

Sehome High School

Design Advisory Committee Ninth Workshop

April 12, 2016

Bellingham Public Schools

dawson

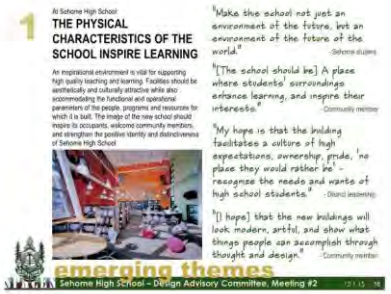
DYKEMAN
INSPIRING EVERYDAY SPACES



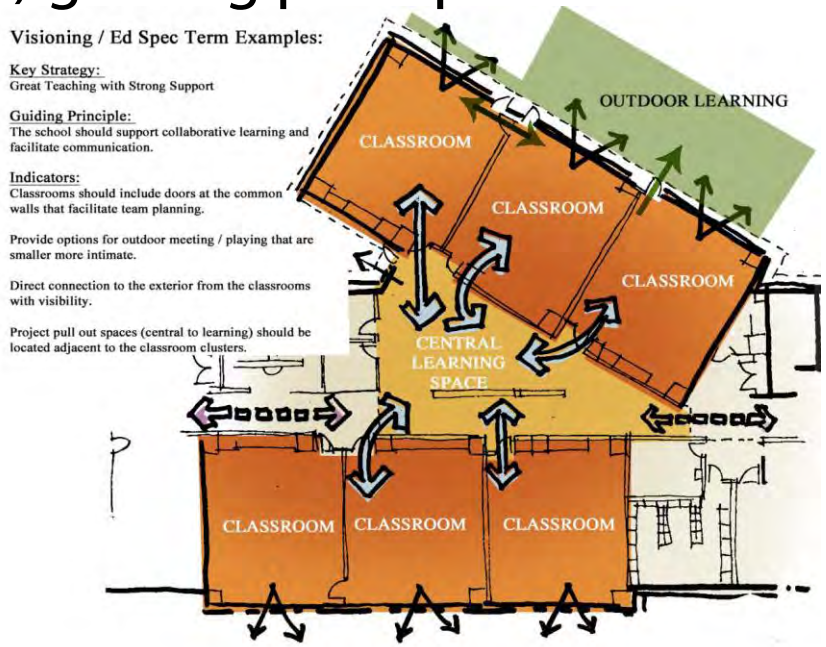
How we got here?

1) previsioning





2) guiding principles



3) tours





4) site diagramming



5) classroom adjacencies



Design Advisory Committee 9th Workshop

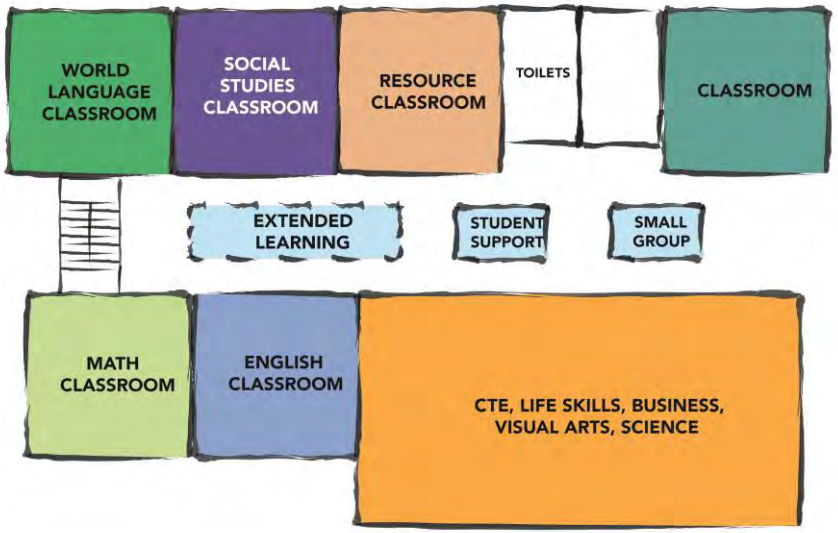
The Next Big Thing Isn't For Us



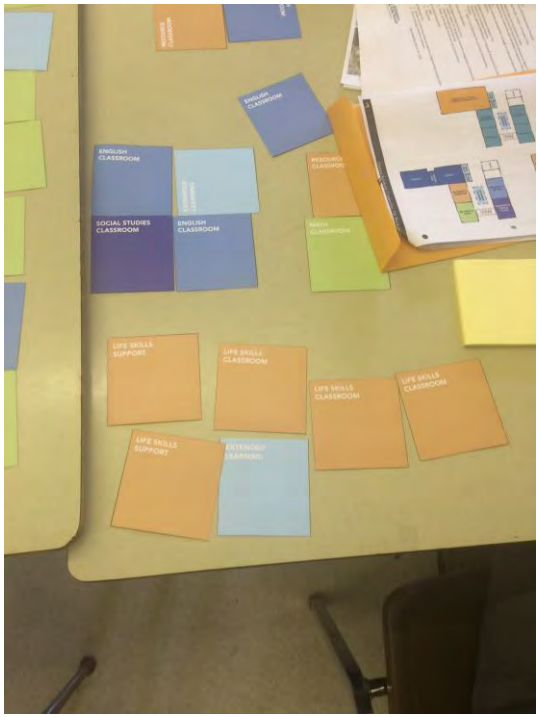
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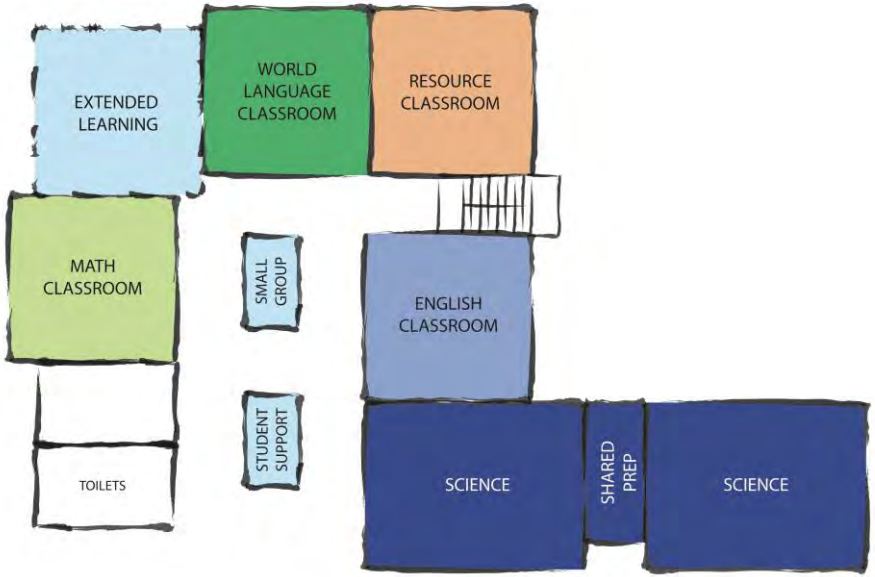
We are designing spaces for a generation that hasn't entered Kindergarten, to prepare them for careers that haven't been created, ensuring they have the skill to use tools that are yet to be developed.


VISUAL ARTS CLASSROOM
VISUAL ARTS CLASSROOM
SOCIAL STUDIES CLASSROOM
MATH CLASSROOM
RESOURCE CLASSROOM
ENGLISH CLASSROOM
WORLD LANGUAGE CLASSROOM
VISUAL ARTS SUPPORT
SCIENCE CLASSROOM
SCIENCE CLASSROOM
LIFE SKILLS CLASSROOM
LIFE SKILLS SUPPORT
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LIFE SKILLS SUPPORT
LIFE SKILLS CLASSROOM
RESOURCE CLASSROOM

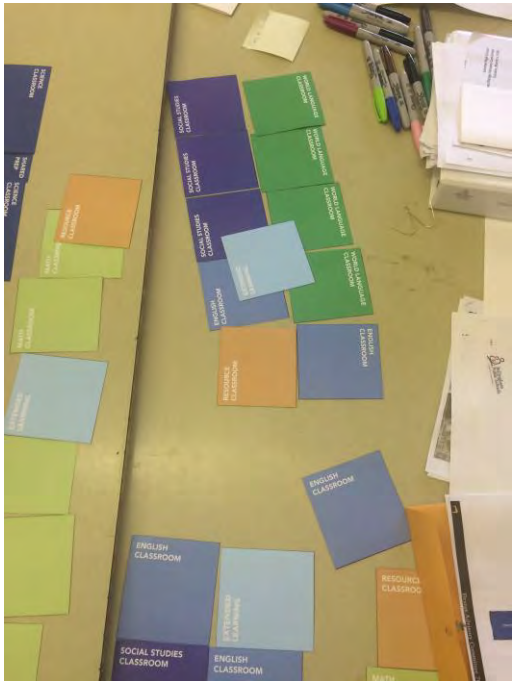

WORLD LANGUAGE CLASSROOM
SOCIAL STUDIES CLASSROOM
RESOURCE CLASSROOM
TOILETS
CLASSROOM
EXTENDED LEARNING
STUDENT SUPPORT
SMALL GROUP
MATH CLASSROOM
ENGLISH CLASSROOM
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

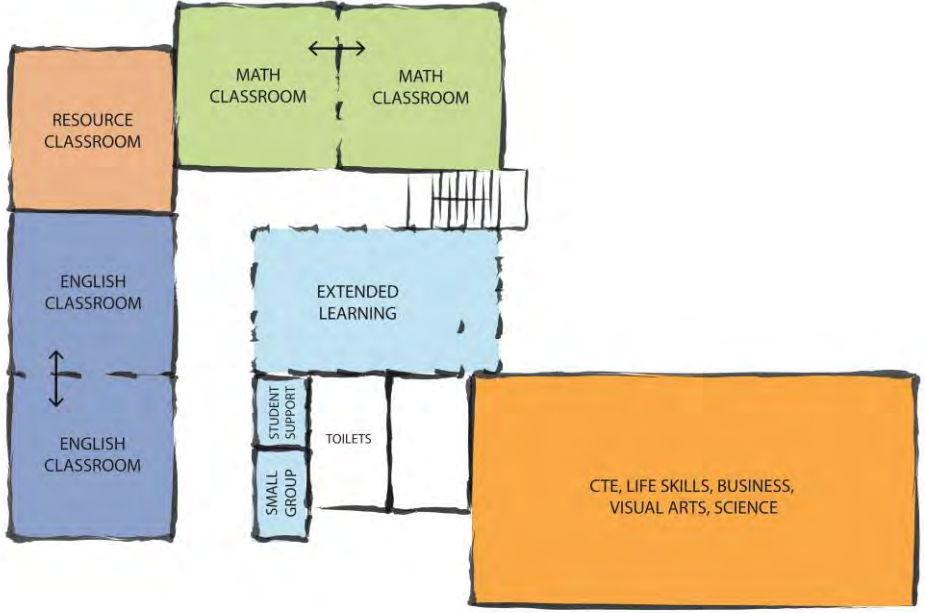
1


ENGLISH CLASSROOM
SOCIAL STUDIES CLASSROOM
ENGLISH CLASSROOM
RESOURCE CLASSROOM
MATH CLASSROOM
LIFE SKILLS SUPPORT
LIFE SKILLS CLASSROOM
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LIFE SKILLS SUPPORT
EXTENDED LEARNING

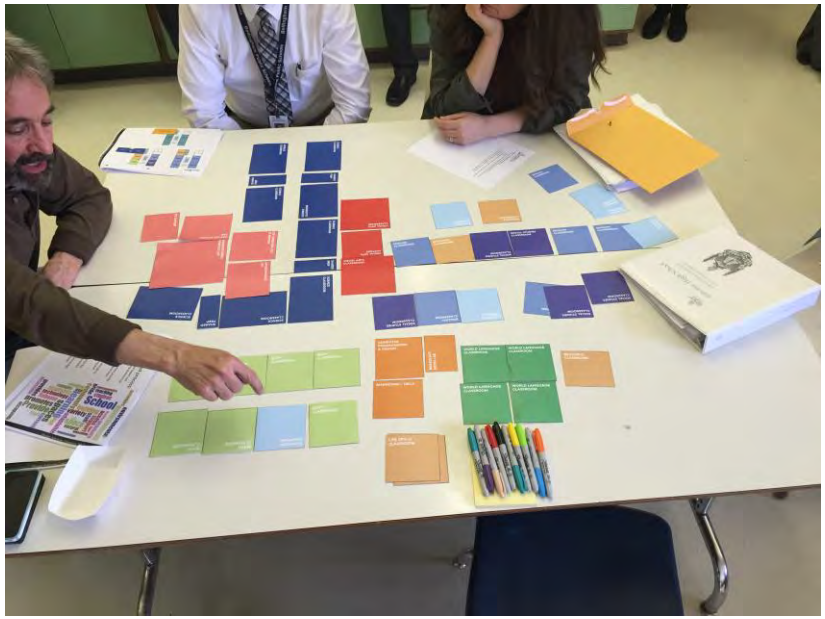

EXTENDED LEARNING
WORLD LANGUAGE CLASSROOM
RESOURCE CLASSROOM
MATH CLASSROOM
SMALL GROUP
ENGLISH CLASSROOM
TOILETS
STUDENT SUPPORT
SCIENCE
SHARED PREP
SCIENCE

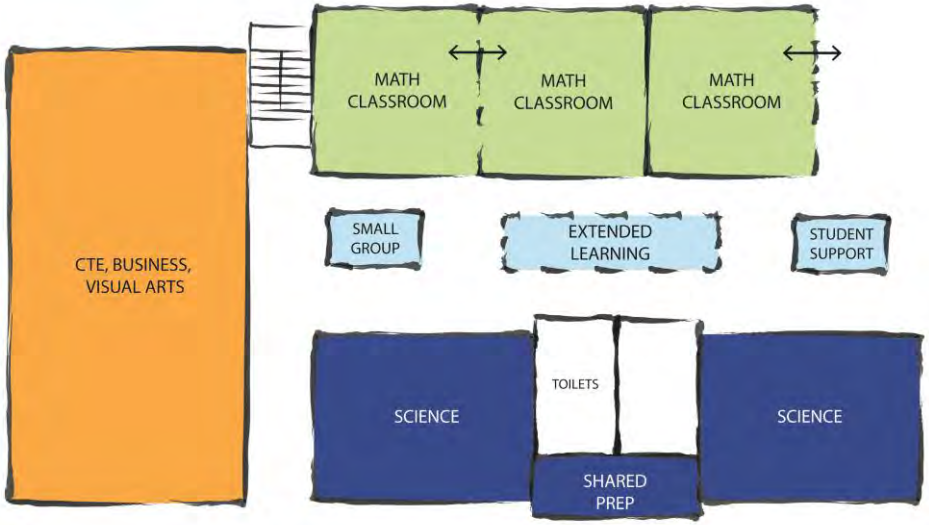
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ENGLISH CLASSROOM
SOCIAL STUDIES CLASSROOM
ENGLISH CLASSROOM


RESOURCE CLASSROOM
MATH CLASSROOM
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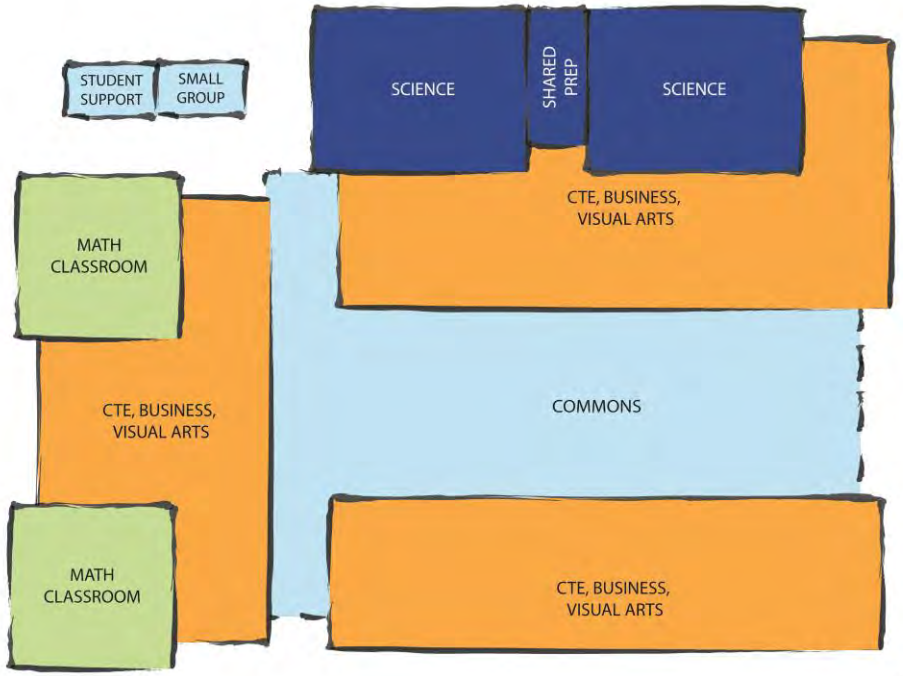
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CTE, BUSINESS, VISUAL ARTS
MATH CLASSROOM
MATH CLASSROOM
MATH CLASSROOM
SMALL GROUP
EXTENDED LEARNING
STUDENT SUPPORT
SCIENCE
TOILETS
SCIENCE
SHARED PREP

4




STUDENT SUPPORT
SMALL GROUP
SCIENCE
SHARED PREP
SCIENCE
CTE, BUSINESS, VISUAL ARTS
MATH CLASSROOM
CTE, BUSINESS, VISUAL ARTS
COMMONS
MATH CLASSROOM
CTE, BUSINESS, VISUAL ARTS

What are the characteristics of a successful extended learning area? What did we hear?

ACOUSTICS

PROXIMITY

INVITING

SPACE FOR DISPLAY

MULTIFUNCTIONAL

FLEXIBLE

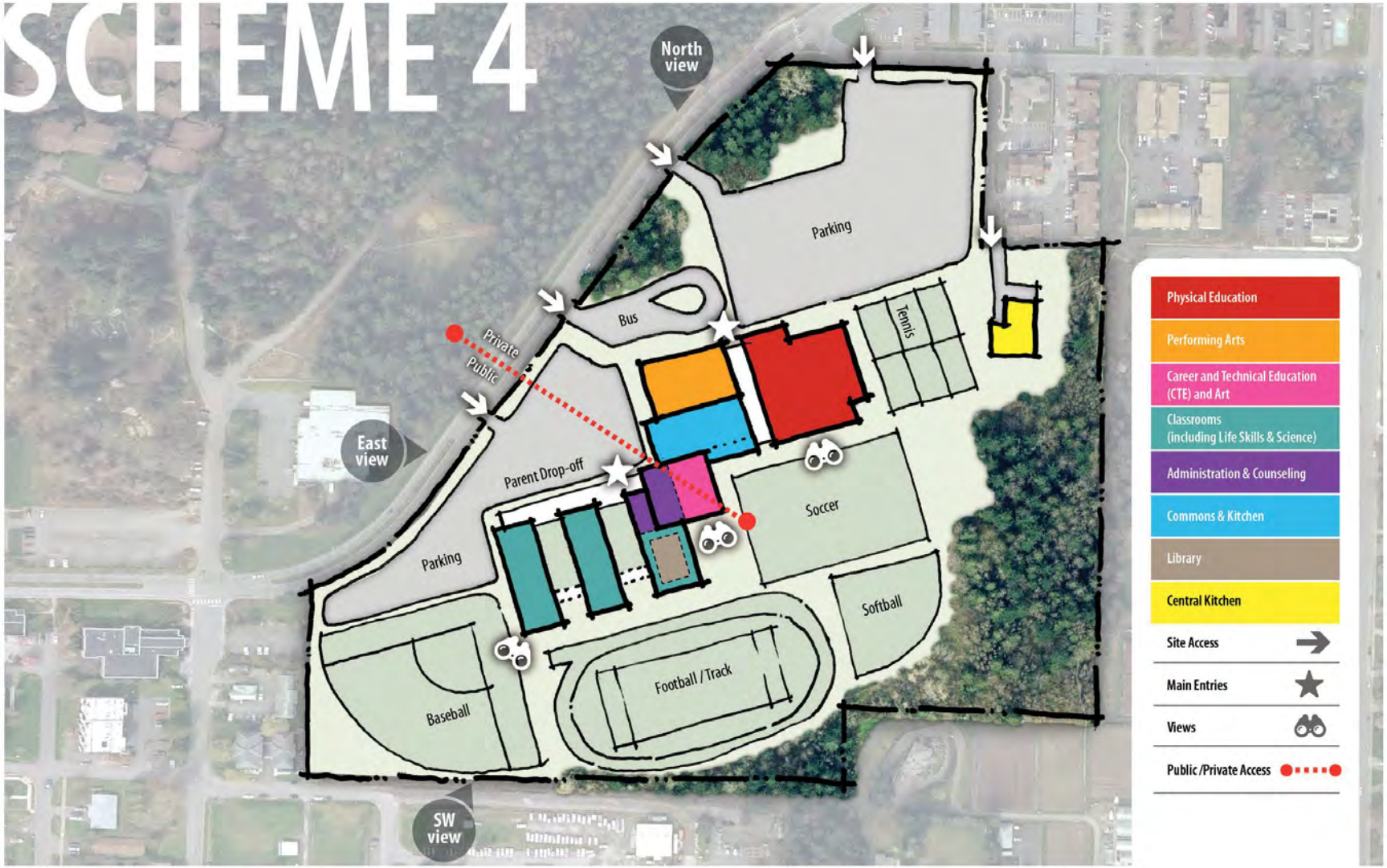
TRANSPARENCY

TECHNOLOGY

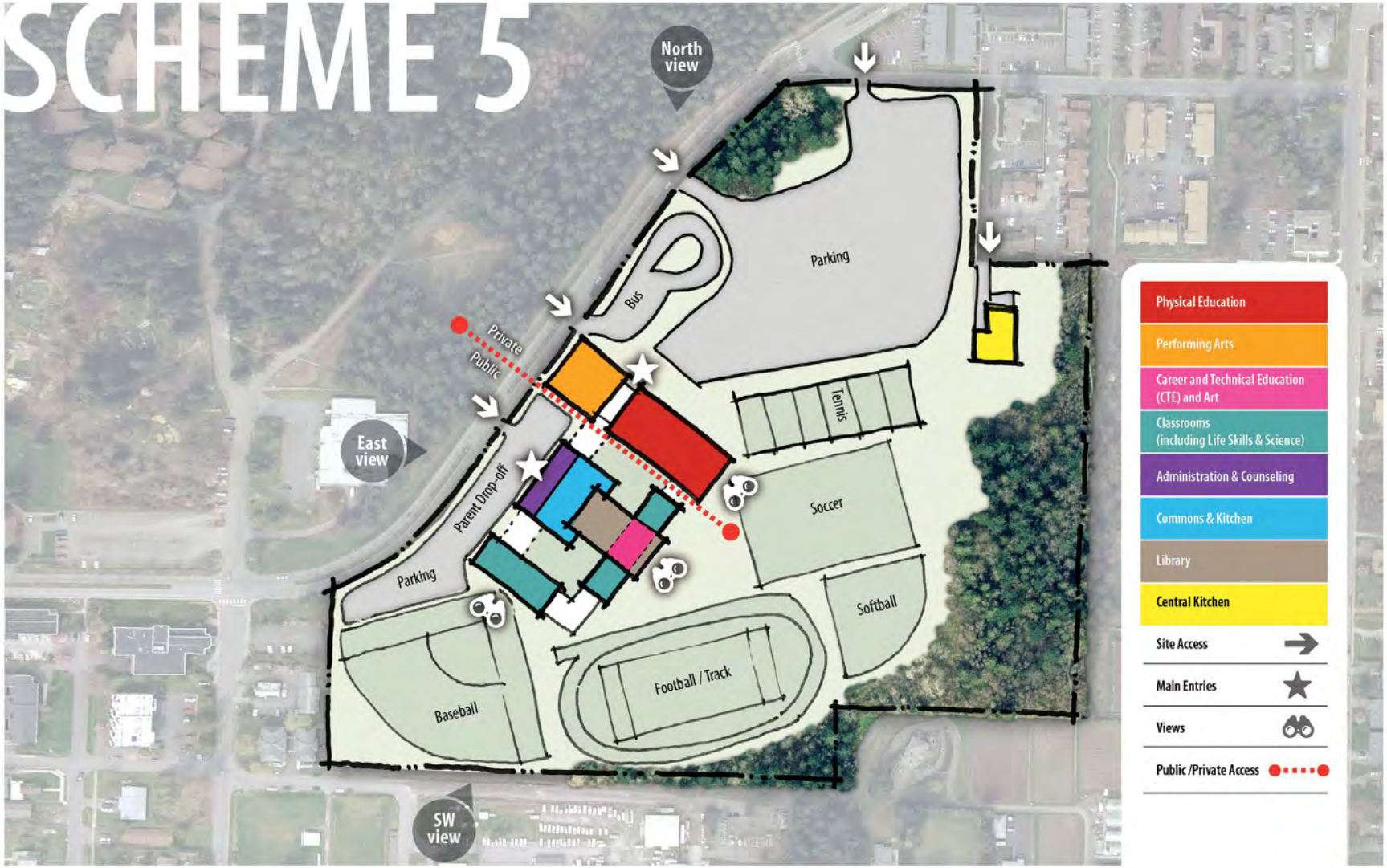
OPEN

ADJACENT TO CIRCULATION

SCHEME 4

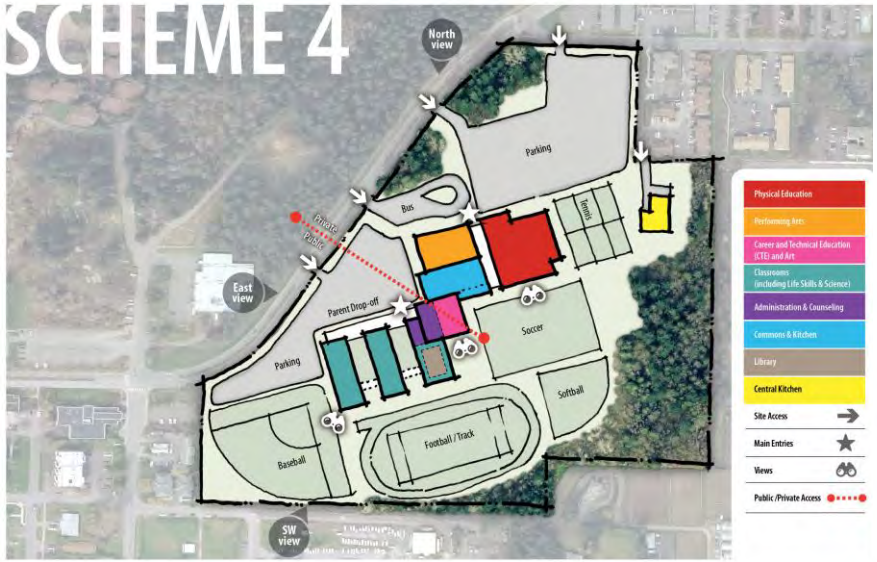

North view
Parking
Bus
Tennis
Private
Public
East view
Parent Drop-off
Soccer
Parking
Softball
Baseball
Football / Track
SW view
Physical Education
Performing Arts
Career and Technical Education (CTE) and Art
Classrooms (including Life Skills & Science)
Administration & Counseling
Commons & Kitchen
Library
Central Kitchen
Site Access
Main Entries
Views
Public /Private Access

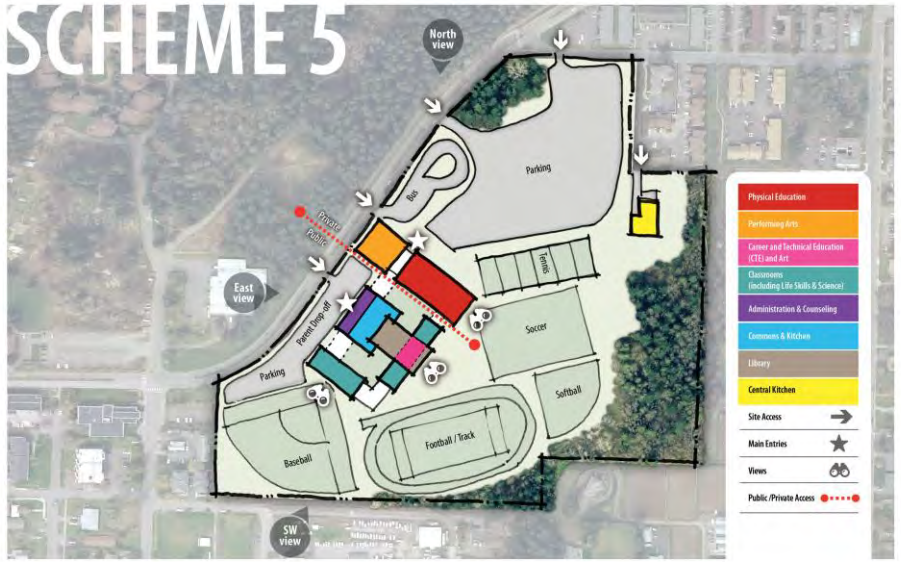
SCHEME 5


North view
Parking
Bus
Private
Public
East view
Tennis
Soccer
Parent Drop-off
Parking
Softball
Football / Track
Baseball
SW view
Physical Education
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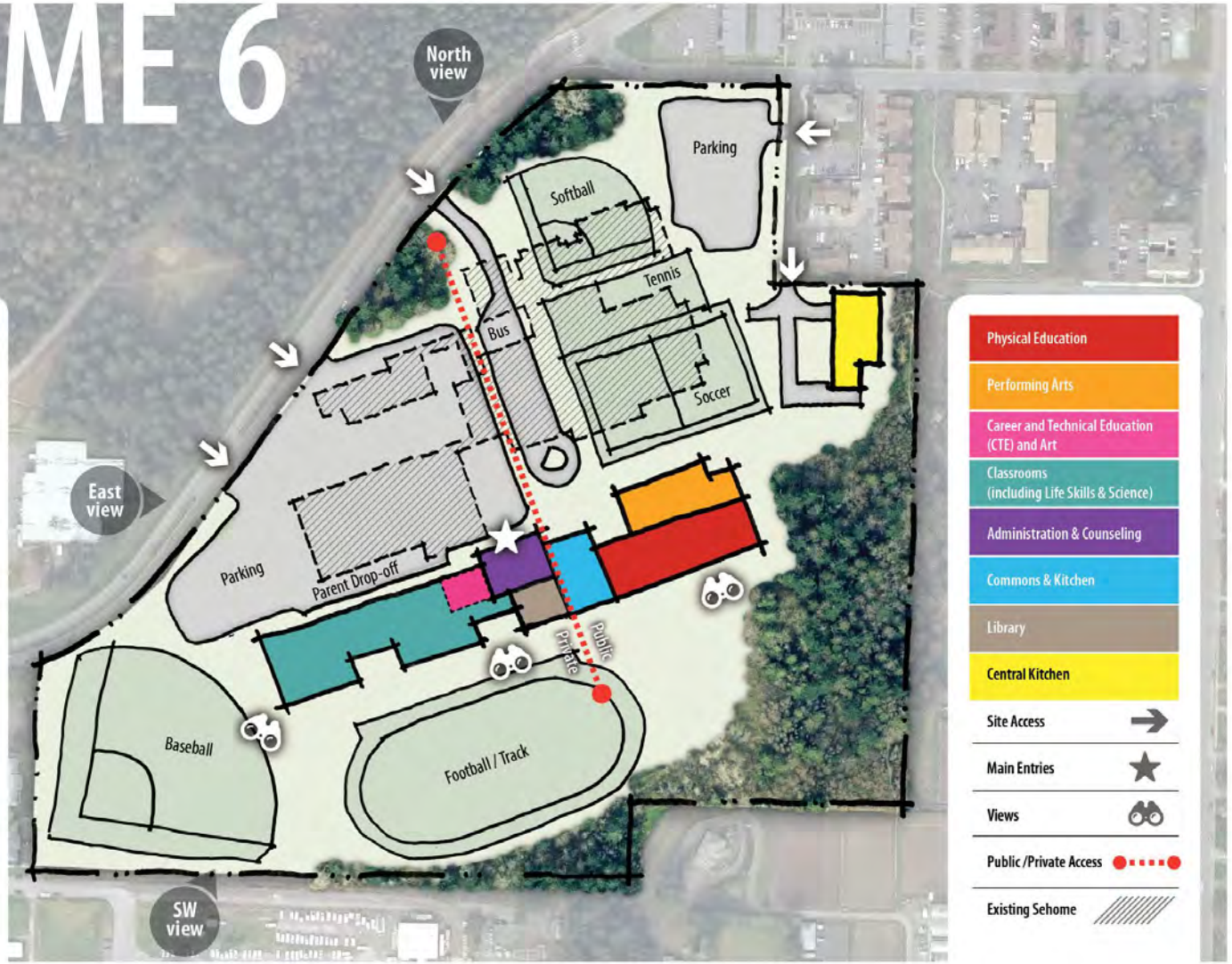
What's missing?

- Site topography
- Phasing
- Site security – central entrance
- Full site supervision
- Views/orientation
- Field Isolation
- View from central hub





SCHEME 6



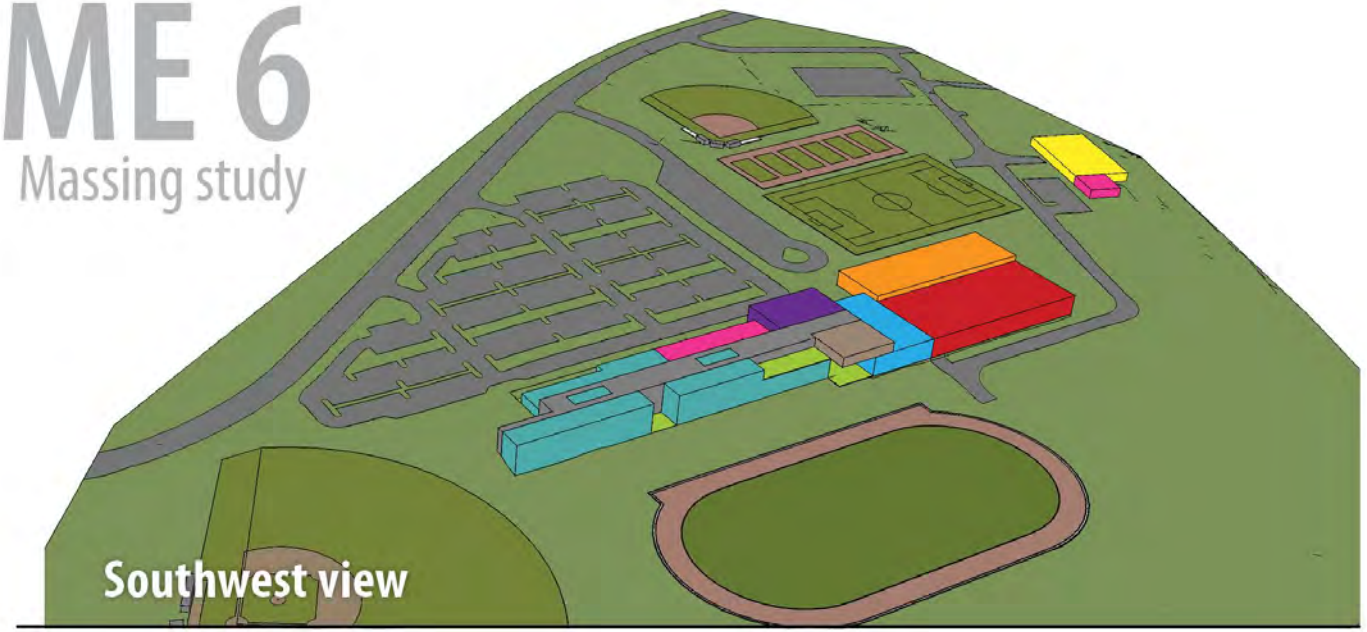
Scheme 6 - Pros:

- Public/private separation
- Commons/kitchen near gym
- Safety – funnel people to single location
- Parking near
- Bus loop close to commons
- Outdoor common spaces
- Functional parent drop-off
- Strong community space center of school
- Library bridge
- Community presence
- Baseball and football fields same location
- Central hub
- Bus loop near SPED and GRAD
- Field visibility
- Views from all classrooms
- Campus connectivity
- Supervision

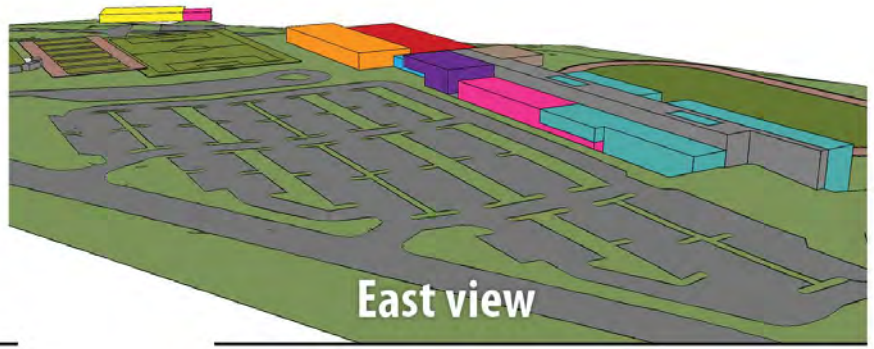
- Physical Education
- Performing Arts
- Career and Technical Education (CTE) and Art
- Classrooms (including Life Skills & Science)
- Administration & Counseling
- Commons & Kitchen
- Library
- Central Kitchen
- Site Access
- Main Entries
- Views
- Public /Private Access
- Existing Sehome

SCHEME 6

Massing study







What we gathered from the pros and cons:

- The school will take advantage of views and daylight
- Community presence
- Site security – central entrance
- Public / Private separation
- P.E. access to fields
- Commons central to campus (HUB)
- Connection to the outdoors



Guiding Principles and Supporting Indicators:

1.1 The school is visually connected to the environment and has abundant natural light.

1.2 The image of the school will inspire its occupants, welcome the community and strengthen the positive identity and distinctiveness of Sehome High School in the community.

2.1 Provide space for staff collaboration and team building.

2.5 Facility resources are easily accessible to maximize efficiency.

3.1 All students of Sehome should feel like a part of the Mariner culture.

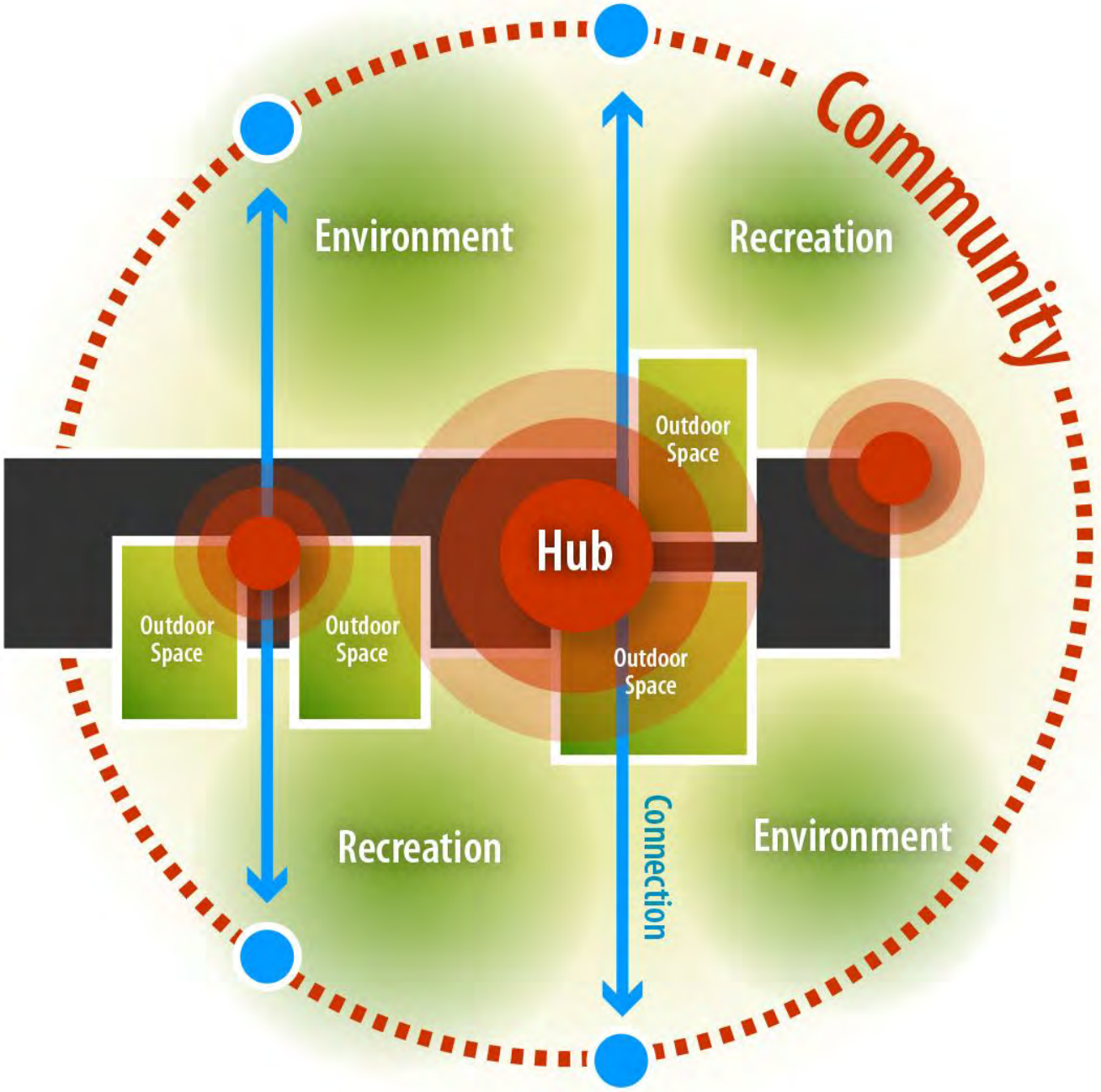
3.4 Provide student focused spaces that promote positive social interaction of various group sizes.

3.5 The school will promote easy navigation and have no barriers to student and staff access.

3.6 The school provides equitable access to all facilities and programs.

4.2 Collaborative spaces are provided to encourage regular use by staff and students.

5.3 Provide space for outside organizations that promotes community use.


Community
Environment
Recreation
Outdoor Space
Hub
Outdoor Space
Outdoor Space
Outdoor Space
Recreation
Connection
Environment

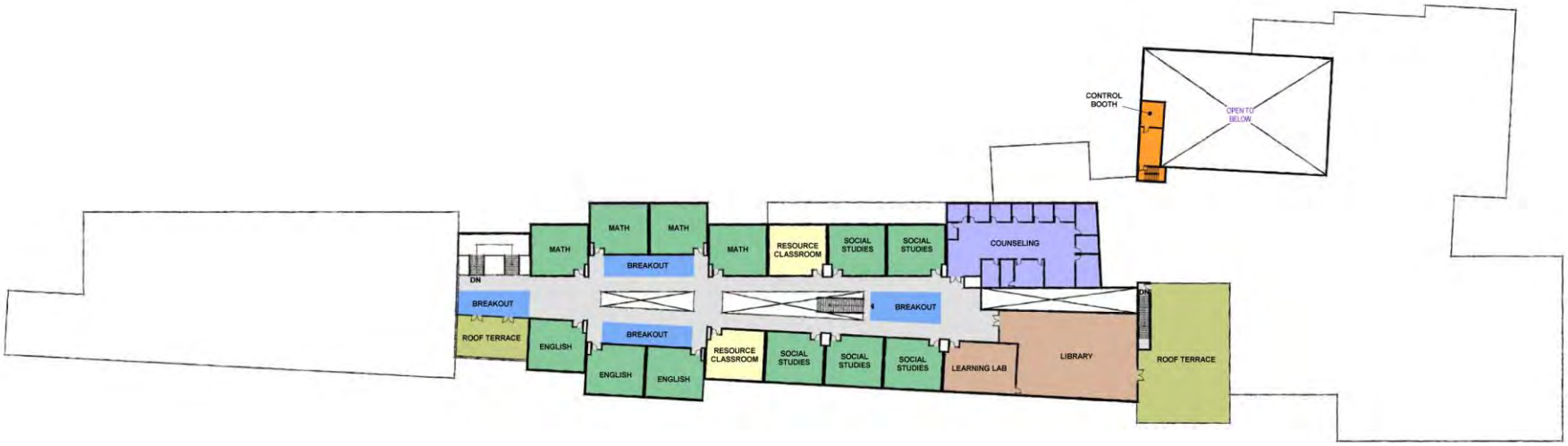
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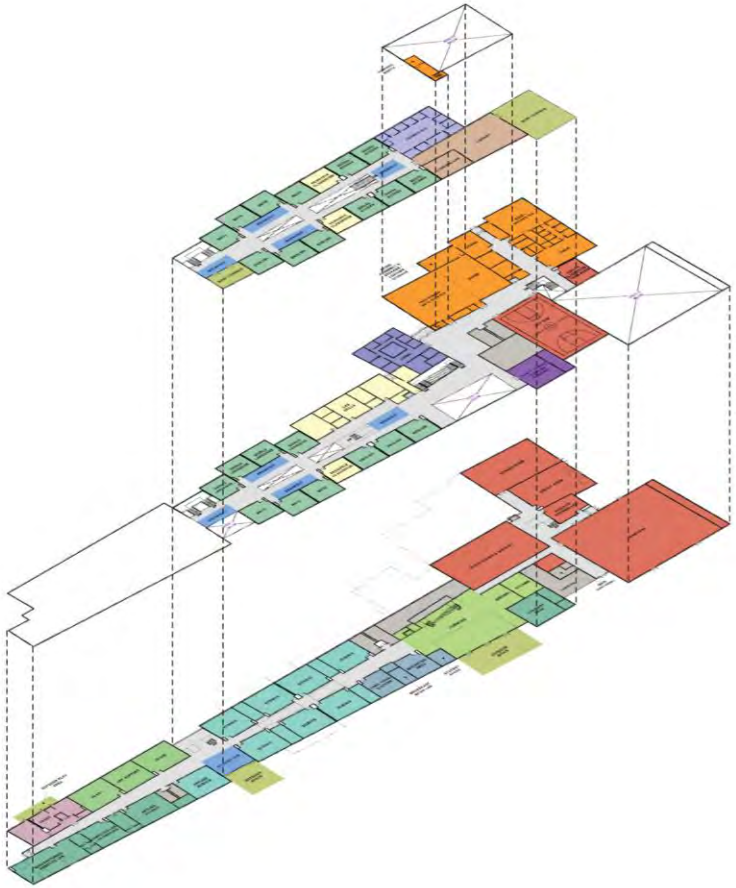
SECOND FLOOR



FIRST FLOOR



THIRD FLOOR



ISOMETRIC

Design Advisory Committee 9th Workshop



Next Meeting

- Work towards a recommendation to the Superintendent
- Tuesday April 26, 2016
- Thank you!

Bellingham Public Schools

dawson

DYKEMAN
INSPIRING EVERYDAY SPACES

