Operations Committee  
May 18, 2017, 4:30p-6:30p  
Board Office Conference Room, John Stanford Center

**Agenda**

**Call to Order**  
4:30pm
1. Roll Call  
2. Approval of agenda  
3. Approval of meeting minutes for April 20th

**Standing Agenda Items**  
4:35pm
1. Monthly capital financial report – February (M. Coan)

**Board Action Reports (Discussion and/or Action)**  
4:40pm
1. BEX IV: Purchase of Physical Education equipment for Arbor Heights Elementary, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, Genesee Hill Elementary, Olympic Hills Elementary, Thornton Creek Elementary, Boren K-8, Hazel Wolf K-8, Licton Springs K-8, Meany Middle and Robert Eagle Staff Middle Schools (R. Best)
2. BEX IV: Purchase of Musical Instruments and Supplies, Music Repertoire, and Audio Equipment for Edmond S. Meany Middle, Robert Eagle Staff Middle, Licton Springs K-8, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary and Olympic Hills Elementary (R. Best)
4. BTA IV: Award construction contract K0578 to ______________ for the Magnolia Elementary School renovation and addition project
5. BTA IV Capacity Flexibility: Approval of budget transfer for the Maple Elementary School cross laminated timber project
6. BEX IV-BTA IV: Lincoln High School, Approval of budget increase for exterior improvements, including modification to Bassetti Architects contract and adjustments to Lydig Construction contract
7. BTA IV: Portable Classrooms contract to relocate and set up at multiple school sites (R. Best)
8. Approval of the third year renewal of contract B01538 with Goody Man Distributing, Inc. for bread products for 2017-18 (T. Fields)
9. Approval of the third year renewal of contract B01540 with Dairy Fresh Farms for fluid milk products, miscellaneous dairy products and juice products for 2017-18 (T. Fields)
10. Approval of the third year renewal of contract B01539 with Duck Delivery for fresh produce for the 2017-18 school year (T. Fields)

**Board Policies and Procedures**
1. Policy No. 6705, Food service and student nutrition (P. McEvoy)
2. Policy No. 6706, Food service for school and community programs (P. McEvoy)
3. Policy 3115, Homeless Students (T. Williams)

**Adjourn**  
6:30p

**Upcoming Meetings:** June 15, 2017

(Please note that this is a working committee. Documents may change before the meeting and/or prior to introduction before the Board. Special meetings of the Board may contain discussion and/or action related to the items listed on the agenda).
Board Special Meeting  
Operations Committee  
April 20, 2017, 4:30pm  
Board Office Conference Room, John Stanford Center  
2445 – 3rd Avenue South, Seattle WA 98134

Minutes

Call to Order

This meeting was called to order at 4:31pm by Director Blanford. Director Geary was present, and Director Pinkham joined the meeting at 4:40pm. This meeting was staffed by Associate Superintendent for Facilities and Operations Flip Herndon and Capital Projects Director Richard Best.

The agenda and minutes of the March 16, 2017 meeting were approved.

Standing Agenda Items

Monthly Capital Financial Report, January 2017: Melissa Coan reviewed the summary data for January, noting the current estimated ending fund balance by program of $6.9 million. She said that everything is going as planned from a financial perspective. There were no questions.

Special Attention Items

District-wide accessibility audit of curricular and supplemental EIT and digital content acquired from third-party vendors: Accessibility Coordinator Michael Miller reviewed the memorandum submitted, noting that this report is a requirement of the Consent Decree. He said of the 103 discreet software programs identified throughout the district, 82 responded to a request for information. Of the total 103 software programs, 26 fully met accessibility guidelines, 20 partially met them, and 57 did not meet accessibility guidelines. Apps in some schools that were developed by individuals did not know what the survey meant. The Department of Technology Services (DoTS) will be making a broader effort to bring schools into compliance and publish and maintain a list for schools to use. For the contract to structure of the web page, there are 55,000 .pdf documents that need to be turned into accessible documents or removed. This will be updated in annual reports to the board.

Board Action Reports (Discussion and/or Action)

Acceptance of gift for the Madrona K-8 project: Gretchen DeDecker briefly described the self-help program and talked about the need for the project at Madrona K-8, which is the smallest playground in the district. She introduced parents and community members who have raised the funds and written the grants. Plans are to start construction of this project this summer; it will go into fall before the work is complete. After answering questions on whether this will interfere with anything the district will be doing there in the future and the surface of the playground, the committee expressed its thanks to the community for the hard work that has gone into this project and moved it forward to the full board with a recommendation for approval.

Acceptance of gift for the Highland Park project: Gretchen introduced parents who have been involved in a two-year fundraising effort that included two Department of Neighborhood grants and some very creative community engagement. Committee members again asked about any future improvement that would interfere with the new playground and asked about traffic moving too fast around the playground. The participants said they would check into accentuating the crosswalk. The committee
members thanked the community for the work on this project and moved it forward to the full board with an enthusiastic recommendation for approval.

Approval of the 2016-19 collective bargaining agreement with King County Building and Construction Trades Council: Stan Damas and Bruce Skowyra reported that the contract being presented has been ratified by the membership. They said conversations have been about tenure with the school district and benefits as opposed to the hot private construction market benefits. They discussed the terms of salary increases over the three-year term of the contract. They asked that the committee recommend intro/action at the same meeting so that the wage increases that are retroactive to September 1st could make the June payroll. Committee members agreed to this as they moved this item forward to the full board with a recommendation for approval.

Approval of the 2017 Summer Feeding Contract with the City of Seattle: Teresa Fields said this is essentially the same contract as last year and provides Nutrition Services staff with work over the summer. There were no questions, and as the contract itself was not attached, the committee moved this forward to the full board for consideration.

Approval of the annual PowerSchool maintenance and support and 1-year agreement for online registration forms license and support: John Krull and Nancy Petersen spoke to the excellent support the vendor has been providing each year after approval of the contract four years ago and requested approval of this item to continue the annual support contract. They continued the discussion with Faaumu Manu from Enrollment Services joining them regarding the one-year agreement for online registration forms. PowerSchool has just started providing this service, and staff is very interested in a one-year contract to see how it works, as it will be ADA compliant. Ms. Manu spoke about the lengthy, paper-driven enrollment process and feels strongly that this will reduce the amount of labor due to less re-keing and will be faster and more accurate. The data then follows the student. Ms. Petersen said this is a web application that can be accessed anywhere, and parents would also have the option to go to school or here to complete. Paper applications and three translations are also available at the Stanford Center. In response to committee questions, staff said:

- This application data will work across a family as they enroll new children and will upload pre-populated data for returning students.
- Four computers in the kiosk will help provide support to underserved families that may not have access to computers.
- CPPS is also providing parent training to access on-line enrollment.
- Families will be able to use cell phones.
- It is a subscription service so every year PowerSchool will be able to refresh forms.
- The district hosts the data, which is all encrypted. Archiving will occur according to rules. The information is private, and PowerSchool cannot use the data.

After further discussion, the committee moved this item forward to the full board with a recommendation for approval.

Approval of the contract for purchase of student and staff computers for new BEX IV schools and BTA III projects opening 2017: Nancy Petersen said this action was to provide 16 mobile devices and a stationary cart, a desktop presentation station and a computer work station for the seven schools opening summer 2017. There will be one in each classroom that teachers can share between classes. In response to questions, they noted that:

- New technology has crossed the dedicated power source issue, as laptops now last a full day and can charge overnight.
• Consideration needs to be given to the process the district has to follow regarding surplus of equipment, but there are models around the country where community partners can be used to provide families access to laptops that are at the end of their district lifespan.

After further discussion, the committee moved this item forward to the full board with a recommendation for approval.

Approval of Amendment No. 2 with Saxton Bradley for furniture procurement for schools opening 2017: Richard Best said the district is not increasing the amount of money to be spent on furniture but instead just increasing one of the contracts the board approved in January 2017; they will spend less on other contracts. This action is based on furniture requests by seven schools, and he asked the committee to consider an intro/action on May 3rd so that purchase orders can get in place. By May 15 the district is at 16 weeks to open schools. The committee agreed with the intro/action request and moved this item forward to the full board with a recommendation for approval.

BTA III-BTA IV, Award construction contract for the athletic field improvements at Franklin High School: Richard Best said the bid for this action opened yesterday. It is a similar activity as has been approved for other schools and is also providing similar infrastructure for field lighting. The committee moved this item forward to the full board for consideration.

BEX IV: Resolution 2016/17-20, acceptance of the building commissioning report for the Genesee Hill Elementary School replacement project: Richard Best said this is the final step in the D-11 form which is submitted after the project is complete, providing assurance that the mechanical systems work as they were designed to do. Committee members asked that staff put together an OSPI “D-form” cheat sheet for board members for additional information on the state process. They then moved this item forward to the full board with a recommendation for approval.

BEX IV-BTA IV, Resolution 2016/17-21, Lincoln High School Intent to Construct: The committee moved this item forward to the full board with a recommendation for approval.

BEX IV-BTA IV, Approval of the site specific educational specifications for the Lincoln High School project: Richard Best notes that this board action is coming forward with just an executive summary. There were no questions on the project, and the committee moved this item forwards with a recommendation for approval.

Board Policies and Procedures

Policy 3141, Nonresident Students: Ronald Boy said that the district had shifted to a practice of accepting nonresident students into a particular school, not just the district. Faauu Manu noted this resulted in rejections, hurt feelings, and many appeals, which are futile because of capacity. Mr. Boy said this policy in in compliance with state law and makes clear that nonresident requests are asking to be admitted into the district, and then staff would provide choices for schools. The change benefits the district by allowing staff to manage capacity issues; it also provides clarity around expectations for families. Committee questions included definitions around offense vs. crime as part of a reason for being suspended from the district and access to programs that focus on retrieving students who have dropped out. Staff noted that Seattle colleges and the district’s Interagency program provide access. Committee members asked that cross-references by updated and then moved this item forward to the full board for consideration.

Adjourn: This meeting adjourned at 5:50pm.   jd
# Life to Date Capital Program Fund Balance ($millions)

<table>
<thead>
<tr>
<th>Program</th>
<th>Revenue</th>
<th>Expenditures</th>
<th>Intra Fund Transfers</th>
<th>Inter Fund Transfers</th>
<th>Current Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEX II</td>
<td>434.7</td>
<td>436.0</td>
<td>1.9</td>
<td>0.0</td>
<td>0.7</td>
</tr>
<tr>
<td>BTA II</td>
<td>182.0</td>
<td>169.5</td>
<td>(2.4)</td>
<td>(9.9)</td>
<td>0.2</td>
</tr>
<tr>
<td>BEX III</td>
<td>478.5</td>
<td>472.9</td>
<td>(2.2)</td>
<td>1.2</td>
<td>4.6</td>
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<tr>
<td>BTA III</td>
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<td>0.0</td>
<td>(44.2)</td>
<td>71.3</td>
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<tr>
<td>CEP/CS</td>
<td>39.9</td>
<td>12.4</td>
<td>(2.0)</td>
<td>(14.0)</td>
<td>11.5</td>
</tr>
<tr>
<td>Grant</td>
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<td>0.0</td>
</tr>
<tr>
<td>BEX IV</td>
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<td>367.9</td>
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<td>(36.7)</td>
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<tr>
<td>BTA IV</td>
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<td>2.5</td>
<td>(0.3)</td>
<td>1.4</td>
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<tr>
<td>BTA I</td>
<td>154.2</td>
<td>139.6</td>
<td>(6.0)</td>
<td>(8.7)</td>
<td>(0.0)</td>
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</table>

* Transfer details on attached program sheets

# Capital Program Fiscal Year-To-Date ($millions)

<table>
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<tr>
<th>Current Fiscal Year Program</th>
<th>FY 2016-17 Adopted Budget</th>
<th>FY 2016-17 Current Budget</th>
<th>FY 2016-17 Committed *</th>
<th>% Budget Committed</th>
<th>Balance</th>
</tr>
</thead>
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<tr>
<td>BEX II</td>
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<td>0.0</td>
<td>0.0</td>
<td>0%</td>
<td>0.0</td>
</tr>
<tr>
<td>BTA II includes grants</td>
<td>1.4</td>
<td>0.0</td>
<td>(0.2)</td>
<td>0%</td>
<td>0.2</td>
</tr>
<tr>
<td>BEX III includes grants</td>
<td>2.3</td>
<td>2.3</td>
<td>0.2</td>
<td>7%</td>
<td>2.1</td>
</tr>
<tr>
<td>BTA III includes grants</td>
<td>32.8</td>
<td>33.4</td>
<td>10.0</td>
<td>30%</td>
<td>23.4</td>
</tr>
<tr>
<td>CEP/CS includes grants</td>
<td>0.5</td>
<td>0.5</td>
<td>0.1</td>
<td>29%</td>
<td>0.4</td>
</tr>
<tr>
<td>BEX IV includes grants</td>
<td>156.7</td>
<td>161.1</td>
<td>94.0</td>
<td>58%</td>
<td>67.1</td>
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<tr>
<td>BTA IV includes grants</td>
<td>55.8</td>
<td>58.0</td>
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<td>18%</td>
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<tr>
<td>Capital Capacity Reserve</td>
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<td>19.2</td>
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<td>Total Capital Program</td>
<td>274.5</td>
<td>274.5</td>
<td>114.7</td>
<td>42%</td>
<td>159.8</td>
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* Committed includes actual expenditures and encumbrances as of 2/28/17

# Current Estimated Ending Fund Balance by Program ($millions)

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<thead>
<tr>
<th>Program</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
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<tr>
<td>BEX II</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
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<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>BEX III</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
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<td>BEX IV</td>
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<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
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<tr>
<td>BTA III</td>
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<td>1.6</td>
<td>1.7</td>
<td>1.7</td>
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<td>1.8</td>
<td>1.9</td>
<td>2</td>
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<tr>
<td>CEP/CS</td>
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<td>3.6</td>
<td>3.6</td>
<td>3.6</td>
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<tr>
<td>Total Program</td>
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<td>6.8</td>
<td>6.9</td>
<td>6.9</td>
<td>6.9</td>
</tr>
</tbody>
</table>

Note: Numbers presented may not add up precisely to the totals due to rounding.
# BUILDING EXCELLENCE II CAPITAL PROGRAM
(Amounts in $ Millions)

<table>
<thead>
<tr>
<th></th>
<th>Original Program Budget</th>
<th>Current Program Budget</th>
<th>Life To Date (2/28/17)</th>
<th>Remaining Program Budget</th>
<th>Change LTD from 1/31/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levy collections</td>
<td>373.5</td>
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<td>369.1</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
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<td>11.6</td>
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</tr>
<tr>
<td>State Match</td>
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<td>29.2</td>
<td>29.2</td>
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<td>0.0</td>
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<tr>
<td>Other</td>
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<td>0.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levy collections</td>
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<tr>
<td>Investment Earnings</td>
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<td>(1.5)</td>
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<td>Other</td>
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<td><strong>Total Revenue Plan</strong></td>
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<td>434.7</td>
<td>0.0</td>
<td>0.0</td>
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</tbody>
</table>

| **Transfers**          |                         |                        |                         |                          |                          |
| **Construction**       |                         |                        |                         |                          |                          |
| From CEP (Garfield)    | 0.0                     | 1.9                    | 1.9                     | 0.0                      | 0.0                      |

| **Expenditures**       |                         |                        |                         |                          |                          |
| **Construction**       | 396.2                   | 410.2                  | 410.2                   | 0.0                      | 0.0                      |
| **Technology**         | 26.0                    | 25.7                   | 25.7                    | 0.0                      | 0.0                      |

| **Total Expenditure Plan** | 422.2                   | 436.0                  | 436.0                   | 0.0                      | 0.0                      |

**Current Fund Balance**

0.7

**Estimated Ending Fund Balance** (Sept. 1, 2017)

0.7

Numbers presented may not add up precisely to the totals due to rounding

Prior Month Change to Ending Fund Balance:
- No Change
# BUILDING EXCELLENCE III CAPITAL PROGRAM

(Amounts in $ Millions)

<table>
<thead>
<tr>
<th></th>
<th>Original Program Budget</th>
<th>Current Program Budget</th>
<th>Life To Date (2/28/17)</th>
<th>Remaining Program Budget</th>
<th>Change LTD from 1/31/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined Program</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Bond Sale</td>
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</tr>
<tr>
<td>State Match</td>
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<td></td>
<td></td>
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<tr>
<td>Grant</td>
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<td>Other</td>
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<td><strong>Total Revenue Plan</strong></td>
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<td><strong>Transfers</strong></td>
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<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Debt Service (Sealth)</td>
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<td>1.5</td>
<td>1.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>To CEP (Garfield)</td>
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<td>(2.2 )</td>
<td>(2.2 )</td>
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<td>0.0</td>
</tr>
<tr>
<td>To GF (Tech Salaries)</td>
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<td>(0.3 )</td>
<td>(0.3 )</td>
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<td>0.0</td>
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<tr>
<td><strong>Total Transfers Plan</strong></td>
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<td>(1.0 )</td>
<td>(1.0 )</td>
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<td><strong>Expenditures</strong></td>
<td></td>
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<tr>
<td>Construction</td>
<td>393.0</td>
<td>415.0</td>
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</tr>
<tr>
<td>Infrastructure</td>
<td>26.0</td>
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<tr>
<td>Technology</td>
<td>42.0</td>
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<tr>
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<tr>
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<td><strong>Current Fund Balance</strong></td>
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</tr>
<tr>
<td></td>
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<td><strong>Estimated Ending Fund Balance</strong> (Sept. 1, 2017)</td>
<td></td>
<td></td>
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<td>0.3</td>
</tr>
</tbody>
</table>

Numbers presented may not add up precisely to the totals due to rounding

**Prior Month Change to Ending Fund Balance:**
- No Change

**Notes:**
1. 09/30/11 - estimated program ending fund balance change due to project savings reported.
2. As a result of additional project savings that were identified, FY13 Recommended Capital Budget is included in current program budget for BEX IV Design Reserve and Intermediate Term Capacity Management.
### BUILDING EXCELLENCE IV CAPITAL PROGRAM

(Amounts in $ Millions)

<table>
<thead>
<tr>
<th></th>
<th>Original Program Budget</th>
<th>Current Program Budget</th>
<th>Life To Date (2/28/17)</th>
<th>Remaining Program Budget</th>
<th>Change LTD from 1/31/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Combined Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levy collections*</td>
<td>688.0</td>
<td>688.0</td>
<td>344.7</td>
<td>343.3</td>
<td>0.2</td>
</tr>
<tr>
<td>Investment Earnings &amp; Other</td>
<td>0.7</td>
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<td>0.7</td>
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<td>(0.0 )</td>
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<tr>
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<td>0.6</td>
</tr>
<tr>
<td>Grant</td>
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<tr>
<td><strong>Total Revenue Plan</strong></td>
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<td><strong>734.7</strong></td>
<td><strong>363.6</strong></td>
<td><strong>371.1</strong></td>
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<td><strong>Transfers</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>To GF (Maintenance)</td>
<td>(18.0 )</td>
<td>(18.0 )</td>
<td>(7.5 )</td>
<td>(10.5 )</td>
<td>0.0</td>
</tr>
<tr>
<td>To GF (Tech Reimbursable)</td>
<td>(15.4 )</td>
<td>(15.4 )</td>
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<td>0.0</td>
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<tr>
<td><strong>Total Transfers Plan</strong></td>
<td><strong>(18.0 )</strong></td>
<td><strong>(33.4 )</strong></td>
<td><strong>(22.9 )</strong></td>
<td><strong>(10.5 )</strong></td>
<td><strong>0.0</strong></td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
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<tr>
<td>Construction</td>
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<td>Technology</td>
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<td>Pending Program Reserve</td>
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<td><strong>Total Expenditure Plan</strong></td>
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<tr>
<td>Current fund balance excluding Grant</td>
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<tr>
<td>Current fund balance of Grant</td>
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<tr>
<td><strong>Estimated Ending Fund Balance</strong> (Sept. 1, 2020)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Numbers presented may not add up precisely to the totals due to rounding

**Notes:**

* Reduced by 1% Est. Uncollectable Levy Collections
## BUILDINGS, TECHNOLOGY, and ACADEMICS II CAPITAL PROGRAM
(Amounts in $ Millions)

<table>
<thead>
<tr>
<th></th>
<th>Original Program Budget</th>
<th>Current Program Budget</th>
<th>Life To Date (2/28/17)</th>
<th>Remaining Program Budget</th>
<th>Change LTD from 1/31/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levy</td>
<td>177.3</td>
<td>176.7</td>
<td>176.4</td>
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<td>0.0</td>
</tr>
<tr>
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<td>5.3</td>
<td>5.3</td>
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</tr>
<tr>
<td>Investment Earnings</td>
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<td>2.1</td>
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<tr>
<td>QZAB Loan</td>
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<td>3.1</td>
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<td>0.0</td>
</tr>
<tr>
<td>Other</td>
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<td>0.4</td>
<td>0.0</td>
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<td><strong>178.4</strong></td>
<td><strong>187.4</strong></td>
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<tr>
<td><strong>Transfers</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>To Debt Service (QZAB)</td>
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<td>(1.1 )</td>
<td>(1.1 )</td>
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<td>0.0</td>
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<td>To BEX I (Close Out)</td>
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<td>(6.0 )</td>
<td>(6.0 )</td>
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<td>To GF (Software Licenses)</td>
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<td>(8.9 )</td>
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<td>From CEP (Seattle WS Loan)</td>
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<tr>
<td><strong>Total Transfers Plan</strong></td>
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<td><strong>(12.3 )</strong></td>
<td><strong>(12.3 )</strong></td>
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<td><strong>Expenditures</strong></td>
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<td></td>
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</tr>
<tr>
<td>Buildings</td>
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<td>31.4</td>
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<tr>
<td>Grant</td>
<td>0.0</td>
<td>5.3</td>
<td>5.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Technology</td>
<td>42.8</td>
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<td>35.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total Expenditure Plan</strong></td>
<td><strong>178.0</strong></td>
<td><strong>174.9</strong></td>
<td><strong>174.8</strong></td>
<td><strong>0.1</strong></td>
<td><strong>0.0</strong></td>
</tr>
<tr>
<td><strong>Current Fund Balance</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>0.2</strong></td>
</tr>
<tr>
<td><strong>Estimated Ending Fund Balance</strong> (Sept. 1, 2017)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>0.2</strong></td>
</tr>
</tbody>
</table>

Numbers presented may not add up precisely to the totals due to rounding

### Notes:
1. The Current Program Budget includes $6M reserve for World School commitment.
2. All committed and approved projects are either completed or on schedule.
# February 2016-17 Capital Programs
## Monthly Summary Report

**BUILDINGS, TECHNOLOGY, and ACADEMICS III CAPITAL PROGRAM**
(Amounts in $ Millions)

<table>
<thead>
<tr>
<th></th>
<th>Original Program Budget</th>
<th>Current Program Budget</th>
<th>Life To Date (2/28/17)</th>
<th>Remaining Program Budget</th>
<th>Change LTD from 1/31/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levy</td>
<td>266.6</td>
<td>267.8</td>
<td>267.8</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Grant</td>
<td>0.0</td>
<td>17.7</td>
<td>17.7</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Investment Earnings</td>
<td>1.4</td>
<td>1.7</td>
<td>1.7</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>QSCB Loan *</td>
<td>0.0</td>
<td>17.5</td>
<td>17.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>QSCB Loan *</td>
<td>0.0</td>
<td>(17.5 )</td>
<td>(11.7 )</td>
<td>(5.8 )</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>1.2</td>
<td>0.6</td>
<td>0.6</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total Revenue Plan</strong></td>
<td>268.1</td>
<td>288.4</td>
<td>293.6</td>
<td>(5.2 )</td>
<td>0.1</td>
</tr>
</tbody>
</table>

|                      |                         |                        |                         |                          |                         |
| **Transfers**        |                         |                        |                         |                          |                         |
| From CEP (BTA III)   | 0.0                     | 7.1                    | 7.1                     | 0.0                      | 0.0                     |
| To Debt Service      | 0.0                     | (7.0 )                 | (2.6 )                  | (4.4 )                   | 0.0                     |
| To GF (Maintenance)  | 0.0                     | (17.5 )                | (17.0 )                 | (0.5 )                   | 0.0                     |
| To GF (Tech/Computer Map) | 0.0                     | (10.3 )                | (10.3 )                 | 0.0                      | 0.0                     |
| To GF (Software)     | 0.0                     | (2.6 )                 | (2.6 )                  | 0.0                      | 0.0                     |
| To CEP (BTA III)     | 0.0                     | (7.1 )                 | (7.1 )                  | 0.0                      | 0.0                     |
| To Debt Service (QSCB Interest) | 0.0                     | (0.2 )                 | (0.1 )                  | (0.1 )                   | 0.0                     |
| **Total Transfers Plan** | 0.0                     | (37.6 )                | (32.5 )                 | (5.0 )                   | 0.0                     |

|                      |                         |                        |                         |                          |                         |
| **Expenditures**     |                         |                        |                         |                          |                         |
| Buildings            | 126.6                   | 107.4                  | 67.3                    | 40.1                     | 0.5                     |
| Academics            | 94.6                    | 97.1                   | 79.8                    | 17.3                     | 0.1                     |
| Grant                | 0.0                     | 17.7                   | 17.7                    | 0.0                      | 0.0                     |
| Technology           | 34.9                    | 26.3                   | 25.0                    | 1.4                      | 0.2                     |
| **Total Expenditure Plan** | 256.1                   | 248.6                  | 189.8                   | 58.8                     | 0.8                     |

|                      |                         |                        |                         |                          |                         |
| **Current Fund Balance** | 71.3                    |                         |                         |                          |                         |
| **Current fund balance excluding Grant** | 71.3                    |                         |                         |                          |                         |
| **Current fund balance of Grant** | 0.0                     |                         |                         |                          |                         |

**Estimated Ending Fund Balance** (Sept. 1, 2018) **2.2**

* QSCB Loan $17.5M paid back in full by end of FY17; First of three payments began FY15
Numbers presented may not add up precisely to the totals due to rounding

---

Prior Month Change to Ending Fund Balance:
- Ending fund balance changed due to levy collections

Notes:
1. 09/30/11 - estimated program ending fund balance change due to project savings reported.
2. Construction escalation reduced from 4% to 2%.
3. All committed and approved projects are either completed or on schedule.
4. FY13 Recommended Capital Budget plus Intermediate Term Capacity Management plan included in Current Program Budget.
5. $7M of JSCEE Series A Bond Principal payments between FY15 - FY17 moved from CEP to BTA III program
# BUILDINGS, TECHNOLOGY, and ACADEMICS IV CAPITAL PROGRAM

(Amounts in $ Millions)

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Original Program Budget</th>
<th>Current Program Budget</th>
<th>Life To Date (2/28/17)</th>
<th>Remaining Program Budget</th>
<th>Change LTD from 1/31/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levy collections*</td>
<td>460.6</td>
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<td>2.8</td>
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<td>Investment Earnings &amp; Other</td>
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<td>0.4</td>
<td>0.0</td>
<td>0.4</td>
<td>(0.0)</td>
</tr>
<tr>
<td>State Assistance</td>
<td>4.7</td>
<td>4.7</td>
<td>0.0</td>
<td>4.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Grant</td>
<td>10.0</td>
<td>10.0</td>
<td>0.0</td>
<td>10.0</td>
<td>0.0</td>
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<tr>
<td>Total Revenue Plan</td>
<td>475.3</td>
<td>471.2</td>
<td>2.8</td>
<td>468.4</td>
<td>2.8</td>
</tr>
</tbody>
</table>

| Transfers                                    |                         |                        |                         |                          |                         |
| To GF (Maintenance)                          | (18.0)                  | (18.0)                 | 0.0                     | (18.0)                   | 0.0                     |
| To GF (Tech Reimbursable)                    | 0.0                     | (0.3)                  | (0.3)                   | 0.0                      | 0.0                     |
| From CEP (Loan to begin Program)             | 0.0                     | 2.5                    | 2.5                     | 0.0                      | 0.0                     |
| To CEP (Loan Payback)                        | 0.0                     | (2.5)                  | 0.0                     | (2.5)                    | 0.0                     |
| To CEP (World School Payback)                | (3.6)                   | (3.6)                  | 0.0                     | (3.6)                    | 0.0                     |
| To Debt Service (JSCEE Payment)              | (8.1)                   | (8.1)                  | 0.0                     | (8.1)                    | 0.0                     |
| Total Transfers Plan                         | (29.7)                  | (30.0)                 | 2.2                     | (27.8)                   | 0.0                     |

| Expenditures                                 |                         |                        |                         |                          |                         |
| Buildings                                    | 291.0                   | 286.8                  | 2.1                     | 284.7                    | 0.6                     |
| Technology                                   | 104.7                   | 104.4                  | 1.5                     | 102.9                    | 0.3                     |
| Academics                                    | 35.2                    | 35.2                   | 0.0                     | 35.2                     | 0.0                     |
| State Assistance                             | 4.7                     | 4.7                    | 0.0                     | 4.7                      | 0.0                     |
| Grant                                        | 10.0                    | 10.0                   | 0.0                     | 10.0                     | 0.0                     |
| Total Expenditure Plan                       | 445.6                   | 441.1                  | 3.6                     | 437.5                    | 0.9                     |

| Current Fund Balance                         |                         |                        |                         |                          |                         |
| Current fund balance excluding Grant         | 1.4                     |                         |                         |                          |                         |
| Current fund balance of Grant                | 0.0                     |                         |                         |                          |                         |

**Estimated Ending Fund Balance** (Sept. 1, 2023)

Numbers presented may not add up precisely to the totals due to rounding

Prior Month Change to Ending Fund Balance:
- No Change

Notes:
* Reduced by 1% Est. Uncollectable Levy Collections
**CAPITAL ELIGIBLE PROGRAM ("Other Capital")**

(Amounts in $ Millions)

<table>
<thead>
<tr>
<th></th>
<th>19 Year Budget *</th>
<th>FY09 - FY17 YTD Date thru (2/28/17)</th>
<th>Remaining Program Budget</th>
<th>Change From Previous Month</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Balance</strong></td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Community Schools Sales</td>
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<tr>
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<td>3.4</td>
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<td>1.2</td>
<td>5.4</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>1.6</td>
<td>3.9</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td><strong>Total Revenue Plan</strong></td>
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CEP is the continuation of previous "Other Capital" programs.

Numbers presented may not add up precisely to the totals due to rounding.

* Assumes: 19 years Series A Bond on John Stanford Center is funded by CEP/BTA III; all property sales revenue and rental/lease income fund CEP and Community Schools.

**Notes:**
1. The 19 Year Budget includes $2M reserve for World School commitment.
3. $7M of JSCEE Series A Bond Principal payments between FY15 - FY17 moved to BTA III program underspend. Emergency and Unplanned Capital Eligible Projects rescheduled due to capacity.
4. BTA I closeout and BEX III Payback for Garfield have been moved from Revenue to Transfer Category in April, 2015.
1. **TITLE**

BEX IV: Purchase of Physical Education equipment for Arbor Heights Elementary, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, Genesee Hill Elementary, Olympic Hills Elementary, Thornton Creek Elementary, Boren K-8, Hazel Wolf K-8, Licton Springs K-8, Meany Middle and Robert Eagle Staff Middle Schools

2. **PURPOSE**

This Board action would approve the purchase of Physical Education equipment for Arbor Heights Elementary, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, Genesee Hill Elementary, Olympic Hills Elementary, Thornton Creek Elementary, Boren K-8, Hazel Wolf K-8, Licton Springs K-8, Meany Middle and Robert Eagle Staff Middle Schools.

3. **RECOMMENDED MOTION**

I move that the School Board authorize the Superintendent to execute contracts with vendors not yet determined for the purchase of Physical Education equipment for Arbor Heights Elementary, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, Genesee Hill Elementary, Olympic Hills Elementary, Thornton Creek Elementary, Boren K-8, Hazel Wolf K-8, Licton Springs K-8, Meany Middle and Robert Eagle Staff Middle Schools, for a total not to exceed $442,000.

4. **BACKGROUND INFORMATION**

a. **Background**

In the fall of 2016 and 2017, Seattle Public Schools opened new, renovated or existing sites at Arbor Heights Elementary, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, Genesee Hill Elementary, Olympic Hills Elementary, Thornton Creek Elementary, Boren K-8, Hazel Wolf K-8, Licton Springs K-8, Meany Middle and Robert Eagle Staff Middle Schools. Each of these schools needs additional physical education instructional materials. In the case of newly opening schools like Meany and Robert Eagle Staff Middle Schools, a complete allocation of new equipment is required. Some key points:
• Seattle Public Schools Board Policy No. 2185, Physical Education, requires schools utilize Board-adopted curricula. The physical education (PE) equipment purchase will allow all students at named schools to utilize approved PE equipment necessary to implement the PE curriculum.
• All schools will receive either supplemental manipulative physical education equipment or new manipulative equipment to support the delivery of the Board Adopted, FOCUSED FITNESS, Five for Life PreK-12 Physical Education curriculum.
  o Arbor Heights, Genesse Hill, Thorton Creek, Olympic Hills, Cascadia, Hazel Wolf K-8, Licton Springs K-8, Seattle World School will receive supplemental manipulative physical education equipment.
  o Cedar Park, Decatur, Robert Eagle Staff, Meany Middle school will receive NEW manipulative physical education equipment.
  o Boren K-8 will receive NEW and supplemental manipulative physical education equipment with the expansion of the middle school program at the school.
• Adapted physical education is part of individual education plans for students with chronic health problems, dehabilitating conditions, or other special needs that preclude such students’ participating in regular physical education instruction or activities.

b. **Alternatives**

Do not purchase physical education manipulative equipment to support the implementation of the PreK-12 Physical Education FIVE FOR LIFE curriculum. This is not recommended as it is the policy of the Seattle School Board that physical education is a core component of a school environment that promotes students’ health, well-being, and ability to learn. If the purchase order(s) are not approved we will not have manipulative equipment to support and deliver an effective physical education program for all students in Seattle Public Schools.

c. **Research**

Requests for Physical Education (PE) equipment inventories for new/reopening schools are based upon the following:
• New/reopening schools projected total enrollment;
• Past PE purchases for new/reopening schools with a similar projected enrollment total;
• Status of a reopening school’s current PE equipment inventory and program size; and
• Input and recommendations from PE teachers

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be $442,000.

The revenue source for this motion is Building Excellence IV (BEX IV)

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
- [X] Tier 2: Consult/Involve
- [ ] Tier 3: Collaborate

The development of inventories for PE equipment was reviewed by the PE teachers and, in some cases, principals at each school, the PreK-12 Physical Education and Health Literacy Program Manager, the PreK-12 Instructional Services Physical Education Coach, as well as teachers from other schools that acted as consultants.

Vendors for the procurement of PE equipment and audio equipment are determined through an open bid process.

7. **EQUITY ANALYSIS**

This motion was not put through the process of a full racial equity analysis. Equity is based on academic assurances (Strategic Plan 1.1.A) that all new and remodeled schools receive the same process to identify needs for Physical Education materials—ensuring that each and every student at each and every school has equitable access to Physical Education instructional materials.

8. **STUDENT BENEFIT**

Physical Education is a core component of a school environment that promotes students’ health, well-being, and ability to learn, as well as mitigates education and health disparities. All students shall experience a Comprehensive School Physical Activity Program (CSPAP) including: 1. The opportunity to learn the knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood; 2. Opportunities to be physically active; 3. Staff involvement; 4. Family and community engagement; and 5. A culture of health and wellness in every school. This is part of an effective physical education program in the Seattle Public Schools.

9. **WHY BOARD ACTION IS NECESSARY**

- [X] 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
10. **POLICY IMPLICATION**

Board Policy No. 6220, Procurement, any contract for more than $250,000 initial value, excluding sales tax and contingencies, and changes or amendments of more than $250,000, excluding sales tax and contingencies, must be approved by the School Board.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and ______________.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion and receipt of bids and determination of the responsive, responsible low bidder, PE equipment will be purchased so that schools opening in fall of 2017 can open with new PE equipment.

13. **ATTACHMENTS**

- N/A
SCHOOL BOARD ACTION REPORT

DATE: May 10, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction
206-252-0049 dkkinoshita@seattleschools.org
Gail Sehlhorst, Visual and Performing Arts Manager
206-252-0188 ghsehlhorst@seattleschools.org

For Introduction: June 7, 2017
For Action: June 7, 2017

1. TITLE

BEX IV: Purchase of Musical Instruments and Supplies, Music Repertoire, and Audio Equipment for Edmond S. Meany Middle, Robert Eagle Staff Middle, Licton Springs K-8, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary and Olympic Hills Elementary

2. PURPOSE

This Board Action Report details the purchase request of music instruments and supplies, music repertoire and audio equipment for Meany Middle, Robert Eagle Staff Middle, Licton Springs K-8, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, and Olympic Hills Elementary for the 2017-18 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute contracts with one or more vendors if the amount for a vendor is $250,000 or more. The collective not-to-exceed amount of $991,545.69 is the total for music instruments and supplies, music repertoire and audio equipment for Meany Middle, Eagle Staff Middle, Licton Springs K-8, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, and Olympic Hills Elementary for the 2017-18 school year. Immediate action is in the best interest of the district.

4. BACKGROUND INFORMATION

a. Background

In the fall of 2017, SPS will be moving new or existing programs into new, renovated or existing sites for Meany Middle, Eagle Staff Middle, Licton Springs K-8, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, and Olympic Hills Elementary. Each of these sites will have new or significantly renovated music classrooms and performance spaces that will require new music instruments and supplies, music repertoire, and, at the middle schools, audio equipment for use in the music classroom and performance spaces. Some key points:
• We have consistently put music purchase requests out to bid when purchasing for new, renovated or existing school sites. This ensures that we receive a competitive price for new instruments.

• Cedar Park Elementary, Decatur Elementary, Meany Middle, and Eagle Staff Middle are new schools that do not have existing music inventories.

• Cascadia Elementary, Olympic Hills and Licton Springs K-8 have limited Elementary Instrumental Music (EIM) music instrument inventories. Many instruments in the inventory are in poor, unplayable or unrepairable condition.

• Cascadia Elementary and Olympic Hills Elementary are projected to have 660 students. The existing music instrument inventories at each respective school will not support the increased numbers of students entering the Elementary Instrumental Music program.

• The music request for Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, Olympic Hills Elementary and Licton Springs K-8 includes:
  o 151 music instruments in total
  o 156 method books in total
  o Supplies (strings, shoulder rests and endpins, rosin, reeds, cleaning rods, cork grease and valve oil) for each school

• The music request for Meany Middle and Eagle Staff Middle Schools are identical and together include:
  o A total of 429 music instruments:
    o 98 woodwind
    o 120 brass
    o 140 string
    o 62 percussion (including auxiliary percussion and guitar)
    o 9 pianos (1 baby grand (Eagle Staff MS only); 8 upright pianos)
  o A funding request to establish music libraries for band and jazz band, choir and orchestra
  o A funding request for auxiliary percussion to support the band and jazz band program
  o A funding request for audio equipment (microphones/chords/stands, recorder, mixer, and portable sound system)

• The purchase of quality instruments and materials is a long-term investment resulting in sustainable instructional supports that can have an average life span of 60 years. The rational for this investment is related to durability of instruments over many years of use, the ability to repair instruments in terms of acquiring needed parts, and the ability to provide students with an instrument where they get a good sound and, as a result, build more confidence and are more likely to stay involved with music education.

The Purchasing Department is currently preparing to solicit bids for the purchase of musical instruments and supplies, music repertoire and audio equipment for Meany Middle, Robert Eagle Staff Middle, Licton Springs K-8, Cascadia Elementary, Cedar Park Elementary, Decatur Elementary, and Olympic Hills Elementary. At this time bids have not been received; however, to expedite procurement, shipment and delivery we are seeking Board approval in advance of bid opening so that purchase orders can immediately be issued once the low bidder/bidders have been determined to be responsive and responsible.
b. **Alternatives**

Do not purchase new music instruments. This is not recommended. Music instruments and supplies, music repertoire and audio equipment are essential for a healthy music program at all grade levels. Providing students access to high quality music instruments and materials at the elementary and middle school levels ensures that all students can participate.

If the contract to purchase new instruments is not approved then we will have invested in new music spaces and staffed music teachers without the resources necessary to make the music programs functional.

c. **Research**

Requests for Elementary Instrumental Music (EIM) instrument inventories for new/reopening schools are based upon the following:
- New/reopening schools projected total enrollment
- Past EIM purchases for new/reopening schools with a similar projected enrollment total
- Status of a reopening school’s current EIM inventory, program size and instrument borrowing history
- Input and recommendations from EIM teachers
- An EIM program evaluation (Duke, 2010) stated that Seattle Public Schools current EIM inventory did not equitably support the replacement of instruments that warranted retirement from service. The report also stated that there was insufficient funding to support all students with the necessary materials (printed music, shoulder rests, reeds, drum sticks) to engage in music instruction.

EIM instrument requests for Cascadia Elementary, Olympic Hills, and Licton Springs K-8 were developed in collaboration with the current EIM teachers and also supported the Cedar Park Elementary and Decatur Elementary requests.

The Meany Middle and Robert Eagle Staff Middle School requests were based on the 2013-14 Jane Addams Middle School (JAMS) music purchase request. The Meany and Robert Eagle Staff music staff and principals provided significant insight with a focus on projected enrollment and feeder patterns (elementary and middle) and instrument needs to support students as the music program grows that are aligned with the curriculum. Other considerations are the high school music programs these middle schools feed into and ensuring students have the educational supports needed to foster rigorous sequential learning in music.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will not exceed $991,545.69. This BAR is to pre-approve the ability to engage in a contract(s) with vendor(s) if a bid of $250,000 or more is received.

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

Primary stakeholders for the development of inventories for music instruments and materials was reviewed by the music teachers and, in some cases, principals at each school, the Visual & Performing Arts Manager, K-12 Instructional Services Music Coach, as well as, teachers from other schools that acted as consultants.

Vendors for the procurement of music instruments and materials, and audio equipment are determined through an open bid process.

7. **EQUITY ANALYSIS**

This motion was not put through the process of a full racial equity analysis. Equity is based on academic assurances (Strategic Plan 1.1.A) that all new and remodeled schools receive the same process to identify needs for music materials—ensuring that each and every student at each and every school has equitable access to instructional materials.

8. **STUDENT BENEFIT**

Providing students with equitable access to music instruments and materials supports students who otherwise would not be able to participate in an instrumental music course. Studies have shown that students who are involved in arts and music programs are more likely to have improved attendance, improved academic performance (including grades) especially for low-socioeconomic status students, increased motivation and engagement, are more likely to attend and complete college on time, are more likely to vote, and are more likely to volunteer in their communities (Catterall, J.S., Dumais, S.A., Hampden-Thompson, G (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. National Endowment for the Arts.).

9. **WHY BOARD ACTION IS NECESSARY**

☒ Amount of contract initial value or contract amendment may exceed $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. _____, [TITLE], provides the Board shall approve this item

Other: ______________________________________________________

10. POLICY IMPLICATION

Board Policy No. 6220, Procurement: All contracts for more than $250,000 initial value, excluding sales tax and contingencies, and changes or amendments of more than $250,000, excluding sales tax and contingencies, must be approved by the School Board.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and _____________.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion and receipt of bids and determination of the responsive, responsible low bidder, music instructional materials will be purchased so that schools opening in fall of 2017 can open with new music instruments and supplies, music repertoire, and, at the middle schools, audio equipment for use in the music classroom and performance spaces.

13. ATTACHMENTS

• School Inventories
## Cost Summary for Curricular Materials (does not include technology or FF&E)

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1. **TITLE**


2. **PURPOSE**

This resolution accepts the Building Commissioning Report for the Hazel Wolf K-8 at Pinehurst Replacement project, which is required as part of the Office of Superintendent of Public Instruction (OSPI) D-Form process for state funding assistance.

3. **RECOMMENDED MOTION**

I move that the School Board accept the Final Building Commissioning Report for the Hazel Wolf K-8 at Pinehurst Replacement project.

4. **BACKGROUND INFORMATION**
   
a. **Background**

Commissioning is a systematic process of documentation and verification to demonstrate that the building mechanical systems have been installed and function properly, efficiently, and can be maintained in accordance with the contract documents in order to satisfy the District’s intent and operational requirements. This commissioning process has been satisfactorily completed for the Hazel Wolf K-8 at Pinehurst Replacement project by the commissioning consultant, Engineering Economics, Inc.

The district Capital Project Mechanical Electrical Coordinator, Mike McBee, has been involved throughout the commissioning process on Hazel Wolf K-8 at Pinehurst Replacement project. Mr. McBee recommends the acceptance of this report.

In accordance with WAC 392-344-165, acceptance by the Board of the building commissioning report is required to complete the OSPI Form D-11 Application to Release Retainage.

OSPI, through the School Construction Assistance Program (SCAP), provides funding assistance to school districts that are undertaking a major new construction or modernization project. The primary documents that form the basis of any agreement between OSPI and the District are the “D-form” documents. These documents, when
properly completed and signed by all parties, form the official notices of agreement and intent on behalf of the district and OSPI.

b. **Alternatives**

Not accepting this motion in a timely manner could put the District in a position subject to litigation and if state assistance funding requirements are not met, the District will not receive state funding assistance that is available for this project. Therefore, this alternative is not recommended.

c. **Research**

- Office of Superintendent of Public Instruction, Form D-11 Application to Release Retainage

5. **FISCAL IMPACT/REVENUE SOURCE**

This action helps to secure up to $1,672,275.84 state funding assistance. This action does not represent a specific expenditure.

The revenue source for this motion is Building Excellence IV (BEX IV) Capital Levy.

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.

7. **EQUITY ANALYSIS**

This motion was not put through the process of a full racial equity analysis. The selection of projects in the BTA and BEX programs were designed to provide equitable access to schools across the district.
8. **STUDENT BENEFIT**

This project benefits students by providing an improved facility for students.

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. _____, [TITLE], provides the Board shall approve this item

☒ Other: Office of Superintendent of Public Instruction application process for state assistance funding.

10. **POLICY IMPLICATION**

This action is consistent with Board Policy No. 6100, Revenues from Local, State, and Federal Sources, which states “It is the policy of the Seattle School Board to pursue systematically those funding opportunities that are consistent with district priorities from federal, state, and other governmental units, as well as from private and foundation sources,” and “The Board agrees to comply with all federal and state requirements that may be a condition for the receipt of federal or state funds…”.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and ________________.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the D-11 Application to Release Retainage will be completed and submitted to OSPI in May of 2017.

13. **ATTACHMENTS**

- Hazel Wolf K-8 at Pinehurst Replacement Project Final Commissioning Report dated May, 11th 2017. (Executive Summary attached. For full report, please contact the Board Office)
- Resolution No. 2016/17-18
- WAC 392-344-165
Final Report

Hazel Wolf K-8 @ Pinehurst
Seattle, WA

5/11/2017
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   E. Commissioning Process Benefits ......................................................................................... 3

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APPENDICES

APPENDIX A: Commissioning Plan
APPENDIX B: Meeting Minutes
APPENDIX C: Issues Log
APPENDIX D: Functional Tests
May 10, 2017

Scott Lund
Heery International
Owner's Representative

Re: Seattle School District – Pinehurst Commissioning
EEI Project No.: 03-14070

Scott,

EEI has completed our commissioning efforts at the Pinehurst K-8 (Hazel Wolf) new construction project. At this time, there are a few outstanding commissioning related issues that the contractor (Lydig) has committed to resolving. The open issues are as follows:

<table>
<thead>
<tr>
<th>Issue Description</th>
<th>Assigned To</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo sensor locator on first floor at gridlines C / D 8 is not installed. There</td>
<td>Seahurst</td>
<td>Seahurst will submit a RFI to get direction.</td>
</tr>
<tr>
<td>are two sensors located in the same area on the second floor. Locate the missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>first floor photo sensor (per Mike McBee) in the adjacent stairwell corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>between the 1st and 2nd floors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocell 500 shown at stair 1 between 2nd &amp; 3rd floors is located at top of</td>
<td>Seahurst</td>
<td>Seahurst will submit a RFI to get direction.</td>
</tr>
<tr>
<td>stairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overflow roof drain exterior &quot;cow tongue&quot; located at F / G 1 about a foot off</td>
<td>RMI</td>
<td>Work to resolve to occur on 5/10/17.</td>
</tr>
<tr>
<td>the ground was flowing on 8/30. This indicates one of the roof drains is clogged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric wall unit heaters are missing wall thermostats, transformers and wiring.</td>
<td>NW Mountain</td>
<td>Unit heaters are set but have not control</td>
</tr>
<tr>
<td>Air</td>
<td></td>
<td>with the exception of mechanical room 430.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See equipment drawing M.04. See note #1 on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit heater schedule. 5/2/17, Stat in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mechanical room installed. Remaining stats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not installed.</td>
</tr>
<tr>
<td>COP-12, Siemens to take control of corridor lighting.</td>
<td>Siemens</td>
<td>To be coordinated with Seahurst</td>
</tr>
<tr>
<td>Issue Description</td>
<td>Assigned To</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Verify programming of green receptacles and provide graphic for receptacles.</td>
<td>Siemens</td>
<td>Need a graphic to demonstrate performance.</td>
</tr>
<tr>
<td>5/2/17, Receptacles are controlled by Siemens. However, a schedule needs to be set for Siemens to demonstrate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Install motorized damper labels at locations high above HRU-C01 indicating associated heat pump.</td>
<td>Siemens</td>
<td></td>
</tr>
</tbody>
</table>

Lydig has provided a plan to closeout the remaining issues to Seattle Public Schools. The school district's facilities department has agreed to back-check and close out the outstanding issues.

At this time EEI recommends acceptance of the project. Our commissioning report will be transmitted under separate cover. Please contact me with any questions.

Sincerely,

ENGINEERING ECONOMICS INC

Mark Macomber, PE
I. PROJECT DESCRIPTION

EEI was hired to provide commissioning (Cx) services for the new Pinehurst K-8 elementary school. The new K-8 school project involved the construction of a 3 story, 86,000 square foot school in the Pinehurst neighborhood of North Seattle. The school includes a gym, commons area with a performing stage; library; day care; administrative area; and over 30 classrooms.

The facility utilizes a ground source heat pump system for heating and cooling. Approximately 70 wells have been bored to approximately 350' of depth for the ground source portion of the system. Condenser water is circulated through the wells to reject or receive heat to improve the efficiency of the heat pumps installed in the building. Extensive energy management systems have been used to enable maximum efficiency with the mechanical and lighting control systems.

II. EXECUTIVE SUMMARY

This Final Commissioning Report contains an overview of the Cx process and results of the Cx program for the Pinehurst School. Prominent among the Cx services provided was the witnessing of functional testing for all heating/cooling/ventilation equipment, domestic hot water and interior lighting control.

A. Conclusions

Installation and operation of commissioned equipment is consistent with applicable contract documents and meets the intent of the Basis of Design and Owner's Project Requirements. EEI did not validate equipment or items described in the BoD or OPR for non-commissioned equipment.

Training has been delivered satisfactorily.

A post occupancy review meeting was held on 12/14/2016 to confirm system was operating correctly by on a near design degree day.

B. Commissioning Timeline

<table>
<thead>
<tr>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical, Electrical, Plumbing (MEP) Systems Start-up</td>
<td>06/2016</td>
</tr>
<tr>
<td>Testing, Adjusting and Balancing (TAB)</td>
<td>06/2016 – 11/2016</td>
</tr>
<tr>
<td>Functional Testing</td>
<td>08/2016 – 03/2017</td>
</tr>
<tr>
<td>Operator Training – Contractor Provided</td>
<td>08/2016</td>
</tr>
<tr>
<td>Post Occupancy Testing</td>
<td>12/14/2016</td>
</tr>
</tbody>
</table>

C. Outstanding Issues & Recommendations

121. HRU-A01, when the HRU is at maximum CFM five VAVs were not at design CFM.

122. HRU-A01, when the HRU is at minimum CFM two VAVS were not at design CFM.

146. HRU-AC2, when in full cooling the unit was not able to provide specified CFM to 15 of 20 VAVs.
163. Electric wall heaters are missing wall thermostats, transformers and wiring.

171. HPs C175, C179 & C200 filter removal and replacement very difficult, a possible safety issue.

D. Observations & Summary of Major Issues

EEI had a very difficult time in completing the commissioning of the school. Incomplete and or slowly completed mechanical installation of equipment and or sheet metal, piping and controls hampered timely commissioning of the mechanical systems. The Siemens control system was behind constantly behind schedule. It appeared that Siemens had multiple projects the completion stage and they were unable to man the project effectively. Slow to write code, slow to complete point to point, slow to meet final commissioning agreed completions. EEI stopped commissioning because the slowness of Siemens had consumed much of the Cx budget checking and rechecking work that was complete.

The lighting control side of the project was similar to the mechanical in that the lighting control vendor was not cooperative in providing adequate time for the factory technician to help the electrical contractor correct errors and then retest the lighting controls. The technician knew he had to commission the lighting controls but flew back to California prior to commissioning.

There was no effort by the general contractor or the mechanical contractor to develop a mechanical start up schedule. The mechanical start up schedule is the foundation for the commissioning schedule. It was documented in several meetings that the lack of a mechanical start up schedule would compromise the commissioning program. At the request of the school district, EEI developed a commissioning schedule including start up of mechanical systems. The schedule was discussed in regular commissioning meetings, but ultimately proved fruitless because the construction team disregarded it.

Further, the general contractor was not able to manage the mechanical and electrical subcontractors to meet their commissioning contractual obligations. That has resulted in under performance of the mechanical and electrical systems.

The design for the mechanical and electrical systems are per code and innovative in many ways. The ground loop water to air heat pumps are an extremely efficient means of conditioning classrooms. The use for free cooling by using appropriately temperature outside air only makes sense. When the Siemens control system finally is installed and functioning correctly the school district will benefit with energy savings and comfort for all.

Specific items identified by EEI and resolved by the team include:

1. Confirmed that all dampers were installed for various pieces of air handling equipment.
2. Confirmed that the lighting controls were functioning correctly.
3. Wall heaters did not have wall thermostats and were not functional.
4. DDC monitoring meters were not all installed.
5. Noted discrepancies in piping installation thickness and completeness of installation.
E. Commissioning Process Benefits

The Cx process for the Pinehurst School was successful. The Cx process identified a number of concerns regarding the commissioned equipment. These concerns, identified in Section 4 of this report, were brought to the attention of the design and construction team through written reports. For each item, an observation and recommendation was prepared. The design and construction teams worked together to address issues when they were identified and few outstanding items remain.

Specific benefits delivered to The Seattle School District by EEi include:

1. The DDC system operating as specified. Graphics correct, trending correct and operable.
2. Completeness of installation of the mechanical HVAC equipment which allows energy efficient operation of the building.
3. A lighting control system that operates as specified (with noted exceptions). This function also allows for maximum energy efficiency.
4. Inspected equipment to ensure that access was maintained for maintenance purposes. This would also include that all equipment was labeled correctly as well as filters could be easily removed and replaced.

III. ACCEPTANCE PHASE ACTIVITIES

A. Prefunctional Tests

EEi produced and forwarded the Prefunctional Test Binder to the general contractor. The binder was not returned to EEi at the end of construction.

B. Functional Performance Tests

EEi conducted functional tests on all equipment and systems. There are a few unresolved issues that still hinder completing functional testing of the lighting controls.

C. Building Systems Performance

The City of Seattle School District is pleased with the buildings performance. There are still issues on occasion when a specific area or piece of equipment is not functioning correctly but these instances are becoming less as time passes.

IV. CONCLUSION

While the commissioning of the Pinehurst K-8 project was difficult, the end result is an award winning building with functioning mechanical and electrical systems. EEi enjoys working with the School District’s facilities department and appreciate all of the effort they put into the construction projects we work on with them. They are knowledgeable in the District’s standards and their ability to make decisions and give direction for issues that are identified allows the contractor to proceed with construction and makes the commissioning program work smoothly.

We look forward to working with the school district on future projects.
APPENDIX A
Commissioning Plan
Seattle School District #1
Board Resolution

Resolution No. 2016/17-18


WHEREAS, it has been determined that the commissioning report is complete and the building is operating as the commissioning report states; and

WHEREAS, there is no further action necessary by Engineering Economics Incorporated or the General Contractor for the Funded BEX IV Program, Hazel Wolf K-8 at Pinehurst Replacement Project;

NOW THEREFORE, BE IT

RESOLVED, that the Seattle School Board of Directors, in accordance with the provisions in WAC 392-344-165, accepts the commissioning report by Engineering Economics Incorporated for the Funded BEX IV Program, Hazel Wolf K-8 at Pinehurst Replacement Project as part of the OSPI D-11 Application to Release Retainage; and

RESOLVED, that duly certified copies of this resolution shall be presented to the Office of Superintendent of Public Instruction.

ADOPTED this ____ day of June, 2017

Sue Peters, President     Leslie Harris, Vice-President
Stephan Blanford, Member   Richard Burke, Member
Jill Geary, Member         Betty Patu, Member
Scott Pinkham, Member

ATTEST:
Dr. Larry Nyland, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA
WAC 392-344-165

Documents required for release of retainage by school district.

Release of retainage on contracts shall be subject to receipt by the superintendent of public instruction of the following documents:

1. These documents shall be required no later than thirty days after official acceptance:
   a. Properly executed state invoice voucher as per the requirements of WAC 392-344-145;
   b. Architect/engineer certificate(s) of completion;
   c. School district board of directors' resolution of final acceptance signed by the authorized agent of the school district;
   d. School district board of directors' resolution accepting the building commissioning report;
   e. Certification by the authorized agent of the school district that the requirements of RCW 39.04.320 apprenticeship utilization have been met.

2. These documents shall be required no later than sixty days after official acceptance:
   a. Certification by the authorized agent of the school district that the district has on file all affidavits of wages paid in compliance with RCW 39.12.040;
   b. After expiration of forty-five days following acceptance of the project by the school district, a signed statement by the authorized agent of the school district that no lien(s) is on file with the school district or a certified list of each lien is on file with the school district. A copy of each lien shall be forwarded to the superintendent of public instruction;
   c. Either a permanent or temporary occupancy permit by building official of the jurisdiction. Also required are release documents as defined in chapter 60.28 RCW, RCW 50.24.130, and 51.12.050.

[Statutory Authority: RCW 28A.525.020. WSR 10-19-025, § 392-344-165, filed 9/9/10, effective 10/10/10; WSR 08-20-008, § 392-344-165, filed 9/18/08, effective 10/19/08; WSR 06-16-032, amended and recodified as § 392-344-165, filed 7/25/06, effective 8/25/06. Statutory Authority: RCW 28A.525.020 and chapters 39.35 and 60.28 RCW. WSR 92-24-027, § 180-29-165, filed 11/24/92, effective 12/25/92. Statutory Authority: RCW 28A.47.830. WSR 83-21-067 (Order 12-83), § 180-29-165, filed 10/17/83.]
SCHOOL BOARD ACTION REPORT

DATE: April 20, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Lester Herndon, Associate Superintendent, Facilities and Operations (206) 252-0644, ltherndon@seattleschools.org

For Introduction: June 7, 2017
For Action: June 28, 2017

1. TITLE

BTA IV: Award Construction Contract K5078, Bid No, B11634 to (_______) for the Magnolia Elementary School Renovation and Addition Project

2. PURPOSE

This Board Action Report provides authorization for the Superintendent to enter into a construction contract for the Magnolia Elementary School Renovation and Addition Project.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute construction contract K5078 to (_______) for the Magnolia Elementary School Renovation and Addition Project, in the amount of ($_______), (including Alternates), plus Washington State sales tax, in the form of the draft agreement attached to the Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary action to implement the contract.

4. BACKGROUND INFORMATION

a. Background

The Magnolia Elementary School Renovation and Addition Project is funded through the BTA IV Capital Levy Funds passed by the voters on February 9, 2016, the School Construction Assistance Program (SCAP) Funding and Distressed School Grant.

The Magnolia Elementary School Renovation and Addition project was publicly bid on April 20, 2017, with a total of (_______) bids being received. This motion allows the District to execute a construction contract with (_______) Construction who was the lowest responsive responsible bidder. The consulting architect, Mahlum Architects, recommends acceptance of the bid. (_______) firms requested bid documents. A copy of the Bid Tab is attached.

b. Alternatives

Deny the motion. If the motion is denied, the District will not be able to execute the contract to start construction on the Magnolia Elementary School Renovation and
Addition project. This is not recommended because construction will be delayed and the project will not be completed by the start of school year 2018-19.

c. **Research:**

Meng Analysis Facility Assessment Report dated August 2014
Seattle Public Schools Technical Building Standards dated December 2012
School Design Advisory Team
Coordination meetings with district facilities and other stakeholders throughout the design process.

5. **FISCAL IMPACT/REVENUE SOURCE**

The project budget for this work is $34,596,493. The revenue source for this motion is Buildings, Technology and Academics/Athletics (BTA) IV Capital Levy Funds, the School Construction Assistance Program (SCAP) Funding and Distressed School Grant.

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 BTA IV projects list underwent extensive community engagement. This process included a public comment period for the Programmatic Environmental Impact Statement.

7. **EQUITY ANALYSIS**

This motion was not put through the process of a full racial equity analysis. The list of projects to be funded in the BTA IV Levy was developed with the goal of providing equitable access to school facilities across the District.

8. **STUDENT BENEFIT**

It is the goal of the District to continue the process of implementing the BTA and BEX Capital Levy programs and provide students with safe and secure school buildings.
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. _____, [TITLE], provides the Board shall approve this item
- Other: Office of Superintendent of Public Instruction application process for state assistance funding.

10. **POLICY IMPLICATION**

Per Board Policy No. 6220, Procurement, any contract over $250,000 must be brought before the Board for approval.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and _____________.

12. **TIMELINE FOR IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated Notice to Proceed</td>
<td>June 1, 2017</td>
</tr>
<tr>
<td>Anticipated Construction Date</td>
<td>June 1, 2017</td>
</tr>
<tr>
<td>Substantial Completion Date</td>
<td>July 6, 2018</td>
</tr>
</tbody>
</table>

13. **ATTACHMENTS**

- Contract K5078 (placeholder)
- Architect’s Recommendation (placeholder)
- Contractor References (placeholder)
- Bid Tab (placeholder)
Magnolia Elementary School Renovation and Addition

This Agreement ("Agreement"), effective as of _________________, 2017, is made by and between SEATTLE SCHOOL DISTRICT NO. 1 ("Owner"), and __________________ ("Contractor"). Owner and Contractor are individually referred to as "Party" and collectively referred to as the "Parties".

Owner and Contractor agree as follows:

ARTICLE 1. THE CONTRACT

1.01 Contractor shall perform all of the Work required by the Contract Documents for Magnolia Elementary School Renovation and Addition and more fully described in the Specifications, Section 01 10 00 (Summary of Work), and Section 01 11 00 (Summary of Hazardous Materials Work).

1.02 Contractor shall perform all obligations in accordance with the provisions of this contract, which consists of the following documents (references are to provisions of the Magnolia Elementary School Renovation and Addition Project Manual) dated March 14, 2017:

a. This Agreement.
b. Addenda Nos. __________, dated _____________________.
c. Supplemental Conditions, Section 00 73 00 and 00 73 20 if any.
d. Section 00 72 00, AIA Document A201General Conditions for the Seattle School District, Magnolia Elementary School Renovation and Addition ("General Conditions") dated 1/19/2017.
e. Specifications, Sections 01 10 00 through 01 91 00.
f. Specifications, Sections 02 00 00 through 33 00 00.
g. Drawings, as set forth in Section 00 01 15.
h. Contractor’s Performance and Payment Bond, Section 00 61 13.
i. Executed Bid Form, Section 00 41 13, together with Attachments 1, 2, 3 & 4.
j. Available Project Information, Section 00 30 00.
k. Safety Procedures, Section 00 73 19.
l. Wage Rates, Section 00 73 43.
m. Instructions for Bidders, Section 00 21 13.
n. Advertisement for Bids, Section 00 11 00.
o. The following forms, as applicable and as fully executed: Sections 0062 20 through 00 62 70.

All of the foregoing, together with all other documents issued pursuant to or made a part of this Agreement, are sometimes collectively referred to as the “Contract” or “Contract Documents”.

All capitalized terms not defined herein shall have the same meaning given them in the General Conditions.

ARTICLE 2. STATEMENT OF THE WORK

2.01 Subject to paragraph 3.03 below, Contractor shall prosecute and complete the Work in accordance with the schedule and as more fully described in Section 00 10 00, paragraphs 1.13 and 1.14.

2.02 Owner may occupy premises during the entire construction period for conduct of normal operations. Contractor shall cooperate with Owner in scheduling operations to minimize conflict and to facilitate Owner’s usage on the basis of the completion dates on the indicated schedule based on the Owner’s occupancy of areas. See Section 00 10 00.

2.03 The Contractor specifically acknowledges that it has read and understands the requirements of the General Conditions, Section 00 72 00, relating to Changes and Time, including the requirements to provide timely notice, keep daily records, and submit documentation. Contractor further acknowledges that failure to comply with any of these requirements will result in rejection of claims as set forth in the General Conditions.
ARTICLE 3. TIME OF COMMENCEMENT, COMPLETION, AND LIQUIDATED AND ACTUAL DAMAGES

3.01 Subject to paragraph 3.02, Contractor shall prosecute and complete the Work in accordance with the Work Completion Dates and Liquidated Damages provisions set forth below. By executing this Agreement, Contractor acknowledges the reasonableness of the Work Completion Dates.

3.02 Contractor shall not commence performance of any Work under this Contract until Contractor’s receipt of a written notice to proceed from Owner (the “Notice to Proceed”) and satisfaction of all conditions stated therein. Owner’s failure to issue the Notice to Proceed within ninety (90) days after bid opening shall be treated as a change within the provision of Article 7 of the General Conditions of the Contract for Construction. The Notice to Proceed will authorize Contractor to start performance under the Contract, but will not allow Contractor to commence construction on any of the sites.

3.03 The Owner will provide Contractor with a separate authorization to commence construction at each site if this project includes multiple sites. Dates for the Work to be performed under this Contract are as follows:

Notice to Proceed Date: On or about June 1, 2017

Substantial Completion: July 6, 2018

Completion of Punch List: Not more than 30 days later than Substantial Completion.

Final Completion: Not more than 45 days later than Substantial Completion

3.04 Time is of the essence in this Contract. Owner will suffer serious and substantial damages if the Work is not completed in accordance with paragraph 3.03. However, it would be difficult if not impossible to determine precisely the amount of such damages. The Contractor therefore agrees that, from the compensation otherwise to be paid, or as a reimbursement if compensation was already paid, for each calendar day of delay beyond the aforementioned Substantial Completion Date, the following liquidated damages amounts shall apply:

<table>
<thead>
<tr>
<th>Building</th>
<th>Liquidated Damages Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnolia Elementary School</td>
<td>$2500/ calendar day</td>
</tr>
</tbody>
</table>

These sums are agreed upon as the liquidated damages which the Owner will sustain in the case of the failure of the Contractor to achieve Substantial Completion within the Contract Time, and this sum is not construed as a penalty, but as a reasonable estimate of the Owner’s actual damages.

3.05 The above provision for liquidated damages is intended to be in lieu of Contractor’s liability for delay damages sustained by Owner by reason of Contractor’s delay in reaching Substantial Completion on the date set for Substantial Completion. This provision shall not relieve or release Contractor from liability occasioned by other breaches or defaults under this Contract, nor shall it limit Owner’s rights to terminate the Contract for cause pursuant to the General Conditions or to pursue any other remedy, under the Contract or otherwise.

3.06 In addition to the foregoing provisions for liquidated damages regarding failure to achieve timely Substantial Completion and any other rights of Owner hereunder or by law, it is agreed that Owner may recover its actual damages (including direct architectural, administrative and other related costs attributable to the Project), as a result of any delay by Contractor in reaching Final Completion within the time specified in Paragraph 3.03 above.
3.07 The fact that Contractor is liable for liquidated damages does not give Contractor an option to pay such damages in lieu of progressing with the Work on a reasonable, expeditious basis. Failure to make reasonable progress, at any time, is a basis for termination for cause. Election by the Owner not to terminate shall not affect Owner’s right to assess liquidated damages and/or to terminate the Contract at a later time.

ARTICLE 4. ARCHITECT, CONSTRUCTION MANAGER AND REPRESENTATIVES

4.01 The Architect (“Architect” or “A/E”) for the Project is Mahlum Architects or such other as Owner may designate. The A/E’s address is 71 Columbia, Floor 4, Seattle, WA 98104.

4.02 The Owner’s Construction Manager (“Construction Manager”), if used, is to be determined by Owner.

4.03 The Owner may delegate duties to the Architect or the Construction Manager in writing from time to time, including duties designated for the Owner’s Representative as such term is defined in the General Conditions.

4.04 The Owner’s and Contractor’s designated Representatives are identified in Article 7. Any notice or Claim required or permitted under the Contract Documents shall be addressed to the designated Representative identified in Article 7.

ARTICLE 5. CONTRACT SUM

5.01 As full compensation for satisfactory performance of all Contractor’s obligations under this Contract, Owner shall pay Contractor the sum (the “Contract Sum”) of __________________ ($____________) plus Washington State and local sales taxes. The contract is based upon and includes the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner: Alternate No._______________.

5.02 Subject to retention as provided in the General Conditions, Section 00 72 00, Owner shall make progress payments to Contractor as provided for in Article 9 of the General Conditions.

5.03 Unit prices, if any; these descriptions are summary in nature, and the scope of this work is described in the Contract Documents:

<table>
<thead>
<tr>
<th>Item</th>
<th>Units</th>
<th>Price per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Imported Structural Fill (delivered and placed)</td>
<td>Tons</td>
</tr>
<tr>
<td>2.</td>
<td>Excavation of Unsuitable Soils (disposed off site)</td>
<td>Cubic Yards (CY)</td>
</tr>
<tr>
<td>3.</td>
<td>Replacement of Wet or Damaged Plywood Roof Sheathing</td>
<td>Square Feet (SF)</td>
</tr>
</tbody>
</table>

5.04 Allowances included in the Contract Sum, if any:

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

ARTICLE 6. BONDS AND INSURANCE

6.01 Concurrently with Contractor’s execution and delivery of this Agreement, Contractor shall deliver to Owner performance and payment bonds in form and content acceptable to the Owner and as required by the General Conditions, executed by a surety authorized to issue such bonds in the State of Washington. Such bonds shall be for an amount equal to the Contract sum plus applicable sales tax. In addition, if requested in writing by the Owner.
Owner, Contractor shall furnish to Owner, at such times and in such amounts, form and content as Owner may in writing request, such other surety bonds issued by a surety acceptable to Owner, in which case the premium for such other bonds shall be paid by Owner.

6.02 Prior to commencing Work, Contractor shall furnish Owner all certificates of insurance required the General Conditions, Section 00 72 00.

ARTICLE 7. NOTICES

7.01 All correspondence, requests, notices, and other communications to the Owner, in relation to this Agreement, shall be sent electronically through the e-Builder Project Management software, or if by mail to:

Jeanette Imanishi, RA
Project Manager
Capital Projects Department

Location: Seattle School District No. 1
2445 Third Avenue South
Seattle, WA 98134

U.S. Mail: Mail Stop 22-331
P.O. Box 34165
Seattle, WA 98124-1165

7.02 All correspondence, requests, notices, and other communications to Contractor, in relation to this Agreement, shall be electronically sent via e-Builder Project Management software, or if mailed, deliver to:

_______________________
_______________________
_______________________

7.03 Either Party may change such address or individual by giving notice to the other Party in accordance with the provisions of this Article.

ARTICLE 8. AUTHORITY

8.01 Each individual executing this Agreement represents that he or she is authorized to execute this Agreement on behalf of the Party for whom he or she is executing and that this Agreement is valid and enforceable against such Party in accordance with its terms.

[CONTRACTOR COMPANY NAME]

__________________________________________
Name_______________________________________

__________________________________________
Title_______________________________________

__________________________________________
Date_______________________________________

SEATTLE SCHOOL DISTRICT NO. 1

Bid No. B11634 00 52 13-4
Magnolia Elementary School Renovation and Addition Agreement Between Owner and Contractor
END OF AGREEMENT BETWEEN OWNER AND CONTRACTOR SECTION
SCHOOL BOARD ACTION REPORT

DATE: May 8, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Lester Herndon, Associate Superintendent of Facilities and Operations
(206) 252-0644, Itherndon@seattleschools.org

For Introduction: June 7, 2017
For Action: June 28, 2017

1. TITLE

BEX IV Capacity Flexibility: Approval of Budget Transfer for the Maple Elementary School Cross Laminated Timber Project

2. PURPOSE

This Board Action would transfer $350,000 in funding from BEX IV Capacity Flexibility fund to create a project budget to support the Maple Elementary Cross Laminated Timber (CLT) project funded by the State Legislature. The funding will create a project budget to implement construction costs that exceed the CLT budget and will also provide furnishings, technology and curriculum to support the four new classroom constructed at the facility.

3. RECOMMENDED MOTION

I move that the School Board approve a one-time budget transfer from the BEX IV Capacity Flexibility fund to the Maple Elementary School CLT project in the amount of $350,000.

4. BACKGROUND INFORMATION

a. Background

The State of Washington has provided funding to build a four-classroom addition at Maple Elementary School in part to promote the use of a structural system known as cross laminated timber (CLT) as well as supporting classroom size reduction.

The District has been working closely with the Department of Enterprise Services (DES), who is providing construction management services, and the design team consisting of Walsh Construction and Mahlum Architects to create a design that meets the District’s educational and technical standards as well as addresses existing site conditions found at the school. The project will be completed and ready for use by fall of 2017.

Additional funding is required to cover unanticipated construction cost and to furnish the added classrooms to meet district standards and specifications. These costs include, but are not limited to, permits, utility infrastructure, playground relocation, curriculum, technology, furniture, fixtures and equipment.

b. Alternatives
If the motion is denied, the Maple Elementary CLT project will not be completed.

c. **Research**

   Elementary School Educational Specifications, May 31, 2016  
   Technical Building Standards, December 2012  
   Curriculum verification from Teaching and Learning Central Staff  
   Input from Operations and Teaching and Learning Staff

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be the transfer of $350,000 from the BEX IV Capacity Flexibility fund.

The revenue source for this motion is the BEX IV Capacity Flexibility.

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

7. **EQUITY ANALYSIS**

This motion was not put through the process of a full racial equity analysis.

8. **STUDENT BENEFIT**

This action will benefit students by providing the necessary funding to procure and install educational based furniture, technology, security and reduce classroom size per State Classroom Reduction Guidelines.

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. 6000, Program Planning, Budget Preparation, Adoption and Implementation Policy, provides the Board shall approve this item
☐ Other: ____________________________________________

10. POLICY IMPLICATION

This Board Action requests a funding transfer from the BEX IV Capacity Flexibility fund to create a budget for the Maple Elementary CLT project. Per School Board Policy No. 6000 Program Planning, Budget Preparation, Adoption, and Implementation, item number D, “Funds may be transferred from one budget classification to another subject to such restrictions as may be imposed by the Board.”

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee recommended______________.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the District will be able to proceed with procurement and installation of furniture, equipment and curriculum for the Maple Elementary CLT project in conformance with the District Educational and Technical Specifications. The project will be completed in time for the 2017-18 school year.

13. ATTACHMENTS

    Exhibit A – Detail of Additional Budget Requested for the Maple Elementary CLT project
**Maple Street CLT Addition: Issues and Costs**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical/Data to SPS Standards</td>
<td>$12,977</td>
</tr>
<tr>
<td>Utilities</td>
<td>$69,930</td>
</tr>
<tr>
<td>Playground</td>
<td>$22,000</td>
</tr>
<tr>
<td>Sound Mitigation</td>
<td>$27,093</td>
</tr>
<tr>
<td>Permits</td>
<td>$8,000</td>
</tr>
<tr>
<td>Inspections</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td><strong>$143,000</strong></td>
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</tbody>
</table>

**FF&E/Curriculum**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td>$72,000</td>
</tr>
<tr>
<td>Rugs</td>
<td>$4,000</td>
</tr>
<tr>
<td>Curriculum</td>
<td>$40,000</td>
</tr>
<tr>
<td>Computers</td>
<td>$44,000</td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td>$4,000</td>
</tr>
<tr>
<td>Projectors</td>
<td>$10,000</td>
</tr>
<tr>
<td>Sound System</td>
<td>$10,000</td>
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<tr>
<td>Clocks</td>
<td>$4,000</td>
</tr>
<tr>
<td>Security</td>
<td>$2,000</td>
</tr>
<tr>
<td>Divider Walls</td>
<td>$8,000</td>
</tr>
<tr>
<td></td>
<td><strong>$198,000</strong></td>
</tr>
</tbody>
</table>

**sub Total** $341,000

**Contingency** $9,000

**Budget ===>** $350,000
SCHOOL BOARD ACTION REPORT

DATE: April 21, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Lester Herndon, Associate Superintendent, Facilities and Operations (206) 252-0644, ltherndon@seattleschools.org

For Intro: June 7, 2017
For Action: June 28, 2017

1. **TITLE**

BEX IV and BTA IV: Lincoln High School Modernization: Budget Increase for Exterior Improvements, including Modification to Bassetti Architects Contract P1436, and Adjustment to Lydig Construction Contract P5084

2. **PURPOSE**

This Board Action Report approves a budget increase of $7,989,508 to the Lincoln High School Modernization for exterior improvements on the western historic buildings currently not funded. This increase is funded from the Buildings, Technology and Athletics/Academics (BTA) IV Program Contingency. This Action also approves a Modification to Contract P1436, Bassetti Architects, in the amount of $445,685, to design these necessary exterior improvements. Lastly, it increases the Guaranteed Maximum Price (GMP) of Contract P5084, Lydig Construction (GCCM), by $6,366,941 from $56,749,750 to $63,116,691 for estimated construction costs.

3. **RECOMMENDED MOTION**

I move that the School Board approve the transfer of funds from the BTA IV Program Contingency to the Lincoln High School Modernization Project in the amount of $7,989,508 for exterior improvements, including masonry cladding improvements and window replacement on the Lincoln High School project, and modify Contract P1436, Bassetti Architects, by $445,685 for design services, and increase the GMP with Contract P5084, Lydig Construction (GCCM), from $56,749,750 to $63,116,691.

4. **BACKGROUND INFORMATION**

a. **Background:** The project is intended to address the projected high school enrollment growth in north and central Seattle and reduce overcrowding at the earliest achievable date. In February 2013 the six-year capital levy Building Excellence IV (BEX IV) was approved by voters. The BEX IV levy allocated $19,238,051 to fund a classroom remodel in the south wing or in the north wing. Funding also included technology infrastructure and site improvements. In February 2016 the capital levy Proposition 2; Buildings, Technology and Academics/Athletics IV (BTA IV) was approved by the voters. BTA IV provided the bulk of the funding, $74,077,998, for the Lincoln High School infrastructure improvements. The combined funding included the following improvements to the west buildings:
• Repurposing & reconfiguring space to support high school educational programs
• Exterior door improvements
• Improvements to the life/safety systems (seismic, fire sprinklers, fire alarm)
• Americans with Disabilities Act (ADA) upgrades
• Mechanical improvements
• Electrical improvements
• Low voltage systems improvements: data, telecom, security, closed-circuit television (CCTV)
• Building interior architectural finishes
• Balance of roof replacement
• Technology infrastructure

During the design process, conducted in February 2016, a thorough analysis of the building’s exterior was completed and numerous critical issues were identified including failing windows, deteriorating masonry, non-anchored masonry and significant water intrusion. A scope of work has been identified to replace all the windows including the historic steel windows at the library, masonry restoration including seismic anchoring of masonry at entries, terra cotta restoration, general cleaning and sealing. At the time of the analysis, levy funding was not identified to support the scope.

b. **Alternatives:** Do not approve the Lincoln High School Modernization Project budget increase. This is not recommended because further building deterioration will occur. Water intrusion and deterioration of the exterior envelop will increase the risk of damage to new interior systems and finishes, increase the risk of mold and create safety concerns.

c. **Research**
   • Capital Levy: Buildings, Technology and Academics/Athletics IV
   • Capital Levy: Building Excellence IV

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be the transfer of $7,989,508 to the Lincoln High School Modernization Project.

The revenue source for this motion is $7,989,508 from BTA IV Program Contingency.

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
The selection of projects in the $694.9 million BEX IV Capital Levy went through an extensive community vetting process and was ultimately approved by more than 72 percent of Seattle voters in February 2013. BEX IV projects were chosen based on four criteria as approved by the School Board: safety and security, capacity needs, building condition, and maximizing flexibility for programs and services.

The selection of projects in the BTA IV program went through an extensive community vetting process and ultimately received 72.1% approval on February 9, 2016. Additionally, the Preliminary Environmental Impact Statement (PEIS) for the BTA IV program included a public comment period from May 19, 2016 to June 24, 2016. A total of two comments were received and were addressed in Chapter 7 of the Final PEIS.

The design of the Lincoln High School Modernization project was developed by teachers, building support staff, principals, administrators, and community members. This group met throughout 2016 to gather and provide information about facility use, district and school programs, and educational goals upon which the design was based. The Lincoln High School Modernization project will support the district’s current educational goals as well as providing the flexibility to accommodate emerging educational programs.

7. **EQUITY ANALYSIS**

A racial equity analysis was not conducted for this specific action. The selection of projects in both the BEX IV and BTA IV levies was designed to provide equitable access to schools across the city. As the district planned for the BEX IV and BTA IV program, it looked at needs through an equity lens to determine which projects should be prioritized.

8. **STUDENT BENEFIT**

The modernization of Lincoln High School will further address the student capacity needs in the Northwest region of the district. This action will also benefit students by providing the necessary funding to design and construct a school facility which meets current educational specifications and operational goals. This funding will also improve the building environment by providing operable windows in the classrooms while also limiting discomfort from leaky and failing windows, improve student safety by anchoring masonry of concern, and improve building aesthetics.

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. _____, [TITLE], provides the Board shall approve this item

☐ Other: Office of Superintendent of Public Instruction application process for state assistance funding.

10. **POLICY IMPLICATION**

Per Board Policy No. 6220, Procurement, all contracts over $250,000 must be brought before the Board for approval.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and ________________.

12. **TIMELINE FOR IMPLEMENTATION**

Acceptance of the budget approval allows the district to begin design development for exterior improvements and establishes a revised GMP, for construction bidding summer of 2017.

13. **ATTACHMENTS**

- Exhibit 1: Lincoln High School Exterior Improvements Summary
- Exhibit 2: Contract P1436 Bassetti Architects Modification Proposal (for approval)
- Exhibit 3: Contract P5084 Lydig Construction (GCCM) GMP Increase Summary (for approval)
- Exhibit 3a: Contract P5084 Lydig Construction (GCCM) Bid GMP
# Lincoln High School Modernization: Exterior Analysis

<table>
<thead>
<tr>
<th>Design Development Budget</th>
<th>Added Scope</th>
<th>Combined Exterior Scope</th>
</tr>
</thead>
</table>

## Current Project Scope

<table>
<thead>
<tr>
<th>Cladding</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>West Building Exterior Masonry/Concrete</td>
<td>$563,885</td>
<td>$563,885</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Building Panel Repair</td>
<td>$73,028</td>
<td>$73,028</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Windows</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>West Building Historic Wood and Steel Window Glazing</td>
<td>$243,689</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Building New Windows</td>
<td>$96,454</td>
<td>$96,454</td>
<td></td>
<td></td>
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<tr>
<td>West Building Storm Windows</td>
<td>$392,833</td>
<td></td>
<td></td>
<td></td>
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</table>

**Current Exterior Costs** $1,369,889

## Additional Scope

<table>
<thead>
<tr>
<th>Cladding</th>
<th></th>
<th>$1,521,042</th>
<th>$1,521,042</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exterior Masonry/Terra Cotta/Concrete</td>
<td></td>
<td>$1,521,042</td>
<td>$1,521,042</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Windows (Replacement)</th>
<th></th>
<th>$3,464,398</th>
<th>$3,464,398</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolbe Heritage; Aluminum Clad Wood (492 ea)</td>
<td>$3,464,398</td>
<td>$3,464,398</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope: Library Steel Window Replacement</td>
<td>$517,535</td>
<td>$517,535</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCCM Fees/Contingency (3.99 Fee + NSS + SGS + Bonds+Cont)</td>
<td>$863,967</td>
<td>$863,967</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GMP Adjustment** $6,366,941

<table>
<thead>
<tr>
<th>Added Fees</th>
<th></th>
<th>$484,851</th>
<th>$484,851</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contingency (7% Owner)</td>
<td></td>
<td>$484,851</td>
<td>$484,851</td>
</tr>
<tr>
<td>Sales Tax (on Construction)</td>
<td></td>
<td>$692,031</td>
<td>$692,031</td>
</tr>
<tr>
<td>Architectural Fees</td>
<td></td>
<td>$445,685</td>
<td>$445,685</td>
</tr>
</tbody>
</table>

**Additional Exterior Costs** $7,989,508

**Total Exterior Costs** $8,626,420
April 19, 2017

Steve Moore  
Senior Associate/ Project Manager  
Heery International @ John Stanford Center  
2445 Third Avenue South  
Seattle, WA 98134

Re: Lincoln High School Modernization Project - Bassetti Project No. 15959.00

Subject: Additional Service - ASP-02: Masonry Restoration & Window Replacement  
Via: Email

Dear Steve,

This Additional Service Proposal letter addresses the additional scope to the Lincoln High School Modernization Project for work that includes replacement of exterior windows and restoration of exterior masonry at Lincoln’s West Buildings.

The additional scope includes the following:
- Exterior building assessment  
- Landmark process for alterations of defining features  
- New exterior infill to address a variety of existing and new conditions  
- Repair of brick masonry at window heads  
- Repair of spalling masonry  
- Masonry repointing  
- Removal of organic growth and staining at masonry, terra cotta, and concrete  
- Repair of terra cotta that is cracking and spalling  
- Repointing of terra cotta joints  
- Replacement of sky-facing terra cotta joints  
- Repair of cracking and spalling concrete  
- Application of anti-graffiti coating  
- Existing window condition survey  
- Terra Cotta cap replacement at exterior stairs  
- Terra Cotta repairs/replacement at North Wing windows  
- Terra Cotta Pinning  
- Replacement of existing wood windows  
- Replacement of existing steel windows  
- Replacement of existing residential grade windows
Working with the project’s GCCM contractor, Lydig construction, the team has identified this additional scope to add approximately $6,366,941.00 to the Lincoln High School Modernization Project’s MACC (Maximum Allowable Construction Cost). The design team’s initial fee basis for this project was based on the GSA’s A/E Fee schedule, which outlines a fee of 9.1% of the project’s MACC. Through discussion, Bassetti has identified efficiencies for the work associated within this added scope and propose this additional work be based on a reduced percentage of 7% of the MACC, or a total for this task of $445,685.00. We plan to invoice this amount as a lump sum basis once we are given notice to proceed with this work. Please see the attached detailed work plan, which outlines the necessary steps to complete this additional scope.

Please let me know if you have any questions or need further information.

Sincerely,

Michael Davis
Associate Principal
Bassetti Architects Primary Design Team for Additional Work
Lorne McConachie (LM) - Design Principal
Michael Davis (MD) - Managing Principal
Jean Stolzman (JS) - Project Manager
Garret Cress (GC) - Exterior Envelope Project Architect
Rebecca Pheasant Reis (RPR) - Historic Building Resources
Elaine Erwin (EE) - Graphics
Clare Garvey (CG) - Admin. Assistant

ASP-02 - Exterior Masonry Restoration & Existing Window Replacement

<table>
<thead>
<tr>
<th>Scope of Work</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Service Task Description</td>
<td></td>
</tr>
</tbody>
</table>

Design

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Exterior Building Assessment</td>
<td>West Building Updated Masonry/ Terra Cotta/ Concrete Condition Review and Analysis. Plan/Elevation markups, etc</td>
</tr>
<tr>
<td></td>
<td>b) Preliminary Exterior Documentation</td>
<td>Cartoon set various new exterior conditions to detail at North Wing, Central Wing, South Wing. Indicate existing documentation that will need to change, such as wall sections, elevations, floor plans, details, etc. Detail concept sketches</td>
</tr>
<tr>
<td></td>
<td>c) Product Research</td>
<td>Masonry, Terra Cotta, Pre-Cast Concrete availability/options. Alternative approach such as GFRC, Terra Cotta removal of existing units for replication molds</td>
</tr>
<tr>
<td></td>
<td>d) Energy code</td>
<td>Initial analysis of updated energy code approach</td>
</tr>
</tbody>
</table>

2 Existing Window Replacement (492 Windows total) Existing wood window replacement, steel window replacement, and residential grade window replacement

<table>
<thead>
<tr>
<th>1</th>
<th>Existing Window Condition Survey Evaluation</th>
<th>Window type, dimensions, location, number, material, glazing, finish, operation, specific condition. (ie:cracked, checked, damage wood, rotten wood, etc.) Adjacent construction issues (jamb, sill, head assessment/issues)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Existing Window Condition Survey Evaluation</td>
<td>Cartoon set of various new window conditions to detail at North Wing, Central Wing, South Wing. Indicate existing documentation that will need to change, such as wall sections, elevations, details, etc. Sketch conceptual window opening details</td>
</tr>
<tr>
<td></td>
<td>b) Preliminary Window Documentation</td>
<td>Cartoon set of various new window conditions to detail at North Wing, Central Wing, South Wing. Indicate existing documentation that will need to change, such as wall sections, elevations, details, etc. Sketch conceptual window opening details</td>
</tr>
<tr>
<td></td>
<td>c) Window Design Option Review with SPS</td>
<td>Develop and present design option approaches. (single vs double hung, operable vs non-operable, mutin vs no mutins, profiles, etc)</td>
</tr>
<tr>
<td></td>
<td>d) Window Product Research</td>
<td>Review available products available to with needs (aesthetic, sizes, profiles, etc). Initial options to review Kolbe, Marvin, Pella, Eagle, Wausau, etc</td>
</tr>
</tbody>
</table>

3 General Project-wide

<table>
<thead>
<tr>
<th>1</th>
<th>Landmarks Process</th>
<th>Multiple ARC presentations with associated documentation packets, Landmark Board presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consultant and Contractor Coordination</td>
<td>Primarily structural for anchor conditions, cost estimating</td>
</tr>
</tbody>
</table>

Documentation

<table>
<thead>
<tr>
<th>1</th>
<th>Updated Existing Documentation for new scope</th>
<th>Previous Completed Milestone 75% CD Permit Set</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a) Permit Energy Analysis</td>
<td>Intake Documentation</td>
</tr>
<tr>
<td></td>
<td>b) Demolition Floor Plans and Demolitions Elevations</td>
<td>AD2.XX series, AD3.XX series</td>
</tr>
<tr>
<td></td>
<td>c) Architectural Floor Plans and Architectural Elevation</td>
<td>A2.XX series, A3.XX series</td>
</tr>
</tbody>
</table>
# Scope of Work

<table>
<thead>
<tr>
<th>Additional Service Task Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) Wall Sections</td>
<td>A4.XX series</td>
</tr>
<tr>
<td>e) Opening Schedule and Opening Wrap/Flashing Sequence</td>
<td>A5.10, A5.11</td>
</tr>
<tr>
<td>f) Interior Elevations and Details</td>
<td>A7.XX series, A9.XX series</td>
</tr>
</tbody>
</table>

## 2 New Additional Documentation

<table>
<thead>
<tr>
<th>Additional Documentation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Exterior Opening Details</td>
<td>Additional A5.XX sheets</td>
</tr>
<tr>
<td>b) Exterior Infill Details</td>
<td>Additional A5.XX sheets</td>
</tr>
<tr>
<td>c) New Exterior Infill Wall Sections</td>
<td>Additional A4.XX sheets</td>
</tr>
<tr>
<td>c) New Misc. Exterior Details</td>
<td>Additional A5.XX sheets</td>
</tr>
<tr>
<td>c) Additional Steel Detailing</td>
<td></td>
</tr>
</tbody>
</table>

## 3 General

<table>
<thead>
<tr>
<th>General</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Specifications</td>
<td></td>
</tr>
<tr>
<td>b) QA review</td>
<td></td>
</tr>
<tr>
<td>c) Estimating Coordination with Contractor and Owner</td>
<td></td>
</tr>
<tr>
<td>d) Final document issuing, Permit slip sheeting, general coordination and management of added scope</td>
<td></td>
</tr>
</tbody>
</table>

## Construction/ Bidding Phase

### 1 Bidding Phase

<table>
<thead>
<tr>
<th>Additional Documentation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Associated Bidding Questions, substitution requests, addenda</td>
<td></td>
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</tbody>
</table>

### 2 Construction Phase

<table>
<thead>
<tr>
<th>Additional Documentation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Associated pre-construction, construction meetings</td>
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</tr>
<tr>
<td>b) Associated Submittals</td>
<td></td>
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<tr>
<td>c) Associated RFIs</td>
<td></td>
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<tr>
<td>d) Associated construction observation and field reports</td>
<td></td>
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<tr>
<td>e) Associated final inspections and punch list</td>
<td></td>
</tr>
<tr>
<td>f) Associated CA log work</td>
<td></td>
</tr>
</tbody>
</table>
I/We, the undersigned, having read all the requirements of the Bid Instruction Document, together with the Request for Qualification and the Addenda to the RFP, agree to furnish all labor and materials specified herein necessary to complete the work, as follows:

Proposers are to complete the following form:

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary MACC</td>
<td>$50,770,000</td>
<td>Assume for Proposal</td>
</tr>
<tr>
<td>Contractor’s Contingencies (5% of MACC)</td>
<td>$2,538,535</td>
<td>Calculation</td>
</tr>
<tr>
<td>Negotiated Support Services</td>
<td>$300,000</td>
<td>Assume for Proposal</td>
</tr>
<tr>
<td>Specified General Conditions</td>
<td>$1,002,235</td>
<td>Bid</td>
</tr>
<tr>
<td>Fee (% of MACC)</td>
<td>$2,138,980</td>
<td>Bid</td>
</tr>
<tr>
<td><strong>Exterior Improvements Direct and Fee Costs</strong></td>
<td>$6,366,941</td>
<td></td>
</tr>
<tr>
<td><strong>Preliminary Revised Contract Sum</strong></td>
<td>$63,166,691</td>
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</tr>
</tbody>
</table>
LINCOLN HIGH SCHOOL MODERNIZATION PROJECT  
SECTION 00 41 23  
BID FORM  

Seattle Public Schools  

CONTRACTING SERVICES  
2445 Third Ave. South  
Seattle, Washington 98134  

BID PROPOSAL  

GC/CM Services for Construction of the  
Lincoln High School Modernization  

DUE May 18, 2016 at 11:00 a.m. PDT  

I/We, the undersigned, having read all the requirements of the Bid Instruction Document, together with the Request for Qualification and the Addenda to the RFP, agree to furnish all labor and materials specified herein necessary to complete the work, as follows: 

Proposers are to complete the following form:  

<table>
<thead>
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<td>Bid</td>
</tr>
<tr>
<td>Fee (% of MACC)</td>
<td>$ 2,138,980</td>
<td>Bid</td>
</tr>
<tr>
<td>Preliminary Guaranteed Maximum Price</td>
<td>$ 56,749,750</td>
<td></td>
</tr>
</tbody>
</table>

In case of discrepancies between the proposed amounts in words and in numerals, the numerals shall govern. 

Fixed Site General Conditions (amount in words):  

One Million Two Thousand Two Hundred Thirty Five DOLLARS  

(amount numerically) $1,002,235  

(not including state and local sales taxes)  

Percent Fee (amount in words): Three and Ninety Nine One Hundredths PERCENT (numerical) 3.99 %  

Lydig Construction, Inc.  

COMPANY NAME  

Bid No. B03666 05/12/16  
Rev 00 41 23-1  
Linear High School Modernization Project REVISED ADDENDUM NO. 5  

Bid Form
LINCOLN HIGH SCHOOL MODERNIZATION PROJECT
SECTION 00 41 23
BID FORM

BID SECURITY
Enclosed is: Bid Bond 5% (Bid Bond must be signed by issuing company)

[Bid Bond amount is to be not less than 5% of the Preconstruction Services Allowance ($300,000), bid Specified General Conditions and the calculated bid Fee]

(A) Negotiated Support Services $ 300,000.00

(B) Specified General Conditions $ 1,002,235.00

(C) Fee $ 2,138,980.00

Total Bid Amount $ 3,441,215.00

ADDENDA
Receipt of Addenda Number(s) 1, 2, 3, 4, 5 is hereby acknowledged. (Proposers must complete the blank to acknowledge receipt of all addenda.)

OTHER
☑ Attached Breakdown of Costs for Specified General Conditions (use Form 00 41 23a)
☑ Attached Breakdown of Hours for Specified General Conditions (use Form 00 41 23b)

BUILDER'S RISK INSURANCE COST

(amount in words):
One Hundred Twenty Thousand Seven Hundred and Two DOLLARS

(amount numerically) $ 120,702
(not including state and local sales taxes)

Lydig Construction, Inc.

COMPANY NAME

Bid No. B03666 05/12/16
Lincoln High School Modernization Project REVISED ADDENDUM NO. 5 00 41 23-2 Bid Form
SCHOOL BOARD ACTION REPORT

DATE: May 10, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Dr. Lestor Herndon, Associate Superintendent, Facilities and Operations
(206) 252-0644 ltherndon@seattleschools.org

For Introduction: June 7, 2017
For Action: June 7, 2017

1. **TITLE**

BTA IV: Award Contract (______) to (______) for Bid No. B04799 Relocate and Setup Portable Classrooms at Multiple School Sites

2. **PURPOSE**

This Board Action Report details the award of a Public Works contract to support one of the District’s Annual Capacity Management Actions to relocate existing-inventory portable classrooms to identified schools in order to support projected district homeroom and program capacity needs for the 2017-18 School Year.

3. **RECOMMENDED MOTION**

I move that the School Board authorize the Superintendent to execute a contract with (______) for Bid No. B04779 Relocate and Setup Portable Classrooms at Multiple School Sites, in the amount of ($______), plus Washington State sales tax, in the form of the draft agreement, attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract. Immediate action is in the best interest of the district.

4. **BACKGROUND INFORMATION**

a. **Background**

This motion supports school-to-school relocation of existing portable classrooms to address the annual requirement to provide classroom solutions for the district’s enrollment growth and program needs. The background provided in the Board Action Report titled, Approval of Capacity Management Actions for the 2017-18 School Year (approved for Action on February 15, 2017) is inserted immediately below.

District enrollment has increased by 2-3% annually over the past several years. Projected district-wide growth between 2016-17 and 2017-18 is 2.1%; however, the stabilization of entry Kindergarten cohort sizes and the continued movement of larger cohorts into upper grades translates to different school types growing at different rates, as outlined below.

- **K-5 & K-8 schools** Projected to grow by 0.8%
- **Middle schools** Projected to grow by 2.8%
- **High schools** Projected to grow by 4.3%
This growth forecast translates into a projected need for twenty-two (22) new homerooms across the district.

New space is also required to support program placement necessary to vacate the Lincoln campus in preparation for the BEX IV/BTA IV high school reopening work. Three (3) classroom spaces and a changing table-ready restroom are needed at Ingraham High School to accommodate the Bridges 18-21 transition program move from the Lincoln campus, and two (2) classroom spaces are needed to accommodate the Huchoosedah Indian Education program move from the Lincoln campus. The Bridges move is for two years. Bridges will move back to Lincoln when it re-opens as a comprehensive high school in fall 2019.

Significant new elementary (Cascadia; Cedar Park; Decatur; Olympic Hills) and middle school (Meany; Robert Eagle Staff) capacity comes on-line in the fall of the 2017-18 school year, providing space to support increasing enrollment and program needs. Portables extant on the Boren, McGilvra Elementary, Schmitz Park Elementary, Hamilton Middle School, Washington Middle School and Whitman Middle School campuses will be available for deployment to support Capacity Management actions elsewhere in the district.

Because enrollment growth and program needs occur across the district Annual Capacity Management actions are needed, in concert with the 2017-18 school openings to support the district’s projected 2017-18 space needs. The recommended budget authorization will fund the following scope:

- School-to-school relocation of existing portables
- Remodeling and systems infrastructure work needed to develop new homerooms in both permanent and portable spaces
- Permitting, design, portable installation and site work associated with portable placement and reconfiguration of existing space
- Appropriate furniture, student/teacher technology and curricula for all new homerooms and program spaces

The specific total quantity, site locations and grade levels for the new homerooms will be validated based on data outcomes associated with Open Enrollment. Approval of this action item will allow work to begin on 2017-18 Annual Capacity Management actions, bringing all new homerooms online and available for occupancy by August 11, 2017.

b. Alternatives
The alternatives identified in the Board Action Report titled, Approval of Capacity Management Actions for the 2017-18 School Year (approved for Action on February 15, 2017) were considered in order of preference/recommendation: Available vacant classroom space; conversion of Child Care classrooms; repurposed/reconfigured non-homeroom spaces; repurposed PCP spaces; school-to-school portable relocation; purchase of new portables. The scope recommended in this Board Action Report provides the necessary new homeroom and program support capacity at the least dollar cost of the options examined.

c. Research
The recommendations provided in the Board Action Report titled, Approval of Capacity Management Actions for the 2017-18 School Year (approved for Action on February 15,
2017) are based on a collaborative process involving staff from Capital Planning, Enrollment Planning, Special Education and Early Learning and subject matter research and analysis regarding projected enrollment growth, program needs, available space in existing permanent and portable facilities and site-specific potential to support additional building footprint.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be ($_______)

The revenue source for this motion is Buildings, Technology and Academics (BTA) IV.

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 Annual Capacity Management projects list for the 2017-18 School Year includes both Tier 1 and Tier 2 Community Engagement. The recommendations included in the Board Action Report titled, Approval of Capacity Management Actions for the 2017-18 School Year (approved for Action on February 15, 2017) were based on a collaborative process involving district staff from multiple departments and were shared with the Public at a Tier 1 “Inform” level of community engagement. In the months following the approval of the Capacity Management Actions for the 2017-18 school year the district performed at a Tier 2 “Consult/Involve” level of community engagement through the monthly meetings of the Annual Capacity Management Task Force.

7. **EQUITY ANALYSIS**

This action and other Annual Capacity Management Actions for the 2017-18 School Year were not put through the process of a full racial equity analysis.

8. **STUDENT BENEFIT**

The recommendations in this action item support the projected need for properly-outfitted homeroom and program spaces to the extent Capital solutions are available.
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. _____, [TITLE], provides the Board shall approve this item
- Other: _____________________________________________________________________

10. **POLICY IMPLICATION**

   Board Policy No. 6220, Procurement, All contracts for more than $250,000 initial value, excluding sales tax and contingencies, and changes or amendments of more than $250,000, excluding sales tax and contingencies, must be approved by the School Board.

11. **BOARD COMMITTEE RECOMMENDATION**

   This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and ____________.

12. **TIMELINE FOR IMPLEMENTATION**

   Upon approval of this motion, the Superintendent will execute an agreement and a Notice to Proceed will be issued to (_______).

13. **ATTACHMENTS**

   - Contract (draft)
   - Project Manager’s Recommendation (draft)
   - Bid Tab (draft)
SCHOOL BOARD ACTION REPORT

DATE: May 8, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Teresa Fields, Director, Nutrition Services; trfields@seattleschools.org
Pegi McEvoy, Assistant Superintendent, Operations,
pmcevoy@seattleschools.org

For Intro: June 7, 2017
For Action: June 28, 2017

1. TITLE

Approval of the third year renewal of contract B01538 with Goody Man Distributing, Inc. for Bread Products for 2017-18

2. PURPOSE

The purpose of this action is to comply with Policy No. 6220, Procurement, as this action exceeds the $250,000 threshold; and to ensure that the district has continuous delivery of bread products for the Nutrition Services program for the 2017-18 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute the renewal of contract B01538 with Goody Man Distributing in the amount of $250,181.05, for the provision of bread products for the 2017-18 school year, in the form of the draft Agreement attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. BACKGROUND INFORMATION

Background: The quantities in this bid represent an estimate of the various products required to support the School Breakfast and Lunch programs. The actual quantities to be purchased may vary depending on internal changes and student participation. Prices for Bread Products are firm for the contract period.

The existing contract for Bread Products expires on August 31, 2017. The annual contract amount has not changed from 2016-17. The Nutrition Services Department has been able to manage the contract with the vendor within budget.

Alternatives: If the contract is not awarded, Bread Products would not be available to students as part of the School Breakfast and Lunch programs at the start of the 2017-18 school year. Grain products are a required component that must be offered to students at breakfast and lunch in order for Nutrition Services to receive federal reimbursement.
Research: N/A.

5. **FISCAL IMPACT/REVENUE SOURCE**

The cost of the Bread Products cost for the 2017-18 school year is $250,181.05. This represents no change from the previous year. The revenue source for this motion is currently budgeted in Nutrition Services Food Budget in the General Fund.

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

7. **EQUITY ANALYSIS**

Not applicable for this action, as it is the renewal of a three-year contract the district is committed to.

8. **STUDENT BENEFIT**

It is the policy of the Board that each school participate in the National School Lunch and School Breakfast Program and that the District encourages its students to develop good eating habits and understand and appreciate the kinds of food necessary to maintain good health. Bread products are an important ingredient in a healthy diet for students and are an essential ingredient for their ability to be ready to learn.

9. **WHY BOARD ACTION IS NECESSARY**

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

10. **POLICY IMPLICATION**

Per policy No.6220, Procurement, any contract over 250,000 must be brought before the Board for approval. Per policy H61.00, Food Service, and Board procedure H61.01, Breakfast and Lunch Program, it is the policy of the Board that each school participation in the National School Lunch and School Breakfast Program and the District intends for its students to develop good eating habits and understand and appreciate the kind of food necessary to maintain good health.

11. **BOARD COMMITTEE RECOMMENDATION**
This motion was discussed at the May 18, 2017 Operations Committee meeting. The Committee reviewed the motion and ______________.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Bread Products Agreement will be executed to initiate services beginning September 1, 2017.

13. **ATTACHMENTS**

Contract B01538, Amendment No. 2
THIS AMENDMENT is made between the Seattle School District No. 1, (hereinafter called “District”), and Goody Man Distributing, Inc. (hereinafter called “Vendor”) regarding Contract number B01538 for Bread.

Whereas, the District and the Vendor entered into a contract dated July 15, 2015, and later amended on August 23, 2016, herein incorporated by this reference; and,

Whereas, the District and the Vendor acknowledge that the contract allows for up to two (2) annual contract renewals and wish to exercise its second and final option to renew and extend the term of the contract for one (1) additional year.

NOW, THEREFORE, District and Vendor agree as follows:

1. The term of the contract is extended from September 1, 2017 to August 31, 2018.

2. Any of the other provisions of the subject contract not modified in writing shall remain in full force and effect.

GOODY MAN DISTRIBUTING, INC.  

Signature: Marcus MacKinnon  

(Vendor Representative)  

Title: General Manager/VP  

Date Signed: 4/12/2017  

Company Name: Goody Man Distributing, Inc.  

Federal Tax Identification Number: 93-1070402  

SEATTLE SCHOOL DISTRICT NO. 1

Signature: Dr. Larry Nyland  

Superintendent  

Title  

Date Signed
SCHOOL BOARD ACTION REPORT

DATE: May 8, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Teresa Fields, Director, Nutrition Services; trfields@seattleschools.org
Pegi McEvoy, Assistant Superintendent, Operations; pmcevoy@seattleschools.org

For Intro: June 7, 2017
For Action: June 28, 2017

1. TITLE

Approve the third year renewal of contract B01540 with Dairy Fresh Farms for Fluid Milk Products, Miscellaneous Dairy Products and Juice Products for 2017-18

2. PURPOSE

The purpose of this action is to comply with Policy No. 6220, Procurement, as this action exceeds the $250,000 threshold; and to ensure that the district has continuous delivery of dairy products for the Nutrition Services program for the 2017-18 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute the Year 3 renewal of contract B01540 with Dairy Fresh Farms in the amount of $1,001,809.00, for provision of fluid milk products, miscellaneous dairy products and juice products for the 2017-18 school year, in the form of the draft Agreement attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. BACKGROUND INFORMATION

Background: The quantities in this bid represent an estimate of the various products required to support the School Breakfast, Lunch and Afterschool Snack programs. The actual quantities to be purchased may vary depending on internal changes and student participation. For the Fluid Milk Products and for the Miscellaneous Dairy Products, prices are firm for 90 days after the bid opening and thereafter are subject to escalation, up or down, based upon cost changes in Class I and Class II milk and butterfat differential as determined by the Puget Sound Federal Milk Marketing Order or any Marketing Order established by authority of an agency of the State of Washington, including United States Department of Agriculture Federal Milk Order 124. Prices for Juice Products are firm for the contract period. Historically, Nutrition Services has been able to manage monthly price fluctuations for these products and will maintain this contract at the same approximate cost as in 2016-17.

The existing contract for Milk, Miscellaneous Dairy and Juice expires on August 31, 2017. Dairy Fresh Farms, Inc. submitted the lowest bid in 2015 for this contract. The contract amount
for the 2017-18 school year is the same as the previous year. Nutrition Services has been able to manage the contract with the vendor within the budget.

**Alternatives:** If the contract is not awarded, fluid milk, miscellaneous dairy products and juice would not be available to students as part of the School Breakfast, Lunch or Snack programs at the start of the 2017-18 school year. An eight ounce serving of milk is a required component that must be offered to students at breakfast and lunch in order for Nutrition Services to receive federal reimbursement.

**Research:** N/A.

5. **FISCAL IMPACT/REVENUE SOURCE**

The cost of the contract for the 2017-18 school year is $1,001,809.00. This represents no change from the previous year. The revenue source for this motion is currently budgeted in Nutrition Services Food Budget in the General Fund.

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

7. **EQUITY ANALYSIS**

Not applicable for this action, as it is the renewal of a three-year contract the district is committed to.

8. **STUDENT BENEFIT**

It is the policy of the Board that each school participate in the National School Lunch and School Breakfast Program and that the District encourages its students to develop good eating habits and understand and appreciate the kinds of food necessary to maintain good health. Dairy products are an important ingredient in a healthy diet for students and is an essential ingredient for their ability to be ready to learn.

9. **WHY BOARD ACTION IS NECESSARY**

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

10. **POLICY IMPLICATION**
Per policy No. 6220, Procurement, any contract over 250,000 must be brought before the Board for approval. Per Policy No. H61.00, Food Service, and Board Procedure No. H61.01, Breakfast and Lunch Program, it is the policy of the Board that each school participation in the National School Lunch and School Breakfast Program and the District intends for its students to develop good eating habits and understand and appreciate the kind of food necessary to maintain good health.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the May 18, 2017 Operations Committee meeting. The Committee reviewed the motion and ____________.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the dairy products amendment will be executed to continue services beginning September 1, 2017.

13. **ATTACHMENTS**

Contract B01540, Amendment No. 2
SEATTLE PUBLIC SCHOOLS
AMENDMENT NO. 2
CONTRACT NO. B01540
FLUID MILK PRODUCTS, MISCELLANEOUS DAIRY PRODUCTS AND JUICE PRODUCTS

THIS AMENDMENT is made between the Seattle School District No. 1, (hereinafter called “District”), and Dairy Fresh Farms, Inc. (hereinafter called “Vendor”) regarding Bid No. B01540 for Fluid Milk Products, Miscellaneous Dairy Products and Juice Products.

Whereas, the District and the Vendor entered into a contract dated July 15, 2015, and later amended on August 23, 2016, herein incorporated by this reference; and,

Whereas, the District and the Vendor acknowledge that the contract allows for up to two (2) annual contract renewals and wish to exercise its second and final option to renew and extend the term of the contract for one (1) additional year.

NOW, THEREFORE, District and Vendor agree as follows:

1. The term of the contract is extended from September 1, 2017 to August 31, 2018.

2. Any of the other provisions of the subject contract not modified in writing shall remain in full force and effect.

DAIRY FRESH FARMS, INC.

[Signature]

DEAN HEGGIE
(Vendor Representative)

PRESIDENT
Title

APRIL 10, 2017
Date Signed

DAIRY FRESH FARMS, INC
Company Name

911121590
Federal Tax Identification Number

SEATTLE SCHOOL DISTRICT NO. 1

[Signature]

Dr. Larry Nyland
Superintendent
Title

[Signature]

Date Signed
SCHOOL BOARD ACTION REPORT

DATE: May 8, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Teresa Fields, Director, Nutrition Services; trfields@seattleschools.org
Pegi McEvoy, Assistant Superintendent, Operations; pmcevoy@seattleschools.org

For Intro: May 17, 2017
For Action: June 7, 2017

1. **TITLE**

Approval of the third year renewal of contract B01539 with Duck Delivery for Fresh Produce for the 2017-18 school year

2. **PURPOSE**

The purpose of this action is to comply with Policy No. 6220, Procurement, as this action exceeds the $250,000 threshold; and to ensure that the district has continuous delivery of fresh produce for the Nutrition Services program for the 2017-18 school year.

3. **RECOMMENDED MOTION**

I move that the School Board authorize the Superintendent to execute the renewal of contract B01539 with Duck Delivery in the amount of $900,000.00, for the provision of fresh produce for the 2017-18 school year, in the form of the draft Agreement attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. **BACKGROUND INFORMATION**

Seattle Public Schools participates in the National School Lunch, School Breakfast Program and Afterschool Snack Program and is required to obtain fixed price contracts, as opposed to cost plus a percentage contracts. Given the variable nature of produce availability and market prices, the contract was bid containing 41 items that are used the entire year in high volumes and excludes most seasonal items that would be unavailable or very high priced at the time of bid. Prices are subject to escalation, up or down, based upon market prices. The district reserves the right to purchase additional seasonal products that are not listed on the Bid Price Form from the awarded bidder, or purchase such products from other vendors who have provided a lower quote for those items.

In addition, the bid quantities do not reflect the Fresh Fruit and Vegetable program, a grant that Nutrition Services has applied for but not yet been awarded for 2017-2018.

**Alternatives:** If the contract is not awarded, fresh fruits and vegetables would not be available to students as part of the School Breakfast, Lunch or Snack programs at the start of the 2017-18
school year. Fruits and vegetables are a required component that must be offered to students at breakfast and lunch in order for Nutrition Services to receive federal reimbursement.

Research: N/A.

5. **FISCAL IMPACT/REVENUE SOURCE**

The cost for product products for the 2017-18 school year is $900,000.00. This represents no change from the previous year. The revenue source for this motion is currently budgeted in Nutrition Services Food Budget in the General Fund.

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

7. **EQUITY ANALYSIS**

Not applicable for this action, as it is the renewal of a three-year contract the district is committed to.

8. **STUDENT BENEFIT**

It is the policy of the Board that each school participate in the National School Lunch and School Breakfast Program and that the District encourages its students to develop good eating habits and understand and appreciate the kinds of food necessary to maintain good health. Fresh produce is an important ingredient in a healthy diet for students and is an essential ingredient for their ability to be ready to learn.

9. **WHY BOARD ACTION IS NECESSARY**

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

10. **POLICY IMPLICATION**

Per Policy No.6220, Procurement, any contract over 250,000 must be brought before the Board for approval. Per Policy No. H61.00, Food Service, and Board Procedure No. H61.01, Breakfast and Lunch Program, it is the policy of the Board that each school participation in the National School Lunch and School Breakfast Program and the District intends for its students to develop
good eating habits and understand and appreciate the kind of food necessary to maintain good health.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the May 18, 2017 Operations Committee meeting. The Committee reviewed the motion and _____________.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Fresh Produce Agreement will be executed to continue services beginning September 1, 2017.

13. **ATTACHMENTS**

   Contract B01539, Amendment No. 2
SEATTLE PUBLIC SCHOOLS
AMENDMENT NO. 2
CONTRACT NO. B01539
FRESH PRODUCE

THIS AMENDMENT is made between the Seattle School District No. 1, (hereinafter called “District”), and Duck Delivery of Washington (hereinafter called “Vendor”) regarding Contract number B01539 for Fresh Produce.

Whereas, the District and the Vendor entered into a contract dated July 15, 2015, and later amended on August 23, 2016, herein incorporated by this reference; and,

Whereas, the District and the Vendor acknowledge that the contract allows for up to two (2) annual contract renewals and wish to exercise its second and final option to renew and extend the term of the contract for one (1) additional year.

NOW, THEREFORE, District and Vendor agree as follows:

1. The term of the contract is extended from September 1, 2017 to August 31, 2018.

2. Any of the other provisions of the subject contract not modified in writing shall remain in full force and effect.

DUCK DELIVERY OF WASHINGTON

Signature

Derek Reich
(Vendor Representative)

General Manager
Title

4/16/17
Date Signed

Duck Delivery of WA
Company Name

93-1272266
Federal Tax Identification Number

SEATTLE SCHOOL DISTRICT NO. 1

Signature

Dr. Larry Nyland
Superintendent
Title

Date Signed
1. **TITLE**

Repeal Board Policies H61.00, Food Service, H61.01, Breakfast and Lunch Program, and H62.00, Breakfast and Lunch Program – Free and Reduced Price Meals; and adopt Board Policy No. 6705, Food Service and Student Nutrition

2. **PURPOSE**

This Board action adopts new policy regarding the breakfast and lunch nutrition programs as recommended by the United States Department of Agriculture (USDA) and state Wellness Policy recommendations; it also repeals outdated policies in accordance with the Board’s Phase II policy work.

3. **RECOMMENDED MOTION**

I move that the Board of Directors adopt new Policy No. 6705, Food Service and Student Nutrition and repeal policies H61.00, Food Service, H61.01, Breakfast and Lunch Program, and H62.00, Breakfast and Lunch Program – Free and Reduced Price Meals as attached to the School Board Action Report.

4. **BACKGROUND INFORMATION**

Background: New Policy No. 6705, Food Service and Student Nutrition, is an outcome of the work of a Nutrition Services Policies Task Force that was formed in response to:

- a federal requirement for community engagement in the development of student wellness policies;
- a recommendation by Prismatic Services, a national consultant who reviewed the SPS Nutrition Department;
- a school board emphasis on community engagement and the provision of a Level III community engagement opportunity; and
- a need to complete Phase II policy work in the 6000 section by updating and/or repealing old policies and board procedures ranging from 12 to 32 years old.
The task force was made up of representatives of district labor partners (PASS, SEA, and 609), PTSA, and other community representatives (elementary and secondary parents, Lunch and Recess Matters representatives, community-based organizations, and other government agencies). The task force met four times, receiving training on the district’s equity work, what is policy and procedure, and how schools develop master schedules. They also heard from a panel of informed students on food and their experiences with district nutrition, and another from community representatives on the use of kitchen facilities.

The primary issue addressed by the task force was the need to ensure that all schools provide a minimum of 20 minutes of seat time for students to eat and socialize; this amount of time was identified in the old nutrition policies as well. Implementation of this policy is different at the elementary and secondary levels:

- Secondary schools have been moving toward as long as an hour break in their master scheduling to provide time for staff to have mandatory lunch time and for there to be space in the day for structured social activities like clubs, so the 20-minute minimum is not significant.
- Elementary schools struggle with how to allow the 20 minutes of seat time, and PASS task force members asked for clarity in policy language so this can be implemented more uniformly across the district and communicated well with concerned parents and groups like Lunch and Recess Matters. In paragraph 4 of the Food Service and Student Nutrition policy, language specifies:
  1) A minimum of 10 minutes seated time for breakfast and 20 minutes for lunch;
  2) Additional time as needed for standing in line;
  3) A five-minute passing period on one side or the other to allow students to get to or from the cafeteria; and
  4) School leaders and food service staff placing a high priority on reducing cafeteria line times to no more than 5 minutes for students.

Monitoring performance and enforcement of these times will be a challenge. Some schools have several parent and community volunteers to help with lunchroom facilitation and supervision. Staffing lunchroom activity is a challenge for many other schools. But this new policy provides the clarity elementary principals on the task force requested, as well as allows some flexibility in the structure for staff coordination. There will be site-specific issues during implementation regarding the daily schedule for Executive Directors of Schools and Operations staff to support.

The second important issue addressed by the task force was to increase participation in the nutrition program. Nutrition Services staff participating on the task force heard many good suggestions on how to improve the lunchroom experience, which will be included as part of procedures. Staff will also have to work with vendors to improve sources of products that meet the varying cultural needs of district families.
The third issue will be how to communicate and work with families and community partners to:

- Emphasize the quality of food products used and how they meet the needs of a variety of cultures;
- Encourage the use of the breakfast and lunch programs by both students eligible for Free and Reduced Price School Meals (FRPSM) and those who are not; and
- Get regular feedback from all stakeholders.

**Alternatives:** Continuing to keep the 20-minute requirement in procedure rather than putting it in policy will result in what currently exists in the district - implementation is sporadic and inconsistent across the district, which results in parent and community frustration.

**Research:**
- USDA requirements for policy changes
- Prismatic Report

5. **FISCAL IMPACT/REVENUE SOURCE**

There is no anticipated fiscal impact to these policies. The 20-minute seat time has been in Board Procedures. While the addition of five minutes of passing time may have an impact on hourly employees involved in lunchroom supervision, this can be accommodated on an individual school basis as needed.

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
- [x] Tier 3: Collaborate

The district formed a task force that informed this work, as described in the background section above.

7. **EQUITY ANALYSIS**

Task force members received training in the District’s equity toolkit and discussed the impact of proposed changes on equitable outcomes throughout task force meetings. Issues identified through these discussions included ensuring that all students had enough time to eat, that there was no stigma for free and reduced lunch priced meals or fears by families over privacy, and that the type of foods served cover a broad range of cultural dietary practices.
8. **STUDENT BENEFIT**

Research is very clear that providing nutritious meals to students boosts academic achievement. The breaks in the middle of the day contribute positively to the social-emotional growth of children. Allowing enough time to eat assists in teaching students good eating habits.

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. _____, [TITLE], provides the Board shall approve this item

☐ Other: _____________________________________________________________

10. **POLICY IMPLICATION**

This is a continuation of the work of Policy 3405, Student Wellness, which was recommended by a task force and adopted by the Board in 2015 as a requirement of the United States Department of Agriculture (USDA). Several outdated policies (linked below) would be repealed as part of this work, as requested by the Board in the Phase II policy revisions.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and _____________.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, staff will develop menus and training necessary to serve a diverse menu, work with Communications on a marketing plan for the Free and Reduced Priced School Meals (FRPSM) program, and communicate changes with school leaders.

13. **ATTACHMENTS**

- New Policy No. 6705, Food Service and Student Nutrition
- Policies to be repealed include:
  - H61.00 [Food Service](#)
  - H61.01 Procedure [Breakfast and Lunch Program](#)
  - H62.00 [Breakfast and Lunch Program - Free and Reduced Lunch Priced Meals](#)
The Board recognizes that school meal programs help students develop good eating habits and understand and appreciate the kinds of food necessary to maintain good health. Children who eat nutritious meals and snacks are more likely to be healthy, perform better academically, and exhibit fewer behavioral challenges. School meal programs are a critical tool in closing opportunity gaps and in the fight against childhood hunger. In addition, meal times provide social interaction and a break from instruction that is important for the social-emotional health of students.

The Board further recognizes that, for many students, the National School Lunch Program (NSLP) sponsors Free and Reduced Priced School Meals (FRPSM) and nutritional opportunities not available elsewhere. The District will take steps to assure that families and students are aware of the NSLP program and that eligible families are encouraged and supported to apply. The District will aim to increase participation in its food service programs by students who are eligible and not eligible for FRPSM.

In order to invite greater participation, each school located in a District building shall participate in National School Lunch programs. District food service will include a variety of nutritious, appealing meals served in a safe, clean and hospitable environment. The food service menu will be developed and presented in a way that affirms and welcomes the cultural diversity of the District’s student population. The Board encourages the use of high quality, organically and locally grown food and the exploration of innovative service models and business strategies, including Breakfast After the Bell and after-school meal options that increase student participation and satisfaction while maintaining the financial viability of the program.

Meal periods will be long enough for students to eat and socialize. A minimum of 10 minutes will be provided to eat breakfast and 20 minutes to eat lunch, with additional time as needed for standing in line. Lunches will have a mandatory 5-minute passing period on one side or the other to allow students to get to or from the cafeteria. School leaders and food service staff shall place a high priority on reducing cafeteria line times to no more than 5 minutes for students. Schools will not require students to eat in silence, nor will the time allotted to eat lunch at

Adopted: [DATE]
Revised:
Cross Reference: 3405, Student Wellness; 6706, Food Service for School and Community Programs
Related Superintendent Procedure: 6705SP (TBD)
Previous Policies: H61.00; H61.01; H62.00
Legal References: RCW 28A.235 Food Services
Management Resources:
school be revoked or curtailed for discipline or academic reasons. Meal times will be scheduled so that dining areas have the capacity to seat all students who wish to eat there comfortably.

The Board encourages structured social activities like clubs or support organizations during meal times so long as these activities do not interfere or compete with students’ access to meal service.

The District will engage with students and school and community partners to receive regular feedback on the food service program.

The Superintendent is authorized to develop procedures to implement this policy.

Adopted: [DATE]
Revised:
Cross Reference: 3405, Student Wellness; 6706, Food Service for School and Community Programs
Related Superintendent Procedure: 6705SP (TBD)
Previous Policies: H61.00; H61.01; H62.00
Legal References: RCW 28A.235 Food Services
Management Resources:
SCHOOL BOARD ACTION REPORT

DATE: May 10, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Teresa Fields, Nutrition Services Director, tfields@seattleschools.org
Pegi McEvoy, Assistant Superintendent for Operations, pmcevoy@seattleschools.org

For Introduction: June 7, 2017
For Action: June 28, 2017

1. TITLE

Repeal Board Policies H63.00, Food Service for Special Programs, H64.00, Providing Meals for Private School Students, H65.00, Joint Use Agreement, and H65.01, Food Services for School Functions; and adopt Board Policy No. 6706, Food Service for School and Community Programs

2. PURPOSE

This new policy replaces several outdated nutrition policies regarding school and community use of school kitchen facilities with a new policy as part of the Board’s Phase II policy updates.

This policy is also part of the recommendations from the work of the Nutrition Services Policies Task Force during the 2016-17 school year.

3. RECOMMENDED MOTION

I move that the Board adopt Board Policy No. 6706, Food Service for School and Community Programs and repeal policies H63.00, Food Service for Special Programs, H64.00, Providing Meals for Private School Students, H65.00, Joint Use Agreement, and H65.01, Food Services for School Functions.

4. BACKGROUND INFORMATION

Background: The development of Board Policy No. 6706 was part of the work of the Nutrition Services Policies Task Force, which was formed in response to:

- a federal requirement for community engagement in the development of student wellness policies;
- a recommendation by Prismatic Services, a national consultant who reviewed the SPS Nutrition Department;
- a school board emphasis on community engagement and the provision of a Level III community engagement opportunity; and
- a need to complete Phase II policy work in the 6000 section by updating and/or repealing old policies and board procedures, which range from 12 to 32 years old.
The primary purpose of this new policy is to consolidate several outdated policies and clarify the use of school kitchen facilities by community-based providers who operate in schools. This policy was informed by the work of the task force as described in the board action report on Policy No. 6705; the task force heard from a panel of informed students on food and their experiences with district nutrition, and another from community representatives on the use of kitchen facilities.

**Alternatives:** Do not replace these policies, which is not recommended due to their outdated language.

**Research:** N/A

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be negligible. Staff does not anticipate any increase in the use of kitchens or revenue resulting from that use as a result of this policy.

5. **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 district formed a task force that informed this work, as described above.

6. **EQUITY ANALYSIS**

Task force members received training in the District’s equity toolkit and discussed the impact of proposed changes on equitable outcomes throughout task force meetings. Issues identified through these discussions included ensuring that all students had enough time to eat, that there was no stigma for free and reduced lunch priced meals or fears by families over privacy, and that the type of foods served cover a broad range of cultural dietary practices. This policy was also informed specifically with information from community providers on the use of kitchen facilities.

7. **STUDENT BENEFIT**

Community-based providers who support before- and after-school care for students in schools will be able to continue to serve nutritious snacks. Community groups will be able to use kitchens as part of the afternoon and evening programs to help create a sense of belonging with students.
8. **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. _____, [TITLE], provides the Board shall approve this item

☐ Other: _____________________________________________________________________

9. **POLICY IMPLICATION**

This policy works in conjunction with Policy No. 6882, Rental, lease and sale of real property, related to school kitchens.

10. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and ____________

11. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Board’s 6000 policies section will be updated.

12. **ATTACHMENTS**

- Policy No. 6706, Food service for school and community programs

- Policies to be repealed:
  - H63.00, Food service for special programs
  - H64.00, Providing meals for private school students
  - H65.00, Joint use agreement
  - H65.01, Food services for school functions (procedure)
It is the policy of the Board that the District’s Nutrition Services Department shall cooperate with school principals to further school programs and community partnerships. The Board recognizes that schools operate as educational facilities first and centers of community activity second. Catering for events or allowing the use of school kitchen facilities by outside groups is desirable only if it does not interfere or compete with the school meal programs or place an unreasonable burden upon the Nutrition Services personnel.

Per state law, the District may also establish the provision of meal service for nonprofit organizations or private schools.

In all cases, the operational needs of the District’s regular meal service to students take priority. Organizations or groups receiving District food service provided for any purpose other than the District’s regular meal service for students shall pay full cost for this service.

The Superintendent is authorized to develop procedures to implement this policy.

Adopted: [DATE]
Revised:
Cross Reference: 3405, Student Wellness; 6705, Food service and student nutrition; 6882, Rental, lease or sale of district property
Related Superintendent Procedure:
Previous Policies: H63.00; H64.00; H65.00; H65.01
Legal References: RCW 28A.623 Meal Programs
Management Resources:
SCHOOL BOARD ACTION REPORT

DATE: April 24, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Tyra Williams, McKinney-Vento Liaison twilliams@seattleschools.org
Michael Tolley, Associate Superintendent Teaching and Learning mftolley@seattleschools.org; Patricia Sander, Executive Director Coordinated School Health psander@seattleschools.org

For Introduction: June 7, 2017
For Action: June 28, 2017

1. **TITLE**

   Amending Policy No. 3115, Homeless Students: Enrollment Rights & Services

2. **PURPOSE**

   This Board Action Report makes edits to Board Policy No. 3115, Homeless Students: Enrollment Rights & Services in order to meet new requirements in the Every Student Succeeds Act (ESSA) effective October 2016. The changes emphasize the District’s need to remain in compliance with the federal regulations that govern the rights of students and unaccompanied youth experiencing homelessness in accordance with the McKinney-Vento Act.

3. **RECOMMENDED MOTION**

   I move that the School Board amend Board Policy No. 3115, Homeless Student: Enrollment Rights & Services, as attached to the Board Action Report.

4. **BACKGROUND INFORMATION**

   a. **Background**

      The motion to amend the Board Policy No. 3115, Homeless Student: Enrollment Rights & Services is formally required for the Seattle School District to meet its legal obligation.

      The Federal McKinney-Vento Act requires the Seattle School District to identify, enroll, and serve children and unaccompanied youth living in homeless situations. New legislation passed in 2016, Third Substitute House Bill (3SHB) 1682, the Homeless Student Stability and Opportunity Gap Act, amends state laws related to improving educational outcomes for homeless students through increased identification services, in-school supports, and housing stability. A new requirement was added as RCW 28A.320.142, to establish building-level contacts at secondary schools – middle schools, junior high and high schools – in districts that have identified ten or more unaccompanied youth. The building point of contacts must be appointed by the principal and trained by the District Homeless Liaison. The primary responsibility of the building point of contact
is to identify homeless students and unaccompanied youth and connect them to services provided under the guidance of the District Homeless Liaison.

The McKinney-Vento Act also requires that homeless students and unaccompanied youth:

- who move have the right to remain in their schools of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschool) if that is in the student’s best interest;
- must be immediately enrolled in a new school if it is in the student’s best interest to change schools, even if they do not have the records normally required for enrollment;
- must be provided transportation to or from a student’s school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before- and after-school care;
- have the right to dispute eligibility, school selection, or enrollment decision; and
- must be accorded specific protection, including immediate enrollment in school without proof of guardianship and access to health care.

The changes to the policy reflect these new requirements. Effective October 2016, the Every Student Succeeds Act (ESSA) requires an additional Board policy for students in foster care. Staff are currently working on the corresponding Policy No. 3116, Students in Foster Care, to be reviewed by the Board at a later date.

b. **Alternatives**

Under the McKinney-Vento Act, state educational agencies (SEAs) and local educational agencies (LEAs) must review and revise policies and procedures. No other course of action is available.

c. **Research**

- The McKinney-Vento Homeless Assistance Act (“Act”), 42 U.S.C. 11431 et seq., is a federal law that is designed to ensure that homeless children and youth have the same access as other children to public education, including public preschool programs.
- Research and data indicate that experiencing homelessness can have significant negative impacts on children academically, socially, and emotionally.
- Homeless students experience greater school mobility than their non-homeless peers. School mobility can cause interruptions to a child’s education and is associated with lower school achievement and increased risk of dropping out of school.
- Homeless students are at a greater risk of being chronically absent than their non-homeless peers. Chronic absenteeism is associated with lower academic achievement and higher dropout rates.
- Homeless students face significant gaps in high school graduation rates compared to their peers, according to data from the States that disaggregate graduation rates for homeless youths.
5. **FISCAL IMPACT/REVENUE SOURCE**

The District is legally responsible for providing McKinney-Vento Training to personnel who serves homeless students.

*McKinney-Vento Sec 722 (g)(6)(ix)*

(ix) school personnel providing services under this subtitle receive professional development and other support; and

The fiscal impact of a MKV 30 minute training would be no greater than an estimated $129,894 for the District. Training costs will vary annually. The District and OSPI are currently working together to define district staff who will be required to take the training. Training costs are eligible to be paid with Title I funds, however depending on next year’s Title I allocation, the training costs may need to be paid for out of the general fund.

The revenue source for this motion is not applicable.

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

Community feedback is not applicable for this course of action because the McKinney-Vento Act, as amended by the ESSA, requires the policy change.

7. **EQUITY ANALYSIS**

The Racial Equity Analysis tool is not applicable for this decision because the McKinney-Vento Act, as amended by the ESSA, supports racially equitable outcomes for students and unaccompanied youth experiencing homelessness.

8. **STUDENT BENEFIT**

Under the Act, every school district is required to have a Homeless Education Liaison. It is the responsibility of the Homeless Liaison to ensure that students and unaccompanied youth experiencing homelessness have the same opportunities as all other students, which includes
ensuring that students are able to attend school, access transportation in a timely manner, and receive appropriate referrals to service providers as needed. The McKinney-Vento Act also requires school personnel providing services receive professional development and other support.

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. _____, [TITLE], provides the Board shall approve this item
- Other: _____________________________________________________________________

10. **POLICY IMPLICATION**

By ensuring compliance with the latest state and Federal regulations, the proposed policy edits align with the goals of Policy No. 6100, Revenues from Local, State and Federal Sources.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on May 18, 2017. The Committee reviewed the motion and ____________.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the policy changes and adoption will be implemented and the updated policy will be posted on the Board website.

13. **ATTACHMENTS**

- Board Policy No. 3115, Homeless Students Enrollment Rights & Services – clean (for approval)
- Board Policy No. 3115, Homeless Students Enrollment Rights & Services – redline (for reference)
- Superintendent Procedure No. 3115SP, Homeless Students Enrollment Rights & Services – clean (for reference)
- Superintendent Procedure No. 3115SP, Homeless Students Enrollment Rights & Services – redline (for reference)
It is the policy of the Seattle School Board that, to the extent practical and as required by law, the district shall work with homeless students and their families to provide them with equal access to the same free, appropriate public education (including public preschool education) provided to other students. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school as well as mitigating educational barriers to their academic success. Additionally, the District will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status. Homeless students will be provided District services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational, and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including:

A. Sharing the housing of other persons due to loss of housing or economic hardship or a similar reason;
B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
C. Living in emergency or transitional shelters;
D. Are abandoned in hospitals;
E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
G. Migratory children living in conditions described in the previous examples;
H. Unaccompanied youth not in the physical custody of a parent/guardian or in homeless situations described above.

The Superintendent shall designate an appropriate staff person to be the District’s McKinney-Vento Liaison for homeless students and their families. The McKinney-Vento Liaison will ensure that every school site serving homeless students will designate a Building Point of Contact.
The Building Point of Contact is responsible for identifying homeless students and connecting them with the district’s services. The district’s Homeless Liaison is responsible for training the Building Points of Contact.

**Best interest determination**

In making a determination as to which school is in the homeless student’s best interest to attend, the District will presume that it is in the student’s best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of the parent/guardian or unaccompanied youth. Homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Parent/guardians of homeless students may request enrollment in the local attendance area school where they are currently residing or an option school. Attendance options will be made available to homeless families on the same terms as families residing in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

**Enrollment Dispute**

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian shall be informed of the District’s decision and the reasons therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The District’s Homeless Liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to District policies. Enrollment may not be denied or delayed due to missed application deadlines or fees, fines or absences at a previous school, or the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address, emergency contact information, or other documentation. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the District liaison is directed to assist. Records from the student’s previous school shall be requested pursuant to District policies. The District will comply
with all requirements of the state Address Confidentiality Program (ACP) where applicable.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student or divide the costs equally.

The District’s Homeless Liaison shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters, and food banks. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The District’s Homeless Liaison will also review and recommend amendments to District policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the Washington State Office of Superintendent of Public Instruction (OSPI) coordinator for homeless children and youth programs.

The District shall ensure that school personnel providing services to homeless students receive professional development and other support. The District will strongly encourage all staff, including substitute and regular bus drivers, to annually review the OSPI identification of student homelessness video.

Each year, the District shall provide students and families information about services and support for homeless students using a variety of communications.

The Superintendent or his or her designee is granted the authority to develop procedures in order to implement this policy.
Adopted: December 2011
Revised: May 2015, (DATE)
Cross Reference: Policy Nos. 3120; 3231; 3413
Related Superintendent Procedure: 3115SP
Previous Policies: D118.00
Legal References: RCW 28A.225.215 Enrollment of children without legal residences;
28A.320.145 Support for homeless students; Title I, Part C No Child Left Behind Act, 2002; 42
U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
Management Resources: Policy News, November 2016; December 2014; October 2004; October
2002
It is the policy of the Seattle School Board that, to the extent practical and as required by law, the district shall work with homeless students and their families to provide stability in school attendance and other services, them with equal access to the same free, appropriate public education (including public preschool education) provided to other students. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services as well as mitigating educational barriers to their academic success. Additionally, the District will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status. Homeless students will be provided District services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational, and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including:

A. Sharing the housing of other persons due to loss of housing or economic hardship or a similar reason;
B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
C. Living in emergency or transitional shelters;
D. Are abandoned in hospitals;
E. Are awaiting foster care placement;
F. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
G. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
H. Migratory children living in conditions described in the previous examples;
I. Unaccompanied youth not in the physical custody of a parent or guardian or in homeless situations described above.

The Superintendent shall designate an appropriate staff person to be the district’s McKinney-Vento Liaison for homeless students and their
families. The McKinney-Vento Liaison will ensure that every school site serving homeless students will designate a Building Point of Contact.

According to the child’s or youth’s best interest, homeless students are responsible for identifying homeless students and connecting them with the district’s services. The district’s Homeless Liaison is responsible for training the Building Points of Contact.

**Best interest determination**

In making a determination as to which school is in the homeless student’s best interest to attend, the District will presume that it is in the student’s best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of the parent/guardian or unaccompanied youth. Homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which the student is actually living, or other schools where they are currently residing or an option school. Attendance options will be made available to homeless families on the same terms as families residing in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

**Enrollment Dispute**

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and the reasons therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing, and in a language they can understand. The district’s Homeless Liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. However, enrollment
may not be denied or delayed due to missed application deadlines or fees, fines or absences at a previous school, or the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address, emergency contact information, or other documentation. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student’s previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state’s address confidentiality program when necessary. However, emergency contact information cannot be demanded in a form or manner that constructs a barrier to enrollment and/or attendance at school pursuant to District policies. The District will comply with all requirements of the state Address Confidentiality Program (ACP) where applicable.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student or divide the costs equally.

The district’s Homeless Liaison shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters, and food banks. The district’s Homeless Liaison must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The District’s Homeless Liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical
assistance activities, as determined by the Washington State Office of Superintendent of Public Instruction (OSPI) coordinator for homeless children and youth programs.

The District shall ensure that school personnel providing services to homeless students receive professional development and other support. The District will strongly encourage all staff, including substitute and regular bus drivers, to annually review the OSPI identification of student homelessness video.

Each year, the District shall provide students and families information about services and support for homeless students using a variety of communications.

The Superintendent or his or her designee is granted the authority to develop procedures in order to implement this policy.

Adopted: December 2011
Revised: May 2015, (DATE)
Cross Reference: Policy Nos. 3120; 3231; 3413
Related Superintendent Procedure: 3115SP
Previous Policies: D118.00
Management Resources: Policy News, November 2016; December 2014; October 2004; October 2002
Per Policy 3115, it is the policy of the Seattle School Board that, to the extent practical and as required by law, the District shall work with homeless students and their families to provide stability in school attendance and other services.

The Superintendent shall designate a District McKinney-Vento Liaison staff position.

1. **The McKinney-Vento Homeless Liaison**

   A. The District Homeless Liaison will ensure that:
      
      i. Homeless children and youth are identified by school personnel and through coordination of activities with other entities;
      
      ii. Building Points of Contact receive annual McKinney-Vento training;
      
      iii. Ensure that students experiencing homelessness enroll, and have full and equal opportunity to succeed in school;
      
      iv. Ensure immediate transportation to their school of origin or the school where they are to be enrolled;
      
      v. Homeless families, children and youths receive educational services for which such families, children and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the District and referrals to health care services, dental services, mental health services, and other appropriate services;
      
      vi. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
      
      vii. Public notice of the educational rights of homeless children and youth is disseminated where children and families receive services such as schools and family shelters;
      
      viii. Enrollment disputes are mediated in accordance with Section 2.C, Placement and Enrollment;
      
      ix. Guarantee families, children, and youth experiencing homelessness is fully informed of all transportation services, including transportation to and from the school of origin and is assisted in accessing transportation to the school selected;
      
      x. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C. 1070f).
Barriers that prevent homeless students from receiving credit for full or partial coursework satisfactorily completed while attending a prior school are identified and removed;

xii. Affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness to qualify them for HUD homeless assistance programs and refer homeless families and students to housing and other services;

xiii. Assist parents, guardians and unaccompanied youth in obtaining immunizations, health screenings, guardianship records and other documents normally required for enrollment; and

xiv. Assist unaccompanied youths in connecting with needed supports such as housing assistance, health care and other services.

B. The District will inform school personnel, service providers and community advocates working with homeless families of the duties of the District homeless Liaison.

2. Homeless Children and Youth

A. Definitions

i. Homeless: Individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above.

ii. Unaccompanied Youth: Youth not in the physical custody of a parent or guardian. Youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.

iii. School of origin: means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

iv. Best interest determination: means that the District must make school placement decisions for homeless students and youths on the basis of their best interest, as determined by student-centered factors including impact of mobility on achievement, education, health and safety. Priority should be given to the request of the child or the parent/guardian or unaccompanied youth. Placement of siblings should also be considered.

v. Excess cost of transportation: means the difference between what the District normally spends to transport a student to school and the cost of transporting
a homeless student to school. For example, there is no excess cost of transportation if the District provides transportation to a homeless student by a regular bus route. However, if the District provides special transportation to a homeless student (e.g., by private vehicle or transportation company), the entire cost would be considered excess costs of transportation. The additional cost of the District’s re-routing of busses to transport a homeless student can be considered excess cost of transportation. The District may use McKinney-Vento subgrant funds and Title I, Part A funds to defray excess cost of transportation for homeless students.

B. Identification and Support Services
The District will:
   i. Use a housing questionnaire in its enrollment process. The questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youths and their families;
   ii. Ensure that referral forms used to identify and support homeless students are accessible and easy to use;
   iii. Include its homeless liaison’s contact information on its website;
   iv. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language;
   v. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers;
   vi. Develop interagency partnerships to serve homeless families and youths; and
   vii. Work with the state homelessness coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events.

C. Placement and Enrollment
   i. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student’s best interest, except when doing so is contrary to the request of the student’s parent or guardian or unaccompanied youth.
   ii. If the parent/guardian contests the District’s decision, make a best interest determination based on factors such as the impact of mobility on the student’s educational achievement, health and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth.
   iii. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision (see Dispute Resolution Procedure, below).
   iv. Pending resolution of disputes that arise over eligibility, school selection or enrollment, immediately enroll a homeless student in the school in which the parent, guardian or unaccompanied youth seeks enrollment.
v. Avoid delay or denial of enrollment of homeless student, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records require for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates.

vi. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students.

vii. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the District will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by District, the district of origin and the District in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student’s transportation and from their school of origin. If the districts cannot reach agreement, the responsibility and costs for transportation will be shared equally.

viii. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes.

ix. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records.

3. Dispute Resolution Procedure

The District shall ensure that the child/youth attends the school in which they sought enrollment while the dispute process is being carried out.

A. Notification of Appeal Process

If the District seeks to place a homeless child in a school other than the school of origin or the school requested by the parent/guardian, the District shall inform the parent/guardian or the unaccompanied youth of the right to appeal. The District shall provide the parent/guardian or unaccompanied youth with written notice including:

i. An explanation of the child’s placement and contact information for the District and the OSPI homeless liaison, including their roles;

ii. Notification of the parent’s/guardian’s right to appeal(s);

iii. Notification of the right to enroll in the school of choice pending resolution of the dispute;

iv. A description of the dispute resolution process including a petition form that can be returned to the school to initiate the process and timelines; and

v. A summary of the federal legislation governing placement of homeless students (McKinney-Vento Act).

B. Appeal to the School District Liaison – Level I
If the parent/guardian or unaccompanied youth disagrees with the District’s placement decision, they may appeal by filing a written request for dispute resolution with the school, the District’s homeless liaison or a designee. If submitted to the school, it will be immediately forwarded to the homeless liaison. The request for dispute resolution must be submitted within fifteen business days of receiving notification of the District’s placement.

The liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the complaint was filed. The Liaison shall also complete the following steps:

i. A copy of the complaint must be forwarded to the liaison’s supervisor and the Superintendent.
ii. Within five business days of receiving the complaint, the liaison must provide the parent/guardian or unaccompanied youth with a written decision and notification of the parent’s/guardian’s right to appeal.
iii. The District will verify the parent’s/guardian’s receipt of the Level I decision.
iv. If the parent/guardian or unaccompanied youth wishes to appeal, notification must be provided to the District liaison within ten business days of receipt of the Level I decision. The liaison shall provide the parent/guardian with an appeals package containing:
   a) The complaint filed with the District liaison at Level I;
   b) The decision rendered at Level I; and
   c) Additional information provided by the parent/guardian, unaccompanied youth and/or homeless liaison.

C. Appeal to the School Superintendent – Level II

The parent or unaccompanied youth may appeal the District liaison’s decision to the superintendent or the superintendent’s designee using the appeals package provided at Level I.

i. The superintendent will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package.
ii. Within five business days of the conference with the parent or unaccompanied youth the superintendent will provide that individual with a written decision with supporting evidence and notification of their right to appeal to the OSPI.
iii. The District will verify receipt of the Level II decision.
iv. A copy of the superintendent’s decision will be forwarded to the District’s homeless liaison.
v. If the parent or unaccompanied youth wishes to appeal to the OSPI, notification must be provided to the District homeless liaison within ten business days of receipt of the Level II decision.

D. Appeal to the Office of the Superintendent of Public Instruction – Level III
i. The Superintendent shall forward a copy of the Level II decision and all written documentation to the OSPI homeless liaison within five days of rendering a decision. The District will submit the entire dispute package to the OSPI in one complete package by U.S. mail.

ii. The OSPI’s homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent shall make a final decision within fifteen business days of receiving the appeal.

iii. The OSPI’s decision will be forwarded to the District’s homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent.

iv. The OSPI’s decision will be the final resolution for placement of a homeless child or youth in the District.

v. The District will retain the record of all disputes, at each level, related to the placement of homeless children.

4. **Inter-district Disputes**

If districts are unable to resolve a dispute regarding the placement of a homeless student, either district may submit a written request to the OSPI seeking resolution. The OSPI will resolve the dispute within 10 business days of notification of the dispute and inform all interested parties of the decision.
Superintendent Procedure 3115SP

Homeless Students: Enrollment Rights and Services

Approved by: _____________________________ Date: ___

Dr. Larry Nyland, Superintendent

Per Policy 3115, it is the policy of the Seattle School Board that, to the extent practical and as required by law, the district shall work with homeless students and their families to provide stability in school attendance and other services.

The Superintendent shall designate a McKinney-Vento Liaison staff position.

1. The McKinney-Vento Homeless Liaison

A. The District Homeless Liaison will ensure that:
   
   i. Homeless children and youth are identified by school personnel and through coordination of activities with other entities;
   
   ii. Building Points of Contact receive annual McKinney-Vento training;
   
   iii. Ensure that students experiencing homelessness enroll, and have full and equal opportunity to succeed in school;
   
   iv. Ensure immediate transportation to their school of origin or the school where they are to be enrolled;
   
   v. Homeless families, children and youths receive educational services for which such families, children and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the District and referrals to health care services, dental services, mental health services, and other appropriate services;
   
   vi. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
   
   vii. Public notice of the educational rights of homeless children and youth is disseminated where children and families receive services such as schools and family shelters;
   
   viii. Enrollment disputes are mediated in accordance with Section 2.C, Placement and Enrollment;
   
   ix. Guarantee families, children, and youth experiencing homelessness is fully informed of all transportation services, including transportation to and from the school of origin and is assisted in accessing transportation to the school selected;
   
   x. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C.)
for federal student aid purposes, and their right to receive verification of this status from the local liaison;

xi. Barriers that prevent homeless students from receiving credit for full or partial coursework satisfactorily completed while attending a prior school are identified and removed;

xii. Affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness to qualify them for HUD homeless assistance programs and refer homeless families and students to housing and other services;

xiii. Assist parents, guardians and unaccompanied youth in obtaining immunizations, health screenings, guardianship records and other documents normally required for enrollment; and

xiv. Assist unaccompanied youths in connecting with needed supports such as housing assistance, health care and other services.

B. The District will inform school personnel, service providers and community advocates working with homeless families of the duties of the District homeless Liaison.

1.2. Homeless Children and Youth

A. Definitions

i. Homeless: Individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above.

ii. Unaccompanied Youth: Youth not in the physical custody of a parent or guardian. Youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.

1. Awaiting Foster Care Placement: The period of time between the initial placement of the child into state care and the 30-day Shelter Care Hearing.

A. Student Identification and Support Services

i. The McKinney-Vento district-designated homeless student liaison will attend trainings provided by the state on identification and serving homeless youth

ii. District staff will be encouraged to annually review the video posted on the Office of the Superintendent of Public Instruction (OSPI) website on identification of student homelessness

C. The McKinney-Vento Liaison will:
• Ensure that students experiencing homelessness enroll, and have full and equal opportunity to succeed, in school.
• Ensure immediate transportation to their school of origin or the school where they are to be enrolled.
• Coordinate with other districts on issues of transportation and transfer of records of homeless students.
• Coordinate the transportation costs with the outside district equally, if the student moves outside of their district of origin.
• Coordinate with local social service agencies that provide services to homeless children/youths and their families.
• Guarantee families, children, and youth experiencing homelessness receive educational services for which they are eligible;
• Ensure that the district includes in materials provided to all students, at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., McKinney-Vento brochure, points of contact in the building and information posted on the district website);
• Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual student housing questionnaire, Families in Transition Intake Form, McKinney-Vento Question & Answer, providing parent/guardian brochures directly to students and families, and posting information on the district's website);
• Provide training for points of contact in each building; and
• Review and recommend amendments to district policies that may act as barriers to the enrollment and transportation of homeless students.

D. Enrollment:

iii. School of origin: means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

iv. Best interest determination: means that the District must make school placement decisions for homeless students and youths on the basis of their best interest, as determined by student-centered factors including impact of mobility on achievement, education, health and safety. Priority should be given to the request of the child or the parent/guardian or unaccompanied youth. Placement of siblings should also be considered.

v. Excess cost of transportation: means the difference between what the District normally spends to transport a student to school and the cost of transporting a homeless student to school. For example, there is no excess cost of transportation if the District provides transportation to a homeless student by a regular bus route. However, if the District provides special transportation to a homeless student (e.g., by private vehicle or transportation company), the entire cost would be considered excess costs of transportation. The additional cost of the District’s re-routing of busses to transport a homeless student can
be considered excess cost of transportation. The District may use McKinney-Vento subgrant funds and Title I, Part A funds to defray excess cost of transportation for homeless students.

B. Identification and Support Services

The District will:

i. Use a housing questionnaire in its enrollment process. The questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youths and their families;

ii. Ensure that referral forms used to identify and support homeless students are accessible and easy to use;

iii. Include its homeless liaison’s contact information on its website;

iv. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language;

v. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers;

vi. Develop interagency partnerships to serve homeless families and youths; and

vii. Work with the state homelessness coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events.

C. Placement and Enrollment

i. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student’s best interest, except when doing so is contrary to the request of the student’s parent or guardian or unaccompanied youth.

ii. If the parent/guardian contests the District’s decision, make a best interest determination based on factors such as the impact of mobility on the student’s educational achievement, health and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth.

iii. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision (see Dispute Resolution Procedure, below).

iv. Pending resolution of disputes that arise over eligibility, school selection or enrollment, immediately enroll a homeless student in the school in which the parent, guardian or unaccompanied youth seeks enrollment.

v. Avoid delay or denial of enrollment of homeless student, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records require for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates.

vi. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students.
vii. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the District will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by District, the district of origin and the District in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student’s transportation to and from their school of origin. If the districts cannot reach agreement, the responsibility and costs for transportation will be shared equally.

viii. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes.

ix. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records.

A. The district:
   i. Will consider the best interest of the child in enrollment decisions;
   ii. Shall not deny or delay enrollment of homeless students;
   iii. Shall not require student contact information in a form or manner that constructs a barrier for homeless students. For example, homeless students may not be excluded for failure to have a mailing address or emergency contact information;

B. The district’s liaison shall:
   i. Ensure that public notice is disseminated where homeless children receive services;
   ii. Assure that students are identified by school personnel, enrolled in school and have a full and equal opportunity to succeed;
   iii. Ensure all Unaccompanied Youth are identified; and
   iv. Inform parents and guardians of educational and related activities and inform parents of transportation services.

2.3. Dispute Resolution Procedure

The District shall ensure that the child/youth attends the school in which they sought enrollment while the dispute process is being carried out.

A. Notification of Appeal Process

   If the district seeks to place a homeless child in a school other than the school of origin or the school requested by the parent/guardian, the school district shall inform the parent/guardian or the unaccompanied youth of the right to appeal. The district shall provide the parent/guardian or unaccompanied youth with written notice including:

   i. An explanation of the child’s placement and contact information for the district and the OSPI homeless liaison, including their roles;
   ii. Notification of the parent’s/guardian’s right to appeal(s);
iii. Notification of the right to enroll in the school of choice pending resolution of the dispute;
iv. A description of the dispute resolution process including a petition form that can be returned to the school to initiate the process and timelines; and
v. A summary of the federal legislation governing placement of homeless students (McKinney-Vento Act).

B. Appeal to the School District Liaison – Level I

If the parent/guardian or unaccompanied youth disagrees with the district’s placement decision, they may appeal by filing a written request for dispute resolution with the school, the district’s homeless liaison or a designee. If submitted to the school, it will be immediately forwarded to the homeless liaison. The request for dispute resolution must be submitted within fifteen business days of receiving notification of the district’s placement.

The liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the complaint was filed. The Liaison shall also complete the following steps:

i. A copy of the complaint must be forwarded to the liaison’s supervisor and the Superintendent.
ii. Within five business days of receiving the complaint, the liaison must provide the parent/guardian or unaccompanied youth with a written decision and notification of the parent’s/guardian’s right to appeal.
iii. The district will verify the parent’s/guardian’s receipt of the Level I decision.
iv. If the parent/guardian or unaccompanied youth wishes to appeal, notification must be provided to the district’s liaison within ten business days of receipt of the Level I decision. The liaison shall provide the parent/guardian with an appeals package containing:

   a) The complaint filed with the district liaison at Level I;
   b) The decision rendered at Level I; and
   c) Additional information provided by the parent/guardian, unaccompanied youth and/or homeless liaison.

C. Appeal to the School Superintendent – Level II

The parent or unaccompanied youth may appeal the district’s liaison’s decision to the superintendent or the superintendent’s designee using the appeals package provided at Level I.

i. The superintendent will arrange for a personal conference to be held with the parent or unaccompanied youth within five business days of receiving the Level I appeals package.
ii. Within five business days of the conference with the parent or unaccompanied youth the superintendent will provide that individual with a written decision with supporting evidence and notification of their right to appeal to the OSPI.

iii. The district's homeless liaison will verify receipt of the Level II decision.

iv. A copy of the superintendent’s decision will be forwarded to the district’s homeless liaison.

v. If the parent or unaccompanied youth wishes to appeal to the OSPI, notification must be provided to the district’s homeless liaison within ten business days of receipt of the Level II decision.

D. Appeal to the Office of the Superintendent of Public Instruction – Level III

i. The district superintendent shall forward a copy of the Level II decision and all written documentation to the OSPI homeless liaison within five days of rendering a decision. The district will submit the entire dispute package to the OSPI in one complete package by U.S. mail.

ii. The OSPI’s homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent shall make a final decision within fifteen business days of receiving the appeal.

iii. The OSPI’s decision will be forwarded to the district’s homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent.

iv. The OSPI’s decision will be the final resolution for placement of a homeless child or youth in the district.

v. The district will retain the record of all disputes, at each level, related to the placement of homeless children.

3.4. Inter-district Disputes

If districts are unable to resolve a dispute regarding the placement of a homeless student, either district may submit a written request to the OSPI seeking resolution. The OSPI will resolve the dispute within 10 business days of notification of the dispute and inform all interested parties of the decision.