

Facilities Advisory Committee Interim Draft Recommendations – June 22, 2020

Background

The Lake Washington School District (District) Facilities Advisory Committee (FAC) was formed in November 2019. The District has experienced rapid enrollment growth and foresees the continuation of that growth in the next 10 years. In 2014 the District convened a Long-Term Facilities Task Force (LTFTF) to develop a plan to address the District’s facility challenges. The Task Force worked for over a year, reviewing the District’s facility needs and covered topics including the District’s methodologies for projecting growth, the current capacity at all the District’s facilities, expectations for how facilities support the educational experience, and available funding mechanisms. Staff and community members provided feedback throughout the process. In November 2015, the Task Force presented [recommendations](#) for how the District should address long-term facility needs. Following the work of the Task Force, a Bond Advisory Committee (BAC) assisted the District with developing the funding plan to implement the LTFTF recommendations. The long-term plan guides the District as we continue building toward future success. The funding plan included four phases: an April 2016 bond that was passed by voters, a February 2018 bond that was not approved by voters, and future bonds planned for 2022 and 2026.

Given that the Task Force recommendations were based on assumptions from 2014 and enrollment growth patterns continue to change, the District brought together the FAC to review and update the 2014 Task Force recommendations.

The FAC met monthly for in-person meetings from November 2019 to February 2020. The COVID-19 pandemic required emergency school closures. As a result, the originally scheduled in-person March meeting was postponed to early April. The FAC collectively shared interest in continuing this important work, so the meeting structure was adapted to allow for remote participation for remaining FAC meetings.

Additionally, the FAC and the District collectively agreed to postpone community outreach to solicit feedback on the FAC’s recommendations (originally planned for Spring 2020) until Fall 2020 when school is back in session.

## Meeting Topics and Outcomes

Date	Topic	Outcomes
Meeting 1 – November 20, 2019	Getting Oriented and Organized	<ul style="list-style-type: none"> <li>- Grounding FAC with background of LWSD facilities needs</li> <li>- Understanding history of work done and District’s response</li> <li>- Understanding role of the FAC</li> </ul>
Meeting 2 – December 19, 2019	Enrollment and Capacity	<ul style="list-style-type: none"> <li>- Understanding of capacity challenges, current shortfalls, and aging facilities</li> <li>- Understanding of how building condition is assessed</li> <li>- Awareness of available property and shortfall based on projected needs</li> </ul>
Meeting 3 – January 16, 2020	Managing Growth	<ul style="list-style-type: none"> <li>- Establish understanding of updated demographics and enrollment projections and updated District needs</li> <li>- Understanding of how facilities (condition and overcrowding) contribute to student learning and success</li> <li>- Understanding of how growth affects staff support needs</li> </ul>
January – February	Community Consultation	<ul style="list-style-type: none"> <li>- Hear from the community regarding rapid growth, capacity shortfalls and aging facilities.</li> </ul>
Meeting 4 – February 27, 2020	Workshop: What We Build	<ul style="list-style-type: none"> <li>- Develop a revised project plan that incorporates revised enrollment projections</li> </ul>
Meeting 5 – April 2, 2020	Funding	<ul style="list-style-type: none"> <li>- Understand facility funding options</li> <li>- Understand facility construction costs</li> <li>- Understand pros and cons of funding options</li> </ul>
Meeting 6 – April 16, 2020	What We Build – Cost (Part I)	<ul style="list-style-type: none"> <li>- Revise preliminary project plan as needed to incorporate preliminary cost estimates</li> <li>- Revise funding options as needed in light of preliminary cost estimates</li> </ul>
Meeting 7 – April 30, 2020	What We Build – Cost (Part II)	<ul style="list-style-type: none"> <li>- Review revised project recommendations table and validate</li> <li>- Develop proposed project sequence/funding approach</li> <li>- Develop innovations recommendation</li> <li>- Review and confirm recommendations in Long Term Facilities Task Force report</li> </ul>
Meeting 8 – May 21, 2020	Refine recommendations	<ul style="list-style-type: none"> <li>- Review and confirm draft of recommendations report</li> </ul>

Table 1 – Committee work plan

## FAC Charge and Members

The District formed the Facility Advisory Committee to make recommendations for future facility planning, informed by enrollment trends, community expectations and District programs.

The District directed the FAC to align the facility strategy with the District's strategic plan and make recommendations to accommodate the District's rapid enrollment growth and continue to provide quality learning environments. The main purposes of the FAC were to:

- Learn about Lake Washington School District's work to date on long-term facilities planning, including the recommendations from the 2014/2015 Long-Term Facilities Task Force and the 2016 Bond Advisory Committee.
- Review current demographic information, student growth projections and capacities
- Consider recommendations made by the Long-Term Facilities Task Force and the Bond Advisory Committee in the context of current information and recommend any needed revisions or updates.
- Provide recommendations on future facilities needs and financing options.

The FAC was comprised of a variety of community members and representatives, such as parents of students enrolled in the District, local businesses, senior citizens, City government representatives, and District staff.

### **Facilities Advisory Committee members:**

- Julie Akhter
- Shayna Begun
- Tracy Boucher
- Nancy Brown
- Cindy Burt
- Roy Captain
- Kelley Cochran
- Martha Daman
- Patricia Elkoury
- Heather Frazier
- Will Gray
- Megan Hayton
- Jon Hedin
- Jessica Jackson
- Jayme Jonas
- Gregory Kovsky
- Diana Lafornera
- Tiffany Lansing
- Mindy Lincicome
- Kim Mendenhall
- Dan Montgomery
- Linda Murphy
- Mark Nelson
- Donneta Oremus
- Catherine Potter
- David Pyle
- Jonathan Russell
- Victor Scarpelli
- Janset Sey-Iskin
- Balendra Sutharshan
- John Towers
- An Tran
- Wei Zheng

### **Facilities Advisory Committee technical team:**

- Chris Brenengen
- Brian Buck
- Laura DeGooyer
- Shannon Parthemer
- Barbara Posthumus
- Jane Stavem,  
Superintendent
- Eric Laliberte, School  
Board member

### **Facilities Advisory Committee facilitation team**

- Penny Mabie,  
EnviroIssues
- Jordan Sanabria,  
EnviroIssues





can't build at all." The FAC, in eight meetings, did not fully explore the LTFTF recommendations, focusing their time primarily on "when we plan" and "when we build".

Four members of the FAC, An Tran, Martha Daman, Tracy Boucher and Kim Mendenhall volunteered to draft the recommendations for the committee's review.

## **WHEN WE PLAN**

**Background:** The Facilities Advisory Committee reviewed the 2015 LTFTF's report and recommendations. The FAC also reviewed how the District responded to the LTFTF's recommendations, updated enrollment and capacity data developed by the District, and enrollment and capacity data developed by an independent consultant, Flo Analytics.

**Findings:** The District has a robust method for assessing enrollment and capacity for the 10-year horizon and has engaged a professional demographer to perform enrollment projections. The District has witnessed rapid growth in student population between 2010 and 2020. Schools at all levels are seeing growth and have capacity needs. We anticipate this high, uncommon growth will continue through 2030.

The LTFTF report also identified District practices for planning for new schools. It noted:

When planning for new school sites, the District considers detailed demographics, growth trends, and projects to ensure schools are sited to meet long-term population needs, for example for the next 30-50 years. While planning for new site purchases, the District considers prioritizing sites with the greatest potential to accommodate new buildings and require less site preparation to maximize investment and minimize additional site development costs. Additionally, while planning for new school site locations, the District evaluates local traffic patterns and works with local municipalities to address community traffic concerns.

The FAC learned that the District has currently and historically actively sought acquisition of parcels that are appropriate for building sites. However, due to the growth in the District, both residential and commercial, available land for new facilities is severely limited. The District owned multiple properties before the Washington State Growth Management Act ([GMA](#)) was enacted that are now outside the [Urban Growth Boundary](#). The GMA requires schools to be built within the boundary. The FAC learned that many of the District's existing vacant properties are outside that boundary.

Given the scarcity of available land, the FAC discussed innovative ways the District could meet capacity shortfalls.

### **Recommendations:**

These strategies from the LTFTF remain relevant:

**-Accurately Assess Enrollment and Capacity.** The District should continue using its current methods for enrollment forecasts, including looking at birth rates, zoning and development activities, and grade-progression models.

**-Continue Building Assessment Programs.** The District should continue its existing methods for evaluating building and portable conditions annually. The committee recommends the District regularly share assessment results with the community and District staff.

**-Reduce Need for New Schools.** To reduce the need for new schools, the District should strongly consider the following strategies to provide additional classroom space in the District's current schools.

- Build additions at schools that can accommodate more classrooms
- Rent or lease space for preschool classes
- Consider innovative programs that have students in traditional classrooms less often

In addition, the following should also be considered at this time:

**-Consider implementing a business impact fee** to support funding of schools.

**-Ask local businesses for assistance** either monetary, with space/land or assistance in creating partner programs.

**-Consider asking for changes to building impact fees** from the County and Cities.

**-Consider approaching King County to consider allowing building on property outside the GMA's Urban Growth Boundary** to expand the potential for locating appropriate parcels.

## **WHEN WE BUILD**

### **Background:**

The LTFTF prioritized building additional classroom capacity and addressing aging facilities. The FAC reviewed the Building Condition Assessment report to understand the condition of all the District's needs as well as the Enrollment and Capacity data to determine if the priorities of the LTFTF and the projects and sequence recommended by the Bond Advisory Committee should be revised. They also reviewed and discussed the number and age of portables currently in use by the District and the availability of land appropriately sized and zoned for building new facilities. FAC members discussed observations that community members believe the District doesn't plan appropriately when new buildings are at or over capacity soon after completion of construction. Due to the Growth Management Act and growth of the community in general, large parcels of land for traditional large school campuses are becoming scarce.

Given the scarcity of available land for new schools, the FAC discussed other ways to meet capacity needs. Discussions included options such as alternative building styles, such as urban schools, renovating space in unused commercial buildings or co-locating multiple programs on older properties that can handle additional capacity. The District provided a presentation on innovative school styles across the country, which included urban schools and schools designed in partnership with and/or co-located with businesses.

## **Findings:**

The District is experiencing unprecedented and sustained enrollment growth. Projections show the growth trajectory continuing unabated over the 10-year planning cycle. The level of growth surpasses “typical” growth patterns and is causing overcrowding in many of the District’s schools. The District has already taken numerous steps to address the growth including building classroom additions and new schools, financed by a bond measure in 2016 and a capital levy in 2018 (when a second bond measure recommended by the BAC failed.) However, these actions are not adequate to address the enrollment and capacity shortfalls the District is experiencing based on the District’s rapid growth.

The committee discussed school sizes. No agreement was reached, as preferences for smaller schools were expressed by some members while others noted larger schools could address the rapid growth challenges and design could help large schools not be a negative experience for students and teachers. Additionally, some expressed concern that new schools, if not built larger, would be at or over capacity shortly after opening, causing community concern about the reliability of District planning.

The committee observed a strong dislike of portables by some community members during an online ThoughtExchange forum hosted by the District to compile community input about growth and facilities’ needs. The committee’s discussions revealed mixed opinions amongst the members. Some desired the District move away from using portables as a strategy. Many noted the high cost associated with a strategy that would seek to replace all portables with permanent buildings. Others noted that portables play an important role in managing capacity and newer portables provide a learning environment similar to permanent buildings. Some members noted they had heard support for portables and a preference for being in portables from some students or teachers. While many agreed newer portables are much improved, they noted security concerns still exist.

Urban schools are being used across the country in dense locations where space for a traditional school, such as a comprehensive high school, is unavailable. Urban schools are being used for all levels of school – elementary, middle and high school. While playfields are not being included, rooftops and inner courtyards are frequently used to provide outdoor spaces and innovative structures such as stairs and window insets are being designed to also provide internal gathering spaces.

Partnerships with businesses to house schools on business property or to jointly develop a school are proving successful. An example is Aviation High School in the Highline School District.

The FAC learned that repurposing commercial spaces for education is challenging, as significant refurbishing would be needed to meet state building requirements for schools. However, commercial spaces could be used for purposes designed to free up classroom space in existing schools, such as moving preschools to different spaces.

## **Recommendations:**

The Facilities Advisory Committee concurred with the LTFTF’s recommendation to prioritize building additional classroom capacity and addressing aging facilities. Additionally, the FAC recommends the following:



### **-Land availability**

- Where rebuilding is occurring, maximize the use of the available land space.
- The District should continue to actively seek appropriate parcels for acquisition.

### **-School sizes**

- The District should consider increasing the standard size of new schools to add capacity.
- New buildings should be constructed for larger capacity.

### **-Create Quality Design that Reduces Costs**

- The Committee recommends the District continue pre-design work to help identify ways to lower costs of building new schools and classroom spaces. The District should continue design principles recommended by the 2015 Task Force such as stacking buildings, efficient and simple designs, pleasing aesthetics appropriate for the neighborhood, and grouping multiple projects to use the same design team and/or contractor.

### **-Build in the Best Locations**

- The FAC recommends the District continues existing methodology to determine where new schools are located.
- The FAC recommends the District continue to seek acquisition of parcels appropriate for school facilities.

### **-Build with Innovation in Mind**

- Consider leasing or purchasing and converting commercial facilities.
- To use existing land space more effectively, consider how to use available property when rebuilding schools. Example: Kamiakin Middle School could be rebuilt to use the property more efficiently and house multiple grade levels/ programs / or facilities.
- Explore non-traditional locations and business partnerships. For example, look to develop partnerships with large businesses in the District to house or co-fund specialized schools such as Aviation High School.
- Consider urban school designs Due to lack of available land.

## **Recommended Projects to Address Lack of Classroom Capacity and Aging Facilities**

**Background:** The FAC reviewed the LTFTF and BAC's recommended projects and sequencing. They compared the two groups' recommendations with the data provided and the FAC's findings on current needs for capacity and aging facilities. As the LTFTF and BAC did, the FAC looked at the District's needs



from a District-wide scale, the District’s four learning communities, and at the individual school scale, and attempted to balance needs at all scales.

The FAC developed a list of projects they identified as the best to meet the 2029-2030 capacity needs and the most reasonable means to address the lack of capacity and aging school issues (see Table 2). The capacity shortfall numbers discussed below refer to permanent space needs shortfalls while Table 2 reflects both shortfalls in permanent space capacity and shortfalls in capacity assuming the use of the current inventory of available portables. Refer to Funding Recommendations Section for information about prioritizing the projects in Table 2. This section is organized with findings and recommendations presented separately for each Learning Community.



	Juanita Learning Area	Lake Washington Learning Area	Redmond Learning Area	Eastlake Learning Area
Capacity Shortfall by 2029-30	0   0	506   506	429   641	0   0
High School	n/a	Build a new choice school	- Build a choice school in either Redmond LC or Eastlake LC - Build an addition at Redmond HS	- Build a choice school in either Redmond LC or Eastlake LC
Capacity Shortfall by 2029-30	55   202	224   473	100   274	0   6
Middle School	- Rebuild or expand Kamiakin to 900 capacity - Reboundary to alleviate Finn Hill capacity or - Move Environmental MS to Kamiakin campus (or move Stella Schola)	- Build addition to bring Kirkland MS to at least 800 capacity - Reboundary Rose Hill MS and Kirkland MS - Move Stella Schola from Rose Hill to Kamiakin campus (or move Environmental MS)	- Reboundary between middle schools	- Rebuild or expand Evergreen MS to at least 900 - Reboundary to alleviate Inglewood MS capacity
Capacity Shortfall by 2029-30	75   397	47   668	0   762	85   959
Elementary School	Move existing preschools off elementary campuses to alleviate ES capacity	- Add one new elementary school - Reboundary to alleviate ES capacity	- Build capacity on Redmond ES site - Rebuild and expand Rockwell ES - Reboundary to alleviate ES capacity	- Rebuild and expand Alcott ES and Smith ES - Reboundary to alleviate ES capacity
Other	- Refurbish Juanita field house and pool, partner with local government for athletic field use - Build or acquire space for preschools	Build or acquire space for preschools	Build or acquire space for preschools	Build or acquire space for preschools

Table 2 Project Recommendations

## I. Juanita Learning Community Projects

**High School Findings:** The District expects to complete the Juanita High School rebuild/remodel project by fall 2020, which addresses projected 2029-2030 capacity needs for the Juanita Learning Community.

**Middle School Findings:** The current data shows that Finn Hill Middle School will have a shortfall of 116 seats in the 10 - year projection (current capacity is 635 +EAS). Kamiakin Middle School will have a shortfall of 86 (current permanent capacity is 570). The Kamiakin site is a total of 26 acres. Finn Hill was remodeled in 2011 with the possibility of an addition to increase capacity to 800.

**Middle School Recommendations:** Remodel or replace Kamiakin Middle School. It is recommended to increase capacity to at least 900 and to make space for at least one, possibly two choice middle schools on the campus. Rebuilding would allow the District to maximize the use of the available property on the Kamiakin site. The extra space can be used to alleviate the capacity issues at Rose Hill MS, by moving Stella Schola Choice School to the Kamiakin campus. This is a high priority recommendation and should be in the first bond request.

Look at the boundaries for Finn Hill and Kamiakin to alleviate the capacity issues at Finn Hill Middle School (or to also move the Environmental Middle School to the Kamiakin campus making it more centrally located for the District and making space at Finn Hill).

**Elementary School Findings:** The current data shows that elementary schools in the Juanita Learning Community will have a shortfall of 397 seats, in the 10-year projections.

**Elementary School Recommendations:** Acquire space for preschool to increase elementary school capacity. Existing preschool classes at Bell, Juanita, Muir, and Sandburg elementary schools take classroom space that could be used for meeting K-5 elementary capacity needs.

## II. Lake Washington Learning Community Projects

**High School Findings:** The recent addition to Lake Washington High School addresses some capacity needs identified by the LTTF in 2015. A capacity shortfall of 506 high school seats is still projected for the 2029-30 school year.

**High School Recommendations:** The addition of a new standalone choice high school could address remaining capacity requirement, cost-effectiveness, and demand for additional choice school seats. A choice school sited in Lake Washington learning community could provide up to an additional 600 seats to cover the expected gap. Implementation of a choice school could also manage fluctuating capacity demands between Juanita and Lake Washington Learning Communities.

**Middle School Findings:** The current data shows a shortfall of 473 permanent seats in the Lake Washington Learning Community for middle schools (249 seats added with portables between the two middle schools for 2020). Kirkland Middle School will be at 111 seats over permanent capacity and Rose Hill Middle School will be 362 over permanent capacity. Rose Hill Middle School has Stella Schola Choice School on its campus, which uses 90 seats.

**Middle School Recommendations:** Expand Kirkland MS to at least 800 students to address growth (current permanent capacity is 684). Redraw boundaries between Rose Hill MS and Kirkland MS. It is also recommended to look at moving Stella Schola Choice School to the Kamiakin site to give Rose Hill MS more capacity.

**Elementary School Findings:** The current data shows elementary schools in the Lake Washington Learning Community with a shortfall of 668 seats. There is a high reliance on portables for classroom capacity in this learning community.

**Elementary Recommendation:** To alleviate the forecasted shortage of 668 elementary student seats in the Lake Washington learning community, it is recommended to look at changing the boundaries in those areas affected the most. It is also recommended to add one new elementary school to this learning community to reduce reliance on portables.

### III. Redmond Learning Community Projects

Given the feeder patterns of the Redmond and Eastlake learning communities, the FAC noted potential solutions could serve one or both learning communities.

**High School Findings:** There is a capacity shortfall of 641 high school seats projected for the 2029-30 school year. There is concern about overall high school size as the District has tried to stay around 2,000 at the high school level. The FAC discussed an option that would provide a special program on the regular campus to give the feeling of separate smaller schools.

**High School Recommendations:** Add an addition to Redmond High School (RHS). Adding classrooms at RHS could increase capacity to 2,500, adding 600 seats to address capacity needs. An addition to the existing school on the current site adds capacity without requiring additional land purchase, making it a cost-effective option. An addition would need to address core facilities (e.g., cafeteria, library) and concerns expressed by the community about the ability of the core facilities to meet the needs of the student population.

An alternative to classroom and core addition to RHS is to add a choice high school to either the Redmond or Eastlake learning community. The addition of a choice high school addresses capacity and demand for additional choice seats. A choice high school requires a smaller land parcel, since students interested in athletics access facilities and programs at their home school. Implementation of a choice school, in place of an addition to RHS, would help manage fluctuating capacity demands projected between the two learning communities.

**Middle School Findings:** The current data shows an overall permanent shortfall of 274 seats by 2029-2030. Redmond Middle School will have a shortfall of 406 seats. Timberline Middle School will have capacity for 132 more students.

**Middle School Recommendations:** Look at redrawing boundaries between Redmond Middle and Timberline Middle.

**Elementary Findings:** The current data shows elementary schools in the Redmond Learning Community with a shortfall of 762 seats.

### **Elementary Recommendations:**

To alleviate capacity needs in the elementary schools it is recommended to build an additional building on the Redmond Elementary school site. The FAC also recommends rebuilding and expanding the Rockwell Elementary campus to address its capacity needs. The FAC also recommends adjusting boundaries in the learning community to help balance capacity.

## **IV. Eastlake Learning Community**

Given the feeder patterns of the Eastlake and Redmond learning communities, the FAC noted potential solutions could serve one or both learning communities.

**High School Findings:** Eastlake High School has 2,361 seats which will meet the 2029-30 enrollment forecast of 2,253 for this learning community.

**High School Recommendations:** As discussed in the Redmond Learning Community section, the FAC recommends the District consider the addition of a choice high school in either the Redmond or Eastlake Learning Community. This addition addresses capacity and demand for additional choice seats. A choice high school requires a smaller land parcel, since students interested in athletics access facilities and programs at their home school. Implementation of a choice school, in place of an addition to RHS, would help manage fluctuating capacity demands projected between the two learning communities.

**Middle School Findings:** The current data shows Inglewood Middle School at a shortfall of 49 seats by 2029 (permanent capacity is 1282). Evergreen MS will have space for 43 (permanent capacity is 821).

**Middle School Recommendations:** Remodel Evergreen MS to increase permanent capacity to at least 900 and address the aging facility. Adjust boundaries to alleviate Inglewood Middle School capacity or offer an optional program at Evergreen Middle School to voluntarily draw Inglewood students to Evergreen.

**Elementary Findings:** The current data shows elementary schools in the Eastlake Learning Community will have a shortfall of 959 seats in the 10-year projection. A significant portion of students is housed in portables in this area making permanent capacity shortfall high.

**Elementary Recommendations:** The FAC recommends rebuilding and expanding Alcott and Smith Elementary Schools to address both schools' capacity needs and aging facilities. Rebuilding Alcott is a high priority recommendation and should be in the first bond request.

In addition, the FAC recommends looking at adjusting boundaries to alleviate capacity at the Elementary level.

## **V. Other projects or facilities:**

### **Findings:**

The Juanita field house and pool are highly valued by the community but are in high need of refurbishment.

In other Districts, innovative partnerships with city or county parks departments or other entities are successful in expanding capacity and providing additional access to athletic fields.

Moving preschool out of elementary school could free up additional capacity for K-5 classes. Additional capacity for preschool is needed to accomplish that.

### **Recommendations:**

- Refurbish the Juanita field house and pool located on the high school site.
- Partner with local government for potential athletic field use.
- Acquire space for preschools off elementary campuses to increase elementary school capacity. This could include building, buying or leasing additional space.

### **IF WE CAN'T BUILD QUITE ENOUGH OR FAST ENOUGH and IF WE CAN'T BUILD AT ALL**

The FAC individually reviewed the 2015 LTFTF's recommendations in these two sections but did not focus their discussions here. Therefore, the FAC has no new or additional recommendations beyond what the LTFTF recommended. The FAC noted that should funding fail to materialize for adding capacity to address current and projected shortfalls, additional discussions about these recommendations will be necessary.

### **ONGOING COORDINATION AND ENGAGEMENT**

The FAC learned a great deal about the District's long-term facility challenges and the complexity of planning and managing a capital program. The group strongly believes the broader community should continue to be kept informed and consulted as the District continues to make difficult choices about facility needs.

### **Recommendations for engaging the community:**

- Provide transparency and opportunities** for additional feedback from the community on two long-term challenges: lack of classroom capacity and aging facilities.
- Continue working with a small advisory group** to review design and construction of funded projects.
- Continue engaging community members** in dialogue about long-term facilities planning issues. Active, multi-channel engagement with the community is necessary to build trust and educate about facility-related choices.

-**Transparency** should continue to be a value demonstrated by the District in its capital planning to demonstrate the impact of funds used and to show the rationale behind facility choices.

In discussions about communications with the public, the FAC noted the following additional suggestions for transparency and openness:

- Be transparent about the reason we're doing this – aging facilities, impacts to taxpayers, etc.
- Provide regular bond updates, including financial updates on how the money is being spent, how budgets are being met, tax impacts, etc.
- Present specifics about the actual challenges facilities face. Show the community examples, like classes being held in Shared Learning Spaces, to help people understand the reality. Help people understand the context and the impacts of lack of capacity and aging facilities.
- Expand outreach to those in the District without children in school.
- We should be thinking about how to reach out to people who don't have students.
- Recognize that our cities are also seeing rapid growth. Participate in city council meetings where growth is being addressed to provide information and awareness about how growth is affecting the school District.
- In addition to engaging the voting community, encourage students to be engaged.

## **FUNDING RECOMMENDATIONS**

**Background:** Capital projects (buildings) can be funded either by bonds or capital levies. Bond measures can fund larger sums of money and the money can be acquired quickly via sales of bonds to fund projects. Bond measures require approval by a 60% voter threshold. Capital levies provide funding on an annual basis and do not provide as much capital at one time as bonds for the same tax rate. Capital levies require only a simple majority for voter approval (50% + 1).

### **Findings:**

The FAC had a slight preference for bonds, as the District can ask voters to approve a larger proposal and funds would be available more quickly for project expenses.

The 60% approval threshold for bond packages may be challenging to achieve.

Concern was expressed over bond fatigue from multiple bond requests, and as a result some members preferred asking for one large, comprehensive bond. However, the majority of the FAC preferred bond phases and dividing the recommended projects in Table 2 into separate bond phases. All FAC members agreed to support the multiple phases approach.

### **Recommendations:**

-**Pursue a series of three bond measures**, considering projects for each of the three bond measures as suggested in Table 3.

-**Prioritize projects** using the following criteria:

- Prioritize projects that address both capacity and aging schools

- Spread projects across the District’s learning communities and across grades
- Prioritize schools with capacity issues that can be enlarged and available land can be used more efficiently

The FAC did not reach consensus on which projects should be in which bond phase. There was full consensus that Kamiakin Middle School and Alcott Elementary School should both be included in the first phase of bonds. Other suggestions for projects and phases are reflected in Table 3.

	Phase 1		Phase 2		Phase 3	
	<i>Full agreement</i>	<i>Suggested, but no consensus</i>	<i>Full agreement</i>	<i>Suggested, but no consensus</i>	<i>Full agreement</i>	<i>Suggested, but no consensus</i>
High School		-Addition at Redmond HS + Core expansion -Choice HS in Redmond LC -Choice HS in Lake Wa LC		-Urban school in Redmond LC, 600 students, site TBD		
Middle School	-Kamiakin MS	-Choice school at Kamiakin -Addition to Kirkland MS		-Addition at Kirkland MS + core expansion		-Evergreen MS
Elementary School	-Alcott ES	-Smith ES -Rockwell ES -Addition to or new Redmond ES -Addition to Evergreen ES		-New ES in LWLC - Smith ES		
Other				-Juanita Field House and Pool -Early learning center in Juanita LC -Early learning center in Lake Wa LC		

Table 3 – Bond Phase Project Suggestions

### Funding

-The District should use capital levies as a fallback strategy to raise funds if a bond measure fails to achieve the necessary voter approval.

-Regardless of which funding mechanism is pursued, education should be a high priority to build awareness of the District's recent successes and current challenges and needs regarding facilities.

-The District should continue to advocate to the state legislature for a reduction of the 60% approval threshold for bonds.

### **Other considerations**

Throughout the FAC's work, several topics of high interest to FAC members were discussed. While the FAC did not come to conclusions about recommendations, they requested the District contemplate the following topics and considerations as a path forward for addressing capacity and aging facility projects and funding is determined.

#### **School size**

Optimal school size was discussed. The District has previously designed elementary schools for capacity at 690 students, middle schools at 900 and high schools at about 1800. In many buildings, enrollment has surpassed these numbers. Since undeveloped buildable land is scarce in the District, current schools may need to be expanded to accommodate more students and/or new schools built larger. There is a tension between building big enough to address rapid growth and being able to fund these projects vs. opening new buildings with underutilized space. Best practices in school sizing was also identified as a topic of interest by some committee members.

Additional discussion about desired/needed school sizes is warranted before starting the design phase of new buildings.

#### **Portables**

As mentioned in the project recommendations section, the issue of portables is important to many people. Among the FAC, opinions varied from a desire to move completely away from portables, to the idea that portables are a necessary and sometimes desired part of school campuses.

Somewhere between the two extreme views, some FAC members acknowledged portables serve as a means to adjust capacity in a somewhat flexible manner. And finally, many observed that the cost to build permanent buildings to replace all portables would be high and moving away from portables entirely should not be a goal.

The recommendations for the Lake Washington and Eastlake Learning Communities are based in part on the desire to reduce reliance on portables, as that is where the fastest growth has occurred and the most portables have been deployed. There was fairly strong agreement in the FAC around the need to help educate the community about the role that portables play in addressing capacity and the recognition that 59 of the District's 160 portables are more than 30 years old.

#### **Innovative Methods for Addressing Capacity**

In one of its meetings, the FAC conducted a brainstorming session to help define what was intended by the recommendation to pursue innovative methods to address capacity needs. During the session, ideas about how to innovate without building were suggested. Some ideas were further discussed; some were not discussed all.

Some ideas were suggested during a prioritization activity as part of small group work. These are project or program ideas that could alleviate some need for traditional classroom space while also enriching student experiences. Many of the ideas would not need capital funding to be implemented so some FAC members suggested these ideas be considered before building new buildings or while planning for new buildings.

No agreement on these ideas was reached, and the ideas are not presented as recommendations.

- Explore expanding current alternative programs such as WANIC and Running Start.
- Expand on business internship and real-world experience opportunities.
- Explore partnerships with public/private entities. Many businesses are busy in the evenings but empty during a school day and can offer daytime space for special programs. This could include athletic facilities, cooking schools, etc.
- Consider offering half-day kindergarten as an option for those that want it. Note: This suggestion does not currently meet legislative requirements,
- Leverage virtual, online, and off-campus programs.
- Expand parent partnership/home school program by making it available in other parts of the District. Look at similar programs in other Districts.

### Next Steps

The Interim Draft Recommendations will be presented to the School Board for information only. In Fall of 2020, when school is back in session, the District will engage the community and seek input on the FAC's recommendations. The FAC will make adjustments, if needed, based on community input and then finalize the recommendations.