, including two interior forums for smaller-scale intimate presentations, one exterior forum and a sloped lawn for events "in the park."

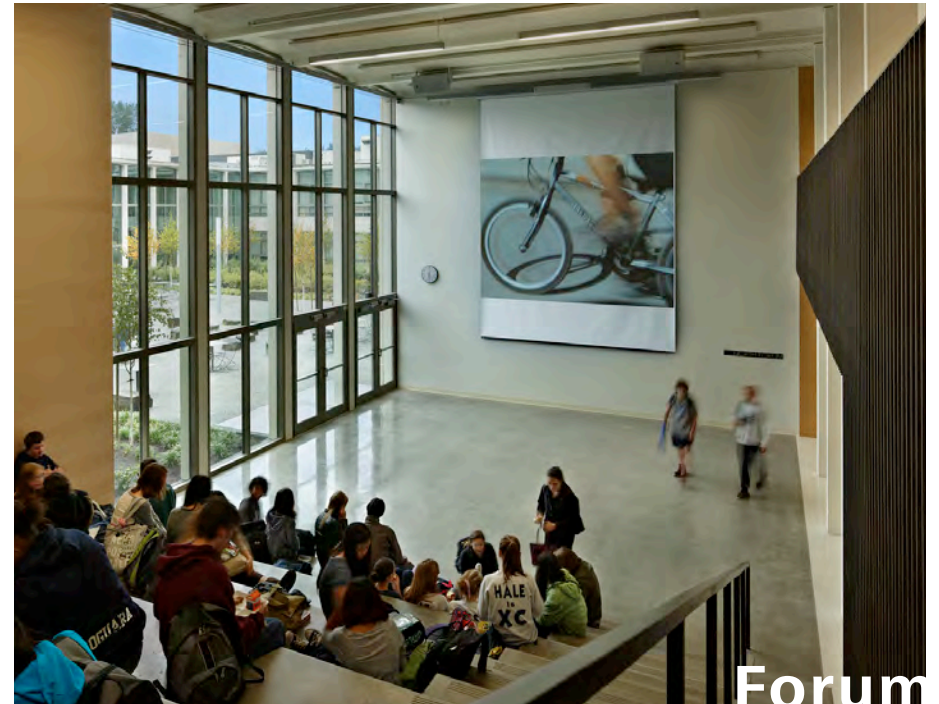
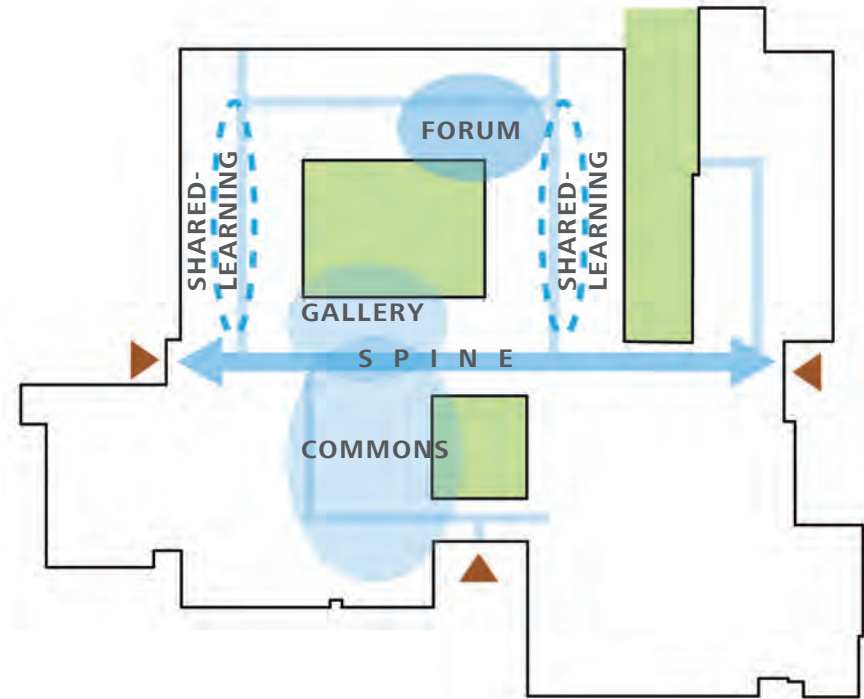


“Similar to the PAC forum, this open area across from the math classes will lead into one of the three courtyards. Each forum will feature a projector, which may be used to play movies at lunch. The forums will also be used for meetings and integrated projects.”

Brandon Geronimo, Student, Sentinel Staff Writer

PROVIDE A FLEXIBLE FACILITY

The design responds to the strong school community within the building by reinforcing positive relationships with the students, staff and community. This is achieved by placing the student-owned commons at the heart of the facility and by building additional forum spaces. Display, exhibition of student work and a variety of spaces for performance and presentation help to celebrate the student while providing a flexible environment that reinforces the educational mission at Nathan Hale.



"I LOVE walking to my classroom each day – enjoying the integration of outside/inside. There is a certain lightness of being, now."

Ted Lockery, Educator

*"...One of the new improvements is native plants that will be planted around the edge of the building. Having these plants should help regulate temperature in classrooms that surround the courtyard, because the plants will absorb sunlight, not bouncing it into the building like the old cement did. **The new courtyard will also have a path so students can cut through it to get to class.**"*

Brandon Geronimo, Student,
Sentinel Staff Writer

ACTIVATE COURTYARD

By increasing the transparency of the exterior elevation, the courtyard becomes an extension of the adjacent Commons, the heart of the Nathan Hale campus.

Previously overgrown and unused, the courtyards now provide a visual and physical connection to the outdoors and clarify wayfinding.



Courtyard

REINFORCE POSITIVE RELATIONSHIPS

The expanded Commons and new double-height Gallery are dynamic spaces for gathering, sharing and learning, and address the users' desire to create a strong student community on campus. These spaces allow for visual interconnectivity, let daylight penetrate the deep building footprint and provide additional venues for performance-based learning.



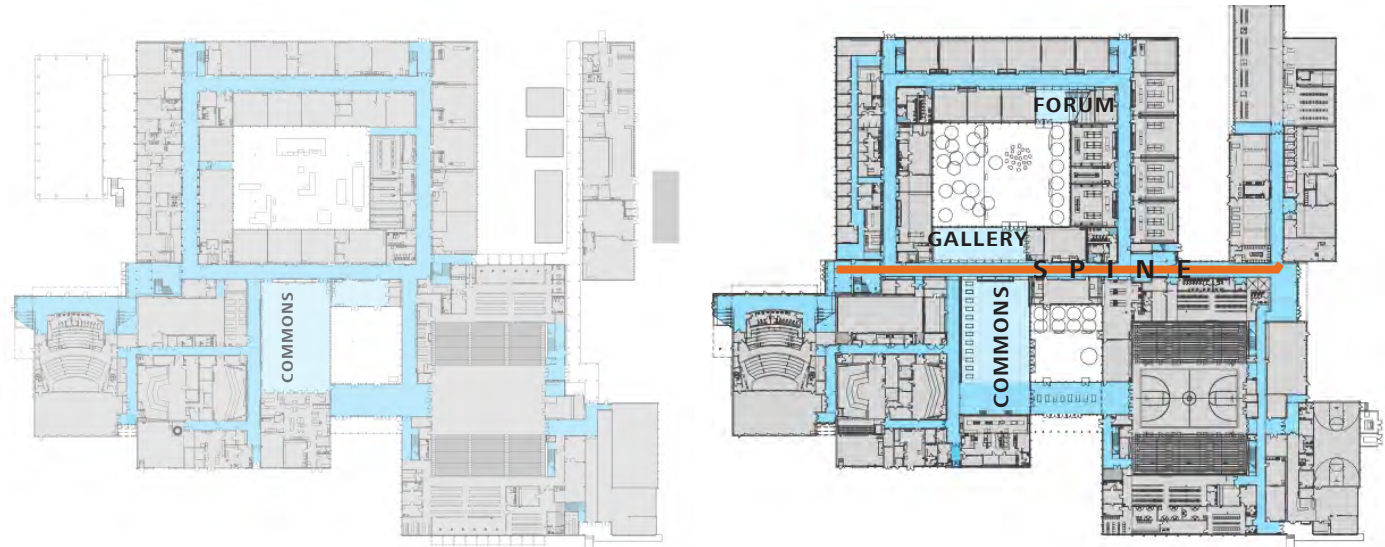
"Across from the lunchroom and next to the new Student Store is the new "Gallery," which is an open space for students to eat lunch and hang out... This space has a view of the second-story hallway above, and has floor-to-ceiling windows. From the Gallery, students will have a nice view of the new courtyard outside..."

Brandon Geronimo, Student,
Sentinel Staff Writer



CLARIFY WAYFINDING

The primary organizer of the building is the main east-west pathway. It is the joint between quieter academic spaces to the north, and areas of public gathering to the south. It is a space that is for socialization, interaction, learning, listening, connection and gallery.



EXISTING 1ST FLOOR CIRCULATION

MODERNIZATION 1ST FLOOR CIRCULATION



Spine / First Floor Hallway

STUDENT AT THE CENTER

The design re-imagines the Commons as a place for community and celebration, and charges it to become an informal presentation and academic space.

The commons was expanded to the south by reconfiguring the kitchen and servery. This allowed the commons to not only open up to the new spine and gallery spaces, but also connect to the south entry hallway that has direct access to student parking.

The lunch room has taken on a new larger, open feel. This is mainly caused by the removal of the doors and the addition of second floor that overlooks the lunchroom. The lunchroom will also look more vibrant, thanks to a bright red floor..."

Brandon Geronimo, Student,
Sentinel Staff Writer



FACILITATE LEARNING EVERYWHERE

Collaboration areas for groups of varying sizes were developed along the main circulation to create opportunities for independent study, one-on-one learning, and personalization. These dynamic multi-use spaces provide rich opportunities for learning, exhibition of student work, and provide flexibility for current and future educational trends.

On the second floor, areas for small group learning and shared conference rooms are adjacent to teaching spaces and allow for easy passive supervision.

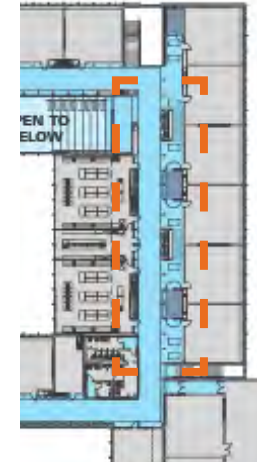
With 30' and 40' deep structural bays, the district's desire for standardization of classroom sizes, and the need for small collaboration areas at Nathan Hale, the design team pulled the wall of the existing classroom back to integrate zones of shared resources that support and encourage teaching in the hallways.



EXISTING 2ND FLOOR CIRCULATION



MODERNIZATION 2ND FLOOR CIRCULATION & SHARED SPACE



2nd Floor Hallway

“KNHC makes the theoretical practical”

English → Journalism

Science → Electronics

Social Studies → Current / Public Affairs

Math → Engineering

Gregg Neilson, Educator



INTEGRATE THE CURRICULUM

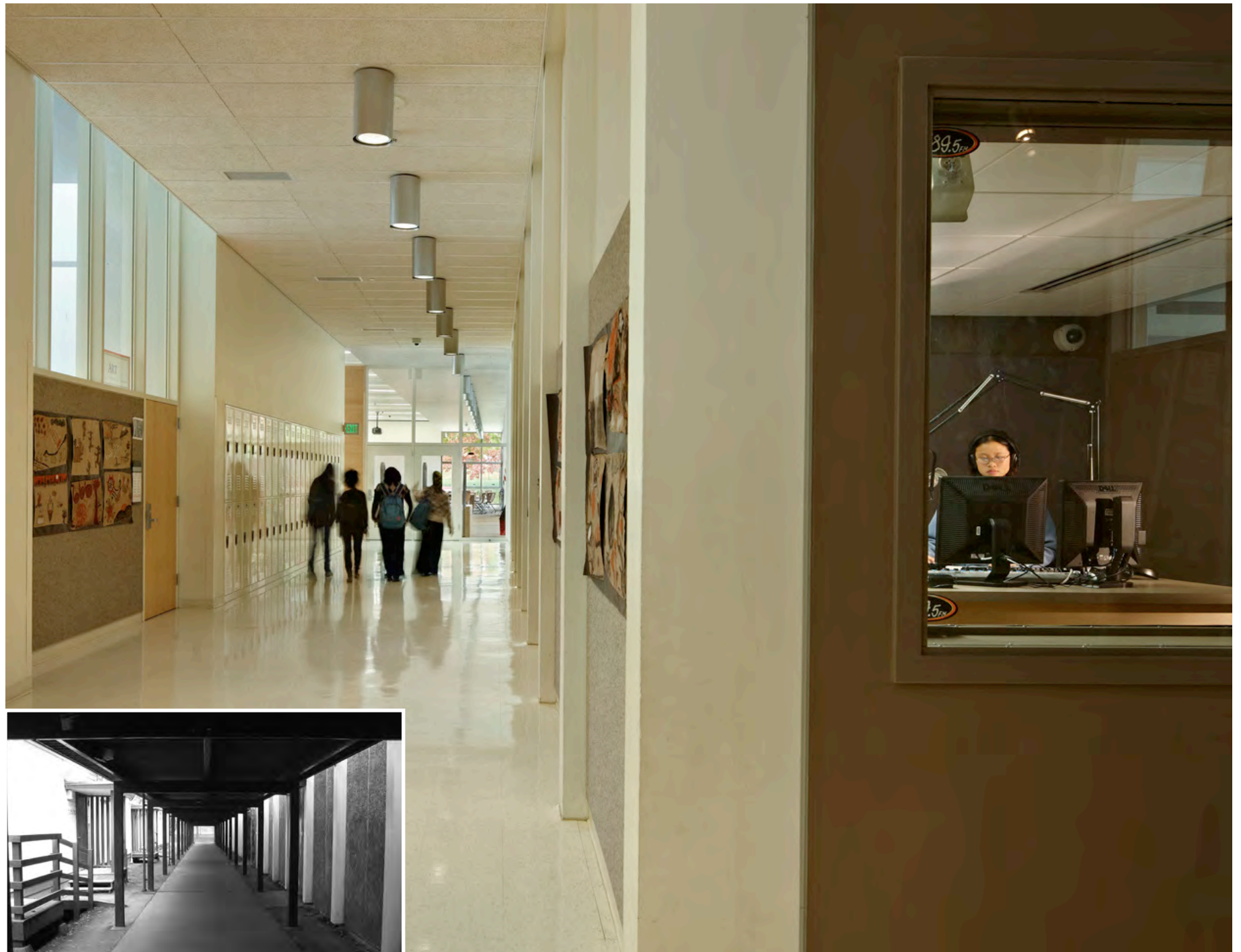
Nathan Hale is unique for its radio station, the only one operating at a Seattle public school. Broadcasting at 89.5FM, KNHC went on the air in January 1971. The format at KNHC has changed over the years. Today it is known for “Seattle’s Hottest Music.”

Students are immersed in the entire broadcast industry from production and on-air announcing to marketing and public relations. The facility includes professional on-air studios, production rooms, a live performance studio and a dedicated classroom.

The vacant shop became the new home for KNHC, previously housed for 40 years in converted classrooms.



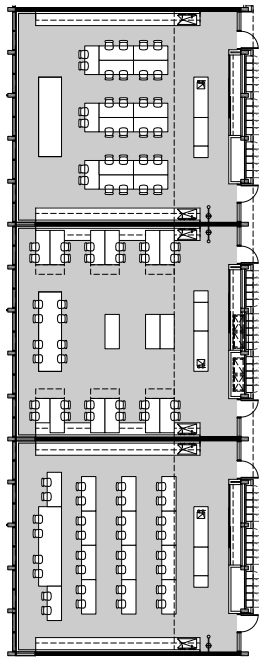
KNHC Radio Station



FOSTER CREATIVITY & INQUIRY

The science department challenged the design team to create innovative spaces that support collaborative, hands-on, inquiry-based learning and support a curriculum that varies from semester to semester.

Custom designed mobile worktops and storage units with epoxy countertops and casters allow teachers and students to reconfigure their labs to support experimentations, student presentations and lectures, small and large group seminars, etc.



CUSTOM MOBILE FURNITURE ALLOWS FOR MULTIPLE SPACE CONFIGURATIONS



ABOVE: MOBILE FURNITURE COMPACTED TO OPEN UP THE CENTRAL SPACE BELOW: MOBILE WORKTOPS CONFIGURED FOR GROUP WORK



Science Labs





05 RESULTS OF THE PROCESS AND PROJECT



11TH GRADE INTEGRATED STUDIES MURAL PROJECT IN THE NORTH COMMONS



PHYSICS IN THE FORUM

RESULTS

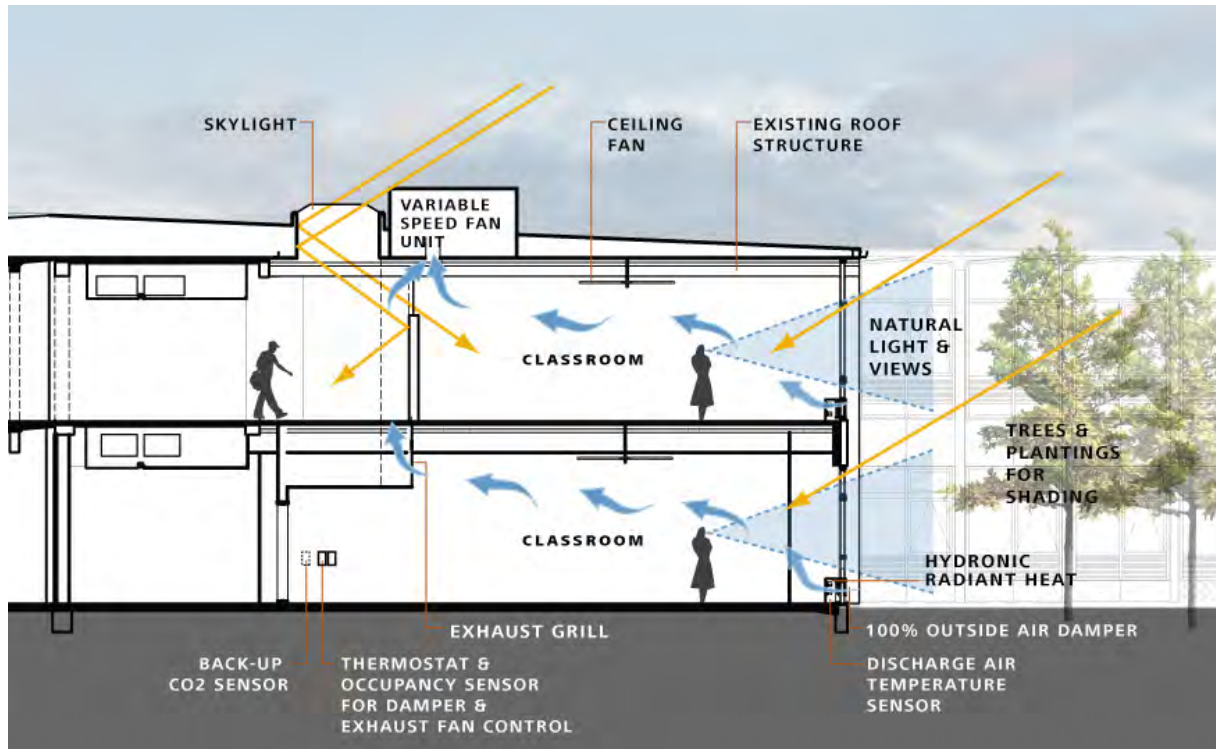
Nearly twenty years ago, the principal at Nathan Hale envisioned a school that could be a more humane place for students to learn and grow. Given the realities of an aging school, the transformation of the school environment began in the design of the educational program and the philosophy of the school, rather than in the bricks and the mortar of the building. The staff was encouraged to think what might be possible in one, five, and ten years. Entering the Coalition of Essential Schools (CES)

came next, and the staff began to design a high school model along the coalition principles of decency and trust, personalization, collaboration, equity and democracy.

The first opportunity to embody CES principles in the built environment of the school came with the design of the Performing Arts Center in 2003. A strong bond was forged between the design team and the Nathan Hale staff and community in the design process through shared values. Less is more, students and their work as inspiration for the building, and the

goals of the school shall apply to all students became guiding principles for design. The groundwork was set for the partnership that would result in this project. Key to that partnership was the school's clarity in articulating and supporting the vision and purpose of staff and their commitment to clearing obstacles in the way of better things happening for students in the school. Walking through the halls of Nathan Hale High School of today, the philosophy of the school is tangible in the clear, clean walls filled with student work and in the multiple

spaces for exhibitions and gatherings of students, families, staff, and community. The light now prevalent in the halls, courtyards and classrooms and the transparency of the building itself is an expression of CES values understood by the design team, celebrated by the staff and grounded in the commitment to a vision that began two decades ago.



ENVIRONMENTAL SAVINGS

- :: Existing Square Footage of Renovation
204,000 sf
- :: Initial Embodied Energy
245,000 million BTUs
- :: Initial Embodied Energy Avoided
73,400 million BTUs
- :: Gas Equivalency
638,260 gallons of gas

SUSTAINABLE

Nathan Hale benefits from an integrated design following principles of resource management and sustainability established by the entire project team, including workshops with the student-led Nathan Hale Sustainability Committee.

The site and the building incorporate high performance design strategies and create visible opportunities for the building to act as a teaching tool for good stewardship and environmental responsibility.

Re-use of existing building shell and structure minimized demolition material to landfills, reduced site disturbance, and limited consumption of new materials. The fan-assisted natural ventilation system, a first for the District, is an energy-efficient solution with increased fresh air, reduced mechanical noise, and user control. A Ground source heat-exchange system was installed to heat and cool the addition.



How Your Classroom Works

Breathe in the fresh air! Your classroom is supplied with outdoor air through a natural ventilation system along the exterior wall.

Ceiling fans and operable windows help keep air moving and provide cooling during warm months.

During cold months, the ceiling fan is disabled and air is warmed by radiators in the cabinets which pull fresh tempered air into all parts of your classroom.

If the green signal light is ON, you can open the windows to help cool the room or provide fresh air.

If the green signal light is OFF, the ceiling fan is disabled; please close the windows.

A thermostat, CO₂ sensor and occupancy sensor help monitor your comfort level and may automatically turn on the rooftop exhaust or ceiling fan to help adjust the room temperature or amount of incoming fresh air.



Electric lights in your classroom won't be needed as often, thanks to supplemental natural daylight.

The zoned lighting system includes an occupancy and daylight sensor to ensure no energy is wasted. Lights along the exterior walls may automatically dim during the day.

Questions?
Please contact
Tina Tudor.



February 2011

Nathan Hale

INSIDE

Sentinel

7

SNEAK PEEK

The Sentinel shares pictures from its inside look at the Hale remodel. These parts of the building will be open after Mid-Winter Break.

STORY BY BRANDON GERONIMO
Staff Writer
PHOTOS BY ALLI STEWART

Room: The Black Box
Location: South Wing 1st floor

Details: The Blackbox is restored to its original design. Finally, the theater has a new stage lighting system. The atmosphere is complete with sound dampening panels that surround the whole room. Also, Mrs. Baird now has her own attached office.



Room: Lunchroom/Kitchen
Location: South Wing 1st floor

Details: Even though it's the same size, the lunch room has taken on a new larger, open feel. This is mainly caused by the removal of the doors and the addition of second floor that overlooks the lunchroom. The lunchroom will also look more vibrant, thanks to a bright red floor. The procedure of getting lunch will be less hectic due to more serving areas. Just like the rest of the building, the technology in the kitchen has improved. There will be all-new appliances, and the lunchroom is outfitted with four new LCD TVs that will display the lunch menu for each day.



Room: The Gallery
Location: Across from the lunchroom

Details: Across from the lunchroom and next to the new Student Store is the new "Gallery," which is an open space for students to eat lunch and hang out. During lunch, there will be tables set up to accommodate students. This space has a view of the second-story hallway above, and has floor-to-ceiling windows. From the Gallery, students will have a nice view of the new courtyard outside. The Gallery houses the activity center (AC) which is now a small room located on the right side.



Room: Music Room
Location: Next to the Black Box

Details: The music rooms have kept their architectural structure, but have undergone noticeable change. Practice rooms are larger with new sound-proof systems. In addition, there is more storage space for instruments.



Room: Forum
Location: In between Math hallway and courtyard
Details: Similar to the PAC forum, this open area across from the math classes will lead into one of the three courtyards. Each forum will feature a projector, which may be used to play movies at lunch. The forums will also be used for meetings and integrated projects.

Room: View of 2nd floor balcony
Location: Outside the lunchroom

Details: This is one example of many changes that give the school a more open feel. From upstairs hallways, you can see into the lower stories from both sides. For example, from one upstairs hallway, you can see into the lunchroom as well as the Gallery. The balconies are one of the major visible changes that Hale students will see.



Room: Courtyard
Location: Center of school

Details: One of three original courtyards, the main courtyard is still located in the center of the school. One of the new improvements is native Washington plants that will be planted around the edge of the building. Having these plants should help regulate temperature in classrooms that surround the courtyard, because the plants will absorb sunlight, not bouncing it into the building like the old cement did. The new courtyard will also have a path so students can cut through the it to get to classes.



Room: Science Room
Location: East Wing, 2nd floor

Details: Taking place in larger-than-regular class rooms, the new science classes will feature special epoxy counters that border the room. These counters are resistant to flame and chemicals, making labs and clean-ups a breeze. Storage is now plentiful in classrooms, and each science teacher shares a large prep room with their neighboring teacher.



*"We have a new and beautifully refurbished campus that is bright, clean, energy efficient, and **better supports our daily mission** to educate our students and help them become honorable, thinking, skillful citizens."*

Carol H. Butterfield, Nathan Hale High School PTSA President



AFRICA NIGHT



LATIN MUSIC FESTIVAL

*“When I became Principal at Nathan Hale High School in 2009, the District had just started on a phased \$86 million renovation of Nathan Hale that would span over three years while the school remained on-site. We welcomed the opportunity to remain in our home and maintain our fundamental academic culture, ensuring that ALL students become honorable, thinking, skillful citizens, but had concerns about the impact of construction and moves on our students and staff. **We were fortunate to have a strong, integrated team of professionals dedicated to our project.**”*

Dr. Jill Hudson, Principal Nathan Hale High School



11TH GRADE INTEGRATED STUDIES MURAL

"The final product is stunning. The transformation is really amazing. I have walked that property for years and your vision for this project has been spot on. Looking out onto the field, the stream and the surroundings... reminded me of some of this country's great scholastic campuses. Thank you for your hard work on this project, it is beautiful and you should be very proud."

Thom Head, Nathan Hale High School Neighbor