

# Sehome High School

## Staff Update on Design Advisory Committee Progress

*April 29, 2016*

Bellingham Public Schools

Dawson

DYKEMAN
INSPIRING EVERYDAY SPACES



# Sehome High School

## Educational Specification / Design Advisory Workshops

| EVENT / DATE | AGENDA |
|---|---|
| **First Workshop**<br>11.17.2015<br>2:45pm to 4:45pm | 1. Welcome by Dr. Baker<br>2. Presentation of Working Norms<br>3. Wish and a Wonder about the project<br>4. Project "givens"<br>5. Challenges, Opportunities and Examples of Dykeman Work<br>6. Tour of Sehome Site and Buildings |
| **Second Workshop**<br>12.01.2015<br>2:45pm to 4:45pm | 1. Review of Visioning Process and Emerging Themes<br>2. Themes and Outliers<br>3. Outline For Future Activities |
| **Homework**<br>12.02.2015 – 01.04.2016 | 1. Thinking about Guiding Principles |
| **Third Workshop**<br>01.05.2016<br>2:45pm to 4:45pm | 1. Develop Draft Guiding Principles<br>2. General Building Design Considerations<br>3. Tour Logistics |
| **Homework**<br>01.06.2015 – 01.18.2016 | 1. Video tours of other schools |
| **Fourth Workshop**<br>01.19.2016<br>All Day. Exact times to be confirmed | 1. School Tours<br>• Lynnwood High School<br>• Issaquah High School<br>• North Creek High School (Dykeman)<br>• Glacier Peak High School |
| **Fifth Workshop**<br>02.02.2016<br>2:45pm to 4:45pm | 1. Share out from tours<br>2. Finalize Guiding Principles based on tour learnings<br>3. Define key program elements<br>4. Diagram key program elements on-site |
| **Round Robin Work Group Sessions**<br>02.16.2016, 02.17.2016 and 02.18.2016 – All day work sessions | 1. Meet with individual Departmental Staff Work Groups and interested committee members over a two-three day period.<br>2. Goals are to establish perspective on spaces, size, adjacencies and detailed functional requirements.<br>3. Tentative Focus Groups: **See back of sheet.** |

| EVENT / DATE | AGENDA |
|---|---|
| **Sixth Workshop**<br>03.01.2016<br>2:45pm to 4:45pm | 1. Review the data gathered from the Focus Groups<br>2. Present Draft Numeric Program<br>3. Wrestle With Variances<br>4. Review adjacency diagrams |
| **Seventh Workshop**<br>03.15.2016<br>2:45pm to 4:45pm | 1. Review and Discuss Design Team proposed diagrams / concept options<br>2. Site features<br>• Daylighting<br>• Views<br>• Site usage fields – passing period etc.<br>• Other<br>3. Plan Evening Community Update Meeting? |
| **Eighth Workshop**<br>03.29.2016<br>2:45pm to 4:45pm | 1. Review/Refine Design Team proposed diagrams / concept options<br>2. Plan Evening Community Update Meeting? |
| **Ninth Workshop**<br>04.12.2016<br>2:45pm to 4:45pm | 1. Welcome and Housekeeping<br>2. Review/Refine Design Team proposed diagrams / concept options<br>3. Wrap Up and Closing |
| **Tenth Workshop**<br>04.26.2016<br>2:45pm to 4:45pm | 1. Review/Refine Design Team proposed diagrams /concept options |
| **Eleventh Workshop**<br>05.03.2016<br>6:00pm to 8:00pm | 1. Community Meeting, 6-7pm<br>2. Discuss Community Meeting feedback and comments, 7-8pm<br>3. Prepare Initial Recommendation To Dr. Baker? |

# Visioning / Ed Spec Term Examples:

**Key Strategy:**
Great Teaching with Strong Support

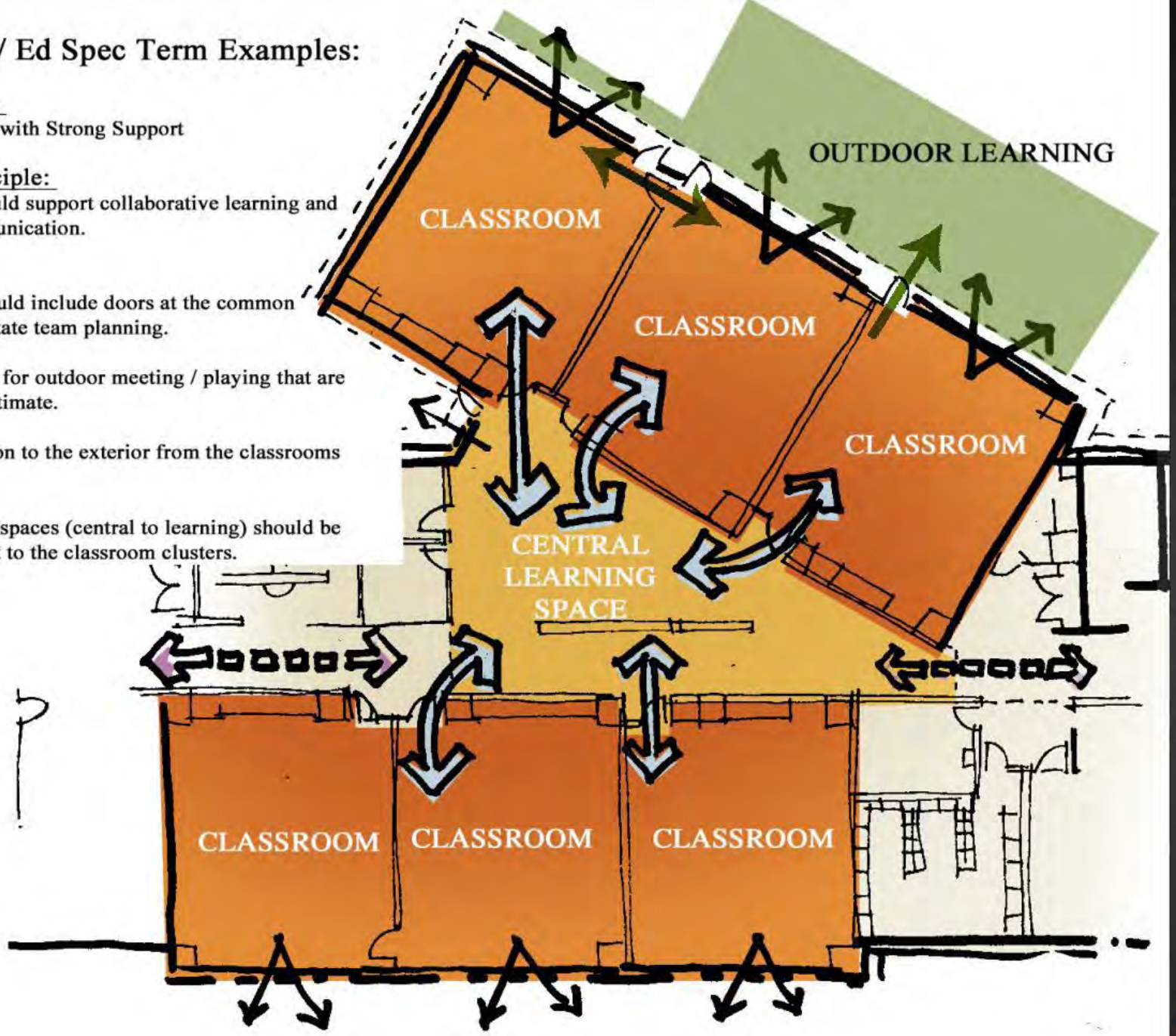
**Guiding Principle:**
The school should support collaborative learning and facilitate communication.

**Indicators:**
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.



Bellingham Public Schools
*a collective commitment*

# 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.
   - **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).

# School Tours



Lynnwood High School

Edmonds School District



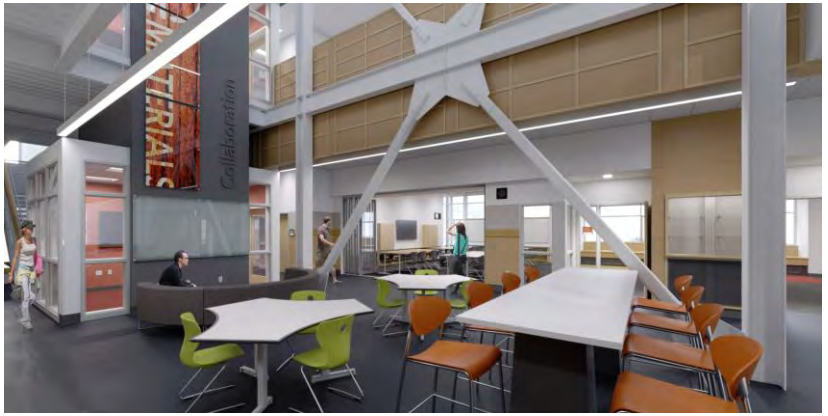
Glacier Peak High School

Snohomish School District




Issaquah High School

Issaquah School District






North Creek High School

Northshore School District

Sehome Numeric Program

Goal: Target 175,631 SF

Where are we: 193,311 SF

- Delta = 17,488 SF

How did we get here?

- Started with a 1200 student comprehensive high school based on previous experience.
- Met with staff and reviewed each individual department in detail and recorded all components requested.
- Compared staff requests with district goals and made adjustments.

Discuss and review in detail the adjustments made and identify challenges / opportunities. Identify the areas that we have wrestled with and explain why. See the blue highlights in the spreadsheet.

Challenges:

- Converting from a 1965 California Style Campus to a modern building with healthy HVAC systems, an energy efficient building envelope, a safe facility with interior circulation and central points of access – all of these things add square footage but are not educational space.
- Programs are growing from what is currently being housed:
  - CTE is growing and an additional 2 classrooms are being added.
  - GRADS program is expanding and being identified as a teaching environment.
  - Physical Therapy program / Athletic Training Program is starting up and needs space.
  - Culinary Arts Program is intended to be brought on site.
- Theater seating requirement is increased from 200 to 400 seats.
- Several individual offices were requested by staff but the programs are envisioned to be run differently.
- Science Classroom requirements increase with new state requirements – increasing classroom demand by 1+

Opportunities:

- One to One devices is bringing space efficiencies by eliminating computer labs as breakout spaces.
- The spatial needs of the library are reduced substantially, 15,000 volumes to 4 or 5,000.
- Life Skills will transition from a centralized program at Sehome to being distributed between all of the high schools.
- Culinary Arts Program is envisioned to be on the campus but adjacent to the Central Kitchen.

Where do we go from here?

- Consider the common planning spaces – this allows flexibility for teaching and increasing student occupancy without physical improvements – part of the future proofing of the school.
- Consider the Extended Learning Areas – these spaces give teachers flexibility and provide more visibility to classroom activities – part of the future proofing of the school.
- District can work at the executive level to address funding opportunities to increase the project budget.
- What are other opportunities?

Open up for clarifying questions.

Define the “Focused Question”: How do we get from 193,111SF to the project goal of 175,623 SF

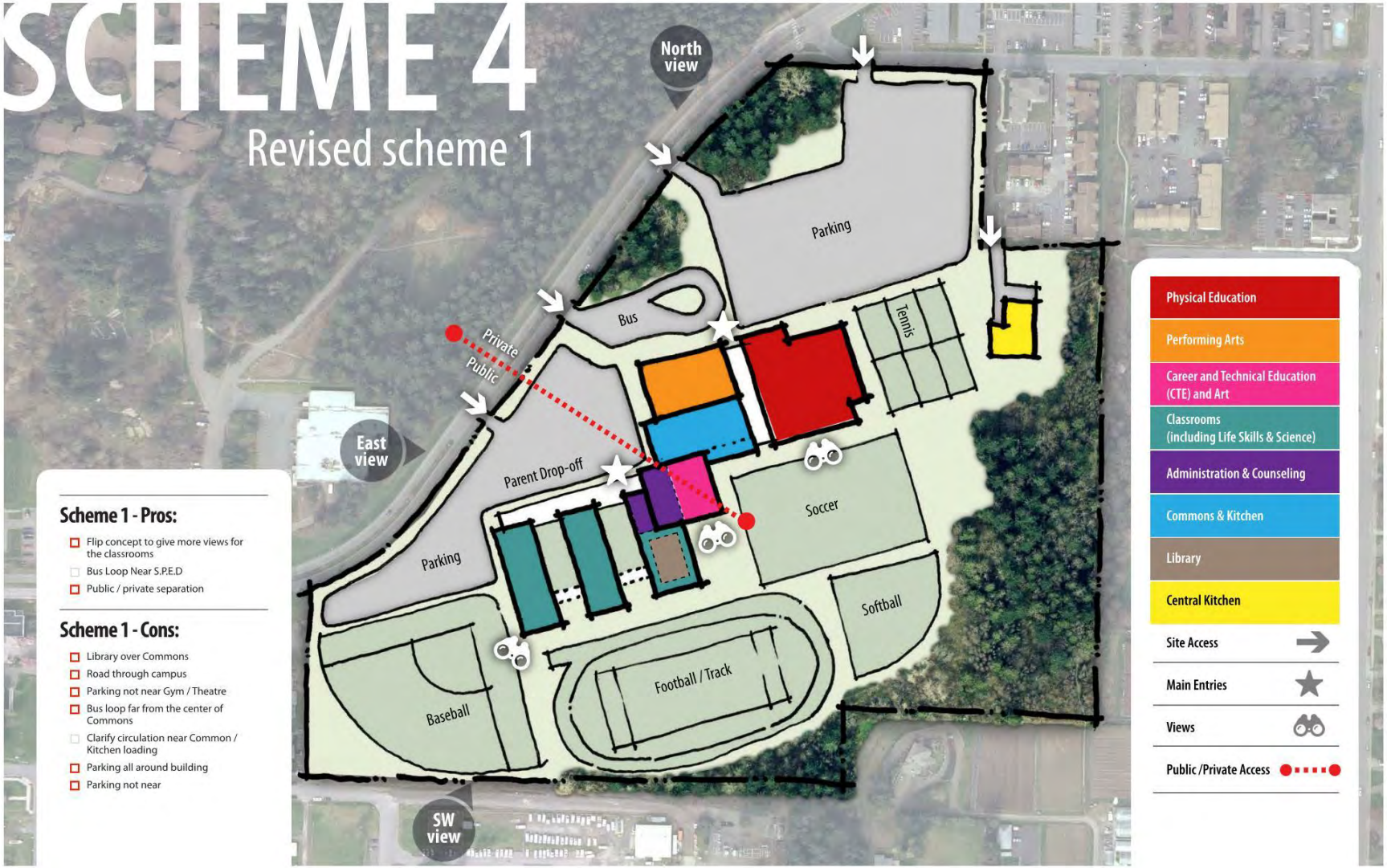
Break into groups lead by Ron and Steve to wrestle with the challenge.

# WORKSHOP 6

Scheme development
March 1, 2016

# SCHEME 4

## Revised scheme 1




### Scheme 1 - Pros:

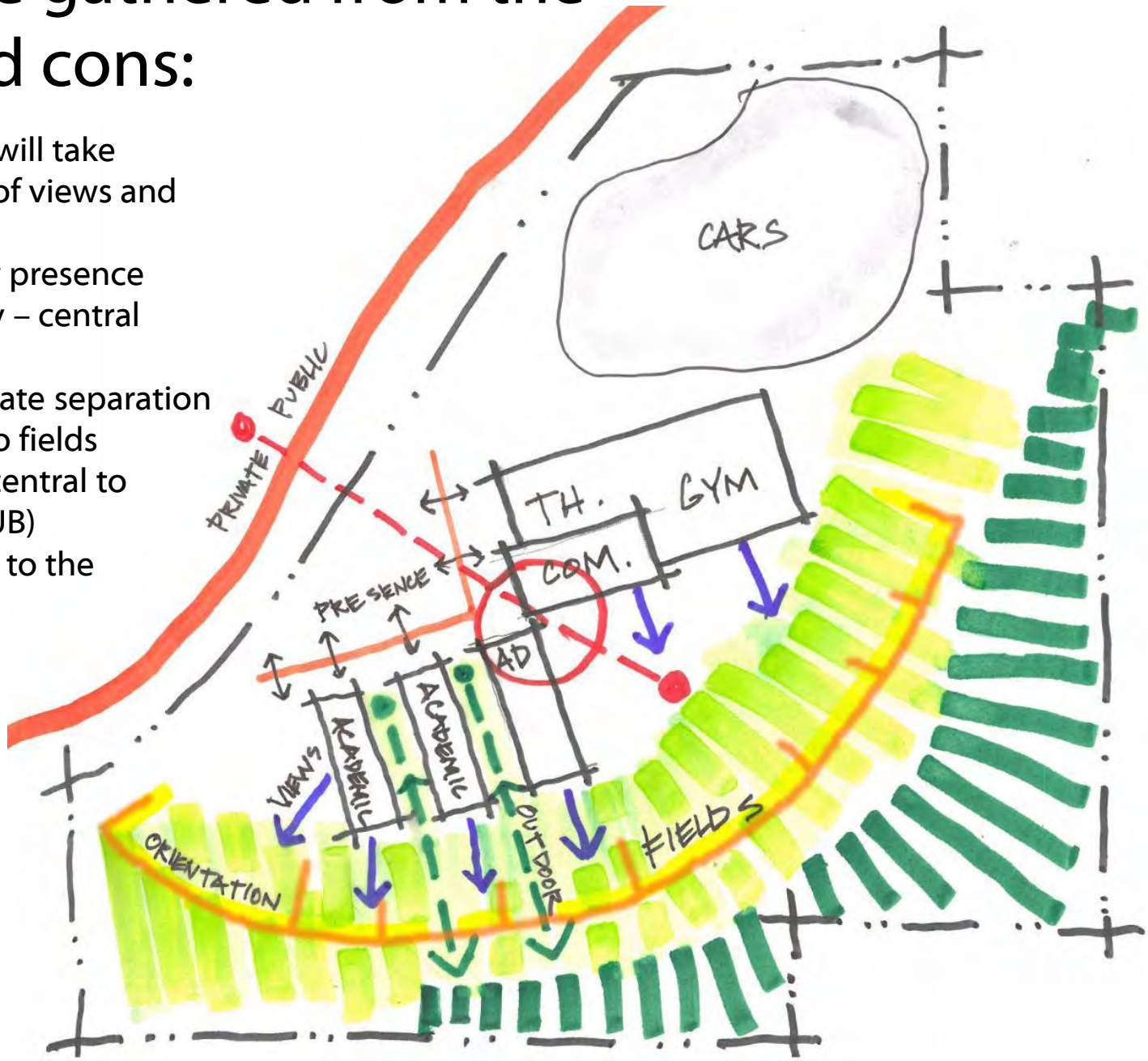
- [x] Flip concept to give more views for the classrooms
- [ ] Bus Loop Near S.P.E.D
- [x] Public / private separation

### Scheme 1 - Cons:

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

# 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:

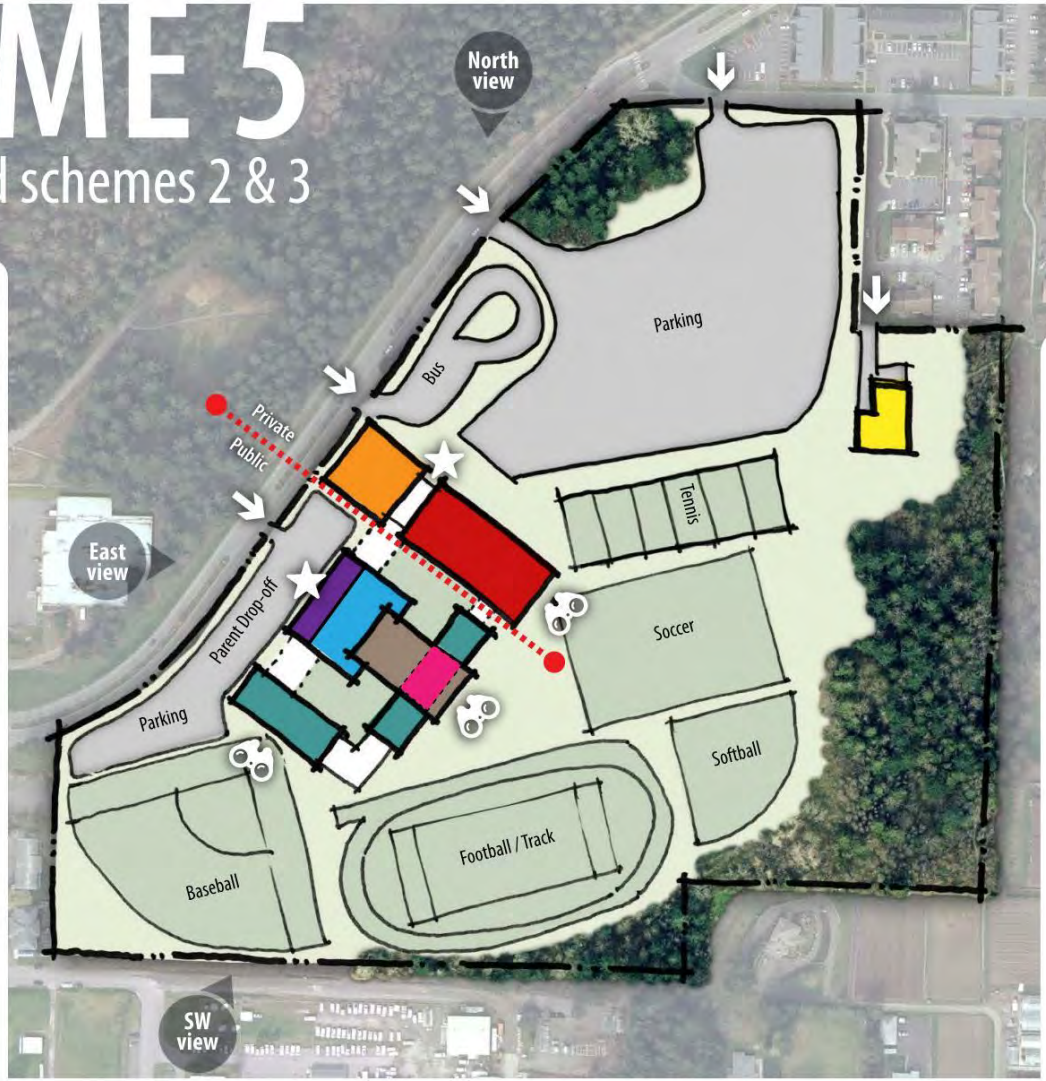
- Commons too far from classrooms
- Parking in view
- Commons isolated
- Access control – make main entrance clear

### 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:

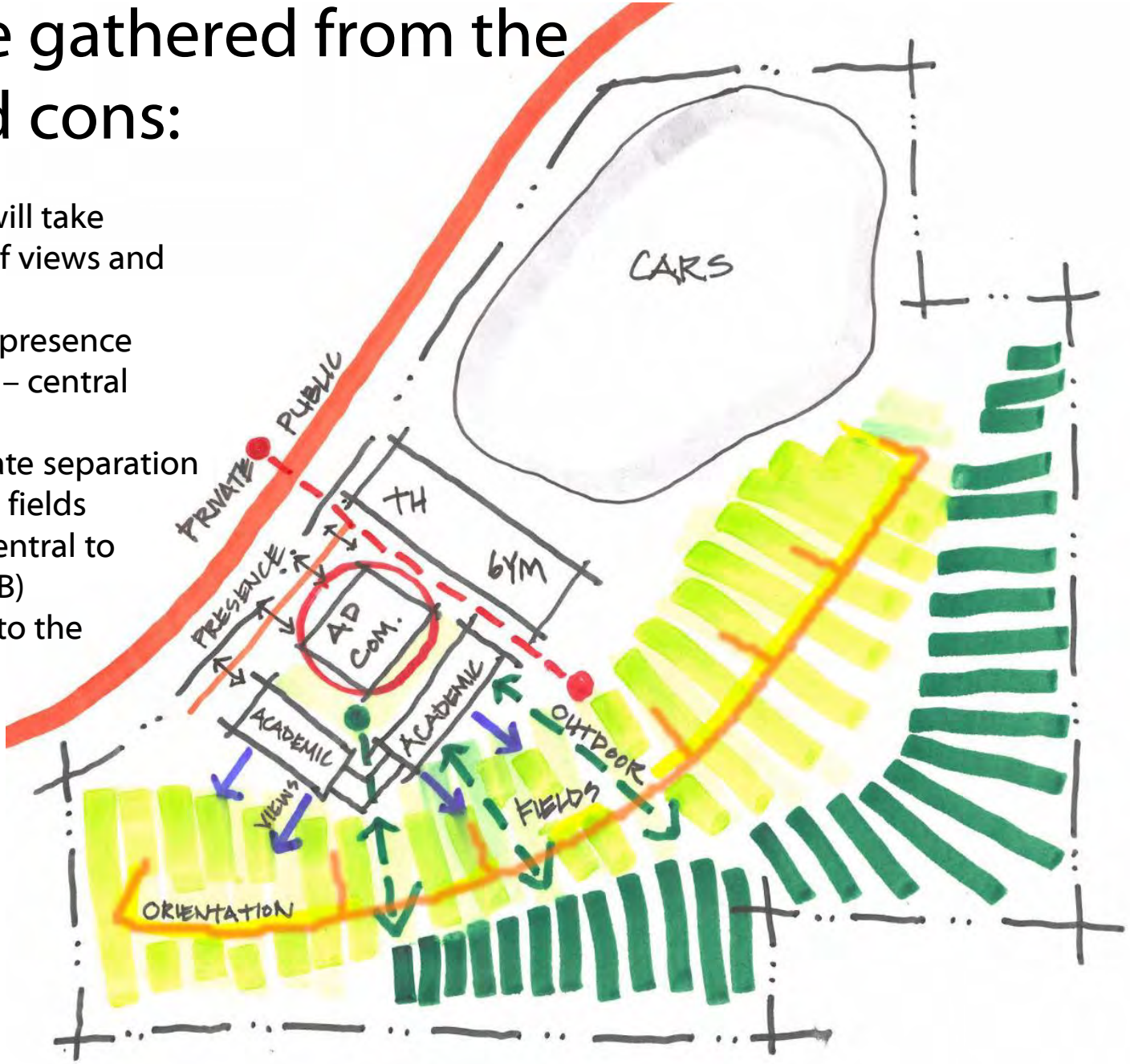
- Soccer field removed from campus for P.E.
- Low walkability
- Obvious parent drop-off needed
- Building needs to be flipped for view
- Visibility to fields is lacking
- Community presence lacking




- 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

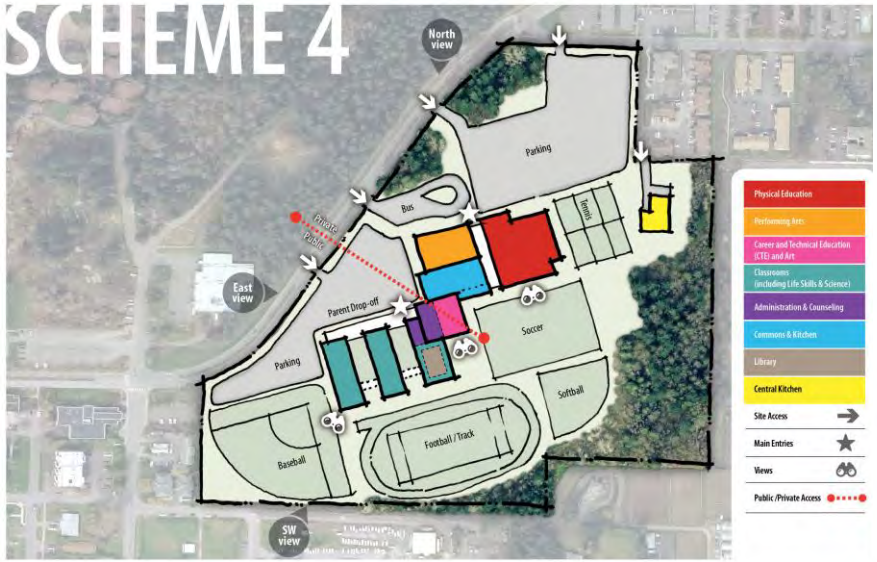
# What we gathered from the pros and cons:

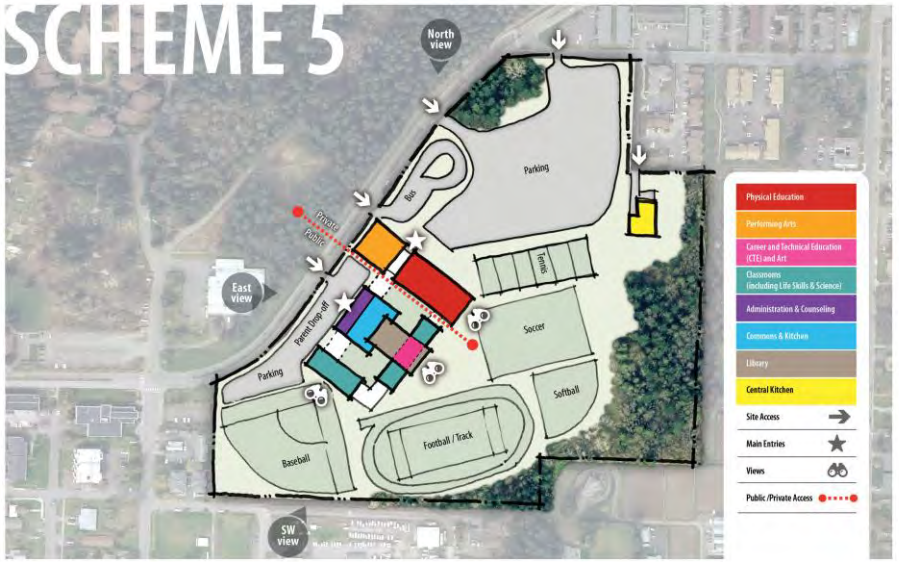
- The school will take advantage of views and daylight
- Community presence
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- Commons central to campus (HUB)
- Connection to the outdoors



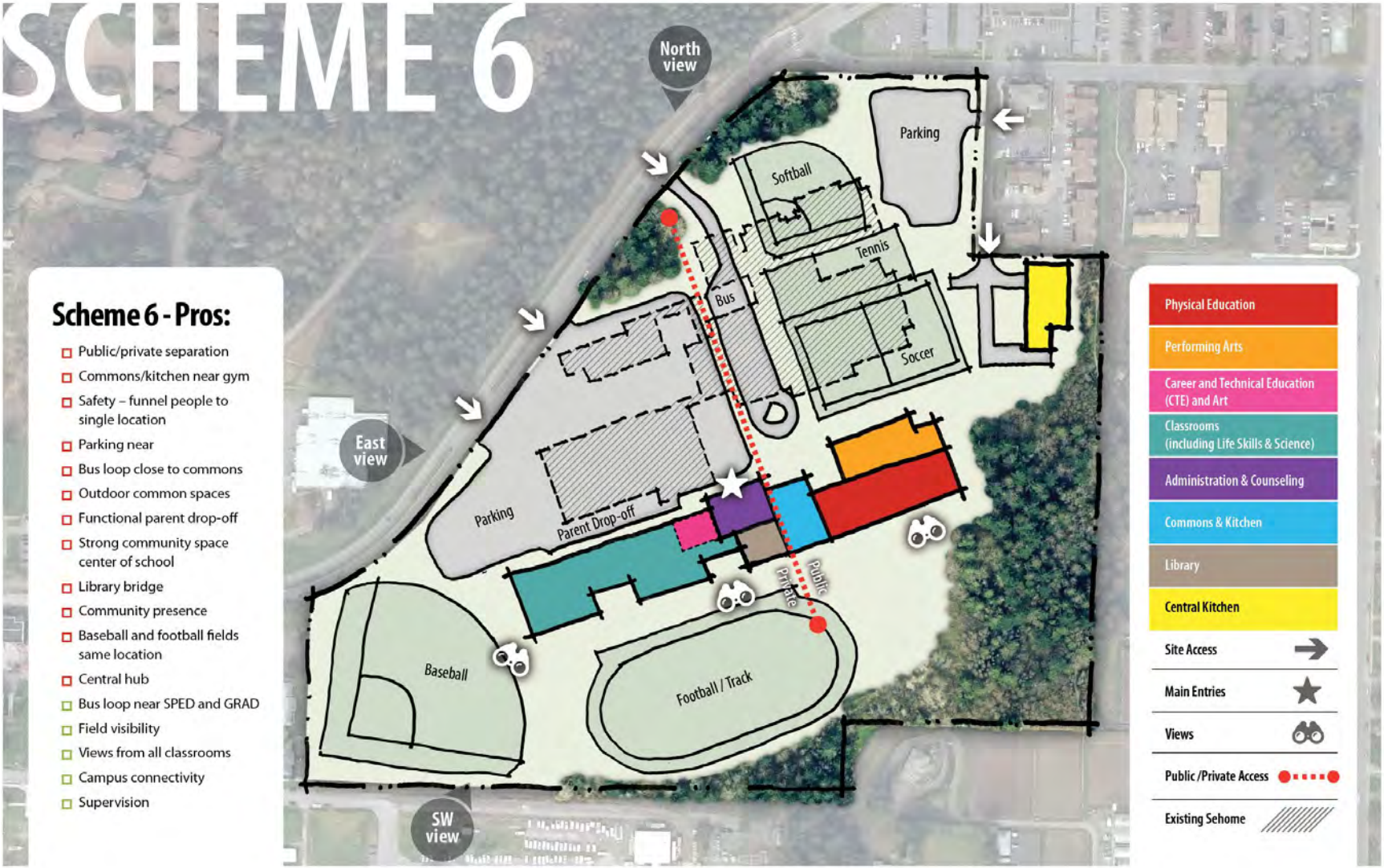
# What's missing?

- 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

# 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



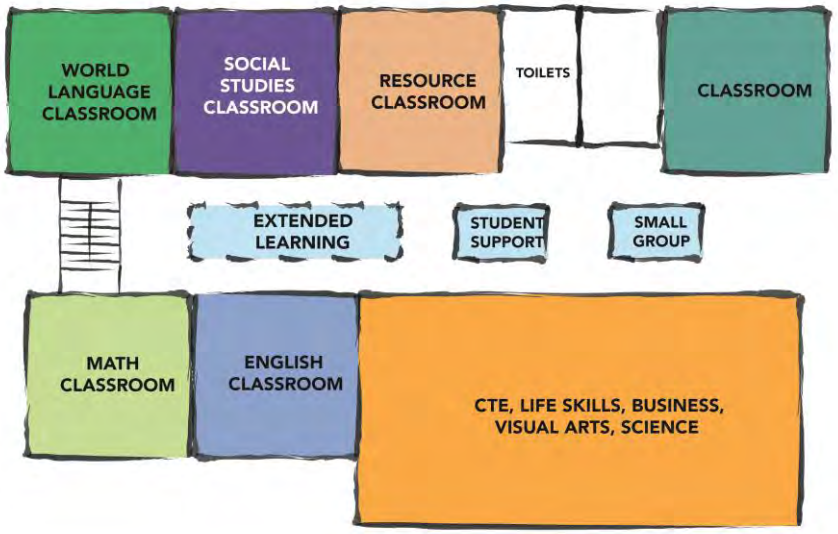
# The Next Big Thing Isn't For Us



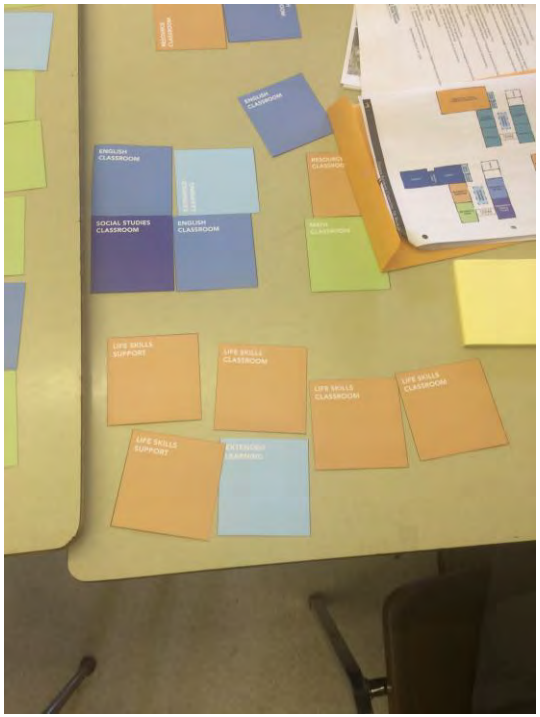
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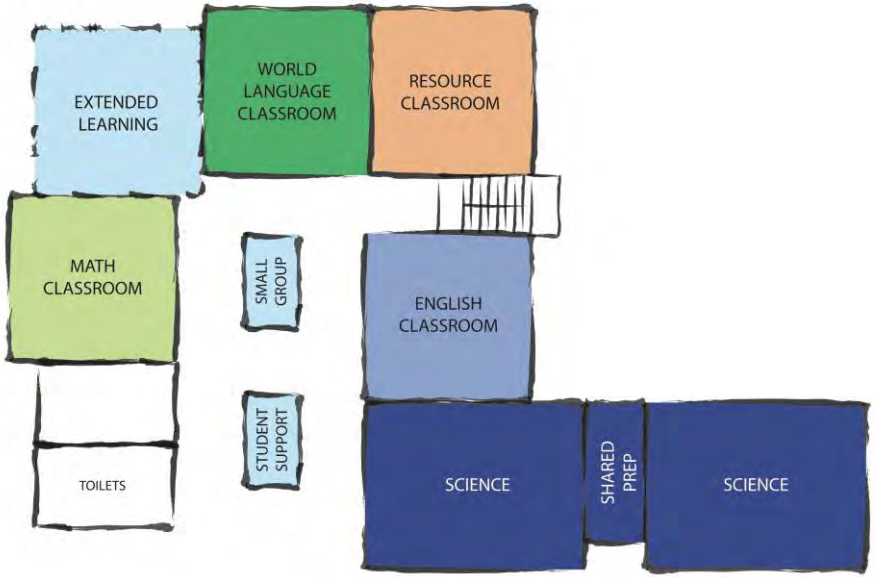
We are designing spaces for a generation that hasn't entered Kindergarten, to prepare them for careers that haven't been created, ensuring they have the skill to use tools that are yet to be developed.


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
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RESOURCE CLASSROOM

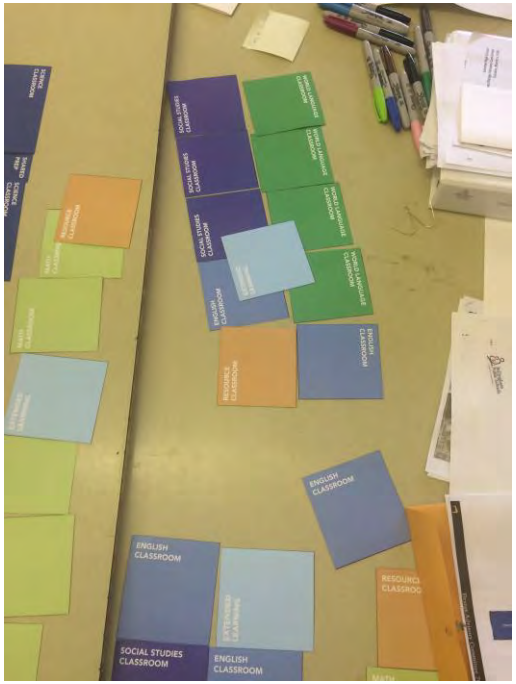

WORLD LANGUAGE CLASSROOM
SOCIAL STUDIES CLASSROOM
RESOURCE CLASSROOM
TOILETS
CLASSROOM
EXTENDED LEARNING
STUDENT SUPPORT
SMALL GROUP
MATH CLASSROOM
ENGLISH CLASSROOM
CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

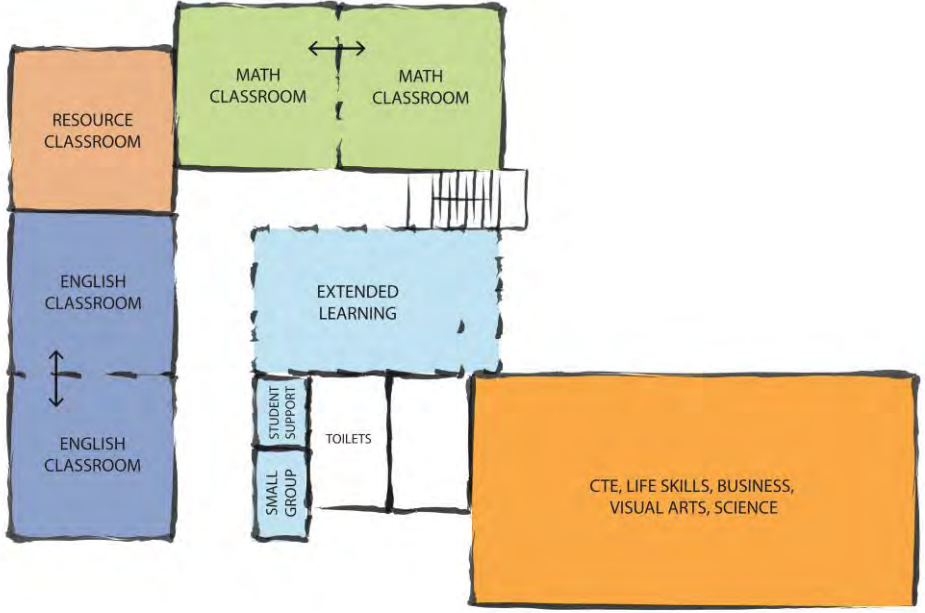
1


ENGLISH CLASSROOM
RESOURCE CLASSROOM
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LIFE SKILLS SUPPORT
EXTENDED LEARNING

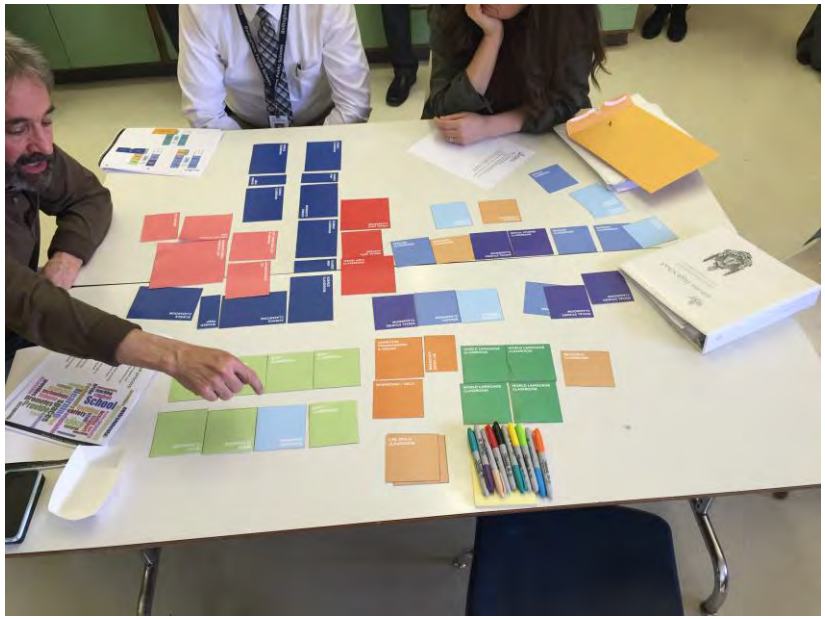

EXTENDED LEARNING
WORLD LANGUAGE CLASSROOM
RESOURCE CLASSROOM
MATH CLASSROOM
SMALL GROUP
ENGLISH CLASSROOM
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STUDENT SUPPORT
SCIENCE
SHARED PREP
SCIENCE

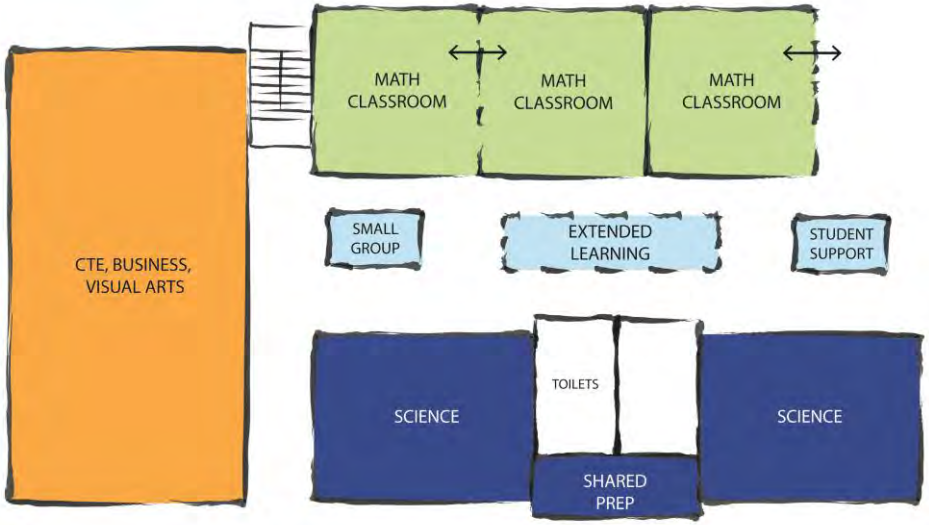
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ENGLISH CLASSROOM
SOCIAL STUDIES CLASSROOM
ENGLISH CLASSROOM


RESOURCE CLASSROOM
MATH CLASSROOM
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ENGLISH CLASSROOM
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EXTENDED LEARNING
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CTE, LIFE SKILLS, BUSINESS, VISUAL ARTS, SCIENCE

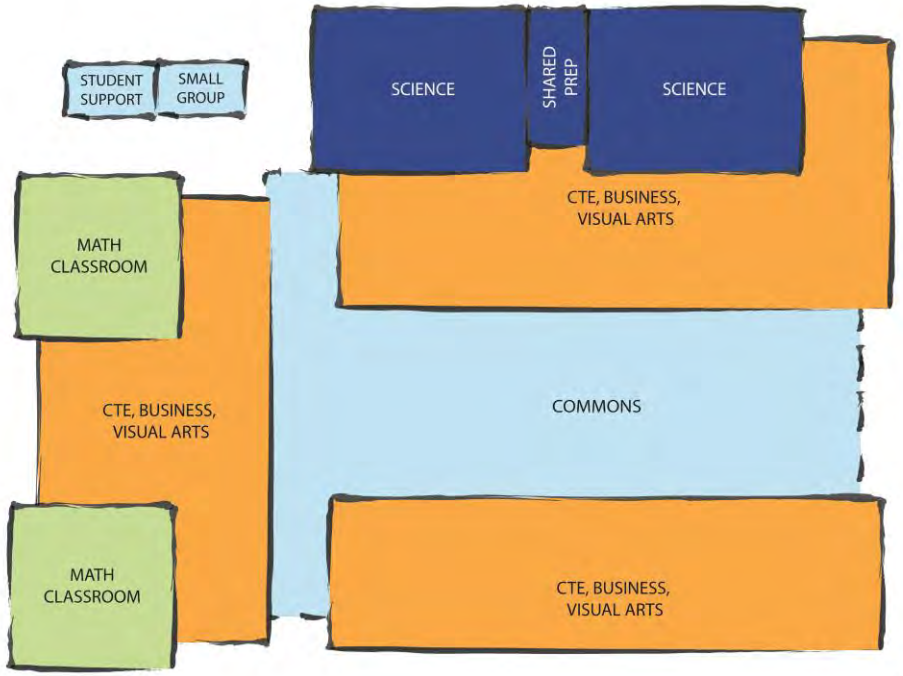
3




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? What did we hear?

ACOUSTICS

PROXIMITY

INVITING

SPACE FOR DISPLAY

MULTIFUNCTIONAL

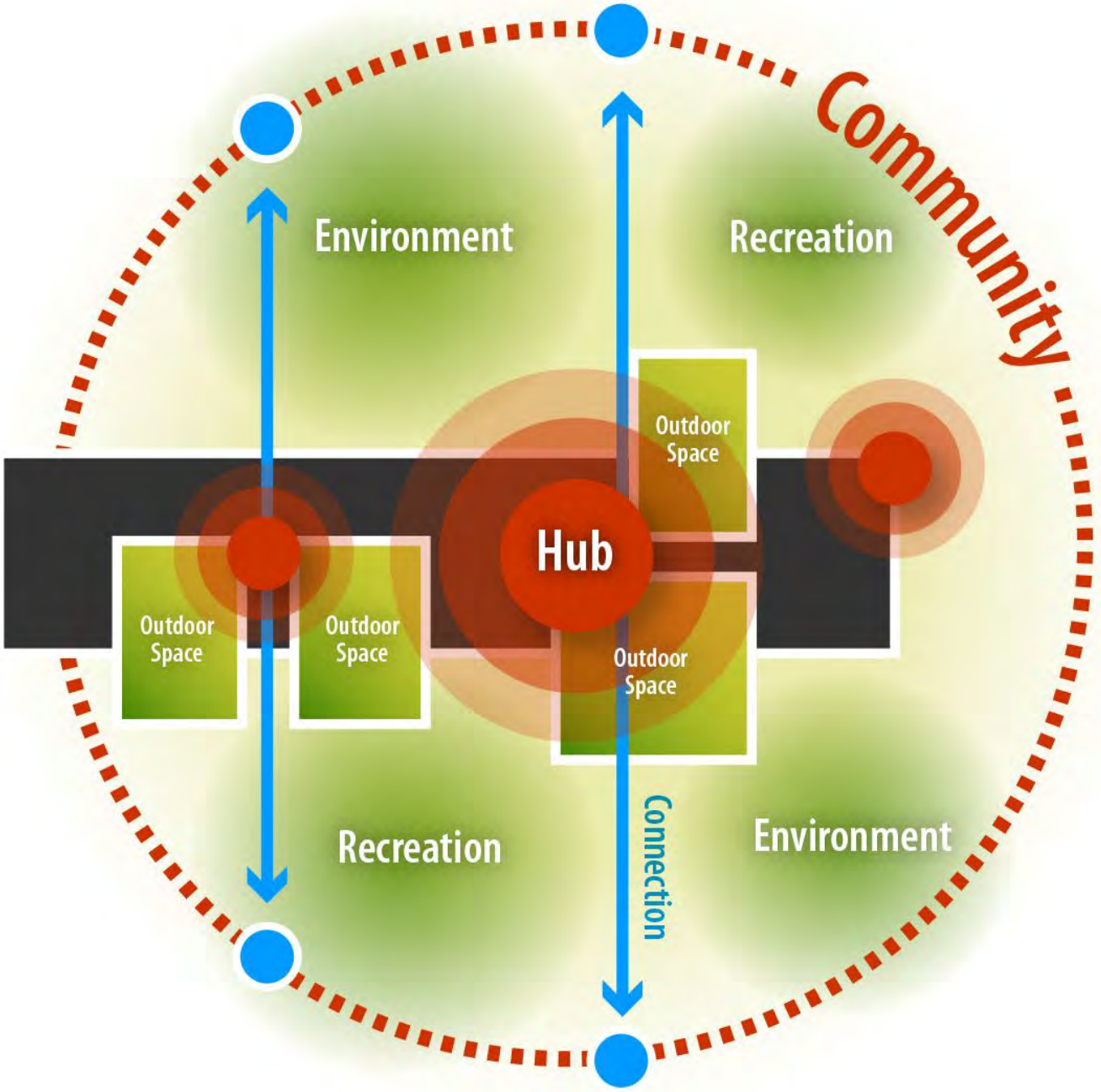
FLEXIBLE

TRANSPARENCY

TECHNOLOGY

OPEN

ADJACENT TO CIRCULATION


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

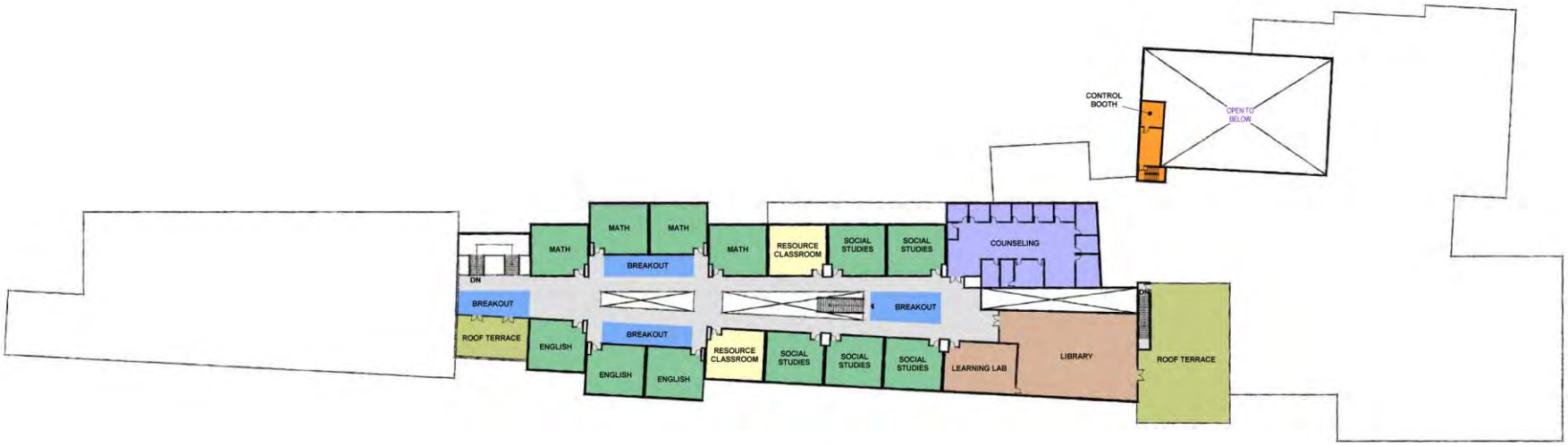
# Sehome Staff Update - Design Advisory Committee



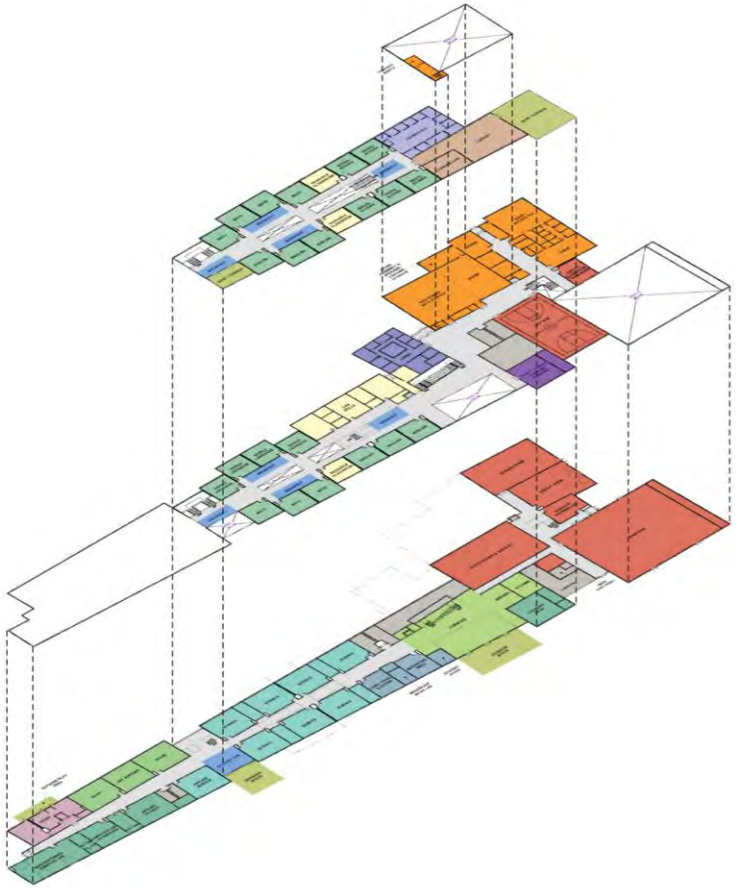

SECOND FLOOR




FIRST FLOOR




THIRD FLOOR



ISOMETRIC

# SITE

## comments we have addressed:

1. Provide multiple trail and pathway connections through the site to Bill McDonald Pkwy.
2. Provide safe and comfortable pedestrian access through parking.
3. Use landscaping to break up "sea of parking"
4. How is PE access between fields and locker rooms addressed?
5. Clearer understanding of people flow through the entire campus.
6. Need to understand the topography on the north side of the building.



Additional Items addressed:

- Bus drop off access and street improvements
- Future portables
- Definition of outdoor classrooms
- Softball/soccer
- Bike racks
- Central Kitchen



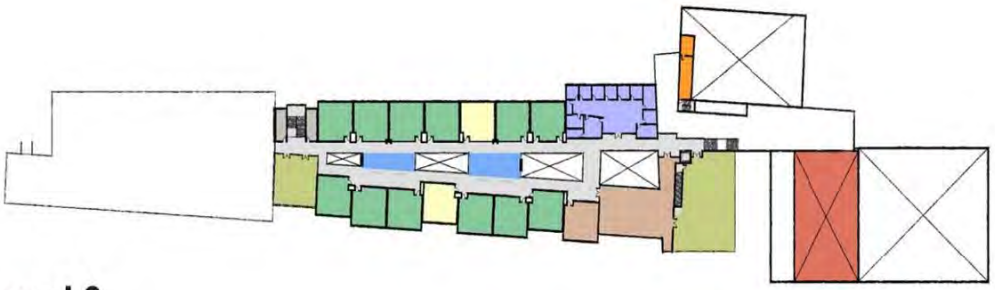
# BUILDING

## comments we have addressed:

1. Where are the restrooms for events near gym?
2. Can there be a unisex/family restroom adjacent to gym for events?
3. Need a safe pathway from the gym to the locker rooms so that the fans and athletes are not crossing paths.
4. Ticket booth location?
5. The main gym foyer needs to be celebrated.
6. Where will the athletic display for accomplishments be located– trophies, photographs, etc.?Upper level or lower level?
7. There needs to be a visual connection from the manufacturing robotics lab to the computer lab
8. Can you supervise down to the main gym from the auxiliary gym?
9. Provide glazing on both the interior and exterior walls of the Art classrooms.
10. Provide "nooks" on 1st floor similar to upper levels.

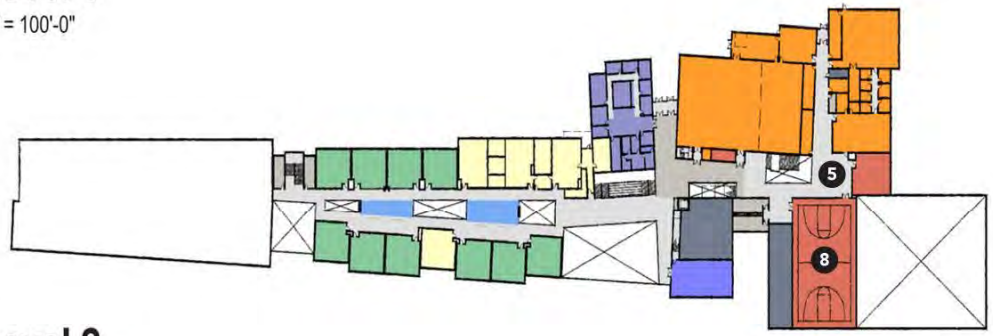
**GRADS Program:**

11. Concerned about noise from CTE programs interrupting sleeping babies.
12. Consider relocating GRADS to 3rd floor via Life Skills elevator and entrance.
13. Locate adjacent to Library. May be able to program Learning Lab? Provide rooftop play area?
14. Put them in a spot that is more central than not... the heart of the school so to speak... vs isolated as they currently are at Sehome.
15. Easy access to the front door of the school to the degree possible... vs a super long walk.
16. Being near other staff members that are not responsible for a classroom can be helpful (whether that's the office, counseling center, nurses, etc...). This can help in case of emergencies when the kids need to be evacuated... having other adults who quickly go to the GRADS program and help.
17. Attention to sound is important (like the idea I heard of how might we soundproof the room a bit)... but not protecting from sound to the extent that the program is isolated.
18. They need fairly easy access to the playground... outside connection is certainly ideal... but walking a bit can be ok if that means being located in a spot that works better w/other aspects.
19. It would help to have a three dimensional understanding of the interior spaces (see following pages).



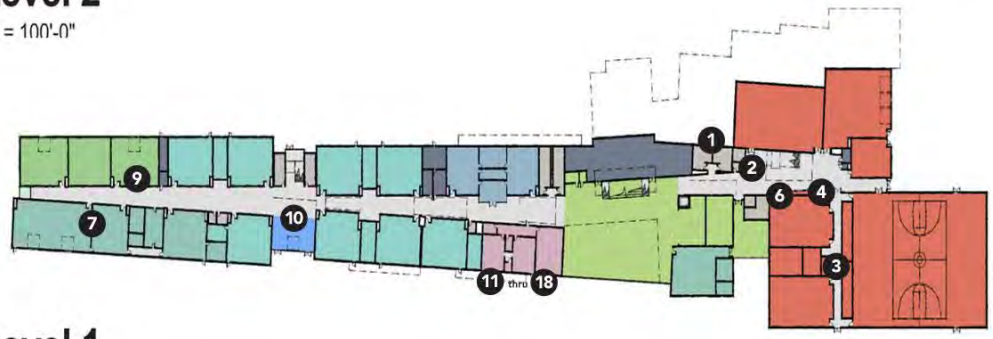
**Level 3**

1" = 100'-0"



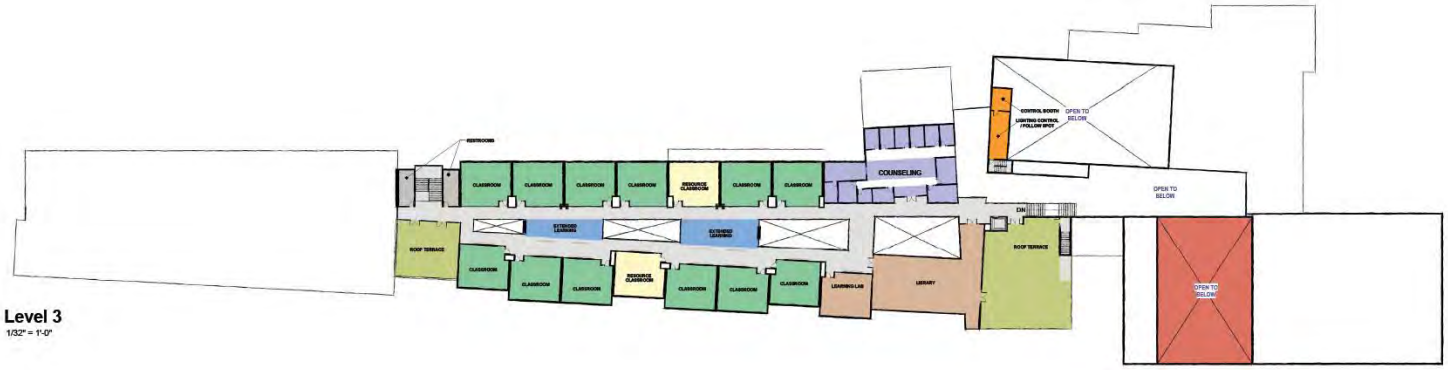

**Level 2**

1" = 100'-0"

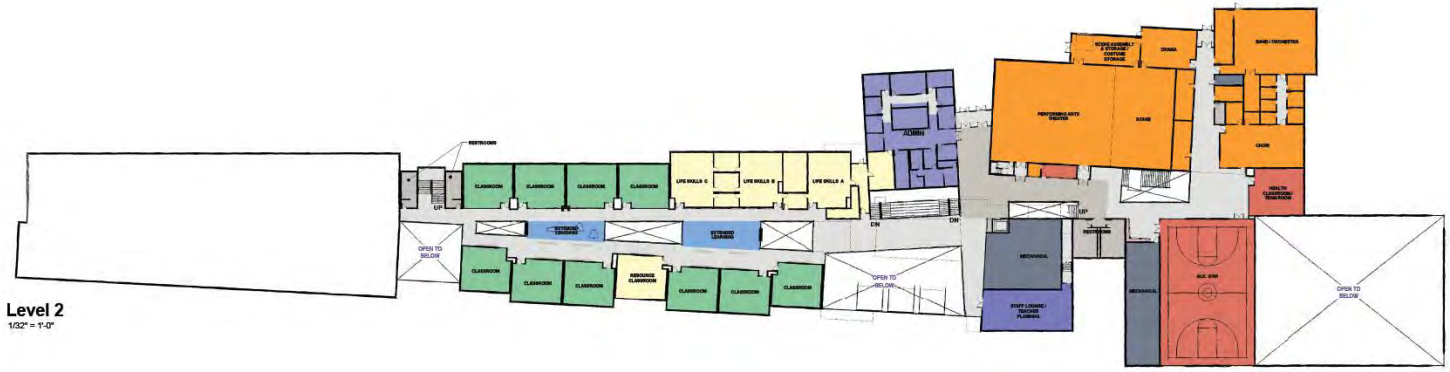



**Level 1**

1" = 100'-0"




**Level 3**
1/32" = 1'-0"




**Level 2**
1/32" = 1'-0"




**Level 1**
1/32" = 1'-0"

THIRD FLOOR LEGEND
- CIRCULATION
- COUNSELING
- EXTENDED LEARNING
- GENERAL ED
- LIBRARY
- LIFE SKILLS
- OUTDOOR SPACE
- PE
- PERFORMING ARTS
- SUPPORT

SECOND FLOOR LEGEND
- ADMIN
- CIRCULATION
- EXTENDED LEARNING
- FACULTY
- GENERAL ED
- GRADS
- GRADS Program
- LIFE SKILLS
- MECH. / ELEC.
- NURSE
- PE
- PERFORMING ARTS
- SUPPORT

FIRST FLOOR LEGEND
- BUSINESS
- CIRCULATION
- COMMONS
- CTE
- EXTENDED LEARNING
- GRADS
- MECH. / ELEC.
- PE
- SCIENCE
- SUPPORT
- VISUAL ARTS

Sehome Staff Update - Design Advisory Committee

LIBRARY
COUNSELING
STUDEN
CENTER
ELEVATOR
WELCOME

HOME
MARINERS

FORMANCE
CONCESSIONS
ATHLETICS
WELLNESS
STUDENT
CENTER
ELEVATOR
Hey you,
take a hike!
Sports Calendar
Tweet Feed

ATHLETICS
CREATE
CONFIDENCE
WELLNESS


ENDURANCE
SEHOME

COVER
CLASSROOM

CREATE
COLLABORATION

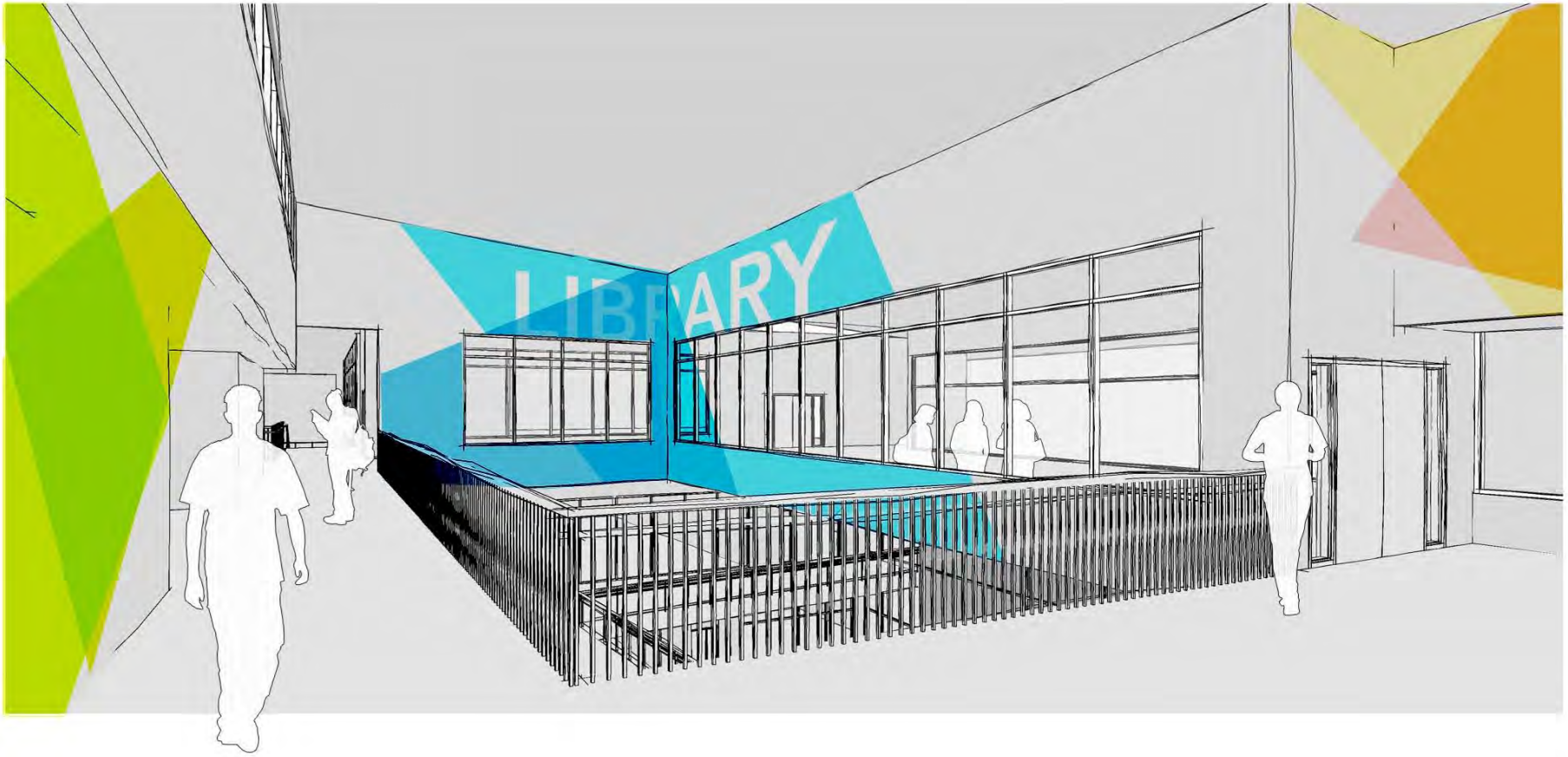

HEVE
CLASSROOM


HUB


SERVERY
CULINARY ARTS


SEHOME


MARINER
PRIDE


LIBRARY



# Next Steps

- Work towards a recommendation to the Superintendent
- Thank you!

Bellingham Public Schools

dawson

DYKEMAN
INSPIRING EVERYDAY SPACES

