



DYKEMAN



# the Bellingham Promise

vision

**We, as a community,** make a collective commitment to Bellingham's children. We will empower every child to discover and develop a passion, contribute to their community, and achieve a fulfilling and productive life. Board Policy E-1

mission

**We collectively commit** that our students are cared for and respected, and that they will graduate from our schools prepared for success. All students will be exceptional in their own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices. Board Policy E-1



core beliefs

### We believe:

- all children should be loved,
- the whole child is important,
- every child can learn at high levels,
- early learning and development are critical,
- learning is lifelong and essential to a high quality of life,
- compassion and service build community,
- teaching children to do their best involves self-reflection and reaching higher,
- diversity enhances a strong and healthy community, and
- together we achieve more than alone.



Board Policy GP-1

# Sunnyland Elementary School

## Education Specification/Design Advisory

## Welcome and Initial Introductions

# Welcome and Initial Introductions

- Committee Introductions
  - Committee Charge (Dr. Baker)
- Committee Norms
- Committee Template
  - The Work
  - Decision Making
  - Meetings Schedule
- Project Givens and Parameters
  - Site
  - Size
  - Capacity
  - Schedule
  - Budget

# Elementary School Model and Standards

Elementary School Model					
Description		Number of Classrooms	Number of Students		
3 classrooms/grade K-5		18	396	(Average 22 students per class)	
PreK		2	30	(Average 15 students per class)	
Special Education Resource		1	12		
Additional Classroom Spaces (Some combined)		3			
English Language Learners					
World Language					
Life Skills					
Bridges					
Promise K					
Etc.			12		
<b>Total</b>		<b>24</b>	<b>450</b>		

Elementary School Standards
<ul style="list-style-type: none"> <li>* Two-story building</li> <li>* Approximately 55,000 gross square feet</li> <li>* Maximum 975 Square Foot Kindergarten Classrooms (with sink and bubbler; no toilet room)</li> <li>* Maximum 950 Square Foot Grade 1-5 Classrooms (with sink and bubbler; no toilet room)</li> <li>* Maximum 1,025 Square Foot Pre-K Classrooms (with sink and bubbler, and toilet room)</li> <li>* Extended Learning Areas Adjacent To Classrooms (small group pull out area), typically one per grade</li> <li>* 450 SF Flex Space for Family Resource Center, PTA, Community Partners, etc.</li> <li>* Consider an area/space for lost and found (mostly clothing)</li> <li>* Full Size Gymnasium (6,000 SF)</li> <li>* Wood Gymnasium Floor</li> <li>* Mix of carpet and resilient flooring for classroom flooring (consider breakfast in the classroom)</li> <li>* Polished concrete for corridor flooring (now also considering Luxury Vinyl Tile in lieu of polished concrete)</li> <li>* Displacement ventilation</li> <li>* Vinyl tackable wall covering in classrooms and hallways</li> <li>* Combination Music Classroom/Stage (Adjacent To Cafeteria and Gymnasium), with some form of natural daylighting</li> <li>* Separation of bus and non-bus traffic</li> <li>* Sustainable Design Elements (WSSP)</li> <li>* Provision for Portables and/or Additional Classrooms (2)</li> <li>* Operable window coverings at all interior and exterior windows</li> <li>* Single point of public entry at main office with security considerations during school hours.</li> <li>* Acces control provided to a minimum 4 doors for use during school hours.</li> </ul>

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# Homework

BELLINGHAM PUBLIC SCHOOLS  
ELEMENTARY SCHOOL ED SPECS  
(Sunnyland ES)

**HOMEWORK**  
(For December 11th meeting)

1. Areas of focus for December 11th meeting:
  - Classrooms & Extended Learning Areas
  - Library
  - Gym
  - Cafeteria/Stage/Music Classroom
  - Kitchen
  - Site/Parking
  - Playground/Playfields
2. Included in your homework packet:
  - a. Narrative Program. Each narrative program begins with a high-level statement about the space and its purpose. Development objectives are identified, along with primary program areas and relationships. A diagram at the bottom of each page graphically depicts important physical relationships with other spaces. A solid line indicates a more important relationship than a dashed line.
  - b. Detailed Space Requirements. The detailed space requirements identify specific and detailed requirements for each space; everything from the types of activities that will happen in the space, to requirements for power & data, HVAC, finishes, storage, and furniture, etc.

***Prior to our meeting on December 11, please review the sections provided and be prepared to share comments with the group on the following:***

**Narrative Program**

1. Review each section and identify any questions or wonders.
2. Review proximity diagrams and think about how spaces *physically* relate to each other. Confirm adjacencies provided and identify any questions or wonders.

**Detailed Space Requirements**

1. Review each section and identify any questions or wonders. Some examples of things that might be unique to your school include:
  - a. Unique pedestrian, bus, auto circulation patterns
  - b. Special park/play space, partnerships, etc.