

**SNOHOMISH
DISTRICT 8
MAGNET
SCHOOL**

**SUMMARY PROJECT
ARCHITECTURE 558**

TODD SCHAPER

MAY 11, 1992

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DISTRICT 8
MAGNET
SCHOOL

SUMMARY PROJECT
ARCHITECTURE 883

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APPROVED

Thomas R Wood

STATEMENT OF PERMISSION TO COPY

TAD SCHAFER

MAY, 1992

Background Information

■ Magnet School

This elementary education facility will address the intellectual, social, and physical development of each individual. It will be a non-traditional school that will focus the education of its students through the lens of science and technology using cooperative learning and teaching and a variety of inquiry methods.

This elementary education facility will reflect the "continuous progress model" which was developed around the concept that every child can learn successfully when given appropriate instruction, support and time. It emphasizes the dignity and integrity of each child's potential to become an educated, productive, happy person.

Children differ in learning rate, style and the need for support. In a continuous progress setting, each child is allowed to progress at a rate and style unique to that individual's goals and the methods and materials needed to help each child reach those goals. Basic skills acquisition is addressed with emphasis on development of critical thinking skills as well as problem solving. Information gathering and processing is a focal point of the program because it better equips the student for more effective functioning in our high-tech society. Cooperative learning and teaching strategies are an integral part of the academic areas.

Snohomish

Established in 1859 on the banks of the Snohomish River, entrepreneurs, tradesmen and laborers were attracted by the logging and milling opportunities. The near by river provided transportation for logs, goods and people. In 1861, Snohomish County was established with the city of Snohomish as the county seat. It later moved to Everett in 1897. Agricultural development was encouraged by the addition of the railroad system which provided rapid transportation for perishable products.

In 1989, the population of the city of Snohomish is 6,000. The population of the community, defined by the boundaries of the school district is approximately 30,000.

"Snohomish" is a the English spelling of the Indian word "Sdah-hob-mish"... several meanings for the word or phrase are, "the Warriors", "the Braves", "the Men", etc...

The Snohomish People, from whom the town derived its name, occupied large sections of the valley lands from the Puget Sound to the foothills of the Cascades. Today's Snohomish County is the approximate territory of the Snohomish Tribe. They were a peaceful, home-loving tribe and lived in bands of highly cultured family groups. They traded with the Upriver People as well as the Mountain tribes and Fish Indians of the coast.

Snohomish is about 30 miles north of Seattle, easily accessible by Interstates. And the town, nestled in the foothills of the Cascades, is the "gateway" to the Cascade Mountains. Snohomish is a great place to explore the outdoors. The city provides bicycling, fishing, camping as well as other outdoor recreations.

Project Statement

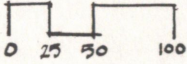
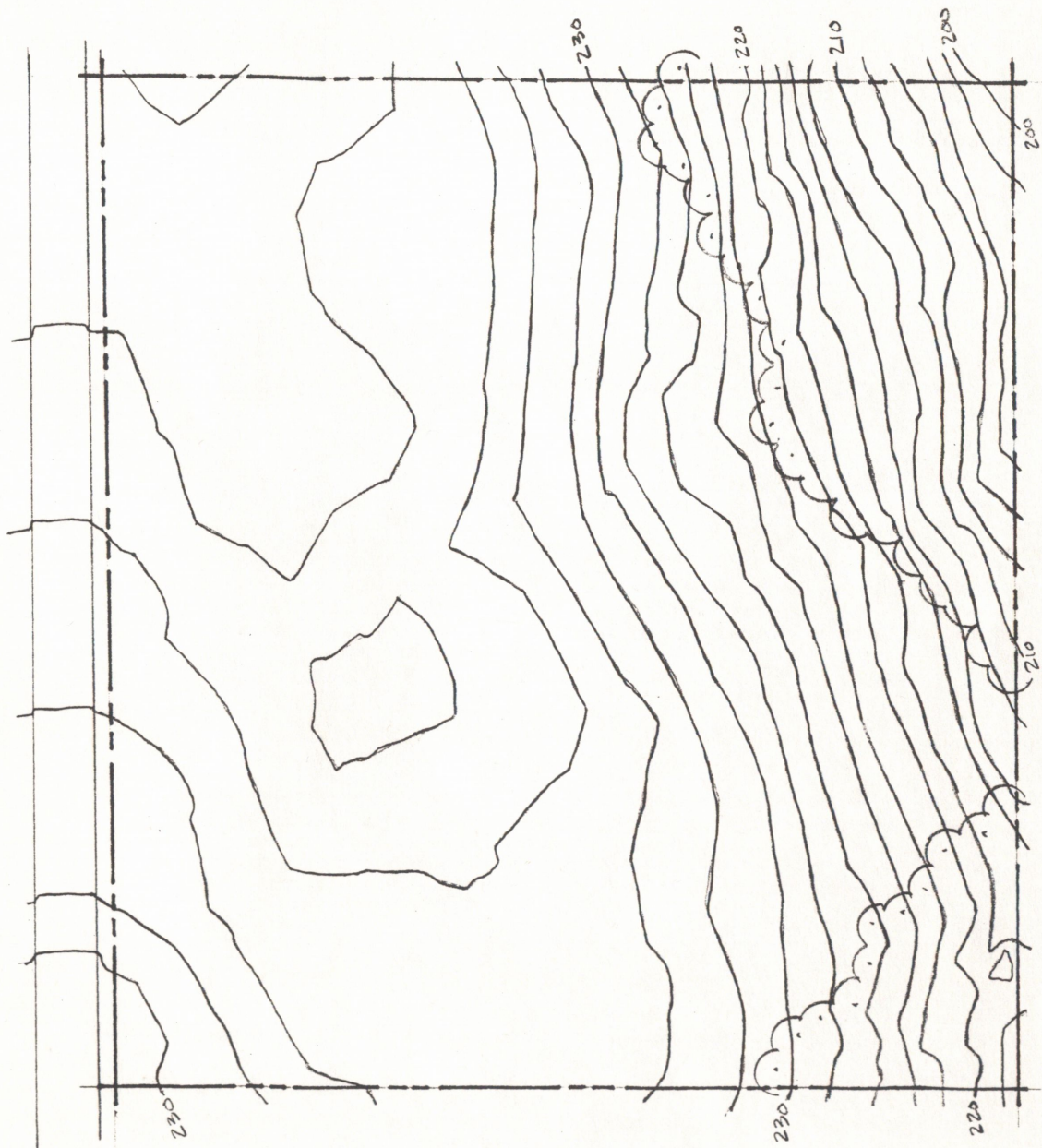
- Design for a magnet elementary education facility.
- The design of the facility should relate and respond to architectural concepts such as human activity needs, climatic considerations, structural integrity, site planning and carry a creative insight to the demands this type of program.
- The building should be insightful, creative, explorative, and show an awareness of the built and natural environment. The materials used should be durable, appropriate for the region, and also functional.
- Internal space allocation should be inventive and dynamic yet functional. Also an observation and use of outdoor/indoor space should be met.

Presentation Goals

- Site plan showing the relationship of the surrounding development landscaping, and circulation.
- Plan(s)
- Interior perspective illustrating the character of the space.
- Exterior perspectives.
- A model representing the site with basic massing of the proposed project. Scale 1:40
- Elevations and section elevations.

The media of choice will be stippled ink drawings for line delineation. Approximate board size will be 20x20

Project Data



Space Allocation

The following spatial requirements are intended as guidelines for the design of this educational facility. The completed design for the project should meet the functional and programmatic requirements outlined here. The flexibility of the program is intended to encourage a creative and imaginative design solution. The square foot allocations are only intended as guidelines and may be altered.

Spatial requirements for approximately 300 pupils in this particular elementary program.

<u>space</u>	<u>square footage</u>
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kindergarten	1200
1st grade	1200
2nd grade	1200
3rd grade	1200
4th grade	1200
5th grade	1200
multipurpose room	
incl. cafeteria	3000
kitchen	2400
art room	2200
science lab	2800
library/resource center	5200
gymnasium	8000
office/administration	1800
computer lab	2400
<u>storage</u>	<u>2400</u>
Total net usable area	36200
circulation	15300
Total gross area	51500

(300 students = 170 sq.ft./student)

Resource Listing

1. ACSA/ American Wood Council
8th Annual Student Design Competition
1988 - 89, 9th Annual 1989 - 1990.
2. Different By Design; The Context and
Character of Three Magnet Schools.
Metz, Mary Haywood. 1986 New York.
3. Rochelle Boster, Bozeman School
District.
4. Sapphire School: Architectural Thesis.
Glen Anaker. 1984 Montana State.
5. Snohomish Chamber of Commerce
P.O. Box 135
Snohomish, WA 98290.

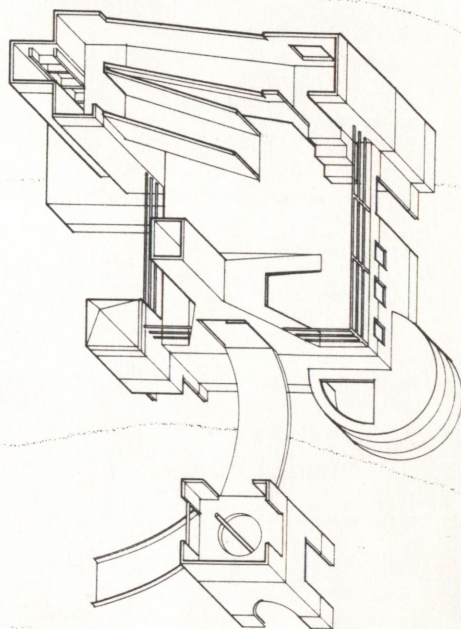
MAGNET SCHOOL
FOR
SNOHOMISH DISTRICT 8

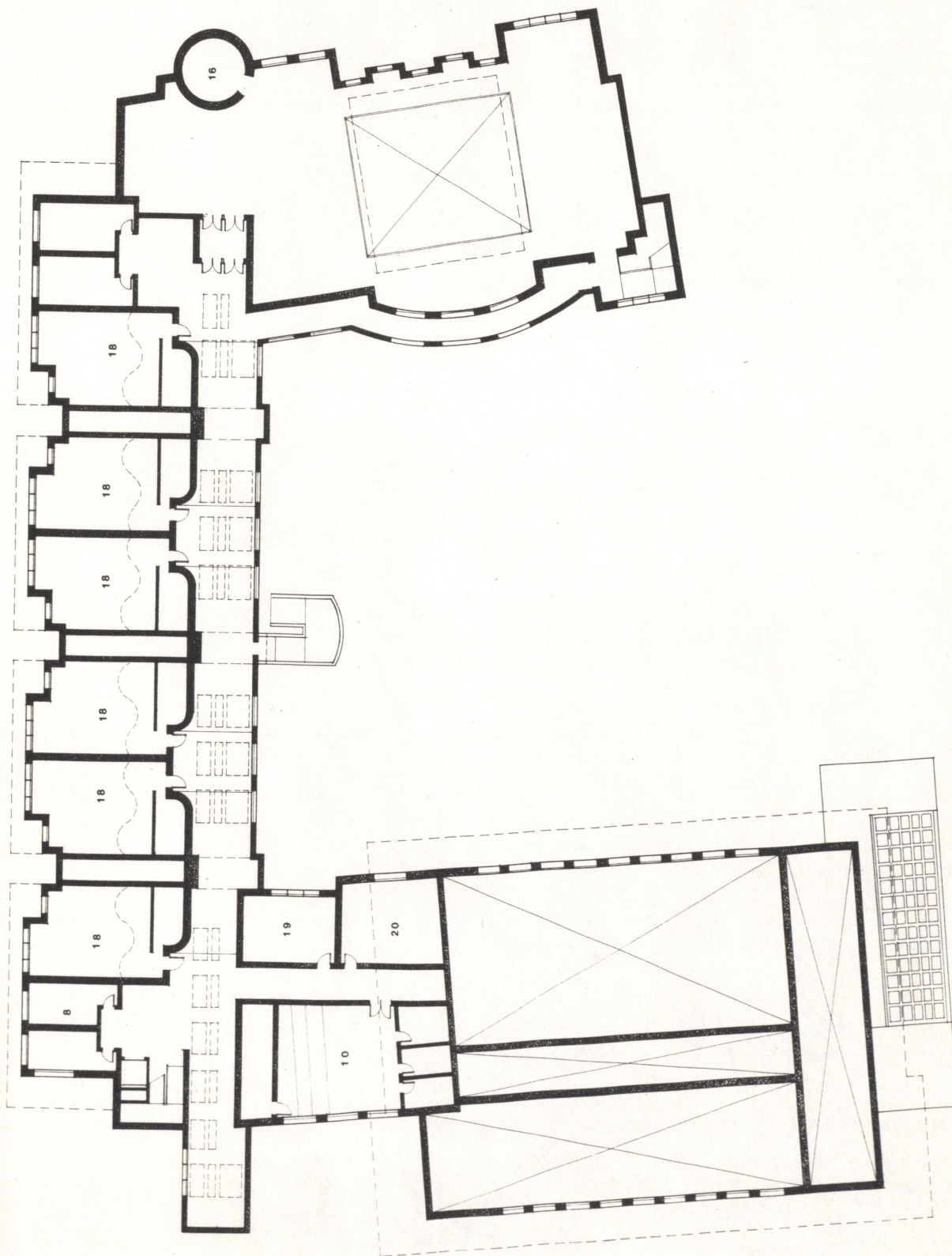
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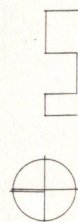


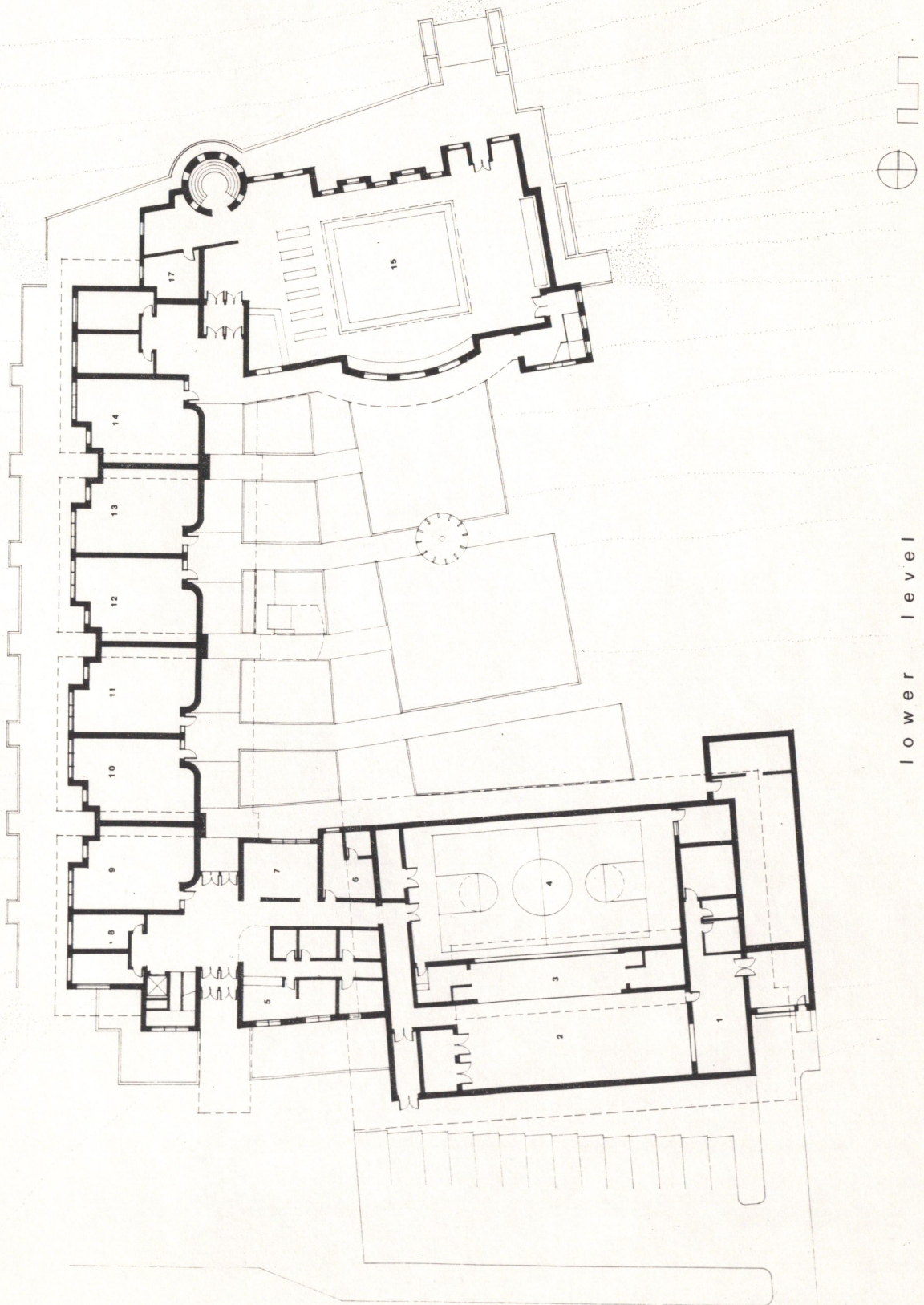
playground equipment



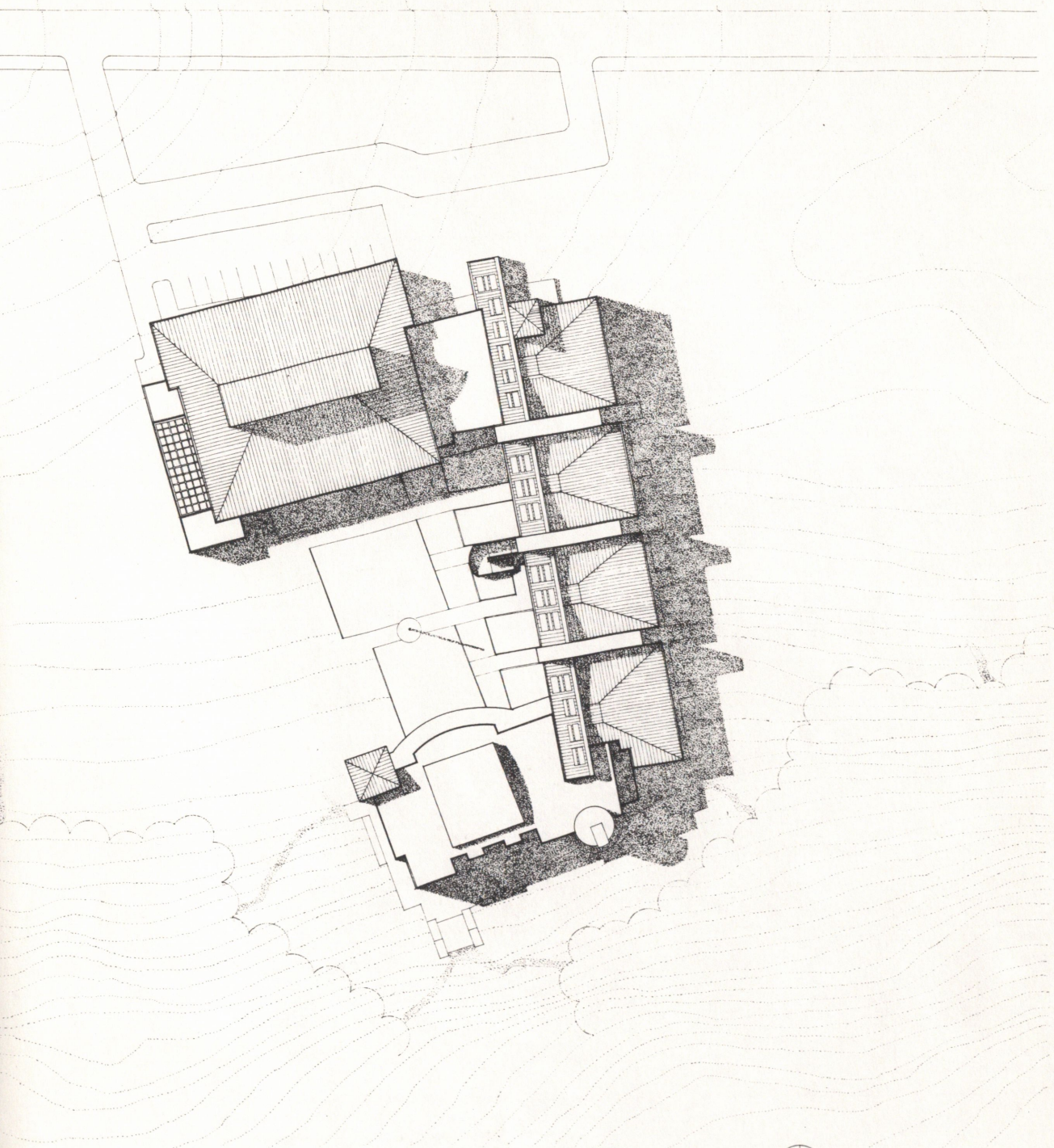


upper level



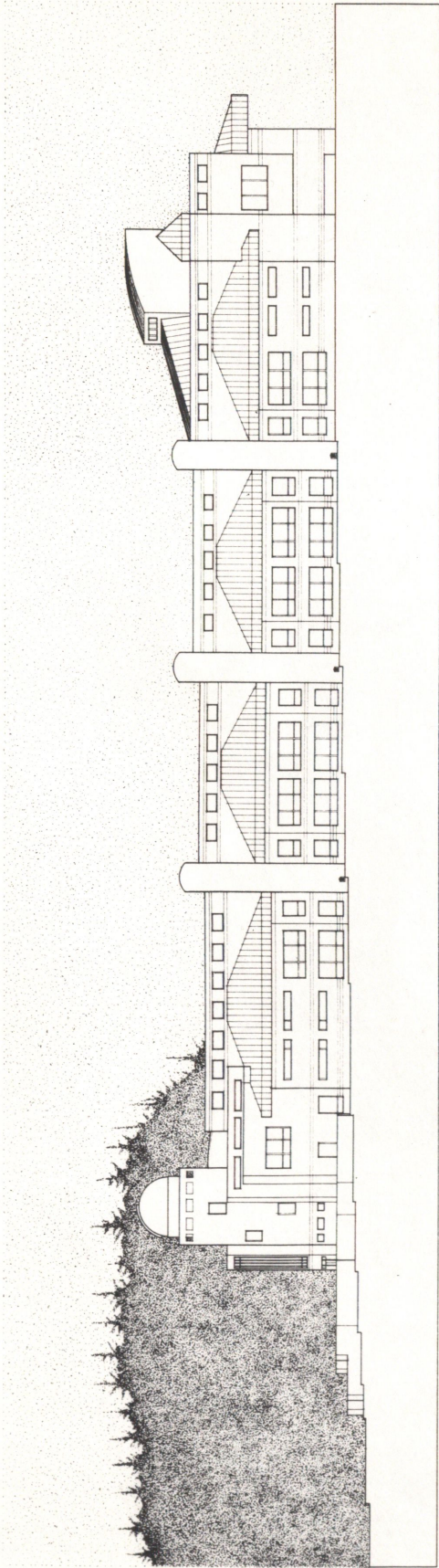


lower level

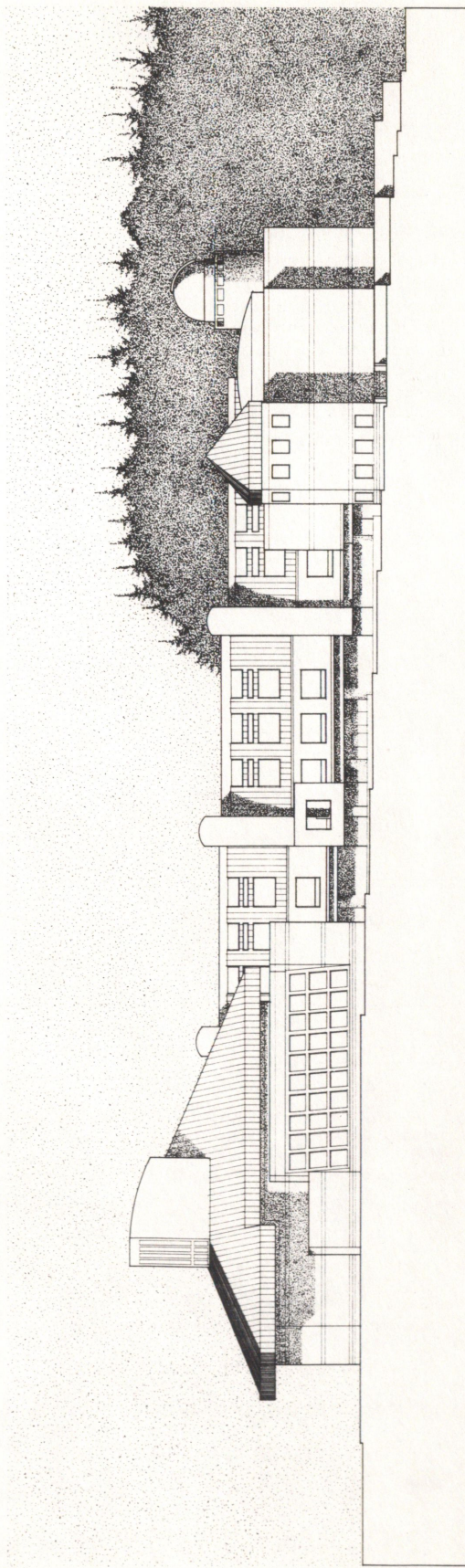


site plan

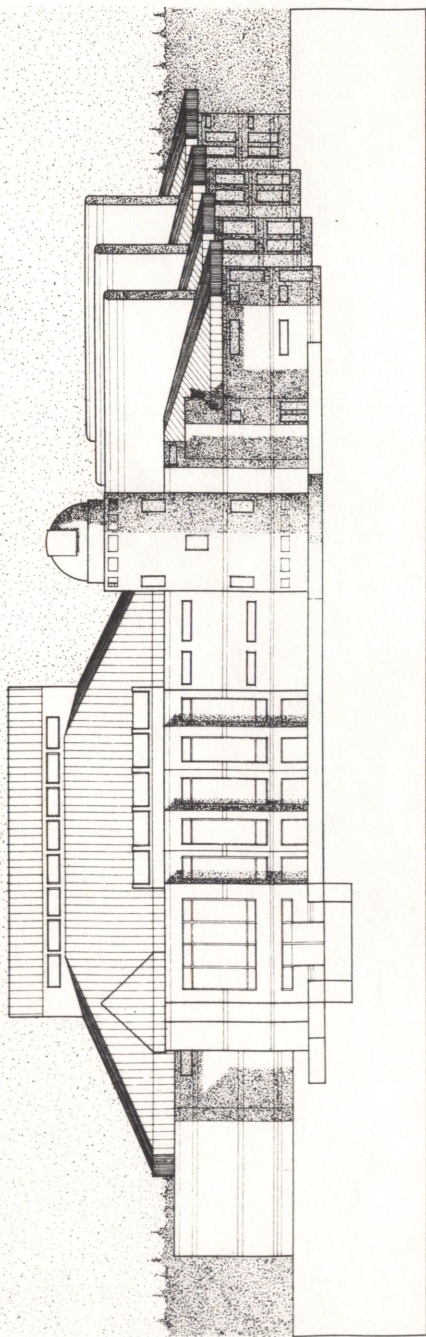




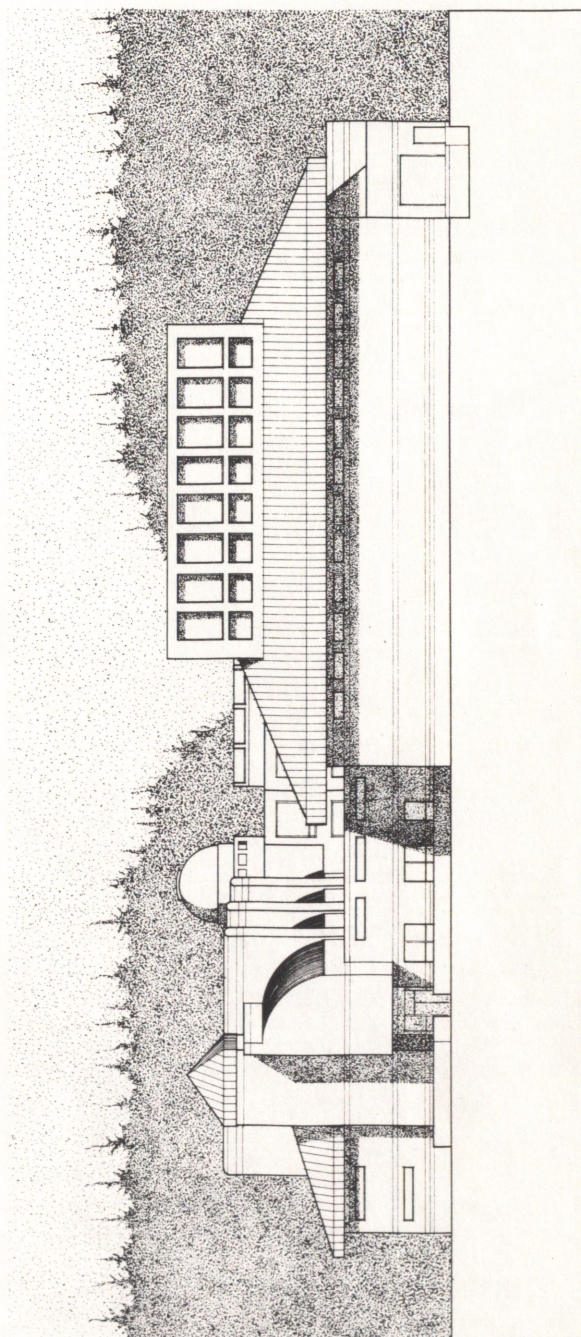
north elevation



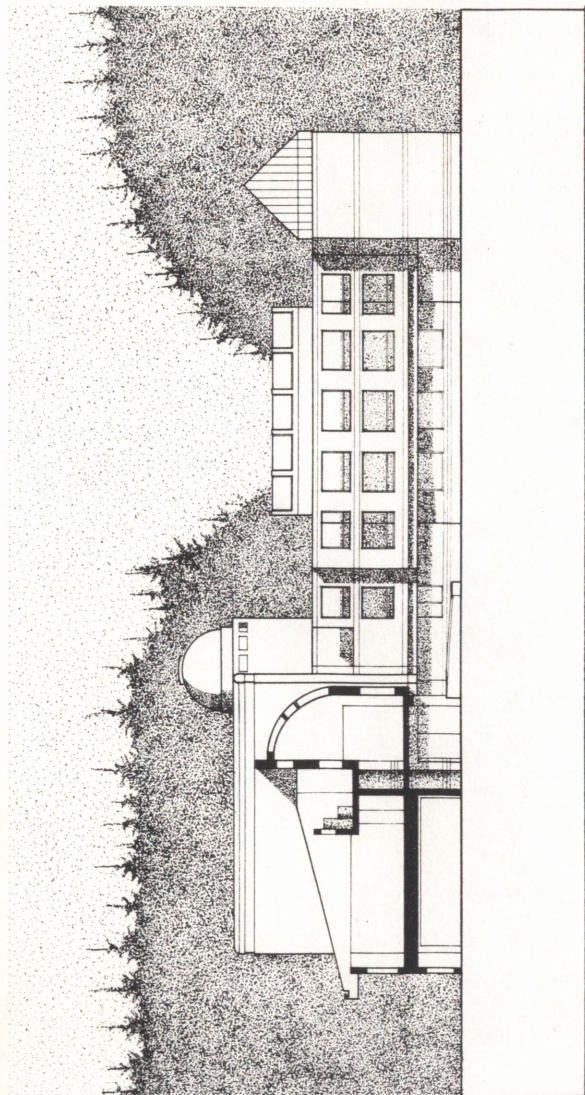
south elevation



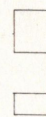
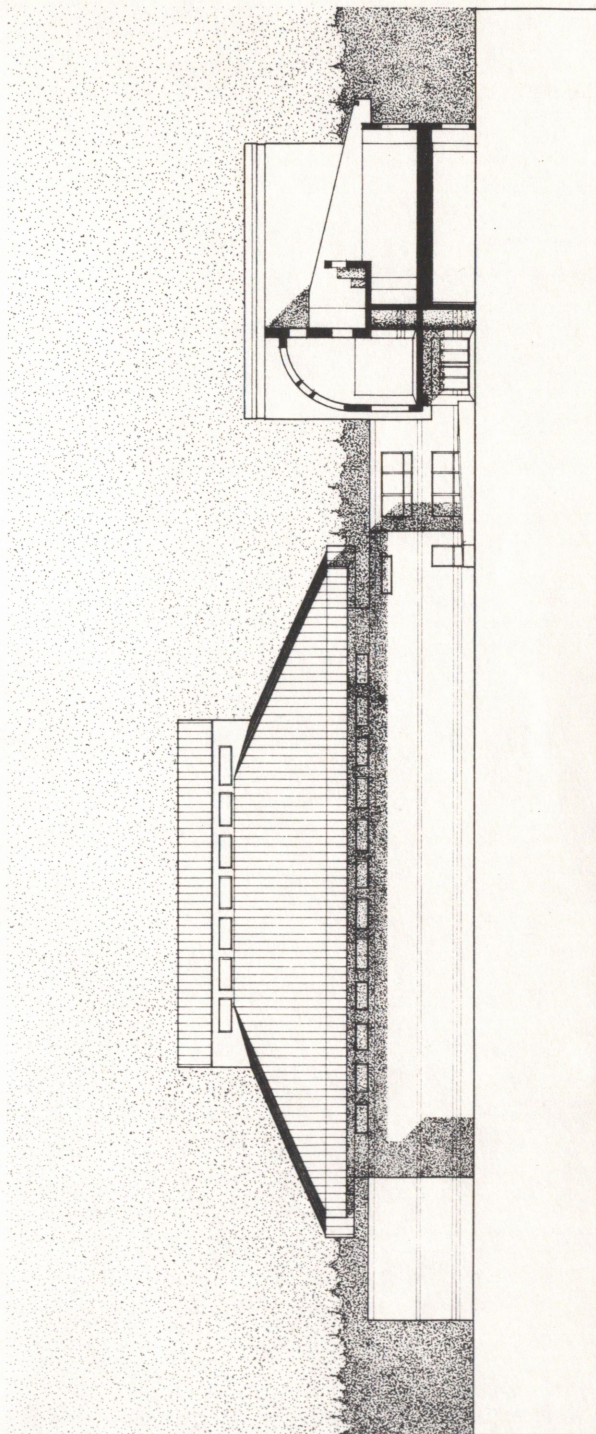
east elevation



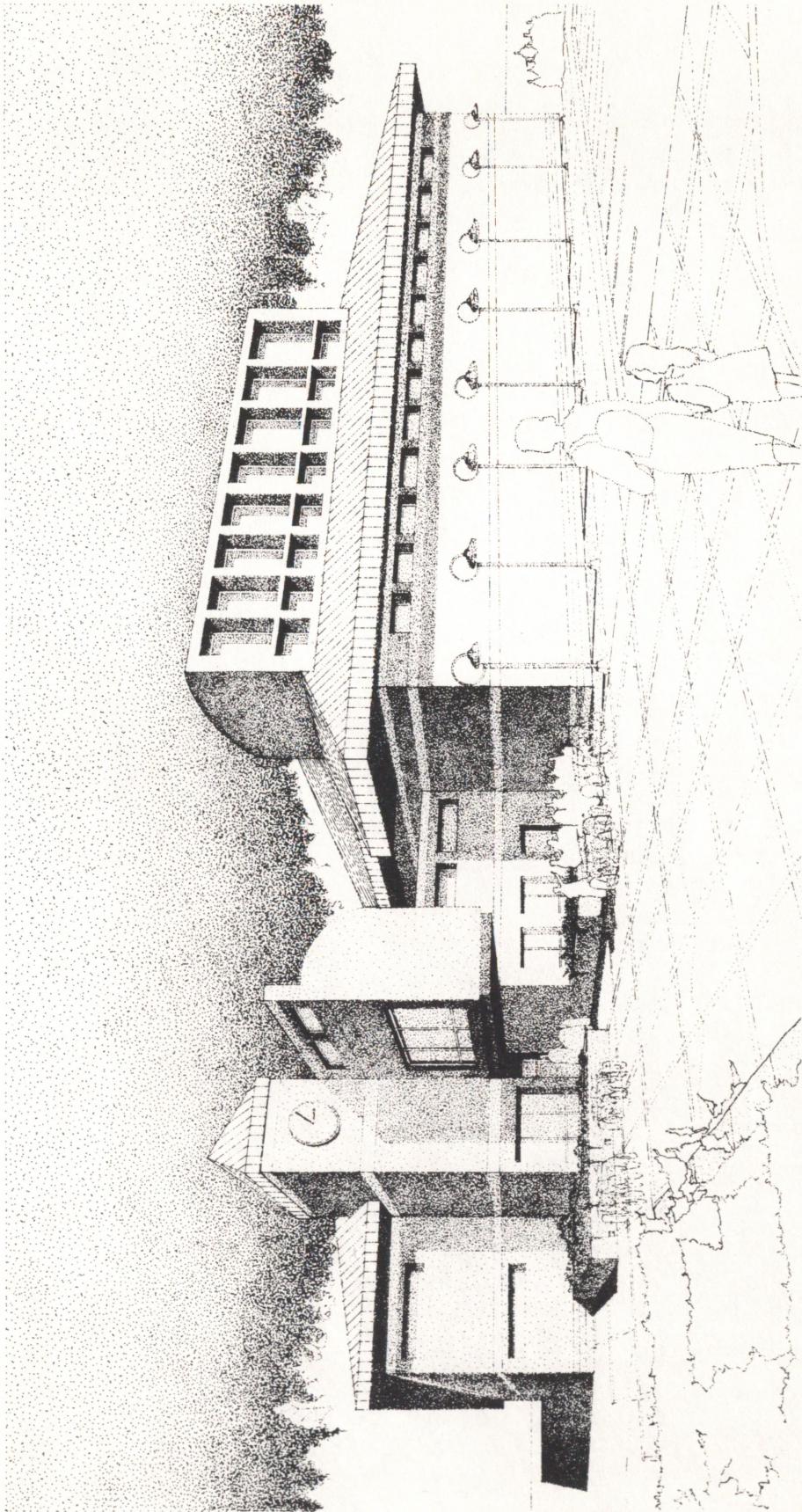
west elevation

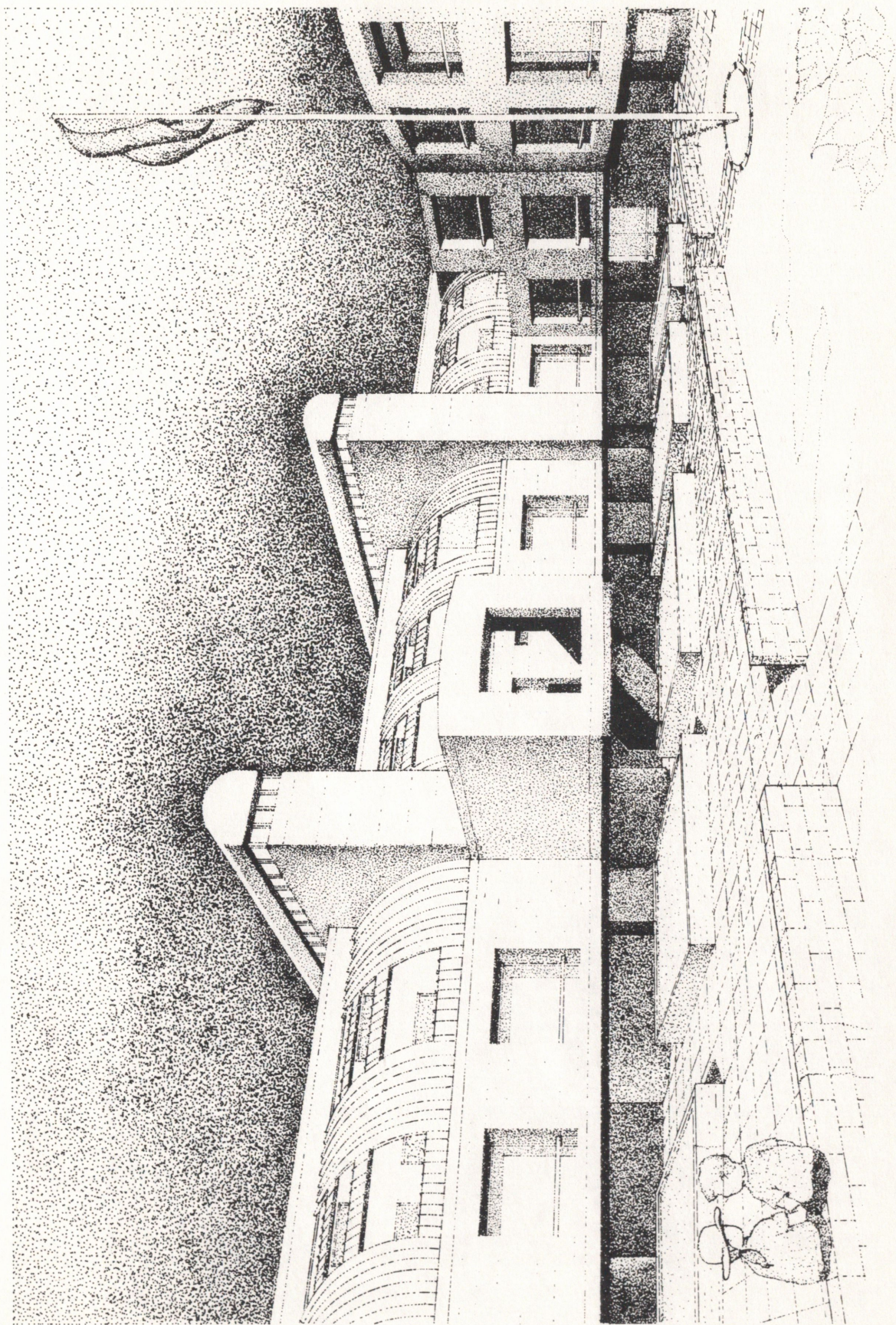


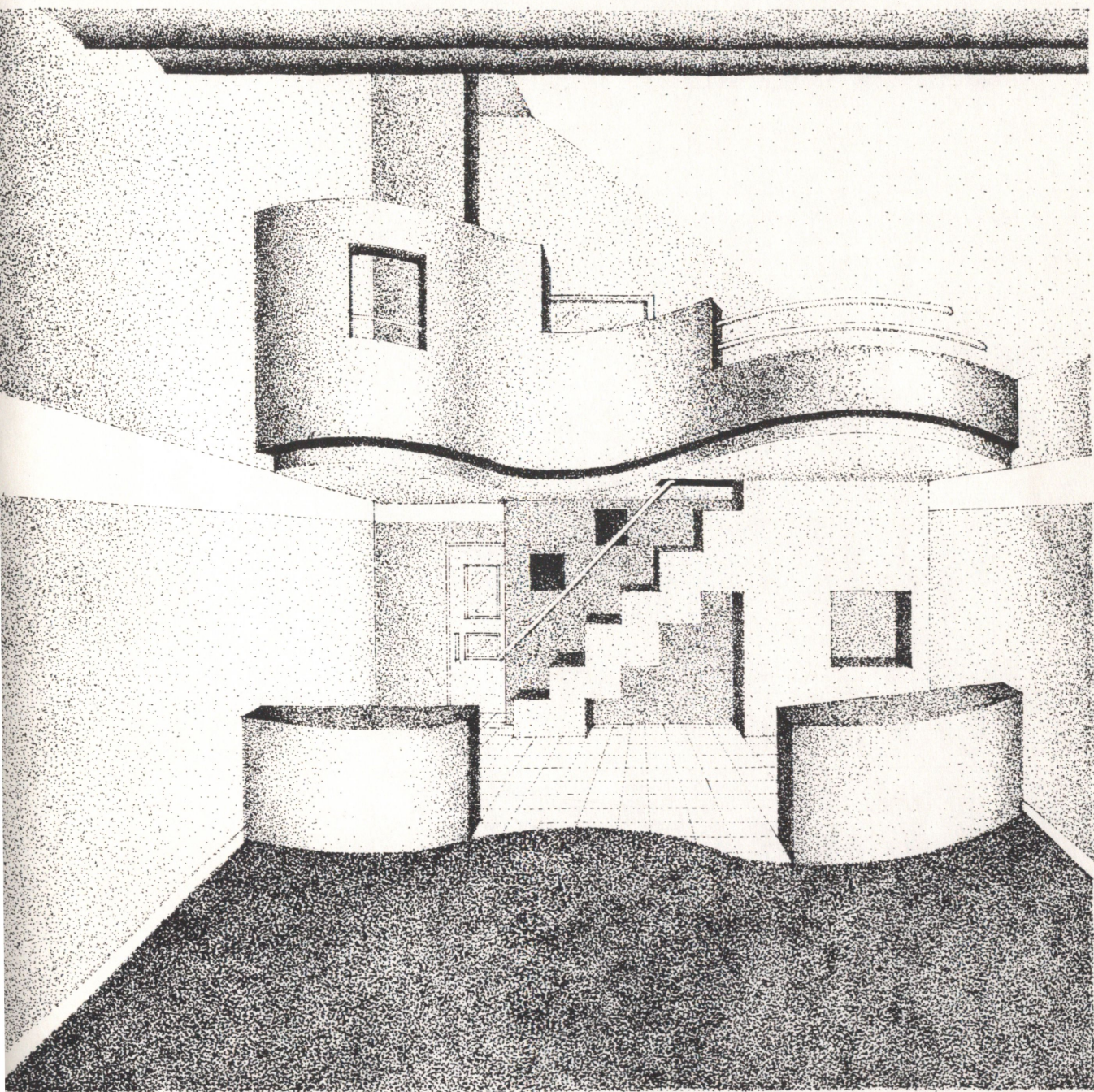
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