



Meeting Minutes
BSD – Sehome Ed Spec/Design Advisory Committee Meeting No.3
Tuesday, January 5, 2016

Members Present:

Allen, Jeff	Jewitt, Tim
Anderson, Mike	Johnson, Kevin
Ashby, Melissa	Keck, Kacy
Brawley, Jacqueline	Knops, Gail
Clarke, Steve	Kuss-Cybula, Michelle
Cowan, Ron	Lawyer, Curtis
Criez, Kevin	Peterson, Mark
Cushman, Colin	Schenck, Corrine
Denton, Julie	Schubeck, Grace
Diehl, Gus	Smith, Dana
Dominguez, Kristi	Snyder, Craig
Gazow, Kurt	Stinson, Jonah
Ham, Zach	Tetrick, Jeff
Hankinson, Amy	Trulock, Oliver
Hasenjaeger, Kathy	Williams, Rachel
	Zender, Martha

Members Absent:

Dalton, Mark
Haberman, Mike

Steve Clarke welcomed the committee. The meeting minutes were emailed to the group on December 29th. There was no discussion or edits and the minutes were approved. The group received handouts of Plus/Delta's collected from the last meeting. Some suggestions that were consistent were more question and answer time and larger print on some of the handout material.

Ron Cowan asked if there were questions at this point in the process that anyone felt important to address.

Kevin Johnson asked where the school was going to sit on the site and if the school was built in phases, would the existing footprint be used. The location of the new school has not been decided. Tim Jewitt, Dykeman architect, said phasing does seem to work and they have done it in a number of schools. It presents some challenges, but it can be done, with benefits to the community and school. Ron stated there are great opportunities for student learning, and teaching opportunities, building a new school next to an existing school.

Colin Cushman questioned if there was any discussion of changing the line where the school boundaries are. Steve Clarke stated that if boundary lines change, it would be Bellingham High School and Squalicum boundaries, not Sehome's. Bellingham has some space, and Squalicum is getting full.

Square footage of the new school is based on the number of students that are currently enrolled and the space that they occupy (approximately 1,100 students and 175,000 square feet). A significant number of additional students from the current Sehome enrollment are not expected. For comparison purposes, Tim stated that a 1600 student high school is usually 225,000 square ft. Sehome will have approximately 1200 students, and the school will be 175,000 square feet.

Mark Peterson asked when the project would break ground. Ron indicated sometime in 2017.

Rachel Williams wondered if Sehome currently felt crowded. Michelle Kuss-Cybula responded that she sees certain programs that are tight, but not the entire school. There's not a lot of student lounge space, so those areas seem crowded at times.

Amy Hankinson asked if an 8 period day was being considered as that will impact spaces. Steve Clarke informed the group that the state has changed the graduation requirements to 24 credits. Districts are looking to expand offerings for students. Schools could anticipate additional staff if there are more class periods. This could add 2.5-4 teachers at Sehome. Michelle Kuss-Cybula said this pushes us to think about developing flexible spaces.

Kacy Keck stated that Lifeskills needs more space and wondered if that takes away square footage from classrooms? Ron said certain uses require more space and in the end it's a big puzzle that eventually comes together.

Ron gave the committee an update regarding how a contractor is selected. Typically when a school is built a design is developed for the school, then the project goes out to bid to potential contractors, and finally a contractor is selected after bids are received.

In December Ron and Curtis Lawyer went through a process with the state, by which the school district can hire a contractor based on price and qualifications. Most school districts don't get the opportunity to go through this process as the state has to grant permission to use it. It's likely the committee will meet the general contractor later this spring.

Tim Jewitt explained that the design team concern themselves a lot with the concept of timelessness. Some of the main functions around timelessness focus on how the building is used. That's why it is so important for the committee to communicate how the building will be used (the educational program) so they can design a building that supports the program. It's important to consider flexibility and keep an open perspective. When new spaces are designed we may not know now how the spaces will be used down the road with new leadership, technology, etc.

Michelle Kuss-Cybula stated that today the committee was focusing on the new structure and how it will support learning. She explained that the 5 Key Strategies in the Bellingham Promise grounds our work and we use it to funnel critical decisions we are making.

- 1) Great Teaching with Strong Support
- 2) Innovation and Flexibility
- 3) Student Family and Community Engagement
- 4) Early Childhood
- 5) A One Schoolhouse Approach

Looking at past school district projects, the district used these strategies to assess our understanding of our program and support implementation of the Key Strategies. All of the work that occurred at the last two meetings was captured in the Themes and Outliers which will help the group with their work today: Developing Guiding Principles and the related Indicators.

Guiding Principles are what's going to drive the building design. They are our belief statements that help us shape our building, defining what is important.

Indicators are how we measure the Guiding Principles. An indicator is a specific statement, how we test the Guiding Principle, and determine if the Guiding Principle was realized. As a committee it's not our job to define how instruction takes place, but it is our job to help define what the spaces look like where the instruction occurs. Ron agreed, adding the committee's work is centered around the structure.

Michelle gave examples of Guiding Principles and Indicators to the committee. She instructed the committee to break into smaller groups, assigning each team to one of the 5 Key Strategies. Their task was to develop Guiding Principles using the themes that they identified earlier from the Visioning Process, their own perspective and other supporting documents. Each team came up with several Guiding Principles, and then categorized Indicators that fit within those principles.

The group reconvened and shared their Guiding Principles. Dykeman Architects will provide a collective list of all of the principles at the next meeting, Guiding Principles V1.0 (GP 1.0). The Dykeman team will interpret and refine GP 1.0 into suggested subsequent Guiding Principle versions, (GP 1.1, etc.), that they can use for design. Those subsequent versions will be reviewed by the committee for accuracy, clarity, etc.

Ron wrapped up the meeting discussing the school tour on January 19th. We will likely do a charter bus, departing from Bellingham High School 7:30a.m., returning about 5:30p.m. The committee will tour the four high schools noted in the agenda.

A homework assignment will be emailed with links to virtual tours of additional schools. Ron requested that committee members not pay attention to the curriculums but rather the spaces. Meeting adjourned 4:45p.m.