



SCHOOL BOARD ACTION REPORT

DATE: December 11, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Lester Herndon, Associate Superintendent, Facilities and Operations
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For Introduction: January 3, 2018
For Action: January 17, 2018

1. TITLE

BTA IV: Approval of the Site Specific Educational Specifications for the Ingraham High School Classroom Addition project

2. PURPOSE

The purpose of this action is to provide the design teams with information about the program space required to support the education program of Ingraham High School.

3. RECOMMENDED MOTION

I move that the School Board approve the Site Specific Educational Specifications for the Ingraham High School Classroom Addition project, as described in the memorandum attached to this Board Action Report.

4. BACKGROUND INFORMATION

a. Background

Educational Specifications are the written medium through which educators and other stakeholders identify the program activities that are necessary for teaching and learning. The Seattle Public Schools High School Educational Specifications provide design teams with information about the program spaces required to support the high school's educational program. They also include the specific area requirements for each type of space.

The SPS Strategic Plan has been the source of the vision that informed the development of the district-wide High School Educational Specifications. The process focused on articulating the ways in which the vision should be translated into the physical learning environment, with the intent of standardizing the building and furnishing process to provide parity throughout Seattle Public Schools.

Seattle Public Schools engaged a variety of stakeholders to develop the information included in the district-wide Educational Specifications, including principals, teachers, community members, as well as SPS staff from Teaching & Learning, Facility Operations, and Capital Projects & Planning. Each stakeholder contributed to the process from his or her area of expertise. Additional analysis was supplied by educational facility planners through a

consulting contract between the district and Integrus Architecture, with review by members of the SPS Capital Projects Department.

The Ingraham High School Addition project includes funds for a classroom addition that will increase student capacity. The site-specific Educational Specifications have adapted the district-wide Educational Specifications to fit the specific purpose of the project, which is to increase the capacity of Ingraham High School by 500 students. Further, they have been tailored in response to input from the Ingraham High School Design Advisory Team, which included staff, parents, and community members.

To date, the Board has approved the following key actions related to this project:

- Contract for Architecture & Engineering to Integrus Architecture (9/21/16)
- Contract for Construction Management Services to Sheils Obletz Johnsen (10/20/16)
- Contract for General Contractor/Construction Manager (GC/CM) to Cornerstone Contractors (2/15/17)

b. Alternatives

Deny Motion. If motion is denied, the district will delay the design of the project until such time as an acceptable site specific educational specification is accepted.

c. Research

The district-wide High School Educational Specification dated May 13, 2016: This document represents the Educational Program needs for a 1,600-student high school facility, and is used as a benchmark and resource guide for projects such as the Ingraham High School Classroom Addition project.

5. FISCAL IMPACT/REVENUE SOURCE

This action does not represent a specific expenditure.

The revenue source for this project is from the Buildings, Technology and Academics (BTA IV) Capital levy funds. The project also includes re-roofing of portions of the existing buildings from the BTA IV funding. In addition, the Building Excellence (BEX IV) Capital levy will fund selective seismic upgrades to some of the existing buildings. This project is currently budgeted at \$39,355,000.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Projects in the BTA IV program, which funds the Ingraham High School Classroom Addition, also went through a community vetting process and received 72.1% voter approval on February 9, 2016.

The design of the Ingraham High School Classroom Addition project was developed in conjunction with the School Design Advisory Team (SDAT) that included staff, students, parents and community members from Ingraham High School. This group met during the fall of 2016 to provide site-specific information about facility use, programs and educational goals, upon which the design is based. The Ingraham High School Classroom Addition project will support the district's current educational goals as well as providing the flexibility to accommodate emerging educational programs.

7. EQUITY ANALYSIS

This motion was not put through the process of an equity analysis. The selection of projects in the BTA IV program was designed to provide equitable access to school facilities across the city.

8. STUDENT BENEFIT

The Ingraham High School Classroom Addition project will further address the student capacity needs in the district. The design will incorporate guidelines and requirements provided in the SPS Educational Specifications and School Design Advisory Team process where the attention is on a learner-centered environment, by personalizing the environment, as well as providing program adaptability, community connections, safety, and collaboration.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, provides the Board shall approve this item

Other: The educational specifications will provide the basis for the design of the school.

The Board is often asked to approve educational specifications because Board approval is required for state funding assistance. Since this project is not receiving state funding assistance, Board approval is not required by any law or policy. However, staff wanted to ask for the Board's review and approval of the educational specifications for this project.

10. POLICY IMPLICATION

Policy No. 6901, Capital Levy Planning, discusses the need for capital projects to fit the educational needs of the district.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on December 7, 2017. The Committee reviewed the motion and moved the item forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Architect can continue with the design.

Timeline Summary:

- Construction Documents & Permits: September 2017 through April 2018
- Pre-Construction: May 2017 through May 2018
- Construction: June 2018 through August 2019

13. ATTACHMENTS

- Site Specific Educational Specifications Memorandum
- Detailed Site Specific Educational Specifications (available upon request)

MEMORANDUM

DATE: November 3, 2017
TO: Eric Becker, Seattle Public School
FROM: Cheri Hendricks / SOJ
RE: Ingraham High School Classroom Addition:
Site-Specific Educational Specification

OVERVIEW

In the Buildings, Technology and Academics/Athletics IV (BTA IV) Capital Levy passed in February of 2016, voters approved funds for a 500-student capacity addition at Ingraham High School. During levy planning in mid-to-late 2015, this addition was simply envisioned as twenty General Education classrooms to provide program capacity.

During the winter and spring of 2016, Seattle Public Schools facilitated a process in which the district's Educational Specifications for High Schools were updated to better support the district's current Strategic Plan and to reflect changes in curriculum standards, high school graduation requirements, and other realities.

The application of this document as a template for the design of the district's high schools supports the district's Strategic Plan Goal 1 to "Ensure educational excellence and equity for every student."

Since the Educational Specifications for High Schools assumes a full complement of program spaces for a 1,600-student high school, and core spaces for 1,200 students already exist at Ingraham High School, the Educational Specifications "template" must be selectively applied at a scale appropriate to the 500-student classroom addition.

The Educational Specifications for High Schools are organized into four primary program categories: General Academic Neighborhoods, Specialized Academic Neighborhoods, Learning Support, and Building Support. Each category has specific subsets of program areas; the application of the template in each of those areas is outlined below.

General Academic Neighborhoods

1) General Education

- a) Classrooms: The 2015 Levy Planning assumption was that 20 General Education classrooms would provide sufficient teaching stations for an additional 500-student capacity. However,

during the development of the Educational Specifications it was recognized that a new graduation requirements for three years of science for each student would generate the need for additional science labs. Therefore, the program areas were adjusted to provide for 18 General Education classrooms and two additional Science Labs, as noted below.

- b) Neighborhood Learning Commons, Small Group Conference/Seminar spaces, Staff Planning areas, and Display and Program Storage areas were apportioned approximately as was done in the High School Educational Specifications, within the limits of the square footage available in the available budget.
 - c) Science Labs: In order to provide sufficient space for additional sections of Science so that each student may meet the new State 24-credit graduation requirement, one additional Biology/Environmental Science Lab and one additional Chemistry Lab are proposed in the classroom addition.
- 2) Special Education spaces are provided within the existing Ingraham High School facility, so they are not included on the attached site-specific Program Area Summary.

Specialized Academic Neighborhoods

- 3) Career & Technical Education
- a) The majority of classrooms and labs for Career & Technical Education, including a Skills Center for Auto Technology, are provided within the existing Ingraham High School facility, so they are not included on the site-specific Program Area Summary.
 - b) A School Makerspace of 2,500 square feet is targeted as a goal within the High School Educational Specifications. Although this was not included when the project was budgeted, it is a medium priority program space because the existing high school does not have one. A smaller, ~900 square foot space is proposed as budget continues to allow.
- 4) Visual & Performing Arts spaces are provided within the existing Ingraham High School facility, so they are not included on the site-specific Program Area Summary.
- 5) Physical Education and Athletics spaces are provided within the existing Ingraham High School facility, so they are not included on the site-specific Program Area Summary.

Learning Support

- 6) Library & Information Services spaces are provided within the existing Ingraham High School facility, so they are not included on the site-specific Program Area Summary.
- 7) Student Commons & Dining: the majority of spaces are provided within the existing Ingraham High School facility, so they are not included on the site-specific Program Area Summary, however, a “distributed commons” space of ~ 1,000 sq. ft. that provides flexibility for a variety of student activities is included.
- 8) Health Services spaces are provided within the existing Ingraham High School facility, so they are not included on the site-specific Program Area Summary.
- 9) Administration & Counseling spaces: While the majority of these spaces are provided within the existing Ingraham High School facility, the High School Educational Specifications indicates that some offices should be distributed among the academic neighborhoods to support adult-to-student relationships. Therefore, a proportional number of offices and a workroom for an Assistant Principal, Dean of Students, or itinerant service providers are included in the attached Program Area Summary.

Building Support

10) Facility Operations: the majority of the required spaces are provided within the existing Ingraham High School facility; however, the classroom addition will require its own custodial closets and equipment storage areas, so these are included in the site-specific Program Area Summary.

Unassignable Areas

These are spaces that are required to provide building services to the occupants. These services are not specific to the educational program, and include spaces for toilet rooms, mechanical and electrical systems, hallways, stairs, and other circulation, as well as the building structure and walls. An allowance for these building services has been included in the site-specific Program Area Summary.

Attachments: Available upon request at: capitalprojects@seattleschools.org

- HS Ed Spec Program Area Summary – Applied to Ingraham @ Up to 500-student capacity
- Ingraham Classroom Addition: Ed Specs Fulfillment (Graphic Representation of Program Areas)

