



Edmonds
SCHOOL DISTRICT

Each student learning, every day!

Office of the Superintendent

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Dr. Kristine McDuffy
Superintendent

Serving the communities and students of Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway, and portions of Snohomish County

June 21, 2019

On behalf of the Edmonds School District, I would like to acknowledge and thank the members of the Bond Facilities Committee for investing their time to study the educational suitability, enrollment capacity and physical condition of the District's schools and develop this recommendation for the School Board.

This recommendation represents over a year of effort and strenuous activity. The Committee:

- Met 20 times,
- Visited two dozen school sites,
- Reviewed and discussed reports on bond financing and tax rates, construction costs and escalation, enrollment, middle school reconfiguration, early childhood education, and physical condition of facilities,
- Reviewed and discussed multiple scenarios for prioritizing projects to be included in the 2020 Bond proposal, and identified priorities for a 2026 Bond proposal.

The Committee is commended for their combined ability to look objectively at the data presented to them and their willingness to provide personal insight. This Committee worked together diligently to consider outcomes of various scenarios and consider the best options for the District going forward into future.

The contributions and perspective offered by the Committee have been invaluable. The commitment demonstrated by this Committee represents a true concern for the future education of the children in our community.

With Gratitude,

Dr. Kristine McDuffy
Superintendent

Facilities & Bond Committee Recommendation

Edmonds School District

June 25, 2019

Executive Summary

The Facilities & Bond Committee has devoted more than a year to studying and discussing the amount and projects for a 2020 Bond measure.

The Committee recommends maintaining current tax rates, which would support a bond proposal of about \$600 M. in 2020, without compromising another bond proposal in 2026. The Committee recommends proposing a similar sized funding measure in 2026. Given a \$600 M. measure in 2020, it will be possible to fund a similar size bond in 2026 without raising tax rates.

School construction costs in the Puget Sound region have risen by 50%+ in the last five years. Construction industry professionals expect this trend to continue, at least for the near term, driven by extremely high overall demand for new project construction in the Seattle market. This escalation means that \$600 M. in 2020 equates to school construction purchasing power of about \$400 M. in 2014.

The Committee agrees on the need for particular projects and has a preferred, but not unanimously endorsed scenario. The Committee struggled to balance needs with the goal of maintaining current tax rates. Any scenario that stays within the \$600 M. cap leaves out projects the Committee deems valuable and worthy of inclusion. A number of Committee members expressed discomfort at making programmatic decisions. It did not make sense to continue discussions if the Committee couldn't reach consensus.

The following items reflect the consensus of the Committee:

1. The District has approximately \$1.7 Billion in capital projects needs and cannot fund all of this work at once.
2. The District should keep tax rates at current level which means Bond amount of about \$600 M.
3. The District should complete Replacement of Spruce Elementary school, begun with the 2014 Bond.
4. The District should address Elementary School (ES) Level over-crowding and improve Middle School (MS) educational performance by reconfiguring Middle Schools to grades 6-7-8, and constructing a new Elementary School in the NE Quad (LHS site). The Committee's preferred, but not unanimous, approach to reconfiguring Middle Schools is to create six Middle Schools of 750 students each. The fifth new MS would be constructed at the Former Alderwood MS site and the sixth at the Woodway Campus.
5. The District should continue replacing older school facilities within available funding limits.
6. The District should construct new facilities for Scriber Lake HS within available funding limits.
7. The District should replace Alderwood Early Childhood Center and increase capacity for Early Childhood programs within available funding limits.
8. The District should continue to invest in renewal and upgrade projects to protect the public's investment in its existing facilities and to keep these assets safe, functional and cost effective. These investments must remain within available funding limits.

I - BACKGROUND: Committee Goals, Purpose and Activities

A. Purpose and Goals

The Committee was given the following statement of purpose and goals at its first meeting:

- Recommend to School Board the dollar amount and facilities to be included in a 2020 Bond proposal.
- Understand the Capacity, Condition and Educational Suitability of District Schools.

B. Committee Activities

The following are the major Committee activities:

1. Held 20 meetings over the course of 15 months.
2. Visited all District Schools that will be more than 50 years old in 2020, and several new schools for comparison. Reviewed and discussed data about building condition and educational suitability, and discussed those topics with the School principal and staff at each site.
3. Reviewed and discussed the report of the Enrollment Committee and additional data about current and future capacity issues.
4. Reviewed and discussed Middle School re-configuration to Grades 6 through 8.
5. Reviewed and discussed program and facilities needs for Early Childhood Education and Scriber Lake High School.
6. Reviewed and discussed tax scenarios and impact of escalation on past and future school construction cost.
7. Reviewed and discussed multiple scenarios for prioritizing projects to be included in the 2020 Bond proposal, and identified priorities for a 2026 Bond proposal.

II - SUMMARY OF FACILITIES NEEDS

The District has a current need of approximately \$1.7 Billion to provide adequate enrollment capacity, replace aging, obsolete facilities, and address educational program needs.

A. Capacity

The District is currently operating its elementary schools (ES) at 107% of capacity. (Current ES enrollment capacity is about 10,000 students without relocatables, current elementary enrollment is over 10,700.) The District has handled this disparity by installing more than 40 relocatable classrooms since 2014. It needs to add capacity for an additional 2,000 to 2,400 elementary students by 2028 to handle enrollment growth. (2028 ES enrollment K-6 is estimated to be about 12,200 students.) If the District does nothing it will be operating its elementary schools at 117% of capacity by 2028. The District would need the equivalent of approximately four to five additional elementary schools by 2028 to bring permanent elementary capacity (i.e. without relocatables) in line with enrollment projections.

The District has some capacity for growth at the Middle School (MS) & High School (HS) levels, although some individual schools are at or near capacity. In 2027 the District is projected to be at approximately 101% of capacity at the MS level and at approximately 97 % of capacity at the HS level.

This analysis is based on the work of the District's Enrollment Committee, which made their recommendation to the School Board prior to the Facilities Bond Committee starting their work. The report of the Enrollment Committee is included as an appendix.

B. Educational Suitability and Physical Condition

The District is operating 15 school facilities that are more than 50 years old and three additional schools that will be more than 50 years old in 2020. These include: 12 Elementary Schools, 2 Middle Schools, 1 Multi-program campus (Woodway), 1 Early Childhood Center (Alderwood), and 2 former schools that serve as interim sites for schools under construction (Former Alderwood MS & Former Woodway ES). Although the District has maintained these facilities, they are at or near the end of their useful service lives and are functionally obsolete. They are not suitable for current educational programs and would require extensive expansion and modernization to bring them up to current standards. Replacement is usually more cost-effective.

Some common educational suitability issues for existing facilities are overcrowding, lack of space for intervention programs, poor sightlines for supervision and security arising from multi-building campuses, inadequate space for band and orchestra, and lack of rainy-day recess space. Because they do not have a large event/eating space separate from their gym, it is difficult to schedule PE classes, they often have to serve meals in classrooms, and they are restricted in their ability to conduct assemblies, large scale educational programs (e.g. science fairs), music programs and community events. The new Elementary Schools the District has constructed since 2000 provide these functional features.

Data on physical condition, educational suitability, and enrollment needs is summarized in Exhibit 1.

C. Program Needs

The District has a number of programs that are housed in facilities that do not serve current and anticipated needs due to inconvenient location, inadequate student capacity, age and layout of facilities. For example, Scriber Lake High School's location at the Woodway Campus is not central enough for a District-wide program and is poorly served by transit, which is the primary travel mode for many students. The District's current Early Childhood Center is housed at the old Alderwood Elementary School, which was not designed for the age of students now attending there and is running out of space. Edmonds Height K-12, VOICE, and Work Adjustment are housed at the Woodway campus, which is a multi-building high school facility that is more than 50 years old.

D. Renewal and Upgrade Projects

The District needs to renew and upgrade the facilities it is not replacing. There is an ongoing need to replace major systems such as roofs, heating & ventilation, pavement and fields, etc. Also, safety, educational program needs, operational efficiency, and, changes in technology and building code requirements require additional investments.

The District has approximately 2.7 million square feet of facilities and maintains 525 acres of property. OSPI, WAMOA and other entities endorse the industry standard of spending 2%/year of the replacement cost of facilities to keep them in satisfactory condition. This standard yields a need of approximately \$35 million per year for ESD renewal projects.

III - RECOMMENDATIONS

A. 2020 Bond Amount

The Committee recommends maintaining current tax rates, which would support a bond proposal of about \$600 M. in 2020, without compromising another bond proposal in 2026. The Committee recommends proposing a similar sized funding measure in 2026. Given a \$600 M. measure in 2020, it will be possible to fund a similar size bond in 2026 without raising tax rates.

School construction costs in the Puget Sound region have risen by 50%+ in the last five years. Construction industry professionals expect this trend to continue, at least for the near term, driven by high overall demand for construction in the Seattle market. This escalation means that \$600 M. in 2020 has the school construction purchasing power of about \$400 M. in 2014.

B. Projects

The Committee agrees on the need for particular projects and has a preferred, but not unanimously endorsed scenario. The Committee struggled to balance needs with the goal of maintaining current tax rates. Any scenario that stays within the \$600 M. cap leaves out projects the Committee deems valuable and worthy of inclusion. A number of Committee members expressed discomfort at making programmatic decisions. It did not make sense to continue discussions if the Committee couldn't reach consensus. Any final selection of projects should consider all of the factors presented below.

1. Complete Spruce Elementary Replacement

The committee recommends completing the replacement of Spruce Elementary by funding the second phase of that project. (The first phase was completed using funds from the 2014 Bond measure.) The Committee included this project in every scenario. The District's Spruce Replacement Design Team and Contractor are currently finalizing the design, cost and necessary permits for the second phase so that it could commence construction as soon as funding is available.

2. 2020 Bond Scenarios

The committee considered numerous scenarios for identifying projects to be included in the 2020 Bond. The principal variations are summarized below. These scenarios emphasize the different approaches to reconfiguring Middle Schools to grade 6-8. Each one also lists a different mix of other projects to be included in the 2020 Bond (Phase 1). Once the MS configuration issue is settled it would be possible to prioritize other projects besides the ones listed for each MS option. To fully understand these scenarios it is important to understand the component elements such as Middle School Reconfiguration, Replacement Projects, and Other Programs as discussed below. The details and individual project costs for each of these scenarios is presented in the attached spreadsheet, Exhibit 2.

Scenario Y1 – All Needs, approx. \$1.7 Billion: This scenario is the starting point for selecting 2020 Bond projects rather than a recommendation. The Committee agrees that all of the projects on this list are worthy of consideration but realizes that the District does not have the resources to undertake all of them at the same time. However, the Committee recommends the plan for a 2020 Bond allow for future bond measures. All of the scenarios described below recommend at least a Phase 2 in 2026.

The needs presented in this scenario are as follows: increase Middle School capacity to accommodate reconfiguration to grades 6 through 8, add one new Elementary School in the NE Quad, replace 17 older schools (incl. AECC), construct new facilities for Scriber Lake High School, provide additional capacity for Early Childhood Education, and invest approximately \$140M. in renewal and upgrade projects.

Preferred: Scenario B1 – Six Middle Schools (Grades 6-8) @ 750 students each, One new Elementary School (ES) in the NE Quad - approx. \$650 M. This scenario requires constructing two new Middle Schools in Phase 1, one at the Former Alderwood Middle School (FAMS) site, and one at the Woodway Campus. Phase 1 for this scenario also includes replacing Oak Heights Elementary School, constructing a facility for Scriber Lake HS at a more central location (either the College Place site or the New Maintenance and Transportation site), funding additional facilities for Early Childhood Education (which could be a replacement/expanded Alderwood Early Childhood Center, or new additional facilities, either at a central location or dispersed among ESs), investing approx. \$70 M. in renewal and upgrade projects, and providing \$7.5 M for interim ES capacity, plus designing projects for Phase 2 in 2026. In common with other scenarios it assumes that the new Elementary School in the NE Quad would be constructed on the District site immediately South of Lynnwood High School. The Committee suggests that College Place MS should be a magnet program provided that there is equitable access to the program across the District.

This scenario delays until Phase 2 replacing Brier Terrace and College Place Middle schools and any elementary schools besides Oak Heights. It does not require any expansion of the current Alderwood and Meadowdale Middle Schools.

The Committee recommends the Six Middle School option because research indicates that the preferred enrollment size for Middle Schools is 750 students or less (see discussion of MS reconfiguration below for a more complete explanation of the Committee's preference for this scenario and addendum email). The Committee recognizes that this scenario requires using the Woodway Campus for a new MS, which, in turn requires, in addition to the cost of the MS, approximately \$15 M. for access road improvements, and \$50 M. to \$70 M. to replace facilities for Edmonds Heights K-12, VOICE and Work Adjustment, currently at the Woodway Campus.

Scenario A1A – Five Middle Schools (MS) Grades 6-8 @ 900 students each, One new Elementary School (ES) in the NE Quad - approx. \$600 M. This scenario was a starting point for considering MS reconfiguration. The Committee chose not to develop phasing for this option, preferring to focus on the six middle school option. District staff developed the phasing for this scenario because scenario B1 exceeds \$600 M. for phase 1. The proposed phasing for the 2020 bond provides constructing a new, fifth MS at the Former Alderwood MS site. It also includes replacing Oak Heights, Beverly, and Westgate Elementary Schools, constructing a facility for Scriber Lake HS at a more central location (TBD), investing approx. \$50 M. in renewal and upgrade projects, funding additional/replacement facilities for Early Childhood Education and providing \$7.5 M for interim ES capacity and designing projects for Phase 2 in 2026.

This scenario delays until Phase 2 replacing Brier Terrace and College Place Middle schools and any expansion of Alderwood and Meadowdale Middle Schools to accommodate 900 students.

Scenario A2A – Five Middle Schools (MS) Grades 6-8: 1 Magnet MS @ 1200 students, 4 MSs @ 825 students each, One new Elementary School in the NE Quad - approx. \$607 M. The Committee chose not to develop phasing for this option, preferring to focus on the six middle school option. District staff developed this scenario because it offered programmatic benefits. The key feature of this scenario is replacing College Place MS with a magnet program for 1200 students. The proposed Phase 1 for this scenario includes replacing Oak Heights and Beverly Elementary Schools, investing approx. \$50 M. in renewal and upgrade projects, and providing \$10 M. for interim ES capacity and designing projects for Phase 2 in 2026. It also includes the option of either replacing Scriber Lake HS at a more central location (TBD), OR, funding additional/replacement facilities for Early Childhood Education.

This scenario delays until Phase 2 replacing Brier Terrace Middle School and any expansion of Alderwood and Meadowdale Middle Schools to accommodate 825 students.

District staff note that there could be programmatic benefits to a magnet program, and that it keeps four of the five Middle Schools closer to the target enrollment of 750 students. It is easier to phase the replacement of Brier Terrace MS and expansion of Alderwood and Meadowdale MSs under this option. It preserves the opportunity to add a sixth Middle School at the Woodway campus should enrollment increase beyond capacity.

3. Middle School Reconfiguration

The Committee's emphasis on Middle School reconfiguration is based on the work of two other groups: the Enrollment Committee, and the Middle School Reconfiguration Study Team. The Enrollment Committee presented its recommendation to the School Board prior to the Bond Committee beginning its activities. The Bond Committee reviewed the Enrollment Committee report which identified shifting Sixth Grade to the Middle School as an appropriate way to handle current and projected overcrowding at the Elementary level.

The District team investigating Middle School Reconfiguration reported to the Committee that, independent of enrollment considerations, research supported increasing the grade span of District Middle Schools beyond the current two years. A grade span of three or four years provides better educational and behavioral outcomes. There does not appear to be an ideal grade span. Research does indicate that an enrollment size of 750 students or less is preferred and functions better for a number of student groups, particularly "non-white racial groups and low SES".

However, the research also indicates that a larger enrollment size can perform well given attention and resources devoted to program design, staff development and student support. The following is the discussion of middle school enrollment size from the "Executive Summary of Research on Middle School Configuration" prepared by District administrators and shared with the Committee:

Size Matters

We know from research that the size of a middle school does matter. Recommendations for total middle school enrollment suggest a school of no more than 750 students. However, larger middle schools can be effective provided that there is intentional programming designed to help make the school feel smaller. One study indicated that middle schools over 750 had lower academic and other outcomes, particularly for non-white racial groups and low SES (e.g., Lee & Loeb, 1998; Alspaugh, 1998; Rockoff & Lockwood, 2010), but that those schools who had "high implementation" of best middle school practices identified in Turning Points, and This We Believe had better outcomes:

- Small, stable cohorts
- Intentional transition planning for incoming 6th graders
- Strong social/emotional focus

It will be critical that we attend to this in our design of 6-8 middle schools if we ultimately determine that our school size will be greater than the recommended 750 students. As part of the reconfiguration process, Issaquah and Tahoma school districts learned that schools too small actually cost more to operate and, especially at the high school level, cannot offer the program diversity necessary for this generation of students. Schools were deemed too large if the facility was not designed for the number attending or staffed properly. However the optimal school sizes that they defined were: Elementary = 500-600; Middle School = 700-900; and High School = 1,800-2,000. These numbers were based on operational costs, program needs, and community perception.

In Arizona, the recommended maximum school sizes are 500 students for elementary and middle schools, and 1,000 students for high schools. While these maximum size recommendations are outlined in the state's School Facilities Board's 21st Century Schools Report (2007), they have not been codified by the state. North Carolina has published two ranges of recommended maximum school sizes. The first, which prioritizes **school climate**, recommends maximum school sizes of 300 to 400 students for elementary schools, 300 to 600 students for middle schools, and 400 to 800 students for

high schools. The second set of recommendations, prioritizing economic efficiency, recommends larger size maximums of 450 to 700 students for elementary schools, 600 to 800 students for middle schools, and 800 to 1,000 students for high schools. As is the case in Arizona, North Carolina's school size maximums are only presented as guidelines, and are not mandated by the state (North Carolina Department of Public Instruction, 1998).

According to data collected from a 1991-1992 national study funded by the National Association of Secondary School Principals (NASSP), the majority of middle level administrators surveyed thought that 400-799 students was the optimal size for a middle level school (Valentine, Clark, Irvin, Keefe, & Melton, 1993).

The complete "Executive Summary of Research on Middle School Configuration" is attached as Exhibit 4.

As mentioned above the Committee prefers the Six Middle School option. The Committee recognizes that this scenario requires using the Woodway Campus for a new MS, which, in turn requires in addition to the cost of the MS approx. \$15 M. for access road improvements, and \$50 M. to \$70 M. to replace facilities for Edmonds Heights K-12, VOICE and Work Adjustment. All scenarios assume that Scriber Lake High School should be relocated to a more central location, either in Phase 1 or Phase 2. That cost is a separate issue, but Scenario B1 would require moving Scriber in Phase 1. District staff will be investigating specific site design options for the Woodway Campus to determine if some existing buildings could be retained for current programs, thus reducing the cost.

The attached spreadsheet, Exhibit 3, compares the cost of the different Middle School Reconfiguration options. The principal difference in cost is the need to improve road access at the Woodway Campus and replace facilities for the programs housed there.

4. Replacement Projects

The Committee devoted twelve of its meetings to touring existing District schools to understand their physical condition and educational suitability. District staff provided the OSPI Building Condition Assessment forms for each school and a list of major renewal and upgrade projects completed at each site. Each School Principal gave the committee a written assessment of their school's educational suitability, positive features, and concerns. The Principal and other school staff led the Committee through each facility, described features and concerns, and answered questions.

Each Committee member selected the five schools that they think should be replaced first. A tally of these priorities had the following results:

Group 1 – Schools prioritized by a majority of the Committee:

- Oak Heights ES, NE Quad – 24 votes
- Beverly ES, NE Quad – 21 votes
- Westgate ES, SW Quad – 17 votes

Group 2 - Schools prioritized by a plurality of the Committee:

- Sherwood ES, SW Quad – 12 votes
- Cedar Way ES, SE Quad – 10 votes (tie)
- College Place ES, SW Quad - 10 votes (tie)
- Alderwood Early Childhood Center – 9 votes

No other school received more than three votes.

These priorities are listed on the individual scenarios.

5. Other Programs

Scriber Lake High School's (SLHS) location at the Woodway Campus is not central enough for a District-wide program and is poorly served by transit, which is the primary travel mode for many students. There is space at the College Place Middle/Elementary campus to accommodate SLHS as well as a new MS and new ES. In this new location at College Place SLHS could be re-imagined as a magnet program in combination with the new MS. Provision would still be needed for the current SLHS program.

The District's current Early Childhood Center is housed at the old Alderwood Elementary School (AECC), which was not designed for the students now attending there and is running out of space. In addition District Staff have identified a need to serve approximately an additional 400 students. The Committee discussed both replacing AECC, perhaps with a somewhat larger capacity, and also constructing an additional Early Childhood Center at another location to provide more capacity and a more convenient location for some families. An alternative to the additional center would be to construct facilities at several elementary schools. These dispersed facilities at elementary school schools should be designed for the specific requirements of early childhood.

The report on Early Childhood Education needs and options that was given to the Committee is attached as Exhibit 5.

6. Renewal and Upgrade Projects

Given that the District may not be able to replace most of its older facilities with the 2020 Bond proposal, it will need to renew and upgrade the facilities it is not replacing. There is an ongoing need to replace major systems such as roofs, heating & ventilation, pavement and fields. Safety, educational program needs, operational efficiency, and changes in technology and building code requirements require additional investments. Many of the older elementary schools do not have adequate space for classrooms or intervention programs. Because they do not have a large event/eating space separate from their gym, , they often have to serve meals in classrooms, it is difficult to schedule PE classes, and they are restricted in their ability to conduct assemblies, large scale educational programs (e.g. science fairs) music programs and community events. They lack adequate space for band and orchestra. They cope with poor sightlines for supervision and security arising from multi-building campuses, and lack of rainy-day recess space.

IV - ATTACHMENTS

Exhibits

- 1 - Existing Older Schools Evaluation Data spreadsheet
- 2 - Detail costs of Scenarios Y1, B1, A1A, and A2A
- 3 - Comparison of Middle School Costs among Scenarios B1, A1A, A2A
- 4 - Executive Summary of Research on Middle School Configuration
- 5 - Early Childhood Education Executive Summary

Addendum

June 9, 2019 email from Committee Member Courtney Wooten concerning equity impacts of Middle School enrollment capacity

Appendices

- A. Committee Members
- B. Meeting Schedule
- C. First meeting handouts
 - C1 Enrollment Report
 - C2 OSPI Building Condition Assessment data
- D. Sample Building Tour and Evaluation Materials for Oak Heights
 - D1 OSPI ICOS Report sample
 - D2S School Site Plan
 - D2FP School Floor Plan
 - D3 School Principal's Facility Evaluation
 - D4 Data and Observation sheet

Exhibit 1

Existing Older Schools Evaluation Data

EDMONDS SCHOOL DISTRICT

Potential School facilities for next bond issue

DRAFT 2 Evaluation Criteria and ratings

This version edited by:

SCHOOL	Educational Suitability *	OSPI Condition Score (100 point scale - ICOS 2014)	2027 Enrollment vs Capacity w/ portables *	2027 Enrollment vs Capacity w/o portables*	Program space for intervention programs*	Separate Commons and Gym	Current covered play structure	2027 Enrollment vs Capacity w/ portables	2027 Enrollment vs Capacity w/o portables	2028 Enrollment vs Capacity w/ Gr6-8 MSs and one new ES***	Age in Years in 2020	Building Area (Square Feet)
Alderwood ECC	N/A	82.36	N/A	N/A	P	N	N/A	N/A	N/A		55	36,885
Beverly ES	P	85.76	P	U	P	N		109%	137%	97%	61	49,430
Brier ES	P	79.68	F	F	P	N	N	99%	99%	87%	50	44,104
Brier Terrace MS	F	78.74	G	G	P			84%	84%	TBD	51	88,527
Cedar Way ES	F	75.74**	U	U	P			114%	126%	101%	61	54,092
College Place ES	P	76.95	P	P	P	N		109%	109%	92%	51	50,017
College Place MS	P	75.41	G	G	P			71%	71%	TBD	50	86,790
Edmonds ES	P	76.86	G	G	P	N	N	94%	94%	90%	53	34,719
Woodway Campus	TBD	71.32**	N/A	N/A			N	N/A	N/A		53	148,484
Hazelwood ES	P	83.46	F	P	P	N		99%	109%	88%	53	53,717
Hilltop ES	P	83.85	P	U	P	N		107%	117%	88%	52	51,400
Martha Lake ES	F	84.32	U	U	P	N	N	116%	116%	88%	28	50,092
Oak Heights ES	P	81.76	U	UU	P	N		153%	209%	88%	53	51,653
Seaview ES	F	84.19	G	G	P		Partial	90%	90%	102%	59	50,551
Sherwood ES	P	84.95	F	U	P	N		98%	136%	102%	53	43,564
Spruce ES	TBD	N/A	P	U	P	TBD		110%	142%	88%	TBD	TBD
Westgate ES	P	85.19	U	U	P	N	N	112%	149%	109%	62	47,032
Woodway ES	P	72.84**	N/A	N/A	P	N	N	N/A	N/A		58	37,075
New NE Quad Elementary School										88%		
District-wide Elementary Capacity										91%		
Middle School #5												
New SLHS												
Early Childhood Learning Center												

* E= Excellent, G = Good, F = Fair, P=Poor, U= Unsatisfactory

** Score needs to be updated to reflect major improvements since 2014

*** Assumes reboundarying ONLY NE Quad

Exhibit 2

Detail costs of Scenarios Y1, B1, A1A, and A2A

DRAFT Scenario Y1 - All Needs

Project	2020 Bond Cost*	Phase 1	Phase 2
Complete Spruce Phase 2	\$ 50,000,000		
Add/Replace/Expand Middle Schools for Grades 6-8, Capacity of 4500 Students - Assumes 6 MSs incl. use of Woodway Campus	\$ 380,000,000		
Replace Wooway Campus programs: EH K-12, VOICE, Work Adjustment , etc.	\$ 70,000,000		
Replace Scriber Lake HS	\$ 55,000,000		
New Elementary NE quad	\$ 65,000,000		
Replace 13 Elementary Schools (LWE \$)	\$ 845,000,000		
Replace Alderwood Early Childhood Center	\$ 65,000,000		
Expand Early Childhood Program	\$ 65,000,000		
Renewal Projects District-wide	\$ 140,000,000		
Total	\$ 1,735,000,000	\$ -	\$ -

*assuming 6% inflation for 5 years

Scenario B1 - 6 Middle Schools @ 750 students ea., + 1 new ES

Project	2020 Bond Cost*	5-6-19 Con - sensus Phase 1*	Phase 2 **
Complete Spruce Phase 2	\$ 50,000,000	\$ 50,000,000	
New Middle School #5 (750 students) at Alderwood	\$ 90,000,000	\$ 90,000,000	
New Middle School #6 (750 students) includes roadwork, etc.	\$ 110,000,000	\$ 110,000,000	
Replace Woodway Campus facilities - cost to be revised	\$ 70,000,000	\$ 70,000,000	
Replace College Place MS (750 students)	\$ 90,000,000		\$ 114,000,000
Replace Brier Terrace MS (750 students)	\$ 90,000,000		\$ 114,000,000
Scriber Lake HS	\$55,000,000	\$55,000,000	
New Elementary NE quad	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #1 - Oak Heights	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #2 - Beverly	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #3 - Westgate	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #4 - Sherwood	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #5 - Cedar Way or College Place	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #5 - Cedar Way or College Place			\$ 82,000,000
Early Childhood Capacity	\$ 65,000,000	\$ 65,000,000	
Renewal Projects District-wide (2.7M Sq Feet), approx 3%/year	\$ 140,000,000	\$ 70,000,000	\$ 88,000,000
Elementary School Interim Capacity	\$ 5,000,000	\$ 2,500,000	\$ 3,000,000
Preliminary design of Phase 2	\$ 5,000,000	\$ 5,000,000	
Total	\$ 1,160,000,000	\$ 647,500,000	\$ 729,000,000

Replace remaining 7 Elementary Schools \$ 455,000,000

*Amounts assume 6% inflation for 5 years

** Amounts assume an additional 4 years of inflation at 6%

Scenario A1A- 5 Middle Schools @ 900 Students ea., + 1 new ES

Project	2020 Bond Cost*	Phase 1*	Phase 2**
Complete Spruce Phase 2	\$ 50,000,000	\$ 50,000,000	
New Middle School #5 (900 students)	\$ 105,000,000	\$ 105,000,000	
Replace Brier Terrace MS (900 students)	\$ 105,000,000		\$ 133,000,000
Replace College Place MS (900 students)	\$ 105,000,000		\$ 133,000,000
Expand Alderwood MS & Meadowdale MS to 900 students ea	\$ 35,000,000	\$ 5,000,000	\$ 45,000,000
New Elementary NE quad	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #1 - Oak Heights	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #2 - Beverly	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #3 - Westgate	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #4 - Sherwood	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #5 - Cedar Way or College Place	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #5 - Cedar Way or College Place	\$ 65,000,000		\$ 82,000,000
Replace Scriber Lake HS	\$ 55,000,000	\$ 55,000,000	
Early Childhood Capacity	\$ 65,000,000	\$ 65,000,000	\$ 82,000,000
Elementary School Interim Capacity ***	\$ 5,000,000		
Preliminary Design of Phase 2	\$ 5,000,000	\$ 5,000,000	
Renewal Projects District-wide	\$ 140,000,000	\$ 55,000,000	\$ 114,000,000
Total	\$ 1,125,000,000	\$ 600,000,000	\$ 753,000,000
Replace remaining 7 Elementary Schools	\$ 455,000,000		

*Amounts assume 6% inflation for 5 years

** Amounts assume an additional 4 years of inflation at 6%

*** Not required in this scenario

Scenario A2A - 4 MSs @ 825 Students ea., 1 MS @ 1200, + 1 new ES

Project	2020 Bond Cost*	Phase 1*	Phase 2**
Complete Spruce Phase 2	\$ 50,000,000	\$ 50,000,000	
New Middle School #5 (825 students)	\$ 98,000,000	\$ 98,000,000	
Replace Brier Terrace MS (825 students)	\$ 98,000,000		\$ 124,000,000
Replace College Place MS (1200 students)	\$ 145,000,000	\$ 145,000,000	
Expand Alderwood MS & Meadowdale MS to 825 students ea	\$ 18,000,000	\$ 2,000,000	\$ 23,000,000
New Elementary NE quad	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #1 - Oak Heights	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #2 - Beverly	\$ 65,000,000	\$ 65,000,000	
Replace Elementary School #3 - Westgate	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #4 - Sherwood	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #5 - Cedar Way or College Place	\$ 65,000,000		\$ 82,000,000
Replace Elementary School #5 - Cedar Way or College Place	\$ 65,000,000		\$ 82,000,000
Replace Scriber Lake HS OR Replace/Expand Early Childhood	\$55,000,000	\$55,000,000	
Ph 2 Replace/Expand Early Childhood Center OR Replace Scriber I	\$65,000,000		\$ 82,000,000
Ph 2 Replace Scriber Lake HS Replace OR /Expand Early Childhooc	\$65,000,000		\$ 82,000,000
Renewal Projects District-wide	\$ 140,000,000	\$50,000,000	\$114,000,000
Elementary School Interim Capacity	\$ 5,000,000		
Preliminary design of Phase 2	\$ 5,000,000	\$ 5,000,000	
Total	\$ 1,199,000,000	\$ 600,000,000	\$ 753,000,000
Replace remaining 7 Elementary Schools	\$ 455,000,000		

*Amounts assume 6% inflation for 5 years

** Amounts assume an additional 4 years of inflation at 6%

Exhibit 3

Comparison of Middle School Costs among
Scenarios B1, A1A, A2A

Cost Comparison - Five Middle Schools versus Six Middle Schools

SC A1 - Five Middle Schools	SC A2 - Five Middle Schools w/ Magnet	SC B1 - Six Middle Schools
2020 Bond Cost	2020 Bond Cost	2020 Bond Cost
New Middle School #5 (900 students) \$ 105,000,000	New Middle School #5 (825 students) \$ 98,000,000	New Middle School #5 (750 students) \$ 90,000,000
Replace Brier Terrace MS (900 students) \$ 105,000,000	Replace Brier Terrace MS (825 students) \$ 98,000,000	New Middle School #6 (750 students) + Woodway Campus road and utilities \$ 110,000,000
Replace College Place MS (900 students) \$ 105,000,000	Replace College Place MS (1200 students) \$ 145,000,000	Replace Woodway Campus facilities: SLHS, EH K-12, VOICE, Work Adjust, et al \$ 125,000,000
Expand Alderwood MS & Meadowdale MS to 900 students ea \$ 35,000,000	Expand Alderwood MS & Meadowdale MS to 825 students ea \$ 18,000,000	Replace College Place MS (750 students) \$ 90,000,000
		Replace Brier Terrace MS (750 students) \$ 90,000,000
2020 Bond Cost \$ 350,000,000	2020 Bond Cost \$ 359,000,000	2020 Bond Cost \$ 505,000,000

Exhibit 4

Executive Summary of Research on Middle School Configuration

Executive Summary of Research on Middle School Configuration

The Enrollment Committee was established in 2017 to examine district capacity in each of our buildings and projected increases in enrollment to analyze future capacity needs. Their work indicated that there was a need for grade reconfiguration based solely on growing enrollment and that grade reconfiguration from an educational standpoint would need to be investigated further. In November, 2018 a Middle School Exploratory Committee (MSEC) was formed to investigate a change to a 6-8 model from a best educational practices perspective for the district. The MSEC Executive Summary will share best practices and research about middle level education to help the Facilities and Bond Committee determine final recommendation(s) to the Edmonds School Board.

Based on the research of the exploratory committee (MSEC), there are educationally sound reasons to support adding 6th grade to middle schools in Edmonds School District. However, there are multiple factors to consider, especially in addressing the developmentally responsive practices that will best serve students in the district. If Edmonds School District moves forward with a 6-8 middle school configuration, then the exploratory committee recommends the following:

Engage the community and establish a representative Reconfiguration Task Force large enough to accommodate subcommittees to who will:

- Study and develop recommendations for a district-wide philosophy specific to middle grade level focus
- Study program and instructional impacts of grade reconfiguration changes. What do we want the middle school experience to look like for students in grades 6, 7, and 8?
- Study, define and develop recommendations for the academic, activity, and athletic programs to match philosophy
- Study and develop recommendations for special programs (Special Education, ELL, Highly Capable, etc) to match philosophy
- Define and initiate recommendations for staffing, budget
- Define and initiate recommendations for professional development, and curriculum work necessary for transition

History/Background on the 6-8 Middle School Model

The middle school movement of the 1960's and 1970's was a response to the problem of junior high schools that many considered inattentive to the developmental needs of young adolescents. In the late 1990's there was a significant push to return to traditional K-8 schools (Senechal, Stringer 2014). Since 2000, much of the research around middle level education relates to comparing K-8 schools to either middle schools (5-8, 6-8, or 7-8) or junior high schools (7-9).

The shift to middle schools of 5-8 or 6-8 combinations from 7-9 combinations was based on:

- Increasing evidence that children matured earlier than before
- In 1910 children reached puberty at approximately 12-14 years of age; today, most children reach puberty by age 11
- Puberty appears to start approximately four months earlier every decade
- The belief that 9th grade was more attached to high school (graduation requirements, credits)
- More sophisticated evaluation and research methods and materials provided more accurate data

(Combs, 2005)

Recent research has produced mixed results in comparing grade configurations and indicates there is no ideal grade configuration in terms of student achievement. Rather, that a **high quality educational**

experience has a greater impact than any configuration design. Using longitudinal data from national data sets, no significant difference was found between attendance in K-8 schools as compared to 6-8 schools in relation to achievement in either reading or mathematics (Carolan and Chesky 2012).

Some research completed on more focused sample sizes (district, county, etc.) indicates that achievement of students in middle grades is higher when they attended schools with a wider grade span. One study showed a fall in achievement if a transition happened in 5th, 6th, or 7th grade when compared with students who did not transition --often at K-8 schools. However, a number of studies have gone on to determine that it was not the K-8 grade configuration per se, but rather the smaller size and relative stability of the peer cohorts in those schools. So, it may have less to do with when the transition happens and more to do with the transition itself (Senechal & Stringer 2014).

What we can conclude from this research is there is consistent evidence that students in the middle grades need support in planned, intentional transitions from elementary to middle school and small stable cohorts of peers in the middle school setting. Social consequences such as physical, emotional, psychological changes also affect students during transition between grades, so supports need to be put in place to address these needs.

Instruction vs. Configuration

In terms of academic progress of students, most researchers agree that the quality of the school and classroom instruction are more important than grade configuration. In a 2004 study, Pate, Thompson, and Homestead argued that the following played a greater role in determining academic success than did grade configuration:

Instructional practice	Education and occupation of parents
Educational level of teachers	Staff specifically trained to teach middle school age children
Experience of teachers	Length of school year
Expenditure per student	Quality of instructional materials

Multiple researchers have indicated that classroom quality and school characteristics predicted youth functioning regardless of school type or entering middle school in 5th or 6th grade. Holas and Huston argue that the focus should be on **classroom quality** and **school size**. Also, several researchers stipulate that what is important is a school's organizational culture, school size, cohort size, leadership and teaching practices. They identify such practices as:

Developmentally appropriate practices for early adolescents,
Student-teacher relationships and support for learning, heterogeneous grouping and
High expectations for all students, and
Collaborative teacher relationships such as team teaching and integrated teaming.

AMLE and other researchers recommend:

- Support services to include advisory programs and comprehensive counseling services,
- Integrated team teaching,
- Small cohorts of students, cohort size, not grade configuration - focus on smaller size and stability of peer cohorts
- Bell schedule considerations,
- Transition support for students moving to new grade
- Professional development to support transitions and instruction (in integrated teams and subject areas)

All of these practices may be implemented within any grade configuration.

Adolescent Development

Association for Middle Level Learning supports that adolescents need educational programs that serve the unique developmental needs of students aged 10-15. Young adolescents undergo significant physical, emotional and psychological changes and schools should take note and implement programs that help these students cope with the problems and confusions they experience. Programs should address not only academic achievement, but also psychological and social-emotional wellbeing, and behavior.

Early adolescents share several characteristics (Appendix A), (Combs 2005;2011, Wood 2017):

Desire for independence	Ambivalence concerning dependence
Growth in importance of the peer group	Emancipation from the home
Sexual, emotional, and social maturation	Fluctuation of emotions
Search for values and norms	Concern about physical growth and appearance
Resentment of authority figures	Development of self concept

Middle School Configurations (Appendix B)

Edmonds current configuration serving middle grades includes four 7-8 middle schools and two K-8 schools, and one K-12.

The middle school is a grade pattern that usually begins with either the 5th or 6th grade and ends with the 8th grade. Generally, 5-8, 6-8, and 7-8 considered “middle school”. The middle school philosophy emphasizes the needs and interests of the students with a focus on the affective as well as cognitive. Middle schools have a willing attitude on the part of the staff toward instructional experimentation, open classrooms, team teaching, utilization of multimedia teaching techniques, and student grouping by talent and interest rather than age alone. They emphasize individual instruction and guidance for each pupil, focus on educating the whole child, not just the intellect, and work to help ease transition between childhood and adolescence.

Researchers have reported that 6th grade was the most appropriate entry level for the middle school. Additionally, they recommend that 5th grade teachers adopt promising middle school approaches to prepare students for middle school. They further report that 6th graders more closely resemble 7th graders than 5th graders in areas of personal adjustment and sense of personal freedom. Consequently, the 6th grade is the most appropriate entry level for the middle school.

According to Combs (2005; 2011):

- The overwhelming majority of the research supports the middle school concept.
- 7/8 combination is the worst configuration available based on the current research.
- The 6-8 combination is the most common configuration at this time, as supported by current research.
- The 5-8 grouping is growing in popularity as research is becoming more supportive of this configuration based on the constantly changing needs of the students.

Advantages and Disadvantages*

Configuration	Advantages	Disadvantages
7-8	<ul style="list-style-type: none"> • 7th and 8th grade pupils are given special attention • Immature 6th graders have an additional year of elementary school • Makes for less gradual transition for pre-adolescents 	<ul style="list-style-type: none"> • Makes for less gradual transition for pre-adolescents • The “revolving door” effect does not allow students to identify with the school • The largest number of students’ adjustment problems occur in this combination • The 7-8 combination continues the perception of a junior high school (7-9) with all of its drawbacks: <div style="margin-left: 20px;">Hull wrote that ... Junior highs mimic the educational programs of high schools for a population that is not able to deal with these approaches</div> • Rather than providing a bridge between elementary and high school, junior highs adopt the high school programs, methodologies, etc.. resulting in a more difficult transition. • The emphasis on subject matter (as opposed to student centered program) is inappropriate for the developmental needs of the students • District/teachers must adapt curriculum that is designed for 6-8 grade bands to fit
6-8	<ul style="list-style-type: none"> • Supports the research findings which show that the youngster today enters adolescence much earlier than 50 years ago • The students’ ages more nearly parallel the period of human growth and development between childhood and adolescence - ages 11-13 = grades 6-8 • Pupils are grouped who are more alike than either elementary or secondary pupils. • It more appropriately meets the academic needs of students. • Increased time to build relationships with families and students • Increased leadership opportunities for 8th grade students - more effective with wider age difference • 5th graders would have greater opportunity for leadership in elementary school 	<ul style="list-style-type: none"> • Some 6th graders might still need the protective environment • 6th graders would not be able to participate in some elementary programs (safety patrol, etc.) • The elementary school challenge to teachers working with children at 6th grade would be missing • Some elementary programs might be curtailed/impacted if 6th grade is no longer there

	<ul style="list-style-type: none"> • Exposure to application skills; these pupils are at an age where they need reinforcement and extension of skills through application • Opportunity for specialization • Standards shift in curriculum between 5th and 6th grade can be addressed • Access to guidance counseling • Availability of labs... technology • More stimulation through departmentalization, special facilities and equipment • Availability of broader curriculum • More orderly transition (materials, instruction, expectations) • Allows students to develop identity with the building and for the faculty to get to know and work with students • Participation in after school activities - clubs, sports • Students could have a “fresh start” a year earlier 	
<p>5-8</p>	<p>The advantages and disadvantages are virtually the same as those for the 6-8 plan. Specifically, advantages of 5-8 configuration:</p> <ul style="list-style-type: none"> • Supports many research findings which show that today youngsters enter adolescence at an earlier age • Groups pupils who are more alike than either elementary or secondary pupils • These pupils are at an age where they need reinforcement and extension of skills through application • Facilitates a flexibility in grouping students for instructional purposes and affords even broader curriculum offerings than the 6-8 model • Provides for more orderly transition • The middle school would have an identity of its own. • Participation in after school activities - clubs, sports 	<ul style="list-style-type: none"> • Some younger students might be better off in the more protective elementary environment • The leadership role of 5th and 6th graders would be lost to elementary schools • The 5-8 plan assumes ... that the maturation patterns of 5th grade pupils are more like those of 6th, 7th, and 8th grade students than they are like 3rd and 4th graders

*adapted from Combs, H.J (2005, 2011)

Additional advantages and disadvantages:

Common Core Standards grade bands are K-5 and 6-12, so many publishers design their curriculum offerings as K-5 programs and 6-8 programs. There is a significant shift in standards from 5th to 6th grade (Skills to Application). Thus, Edmonds has had to expend resources to adapt curriculum to fit the current 6th grade model in elementary, which has created more “kit based” curriculum rather than the scope and sequence for which it was designed to work.

Among districts near to Edmonds School District, most have already moved to a 6-8 configuration. Recently, Northshore School District implement the format for the 2018-19 school year, and Shoreline School District will implement 6-8 grade middle schools beginning fall of 2019. Thus, there are districts we can study and learn from about the process, hurdles, and considerations as Edmonds determines its direction.

Logistical Considerations

Size Matters

We know from research that the size of a middle school does matter. Recommendations for total middle school enrollment suggest a school of no more than 750 students. However, larger middle schools can be effective provided that there is intentional programming designed to help make the school feel smaller. One study indicated that middle schools over 750 had lower academic and other outcomes, particularly for non-white racial groups and low SES (e.g., Lee & Loeb, 1998; Alspaugh, 1998, Rockoff & Lockwood, 2010), but that those schools who had “high implementation” of best middle school practices identified in Turning Points, and This We Believe had better outcomes:

- Small, stable cohorts
- Intentional transition planning for incoming 6th graders
- Strong social/emotional focus

It will be critical that we attend to this in our design of 6-8 middle schools if we ultimately determine that our school size will be greater than the recommended 750 students.

As part of the reconfiguration process, Issaquah and Tahoma school districts learned that schools too small actually cost more to operate and, especially at the high school level, cannot offer the program diversity necessary for this generation of students. Schools were deemed too large if the facility was not designed for the number attending or staffed properly. However the optimal school sizes that they defined were: Elementary = 500-600; Middle School = 700-900; and High School = 1,800-2,000. These numbers were based on operational costs, program needs, and community perception.

In Arizona, the recommended maximum school sizes are 500 students for elementary and middle schools, and 1,000 students for high schools. While these maximum size recommendations are outlined in the state’s School Facilities Board’s 21st Century Schools Report (2007), they have not been codified by the state. North Carolina has published two ranges of recommended maximum school sizes. The first, which prioritizes **school climate**, recommends maximum school sizes of 300 to 400 students for elementary schools, 300 to 600 students for middle schools, and 400 to 800 students for high schools. The second set of recommendations, prioritizing economic efficiency, recommends larger size maximums of 450 to 700 students for elementary schools, 600 to 800 students for middle schools, and 800 to 1,000 students for high schools. As is the case in Arizona, North Carolina’s school size maximums are only presented as guidelines, and are not mandated by the state (North Carolina Department of Public Instruction, 1998).

According to data collected from a 1991-1992 national study funded by the National Association of Secondary School Principals (NASSP), the majority of middle level administrators surveyed thought that 400-799 students was the optimal size for a middle level school (Valentine, Clark, Irvin, Keefe, & Melton, 1993).

Program Considerations

Our district has many programs that serve the unique learning needs of our students in elementary and middle school.

- Special Education: for students who receive Special Education services, we have two programs that are currently part of our elementary schools that will need to be included in a 6-8 middle school configuration.
- English Learners: Supports for students who are identified as English Learners (EL) will need to be included in our middle school configuration.
- Highly Capable: we currently have a Highly Capable program at Terrace Park Elementary and Brier Terrace Middle School. As we consider adding 6th grade students to the middle school, we will need to consider what it will look like for students in this program.
- Honors Courses: Our middle schools have some honors course offerings in English, Social Studies, Math and/or Science. We would need to consider if/how to offer honors courses as part of our 6th grade program in a 6-8 middle school configuration
- Math Placement: decisions on middle school math placement which are currently made in 6th grade would now be made in 5th grade.

Transition Planning

Engage the community and establish a representative Reconfiguration Task Force large enough to accommodate subcommittees to who will:

- Study and develop recommendations for a district-wide philosophy specific to grade level focus (6-8)
- Study program and instructional impacts of grade reconfiguration changes. What do we want the middle school experience to look like for students in grades 6, 7, and 8?
- Study, define and develop recommendations for the academic, activity, and athletic programs to match philosophy
- Study and develop recommendations for special programs (Special Education, ELL, Highly Capable, etc) to match philosophy
- Define and initiate recommendations for staffing, budget
- Define and initiate recommendations for professional development, and curriculum work necessary for transition

In addition to the planning for the system transition to a 6-8 middle school configuration, we also need to consider the needs of students as they transition to middle school.

- In the first year of a 6-8 middle school configuration, schools will need to plan for the intentional transition of two groups of students as we will have 6th and 7th grade students moving to a new school and a new programming model. We will need to plan for intentional staff professional learning to support teachers and students in this first year.

Staffing

We will need to work with Human Resources Department to identify teachers who hold the appropriate endorsements to be able to teach in a 6-8 middle school. Further, we will need work with our Teachers' Association to develop a process for how to move teachers from the elementary level to the middle level in the event that we do not have enough teachers who choose to move voluntarily.

This summary represents the research we have done to date on 6-8 middle school configuration. As we move forward, we will update this summary as needed.

APPENDICES

Appendix A

Common Developmental Traits by Age

Age/ Grade	Physical	Language/Cognitive	Social/Emotional
10 / 5th	<p>Signs of puberty begin for girls ahead of boys</p> <p>Muscles needed for big movements are developing quickly</p> <p>Need lots of outdoor play and physical challenges</p> <p>Enjoy precision tasks</p> <p>Benefit from snack and rest periods</p>	<p>Peer focused</p> <p>Descriptive</p> <p>Seek definitions</p> <p>Playful</p> <p>Gain identity through the group</p> <p>Enjoy categorizing and classifying</p> <p>Good at memorizing</p> <p>Like rules and logic</p> <p>Can concentrate on reading and thinking for long periods</p> <p>Enjoy choral reading, poetry, plays, singing</p>	<p>Contributing member of group; eager to reach out to others</p> <p>Quick to anger; quick to forgive</p> <p>Hardworking; take pride in schoolwork</p> <p>Open to learning mediation or problem-solving skills</p> <p>Listen well and enjoy talking and explaining</p> <p>Developing more mature sense of right and wrong</p>
11/ 6th	<p>Restless, very energetic</p> <p>Need lots of food, physical activity, sleep</p> <p>Growth spurts</p> <p>“Growing Pains”</p> <p>More colds, ear infections, etc.</p>	<p>Like “adult” tasks, such as researching</p> <p>Enjoy brain teasers and puzzles</p> <p>Want to learn new things more than review previous work</p> <p>Challenge assumptions —their own and those of adults</p> <p>Able to think abstractly and understand ideas</p>	<p>Common age for cliques and pairs</p> <p>Peer focused; need to save face with peers</p> <p>Moody; self-absorbed</p> <p>Sensitive about changing bodies</p> <p>Like to challenge rules, test limits</p> <p>Can be very serious</p>
12/ 7th	<p>Need lots of food, physical activity, sleep</p> <p>Growth spurts</p>	<p>May begin to excel at a subject or skill</p> <p>More sophisticated sense of humor</p>	<p>Peers more important than adults</p> <p>Question and argue with adults</p>

		<p>Enthusiastic about purposeful schoolwork; can set goals and concentrate</p> <p>Interested in civics, social justice</p>	<p>Like both group and individual work</p> <p>Need rituals to mark turning points</p> <p>Can be self-aware, insightful, empathic</p> <p>Can take on major responsibilities</p>
13/ 8th	<p>Lots of physical energy</p> <p>Skin problems are common; hygiene becomes more important</p> <p>More physically developed/ mature</p> <p>Can be physically awkward</p>	<p>Tentative, worried, unwilling to take risks on tough intellectual tasks</p> <p>Interested in fairness, justice, discrimination, etc.</p> <p>Often write better than they speak, so better at written work than oral explanations</p> <p>Need short, predictable homework assignments to build good study habits</p> <p>Starting to enjoy thinking about the many sides of an issue</p>	<p>Moody and sensitive, anger can flare up suddenly</p> <p>Feelings are easily hurt; can easily hurt others' feelings</p> <p>Very concerned about personal appearance</p> <p>Like to be left alone when home</p> <p>Prefer working alone or with one partner</p> <p>Spend hours with social media or video games</p> <p>Can be mean (may stem from being insecure or scared)</p> <p>More focus on friends, group</p> <p>Challenge the ideas and authority of parents and teachers</p> <p>Answer parents with a single word or loud, extreme language</p>

(Adapted from Yardsticks:Children in the Classroom Ages 4–14, 3rd edition,by Chip Wood, CRS, 2007)

The Center for Responsive Schools describes development for ages 11-13 years:

Elevens are going through huge changes in their bodies, minds, and social behavior as they begin adolescence. The easy friendliness of ten often gives way to awkward, sometimes rude behavior at eleven. With their growing capacity for higher thinking, children this age like to try work that feels grown up, such as researching and interviewing.

Twelves are often unpredictable and hard to read as they swing between childhood and adulthood. Their greatest need is to be with peers as they sort through their physical, social, and emotional challenges and the all-important identity question, "Who am I?"

Thirteen is typically an age of rapid growth in mind and body, an age of contrasts and confusion. Thirteen-year-olds are both pushing away from adults and seeking them. They're excited about new teenage opportunities but hesitate to take risks. Adding to the confusion, physical and emotional development is happening much faster in girls than in boys. (2005)

Appendix B

Middle School Grade Organization
1971- 2000

Grade Configuration	1971	% 1971	2000	% 2000	1971- 2000 Change	1971- 2000 % Change
5- 8	772	7%	1,379	10%	+607	+79%
6- 8	1,662	16%	8,371	59%	+6,709	+404%
7- 8	2,450	24%	2,390	17%	- 60	-2%
7- 9	4,711	45%	689	5%	- 4,022	-85%
Other	850	8%	1,278	9%	+428	+50%
Total	10,445	100%	14,107	100%	+3,662	+35%

*Source: Middle Level Leadership Center, July 2000

*Cited by DeJong, William S. and Craig, Joyce in *Age Appropriate Schools: How Should Schools be Organized*

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Exhibit 5

Early Childhood Education Executive Summary

Early Childhood Executive Summary

For Facilities & Bond Committee

April 22, 2019

Research on Early Childhood

Ideas: return on investment, closing gaps, what does it take to get kids to K readiness, connection to ADK in WA, Saturation Study, SB 5757

Data about need in ESD

Ideas: who are we currently serving, how are we serving them, PreK experience in ESD, K readiness

Current Facilities

Ideas: licensing requirements, current spaces (AECC, ECEAP, Family PreK), how would we meet licensing requirements using bathroom example (50/1 based upon occupancy vs 15/1 based upon classroom configuration)

Discussion of Centralized vs. De-Centralized Early Learning Programs

Ideas: summary of local districts (Everett, Lake Stevens, Shoreline, Renton), pros/cons table

Addendum

Email from Committee Member Courtney Wooten

FBC Recommendation

1 message

Courtney Wooten <courtneywooten@gmail.com>

Sun, Jun 9, 2019 at 10:44 AM

To: peterse@edmonds.wednet.edu, Laura Johnson <lauraannjohnson@yahoo.com>

Hello Ed,

As you are finishing up the Facilities and Bonds Committee recommendation, I wanted to reaffirm Laura's concern about expressing both the reason for and the strength of the Committee's preference for Scenario B1 (the six middle school option).

It isn't that the large size of the middle schools in the other options affects "groups of students" differently, it's that it literally builds racial and socio-economic inequity into our school system. Our educational systems already produce outcomes that unfairly dis/advantage along lines of race and class, and our District's Race and Equity policy is meant to help highlight and commit to addressing those inequities.

I would like our recommendation to the Board to be clear and explicit about our shared valuing of equity, and the very real concerns over the negative impacts to poor students and students of color in the other options. I am happy to help with drafting or with suggested language if you would like, and am willing to speak with the Board about this as well.

Thank you again for your leadership and sharing your expertise with us over the past year plus!

Sincerely,
Courtney Wooten

Sent from my iPad

Appendix A

Committee Members

Facilities & Bond Committee Members - 2018-19

Name	Position	Location
Ann McMurray	ESD School Board President	ESC
April Guentz	Admin Assistant	ESC
Bitia Nemati	Student	Lynnwood HS
Christi Kessler	Principal	Sherwood Elementary
Cindy Sackett	Community Member	
Colin Odell	Teacher	Oak Heights Elementary
Courtney Wooten	Community Member	
Danielle Cooper	Student	Lynnwood HS
Darcy Becker	Manager, Student Early Learning	ESC
Darrol Haug	Community Member	
Doug Sheldon	Community Member	
Ed Peters	Director, Capital Projects	ESC
Emily Moore	Principal	Spruce Elementary
Erin Murray	Community Member	
Gordon Black	Teacher	Edmonds-Woodway HS
James Sullivan	Teacher	Brier Terrace MS
Jan Maxson	Teacher	College Place MS
Julia Chin	Student	Lynnwood HS
Kris McDuffy	Superintendent	ESC - Superintendent
Laura Johnson	Community Member	
Leigh Lace	Teacher	Edmonds Elementary
Lisa Hunnewell	Community Member	
Lizbeth Kubilius	Teacher	Alderwood Early Childhood Ctr
Mark Roschy	Dir, Human Resources-Classified	ESC
Matt Finch	Project Manager, Capital Projects	ESC
Michael Cook	Teacher	Scriber Lake HS
Michele Parker	Community Member	
Mindy Woods	Community Member	
Phil Lovell	Community Member	
Robert Pohl	Community Member	
Sam Yuhan	Principal	College Place Middle School
Scott Mauk	Principal	Edmonds Heights K12
Stewart Mhyre	Executive Director, Bus & Ops	ESC
Susan Ardissono	Principal	Oak Heights Elementary
Terra Lea Dennis	Teacher	College Place Elementary
Terrance Mims	Principal	Edmonds-Woodway HS

Appendix B

Meeting Schedule

Facilities & Bond Committee Tour & Meeting Dates

Date	Time	Meeting Location	Schools to Tour	Other Info
April 16, 2018	6:30 - 8:00 p.m.	Meet @ ESC* Board Rooms	Introductory Meeting No School Tours	Sunset @ 8:00
April 30, 2018	6:15 - 8:00 p.m.	Meet at ESC	Beverly Elem Oak Heights Elem	Sunset @ 8:20
May 14, 2018	6:15 - 8:00 p.m.	Meet at ESC	Lynndale Elem AECC Drive by CVE (playfield)	Sunset @ 8:39
June 04, 2018	6:15 - 8:00 p.m.	Meet at ESC	Edmonds Elem Seaview Elem	Sunset @ 9:01
June 18, 2018	6:15 - 8:00 p.m.	Meet at ESC	Hazelwood Elem Hilltop Elem	Sunset @ 9:10
September 17, 2018	6:15 - 8:00 p.m.	Meet at ESC	Lynnwood Elem Spruce Elem	Sunset @ 7:17
October 01, 2018	6:15 - 8:00 p.m.	Meet at ESC	Martha Lake Elem Alderwood MS Possible drive by Site 29	Sunset @ 6:48
October 15, 2018	6:15 - 8:00 p.m.	Meet at ESC	College Place Elem College Place MS	Sunset @ 6:21
October 29, 2018	6:15 - 8:00 p.m.	Meet at ESC	Woodway Campus (EHK-12, SLHS etc.) Former Woodway Elem	Sunset @ 5:56
November 26, 2018	6:15 - 8:00 p.m.	Meet at ESC	Sherwood Elem Westgate Elem	Sunset @ 4:22
December 10, 2018	6:15 - 8:00 p.m.	Meet at ESC	Brier Elem Brier Terrace MS	Sunset @ 4:17
January 14, 2019	6:15 - 8:00 p.m.	Meet at ESC	Cedar Way Elem Old Alderwood MS	Sunset @ 4:43
January 28, 2019	6:15 - 8:00 p.m.	Meet at ESC	Mountlake Terrace Elem Terrace Park Elem	Sunset @ 5:04
February 11, 2019	6:30 - 8:00 p.m.	Meet at ESC	Committee Discussions or Another School Tour?	Sunset @ 5:26

February 25, 2019	6:30 - 8:00 p.m.	Meet @ ESC Board Rooms	Committee Discussions	
March 11, 2019	6:30 - 8:00 p.m.	Meet @ ESC Board Rooms	Committee Discussions	
March 25, 2019	6:30 - 8:00 p.m.	Meet @ ESC Board Rooms	Committee Discussions	
April 08, 2019	6:30 - 8:00 p.m.	Meet @ ESC Board Rooms	Committee Discussions (If Needed)	
April 22, 2019	6:30 - 8:00 p.m.	Meet @ ESC Board Rooms	Committee Discussions (If Needed)	
May 06, 2019	6:30 - 8:00 p.m.	Meet @ ESC Board Rooms	Committee Discussions (If Needed)	
May 20, 2019	6:30 - 8:00 p.m.	Meet @ ESC Board Rooms	Committee Discussions (If Needed)	

Purpose of Committee: Make a recommendation to the District's School Board regarding which facilities will be on the 2020 bond issue.

Meeting Location: ESC - Educational Services Center*

20420 68th Ave W

Lynnwood, WA 98036

Introductory & Committee Discussion Meetings are in the Board Rooms.

Tour Dates will meet in the front lobby of the ESC building, prior to boarding a District school bus.

Introductory Meeting: April 16, 2018

School Tours Begin: April 30, 2018

District Bus Leaves ESC: 6:30 p.m.

District Bus Returns ESC: 8:00 p.m.

Number of School Tours: 12 to 13

Number of Discussion Meetings: 4 to 8

Finish Recommendation: March 25, 2019 to May 20, 2019

Appendix C

First Meeting Handouts

[Download File Here](#)

Appendix D

Sample Building Tour and Evaluation
Materials for Oak Heights



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
Detailed Condition Assessment by Building
 Reporting Year 2017-2018

EDMONDS

72.63% Fair

OAK HEIGHTS ELEMENTARY SCHOOL - UNIT A

Building Details

PROFILE TYPE	Classroom Building - Slabs On Grade
NUMBER OF FLOORS	1
CHARACTERISTICS	Occupied

Building Inventory

AREA YEAR BUILT	DISTRICT ASSIGNED AREA	GROSS BUILDING SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	ORIGINAL OCCUPANCY DATE	ORIGINAL BOARD ACCEPTANCE DATE
1967	Area 1	8,409	8,409	8,409		
Building Totals		8,409	8,409	8,409		

Building Components

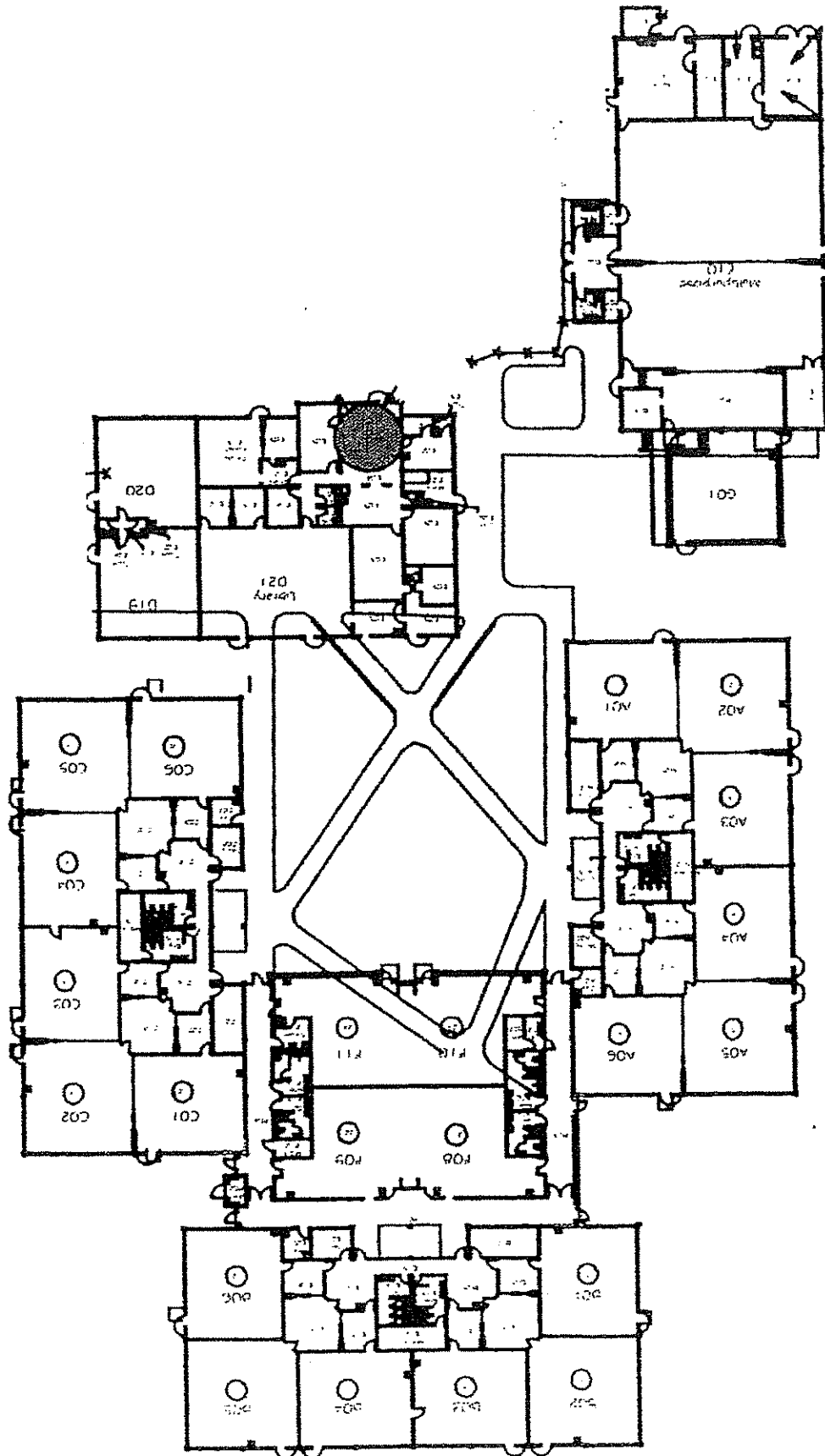
SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		90.00% Good
Slabs on Grade	Standard Slabs on Grade	A4010		90.00% Good
Water and Gas Mitigation	Building Subdrainage	A6010		90.00% Good
Superstructure	Roof Construction	B1020		90.00% Good
Exterior Vertical Enclosures	Exterior Walls	B2010		90.00% Good
	Exterior Windows	B2020		30.00% Poor
	<i>Deficiencies:</i>	Excessive Heat Loss		
	<i>Causes:</i>	U-Value		
	Exterior Doors and Grilles	B2050		30.00% Poor
	<i>Deficiencies:</i>	Not ADA Compliant		
	<i>Causes:</i>	Other		
	<i>Comments:</i>	old		
	Exterior Louvers and Vents	B2070		62.00% Fair
	<i>Deficiencies:</i>	Other		
	<i>Causes:</i>	Material Condition		
	<i>Comments:</i>	worn		

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Exterior Horizontal Enclosures	Roofing	B3010		100.00% Excellent
	<i>Deficiencies:</i>	Faulty Material, Leaking		
	<i>Causes:</i>	Cracks, Tears, Holes, and Breaks, Protective Coating, Standing Water, Surface Weathering		
	<i>Comments:</i>	Deficiency: Peeling paint at Fascias, Roof Leaks, Several Blocked Roof Drains		
	Roof Appurtenances	B3020		100.00% Excellent
	Horizontal Openings	B3060		100.00% Excellent
	Overhead Exterior Enclosures	B3080		90.00% Good
Interior Construction	Interior Partitions	C1010		90.00% Good
	Interior Windows	C1020		90.00% Good
	Interior Doors	C1030		30.00% Poor
	<i>Deficiencies:</i>	Not ADA Compliant		
	<i>Causes:</i>	Other		
	<i>Comments:</i>	old		
	Suspended Ceiling Construction	C1070		90.00% Good
Interior Finishes	Wall Finishes	C2010		90.00% Good
	Interior Fabrications	C2020		90.00% Good
	Flooring	C2030		62.00% Fair
	<i>Deficiencies:</i>	Stains, Discoloration		
	<i>Causes:</i>	Deterioration		
	<i>Comments:</i>	old		
	Ceiling Finishes	C2050		62.00% Fair
<i>Deficiencies:</i>	Efflorescence and Staining			
<i>Causes:</i>	Moisture			
<i>Comments:</i>	Deficiency: Stains at roof leaks			
Plumbing	Domestic Water Distribution	D2010		0.00% Unsatisfactory
	<i>Deficiencies:</i>	Water Leaking		
	<i>Causes:</i>	Other		
	<i>Comments:</i>	Hot water piping leaking in many places from corrosion.		
	Sanitary Drainage	D2020		90.00% Good

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Plumbing	Building Support Plumbing Systems	D2030		90.00% Good
HVAC	Facility Fuel Systems	D3010		90.00% Good
	Heating Systems	D3020		90.00% Good
	Facility HVAC Distribution Systems	D3050		90.00% Good
	Ventilation	D3060		62.00% Fair
	<i>Deficiencies:</i>	Excessive Noise, Stuffy Areas		
	<i>Causes:</i>	Blocked Vent Grills		
Fire Protection	Fire Suppression	D4010		90.00% Good
	<i>Deficiencies:</i>	Other		
	<i>Causes:</i>	Building Alterations		
	<i>Comments:</i>	Deficiency: Partial Fire Sprinkler coverage		
	Fire Protection Specialties	D4030		90.00% Good
Electrical	Electrical Services and Distribution	D5020		90.00% Good
	General Purpose Electrical Power	D5030		90.00% Good
	Lighting	D5040		90.00% Good
Communications	Data Communications	D6010		90.00% Good
	Voice Communications	D6020		90.00% Good
	Audio-Video Communications	D6030		90.00% Good
	Distributed Communications and Monitoring	D6060		90.00% Good
Electronic Safety and Security	Detection and Alarm	D7050		90.00% Good
Integrated Automation	Integrated Automation Facility Controls	D8010		100.00% Excellent
Furnishings	Fixed Furnishings	E2010		90.00% Good
	Movable Furnishings	E2050		62.00% Fair
	<i>Deficiencies:</i>	Surface Deterioration		
	<i>Causes:</i>	Deterioration		
	<i>Comments:</i>	Deficiency: Worn out classroom desks and chairs Corrective Actions: Replace classroom desks and chairs		



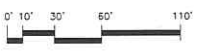
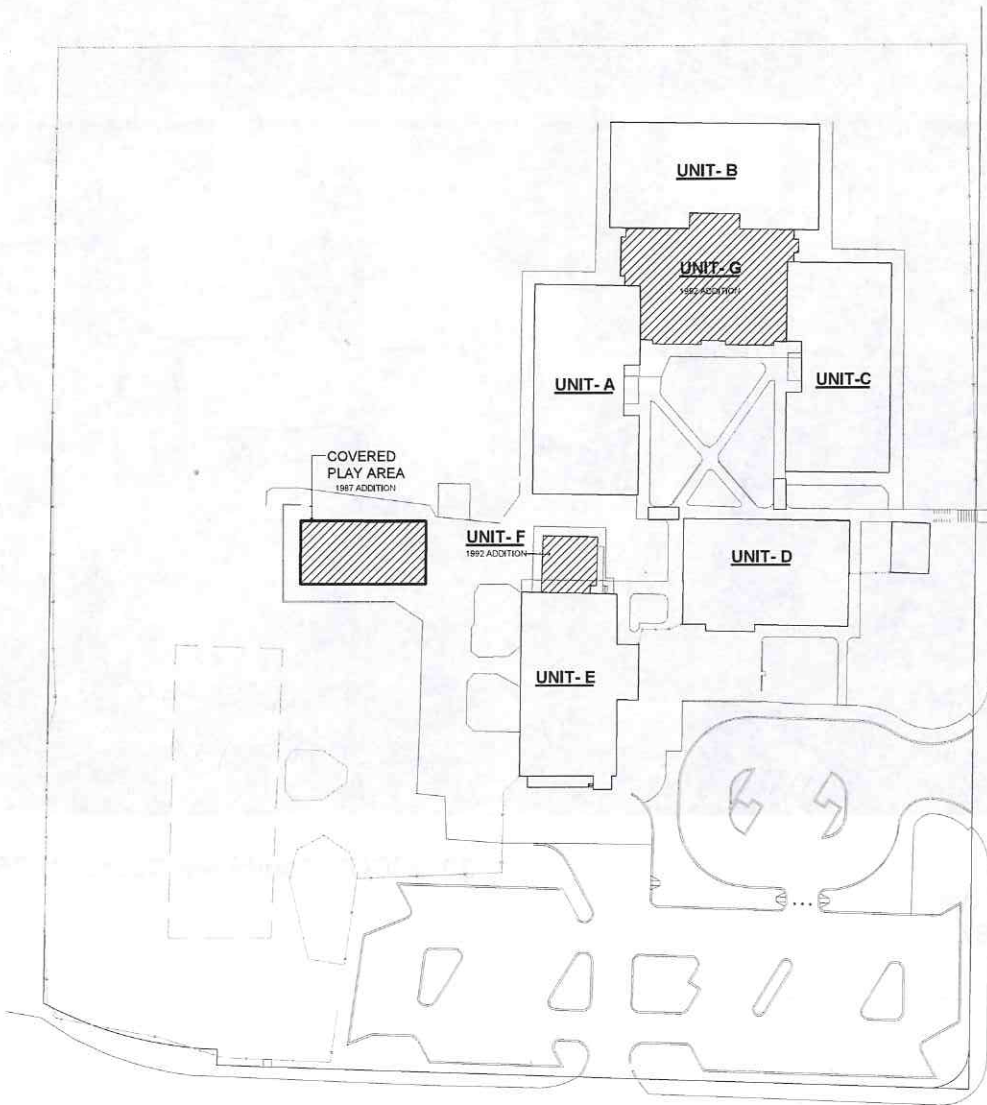
OH

Oak Heights Elementary School

15500 18th Avenue West Lynnwood, Washington 98037-9799



OAK HEIGHTS ELEMENTARY SCHOOL - SITE PLAN





Oak Heights Facility Summary – School Tour: April 30, 2018

Welcome to Oak Heights! We love our community and are excited to be celebrating 50 years of serving students this year! Here are the requested bullet points regarding the facility.

- Starting with what is positive, we appreciate the large classrooms and alcoves in the original 18 classrooms.
- We are negatively impacted by several issues that are related to the age and condition of our building. These include HVAC inconsistencies (some rooms very hot, others cold), few electrical outlets, infrastructure failures that can cause us to re-locate classrooms until repairs are complete.
- Our Gym also serves as the Lunchroom daily as well as the venue for concerts, performances, assemblies throughout the year. This impacts many things including our master schedule, the custodial workload, and limits our ability to provide some learning activities. Any special activity such as an assembly, STEM Fair, arts performances require us to displace or cancel PE classes.
- There are security concerns. The design and layout of the school makes securing the campus very challenging during the school day. As you tour, please note the exterior doors, gates and fences, as well as the vulnerability of the main office.
- Lack of spaces for intervention programs, meetings, offices for support staff (e.g. Family Engagement Liaison, counselors). We have converted storage rooms into instructional spaces and are currently serving our Learning Support and ELL students in alcove, these converted spaces, and two classrooms that are shared by four teachers and several paraeducators.
- Issues that are related to the size of the school relative to our population such as number of bathrooms, traffic patterns for moving classes to and fro, parent drop-off and pick-up, staff room capacity, as well as the need for 6 portable classrooms that have limitations such as no running water, limited storage, and being physically disconnected from a main building.

School Observation Worksheet

Facilities & Bond Committee

Tour Date: April 30, 2018

School: Oak Heights Elementary

QUAD: Northeast

Principal: Susan Ardissono

Assistant Principal: Kim Reich

Office Manager: Sandy Blomgren

Capacity Values				2017 Attendance				2022 & 2027 Enrollment Projections		2022 & 2027 Enrollment and Capacity Forecasts				
Grade Level	Quad	Attendance Area 2017 -18 Portable Count	Adj 2017 Capacity*	2017 Building Attendance	2017 Enroll/ Capacity w/ Portables	2017 Enroll/ Capacity No Portables	2017 Residing in Attendance Area	2022 Residing in Attendance Area	2027 Residing in Attendance Area	2017 Attend/ Residing %	2022 Enroll/ Capacity	2027 Enroll/ Capacity	2022 Enrollment	2027 Enrollment
ES	NE	Oak Heights -6 portables	528	626	118.56%	163.02%	709	863	913	88.29%	144.31%	152.67%	762	806
		Enrollment >100% + of Capacity	Year Built		Renovated		ICOS Score							
		Enrollment >95-100% + of Capacity	Original	1967	1993 Major		72.63%							
		Enrollment >90-95% + of Capacity	Rebuild		Modernization/Addition		Fair							

Physical Condition of School

- Capacity
- Condition
- Notes

Educational Suitability of School

- What could be changed to improve student learning?
- What could be added to improve student learning?
- Notes