



Board Special Meeting

Work Sessions: Capital Programs Semi-Annual Report;

Student Assignment Transition Plan and Boundaries

Monday, June 7, 2021 4:30 PM-7:30 PM

Physical location ([Preregistration Required](#)):

Auditorium, John Stanford Center, 2445 – 3rd Avenue South, Seattle WA 98134

Remote meeting options:

[By Microsoft Teams](#)

By Teleconference: 206-800-4125 (Conference ID: 599 180 460#)

Agenda

Call to Order

4:30 PM

Work Session: Capital Programs Semi-Annual Report

4:30 PM

Work Session: Student Assignment Transition Plan and Boundaries

6:00 PM*

Adjourn

7:30 PM*

IMPORTANT NOTE: Public access to this meeting will be available both at the John Stanford Center for Educational Excellence (JSCEE) by pre-registration and through remote access via [Microsoft Teams](#) and teleconference (206-800-4125; Conference ID: 599 180 460#).

Register to attend this meeting at the JSCEE

Because of state regulations related to COVID-19, in-person attendance in the auditorium is limited and is available only by advance registration. [Registration is available online](#) and closes at 1 p.m. Monday, June 7 or when capacity is reached, whichever is sooner. Registration will be first-come, first-served. After completing the registration form, you will receive an email confirming whether you have been placed on the in-person meeting attendee list or stating that capacity has already been reached.

If you are planning on attending any part of the meeting in person, you must provide your contact information as part of the registration and attestation processes. This information is being collected for health and safety reasons and is exempt from release under the Public Records Act.

All In-Person Attendees MUST:

- Pre-Register
- Wear a face covering that covers the nose and mouth at all times during the meeting and while at the JSCEE
- Remain at least six feet apart during the meeting and while at the JSCEE
- Complete a health survey before entering the meeting room attesting that they do not have COVID-19 symptoms, have not been exposed to COVID-19 nor are awaiting results of a COVID-19 test.
- Adhere to any health and safety protocols communicated onsite.

Please do not come to the JSCEE if you do not receive an email confirming your placement on the in-person meeting attendee list or if you are experiencing any of the following symptoms: fever (100.4 F); chills; cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; recent loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; or diarrhea.

There is a maximum capacity of 350 remote meeting participants, and a “waiting room” may be utilized to address capacity. Additional remote attendees will be admitted from the waiting room as capacity permits.

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*



Board Work Session: Capital Annual Report

June 7, 2021

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Richard Best
Director, Capital Projects and Planning
rlbest@seattleschools.org

This is a presentation to the Seattle School Board providing information about the work the department did in calendar year 2020 and a look forward at ongoing and future work around sustainability and gender-inclusive restrooms. Slides in the sustainability and gender-inclusive restrooms sections were created by firms outside of the district and are too complex to make ADA-compliant. Two slides at the end are included about BTA V Capital Levy planning. The BEX V Capital Levy implementation plan and the organization chart for the department are also included

Capital Programs

2020 Annual Report and BTA V Levy Planning Update

June 7, 2021



Agenda

- Welcome and Introductions — Fred Podesta
- Capital Programs Annual Report — Richard Best
 - 2020 Work Plan Highlights
 - Completed School Projects 2020
 - Other Completed 2020 Construction Projects
 - Projects Under Construction 2020
 - Projects in Design 2020
- Sustainability Efforts
- Gender Inclusive Restrooms
- BTA V Capital Levy Planning — Becky Asencio
- Confirm Meeting Outcomes — Fred Podesta



Meeting Outcomes

- Awareness of Capital Projects and Planning Work
 - 2020 Projects
 - Sustainability Efforts
 - Gender Inclusive Restrooms
 - BTA V Capital Levy Planning



2020 Work Plan Highlights

- Designing, bidding, and building projects
 - BTA III Capital Levy
 - BEX IV Capital Levy
 - BTA IV Capital Levy
 - BEX V Capital Levy
- Adapted to manage construction and planning in a pandemic
- Completed addition/modernization at two schools
- Began construction on additions at three schools
- Continued construction on one school
- Began planning for BTA V Capital Levy



BEX V Implementation Plan



BEX V CAPITAL LEVY IMPLEMENTATION PLAN



School Type	BEX IV CAPITAL LEVY			BEX V CAPITAL LEVY (2020-2025)						BEX VI CAPITAL LEVY		Levy Amount: \$1,400,000,000
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Elementary Schools (K-5)	Loyal Heights Capacity = 100 Modernization/Additional BEX IV 300 Current Capacity 300	Magnolia (Phase II) Capacity = 300 Modernization/Additional BEX IV 300 Current Capacity 300	Daniel Bagley Capacity = 100 Modernization/Additional BEX IV 300 Current Capacity 300	Magnolia (Phase II) Capacity = 100 Addition (1 Classroom) BEX IV 300 Current Capacity 300	Leschi Capacity = 400 Addition (1 Classroom) State Discontinued School Fund 300 Current Capacity 300	Viewlands Capacity = 600 New Replacement State Discontinued School Fund/BEX V 300 Current Capacity 300		John Rogers Capacity = 500 New Replacement State Discontinued School Fund/BEX V 300 Current Capacity 300		Sagehen Capacity = 500 New Replacement BEX V Design Only 300 Current Capacity 300		Elementary Schools (K-5) 2020 Right Size Capacity: 25,717 Right Size Capacity Added by BEX V Projects: 7,102
		Queen Anne Capacity = 100 Addition (1 Classroom) BEX IV 300 Current Capacity 300		Wing Luke Capacity = 100 New Replacement BEX IV 300 Current Capacity 300	North Queen Anne Capacity = 100 Addition (1 Classroom) State Discontinued School Fund 300 Current Capacity 300	Northgate Capacity = 100 On Site Replacement BEX V 300 Current Capacity 300		Montlake Capacity = 300 Modernization/Additional BEX V 300 Current Capacity 154				
Middle Schools (6-8)												Middle Schools (6-8) 2020 Right Size Capacity: 12,328 Right Size Capacity Added by BEX V Projects: 208
High Schools (9-12)												High Schools (9-12) 2020 Right Size Capacity: 13,881 Right Size Capacity Added by BEX V Projects: 912
Interim Schools												Interim Schools 2020 Right Size Capacity: 13,881 Right Size Capacity Added by BEX V Projects: 912

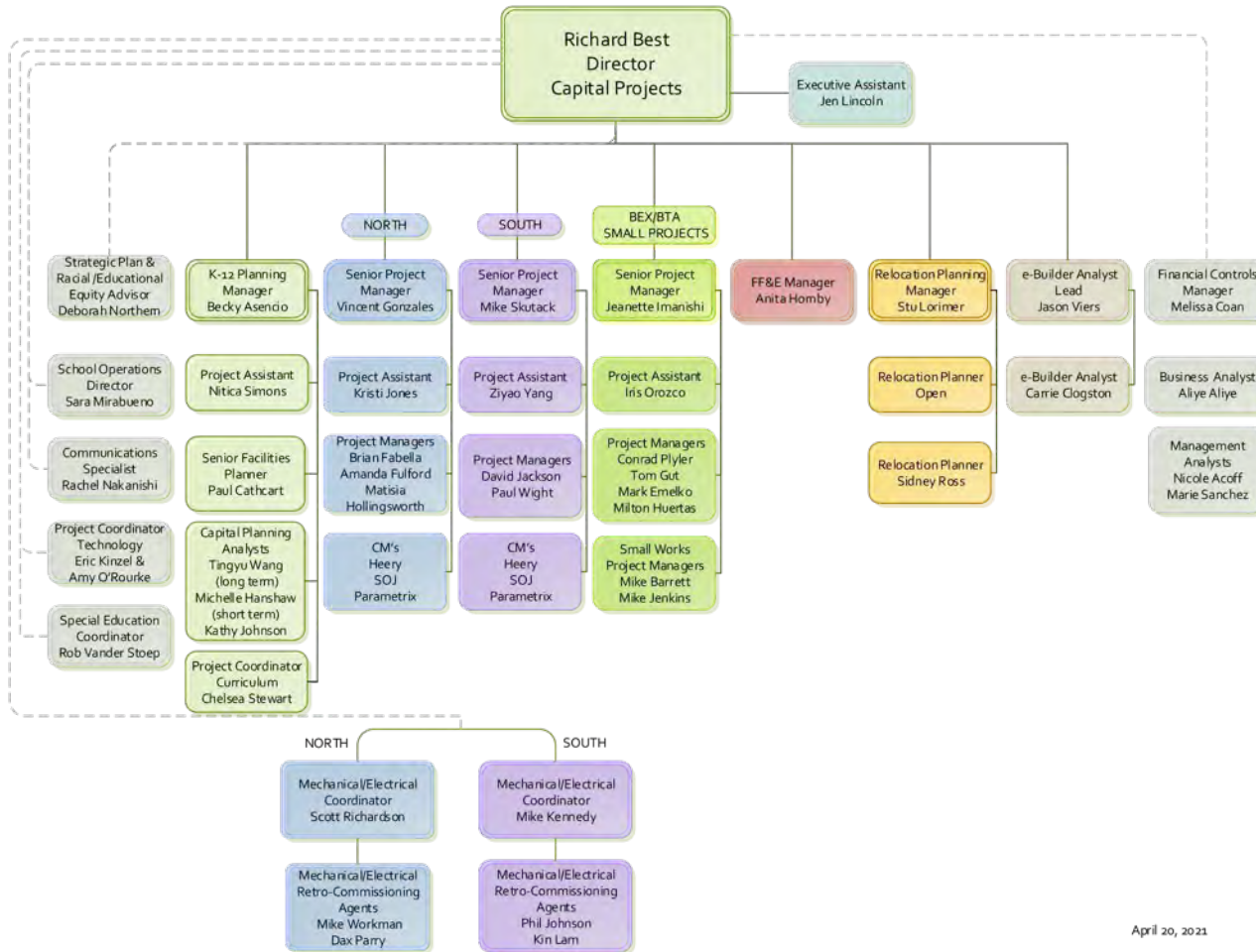
See full-size handout



Revised: 3/21/2020
Printed: 1/21/2020

Capital Projects and Planning Team

See full-size handout



April 20, 2021

Completed School Projects 2020



Schools Completed and Opened 2020

- Daniel Bagley Elementary
 - Completed for opening Fall 2020
 - Teachers and staff moved in summer 2020
 - Virtual ribbon-cutting ceremony and tour
- Daniel Webster School
 - New home of Licton Springs K-8
 - Completed November 2020
 - Teachers and staff moved in January 2021
 - Virtual ribbon-cutting ceremony and tour



Daniel Bagley Elementary School

- Budget: \$40.6 million (BTA III, BEX IV, BTA IV, K-3 CSR Grant)
- Modernization and additions to landmarked building increased school to 66,000 sq. ft for up to 500 ES students
 - Classroom wing addition: 14,000 sq. ft/8 classrooms
 - Gymnasium/Covered Play addition: 10,000 sq. ft
 - Modernization of 42,000 sq. ft. historic school
 - Extensive seismic upgrades and accessibility improvements
 - Renovated classrooms, hallways
 - New music/art spaces, conference rooms, teacher work rooms, staff room, restrooms



Daniel Bagley Elementary School



Daniel Webster School/Licton Springs K8

- Budget: \$40.7 million (BTA IV)
- Modernization of 43,000 sq. ft. landmarked school, plus 8,315 sq. ft. gymnasium/covered play addition
 - 52,000 total sq. ft. for up to 400 K-8 students
 - Complete modernization of historic school
 - Extensive seismic upgrades and accessibility improvements
 - Renovation of all spaces to return to use as a school
- New home of Licton Springs K-8
 - Staff move-in, January 2021
 - Opened for students, April 2021



Daniel Webster School/Licton Springs K8



Other Completed Construction Projects 2020



Other Completed Projects: Franklin High School

- Two-phase door and window replacement
- Landmarked building
- Budget: \$8.8 million (BTA IV)



Other Completed Projects: Rising Star at AAA

- Two-phase roof replacement
- Budget: \$8.9 million (BEX V)



Other Completed Projects: West Seattle High School

- Two-phase roof replacement
- Landmarked building
- Budget: \$11.2 million (BEX V)



Completed 2020 Summer Projects



Lowell ES playground



Jane Addams MS field



Adams ES sprinkler

Completed Summer Projects

- Adams ES: Fire suppression system installation
- Addams, Jane MS: Field replacement, field lights; asphalt repairs
- Ballard HS: Field replacement
- Beacon Hill ES: Seismic improvements; playground improvements
- Broadview-Thomson K8: Seismic improvements, phase 2
- Cedar Park ES: Restroom addition



Completed Summer Projects

- Dearborn Park ES: Playground improvements
- Dunlap ES: Playground improvements
- Green Lake ES: Playground improvements
- Hawthorne ES: Playground improvements
- Lowell ES: Playground improvements
- Maple ES: Seismic improvements, playground improvements
- McGilvra, John ES: Playground improvements



Completed Summer Projects

- Montlake ES: Playground improvements
- Nathan Hale HS: Field replacement, track replacement
- North Beach ES: Asphalt repair
- Olympic View ES: Playground improvements
- Orca K8/Whitworth: Seismic improvements
- Sacajawea ES: Pavement repair
- Wedgwood ES: Seismic improvements, door replacement, roof replacement



Projects Under Construction 2020



Wing Luke Elementary

- Budget: \$47.5 million (BTA III, BEX IV)
- New replacement school; work began 2019
- Approximately 82,000 sq. ft. for up to 500 students
- Core facilities sized to support up to 650 students
- Completed March 2021
- Teachers/staff moved in April 2021
- Opened for students April 2021



Wing Luke Elementary



School opening, April 19, 2021

Photo: NAC Architecture



West Woodland Elementary

- Budget: \$22.4 million (BEX V, Distressed Schools Grant, K-3 CSR Grant)
- Work began July 2020
- Two additions totaling 28,000 sq. ft and renovation of 7,700 sq. ft. gymnasium/multi-purpose room
- Interior finish and technology upgrades to existing school



West Woodland Elementary



December 2020 progress photos



Frantz Coe Elementary

- Budget: \$7.9 million (Distressed Schools Grant)
- Work began October 2020
- Six-classroom 11,500 sq. ft. addition with shared learning spaces
- Provides needed capacity relief by increasing capacity to up to 580 students
- Expected opening Fall 2021



Frantz Coe Elementary



December 2020 progress photos



Magnolia Elementary

- Budget: \$6.3 million (BEX IV, Distressed Schools Grant)
- Phase II: 6,000 square-foot 6-classroom addition at school newly opened in 2019
 - Funding received after phase I construction began
 - Provides for implementation of K-3 class size reductions
 - Attaches seamlessly to addition opened in 2019
- Expected completion: June 2021
- Expected opening: September 2021



Magnolia Elementary



December 2020 progress photos



Projects in Planning 2020

Construction Starts 2021, 2022, 2023



Projects in Planning: Construction to Begin 2021

- Kimball Elementary School
 - Budget: \$84.6 million (BEX V, SCAP)
 - New replacement school building
 - Expected opening, September 2023



Images: NAC Architecture



Projects in Planning: Construction to Begin 2021

- Leschi Elementary School
 - Budget: \$4.4 million (Distressed Schools Grant)
 - 4-classroom addition
 - Expected opening, September 2022



Images: TCF Architecture



TCF Architecture



Projects in Planning: Construction to Begin 2021

- Lincoln High School, phase 2
 - Budget: \$31.5 million (BEX V, BEX IV, SCAP)
 - East campus improvements: gym and performing arts
 - Voluntary seismic upgrades, ADA-compliant accessibility upgrades, locker room renovation, interior upgrades, roof replacement
 - Expected opening, September 2022



Images: Mahlum Architects



Projects in Planning: Construction to Begin 2021

- Madison Middle School
 - Budget: \$10.5 million (Distressed Schools Grant)
 - 8-classroom addition
 - Expected opening, September 2022



PERSPECTIVE RENDERING FROM ATHLETIC TRACK TOWARDS NEW ADDITION



PERSPECTIVE RENDERING OF STAIR AND SEATING AREA

Images: Studio Meng Strazzara



Projects in Planning: Construction to Begin 2021

- Northgate Elementary School
 - Budget: \$90.3 million (BEX V, BEX IV, SCAP)
 - New replacement school building
 - Expected opening, September 2023



Images: NAC Architecture



Projects in Planning: Construction to Begin 2021

- Viewlands Elementary School
 - Budget: \$88.1 million (BEX V, Distressed Schools Grant, SCAP)
 - New replacement school
 - Expected opening, September 2023



Images: Mahlum Architects



Projects in Planning: Construction to Begin 2021

- West Seattle Elementary School
 - Budget: \$28.3 million (BEX V, K-3 CSR Grant)
 - Twelve-classroom addition, new entry, new library
 - Expected opening, September 2022



Images: Miller Hayashi Architects



Projects in Planning: Construction to Begin 2022

- Rainier Beach High School
 - Budget: \$238.2 million (BEX V, BEX IV, SCAP)
 - New replacement school
 - Phased construction with students on-site
 - Expected completion September 2025
- Van Asselt Interim Site
 - Budget: \$44.2. million (BEX V)
 - Classroom and gymnasium addition
 - Expected opening September 2023



Projects in Planning: Construction to Begin 2023

- Mercer International Middle School
 - Budget: \$152.5 million (BEX V, BEX IV, BTA III, SCAP)
 - New replacement school
 - Expected opening, September 2025



Sustainability Design Approach



School Board Resolutions

Excerpts of Resolution No. 2020/21-18:

Now therefore, be it resolved, that the board of directors of Seattle school district no. 1 Hereby commits to transitioning the district **off fossil fuels for all of its operations including heating, cooking, and transportation** no later than 2040 and sooner if the board deems it possible; and

Be it further resolved, that the district shall run on **100% zero-carbon electricity, with the combined use of energy from Seattle City Light and renewable energy sources installed on district property**, no later than 2027; and

Be it further resolved, that the implementation plan shall consider finance options, including third-party finance, aimed at **minimizing costs and maximizing long-term benefits to the district**; and

Be it further resolved, that the implementation plan shall explore ways to **make neighborhoods and communities more resilient by considering solar-plus battery storage options**, which can keep schools running during power outages, and turning schools into community hubs, especially in areas that don't already have emergency shelters; and

Be it further resolved, that the implementation plan shall include recommendations for integrating climate science and climate justice into curriculum, incorporating **school facilities resource conservation efforts into project- and place-based learning**, professional development opportunities for teachers, and **student learning opportunities in stem that leverage career and technical education career pathways**; and

Be it further resolved, that the task force may also explore additional aspects of climate sustainability, including carbon-intensive food and materials consumption, waste, **embodied carbon emissions of buildings** and renovations, and **water use**; and

Be it further resolved, that **any fossil fuel-powered equipment identified for replacement from the date of April 10, 2021 shall be replaced with equipment powered by clean electricity**, recommendations for which may be further informed by the task force's implementation plan; and

Be it further resolved, that any new district buildings or renovations that commence planning after April 10, 2021, shall **prohibit fossil fuel infrastructure** and prioritize zero carbon energy sources; and

Be it further resolved, that any new vehicles purchased by the district beginning April 10, 2021, will prioritize the selection of zero- emission vehicles wherever: (a) a suitable zero-emission vehicle exists for the district need, (b) life-cycle cost analysis shows the premium at less than 10%, and (c) suitable **ev-charging infrastructure to recharge the vehicle(s) is in place**, or anticipated to be, preferably at the vehicle's assigned stationary location. The district will select vehicles with the lowest-possible emissions if these conditions are not met; and

Past Board Actions:

- Board Policy BP6810
- Superintendent Procedure SP6810
- Resolution No. 2006/2007-18
- Resolution No. 2012/13-12

A close-up photograph of a tree trunk cross-section, showing concentric growth rings and a prominent vertical crack running down the center. The wood is a warm, golden-brown color.

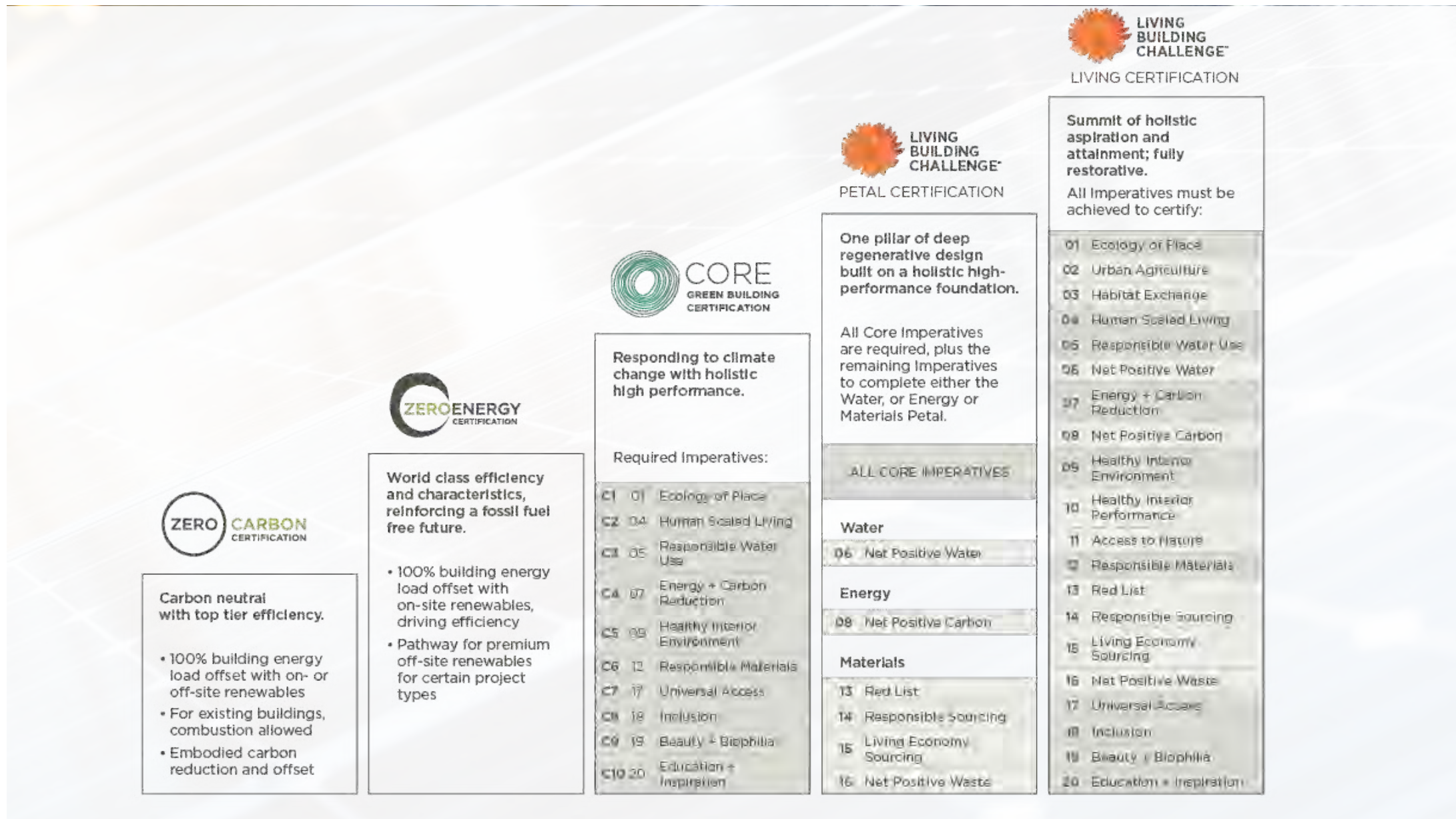
CO RE

A solid teal background with a series of faint, concentric circles in a slightly lighter shade of teal, centered in the upper half of the page.

GREEN BUILDING CERTIFICATION

**A Best Practice Green
Building Standard**





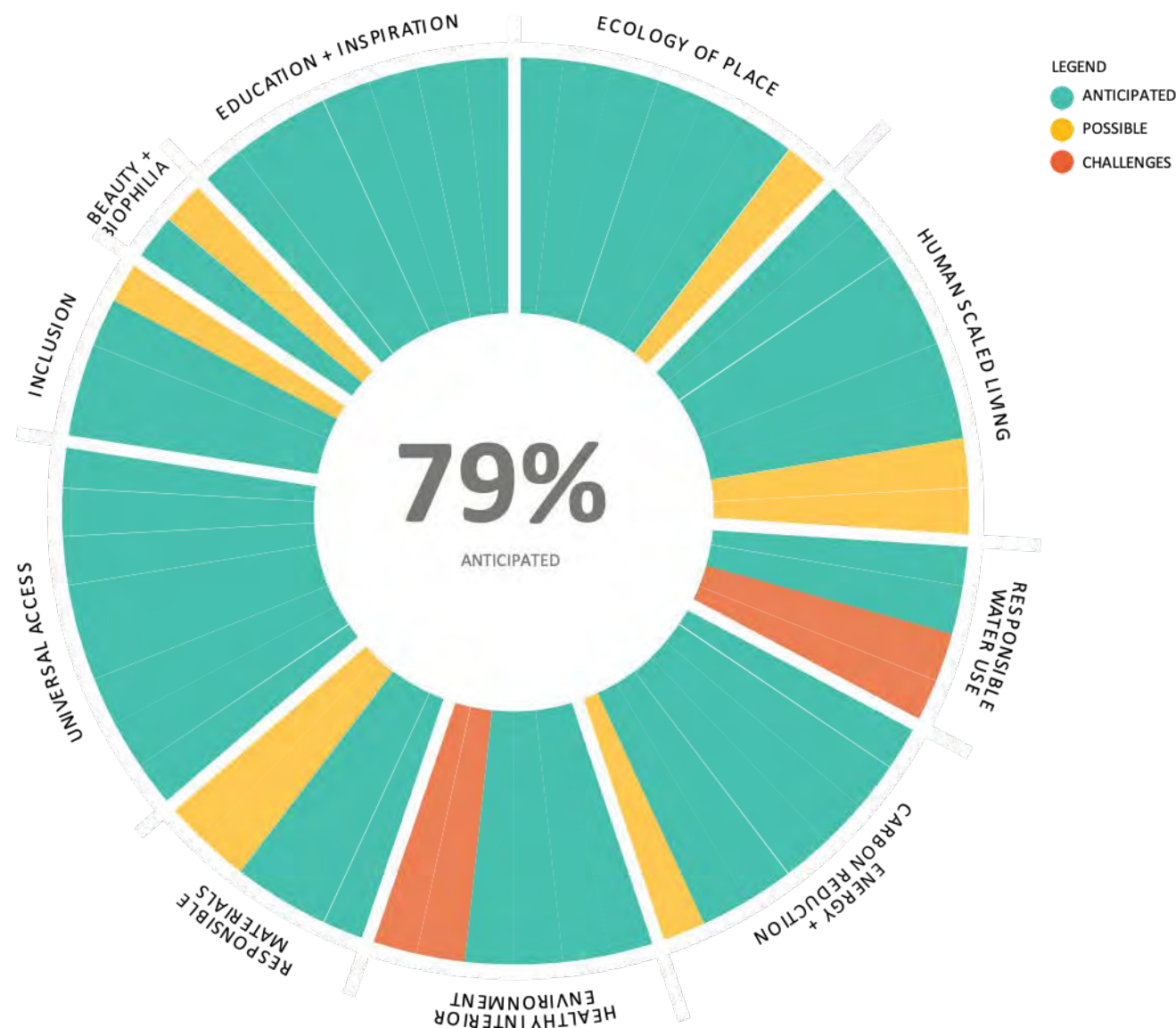
CORE CERTIFICATION / KEY PROJECT TARGETS

Significant Challenges

- + Eliminate potable water for irrigation
- + 50% indoor water use reduction
- + Daylight in 75% of regularly occupied spaces
- + Views in 75% of regularly occupied spaces

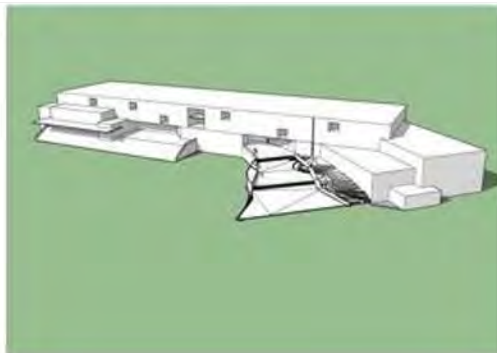
Possibilities

- + Hire a habitat biologist to create an Adaptive Plan
- + Host a biophilia workshop
- + Future installation of net-zero renewables
- + Right-size bike parking
- + Install vehicle charging equipment
- + Resolve combustion use at generator
- + Use FSC wood
- + Source materials within 500km (310 miles)
- + JUST label for maintenance contracts

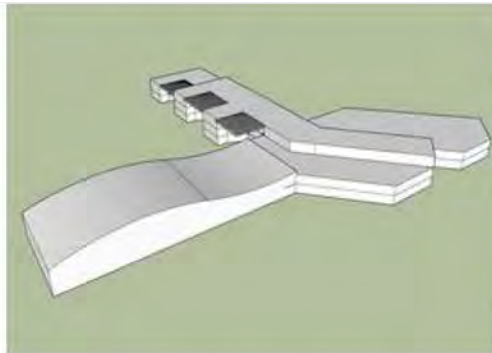


ENERGY STUDIES / COMPARING MASSING

BRIDGE SCHEME



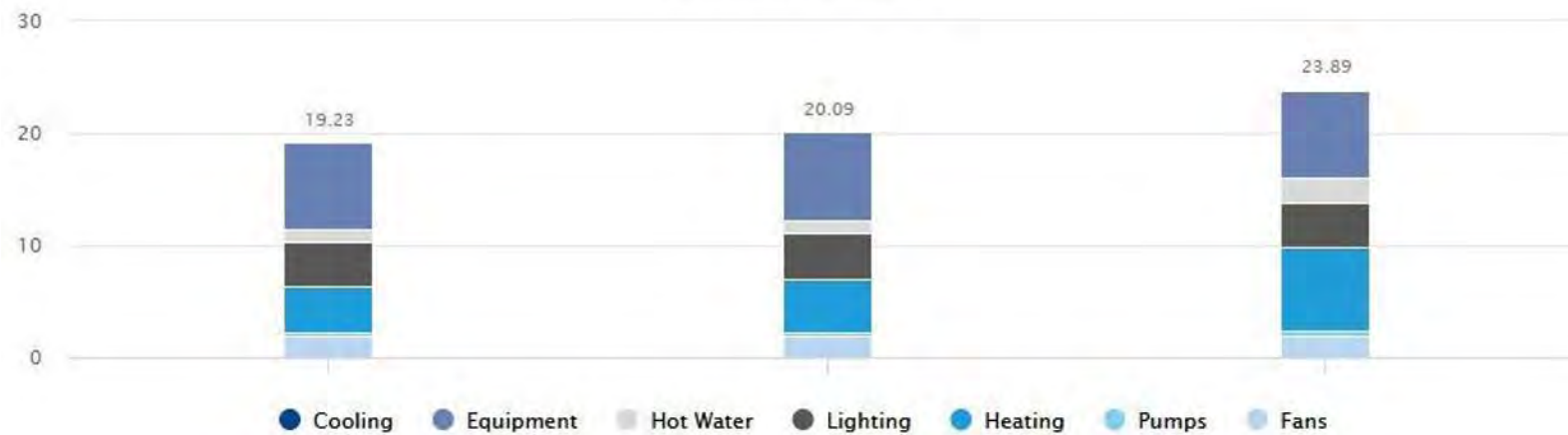
SPOKE SCHEME



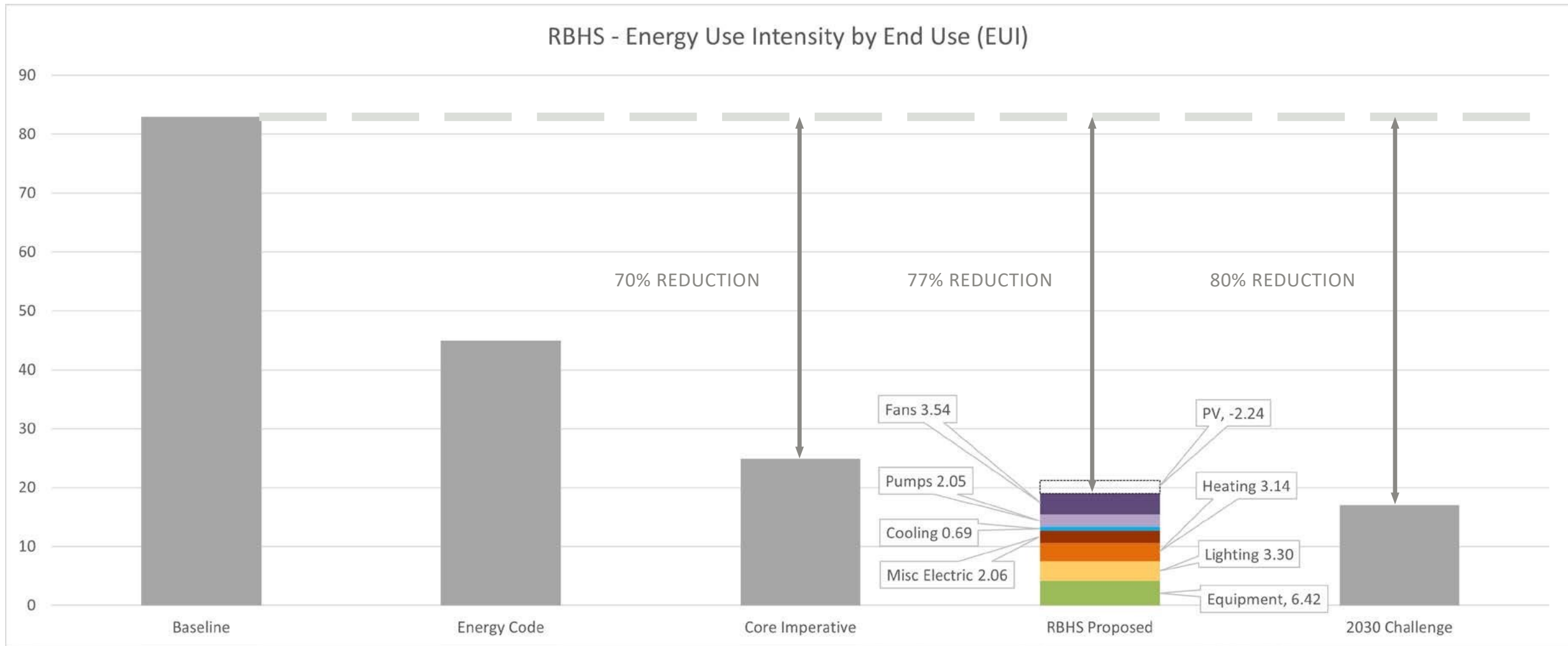
STREET SCHEME



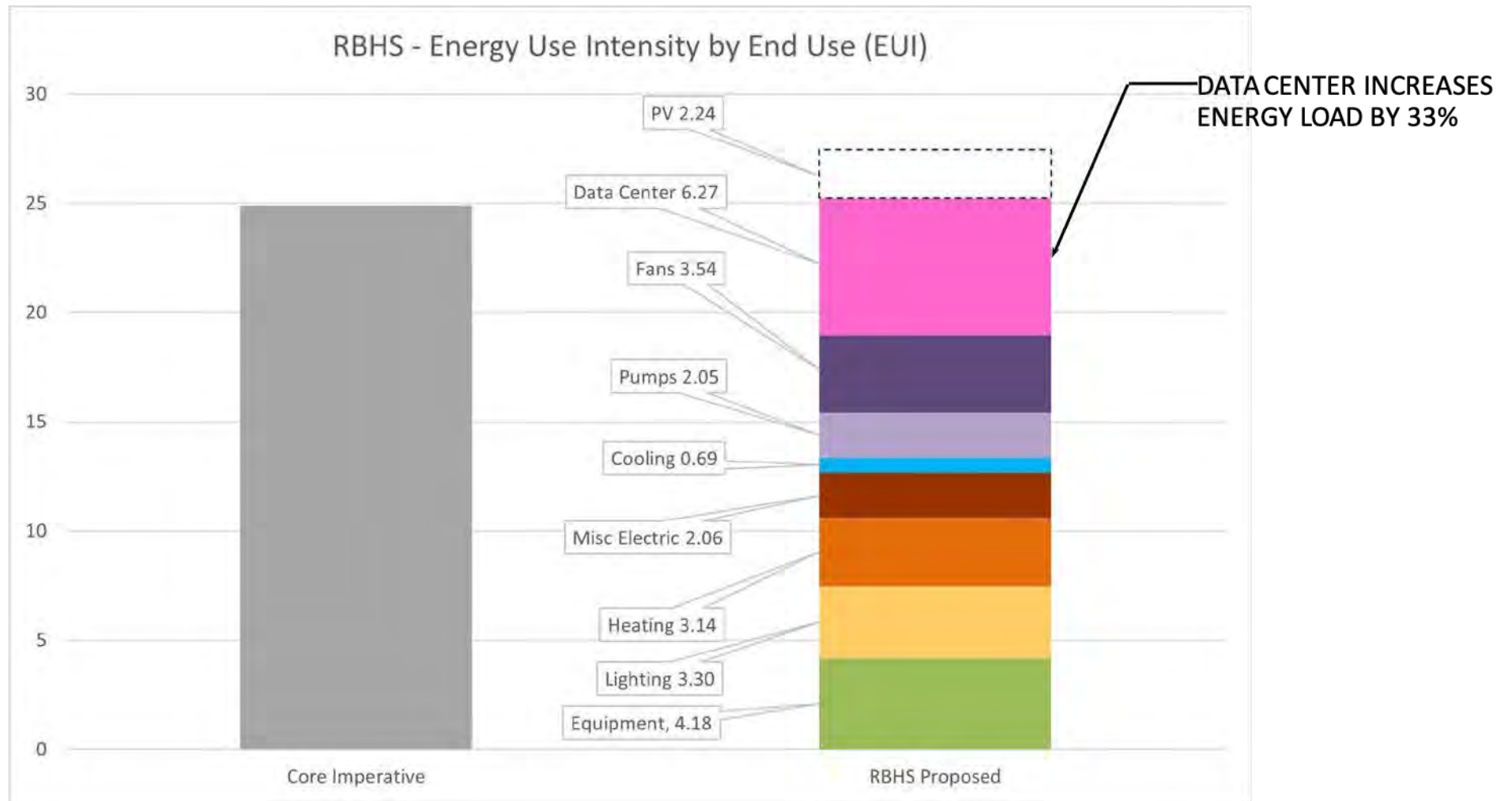
EUI Breakdown kBtu/ft²/yr



ENERGY



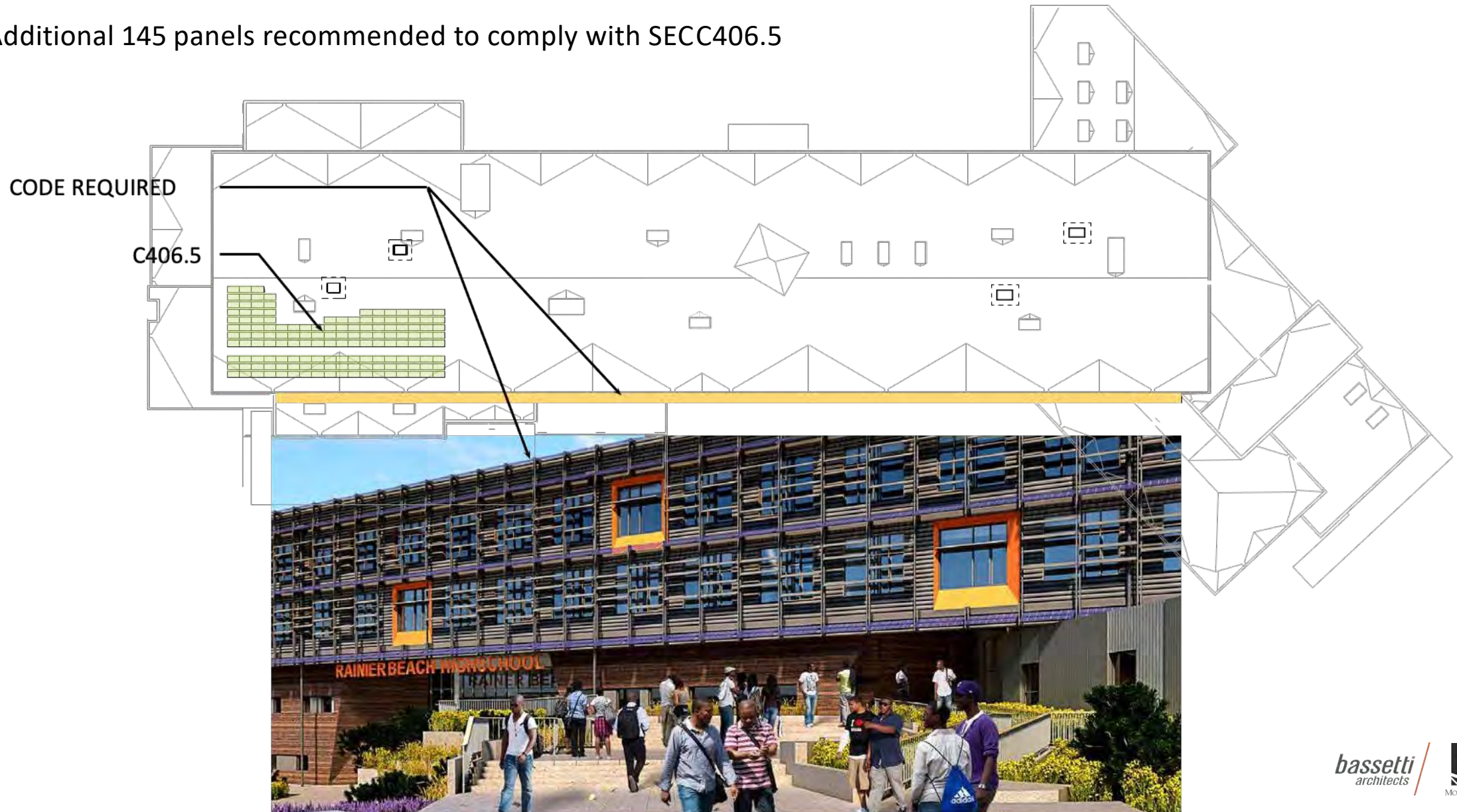
ENERGY / DATA CENTER



PHOTOVOLTAICS / ENERGY CODE

+ 145 panels (68KW) minimum required for Seattle Energy Code, integrated into brissoleil

+ Additional 145 panels recommended to comply with SECC406.5

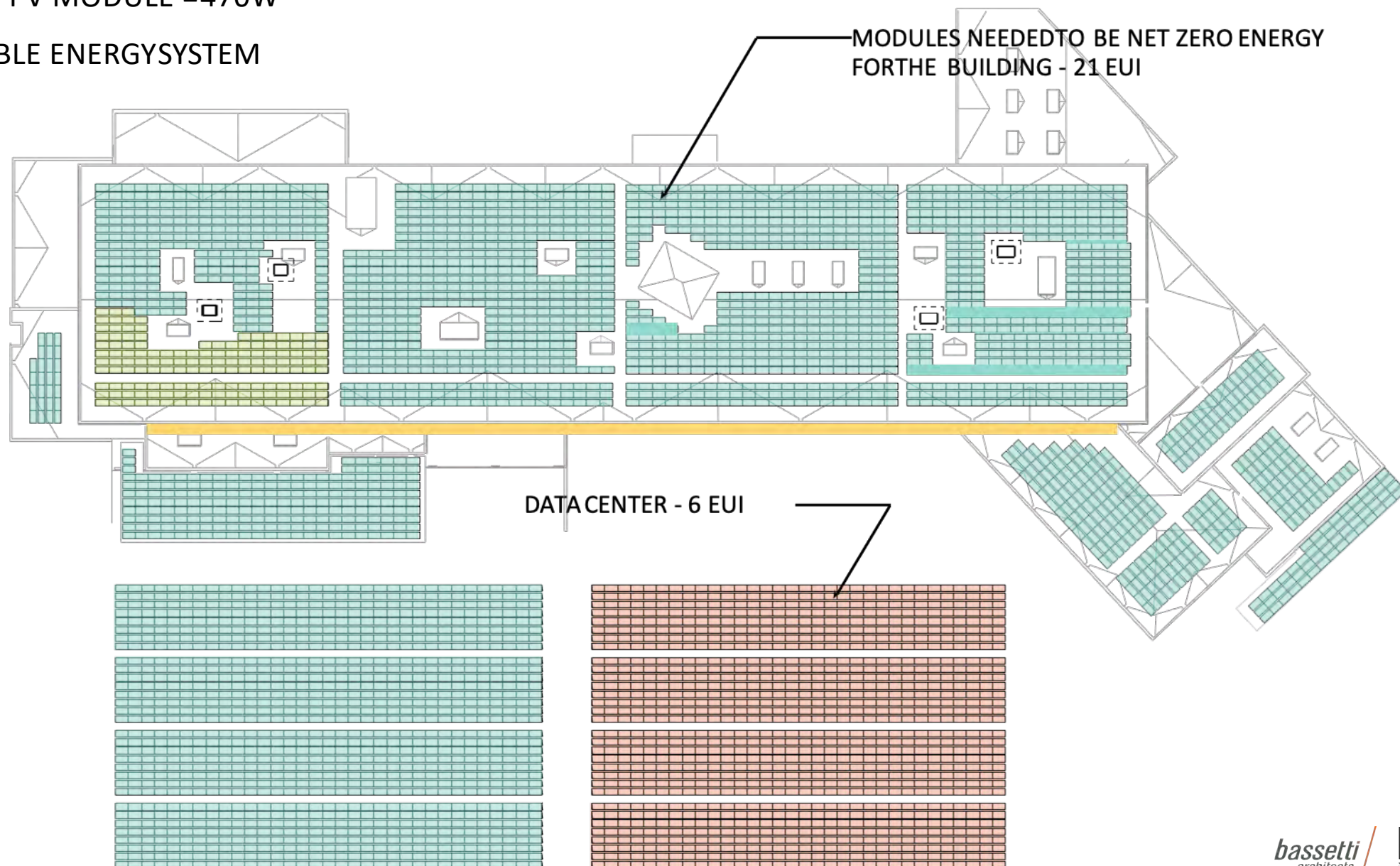


PHOTOVOLTAICS / NET ZERO

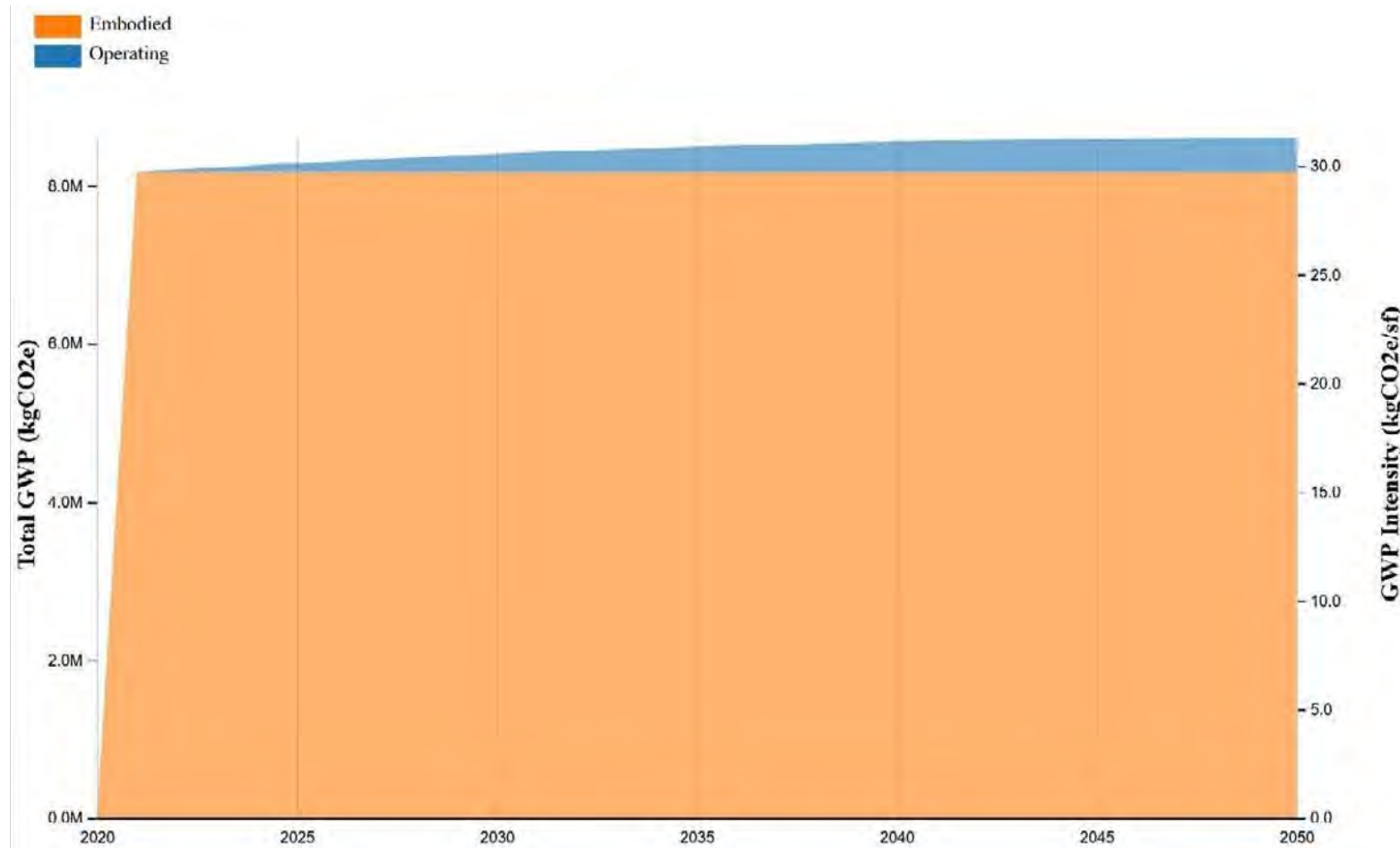
+ HIGH-EFFICIENCY PV MODULE = 470W

+ 2.1MW RENEWABLE ENERGY SYSTEM

+ 4,462 modules

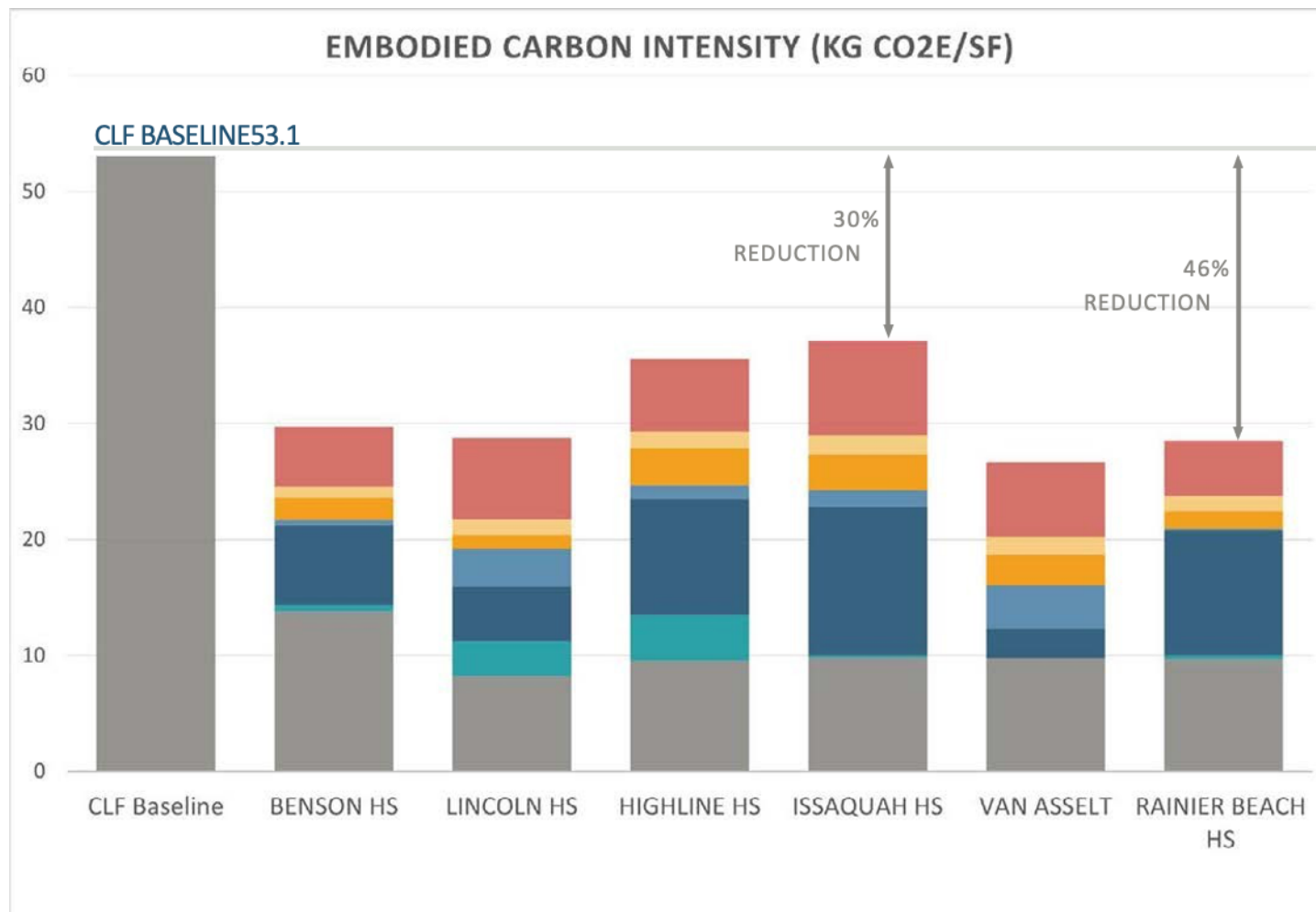


EMBODIED CARBON VS OPERATING CARBON



EMBODIED CARBON /

POTENTIAL EMBODIED CARBON REDUCTION



Schematic Design model is missing information, so we expect the ECI to rise during design but still achieve a minimum reduction of 30%.

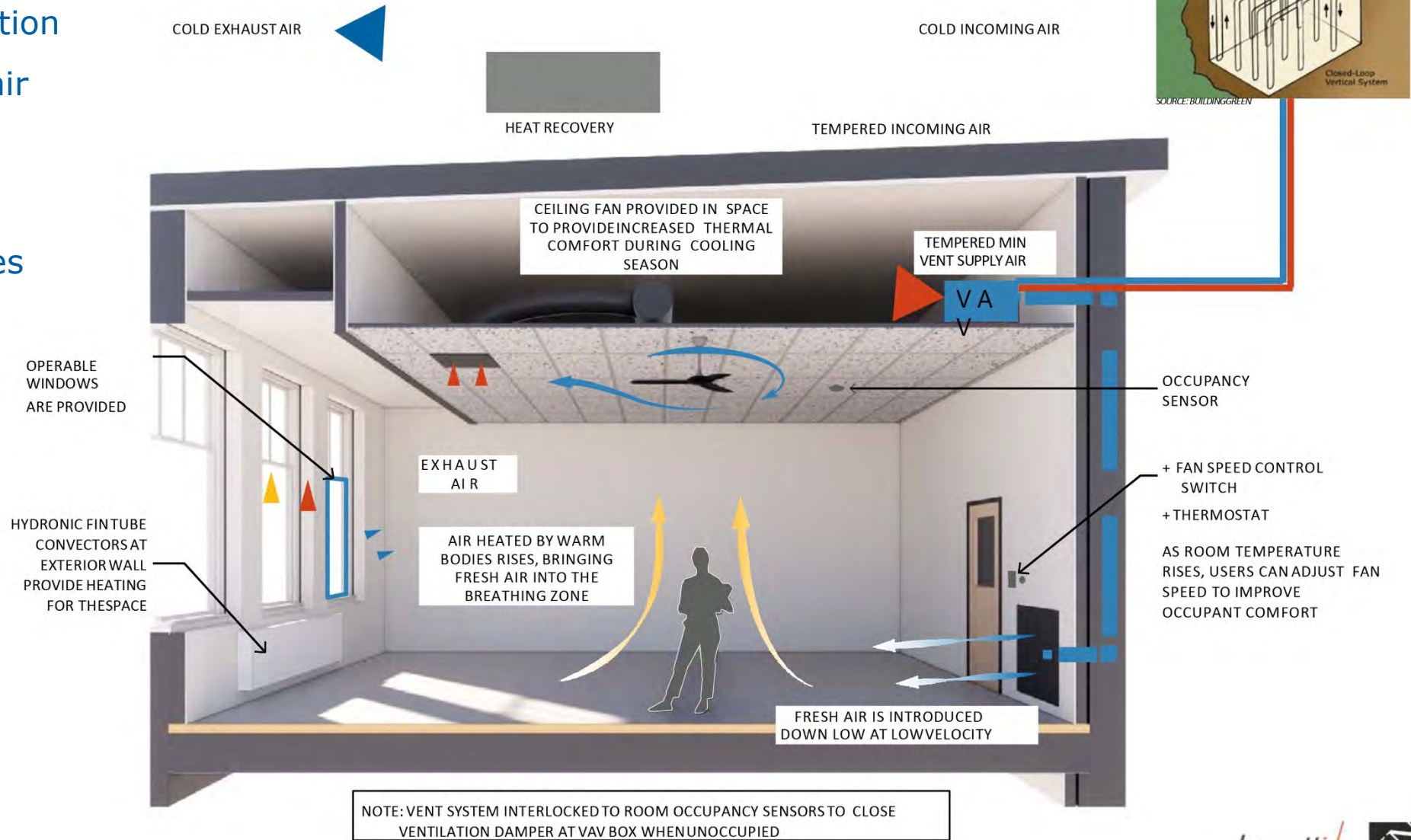
Strategies to Reduce CO2e:

- + Low-carbon concrete
- + Steel from electric furnaces
- + Low-carbon finishes



Proposed System

- Displacement ventilation
- 100% fresh outside air
- Operable windows
- Heat recovery
- Filters out particulates
- Tempered air during warm periods
- Ceiling fans



Projected Energy Use Index (EUI)

An **Energy Use Index** is a basic measure of a facility's **energy** performance on a per square foot basis. It is typically measured as kBTUs of **energy used** annually per square foot. A BTU, British Thermal Unit, is a basic measure of heat value (**energy** content) of fuels.

- Kimball Elementary School replacement: 18
- Leschi Elementary School classroom addition: 21.5
- Lincoln High School phase 2 improvements: TBD
- Madison Middle School classroom addition: 21.5
- Northgate Elementary School replacement: 17.3
- Viewlands Elementary School replacement: 15.8
- West Seattle Elementary classroom addition: 28



Gender Inclusive Restroom Approach



Seattle Public Schools — School Board Policy #0030

Ensuring Educational and Racial Equity

Seattle Public Schools has made eight commitments to the success of every student in each of our schools.



Equitable Access

The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.



Racial Equity Analysis

The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.



Workforce Equity

The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel.



Professional Development

The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.



Welcoming School Environments

The district shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the district's student population, their families and community.



Partnerships

The district will include other partners who have demonstrated culturally specific expertise - including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general - in meeting our high goals for educational outcomes.



Multiple Pathways to Success

The district shall provide multiple pathways to success in order to meet the needs of the diverse student body, and shall actively encourage, support and expect high academic achievement for all students.



Recognizing Diversity

Consistent with state regulations and district policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

Welcoming School Environments

The district shall ensure that each school creates a **welcoming culture and inclusive environment** that reflects and supports the diversity of the district's student population, their families and community.

Recognizing Diversity

Consistent with state regulations and district policy and within budgetary considerations, the district shall provide materials and assessments that **reflect the diversity of students and staff**, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

Seattle Public Schools — Superintendent Procedure 3210SP.C

Nondiscrimination and Affirmative Action:

Transgender and Gender-Expansive Student Rights and Supports

Dated: 05 March 2020

Restroom Accessibility:

Students have the right to use the restroom that is consistent with the gender identity they consistently assert at school. Students who identify as X, gender-expansive, will be provided access to the restroom that the student determines to best align with their gender identity. Further, all students regardless of the underlying reason who have a need or desire for increased privacy should be provided access to an alternative restroom (e.g., staff restroom or health office restroom). This allows students who may feel uncomfortable sharing the facility with transgender or gender X student(s) the option to make use of a separate restroom and have their concerns addressed without stigmatizing any individual student. No student, however, should be required to use an alternative restroom because they are transgender or gender X.

If school administrators have legitimate concerns about the safety or privacy of students, as related to a transgender or gender X (gender-expansive) student's use of the restroom or locker room, school building administrators should bring these concerns to the Manager of Health Education. Such privacy or safety issues should be immediate and reasonably foreseeable, not speculative. School building administrators and/or the Manager of Health Education should meet with the student and/or parents/guardians to determine if there is a need for an alternative facility. The decision to provide an alternative facility for any student will be determined on a case-by-case basis.

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Inclusive Approach Sensitive to Varied Needs

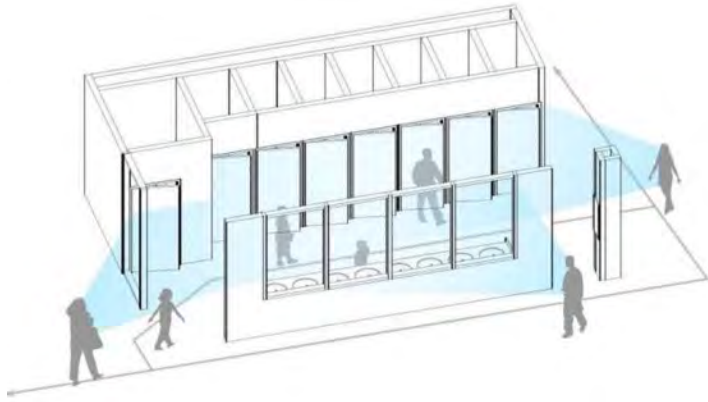
- Be thoughtful and empathetic to all potential users
 - People with Disabilities
 - Families with Children
 - Transgender and Non-gender Conforming
 - Individuals Requiring Assistance & Support
 - Faith & Modesty Considerations
 - Increased Hygiene & Medical Necessities (ostomy/colostomy maintenance, menstruation, etc.)
- Reach out to diverse user groups during design
- Allow for ongoing flexibility and adaptability
- Encourage all users to feel welcome



As with most harmful behavior among children, in general, **bullying occurs wherever there is the least structure and adult supervision.** Most incidents tend to occur on the playground, in bathrooms, locker rooms, cafeterias, hallways, at bus stops, and on the school bus.

<https://www.ncjrs.gov/pdffiles1/ojjdp/grants/226235.pdf>

Privacy Balanced with Supervision



©MAHLUM



Saint Anthony Park Elementary School
Cunningham Group Architecture, Inc.

Privacy :: Auditory & Olfactory



Privacy :: Visual



Safety & Security

- Outward Swinging Doors
- Door hardware to hold doors open when unoccupied
- A light sensor/motion detector to make it easier to understand if the WC is occupied through a glazed transom
- Integrated visual indicators in hardware



Health & Hygiene Tools



Cleaning Equipment



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Toilet Compartment Approach



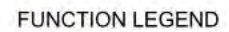
Increased Surfaces to Clean & Maintenance Flexibility



Viewlands Elementary School Approach



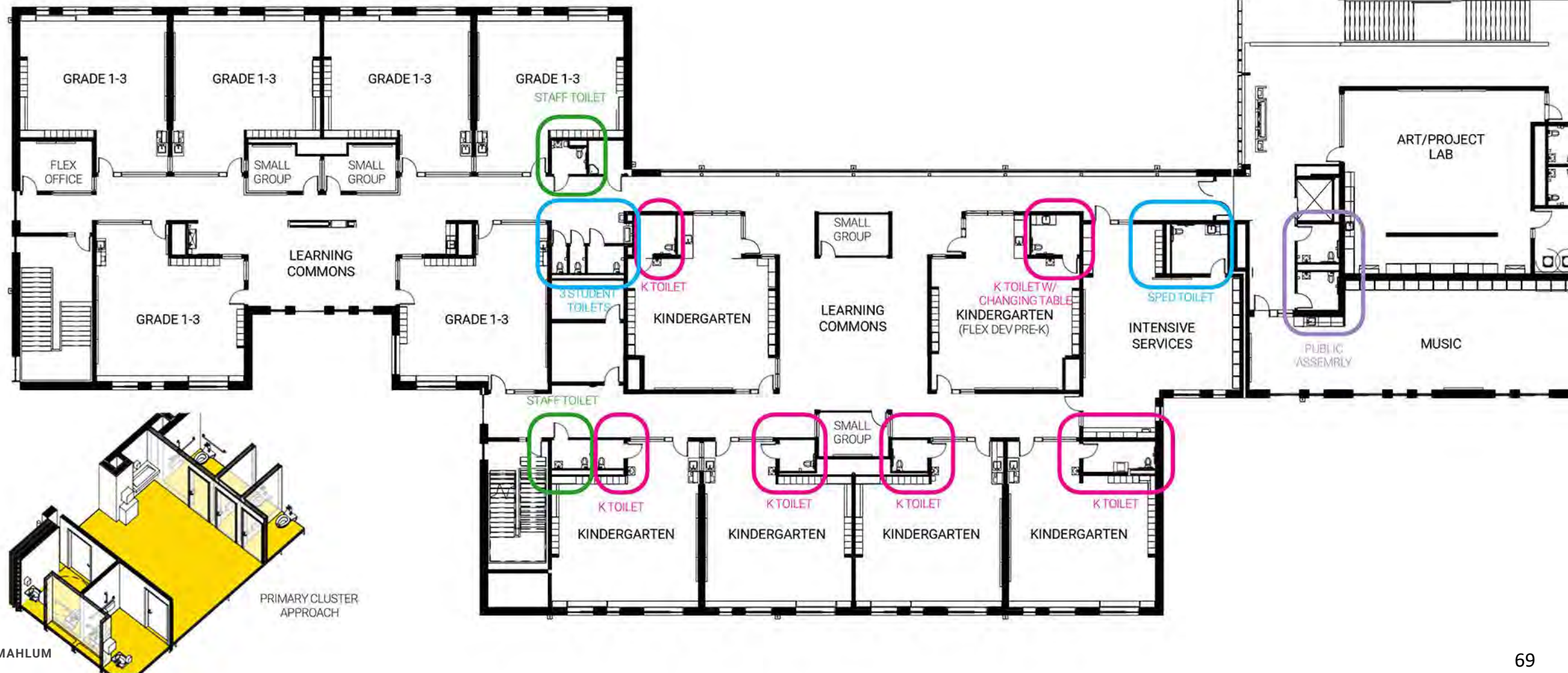
L03 Entry



-  ADMINISTRATION
-  CAFETERIA/COMMONS
-  CHILDCARE
-  CIRCULATION
-  CLASSROOM
-  GYM
-  KITCHEN
-  LIBRARY
-  SPECIAL ED
-  SPECIALTIES
-  SUPPORT



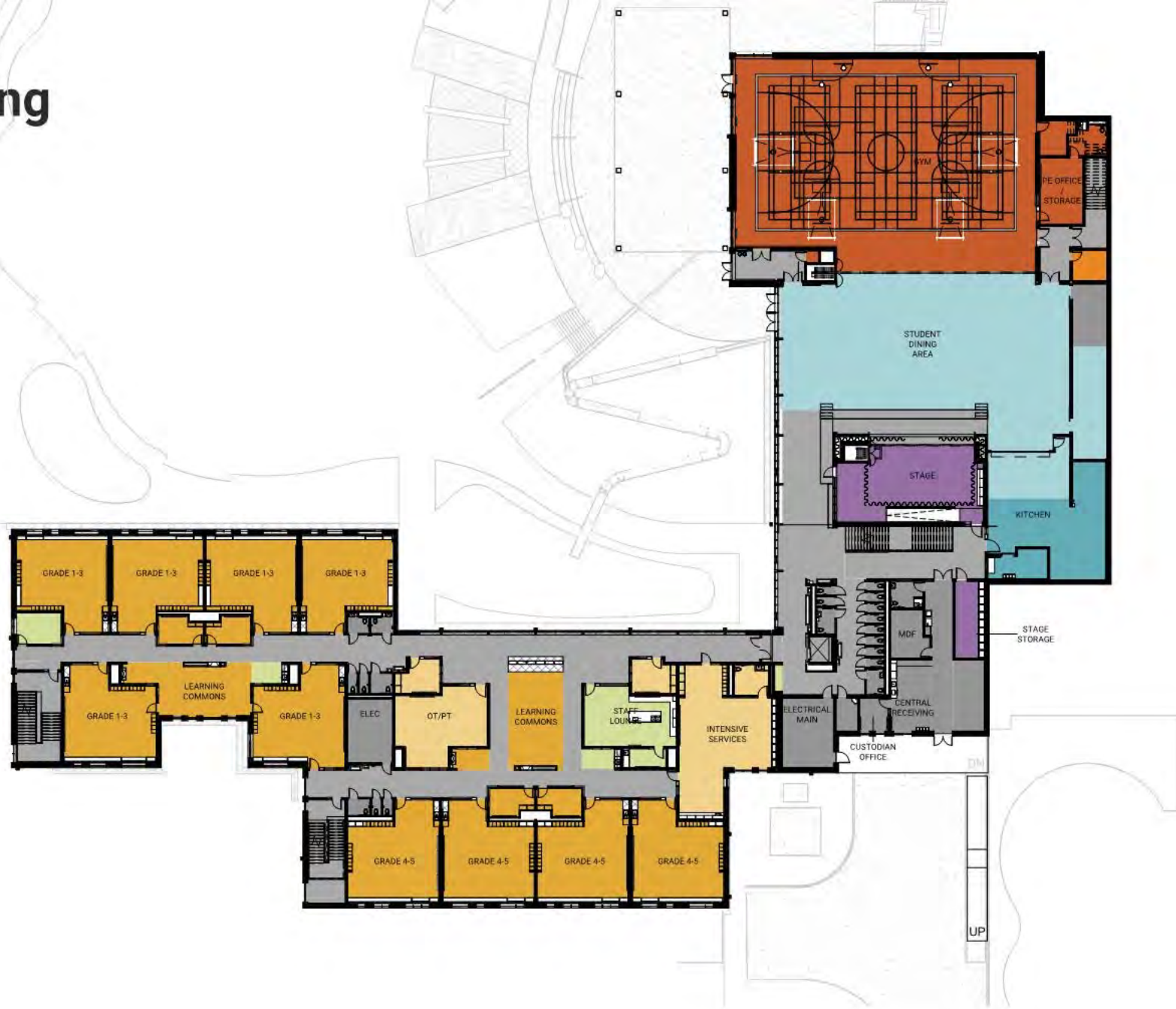
L03 Entry & Learning Community Toilet Approach



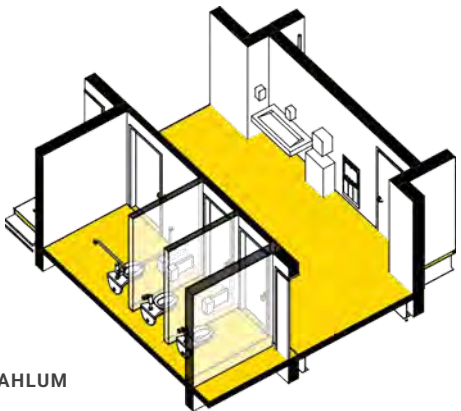
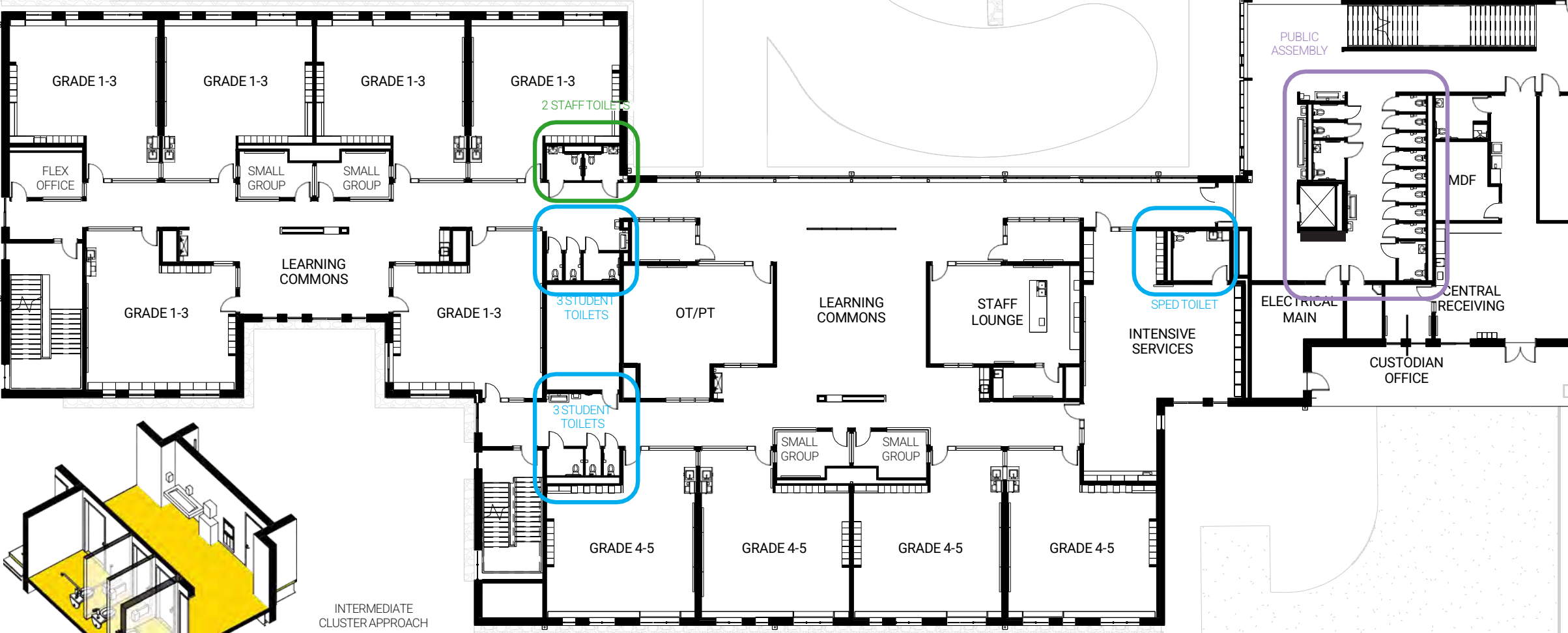
L02 Gathering

FUNCTION LEGEND

- ADMINISTRATION
- CAFETERIA/COMMONS
- CHILDCARE
- CIRCULATION
- CLASSROOM
- GYM
- KITCHEN
- LIBRARY
- SPECIAL ED
- SPECIALTIES
- SUPPORT



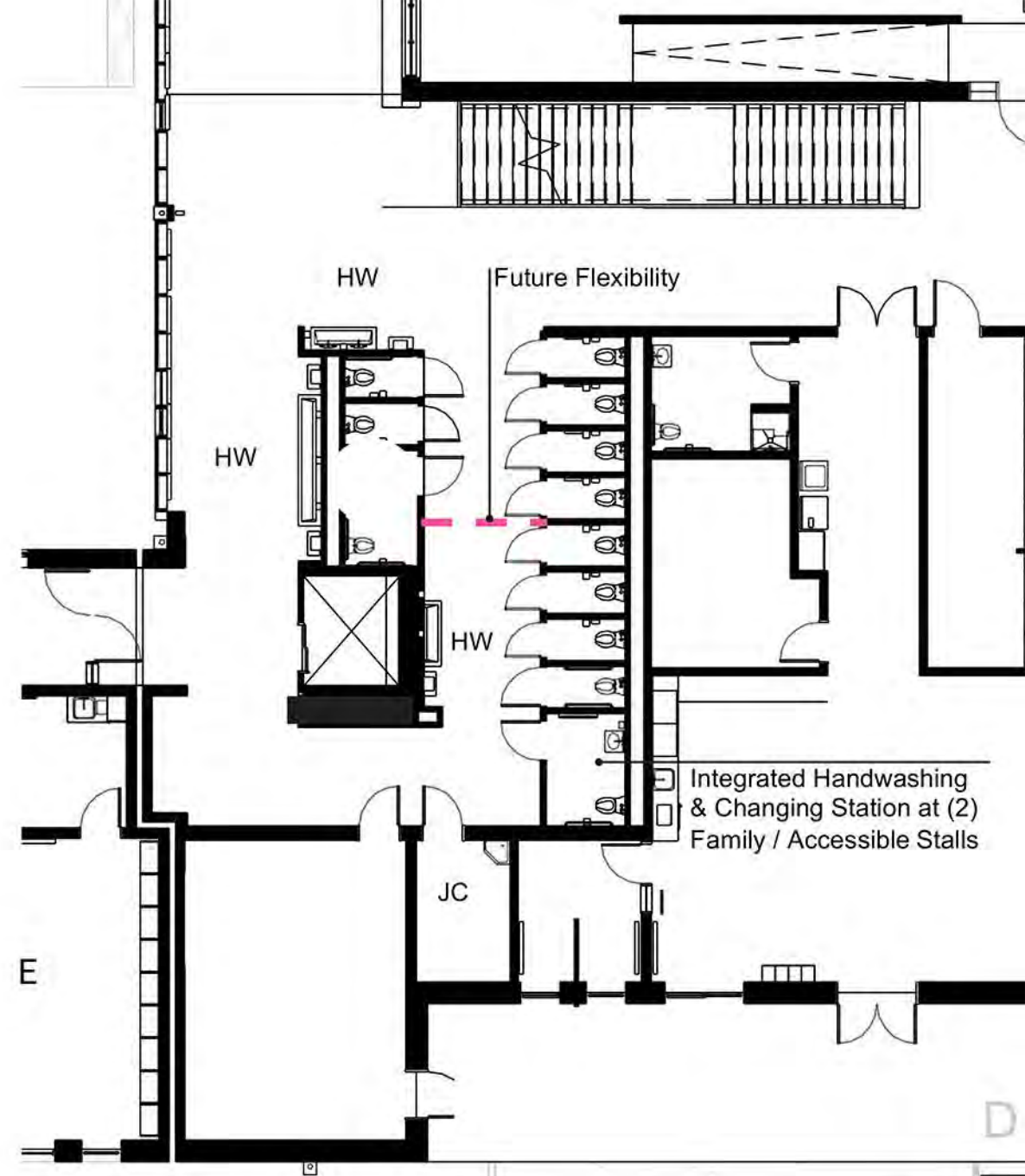
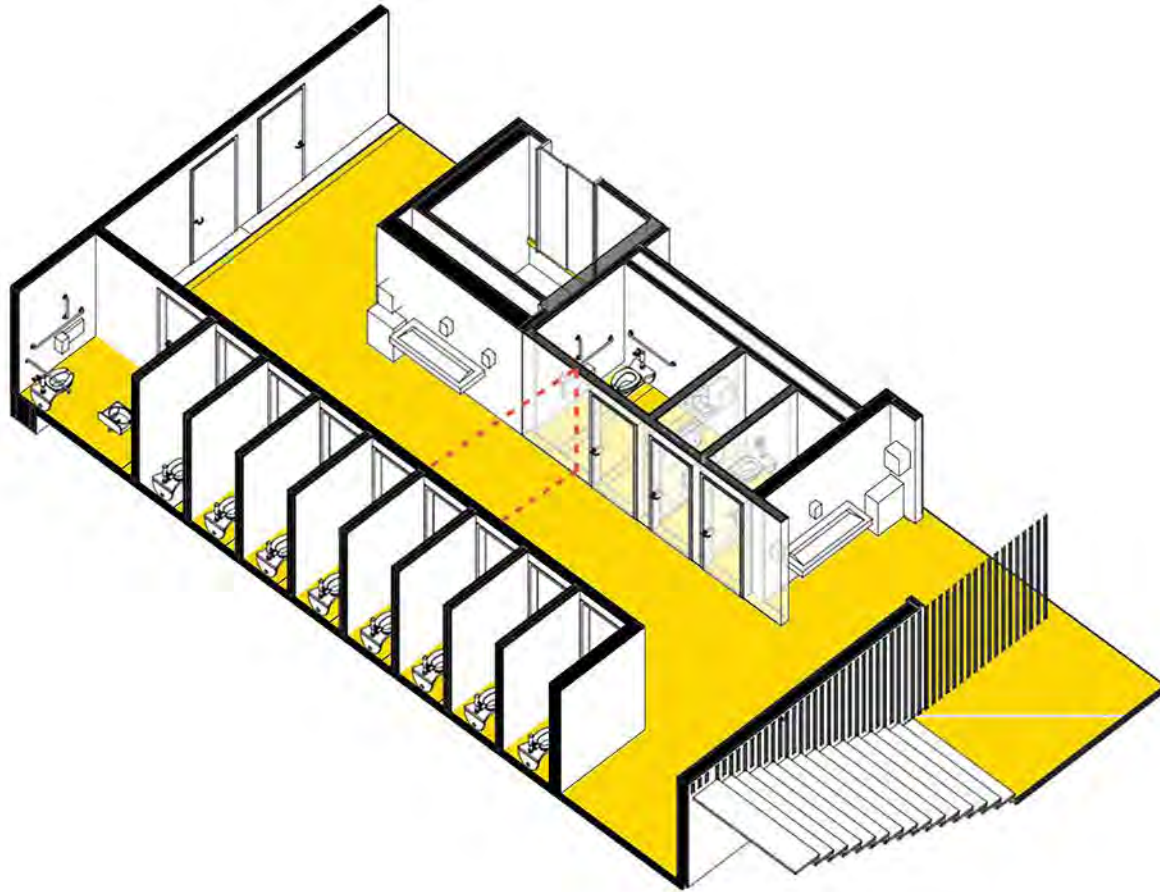
L02 Gathering & Learning Community Toilet Approach



INTERMEDIATE
CLUSTER APPROACH

Gathering Spaces

Toilet Approach



VES Finish Approach

Compartment Interior

- Fully Enclosed GWB Partitions
- Vertical :: Ceramic Tile (full-height)
- Floor :: Porcelain Tile
- Ceiling :: Hard-Lid (GWB)
- Doors :: Painted Hollow Metal

Good waterproofing so nothing leaks to lower floors/classrooms!

- Shared Handwashing & Circulation Vertical Surface at Sink :: Ceramic Tile (full-height)
- Vertical Surfaces at Circulation :: Plastic Laminate Wall Protection to 7'-2" AFF & Painted GWB Above
- Floor :: Varies–Concrete/Linoleum
- Ceiling :: Varies–Hard-Lid Gypsum/ACT



BTA V Capital Levy Planning



BTA V Planning Update

- Overall Planning Timeline

- June/July/August: Refine Project Scope and Costs; Project Priority Refinement
- August (Tentative): Board Work Session on BTA V Capital Levy Project List, Scoring and Ranking Methods, and Costs
- September: Community Meetings to Share Information on Levies
- September (Tentative): Board Work Session on BTA V Capital Levy to Finalize Project List and Funding
- October: Operations Committee
- October: Board Introduction: Staff Recommendations Educational Programs & Operations (EP&O) & Capital Levies
- October: EP&O and Capital Levies 2021 Public Hearing (between Introduction & Action)
- **November: Board Action EP&O and Capital Levies**
- **February 2022: Special Election for EP&O Levy and BTA V Capital Levy**



Overall Levy Critical Dates

- **Proposed Dates: Board Action no later than Nov. 3, 2021**
 - Oct. 7, 2021: Board Operations Committee reviews EP&O and Capital Levy Board Action Reports(BARs)
 - Oct. 11, 2021: Board Audit and Finance Committee reviews EP&O and Capital Levy Board Action Reports (BARs)
 - Oct. 20, 2021: Introduction of EP&O and Capital Levy BARs
 - Week of Oct. 25, 2021: Public Hearing on Levies
 - Nov. 3, 2021: Board Action on EP&O and Capital Levies
- **Fixed Dates:**
 - Dec. 10, 2021: Deadline for filing Special Election documents
 - Feb. 8, 2022: Special Election



Confirm Meeting Outcomes

- Awareness of Capital Projects and Planning Work
 - 2020 Projects
 - Sustainability Design Approach
 - Gender Inclusive Restrooms
 - BTA V Capital Levy Planning



Thank you





BEX V CAPITAL LEVY IMPLEMENTATION PLAN

BEX IV CAPITAL LEVY		BEX V CAPITAL LEVY (2020 2025)							BEX VI CAPITAL LEVY			
School Type	Estimated School Year of Major Project Opening											
	2018 19	2019 20	2020 21	2021 22	2022 23	2023 24	2024 25	2025 26	2026 27	2027 28	2028 29	
Elementary Schools (K-5)	<div>Loyal Heights</div> <div>Capacity = 660 Modernization/Addition BEX IV</div> <div>360</div> <div>Current Capacity 300</div>	<div>Magnolia (Phase I)</div> <div>Capacity = 396 Modernization/Addition BTA IV</div> <div>396</div> <div>Current Capacity 0</div> <div>Daniel Bagley Const. Magnolia Phase II Construction</div>	<div>Daniel Bagley</div> <div>Capacity = 503 Modernization/Addition BEX IV/CSR</div> <div>150</div> <div>Current Capacity 353</div>	<div>Magnolia (Phase II)*</div> <div>Capacity = 460 Addition (6 Classrooms) State Distressed School Fund</div> <div>64</div> <div>Current Capacity 396</div>	<div>Leschi</div> <div>Capacity = 420 Addition (4 Classrooms) State Distressed School Fund</div> <div>80</div> <div>Current Capacity 340</div>	<div>Viewlands</div> <div>Capacity = 650 New Replacement State Distressed School Fund/BEX V</div> <div>450</div> <div>Current Capacity 200</div>			<div>John Rogers</div> <div>Capacity = 500 New Replacement State Distressed School Fund/BEX V</div> <div>236</div> <div>Current Capacity 264</div>		<div>Sacajawea</div> <div>Capacity = 500 New Replacement BEX V Design Only</div> <div>280</div> <div>Current Capacity 220</div>	
		<div>Queen Anne</div> <div>Capacity = 500 Addition (8 Classrooms) BEX IV</div> <div>170</div> <div>Current Capacity 330</div>		<div>Wing Luke</div> <div>Capacity = 500 New Replacement BEX IV</div> <div>180</div> <div>Current Capacity 320</div>	<div>Frantz H. Coe*</div> <div>Capacity = 550 Addition (6 Classrooms) State Distressed School Fund</div> <div>132</div> <div>Current Capacity 418</div>	<div>North Queen Anne</div> <div>Modernization BTA IV/BEX V</div> <div>0</div> <td><div>Northgate</div><div>Capacity = 650 On Site Replacement BEX V</div><div>430</div><div>Current Capacity 220</div></td> <td></td> <td><div>Montlake</div><div>Capacity = 500 Modernization/Addition BEX V</div><div>346</div><div>Current Capacity 154</div></td> <td></td> <td></td>	<div>Northgate</div> <div>Capacity = 650 On Site Replacement BEX V</div> <div>430</div> <div>Current Capacity 220</div>		<div>Montlake</div> <div>Capacity = 500 Modernization/Addition BEX V</div> <div>346</div> <div>Current Capacity 154</div>			
	<div>Wing Luke Construction</div>		<div>F. Coe Construction</div>	<div>N. Queen Anne Const. Northgate Const. (Phased Replacement) Montlake Design/ Planning</div>		<div>Montlake Const. (Interim John Marshall)</div>						
	<div>E. C. Hughes</div> <div>Capacity = 260 Modernization/Addition BTA IV</div> <div>0</div> <div>Current Capacity 260</div>		<div>Licton Springs K8 @ Webster</div> <div>K-5 Capacity = 375 Modernization/Addition BTA IV</div> <div>375</div> <div>Current Capacity 0</div> <div>West Seattle Design/ Planning Kimball Design/ Planning W. Woodland Design</div>	<div>West Woodland</div> <div>Capacity = 620 Addition (12 Classrooms) Distressed School/BEX V/CSR</div> <div>224</div> <div>Current Capacity 396</div> <div>West Seattle ES Const. Kimball Const. (Interim Orig. Van Asselt) Alki Design/ Planning</div>	<div>West Seattle Elementary</div> <div>Capacity = 500 Addition (12 Classrooms) BEX V/CSR</div> <div>180</div> <div>Current Capacity 320</div>	<div>Kimball</div> <div>Capacity = 650 New Replacement BEX V</div> <div>290</div> <div>Current Capacity 360</div>		<div>Alki</div> <div>Capacity = 500 New Replacement BEX V</div> <div>170</div> <div>Current Capacity 330</div>				
							<div>Alki Const. (Interim Schmitz Park)</div>					
	Middle Schools (6-8)					<div>Madison</div> <div>1170 Addition (8 Classrooms) State Distressed School Fund</div> <div>200</div> <div>Current Capacity 970</div>	<div>Original Van Asselt</div> <div>Capacity = 1,000 30 Classroom Addition BEX V</div> <div>Interim Site Expansion</div>		<div>Asa Mercer</div> <div>Capacity = 1,000 New Replacement BEX V</div> <div>208</div> <div>Current Capacity 792</div>		<div>Aki Kurose</div> <div>Capacity = 1,000 Modernization BEX V Design Only</div> <div>132</div> <div>Current Capacity 868</div>	
		<div>Madison Design/Planning</div>		<div>Madison MS Const.</div>		<div>Orig. Van Asselt Design/ Planning</div>	<div>Orig. Van Asselt Constuction Asa Mercer Design/ Planning</div>	<div>Asa Mercer Construction (Interim OVA)</div>	<div>If Approved for BTA V - Aki Kurose Const. (Interim OVA)</div>			
				<div>Aki Kurose Design/ Planning</div>								
High Schools (9-12)		<div>Ingraham</div> <div>Capacity = 1,696 Addition (20 classrooms) BTA IV</div> <div>500</div> <div>Current Capacity 1,196</div> <div>Rainier Beach Design/ Planning</div>				<div>Rainier Beach (Phase I)</div> <div>Capacity = 1,600 On Site Replacement BEX V</div> <div>512</div> <div>Current Capacity 1088</div>	<div>Rainier Beach (Phase II)</div> <div>Capacity = 1,600 On Site Replacement BEX V</div> <div>512</div> <div>Current Capacity 1088</div>	<div>Rainier Beach (Phase III)</div> <div>Capacity = 1,600 On Site Replacement BEX V</div> <div>512</div> <div>Current Capacity 1088</div>				
		<div>Lincoln</div> <div>Capacity = 1,600 Modernization/Addition BEX IV</div> <div>1,600</div> <div>Current Capacity 0</div> <div>Lincoln Seismic Design/ Planning</div>			<div>Lincoln (Seismic)</div> <div>Capacity = 1,600 Seismic Upgrade BEX V</div> <div>0</div> <div>Current Capacity 1600</div>							
Interim Schools	<div>John Marshall</div>	<div>Bagley Middle College</div>	<div>West Woodland Middle College</div>	<div>Viewlands North Queen Anne</div>	<div>Viewlands</div>	<div>John Rogers (350) Montlake (250)</div>	<div>Sacajawea</div>					
	<div>Original Van Asselt</div>	<div>Wing Luke (4 Portables)</div>	<div>WingLuke (4 portables)</div>	<div>Kimball (8 Portables) Addition Construction for Interim Use</div>		<div>Mercer</div>	<div>Aki Kurose</div>					
	<div>Schmitz Park</div>			<div>West Seattle ES (16 Portables)</div>	<div>Seismic Improvement (BEX V)</div>	<div>Alki (9 Portables)</div>						
				<div>Schmitz Park Seismic Design/ Planning</div>	<div>Seismic Construction</div>							

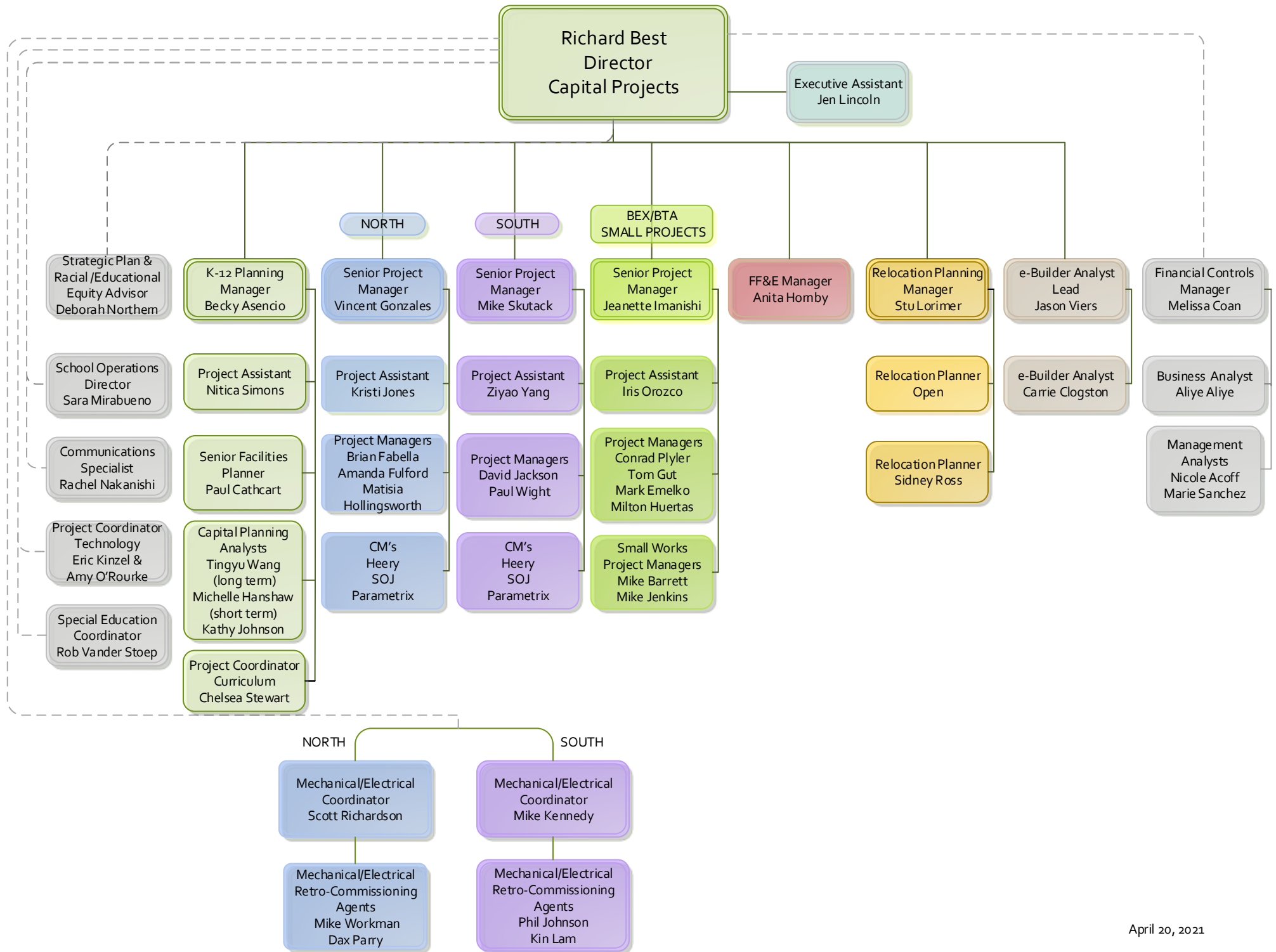
Levy Amount: \$1,400,000,000

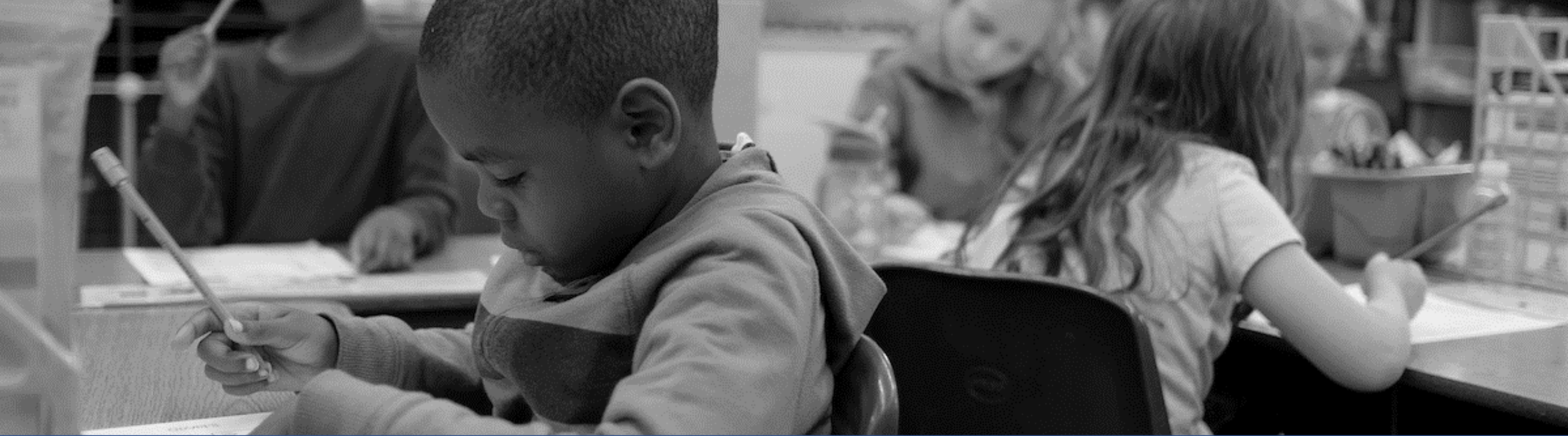
Elementary Schools (K-5)	
2020 Right Size Capacity	25,717
Right Size Capacity Added by BEX V Projects	2,102

Middle Schools (6-8)	
2020 Right Size Capacity	12,526
Right Sized Capacity Added by BEX V Projects	208

High Schools (9-12)	
2020 Right Size Capacity	13,466
Right Sized Capacity Added by BEX V Projects	512

Key:	
School Name*	* Indicates school opening in mid school year (after Winter break)
Project Right Size Capacity	
Scope of Work	
Funding Source	
Added Right Size Capacity	
Current Right Size Capacity	





Seattle Public Schools

Student Assignment Transition Plan & School Boundary Changes for 2022-23

June 7, 2021



Agenda

1. Definitions
2. Review of SATP Changes for 21-22
3. Dual Language & Advanced Learning Pathways Working Group
4. School Choice
5. Questions & Discussion

Definitions

- **Student Assignment Transition Plan (SATP):** Contains the guidelines by which Seattle Public Schools assigns students to schools and programs and provides services. Changes require School Board approval. This plan supersedes any existing student assignment policies. Last updated in January 2021 for the 2021-22 school year.
- **2009 Student Assignment Plan (SAP):** historical document that details many of the principles of the current plan. Last updated in July 2009 and contains some outdated information.
- **Superintendent's Procedures for Student Assignment 3130:** Sets forth the implementation of the policies established by the Board in the 2009 Student Assignment Plan and the Student Assignment Transition Plan. These documents are the guides for Admissions and other district staff and do not require Board approval. Last update December 2020.

Student Assignment & Schools

- Every student enrolled in SPS is assigned an elementary, middle, and high school based on where the student lives.
- Students can also participate in the annual School Choice Process which begins in February and ends on May 31, to apply to one of the district's 15 option schools or to another attendance area school.
 - Option school types: five K-5 schools, eight K-8 schools, and two 9-12 schools
 - Tiebreakers: sibling, GeoZone, and lottery
- There are 9 option schools with continuous enrollment which have an intake process and accept students throughout the year.
- Most of our attendance area schools have demographics that match the neighborhoods they are in, but our option schools are less diverse than the neighborhoods they are in.

Review of SATP Changes

Changes to the Student Assignment Transition Plan for the 2021-22 school year:

- Removed the separate Montessori and contemporary programs at Daniel Bagley and replaced them with a single program for all Daniel Bagley students.
- Clarified language about the International Baccalaureate program to more accurately describe the program.
- Updated the name for South Lake High School to Sugiyama High School.
- General updates to language and style.

Native Speaker definition change included in the Superintendent's Procedures for Student Assignment.

- Defined as a student whose first language (or one of their first languages) is the target language. Only applies to the 20% set aside at John Stanford International School and McDonald International School.

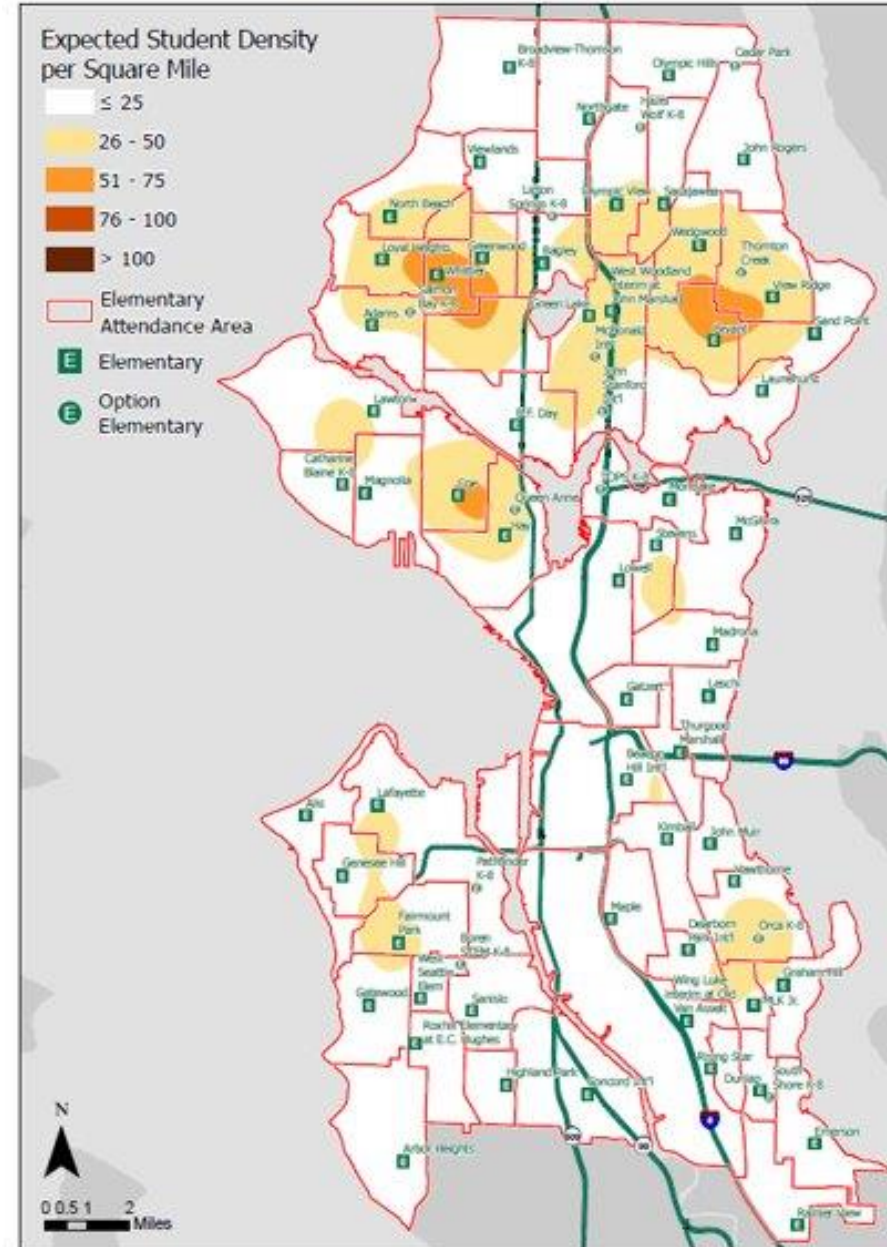
Highly Capable Services Approved Changes

- As a result of the May 5, 2021 Board Action on changes to School Board Policy 2190, beginning in the 2023-24, new students will no longer be served in cohorts with a guaranteed seat at an HC pathway school. Students will be served in their neighborhood school with the opportunity to participate in the School Choice Process.
- No changes are needed to the SATP for 2022-23.
- Changes would appear in the SATP for 2023-24.



SEATTLE
PUBLIC
SCHOOLS

Resident Data:
October 2020
Last updated:
12/28/2020



Dual Language & Advanced Learning Pathways Working Group

- Enrollment Planning, Advanced Learning, and International Education have been meeting with an assigned project manager to discuss the design and implementation of enrollment policies and boundary changes that are student centered as it relates to dual language offerings and the implementation of the changes to Policy 2190.
- These three teams have been meeting with principals and other departments as we move through the 3 phases of this work.
 - Phase 1: Discussion of Current Enrollment State
 - Phase 2: Problem solving, policy recommendations, and boundary considerations to information enrollment planning
 - Phase 3: Develop recommendations for school enrollment policy and procedure changes and community engagement needs

Dual Language Planning

Centering Vision: to create language programming we will center cultural communities & their students

- What will be limited in student placement if strategic vision isn't clear?
- What is the optimal boundary model for DLI? Why?
- If/When boundaries are shifted what considerations are most important to multilingual families in your area? What will your school communities raise?
- What stakeholders are most important during engagement? At what stage should these stakeholder be engaged?
- How is access to bilingual education a broader part of civil rights organizing?
- How do we cultivate identity in language learning situated in the historical context of bilingual education in the United States?
- How does language become a part of an educational institution?

Advanced Learning Planning

Centering Vision: to implement the approved advanced learning changes in a way that supports the needs of students of color furthest from educational justice.

- What areas of change in student distribution need most attention? What obstacles do you expect will we face when HC changes happen?
- When boundaries are shifted what considerations are most important to families in your area? What will your school communities raise?
- What stage in changing HC should communities be consulted? What modes and frequency should be done?
- How can we best prepare school leaders to help guide the HC transition? What tools, resource, talking points should be raised?
- How do we expand HC into other areas? What should the phasing look like in transition from schools to HC integration?
- How can we continue access to advanced courses in a new open HC model across schools? What will make neighborhood schools best integrate HC students?
- What advanced courses or content will students need at middle school level?

School Choice

- Each year over 4,500 students participate in the school choice process.
- Although students can apply to any school, option schools have the most available seats since all their students must opt in.
- Choice seats are only available at attendance area schools that have physical capacity and staffing capacity per our current practice.
- We are evaluating our school choice process against our Strategic Plan and commitment to students of color furthest from educational justice.

Considerations

- Can families access and understand our policies and practices? (eg: simplicity, translations, definition of key terms)
- Do our policies and practices provide stability and continuity for students who need it most?
- Does our school choice process and our current tiebreakers align with our commitment to supporting students of color furthest from educational justice?
- What other areas across our student assignment policies and our boundaries could be better aligned with our strategic plan?

Questions & Discussion