



# **SCHOOL BOARD ACTION REPORT**

**DATE:** December 14, 2017  
**FROM:** Dr. Larry Nyland, Superintendent  
**LEAD STAFF:** Dr. Lester Herndon, Associate Superintendent, Facilities and Operations  
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**For Introduction:** January 17, 2018  
**For Action:** January 31, 2018

## **1. TITLE**

BEX IV: Approval of the Site Specific Educational Specifications for the Wing Luke Elementary School Replacement project

## **2. PURPOSE**

Board approval of the educational specifications is required by the Office of the Superintendent of Public Instruction (OSPI) Form D-5 to receive state funding assistance. In addition, Board approval acknowledges the design team's efforts to meet the identified architectural program and accept the identified minor deviations for the Wing Luke Elementary School Replacement project.

## **3. RECOMMENDED MOTION**

I move that the School Board approve the Site Specific Educational Specifications dated April 27, 2017, for the Building Excellence (BEX) IV funded Wing Luke Elementary School Replacement project.

## **4. BACKGROUND INFORMATION**

### **a. Background**

Educational specifications define and communicate the district's goals and programmatic requirements to the architect and engineer. The specifications outline how a given facility should accommodate the district's educational program and provide design teams with information concerning the program spaces required to support the school's educational program. They also include the specific area requirements that give the type, number and size of spaces. The document identifies district-wide objectives for the building and furnishing process to provide parity throughout Seattle Public Schools. Seattle Public School's (SPS) Strategic Plan was the source document that informs the vision of the educational specifications.

Seattle Public Schools engaged a variety of stakeholders to develop the information included in the district-wide educational specifications. Each stakeholder contributed to the process from their area of expertise. Multiple levels of engagement were necessary to collect the needed input. Stakeholders that participated in the process included representatives from: Office of Teaching & Learning, Curriculum & Instruction, Special Education, Department of Technology Services, Student Health, Nutrition Services, Security, Risk Management, Transportation, Playgrounds,

Capacity Planning, and various other SPS staff members. They spent many hours providing valuable information to create a better school environment for staff and students.

The district-wide educational specification document is utilized as a “guiding document” that encourages design professionals to think deeply about the district’s educational program objectives, then explore creative solutions with school and community stakeholders (School Design Advisory Team) to develop a site specific educational specification that achieves the broad educational program objectives of the district, while recognizing the unique culture of the school and local community.

The selected project architect works with the district educational specifications and the SDAT to develop school floor plans and identify the rationale for making deviations from the educational specifications. Deviations from the educational specifications can be found in the attached summary. When approved by the Board, the site specific educational specifications provide the basis of design for the Wing Luke Elementary School Replacement project.

**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 acceptable.

**c. Research**

The District-wide Elementary Educational Specification dated May 31, 2016, represents the educational program needs for a new elementary school facility and is used as a benchmark and resource guide for replacement and major modernization projects similar to the Wing Luke Elementary School Replacement project.

**5. FISCAL IMPACT/REVENUE SOURCE**

This action does not represent a specific expenditure. The revenue source for this motion is the BEX IV Capital Levy and anticipated state assistance funding. This action helps to secure up to \$2 million in state funding assistance for the project.

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

The development of the BEX IV projects list underwent extensive community engagement. The community involvement in the Wing Luke Elementary School follows the Community Outreach Plan published in the BEX IV monthly report.

Moving forward there are several additional steps at which public input will be received including a Community Design Review meeting, State Environmental Policy Act (SEPA) checklist process, the City's Master Use Permit (MUP) process, and the City's Department of Neighborhoods Landmarks process. Many of these processes include public meetings or public comment periods.

## 7. **EQUITY ANALYSIS**

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

## 8. **STUDENT BENEFIT**

The renovation of Wing Luke Elementary School Replacement project will further address the student capacity needs in the South region of the district. The design will incorporate guidelines and requirements provided in the SPS Educational Specifications and School Design Advisory Team (SDAT) process where the attention is on a learner centered environment, personalizing the environment, 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 Education specifications will provide the basis for the design of the school. The Board is asked to approve educational specifications because Board approval is required for state funding assistance.

**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 January 4, 2018. The Committee reviewed the motion and moved forward to the full board for consideration.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Architect can proceed with the Construction Documents.

Timeline Summary:

Construction Documents Completed: March 2018  
Phase 1 Bid Completed (contract executed): May 2018  
Phase 2 Bid Completed (contract executed): December 2018  
Award Construction Contract: July 2018  
Substantial Completion: July 2020  
Construction Complete: August 2020  
Wing Luke Elementary School Opens: September 2020

**13. ATTACHMENTS**

- Summary of Site Specific Educational Specifications

## Wing Luke Elementary School Site Specific Educational Specifications

### **Background:**

#### **General Program Information**

The Wing Luke Elementary School has been located at its current site at 3701 S. Kenyon Street since the early 1970's. The existing school building consists of two buildings, the original building from 1971 and the second building from 2003. The existing school houses between 300 and 400 students in Kindergarten through 5<sup>th</sup> grade. The student population at the beginning of the 2016-17 school year was approximately 360 students. A separate stand-alone building provides space for an Early Learning Provider to provide preschool and before-and-after school care.

The School is located within a diverse and rapidly changing portion of the City and therefore has a very diverse school population consisting of a relatively high percentage of first generation immigrants. Wing Luke is self-described as a *"high achieving multicultural community for learning."* The school's vision for Wing Luke graduates is that they will *"achieve academic excellence and strive for social responsibility in a lifelong pursuit of education. They will become innovative problem solvers who can lead and serve in diverse communities."*

With the relatively high percentage of first generation immigrants, the English Language Learners (ELL) program is robust and integrated into many other instructional activities. To further this and other academic goals, the school utilizes "dragon blocks" - 30 minute periods of time that occur most days - where students work and receive specialized instruction for reading and math. This specialized instruction occurs in small groups of 3 to 10 students who are grouped together based on ability level.

The school has integrated dance into its music program and therefore has requested that the music spaces have a prominent location and the ability to accommodate both dance and music within the same space.

#### **Construction process and timeline:**

The existing school buildings are past their useful life because they do not support the proposed increase in student population, they lack acoustical separation between classrooms which challenges teaching and learning, and they do not meet current seismic and energy code requirements. They are slated to be demolished and a new school building constructed on the same site. The school will temporarily move to Old Van Asselt Elementary school for the start of school year 2018-2019. Construction of the new school building will be completed in time for the opening of school in the fall of 2020.

**Site Specific Adaptation Process:**

The Educational Specification was adapted through a process of review with the School Design Advisory Team, Capital Projects Staff, and other District stakeholders.

**Proposed School Capacity and Summary of Teaching Spaces**

As a response to the escalation of construction costs in the Seattle construction market, the design for Wing Luke includes a Base Bid version of the school that is a modification of the 500 student educational specification and an Alternate classroom addition the school. The Base Bid version of the building will be designed for a capacity of 440 students in grade level classrooms, with the opportunity to use other spaces as flex classrooms to increase the capacity of the school to approximately 500 students. With the Alternate classroom addition, the capacity increases to 650 students. The Alternate classroom addition may be built when construction costs are more favorable and when student capacity warrants it.

For the Base Bid version of Wing Luke Elementary School, the breakout of student capacity and number of teaching stations is as follows:

<b>~ 440 Student Capacity</b>			
	<b># Teaching Stations</b>	<b># Students/ Teaching Station</b>	<b>Program Capacity</b>
Kindergarten	4	17	68
Grade 1 Classroom	4	17	68
Grade 2 Classroom	4	17	68
Grade 3 Classroom	4	17	68
Grade 4 Classroom	3	28	84
Grade 5 Classroom	3	28	84
Flex Classroom for any grade level	2 <sup>1</sup>	17-28	34-56
Special Ed Self-Contained Classroom	2	Incl above	0
<b>Total @ Class Sizes Indicated Above</b>	<b>27</b>		<b>474-496</b>

<sup>1</sup> The two childcare classrooms in the area model would be repurposed as K-3<sup>rd</sup> grade or 4<sup>th</sup>-5<sup>th</sup> grade classrooms to increase the capacity of the facility to approximately 500 students. The childcare program would be able to use the existing childcare facility in the Southwest corner of the site. This facility will be preserved during the new construction.



With the Base Bid design and the Alternate classroom addition, Wing Luke Elementary School will have a capacity of 650 students. The proposed school capacity and number of teaching stations has not been modified from the standard elementary ed spec and is as follows:

<b>~650 Student Capacity</b>			
	<b># Teaching Stations</b>	<b># Students/ Teaching Station</b>	<b>Program Capacity</b>
Kindergarten	6	17	102
Grade 1 Classroom	6	17	102
Grade 2 Classroom	6	17	102
Grade 3 Classroom	6	17	102
Grade 4 Classroom	4	28	112
Grade 5 Classroom	4	28	112
Flex Classroom for Any Grade Level	1	17	17
Special Education Self-Contained Classroom	2	incl above	0
<b>Total @ Class Sizes Indicated Above</b>	<b>32</b>		<b>649</b>

**Summary of Site Specific Adaptations for the Base Bid Design:**

The proposed school capacity and number of teaching stations aligns closely with the 500 student elementary ed spec with the following modifications:

**Administrative Area**

- To better serve the school population consisting of a high percentage of immigrant and ELL families, a modification to the nurse’s suite is proposed as follows:
  - add an exam room (120 sf). This exam room could be used by an outside health agency to meet with students, parents, or community members.

**Core Academic**

- To better serve the school population that requires additional language and social service support staff, a higher number of specialist offices are needed.
  - add two Small Group Collaboration Rooms (120 sf each) that may serve as specialist offices for a total of eight.
- To provide the best overall value to the district and to reflect enrollment projections for the school, a lower number of classrooms are needed.
  - Subtract three flex classrooms. Due to labor shortages in the current Seattle construction market it is challenging to get competitive bids. The 10-year projections for enrollment at this elementary school show a student enrollment of 350-380 students. This is below the planned classroom capacity of 440. In the event additional capacity is required, the childcare classrooms in the new building may be used as flex classrooms. The childcare

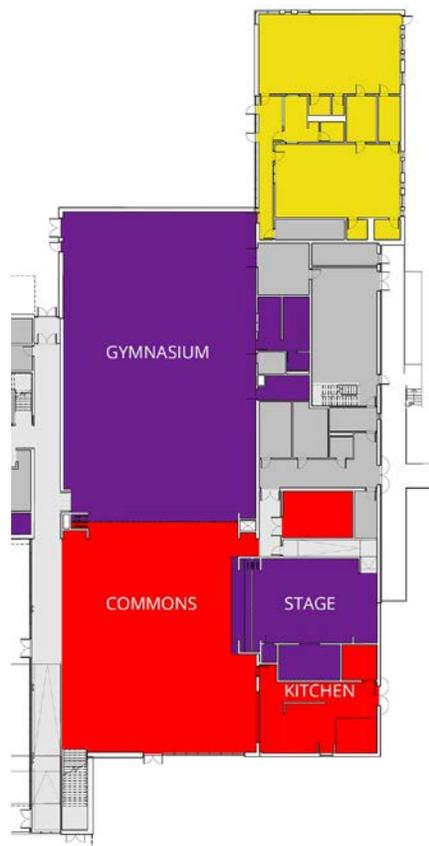


program may be relocated to the existing standalone childcare building in the Southwest corner of the site. This building will be preserved during the new construction.

- To plan for future enrollment expansion, the school should include the infrastructure for additional Kindergarten classrooms.
  - Six contiguous classrooms will have toilets accessible from the interior of the classroom as required by the 650 student capacity area model.

#### Student Dining and Music/Stage Classroom

- To future-proof the facility against long term increases in student enrollment, the commons is sized per the 650 student capacity model.
  - The commons is 4620 SF as shown in the 650 student capacity model instead of 3800 SF as shown in the 500 student capacity model.
- As required by the educational specifications, the music/stage room will be a separate room located just off of the student dining area. The prescribed adjacency has the stage opening into the commons for performances. For large performances, the commons may open into the gymnasium for overflow seating via an operable partition.
  - The SDAT group requested a different configuration of these spaces than what is shown in the educational specifications to take advantage of unique territorial views from the commons and to recognize the type of large group activities that commonly occur at the school. Activities similar to science fairs are more common than stage performances, hence the gymnasium is not required for overflow seating.



### **Summary of Site Specific Adaptations for the Base Bid Design w/ Alternate classroom addition:**

The proposed school capacity and number of teaching stations with the Base Bid Design and Alternate classroom addition together follows the 650 student elementary ed spec with the following modifications:

#### Administrative Area

- To better serve the school population consisting of a high percentage of immigrant and ELL families, a modification to the nurse's suite is proposed as follows:
  - add an exam room (120 sf). This exam room could be used by an outside health agency to meet with students, parents, or community members.

#### Core Academic

- To better serve the school population that requires additional language and social service support staff, a higher number of specialist offices are needed.
  - add five Small Group Collaboration Rooms (120 sf each) that may serve as specialist offices for a total of eleven.

#### Student Dining and Music/Stage Classroom

- As required by the educational specifications, the music/stage room will be a separate room located just off of the student dining area. The prescribed adjacency has the stage opening into the commons for performances. For large performances, the commons may open into the gymnasium for overflow seating via an operable partition.
  - The SDAT group requested a different configuration of these spaces than what is shown in the educational specifications to take advantage of unique territorial views from the commons and to recognize the type of large group activities that commonly occur at the school. Activities similar to science fairs are more common than stage performances, hence the gymnasium is not required for overflow seating.

