Valley View Middle School

James D. MacConnell Award Submission – 2014 CEFPI

Executive Summary

Running to the End of the Dock: An Investigation into Education and Sustainability

From its cutting edge technology to the integral involvement of students, faculty, staff, and community members in the design, Valley View Middle School is the epitome of a community-teaching tool whose value will span generations.

> “...The building isn’t just a place for kids to come and learn, it’s also a part of their education.”

Beginnings

When a design team is challenged by a school district to go above and beyond current practice, education and sustainability mutually expand. Completed in the fall of 2012, Valley View Middle School began construction in February of 2011. After engaging in a robust, comprehensive effort to inform and involve the community at large about the need for a new middle school, the design team continued the momentum by reaching out to faculty, staff, and students. Carefully listening to their needs and dreams, the design team painstakingly collected and documented each and every interview, comment, idea, and emotion. This early dialogue created a rich foundation from which all design elements stemmed.

Challenge

"Run to the end of the dock… and then tell me why we can't go further!" was the resounding charge from a progressive superintendent interested in changing the educational landscape to one that exponentially gives back to the environment and community. To answer this challenge, pursue innovation, and test limits, the design team asked key questions of staff, students, and teachers. "In what type of space are you most comfortable learning?" and "What does sustainable building mean to you?"

Moral Imperative

To both serve the community and conserve valuable resources, Valley View Middle School is designed to be a leading institution for both educational delivery and sustainable practice. The International Living Building Institute's Living Building Challenge was used as a guideline through which all sustainable design elements and technologies were filtered. Similarly, unique educational specifications were developed to set Valley View Middle School apart as a leader in innovative educational delivery. Throughout the design process, each aspect of the design was repeatedly scrutinized through the lens of these guidelines, yielding a sustainable education facility that transcends previous norms.

Library Space

Integrated Design

To ensure the legibility of the program model, the design team engaged in significant coordination of systems and environmental design elements throughout the design process. A generous design schedule and extensive professional discipline integration were key contributors to the successful accomplishment of the design. Numerous technologies were vetted and the "total cost of ownership" was thoroughly scrutinized. Ultimately, key integrated strategies included the following: reduced energy demand via envelope design, solar technology, geothermal technology, and rainwater harvesting. In addition, interpretive signage at Valley View is integrated in walls, floors, ceilings, views, wetlands, trail systems, school gardens, composting, recycling, energy use, water use, building reuse, landscaping, and pavement each tell a part of the school's larger sustainability story.

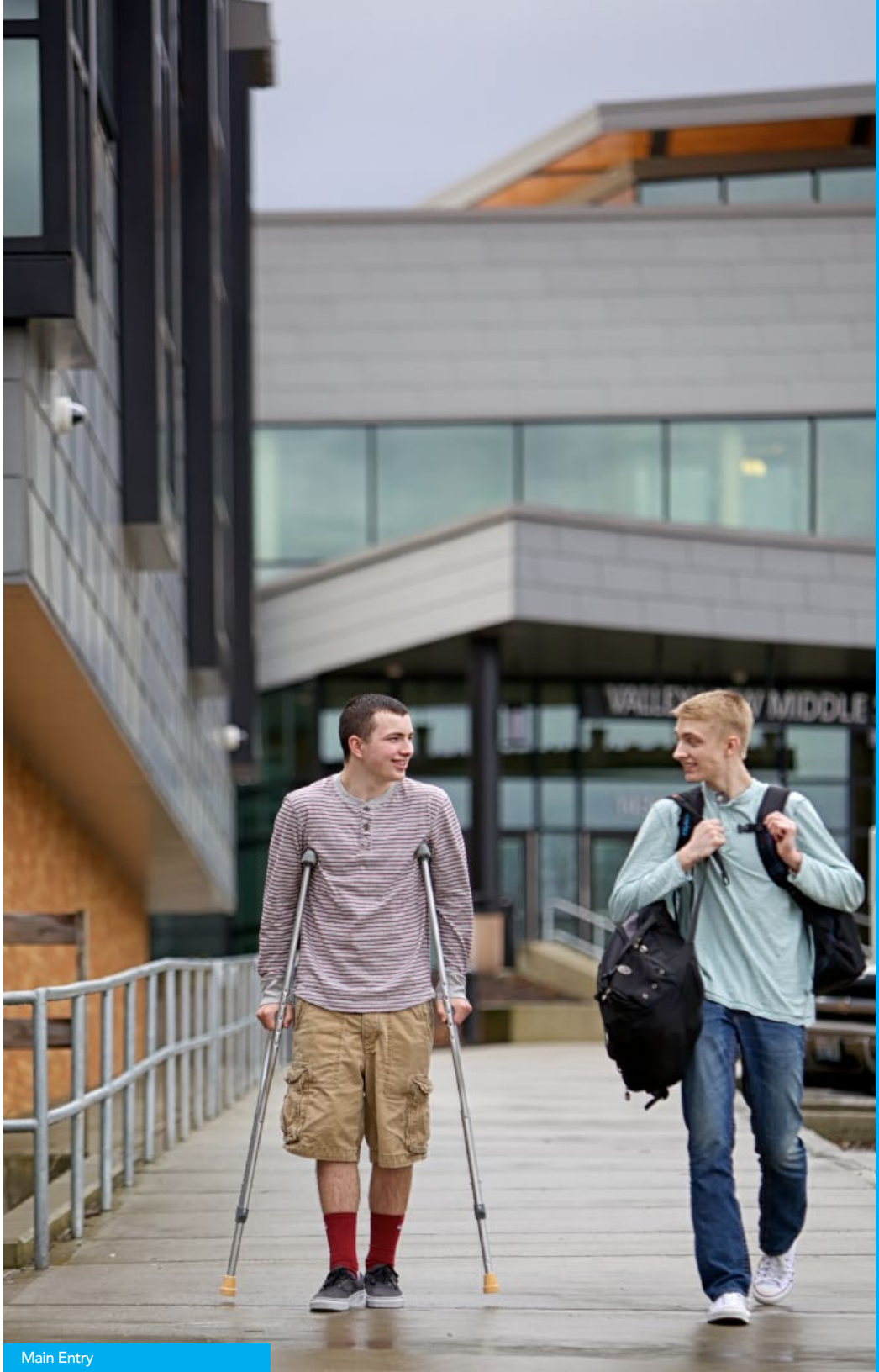
Measuring Success

A key indicator of success at Valley View is the ongoing involvement of staff, students, and community members post construction. The school is alive and active every single day of the week, with a diverse group of users interfacing with the all aspects of the facility. High utilization indicates that Valley View is meeting the needs it was designed to.

In the early phases of the project, the design team and the school district agreed to measure success using the following requirements of the Living Building Challenge petals:

- Site Strategy — working within the existing limits of development, on site habitat exchange.
- Water Strategy — water flow, manage water use entirely on site.
- Energy Strategy — reduce demand, produce energy on site.
- Health Strategy — intuitive design, high indoor air quality.
- Materials Strategy — local manufacturers, local indigenous materials.
- Equity and Beauty Strategy — human scale detail, accessible interpretive wetlands, inspiring kid-focused environment.

In addition, success has been measured by the project's ability to convert capital expenditures into operational savings. The new Valley View Middle School uses less energy than the previous 1981 school facility which was half the size.



Main Entry

Scope and Budget

Scope of Work

The scope included planning and design for a replacement Snohomish middle school. Work included demolition of the existing school and the design and construction management of a new 167,000 square foot, three-level, 950-student middle school.

Project Data

Site Size	38.8 Acres
Square Feet	167,000 sf
Capacity	950 Students
Grades Housed	7-8
Occupancy Date	Fall 2012
Construction Cost:	$60,100,000
Total Project Budget	$60,300,000

Community Engagement

> "...Before Schematic Design had begun, conversations took place with the students of Valley View Middle School in order to garner preliminary observations and interests that would inform the design."

Educational Specifications and The Start of the Design Process

Between March and December of 2008, the Community of Snohomish formed a committee to develop the Snohomish School District's "Middle School Educational Specifications." This document describes school wide considerations as well as specific room functions and adjacencies, and was used to guide the proposed improvements at Valley View Middle School. As a part of the Schematic Design effort, the Design Committee reviewed the various relationships set forth by the Educational Specification.

Community Input Session

Staff Input Session

Design Team Committee and Planning Process

The success of this project is rooted in the early, community-based planning process. Long before the project was envisioned by the design team, Snohomish School District created a Citizens Advisory Committee to directly engage the community in prioritizing needs and setting goals for the project; the committee also provided input on capital campaigns. As a result of this collaborative, community-based effort, voters successfully passed a capital bond in 2006. Almost as soon as the bond passed, the District initiated a campaign to complete the capitol projects envisioned in the original scoping. From 2006 to 2008 the School District embarked on a community outreach and bond research effort that was guided by a new set of Citizen Advisory Committees. Because the bond itself had been based on the common goals of the community, the district's outreach efforts were highly successful.

In the spring of 2008, the formal Education Specification Process started with a similar community-based effort. A Design Committee was created that included members of the student body and teachers from both middle schools. This singular committee formed a district-wide Middle School Educational Specification. The committee met as a combined body through the schematic design of both middle school projects to ensure that the goals of the Educational Specifications were properly implemented at both schools.

As the development of the schools evolved, the Design Committee was split into two separate design committees – one for each school. The teams kept in contact, however, ensuring that the intent of the Educational Specification was being implemented at both schools. The Valley View Design Committee was involved at every level of design - from graphics and interior design to exterior materials and finishes.

During the construction process, the Design Committee and members of the community were invited to monthly construction tours of the project to engage them in the complete process.

As construction came to a close, the design team implemented a user training program for students, teachers, and maintenance staff so that the design intent in terms of educational and sustainability goals could be completely realized.

Student Input and Review

Student Input Session

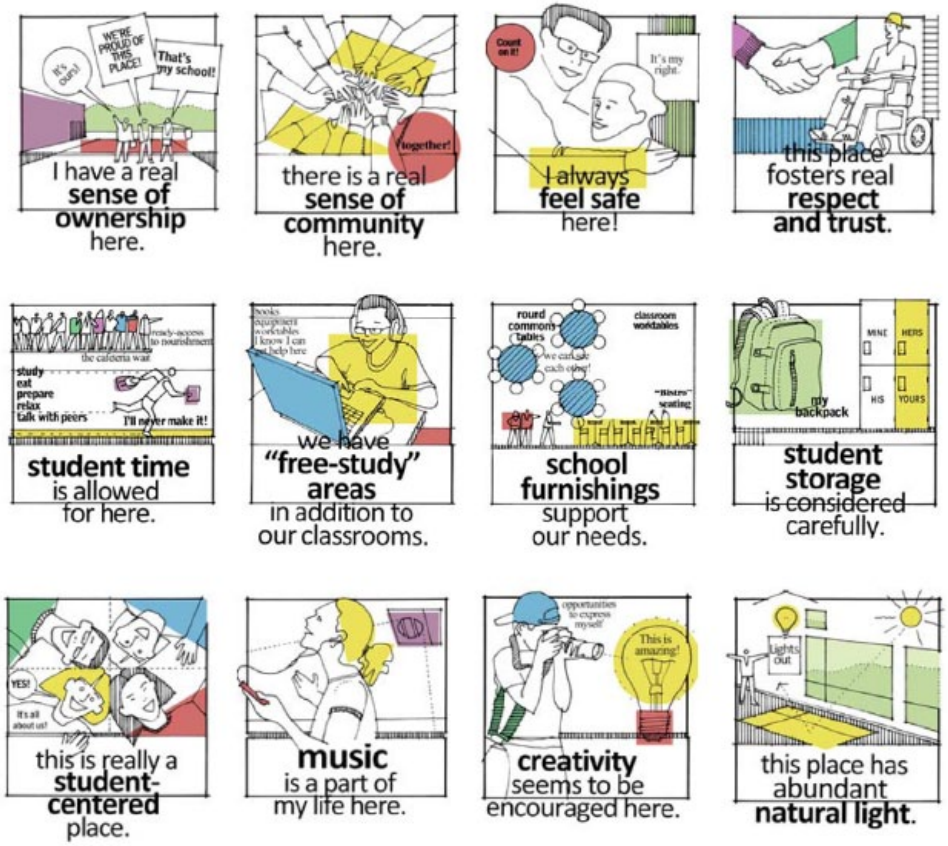
Throughout the Educational Specification process, it became evident that a new, student-centered paradigm for school design must be achieved. Before Schematic Design had begun, conversations took place with the students of Valley View Middle School in order to garner preliminary observations and interests that would inform the design. The design team asked the students, "Where is your ideal place to learn and what is it like?" With over 350 responses, several key themes emerged. Students wanted places they could own, places that were attention grabbing, comfortable, and social. Students also wanted a school facility that would foster social and emotional growth, help develop meaningful relationships between adults and kids, ignite wonder and curiosity, encourage exploration, and facilitate risk-taking. Students also articulated a desire for a space that could engage a wide variety of students. Because the student body was comprised of diverse individuals with a wide range of talents and interests, students wanted their school buildings to reflect that diversity. These student goals laid the groundwork for the overall design of Valley View Middle School.

At the beginning of Schematic Design, a charette was held in which the architectural team sat with groups of Valley View students and discussed their interests and desires in greater depth. Several ideas emerged and were presented to the Design Committee, including:

- A connection to the natural environment and daylight
- The need for places where they could work alone and in small groups
- A school that fostered a sense of community and stewardship
- The need to feel respected and trusted
- A place that met their need to be creative and express themselves individually

Through the conversations with students, faculty, and community about the design of Snohomish middle schools, many common desires emerged.

The adjacent thumbnail "vignettes" record and summarize the words, attitudes, ideas, preferences and priorities expressed by Snohomish School District middle school students about improving their learning environment.



Thumbnail Vignettes

Commons

Planning Process Timeline

- Successful passage of a Capital Bond in 2006 achieved through significant effort of Citizen Advisory Committees.
- 2006-2008 Community Outreach and Bond Research through Citizen Advisory Committees.
- February 2008 Successful Bond Passage — with a ground swell of community support!
- Spring 2008 Ed Specs began, by establishing a "Design Committee" with staff, students and community members from both District Middle Schools. The intent of this committee was to initially develop a District Educational Specification standard for Middle Schools and then continue active involvement throughout the design and construction process.
- 2009 - 2010 Design Phases — The Design Committee collectively participated in projects at both district middle schools through Schematic Design so that there was surety in executing the intent of the Educational Specification. The Design Committees then split to focus on the individual school Design Development. The teams kept in contact to compare notes and measure the development of the projects to ensure that the intent of the common Middle School Educational Specifications was met.
- Winter of 2010 - 2011 — Construction started with completion targeted for Fall 2012. During the construction process the Design Committee and members of the community were invited to monthly construction tours of the project to engage them in the complete process.
- Summer through Fall of 2012 — The design team implemented a user training program for students, teachers, and maintenance staff so that the design intent in terms of educational and sustainability goals could be completely realized.

Library

Value of Process and Project to the Snohomish Community

Because of the groundwork laid by extensive community outreach and engagement in the previous bond programs, the community now has a sense of ownership. Throughout the design and construction of Valley View Middle School, community engagement continued through the involvement of the Design Team, outreach into the community via informational open houses, and advocacy by the School Board within the community.

Valley View Middle School is active and alive year round, with numerous community and school-based events happening daily. The music, jazz, choir and drama programs can perform in a variety of scaled spaces designed for capacities of 50 to 950. Athletics programs and clubs thrive in the gym, on traditional fields, on running trails, and at exercise stations.

Valley View will help to prepare students in unique and innovative ways for challenges they will encounter in a rapidly changing world. The school not only facilitates the development of technical skills for diverse career opportunities, it also instills environmental awareness that will last for a lifetime. Sustainable design features integrated as educational tools help reinforce the importance of caring for and respecting the environment. The on-site water management, the wetlands, the aggressive energy reduction strategies, and the on-site energy generation all model innovation and sustainability, teaching students the value of conserving valuable resources. Students at Valley View will pass their experiences at Valley View on to their neighborhoods and workplaces. The larger Snohomish Community will directly benefit from the students' technical skills as students find employment in the community and, their familiarity with sustainable practices will encourage similar practices in many facets of the community. Valley View students will understand their place in the community, their impact on it, and will actively work to preserve resources in the community.

Educational Environment

Extended Learning Areas

At the core of the dream for Valley View was the need to build in flexibility so the facility could adapt to individual teaching styles, changing teaching strategies and the diverse learning styles of the student body. The key to achieving this flexibility was the creation of the Extended Learning Areas. The staff felt so passionate about these spaces that they collectively carved out program area from other functions to support enlarging these spaces. The classroom clusters are easily adaptable for both large and small groups students. They can each accommodate just a single student or can provide a space for up to three classrooms of students. The Extended Learning Areas can also serve as a gathering place for a guest presentation, accommodating a range of educational delivery methods.

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How the Environment Supports the Curriculum

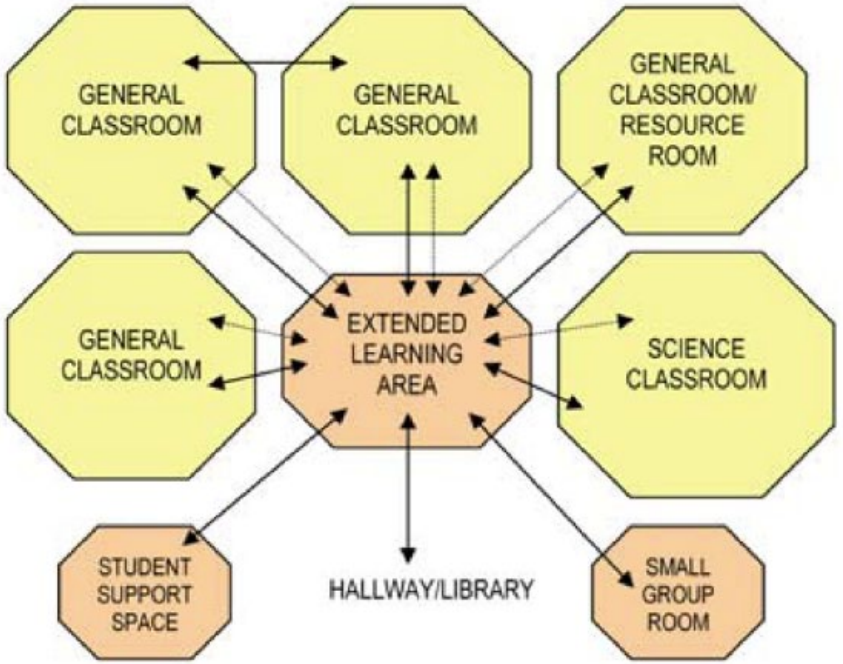
Educational Environment Goals

- Every decision made should support the individual student's education and personal development.
- Every space should support learning.
- Kids should have their own "places" within the school that they can "own."
- The project itself should be a teaching tool and staff should be given the tools to make this happen.
- Students should be inspired and made curious by their own environment.

Student Spaces

Spaces specifically for the students were designed into the program. There are larger areas around the locker spaces that include window seats, informal seating options adjacent to the commons and amphitheater, and bistro seating that provides a more dynamic place to "hang out." Window seats are designed into the library and, of course, there are outdoor covered spaces adjacent to the building that bring the outside in and the inside out, providing students with informal "kid scale" places to "hang out."

All of these spaces support the "learning anytime, anywhere" philosophy. Reinforcing this philosophy, the District's technology policies are based on a future driven open device platform, providing open Wi-Fi throughout the school to encourage kids to use their own devices. This approach further supports the argument that kids learn better when they feel they are in control of their environment.



Learning Area Development

Library Space

Multiple scale spaces in the classroom clusters, library, hallways, commons, the stage / lecture hall and exterior courtyards give students and staff a myriad opportunities for interaction and learning.

The opportunities to use this building as a teaching tool abound – from engaging students with interactive kiosks to showing off the geothermal ground source heat pump system, to providing interpretive signage explaining the site development. Valley View provides a solid education in sustainability through its rain gardens, infiltration stormwater management, and wetlands enhancement. These features will serve as learning opportunities for students, staff and the community for generations to come.

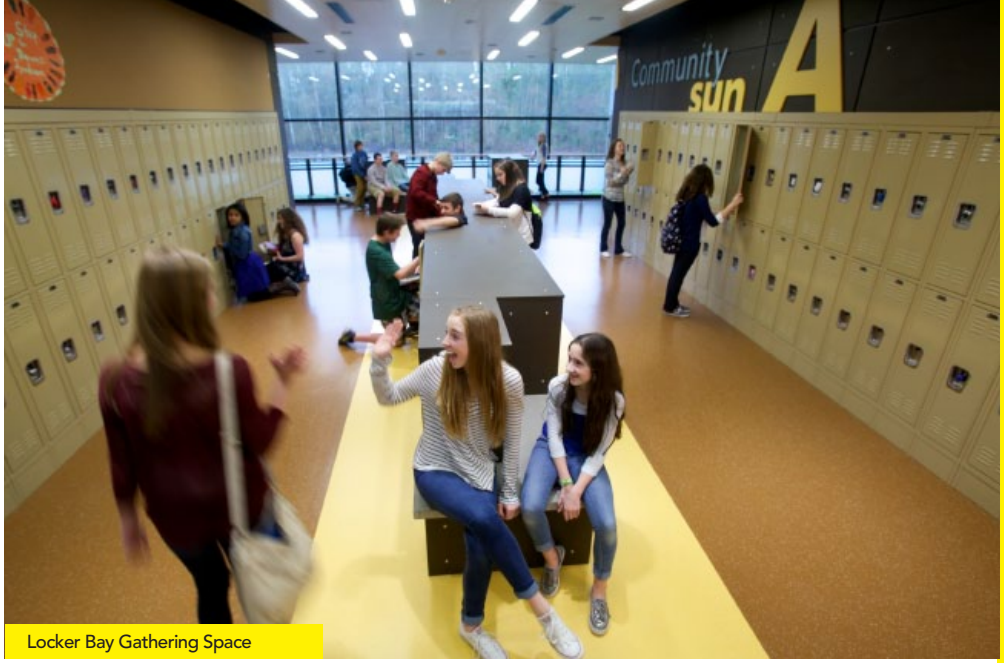
How the Environment Supports Learning & Teaching Styles

Flexible and personalized learning spaces

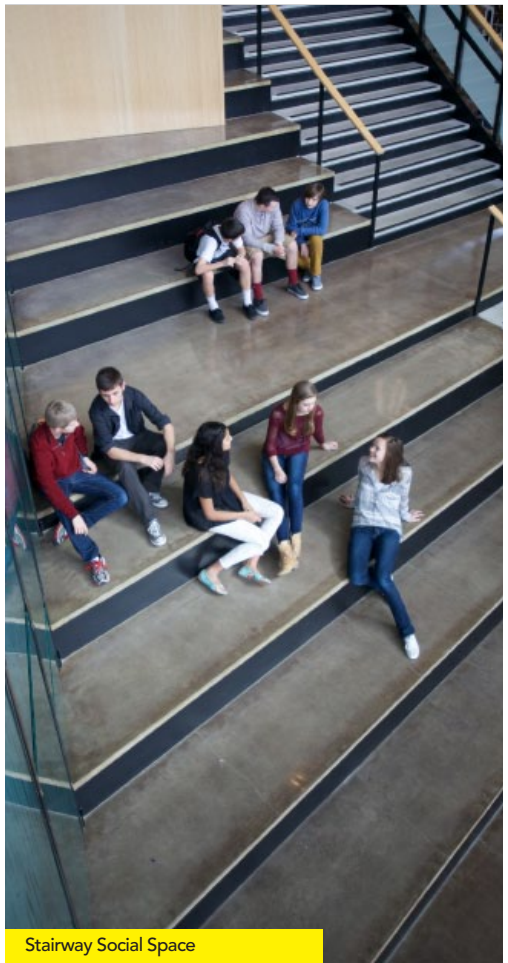
In the library, flexible spaces accommodate several combined classes yet also provide personalized learning spaces. Intimate gathering spaces overlook expansive valley views in the library "prow."

Small learning communities

To create small learning communities, we designed six distinctly identified classroom communities - two per floor. Each includes four classrooms, a science lab, 1,700 sf of extended learning area, breakout rooms and a student locker "lounge." Large mobile casework banks in the extended learning areas provide added flexibility and can be customized to accommodate learning groups from the entire classroom community to one-on-one study.



Locker Bay Gathering Space


Stairway Social Space


Quiet Spaces


Student Space

Adaptive to project-based learning

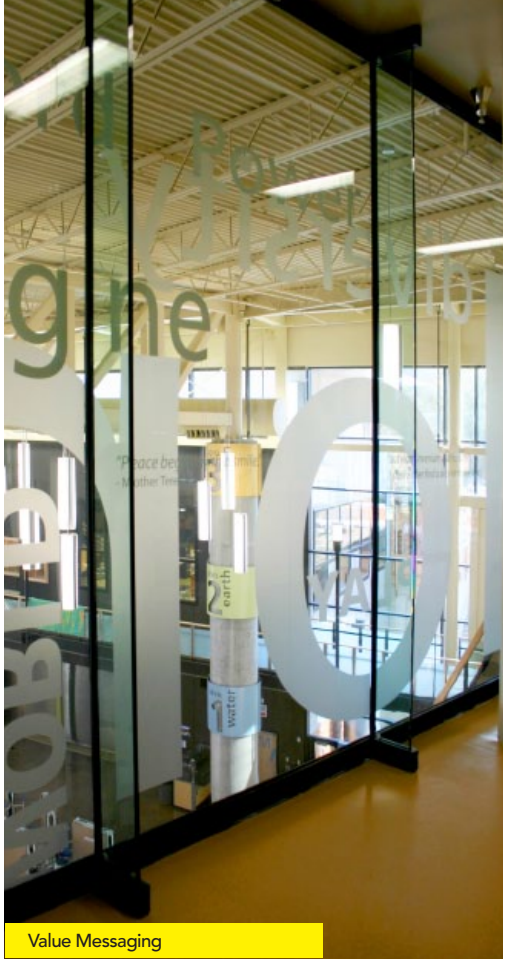
Built in capacity for project-based learning. The entire campus is a teaching tool where interdisciplinary learning can be taken to limitless levels. Several venues accommodate large groups, including a two-sided stage that fronts the commons and a 150-seat multi-purpose room with retractable seating. When the seating is retracted, this can become a large flat-surface space to accommodate a variety of activities. The corridors, stairs, and way-finding are carefully designed to allow project-based learning spaces.

Designed for sustainable future

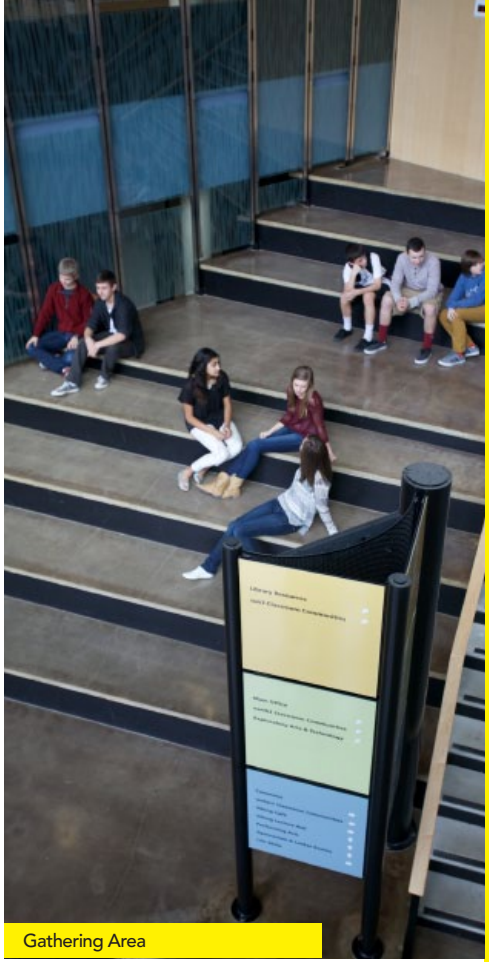
Valley View was designed with cutting edge sustainability innovations. This campus is positioned to be the most sustainable public middle school in the Pacific Northwest. Several energy strategies include reducing energy demand to 1/3 of the Washington State average and less than 40% of current code. We carefully designed north-facing teaching spaces to provide entirely natural lighting throughout the school year. Roof rainwater is collected and stored throughout the year for toilet flush use.

"Watering Hole" & "Vistas" design concepts

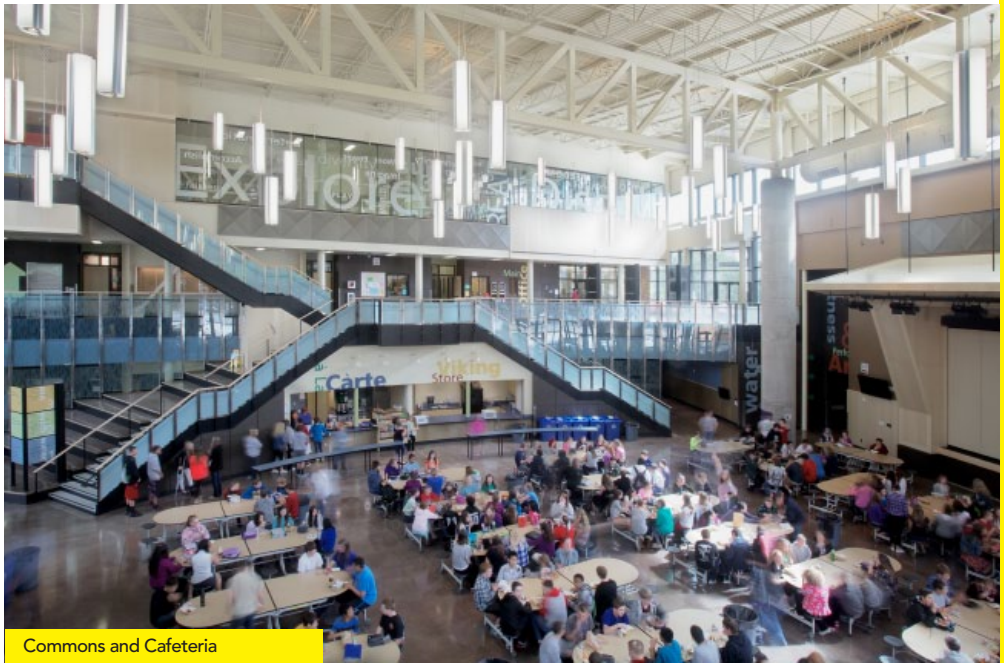
Places to pause, gather and connect to nature are woven throughout the campus. Each classroom is equipped with a floor-to-ceiling "lantern" large enough for 2-3 students to take in the expansive views. A mid-landing viewing alcove provides a perched view of the main gymnasium activities. Both built-in and flexible seating opportunities are integrated into student locker lounges and throughout major circulation elements. Overlooks, trails and teaching gardens, outfitted with interpretive signage and passive curriculum elements, are incorporated throughout the 38-acre site.



Value Messaging



Gathering Area



Commons and Cafeteria

Sustainability & Education

Placement of School and Solar Orientation

The Design Committee, which was comprised of faculty, staff, and parents, developed design criteria to evaluate where the school should be located on the site. The criteria included: street presence, maximized views, classroom orientation for optimum daylighting, safe access, after-hours community use, functionality, visibility, and security.

Geothermal Heating

The geothermal heating system uses 264 wells that penetrate the site 300ft deep to absorb the heat from the earth to heat the school. This system provides all the energy needed for heating and cooling from the site, without fossil fuels.

Rainwater Harvesting

The school uses as much water from the site as possible. The rainwater collection system includes 32 cisterns and an underground vault combined for a total system capacity of 100,000 gallons. Rainwater for toilet flushing was selected as a strategy because 80% of the water use from a typical schools is wasted down the toilet.

Wetlands & Buffer Enhancement - Sensitive Development

North and west of the football field are wetlands and seasonal stream channels that collect water from the school site. The wetlands flood in the winter and are moist all year long. These natural systems were kept and enhanced for curriculum use by this project.

Raingardens

Multiple rain gardens throughout the site soak up stormwater and let it slowly infiltrate into the soil below.


Geothermal Heating


Rainwater Collection

Window Glazing

Each window has three sheets of glass, or six surfaces. The spaces between the glass absorb energy, reduce noise, and are filled with a gas called Argon that reduces the amount of energy that escapes. The insulation value of the glazing system was the highest available in the world at the time of construction.

Pervious Concrete & Reinforced Grass Pavement

This keeps the Earth's groundwater at the right level, reduces runoff and erosion, and filters harmful pollutants out of the water. These systems were used as visible educational tools that further reduce the need for stormwater detention. The pervious concrete installation is the largest on the west coast.

Building Envelope

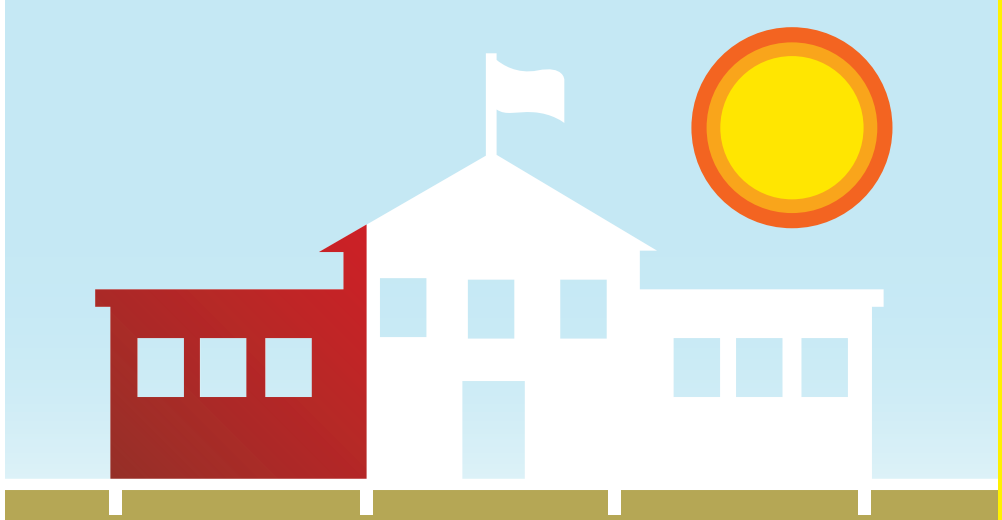
The exterior walls of the building are between 13" and 18" thick. This added thickness allows for increased insulation, bringing the average R-value of the entire wall assembly to R-33 (industry average is R-19).

Energy Efficiency

The design goals for Valley View Middle School included achieving very high levels of energy efficiency; the building is designed to consume roughly one-third the amount of energy of a typical Washington middle school, and less than forty percent of what is required by code.

Recycled Materials

Portions of the original Valley View were recycled and reused as part of the new Valley View. The concrete from the floors and columns, as well as concrete masonry blocks from the walls of the original building were broken up and ground into pieces. This material was then used as a sub-base for driveways and parking areas on campus. This eliminated landfill space off site and reduced import of fill material.



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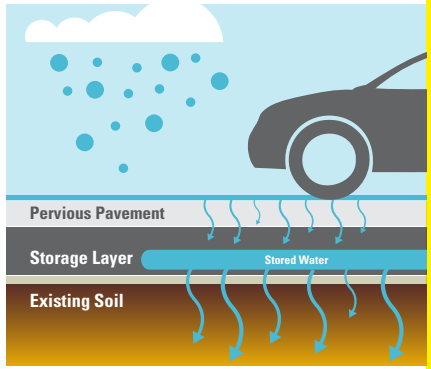
Recycled On-Site Materials



Stormwater Collection Pipes

Stormwater Detention

The detention system consists of 12 perforated, corrugated metal pipes, each measuring 8 feet in diameter and 150 feet in length. The perforations in the pipes allow the water to be released at a very slow rate to avoid overwhelming the existing soil and wetlands. The total capacity of the detention system is just over 1,240,000 gallons. This groundwater infiltration system allows 98% of all stormwater to be managed on site.

Outdoor Learning Spaces

A variety of outdoor classrooms around the campus provide the chance to learn about the local natural resources and understand how these resources depend upon each other.

Trail System

Valley View's trail system consists of a cross-country trail as well as eight fitness stations and nine disc golf stations. In addition to these amenities, there is a bouldering wall adjacent to the tennis courts.

Local Industry

That vast majority of the construction materials, including all the brick masonry in the school was harvested and fired less than 300 mile away in Mica, Washington.

Natural Lighting

The North facing classrooms, with slanted ceilings and high windows, give an even spread of natural light inside each room to reduce the number of lights that are needed.

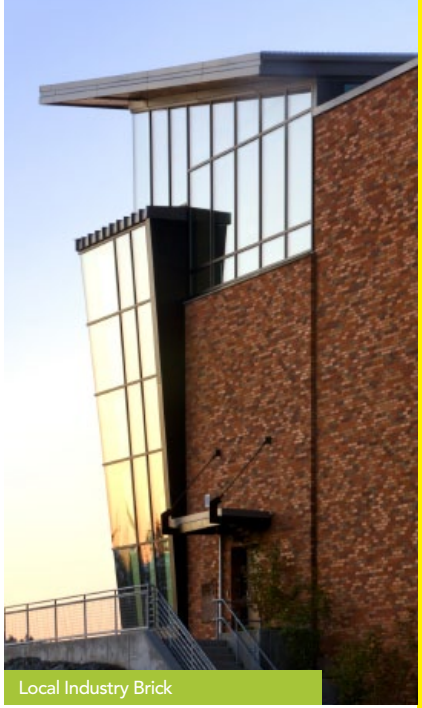
Views of Snohomish and Cascade Mountains

The interpretive overlook was designed to provide educational information about the building, site, views of the valley and the Cascade Mountain range.

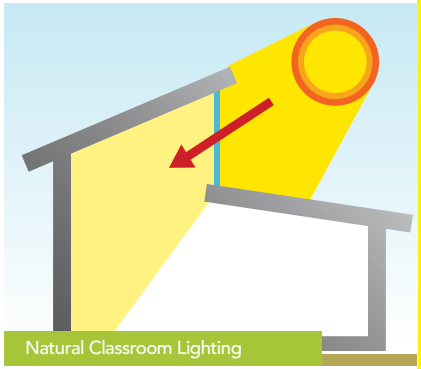
Large Site

Interim facility across town allowed for use of entire site for construction. This allowed the development of the school to not expand the pre developed foot print of the project.

Walking Trails



Local Industry Brick



Natural Classroom Lighting

Outdoor Learning Spaces

1. Main Entry
2. Main Student Entry
3. General Classroom
4. Resource Classroom
5. Science Classroom
6. Extended Learning Area
7. Mechanical / Storage
8. Kitchen / Servery / Main Custodial
9. Commons
10. Lecture Hall
11. Special Programs
12. Performing Arts
13. Locker Rooms
14. Gymnasium
15. Covered Play Area
16. Administration
17. Visual Arts
18. Family and Consumer Science
19. Materials Science
20. Technology Lab
21. Health Classroom
22. Fitness Room
23. Auxiliary Gymnasium
24. Library
25. Sustainable Learning Feature

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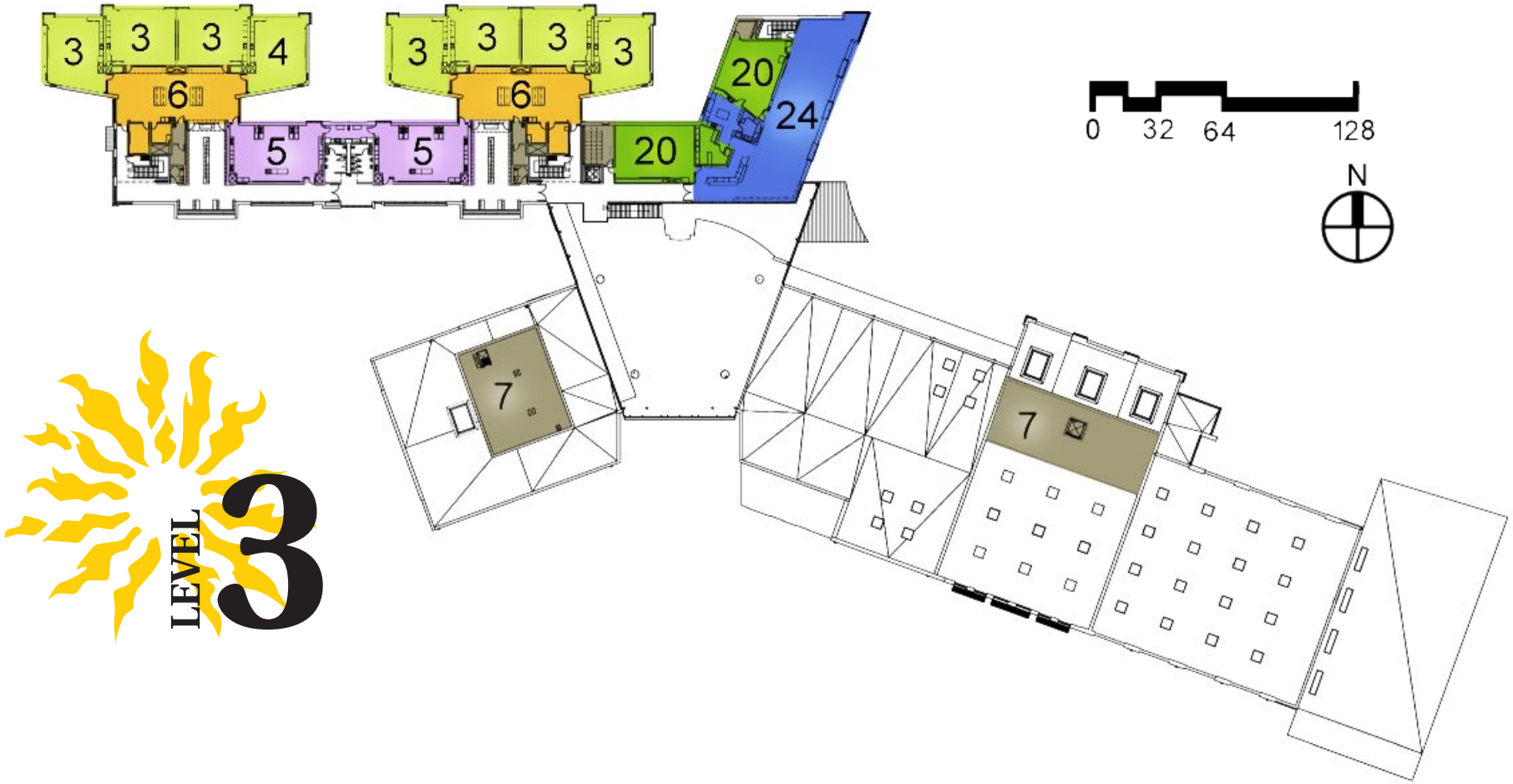

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25. Sustainable Learning Feature

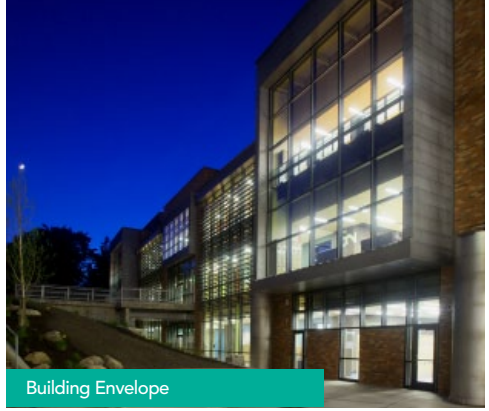
Physical Environment

> ...The decision was made to target the Living Building Challenge as a measure of sustainability in order to incorporate full systems and not settle for "test cases" or "pilot programs."

Connection to the Environment

Valley View Middle School was designed to transition the learning community's current relationship with the environment from one of casual observation to one of respect and direct connection to nature.


Daylighting


Building Envelope

Rainwater Harvesting

Solar Orientation

Physical Attributes of the Environment

Physical Environment Goals:

- A project that would stand the test of time, live up to and beyond a fifty-year life span.
- A project that would reduce ongoing operations and maintenance costs.
- A very high level of sustainability should be targeted.
- Provide Inspiration and Engagement.

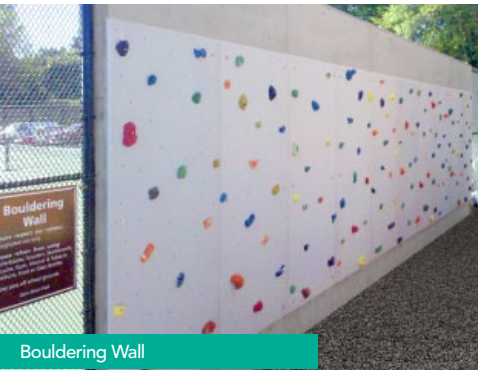
Meeting a 50-year life span and reducing operational costs are challenging goals. However, the design team took a collective approach, incorporating everything from building orientation (east/west), to durable and timeless materials (brick, concrete and zinc), to LED lighting and very efficient, cutting edge heat exchanger. In addition, the team took the entire heating and cooling system off of fossil fuel by employing a geo-thermal ground source heat loop.

The decision was made to target the Living Building Challenge as a measure of sustainability in order to incorporate full systems and not settle for "test cases" or "pilot programs." The design team believed that if the strategies made sense, then they should be implemented across the board.

Environmental Elements:

- Daylighting
- Rainwater Harvesting
- Wetlands
- Recycled on-site Materials
- Rain gardens
- Geothermal Heating
- Pervious Concrete
- Solar Orientation
- Trail System
- Building Envelope and Glazing

Tennis Courts



Bouldering Wall

Value Messaging

Interpretive Messaging

Community Context

Valley View Middle School was designed with high community use in mind. The community will utilize many of the school's facilities on a regular basis and will encounter signage explaining the school's sustainable aspects. As events are held on the school campus and outside organizations interface with the buildings and outdoor athletic features, sustainability education will permeate the entire community. Located in the heart of the community, Valley View is an anchor of opportunity for surrounding residents. Whether utilizing the synthetic track, football, and softball fields, the covered play area, tennis courts, gymnasium, lecture hall, or commons, the community will benefit from the school's innovative design.

Community Elements:

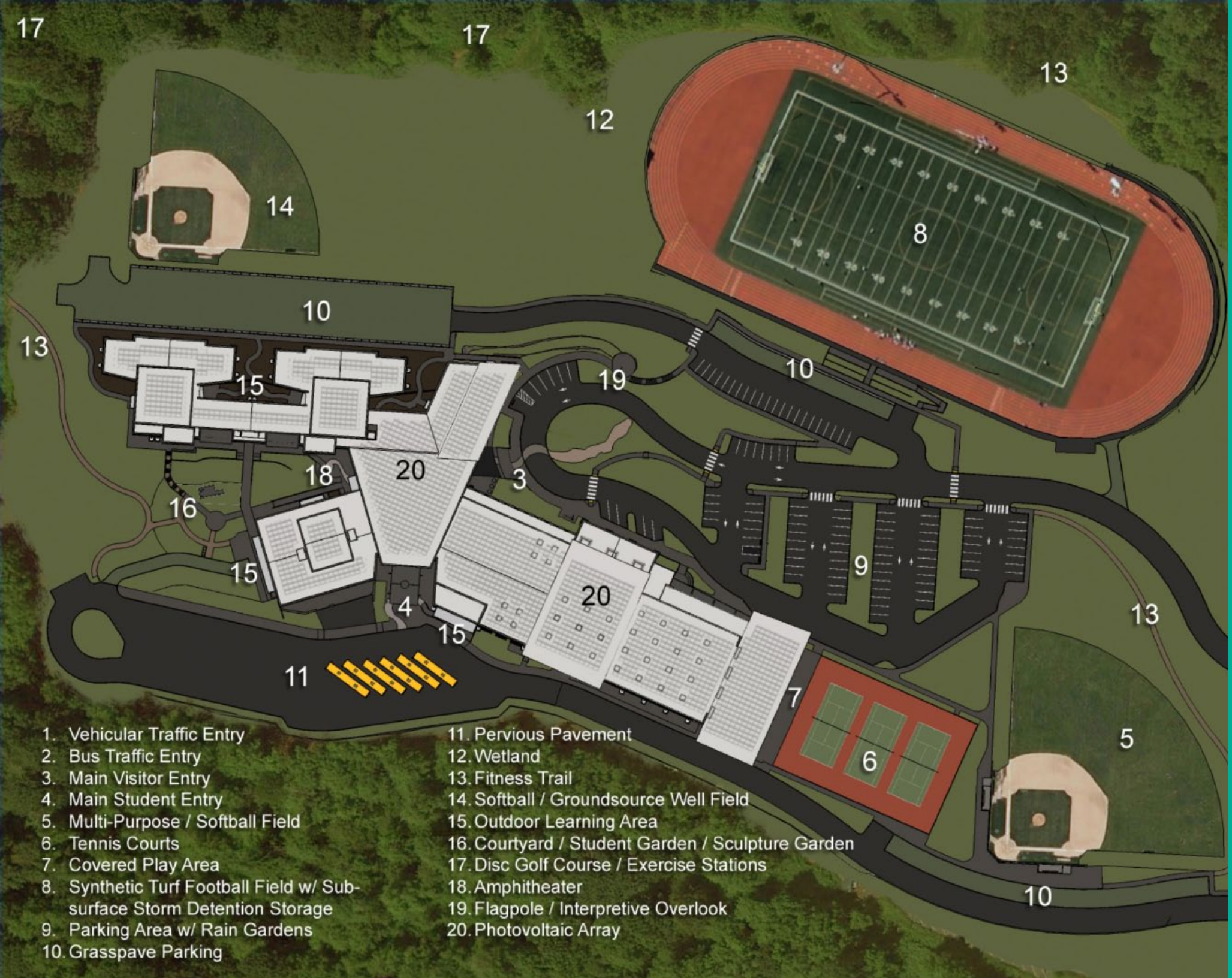
- Synthetic Track
- Synthetic Football Field
- Synthetic Softball Fields
- Covered Play Area with Basketball Hoops
- Tennis Courts
- Gymnasium
- Lecture Hall
- Commons

Inspires and Motivates

Valley View Middle School is itself a teaching tool. With interpretive signage, exposed systems, outdoor learning spaces, and value messaging that connects users to the environment, students will be inspired by their educational space on a daily basis. With daily inspiration coming from their surroundings, students will be motivated to explore, learn, grow, and achieve.

Inspiring and Motivating Elements:

- School as Teaching Tool
- Interpretive Signage
- Exposed Systems
- Value Messaging
- Outdoor Learning Spaces



1. Vehicular Traffic Entry
2. Bus Traffic Entry
3. Main Visitor Entry
4. Main Student Entry
5. Multi-Purpose / Softball Field
6. Tennis Courts
7. Covered Play Area
8. Synthetic Turf Football Field w/ Sub-surface Storm Detention Storage
9. Parking Area w/ Rain Gardens
10. Grasspave Parking
11. Pervious Pavement
12. Wetland
13. Fitness Trail
14. Softball / Groundsource Well Field
15. Outdoor Learning Area
16. Courtyard / Student Garden / Sculpture Garden
17. Disc Golf Course / Exercise Stations
18. Amphitheater
19. Flagpole / Interpretive Overlook
20. Photovoltaic Array

Results of Process & Project

Achieving Project Goals

After two full years of investigation, design, and research, the design team encountered many obstacles. But, these challenges helped make the project better. Valley View Middle School uses half as much energy as schools that have been designed to current standards and manages all of the water that falls onto the site.

> "...The opportunity and learning experiences that we have encountered will allow this project to teach, inform and guide the generations of children that will pass through its doors, providing them with a better understanding of their environment and the challenges and opportunities that lie ahead."

Educational Goals

From the beginning of the project, Snohomish School District and the community it serves, placed a high value on student achievement. Valley View Middle School helps teachers and students meet educational goals through adaptable spaces designed to support curriculum and learning. Students have a sense of place and can be more connected to one another. This environment of comfort allows students to feel more comfortable in the classroom and take risks. Students feel in control of their own environment at Valley View, which empowers them to be in charge of their own achievement.

Educational Goals Achieved:

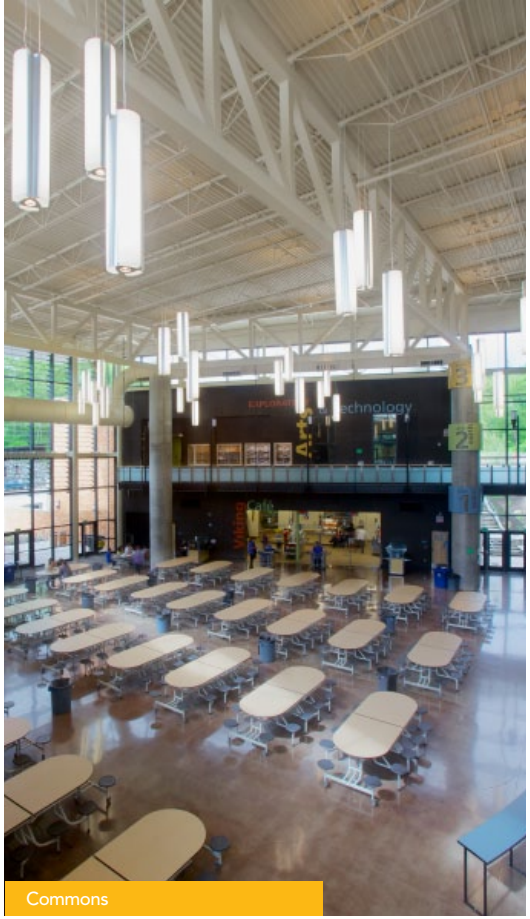
- Support curriculum and learning
- Students have a sense of place
- School as a teaching tool
- Spaces that inspire

District Goals

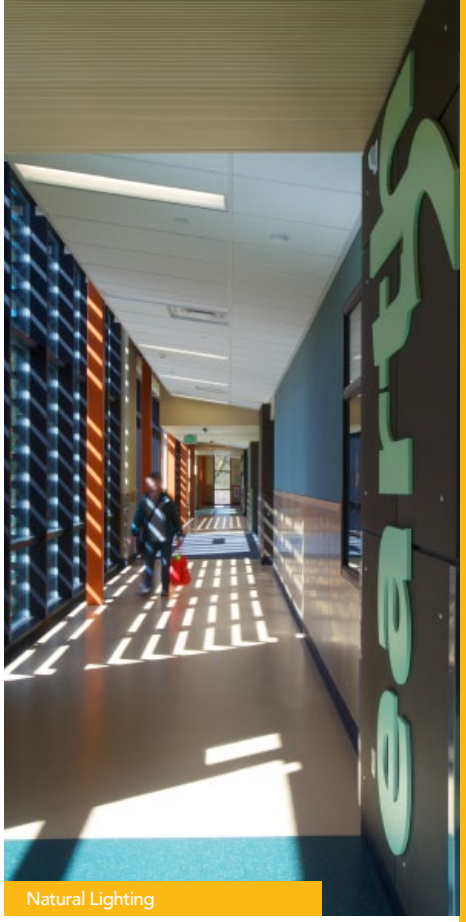
Snohomish School District set out to achieve a lofty set of goals. The district's sustainability goals were exceeded as were their educational goals. In addition, the district wanted to actively engage the community during the entire design and construction process and was highly successful.

District Goals Achieved:

- Sustainability
- Living Building Challenge goals
- Flexible learning spaces
- Spaces for the community
- Open involvement process
- Lowering operational costs (target of 23 EUI; after 1 year of operation, 18 EUI realized) 40% of code and less energy than original smaller building



Commons



Natural Lighting

Welcoming Spaces

Community Goals

With the formation of Citizen Advisory Committees and the Middle School Educational Specifications Committee, community goals were directly and consistently implemented. The community voiced a desire for shared use of the facility, wanted transparency and involvement in the process, and wanted to ensure that the finished project felt welcoming. With the active engagement of citizens on various panels and committees, the design team was able to successfully implement all community goals.

Community Goals Achieved:

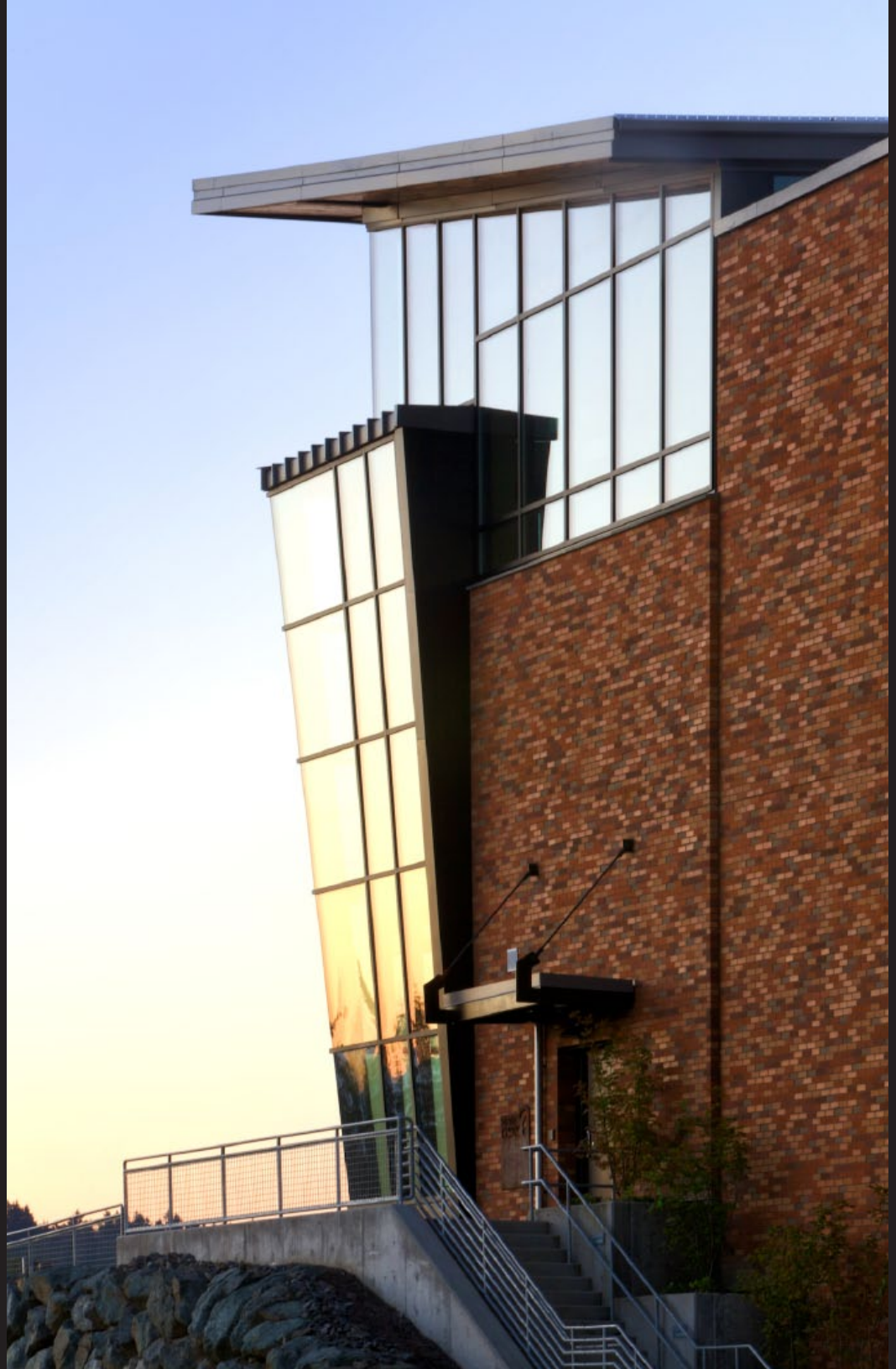
- Spaces for the community
- Open involvement process
- Welcoming Spaces

Flexible Learning Spaces

Additional Images

Exterior Courtyard

Library



Sunrise on the Library

Bridge to CTE

Educational Specifications Program Areas

Area Program

Snohomish School District

2008 Middle School Educational Specification Program Areas

FUNCTION	QTY	SIZE (SF)	SUBTOTAL
ENTRY/MAIN OFFICE			
Entry Foyer	*included in circulation area*		
Administrative Reception / Secretarial Area	1	400	400
Bookkeeper Office	1	140	140
Principal Office	1	180	180
Assistant Principal Office	2	130	260
Student Services Reception Area	1	180	180
Student Services Secretarial / Registrar Office	1	120	120
Counselor Offices	3	110	330
Conference Rooms	2	200	400
In-school Suspension/Small Conference Room	1	120	120
Health Room with Toilet	1	200	200
Health Office	1	90	90
Itinerant Office/Storage	1	150	150
Records/Test Receipt Storage	1	150	150
Office/Staff Workroom / Mailboxes	1	380	380
Toilet Rooms	2	50	100
Staff Workroom	0	0	0
Custodial Closet	1	40	40
		Subtotal	3,240
CORE ACADEMIC AREAS			
General Classrooms	21	1,000	21,000
Extended Learning Areas	6	500	3,000
Small Group Rooms	6	150	900
Student Support Spaces	6	100	600
		Subtotal	25,500
SCIENCE			
Science Classrooms	6	1,300	7,800
Shared Storage / Prep	3	200	600
		Subtotal	8,400

Snohomish School District

2008 Middle School Educational Specification Program Areas

FUNCTION	QTY	SIZE (SF)	SUBTOTAL
PERFORMING ARTS			
Choir / Drama Classroom	1	1200	1200
Choir / Drama Office	1	110	110
Choir Storage Closet (Locate in Choir room)	1	60	60
Band Classroom	1	2000	2000
Band Office	1	110	110
Music Practice Rooms	4	80	320
Instrument Storage	1	200	200
Band Storage	1	180	180
Shared Ensemble Room	1	150	150
Shared Music Library	1	120	120
		Subtotal	4,450
MULTIPURPOSE INSTRUCTIONAL & PERFORMANCE SPACE			
Multipurpose Room / Stage	1	2,800	2,800
Changing Room	1	*use music area*	0
Storage (Drama)	1	190	190
Storage (Presentation / Performance)	1	190	190
Storage (Chairs)	1	150	150
		Subtotal	3,330
VISUAL ARTS			
Classroom/Student Storage	1	1,360	1,360
Teacher Office	1	110	110
Technology / Video Lab	1	1,100	1,100
Covered Outdoor Learning Area		*See Exterior Functions*	
Kiln Room	1	100	100
Storage (Equipment / Supplies)	1	150	150
Storage (Student Projects)		*See Classroom*	
		Subtotal	2,820

Educational Specifications Program Areas

Snohomish School District

2008 Middle School Educational Specification Program Areas

FUNCTION	QTY	SIZE (SF)	SUBTOTAL
CAREER TECHNICAL EDUCATION			
Material Science Lab	1	2,000	2,000
Teacher Office	1	110	110
Technology / Video Lab		*See Visual Arts*	
Kiln Room		*See Visual Arts*	
Covered Outdoor Learning Area		*See Exterior Functions*	
Storage (Equipment / Supplies)	1	160	160
Storage (Student Projects)		*Locate in the Lab*	
Finish Room/Spray Room	1	0	0
Family and Consumer Science Classroom	1	1,800	1,800
Pantry / Laundry Room	1	200	200
		Subtotal	4,270
LIFE FITNESS & HEALTH			
Gymnasium	1	10,000	10,000
Auxiliary Gymnasium	1	5,600	5,600
Fitness Room	1	1,500	1,500
Health Classrooms	2	1,000	2,000
Storage (School, PE)	1	250	250
Storage (School, Athletics)	1	300	300
Storage (Events)	1	100	100
Storage (Community Use)	1	100	100
Storage (Fields)	1	*Use a container*	
Drying Room	1	220	220
Locker Rooms	2	2,000	4,000
PE Teacher Offices	2	115	230
Shared Departmental Meeting and Laundry	1	120	120
Coaches Offices/Showers (Share with PE office)	2	220	440
Covered Play Area		*See Exterior Functions*	
Fields		*See Exterior Functions*	
		Subtotal	24,860

Snohomish School District

2008 Middle School Educational Specification Program Areas

FUNCTION	QTY	SIZE (SF)	SUBTOTAL
SPECIAL PROGRAMS & SERVICES			
Life Skills Classroom	1	1,000	1,000
Life Skills Kitchen	1	150	150
Life Skills Time Out Room	1	25	25
Special Needs Shower / Toilet	1	190	190
Resource Rooms	3	1,000	3,000
Covered Outdoor Area		*See Exterior Functions*	
Observation Room	1	50	50
Occupational / Physical Therapy Room	1	700	700
Behavior Support Classroom	1	1,000	1,000
Containment Spaces	2	25	50
		Subtotal	6,165
LIBRARY			
Open Area for Reading, Research, Study, Meetings	1	2,400	2,400
Library Workroom/Storage	1	300	300
Library Office	1	110	110
Technology Classroom	2	1,100	2,200
Media Storage / Video Production/Book Storage	1	250	250
		Subtotal	5,260
COMMONS AND MULTIPURPOSE ROOM			
Commons	1	4,250	4,250
Kitchen	1	1,600	1,600
Servery (Scramble System)	1	950	950
Stage	1	*See Multipurpose*	0
Table Storage	1	130	130
Student Store/Parent Volunteer Room	1	300	300
Custodial Office		*See Building Support*	
Indoor Gathering Area	1	350	350
Outdoor Gathering/Eating Area		*See Exterior Functions*	
		Subtotal	7,580

Educational Specifications Program Areas

Snohomish School District

2008 Middle School Educational Specification Program Areas

FUNCTION	QTY	SIZE (SF)	SUBTOTAL
CUSTODIAL SERVICES			
Main Custodial / Office / Workroom	1	450	450
Satellite Custodial Closets	4	36	144
Building Storage	1	750	750
		Subtotal	1,344
STAFF SUPPORT			
Staff Lounge	1	450	450
Staff Restroom		*See Main Office*	
Outdoor Eating Area		*See Exterior Functions*	
		Subtotal	450
BUILDING SUPPORT			
Student Lockers	950	1,425	1,425
Staff Toilets	4	45	180
Student / Public Toilets	10	230	2,300
MDF Room	1	200	200
IDF Room	1	70	70
Boiler Room	1	550	550
Electrical Room	1	200	200
Mechanical Equipment Lofts	1	2,500	2,500
		Subtotal	7,425
EXTERIOR FUNCTIONS			
Covered Play Areas (Special Programs)	1	250	250
Covered Play Areas (General Building) - *Bid as an Alternate*	1		
Covered Outdoor Extended Learning Area (CTE / ART)	1	250	250
Athletic Fields	0		0
Staff- outdoor eating area	0		0
Students- outdoor eating/gathering area	0		0
		Total Exterior	500
Subtotal (Net Area)			105,594
Net to Gross (1.30)			31,678
Total (Gross Area)			137,272

Confidential Data Sheet

2014 James D. MacConnell Award
Project Data: Confidential Information

Project Name	Valley View Middle School
School District Name	Snohomish School District
Project Address	14308 Broadway Ave
City/State/Zip/Country	Snohomish, WA 98296 USA
Superintendent/President	William A. Mester, Ph.D
Principal	Nancy Rhodes

Submitting Firm:	**Dykeman, Inc.**
Project Role (Architect, Planner, CM, Other)	Architect
Contact for this Award Application	Tim Jewett
Title	Principal
Address	1716 West Marine View Drive
City, State or Province, Country	Everett, WA 98201 USA
Phone	425-259-3161
Email Address	timj@dykeman.net

Joint Partner Firm:	**Dull Olson Weekes Architects**
Project Role (Architect, Planner, CM, Other)	Consulting Architect
Project Contact	John Weekes
Title	Principal
Address	907 SW Stark Street
City, State or Province, Country	Portland, OR 97205, USA
Phone	503-226-6950
Email Address	jmw@dowa.com

Other Firm:	**Coughlin Porter Lundeen**
Project Role (Architect, Planner, CM, Other)	Structural Engineer
Project Contact	Cory Hitzemann
Title	Engineer
Address	413 Pine St., Suite 300
City, State or Province, Country	Seattle, WA 98101 USA
Phone	206-343-0460
Email Address	coryh@cplinc.com

Other Firm:	**Harmsen & Associates**
Project Role (Architect, Planner, CM, Other)	Civil Engineer
Project Contact	David Harmsen
Title	Principal
Address	16778 146th St SE
City, State or Province, Country	Monroe, WA 98272 USA
Phone	360-794-7811
Email Address	davidh@h-ai.com

Other Firm:	**Cascade Design Collaborative**
Project Role (Architect, Planner, CM, Other)	Landscape
Project Contact	Kas Kinkead
Title	Principal
Address	911 Western Ave #210
City, State or Province, Country	Seattle, WA 98104 USA
Phone	206-628-9133
Email Address	kas@cascadedesigncollab.com

Other Firm:	**Hargis**
Project Role (Architect, Planner, CM, Other)	Mechanical & Electrical Engineer
Project Contact	Brian Haugk
Title	Principal
Address	600 Stewart St, Suite 1800
City, State or Province, Country	Seattle, WA 98101 USA
Phone	206-448-3376
Email Address	brianh@hargis.biz

Other Firm:	**Absher Construction Company**
Project Role (Architect, Planner, CM, Other)	General Contractor
Project Contact	Curt Gimmestad
Title	Director of Operations
Address	1001 Shaw Rd
City, State or Province, Country	Puyallup, WA 98372 USA
Phone	253-845-9544
Email Address	curt.gimmestad@absherco.com

Photo Release Form

2014 James D. MacConnell Award

Photo Release Form
Please initial all that apply

Name of Project: Valley View Middle School

Location of Project: Snohomish, WA

Occupancy Date, if applicable_____

CEFPI has our permission to:

MM X Send photos electronically to jury members (required for entry).

MM X Display photos in the award winners' area of the website, if selected as a finalist.

MM X Display photos on other sections of the website as representative CEFPI projects.

MM X Print photos in CEFPI newsletters.

MM X Print photos on CEFPI marketing materials, i.e. brochures, awards, call for entries, etc.

MM X Print photos and project details in the CEFPI Design Portfolio, if selected as a finalist.

MM X Special projects with prior permission.

Please Note: CEFPI maintains an in-house archive of school designs as part of our research library. Your information will be entered and recorded as one of those designs.

Firm: Matt Todd Photography

Responsible Party/Photographer: Matthew Todd

Signature_____

Date of Release April 8, 2014