



LONG-TERM FACILITIES PLANNING TASK FORCE RECOMMENDATIONS REPORT

Lake Washington School District

November 2015



EXECUTIVE SUMMARY

Lake Washington School District (district) is the fastest-growing school district in King County. By 2021, the district is expected to have over 3,000 more students than the 2014-15 enrollment of 26,700. By the 2029-30 school year, enrollment is expected to grow to more than 32,000 students, resulting in even more needed space. Current classroom space will not accommodate this growing student enrollment, and the district's schools are aging. In the midst of a facilities modernization program, the district's last three bond measures (February 2010, February 2014 and April 2014) did not garner the needed 60 percent voter approval to pass. Combined, these factors present a significant challenge to the district: how to address lack of classroom capacity and aging facilities.

To understand the many factors, community priorities, and extensive information regarding school facilities, the district initiated a community engagement process. A Long-Term Facilities Planning Task Force, comprised of representatives from each of the district's schools and community members, was convened to investigate these needs and develop recommendations on long-term facilities planning to the district and School Board.

From December 2014 to October 2015, this Task Force and a smaller Working Subcommittee met 20 times to learn about and have detailed discussions on topics ranging from construction costs to classroom space usage to facilities funding. The district worked to provide a wide range of information and data to the Task Force, which aided their investigations and increased their support for many existing district policies. Task Force meetings were open to the public, and materials and meeting summaries were posted on the district website. Community members were able to sign up for alerts to be notified when new materials were posted.

A key part of this engagement process was collecting community feedback at major milestones of the Task Force's work. The district developed an online open house website dedicated to this engagement process. The website included information on

the district's facility challenges and was used to solicit community feedback via surveys on this site. After each survey, the Task Force discussed the results and worked to incorporate the feedback into their investigations and recommendations. Prior to developing their draft recommendations, the Task Force hosted two Town Halls incorporated into their meetings and hosted a public Open House in June.

The Task Force presented draft recommendations to the School Board in August and gathered input from the community in September and October. Collaborating with the district, they shared the draft recommendations via a fact sheet and the online open house, which included a survey to gather feedback. In addition, the district hosted learning community meetings to gather area-specific feedback. Task Force members conducted outreach by giving presentations at individual school curriculum nights and Parent Teacher Student Association (PTSA) meetings. As the comment period wrapped up in early October, the Task Force hosted a Town Hall to listen, learn and discuss the draft recommendations with community members. In October, the Task Force worked to incorporate the community's feedback into their recommendations and shared potential changes with the School Board during a study session.

In accordance with its shared values, the Task Force recommends the district build new schools efficiently, effectively and equitably to address growth requirements and maximize educational outcomes with minimal impacts to families. In addition, the Task Force recommends the district continue many of the existing practices for planning and building, but with some modifications and an emphasis on ongoing community coordination and engagement.

The Task Force provided recommendations on a range of topics associated with long-term school facilities planning, with the main focus on addressing lack of classroom capacity. The final recommendations to the School Board are presented in full in Section 5.

SUMMARY OF RECOMMENDATIONS

Overall Approach: Build New Schools

WHEN WE PLAN

The Task Force examined ways to project enrollment and capacity and plan school facilities effectively. The recommendations build off of existing practices with suggestions for refinements. The recommendations also focus on strategies to reduce the need to build new schools and opportunities for additional funding to reduce the burden on district communities.

- Accurately Assess Enrollment and Capacity
 - Refine current methods to improve projections
 - Develop new processes to ensure effective use of space
 - Remove computer labs from capacity calculations
 - Don't rely on portables as a long-range strategy
- Continue Building Assessment Programs
 - Continue to use existing building condition assessment and methodology
 - Share the assessment results with the community and staff
- Reduce Some of the Need for New Schools
 - Add classrooms to existing schools where possible
 - Move preschools out of elementary schools
 - Double-shift at choice middle and high schools
- Increase Funding Options Long-Term
 - Pursue an increase in school impact fees
 - Seek updates to state's outdated construction funding
 - Urge removal of sales tax from school construction
 - Seek private funding, including donations/naming rights
 - Sell undevelopable and/or excess parcels

WHEN WE BUILD

The Task Force recommends the district prioritize additional classroom capacity over addressing aging facilities (with some caveats). It recommends the district consider potential ways to reduce the cost of new buildings through design – without sacrificing cost/quality tradeoffs or reducing square footage per student – and school site prioritization. The Task Force recommends specific project options to meet 2021-22 and 2029-30 capacity needs, along with other potential programs and projects that could be evaluated and considered over the 15-year planning period.

- Select Projects that Increase Capacity
 - Build to meet capacity needs and educational goals
 - Prioritize aging schools that add capacity
- Create Quality Design that Reduces Costs and Improves the Educational Experience
 - Use design pre-work to improve design concepts and lower cost
 - Explore best practices in school design and lean building principles
 - Use cost-effective design principles without impacting quality
 - Evaluate the design of choice school facilities
 - Explore the viability and efficacy of refurbishing versus rebuilding on a school-by-school basis
 - Continue to evaluate strategies for long-term improvement of the educational experience
- Build In Best Locations
 - Continue existing methodology for school siting
 - Consider demographics, growth and density for siting
 - Prioritize sites with greatest development potential
 - Consider local traffic patterns, zoning and transportation when planning new school sites

- Select from Recommended Projects
 - Select from the table of capital project options to address lack of classroom capacity and aging facilities by 2029-30, keeping in mind several planning assumptions
 - Consider exploring potentially innovative projects, programs and practices

IF WE CAN'T BUILD QUITE ENOUGH OR FAST ENOUGH

The Task Force recognizes that capital funding may not be available to implement all of their recommendations in the timeframe needed to meet forecasted growth. To plan for this case, the Task Force identified strategies that could help to bridge the gap.

- Use Temporary Strategies
 - Move district-wide programs around
 - Add teacher planning rooms
 - Increase portable classrooms
 - Change school attendance boundaries
 - Limit/eliminate all-day kindergarten (if allowed under state guidelines)
 - Reduce number of specialized spaces
 - Increase class size

IF WE CAN'T BUILD AT ALL

The Task Force recognizes the capacity needs must still be met even if no capital funding is available and the predicted growth occurs. While not generally desired by the Task Force or the community, after a careful examination of alternatives, the Task Force determined that year-round multi-track school was the only viable solution to meet the capacity needs in the case of no capital funding.

- Capacity Must Still Be Met
 - District-wide year-round multi-track

ONGOING COORDINATION AND ENGAGEMENT

The Task Force learned a great deal throughout their deliberations about planning for long-term facility challenges and the complexity of planning and managing a capital program. They strongly believe the broader community should be kept informed and consulted as the district continues to make difficult choices about facility needs.

- Provide transparency and opportunities for additional feedback from the community on the two long-term facility challenges
- Consider establishing a small expert advisory group to review design and construction of funded projects
- Consider developing an ongoing means to continue to engage the community in long-term facilities planning issues
- Use multiple tools, online, print and in-person, to provide opportunities for ongoing engagement about facility challenges, including both at the school level and in venues that reach the broader community
- Continue to demonstrate transparency in the capital planning process

Proposed Capital Projects Needed Through 2029-30

	Juanita Learning Community	Lake Washington Learning Community	Redmond Learning Community	Eastlake Learning Community
Capacity shortfall by 2021-22 & 2029-30	403 487	571 846	182 523	176 17
High school	Remodel or replace Juanita HS, increasing capacity to 1,800 (↑ 504)	Build an addition at Lake Washington HS, increasing capacity to 1,985 (↑ 500) AND Add a new choice HS with capacity of 600	Add a new choice HS with capacity of 600, in one of these two learning communities OR Add an addition to Redmond HS increasing capacity to 2241 (↑ 372)	
Capacity shortfall by 2021-22 & 2029-30	181 162	166 240	730 902	27 42
Middle school	<ul style="list-style-type: none"> - Remodel or replace Kamiakin MS, increasing capacity to at least 900 (↑ 321), including a choice school - Build an addition at Finn Hill MS, increasing capacity to 800 (↑ 125) through the 2029-30 horizon if needed 	Additional project may be needed to meet capacity needs for 2029-30	<ul style="list-style-type: none"> - Build a new school with capacity of at least 900 - Remodel or replace Evergreen MS*, increasing capacity to at least 900 (↑ 104) 	
Capacity shortfall by 2021-22 & 2029-30	379 430	1275 1541	1815 2204	531 645
Elementary school	Additional project may be needed to meet capacity needs through 2029-30 horizon	<ul style="list-style-type: none"> - Build 1 or 2 new schools, with capacity of 550 each - Remodel or replace Kirk ES, increasing capacity to at least 550 (↑ 190) 	<ul style="list-style-type: none"> - Build 3 new schools, capacity of at least 550 each - Replace, refurbish, or relocate Explorer** 	<ul style="list-style-type: none"> - Remodel or replace Mead ES, increasing capacity to at least 550 (↑ 158) - Remodel or replace Alcott ES (↑ 190) or Smith ES (↑ 170) with a capacity of at least 550 may be needed to meet capacity needs through 2029-30
Capacity shortfall by 2021-22 & 2029-30	Included in elementary needs		Included in elementary needs	
Preschool	Consider building or repurposing a purchased structure		Consider building or repurposing a purchased structure (e.g., remodel Old Redmond School House)	

Each number indicates the projected capacity shortfall for the 2020-21 and 2029-30 school years, respectively. When the second number is smaller, this indicates that, based on projected future enrollment, the capacity shortfall is projected to be less for 2029-30.

*Evergreen Middle School is a split feeder pattern school, meaning it feeds into both Redmond and Eastlake high schools.

**Explorer Community School relies on portables for its long-term capacity; however, these portables are aging and will need to be replaced in the planning horizon. Northstar and Renaissance middle schools use modular buildings to form the school facility community. Modular buildings are different from portables in that they sit on permanent foundations and are designed for long-term use.

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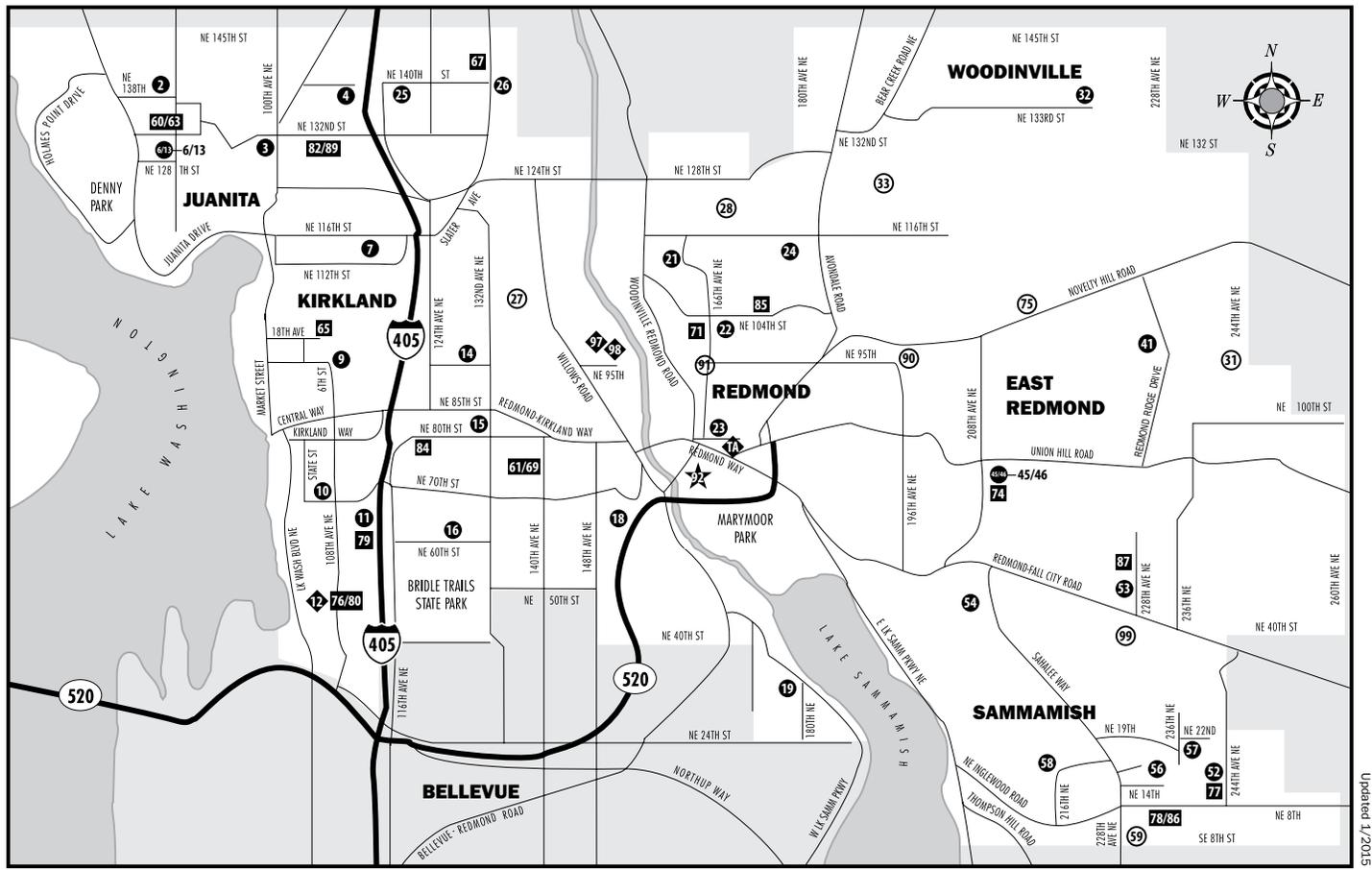
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The Task Force would like to thank district staff for their willingness and hard work to produce information, data and other materials throughout this process. These staff included: Janene Fogard, deputy superintendent; Kathryn Reith, Communications director; Forrest Miller, director of Support Services; Barbara Posthumous, director of Business Services; and Traci Pierce, superintendent. The district was forthcoming with information requested by the Task Force, and was receptive to suggestions for the collection of new information in the future.

The Task Force would also like to thank Penny Mabie, Diann Strom and Nathan Yale from EnviroIssues, the neutral facilitation team, for their work preparing materials, organizing logistics and facilitating meetings.

LAKE WASHINGTON SCHOOL DISTRICT



This map is intended to show general district boundaries. For more information call the **LWSD Transportation Department at (425) 936-1120**.

SYMBOL CODES:

- ★
RESOURCE CENTER/ADMINISTRATION
- **ELEMENTARY SCHOOLS**
- **MIDDLE SCHOOLS**
- **HIGH SCHOOLS**
- ◆
OTHER PROGRAMS
- **UNDEVELOPED PROPERTIES**

Figure 1. District Map

INTRODUCTION

Lake Washington School District (district) is the fastest-growing school district in King County. The district is located between Lake Washington and the Cascade Mountains, to the east of Seattle. Covering 76 square miles, the district is the public school district for the cities of Kirkland and Redmond, as well as parts of the City of Sammamish and portions of unincorporated King County. The map above shows district boundaries and school locations.

By 2021, the district is expected to have over 3,000 more students than the 2014-15 enrollment of 26,700. By the 2029-2030 school year, enrollment is expected to grow to more than 32,000 students, resulting in even more needed space. Current

classroom space will not accommodate this growing student enrollment, and the district's schools are aging. In the midst of a facilities modernization program, the district's last three bond measures (February 2010, February 2014 and April 2014) were favored by a majority of voters but did not garner the needed 60 percent voter approval to pass. Combined, these factors present a significant challenge to the district: how to address lack of classroom capacity and aging facilities.



SECTION 1: ABOUT THE TASK FORCE

As part of a district-wide community engagement strategy, the district sought a group of community members and staff to study, analyze and make recommendations concerning the district's long-term facility needs. The district wanted to have broad representation to ensure they were hearing opinions that reflected the diversity of the community.

A total of 281 candidates applied for membership to serve on the Task Force. Applicants were screened based on the following criteria:

- Geographic diversity within the district
- Experience considering complex issues and perspectives
- Solution-seeking
- Demonstrated ability to compromise, innovate and collaborate
- Demonstrated interest in the district
- Familiarity with group processes
- Ability to commit the requisite time to review and comment on planning documents and participate in meetings

During this application process, community members also had the opportunity to participate in a Working Subcommittee, a subset of Task Force members. This smaller group was tasked with more detailed investigations into issues for which the Task Force wanted further insight, and it met more frequently.

Sixty-three people were invited to participate in the Task Force. Invitees included 41 parents (one from each neighborhood school plus three choice high schools each with its own campus), school administrators, a Parent Teacher Student Association (PTSA) council member, Lake Washington Schools Foundation member, district staff, two members of the business community, two senior citizens and four community members at large.

The district sought a group of staff and community members to study, analyze and make recommendations concerning the district's long-term facility needs.

Task Force Roster:

Aaron Herold, Frost Elementary
Alex O'Neill, Carson Elementary
Allison Eidinger, Mead Elementary
Ana Leite, Rosa Parks Elementary
Andrew Johnson, Keller Elementary
Bill Becker, Senior Citizen Representative*
Chandra Swaminathan, Muir Elementary
Charles Zapata, Mann Elementary
Chelo Picardal, Rose Hill Middle School
Christina DeLong, Bell Elementary
Dan Kincaid, Thoreau Elementary
David Diaz, Student, Lake Washington High School*
Diana Lafornera, Kamiakin Middle School
Ed Kean, Juanita High School*
Elena Savage, Redmond Elementary
Emily Papel, Rockwell Elementary
Eric Campbell, Business Representative*
Eric Laliberte, Community Member Representative*
Erik Lustig, Eastlake High School
Gregory Kovsky, Evergreen Middle School
Gregory Moncada, Principal, International Community/Community School*
Jason Rothkowitz, Wilder Elementary
Jayme Jonas, Community Member Representative*
Jeff Curtis, Finn Hill Middle School*
Jeff Holzauer, International Community/Community School
Jennifer Riley, Smith Elementary
Joe Joss, Principal, Kamiakin Middle School
Jon Pascal, Business Representative
Karee Oliver, Lakeview Elementary
Karen Tennyson, Community Member Representative
Karen Barker, Principal, Dickinson Elementary*
Kevin Hakes Miller, Twain Elementary
Kevin Teeley, Lake Washington Education Association
Kristen Grobstok, Lake Washington High School
Kristina McCrady, Choice Schools Representative*

Libby Boucher, Classified Staff Representative*
Liesl Frese, Rush Elementary
Mark Nelson, Senior Citizen Representative*
Marlena Ma, Alcott Elementary
Mary Beth Binns, Kirkland Middle School*
Matt Isenhower, Lake Washington Schools Foundation*
McKenna Trussel, Student, Redmond High School*
Megan Hayton, Franklin Elementary
Melinda Lincicome, Audubon Elementary*
Paul Vine, Director, Special Education*
Peg Hill, Juanita Elementary
Pierre Geurts, Sandburg Elementary*
Poorni Ravishankar, McAuliffe Elementary
PS (Peggy Sue) Reilly, Emerson High/Northstar Middle School
Rebekah Westra, Principal, Lakeview Elementary
Roy Captain, PTSA Council Representative*
Sayori Hinitz, Redmond Middle School
Sean White, Rose Hill Elementary
Shyna Dhanani, Tesla STEM High School
Stephanie Lecovin, Kirk Elementary
Steve Hitch, Redmond High School*
Steve Thatcher, Principal, Eastlake High School*
Steven Martin, Inglewood Middle School*
Susan Wilkins, Community Member Representative*
Susan Seabrooks, Lake Washington Schools Foundation*
Tanya Rusak, Dickinson Elementary*
Tara Van Niman, Einstein Elementary
Will Gray, Blackwell Elementary*

*Denotes Working Subcommittee member

Working with the district, the Task Force developed a charter (Appendix B) that detailed the Task Force and Working Subcommittee roles and scope. The Task Force was not a 100 percent consensus-based body, but did agree to seek agreement on recommendations. The charter completed by the Task Force and Working Subcommittee included the following roles for the Task Force:

- Develop an understanding of the district's work to date on long-term facilities planning
- Study and discuss topics associated with school facilities planning
- Review materials, complete pre-meeting activities and come to meetings prepared to discuss and learn
- Report back to the people/groups they represent on long-term facilities planning work to date, gather feedback from the interests they represent, and provide ongoing communications between the district and the group they represent throughout the process
- Provide advice, as community representative, on ways to address community concerns
- If selected, participate on the Working Subcommittee
- Partner with the district to develop a recommended long-term facilities planning strategy for the School Board's consideration

The Task Force discussed the scope of the Task Force's work and considered input from the community on what issues should be included. The final scope included the following topics for the Task Force to consider:

- Facilities planning
- Existing conditions
- Design and construction
- Projected needs
- Funding
- Options to address need
- Costs
- Learning from others
- Other projects and relationships
- Process

Some issues suggested for the Task Force's purview were ultimately defined as not part of the work that the Task Force should accomplish. While these issues were considered important, the Task Force and the district agreed these did not relate directly to the purpose of the Task Force – to provide recommendations on a long-term strategy for the district's facilities. These out of scope issues included:

- Neighborhood property value impacts from aging schools
- Existing condition specificity, i.e., number of toilets per school
- Transportation and how it fits into long-term facilities planning
- Addressing and/or changing/influencing public perception about funding
- Developing "messages" to be used to persuade and/or influence voter opinion
- Addressing current needs on a school-by-school basis
- Whether the district should provide pools
- Advocacy for passing a funding measure, including addressing the issue of the percentage of non-U.S. citizens who cannot vote

LONG-TERM FACILITIES PLANNING ENGAGEMENT PROCESS

WINTER 2014-2015

SPRING 2015

SUMMER-FALL 2015

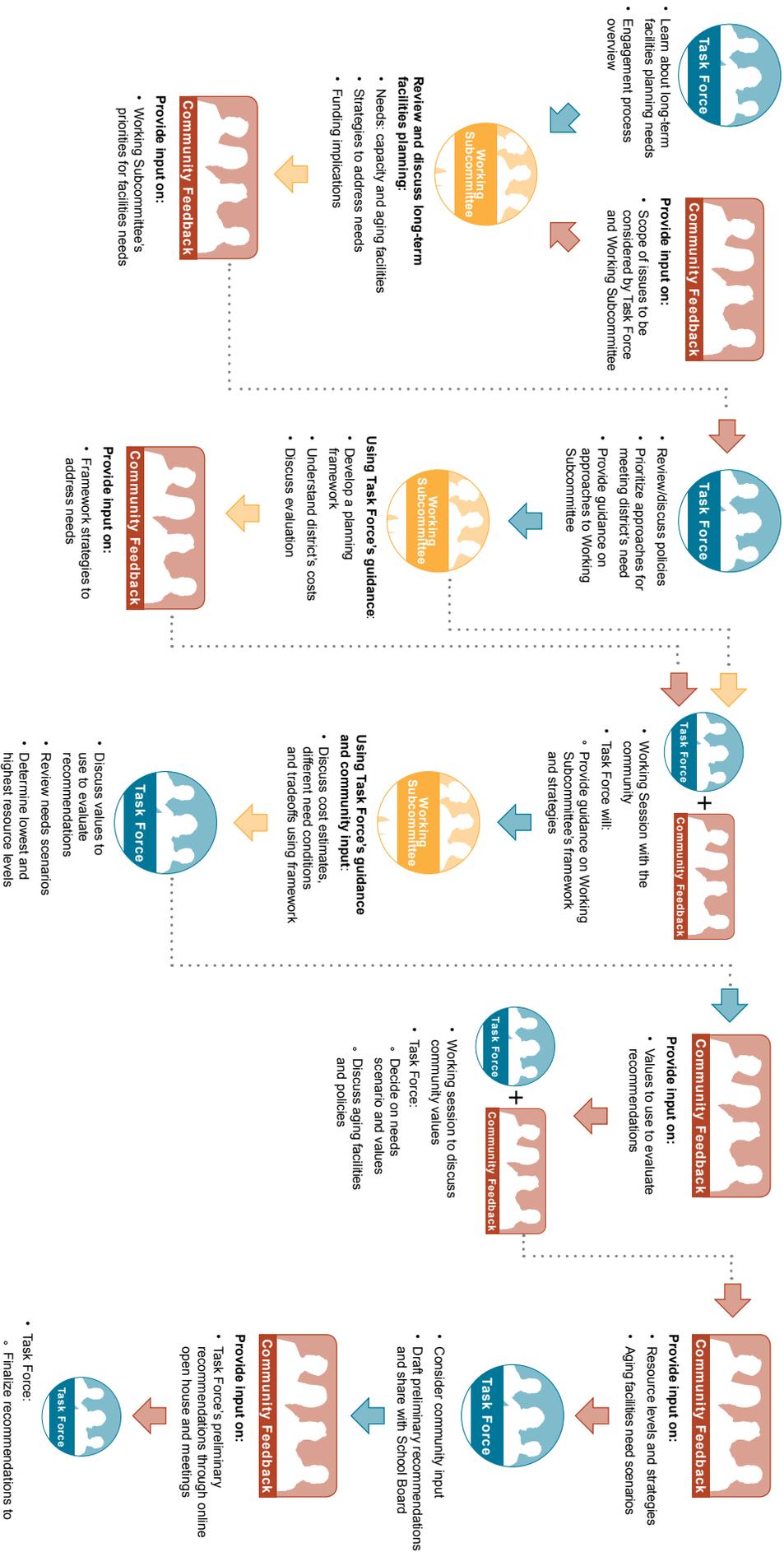


Figure 2. Long-term Facilities Planning Engagement Process

TABLE 1. MEETING DATES AND TOPICS

Date	Meeting type	Topics discussed
Dec. 3, 2014	Task Force	Expectations, purpose, goals and membership of the Task Force; overview of district's long-term facilities planning work to date and next steps; input on issues for consideration in recommendations development
Jan. 28, 2015	Working Subcommittee	Overview of problems affecting long-term facility needs; existing conditions in the district; overview of district's strategies for capacity and modernization; scope of work
Feb. 5	Working Subcommittee	Overview of options district has considered for addressing lack of classroom capacity and aging facilities; options discussion; potential implications of state legislative class size decisions; design and construction
Feb. 11	Topic Group Meeting: Enrollment and Capacity	Current and projected enrollment and capacity
Feb. 18	Working Subcommittee	Feb. 5 follow-up questions; facilities funding; priorities for meeting long-term facilities needs
March 5	Working Subcommittee	Tour of Juanita High School; maximizing utilization rates; year-round schools and double shifting; prep for March 11 Task Force meeting
March 11	Working Subcommittee	Tour of Lake Washington High School; framing Working Subcommittee's work to date; follow-up requests; prep for the March 18 Task Force meeting
March 18	Task Force	Report on Working Subcommittee's work; priority policy issues and strategies to consider further
April 1	Working Subcommittee	Tour of Kirk Elementary School; Task Force follow-up requests and outcomes; capital facilities costs; cost and value tradeoffs; framework for option packages
April 15	Working Subcommittee	Tours of Juanita and Keller elementary schools; follow-up requests; framework of resource level costs; resource levels; prep for April 29 Task Force meeting
April 24	Use of Space Subgroup	Use of classroom space; Standard of Service; inventory/tracking use of space
April 29	Task Force Town Hall	Report on Working Subcommittee's work; working session on prioritizing strategies in the framework; guidance to Working Subcommittee on framework
March 13	Working Subcommittee	Report on Use of Space Subgroup; framework resource levels, costs, tradeoffs, educational impacts, and scenarios; facilities costs and tax implications; elements of Task Force recommendations
May 1	Use of Space Subgroup	Shared instructional space; specialized spaces; teacher planning rooms; Standard of Service; actual use throughout the district
May 20	Task Force	Values; Working Subcommittee's work; Use of Space Subgroup; need scenarios in the framework; facilities costs and taxes; elements of Task Force recommendations
June 3	Task Force Town Hall	Working session on values; selecting the needs scenario for recommendations; strategy descriptions; tradeoffs
June 5	Use of Space Subgroup	Calculation of required program spaces; space audit; dedicated spaces for specialized spaces and required programs
June 24	Task Force	Overview of work to date and community feedback; recent community feedback and Use of Space Subgroup; recommendations development – identify approach and resource level; aging facilities
July 18	Task Force Workshop	Draft recommendations development
July 28	Task Force	Recap of July 18 workshop; resource level definition; use of space recommendations; planning for School Board
Aug. 3	School Board	Presentation of draft recommendations
Sept. 16, 17, 28 and 30	Community Outreach	Learning Community public meetings, attended by Task Force members
September	Community Outreach	Task Force member presentations at Curriculum Nights, to PTSAs, etc.
Oct. 7	Task Force Town Hall	Working session with community on draft recommendations

Date	Meeting type	Topics discussed
Oct. 14	Task Force	Reviewing community input on draft recommendations; revisions to draft recommendations; questions for School Board
Oct. 26	School Board Study Session	Share community feedback and potential revisions to draft recommendations; School Board feedback
Oct. 29	Task Force	Finalize recommendations
Nov. 9	School Board	Presentation of final recommendations
Nov. 23	School Board	Action on final recommendations

TASK FORCE VALUES

During the first several meetings, the Task Force and Working Subcommittee focused much of their attention on gathering and analyzing facility information. As the Task Force began to frame its discussions in terms of crafting recommendations, the group found it helpful to establish some common values with which it would evaluate strategies and recommendations.

After an initial brainstorming session, the Task Force sought community feedback on the values it should use to guide its work. After considering this community feedback, the Task Force finalized its values. It used these values to guide its final recommendations to the School Board.

The Task Force developed the following value statement:

We support a long-term facilities plan that efficiently, effectively and equitably addresses district growth requirements and maximizes educational outcomes with minimal impacts to families.

The Task Force agreed on the following shared values:

- Support families and the community without putting undue burden on them
- Be effective, efficient and good long-term stewards of money, space and resources to achieve the best educational outcomes for students
- Provide equity, i.e., appropriate facilities, for all students across the district
- Provide a safe school environment
- Provide flexible facilities that support innovation

The Task Force also agreed to consider the following additional values as it developed recommendations:

- Attract and retain the best educators
- Maintain or raise the bar in support of evolving educational experience, quality and delivery

TASK FORCE ACTIVITIES

Over the span of their meetings, the Task Force and Working Subcommittee engaged in numerous activities to become informed, consider options and develop recommendations. They requested informational presentations on various aspects of long-term planning from the district. The Task Force also engaged in workshops on focused topics, roundtable discussions between Working Subcommittee members and Task Force members, and brainstorming. The Task Force took tours of different schools and heard from experts on design of school facilities and how facilities support educational outcomes. It also convened a small subgroup to delve deeply into certain issues and to develop draft recommendations for consideration.

The Task Force supports a long-term facilities plan that efficiently, effectively and equitably addresses district growth requirements and maximizes educational outcomes with minimal impacts to families.



SECTION 2: ISSUES REVIEWED

Over 10 months and at nearly 20 meetings, the Task Force and Working Subcommittee investigated several topics related to long-term school facilities planning. The goal of their research was to collect and review the information necessary to craft well-thought-out, educated facilities planning recommendations for the district and School Board.

As information requests emerged throughout meetings, the district worked between meetings to compile the information and data for the Task Force and/or Working Subcommittee.

The Working Subcommittee sought to synthesize this wealth of information into a manageable format that allowed for discussion and useful progress toward recommendations. This section identifies the major topics of investigation and describes key details for each topic.

FACILITY NEEDS

One of the most important factors in long-term planning for school facilities is determining the need for facilities. The district faces two major facilities challenges (Figure 3): lack of classroom capacity and aging facilities.

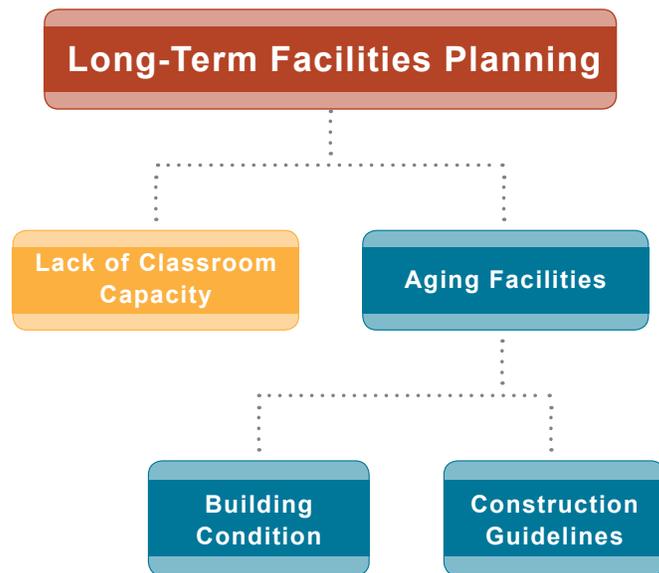


Figure 3. Planning Chart

ENROLLMENT AND CLASSROOM CAPACITY

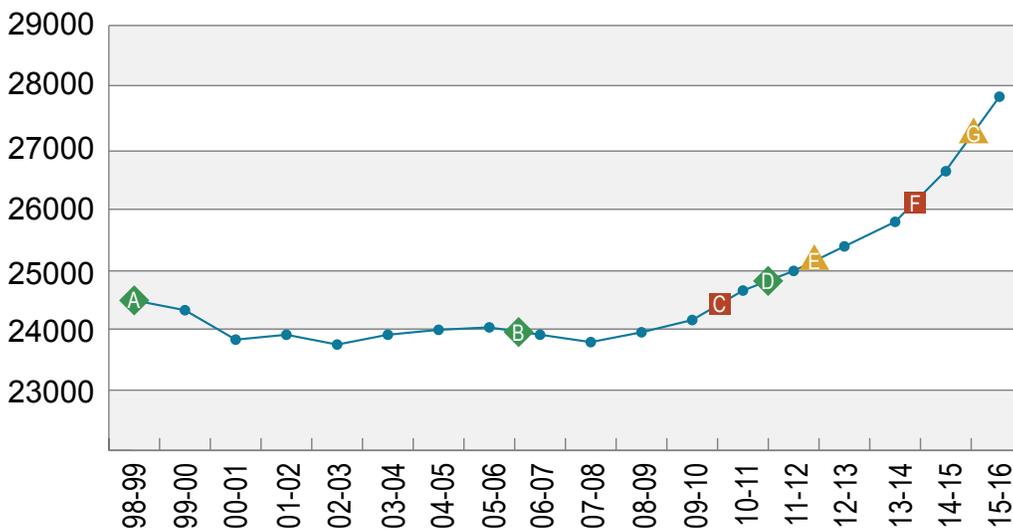
Understanding projected enrollment and classroom capacity trends is important to determining future classroom capacity. Historically, enrollment in the district declined slightly in the late 1990s and remained relatively flat through 2010. During this time, the district focused primarily on addressing aging facilities.

Enrollment began to increase beginning in 2010. The district undertook several efforts to address facility challenges associated with this growth. These efforts included changing to a kindergarten (K) – grade 5, grades 6-8, and grades 9-12 configuration and passage of a capital **levy** in 2011. **Bond** measures to address aging facilities and capacity needs in 2010 and 2014 did not garner the needed 60 percent approval to pass. Growing

enrollment and associated space challenges resulted in the need for a district wide re-boundary and development of a short-term plan to provide capacity through 2016-17. See Figure 4 for enrollment trends since 1998-99.

Growth already strains the capacity of the district’s schools. Enrollment currently exceeds the district’s permanent capacity by 2,000 students. To cover this gap between enrollment and permanent capacity, portables – not considered permanent capacity – must be used. Growth is predicted to increase by 12 percent, adding more than 3,000 students by 2021. That will be 5,000 more students than current permanent facilities were meant to serve. By the 2029-30 school year, the gap between enrollment and permanent capacity will grow to 6,800 students, resulting in even more needed space. See Appendix C for capacity tables.

Addressing Facilities Challenges Past



A 1998-2006 Bond for Phase 1 Modernization Remodel/replace 11 schools
Previous 1990 Bond added Rosa Parks

B 2006-2014 Bond for Phase 2 Modernization Remodel/replace 11 schools, add Carson El

C 2010 Bond to Remodel/replace Juanita HS, EHS/RHS additions, 2 new elementary schools

D 2011 Levy to Build Eastlake and Redmond HS additions and add a STEM school

E Moved to K-5, 6-8, 9-12 configuration utilizing available capacity, gaining equivalent elementary schools

F 2014 Two bond measures to remodel/replace JHS, 1 new choice HS, new middle school, and 3 elementary, address aging facilities

G 2015 Implement new boundaries and short-term space plan, including Redmond ES addition, portables, teacher planning spaces

- ◆ Funding measure passed, projects completed
- Funding measure failed, projects not completed
- ▲ Non-funding measures taken

Bond: Bond measures are a way for a government agency to borrow money to pay for capital assets, like buildings, over time.

Levy: A levy is a funding instrument for governments and places a term-limited tax on property.

Figure 4. Enrollment Trends

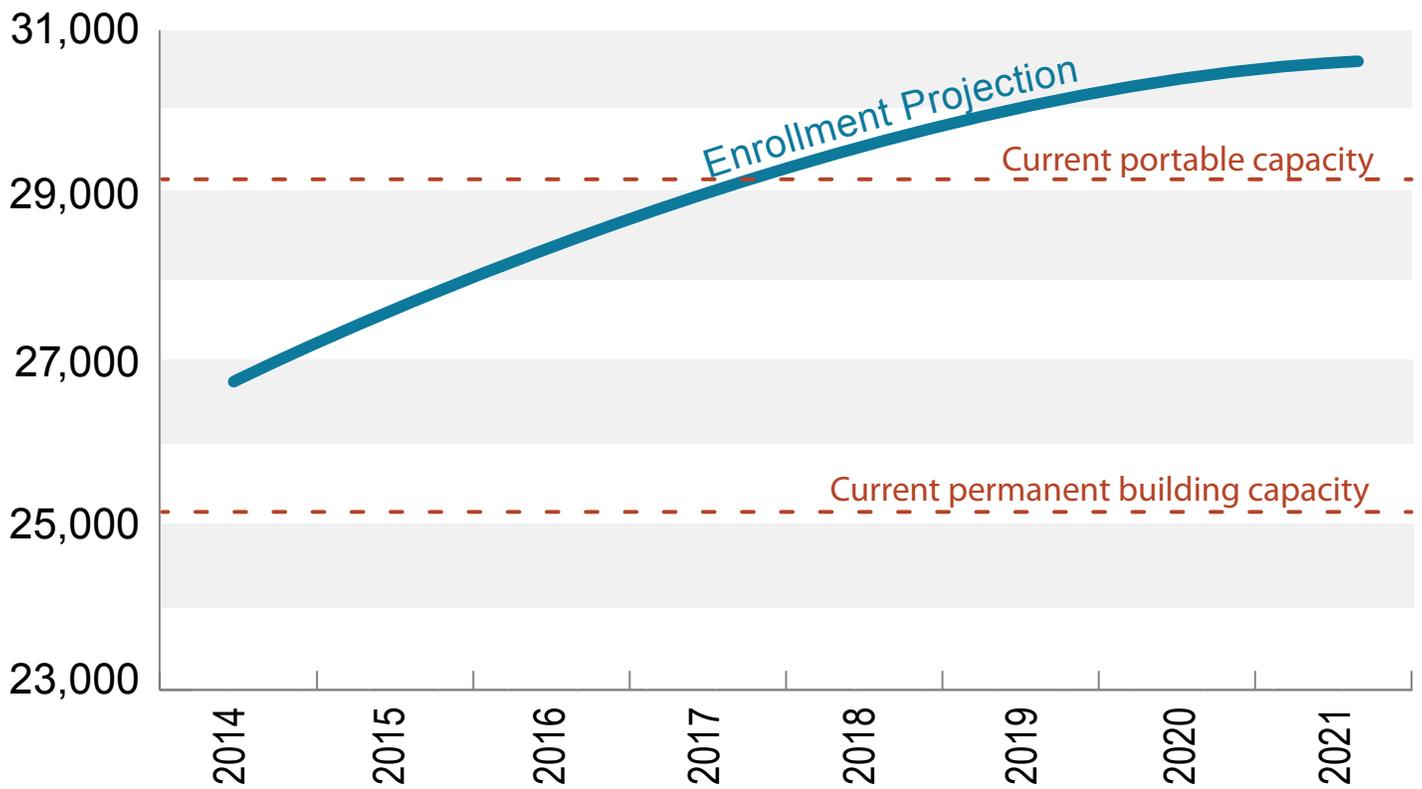


Figure 5. Enrollment Projection

ENROLLMENT PROJECTIONS VS. CAPACITY TOTAL DISTRICT

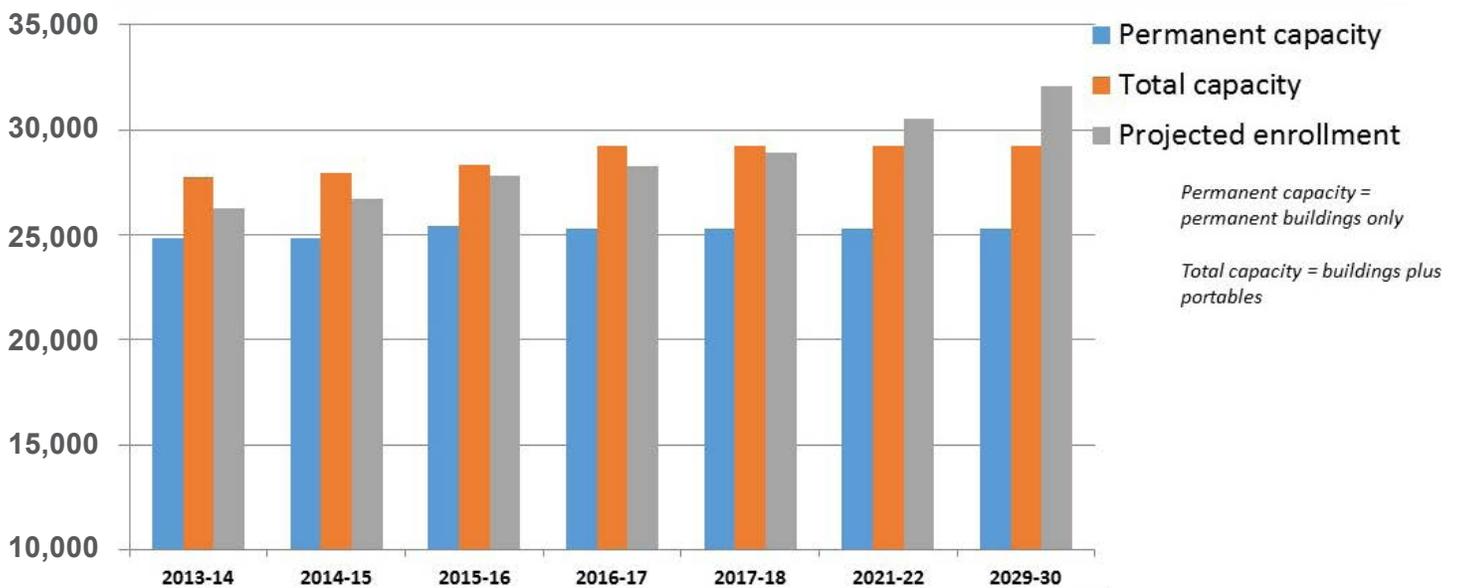


Figure 6. Enrollment Projections vs. Capacity

ENROLLMENT PROJECTIONS VS. CAPACITY JUANITA LEARNING COMMUNITY

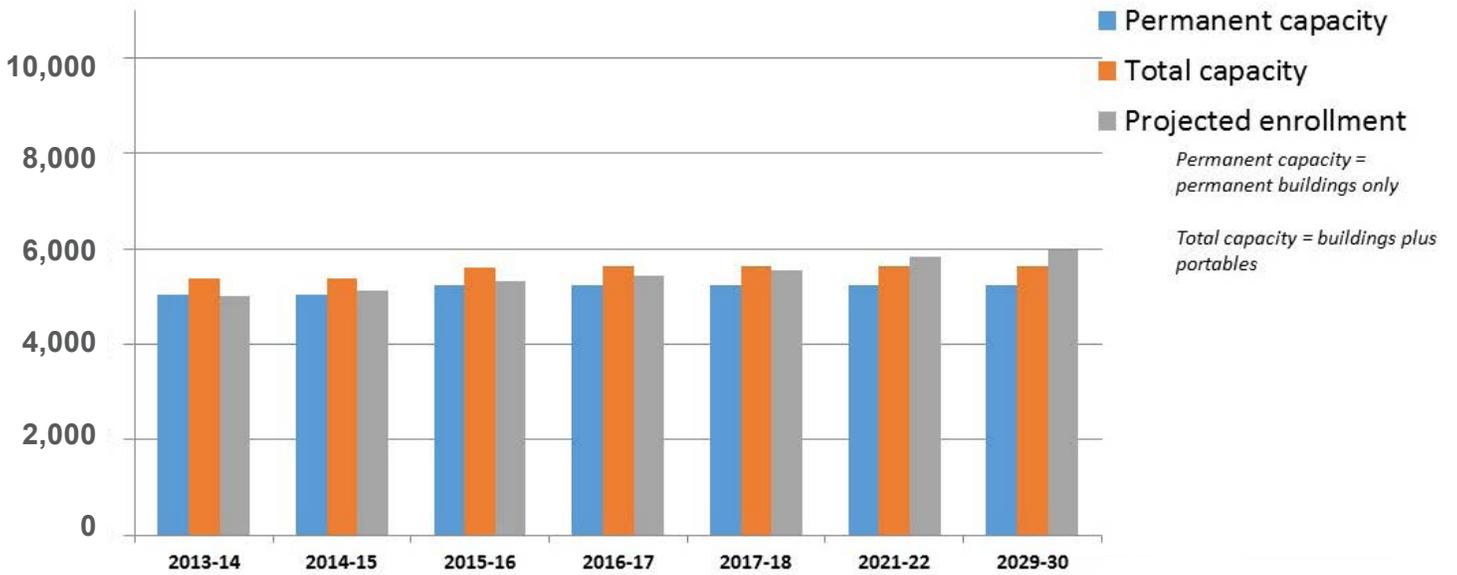


Figure 6. Enrollment Projections vs. Capacity

ENROLLMENT PROJECTIONS VS. CAPACITY LAKE WASHINGTON LEARNING COMMUNITY

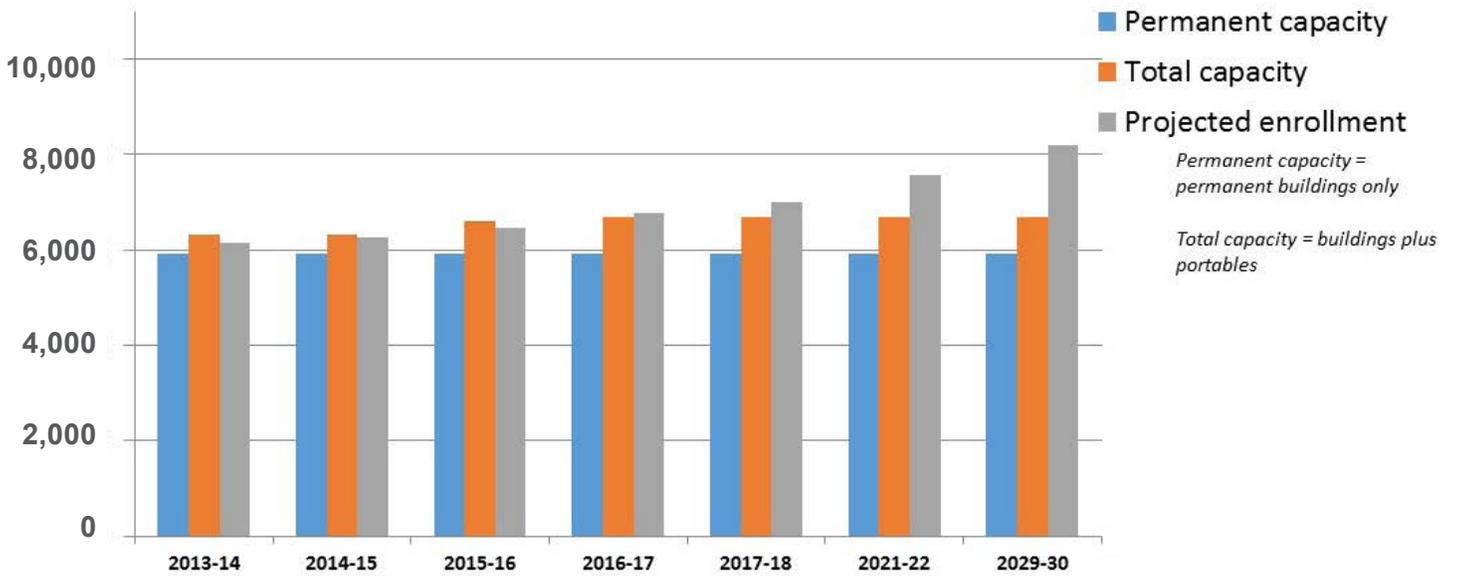


Figure 6. Enrollment Projections vs. Capacity

ENROLLMENT PROJECTIONS VS. CAPACITY REDMOND LEARNING COMMUNITY

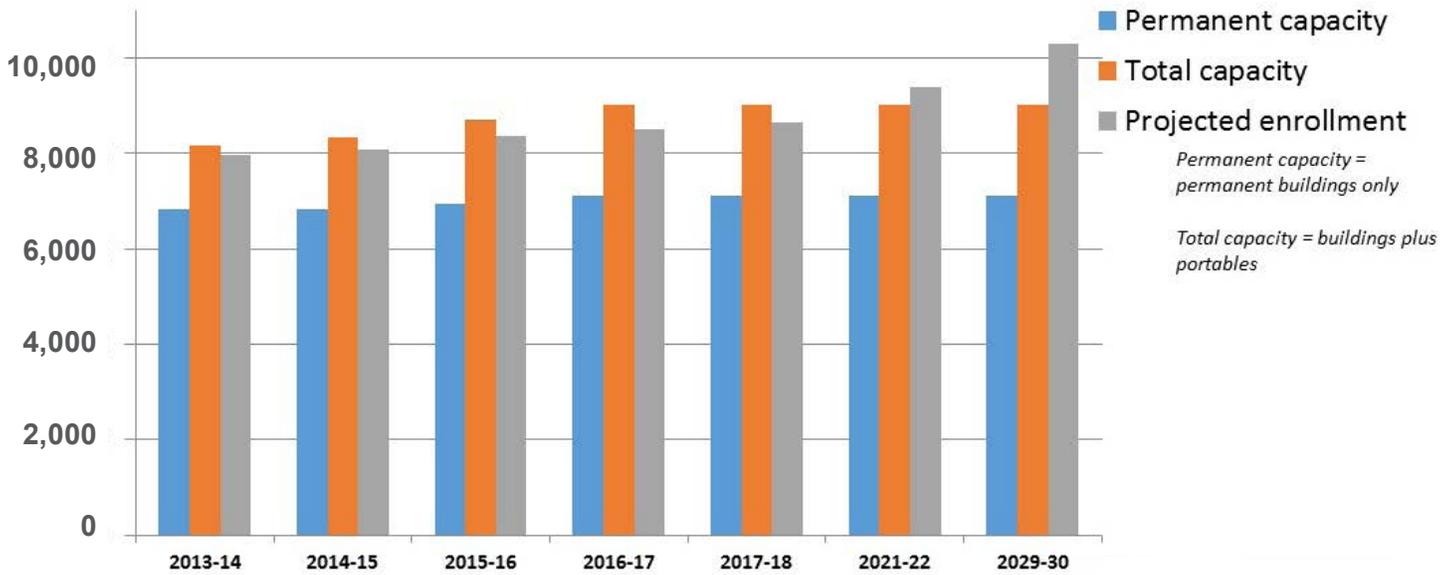


Figure 6. Enrollment Projections vs. Capacity

ENROLLMENT PROJECTIONS VS. CAPACITY EASTLAKE LEARNING COMMUNITY

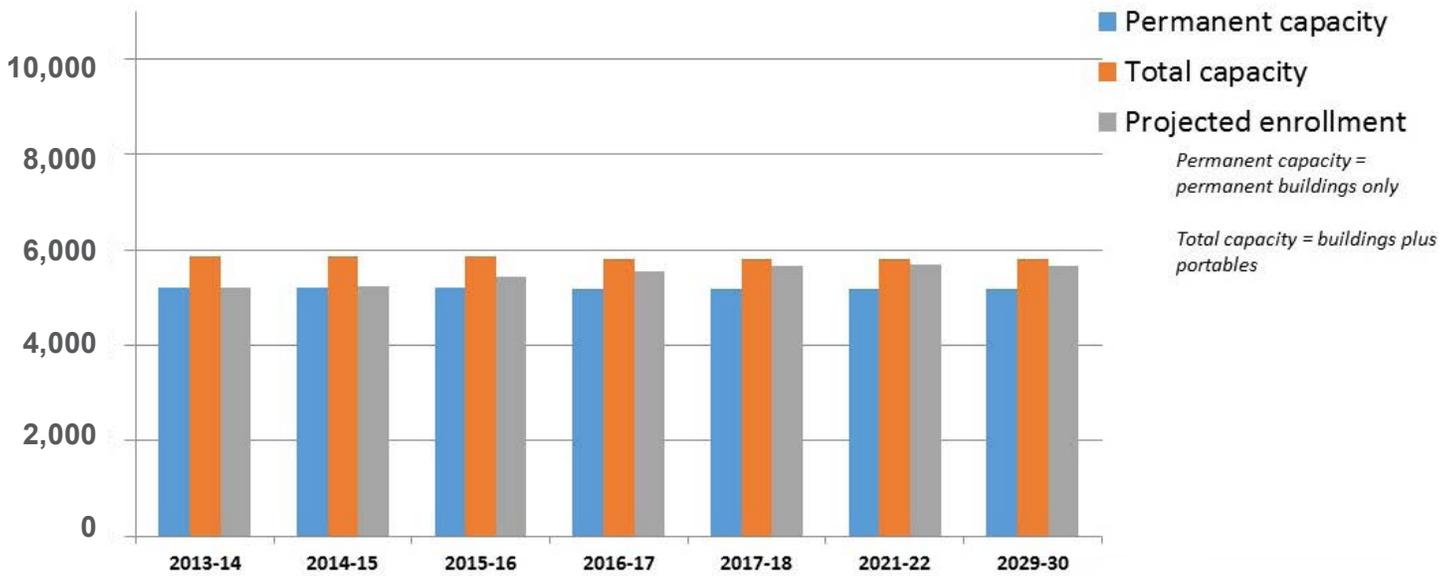


Figure 6. Enrollment Projections vs. Capacity

The Task Force dug into the details behind how the district determines capacity and enrollment projections, verifying how these numbers are derived and their historic accuracy. The group learned capacity is calculated using the equation in Figure 7: capacity equals number of classrooms minus classrooms dedicated to programs and specialized spaces, multiplied by the average class size. Dedicated classrooms and the average class size are determined by the **Standard of Service** in the district’s Capital Facilities Plan. Based on this projected capacity and enrollment, the Task Force investigated current and future facility need.

The Task Force reviewed research that showed overcrowding negatively affects student learning. If the district doesn’t address lack of classroom capacity, then overcrowding could pose challenges to educational outcomes and the educational environment.

In addition to lack of classroom capacity, the district has schools that are aging. These facilities do not meet the district’s school **construction specifications**, the guidelines for how a school should be designed to best serve the educational needs of the district’s students. These guidelines include performance specifications (such as room requirements and layout) as well as numeric specifications (such as square footage for types of rooms). See Appendix D for a chart of the district’s aging facilities.

In 1998, the district began an ongoing cycle to evaluate and upgrade aging schools in four phases of eight years, each using bond funding. At the time of the original planning, the district enrollment was not growing, so the district focused on aging facilities while adding some capacity. The first two phases, funded through bonds passed in 1998 and 2006, provided for modernizing aging facilities and building a new school, Carson Elementary. The district’s planned remaining two phases are unfunded.

In exploring facility needs, the Task Force learned about how district facilities are assessed and which facilities are aging. They also explored what this means for students, staff and construction, and how these facilities can be replaced or upgraded to current specifications.

STRATEGIES FOR ADDRESSING NEEDS

With informational and technical support from the district, the Task Force reviewed a number of potential strategies to address lack of classroom capacity and aging facilities. Strategies ranged from building new additional school buildings, adding portables, upgrading building systems, using a year-round multi-track schedule, implementing double shifting and many more.

Janene Fogard, deputy superintendent, as well as Forrest Miller, director of Support Services, presented details and answered questions as strategies were introduced. The Task Force worked to develop pros, cons, tradeoffs and implications to evaluate each strategy. It organized this information into “Strategy Descriptions,” which summarized and provided key details for each strategy (compiled in Appendix E). These were shared with the community via the online open house and were used as reference by the Task Force as it drafted its recommendations.

The Standard of Service in the district’s Capital Facilities Plan identifies student/teacher ratios used in calculating capacity. It also identifies classroom spaces needed for programs and services in schools.

Construction specifications, also known as Educational Specifications, identify facility performance specifications, i.e., room requirements and layout, and numeric specifications, i.e., square footage for different types of rooms. This determines how facilities are built or remodeled.

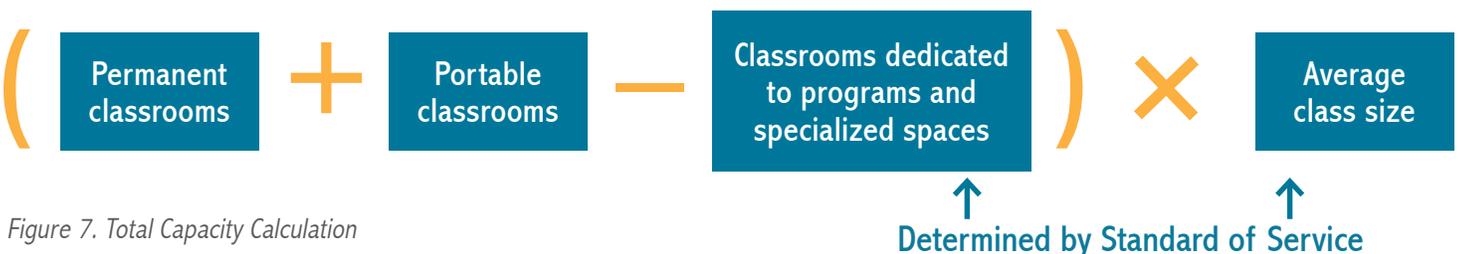


Figure 7. Total Capacity Calculation

TABLE 2. POTENTIAL STRATEGIES

Strategies to address lack of classroom capacity	Strategies to address aging facilities
Reduce specialized spaces, i.e., art/science, computer labs, etc.	Update and make improvements to building systems (e.g., heat, roofs, etc.)
Revise how spaces are allocated for required programs, i.e., Special Education, English Language Learners, Safety Net, etc.	Replacement of an existing school (new-in-lieu of modernization)
Change school attendance boundaries or move district programs	Remodel existing school buildings’ systems and include upgrades to align with current school construction specifications (aka educational specifications)
Limit number of all-day kindergarten classes (If allowable under state guidelines)	
Rent or lease space	
Increase class sizes	
Implement double shifting (two shifts of students attending school per day)	
Change school calendar to a year-round multi-track schedule (with or without air conditioning added)	
Build additional classrooms	
Take back and use Old Redmond School House	
Add teacher planning rooms in non-modernized middle and high schools so classrooms can be used all periods of the day	
Replacement of an existing school (new-in-lieu of modernization)	
Build a new (additional) school building	
Remodel existing school buildings’ systems and include upgrades to align with current school construction specifications (aka educational specifications)	
Online learning	

Informed by community feedback (more information in Section 4), the Task Force prioritized the strategies and organized them into a framework (see “Organizing Information” in Section 3). Strategies were also categorized based on the investment level – or “resource level” – that would be required for their implementation. For example, while a year-round multi-track schedule could be implemented without significant capital funding, building a new school would require significant capital investment. These prioritized strategies eventually became the basis for recommendations, detailed in Section 5.

DESIGN, SITING AND CONSTRUCTION

As the Task Force continued to investigate the complexities of school facilities planning, the group found it helpful to learn about some building factors such as design, siting and construction. For details on design principles proposed to reduce facility cost, please see Appendix F.

The Task Force reviewed several models of school design and construction, including information on nearby school districts (Appendix G), such as project cost comparison and facility design in two neighboring districts: Shorecrest High School in the Shoreline School District and Sammamish High School in the Bellevue School District. The group learned about the factors involved in school siting, and how siting contributes to building cost. It also learned how the district’s Educational Specifications (describes how a facility is built) and Standard of Service (describes how a facility is used) factor into facility construction and usage.

In particular, the Task Force was interested in the feasibility of reducing the cost of capital facilities in the design phase. To help clarify these factors, the district invited Rebecca Baibak of Integrus Architecture to speak to the Working Subcommittee about design principles and architectural intricacies associated with school facilities. Heidi Paul, principal of Bell Elementary School, also spoke to the Working Subcommittee about how school spaces shape the educational experience and how school spaces are being used to support educational programs.

COST AND FUNDING

Closely associated with design and construction, cost and funding was another topic of interest for the Task Force. The group learned about the various types of costs associated with construction, which helped it compare costs within the district and also with other districts' facilities.

The Task Force learned that school construction projects are primarily funded through a combination of local and state sources. To receive state funding, the district must meet state eligibility requirements and be able to provide local funding, usually through voter approval of a bond measure. Based on this information, the Task Force drafted several recommendations regarding funding.

The Task Force also reviewed several funding options for capital facilities, their associated benefits and challenges, and whether funding options can be used for capital, operations and maintenance, or both. A chart including sources of funding with benefits and challenges of those funding sources was provided to the Task Force and is shown in Appendix H.

LEARNING FROM OTHERS

As the Task Force learned about long-term facilities topics, it also considered educational and technical studies to learn from other school districts and government agencies. Educational research references included topics on school facilities and effects on academic outcomes, overcrowding and effects on academic outcomes, design principles, and school size research. Most of the reports indicate that student achievement is negatively impacted by poor facility condition and overcrowding.

Technical references included the district's construction program details, State of Washington Office of Superintendent of Public Instruction school facilities programs and handbooks, safety resources and research, sustainability information, and school siting guidelines. The education and technical resource references are shown in Appendix I.



SECTION 3: GETTING TO RECOMMENDATIONS

EVALUATING STRATEGIES

Once the Task Force had a good grasp on the capacity and aging facility needs, it turned its attention to looking at options to meet the needs. The Task Force looked at more than 18 strategies and evaluated each by its costs, how well it addressed the need, and how well it aligned with the Task Force’s and community’s shared values. The Task Force looked at each strategy to see how it could contribute to meeting the district’s overall needs, not at the individual school level. See Appendix E for detailed descriptions of each of the strategies.

Strategies considered:

- Change school attendance boundaries
- Double shifting
- Increase class sizes
- Limit all-day kindergarten classes (If allowable under state guidelines)
- Online learning
- Reduce allocation of specialized spaces
- Rent or lease space
- Revise allocation methodology for required program spaces
- Year-round multi-track schedule (with or without AC)
- Add portable classrooms
- Build additional classrooms
- Use Old Redmond Schoolhouse

- Teacher planning rooms
- Update and make improvements to building systems (heating, roofs, etc.)
- Build additional school(s)
- Remodel existing school building systems
- Replace an existing school

While use of portables is listed as a strategy to address capacity, the Task Force decided that portables should not be a long-term solution for capacity.

ORGANIZING INFORMATION

The Task Force gathered an extensive amount of information and data on school facilities and the district. To organize all these pieces, the Working Subcommittee developed a framework with major information pieces involved in crafting the recommendations.

The framework organized potential strategies into two overarching approaches (building new schools or not building new schools) and differing resource (or investment) levels within these approaches. Resource levels specify the amount of investment used to address the district’s needs. Each resource level has tradeoffs and impacts on student learning and education, which are also listed in the framework. This framework proved to be a vital tool for managing information provided to the Task Force in a way that facilitated creating recommendations. Please see the following pages for the full framework.

Approach Resource Level	No new schools		New (additional or replacement) schools		
	Zero Capital Investment	Capital Investment	Lowest Capital Investment	Mid-Range Capital Investment	Highest Capital Investment
Description	No funds for capital investment to address lack of classroom capacity or aging facilities. Current educational programs or services reduced, and/or modifications made to school attendance areas, schedules or calendars.	Capital investments are limited to improvements made to existing buildings or adding portables. Remodels of aging schools limited to building system upgrades (i.e., roofs, heating systems, etc.).	Schools built at 10 percent lower cost per square foot than current district building assumptions. The cost reduction would come from use of different construction methods or designs and/or less durable materials, finishes, or systems with limited or no environmental enhancements (e.g. geo-thermal heating, solar, etc.).	Schools built to current school construction specifications and similar cost/quality as in recently built projects with building systems that last longer and enhanced environmental features. This resource level reflects assumptions used in the last bond measure.	Schools built with increased square footage, including additional classrooms and increased size of core facilities such as cafeteria, gym, library in anticipation of future enrollment growth. These schools could be “future-proofed” by providing additional capacity above what is needed to meet the district’s future enrollment projections.
Strategies	<ul style="list-style-type: none"> Reduce specialized spaces (i.e., art/science, computer labs, etc.) Revise how spaces are allocated for required programs (i.e., special education, English language learners, Safety Net, etc.) Change school attendance boundaries or move district programs Limit number of all-day kindergarten classes Rent or lease space Increase class sizes Implement double shifting (two shifts of students attending school per day) Change school calendar to a year-round multi-track schedule 	<ul style="list-style-type: none"> Change school calendar to a year-round multi-track schedule (with AC) Update and make improvements to building systems (heat, roofs, etc.) Build additional classrooms Add portable classrooms Take back and use Old Redmond School House Add teacher planning rooms in non-modernized middle and high schools so classrooms can be used all periods of the day 	<ul style="list-style-type: none"> Replacement of an existing school (new-in-lieu of modernization) Build a new (additional) school building Remodel existing school buildings’ systems and include upgrades to align with current school construction specifications (aka educational specifications) 	<ul style="list-style-type: none"> Replacement of an existing school (new-in-lieu of modernization) Build a new (additional) school building Remodel existing school buildings’ systems and include upgrades to align with current school construction specifications (aka educational specifications) 	<ul style="list-style-type: none"> Replacement of an existing school (new-in-lieu of modernization) Build a new (additional) school building Remodel existing school buildings’ systems and include upgrades to align with current school construction specifications (aka educational specifications)
Overarching tradeoffs	This resource level results in changes in schedules, calendars, school attendance boundary assignments and program offerings for no capital costs. For some strategies changes would be significant from current. Some strategies would increase operating costs.	This resource level includes strategies that would increase the number of students per school using limited capital costs that focus on increasing capacity at existing buildings. Increased operating costs for some strategies.	This resource level would implement changes in design and construction methods to simplify projects and would reduce investment in long-term life cycle systems, for lower construction costs. Some initial costs savings could result in higher on-going operating costs and/or increased future capital costs	This resource level includes increased cost per square foot over the Lowest Capital Investment level, for longer lasting building systems and enhanced aesthetics, as well as designs that limit classroom disruption and reduce operating costs.	This resource level includes increased cost per project over the Mid-Range Capital investment level, for expanded school facilities (core areas plus classrooms) beyond anticipated capacity needs to provide for future growth.
Description of educational impacts	<ul style="list-style-type: none"> Double shifting would result in less than optimal learning hours for some students and teachers Year-round schools would result in summer sessions being held in non-air conditioned buildings impacting the quality of learning environment Double shifting and year-round schools could impact the ability to hire and retain teachers Increased class size would negatively impact learning environment and reduce teachers’ ability to meet all students’ learning needs Reducing spaces allocated for programs may result in less than optimal learning environments, affecting student outcomes Some lessons or activities may be less feasible without specialized spaces School boundaries adjustments will cause some students to have to change schools frequently, increasing transitions and impacting learning Some kindergarten students would lose half a day of instruction Rented space may be less suitable for classrooms and impact learning 	<ul style="list-style-type: none"> Number of students per school would increase and more schools would be overcrowded. Research shows learning is enhanced if overcrowding is reduced. School remodels or upgrades would not meet current educational building standards which have been shown to improve learning Year-round schools could impact the district’s ability to hire and retain teachers 	<ul style="list-style-type: none"> Building new schools limits school overcrowding which has been shown to increase educational outcomes. Upgrading older buildings provides features which enhance the learning environment Greater probability of educational disruption due to building system maintenance and repair 	<ul style="list-style-type: none"> Building new schools limits school overcrowding which has been shown to increase educational outcomes. Upgrading older buildings provides features which enhance the learning environment Current building standards support the learning environment by providing daylighting and other design features which have been shown to enhance learning Shared instructional spaces and small group rooms support flexible grouping of students which enhances the ability of staff to meet a greater variety of student needs Facilities are designed so they can be maintained without disrupting learning 	<ul style="list-style-type: none"> Building new schools limits school overcrowding which has been shown to increase educational outcomes. Upgrading older buildings provides features which enhance the learning environment Increased spaces will help to prevent future overcrowding (overcrowding has been shown to have a negative impact on student learning) Facilities are designed so they can be maintained without disrupting learning

Table 3. Planning Framework

NEEDS SCENARIOS

The Task Force learned there were factors outside the district's control that would affect how much classroom capacity would be needed in the future. At the state level, decisions are pending that could increase capacity needs some or dramatically. To manage the uncertainty associated with these pending decisions, the Task Force discussed and analyzed three different needs scenarios. Each needs scenario represented different potential capacity requirements. The group decided it would be prudent to recommend the district consider multiple capacity scenarios.

The three needs scenarios are:

1. **Current School Building Standard of Service Needs:** Under this scenario, the district would use their existing guidance or Standard of Service (class size and space use) for determining future capacity needs.
2. **K-3 Class Size Reduction Capacity Needs:** If the state legislature fully implements the changes called for in the McCleary court decision, the district would need space to reduce class sizes for grades K-3. This means an increased need for school facilities compared to the current needs scenario. While the legislature is expected to fund the operational costs of reducing class sizes (e.g., additional teachers), funding for capital projects (additional classrooms and/or buildings) is not anticipated.
3. **K-12 Class Size Reduction Capacity Needs:** If the state legislature implements the requirements of the voter approved Initiative 1351 in full, the district would need space to reduce class sizes for all grades. This would mean increased capacity needs compared to the two needs scenarios above.

TABLE 4. NEEDS SCENARIOS

Scenarios and permanent additional capacity needs	2021-22 Need	2029-30 Need
Current School Building Standard of Service Needs	0.5 high school	0.9 high schools
	1 middle school	1.5 middle schools
	5 elementary schools	6.25 elementary schools
K-3 Class Size Reduction Capacity Needs	0.5 high school	0.9 high schools
	1 middle school	1.5 middle schools
	8 elementary schools	10 elementary schools
K-12 Class Size Reduction Capacity Needs	1.5 high schools	2 high schools
	2.5 middle schools	3 middle schools
	10 elementary schools	11.6 elementary schools

Note: The identified need is listed in terms of schools rather than number of classrooms or classroom seats as an equivalent value that may be more meaningful to readers. This does not mean a partial, e.g., 0.5, school would be built. That need could be met by expansion of existing schools, additional choice schools or other methods.

EFFICIENT USE OF CLASSROOM SPACE

Throughout the Task Force's investigations of facilities planning, how current spaces are being used was of interest to some members. As Task Force members toured several schools in the district, began analyzing the Standard of Service, and evaluated actual use of space at these schools, some members were concerned that available space was not fully utilized.

To dig into the details about use of space across the district, the Task Force convened a subgroup dedicated to this issue. This group met several times and examined how classrooms, resource rooms, required program spaces for Special Education, English Language Learners (ELL) and Safety Net, shared spaces, and other school facility spaces are used at schools across the district. The subgroup developed recommendations that were considered by the Task Force, revised to include community feedback and ultimately approved for inclusion in the Task Force's recommendations (Section 5, a-2).

It was determined that only double-shifting of all school levels or district-wide year-round multi-tracking could meet the full capacity needs without significant capital funding.

YEAR-ROUND MULTI-TRACK would change the district's school year. Schools would operate most of the year, but have groups of students on different tracks. There are many different configurations. For example, one possible configuration is students have 60 days of school and then 20 days of vacation, repeated year-round. When one track of students goes on break, another track begins its 60-day session. In this way, students still receive 180 education days per year, and the school is always in use.

See Appendix E for more information.

FINDING CONSENSUS TO BUILD NEW SCHOOLS

Once all the information was organized, the Task Force discussed the two approaches — no new schools or build new schools — and agreed on the build new schools approach as preferred.

To reach this agreement, the Task Force looked at all non-build strategies to determine if they could be combined to:

1. Meet the total capacity needs
2. Align with community values

After this examination it was determined that only double-shifting of all school levels or district-wide year-round multi-tracking could meet the full capacity needs without significant capital funding. In their examination of the double-shifting strategy, the Task Force agreed that it was not an appropriate strategy for elementary schools. As a strategy applied only to middle school and high school, the strategy by itself did not meet all the district's capacity needs. Although year-round multi-track met total capacity needs, the Task Force did not believe it fully aligned with community values and did not want to recommend it as a preferred solution. Therefore, the Task Force reached consensus to recommend the build new schools approach.

DOUBLE SHIFTING would require that two shifts of students use a school in one day. One set of students would attend school in the morning, and then another set of students would attend school in the afternoon or evening. The Task Force deemed this strategy inappropriate for elementary schools, and they asked the district to consider if this is a viable option for Choice schools at the middle and high school levels.

See Appendix E for more information.



SECTION 4: COMMUNITY FEEDBACK

OUTREACH METHODS

A crucial part of this community engagement process was gathering public feedback at key Task Force milestones to inform Task Force deliberations. The Task Force conducted six surveys over the course of their process about the following topics, in order: Task Force scope, potential strategies and policies, strategies, values, framework approach and no-build strategies, and draft recommendations. Surveys were posted in the online open house, a website tool that presented facilities planning and Task Force information in a navigable format.

Before and during each round of community feedback, the district employed its community outreach network, using emails to parents, local media, social media and email distribution to district cities' listservs. In May and September, the district also direct-mailed postcards to all community members announcing the online open houses and in-person meeting opportunities. A Task Force Update handout was provided to Task Force members with talking points to discuss the facilities planning process with community members. Finally, during the public review period of the draft recommendations, the district further amplified its outreach methods with print advertising, social media, and distribution of a number of materials including Task Force talking points, presentation slides, and a Task Force Fact Sheet.

The Task Force reviewed and discussed community input from the online open houses. In June, the group held an in-person Open House for community members to learn about the Task Force and its work to date and to submit feedback in person. Additionally, three Task Force meetings throughout the process incorporated community Town Halls, in which community members were able to participate in small group activities and discussions with Task Force members.

In September and October, the Task Force and district collaborated to share the draft recommendations and gather input from the community using the online open house and in-person meetings. During this period, Task Force members made a significant effort to present at curriculum nights and PTSA meetings to inform district parents about the draft recommendations and encourage parents to provide input. The district held four community meetings (one in each learning community), which were designed to solicit feedback on specific projects the Task Force was recommending to address capacity needs in each learning community. Finally, in early October the Task Force and district hosted their third Town Hall to provided community members the opportunity to learn about the draft recommendations, have small group discussions with Task Force members, and participate in an open question and answer session with the Task Force.

TABLE 5. ONLINE OPEN HOUSE STATISTICS

Dates Open	Feedback topics	Site visitors	Survey responses
Jan. 4 – 24	Scope	2,138	238
Feb. 27 – March 11	Potential strategies and policies	1,412	339
April 20 – 28	Strategies	1,377	339
May 26 – June 2	Values	1,753	738
June 8 – 18	Approach and strategies	1,440	697
Sept. 1 – Oct. 11	Draft recommendations	2,925	938

See Appendix K for dominant themes from each community survey.

FEEDBACK TO THE TASK FORCE

Initial community input helped shape the Task Force’s work. Questions that arose from the community input helped to guide the Task Force’s discussions:

- **Costs** – What are the costs associated with buildings?
- **Facilities planning** – Why doesn’t the district adjust a new building’s design to accommodate changes in growth that occur before the building is finished?
- **Funding** – What funding options exist for the district?
- **Learning from others** – How do the district’s facilities and cost to build compare with other districts?
- **Options to address needs** – What strategies has the district considered, and the pros and cons of each?

Through the outreach to the community, the Task Force learned that survey respondents supported building new schools, consideration of solutions that require new money, and consideration of strategies that “future-proof” by building new schools larger than projections indicate are needed. The Task Force also heard suggestions to employ technology and virtual learning consistent with best educational practices. Choice schools were frequently mentioned. The community did not support limiting the scope of educational specifications rather than looking for solutions to upgrade or modernize aging facilities to match current educational specifications. Input from the community also helped shape the values the Task Force used to ensure its recommendations met key community values.

When asked about what approach and resource level the Task Force should recommend, a clear majority of participants said the district should build new schools at the mid-range resource (current investment) level. The Task Force received community

input that said the group should prioritize aging facilities based on condition and their ability to add capacity as they are updated or replaced.

The Task Force sought to reflect community feedback throughout its recommendations to the School Board. After reviewing community feedback on the draft recommendations, the Task Force worked to incorporate that input into its final recommendations. In doing this, the Task Force took to heart a few major points from the community: strong support for building new schools, demand for choice schools in conjunction with equitable increases in capacity, more detail and justification in the proposed projects table, and incorporation of innovative practices for the district to explore.

The Task Force also remained attentive to its shared community values (detailed in Section 1). It developed its recommendations through the lens of these values, and believes its commitment to these values is evident in its final recommendations, detailed in Section 5. While remaining realistic regarding long-term capacity needs, the Task Force sought to prioritize families and the community through careful, thoughtful and innovative planning. Its recommendations focus on cost-effectiveness without sacrificing educational outcomes for students. The Task Force was careful to examine each recommendation for equity for all students and families in the district, and supports the district’s continued emphasis on school safety. Finally, the recommendations support innovative practices for the district to consider as it plans facilities.

Detailed feedback reports for each survey can be found in Appendix J.



SECTION 5: RECOMMENDATIONS TO THE SCHOOL BOARD

Overall Approach: Build New Schools

WHEN WE PLAN

The Task Force carefully examined ways to plan school facilities effectively. It focused on strategies to reduce the need to build new schools and opportunities for additional funding to reduce the burden on district communities, in accordance with its values. The Task Force also emphasized the importance of accurate enrollment and capacity projections and efficient use of space. Finally, it remained attentive to the issue of equity: facilities planning must meet the needs of all students in the district.

5, a. Accurately Assess Enrollment & Capacity

Background: The Task Force reviewed and discussed the district’s methods for projecting enrollment and capacity. Throughout its deliberations, the Task Force returned repeatedly to the issue of how to use classrooms and other spaces in district schools efficiently and effectively. Members of the Task Force learned that the Standard of Service is used as a planning tool to calculate needed capacity.

A subgroup further explored ways the district could efficiently use space. Some members of the Task Force expressed concern that actual school classroom usage did not always seem to align with

the number of classrooms accounted for based on the Standard of Service used in the Capital Facilities Plan. Concern was also expressed that the community needed to feel confident the district was transparent and accountable in how school spaces are used.

5, a-1. The Task Force recommends the district incorporate the following components in determining long-term facilities capacity needs:

Regarding enrollment projections, the district should continue using its current methodology with some refinements, i.e., look at district birth rates, not just those of King County. The district should use additional tools, e.g., refined census queries, the latest information, and specialized expertise, e.g., staff or consultant demographer, to refine models and project at a finer grain to better predict future growth and changes in enrollment. The district should plan to a range of possible scenarios to take into account the changing, dynamic nature of the district and educational practices and thereby provide some flexibility in terms of capacity needed.

The methodology should not limit flexibility, constrain required programs, or unfairly limit space for any segment of the student population.

The district should ensure appropriate connections to cities and planning commissions to represent school interests regarding zoning and other development activities that could impact school facilities.

5, a-2. The Task Force recommends the following to address efficient use of facility space across the district:

I. Standard of Service - Computer Labs

The District should remove dedicated computer labs from the elementary school Standard of Service, specialized spaces category. The district should include those computer labs as regular classrooms when calculating available capacity.

II. Standard of Service - Room Requirements Methodology

The district should develop a methodology for calculating required program space needs that considers the number of students served, time spent in the required program's room per student, group sizes, number of groups served, and additional required program space needs. The methodology should not limit flexibility, but should serve as a proxy for capacity requirements for required program space long-term planning (Special Education, ELL and Safety Net program spaces). This methodology would replace the district's current practice of relying on professional judgment alone to calculate space needed for required programs included in the Standard of Service.

The district should develop the methodology in consultation with program directors, principals, teachers, the community and relevant experts. The methodology should take into consideration the findings of the Special Education Program review currently being conducted. The methodology should be tested by running the calculation for all of the existing schools and comparing the results to the capital planning numbers and actual room numbers currently allocated to those purposes. Variation between these numbers should be analyzed on a school-by-school basis to determine where systemic bias or error in the formula may need adjusting. Variances may arise because the school has had to compromise the Standard of Service based on enrollment, increased demand for those programs locally, or other conditions that drive use higher or lower than projected.

The methodology should not limit flexibility, constrain required programs or unfairly limit space for any segment of the student population.

For short-range room allocation decisions, the methodology should provide general targets that can be adjusted using the inputs of professional judgment on actual needs within the school.

III. Annual or Semi-Annual Use of All Space Auditing

The district should develop and conduct a regular review of facility use across the district and across room types. This annual or semi-annual audit would assess how all facility spaces are used (classrooms, shared instructional spaces, teacher planning rooms, portables, etc.). The results of this review should be compared with Standard of Service targets. If variation exists, the district should change how the local school is allocating rooms to various activities to ensure that it is more in line with the Standard of Service, make adjustments to methodologies or refine the overall Standard of Service.

IV. Reporting on Use of Space

The district should report out to the community on these space review data, implications, analysis of any differences between actual space use and the Standard of Service, and any resulting changes to the Standard of Service.

5, a-3. The Task Force recommends the district not rely on portables as a long-term strategy.

The district should not include portables as a long-term strategy when planning for addressing lack of classroom capacity. However, the Task Force recognizes that existing and/or new portables may need to be used as a strategy to address the current need and/or changing conditions over the long term.

5, a-4. The Task Force recommends the district prioritize addressing aging facilities that increase capacity; however, if addressing aging facilities that increase capacity creates inequity across the district, then other aging facilities should be addressed.

5, b. Continue Building Conditions Assessment Programs

Background: The Task Force discussed aging facilities and learned how the district assesses aging schools. The district evaluates building conditions through: a yearly independent, third-party Building Condition Assessment evaluation, which is based on the State's Asset Preservation Program criteria and covers 19 major building systems and subsystems; district assessment of conditions of every school and portable, which goes beyond the state requirements; and an internal reporting system for maintenance needs.

5, b-1. The Task Force recommends the district continue using their existing building condition assessment programs and methodology.

5, b-2. The Task Force recommends the district incorporate a mechanism to share the assessment program methodology and results with the community and district staff.

5, c. Reduce Some of the Need for New Schools

To reduce the need for new schools, the district should strongly consider the following strategies, where viable, to provide additional classroom space in the district's current schools.

- Build additions at the schools identified by the district as having the ability to accommodate additional classrooms
- Rent or lease space for preschool classes
- Remodel existing facilities, such as the Old Redmond Schoolhouse for preschool classes
- Offer double-shifting at choice middle and high schools to increase available seats and to extend the option of choice schools to more students

5, d. Increase Funding Options Long-Term

Background: The Task Force learned and discussed how the district funds construction. School construction projects are funded through a combination of local and state sources. To receive state funding, the district must be eligible and be able to provide local capital funding, usually through voter approval of a bond measure.

The Task Force recommends the following in terms of funding these needs:

5, d-1. The district should consider pursuing an increase in the amount of school impact fees generated under the current impact fee formula implemented by King County.

5, d-2. The district should continue to urge legislators to increase the state's outdated construction funding assistance methodology by updating the state's school construction standards and formula and the construction cost factors set by the legislature.

5, d-3. The district should urge state legislators to remove sales tax from school construction costs.

5, d-4. The district should seek private funding, including donations and/or naming rights, as consistent with district policy and law, to support the capital funding program where viable.

5, d-5. The district should consider selling undevelopable and/or excess parcels, at fair market price, as a source of capital funding. For excess sites, the district could also attempt to trade the parcel for a site more advantageous to the district's needs. (See Appendix L for a map of the district's current facilities and undeveloped properties.)

WHEN WE BUILD

Background: The Task Force prioritized additional classroom capacity over addressing aging facilities (with some caveats). While encouraging efficiency and economy, it recommends the mid-range funding option with principles designed to reduce costs where possible without sacrificing cost/quality tradeoffs or reducing square footage per student. The Task Force also advises to prioritize building on school sites with the least development costs.

5, e. Select Projects that Increase Capacity

The Task Force recommends the district build new schools at the mid-range (current) investment level to address lack of classroom capacity (including cost reduction and other design principle measures as detailed in 5, f.).

5, f. Create Quality Design that Reduces Costs

Background: The Task Force considered different ways to reduce the cost of building new schools. It recognized the need for cost-cutting, but after tradeoff discussions, the Task Force determined it did not support reducing costs by means that could affect student outcomes, such as reducing square footage per student specifications. The group also did not want the district to use cost-cutting measures to reduce up-front costs, e.g., lower durability construction materials that might end up costing the district more over the lifespan of the building.

The Task Force recommends the following in terms of reducing cost:

5, f-1. The district should continue pre-design work to help identify ways to lower costs, test concepts and help the community understand what is being proposed with a new school building. If needed, some of the previously approved unsold bond capacity could be used to fund this work.

5, f-2. The district should explore best practices around school building and lean principles for designing schools (e.g., a focus on practical solutions, build less instead of more, etc.). The district should continue to learn from other school districts that have had success with cost-effective design.

5, f-3. The district should use the following design principles (detailed in Appendix F) to be as cost-effective as possible without sacrificing cost/quality per square foot or square footage per student.

TABLE 6. DESIGN PRINCIPLES

Design principle	Description
Stacking buildings	<ul style="list-style-type: none"> Eliminate or minimize one-story designs Change designs to increase number of stories
Efficient and simple design	<ul style="list-style-type: none"> Buildings designed in more compact manner, i.e., box/cube shaped Utilize quality systems, i.e., mechanical, lighting, controls, that are simple to use and maintain
Aesthetic	<ul style="list-style-type: none"> Emphasis on aesthetics that are pleasing and fit with neighborhood context but not on design awards
Standards	<ul style="list-style-type: none"> Clear standards for design teams to ensure commonality in construction documents and building/systems solutions
Accountability of design teams	<ul style="list-style-type: none"> System of accountability for design teams with respect to district standards, short-term/long-term value and educational goals
Proto-parts	<ul style="list-style-type: none"> Re-using portions of designs or design concepts across projects
Grouping multiple projects to the extent possible	<ul style="list-style-type: none"> Consider combining projects together using same design team and/or contractor

5, f-4. The district should evaluate the design of choice schools. There is significant demand for the option as evidenced by the oversubscription rate. The Task Force heard from the community that there is not unanimous support for expansion of the choice school model. In particular, some community and Task Force members were concerned about equity at choice schools. Therefore, the Task Force strongly recommends that any expansion of choice schools via new programs or new buildings only be undertaken while considering how to mitigate barriers of access to choice schools, in keeping with the community value of equity.

Choice schools can serve a purpose by providing increased capacity on a smaller footprint and lower cost than a traditional school. While some of the issues related to barriers to choice schools for families of Special Education/ELL/Low Income students are outside the scope of this Task Force, the Task Force felt strongly that these issues could not be omitted from its recommendations since there is such a strong demand for choice schools to be a part of the district’s long-term strategy. (See Appendix M for additional considerations regarding barriers to access to choice schools.)

5, f-5. The district should continue to explore the economic viability and effectiveness of refurbishing versus rebuilding on a school-by-school basis. These results should be shared with the community as part of the ongoing engagement with the community on each project.

5, f-6. The district should consider a number of strategies that improve the ability of the school to provide educational performance over the long-term.

- Continue to leverage natural light (as required by the state), and other concepts proven to have a positive impact on learning environment.
- Examine the successes/failures of innovations introduced in the last several rounds of school builds to determine where they are contributing/detracting from learning (e.g., pod approach).
- Wherever possible, new schools should be designed to accommodate future additions. Look for design considerations that aid with building use flexibility, e.g., movable internal walls, to support changes in use and near-term flexibility to be able to react to interim or unanticipated growth.

- Make design decisions and select systems that improve the ability to maintain buildings.
- Put design emphasis on durability to help schools have a longer lifespan and build life extension strategies into design to improve the durability of buildings.
- Continue to emphasize school safety aspects of facilities design for remodels and rebuild, e.g., flow of entry in buildings.

5, g. Build in Best Locations

Background: The Task Force reviewed the district’s school siting criteria to understand how the site can affect the development of new schools. There are many criteria that go into siting a new school other than whether the district needs to purchase the site or already owns it. The district already has a methodology to determine if a site supports the district’s educational plan: review a site’s characteristics, i.e., size, shape, jurisdictional zoning and codes; conduct site studies; determine the cost and funding; and consider the surrounding area and environment, i.e., zoning, traffic and air quality.

5, g-1. The Task Force recommends the district continue to use the existing methodology to determine where new schools are located.

5, g-2. When planning for new school sites, the district should consider detailed demographics, growth trends and projections to ensure schools are sited best to meet long-term population needs. Additionally, when siting schools, careful consideration should be given to population density, the intent of Puget Sound Regional Council’s Vision 2040 long-range growth management strategy and the district’s parcel portfolio, i.e., parcel site and size, to help locate new schools in close proximity to where the need is.

5, g-3. While planning for new school site purchases and/or design, the district should consider, when possible after balancing against other criteria, prioritizing sites 1) with the greatest potential to accommodate new buildings, e.g., limited topographical variation and critical areas, and 2) that require less site preparation, e.g., grading, in order to maximize investment and minimize additional site development costs.

5, g-4. While planning for new school site locations, the district evaluates local traffic patterns and works with local municipalities and the community to ensure that other zoning and siting decisions as well as community traffic concerns are evaluated in the context of the school that is/will be sited there. The district

should put a strong emphasis on this effort, as traffic concerns were frequently mentioned by the community. In addition, where appropriate, the district should also look at locations that leverage transportation alternatives (e.g., siting near public transit, near Cross Kirkland Corridor).

5, h. Recommended Projects to Address Lack of Classroom Capacity and Aging Facilities

In line with its recommended “Build new schools” approach, the Task Force examined needed capacity and aging facilities by learning community to inform project recommendations. The Task Force recommends the School Board select from the following new and/or remodeled project options to meet 2021-22 and 2029-30 capacity needs. The expectation is that the implementation of these projects would be staged, as necessary, over the next 15 years. During that time, growth projections for the near- to mid-term will become even more refined. As time passes and the planning horizon extends, projects may need to be differently sized or staged to accommodate new longer-range growth projections (beyond 2029-30).

The Task Force believes these are the most reasonable means to address the lack of capacity issues.

The Task Force acknowledges this list does not address all aging facilities. Recognizing the urgency of capacity needs, the Task Force prioritized addressing aging facilities that could also add capacity when remodeled or replaced.

Assumptions incorporated into this table:

- All capacity needs reflect the reduced K-3 class sizes as prescribed in the McCleary decision. See Table 4 for data on school capacity and needs scenarios.
- The Task Force also recommended additional non-build strategies the district should consider to help meet the need. The projects in the table are designed to be used in conjunction with those non-build strategies that are implementable. See Recommendation 5, c.
- As stated in Recommendation 5, a-3, the Task Force did not consider portables as a long-term solution. The table assumes permanent capacity needs.

The Task Force recommends the capital projects by learning community summarized in Table 7 and detailed in 5, h-1:

TABLE 7. PROPOSED CAPITAL PROJECTS NEEDED THROUGH 2029-30

	Juanita Learning Community	Lake Washington Learning Community	Redmond Learning Community	Eastlake Learning Community
Capacity shortfall by 2021-22 & 2029-30	403 487	571 846	182 523	176 17
High school	Remodel or replace Juanita HS, increasing capacity to 1,800 (↑ 504)	Build an addition at Lake Washington HS, increasing capacity to 1,985 (↑ 500) AND Add a new choice HS with capacity of 600	Add a new choice HS with capacity of 600, in one of these two learning communities OR Add an addition to Redmond HS increasing capacity to 2241 (↑ 372)	
Capacity shortfall by 2021-22 & 2029-30	181 162	166 240	730 902	27 42
Middle school	<ul style="list-style-type: none"> - Remodel or replace Kamiakin MS, increasing capacity to at least 900 (↑ 321), including a choice school - Build an addition at Finn Hill MS, increasing capacity to 800 (↑ 125) through the 2029-30 horizon if needed 	Additional project may be needed to meet capacity needs for 2029-30	<ul style="list-style-type: none"> - Build a new school with capacity of at least 900 - Remodel or replace Evergreen MS*, increasing capacity to at least 900 (↑ 104) 	
Capacity shortfall by 2021-22 & 2029-30	379 430	1275 1541	1815 2204	531 645
Elementary school	Additional project may be needed to meet capacity needs through 2029-30 horizon	<ul style="list-style-type: none"> - Build 1 or 2 new schools, with capacity of 550 each - Remodel or replace Kirk ES, increasing capacity to at least 550 (↑ 190) 	<ul style="list-style-type: none"> - Build 3 new schools, capacity of at least 550 each - Replace, refurbish, or relocate Explorer** 	<ul style="list-style-type: none"> - Remodel or replace Mead ES, increasing capacity to at least 550 (↑ 158) - Remodel or replace Alcott ES (↑ 190) or Smith ES (↑ 170) with a capacity of at least 550 may be needed to meet capacity needs through 2029-30
Capacity shortfall by 2021-22 & 2029-30	Included in elementary needs		Included in elementary needs	
Preschool	Consider building or repurposing a purchased structure		Consider building or repurposing a purchased structure (e.g., remodel Old Redmond School House)	

Each number indicates the projected capacity shortfall for the 2020-21 and 2029-30 school years, respectively. When the second number is smaller, this indicates that, based on projected future enrollment, the capacity shortfall is projected to be less for 2029-30.

*Evergreen Middle School is a split feeder pattern school, meaning it feeds into both Redmond and Eastlake high schools.

**Explorer Community School relies on portables for its long-term capacity; however, these portables are aging and will need to be replaced in the planning horizon. Northstar and Renaissance middle schools use modular buildings to form the school facility community. Modular buildings are different from portables in that they sit on permanent foundations and are designed for long-term use.

Additional information about the table:

1. *McCleary Impact on School Size.* Currently, new school capacity calculations are based on a planned 24 regular classrooms. Resource, music and art rooms are in addition, and not included in this capacity number. Under reduced class size called for in the McCleary decision, 28 classrooms will be needed for elementary schools in order to maintain 550 student capacity. Secondary capacity is not affected by the McCleary decision, so current class size calculations are used.
2. *Geographic Limitations.* King County's school siting task force has required future schools to be sited within the growth management area. The Task Force's planning assumptions assume compliance with this requirement, as well as compliance with all of the existing limitations that might impact the ability to develop particular parcels the school district may have in its portfolio. The implications of this assumption are that parcel availability and cost are the biggest economic constraints to manage in new school siting.
3. *Potential Parcel Limitations and Choice Schools.* The partial limitation identified in the previous item will have an impact on the district's ability to pursue large school footprints outside of existing parcels and schools in the district's portfolio. The state recommended size for a comprehensive high school is 40 buildable acres allowing for inclusion of athletic fields and other requirements in addition to the physical structure. Choice high schools allow for a smaller land parcel, since students interested in athletics access the facilities and programs at their home school. Choice middle and elementary schools can also use smaller footprints than traditionally sized schools. While community support for choice schools is not unanimous, there is strong support as evidenced by choice oversubscription and the comments heard from the community during this Task Force process. However, as discussed in Recommendation 5, f-4, some are concerned about equitable access to choice school programs for all students. Therefore, many of the Task Force project recommendations look at the potential for locating choice school programs within existing or expanded school facilities, and to move away from the strategy of only standalone choice schools, which limit access for students with varying support needs due to small building populations and facility size.
4. *Portables' Impact on Capacity Needs.* The capacity requirements also reflect a decision made by the Task Force around portables. As identified in an earlier recommendation,

the Task Force made a decision early in the process that portables are not a viable long-term solution to capacity issues. Portables have become a de facto long-term solution in many locations. The Task Force learned that roughly 13.6 percent of the district's total school capacity is in portables. While portables do address capacity issues in a less-expensive fashion, depending on the quality and age of the portables, they also have a number of negative aspects. These include weather exposure as students transition from one classroom to another (especially in middle and high schools), a lack of running water and/or bathroom facilities, and security concerns of free-standing classrooms. As a result of these and other concerns, the Task Force determined that portables are not an appropriate long-term strategy to meet capacity needs. The Task Force acknowledges, however, that portables may provide necessary transitional (gap-bridging) solutions for addressing capacity. It should also be noted that portables have been used by the district as a specific longer-term strategy to house some smaller-sized choice schools. Both the intent and practice of limiting the use of portables is reflected in the capacity requirements outlined for the long term.

5, h-1. The Task Force recommends the School Board

consider the following project options to meet 2021-22 and 2029-30 capacity needs as the most reasonable means to address the lack of capacity and aging school issues. In addition to these projects, the Task Force also requests the district consider the innovative/alternative approaches identified in Section 5, h-2.

I. Juanita Learning Community Projects

High School - Capacity Needs

Capacity shortfall of 403 high school seats for the 2021-22 school year, and capacity shortfall of 487 high school seats by 2029-30 is projected for the Juanita Learning Community.

High School - Solutions

Rebuild/Remodel Juanita High School. Built in 1971, Juanita HS is the oldest school in the district and is currently facing many aging school challenges. It is assessed as "fair" in accordance with the State Asset Preservation Program criteria. There are currently eight portables in use on campus, assessed in quality from "fair" to "poor." The school does not align with the district's current educational design specifications. Remodeling or fully replacing Juanita HS would address the aging issues, and increasing the capacity to 1,800 would provide an additional 504 seats, bringing it in line with the size of other high schools in the district. To meet the needs expressed

by that learning community, the district should also look at retaining the Field House as feasible, and explore the possibility of including performing arts capacity similar to other high schools. Juanita High School is over 30 years old, qualifying it for state construction funding assistance to modernize or replace the school.

Middle School - Capacity Needs

Capacity shortfall of 181 middle school seats is projected for the 2021-22 school year, and remains relatively level at 162 middle school seats needed by 2029-30.

Middle School - Solutions

Remodel or replace Kamiakin MS. Kamiakin was built in 1974, and has been assessed as “fair” in accordance with the State Asset Preservation Program criteria. The school has seven portables that are all more than 20 years old. The school also does not align with educational design specifications. A revision to the school (either through a remodel or replacement) could increase capacity to 900, adding 321 seats. Kamiakin is over 30 years old, qualifying it for state construction funding assistance to modernize or replace the school.

Migrate or Establish a Choice School at Kamiakin MS. The remodel of Kamiakin could be considered in conjunction with one or two of the choice middle schools being relocated to this campus as necessary to alleviate capacity issues facing Rose Hill Middle School. Alternatively, an additional choice school could be developed to work on the campus, which would help create smaller learning communities within the now larger school.

Build an addition at Finn Hill. When Finn Hill was modernized in 2011, it was designed to accommodate an addition to the existing building. This addition would increase capacity by 125 seats to 800 total. While Finn Hill does not have capacity issues, this added capacity could provide relief to other middle schools in the learning community.

Elementary School - Capacity Needs

Capacity shortfall of 379 elementary school seats is projected for the 2021-22 school year, growing to 430 by 2029-30.

Elementary School - Solutions

Project to Add Capacity. An additional project may be needed to meet capacity needs through the 2029-30 horizon if sufficient space is not made available by the following preschool strategy.

Move Preschool to Acquired/Rebuilt/Rented/Leased Space.

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. Alternatives could include capital projects, i.e., purchasing or building facilities, or they could also include renting or leasing space from other organizations to house these programs, similar to other districts in the area. The Task Force learned that renting or leasing space could not be funded with capital funding due to state law. Rather, funding for lease or rent would come from the district’s operations budget.

II. Lake Washington Learning Community Projects

High School - Capacity Needs

Capacity shortfall of 571 high school seats is projected for the 2021-22 school year, growing to a total of 846 high school seats by 2029-30.

High School – Potential Solutions

Addition to Lake Washington High School. When Lake Washington High School (LWHS) was modernized in 2011, it was designed for additions to the existing building. Adding classrooms at LWHS could increase capacity to 1,985, adding 500 seats. This addition would provide most of the projected capacity needs by 2021-22, and would cover more than half of the needs projected by 2029-30.

Create a New Choice High School. The addition of a new standalone choice high school could address the remaining capacity requirement, equity, cost effectiveness and the demand for additional choice school seats. A choice school sited in the Lake Washington learning community could provide up to an additional 600 seats to help cover the current gap between expansion of LWHS and the overall 846 seat requirement projected for 2029-30. The implementation of a choice school could also help manage the fluctuating capacity demands between Juanita and Lake Washington Learning Communities.

Middle School - Capacity Needs

Capacity shortfall of 166 middle school seats is projected for the 2021-22 school year growing to 240 seats needed by 2029-30.

Middle School – Potential Solutions

Project to Add Capacity. An additional project may be needed to meet capacity needs for 2029-30.

Elementary School - Capacity Needs

Needed capacity of 1,275 elementary school seats is projected for the 2021-22 school year, growing to a need of 1,541 by 2029-30.

Elementary School – Potential Solutions

Build one or two new schools. One to two new schools will likely be required with capacity of 550 each. These schools could be used to alleviate the crowding currently impacting other elementary schools across the learning community that is being met by portables.

Remodel or Replace Kirk ES. Kirk ES was built originally in 1975, is currently assessed as “fair” in accordance with the State Asset Preservation Program criteria and does not meet the current educational design specifications. There are currently three portables that are 19 to 28 years old. The school could be remodeled or replaced in a manner that increases the school’s capacity to at least 550, adding another 190 seats. Kirk is over 30 years old, qualifying it for state construction funding assistance to modernize or replace the school.

Move Preschool to Acquired/Rebuilt/Rented/Leased Space. Existing preschool classes at Rush ES take classroom space that could be used for meeting K-5 capacity needs. Alternatives could include capital projects, i.e. purchasing or building, or they could also include renting or leasing space from other organizations to house these programs, similar to other districts in the area. The Task Force learned that renting or leasing space could not be funded out of capital funding due to state law. Rather, funding for lease or rent would come from the district’s operations budget.

III. Redmond Learning Community Projects

Given the feeder patterns of the Redmond and Eastlake learning communities, some of the projects for these communities will be outlined in both sections. Potential solutions that could serve one or both communities are indicated with abbreviations after the project header.

High School - Capacity Needs

Capacity shortfall of 182 high school seats is projected for the 2021-22 school year, and 523 high school seats for the 2029-30 school year.

High School – Potential Solutions

Add a choice high school in the Redmond or Eastlake learning community. The addition of a new choice high school addresses

capacity and the demand for additional choice school seats. A typical comprehensive high school requires 40 buildable acres to accommodate athletic fields in addition to the physical structure. A choice high school allows for a smaller land parcel, since students interested in athletics access the facilities and programs at their home school. A choice school sited in the Redmond/Eastlake learning communities could provide the needed additional seats projected for 2029-30, and could provide the capacity for the high-demand program within the communities. The implementation of a choice school, in lieu of an addition to Redmond High School, would help manage the fluctuating capacity demands projected between the two learning communities. Eastlake has a significant moderate-term need which are projected to decrease by the 2029-30 horizon.

Addition to Redmond High School (RHS). Adding classrooms at RHS could increase capacity to 2,241, adding 372 seats. This addition would provide for needed capacity by 2021-22 and over half of the need by 2029-30. An addition to the existing school on the current site adds capacity without requiring additional land purchase. Any addition would need to address core facilities (e.g., cafeteria, library, etc.) and concerns expressed by the community over the ability of the core facilities to meet the needs of the student population.

Middle School - Capacity Needs

Capacity shortfall of 730 middle school seats is projected for the 2021-22 school year, growing to needed capacity of 902 seats for the 2029-30 school year.

Middle School – Potential Solutions

Build a new middle school. An additional middle school with a capacity of 900 students is recommended. This moderate-term need would create a third middle school within the Redmond learning community.

Remodel or replace Evergreen Middle School (RLC/ELC). Evergreen is a split-feeder school, meaning that students may move on to either Redmond High School or Eastlake High School, depending on their residence within the school boundaries. Evergreen was originally built in 1983. It is currently assessed as “fair” in accordance with the State Asset Preservation Program criteria and does not meet the current educational design specifications. There are currently nine portables 24 to 26 years old and four new portables are being added. The school could be remodeled or replaced in a manner that increases the school’s capacity to at least 900, adding another 104 seats. Evergreen is more than 30 years old, qualifying it for state construction funding assistance to modernize or replace the school.

Elementary Schools - Capacity Needs

Capacity shortfall of 1,815 elementary school seats is projected by 2021-22, growing to 2,204 seats needed by 2029-30.

Elementary – Potential Solutions

Build three new elementary schools (RLC). Three new elementary schools, each able to house 550 students, will be needed.

Replace, refurbish, or relocate Explorer. Explorer choice school consists of several portables grouped together. These portables range in age from 25 to 29 years, and are assessed as poor in accordance with the State Asset Preservation Program criteria. The Task Force recommends addressing this issue by replacing the portables, refurbishing them, or relocating the Explorer School to another facility.

Move Preschool to Acquired/Rebuilt/Rented/Leased Space. Existing preschool classes at Rockwell and Dickinson elementary schools take classroom space that could be used for meeting K-5 capacity needs. Alternatives could include capital projects, i.e., purchasing or building, or they could also include renting or leasing space from other organizations to house these programs, similar to other districts in the area. The Task Force learned that renting or leasing space could not be funded out of capital funding due to state law. Rather, funding for lease or rent would come from the district's operations budget. In these learning communities, one alternative could be to remodel the Old Redmond School House for a shared preschool for both Redmond and Eastlake. The Old Redmond School House is owned by the district and leased to the City of Redmond.

IV. Eastlake Learning Community Projects

Given the feeder patterns of the Redmond and Eastlake learning communities, some of the projects for these communities will be outlined in both sections. Potential solutions that could serve one or both communities are indicated with abbreviations after the project header.

High School - Capacity Needs

For the 2021-22 school year, there is a projected capacity shortfall of 176 high school seats. This need is expected to decline slightly to a capacity shortfall of 17 high school seats for 2029-30, indicating flat or declining enrollment between 2021-22 and 2029-30.

High School – Potential Solutions

Add a choice high school in the Redmond or Eastlake learning community. The addition of a new choice high school addresses capacity and the demand for additional choice school seats. A typical comprehensive high school requires 40 buildable acres to accommodate athletic fields in addition to the physical structure. A choice high school allows for a smaller land parcel, since students interested in athletics access the facilities and programs at their home school. A choice school sited in the Redmond/Eastlake learning community could provide the needed additional seats projected for 2029-30, and could provide the capacity for the high-demand program within the communities. The implementation of a choice school, in lieu of an addition to Redmond High School, would help manage the fluctuating capacity demands projected between the two learning communities. Eastlake has a significant moderate-term need which are projected to decrease by the 2029-30 horizon.

Middle School - Capacity Needs

Capacity shortfall of 27 middle school seats is projected for the 2021-22 school year, and 42 seats are needed for the 2029-30 school year.

Middle School – Potential Solutions

Remodel or replace Evergreen Middle School (RLC/ELC). Evergreen is a split-feeder school, meaning that students may move on to either Redmond High School or Eastlake High School, depending on their residence within the school boundaries. Evergreen was originally built in 1983. It is currently assessed as “fair” in accordance with the State Asset Preservation Program criteria and does not meet the current educational design specifications. There are currently nine portables 24 to 26 years old and four new portables are being added. The school could be remodeled or replaced in a manner that increases the school's capacity to at least 900, adding another 104 seats. Evergreen is more than 30 years old, qualifying it for state construction funding assistance to modernize or replace the school.

Elementary Schools - Capacity Needs

Additional needed capacity of 531 elementary school seats is projected by 2021-22, and 645 seats needed by 2029-30.

Elementary – Potential Solutions

Remodel or replace Mead/Smith/Alcott (ELC). The Task Force's recommendation reflects that a remodel/replacement could be equally appropriate at Mead, Smith or Alcott in the long-term. Mead became eligible for state construction fund assistance

in 2009. Smith and Alcott both become eligible in 2016. Mead was built in 1979; Smith and Alcott were built in 1986. All schools are currently assessed as “fair” in accordance with the State Asset Preservation Program criteria and do not meet the current educational design specifications. Mead has six portables from 24 to 28 years old, Smith has eight portables from 19 to 28 years old, and Alcott has eight portables from 7 to 28 years old. An additional four new portables are being added to Alcott.

Move Preschool to Acquired/Rebuilt/Rented/Leased Space.

Existing preschool classes at Blackwell ES take classroom space that could be used for meeting K-5 capacity needs. Alternatives could include capital projects, i.e. purchasing or building, or they could also include renting or leasing space from other organizations to house these programs, similar to other districts in the area. The Task Force learned that renting or leasing space could not be funded out of capital funding due to state law. Rather, funding for lease or rent would come from the district’s operations budget. In these learning communities, one alternative could be to remodel the Old Redmond School House for a shared preschool for both Redmond and Eastlake. The Old Redmond School House is owned by the district and leased to the City of Redmond.

5, h-2. The Task Force encourages the district to evaluate and consider these alternative size, program and building/built project possibilities over the planning period.

Background: A number of ideas emerged that the Task Force did not have time to fully discuss or vet. These ideas arose because of constraints on available parcels, concerns raised by some Task Force and community members over the growing size of schools, and the desire of some to challenge the district to think towards the future when considering educational facilities. As they were not fully explored by the full Task Force, they are included here for the district’s consideration. The Task Force strongly recommends the district balance the urgency of addressing capacity needs with a commitment to looking for and seriously considering innovative and creative ideas to address these issues over time.

Most of the ideas described build from the best aspect of “choice” schools: their flexibility. Choice schools can differ by size, governing curriculum concept, hours of operation, location, virtual/standard learning environment hybrid, and other factors. Many of the project ideas listed here leverage this flexibility. The ideas are based on the assumption that, as opposed to pursuing a traditionally-sized and -located school for every new project listed in the table, the

district could pursue multiple smaller choice schools with available parcels or acquire/lease existing built facilities where economical. These ideas open up more location options while also addressing some community concerns about schools becoming too large. These ideas are not mutually exclusive; in fact, many of them could be considered in combination. The “Urban School” idea located in the specific project suggestions is an example of a project that leverages many of these ideas. The Task Force recommends that the educational benefits and economic feasibility of these ideas should be evaluated and shared with the community.

Explore Non-Traditional Locations and Alternatives

- *Consider Leasing or Converting Commercial Facilities.* The district should be open to other approaches beside the traditional capital build model. This could include renting facilities, or finding existing space that could be refurbished for use for a school. This could be cost prohibitive in some circumstances, but should be considered a viable option for exploration, even where it involves pursuing alternative sources of funding (e.g., renting or leasing cannot, by law, be funded through a capital projects bond).
- *Partnerships with Public/Private Entities.* As part of these approaches, looking at ways to collaborate with municipalities or others on projects will be important. Ideas here varied from looking at joint capital projects with municipalities around sports facilities to sharing space with existing groups by renting unused community space.
- *Multi-Building Campus Opportunity.* One example of an innovative approach to building that leverages these ideas is the notion that not all facilities for a school need to be located on one campus. Especially in the case of schools located in more dense urban areas, using other facilities available outside of the main school location (e.g., King County Library system or municipal pool facilities) could be considered.

Explore Innovative Program Approaches

- *Leveraging Virtual, Online and Off-Campus Programs.* In order for Running Start, online learning and other options to be effective options for reducing lack of classroom capacity, they need to do two things. These strategies need to reduce the students’ presence at a school for a couple of hours during the day, and they need to predictably and consistently reduce the total number of students at the school at any one time.
- *Multi-Age Schools.* The projects outlined in Table 7 provide each school level with its own facilities. Opportunities for multi-age campuses of any and all combinations could

be considered (e.g., Kamiakin could be rebuilt to house elementary and middle school students). This is currently done in the district at the International Community and Community schools, covering grades 1-12 on the same campus.

- *Home School Support.* The Task Force suggests the district continue to observe long-range trends in home schooling and other alternative school choices. The district should ensure that appropriate support is provided for families enrolled in the district Parent Partnership Program at Emerson K-12, since growth in these programs could reduce the overall capacity need required to serve the community.

This would support those families or students who find that tempo more attractive. It would also provide the district some meaningful experience with multi-tracking to better understand the impacts and implications.

- *Multi-Track + Online Choice High School.* The second innovative idea raised by community members involved a multi-track option with a much shorter cycle (weekly). In this example, 1/5 of the students in the school would work from home one day per week. In this case, it would increase the capacity by 20 percent and provide an alternative path for students who enjoy independent work as part of their curriculum.
- *Fifth Comprehensive High School/New Model for Comprehensive High School.* A full comprehensive high school was not included in the list of projects provided by the district. The district had previously considered a fifth comprehensive high school as part of moving to a 9-12 high school system. At that time, a decision was made to add high school capacity through the addition of a choice high school rather than a comprehensive high school. This was because 1) the capacity needed at the time was less than that of a full comprehensive high school and 2) the associated costs with a comprehensive high school needing a 40-acre parcel. Some community members have suggested the district consider a fifth comprehensive high school. Some Task Force members suggested considering whether a different sized (smaller) comprehensive high school is feasible.

Specific School Projects

- *Urban School.* Combining many of these ideas could support the notion of more “urban” schools located in more densely populated areas. An urban school could be rightsized for the number of students supported. These students could attend school at the main location as well as other nearby facilities. The main location could be located in a leased facility or a built facility with a smaller footprint. This facility could be developed in conjunction with others (e.g., the municipality) and could be available for other community use after school hours. Using downtown Kirkland as an example, students could take classes at the main facility, at the nearby library, or in the Kirkland Performance Center (all of which are not in full use during school hours). The school could leverage the existing sports facilities where appropriate. This model could be applied to any level of school, or could be used to create a multi-level school (e.g., grades 6-12).
- *Double-Shifted Choice High School.* While the option of double shifting was met with resistance by the community, creating a single double-shifted choice high school was suggested by some. If done in combination with some online learning to shorten the school day for each shift, this option could provide flexibility for high school students who prefer a particular schedule. This could support different learning styles and the desire for some students to work or participate in alternative activities. In the case of those parents who work later shifts, it also provides some families more opportunities for time together if their work and their student’s school schedules are more in alignment.
- *Multi-Track Choice High School.* While converting the entire district at all levels to a year-round multi-track schedule is not a popular option, some community and Task Force members found the idea of a multi-track, choice high school attractive.

IF WE CAN'T BUILD QUITE ENOUGH OR FAST ENOUGH

The Task Force recognized that capital funding may not be available to implement all their recommendations in the timeframe needed to meet forecasted growth. To plan for this case, the Task Force identified strategies that could help bridge the gap.

5, i. Use Temporary Strategies

5, i-1. If the district faces an unexpected or accelerated increase in enrollment and needs to temporarily implement capacity strategies to meet this immediate need, the Task Force recommends the district implement the following strategies, prioritized in order based on feedback from the community:

- Move district-wide non-school community-based programs (such as Quest, Special Education Learning Centers and Preschool) within the district as possible to take advantage of available capacity
- Add teacher planning rooms in middle and high schools where needed so classrooms can be used all periods of the day
- Temporarily increase portable classrooms
- Change school attendance boundaries in order to use any available capacity
- Limit (or eliminate) all-day kindergarten classes (if allowable under state guidelines)
- Temporarily reduce the allocation of specialized spaces, i.e., art/science and music rooms
- Temporarily increase class size

5, i-2. If the district cannot raise the full amount of funding to implement the Task Force's new school recommendations, it should pull from the same suite of strategies as in Recommendation 5, i-1 to address unmet capacity needs.

IF WE CAN'T BUILD AT ALL

The Task Force recognized capacity needs must still be met even if no capital funding is available and the predicted growth occurs. While not generally desired by the Task Force or the community, after a careful examination of alternatives, the Task Force determined that year-round multi-track school was the only viable solution to meet the capacity needs in the case of no capital

funding. This strategy would increase available classroom capacity by 25 percent, district-wide. The Task Force also recognized that this solution does not address the aging facility needs.

5, j. Capacity Needs Must Still Be Met

If the district is unable to raise capital funds for these proposed recommendations, the Task Force recommends, based on current conditions, that the district implement a year-round multi-track schedule to address system wide lack of classroom capacity.

While not preferred, this is the only viable strategy that would completely meet the need, over the planning period, without capital funding. This strategy should be used when it has been determined capital funds will not likely be secured and other available strategies do not adequately meet capacity needs.

ONGOING COORDINATION AND ENGAGEMENT

The Task Force learned a great deal throughout its deliberations about planning for long-term facility challenges and the complexity of planning and managing a capital program. The group strongly believes the broader community should be kept informed and consulted as the district continues to make difficult choices about facility needs.

5, k. Engage the Community

5, k-1. The district should provide transparency and opportunities for additional feedback from the community on the two long-term facility challenges – lack of classroom capacity and aging facilities.

5, k-2. The district should consider establishing a small expert advisory group to review design and construction of funded projects.

5, k-3. The district should consider developing an ongoing means to continue to engage the community in long-term facilities planning issues. This could include reconvening a Long-Term Facilities Task Force periodically to check in on progress on the long-term facilities plan or having an ongoing advisory committee. To stimulate broader interest and solicit additional feedback on its draft recommendations, the Task Force pursued active engagement, presentations at individual school events (Curriculum Nights, PTSA meetings, Parent Association Meetings, etc.) to augment the online and print communications and informational forums held in each learning community in the district. This active, multi-method engagement with the community increased participation in the final in-person town hall meeting and the online open house, leading to the following recommendation.

5, k-4. The district should use multiple tools, online, print and in-person, to provide opportunities for ongoing engagement about facility challenges, including both at the school level and in venues that reach the broader community.

The Task Force solicited feedback from the district on how its recommendations would be used. The district shared that the recommendations would be provided to future groups charged with developing recommendations for needed funding measures. The district noted the recommendations would also inform the district's capital planning processes. The district provided the following graphic (Figure 8) to identify how its planning processes will potentially be informed by the Task Force's recommendations.

The Task Force reviewed the information through the lens of a strong commitment to ongoing coordination and community engagement by the district. The Task Force identified areas within the district's processes where the district should focus efforts on transparency, informing and engaging the community. This is indicated in the graphic by two levels of communication: Inform – actively share information about the district's processes, decisions and progress; and, Engage – seek input and advice from the community on decisions.

5, k-5. Transparency should continue to be a value demonstrated by the district in its capital planning processes. The district should focus efforts to inform the community by proactively sharing information in planning steps to assess current conditions and forecast future needs. Engagement processes to seek feedback should be done during the steps to develop plans to meet the identified needs and in implementing plans for specific projects. Engagement should also occur as part of the processes to evaluate and monitor the district's capital planning.

HOW LONG-TERM FACILITIES PLANNING TASK FORCE RECOMMENDATIONS WILL INFORM THE LAKE WASHINGTON CAPITAL FACILITIES PLANNING PROCESS

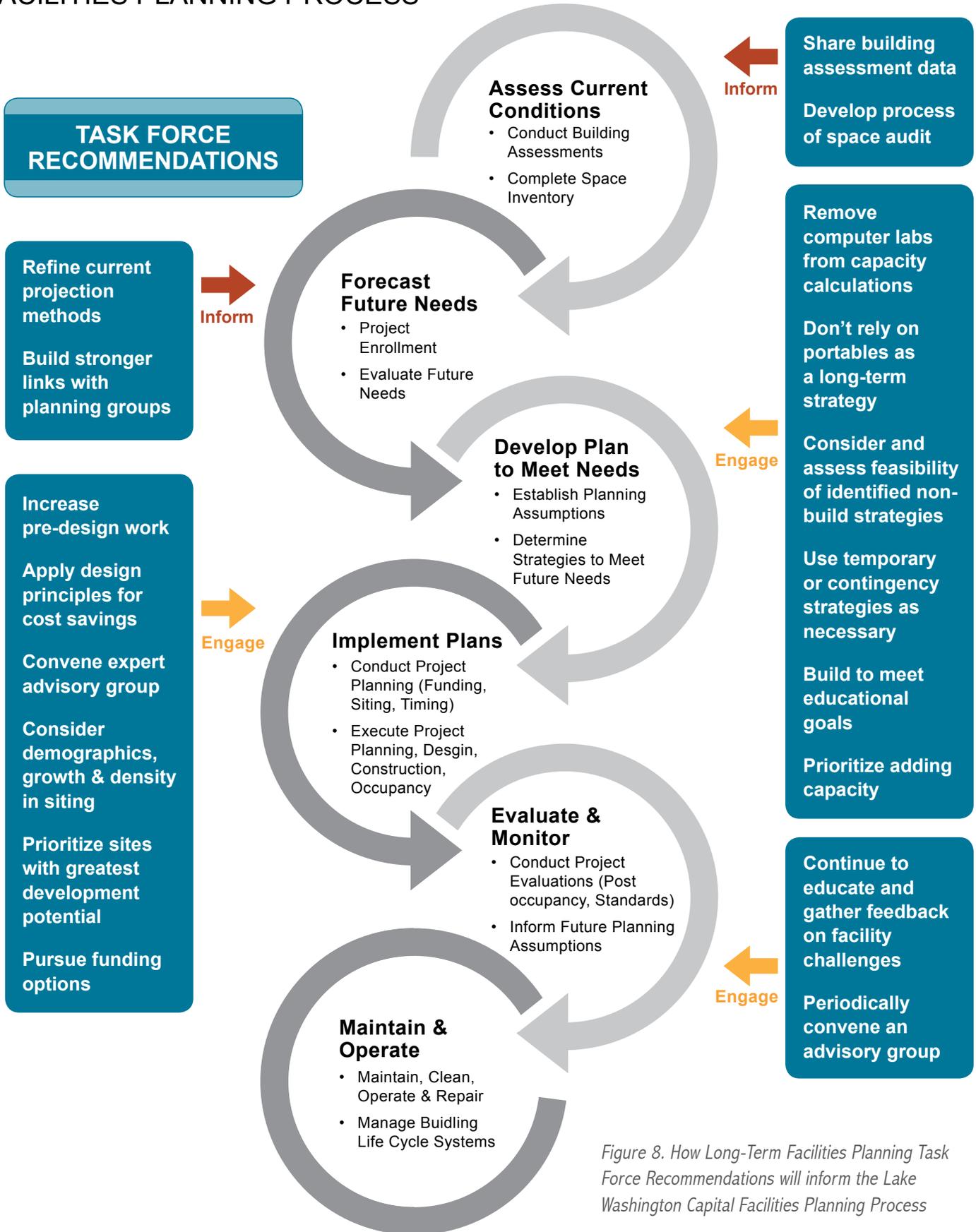


Figure 8. How Long-Term Facilities Planning Task Force Recommendations will inform the Lake Washington Capital Facilities Planning Process



SECTION 6: WRAP-UP AND NEXT STEPS

In November 2015, the Task Force submitted its final recommendations to the School Board. In the following weeks, the School Board will review and act on the recommendations.

The School Board will also use the recommendations as it develops, if desired, a bond advisory committee and as it updates the Capital Facilities Plan. The Task Force's recommendations will be referenced for years to come as the district continues to plan its facilities to best serve the community.

APPENDICES

APPENDIX A: FREQUENTLY ASKED QUESTIONS

Facilities planning

How do new school buildings support the district's vision of "future ready" students?

New school facilities are based on the district's [Educational Specifications](#). This document provides guidelines for planning and design of educational facilities. It connects the school district's educational philosophy with the built environment (site and building).

The vision of the Educational Specifications is grounded in the [Mission and Vision of the District as well as its Guiding Principles and Student Profile](#). The Guiding Principles describe the learning environments in the district. Those learning environments are required to foster every student's ability to learn the knowledge, skills and attributes specified in the Student Profile. The Educational Specifications are crafted with an understanding of where the district is now and the assumptions and givens that frame the direction of educational delivery. Then it is expanded through an understanding of national trends in education and possible futures for the district.

If the district is in the process of building a new school and enrollment projections increase, can the district adjust the plans for the school to accommodate the projected growth?

School construction projects, like any building project are shaped by several milestones. First is the setting of the project budget, which sets the financial parameters for a project. These financial parameters are set as part of a funding measure such as a levy or bond. Significant increases in the school size and square footage cost more to build and would be beyond the established financial parameters for the project.

The design and permitting stages are also important milestones that set project parameters. Some changes not anticipated during the original planning may be able to be accommodated. Once a project is designed or permitted, changes require designs, drawings and permits to be changed or updated. The redesign and

updating of permits would add time as well as costs to the project, in addition to the added cost to construct a building with larger square feet.

When designing schools, does the district take the cost of operating them into account?

The district does indeed consider the cost of operations into account when designing schools. For example, polished concrete floors do not require waxing or buffing, so custodial time is reduced. Design decisions are reviewed from the point of view of their impact on cleaning, maintenance and other operational costs.

How does the district work with the state of Washington on school construction?

District staff members work directly with the State's Office of the Superintendent of Public Instruction (OSPI) on the state's School Construction Funding Assistance program. This work concerns qualification and application for state school construction funds. For state-funded projects, the district must complete a comprehensive process. Information must be submitted to the state throughout the design, bid and construction phases of the project.

District staff members also participate in a number of school construction-related committees that advise at the state level, including: OSPI Technical Advisory Committee and the Washington Sustainable Schools Committee. Staff has also participated in ad hoc advisories such as a recent OSPI group working on a report to the legislature regarding "stock" vs. "prototypical" schools, and providing feedback to OSPI Facilities staff on updating their website regarding school construction.

In addition, the district completes a number of surveys and assessments of district facilities required by the state. These reports include: the State Study and Survey; the Asset Preservation Program Building Condition Analysis – part of the Information and Condition of Schools; and, a new requirement to report classroom occupancy use.

In addition, the Superintendent, School Board and staff inform state and local legislators of district construction challenges and successes.

Could the district partner with the cities or county to use, build or enhance school facilities?

The district can and has partnered with local governments to enhance school facilities. These partnerships occur when there is a mutual benefit to both agencies. Since the district and cities both have missions that include providing recreational facilities or programs, this has been the most common partnership.

Both the City of Kirkland and Sammamish have partnered to upgrade fields on district school grounds. Other partnerships have been explored for expanding gyms to better accommodate community use. The district partnered with the City of Redmond to execute a long-term lease for the Old Redmond School House Community Center when the district built a new school on the site. When the district accepted state construction assistance for the new school, it agreed to no longer use the old building for K-12 education.

Building

What limits the district from building new schools?

The district must have adequate funding for the construction of a new school in addition to a site appropriate to the project. Projects must also go through regulatory agencies and processes such as the State Environmental Protection Act. Projects often require a conditional use permit from the jurisdiction in addition to a construction permit.

How much lead time does the district need to build a new school?

Once funding has been secured, the estimated timeline (based on the current process) for design, permitting and construction depends on the level of the school. Generally, the time required to design, permit and construct an elementary school is 30 months. For middle schools it is 42 months and high schools require 66 months. Timelines for specific projects may vary based on land use processes or site specific issues.

Why has the district built new school structures next to old structures, and then torn down the old structure? Is this the only option for building new schools?

The district has used this strategy, called “new-in-lieu” by the State of Washington, on many of the recent projects included in Phases 1 and 2 of the district’s [Modernization Program](#). Another option for upgrading aging facilities and bringing them up to current education specifications is to remodel the existing facility. The district conducts a cost analysis ([see sample report](#)) for each

project to determine whether to remodel the existing building or build a new building in lieu of remodeling.

Housing students during construction is a major consideration. In a “new-in-lieu” project, students are housed in the existing “old” school building while a new school is constructed on the same site. Once the new building can be occupied, the “old” building is torn down. Field and site work finish the project.

When a major remodel is done to an existing building, a plan for housing students during the remodel is required. A major remodel requires more time to accomplish than can be done over summer vacation. The district does not have vacant schools to move students into. Housing students during this type of project generally means portables must be brought onto the site for the construction timeframe. These temporary portables add to the overall cost of the remodel project and are factored into the cost analysis of these two methods.

Additionally, remodel projects require multiple phases to do work around the school while it is in operation. Phasing the construction project extends the project timeline and adds to the cost of the project. These are the two major reasons why the cost analysis often favors building a new building in lieu of a remodel.

Enrollment

How do you know how many more students are coming?

The district carefully tracks development, births and other factors that affect enrollment projections. The district learns where developments are planned and keeps in touch with the developer to collect the latest information on their timeline for building and for sales. The district tracks carefully how many students come out of which type of development in what area of the district to predict the number of students who will come from new developments. King County births are tracked to determine how many of those children likely will end up in our schools in kindergarten in five years’ time. The district also knows who is currently in our schools and the likely retention rates through each grade.

Are there grades or schools where projected growth is greatest?

Since approximately 2007, classes of students entering kindergarten and first grade have been growing. These larger classes are progressing through the grade levels while the previous smaller classes graduate. Those larger size classes have now made it through elementary school and middle schools and now are moving into high school, resulting in the greatest increase in enrollment at the high school level over the next several years.

Specific schools also see varying levels of growth, with the greatest increased enrollments expected in the schools feeding into both Redmond and Lake Washington high schools.

How accurate have the district's past enrollment projections been?

The district tracks its six-year capital facilities plan projections and compares each projection to the actual enrollment that occurred for the year of the projection. Six-year capital facilities projections have been within + or – 3 percent points of actual enrollment districtwide.

Capacity

What does capacity mean, and how does the district calculate capacity?

School capacity describes how many students a school can hold. It considers the number of classrooms in a school and the number of students each classroom holds, based on:

1. Class size
2. The spaces needed to provide required programs for students, such as all-day kindergarten and remediation
3. Specialized space needs (i.e., computer rooms, music rooms)

The formula for calculating elementary school capacity is:

Total classrooms minus classrooms dedicated to programs & specialized space needs times average class size (currently 23 in LWSD)

For middle and high schools, a classroom utilization rate is also applied. Traditionally, teachers have used their classrooms for planning during their planning period. Schools that provide other spaces for teachers to use can schedule another class in that classroom during that planning period. That increases the utilization rate.

The formula for calculating middle school capacity is:

Total classrooms minus classrooms dedicated to programs & specialized space needs times average class size (currently 30) times building utilization rate (70 percent for schools without teacher planning rooms and 83 percent for schools with teacher planning rooms)

The formula for calculating high school capacity is:

Total classrooms minus classrooms dedicated to programs & specialized space needs times average class size (currently 32) times building utilization rate (70 percent for schools without

teacher planning rooms and 83 percent for schools with teacher planning rooms)

How does class size impact a building's capacity?

Average class size impacts capacity as it determines the number of students in a given course or classroom. If average class size increases, then the number of students per classroom increases. As a result the capacity of the building to house students also increases. If average class size decreases, then the number of students per classroom decreases. As a result the capacity of the building to house students also decreases.

What are the district's standards for capacity?

King County Code 21A.06 refers to a “standard of service” that each school district must establish to ascertain its overall capacity. The district’s “standard of service” is explained on pages 7-9 of the district's [Six-Year Capital Facilities Plan](#).

How does the state of Washington influence the district's capacity?

The State influences the district's capacity through funding related to the district's Standard of Service. Funding to hire teachers comes primarily from the state. That funding is generated via a formula based on the number of students. As such, state resources are a significant driver of average class sizes. State funding for special programs may also result in classrooms dedicated to programs or specialized spaces. Both average class size and use of classrooms for other instructional programs affect capacity calculations.

What are the district's projected capacity needs?

The district's projected enrollment will exceed its permanent building capacity by over 5,000 students more than existing schools were built to serve. By 2029-30, enrollment is expected to exceed permanent building capacity by 6,800.

How do programs like choice schools affect capacity and aging facilities?

When a new school is built to house a choice program, like the new Tesla STEM high school, or additional dedicated classrooms are included, such as those for Stella Schola Middle School at Rose Hill Middle School, it adds overall capacity to the district. Since these schools draw students from around the district, the amount of capacity provided to each learning community may change depending on which students attend.

Adding a choice school using existing classrooms at a current school does not increase overall capacity in the district. It uses currently available classrooms.

As for effects to aging facilities, adding any new school building impacts long-term modernization plans since the school would be added into a future phase for eventual upgrade/modernization.

Could choice schools help reduce overcrowding?

Choice schools can impact overcrowding at specific schools if students from an overcrowded school opt to go to a choice school. However, choice schools only help reduce overall district overcrowding if classrooms are added.

Does the district coordinate with large companies employing district residents? Do local employment activities impact growth?

The district maintains good working relationships with large companies employing district residents. Several large companies work to support academic programs and other efforts.

Employment is less of a direct impact on the district's growth than residence. City of Redmond, for example indicates that a significant percentage of its workforce does not live in Redmond.

Residence is a better predictor of growth for school population since local employment does not directly correlate with residence. This is why the district works closely with the cities and county to track new housing (single family and multi-family unit) developments.

What has the district done to handle this growing enrollment?

After more than a decade of declining and flat enrollment, the district recognized in 2009 that enrollment had begun growing and would continue to rise. The district asked taxpayers in 2010 to pass a bond measure that would have modernized Juanita High School, added high school space to allow grade configuration and added new schools to address the projected enrollment growth. That bond did not pass. In 2011, a levy did pass that added enough high school space to enable the district to change its grade configuration.

That change in grades moved 6th grade out of elementary schools into middle schools. That reduced the space needed in elementary by three school buildings. It moved 9th grade into high school, enabling the district house students more efficiently by using classroom space that was available when high schools only served three grades.

As enrollment has continued to grow the district has added portable classrooms, converted computer labs to classrooms, added teacher planning spaces, and made other changes on a school-by-school basis to house students. The district also did a comprehensive review and adjustment of neighborhood school boundaries. That process moved students to schools that had available space.

Two attempts in 2014 to pass bond measures that would add capacity and modernize aging schools garnered majority support but again failed to gain the 60 percent needed to pass. In September 2014, the district developed a short-term housing plan using impact fees and funds left after completion of the projects funded by the 2006 bond measure. This plan will allow the district to house students through the 2016-17 school year. After that time, if there are no changes in capacity, it is projected there will be more students than space available.

Existing conditions

What are the existing capacity and building conditions across the district?

Refer to the Existing Conditions Table.

How old are the portables at each school?

Refer to the Temporary Facilities Existing Conditions Table.

Modernization

How does the State of Washington shape the district's modernization strategies?

While local school districts can determine the strategies and methodologies used in modernization, the State does help shape school district modernization strategies in several ways. These include: codes and regulations; state construction funding assistance requirements; construction procurement options; and sustainability requirements.

What are the district's projected modernization needs?

There are nine schools that were scheduled in the next phase (Phase 3) of the district's original four phase modernization plan. That plan called for those schools to be modernized between 2012 and 2020. Funding measures for those projects did not pass. The timeline for modernization of those schools is yet to be determined. The schools that were originally included in this phase are: Juanita High School, Kamiakin Middle School, Evergreen Middle School, Kirk Elementary, Mead Elementary, Rockwell Elementary, Alcott Elementary, Smith Elementary, and Wilder Elementary.

How does the district plan for future needs and changing educational practices if they are constructing buildings designed to last 60 to 75 years?

The district's current educational specifications and district material standards guide the design of school buildings to ensure they are "Flexible – Adaptable – Convertible."

Flexible spaces allow building occupants a choice in how spaces are used. Spaces are planned so they can be used for a variety of purposes. Spaces can be reconfigured for these uses with minor changes that can be done quickly by staff to meet instructional delivery need. Classrooms, shared instructional areas, small group instruction spaces and resource rooms are examples of spaces designed to be flexible for the needs of the instructional program.

Adaptable design allows for spaces to be changed with relative ease as needs evolve. For example, the design direction related to lab spaces considers how these areas can be adapted based on changing needs. This direction reads, "Although specialized to support these areas, each lab must be adaptable to changing uses and levels of student interest in the subject area served; information, communication, and building systems should be accessible and easily reconfigured to change the use of a particular lab space from physics, for example, to general science or to technology."

Convertible refers to design considerations that result in larger, more complex changes that usually require a designer, contractor and building permits. These changes would take longer to accomplish. Examples of convertible include the use of "demising wall" systems that allow for easier interior building modifications in future years.

What are the benefits and challenges of using common (aka prototypical) plans for all school buildings?

In 2014, a state committee updated a 1994 report to the Legislature on the use of prototypical school plans. In the updated report, the group identified some benefits and challenges with using prototypical or stock school designs.

The findings of the group were that the use of prototypical designs (not "stock plans") can be beneficial to individual school districts that have a particular need to build the same or similar facility multiple times over a short duration. The School Facilities Technical Advisory Committee recommends that a "stock plan" catalogue or repository not be established for Washington State. The use of a prototypical design from one district to another is not recommended unless:

1. specific permission is obtained from the architect of the prototypical design and the district that commissioned the original design, and
2. modifications are made to meet the specific educational needs and site conditions of the district requesting their use.

Pros of using prototypical school plans:

- Possibility of saving some time and money if projects are run concurrently, within the same jurisdiction and sites were similar. If so, there might be some fee savings and the scale in the purchase of building materials.

Cons of using prototypical school plans:

- Prototypical plans are not helpful if projects are not run concurrently, and/or they are not in the same jurisdiction, and/or if sites are not similar.
- Projects done at differing times will need to incorporate changes in codes and ordinances which can result in building redesign.
- Each jurisdiction has nuances in their codes and ordinances that drive modifications in building and site plans,
- The amount and shape of the space available at a site, its topography, utility locations, the solution to storm water and whether there are wetlands present all impact project plans.
- Loss of local community input and reflection of the community in their school.
- Inability to adapt spaces or add to or reduce spaces to meet programmatic needs specific to one school.
- Not a long-term solution due to changes in system, programs and codes.
- May not adapt to changes in technology.
- Deficiencies in a prototypical building would need to be corrected in all like buildings instead of just one.

See the [Update of the 1994 Report to the Legislature on the Use of Prototypical Plans by Local School Districts](#). This report gives other potential benefits and detriments to a prototypical school program.

LWSD incorporates the use of “proto-parts” in the arrangement of buildings and sites to facilitate the design process and to help ensure consistent application of the educational specification.

Funding

Doesn't the state pay for school buildings?

The state offers some potential construction funding assistance for the modernization of school facilities on a 30-year cycle, though it only pays for a portion of some of the project components. The assistance is based on a pre-1979 school building model that does not reflect current educational programs or needs. That assistance is available only once a school district has already put together the needed funding through a bond measure or other sources. The district has received between 8 percent and 12 percent of the cost of recent projects in state match funding, however, state funds are not guaranteed and are available only if the legislature provides adequate funding for schools that qualify. The district still must pay for most of the cost of new schools or replacement school buildings.

Don't impact fees from developers pay for new schools needed for growing enrollment?

Impact fees are set by each jurisdiction and the amounts may vary. (See the current Capital Facilities plan for more details.) The fees help offset the impacts of new schools needed for development. In Redmond, the impact fees in 2014 were \$6,302 per single family residence and \$207 per multi-family residence. A 100-home single family home development would generate about \$630,000 in school impact fees while a 400-unit apartment complex would pay approximately \$82,000. For comparison, it costs about \$30-35 million to construct and equip a new elementary school. Impact fees may be needed to pay for temporary housing through portable classrooms before permanent construction can add capacity.

Keep in mind also that families moving in to new development are not the only source of growing enrollment. Increased births in King County generally have resulted in larger incoming classes moving through the system. Families with young children who live in existing housing do not generate any impact fees.

Community Use of Schools

These facilities are expensive. Can school buildings be used for other purposes in non-school hours?

The district allows building use by nonprofit organizations, especially those serving youth in our communities. Depending on the category of organization, the cost to use the building may be free or may be low cost to use. District or school oriented groups, like the Parent-Teacher Association, have first priority and can use the building for free. The second priority goes city-sponsored youth activities, followed by nonprofit youth organizations with their membership residing within the district.

The district has entered into mutual agreements with cities to share costs of fields. These agreements allow cities to schedule use during non-school hours, adding to the recreational facilities of our jurisdictions in a cost-effective manner.

What about access during the school day, like recruiting tables for Boy Scouts during school lunches?

As a government agency, the district has to make sure it treats like organizations equitably. Once it allows one organization access to students during the school day, such as a recruiting table during lunch, it must open up that access to all such organizations. Providing access to unlimited numbers of organizations would not be feasible.

APPENDIX B: TASK FORCE CHARTER

Purpose

The main purposes of the Task Force are to:

- Learn about Lake Washington School District’s work to date on long-term facilities planning.
- Collaborate with the district to recommend a long-term facilities strategy, which incorporates community issues and needs, to the School Board.
- Provide a forum for the community to give meaningful input on the Task Force and Working Sub-Committee’s work.
- Provide guidance to the Working Sub-Committee on long-term facilities priorities, planning packages and evaluation criteria.

The School Board’s role

The district’s School Board and Superintendent are committed to adopting a long-term facilities strategy that incorporates and reflects community issues, priorities and needs to the extent possible. They will support the work of the Task Force by attending, observing and listening at Task Force meetings and staying abreast of Working Sub-Committee meetings.

The school board will carefully consider the recommendations of the Task Force and all the community dialog that informs the recommendations as they work with district staff to adopt and implement a long-term facilities strategy.

The Task Force’s role

- Develop an understanding of the district’s work to date on long-term facilities planning.
- Review materials, complete pre-meeting activities, and come prepared to discuss and learn.
- Report back to the people/groups they represent on long-term facilities planning work to date, gather feedback from the interests they represent and provide ongoing communications between the district and the group they represent throughout the process.
- Provide advice, as community representatives, on ways to address community concerns.
- If selected, participate on the Working Sub-Committee.
- Partner with the district to develop a recommended long-

term facilities planning strategy for the School Board’s consideration.

The Working Sub-Committee’s role

- The Working Sub-Committee will consist of Task Force members based on their interest and the district’s participation criteria.
- Analyze the district’s capacity and capital facility needs, options for meeting those needs, and funding implications.
- Work with the Task Force to prioritize approaches to meet the district’s long-term capacity and facilities needs.
- Draft and evaluate long-term facilities planning option packages for the community and Task Force’s feedback.
- Present a draft long-term facilities planning strategy recommendation to the Task Force.
- To the extent possible, attend all Sub-Committee meetings and Task Force meetings.

The district staff’s role

- Provide information on the enrollment capacity, capital facility needs, options for addressing needs, facility costs, and funding implications.
- Provide draft materials to Task Force and Working Sub-Committee members five calendar days before meetings.
- Provide technical experts to provide a greater understanding of the topics at hand and inform Working Sub-Committee dialogue.
- Listen and take into consideration recommendations from the Task Force and Working Sub-Committee with regards to providing data and requests for analysis and research to support group deliberations.

Norms for individual work as members of the Task Force

- We acknowledge our group’s diversity and value different points of view. We will respect each other’s opinions and will operate in consistently constructive ways.
- We will make every effort to attend meetings, to participate actively, to read and be prepared to discuss information and issues, and to be available for work between formal meetings.
- We will keep an open mind and come to meetings with interests, not entrenched positions. We will share our interests

and objectives with all Task Force members. We will openly explain and discuss the reasons behind our statements, questions and actions.

- We will be responsible for representing the interests and concerns of the community we represent at the table.
- We will listen carefully to the views expressed by others, avoid interruptions, and seek ways to reconcile others' views with our own. We will represent information accurately and appropriately.
- We will adhere to the ground rules and respect the procedural guidance and procedural recommendations of the neutral facilitator.

Norms for our work together

Use of time

- We will respect each other's time by being on time. Meetings will begin and end on time, unless otherwise agreed to by the Task Force members.
- When making our comments, we will consider the time needed for others to share their perspectives.

Recommending a long-term facilities planning strategy

- Task Force members will strive to collectively make reasonable requests and suggestions through a cooperative and collaborative discussion process with the district.
- In discussions, suggestions may not represent unanimity. The facilitator is responsible for seeking and probing for group preferences. It is the responsibility of each Task Force member to voice dissent if s/he cannot live with any particular suggestion.
- Any recommendations from the Task Force will be considered by the district and School Board as they make their determination on long-term facilities planning.
- If the district chooses not to move forward with the recommended strategy package, the district will explain the reason for its decision.

Facilitator

- We give the facilitator permission to keep the group on track and "table" discussions to keep the group moving.

- We expect the facilitator to help the Task Force accomplish our purpose in a completely neutral, balanced and fair manner.
- We want the facilitator to:
 - Develop draft meeting agendas.
 - Manage Task Force meetings and discussions.
 - Consult with Task Force members between meetings about how to manage the process and address issues of concern.
 - Prepare meeting summaries.

Proposed meeting ground rules

The Task Force and Working Sub-Committee members will:

- Start / end on time
- Silence electronics
- Ask questions of each other for the purposes of gaining clarity and understanding
- Express yourself in terms of your personal needs and interests and the outcomes you wish to achieve
- Listen respectfully, and sincerely try to understand the other person's needs and interests
- Come with curiosity and willingness to learn

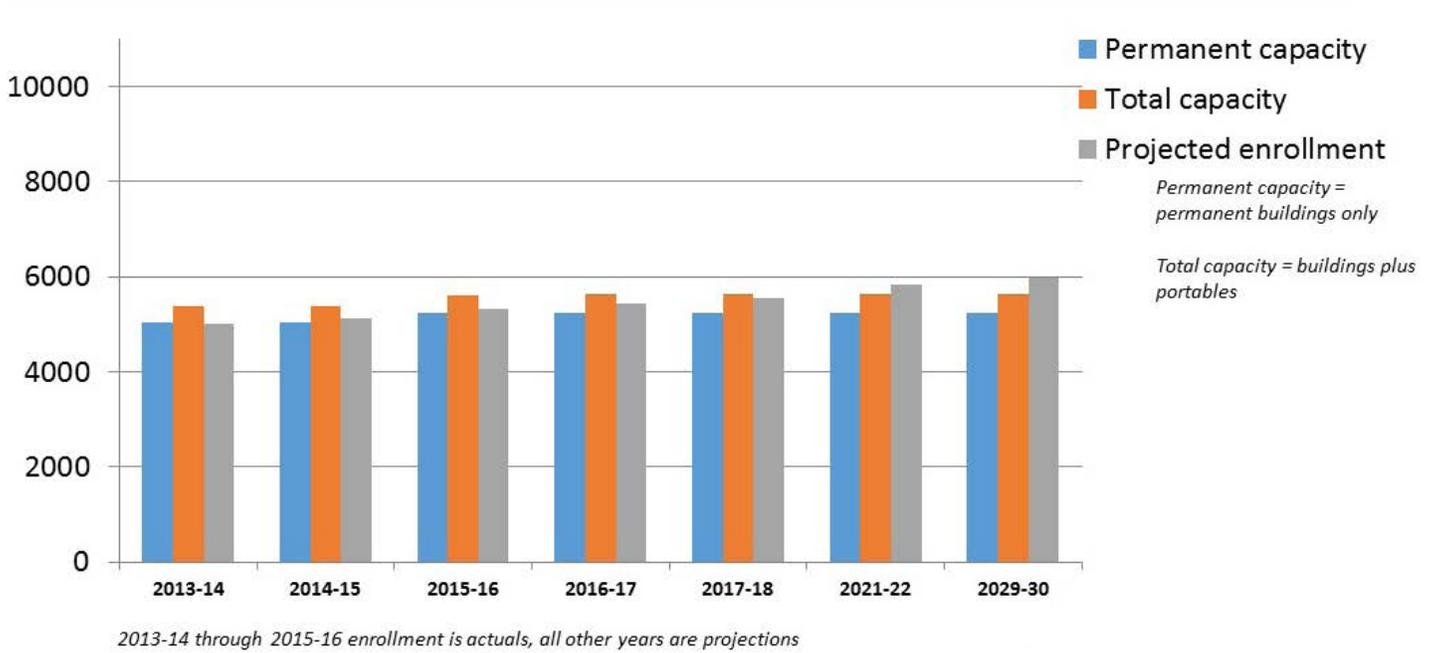
Norms for our work with others outside the Task Force

External communications

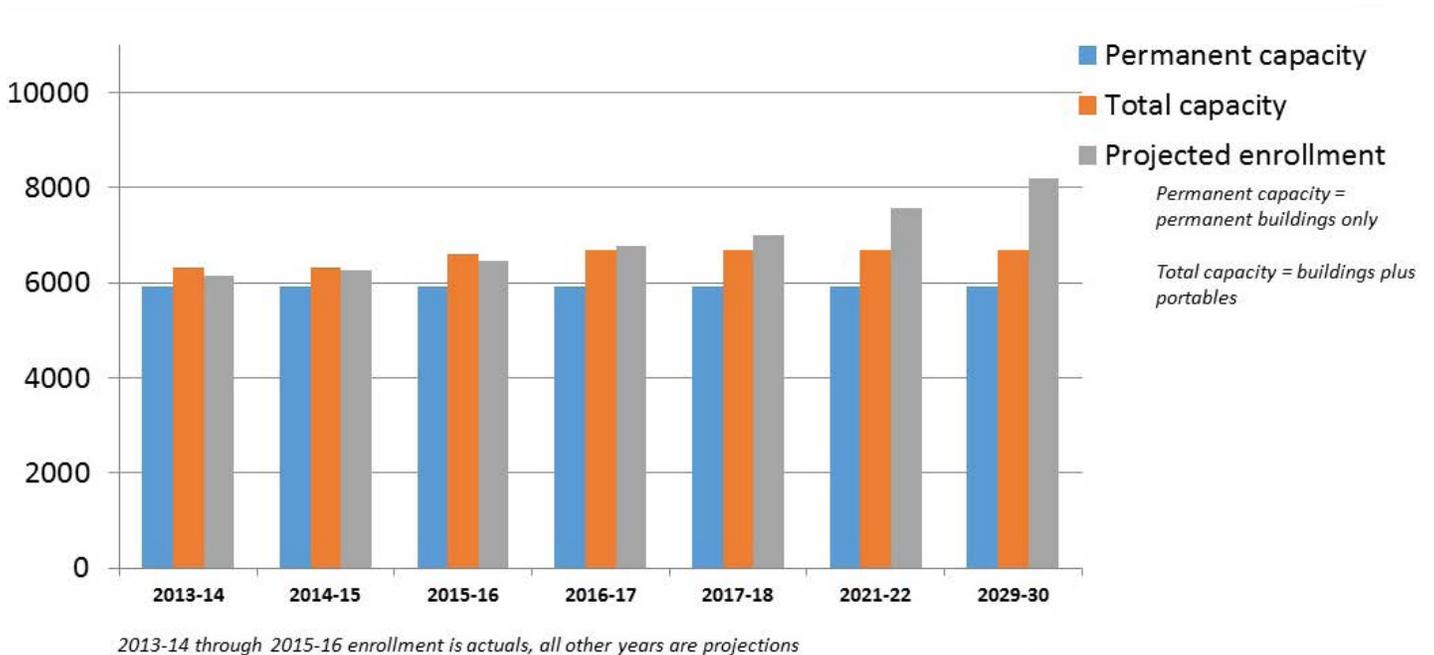
- All Task Force meetings shall be open to the public.
- We will avoid characterizing the views or opinions of other Task Force members outside of any Task Force or Working Sub-Committee meeting or activity.
- We will accurately describe Task Force preferences that are conveyed to the district.
- Task Force meetings will be announced on the district's website.
- Task Force and Working Sub-Committee meeting products, such as agendas, summaries, and PowerPoint presentations will be posted on the district's website. Note: Task Force member names and representative group will be included in these materials and will be listed on the project website.

APPENDIX C: ENROLLMENT AND CAPACITY TABLES

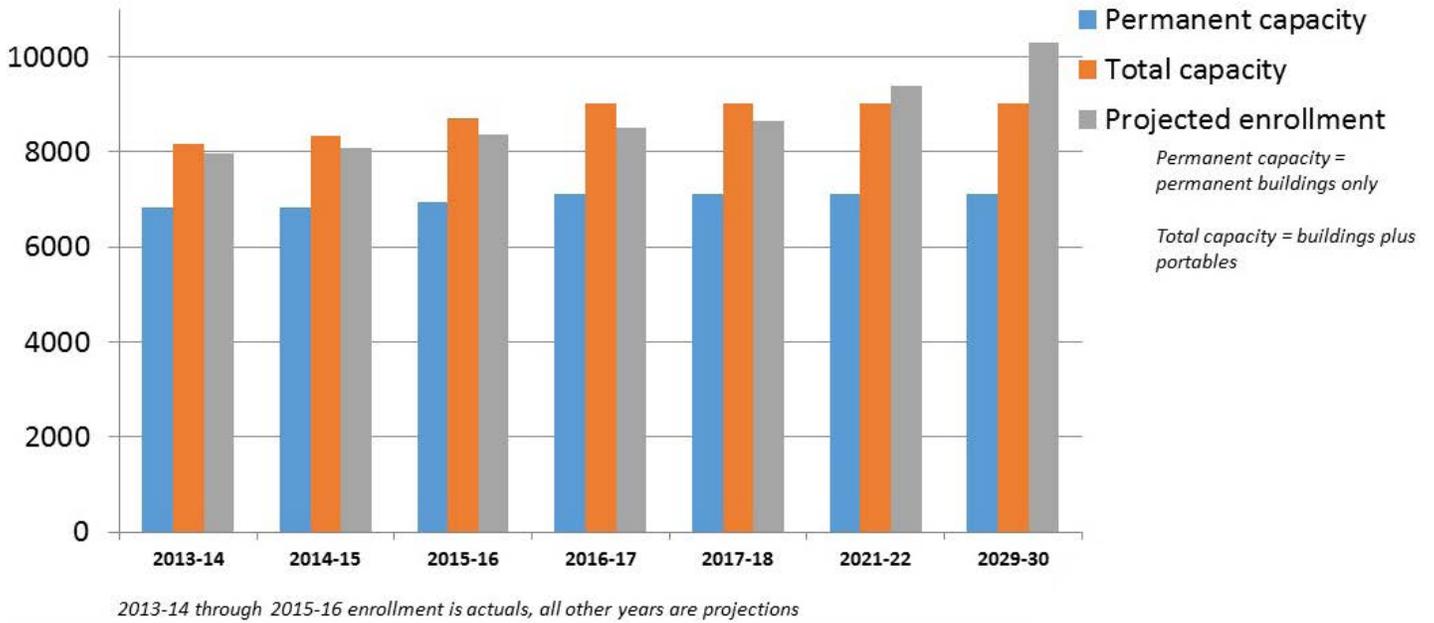
Enrollment projections vs. capacity Juanita Learning Community



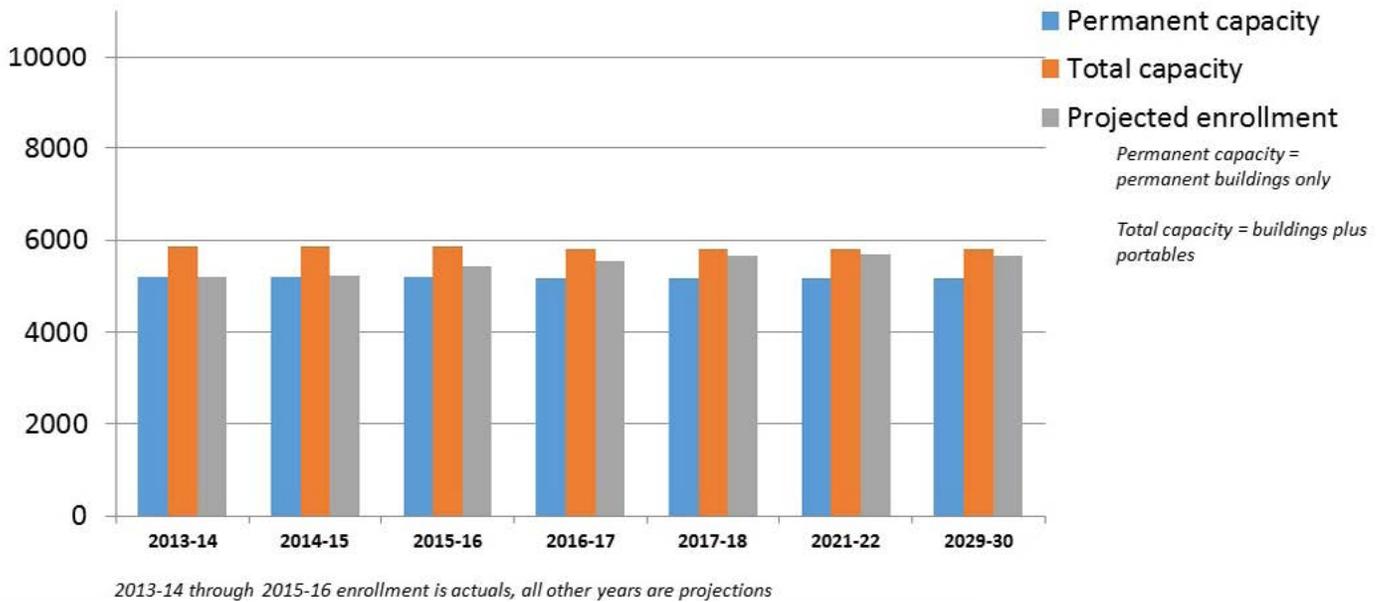
Enrollment projections vs. capacity Lake Washington Learning Community



Enrollment projections vs. capacity
Redmond Learning Community

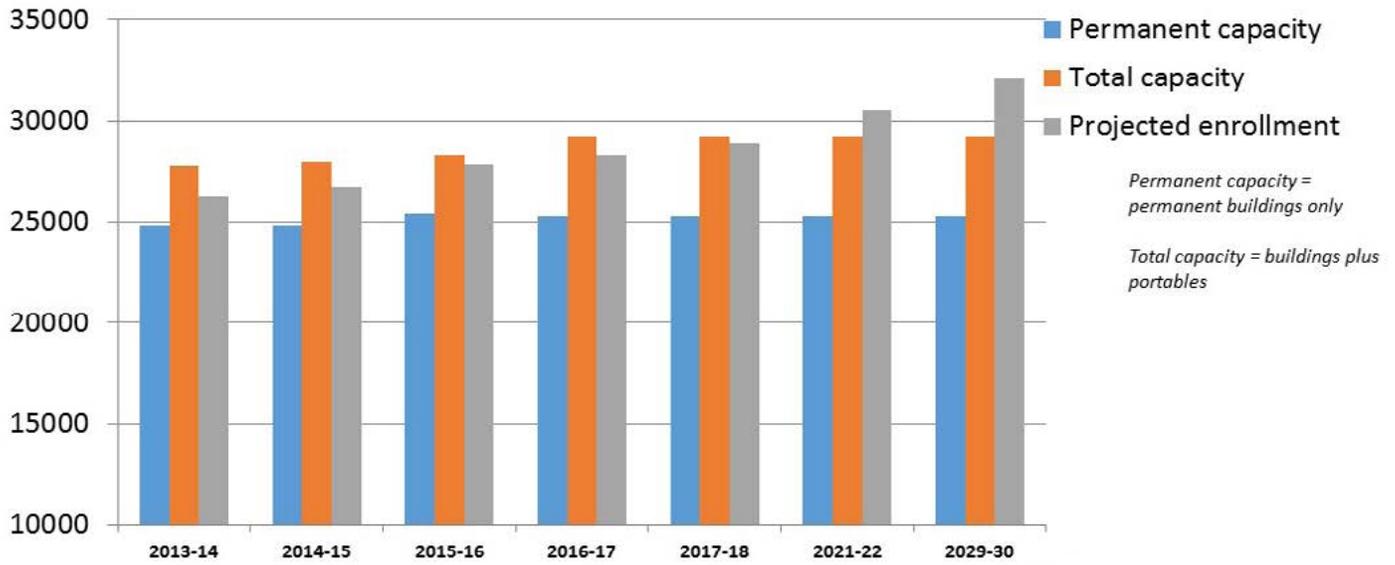


Enrollment projections vs. capacity
Eastlake Learning Community



Enrollment projections vs. capacity

Total District



2013-14 through 2015-16 enrollment is actuals, all other years are projections

APPENDIX D: AGING FACILITIES CHART

Learning Community	School	Original	Modernized/ re-placed	Eligible for modernization / replacement*	Condition rating**	Alignment to Ed Specs***
Eastlake	Blackwell ES	1998		2028	Good	Partial
	Carson ES	2008		2038	Good	Yes
	McAuliffe ES	1990		2020	Good	No
	Mead ES	1979		2009	Fair	No
	Smith ES	1986		2016	Fair	No
	Inglewood MS	1991		2021	Fair	No
	Renaissance MS	2004	2012			
	Eastlake HS	1993		2023	Good	No
Juanita	Bell ES	1966	2013	2043	Excellent	Yes
	Juanita ES	1950	2005	2035	Good	Yes
	Sandburg/Discovery ES	1970	2012	2042	Excellent	Yes
	Thoreau ES	1964	2001	2031	Good	Yes
	Frost ES	1969	2009	2039	Good	Yes
	Keller ES	1969	2012	2042	Excellent	Yes
	Muir ES	1970	2012	2042	Excellent	Yes
	Finn Hill MS	1967	2011	2041	Excellent	Yes
	Kamiakin MS	1974		2004	Fair	No
	Juanita HS	1971		2001	Fair	No
Lake Washington	Kirk ES	1975		2005	Fair	No
	Lakeview ES	1955	2001	2031	Good	Yes
	Audubon ES	1965	2001	2031	Good	Yes
	Franklin ES	1967	2005	2035	Good	Yes
	Rose Hill ES	1954	2006	2036	Good	Yes
	Rush ES	1970	2013	2043	Excellent	Yes
	Twain ES	1962	2000	2030	Good	Yes
	Kirkland MS	1961	2004	2034	Good	Yes
	Northstar MS	1981	2012			
	Rose Hill / Stella Schola MS	1969	2013	2043	Excellent	Yes
	Emerson HS	1983		2013	Fair	No
	Lake Washington HS	1949	2011	2041	Excellent	Yes
	ICS (6-12) / CES	1965	2016	2043	Excellent	Yes
Redmond	Einstein ES	1997		2027	Good	Partial
	Mann ES	1964	2003	2033	Good	Yes
	Redmond ES	1958	1998	2028	Good	Partial
	Rockwell ES	1981		2011	Fair	No
	Alcott ES	1986		2016	Fair	No
	Dickinson ES	1992		2022	Good	No
	Explorer ES				Poor	No
	Rosa Parks ES	2006		2036	Good	Yes
	Wilder ES	1989		2019	Good	No
	Evergreen MS	1983		2013	Fair	No
	Redmond MS	1958	2001	2031	Good	Yes
	Redmond HS	1964	2003	2033	Good	Partial
	Tesla STEM HS	2012			Excellent	Partial

APPENDIX E: STRATEGY DESCRIPTIONS

Long-Term Facilities Planning: Strategy Overview

Add portable classrooms

Description

Implementing added portable classrooms as a strategy to address lack of classroom capacity would mean more re-locatable classrooms (referred to as “portables”) are added adjacent to existing school facilities. A portable is a standalone building installed on the grounds of a school to provide additional classroom space where there is a shortage of capacity. Use of this strategy would result in schools being larger and experiencing additional overcrowding.

Portables can be moved around the district to different school facilities based on capacity needs.

Portables are installed much like mobile homes, with utilities like light and heat/ventilation; however, they do not include running water and bathrooms. They can be constructed with greater attention to environmental responsibility and enhanced building systems (referred to as “green” portables).

Implications

Benefits:

- Shorter lead time than permanent facility construction – approximately 10-12 months from decision to installation
- Can be added over the summer with limited disruption to school operations
- Lower cost per classroom than permanent construction
- Flexibility to relocate to another site at a later date, based on needs

Challenges:

- Increased student population on site may stress core facilities, such as the gym and cafeteria, if core facilities are not expanded
- Security concerns due to outdoor entrance and distance from school
- Shorter expected building life than permanent facilities
- May limit use of site for fields, play space or outdoor educational activities

- Number of portables cannot exceed code ratio of restroom/capacity
- Limited opportunities to use portables due to site or land use permitting constraints
- Students must go outside from the portable to access core facilities (i.e., bathrooms)

Educational Impacts:

- Use of this strategy would increase the number of students on school sites, resulting in more overcrowding in core facilities. Research shows increased student performance when overcrowding is reduced or eliminated
- Portables are single stand-alone classrooms that do not have the advantage of adjacent shared instructional space, other classrooms or small group rooms so that educational delivery is limited to the classroom without the flexibility of other types of space being available
- Given the stand-alone nature of portables, students may feel isolated from the rest of the student body

Funding:

- Requires some capital funding. Cost to purchase and place a “green” portable on a school site with all hook ups, furnishings and equipment is estimated at \$360,000

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
19% elementary 50% middle school 20% high school
Adds 22 elementary school portables Adds 6 middle school portables Adds 10 high school portables at sites without additions
Assumptions
Uses current district calculation of capacity needs

Teacher planning rooms

Description

Teacher planning rooms provide teachers with space to encourage interaction and collaboration among staff members, provide additional preparation space and protect teachers from disturbance while working. By having teacher planning rooms in middle and high schools, classrooms can be used all periods of the day thereby increasing available capacity.

Modernized schools have been built to include teacher planning rooms which increase room utilization and available capacity. Adding teacher planning rooms in non-modernized schools can increase their capacity. This strategy can only be used to increase capacity in a few secondary schools that do not already have teacher planning spaces.

Implications

Benefits:

- Efficient use of classrooms – increases school capacity
- Needed building modifications can be completed quickly and may be accomplished over summer months
- Does not require significant capital expense

Challenges:

- Increased student population may stress core facilities (i.e., gym, cafeteria) if they are not also expanded
- Changes teacher planning location and increases teachers who must share classrooms

Educational Impacts:

- Teachers may be less likely to plan lessons and projects requiring large visual displays or many manipulatives because they would need to carry items back and forth to the planning room

Funding:

- Requires some capital funding

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
0% elementary 28% middle school 0% high school
Assumptions
<ul style="list-style-type: none"> • Uses current district calculation of capacity needs • Includes two middle schools where this strategy has not already been completed or planned.

Build additional classrooms

Description

This strategy would build additional classrooms to existing schools, which increases the overall size and capacity of the school. This strategy would result in schools having increased enrollment and may increase overcrowding in core areas such as lunch rooms, gyms, restrooms, etc.

Implications

Benefits:

- Adds classroom space
- Can be accomplished faster than entire new or remodeled building
- Relatively lower cost per classroom than building of new school as fewer common or specialized spaces are built

Challenges:

- Increased student population may stress core facilities (i.e., gym, cafeteria) if they are not also expanded
- Could require updates to additional building systems to bring them up to current codes
- Limited opportunities for expansion due to site or land use permitting constraints

Educational Impacts:

- Schools size would increase and more schools could become overcrowded. Research shows learning is enhanced if overcrowding is reduced

Funding:

- Requires capital funding

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
7% elementary 11% middle school 100% high school Adds 8 elementary school classrooms Adds 5 middle school classrooms Adds 69 high school classrooms
Assumptions
Uses current district calculation of capacity needs

Long-Term Facilities Planning: Strategy Overview

Limit All-Day Kindergarten classes

Description

This strategy places limits on or eliminates the number of all-day kindergarten classes in the district in order to free up classrooms for K-5 students. The district currently provides half-day kindergarten for all children in the district; with all-day kindergarten provided on a fee-based, space available basis.

Implications

Benefits:

- Increases capacity with no capital costs
- Is aligned with current state half-day kindergarten funding model
- Allows two sessions of kindergarten to use one classroom if all-day kindergarten is not offered

Challenges:

- Would reduce opportunity for a highly sought after program by parents
- Eliminates educational services for kindergarten students
- May impact educational readiness/outcomes for some students
- Does not align with state and national trend toward providing all-day kindergarten

Educational Impacts:

- Some kindergarten students would lose half a day of school which helps to prepare them academically

Funding:

- No capital funding required

What's the need?
Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
1,000 elementary seats or 38% of elementary school capacity need
Assumptions
Uses current district calculation of capacity needs Assumes all kindergarten students receive only ½ day of kindergarten

Long-Term Facilities Planning: Strategy Overview

Change school attendance boundaries

Description

Changing school attendance boundaries allows the district to most efficiently use current school buildings to house growing enrollment. This strategy means the district would change school or Learning Community boundaries or move district programs to move students to schools where space is available.

While this strategy addresses space on school-by-school basis, it does not address overall space needed in the district.

Implications

Benefits:

- Aligns school enrollments with available classroom space
- May temporarily reduce need for additional classroom capacity in the district
- Reduces overcrowding by dispersing the student population to available space in other schools

Challenges:

- Requires changes for families that may prefer to stay at current school
- Disrupts continuity of students' school experience
- Limited to current space available
- May cause additional impacts to students in district programs (e.g., Special Education, Quest, etc.) due to greater frequency of change

Educational Impacts:

- Frequent changes of school may impact student learning during transition to a new school
- Requires time and labor-intensive public process to inform reboundary decisions
- Funding
- No capital funding required
- May increase transportation cost

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
450 seats all school levels including use of portables Excluding portables, adds 60 elementary seats, 30 middle schools seats and 0 high school seats
Assumptions
Uses current district calculation of capacity needs

Build a new (additional) school

Description

A new (additional) school building is constructed to address lack of classroom capacity. New schools buildings would be built to current construction and educational specifications as well as current building codes. New school boundaries would be established and students would be drawn from other schools, reducing overcrowding in those schools.

Implications

Benefits:

- Designed to meet school construction standards and educational specifications
- Meets latest building codes and standards
- Expected life of current building projects may be between 60 to 75 years
- Provides additional core facilities such as gym, cafeteria, etc. to serve increased population
- Reduced overcrowding in other schools in the area by redrawing boundaries for new schools

Challenges:

- Lead time (30 to 66 months) to complete. Length depends on whether elementary, middle or high school
- Requires vacant land to build new school

Educational Impacts:

- Current educational specifications enhance the learning environment by providing daylighting and other design features and spaces which have been shown to enhance learning
- Building new schools limits school overcrowding which has been shown to increase educational outcomes

Funding:

- Requires significant capital funding in advance

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
Need met would depend on number of new (additional) schools built.

Long-Term Facilities Planning: Strategy Overview

Double shifting

Description

Implementing double shifting as a strategy to address lack of classroom capacity would require that two shifts of students use a school in one day. One set of students would attend school in the morning, go home, and then another set of students would attend school in the afternoon or evening. This strategy is not appropriate for elementary schools.

The state requires a minimum of 180 school days and a set number of instructional hours per year for students. Students need to attend at least 6 hours of school per day in a 180 day calendar. If double shifting were implemented, some students would attend school very early or very late each day. For example, a potential double shifting schedule would be that the first shift of students attends school between 7:30 a.m. and 2:00 p.m., and then a second shift of students attends school from 2:30 p.m. to 9:00 p.m. The school year could be lengthened to reduce the required hours per day for each shift.

Currently, this strategy is mostly used in developing countries, where capital investment in schools is very low per student and there aren't the same standards for required hours of instruction. For example, this system can work when students are in school for only two to four hours a day, but is much more difficult to execute when students attend school for six hours a day, as in this district.

The Task Force has asked if this strategy could be applied to choice schools only. Updated information about this option has been added below:

Implications

Benefits:

- Maximizes use of school space by utilizing facilities for a longer period each day, thus theoretically doubling capacity
- Minimizes district's need for capital expenditures
- Could be done on a school-by-school basis where overcrowding is most severe or to expand program options (e.g., choice)
- If applied to choice schools only, this strategy could increase access to choice schools for those on waiting lists by increasing the number of spaces available at choice schools.

Challenges:

- Requires some students to attend school late into the evening to meet state-required instructional hours (K-12 average of 1,027 hours)
- Increased transportation costs for transporting two shifts of students per day
- Increased operational costs and facility wear due to longer total school day and reduced ability to complete building maintenance and upgrades during non-school hours
- May reduce ability to recruit and retain staff if schedule is seen as unfavorable
- Impacts families with multiple children if students are on different schedules
- Impacts after-school activities and athletics, as they are more difficult to coordinate if students are on different schedules
- Increased traffic congestion during the shift changes, possibly resulting in neighbor and municipal complaints
- Both high school choice school locations (ICS and STEM) have limitations on number of students the campus can be used for based on permitting conditions established through the local jurisdictions, These conditions restrict the number of students that can be served on these campuses, limiting the option of double-shifting at these two schools

Educational Impacts:

- Less-than-optimal learning hours for some students and teachers
- May reduce ability to hire and retain teachers and other staff which could reduce quality of instructional programs
- Not appropriate for elementary schools

Funding:

- No capital funding required
- This strategy would increase operational costs for utilities, maintenance and administration of each school. This additional cost could be offset if fewer schools were needed

What's the need?	
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats	By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:	
Doubles capacity (15,300 seats) at middle and high school levels • 7,100 middle school • 8,200 high school	If applied to choice schools only: • 216 elementary • 405 middle school • 123 high school
Assumptions	
<ul style="list-style-type: none"> • Uses current district calculation of capacity needs • Not appropriate for elementary school application 	<ul style="list-style-type: none"> • Based on current enrollment at Community, Discovery & Explorer elementary schools; Environmental, Northstar, Renaissance & Stella Schola middle schools; and Futures & Emerson high schools. • An additional 1,040 grades 6-12 capacity could be gained by double shifting ICS and STEM if permit conditions were revised to allow increased enrollment.

Increase class sizes

Description

Increasing class size would be a strategy to address lack of classroom capacity by having more students assigned to each classroom. Class size is a major driver of the district's capacity calculation.

Currently the district plans class size assumptions for student to teacher ratio as follows:

- Grades K-5 Average 23:1
 - Grades K-1: 20:1
 - Grades 2-3: 25:1
 - Grades 4-5: 27:1
- Grades 6-8: Should not exceed 30 students
- Grades 9-12: Should not exceed 32 students

The McCleary decision and Initiative 1351 both call for funding of smaller class sizes. This strategy would be contrary to those class size reduction efforts.

Implications

Benefits:

- Increases capacity with no capital costs

Challenges:

- Counter to current legislative trends and parent/community interests
- Impacts to students' educational experience
- Reduces positive impacts of lower class size on educational outcomes
- Could increase strain on core facilities (i.e., gyms, lunch rooms, rest rooms, etc.)

Educational Impacts:

- Negatively impacts learning environment and reduces teachers' ability to meet students' learning needs. Limits ability to implement reduced class size which has shown to have positive educational impacts especially in lower grade levels.

Funding:

- No capital funding required

What's the need?
Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
46% of elementary need by adding 1,200 elementary seats
Assumptions
<ul style="list-style-type: none"> • Uses current district calculation of capacity needs. • Assumes increase of 2 students per class at elementary. • Increases at secondary not included based on higher current class sizes.

Long-Term Facilities Planning: Strategy Overview

Old Redmond School House

Description

This strategy would have the district take back the Old Redmond Schoolhouse so it can be used as a school building. Currently, the City of Redmond has a long-term lease for the building and uses it as a community center. Upgrades to some building systems would be required.

The Task Force has asked if this strategy could be applied to provide space for preschool students, freeing up capacity at other district schools.

Implications

Benefits:

- Increases capacity by using classrooms already owned by the district

Challenges

- Requires additional capital investment to upgrade the building for educational facility
- Impacts district lease agreement with City of Redmond and use by community
- Would result in loss of district State Construction Funding

Assistance eligibility for 10 years if used for k-12 instructional program, due to previous funding received by district for replacement of Redmond Elementary

- If used as a pre-school to maintain state K-12 Construction Funding Assistance eligibility, it would mean removing pre-schools for Special Needs and Low-Income students from their current location in neighborhood schools
- Preschool students traveling between the first and second floor could result in additional challenges for movement around the school. Additional or expanded elevator capacity may be needed to address movement of special needs students and related equipment.

Educational Impacts:

- Contemplated upgrades would not be done to current educational building standards which have been shown to improve learning
- If used as a centralized pre-school facility, Special Needs students would need to be bused from home, which may result in lengthy bus commutes for some children

Funding:

- Capital funding required, upgrades estimated to be approximately \$ 8.1 million. Elevator expansion may be required for preschool in addition.
- If used as a pre-school, which is currently the only use under consideration, it may increase in transportation costs

What's the need?	
Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats	Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:	
11% of elementary school needs	92 seats gained from converting 4 classrooms; or 3% of need at elementary Additional classrooms may be gained if existing permanent preschool space is remodeled.

Assumptions	
<ul style="list-style-type: none"> • Building is remodeled • Uses current district calculation of capacity needs • Would provide 12 classrooms 	<ul style="list-style-type: none"> • Moves 12 classrooms of preschool in the Redmond and Eastlake Learning Communities. Four of these classrooms would gain space for k-5 enrollment, the other 8 classrooms are in the Old Dickinson Campus are not included in district k-5 capacity. Five rooms in Old Dickinson preschool building may be able to be remodeled for other purpose. • Assumes Lake Washington and Juanita Learning Community programs remain on the west side of the district due to travel distance.

Long-Term Facilities Planning: Strategy Overview

Online learning

Description

Online learning (also known as distance education) is not a strategy the district currently has identified to address lack of classroom capacity but is one that has been identified by Task Force members. For this strategy, students would attend an online class to reduce the number of students at school at any one time.

This strategy may be best implemented for high school students. Use of this strategy to reduce capacity needs would likely require all or some students to take online courses, rather than the current model of families selecting this option. Students taking online classes during the school day would still require space and need supervision and as a result would not reduce needed capacity. A requirement for all students to take at least one online class at home could shorten the school day. This option could be used to reduce the length of the school day in conjunction with a double shifting strategy.

The Task Force has asked if this strategy could be used to reduce capacity needs. In order to do so, online learning would have to be implemented differently than it is currently. Currently, students may opt to go to one of several state sponsored online learning programs. Less than 1% of elementary and middle school students and about 1% of high school students now choose this as a full time schooling option. To address lack of classroom capacity online learning would have to be implemented as a full time option for a specific percentage of students. This would reduce the school facilities needed to accommodate students.

Implications

Benefits:

- Could shorten the school day thereby facilitating the implementation of the use of double shifting as a strategy

Challenges:

- Could require all students take online courses regardless of interest
- Access not equal (i.e. access to internet/computers not available in every student's home)
- Any restrictions or constraints for requiring students to take full online program would need to be further determined.

Educational Impacts

- Online learning as an instructional model is not well suited to all students' learning styles and not all students are successful in this model

Funding:

- No capital funding would be required for this strategy
- In order to receive funding online courses must meet state alternative learning experience requirements

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
396 seats at high school if full time online enrollment was increased by 5%.

Assumptions
<ul style="list-style-type: none"> • Would likely only address high school needs • To achieve this capacity reduction an additional 5% of students would be required to enroll in a full-time online learning program

Long-Term Facilities Planning: Strategy Overview

Reduce Allocation of Specialized Spaces

Description

This strategy would reduce the number of classroom specialty spaces dedicated to art/science, music and computer labs. This would be done by reducing the district’s Standard of Service, which identifies the types of classrooms dedicated to program and specialized spaces as well as the class size used in calculating capacity.

Reducing the number of dedicated spaces for specialized spaces would allow spaces to be converted to regular classrooms in a building, increasing the classroom capacity. This reduction to the Standard of Service is already being done on a school-by-school basis in some currently overcrowded schools. This strategy would make that reduction a standard across all elementary schools.

Implications

Benefits:

- Increases capacity to serve increased enrollment at minimal or no construction costs

Challenges:

- Limits building function as designed in school construction standards
- Classrooms for specialized spaces not available to the educational program
- Limited opportunity to make such changes and not a strategy than can be repeated after all possible spaces are converted
- Could be seen as deleting amenities that were community expectations of previous bond measures

Educational Impacts:

- Some lessons or activities may be less feasible without specialized spaces

Funding:

- No capital funding required

What's the need?
By 2021-22:
Elementary – 2618 seats
Middle school – 1104 seats
High School – 1332 seats
How much of the need is met if this strategy is applied
To be determined based on number of rooms reduced
Assumptions
Uses current district calculation of capacity needs

Long-Term Facilities Planning: Strategy Overview

Remodel existing school building systems

Include upgrades to align with current construction specifications and codes

Description

With this strategy, an existing school building is completely renovated and may be expanded to align with current school construction specifications (also referred to as educational specifications) and current building codes. This strategy addresses aging facilities and typically does not address lack of classroom space, unless the size of the school is increased.

Implications

Benefits:

- Meets current construction and educational specification to extent possible within existing or modified facility
- Meets latest building codes and standards
- Useful life of the renovated facility is between 60 and 75 years
- Can address lack of classroom capacity if the building capacity is increased

Challenges:

- Upgrades to meet current construction specification must be done within existing or modified facility and may be more limited or expensive
- Requires significant costs to house students in portables

onsite during construction and requires that work be done in a number of different phases

- Time frame for project may be equal to or longer than new construction depending on phasing required
- More difficult/costly to incorporate up-to-date systems

Educational Impacts:

- When remodeling occurs during the school year, it would disrupt school operations
- Multiple phases will likely be required, causing multiple moves and greater disruption to the educational process
- Current school construction standards and educational specifications improve the learning environment by providing daylighting and other design features, which enhance the learning environment

Funding:

- Requires significant capital funding in advance

What's the need?
Elementary – 2618 seats
Middle school – 1104 seats
High School – 1332 seats
How much of the need is met if this strategy is applied:
<ul style="list-style-type: none"> • Could address all aging facilities if all are remodeled • Could add some capacity if remodeled buildings are upsized
Assumptions
Uses current district calculation of capacity needs

Long-Term Facilities Planning: Strategy Overview

Rent or lease space

Description

Implementing the rent or lease space strategy to address lack of classroom capacity would have the district identify and rent or lease space to provide classrooms to house students.

Implications

Benefits:

- May provide lower initial cost than constructing a new building
- May require shorter lead times than traditional construction
- May be a good solution for short-term capacity needs or specialized programs where improvements to rental/lease space are minimal
- May be a good solution for some specialized programs if they do not require large investment in specialized spaces

Challenges:

- Building improvements likely needed to bring space into alignment with requirements for school use
- Ongoing rental or lease costs that may increase over time
- Requirement for lease costs to be paid from operational funds, not capital
- Potential for long-term costs that are higher than a new building
- Meeting school construction specifications and design requirements/standards (i.e., daylighting) in leased space
- Finding a space that has adequate parking and bus access in commercially available leased space
- Finding locations that meet zoning and permitting requirements for school use
- Use of rental or leased space that disperse classrooms into many locations can be more difficult and costly to manage and supervise
- Could result in transportation challenges, depending on how strategy is applied and locations of leased space

Educational Impacts:

- Buildings not originally designed for education may not provide optimal learning environments

Funding:

- Requires district General Fund operating funding to pay for any rented or leased space and needed improvements

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
To be determined based on available suitable properties for lease and general fund dollars available for leases and improvements
Assumptions
<ul style="list-style-type: none"> • Uses current district calculation of capacity needs • Capital funding cannot be used for leasing or remodeling of non-district owned facilities

Long-Term Facilities Planning: Strategy Overview

Replacement of an existing school

(New-in-lieu of modernization)

Description

A new school building is constructed to replace an existing school on an existing site. "New-in-lieu" is a Washington State School Construction Assistance Program funding option for construction of an entirely new school building as a modernization method rather than renovation of an existing school building.

This strategy addresses aging facilities. It can also address lack of classroom capacity if the new school has more classrooms than the one being replaced.

Implications

Benefits:

- Designed to meet school construction standards and educational specifications
- Meets latest building codes and standards
- Expected life of current building projects may be between 60 and 75 years
- Focuses project monies on completely new materials and systems

- By building new, meeting current educational specifications is easier than remodeling an old building
- Can address lack of classroom capacity if the building capacity is increased
- Students can be housed in old school while construction occurs, limiting the need for temporary housing of students during construction resulting in fewer phases and less disruption to the educational process
- Fewer phases of construction is more cost effective

Challenges:

- Lead time (30 to 66 months) to complete. Length depends on whether elementary, middle or high school
- Requires coordination of construction project site with school operation
- Site is constrained during construction, may limit field or play space

Educational Impacts:

- Current educational specifications enhance the learning environment by providing daylighting and other design features and spaces, which have been shown to enhance learning

Funding:

- Requires significant capital funding in advance

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
<ul style="list-style-type: none"> • Could address all aging facilities if all are remodeled • Could add some capacity if remodeled buildings are upsized
Assumptions
Uses current district calculation of capacity needs

Revise Allocation Methodology for Required Program Spaces

Description

The district allocates dedicated spaces for required programs (Special Education, English Language Learners, Safety Net, etc.) in its Standard of Service. The Standard of Service is used in planning facilities to identify the classrooms dedicated to required programs as well as the class size used in calculating capacity. The district has 74 classroom resource room spaces used for required programs in its current Standard of Service at elementary schools. To see the breakdown of dedicated program space by school, refer to Appendix A-2 in the Capital Facilities Plan 2014-2019.

Currently, the number of needed dedicated spaces for required programs is established in consultation with the program directors. This method may over- or under-estimate the number of classrooms needed for required programs, impacting the needed classroom capacity the district plans for.

This strategy would change the method used to plan for required program spaces. It would suggest a calculation based on a formula that includes hours per day of program services required, number of students served per space, number of programs provided per day, and more. The strategy may reduce the number of required programs spaces allocated per building.

If the methodology resulted in reducing the number of required program spaces, that would allow some program spaces to be converted to regular classrooms, reducing the need for additional classrooms.

Implications

Benefits:

- Increases capacity to serve increased enrollment at minimal or no construction costs
- A small number of schools are not currently using all allocated dedicated spaces for required programs, and are using those rooms as regular classrooms, which confuses capacity data. Adjusting the allocations to better align with program needs would clarify and simplify capacity calculations

Challenges:

- Limits building function as designed in school construction standards
- Could cause additional reliance on formal and informal small group spaces, shared instructional space and other non-classroom spaces to serve required program needs
- Limited opportunity to make such changes and not a strategy that can be repeated after all possible spaces are converted
- Current population does not predict future population and needs level directly. Required program populations are not directly tied to population increases, and the level of needs of the students in these programs can vary greatly from year to year. Removing spaces not necessary now could possibly result in a lack of space in the near future for required programs
- Could be seen as reducing space allocations for students with special needs
- Reducing allocated space may limit the ability to address changing conditions, changing student needs, new laws, and program modifications. Some of these changes include programs for alternatives to suspension, the results of a Special Education Program review, increasing numbers of students with autism, and changing practices for supporting students needing de-escalation, emotional and/or sensory support

Educational Impacts:

- Reducing dedicated spaces for special programs limits options and flexibility for offering programs for students who need additional learning supports (i.e. Special Education Resource Room, English Language Learners or Safety Net)
- Decreased available space per student in Special Education, if adopted, increases stress on students with sensory, social, or behavioral challenges, which may lead to increases in avoidable behavioral crises in these children that may result in discipline, and/or removal from class
- Limiting space for required programs that requires use of other spaces that don't have similar curricular resources and supports, negatively impacts student educational outcomes

Funding:

- No capital funding required

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
To be determined, based on application of methodology
Assumptions
Uses current district calculation of capacity needs

Long-Term Facilities Planning: Strategy Overview

Update and make improvements to building systems (heating, roofs, etc.)

Description

Existing building systems, such as heating and roofs, are updated and improved with this strategy. However, they are not brought to current school construction specifications standards. This strategy addresses only aging facilities.

Implications

Benefits:

- Extends the useful life of updated building systems
- Can improve learning environment or operations of systems that are upgraded, such as heating or electrical systems

Challenges:

- Does not upgrade building to meet current construction specifications
- Does not extend overall building life expectancy
- Could require updates to additional building systems to bring them up to current codes

Educational Impacts:

- This strategy does not include upgrades to meet current educational specifications and as such does not provide similar benefits to learning environments as identified under new or replacement schools

Funding:

- Requires some capital funding

What's the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
0% Only addresses aging facilities, not capacity
Assumptions
Uses current district calculation of capacity needs

Long-Term Facilities Planning: Strategy Overview

Year-round multi-track schedule

Description

Implementing the year-round multi-track strategy to address lack of classroom capacity would change the district's school year. With this strategy, schools operate most of the year, but have groups of students on different tracks. There are many different configurations, but one example would be that students have 60 days of school and then 20 days of vacation, repeated year round.

Students are on different tracks, such that the school is always in operation. When some students go on break, others begin their 60 day session, and vice versa. In this way, students still receive 180 education days per year, but the school is always in use.

A schedule with four different student tracks is expected to expand seating capacity by about 25 percent.

Under this strategy, individual overcrowded schools or the entire district could be on multi-track schedules. This strategy has been implemented in the fast-growing Las Vegas (Clark County) school district for overcrowded schools only (not the entire district).

Implications

Potential Benefits:

- Maximizes the use of school space—increasing classroom capacity by 25 percent by having four 60-day sessions, with each student attending three of the four
- May prevent teacher burnout by providing more frequent breaks
- May reduce reliance on substitutes if teachers choose to teach during breaks, providing teachers with greater work opportunity and reducing the use of substitute teachers less familiar with curricula

Potential Challenges:

- Requires extensive revision of district curricula, graduation requirements, electives, and other factors
- Increases facilities wear on physical plant by operating year round
- May impact the ability to attract and retain staff if year round schedule is not preferred by staff
- Impacts families as students in the same home could have school vacations at different times during the year
- May place a greater burden on families due to irregular vacation schedules, especially for families with multiple children
- Increased scheduling complexity for after-school activities and athletics, as they are more difficult to coordinate if students are on different tracks

Educational Impacts:

- May increase student retention of learning by having shorter vacations breaks, reducing the amount of necessary review time at the beginning of sessions
- May reduce ability to hire and retain teachers and other staff
- Summer sessions would be held in non-air conditioned buildings, reducing quality of learning environment, unless capital investments in air conditioning were made
- Some models for supporting students during the summer (e.g., summer school and Extended School Year) would have to be redesigned

Funding:

- This strategy could either be implemented with zero capital investment if air conditioning of schools was not implemented or would require capital funding of between \$120 and \$160 million if all schools were air conditioned. Preliminary order of magnitude estimate for air conditioning: \$1.5 million for an elementary, \$3 million for a middle school and \$9 million for a high school
- This strategy would increase costs to perform building upgrades and major repairs requiring phasing of projects and off shift premiums as work could not be accomplished over summer break as is currently the case
- This strategy would increase operational costs for utilities, maintenance and administration of each school. This additional cost could be offset if fewer schools were needed

Definitions:

Extended School Year (ESY): ESY services are individualized special education and/or related services (such as speech/language therapy or occupational therapy) that are uniquely designed to provide a free appropriate public education (FAPE) to a student with disabilities (as mandated by the Individuals with Disabilities Education Act.) Need for ESY services is determined by the student’s Individualize Education Program team. ESY services are provided beyond the normal school year of a school district — that includes both the days of the school year and the hours of the school day. ESY services must be provided at no cost to the parents.

Summer school: A school or a program that provides credit recovery, lessons and activities during the summer vacation.

What’s the need?
By 2021-22: Elementary – 2618 seats Middle school – 1104 seats High School – 1332 seats
How much of the need is met if this strategy is applied:
Adds 3,500 classroom seats or 100% of capacity need at all levels
Assumptions
<ul style="list-style-type: none"> • Uses current district calculation of capacity needs • Assumes four different schedule tracks applied to all schools in the district, resulting in a 25% capacity increase.

APPENDIX F: DESIGN PRINCIPLES

Design Principle	Description	Benefits	Considerations	Specific Cost Savings
Stacking buildings	<ul style="list-style-type: none"> Eliminate or minimize 1 story designs Change designs to increase number of stories 	<ul style="list-style-type: none"> Minimizes building footprint Results in construction savings Reduces storm water requirements Provides opportunity for other site enhancements 	<ul style="list-style-type: none"> May not be feasible for all sites May not be consistent with neighborhood context on some sites Thermal gain on upper floors May be impacted by site topography or layout 	Cost study showed 3% savings for three story over two story building
Efficient and simple design	<ul style="list-style-type: none"> Buildings designed in more compact manner, i.e. box/cube shaped Utilize quality systems (i.e. mechanical, lighting, controls) that are simple to use and maintain 	<ul style="list-style-type: none"> Easier to construct which benefits schedules and construction costs Reduces circulation/passing time required Simple systems that are easier to maintain reducing operational costs Can enhance long-term flexibility for interior changes 	<ul style="list-style-type: none"> May impact ability to provide preferred adjacencies May limit flexibility design layouts Design needs to meet daylighting requirements 	Dependent on specific design, estimated to be 2-3%
Aesthetic	<ul style="list-style-type: none"> Emphasis on aesthetics that are pleasing & fit with neighborhood context but not on design awards 	<ul style="list-style-type: none"> Enhances neighborhood context Increases property values Increases desirability of neighborhood Attracts/retains quality teachers Students and staff feel valued 	<ul style="list-style-type: none"> Limiting aesthetics on non-frontage sides may impact "look and feel" of school to students or neighbors 	Dependent on specific project/implementation of design principle

Design Principle	Description	Benefits	Considerations	Specific Cost Savings
Standards	<ul style="list-style-type: none"> Clear standards for design teams to ensure commonality in construction documents & building / system solutions 	<ul style="list-style-type: none"> Clarity for design teams to streamline process Consistency among schools (replacement or new) Less resource (people & money) impact to maintain/operate 	<ul style="list-style-type: none"> Standards evolve as: (1) new systems and materials are available (2) codes & regulations change; & (3) changes occur in technology & in programs 	Dependent on specific project/implementation of design principle
Accountability of design teams	<ul style="list-style-type: none"> System of accountability for design team with respect to district standards, short-term/long-term value and educational goals 	<ul style="list-style-type: none"> Projects completed consistent with district standards, values and goals Any required deviations from standards are vetted and approved 	<ul style="list-style-type: none"> Resources need to be allocated for oversight/accountability 	Dependent on specific project/implementation of design principle
Proto-parts	<ul style="list-style-type: none"> Re-using of portions of designs or design concepts across projects 	<ul style="list-style-type: none"> Streamlines design processes Consistency design elements across projects Allows for effective design elements or adjacencies to be replicated 	<ul style="list-style-type: none"> Some site configurations may constrain use of specific proto-parts 	Dependent on specific project/implementation of design principle
Grouping multiple projects to the extent possible	<ul style="list-style-type: none"> Consider combining projects together using same design team and/or contractor 	<ul style="list-style-type: none"> Reduce design and construction costs Could benefit schedule through sub-contractor coordination 	<ul style="list-style-type: none"> May work best in same jurisdictions and complimentary timeline Need to be consistent with state guidelines for selection of professional service providers Need to be consistent with state guidelines for procurement of contractors Design team and/or contractor has capacity to handle multiple projects 	Potential 3-4% savings if two similar projects could be combined

APPENDIX G: NEIGHBORING DISTRICT DATA

Standard of Service Comparison: King County School Districts

King County Code 21A.06 refers to a “standard of service” that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors determined by the district, which would best serve the student population.

School District	Class Size Standard (students/classroom)	Utilization Rate	Additional Space Needs (Classroom Space Excluded from Regular Classroom Inventory)
Auburn	K-5: 24.8 6-8: 30 9-12: 30.2	95% (grades 6-12)	Special ed, adaptive behavior, resource rooms (variety of programs), head start, preschool, reading labs, ELL, computer labs, performing arts (9-12)
Enumclaw	K-5: 23.5 6-8: 28 9-12: 28	Varies based upon building	Special ed, music, PE, computer labs, ELL, resource rooms (variety of programs), preschool, early childhood programs, AP programs (9-12), vocational-tech programs (9-12), basic life skills programs (9-12)
Federal Way	K-5: 21.6 6-8: 26 9-12: 26	Not identified in CFP	Special ed, music (K-5), ELL, computer labs (6-8), resource rooms (variety of programs), preschool, early childhood programs, headstart, alternative learning experience, employment transition program (9-12), career academies (9-12)
Highline	K-6: 25.7 6-8: 30 9-12: 32	Not identified in CFP	Special ed, music, computer labs, resource rooms (variety of programs), ELL gifted programs, day care programs, preschool programs
Issaquah	K-5: 20 6-8: 26 9-12: 28	95% (all grades)	Special program needs (no further definition in CFP)
Kent	K-5: 28.8 6-8: 28 9-12: 30	85% (grades 6-12)	Special ed, computer lab, music instruction, PE, ELL, resource rooms (variety of programs), highly capable programs, reading/math/science labs, speech and language therapy, outreach programs (secondary students), tech academy (9-12) art/theater programs (9-12), IB program (9-12), JROTC (9-12), career and technical programs (9-12), Kent Phoenix Academy

School District	Class Size Standard (students/classroom)	Utilization Rate	Additional Space Needs (Classroom Space Excluded from Regular Classroom Inventory)
Lake Washington	K-5: 23 6-8: 30 9-12: 32	70% (nonmodernized) 83% (modernized)	Special ed, music instruction (K-5), computer labs (K-5), art/science rooms (K-5), resource rooms (variety of programs), ELL, Preschool, gifted education
Northshore	K-5: 24 6-8: 27 9-12: 27	Varies by building ¹	Special ed, learning centers, computer labs, ELL, home school programs, resource rooms (variety of programs), advanced placement (K-5), alternative school programs (6-12), career technical education (9-12), advance placement (6-12), school to work (6-12), Running Start/College in High School (9-12)
Renton	K-5: 25.7 6-8: 29 9-12: 29	83% (secondary)	Special ed, alternative learning experiences, other special learning opportunities, music, PE,
Riverview	K-5: 24 6-8: 24 9-12: 24	Not identified in CFP	Special ed, computer labs, ELL, learning assistance programs, gifted programs (K-5), Home School Alternative (K-5), preschool, multi-age program, career and technical education (secondary), school to work (secondary), other alternative programs/ learning support
Snoqualmie Valley	K-5: 24 6-8: 27 9-12: 27	83% (secondary) 80% (Mt Si High School)	Special ed, ELL, resource rooms (variety of programs), computer labs, preschool programs, gifted education (K-5), learning assisted programs (K-5), transition rooms, day care programs
Tahoma	K-5: 24 6-8: 24 9-12: 29	Not identified in CFP	Special ed, computer labs, music, PE, gifted education (K-5), vocational classes (secondary), planning/student consultation (secondary), alternative program (K-12)
Bellevue	K-5: 23 6-12: 28	Currently 71% most secondary. Can go to 86% & 93% using staff planning offices	Special Ed; Computer labs; CTE; Music; Art

King County District's Standard of Service

Calculation Factor	Issaquah School District Standard of Service	Lake Washington School District Standard of Service
Classrooms Included	Program/Special Purpose Classrooms not included in Capital Facility Plan	All Classrooms included with Program/Special Purpose deducted
Class Size	K-5 @ 20:1 6-8 @ 26:1 9-12 @ 28:1	K-5 @ 23:1 6-8 @ 30:1 7-12 @ 32:1
Utilization Rate	95% all grades levels	100% K-5 83% 6-12 Modernized Schools 70% 9-12 Non-Modernized Schools

Sample comparison calculation – Elementary

Calculation Factor	Issaquah School District Standard of Service	Lake Washington School District Standard of Service
Classrooms Included	25 Classrooms	28 Classrooms – 3 Program/Special Purpose Spaces = 25
Class Size	K-5 @ 20:1 x 25 classrooms = 500	K-5 @ 23:1 x 25 classrooms = 575
Utilization Rate	500 x 95% all grades levels	100% K-5
Total Capacity Based on Standard of Service	475 students	575 students

Sample comparison calculation – High School

Calculation Factor	Issaquah School District Standard of Service	Lake Washington School District Standard of Service
Classrooms Included	60 Classrooms	62 Classrooms – 2 Program/Special Purpose Spaces = 60
Class Size	9-12 @ 28:1 x 60 classrooms = 1680	9-12 @ 32:1 x 60 classrooms = 1920
Utilization Rate	1680 x 95% all grades levels	1920 x 83% modernized secondary schools*
Total Capacity Based on Standard of Service	1596 students	1593 students

APPENDIX H: SCHOOL CONSTRUCTION POTENTIAL FUNDING SOURCES

Potential Funding Source	Description	Benefits	Challenges
Federal	<p>Federal funds for school construction are limited to specific grants or loans related to serving certain populations with specific needs. These are outlined in a Congressional Research Service report from December, 2013: School Construction and Renovation: A Review of Federal Programs.</p> <p>According to the report “The largest federal contributions are indirect—the forgone revenue attributable to the exemption of interest on state and local governmental bonds used for school construction, modernization, renovation, and repair; and other tax credits.”</p>	<ul style="list-style-type: none"> Investors who purchase Unlimited General Obligation Bonds do not pay federal income tax on the interest they earn on those bonds. As a result, the interest rates paid are lower than if the bonds were taxable. This lower cost of borrowing saves taxpayers. 	<ul style="list-style-type: none"> Federal grants and loans are targeted at special populations or special circumstances (such as disaster recovery) and the district is unlikely to qualify for direct construction funding.
State	<p>The Office of the Superintendent of Public Instruction (OSPI) identifies several programs that can provide Funding Resources for School District Facilities.</p> <p>The most significant program that provides state funds for school construction is the School Construction Assistance Program. The School Construction Assistance Program (SCAP) provides funding assistance to school districts that are undertaking a major new construction or modernization project. Projects must meet eligibility requirements based on facility age and condition for modernization and a need for more space for new construction. School districts are responsible for securing local funding for construction projects. If eligible, the State provides <i>partial</i> funding based on formulas, allowances, and costs related to certain aspects of a construction project called recognized project costs.</p>	<ul style="list-style-type: none"> The state contributes some funding, as well as technical assistance in facility planning, construction, and contracting. <ul style="list-style-type: none"> SCAP funds are provided for: <ul style="list-style-type: none"> New construction projects to build new schools to accommodate “unhoused students” based on state eligibility requirements Modernization projects to renovate and upgrade existing school facilities New-in-lieu of modernization projects to replace existing buildings with new ones when more 	<ul style="list-style-type: none"> Projects must meet eligibility requirement to receive state funding. <ul style="list-style-type: none"> Local funding must be secured prior to being eligible for SCAP funds. SCAP is not a guaranteed allocation. Funds require biennial legislative allocation. Many project costs are not non-recognized costs and not eligible for state funding. The SCAP funding percentage varies by districts with lower state funding provided to districts with higher Assessed Valuations. Range is from 20 to 100 percent of state

Potential Funding Source	Description	Benefits	Challenges
State (continued)	<p>A summary of School Construction Funding Assistance can be found in the state's SCAP Folio. Key Funding drivers are outlined in a SCAP 101 Presentation.</p>	<p>cost effective than modernizing</p>	<p>covered costs.</p> <ul style="list-style-type: none"> • The district's SCAP funding for 2014 was 26.54 percent of state recognized project costs. • Given that not all project costs are covered, the funding received from the state actually equated to only 8.5 % of total project costs for the districts recent Phase 2 Modernization projects. • Square footage allocation which determines if schools are eligible for construction of new (additional) schools is outdated and is currently at or below 1979 funding levels. It has not been updated to reflect current program realities such as All Day kindergarten or lower class size and other educational program needs. OSPI has proposed a change to recognize space required for current educational programs. OSPI Proposed 2015-17 State Capital Budget Overview

Potential Funding Source	Description	Benefits	Challenges
<p>Local: Unlimited Tax General Obligation Bonds</p>	<p>UTGO – Unlimited Tax General Obligation Bonds are municipal bonds backed by the pledge of the issuer (generally a city or municipality) to raise taxes, without limit, to service the debt until it is repaid. Because of this feature, unlimited tax bonds may have higher credit ratings and offer lower yields than other comparable municipal bonds of the same maturity.</p>	<ul style="list-style-type: none"> • Provides ability to finance major construction projects at municipal bond interest rates. • The district has an excellent credit rating (Moody's Aaa and Standard & Poors AA) which makes bonds desirable and interest rates lower than less favorably rated issues. • Principal amount of bonds is paid off based on bond maturity lengths which can be up to 20 years. 	<ul style="list-style-type: none"> • Bond issue must be authorized at a special or regular election with at least 60 percent voter approval. • Requires that there must be a 40 percent voter turnout, based upon the number of votes cast in the most recent state General Election, in order to validate. • Outstanding bond principal must be less than the total maximum debt limit of 5 percent of assessed value.
<p>Local: Limited General Obligation Bonds</p> <p>Local: LGO Bonds (continued)</p>	<p>LGO – Limited General Obligation Bonds refers to a bond issued by a state or local government that is payable from general funds of the issuer and backed by specified or constrained revenue sources. LGOs are a form of non-voted debt along with any other capital leases or other forms of short term borrowing.</p>	<ul style="list-style-type: none"> • Can provide upfront financing when dedicated levies or other revenue source is available or will be collected over a period of years. • Can be used for additions or modernizations of existing schools. 	<ul style="list-style-type: none"> • LGOs along with other lines of credit, capital leases, and other forms of non-voted debt limited to 0.00375 (3/8th of 1 percent) of the value of taxable property within the district. • Interest rates for LGO Bonds are slightly higher than for UTGO bonds. • LGO Bonds cannot be used for the construction of new (additional) schools. • Interest must be funded from non-levy sources

Potential Funding Source	Description	Benefits	Challenges
<p>Local: Capital Levies</p>	<p>Article 7 of the State Constitution and chapter 84.52 RCW give school districts authority to levy local property taxes. The voters of the school district must approve such levies. The duration of levies used for capital purposes may be from one year to six years levies.</p>	<ul style="list-style-type: none"> Capital levies can provide funds for capital purposes through collection of tax revenues beyond those that can be requested for educational programs and operations. There are no interest costs associated with levies. 	<ul style="list-style-type: none"> Levy funds are collected over time so they may not align with timing of needed funds for large construction projects.
<p>Local: School Impact Fees</p>	<p>Impact fees are charges assessed by local governments against new development projects that attempt to recover the cost incurred by government in providing the public facilities required to serve the new development.</p> <p>Impact fees are only used to fund facilities directly associated with the new development. They may be used to pay the proportionate share of the cost of public facilities that benefit the new development; however, impact fees cannot be used to correct existing deficiencies in public facilities. In Washington, impact fees are authorized for those jurisdictions planning under the Growth Management Act (GMA). In 2011, legislation extended the time period for expenditure of all types of GMA impact fees to 10 years.</p> <p>School impact fees must be justified by a school district's adopted Capital Facilities Plan. The plan must document anticipated enrollment growth and capital needs and include a financing plan that identifies the role of impact fees. Collection of the fees occurs through the permitting</p>	<ul style="list-style-type: none"> New development partially pays for school capacity needed to serve that development. The fees collected are based directly on the expected impact of each type of new housing unit. School impact fees allow for the impacts of new development to be considered looking at system wide impacts. The district collects the fees outlined in the district's Six-Year Capital Facilities Plan. The current fees are \$9,623 for new single family homes and \$745 for each new multi-family unit homes. 	<ul style="list-style-type: none"> Impact fees provide only a small amount of the cost of new facilities needed to serve new housing developments. Timing of collection of impact fees is close to the new housing units' completion. As a result, the majority of impact fees have been used for temporary facilities due to the long lead times needed for the planning and construction of permanent school facilities.

Potential Funding Source	Description	Benefits	Challenges
	<p>process of cities and counties, which must agree to collect the fees and forward collected fees to the school district.</p> <p>The district has established interlocal agreements with the cities of Kirkland, Redmond, and Sammamish along with King County. The fees formula is outlined in the district's Six-Year Capital Facilities Plan. These fees are based on the capital costs of new facilities and the number of students generated from each single family and multi-family housing unit.</p>		
Other: Grants	<p>Grants for school construction may be available from a variety of sources. Grants are usually targeted to specific purposes such as energy or to serve special populations or needs. Some grants available to schools in Washington are identified in the Funding Resources for School District Facilities on the OSPI's web site.</p>	<ul style="list-style-type: none"> • May provide funds to support some components of school construction or renovation. 	<ul style="list-style-type: none"> • Typically grants are targeted for specific purposes or special situations and not to fully construct new school facilities.
Other: Private Donors	<p>Donors or foundations are another potential source of funding. A recent example is Raisbeck Aviation High, a small 400-student high school built in Highline School District on land owned by the Museum of Flight. According to a Grand Opening Media Kit of the \$44 million cost for the new facilities, 35% was through donation by individuals and private foundations, 32A% by the school district, 23% by the Port of Seattle, 9% by the State of Washington, and 1% by the federal government. Of the \$16 million in private funding, the largest donations were \$4 million from the Boeing company and \$3 million from James and Sherry Raisbeck of Raisbeck Engineering.</p>	<ul style="list-style-type: none"> • Provide a potential source of funds to support some type of school construction project, likely to be one that is specialized or targeted to a particular industry or need. 	<ul style="list-style-type: none"> • Identification of donors would require significant investment of time • May not be viable for new comprehensive or "neighborhood" school construction costs.

Potential Funding Source	Description	Benefits	Challenges
Other: Sale of existing properties	The sale of district owned unused sites which are not currently planned for new school construction could be sold to fund school construction projects. The current Assessed Valuation of these properties is \$4.8 million.	<ul style="list-style-type: none"> • Sale of properties could fund a portion of school construction costs. 	<ul style="list-style-type: none"> • Sale of properties outside the Urban Growth Boundary would not produce significant return. • If Urban Growth Boundary line moves in the future, increased development in areas around these properties may result in need for school sites. Purchasing property for these needs at that time is likely to cost more than the value of the properties currently.

Educational Research References

The research summaries and references look at the impact of facilities and overcrowded schools on academic achievement, as well as design principles for school buildings. Most of the reports indicate that student achievement is negatively impacted by poor facility condition and overcrowding.

ACEF Webinar – Imaging the Future through Existing Buildings, June 7, 2013

<https://www.youtube.com/watch?v=WbTNm9avjX4> = 53.28 minutes

Video premise is that “Despite school budgets, growing security concerns, and skyrocketing transportation expenses, we still need to provide high performance, forward thinking educational environments for our children and communities.” It speaks to the impact of building condition on student achievement, evaluating educational adequacy, and other topics.

The Urgent National Need for School Construction and Modernization, 2000

<http://www2.ed.gov/offices/OESE/archives/inits/construction/urgentneed.html>

School Conditions Have an Impact on Student Achievement

A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding. [*Impact of Inadequate School Facilities on Student Learning*] For example:

- **A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams** than did similar students in underused schools. In addition, students and teachers in overcrowded schools agreed, when asked, that overcrowding harms both classroom activities and instructional techniques. [Rivera-Batiz and Marti, 1995]
- Another study of high schools in rural Virginia examined the relationship between building condition and student achievement. **The study found that student scores on achievement tests were up to 5 percentile points lower in buildings with lower quality ratings, after adjusting for socioeconomic status.** Lower achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, classroom furniture, more graffiti, and noisy external environments. [Cash, 1993]
- **A study in the District of Columbia found that students in school buildings that were in poor condition had achievement 11 percent below students in schools in excellent condition** and six percent below students in schools that were in fair condition. [Edwards, 1991]

Impact of Inadequate School Facilities on Student Learning, 2000

<http://www2.ed.gov/offices/OESE/archives/inits/construction/impact2.html>

Physical Building Conditions

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

Overcrowding

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a

result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

Do School Facilities Affect Academic Outcomes? National Clearinghouse for Educational Facilities, Mark Schneider, 2002

- School facilities affect learning. Spatial configurations, noise, heat, cold, light, and air quality obviously bear on students' and teachers' ability to perform. Empirical studies will continue, focusing on fine-tuning the acceptable ranges of these variables for optimal academic outcomes. But we already know what is needed: clean air, good light, and a quiet, comfortable, and safe learning environment. This can be and generally has been achieved within the limits of existing knowledge, technology, and materials. It simply requires adequate funding and competent design, construction, and maintenance.
- Building age is an amorphous concept and should not itself be used as an indicator of a facility's impact on student performance. Many schools built as civic monuments in the 1920s and 1930s still provide, with some modernization, excellent learning environments; many newer schools built in the cost-conscious 1960s and 1970s do not.

Condition of America's Public School Facilities: 2012-13. National Center for Education Statistics (NCES). March 2014

NCES conducted this survey in spring 2013 using the Fast Response Survey System (FRSS). The survey on the condition of public school facilities was mailed to the school districts of approximately 1,800 public schools in the 50 states and the District of Columbia. The survey response rate was 90 percent.

Selected Findings:

- Based on survey responses, almost all (99 percent) of the schools had permanent buildings, and 31 percent had portable (temporary) buildings. Among schools with permanent buildings, the overall condition of about three-quarters of the permanent buildings was described as excellent (20 percent) or good (56 percent); 21 percent were in fair condition, and 3 percent were in poor condition. Among schools with portable buildings, overall condition was excellent in 6 percent, good in 49 percent, fair in 36 percent, and poor in 9 percent. **(Schools without portables rated their main building in excellent or good condition in higher percentages (76%) than schools with portables (55%).**
- Sixty percent of public schools were reported to have a written long-range educational facilities plan. Seventeen percent of public schools had major repairs, renovations, or modernization work currently being performed at the school, and 39 percent had major repairs/renovations/modernization work planned for the school in the next two years. **(56% of public schools were performing major repairs, renovations or modernization in a three-year period).**
- The average of the reported number of years since the construction of the main instructional building was 44 years. Among schools with major renovation of the main instructional building, the renovation occurred on average 12 years ago. Among schools with major building replacement or addition, the replacement or addition occurred on average 16 years ago. The average functional age of the main instructional building was 19 years. **(Schools get a major renovation, on average, 32 years after being built).**

Excerpts from Condition of America’s Public School Facilities: 1999, National Center for Education Statistics

<http://nces.ed.gov/surveys/frss/publications/2000032/index.asp?sectionid=8>

Extent of Overcrowding

- Approximately half of schools were under enrolled, about a quarter were near their capacity, and about a quarter overcrowded based on the capacity of their permanent instructional buildings and space. This translates into about 40,500 schools that were under enrolled, 20,400 schools at their capacity, and 17,400 schools that were overcrowded.
- While potential reasons for this overcrowding were not explored in the survey, changes in public school enrollment growth may contribute to overcrowding. According to a 1999 report by the U.S. Department of Education (1999a), the West and the South led the nation in school enrollment growth, and cities and suburbs both experienced substantial school enrollment growth in the last 10 years. Enrollment growth in the West was particularly notable, increasing 26 percent from 1989 to 1999.

Overcrowding and School Condition

- Schools that were overcrowded were about twice as likely as schools that were under enrolled or within 5 percent of their capacity to indicate that they have at least one type of onsite building in less than adequate condition (43 percent versus 18 percent and 19 percent, respectively)

School Practices Used to Ease Overcrowding

- Schools that suffer from overcrowding may utilize a number of strategies to ease the crowding. These strategies include modifying how physical structures are used, including investment in portable classrooms or using as classroom space rooms originally intended for non-instructional purposes. Other strategies utilize scheduling options, including staggered lunch schedules, year-round schedules, and split-day schedules.
- Among the most common of the practices used by schools were strategies based on how space is used. Overall, 36 percent of schools reported using portable classrooms, and 20 percent reported the creation of temporary instructional space.
- Schools may also alter their schedules in order to reduce the number of students in a given space within the school at any given time. The most common of these scheduling practices was the use of staggered lunch schedules (74 percent). Very few schools utilized a year-round schedule (5 percent) or a split-day schedule (3 percent).

Study of The Educational Facilities Planning Process Within the Context Of A Social and Political Environment, Todd Lee Kraft, Dr. Jay Scribner, Dissertation Chair, May 2009

Currently, in the United States, 75% of school buildings are in need of repair or renovation. The current physical condition of those school buildings and the effect they have on educational achievement has been a major topic of concern. Just to bring the United States’ existing schools into acceptable conditions would take an estimated \$127 billion. Along with concerns related to a school’s adverse physical environment, many school districts are facing facility issues due to overcrowding. Significant increases in student population brought about by immigration, migration, suburban sprawl, and the baby boom echo have led many schools to exceed the student capacity they were designed to accommodate. These current issues of overcrowding and adverse physical conditions of schools make it

clear that educational leaders and the school community as a whole must be prepared to address and plan for school districts' facility's needs (National Center for Education Statistics, 2000).

The extensive need to renovate, replace, and plan educational facilities may sound like an overwhelming task, but it also presents a great opportunity for educational leaders to plan and design schools that will meet the needs of students being educated in the 21st century. In order for leaders to successfully address the planning and design of educational facilities, research should be undertaken that examines the authentic context of the planning process. Examining the educational facilities planning process may provide insight into the social and political dimensions that are present within the context of the planning process. Insight into the political and social dimensions of change may allow leaders to successfully guide stakeholders through the social and political dimensions of change.

The purpose of investigating this planning episode was to develop an understanding of how an educational leader guided stakeholders through the social and political dimensions that existed within the authentic context of the planning process. Three major themes emerged from the in-depth interviews and data analysis. First, the leader engaged key stakeholders to create a collaborative and meaningful planning process. Second, the effective actions of the leader contributed to a meaningful planning process. Third, the leader successfully shaped the context of the planning process. In reference to engaging key stakeholders to create a collaborative and meaningful planning process, the data analysis resulted in the emergence of three themes: (1) involving key stakeholders, (2) listening to key stakeholders, and (3) developing a flexible planning process. In reference to the actions of the leader contributing to a meaningful planning process, four themes emerged from the data: (1) establishing credibility, (2) envisioning the future, (3) empowering key stakeholders, and (4) ensuring parity. In reference to the leader shaping the context of the planning process, one specific theme emerged from the data: (1) shaping the context of the planning process.

Planning educational facilities is not just about providing a school building; planning and designing educational facilities is about engaging stakeholders in a social and political process that results in a learning environment that will respond to the needs of students, teachers, and the entire community (Tanner and Lackney, 2006). Tanner and Lackney commented that in spite of the recent findings, researchers have provided regarding the value of involving stakeholders in the process of planning, incorporating those findings into planning schools has not been a widely adopted practice by school districts.

Forum Guide to Facilities Information Management, National Forum on Education Statistics, 2012

While most states and districts are not yet able to track the impact of facilities on education outcomes, in the last decade, a broad and varied body of independent studies has examined whether and how facilities affect student achievement, teachers, and communities. These studies generally show a positive relationship between the quality of school facilities and student academic achievement (Buckley, Schneider, and Shang 2004). Additionally, a review of teacher surveys in the Chicago and Washington, DC public school systems identified a relationship between facility conditions and teachers' ability to deliver curriculum. The quality of school facilities also affected the likelihood of teachers continuing to work at a given school and even staying or leaving the field of education (Buckley, Schneider, and Shang 2005; and Earthman and Lemasters 2009).

Four key design and condition characteristics have been studied to better understand how school facilities influence teaching and learning. These studies consistently show that:

- Acoustics: Both students and teachers perform better in quieter classrooms, where they do not have to strain to hear or be heard.
- Lighting: The amount and quality of lighting in school buildings plays an important role in learning, with sufficient lighting (especially sunlight) helping to improve student energy levels, concentration, comprehension, and positive learning outcomes (Heschong, Elzeyadi, and Knecht 2002).
- Indoor air quality: Clean air lowers teacher and student absenteeism by reducing incidences of asthma and allergies.
- Thermal comfort: Comfortable temperatures help students and staff stay alert and focused (Office of Radiation and Indoor Air 2003).

School facilities are not only important to the performance and health of students and teachers; they seem to affect the “livability” of the larger community. Although still in its early stages, research is underway to assess the impact of school location on transportation, housing, and community use of schools (Vincent 2006). Preliminary findings indicate, for example, that consolidating small neighborhood schools into fewer, larger schools contributes to increased transportation costs; and results in fewer students participating in after-school and extracurricular activities. There has also been research on the relationships between school quality, school supply, the demand for public education, and neighborhood housing market indicators; findings suggest a connection between school quality and neighborhood housing prices (21st Century School Fund, The Brookings Institution, and the Urban Institute 2008).

Overpopulation in Schools

<http://education.seattlepi.com/overpopulation-schools-affecting-test-scores-2121.html>

Overpopulation in schools has been shown to have an adverse effect on student learning in a number of ways. Typically, overpopulated schools are in inner city or urban neighborhoods where funding to expand facilities is limited. A school is defined as overpopulated when it operates with an enrollment rate exceeding capacity. How schools deal with this problem affects student learning since overpopulation can hinder student learning, reducing the quality of instructional planning and lowering morale among students and teachers.

The Overcrowding Fact Sheet

Research cited in the Overcrowding Fact Sheet concludes that overcrowded schools affect student academic achievement.

- Overcrowded schools have been found to be a negative influence upon student performance, especially for minority/poverty students. Students in overcrowded schools and classrooms **do not score as high on achievement tests** as students in non-crowded schools and classrooms.
- Overcrowding results in **higher absenteeism** among teachers and students.
- Teachers report that overcrowding creates stressful and unpleasant working conditions, that these schools are noisier, create more non-instructional duties and paperwork, and **inhibit teaching and learning**.
- **Teacher burnout** is more common in overcrowded schools.

- 40% of students in overcrowded schools who were studied said they had **trouble concentrating** on their classes when learning something new; teachers in these schools said they only had time to cover the basics and **did not have time for further exploration**.

School Facility Conditions and Student Academic Achievement, Prof. Emeritus Glen I. Earthman, Virginia Polytechnic, 2002

The researcher concludes that the condition of school facilities affects student academic achievement and teacher effectiveness.

- School building design features and components have been proven to have a measurable influence upon student learning. Among the influential features and components are those impacting temperature, lighting, acoustics and age. Researchers have found a negative impact upon student performance in buildings where deficiencies in any of these features exist.
- -The overall impact a school building has on students can be either positive or negative, depending upon the condition of the building. Correlation studies show a strong positive relationship between overall building conditions and student achievement. Researchers have repeatedly found a difference of between 5-17 percentile points between achievement of students in substandard buildings and those students in above-standard buildings when the socioeconomic status of students is controlled.
- -Ethnographic and perception studies indicate that poor school facilities negatively impact teacher effectiveness and performance.

New Schools, Overcrowding Relief, and Achievement Gains in Los Angeles, Policy Brief, August 2012

This policy brief looks at the Los Angeles Unified School District's (LAUSD) investment of more than \$19 billion to build 130 new facilities over the past decade. The District asked Unified Communications Berkeley researchers to estimate the achievement effects of this massive initiative – benefits that may stem from attending a new school or staying at an older building that is no longer overcrowded.

The researchers tracked thousands of students from 2002-2008. Key findings included:

- Significant achievement gains are discernible for elementary-school pupils who switched from an old facility to a newly constructed facility. On average, these 'switching pupils' outpaced the average LAUSD student by a gain equal to about 35 additional days of instruction.
- Achievement gains are most robust for elementary students who escaped severe overcrowding by moving to a new elementary school. Relative to the rate of learning for the average LAUSD student, this subset of students enjoyed achievement gains equivalent to about 65 days of additional instruction per year.
- Across new elementary schools, we find no relationship between the per-pupil construction costs directly tied to classrooms and the magnitude of achievement gains. That is, pupils migrating to less-costly new schools saw achievement gains that were no different, on average from those moving to more expensive new facilities.
- After a new school opened nearby, students who remained in previously overcrowded elementary schools experienced modest gains, compared with the average LAUSD students.
- Although new facilities featured slightly lower pupil-teacher ratios, higher shares of fully credentialed teachers, and lower teacher turnover, these features do not explain the steeper achievement growth of elementary students migrating to these new facilities.

- We could only discern inconsistent and weaker achievement gains for high school students who moved from an overcrowded to a new school facility.

Linking School Facility Conditions to Teacher Satisfaction and Success, Mark Schneider, 2003

This study documented how teachers in Chicago and Washington DC rated their working conditions and perceived those condition affected their job performance and teaching effectiveness. Significant numbers were dissatisfied with their facilities. The report concluded that school facilities have a direct affect on teaching and learning. Poor school conditions make it more difficult for teachers to deliver an adequate education to their students, adversely affect teachers' health and increase the likelihood that teachers will leave their school and the teaching profession.

33 Education Design Principles for Schools and Community Learning Centers – J. Lackney, August 2007

http://schoolstudio.typepad.com/school_deisgn_studio/33-educational_-design-pri.html

Achievement by Design – S. Black, American School Board Journal, October 2007

<http://www.asbj.com/MainMenuCategory/Archive/2007/October/AchievementbyDesign.aspx>

Bricks and Mortar: 21sst Century Learning Requires 21st Century Spaces – Angel Ford, November 24, 2014

<http://www.efc.gwu.edu/resources/library/21st-century-learning-requires-21st-century-spaces/>

Bricks and Mortar: The Importance of School Facilities – Dr. Linda Lemasters, August 22, 2014

<http://www.efc.gwu.edu/resources/library/the-importance-of-school-facilities/>

Can the physical environment have an impact on the learning environment – Peter Lippman, 2010

<http://www.oecd.org/education/innovation-education/centreforeffectivelearningenvironmentscele/46413458.pdf>

Design Implications for Primary Schools - Barrett-Zhang, 2009

http://usir.salford.ac.uk/18471/1/SCRI_Report_2_school_design.pdf

Interesting United Kingdom study that includes comment on Lake Washington School District's Franklin Elementary School.

Do K-12 Facilities Affect Ed Outcomes – Tennessee Advisory Commission, January 2003

http://www.state.tn.us/tacir/PDF_FILES/Education/SchFac.pdf

The Interface Among Educational Outcomes and School Environment – C. Kenneth Tanner, 2014

http://www.efc.gwu.edu/wp-content/uploads/2014/09/Tanner_2014.pdf

Learning Can Be Harmed by Classroom Design – T.Roberts, January 2013

<http://www2.buildinggreen.com/article/study-learning-can-be-harmed-classroom-design>

Video: Smart design + school = healthy kids, Washington Post Forums – June 24, 2014

<http://www.washingtonpost.com/blogs/post-live/wp/2014/06/24/smart-design-school-healthy-kids/> - 6.15 minutes

Designing a healthier school. Collaborating across disciplines to renovate an elementary school . . . that now encourages students to eat healthy and exercise.

Six Elements of Educational Facility Design – Randall Fielding, AIA, March 2007

<http://www.aia.org/aiaucmp/groups/secure/documents/pdf/aiap016372.pdf>

Until recently, educators and architects have lacked clear criteria to evaluate architecture for education. Planning teams have struggled to find or invent effective models without a common language of design. Fortunately, a substantial, readily accessible database of educational architecture over the last decade has resulted in a language of best practices for planning and designing 21st-century schools.

The rapidly emerging language of educational design supports both the foundational skills of literacy and numeracy and the demands of a global economy, which require that learners be curious, self-directed, and able to work across platforms. Six essential elements support the requirements of any contemporary educational framework.

Smart buildings: Architects using brain science for design guidance (Added 3/5/15)

<http://america.aljazeera.com/articles/2015/2/26/smart-buildings-architects-turn-to-brain-science.html#>

Applying neuroscience in designing buildings helps occupants learn smarter, heal faster and feel better.

BD+C special report: What it takes to build 21st-century schools (Added 3/5/15)

<http://www.bdcnetwork.com/bdc-special-report-what-it-takes-build-21st-century-schools?eid=216278976&bid=1022185>

How the latest design, construction, and teaching concepts are being implemented in the next generation of America's schools.

LWSD Student Profile (Added 3/17/15)

<http://www.lwzd.org/SiteCollectionDocuments/About-Us/Student-Profile.pdf>

Schools Designed for Learning *(Added 4/14/15)*

The Denver School of Science and Technology (video and Resource Guide)

<http://www.archfoundation.org/2013/01/schools-designed-for-learning-the-denver-school-of-science-and-technology-3/>

National Center for Education Statistics *(Added 4/14/15)*

<http://nces.ed.gov/>

DesignShare – Designing for the Future of Learning *(Added 4/14/15)*

<http://designshare.com/>

Edutopia – George Lucas Educational Foundation *(Added 4/14/15)*

<http://www.edutopia.org/>

Do School Facilities Affect Academic Outcomes *(Added 5/12/15)*

Mark Schneider, November 2002, National Clearinghouse for Educational Facilities

<http://www.ncef.org/pubs/outcomes.pdf>

Linking School Facility Conditions to Teacher Satisfaction and Success *(Added 5/12/15)*

Mark Schneider, August 2003, National Clearinghouse for Educational Facilities

<http://www.ncef.org/pubs/teachersurvey.pdf>

Summary of School-Size Research (Added 4/20/15)

The research summaries look at the relationship between school size and academic achievement. In general, the research results have been mixed and have not coalesced around a common conclusion. The most recent research is contained in the first two summaries. The first report finds a positive correlation between reading and math test scores and smaller school size, especially in grades six through 10. In the second report from the Los Angeles School District, relieving overcrowded elementary schools had a positive impact on student achievement.

The Impact of School Size on Student Achievement: Evidence from Four States. EDRE Working Paper. Anna Egalite and Brian Kisida. May 2013. http://www.uaedreform.org/wp-content/uploads/2013/03/Egalite-Kisida-13_Impact-of-School-Size-on-Student-Achievement_wp.pdf

This paper is the first of its kind to examine the impact of school size in both elementary and secondary schools using a rigorous research design that focuses on individual changes in student achievement as a student moves between schools of varying sizes. The research questions addressed are: Does school size have a significant impact on student achievement? Do school size impacts vary between elementary and secondary school levels?

The paper reviews the research to date on the impact of schools size on standardized achievement tests in math and reading. At the elementary level, the authors conclude that current research has been of limited size and scope to draw conclusions on a large scale. At the secondary level, the research challenge is that reducing school size has been enacted with other reforms making it difficult to capture a valid estimate of the effect. It is not surprising that many of the findings on school size impacts at the secondary level are contradictory.

This study uses testing and demographic data provided by the Northwest Evaluation Association (NWEA) that reports student math and reading achievement on the NWEA Measures of Academic Progress (MAP) assessment in grades two through 10. Data comes from four diverse states representing different regions of the U.S.

The results reveal two key findings, which point to the importance of school size as a contributing factor to student achievement growth. First, school size has a significant impact on student achievement in both math and reading. Large schools with enrollments greater than 590 students have significant negative impacts on student academic achievement. Second, these impacts vary by grade level. In grades 6-10, school size has the greatest effect with student achievement significantly declining in schools that enroll more than 638 students.

There are small, negative impacts on math achievement associated with increases in secondary school size. Across all grade levels, this equates to a $-.011$ of a standard deviation (*SD*) drop in student math achievement for every 100-student-increase in school size. Breaking results apart by grade levels, there are no significant impacts in the elementary grades but in grades 6 through 10, an increase of 100 students is associated with $-.009$ *SD* drop in student math outcomes.

There is a small negative impact on reading achievement of $-.006$ *SD*. Looking at findings by grade level, there are no significant impacts in the elementary grades but significant negative impacts of school size on student reading outcomes in grades 6 through 10 of $-.007$ *SD*.

In attempting to interpret these results, it is worth considering reasons why school size has a more powerful impact at the secondary school level. It is possible that the self-contained nature of many elementary school classrooms where students spend the majority of their time with just one teacher and the same peers makes school size a less important factor. In a typical secondary school, on the other hand, students are constantly interacting with different teachers and different peers, which may present problems academically and socially as the size of that school increases. Additionally, it may simply be the case that there is a tipping point at which school size begins to have a negative effect on student achievement, and elementary schools rarely pass this threshold. High schools, which are on average larger than elementary schools, are more likely to reach the point at which their size has a negative and policy relevant effect on student achievement.

There are consistent negative effects of large school size on student math and reading outcomes in the aggregate models. The results for the oldest grades in our sample, grades 6 through 10, are highly statistically significant, with math achievement declining by $-.043 SD$ and reading achievement declining by $-.023 SD$. These estimates indicate that school size has a meaningful impact on student achievement.

Two key takeaways are apparent for policymakers deliberating over the efficacy of school size reforms. The first is that school size clearly matters. Conditional on average achievement and time invariant characteristics of a student, math and reading outcomes are impacted by the size of a school a student attends. The second key takeaway is that school size matters most in the oldest grades where schools are typically larger and students are not confined to a self-contained classroom for most of the day.

New Schools, Overcrowding Relief, and Achievement Gains in Los Angeles, Policy Brief, August 2012
http://edpolicyinca.org/sites/default/files/pace_pb_08.pdf

This policy brief looks at the Los Angeles Unified School District's (LAUSD) investment of more than \$19 billion to build 130 new facilities over the past decade. The District asked Unified Communications Berkeley researchers to estimate the achievement effects of this massive initiative – benefits that may stem from attending a new school or staying at an older building that is no longer overcrowded. This research demonstrated that higher quality facilities offer necessary but insufficient conditions for raising achievement. Teacher quality and relief from overcrowding play significant roles as well.

The researchers tracked nearly 20,000 elementary and high school students from 2002-2008 during the first phase of the LAUSD's new facilities construction project. Key findings included:

- Significant achievement gains are discernible for elementary-school pupils who switched from an old facility to a newly constructed facility. On average, these 'switching pupils' outpaced the average LAUSD student by a gain equal to about 35 additional days of instruction.
- Achievement gains are most robust for elementary students who escaped severe overcrowding by moving to a new elementary school. Relative to the rate of learning for the average LAUSD student, this subset of students enjoyed achievement gains equivalent to about 65 days of additional instruction per year. These results are consistent for all racial/ethnic categories as well as for students who do and do not receive reduced-price or free meals.
- Students who switched to a new facility from the most overcrowded preexisting schools experienced much larger benefits than students who switched from less overcrowded schools.

This bulletin contains synopses of five works that consider the issue of school size from a variety of viewpoints. In the past three decades, steadily mounting evidence reveals that students do best in schools with under 1,000 students. The research suggests that small schools are more likely to nurture a sense of belonging and community. Even when districts are not able to construct new buildings of desired size, they may be able to repackage existing facilities to get some of the same results. This bulletin looked at five works:

- Kathleen Cotton reviewed 103 studies that found some relationship between school size and some aspect of schooling; most found that small size had positive effects. About half of the studies reviewed showed no significant differences in achievement between small and large schools. The other half found that achievement in small schools is superior. Cotton concludes that achievement in small schools is at least equal to or possibly better than achievement in large schools. Based on the review of literature, Cotton estimates that elementary schools are “right-sized” when they have 300 to 400 students where high schools have 400 to 800.
- Kenneth Stevenson and Leonard Pellicer, in “Is Bigger Really Better?”, “conclude that with school size, “the one clear thing from the research is that nothing is clear.” Both sides in the debate can find research support for their position. The authors conclude that there is no optimum size for schools. “The real issue is what happens inside a school, not the number of students that are served by a school.”
- Mary Anne Raywid says that existing larger facilities can be adapted to serve several schools under one roof. She identifies four types of small schools. Raywid concludes that small schools are not a magic bullet but that “school downsizing may be necessary so students can act as engaged and committed agents in their own and others’ education.
- Deborah Meier, in her article, “The Movement to Create Mini-Schools, Schools-Within-Schools, and Separate Small Schools” is an advocate for small, autonomous schools. She summarizes their benefits including more caring, accommodating and simpler organizations.
- Veronica Anderson describes the realities of creating and operating a small elementary school in a large building. She refers to specific instances in Chicago where larger schools were transformed to a cluster of small schools with a special focus.

Study Proves Optimal High School Size May Be Larger Than Previously Thought. NYU Institute for Education and Social Policy

http://steinhardt.nyu.edu/m/news/2008/2/6/Study_Proves_Optimal_High_School_Size_May_Be_Larger_Than_Previously_Thought

Student outcomes, including graduation and dropout rates, at small (under 500 students) and medium size (501-1500 students) high schools in New York City are better than the citywide averages for all schools. The study found there is no difference in outcomes between the small and medium size schools. “Our findings support other research that suggests that the optimal high school size may be 600 to 900 students.”

Great Schools, How Important is School Size?

<http://www.greatschools.org/find-a-school/defining-your-ideal/528-school-size.gs?page=all>

Research has been mixed on the advantages and disadvantages of small and large high schools. “Small is not enough,” reports Diana Oxley of the University of Oregon in a report entitled “Small Learning

Communities.” Small size creates the conditions to carry out student work that is active and collaborative. However, small size is not an end in itself. Common planning time, development for teachers and high-quality curriculum are all necessary to make small learning communities work.

Small and Large Schools: Pros and Cons

Curriculum

Strengths of small schools: Students are more likely to master curriculum in a smaller learning environment.

Strengths of large schools: Large schools typically provide a wide variety of classes and services to students.

Other considerations: No real correlation has been demonstrated between school size and curriculum quality.

Academic achievement

Strengths of small schools: Many believe smaller schools demonstrate greater levels of academic achievement across the board, and particularly for students of lower socioeconomic status.

Strengths of large schools: Some studies have shown that larger schools have a moderate benefit on achievement levels for affluent students.

Other considerations: Some studies have shown students from small and large high schools perform comparably on college-related criteria, such as grades, admission and graduation rates.

Attention to students

Strengths of small schools: Students are less likely to "fall through the cracks" or feel cut off from the school culture. They are more likely to form strong relationships with peers and school staff.

Strengths of large schools: Large schools have the capacity to offer more specialized programs for disadvantaged students and students with special needs. A wide variety of classes and activities make it possible for students to find their niche.

Community

Strengths of small schools: There is generally more parent involvement and a feeling of belonging.

Strengths of large schools: Large schools may provide more diversity and may make it easier for different types of students and families to find their niche.

Finance

Strengths of small schools: Fewer layers of bureaucracy are necessary.

Strengths of large schools: Large schools provide opportunities for cost savings through economies of scale.

Other considerations: If small schools graduate more students and have fewer dropouts, then the "ultimate cost" may not be higher than large schools.

Office of Career, Technical and Adult Education, School Size Archived Information – U. S. Department of Education, 2009, <http://www2.ed.gov/about/offices/list/ovae/pi/hs/schoolsize.html>

At the heart of the debate on the size of schools are three main questions:

- Are large or smaller schools more effective in increasing student achievement and producing other important school outcomes?

- How much of the benefits of smaller schools is related to size versus other factors such as smaller communities, supportive educational environments, instructional quality or parental involvement?
- Can any benefits to smaller schools be produced by restructuring larger schools into smaller learning environments?

There is a body of evidence that suggests that smaller schools may have advantages over larger schools. Several current research findings:

- Large high schools, particularly those serving low-income students, have disproportionately lower achievement and higher incidences of violence than smaller schools serving similar student populations.
- In small schools, students tend to be more satisfied, more academically productive, more likely to participate in school activities, better behaved, and less likely to drop out than students in large schools.
- The size of high schools may have an indirect effect on student learning. Essentially, more moderately sized schools-those with 900 or fewer students-likely improve the climate and conditions for student success, especially teacher sense of self-efficacy and appropriate sense of responsibility for student learning, when accompanied by high expectations, standards and supporting strategies.

Effects of School Size: A Review of the Literature with Recommendations. John Slate and Craig Jones.
<http://www.usca.edu/essays/vol132005/slate.pdf>

This literature review provides an overview on the most important research on school size and a list of recommendations. The results of studies relating school size to student achievement have produced conflicting results. The relationship between school size and achievement seems to be small. The major literature review have found lower achievement in larger schools or no difference, a number of individual studies have found lower achievement in small schools. Most of the evidence shows that students' academic achievement is better in small schools, but there is enough evidence in favor of large schools to suggest that mediating variables play a role in the relationship between school size and achievement. Researches have been particularly interested in two mediating variables: social class and grade level.

The literature supports the conclusion that students from disadvantaged backgrounds tend to do better in small schools. The relationship between school size and the academic achievement of middle and upper class students remains unclear.

In making decisions about school size, educational decision-makers should keep the characteristics of the community and school in mind. Size affects different schools in different ways and one optimal school size does not exist. The most important factor is the socioeconomic status of the community.

School Size and its Relationship to Achievement and Behavior. Public Schools of North Carolina, State Board of Education, 2000. <http://www.dpi.state.nc.us/docs/data/reports/size.pdf>

In reviewing the research, the authors conclude that the research on high school size has two perspectives. One is that in smaller high schools students can get involved easily in activities that

prevent them from becoming overlooked in the impersonal environment often found in larger schools. In addition, that actively participating in school activities is associated with other positive outcomes for students such as higher self-esteem, higher educational aspirations, and less delinquency. In other research, results indicate that smaller schools did not have as diverse a curriculum as larger schools so they were unable to offer a comprehensive educational program. They also argue that schools with larger enrollments have lower per-pupil costs, an assertion that has been widely challenged. Several studies have found that higher school enrollments are associated with higher dropout rates and rates of expulsion. Larger high schools also had greater rates of truancy and discipline issues. Overall, the research on high school size and achievement is not conclusive. More limited research has been done at the elementary level, however, the research cited in this overview concluded that smaller elementary schools tend to have higher achievement.

The School Planning Section of the North Carolina Department of Public Instruction reviewed the literature on school size and concluded that smaller schools were associated with a safer, more orderly environment, higher student achievement, and more positive behavioral outcomes for students such as greater participation in extracurricular activities and higher self-esteem.

Achievement and demographic data from North Carolina students was analyzed from 1997-98 and 1998-99 to try to answer the question: "What is the relationship between school size and achievement?" Three control variables were included: the percentage of student enrolled at the school who were non-white, the percentage of students who were eligible for free or reduced lunch, and the percentage of students whose parents had no formal education beyond high school.

At the elementary level, reading and mathematics test scores for the smallest schools (less than 350 students) were slightly higher than those for the medium (350-750 students) and large schools (750+ students). While the difference in achievement was statistically significant, it was quite small, approximately one to two score points. The same results were found at the middle school level.

For high school, the achievement data was taken from five core subjects. High schools were divided by size into four groups: schools with less than 700 students; schools with 700-1,000 students; schools with 1001-1500 students; and schools with more than 1,500 students. Average achievement test scores in the five subjects were virtually the same across all school sizes.

The data was further analyzed to take into consideration achievement for students from disadvantaged backgrounds. A statistically significant interaction was found, with the "larger size=lower achievement" connection being magnified in schools where a large percentage of students were eligible for free or reduced lunch. In subsequent analyses, however, this finding was nullified when parent education level was taken into consideration. It is not clear whether the negative effects of large enrollments on economically disadvantaged students are due to school size per se, or to other factors associated with the educational background of the family. School size is inextricably intertwined with many other factors that are associated with academic and behavioral outcomes for students, which makes it difficult to identify which of these factors might possibly cause the often-observed relationships between size, and outcomes.

Taken together, the prior research on school size and the analyses of North Carolina data appear to show a slight advantage for smaller schools with respect to behavior and achievement. Despite the existence of some contrary findings in the literature, even a skeptical interpretation would likely conclude that larger schools are no better (and may in fact be worse) than smaller schools with respect

to academic and behavioral outcomes. This advantage is probably not of sufficient size and clarity to advocate for widespread school construction in order to reduce school size, but it should prompt large schools to examine other ways of achieving these benefits. These findings should also lead local boards of education to consider whether efforts to consolidate smaller schools into larger ones might be achieving the desired efficiency at some cost to achievement and/or behavior.

The following resources comprise some of the technical references utilized in the process of design a K-12 school.

Lake Washington School District (LWSD) Construction Program

School Construction

<http://www.lwsd.org/For-Community/School-Construction/Pages/default.aspx>

Capital Facilities Plan 2014-2019

<http://www.lwsd.org/SiteCollectionDocuments/For-The-Community/Construction/Capital-Facility-Plan.pdf>

2013 LWSD Educational Specification

<http://www.lwsd.org/SiteCollectionDocuments/For-The-Community/Construction/LWSD-Educational-Specification.pdf>

State of Washington Office of Superintendent of Public Instruction (OSPI)

School Facilities

<http://www.k12.wa.us/SchFacilities/Program/SchoolConstructionProjects.aspx>

School Construction Funding Assistance Program

<http://www.k12.wa.us/SchFacilities/Publications/pubdocs/SummaryHandbook.pdf>

School Construction Assistance Program Summary Handbook

<http://www.k12.wa.us/SchFacilities/Publications/pubdocs/SummaryHandbook.pdf>

<http://leg.wa.gov/JointCommittees/Archive/K12SCF/Documents/SummaryHandbook.pdf>

School Construction Assistance Program: SCAP 101 – How State Funding Assistance Works

<http://www.k12.wa.us/SchFacilities/Programs/pubdocs/SCAP101Presentation.pdf>

School Facilities Manual for the School Construction Assistance Program

<http://www.k12.wa.us/SchFacilities/Programs/SchoolFacilitiesManual.aspx>

Update to the 1994 Legislative Report on Stock Plans and Prototypical School Plans

http://www.k12.wa.us/SchFacilities/Advisory/pubdocs/Update_to_Prototypical_Report.pdf

2015-17 Capital Budget Request and 2015-2025 Capital Plan (Added 3/4/15)

<http://www.k12.wa.us/LegisGov/2015documents/2015-17CapitalBudgetRequest.pdf>

High-Performance School Buildings Program – January 2014 Update *(Added 2/18/15)*

<http://www.k12.wa.us/SchFacilities/Programs/HighPerformanceSchools/HighPerformanceSchoolGuidelines.pdf>

High-Performance School Buildings Report to the Legislature – January 2014 *(Added 2/18/15)*

<http://www.k12.wa.us/LegisGov/2014documents/HighPerformanceSchoolBuildings2014.pdf>

Asset Preservation Program (APP)

<http://www.k12.wa.us/SchFacilities/Programs/AssetPreservation.aspx>

Information and Condition of Schools (ICOS)

<http://www.k12.wa.us/SchFacilities/Inventory.aspx>

First Annual School Facilities Survey, October 2014

<http://www.k12.wa.us/SchFacilities/pubdocs/SurveySummary>

Washington High-Performance School buildings Report to Legislators, OSPI 2014

<http://www.k12.wa.us/LegisGov/2014documents/HighPerformanceSchoolBuildings2014.pdf>

Capital budget comparison, Superintendent Dorn/Governor, January 16, 2015 *(Added 3/4/15)*
No link provided.

School Facility Design Safety Guidance

www.k12.wa.us/SafetyCenter/pubdocs/2014NovAdvisoryMtng/SchoolFacilityDesignSafetyGuidance.doc
[x](#)

A Vision for the Elementary Learning Environment *(Added 4/8/15)*

Tacoma Public Schools, September 2014

http://www.tacoma.k12.wa.us/information/departments/planningconstruction/Documents/TPS_VisionForElementaryLearning.pdf

Safety

Safe Schools – A Best Practices Guide – CEFPI, Spring 2013

<http://media.cefpi.org/SafeSchoolsGuide.pdf>

Using Environmental Design to Prevent School Violence – Center for Disease Control and Prevention (CDC)

<http://www.cdc.gov/ViolencePrevention/youthviolence/cpted.html>

Crime Prevention through Environmental Design – Wikipedia

http://en.wikipedia.org/wiki/Crime_prevention_through_environmental_design

Associations

The Council of Facility Planners International (CEFPI)

www.cefpi.org

The International Facility Managers Association (IFMA)

www.ifma.org

Washington State Maintenance and Operations Administrators (WAMOA)

www.wamoa.org

Sustainable/Green Schools

Collaboration for High Performing Schools (CHPS)

www.CHPS.net

National Best Practices Manual for Building High Performance Schools – The Department of Energy,

<http://www.nrel.gov/docs/fy08osti/31545.pdf>

School Siting

School Siting Guidelines – Environmental Protection Agency (EPA)

<http://www.epa.gov/schools/guidelinestools/siting/>

APPENDIX J: DETAILED COMMUNITY FEEDBACK

Online Open House #1: Jan. 4-24, 2015

2,138 site visitors

238 survey responses

Q1. Please provide your name. This is not required. (Answered: 166, Skipped: 72)

Q2. What are the important long-term facilities planning issues that need to be explored as part of this process? (Answered: 153, Skipped: 85)

- Facilities planning
 - Review district's strategies for addressing unhoused students and aging facilities and determine which, if any, existing strategies should be explored for the Task Force's recommendation
- Funding
 - Review funding options to identify which could be used in the Task Force's recommendation
 - Draft different funding scenarios to help develop the Task Force's recommendation
 - Options to address need
 - Identify which options align with community priorities
 - Draft different sets of options to help develop the Task Force's recommendation

Q3. Thinking about the district's long-term facility needs, what are important questions you need answered? (Answered: 110, Skipped: 128)

- Common questions heard:
 - Costs – What are the costs associated with buildings?
 - Facilities planning – Why doesn't the district adjust a new building's design to accommodate changes in growth that occurs before the building is finished?
 - Funding – What funding options exist for the district?
 - Learning from others – How do the district's facilities compare with other districts?

- Options to address needs – What strategies has the district considered, and the pros and cons of each?

Q4. What information do you think would help inform the Task Force and Working Sub-Committee discussions? (Answered: 77, Skipped: 161)

Online Open House #2: Feb. 27-Mar. 11, 2015

1,412 site visitors

339 survey responses

Q1. There are several strategies to address the district's lack of classroom capacity. Please indicate your support for the strategies. Please refer to the Potential Strategies table for more information about the strategies. (Answered: 339, Skipped: 0)

- 60% or more supported or strongly supported:
 - Build a new (additional) school building
 - Build additional classrooms at an existing school building
- 60% or more opposed or strongly opposed:
 - Reduce Standard of Service to use spaces for other than originally designed purpose (i.e., convert dedicated music rooms and/or classrooms designated for remedial programs to regular K-5 classrooms use)
 - Reduce Standard of Service to limit All Day Kindergarten
 - Increase class size
 - Implement double shifting

Q2. There are a few strategies to address the district's aging facilities. Please indicate your support for the following strategies. Please refer to the Potential Strategies table for more information about the strategies. (Answered: 332, Skipped: 7)

- 60% or more supported or strongly supported:
 - Replacement of an existing school (new-in-lieu of modernization)
 - Remodel existing school buildings systems and include upgrades to align with current educational specifications

- Update and make improvements to building systems (heating, roofs, etc.)
- 60% or more opposed or strongly opposed:
 - None

Q3. Please indicate your support for the following strategies to address lack of classroom capacity. (Answered: 317, Skipped: 22)

- 60% or more supported or strongly supported:
 - Pursue building additions instead of building of new schools
 - Building new schools
- 60% or more opposed or strongly opposed:
 - None

Q4. Please indicate your support for the following strategy to address aging facilities. (Answered: 317, Skipped: 22)

- 60% or more supported or strongly supported:
 - Building new schools
- 60% or more opposed or strongly opposed:
 - None

Q5. Please indicate your support for the following strategy to address funding. (Answered: 317, Skipped: 22)

- 60% or more supported or strongly supported:
 - Private Funding
- 60% or more opposed or strongly opposed:
 - None

Q6. The Working Subcommittee has identified some policies for the Task Force to consider. To what extent do you support the Task Force further exploring these policies? Please refer to the Potential Priorities page for more information about the policies. (Answered: 296, Skipped: 43)

- 60% or more supported or strongly supported:
 - Should the Task Force consider solutions that require new money?
 - Should the Task Force consider criteria for where new

schools are located?

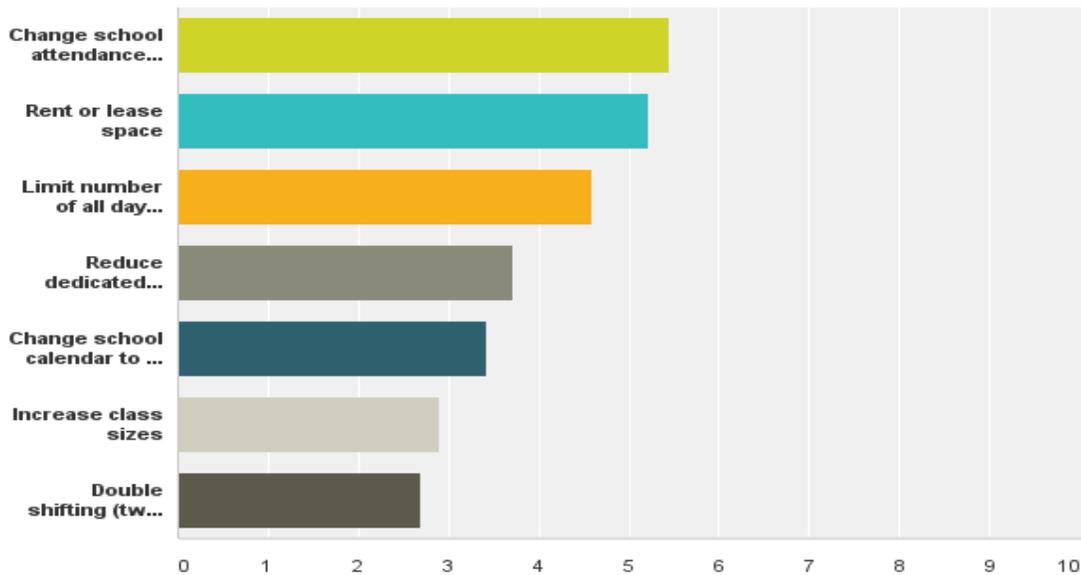
- Should the Task Force consider strategies that “future proof” new schools by building larger than projections indicate are needed?
- Should the Task Force consider whether the district should use the remaining approved bond capacity (\$12 million) to address classroom capacity and aging facilities issues?
- Should the Task Force consider recommending that the district focus on how to increase construction funding assistance from the state?
- Should the Task Force consider recommending that the district pursue an increase in the amount of school impact fees beyond that generated under the current formula?
- Should the Task Force consider recommending that the district focus on getting sales tax removed from school construction?
- 60% or more opposed or strongly opposed:
 - Rather than look for solutions to upgrade or modernize aging facilities to match current education specifications, should the Task Force consider not meeting or limiting the scope of educational specifications?

Online Open House #3: April 20-28, 2015

1,377 site visitors

339 survey responses

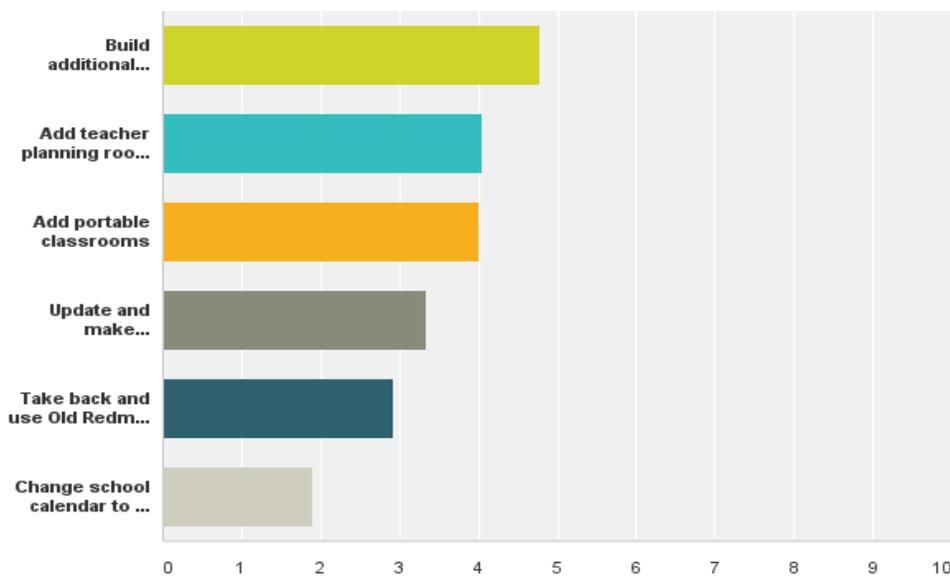
Q1: For this resource level, the WSC selected the strategies shown below. Based on your preference, please prioritize the strategies in this resource level by ordering them from top (most preferred) to bottom (least preferred). (Answered: 330, Skipped: 9)



Q2: Are there any strategies that should not be considered in this resource level? Please select those that you would remove. (Answered: 302, Skipped: 37)

Answer Options	Response Percent	Response Count (out of 302 respondents; 37 skipped the question)
Double shifting (two shifts of students attending school per day)	59.3%	179
Increase class sizes	47.7%	144
Change school calendar to a year-round multi-track schedule	44.7%	135
Reduce dedicated classroom spaces for special programs (i.e., art/science, computer labs, special ed., etc.)	24.8%	75
Limit number of all-day kindergarten classes	13.2%	40
Change school attendance boundaries or move district programs	7.9%	24
Rent or lease space	4.3%	13

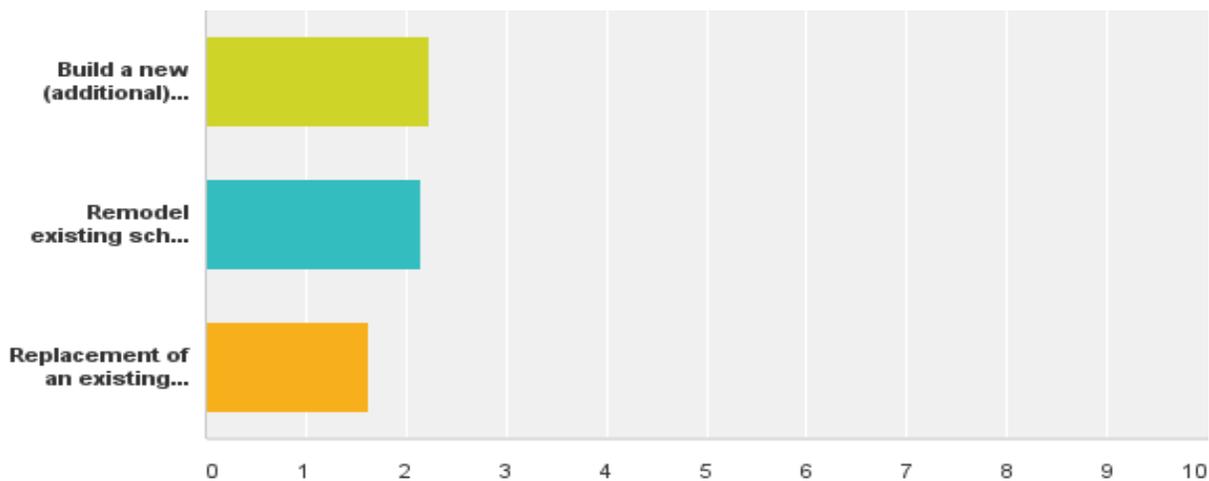
Q3: For this resource level, the WSC selected the strategies shown below. Based on your preference, please prioritize the strategies in this resource level by ordering them from top (most preferred) to bottom (least preferred). (Answered: 282, Skipped: 57)



Q4: Are there any strategies that should not be considered in this resource level? Please select those that you would remove.
 (Answered: 194, Skipped: 145)

Answer Options	Response Percent	Response Count (out of 194 respondents; 145 skipped the question)
Change school calendar to a year-round multi-track schedule	74.7%	145
Take back and use Old Redmond School House	19.6%	38
Add portable classrooms	12.4%	24
Add teacher planning rooms in non-modernized middle and high schools so classrooms can be used all periods of the day	7.2%	14
Update and make improvements to building systems (heat, roofs, etc.)	6.7%	13
Build additional classrooms	2.1%	4

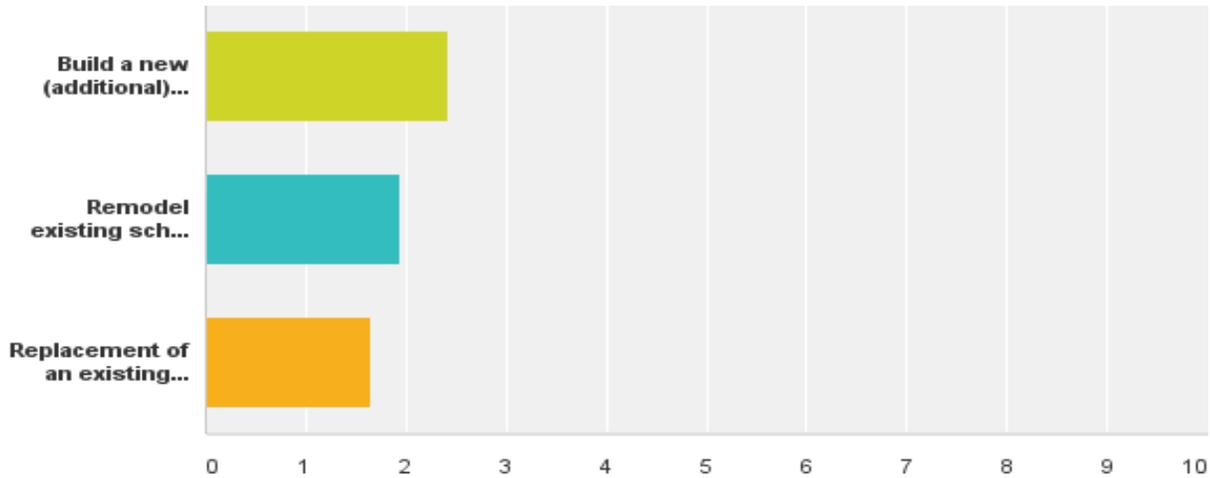
Q5: For this resource level, the WSC selected the strategies shown below. Based on your preference, please prioritize the strategies in this resource level by ordering them from top (most preferred) to bottom (least preferred). (Answered: 277, Skipped: 62)



Q6: Are there any strategies that should not be considered in this resource level? Please select those that you would remove.
 (Answered: 70, Skipped: 269)

Answer Options	Response Percent	Response Count (out of 70 respondents; 269 skipped the question)
Replacement of an existing school (new-in-lieu of modernization)	55.7%	39
Build a new (additional) school building	40.0%	28
Remodel existing school buildings' systems and include upgrades to align with current school construction specifications (aka educational specifications)	30.0%	21

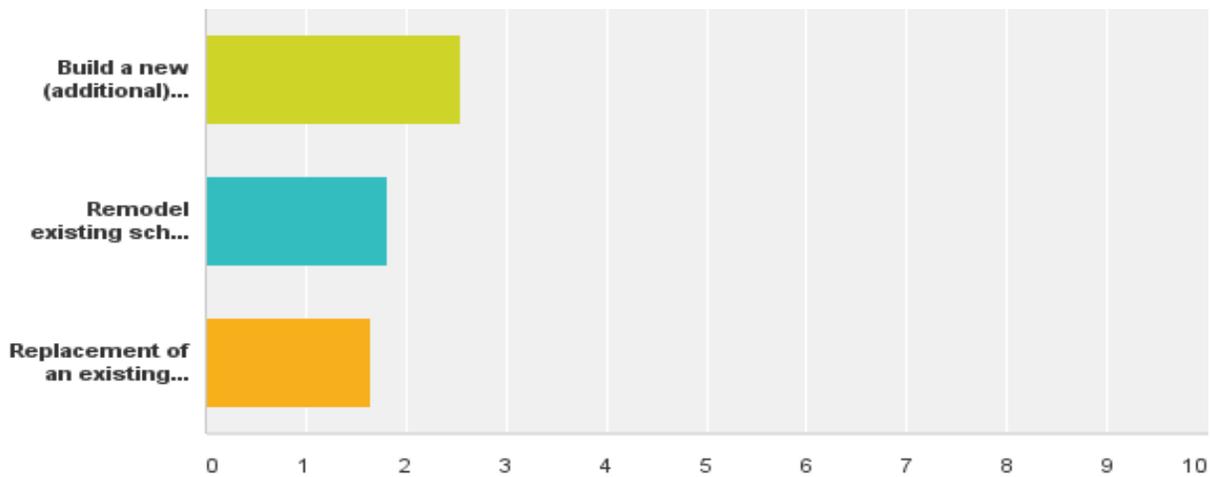
Q7: For this resource level, the WSC selected the strategies shown below. Based on your preference, please prioritize the strategies in this resource level by ordering them from top (most preferred) to bottom (least preferred). (Answered: 269, Skipped: 70)



Q8: Are there any strategies that should not be considered in this resource level? Please select those that you would remove. (Answered: 65, Skipped: 274)

Answer Options	Response Percent	Response Count (out of 65 respondents; 274 skipped the question)
Replacement of an existing school (new-in-lieu of modernization)	46.2%	30
Remodel existing school buildings' systems and include upgrades to align with current school construction specifications (aka educational specifications)	38.5%	25
Build a new (additional) school building	24.6%	16

Q9: For this resource level, the WSC selected the strategies shown below. Based on your preference, please prioritize the strategies in this resource level by ordering them from top (most preferred) to bottom (least preferred). (Answered: 265, Skipped: 74)



Q10: Are there any strategies that should not be considered in this resource level? Please select those that you would remove. (Answered: 63, Skipped: 276)

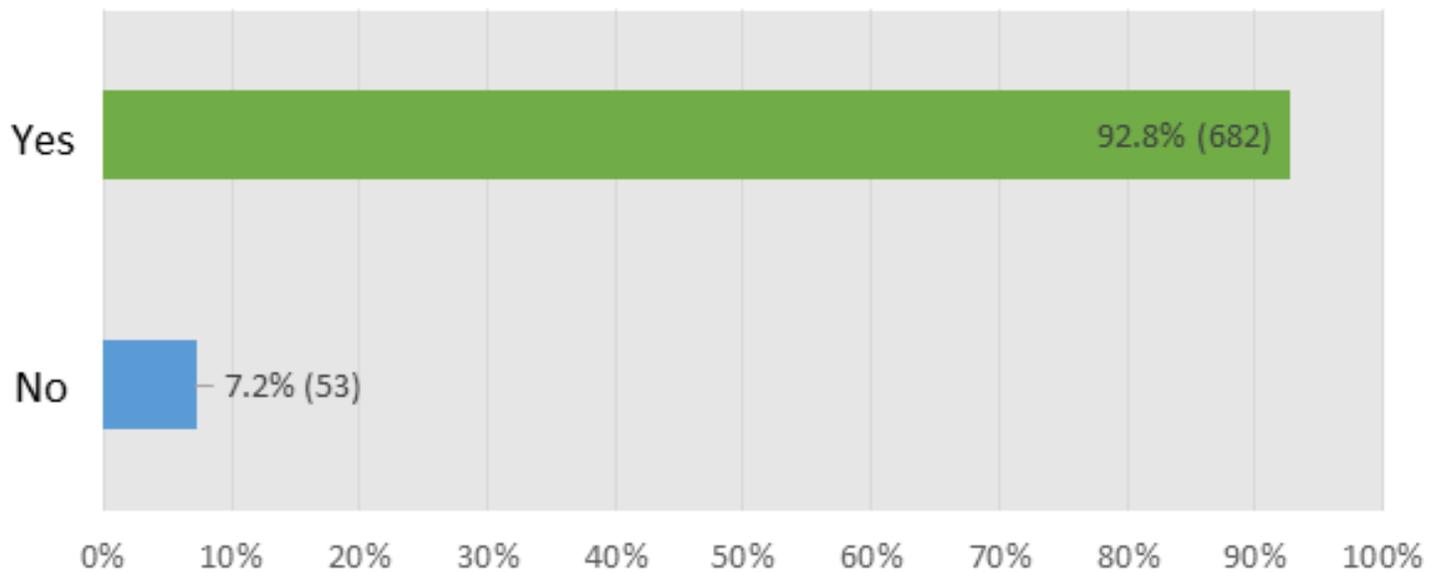
Answer Options	Response Percent	Response Count (out of 63 respondents; 276 skipped the question)
Replacement of an existing school (new-in-lieu of modernization)	50.8%	32
Remodel existing school buildings' systems and include upgrades to align with current school construction specifications (aka educational specifications)	41.3%	26
Build a new (additional) school building	19.0%	12

Online Open House #4: May 26-June 2, 2015

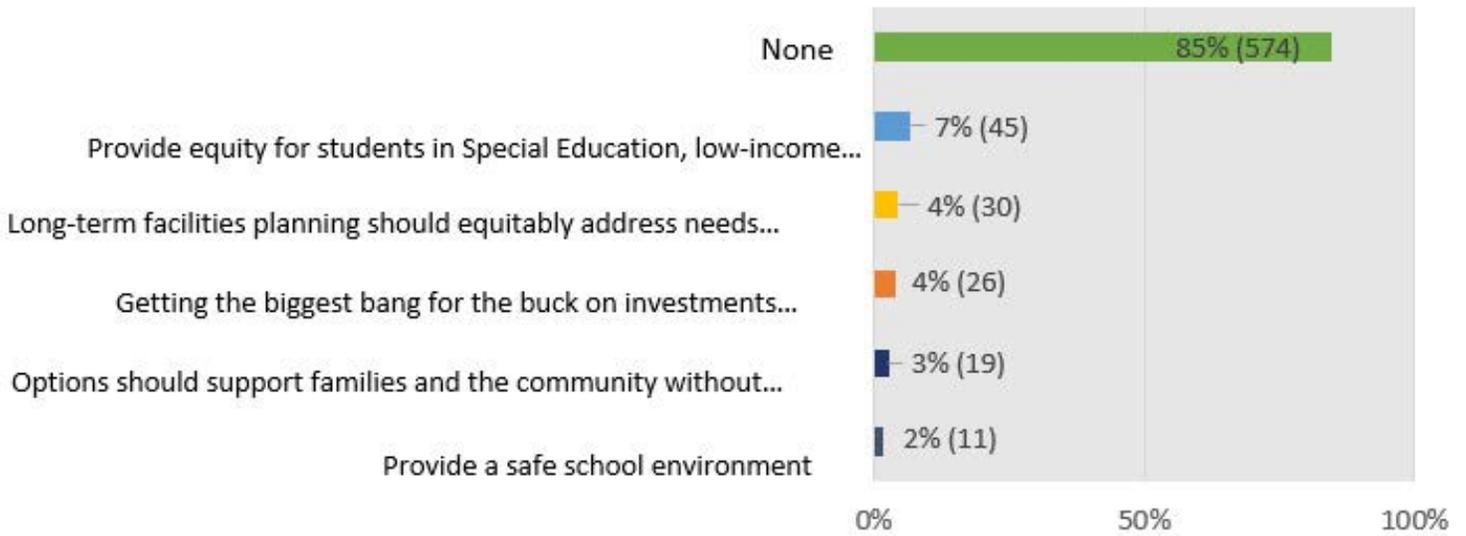
1,753 site visitors

738 survey responses

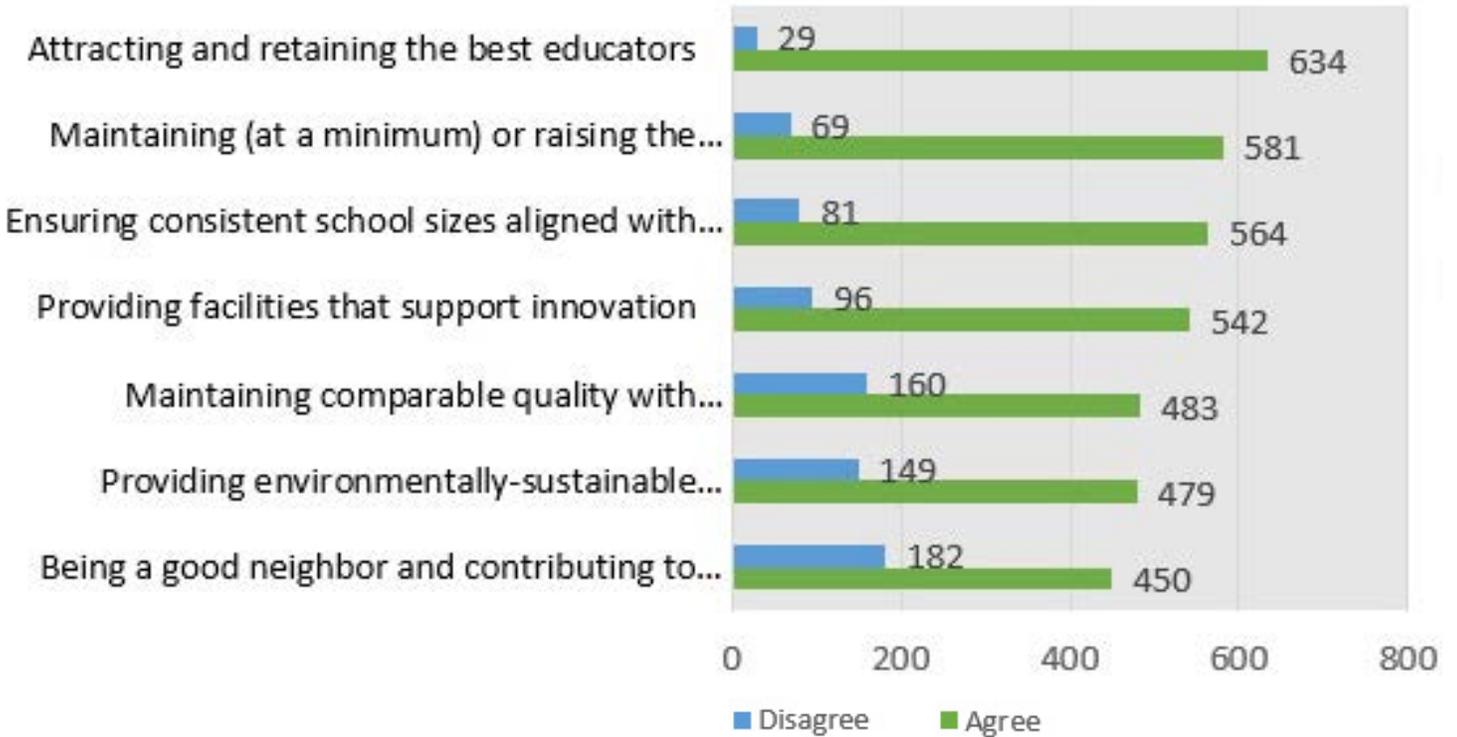
Q1. Do you agree with the Task Force's shared values? (Answered: 735, Skipped: 3)



Q2. Are there any of the Task Force's shared values that you would remove? (Answered: 679, Skipped: 59)



Q3. Are there any of the Task Force's shared values that you would remove? (Answered: 680, Skipped: 11)a

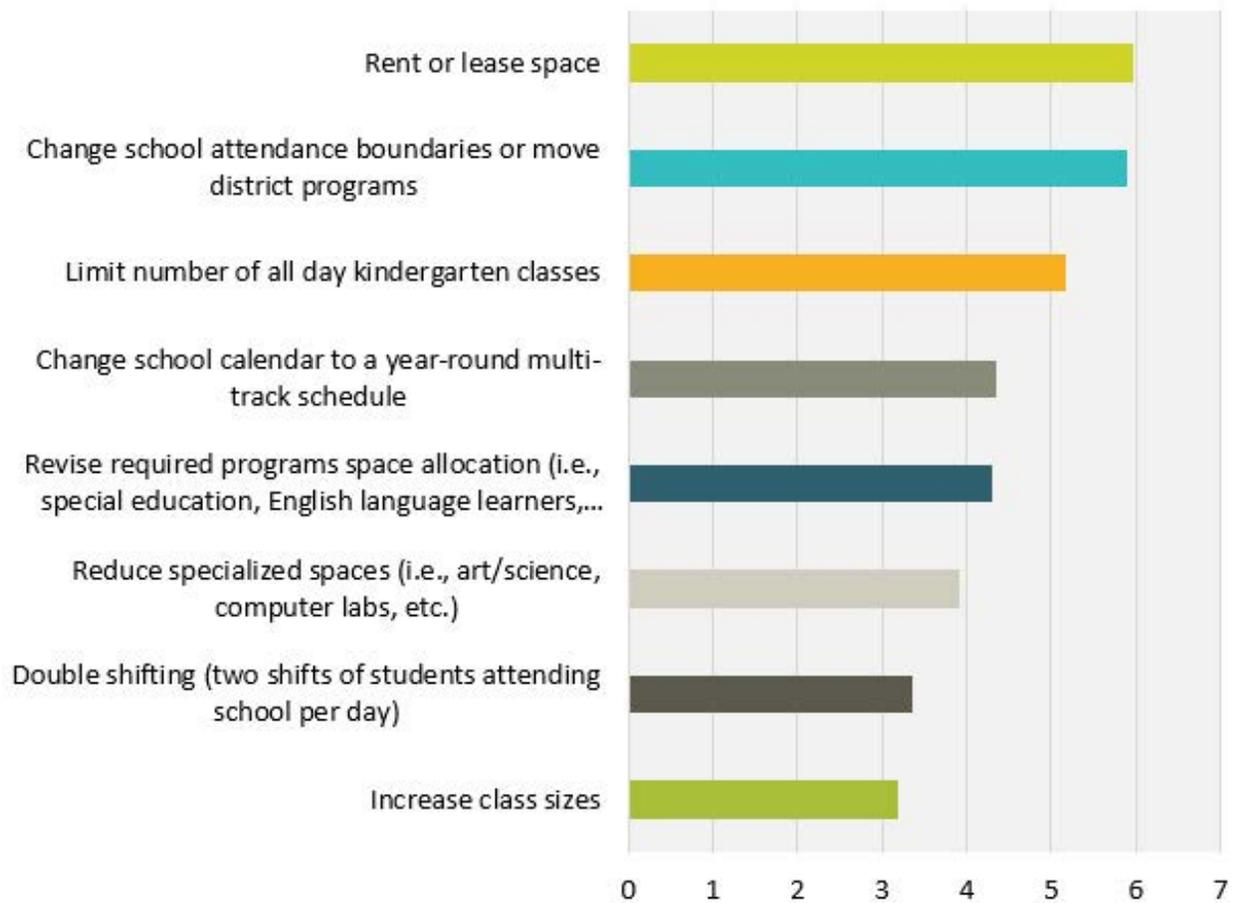


Online Open House #5: June 8-18, 2015

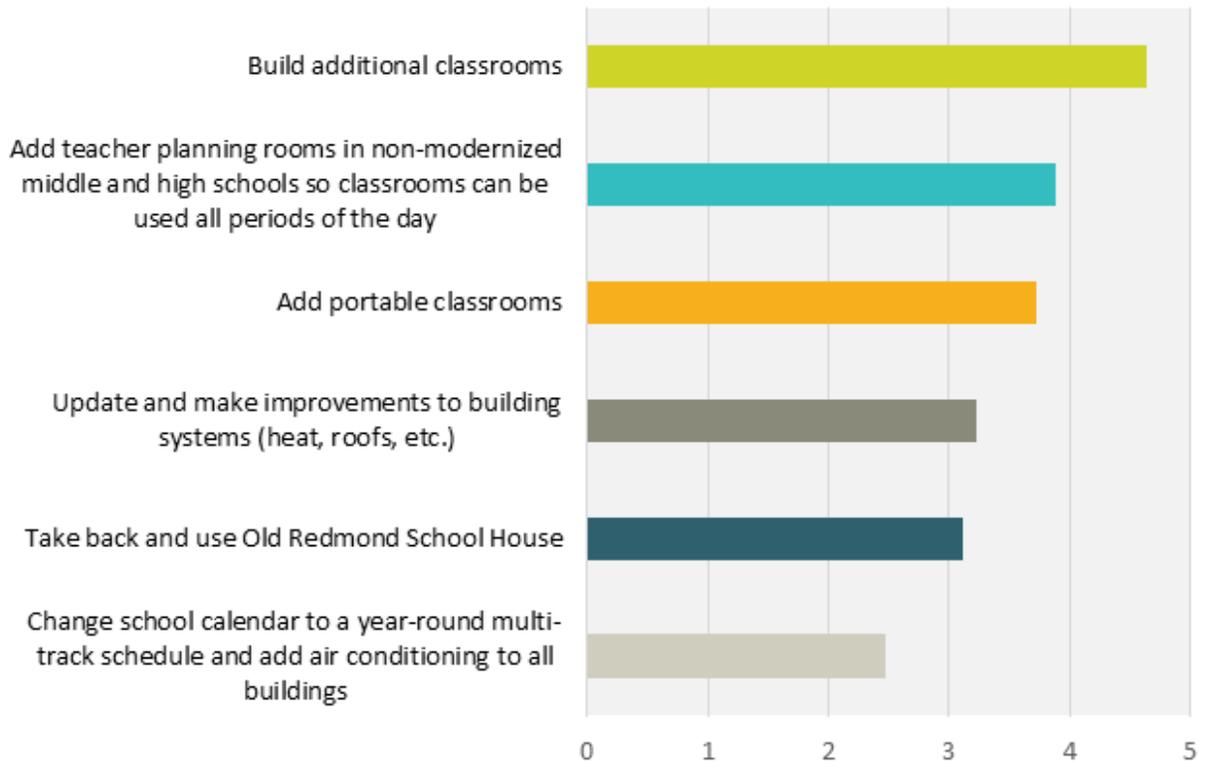
1,440 site visitors

697 survey responses

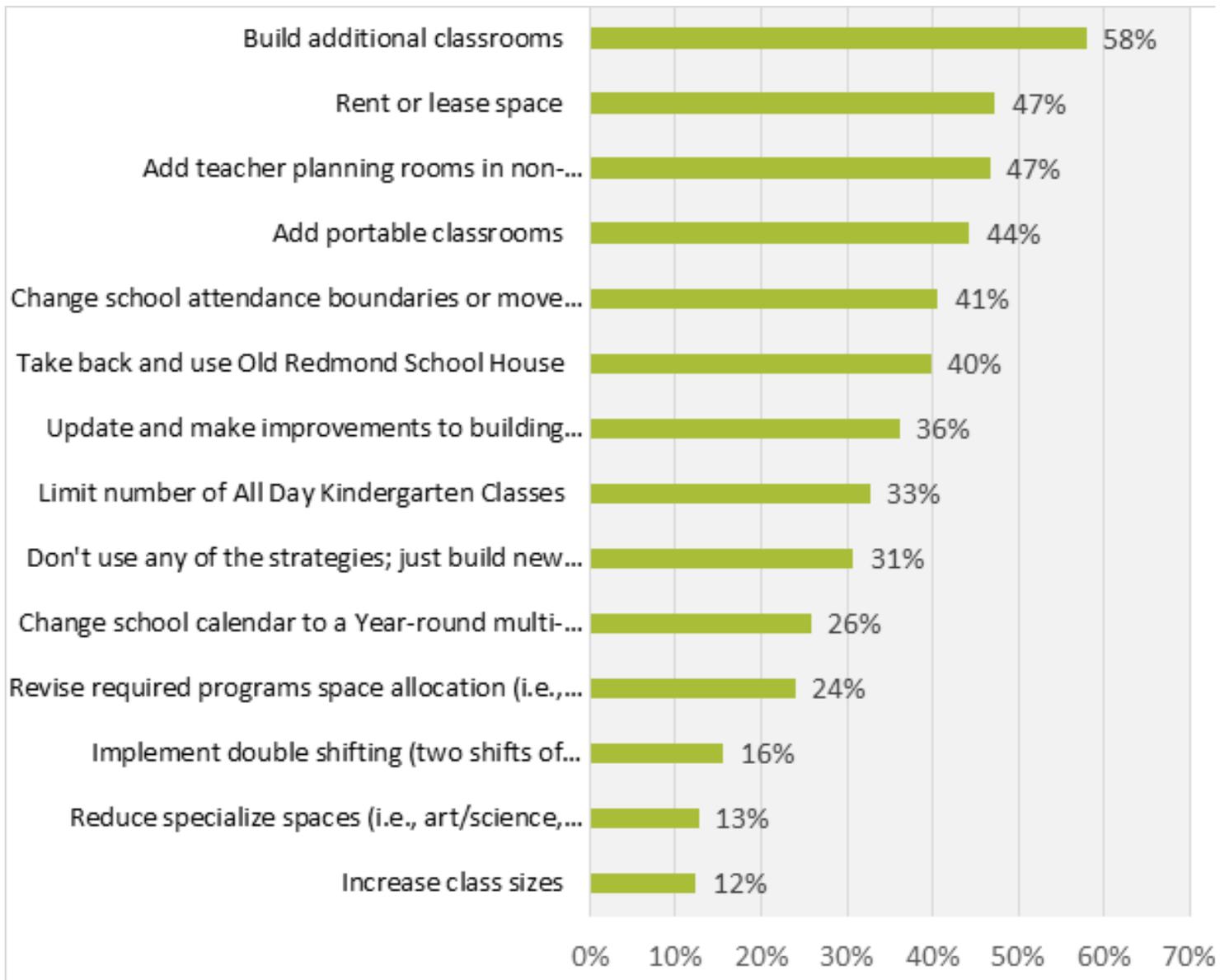
Q1: The Zero Capital Investment level includes only strategies that involve no (zero) capital investments. If this level of resources were being implemented, how would you prioritize the strategies in the Zero Capital Investment resource level? Rank the strategies by your order of preference (Top as in #1, most preferred; bottom as in #7, least preferred.) Note: when ranking, the strategy text (not the strategy number) will move to reflect your ranking and will be shown in 1 through 9 order. (Answered: 684, Skipped: 13)



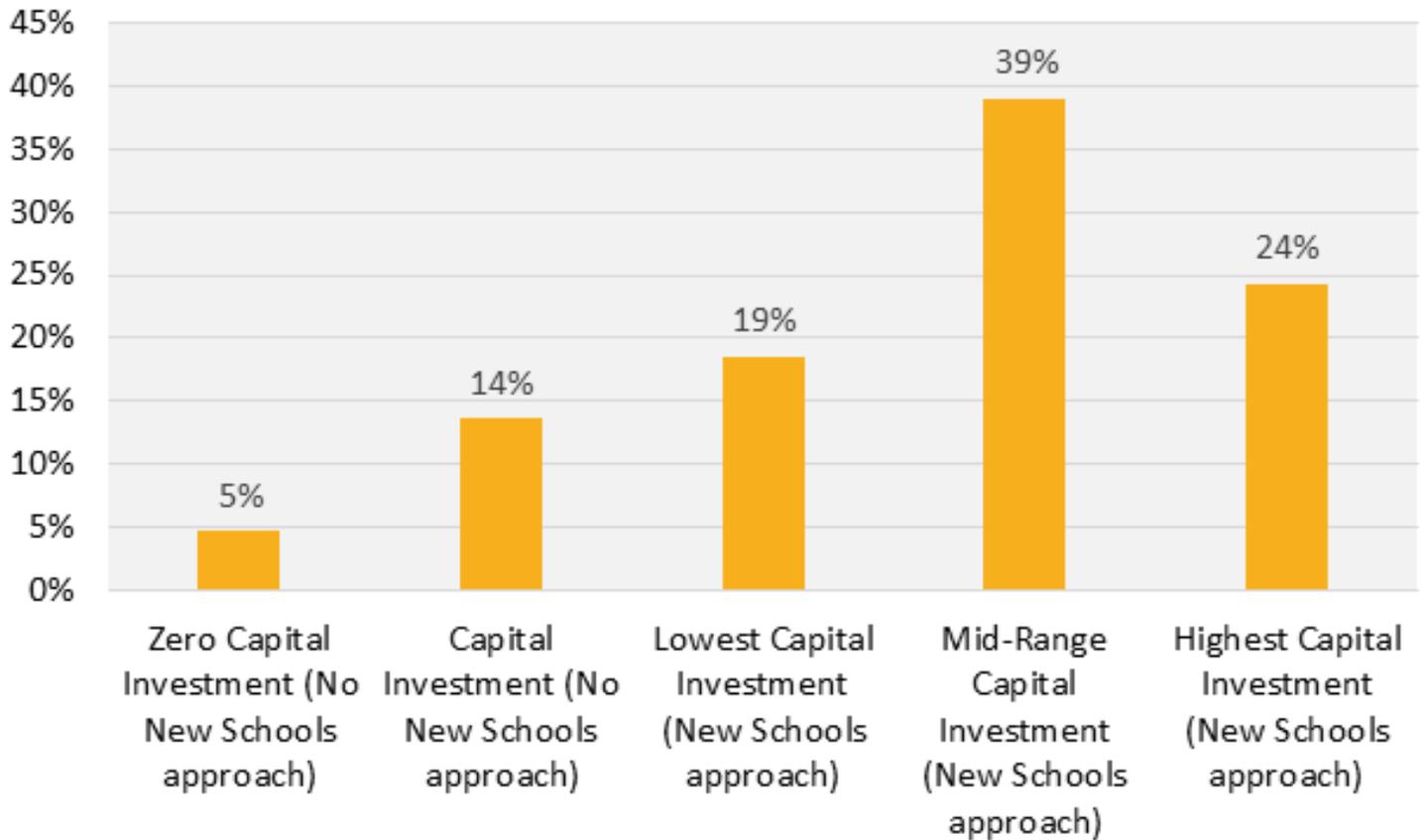
Q2: The Capital Investment level includes strategies that focus capital investments at existing schools. If this level of resources were being implemented, how would you prioritize the strategies in the Capital Investment resource level? Rank the strategies by your order of preference (Top as in #1, most preferred; bottom as in #7, least preferred). (Answered: 685, Skipped: 12)



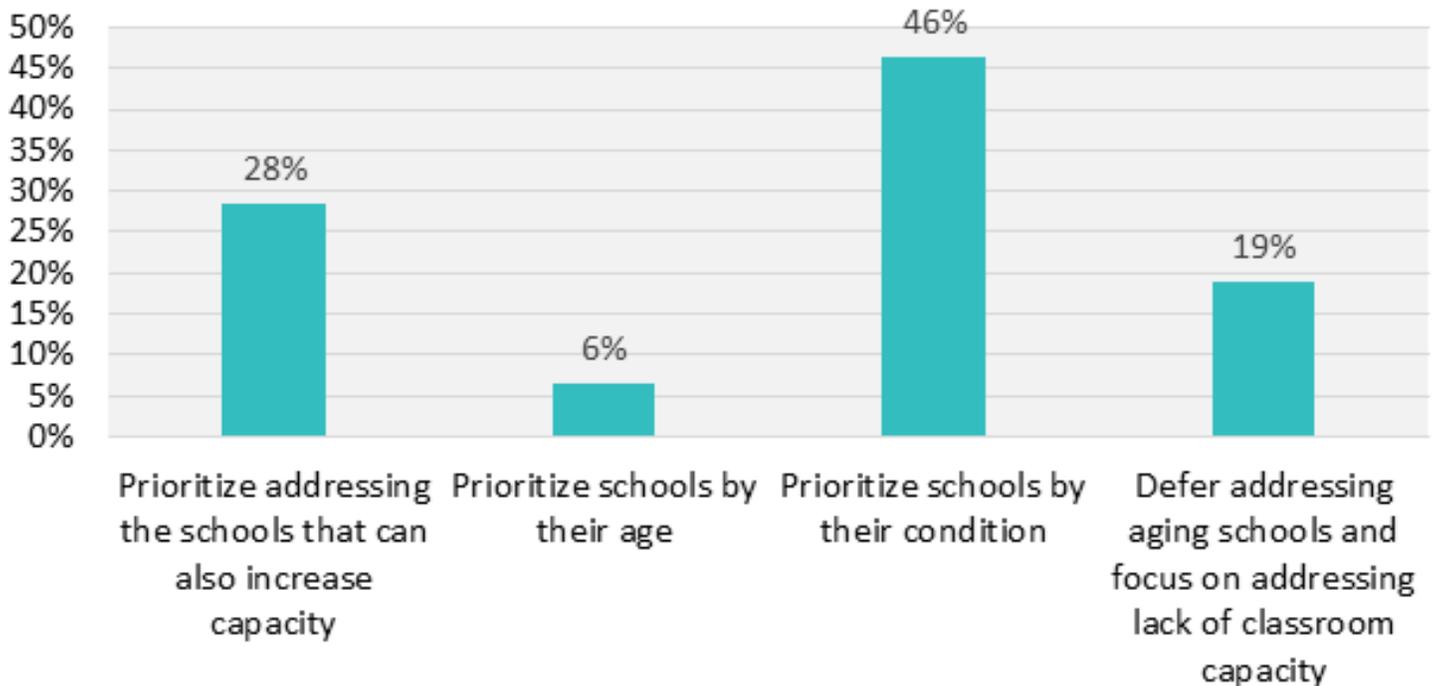
Q3: Which, if any, of the No New Schools approach strategies should be used before building any new schools? Select all that apply.
 (Answered: 655, Skipped: 42)



Q4: Considering all information provided, which resource level do you think the Task Force should recommend the district use in the long-term facilities plan? (Answered: 634, Skipped: 63)

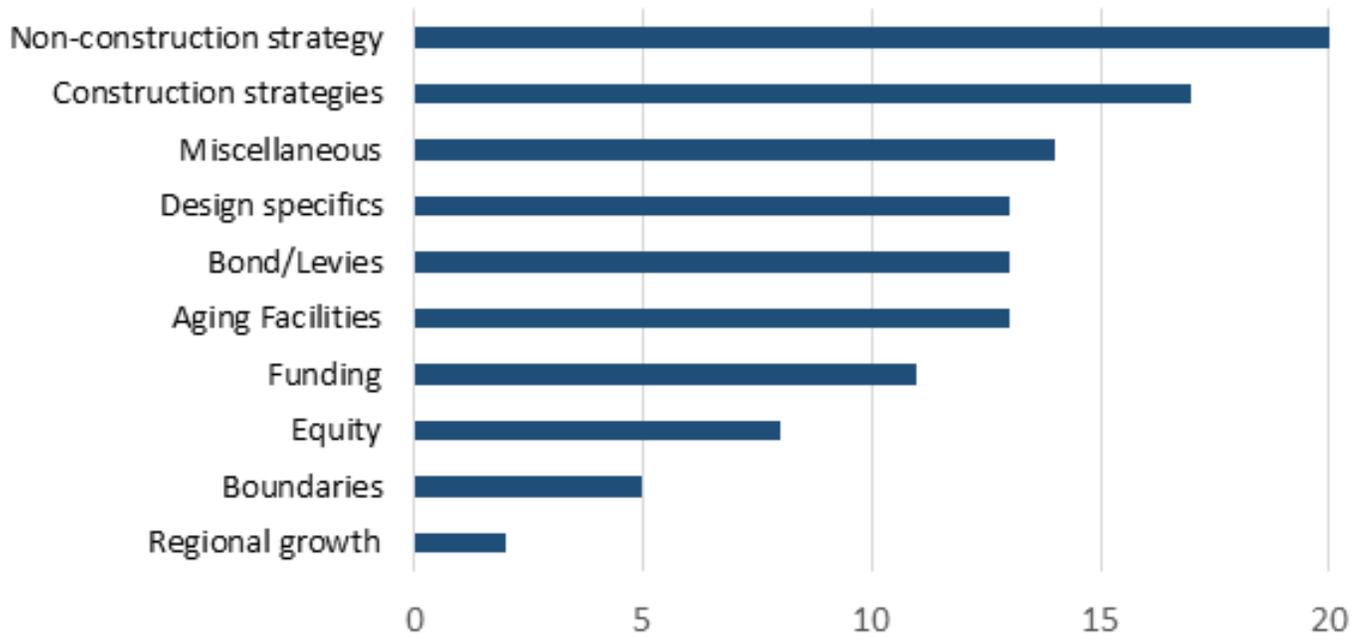


Q5: How should the Task Force address aging schools? (Answered: 626, Skipped: 71)



Q6: Do you have any additional comments for the Task Force?
(Answered: 116, Skipped: 581)

The following categories were used to group comments. The complete list of comments is available below.



Response Text	Categories
Identify a strategy that would address fund development from corporations that are bringing families to this area that are unable to participated in the civic process. Please educate the community in general of the need to keep up with the public infrastructure- not rely solely on parent with school age children.	Funding
I grew up in southwest Virginia where the temperatures are regularly in the 90s to near 100 over the summer and the humidity is high. We got out of school in mid-June and started in mid to late August. My high school did not have air conditioning and we did just fine. Here in the Pacific NW, we are lucky to have a string of days in a row at or above 80 degrees. There is NO NEED for air conditioning in our school buildings, even if we transition to a year round track system. Please consider the year round option BUT DROP ADDING A/C to the buildings as part of that strategy. We already have FAR TOO MANY portables. We should be building schools that can generally handle projected enrollments with only the rare/occasional need for one or at most two portables.	Design specifics
Differentiate between 'need' and 'greed' when it comes to rebuilding. I believe JHS needs to be rebuilt. When you float the next bond, make your case well that the building leaks, has no windows, doesn't meet code. For newer schools that are overcapacity, I have no problem w/ portables.	Aging Facilities
Juanita High School absolutely needs a new building. Health issues and space issues are at Code Red!	Aging Facilities
Year-round school is a great idea regardless of capital!	Non-construction strategy
I realize that I am tax payer and a parent of a lake Washington student, but I am also an employee of LWSD. I have never been asked these questions as an employee. I am a science teacher and looking at your list, I know that parents might think, "oh what a great idea to use all of the rooms at the middle school and high school level!" but they would never realize that that would mean I could not set up labs and that would have a significant impact on their child's curriculum and learning. This seems very misleading and undermining of your employee's value.	Non-construction strategy
Good luck!!! Is the district thinking about adding a levy to the ballot again? Maybe posting pictures and listing the issues with the older schools? Trying harder to inform the public of all the issues?	Bond/Levies
Our climate is changing; warm weather is becoming a real factor in classroom learning as many classrooms are hot and uncomfortable. Installing AC in all classrooms should be the first priority, reducing class size is irrelevant if students are falling asleep during class	Design specifics
Yes tax the corporations more for school funding. By corporations I refer to the ones directly contributing to the growth of the PNW. i.e Microsoft and Amazon. We need a more comprehensive and pragmatic approach then this silly survey provides. These solutions bring to mind the phrase lipstick on a pig.	Funding

Response Text	Categories
<p>Prioritize by age but then redistrict boundaries to even out student populations. Shared teacher planning would not work at Juanita as each classroom is being used every period every day.</p> <p>The inequities amongst the district are appalling. Juanita would never have stood on Redmond High or Eastlake's properties.</p>	Aging Facilities
<p>Please stop giving out so much candy. I don't think that you would need so much extra resources if the kids bodies didn't have so much sugar going through them. Also I thought the year books were awful. There was no pictures of the kids during class or any assemblies. Given that we're one of the best school districts in the state, and you had the teacher walk out to get more money, I would think that you could produce, at least, a nice year book for the kids and parents that have helped made this one of the best school districts.</p>	Miscellaneous
<p>Personally I would opt and vote for high capital new class-room version, I only chose medium capital because I think it has better chances to be approved. WE NEED TO INVEST IN OUR SCHOOLS AND EDUCATION!! LWSD being a well-respected school district has a big impact on our communities, I don't think it would remain that way if shifts are being introduced (for daily or school year schedule). Many families will consider moving, just to leave this school district. Please only consider as last resource.</p>	Construction strategies
<p>We would love a year-round school calendar!</p>	Non-construction strategy
<p>Let's pay for our school improvements while being as efficient with the funds as possible. Please put Environmental improvements (solar, cooling/heating, etc.) as a TOP priority in design & construction decisions.</p>	Design specifics
<p>Class sizes must go down. More classrooms AND teachers.</p>	Non-construction strategy
<p>Please build a new Juanita High School, its built for 600 students, right now there are over 1300 students</p>	Construction strategies
<p>Special Education CANNOT be cut anymore, these kids need and have a right to be included!!</p>	Equity
<p>thank you - tough job you are tackling.</p>	Miscellaneous
<p>I did not see an option to change the length of class and the interval. Instead of going to English 5 times a week for 40 minutes = 200 minutes a week, you could make a block class of 120 twice a week and that would free up 3 class rooms per subject. you could apply this to all of the critical courses like English Math History and Science.</p>	Non-construction strategy
<p>Build new schools. Put dollars into education. Make education a priority.</p>	Construction strategies
<ol style="list-style-type: none"> 1. Completely remove FULL day kindergarten program from ALL schools. 2. Ask teachers to change classroom set up and place 2 teachers in one class. It will solve everything. Class size can be increase but students to teacher ratio won't increase and will create more employment. 3. Update roof of ALL school buildings. 	Non-construction strategy
<p>I would love to have new or modernized school, but I selected an more moderate approach to get wider scale agreement. I am less in favor of the mutiple schedules as it will be difficult to manage and potentially have a negative impact on the learning process.</p>	Construction strategies

Response Text	Categories
think holistically and for future use of facilities as capacities fluctuate as community demographics change with time.	Miscellaneous
Larger class sizes should NOT be an option provided, nor should it be an option to remove special services.	Non-construction strategy
Make the best choices for the KIDS education! We need new schools with all the new subdivisions being built around here, where are they all going to go to school????	Construction strategies
Changing existing school boundaries will be the best choice for long-term facility plan.	Boundaries
1. I have yet to see any school not fit for use. 2. You are thinking too linear. 3. Planning can be done in the district's luxury facility. 4. The amount of wasted space in schools (under used common areas at Juanita El for example) is mind blowing! A dozen new classrooms could be in those spaces. 5. Your feedback forms are worded in a way to make the participants support a very narrow way of thinking. This feeds into my comment on linear thinking. I know our comments won't change what you do, it's for appearances only (as history has shown), but try to think more responsibly and not rely on unproven rhetoric.	Aging Facilities

Response Text	Categories
<p>This is feedback to the district leadership, task force, board.</p> <p>We have a district office filled with highly paid experts, yet they can't figure this space issue out. What is wrong? What has happened? Why are you trying to solve this by committee? We have voted to no longer fund the district's track record of building trophy schools. So instead of spending so much money and energy on trying to convince us we've made a big mistake, get to work and figure it out. Look at other schools in the country who are doing it right. Aren't there any examples of success, someone somewhere making it work? There must be.</p> <p>I realize you have gotten used to operating on this broken Levy model, but that has gone on too long. This system needs to be fixed and get back on track. Find examples of success, model those, and fix it. Many in our community have been tricked into thinking the only way kids can succeed is to have the most modern facilities available. I don't believe this and think it is a huge part of the problem. My son went to an 'aging' school that is marked to be demolished/replaced, and it's an excellent school. The District needs to refocus their energy and budgets to put some pride back into taking care of our existing facilities, painting, add classroom space to existing schools. In this era of leveling forests to install McMansions, and leveling 20 year old schools because they aren't big enough or 'modern' enough, set a new example and take care of what we have. Add space, expand on the properties you already have. Ignore the parents and kids who want everything 'new'.</p> <p>My kid went to Samantha Smith. While there, Rachel Carson was built right around the corner. Carson is new, shiny, modern, and expensive. Meanwhile, Smith hasn't even been painted in who knows how long; no upgrades, portables in bad shape, etc. (and keep in mind, Smith is a great school!) So with a levy model, we build 30-40+ Million dollar schools, yet we are not able to afford to paint an existing school right around the corner. This doesn't make sense. It's almost as if there is an effort to make our old schools look even worse so we vote to level them.</p> <p>Challenge to the board, superintendent, district employees, this committee; drive by these two schools (Carson, Smith). Then imagine if we spent much less on Carson (or any other 'new' school), and what you could do to maintain, paint, expand our current schools instead of replacing them. Please stop with the trophy schools; build budgets that actually 'budget' for future needs, whether it be new space on an existing campus, or a new facility. Plan - that's why you are there.</p>	<p>Aging Facilities</p>
<p>We need new schools! The capital investment must be made and we must prevent overcrowding in the schools.</p> <p>Adding portables, new classrooms and an increase in classroom size is a disservice to the students. We need new schools, built to accommodate expected student population growth, so that the facilities are not overcrowded and stressed out as well as the students.</p>	<p>Construction strategies</p>
<p>Replace the play structure at Blackwell and add a covered area. I can't believe schools were built here in the N.W. without a covered area. I grew up in Bellevue and all the elementary schools had a covered area. Guess what people-IT RAINS HERE FREQUENTLY!!!</p>	<p>Miscellaneous</p>
<p>I understand 'by condition' to mean the actual state of the school building and the flow of student traffic within it. Do the students have to cut through another classroom or go outside to get to class?</p>	<p>Design specifics</p>

Response Text	Categories
<p>Aim the writing of your levy to emphasize the needs of the district in very simple language. Parents with children in the district understand the needs. Focus instead on the selfish people who need convincing, particularly since they just paid for major school renovations a few years ago.</p>	Bond/Levies
<p>Instead of using the Mars Hill church in Sammamish for running start programs, it should be considered for additional space for regular classes.</p>	Non-construction strategy
<p>I did not answer either of the first two questions that were a Zero Capital option. These are not viable options for a district such as ours. These ideas are ludicrous. Research shows that increasing school sizes beyond what we currently have is detrimental to student learning. This must always be our TOP priority--that which is best for students. Do not build bigger schools or add capacity to existing schools. Please just build new schools.</p>	Construction strategies
<p>The task force needs to work with the city governments on this. Why are the cities, particularly Redmond, allowing new housing to be built when there are no schools to put these new kids in? The penalties should be stiffer for building new houses.</p>	Regional Growth
<p>Ben Rush was just built and is already too small. Think more flexibly when designing schools to have more room to grow. Thank you for giving us many opportunities to provide input in the decision making process.</p>	Design specifics
<p>I strongly support building new schools that meet the capacity requirements for our district. My children have attended Kamiakin Middle School and Juanita High School. Both of these facilities should be replaced.</p> <p>I am disappointed that the school levies have not passed. I voted for all of the previous levies that built new facilities throughout the district. It feels that the balance of the district now feels their needs are met, and will not vote to complete the original plan. Thus, my children are left out.</p> <p>It also appears that the district "followed the money" based upon neighborhoods with higher real estate values with the original capital plans. Now that those neighborhoods have new schools, we in the poorest part of the district are left out.</p> <p>Perhaps a better approach would have been to start with the schools that needed replacing based upon their condition and age first, and projected growth second.</p> <p>Clearly, going back to voters and asking for an upgrade/expansion to Lake Washington HS, shortly after it was completed felt excessive and that the district did not have a handle on expenditures.</p> <p>Having said that, I will continue to support capital levies as an critical investment in the children of our community.</p>	Bond/Levies
<p>Think frugal.</p>	Funding
<p>Education is key to a successful future. Don't overcrowd our schools. Tax me to pay for new schools and improvements.</p>	Funding
<p>I believe the last capital levy was poorly presented to the public. If possible, try to get someone involved who is in public relations (maybe asking for a parent volunteer/assistance/reviewer through the PTAs in the school district).</p>	Bond/Levies

Response Text	Categories
Renovation using fiscally responsible budgets has a better chance of passing a vote versus spending large amounts of tax payer money on brand new schools. New schools only benefit a small portion of the community. Seniors don't benefit aswell as kids and parents in the districts that don't get a new building. Spreading out the benefits at a reasonable cost seems to be a good middle that produces the largest amount of beneficiaries.	Bond/Levies
Our community has more wealth than ever. We should pay forward to future generations like we have received the benefit from previous generations.	Funding
With the Redmond community continuing to grow we as a community need to accommodate the growing need by building new schools. If the city of Redmond continues to support the building of condos and other housing development in downtown Redmond as well as other locations, the city needs to find funds to build new schools.	Funding
<p>1) Many areas of aging schools. It's certainly not ideal, but ours are in pretty good (not toxic) shape, but our need for space is critical.</p> <p>2) We have bursting schools in part because of the strong regional job market+the lack of family housing in Seattle, which means families move to the 'burbs. I see this as a regional issue, not a district issue, and the solution must be regional. Also, I love our strong international presence--feel so lucky for it. However, we have lots of folks who cannot vote, which limits our ability to pass levies to adequately address these bursting schools. (People most invested in quality of schools have no voice in school-related measures.) Can we have a county rather than district levy to build schools where populations are most dense? Can we up the business tax to address school needs for the children of employees at these behemoth companies? I see a connection between the surge in suburban school population and our strong economy, but the weight of dealing with this is coming down to the district--trying to make do but without adequate support. I know surrounding suburban districts are similarly struggling. I think Seattle and the business community need to step up their support if they want to welcome these job-producing companies.</p>	Funding
A brand new school doesn't equal a better education.	Aging Facilities
When portables are added to a school, the portables should offer the same amenities as other portables. Specifically, some of the portables at Rockwell offer AC, others do not.	Non-construction strategy
I think one of the biggest beefs people have with the LWSD building strategy is that we have buildings with relatively short lifespans. It seems wrong to have to replace buildings so frequently. If THAT were addressed, I think you could get more people to financially support your plans. I know your data says replacing an old school is in the long run cheaper than renovating, but our schools should be built to last a loooooong time. This idea of building them on one area of the property with room for a new one to be build next door leaves a bad taste in people's mouths.	Design specifics
Several of the options under capital investment should be pursued regardless of recommended resource level (e.g., adding planning rooms). Please also consider school start times for middle and high school students, as later start times have been shown to significantly improve test scores (adolescent kids don't learn/do well early ... don't make them try).	Non-construction strategy
Work with the county, city and state. There should be no more home building and developers getting rich if they won't fund the necessary schools. Those of us who already live in Lk Wash school district and pay tens of thousands of property taxes should have our students attend decent schools with classrooms of less than 25 students. FIX THIS!	Funding

Response Text	Categories
Give the tools to the teachers first so they can make an impact regardless of the size of the classroom. Good teachers with good resources make the difference and supersede most of these issues.	Miscellaneous
Oh how I wish voters would pass all school funding initiatives!!! Thank you for doing your best to work with such unfortunate constraints.	Bond/Levies
Please do something to improve Kamiakin MS and Juanita HS!!!!!!	Aging Facilities
If new schools need to be built please do not build them under the high power lines.	Design specifics
Could charge a nominal fee from the parents if we want to build the school facility - provided it could be translated into values that students the student may get. For ex, modern technology in labs & classes - results measured in terms of curriculum advantage & matching to the technology, Test and evaluation that could leverage these modern infrastructure.	Funding
Please do not add any more portables to the East Redmond Schools (Evergreen, Alcott, Rosa Parks). We have too many. Please think about working with the cities on limiting development until there are places for the students.	Regional Growth
Stop adding portables as a "short term" solution. No one believes they are short term. All the published research shows portables have negative effects on student learning.	Non-construction strategy
Perhaps building should focus on the important basics of addressing the fundamental needs of appropriate size and number of classrooms & common areas (outdoor play, art, music, lunch, gym, computer) and forgo the "wishes" of very eco-friendly building until we can convince the community of LWSD's fiduciary responsibility and ask for more in the future.	Design specifics
Thank you!	Miscellaneous
Can we do another Levy this year? Or collect a special fund through LWSD Foundation?	Bond/Levies
I am very disturbed to see the task force keeps listing taking away space for special needs (ESL, Special Education). This is completely against the core values LWSD says it has as well as against the law. When I see this, it really makes me wonder and takes away any trust that the folks working on this very important project are aware of the law and issues of human decency/fairness in general. Very disappointed and no longer having any faith in the process -- Sue Byron	Equity
It is essential that all children have the space they need for learning. It is very important that special education programs and other required programs have a designated and consistent space for learning. Classrooms also need space for students to move as they learn. Double shifting is a difficult option. As many older students are responsible for care for younger children outside the school day. This strategy is especially detrimental to lower income families. Reducing space for required programs and double shifting would result in costly law suits.	Equity
DO NOT TAKE AWAY FACILITIES FROM SPECIAL EDUCATION	Equity
Why the heck are you building disposable schools that you think should only last 25 years?! This is the dumbest thought train I've ever known. Fix schools so they work but no need to year down and rebuild all the time. Have a standard elementary school blueprint, middle school blueprint, and high school blueprint and quit wasting money when you do have it to build.	Design specifics

Response Text	Categories
I'd be comfortable with a cinder-block building that is stuffed to the gills with technology and great teachers over elaborately designed, high-cost, mid-century modern architecture and an ongoing desperate need to update the computers inside. I encourage you to think outside of the box and step away from traditional approaches (new schools! new technology! more money! more! more!) and find new and interesting ways to maximize the dollars that you have now	Design specifics
Good job exploring alternative options, but all "no new school" options are pretty unattractive to me. We are not in a developing country (Double shifting), we are not experiencing Clark County growth (Year-round multi-track schedule), and I don't want my children to receive a Thunderbird education (Online learning). I don't know who has been in charge of school district planning for the last decade, but this is not a situation we are all of a sudden in - it's been a growing problem for a long time, and it must be a planned upgrade. Redmond will need to cover the construction of new schools, in a timely way, with existing budget. Just having to have this task force effort and strategy survey is extremely disappointing. That said, take short term measures for 3 years and build the schools we will need for the next 20 years. This area (Redmond/Seattle Metro) will not suddenly stop growing, on the contrary.	Construction strategies
Remodel and update. Add portables/classrooms. Just because a school is old doesn't mean it needs to be replaced or impacts learning! Our grandparents learned just fine/went to college in one-room schoolhouses with K-12 in 1 room. I'm just making a point that spending millions on a new school does not "improve" learning. Finn Hill Middle a prime example. JHS is absolutely charming, don't replace it! Just make some improvements but keep the school as is. Don't try to raise our taxes to do any of this. We already pay for it. We all have to budget, so should the school district.	Aging Facilities
In considering rebuilds, PLEASE look at the already rebuilt schools for design flaws, cost overruns and repeat most successful plans instead of beginning each school from scratch. Too many builder errors in the current method!	Design specifics
treat each area of the district the same. for example why didn't Juanita HS get funding but all the others did?	Equity
On a scale I would prioritize reduce class sizes, give kids far more recess —75 minutes a day mandate lots of arts and crafts, more learning by doing, boost teacher pay, and create attractive working conditions for teachers.	Miscellaneous
Build more schools; do not increase class sizes	Construction strategies
The district already has a very large number of relatively small schools. It would seem that expanding some of these schools would address the existing issues while reducing the need for changing boundaries, bus routes and keep additional admin staff needs down as each new school requires a certain amount of base infrastructure (principal etc).	Non-construction strategy
Good luck to you all, I know you've got your work cut out for you. I think we need to find a way to build new schools. I work for a builder here on the Eastside and we have more land to build on, we need to build schools to accommodate. I am curious as to why the new boundary changes layout the way they do. Thanks for trying to get as much input/buy-in as possible. Lake Washington School District is a great place to be and needs to remain so, it'll benefit everyone whether they have children attending or not.	Construction strategies
Get building!	Construction strategies
LWSD is a great school district. Please keep raising the bar!	Miscellaneous
Marget Mead has ever increasing enrollment, yet the poorest and oldest facility in Sammamish. Recent redistricting was not successful	Boundaries

Response Text	Categories
Make sure all schools regardless of parental power have full use of the school.	Equity
No	Miscellaneous
We need to have enough space to house the number of students we have. Changing boundaries is not sustainable and very disruptive. Leveraging all existing facilities, remodeling where possible and building cost effective new sites makes the most sense.	Construction strategies
LWSD is a rich district with rich residents. As a homeowner and taxpayer I think we should do whatever it takes to give our children the very best education we know we can afford.	Funding
We absolutely need another middle school for the RMS and EMS population, We also need another high school between Redmond and Eastlake	Construction strategies
The newer schools are beautiful- too much so. Stop wasting money on costly architecture and landscaping. Kids can learn just as well in a less costly building. Spend the money on more teachers and computers. Let the individual schools' volunteer groups worry about beautification. I see a lot of wasted money in overgrown bushes when the school computers are pathetic.	Design specifics
Remodel Juanita HS--we have so few bathrooms there for students and lunch rooms are crowded.	Aging Facilities
Do not tear down the Juanita filed house and pool, but build a new school around those structures.	Aging Facilities
Lake Washington is a huge school district. You need to break the district into smaller areas and provide something to all areas. The large population base wasn't where you were making changes to schools.	Boundaries
Allowing buildings to age while still useful is OK - but refusing to re-build new schools costs on infrastructure and maintenance (heat, light etc...) So, eventually, you have to spend the capitol on a new school with new wiring, technology etc.. or retro-fit.	Aging Facilities
A New bond issue should be forwarded to construct new schools and expand existing schools	Bond/Levies
LWSD poorly plans. Prime example: Rosa Parks. Why was it built so small that in year 2 or 3 of its operation the portables were brought in? You should build the schools with sufficient capacity for expansion instead of thinking that you will have unlimited deep pockets to keep building more and more schools (at the expense of the taxpayers, mind you). I do not believe the LWSD management should get any additional funding until you learn to use wisely the money you do have. Usually, an old home is remodeled/repared, not leveled. Why do you think Evergreen needs to be leveled and re-built brand-new? Where is the money for that? More taxes? Hopefully, after two failed bond measures you can finally see that the taxpayers are not interested in giving you even more money. So learn to play within your budget. Repair the aging buildings. If you do get the luxury to build a new school, plan wisely, for expansion and growing population, so that portables are not needed for many years. Now you are paying the price of someone's terrible planning and lack of vision...	Design specifics
There are students who live in other districts (I specifically know of several students who live in Snoqualmie Valley district but attend LWSD schools - Carson, IMS, Eastlake). This should be addressed	Boundaries
If new schools are built, I would like to see new schools in neighborhoods that can serve many students, not choice schools that only serve a small percentage of students.	Boundaries
Keep up the good work!	Miscellaneous
No new taxes, no new levies.	Bond/Levies
Juanita High needs a new building!!!! ASAP. I don't know why LWSD voters won't pass a bond but something needs to be done. It's beyond ridiculous for an area with this much wealth to have such shoddy facilities for our kids. Its an embarrassment.	Bond/Levies

Response Text	Categories
You are taking so many surveys. Are you ever going to make some decisions? Lead us through this please.	Miscellaneous
Build new classrooms and increase class room size are easier and more effective than building new schools	Non-construction strategy
Building new schools won't help the funding to get more teachers. If we stick to no new building but repair what we have and go all year, the voters will be more likely to grant a small budget. If we get new schools we'd have to go through this all over again to get more teacher funding.	Non-construction strategy
I believe the district is offering a somewhat inequitable education by having the majority of schools updated, yet leaving some that are very old. Furthermore, the fact that the older schools are in areas with relatively lower income (Kamiakin, Juanita HS) makes the inequality feel almost elitist.	Equity
Currently, there is a lack of support for the district's version of "modernization" (new-in-lieu) considering the costs of truly new classrooms due to area growth. I encourage the district to look nation-wide on how other districts modernize their schools at a lower cost. The district also needs to work with Redmond and Kirkland City and King County to slow growth until the district gets a handle on the additional students already here. Fees for new development needs to be updated so growth pays a larger share of the cost of growth.	Aging Facilities
Think long term - 10-15 years out. This area is not going to stop growing. Build, build, build!	Construction strategies
Do not degrade the quality of our schools and education. Plan for what is needed and then go to Olympia or a voter approved Levy for the funding. Year round schools will affect home values. Double shifting puts a burden on families with siblings in elementary that may have summer off school and having teenagers at home when their parents are at work is not so smart.	Bond/Levies
Strongly support new schools	Construction strategies
Target the source of increase capacity - new homes. Propose a levy that new homes pay % for 10 years that goes directly to its neighborhood school. Similar to the 10 year metro tax we paid when we bought our new home in 2003.	Bond/Levies
I am a widow, I work full time. I have one child and cannot afford to pay more taxes. We have to find a way. I know from being on the PTA that a huge group of kids are on low or reduced lunch as it is. What would they do?	Funding
Limiting Kindergarten to a 1/2 day is great idea. At that age kids do not need all day structured learning time and do have it just as a "convenience" to parents is not a good reason. On-Line schooling is a great idea for certain classes as my daughter has done this and it was fine. Revising program space so that there are not 3 kids in a 30 seat classroom seems like common sense.	Non-construction strategy
Many of the aging schools are also overcrowded and laid out poorly with open courtyards, so it would be solving both problems to build a new school.	Construction strategies
Build new schools with future growth in mind so they don't become too small in just a few years after being built (i.e. Horace Mann Ele, RMS, RHS)	Construction strategies
Special education services are required in order for students to access FAPE (free and appropriate public education). Please remove all references to modifications with respect to the provision of special education services (to include space to provide those services) going forward. Special education is not an option and therefore is not something that should even be considered in the voting of or consideration of the task force.	Equity

Response Text	Categories
There is plenty of room to add classrooms to existing schools like mark twain. Twain could even use its own middle school built in mark twain grass park. Do not cut back all day kindergartens (there should be more) or special Ed/safety net. These are vital.	Non-construction strategy
I really like the idea of year-round type of schooling, but not the idea of having students start their school day any earlier, 8:30am start time is perfect	Non-construction strategy
The age of schools per se should never be an issue. There are great schools in Europe which are a few hundred years old and doing a great job. Perhaps the district can lead environmentally by shifting our disposable society to one of modernization, leverage and re-use of existing resources. Existing schools have lots of unused lands and new classes can be added and built. Portable classes are not the anathema the are highlighted. They are inexpensive and less likely to kill you in an earthquake. Larger classes are also not anathema. Teachers should have offices separate from classes, and classes can be used more effectively, this is a no-brainer. The high order bit in impacting our education is time. You need longer school days, recess, and a longer school year. You are failing on all counts by shortening the effective time spent in school over the last couple of decades. Teachers work hard and some are great, but they are over-paid for the hours they teach and the results they get, too rigid and unhelpful as a group (union) in solving problems, and have a low-risk job, unlike almost all the parents of the kids they teach. This alone will ensure that you get not sympathy from a hard-working population and so no increases in funds. As larger and larger chunks of the population turn poor and on gov assistance, perhaps there will be more sympathy, such as in Seattle - not sure that is really something you want to wish for!	Aging Facilities
Reduce class sizes. Reduce class sizes. Reduce class sizes.	Miscellaneous
Lots of good work, thank you	Miscellaneous
Seek out Charter School to alleviate the immediate crisis. Public / Private partnerships. Public schools require too much land to develop new ones, whereas Charter schools focus on leased space. It is a more nimble approach to the immediate crisis.	Non-construction strategy
Seriously consider the year round school option. There are best practices out there and even though it's a big change, it makes a lot of sense.	Non-construction strategy
Is there an option to take special space for regular classrooms, but then offer those classes after school once they're available. Is there an option for an "Adopt a school" kind of program, similarly to "Adopt a Highway". Maybe "Adopt a classroom" from individual donors/companies?	Non-construction strategy
Wishing everyone on the task force good luck working through this process. We are in a dire situation in our school district with lack of adequate classroom space for our growing community. I am fearful that we are going to see a ripple effect of poor fiscal planning that will include a drop in our property values and a further decline in the quality of education children receive do to overcrowded schools.	Miscellaneous
I suspect that the Bond would have passed with just a focus on new schools required. The suggestion that there was a shortfall of classroom space, yet serviceable schools were to be replaced was confusing and contradictory. Don't spend money on decrementing for the sake of uniformity, just increment!	Bond/Levies

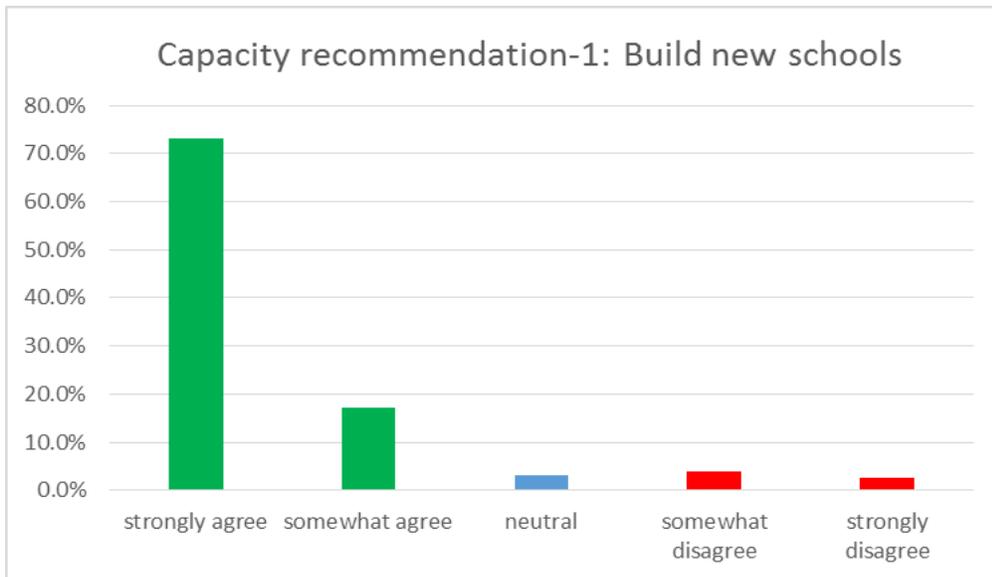
That is, providing the total number of classroom seats needed at the peak of each day. For example, removing students from the classroom for one period of the day does not reduce the peak capacity

Online Open House #6: September 1 – October 11, 2015

2,925 site visitors

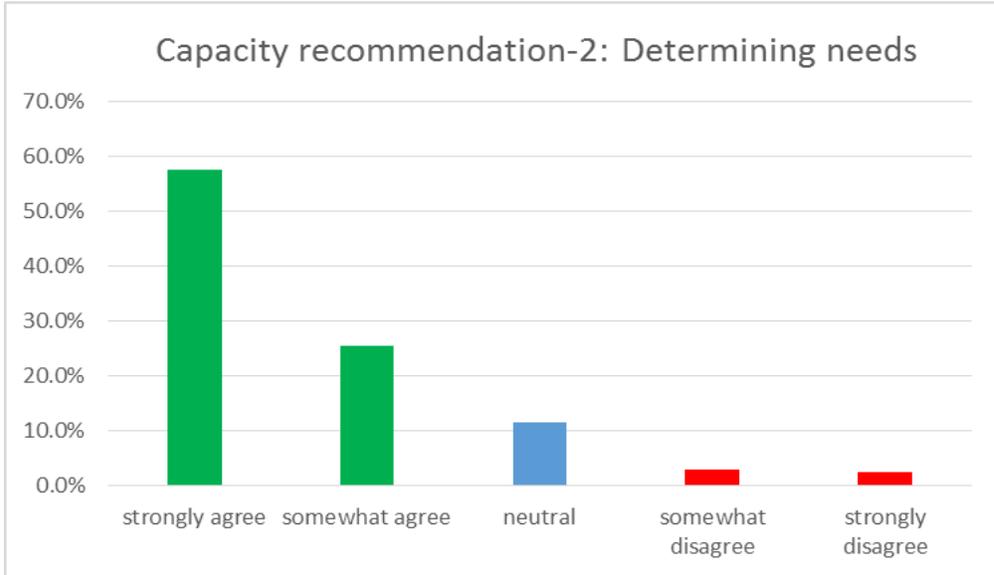
938 survey responses

1. Capacity recommendation-1: Build new schools



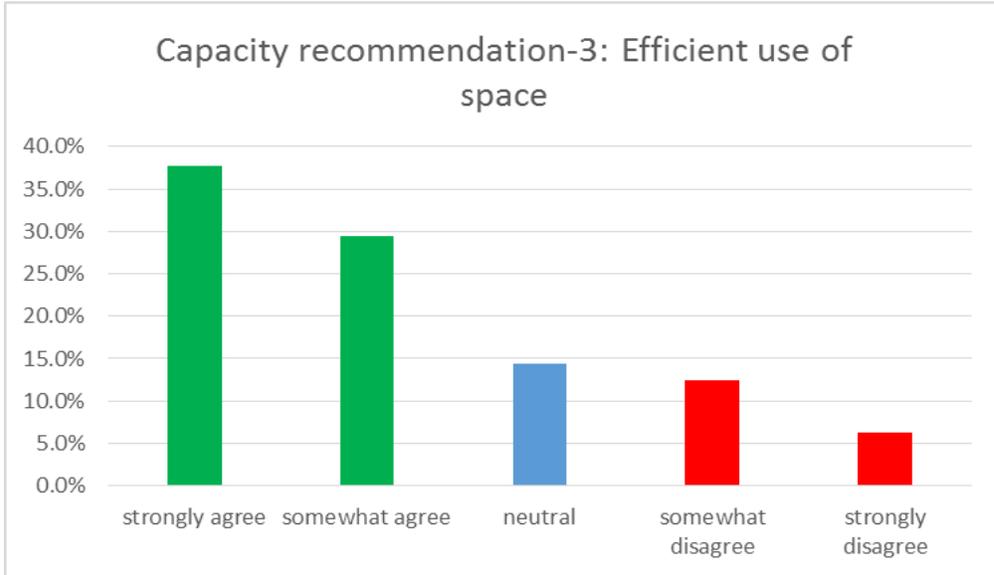
Value	Percent	Count
strongly agree	73.1%	675
somewhat agree	17.2%	159
neutral	3.1%	29
somewhat disagree	4.0%	37
strongly disagree	2.6%	24
Total		924

2. Capacity recommendation-2: Determining needs



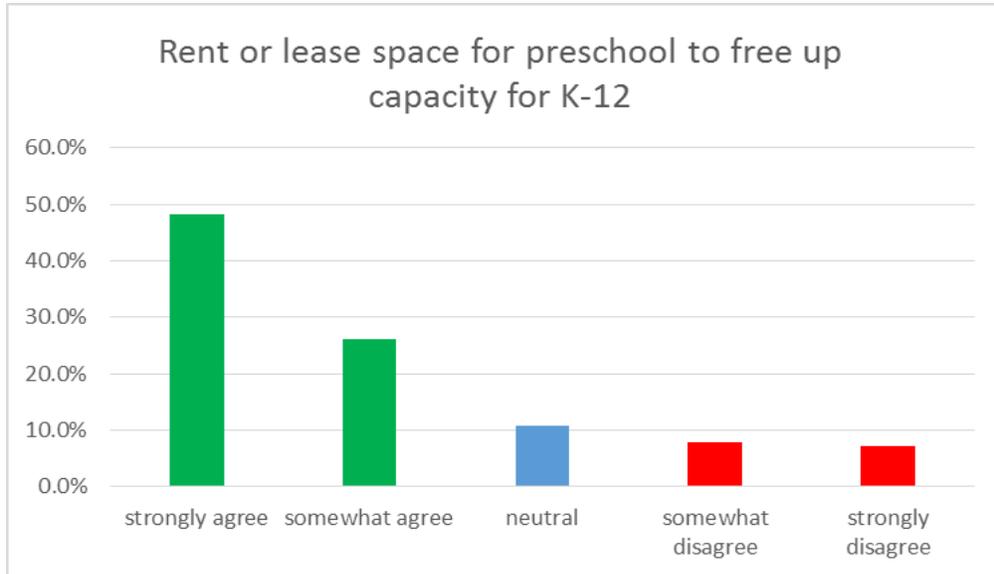
Value	Percent	Count
strongly agree	57.6%	525
somewhat agree	25.4%	232
neutral	11.6%	106
somewhat disagree	3.0%	27
strongly disagree	2.4%	22
Total		912

3. Capacity recommendation-3: Efficient use of space



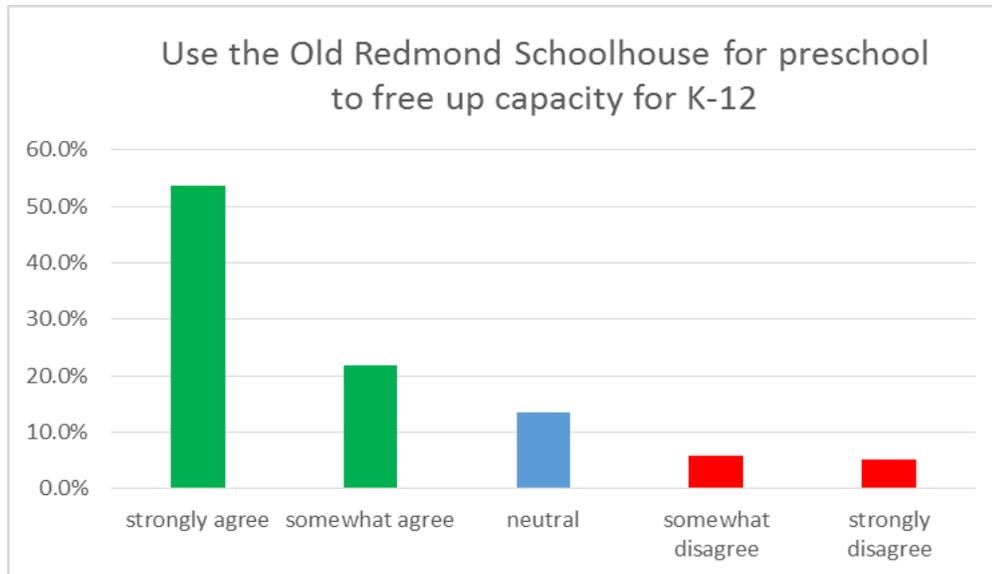
Value	Percent	Count
strongly agree	37.7%	343
somewhat agree	29.4%	268
neutral	14.4%	131
somewhat disagree	12.4%	113
strongly disagree	6.2%	56
Total		911

4. Rent or lease space for preschool to free up capacity for K-12



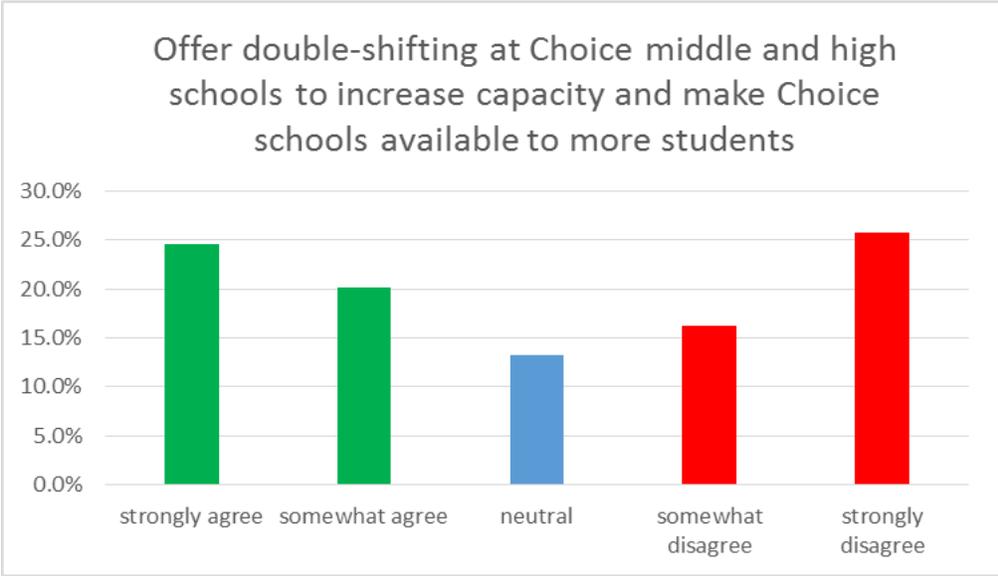
Value	Percent	Count
strongly agree	48.2%	440
somewhat agree	26.1%	238
neutral	10.8%	99
somewhat disagree	7.8%	71
strongly disagree	7.1%	65
Total		913

5. Use the Old Redmond Schoolhouse for preschool to free up capacity for K-12



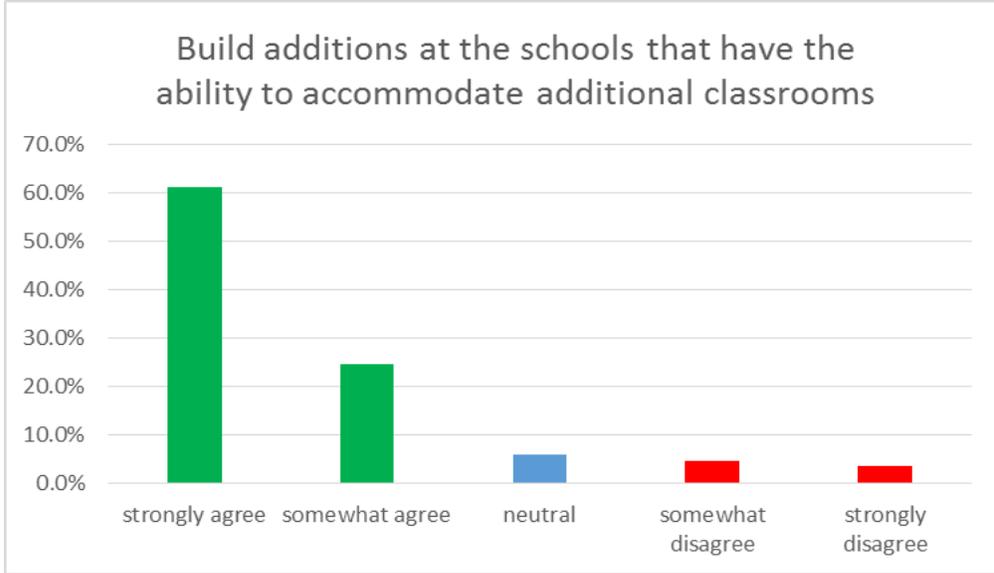
Value	Percent	Count
strongly agree	53.7%	492
somewhat agree	21.9%	201
neutral	13.5%	124
somewhat disagree	5.7%	52
strongly disagree	5.1%	47
Total		916

6. Offer double-shifting at Choice middle and high schools to increase capacity and make Choice schools available to more students



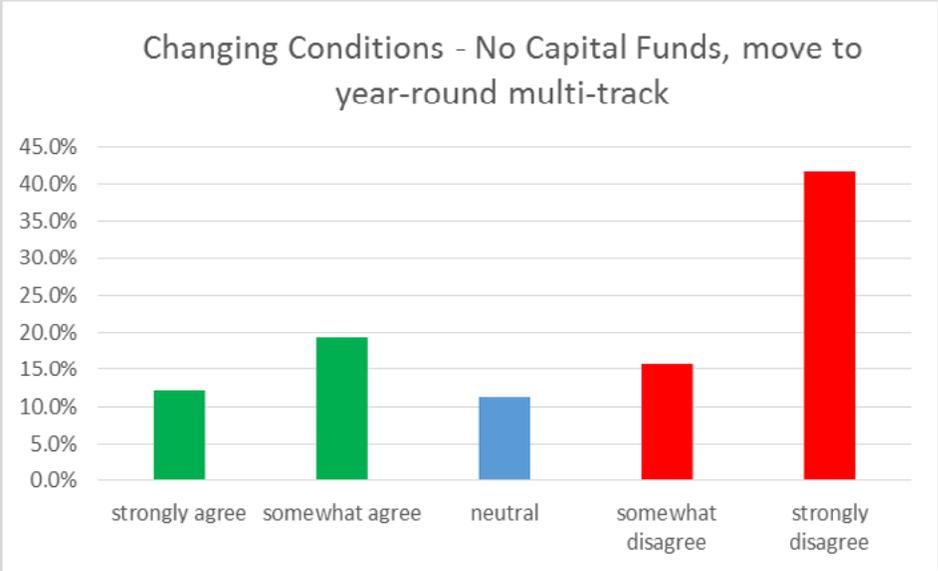
Value	Percent	Count
strongly agree	24.6%	225
somewhat agree	20.2%	185
neutral	13.2%	121
somewhat disagree	16.3%	149
strongly disagree	25.8%	236
Total		916

7. Build additions at the schools that have the ability to accommodate additional classrooms



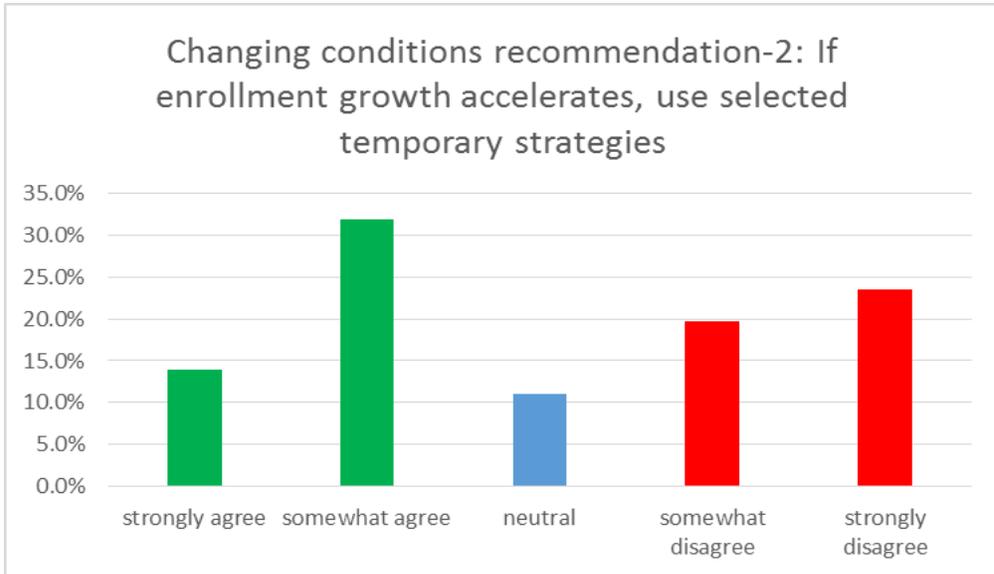
Value	Percent	Count
strongly agree	61.3%	562
somewhat agree	24.7%	226
neutral	6.0%	55
somewhat disagree	4.6%	42
strongly disagree	3.5%	32
Total		917

8. Changing conditions recommendation-1: If capital funds are not available, move to year-round multi-track schedule



Value	Percent	Count
strongly agree	12.1%	110
somewhat agree	19.4%	177
neutral	11.3%	103
somewhat disagree	15.6%	142
strongly disagree	41.7%	381
Total		913

9. Changing conditions recommendation-2: If enrollment growth accelerates, use selected temporary strategies

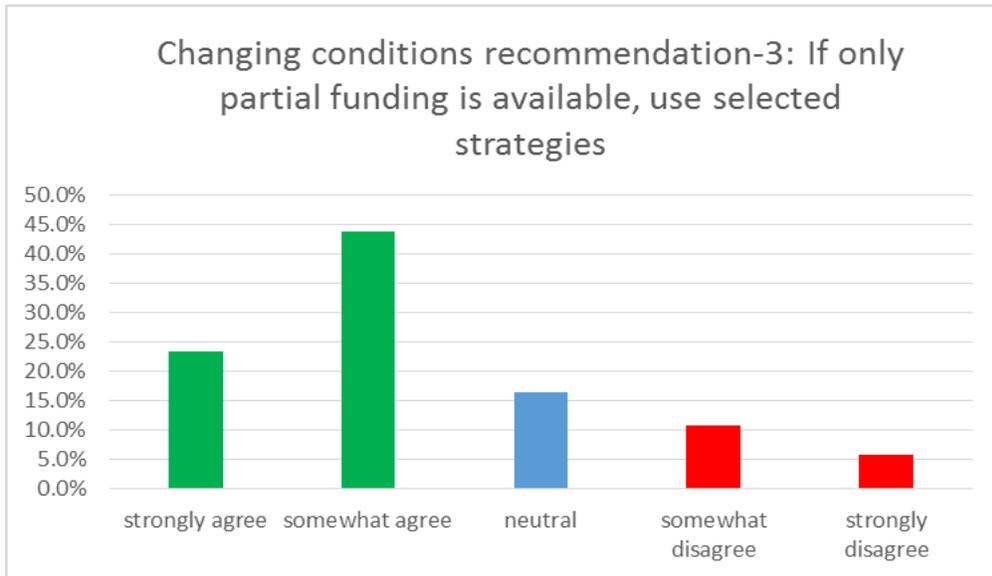


Value	Percent	Count
strongly agree	13.9%	126
somewhat agree	31.9%	289
neutral	11.0%	100
somewhat disagree	19.7%	179
strongly disagree	23.5%	213
Total		907

10. The Task Force recommends the district use the following temporary strategies if faced with an unexpected or accelerated increase in enrollment. Please rank these strategies with 1 being the most preferred and 7 being the least preferred.

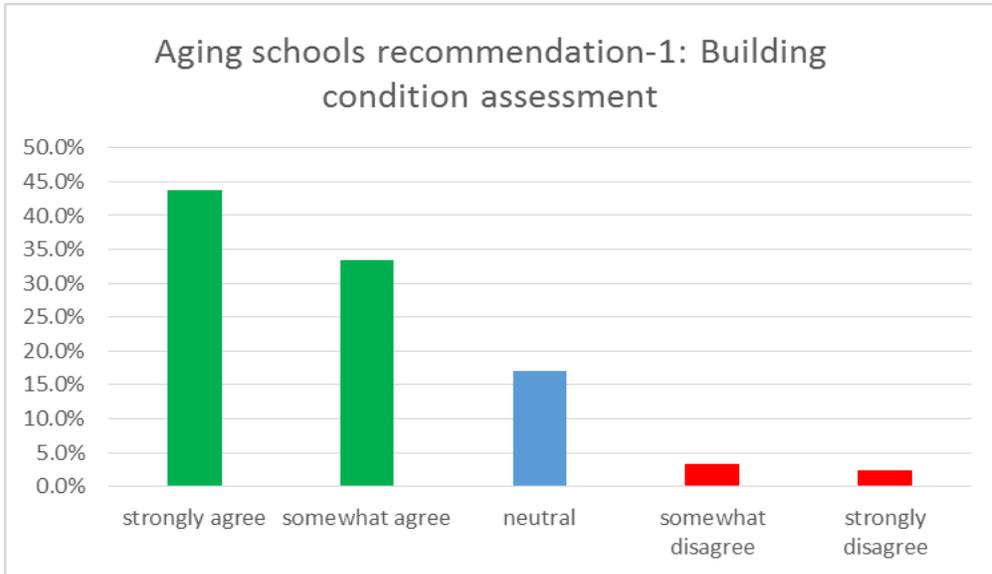
	Score*	Overall Rank
Move district-wide non-school community-based programs (such as Quest, Special Education Learning Centers, Preschool) to other schools within the district as possible to take advantage of available capacity)	4810	1
Add teacher planning rooms in middle and high schools	3970	2
Increase portable classrooms	3798	3
Change school attendance boundaries	3714	4
Limit (or eliminate) All Day Kindergarten classes	2937	5
Reduce the allocation of specialized spaces (music, art/science)	2499	6
Increase class size	1790	7

11. Changing conditions recommendation-3: If only partial funding is available, use selected strategies shown in Question 10.



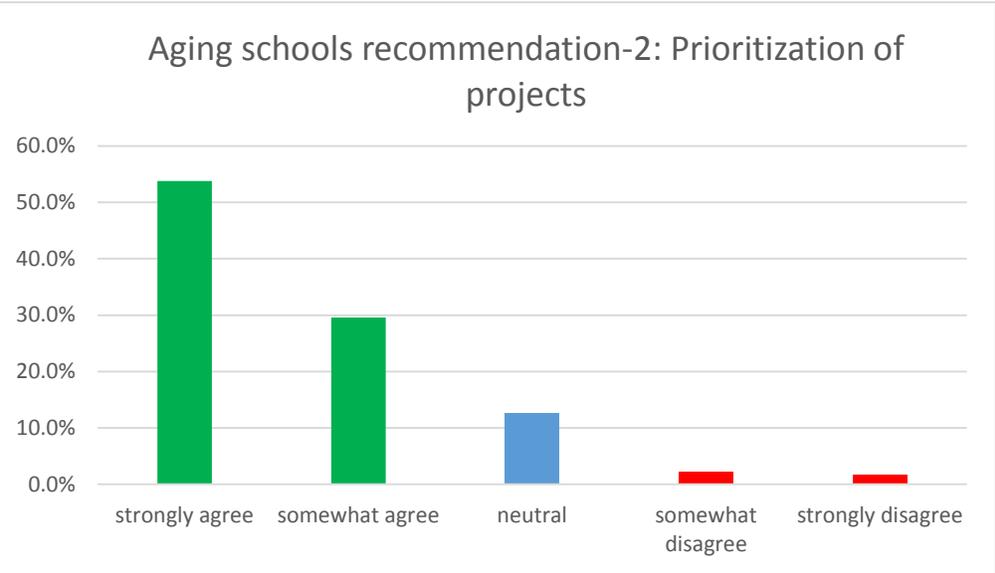
Value	Percent	Count
strongly agree	23.4%	212
somewhat agree	43.7%	395
neutral	16.4%	148
somewhat disagree	10.8%	98
strongly disagree	5.8%	52
Total		905

12. Aging schools recommendation-1: Building condition assessment



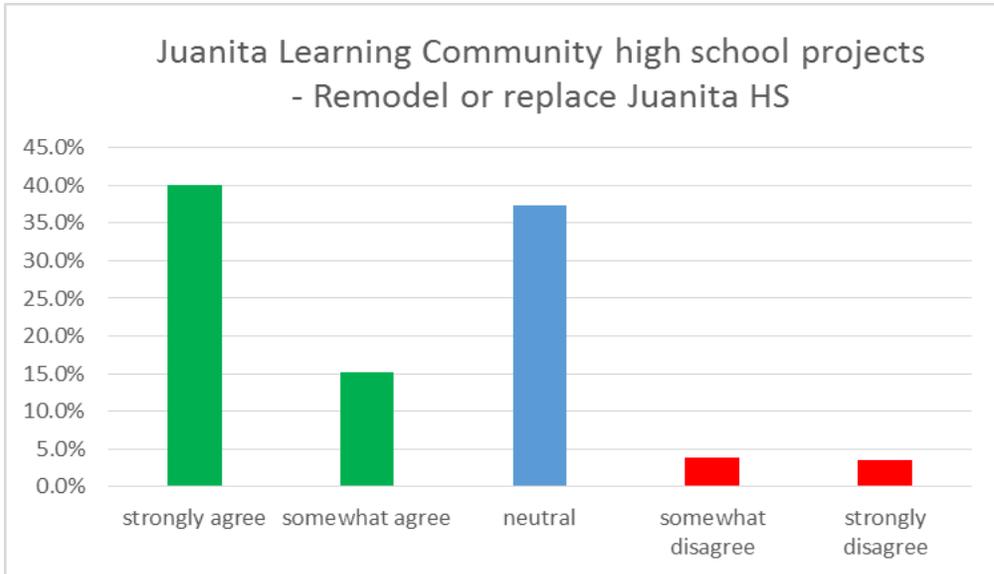
Value	Percent	Count
strongly agree	43.8%	403
somewhat agree	33.5%	308
neutral	17.1%	157
somewhat disagree	3.4%	31
strongly disagree	2.3%	21
Total		920

13. Aging schools recommendation-2: Prioritization of projects



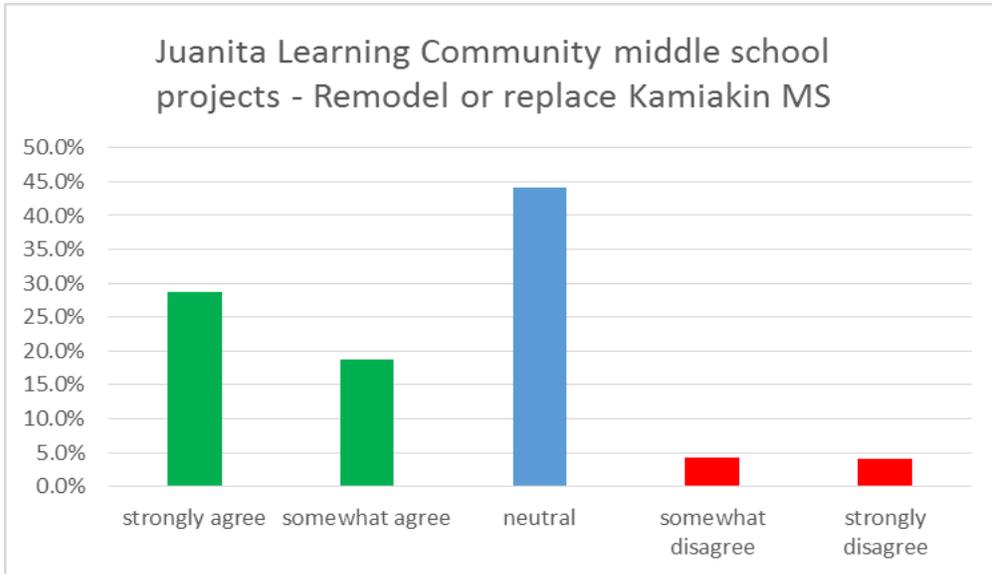
Value	Percent	Count
strongly agree	51.0%	463
somewhat agree	34.7%	315
neutral	9.7%	88
somewhat disagree	3.2%	29
strongly disagree	1.4%	13
Total		908

14. Juanita Learning Community high school projects - Remodel or replace Juanita HS



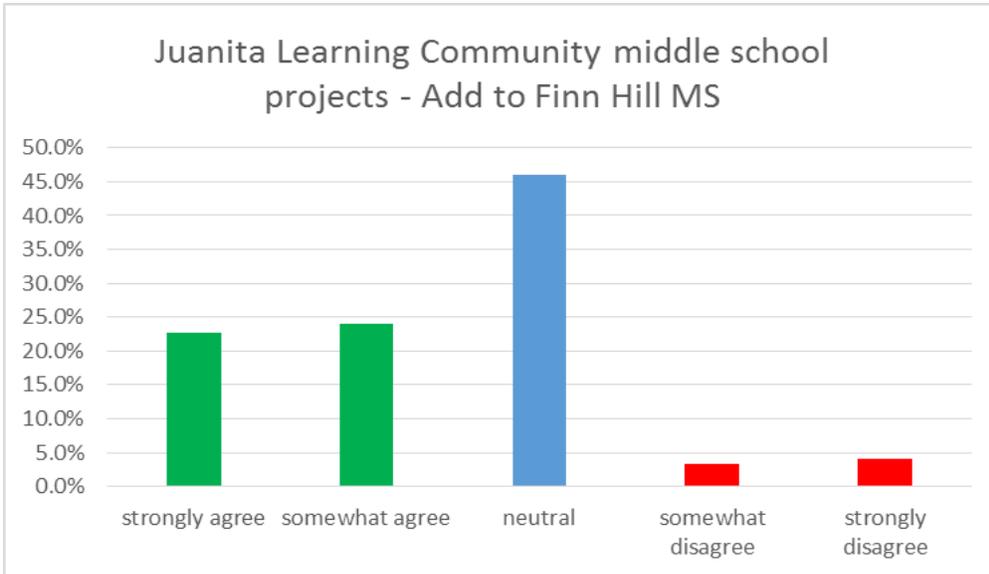
Value	Percent	Count
strongly agree	40.1%	358
somewhat agree	15.2%	136
neutral	37.3%	333
somewhat disagree	3.9%	35
strongly disagree	3.5%	31
Total		893

15. Juanita Learning Community middle school projects - Remodel or replace Kamiakin MS



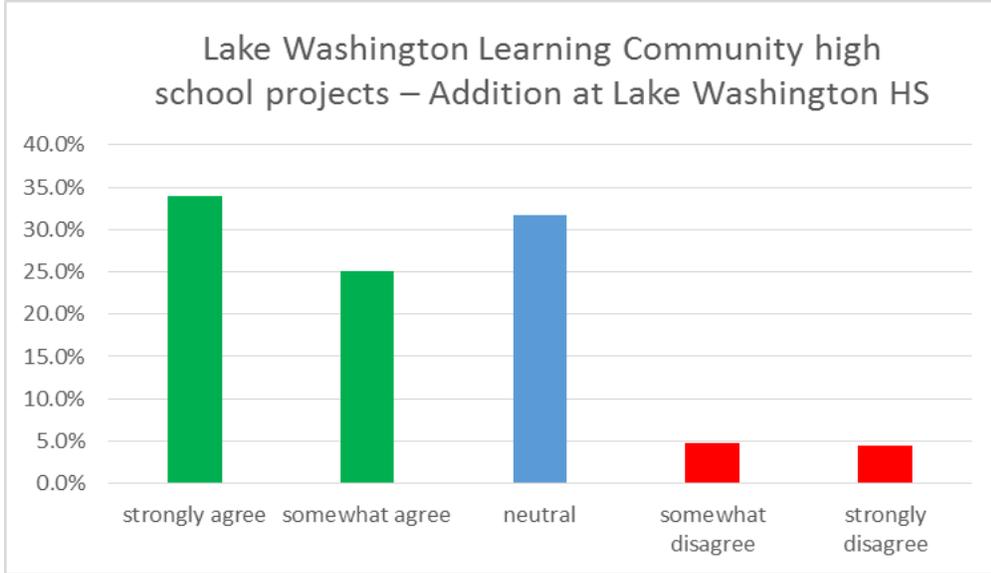
Value	Percent	Count
strongly agree	28.7%	258
somewhat agree	18.8%	169
neutral	44.1%	396
somewhat disagree	4.2%	38
strongly disagree	4.1%	37
Total		898

16. Juanita Learning Community middle school projects - Add to Finn Hill MS



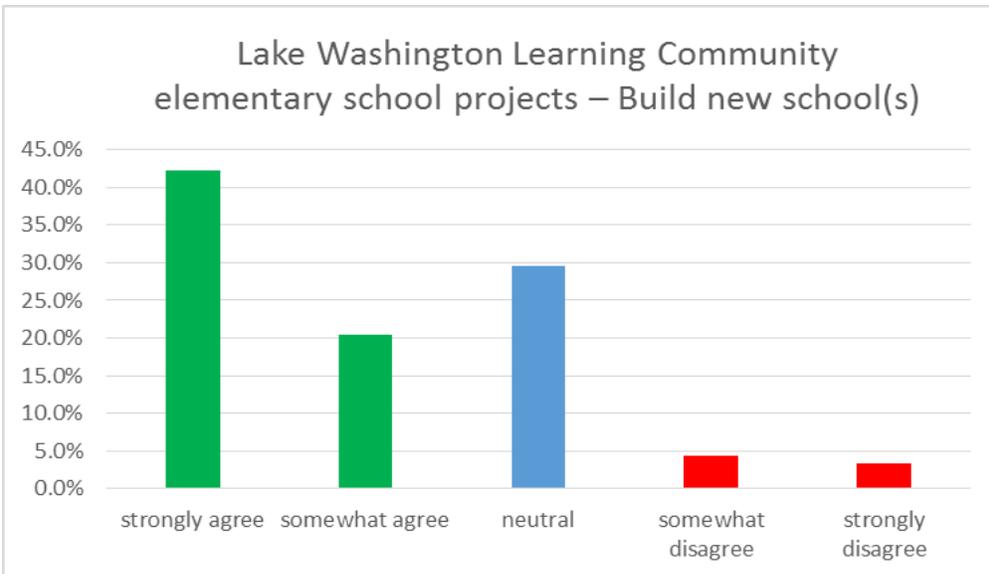
Value	Percent	Count
strongly agree	22.6%	202
somewhat agree	24.1%	215
neutral	46.0%	411
somewhat disagree	3.3%	29
strongly disagree	4.0%	36
Total		893

17. Lake Washington Learning Community high school projects – Addition at Lake Washington HS



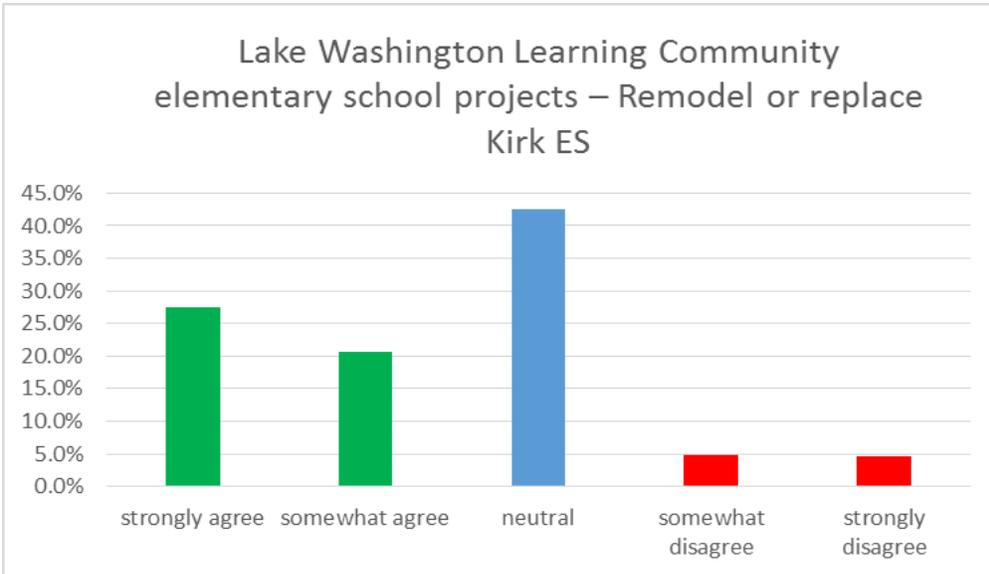
Value	Percent	Count
strongly agree	34.0%	303
somewhat agree	25.1%	224
neutral	31.7%	283
somewhat disagree	4.8%	43
strongly disagree	4.4%	39
Total		892

18. Lake Washington Learning Community elementary school projects – Build new school(s)



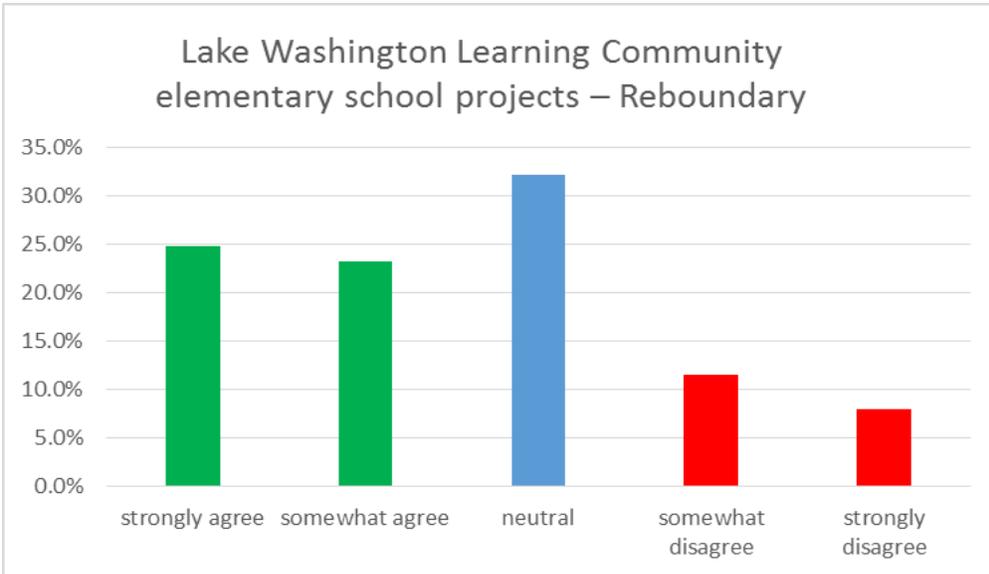
Value	Percent	Count
strongly agree	42.2%	375
somewhat agree	20.5%	182
neutral	29.6%	263
somewhat disagree	4.3%	38
strongly disagree	3.4%	30
Total		888

19. Lake Washington Learning Community elementary school projects – Remodel or replace Kirk ES



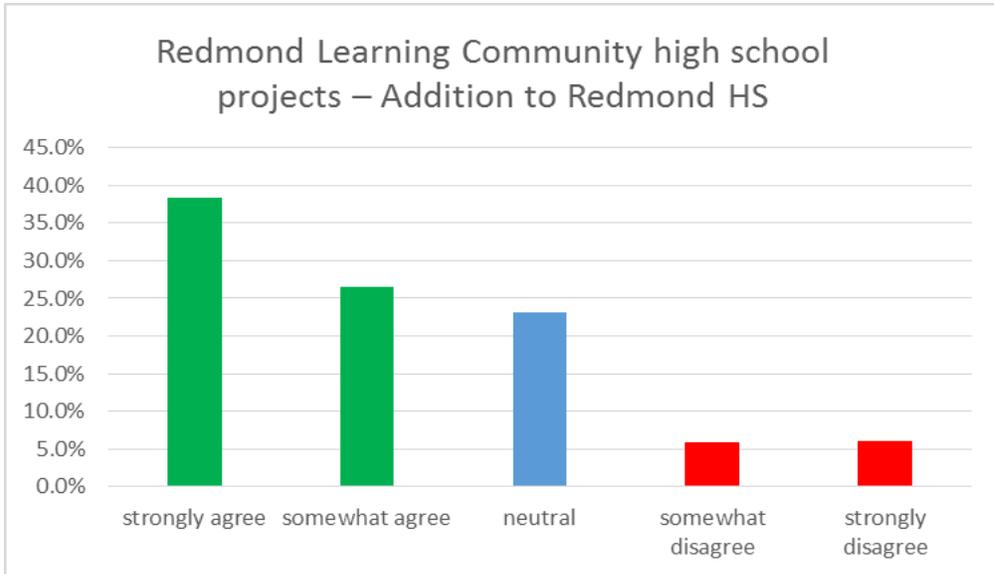
Value	Percent	Count
strongly agree	27.4%	245
somewhat agree	20.6%	184
neutral	42.6%	380
somewhat disagree	4.8%	43
strongly disagree	4.6%	41
Total		893

20. Lake Washington Learning Community elementary school projects – Reboundary



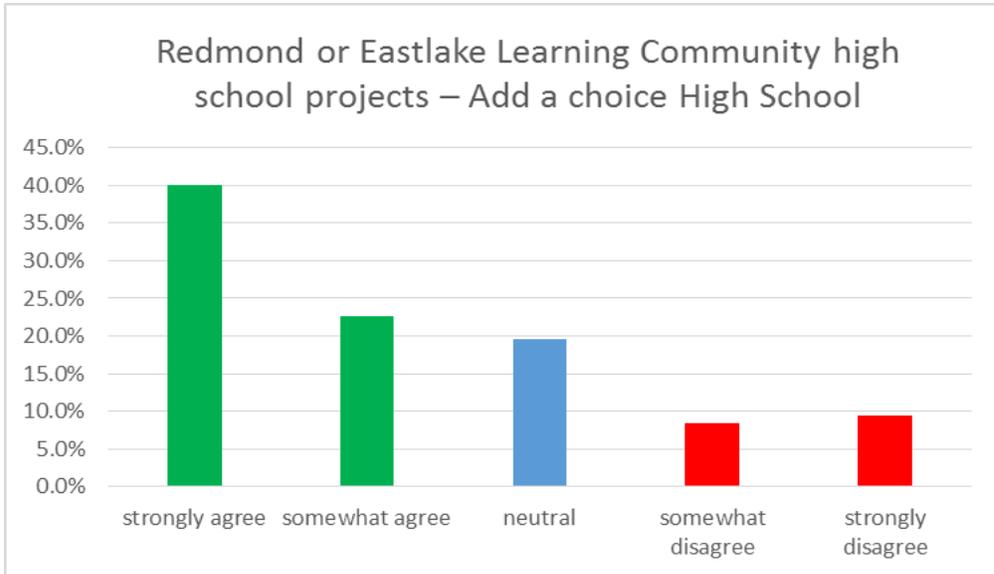
Value	Percent	Count
strongly agree	24.9%	222
somewhat agree	23.3%	208
neutral	32.2%	287
somewhat disagree	11.6%	103
strongly disagree	8.0%	71
Total		891

21. Redmond Learning Community high school projects – Addition to Redmond HS



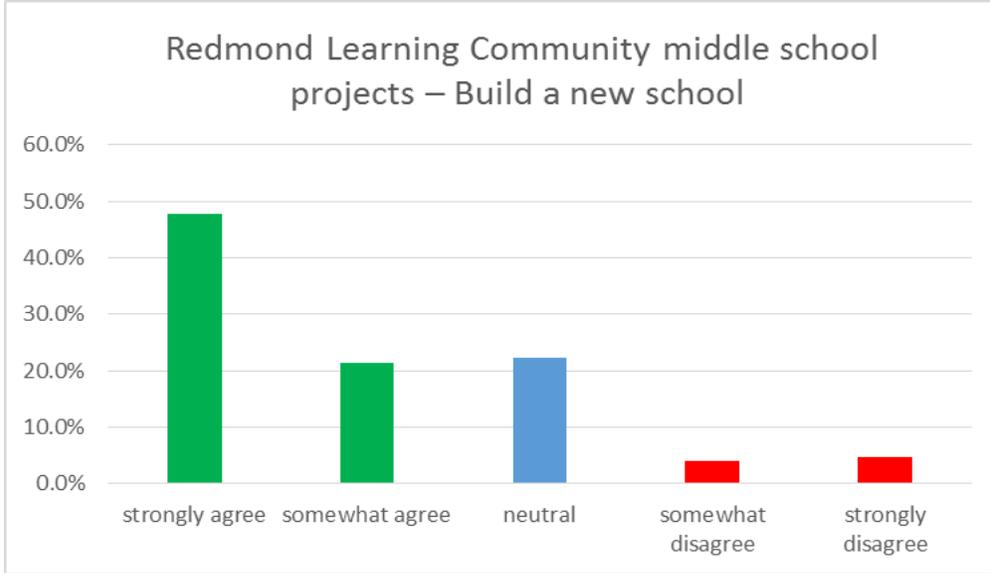
Value	Percent	Count
strongly agree	38.3%	344
somewhat agree	26.6%	239
neutral	23.2%	208
somewhat disagree	5.9%	53
strongly disagree	6.0%	54
Total		898

22. Redmond or Eastlake Learning Community high school projects – Add a choice High School



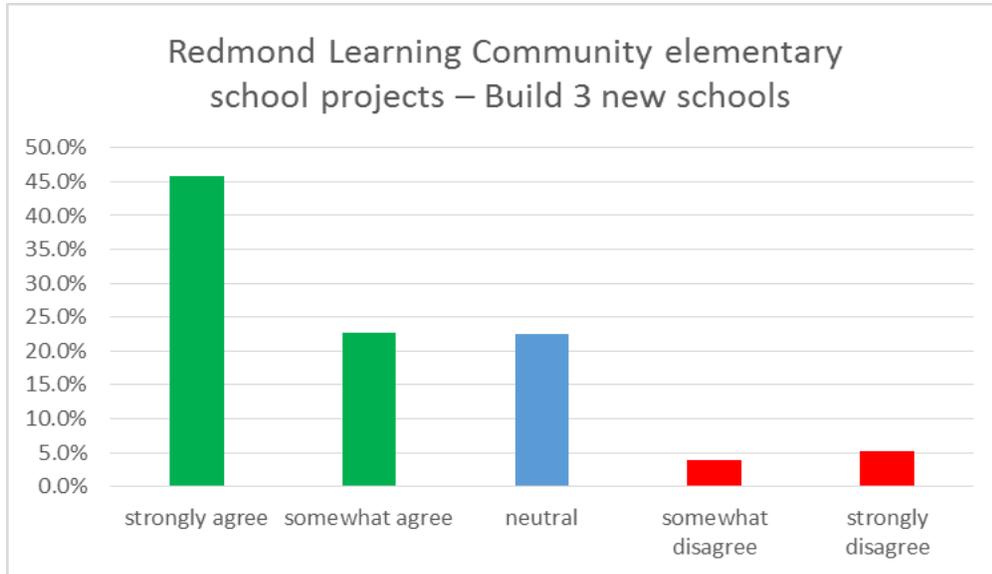
Value	Percent	Count
strongly agree	40.0%	360
somewhat agree	22.6%	203
neutral	19.6%	176
somewhat disagree	8.4%	76
strongly disagree	9.4%	85
Total		900

23. Redmond Learning Community middle school projects – Build a new school



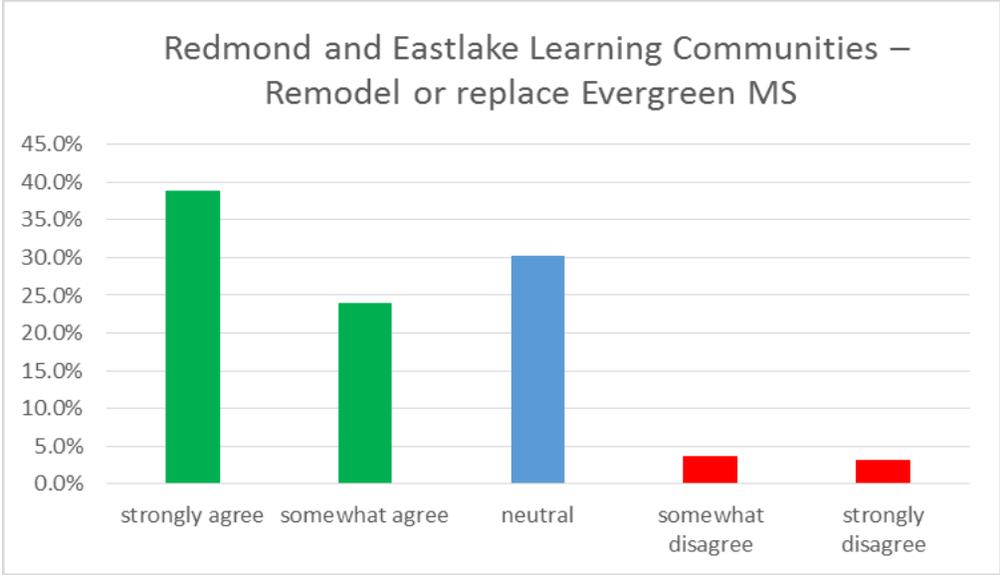
Value	Percent	Count
strongly agree	47.7%	427
somewhat agree	21.3%	191
neutral	22.2%	199
somewhat disagree	4.0%	36
strongly disagree	4.7%	42
Total		895

24. Redmond Learning Community elementary school projects – Build 3 new schools



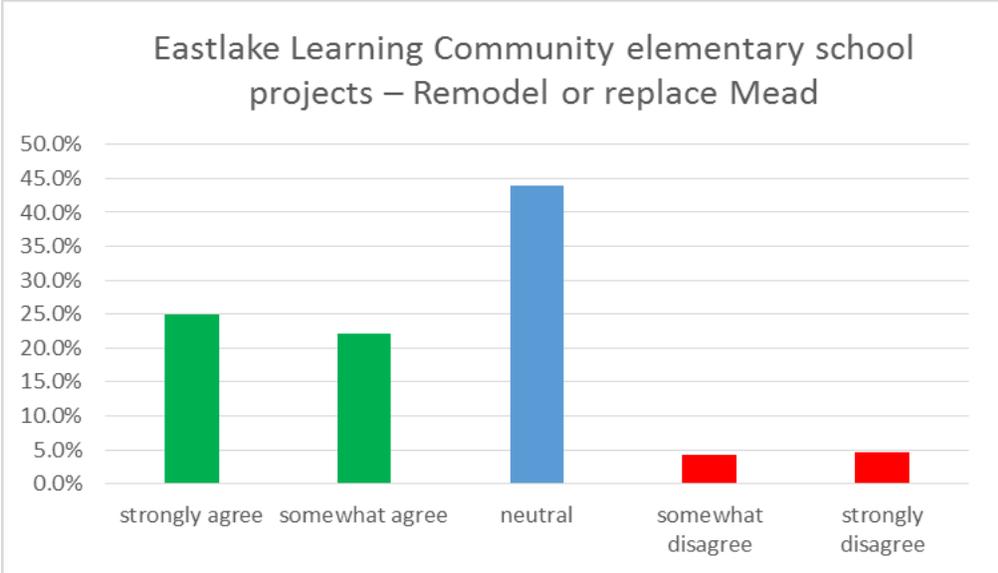
Value	Percent	Count
strongly agree	45.8%	407
somewhat agree	22.6%	201
neutral	22.5%	200
somewhat disagree	3.9%	35
strongly disagree	5.2%	46
Total		889

25. Redmond and Eastlake Learning Communities – Remodel or replace Evergreen MS



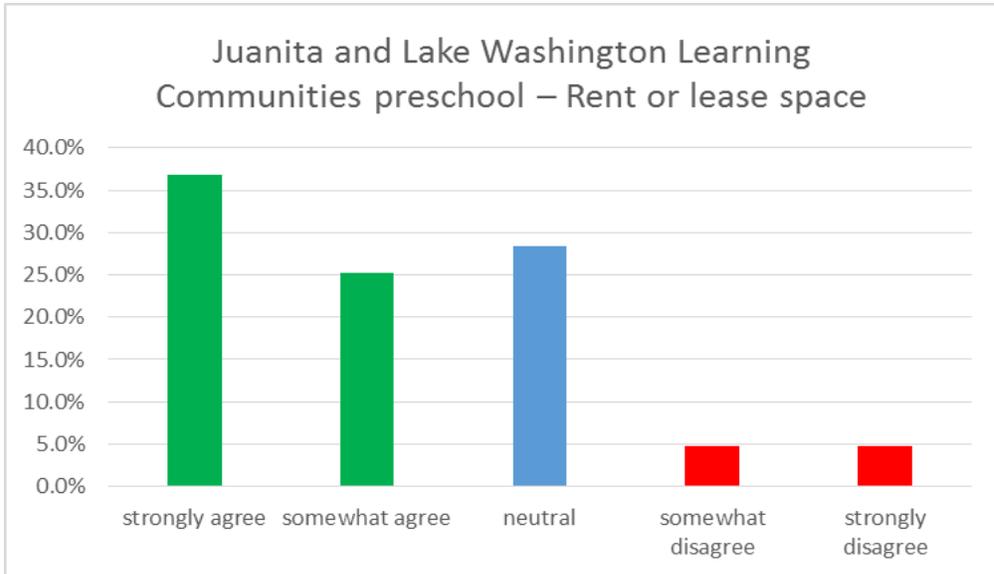
Value	Percent	Count
strongly agree	38.9%	349
somewhat agree	24.0%	215
neutral	30.3%	272
somewhat disagree	3.7%	33
strongly disagree	3.1%	28
Total		897

26. Eastlake Learning Community elementary school projects – Remodel or replace Mead



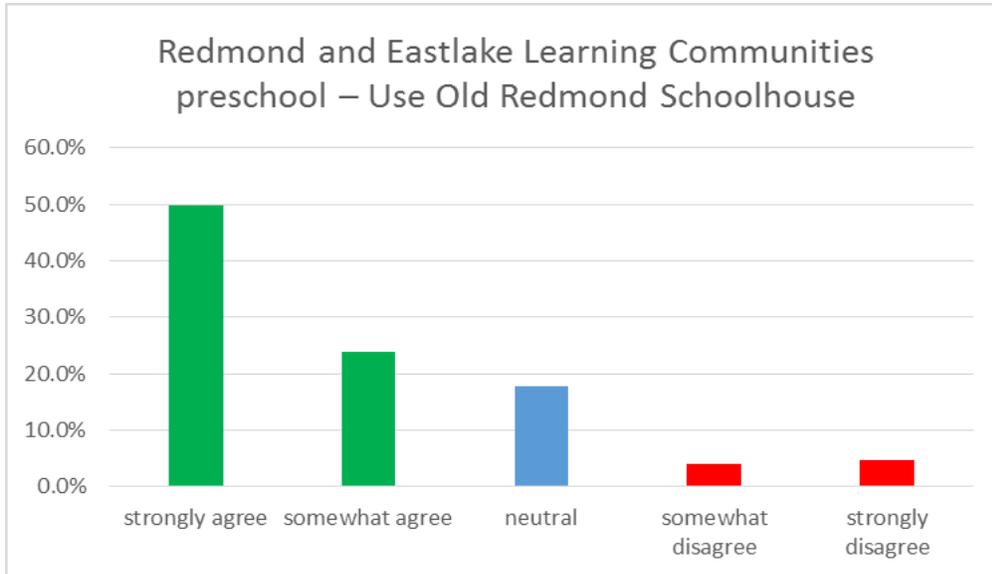
Value	Percent	Count
strongly agree	25.0%	223
somewhat agree	22.2%	198
neutral	44.0%	392
somewhat disagree	4.2%	37
strongly disagree	4.6%	41
Total		891

27. Juanita and Lake Washington Learning Communities preschool – Rent or lease space



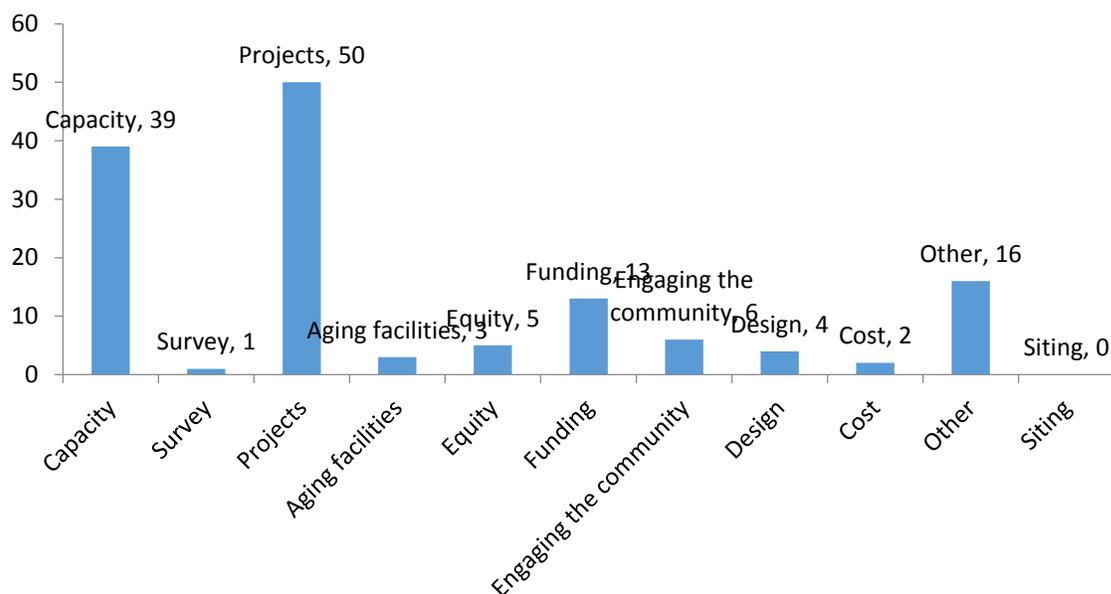
Value	Percent	Count
strongly agree	36.8%	330
somewhat agree	25.3%	227
neutral	28.4%	254
somewhat disagree	4.8%	43
strongly disagree	4.7%	42
Total		896

28. Redmond and Eastlake Learning Communities preschool – Use Old Redmond Schoolhouse



Value	Percent	Count
strongly agree	49.8%	446
somewhat agree	23.8%	213
neutral	17.8%	159
somewhat disagree	4.1%	37
strongly disagree	4.6%	41
Total		896

Open Response Analysis: Do you think other projects should be considered by the Task Force to meet these needs?



Value	Percent	Count
Capacity	39.4%	82
Survey	1.0%	2
Projects	49.5%	103
Aging facilities	3.4%	7
Equity	4.8%	10
Funding	12.5%	26
Engaging the community	5.8%	12
Design	4.3%	9
Cost	2.4%	5
Other	15.9%	33
Siting	0.5%	1
Total		208

29. Do you think other projects should be considered by the Task Force to meet these needs?

Count	Response
1	Alcott elementary facility upgrades
1	Always best to add on to existing schools vs building new ones.
1	Another comprehensive high school not a choice school.
1	Build an additional level onto the distinguished buildings.
1	Build schools to two or more stories.
1	Build second floors on every school possible
1	Charter Schools can help address capacity issues.
1	Choice schools should not take up space or portables in the host schools. Find other space.
1	Consider opening non comprehensive high schools to relieve overcrowding.
1	Consolidate Smith and McAuliffe (and any other elementary schools with declining enrollment)
1	Create a choice school that is equivalent in size to the other high schools
1	Do not reduce access for resource and special education students at any level or location.
1	Don't replace any schools until you have dealt with the capacity crisis.
1	Einstein Elem also needs replacing
1	Eliminate choice schools.
1	Expand Inglewood Middle School
1	Fundraising if possible. More feasible bond measures if possible.
1	Have Microsoft build their own schools on their own campuses!
1	I know that LWSD is holding land by Kirk El. Use it to build and expand.
1	I would consider adding another high school that is not a choice school.
1	Is there possibility to rent office space?
1	Last resort to double shift any school whether traditional or choice. Think students first.

1	Lean towards remodel Mead so portable situations at other schools can be addressed.
1	Lobby state to fully fund education Consider private funding: Microsoft, Google
1	Look at adding more STEM schools so all kids interested can go.
1	Move Community School out of ICS to an elementary school and increase size of ICS.
1	Move choice schools to new location (could be built or rented) to create space.
1	N/A
1	NA
1	NO
1	Need long term plans to reduce dependency on portable classrooms
2	No
1	REBUILD PETER KIRK EL!!!
1	Raise my taxes.
1	Rebuild Alcott Elementary to make capacity for 700 students
1	Redmond or Eastlake High School - add a "normal" high school, not a choice school.
1	Remodel MEAD.
1	Remodel rockwell
1	Renovate Eastlake High School
1	STEM HS on the west side to address LWHS long term capacity issue Addition at Eastlake HS
1	Sadly, building new schools are the only option.
1	Samantha Smith
1	Samantha Smith Elementary should be remodeled in the Eastlake Learning Community.
1	School site #28 should be prioritized due to many new developments in the area.
1	The new schools have to be build!
1	This school district is huge, what about splitting in 2 so that it's more manageable?
1	What about Alcott?

1	What about Inglewood Middle School? It is bursting at the seams.
1	When constructing new schools, make them choice schools
1	Work w/leadership to STOP growth -- i.e., curtail new development growth
1	Yes,
1	Yes, build preschools at elementary schools.
1	Yes, if there are other projects that would help the situation.
1	Yes.
1	Yes. Remodel, expand or replace Inglewood MS. Remodel, expand Eastlake HS (again).
1	build a new Juanita High School
1	consider the year round multi-track (and not as a threat) - works great in Wake County, NC
1	move quest, and other all district special programs to low capacity areas
1	no
1	reduce admin salaries
1	rent warehouse space for schools...
3	yes
1	Could choice school have more students attend which would then help alleviate the crowding in some middle & high school?
1	Yes, I think you need to consider leasing space for 5 - 10 years to accommodate the students. Make a small, boutique HS similar to a choice or a Charter school. Immediately. It can be a short term solution until you solve capacity. Call it a choice school and move it to a regular campus when you get the space. But secure the space now, do not double shift.
1	Choice outdoor education preschool and elementary. Two classes use same room, but alternate spending time outside at local parks or green space. Class A is out M, and Th. Class B is out Tu, and Fri. Wed - short day is split morning vs. afternoon. This will fit twice as many kids in the same space.
1	I do not like it, but the tax payers have spoken and we need to respect their decision: We cannot replace schools. All aging schools must be remodeled no matter what criteria is used to justify replacement.

1	I would love to see larger gymnasiums, which could include a separate place for a stage/ auditorium/gathering place for all the multiple extracurriculars & parent-run events hosted at the schools. The gymnasium teachers cannot always allow set-up or use of space during the daytime. Thanks for your work on all this.
1	Use old Redmond schoolhouse as another elementary school and cut the other unnecessary Redmond programs. Let them rent out other spaces. Old Redmond Schoolhouse is intended to be a school. Use it that way.
1	With a growing community and projections of growth over the next 15 years it is essential we build new schools & expand
1	Yes, stop wasting money during construction (especially during earthwork). When you plan/design new schools and additions, plan them to accommodate future growth. Find a way to get funding from downtown Redmond property/infrastructure development. The companies paying for all these new apartments and mixed use development should pay for the increased burden on the school system.
1	I believe at the high school level the following three options should be explored to address enrollment needs in the district: 1. Students with the ability to participate in Running Start should be encouraged to do that by the district with transportation provided to facilitate increased engagement in the program. 2. Virtual learning opportunities should be explored where possible and construction planning incorporate trends related to "best practices" in education involving technology. 3. Double shifting should be extended to one general high school with the choice being hours of attendance not the curriculum. Transportation districtwide to centralized locations should be put in place to facilitate attendance at this school, perhaps to and from each middle school in the district. 4. I think a 6 - 12 athletic academy choice school would be a good addition to the district with an emphasis on nutrition, biology, general fitness, etc.
1	Remodeling if extensive is too expensive and should be avoided (for example change room size etc.). Keep buildings operating do not replace early. Be frugal. Concrete buildings are built to last 100+ years and yet I see them being replaced much earlier. School is not high tech and doesn't need special equipment or wiring (4 walls, some windows and electricity is all you need for a classroom). Consider leasing old/abandoned buildings (At Bastyr U. for example)
1	I think an additional middle school and an additional high school are needed in the Redmond Eastlake community. I would not add choice middle schools- does not address kids specifically in the communities that are crowded.

1	<p>If you make a proposal of options and get feedback, don't do what they did last year with the boundary issue and cave to the pressure and come up with all new ideas, not have a new meeting to present the new option and just implement the new options that were never discussed. I was never so sad as I was. It was a coward move and I hope this task force if faced with feedback and pressure and has to go back to the drawing board, comes back to the public and presents the new ideas and get the feedback on the new ideas. I still can't believe the school adm allowed it. It showed me that those in charged were scared to brave to the community and caved under pressure.</p>
1	<p>Yes, purchasing properties that already have classroom, specialty and gym facilities -- or asking Microsoft to donate buildings (either on campus, as a Choice School) or with capital funding.</p>
1	<p>Have you ever considered giving some areas to the Northshore school district? They don't seem to be having the enrollment crisis we are in Lake Washington. The need for a new elementary school in Redmond is so clear. Every time you turn around there is a new housing development and most households have at least two small children. I think the enrollment situation is even more dire than you think. The Lake Washington School district already owns the property that can accommodate a new elementary, its time to make it happen. You are just delaying the inevitable and all our children are going to suffer the consequences. As a parent of two young children I am terrified for what it will be like when they finally go to school. I moved to Redmond because of the great at school district but I am starting to feel that is not the case anymore.</p>
1	<p>Capacity is a need. Tearing down 30 year old buildings is NOT. No one tears down a house, or apartment building, or office building after just 30 years--it would be crazy exorbitant to do so. Schools should last far longer than 30 years.</p>
1	<p>Expand High School Gym and Stadium Seating to accommodate all students for School assemblies, meetings and sports events.</p>
1	<p>Don't agree with the love/need for choice schools. Why can't LWSD just build schools to meet the needs for all students?</p>
1	<p>Is the district funding preschool? Why? Aren't we K-12 system? If so, preschool should be the concern of each individual family and not the District's problem. LWSD has no money to fund any preschool.</p>

1	The problem is that the task force is addressing this as if it is a seating/capacity issue only. Adding more space is not just about the buildings. You need the infrastructure to support the kids as well (i.e. buses), and also have to consider the impact on shared services. There is literally not enough room for kids to all eat lunch - adding class space without addressing that is a fool's choice.
1	Use portables as needed for temporary measures to create more classrooms until a more permanent fix can be made.
1	Wouldn't solve all the problems, but get students not living in LWSD out of our schools. I know there are students attending LWSD schools who actually live in Snoqualmie Valley SD (Carson, IMS, EHS)
1	Please Increase class size and remodel some schools (add portables and rebuild roof to build more rooms).
1	More schools on the Sammamish plateau. Currently all schools in Sammamish are overcrowded. All the projects on the list are not on the Sammamish plateau.
1	Build additions where possible. Add portables where practical. Increase use / utilization of school space, inside the same school. STOP offering free transportation!
1	Add classroom space to Inglewood Middle School by converting part (the north end) of the interior courtyard into 2-4 classrooms. If 4 full size classrooms cannot be built, build two full size-capacity classrooms and two smaller capacity classrooms to serve the smaller capacity SPED classes. Or these smaller spaces can be used for teacher planning areas.
1	I think a review needs to be done of where these additional students are coming from and funding be sought from the source of the additional students.
1	Stop building new schools that can not easily be added onto in the future. Its pathetic to see a new school built then within a few years portables being installed.

1	Consider negotiating a partnership with the City of Kirkland to build a pool because: LWSD needs to use the pool, has the capital project expertise; and may have land to offer.
1	More choice schools in the district! There is a growing need for them and district is ignoring those needs. It is unacceptable that kids are with the number in 400s or higher on the wait list. Either redesign curriculum so all schools offer curriculum similar to choice schools' curriculum or add more choice schools so kids really can get there. Look at what BSD is offering and how kids are educated there - BSD is always so much higher in rankings than LWSD. Similarly, it should concern you that schools at the western end of LWSD are placed much lower in rankings than schools at the eastern part of LWSD. Audit classes more often, evaluate teachers better to make sure that kids all over the district get the same quality education. And - again - MORE CHOICE SCHOOLS!!!!!!!!!!
1	Build more high schools and middle schools. No more choice schools. I like school sports, clubs, etc.
1	A STEM school on the west side to limit the students being transported and reduce enrollment at HS.
1	Talk to local government about limiting new housing units going up. Will slow population growth to allow time for schools to catch up.
1	I think increasing enrollment to choice schools is a fine idea as i think choice schools can take the capacity.
1	Are you adding a STEM school on the West side? Is that part of the JHS design remodel/rebuild, that was not clear.
1	The school district is too big with too many competing priorities. Break up the school district into smaller chunks (e.g. Redmond, Sammamish etc.) so that decisions can be more local

1	<p>Yes - these projects only talk of volume. There seems to be nothing in consideration to make the quality of education better. My Quest child has been placed with a freshman teacher with zero experience. Lets focus on quality rather than brush everything under we have too many growth. While growth may exist - quality does not have to wait for the next 20 years till growth is addressed. Why not deliver significantly better education quality and charge parents (above certain income). Both problems solved. Education does not have to be 100% free from a post tax income perspective provided LWSD creates justification (through quality) to charge some \$'s to fund quality and growth.</p>
1	<p>No. Transportation to the schools and safety of our children should be first. Nothing else should come first.</p>
1	<p>I think you need to reevaluate the formulas used in he past for projections. Those people should be penalized for their inadequate and careless use of funding. Shame on them for building schools that are too small to house student populations ie Lake Wa HS school and gym too small not enough space for all students, Frost elementary and FinnHill too small, Muir too small and how does an entire group of people forget that water fountains are needed in a school plus it looks like a jail from the outside. That's why people are so upset. I will not be voting for any incumbents to return and will for the first time in my life actively campaign to change those in charge at the board level. I'm not the only one who feels this way.</p>
1	<p>I have NO confidence in the district planning committees. THEY are the reason the district is in this mess for the most part - poor planning. I also have no confidence in a task force that puts double shifting so low on the list of alternatives and never once mentions online learning. How many elementary schools have a large grass area that is never used because it's so far from the building? Yes, they are nice for after school sports through private clubs but put them to use. Rather than building all these new schools utilize the space you currently have to its full potential.</p>
1	<p>The task force clearly has put a lot of thought and research into the process as a whole and great that you are seeking community input. Educating your</p>

	stakeholders and articulating how individuals can impact change will be key to move this initiative forward.
1	Eliminate choice and quest program. Rotate use of those program allocated space for enrichment in Sc and art /music or ELL or special education for all LWSD students. This will also free up some space in MS and HS
1	Plan A should include consideration of increasing classroom capacity at an existing school. Building new schools creates exponential duplication of overhead costs and takes needed resources from existing schools.
1	Consider remodeling Rosa Parks Elementary to use space more wisely. If the entire school was two stories instead of small parts of it, the portables wouldn't be needed and the capacity could be greater, using the same land that's already present.
1	The builders currently building the many new neighborhoods on education hill should be tapped for additional funding for school infrastructure in order to keep pace with growth.
1	Remodel Eastlake (classrooms originally designed to only have 26 students are being used for 32 students and current design with classrooms with interior halls makes supervision difficult).
1	Would a school for 5th/6th graders take the pressure off elementary & middle schools? Adding choice schools for middle & high school is a great option. It gives students a chance to attend a more reasonably sized school & takes some burden off middle & high schools. Likely the campuses would be smaller than traditional high schools so there might be flexibility as the population boom ages change (could be used as a preschool in the future etc).
1	Finish upgrading existing facilities before building new. Let the communities know why we NEED another capital bond. There are those in the community that feel they have already approved funds to upgrade all district schools and

	that it is the district's fault for not completing the work they said they would. Be transparent and let them know...
1	Forgive me, I am newer to the district and am not familiar with the history, but why is it that there is such focus on building rather low capacity specialty high schools (i.e Choice)? What a lot of effort (and dollars) for so little enrollment! It seems that we would've been better served to use those funds to build traditional facilities. I am curious, would it be more cost-effective and broaden the availability of things (such as STEM, which I hear is extremely popular) if those were simply programs offered in all of the high schools rather than stand-alone facilities?
1	Your projections show that Eastlake Learning Community will be far under capacity in 2022-24, such as Inglewood and Eastlake High. However, your recommendations show not needed capacity in your long range plan. Why?
1	Collect Fee from parents enrolling kids to new facilities and commit to Offer best in class education and facilities for the fee collected .
1	If we have accurate predictions for number of students, don't submit voter proposals for fewer seats. I've been in several of these schools and I would need a lot of convincing that any of them need remodeling.
1	What about approaching a benefactor (or multiple benefactors) to help with the funding of new structures since the city councils can't get enough money from the developers to build the schools? There is something wrong when all of these developers are making money hand over fist and bringing large numbers of children to the schools and then walking away with no responsibility for ensuring the school district can support these kids. It's sad. In addition, why is there a proposal to build an addition to Redmond High School that would not even meet the capacity of current enrollment? I've also found the district's projections for enrollment growth to be grossly uninformed and completely inaccurate and underinflated. Finally, is 3 new elementary schools in the Redmond Learning Community enough? Seems to me it's not based on even current projections and the existing schools at or above capacity.

1	Redmond high school is too overcrowded. We need a second high school to serve the area, not simply creating another choice school. The problem will continue unless we build what should have been done many years ago.
1	LWSD needs to cancel the new-in-lieu idea and look at other school districts around the county that modernize their facilities at a lower cost than building new-in-lieu. The task force also should look at adding portables for choice school programs instead of the illogical idea of double shifting. Example: EMS has 13 portables and Rosa Hill/Stella Schola is UNDERENROLLED! Expand Stella Schola by adding portables to Rose Hill which would then lower the general enrollment at EMS. Double shifting at Choice Schools is a passive aggressive approach that is typical of LWSD these days.
1	Break the LWSD apart into at least 3 districts - Sammamish, Redmond and Kirkland. It's WAY too big and that's why there are these problems.
1	District needs to consider building schools that are multi-leveled in order to increase capacity without increase footprint. Additionally, builders need to fund building of new schools as it is a direct consequences of new residential buildings that create the increase in demand.
1	Modular classrooms (aka, portables) are in use in many schools without negative impacts on student learning. Did the task force compare the cost of building schools in the LWSD with the cost in other districts? Historically, there was a significant difference, with LWSD spending a lot more than other districts. Don't know if that is still the case.
1	Eliminate portables! http://www.fastcodesign.com/1671627/study-shows-how-classroom-design-affects-student-learning classroom design could be attributed to a 25% impact, positive or negative, on a student's progress over the course of an academic year. The difference between the best- and worst-designed classrooms covered in the study? A full year's worth of academic progress.

1	The remodel of Mead is a good start. However, I fear that by the time Mead could be remodeled/replaced the additional capacity may not support the community.
1	Adding capacity to Mead may not fully address the current overcrowding, let alone the additional children coming into the district, through new housing being built in the area.
1	School transportation is an issue. Currently LWSD is asking students to walk to school in areas with no safe walk route. Additional school buses and/or sidewalks are desperately needed!!!
1	Pay to play Quest program to expand access. Parents pay based on financial ability to fund space/teachers for accelerated programs.
1	I think a public campaign releasing the statistics of school enrollment and the current conditions of the schools in worst repair would be helpful to raise the awareness of this as an issue and help secure the necessary funds.
1	Investigate if some school sites will provide good returns if repurposed for commercial/residential use. Funds raised thus can be used to build fewer but larger schools at sites due to be remodeled.
1	Renting or leasing space for Choice programs should also be considered. Re-use existing infrastructure in the Learning Communities as a cost feasible alternative to intense capital expenditure.
1	There has been a ton of new construction on the Eastside in recent year. This influx of new condos and apartment buildings I would imagine is a major contributor to the space shortage in our public schools. What kind of contributions are the builders making to our public school systems? Residential should suspended until we've addressed the problem of where all these new students will be going to school. The builders need to be held accountable for the problems they created.

1	I suggest that if Juanita HS is to be rebuilt and funds sought for it, the District does a careful and thorough analysis of community opinion regarding the Field House. If the community feels strongly about keeping it and the District does not promise to do so, I believe the Bond may fail a 4th time. The District did not take the pool and Field House sentiment seriously enough the last 2 bond requests and I believe the failure to do so was a good part of why the Bonds did not get support.
1	For any and all of the remodel/rebuild projects to add capacity it is critical that the design is also including infrastructure of side walks, crossings, roadways and school driveways and parking. For example, the added capacity at Evergreen MS this year (1054 students) has created a traffic nightmare on the surrounding county/city streets and the drives in/out of the school that were not designed to handle the current capacity. Just adding capacity to the building(s) without building the supporting infrastructure is not an acceptable solution.
1	At any cost the special education and arts (ie:music, computer labs, art rooms etc.) should not be removed due to inadequate space. These items are top priority and essential to k-5, and needed for 6-12. I feel that other subjects will lack and overall demeanor will suffer if these areas are cut back.
1	When constructing new bldngs capacity should be increased with a large margin of error. Should have physical capacity in excess of 200 to 250 students within the bldng. empty rooms in excess that can change to classrooms when needed Rosa parks was built and the 2nd year onwards they needed portables. This shows limited forward thinking and planning. Rumour heard it that much deliberation was made on the "color" of the bldng, and lesser on capacity. Keep older buildings even if they are aging, Rather than demolish them now. Postpone it a couple years. Better to build new schools to house more children and use the existing facility to supplement the needs along with new structures. - This is if budget is limited. Explore creative ways to fund new structures. - Large donations can help the community. Shouldn't be too hard considering that there is plenty of support from matching gift funds.
1	I strongly believe that none of the remodeling or replacing projects are in away enough for the school districts to coop with the growing number of students.

	<p>We need to build more schools in addition to the ones we have. Especially when the calculation above don't take into account the possibility of reduced pupils in each class. We need more schools, just adding one hundred places here and there will never cover the need. Advertise the numbers so the bond goes through!</p>
1	<p>So glad you have Kirk on here. The building is in serious disrepair. On one side, there is no heat in some classrooms, leaks are rampant. To be a bit dramatic, if there was a serious earthquake, I think we would all be devastated at what would occur at that school.</p>
1	<p>We need more high schools everywhere. Our classrooms and schools are too big. Make the developers of new communities put aside money for new schools, more police and fire to accommodate the amount of new people coming into the community.</p>
1	<p>Please add "choice" school programs into new schools that are constructed. The demand for a smaller school setting around a choice theme is evident and currently every year hundreds of students are not accommodated due to space limitations. Meanwhile, the students that did get in are thriving and experiencing an entirely different educational experience. I do not agree with building a new choice high school out in the Redmond/Eastlake area, this certainly creates inequity and a big inconvenience to those that live in the Juanita and Lake Washington communities.</p>
1	<p>Give Redmond Learning Community priority for choice schools to move out of most crowded learning community and take advantage of space at other schools such as Rose Hill and Finn Hill middle schools</p>
1	<p>I don't think our tax dollars should go towards preschools period. Also, with all the new housing developments and taxes received by the state and government, we do expect new schools to be built using these funds.</p>
1	<p>Year round school by family and boundaries, 2nd shift schooling examelementary example 7am-1pm, 1pm - 7pm.</p>

1	<p>All schools should have two shifts. How shifts are split can be debated. These facilities are not at "Highest and best use". Need more, build more is a demonstration of poor planning, and narrow -minded thinking. Look at the college-level model. Majority happens mornings. Evenings are available to an extent. Perhaps you take the fastest 30%of students, and have them go afternoon /evening, or go by name, or the slowest third so they can have extra small class size. There are an infinite number of potential resolutions other than the "Determine better, add more portables, change boundaries, find more/spend more" policy.</p>
1	<p>A STEM West choice school as well as an ICS East choice school. These should be considered together.</p>
1	<p>Every school must have Quest program. Atleast the top 30 (or so) of a school qualifying must be allowed to join a gifted program. In case of lower enrollment, classes may be multiage. LWSD must test each child every year for enrollemnt. Why is LWSD making it difficult for kids to enjoy this education? (Look at Bellevue School District.). WHY is IWSD not testing a child newly moved into the district within 3 months? Why is an 8th grader, penalized - with not being able to participate in the gifted program because they moved to LWSD during 8th grade (and not earlier) ?Why cant be assessed for theirability? Why cant LWSD test all their students each year adn recognize talent as opposed to making it exclusive to a select few? A child spends most quality time in school and only so long with a parent. Why is LWSD making it so hard to provide enrichment to students who enjoy it? This community will continue to have high enrollment as long as there are Tech companies to support it. The Demographics will continue to be of many high achievers who have ability to change and challenge systems. Why is LWSD so slow in responding to thsi change? Quest program cut off must be reassessed to what it was originally. 92percentile or higher. Doesnt make a child in 92 percentile less gifted in thier ability to do well in one grade level higher academics than 98 percentile. You are putting more emphasis in who is prepping up harder for your ITBS and COGAT quiz and not attracting those who are naturally talented but prepped less, making community less balanced. New schools need to be built - no matter what. Doubling up schools, can create havoc in child's extra curriculars. Are other extra curricular classes/actuviites going to change their systems to</p>

	<p>support LWSD unique way of doubling up sessions? No to this option. There is plenty of land available. There is plenty of funding also available with local tech companies. removing OldRedmond School house as an enriching resource to all of Redmond and making it a preschool isnt going to solve problems.</p>
1	<p>The City of Sammamish is building a new Aquatics Center- The need for aquatic facilities is well documented (as in the Juanita Pool being closed)- why did LWSD not partner with Sammamish so that the new Aquatic Center could truly be a Community Center?</p>
1	<p>While the immediate needs associated with school over-crowding need to be considered, it also needs to be considered that that cost of real estate in Redmond will force families out due to cost of living. Enrolment projection models need to consider this.</p>
1	<p>Just like the STEM high school, you need a choice high school for the arts...music, drama, art, dance.</p>
1	<p>The need is there and it should not be up to a bond to build new schools because most of students have parents that can't vote. Increase amount that developers pay to build new schools as well as get companies to pay some as well.</p>
1	<p>i realize there is a clamor for choice high schools but so far our experience is that there is MORE choice in the comprehensive high schools and a more communal spirit at those schools. What if there was another comprehensive high school added and the STEM school could move there, giving those kids community while sharing some administrative and operational costs with a comprehensive high school. Also, continue to share with community the STEM and other programs that currently go on at comprehensive high schools so that the community can appreciate the value of comprehensive high schools.</p>
1	<p>People are flocking to the Sammamish area. Can't understand why they built Rachel Carson when Margaret Mead Samantha Smith McAuliffe and even Blackwell have never been touched. If those schools were renovated properly</p>

	there would be no need to dismiss any form of kindergarten. It's not rocket science!
1	I would like to understand what drives a decision to "remodel or replace" a school and why build 3 new elementary schools in the Redmond learning community, isn't it more cost effective to build two?
1	I think it makes sense to see if there is a large enough group of students for a choice school - to evaluate the land available, the costs , the enrollment to see if it makes sense as there are criteria where it could.
1	YES! Explorer, a choice Elementary school in the Redmond Learning Community has the only elementary students located in portables that the district rated "poor". I think they should be moved or given new portables, why are they the only Elementary students in poorly rated facilities? Also, the preschool at Emily Dickinson is located in portables rated poor or below standard, I do not think elementary students could even go in there even if the preschool students are moved. I am hopeful the task force has evaluated each preschool facility before considering renting out Old Redmond Schoolhouse. I do not think moving the Dickinson preschool will help with capacity issues for Elementary students because very sadly the preschool portables are so old and at the end of their life. Did the task force look at Alcott? Dickinson? Rockwell? All aging facilities, that will eventually need an upgrade or to be removed.
1	Investigate leasing commercial real estate to alleviate crowding as interim solution. Revisit recent tear down replacements to guarantee design and implementation mistakes don't get repeated. Work on population demographic data, Sanmamish way under resourced. Figure out how to build for less than \$400/sqft.
1	A fifth comprehensive high school shouldbe considered based on long-term projections, one that would allow all of our comprehensives to be a more reasonable size and have the possibility of a Choice School or program on site. To have schools at 2000 or higher, and then other schools at 600 or fewer is not equitable - also when growth is an issue it is the comprehensives that must

	<p>absorb in the short term with CHOICE school shaving set enrollment - that provides no flexibility. With the possibility of smaller class sizes at the high school level being legislated, it is important to think about the long term impact of overall size and impact on the quality of education. A high school of 1500 is significantly different than one of 2000 or more.</p>
1	<p>If you told me that my children would get a new school without over capacity and I would have to pay a small tuition (families who cannot afford it would get an exception based on income), I would gladly do it. We who are affected need to start taking financial responsibility if we cant rely on the goverment to properly prioritize learning facilities for our growing population. I think we spend more per year on things like electronics and consumer goods that would surpass this nominal amount.</p>
1	<p>LWHS does not have enough large space in common areas to add another wing. Why aren't you considering repairing/extending life of JHS and building one entirely new high school? What happened to the idea of a choice high school on the west side? With this proposal, JHS will not get a STEM school and the kids on that side of the district cannot easily get to NE Redmond.</p>
1	<p>Yes- LWSD has created animosity by spending so much money on Lake Washington high school for its new building and subsequent baseball field while those who live in the north end of Kirkland suffer with deplorable conditions. This was epitomized at a recent sporting event where signs were held by students from Lake Washington calling the students of Juanita "peasants" . Lake Washington school district would be well advised to put some real effort and money behind creating equitable conditions for students throughout all of the city of Kirkland not just those who live south of 1 24th St.</p>
1	<p>1 . Increase capacity of students for grades 6-12 in choice schools 2. Continue Quest Program till 12 in place of grade 8 for all enrolled quest students 3. Strongly propose building of new schools to meet up with requirements</p>
1	<p>Yes, I would double the number of choice schools on offer for Elementary, Middle School, High School. Based on the number of applicants each year, your district parents are telling you they want at least triple the number of these</p>

	<p>small schools with a higher requirement for parent involvement, and differing curricula. I would also cut Quest. It only delivers services to a small number of students, who with their abilities would be admitted to private school with financial aid, and virtually discriminates against American born children and families. I believe in fact that Quest could be challenged by the ACLU as it is currently implemented in our district. It is an unnecessary program and could be addressed by having 1st grades split into Highly Capable, Average, and Remedial 1st grade classrooms based on standardized testing. This would also help all the kids who are currently at 90% to 97% on the Quest tests and are dreadfully bored in the classrooms in LWSD. It is sad to see this group of highly capable children not getting more accelerated teaching.</p>
1	<p>We need to make sure that when development come in to Redmond that they pay money to the city to build more schools, police, fire department. It seems like we are getting all these new buildings going up and we the residents have to pay fir more schools that are needed. Go to the developers.</p>
1	<p>With so many schools being only one story tall, adding additional stories seems logical and cost-effective. If the levy does not pass, a capital community campaign should be able to fund the schools. There is plenty of wealth in the East Side communities. Compared to other states, property taxes for high end homes are considerably lower. There is money in the community.</p>
1	<p>Currently Alcott Elementary is not slated for remodel/addition based on condition and/or age. A gross oversight given the current capacity issues. A school built for 400 is now busting with 750 kids. This is seen in simple things like chaos at recess, drop off, pick up and bus capacities. You must address this school if attendance is planned to remain the same. Simple tasks like going to the bathroom are nearly impossible and put stress on kids and the facility. This is unacceptable and we as parents and stakeholders of our next generation have had enough. Stop slapping band aids on these problems and fix the facility by adding on or building new. We all know that you will not reduce the #s of children at the school. So you must make a plan for a better facility. The learning environment for our children continues to erode and we will now see</p>

	that reflected in academic performance. For children at this school and other overcrowded facilities you must act now! .
1	Tear down both Redmond Elementary and Old Redmond Schoolhouse to build a new elementary/middle school.
1	I think HS remodels should always be before Middle S, Middle before elementary. There should be more emphasis on improving the school and way more parent input than a 5 parent committee for elementary. In the case of Carl Sandburg, the visual was the only improvement on the school. Functionally, it was worse than it's 30 year old building it replaced.
1	I am a retired LWSD teacher and I still volunteer. It is getting so crowded, and as a reading specialist I know that learning difficulties will increase without full day kindergartens, lower class size, and early intervention
1	There are several Redmond and Eastlake elementary schools that need to be remodeled or rebuilt not just Margaret Mead!!! Alcott and Smith Elementary need help besides being overcrowded the buildings are too old!!!
1	Add new schools as needed to meet the future demand. We are playing catch up and it is costing more to get caught up than it would to be planning ahead. Remodel the poorly maintained schools and add new schools at every level
1	Change the boundaries. Split the district letting go of Eastlake and a majority of Redmond communities and create a new Sammamish SD. LWSD is too large.
1	Build the schools larger. Ridiculous the Redmond and lake Washington need additions when they were just added! We come from an elementary school that had a capacity of 1200 for k-5 and it worked just fine. Small schools don't fit our community anymore.
1	Modernize Alcott Elementary. Address class size with reductions in size at eastlake and evergreen middle school

1	<p>Consider moving to a gifted services program such as that used in Puyallup that uses clustering and full (and multiple) grade and subject matter acceleration to redistribute class loads without needing additional class rooms and reducing transportation costs. With over 25% of the population at the 90th percentile and above (and over 10% at the 98th percentile and above) grade and subject matter acceleration models can redistribute students according to their educational and the school's space needs. Research shows the need to cluster high performers, but currently LWSD serves too few of its high performers. Clustering within schools (or school pairs within short distances of each other for elementary students), serves more, provides grade level assignment flexibility, and provides adequate challenge to those who need more to ensure they perform well at higher levels. And it makes about 25% of the parents in the district much happier than they are now (many get frustrated by the district's gifted services model within a few years and move to surrounding districts), increasing the district's attractiveness to families willing to vote yes on bonds.</p>
1	<p>Juanita High needs to be brought up to standard. Having kids late to class because they cannot access a bathroom, because of overcrowding is ridiculous. I do not feel safe having my child attend that school if something were to happen. You better believe the district would be sued if some kids got hurt because Juanita was not providing the level of safety it should be (one that is offered by other LWSD high schools).</p>
1	<p>More aggressive participation in City Council meetings to prohibit overbuilding when there are more new houses than schools for the kids to attend.</p>
1	<p>Please take a look at how many students you want to have in a high school, middle school and elem. are you just squeezing in more students or do you have an actual policy? Adding on to rhs- dries it really have the common space capacity? I don't think so. And why just Mead getting remodeled or rebuilt? I thought you had many</p>
1	<p>A STEM school on the west side of the district. There is great demand for Tesla STEM school and the school is at the extreme east side of the district.</p>

1	Survey parents, students, and staff to gage interest in year-round schools before it's dismissed. Build capacity before remodeling to "update" in the name of "fairness." No capacity in unfair to EVERYONE.
1	I think any plans that include replacing schools that are not at least 50 years old are flawed. I've heard the arguments that updating the schools is just as costly, but I find that impossible to believe.
1	Place priority on middle schools and high school in Redmond Learning Community first, the most overcrowded by far, with Kirkland next to alleviate growth there. Redmond's extreme and undeniable overcrowding (which the district projects to worsen considerably) at the secondary level needs to be addressed FIRST, before renovating any schools in less-crowded areas.
1	With the projected growth, I think we should get started building and build to meet projections, so schools are not over capacity and needing portable within first few years of opening. We need to focus on meeting the needs of large groups of people, not select students in choice schools, so we can use resources for the good of many, not a few.
1	Where possible - remodel versus replace. Questions above did not give the distinction. You don't have to rip down a school to add capacity. Functional and safe should be the goal.
1	I don't agree with LWSD modernization process....there is no remodeling...only building new schools. Poor transparency. I don't want to modernize any school. I do want you to build new schools that are not "remodernized". (This survey is too long -- you are going to lose a lot of participants)
1	When any school is built, remodeled or replaced, you should ALWAYS assume that enrollment will be 25% more than what your projections are. It feels as if EVERY school is always at capacity even immediately after opening (looking at LWHS and Rose Hill as most recent examples). For once, I would like to see some schools where there is way too much room. Seriously, if you think you're going to need 100 classrooms by the time you're ready to open the school, it truly ought have 125 to allow for a few years for growth before you have to ask

	for more money for a build, remodel or replace AGAIN. The Eastside is not going to slow down in growth anytime in the near future.
1	Yes, much of the overcrowding is due to Corporate hiring, and influx of families. What role can companies play to help ease burden? Use commercial space for education? LWSD will eventually become less attractive to new hires and those currently living in the district.
1	We need to accelerate the building of the new elementary school to rebalance Einstein, Rockwell and Mann elementary. ASAP
1	My two greatest concerns are not increasing class sizes and communicating to the greater community what our needs and plans are. After that, there is a lot of flexibility on how to approach the problem in the short and long term.
1	1) Advocate for Running Start for 11th/12th grade but start the education in the 9th grade. Most people find out about this very popular option too late. Consider adding bus service from high schools to encourage this. 2) Advocate students in middle school consider moving out of district to Northshore / Issaquah / Bellevue / Mercer Island. Consider adding bus service to encourage this
1	I do NOT want to see the class sizes at choice schools messed with, one of the reasons the choice schools work is smaller class sizes. ADD more Choice schools YES! Maybe the regular schools should look at what the choice schools are doing as far as teaching.
1	District should add double shifting, build new schools and stop adding more portables. While building new schools district need to be eligible for state funding (which should account for 50% of project cost). For example, the following site has information that schools in Federal Way and Monroe receive 50% state funding while schools in LWSD barely receive 10%, that's unacceptable. http://www.k12.wa.us/SchFacilities/Programs/ConstructionProjectsFunded.aspx

	Consider cutting costs in other areas, for example, optimize bus routes to save millions of dollars.
1	Build new schools NOW!!! Don't wait, and build them big enough so you don't need portables in the first year.
1	1. work with corporations that have presence in LWSD (like Microsoft, Amazon, Google, Costco) to build schools to help train their future employees. Microsoft has used St.Thomas school (a private school) as Microsoft Showcase School http://www.stthomasschool.org/page.cfm?p=2201 2. LWSD should contact these corporations that employ lots of contractors out of US. These parents may not own property but their kids go to school in US. LWSD should find a way to charge school fees (like colleges charge international students higher fee) 3. track corporations' growth; more people will move into the district. 4. charge large corporations school levy to improve current crowded classroom conditions.
1	I'd like to see a discussion on how big the community wants individual elementary, middle, and high schools to be. Some of these proposals call for schools that I consider to have too many students, regardless of facility capability. Additionally, merely adding more classroom space onto a building doesn't increase the common space, meaning that cafeteria capacity doesn't always keep up with building capacity, and hallways become too crowded for students to move efficiently from class to class.
1	I think the legislature needs to help us out. In other countries (Canada) and even other districts (Bellevue), developers (who are responsible for a lot of our rapid enrollment increases due to "infill housing") must pay a fee/tax up front to help fund schools for the new students they are adding to the neighborhood by building so many houses where previously there were fewer. Maybe municipalities should ante up as well.
1	Any new schools should be built with a capacity increase of at least 30% to take in a 30-year area growth plan.

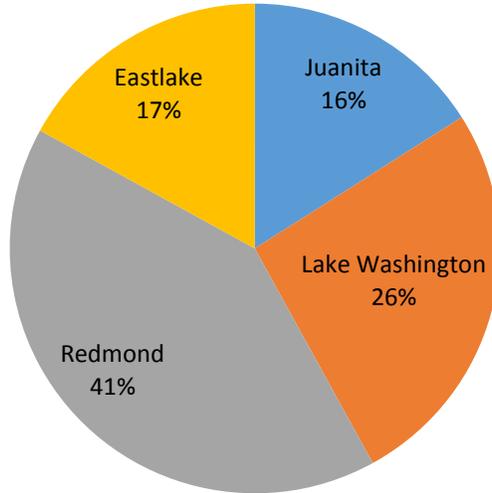
1	Hire more qualified teachers and add two shifts for the schools. We have enough space it is time to think outside the box. All year round creates different problems when one child goes to school and the sibling does not.
1	Choice schools are most needed at the middle school level. Choice schools at the elementary level sacrifice the feeling of community at neighborhood schools. At the high school level they create resentment and discontent. They are prone to pronouncing themselves "better" and "more rigorous" leaving some families feeling like they are getting a lesser education at their district high school. To add insult to injury, since choice schools do not offer sports/drama/etc some choice students will participate at their "home" school - taking coveted spots on a team or roles in a play but a "regular" student is not allowed to participate in an extracurricular that is offered at a choice school (even when it is not offered at their own school).
1	i find it hard to believe that there's no budget for building new schools... where is the money going??? new developments are popping up every day. the tiniest piece of land is sold to somebody. so where is the money coming from all of these?
1	It's not a another project, but I'm a bit confused why we need to expand RHS when it was completely done. I would like to understand more why we missed the mark in planning for growth with that building project.
1	I think a new school at Peter Kirk should be top priority. There are significant security dangers with the existing school. A kindergartener was able to walk off campus unnoticed twice and it is open for any one to enter unattended. The population grow is huge and more space is needed. There are currently 5 Kindergarten classes of 21 kids! The existing school can't hold that many and sustain that continued growth as the classes continue to be that large.
1	Yes, it seems unfair that most projects being considered are in Redmond or Kirkland. As a resident of Sammamish (Eastlake Learning Community), I feel that we are being shortchanged.

1	Make Quest its own choice school(s), move kindergarten to leased space, focus on Eastlake and Redmond communities which have most growth and not Juanita which is decreasing
1	Create more choice schools with smaller populations of students that could be housed in rented spaces. Private schools often house their students in rented – nontraditional school buildings very successfully. LWSD families want more choice schools so this addresses two issues with one intervention in the fiscally responsible way.
1	I think Evergreen Middle School is overcrowded and very old and not what I was expecting when moving to Redmond, WA. It should be replaced and another middle school also needs to be in the Redmond Ridge area due to extensive building off of Avondale and on Redmond Ridge. Also we need more high school space and I am still upset we got reboundaried for elementary school. Thanks for taking our feedback!
1	1st, we need to make sure that kids ho attend our schools belong. I know of way too many who not only live out of school zone, but out of district. We also need to find a way to REDUCE class size, not increase it, finally, how can you even consider recommending we get rid of K education, seems to me that is not a legal, viable option. I would much rather see year round school - companies such as Microsoft and Google who are bringing families into our community should be approached to see if they will help with funding.
1	Absolutely! I'm astounded that no changes are proposed to address the overcrowding at McAuliffe Elementary and Inglewood Middle. I would only support another Redmond middle school if it received a portion of students from Inglewood, making Inglewood significantly less crowded. I see very little here that benefits the population in Sammamish, which is where most of the growth is occurring.
1	If you replace Jaunita HS you must ensure that the performing arts facilities must be equal to the the performing arts facilities at Redmond HS and LWHS. If not equitable consider lottery and busing to ensure equal education.

1

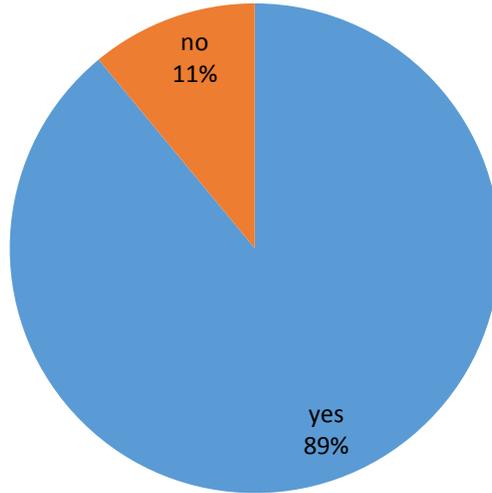
Yes, build more choice schools--especially a STEM that can be accessed by kids on the west side of the district. I will confess to a bias--I live in Juanita Learning Dist and voted most of the Redmond/Sammamish/LakeWa items LOW because we have so obviously been shafted in our area. I doubt I am alone in this. If the questions were phrased differently -- like there was a way to express order preference -- then I might have agreed more with projects in other learning areas. As it is, I feel that we have a high school and a middle school that DESPERATELY require rebuild. And from talking to other parents in the other learning areas, I KNOW for a FACT that they DO NOT support (as in, they voted against the bonds) the work necessary in Juanita. They felt like the bonds did not address their needs. I am pretty angry, as we are obviously considered a backwater part of the district, as evidenced by the unsportsmanlike signage proffered at a recent LakeWa sporting event.

30. What Learning Community do you live in?



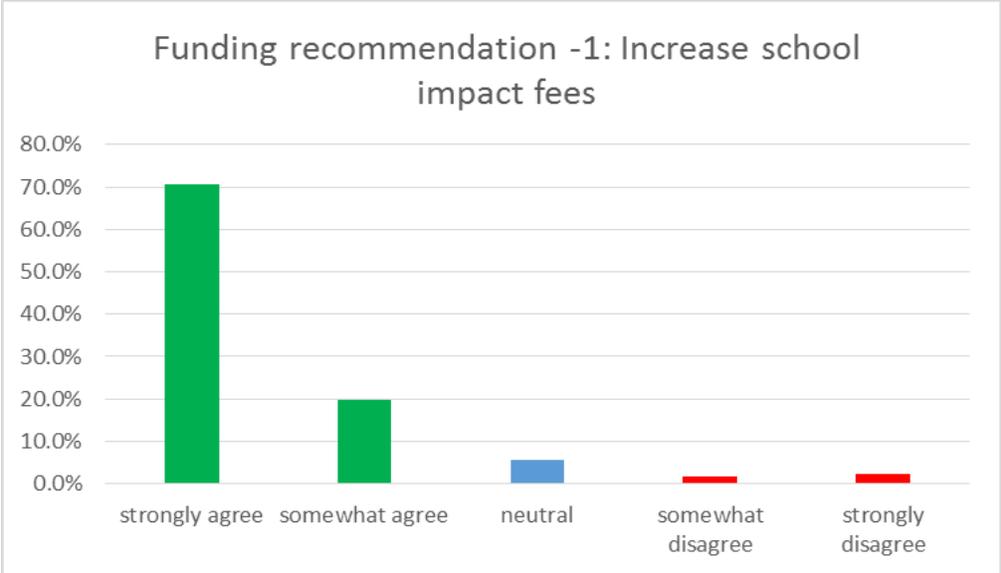
Value	Percent	Count
Juanita	15.9%	144
Lake Washington	26.2%	237
Redmond	40.7%	368
Eastlake	17.2%	155
Total		904

31. Are you the parent or guardian of a student currently attending school within the district?



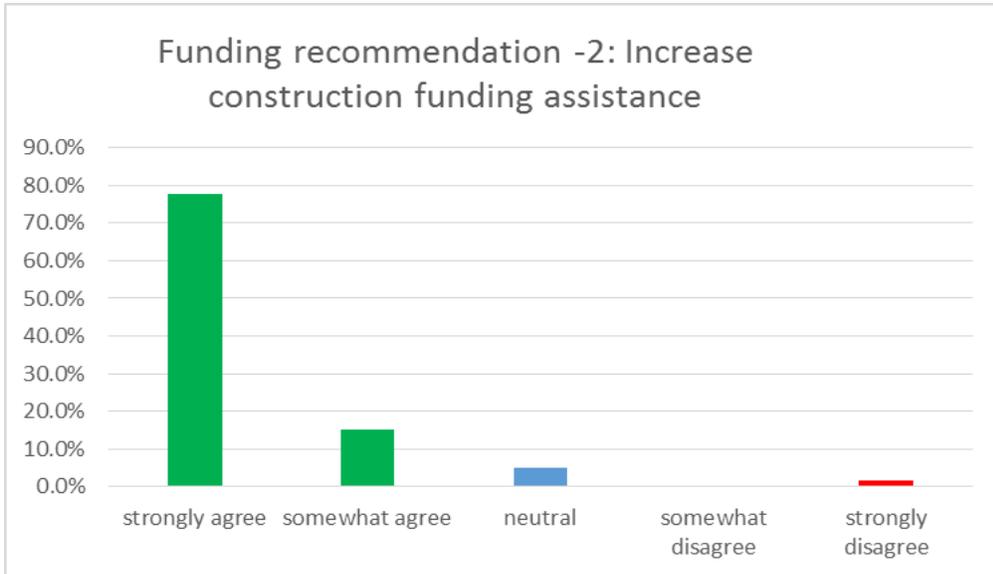
Value	Percent	Count
yes	89.1%	812
no	10.9%	99
Total		911

32. Funding recommendation -1: Increase school impact fees



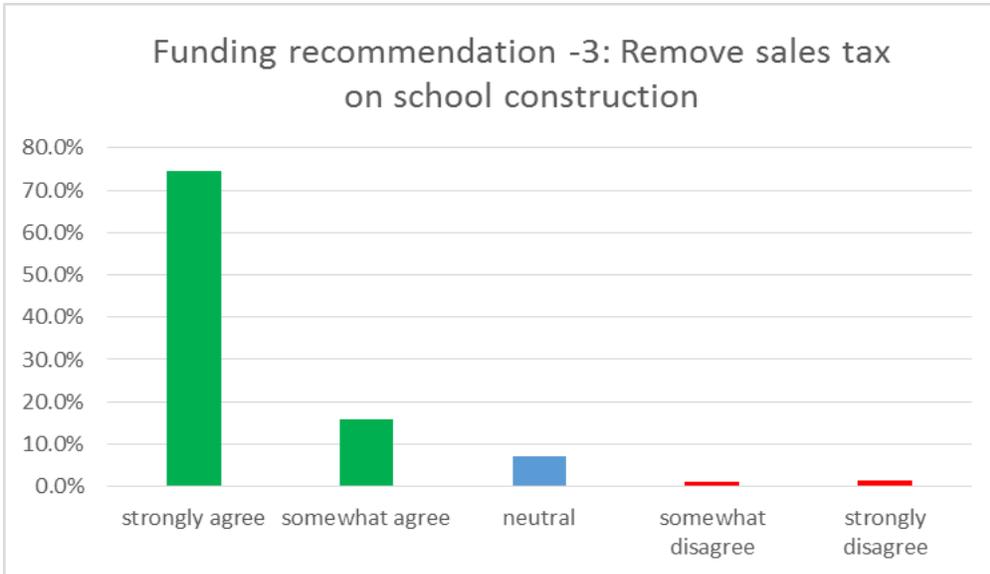
Value	Percent	Count
strongly agree	70.5%	646
somewhat agree	19.9%	182
neutral	5.6%	51
somewhat disagree	1.8%	16
strongly disagree	2.3%	21
Total		916

33. Funding recommendation -2: Increase construction funding assistance



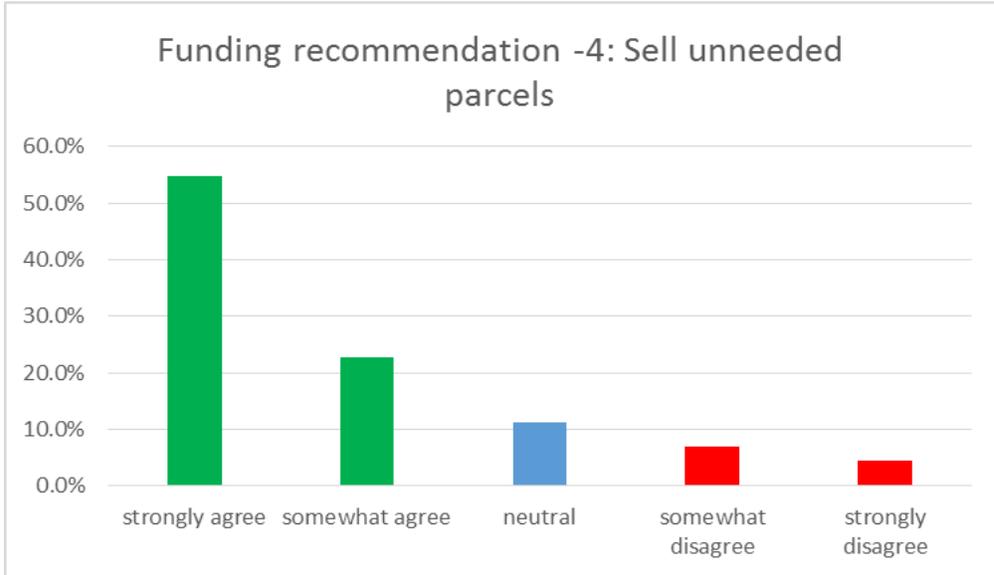
Value	Percent	Count
strongly agree	77.9%	710
somewhat agree	15.2%	139
neutral	5.0%	46
somewhat disagree	0.3%	3
strongly disagree	1.5%	14
Total		912

34. Funding recommendation -3: Remove sales tax on school construction



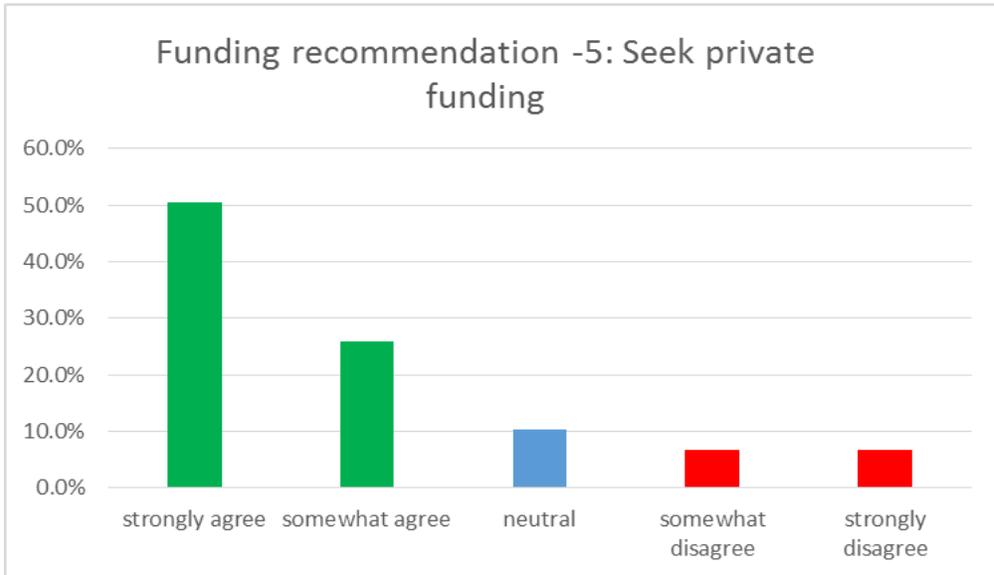
Value	Percent	Count
strongly agree	74.4%	678
somewhat agree	15.9%	145
neutral	7.0%	64
somewhat disagree	1.1%	10
strongly disagree	1.5%	14
Total		911

35. Funding recommendation -4: Sell unneeded parcels



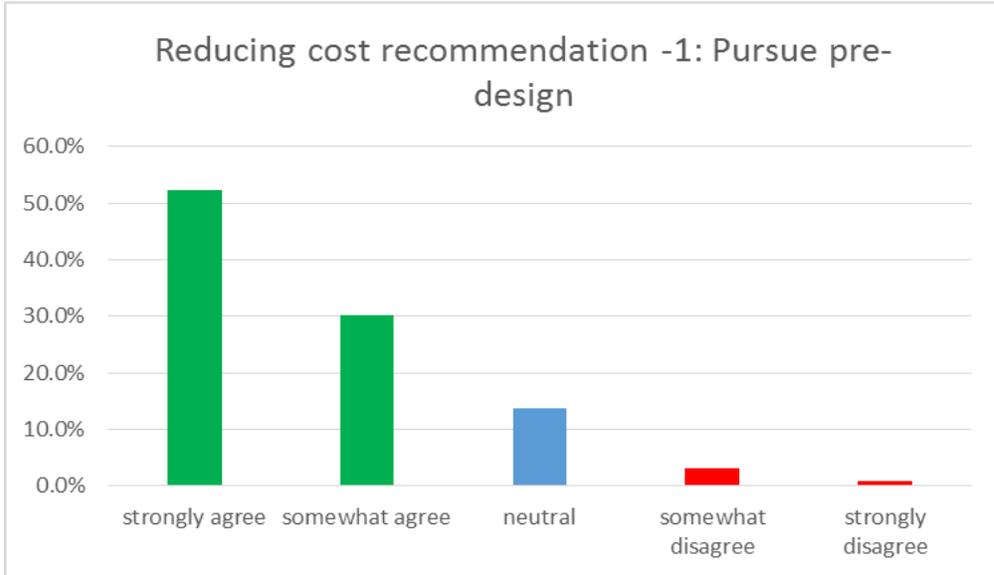
Value	Percent	Count
strongly agree	54.7%	499
somewhat agree	22.8%	208
neutral	11.1%	101
somewhat disagree	7.0%	64
strongly disagree	4.5%	41
Total		913

36. Funding recommendation -5: Seek private funding



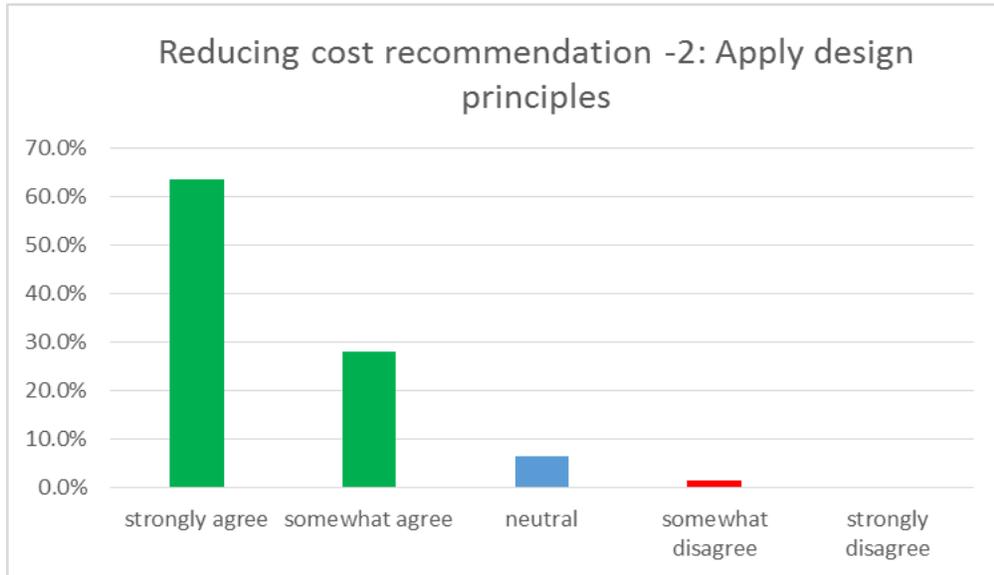
Value	Percent	Count
strongly agree	50.5%	462
somewhat agree	25.9%	237
neutral	10.4%	95
somewhat disagree	6.7%	61
strongly disagree	6.6%	60
Total		915

37. Reducing cost recommendation -1: Pursue pre-design



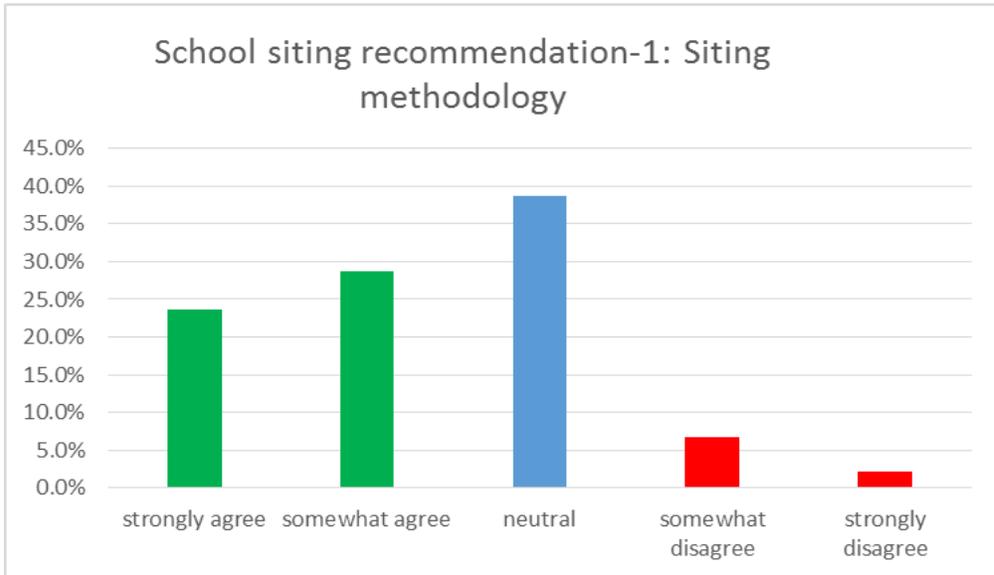
Value	Percent	Count
strongly agree	52.3%	476
somewhat agree	30.2%	275
neutral	13.6%	124
somewhat disagree	3.2%	29
strongly disagree	0.8%	7
Total		911

38. Reducing cost recommendation -2: Apply design principles



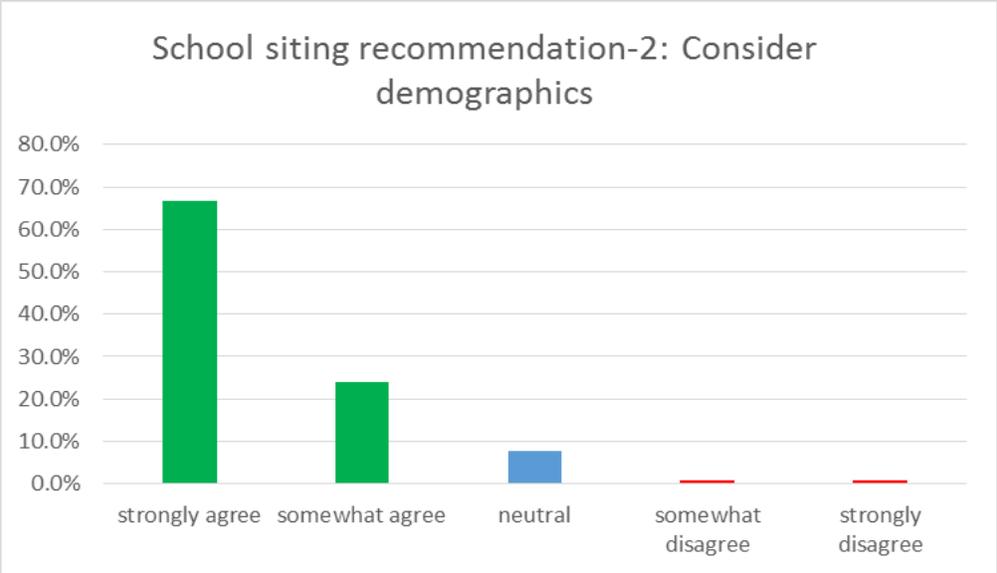
Value	Percent	Count
strongly agree	63.6%	579
somewhat agree	28.2%	257
neutral	6.4%	58
somewhat disagree	1.5%	14
strongly disagree	0.3%	3
Total		911

39. School siting recommendation-1: Siting methodology



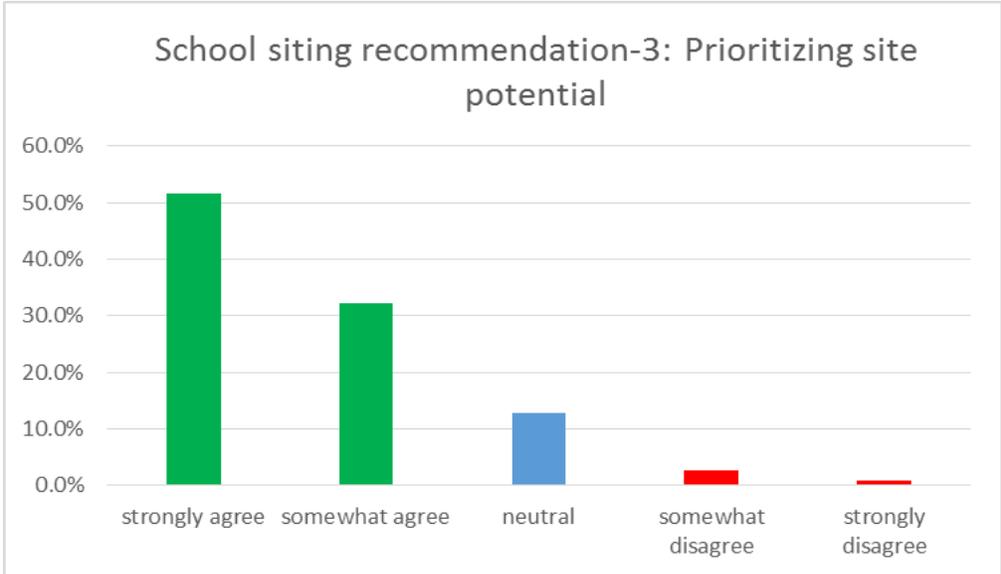
Value	Percent	Count
strongly agree	23.7%	216
somewhat agree	28.8%	262
neutral	38.7%	352
somewhat disagree	6.7%	61
strongly disagree	2.1%	19
Total		910

40. School siting recommendation-2: Consider demographics



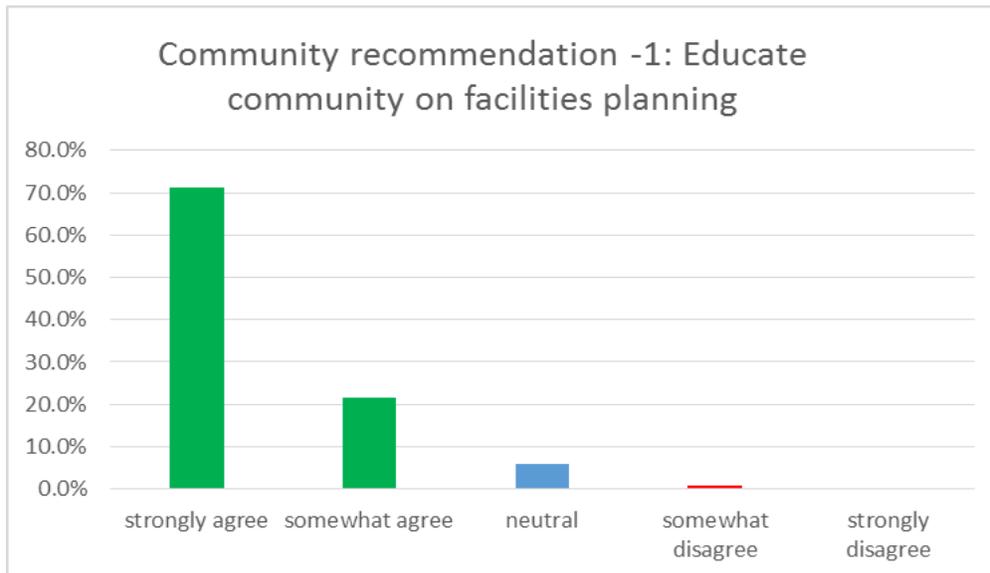
Value	Percent	Count
strongly agree	66.8%	606
somewhat agree	24.0%	218
neutral	7.6%	69
somewhat disagree	0.9%	8
strongly disagree	0.7%	6
Total		907

41. School siting recommendation-3: Prioritizing site potential



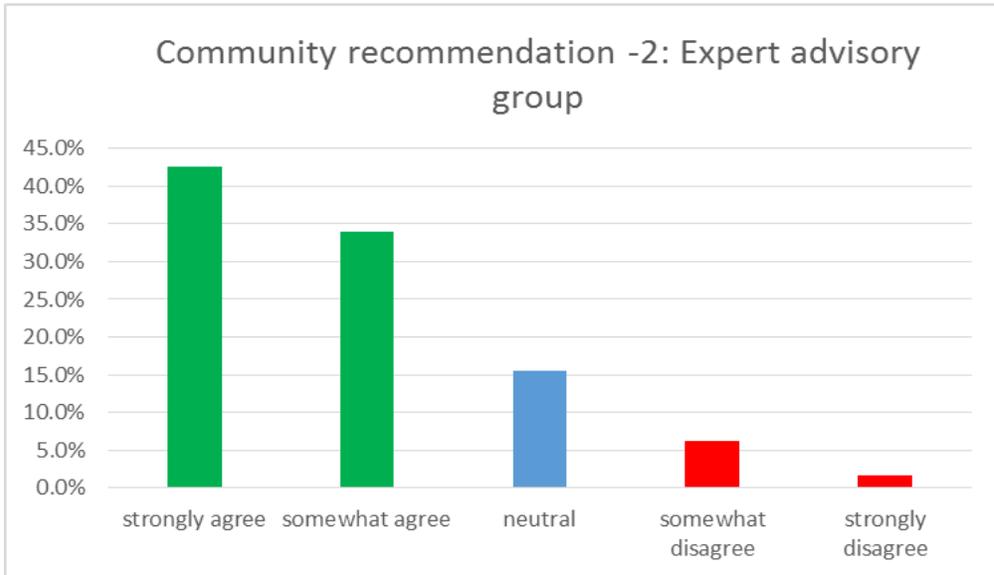
Value	Percent	Count
strongly agree	51.6%	463
somewhat agree	32.3%	290
neutral	12.7%	114
somewhat disagree	2.7%	24
strongly disagree	0.8%	7
Total		898

42. Community recommendation -1: Educate community on facilities planning



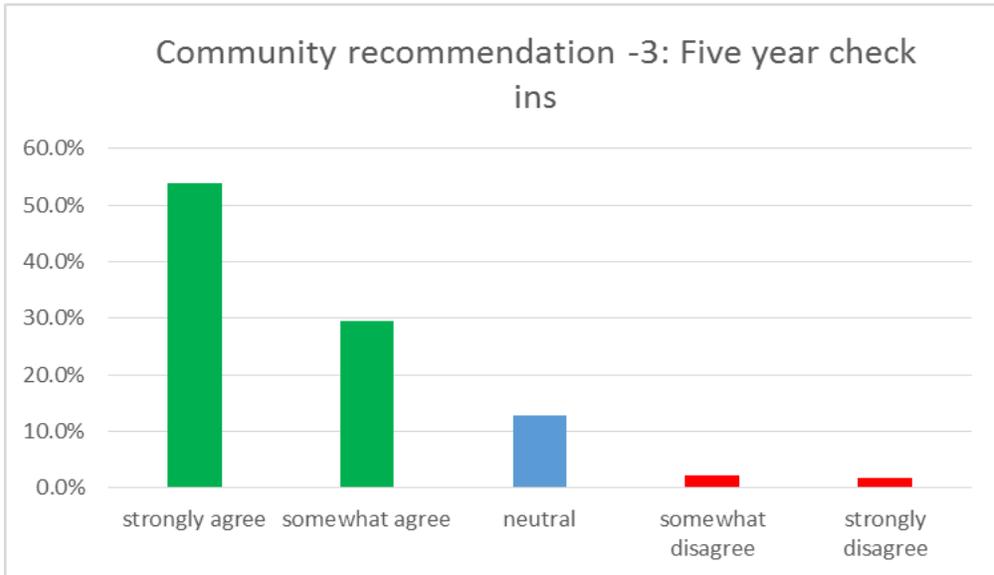
Value	Percent	Count
strongly agree	71.3%	648
somewhat agree	21.7%	197
neutral	5.8%	53
somewhat disagree	0.9%	8
strongly disagree	0.3%	3
Total		909

43. Community recommendation -2: Expert advisory group



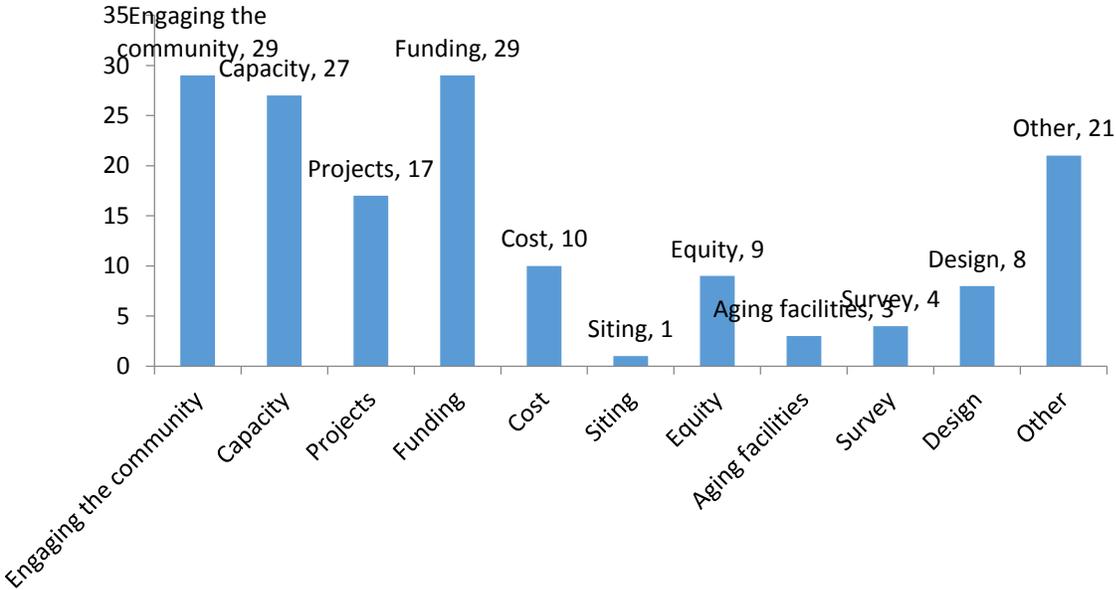
Value	Percent	Count
strongly agree	42.6%	384
somewhat agree	34.0%	307
neutral	15.6%	141
somewhat disagree	6.2%	56
strongly disagree	1.6%	14
Total		902

44. Community recommendation -3: Five year check ins



Value	Percent	Count
strongly agree	53.8%	486
somewhat agree	29.6%	267
neutral	12.7%	115
somewhat disagree	2.2%	20
strongly disagree	1.7%	15
Total		903

Open Response Analysis: Is there anything else you would like to share with the Task Force about any of their recommendations?



Value	Percent	Count
Engaging the community	29.4%	73
Capacity	27.0%	67
Projects	16.5%	41
Funding	28.6%	71
Cost	9.7%	24
Siting	1.2%	3
Equity	8.9%	22
Aging facilities	2.8%	7

Survey	4.4%	11
Design	8.5%	21
Other	21.0%	52
Total		248

45. Is there anything else you would like to share with the Task Force about any of their recommendations?

Count	Response
1	44. More frequently than 5 years.
1	Ask teachers for input when remodeling or building new schools.
1	Choice school entry should be based on students GPA and test scores rather than lottery
1	Convince us you are already spending existing money wisely before you ask for more.
1	Great job - I can imagine that this was not easy and very time consuming. Thank you.
1	Great work!!!
1	I am impressed with the entire body of the Task Force's work. Very well done.
1	I don't see a funding option of a new Bond - isn't that the most likely option to raise funds?
1	I strongly oppose moving to a year-round school calendar.
1	I think 2 shifts at the choice schools would be a disaster.
1	I think it's better to convene at least each 3 years instead of 5
1	I think long term task force should convene every 2 years.

1	I'm not crazy about the stacking recommendation for elementary schools.
1	Increase voter turnout to support funding for our schools!
1	MAKE DEVELOPERS PAY FEES TOWARDS NEW SCHOOLS!!!!!!!
1	MORE CHOICE SCHOOLS!!!!!!!
2	NA
1	NO
1	No.. This is very thorough and thank you for all your efforts.
1	Not now.
1	Partner with other school districts for space?
1	Please No double-shifting and No year round.
1	Please ensure teacher perspective is given a high priority
1	Put in place an income tax.
1	Reduce class size, that is the most important thing for me
1	Relook at what LEAD level of standards best suited to meet housing students first
1	Seems very well thought out and clearly explained. Well done!
1	Thank you for all of your hard work for all of our children!
1	Thank you for all the time & effort!!! Appreciate it!

1	Thanks for all of your hard work!
1	Thanks so much for doing this important work!
1	This was a pretty long survey--I can see why you aren't getting many respondents.
1	We need a capital project bond measure passed ASAP.
1	We strongly oppose reboundary of the Lakeview Elementary zone.
1	Work to address the root cause; which is continuing to allow growth and development
1	build a new Juanita High School
1	don't use the year round track as a threat - it should be considered!!!
1	look into voting rights of parents of students.
1	n/a
1	no
1	please rebuild Juanita HS!!
1	Before you request a new school bond, communicate details about what is being done to get more money for schools from builders, state government, etc. Also what measures are immediately being take to use available alternatives (Old Redmond School House, rentals, etc.). RHS and RMS are TOO BIG. Students get lost in such large environments and teachers become disconnected. I'd rather see schools go to two shifts or year around school.

1	Add onto existing vs building new schools. Build schools that will last 40-50 years vs the 20-25 year life expectancy built today.
1	Better utilize input from task force recommendations. Don't allow Architects to design buildings with excessive features that provide minimal improvement to learning environment.
1	The school district needs to show improvement in delivering education. The school district needs to reduce waste of money on unnecessary services and bureaucracy. The school district needs to show that taxpayer's money is being used wisely and diligently for the right purpose.
1	Reducing allocated space for specialists is one of the worst ways you could increase available space. Kids need movement and music and PE offer those; if their space is limited their learning will suffer. Would also reduce teacher retention for specialists who feel they need their own space to work in.
1	How much money are you spending on all these task forces, surveys, etc.? There are folks at the helm of the district; they are the decision makers. So decide already! Make the decisions based on your knowledge and experience - like a CEO of a corporation would do. The schools were poorly planned; poorly built. New schools get portables after only one year of operation. Those are the facts. Old schools - you want the torn down? How often do you tear down a livable 40-year-old house (unless it sits on some prime piece of land)? You remodel. You improve. You do not spend the money you do not have to tear down and rebuild. Use common sense. Use budgeting. The reason LWSD cannot get any more money is that voters like us are tired of the money mismanagement. You should learn to spend wisely the money you do get before asking taxpayers for more.
1	This thing is too slow paced and trying to generate too much consensus from conflicted parties. Set a significantly accelerated

	target to finish this process. Else, by the time recommendations are in they will fall short of revised projections.
1	I am very surprised that there isn't already a Long Term Facilities group that includes community members. Also didn't realize that the district hasn't been using detailed demographics, growth trends, and projections when considering sites. Very disappointing, if this is the case. Also, more than disappointing that a group needs to recommend to the district that it be at the table when residential growth and impact fees are being considered by municipalities in the district. No wonder recent bonds didn't receive wide support. Has the district been taking for granted the community's support for public education? Are 3 tax proposals really needed? How many other districts support M&O levy, technology levy and capital bonds? Other districts have figured out how to actually replace levies/bond without significantly increasing the tax burden and been able to depict the schedules in charts for the community to understand.
1	In my opinion adding portables is really, really bad option, district should seek for permanent solutions not costly temporary ones. If funding is an issue, I believe increased class sizes and double shifting should be used as the first mitigation measure. I myself learned in a class with 42 people in it, and learned in double shifts. If teachers can't discipline in classes that big, it's should be cheap enough to provide teachers with additional training to fix that.
1	I think it would be a good suggestion to the school district to put aside funds for advertising/ educating voters about the new bond and what it means, if it will not pass.
1	Science lab classes are already so big as to be dangerous. Do not consider making lab classes even bigger, or reducing the allocated space for what is already too confined to be safe.

1	I think you'll get more community support if you don't include total replacement of some of the schools. I've heard lots of rumbling that people don't see the point of replacing schools that aren't that old....
1	Please don't try to save a few dollars reusing designs and opting for cookie-cutter solutions. Each building has to sit in context within the neighborhood. Also, there is an opportunity to learn from one building and iterate solutions on the next, and so on. The design of classrooms affects student's performance and ability to learn! Studies show that natural light, color, choice, complexity, flexibility have a significant effect on learning. http://www.fastcodesign.com/1671627/study-shows-how-classroom-design-affects-student-learning
1	It is very important that space within schools be maintained for special services including special education. Not every student learns best within a large group environment. The cost of fighting law suits due to removal of these spaces will be overwhelming to the district.
1	I "Somewhat Disagreed" or "Strongly Disagreed" with a few of the recommendations tied to the scenario in which no funds become available. This was not because I have better ideas about what to do in that situation. Rather, this is entirely based on the fact we simply can not accept that no investment will be made for our kids and our community. We can not accept such low quality of life.
1	I strongly agree with involving developers in the financial responsibility of planning and costs of new schools to accommodate the neighborhoods being built!
1	Thank you to this team. These are well thought out ideas and approaches to a difficult situation. I have 4 thoughts I would like to leave with you. 1)I believe there is an urgent need to be bold and look at long term solutions that provide reasonable sized

	<p>schools for our teachers and students without creating difficult transportation issues. 2) There is very urgent need to look at the capabilities and capacities required to educate the growing population in our district. Facilities is just the first step. Having enough seats for every student is the basic need but I have grave concerns regarding the assumed scalability for our schools- class size, activities, teachers, administrative needs, resources- books, computers etc. I hope that the district has enough sophistication to understand the complexity of this issue and is not just basing the solutions on facility needs. 3) Solutions like multiple shifts in MS & HS are dangerous solutions that look good on paper but would be detrimental to our teenagers and communities. A multi-track school year makes the lives of working families extremely difficult and could cause severe issues with implementation. 4) This issue is not well understood or communicated in the community. The numbers are large, overwhelming and several years out all of which enables and individual to walk away from the issue. Being the Eastside of Seattle, I do not think the threat of limited class rooms and aging schools has an impact. The assumptions are that those are issues for inner city schools. I think this is an issue that needs to be personalized for the voters and community. What are the consequences for our kids education. Where is kindergartner X going to be in 8 years? What is he or she going to be missing? What will the impact be to a sophomore in highschool be in 5 years? 10 years? This is an educated community that will react strongly if we can articulate the impact to the individual student and we need to understand the hit to their education and their experiences (no extra curricular activities, reduced options for foreign language, limited advance math options, etc.).</p>
1	<p>Do more to educate the public on the value of school communities. If the demographic that votes against school levies is the elderly, create education programs that reach out to the elderly and partner with that demographic. We have gone down a path of modernization and have put the breaks on that pathway</p>

	<p>JUST AS THE THE LEAST PRIVILEGED IN OUR COMMUNITY ARE ABOUT TO BE RECEIVE A NEW HIGH SCHOOL AND MIDDLE SCHOOL. This is discriminatory and a failed process.</p>
1	<p>Please also consider the needs of the students who will be using the buildings. Many special needs students need more space than typically developing students as do younger students.</p>
1	<p>There is a basic issue of transparency and trust that must be addressed. STEM, ICS and LWHS were both recently updated yet we are immediately back at the well for additional funding for further capacity. The Choice schools have been oversubscribed forever. There should be a transparent process to explain how we got here.</p>
1	<p>On building design savings; create buildings with exterior corridors. Not only saving on construction cost, but also conditioning of the space every year. This is a more energy efficient solution in our climate.</p>
1	<p>The design principles MUST look at sustainable, environmentally friendly principles. This should serve as a role-model for children and include elements such as solar-panels (if cost is a concern, in a limited fashion)</p>
1	<p>Thanks for all your work! This was helpful to understand potential ways to manage the growth in the district.</p>
1	<p>New developers should definitely be funding the opportunity for new schools. They keep building more houses and bringing in more people but haven't created the infrastructure to support it.</p>
1	<p>This was a very poorly constructed survey. The responders are self-selected, which is useless. The questions contain multiple parts, but only one answer choice. And the questions are obviously (and incredibly) biased at countless levels -- both the</p>

	<p>construction of the questions and the wording itself. Why even waste the time to offer a survey that is so truly useless. No decision should be made from such a tool.</p>
1	<p>The idea of having choice school students attend school on shifts is a poor one. The students are already spread out geographically and so there is already a barrier to having a cohesive student body. To attend school in shifts would greatly worsen this problem. It would make it hard for students to do activities and clubs together. It would also be more difficult for these students to do sports, which have to be done at their home schools (and logistics are already a challenge just based on not attending the home school). This would be true of other activities at their home schools as well. Having shifts would probably make students less likely to choose a choice school.</p>
1	<p>Be truly fair & balanced with recommendations on building construction / improvements across the district. It seems that most of the proposed new construction & improvements are focused in Redmond & Kirkland. What about Sammamish? Our facilities are aging and over crowded too!</p>
1	<p>I am not personally affected by removing All Day Kindergarten, but that seems ridiculous. I have lived in many other states where ADK is free, why would we disadvantage our future students like this? Property taxes most everywhere else are much higher - in TX it is around 3% with 1.5% going directly to schools and still no state income tax, and the schools are very spacious and nice. Housing is less there, but so are construction costs. I cannot believe WA has only 1% property taxes and gives such a small amount to schools. Shameful.</p>
1	<p>Companies like Microsoft who hire large amounts of employees new to the region (e.g., H-1Bs) should be required to pay a tax/fee to fund the additional burden on schools.</p>

1	<p>As a tax payer, my huge problem with passing levies and bonds for school building is that the new construction proposed has been way too expensive!!! The district needs to put forth to the voters new construction that is inexpensive and falls into the cost per foot that most buildings do. I know first hand that the district has spent way more than is necessary to build new schools. They need to propose a tight budget with the necessities, not the high end of everything (hvac, lighting, award winning designs, etc) kids do not need those things- they need a safe building where they can learn! also- it's hard for voters to pass levies and bonds when they see waste in the district. If the district would cut back on their admin positions, they would have more money for construction and voters would be more amicable towards it.</p>
1	<p>Things could change with the economy & demographics quickly, we can't assume long term plans will come to be we need to remain nimble and keep options open, leasing is a great idea incase #'s drop</p>
1	<p>Explain to public how schools just built in last few years are already over capacity and find a way to better plan for growth. I strongly advocate for more active lobbying by district and parents and teachers of the state. Harness power of PTAs to be your advocates. Yes, I am on A PTA board.</p>
1	<p>Increase number of seats in choice school. When the enrollment is increasing choice school seat should be increased so it gives more space in middle and high school.</p>
1	<p>Would be good to get an estimate of required bond measure (Low / Medium / High options) and potential impact on property taxes so this is more quantifiable for home-owners / residents.</p>
1	<p>Is limiting all-day K even an option? I thought the state was going to require it. 1-2 new schools in Lake Washington Learning Community sounds great, but where on earth are they going to</p>

	<p>go? The southeast part of that learning community is the part that's most over capacity, and I can't think of any sites in that area that could even possibly hold a school. I do think the district should consider moving some kids currently in that part of LWLC into the Redmond Learning Community. Why limit elementary schools to 550 student capacities? Ben Rush was just opened two years ago, and it's already over capacity. If you build more 550-student elementary schools that are almost instantly over capacity, you'll never pass a bond measure again... stuff like that really erodes public trust in the district's planning processes.</p>
1	<p>The builders/developers should have to pay tax or fees up front before their housing development is started to fund the schools' needs. Put that on the ballot, the builders aren't living here to vote 'no' on it.</p>
1	<p>In general more transparency in the process, and an understanding of how temporary workers and non U.S. residents are participating in this initiative. What is the % of non homeowners and what are the ways companies and individuals who do not pay property taxes are participating in this? How can the burden be shared equitably?</p>
1	<p>Make sure teachers at the level of the school project (HS teachers on HS buildings, elementary teachers on k-5 projects) are part of the process. They have more practical insights regarding true needs of a building.</p>
1	<p>Yes, we are considering moving to the Bellevue or Mercer Island School district now that we see the portables going in at LWHS at what is a very new building in the district. How could we have gotten this so wrong already? We are losing faith in our district, the facilities planning group, and the Superintendent. It appears there is incompetency at all levels that lead to this happening at LWHS.</p>

1	<p>This entire thing sounds like 1. "Should we spend smarter?" Absolutely! 2. "Should we plan better?/ Absolutely. 3. "Should we have permanent advisors? " Yes, if they are volunteers, and they are worth more than they are being paid. 4. "Should we build more?" NO! 5. "Should the government pay?" Absolutely! I think you would have more original ideas come up if you asked every student to come up with a plan. This is what I expect as a minimum effort. enfieldor@outlook. com I studied philosophy, and metaphysics I can assure you that better ideas are possible!</p>
1	<p>Overall, I think the recommendations have been well communicated and thought through. I would urge allowing families who live within district lines to be grandfathered into any new boundary discussions to ensure they remain in schools which they specifically purchased their homes for. It is not cost effective to be required to move homes to ensure they stay in their schools.</p>
1	<p>Suggesting a year around schooling system is ridiculous. If the District doesn't try much harder to accommodate growth, the community is going to go ballistic if the District tries to implement year around schooling. This sort of "sky is falling" strategy was already used by the District in the failed bond measures and I think all it did was piss off the community and made the District appear to be alarmist and lazy. I think the Task Force should be helping the District with all possible strategies and not even consider year around schools as an option. The community will mutiny and the School Board and the District administration will be replaced before we go year around. If the Task Force feels it must suggest this, then I recommend you remind the District that such an approach is pretty much suicide and every effort should be made to avoid even getting close to such a suggestion.</p>
1	<p>I have seen in other districts, in other parts of the country; projections of school enrollment is not a proven "math". Projections far into the future have too many "unknowns" ,</p>

	<p>schools get built , populations rises and falls; it is kinetic and influenced by so many factors. Then, the school closes and sits empty. The school is usually reused for a different purpose/ use, like office space, low income housing, community center etc. The placement and design of a school needs to have a " Plan B" for when the projection is wrong and/ or fluid. The future can not be predicted.</p>
1	<p>Microsoft's use of h1b visa has added the most growth, I'd be interested in private funding from them. In the early 90s their population in the Puget Sound was about 50,000 employees since inception of h1bs they've added 42,000 employees (pls check this number). That's the population of another Microsoft. This trend should be considered in demographic studies, not to mention the temps and vendors. Their contributions are generous but are not equal to the burdens placed on communities.</p>
1	<p>I would like to see the results of a budget review and where expenses can be reduced. Construction or the source that is bringing more children to our district should pay for new schools. This should not be burdened on existing single family homes in the area. Parents of children would receive exceptional services i.e. Choice schools, Quest programs, etc. should pay for these extra services. My child struggled and I was told to get her a tutor. If I have had to pay for a tutor, why should children who excel get free services? This is not equitable. Transportation to these exceptional services should also be funded by the parents. We should not have to pay for bussing all over the district.</p>
1	<p>If an Expert Advisory group is created it should be a volunteer group -without compensation. Too much of the funds that are needed for projects is wasted on consultants and that does not benefit the end users. Hire quality Consulting teams and reuse designs to maximize efficiency</p>

1	<p>It is time for the district to make the decisions that will benefit the students not other interests like sports, becoming "child care place". Middle and HS students go to school too early. Best practices to improving learning are there to be used. Summer is very long, they no longer go to the farm and help the parents. There are plenty of research there, be proactive, dare to make a change for what is best for the students and everything else will take place.</p>
1	<p>Give us something actionable. Not every one can attend meetingsvote. Set up a monetary goal and see if parents can help with funding.</p>
1	<p>I firmly believe that the reason the last capital campaign did not pass was due to the perceived amount of waste and mismanagement at the district level. You have parents who are well-educated and very tech savvy. The IT needs huge improvement both in management and infrastructure. Community education as to what all those district employees do would be helpful, too. I'm sure they work hard, so let us know how.</p>
1	<p>More schools in Sammamish - That's what I am paying for. If you do not prioritize Sammamish, we will consider re-districting.</p>
1	<p>In terms of funding, the District needs to come up with solutions that do not rely on changing state law or state funding assistance mechanisms. Urging state legislators to do things may be desirable, but we need real solutions that will move us forward now. The state has more pressing priorities.</p>
1	<p>I am really bothered with "remodel or replace" thinking for schools. I am fairly universally against replacing/rebuilding any school from scratch. Given that we're going to have a lot more students and not a lot more money, I would shun *any* excesses/nice-to-haves during construction, and would be willing to tolerate our kids residing in "old" or "aged" school buildings. All</p>

	<p>construction, should one take place, should be laser-focused solely on increasing capacity. Last time there was public vote on school funding, district proposed "replacing" schools due to building defects that were, in my opinion, minor. Task force has some very reasonable suggestions, but "replacing" old schools when we do not have enough money to build new ones is something we cannot afford.</p>
1	<p>We live in Sammamish. It's unfathomable to me to think that a city can grow extensively without a school district being apart of the plan and being unable to handle that growth. There are plenty of Elementary schools. Why not renovate and enlarge on the properties we already have? We have Samantha Smith and McAuliffe that are blocks away from each other. Has anybody thought of maybe turning one of those schools into a middle school, since we only have one middle school, Inglewood? We are being smothered in development, there is no need to plow anymore! The developers need to be adding dollars into the coffers of the LWSD in order to handle the costs of the huge influx of students coming into this area.</p>
1	<p>Of course, we should prioritize the greatest need and the site that can house the most students. But, we NEED to pass levies to pay for schools. Each community needs to gain something real for their students and we have to get parents to vote.</p>
1	<p>We should consider online classrooms to reduce over crowding. A lot of classes can be effectively taught online. We could also do 50% online and 50% in classroom to reduce over crowding. Avoid multi-track (class in summer) at all cost. This will reduce property value and add tremendous stress to families.</p>
1	<p>If any expert advisory group is formed, members must have expertise in what they are evaluating and at the same time, minimum conflicts of interests.</p>

1	Please share the pros & cons of your suggested changes based on your research and understanding. For example, double shift seems like an interesting idea but I don't know the negative side of it. Sharing advantages & disadvantages of your recommendation will help the community to make better decision.
1	Engage local city governments to determine why they are approving new housing projects when schools cannot accommodate the growth. There should be penalties for developers and cities who continue to build.
1	I'm impressed by the hard work that's been done and am really hopeful that some bonds can be passed to get new schools built. Clearly, it's desperately needed!
1	I don't have time or the background knowledge to answer most of these 45 questions. I do want to say that I voted down both of the levy proposals on the ballot in the past year. This is the first time I have not supported schools but I felt that the costs proposed were FAR TOO HIGH. I have seen the new Bellevue schools and they are way overbuilt and costly. I'm not interested in paying for "Taj Mahal" schools. We do not need to compete for the nicest schools in the area. We need safe, functional schools focused on learning.
1	I thought I recalled the task force recommending cost in the low-mid range, while this just calls out mid-range. Perhaps I missed something, but driving down cost/sq ft is critical to achieving taxpayer support. Suggestions like those noted (stacking buildings, cookie cutters, etc) should be employed to drive down cost. Predesign work is also critical - it can showcase the decisions made that will drive down cost, while still invigorating people to get behind the vision of what these investments will mean for our future.

1	<p>Thank you to the Task Force for stepping into a very challenging situation. What I don't understand is how the City of Redmond (for example) zoning does w/ LWSD as they approve continued growth in the city. For every horse farm that is torn down (and 36 units put up w/ families), does someone confer w/ LWSD to see if there is capacity before they allow that? English Hill and Education Hill are perfect examples of the kind of growth that is tipping over our schools. Who approves all that growth? where do those folks' property taxes go? How do they funnel back into the system...these are questions that have bothered me about all of this. Would be great to understand if these two large entities work together.</p>
1	<p>There are many families with children attending local schools in this area who are not citizens, and therefore cannot vote on matters that are directly impacting their children. If these voices were heard, educational bond measures would be passing in this area. The task force needs to ask the state legislature for permission to allow resident aliens to vote in local elections.</p>
1	<p>To audit the massive construction of prime homes in unincorporated King County NE of Redmond. Those mansions sit on "Rural Area" and send their children to LWSD.</p>
1	<p>If private funding is available, we feel as if it should be pursued especially when it comes to building/funding additional Choice Schools in our district. We also strongly feel as if preschools and other non K-12 programs occupying current school grounds need to be moved to other locations. Elementary Schools needs to be filled with elementary school aged children. Increasing class size is definitely NOT an option and shouldn't be considered in any planning. In addition, we would hope that any future bonds/levy's are carefully thought out and communicated to the general public (not just families with kids within the LWSD). In February 2014, asking for state of the art everything without truly explaining to the community where those numbers were coming</p>

	<p>made voting residents question why the district really "needed" that money. Then when that bond failed, the district immediately reduced the amount requested and added another bond measure to the ballot just a few months later. This obviously made many folks question the districts motives and what was really a need. In addition, many community members do not realize that for a school to be built that it must come from money in a bond measure. So in the future, we hope that communication and promotion to all community residents becomes a priority. Help make residents with no children, residents with children that have since moved out of the family home and even the elderly understand why passing a future bond measure is also important to them.</p>
1	<p>I found out about the meeting last night at the Juanita community at 7:30 am yesterday. I keep pretty on top of my school's PTSA newsletter. My family members who teach in the JHS community did not know about the meeting until after it was over and I talked about it. More notice is important. I have seen many projects that are brand new need to be updated. Your planning methodology is severely lacking. How can a school that just opened be under-sized? Finn Hill and LW? Redmond and Eastlake have needed to be enlarged multiple times... Plan ahead for growth. Evergreen Hospital built a 9 story building, and are using 5 of those floors at this point, in order to reduce future cost of buildings. We are building additions that would have cost way less to build in the past. I see that the field house at JHS is to be kept "if feasible.". That is code for "we aren't gonna keep it, we just want people to think we may.". I don't see any way that you will pass any bonds in the near future after how poorly you have spent and managed the money we have given you in the past. Schools should not need enlarging in the first 10-20 years of being built.</p>
1	<p>I am greatly concerned with how the last few high schools were designed. While cost is a concern it is also important to create</p>

	<p>schools that will make students future ready. The last high schools had limited if any ability to teach manufacturing concepts. For example; how can you create a STEM high school that does not have a shop? It is shortsighted and ignores the needs of industry, students, the community's economy, and the two middle letters of STEM.</p>
1	<p>The funding looks really unrealistic. There should be a bond measure to fund this. Much of the revenue is speculative. I don't believe that the funding measures proposed will pay for all of this. Issue a bond and raise my taxes!</p>
1	<p>Try to educate the community not necessarily about future facilities planning but on what the facilities look like now. Consider making a video. concrete visual evidence speaks volumes. The district should have done that before the last bond. Don't just say "we need these schools, give us money" That strategy will not work!</p>
1	<p>As a teacher and parent in the district, I do not understand why the district is skirting the question about putting the next building phase back on a bond measure. When discussing this with other parents and teachers in the district, people are floored and angered by this. There absolutely needs to be clear and transparent communication. The Juanita Learning Community deserves better than this treatment.</p>
1	<p>I think educating the community about the needs, costs, and potential benefits associated with building new schools or renovating older ones has to be a bigger priority than it appears to be. My impression from the last two levy efforts was that the "NO" side got a lot more press, and their views and misinformation tactics appeared to be mostly ignored by district personnel. Public education and getting out the vote to support levies & bonds need to be very high priorities.</p>

1	I don't want to be critical, because I'm sure someone went to great lengths to prepare this survey, but it's unnecessarily complicated and challenging to understand. It will be difficult for parents without a background in education or the English language to even begin to understand some of these questions. I would suggest that in the future, questions are worded in a more simple way.
1	Part of the task force should be getting the Seattle Times and local papers (ex: Redmond Reporter, etc) to do articles on the trouble of having so many foreign families that attend our schools but can't vote. Our communities aren't aware of this problem. It might motivate others that can to get out and vote to help pass bonds/levies. Make EVERYONE aware of the problem not just school parents.
1	Need to continue to reach out to those who vote against the bonds to try to get their involvement and ask for their guidance.
1	Although it adds to the expense, any bond measure to add new schools should be presented in relatively small phases and voted on preferably during an election where turnout is high. These seem to be maximize the likelihood of a positive vote with northwest voters. As far as I can tell we really don't like to vote yes for things that are too ambitious. Also, please come to a clear conclusion on the Juanita Pool issue so that people can get over this and support the levy.
1	Thank you for your time in putting together a number of possible strategies for such a large school district that is growing every single day.
1	schools should be privatized to run more efficiently. And admin costs should be reduced, and materials should be bid out

	regularly. Put a business owner behind these projects, and there will be no deficits...
1	Gathering input from the community is useless when that input is ignored, and only garners negative feelings. If any of these recommendations are followed, there is a high risk of community disappointment and lack of support.
1	It is not clear how some of the recommended projects work together to solve capacity problems in the future. If 3 new elementary schools are built in one learning community where do all of those kids go to middle school in the future when the current middle schools are already beyond capacity? Similar question for HS. There would seem to be a dependency between some of these projects which is not being stated or determined.
1	The Task Force needs to track the demographics of voters just as they track the demographics of students. At what point are there enough parents of school-age children to pass a construction levy?
1	Try to make life easier for the vulnerable communities such as the disabled kids in learning centers and preschools. Don't plan on moving them around all the time or placing them far from home.
1	Take double shifting of choice school programs off the table! Clearly those who have developed this recommendation do not understand what choice schools are about.
1	Function over fashion - we need to regain community trust in how we make these decisions moving forward and should not be overly concerned about hiring architects who want to win awards. Let's make great schools, additions, changes that are functional and make sense long term. This should be the best school district in the state in all areas. Let's make it happen!

1	<p>Please pursue increasing impact fees from new developments.</p> <p>The increased building of homes, especially on the Sammamish Plateau, is a cause for our overcrowded schools. The builders should be partially responsible for funding the schools that their developments make necessary. And, the state needs to step up and fully fund both teacher salaries for lower class size as well as adequate classroom space for these lower class sizes.</p>
1	<p>Double-shifting only Choice Schools is NOT a practical solution to a lack of capacity! This strategy demonstrates an alarming lack of awareness of LWSD's current Choice School programs and makes the very naïve assumption that schools (their curricula and programs) are not unique and can be easily replicated. Some Choice Schools have unique programs/activities that cannot be concurrently facilitated in the same way they are now. This strategy also assumes that the district can simply "plug in" a second set of staff and automatically replicate a Choice School. The clear success of LWSD Choice Schools is a result of the extremely dedicated staffs and families that come together to create these exceptional learning communities. It's also alarming that the Task Force is recommending a strategy that is "mostly used in developing countries . . ." (in the Task Force's own words!).</p>
1	<p>the city needs to work with the school district more. redmond and kirkland continue to develop at very high rates, adding a lot of urban living space (multiple family housing). i have written to the mayor and the tax on new housing does very little to help build the infrastructure necessary</p>
1	<p>I'd suggest making an extra effort in communicating to the broader community (people w/o kids in the district) on any plans that involve taking back the Old Redmond Schoolhouse. I think this would go a long way in making these community members understand how pressing the need for more school space is, and possibly make them more supportive of building new schools.</p>

	Losing the Old Redmond Schoolhouse as a community center would be a huge loss for the downtown/Ed Hill neighborhoods.
1	Use of targeting practices to identify sources of opposition and resistance to public school improvement and expansion, in order to define and implement mitigation strategies for opposition groups. District should acknowledge that the funding problem is primarily political and accept the need to develop an effective political approach to negating opposition led groups. Specifically this mean developing and implementing proven strategies aimed to address parochial and free-market attitudes toward public education in the community, and nullify anti-public school activism.
1	Work with local gov't about limiting the number of new homes/developments going up. This puts a strain on current population.
1	School transportation is an issue. Currently LWSD is asking students to walk to school in areas with no safe walk route. Additional school buses and/or sidewalks are desperately needed!!!
1	With so many major corporations within lwsd boundaries, there is NO EXCUSE for not having top notch public schools, completely funded. This state is going to have to implement an income tax, we are leaving our kids behind & putting "growth" (greed) first. Shame.
1	I would like to see a push to limit or halt further building in the district unless builders can contribute substantially to the funds needed for increased capacity at schools. They should not be allowed to build which leads to an increased population if we do not have funds to support the necessary services for new families. Stop cramming in more apartment buildings and new homes!!!

1	<p>The special needs classrooms should not be considered just a special program such as quest. In the case that there is no fund moving special education program is so much different than moving quest or preschool. Due to the nature of kids attending to the special needs program, the task force should limit any affect to these kids and consider special needs education as a separate program than quest or preschool. Research shows that special needs kids need consistency more than other neuro typical kids to learn.</p>
1	<p>King County's school siting task force has required future schools to be sited within the growth management area. New sites acquired within the GMA will be far more expensive than the historical norm. The cost of any future sites needed within the GMA is not accounted for in the school impact fee calculation. For example, Redmond is likely going to need new school sites in the Overlake and Downtown areas due to planned development. Yet, the city has not set aside school sites in these areas, nor has the cost for any needed sites been included in the impact fees charged for new development.</p>
1	<p>Thank you for your hard work on this issue, for sharing with us your findings and recommendations, and seeking our input. To me, class size is very important. I will support anything we can do to reduce the student-to-teacher ratio. I believe teachers and students thrive in a smaller classroom. Thank you!</p>
1	<p>Yes, how much of the overcrowding is due to Corporate hiring, and influx of new families? 40% of some classrooms can be non-native to WA students (here a couple years then gone, some permanent). What role can companies play to help ease burden (Supreme Ct says companies are people)? Do we use commercial space for education (not just as proposed for pre-school)? As dedicated programs or classes are removed (as suggested, i.e. All day K, science labs, computer, music), or year-round programs proposed or req'd, LWSD will eventually become</p>

	<p>less attractive to new hires and those families currently living in the district. Do quest / quest pull-out or choice schools promote imbalance in capacity in immediate community; end programs if greater good is impacted?</p>
1	<p>Any new elementary school designs should get rid of the current 'pod' design. The pods are wasted space and not used during the day by teachers and also not used by PTA after school programs due to teacher noise concerns. Classrooms can be bigger, but pod space is wasted. Further, buildings should be designed to be easily expanded, with an expansion plan as part of the initial design. Building replacement schools at existing capacity is foolish. New schools will be around for 30 years. The LWSD district will experience significant growth over that time - and failure to build larger schools, and constantly adding toxic, hideous, lacking functionality portables-that-never-go-away is shortsighted and detrimental. The fact that a new Ben Rush school got portables 2 years after school completion means that the planning and design committee completely failed at their jobs.</p>
1	<p>The most important thing is engaging the voters to vote and support schools, clear, good marketing and information rather than surveys and information that are lengthy and too detailed. Make a decision, stand by it and educate why it is critical. Engage microsoft and other employers that have employees in LWSD to support the goals.</p>
1	<p>It is clear from this survey the Task Force took a deep dive into some of the problems at LWSD. Thank you. In the past LWSD has been thought of as greedy (in the bond requests) and extravagant in modernizing new schools and building new schools. I hope you change.</p>
1	<p>I strongly believe in the need to build additional, new school, and think bond measures are a good way to raise the needed funds. I think the Task Force needs to focus on community education</p>

	<p>(how much is needed & why, outcomes for our kids, and whether LWSD has a track record of excellent financial management).</p> <p>Build trust and credibility, pass a bond measure.</p>
1	<p>I would recommend following the Issaquah school district philosophy of any time funding is used to upgrade one facility, then all other facilities get the same dollars for upgrades they need. Look at our high schools. One of them does not belong with the others..... Gee even pre schoolers can pick that one out.</p>
1	<p>This survey has a really high "fog factor" and is not very easy to understand in several places. I suspect your data will not include many people without a high level of education, as they will give it up as having too much jargon.</p>
1	<p>Several times in this survey, I'm asked whether I agree with recommendations that haven't been adequately defined or described, like "year round multi-track", or current district methodologies. That makes it difficult to express an informed opinion. In other places, recommendations are grouped rather than broken out, so that I can only express my level of agreement with the whole set rather than individual parts. For example, in the 2nd cost reduction recommendations, there is a whole list of things, including "minimizing or eliminating single story buildings" and "emphasis on buildings that fit with neighborhood context." I find those two things to be often contradictory, so I don't even know how to express whether I agree with both of them at once. I don't want to criticize the tremendous work the task force has done; I think they've done an incredible job given the constraints. This is more a frustration with the use of surveys as the primary feedback mechanism.</p>
1	<p>I would have strongly agreed with 44 had it been a three year check in vs five year. Perhaps three years for the next six years and then moving to five if everything looks fine.</p>

1	Continue to solicit volunteers for these task force efforts. Even expert teams should be made up of knowledgeable volunteers, which must exist in our diverse communities.
1	The need is to act now. The survey of aging school identified Juanita HS and Kamiakin MS as the facilities needing the replaced infrastructure most. This is due to the districts unwillingness to act at these school while all other surrounding schools were replaced or renovated. This inequality would not be tolerated now and shouldn't have been then. Both schools were eligible for funding a decade ago. Spend the districts efforts in funding for these new schools now as now is the time to act now.
1	Learn from jurisdictions and city planners on how they develop/prioritize Capital Improvement Planning projects to address expected growth.
1	I think the financing part is crucial. I continue to watch 1 acre lots with one house get turned into twenty houses. It's frustrating that developers are profiting and our community services are suffering. Just as new construction houses have to pay long term payment plans for sewer/water, they should have to pay for city infrastucture including schools. You're going to need the entire community behind you advocating, so let us know how we can write letters, share our voice. I believe the majority of our finances should come from the developers, but at a smaller scale, what about corporate sponsors and corporate matching programs. I think we waste so much money on projects like this and would like to see more accountability and transparency. I would like to see 1 elementary school design, standardize, allowing schools to customize but I think a timeless design that won't make them look dated will earn the trust of tax payers. I love what you put about designs not winning awards - thank you! I put somewhat disagree on the 5 year check-in, as I think it

	<p>should be more frequent. Thank you for all the work you've done and for addressing such a huge need within the community.</p>
1	<p>i would really like to see more communication, acknowledgement and managing of housing growth. At this point, Cities and developers should be responsible for covering costs of the impact new housing has on school capacity.</p>
1	<p>Inform the public, yes. Consult with them - maybe not a good idea. I'm concerned it will simply lead to bickering, endless discussions, blocking urgent action, etc.</p>
1	<p>Has there been a thorough review of the current budget and any cost saving measures there? If so, what has been done? I would like to see this report. Why is there free testing for Quest programs. If parents want to enroll in specialized programs, they should pay fees for testing and the programs. Does the school provide specialized bussing for kids in Quest and Choice schools? Does this add additional cost? If parents want specialized schooling, then they may need to provide transportation or fund the cost. We had to personally fund tutoring for my child and specialized testing for my child who struggled in school. I am not sure why kids who excel are given privileges when child who struggle are not given the same. My child is now being home schooled with additional cost and sacrifice to our family as the school district would not meet her needs. This does not seem equitable.</p>
1	<p>These are good, but I feel some are too late. To the community, \$\$ was poorly spent on some remodels which won awards (Finn Hill) or look beautiful (Carl Sandburg) but were outgrown the minute they opened and lacking in resources they said they had built in (Finn Hill has no real theater or stage, and a smaller platform that it's previous building. Current stage can not even hold the school band--it's long and narrow and impossible to light or stage a play well. Sandburg is lovely to look at but horrible to</p>

	<p>load students into, post artwork, teachers have no storage, missing classrooms for preschool and kindergarten since the day it was finished. Also, a very very poor convertible design for the music room to a stage--horrible acoustics. Bad playground, so many unfunctional things about this school that appears beautiful from the outside.) All this poor use of funds has made many community members decide not to approve the next set of Levies & Bonds since they felt the mass of remodels were not money well spent. The next Bond needs a much better marketing campaign--many months in advance and one that educates the community on the benefits of a passing the bond (better schools =more desirable real estate= higher property values). Also, high schools and next middle schools should be remodeled first, prioritized before remodeling every elementary school. Also, arts should be equally featured with remodeled, not downsized and left out like many of the recent builds.</p>
1	<p>Corporations that cause this growth should be required to support the school district as they are directly responsible for the over-crowding in our schools...</p>
1	<p>Don't forget that this is about learning- our children's. Many of your proposals do not have their best interests in mind- the proposals are about cost- double shifting choice schools? Try floating another bond with a less expensive price tag. The public might be more receptive. There seems to be a disconnect within LWSD on how to approach the public.</p>
1	<p>The district recently asked for donations from parents. I don't believe they have managed their money wisely or made good decisions in managing growth. If they want people to support them then they need to make sure their spending is really efficient and managed well.</p>
1	<p>Check in every 5 years? Are you kidding us? You just finished Lake Washington High School and it was too small when it</p>

	<p>opened. Why should we trust any LWSD committee to go 5 years without checking in. The only ones I've seen more inept at their job is the weather forecasters, and sadly, they are better at their guesses than the planners and task force has been at theirs.</p>
1	<p>The various special needs should take a backseat. While Quest, Choice and STEM schools are a great thing, if parents are interested in providing specialized or accelerated learning for their kids, they should not use community resources to do so. They can pay for private school. Public schools are for the general public. There is always an option to pay for extra tutoring, programs, etc. if you feel your child is not challenged enough in the public schools. Similarly, special education is federally mandated. However, those kids should have nothing more than every other kid in the public school system. They need specialized classrooms no more than every other kid needs a special classroom for computer, library, etc. If there are any plans to do away with specialized learning classrooms for a school in general, then all ESL, special ed or any other classrooms of those types should also be immediately removed - no special treatment for any one class of student. There absolutely should be a focus on pressure on city councils, legislature, etc. to have builders provide a significant increase in funding for education. They are building to make a profit. Their profits should be reduced by the increase in cost to a community (once construction is complete) to educate the individuals that will be living in that home. They should profit but not at a cost to those already living in the community. There is too much focus on giving everyone a voice. The larger a group is, the harder to receive consensus and the slower the process goes. There was significant time spent by this task force on meaningless things like a mission statement. Ultimately, the task force provides recommendations but has no power. The general public is providing input for the task force. In the end, the result is the same as could be achieved by simply having a few townhalls to let all voice their opinion. If the decision makers are in attendance at that townhall, they could directly get</p>

	<p>the results the task force gets but take action more quickly. There is no need to continue to slow things down and create intermediate opinion holders between the general population and those who can make decisions to put things in motion. There needs to be more clarity on what is meant by certain terms. For example, when "safety" is put on there, what does that mean. I think most people would agree that a definitive health concern (like black mold in a classroom) is an immediate need, even more so than having a couple of extra kids in a classroom or an additional portable at the school. Similarly, is it a health threatening safety concern or not meeting certain newer safety comments. For example, due to the various events of the past decade, lockdowns are more common. Those are very hard in schools with exterior classroom doors. Similarly, external corridors between buildings can be a safety concern. However, I think most reasonable people would think that changing structure from external classroom doors is less important than removing black mold from the walls of a school. Or that changing structure from an external classroom door for a school is more important than updating a building for older plumbing. an aging facility isn't necessarily the problem - there are historic buildings throughout the country that are just fine. Is the age causing a health concern (such as asbestos in the ceiling)? Is it just aesthetic? Is it needs to be made more modern to change a cost structure (e.g., it doesn't have internet hardwired so the district is paying lots of money to get connectivity in some other manner)? I think the general community would be amazed at what a school's PTA funds instead of the district. While some may not be bothered by portables, are they aware how much the school PTA pays for water in that portable? And what happens if the PTA does not raise enough money for a school in the year to fund that expense?</p>
1	<p>The "Task Force" created should actually be interested in serving the children rather than making money off of new construction projects. I'm saying this because I have personal experience in</p>

	<p>the construction of new schools in the LWSD. I have witnessed hundreds of thousands of dollars wasted by poor construction planning and implementation (e.g. change orders). Many area A&E firms and contractors are more interested in making as much money on the projects as possible, rather than being efficient with the District's money.</p>
1	<p>Please consider the social and emotional needs of our district children and their families. I don't think the school administrators I spoke with last year fully appreciated the stress that was caused by redefining the attendance boundaries. A quick-fix seemed to trump the well-being of the kids.</p>
1	<p>I'm not aware of any two schools in the district with the same design, future schools should utilize identical designs to reduce upfront cost and simplify maintenance. The district continues to ask for additional funds but its not apparent they are using the current funds appropriately as many of the schools suffer from lack of maintenance--this is disappointing at best. The district has shown a chart with expected growth starting in 2015, I have two problems with this chart; 1) it should show actual growth for the past 10 years for perspective and 2) it should not show that there is a gap in current capacity versus enrollment--this is dishonest because by definition all current enrollment is housed in classrooms. The chart could show a line for permanent capacity with another line for temporary capacity (portables). Many new schools are at or beyond capacity within a few years of opening; this seems like poor planning--why doesn't the district plan and build for some significant percentage of growth when they build a new school?</p>
1	<p>Don't get rid of Computer Labs in elementary schools. Prioritize regular high school over "choice" schools - ensure good infrastructure available to ALL students.</p>

1	It is disappointing the hear from task force members that LWSD was slow to produce information they requested. The task force also feels like it was guided the reach district's pre-determined recommendations evidenced by the fact that they could not publicly recommend certain solutions.
1	The district should NOT move to a year-round, multi-track system. LWSD will lose it's fantastic teachers and families will be hugely impacted in a negative way if this scenario goes forward. I am 100% against a multi-track scenario. Please consider adding on to existing schools to alleviate some of the overcrowding. There has to be a way to do this.
1	Most important to work with city and make new home developments help with funding for new schools. City shouldn't allow so many new homes to be built if there schools are already overflowing. They are allowing 2 or 3 homes to be build on a lot that should have one home. The developers must help with this funding. This must be a consideration by the city when approving all of these permits for new homes!
1	The longer we wait to begin projects that obviously need to be done (i.e. Juanita HS) the more expensive the labor and materials will be. We need a sense of urgency about these projects and each year that goes by makes it more expensive.
1	Equal level of quality facilities. Juanita high school compared to lake washington high school isn't even close, and the big discrepancy should be an embarrassment for the district. Facility equality should be a high priority!
1	Great work. Thank you! My only concern is that the capacity projections are based on current student/teacher ratios (classroom size). If these are mandated to decrease in the next few years, it would be wise to have the potential capacity

	numbers reflect that, so we do not have to revisit this tough situation in another ten years.
1	Thanks for offering this online open house, especially the videos, to explain the work of the task force. Kudos to the district for the high level of community involvement. Best wishes in facing the capacity challenges ahead.
1	Share a timeline for when each of the recommended options. How long they will each time will take from time of approval and indicative cost.
1	I hear from community members (not usually parents of current students) that they would not vote for a bond to fund schools because they believe our District wastes resources in many ways, including design/construction but also administrative and operational costs. I think people need to know how our district will use resources efficiently, how much an individual taxpayer might expect to pay, what that will get them in the long term (benefits to non-parents to having newer schools) and whether we might be back at the drawing board 10-15 short years from now.
1	Thank you for tackling this critical issue. I don't understand why funding new schools is such a problem in the district - people are not seeing the bigger picture. In other districts (e.g., Bellevue, Mercer Island), bond measures are consistently approved by voters. I only wish it were the case here.
1	Choice Schools in leased spaces. They don't have to have a magic formula. They can just be small, agile learning schools. Look at the waitlists your choice schools have. Lease some space and have more now. People would prefer that to shifted or year round school.
1	Task force should be an on-going thing. Considering the District has only built one NEW elementary school in 16 years; yet

	<p>population growth has been foretold for at least 5 years, the task force should have been in use several years ago.</p>
1	<p>Once again, you have put out a flawed survey designed to elicit particular responses -- the lack of points to give comments is noticed and how certain items are clustered together and not broken out -- so I will break one of those out here -- remove computer labs from elementary schools - yes - the district uses portable computing -- you do not need a dedicated space. regular space audits -- yes -- this is just good management of resources. report to community -- yes -- again this is just good management. However this one that you stuck into this cluster is a resounding STRONGLY DISAGREE and a huge RED FLAG: new methodology for resource rooms? What "new methodology?" I notice this is not defined. You do realize that this deals with Federal Law, ADA, and basic issues of decency. I have noticed this task forces repeated attempts to slip in things that will be harmful to vulnerable students. I have responded to every survey, pointed this out over and over, and can only surmise that you are ignorant of the law and hungry for lawsuits. Yes -- I am angry after reading everything AND dealing with a survey designed to have a certain outcome.</p>
1	<p>Explain how funding/improvements in one learning area are going to impact me if I live/kids attend schools in other areas.</p>
1	<p>Please do not adopt year-round schooling because it seems to be the "easy" fix to the problem of capacity constraints. Work with members of the learning community to solicit donations from local businesses and benefactors who are driving the population explosion that is happening in this area due to jobs and building growth. Year-round school is not the answer.</p>
1	<p>Please look to innovative approaches to handle needs. And make sure that you look at investing in the other parts that a school offers to the community- gym and field space, interior spaces for</p>

	public meetings. And look towards partnerships with cities and the county to make better investments in our community.
1	<p>Hello: Our concern is more around student/ teacher class ratio. There has been much debate on student teacher ratios at the grade school level but the general consensus for an ideal model is 17:1. We've seen several emails from the district soliciting feedback on this topic as well, especially with the population growth in this area and limited public school funding. Have there been any thoughts on improving the ratio through a grassroots effort at each school? We have some good connections at UW and Bellevue College to build a pipeline of Teacher Assistants to support the current staff. Perhaps the teacher could interview the assistant candidate and determine if he or she is a fit to support the classroom. There should be no cost to the school as well.</p> <p>Thank you.</p>
1	Go to a track system for all schools. This works VERY WELL in other states we've lived in. Allows for more students to stay enrolled in the school without everyone present at the same time. 9 weeks on, 3 weeks off- year round!!!
1	Do all you can to include low income and ELL families in this process to make sure they have a voice.
1	I like the check in idea, but it needs to be every 2 years, and not such a long process for task force members. Maybe they can get a detailed and thorough report from the district and meet just a few times rather than a prolonged period. Also: in making new school sites, you should prioritize walking/neighborhood schools so you can build stronger communities.
1	My response reflects the general feelings of my learning area (Juanita) that there has been poor planning on the part of the district in how it planned the project phases for this construction process which resulted in great inequity for our portion of the

	<p>district. Sadly, many of my neighbors now refer to us as the "armpit of the district." I am not proud of my school district. And friends in other districts that grew up in this area and attended schools in this district frequently comment on how far our district has fallen, in comparison to its neighbors. We used to be at the top. We no longer come close to claiming that title. Fix this building issue and then work on making us all proud to be members of this community. At the moment, I feel like the learning communities are all fighting against each other as we vie for resources.</p>
1	<p>Overall, I like the recommendations but fear that nothing will really change as so much is based on building new schools which has already failed multiple years in a row. I don't like the idea of an all-year round school track regardless of the outcome though.</p>
1	<p>I am concerned that past school spending was very wasteful. As a few examples: --I believe that Ben Franklin Elementary has two small upper levels, each with an elevator shaft. When concerned parents were invited to comment on the plans, one architect pointed out that they could cheaply and easily build more classrooms above the library and the gymnasium, providing more space, eliminating the portables, and eliminating the extra elevator shaft. The parent was assured that the school district was shrinking, and the portables would soon be gone. They are still there, and this year there is another one. --LWHS was rebuilt only a few years ago, but recent levy requests asked for money to add on a new wing to accommodate freshmen. --Current plans recommend adding on to Finn Hill Middle School, which was also modernized only a few years ago. --Several aging schools are slated for destruction and rebuilding. Why were these schools not built to last 30 years ago? I have voted against recent school levy proposals because I was pretty disgusted by requests for more money when schools seem to have not been well built the first (or second) time around. We simply cannot keep up with population growth when the district was not accurately projecting their needs</p>

	<p>for the past decade. I would be more interested in voting for more specific levy proposals that stick to the basics: adding new wings onto existing schools, or building a few new schools in areas that need them. I would need to know how the new schools would be better designed and last longer than the previous schools that are being torn down at such a rate. Regarding double-shifting: I think that would be a question that would have to be answered by the families considering those schools. I would not want my child attending an afternoon session simply because it would cut into other activities, and since I have several children I want them all in school at the same time. I strongly vote against year-round school, simply because our summer months are really the best weather for outdoor activities. If you switched my children to year-round classes, they might be absent for six weeks during July and August. One factor affecting school populations is the practice of subdividing lots and building additional houses in limited space, causing more people to live in one area. Can't school costs be passed on to new buyers by adding a fee when a lot is split, or when several new houses are built to replace one or two? It seems that when new taxpayers enter the community, the new taxes paid by those taxpayers should balance out the cost of adding their children into the school system.</p>
1	<p>I agree with most everything you have recommended. I think we all can agree that we desperately need more school and space for our children. It needs to be done in the most cost effective way. Thank you for all your hard work and time!</p>
1	<p>Make the most of sites with choice schools to expand at the secondary level, giving priority to families in the most overcrowded area of east Redmond. Rose Hill Middle School is a brand-new school, with existing seats and room for portables. Use space at Finn Hill Middle School, not that much farther than Evergreen for Education Hill students. Please address the emergency situation in the Redmond Learning Community first, before renovating all of the "nice to have" projects in other</p>

	<p>communities (while a couple are necessary to get votes district-wide, some of the other projects can be put on hold as RLC has for so long). The district's own data shows the Redmond area will experience even more extreme growth than the considerable amount it has already--all without a good plan to address it for a ridiculous number of years and with changing, ineffective leadership. Doing nothing is no longer an option. Please stop sending kids to the same overcrowded schools ... do SOMETHING (expand choice schools, implement a true *districtwide* reboundary, build additions, lease space, lobby Olympia). Kids and their families are counting on you.</p>
1	<p>NO, I think task force has covered almost each and every aspect of the problem and recommendation to resolve those. Thanks</p>
1	<p>Alcott Elementary is in dire need of replacing or a remodel. There are so many portables taking over the play field that students don't have much space to run around during recess. This is not acceptable! Considering how much money in taxes the state/govt is receiving from homeowners, we expect our children to have decent school properties. It's not a matter of increasing funding through taxes, but a matter of financial planning and accountability.</p>
1	<p>Develop an expert level Marketing team to better promote levys during election cycles. Don't leave it to the LWSD office admin staff. We missed our funding targets because the amount of public promotion on the importance of levys was abysmal and very frustrating.</p>
1	<p>Year round schools are more complicated and expensive than it seems and I'm guessing the teachers' Union won't allow a contract without a substantial raise. Shouldn't teacher salaries be taken into account?</p>

1	<p>LW & Juanita learning communities are underserved by the district in comparison to the plateau and Redmond. Also, it isn't equitable to implement a program such as full year or running double days at choice schools only! These students don't cost the district more. It will cause a shift of students to their home schools and create unintended consequences. If the district does this I will vote yes for more charter schools and no for funding. My kids will graduate soon so we won't experience a lot of impact but I couldn't support the district if it continues with inequitable choices.</p>
1	<p>Recommendations are great, but my lack of voting for schools is that I have the "perception" that money is wasted on design, planning, committees, and not used for actually building the structures or procuring the equipment for the children would benefit from. Can the groups show how they have minimized admin fees, so the money is going to the good of the kids not committee, design expenses.</p>
1	<p>Please don't waste your time in meetings bickering or arguing over semantics. Why did your work go past the projected deadline? Why did you try to survey us in the last 2 weeks before school ended? Why do you conduct so many surveys full of details that are difficult to grapple with all at once? I don't see anything in here about telling us the expected useful life of the oldest existing buildings and alternatives for us to consider to extend their lives via repairs/for how long, such as JHS, Kamiakin, Evergreen, Kirk, Mead... I don't see anything here about the standards of construction and how they could be reduced to save costs without sacrificing our educational goals including small group resource rooms etc. Have you considered reducing the quantity/quality of materials so the new buildings will last say 30 years but not 50 years? This entire set of recommendations seems to have no price tag. How much money are we talking about here? The administration should consider letting go or incentivizing early retirement for key staff involved in</p>

	<p>school facilities construction, maintenance and planning that have not performed well. The administration and the school board need to step up as leaders, make decisions, get buy-in from the community and move forward to secure funding. If you survey asking us to prioritize vague concepts every two months for a two year period then we will never run a bond measure and everything will be further delayed. Start thinking about how to make a vote successful, including a professional campaign.</p>
1	<p>In the school design recommendation, please consider adding energy efficient building design, to reduce cost. (Maximizing natural heating and light)</p>
1	<p>- Consider well lit/more natural light/big windows in classrooms - Restrooms are key - Design classroom such that a mildly ill kid can sit and attend the class at the same time not disturb others with what might be contagious one or not</p>
1	<p>I agree with increasing capacity on sites, but am aware that kids need appropriate outdoor play space. While looking at building recommendations, this needs to be incorporated into design ideas, rather than the office building feel that is so easy to do.</p>
1	<p>The advisory committee should be a volunteer group comprised of citizens who are also professionals in the construction and design industry. There should more frequent check-ins to keep up with the needs of the schools</p>
1	<p>Use process to select contractor early in the design process so they are engaged with the overall project. Will you be submitting a bond proposal to cover the cost of this work? How much and what is the effect on tax rate? Do you have a long-term financing plan that seeks to moderate tax rate changes and provide ongoing sustainable tax rates? When will you hold the next election? This process looks good, but is not balanced by tax rate information or cost information. That is important in the final</p>

	<p>analysis for many voters. Impact fees won't do it and the state has big issues with finding a way to exempt school construction projects from sales tax....not likely issues that will be resolved in the near term. This is good work, but needs to be converted into costs and tax rate consequences as soon as possible.</p>
1	<p>Address the new developments and the direct impact on schools. The builders/developers need to make a significant contribution.</p>
1	<p>Dear Task Force. I think your process is bloated and making the issue more complicated. Yes, our schools have a capacity issue, there is no argument there. However, you have not informed the public adequately about projected costs or how well the district is currently doing with their own budget. Getting higher impact fees is great, and getting sales tax removed on school construction will help. But, without insight into the current spending habits of the district I'm reluctant to support and kind of unknown ask. I see the district and state legislature wasting so much money on new standardized testing every couple of years. I wish people had had the foresight to put that kind of money into building schools. The bond had already been defeated 3 times. Help people have confidence in your recommendation. I believe that in order to be successful with this bond there are 3 components required. 1) fiscal transparency by the district. Right now I think of lwsd as a wasteful, bloated"black box". My tax dollars go in and it isn't clear that the district is making the best choices. 2). Support from Olympia - show that progress is being made. 3) a reasonably costed plan to address the capacity issues - including partial funding by the bond. The perception of the bond is that lwsd wants the community to be footing the whole bill. Perhaps that is the best choice, but right now there is zero evidence to make me think that way.</p>

1	Collect the best minds in the public and private sector and put together a professional team to PASS A SCHOOL BOND IN 2015-16.
1	Invest in professional lobbyists & PR team to engage the entire community in passing the bond. Divide and conquer Redmond/Kirkland efforts
1	Again, a choice school for the arts needs to be built like the current STEM school. Don't cheat the arts by limiting the space for music! These are the biggest groups of students!
1	Whatever you do, figure out how to avoid year-round school and double-shifting in non-choice schools. I cannot think of a worse idea. While it might work in states like AZ and CA where the weather is nice year round, how are we going to tell our students that only 1/3 of them get summer break during the summer? It would also be a childcare nightmare and create community division and reinforce cliques. I know we're in a bind financially, but that idea just can't be the only solution.
1	I think a new school at Peter Kirk should be top priority. There are significant security dangers with the existing school. A kindergartener was able to walk off campus unnoticed twice. The school it is open for any one to enter unattended. The population grow is huge and more space is needed. There are currently 5 Kindergarten classes of 21 kids! The existing school can't hold that many and sustain that continued growth as the classes continue to be that large.
1	Before any of these options, the first exploration by the committee should be to actually split the district entirely into 2 districts, a Lake Washington and a new district focused on the new growth areas such as Redmond Ridge. That not only forces a discussion at the state level, it isolates the growth issue to new communities that can then decide on their own set of policies independent of

	<p>more established areas (Woodinville, Kirkland) that aren't seeing as rapid the growth curve.</p>
1	<p>Much of the community does not have a vote and this cannot vote on bonds, which leads to their failure. This should be addressed since the same community pays the taxes that fund our schools - we should have a say!</p>
1	<p>Thank you, Task Force members! This is time-consuming and difficult work and I'm grateful for your time and dedication to a thoughtful, transparent and collaborative process.</p>
1	<p>School safety needs to be a priority too. Peter Kirk Elementary is not safe as it is and that needs to be as important as the age of the school. Portables are more at risk at any school.</p>
1	<p>Build the plan based on the assumption that a bond will eventually pass and find what steps are needed at each year until the bond passes and allows new schools to be built. Drop the year round multi track from consideration.</p>
1	<p>Great Job just need to push the funding part. We have to build new schools. Is NOT an option and need to be more proactive in getting Developers and private companies to help fund this effort.</p>
1	<p>In looking at the current high school and middle school enrollment numbers, I'm struggling to see how adding another "choice" high school in the Redmond learning community solves long-term growth problems, especially since these schools are lottery-based, open to anyone across the district. As I commented earlier in the survey, I question the cost-effectiveness, accessibility and equality of these projects. It is also a shame that some of our newer facilities are already being slated for additions/portables. If continued growth is expected, let's figure out a way to build with more excess in our capacity.</p>

1	Small groups can easily be influenced over a period of time. Open transparent communications and following a plan needs to be the model.
1	It seems like the elected school board is the community voice - there should be no need for any other.
1	You write with lots of jargon and not enough specifics. Asking if we agree with your current methods for evaluating building suitability - other than a general suspicion that you're rigid and dogmatic about what you do, how do we know what your criteria or standards are? So how can we agree or not?
1	Consider to stop offering free transportation. It is the majority of the school budget. That is fundamentally wrong for an educational organization..
1	<p>Double shifting only quest and choice programs is inequitable and would likely erode the quality of the curriculum and education in many if not all the programs. Students in those schools which shift back to their home schools due to inequities & erosion of their programs – – not to mention scheduling conflicts with home and school activities including transportation and after /before school supervision. The result would be more crowding in the non-choice schools. If double shifting is needed it needs to be across the board all students in the district not just choice students, students in one learning community or several schools. If double shifting is needed – – consider offering it in one or several locations on a voluntary basis to see if it can be executed. There may be some students for whom this is a good option. It's my understanding that crowding in the high school happened when we moved to a middle school versus junior high model. If the high schools are crowded but there's room in the middle schools maybe we need to flex between middle school and junior high models as needed . Double shifting and year round models are very drastic. It leaves me with the feeling that our school</p>

	<p>district is very poorly managed. I know state funding is problematic but neighboring districts seem to be managing better. Overcrowding and inequity has been happening for many years. Why is this? Perhaps our leadership is stale as we have only been recruiting from in-house. All of this makes me want to support charter schools or seek private education for my children rather than support further levies and taxes to fund a poorly managed district. I can't support a district that can't offer adequate instruction space for sciences and arts -- that houses my child in crowded and unsafe buildings -- and drags its feet until there is a crisis!</p>
1	<p>Many of the existing buildings have open air courtyards that could be enclosed and turned into classrooms which would also save on heating costs.</p>
1	<p>Please prioritize new schools and expansions in Redmond Learning Community, where growth is significantly higher in a community that has already faced growing pains for years. Use space at Rose Hill and Finn Hill Middle Schools--where open seats exist and more can be added with portables--and give priority selection to choice schools to draw kids out of crowded areas. Seek corporate and private funding to supplement levies/bonds. Elect board members who are willing and able to make tough decisions rather than preserve status quo.</p>
1	<p>Concerned that Evergreen MS is already over the enrollment for new school. At 1,050+ for this school year, whereas, the new building is for 900 students. This effort should seek more support from the community. What better voice is there out there than our kids? How can we get them involved to get the community to support them? The more students getting a great education...the better off the whole community is! And the facility does matter, it enhances the learning and attracts quality teachers! Good job on the alternatives...they are tough choices, but you are doing a good job at being creative. I really don't want</p>

	<p>different schedules as that adds much issue to working families if there are crazy schedules. I would prefer relocation of the "special" programs and sadly portables over that.</p>
1	<p>Good luck- it looks like LWSD is on track for developing a better long-term strategy for the projected growth in the eastside.</p>
1	<p>Why is LWSD so large? Have we considered the possibility of breaking up the school district into smaller districts that are associated with cities? It's hard to get consensus from parents on which schools to spend money on. Fairness will rarely be top of mind for parents....They are always going to vote for what they believe is best for their children. So having school districts be associated with cities (like Redmond, Sammamish etc.) might have the end result of parents voting for projects that impact them most directly...</p>
1	<p>Hold a meeting at each school in the district. Ask principals to send regular updates & links to surveys</p>
1	<p>You've been very thorough in discussing many alternatives. Now please urge immediate action in working with the city, county, and state to revise funding formulas for schools, fees for developers, and assessments on new homes for the schools required to serve new developments so that the overcrowding problems don't get even worse. The burden for growth shouldn't be on the older residents who have already paid for schools and raised their children here and now have to live on fixed incomes.</p>
1	<p>Consider the number and scope of previous remodeling before awarding new buildings to sites already remodeled. Practice equity rather than favoritism in determining needed improvements. Consider cleanliness of the facility as a factor to determine need for remodeling.</p>

1	Please do not sacrifice access to natural light in seeking to reduce costs by using cube or square designs. Each child needs adequate access to natural light during the course of the day.
1	I won't vote for any new taxes, bonds, levies. LWSD need to figure out how to use the money they have already have or come up with funding from all of the new residential buildings.
1	Keep up the great work! Thank you all for dedicating your time to help find viable solutions to this very real and timely issue. All those living within the areas affected need to understand this truly is a community wide issue and impacts even those without children in the public school system. It impacts every homeowner and their home values, business owners, etc.
1	We need to replace Evergreen middle school with a new school. That school is so old, need to raise money from the community make it a nice place to go to school! Need new HS so RHS is not so crowded again, need money from the community to make this happen. Needs to happen!
1	I felt the survey presumed a greater knowledge of the topic than I have, I didn't have a lot of context for a lot of the questions. I was also surprised that there were no recommendations about how to engage with the voting public to make bond passage more likely.
1	Parents are busy. It is important to find easy ways to engage them in the planning process. Even this online feedback took 20-30 minutes.
1	Listen to the parents and community more. They are our kids that are affected by these decisions.
1	I am completely in favor of the bond and building more schools. But, I believe the main opposition is not whether more schools are needed but how LWSD uses the current budget, specifically if

	<p>money is well spent on new curriculum all the time (I do question that myself as a parent). How about, along with the bond asking for more money from the taxpayers, include a list of restrictions and limitations that the school district is ok to agree with on how to spend money. For example: (1) Use a new curriculum for a minimum of 5 years, or at least, to not purchase a similar one for that amount of time. (2) To not purchase several similar software, even though they might be great. I see the result with Math software with my kids. They have different options and they certainly do not use all of them at home, even though they certainly could. There is just not enough time to make a good use of everything that is available. I do hope you seriously consider including a list of "obligations" for the district on how to spend the budget. I do think that's the only way to convince the people that have keep voting "no" on the previous bonds. Thank you!</p>
1	<p>These are good recommendations. The task force has clearly put a lot of thought and work into this. I thank you for that. I like the proposal for higher impact fees and strong representation of the school district in our cities when development decisions are being made. Developers must pay for this mess too!</p>
1	<p>Try to be proactive, not reactive. Build new schools quickly and build them large enough. Build to exceed current capacity. If Lake Washington wants to continue to uphold its long held reputation (well deserved) for quality, you must act now. Crowding is getting out of control and there is no way the level of quality can be maintained in crowded conditions. Building new schools is necessary so that some of the other frankly frightening options (like getting RID of ADK) can be avoided. Why haven't new schools been built consistently over the last years? The writing has clearly been on the walls for some time.</p>
1	<p>some of your questions are too broad - I live in LW learning community, but my child goes to Kamiakin - horrible - not easy for us and makes for a long day. But, I would not pull him from the</p>

	<p>Quest program. I think we need to be fiscally responsible before we look at aesthetics and such. Technology in the buildings is crucial. We MUST pay attention to the building as we re-evaluate and move kids around as well. I keep hearing that the recommendations made this past year for the elementary school redistricting, were not even considered, that the final decisions were made without regard to the recommendations. With this being the word on the street, it is hard to get families even willing to consider sharing their opinions as it appears you don't really want them.</p>
1	<p>In addition to better and more creative planning we should also improve communication to communities on educational matters. The last two bond rejections by the voters is a wake up call for all of us. People are much more careful about the costs and they want to ensure their money is spent wisely. District needs to think about how to achieve these objectives. thanks for all your efforts</p>
1	<p>I think the idea of stacking is great! you can build up, and still have the outdoor space needed for the kids.</p>
1	<p>I am surprised there is not a general "cost cutting" portion of the task force work? One of the chief complaints when the community says NO to new funding, is "do a better job with the funding you have." It does not counter the argument when there is no district wide task force to look into cost cutting capabilities and then communicate back to the community the findings. It is old news to threaten class room size, etc. - if there is no credibility around taking action on cutting waste (if any). It's a perception issue which needs to be dealt with. And if you cut some waste in the end - it's a bonus.</p>
1	<p>The Task Force should also be getting feedback from LWSD staff that work in our schools. Many come from outside of our district to work in our schools and we may lose staff if some of these changes are too drastic compared to other nearby school</p>

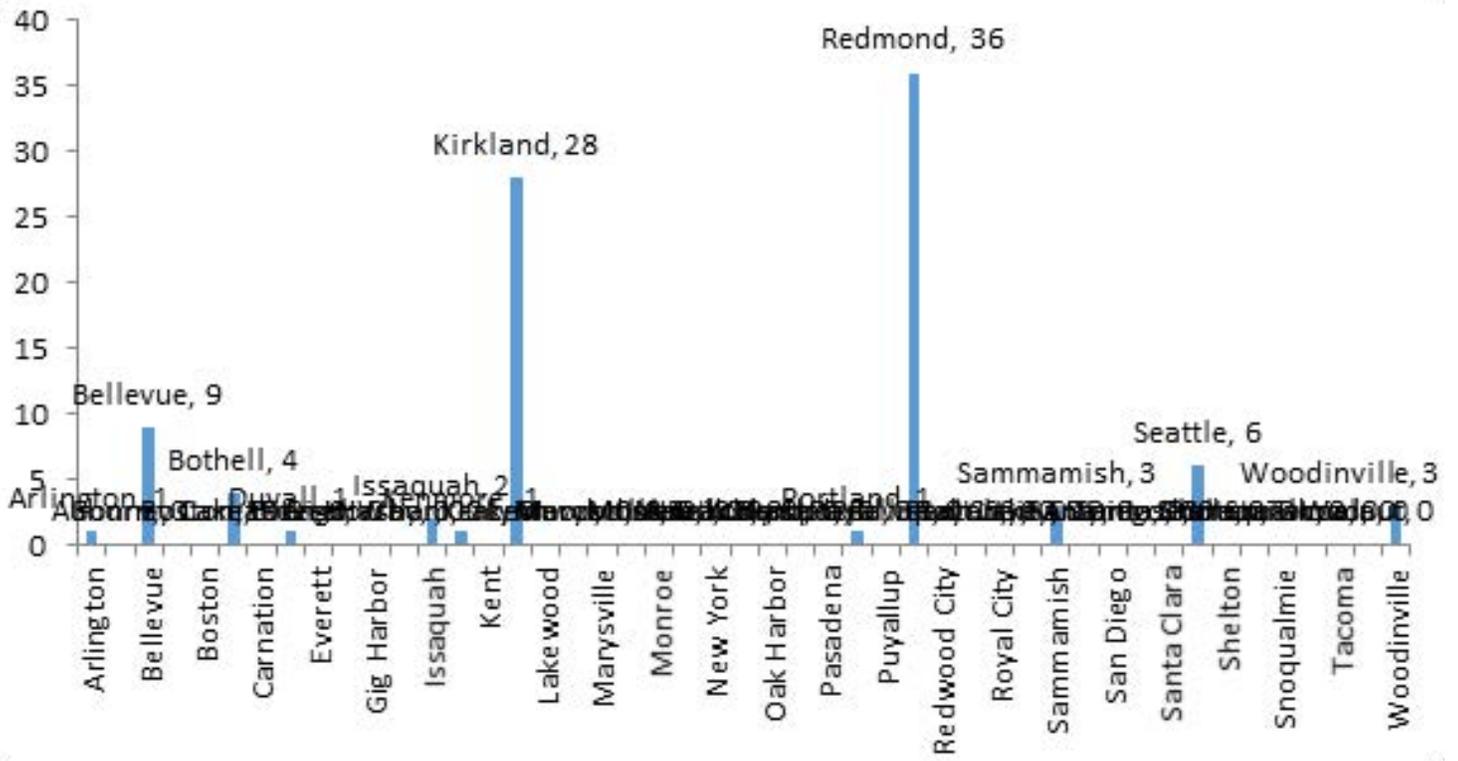
	<p>districts. This won't be good for our district when there is already a teacher/substitute shortage. Examples are: LWSD going to multi-track or year round schedules, teaching in non-air conditioned classes during the warmer months, having to move teaching supplies out of classrooms so another teacher in a different track can share the class. These are things that parents don't think about when completing these types of surveys and can greatly impact our schools.</p>
<p>1</p>	<p>After talking to numerous friends and acquaintances about the past bond failures I think there is a crucial piece of information that remains missing. That information is to not solicit and or try doing too much at the same time. The most recent bond simply was postponing some of the investments which made people angry as it was condescending. You folks need to stack rank these priorities and pick off the top couple of projects and seek funding for those and then revisit in a few years. If the last bonds would have followed this model there would be a couple of new schools being built or remodeled. Instead everybody got zilch because of the greed. Additionally the idea of adding onto Lake Washington just doesn't resonate with people no matter how right or wrong it is. Adding onto a school that is so new basically is an acknowledgement that the district can't plan or use their funding resources properly - so please drop this from any consideration. I say this already knowing there is an extra class there because of middle school reallocation.</p>
<p>1</p>	<p>Be equitable - do not short change the current projects (but do be reasonable and do not go for architectural awards). Balance this so we do not have some neighborhoods with 'good schools' and some that are less desirable because of when they were built. I am concerned about this as we continue to see so much growth as a community. We still want quality buildings and learning environments but not ones built for architectural award - find the balance. Do not sacrifice our level of education. Year round school can be problematic for kids to constantly be having to</p>

adjust to being back in school after having time off. (getting back into routines). As well as for families that have older kids that babysit the younger ones while their parents are at work. Many people have told you 1. we need a bond/levy to build new schools. and 2. they did not vote for it last time as they did not feel the district was acting as good stewards with their money. The district needs to do a better job of communicating (in general and when we have a new bond) and of being transparent (not with this process in particular but in general) to earn the trust of parents in order to pass a new bond. New building designs MUST consider safety and include 1 entrance into the school that controls the flow of traffic, is able to be properly locked down, has an accessible PA system, has grounds that are locked down so you do not have public foot traffic going thru the school grounds, may be good to be able to lock down entire wings. We need to change with our changing climate/environment and keep safety as a top priority. There have been too many incidents in the news throughout our country and school intruders are no longer unheard of. Portables are not designed to be permanent classrooms - have safety issues regarding lock downs, and cause other troubles esp. for kids with allergies in elementary as they do not have a sink for hand washing. Instruction time is lost for entering the main building to use the facilities such as going to the rest room. However, they make sense if you are going to see a spike in enrollment for a very short period. Building additions to existing schools leaves those schools with the problem of not having enough common areas and bathrooms and library etc for the kids at that school. I fear some parents may not rate each project on individual basis but rather based on priority based on where they live and their personal needs i.e. pitting one project against another - the survey was not designed for this but wasn't clear either. Also, I am concerned that we are asked to rate projects so far out in time thru 2029-30 and that folks will not keep that timeline in mind when rating the projects so we will approve the ones that are in the next few years and the ones at the end of that time line will not be considered for that timeline - I struggled

	<p>to keep it in mind but did my best. I did my best to rate the projects based on the info on the website. I struggled with rating Evergreen Middle school as it is an older school in fair condition, but appears to have capacity (but in the form of portables). I would agree with selling undevelopable parcels of land, but not excess parcels that we could use down the road as land will cont. to become less accessible to us. Huge Thank you to the task force for all of their hard work! There is a ton of info on this site!</p>
1	<p>The addition of new students is not a surprise and should not be treated as an unplanned event. We are all aware of the rapid increase in impacted cities population due to densification, splitting lots to build new homes and the rapid increase of apartments. The process of densifying our cities has created this need thereby the costs to the infrastructure should be born by the construction fees associated by these new facilities, not the existing citizens in these communities.</p>
1	<p>Every time I drive by a new development I cringe because I know what it means for the district! I am a retired LWSD teacher and I know how important Early Intervention and Class Size are to the education of our students. I am willing to pay more in taxes, but I don't know how many other residents are. I think our local businesses need to step up to the plate and help fund the building of new facilities. WE have world class companies in our district that need to be a part of this crisis.</p>
1	<p>quality students, and quality teachers make a school. Any infrastructure hardship seems little if the basic requirement of having great teacher engage with the child and can motivate child to make a difference. Stanford has old buildings and really old classrooms -but kids and teachers still yearn to get there. Why? Its because of the society it has formed - the infrastructure tags along to support it. Employ large amounts of after school clubs, Do what it takes to engage student participation and involvement, employ additional manpower to provide better enrichment</p>

	<p>opportunities for the community - and the schools become great. Right now, studying in school buildings are nice, but I know children who have attended classes in bldngs only for 1 of 5 years. Everyone attends portables. Even Rosa Parks that was newly built end up with portables in 1 year. What does planning have to answer for this? No amount of brick and mortar can build a school. Only students, teachers and parents can.</p>
<p>1</p>	<p>Community recommendation-3 - every five years is too long. Corporations like Microsoft do not grow every five years. Every 6 months to 1 year is realistic. Check Microsoft Redmond Campus - there are 3 to 4 brand new buildings being built. That implies growth!!</p>
<p>1</p>	<p>I do think that your suggestion of double-shifting at choice schools would be acceptable. However, I would NOT support double-shifting at regular neighborhood schools, which would place an undue burden on families. The difference is that attending a choice school that had double-shifting would be a CHOICE, and not forced on families. Also, it would increase the number of kids who could benefit from the popular choice school programs. However, I hope other options would be considered before any type of double-shifting is implemented.</p>

Source Cities



Value	Percent	Count
Arlington	0.9%	8
Auburn	0.1%	1
Bellevue	9.3%	83
Bonney Lake	0.1%	1
Boston	0.2%	2
Bothell	4.2%	37
Carnation	0.1%	1
Duvall	0.6%	5
Everett	0.5%	4
Federal Way	0.3%	3
Gig Harbor	0.2%	2
Horsham	0.1%	1
Issaquah	2.4%	21
Kenmore	0.9%	8
Kent	0.5%	4
Kirkland	27.8%	248

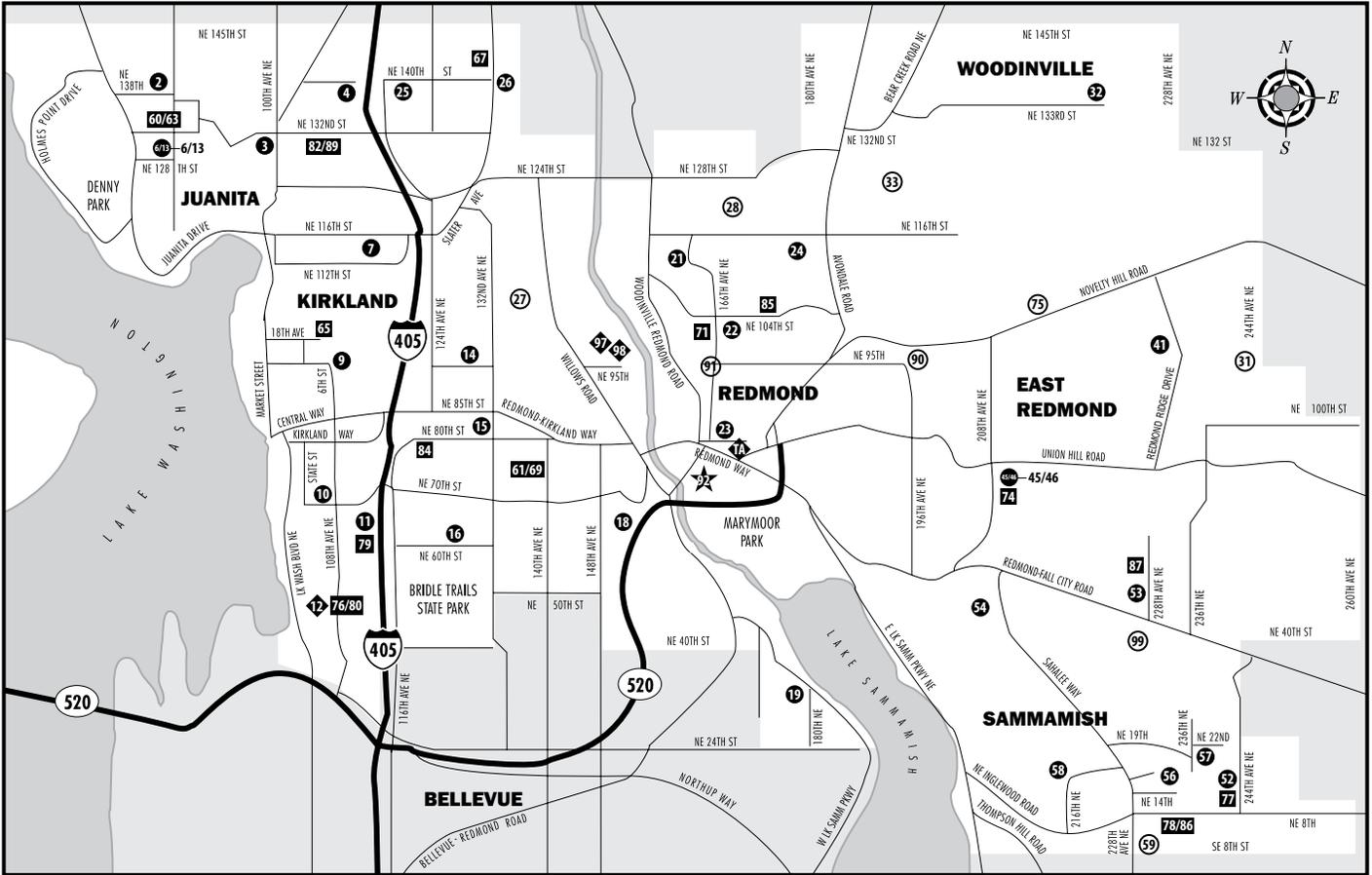
Lakewood	0.1%	1
Lynnwood	0.2%	2
Marysville	0.1%	1
Mercer Island	0.1%	1
Monroe	0.1%	1
Moss Beach	0.1%	1
New York	0.1%	1
North Bend	0.5%	4
Oak Harbor	0.1%	1
Olympia	0.1%	1
Pasadena	0.1%	1
Portland	0.7%	6
Puyallup	0.1%	1
Redmond	35.8%	319
Redwood City	0.2%	2
Renton	0.5%	4
Royal City	0.5%	4

Salt Lake City	0.1%	1
Sammamish	2.9%	26
San Antonio	0.1%	1
San Diego	0.1%	1
San Jose	0.1%	1
Santa Clara	0.1%	1
Seattle	5.6%	50
Shelton	0.1%	1
Snohomish	0.2%	2
Snoqualmie	0.1%	1
Stanwood	0.1%	1
Tacoma	0.2%	2
Walnut	0.1%	1
Woodinville	2.6%	23
Total		892

APPENDIX K: DOMINANT THEMES FROM COMMUNITY FEEDBACK

Dates Open	Feedback Topics	Dominant Themes
Jan 4 – 24	Scope	<ul style="list-style-type: none"> Review district’s strategies for addressing unhoused students and aging facilities and determine which, if any, existing strategies should be explored for the Task Force’s recommendation Review funding options Draft different funding scenarios Identify which options align with community priorities Draft different sets of options
Feb 27 – Mar 11	Potential strategies and policies	<ul style="list-style-type: none"> Strong support for building new (additional) school buildings and additional classrooms at existing buildings Strong support for updating building systems Strong opposition to reducing the Standard of Service, increasing class size, or implementing double shifting
April 20 – 28	Strategies	<ul style="list-style-type: none"> Top strategy for chosen resource level (mid-level of investment): build a new (additional) school building. Most opposed strategy: replace existing school (new-in-lieu)
May 26 – June 2	Values	<ul style="list-style-type: none"> Agreement with Task Force’s shared values
June 8 – 18	Approach and strategies	<ul style="list-style-type: none"> Top strategy to use before building new schools: build additional classrooms Top resource level: mid-range capital investment Prioritize aging schools by their condition
Sep 1 – Oct 11	Draft recommendations	<ul style="list-style-type: none"> Agreement with recommendations Strong levels of support to build new schools Clarify year-round multi-track Expand approach for addressing Choice schools Consider additional strategies Revise and further explain projects list Developers should help fund school facilities

APPENDIX L: FACILITIES AND UNDEVELOPED PROPERTIES MAP



This map is intended to show general district boundaries. For more information call the **LWSD Transportation Department at (425) 936-1120**.

SYMBOL CODES:

★	●	■	■	◆	○
RESOURCE CENTER/ADMINISTRATION	ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	OTHER PROGRAMS	UNDEVELOPED PROPERTIES

Updated 1/2015

APPENDIX M: IDEAS TO CONSIDER FOR INCREASED EQUITY IN CHOICE SCHOOLS

The district should evaluate the design of choice schools. The Task Force acknowledged that there is some polarization of opinion towards the expansion of the choice school model due to concerns over equity. Therefore, the task force strongly recommends that any expansion of choice schools via new programs or new buildings only be undertaken while considering how to mitigate barriers of access to choice schools, in keeping with the community value of equity. These issues should also be looked at for current choice schools as feasible, for example, during remodel/rebuild/relocation or program redesign or review. Some barriers may include:

- 1) For students from less affluent families, outside barriers to accessing choice schools are the lack of free transportation, required volunteer hours, lack of a cafeteria to provide free or reduced lunch.
- 2) For families of ELL students, lack of onsite ELL services is a significant barrier.
- 3) For Special Needs students, barriers at many choice schools (though not all) include some or all of the following:
 - a) lack of resource rooms onsite
 - b) lack of access to onsite full time special education teachers
 - c) the delivery model of many choice school programs being incompatible with the delivery of pull-out model for the delivery of IEP Specially Designed Instruction and Related Services such as Safety Net) , Social Skills/ Organization, Speech, Physical and Occupational Therapy
 - d) There are currently no choice schools available to children with higher needs disabilities (e.g., Intellectual Disabilities and Multiple Disabilities) whose IEPs have a placement of Learning Center or Transition Center.

There is significant demand for more choice school programs as evidenced by the current oversubscription rate and ongoing parent feedback. Choice schools can also serve a purpose by providing increased capacity on a smaller footprint and lower cost than a traditional comprehensive school. While some of the issues related to barriers to choice schools for families of student who qualify for SPED/ELL/Safety Nets Services, and Low Income are outside the

scope of this task force, the task force strongly feels that these issues cannot be omitted from our recommendations since there is such a strong demand for choice schools to be a part of our district's long term strategy. These recommendations for increasing equity in choice schools should be considered as a starting point for future exploration and consideration, and not a fully-fleshed out action plan.

Some preliminary ideas for further research and consideration in order to increase equity and provide broader inclusion:

- 1) Co-locate choice schools within schools of the same grade level bands comprehensive schools such as Rose Hill Middle/Stella Schola, Finn Hill Middle/Environmental School, Sandburg/Discovery.
- 2) Group several choice schools in the same building site with a shared Special Education space so that in aggregate, the building population can be sufficient to qualify for FTE in Special Education, ELL, etc. and there is room for those services to be delivered. This could still be done on a smaller-than-comprehensive school site.
- 3) Explore school-wide carpool plans for choice schools and review liability issues associated with this proposal. Some private schools, such as Seattle Country Day School, have formal carpool planning organized by the school where parents may opt in. This would be a good model to examine.
- 4) Choice school priority for low income students to attend a choice school located within walking distance to their home.
- 5) Create part-day choice school programs within current comprehensive schools, using all or part of the school. For example, a school could be divided into choice programs for part of the day, where the rest of the day is free for electives or ELL/SPED as dictated by the particular student's needs.
- 6) Grants for parents to purchase lunch supplies for students with Free and Reduced Lunch Status who attend choice schools without cafeterias.
- 7) Co-locating a choice school in a schools with a Learning Center or Transition Center where part of the choice school's program is a special focus on ensuring inclusion for those students for part of the day as the students' needs allow.
- 8) Shifting the program delivery model of the choice school to allow for students to be pulled out for the delivery of services

with minimal disruption to their educational experience by building time in the day where students do an individual free choice project.

- 9) Consider exploring at a STEM / Project based Learning Focus that allow for greater differentiation of curriculum instruction and participation of diverse learners, much like the project based instruction High School in Bellevue

The Task Force hopes these ideas provide future committees and administrators with a jumping-off point to address structural inequalities in our current choice school paradigm.