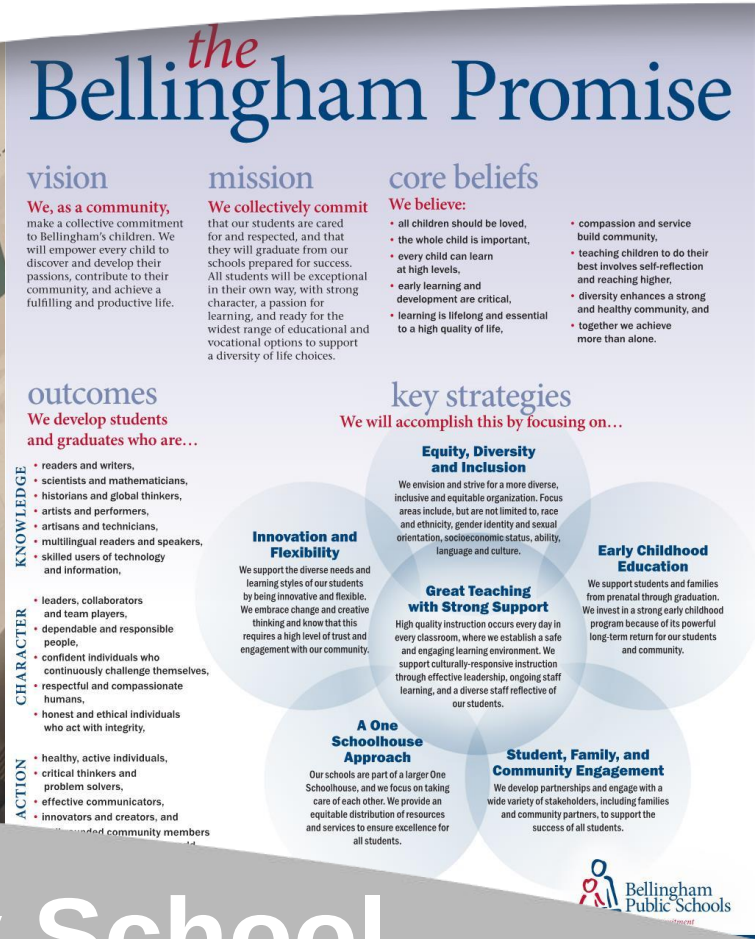
DYKEMAN

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SUNNYLAND ELEMENTARY SCHOOL





Sunnyland Elementary School

Education Specification/Design Advisory Committee

Meeting #8

Meeting #8 Agenda

1. Summary of past DAC meetings
2. Charette Feedback
3. Bellingham Promise
4. Design Goals and Description Examples
5. Group Activities
    1. Design goals description revisions (20 minutes)
    2. Keys to design and final statements (40 minutes)

DAC Summary





Meeting One – December 4, 2019

- Introduction to Ed Specs
- Review project given and parameters

Meeting Two – December 18, 2019

- Begin reviewing sections of the Narrative Program and Detailed Space Requirements

Meeting Three – January 22, 2019

- Tour Birchwood and Happy Valley Elementary
- DAC members provided T-grid feedback

Meeting Four – January 29, 2019

- Reviewing the remaining sections of the Narrative Program and Detailed Space Requirements

Meeting Five – February 5, 2019

- Numeric Program review and discussion

DAC Summary





Community Meeting – February 12, 2019

- Project Overview and Introduction to Ed Specs
- Small group activities:
  - How should the new school reflect who you are as a neighborhood/ community?
  - Keep/ Stop/ Start

Meeting Six – February 19, 2019

- Innovative School Presentation
- Small group activities:
  - What are the top five characteristics, qualities, and attributes this school/ site should have?
  - Envision your ideal environment
- Finalize the Numeric Program

DAC Summary





Meeting Seven – March 4, 2019

- Review Emerging Themes
- Small group activities:
  - Site Charrette
  - Building Charrette

Staff Meeting – March 10, 2019

- Project Overview and Introduction to Ed Specs
- Small group activities:
  - Keep/ Stop/ Start

Tour Feedback

Sunnyland Elementary School
Meeting #3 School Tours - Happy Valley ES

Characteristics that would support the goals and opportunities at Sunnyland ES	*Characteristics that are missing that would support the goals and opportunities at Sunnyland ES*
• Love the big classrooms • Windows • Natural light • Storage • Breakout space - windows/ view from corridor • Great rainy day space • Climbing wall • Love cafeteria - space outdoor	• Would rather have wood/ higher ceiling • Funky exterior • Small music room • Acoustics
• Welcoming warm feeling entry way • Lots of windows/ natural light • Visibility from classrooms to shared space • Roll up door for cafeteria	• Not welcoming entry way • Very industrial feeling, not welcoming
• Natural light - openness • Maximize classroom space • Drinking fountain in gym • Natural light in all spaces - garage door in cafeteria • Flexible seating options. Chairs, comfy chairs, barstools, etc.. • Smaller hallways and lower ceilings - makes it feel quieter • Maximize tackable walls	• Industrial feel/ look • Entry area = not very welcoming
• Large classroom spaces • Preschool playground • Great covered area • Cafeteria roll-up door • Bright large library • Small usable student space - under stairs	• The soap • Library couches
• Garage door to outside in cafeteria	• Heat pump technology • Solar ready • No gas • Garden space to south of school? • Main office needs good view of entry
	• Heat pump technology • Full length tackable wall surfaces, not enough in classrooms • 2 stories with a lot of halls makes it feel constricted, not sure how you avoid that • Lack of dedicated lost and found
	• Ceilings - felt boxed in, especially compared to Birchwood • Front entrance didn't feel as welcoming as I would like • Design not as warm or classic is Sunnyland feels

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Sunnyland Elementary School
Meeting #3 School Tours - Birchwood ES

Characteristics that would support the goals and opportunities at Sunnyland ES	*Characteristics that are missing that would support the goals and opportunities at Sunnyland ES*
• High Ceilings/ Wood Beams • Polished Concrete Floors • Common areas are great • Central Library	• Dedicated space for lost and found • Storage is lacking in classrooms • Not sure I saw dedicated art space/ make a mess/ project open space. Could be combined library project room/ kiln room/ and a breakout area. • AV projection in breakout areas
• Multiple entrances to library and gym • Bathroom off entrance to recess and into cafeteria • Health room with bathroom	• Storage in hallways • Windows from classrooms into extended learning spaces.
• I like the concrete floors and don't mind the blemishes. • I like the daylighting • I like the angular common areas. • I like the high ceilings. • The exposed wood beam • Covered play area • Playground looks really good! • Outside of building looks really nice	• Entry could use a foyer similar to existing Sunnyland entry - for staff to greet visitors. • SIP walls and roof would be green for efficiency • Net zero energy would be a great goal • Add lots of south facing roof for future solar
• Natural sunlight • Breakout spaces • Exposed wood high ceilings • Historic touch of library • Front office	• Storage - looks cluttered and messy. Both in classroom and in hallways and/or breakout • More unisex bathroom for kids • Tech access in breakout
• Double entrance to central library • Multiple entrances to gym and cafeteria • Bathrooms with big sinks • Cubbies and hooks in classroom • Shared spaces • Health room & bathroom • Taller tables in 5th grade • Big entry way	• Projection for shared spaces - PowerPoint and projects • Shared spaces need more direct eye sight into classrooms • Mailboxes closer to office • Cabinets in shared spaces
	• Mural • Library sign-in • Basketball hoops

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DAC Meeting #3: Sample T-Grid Feedback

Community Meeting

Sunnyland Elementary
Community Meeting

February 12, 2020 · 6:00 - 7:00 pm

Initial Thoughts

How should the new school reflect who you are as a neighborhood/ community?

- Diversity
- Universal Design
- Pedestrian friendly
- Natural light
- Safety and security
- Welcoming feel
- Multilingual signage
- Bike friendly
- Bike storage
- Current drop-off is tight. More efficient in design
- Clear sight lines (exterior and interior)
- Gender inclusive restrooms
- Warm and inviting entry
- Covered play – used by neighborhood
- Natural "homey" feel
- Pacific Northwest feeling
- Low lying feeling that fits into the surrounding context
- Craftsman design
- Garden is important (especially veggies)
- I-5 bridge connection is heavily used
- Appreciate back entry from people coming that way – access from both east and west
- Attention to noise from freeway with school moving closer
- Art is important to the community from both students and community members
- Improved drop-off and pick-up area

Bellingham Public Schools DYKEMAN ARCHITECTURE + DESIGN **Sunnyland Elementary** Community Meeting

Community Meeting: How should the new school reflect who you are as a neighborhood/ community?

Sunnyland Elementary
Community Meeting

February 12, 2020 · 6:00 - 7:00 pm

Table 1

KEEP	STOP	START
What Sunnyland does well, and should KEEP doing in the "new" facility	*What Sunnyland should STOP doing when in the "new" facility*	*What Sunnyland should START doing in the "new" facility*
• Garden and Outdoor classroom	• Traffic/ congestion at the drop off/ pick up	• Improved storage in classrooms
• Spirit of the school	• Limited bike parking	• Centrally located library
• The mural	• Current gym/ storage/ cafeteria set up	• Alternative space for kids to be inside at recess
• Keep our neighborhood view. Keep some trees	• Portables as grade level classroom	• Age (size) appropriate areas (i.e. current upper grade classrooms are too small for bigger bodies)
• Open sight lines in outdoor play area especially adjacent to park		• Outside lighting designed to be safe but not to bright for the neighborhood
		• Developmentally appropriate area. Keeping ages/ stages grouped together.
		• Water bottle filling stations
		• Better maintained field (no holes)

Bellingham Public Schools DYKEMAN ARCHITECTURE + DESIGN **Sunnyland Elementary** Community Meeting

Community Meeting: Sample Keep/ Stop/ Start Feedback

Top 5 Characteristics

Sunnyland Elementary
DAC Meeting #6

February 19, 2020

Top 5 Characteristics

What are the TOP FIVE characteristics, qualities, and attributes that this site should have?

TABLE 1	TABLE 2	TABLE 3
• Pedestrian friendly	• Natural things (trees, bushes, one garden)	• Community minded outdoor space
• Blends well with neighborhood style	• Tables, benches, gathering spots (not picnics table, desire for a good writable surface outside)	• Bus/ parent pickup near each other (Wade King/ Sehome)
• Adjacent to city park	• Bike storage – covered and big	• Clear lines of site
• Multimodal	• More equipment to play on – covered option with tables for kids to read or draw (maybe a free library)	• Trees/ vegetation/ garden (deciduous and evergreen)
• Safe environment with park, school, James Street relationship	• Garage door opening from cafeteria to outside	• Covered bike parking
• Universal design – accessibility inclusive		

Bellingham Public Schools | DYKEMAN ARCHITECTURE + DESIGN | **Sunnyland Elementary** Community Meeting

DAC Meeting #6: Top 5 Characteristics – Site

Sunnyland Elementary
DAC Meeting #6

February 19, 2020

Top 5 Characteristics

What are the TOP FIVE characteristics, qualities, and attributes that this school should have?

TABLE 1	TABLE 2	TABLE 3
• Natural light	• Entry warm and welcoming – central, one main entry (like Birchwood)	• Welcoming entry (with security vestibule leading to gathering space) Warm, colorful, with natural surfaces and lots of light Safety/ security – limited entry points
• Energy efficient	• Natural light – colors, wood, and materials	• Inclusivity: Everyone sees themselves represented throughout the building
• Community Integration	• Hooks inside classrooms with cubbies	• Community minded space
• Good connection to outside	• Storage so there is not supplies stacked everywhere	
• Warm color scheme	• Library on main floor – central – 2 entrances	
• Adaptable and flexible	• Extended learning spaces (smaller like birchwood)	
• Universal design – accessibility inclusive		

Bellingham Public Schools | DYKEMAN ARCHITECTURE + DESIGN | **Sunnyland Elementary** Community Meeting

DAC Meeting #6: Top 5 Characteristics – Building

Ideal Environment

Sunnyland Elementary
DAC Meeting #6

February 19, 2020

Ideal Environment
What does your ideal teaching and learning environment look like?

TABLE 1
EXTENDED LEARNING

- Alderwood model more desired
- Natural light – full windows
- Visibility from classrooms
- Barrier between corridor
- Flexible seating
- Storage (built-in or furniture)

TABLE 2
CLASSROOM

- Line of sight into any shared space
- More than 1 part of room to teach from
- Dedicated floor space to sit
- No angles
- No built-in nooks that are permanent – but enough space to make one
- Flexible furniture / variety (seats, tables, storage, desk)

TABLE 3
CLASSROOM

- Adjustable furniture
- Flexible technology
- Outdoor connection (views/ proximity)
- Safe window coverings
- Natural light
- Movement within room
- Good lighting and dimming
- Flex seating
- Water in room (ADA height for kids of all abilities)
- Easily cleaned and durable
- Adequate storage
- Calming colors
- Attention to acoustics
- Visibility to extended learning
- Proper number of air cycles

Bellingham Public Schools | DYKEMAN ARCHITECTURE + DESIGN | **Sunnyland Elementary** Community Meeting

DAC Meeting #6: Ideal Environment Feedback

Keep/ Stop/ Start

Sunnyland Elementary
Staff Meeting

March 10, 2020

Table 1

KEEP *What Sunnyland does well, and should KEEP doing in the "new" facility*	STOP *What Sunnyland should STOP doing when in the "new" facility*	START *What Sunnyland should START doing in the "new" facility*
• Sunnyland sign	• Raised floor/ areas	• Windows that open
• Gazebo	• Disastrous parent pick-up / drop-off area	• Open play shed
• As many trees as possible (and plant more)	• Fluorescent lighting	• All teachers have keys that open all doors
• Keep garden but locate it so that it is not right next to the classrooms	• Orange/ yellow plastic chairs	• Real walls between rooms
• Mural	• Classrooms in portables	• Mirror craftsman homes of neighborhood
• Bring old brick into new building		• Self-healing wall surface
• Historical pictures		• Teacher in control of heating
		• Natural lighting – full spectrum lighting
		• Bathrooms/ sink near cafeteria and playground (closer to playground)
		• Basic furniture needs in all classrooms
		• Soundproof from interstate
		• Expanded, covered bike rack (for wider tires)
		• Dark chair colors (No yellow – too dirty)

Bellingham Public Schools | DYKEMAN ARCHITECTURE + DESIGN | Sunnyland Elementary Community Meeting

Staff Meeting: Sample Keep/ Stop/ Start Feedback

Numeric Program

(SUNNYLAND) PROGRAM TARGET

	T STA	STDNT CT	QTY	UNIT SF	TOTAL SF	STDNT TOT.
INSTRUCTIONAL SPACES						
Pre-K Classrooms (with toilet)(Head Start)	2	15	2	1,025	2,050	30
Kindergarten Classrooms	3	22	3	950	2,850	66
Grade 1 - 2 Classrooms	6	22	6	925	5,550	132
Grade 3 - 5 Classrooms	9	22	9	925	8,325	198
Additional Classrooms (Promise-K, etc.)	3	22	3	925	2,775	66
Extended Learning			5	varies	1,800	
Subtotal	*23*		*28*		*23,350*	*492*
ADMINISTRATION						
Waiting/Forms			1	120	120	
Receptionist/Admin area/Central Office Storage			1	330	330	
Principal Secretary/ Office Assistant Workspace - *included in Receptionist/Admin .*			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	
Nurse's / Intinerant Office /Intervention/Hearing/Vision			1	100	100	
Health restroom			1	100	100	
Office 1 - *see specialist*						
Office 2 - *see specialist*						
Office 3 - *see specialist*						
Office 4 - *see specialist*						
Office 5 - *see specialist*						
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	1,400	1,400	
Story Area (part of teacher's presentation area)			0	0	0	
LRC Office/ Workroom			1	320	320	
Subtotal	*2*		*3*		*1,900*	*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	2,000	2,000	
Table and Chair Storage			1	250	250	
Kitchen (Serving)			1	740	740	
Subtotal	*0*		*3*		*2,990*	*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 / Intinerant			1	100	100	
Office 2 ESS / Counselor			1	150	150	
Office 3 SLP			1	100	100	
Office 4 ELL			1	100	100	
Office 5 Reading Corps/ Literacy			1	100	100	
Special Services/Title I/LAP/Intervention			2	425	850	
Special Education Room (Resource, Bridges, or Lifeskills)						
Classroom (future build out for toilet room)	1	12	1	925	925	12
Office			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 Classroon/Stage Storage			1	120	120	
FRC/Social Service/Flex Space			1	425	425	
*offices may be located in Admin/office area					0	
Subtotal	*1*		*16*		*4,951*	*12*
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)			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*		*26*		*2,822*	
TOTAL PROGRAM AREA	***27***		***94***		***44,933***	***504***
Stairways			3	170	510	
Entry/Foyer			1	240	240	
Elevator & Machine Room			1	100	100	
Circulation				15.0%	6,392	
Wall thickness				9.0%	4,044	
Subtotal			*5*		*11,286*	

TOTAL BUILDING AREA			*56,219*
Covered Play Area	0.5	3,500	1,750
Generator Room		40	40
TOTAL OSPI AREA			58,009
TOTAL ACTUAL AREA		**59,759**	

Target	58,000	
Surplus (Deficit)	(9)	(Target - total OSPI area)

DAC Meeting #5 & 6: Final Numeric Program

Emerging Themes

Community
Hub of neighborhood - community center
Interior and exterior gathering for the public
Display student art and local artist work
Community minded
Spirit of the school – kindness and warmth

Site
Pedestrian friendly
Garden
Parent and bus drop off and pick-up to be inclusive and safe
Accessible to all
Connect to the overpass

Design
Warm and Welcoming entry
Natural daylight
Inclusive design – everyone sees themselves represented
Warm color scheme with natural materials
Fit into the surrounding
Centrally located library
Keep the mural
Energy efficient
Direct connection from the Cafeteria to the exterior

Safety and security
Clear sight lines
1 main entry
Limited access points
Safe environment being sensitive to the adjacent park and James Street

Teaching and Learning Environment
Extended leaning space outside classrooms with visibility
Adaptable and flexible spaces designed for the future
Connection to the exterior
Primary classes grouped together
Multiple teaching areas
Multilingual signage

Site Charrette



SITE LAYOUT - Group 1

Design Goals:

- West facing school
- Library and admin is located separately from gym/ cafeteria block
- Gardens in front of school – pretty to look at
- Centrally located entrance
- Corner parking lot with potential access from 2 streets
- Bus and drop off access from E. Maryland St
- Strong gym to play area connection
- Pre-K play directly off academic wing
- Covered play adjacent to gym/ cafeteria
- Bus loop close to main entrance

Site Charrette



SITE LAYOUT - Group 2

Design Goals:

- South facing main entrance
- L shaped classroom wing
- Locating building so that there is park access across site. Not a wall of building against the park perimeter
- Keeping the staff parking across E. Maryland Street
- Gym and covered play are directly adjacent
- Centrally located library
- Front entrance set back from street
- Pre-K soft play and K-5 soft play separate.
- K-5 play should not be visible from Pre-K play.
- Parent drop-off and bus loop located together off E. Maryland Street
- Gardens/ green space off main entrance

Site Charrette

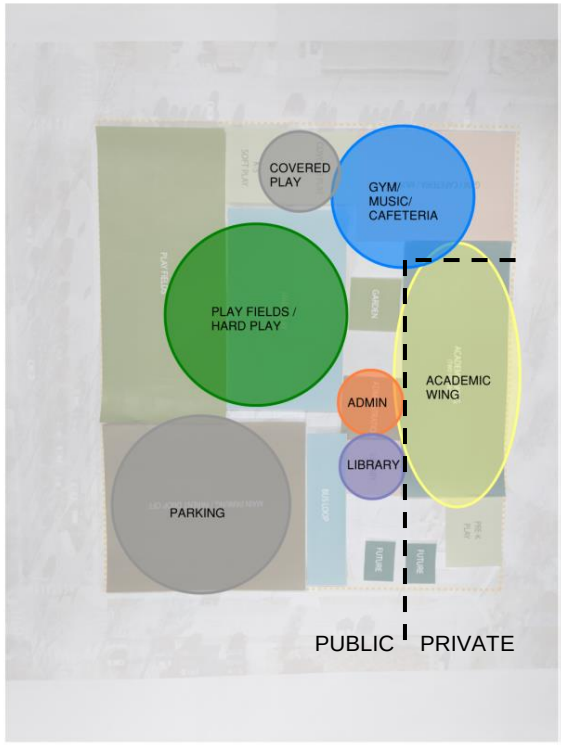


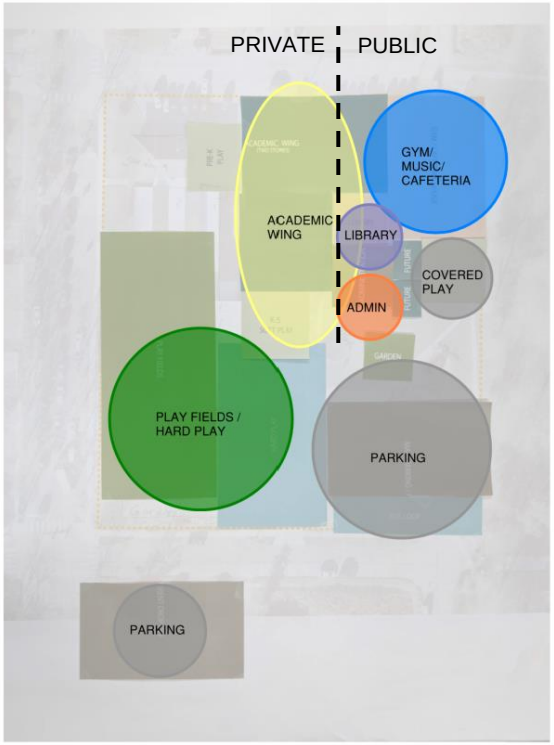
SITE LAYOUT - Group 3

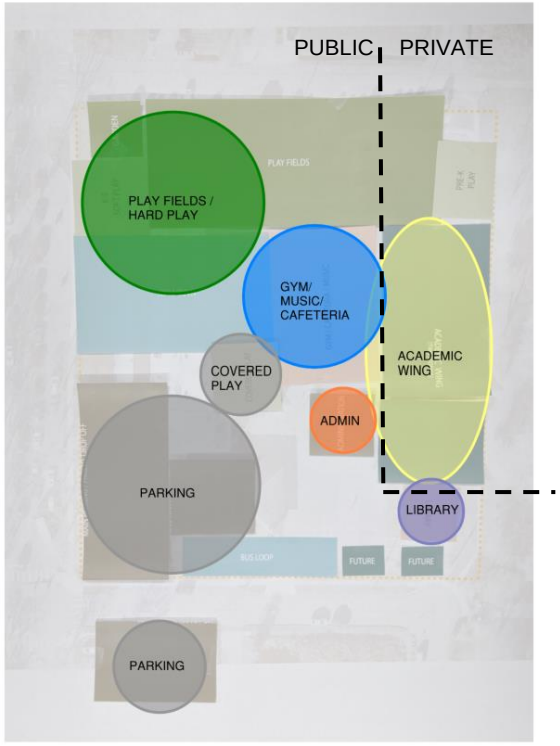
Design Goals:

- Trying to avoid fencing along James by locating play fields towards the center of the site.
- West oriented entrance
- Locating the building so that is does not cut off park access
- Garden facing James Street
- Hard play and covered play off gym/ cafeteria
- Keeping the staff parking across E. Maryland Street
- Parent drop-off and bus loop located together off E. Maryland Street
- Library separate from gym/ cafeteria
- Play field located to connect to the park
- Admin centrally located between academic wing and gym/ cafeteria

Site Charrette Summary







GROUP 1 SUMMARY

- Central main entry
- Library adjacent to admin
- Gym/ Cafeteria has direct access to Memorial park

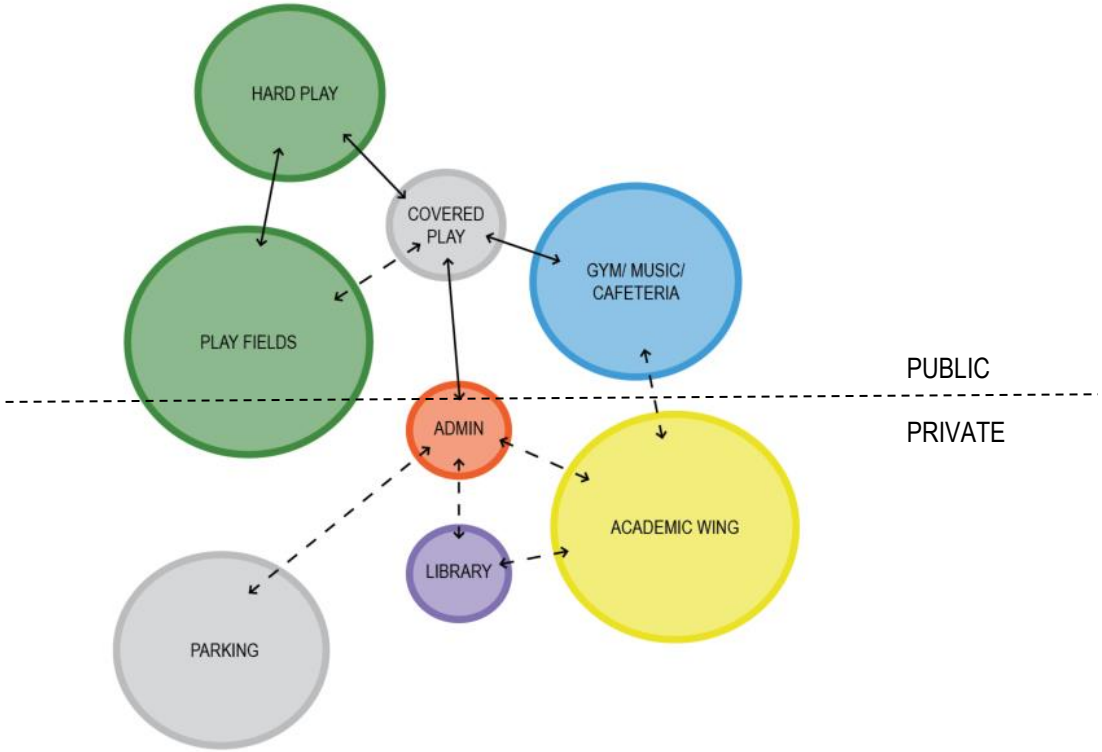
GROUP 2 SUMMARY

- Covered play directly off Gym/ Cafeteria
- Centrally located library
- Admin directly adjacent to academic wing.

GROUP 3 SUMMARY

- Allow access/ visual connection to Memorial Park
- Library separated from Gym/ Cafeteria
- Public spaces located to the north of the private spaces

Site Charrette Summary



Building Charrette



BUILDING LAYOUT - Group 1

Design Goals:

- Motor room and special education room grouped together
- Offices and extended learning located throughout classroom wing
- Admin and library centrally located on the first floor
- Faculty room directly adjacent to admin
- Pre-K - 2nd grade on first floor
- 3rd - 5th grade on second floor
- Group loud spaces (such as the gym and cafeteria) together
- Pre-K and motor room should be grouped together

Building Charrette



BUILDING LAYOUT - Group 2

Design Goals:

- Centrally located library on 1st floor
- Classroom wing is L shaped with all the classrooms having exterior windows.
- Support services are located centrally
- Faculty room next to admin
- Central south facing entry
- Cafeteria has direct exterior access
- South facing admin
- Classroom wing laid out east-west for better solar orientation
- Special education directly adjacent to Pre-k
- Pre-K - 1st grade on 1st floor
- 2nd - 5th grade on 2nd floor

Building Charrette

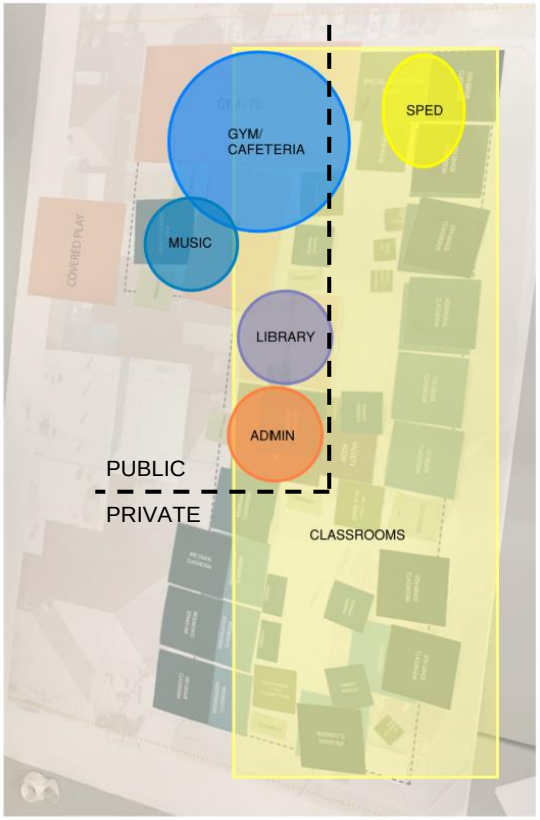


BUILDING LAYOUT - Group 3

Design Goals:

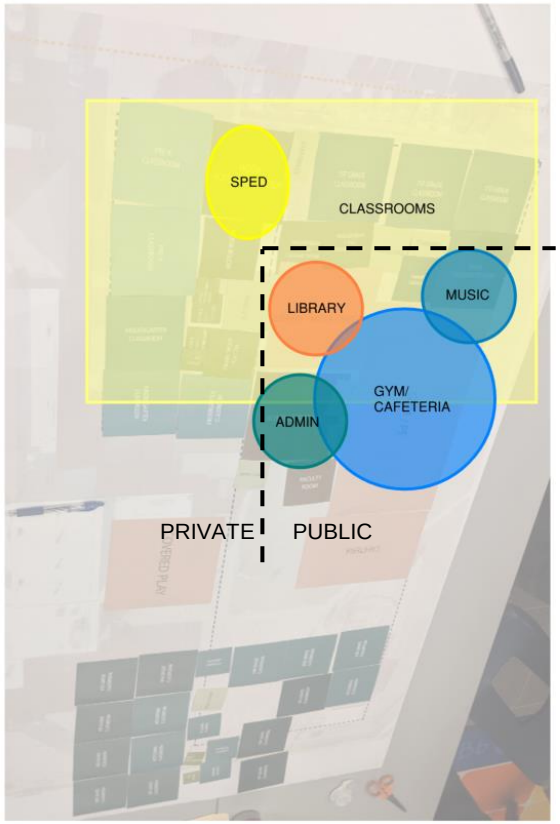
- Classroom grouped together with similar grades. Pre-k – second grade located on 1st floor.
- Cafeteria has direct exterior access. Restroom located on the way from playing to cafeteria.
- Music, cafeteria, and gym in a row.
- Offices located throughout classroom wing
- Library located on 2nd floor above admin
- Pre-K and special education adjacent with SLP and another office directly adjacent.
- Centrally located restrooms.
- Centrally located admin office. Faculty room directly adjacent.
- Extended learning located throughout classroom wing.
- Staircases located at ends of building with practical use of under stair space.

Building Charrette



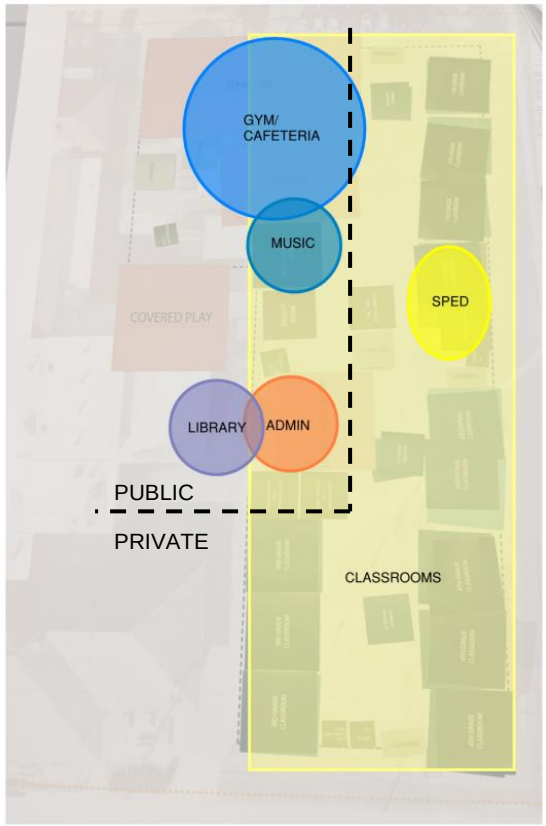
GROUP 1 SUMMARY

- Pre-K thru 2nd grade located on the first floor
- Loud spaces grouped together
- Centrally located admin and library



GROUP 2 SUMMARY

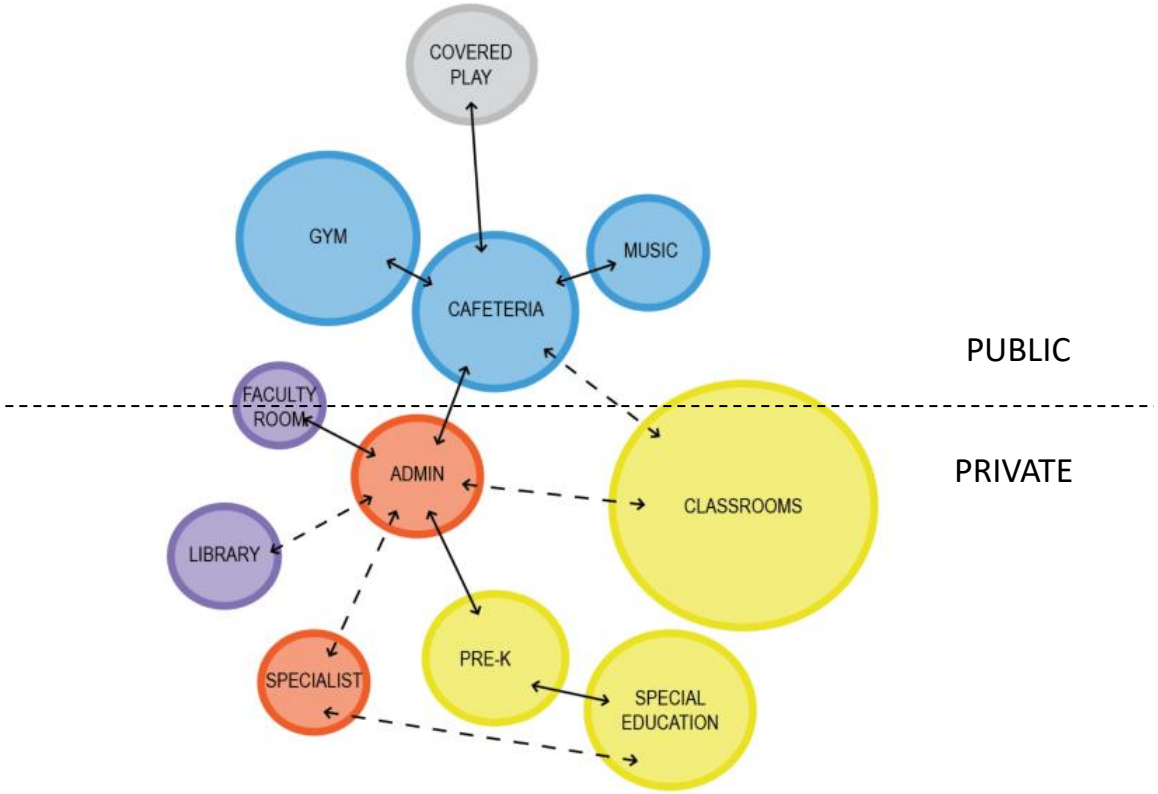
- Some classrooms having a north/ south orientation
- Gym/ Cafeteria adjacent to Memorial Park
- Special Education located adjacent to Pre-K



GROUP 3 SUMMARY

- Library located on second floor above admin
- Special Education and additional classroom located on first floor

Building Charrette Summary



The Bellingham Promise



Design Goals and Description

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 accommodates collaborative learning and communication with the diverse community of Alderwood. Consideration is given to support students and families who speak multiple languages.

Design Goal Example

Bellingham Public Schools
a collective commitment

Ed Spec/Design Advisory Committee Term Examples:

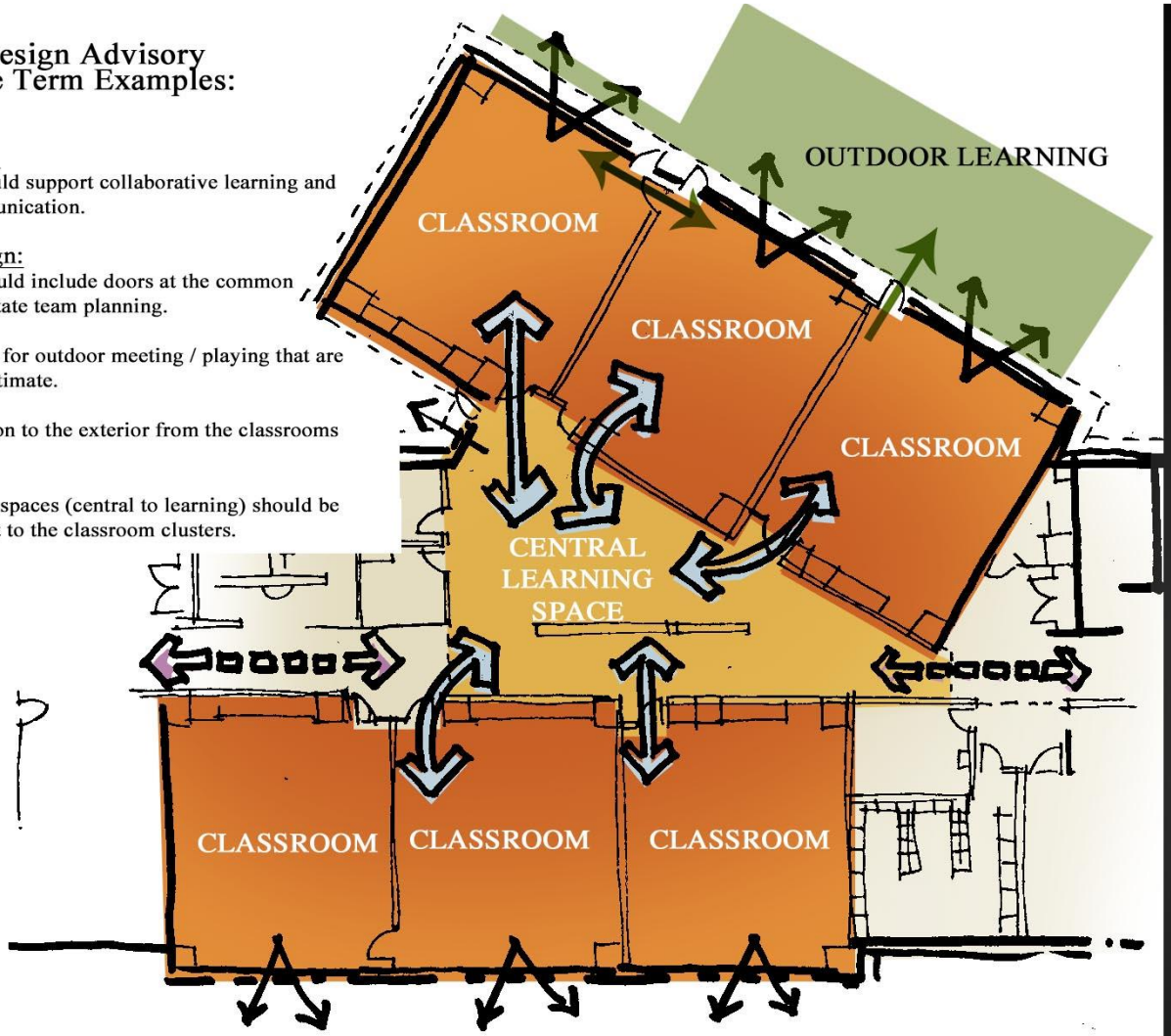
Design Goal:
The school should support collaborative learning and facilitate communication.

Keys to Design:
Classrooms should include doors at the common walls that facilitate team planning.

Provide options for outdoor meeting / playing that are smaller more intimate.

Direct connection to the exterior from the classrooms with visibility.

Project pull out spaces (central to learning) should be located adjacent to the classroom clusters.



Ed Spec/Design Advisory Committee Spec Term Examples

Group Activity #1

Design Goals: Each group will be given a deign goal to review and revise the description.

1. In the excel file, go to the tab matching the design goal your group was assigned. (deign group number = zoom breakout group number)
2. An example of the design goal description is provided. As a group, review and edit the description to reflect the Sunnyland Elementary school community.
3. We will meet back in 20 minutes to share with the group.

Design Goal 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.

Keys to Design

Pedestrian friendly
Blends well with neighborhood style
Universal design – accessibility inclusive
Energy efficient
Community integration
Good connection to outside
Adaptable and flexible
Bike storage – covered and big
Entry warm and welcoming – central, one main entry (like Birchwood)
Natural light – colors, wood, and materials
Improved Bus/ parent pickup near each other (Wade King/ Sehome). No separation of special education and general education.
Warm, colorful, with natural surfaces and lots of light
Safety/ security – limited entry points
Inclusivity: Everyone sees themselves represented throughout the building
Line of sight into any shared space
Outdoor connection (views/ proximity)
Safe window coverings
Room for movement within room
Good lighting and dimming
Easily cleaned and durable
Adequate storage
Keep the spirit of the school
Keep existing pieces of the school such as the mural, bricks, historic pictures, Sunnyland sign, and gazebo
Improved storage in classrooms
Centrally located library with windows
Outside lighting designed to be safe but not to bright for the neighborhood
Student garden
Community – walkability
Spirit of kindness and warmth

Primary classrooms grouped and intermediate grouped
Make the school a community center (similar to BHS)
Clear navigation to different parts of the school
Space for welcoming and greeting families at entrance
Multilingual signage
Flexible spaces – ones that appeals to kids
Better connection to overpass – walkable path across park
Universal Design
Clear sight lines (exterior and interior)
Back entry from people coming that way – access from both east and west
Attention to noise from freeway with school moving closer
Art is important to the community from both students and community members
Operable windows
Bathrooms/ sink near cafeteria and playground (closer to playground)
Open, flexible floor space. Movable furniture and shelves that move.
Wide hallways with extended learning areas
Lots of sun and green (plants) spaces
Fenced playground
Charging stations in classrooms for computers/ tablets/ etc.
Flexible teaching hub/ station
Sound system/ amplification system in classrooms
Social-emotional “take a break” space
Large cafeteria that can fit more than 2 grade levels
Shades or awning for windows that get direct sunlight
Outdoor covered areas/ learning spaces

Group Activity #2

Keys to Design

1. Open the tab in the excel file titled “keys to design exercise”.
2. We have compiled feedback from DAC, staff, and community meetings.
3. Focusing on the same design goal your team reviewed in the first activity, read through the keys to design and choose 5 -7 that best fit your design goal. (deign group number = zoom breakout group number)
4. Type the design goal number into the “design goal selection” column for the 5 – 7 keys to design your team chooses. The key to design will then be transmitted automatically to the design goal tab.
5. Move back to your groups design goal tab, create final statement from the keys to design.
6. We will meet back in 40 minutes to share with the group.

Design Goals	
Design Goal 1	This elementary is a neighborhood school.
Design Goal 2	Provide a quality teaching and learrning environment.
Design Goal 3	The design supports the educational goals of the school and the district
Design Goal 4	The school supports collaborative learning and facilitates communication

Example: Design Group 1

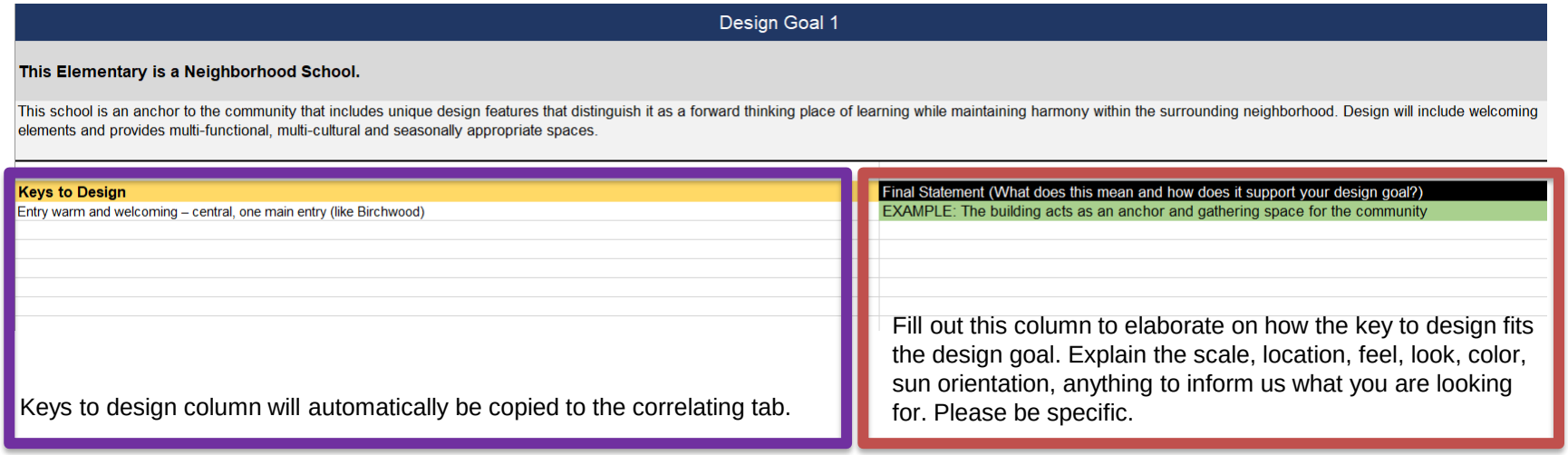
After reading through the keys to design, the group decides that a warm and welcoming entry supports their design goal, so they put a 1 in the design goal selection.

Design Goal Selection	Keys to Design
	Pedestrian friendly
	Blends well with neighborhood style
	Universal design – accessibility inclusive
	Energy efficient
	Community integration
	Good connection to outside
	Adaptable and flexible
	Bike storage – covered and big
1	Entry warm and welcoming – central, one main entry (like Birchwood)
	Natural light – colors, wood, and materials

Group Activity #2

Keys to Design

1. Open the tab in the excel file titled “keys to design exercise”.
2. We have compiled feedback from DAC, staff, and community meetings.
3. Focusing on the same design goal your team reviewed in the first activity, read through the keys to design and choose 5 -7 that best fit your design goal. (deign group number = zoom breakout group number)
4. Type the design goal number into the design goal selection column for the 5 – 7 keys to design your team chooses. The key to design will then be transmitted automatically to the design goal tab.
5. Move back to your groups design goal tab, create final statement from the keys to design.
6. We will meet back in 40 minutes to share with the group.



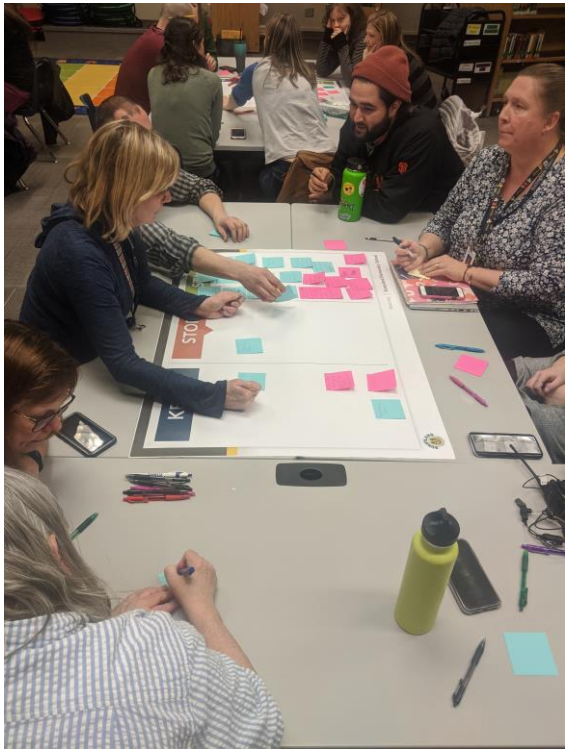
Design Goal 1	
This Elementary is a Neighborhood School.	
This school is an anchor to the community that includes unique design features that distinguish it as a forward thinking place of learning while maintaining harmony within the surrounding neighborhood. Design will include welcoming elements and provides multi-functional, multi-cultural and seasonally appropriate spaces.	
Keys to Design	Final Statement (What does this mean and how does it support your design goal?)
Entry warm and welcoming – central, one main entry (like Birchwood)	EXAMPLE: The building acts as an anchor and gathering space for the community

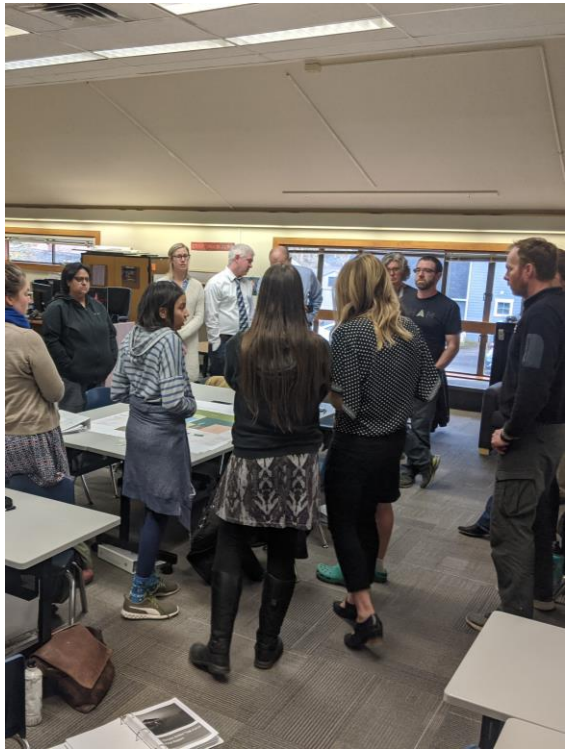
Keys to design column will automatically be copied to the correlating tab.

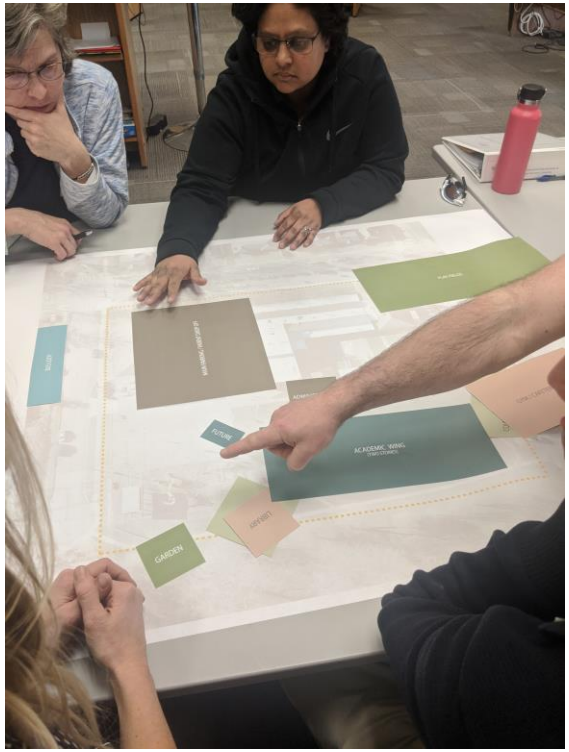
Fill out this column to elaborate on how the key to design fits the design goal. Explain the scale, location, feel, look, color, sun orientation, anything to inform us what you are looking for. Please be specific.

Next Steps

1. Complete Education Specifications
2. Schematic Design Presentation (Date TBD)
3. Q & A







Thank you!