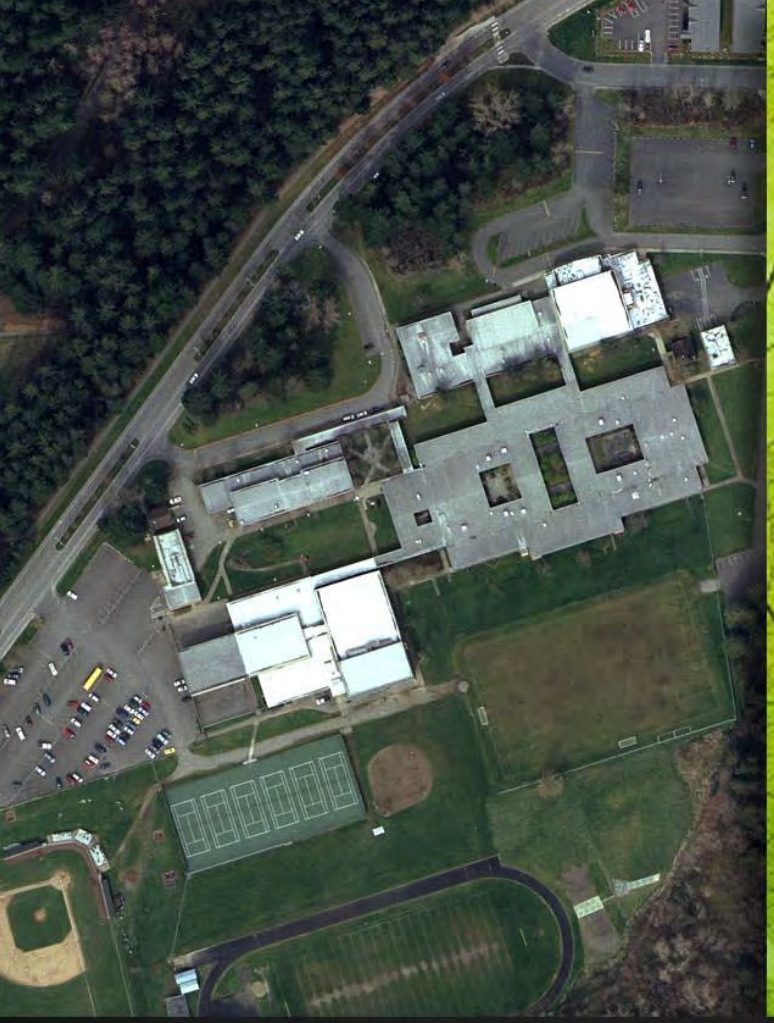


Sehome High School

Design Advisory Committee Eighth Workshop

March 29, 2016

Bellingham Public Schools

Dawson Construction Inc

Dykeman Inspiring Everyday Spaces



Sehome High School

Seventh Workshop Agree-Wonder Exercise Regarding Lockers

AGREE

- Students used to work in halls together - now they work in collaborative areas
- You can study anywhere flexible, high tech

- Flexible collaborative areas
- Community use of school space
- New technology uses free up space
- Culinary as kitchen

- 1/student not necessary
- Often not used
- One time use is cool

- Cost Savings
- 1:1 Plug
- Better security (fewer places to stash things)

- What students store now (e.g., books) won't be needed to be stored in future (e.g., books)
- Less noise
- Less tardies
- More safety
- Supports going paperless
- Less territorialism / bullying?
- Bags heavier? (1:1 tech might change)
- More square footage

- Change in tech will save space
- Kids use backpacks or luggage with wheels
- Waste of time to go to lockers
- Bags in classrooms could be issue with smaller class-

WONDER

- Where are students going to put sports or school equipment?

- How to avoid being dated:
  - Technology
  - Appearance
- Allow space to consider kitchen in broader sense:
  - Nutrition education
  - Culture / Social studies
  - Community use

- Would shorter / wider lockers be better?
- Do we need in 4 period day?
- Do we need with 1:1?
- Sports / After school

- Secure storage during PE, sports, events
- How many students using lockers now and for what?
- PE lockers still needed
- How soon do we have fewer text books?

- Kids still have stuff. Messier classrooms?
- How to keep 1:1 devices safe and secure?
- Athletes have lockers - create haves and have nots?
- PE still have lockers?

- Personal effects - where are they stored?
- Personalized space only part in school
- Athletic equipment
- Progression to use the locker less as move to upper class (can for storage)

Sehome High School

Seventh Workshop Agree-Wonder Exercise Regarding Lockers

AGREE	*WONDER*
rooms • Personal effects in locker at beginning of day - don't go back during middle of day	• General changes away from "needing" a car • Safety ban on backpacks • Use of locker banks "rental" system
• Maybe not as many lockers if not needed	• Will technology actually create a lesser need for locker space? • Is not bringing a jacket worth it? • Promote healthy living • Biking to school, etc.
• One time lockers • No lockers in college (4 x 8 schedule) • Not enough students use them • Save on square footage • Shorter lockers	• Does 1:1 decrease need for book storage? • What would the students say?
• School web lockers	• Where store stuff? • Heavy backpacks
• Flex / Options with usage if change in the future • Technology changes student usage	• Survey students • How many would give up lockers? • What are putting in lockers?

• Lockers have benefits:
  • Security
  • Homebase
  • Privacy
  • De-clutter
  • Personalize
  • Ownership
  • Accountability
	• How far do "exceptions" go?
	• Admin access needs to be known
	• Needs for 1:1 environment?
	  • Where do all the books go?

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GUIDING PRINCIPLES for Sehome High School V1.5

Guiding Principles and Supporting Indicators:
(The numbering does not set priority or establish a hierarchy it is purely for navigation and reference purposes.)

1. **The physical characteristics of the school should inspire learning.**
   - **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.
   - **1.3.** The building must be state of the art, modern, beautiful and provide space for personalization.
2. **Great teachers are supported – collaboration space and technology should facilitate and support teacher professional development and instruction.**
   - **2.1.** Provide space for staff collaboration and team building.
   - **2.2.** Provide adaptable / accessible spaces and technology that supports 21st century learning.
   - **2.3.** Provide ample space for teaching and learning.
   - **2.4.** Spaces are adaptable for a variety of activities and lessons.
   - **2.5.** Facility resources are easily accessible to maximize efficiency.
3. **Occupants enjoy a safe, inclusive, welcoming, healthy and nurturing environment that supports diversity, promotes relationships and nurtures innovation.**
   - **3.1.** All students of Sehome should feel like a part of the Mariner culture.
   - **3.2.** The school provides access to spaces that support a variety of learning styles.
   - **3.3.** Provide space to allow for celebration of all student successes.
   - **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.** Diverse interests and abilities of all students are accommodated.
   - **3.7.** The school provides equitable access to all facilities and programs.
   - **3.8.** The school provides an environment that is accessible (ADA).
   - **3.9.** The school provides a safe and comfortable environment by having a consistent indoor temperature, high indoor air quality, natural light in all regularly occupied spaces and furniture that is flexible and appropriate to the specific spaces.
   - **3.10.** Healthy food is celebrated and promoted by providing easy access to healthy food choices in a welcoming environment.

3.11. The school incorporates Crime Prevention Through Environmental Design (CPTED) elements.

3.12. The school utilizes safety technology to enhance emergency communication, security, site surveillance, and access control.

4. **The physical characteristics of the school environment should meet current teaching and learning needs and adapt to future needs.**
   - **4.1.** The infrastructure of the school will support current and future technology.
   - **4.2.** Collaborative spaces are provided to encourage regular use by staff and students.
   - **4.3.** Spaces in the building are adaptable to a variety of activities (focused on teaching and learning).
   - **4.4.** The learning environments promote ownership by being adaptable by teachers and students.
   - **4.5.** The building accommodates diverse interests and abilities by providing a variety of flexible, highly functional, lab spaces that are able to adapt to a variety of project based learning spaces.
5. **The school is a hub of activity, a source of community pride and promotes positive relationships between students, staff and the community.**
   - **5.1.** The main entry should feel welcoming and foster a sense of pride.
   - **5.2.** Provide facilities that support learning past the bell schedule and beyond the campus.
   - **5.3.** Provide space for outside organizations that promotes community use.
   - **5.4.** The building showcases pride in curricular, co-curricular and extra-curricular activities.
   - **5.5.** The facility and grounds include ample space for exhibition of the current and past student creativity and contributions that promotes pride of ownership and celebration of Sehome.
6. **The campus will be a sustainable environment that promotes global citizenship and environmental awareness.**
   - **6.1.** Provide sustainable practices that promotes environmental awareness and educates its occupants.
   - **6.2.** The campus will include connections to outdoor environments for exploring, learning, play and environmental stewardship.
   - **6.3.** The school will take advantage of the natural beauty of the site and views to benefit the learning environment.
   - **6.4.** The school will re-purpose materials from the current school where possible and use all resources prudently.
   - **6.5.** The school will be functional and authentically Pacific Northwest: modern, pleasing and maintaining the culture of sustainability.
   - **6.6.** Sehome High School will promote timelessness by setting a goal of designing a structure that lasts 50-100 years - durable and easy to maintain.

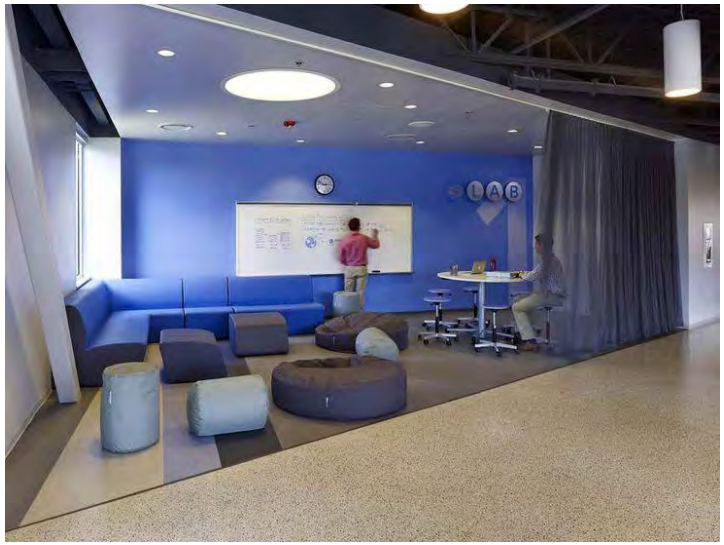
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6.7. The project will exceed the Washington State School Protocol (WSSP) required by the Washington State Office of the Superintendent of Public Instruction (OSPI).

Diagramming Classroom Adjacencies Exercise for Sehome High School

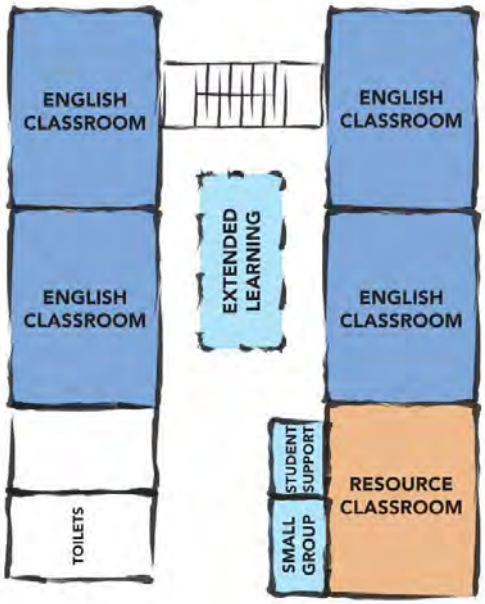
Goals:

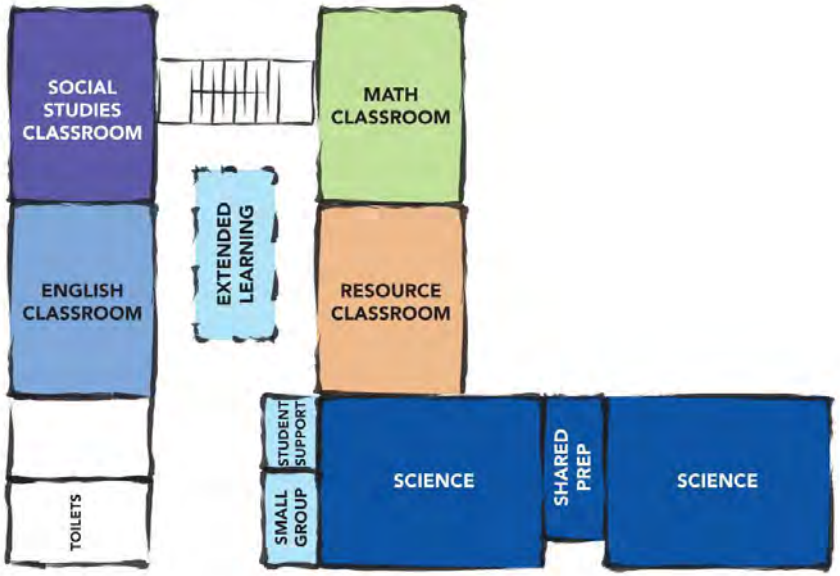
- Explore options for the general classroom arrangement at Sehome that maximizes teaching and learning.
- Define priorities of adjacencies between classrooms and between departments.
- Define connections to outdoor environments.
- Observe and record ideas that emerge.

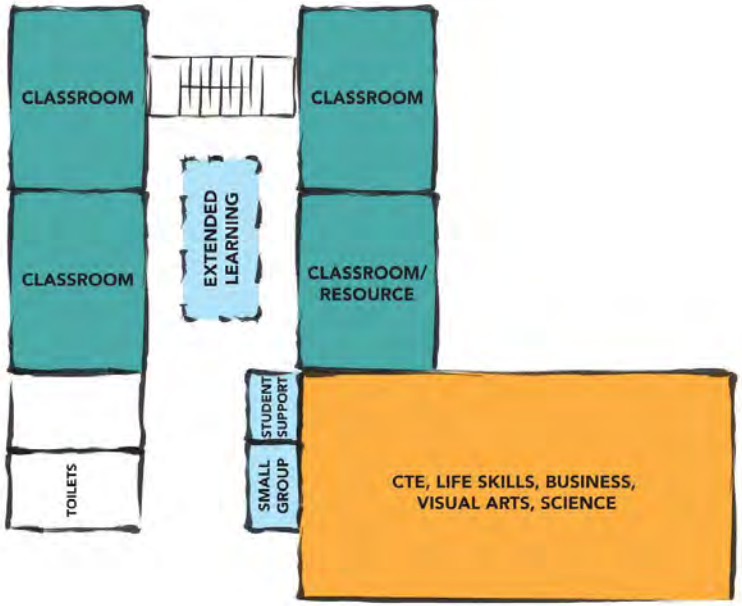


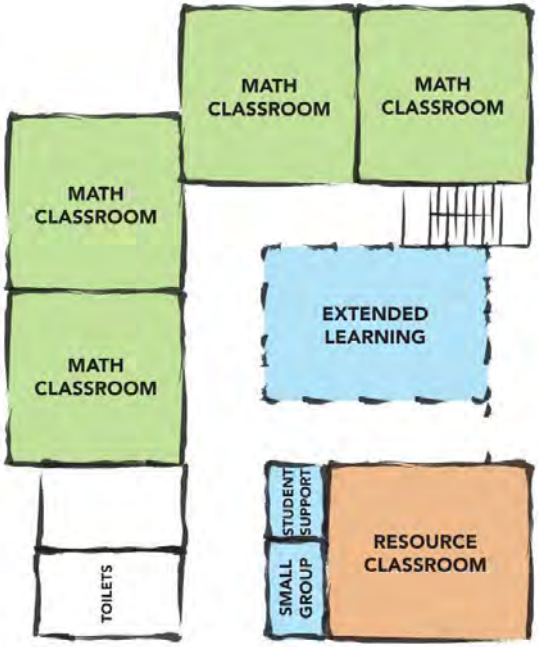


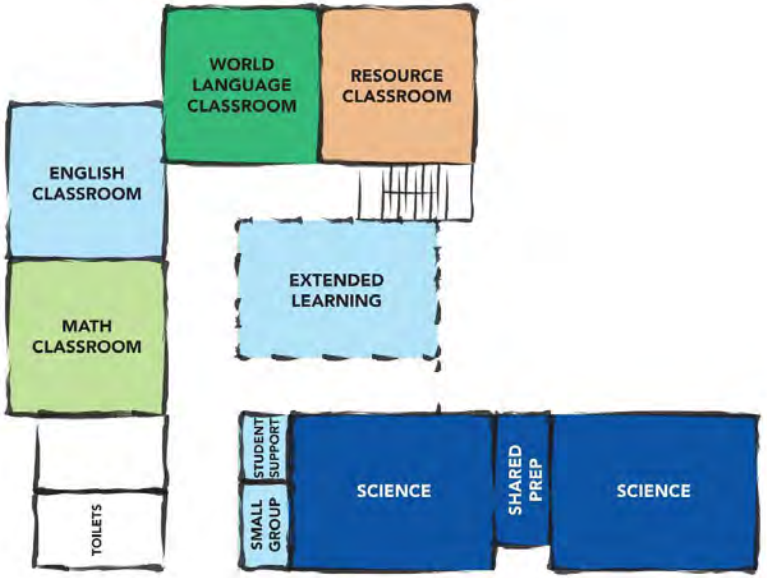
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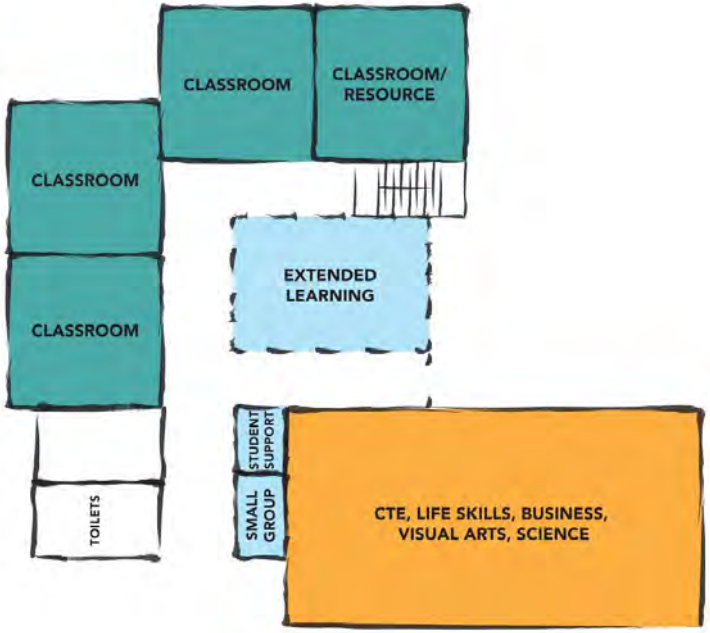

ENGLISH CLASSROOM
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EXTENDED LEARNING
TOILETS
STUDENT SUPPORT
SMALL GROUP
RESOURCE CLASSROOM

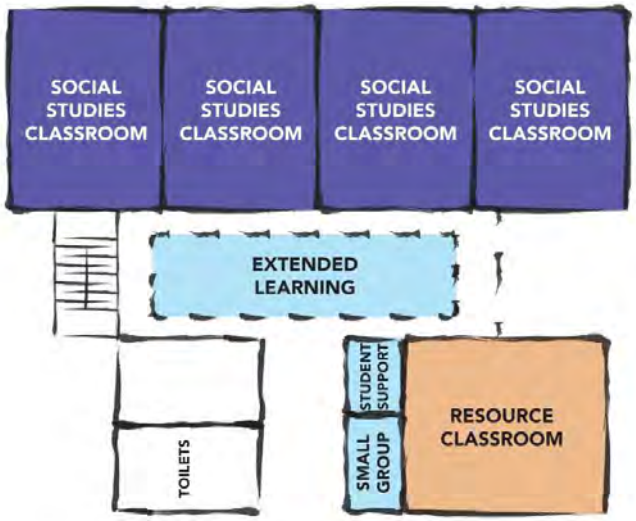

SOCIAL STUDIES CLASSROOM
MATH CLASSROOM
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RESOURCE CLASSROOM
TOILETS
STUDENT SUPPORT
SMALL GROUP
SCIENCE
SHARED PREP
SCIENCE

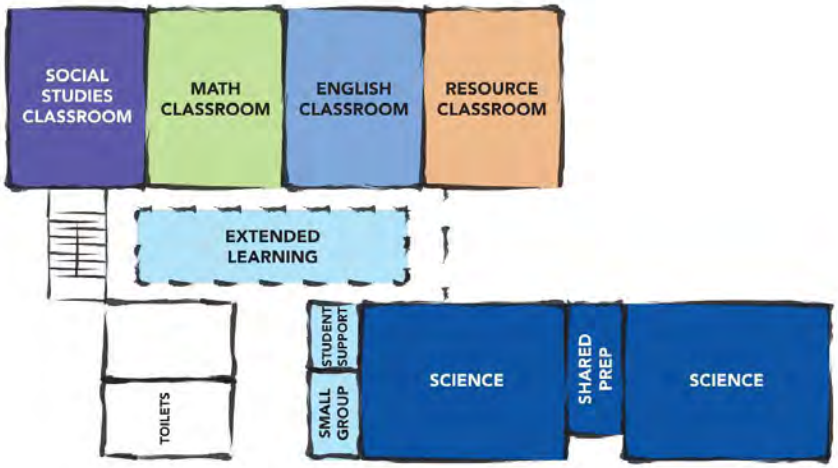

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CLASSROOM/ RESOURCE
TOILETS
STUDENT SUPPORT
SMALL GROUP
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

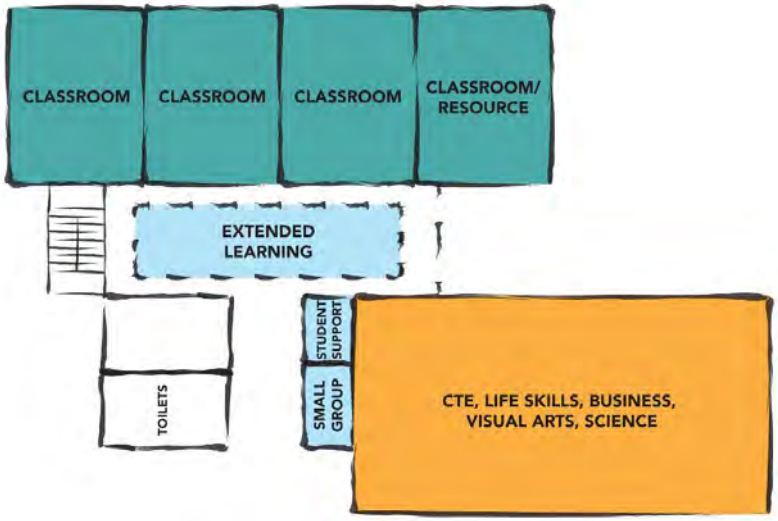

MATH CLASSROOM
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TOILETS
STUDENT SUPPORT
SMALL GROUP
RESOURCE CLASSROOM

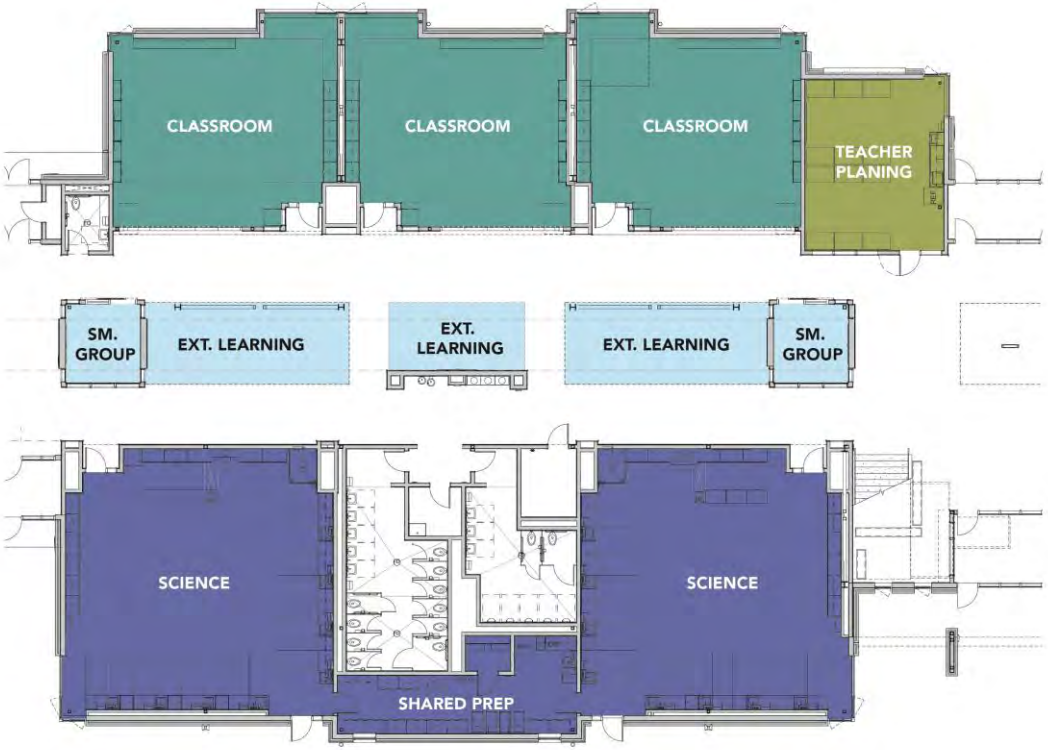

WORLD LANGUAGE CLASSROOM
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ENGLISH CLASSROOM
MATH CLASSROOM
EXTENDED LEARNING
TOILETS
STUDENT SUPPORT
SMALL GROUP
SCIENCE
SHARED PREP
SCIENCE

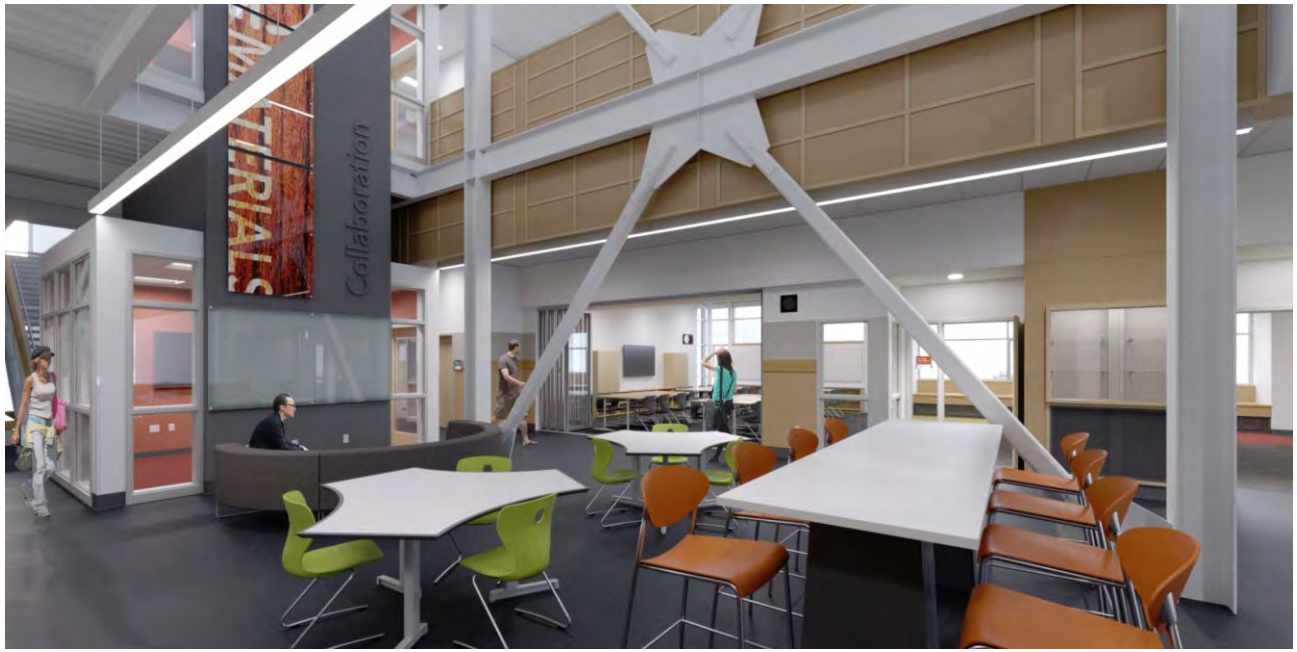

CLASSROOM
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EXTENDED LEARNING
TOILETS
STUDENT SUPPORT
SMALL GROUP
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

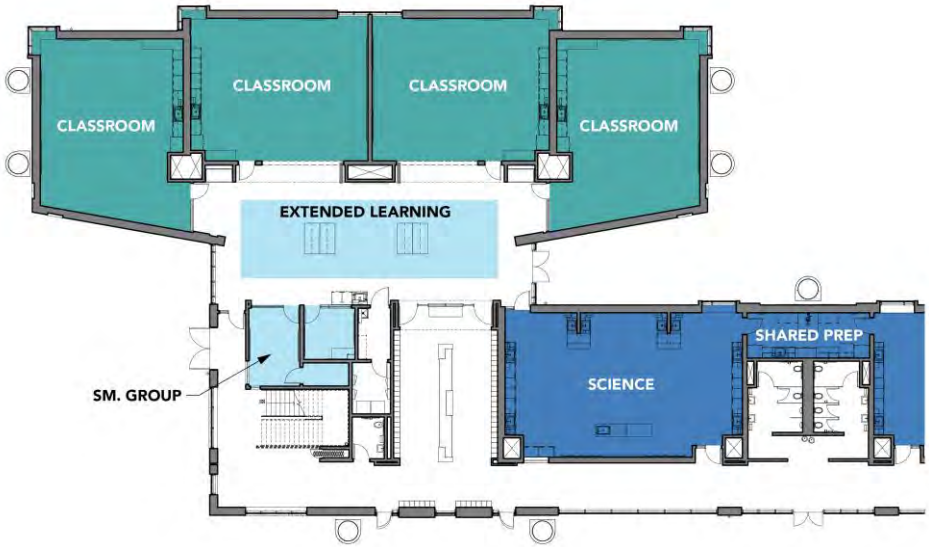

SOCIAL STUDIES CLASSROOM
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SOCIAL STUDIES CLASSROOM
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TOILETS
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SOCIAL STUDIES CLASSROOM
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CLASSROOM
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CLASSROOM/ RESOURCE
EXTENDED LEARNING
TOILETS
STUDENT SUPPORT
SMALL GROUP
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE


CLASSROOM
CLASSROOM
CLASSROOM
TEACHER PLANING
SM. GROUP
EXT. LEARNING
EXT. LEARNING
EXT. LEARNING
SM. GROUP
SCIENCE
SCIENCE
SHARED PREP


Collaboration


CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
EXTENDED LEARNING
SHARED PREP
SCIENCE
SM. GROUP




Community
earth B



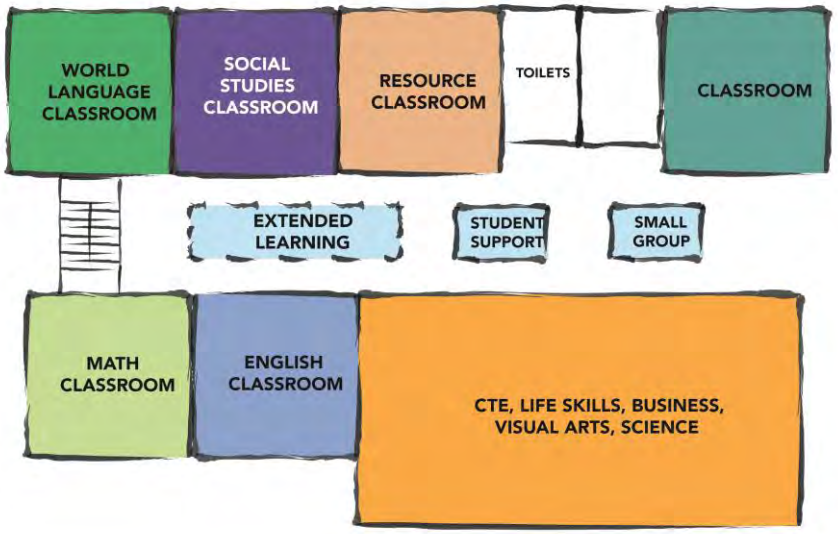
The Next Big Thing Isn't For Us



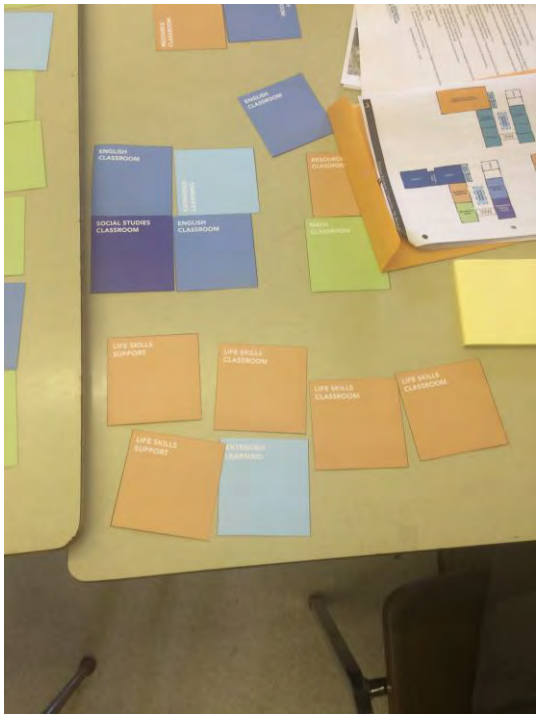
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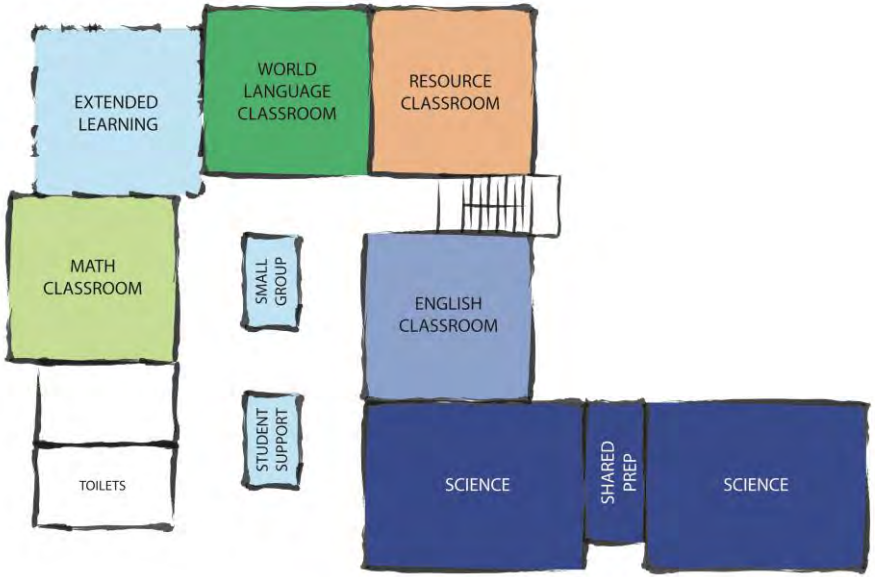
We are designing spaces for a generation that hasn't entered Kindergarten, to prepare them for careers that haven't been created, ensuring they have the skill to use tools that are yet to be developed.


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
RESOURCE CLASSROOM

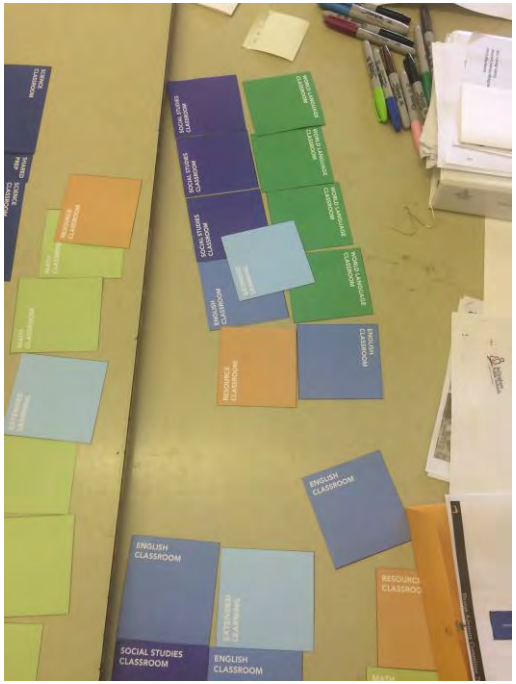

WORLD LANGUAGE CLASSROOM
SOCIAL STUDIES CLASSROOM
RESOURCE CLASSROOM
TOILETS
CLASSROOM
EXTENDED LEARNING
STUDENT SUPPORT
SMALL GROUP
MATH CLASSROOM
ENGLISH CLASSROOM
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

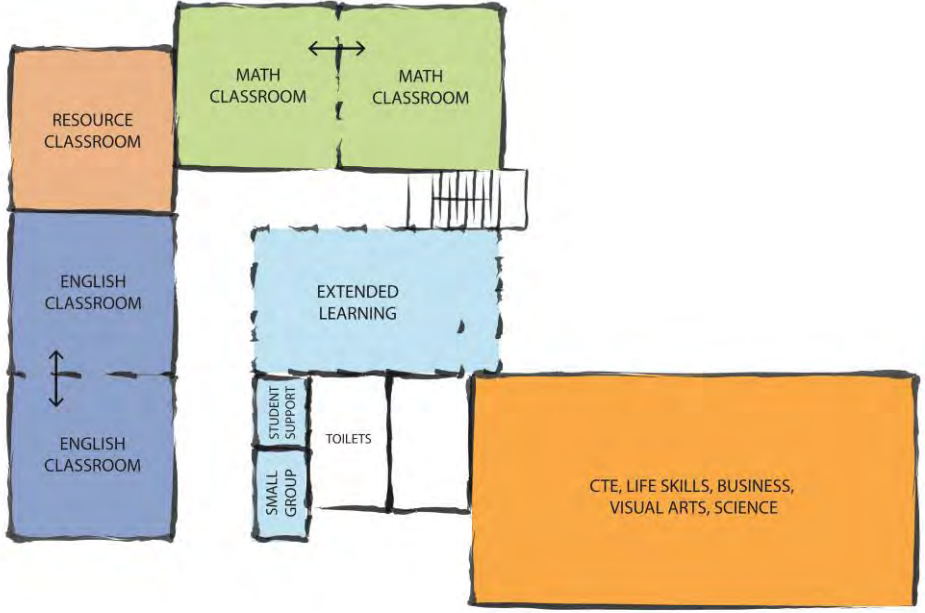
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ENGLISH CLASSROOM
SOCIAL STUDIES CLASSROOM
ENGLISH CLASSROOM
LIFE SKILLS SUPPORT
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LIFE SKILLS SUPPORT
EXTENDED LEARNING

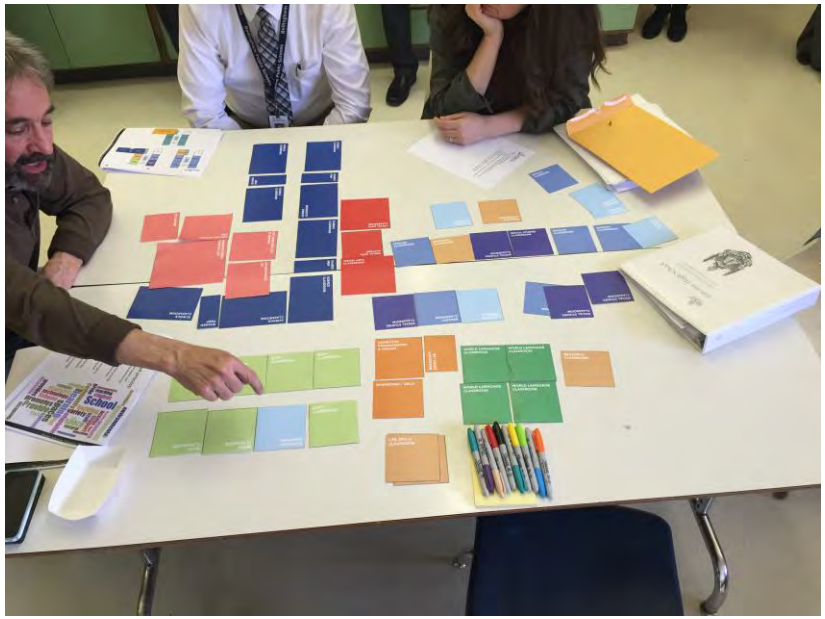

EXTENDED LEARNING
WORLD LANGUAGE CLASSROOM
RESOURCE CLASSROOM
MATH CLASSROOM
SMALL GROUP
ENGLISH CLASSROOM
TOILETS
STUDENT SUPPORT
SCIENCE
SHARED PREP
SCIENCE

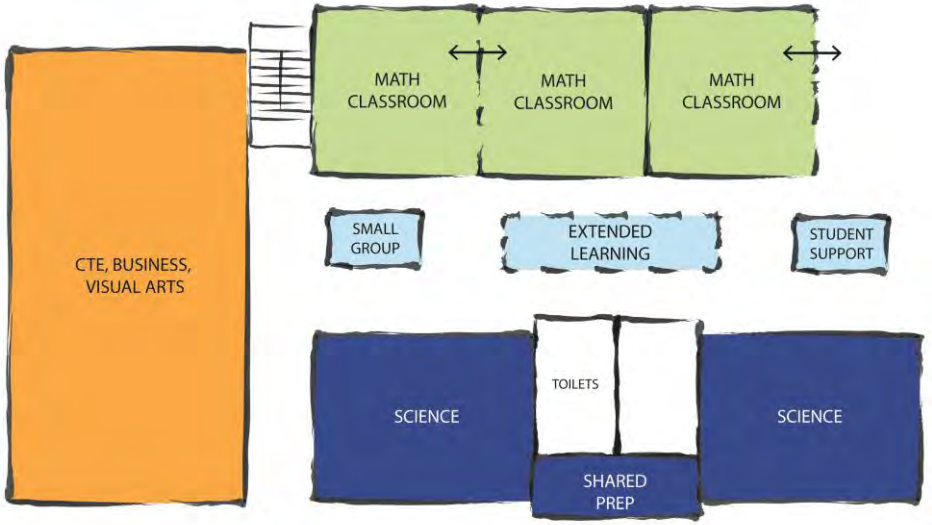
2


ENGLISH CLASSROOM
SOCIAL STUDIES CLASSROOM
ENGLISH CLASSROOM


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

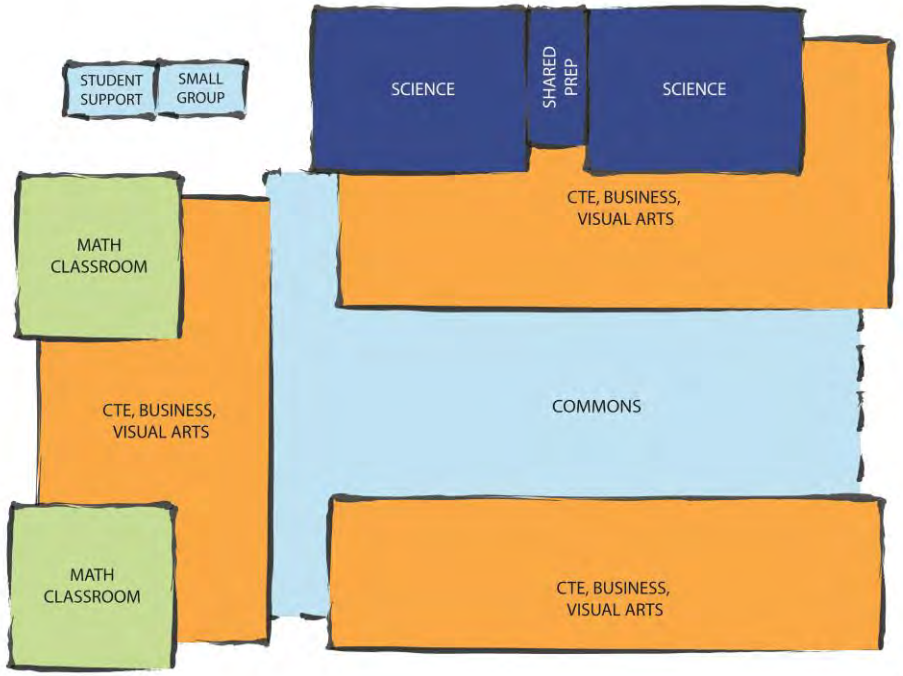
3




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?

ACOUSTICS

PROXIMITY

SPACE FOR DISPLAY

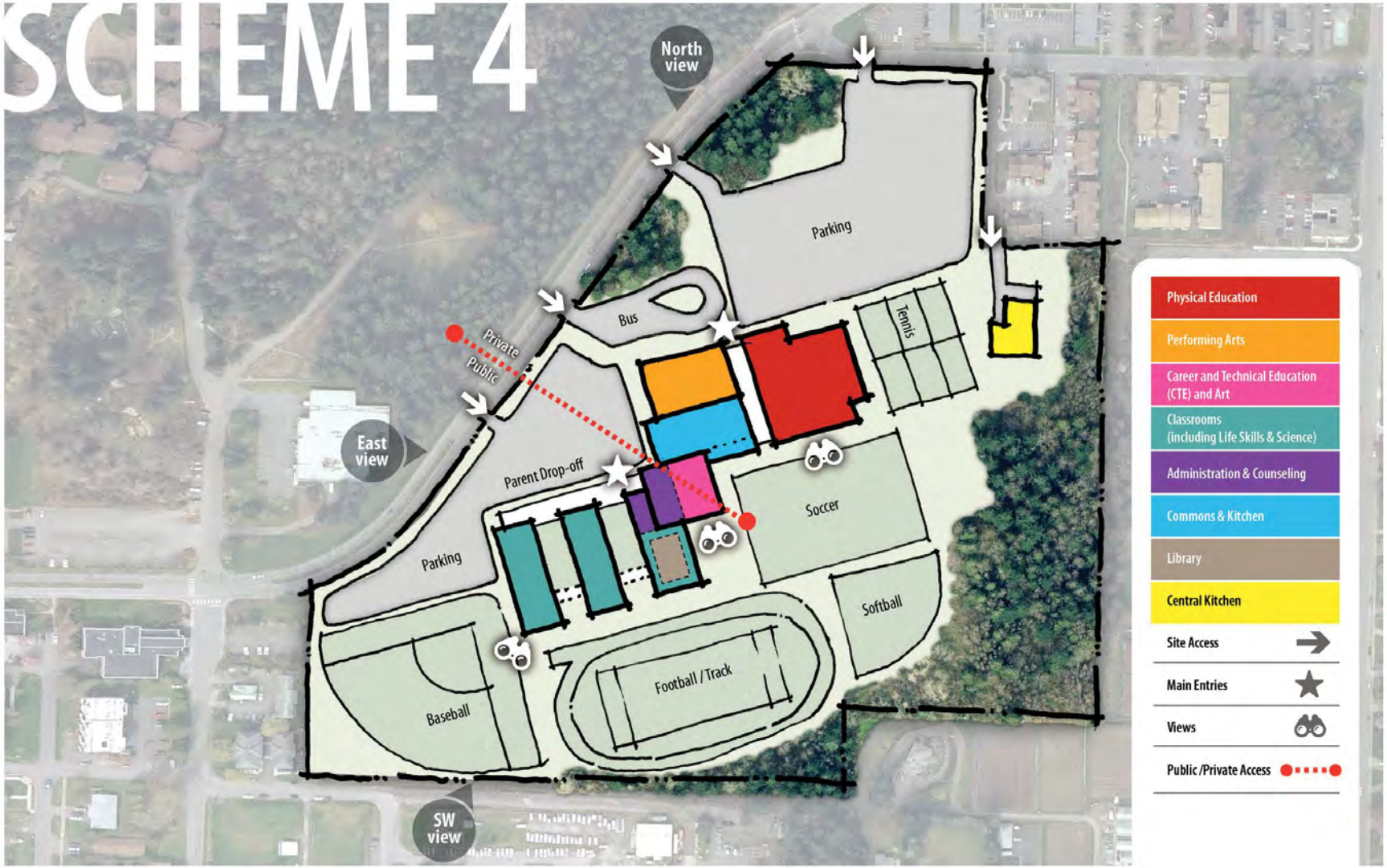
FLEXIBLE

TRANSPARENCY

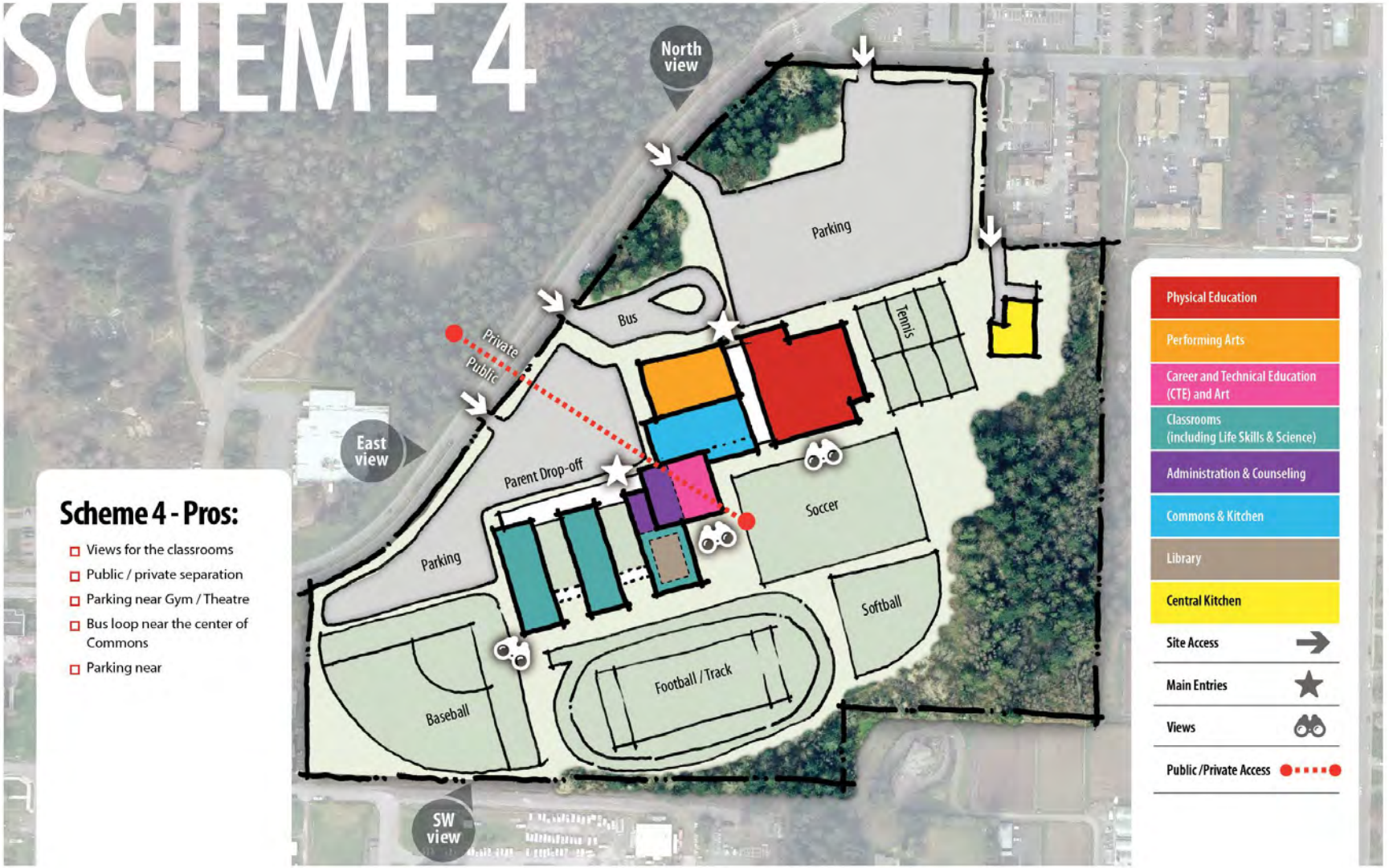
OPEN

TECHNOLOGY

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 4

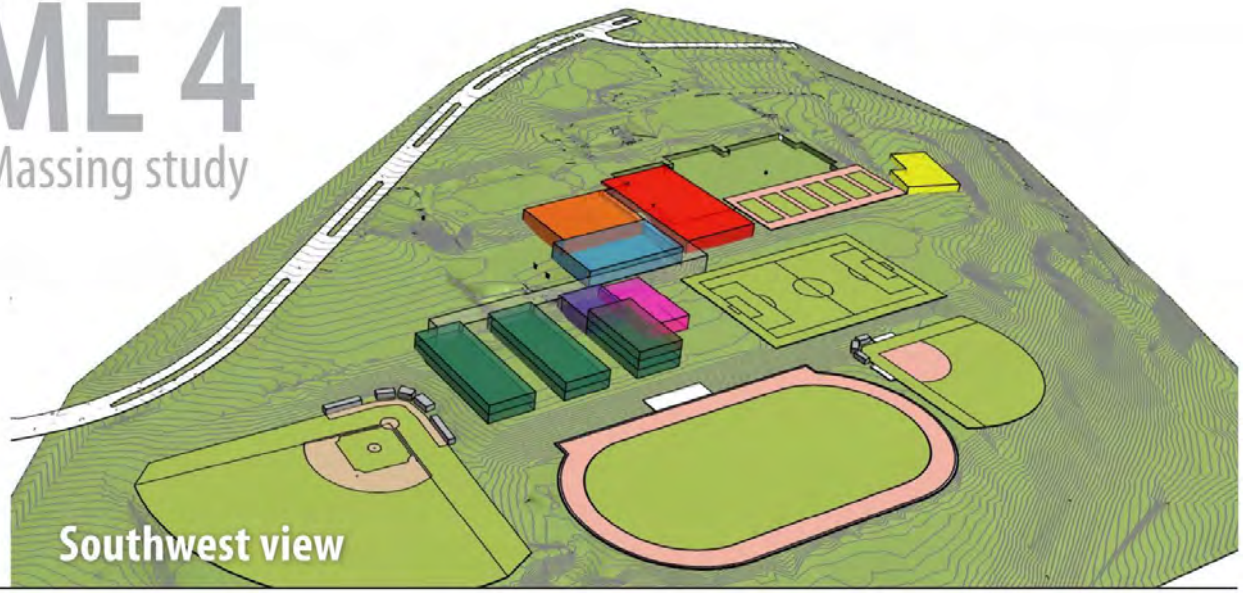


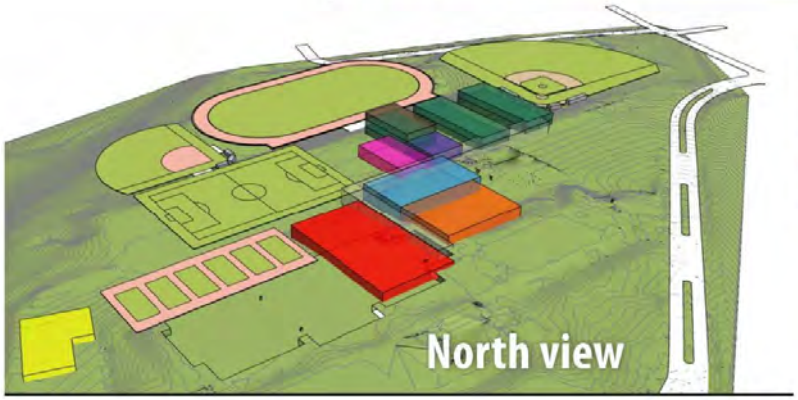
Scheme 4 - Pros:

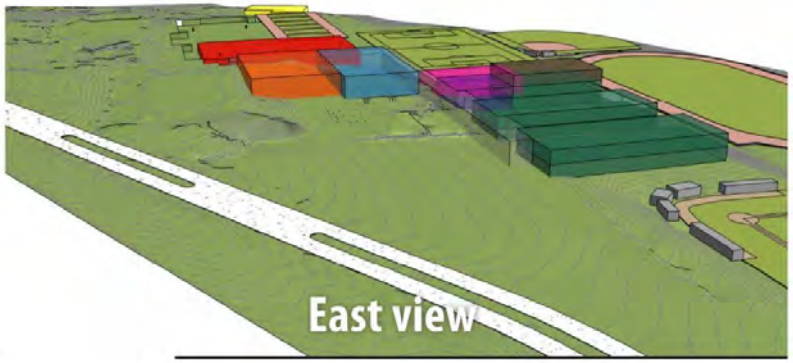
- Views for the classrooms
- Public / private separation
- Parking near Gym / Theatre
- Bus loop near the center of Commons
- Parking near

SCHEME 4

Massing study

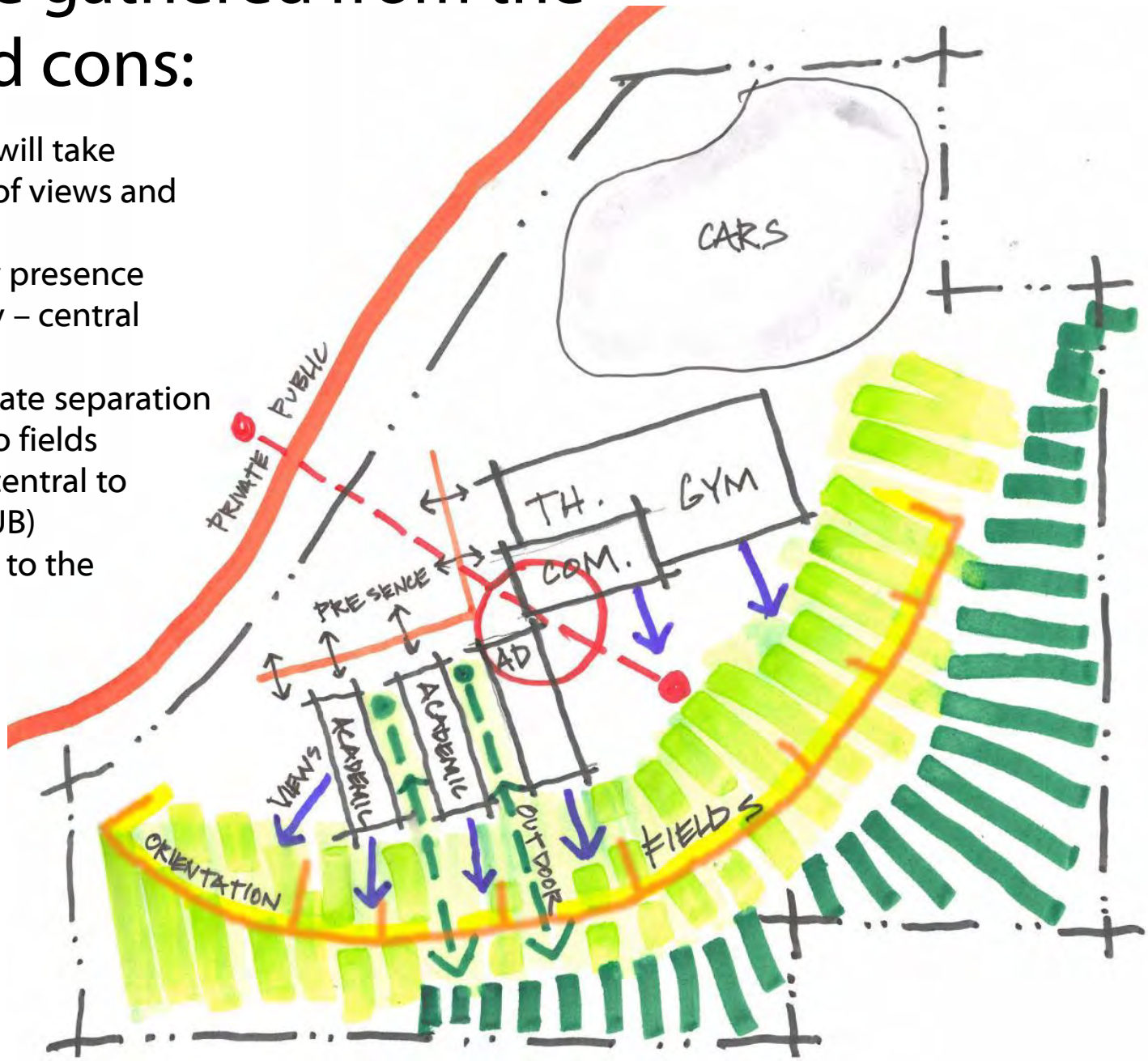




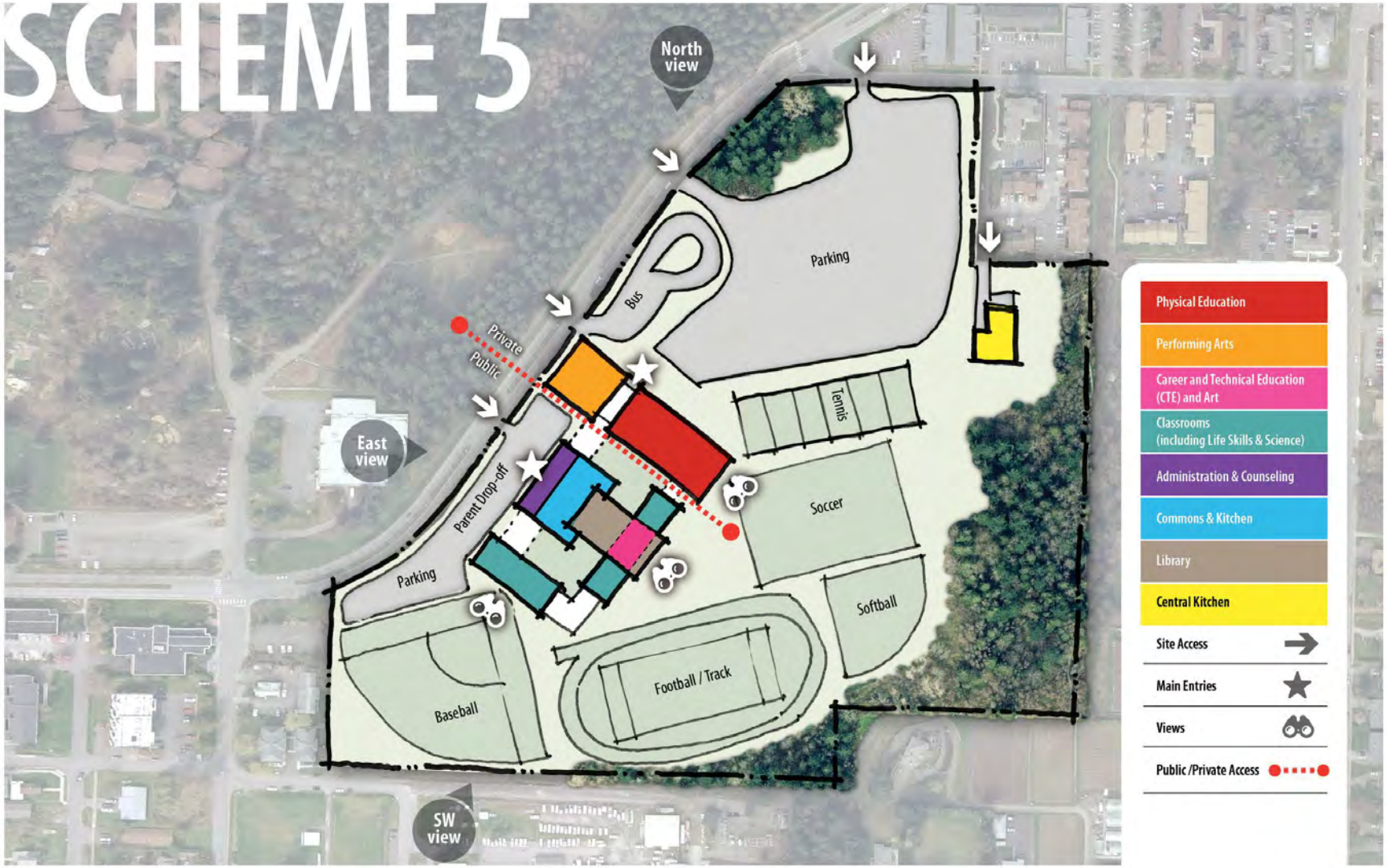


What we gathered from the pros and cons:

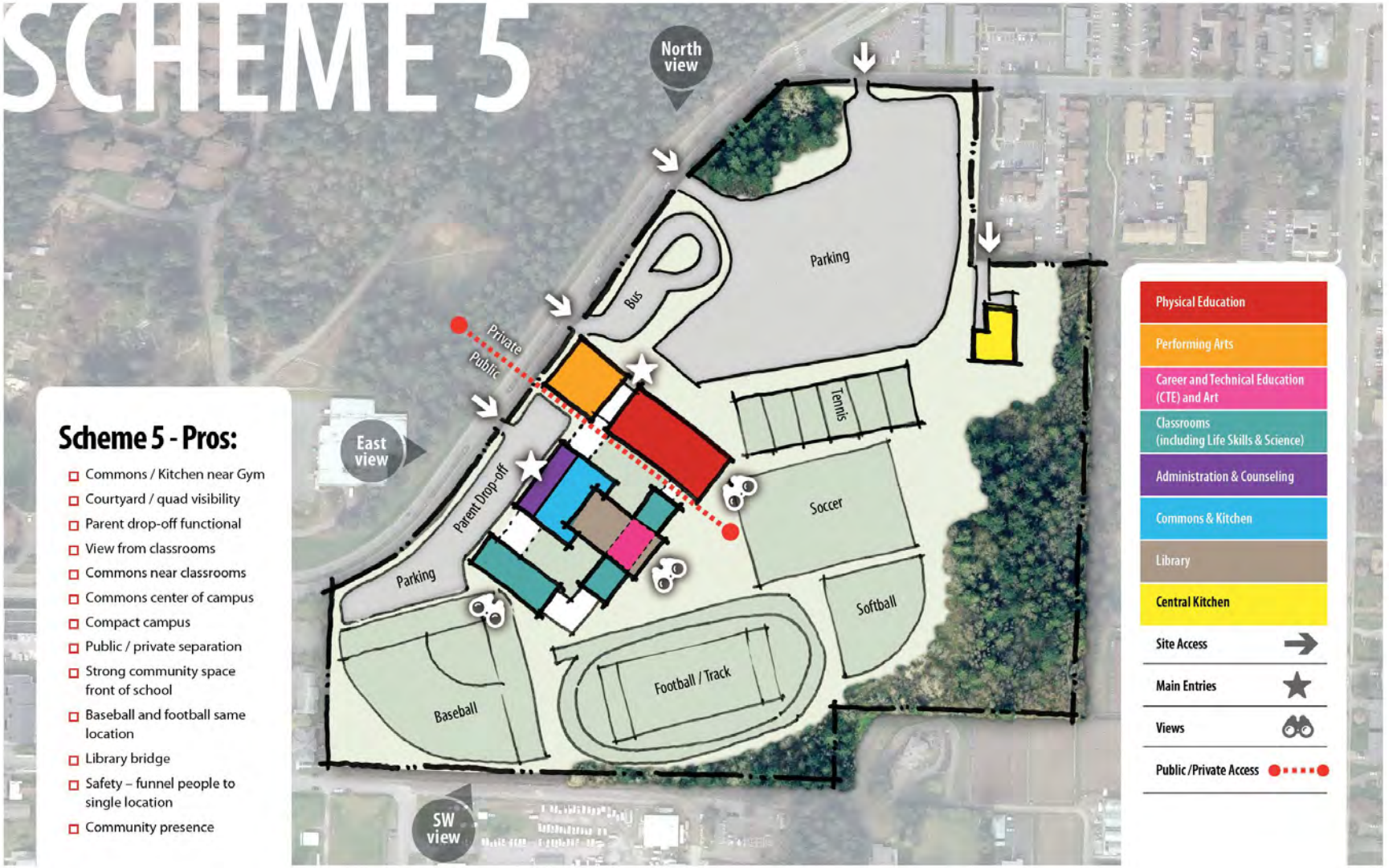
- The school will take advantage of views and daylight
- Community presence
- Site security – central entrance
- Public / Private separation
- P.E. access to fields
- Commons central to campus (HUB)
- Connection to the outdoors



SCHEME 5


North view
East view
SW view
Bus
Parking
Private
Public
Parent Drop-off
Parking
Tennis
Soccer
Softball
Football / Track
Baseball
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

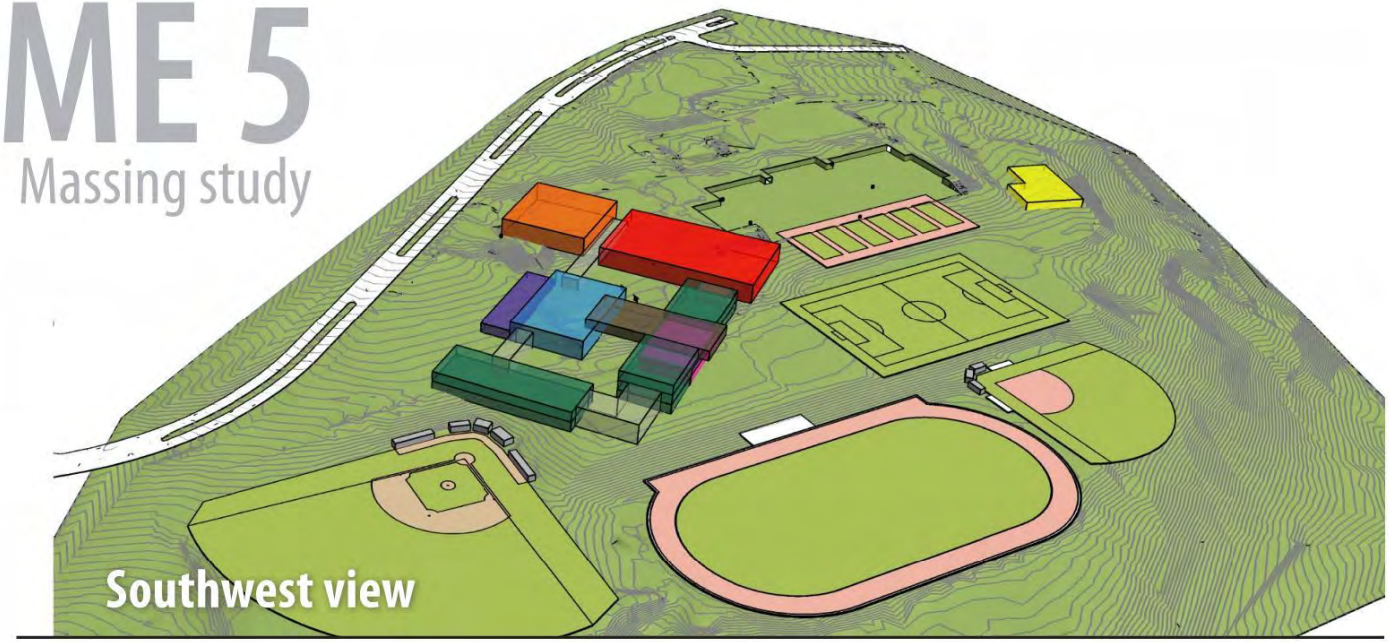


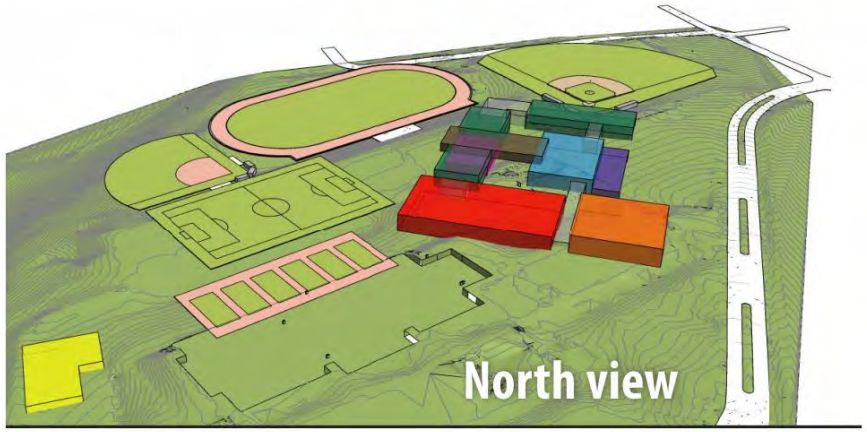
Scheme 5 - Pros:

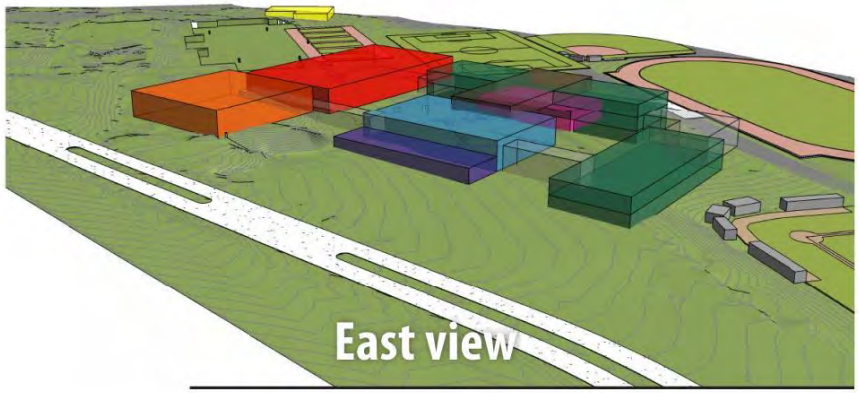
- Commons / Kitchen near Gym
- Courtyard / quad visibility
- Parent drop-off functional
- View from classrooms
- Commons near classrooms
- Commons center of campus
- Compact campus
- Public / private separation
- Strong community space front of school
- Baseball and football same location
- Library bridge
- Safety – funnel people to single location
- Community presence

SCHEME 5

Massing study

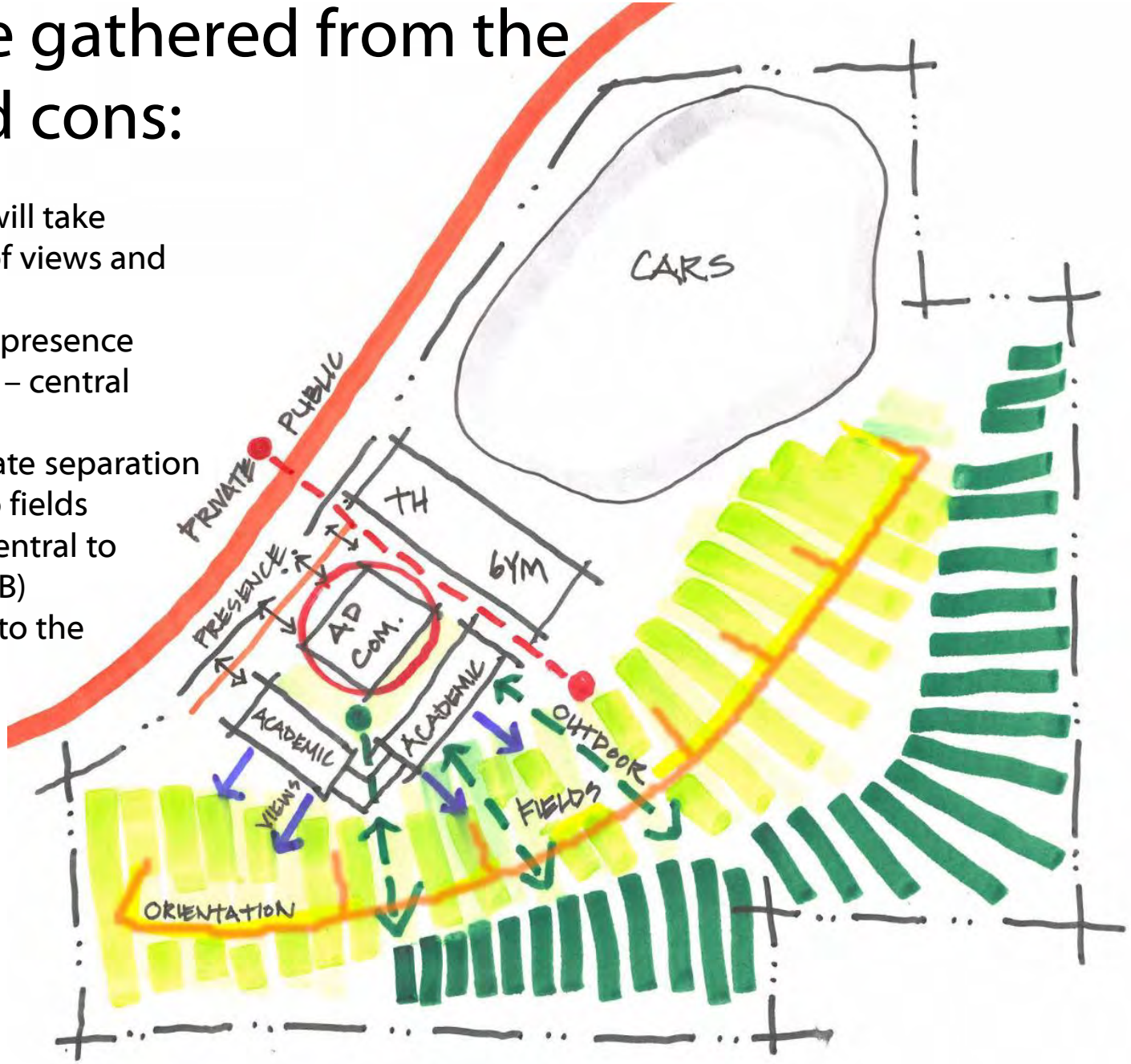






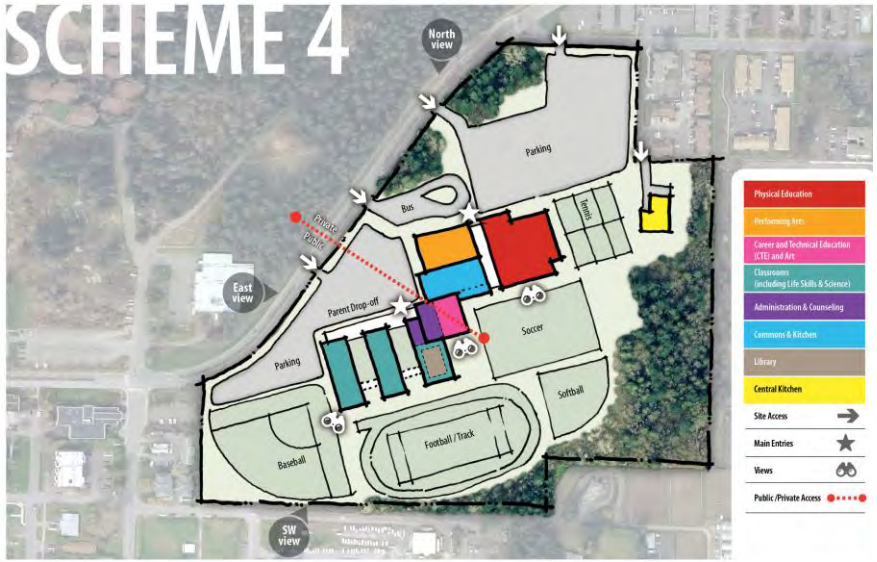
What we gathered from the pros and cons:

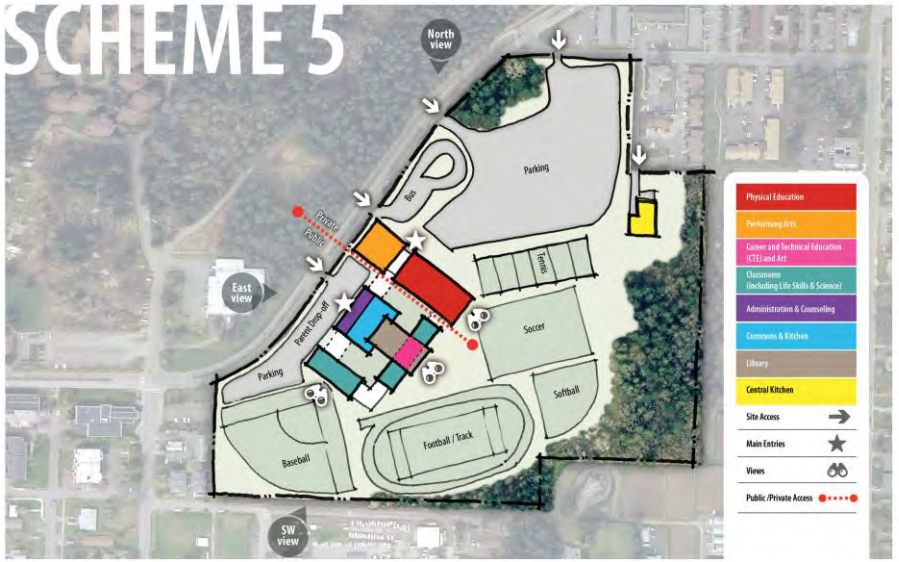
- The school will take advantage of views and daylight
- Community presence
- Site security – central entrance
- Public / Private separation
- P.E. access to fields
- Commons central to campus (HUB)
- Connection to the outdoors



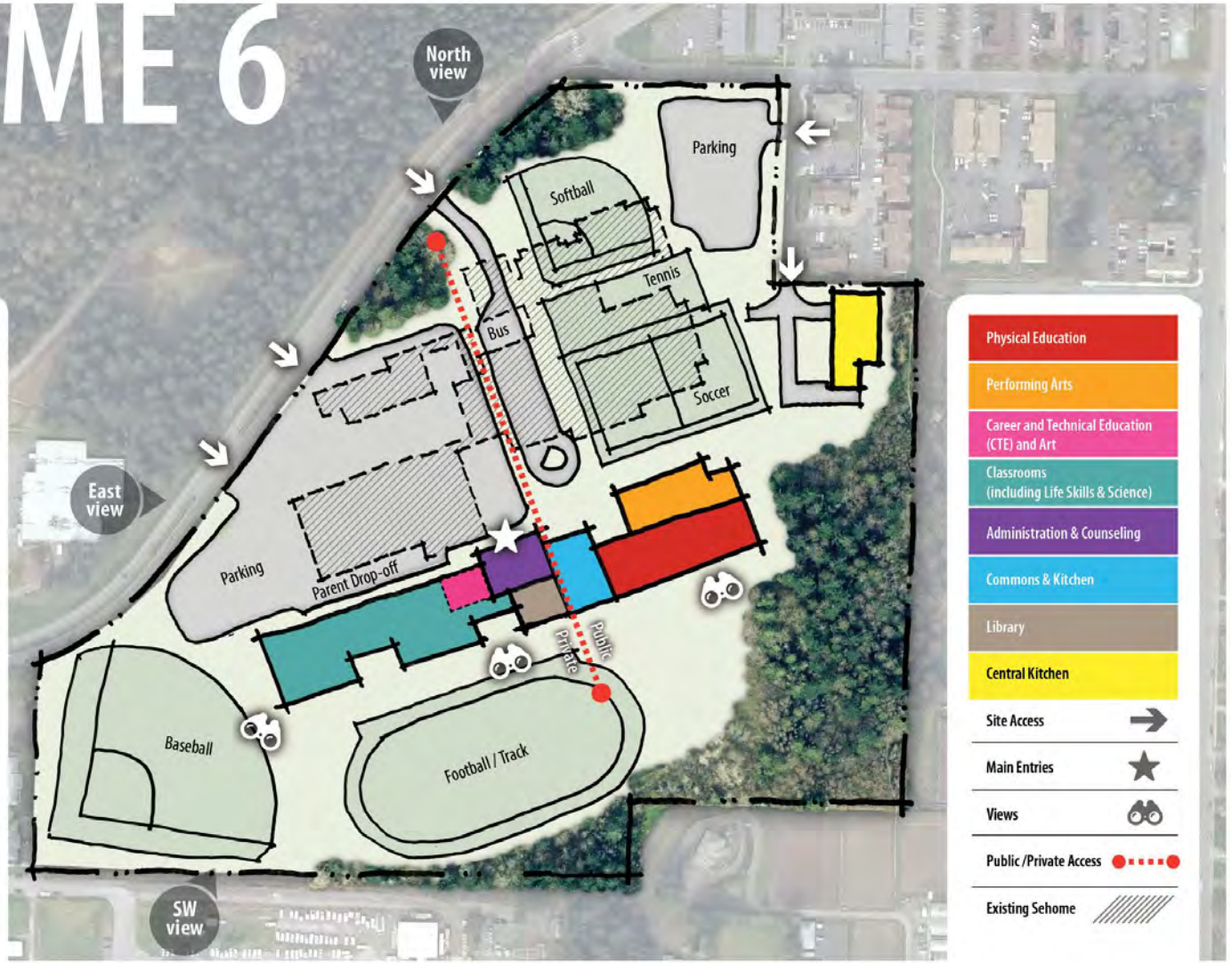
What's missing?

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





SCHEME 6



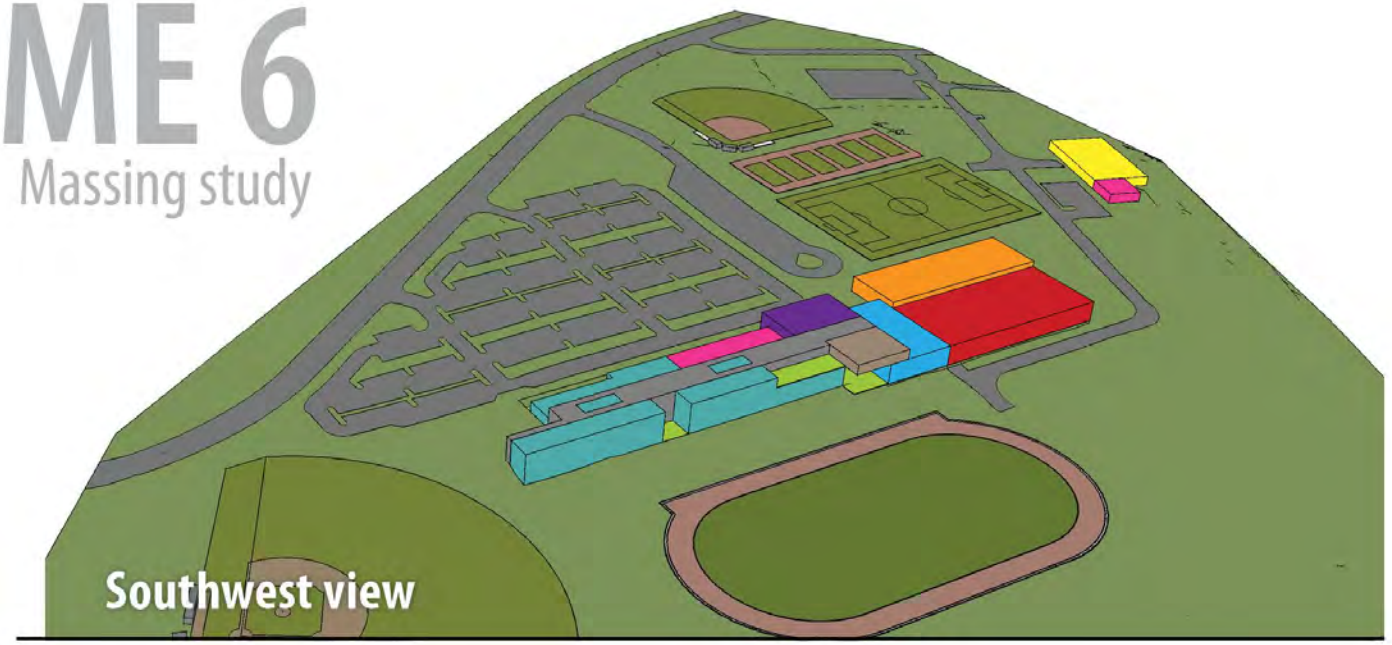
Scheme 6 - Pros:

- 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

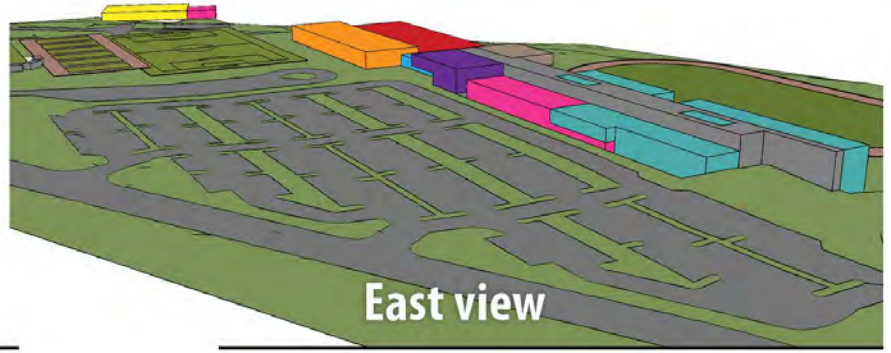
- Physical Education
- Performing Arts
- Career and Technical Education (CTE) and Art
- Classrooms (including Life Skills & Science)
- Administration & Counseling
- Commons & Kitchen
- Library
- Central Kitchen
- Site Access
- Main Entries
- Views
- Public /Private Access
- Existing Sehome

SCHEME 6

Massing study



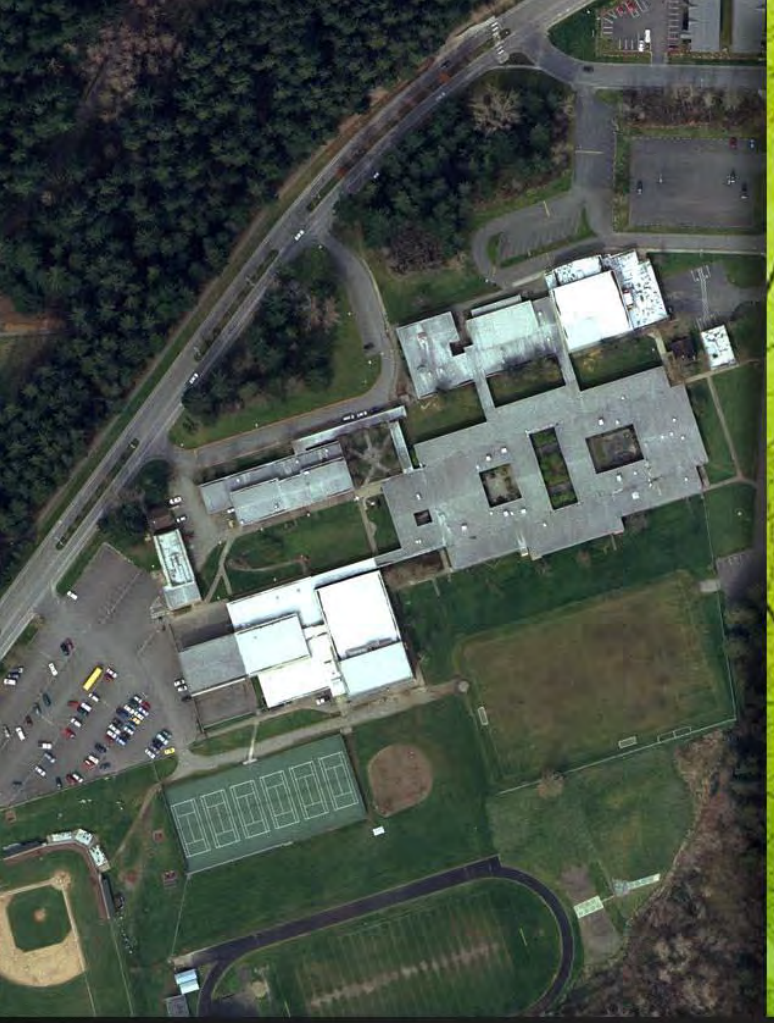




What we gathered from the pros and cons:

- The school will take advantage of views and daylight
- Community presence
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- Public / Private separation
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- Commons central to campus (HUB)
- Connection to the outdoors





Next Meeting

- **Review recommended floor and site plan**
- **Tuesday April 12, 2016**
- **Thank you!**

Bellingham Public Schools

Dawson CONSTRUCTION INC

DYKEMAN INSPIRING EVERYDAY SPACES

