



# **SCHOOL BOARD ACTION REPORT**

**DATE:** January 17, 2020  
**FROM:** Denise Juneau, Superintendent  
**LEAD STAFF:** Fred Podesta, Chief Operations Officer  
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**For Introduction:** June 10, 2020  
**For Action:** June 24, 2020

## **1. TITLE**

Revising Board Policy No. 6901, Capital Levy Planning, and Adopting Board Policy No. 6900, Facilities Planning

## **2. PURPOSE**

This Board Action Report makes edits to Board Policy No. 6901 to remove the requirement for preparing and updating a Facilities Master Plan as part of the levy planning process and moves the requirements for facilities planning to a new Board Policy No. 6900, Facilities Planning.

## **3. RECOMMENDED MOTION**

I move that the School Board amend Board Policy No. 6901, Capital Levy Planning, and adopt new Board Policy No. 6900, Facilities Planning, as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

- a. **Background.** Existing Board Policy No. 6901, Capital Levy Planning, was adopted in January 2012 and affirms the Board’s commitment to prudent planning for investment of capital funds. The policy provides direction on the levy planning process including the priorities for the selection of levy projects, the timing of the levies, and the need for School Board Guiding Principles for each levy. Board Policy No. 6901 also requires the preparation of a Facilities Master Plan which is to be approved by the School Board. By combining the levy planning and facility planning requirements in one policy, the Facilities Master Plan essentially becomes a levy planning document, specific to one levy, rather than a stand-alone long-range district facilities plan. To develop a better process for long-range facilities planning it is desired to create a separate Board Policy using the Washington State School Directors’ Association (“WSSDA”) model policy No. 6900 for long range facility planning as a template. Separating the two related but distinct processes of levy planning and facilities planning will allow for development of a better long-range Facilities Master Plan, more focused on facility conditions and use, and independent of potential funding sources.
- b. **Alternatives** The alternative considered is to keep the current Policy No. 6901 language intact and not adopt Policy No. 6900. This is not recommended, as the District would

continue to prepare facilities plans associated with specific levy requests rather than developing a true long-range plan.

- c. **Research** Long-range facility policies and facilities master plans of other Washington state school districts were reviewed. Most school districts reviewed have a facilities planning policy that is similar to the WSSDA model policy. WSSDA Model Policy No. 6900 was used as a template for developing the proposed Board Policy No. 6900.

**5. FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact for this action will be the cost of staff performing the work that is already included in planned expenditures. Levy planning and long-range facilities planning are already occurring, but this action will clarify the separate needs and steps for each process.

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

Levy planning and long-range facilities planning already occur per the requirements of existing Board Policy No. 6901, Capital Levy Planning. This action separates the two related but distinct planning processes for clarity and efficiency. The revised 6901 and new 6900 policies were reviewed and discussed by the Information Technology Advisory Committee (ITAC) and feedback from the committee was incorporated into the policies.

**7. EQUITY ANALYSIS**

This action alters Board Policies to separate two existing planning processes for clarity and efficiency and to produce a better long range plan for the district’s facilities. A racial equity analysis was performed on the process of developing, and content of, the modified and new policies 6901 and 6900. Existing Board Policy No. 6901 and WSSDA model policy 6900 are silent on equity. Board Policy No. 0030, Ensuring Educational and Racial Equity, requires “equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation”. To ensure that the requirements of policy 0030 are included in the work required by the new/modified policies, the policies will specifically require that racial and

educational equity be considered in the development of a facilities master plan, levy, or levy implementation plan.

**8. STUDENT BENEFIT**

Developing a long-range facilities plan will help to accomplish the objectives of providing outstanding learning environments for SPS students. Well maintained and regularly renovated buildings cost less in the long term and this requires consistent, thoughtful planning. The ability to maximize the life cycle of our facilities in a systematic fashion, while minimizing the financial burden on the community is critical to the success of our 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: \_\_\_\_\_

**10. POLICY IMPLICATION**

This motion would result in changes to Board Policy No. 6901, Capital Levy Planning, and adoption of new Board Policy No. 6900, Facilities Planning.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Operations Committee meeting on August 15, 2019. The Committee reviewed the item and did not recommend that the BAR move forward. The Committee requested a full racial equity analysis be performed and additional edits be incorporated into the policies to ensure that Technology is included in the levy planning processes.


This motion was discussed at the Operations Committee meeting again on March 24, 2020. The Committee reviewed the item and moved the item forward with a recommendation for approval by the full Board.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, Board Policy No. 6901, Capital Levy Planning, will be amended and the new version will be posted online, as attached to this Board Action Report. Adopted Board Policy 6900, Facilities Planning will be posted online, as attached to this Board Action Report.

**13. ATTACHMENTS**

- Board Policy No. 6901, Capital Levy Planning – clean (for approval)
- Board Policy No. 6901, Capital Levy Planning – tracked changes (for reference)
- Board Policy No. 6900, Facilities Planning (for approval)
- WSSDA Model Policy No. 6900, Facilities Planning (for reference)

	<p>CAPITAL LEVY PLANNING</p>	<p>Policy No. 6901  [DATE]  Page 1 of 3</p>
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The Seattle School Board reaffirms its commitment to prudent planning for investments of capital funds to assure a quality educational program for all students.

The district shall prepare and submit to the voters for their approval capital levy proposals. These capital levy programs, including the capital levy programs Building Excellence (BEX) and Buildings, Technology and Academics (BTA), shall be based upon the facilities master plan and include identified technology needs.

Important principles for capital levy planning include the following:

- Levy planning shall be consistent with the commitments identified under Board Policy No. 0030, Ensuring Educational and Racial Equity, and ensure progress toward achieving the goals and commitments outlined under the policy;
- All projects should align with the district’s mission, vision, and strategic plan;
- Capital projects shall be planned to meet the district’s educational needs in the short, intermediate and long term;
- The need for capital projects shall be based on enrollment projections, building capacity, building condition surveys, and the educational adequacy of current buildings to address educational program needs;
- Investments shall be made to maintain and improve the physical condition and systems of buildings;
- Investments shall be made to maintain and improve technology operations, equipment and services, including student learning and support, district systems and data, and technology infrastructure and security;
- Annual budgets should establish a regular, consistent budgeting mechanism to fund capital major preventive maintenance activities as well as technology needs;
- Building and system designs shall be flexible to meet the changing needs of educational programs, be responsive to the urban context of schools, include advances in technology, and not be tailored to the specific needs of any one program to the detriment of future flexibility;

- Input from associated advisory or oversight committee(s) should be sought out and taken into consideration during the planning process.

As part of the levy planning process, the Board shall also adopt guiding principles specific to each levy, to direct staff in presenting proposals for levy projects.

The Board strives to reduce district operating costs and carbon emissions by using designs that create conservation opportunities and minimize negative impacts on the environment, while considering the lifecycle costs of the projects.

Decisions shall be based on sound data, objective standards, and open processes.

For the purposes of determining the projects to be included within each levy, the School Board hereby establishes the following priorities for the selection of levy projects. These priorities are listed in rough descending order of importance, but no single factor is determinative.

- Racial and educational equity;
- The health, safety and security of students, staff, and public;
- Meeting capacity management needs to assure that short, intermediate, and long-term enrollment are matched with available space, taking into account costs and educational adequacy of facilities;
- Building condition scores for building systems, such as exterior, HVAC, plumbing, and structural,;
- Educational adequacy of buildings, focusing on raising student achievement;
- History of past capital projects and future levy plans.

Staff will provide an analysis of all proposed projects, by scoring projects against the priorities listed, together with any supplemental priorities provided by the School Board from time to time for individual levy proposals. The scoring and relative ranking of proposed projects shall be presented to the School Board for approval as part of the levy planning process.

Following a successful levy election, staff will develop a plan to implement the levy projects which shall be presented to associated advisory and oversight committee(s), and ultimately to the School Board for approval. This plan should take into account at least the following:

- Project rank from the project scoring and ranking process
- Cash flow (levy collections)
- Cost escalation
- Need for/availability of an interim site
- Design/construction sequence milestones (e.g. permit timeline)
- Project complexity/phasing

- Coordination with other BEX or BTA projects
- Coordination with outside agencies
- Community involvement

The plan should address the process by which any schedule adjustments or other necessary changes would be made to the plan following Board approval.

Adopted: January 2012

Revised: MONTH 2020


Cross Reference: Policy Nos. 0030, 6810, 6900, H13.00

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

	<p>CAPITAL LEVY PLANNING</p>	<p>Policy No. 6901  [DATE]  Page 1 of 3</p>
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The Seattle School Board reaffirms its commitment to prudent planning for investments of capital funds to assure a quality educational program for all students.

The district shall prepare and submit to the voters for their approval capital levy proposals. These capital levy programs, including the capital levy programs Building Excellence (BEX) and Buildings, Technology and Academics (BTA), shall be based upon the facilities master plan and include identified technology needs.

Important principles for capital levy planning include the following:

- Levy planning shall be consistent with the commitments identified under Board Policy No. 0030, Ensuring Educational and Racial Equity, and ensure progress toward achieving the goals and commitments outlined under the policy;
- All projects should align with the district’s mission, vision, and strategic plan;
- Capital projects shall be planned to ~~match~~meet the district’s educational needs in the short, intermediate and long term, ~~and~~;
- The need for capital projects shall be based on enrollment projections, building capacity, building condition surveys, and the ~~functional~~educational adequacy of current buildings to ~~meet~~address educational program needs. ~~;~~;
- Investments shall be made to maintain and improve the physical condition and systems of buildings ~~and~~;
- Investments shall be made to maintain and improve technology operations, equipment and services, including student learning and support, district systems and data, and technology infrastructure and security;
- Annual budgets should establish a regular, consistent budgeting mechanism to fund capital ~~major preventive~~ maintenance activities ~~– as well as technology needs~~;
- Building and system designs shall be flexible to meet the changing needs of educational programs, be responsive to the urban context of schools, include advances in technology, and not ~~be~~ tailored to the specific needs of any one program to the detriment of future flexibility. ~~;~~;



- Input from associated advisory or oversight committee(s) should be sought out and taken into consideration during the planning process.

As part of the levy planning process, the Board shall also adopt guiding principles specific to each levy, to direct staff in presenting proposals for levy projects.

The Board strives to reduce district operating costs and carbon emissions by using designs that create conservation opportunities and minimize negative impacts on the environment, while considering the ~~life-cycle~~lifecycle costs of the projects.

Decisions shall be based on sound data, objective standards, and open processes.

~~The district shall prepare a facilities master plan to be approved by the School Board. The plan shall project future capital plans over at least a ten-year period. It shall be reviewed at least every three years and include an analysis of at least the following: enrollment projections, building capacity, physical condition and functional adequacy of buildings, capital costs and available revenues, and available sites not currently used for school programs. Where the district identifies the need for additional school sites, this information shall be incorporated into the facilities master plan and steps taken to acquire the sites.~~

~~The School Board hereby establishes the following priorities for the selection of projects. For the purposes of determining the projects to be included within each levy, the School Board hereby establishes the following priorities for the selection of levy projects.~~ These priorities are listed in rough descending order of importance, but no single factor is determinative.

- ~~All projects should align with the district's mission and vision.~~
- Racial and educational equity;
- The health, safety and security of students, staff, and public ~~are important and must be protected;~~
- Meeting capacity management needs ~~must be met~~ to assure that short, intermediate, and long-term enrollment are matched with available space, taking into account costs and educational adequacy of facilities;
- Building condition scores for building systems, such as exterior, HVAC, plumbing, and structural ~~shall be considered;~~
- Educational adequacy of buildings ~~shall be considered~~, focusing on raising student achievement;
- ~~Planning will take into account~~ History of past capital projects and future levy plans.

~~The facilities master plan shall include~~ Staff will provide an analysis of all proposed projects, ~~which scores proposed~~ by scoring projects against the priorities listed, together with any supplemental priorities provided by the School Board from time to time for individual levy proposals. The scoring and relative

ranking of proposed projects shall be presented to the School Board for approval as part of the levy planning process.

~~The district shall prepare and submit to the voters for their approval capital levy proposals every three years, for alternating six year programs. The programs, Building Excellence and Buildings, Technology and Academics, shall be based upon the facilities master plan. As part of the levy planning process, the Board shall adopt Guiding Principles specific to each levy, to direct the staff in presenting proposals for levy projects.~~

~~The Superintendent shall adopt procedures for preparation of the facilities master plan, including sections on enrollment projections, educational specifications, capacity analysis, building condition, maintenance of building systems and major components, and analysis of proposed projects.~~

Following a successful levy election, staff will develop a plan to implement the levy projects which shall be presented to associated advisory and oversight committee(s), and ultimately to the School Board for approval. This plan should take into account at least the following:

- Project rank from the project scoring and ranking process
- Cash flow (levy collections)
- Cost escalation
- Need for/availability of an interim site
- Design/construction sequence milestones (e.g. permit timeline)
- Project complexity/phasing
- Coordination with other BEX or BTA projects
- Coordination with outside agencies
- Community involvement

The plan should address the process by which any schedule adjustments or other necessary changes would be made to the plan following Board approval.

Adopted: January 2012

Revised: MONTH 2020


Cross Reference: Policy Nos. 0030, 6810, 6900, H13.00

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

	<p>FACILITIES PLANNING</p>	<p>Policy No. 6900</p> <p>DATE</p> <p>Page 1 of 3</p>
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The Board recognizes the importance of planning for learning environments for each and every student of the district and is responsible for anticipating needs to provide facilities in a timely manner.

**Facilities Planning Principles**

In order to provide the best possible environment for learning and teaching, the following principles will be considered in the planning of the district’s capital program:

- Planning shall be consistent with the commitments identified under Board Policy No. 0030, Ensuring Educational and Racial Equity, and ensure progress toward achieving the goals and commitments outlined under the policy;
- Facilities shall accommodate the educational needs of students and be consistent with the educational philosophy and instructional goals of the district;
- Facilities shall meet or exceed all health and safety and accessible design regulations;
- Facilities design shall maximize accessibility regardless of disability or gender;
- Consistent with its overall objectives, the district shall seek public and private moneys to the maximum extent available to supplement its own financial resources;
- Environmental impacts shall be minimized, in alignment with Board Policy Nos. 6810, Natural Resources Conservation, and 6890, State Environmental Policy Act Compliance; and
- Changing demographic factors shall be monitored to ensure the needs of future students are met over time.

**Educational Specifications**

Districtwide and site-specific educational specifications are developed for planning the construction or renovation of school facilities, including facility design and the connection between the district’s educational philosophy and the built environment (site and building). Both the district-wide and site-specific educational specifications are divided into separate components: a description of

the vision and goals and a performance-based specification. Both components are applicable to any major school construction project whether the project is a school renovation, replacement, or an entirely new facility. The Board recognizes it is the responsibility of the contributors in a collaborative development process to shape the vision and goals described in the document and the responsibility of the construction and design professionals to shape the vision and goals described into performance-based specifications.

The development of educational specifications will be guided by the planning principles identified above as well as additional principles that may be identified through a collaborative development process. The collaborative process will include input from a variety of contributors, including board directors, teachers, principals, and other district staff. Efforts will be made to seek input from communities the school facility or facilities will serve including, but not limited to, school-support organizations and community-based organizations (e.g. organizations serving special populations in the school community such as persons with disabilities, students of color, LGBTQIA+ support, etc.). Educational specifications will also be informed by a review of educational specifications developed for prior phases of the district's capital program and research on current educational trends.

### **Facilities Master Plan**

In order to efficiently manage the district's present and future facilities' needs, the district shall prepare a Facilities Master Plan to be approved by the School Board. The Plan shall project future capital building/facility needs over at least a ten-year period and be developed in conjunction with the local comprehensive land-use plan and other growth management policies. An advanced planning process will be implemented by the Superintendent and include community engagement Collaboration with other governmental and planning agencies is encouraged. The Capacity, Enrollment and Facilities Master Planning Advisory Committee shall also be provided the opportunity to review and provide recommendations on the Plan.

The development and Board approval of the Facilities Master Plan should align with levy/bond planning processes. The Plan shall be reviewed and updated at least every three years and will include at least the following:

- **Enrollment Projections:** Existing and projected enrollment figures by school and for the district as a whole. Enrollment shall be projected for a five-year period using methods acceptable to the State Board of Education for determining the district's eligibility for state construction grants. This projection shall be reviewed and revised annually and supplemented by an analysis of additional factors that may affect the student population, such as potential zoning and development changes within the district, housing

projections, and the development of new businesses and public projects.

- Inventory and Building Condition: An inventory and building condition assessment of all of the district's schools, property and facilities, including undeveloped sites not currently used for school programs, and properties leased to the district.
- Educational Specifications: Current districtwide educational specifications
- Capacity Analysis: Analysis of each facility's student capacity (including whether a facility is overcrowded or under-utilized) and of the demographics of the student population to evaluate for racial imbalance.
- Recommendations of Facility Needs: Based on an analysis of the physical condition and educational adequacy of buildings, the Enrollment projections, Capacity Analysis as well as the appropriateness of the facilities to meet the needs of all students and members of the public, the Plan will provide recommendations as to the acquisition, construction, or modification of sites or facilities, and/or as to the sale or other disposition of district property not anticipated to be needed in the future.
- Cost Analysis: Analysis of the cost to implement its facilities program, including estimated capital construction costs and property values.

The plan should address the process by which any necessary changes would be made to the plan following Board approval.

The Superintendent is directed to develop procedures for the implementation of this policy.

Adopted: MONTH 2020

Revised:

Cross Reference: Policy Nos. 0030, 6810, 6890, 6901

Related Superintendent Procedure:

Previous Policies:

Legal References: 42 U.S.C. § 12101 et. seq. Americans with Disabilities Act; Chapter 49.17 RCW; WAC 392-343-080; WAC 392-343-102; WAC 392-344-065; WAC 392-344-066; WAC 392-344-075

Management Resources:

## Facilities Planning

In order to provide the best possible physical environment for learning and teaching, the following factors will be considered in the planning of district facilities:

- A. Facilities will accommodate the educational needs of students and be consistent with the educational philosophy and instructional goals of the district;
- B. Facilities will meet or exceed all health, safety and welfare regulations;
- C. The district will seek state and federal moneys to the maximum extent available to supplement its own financial resources;
- D. Undesirable environmental impact will be minimized; and
- E. Changing demographic factors will be monitored.

### Facilities Master Plan

In order to efficiently manage the district's present and future facilities needs, a facilities master plan will be developed. Such a plan will cover a ten-year period, be developed in conjunction with the local comprehensive land-use plan and other growth management policies, be reviewed annually and include at least the following:

- A. A cost analysis of financial ability of the district to implement its facilities program;
- B. Existing and projected enrollment figures, including an analysis of the racial composition of the student population;
- C. An inventory of the district's undeveloped property and developed facilities, including an analysis of the number of students in each facility and whether the facility is over or under crowded;
- D. An analysis of the appropriateness of the facilities to meet the needs of all students and members of the public, all district services, programs and activities, will be accessible to individuals with disabilities and appropriate for students regardless of gender;
- E. Recommendations as to the sale or other disposition of district property not needed in the future; and
- F. Recommendations as to the acquisition, construction or modification of new sites or facilities and of how such will better meet the needs of students and the educational program.

### Enrollment Projections

Enrollment will be projected for a five-year period, using methods acceptable to the State Board of Education for determining the district's eligibility for state construction grants. This projection will be reviewed and revised annually, and supplemented by an analysis of additional factors that may affect the student population, such as potential zoning and development changes within the district, housing projections, and the development of new businesses and public projects.

Adoption Date:

Classification: **Discretionary**

Revised Dates: **10.99; 12.03; 02.06; 12.11**

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