



Bellingham Public Schools

a collective commitment

**Elementary School #15
Design Advisory Committee – Meeting #3
December 15, 2022**

Let's design...
Elementary School #15»



The Bellingham Promise



the Bellingham Promise

vision
We, as a community, make a collective commitment to Bellingham's children. We will empower every child to discover and develop their passions, contribute to their community, and achieve a fulfilling and productive life.

mission
We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for exceptional success. All students will be exceptional in their own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices.

core beliefs
We believe:

- all children should be loved,
- the whole child is important,
- every child can learn at high levels,
- early learning and development are critical,
- learning is lifelong and essential to a high quality of life,
- compassion and service build community,
- teaching children to do their best involves self-reflection and reaching higher,
- diversity enhances a strong and healthy community, and
- together we achieve more than alone.

key strategies
We will accomplish this by focusing on...

Equity, Diversity and Inclusion
We envision and strive for a more diverse, inclusive and equitable organization. Focus areas include, but are not limited to, race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.

Early Childhood Education
We support students and families from prenatal through graduation. We invest in a strong early childhood program because of its powerful long-term return for our students and community.

Great Teaching with Strong Support
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Student, Family, and Community Engagement
We develop partnerships and engage with a wide variety of stakeholders, including families and community partners, to support the success of all students.

KNOWLEDGE

- readers and writers,
- scientists and mathematicians,
- historians and global thinkers,
- artists and performers,
- artisans and technicians,
- multilingual readers and speakers,
- skilled users of technology and information,

CHARACTER

- leaders, collaborators and team players,
- dependable and responsible people,
- confident individuals who continuously challenge themselves,
- respectful and compassionate humans,
- honest and ethical individuals who act with integrity,

ACTION

- healthy, active individuals,
- critical thinkers and problem solvers,
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- innovators and creators, and
- well-rounded community members engaged with the broader world.

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estrategias clave
las estrategias claves que nos enfocamos en:

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Participación estudiantil, familiar y comunitario
Desarrollamos asociaciones e involucramos a una variedad amplia de participantes, incluidas las familias y socios comunitarios, a fin de apoyar el éxito de todos los estudiantes.

KNOWLEDGE

- lectores y escritores,
- científicos y matemáticos,
- historiadores y pensadores globales,
- artistas y actores,
- artesanos y técnicos,
- lectores multilingües y hablantes,
- usuarios hábiles de tecnología e información,

CARÁCTER

- líderes, colaboradores y jugadores de equipo,
- personas confiables y responsables,
- individuos seguros que se desafían continuamente,
- respetuosos y compasivos humanos,
- honestos e individuales que actúan con integridad,

ACCIÓN

- individuos saludables y activos,
- pensadores críticos y solucionadores de problemas,
- comunicadores efectivos,
- innovadores y creadores, y
- miembros de la comunidad comprometidos con el mundo más amplio.

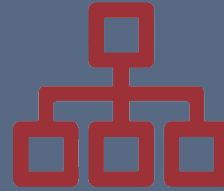
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Agenda



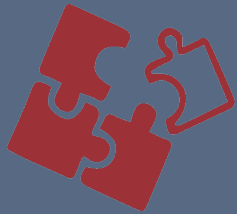
1 Share back

Sharing thoughts from the schools we toured.



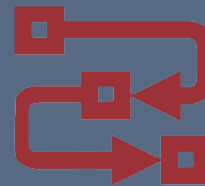
2 Emerging Themes

We care what you think! Let's imagine and design your school.



3 Numeric Programming

Introduction to Numeric Programming.



5 Next Steps

What comes next after the visioning process.



Share back

Sharing thoughts from the schools we toured.



- **When you think about the learning environment, what stood out to you?**
- **How do you perceive the student experience at each school? Positives and negatives.**
- **How did the physical space support (or not support) student learning?**
- **How did each school make you feel?**
- **Were there specific physical amenities that stood out?**

Meeting 2 Feedback – Alderwood Elementary





Alderwood Elementary School Tour Feedback

Characteristics that would support the goals and opportunities at ES#15

Community focused
Connection to nature
Visibility with extended learning areas
Shared instruction
Light, bright, and interesting fixtures
School (brand) identity throughout
Natural light
Connected classroom
Taller ceiling with large windows
Use of color and natural light
Natural materials
Ample size hallways and stairwells
Line of sight
Use of irregular shapes to create interest
Flexible seating options (library)
Connection to outside
Windows into building systems (heating and cooling, HVAC)
"Fun" spaces- nooks, tunnels, bridges, etc.
Reading nook under window
Windows on multiple walls
Alternating ceiling height
Great lighting in library
Separation of space with floor surface
Open glass to utility room
Preserving significant natural features on the site – cedar and wetlands
Wood auditorium seating in open space
Ventilation in gym, multifunction space
Lots of windows, natural light
Inviting
Flexible spaces
Colorful – fun, eye catching
Love clean storage options
Light, artistic elements
Play area - fields
Outdoor sitting area
Built in cork boards/ white boards are nice
Ceiling sloped towards outdoors
Small group spaces in halls
Outdoor covered space
Open doors between classrooms

Dimmable lights
Awesome accessible playground material
Light
Nature
Visibility
Wood
Play
Adventure
Walkability
Shared pre/ head start bathrooms
Shed roofs with windows to look out at critical areas/ tree
Open windows to HVAC and boiler rooms
Labeling piping
Flow of flooring matching ceiling is much more visually engaging in the same way texture on walls engages and activates tactile learning. The angle of the ceiling activates visual learning
I love that most classrooms have bench area for kids to have a separate area
Love the windows into all the mechanical rooms bit I wish there were a diagram to explain what was inside
I appreciate that the signs are cut outs for more visual engagement
Love everything in the gym
Love dolphin facts
Nets on ceiling in covered outdoor area is brilliant
Bright hallways – wide
Clean color scheme
Durability of materials
Gym close to entry/ exit for easy community use
Clean lines
Clear hallways
High ceilings in classrooms
Large windows
Cubbies and student height
Playground at front
Connected classrooms?
Connection to outdoor space
Grade levels are grouped but not in a way that limits creative use of classrooms or necessitates a given number of classes get grade level
Cafeteria connection to gym/ music/ outside
Covered play area connected to playground

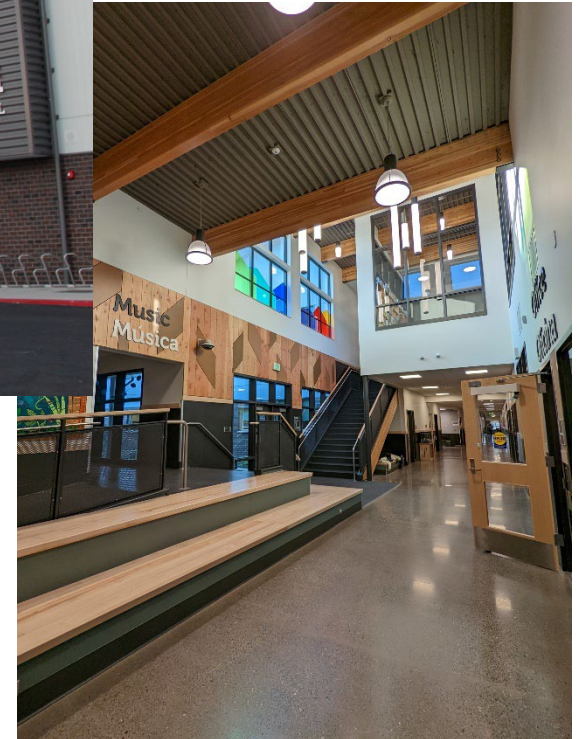
Characteristics that are missing that would support the goals and opportunities at ES#15

Do windows into hallway create a safety concern?
Do teachers have the ability to lock down rooms?
Tackable hallways
Elevator needs a fun design to incorporate into the school
Avoid the use of chain link – too institutional
Connect roof drains to wetlands
Larger cafeteria – noise control
More room for multiple activities/ classes
"Motor room outside" – more options outside for preschool age
Signage to explain boiler, mechanics, etc.
Covered play spaces beyond bball
Educational signage to go with mechanical systems
Some spaces feel a bit sterile
Lost and found closet
"Grouping" wings sometimes feels separating
Same with extended learning
Front foyer
Place for parents to gather with heated space
Combine both open
Few windows in gym
Trees along play area to hide cyclone fence
Nobs or moving parts on the walls next to the windows of the mechanical room
I wish there was more colors. There are a lot of grays
More tactile engagement on the walls
Signs lower for kids to read easier
Entrance feels very cramped
Outdoor classroom
Welcoming entry?
Pre-k all together to use pre-k playground
Connected classrooms?

Characteristics that are missing that would support the goals and opportunities at ES#15

Common Use areas central local (hub and spoke model) include cultural elements
Stadium seating can double as climbing
Very curious to hear from teachers about what is working/ what changes they might suggest

Meeting 2 Feedback – Sunnyland Elementary





Sunnyland Elementary School Tour Feedback

Characteristics that would support the goals and opportunities at ES#15

Warm and homey feel
Connection with the outdoors
Celebrating diversity with colors and signage
Neighborhood
School identity throughout
Year-round field use
Neighborhood after school outdoor use
Sized for little people and adults
Love the use of wood, it adds so much warmth
Mix with metal adds a nice balance
Vaulted roof volumes add great interest
Bench seating to shield ramps is a great, functional idea
Exposed wood roof beams
Use of geometric shapes from wall cladding to lighting
Size and versatility of gym, cafeteria, music room, stage is a highlight
Incorporation of "old" materials from prior school
Library room with interior views over hallways, views to playground, views towards Mt. Baker.
Connection between 1st and 2nd floors
Rocking chairs and standing desk are great
Use of rollup doors is awesome. They should be used more to connect indoor and outdoor spaces
Full size gym with restroom
Energy efficiency – entrance
Outside access from staff lunchroom
Built for 450 – expanding neighborhood
Flexible space
Multipurpose communal space
Views and perspective from second floor
Beautiful colors, textures, learning spaces
Tackable walls and ways to showcase kid art
Beautiful views to outdoors, scenery
Love the wood panels on wall
Functional field – year round
Warmth of the interior – wood, dark/warm colors, exposed beams, floor (cement)
Visual lines from office to from doors/ entry
1st floor and 2nd floor connection. i.e., Interior windows from library to entry below
Lighting in halls and common spaces
Gym

Wood elements are very warm
Mural/ art by students
Bilingual signage
Classic materials – subway tiles
Welcome wall
Playfulness of design elements,
Intentional stage design in cafeteria with risers
Public/ community building spaces
Windows connect school to community and park
Flexible space for different learning needs
Community
Neighborhood
Light
Wood
Nature
Walkable
Bikes
Play
ADA ramp to music room with adjacent benches
One office for staff
Welcome language mural in office
Breezeway connecting wings
I love the color contrast and textures
Clear contrasts in ceiling textures is awesome
Love the entrance. Much more welcoming than Alderwood
Different geometric spaces of lighting
Staff mailboxes
Love the separation of the public areas from the classrooms
Love everything craftsman with exposed craftsman with exposed wood ceilings
Appreciate the almond color window frames which help contract the gray skies outside
Love the moving furniture
Love the turf field
Prominent use of wood and natural elements
Ceiling and lights in library and front office – circular lights and ceiling design
Chair rail in hallways
Hallway learning spaces have whiteboards and electronic boards (both!)
Contrasting colors (black, white, brown)
Connection zone (near office and cafeteria)
Garage door in cafeteria

Music room access off hallway
Counselor/ dean / principal/ staff lounge/ and work room all connected off main office
Have a conference room
Office sees approach to school not just vestibule
Wood beams provide a cozy feel
Flexible classrooms and spaces

Characteristics that are missing that would support the goals and opportunities at ES#15

Outdoor access to gym
Views of King and Queen Mountain from Royal Valley
Lots of covered outdoor space
Lit fields and outdoor spaces
How to make front office more inviting/ warm while still having safety elements
Going outside to get to PE? Wonder about creating pathway
Space for visuals/ demos on gym walls
Doors connecting classrooms
Expanded first entry for families to gather – still locked and separated from building
Freeway noise at kindergarten playground
Built-in computer/ lunch cart storage for clear halls
Garbage/ recycle/ compost systems
Lost and found closet
Library/ bookshelves blocking windows/ view to east
Doors connecting classrooms may improve safety protocols and handy for teachers to help each other
Garage cafeteria door
Wish we could view the mechanical area
Outdoor classroom
Natural space on play structure
Space feels tight near classrooms
20' drop makes me nervous

Characteristics that are missing that would support the goals and opportunities at ES#15

Use of clear floors to see spaces below, into walls, etc.
Flexible space is important
Would love to hear teacher input

Homework – Virtual School Tours



Stevens Creek Elementary



Salish Sea Elementary



Emerging Themes

Themes collected from DAC Team.

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Innovation and Flexibility

We support the diverse needs and learning styles of our students by being innovative and flexible. We embrace change and creative thinking and know that this requires a high level of trust and engagement with our community.

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datos

Entre nuestros estudiantes que son:

- hispanos, asiáticos, nativos americanos, afroamericanos, multilingües,
- de diversas culturas, idiomas, religiones, etnias, y orígenes étnicos,
- de diferentes niveles socioeconómicos, capacidades, idiomas y culturas,
- con diversas necesidades de aprendizaje y estilos de aprendizaje de nuestros estudiantes siendo innovadores y flexibles. Valoramos cambios e ideas creativas y sabemos que esto requiere un alto nivel de confianza y colaboración con nuestra comunidad.

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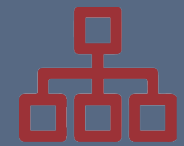
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Design Goals and Keys to Design



1

Design Goal: This elementary school is a neighborhood school.
*District standard

2

Description: This school is an anchor to the community that includes unique design features that distinguish it as a forward-thinking place of learning while maintaining harmony within the surrounding neighborhood. Design will include welcoming elements and provides multi-functional, multi-cultural and seasonally appropriate spaces.
* Alderwood example given. Teams to update the description for Elementary School #15

3

Emerging Theme: Entry warm and welcoming – central, one main entry (Sunnyland)
* Bolded text in packets

4

Keys to design: The main entry provides a gathering space and acts as a central hub for the community
* Based on the emerging themes and our previous conversations, develop keys to design that support the design goal for Elementary School #15

1

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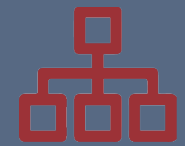
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Keys to Design

4



Design Goal Example

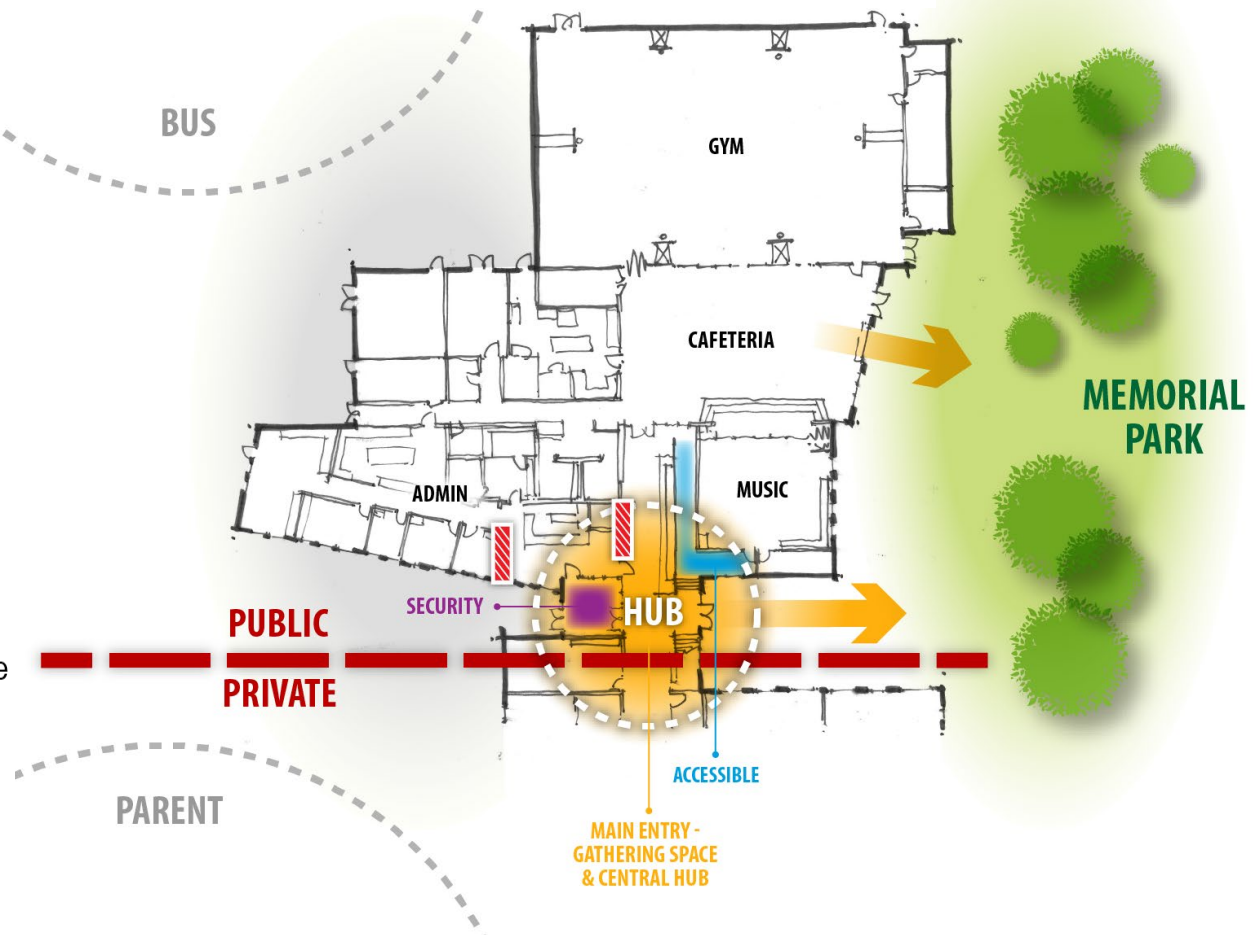


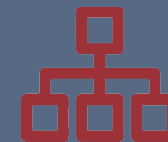
Design Goal: This elementary is a neighborhood school.

This school is an anchor to the community that includes design features that reflects the characteristics of the students and greater community while maintaining harmony within the surrounding neighborhood. The design will be welcoming, multi-functional, multi-cultural and inclusive providing a sense of belonging for every student.

Keys to Design:

- The main entry design provides a gathering space and acts as a central hub for the community
- The site is accessible, pedestrian friendly with safe circulation of vehicles, pedestrians, and buses
- This project utilizes signage that supports the diverse school community
- This school offers community assets that are accessible
- This design embraces sustainable practices
- The building is welcoming, warm, and inviting while having security and safety design parameters
- The school supports the adjacent Memorial Park





Design Goals and Sample Descriptions

1. This elementary is a neighborhood school

This school is an anchor to the community that includes unique design features that distinguish it as a forward thinking place of learning while maintaining harmony within the surrounding neighborhood. Design will include welcoming elements and provides multi-functional, multi-cultural and seasonally appropriate spaces.

2. Provide a quality teaching and learning environment

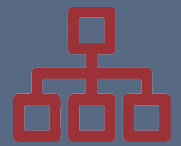
Alderwood Elementary school supports high quality instruction for every student, every day, in every classroom, and is a safe, welcoming, flexible, collaborative space designed for the whole child.

3. The design supports the educational goals of the school and the district

Alderwood Elementary School supports students, families, staff, and the community, reaching outcomes of the Bellingham Promise through spaces that support quality instruction, collaboration and communication.

4. The school supports collaborative learning and facilitates communication

Alderwood Elementary School is a place where students and the community members have spaces both large and small to accommodate collaborative learning and communication with the diverse community of Alderwood. Consideration is given to support students and families who speak multiple languages.



Design Goals

How should the design goal **description** be updated to reflect Elementary School #15 and the Bellingham Promise?

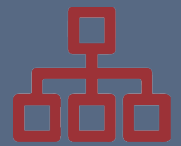


Each group will have one design goal. Review the sample description and update it for ES#15



We will share out with the whole group after the next activity.





Keys to Design

Using the feedback from our previous meetings, what **keys to design** start to emerge?



Based on the emerging themes, develop keys to design that support the design goals for ES#15.



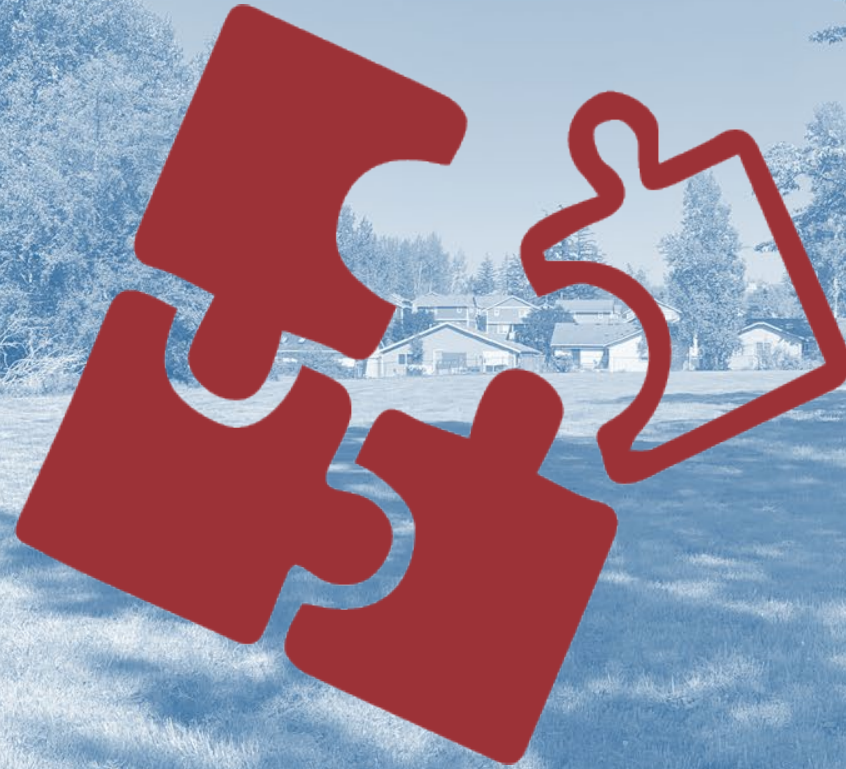
Select a spokesperson who will share out with the larger group.





Let's take a break

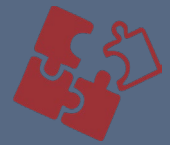
We'll reconvene in 10 minutes.



Numeric Programming

Introduction to Numeric Programming.

Numeric Programming



(ES15) PROGRAM TARGET

	T	STA	STDNT	CT	QTY	UNIT	SF	TOTAL	SF	STDNT	TOT.
INSTRUCTIONAL SPACES											
Pre-K Classrooms (with toilet)(Head Start)	2		9	2	1,025		2,050		18		
Kindergarten Classrooms	3	22	3	975		2,925		66			
Grade 1 - 2 Classrooms	6	22	6	950		5,700		132			
Grade 3 - 5 Classrooms	9	22	9	950		8,550		198			
Additional Classrooms (Promise-K, etc.)	4	9	4	950		3,800		36			
Extended Learning				5	varies		1,800				
Subtotal	24		29				24,825		450		
ADMINISTRATION											
Waiting/Forms				1	120		120				
Receptionist/Admin area/Central Office Storage				1	330		330				
Principal Secretary/ Office Assistant Workspace - <i>included in Receptionist/Admin.</i>				1	0		0				
Workroom/Mail Room				1	450		450				
Principal's Office				1	120		120				
Conference Room				1	210		210				
Reset/ Study alcove				2	10		20				
Health Room				1	110		110				
Nurses / Itinerant Office /Intervention/Hearing/Vision				1	100		100				
Health restroom				1	100		100				
Office 1 - <i>see specialist</i>											
Office 2 - <i>see specialist</i>											
Office 3 - <i>see specialist</i>											
Office 4 - <i>see specialist</i>											
Office 5 - <i>see specialist</i>											
Staff Lounge				1	500		500				
Faculty Restrooms @ Admin				2	56		112				
Subtotal Administration							2,172				
Admin Circulation				1	16.0%		348				
Subtotal	0		15				2,520		0		
SPECIALIZED INSTRUCTION											
Library Media Center											
Circulation desk & reference	2			1	180		180				
Class area and stacks				1	1,500		1,500				
Story Area (part of teacher's presentation area)				0	0		0				
LRC Office/ Workroom				1	320		320				
Subtotal	2		3				2,000		0		
Gym/ PE											
Gym				1	6,000		6,000				
PE Office	1			1	100		100				
PE Storage				1	300		300				
Subtotal	1		3				6,400		0		
Cafeteria/ Food Service											
Cafeteria/Commons				1	2,500		2,500				
Table and Chair Storage				1	250		250				
Kitchen (Serving)				1	740		740				
Subtotal	0		3				3,490		0		

PROGRAM TARGET

	T	STA	STDNT	CT	QTY	UNIT	SF	TOTAL	SF	STDNT	TOT.
SPECIALIST/SPECIAL EDUCATION											
Kiln / Art Storage				1	125		125				
Office 1 Psychologist / Itinerant				1	100		100				
Office 2 ESS / Counselor				1	150		150				
Office 3 SLP/Itinerant				1	100		100				
Office 4 ELL/Itinerant				1	100		100				
Office 5 Reading Corps/ Literacy/ Itinerant				1	100		100				
Special Services/Title I/LAP/Intervention				2	425		850				
Special Education Room (Resource, Bridges, or Lifeskills) Classroom											
Office (future build out for toilet room)				1	56		56				
Motor Room (Office + Instructional Area)				1	500		500				
Title 1 Book Room				1	100		100				
Bookroom				1	350		350				
Music Classroom/Stage				1	950		950				
Music Classroom/Stage Storage				1	120		120				
FRC/Social Service/Flex Space				1	425		425				
*offices may be located in Admin/office area							0				
Subtotal	0		15				4,026		0		
BUILDING SUPPORT											
Main Custodian's Office				1	100		100				
Building Storage & Receiving				1	300		300				
Satellite Custodian's Room				2	50		100				
MDF Room				1	120		120				
IDF Room				2	50		100				
Mechanical Room				1	400		400				
Electrical Room				1	200		200				
Elect Panel Closets				4	13		52				
Boys Toilet Room				3	160		480				
Girls Toilet Room				3	160		480				
Staff Toilet Room (outside of admin)				2	56		112				
Student Toilet Room (1/floor with hooyer lift + changing)				2	200		400				
Staff Toilet Room (1/floor)				2	56		112				
Adult Toilet/Shower (adjacent to Custodial/Cafeteria)				1	90		90				
Sprinkler Riser Room				1	120		120				
Visitor Restroom (adjacent to Main Office)				1	56		56				
Subtotal	0		28				3,222		0		
TOTAL PROGRAM AREA											
	27		96				46,483		450		
Stairways				3	170		510				
Entry/Foyer				1	240		240				
Elevator & Machine Room				1	100		100				
Circulation					15.0%		6,625				
Wall thickness					9.0%		4,183				
Subtotal	5		11,658								
TOTAL BUILDING AREA											
Covered Play Area				0.5	3,500		1,750				
Generator Room					40		40				
TOTAL OSPI AREA							59,931				
TOTAL ACTUAL AREA							61,681				
Target							58,000				
Surplus (Deficit)							(141)				(Target - total OSPI area)



Next Steps

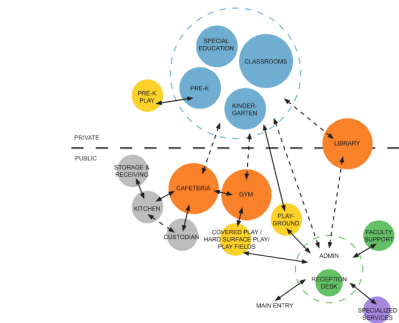
What are our next steps.

Summary

Elementary School #15 will have a capacity of approximately 450 students, comprised of Pre-K – 5th Grade and other selected elementary programs.

Development Objectives

- The reception area greets and welcomes all who enter into the school. The entrance to the school should be open, welcoming and create a sense of security
- Provide adequate restrooms for the staff, students and public, all strategically located to be most useful
- Provide separate parent and bus drop-off areas
- Consider noise acoustics in locating stairs



Dykeman + Bellingham School
Elementary School #15, Educational

Kindergarten

General Information

- This is the main instructional area for Kindergarten. This is the room for all academic programs for these students with the exception of PE, Library, and Music which are outside of the classroom
- Kindergarten students learn primarily through movement, large motor activities, stories, music and dramatic play. The room will need adequate space for the variety of activities. Kindergarten also generally has parent or WWU volunteers.
- Small groups or individuals will leave for work with a specialist or volunteer (tutor) in the extended learning space or at the specialist's room.

Planned Usage

- Large group activities - stories, singing, and general instruction
- Small group or independent activities that may include the use of manipulatives such as a sensory table, dramatic play (house keeping), computers and stories
- Library (book area) for casual reading with display of big books
- Story telling
- Crafts and art projects including painting and other messy activities
- Circle time
- Computer learning games
- Display of student work
- Storage of instructional material for the various subjects being taught, material from instructional kits, books for student library area (usually in bin tubs)
- Display of posters relevant to seasonal or current topic of study. General display of other posters, decoration and student work.

User Information

- 20-25 Students: 5 days/week
- 1 teacher. Same times as students plus planning time before and after school
- 4-5 Volunteers and/or Specialists: 5 days/week, 30 min. to 4 hours

Proximity Requirements

- Close to entrance and administration
- Adjacent to drop-off area
- Adjacent to toilet
- Near outside play area. Note that play area does not need to be designated for Kindergarten; there should be age appropriate play equipment for their use.

Support Facilities

- Student restrooms

Intended Community or Adult Education use

Elementary School #15 Design Advisory Committee

- Bellingham Promise - L...
- Schedule
- Committee Charter
- Committee Roster
- Meeting 1 - October 27...
- Meeting 2 - November...
- Meeting 3 - December...
- Meeting 4 - January 19...
- Meeting 5 - February 2...
- Meeting 6 - March 2, 2...
- Planning

Feedback Documents - Tours

Tuesday, November 22, 2022 8:37 AM

ES15_DAC...

Elementary School #15 DAC Meeting #2

November 10, 2022

Alderwood Elementary School Tour Feedback

Characteristics that would support the goals and opportunities at ES15

- Wood auditorium seating in open space
- Ventilation in gym, multifunction space
- Light of windows, natural light
- engages and activates tactile learning. The angle of the ceiling activates visual learning
- I love that most classrooms have bookshelves for kids to have a

Next Steps

What are our next steps.

A blue-tinted photograph of a grassy field. In the background, there are several trees and a school building. The text is overlaid on the lower half of the image.

**Next Meeting» January 19th at
Parkview Elementary School**

Thank you!