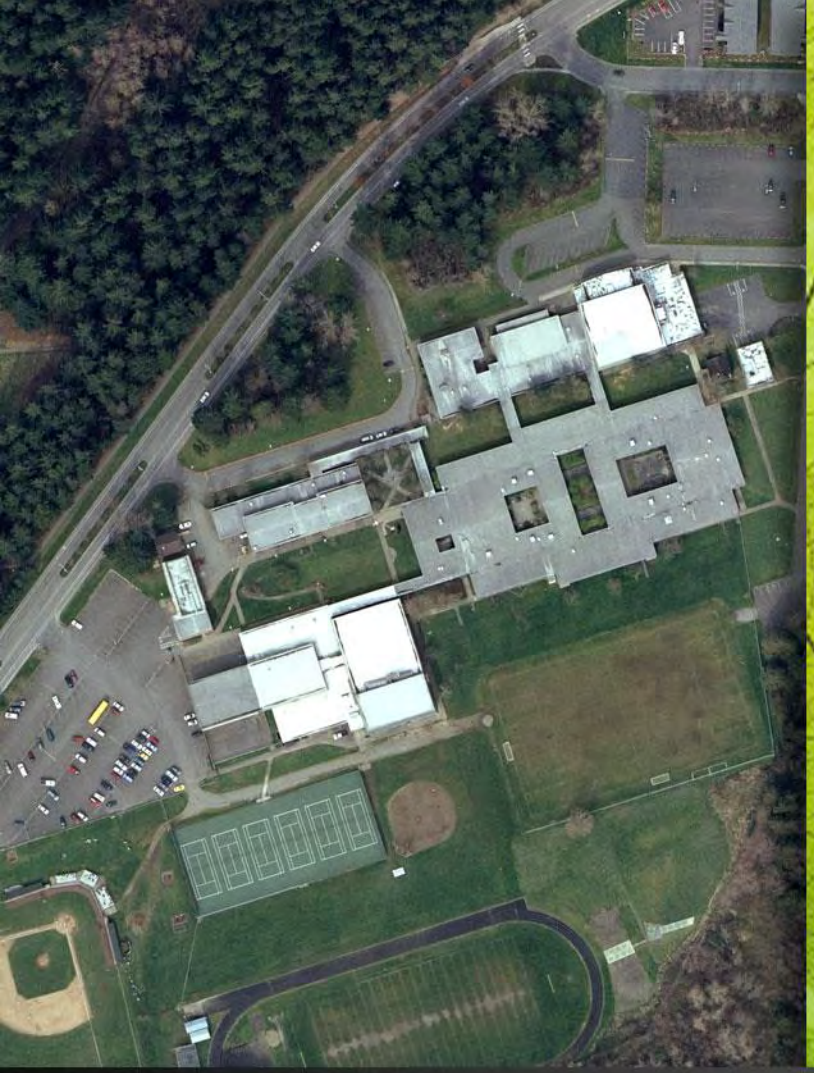


Sehome High School

Design Advisory Committee Seventh Workshop

March 15, 2016

Bellingham Public Schools

DYKEMAN
INSPIRING EVERYDAY SPACES



Bellingham Public Schools
a collective commitment

GUIDING PRINCIPLES for Sehome High School V1.4

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.
   - **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
   - **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).

Site Diagraming Exercise







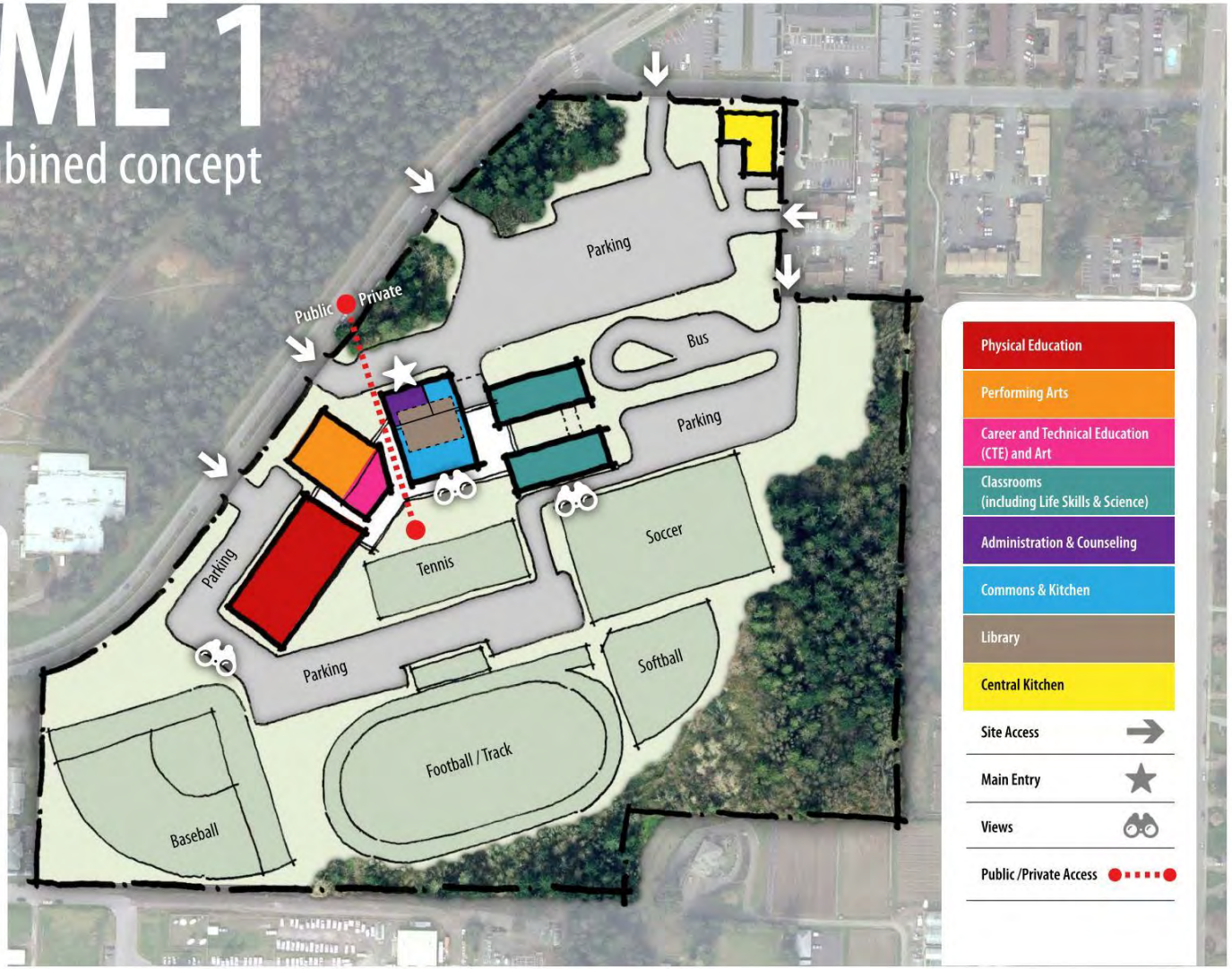






SCHEME 1

Combined concept



Scheme 1- Pros:

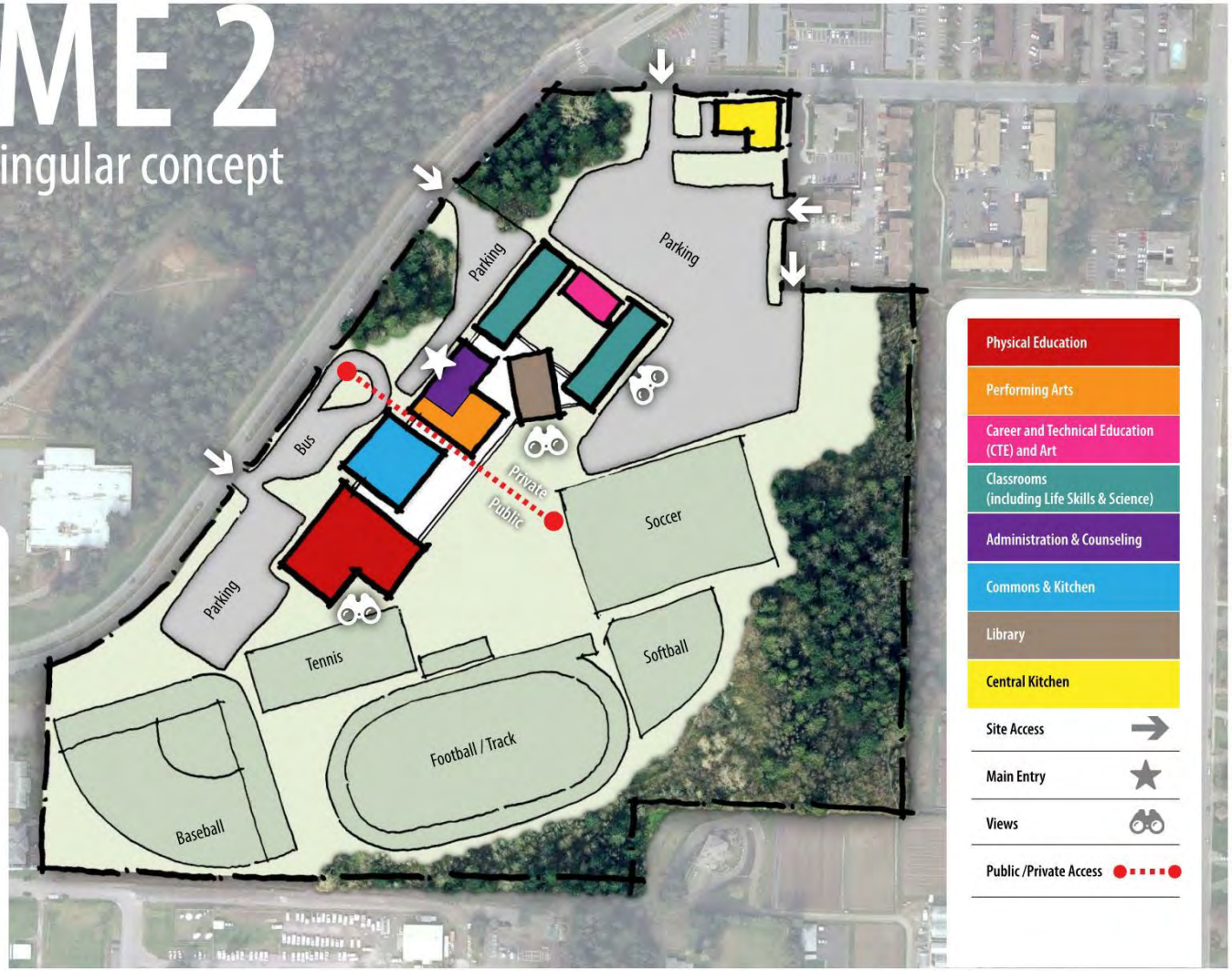
- Flip concept to give more views for the classrooms
- Bus Loop Near S.P.E.D
- Public / private separation

Scheme 1 - Cons:

- Library over Commons
- Road through campus
- Parking not near Gym / Theatre
- Bus loop far from the center of Commons
- Clarify circulation near Common / Kitchen loading
- Parking all around building
- Parking not near

SCHEME 2

Singular concept



Scheme 2 - Pros:

- Move scheme 3 to the building location of scheme 2 and flip the plan
- Commons / Kitchen near Gym
- Courtyard / quad visibility
- Parent drop-off functional
- Put Commons under Library or flip Commons and Theatre

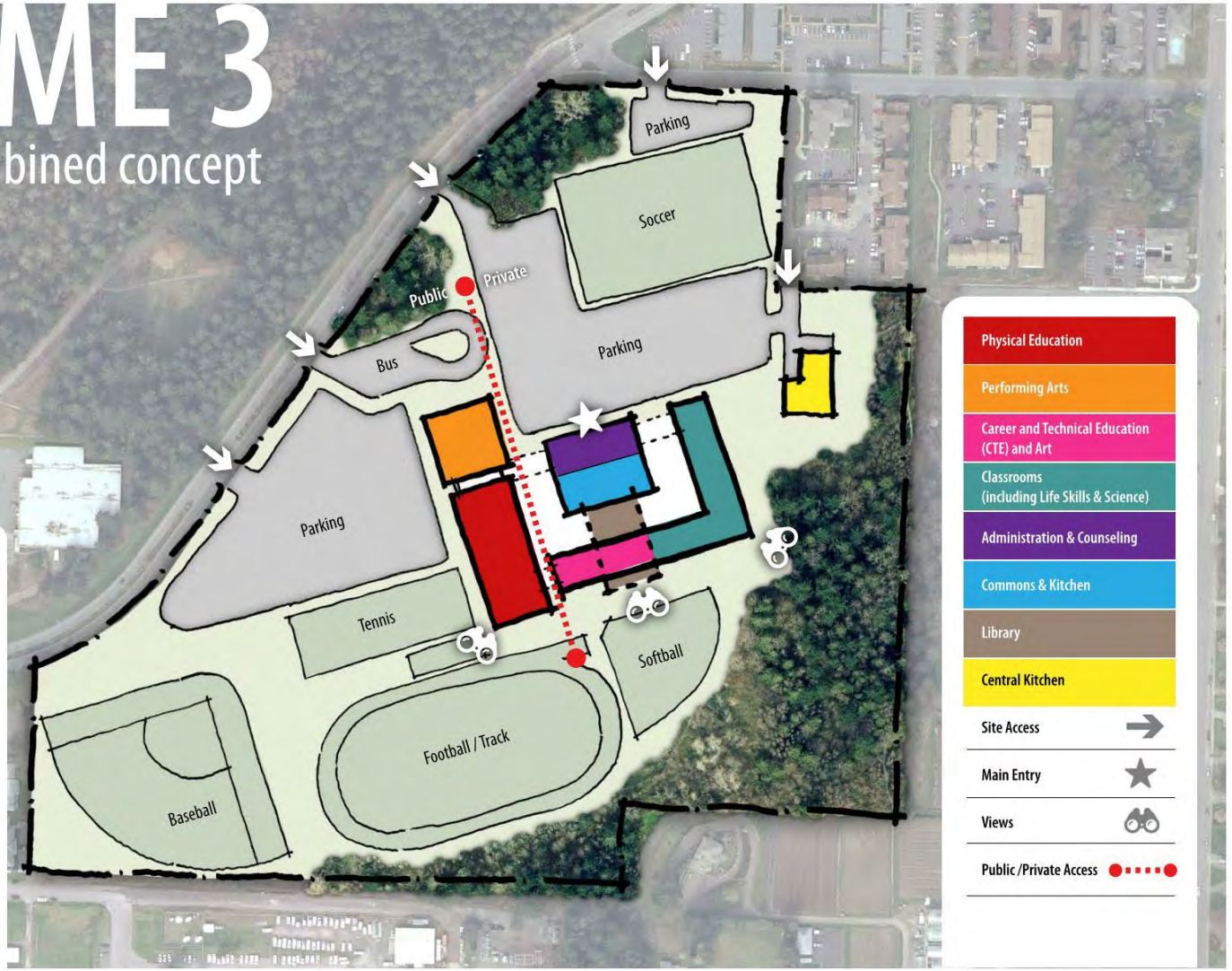
Scheme 2 - Cons:

- Commons too far from classrooms
- Parking in view
- Commons isolated
- Access control – make main entrance clear

- 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 Entry
- Views
- Public /Private Access

SCHEME 3

Combined concept



Scheme 3 - Pros:

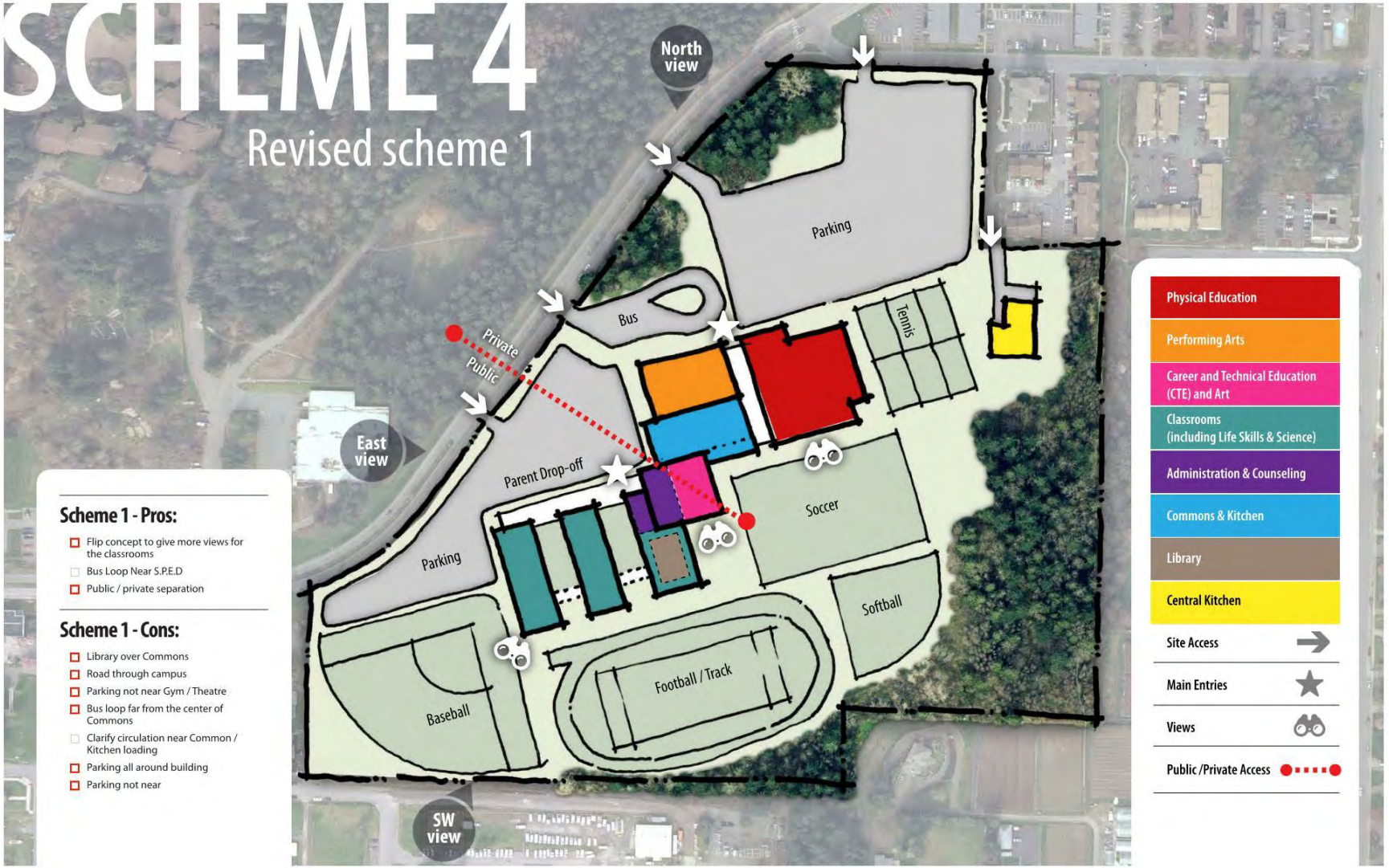
- Compact campus
- Public / private separation
- Can't see parking from building to view
- Strong community space front of school
- Baseball and football same location
- Library bridge
- Safety – funnel people to single location

Scheme 3 - Cons:

- Soccer field removed from campus for P.E.
- Low walkability
- Obvious parent drop-off needed
- Building needs to be flipped for view
- Visibility to fields is lacking
- Community presence lacking

SCHEME 4

Revised scheme 1



Scheme 1 - Pros:

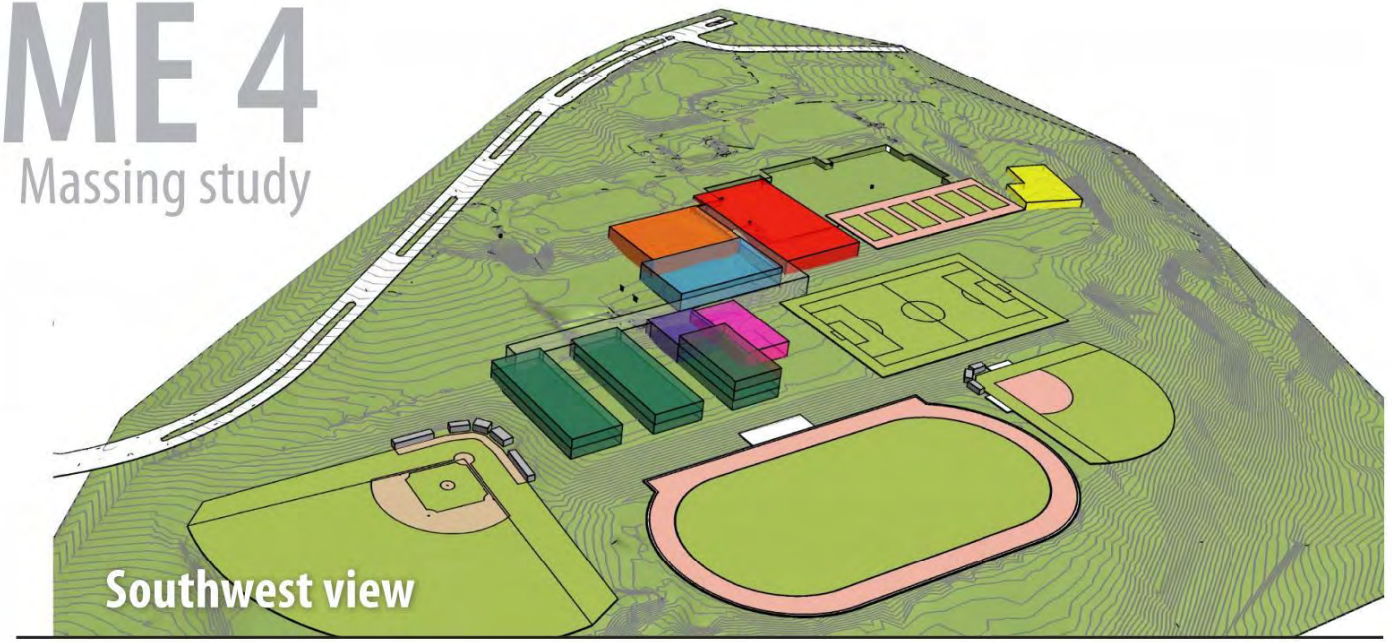
- [x] Flip concept to give more views for the classrooms
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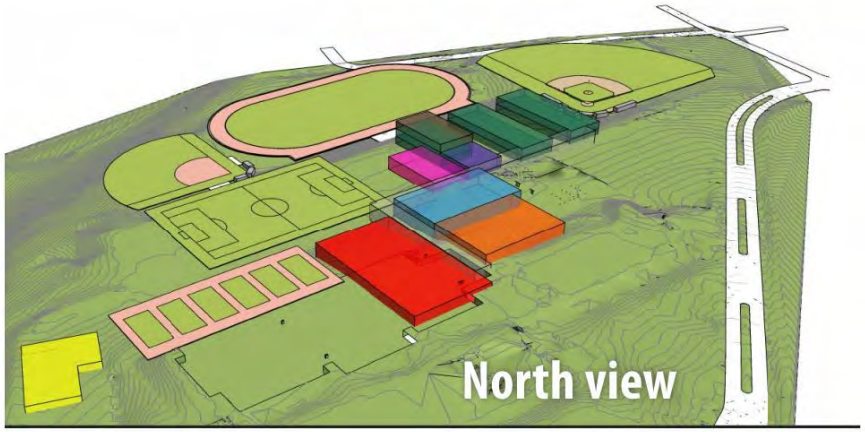
Scheme 1 - Cons:

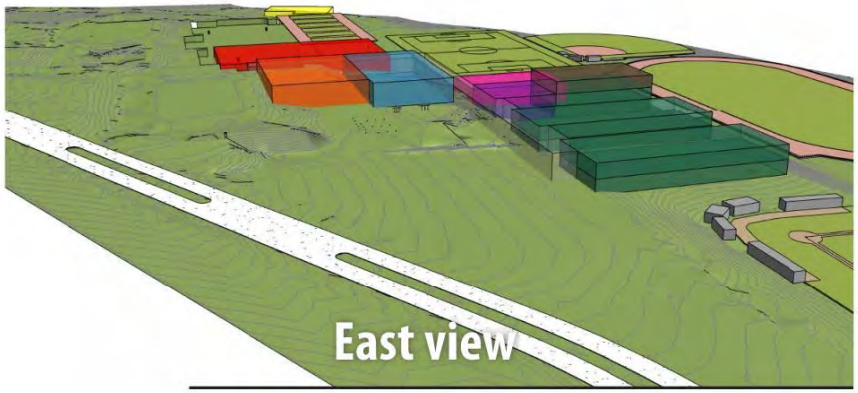
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SCHEME 4

Massing study

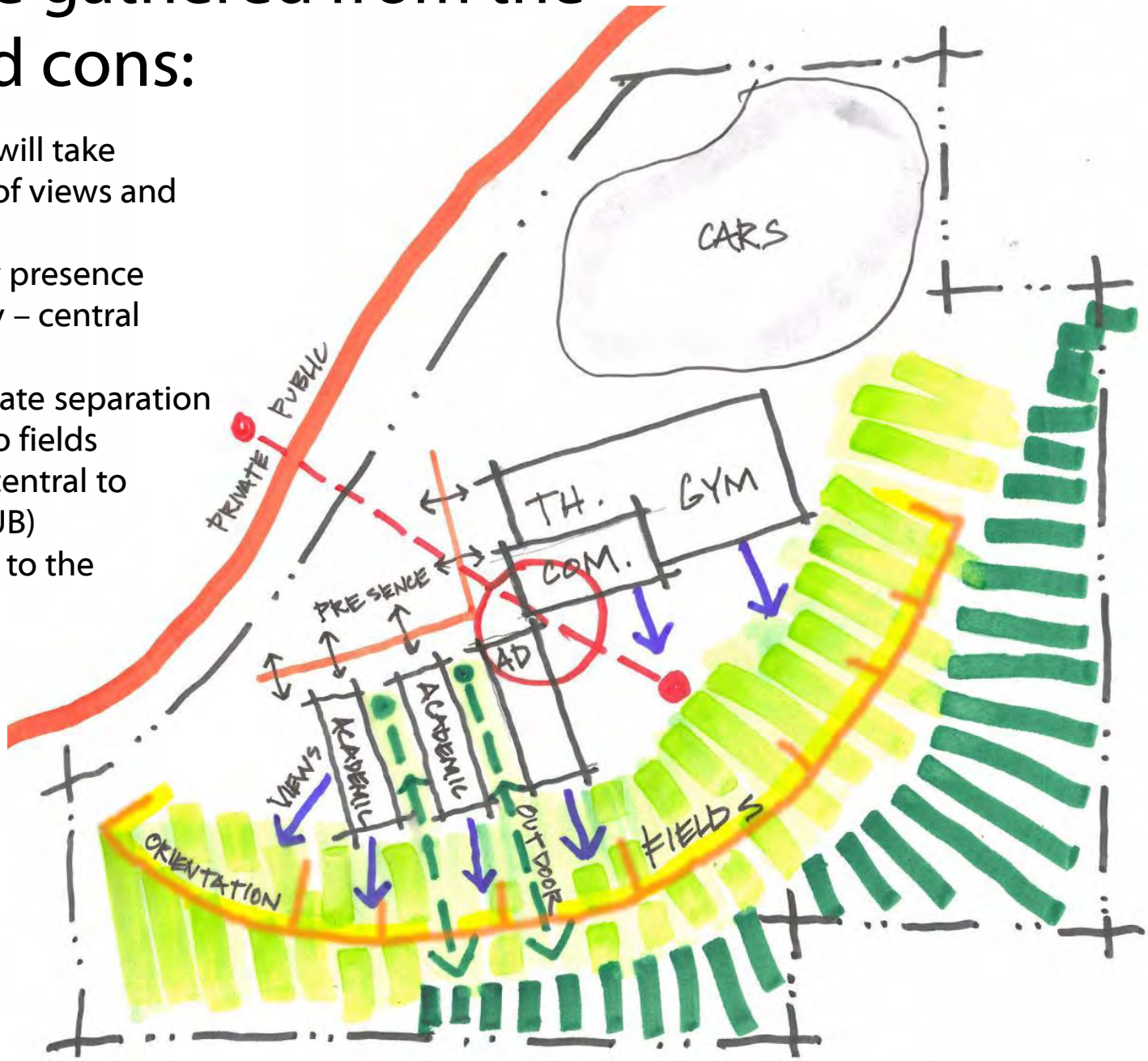






What we gathered from the pros and cons:

- 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

Combined schemes 2 & 3

Scheme 2- Pros:

- Move scheme 3 to the building location of scheme 2 and flip the plan
- Commons / Kitchen near Gym
- Courtyard / quad visibility
- Parent drop-off functional
- Put Commons under Library or flip Commons and Theatre

Scheme 2 - Cons:

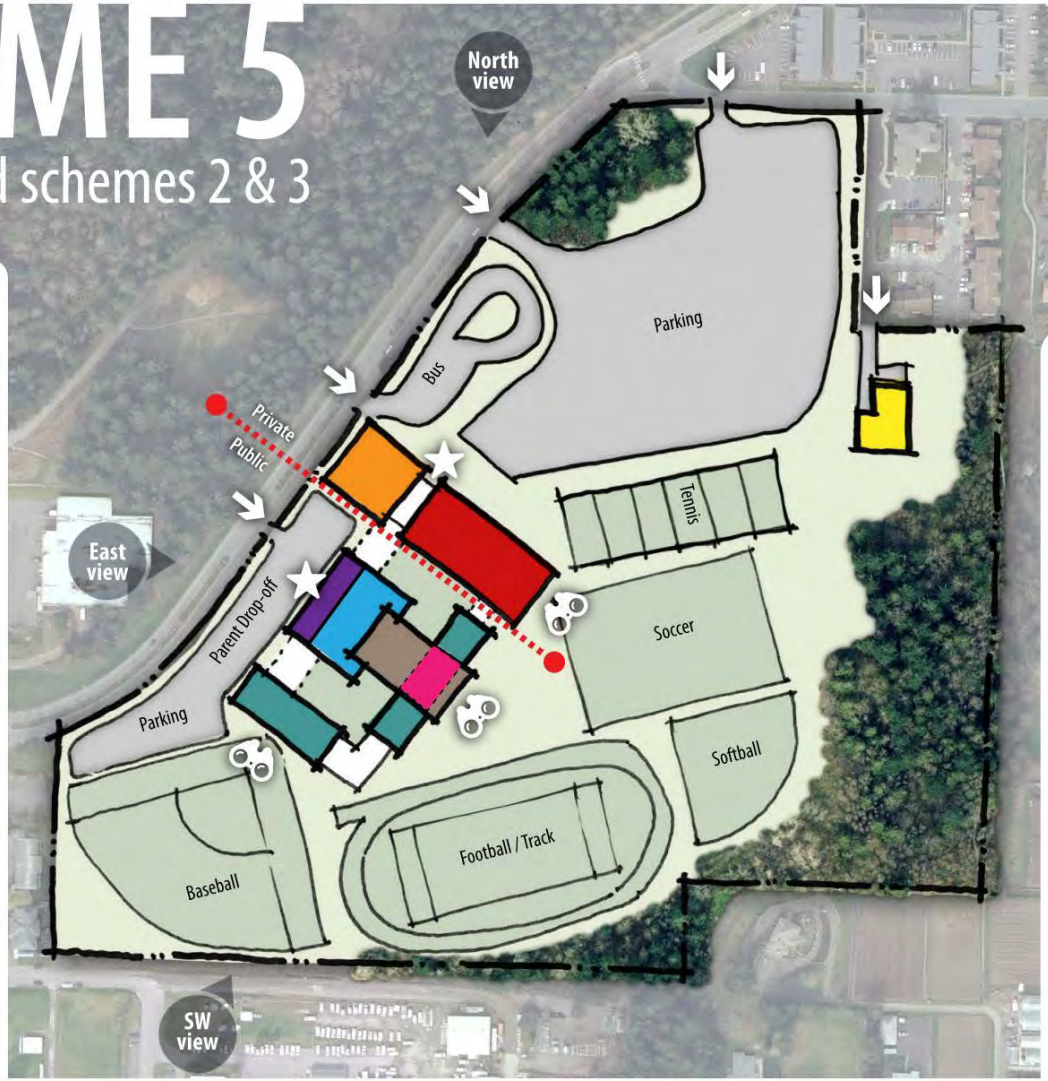
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Scheme 3 - Pros:

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- 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

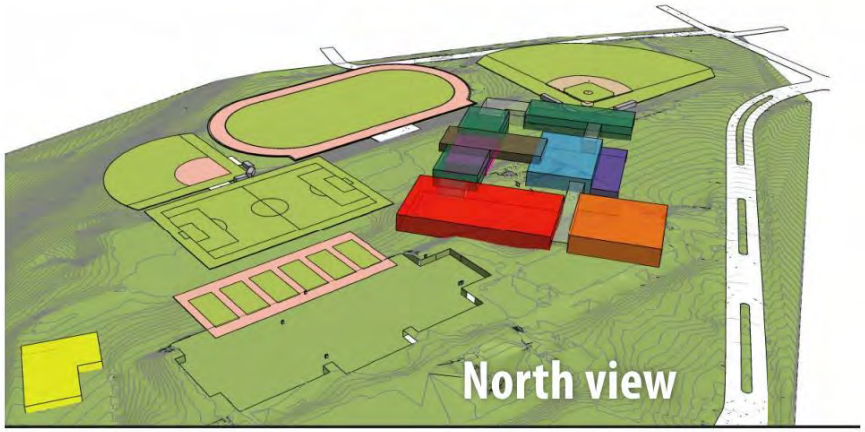
Views

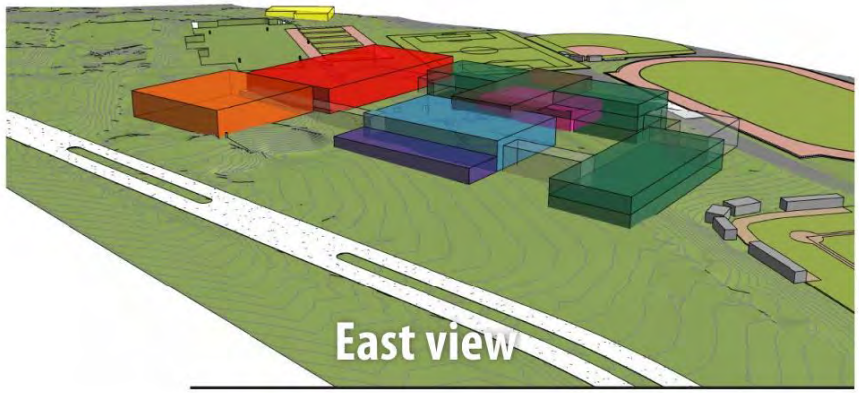
Public /Private Access

SCHEME 5

Massing study

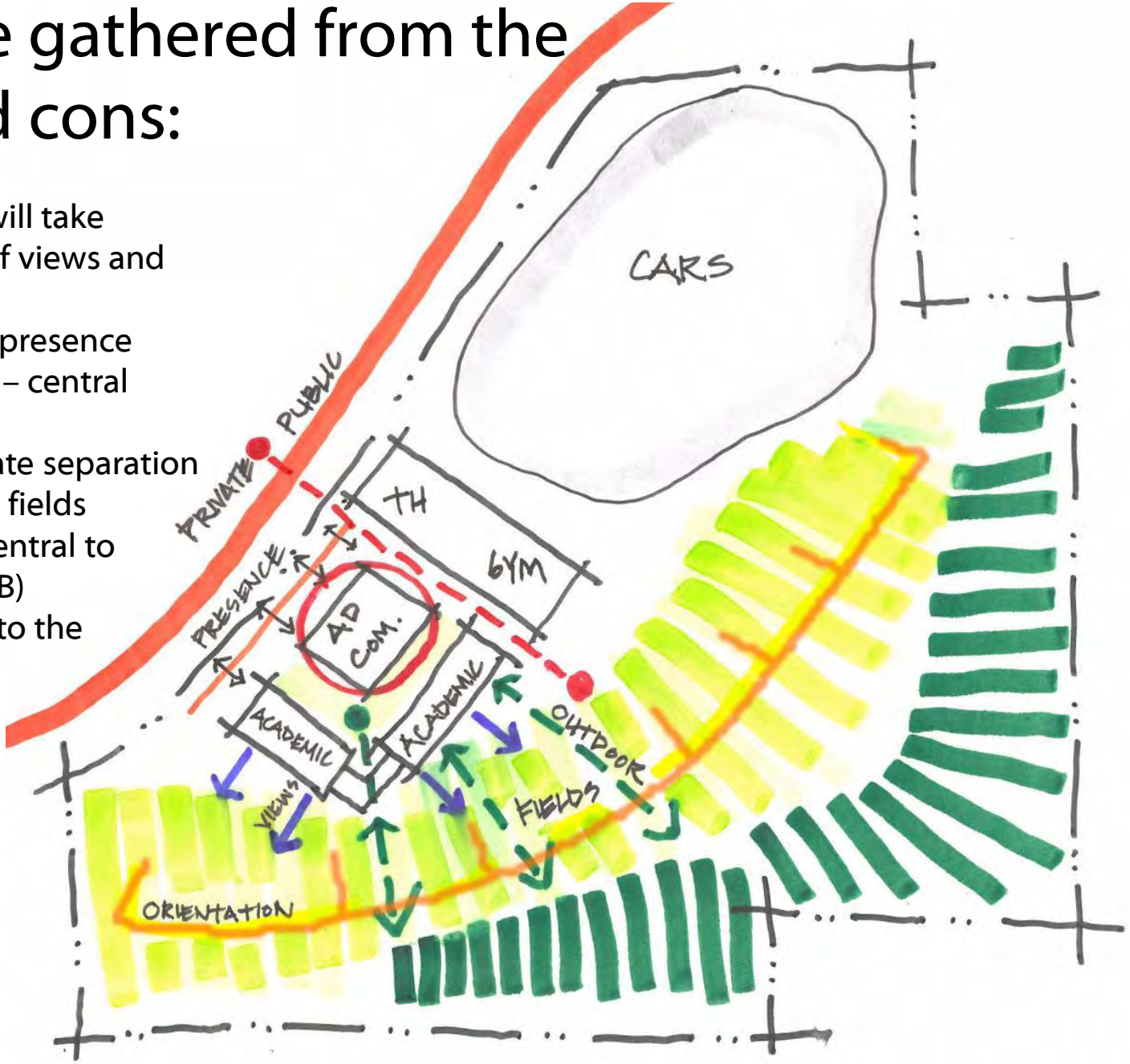






What we gathered from the pros and cons:

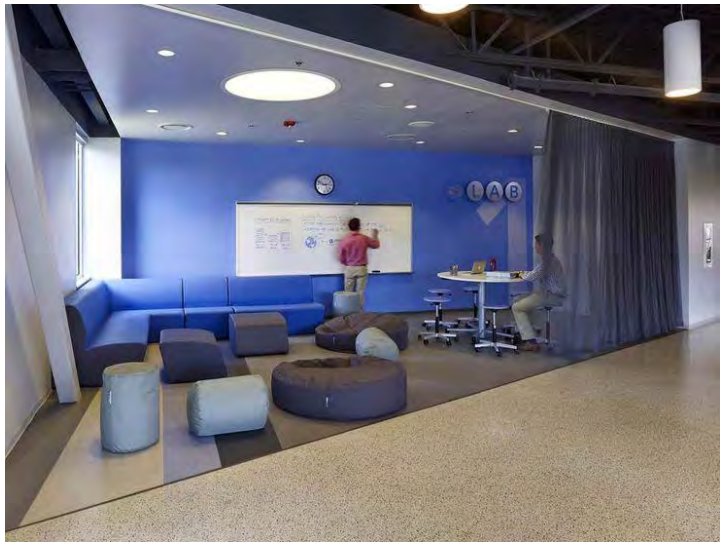
- The school will take advantage of views and daylight
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- Commons central to campus (HUB)
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Diagramming Classroom Adjacencies Exercise for Sehome High School

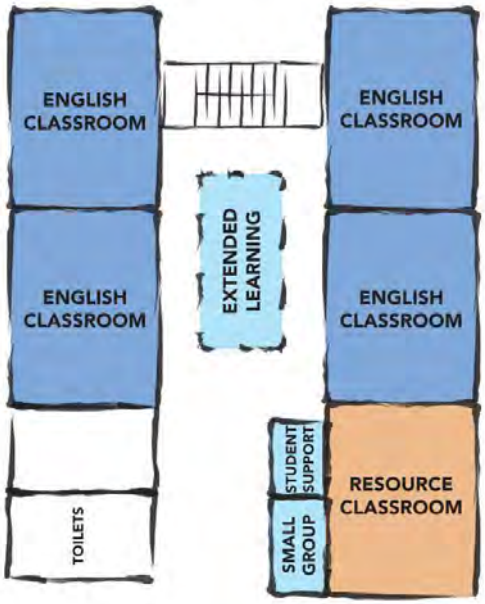
Goals:

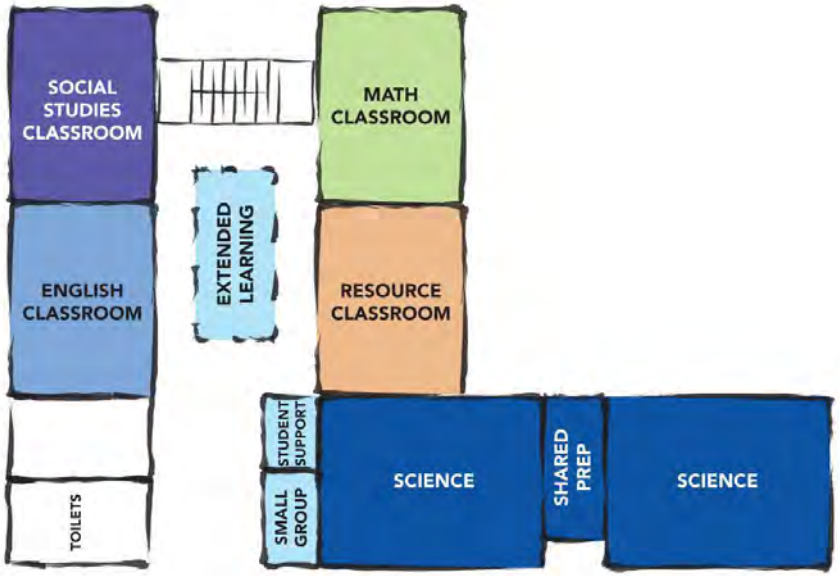
- Explore options for the general classroom arrangement at Sehome that maximizes teaching and learning.
- Define priorities of adjacencies between classrooms and between departments.
- Define connections to outdoor environments.
- Observe and record ideas that emerge.

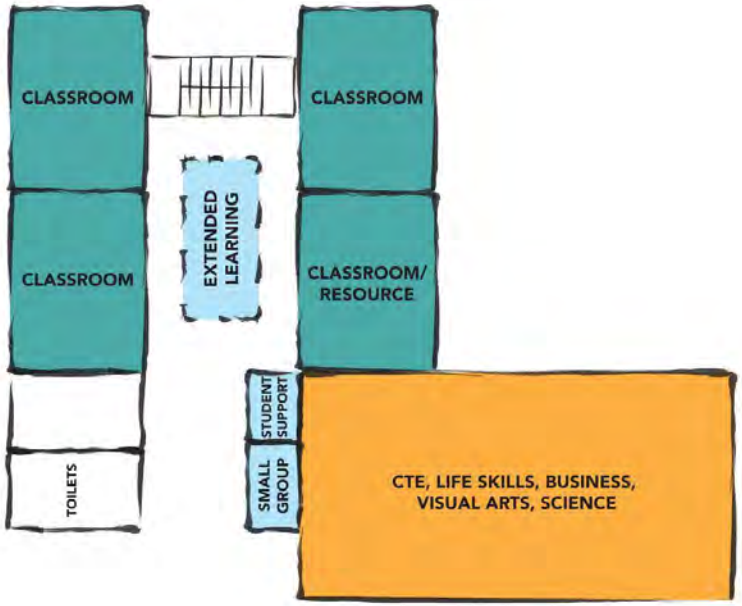




Context:


ENGLISH CLASSROOM
ENGLISH CLASSROOM
ENGLISH CLASSROOM
ENGLISH CLASSROOM
EXTENDED LEARNING
TOILETS
STUDENT SUPPORT
SMALL GROUP
RESOURCE CLASSROOM

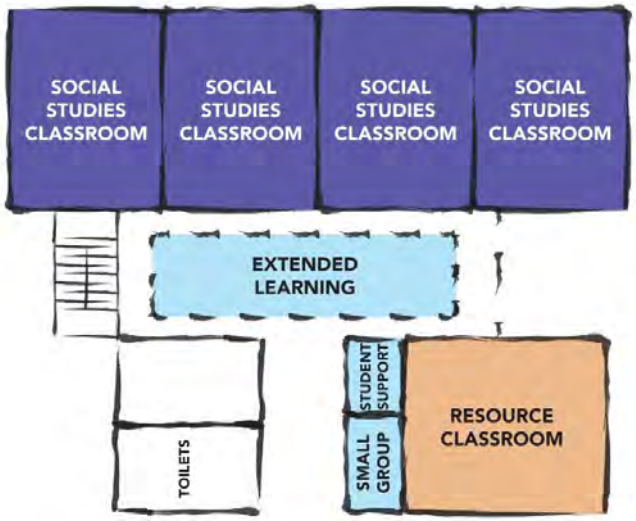

SOCIAL STUDIES CLASSROOM
MATH CLASSROOM
ENGLISH CLASSROOM
EXTENDED LEARNING
RESOURCE CLASSROOM
TOILETS
STUDENT SUPPORT
SMALL GROUP
SCIENCE
SHARED PREP
SCIENCE

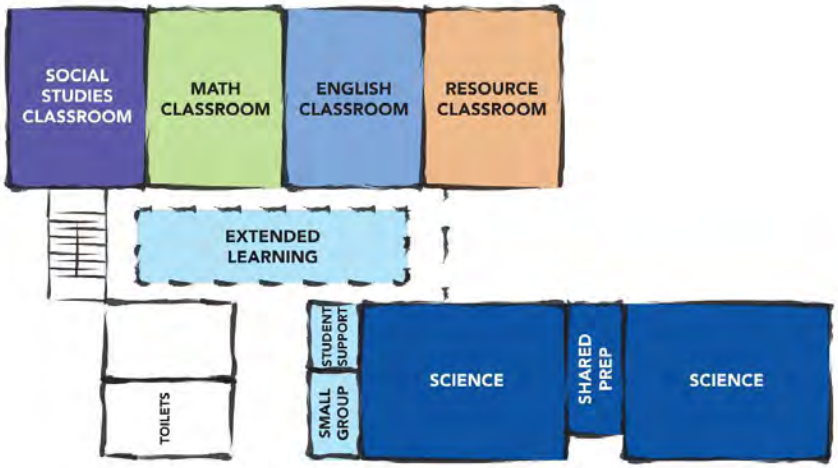

CLASSROOM
CLASSROOM
CLASSROOM
CLASSROOM
EXTENDED LEARNING
CLASSROOM/ RESOURCE
TOILETS
STUDENT SUPPORT
SMALL GROUP
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

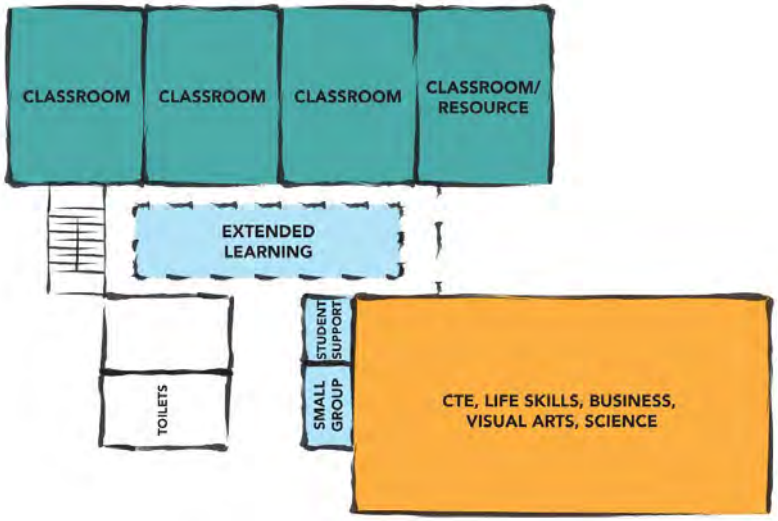
MATH CLASSROOM
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EXTENDED LEARNING
TOILETS
STUDENT SUPPORT
SMALL GROUP
RESOURCE CLASSROOM

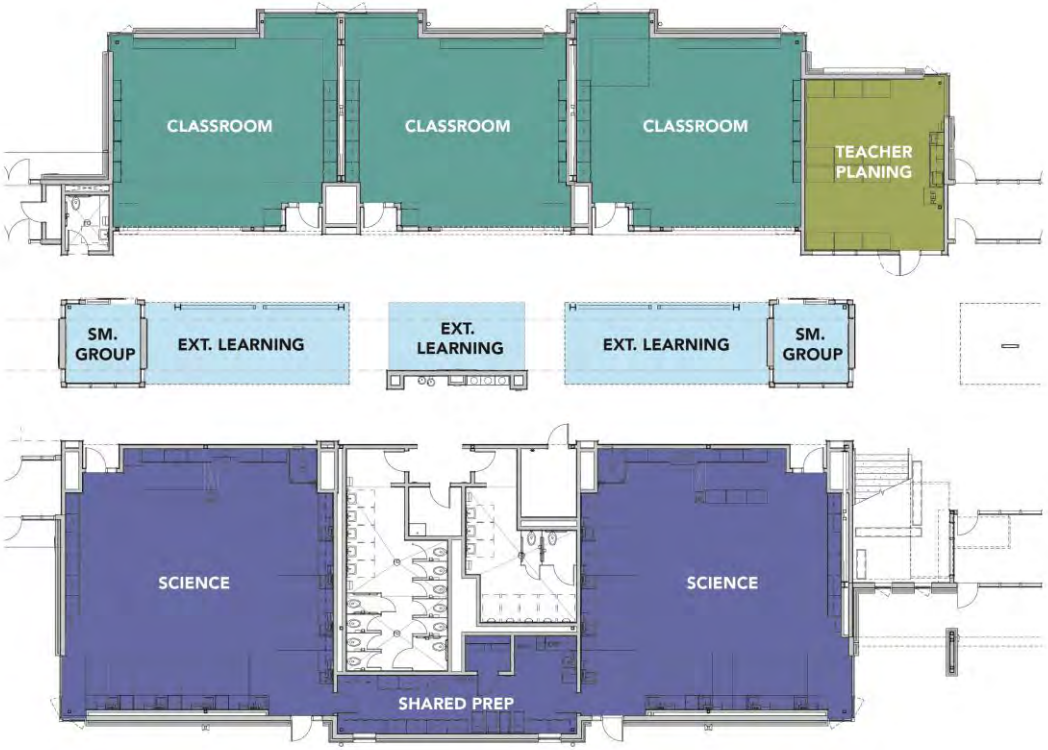
WORLD LANGUAGE CLASSROOM
RESOURCE CLASSROOM
ENGLISH CLASSROOM
MATH CLASSROOM
EXTENDED LEARNING
TOILETS
STUDENT SUPPORT
SMALL GROUP
SCIENCE
SHARED PREP
SCIENCE

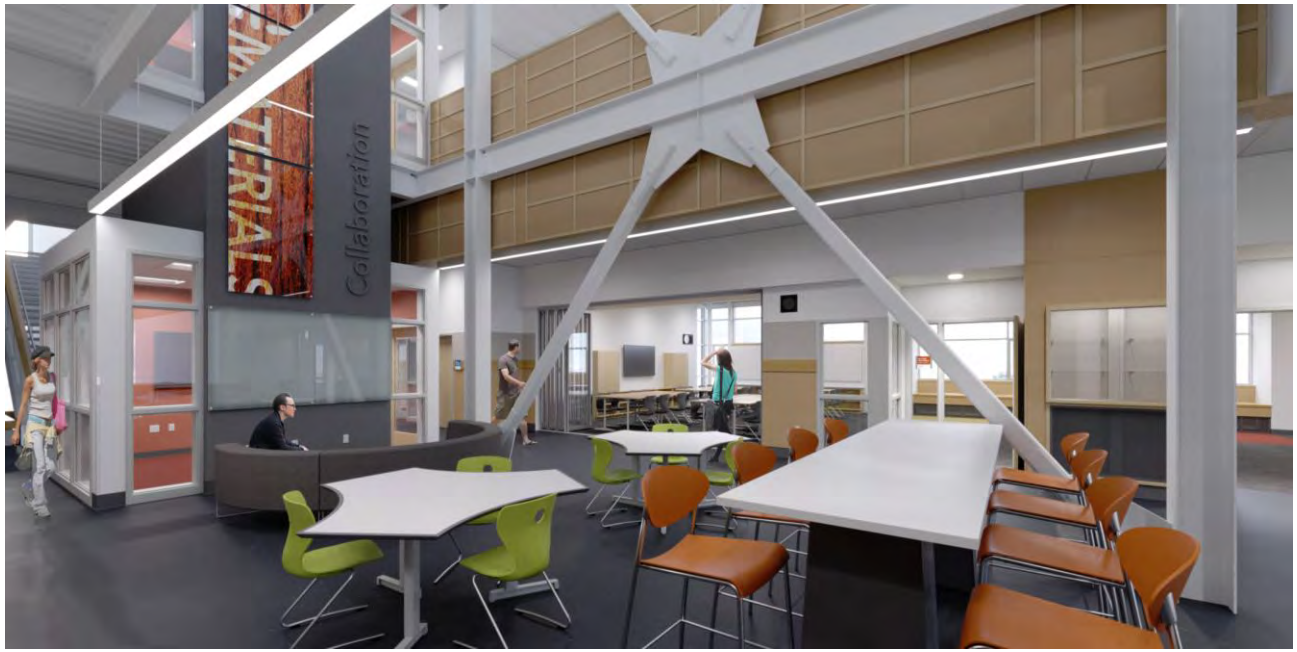
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CLASSROOM/ RESOURCE
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EXTENDED LEARNING
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STUDENT SUPPORT
SMALL GROUP
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

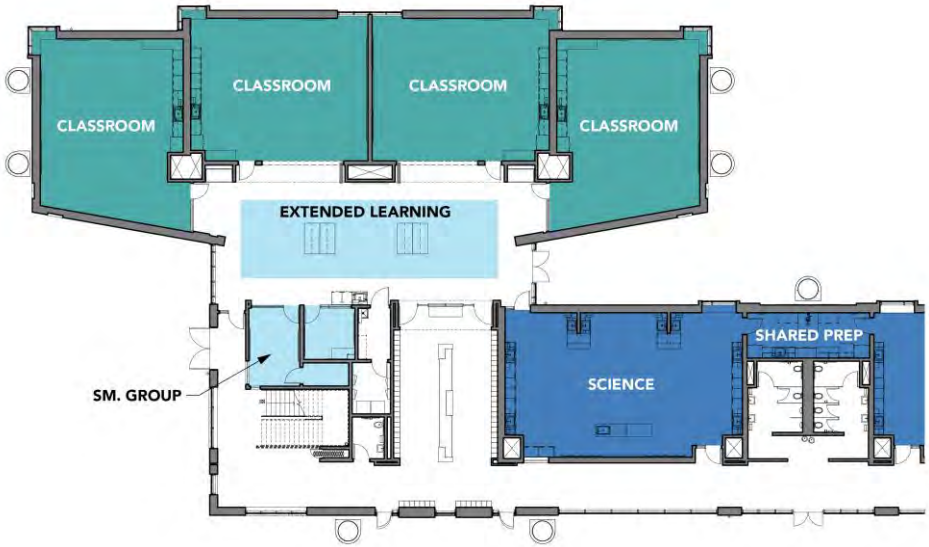

SOCIAL STUDIES CLASSROOM
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EXTENDED LEARNING
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STUDENT SUPPORT
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SCIENCE


CLASSROOM
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CLASSROOM
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.

Exercise setup and process:

Exercise Instructions:

- Break into four equal groups for small group work – each group to have representation from teachers, community members, administrative staff and students.
- Use classrooms from the English, Social Studies, World Language, and Math departments to form single departmental groupings. Incorporate an Extended Learning Area and a Resource Classroom into the classroom clusters.
- Similarly arrange a set of the classroom blocks to form a departmentally integrated classroom cluster incorporating Extended Learning Areas and a Resource Classroom.
- Review and discuss the adjacency relationships between CTE, Business, Visual Arts and Science departments to see if there are advantages or efficiencies we can find through the adjacency relationships.
- Review and discuss the adjacency relationships between the Life Skills Department and a classroom cluster.
- The clusters should be able to be replicated.
- Discuss with your group the benefits of each scheme.

Exercise setup and process:

Designate a representative and report out. Please respond to the following questions as part of your report out:

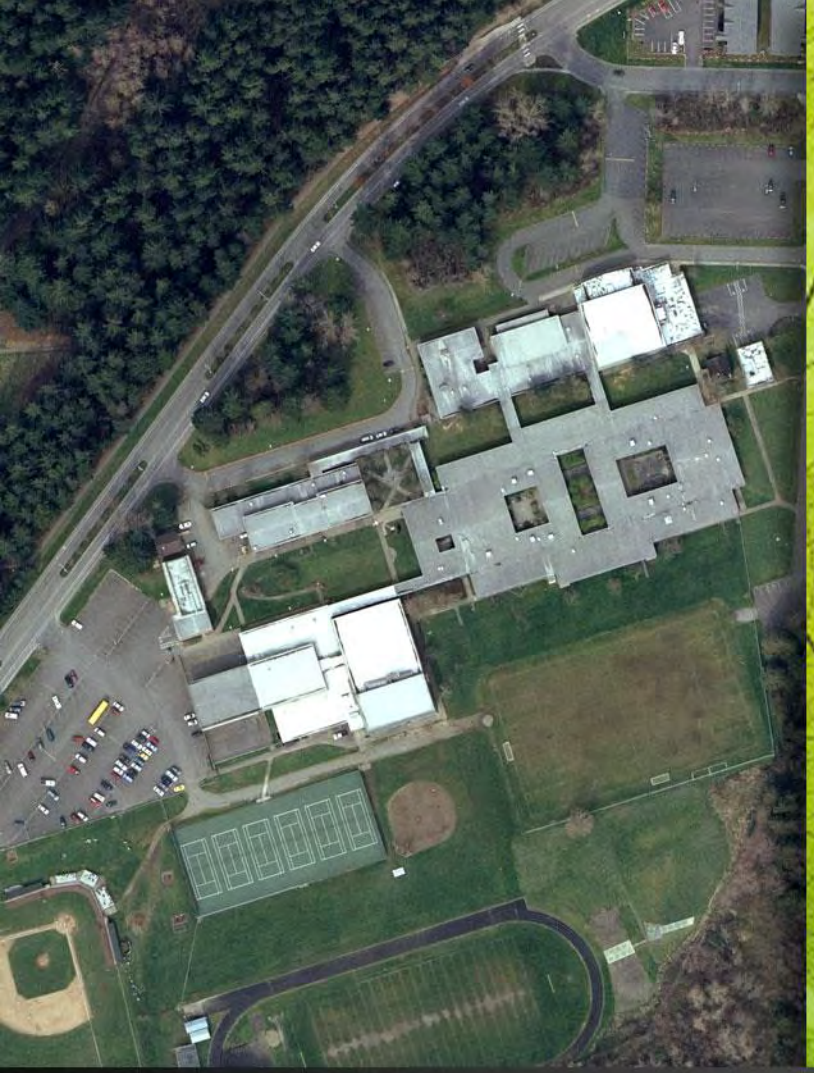
1. Does the classroom arrangement provide space for staff collaboration and team building?

2. Is the arrangement flexible enough to support 21st century learning and adaptable to future needs?

3. Does the arrangement allow for the celebration of all student successes?

4. Do the collaborative spaces encourage regular use by staff and students?





Next Meeting

- Review and refine the proposed adjacency diagramming concept schemes
- Discuss phasing impacts
- Tuesday March 29, 2016
- Thank you!

Bellingham Public Schools

DYKEMAN
INSPIRING EVERYDAY SPACES

