



**ANACORTES SCHOOL DISTRICT NO. 103**

## **2014 State Study and Survey**

*Anacortes School District No. 103  
Skagit County, Washington*

***December 2014***

*Compiled by*

 **Hutteball & Oremus** ARCHITECTURE

*4010 Lake Washington Blvd. NE, Suite 320  
Kirkland, WA 98033*

## ACKNOWLEDGMENTS

The Anacortes School District administration and staff spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

### ANACORTES SCHOOL DISTRICT BOARD OF DIRECTORS

Jeannette Papadakis, President  
Bobbilyn Hogge  
Dr. Lynne Lang  
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Erin Rieger

### ANACORTES SCHOOL DISTRICT ADMINISTRATION

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Lisa Mathews, Director of Finance and Operations  
Kevin Schwartz, Whitney Early Childhood Education Center Principal  
Tara Dowd, Fidalgo Elementary School Principal  
Brian Hanrahan, Island View Elementary School Principal  
Peter Donaldson, Mt Erie Elementary School Principal  
Patrick Harrington, Anacortes Middle School Principal  
Jon Ronngren, Anacortes High School Principal  
Marty Yates, Director of Maintenance and Operations  
Joe Furin, CTE Director & Anacortes High School Teacher

### DESIGN TEAM

Marc Estvold, Project Manager  
Kevin Oremus, Hutteball & Oremus Architecture  
Scott Williams, Hutteball & Oremus Architecture  
Katie Pond, Hutteball & Oremus Architecture  
Mike Armstrong, Coughlin Porter Lundeen  
Vern Enns, Hargis Engineers, Inc  
Pete Richmond, Travis Fitzmaurice & Associates

### FACILITIES COMMITTEE

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Cory Ertel	Kirk Kennedy	Nels Stranberg	
Duncan Frazier	Elizabeth Lovelett	Kristine Stulz	
Joseph Furlin	Matt Miller	Steve Wilhoit	
Laurie Gere*	Gib Moore	Allen Workman	*Honorary Co-Chairs
Stephanie Hamilton	Sarah Nichols	Marty Yates	

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## EXECUTIVE SUMMARY

### Purpose of Document

All districts that wish to receive state financial assistance for construction or modernization of school facilities are required to prepare and adopt a 'Study & Survey' in accordance with WAC 392-341-025. This document shall be reviewed and updated a minimum of every six years. The following Study & Survey replaces and updates the 1995 Study and Survey previously prepared by the District.

The key elements of this document includes the District's education plan, enrollment projections, evaluation of existing facilities, a measure of the District's financial capabilities, and a long-range plan to achieve these goals.

- ***A resolution of the Board of Directors of Anacortes School District adopting this Study & Survey is included at the end of this Section.***

### School District Information

The Anacortes School District has approximately 2,640 students in grades K-12. The Anacortes School District is a major local employer, and also accommodates many of the community's recreational needs through extracurricular programs.

There is a strong and established partnership between the school system, families and community. In the District, there are a great number of truly exceptional teachers and support staff. Their primary focus remains the welfare of the children as they work with a commitment to meet the diverse needs of all learners. There is a high level of parental support and involvement in the children's education, as well as community support for underwriting and funding these programs. Both the schools and community have a well-established expectation for the tolerance of and respect for diversity. This is strongly supported by District policies, procedures and practices. Additionally, the schools and community provide numerous resources and offer an array of activities to support the developmental well being of their youth.

The Anacortes School District Board of Directors believes the success of their graduates in today's globally competitive world depends on college and career readiness. To that end, the District strives to provide opportunities for Anacortes students to enter school ready to learn and successfully transition through a rigorous and relevant curriculum, taught by quality instructors, supported by family and community.

Located on beautiful Fidalgo Island, home port to the San Juan Islands, Anacortes School District has been ***Charting a Course to Excellence*** by preparing its students to thrive in a globally competitive world. To that end, the district prepares its students to become ***School, Transition and College/Career Ready*** through the vehicle of ***extraordinary instruction***.

**These efforts have resulted in Anacortes School District being recently recognized by the Washington School Research Center for being in the top 5% of high performing school districts in Washington State based on student achievement data compiled over the last five years.**

The district's ***School Ready*** programs, developed with support from the Bill and Melinda Gates Foundation, have been showcased at State and National levels and have resulted in 85-90% of entering Kindergarten and First grade students meeting, or exceeding ,grade level standards. In addition, the district offers an extensive and supportive elementary school program. For example, Fidalgo Elementary has been an honored recipient of the ***Washington State Achievement Award*** for the last three years; a recognition given to the top 5% of high performing schools in the State.

In addition, the District's ***Transition Ready*** program has resulted in State and National recognition for Anacortes Middle School as a Washington State ***School of Distinction*** for the last two years and a ***Reward School from the U.S. Dept. of Education***.

The District offers extensive and diverse **College/Career Ready** programs ranging from Advance Placement (AP) classes in most content areas, AVID (Advancement via Individual Determination) classes to prepare students for college success and an award winning programs like their AHS Robotics Team. In addition, the district provides extensive Career and Technical programs including Microsoft Certification, media arts, welding, etc. Anacortes is also home to a nationally recognized **Marine Technical Skill Center** and our students have access to a state-of-the-art **Northwest Career & Technical Academy**.

These secondary programs result in a high rate of on-time graduate success and college/ technical school acceptance rates. The rich core subject programs in English, Science, Math, Social Studies and their internationally recognized Arts/Drama programs have resulted in Anacortes High School being recognized as a **Washington State School of Distinction** and rated by the University of Washington as among the top of all State high schools in terms of correlation of student high school success to student academic success at the university.

**Vision Statement:**

Anacortes School District 103, in partnership with families and community, assures learning experiences to help all students develop knowledge, skills and habits of thinking fundamental to achieving individual growth while becoming responsible, contributing citizens in a dynamic global environment.

**Mission Statement:**

The Anacortes School District Board of Directors believes the success of our graduates in today's globally competitive world depends on their college and career readiness. To that end, we will strive to provide opportunities for Anacortes students to enter our schools ready to learn and successfully transition through a rigorous and relevant curriculum, taught by quality instructors, supported by family and community.

**Foundational Beliefs, Strategies and Actions**

- Require quality instruction leading to powerful learning and thinking for every student
- Engage families and community in the education of all children
- Assure continuous learning experiences promoting whole child development & life-long learning
- Deliver rigorous and relevant coursework supported through integrated technology
- Yield meaningful data to identify strategies to close student opportunity and achievement gaps

**District Goals:**

***Children in Anacortes will...***

**School Ready**

enter **school ready** to learn,

**Transition Ready**

successfully **transition** through the district's B-12+ learning system

**College/Career Ready**

and succeed in a post secondary **college/career** program

### **Summary of Capital Facilities Plan**

The District has reviewed its capital facility needs as part of a Six Year Capital Facility Plan prepared in response to student growth projections, condition and capacity of existing facilities, and the District's educational plan.

It has been 17 years since Anacortes School District last passed a capital Improvement Bond.

In January 2014, School Board President Jeanette Papadakis and Superintendent Dr. Mark Wenzel invited 32 community members to serve on a facilities committee to assess and prioritize capital facilities needs of the District. Marc Estvold, local resident and architect, was hired as a consultant to help facilitate the committee process. The firm of Hutteball & Oremus Architecture was hired to perform a District-wide facilities condition survey and also help facilitate the committee's work in determining needs and prioritization. The facilities committee met regularly from February 2014 through September 2014 in a very transparent and interactive process to develop a capital improvement recommendation to the Anacortes School Board.

In developing the Capital Facilities Plan, the committee followed two guiding principles:

- Ensure that the proposal stays centered on students and their core educational needs
- Ensure that the proposal passes the "common-sense" test – that the components can be justified to the community as cost effective and the right work to do at this time.

During the process, it soon became apparent to the committee that renovation and partial replacement of the Anacortes High School was the District's greatest priority. The current building is in very poor condition and does not support 21st Century Learning Standards. Several other smaller essential priorities were identified focused on preservation of existing assets which included a new roof for both Mt. Erie Elementary School and Fidalgo Elementary School. In addition, the committee determined that a reasonable budget should be allocated to safety and security upgrades around the District.

On October 23, 2014 the committee presented its' recommendations to the School Board which totaled \$87.9M of which a majority would be allocated to renovation and replacement of the Anacortes High School.

On November 13, 2014 the Anacortes School Board accepted the committee's recommendation and passed a resolution to put a bond referendum on the February 2015 ballot for approximately \$87,900,000. The bond is planned to cover the local share of the costs of these projects.

The District also intends to seek all available state funding assistance and will file the required applications in the future.

Anacortes School District No. 103  
Skagit County, Washington

**RESOLUTION # 820**

**A RESOLUTION** of the Board of Directors of Anacortes School District No. 103, Skagit County, State of Washington, adopting the 2014 Study and Survey of its school facilities.

**WHEREAS**, the Anacortes School District instituted a study of its programs, student population and facilities to examine the condition and potential of the facilities to serve the projected student population and desired curricular programs; and

**WHEREAS**, a committee composed of local citizens, representatives of the Board of Directors, administration, staff of the District and an architectural consultant has completed a study of the facilities as presented in the attached Study and Survey; and

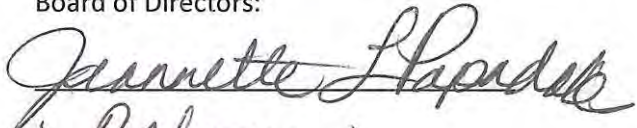
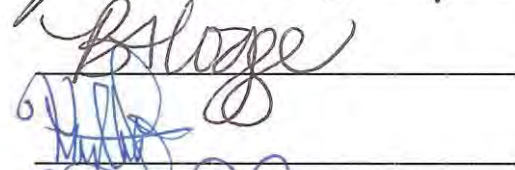

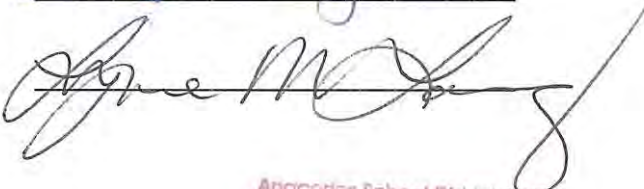
**WHEREAS**, the district's 1997 Study and Survey must be updated and/or replaced in order to seek state funding; and

**WHEREAS**, a new and updated Study and Survey, which meets the requirements of WAC 392-341-025, has been completed;

**THEREFORE, BE IT RESOLVED** by the Board of Directors of Anacortes School District No. 103 that the District accepts the Study and Survey.

**ADOPTED** at a regular meeting of the Board of Directors of the Anacortes School District, where notice was given in the manner provided by law, on the 11<sup>th</sup> day of December, 2014

Board of Directors:

Attest:



Dr. Mark Wenzel, Superintendent  
and Secretary to the Board of Directors

Anacortes School District 103  
School Board Approved

DEC 11 2014

## 1. INVENTORY AND AREA ANALYSIS

The following 'Inventory and Area Analysis Summaries' identifies current building gross square footages including ages of buildings, additions and major improvement areas. This analysis was prepared in accordance with WAC 392-343-019 and AIA Document D-101. Detailed calculations for each facility are included within the subsections for each building.

The current building gross area was compared against the State's Inventory of Permanent School Facilities Report to identify inconsistencies and update OSPI's records with current and accurate information.

In summary, the following notable differences were identified:

### **K-6 Permanent Facilities:**

- State inventory did not include the covered play shed at Whitney Early Childhood Education Center which was added in 1999 (*increase of 1,831 SF*).
- As part of the 1998 additions to Fidalgo Elementary School, two classrooms were added as part of a bid alternate. The area of these classrooms and the associated corridor was not picked up in the State's inventory (*increase of 2,294SF*).
- Calculation of square foot area for Island View Elementary School indicates a total of 56,566 square feet which is less than the current State inventory of 58,514 square feet identified for this school (decrease of 1,948 SF).
- Total increase of K-6 Permanent Inventory is 2,177 Square Feet.

### **7-8 Permanent Facilities**

- State inventory identifies Anacortes Middle School as a 114,407 square foot facility. This should be adjusted to reflect an accurate area of 96,971 SF (*decrease of 17,436 SF*). Note that the School District Administration offices are currently located within this building and occupies 14,019 sf of this facility.
- Total decrease of 7-8 Permanent Inventory is 17,436 Square Feet with an adjusted square foot area of 14,019 (less) to accommodate the District Administration Offices.

### **9-12 Permanent Facilities**

- Current square footage of Anacortes High School Conforms with OSPI's 9-12 Permanent Inventory.

***Overall comparison of Anacortes School District's K-12 Permanent Facilities against the State's Inventory identifies that a decrease of 15,259 square feet should be made to accurately document current gross building square footage.***



**Area Analysis Summary  
Anacortes School District**

<b>School Building</b>	<b>Current Building Area</b>	
<b>Whitney Early Childhood Education Center</b>		
1961 Original Building	14,339 sf	
1999 Covered Playshed (@ 50%)	1,831 sf	
<b>Subtotal</b>		<b>16,170 sf</b>
<b>Fidalgo Elementary School (K-6)</b>		
1957 Original Building	39,960 sf	
1998 Addition	16,762 sf	
<b>Subtotal</b>		<b>56,722 sf</b>
<b>Island View Elementary (K-6)</b>		
1957 Original Building	21,440 sf	
1964 Addition	11,375 sf	
1976 Addition	428 sf	
1991 Addition	460 sf	
1997 Addition	22,863 sf	
<b>Subtotal</b>		<b>56,566 sf</b>
<b>Mt. Erie Elementary School (K-6)</b>		
1955 Original Building	21,746 sf	
1984 Addition	810 sf	
1991 Addition	19,240 sf	
<b>Subtotal</b>		<b>41,796 sf</b>
<b>TOTAL ELEMENTARY SCHOOL AREA</b>		<b>171,254 sf</b>
<b>Anacortes Middle School (7-8)</b>		
1949 Original Building	48,154 sf	
1991 Addition	15,491 sf	
1998 Addition	33,326 sf	
<b>Subtotal</b>		<b>96,971 sf</b>
<b>TOTAL MIDDLE SCHOOL AREA</b>		<b>96,971 sf</b>
<b>Anacortes High School (9-12)</b>		
1955 Original Building	26,595 sf	
1959 Addition	21,832 sf	
1976 Addition	82,415 sf	
1991 Addition	10,562	
1999 Addition	4,926 sf	
<b>Subtotal</b>		<b>146,330 sf</b>
<b>TOTAL HIGH SCHOOL AREA</b>		<b>146,330 sf</b>
<b>Total Instructional Space</b>		<b>414,555 sf</b>

**Permanent Inventory Comparison  
Anacortes School District**

OSPI Bldg No.	Facility Name	Grade Span	ASD 1995 Study & Survey	Current OSPI	ASD 2014 Study & Survey	Comments
3404	Whitney ECEC	(K-6)	14,339	14,339	14,339	
	Covered Play x 1/2		-		1,831	<i>add 1,831 sf for Covered Playshed Addition</i>
	<b>Total</b>		<b>14,339</b>	<b>14,339</b>	<b>16,170</b>	
3182	Fidalgo	(K-6)	39,960	54,428	56,722	<i>add 2,294 sf for classrooms added as part of bid alternate</i>
3252	Island View	(K-6)	35,799	58,514	56,566	<i>decrease of 1,948 sf based on current calculations</i>
3057	Mount Erie	(K-6)	41,796	41,796	41,796	<i>conforms</i>
<b>Total Elementary</b>			<b>131,894</b>	<b>169,077</b>	<b>171,254</b>	<i>Increase of 2,177 sf</i>
2707	Anacortes Middle	(7-8)	72,878	114,407	96,971*	<i>decrease of 17,436 sf based on current calculations</i>
<i>* School District Administration occupies 14,019 sf of the Middle School Building</i>						
<b>Total Middle School</b>			<b>72,878</b>	<b>114,407</b>	<b>96,971</b>	<i>Decrease of 17,436 sf</i>
2467	Anacortes High	(9-12)	141,494	146,330	146,330	<i>conforms to OSPI</i>
<b>Total High School</b>			<b>141,494</b>	<b>146,330</b>	<b>146,330</b>	
			<b>1995</b>	<b>OSPI</b>	<b>2014</b>	
<b>TOTAL DISTRICT EDUCATIONAL INVENTORY</b>			<b>346,266</b>	<b>429,814</b>	<b>414,555</b>	<i>Decrease of 15,259 sf</i>

STATE OF WASHINGTON  
 SUPERINTENDENT OF PUBLIC INSTRUCTION  
 OLYMPIA

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FACILITIES BUILDING SECTION KK LINEAR PROJECTION

INVENTORY OF PERMANENT SCHOOL FACILITIES FOR THE 2011 SCHOOL YEAR  
 TO BE UPDATED FOR THE 2012 SCHOOL YEAR

ANACORTES	BLDG NO.	GRADE SPAN	TOTAL		P O R		A L		B U I L D I N G		T / S		H D C P		R E G U L A R		S Q . F T . A R E A		A D J U S T E D		C A P A C I T Y		U N H O U S E D			
			T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP	T/S	HDCP
	3057	MT ERIE ELEM K-6	0	22	41,796	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	464	
	3182	FIDALGO ELEM K-6	0	15	54,428	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	605	
	3252	ISLAND VIEW K-6	1	19	58,514	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	631	
	3404	WHITNEY ELEM K-6	2	7	14,339	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	121	
		SPAN TOTAL	3	63	169,077	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,821	
	2707	ANACORTES MI 7-8	0	21	114,407	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	903	
		SPAN TOTAL	0	21	114,407	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	903	
	2467	ANACORTES SE 9-12	1	36	146,330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,112	
		SPAN TOTAL	1	36	146,330	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,112	
		REG TOTAL																								3,836
		LESS HDCP																								48
		DISTRICT TOTAL																								1196
		DISTRICT TOTAL BUILDINGS																								1174
																										48
																										48
																										1244
																										1222

**Whitney Early Childhood Education Center (Pre K - K)**

1200 M Avenue  
Anacortes, WA 98221



**Quick Facts:**

Grade Level: Pre K - K  
Site Area: 3.4 Acres  
Current Use: Educational Facility  
Zone: P – Public Use

**Construction History & Square Footage:**

1961 Original Building	14,339 sf
1999 Covered Play (@ 50%)	<u>1,831 sf</u>
<b>Total SF</b>	<b>16,170 sf</b>

**Functional Permanent School Capacity:**

Grade	# Rooms	Class Size	Capacity
K	8	24	192
<b>Total Permanent Functional Capacity</b>			<b>192</b>

**Current Enrollment (October 2013):**      **127 Head Count**  
Number of Portables:                              2 (PE/Music & YMCA)

*District currently leases (2) permanent classrooms and a portable classroom to the YMCA for Pre-kindergarten instruction. These students are not counted in the current enrollment figure above.*

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**BUILDING CONDITION SUMMARY**

**SITE DEVELOPMENT**

**General**

Whitney Early Learning Education Center is located near downtown Anacortes and encompasses an entire block within the fringe of commercial development to the east and single family residences to the west. The site is surrounded by M Avenue to the east, L Avenue to the west, 14<sup>th</sup> Street to the south, and 12<sup>th</sup> Street to the north. The main access to the school is from L Avenue although a majority of students, staff and visitors also arrive from M Avenue.

This site is the original home of Whitney Elementary School, serving grades K-3. In 2006 the District changed the name of this school to Whitney Early Childhood Learning Center and modified the grade levels served to pre-kindergarten and kindergarten.

There is a 15-foot grade differential across the property from west to east. Most of the grade change occurs at the east side of the site.

The school sits on the northern half of the site and playfields, covered play and soft play areas are located on the southern half. There is no on-site parking. Large mature fir trees are present on the northwest corner of the property.

The main entrance to the school is accessed from the west. Concrete stairs between the buildings provide access from the east.

### **Transportation**

This site does not accommodate on-site parking or vehicular circulation except for a small driveway used by District staff for food and supply deliveries.

Bus loading and unloading occurs along L Avenue. There are approximately 11 busses serving this school and arrival times are staggered. Students walk along a concrete sidewalk to access the school. The remote location of the bus loading and unloading requires extra staff effort to supervise this activity for safety reasons.

Parent drop-off and pick-up occurs along M Avenue. There is limited area for vehicular loading and unloading accommodating approximately (8) cars at a time. Students must access the school by two sets of concrete stairs.

The District has an agreement to utilize the Anacortes Christian Church parking lot across the street (M Avenue) for vehicular parking. This lot accommodates a total of 68 parking spaces. There is no designated sidewalk crossing between this parking lot and the school creating a safety issue.

Parking is also available on surface streets surrounding the site but this is inconvenient and possibly disruptive to the surrounding residential neighborhood.

### **Outdoor Surfaces**

Concrete walkways surrounding the site and accessing the school are in good condition. Asphalt paving immediately adjacent to the school is in poor condition and retains ponding rainwater.

### **Stormwater Management**

On-site drainage is connected to the City storm drainage system. The site contains no water quality treatment or provisions for detention.

### **Sanitary Sewer**

Sanitary sewer is connected to the City's sewer and functioning properly.

### **Water and Fire Access**

Water service is supplied off of a 12" City main line in 12<sup>th</sup> Street. Domestic water service enters the east side of the school. Only one fire hydrant was observed on-site, located at the intersection of 12<sup>th</sup> Street and M Avenue. This site does not comply with current fire and emergency vehicle access code requirements.

**Accessibility**

The site provides for an accessible route from L Avenue to entrance of the school by way of a concrete sidewalk leading to the central courtyard. All classrooms and the covered play can be accessed by accessible routes.

The center building of the school is two stories incorporating a staff room, work room and restrooms on the lower level. There is not elevator provided for ADA accessibility to these spaces.

**Landscaping**

The ornamental plantings are in good condition. A stand of mature conifers exist in the northwest corner of the site which deposit vegetation onto the roof, and require constant maintenance to keep the roof drains free and clear for proper drainage.

**GENERAL BUILDING****Construction History**

The school consists of three separate buildings originally constructed in 1961. The classroom buildings to the north and south are one-story buildings with tall crawlspaces below. The center building consists of the general office and library on the main floor and a staff room, work room and restrooms on the lower level. In the early 1990's this school received seismic upgrades, infill of selected windows and exterior insulation was added. In 1999, tenant improvements addressed exterior painting, fascia replacement, new roofing and the replacement of mechanical and electrical systems. A freestanding covered play area was also added in 1999.

**Spatial Relationships**

Two classroom buildings to the north and south flank the main administration building and the library. These buildings are configured with four classrooms organized around a central core. The central core of the north building has been divided up to provide offices, conference rooms, and support spaces for a Special Education program. The southern building uses its central core as a cafeteria/commons. Two classrooms in the northern building, and one of the portables, are currently being leased to the YMCA.

The administration building is organized with the reception area and nurses' office fronting the playgrounds, with the library tucked behind. The lower level is occupied by a staff room, a work room, and restrooms, custodial and mechanical spaces.

**Daylighting**

Classrooms contain exterior windows providing natural daylight and visual relief from the instructional areas. The low ceiling height of the classrooms limits the amount of daylight penetration into the back portion of the rooms.

**Safety/Security**

The site is fenced but many access points on campus allow unannounced visitors.

Travel distance from student drop-off and pick-up locations creates a safety issue.

Lack of a convenient designated crosswalk crossing M Avenue from the church parking lot is a safety issue.

Inadequate site lighting creates a safety issue at night and during winter months.

### **General Building Observations**

This school appears to function for its current use but its construction is of “residential quality”. Maintenance labor and costs should be expected to continue at this facility at an increasing rate.

Should the District decide to accommodate more students at this facility, lunch may need to be served in the classrooms due to the limited space in the commons.

### **Building Envelope**

Buildings are wood framed with asphalt composition shingles on wood trusses. Some exterior windows have been replaced with insulated glazing; others remain single-pane un-insulated windows set in original wood-stopped frames providing poor energy performance.

Exterior wood siding shows obvious signs of rot.

### **Interior Finishes & Equipment**

Interior classroom finishes are predominately from original 1961 construction. Classroom casework is worn and past its serviceable life. Office and library casework is in good condition.

Interior floor, wall and ceiling finishes are old but have been well maintained and are still functional.

Equipment is commensurate with age but most has been upgraded or replaced as needed.

Doors and frames are in good condition but door hardware is old and does not comply with ADA accessibility codes.

Restroom finishes are old and exhibit obvious signs of patching required by maintenance issues.

## **STRUCTURAL EVALUATION**

### **Type of Construction/Structural System**

Whitney Early Childhood Education Center was originally constructed in 1961 with modernizations completed in 1999. Seismic upgrades were done throughout the existing buildings as part of the 1999 modernization, which included adding wood shear walls. The Early Childhood Education Center consists of three separate buildings.

The north and south buildings are identical wood framed single story buildings with a tall crawl space. These buildings are approximately “H” shaped in plan. The grade matches the floor level on the west side of the buildings and slopes down approximately one-story level to the east side. The roof consists of plywood sheathing on roof trusses, which are supported by wood beams and wood stud bearing walls. The floor consists of plywood sheathing on wood joists, which are supported by posts, beams, wood stud bearing walls, and concrete walls. To accommodate the grade change there is a concrete retaining wall below the exterior walls. Additional wall anchorage was added at the top of the concrete wall during the 1999 modernization to minimize the risk of the wall falling in a seismic event.

The building located between the north and south buildings is a two story wood framed building. The building is rectangular in plan. The grade matches the first floor level on the west side of the building and

slopes down to the ground level on the east side. The roof consists of plywood sheathing on roof trusses, which are supported by posts, beams, and wood stud bearing walls. The first floor consists of plywood sheathing on wood joists, which are supported by posts, beams, wood stud bearing walls, and concrete walls. Where the ground level extends into the hillside on the west side, there is a concrete retaining to resist the soil.

The lateral-force-resisting system consists of plywood sheathing diaphragms, wood-framed shear walls and concrete shear walls.

### **Structural Observations and Comments**

No structural observations

### **Structural Conclusion / Recommendations**

No major structural deficiencies were noted during the site visit. Overall the school generally appears in good condition structurally.

## **MECHANICAL EVALUATION**

### **Plumbing Piping**

The existing plumbing piping systems are functional. No major issues with sewer or domestic water piping systems were observed. Water heaters are aging, but functioning.

### **Plumbing Fixtures**

The plumbing fixtures have been well maintained; and replacement parts are readily available. No cracked china fixtures were observed.

### **HVAC Systems**

Original electric baseboard and electric unit ventilators were replaced during the 1999 tenant improvements with hydronic hot water heating, new air handling units, and all ducted supply and return systems. The equipment is installed in the crawl spaces under the buildings. Equipment is accessible and serviceable. The heating and ventilation systems provide good temperature control and good outside air control for a good indoor air quality.

### **Hydronic Systems**

The (2) boilers, (2) pumps, and all piping were installed as part of the 1999 tenant improvement project. The systems are working well and not problematic.

There is some history of leaking flex connections at the heating coils. When a coil flex connection is observed to be leaking, the maintenance department has a program of replacing the failing flex connection and restoring the system operation on an as-fails basis.

### **Controls Systems**

The 1999 tenant improvement project installed the then District Standard Alerton IBEX DDC system. Alerton does not support the IBEX system components, but Anacortes School District maintenance department has worked with ATS Automation to salvage IBEX devices and components when other buildings in the district have a DDC system upgrade. There will come a time when the IBEX components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors will need to be upgraded to the current Alerton system.



**Fire Sprinkler**

The facility is not fire sprinkler protected as required by current code.

**ELECTRICAL EVALUATION****Power**

Power is fed from a utility pad mounted transformer at 208V-3 phase to an 800Amp modern circuit breaker type switchboard in good condition. The building distribution panels are in good shape and manufactured by Square D with Leviton surge suppressors on each. Power panels have limited space for future expansion.

**Lighting**

The campus lighting is mixture of 3-lamp surface mounted parabolic and 2-lamp linear T8 fluorescent light fixtures with electronic ballast. The campus does not have occupancy sensors or daylight dimming. Existing lighting was per code at the time of installation.

Emergency egress and exit signs are currently powered by standard battery powered units. It is recommended to replace these with self-diagnostic battery type units. When the self-diagnostic battery type units fail they alarm until silenced or replaced, guaranteeing light during a power outage. When the current units fail there is no indication of failure.

To meet 2012 Washington State Energy Code a new digital lighting control system must be provided. This requires photocells and daylight dimming, automatic shut off occupancy sensors, and smart digital switches and controllers.

Exterior lighting is minimal and needs to be supplemented for safe nighttime use.

**Telephone and Data systems**

The main data closet is in basement of building. Classrooms have 2 locations with 2 data ports at each location run in Category 5 cable. Data distribution is very minimal.

The campus has a newer conventional telephone system in good working condition connecting to the district main system via an Avaya CS100 at the middle school.

Campus only has wireless data system in administration area.

**Communication systems**

Building intercom is a Telecenter that is in need of repair. This system should be upgraded with a new IP head end to allow for connection to the phone system, district wide paging, and maintenance.

**Electronic Safety and Security**

The buildings have a Silent Knight 5207 non-addressable fire alarm panel. Campus has area smoke coverage on main floor and heat detectors in basement and manual pull stations near exits. Any work will require a new addressable system with voice evacuation. While the existing fire alarm system was per code at time of installation, current code would require a voice evacuation system be added to the building.

There is no security camera system on campus.

Building has no distributed antenna system for emergency responders. An RF test of the building would be required to determine if one is needed to meet the current code.

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## **SUMMARY OF FINDINGS**

### **SAFETY ISSUES**

1. *Remote location of bus loading and unloading requires extra staff effort to supervise this activity for safety reasons.*
2. *The site is fenced but many access points allow unannounced visitors.*
3. *Travel distance from student drop-off and pick-up locations creates a safety issue.*
4. *Lack of a convenient designated crosswalk from church parking lot is a safety issue.*
5. *Exterior lighting is minimal and needs to be supplemented for safe nighttime use.*
6. *Interior emergency exit lights and signs are currently powered by standard battery powered units which have no indication of dead batteries.*
7. *The school does not have security cameras.*
8. *Building does not contain a distributed antenna system for emergency responders.*

### **CODE / LEGAL**

1. *Site does not comply with current fire and emergency vehicle access code requirements.*
2. *Site does not contain water quality treatment or detention.*
3. *Elevator access is not provided to lower floor of general office building.*
4. *School is not fire sprinkled as required by current code.*
5. *Lighting system does not meet current 2012 Washington State Energy Code.*

### **LIFE CYCLE REPLACEMENT / REPAIR**

1. *Stand of mature fir trees deposit vegetation requiring constant maintenance to keep roof and yard drains clear for proper drainage.*
2. *Asphalt paving at center courtyard is in poor condition and retains standing water.*
3. *School is constructed of "residential quality". Maintenance efforts should be planned to continue at an increasing rate.*
4. *Exterior wood siding shows obvious signs of rot.*
5. *Classroom casework is worn and past its serviceable life.*
6. *Door hardware is old and does not comply with current ADA accessibility codes.*
7. *Restroom finishes are old and exhibit obvious signs of patching required by maintenance issues.*
8. *Building digital control components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors is needed.*
9. *Intercom system should be upgraded with a new IP head end.*
10. *Fire alarm panel and devices should be upgraded.*
11. *Power panels have limited space for future expansion.*

### **PROGRAM**

1. *Site does not accommodate on-site parking or vehicular circulation.*
2. *Limited area for student drop-off and pick-up.*

3. *Low ceiling height of classrooms limit the amount of daylight penetration into the back of the rooms.*
4. *Classrooms have minimal data capability -- Technology Levy \$ will address.*
5. *Wireless data system only serves the administration area – Technology Levy \$ will address.*
6. *If the District decides to accommodate more students at this facility, lunch may need to be served in the classrooms due to limited space in the commons.*

**ENERGY SAVINGS**

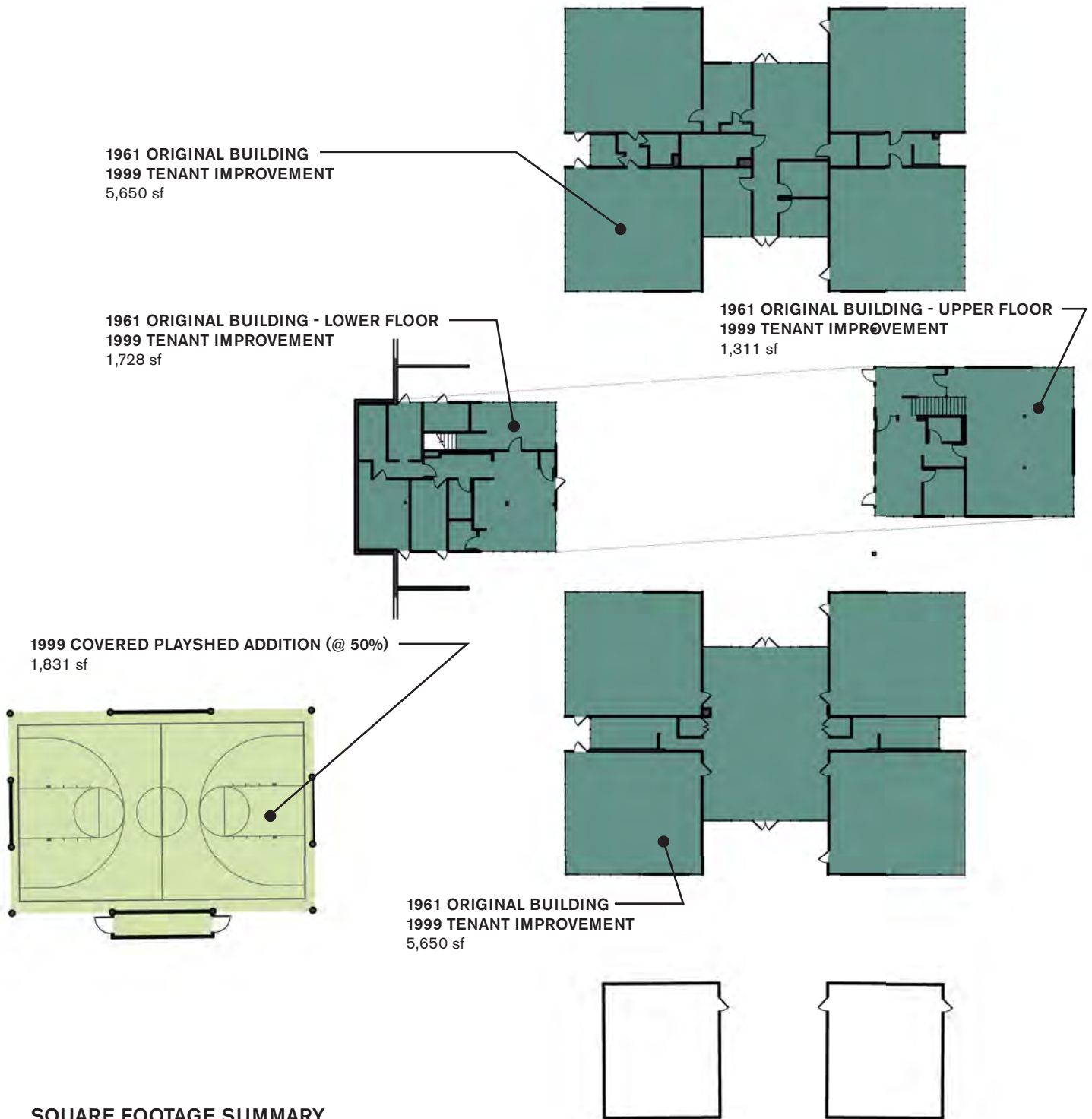
1. *Campus does not have occupancy sensors or daylight dimming for lighting.*
2. *Many of the windows are of original construction which consists of single pane windows providing poor energy performance.*



WHITNEY EARLY CHILDHOOD EDUCATION CENTER



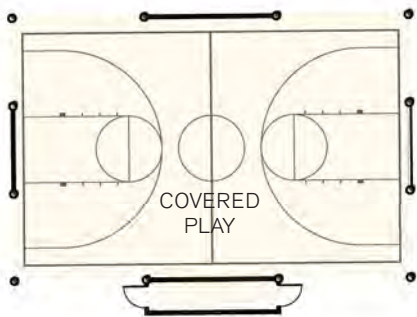
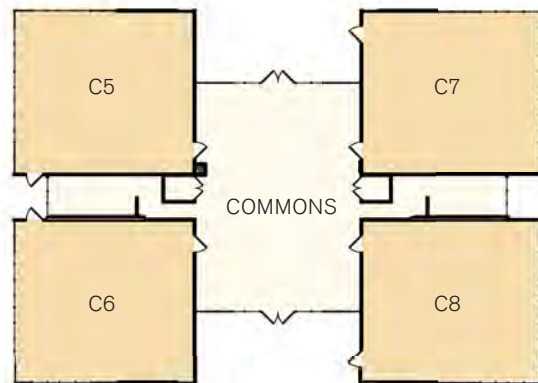
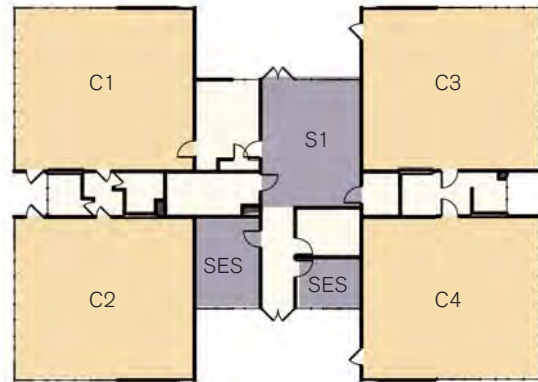
CONSTRUCTION HISTORY



PROGRAM USE

**WHITNEY ECE CENTER**

- Core Instruction (C)
- Special Education (S)
- Special Education Support (SES)
- Elective / Specialist (E)
- PE
- Support
  - Restrooms
  - Hallways / Foyers
  - Administration
  - Conference Rooms
  - Staff Rooms
  - Storage
  - Mechanical Spaces



**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

WHITNEY EARLY CHILDHOOD EDUCATION CENTER / ANACORTES (29103)

**NORTH BUILDING**

**Total Building Condition Rating 72.76 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HVAC</b>											
D3010	Facility Fuel Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3020	Heating Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

**Unused Components**

D4010	Fire Suppression	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5010	Facility Power Generation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Fire Protection**

D4030	Fire Protection Specialties	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Electrical**

D5020	Electrical Services and Distribution	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Communications**

D6010	Data Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electronic Safety and Security**

D7010	Access Control and Intrusion Detection	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Integrated Automation**

D8010	Integrated Automation Facility Controls	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Furnishings**

E2010	Fixed Furnishings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

WHITNEY EARLY CHILDHOOD EDUCATION CENTER / ANACORTES (29103)

**MAIN BUILDING**

**Total Building Condition Rating 73.89 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1010	Floor Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1040	Interior Grilles and Gates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HVAC</b>											
D3010	Facility Fuel Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3020	Heating Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

**Unused Components**

D3030	Cooling Systems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D4010	Fire Suppression	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Fire Protection**

D4030	Fire Protection Specialties	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Electrical**

D5020	Electrical Services and Distribution	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Communications**

D6010	Data Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electronic Safety and Security**

D7010	Access Control and Intrusion Detection	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Integrated Automation**

D8010	Integrated Automation Facility Controls	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Furnishings**

E2010	Fixed Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

WHITNEY EARLY CHILDHOOD EDUCATION CENTER / ANACORTES (29103)

**SOUTH BUILDING**

**Total Building Condition Rating 72.76 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HVAC</b>											
D3010	Facility Fuel Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3020	Heating Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STATE OF WASHINGTON**  
**SUPERINTENDENT OF PUBLIC INSTRUCTION**  
**BUILDING CONDITION RATING SUMMARY 2013-2014**

**Unused Components**

D4010	Fire Suppression	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5010	Facility Power Generation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Fire Protection**

D4030	Fire Protection Specialties	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Electrical**

D5020	Electrical Services and Distribution	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Communications**

D6010	Data Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electronic Safety and Security**

D7010	Access Control and Intrusion Detection	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Integrated Automation**

D8010	Integrated Automation Facility Controls	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Furnishings**

E2010	Fixed Furnishings	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

WHITNEY EARLY CHILDHOOD EDUCATION CENTER / ANACORTES (29103)

**COVERED PLAY**

Total Building Condition Rating **87.64 %**

Is Certified By BCA

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unused Components</b>											
B3020	Roof Appurtenances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4010	Fire Suppression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E1040	Institutional Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electrical</b>											
D5040	Lighting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Equipment</b>											
E1070	Entertainment and Recreational Equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Fidalgo Elementary School (K-6)**

13590 Gibraltar Road  
Anacortes, WA 98221



**Quick Facts:**

Grade Level: K-6  
Site Area: 7.36 Acres  
Current Use: Educational Facility  
Zone: RRv – Rural Reserve

**Construction History & Square Footage:**

1957 Original Building	39,960 sf
1998 Addition	<u>16,762 sf</u>
<b>Total SF</b>	<b>56,722 sf</b>

**Functional Permanent School Capacity:**

Grade	# Rooms	Class Size	Capacity
K	2*	24	48
1	3	24	72
2-4	9	25	225
5-6	5	26	130

**Total Classrooms: 19**

**Total Permanent Functional Capacity: 475**

*\*Designed with (4) Kindergarten Rooms although only (2) are currently being used.*

**Current Enrollment (October 2013): 436 Head Count**

Number of Portables: 0

**BUILDING CONDITION SUMMARY**

**SITE DEVELOPMENT**

**General**

Fidalgo Elementary School is located on a 7.36 acre parcel at the south end of the District. Unlike the other elementary schools in the District, Fidalgo is located in a rural setting outside of the town of Anacortes. This is the only school in the District that is located in the County.

The school is accessed by way of Gibraltar Road which fronts the school. The site is relatively flat sloping gently from south to north. Site amenities include a large grass playfield surrounded by an asphalt walking path, two tennis courts, outdoor paved play areas, two soft play areas and a separate playfield over the school's on-site septic system. The site is surrounded by undeveloped forested vegetation on three sides.

**Transportation**

The site contains two main parking lots. Bus loading and unloading is accommodated in the east parking lot which is shared by 20 vehicular parking spaces, mostly used by staff. Busses line up parallel to the sidewalk which provides the students a safe walking path into the school through an entry on the east side of the building. Vehicular traffic through this east lot circulates in a single direction through a signed one-way entry and exit from Gibraltar Road.

The south parking lot (32 spaces) also accommodates parent drop off/pick up oriented to the main entry of the school. This lot is primarily used by visitors and staff.

Physical separation between bus and auto loading zones allows for a safe drop-off/pick-up situation, however, the volume of parent traffic causes backups and congestion along Gibraltar Road, especially during after-school pick-up. This back-up often blocks the bus entry & exit, as well as causing delays in traffic along Gibraltar Road.

A total of 59 on-site vehicular parking spaces are provided and appropriately serves the typical school needs. Event parking is accommodated by allowing cars to park on the paved play area behind the school.

Handicap parking is provided and properly designated. There are no designated spaces for vanpools, carpools, or alternative fuel vehicles.

**Outdoor Surfaces**

The pavement and concrete surfaces are in good condition, with the exception of the extruded curbs located along the main drive in the southern parking lot. These curbs are spalling and will continue to deteriorate at an accelerated rate.

**Stormwater Management**

All foundation drains, roof drains, and yard drains are routed and connected to a 12" main line in Gibraltar Road. It appears that all drain lines are working properly and contain appropriate clean-outs for maintenance.

**Sanitary Sewer**

This school utilizes a large on-site septic system which was installed in 1998 and is reported to be functioning properly.

**Water and Fire Access**

An 8-inch looped water line encircles the building and is connected into a 6-inch service line in Gibraltar Road. Fire Hydrants are located around the school and appear to be properly spaced.

Emergency and fire vehicular access is provided on three sides of the building.

**Site Accessibility**

No site accessibility issues were observed.

**Landscaping**

Landscaping is generally in good condition. A stand of mature conifers remains in the northwest corner of the property.

## GENERAL BUILDING

### Construction History

The school was constructed in 1957 as two separate buildings. A single story classroom building faced Gibraltar Road and a Gymnasium and Cafeteria Building was located in the back. The two buildings were connected by way of an exterior covered walkway. In 1998 the two existing buildings were fully modernized and additions were added which connected the two independent buildings creating a single facility. The south parking lot was constructed in 1997 to facilitate construction phasing of the 1998 additions and modernization.

### Spatial Relationships

The main classroom wing fronts Gibraltar Road, housing 12 classrooms. Classrooms are organized in a double-loaded fashion off a central corridor system. Natural light is brought into the corridor through the use of high clerestory windows. Natural light from the corridor is shared into the back of the classrooms through relites and transom windows at the classroom entries. Each pair of classrooms shares a common shared learning area. A second classroom wing can be found at the rear of the school, housing 6 additional classrooms, as well as a specialized science classroom.

The administration area is located at the intersection of the main corridors leading from the main entrance, and the secondary entrance. The library is located at the center of the school for convenient access. The cafeteria and gym are located in the southwest portion of the school. The cafeteria is appropriately sized and the gym is larger than typical gyms for an elementary school.

The Special Education pull-out spaces are spread throughout the facility, in locations in close proximity to the general classrooms.

### Daylighting

Daylight distribution throughout the general instructional spaces is good. Appropriately sized exterior windows and the use of clerestory windows and skylights provide exterior views and natural lighting in most spaces. The low ceiling in the modernized classrooms limit the natural lighting that would otherwise penetrate the room further in a taller space but natural lighting levels are still acceptable.

### Safety/Security

The site perimeter is not fenced. Visual control of the exterior school property is good.

Bus and vehicular traffic are separated. Traffic patterns and flow are appropriately signed and organized.

Sidewalks surround the building but do not extend out to the street. Informal gravel paths and wide shoulders are present along Gibraltar Road; this does not appear to be an issue as the surrounding school property is not very populated and few walkers are present in this area.

The school contains seven main entrances/exits into the building. All are at the end of the corridor system and easily observed. All but the main entrance remains locked to maintain security. The school does not have security cameras.

### Building Envelope

All exterior walls are 6-inch wood framing with R-19 insulation. Aluminum windows contain insulated double pane glazing. Exterior wall finishes consist of a combination of brick veneer and Exterior Finish



System (EFS) – an acrylic coating system over cement board. The gym building has painted wood siding. All finishes are in good condition with no visible signs of cracking or deterioration.

Roofing is asphalt composition shingles on a 3:12 slope except for the cafeteria which consists of a modified bitumen built-up roofing system on a 1.5:12 slope. The asphalt composition shingles installed in 1998 are 16 years old and approximately 65% through their life expectancy. This roof will need to be replaced in 8-10 years. The age of the asphalt composition shingles on the gym building is unknown. This roofing was not replaced as part of the 1998 modernization and should be further investigated to determine when replacement is warranted.

Roof insulation consists of R-30 batt insulation at the underside of roof deck.

An aluminum framed translucent skylight system is installed along the ridge of the gym. Visible yellow discoloring is occurring at a number of panels. The system appears to be water-tight but replacement of the discolored panels should be considered for aesthetic reasons.

### **Interior Finishes & Equipment**

All interior finishes and equipment are in good condition.

Carpet in the Staff Lounge is worn and stained from use and in need of replacement.

Acoustics in gymnasium appeared 'loud'. Further investigation of acoustics and possible mitigation with engineered acoustical panels will improve the function of this space.

## **STRUCTURAL EVALUATION**

### **Type of Construction/Structural System**

Fidalgo Elementary School was originally constructed in 1957 with an addition and modernizations completed in 1998. Seismic upgrades were done throughout the existing building as part of the 1998 modernization. The school is a single story structure and is approximately "H" shaped in plan.

The 1957 classroom wing on the east side is a wood and unreinforced masonry building. In 1998 the original roof was over-framed with wood trusses. The roof consists of plywood sheathing supported by the over-framing roof trusses, which are supported by wood beams and wood stud bearing walls. The roof below the over-framed roof consists of tongue-and-groove decking supported by glulam beams. The building perimeter consists of unreinforced masonry (URM) and wood stud walls. In 1998 the taller URM walls were strong-backed with metal stud walls to minimize the risk from the walls falling over in a seismic event.

The 1957 gym and cafeteria are a wood and unreinforced masonry building. The gym roof consists of plywood sheathing over tongue-and-groove decking supported by arched glulam beams. The cafeteria roof consists of plywood sheathing over tongue-and-groove decking supported by glulam beams. The building perimeter consists of URM walls and wood stud walls. In 1998 the taller URM walls were strong-backed with metal stud walls to minimize the risk from the walls falling over in a seismic event.

The 1998 addition located on the north and east side of the gym and cafeteria is a wood framed structure. The roof consists of plywood sheathing supported by engineered joists, which are supported by beams,

posts, and wood stud bearing walls. The building perimeter consists of wood stud walls with some brick veneer.

All of the floors are concrete slab-on-grade.

The lateral-force-resisting system consists of plywood sheathing over tongue-and-groove decking diaphragms, plywood sheathing diaphragms, URM shear walls and wood-framed shear walls.

### **Structural Observations and Comments**

Some cosmetic drywall cracking was observed along the corridor walls.

### **Structural Conclusion / Recommendations**

No major structural deficiencies were noted during the site visit. Overall the school generally appears in good condition structurally.

## **MECHANICAL EVALUATION**

### **Plumbing Piping**

The domestic water distribution systems are functioning well. Existing PVI water heater is 20 years old; the burner has been rebuilt, the tank has not yet leaked, but is beyond anticipated service life. All drain, waste, and vent (DWV) systems are functioning well, no problems observed or reported.

This campus has a septic system that is functioning well. The Anacortes School District maintenance department services and maintains the septic system.

### **Plumbing Fixtures**

No cracked or broken china fixtures were observed or reported. Stainless steel sinks and faucets are functioning well. Repair and replacement parts are readily available if required.

The 1998 modernization project provided Zurn manual flush valves for water closets and urinals. As the Zurn valves fail or need repair, the Anacortes School District Maintenance department replaces Zurn with Sloan flush valves per the Anacortes School District standard.

The wash fountains at the public toilet rooms are working well. The manual metering valves are providing good service.

### **HVAC Systems**

All air handlers, return fans, exhaust fans, ducts, etc., were replaced in the 1998 addition and modernization project. The equipment is working well and has not required any major repairs since installation. All equipment is constant volume air delivery with zone hydronic heating coils. Access to the mechanical platform from the modernized portions of the school is a bit challenging with no stand up access, but a bit of a "duck walk" will get you to the platforms. Once inside the platforms, there is adequate room for access and service. Access to the addition portions of the 1998 project is not restricted. There is demand control ventilation with CO<sub>2</sub> sensors in the Gymnasium and Library spaces for reducing the outside air to match the occupant load

**Hydronic Systems**

The 1998 Patterson Kelly Thermific hot water boilers have been upgraded with condensing operation capable boilers. The 1998 circulation pumps are in service and have not been problematic.

There is some history of leaking flex connections at the heating coils. When a coil flex connection is observed to be leaking, the maintenance department has a program of replacing the failing flex connection and restoring the system operation on an as-fails basis.

**Controls Systems**

The 1998 project installed the then District standard Alerton IBEX DDC system. Alerton does not support the IBEX system components, but the Anacortes School District maintenance department has worked with ATS Automation to salvage IBEX devices and components when other buildings in the District have a DDC system upgrade. There will come a time when the IBEX components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors will need to be upgraded to the current Alerton system.

The head end controller has been updated to Alerton BACtalk, but the panels and end devices are IBEX system components.

**Fire Sprinkler**

The 1998 installed wet and dry systems are functioning well.

**ELECTRICAL EVALUATION****Power**

The campus is fed from the utility to a 1600 Amp 208 Volt 3-phase circuit breaker type switchboard in good condition. Campus distribution is in good condition with space for additional loads to be added to the existing building in the future.

Building has a Generac 20KW emergency generator powering emergency exit and egress lighting.

**Lighting**

The building is lit with T8 and compact fluorescent light fixtures with electronic ballasts. Exterior lighting appears adequate and in good condition. Existing lighting was per code at the time of installation.

To meet 2012 Washington State Energy Code a new digital lighting control system must be provided. This requires photocells and daylight dimming, automatic shut off occupancy sensors, and smart digital switches and controllers.

**Telephone and Data systems**

Classrooms have minimal data cabling at 2 locations with 2 data ports at each location.

The campus has a newer conventional telephone system in good working condition connecting to the district main system via an Avaya CS100 at the middle school.

Campus only has wireless data system in administration area.

**Communication systems**

Intercom system is a Telecenter 2100 system that intermittently locks up when calling a classroom. This system should be upgraded with a new IP head end to allow for connection to the phone system, district wide paging, and maintenance.

**Electronic Safety and Security**

Campus fire alarm system is a Faraday MPC-2000 addressable system. Fire alarm system is in good condition. Faraday is no longer selling parts to the system so a new Fire Alarm Panel and devices will be required with a major upgrade. While the existing fire alarm system was per code at time of installation, current code would require a voice evacuation system be added to the building.

There is no security camera system on campus.

Building has no distributed antenna system for emergency responders. An RF test of the building would be required to determine if one is needed to meet the current code.

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**SUMMARY OF FINDINGS****SAFETY ISSUES**

1. *The volume of vehicular pick-up traffic causes backups and congestion along Gibraltar Road causing traffic delays and conflicts for busses exiting the site.*
2. *The site perimeter is not fenced.*
3. *The school does not have security cameras.*
4. *Building does not contain a distributed antenna system for emergency responders.*

**CODE / LEGAL**

1. *Lighting system does not meet current 2012 Washington State Energy Code.*

**LIFE CYCLE REPLACEMENT / REPAIR**

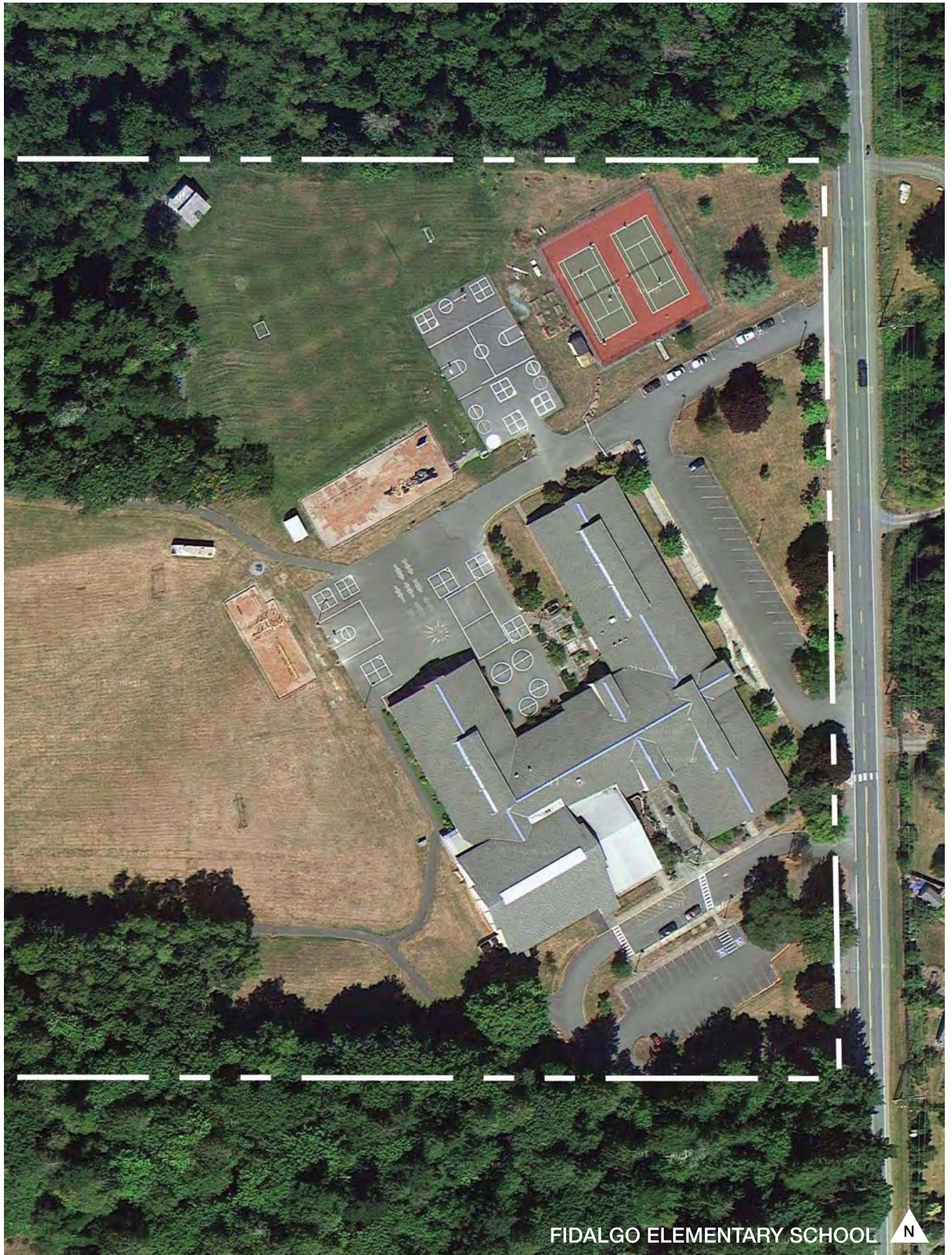
1. *Concrete curbs at south parking lot are deteriorating.*
2. *Visible yellow discoloring is occurring at a number of translucent skylight panels in the gym.*
3. *Carpet in the Staff Lounge is worn and stained from use.*
4. *Some cosmetic drywall cracking was observed along the corridor walls.*
5. *Water heater is 20 years old; the burner has been rebuilt, the tank has not yet leaked, but is beyond anticipated service life.*
6. *Building digital control components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors is needed.*
7. *Intercom system should be upgraded with a new IP head end.*
8. *Fire alarm panel and devices should be upgraded.*

**PROGRAM**

1. *Poor acoustics in the Gymnasium.*
2. *Classrooms have minimal data capability — Technology Levy \$ will address.*
3. *Wireless data system only serves the administration area – Technology Levy \$ will address.*

**ENERGY SAVINGS**

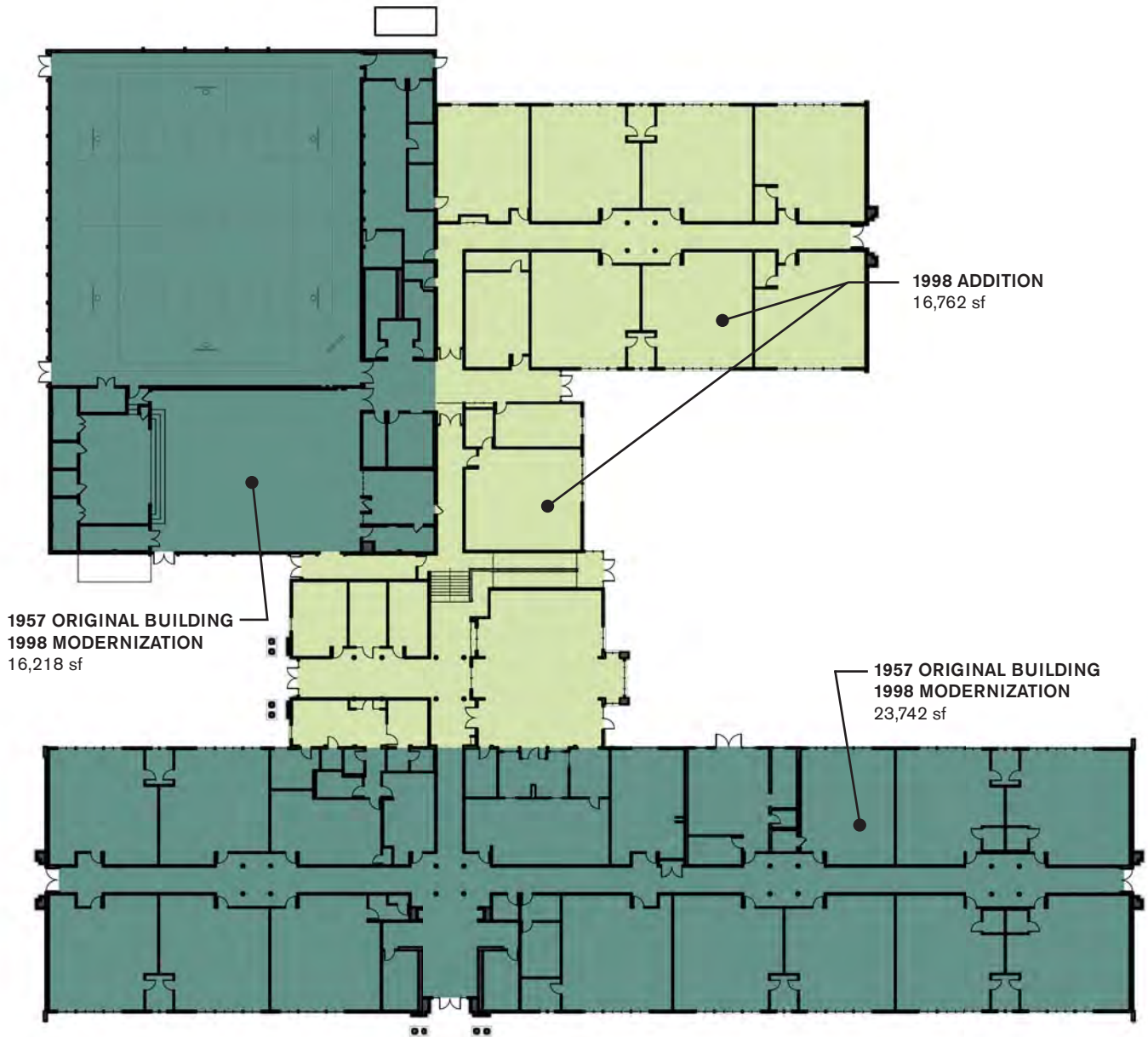
1. *No significant energy saving measures identified.*



FIDALGO ELEMENTARY SCHOOL



CONSTRUCTION HISTORY



**SQUARE FOOTAGE SUMMARY**

1957	■	39,960 sf
1998	■	16,762 sf
Total SF:		56,722 sf

PROGRAM USE



**FIDALGO ELEMENTARY SCHOOL**

- Core Instruction (C)
- Special Education (S)  
Special Education Support (SES)
- Elective / Specialist (E)  
PE
- Support  
Restrooms  
Hallways / Foyers  
Administration / Staff Rooms  
Conference Rooms  
Storage / Mech Spaces

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

FIDALGO ELEMENTARY SCHOOL / ANACORTES (29103)

**MAIN BUILDING**

**Total Building Condition Rating 88.15 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1040	Interior Grilles and Gates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1060	Raised Floor Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HVAC</b>											
D3010	Facility Fuel Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3020	Heating Systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**STATE OF WASHINGTON**  
**SUPERINTENDENT OF PUBLIC INSTRUCTION**  
**BUILDING CONDITION RATING SUMMARY 2013-2014**

**Unused Components**

D3030	Cooling Systems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Fire Protection**

D4010	Fire Suppression	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D4030	Fire Protection Specialties	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electrical**

D5010	Facility Power Generation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5020	Electrical Services and Distribution	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Communications**

D6010	Data Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electronic Safety and Security**

D7010	Access Control and Intrusion Detection	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Integrated Automation**

D8010	Integrated Automation Facility Controls	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Equipment**

E1030	Commercial Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1040	Institutional Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1070	Entertainment and Recreational Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1090	Other Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Furnishings**

E2010	Fixed Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Island View Elementary School (K-6)**

2501 J Avenue  
Anacortes, WA 98221



**Quick Facts:**

Grade Level: K-6  
 Site Area: 9.13 Acres (proportional area – site shared with Anacortes Middle School)  
 Current Use: Educational Facility  
 Zone: P – Public Use

**Construction History & Square Footage:**

1957 Original Building	21,440 sf
1964 Addition	11,375 sf
1976 Addition	428 sf
1991 Addition	460 sf
1997 Addition	<u>22,863 sf</u>
<b>Total SF</b>	<b>56,566 sf</b>

**Functional Permanent School Capacity:**

<b>Grade</b>	<b># Rooms</b>	<b>Class Size</b>	<b>Capacity</b>
K	2	24	48
1	3	24	72
2-4	7	25	175
5-6	5	26	130
Sp Ed	3	8	24

**Total Classrooms: 20**

**Total Permanent Functional Capacity: 449\***

*\*Island View accommodates: (2) Title-1 programs in full size classrooms; an ESD 189 program for Deaf & Hard of Hearing in a full size classroom; and has converted a classroom into a second computer lab. Conversion or consolidation of any of these back into general education classrooms will increase the functional capacity of this school.*

**Current Enrollment (October 2013): 458 Head Count**  
 Number of Portables: 0

**BUILDING CONDITION SUMMARY**

**SITE DEVELOPMENT**

**General**

Island View Elementary School is located off J Avenue in the City of Anacortes. The site slopes down approximately 5-feet from the street and then is fairly level until it slopes off again at the rear of the site.

The main entry to the school is easily identifiable from the street. Two separate play areas exist, one to the north and one to the south, programmatically divided for primary and secondary grade level use. Limited parking is available at the front of the building and around to the north. The overall site is surrounded by single-family residences.

**Transportation**

Vehicular traffic circulates in a single direction through a signed one-way entry and exit from J Avenue. The west parking lot (41 spaces) is set back from the road immediately in front of the building. A connecting parking lot to the north of the building contains another 36 spaces and is primarily used by staff.

Student drop-off/pick-up occurs in the west parking lot down the center isle. The lack of curb drop-off area causes congestion and is a safety issue.

A separate entrance/exit for the busses is accessed off of J Avenue and is physically separated from the vehicular traffic. Location of the bus entry/exit on J Avenue is only 100-feet from the vehicular entrance to the main parking lot. It is not unusual for cars wanting to pick up students when school gets out to be backed-up onto J Avenue creating congestion and blocking the busses from exiting the site.

**Outdoor Surfaces**

The pavement and concrete surfaces are in good condition.

**Stormwater Management**

On-site water detention was provided as part of the 1997 modernization and addition project. Site stormwater is collected and directed to a detention area on the east side of the site for water quality treatment. Civil drawings were not available at the time of this report but it is believed that stormwater management met current regulations in 1997. Additional significant exterior improvements will likely require improvements of the existing infrastructure to bring this site up to current codes.

**Sanitary Sewer**

Sanitary sewer is connected to the City's sewer. It is assumed that this system is adequate for the school.

The underground waste line that serves the bathrooms east of the gymnasium has a history of plugging.

**Water and Fire Access**

Domestic water service is provided from a 16-inch main line in the street through a 3-inch line to the building. No information was available at the time of this report related to the fire flow service around the building. It is assumed that the site contains a looped system with proper spacing of fire hydrants complying with City requirements.

Emergency and fire vehicular access encircles a majority of the building with appropriate turn-around areas at each end of the access.

**Site Accessibility**

No significant site accessibility issues were observed.

**Landscaping**

Landscaping improvements occurred in 1997 as part of the overall modernization and is generally in good condition.

## GENERAL BUILDING

### Construction History

The original school was constructed in 1957. In 1964 a separate decagon-shaped building was added to the site and connected to the original building by a covered walkway. Small additions were added to the gym and kitchen in 1991 and 1976. The entire facility went through a major renovation which included a large addition in 1997.

### Spatial Relationships

The school is arranged with two separate classroom wings, one to the north and the other to the south. Classrooms are connected through a double-loaded corridor system down the middle of the building. The administration, library and the multi-purpose room are in the center portion of the school. The gymnasium is at the north end of the facility in a separate wing. The building is a single-story structure and very linear in its configuration. There is quite a bit of distance from one end of the building to the other but interior sight-lines for supervision is good.

### Daylighting

Most classrooms contain adequate natural light and views to the exterior. The exceptions are the multi-purpose room, science lab, computer lab, and main conference room which do not have exterior windows and therefore do not receive natural daylighting.

### Safety/Security

The site is fenced except for the west property line along 'J' Avenue which is the front of the school.

Bus and vehicular loading/unloading areas are separated although back-up of vehicular traffic on 'J' Avenue provides conflicts for bus entry and exiting.

Sidewalks run along 'J' Avenue providing safe walking routes. Once on-site, the main pedestrian path to the front of the school requires crossing the main parking lot and the vehicular loading/unloading area which is a safety issue.

The school contains seven entrances/exits into the building. All but the main entrance remains locked to maintain security. The school does not have security cameras.

### Building Envelope

Exterior walls of the 1957 classroom wing consist of wood framing sitting on top of concrete masonry stem walls. Wood furring was applied to the interior side of these walls during the 1997 renovation to provide R-11 insulation in the framed walls and 1-1/2 inches of rigid insulation against the concrete masonry stem walls. The exterior finish is cement plaster on plywood sheathing. All windows were replaced with vinyl framed insulated glazing.

Exterior walls of the 1957 gymnasium are constructed of 6-inch and 8-inch concrete masonry units (CMU). New cement plaster was applied to the exterior as part of the 1997 renovation. These walls are un-insulated.

Exterior walls of the 1964 decagon-shaped building are of similar composition to the 1957 classroom wing described above.

The exterior walls of the 1997 addition consist of 2x6 wood-framed construction with R-19 insulation. The exterior finish consists of cement plaster over plywood sheathing. This addition also contains insulated glazing set into vinyl framed windows.

In 1997 the original roof was over-framed with wood trusses and engineered joists. Roofing material consists of asphalt composition shingles on a 3.25:12 slope. R-38 insulation is provided in the roof.

In summary, the exterior building envelope appears to be in good condition. No signs of cracking or settlement were observed. Energy performance is expected to be fair to good. No signs of roof leaks were noted. Asphalt composition roofing is estimated to be approximately 65% through its serviceable life and will require replacement in 8-10 years.

### **Interior Finishes & Equipment**

All interior finishes and equipment appears to be in good condition.

Interior finishes typically consist of VCT and carpet flooring, painted gypsum board and veneer plaster walls, ceramic tile walls and floors in the restrooms, exterior hollow metal doors and frames, interior wood doors set in hollow metal frames and suspended acoustical ceilings.

## **STRUCTURAL EVALUATION**

### **Type of Construction/Structural System**

Island View Elementary School was originally constructed in 1957 with a polygon shaped wing added in 1964 and a south wing addition and modernization completed in 1997. Seismic upgrades were done throughout the existing building as part of the 1997 modernization. The school is a single story structure and is approximately "L" shaped in plan.

The 1957 classroom wing on the north side is a wood framed building. In 1997 the original roof was over-framed with wood trusses and engineered joists. The roof consists of plywood sheathing supported by the over-framing roof trusses and engineered joists, which are supported by wood beams and wood stud bearing walls. The roof below the over-framed roof consists of tongue-and-groove decking supported by wood beams and wood bearing walls. The building perimeter typically consists of wood stud walls bearing on concrete masonry unit (CMU) stem walls.

The 1957 gym is a CMU building. In 1997 the original roof was over-framed with wood trusses. The roof consists of plywood sheathing supported by the over-framing roof trusses, which are supported by the CMU walls. The roof below the over-framed roof consists of tongue-and groove decking supported by pairs of heavy timber beams. The beams are supported by steel columns.

The 1964 polygon addition is a tall wood framed building. In 1997 the original roof was over-framed with wood trusses. The roof consists of plywood sheathing supported by the over-framing roof trusses, which are supported by heavy timber beams and wood stud bearing walls. The building perimeter consists of CMU walls.

The 1997 addition located on the south side is a wood framed structure. The roof consists of plywood sheathing supported by engineered joists, which are supported by beams, posts, and wood stud bearing walls. The building perimeter consists of wood stud walls.

All of the floors are concrete slab-on-grade.

The lateral-force-resisting system consists of plywood sheathing diaphragms, tongue-and-groove decking diaphragms, CMU shear walls and wood-framed shear walls.

#### **Structural Observations and Comments**

It is unclear if there is adequate out-of-wall bracing anchorage at the top of the gym CMU walls. Recommend further investigation to determine if adding additional wall anchorage is required.

#### **Structural Conclusion / Recommendations**

No major structural deficiencies were noted during the site visit. Overall the school generally appears in good condition structurally.

### **MECHANICAL EVALUATION**

#### **Plumbing Piping**

Domestic water distribution systems are functioning well. All drain, waste, and vent (DWV) systems are functioning well except for an original underground waste line that serves the bathrooms east of the gymnasium. These lines have a history of plugging and should be replaced.

This campus is connected to the City of Anacortes sewer system.

#### **Plumbing Fixtures**

No cracked or broken china fixtures were observed or reported. Stainless steel sinks and faucets are functioning well. Repair and replacement parts are readily available if required.

The 1997 modernization project provided Zurn manual flush valves for water closets and urinals. As the Zurn valves fail or need repair, the Anacortes School District maintenance department replaces Zurn with Sloan flush valves as the Anacortes School District standard.

The wash fountains at the public toilet rooms are working well. The manual metering valves are providing good service.

#### **HVAC Systems**

All air handlers, return fans, exhaust fans, ducts, etc., were replaced in the 1997 modernization and addition project. The equipment is working well and has not required any major repairs since installation. All equipment is constant volume air delivery with zone hydronic heating coils. Access to the mechanical platform from the modernized portions of the school is a bit challenging with no stand up access, but a bit of a "duck walk" will get you to the platforms. Once inside the platforms, there is adequate room for access and service. Access to the addition portions of the 1997 project is not restricted. There is demand control ventilation with CO<sub>2</sub> sensors in the Gymnasium and Library spaces for reducing the outside air to match the occupant load.

#### **Hydronic Systems**

The 1997 Patterson Kelly Terrific hot water boilers were upgraded 3 years ago with condensing operation capable boilers. The 1997 circulation pumps are in service and have not been problematic.

There is some history of leaking flex connections at the heating coils. When a coil flex connection is observed to be leaking, the maintenance department has a program of replacing the failing flex connection and restoring the system operation on an as-fails basis.

### **Controls Systems**

The 1997 modernization project installed the then District standard Alerton IBEX DDC system. Alerton does not support the IBEX system components, but the Anacortes School District maintenance department has worked with ATS Automation to salvage IBEX devices and components when other buildings in the district have a DDC system upgrade. There will come a time when the IBEX components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors will need to be upgraded to the current Alerton system.

The head end controller has been updated to Alerton BACtalk, but the panels and many end devices are IBEX system components. Most actuators for dampers and valves have been upgraded.

### **Fire Sprinkler**

The wet and dry fire protection systems are functioning well.

## **ELECTRICAL EVALUATION**

### **Power**

The building is fed through a utility transformer to an 800Amp 480V 3 phase main switchboard that is in good condition. The building distribution panels are in good condition and appear to have capacity for future electrical devices within the building.

The campus is equipped with a 45KW Kohler emergency generator for NEC 700 loads (emergency egress and exit lights). The generator is powered by natural gas with an automatic switchover to propane if there is a problem with the natural gas supply. Generator is not UL 2200 and is acceptable in its current location but will become non-compliant with current code if moved.

### **Lighting**

The building is lit with T8 fluorescent and compact fluorescent light fixtures with electronic ballast except in the multipurpose room which is equipped with LED type fixtures. Classrooms have occupancy sensors and are zoned for daylighting but not for the teaching wall. Exterior lighting appears adequate and in good working condition. The existing lighting was per code at the time of installation.

To meet 2012 Washington State Energy Code a new digital lighting control system must be provided. This requires photocells and daylight dimming, automatic shut off occupancy sensors, and smart digital switches and controllers.

### **Telephone and Data systems**

Classrooms have minimal data cabling at 2 locations with 2 data ports at each location.

The campus has a newer conventional telephone system in good working condition connecting to the district main system via an Avaya CS100 at the middle school.

Campus only has wireless data system in administration area.

**Communication systems**

Intercom system is a Telecenter 2100 system that intermittently locks up when calling a classroom. This system should be upgraded with a new IP head end to allow for connection to the phone system, district wide paging, and maintenance.

**Electronic Safety and Security**

Campus fire alarm system is a Faraday MPC-2000 addressable system. Fire alarm system is in good condition. Faraday is no longer selling parts to the system so a new Fire Alarm Panel and devices will be required with a major upgrade. While the existing fire alarm system was per code at time of installation, current code would require a voice evacuation system be added to the building.

There is no security camera system on campus.

Building has no distributed antenna system for emergency responders. An RF test of the building would be required to determine if one is needed to meet the current code.

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**SUMMARY OF FINDINGS****SAFETY ISSUES**

1. *Student drop-off and pick-up occurs down the center parking isle causing congestion and is a safety issue.*
2. *Vehicular back-up onto J Avenue sometimes blocks the busses from being able to exit the site.*
3. *Primary walking route passes across the main parking lot creating a safety issue.*
4. *School does not have security cameras.*
5. *Building does not contain a distributed antenna system for emergency responders.*

**CODE / LEGAL**

1. *Recommend further investigation to determine if there is adequate wall to roof anchorage at the top of the gym CMU walls.*
2. *Lighting controls do not meet 2012 Washington State Energy Code requirements.*

**LIFE CYCLE REPLACEMENT / REPAIR**

1. *Roofing will need to be replaced in 8-10 years.*
2. *Waste line from restrooms on east side of gym is old and frequently plugs when restrooms are in use.*
3. *There is a history of leaking flex connections at the heating coils.*
4. *Building digital control components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors is needed.*
5. *Intercom system should be upgraded with a new IP head end.*
6. *Fire alarm panel and devices should be upgraded.*

**PROGRAM**

1. *Classrooms have minimal data capability – Technology Levy \$ will address.*
2. *Wireless data system only serves the administration area – Technology Levy \$ will address.*

**ENERGY SAVINGS**

1. *No significant energy saving measures identified.*

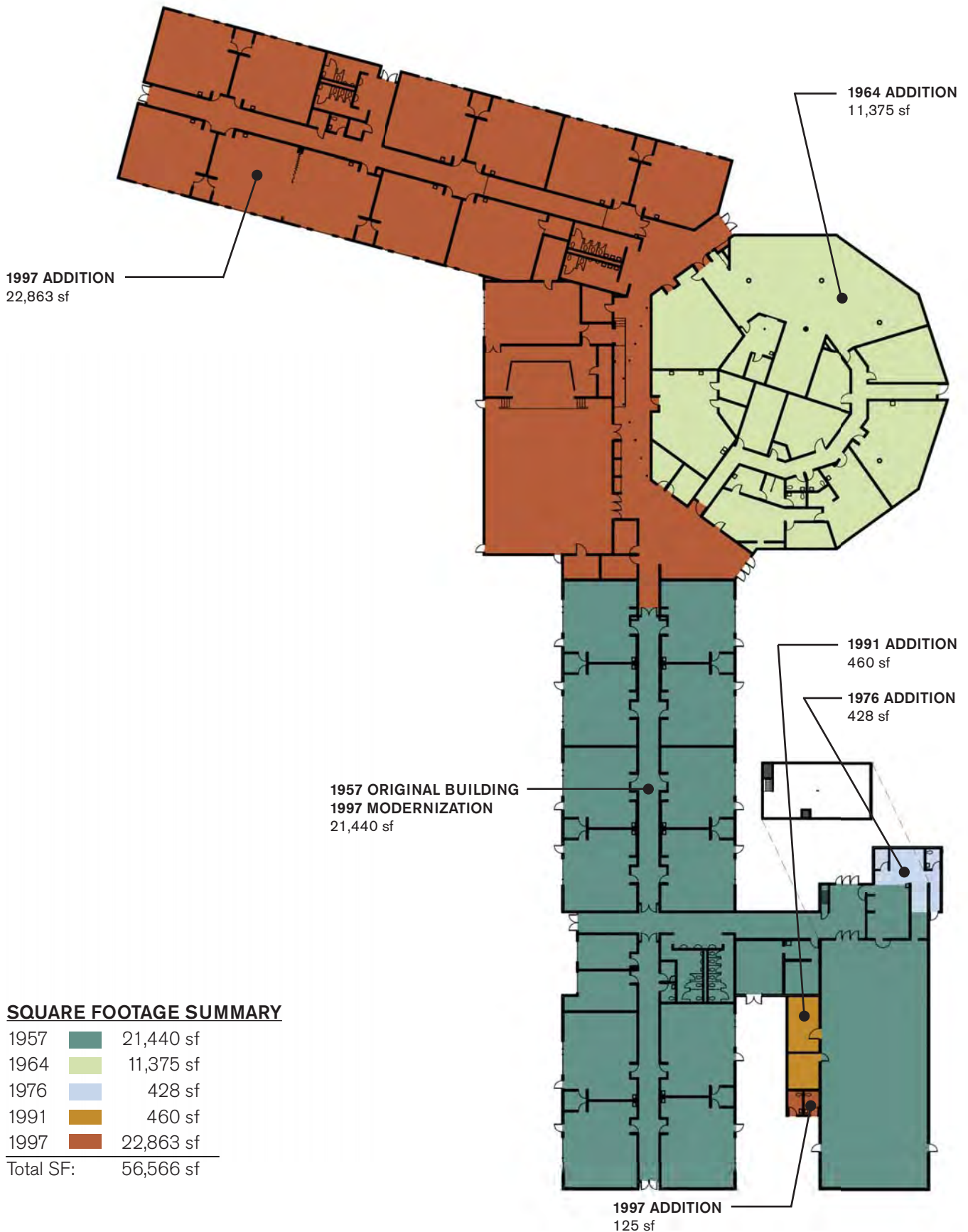




ISLAND VIEW ELEMENTARY SCHOOL



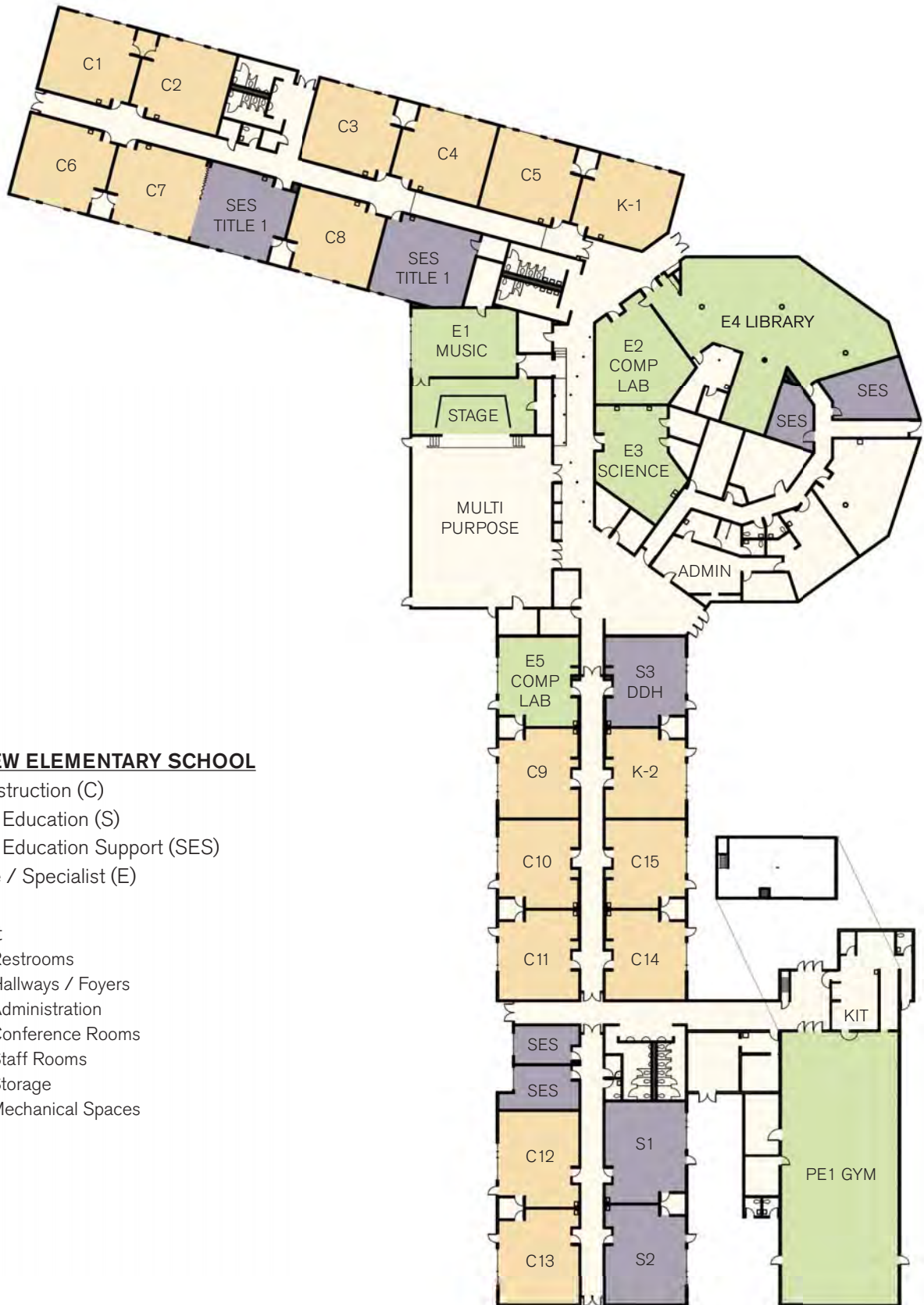
CONSTRUCTION HISTORY



**SQUARE FOOTAGE SUMMARY**

1957	21,440 sf
1964	11,375 sf
1976	428 sf
1991	460 sf
1997	22,863 sf
<b>Total SF:</b>	<b>56,566 sf</b>

PROGRAM USE



**ISLAND VIEW ELEMENTARY SCHOOL**

- Core Instruction (C)
- Special Education (S)  
Special Education Support (SES)
- Elective / Specialist (E)
- PE
- Support
  - Restrooms
  - Hallways / Foyers
  - Administration
  - Conference Rooms
  - Staff Rooms
  - Storage
  - Mechanical Spaces

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

ISLAND VIEW ELEMENTARY SCHOOL / ANACORTES (29103)

**MAIN BUILDING**

**Total Building Condition Rating 87.01 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1040	Interior Grilles and Gates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1060	Raised Floor Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HVAC</b>											
D3010	Facility Fuel Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3020	Heating Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

**Unused Components**

D3030	Cooling Systems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Fire Protection**

D4010	Fire Suppression	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D4030	Fire Protection Specialties	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electrical**

D5010	Facility Power Generation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5020	Electrical Services and Distribution	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Communications**

D6010	Data Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electronic Safety and Security**

D7010	Access Control and Intrusion Detection	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Integrated Automation**

D8010	Integrated Automation Facility Controls	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Equipment**

E1030	Commercial Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1040	Institutional Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1070	Entertainment and Recreational Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1090	Other Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Furnishings**

E2010	Fixed Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Mt Erie Elementary School (K-6)**

1313 41<sup>st</sup> Street  
 Anacortes, WA 98221



**Quick Facts:**

Grade Level: K-6  
 Site Area: 6.66 Acres  
 Current Use: (680) Educational Services  
 Zone: P – Public Use

**Construction History & Square Footage:**

1955 Original Building	21,746 sf
1984 Addition	810 sf
1991 Addition	<u>19,240 sf</u>
<b>Total SF</b>	<b>41,796 sf</b>

**Functional Permanent School Capacity:**

Grade	# Rooms	Class Size	Capacity
K	1	24	24
1	3	24	72
2-4	9	25	225
5-6	5	26	130
Sp Ed	0	8	0

**Total Classrooms: 18**

**Total Permanent Functional Capacity: 451**

**Current Enrollment (October 2013): 456 Head Count**

Number of Portables: 1

**BUILDING CONDITION SUMMARY**

**SITE DEVELOPMENT**

**General**

Mt Erie Elementary School is located off 41<sup>st</sup> Street on a 6.66 acre site in the City of Anacortes. The school is constructed on a fairly level site with the playfield area to the south elevated approximately 6-feet above the finish floor of the school building. The site continues to rise at an even rate up to the south property line. Wetlands are reported to exist south of the school site. Buffer requirements and building restrictions should be further investigated. The main entry of the school is pronounced and clearly identifiable as visitors approach from 41<sup>st</sup> Street.

One portable exists on site. This portable is currently being used for storage.

**Transportation**

At the front of the school are four vehicular access points from 41<sup>st</sup> Street. The western most entrance/exit enters into a looped drive which was originally designed for bus loading and unloading. The school currently uses this circular drive for vehicular drop-off and pick-up of students. Lineal footage of curb-side drop-off/pick-up is limited and there is very little back-up area before vehicles are forced to queue up on 41<sup>st</sup> Street. Nineteen additional parking spaces were added along the entry drive and inside loop to provide additional parking at this site which does not have sufficient on-site parking.

On the eastern half of the site, fronting 41<sup>st</sup> Street, there is a one way loop with a separate entrance and exit. This was originally designed for vehicular student drop-off and pick-up. Due to traffic congestion at the intersection of M Avenue and 41<sup>st</sup> Street, the District now uses this looped drive for bus loading and unloading. Sufficient curb-side loading/unloading area exists along this looped drive for busses but entering and exiting of the busses onto 41<sup>st</sup> Street is problematic due to the close proximity of the other access/egress driveways onto the site.

In the middle of the current bus loop is the school's main parking lot. This parking lot is accessed via another driveway between the bus entrance and exit. This parking lot contains 33 parking spaces. Vehicular circulation through this parking lot is tight, congested, and includes dead end aisles.

**Outdoor Surfaces**

The pavement and concrete surfaces are in fair condition.

**Stormwater Management**

All foundation drains, roof drains, and yard drains are routed and connected to a City main line in 41st Street. It appears that all drain lines are working properly and contain appropriate clean-outs for maintenance.

This site does not contain any water quality treatment. Any future additions will need to implement water quality treatment of pollution generating surfaces per current code.

This site has a detention system on the north side of the building which occasionally backs up water into the driving lanes.

**Sanitary Sewer**

Sanitary sewer is connected to the City's sewer system in 41<sup>st</sup> Street. No issues were reported with this system.

**Water and Fire Access**

Domestic water service between the water meter and the building is schedule-80 PVC piping. Glue joints at fittings continue to fail and have been fixed several times. This piping should be changed to ductile iron.

A 6-inch ductile iron water line encircles the building with appropriately spaced fire hydrants. This system is looped and believed to comply with current codes.

Emergency and fire vehicular access encircles the building, however, the fire lane to the west and south is 8' wide, and does not meet the code requirements.

**Accessibility**

The 1955 portion of the building does not provide proper clearances for handicap accessibility into the classrooms from the corridor. Exterior doors were provided to these classrooms as part of the 1991 remodel to meet ADA accessibility code but this is not an ideal situation.

Two staff toilet rooms and the nurse's toilet room do not comply with ADA accessibility requirements.

Toilet rooms in the east classroom wing do not comply with ADA accessibility requirements or with health code requirements.

In many instances the door hardware does not comply with ADA accessibility code.

**Landscaping**

Landscaping around the building is minimal. A stand of mature conifers remains in the western half of the property.

Grass playfields behind building do not drain well which restricts use.

**GENERAL BUILDING****Construction History**

The original school was a one-story building constructed in 1955. In 1984 a small addition to the north the building expanded the administration area. In 1991, an addition provided a classroom wing to the south and a new gymnasium and kitchen. The existing 1955 gymnasium was converted to a library, workroom and computer lab. The original 1955 building low slope roof was over-framed with wood trusses to provide a sloping roof as part of the 1991 project.

**Spatial Relationships**

The school is single story structure and is approximately "H" shaped in plan. Two separate classroom wings are access through a double-loaded corridor system. The library is at the center of the building and the multi-purpose room is at the southeast corner of the school. The general office is well situated at the main entry of the school but its interior arrangement does not provide clear visual control of the exterior parking lots and student loading and unloading areas.

**Daylighting**

Daylight distribution throughout the classroom spaces is good. High clerestory windows provide natural light into the main classroom corridors. Natural lighting is limited in the library and non-existent in the multipurpose room.

**Safety/Security**

The site perimeter is only partially fenced. Visual control of the exterior school property is good.

Exterior classroom doors provide a safety and security issue allowing unauthorized access to the school if not kept locked or if the doors do not properly close and latch. In addition, these doors swing out directly into the main walkway creating the potential of hitting staff and students as they walk by.



**Building Envelope**

Exterior perimeter of the 1955 building consists of 2x4 wood stud walls bearing on concrete stem walls. Walls contain R-11 batt insulation. Exterior finish is a combination of cement plaster and brick veneer. Windows were replaced as part of the 1991 modernization with insulated glazing.

Exterior perimeter of the gym consists of 2x8 wood stud walls with R-19 insulation.

Exterior perimeter of 1991 south classroom wing consists of 2x6 wood stud walls with R-19 batt insulation. Windows are aluminum framed with insulated glazing.

Seals at corridor clerestory windows are beginning to fail. Glazing should be replaced.

Exterior classroom doors allow cold air to enter directly into the classroom when these doors are used for access. This puts a higher demand on the heating units and consumes more energy.

Roofing consists of asphalt shingles on a 4:12 sloped roof. Roof insulation consists of 4-inches of rigid insulation above the structural roof deck. The asphalt shingles are 22 years old and at the end of their serviceable life. The roofing should be replaced.

**Interior Finishes & Equipment**

Gymnasium has poor acoustics, limited storage for tables, chairs and PE equipment. Stage equipment consisting of lighting, sound, and A/V is outdated and in need of replacement.

Classroom casework in the 1955 portion of the building is past its serviceable life and needs to be replaced.

Carpet is in fair condition although signs of wear and staining exist. Corridors consist of VCT and are in good condition. Interior paint finish is in good condition. Ceilings are predominately suspended acoustical panels and are in good condition.

Majority of door hardware is old and past its serviceable life. In many instances the door hardware does not comply with ADA accessibility code.

**General Observations**

Staff room is located in a repurposed classroom located in the east classroom wing of the school. Although appropriate in size, this space does not provide a professional atmosphere for the staff.

The multi-purpose room is used for both PE and as a cafeteria to serve lunch. The small size of this room, and its dual purpose, limits the functionality of providing proper PE instruction during the lunch periods which includes set-up and clean-up time.

This school lacks flexible and adaptable instructional space to accommodate current teaching models. There are no flexible shared learning spaces for small group activities or personalized learning.

Corridors in the 1955 wing are narrow and contain painted concrete masonry units (CMU) walls providing a hard and sterile feel. Corridor finish in the 1991 wing is gypsum board with a plastic laminate wainscot and is in good condition.

Kindergarten classes are being held in standard size classrooms. Educational standard is to provide a larger sized classroom for this grade level.

## STRUCTURAL EVALUATION

### Type of Construction/Structural System

Mt. Erie Elementary School was originally constructed in 1955 with an addition and modernization completed in 1991. Seismic upgrades were done throughout the existing building as part of the 1991 modernization, which included strong-backing unreinforced CMU walls in the classrooms. A small two room wood framed addition was also added near the main entry in 1984. The school is single story structure and is approximately "H" shaped in plan.

The 1955 north classroom wing is a wood framed building. In 1991 the original roof was over-framed with wood trusses. The roof consists of plywood sheathing supported by the over-framing trusses, which are supported by wood beams and wood stud bearing walls. The original roof is wood framed and is supported by a combination of wood and steel beams, which are supported by steel columns. The interior corridor walls are typically CMU infill walls between the steel columns. The building perimeter typically consists of wood stud walls bearing on concrete stem walls. Some locations have brick veneer.

The south 1991 addition is a wood framed structure. The classroom wing roof consists of plywood sheathing supported by wood trusses, which are supported by beams and wood stud bearing walls. The multipurpose room roof consists of plywood sheathing over tongue-and-groove decking supported by glulam beams and steel columns. The perimeter of the addition consists of wood stud walls.

All of the floors are concrete slab-on-grade.

The lateral-force-resisting system consists of plywood sheathing diaphragms, plywood sheathing over tongue-and-groove decking diaphragms, CMU shear walls and wood-framed shear walls.

### Structural Observations and Comments

No structural observations

### Structural Conclusion / Recommendations

No major structural deficiencies were noted during the site visit. Overall the school generally appears in good condition structurally.

## MECHANICAL EVALUATION

### Plumbing Piping

The original 1955 building has the original galvanized steel domestic water system piping concealed in walls to fixtures. The 1991 addition project included replacing the horizontal domestic water mains with copper tubing that is connected to the concealed galvanized steel piping. The 1991 addition project domestic water piping is the original copper tubing and is in good condition.

### Plumbing Fixtures

With the exception of the floor mounted stall type urinals in Boys Toilet Rooms, the china and stainless steel fixtures were upgraded in the 1955 building as part of the 1991 addition project. The fixtures are old, but no cracked or broken fixtures were observed. The 1991 addition fixtures are in good condition.

### HVAC Systems

The 1991 project converted the original 1955 all-electric heating and ventilation systems to gas fired, non-condensing boilers with circulating pumps hydronic heating systems. Each space has a fan coil unit with

mixing dampers and economizer operation capability. There is demand control ventilation with CO<sub>2</sub> sensors in the Gymnasium and Library spaces for reducing the outside air to match the occupant load.

### **Hydronic Systems**

The hydronic heating system was installed in the 1991 addition project. The boilers were replaced 3 years ago with condensing operation capable boilers. The hydronic system is currently set to operate at 165° F (non-condensing operation). The DDC system is not currently programmed to allow the boilers to operate in condensing mode (at or below 130° F Heating Water Supply temperature). Operation in condensing mode at this lower water temperature will sufficiently heat the buildings during moderate weather conditions and provide energy savings to the District. The DDC system is capable of providing this energy reduction operation strategy. The original hydronic system circulation pumps remain in service on a constant speed operation mode. Integration of control sensors, variable speed drives, etc. to have DDC demand based control will reduce the energy consumption for the building. Additional DDC programming is required to implement this change.

### **Controls Systems**

A recent ESCO project included the upgrade of the 1991 Alerton IBEX DDC system to Alerton BACtalk head end, panels, and end actuators at valves and dampers.

### **Fire Sprinkler**

The 1991 project provided sprinklers in the 1955 building and the addition project. The existing wet system is working well.

## **ELECTRICAL EVALUATION**

### **Power**

The building is fed at 208V 3 phase to a square D 1600 Amp fused switchboard in good condition. The building distribution is in good condition. Panels in the older remodeled portion of building have limited space for added load but panels in 1991 addition portion of building appear to have adequate space.

Classrooms have minimal power outlets. Additional power outlets will need to be added if additional computers are added in the future.

### **Lighting**

The exterior lighting is accomplished with a mixture of compact fluorescent and high pressure sodium building mounted light fixtures. The parking lots are not lit, and the campus is dark until you get close to the building. The parking lots need lighting to make campus safe for night use.

The building is lit with T8 fluorescent fixtures with electronic ballasts and appears to be in good condition. Classrooms do not have occupancy sensors.

Emergency egress and exit signs are currently powered by standard battery powered units. It is recommended to replace these with self-diagnostic battery type units. When the self-diagnostic battery type units fail they alarm until silenced or replaced, guaranteeing light during a power outage. When the current units fail there is no indication of failure.

Existing lighting was per code at the time of installation. To meet 2012 Washington State Energy Code a new digital lighting control system must be provided. This requires photocells and daylight dimming, automatic shut off occupancy sensors, and smart digital switches and controllers.

**Telephone and Data systems**

Classrooms have 2 locations with 2 data ports at each location run in Category 5 cable. Data distribution is very minimal.

The campus has a newer conventional telephone system in good working condition connecting to the district main system via an Avaya CS100 at the middle school.

Campus only has wireless data system in administration area.

**Communication systems**

The building intercom system is a Telecenter IV in need of replacement. The intercom system intermittently will not call classrooms. District and Electrocom have done repairs but further repairs are more expensive than replacement.

**Electronic Safety and Security**

The fire alarm system is a Silent Knight 5207 system with limited parts availability. The fire alarm system is nearing its end of useful life and planning for replacement should start. While the existing fire alarm system was per code at time of installation, current code would require a voice evacuation system be added to the building.

Building has a Silent Knight 4720 security system with door contacts and motion sensors in corridors. There is no security camera system on campus.

Building has no distributed antenna system for emergency responders. An RF test of the building would be required to determine if one is needed to meet the current code.

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**SUMMARY OF FINDINGS****SAFETY ISSUES**

1. *On-site traffic circulation is tight and congested creating a safety issue.*
2. *Close proximity of multiple vehicular site entrances/exits present a safety issue.*
3. *Current vehicular traffic flow to and from the school provides congestion and restricts off-site traffic flow.*
4. *The site perimeter is only partially fenced.*
5. *Interior arrangement of the general office does not provide clear visual control of the exterior parking lots and student loading and unloading areas.*
6. *Exterior classroom doors provide a safety and security issue allowing unauthorized access to the school if not kept locked or if the doors do not properly close and latch.*
7. *Exterior classroom doors swing out directly into the main walkway creating the potential of hitting staff and students as they walk by.*
8. *1955 building still contains galvanized domestic water piping which can affect drinking water quality.*
9. *The parking lots do not have lighting - the campus is dark until you get close to the building.*
10. *Interior emergency exit lights and signs are currently powered by standard battery powered units which have no indication of dead batteries.*
11. *The school does not have security cameras.*

12. *Building does not contain a distributed antenna system for emergency responders.*

**CODE / LEGAL**

1. *Site does not provide storm water quality treatment for exterior pollution generating surfaces.*
2. *Fire and emergency vehicle access lane around the rear of the building is not wide enough to comply with current code.*
3. *North classroom wing (1955 portion) does not provide proper clearances for handicap accessibility into the classrooms from the corridor.*
4. *Two staff toilet rooms and the nurse's toilet room do not comply with ADA accessibility requirements.*
5. *Toilet rooms in the east classroom wing do not comply with ADA accessibility requirements or health code requirements.*
6. *In many instances the door hardware does not comply with ADA accessibility code.*
7. *Lighting system does not meet current 2012 Washington State Energy Code.*

**LIFE CYCLE REPLACEMENT / REPAIR**

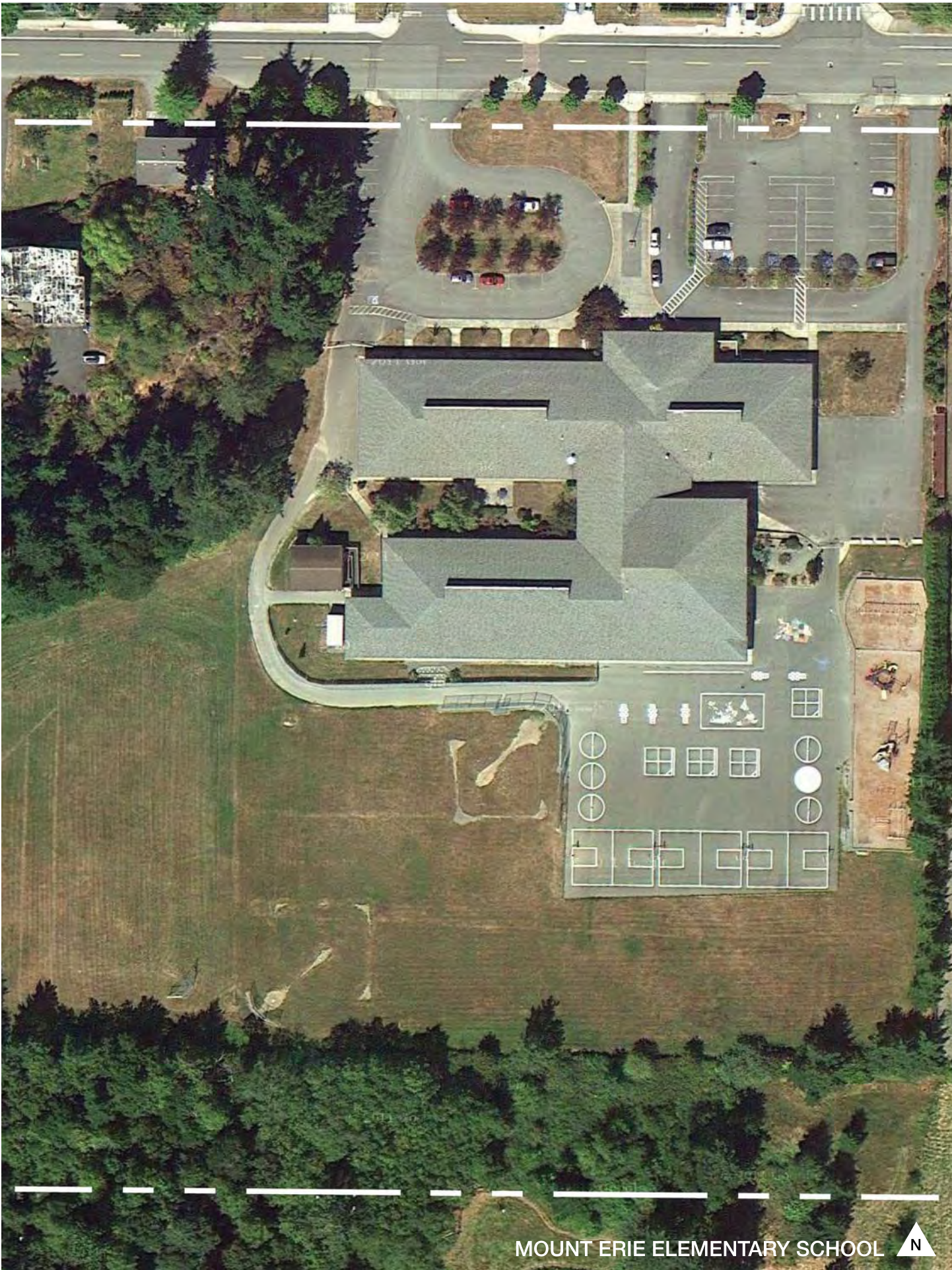
1. *Storm water detention system backs up and occasionally floods the parking lot driving lanes.*
2. *Domestic water piping between water meter and the building is PVC and continues to fail (leak) at the joints.*
3. *The asphalt shingles are 22 years old and at the end of their serviceable life.*
4. *Seals at corridor clerestory windows are beginning to fail.*
5. *Classroom casework in the 1955 portion of the building is past its serviceable life.*
6. *Majority of door hardware is old and past its serviceable life.*
7. *Stage equipment consisting of lighting, sound, and A/V is outdated and in need of replacement.*
8. *Electrical panels in the 1955 portion of building have limited space for added load.*
9. *The building intercom system is in need of replacement.*
10. *Fire alarm panel and devices should be replaced.*

**PROGRAM**

1. *Site does not contain sufficient on-site vehicular parking.*
2. *Grass playfields behind the building do not drain well which restricts use.*
3. *Natural lighting is limited in the library and non-existent in the multi-purpose room.*
4. *Multi-purpose room has poor acoustics, limited storage for tables, chairs and PE equipment.*
5. *Staff room is located in a repurposed classroom and does not provide a professional atmosphere for the staff.*
6. *The multi-purpose room is used for both PE and as a cafeteria which limits the functionality of providing proper PE instruction during the lunch periods.*
7. *Kindergarten classes are being held in standard size classrooms.*
8. *This school lacks flexible and adaptable instructional space to accommodate current teaching models. There are no flexible shared learning spaces for small group activities or personalized learning.*
9. *Corridors in the 1955 wing are narrow and contain painted concrete masonry units (CMU) walls providing a hard and sterile feel.*
10. *Classrooms have minimal power outlets.*
11. *Classroom data distribution is very minimal.*
12. *Wireless data system only serves the administration area – Technology levy \$ will address.*

**ENERGY SAVINGS**

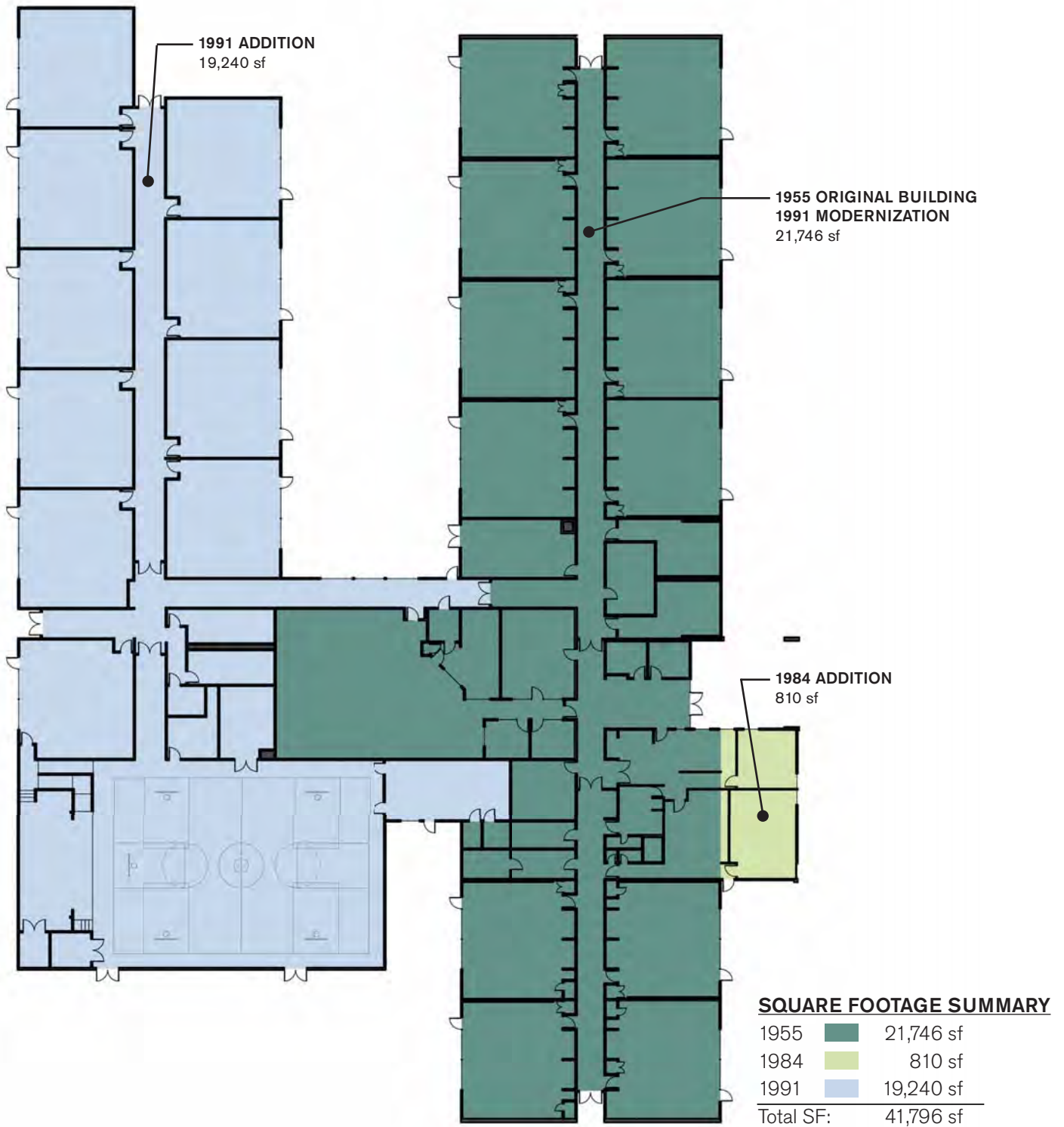
1. *Exterior classroom doors allow cold air to enter directly into the classroom when these doors are used for access. This puts a higher demand on the heating units and consumes more energy.*
2. *The DDC system is not currently programmed to allow the boilers to operate in condensing mode.*
3. *Integration of control sensors, variable speed drives, etc. to have DDC demand based control will reduce the energy consumption for the building.*
4. *Lighting in classrooms does not have occupancy sensors.*



MOUNT ERIE ELEMENTARY SCHOOL



CONSTRUCTION HISTORY





PROGRAM USE



**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

**MOUNT ERIE ELEMENTARY SCHOOL / ANACORTES (29103)**

**MAIN BUILDING**

**Total Building Condition Rating 70.94 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1040	Interior Grilles and Gates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Unused Components</b>											
C1060	Raised Floor Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3030	Cooling Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5010	Facility Power Generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

<b>HVAC</b>							
D3010	Facility Fuel Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3020	Heating Systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fire Protection</b>							
D4010	Fire Suppression	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4030	Fire Protection Specialties	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electrical</b>							
D5020	Electrical Services and Distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communications</b>							
D6010	Data Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Electronic Safety and Security</b>							
D7010	Access Control and Intrusion Detection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Integrated Automation</b>							
D8010	Integrated Automation Facility Controls	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Equipment</b>							
E1030	Commercial Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E1040	Institutional Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E1070	Entertainment and Recreational Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E1090	Other Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Furnishings</b>							
E2010	Fixed Furnishings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Anacortes Middle School (7-8)**

2202 M Avenue  
Anacortes, WA 98221



**Quick Facts:**

Grade Level: 7-8  
Site Area: 13.44 Acres (proportional area – site shared with Island View Elementary)  
Current Use: Educational facility  
Zone: P – Public Use

**Construction History & Square Footage:**

1949 Original Building	48,154 sf
1991 Addition	15,491 sf
1998 Addition	<u>33,326 sf</u>
<b>Total SF</b>	<b>96,971 sf</b>

Note: School District Administration occupies 14,019 Sq. Ft. of this building.

**Functional Permanent School Capacity:**

Grade	# Rooms	Class Size	Utilization Factor*	Capacity
7-8	13**	29	86%	324
Fine Arts	2	29	86%	50
PE	3	29	86%	75
Science	3	29	86%	75
Sp Ed	1	8	86%	7
Electives	2	29	86%	50

**Total Instructional Spaces: 24**

**Total Permanent Functional Capacity 581**

\*The current Middle School program operates on a seven (7) period schedule. Each teacher requires a preparation period. The District's practice of having Middle School teachers use their classrooms without students for their preparation period requires the classroom to be vacant for one period a day. Therefore, a utilization factor of 86% (6 divided by 7 = 86%) is used to determine maximum enrollment capacity.

\*\*District Administration occupies 3 additional classrooms on the second floor that could be used for core instruction. If needed, the middle school could increase its functional capacity to 656 by recapturing these classrooms.

**Current Enrollment (October 2013): 392 Head Count**

Number of Portables: 0

## **BUILDING CONDITION SUMMARY**

### **SITE DEVELOPMENT**

#### **General**

Anacortes Middle School is located at the corner of M Avenue and 22<sup>nd</sup> Street North. The middle school site is contiguous with Island View Elementary School located near downtown Anacortes. The site slopes gently downhill from west to east, with the school building occupying the eastern-most portion of the site. Grass ball fields, a hard-surface play area, and tennis courts occupy the area west of the middle school building. The school's main entry is pronounced, welcoming and clearly identifiable as visitors approach from M Avenue.

Anacortes Middle School shares its building with the District Administration Offices. The lower floor is dedicated solely to the Middle School, while on the upper floor the northern-most wing of the original 1949 building houses the District Administration.

#### **Transportation**

Anacortes Middle School has three parking lots. The main parking area is at the front of the building and accessed off of M Avenue. Vehicular traffic circulates in a single direction through a signed one-way entry and exit. This parking lot accommodates 58 parked vehicles. In addition, the main parking lot has a separate lane for bus loading and unloading at the front of the school. No vehicular congestion or safety issues were noted.

The second parking lot is located on the north side of the school. This lot contains a total of 23 parking spaces. This lot also incorporates a limited amount of vehicular drop-off/pick-up area for students.

A third parking lot is located northwest of the school, adjacent to the playfields, and is primarily used as overflow parking. This lot contains 44 parking spaces.

In summary, the middle school accommodates a total of 125 parking spaces. Additional street parking is available if needed.

Three bicycle racks are provided directly adjacent to the east of the Music/Arts addition at the south of the Middle School Building.

#### **Outdoor Surfaces**

The school is surrounded by concrete sidewalks and clearly identifiable safe walking paths. The concrete sidewalks and asphalt parking lot surfaces are in good condition.

#### **Stormwater Management**

All foundation drains, roof drains, and yard drains are routed and connected to a City main line in 22<sup>nd</sup> Street. It appears that all drain lines are working properly and contain appropriate clean-outs for maintenance.

This site does not contain any water quality treatment. Any future additions will need to implement water quality treatment of pollution generating surfaces per current code.

**Sanitary Sewer**

Sanitary sewer is connected to the City's sewer system at the corner of M Avenue East and 24<sup>th</sup> Street. No issues were reported with this system.

**Water and Fire Access**

Domestic water service is provided from a 8-inch main line in 22<sup>nd</sup> Street. The original galvanized line was replaced with a 4-inch polyethylene line from the meter to the building in 1998. This system appears to be functioning well.

No information was available at the time of this report related to the fire flow service and fire hydrant locations around the building. It is assumed that the site contains a looped system with proper spacing of fire hydrants complying with City requirements.

Emergency and fire vehicular access is limited around the back-side of the school. Any major renovations or additions to this facility will require additional review with the Fire Marshal to determine if the current situation conforms to current code requirements.

**Site Accessibility**

No major site accessibility issues were observed.

**Landscaping**

Landscaping around the building was renovated in 1998 and is in good condition.

**GENERAL BUILDING****Construction History**

The original school was constructed as a two-story building in 1949. Minor additions were added to the south and west portions of the school in 1958 and 1964. In 1991 a gymnasium and locker rooms were constructed to the west. In 1998, major renovations were undertaken including modernization and alterations to the entire original 1949 classroom building. The 1998 modernization also removed the 1958 and 1964 portions of the building and added a new infill portion of the building reconnecting the original classroom building with the existing gymnasium. The infill portion consisted of a new library, commons and stage, and additional classrooms. A single-story addition was also added to the south of the classroom building as part of the 1998 modernization. All mechanical and electrical systems were replaced, the building was brought up to seismic code, and new parking lots and other site improvements were provided.

**Spatial Relationships**

This two-story building accommodates interior circulation throughout the entire building. A portion of the second floor was remodeled and is used by the District Administration. Classrooms are predominately accessed through a double loaded corridor system providing good overall visual supervision. Stairs are provided throughout the building for easy access to the second floor. The general office for the middle school is located directly adjacent to the main entrance of the school.

**Daylighting**

Natural light is provided to most instructional spaces through exterior windows. Two PE classrooms and two computer labs in the center of the school do not receive outside natural light.

Skylights are provided at the center of the building over the main vertical circulation spine allowing natural light down into the corridor system.

**Safety/Security**

The site perimeter is not fenced. Visual control of the exterior school property is good.

Bus and vehicular traffic is separated. Traffic patterns and flow are appropriately signed and organized.

Sidewalks surround the building and extend out to the street creating safe walking paths.

The school contains seven main entrances/exits into the building. All are at the end of the corridor system and easily observed. All but the main entrance and set of doors to the west parking lot remain locked to maintain security. The school does not have security cameras.

**Building Envelope**

Exterior finishes consist of a combination of stucco, brick, and concrete masonry units (CMU). All finishes appear to be holding up well. Batt insulation in the exterior walls, insulated double pane glazing in vinyl windows and rigid insulation on the roof deck provide reasonable thermal performance for the building.

Exterior stucco showing signs of staining due to dirt and organic debris. A light power washing should resolve most issues and improve exterior appearance.

At numerous areas around the building, the exterior metal window sill flashing does not have proper slope to allow drainage away from the building. This is causing water to leak into the building. In some cases such as the library, moisture has deformed the casework.

Roofing consists of a modified bituminous built-up asphalt roofing system. Roofing has been well maintained and all areas appear to drain properly. Roofing is 16 years old and has a 25-year expected serviceable life. A new roof should be planned in 8-10 years.

**Interior Finishes & Equipment**

Interior finishes and equipment are in good condition. Building has been well maintained.

Carpet in most classroom areas is beginning to show signs of wear and staining.

**STRUCTURAL EVALUATION****Type of Construction/Structural System**

Anacortes Middle School was originally constructed in 1949 with a gym addition in 1991 and an addition between the gym and original east classroom wing completed in 1998. In 1998 an addition was also added to the south end of the original east classroom wing. The original 1949 classroom wing, central 1998 addition, and 1991 addition are all separated by seismic joints.

The original 1949 classroom wing is a two story concrete building. The classroom wing is rectangular in plan. The original concrete roof is over-framed with wood framing that is supported by the original concrete roof. The building perimeter typically consists of concrete walls with locations of brick and CMU veneer.

The 1991 gym is a CMU and wood framed building. The gym is rectangular in plan. The gym roof consists of tongue-and-groove decking supported by glulam beams. The building perimeter typically consists of CMU walls and wood stud walls.

The 1998 addition is a two-story steel framed building. The roof consists of plywood sheathing supported by engineered wood joists, which are supported on steel girders. The second floor consists of metal deck with concrete topping supported by open web steel joists, which are supported by steel girders. The roof and floor steel girders are supported by steel columns. The building perimeter walls typically consist of metal studs with some brick veneer.

All of the floors are concrete slab-on-grade.

The lateral-force-resisting system for the 1998 addition consists of plywood roof sheathing diaphragms, metal deck with concrete topping diaphragms, and steel braced frames. The lateral-force resisting system for the remainder of the school consists of tongue-and-groove decking diaphragms, concrete slab diaphragms, concrete shear walls, and wood-framed shear walls.

### **Structural Observations and Comments**

No structural observations.

### **Structural Conclusion / Recommendations**

No major structural deficiencies were noted during the site visit. Overall the school generally appears in good condition structurally.

## **MECHANICAL EVALUATION**

### **Plumbing Piping**

The gymnasium addition in 1991 was fully independent of the then existing Middle School. All plumbing systems in the 1991 addition are working well.

The 1998 modernization project replaced all domestic water piping in the existing building. All china and stainless steel fixtures were replaced. All plumbing systems are operating well.

### **Plumbing Fixtures**

No cracked or broken china fixtures were observed or reported. Stainless steel sinks and faucets are functioning well. Repair and replacement parts are readily available if required.

The 1998 modernization project provided Zurn manual flush valves for water closets and urinals. As the Zurn valves fail or need repair, the Anacortes School District maintenance department replaces Zurn with Sloan flush valves as the Anacortes School District standard.

The wash fountains at the public toilet rooms are working well. The manual metering valves are providing good service.

### **HVAC Systems**

The 1998 modernization project included new heating and ventilation air handling units for the existing 1949 building and the 1991 addition portion. The central air handlers have supply and return air ducts to



each room. Each room has a hydronic heating coil for temperature control. The equipment is in good operating condition, is accessible for service and maintenance.

The gymnasium is equipped with gas heat units for heating and ventilation.

### **Hydronic Systems**

The 1998 project provided (2) steel fire tube type non-condensing boilers. The boilers are in good operating condition. Repair parts are readily available when required. The service and standby hydronic system circulating pumps are in good operating condition.

### **Controls Systems**

The 1998 modernization project installed the then District standard Alerton IBEX DDC system. Alerton does not support the IBEX system components, but Anacortes School District maintenance department has worked with ATS Automation to salvage IBEX devices and components when other buildings in the district have a DDC system upgrade. There will come a time when the IBEX components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors will need to be upgraded to the current Alerton system.

The head end controller has been updated to Alerton BACtalk, but the panels and end devices are IBEX system components.

### **Fire Sprinkler**

The existing fire sprinkler systems installed during the 1998 modernization project are working well.

## **ELECTRICAL EVALUATION**

### **Power**

The campus is fed from the utility to a 1600 Amp, 480 Volt, 3-phase circuit breaker type switchboard in good condition with dry type transformers to distribute to the 208V 2 phase panels. Campus distribution is in good condition and has space for additional loads to be added to the existing building in the future.

Campus has a 45KW Katolight natural gas with propane backup generator which provides power to emergency exit and egress lighting.

Building has newer photovoltaic panels on the roof of the gymnasium that are in good condition.

### **Lighting**

The building is lit with T8 and compact fluorescent light fixtures with electronic ballasts. The lighting is in good condition. Classrooms have occupancy sensors for automatic shutdown of classroom lights. The gymnasium is equipped with T5HO fixtures with electronic ballasts. The lighting appears to be good quality and condition. Existing lighting was per code at the time of installation.

To meet 2012 Washington State Energy Code a new digital lighting control system must be provided. This requires photocells and daylight dimming, automatic shut off occupancy sensors, and smart digital switches and controllers.

### **Telephone and Data systems**

Classrooms have adequate data for current and additional computers.

The campus has a newer conventional telephone system in good working condition connecting to the district main system via an Avaya CS100 at the middle school.

Campus only has wireless data system in administration area.

### **Communication systems**

Intercom system is a Telecenter 2100 system that intermittently locks up when calling a classroom. This system should be upgraded with a new IP head end to allow for connection to the phone system, district wide paging, and maintenance.

### **Electronic Safety and Security**

Campus fire alarm system is a Faraday MPC-2000 addressable system. Fire alarm system is in good condition. Faraday is no longer selling parts to the system so a new Fire Alarm Panel and devices will be required with a major upgrade. While the existing fire alarm system was per code at time of installation, current code would require a voice evacuation system be added to the building.

Campus security system is a Silent Knight 5104B. There is no security camera system on campus.

Building has no distributed antenna system for emergency responders. An RF test of the building would be required to determine if one is needed to meet the current code.

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## **SUMMARY OF FINDINGS**

### **SAFETY ISSUES**

1. *The school does not have security cameras.*
2. *Building does not contain a distributed antenna system for emergency responders.*

### **CODE / LEGAL**

1. *Lighting system does not meet current 2012 Washington State Energy Code.*

### **LIFE CYCLE REPLACEMENT / REPAIR**

1. *Carpet in most classroom areas showing signs of wear and staining.*
2. *Exterior stucco requires power washing to improve exterior appearance and color.*
3. *Exterior sill flashing does not have proper slope to allow drainage away from the window. This is causing water to leak into the building at a number of locations.*
4. *Roofing should be carefully monitored over the next 5 - 8 years as it will reach the end of its expected serviceable life in 8-10 year.*
5. *Building digital control components are no longer available and an upgrade to the DDC head end, panels, devices, actuators, and sensors will need to be upgraded to the current system.*
6. *Intercom system should be upgraded with a new IP head end.*
7. *Fire alarm panel and devices should be upgraded.*

### **PROGRAM**

1. *Wireless data system only serves the administration area – Technology Levy \$ will address.*

### **ENERGY SAVINGS**

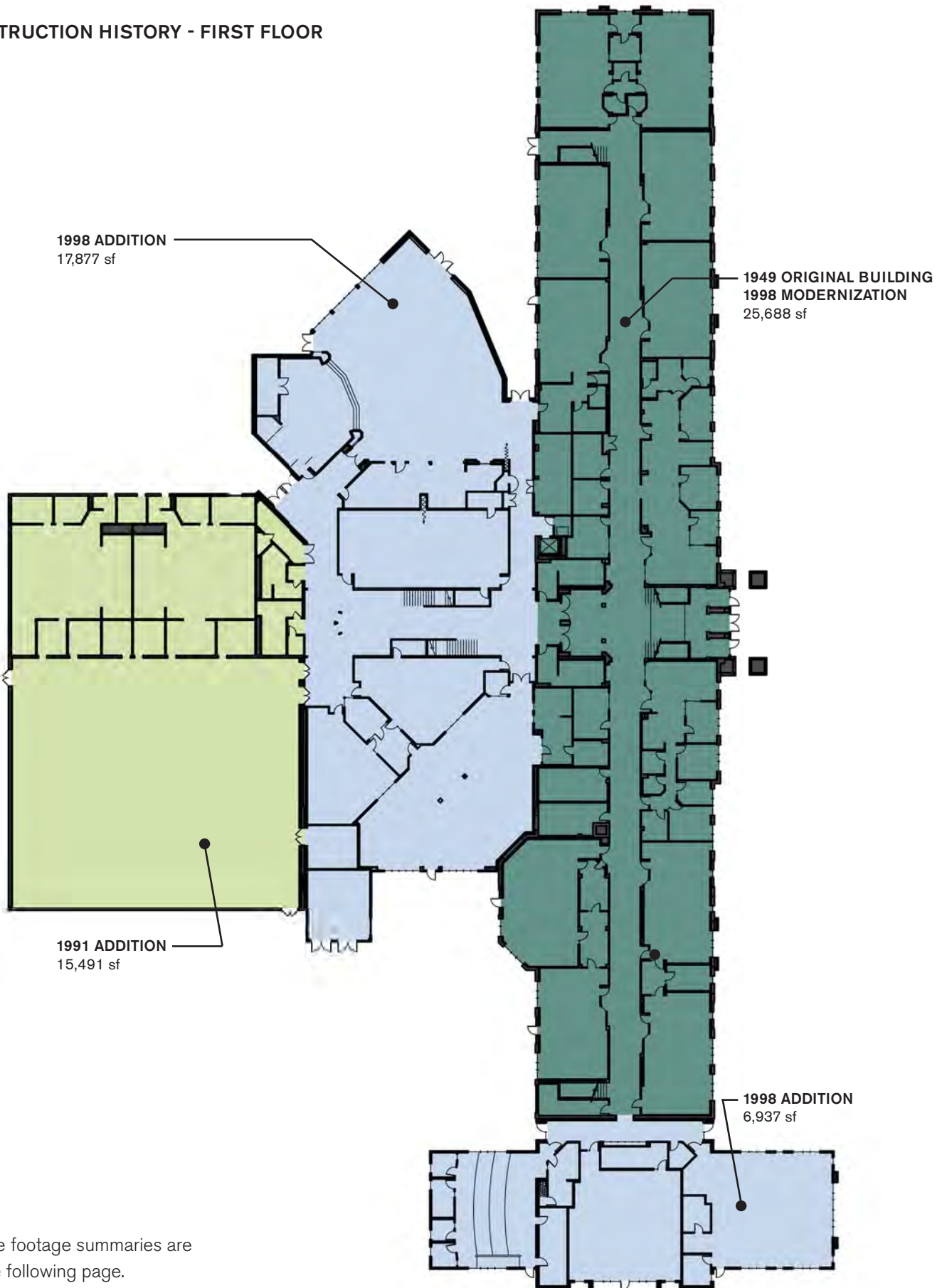
1. *No significant energy saving measures identified.*



ANACORTES MIDDLE SCHOOL

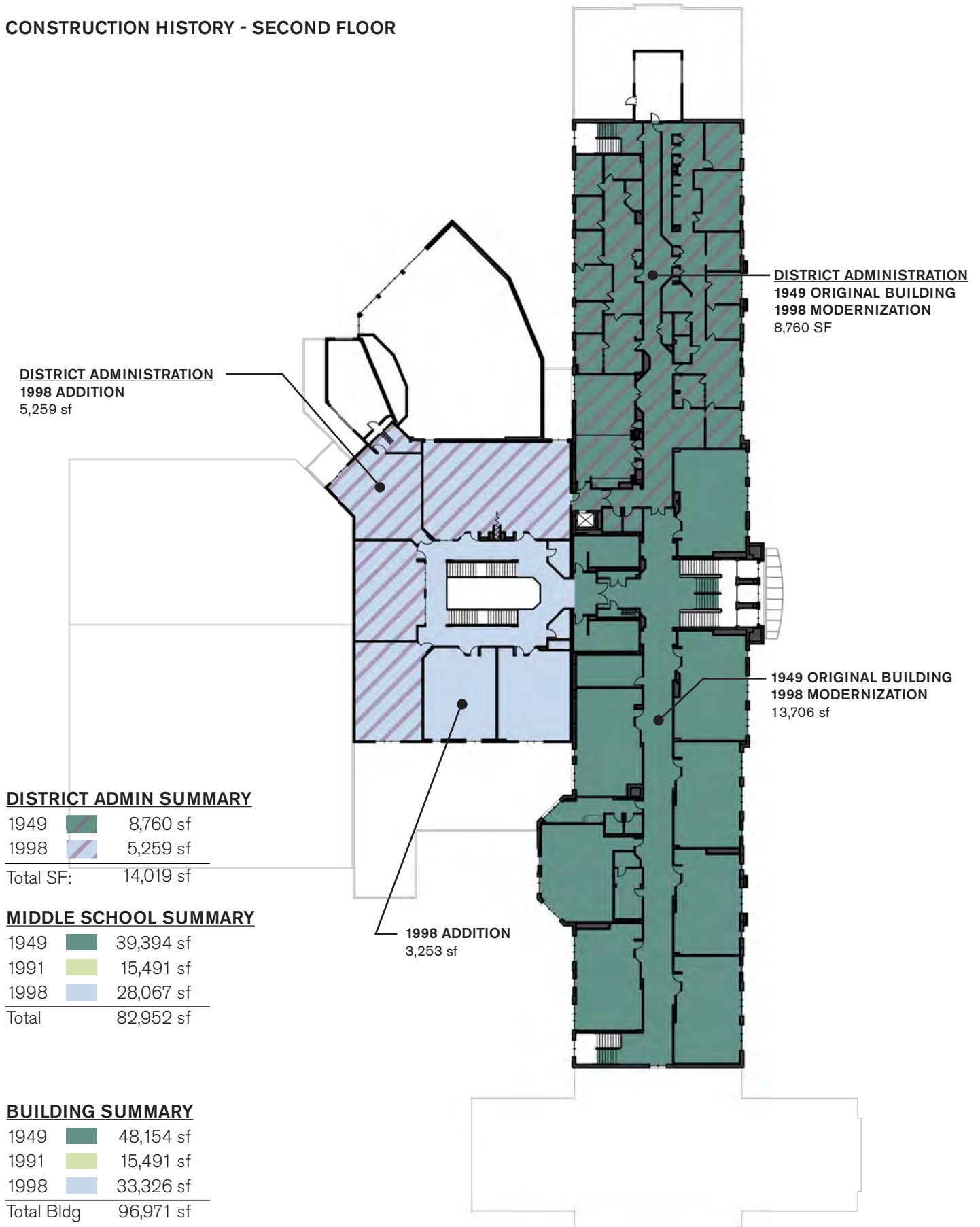


CONSTRUCTION HISTORY - FIRST FLOOR



\*Square footage summaries are on the following page.

CONSTRUCTION HISTORY - SECOND FLOOR



**DISTRICT ADMIN SUMMARY**

1949 8,760 sf

1998 5,259 sf

Total SF: 14,019 sf

**MIDDLE SCHOOL SUMMARY**

1949 39,394 sf

1991 15,491 sf

1998 28,067 sf

Total 82,952 sf

**BUILDING SUMMARY**

1949 48,154 sf

1991 15,491 sf

1998 33,326 sf

Total Bldg 96,971 sf

**PROGRAM USE - FIRST FLOOR**

**ANACORTES MIDDLE SCHOOL**

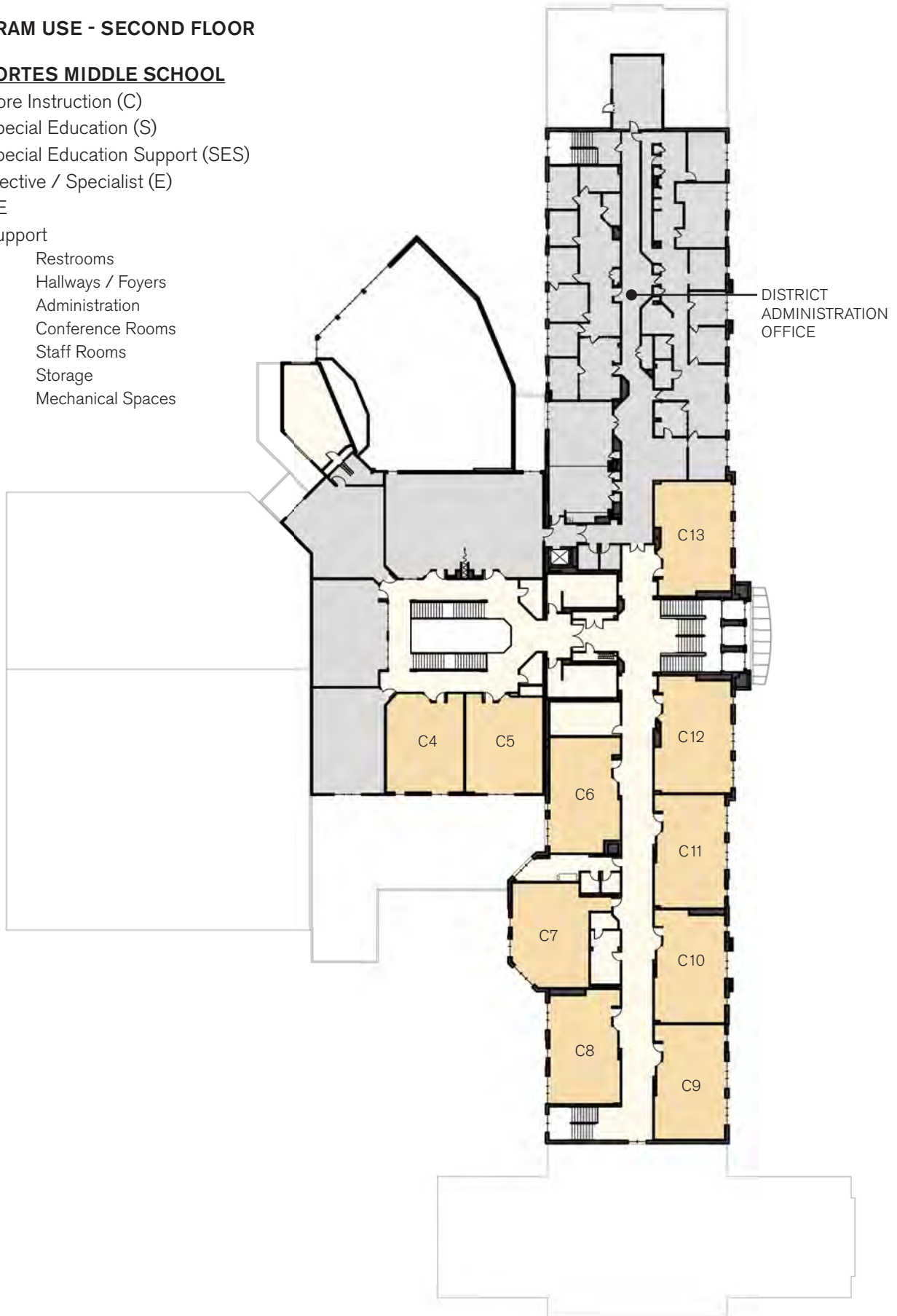
- Core Instruction (C)
- Special Education (S)
- Special Education Support (SES)
- Elective / Specialist (E)
- PE
- Support
- Restrooms
- Hallways / Foyers
- Administration
- Conference Rooms
- Staff Rooms
- Storage
- Mechanical Spaces



**PROGRAM USE - SECOND FLOOR**

**ANACORTES MIDDLE SCHOOL**

- Core Instruction (C)
- Special Education (S)
- Special Education Support (SES)
- Elective / Specialist (E)
- PE
- Support
  - Restrooms
  - Hallways / Foyers
  - Administration
  - Conference Rooms
  - Staff Rooms
  - Storage
  - Mechanical Spaces



**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

**ANACORTES MIDDLE SCHOOL / ANACORTES (29103)**

**MAIN BUILDING**

**Total Building Condition Rating 85.82 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4040	Pits and Bases	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1010	Floor Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1020	Roof Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1080	Stairs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1040	Interior Grilles and Gates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2040	Stair Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conveying</b>											
D1010	Vertical Conveying Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**STATE OF WASHINGTON**  
**SUPERINTENDENT OF PUBLIC INSTRUCTION**  
**BUILDING CONDITION RATING SUMMARY 2013-2014**

**Unused Components**

D2050	General Service Compressed-Air	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3030	Cooling Systems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**HVAC**

D3010	Facility Fuel Systems	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3020	Heating Systems	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Fire Protection**

D4010	Fire Suppression	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D4030	Fire Protection Specialties	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electrical**

D5010	Facility Power Generation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5020	Electrical Services and Distribution	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Communications**

D6010	Data Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electronic Safety and Security**

D7010	Access Control and Intrusion Detection	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Integrated Automation**

D8010	Integrated Automation Facility Controls	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Equipment**

E1030	Commercial Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1040	Institutional Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1070	Entertainment and Recreational Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1090	Other Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Furnishings**

E2010	Fixed Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Anacortes High School (9-12)**

1600 20<sup>th</sup> Street  
Anacortes, WA 98221



**Quick Facts:**

Grade Level: 9-12  
Site Area: Approx. 40 acres  
Current Use: Educational Facility  
Zone: P – Public Use

**Construction History & Square Footage:**

1955 Original Building	26,595 sf
1959 Addition	21,832 sf
1976 Addition	82,415 sf
1991 Addition	10,562 sf
1999 Addition	<u>4,926 sf</u>
<b>Total SF</b>	<b>146,330 sf</b>

**Functional Permanent School Capacity:**

Grade	# Rooms	Class Size	Utilization Factor*	Capacity
9-12	18	29	83%	433
Science	5	29	83%	120
Fine Arts	5	29	83%	120
PE	6	29	83%	144
CTE	6	29	83%	144
Sp Ed	5	8	83%	33

**Total Instructional Spaces: 45**

**Total Permanent Functional Capacity 994**

**Current Enrollment (October 2013):**

**852 Head Count**

Number of Portables:

2 (World Language & CTE)

*\*The current High School program operates on a seven (7) period schedule Monday, Tuesday and Friday. A block schedule is integrated on Wednesday and Thursday. Each teacher requires a preparation period. The District's practice of having High School teachers use their classrooms without students for their preparation period requires the classroom to be vacant for one period a day. Therefore, a maximum utilization factor of 86% (6 divided by 7 = 86%) can be established. Recognizing that the current program integrates block scheduling and desires a degree of innovation and flexibility in scheduling special programs, this utilization factor has been reduced to 83% for calculation of maximum enrollment capacity.*

## **BUILDING CONDITION SUMMARY**

### **SITE DEVELOPMENT**

#### **General**

Anacortes High School is located west of downtown Anacortes on the corner of 20<sup>th</sup> Street and K Avenue. The main entrance is accessed off of 20<sup>th</sup> Street. The High School site is surrounded by single-family residences and Volunteer Park which is northwest of the site. Volunteer Park encompasses 24 developed acres, 15 acres of which is leased from the District, and contains three baseball fields, soccer fields, playground area and a large wetland area with walking paths. The District has an inter-local agreement with the City for use of this park.

Directly east of the High School is War Memorial Field consisting of a track and a natural turf competition football/soccer field. Aluminum bleachers and a scoring booth are located on the west side of the field. The grade falls abruptly to the west of the high school, 40-feet down to Rice Field. Rice Field contains the District's competition track surrounding another natural turf football/soccer field. Student parking is located to the north of the High School. The main entry to the school is located to the south and includes limited staff and visitor parking.

Anacortes High School shares the site with Cap Santé High School which is located in a double-wide portable adjacent to the main High School building.

The site encompasses a combination of many individual parcels with restrictions of road right-of-ways, utility easements, and setbacks. It is recommended that a thorough review of the legal restrictions and coordination with governing jurisdictions be undertaken prior to any substantial planning to establish development parameters.

#### **Transportation**

A one-way entrance and exit provides vehicular access to the school's main parking lot at the front of the school. This parking lot is used by visitors and staff and contains 43 parking spaces. The lot does not contain enough parking spaces for every-day use and is undersized to accommodate parking demands during school events.

Approximately eight busses load and unload students along 20<sup>th</sup> Street. There is no accommodation for the busses to access the site. A walking path from the bus loading/unloading area is delineated by painted striping but requires students to walk along the edge of the main parking lot to access the school. This creates a safety issue as parent vehicles use this same parking lot to drop-off and pick-up students.

Parent drop-off/pick-up occurs in the front parking lot of the school. There is no curb-side loading/unloading available. This creates vehicular congestion during start and end of the school day.

Additional vehicular parking accommodating approximately 219 parking spaces can be found to the north of the building in six separate lots, primarily used by students. These parking areas step down the grade to an elevation 20-feet below the High School and are surrounded by undeveloped natural vegetation. Students must walk up the slope and enter the school from the back or side entrances.

Parking is spread throughout the campus in various smaller lots. Total on-site parking is not sufficient for normal school operations or large community events.

**Outdoor Surfaces**

The pavement and concrete surfaces around the campus are commensurate with age. Some areas are in good condition while other areas are deteriorating.

**Stormwater Management**

No indication of on-site stormwater management was observed. Any new additions will require water quality treatment of pollution generating surfaces. New development that increases impervious surface over 5,000 square feet will require a stormwater detention system.

**Sanitary Sewer**

Sanitary sewer is connected to the City's sewer system. Site sanitary underground piping appears to be of original construction to the high school but no issues have been reported.

**Water and Fire Access**

The High School site does not appear to comply with current fire and emergency vehicle access requirements. Code requires providing 20-foot wide access roads to within 150-feet of all portions of the exterior building. Grades must not exceed 15% and dead ends must incorporate designed turn-around space. This issue should be studied and discussed with the local jurisdiction as part of any planning for future development at this site.

**Site Accessibility**

Site accessibility at this facility is reasonable given its age. There is no ADA accessibility to Rice Field. This would require an extensive ramp system.

**Landscaping**

Landscaping around the site is primarily grass and natural vegetation. The limited ornamental plantings are in marginal condition. There is no landscape irrigation.

**Athletic Fields**War Memorial Field:

Memorial Field is located adjacent to the east side of the High School. A recreational track surrounds the natural grass playing field. Aluminum bleachers are located on the west side of the field and accommodate a press box that is in very poor condition. The field is lighted (lighting system is 10-years old) and reported to be functioning properly. Grass field is irrigated by means of an above-ground irrigation system.

Easy access is obtained from the gymnasium to this field for PE use. Convenient on-site parking for community and event use of this field is extremely limited.

Use of this natural grass field is limited during wet months. Changing the field to an artificial turf system will allow year-around use, require less maintenance and significantly increase the amount of school and community use opportunities.

Expansion of this facility is restricted due to the limited undeveloped area surrounding this field.

Rice Field:

Located 40-feet down a hillside to the west of the High School; Rice Field contains a competition track surrounding a natural grass football/soccer field. The field is irrigated with an underground sprinkler

system. There are no bleachers at this field. This field accommodates the High School and Middle School track program as well as supporting community use. The track and field is not lighted for evening use.

Use of this natural grass field is limited during wet months. Changing the field to an artificial turf system will allow year-around use, require less maintenance and significantly increase the amount of school and community use opportunities.

#### Volunteer Park:

This park is used by the District to support their baseball and softball programs. The fields are in very good condition.

## **GENERAL BUILDING**

### **Construction History**

The original high school was constructed in 1955 as a one-story building. The gymnasium, locker rooms and the boiler room are the only remaining pieces of this original construction. In 1959 additional classrooms and the cafeteria were added. In 1976 approximately 66,000 square feet was added to the high school consisting of classrooms, Brodniak Hall auditorium, library, and a vocational technology wing. In 1991 an auxiliary gym was added to the northern side of the main gym, along with renovations to create a wrestling room, weight room and an additional classroom. In 1999 the final round of additions and renovations addressed specific program and infrastructure deficiencies. The main entry, general office and counseling areas received interior renovations. Restrooms were renovated and a number of general classrooms and instructional spaces in the vocational wing were reconfigured. Two classrooms were added to the vocational wing to add program capacity to the school and the low sloped roof of the classroom area was over-framed with a sloping roof to provide a mechanical attic accommodating replacement of HVAC units.

### **Spatial Relationships**

Anacortes High School is predominately a single-story building with a second floor of core instructional classrooms located at the southeast portion of the building. The vocational technology wing is located in a separate building at the southwest corner of the school connected through an interior corridor. The general office and counseling area flanks the main entry on both sides. The southeast portion of the building contains the library and a few general classrooms. Further down the corridor from the main entry is the student commons/cafeteria. Toward the center of the school are band and choir rooms which are adjacent to the auditorium. The northern end of the High School contains the main gymnasium, auxiliary gym, wrestling and weight rooms.

### **Daylighting**

Most classrooms lack appropriate natural lighting. Small windows limit natural light penetration into the instructional areas.

The gymnasiums, choral and band classrooms, as well as a number of classrooms located in the center of the building have no access to natural daylight or views.

A narrow two-story courtyard provides limited daylight to six classrooms and administrative areas in the center of the building but does not do much to provide visual relief from these spaces.

The majority of the administration areas do not have a direct line of sight to the outdoors with the exception of the reception area and offices fronting the southern facade.

**Safety/Security**

Existing video surveillance system does not have sufficient coverage and is outdated in technology. Replacement and expansion of video surveillance system is recommended.

Conversion to a key-card access system at all exterior doors will improve security of this facility.

Providing additional interior glazing between instructional areas and circulation spaces will allow improved supervision by staff and administrative personnel. This will also provide a sense of transparency and openness to the facility.

**General Observations**

General classrooms are small compared to current trends in high school education that require more space for project based learning and problem solving strategy curriculum (i.e., STEM-based curriculum).

The number of independent additions this High School has received over the years has created inefficiencies and challenges that require programs to be housed in classrooms that are inadequate to support the educational needs of the curriculum.

The building offers very limited opportunities for flexibility or adaptability to accommodate alternative educational delivery models. There are limited accommodations for flexible shared learning spaces for small group activities or personalized learning.

Lunch is served in the cafeteria over two periods. Juniors and seniors can go off-campus to eat if they desire. Cafeteria is small and crowded at lunch. It also portrays a very institutional feel. Many students prefer to eat in the hallways around the school.

Athletic training room and equipment is not conducive to program needs.

**Building Envelope**

**Exterior Finishes** – The High School exterior finishes consists of a combination of concrete masonry units (CMU) and cement plaster. Windows are aluminum framed with insulated glazing. Exterior doors and frames are painted hollow metal. Finishes are in decent condition. There are cracks in the CMU walls due to settling and/or past seismic events.

**Roofing** - The CTE wing consists of a hot-mop asphalt system with gravel ballast and is in very poor condition. Composition shingles on the main building are 15 years old and will be at end of their useful life in another 5-8 years. The gymnasium was re-roofed in 2011 and is in good condition. The low-slope rolled-roofing over the cafeteria and music rooms is in very poor condition and in need of replacement. The maintenance department continues to make selected repairs to exterior flashing that has pulled away from the building due to settlement issues.

**Interior Finishes & Equipment**

Main gymnasium has a maple wood floor (replaced in the 1990's) which is in good condition. Wood bleachers are powered and can seat the entire student body for assemblies. The bleachers are nearing the end of their serviceable life and do not comply with current ADA accessibility codes. The powered

drive system on the bleachers require constant maintenance to keep them operating. It was reported that the motors that lift the side basketball backstops are in poor condition.

Locker rooms were partially upgraded a few years ago. The original 1955 floor and wall tile finishes remain and are dated in appearance.

Finishes and equipment throughout the auditorium are past their useful life. Operable walls in the auditorium no longer function.

Casework and finishes are worn and showing their age. Wood doors and frames are deteriorating and need replacement. Carpet and ceiling tiles are stained and worn throughout the building.

There are significant cracks in the second floor of the classroom area due to building settlement. These cracks show through the VCT flooring in the corridors. As a result of this settlement, some of the classroom doors are skewed and do not function properly.

## **STRUCTURAL EVALUATION**

### **Type of Construction/Structural System**

Anacortes High School was originally constructed in 1955 and the only remaining structure from 1955 is the main gym. There have been significant additions or modernizations in 1959, 1976, 1991, and 1999.

The 1955 main gym is a concrete and wood framed building. The roof consists of wood framing supported by arched glulam beams. The glulam beams are supported by concrete corbels that extend from the concrete walls.

The 1959 building is centered on the cafeteria and has both one and two story areas. The roof consists of open web steel joists supported by steel beams, which are supported by steel girders. The second floor consists of metal deck with concrete topping supported by open web steel joists, which are supported by steel girders. The roof and floor steel girders are supported by steel columns. The perimeter consists of CMU and wood stud walls.

A large portion of the school was added in 1976. The 1976 addition included the performing arts center, classrooms along the east and south sides, the offices and main entrance on the south side and the vocational technology wing. The roof of the performing arts consists of plywood sheathing supported by dimensional lumber joists. The dimensional lumber joists are supported by wood/steel joists that span to CMU walls. The classroom addition is a one and two story building. The roof consists of plywood sheathing supported by wood/steel joists that span to bearing walls. The floor consists of plywood sheathing with concrete topping supported by wood/steel joists that span to bearing walls. The interior bearing walls are wood stud walls and the perimeter are CMU walls. The vocational technology wing is a one story building. The roof of the vocational technology wing consists of wood/steel joist that span to interior and exterior CMU walls.

The 1991 auxiliary gym is located to the north of the main gym. The gym is rectangular in plan. The gym roof consists of plywood sheathing over tongue-and-groove decking supported by glulam beams. The building perimeter consists of wood studs with brick veneer.

The main floors are typically concrete slab-on-grade with some wood framed floors.

The lateral-force-resisting system consists of plywood sheathing diaphragms, plywood sheathing over tongue-and-groove decking diaphragms, CMU shear walls and wood-framed shear walls.

### **Structural Observations and Comments**

Many of the CMU walls have vertical cracks. Daylight is visible through some of the cracks. Some of the cracks have been repaired. It is our understanding from the Anacortes School District that many of the cracks occurred during the 2001 Nisqually earthquake. We recommend continuing to monitor the cracks and repair the larger cracks.

Some of the wood joists supporting the roof panel of the outdoor walkway between the performing arts center and main gym appear to have significant rot near the ends. We recommend replacing or repairing the joists with significant rot.

It is unclear if there is adequate out-of-wall bracing anchorage at the top of the CMU walls. We recommend further investigation and adding additional wall anchorage if required.

There is visible settlement of the concrete slabs-on-grade throughout the school. We recommend monitoring and to replace or grind down if the settlement becomes a safety hazard.

On the south and east side of the school significant settlement of the 1976 classroom addition has occurred. There is also significant settlement on the north side of the 1976 vocational technology wing. There are significant cracks in the second floor of the classroom addition. Some of the doors are skewed and do not function properly. There are cracks in the exterior CMU walls from the settlement. According to the Anacortes School District some portions of the building have settled up to 10 inches. The cause of the settlement is unknown. We recommend retaining the services of a geotechnical and structural engineer to determine the cause of settlement, so that a solution to stop the settlement can be developed. Once a solution has been developed the District may want to jack the building back up to level to achieve a better performing building.

The Anacortes School District expressed concern over the capacity of the roof system over the vocational technology wing. The current roof system is heavier than the original roof system and the District is concerned that roof system has reduced capacity for a snow load. The District indicated that the roof in the past has deflected up to approximately 4 inches during a snow event. The wood/steel roof joists are a designed by the joist supplier and the capacity cannot easily be determined without the assistance of the original joist supplier. We recommend retaining the services of a structural engineer to assist in verifying the capacity of the joists.

### **Structural Conclusion / Recommendations**

Structurally the school appears in satisfactory condition. However, we recommend the structural issues noted above be reviewed and addressed as needed.

### **SEISMIC EVALUATION – BRODNIAK THEATER**

Further review and analysis was performed to evaluate possible seismic upgrades which may be required if the existing Brodniak Theater is preserved and renovated. A cursory review the original theater construction drawings was performed. The drawings are dated July 30, 1975, titled "Additions and Alternations to Anacortes High School", and designed by Bryant Butterfield Frets Architects. The purpose of this review is to describe what seismic upgrade work is required to keep the existing theater and two adjacent music rooms. A formal seismic study using ASCE 31 methodologies was not performed.



The existing theater and music room structure consists of reinforced concrete masonry unit (CMU) walls, concrete slabs on grade, shallow spread footings, elevated reinforced concrete seating platforms, wood-framed lighting mezzanines, load bearing 2x6 walls, and wood-framed roofs with open web trusses and plywood sheathing. In general, the design shown on the original plans indicates that most of the components needed for a complete lateral force resisting system are present. The reinforced CMU walls and plywood sheathed stud walls resist lateral forces distributed by the plywood roof diaphragms and mezzanines, and the elevated concrete platforms. It is believed there is adequate shear resistance within these walls and diaphragms. However, the connections between the walls and diaphragms that transfer in-plane and out-of-plane forces may be lacking the appropriate strength. The following paragraphs describe connections designed to strengthen roof to wall intersections.

The existing roof framing over the theater and stage consists of open web, wood and metal trusses spanning between CMU bearing walls and custom steel trusses. The connection to the top of the CMU wall includes plywood diaphragm nailing to 2x blocking and sill plates. The sill plates appear to be bolted to the top of the CMU walls. However, it is unclear how the CMU walls are anchored against out-of-plane forces. General Structural Note F.4 calls for metal straps attaching joists to masonry walls, but the details do not show how this connection is made. It is suspected that this connection is deficient.

**Suggested Mitigation:** *Install an assembly of 2x10 x 4-foot blocking and Simpson light gage metal straps at 4 feet on center at roof to wall intersections. The strap ties attach to the CMU bond beams at the top of the walls with epoxy-grouted rods, and are nailed to the 2x blocking. The blocking is in turn nailed to the existing wood trusses and the plywood roof sheathing. This installation would occur at the north, south, and east walls of the theater (grids E, F and 5). The east wall, where the trusses run parallel, appears to lack an adequate in-plane shear connection and requires additional blocking and nailing between existing outriggers.*

The roof diaphragm over the theater appears to be blocked in all the high shear zones around the perimeter, but lacks continuous cross-ties in the north/south direction. The east/west direction has custom steel trusses providing continuity, but the sub-diaphragms are not adequately strapped between the trusses.

**Suggested Mitigation:** *Install light gage metal Simpson straps at 8 feet on center along the interior joist bearing lines connecting the wood truss top chords together. Install 2x8 x 4-foot blocking nailed to wood truss top chords where they are held down below the existing 2x purlins.*

The roofs over the music rooms are lower than the theater and share a common wall. The wall is CMU below the lower roof and wood studs above to the high roof. The high roof diaphragm along this wall, which is the west wall of the theater, lacks an adequate in-plane shear connection similar to the east wall. Also, the connection of the CMU wall to the low roof is unclear for support of in-plane and out-of-plane forces.

**Suggested Mitigation:** *Install additional blocking and nailing between the high roof plywood and the stud wall below, similar to that described for the west wall of the theater. Install an assembly of 2x10 x 4-foot blocking and Simpson light gage metal straps at 4 feet on center at the low roof epoxy-bolted to CMU wall, similar to the north and south walls of the theater.*

The low roofs over the music rooms have similar deficiencies with their connections to the remaining perimeter CMU walls (inadequate/unclear out-of-plane support and weak in-plane shear connections).

Also, cross-ties in the north/south direction, which consist of 2x4 purlins, do not appear to be strapped together for continuity.

**Suggested Mitigation:** *Along each perimeter wall, install additional blocking and nailing for in-plane shear transfer between the roof joists and outriggers that connect the roof plywood to the sill plates atop the masonry walls. Install an assembly of 2x10 x 4-foot blocking and Simpson light gage metal straps at 4 feet on center at the roof and epoxy-grouted to the CMU walls. Install light gage metal straps connecting discontinuous 2x4 purlins at 8 feet on center to achieve continuous cross-ties between perimeter walls.*

In summary, it appears that the primary deficiencies exist at the roof diaphragm connections to the perimeter walls, and the cross-ties between walls that are needed to resist out-of-plane forces. The installation of new straps, blocking, nailers and diaphragm nailing would be greatly simplified if installed as part of a reroofing project.

## MECHANICAL EVALUATION

### Plumbing Piping

The differential settlements in the buildings have caused problems with the sanitary piping systems through the years. Most of the existing piping is functioning, but the piping systems are original from 1955, 1959, and 1976. These systems are not insulated to current code requirements.

All domestic water piping is reported to be copper.

### Plumbing Fixtures

Fixtures are currently working and are functioning acceptably. Fixtures are old and repair parts are not always available for older fixtures. Some faucets and flush valves have been replaced due to failure.

### HVAC Systems

As part of the 1998 modernization project, replacement heating and ventilation units were installed on the old flat roof portions of the 1959 addition. These units are functioning and accessible for service and maintenance.

The HVAC systems for the auditorium have not been operational for several years. There is currently no heat or ventilation provided to these spaces. The existing system return air ducts are underground, under part of the structure. These buried ducts fill with water during rainy periods of the year. The maintenance department has had to pump water from these ducts in the past. As part of a modernization or renovation of this part of the existing campus, replacing the existing heating and ventilation equipment, duct systems, and DDC controls to provide mechanical cooling, an appropriate IAQ and comfort control for large group meetings and functions in the Auditorium should be considered.

The main gymnasium heating and ventilation system is not functioning well. This system is over 20 years old. There is temperature stratification that the existing system cannot overcome. There is no low wall returns and the supply diffusers are not functioning correctly to provide the mixing of the supply air with the air in the space.

The auxiliary gymnasium has had the original electric heat and vent units replaced with gas fired air handlers.

The vocational technology wing heating and ventilation systems are not functioning well. The units are old and repair parts are not readily available. The wood shop saw dust collector is not code compliant for air flow and safety interlocks with the woodworking equipment is not provided.

### **Hydronic Systems**

There is a mixture of steam and hydronic heating equipment serving the various additions and renovation projects. The 1998 project added a steam-to-water heat exchanger and circulation pump system that serves the areas of the 1998 renovation project. Many of the existing steam heating coils require steam trap servicing for more efficient operation.

As part of a modernization and/or replacement of a portion of campus, upgrading the heating plant to new, higher operating efficiency condensing heating hot water boilers should be considered. The existing steam generating boilers are currently 45 and 25 years old. The heating hot water circulating pumping system is based on a constant speed pumping system. An upgraded heating plant for this campus will reduce the energy required to heat the buildings and reduce the maintenance required to keep the older heating plant operating.

### **Controls Systems**

There remains a pneumatic control system serving the vocational technology wing and some of the older heating and ventilation units in service. The 1998 project included conversion of the existing controls to an Alerton IBEX DDC system for portions of the building, but not the complete campus. The IBEX DDC system components are aging and repair or replacement with like kind is not available. The District has salvaged some of the functioning IBEX components as part of ESCO projects at Mount Erie Elementary School to perform isolated fixes at the high school. The District maintenance personnel report that they continue to see a 20% failure rate of in-house devices. The existing controls do not allow the maintenance department to view the entire campus in operation.

### **Fire Sprinkler**

The portions of the campus with fire sprinkler systems are functioning acceptably.

## **ELECTRICAL EVALUATION**

### **Power**

The campus main feeder from the utility is fed under the vocational technology wing, and has failed once. Utility has notified the District the conduit is in bad shape and if the feeder fails again they will not be able to pull a new one into the existing conduit, requiring a new underground feeder to be trenched around the building. District should start planning on a new pathway from the transformer to the utility.

The campus is fed by a 4500 Amp fused switchboard nearing the end of its useful life.

Campus generator is a 100KW Kohler feeding (2) transfer switches. One transfer switch supplies the emergency egress and exit lights, and the other is retained for optional (non-code required) loads. The generator is powered by natural gas with a propane backup.

The campus has a mix of newer electrical panels and older panels. Older panels are mostly in the vocational technology wing where panels are old and do not have enough capacity for current loads. Any work in this area of the building will require power system upgrades.

**Lighting**

The building is lit with T8 and compact fluorescent light fixtures with electronic ballasts. The lighting is in good condition. Classrooms have occupancy sensors for automatic shutdown of classroom lights. The Main and Auxiliary Gymnasium lighting is by T5HO with electronic ballasts, and appears to be of good quality and condition. Existing lighting was per code at the time of installation.

To meet 2012 Washington State Energy Code a new digital lighting control system must be provided. This requires photocells and daylight dimming, automatic shut off occupancy sensors, and smart digital switches and controllers.

Exterior lighting appears adequate and in good condition.

Auditorium stage lighting is in poor condition. The dimmer board has multiple failed dimmers. The house lights are still controlled by the original lighting control board and the performance lights are controlled off of the newer lighting control board. Some light pipes for holding performance lights are not properly secured to structure. Performance light fixtures are out of date and nearing end of useful life. District should start planning on replacing the theatre lighting system with a new energy efficient LED system.

**Telephone and Data systems**

Classrooms have adequate data for current and additional computers.

The campus has a newer conventional telephone system in good working condition connecting to the district main system via an Avaya CS100 at the middle school. This system was upgraded a year ago.

Campus only has wireless data system in administration area.

**Communication systems**

Intercom system is a Telecenter 2100 system that intermittently locks up when calling a classroom. This system should be upgraded with a new IP head end to allow for connection to the phone system, district wide paging, and maintenance.

**Electronic Safety and Security**

Campus fire alarm system is a Faraday MPC-2000 addressable system. Fire alarm system is in good condition. Faraday is no longer selling parts to the system so a new Fire Alarm Panel and devices will be required with a major upgrade. While the existing fire alarm system was per code at time of installation, current code would require a voice evacuation system be added to the building.

Campus security system is a Silent Knight 4720 and in acceptable condition. There is a mixture of 30 analog and IP style cameras on an IP based head end security cameras on campus. The cameras do not provide 100% coverage of the campus. Current cameras are concentrated on building entries and main corridors on the interior of the building. Analog cameras should be replaced with modern megapixel cameras.

Building has no distributed antenna system for emergency responders. A RF test of the building would be required to determine if one is needed to meet the current code.

## SUMMARY OF FINDINGS

### **SAFETY ISSUES**

1. *Bus loading/unloading occurs on 20<sup>th</sup> Street requiring students to walk across parking lot to main entrance of High School.*
2. *Parent drop-off/pick-up occurs in the drive aisles of the front parking lot.*
3. *Total on-site parking is not sufficient for either normal school operations or large community events.*
4. *Key-card access system at all exterior doors will improve security.*
5. *Providing additional interior glazing between instructional areas and circulation spaces will allow improved supervision by staff and administrative personnel.*
6. *There is concern over the capacity of the structural roof system over the vocational technology wing.*
7. *Woodworking equipment does not have safety interlocks.*
8. *Some light pipes for holding performance lights in the auditorium are not properly secured to the structure.*
9. *Analog security cameras are out-dated and do not provide 100% campus coverage.*
10. *Building does not contain a distributed antenna system for emergency responders.*

### **CODE / LEGAL**

1. *The High School site does not comply with current fire and emergency access requirements.*
2. *There is no ADA accessibility to Rice Field.*
3. *Wood shop dust collector system is not code compliant.*
4. *Lighting controls do not meet 2012 Washington State Energy Code requirements.*

### **LIFE CYCLE REPLACEMENT / REPAIR**

1. *Vocational technology wing roofing is in very poor condition and in need of replacement.*
2. *Low-slope roofing over the cafeteria and music rooms is in very poor condition and in need of replacement.*
3. *The wood bleachers in the gymnasium are nearing the end of their serviceable life and do not comply with current ADA accessibility codes.*
4. *The power drive system on the gymnasium wood bleachers requires constant maintenance.*
5. *It was reported that the motors that lift the side basketball backstops in the main gymnasium are in poor condition.*
6. *Locker rooms still have original 1955 floor and wall finishes.*
7. *Finishes and equipment throughout the auditorium are past their useful life.*
8. *Casework and finishes throughout the school are worn and showing their age.*
9. *Carpet and ceiling tiles are stained and worn throughout the building.*
10. *There are significant cracks in the second floor of the classroom area due to building settlement.*
11. *Many of the CMU walls have vertical cracks. Daylight is visible through some of the cracks.*
12. *Some of the wood joists supporting the roof panel of the outdoor walkway between the auditorium and the main gym appear to have significant rot near the ends.*
13. *There is visible settlement of the concrete slabs-on-grade throughout the school.*
14. *Plumbing fixtures are old and replacement parts are not easily available.*
15. *The heating, ventilation and air conditioning system for the auditorium has not been operational for several years.*

16. *Return air duct system for the auditorium is underground and fills with water during rainy periods of the year.*
17. *Gymnasium heating and ventilation system is not functioning well. The system is over 20 years old.*
18. *The vocational technology wing heating and ventilation systems are not functioning reliably.*
19. *Digital control system has surpassed its serviceable life.*
20. *Utility company has informed the District that the main power feed to the building (which runs under the vocational technology wing) is in bad condition and if it fails again, they will not be able to pull a new feed into the existing conduit.*
21. *The main campus electrical switchboard is nearing the end of its useful life.*
22. *Older electrical panels in the vocational technology wing do not have enough capacity to serve current loads.*
23. *Auditorium dimmer board has multiple failed dimmers.*
24. *Auditorium lights are controlled by the original 1955 lighting control board which has surpassed its serviceable life.*
25. *Performance light fixtures in the auditorium are out of date and nearing the end of their useful life.*
26. *Intercom system should be upgraded with a new IP head end.*
27. *Fire alarm panel and devices should be upgraded.*

## **PROGRAM**

1. *Main parking lot is undersized for normal school operations as well as event use.*
2. *Press box at Memorial Field is in poor condition.*
3. *Convenient on-site parking for community and event use of fields is extremely limited.*
4. *Use of natural grass playfields is limited during wet months.*
5. *Expansion of Memorial Field is restricted due to the limited surrounding undeveloped area.*
6. *There are no bleachers at Rice Field.*
7. *Most classrooms lack appropriate natural lighting.*
8. *The gymnasium, auxiliary gym, choral, band and multiple classrooms in the center of the building have no access to natural daylight or views.*
9. *Majority of the administration areas do not have a direct line of site to the outdoors.*
10. *General classrooms are small and inadequately supported for educational needs of the curriculum.*
11. *Building offers very limited opportunities for flexibility or adaptability to accommodate alternative education delivery models.*
12. *Cafeteria is small and crowded during lunch. It also portrays a very institutional feel.*
13. *Athletic training room and equipment is not conducive to program needs.*
14. *Wireless data system only serves the administration area – Technology Levy \$ will address*
15. *In general, the facility does not take advantage of outdoor learning environment opportunities.*
16. *There are very few flexible shared learning spaces for small group activities or personalized learning.*

## **ENERGY SAVINGS**

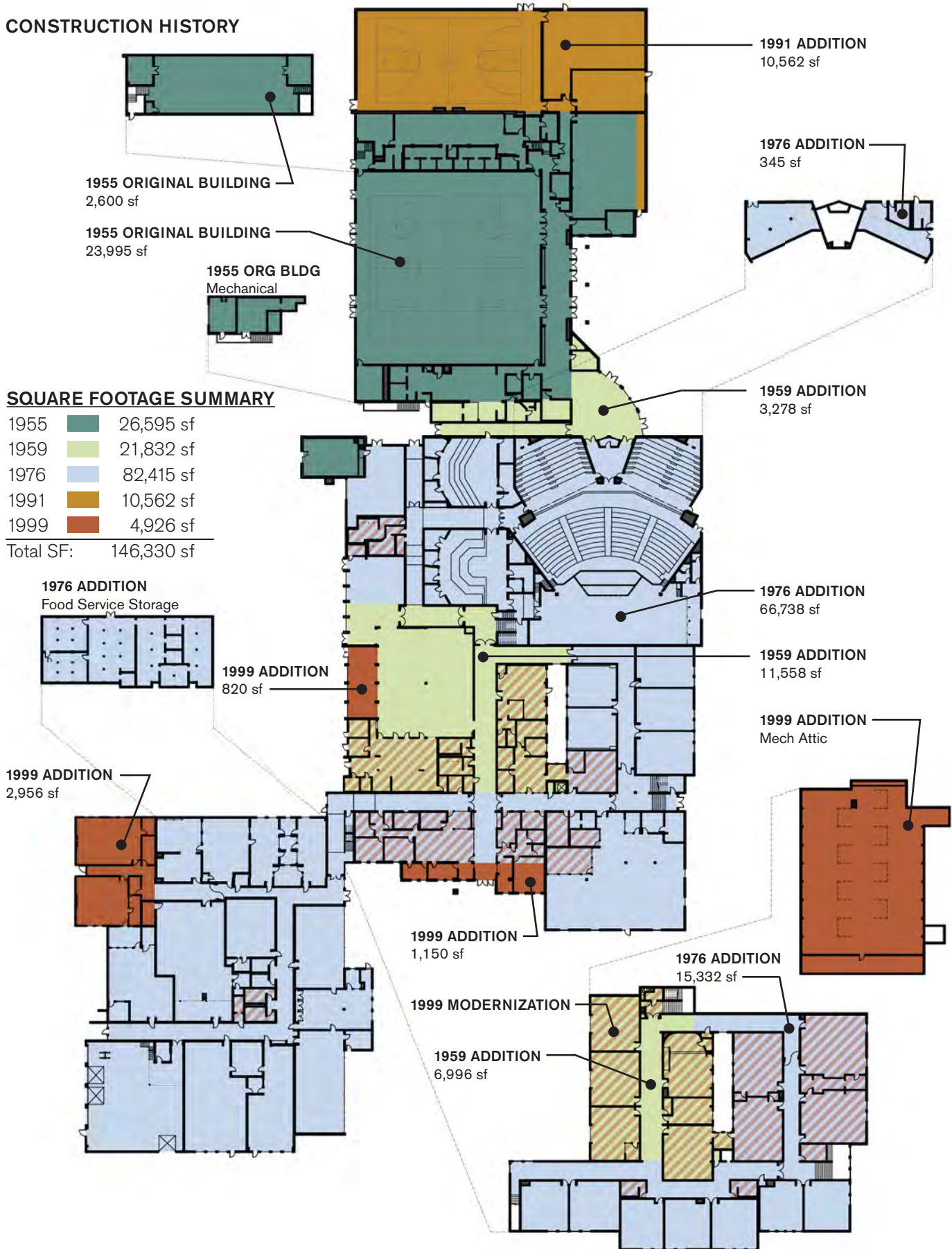
1. *Existing steam generating boilers are 45 and 25 years old. An upgraded heating plant will reduce the energy cost required to heat this building and reduce the maintenance required to keep the older heating plant operating.*



ANACORTES HIGH SCHOOL

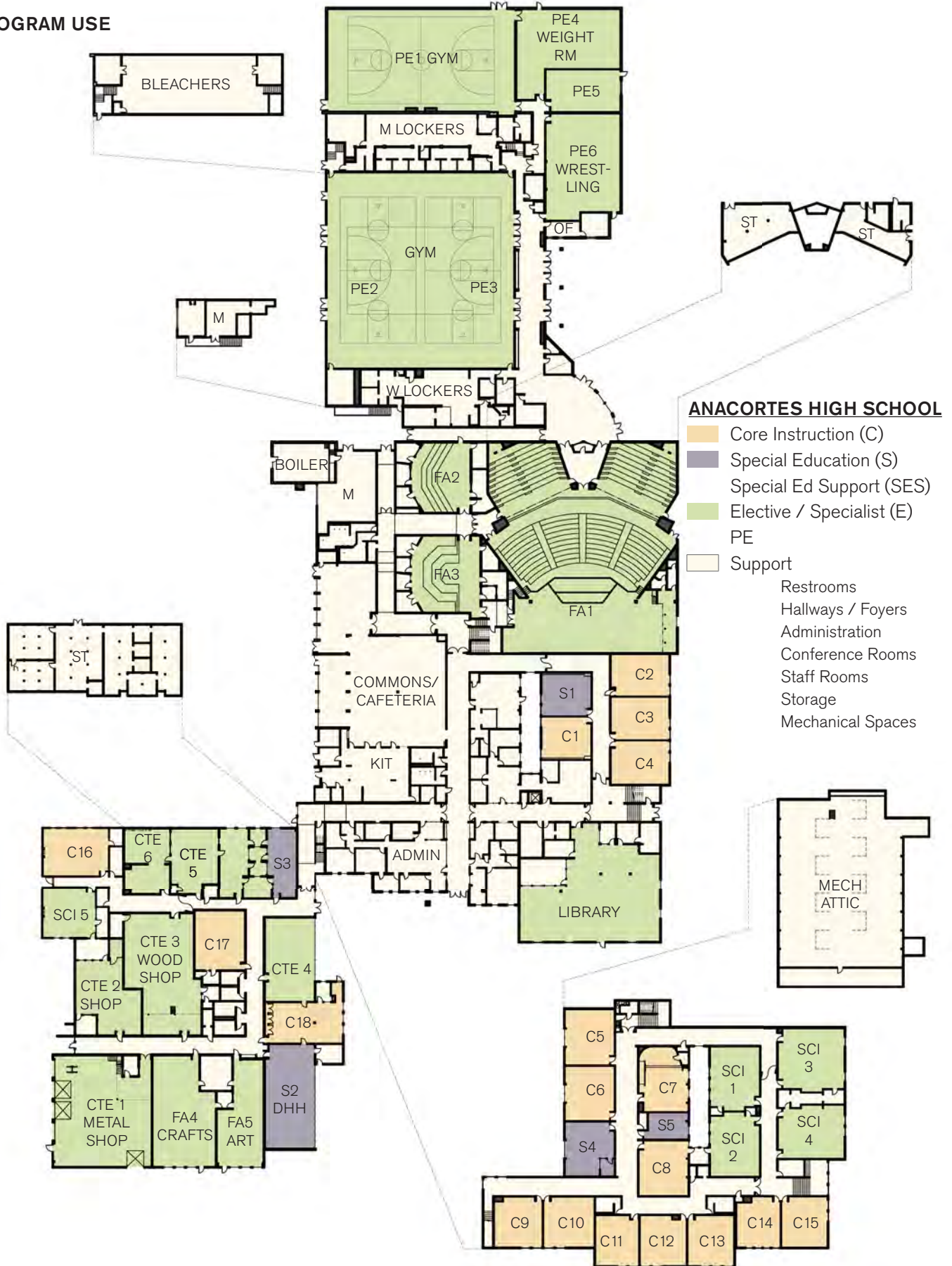


**CONSTRUCTION HISTORY**





PROGRAM USE



**STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
BUILDING CONDITION RATING SUMMARY 2013-2014**

**ANACORTES HIGH SCHOOL / ANACORTES (29103)**

**MAIN**

**Total Building Condition Rating 51.67 %**

**Is Certified By BCA**

Sub-Assembly	Component	Condition Rating						Component Score	Priority		
		E	G	F	P	U	N/A		L	M	H
<b>Foundations</b>											
A1010	Standard Foundation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Slabs on Grade</b>											
A4010	Standard Slabs on Grade	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4040	Pits and Bases	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Water and Gas Mitigation</b>											
A6010	Building Subdrainage	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Superstructure</b>											
B1010	Floor Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1020	Roof Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1080	Stairs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Vertical Enclosures</b>											
B2010	Exterior Walls	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2020	Exterior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2050	Exterior Doors and Grilles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2070	Exterior Louvers and Vents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exterior Horizontal Enclosures</b>											
B3010	Roofing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3020	Roof Appurtenances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3060	Horizontal Openings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3080	Overhead Exterior Enclosures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Construction</b>											
C1010	Interior Partitions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1020	Interior Windows	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1030	Interior Doors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1040	Interior Grilles and Gates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C1070	Suspended Ceiling Construction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interior Finishes</b>											
C2010	Wall Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2020	Interior Fabrications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2030	Flooring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2040	Stair Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2050	Ceiling Finishes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conveying</b>											
D1010	Vertical Conveying Systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Plumbing</b>											
D2010	Domestic Water Distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2020	Sanitary Drainage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2030	Building Support Plumbing Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STATE OF WASHINGTON**  
**SUPERINTENDENT OF PUBLIC INSTRUCTION**  
**BUILDING CONDITION RATING SUMMARY 2013-2014**

**Unused Components**

D2050	General Service Compressed-Air	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**HVAC**

D3010	Facility Fuel Systems	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3020	Heating Systems	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3030	Cooling Systems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	0 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3050	Facility HVAC Distribution Systems	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D3060	Ventilation	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Fire Protection**

D4010	Fire Suppression	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D4030	Fire Protection Specialties	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electrical**

D5010	Facility Power Generation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5020	Electrical Services and Distribution	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5030	General Purpose Electrical Power	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D5040	Lighting	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	30 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Communications**

D6010	Data Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6020	Voice Communications	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6030	Audio-Visual Communications	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D6060	Distributed Communications and Monitoring	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Electronic Safety and Security**

D7010	Access Control and Intrusion Detection	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7030	Electronic Surveillance	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
D7050	Detection and Alarm	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Integrated Automation**

D8010	Integrated Automation Facility Controls	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**Equipment**

E1010	Vehicle and Pedestrian Equipment	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	90 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1030	Commercial Equipment	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1040	Institutional Equipment	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1070	Entertainment and Recreational Equipment	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E1090	Other Equipment	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Furnishings**

E2010	Fixed Furnishings	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E2050	Movable Furnishings	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	62 %	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## 2. LONG RANGE EDUCATIONAL AND FACILITIES PLAN

### Long-Range Strategic Facility Plan

A 32 member Anacortes School District Facilities Committee was formed in February 2014 to begin a comprehensive review of the District's existing facilities and formulate a Long-range Strategic Facility Plan. The overall goal of the committee was to provide a recommendation to the School Board for implementation of a Capital Facilities Master Plan focused on preservation of the District's building assets and improvement of the physical learning environments for the staff, students and community.

The Committee's scope of work included:

- Review of district-wide facility condition assessments
- Discussions on 21<sup>st</sup> Century Learning Standards
- Tour of their existing High School
- Review of new High Schools in the region
- Review potential costs and tax implications
- Develop a preliminary proposal for community feedback
- Review feedback from community members
- Finalize a Strategic Facilities Plan for presentation to the School board

After an eight month engaging and deliberative process, the committee presented a unanimous recommendation to the Anacortes School Board which reflected a cost-effective, common sense proposal focused on student learning. The proposal included major renovations and replacement to portions of the existing Anacortes High School along with other smaller components consisting of district-wide safety and security upgrades and roofing projects at Mt. Erie Elementary and Fidalgo Elementary schools.

The Anacortes School Board adopted this recommendation and unanimously passed Resolution No. 819 on November 13, 2014 for a General Obligation Bond in the amount of \$87,900,000 to be put forth to the voters on February 10, 2015.

The District also intends to seek all available state assistance funding for the High School Project.

The Report to the School Board from the District Facilities Committee is included in this Chapter. This report summarizes the Committee's process, analysis and procedures in developing the long-range plan.

Following this summary are the meeting agendas, meeting minutes, and slide presentation materials for each of the planning meetings.

# **Report to the School Board from the District Facilities Committee**

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**ANACORTES**  
SCHOOL DISTRICT

The Anacortes School District Facilities Committee is pleased to submit this report outlining the process and recommendation of the committee in regards to the proposed February 2015 school bond election. Our committee has worked hard since February 2014 to engage in a deliberative process with the goal of achieving a cost-effective, common sense bond proposal that keeps the focus on learning for our public school students. In this report we will outline the background, process, and recommendation of the committee.

**Background**

It has been 17 years since Anacortes School District last passed a bond. In January 2014, School Board President Jeannette Papadakis and Superintendent Mark Wenzel invited 32 community members to serve on the facilities committee. The individuals represented a wide cross-section of Anacortes, including representatives from education (district staff), city government and small business, as well as retired corporate executives, Anacortes High School alumni and civic leaders. A list of committee members is at the end of this report.

The committee met six times with the following schedule:

<b>Meeting Date</b>	<b>Focus</b>
February 13	Overview, Goals and Objectives
March 11	Condition of Schools: Review Study & Survey
April 8	Needs & Priorities: Tour AHS, Discuss all facilities needs
May 6	Refinement of Priorities: Group models of possible high school
May 27	Financial Commitment: Bond amounts and taxes
September 9	Feedback: Reviewing responses from 500 community members
September 23	Final proposal: Review finalized cost estimates in determining recommendations

At the beginning of the process, Mark Wenzel asked us to ensure that the bond decisions be determined by the community – not driven by district wants. A further charge was to work together to ensure transparency throughout the process. We can attest that these outcomes were successfully achieved. Committee members felt empowered to make decisions during the process, and the superintendent, the project manager Marc Estvold, and the architect Kevin Oremus effectively took on roles as support staff to provide information, answer questions and keep the process moving forward.

**Process**

We can also attest that the committee did due diligence. We started with a Study and Survey – a state-required audit of all facilities in the school district. The audit found that safety was a major concern at Anacortes High School, with multiple outside entrances, limited sight lines within the school, a building “shell” that showed cracks, poor access for emergency responders, and poor parking/pedestrian areas.

The report generated a score for each building in the district, called an “Information and Condition of Schools” (ICOS) score. A score of 70 is considered fair; 90 is good; and 100 is new. The scores for Anacortes were:

<b>School</b>	<b>ICOS score</b>
Fidalgo Elementary	88
Island View Elementary	87
Anacortes Middle School	86
Whitney Early Learning Center	73
Mt. Erie Elementary	70
Anacortes High School	51

These scores mirrored the assessment of engineers who completed the investigation for the audit. The low score for Anacortes High School was caused by the following deficiencies:

- Despite continuous maintenance, the roof is in very poor condition and in need of replacement. Many concrete walls have vertical cracks. Wood joists supporting the roof panel between the auditorium and gym have significant rot. Due to the age of the systems, the heating, ventilation, and air conditioning (HVAC) systems throughout the building are failing. Plumbing fixtures are old and replacement parts are not readily available. The main power feed to the building is in bad condition. Existing steam-generating boilers are 25 and 45 years old, and past their serviceable life. The school needs seismic upgrades to meet current code.
- The building configuration does not support 21st Century safety standards with too many entrances and lack of sight lines. The high school site does not comply with current fire and emergency access requirements. Fire alarm panel and devices need upgrading.
- Classrooms are small and inadequately supported for educational needs of the curriculum. Science labs have inadequate work stations to accommodate 21st Century standards. Many Career & Technical Education (vocational education) classrooms are not built for the programs they currently house. The building offers limited opportunities for flexibility or adaptability to accommodate learning spaces for small group activities or personalized learning. The building has limited natural daylight.
- Brodniak Auditorium, located inside AHS, has not been significantly updated since construction in 1976. The HVAC system in the auditorium has not been operational for several years. Auditorium lights are controlled by a 1985 lighting control board, which has surpassed its serviceable life. The dimmer board has failed. Light fixtures are out of date, and the auditorium lacks an adequate backstage and wing area for teaching and productions. The facility does not meet seismic codes. Auditorium seats need to be replaced.
- The gymnasium, also located inside AHS, is a 1950s facility that requires significant improvements due to its age. The HVAC does not operate well, which means poor air quality. Locker rooms have seen minimal upgrades since 1955. The power drive system on the gymnasium wood bleachers requires constant maintenance.
- Total on-site parking at the high school is insufficient for normal school operations or large community events. Student parking is remote, difficult to supervise, and requires back door entrance. The bus loading requires students to walk across the parking lot.
- Rice Field lacks ADA (American Disabilities Act) accessibility, bleachers and lighting. Existing drainage of fields poses significant problems during wet months. The school is not able to host playoff games because athletic facilities do not meet required standards.

As the committee reviewed the data and studied these issues, it became clear that the high school must become our focus. The urgent needs listed above stood out as the district's highest priority in facilities improvement.

### **21<sup>st</sup> Century Learning**

During this time, the committee studied 21st Century learning standards and the design components of 21st Century schools that support such learning. The world of teaching and learning has changed significantly in the last two decades, based on research, higher standards across the K-12 spectrum, and the advent of new technologies. Through our study, we learned the following:

- a. Twenty-first Century learning places a premium on communication, collaboration, critical thinking and creativity – these “4 Cs” are often considered the foundation for student success in college and the workplace
- b. Research shows that when students have the opportunity to engage in rigorous material, work at their own pace, and take ownership of their learning, student achievement increases
- c. Anacortes School District uses a research-based framework for teaching and learning that emphasizes these characteristics and encourages teaching staff to challenge students with hands-on activities and projects that require thinking and innovation

- d. Technology integration is an important part of 21st Century schools because of the development of high quality online resources for learning, as well as how technology skills translate to college and the workplace
- e. The architectural world has developed “design patterns” for schools to accommodate these new learning standards. One of the most important standards is flexible, adaptable classrooms to allow different student groupings and learning activities. Students must be able to move around the classroom. Another standard is learning spaces outside the classroom for students to use in working independently or with others on assignments and projects. Other standards include community friendliness, use of natural light, and the ability to see across the building to ensure a safe learning environment.

Our facilities committee toured the high school and rated it against the 21st Century design standards. AHS rated “poor” on the majority of standards, including flexibility, safety and community friendliness. In a debrief after the tour, many members commented how run down the school felt. The fact that the school has been pieced together over many decades became apparent in its disjointed layout.

### **Scope of Project**

In developing a scope for the project, the committee followed two guiding principles:

- Ensure that the bond proposal stays centered on students and their core educational needs
- Ensure that the proposal passes the “common sense” test – that the components can be justified to the community as cost effective and the right work to do at this time

### **Renovation versus new construction**

In working with the architect, the committee determined that 40 percent of the existing high school building could be renovated to achieve a cost savings. This 40 percent includes the gym and Brodniak Auditorium . The foundation and basic configuration of these structures was strong enough to support renovation rather than new construction. Because the structures were built in the 1950s and 1970s, respectively, the work will still require significant resources. But it was determined that a retrofit of this part of the school would save taxpayers about \$13 million. This took the project from just over \$100 million to about \$88 million – and helped support the committee’s goal of delivering a cost-effective proposal.

The 1950s gym will require major seismic improvements for earthquake safety, new electrical and HVAC systems, plumbing, fire protection, bleachers and functional locker rooms. Brodniak, which has not seen a major upgrade since construction 40 years ago, will require a seismic retrofit, electrical and HVAC systems, lights, seats, and improvements to adjoining music rooms.

For the remaining 60 percent of the school, the committee looked closely at renovation versus new construction. After much deliberation, the committee determined that new construction was the approach that made the most sense, was cost-effective, and best for student learning. Our recommendation for a new addition to the high school revolves around three points:

1. It would be difficult to achieve the needed 21st Century learning environment described above through modernization of the existing, maze-like footprint. While it’s possible to move walls to create more flexible spaces, the existing structure would create an obstacle to work around – rather than planning and building a new facility with no limitations.
2. The cost estimate for renovation, including the cost of “phasing” the project and moving students to accommodate construction schedules, would offer minimal cost savings compared to new construction.
3. The disruption to student learning for one to two years in a renovation project would have a substantially or negative impact on the overall educational program at Anacortes High School

It is important to note at the beginning of the process, our committee was divided on the question of renovation



versus new construction. By the end of our research and data review, the committee unanimously supported the 60-40 (new construction-renovation) split. The high school addition will include about 100,000 square feet of new classrooms, library, commons, career and technical education wing, and school offices.

A further component of the project is a major upgrade to Rice Field, below the school, to establish a competition-ready field for the school. With the dedication of War Memorial Field for construction of the classroom wing, an upgrade to Rice Field will be critical to support physical education, athletics and community programs.

### ***Examining sites for new construction***

Once a decision was made to build new classrooms, the committee examined possible sites for the construction. We examined four sites and unanimously concluded that War Memorial Field, adjacent to the high school, provided the most cost-effective, common sense solution. The sites we examined, with data from the architect, included:

**1. Building on the west (back) side of the existing high school.**

It would be difficult and very expensive to add to the west side of the school because of space limitation, topography and location. The available space is not large enough to accommodate construction for larger, more flexible classrooms. Also the area to the west drops off significantly which would require expensive foundation systems and large retaining walls. "Program relationship" is another key issue. The new classrooms, labs, and CTE (vocational) instructional areas need to have direct and efficient access to the main office, library, student commons/cafeteria, and other instructional and administrative support areas. It would not make sense to build a new two-story classroom building behind the gym and have the students walk through the PE facility and around Brodniak to get to the office, library, etc.

**2. Build to the north in Volunteer Park between Rice Field and the baseball fields.**

This area had advantages in that construction of a new school in this location would cause minimal disruption to the educational program, the topography was level and conducive to a large floor plan, and there was plenty of area available. The drawbacks to the site were the lack of city streets and utilities which would have been very expensive to extend to the site. Further, the distance from this area to the existing gym and Brodniak made it impractical for students to circulate between the two locations between class periods. This would necessitate the building of a new gym and music facilities which would substantially increase the cost of the new facility. Three existing playfields would be displaced with the building. Finally the soil conditions in Volunteer Park are known to be peat bog and a very expensive foundation system would be required. As a result, this location was ruled out as being too expensive.

**3. Build to the south at 22nd & J Ave, location of existing playfields and tennis courts.**

This area had the advantage of being within walking distance of the middle school and Island View Elementary, was large enough to accommodate a new two-story high school and had utilities and street access in place. The disadvantages of this site were, again, the distance to the existing gym and Brodniak which would necessitate construction of both facilities at the new site. The site is not large enough to accommodate playfields which would require students to walk to the existing high school site for outdoor PE and athletic activities. The footprint of the building and parking would displace three playfields and the tennis courts which would have to be relocated. The topography of the site is significantly sloping to the east. This would require multiple floor levels causing a significant amount of floor space to be devoted to vertical circulation instead of educational space. The slopes would also require expensive foundations and retaining walls. Like others, this site was ruled out because it would have been substantially more expensive than War Memorial Field.

**4. New construction on War Memorial Field.**

The identified disadvantages to building onto War Memorial Field were the loss of the field for athletics and its memorial significance. The committee felt this loss could be mitigated by upgrading Rice Field to a competition-ready field with lighting, synthetic turf and bleachers, as well as providing a significant memorial to all those who served. Other advantages to building on War Memorial Field included the ability to build the new educational wing without displacing the current educational program during construction. Utilizing War

Memorial Field for a portion of the new building also frees up space for much needed additional parking, bus loading/unloading and safer pedestrian access around the site. War Memorial stood out as the only option that offered a seamless path to renovate 40 percent of the school (Brodniak and the gym). In short, the facilities committee felt renovation of Brodniak and the gym, with new construction of the educational wing on War Memorial Field, presented the most fiscally responsible, common sense approach to solving the urgent needs at the high school.

### ***Rice Field***

With the decision to build on War Memorial, the committee discussed the importance of upgrading Rice Field. The loss of a playing field meant that the remaining field and practice fields needed to be of high quality to accommodate Washington Interscholastic Athletic Association (WIAA) games and tournaments, as well as increased demand from high school teams and community-based groups. Rice Field offers a basic infrastructure of a field and running track, as well as basic practice fields. Concerns included the lack of “competition-ready” necessities for a field such as bleachers, lights, and restrooms.

The committee agreed that upgraded turf, bleachers, lights, and practice fields would put Anacortes on par with facilities in neighboring districts. The committee noted the economic advantage of moving to artificial turf, which would allow a dramatic increase in use, significantly decrease maintenance, and serve as a profitable venture for the school and community with rentals and guest visits.

### ***Elementary roofs and safety needs***

In the final meeting before summer, the committee revisited other needs beyond the high school. Because of the poor condition of the high school, we wanted to make it the focus of the bond measure. At the same time, the Study and Survey (facilities audit) found that roofs at Fidalgo and Mount Erie elementary schools needed to be replaced. Further, a safety committee met in 2013-2014, and recommended about \$200,000 in improvements to better control access to elementary schools. We reviewed these items and agreed to include them in the proposal.

### ***Feedback on the proposal***

By June 2014, the committee had created the general outlines of a proposal that was estimated to be \$80 to \$100 million, based on the identified needs and the cost of other recent high school projects in Western Washington. The district sought feedback on the emerging proposal through 17 focus groups, four community presentations to civic groups, and an online survey with 260 respondents. Committee members read feedback responses throughout the summer and dedicated a two-hour meeting on September 23 to reviewing all the feedback and identifying major themes.

Those themes included:

- Widespread support for the school district in general across the community, based on the belief that the district was fulfilling its mission of ensuring high levels of learning for students
- Widespread agreement that the existing high school had notable deficiencies that needed to be addressed
- General support for improving Brodniak, the gym and the field, with even stronger support for improvements to classrooms (see survey in Appendix B)
- A desire for more details about the proposal
- A desire for a cost-effective approach to keep the tax burden reasonable for local homeowners

Superintendent Mark Wenzel summarized this feedback in a guest editorial in the *Anacortes American* on September 24, 2014 (Appendix C).

## **Final recommendation**

On September 23, the committee met to finalize our recommendation to the school board. We reviewed the themes of the feedback, which were posted on the wall. At four tables, we then reviewed the proposed breakdown of costs for the plan as it had emerged: the new educational wing on War Memorial and major renovations to Brodniak, the gym and Rice Field.

The committee engaged in a spirited discussion about cost – with the intent of ensuring that the final proposal fulfilled the committee’s mission of being cost-effective, common sense and focused on learning. The committee carefully examined the cost implications of each component of the proposal.

It is important to note that in including the field, gym and auditorium in the bond proposal, the committee viewed these as a core part of the overall educational program at the high school. Last year, more than 400 students at AHS - or half the student body - participated in extra-curricular activities. The district recently reported that the grade point average of students in extra-curricular activities in Fall 2014 is 3.45, considerably higher than the student body at large. As committee members noted, it is often extra-curricular activities that serve as the most memorable component of a student’s learning experience in high school. It was further noted that an upgraded auditorium, gym and field would continue to serve as valuable community assets that would underscore the high school as a hub of activity and community gathering in Anacortes.

Anacortes School District qualifies for an estimated \$1.9 million in state funding assistance for the project. This amount is driven by a formula based on a cost allowance per square foot.

The facilities committee recommends a bond proposal of \$87.8 million to address the needs outlined in this report. The attached bond proposal (Appendix A) delineates costs for specific components of the project, as well as a preliminary timeline. Developed by a professional cost estimator, it includes total project costs including all taxes, fees, and estimated escalation costs to avoid overruns with inflation.

During this process, we studied the financial impacts of a proposed bond on property taxes. We understand that an existing Anacortes School District bond will retire in 2016, which makes the increase in proposed taxes with this bond less than it would be otherwise. This report includes tax projections for the bond, in addition to a comparison of tax rates among school districts with a similar total assessed property value as Anacortes, and a comparison to local school districts (Appendix D).

In regards to the future of the existing 60 percent of the high school that we recommend replacing, the committee has included demolition costs in the bond proposal realizing the possibility of re-purposing the existing structure through a community partnership with a local organization. The committee recognizes that the current facility would present a host of challenges and may require a significant investment if re-purposed to serve a local organization. Any possible partnerships would be explored during the design process in 2015-16.

In closing, we would like to express our appreciation to the school board for their support of this process.

Sincerely,

The Anacortes School District Facilities Committee

### **Committee Members**

Cody Anderson	Laurie Gere*	Matt Miller	Steve Wilhoit
Jennie Beltramini	Stephanie Hamilton	Gib Moore	Allen Workman
Bonnie Bowers	Patrick Harrington	Sarah Nichols	Martin Yates
Scott Burnett	Steve Henery	Vince Oliver	<b>Ex-Officio</b>
Elise Cutter	Frank Higgins	Jon Ronngren	Lisa Matthews
Cory Ertel	Bob Hyde*	Patrick Shainin	Jeannette Papadakis
Duncan Frazier	Rita James	Tyler Starkovich	Dr. Mark Wenzel
Joseph Furin	Kirk Kennedy	Nels Strandberg	Karl Yost
	Elizabeth Lovelett	Kristine Stultz	

\*Honorary Co-Chairs

## Appendix A: 2015 Anacortes School District Bond Proposal

The cost estimates below were prepared by The Robinson Company, a professional cost estimating firm in Seattle, WA. Robinson Company completes 200 estimates a year for schools, universities and public entities across the region. Robinson's approach is to meet with the design team to review the project scope and parameters. Cost estimates for Rice Field were devised by architectural firm Hutteball & Oremus, based on similar projects in Western Washington.

### Anacortes High School Project

#### Project Component: AHS Addition

<i>Project description</i>	<i>Cost</i>
Foundations, Superstructure, Exterior Closure, Roofing	10,103,000
Interior Construction, Interior Finishes	4,290,000
Electrical	4,128,000
HVAC	4,070,000
Equipment	1,731,000
Plumbing, Conveying Systems, Fire Protection, General Requirements	4,085,000
Building Demolition	1,419,000
Site Development	7,562,000
Alternative Learning Facility (Cap Sante HS)	434,000
Off-Site Street Frontage Improvements	714,000
 Construction Subtotal	 38,536,000
Permitting, state sales tax, architecture/engineering, contingency, furniture, etc.	18,497,000
<b>Total: AHS Addition Project Cost</b>	<b>57,033,000</b>

#### Project Component: Brodniak Auditorium/Music Rooms Renovation

<i>Project description</i>	<i>Cost</i>
Foundations, Superstructure, Exterior Closure, Roofing	920,000
Interior Construction, Interior Finishes	805,000
Electrical	1,669,000
HVAC	957,000
Equipment	1,369,000
Plumbing, Conveying Systems, Fire Protection, General Requirements	1,447,000
 Construction Subtotal	 7,167,000
Permitting, state sales tax, architecture/engineering, contingency, furniture, etc.	3,440,000
<b>Total: Brodniak Auditorium/Music Rooms Renovation Project Cost</b>	<b>10,607,000</b>

### **Project Component: AHS Gym Renovation**

<i>Project description</i>	<i>Cost</i>
Foundations, Superstructure, Exterior Closure, Roofing	1,110,000
Interior Construction, Interior Finishes	604,000
Electrical	1,728,000
HVAC	1,760,000
Equipment	501,000
Plumbing, Conveying Systems, Fire Protection, General Requirements	1,722,000
Construction Subtotal	7,425,000
Permitting, state sales tax, architecture/engineering, contingency, furniture, etc.	3,564,000
<b>Total: AHS Gym Renovation Project Cost</b>	<b>10,989,000</b>

### **Project Component: Rice Field Upgrades/War Memorial Plaza**

<i>Project description</i>	<i>Cost</i>
Synthetic Turf, Field Lighting, Practice Field Improvements	2,749,000
1500 Seat Bleachers/Parking/Plaza	3,110,000
Ticket Booth, Concessions, Restrooms	1,190,000
Construction Subtotal	7,049,000
Permitting, state sales tax, architecture/engineering, contingency, furniture, etc.	2,820,000
<b>Total: Rice Field Upgrades/War Memorial Plaza Project Cost</b>	<b>9,869,000</b>

### **Project Costs**

AHS Addition/New Construction	57,033,000
Brodniak Auditorium/Music Rooms Renovation	10,607,000
AHS Gym Renovation	10,989,000
Rice Field Upgrades	9,869,000
Elementary Roofs/Safety Upgrades	1,200,000
<b>Total Project Costs</b>	<b>89,698,000</b>

**Note:** The district qualifies for about \$1.9 million in state matching funds for the high school project. With state matching funds as an offset, the total bond amount would be **\$87,798,000**.

## Basic description of scope of work

### 1. AHS Addition/New construction

*Description:* The 100,000 square foot addition will include larger classrooms, career & technical education (vocational) wing, library, commons/cafeteria. The alternative learning program will be a stand-alone building estimated at 1,500 square feet.

### 2. Renovate performing arts/music wing

*Description:* This 20,000 square feet of renovation to the 1970s auditorium includes HVAC, electrical, roofing, seismic, lighting, sound, accessibility upgrades, interior finishes such as seats and carpet, as well as improvements to band and choir rooms including practice rooms.

### 3. Renovate gym/athletic wing

*Description:* This 40,000 square feet of renovation to the 1950s gymnasium includes seismic upgrade, HVAC, electrical, sound system, bleachers, locker rooms, plumbing, fire protection and interior finishes

### 4. Site Development

*Description:* Site work includes building and parking area site preparation, site improvements such as parking, stormwater handling systems, landscaping, site lighting, security fencing and building utilities.

### 5. Off-Site-Street Frontage Improvements

*Description:* This includes improvements to streets and sidewalks surrounding the high school that will be required as part of the permitting process.

### 6. Selective Building Demolition

*Description:* This includes demolition of the existing high school except Brodniak and the gym which are to stay and be renovated. This also includes proper handling and disposal of materials containing asbestos. This item would be modified if the existing building is re-purposed through a community partnership.

### 7. Rice Field/War Memorial Plaza

*Description:* This includes synthetic turf, bleachers, lights, new space for track and field events, earthwork, restrooms, improved practice fields and parking improvements. This total number could be reduced with state support and private donations. The district has made a request to state legislators to consider this project for the capital construction fund, which allocates funds from a dedicated source to help support community projects across the state. The district is also reaching out to private partners in the community for support of this project.

### 8. Elementary Roof/Safety Upgrades

*Description:* Aging roofs at Fidalgo and Mount Erie elementary schools are nearing their life expectancy. Work includes removal of existing roofing material and installation of new composition roofing. Safety improvements, based on recommendations by a committee consisting of law enforcement, district staff and community members, includes modifications to elementary school entryways to limit access to intruders.

## Preliminary Project Timeline

February 2015 to June 2015	Project Educational Specification and Schematic
June 2015 to January 2016	Rice Field Final Design and SEPA Permitting
January 2016 to March 2016	Rice Field Bidding and Construction Permitting
March 2016 to August 2016	Rice Field Construction Complete
June 2015 to June 2016	Design of High School Construction/Renovation
June 2016 to September 2016	High School Construction/Renovation Bidding and Permitting
September 2016	High School New Construction Start
June 2017 to August 2017	Partial Renovation of Brodniak and Gym
June 2018 to August 2018	Complete Renovation of Brodniak and Gym
August 2018	Complete New High School Construction/Move In
August 2018 to December 2018	Complete Building Demolition and Site Work

## Appendix B: Survey Results

The online survey results below are from a survey of 260 Anacortes residents in summer 2014. The results indicate that the greatest support (the percentage of those who ranked the item “most important” or “more important”) is for rebuilding AHS (77%), followed by basic safety improvements at elementary schools (71%), replacing elementary roofs (67%), upgrading Rice Field (52%), updating the high school gym (51%), and upgrading Brodniak Hall (44%).

<b>Please rate the ideas below in order of importance to you.</b>						
	Most important	More important	Neutral	Less important	Least important	Rating Count
Rebuild Anacortes High School on War Memorial Field (in front of the existing school)	59.8% (153)	16.8% (43)	8.2% (21)	5.5% (14)	9.8% (25)	256
Upgrade Brodniak Hall (lighting, electrical, seating, backstage)	13.8% (35)	29.9% (76)	29.9% (76)	15.7% (40)	10.6% (27)	254
Update Anacortes High School gym (mechanical system, bleachers, seismic upgrades, weight room)	16.1% (41)	34.6% (88)	26.0% (66)	11.0% (28)	12.2% (31)	254
Upgrade Rice Field to replace War Memorial Field (turf, lighting, bleachers)	25.2% (64)	26.4% (67)	24.8% (63)	11.0% (28)	12.6% (32)	254
Replace elementary roofs (Mount Erie, Fidalgo)	34.4% (88)	32.8% (84)	21.5% (55)	9.8% (25)	1.6% (4)	256
Basic safety improvements at elementary schools	40.6% (104)	29.3% (75)	20.3% (52)	7.0% (18)	2.7% (7)	256



## **Appendix C: Superintendent's Guest Editorial**

*Anacortes American, September 24, 2014*

### **Community feedback helps shape bond proposal**

*By Mark Wenzel, Superintendent, Anacortes School District*

School is off to a great start. Enrollment is up 75 students from June. It's our second straight year of increased enrollment, and everyone is working hard to lay the foundation for a successful school year for our students.

Another group of individuals is also working hard: the district's facilities committee. Following a five-month process to develop a preliminary bond proposal, this group of more than 30 community and staff members rolled up their sleeves earlier this month to dig into responses from local residents.

The district collected feedback from about 500 individuals this summer – in the form of 17 focus groups, four civic group presentations and an online survey. Participants provided a lot of helpful comments about the proposed building improvements, student learning opportunities and cost.

To start, most people acknowledged the urgency for improved facilities, especially at the high school. Respondents ranked high school improvements as their top priority on the survey.

Many alumni noted that the building had been in need of modernization 20 years ago when they were a student there. Others noted the importance of a strong high school, both to educate local children and to attract families and businesses to Anacortes. A number of seniors mentioned the connection between good schools and a safe and vibrant community.

### **Modernization or new construction**

Another area of feedback concerned the question of modernization versus new construction. While some respondents argued in favor of modernization to save money and maintain War Memorial Field as an athletic venue, the majority voiced support for the committee's emerging proposal to keep the gym and auditorium, while building new construction for classrooms, commons and the library.

In doing so, the committee is landing on a cost-conscious recommendation to remodel 40 percent of the existing high school building and replace 60 percent. This 60 percent contains areas that would be expensive or unfeasible to remodel due to structural issues, age and curriculum requirements difficult to achieve in a remodel.

Importantly, the cost difference between modernization and new construction is minimal. A cost estimator predicted that a full modernization at AHS would be about the same as the emerging proposal – especially when the logistics of moving students to accommodate construction and “phasing” the project were taken into consideration.

The second reason is equally important – and one that community members seemed to understand and support based on their feedback. Students learn better in flexible spaces that accommodate hands-on learning, technology integration and movement across the classroom. To keep our students competitive – and to draw on the latest research about how children learn best – we need larger classrooms that can adapt and be used for multiple purposes.

### **Other themes**

Three other recurring themes from the feedback were the importance of safety, support for career and technical (vocational) education, and a desire to grow our STEM (science, technology, engineering, math) program.

Respondents noted that safety concerns at the high school, such as poor lines of sight across the building and multiple school entrances, ranked high on their list. They also said the district should continue to focus on high-quality, hands-on learning opportunities in the vocational field to teach students basic skills and help prepare them for a career. Support for improved STEM facilities, including new science labs, also resonated with local community members.

With 500 people, the responses on cost ran the gamut. A handful of respondents said no changes were needed at the high school and taxes were already too high, while select others said we should spend whatever it takes to create a modern, first-class facility.

The majority, however, seemed to land in the middle. Their sentiment could be summed up as: Come forward with a cost-effective, common-sense proposal that keeps the focus on student learning, and we will support it.

### **Providing details**

Many community members said they wanted more information about the plan. The committee will review detailed cost estimates for the project in the next two weeks. These include professional estimates for improvements to the gym, Brodniak Hall and Rice Field, as well as cost figures for the new classroom construction and total package. We will share this information with the community this fall.

Throughout this process, the School Board and facilities committee have prioritized transparency and community feedback. Once the committee finalizes a bond proposal later this fall, the board will hold a public hearing on October 23 to review the recommendation. Before the hearing, the district plans to send an update to local residents outlining the full details of the proposal. We invite you to participate in the public hearing.

I want to thank the many community members who took time this summer to read the emerging proposal, ask questions and offer feedback. The education of our children is such an important community investment. We value your partnership.

## Appendix D: Projected total tax rates for the proposed Anacortes School District bond

Comparison of 2014 local school districts

(Rates are per \$1,000 assessed value)

Mount Vernon	\$6.49
LaConner	\$5.66
Burlington	\$5.55
Conway	\$5.51
Sedro Wooley	\$4.54
Anacortes	\$3.28* (projected)

\* Includes passage of the February 2015 bond at an increase of about .58 per \$1,000 valuation. Also includes Maintenance & Operations and Technology levies.

Comparison of 2014 school tax rates in districts with similar total assessed value

(Rates are per \$1,000 assessed value)

School District	Assessed Value	2014 School Tax Rate
Tahoma	\$4.3 billion	\$7.22 total levy and bond rate
Pasco	\$4.7 billion	\$6.84
Sumner	\$4.8 billion	\$5.93
Marysville	\$5.6 billion	\$5.34
Stanwood	\$4.8 billion	\$3.78
Bainbridge	\$5.2 billion	\$3.45
Anacortes	\$4.7 billion	\$3.28*

\* Includes passage of the February 2015 bond at an increase of about .58 per \$1,000 valuation. Also includes Maintenance & Operations and Technology levies.

SUMMER 2014



# ANACORTES SCHOOL DISTRICT FACILITIES

In January 2014, Anacortes School District conducted a district-wide audit to assess the condition of local schools. Based on state standards, the audit found that Anacortes High School is in need of critical and immediate attention. A 32-member facilities committee spent the last five months discussing the audit and developing a bond proposal. This report is to share the committee's emerging ideas about school improvements and to get feedback from the community.

## Frequently Asked Questions

**Q: Why now?**

**A:** It has been 17 years since the last school bond passed in Anacortes. The recent facilities audit – showing a long list of deficiencies at Anacortes High School – added urgency to the timeline. If we do not take care of the high school now, we will be voting to rebuild it later when worsening safety issues and rising costs bring us closer to a crisis.

**Q: How much will it cost to build a new high school?**

**A:** Most high schools in our state built in the last several years have been in the \$80 to 100 million range. The committee is determined to put forward a fiscally responsible proposal to ensure value for the investment. Committee members want this to be a prudent long-term investment for the community.

**Q: How much would a new bond cost local taxpayers?**

**A:** For a \$300,000 homeowner, an \$80 million bond would be an increase of about \$150 per year, and a \$100 million bond would be an increase of about \$230 per year.

**Q: What are the financial advantages of a school bond in 2015?**

**A:** Interest rates are favorable right now and would lower costs for taxpayers. In addition, the committee discussed how waiting on this project would lead to greater costs because of increased labor and material expenses, as well as inflation.



**ANACORTES**  
SCHOOL DISTRICT

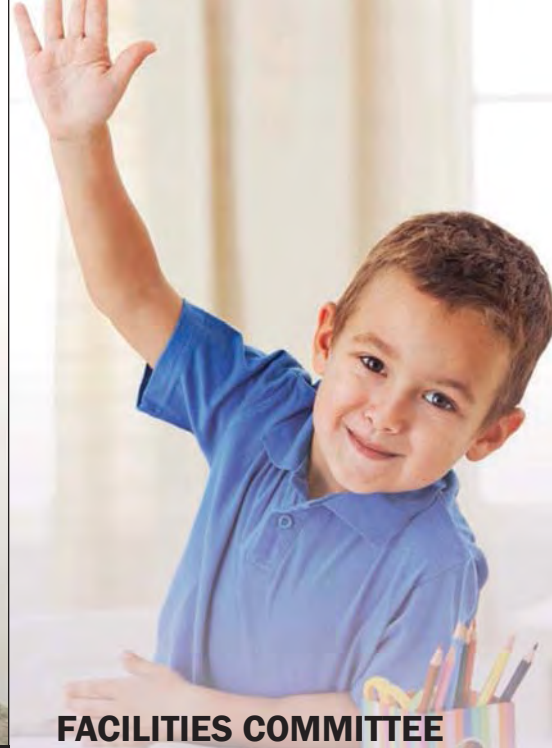
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PERMIT NO. 104

“Throughout the process, our Committee focused on the question: ‘How do we address critical facilities needs to keep our schools safe, modern and competitive, while maintaining fiscal responsibility to local taxpayers?’ We believe we can find the right solution and look forward to involving you in the process.”

**Mayor Laurie Gere and Port Director Bob Hyde**  
*Honorary Co-Chairs, School District Facilities Committee*



## **FACILITIES COMMITTEE PROCESS**

The school board has prioritized the improvement of district facilities in its strategic planning. In hiring the new superintendent last year, the board emphasized updating district facilities as a major goal – and included questions in the interview process. The district hired a project manager in November 2013 and an architectural firm to complete the facilities audit in December 2013. In February 2014, the district launched the facilities committee. The committee’s scope of work includes:

- 1. Review district-wide audit findings**
- 2. Discuss 21st Century learning standards**
- 3. Tour the high school**
- 4. Examine other district needs beyond the high school**
- 5. Review new high schools in the region**
- 6. Review potential costs and tax implications**
- 7. Develop a preliminary proposal for community feedback**
- 8. Review feedback from community members**
- 9. Finalize proposal in Fall 2014**

# Let Us Know Your Thoughts

We want to make facility decisions that are student-centered, make wise use of our limited resources, and are prioritized according to greatest need.

Tell us what you think of the ideas that we have outlined and share ideas that you have to improve it.

Throughout summer, we have 20 feedback groups scheduled during the day and in the evening to

discuss the emerging proposal. Each group will have about 10 people. If you would like to join a group, please call (360) 503-1161.

Or, submit comments and ideas online at [asd103.org](http://asd103.org) by August 30.

## **FACILITIES COMMITTEE MEMBERS**

Mayor Laurie Gere  
Bob Hyde  
Chief Bonnie Bowers  
Elise Cutter

Cory Ertel  
Duncan Frazier  
Steve Henery  
Frank Higgins  
Rita James  
Kirk Kennedy  
Liz Lovelett  
Matt Miller  
Gib Moore  
Sarah Nichols  
Vince Oliver  
Patrick Shainin  
Nels Strandberg  
Kristine Stultz  
Steve Wilhoit

Allen Workman  
Stephanie Hamilton  
Marty Yates  
Jon Ronngren  
Patrick Harrington  
Jennie Beltramini  
Scott Burnett  
Joe Furin  
Cody Anderson

**EX OFFICIO:**  
Jeannette Papadakis  
Karl Yost  
Lisa Matthews  
Mark Wenzel



# Areas of Focus

## 1. PRIORITIZE THE HIGH SCHOOL

As seen in the list of deficiencies on the next page, the high school is in need of immediate attention. After reviewing the data, the facilities committee unanimously agreed that the high school should stand as the top priority in a bond proposal.

The committee looked closely at the question of whether renovating or rebuilding the high school would best serve the community. At the beginning of the process, most of the committee thought renovating would be the best path forward. But two issues changed committee members' minds. Most importantly, the existing structure has so many deficiencies – and is lacking in the classrooms, science labs, and other flexible learning spaces of a modern 21st Century school – that the committee believed it would be a better community investment to build

from the ground up. The committee's mantra became: "This is a legacy for our community. Let's do it right."

Second, it is logistically difficult to do a two-year major renovation with students in the building. The students would need to be housed in portable buildings during construction. Trying to teach subjects such as welding, robotics or music in a portable would present major challenges. The noise and disruption of two years of construction could also negatively impact student learning.



A recent facilities audit showed that Anacortes High School is in need of critical and immediate attention.

## 3. BRODNIAK AUDITORIUM

The committee spent a lot of time discussing Brodniak Auditorium. The auditorium has not been updated since it was built in 1976 and needs major upgrades to remain functional and support school programs. One question the committee posed is: "Should Brodniak be seen as a school auditorium or a community performing arts space?" The committee would like feedback on this question.

## 4. AHS GYM

The committee sees value in keeping and updating the high school gym. While the facility is aging – it was built in 1955 – it is still functional and serves learning needs. The question facing the committee is how much renovation to do beyond the heating/ventilation/air conditioning system.

## 2. WAR MEMORIAL AND RICE FIELDS

The committee looked at four possible sites for new construction and made a list of pros and cons for each. In doing so, the committee unanimously agreed that War Memorial Field makes the most sense for new construction. Reasons include: the footprint is big enough to accommodate the square footage; the location is ideal for access to the rest of the campus; the school could be built to take advantage of Anacortes' scenic beauty; and the soil conditions are appropriate for construction. Committee members discussed finding a way to honor veterans with a monument on the grounds. Building on War Memorial Field would require updating Rice Field (located below the school) with bleachers, lights and possibly artificial turf to ensure the high school can support curricular and extra-curricular programs.

## 5. ELEMENTARY NEEDS

While the focus of the bond will be on the high school, the audit did find that the elementary schools need basic safety upgrades, and the roofs at Mount Erie and Fidalgo elementary schools need to be replaced.

# Bond Timeline



**Spring 2012:**

Ongoing teacher, student, parent and community concerns lead school board to prioritize improvement of high school facility as part of strategic plan



**Jan. 2013:**

School board makes high school bond a key component of interviews for new superintendent



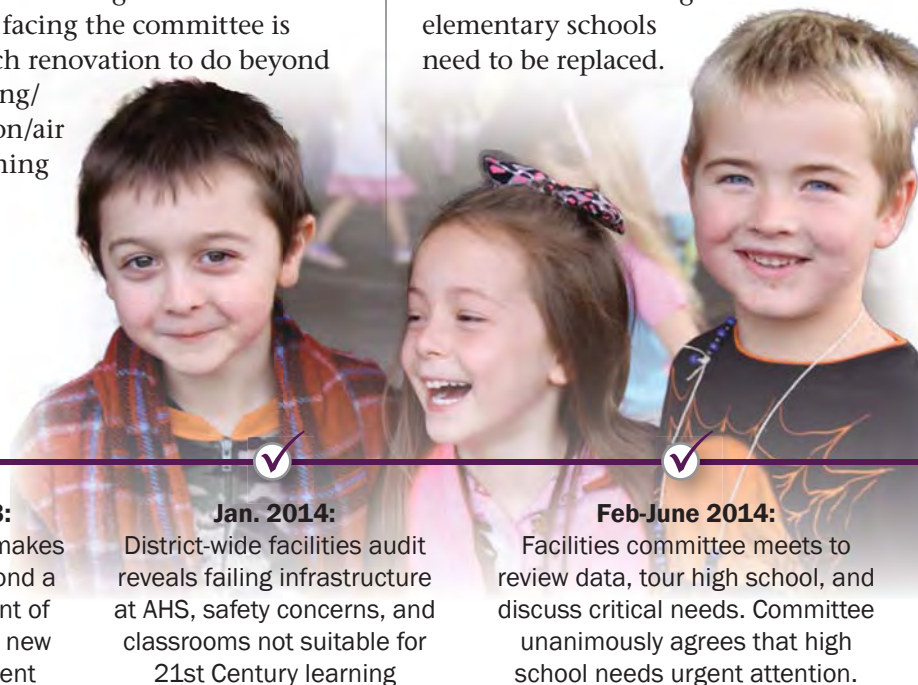
**Jan. 2014:**

District-wide facilities audit reveals failing infrastructure at AHS, safety concerns, and classrooms not suitable for 21st Century learning



**Feb-June 2014:**

Facilities committee meets to review data, tour high school, and discuss critical needs. Committee unanimously agrees that high school needs urgent attention.





Science, technology, engineering and math (STEM) learning spaces are a high priority in developing a new high school.

# Anacortes High School Audit Findings

## LEARNING

- Classrooms are small and inadequately supported for educational needs of the curriculum
- Science labs have inadequate work stations to accommodate 21st Century standards
- Many Career & Technical Education (vocational education) classrooms are not built for the programs they currently house
- Building offers limited opportunities for flexibility or adaptability to accommodate learning spaces for small group activities or personalized learning
- Building offers limited natural daylight

- Electrical panels do not have enough capacity to serve current loads, particularly in Career & Technical Education classrooms

## SAFETY

- The building configuration does not support 21st Century safety standards with too many entrances and lack of transparency
- The high school site does not comply with current fire and emergency access requirements
- Fire alarm panel and devices need upgrading

## INFRASTRUCTURE

- Roof is in very poor condition and in need of replacement
- Many concrete walls have vertical cracks
- Wood joists supporting the roof panel between auditorium and gym have significant rot
- Due to the age of the systems, the heating, ventilation, and air conditioning (HVAC) systems throughout the building are failing
- Plumbing fixtures are old and replacement parts are not easily available
- Utility company has informed the district that the main power feed to the building is in bad condition and if it fails again, they will not be able to replace it
- Existing steam-generating boilers are 25 and 45 years old, and past their serviceable life
- Carpet and ceiling tiles are stained and worn throughout the building
- The school needs seismic upgrades to meet current code

## BRODNIAK AUDITORIUM

- Brodniak Auditorium has not been updated since construction in 1976
- HVAC system in the auditorium has not been operational for several years
- Auditorium lights are controlled by a 1985 lighting control board, which has surpassed its serviceable life. Dimmer board has failed
- Light fixtures are out of date
- Auditorium lacks adequate backstage and wing area for teaching and productions

## GYMNASIUM

- Due to the age of the system, the HVAC does not operate well
- Locker rooms have seen minimal upgrades since 1955
- Power drive system on the gymnasium wood bleachers requires constant maintenance
- Lacks a modern weightlifting room

## FIELDS

- No ADA (American Disabilities Act) accessibility at Rice Field
- No bleachers or lighting at Rice Field
- Existing drainage of fields poses significant problems during wet months

## PARKING

- Total on-site parking is insufficient for normal school operations or large community events
- Student parking is remote, difficult to supervise, and requires back door entrance
- Bus loading requires students to walk across parking lot to main entrance of building

- July-Aug. 2014:** District seeks feedback on committee ideas for bond proposal through feedback groups and online survey
- Sept-Oct. 2014:** Committee finalizes proposal
- Nov. 2014:** Board votes on bond resolution
- Feb. 10, 2015:** **BOND ELECTION**
- 2015-2016:** Construction begins
- 2018:** New Anacortes High School opens



FALL 2014

ANACORTES  
SCHOOL  
DISTRICT

# FACILITIES

## Proposed School Bond

**NEED:**

Facilities audit shows major deficiencies in infrastructure and learning environment

Age of building

Almost 20 years since last bond

**PROCESS:**

32-member facilities committee

Began work in February 2014

Thorough review includes audit, research, exploring options

**COMMUNITY FEEDBACK THIS SUMMER:**

Address safety concerns

Focus on student learning

Be cost-effective

Find common sense solutions

**RECOMMENDATION:**

60 percent new, 40 percent renovated

Focus on safety, learning, community connections

Maximize existing infrastructure

To be completed by 2018

**COST:**

\$88 million proposed project

Increase of 58 cents per \$1,000 valuation (\$170 per year for \$300,000 home)

Anacortes remains lowest school tax rate in county

**NEXT STEPS:**

**October 23 public hearing at high school at 5 pm**

November 13 board will vote on resolution

February 10, 2015 election

**Projected tax rates for an \$88 million Anacortes School District bond**

Comparison of 2014 local school districts

Mount Vernon	\$6.49
LaConner	\$5.66
Burlington	\$5.55
Conway	\$5.51
Sedro Wooley	\$4.54
Anacortes	\$3.28* (projected)



Read the complete report or share feedback in an online survey at [www.asd103.org](http://www.asd103.org) or call Superintendent Dr. Mark Wenzel at (360) 293-1211





# ANACORTES SCHOOL DISTRICT

NO. 103

## CAPITAL FACILITIES COMMITTEE MEETING 1: OVERVIEW

FEBRUARY 13, 2014

- I. Welcome & Introductions**
- II. A roadmap of the facilities process**
- III. Making the committee's work meaningful and successful**
- IV. The history of bonds in Anacortes School District**
- V. The challenges we face in a bond election**
- VI. Teaching and learning in public schools in 2014 and beyond**
- VII. "Where do you learn best?"**
- VIII. Homework assignment and feedback form**

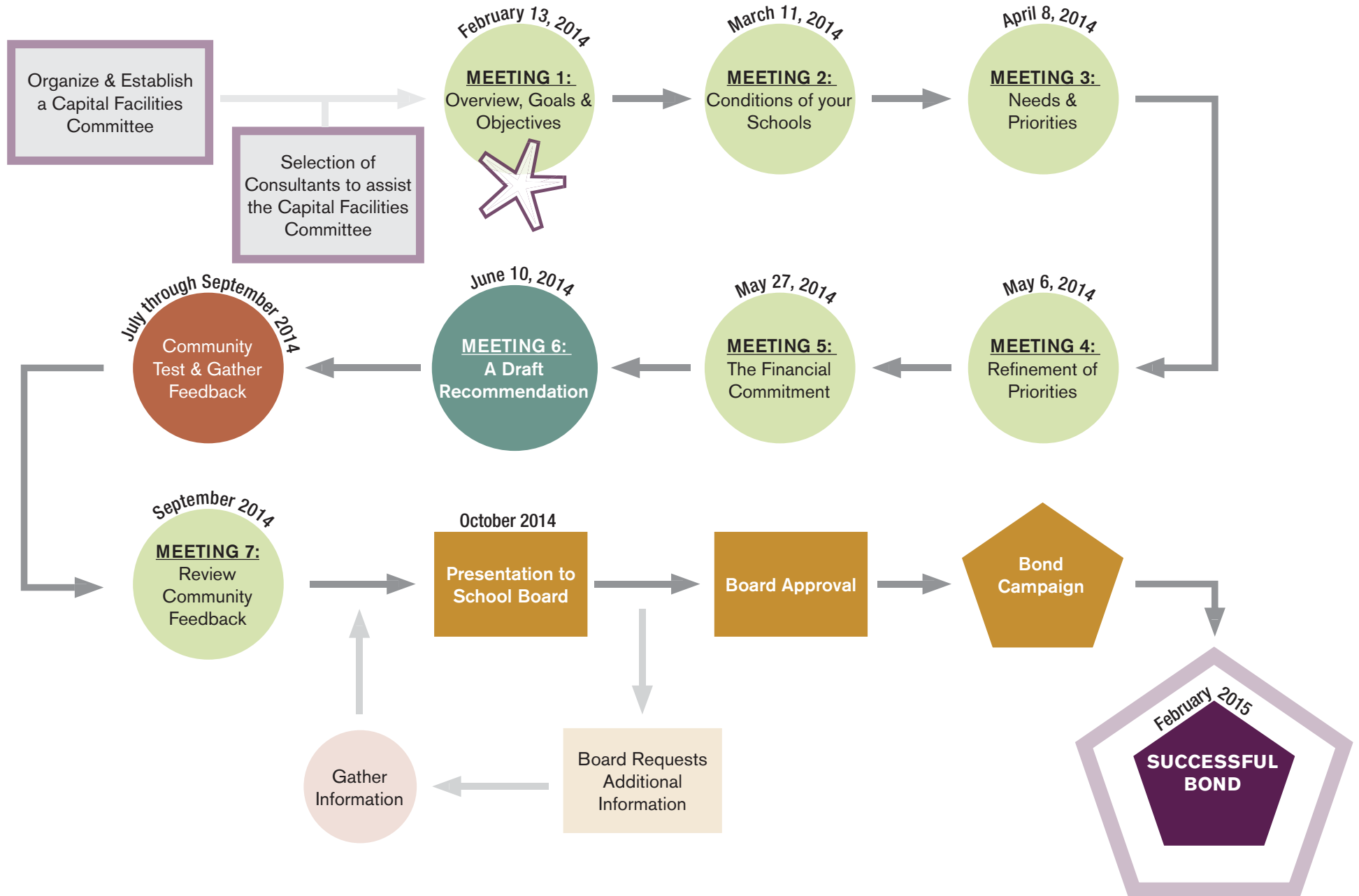
## **OUTCOMES**

1. Understand the facilities committee's process and the desired outcomes of our work
2. Understand the history of bonds in Anacortes School District
3. Understand the teaching and learning needs of the District moving forward
4. Imagine new possibilities for future learning environments
5. Understand possible challenges we may face as we move towards a future bond election

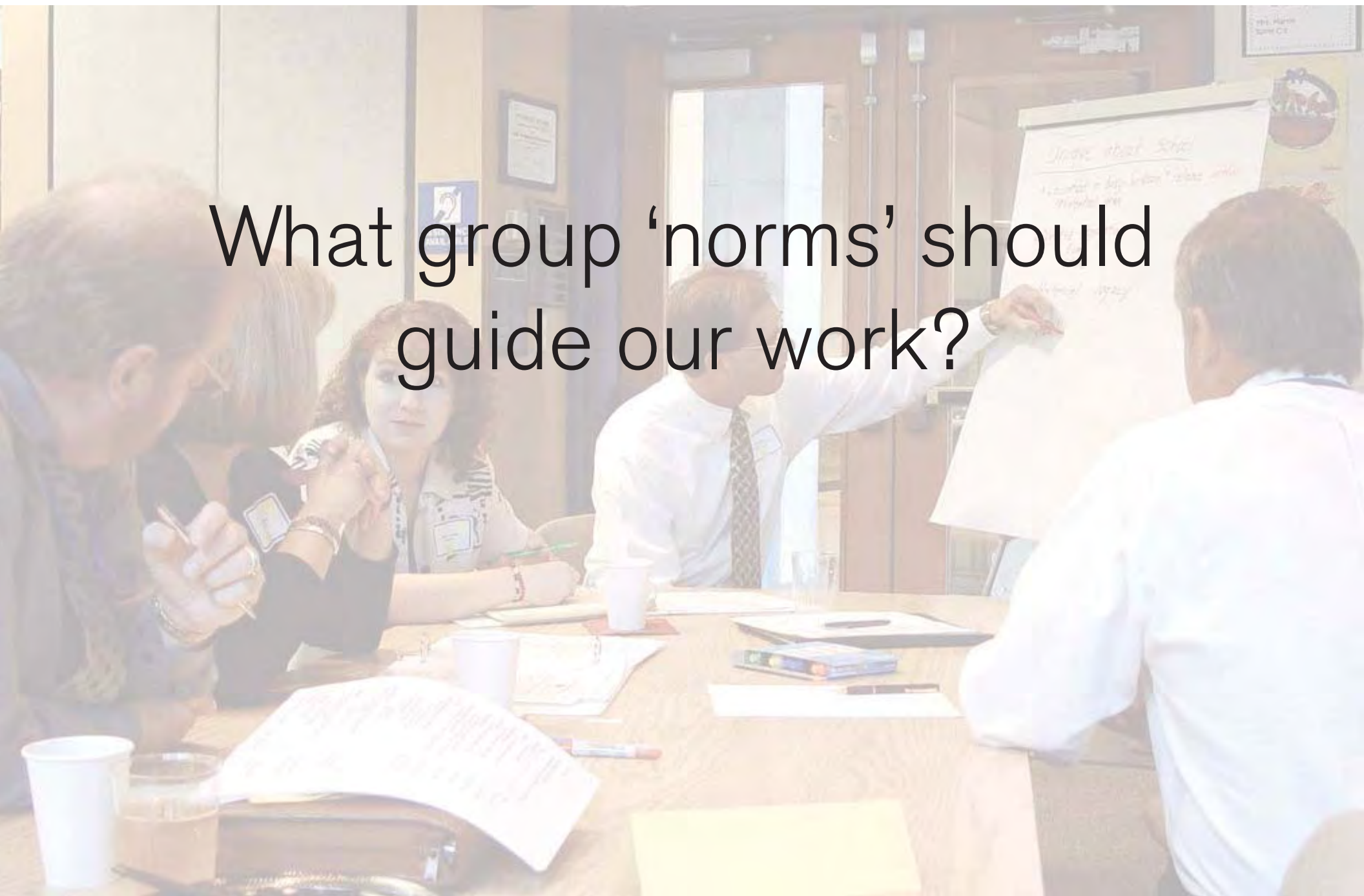
# INTRODUCTIONS

Jennie  
tyler  
Katie  
ELISE  
CORY  
Kristine  
LISA  
JOE  
Cody  
STEVE  
Kirk  
Allen  
NELS  
DUNCAN  
Steve  
LIZ  
Allen  
Marc  
Laurie  
Jon  
BOB  
MATT  
PATRICK  
Vince  
MARK  
Stephanie  
RITA  
Kevin  
Sarah  
BONNIE  
Karl  
scott  
PATRICK  
Marty  
Gib

# A ROADMAP OF THE FACILITIES PROCESS



# MEANINGFUL & SUCCESSFUL WORK

A photograph of a meeting in progress. Several people are seated around a large wooden conference table. One man in a white shirt is standing and pointing at a whiteboard. The whiteboard has some handwritten notes, including the phrase "Judge that School". The room has wood-paneled walls and a door in the background. The overall scene is a professional meeting environment.

What group 'norms' should guide our work?

**LEVY'S** | 34 Proposed - 29 Passed = 85% Success

YEAR	AMOUNT	PASS / FAIL
1970	\$1 Million	Failed
1970	\$1 Million	Failed
<b>1971</b>	<b>\$1.3 Million</b>	<b>Passed</b>
1981	\$850,000	Failed
<b>1981</b>	<b>\$850,000</b>	<b>Passed</b>
1982	\$1.2 Million	Failed
<b>1982</b>	<b>\$1.2 Million</b>	<b>Passed</b>
2004 - 4-year	\$5.2 - 6.3 Million	Failed - (59.3% Yes)
<b>2004 - 2-year</b>	<b>\$5.1 - 5.35 Million</b>	<b>Passed</b>

**BONDS** | 15 Proposed - 5 Passed = 33% Success

[State historic average 39% bond passage]

**BONDS ARE FOR BUILDINGS - LEVY'S ARE FOR LEARNING**

# 25 YEAR BOND HISTORY

## Anacortes School District

### BONDS

YEAR	YES VOTE	NO VOTE	PASS / FAIL	AMOUNT	PROPOSED USE
1989	72.20%	27.80%	Lack Validation	\$5.8 Million	Benefited all schools
<b>1990</b>	<b>67.50%</b>	<b>32.50%</b>	<b>Passed</b>	<b>\$7.7 Million</b>	<b>AHS Auxiliary Gym, AMS Gym, Mt Erie</b>
1994	54.10%	45.90%	Failed	\$27.5 Million	AHS, AMS, Island View, Fidalgo
1995	57.50%	42.50%	Failed	\$27.5 Million	AHS, AMS, Island View, Fidalgo
<b>1995</b>	<b>61.90%</b>	<b>38.10%</b>	<b>Passed</b>	<b>\$14.9 Million</b>	<b>Island View, Fidalgo</b>
<b>1997</b>	<b>65.50%</b>	<b>34.40%</b>	<b>Passed</b>	<b>\$14.9 Million</b>	<b>AMS, AHS</b>
2007	57.90%	42.10%	Failed	\$59.8 Million	AHS, Field Upgrades, Maintenance Facility
2008	49.40%	50.60%	Failed	\$62.9 Million	AHS, Field Upgrades, Maintenance Facility

AHS - Anacortes High School  
AMS - Anacortes Middle School

**BONDS ARE FOR BUILDINGS - LEVY'S ARE FOR LEARNING**

# CHALLENGES WE FACE IN A BOND

## In your opinion:

What will it take to pass a bond in Anacortes?

What issues will side-track a successful bond campaign for Anacortes?

## Is it all about...

- > The dollar amount?
- > The tax increase?
- > The location and type of improvements?
  - Modernization vs Replacement
  - Academics vs Athletics
  - Addressing a specific need vs multiple needs

## Or is it just about...

- > Improving the educational environment for the students of Anacortes?



# TEACHING + LEARNING: 2014 & BEYOND

- New framework for learning
- Locus of control
- Role of technology
- College & Career
- Whole child
- Staff learning



# Where is your ideal place to learn?

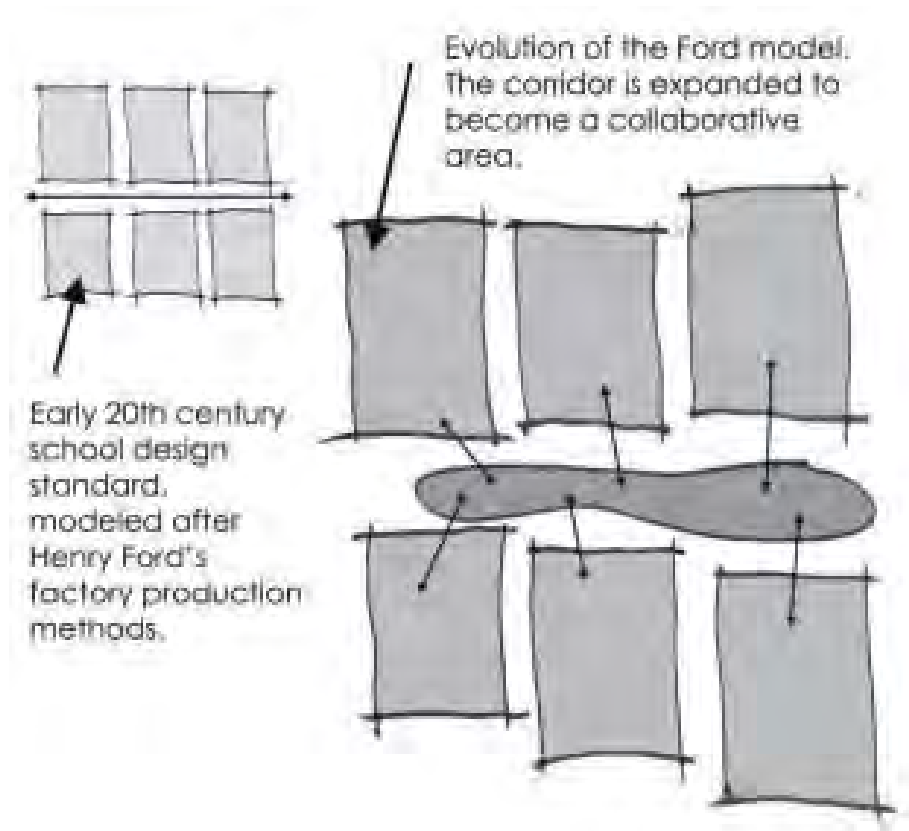


# WHY NOT THE CLASSROOM?

- The overwhelming majority of the nearly 55 million students in America's schools spend most of their academic day in classrooms



# TRADITIONAL CLASSROOM

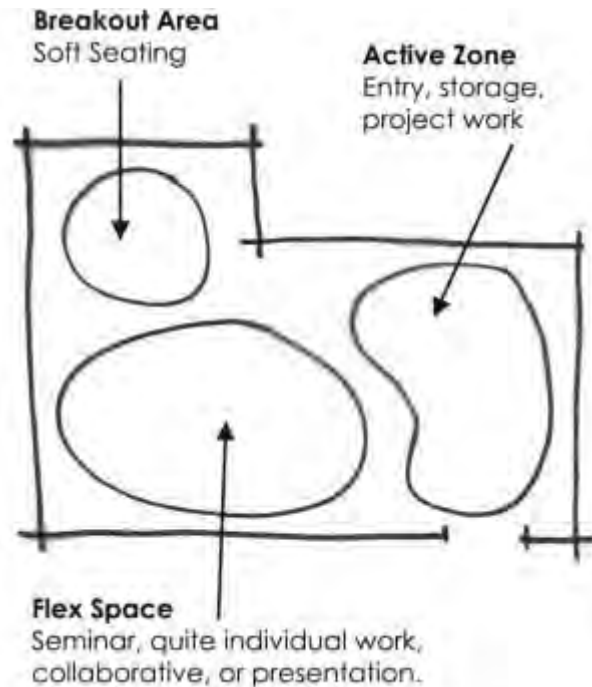


It is a philosophy that starts with the assumption that a **pre-determined** number of students will all learn the **same thing** at the **same time** from the **same person** in the **same way** in the **same place** for several hours each day.

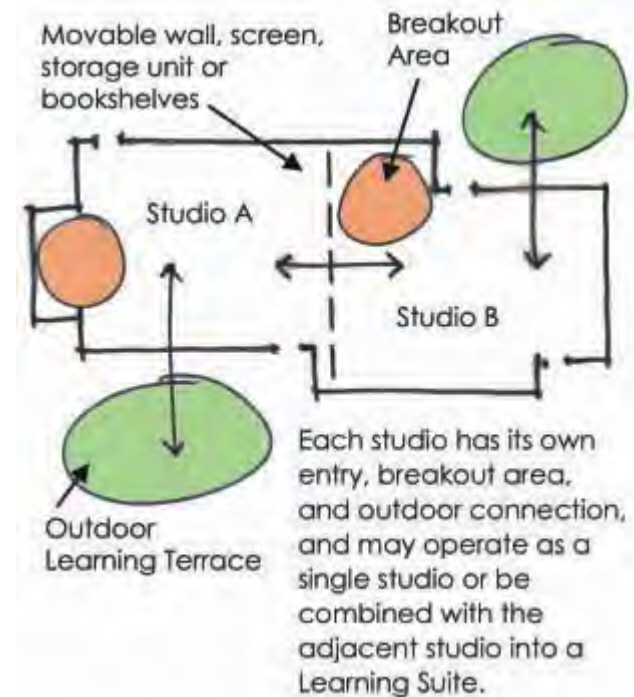
## “CELLS & BELLS”

# LEARNING STUDIO VS LEARNING SUITE

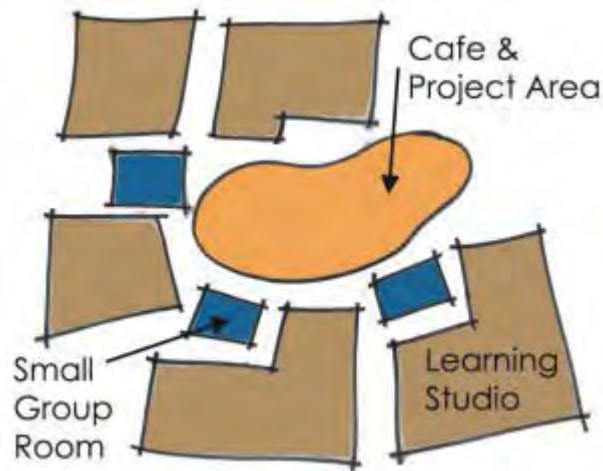
## LEARNING STUDIO



## LEARNING SUITE



# SMALL LEARNING COMMUNITIES



It is a philosophy that starts with the assumption that an **undetermined** number of students will all learn **different things** at **different times** from a **variety of people** in a **variety of ways** in a **variety of places** in such a way as to **create life-long learners.**

# HOMework ASSIGNMENT

**DUE:** Monday, March 3, 2014

E-mail a picture to [kpond@hoarch.com](mailto:kpond@hoarch.com) representing your vision of a 21<sup>st</sup> century learning environment appropriate for the students of Anacortes School District.

Suggested word searches for images:

- > Learning Spaces
- > 21st Century Classrooms
- > Classrooms of the Future
- > Better Classroom Design
- > New Classroom Design Concepts
- > Classrooms

At our next Capital Facilities Committee meeting we will share all submitted pictures (*your homework!*) and you will be asked to give a very brief statement on why you chose this picture.



## Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221

Phone: 360-293-1200 / Fax: 360-293-1222

<http://www.asd103.org>

### Facilities Committee Meeting

February 13, 2014

### Summary of Feedback

**1. Overall, how would you rate the effectiveness of today's meeting on a scale from 1-5?**

- Overall rating of 1.57 on a scale of 1-5 with 1 being very effective (based on 23 rating responses)

**2. What are your biggest take-aways from today's meeting?**

- Impressed with willingness expressed to think about wide-ranging alternatives; perhaps function of being near beginning of process before requirements shape things too heavily
- District personnel and consultants well prepared for meeting
- Good turnout and good collection of community leaders and citizens
- Lots of work to do- but lots of people with good intentions want this to happen
- It is critical to communicate a vision to our community for a bond/facilities upgrade is critical for 21<sup>st</sup> century learning, students and health/success of our community
- The administration wants broad community input
- Learning styles and speeds
- Understanding of process in next 12 months
- Background information
- Need to change traditional thinking about teaching and learning
- There is a lot of work to do
- Looks like we have good people involved in process
- Great ideas and varied backgrounds of participants— well informed leaders
- People will support essential, thoughtful designs that benefit student learning
- A classroom design should complement different learning styles
- We need to tell the story well to the community
- Need info on what schools should look like to be productive and effective now and in 30 years
- District wants to make this a successful collaboration
- Very organized
- Figure out what learning looks like and how our facilities will drive this
- Successful process
- There is a lot of interest from broad community base to enrich student lives
- Understand the process
- No clear definition of what the learning environment needs to be
- New classroom layouts are going mainstream
- New thinking of what a learning environment can mean
- What the process will look like
- Schools need to be different today to reflect new teacher strategies
- New learning model
- It started me thinking about different learning environments. I thought it was interesting to draw a parallel between the 20<sup>th</sup> century school design standard having been modeled after Henry Ford's production line.





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### Facilities Committee Meeting

February 13, 2014

### Summary of Feedback

- Toyota introduced Lean Production to the Ford's assembly line 30 years ago and it has revolutionized manufacturing.
- Six Sigma are methods and tools that have been developed to apply Lean Production principles throughout organizations.
- Transparency/communication
- Voters need to see 'return' on their tax dollars through their ability to access/use facilities for their benefit, not just for K-12 students and staff
- Flexibility/adaptability of end-product construction. Must survive changes in educational "flavors of the day"
- Like the "whole student" discussion and future of educational instructional practices
- Issue of new build vs. modernization is the epicenter issue moving forward

#### 3. What data would help you in this process?

- The view on past bonds and levies was helpful. A view of expected future needs beyond scope of this committee would help provide context voters will place this request in.
- Quality data from school district and community
- Best practice/best performance data from outside community
- Collection/synthesis/distribution
- Class size and safety concerns
- What will realistically be used?
- Don't limit creativity and flexibility
- World class education and connection to world
- Staff and student enrollment numbers at AHS over the next 10-20 years
- How quality facilities (academic and athletic) contribute to overall student achievement and economic strength for a community
- What will schools and learning environments look like in 10-20 years
- How do special needs students learn- how can that change and be better in the future to ensure that whole student is nurtured
- Not sure yet, but definitely what recent 21<sup>st</sup> century learning environments look like
- What does model school look like?
- Showcase school
- Let's be creative –what can we envision that will continue to make us a leader in education?
- Let's look at what is working- new- at the same time, let's end up with something realistic
- School safety
- Traditional classroom is a tradition of the past
- Student learning style
- Focus groups, survey or formal process to get broad community feedback
- Outside of the box structures that have been tried and tested
- Feedback about failed bonds. What was the reason they failed?
- Using a combination of hard data and vision to create the best package possible
- Data in model configurations that the best schools are using (not necessarily just in WA state)
- Best practices in education, facility design from worldwide; what is working best?



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### Facilities Committee Meeting February 13, 2014 Summary of Feedback

- What are most cost effective changes we could make to our facilities?
- Best practices
- Field trips/virtual tours of new WA schools
- Bonds for high schools that have recently passed across the state- how much, what for?
- Best available science
- Student score important
- Anticipated inputs. How many kids will be enrolled?
  - Consider all options: Will the high school always be grades 9-12? If school age population drops, will consolidation mean moving 8<sup>th</sup> grade to high school? (I attended high school as an 8<sup>th</sup> grader.)
  - What are the high and low student population forecasts?
- Space requirements per student, what are best practices?
- Optimum students per class room, does this change by subject matter?
- Breakout costs for required elements versus desired elements
- Operating costs, what are they today and what we expect for the future?
- Provide benchmarks established by leading-edge, successful programs.
- Data to show whole student education and relationship to facilities
- AHS facility should be statement to what the community thinks of educating students— young and young at heart, and retired. Is there data to support this?
- Facility utilization data. School year vs. “off time” (summers, evenings, weekends)
- Site building population vs. square footage and any research data that suggests optimal.
- You mentioned the 20 years of study that has “definitively determined” what works in education – when will you share this with us? What resources are available to us so that we can educate ourselves on this subject?

#### 4. What other feedback do you have for our facilitators?

- Good job- started and ended on time; crisp transitions
- Nicely facilitated
- Mix groups? Intentional
- Outlook invites for remaining meetings
- Great job staying on time and on agenda
- Community input is critical
- Engaging meeting
- Do we, or will we, have a mission statement?
- Kevin needs to speak louder
- Examples for successful new learning centers
- Keep the group’s feedback at the forefront of communication
- Facilities audit to review prior to next meeting
- Beware of” ed-speak”
- Provide meeting minutes



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### Facilities Committee Meeting February 13, 2014 Summary of Feedback

- Publish materials prior to meeting so people can become familiar with it prior, allowing meaningful discussion during the meeting.
- Keep the meeting on task with a “parking lot” for issues that arise. They can be addressed at the end of the meeting (if time permits) or placed on the agenda for the next meeting.
- Strive to avoid educational language- work to put in lay terms
- Use conventional tables/graphs when possible
- Compilation of exit slips along with small group table comments into summaries will be important for group to see benefits/importance.



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### **ASD Facilities Committee**

**February 13, 2014**

**5-6:30 pm**

**ASD Board Room (2<sup>nd</sup> floor of middle school)**

**MINUTES**

#### Outcomes

1. Understand the facilities committee's process and the desired outcomes of our work
2. Understand the history of bonds in ASD
3. Understand the teaching and learning needs of the district moving forward
4. Imagine new possibilities for future learning environments
5. Understand possible challenges we may face, as we move towards a future bond election

#### Agenda

- I. Welcome & Introductions (Mark Wenzel – 10 minutes)
- II. A roadmap of the facilities process (Marc Estvold – 10 minutes, including questions)
- III. Making the committee's work meaningful and successful (Mark Wenzel – 15 minutes)
- IV. The history of bonds in ASD (Marc Estvold – 10 minutes)
- V. The challenges we face in a bond election (Marc Estvold – 10 minutes)
- VI. Teaching and learning in public schools in 2014 and beyond (Mark Wenzel – 15 minutes)
- VII. "Where do you learn best?" (Kevin Oremus – 10 minutes)
- VIII. Homework and feedback form (Kevin and Mark – 10 minutes)



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### IX. Welcome & Introductions (Mark Wenzel – 10 minutes)

- Mark Wenzel led group introductions
- The school board has charged Mark with developing a thorough and committee-led process.
- Marc Estvold was selected as project manager after an extensive selection process.
- Huttebell and Oremus was selected to conduct a facilities study/audit as a result of thorough selection process.
- School board policy outlines need for facility that reflects high expectations for student and staff learning.
- Mayor Laurie Gere and Port Director Bob Hyde have been selected as Honorary Co-Chairs. They will be “guardians of process” to ensure the process is committee-led and not district-led
- School Board members Jeannette Papadakis and Karl Yost will be Ex officio members of the committee: they will abstain from voting and are involved in a listening capacity only

### X. A roadmap of the facilities process (Marc Estvold – 10 minutes, including questions)

- Marc Estvold provided a timeline for the facilities process (see PowerPoint for full details)
  - Meeting 1/February 13, 2014: Overview, goals and objectives
  - Meeting 2/March 11, 2014: Conditions of schools/facility audit results
  - Meeting 3/April 8, 2014: Needs and priorities
  - Meeting 4/May 6, 2014: Refinement of priorities
  - Meeting 5/May 27, 2014: Financial commitment
  - Meeting 6/June 10, 2014: Draft recommendation
  - July-September 2014: Community presentations and feedback
  - Meeting 7/September 2014 TBD: Review community feedback
  - October 2014: Presentation to School board, board approval
  - February 2015: Successful bond campaign/election

### XI. Making the committee’s work meaningful and successful (Mark Wenzel – 15 minutes)

- Mark Wenzel led the group in a small group exercise to determine norms for the group and how to best make the committee work meaningful and successful. The group exercise identified the following markers of a successful committee:
  - Assume good intentions
  - Few clear norms are better than lots of norms
  - Process is efficient, intentional and clear
  - Small workgroups with diverse backgrounds
  - Maintain discipline regarding agenda



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- Respect all opinions
- Commit to success
- Allow everyone the chance to speak
- Learning component
- Organized agenda with stated goals and objectives
- Start/end on time
- Serious, but fun
- Clear management of large group
- Focus on big picture
- Internal committee communication (webpage, Facebook, etc.)
- Best practices: what are other high schools doing?
- Outcome oriented
- Assigning action items appropriately
  - Passion
  - Expertise
- Valuing people's opinions, experiences and time
- Practice good listening
- Student-centric
- Follow-through planning
- Focused with formal agenda and accurate information
- Process where all are heard with no intimidation
- Creativity is encouraged
- Wrap up at end of meeting; recap of prior meeting at start
- Respectful of time
- Personally meaningful
- Committee ownership to gather further input

### XII. The history of bonds in ASD (Marc Estvold – 10 minutes)

- Marc Estvold reviewed the history of bond elections in Anacortes School District (see PowerPoint for full details)
- 85% passing rate for levies, 33% passage rate for bonds (in line with state average)
- Bonds require 60% approval and must be validated



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### XIII. The challenges we face in a bond election (Marc Estvold – 10 minutes)

- Marc Estvold led the group in discussion around challenges faced in election. The discussion identified the following:
  - How to clearly share information with the public
  - Enhance student learning
  - No “festooning” with special interests
  - Compare to other bonds
  - Not too broad of a proposal
  - Sports/athletic issues
  - Economy
  - New construction vs. rebuild
  - Solving the root of the problem (changing footprint) vs. adding/remodeling
  - Being specific to capture interest and support (ex. theatre upgrades, facilities for community use)
  - Transparency in process
  - Sharing process and decision making
  - Accountability
  - Academics vs. athletics
  - Crafting vision
  - Mis-information and lack of information regarding academic needs and changes in education
  - Voter demographics
  - Opportunities with expiring bonds
  - How to get voters into facilities
  - Make sure we focus on needs and not wants
  - Help from educators- what does future of education look like?
  - Learn from successful hospital bonds
  - Keep it meaningful
  - Managing costs



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### XIV. Teaching and learning in public schools in 2014 and beyond (Mark Wenzel – 15 minutes)

- Mark Wenzel led the discussion around changes in teaching and learning and the future of education.
  - New framework for learning
  - Locus of control change from teachers to students
  - Changing role of technology
  - College and Career ready goals
  - Whole child education (academics, health, safety, social/emotional needs, etc)
  - Staff professional development needs

### XV. “Where do you learn best?” (Kevin Oremus – 10 minutes)

- Kevin Oremus led the discussion around “where do you learn best?” He shared the philosophy move from “cells and bells” to collaborative work space and small learning communities/learning suites (see PowerPoint for full details and description)
- Kevin encouraged the group to consider several questions- What do differentiated classrooms look like? Blended models, flipped classrooms? How does the change in education philosophy change the look of the classroom? What would whole child support look like? What does staff learning look like in the building?
- The group brainstormed their own ideal learning environments and identified the following features:
  - Quiet
  - Access to technology, WiFi
  - Tables for discussion
  - Opportunity for movement; processing information during physical activity
  - Learning from others, collaborating
  - Natural light
  - Space and resources for research and study
  - Quiet, but not isolated
  - Self-paced
  - Kitchen
  - Outdoors
  - Quiet, personal space, comfy chairs, etc.





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- Desk space, workbench
- Golf course
- Covered deck overlooking the water
- Not near kids
- Favorite chair at Anacortes Public Library-near resources
- In the morning, dining room, interactive, iPad
- Thinking while walking
- See, touch, smell, use of senses- practice
- Quiet reading to process; seminar for engaging

### XVI. Homework and feedback form (Kevin and Mark – 10 minutes)

- Katie Pond provided the homework assignment:
  - E-mail a picture to [kpond@hoarch.com](mailto:kpond@hoarch.com) representing your vision of a 21<sup>st</sup> century learning environment appropriate for the students of Anacortes School District.
  - Results will be shared at the next meeting (March 11, 2014)
- Mark Wenzel provided feedback forms for committee members to complete. The results of this feedback will be shared with the committee.

### XVII. Adjourn



# ANACORTES SCHOOL DISTRICT

NO. 103

## CAPITAL FACILITIES COMMITTEE MEETING 2: CONDITIONS OF YOUR SCHOOLS

MARCH 11, 2014

- I. Welcome, Introduction & Norms**
- II. A Roadmap of the Facilities Process**
- III. An Overview of the 2007 & 2008 Bonds**
- IV. Enrollment vs Functional Capacity**
- V. Summary of District Facilities Condition Assessment**
- VI. Homework Review - Your Ideal Learning Environments**
- VII. Closing and feedback form**

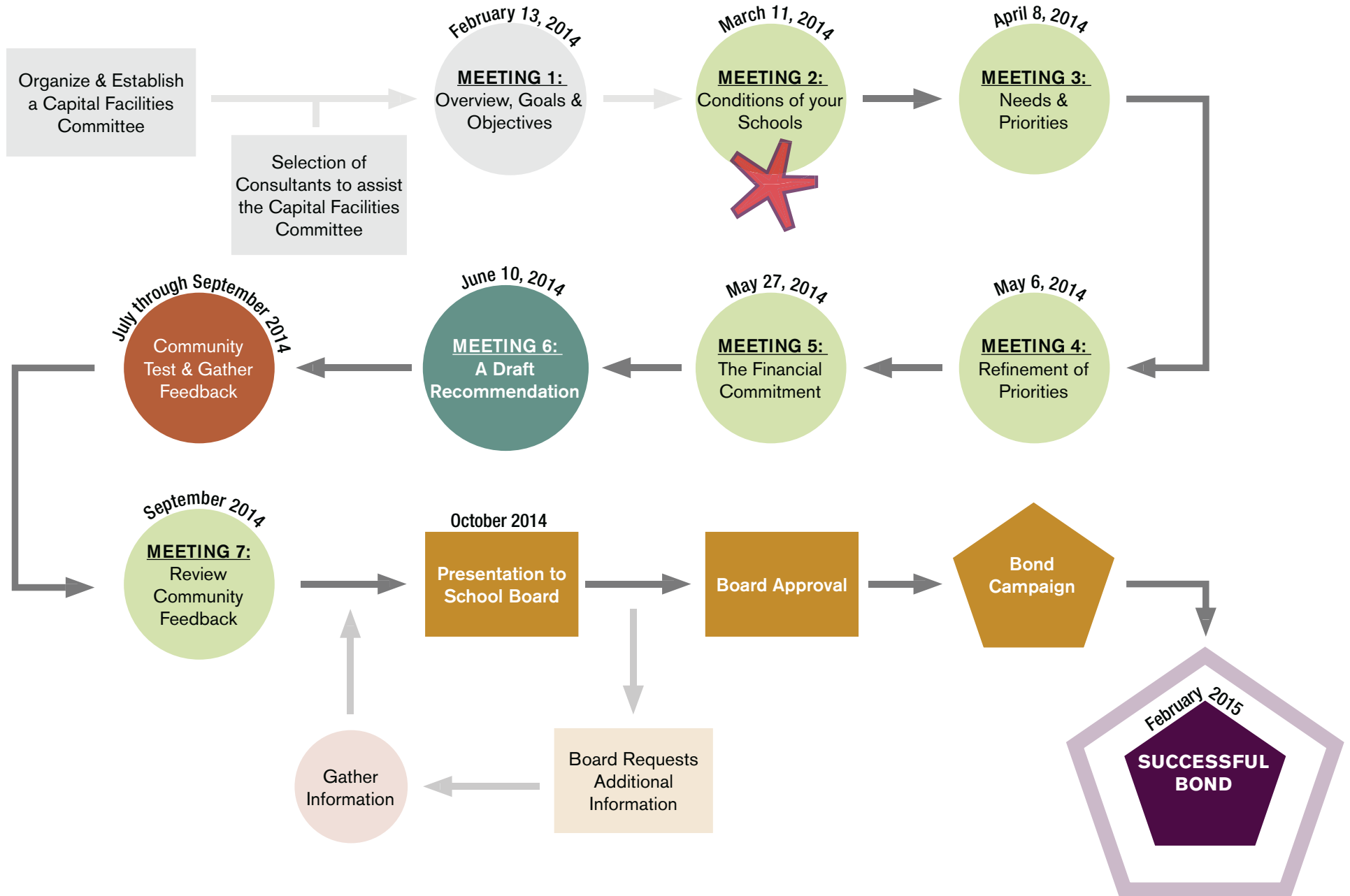
## **OUTCOMES**

1. Understand where we are in the facilities process and the future roadmap
2. Understand the history/composition of the 2007 & 2008 Bonds
3. Understand how enrollment impacts facilities planning – and enrollment trends in ASD
4. Build a shared understanding of the greatest facilities needs in ASD
5. Build a shared vision for school spaces that promote the kind of learning we envision in the future

A photograph of a meeting room with several people seated around a long table. The room has fluorescent lighting and whiteboards in the background. The image is semi-transparent, allowing the text to be overlaid.

# Facilities Committee Norms & Committee Process

# A ROADMAP OF THE FACILITIES PROCESS



# 2007 & 2008 Bond History

April 2007 - \$59.8 M → 57.8% Support  
February 2008 - \$62.9 M → 49.5% Support

1600

ANACORTES HIGH SCHOOL

# OVERVIEW OF 2007 & 2008 BONDS

## PROJECT 1: Anacortes High School

**\$54,377,000**



### 1. Main High School Site

- Modernize Brodniak Hall with seating, lighting and cooling.
- Expand and improve library, music, drama rooms.
- Increase classroom sizes and provide student commons.
- Improve internal circulation and integrate external pedestrian access points
- Provide adequate staff, student and public parking, drop off, pick-up areas and bus lanes.



### 2. Science, Math and Technology Education (CTE/Fine Arts) Classroom Wing

- Provide a new wing to house Science, CTE/Fine Arts and general classrooms, laboratories, shops and support areas.
- Integrate existing school with new CTE/Fine Arts wing and entrance.
- Create shared computer labs and educational spaces.
- Create new SMART standard sized classrooms



### 3. Physical Education/ Athletic Fields

- Install manufactured bleachers, including covered seating at Memorial Field for 1500 fans.
- Provide synthetic turf, field drainage and visitor bleachers at Memorial Field.
- Complete Rice Field including bleachers, lighting and concession area.

# OVERVIEW OF 2007 & 2008 BONDS



## **PROJECT 2:**

### **New Maintenance Facility and District Warehouse \$2,950,000**

- Construct a new maintenance/warehouse building, at the current middle school location, to receive delivery trucks and house adequate shops and storage areas to meet district maintenance, repair and warehouse needs.



## **PROJECT 3:**

### **Mount Erie Elementary School \$ 7,073,000**

- Reconfigure access, parking and drop off at 41st Street.
- Add school bus lane and parking.
- Build a new health and fitness facility/gymnasium.
- Provide a new computer lab.

---

<b>Subtotal:</b>	<b>\$64,400,000</b>
<b>Interest deducted:</b>	<b>\$1,500,000</b>
<hr/>	
<b>TOTAL BOND PROPOSAL:</b>	<b>\$62,900,000</b>





# Enrollment vs Functional Capacity

# K-6 FUNCTIONAL CAPACITY

## FIDALGO ES

Grade Level	# of Classrooms	Class Size	Capacity
K	2	24	48
Grade 1	3	24	72
Grade 2-4	8	25	200
Grade 5-6	6	26	156
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>476</b>

## ISLAND VIEW ES

Grade Level	# of Classrooms	Class Size	Capacity
K	2	24	48
Grade 1	3	24	72
Grade 2-4	7	25	175
Grade 5-6	5	26	130
Special Ed	3	8	24
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>449</b>

## MT ERIE ES

Grade Level	# of Classrooms	Class Size	Capacity
K	2	24	48
Grade 1	3	24	72
Grade 2-4	7	25	175
Grade 5-6	6	26	156
Special Ed	0	8	0
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>451</b>

## WHITNEY ECEC

Grade Level	# of Classrooms	Class Size	Capacity
K	8	25	200
Special Ed	1	8	8
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>208</b>

**TOTAL  
ELEMENTARY SCHOOL  
PERMANENT FUNCTIONAL  
CAPACITY**  
**1,584 STUDENTS**

**CURRENT ENROLLMENT  
(2013-2014)**  
**1,438 STUDENTS  
(+146)**

# 7-12 FUNCTIONAL CAPACITY

## ANACORTES MIDDLE SCHOOL

Grade	# of Classrooms	Class Size	Utilization	Capacity
Grades 7-8	13	29	86%	324
Art	1	29	86%	25
Music	1	29	86%	25
PE	3	29	86%	75
Science	3	29	86%	75
Special Ed	1	8	86%	7
Electives	2	29	86%	50
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>				<b>581</b>

**TOTAL  
MIDDLE SCHOOL  
PERMANENT  
FUNCTIONAL  
CAPACITY**  
581 STUDENTS

**CURRENT ENROLLMENT  
(2013-2014)**

**392 STUDENTS  
(+189)**

## ANACORTES HIGH SCHOOL

Grade	# of Classrooms	Class Size	Utilization	Capacity
Grades 9-12	18	29	83%	433
Science	5	29	83%	120
Fine Arts	5	29	83%	120
PE	6	29	83%	144
CTE	6	29	83%	144
Sp Ed	5	8	83%	33
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>				<b>994</b>

**TOTAL  
HIGH SCHOOL  
PERMANENT  
FUNCTIONAL  
CAPACITY**  
994 STUDENTS

**CURRENT ENROLLMENT  
(2013-2014)**

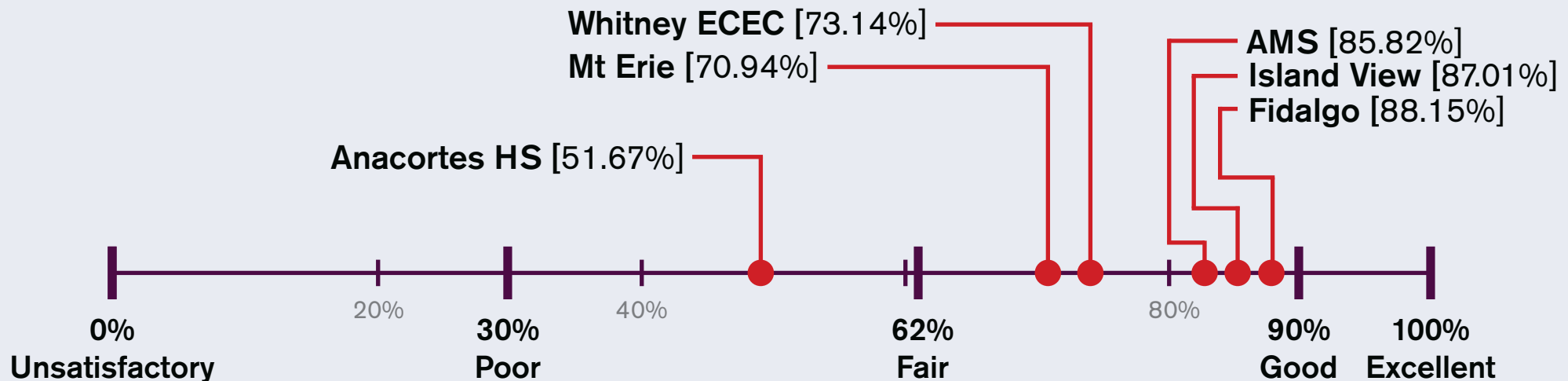
**852 STUDENTS  
(+142)**

# Facility Condition Assessment

1600



Based on Office of the Superintendent of Public Instruction (OSPI) methodology, your facilities recieved the following condition ratings:



**BENCHMARK DEFINITIONS**

- 100% - Excellent:** New or easily restorable to 'like new' condition; minimal routine maintenance required.
- 90% - Good:** Some preventative maintenance and/or corrective repair required.
- 62% - Fair:** Fails to meet code & functional requirements in some cases; failures are inconvenient, extensive corrective maintenance and repair required.
- 30% - Poor:** Consistent substandard performance; failures are disruptive and costly; fails most code and functional requirements; requires constant attention.
- 0% - Unsatisfactory:** Non-operational or significantly substandard performance, replacement required.

WHITNEY EARLY CHILDHOOD EDUCATION CENTER



# WHITNEY EARLY CHILDHOOD EDUCATION CENTER



12TH ST

1961 ORIGINAL BUILDING  
1999 TENANT IMPROVEMENT

1961 ORIGINAL BUILDING  
1999 TENANT IMPROVEMENT

1999 COVERED PLAYSHED

1961 ORIGINAL BUILDING  
1999 TENANT IMPROVEMENT

L AVE

M AVE

14TH ST

## SUMMARY OF FINDINGS

1. Site does not accommodate on-site parking or vehicular circulation.
2. Remote location of bus loading and unloading requires extra staff effort to supervise this activity for safety reasons.
3. Limited area for student drop-off and pick-up.
4. Lack of a convenient designated crosswalk from church parking lot is a safety issue.
5. Exterior lighting is minimal and needs supplementing for safe nighttime use.
6. Site does not comply with current fire and emergency vehicle access code requirements.
7. Site does not contain water quality treatment or detention.
8. Asphalt paving at center courtyard is in poor condition and retains standing water.





**SUMMARY OF FINDINGS CONT.**

9. School is constructed of “residential quality”. Maintenance efforts should be planned to continue at an increasing rate.
10. Exterior wood siding shows obvious signs of rot.
11. Elevator access is not provided to lower floor of general office building.
12. The school is not fire-sprinklered.



## SUMMARY OF FINDINGS

1. Interior emergency exit lights and signs are currently powered by standard battery powered units which have no indication of dead batteries.
2. Classroom casework is worn and past its serviceable life.
3. Restroom finishes are old and exhibit obvious signs of patching required by maintenance issues.
4. No room for expansion of lunch program.
5. Many windows are original single-pane construction.
6. Upgrade to the DDC head end, panels, devices, actuators, and sensors is needed.
7. Intercom system should be upgraded with a new IP head end.
8. Fire alarm panel and devices should be upgraded.
9. Power panels have limited space for future expansion.







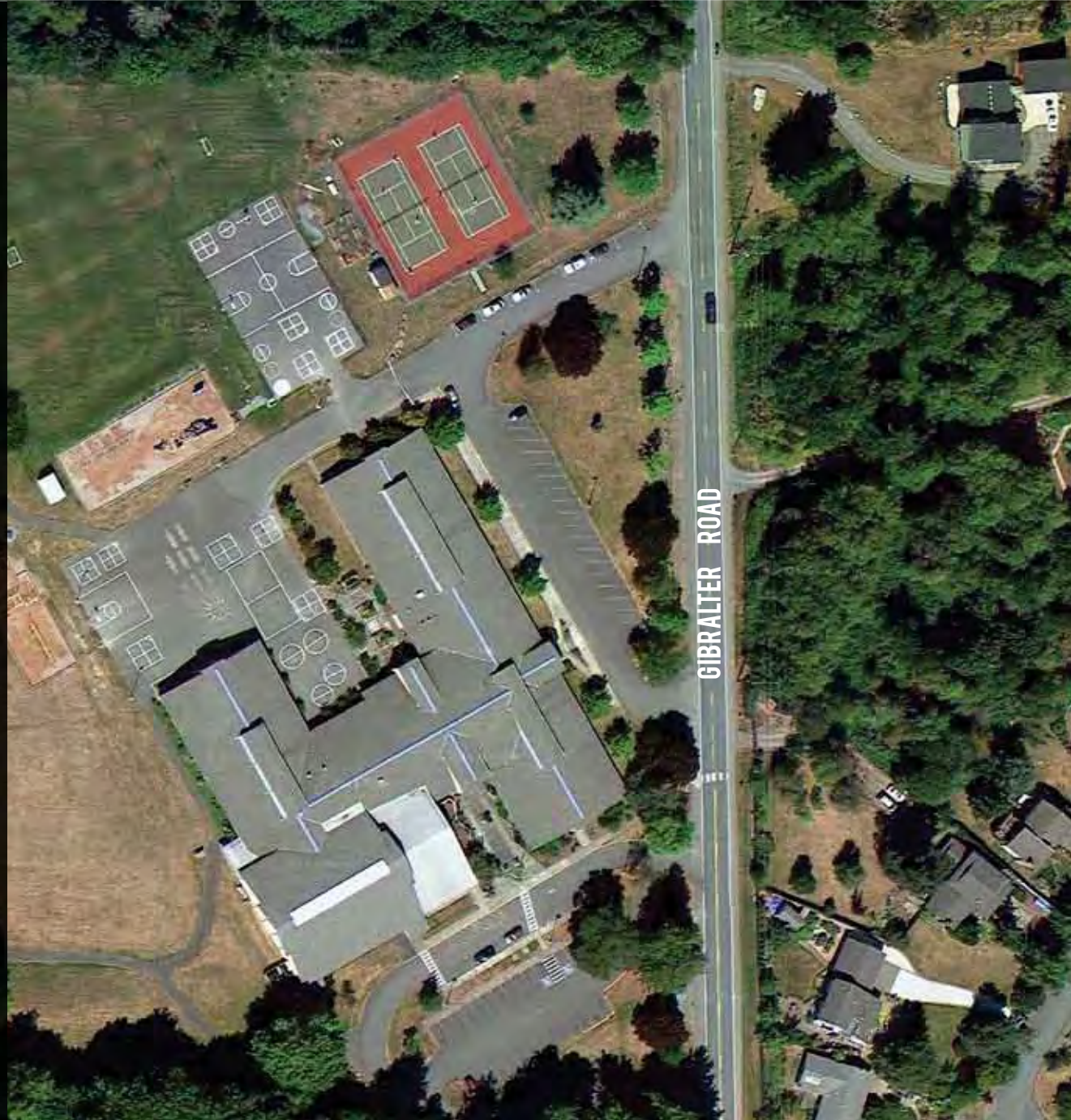
**1957 ORIGINAL BUILDING  
1998 MODERNIZATION**

**1957 ORIGINAL BUILDING  
1998 MODERNIZATION**

**1998 ADDITION**

## SUMMARY OF FINDINGS

1. The volume of vehicular pick-up traffic causes backups and congestion along Gibraltar Road causing traffic delays and conflicts for busses exiting the site.



## SUMMARY OF FINDINGS

1. Water heater is 20 years old; the burner has been rebuilt, the tank has not yet leaked, but is beyond anticipated service life.
2. Upgrade to the DDC head end, panels, devices, actuators, and sensors is needed.
3. Intercom system should be upgraded with a new IP head end.
4. Fire alarm panel and devices should be upgraded.







1997 ADDITION

1991 ADDITION  
1997 MODERNIZATION

1976 ADDITION  
1997 MODERNIZATION

1964 ADDITION  
1997 MODERNIZATION

1957 ORIGINAL BUILDING  
1997 MODERNIZATION

1997 ADDITION

J AVE



## SUMMARY OF FINDINGS

1. Student drop-off and pick-up occurs down the center parking isle causing congestion and is a safety issue.
2. Vehicular back-up onto J Avenue sometimes blocks the busses from being able to exit the site.
3. Primary walking route passes across the main parking lot creating a safety issue.
4. Waste line from restrooms on east side of gym is old and frequently plugs when restrooms are in use.



**SUMMARY OF FINDINGS**

1. Upgrade to the DDC head end, panels, devices, actuators, and sensors is needed.
2. Intercom system should be upgraded with a new IP head end.
3. Fire alarm panel and devices should be upgraded.







L AVE

M AVE

41ST STREET

1984 ADDITION

1955 ORIGINAL BUILDING  
1991 SELECTIVE  
MODERNIZATION

1991 ADDITION

## SUMMARY OF FINDINGS

1. On-site traffic circulation is tight and congested creating a safety issue.
2. Site does not contain sufficient vehicular parking (33 spaces).
3. The parking lots do not have lighting - the campus is dark until you get close to the building.
4. Site does not provide storm water quality treatment for exterior pollution generating surfaces.
5. Grass playfields behind the building do not drain well which restricts use.
6. Domestic water piping between water meter and the building is PVC and continues to fail (leak) at the joints.
7. The asphalt shingles are 22 years old and nearing the end of their serviceable life.



## SUMMARY OF FINDINGS

1. Interior arrangement of the general office does not provide clear visual control of the exterior parking lots and student loading and unloading areas.
2. Exterior classroom doors provide a safety and security issue
3. 1955 building still contains galvanized domestic water piping which can affect drinking water quality.
4. North classroom wing (1955 portion) does not provide proper clearances for handicap accessibility into the classrooms from the corridor.
5. Two staff toilet rooms and the nurse's toilet room do not comply with ADA accessibility requirements.
6. Toilet rooms in the east classroom wing do not comply with ADA accessibility requirements or health code requirements.
7. In many instances the door hardware does not comply with ADA accessibility code.



**SUMMARY OF FINDINGS CONT.**

8. Classroom casework in the 1955 portion of the building is past its serviceable life.
9. Stage equipment consisting of lighting, sound, and A/V is outdated and in need of replacement.
10. Multi-purpose room has poor acoustics, limited storage for tables, chairs and PE equipment.
11. Staff room is located in a repurposed classroom and does not provide a professional atmosphere for the staff.
12. The multi-purpose room is used for both PE and as a cafeteria which limits the functionality of providing proper PE instruction during the lunch periods.
13. Kindergarten classes are being held in standard size classrooms.
14. This school lacks flexible and adaptable instructional space to accommodate current teaching models. There are no flexible shared learning spaces for small group activities or personalized learning.



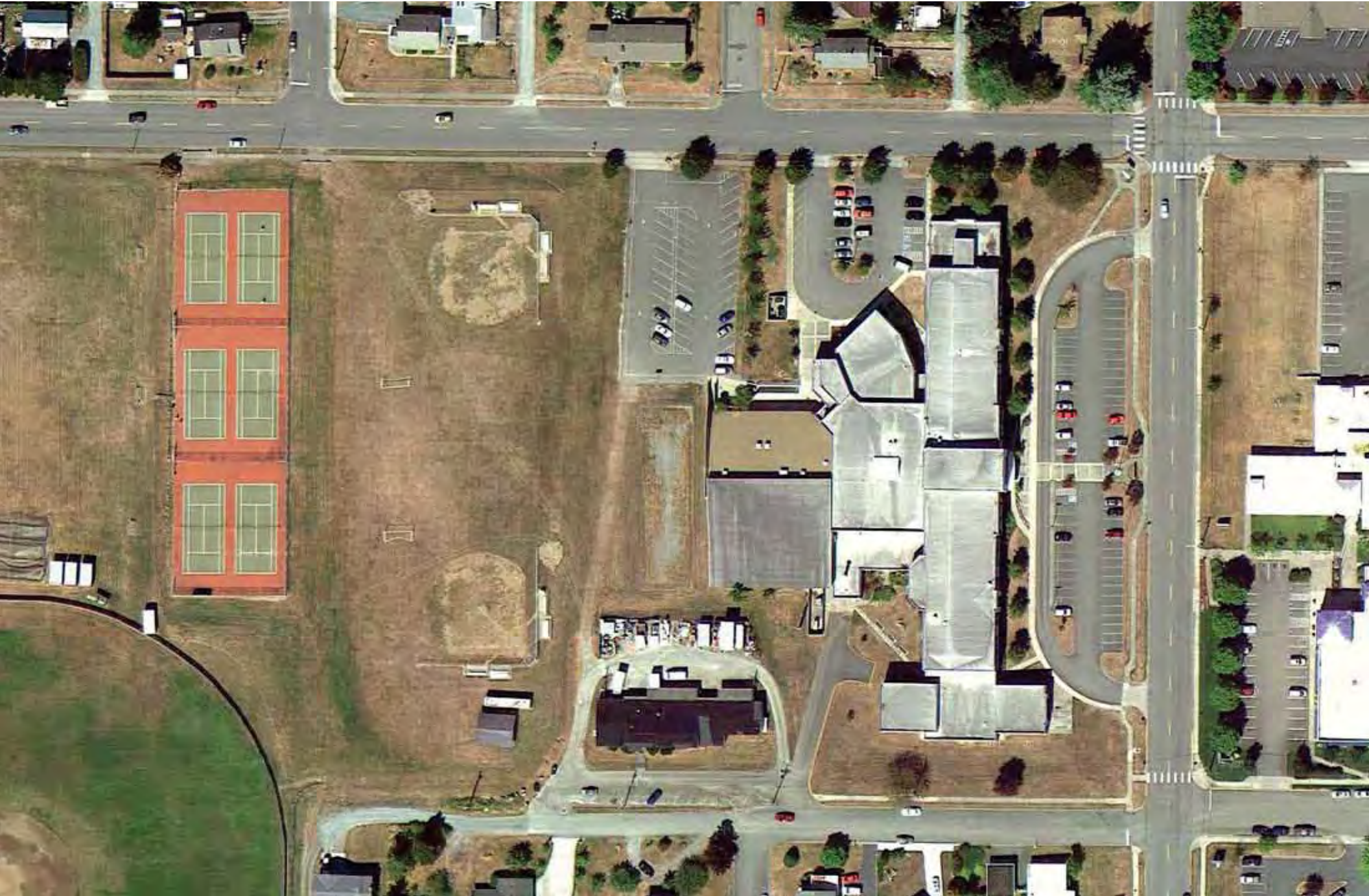
**SUMMARY OF FINDINGS CONT.**

- 15. Corridors in the 1955 wing are narrow and contain painted concrete masonry units (CMU) walls providing a hard and sterile feel.
- 16. Classrooms have minimal power outlets.
- 17. Electrical panels in the 1955 portion of building have limited space for added load.
- 18. Interior emergency exit lights and signs are currently powered by standard battery powered units which have no indication of dead batteries.
- 19. The building intercom system is in need of replacement.
- 20. Fire alarm panel and devices should be replaced.





# ANACORTES MIDDLE SCHOOL & DISTRICT ADMINISTRATION



# ANACORTES MIDDLE SCHOOL & DISTRICT ADMINISTRATION



22ND ST

1949 ORIGINAL BUILDING  
1998 MODERNIZATION

1998 ADDITION

1981 ADDITION

1998 ADDITION

M AVE

MAIN FLOOR

# ANACORTES MIDDLE SCHOOL & DISTRICT ADMINISTRATION



22ND ST

M AVE

**DISTRICT ADMIN**  
**1949 ORIGINAL BUILDING**  
**1998 MODERNIZATION**

**DISTRICT ADMIN**  
**1998 ADDITION**

**1998 ADDITION**

**1949 ORIGINAL BUILDING**  
**1998 MODERNIZATION**

**UPPER FLOOR**

**SUMMARY OF FINDINGS**

1. Exterior sill flashing does not have proper slope to allow drainage away from the window. This is causing water to leak into the building at a number of locations.
2. Roofing should be carefully monitored over the next 5 - 8 years as it will reach the end of its expected serviceable life in 8-10 years.



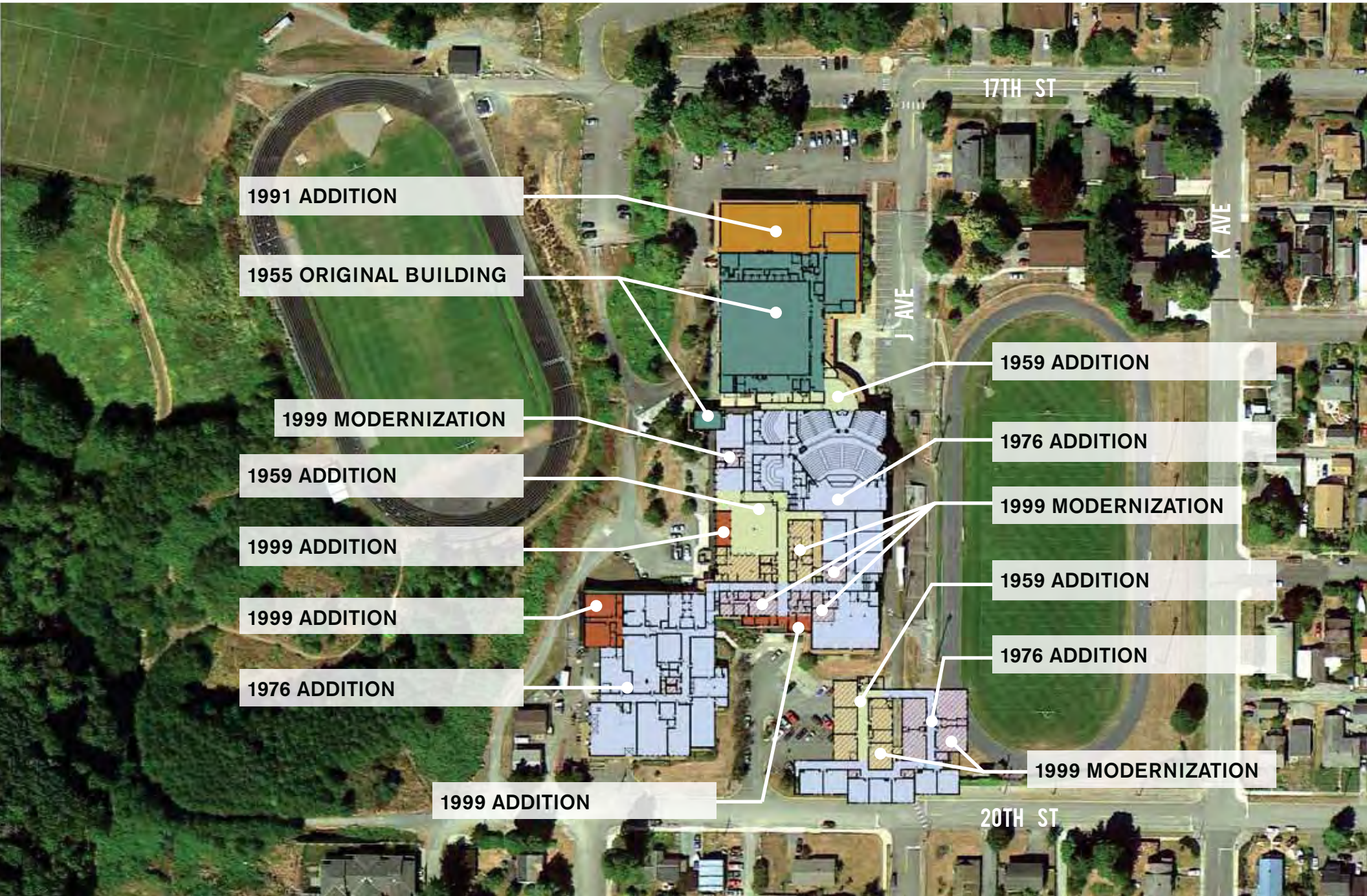
# ANACORTES MIDDLE SCHOOL & DISTRICT ADMINISTRATION

## SUMMARY OF FINDINGS

1. Upgrade to the DDC head end, panels, devices, actuators, and sensors is needed.
2. Intercom system should be upgraded with a new IP head end.
3. Fire alarm panel and devices should be upgraded.







1991 ADDITION

1955 ORIGINAL BUILDING

1999 MODERNIZATION

1959 ADDITION

1999 ADDITION

1999 ADDITION

1976 ADDITION

1999 ADDITION

1959 ADDITION

1976 ADDITION

1999 MODERNIZATION

1959 ADDITION

1976 ADDITION

1999 MODERNIZATION

17TH ST

J AVE

K AVE

20TH ST

## SUMMARY OF FINDINGS

1. Bus loading/unloading occurs on 20th Street requiring students to walk across parking lot to main entrance of High School.
2. Main parking lot is undersized for normal school operations as well as event use (43 spaces).
3. Parent drop-off/pick-up occurs in the drive aisles of the front parking lot.
4. Student parking is remote, difficult to supervise, and requires back door entrance.
5. Total on-site parking is not sufficient for either normal school operations or large community events.
6. The High School site does not comply with current fire and emergency access requirements.
7. Utility company has informed the District that the main power feed to the building (which runs under the vocational technology wing) is in bad condition and if it fails again, they will not be able to pull a new feed into the existing conduit.





**SUMMARY OF FINDINGS CONT.**

8. There is concern over the capacity of the structural roof system over the vocational technology wing.
9. Vocational technology wing roofing is in very poor condition and in need of replacement.
10. Low-slope roofing over the cafeteria and music rooms is in very poor condition and in need of replacement.
11. Expansion of Memorial Field is restricted due to the limited surrounding undeveloped area.
12. Press box at Memorial Field is in poor condition.
13. Use of natural grass playfields is limited during wet months.
14. There is no ADA accessibility to Rice Field.
15. There are no bleachers at Rice Field.



## SUMMARY OF FINDINGS

1. There is visible settlement of the concrete slabs-on-grade throughout the school.
2. Many of the CMU walls have vertical cracks. Daylight is visible through some of the cracks.
3. There are significant cracks in the second floor of the classroom area due to building settlement.
4. Some of the wood joists supporting the roof panel of the outdoor walkway between the auditorium and the main gym appear to have significant rot near the ends.
5. General classrooms are small and inadequately supported for educational needs of the curriculum.
6. Building offers very limited opportunities for flexibility or adaptability to accommodate alternative education delivery models.
7. There are very few flexible shared learning spaces for small group activities or personalized learning.



**SUMMARY OF FINDINGS CONT.**

- 8. Cafeteria is small and crowded during lunch. It also portrays a very institutional feel.
- 9. In general, the facility does not take advantage of outdoor learning environment opportunities.
- 10. Most classrooms lack appropriate natural lighting.
- 11. The gymnasium, auxiliary gym, choral, band and multiple classrooms in the center of the building have no access to natural daylight or views.
- 12. Majority of the administration areas do not have a direct line of site to the outdoors.
- 13. Casework and finishes throughout the school are worn and showing their age.
- 14. Carpet and ceiling tiles are stained and worn throughout the building.
- 15. Finishes and equipment throughout the auditorium are past their useful life.
- 16. Locker rooms still have original 1955 floor and wall finishes.



**SUMMARY OF FINDINGS CONT.**

- 17. The power drive system on the gymnasium wood bleachers requires constant maintenance.
- 18. Wood shop dust collector system is not code compliant.
- 19. Woodworking equipment does not have safety interlocks.
- 20. Plumbing fixtures are old and replacement parts are not easily available.
- 21. The heating, ventilation and air conditioning system for the auditorium has not been operational for several years.
- 22. Return air duct system for the auditorium is underground and fills with water during rainy periods of the year.
- 23. Gymnasium heating and ventilation system is not functioning well. The system is over 20 years old.
- 24. The vocational technology wing heating and ventilation systems are not functioning reliably.



**SUMMARY OF FINDINGS CONT.**

- 25. Digital control system has surpassed its serviceable life.
- 26. The main campus electrical switchboard is nearing the end of its useful life.
- 27. Older electrical panels in the vocational technology wing do not have enough capacity to serve current loads.
- 28. Auditorium dimmer board has multiple failed dimmers.
- 29. Auditorium lights are controlled by the original 1955 lighting control board which has surpassed its serviceable life.
- 30. Performance light fixtures in the auditorium are out of date and nearing the end of their useful life.
- 31. Intercom system should be upgraded with a new IP head end.
- 32. Fire alarm panel and devices should be upgraded.
- 33. Existing steam generating boilers are 45 and 25 years old.





How do we prioritize immediate  
District facility needs?

## Kevin's List of Major Bond Projects to Consider:

- Anacortes High School
- Mt Erie Parking Lot Improvements
- Mt Erie Renovation
- Mt Erie Gymnasium Addition
- Whitney Renovation or Replacement
- Island View Parking Lot Improvements
- District Wide Systems Upgrade  
*(Fire, Intercom, Phone, Lighting, Mechanical Controls, Roofing)*
- Maintenance Building Replacement

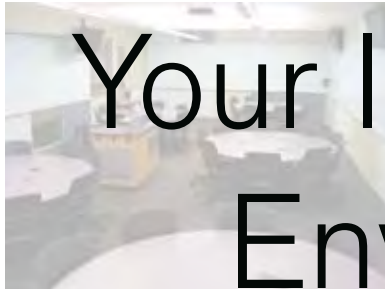


PROMPTS:

Have we missed anything?

What do you feel is the greatest need?

What questions do you have?



## Your Ideal Learning Environments

































**Focus on the Student**

**Establish Home, the Community and ASD 103 as Primary Influences to Success**

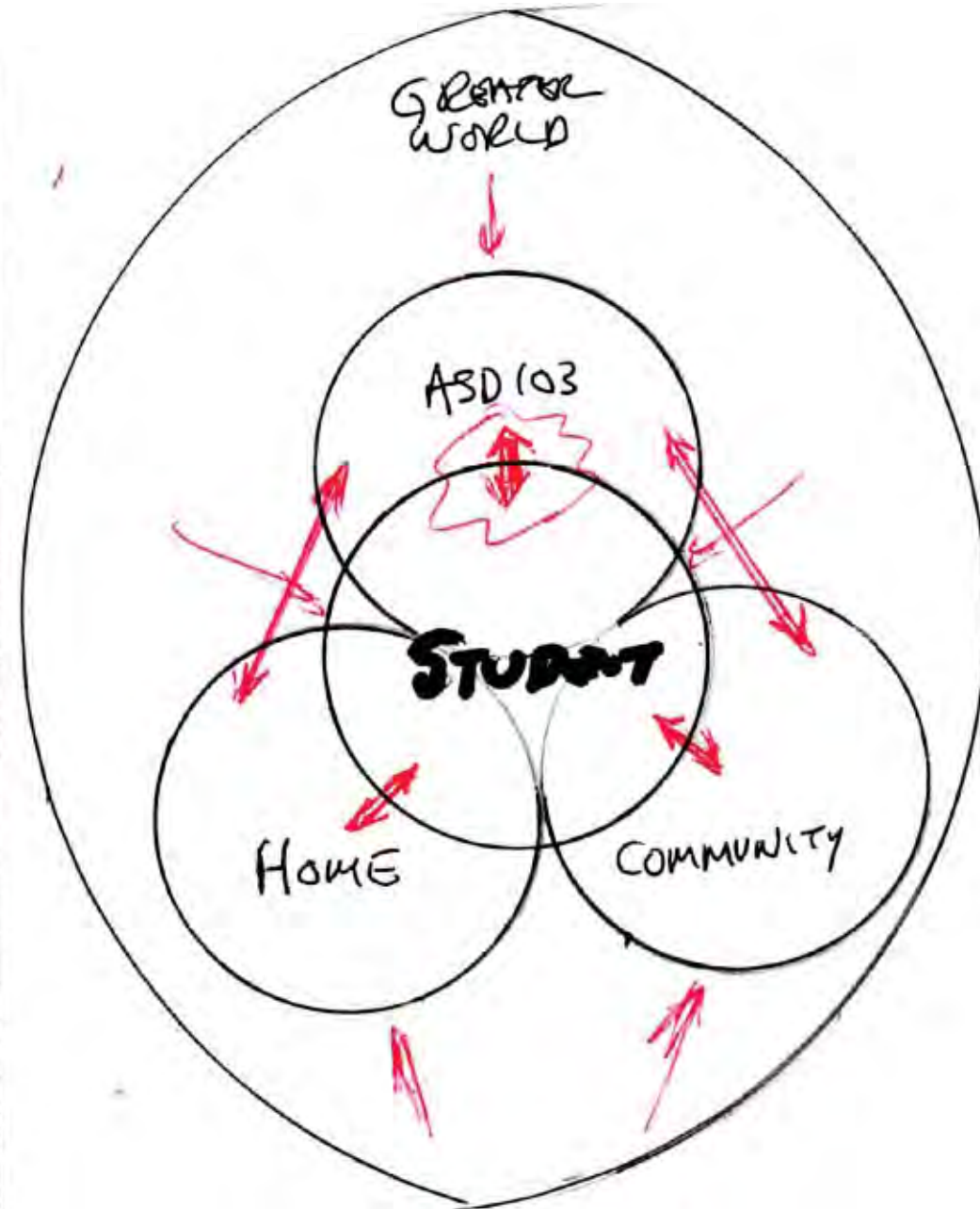
- Agree that the greater world is important, but secondary
- Accept that ASD 103 activity is only element under direct control

**Recognize important Interfaces between Students and Primary Influences**

- Implement ASD 103 actions needed to support/improve interfaces
- Craft facility decisions to support / improve interfaces

**Ensure facility requirements / design focus on students and critical interfaces**

- Preplan flexible accommodations for future learning / technology changes
- Avoid facility decisions that would preclude future adaptations













# Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221

Phone: 360-293-1200 / Fax: 360-293-1222

<http://www.asd103.org>

## ASD Facilities Committee March 11, 2014 Summary of Feedback

### 1. Overall, how would you rate the effectiveness of today's meeting on a scale from 1-5?

- **Rating: 1.57**

**20 respondents**

9 ratings of 1.0

1 rating of 1.5

9 ratings of 2.0

1 rating of 3

1

2

3

4

5

Very effective

Effective

Neutral

Not very effective

Not effective

### 2. What are your biggest take-aways from today's meeting?

- Clear ideas on priorities
- Different understandings of past and district decisions
- The possibility that the high school project is possibly focusing on rebuild using Memorial Field space
- Consensus of needs- great info about the state of facilities.
- Loved ending the meeting looking creatively at possibilities
- Scope — many facilities need improvement
- 3 stand out as needing most improvement
- AHS issues are perhaps big enough to require rebuild
- Focus on the high school
- MTE needs a gym
- Big discrepancy in programming capabilities between elementary schools
- Capacity vs. estimated enrollment currently says capacity not a concern
- OSPI facility scores
- Lots of needs at each school
- Facility conditions summary was excellent
- There are best practices that will be difficult if we let the interest groups dictate this process. Input is fine, but we are going to have to make hard decisions about what will be best for all students
- How important HS has become



## Anacortes School District 103

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- The need at the HS
- Detailed knowledge of issues at our schools
- HS in dire needs of repair/replacement
- The need for long-range (10 to 20-year) district facilities plan
- We need a new HS
- Safety issues must be addressed
- 52%! We are Anacortes, and our HS is only 52%
- AHS has the biggest needs
- Build new HS
- Add security at all schools
- HS total redo is first priority
- The HS and elementary parking is a scary place
- Mandates and existing non-conforming issues unclear

### **3. What ideas do you have for how we engage in prioritizing needs moving forward?**

- I think we need to prioritize student needs first and then later look at the costs and revisit priority list
- Focus on students, new learning environments and adequate sports complex, adequate onsite parking
- It sounds like we have an agreement on putting AHS at the top of the list. Let's jump right in and tackle this.
- Since we are a visioning group, let's look at what we want to do before we grapple too much with what we can afford. Once we identify what we want, we can look at money and prioritization
- What do teachers need to make the learning experience most effective?
- Improve the safety and functionality
- Cost range for new construction build of 1000 student new HS vs. cost to rehab existing building (with and without reconfiguration) perhaps with a first cut of highest needs, recommended and discretionary repairs
- Perhaps some info on how the district managed the priority needs in '07 and '08 as contingency when the bond failed and how that affects current priorities
- More dialogue around money
- Spend money to benefit most students and staff affected
- Have no idea. But we must focus on the HS. There are no other needs except safety that come even close.
- We need to look at all sites
- I would like to hear from a HS student
- How curious how far or detailed this group should take design process — seems getting too detailed should be left to experts



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- What projects have the greatest need and get the best bang for the buck
- How we can communicate and sell a vision to the community
- Cost – so we can see if we can address elementary needs
- Raise AHS – then safety needs of other facilities
- Cost on HS sooner rather than later would be helpful – to even have an idea if the other needs are worth discussing
- Focus on HS and security/safety at other schools
- Bring in children's experiences
- Stay focused on kids' learning experiences
- HS #1, safety #2
- Wants, needs and mandates

#### 4. What other feedback do you have for our facilitators?

- Need to mix groups with name plates – tables in back did not change from last meeting
- Explain Whitney –why we are keeping it – full day K being paid for at Whitney, not at other schools because of state funding system
- War Memorial history
- Rice Field history
- Good job. Let's on focus on the need to get the word out about how substandard the high school is compared to regional facilities
- Great job. I feel like things are well controlled and directed
- Let's focus on 1) education needs; 2) facility configurations to meet these needs; 3) cost to fulfill needs
- Impatient for more detailed information
- Would like to know 1) rejected bond cost per \$1000 house value; 2) proposed cost based on projected interest rates/\$1000 value; 3) expiring bonds (reduction in cost for taxpayers)
- Regardless of the bond scope decided, it is clear it will not meet all of the needs, so planning how to tell that story to the community seems important. Is that work within this committee's scope and if not, what is the plan?
- I enjoy spending my time on this project
- Good info
- Numbers
- I think some of the safety/traffic issues we can partner with other government entities
- I hope we explore safety improvements at facilities throughout the district in addition to the main HS portion of this bond
- Great meeting
- Doing a good job of keeping committee on track
- Cost should be secondary





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- Get the HS right
- Great meeting, good time management
- Good structure, analysis and presentation



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### ASD Facilities Committee

March 11, 2014

5-6:30 pm

MINUTES

#### Outcomes

1. Understand where we are in the facilities process and the future roadmap
2. Understand the history/composition of the 2007 & 2008 Bonds
3. Understand how enrollment impacts facilities planning – and enrollment trends in ASD
4. Build a shared understanding of the greatest facilities needs in ASD
5. Build a shared vision for school spaces that promote the kind of learning we envision in the future

#### Agenda

- I. Welcome, Introductions & Norms (Mark Wenzel – 10 minutes)
  - Dr. Mark Wenzel welcomed the group and reviewed the agreed upon committee norms
    - The committee will discuss decision-making at the next meeting and will develop a process for reaching decisions.
  - Dr. Mark Wenzel reviewed the minutes of the February meeting
    - The committee approved the minutes of the February meeting.
- II. A roadmap of the facilities process, where we are (Marc Estvold – 5 minutes, including questions)
  - Marc Estvold reviewed the proposed process and timeline.
    - The next meeting will be held April 8 and will focus on refining needs and priorities.
- III. 2007 & 2008 Bonds (Marc Estvold – 10 minutes including questions)
  - Marc Estvold provided a copy of the 2008 one-page bond flyer which provided an overview of bond proposal and costs
    - Committee question: What was the cost to the taxpayer for the 2008 bond proposal?  
This information to be provided at a later meeting.
- IV. Enrollment and facilities planning (Kevin Oremus – 5 minutes)



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- Kevin Oremus discussed enrollment, functional capacity and facilities planning.
- Focus on how building is currently being used; not on original intent of structure (ex. rooms now being used at computer labs, etc.)
- Data shows that our elementary schools have 10% capacity for growth
- Anacortes Middle School has functional capacity for 189 additional students and Anacortes High School has functional capacity for 142 additional students, based on 2014 data
- Functional capacity is not a current issue for this bond process

### V. Summary of District Facilities Condition (Kevin Oremus – 25 minutes)

- Kevin Oremus reviewed the “2014 Facilities Conditions Report- Summary of Findings”
  - Kevin reviewed the safety issues, code/legal issues, life cycle replacement and repair needs, programs and energy savings needs for each building
- Kevin Oremus provided the OSPI Information and Condition of School (ICOS) ranking for each building:
  - WHT 73.14%
  - MTE 70.94%
  - ISV 87.01%
  - FID 88.15%
  - AMS 85.82%
  - AHS 51.67%
- Kevin provided his list of priorities for the purpose of discussion only:
  - AHS
  - MTE parking lot
  - MTE renovation
  - MTE gym addition
  - WHT renovation/replacement
  - ISV parking lot
  - District- wide system update
  - Maintenance building



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### VI. Table discussion of Study & Survey (Mark Wenzel – 20 minutes)

- The table-top discussion centered around the following questions: What did you hear? What stands out for you? What are we missing? What do you see in “Kevin’s list”? How do we prioritize those needs?

Table comments:

- Sell Whitney and use funds to upgrade other properties (Whitney will be discussed at a future meeting)
- AHS needs the work (based on OSPI findings).
- Not compelling to put work into building rated over 70% on OSPI rating
- Given no changes since the last bond and conditions continuing to deteriorate at AHS, what is the plan to maintain?
- Do we rebuild or repair?
- Need to address security at all buildings
- AHS has the demonstrated highest need
- Parking lot needs could be addressed with partnerships with other agencies
- Rice Field traffic improvements
- Rebuild AHS on War Memorial Field and channel athletics to Rice Field
- Space to build new AHS on field while old building still functioning
- How do these decisions fit into other long-term planning being done by the Board?
- Safety concerns need to be addressed at elementary
- Make this bond specific to AHS and consider planning future bonds for security and parking
- First priority needs to be learning environment
  1. Action/further discussion: War Memorial history discussion
  2. Action/further discussion: Stadium Committee discussion

### VII. Ideal learning environment (Katie – 10 minutes)

- Katie Pond shared the images of “ideal learning environments” submitted by committee members



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- Jennie Beltramini and Kristine Stultz shared their thinking about their images and the importance of flexible learning space in a 21<sup>st</sup> Century learning environment
- Images and submitted videos will be shared on website

### VIII. Closing and feedback form (Mark – 5 minutes)

- Mark Wenzel asked the committee to consider what type of building models would be most helpful- video, photo, field trips, etc.
- Visioning will be part of each meeting
- Possibility of holding committee meetings at building sites. April meeting possibly held at AHS. TBD
- Mark Wenzel asked the committee to complete a feedback form. The results will be shared with the committee.

### IX. Adjourn

### **Facilities Committee Norms**

1. Start and end meetings on time
2. Present clear agendas and connect to the roadmap
3. Listen to everyone and respect all opinions
4. Keep focus on what is best for students
5. When a decision is made, everyone supports it

### **Facilities Committee Process**

1. Learn from other districts
2. Use data and research to inform process
3. Provide information/reading materials ahead of meeting, when possible
4. Use sub-committees where appropriate
5. Ensure committee members have the opportunity to actively discuss and contribute
6. Decisions are made by the committee, not district-directed



# ANACORTES SCHOOL DISTRICT

NO. 103

## CAPITAL FACILITIES COMMITTEE

### MEETING 3: NEEDS & PRIORITIES

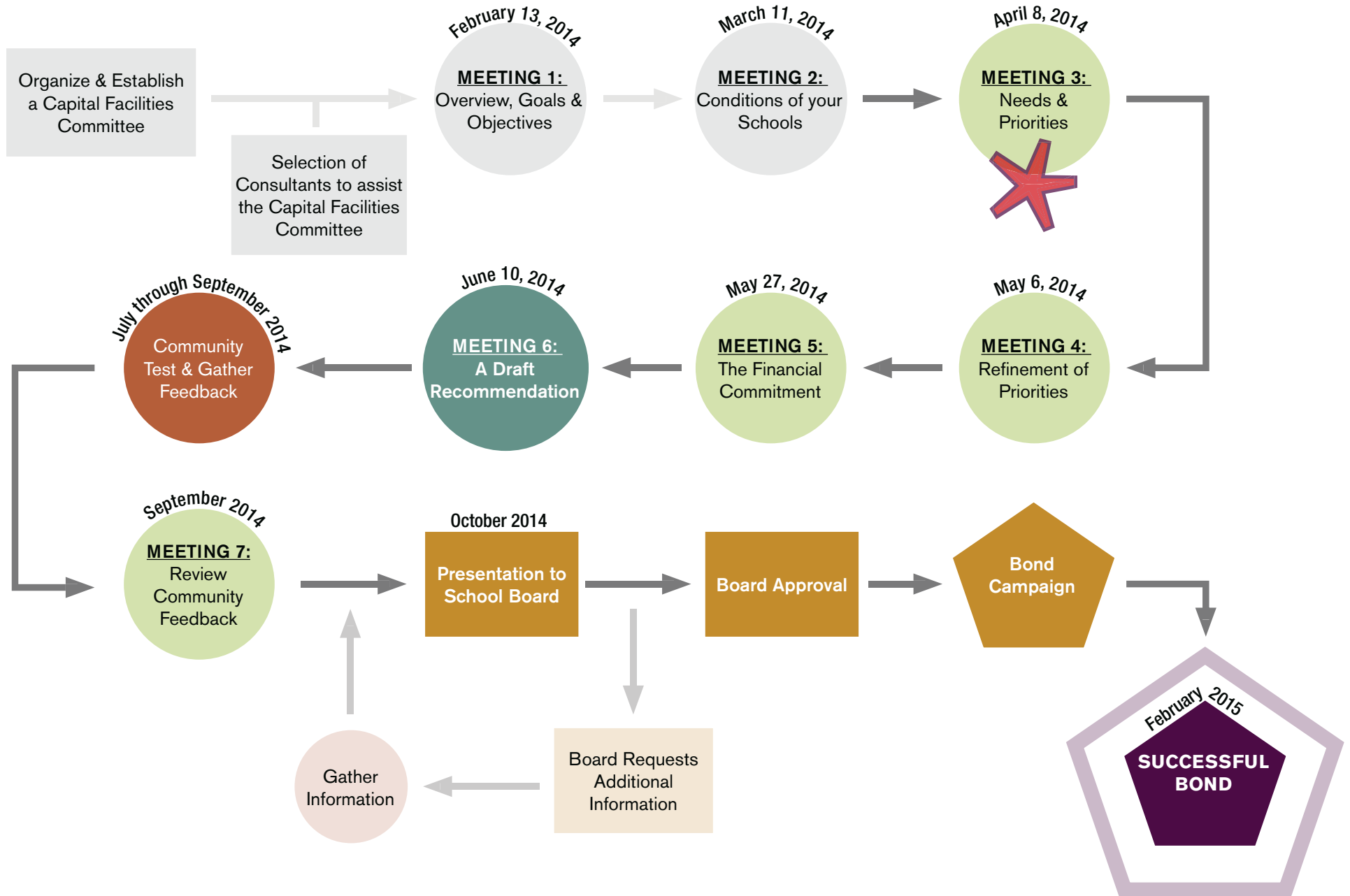
APRIL 8, 2014

- I. **Welcome, Roadmap & Agenda**
- II. **Presentation of Design Patterns for a 21<sup>st</sup> Century HS**
- III. **Group exercise:** *Review one individual design pattern & identify big ideas*
- IV. **Group exploration:** *Tour AHS with group to determine how well the school meets the group's design pattern*
- V. **Reassemble in the library & summarize findings as a group**
- VI. **Each group reports findings**
- VII. **Wrap up and next steps**

## OUTCOMES

1. Understand key components (design patterns) of a 21<sup>st</sup> Century High School
2. Understand how present-day Anacortes High School compares with key components (design patterns) of a 21<sup>st</sup> Century high school

# A ROADMAP OF THE FACILITIES PROCESS





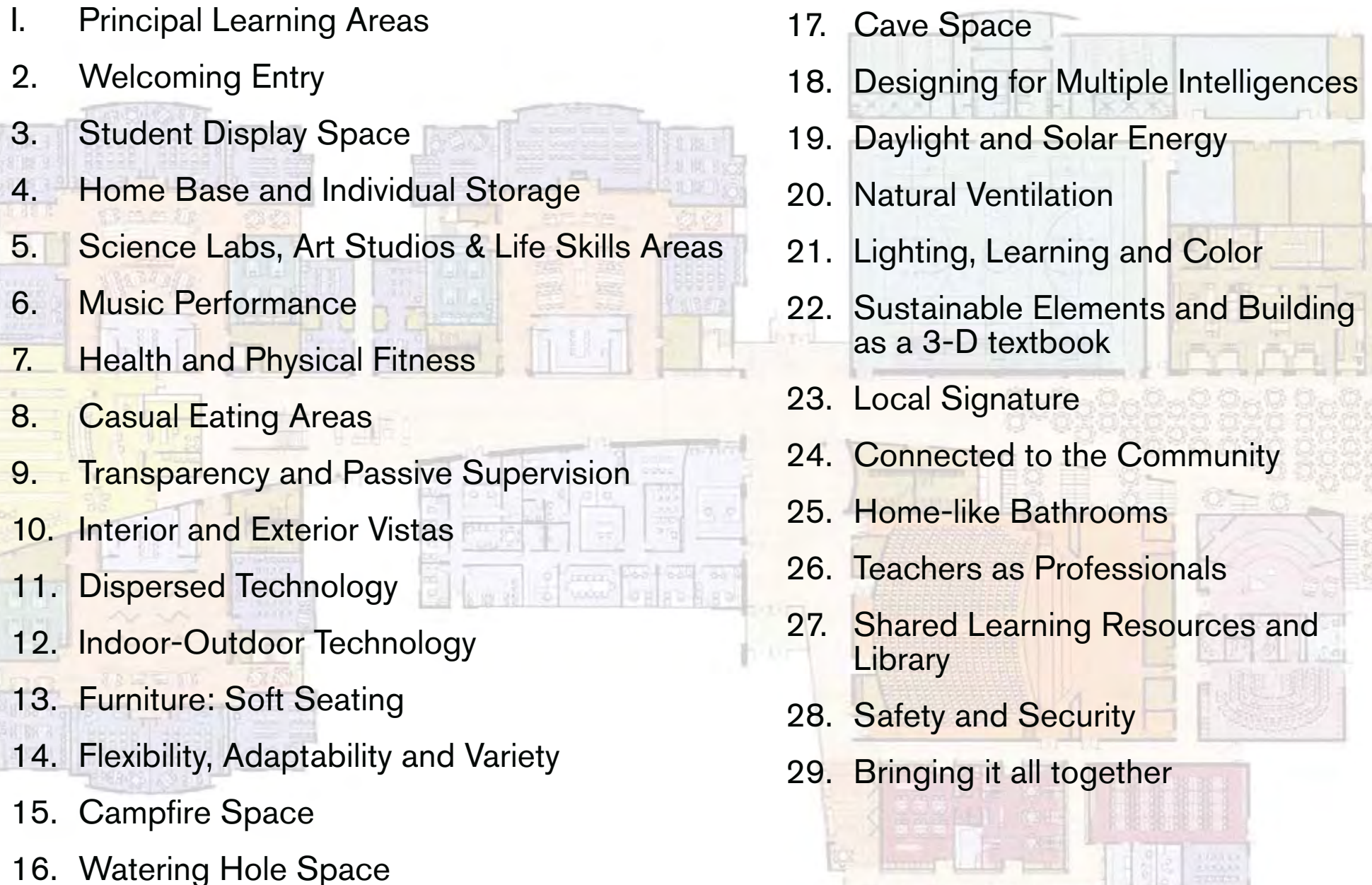


# DESIGN PATTERNS for a 21<sup>st</sup> Century High School



<http://www.designshare.com/>

# DESIGN PATTERNS

- 
1. Principal Learning Areas
  2. Welcoming Entry
  3. Student Display Space
  4. Home Base and Individual Storage
  5. Science Labs, Art Studios & Life Skills Areas
  6. Music Performance
  7. Health and Physical Fitness
  8. Casual Eating Areas
  9. Transparency and Passive Supervision
  10. Interior and Exterior Vistas
  11. Dispersed Technology
  12. Indoor-Outdoor Technology
  13. Furniture: Soft Seating
  14. Flexibility, Adaptability and Variety
  15. Campfire Space
  16. Watering Hole Space
  17. Cave Space
  18. Designing for Multiple Intelligences
  19. Daylight and Solar Energy
  20. Natural Ventilation
  21. Lighting, Learning and Color
  22. Sustainable Elements and Building as a 3-D textbook
  23. Local Signature
  24. Connected to the Community
  25. Home-like Bathrooms
  26. Teachers as Professionals
  27. Shared Learning Resources and Library
  28. Safety and Security
  29. Bringing it all together

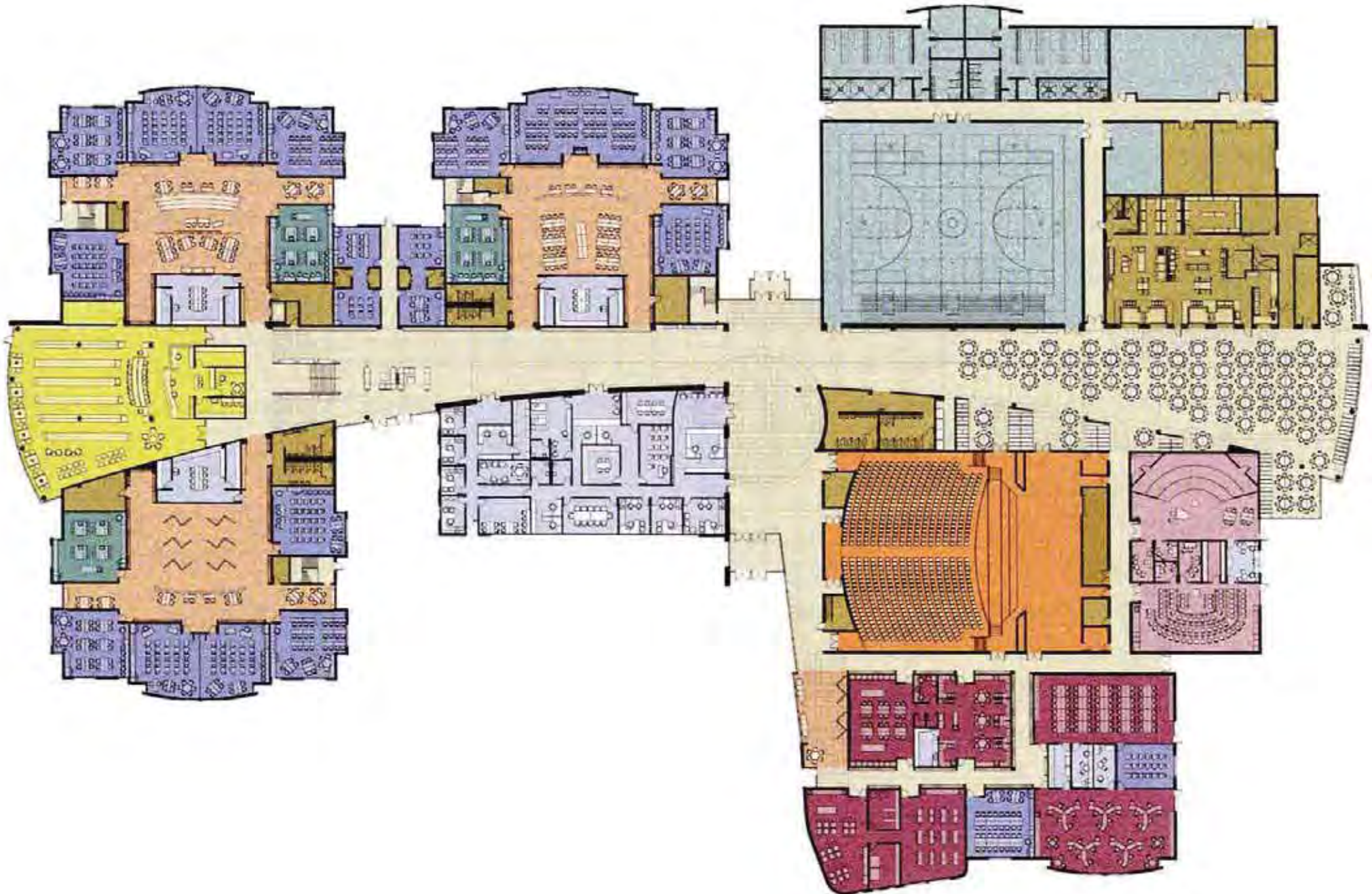
# GROUP EXERCISE

*Review one individual design pattern  
& identify big ideas*

# GROUP EXPLORATION

*Tour AHS to determine how well the school meets your design pattern*

# DESIGN PATTERNS





# Anacortes School District 103

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## ASD Facilities Committee

April 8, 2014

### Feedback Form

#### 1. Overall, how would you rate the effectiveness of today's meeting on a scale from 1-5?

##### Rating 1.55

**Very Effective:** 14 members

**Effective:** 22 members

**Neutral:** 2 members

#### 2. What are your biggest take-aways from today's meeting?

- A look at the space was eye opening. It was good to have teachers on our committee to give us their feedback about what works/what doesn't
- The high school is in need of help. It is very dark and feels institutional. We need to create more openness to promote learning while still achieving the security and supervision we desire.
- AHS is classic 1960's high school, multiple additions create rabbit warren
- Don't understand many of the design patterns, feels too disjointed or forced
- Very few favorable attributes surfaces
- Poor line of sight/transparency
- Anacortes is great place to be outside- not at AHS
- We really need to tear it down and build new school
- We have a great group of members for this committee
- Deficiencies of the building!
- AHS is dated, tired and lacking the "bones" to seriously consider renovating
- "cave like", institutional, limited possibilities for natural light or ventilation
- Some groups already decided on new, but concerned about community paying for \$80m when they didn't approve the \$59/\$62 million bonds in 2007 and 2008
- Many areas/patterns require more space to be improved, raising question about overall real estate restrictions
- Need to go for a new build. Assessment has room to absorb higher cost of new construction.
- The building is functionally outdated
- Tear it down. No sense in remodeling
- Our HS has some major challenges in all areas
- AHS is functional, but very dated. It should be a world class facility
- The shape of the HS- what it could look like and ideas to get it there.
- I had never been through the HS. It was eye opening
- Condition of school and significant need to modernize.
- Facility is tired but functional
- People looking at remodel vs. complete rebuild
- Impact the building had on the group
- Need to build a new HS
- Our school needs some help
- The school faces major challenges that a remodel cannot fix. Nearly every group talked about safety and modernization



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- Classroom size is small
- Marketing classroom- computers tightly arranged, uncomfortable stools, no room for note pads or books
- Deploying technology in current setting will be difficult

### 3. What ideas do you have for how we engage in prioritizing needs moving forward?

- It would be enjoyable to be able to stay with this smaller group mode and develop specific recommendations for our design pattern. Let those involved in the area help design.
- Evaluate costs to start scaling a proposal!
- Discuss if some areas (perhaps Brodniak) would be retained and remodeled whereas the full school would be rebuilt? Or should it be a complete rebuild?
- Will need to have had restrictions/limitations in front of everyone to avoid false starts?
- Will decision process be concordance (debate until everyone agrees) or consensus (70%?)
- 8 subcommittees to craft individual lists to present to group; 4-5 down to 3
- Meal count for cafeteria, stadium, gymnasium, theatre
- We need to know how much \$ and what \$ will buy
- Brainstorm concepts for areas with entire group
- It is not too early to start thinking about how to convince the citizens about how deficient the building has become.
- New seems to be the obvious answer for the committee. How do we justify and sell it?
- Have members rate items to prioritize against a matrix of decision criteria
- We need to list constraints and reasons they are fixed/in the way of potential solutions (beyond just cash) (also answer to #4)
- What are projected costs?
- How do we present new construction to the community so they buy in?
- Learn from other communities
- Make it about learning and build the school around that
- Remember designing for multiple intelligence and keep in mind local intelligence (also answer to #5)
- Serious analysis of remodel vs. new build
- Process is good!
- Break into small groups- assign tasks like today. A lot of work was done in short period of time.
- \$ and plan or design
- Safety
- Flexibility
- Start with students and core classes
- New building
- Look at educational needs and community needs (community spaces- arts, café, sports spaces. Way to get more support)
- Safety
- Accessibility
- I think we need a cost comparison for remodel vs. rebuild so we can provide context to the community when it is time to sell the bond
- Prioritize design elements (see tool submitted by email) that can be used to categorize the elements we are considering for prioritization
  - Basic requirements- must haves
  - Performance elements- satisfiers



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- Excitement elements- delighters
- Use KT analysis to quantify the value of various investment levels.

#### 4. Do you have any questions you'd like addressed in a Q&A?

- Could a new school be built on the footprint of War Memorial Stadium so kids could still go to school while a new one is built? If so, what would/could be done on site of current school after new one is built?
- How much cost would be added to this proposal if you incorporated capital improvements to the entrances of elementary schools to force/funnel all visitors to the main office, which would improve supervision and security for all entering the building?
- FB field- why keep it?
- Volunteer
- AHS driveway and parking
- How can we use our topography or blended use to existing/new
- Quick rundown of recent new high schools or renovations in the area ( # of students, SF, hard cost and total \$)
- Links to see photos of new high school designs
- We need to list constraints and reasons they are fixed/in the way of potential solutions (beyond just cash) (also answer to #3)
- What property owned by the district could be sold for potential residential development to offset the cost of the new build?
- What are the needs and projected costs of some of the other schools?
- What would costs/reality be of a remodel? What realistically are \$ amounts of remodel? Thoughts on what this could look like
- Cost for the plan
- What is the demographic projection for the future?
- I would like us to address the importance of the HS kitchen in its relation to full school district service. I want us to have the capability to provide real food to all students in the district.
- During the tour of the high school last evening, standing in the crowded English classroom, a committee member asked, "What was the desired classroom size?" There wasn't an answer. I realize classroom size will vary based upon subjects taught and other issues, but since small classrooms are an issue that we intend to address, we need to have an idea of what they need to be. The research I've done suggests a regular classroom needs to be about 950 sf for class sizes of 30. Currently the size of regular class rooms at the high school is 788 sf.
- Question... With the advent of technology and new pedagogy, could larger classes (35-40) be possible with some subjects if the classroom accommodated for it? A classroom of up to 1250 sf might be justified in this case. My point... When we go to the public, we need to be able to communicate the size of classrooms we need and why.

#### 5. What other feedback do you have for our facilitators?

- Obviously we won't get everything we want, but it is good to see and say "in a perfect world, it would look like..."
- Can we think about how the bigger community can help fill the gaps between what we want and what we will probably compromise on?
- Try to get the meeting materials out to group a little earlier. Give us a few more days to review and come prepared to engage.
- Press on regardless
- The sooner info is available, the better input possible from the committee. Thanks for your efforts so far in this area.
- Cost estimate feedback was useful.





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- New high school!
- Remember designing for multiple intelligence and keep in mind local intelligence (also answer to #3)
- What areas/spaces are worthy of salvage and repurposed use?
- Many ideas, nobody really bringing out specifics of a plan option or plans for consideration
- Good meeting.
- Great meeting.
- Thanks for the leadership
- Good method for educating us on issue
- Go team!
- Doing a good job. It feels like baby steps, but I can see the wisdom of this plan



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### **ASD Facilities Committee April 8, 2014 Anacortes High School Library**

#### **4:15- 4:50 Building Tour**

A tour of Anacortes High School for those interested took place from 4:15 to 4:50. The walk-around included Commons, classrooms, Career & Technical Education wing, and Brodniak Auditorium.

#### **5:00 -6:30 pm Facilities Committee Meeting**

##### **Outcomes**

1. Understand key components (design patterns) of a 21<sup>st</sup> Century high school
2. Understand how present-day Anacortes High School compares with key components (design patterns) of a 21<sup>st</sup> Century high school

##### **Agenda**

- I. Welcome, Roadmap & Agenda (Mark Wenzel – 10 minutes)
  - Dr. Mark Wenzel welcomed the group and reviewed established norms.
  - Dr. Mark Wenzel reviewed the roadmap/schedule of the process. Upcoming meeting dates:
    - May 6, 2014 will be focused on refining priorities, review of models that have been developed based on committee feedback and initial finance discussion.
    - May 27, 2014 meeting will focus more deeply on the financial commitment.
    - June 10, 2014 review of draft community proposal. This proposal will be shared with the community and feedback will be gathered June-September.
  - Dr. Mark Wenzel reviewed the Q&A document that was shared electronically with the group. Committee members may submit additional questions to be answered through regular Q&A correspondence on the provided feedback form.
  - Dr. Mark Wenzel recapped the AHS building tour and reminded the group of the OSPI ICOS score of 51.67%. The ICOS score is the state measure of "Information and Condition of Schools" based on their methodology.
  - Dr. Mark Wenzel shared that the purpose of today's discussion is to develop a shared understanding of what the research says about 21<sup>st</sup> century schools, standards and the needs of our high school building.



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### II. Presentation of eight design patterns for a 21<sup>st</sup> Century high school (Kevin Oremus – 10 minutes)

- Kevin Oremus shared the premise of design language and design patterns in architecture planning. He shared copies of the book “The Language of School Design: Design Patterns for 21<sup>st</sup> Century Schools.”

### III. Group exercise: Review one individual design pattern and identify big ideas (15 minutes)

- Kevin Oremus led the committee in a design pattern activity. 8 of 29 design patterns were represented by groups. Each group reviewed their design pattern and identified the big ideas:
  - **Transparency/Passive Supervision** (Bonnie Bowers, Cory Ertel, Lisa Matthews, Jon Ronngren)
    1. Absent at AHS
    2. Conveys purpose of learning, creativity
    3. Open physical space supports open, creative ideas and learning
    4. Safety: provided ability to supervise large spaces
    5. Critical to supervision and safety of building
  - **Health and Physical Fitness** (Matt Miller, Jeannette Papadakis, Bob Hyde, Duncan Frazier)
    1. Concept of open gym (like local Thrive Fitness model)
    2. Importance of integrating health and physical fitness
    3. Where do team sports fit in?
    4. Builds school and community pride
    5. Encourages and supports students to be active
  - **Science Labs, Art Studios and CTE** (Patrick Shainin, Joe Furin, Rita James, Cody Anderson)
    1. Very important to hands on learning
    2. Provides academic contrast, break in the day, ways to meet learning styles of students
    3. Integration of subjects in teaching/learning CTE, arts and Science- these classes integrate math, writing, reading, critical thinking, etc.
    4. Importance of applied, measured learning
    5. Safety is essential
  - **Display Spaces** (Stephanie Hamilton, Steve Henery, Tyler Starkovich, Liz Lovelett)
    1. Importance of first impression
    2. Improves school spirit
    3. Encourages recognition of students in multiple subject areas
    4. Public and peer recognition
    5. Increases quality of work
    6. Increases interface with staff, peers and community
    7. Use of video, multi dimensional displays
  - **Music and Performance** (Scott Burnett, Steve Wilhoit, Kristine Stultz, Karl Yost)
    1. Larger world of arts
    2. Core value of Anacortes
    3. Community use
    4. Community asset
    5. Multi-disciplinary
    6. Capacity to share performances, etc. electronically (streaming, electronic connectivity )
  - **Eating Areas** (Laurie Gere, Sarah Nichols, Frank Higgins, Marty Yates)
    1. Need for casual seating, less institutional
    2. Multi-purpose use of area
    3. Heart of the school- creates community
    4. Acoustics
    5. Covered, connected open space



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6. Security needs
  7. Wifi
  8. Café atmosphere
- **Campfire/Watering Hole, Cave Spaces** (Vince Oliver, Nels Strandberg, Marc Estvold, Gib Moore)
    1. Spaces to learn outside of traditional classrooms
    2. Supervision concerns
    3. Productivity vs. social use concern
    4. Supports learning, interaction, community
  - **Main Entrance and Interior Entry** (Patrick Harrington, Allen Workman, Elise Cutter, Kirk Kennedy)
    1. First impression, sets culture
    2. Open, welcoming, intuitive entrance
    3. Balance open and welcoming with security
    4. Protection from the elements
    5. Lighting
    6. Builds community pride
    7. Clear, direct and intuitive signage to find your way
- IV. Group exploration: Tour AHS with group to determine how well the school meets the group's design pattern (20 minutes)
- Kevin Oremus led the groups through a second task of touring AHS to determine how well the school meets the group's design pattern
- V. Reassemble in the library and summarize findings as a group (5 minutes)
- VI. Each group reports findings (20 minutes)
- **Transparency/Passive Supervision** (Bonnie Bowers, Cory Ertel, Lisa Matthews, Jon Ronngren)
    1. Common area/lunch room is open
    2. No multi-purpose use, not inviting
    3. Natural light needed, small and dark
    1. Classroom space- balance open space with supervision needs
    2. Creative learning space balanced with security
    3. Does open space encourage productivity and learning?
  - **Health and Physical Fitness** (Matt Miller, Jeannette Papadakis, Bob Hyde, Duncan Frazier)
    1. Minimally functional gym
    2. 70's style weight room
    3. Stale air
    4. Old tile and masonry
    5. Wrestling room small and dingy
    6. Needs to be expanded and open
  - **Science Labs, Art Studios and CTE** (Patrick Shainin, Joe Furin, Rita James, Cody Anderson)
    1. Need separation between spaces
    2. Safety focus
    3. Minimal storage for materials
    4. No place to store art projects in progress
    5. Lighting improvements needed
    6. Science labs not accommodating- no line of sight, poor seating, poor layout
    7. High ceilings in new wing are helpful
  - **Display Spaces** (Stephanie Hamilton, Steve Henery, Tyler Starkovich, Liz Lovelett)
    1. Lots of room for improvement



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2. Dated, not reflective of current student work
  3. Need to integrate media
  4. Screen display in entry for sharing information and achievements
  5. Cluttered, scattered displays and bulletin boards
  6. Maintenance of bulletin boards needed
  7. Builds pride and community
  8. 2d displays are easy to ignore
- **Music and Performance** (Scott Burnett, Steve Wilhoit, Kristine Stultz, Karl Yost)
    1. Design limitations
    2. No support spaces, dressing rooms, etc.
    3. No storage, unsafe storage
    4. Structural and electrical issues
    5. Stale air
    6. Poor access to parking
    7. Poor community access
  - **Eating Areas** (Laurie Gere, Sarah Nichols, Frank Higgins, Marty Yates)
    1. Institutional cafeteria
    2. Very clean
    3. Kitchen is too small, serving stations limited
    4. Need multi-use space
    5. Outdoor, connected, covered space needed
    6. Not available for community use
  - **Campfire/Watering Hole, Cave Spaces** (Vince Oliver, Nels Strandberg, Marc Estvold, Gib Moore)
    1. Brodniak Hall in need of updates
    2. Lecture halls are limiting and not conducive to learning
    3. Poor lighting
    4. Lecture format not accessible
    5. No small group, socialization spaces
    6. No outdoor spaces
    7. No usable corridor space for students to sit, socialize
    8. Classrooms do not have optional seating space
  - **Main Entrance and Interior Entry** (Patrick Harrington, Allen Workman, Elise Cutter, Kirk Kennedy)
    1. Student drop/off pick up needs improvements
    2. No protection from elements
    3. No courtyard space to socialize- exits into parking lot
    4. Needs to be welcoming
    5. Focus of safety and visibility

### VII. Wrap up and next steps (Mark Wenzel – 10 minutes)

- Upcoming meetings:
  - May 6, 2014 will be focused on refining priorities, review of models that have been developed based on committee feedback and initial finance discussion.
  - May 27, 2014 meeting will focus more deeply on the financial commitment.
  - June 10, 2014 review of draft community proposal. This proposal will be shared with the community and feedback will be gathered June-September.

### VIII. Adjourn



# ANACORTES SCHOOL DISTRICT

NO. 103

## CAPITAL FACILITIES COMMITTEE MEETING 4: REFINEMENT OF PRIORITIES

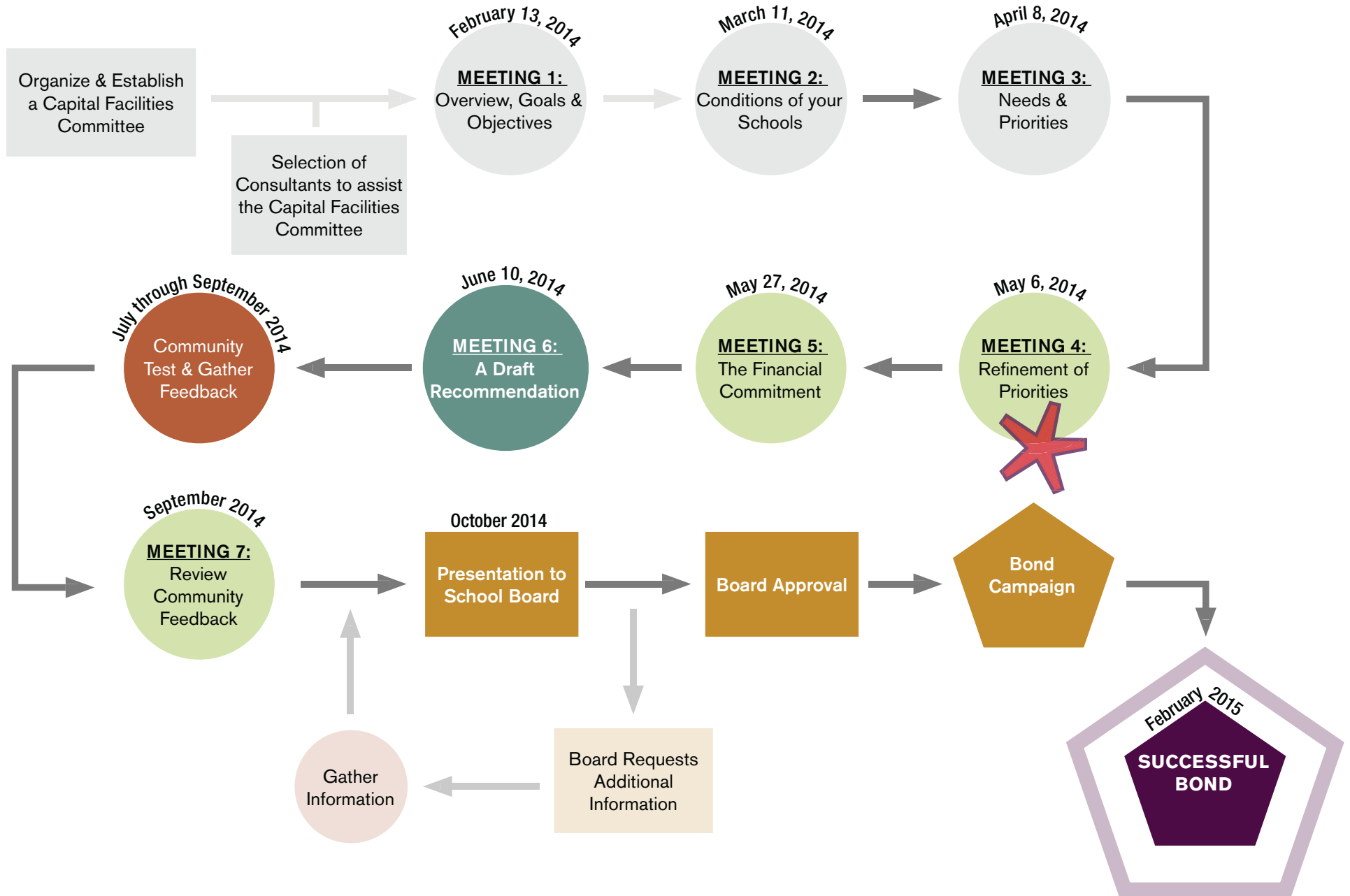
MAY 6, 2014

- I. Opening**
- II. Minutes, Roadmap, Survey Results, Video**
- III. Fields Update**
- IV. Bond Cost and Taxes**
- V. Review Data on Total Cost of New High Schools**
- VI. “Designing a New High School” Activity**
- VII. Team Reporting about High School Design**
- VIII. Wrap-up / Next Steps / Feedback Form**

## **OUTCOMES**

1. Understand implications of total project cost in relation to taxes
2. Understand how high school project costs are determined
3. Develop a high school design proposal with a group in getting the committee closer to a shared vision for a bond

# A ROADMAP OF THE FACILITIES PROCESS







# Video

# Fields Update



# FIELDS UPDATE



## War Memorial Field

Natural Grass Field w/ Gravel Perimeter Path  
Portable Restrooms & Temp Concessions  
Home Seating Approx. 1,000 – Visitor  
Currently use approximately 20 times a year  
Home Varsity Football and Soccer



# FIELDS UPDATE



## Typ. NW High Schools 800 - 1,500 Students

One all-weather synthetic turf field

One all-weather 8 lane 400M rubberized track

Track field events area

1,500 to 2,500 seat bleachers

Restrooms, Concessions, Lighting etc...

One Multi-Purpose field

80,000 sf, Natural turf



# FIELDS UPDATE



## Recommendations for Rice Field If Consolidated

- W/ synthetic turf field could handle all activities
- Require reorientation of track field events
- Enlarge soccer field to recommended size
- Construct grandstand /bleachers
- Construct restrooms, concessions, storage, lighting
- Make ADA accessible
- Improve practice field for JV/Sophomore use





# Bond Costs & Taxes

# ANNUAL TAX RATES (COMBINED)

	CURRENT	PROJECTED			
	2014	2015	2016	2017	2018
Maintence / Ops Levy	\$1.4607	\$1.5800	\$1.6700	\$1.6600	\$1.6500
Technology Levy	-	\$0.3300	\$0.3300	\$0.3200	\$0.3200
<b>Bonds</b>	<b>\$0.5622</b>	<b>\$0.5600</b>	<b>\$0.5500</b>	-	-
Total Rate / \$1,000	\$2.0229	\$2.4700	\$2.5500	\$1.9800	\$1.9600
Impact on Taxpayer <b>\$300,000 Home</b>	<b>\$606.87</b>	<b>\$741.00</b>	<b>\$765.00</b>	<b>\$594.00</b>	<b>\$588.00</b>

# ANNUAL TAXES PAID BY HOMEOWNERS

Home Value: \$300,000  
Existing Bonds in 2014: \$169

	PROJECTED		
	2016	2017	2018
<b>\$40 Million Bonds</b>	\$186	\$189	\$189
Increase over 2014	\$18	\$20	\$20
<b>Combined Taxes Paid</b>	<b>\$783</b>	<b>\$783</b>	<b>\$783</b>
<b>\$60 Million Bonds</b>	\$267	\$270	\$276
Increase over 2014	\$98	\$101	\$107
<b>Combined Taxes Paid</b>	<b>\$864</b>	<b>\$864</b>	<b>\$864</b>
<b>\$80 Million Bonds</b>	\$318	\$321	\$327
Increase over 2014	\$149	\$152	\$158
<b>Combined Taxes Paid</b>	<b>\$915</b>	<b>\$915</b>	<b>\$915</b>
<b>\$100 Million Bonds</b>	\$399	\$402	\$408
Increase over 2014	\$230	\$233	\$239
<b>Combined Taxes Paid</b>	<b>\$996</b>	<b>\$996</b>	<b>\$996</b>

\*Model: "Combined Level Tax Rate"



A photograph of two men in a meeting. The man on the left is older, wearing glasses and a blue sweater over a light blue shirt. He is gesturing with his hands while speaking. The man on the right is younger, wearing a light-colored button-down shirt, and is listening. The background is a bright, out-of-focus office setting with large windows.

# High School Costs

# NEW HIGH SCHOOL COSTS

## NEW HIGH SCHOOLS - Puget Sound Region

Construction Cost escalated to years 2014 & 2017

							2014		2017	
DISTRICT	PROJECT	BID YEAR	TOTAL SQ. FT.	COST/ SQ. FT.	TOTAL CONST. COST	COST/ SQ. FT.	TOTAL CONST. COST	COST/ SQ. FT.	TOTAL CONST. COST	
1	Tacoma	Wilson High Repl	2004	95,039	\$177.36	\$16,856,117	\$312.77	\$29,725,348	\$362.07	\$34,410,771
2	North Kitsap	New Kingston High	2005	112,784	\$205.33	\$23,157,939	\$344.85	\$38,893,562	\$399.21	\$45,024,501
3	Highline	Mount Rainier High Repl	2005	207,159	\$229.59	\$47,561,635	\$385.60	\$79,880,510	\$446.38	\$92,471,634
4	Granite Falls	New Granite Falls High	2006	132,716	\$253.97	\$33,705,843	\$398.64	\$52,905,906	\$461.48	\$61,245,780
5	Snohomish	New Glacier Peak High	2006	244,968	\$244.05	\$59,784,440	\$383.07	\$93,839,892	\$443.45	\$108,631,060
6	Edmonds	New Lynnwood High	2007	217,597	\$309.09	\$67,257,057	\$370.35	\$80,587,049	\$428.73	\$93,290,362
7	Clover Park	Lakes High Repl	2008	222,046	\$229.88	\$51,043,934	\$306.51	\$68,059,319	\$354.83	\$78,788,582
8	Marysville	New Getchell High	2008	182,524	\$373.35	\$68,145,335	\$497.81	\$90,862,272	\$576.27	\$105,183,105
9	Lake Wash	Lake WA High Repl. (N/L)	2009	214,144	\$331.02	\$70,885,947	\$412.49	\$88,332,259	\$477.51	\$102,255,901
10	Shoreline	Shorewood High Repl. (N/L)	2011	230,999	\$230.36	\$53,212,930	\$265.40	\$61,307,135	\$307.23	\$70,969,823
11	Vashon Island	Vashon Island High Repl. (N/L)	2012	81,334	\$430.26	\$34,994,767	\$474.36	\$38,581,596	\$549.13	\$44,662,939
					<b>\$274.02</b> - AVG -		<b>\$377.44</b> - AVG -		<b>\$436.94</b> - AVG -	

2014 cost data is normalized based on actual historic escalation.

2017 cost data is based on a projected escalation rate of 5% per year.

# CONSTRUCTION COST VS. PROJECT COST

**CONSTRUCTION COST:** Site & Building Construction cost as submitted by the Contractor in a competitive pre-tax Low Bid Process

**SOFT COSTS:** All other costs associated with development of the project which includes things such as WSST, Design Fees, Permitting Costs, Furniture & Equipment, Legal Fees, Construction Contingencies, etc.

## SOFT COST BUDGET FOR LARGE PROJECTS:

Sales Tax	8.50%
A/E Fees	12.00%
CM Fees	2.50%
OSPI Requirements	4.00%
Survey, Geotech, Hazmat	1.50%
Permitting	1.00%
Furnishings & Equipment	3.00%
Administrative & Legal	3.00%
Special Inspections	1.00%
Money for the Arts	0.50%
Construction Contingency	8.00%
Bond Contingency	2.00%
<b>TOTAL:</b>	<b>47.00%</b>

**CONSTRUCTION COST**

+

**SOFT COSTS**

=

**PROJECT COST**

# CONSTRUCTION COST VS. PROJECT COST

**CONSTRUCTION COST:** Site & Building Construction cost as submitted by the Contractor in a competitive pre-tax Low Bid Process

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## SOFT COST BUDGET FOR LARGE PROJECTS:

**ANACORTES HIGH SCHOOL:** 146,330 sf (existing)  
Avg Construction Cost: \$437 / sf (in 2017)

146,330 sf x \$437 = **\$63,946,210**  
**Construction Cost**

\$63,946,210 + 47% = **\$94 Million**  
**Project Cost**

Sales Tax	8.50%
A/E Fees	12.00%
CM Fees	2.50%
OSPI Requirements	4.00%
Survey, Geotech, Hazmat	1.50%
Permitting	1.00%
Furnishings & Equipment	3.00%
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Special Inspections	1.00%
Money for the Arts	0.50%
Construction Contingency	8.00%
Bond Contingency	2.00%
<b>TOTAL:</b>	<b>47.00%</b>

**CONSTRUCTION COST**

+

**SOFT COSTS**

=

**PROJECT COST**

# COMPARISONS



## ***EVERETT PUBLIC SCHOOLS:***

New High School

- 136,000 sf
- Construction in 2018
- 1500 Student Core [Phase 1 = 750 Students]
- Estimated Construction Cost \$60 Million
- Soft Costs at 50%
- Estimated Project Cost: \$89 Million
- \$441 / sf

## ***ANACORTES HIGH SCHOOL:***

146,330 sf  
1000 Student Core



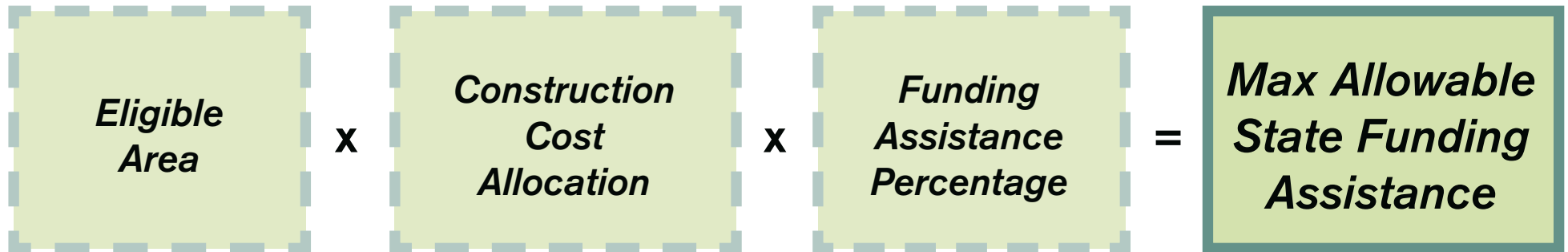
## ***HIGHLINE PUBLIC SCHOOLS:***

Replacement High School

- 218,530 sf (+ Demolition of 218,530 sf)
- Construction in 2019
- 1500 Students
- Estimated Construction Cost \$98 Million
- Soft Costs at 55%
- Estimated Project Cost: \$152 Million
- \$449 / sf

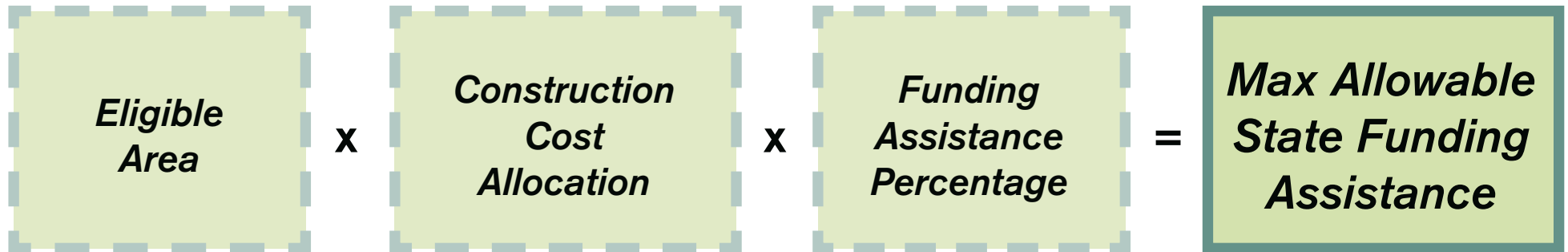
# STATE FUNDING ASSISTANCE

The amount of funding the state will approve for a proposed project is determined by a **FUNDING FORMULA** that considers three factors:



# STATE FUNDING ASSISTANCE

The amount of funding the state will approve for a proposed project is determined by a **FUNDING FORMULA** that considers three factors:



Projected 9-12 Enrollment  
5 years out = 835 students

835 Students x 130 sf/student  
= 108,550 sf

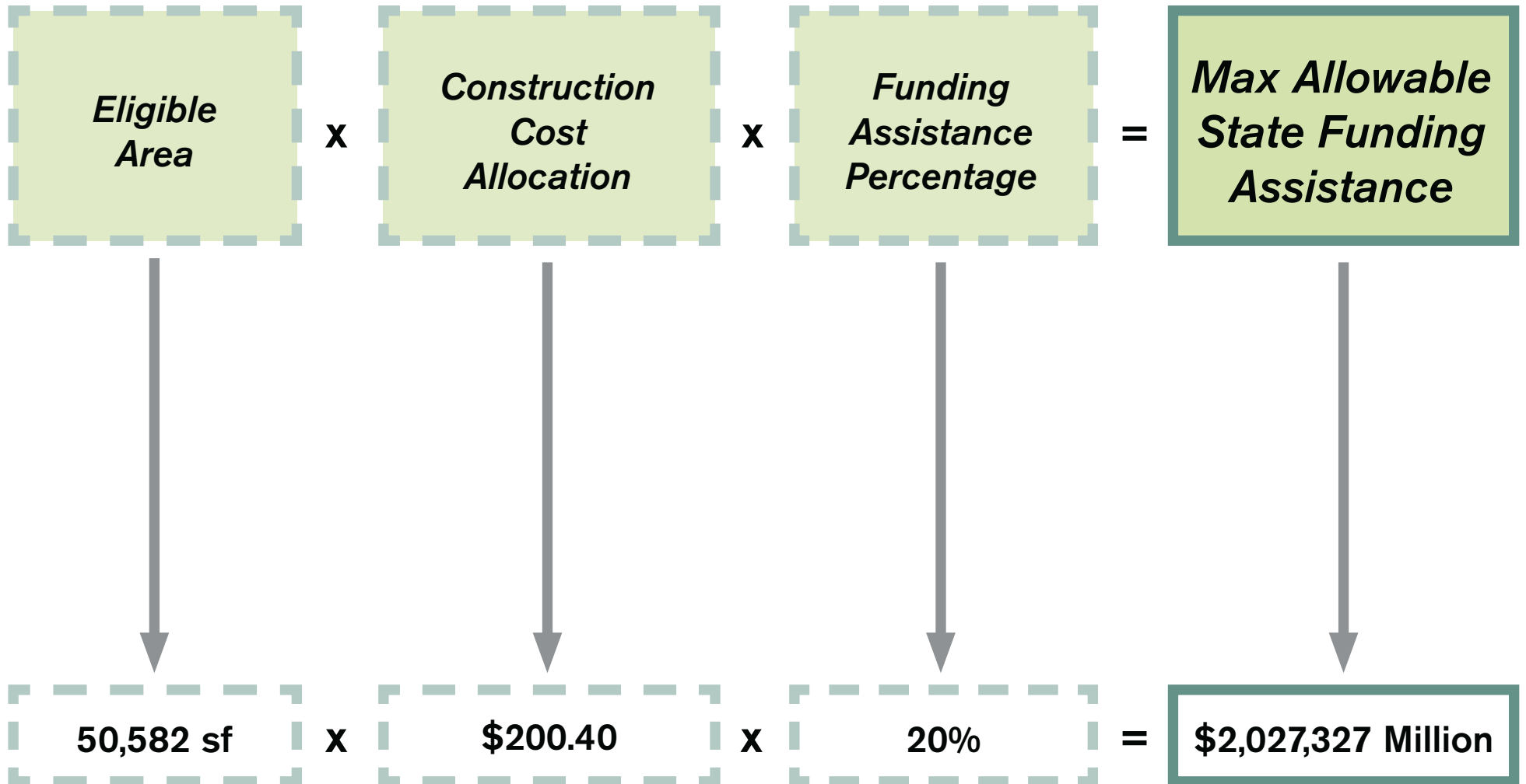
Improvements which utilized  
previous state funding = 57,968 sf

108,550 sf - 57,968 sf =

**50,582 sf**

# STATE FUNDING ASSISTANCE

The amount of funding the state will approve for a proposed project is determined by a **FUNDING FORMULA** that considers three factors:





# ANACORTES HIGH SCHOOL

## **\$40 MILLION - *Systems Upgrade & Minor Modifications***

Impact on Taxpayer with a \$300,000 Home: **+\$20/year**

## **\$60 MILLION - *Some Replacements***

Impact on Taxpayer with a \$300,000 Home: **+\$100/year**

## **\$80 MILLION - *More Replacements***

Impact on Taxpayer with a \$300,000 Home: **+\$150/year**

## **\$95 MILLION - *New High School***

Impact on Taxpayer with a \$300,000 Home: **+\$230/year**



# “Designing a New High School”

# BALANCING DREAMS & COSTS

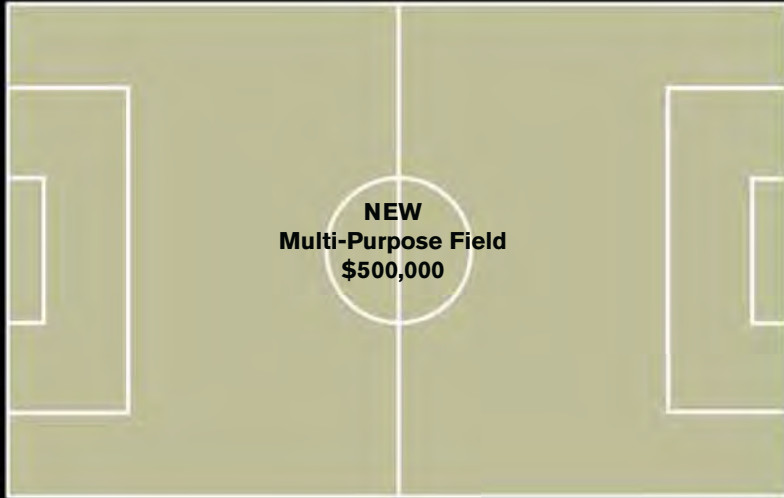


# CONSIDERATIONS

- Topography & Wetlands
- Views
- Orientation & Relationships
- Phasing



# SITE ELEMENTS



X4

## 2500 SEAT BLEACHERS

New 2500 Seat Bleachers (Open Air)  
\$2.3 Million

- OR -

New 2500 Seat Bleachers (Covered)  
\$3.3 Million

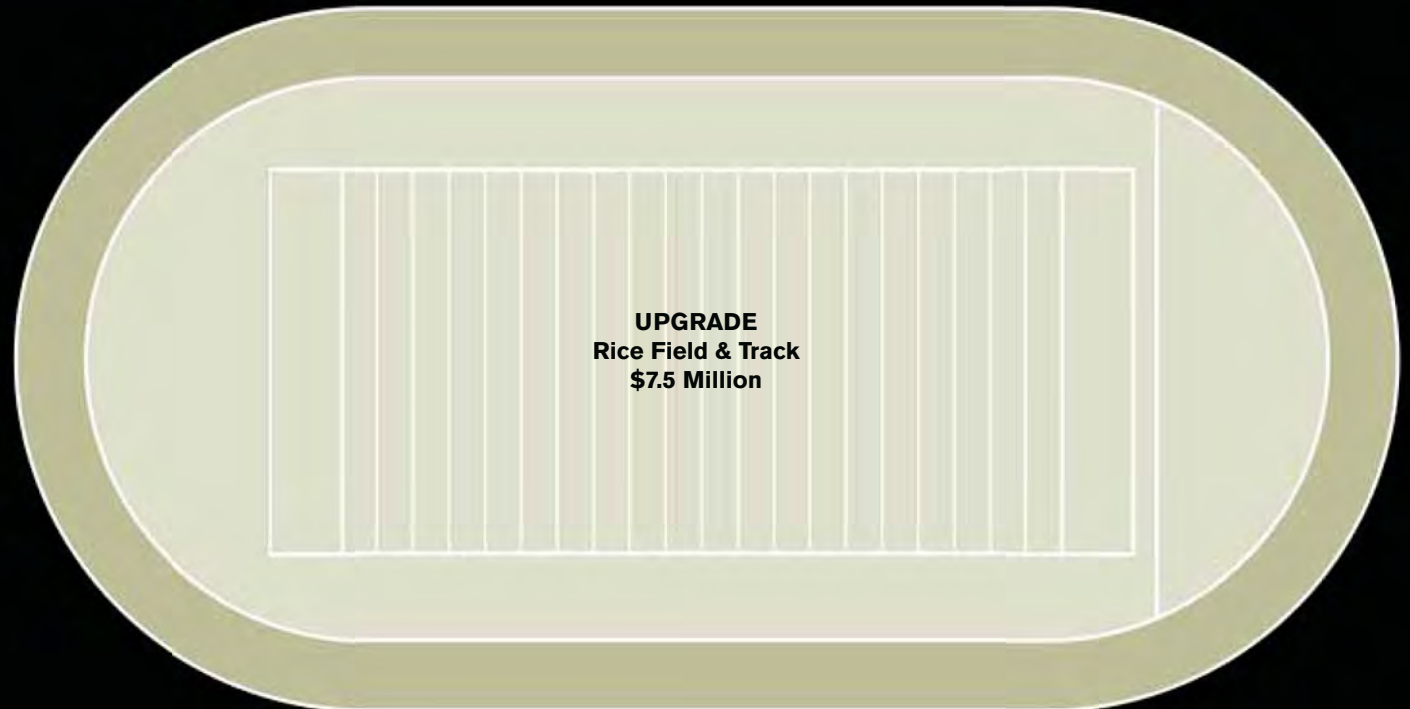
- OR -

## 1500 SEAT BLEACHERS

New 1500 Seat Bleachers (Open Air)  
\$1.4 Million

- OR -

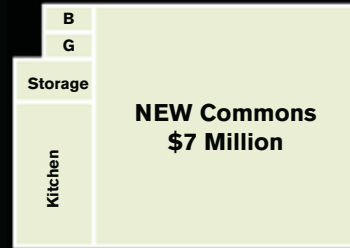
NEW 1500 Seat Bleachers (Covered)  
\$2 Million



# MODERNIZATION ELEMENTS



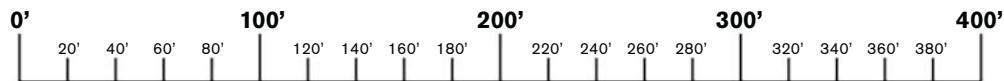
# NEW ELEMENTS



# ADDITIONAL ELEMENTS

400 sf \$250,000																				
400 sf \$250,000																				
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PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000
PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000
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PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000
PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000	PORTABLE \$250,000





# CONSIDERATIONS

- Topography & Wetlands
- Views
- Orientation & Relationships
- Phasing





# Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221

Phone: 360-293-1200 / Fax: 360-293-1222

<http://www.asd103.org>

## ASD Facilities Committee

May 6, 2014

### Feedback Form

1. Overall, how would you rate the effectiveness of today's meeting on a scale from 1-5?

**AVERAGE 1.2**

1	2	3	4	5
Very effective	Effective	Neutral	Not very effective	Not effective

2. What are your biggest take-aways from today's meeting?

- To meet goal of "fixing" HS = \$70-100 mil
- We are moving forward together on the big picture
- A real scope of the true costs in building a new high school
- Rather a consistent vision of repurpose and build new
- I think the public component of Brodniak is a community win
- The collaboration of lots of good ideas will give us the best product going forward
- We can keep some existing parts for community needs
- Some general agreement- modernize Brodniak, Rice, PE and new education
- Cost of potential changes and how it relates to taxes
- If we build it, it will be a world-class facility
- We all have very similar ideas
- We must not settle for a bad/inadequate facility
- Consensus for building on War Memorial and some modernization with new educational space
- Space vs. \$
- Pretty consistent vision. Rebuild AHS on Memorial Field. Modernize Brodniak
- Creative spaces/community spaces
- Cost of construction
- The War Memorial site has great potential
- How quickly we came to consensus about what is needed and the creative process of envisioning
- New school approach is doable within the cost constraints
- Many on same page
- Lots of options for space
- It's not as clear cut a decision as I thought – it's going to be a big sale to our community
- Consensus that we need new HS and that it can be built affordably for the homeowner/taxpayer
- Costs have grown
- I have a good idea of the cost of a new HS
- How similar all the different groups thinking came out
- \$40-60 mil does nothing and not worth pursuing
- How linked staff and committee prioritized the list and great education of committee members



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- Top 1-6 items/priority: committee vs. stakeholders
- How much agreement exists between all the groups
- Community campus feel
- Revise/modernize Brodniak and PE
- Consistency in design elements across the teams, such as rebuilding Brodniak and gym rather than new, and the use of War Memorial for new construction

### 3. What ideas do you have for next steps?

- Change management plan to avoid common failure modes in getting large numbers of people moving in the same direction
- Impact on student education to have building happening during school year
- Gather feedback on design plans (cut/paste)
- Gather student feedback on their ideal environment or have a group of student leaders add input
- We need to finalize our direction- new vs. remodel
- Prepare a conceptual plan of modernized/new school
- Take these ideas to instructional staff
- Determine overall bond
- Focus groups/tours
- I'd like to hear what the architects think
- Coming up with a real \$ figure and talking points to start conversation with voters
- Create a plan and take to the public
- We need to talk about how and when this info will be given to town
- Talk more about cost, messaging to voters, coming up with a compelling and consistent answer to "why?"
- Formalize thinking/vision/recommendation
- We need to define WHY we need a new high school
- Continued brainstorming about ways to make the community love the idea
- Refine cost estimates and configuration to prep a sales package for the community
- Proposals to debate?
- Educate the community as to why new school is needed and how it will affect community
- Focus on a final target cost
- Establish 3 cases:
  - \$ to fix existing building infrastructure; no real classroom learning changes
  - \$ ideal rehab/new construction
  - \$ comparative cost for less than ideal rehab of existing (even if that is just a % of new cost)
- Consensus on proposal
- Tax implication of proposal
- Focus groups to test
- Focus on how to construct the bond issue and rationale for new, but compromised high school
- Two or three options- not doing several
- Begin public education strategy
- Theme, appearance and feel of new vs. modernized
- Put educational concepts to layout
- Old CTE = alternative education site, Boys and Girls club, etc
- Discuss what we present to the community.



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- What combination of new & rebuild is proposed?
- How do we present this to the community?
  - I think it is important that the community see the options considered and presented with the reasons why the lower cost options were rejected.
  - Another way is to present the options over the summer, reviewing the pluses & minuses, then formulate a recommendation for the bond based on the feedback received.
- We need to develop a communications plan.
  - Establish goals
  - Define the audience
    - Who are they and how are they reached effectively?
  - Develop message
    - This isn't about bricks and mortar. It's about providing a quality education, but most voters don't have kids in the school system. It is about keeping Anacortes a viable community where families want to move to, attracting military and new job prospects. In America, it is the civic responsibility of a community to decide on what kind of education system they want. We have been a leader in education, but we cannot maintain this position without investment.
  - Develop materials/methods
    - Develop a video.
    - Web presence
    - Social media
    - Publicity
    - Advertising
    - Face-to-face presentations with groups
    - Get supporters organized to provide outreach within their sphere of influence, provide materials
  - Timeline

#### 4. Do you have any questions?

- Impact on students
- Have we ruled out including other projects in the bond? Building security, or other items?
- Further discussion on use of "old" high school for community use to be explored further
- Is there any room for safety improvements to elementary schools in this bond? What does that add to overall costs?
- When will ideas be roughly finalized?
- I question the wisdom of including the elementary school safety, parking issues, in the same bond. I believe the bond should have one issue.
- How do we explain difference between \$200 sq/ft housing and \$475 sq ft school?
- What must be demolished/too costly to modernize
  - The prior bond sought funds for Mt Erie, the high school and a maintenance facility. The community should know what your plans are for future needs.
- Do we know why the last bond failed and have we addressed the issue?
  - The 4/07 bond failed with 57.9% yes votes, while the 2/08 bond failed with 49.4% of the vote. I believe the 2/08 vote was more a vote of no confidence in the board (they had the audacity to ask for more money for the same project) than it was about supporting the schools. Much of the bond was spending for non-classroom



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elements such as \$7.5M for athletic field upgrade, different traffic flow and a multi-purpose room at Mt. Erie. It appeared as though elements weren't prioritized, rather a wish list of all parties.

- We discussed the need to upgrade Rice Field with rubberized track, covered bleachers and synthetic field to bring it up to standards, spending about \$7.5M. These are the same improvements that were sought in the last bond, that I feel people (most 50+ voters who played on real grass and whose parents sat in the rain) felt were excessive. The school board has been resigned to the fact that voters won't be asked to fund this and private funding would be sought if the project were to move forward. I fear we risk jeopardizing the project by including these "luxurious" upgrades that were rejected before. The survey we just completed rated athletic fields and support structures dead last in priority, I expect most of the voters would as well. It is a lower priority, that if desired, needs to be funded through methods currently being pursued. This would demonstrate to the community a prioritization of wants and address the wishes of voters expressed in past elections..
- The athletic field will be a red flag for many voters and will "pull them out of the woodwork" to vote down the measure because you may be perceived as trying to slide it through. Are you willing will to forego a quality education facility for our kids over synthetic turf?
  - The 2/08 bond was not lost because fewer people voted for the bond (08 had 223 more votes), it was lost because 1,478 more people (an increase of 48%) voted no.
- Personal note: I played sports (wrestled, football, track) all through high school. It was a good time and taught me some lessons about teamwork, leadership and fighting through adversity. So there can be a role for athletics in schools, but I don't put them in the same category as academics. I feel I have a civic duty to educate kids, and give the tools to be successful (e.g. technology levy), but athletics is not part of that equation. I think that is a sentiment shared by many in the community. If funds are needed for these activities athletic supporters or parents need to foot the bill.

### 5. What other feedback do you have for our facilitators?

- Productive meeting
- All of the additional public uses for Brodniak, Boys and Girls club options and other public uses
- Great facilitation
- I like the War Memorial idea
- Good meeting
- Need to take into account other taxes paid by property owners and potential for city street overlay bond
- Great job
- Deeper conversation needs to be had about location of spaces vs. needs
- Keep it up! Please provide all slides to committee after meeting
- Nice job today, stayed on point
- Great props and video.
- Great job
- Good steps
- Great session!
- Good work!
- Sell will be most important!
- Well done exercise
- More community use ideas for shared or scheduled facility use
- Bond \$ to other buildings
- Bus garage and maintenance supply storage needs



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- I came across an AARP study of preferences of the 50+ population for what makes a livable community – schools ranked # 2, behind police.
- I believe this community places the same high value on education as shown in the survey, as demonstrated by the latest levy results where 79% of the ballots cast were by a 50+ voter.
  - 2014 Levy Results: 34% (1,648) <50 voters turned out while 63% (6,112) of >50 crowd did
- This community supports the schools, although they may not feel the proposals put before them shares their values, and they will express their dissatisfaction at the ballot box.
- Many voters in Anacortes are on fixed incomes, they have no way to recoup added taxes. Their only option is to dig into savings or do less in other areas. They should be recognized for their sacrifices. For those in dire straits, the county does have a program to minimize the impacts of added levies, but that's not available to all on fixed incomes.
- Most residents watch their spending and don't go for excesses. They don't expect their taxes to support excesses they wouldn't do for themselves.
- Don't use building a new school as an excuse to create a Taj Mahal.



# Anacortes School District 103

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## Facilities Committee Meeting May 6, 2014

### Agenda:

#### 1. Opening (Dr. Mark Wenzel, Kirk Kennedy)

##### Meeting outcomes:

- Understand implications of total project cost in relation to taxes
- Understand how high school project costs are determined
- Develop a high school design proposal with a group in getting the committee closer to a shared vision for a bond

##### Minutes, roadmap, survey results, video

- Dr. Mark Wenzel opened the meeting with a quick overview of the April meeting discussion around design patterns/key components of a 21<sup>st</sup> century school.
- Dr. Mark Wenzel showed a short video highlighting three new area high schools: Marysville Getchell High School, Lynnwood High School and Glacier Peak High School.
  - Dr. Mark Wenzel and Marc Estvold toured each of the schools in May. They came back impressed with the Marysville school which houses four small high schools (400 students each) on the campus. They praised it for its innovative nature, flexible learning spaces, “community college feel” and focus on student learning.
- Copies of the minutes from the April meeting were emailed to all committee members; Dr. Mark Wenzel asked the committee to formally approve the minutes. (Stultz/Lovelett)
  - Dr. Mark Wenzel reviewed the roadmap/schedule of the process. Upcoming meeting dates:
    - May 27, 2014 meeting will focus more deeply on the financial commitment.
    - June 10, 2014 review of draft community proposal. This proposal will be shared with the community and feedback will be gathered June-September.
- The committee and AHS staff participated in a “Design Element Prioritization Survey.” Kirk Kennedy compiled the results of this survey which showed a common priority on six elements: 1) larger, flexible classrooms, 2) science labs, 3) CTE/vocational learning spaces; 4) flexible auxiliary learning spaces; 5) commons/cafeteria/multi-purpose areas and 6) art and music spaces.

#### 2. Fields update (Marc Estvold) 5 minutes

- Marc Estvold reported that Bob Harding from D.A. Hogan & Associates has completed a field survey of our existing athletic facilities on the AHS campus. Facilities observed: War Memorial Field and Stadium, Rice Field, and tennis courts. The intention of the survey was to summarize existing conditions, clarify typical facilities at other Washington high schools of similar size and to identify needs.
- If the committee were to include building onto War Memorial Field the following recommendations were made to bring Rice Field to standard:
  - All-weather turf field
  - Re-orient track
  - Enlarge soccer field
  - Add practice field
  - Construct bleachers
  - Add restrooms, concession and storage facilities



## Anacortes School District 103

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- Upgrade lighting
  - Make ADA accessible
  - Committee will need to discuss scope of proposal
  - Committee will need to consider best way to honor veterans – suggestion to create a War Memorial installation and to consider history of Rice Field
  - Karl Yost asked the committee to consider Volunteer Park in discussion
3. Bond cost and taxes (Lisa Matthews)
- Lisa Matthews shared annual taxes paid by community homeowners and projections through 2018 for four different bond scenarios (Appendix 1)
  - Lisa Matthews shared current tax rates (Appendix 2)
4. Review data on total cost of new high schools (Kevin Oremus)
- Kevin Oremus presented data regarding the construction cost of new high schools in the Puget Sound region with construction costs escalated to years 2014 and 2017. This data showed that the average square foot cost in 2014 at \$377.44, and the average square foot cost in 2017 at \$436.94. The 2014 cost data is normalized based on actual historic escalation, the 2017 cost data is based on projected escalation rate of 5%/yr.
  - Kevin Oremus identified the differences between construction costs (site and building construction cost as submitted by the contractor) and soft costs (all other associated costs, including, but not limited to WSST, design fees, permits, furniture and equipment, legal fees, contingencies, etc) Soft costs are expected to run approximately 47% of budget for large projects. Construction cost + soft cost = project costs
  - Kevin Oremus shared projected cost for new construction in Anacortes as 146,330 sf (existing) x \$437 ave sq ft cost = 63,946,210 + 47% soft cost estimation = \$94 million project cost. He shared examples of local area bonds (Everett and Highline) at \$89 mil and \$152 mil, respectively, for a new high school
  - Kevin Oremus also explained the state funding formula which includes eligible area + construction cost allowance + funding assistance % = maximum allowable state funding assistance. Based on this formula, the anticipated allowance is approximately \$2, 027,327 for Anacortes School District.
5. “Designing a new high school” activity (Katie Pond) (All)
- Katie Pond led the committee through a team activity created for each team to create its own proposal and budget. Each team was given a large map and asked to consider elements including topography, wetlands, views, orientation/relationship and phasing. They were given a number of site elements including athletic facilities, learning spaces, modernization elements, new elements and additional elements such as parking, portables, etc.
  - Each team presented their proposal:
    1. Team 1
      1. \$71.5
      2. Green spaces, modernization of Brodniak and PE, 2 buildings, 2 stories each, field upgrades, tennis upgrades, expanded existing parking, common areas and breezeways
    2. Team 2
      1. \$78
      2. Field upgrade, modernized Brodniak and PE, tennis upgrades, additional parking, additional practice fields, green space, entry parking PE and Brodniak as a separate building, CTE wing, second story over commons area, improved science wing, maximized views
    3. Team 3
      1. \$72.6





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2. Modernized PE and Brodniak, field upgrades, covered seating, moved parking area
  4. Team 4
    1. \$100
    2. Build a War Memorial installation to honor veterans, field upgrade, modernize Brodniak, separate Brodniak building and parking, PE wing by fields, CTE wing, second story over Commons, outdoor spaces, connect buildings with covered corridors
  5. Team 4
    1. \$75.8/93.9 with total rebuild
    2. Modernized Brodniak and gym, add \$3 million in new spaces, parking, pass through area when school is not in session, field upgrades, access to multi-purpose field, second floor, core educational areas focus of spending
  6. Team 5
    1. \$86
    2. Field upgrades, access past Steinman's Market, modernize Brodniak and PE, additional performance and gym spaces, parking for sports, two-story, utilize view, CTE/Science center, courtyard space
6. Wrap-up/next steps/feedback form (Dr. Mark Wenzel)
- Next meeting: May 27, 2014
  - Feedback forms were provided to participants
  - Meeting was adjourned



# ANACORTES SCHOOL DISTRICT

NO. 103

## CAPITAL FACILITIES COMMITTEE MEETING 5: THE FINANCIAL COMMITMENT

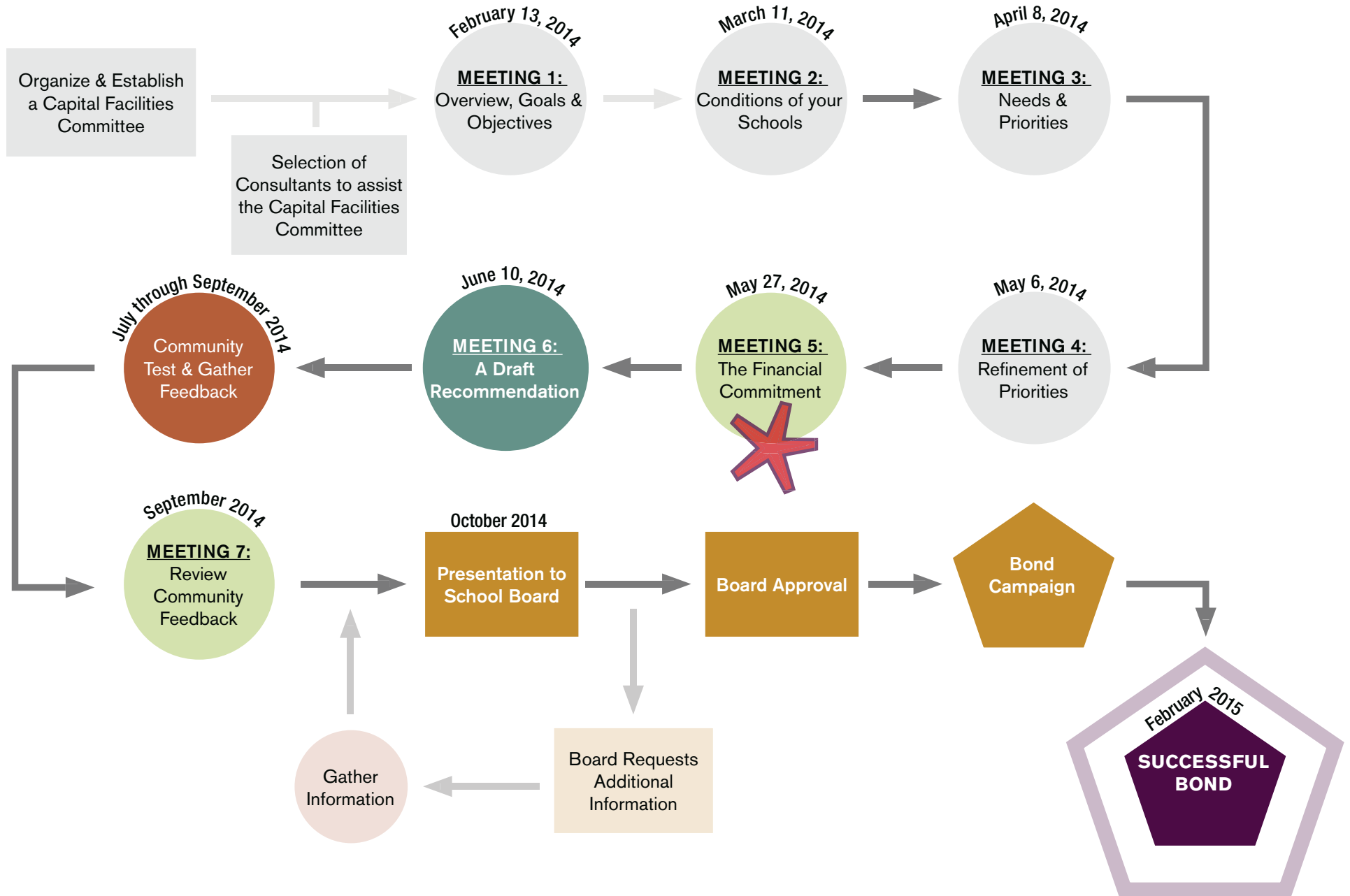
MAY 27, 2014

- I. Opening**
- II. Agenda, Roadmap and Minutes Approval**
- III. Other Possible Sites for New Construction**
- IV. Essential District-Wide Improvements**
- V. Communication Strategy**
- VI. Table Talk**
- VII. Debrief**
- VIII. Feedback form / Next Steps**

## **OUTCOMES**

1. Examine all possible sites and determine if the committee needs any more information on alternate sites
2. Understand other district needs to consider for the bond
3. Determine whether the committee has a proposed dollar amount in mind for the bond – or an amount that most committee members are comfortable with
4. Determine the best outreach strategy for community outreach this summer – a formal proposal or an overview of the work that has been done so far (with an opportunity for feedback)
5. Understand change leadership and begin to discuss communication strategy

# A ROADMAP OF THE FACILITIES PROCESS





# Possible Construction Sites

# OPTION A: BUILD ON WAR MEMORIAL FIELD

- Limited Disruption to Educational Programs
- Maintains PE Facilities & Brodniak Theater
- Community Presence & View
- Consolidated Campus



# OPTION B: BUILD TO NORTH

- Expense to Build New PE & Music Facilities
- Increased Infrastructure (Roads, Utilities)
- Brodniak in Center of Playfields
- Doesn't take Advantage of Views & Community Presence
- Minimal Disruption to Educational Program



# OPTION C: PHASED ADDITION

- Long Construction Schedule
- Increased Cost of Temporary Facilities
- Disruption of Educational Program
- Design Limitations





# OPTION C: PHASED ADDITION

- Steep Slope Restricts Allowable Building Area
- Program Relationship Challenges



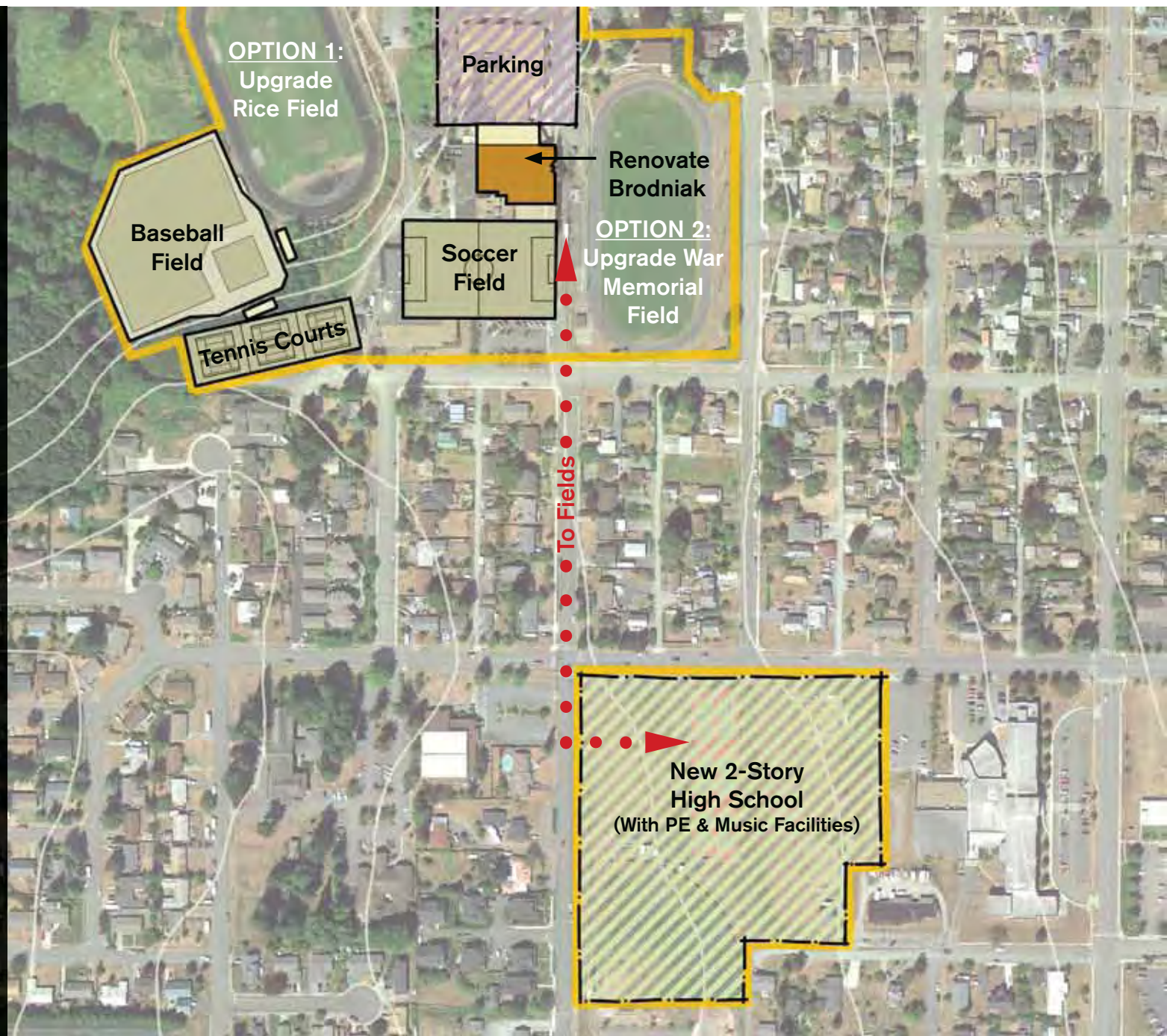
# OPTION C: PHASED ADDITION

- Design Limitations
- Long & Complicated Construction Phasing
- Disruption of Educational Program
- Increased Cost for Replacement of PE Facilities



# OPTION D: BUILD NEAR MIDDLE SCHOOL

- Same Campus as Middle School and Island View Elementary
- Removed from Playfields
- Brodniak in Center of Playfields
- Move Baseball Field & Tennis Courts





# Essential District-Wide Improvements

# ESSENTIAL DISTRICT-WIDE IMPROVEMENTS

**MARTY YATES**  
Director  
ASD Maintenance Department

## Mount Erie Elementary Re-Roofing

Construction Cost	\$281,408
Soft Costs @ 35%*	\$98,493

---

**ESTIMATED PROJECT COST: \$379,901**

## Fidalgo Elementary Re-Roofing

Construction Cost	\$441,540
Soft Costs @ 35%*	\$154,539

---

**ESTIMATED PROJECT COST: \$596,079**

**PATRICK HARRINGTON**  
Chair  
Schools Safety Committee

## Elementary School Safety Upgrades (Mount Erie, Island View, Fidalgo ES)

---

**ESTIMATED PROJECT COST: \$200,000**

**Essential District-Wide Improvements: \$1,175,980**

**TOTAL BUDGET ALLOCATION: \$1.2 Million**

\*Soft Costs reduced to 35% due to limited OSPI Requirements, Furnishings & Equipment, Survey, Geotechnical, Hazmat, etc.



# Communication Strategy



## Table Talk:

Do you have a dollar amount for the bond that you are comfortable with?

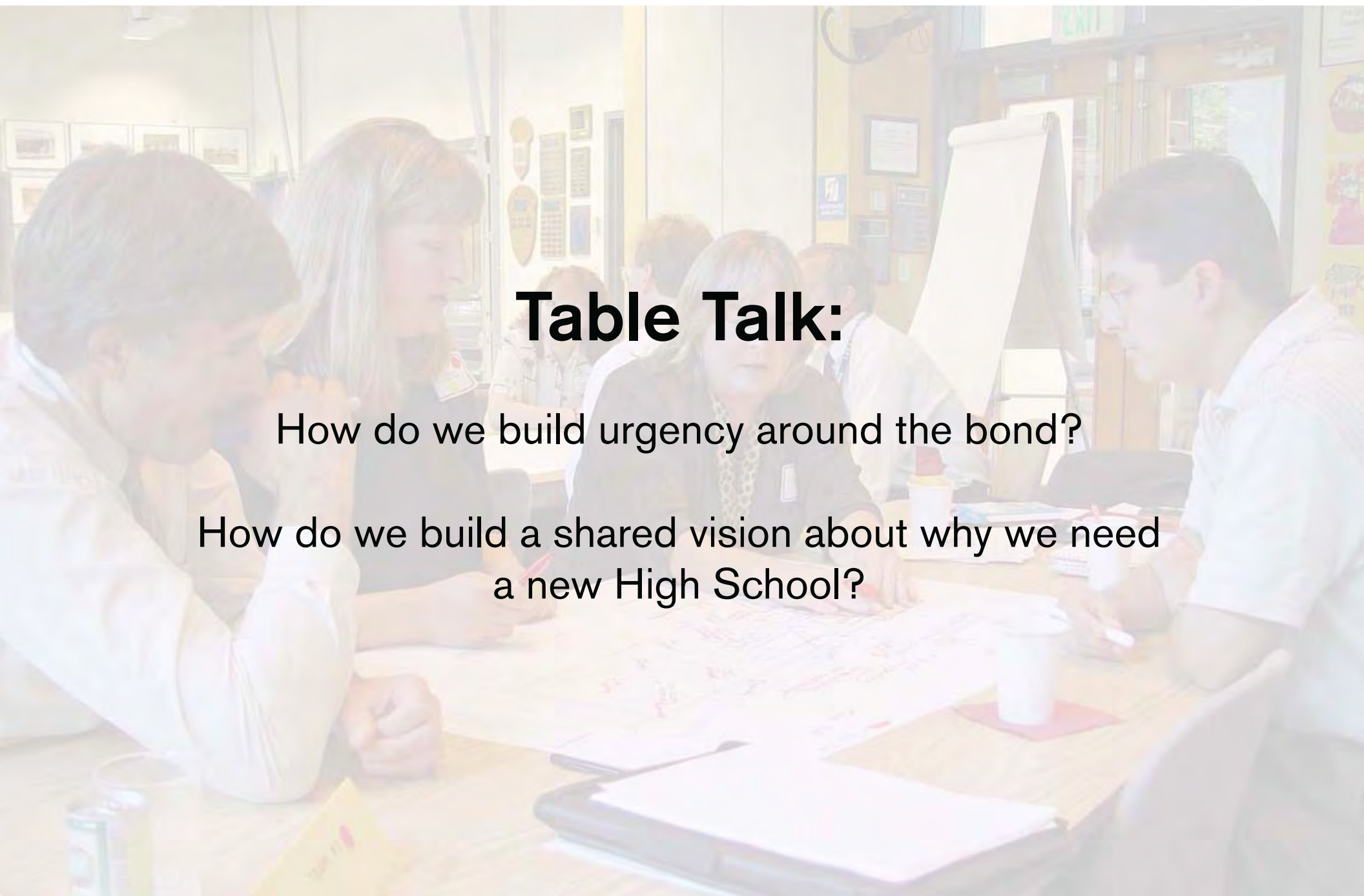
Is there a level you think the community will support?



## Table Talk:

What is the best approach to take the committee's work to the community this summer?





## Table Talk:

How do we build urgency around the bond?

How do we build a shared vision about why we need a new High School?



# Anacortes School District 103

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## ASD Facilities Committee

May 27, 2014

### Feedback Form

**1. Overall, how would you rate the effectiveness of today's meeting on a scale from 1-5?**

Average rating: 1.45

1	2	3	4	5
Very effective	Effective	Neutral	Not very effective	Not effective

**2. What are your biggest take-aways from today's meeting?**

- a. Rubber meets the road time. Must synthesize all ideas into deliverable report
- b. The committee is in agreement on the "new school" concept. Now, the process and how to communicate with voters
- c. Communicate support for jail- our children deserve better
- d. Sell the vision-education of our students (children and adults)
- e. Overcome reasons why we stepped away from previous bond needs
- f. Vision of community
- g. Focus on investment in children
- h. Distinguish from previous bond which included non-student services (parking, field)
- i. Building new is a responsible use of community dollars, not a band-aid
- j. Need a consistent voice for what we tell community
- k. Great conversation regarding planning and vision
- l. We are all on the same page- that is a great thing!
- m. Help shape the message we are taking to voters
- n. Making good process toward decisions
- o. Stress in the room regarding \$
- p. Openness to discuss cost/vision
- q. Still some discussion to be had at our committee level on communications strategy and bringing a vision/plan to community
- r. Vision is positive- do it differently this time
- s. We need to be very clear and articulate our decisions confidently to the public
- t. Communication is key
- u. Clear message to community- they are paying for jail!
- v. We need to go out with common goal/vision
- w. Create a positive vision that the community can support
- x. We need to watch how we go about it. Don't lead with a threat- go with a positive vision
- y. Surprised by thoughts on cost



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### 3. What ideas do you have for next steps?

- a. How to package the bond. What goes in?
- b. How to better integrate city, district, employees, community, facilities, programs, stakeholders
- c. Video by students would be powerful
- d. Key talking points to dismiss alternatives
- e. Be concrete, get specific
- f. Need clear vision
- g. Continue process as planned
- h. Focus groups will be important
- i. Communicating our vision
- j. More discussion on communication plan to voters and how concrete a plan we need in the coming months
- k. Move forward- create vision
- l. I would be willing to support the summer sessions with voters
- m. Must define the needs and the costs
- n. Bringing community in to tour AHS
- o. Churches could host BBQs
- p. As part of communication, it is important to address prior bond issues (e.g. parking at Mount Erie)
- q. More processing of final idea with proposal, cost and presentation

### 4. Do you have any questions?

- a. Football field wont sell as well as soccer/football/multi-use stadium
- b. Priorities in AHS building
- c. Compare school millage to hospital/jail
  - i. \$2/1000 for maint/op/tech
  - ii. \$1/1.25 for bond/infrastructure
- d. When will decision be made?
- e. Do we have an agreement to incorporate elementary school improvements (roofs, safety) in this bond?  
Agreement on plan for Rice field, Brodniak, gym?

### 5. What other feedback do you have for our facilitators?

- a. Facility design at AHS-
  - i. function (mechanical, HVAC, power, etc) by building areas
  - ii. integrated programs (proximity to each other)
- b. Emphasize dollar per month
- c. Emphasize \$/\$1000 as compared
- d. Total bond amount communicated, but secondary to vision
- e. Good job leading
- f. Very well informed
- g. Keep going-doing great!
- h. .60/day= \$80 million
- i. Downplay the card-entry security
- j. The 'stadium' work may bring up negative pictures for past voters. Can we say "athletic fields" instead?



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## Facilities Committee Minutes May 27, 2014

### Outcomes

1. Examine all possible sites and determine if the committee needs any more information on alternate sites
2. Understand other district needs to consider for the bond
3. Determine whether the committee has a proposed dollar amount in mind for the bond – or an amount that most committee members are comfortable with
4. Determine the best outreach strategy for community outreach this summer – a formal proposal or an overview of the work that has been done so far (with an opportunity for feedback)
5. Understand change leadership and begin to discuss communication strategy

### Activities

#### a) **Agenda, roadmap and minutes approval (Mark Wenzel– 5 minutes)**

1. Dr. Mark Wenzel welcomed participants and reviewed the agenda activities and outcomes
2. Mark reported that the district would be filming a short (3 minute) video for staff that introduced the facility committee work and bond proposal next steps. He asked for volunteers who would be willing to be interviewed as part of this video.
3. Mark reviewed the minutes of the May 6, 2014 meeting and submitted them to the committee for approval; so moved (Wilhoit/Frazier, unanimous approval)
4. Mark reviewed the meeting/process roadmap. The next meeting will be held June 10, 2014

#### b) **Other possible sites for new construction (Kevin Oremus – 15 minutes)**

1. Kevin Oremus reviewed options for building sites.
  1. Option A: Build on War Memorial
    1. Limited disruption to educational programs
    2. Maintains PE and Brodniak features
    3. Consolidated campus
    4. Optimize view
    5. Community presence
  2. Option B: Build to the north
    1. Additional expense for PE/music facilities
    2. Increased expense for infrastructure (roads, utilities)
    3. Brodniak would be centered in playfield area
    4. Loss of view
    5. Loss of community presence
    6. Minimal disruption to educational program
  3. Option C: Phased addition
    1. Long construction schedule
    2. Increased costs for temporary facilities
    3. Disruption of educational program
    4. Limitations to design options



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4. Option D: Build near AMS/ISV
    1. Combined campus with AMS/ ISV
    2. Removed from playfields
    3. Brodniak centered in playfield area
    4. Increased cost to move baseball and tennis courts
  2. Kevin Oremus led the committee through a table discussion of the various building site options. Committee feedback included:
    1. Need to consider cost benefit of each option
    2. Need to communicate the cost benefit analysis with community
    3. Smiley's Bottom site is marshy/bog and not suitable for building site
    4. AMS PE facilities would be limited on Option D. Would they have to walk to playfields for class? Safety concerns, time concerns
    5. Option D concerns with safety (students walking between building and playfields, parking and multiple entrances) PE classes, music and drama at another location and impact on schedule, safety, assemblies, etc.
    6. Priority to communicate the committees decision and reasoning behind it
    7. Need to communicate, consider impact of 2 story design on neighborhood
    8. The consensus of the committee is that War Memorial Field is the optimal building site. The committee voted by show of hands and this was the unanimous decision.
- c) Other district needs (Marc Estvold – 5 minutes)**
1. Marc Estvold led the discussion around other essential district improvement needs
    1. The study and survey review identified several areas of urgent improvement needs district-wide. Considering the next bond will be 6-8 years out, what is the best way to address these needs?
    2. Maintenance building is not cited as critical need and is not addressed in this recommendation.
    3. Parking/drop off is not addressed in this recommendation. Will continue to look at options to address concerns outside of the committee bond recommendation.
    4. Note: soft costs calculated at 35% (OSPI requirements, furnishing and equipment, survey, geotechnical, hazmat, etc)
      1. Mount Erie Elementary Re-roofing
        1. Estimated project cost \$679,901 (construction 281,408/soft cost 98,493)
      2. Fidalgo Elementary Re-Roofing
        1. Estimated project cost \$ 596,097( construction 441,540/soft cost 154,539)
      3. Elementary School Safety Upgrades (MTE, ISV, FID)
        1. Per recommendation from School Safety Committee
        2. Estimated project cost \$200,000
        3. Note: Whitney is not included in this list. The facility will require outside consulting to address safety needs
    5. Essential district-wide improvement estimate: \$1,175,980/ Total budget allocation 1.2 million
- d) Communication strategy (Mark Wenzel – 10 minutes)**
1. Mark provided a draft communications plan/timeline for review and discussion
    1. Other district's success with "Amway model" of small house parties to share proposal information
    2. Change Leadership model to support managing/leading change
    3. Focus on urgency, deeper student learning, and connection to values of Anacortes community



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### e) Table talk (Mark Weznel – 30 minutes)

1. Mark led the committee through a table discussion around the following three questions?
  1. Do you have a dollar amount for the bond that you're comfortable with? Is there a level you think the community will support?
  2. What's the best approach to take the committee's work to the community this summer?
  3. How do we build urgency around the bond? How do we build a shared vision about why we need a new high school?
2. Committee feedback by Question
  1. Do you have a dollar amount for the bond that you're comfortable with? Is there a level you think the community will support?
    1. 70-90 million
    2. 90-100 million
    3. 90-100 million
    4. 80-100 million-but need to focus on tax rate, not dollar
    5. 70-100 million- must be right package
  2. What's the best approach to take the committee's work to the community this summer?
    1. Develop clear vision and share consistently with community
    2. Be transparent with costs
    3. Tell the story of process, get feedback, have vision but not details- share general concept, be consistent with story
    4. Need point person so all questions are answered the same way, every time. Consistency is key. Answer every question and have all the data.
    5. Focus on the vision
    6. Leave something to cut
    7. Fear of "mushy" proposal-can create mixed message.
    8. Don't give low, medium and high proposals
    9. 2 phase process: get feedback, but communicate that this is what we believe and have clear vision about what we want/need and why
    10. Need to be vague with details or have complete details. Not in the middle.
    11. Details needed. Need to communicate exactly how everything will work and have a clear number. You need to tie the dollar amounts to the details.
  3. How do we build urgency around the bond? How do we build a shared vision about why we need a new high school?
    1. Specificity takes time to develop
    2. Summer: focus groups, community groups, get lots of feedback
    3. Fall/winter: take out detailed plan based on feedback
    4. Open houses at AHS
    5. Focus groups at AHS
    6. Don't give "threats" – don't build sense of urgency around the wrong things. Focus on falling behind other communities. Focus on community feeling. Defining decision for the city. Focus on building the best kids and community. Don't focus on the building itself.
    7. Capture the imagination of the community. Optimistic, forward-thinking
    8. Focus on success for ALL students
    9. Community supports improvements to infrastructure (library, jail). Now it is schools turn.
    10. Connect to community values
    11. Tech levy was the first step in vision...this is the next step



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- f) Debrief (15 minutes – Mark Wenzel)
  - 1. The next meeting will be held June 10, 2014.
- g) Feedback form/next steps (5 minutes)
- h) Adjourn



# ANACORTES SCHOOL DISTRICT

NO. 103

## CAPITAL FACILITIES COMMITTEE MEETING 6: A DRAFT RECOMMENDATION

JUNE 10, 2014

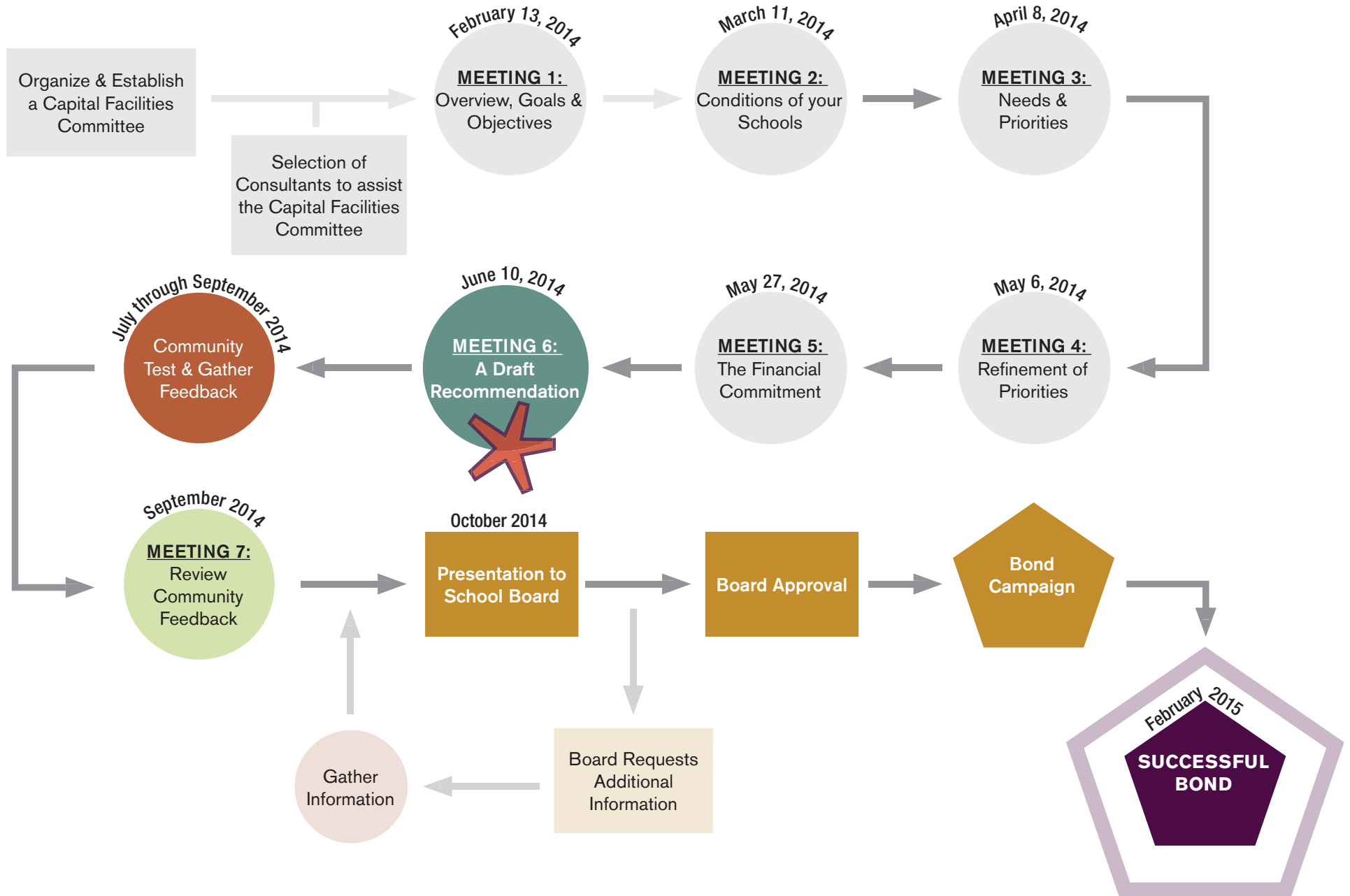


- I. Opening**
- II. Agenda, Roadmap and Minutes Approval**
- III. Taking a Design to the Community**
- IV. Synthesizing our Conceptual Design**
- V. Getting Clearer on the Components**
- VI. Video / Outreach Plan**
- VII. Fall Plan**
- VIII. Feedback Form & Closing**

## **OUTCOMES**

1. Committee members will come to a consensus on major parts of the bond proposal – and determine the components that will require further discussion in the fall
2. Committee members will understand the district's community outreach plan this summer, and their role and the message in communicating with local residents
3. Committee members will understand the process this fall for reviewing feedback and making a final decision, including fall meeting dates

# A ROADMAP OF THE FACILITIES PROCESS



An aerial photograph of a school campus with architectural overlays. The overlays include a large oval track on the left, a central building complex, and another oval track on the right. Labels include 'J AVENUE' (vertical), '17TH STREET' (horizontal), 'PROPERTY LINE' (horizontal), and 'K AVENUE' (vertical).

# Taking a Design to the Community

- **Mixed Feedback from the Committee**
  
- **Examples of Two Successful Campaigns**
  
- **Both Block Diagrams – Minimal Upfront Investment**
  - Island Hospital
  - Skagit County Jail

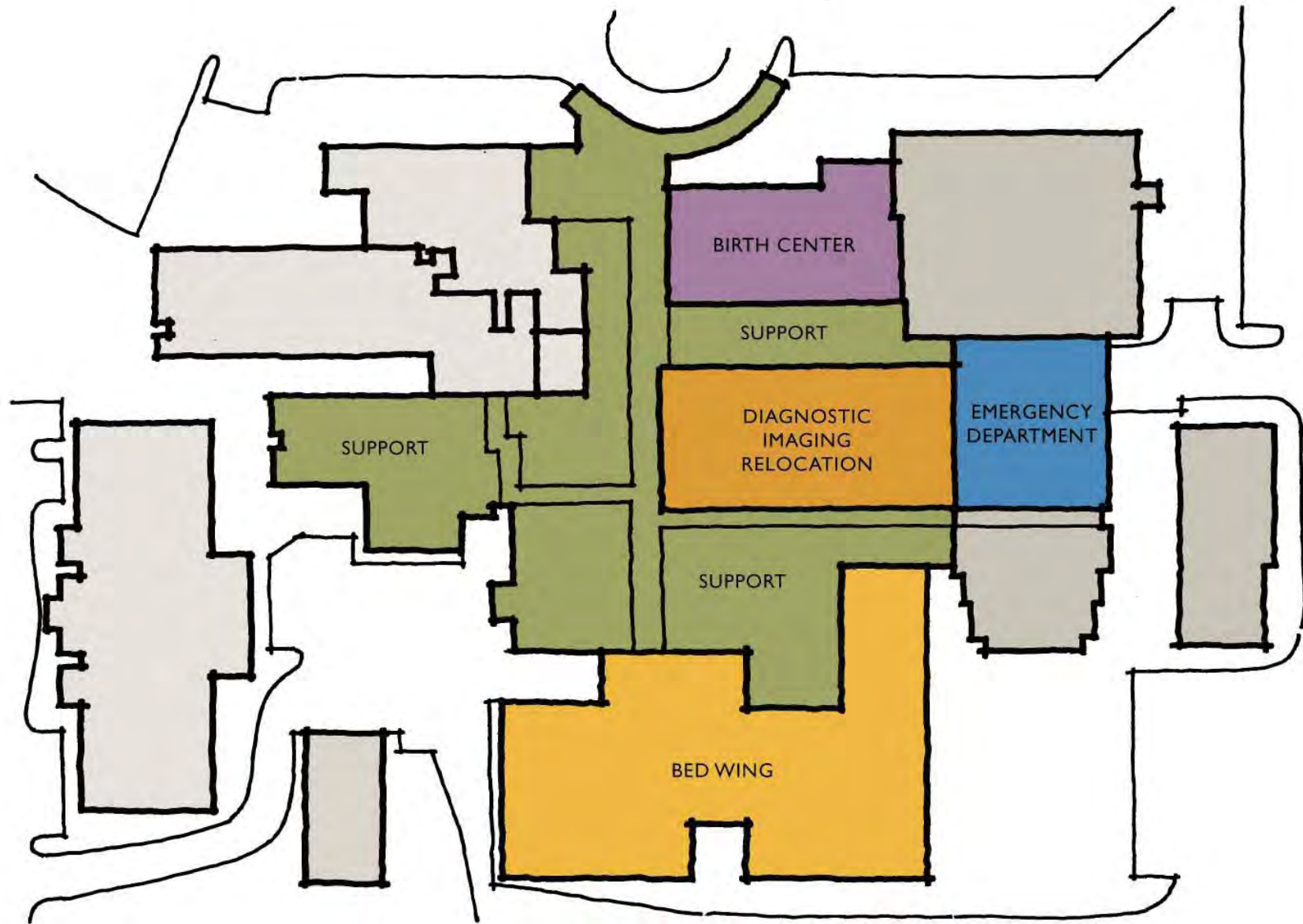


ISLAND HOSPITAL

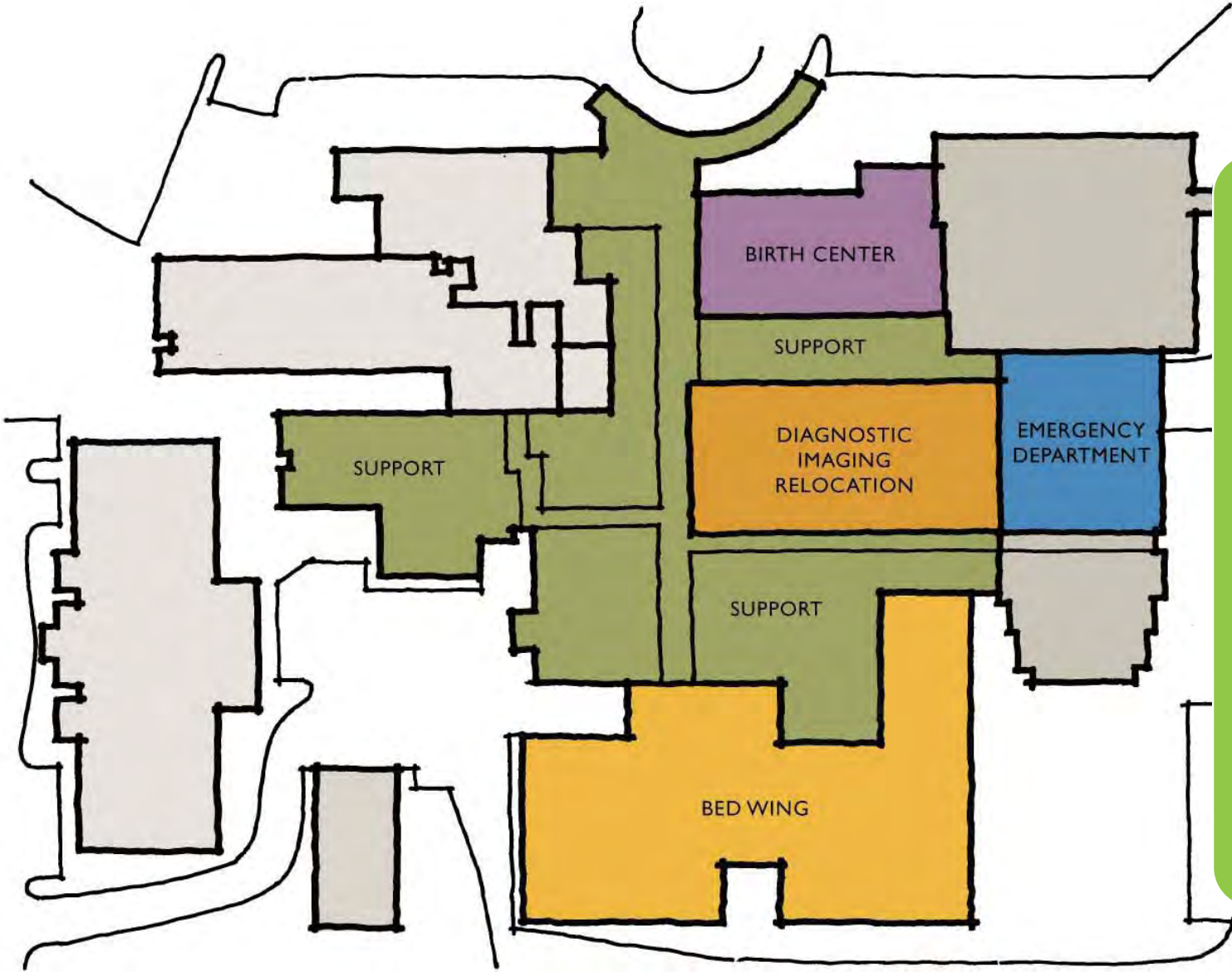
2004

Hospital Bond  
Proposition

# *Island Hospital Proposed Project*



# Island Hospital Proposed Project



Final solution  
Patient Beds, Diagnostic Imaging  
Emergency Department, Lab

# Skagit County Public Safety Jail facility

## Anacortes Noon Kiwanis

**Will Reichardt**, Sheriff, Skagit County

**Bonnie Bowers**, Police Chief, City of Anacortes

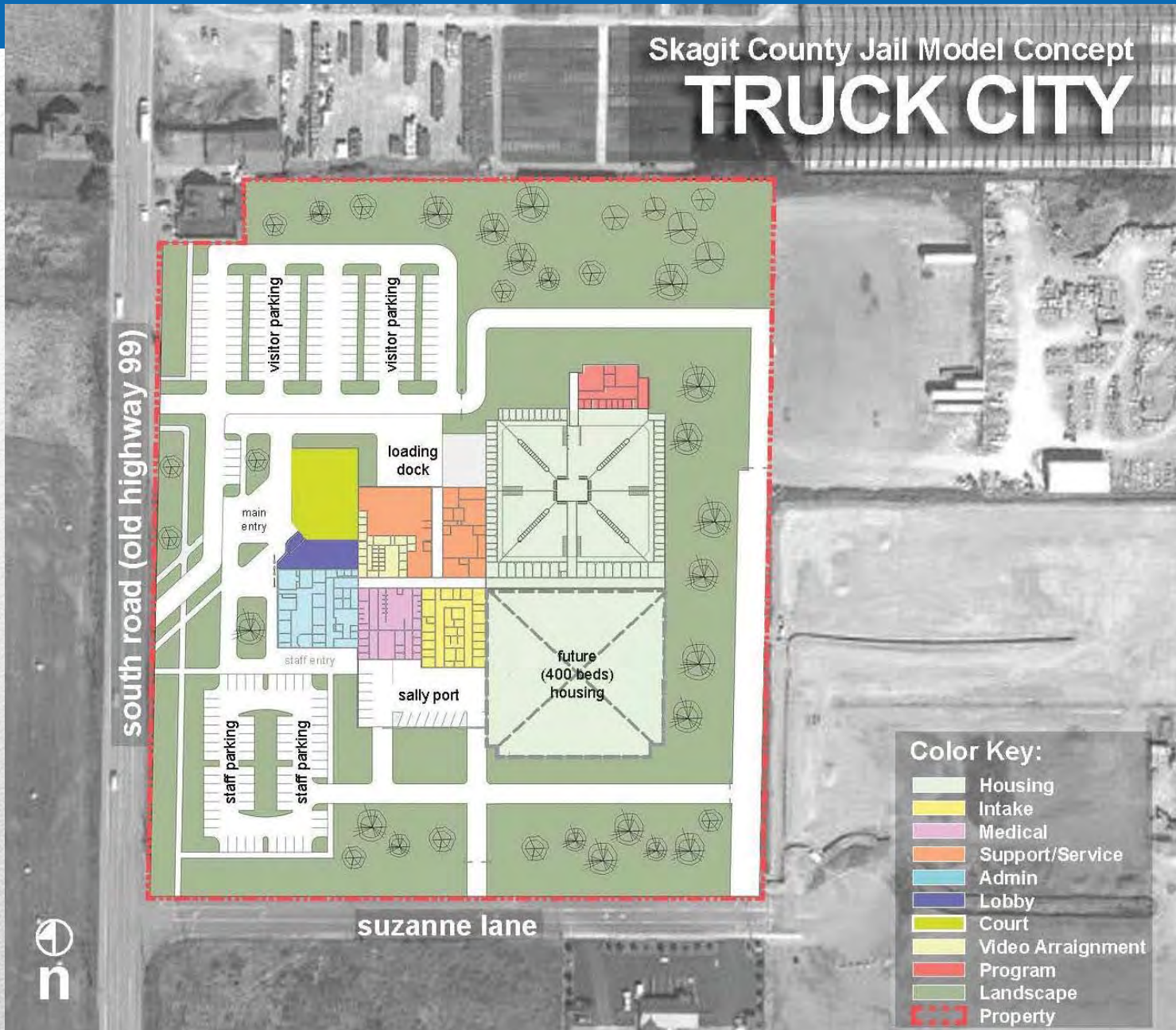
**Marc L Estvold**, AIA, LEED AP

June 27, 2013

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# Skagit County Jail Model Concept TRUCK CITY



## Truck City / Suzanne Lane Site



# Synthesizing our Conceptual Design

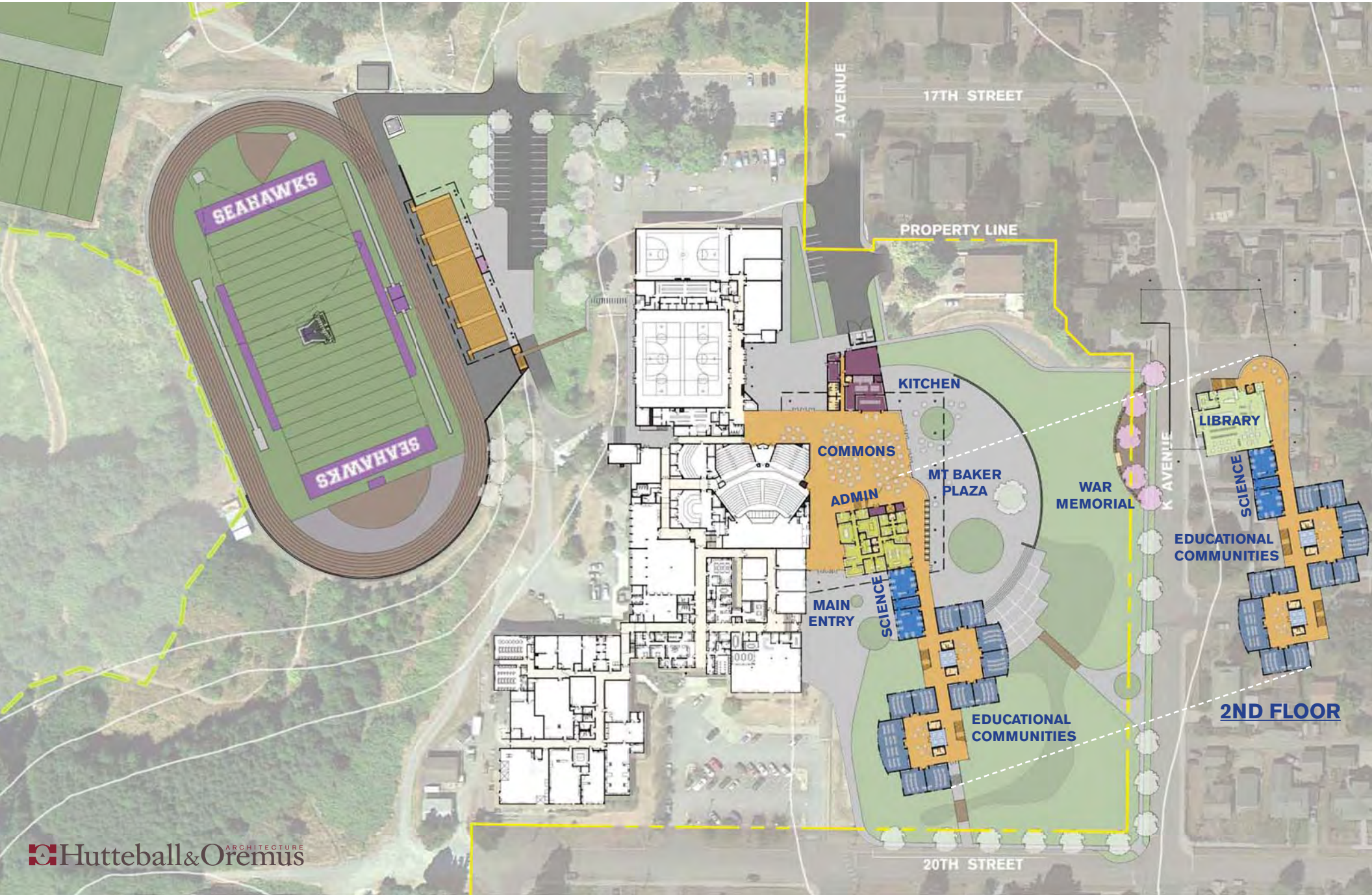
# EXISTING SITE



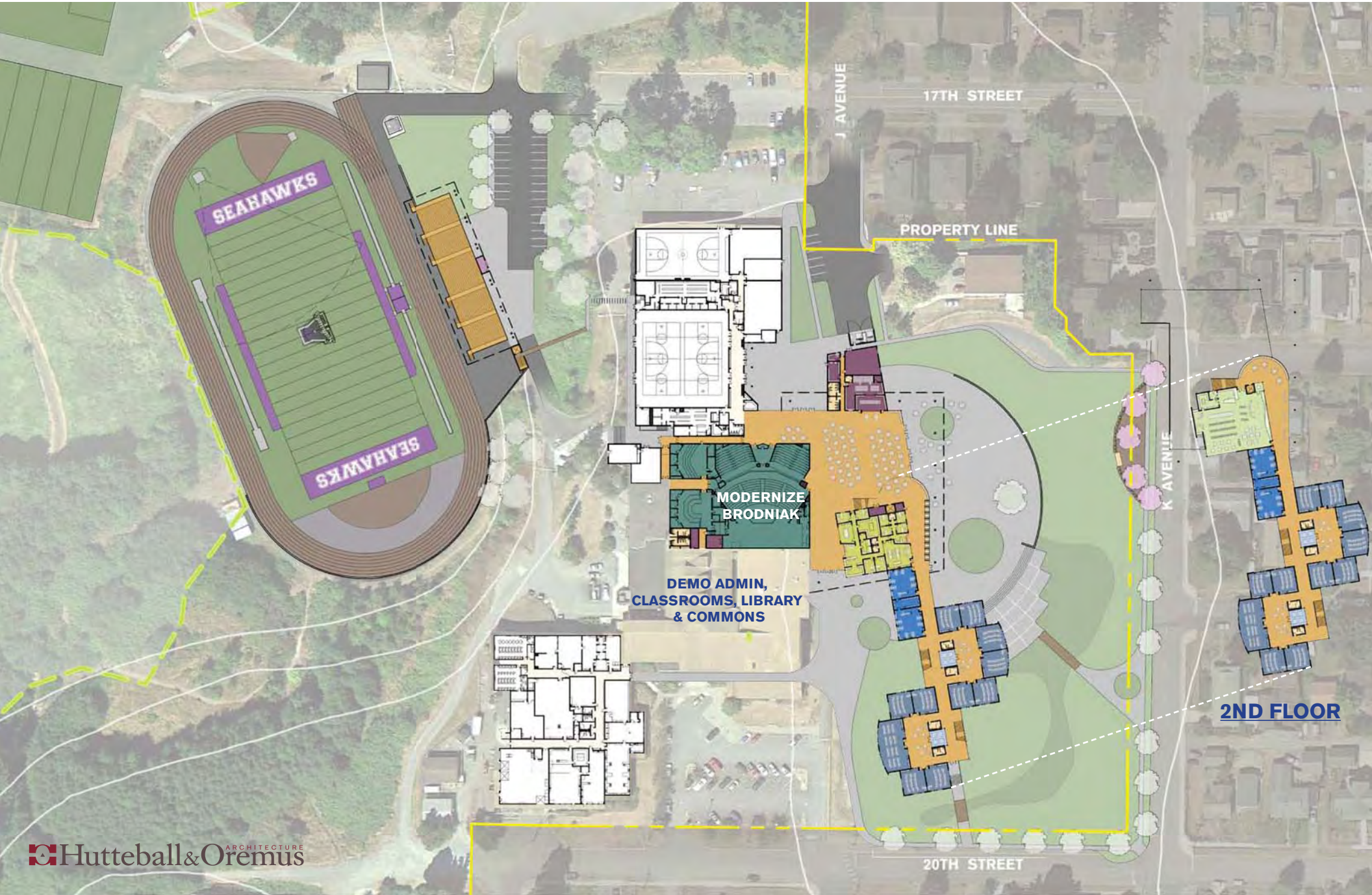
# PHASE 1: UPGRADE RICE FIELD (SUMMER)



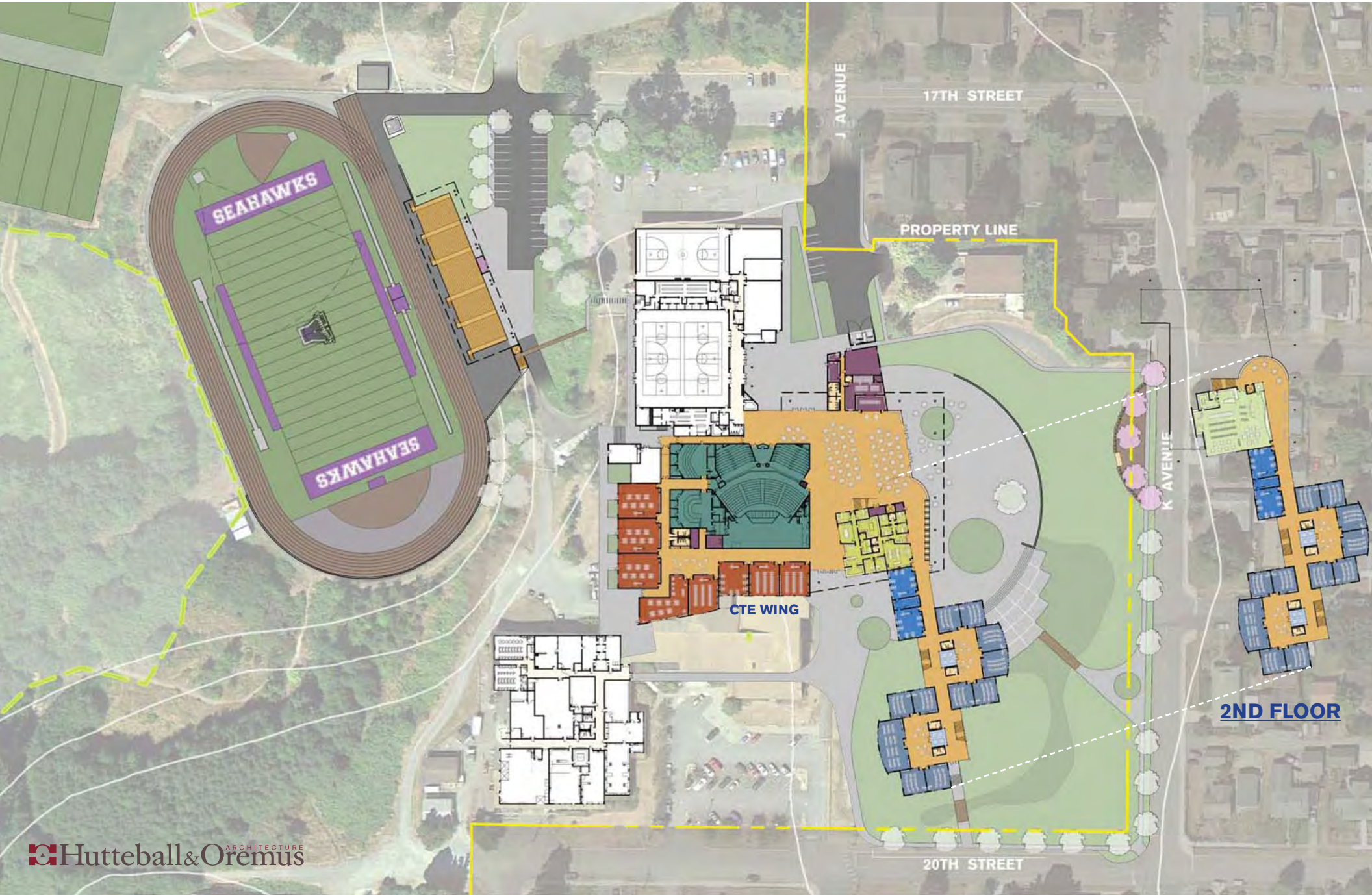
# PHASE 2: BUILDING CLASSROOM WING



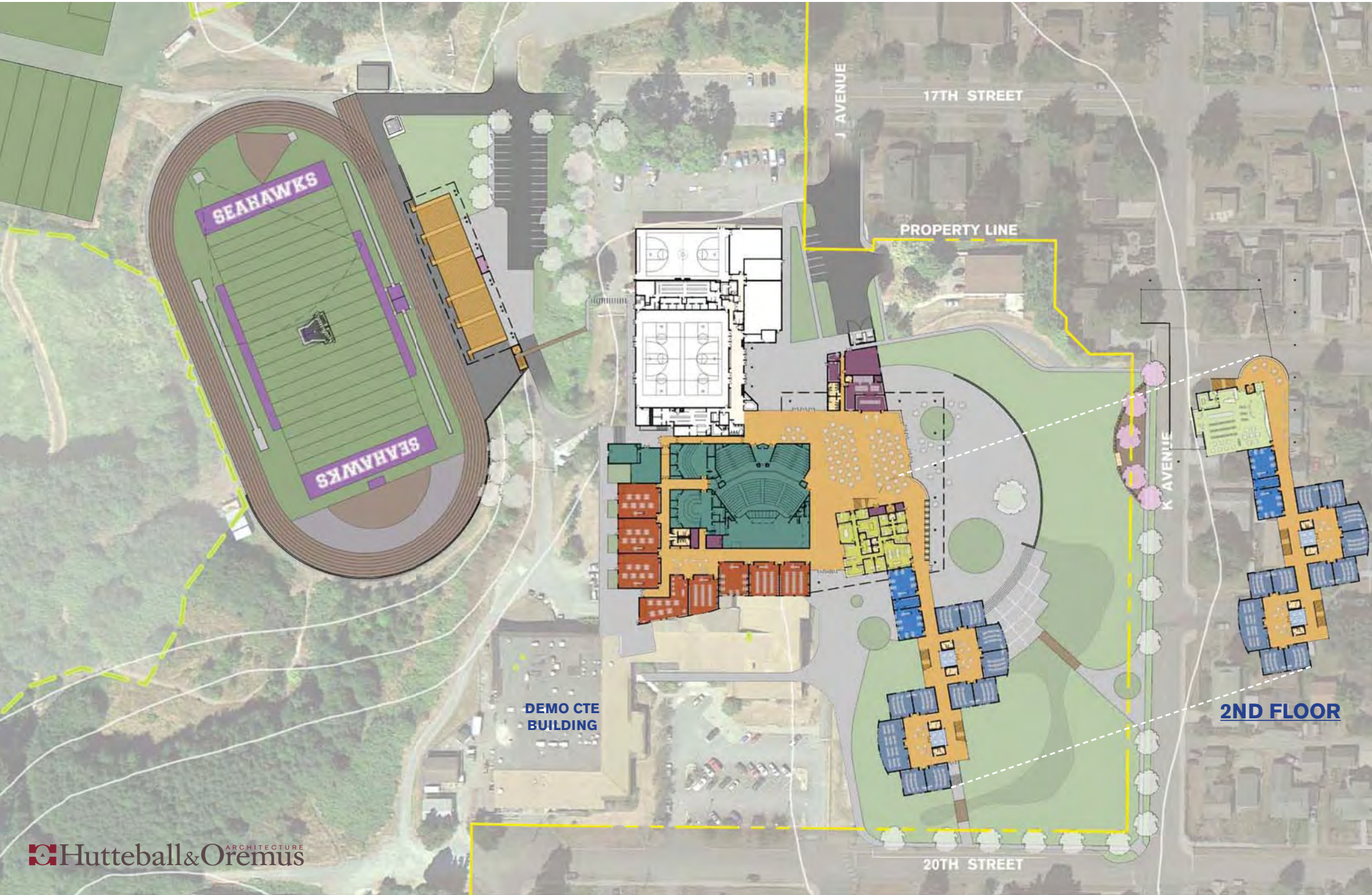
# PHASE 3: DEMO (E) CR & MOD BRODNIAK (SUMMER)



# PHASE 4: BUILD NEW CTE WING

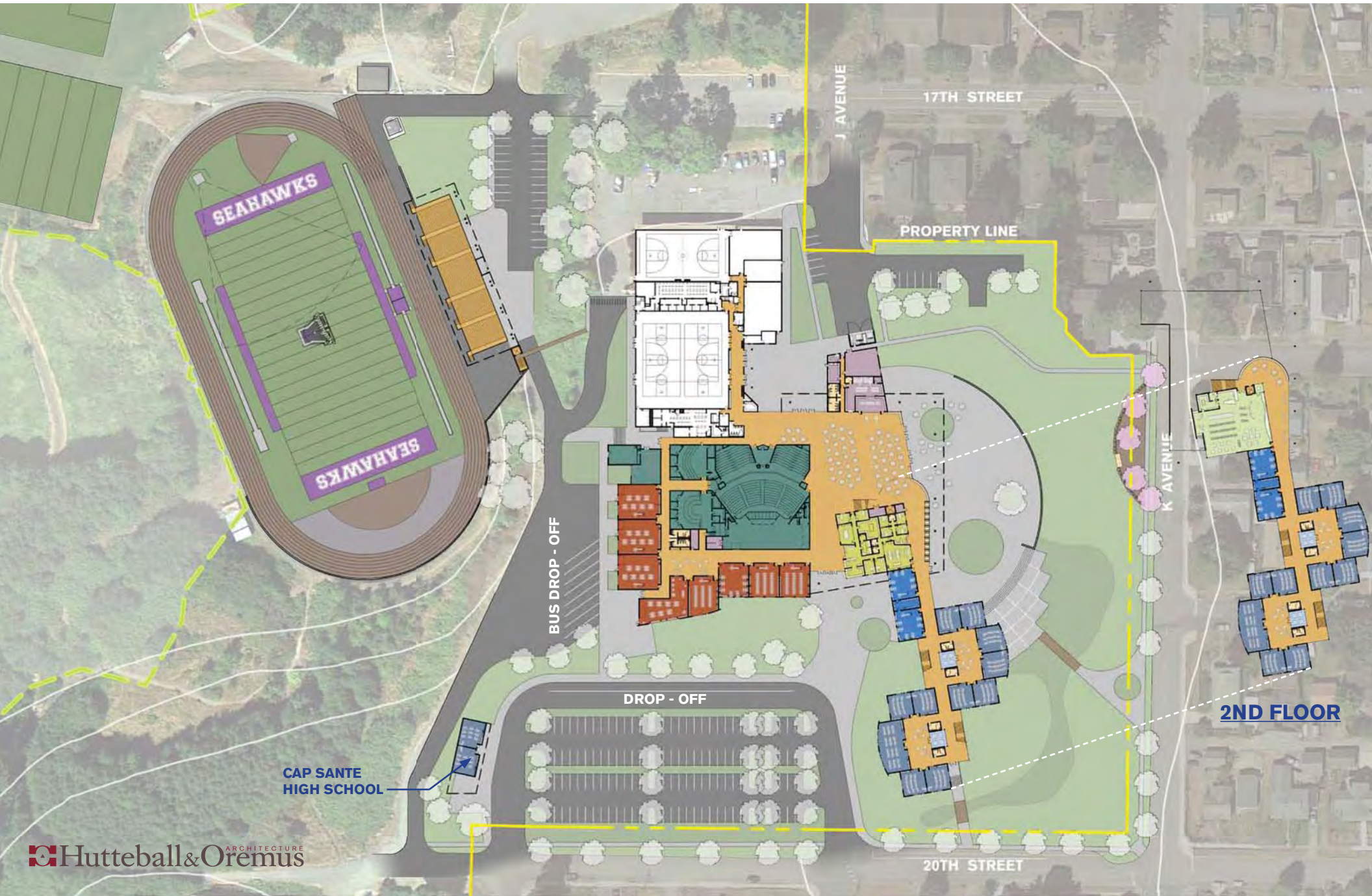


# PHASE 5: DEMO (E) CTE WING

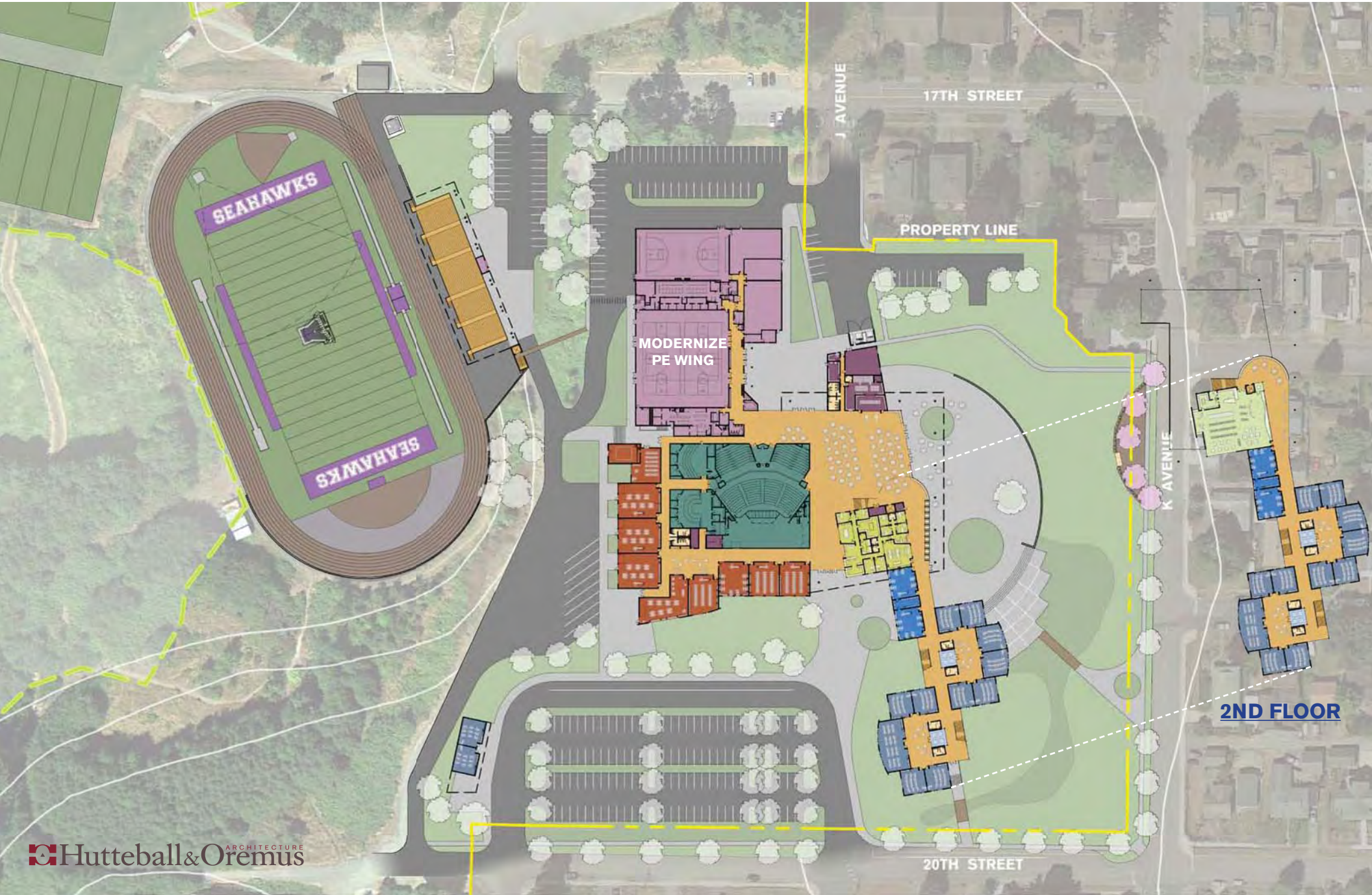




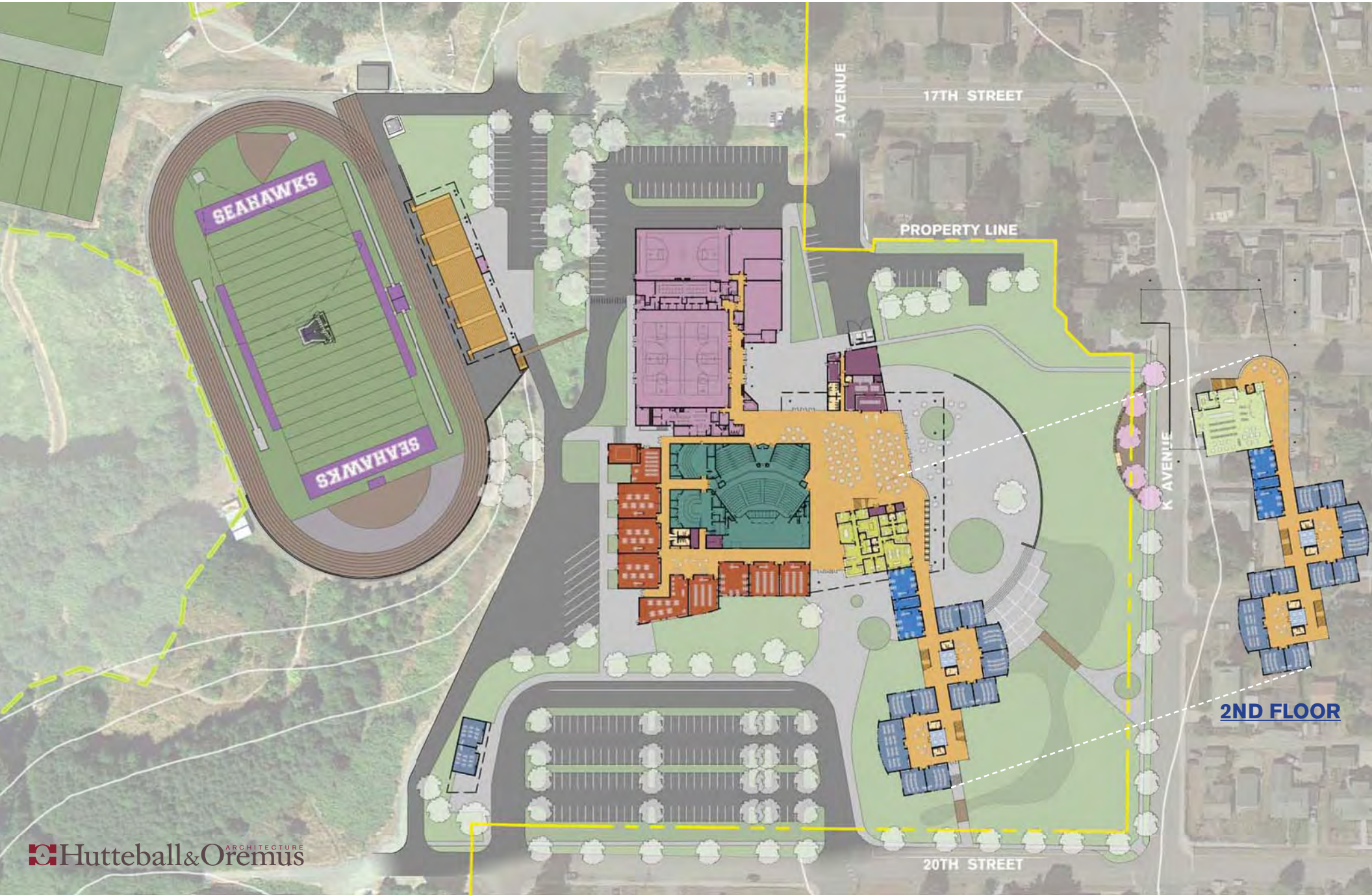
# PHASE 6: SITE WORK (SPRING / SUMMER)



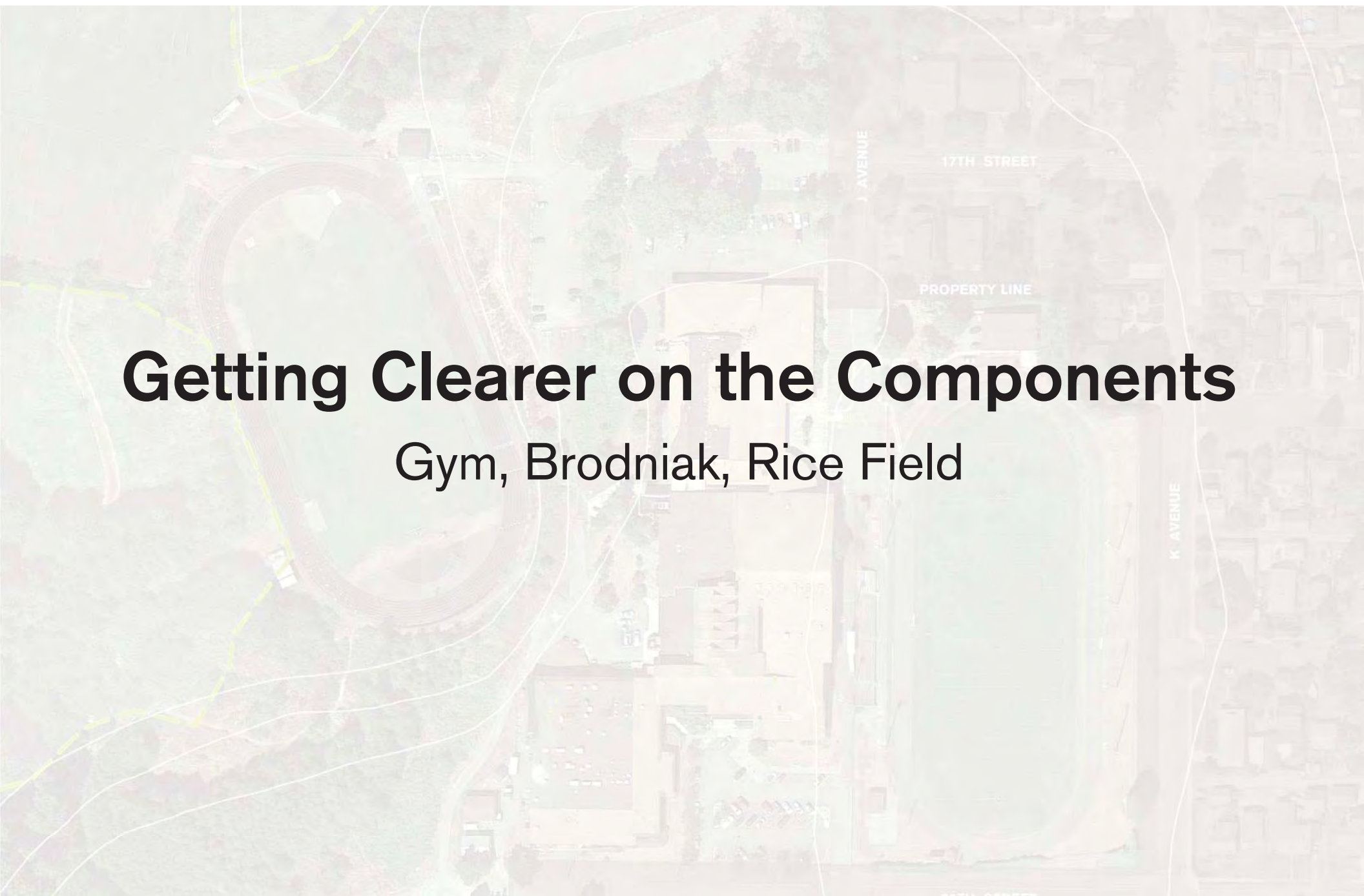
# PHASE 7: MODERNIZE GYM (SUMMER)



# COMPLETED ANACORTES HIGH SCHOOL CONCEPTUAL PLAN



2ND FLOOR

An aerial photograph of a school campus. The image shows a large central building, a gymnasium, and a large field. A yellow dashed line outlines a specific area on the left side of the field. A white dashed line indicates a property line. Text labels 'J AVENUE', '17TH STREET', 'PROPERTY LINE', and 'K AVENUE' are overlaid on the image. The title 'Getting Clearer on the Components' and subtitle 'Gym, Brodniak, Rice Field' are centered over the image.

# Getting Clearer on the Components

## Gym, Brodniak, Rice Field

# COMPONENT BUDGET

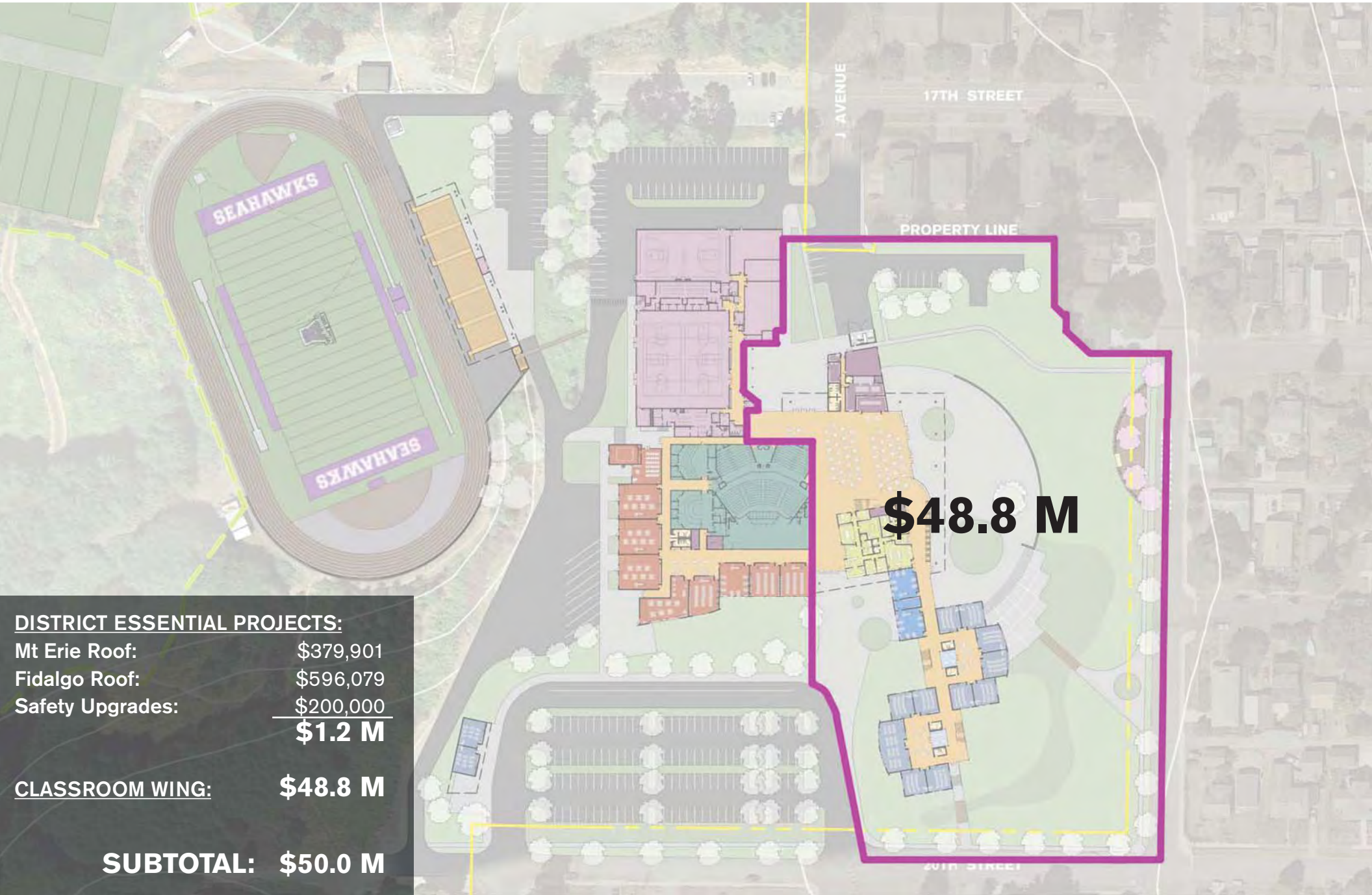


**DISTRICT ESSENTIAL PROJECTS:**

Mt Erie Roof:	\$379,901
Fidalgo Roof:	\$596,079
Safety Upgrades:	\$200,000
	<hr/>
	<b>\$1.2 M</b>

**SUBTOTAL: \$1.2 M**

v



**\$48.8 M**

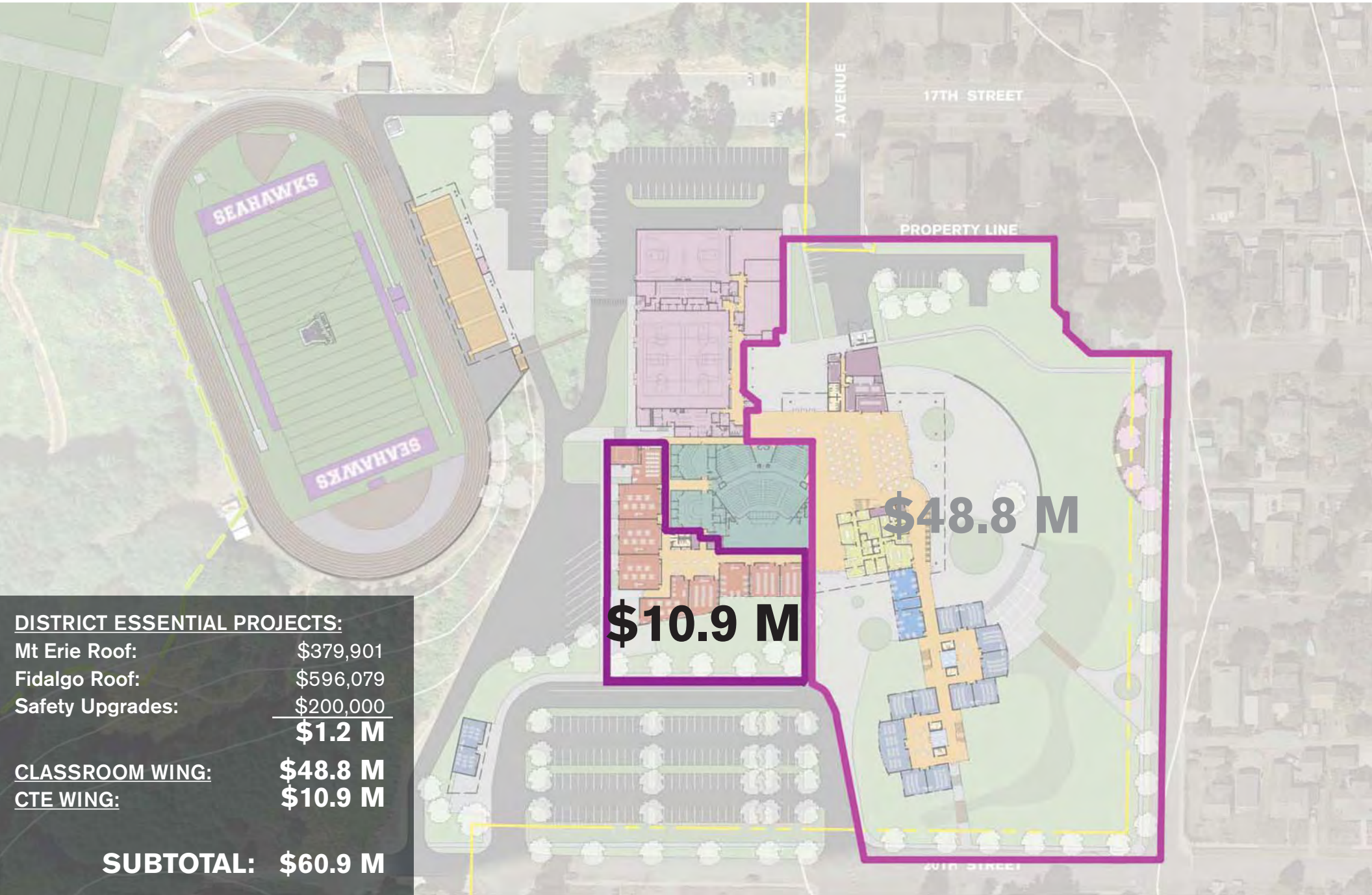
**DISTRICT ESSENTIAL PROJECTS:**

Mt Erie Roof:	\$379,901
Fidalgo Roof:	\$596,079
Safety Upgrades:	\$200,000
	<hr/>
	<b>\$1.2 M</b>

**CLASSROOM WING: \$48.8 M**

**SUBTOTAL: \$50.0 M**

# COMPONENT BUDGET



**\$48.8 M**

**\$10.9 M**

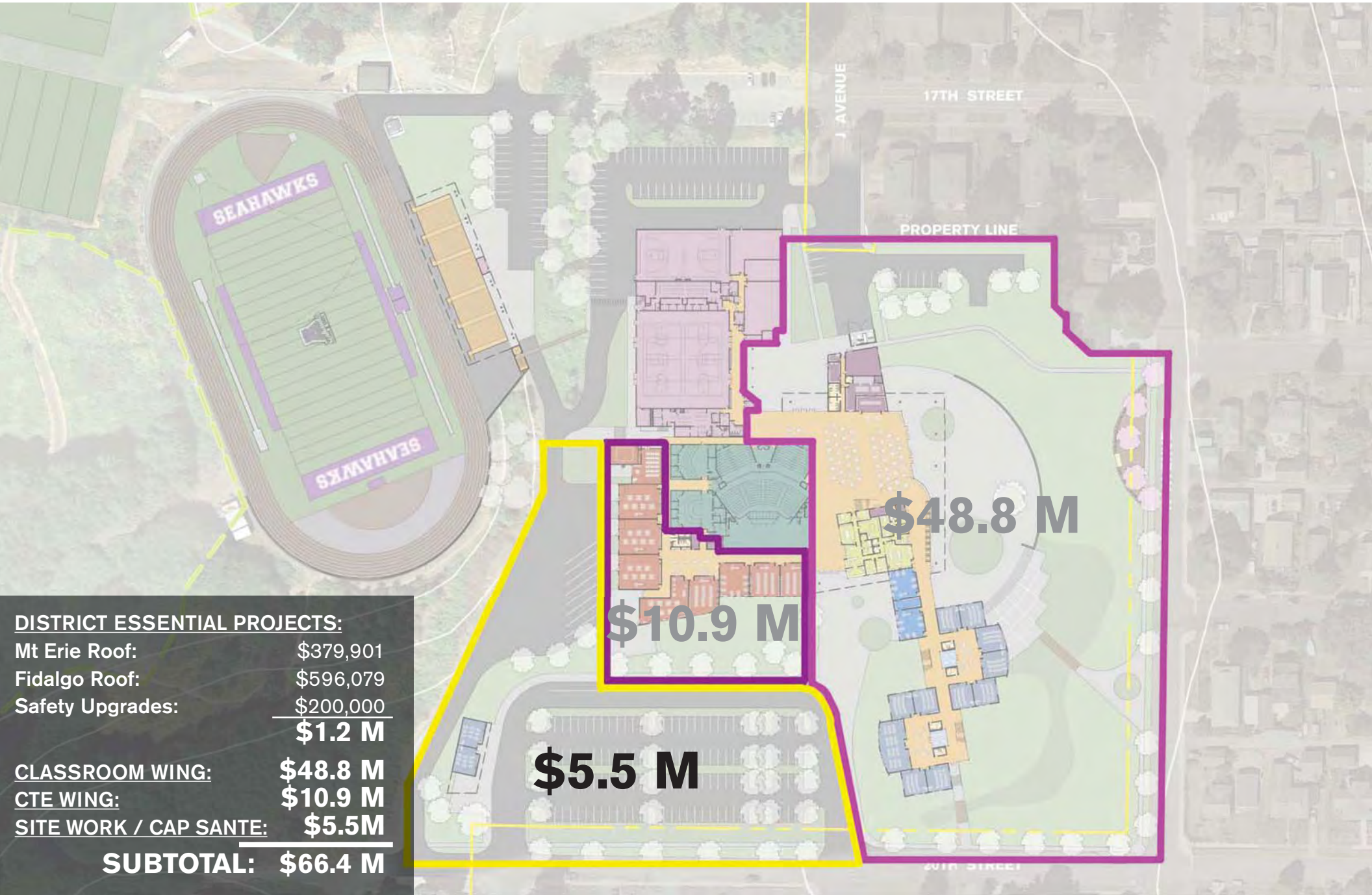
**DISTRICT ESSENTIAL PROJECTS:**

Mt Erie Roof:	\$379,901
Fidalgo Roof:	\$596,079
Safety Upgrades:	\$200,000
	<b>\$1.2 M</b>

<b>CLASSROOM WING:</b>	<b>\$48.8 M</b>
<b>CTE WING:</b>	<b>\$10.9 M</b>

**SUBTOTAL: \$60.9 M**

# COMPONENT BUDGET



**\$48.8 M**

**\$10.9 M**

**\$5.5 M**

**DISTRICT ESSENTIAL PROJECTS:**

Mt Erie Roof:	\$379,901
Fidalgo Roof:	\$596,079
Safety Upgrades:	\$200,000
	<b>\$1.2 M</b>

<b>CLASSROOM WING:</b>	<b>\$48.8 M</b>
<b>CTE WING:</b>	<b>\$10.9 M</b>
<b>SITE WORK / CAP SANTE:</b>	<b>\$5.5M</b>

**SUBTOTAL: \$66.4 M**



# BRODNIAK & MUSIC MODERNIZATION



## RENOVATE BRODNIAK

Electrical Renovation	\$2,200,000
Mechanical Renovation	\$2,600,000
Patch & Paint	\$200,000
Finishes, Furniture, Equipment	\$2,500,000

**SUBTOTAL: \$7.5 M**

# FIELD UPGRADES



## FIELD IMPROVEMENTS

Synthetic Turf Field	\$1,950,000
Storm Detention	\$190,000
Track Surfacing / Field Events	\$880,000
Field Lighting & PA System	\$840,000
Playfield Improvements	\$440,000

**SUBTOTAL: \$4.3 M**

## BLEACHERS

1500 Seat Bleachers w/ Press Box	\$1,330,000
Bleacher Roof	\$570,000
Pedestrian / Vehicular Access	\$600,000

**SUBTOTAL: \$2.5 M**

## AUXILIARY BUILDINGS

Ticket Booth	\$130,000
Concession / Restrooms	\$1,890,000
Equipment Storage	\$480,000

**SUBTOTAL: \$2.5 M**

## TENNIS COURTS

**SUBTOTAL: \$0.7 M**

# PE FACILITIES



## RENOVATE

Electrical / Lighting	\$1,500,000
Plumbing / HVAC	\$2,000,000
Seismic Upgrades	\$2,000,000
Finishes & Furnishings	\$1,500,000
Bleachers & Equipment	\$800,000
Locker Room Renovation	\$1,200,000

**SUBTOTAL: \$9 M**

Program Improvements / Additions	\$3,000,000
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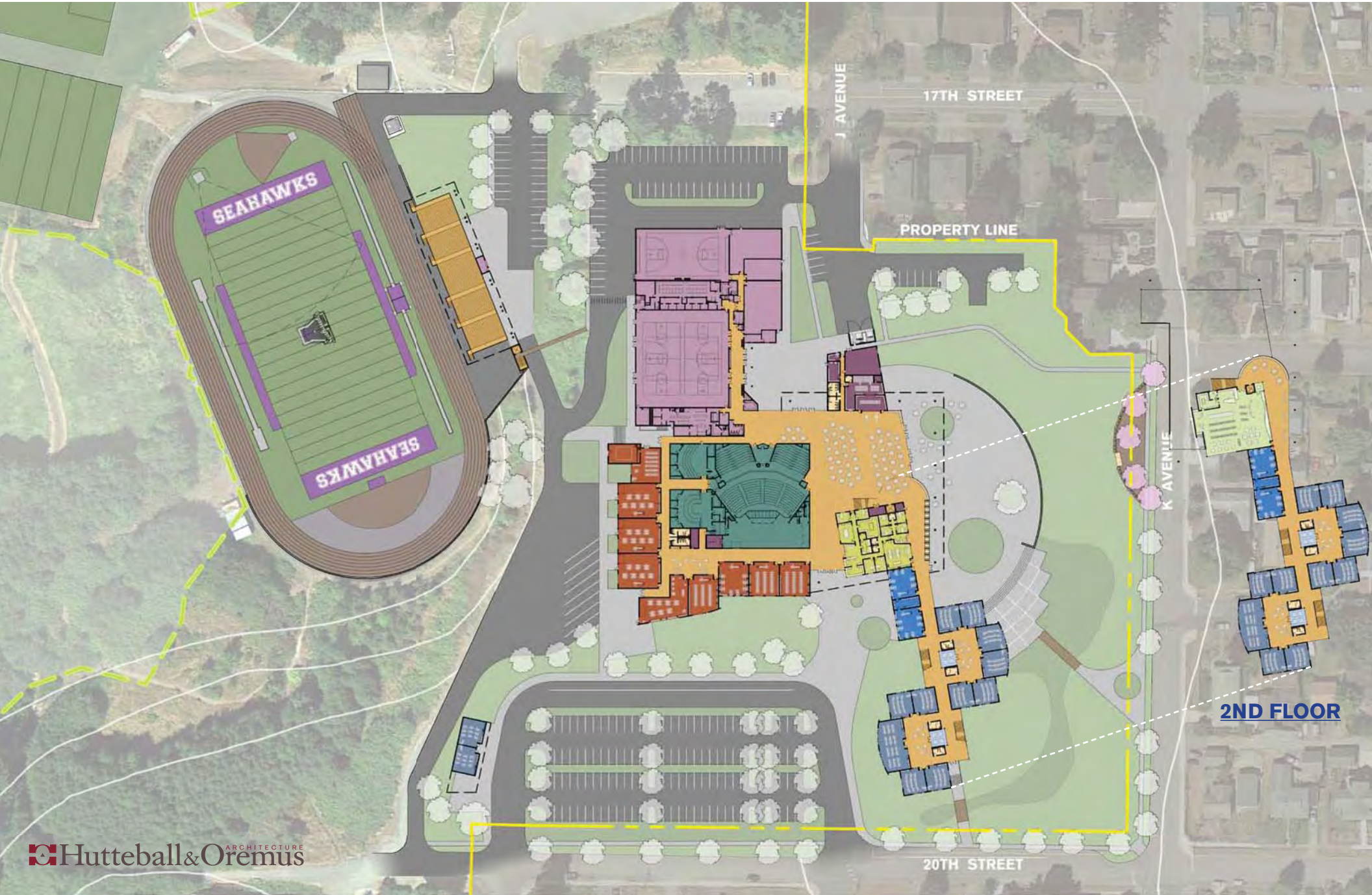
**SUBTOTAL: \$12 M**

-- OR --

## REPLACE WITH NEW

**SUBTOTAL: \$20 M**

# COMPLETED ANACORTES HIGH SCHOOL CONCEPTUAL PLAN





**Video / Outreach Plan**

The image is an aerial photograph of a school campus. In the center is a large, multi-story school building. To the left is an oval-shaped athletic field with a running track. To the right is another oval-shaped athletic field. The campus is bordered by streets: J Avenue to the north, K Avenue to the east, and 17th Street to the south. A white dashed line indicates the property line. The text 'Video / Outreach Plan' is overlaid in the center of the image.



# Fall Plan

J AVENUE

17TH STREET

PROPERTY LINE

K AVENUE



# Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221

Phone: 360-293-1200 / Fax: 360-293-1222

<http://www.asd103.org>

## ASD Facilities Committee

June 10, 2014

### Feedback Form

#### 1. Overall, how would you rate the effectiveness of today's meeting on a scale from 1-5?

1	2	3	4	5
Very effective	Effective	Neutral	Not very effective	Not effective

Overall rating: 1.7

#### Comments

- Committee folks want input on facility layout, as do staff
- Concerned about if we are doing a true focus group to gauge the greater voter community or a sales pitch?
- Need to re-look at Brodniak
- Need to re-look at what we can or should do with fields
- We aren't all at consensus yet- need more talking and listening to ideas
- Quantity renovation vs. new construction savings
- Define programmatic uses for any new PE space
- Are seismic improvements required?
- Consider arts and athletics fundraising
- Focus on whole student- arts, athletics and academics
- Build mechanical, electrical and site costs into base (core of field upgrades) – 80m plus 10m Brodniak, stadium and field upgrades
- It has been helpful to have such a broad range of input- I feel that many different community groups are well represented.
- Well organized. Hard discussions and we could have used a little more time
- Let's do it right. Focus on the vision, and sell that, the cost is what it is.
- I am uncertain as to the effectiveness of this meeting, from the standpoint of the desired outcomes
- I'm not seeing a decision or consensus being made on the major decisions
- Coordinate closely with the road repair costs and the timing of bond
- Community focus- great idea
- Core student needs- great idea
- Infrastructure- great idea
- Stay committed to need
- Complete project the right way and pay for it
- Look forward to a better understanding of focus groups
- Let's go!
- Thank you for opportunity to provide input
- I am very hopeful
- Lot's to consider! It will be interesting to see what final recommendation is.



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- Thank you for your leadership so far.
- I made most of my feedback verbally today, but for me the most important, unresolved issue is the overall goal: stretch to include more community pride in the arts/sports areas, or a smaller \$ total that resolves the current facilities crisis





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## Facilities Committee Meeting Minutes

June 10, 2014

5-6:30 pm

### Outcomes

- Committee members will come to a consensus on major parts of the bond proposal – and determine the components that will require further discussion in the fall
- Committee members will understand the district’s community outreach plan this summer, and their role and the message in communicating with local residents
- Committee members will understand the process this fall for reviewing feedback and making a final decision, including fall meeting dates

### Activities

- **Opening (Minutes, Roadmap) – Mark (5 minutes)**
  - Dr. Mark Wenzel welcomed the group and reviewed minutes of the May 27, 2014 meeting. Liz Lovelett moved to approve the minutes as presented; so moved (Lovelett/Oliver, unanimous vote)
  - Mark reviewed the outcomes and agenda with the group.
- **Taking a design to the community (Marc – 5-10 minutes)**
  - Marc Estvold led the discussion regarding how to best approach sharing a design with the community.
  - The group discussion at the last meeting reflected a mixed view of the best approach with some members ~~wanted~~-wanting clear, precise building details and others wanting to focus more on vision, rather than concrete building plans.
  - Marc shared presentations used by Island Hospital and the Jail facility, which both used a very simple “block diagram” and focused on conceptual design and vision rather than detail. Both were successful initiatives.
  - Marc encouraged the focus on need, rather than on details.
- **Synthesizing our conceptual design (Kevin – 15 minutes)**
  - Kevin Oremus presented a conceptual design, with estimated costs. The design synthesized the building ideas developed at the May meeting.
  - This conceptual design showed phases of construction to minimize student disruption. This concept was based on a plan to build on War Memorial ~~field~~Field. It was made clear that this is just a snapshot of what the process *could* look like, not an actual plan.
    - Phase 1: Upgrade Rice Field (summer ~~2015~~)
    - Phase 2: Build classroom wing; including entry, admin area, common area
    - Phase 3: Remodel Brodniak Hall (summer)



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- This phase also includes initial demolition of original admin wing, library, some classrooms and commons area
  - Phase 4: ~~build~~ Build new CTE wing
  - Phase 5: ~~demolition~~ Demolition of former CTE wing
  - Phase 6: Site work; including parking , Cap Sante High School, etc
  - Phase 7: Modernize gym (Summer)
- This model is a hybrid of remodel/new build. The renovation is approximately 60,000 of 146,000 sq. ft.
- There has not been any recent soil investigation work done at War Memorial Field. It is assumed that a majority of the field sits on fill material. War Memorial field has not had any geo-tech work done at this point. Assumption is that it is fill on top and this fill could be recycled for use in plaza/outside area
- Timeline: Bond approval in February 2015. Upgrades to Rice Field should be completed prior to taking War memorial Field off-line; it is possible that this work, can be done during the first summer. Depending on phasing and permitting, the entire high school project could be completed by the first work in summer of 2015 with possible completion in 2018-19 school year.
- Vince Oliver noted that the hospital found that new construction was worth the investment. Renovation plans did not meet expectations/needs; new construction was better value.
- **Getting clearer on the components: Gym, Brodniak, Rice Field (Kevin/Mark )**
  - District essential projects/estimated costs
    - MTE roof: \$379,901
    - FID roof: \$596,076
    - Safety upgrades: \$200,000
    - Classroom wing: \$48.8m
    - CTE wing: \$10.9m
    - Site work/Cap Sante: \$5.5m
  - Brodniak and music modernization
    - Electrical: 2.2m
    - Mechanical: 2.6m
    - Patch/paint: 200,000
    - Finishes, furniture, equipment: 2.5m
    - Subtotal: \$7.5m
      - Comments expressed that in the final design, accommodations need to be made to allow community access and a convenient loading/unloading area for Brodniak. Concern expressed with Brodniak not having ample community access and road access for bringing in equipment, etc.
      - Concern expressed regarding reduction of estimated cost to remodel Brodniak. The architect explained that it is less expensive to include Brodniak within the high school building than if it was a stand-alone building. in Brodniak proposal while PE was increased
- Field upgrades
  - Synthetic turf: 1.95m
  - Storm detention: 190,000
  - Track surfacing: 880,000



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- Lighting and PA: 840,000
- Playfield improvements: 440,000
- Subtotal \$4.3m
  - Stadium committee meeting:
    - Committee is comfortable with recommendation to build on War Memorial if we ~~build on~~ improve Rice Field
    - ~~Seems Committee is~~ interested in securing private donations to supplement Rice Field upgrades
  
- Bleachers
  - 1500 seats with press box: 1.33m
  - Roof/shelter: 570,000
  - Pedestrian/vehicle access: 600,000
    - Subtotal \$2.5m
- Auxillary Buildings:
  - Ticket booth: 130,000
  - Concession/restrooms: 1.89m
  - Equipment storage: 480,000
  - Subtotal: \$2.5,
- Tennis Courts
  - 0.7m
- PE Facilities
  - Electrical/lighting: 1.5m
  - Plumbing/HVAC: 2m
  - Seismic upgrades: 2m
  - Finishes/furnishing: 1.5m
  - Bleachers/equipment: 800,000
  - Locker room renovation: 1.2m
  - Subtotal: pm
    - Program Improvements/Additions: 3m
    - Subtotal: \$12m
  - Replace with new: \$20m
- Group Discussion notes:
  - Concern with “laundry list”
  - Critical needs, including safety, must be included
  - Need to gather community input
  - Do we need to market every component?
  - Concern with perspective that we are not listening to voters
  - Safety recommendations do not currently address Whitney – important to address needs there
  
- **Table top Discussion : Brodniak, Gym and Rice Field**



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- Group 1
  - Concern with significant price tag that includes athletics and field – how will community respond?
  - How many kids does this impact? This is 1/3 of cost- should be significant student impact
  
- Group 2
  - Need to do this the right way – there will not be another chance for many years
  - Incorporate equal facilities – athletics and Brodniak
  - Brodniak as its own community building
  - Need to show infrastructure costs vs. upgrade costs
  - How much can stadium group fundraise?
  - Are there other investors from community?
  
- Group 3
  - Brodniak: If we are going to upgrade, then we need to address the critical needs of dressing rooms and storage, etc.
  - Separate campus feel for Brodniak
  - PE needs minimal upgrades – possible to make cuts there
  
- Group 4
  - Messaging around athletics critical
  - Selling point in Brodniak – but needs parking, access, etc.
  - Athletics was such a division in last election, need to be very careful. If we don't meet all needs it will fail.
  
- Group 5
  - Need to focus on critical/essential needs
  - We have to do Rice Field, but upgrades are extra
  - Is it really a community arts center, or a school auditorium?
  - Focus on education/goals of school
  - Message cost of deferred maintenance
  - Pull tennis courts out of proposal
  
- Group 6
  - Security and roof essential. Must address Whitney
  - Educational piece of proposal is solid
  - Need to explore public and private partnerships
  - Community has strong arts and athletics constituencies
  - Brodniak needs outside access
  - Gym remodel only to reasonable standards



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- Rice not negotiable if we build on War Memorial
- Group 7
  - Field upgrades critical
  - Need to cut PE down
  - Brodniak – now is the time to make it right
  - Brodniak needs outside access
  - Focus on educational piece and building of new school
  - Message community bond vs. school bond
  - Message “come to the rescue” of arts and athletics
- **Discussion/Wrap-up**
  - Agreement around critical needs including safety
  - Core message is preparing students for future
  - Community pride
  - “Full meal” vs. scaled back proposal? What will community support?
  - Next steps: Focus groups to get feedback and to share message
    1. 20 groups of approximately 10 voters each
    2. Focus groups in July
  - Voters love a “sale” and a “bargain” need to focus on cost comparisons, etc. focus on bargain-conscious aspects of proposal
  - Students excel when well rounded. Need to provide opportunity and facility
  - Summer conversations/talking points around big ideas, equal opportunity for students as other districts, serious needs that require new construction, thorough process, etc.
  - Committee members to attend focus groups as listeners
  - Tours during summer? Tours as part of focus groups?
  - Focus on simple ways to show voter costs (not multiple versions of charts)
  - Value statements sell better than data; emotional investment
  - Need to encourage families to vote
  - Keep it simple – keep numbers out, gauge voters appetite for numbers and what information is meaningful to them.
  - How does this tie in with other city/community goals?
- **Fall plan (Mark Wenzel)**
  - Focus group will be held in June; details will be shared with committee members
  - There will be two meetings held in September (dates TBD)
  - Talking points were shared with committee members for summer discussions
  - District will prepare mailer outlining process to be sent to all residents in July
  - Proposal will be finalized in September for planned presentation to Board in October
- **Feedback form**
  - Feedback forms were distributed to committee members



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- **Adjourn**



# Anacortes School District

## Memorandum

2200 M Avenue Anacortes, Washington 98221  
Phone: 360-293-1200 / Fax: 360-293-1222  
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Date: September 9, 2014

Re: Facilities Committee Minutes

The meeting was called to order at 5:00pm

1. Roadmap/schedule updates

- a. Dr. Mark Wenzel provided an updated "roadmap" of the planning process. The committee will hold two meetings in late September/early October to craft their final proposal.
- b. The final proposal will be submitted to the School Board on October 23, 2014 at their regular business meeting (6:15pm in the ASD Board Room). Members of the committee are encouraged to attend.
- c. Mark Wenzel will poll committee members to determine the best dates for the two upcoming meetings.
- d. The board will vote to approve the formal bond resolution on November 13, 2014.

2. Cost updates

- a. The district is working with a professional cost planner to review/clarify the planning numbers. These numbers will be provided to the committee at the next meeting.

3. Activity part 1: Working in groups, participants will write comments on post-it notes from community feedback around each of the following topics: War Memorial Field, Brodniak, gym, Rice Field, cost and "other". The teams will then review the notes to determine "big ideas" for each topic.  
Activity part 2: With the "big idea" lists from each table, new teams were formed for each of the six topics. These new groups will consolidate the feedback and determine the top "big ideas" or themes for each topic.

- a. War Memorial (Allen, Frank, Laurie and Marty)
  - i. Community pushback/emotional attachment to field
  - ii. Need to clearly "tell the story" around choice to build on field, what sites were considered and why the field was the ultimate choice
  - iii. There is a great deal of support for the project
  - iv. Importance of honoring the veterans
- b. Brodniak Hall (Gib, Patrick S. Jeannette)
  - i. Community is supportive of upgrades within reason
  - ii. Community resource with community partnerships
    1. Continued discussion needed around community use vs. school use. Brodniak would need significant upgrades in order to be available for greater community use
  - iii. Need to not make Brodniak a "centerpiece" of the bond.



# Anacortes School District

## Memorandum

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- c. Gym (Cody, Steve, Jon)
    - i. General support for basic upgrades: HVAC, safety, lockers, seating, electrical
    - ii. No “bells and whistles” – focus on safety and infrastructure
    - iii. Considered important for both students and community; need to message importance as instructional facility
  - d. Rice Field (Joe, Steve, Sarah)
    - i. Consumption of War Memorial mandates Rice Field modifications
    - ii. Secondary to core education
      - 1. Fund necessities; explore community funding for future improvements
    - iii. Must address overall PE/athletic needs
    - iv. Expand community access
  - e. Cost (Karl, Scott, Duncan, Tyler)
    - i. Momentum is good; favorable support is evident
    - ii. Sticker shock
      - 1. No bells and whistles
      - 2. Spend wisely
      - 3. Consider fixed incomes
    - iii. Maintain transparency, share details, educate voters
  - f. Other (Mark)
    - i. Safety is important
    - ii. Support for vocational education
    - iii. More detail and transparency needed
    - iv. Focus on education and learning
    - v. Ongoing maintenance a concern
    - vi. Good schools attract newcomers
4. Next steps
- a. Dr. Mark Wenzel will provide meeting date options. The committee will meet two times in September/early October to determine final proposal
  - b. Updated numbers from the cost planner will be provided at the next meeting





## Anacortes School District 103

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### Facilities Committee Minutes

September 23, 2014

5:00-7:00pm

#### Agenda

##### 1. Roadmap

- Dr. Mark Wenzel called the meeting to order at 5:00pm
- Mark Wenzel reviewed the committee roadmap and progress to-date
  - The committee received extensive community feedback through focus groups, online survey and service club presentations. This feedback was shared with the committee at the 9/9/14 meeting, and the group studied the feedback and distilled the “big ideas.”
  - The committee process has included extensive discussion related to determining need, establishing priorities, determining best location for build, review of feedback, cost estimation and development of the proposal
- The committee co-chairs will write a memorandum to the board with their proposal for presentation at the October 23, 2014 board meeting.

##### 2. Update: Stadium Committee

- Mark Wenzel and Marc Estvold met with members of the Stadium Committee and youth football on 9/22/14.
- Stadium Committee and youth football members shared concerns regarding building on War Memorial Field and the impact to athletic programs
- Stadium Committee members shared their concerns with field upgrades they have completed with raised funds, including storage areas and the scoreboard.
- Mark Wenzel and Marc Estvold shared the Facilities Committee work with the Stadium Committee/youth football and shared plans for Rice Field upgrades and the process behind the decision to build on War Memorial Field.
- The Stadium Committee/youth football unanimously said they would support the building on War Memorial Field and the planned upgrades at Rice Field.

##### 3. Possible Outcomes for Today

- Mark Wenzel shared that there were two possible outcomes from this meeting:
  - i. Committee agreement on proposal; or
  - ii. Direction to Mark Wenzel, Marc Estvold and Kevin Oremus to provide more information, answer questions, clarify ideas, etc. for final development of proposal at October 1, 2014 meeting.



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### 4. Norms Review

- Mark reminded the committee that they are representatives of the community and to ground their discussions in the feedback received.
- Mark clarified that the committee role is to develop proposal and to serve as advisory to the school board. The school board role, as elected officials, is to pass a resolution determining the final bond proposal. The committee was reminded that the school board does have the option to make changes to the proposal submitted.
- Members were reminded to assume good intent, listen to all members and to ensure equity in the conversation.
- Members were encouraged to have a united voice in support and promotion of their final proposal.

### 5. Cost Concerns

- Mark Wenzel shared that a committee member had stepped forward with concerns regarding the cost of the proposal. Concerns included:
  - i. Voter demographics and impact on election
    1. 70% of voters in the recent mayoral election were over the age of 55
    2. 40% of the voters in the recent mayoral election receive Social Security benefits.
  - ii. In the 2007/08 bond failures, there was public perception that prioritized needs were not set by the committee/board. The priority-setting process needs to be clearly communicated with the public.

### 6. Resource Materials

- Resource materials for the meeting include:
  - i. AHS design elements prioritization survey (April 2014)
  - ii. Results of online survey (prioritization of projects results)
  - iii. Focus group final report

### 7. Cost Estimates

- Mark, Marc and Kevin worked with the Robinson Group to develop cost estimates.
- Mark, Marc, Kevin, Marty Yates and the Robinson Group toured AHS, identified needs and developed general (conceptual) scope to remodel gym and Brodniak while building on War Memorial.
- This cost proposal is a "30,000-foot level" estimate. Continued development of educational specs and schematic design is needed for final, hard numbers. This will cost a significant amount and will be done upon bond passage. This budget development is industry standard.
- Marc Estvold reviewed non-construction costs which include permitting, fees, state sales tax, project management, design, etc. These costs are industry standard.



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### 8. Table Discussion- Guiding Questions

- Based on community feedback the district received this summer, what do we believe a prudent dollar figure would be for the final bond product?
- The gym, Brodniak and Rice Field could comprise extensive parts of the bond proposal. How should the committee prioritize these?
- What, if anything, should be cut from the list to ensure the district meets critical needs while remaining sensitive to overall cost and taxpayer burden?

### 9. Table Discussion- Results

- Group 1
  - 89 million- want the full package
  - Concern with providing proposal options for board; do not want to piecemeal project; consider final proposal critical needs; want full package
  - Need to communicate needs, plan for maintenance of new building
  - Need to act now, if we wait it will only be more expensive and more damage/repairs will be needed.
  - Need to communicate ways to minimize impact to households on fixed income (waiver program)
- Group 2
  - 89 million
  - Proposal reflects needs, not wants. Committee has prioritized needs.
  - Community needs to see improvements
  - Need to partner with community to meet additional needs and/or alleviate costs
  - Agree with difficulty in presenting options to the board- feel strongly that needs are prioritized and critical.
  - Brodniak needs are valid and necessary. It is a community asset that needs to be taken care of and facility is currently failing.
- Group 3
  - \$78-79 million
  - Need to clearly identify needs vs. wants
  - 57 million in educational needs/new facility is a priority
  - Safety issues and building roofs are critical
  - Gym, Brodniak and field components – identify infrastructure needs, solicit support from community for upgrades (example: additional seating at Rice Field)
  - Clearly communicate that we are trimming costs prudently
  - Gym upgrades: meet essential safety and code needs
  - Brodniak: meet essential safety and code needs and solicit support for additional upgrades
  - Concern that \$90 million is not feasible to community
  - Needs to message hard cuts and partnerships



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- Group 4
  - \$87.7 million
  - Total learning environment includes arts and athletics. All are critical pieces.
  - Community partnerships to alleviate costs is a great idea, but will community want to be asked for additional funds? Is including everything in the bond with single commitment a better idea? Fundraising fatigue a concern.
  
- Group/Open Discussion
  - Critical to message 60% new, 40% repair
  - Message that all components are educational
  - Message property tax exemption program, but be aware of income limitations and reality for taxpayers
  - Message that total combined tax is still much lower than neighboring districts
  - Message that we can take care of all the needs with a minimal increase in monthly total
  - Remember that receiving social security benefits does not equal fixed income, our demographic has changed significantly
  - Message need for well-rounded students and well-rounded facility
  - Some needs go beyond just meeting code – it does not reflect need or priority
  - Be aware that Brodniak needs are “hidden”; need to message things that people won’t be able to see.
  - Can we get away from “silos” and focus on the full package?
  - Focus on community pride
  - How to communicate that \$89 mil is a compromise – that many things have been taken off the table. If we included everything we looked at, it would be a \$120 million package
  - Need to justify the cost effectiveness of proposal
  - Focus on learning
  - Separation of needs takes the focus off education.
  - We don’t want to cut so deeply that we tie our hands and don’t get our needs met
  - Need to clearly identify safety needs and upgrades planned
  - Need to remember the community has not been through the full process – need to communicate all of the steps taken and share the full story
  - Message partnerships to meet additional needs
  - Remember that 2007-8 was start of recession and a different economic time; things have improved
  - Importance of messaging prioritization and cuts made before proposal
  - How do you translate community support? What numbers are realistic?
  - Need visual rendering to share with community, but need to clearly message that it is concept only



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- Message that high school memories are often extra-curriculars and they are critical to high school experience
- What would happen if this doesn't pass?
- Concerns around additional taxes from multiple sources and impact on voters. Great tax weariness in community.
- Critical to message that this is the right time and the right amount
- Communicate state matching funds, partnerships and prioritized need
- Retirement of school bond in 2015 makes the increase in taxes lower than it would have been

### 10. Next Steps

- Co-chairs will author a memorandum to be shared with committee and the school board
- Next meeting: October 1, 2014 at 5 pm to discuss communications
- Presentation to the board on October 23, 2014 at 6:15pm. Committee members are encouraged to attend.

### 11. Adjourn

### 3. DEMOGRAPHICS

#### Demographic Data

The Anacortes School District accepts the 2013-2014 Washington State Determination of Projected Enrollments Report 1049 which indicates a moderate increase in District-wide enrollment over the next six years.

This cohort survival projection indicates a possible increase in K-6 enrollment of 276 students over the next 6-years, a decline of 6 students at the 7-8 Middle School level, and a slight increase at the High School of 34 students in grades 10-12. Both the High School and Middle School has capacity to easily absorb this projected enrollment increase.

At the K-6 Elementary level, the District has a current functional capacity of 1,567 students occupying permanent classrooms. Based on the 2013-2014 enrollment total of 1,477 students, the District has the capacity to add an additional 90 students in permanent classrooms at the elementary grade levels. Assuming the projected K-6 growth of 276 students over the next six years is realized, the District will need to consider several options over the next couple years.

- Grade level reconfiguration to move 6<sup>th</sup> grade up to the middle school where they have capacity;
- Incorporation of portable classrooms at the elementary schools;
- Termination of leased classroom space to outside entities;
- Program adjustments at the elementary school level to increase the functional capacity of the schools, and/or
- Classroom additions at the elementary school level.

Graphic charts are included in this chapter depicting projected cohort enrollment and effect on the elementary school grade level.

The District should continue to closely monitor enrollment trends and if needed, consider appropriate measures to house projected enrollment at the K-6 level.

STATE OF WASHINGTON  
 SUPERINTENDENT OF PUBLIC INSTRUCTION  
 SCHOOL CONSTRUCTION ASSISTANCE PROGRAM  
 REPORT 1049 - DETERMINATION OF PROJECTED ENROLLMENTS  
 SCHOOL YEAR 2013-2014

Skagit/Anacortes(29103)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---						AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---					
	2008	2009	2010	2011	2012	2013		2014	2015	2016	2017	2018	2019
Kindergarten	185	171	202	200	204	219	224	231	239	246	254	262	
Grade 1	201	199	176	212	190	205	224	229	236	244	251	260	
Grade 2	187	210	196	179	207	195	207	226	231	238	246	253	
Grade 3	175	184	203	206	178	210	195	207	226	231	238	246	
Grade 4	205	176	190	208	212	190	217	201	214	233	238	246	
Grade 5	217	196	178	202	210	205	190	217	201	214	233	238	
Grade 6	213	218	199	171	200	214	205	190	217	201	214	233	
<b>K-6 Sub-Total</b>	<b>1,383</b>	<b>1,354</b>	<b>1,344</b>	<b>1,378</b>	<b>1,401</b>	<b>1,438</b>	<b>1,462</b>	<b>1,501</b>	<b>1,564</b>	<b>1,607</b>	<b>1,674</b>	<b>1,738</b>	
Grade 7	226	215	219	210	181	215	223	213	198	226	209	223	
Grade 8	226	221	226	220	203	177	214	222	212	197	225	208	
<b>7-8 Sub-Total</b>	<b>452</b>	<b>436</b>	<b>445</b>	<b>430</b>	<b>384</b>	<b>392</b>	<b>437</b>	<b>435</b>	<b>410</b>	<b>423</b>	<b>434</b>	<b>431</b>	
Grade 9	220	219	222	232	228	218	181	219	227	217	201	230	
Grade 10	241	223	214	232	216	224	216	179	217	225	215	199	
Grade 11	219	232	217	203	211	203	212	204	169	205	213	204	
Grade 12	252	236	224	212	206	207	204	213	205	170	206	214	
<b>9-12 Sub-Total</b>	<b>932</b>	<b>910</b>	<b>877</b>	<b>879</b>	<b>861</b>	<b>852</b>	<b>813</b>	<b>815</b>	<b>818</b>	<b>817</b>	<b>835</b>	<b>847</b>	
<b>DISTRICT K-12 TOTAL</b>	<b>2,767</b>	<b>2,700</b>	<b>2,666</b>	<b>2,687</b>	<b>2,646</b>	<b>2,682</b>	<b>2,712</b>	<b>2,751</b>	<b>2,792</b>	<b>2,847</b>	<b>2,943</b>	<b>3,016</b>	

Notes: Specific subtotaling on this report will be driven by District Grade spans.



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 School Facilities and Organization  
 Old Capitol Building  
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 OLYMPIA WA 98504-7200  
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ESD	CO	DIST
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## ENROLLMENT/CLASSROOM COUNT 2014-15

School District Anacortes School District

**1. ENROLLMENT REPORT AS OF LATEST OCTOBER 1 COUNT**


Enter the number of students with disabilities (as reported on actual October headcount enrollment) who are assigned to a specially designated self-contained classroom for at least 100 minutes per school day. Enter pre-kindergarten students with disabilities at 50 percent of the actual headcount enrollment.

Grade	October Enrollment per above definition
Pre-Kindergarten	
Kindergarten	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Total	

**2. NUMBER OF CLASSROOMS BY FACILITY**

List by facility the number of specially designed self-contained classrooms for students with disabilities and the number of classrooms assigned to the regular instructional program.

Facility Name	Self-Contained Classrooms for Students with Disabilities	Regular Classrooms/Teaching Stations
Whitney Early Childhood Education Center		8
Fidalgo Elementary School		19
Island View Elementary School		20
Mt. Erie Elementary School		18

  
 \_\_\_\_\_  
 SIGNATURE OF SUPERINTENDENT/DESIGNEE                      DATE

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Fax Number: (360) 586-3946



2. NUMBER OF CLASSROOMS BY FACILITY (continued)

List by facility the number of specially designed self-contained classrooms for students with disabilities and the number of classrooms assigned to the regular instructional program.

Facility Name	Self-Contained Classrooms for Students with Disabilities	Regular Classrooms/Teaching Stations
Anacortes Middle School		24
Anacortes High School		45
Cap Sante HS		1

# ENROLLMENT PROJECTIONS



# OSPI COHORT PROJECTIONS

STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
SCHOOL CONSTRUCTION ASSISTANCE PROGRAM  
REPORT 1049 - DETERMINATION OF PROJECTED ENROLLMENTS  
SCHOOL YEAR 2013-2014

Skagit/Anacortes(29103)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---					2013	AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---					
	2008	2009	2010	2011	2012			2014	2015	2016	2017	2018	2019
Kindergarten	185	171	202	200	204	219		224	231	239	246	254	262
Grade 1	201	199	176	212	190	205	102.18%	224	229	236	244	251	260
Grade 2	187	210	196	179	207	195	100.98%	207	226	231	238	246	253
Grade 3	175	184	203	206	178	210	100.20%	195	207	226	231	238	246
Grade 4	205	176	190	208	212	190	103.18%	217	201	214	233	238	246
Grade 5	217	196	178	202	210	205	100.13%	190	217	201	214	233	238
Grade 6	213	218	199	171	200	214	99.79%	205	190	217	201	214	233
<b>K-6 Sub-Total</b>	<b>1,383</b>	<b>1,354</b>	<b>1,344</b>	<b>1,378</b>	<b>1,401</b>	<b>1,438</b>		<b>1,462</b>	<b>1,501</b>	<b>1,564</b>	<b>1,607</b>	<b>1,674</b>	<b>1,738</b>
Grade 7	226	215	219	210	181	215	104.04%	223	213	198	226	209	223
Grade 8	226	221	226	220	203	177	99.55%	214	222	212	197	225	208
<b>7-8 Sub-Total</b>	<b>452</b>	<b>436</b>	<b>445</b>	<b>430</b>	<b>384</b>	<b>392</b>		<b>437</b>	<b>435</b>	<b>410</b>	<b>423</b>	<b>434</b>	<b>431</b>
Grade 9	220	219	222	232	228	218	102.20%	181	219	227	217	201	230
Grade 10	241	223	214	232	216	224	98.98%	216	179	217	225	215	199
Grade 11	219	232	217	203	211	203	94.66%	212	204	169	205	213	204
Grade 12	252	236	224	212	206	207	100.31%	204	213	205	170	206	214
<b>9-12 Sub-Total</b>	<b>932</b>	<b>910</b>	<b>877</b>	<b>879</b>	<b>861</b>	<b>852</b>		<b>813</b>	<b>815</b>	<b>818</b>	<b>817</b>	<b>835</b>	<b>847</b>
<b>DISTRICT K-12 TOTAL</b>	<b>2,767</b>	<b>2,700</b>	<b>2,666</b>	<b>2,687</b>	<b>2,646</b>	<b>2,682</b>		<b>2,712</b>	<b>2,751</b>	<b>2,792</b>	<b>2,847</b>	<b>2,943</b>	<b>3,016</b>

# DETERMINING FUNCTIONAL CAPACITY

## FIDALGO ES

Grade Level	# of Classrooms	Class Size	Capacity
K	2	24	48
Grade 1	3	24	72
Grade 2-4	9	25	225
Grade 5-6	5	26	130
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>475</b>

## ISLAND VIEW ES

Grade Level	# of Classrooms	Class Size	Capacity
K	2	24	48
Grade 1	3	24	72
Grade 2-4	7	25	175
Grade 5-6	5	26	130
Special Ed	3	8	24
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>449</b>

## MT ERIE ES

Grade Level	# of Classrooms	Class Size	Capacity
K	1	24	24
Grade 1	3	24	72
Grade 2-4	9	25	225
Grade 5-6	5	26	130
Special Ed	0	8	0
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>451</b>

## WHITNEY ECEC

Grade Level	# of Classrooms	Class Size	Capacity
K	8	24	192
Special Ed	0	8	0
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>			<b>192</b>

**TOTAL  
ELEMENTARY SCHOOL  
PERMANENT FUNCTIONAL  
CAPACITY**  
**1,567 STUDENTS**

# DETERMINING FUNCTIONAL CAPACITY

## ANACORTES MIDDLE SCHOOL

Grade	# of Classrooms	Class Size	Utilization	Capacity
Grades 7-8	13	29	86%	324
Art	1	29	86%	25
Music	1	29	86%	25
PE	3	29	86%	75
Science	3	29	86%	75
Special Ed	1	8	86%	7
Electives	2	29	86%	50
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>				<b>581</b>

**TOTAL  
MIDDLE SCHOOL  
PERMANENT  
FUNCTIONAL  
CAPACITY**

**581 STUDENTS**

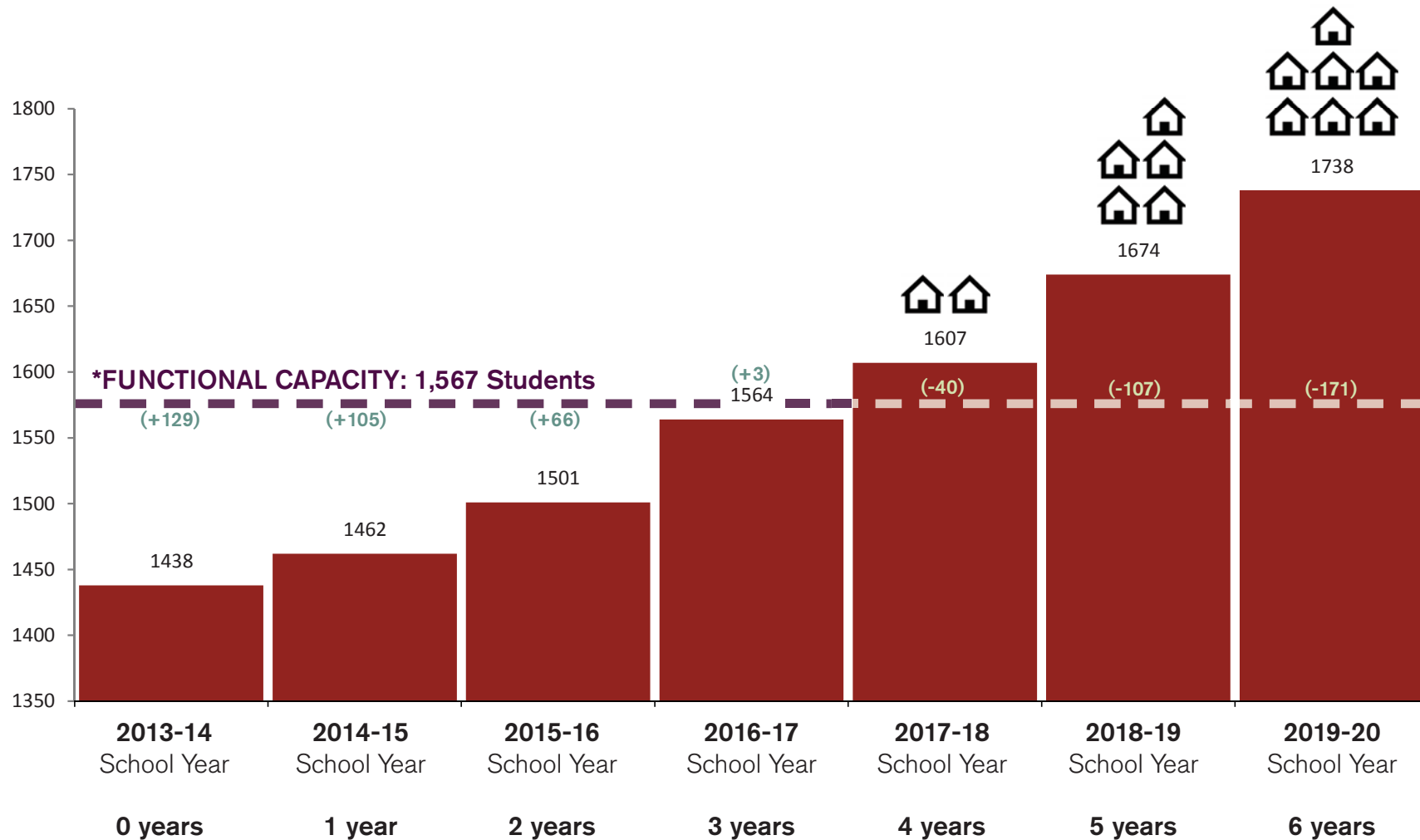
## ANACORTES HIGH SCHOOL

Grade	# of Classrooms	Class Size	Utilization	Capacity
Grades 9-12	18	29	83%	433
Science	5	29	83%	120
Fine Arts	5	29	83%	120
PE	6	29	83%	144
CTE	6	29	83%	144
Sp Ed	5	8	83%	33
<b>TOTAL PERMANENT FUNCTIONAL CAPACITY</b>				<b>994</b>

**TOTAL  
HIGH SCHOOL  
PERMANENT  
FUNCTIONAL  
CAPACITY**

**994 STUDENTS**

# K-6 ENROLLMENT VS FUNCTIONAL CAPACITY (PROJECTED)

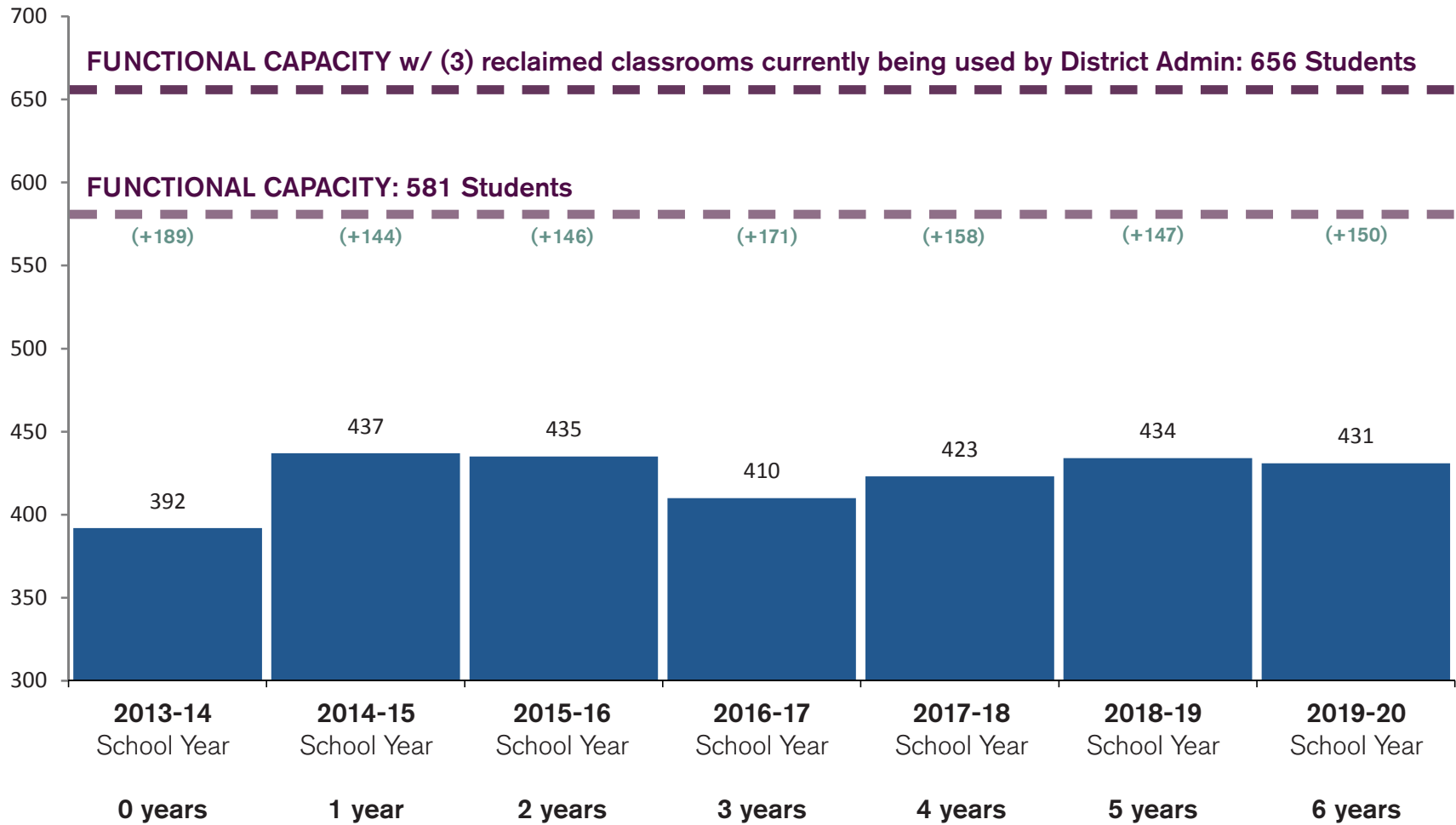


\* Functional Capacity includes full utilization of all (8) classrooms at Whitney ECEC as Kindergarten classrooms.

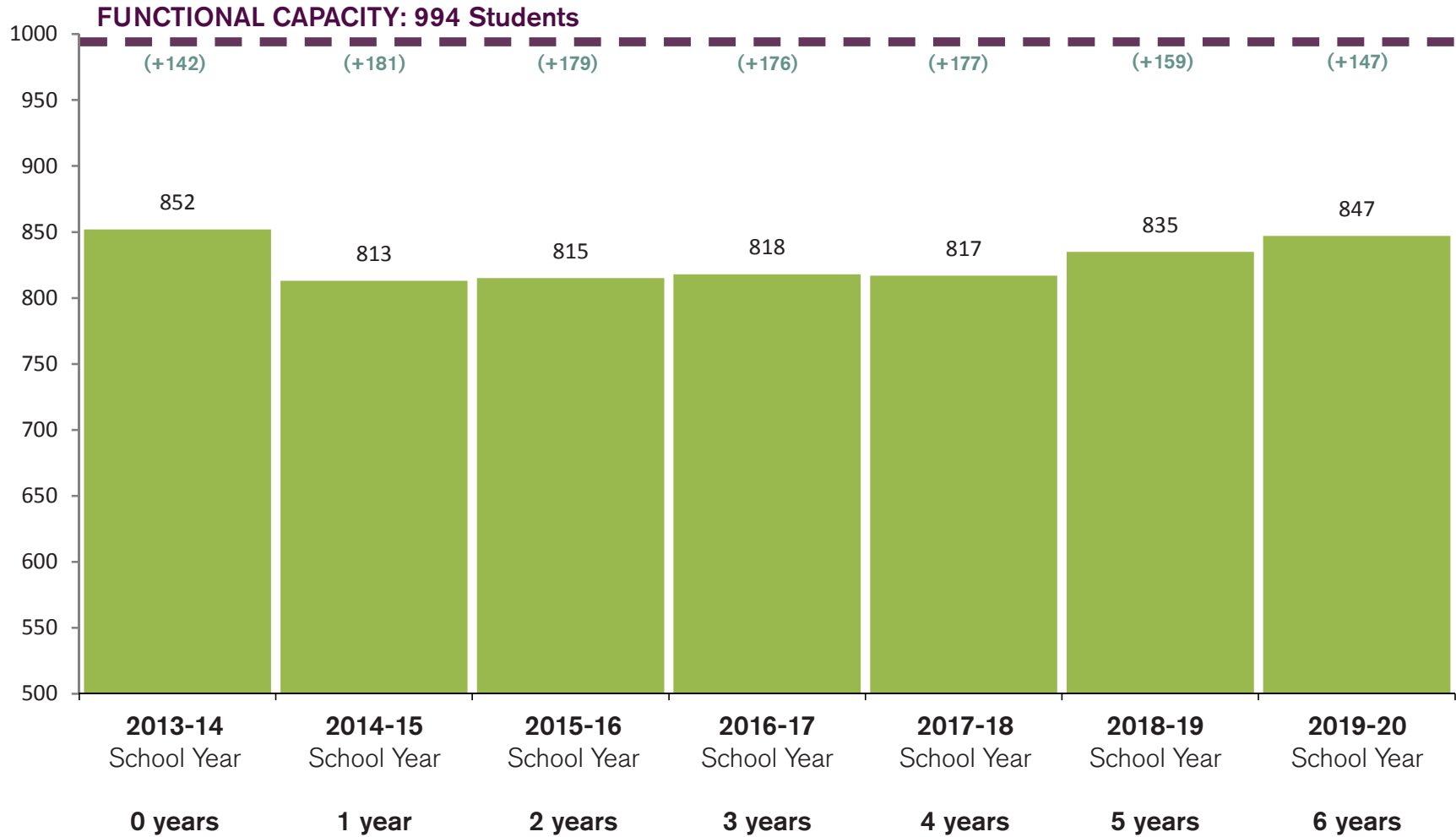


Additional classrooms required

# 7-8 ENROLLMENT VS FUNCTIONAL CAPACITY (PROJECTED)

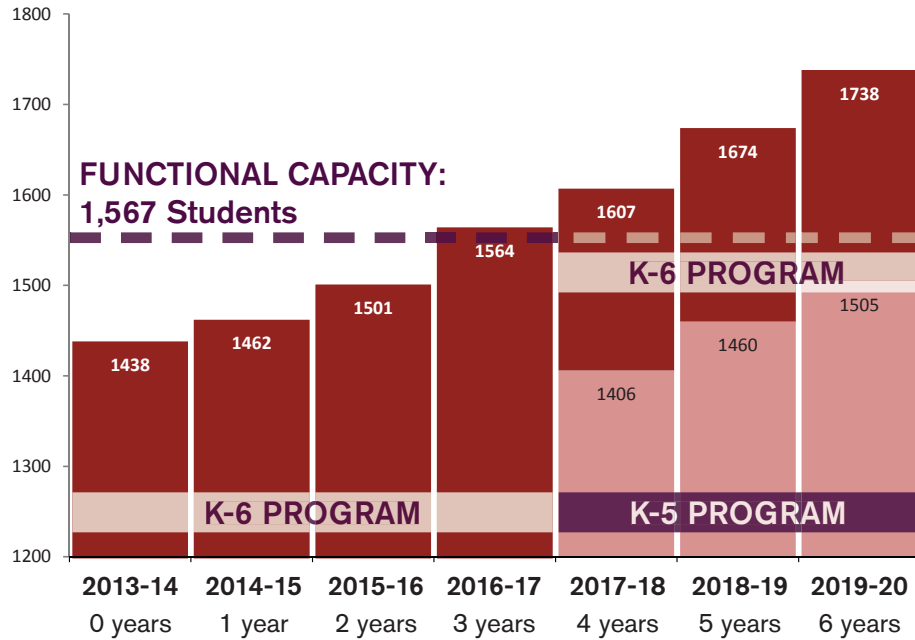


# 9-12 ENROLLMENT VS FUNCTIONAL CAPACITY (PROJECTED)

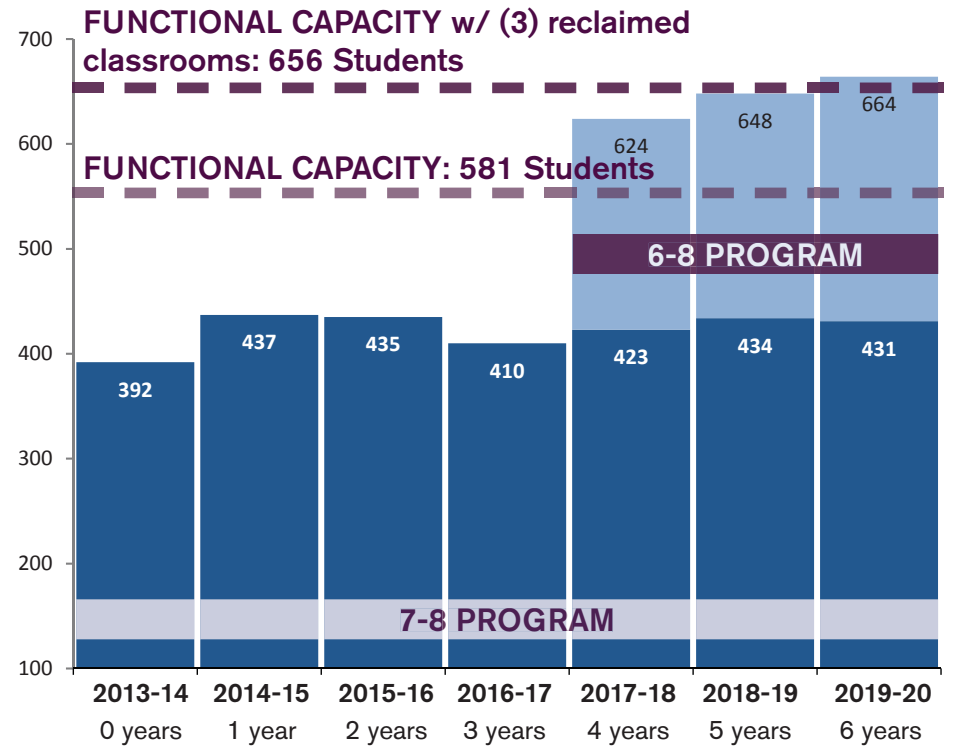




ELEMENTARY SCHOOL



MIDDLE SCHOOL



#### 4. ABILITY TO PROVIDE CAPITAL FUNDING SUPPORT

##### Introduction

The Anacortes School District is currently a district that meets the statutory and fiscal requirements for eligibility to compete for state assistance for construction projects.

This plan is based on the assumption that the district will continue to compete for state matching funds for new-in-lieu of modernization and if eligible, new construction. In addition to state assistance, capital projects will be financed through issuance of general obligation bonds and/or capital projects levies. Money collected through voluntary mitigation agreements will be included in the local share of capital projects.

##### Bond History

The recent Bond History for Anacortes School District is shown on the following table:

**Historical Bond Issue Results**

Year	Total \$ Request	% Yes	Validation	Result	Proposed Use
1989	\$5,800,000	72.20%	No	Failed	Benefitted all Schools
1990	\$7,000,000	67.50%	Yes	Passed	AHS Aux. Gym, AMS, Mt. Erie
1994	\$27,500,000	54.10%	Yes	Failed	AHS, AMS, Island View, Fidalgo
1995	\$27,500,000	57.50%	Yes	Failed	AHS, AMS, Island View, Fidalgo
1995	\$14,900,000	61.90%	Yes	Passed	Island View, Fidalgo
1997	\$14,900,000	65.50%	Yes	Passed	AMS, AHS
2007	\$59,800,000	57.90%	Yes	Failed	AHS, Field Upgrades, Maintenance Facility
2008	\$62,900,000	49.40%	Yes	Failed	AHS, Field Upgrades, Maintenance Facility

##### State Match Funds

State match funds come from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from state school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate general funds, or the State Board of Education can establish a moratorium on certain projects.

School districts may qualify for state matching funds for specific capital projects based on a prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on several prioritization categories. Funds are then distributed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the ratio of the total project cost to be paid by the state.

State match funds can only be applied to school construction projects. Site acquisition and improvements are not eligible to receive matching funds from the state.

**Assessed Valuation – Anacortes School District**

2013 Assessed Valuation of District	\$ 4,669,095,400
Five percent maximum Capital Outlay	\$ 233,462,971
Less Outstanding Bonds and Debts	<u>\$ 5,089,461</u> (Dec. 2014)
Allowable Bonded Indebtedness	\$ 228,373,510

**Finance Plan**

Of the approximately \$228,373,510 million authorized, \$87,900,000 was approved for the February 10, 2014 Special Election and will be issued as needed (along with any available State Assistance Funding) in compliance with the Six-Year Financial Plan for Capital Projects.

## **5. EXISTENCE OF A HOUSING EMERGENCY**

Because the Anacortes School District currently has available bonding capacity, no housing emergency exists per the definition contained in WAC 392-343-115. None of the District's schools have been damaged from catastrophes or natural disasters such as fires, earthquakes, wind damage or other related structural failures. All of the District's current permanent and temporary facilities are fully operable.

**6. RACIAL BALANCE OR IMBALANCE**

Anacortes School District does not discriminate based on sex, race, creed, religion, color, age, national origin, sexual orientation, gender expression or identity, veteran or military status, disability, or the use of a trained dog guide or service animal in any programs or activities, and provides equal access to the Boy Scouts and other designated youth groups.

As of October 1, 2013, minority students comprised 16.74% of elementary students and 14.92% of the secondary students enrolled in the Anacortes School District. As indicated below, the percentage of minority students are fairly evenly distributed across the District at all grade levels at an average of 16% per school.

The percentage of minorities and their distribution on the Anacortes School District are such that the problem of racial imbalance as defined in WAC 392-342-025 is not present in the District.

The district's Long-Range Facilities Plan will not adversely impact the racial balance within the district.

**District-Wide Minority Population (as of October 1, 2013)**

<b>Ethnic Description</b>	<b>Number of Students</b>	<b>Percentage of District Enrollment</b>
American Indian	31	1.12%
Asian	89	3.24%
African American	48	1.75%
Hispanic	229	8.33%
Caucasian	2,313	84.10%
Hawaiian or Pacific Islander	3	0.11%
Multiracial	37	1.35%
<b>Total</b>	<b>2,750</b>	<b>100%</b>

**Individual Building Minority Population (as of October 1, 2013)**

<b>Building</b>	<b>Total Minority Population</b>	<b>Total Enrollment</b>	<b>Percentage of School Enrollment</b>	<b>Percentage of District Enrollment</b>
Whitney ECEC (PK-K)	14	127	11.02%	0.51%
Island View Elementary (K-6)	70	454	15.42%	2.55%
Fidalgo Elementary School (K-6)	81	436	18.58%	2.95%
Mount Erie Elementary School (K-6)	81	453	17.88%	2.95%
<b>Total Elementary</b>	<b>246</b>	<b>1,470</b>	<b>16.74%</b>	<b>8.95%</b>
Anacortes Middle School (7-8)	57	393	14.50%	2.07%
Anacortes High School (9-12)	127	851	14.92%	4.62%
Cap Sante High School (9-12)	7	36	19.44%	0.26%
<b>Total Secondary</b>	<b>191</b>	<b>1,280</b>	<b>14.92%</b>	<b>6.95%</b>
<b>Total Enrollment</b>	<b>437</b>	<b>2,750</b>	<b>15.89%</b>	<b>15.89%</b>

# School District Profile

## Anacortes School District

Chris Borgen - Superintendent

(360) 293-1210

cborgen@asd103.org

### DISTRICT INFORMATION

Number of Schools	8
Grade Span	PK-12

### STUDENT INFORMATION (2009-10)

	<u>District</u>	<u>State</u>
Enrollment	2,737	1,036,135
Eligible Free/Reduced Lunch	35.3 %	41.8 %
Special Education	10.1 %	12.6 %
Transitional Bilingual	1.8 %	8.1 %
Foster Care	0.6 %	0.5 %
Ethnicity		
African American/Black	1.6 %	5.6 %
American Indian/Alaskan Native	2.1 %	2.5 %
Asian	3.9 %	7.9 %
Hispanic	5.9 %	16.0 %
Pacific Islander	0.2 %	0.9 %
White	86.2 %	63.8 %

### STATE ASSESSMENT RESULTS (% MEETING STANDARD 2009-2010)

Grade	Reading		Math		Writing		Science	
	District	State	District	State	District	State	District	State
3	82 %	72 %	70 %	62 %	--	--	--	--
4	79 %	67 %	60 %	54 %	73 %	61 %	--	--
5	85 %	70 %	70 %	54 %	--	--	56 %	34 %
6	80 %	65 %	69 %	52 %	--	--	--	--
7	79 %	63 %	76 %	55 %	82 %	70 %	--	--
8	84 %	69 %	68 %	52 %	--	--	67 %	55 %
10	86 %	80 %	54 %	42 %	91 %	86 %	60 %	45 %

### GRADUATION RATES (2008-2009)

	<u>District</u>	<u>State</u>
On-Time (4 Years)	81 %	74 %
Extended (5 or More Years)	83 %	79 %



Anacortes School District

**SCHOOL DISTRICT REVENUES**

	<u>Revenue</u>	<u>District</u>		<u>State</u>	
		<u>Per Pupil</u>	<u>Average</u>	<u>Per Pupil</u>	<u>Average</u>
State	\$ 16,176,573	\$ 6,074	60 %	\$ 6,648	67%
Federal	2,297,321	863	9 %	1,304	13%
Local Tax	6,890,653	2,587	26 %	1,909	19%
Other	1,533,749	576	6 %	68	1%
<b>Total</b>	<b>\$ 26,898,296</b>	<b>\$ 10,100</b>		<b>\$ 9,929</b>	

**SCHOOL DISTRICT LEVIES**

<u>Levy Lid (2010 CY)</u>	<u>Maintenance and Operations Levies</u>		
	<u>Assessed Value Per Student</u>	<u>District</u>	<u>State</u>
Max Authorized		\$ 1,841,647	\$ 872,196
\$ 6,870,447	M&O Levy Per Student	2,583	1,771
Approved By Voters	Levy Equalization Per Student	0	267
\$ 7,333,000	<b>Total Per Student</b>	<b>\$ 2,583</b>	<b>\$ 2,038</b>

**TAX RATE PER \$1000/ASSESSED VALUE (2010)**

	<u>District</u>	<u>State Average</u>
Maintenance and Operations	\$ 1.403	\$ 2.030
Debt	0.563	1.259
Transportation	0.000	0.001
Capital	0.000	0.167
<b>Total</b>	<b>\$ 1.966</b>	<b>\$ 3.457</b>

**SCHOOL DISTRICT STAFFING (2009-2010 REPORTED STAFFING INFORMATION)**

	<u>District</u>		<u>State</u>	
	<u>FTE</u>	<u>%</u>	<u>FTE</u>	<u>%</u>
Certificated Classroom Teachers	137	54 %	53,620	53 %
Educational Staff Associates *	14	6 %	7,394	7 %
Classified Staff	91	36 %	36,905	36 %
Administrators				
- Central Office	3	1 %	1,107	1 %
- Building	9	4 %	2,792	3 %

\*e.g., Counselors, Librarians, Nurses

<u>Teacher Information</u>	<u>District</u>	<u>State Average</u>
Avg. yrs of teaching experience	17	14
Teachers with 5 yrs or less exp.	11 %	21 %
Avg. Teacher Supplemental	\$ 10,941	\$ 10,569
Avg. Base Salary	\$ 55,931	\$ 53,056
National Board Certified Teachers	13	---



7. NEW AND ADDITIONS TO EXISTING SCHOOL FACILITIES AND THE URGENCY OF NEED FOR SUCH FACILITIES

**Fidalgo Elementary School**

This facility was fully renovated with additions added in 1998. The school remains in good condition and serves the educational program need of the district. **Based on current enrollment there is no immediate need to replace or add an addition to this school.**

**Island View Elementary School**

This facility was fully renovated with additions added in 1997. The school remains in good condition and serves the educational program need of the district. **Based on current enrollment there is no immediate need to replace or add an addition to this school.**

**Mount Erie Elementary School**

The original school was a one-story building constructed in 1955. In 1984 a small addition expanded the administration area. In 1991, an addition provided a classroom wing to the South and a new gymnasium and kitchen. The existing 1955 gymnasium was converted to a library, workroom and computer lab. The original 1955 building low slope roof was over-framed with wood trusses to provide a sloping roof as part of the 1991 project.

The Building Condition Survey found numerous safety, code, life-cycle replacement and programmatic issues. **This school is a strong candidate for a future full renovation with possible additions to serve deficient programmatic needs.** Based on priorities, renovations at this school was deferred into the next round of Capital Improvements which should be considered within an eight to ten year horizon.

**Whitney Early Childhood education Center**

This school was originally constructed in 1961 and has received a number of minor upgrades over the years. It received seismic upgrades, infill of selected windows and exterior insulation in the early 1990's. In 1999 tenant improvements addressed exterior painting, fascia replacement, new roofing and replacement of mechanical and electrical systems. The school sits at the edge of town in an urban setting on a 3.4 acre site.

The Building Condition Survey found numerous safety, code, life-cycle replacement and programmatic issues. **This school is a strong candidate for future replacement.** The condition, program accommodation and size of the facility does not make the best use of the site. Based on priorities, the replacement or renovations to this school was deferred into the next round of Capital Improvements which should be considered within an eight to ten year horizon.

**Anacortes Middle School**

Originally constructed in 1941, this facility received a full renovation with additions in 1998 and continues to serve the educational program needs of the district. **There is no immediate need for additions or replacement of this school.**



**Anacortes High School**

The high school was originally constructed in 1955 and has had additions constructed in 1959, 1976, 1991 and 1999. The Building Condition Survey found numerous safety, code, life-cycle replacement and programmatic issues. This school is in the worst condition of all the District's educational facilities. ***There is an immediate need for 60% of this building to be replaced and the remaining 40% to be fully renovated.*** This is considered the District's highest priority.

## **8. COST BENEFIT ANALYSIS FOR MODERNIZATION OR REPLACEMENT OF EXISTING SCHOOL FACILITIES**

### **Introduction**

The Capital Facilities Plan developed by the Anacortes School District identified renovation of the Anacortes High School as the highest priority in the District. The committee studied and analyzed the condition of the current high school over an eight month period. Extending the life of the building requires seismic upgrades, envelope improvements to meet the energy code, building and handicap code upgrades, replacement of all mechanical and electrical systems and significant building configuration changes to accommodate a 21<sup>st</sup> Century learning environment for student curriculum. The work performed by the committee indicated that the existing Brodniak Theater and the Gymnasium/PE wing were candidates for renovation as a cost saving measure but the remaining portion of the facility needed to be replaced. This assessment established a proposal for renovation of 40% of the existing building and 60% replacement.

A professional cost estimating firm was hired to confirm this assessment. They found that the cost to renovate the classroom, library, cafeteria and office areas of the existing high school would approach 90 percent of the replacement cost. This confirmed the committee's assessment and lead to the recommendation of total replacement for this portion of the facility.

In contrast, a detailed cost analysis of new vs. renovation for Brodniak indicated an anticipated savings of 20% could be realized if this portion of the facility was modernized. This savings is due to the fact that the existing space works programmatically and the structure appears sound. This same analysis was done for the gymnasium/PE wing. There it was estimated a 40% savings that could be realized by renovation in lieu of replacement for this portion of the work due to similar reasons. The main difference between the 20% vs. 40% savings at these two general areas is the higher cost of the Auditorium equipment and furnishings. Unlike the classroom and CTE portion of the existing AHS Building, it was determined that there is enough savings to warrant renovation in lieu of replacement for both Brodniak and the Gym/PE portions of AHS.

Included in this Chapter is the final Cost Model Estimate for the Anacortes High School based on the replacement and renovation scope proposed by the committee. This estimate also includes a reduction in total cost due to anticipated State Funding Assistance and a \$1.2M increase for other District essential projects consisting of two roof replacement projects and District-wide safety and security upgrades.

The estimate totals \$87.9M which is the amount authorized by the School Board to be proposed to voters as a bond referendum on the February 2015 election ballot.



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## ANACORTES HIGH SCHOOL

Additions and Renovation

Cost Model Estimate

September 17, 2014

New Building	\$28,946,882
Renovate Performing Arts/Music Wing	\$7,167,007
Renovate Gym/Athletic Wing	\$7,425,026
Site Development	\$7,562,299
Cap Sante' HS Allowance	\$750,000
Off-Site-Street Frontage Improvements	\$713,474
Building Demolition	\$1,419,395
Rice Field Improvements	\$7,049,152
<b>Construction Total</b>	<b>\$61,033,235</b>
Project Development (Soft) Costs @ 48%	\$29,295,953
<b>PROJECT TOTAL</b>	<b>\$90,329,188</b>
State Funding Assistance	(\$2,000,000)
Reduce Square Footage of New Building by 3,8500 SF	(\$1,650,000)
Add District Essential Projects - other sites (Roofing, Safety, Security)	\$1,200,000
<b>TOTAL BOND</b>	<b>\$87,879,188</b>

### Project Development Costs Include:

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Washington State Sales Tax	Power Company Charges
A/E Fees	Construction Manager Fees
Construction Contingency	Legal
Furnishings/Equip	Testing & Inspection
Permits	
Moving Costs by District Personnel	

### Exclusions:

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Special Foundations/Piling  
 Portables - Buy/Lease/Set  
 Signalization/Street Work  
 Alternative Contracting Premiums  
 Hazardous Soiles Remediation



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PROJECT: ANACORTES HIGH SCHOOL - BUILDING ADDITION  
 LOCATION: ANACORTES, WA  
 BLDG SF: 99,969  
 ESTIMATE: 2014151  
 EST TYPE: BOND STUDY

DIVISION	DESCRIPTION	TOTAL	\$/SF
A10	FOUNDATIONS	1,028,815	10.29
B10	SUPERSTRUCTURE	2,000,297	20.01
B20	EXTERIOR CLOSURE	3,498,915	35.00
B30	ROOFING	1,382,515	13.83
C10	INTERIOR CONSTRUCTION	1,798,559	17.99
C20	STAIRS	119,963	1.20
C30	INTERIOR FINISHES	1,440,553	14.41
D10	CONVEYING SYSTEMS	77,000	0.77
D20	PLUMBING	920,714	9.21
D30	HVAC	3,186,012	31.87
D40	FIRE PROTECTION	400,876	4.01
D50	ELECTRICAL	3,232,002	32.33
E10	EQUIPMENT	615,869	6.16
E20	FURNISHINGS	739,771	7.40
Z10	GENERAL REQUIREMENTS	1,800,000	18.01
<b>ESTIMATE SUBTOTAL</b>		<b>22,241,861</b>	<b>222.49</b>
	DESIGN CONTINGENCY @	10.00%	2,224,186
	SUBTOTAL		24,466,047
	GENERAL CONTRACTOR'S OH & P @	7.50%	1,834,954
	SUBTOTAL		26,301,001
	ESCALATION TO 01-MAR-17 (4.00%/YR) @	10.06%	2,645,881
<b>TOTAL</b>		<b>28,946,882</b>	<b>289.56</b>

EXCLUSIONS:  
 SEE ESTIMATE SUMMARY

**PROJECT:** ANACORTES HIGH SCHOOL - BUILDING ADDITION  
**LOCATION:** ANACORTES, WA  
**BLDG SF:** 99,969  
**ESTIMATE:** 2014151  
**EST TYPE:** BOND STUDY

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
<b>A10</b>	<b>FOUNDATIONS</b>					
02315	PREMIUM DEEP FOUNDATIONS AT CTE WING	18,469	SFA	6.00	110,814	
02315	STANDARD FOUNDATIONS	68,919	SFA	7.63	525,852	
03000	SLAB ON GRADE	68,919	SF	5.69	392,149	
<b>A10</b>	<b>FOUNDATIONS</b>			<b>DIVISION TOTAL</b>	<b>1,028,815</b>	<b>10.29</b>
<b>B10</b>	<b>SUPERSTRUCTURE</b>					
05000	FLOOR STRUCTURES/MEZZANINES	32,330	SFA	23.50	759,755	
05000	ROOF STRUCTURE/OVERHANGS/BRACE	68,919	SFA	18.00	1,240,542	
<b>B10</b>	<b>SUPERSTRUCTURE</b>			<b>DIVISION TOTAL</b>	<b>2,000,297</b>	<b>20.01</b>
<b>B20</b>	<b>EXTERIOR CLOSURE</b>					
04000	EXTERIOR CLOSURE/WINDOWS/DOORS	99,969	SF	35.00	3,498,915	
<b>B20</b>	<b>EXTERIOR CLOSURE</b>			<b>DIVISION TOTAL</b>	<b>3,498,915</b>	<b>35.00</b>
<b>B30</b>	<b>ROOFING</b>					
07410	ROOFING/INSUL/SHEETMETAL METAL/MEMBRANE MIX	68,919	SFA	20.06	1,382,515	
<b>B30</b>	<b>ROOFING</b>			<b>DIVISION TOTAL</b>	<b>1,382,515</b>	<b>13.83</b>
<b>C10</b>	<b>INTERIOR CONSTRUCTION</b>					
08110	INT. DOOR/HM FRAME/HDWRE	99,969	SFA	3.66	365,887	
09110	INTERIOR PARTITIONS	99,969	SFA	11.05	1,104,657	
10000	MISC SPECIALTIES/DIV 10 FITTINGS	99,969	SFA	2.75	274,915	
10500	STUDENT LOCKERS	236	OPG	225	53,100	
<b>C10</b>	<b>INTERIOR CONSTRUCTION</b>			<b>DIVISION TOTAL</b>	<b>1,798,559</b>	<b>17.99</b>
<b>C20</b>	<b>STAIRS</b>					
05260	INTERIOR STAIRS/RAILS	99,969	SFA	1.20	119,963	
<b>C20</b>	<b>STAIRS</b>			<b>DIVISION TOTAL</b>	<b>119,963</b>	<b>1.20</b>
<b>C30</b>	<b>INTERIOR FINISHES</b>					
09000	INTERIOR WALL FINISHES	99,969	SFA	4.91	490,848	
09250	CELINGS - ACT/GWB/EXPOSED MIX	99,969	SFA	4.00	399,876	
09600	FLOOR FINISHES	99,969	SFA	5.50	549,830	
<b>C30</b>	<b>INTERIOR FINISHES</b>			<b>DIVISION TOTAL</b>	<b>1,440,553</b>	<b>14.41</b>
<b>D10</b>	<b>CONVEYING SYSTEMS</b>					
14200	ELEVATOR - 2 STOP	1	LS	77,000	77,000	
<b>D10</b>	<b>CONVEYING SYSTEMS</b>			<b>DIVISION TOTAL</b>	<b>77,000</b>	<b>0.77</b>

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
<b>D20</b>	<b>PLUMBING</b>					
15140	PLUMBING	99,969	SFA	9.21	920,714	
<b>D20</b>	<b>PLUMBING</b>			<b>DIVISION TOTAL</b>	<b>920,714</b>	<b>9.21</b>
<b>D30</b>	<b>HVAC</b>					
15000	HVAC SYSTEM	99,969	SFA	31.87	3,186,012	
<b>D30</b>	<b>HVAC</b>			<b>DIVISION TOTAL</b>	<b>3,186,012</b>	<b>31.87</b>
<b>D40</b>	<b>FIRE PROTECTION</b>					
15300	FIRE PROTECTION	99,969	SFA	4.01	400,876	
<b>D40</b>	<b>FIRE PROTECTION</b>			<b>DIVISION TOTAL</b>	<b>400,876</b>	<b>4.01</b>
<b>D50</b>	<b>ELECTRICAL</b>					
16000	ELECTRICAL	99,969	SFA	32.18	3,217,002	
16070	COMMONS PLATFORM LIGHTING	1	LS	15,000	15,000	
<b>D50</b>	<b>ELECTRICAL</b>			<b>DIVISION TOTAL</b>	<b>3,232,002</b>	<b>32.33</b>
<b>E10</b>	<b>EQUIPMENT</b>					
11000	FOOD SERVICE EQUIPMENT	1	LS	440,000	440,000	
11000	MISC EQUIPMENT/DIV. 11	99,969	SF	1.00	99,969	
11130	PROJECTION SCREEN-ELECTRIC	1	EA	7,500	7,500	
11400	RESIDENTIAL EQUIPMENT	1	LS	30,000	30,000	
11600	FUME HOODS	6	EA	6,400	38,400	
<b>E10</b>	<b>EQUIPMENT</b>			<b>DIVISION TOTAL</b>	<b>615,869</b>	<b>6.16</b>
<b>E20</b>	<b>FURNISHINGS</b>					
12000	CASEWORK	99,969	SFA	6.50	649,799	
12490	WINDOW SHADES - ALLOW	99,969	SFA	0.90	89,972	
<b>E20</b>	<b>FURNISHINGS</b>			<b>DIVISION TOTAL</b>	<b>739,771</b>	<b>7.40</b>
<b>Z10</b>	<b>GENERAL REQUIREMENTS</b>					
01000	BUILDING AREA	99,969	SF			
01000	GENERAL CONDITIONS - BASIC	18	MO	75,000	1,350,000	
01000	GENERAL CONDITIONS - CTE PHASE PREMIUM	6	MO	75,000	450,000	
<b>Z10</b>	<b>GENERAL REQUIREMENTS</b>			<b>DIVISION TOTAL</b>	<b>1,800,000</b>	<b>18.01</b>
<b>ESTIMATE SUBTOTAL</b>					<b>22,241,861</b>	<b>222.49</b>



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PROJECT: ANACORTES HIGH SCHOOL - PERFORMING ARTS- MUSIC RENOVATION  
 LOCATION: ANACORTES, WA  
 BLDG SF: 19,745  
 ESTIMATE: 2014151  
 EST TYPE: BOND STUDY

DIVISION	DESCRIPTION	TOTAL	\$/SF
A10	FOUNDATIONS	42,110	2.13
B10	SUPERSTRUCTURE	138,478	7.01
B20	EXTERIOR CLOSURE	228,802	11.59
B30	ROOFING	276,621	14.01
C10	INTERIOR CONSTRUCTION	319,036	16.16
C20	STAIRS	10,000	0.51
C30	INTERIOR FINISHES	270,941	13.72
D10	CONVEYING SYSTEMS	15,000	0.76
D20	PLUMBING	29,618	1.50
D30	HVAC	713,782	36.15
D40	FIRE PROTECTION	34,554	1.75
D50	ELECTRICAL	1,244,419	63.02
E10	EQUIPMENT	740,183	37.49
E20	FURNISHINGS	280,358	14.20
F20	SELECTIVE BUILDING DEMOLITION	100,158	5.07
Z10	GENERAL REQUIREMENTS	900,000	45.58
<b>ESTIMATE SUBTOTAL</b>		<b>5,344,058</b>	<b>270.65</b>
	DESIGN CONTINGENCY @	10.00%	534,406
	SUBTOTAL		5,878,464
	GENERAL CONTRACTOR'S OH & P @	7.50%	440,885
	SUBTOTAL		6,319,349
	ESCALATION TO 01-JAN-18 (4.00%/YR) @	13.41%	847,658
<b>TOTAL</b>		<b>7,167,007</b>	<b>362.98</b>

EXCLUSIONS:  
SEE ESTIMATE SUMMARY

**PROJECT:** ANACORTES HIGH SCHOOL - PERFORMING ARTS- MUSIC RENOVATION  
**LOCATION:** ANACORTES, WA  
**BLDG SF:** 19,745  
**ESTIMATE:** 2014151  
**EST TYPE:** BOND STUDY

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
<b>A10 FOUNDATIONS</b>						
02210	FILL/LEVEL PATCH SLAB AT BAND CHOIR	1,961	SF	10.00	19,610	
03000	MINOR UPGRADES AT BASEMENT	2,500	SF	5.00	12,500	
03000	MINOR UPGRADES AT ORCH PIT	1	LS	10,000	10,000	
<b>A10</b>	<b>FOUNDATIONS</b>			<b>DIVISION TOTAL</b>	<b>42,110</b>	<b>2.13</b>
<b>B10 SUPERSTRUCTURE</b>						
05120	SEISMIC UPGRADES EXISTING ROOF STRUCT	19,745	SF	5.50	108,598	
07120	MODIFY/UPGRADE CATWALKS/PLATFORMS/MEZZANINES	1,992	SF	15.00	29,880	
<b>B10</b>	<b>SUPERSTRUCTURE</b>			<b>DIVISION TOTAL</b>	<b>138,478</b>	<b>7.01</b>
<b>B20 EXTERIOR CLOSURE</b>						
04210	FURR/INSUL/CMU VENEER	7,424	SF	25.50	189,312	
	EXPOSED EXTERIOR WALLS					
06110	ROUGH CARPENTRY/HARDWARE	19,745	SF	1.00	19,745	
09900	EXT PAINTING/FINISHING/SEAL	19,745	SFA	1.00	19,745	
<b>B20</b>	<b>EXTERIOR CLOSURE</b>			<b>DIVISION TOTAL</b>	<b>228,802</b>	<b>11.59</b>
<b>B30 ROOFING</b>						
06120	ROOFING ROUGH CARPENTRY	19,745	SF	0.75	14,809	
07210	FALL PROTECTION	1	LS	15,000	15,000	
07210	RIGID INSULATION/VAPOR BARRIER	19,745	SF	3.50	69,108	
07220	GWB/DENSDECK	19,745	SF	1.75	34,554	
07500	MEMBRANE ROOFING W/RELECTIVE COATING	19,745	SF	4.50	88,853	
07600	SHEETMETAL FLASHING/GUTTERS/DS	19,745	SFA	2.25	44,426	
07700	WALK-PADS/ROOF ACCESSORIES	19,745	SFA	0.50	9,873	
<b>B30</b>	<b>ROOFING</b>			<b>DIVISION TOTAL</b>	<b>276,621</b>	<b>14.01</b>
<b>C10 INTERIOR CONSTRUCTION</b>						
08110	INT. H.M. DOOR/HM FRM/HDWRE	31	LVS	1,150	35,650	
08300	SOUND DOORS	16	LVS	4,000	64,000	
	REPLACE EXISTING					
08300	SPECIALTY DOORS/GRILLES	1	LS	10,000	10,000	
08310	ACCESS DOORS	1	LS	2,000	2,000	
08800	INTERIOR GLAZING/CONTROL BOOTH RELITE	1	LS	5,000	5,000	
09250	INTERIORS - RECONFIGURE/PATCH/NEW	19,745	SFA	6.50	128,343	
10000	MISC SPECIALTIES	19,745	SF	3.75	74,044	
	PARTITIONS, SIGNAGE					
<b>C10</b>	<b>INTERIOR CONSTRUCTION</b>			<b>DIVISION TOTAL</b>	<b>319,036</b>	<b>16.16</b>
<b>C20 STAIRS</b>						
01000	THEATER STAIRS/LADDERS	1	LS	10,000	10,000	



ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
MODIFY EXISTING						
C20	STAIRS	DIVISION TOTAL			10,000	0.51
C30	INTERIOR FINISHES					
06200	WOOD/ACOUSTIC PANELING	1,200	SF	35.00	42,000	
THEATER						
06250	INTERIOR TRIMS/RAILS	19,745	SFA	0.50	9,873	
09000	MISC FLOOR PREP/PROTECTION	19,745	SFA	0.50	9,873	
09000	MISC WALL FINISHES	19,745	SFA	0.25	4,936	
09250	PATCH EXISTING THEATER CEILING	13,294	SFA	3.50	46,529	
09300	RUBBER BASE ALLOWANCE	19,745	SFA	0.35	6,911	
09545	BAND/CHOIR CEILING	5,262	SF	4.50	23,679	
09630	SEALED CONCRETE FLOOR	10,483	SF	0.75	7,862	
INCL BASEMENT						
09630	WOOD FLOOR AT STAGE	3,000	SF	5.00	15,000	
09680	CARPET @ THEATER AISLES	3,500	SF	4.00	14,000	
09680	FLOORING AT MUSIC/BAND	5,262	SF	5.50	28,941	
09840	ACOUSTIC PANELS - BAND-CHOIR	1,488	SF	18.00	26,784	
09900	INTERIOR PAINTING AND FINISHING	19,745	SFA	1.75	34,554	
C30	INTERIOR FINISHES	DIVISION TOTAL			270,941	13.72
D10	CONVEYING SYSTEMS					
14240	ADA LIFT	1	LS	15,000	15,000	
D10	CONVEYING SYSTEMS	DIVISION TOTAL			15,000	0.76
D20	PLUMBING					
15400	PLUMBING	19,745	SFA	1.50	29,618	
D20	PLUMBING	DIVISION TOTAL			29,618	1.50
D30	HVAC					
15700	HVAC	19,745	SFA	30.00	592,350	
15900	CONTROLS	19,745	SFA	5.50	108,598	
15950	TEST, ADJUST, BALANCE	19,745	SFA	0.65	12,834	
D30	HVAC	DIVISION TOTAL			713,782	36.15
D40	FIRE PROTECTION					
15300	FIRE PROTECTION	19,745	SFA	1.75	34,554	
UPGRADES TO EXISTING SYSTEM						
D40	FIRE PROTECTION	DIVISION TOTAL			34,554	1.75
D50	ELECTRICAL					
16000	ELECTRICAL-BASIC UPGRADES	19,745	SFA	14.00	276,430	
ALLOWANCE						
16000	STAGE LIGHTING FIXTURES & ACCESSORIES	1	LS	82,775	82,775	
16070	ELEC INSTALL STAGE RIGGING	1	LS	10,000	10,000	
ALLOW						
16070	ELEC INSTALL THEATRE LIGHTING,EQUIP	1	LS	60,000	60,000	
ALLOW						

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
16570	STAGE & HOUSE LIGHTING ,DIMMING,DISTRIBUTION	1	LS	526,664	526,664	
16700	COMMUNICATIONS/CLOCKS/INTERCOM	19,745	SFA	1.50	29,618	
16700	FIRE ALARM	19,745	SFA	2.65	52,324	
16700	SECURITY/CCTV	19,745	SFA	1.85	36,528	
16800	BAND ROOM SOUND SYS-EQUIP ONLY	1	LS	22,540	22,540	
			ALLOW			
16800	CHOIR ROOM SOUND SYS-EQUIP ONLY	1	LS	22,540	22,540	
			ALLOW			
16800	THEATRE A/V SYSTEM	1	LS	125,000	125,000	
<b>D50</b>	<b>ELECTRICAL</b>			<b>DIVISION TOTAL</b>	<b>1,244,419</b>	<b>63.02</b>
<b>E10</b>	<b>EQUIPMENT</b>					
11000	ACOUSTIC CONCERT REFLECTORS, TOWERS	1	LS	106,000	106,000	
11000	PRACTICE ROOMS	4	EA	30,000	120,000	
11060	THEATER RIGGING/DRAPE/EQUIP/	1	LS	509,247	509,247	
14000	MISC EQUIPMENT	19,745	SF	0.25	4,936	
<b>E10</b>	<b>EQUIPMENT</b>			<b>DIVISION TOTAL</b>	<b>740,183</b>	<b>37.49</b>
<b>E20</b>	<b>FURNISHINGS</b>					
11060	THEATRE SEATING	750	EA	250	187,500	
12300	DISPLAY/CASEWORK ALLOWANCE	19,745	SF	3.50	69,108	
12320	MUSIC STORAGE	50	LF	475	23,750	
<b>E20</b>	<b>FURNISHINGS</b>			<b>DIVISION TOTAL</b>	<b>280,358</b>	<b>14.20</b>
<b>F20</b>	<b>SELECTIVE BUILDING DEMOLITION</b>					
02000	DEMO RAISED FLOORS AT BAND/CHOIR	1,961	SF	5.00	9,805	
02000	SELECTIVE DEMOLITION	19,745	SFA	4.50	88,853	
03000	SAWCUTTING	1	LS	1,500	1,500	
<b>F20</b>	<b>SELECTIVE BUILDING DEMOLITION</b>			<b>DIVISION TOTAL</b>	<b>100,158</b>	<b>5.07</b>
<b>Z10</b>	<b>GENERAL REQUIREMENTS</b>					
01000	BASEMENT AREA	2,500	SF			
01000	BUILDING AREA - THEATER & MUSIC	19,745	SF			
01000	GEN CONDITIONS/BOND/B&O/INS-PRORATED	12	MO	75,000	900,000	
<b>Z10</b>	<b>GENERAL REQUIREMENTS</b>			<b>DIVISION TOTAL</b>	<b>900,000</b>	<b>45.58</b>
				<b>ESTIMATE SUBTOTAL</b>	<b>5,344,058</b>	<b>270.65</b>



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PROJECT: ANACORTES HIGH SCHOOL - GYM RENOVATION  
 LOCATION: ANACORTES, WA  
 BLDG SF: 40,286  
 ESTIMATE: 2014151  
 EST TYPE: BOND STUDY

DIVISION	DESCRIPTION		TOTAL	\$/SF
A10	FOUNDATIONS		60,429	1.50
B10	SUPERSTRUCTURE		221,573	5.50
B20	EXTERIOR CLOSURE		470,730	11.68
B30	ROOFING		75,279	1.87
C10	INTERIOR CONSTRUCTION		163,845	4.07
C30	INTERIOR FINISHES		286,664	7.12
D20	PLUMBING		477,349	11.85
D30	HVAC		1,311,934	32.57
D40	FIRE PROTECTION		100,715	2.50
D50	ELECTRICAL		1,288,580	31.99
E10	EQUIPMENT		373,780	9.28
F20	SELECTIVE BUILDING DEMOLITION		105,572	2.62
Z10	GENERAL REQUIREMENTS		600,000	14.89
<b>ESTIMATE SUBTOTAL</b>			<b>5,536,449</b>	<b>137.43</b>
	DESIGN CONTINGENCY @	10.00%	553,645	
	SUBTOTAL		6,090,094	
	GENERAL CONTRACTOR'S OH & P @	7.50%	456,757	
	SUBTOTAL		6,546,851	
	ESCALATION TO 01-JAN-18 (4.00%/YR) @	13.41%	878,175	
<b>TOTAL</b>			<b>7,425,026</b>	<b>184.31</b>

EXCLUSIONS:  
 SEE ESTIMATE SUMMARY

**PROJECT:** ANACORTES HIGH SCHOOL - GYM RENOVATION  
**LOCATION:** ANACORTES, WA  
**BLDG SF:** 40,286  
**ESTIMATE:** 2014151  
**EST TYPE:** BOND STUDY

ITEM	DESCRIPTION	QUANTITY UNIT	UNIT COST	TOTAL	\$/SF
<b>A10</b>	<b>FOUNDATIONS</b>				
03000	MINOR FOUNDATION/SLAB WORK FOR PLUMB/STRUCTURAL	40,286 SFA	1.50	60,429	
<b>A10</b>	<b>FOUNDATIONS</b>		<b>DIVISION TOTAL</b>	<b>60,429</b>	<b>1.50</b>
<b>B10</b>	<b>SUPERSTRUCTURE</b>				
05000	MISC STRUCTURAL/SEISMIC UPGRADES	40,286 SFA	5.50	221,573	
<b>B10</b>	<b>SUPERSTRUCTURE</b>		<b>DIVISION TOTAL</b>	<b>221,573</b>	<b>5.50</b>
<b>B20</b>	<b>EXTERIOR CLOSURE</b>				
04000	FURR/INSUL/CMU VENEER EXTERIOR	18,460 SF	25.50	470,730	
<b>B20</b>	<b>EXTERIOR CLOSURE</b>		<b>DIVISION TOTAL</b>	<b>470,730</b>	<b>11.68</b>
<b>B30</b>	<b>ROOFING</b>				
07700	MINOR ROOF PATCH	50,186 SFA	1.50	75,279	
<b>B30</b>	<b>ROOFING</b>		<b>DIVISION TOTAL</b>	<b>75,279</b>	<b>1.87</b>
<b>C10</b>	<b>INTERIOR CONSTRUCTION</b>				
09110	MINOR INTERIOR WALL RECONFIGURATION/REPAIRS	40,286 SFA	2.50	100,715	
10500	ATHLETIC LOCKERS - DOUBLE	104 OPG	145	15,080	
10500	COACHES/KITCHEN LOCKERS	16 EA	275	4,400	
10500	GYM LOCKERS	194 OPG	225	43,650	
<b>C10</b>	<b>INTERIOR CONSTRUCTION</b>		<b>DIVISION TOTAL</b>	<b>163,845</b>	<b>4.07</b>
<b>C30</b>	<b>INTERIOR FINISHES</b>				
09640	REFINISH GYM FLOOR - WOOD	20,400 SF	3.50	71,400	
09680	UPGRADE LOCKER ROOM INTERIORS/FINISHES	6,028 SF	15.00	90,420	
09840	ACOUSTIC WALL PANELS @ GYM	1,900 SF	18.00	34,200	
09900	INTERIOR PAINTING AND FINISHING	40,286 SFA	2.25	90,644	
<b>C30</b>	<b>INTERIOR FINISHES</b>		<b>DIVISION TOTAL</b>	<b>286,664</b>	<b>7.12</b>
<b>D20</b>	<b>PLUMBING</b>				
15140	PLUMBING	40,286 SFA	11.85	477,389	
<b>D20</b>	<b>PLUMBING</b>		<b>DIVISION TOTAL</b>	<b>477,389</b>	<b>11.85</b>
<b>D30</b>	<b>HVAC</b>				
15000	HVAC SYSTEM	40,286 SFA	32.57	1,312,115	
<b>D30</b>	<b>HVAC</b>		<b>DIVISION TOTAL</b>	<b>1,312,115</b>	<b>32.57</b>

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
<b>D40</b>	<b>FIRE PROTECTION</b>					
15300	FIRE PROTECTION-UPGRADE EXISTING SYSTEM	40,286	SFA	2.50	100,715	
<b>D40</b>	<b>FIRE PROTECTION</b>			<b>DIVISION TOTAL</b>	<b>100,715</b>	<b>2.50</b>
<b>D50</b>	<b>ELECTRICAL</b>					
16000	ELECTRICAL - EXCLUDES NEW LIGHTING AT GYM	40,286	SFA	30.00	1,208,580	
16800	GYM SOUND SYSTEM	1		80,000	80,000	
<b>D50</b>	<b>ELECTRICAL</b>			<b>DIVISION TOTAL</b>	<b>1,288,580</b>	<b>31.99</b>
<b>E10</b>	<b>EQUIPMENT</b>					
11480	BBALL BACKBRD-GLASS/ELEC/OVERHEAD	6	EA	6,500	39,000	
11480	BBALL BACKBRD-GLASS/ELEC/OVERHEAD @ AUX	2	EA	6,500	13,000	
11480	BLEACHERS - MAIN GYM	1	LS	200,000	200,000	
11480	BLEACHERS AUX GYM	1	LS	38,000	38,000	
11480	GYM DIVIDER CURTAIN	1	LS	25,000	25,000	
11480	MISC GYM/ATHLETIC EQUIP	1	LS	25,000	25,000	
11480	PORTABLE FLOOR SLEEVES	1	PR	1,500	1,500	
11480	SCOREBOARDS & SHOT CLOCKS	1	LS	15,000	15,000	
11480	WALL PADS - ALLOW	1,080	SF	16.00	17,280	
<b>E10</b>	<b>EQUIPMENT</b>			<b>DIVISION TOTAL</b>	<b>373,780</b>	<b>9.28</b>
<b>F20</b>	<b>SELECTIVE BUILDING DEMOLITION</b>					
02200	MISC DEMO/SAWCUTTING	1	LS	25,000	25,000	
02220	DEMO FINISHES @ GYM	40,286	SFA	2.00	80,572	
<b>F20</b>	<b>SELECTIVE BUILDING DEMOLITION</b>			<b>DIVISION TOTAL</b>	<b>105,572</b>	<b>2.62</b>
<b>Z10</b>	<b>GENERAL REQUIREMENTS</b>					
01000	GENERAL CONDITIONS - PRO-RATED	8	MO	75,000	600,000	
<b>Z10</b>	<b>GENERAL REQUIREMENTS</b>			<b>DIVISION TOTAL</b>	<b>600,000</b>	<b>14.89</b>
<b>ESTIMATE SUBTOTAL</b>					<b>5,536,671</b>	<b>137.43</b>



THE  
ROBINSON  
COMPANY

PROJECT: ANACORTES HIGH SCHOOL - SITEWORK  
LOCATION: ANACORTES, WA  
BLDG SF:  
ESTIMATE: 2014151  
EST TYPE: BOND STUDY

DIVISION	DESCRIPTION		TOTAL	\$/SF
G10	SITE PREPARATION		1,779,814	
G20	SITE IMPROVEMENTS		1,906,826	
G30	SITE CIVIL / MECHANICAL UTILITIES		1,457,002	
G40	SITE ELECTRICAL UTILITIES		250,000	
<b>ESTIMATE SUBTOTAL</b>			<b>5,393,641</b>	
	DESIGN CONTINGENCY @	15.00%	809,046	
	SUBTOTAL		6,202,687	
	GENERAL CONTRACTOR'S OH & P @	7.50%	465,202	
	SUBTOTAL		6,667,889	
	ESCALATION TO 01-JAN-18 (4.00%/YR) @	13.41%	894,410	
<b>TOTAL</b>			<b>7,562,299</b>	

EXCLUSIONS:  
SEE ESTIMATE SUMMARY

**PROJECT:** ANACORTES HIGH SCHOOL - SITEWORK  
**LOCATION:** ANACORTES, WA  
**BLDG SF:**  
**ESTIMATE:** 2014151  
**EST TYPE:** BOND STUDY

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
<b>G10</b>	<b>SITE PREPARATION</b>					
02220	CIVIL MOB/DEMOB	1	LS	175,000	175,000	
02220	SITE AREA	10	AC			
02220	SITE DEMOLITION	362,527	SF	1.50	543,791	
02300	EXCAVATION & EARTHWORK	362,527	SF	2.50	906,318	
02300	FILL BASEMENT VOIDS	3,623	CY	22.00	79,706	
02370	EROSION CONTROL	1	LS	75,000	75,000	
<b>G10</b>	<b>SITE PREPARATION</b>			<b>DIVISION TOTAL</b>	<b>1,779,814</b>	
<b>G20</b>	<b>SITE IMPROVEMENTS</b>					
02740	ASPHALT PAVING - HEAVY DUTY	82,000	SF	3.85	315,700	
02740	ASPHALT PAVING - LIGHT DUTY	66,299	SF	3.25	215,472	
02760	CURBING AND STRIPPING	148,299	SF	0.50	74,150	
02775	CONC PAVING/PLAZA/ON SITE WALKS	91,429	SF	5.75	525,717	
02800	NEW MONUMENT SIGN	1	EA	10,000	10,000	
02820	CHAIN LINK FENCES & GATES	1	LS	90,000	90,000	
02870	RETAINING WALLS/STAIRS/RAILS	1	LS	100,000	100,000	
				ALLOWANCE		
02870	SITE FURNISHINGS	1	LS	50,000	50,000	
02930	LANDSCAPE PLANTING/TREES	46,275	SF	6.50	300,788	
				NO FIELDS		
02930	RAINGARDENS	18,000	SF	12.50	225,000	
<b>G20</b>	<b>SITE IMPROVEMENTS</b>			<b>DIVISION TOTAL</b>	<b>1,906,826</b>	
<b>G30</b>	<b>SITE CIVIL / MECHANICAL UTILITIES</b>					
02510	WATER DISTRIBUTION	1	LS	150,000	150,000	
02530	SANITARY SEWER SYSTEM	1	LS	35,000	35,000	
02630	STORM SYSTEMS	363,429	SF	3.50	1,272,002	
<b>G30</b>	<b>SITE CIVIL / MECHANICAL UTILITIES</b>			<b>DIVISION TOTAL</b>	<b>1,457,002</b>	
<b>G40</b>	<b>SITE ELECTRICAL UTILITIES</b>					
16000	SITE ELECTRICAL	1	LS	250,000	250,000	
<b>G40</b>	<b>SITE ELECTRICAL UTILITIES</b>			<b>DIVISION TOTAL</b>	<b>250,000</b>	
				<b>ESTIMATE SUBTOTAL</b>	<b>5,393,641</b>	



THE  
ROBINSON  
COMPANY

PROJECT: ANACORTES HIGH SCHOOL - OFF-SITE CONSTRUCTION  
LOCATION: ANACORTES, WA  
BLDG SF:  
ESTIMATE: 2014151  
EST TYPE: BOND STUDY

DIVISION	DESCRIPTION		TOTAL	\$/SF
A10	FOUNDATIONS		532,000	
	<b>ESTIMATE SUBTOTAL</b>		<b>532,000</b>	
	DESIGN CONTINGENCY @	10.00%	53,200	
	SUBTOTAL		585,200	
	GENERAL CONTRACTOR'S OH & P @	7.50%	43,890	
	SUBTOTAL		629,090	
	ESCALATION TO 01-JAN-18 (4.00%/YR) @	13.41%	84,384	
	<b>TOTAL</b>		<b>713,474</b>	

EXCLUSIONS:  
SEE ESTIMATE SUMMARY



PROJECT: ANACORTES HIGH SCHOOL - OFF-SITE CONSTRUCTION  
 LOCATION: ANACORTES, WA  
 BLDG SF:  
 ESTIMATE: 2014151  
 EST TYPE: BOND STUDY

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
A10	FOUNDATIONS					
01000	STREET FRONTAGE IMPROVEMENTS	1,330	LF	400	532,000	
A10	FOUNDATIONS			DIVISION TOTAL	532,000	
ESTIMATE SUBTOTAL					532,000	



THE  
ROBINSON  
COMPANY

PROJECT: ANACORTES HIGH SCHOOL - DEMOLITION  
 LOCATION: ANACORTES, WA  
 BLDG SF:  
 ESTIMATE: 2014151  
 EST TYPE: BOND STUDY

DIVISION	DESCRIPTION		TOTAL	\$/SF
F20	SELECTIVE BUILDING DEMOLITION		1,108,766	
	<b>ESTIMATE SUBTOTAL</b>		<b>1,108,766</b>	
	DESIGN CONTINGENCY @	5.00%	55,438	
	SUBTOTAL		1,164,204	
	GENERAL CONTRACTOR'S OH & P @	7.50%	87,315	
	SUBTOTAL		1,251,520	
	ESCALATION TO 01-JAN-18 (4.00%/YR) @	13.41%	167,875	
	<b>TOTAL</b>		<b>1,419,395</b>	

EXCLUSIONS:  
 SEE ESTIMATE SUMMARY

PROJECT: ANACORTES HIGH SCHOOL - DEMOLITION  
 LOCATION: ANACORTES, WA  
 BLDG SF:  
 ESTIMATE: 2014151  
 EST TYPE: BOND STUDY

ITEM	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	\$/SF
F20	SELECTIVE BUILDING DEMOLITION					
01000	ASBESTOS ABATEMENT ALLOWANCE	130,842	SF	3.50	457,947	
01000	BUILDING/FOUNDATION DEMO	100,126	SF	6.50	650,819	
F20	SELECTIVE BUILDING DEMOLITION			DIVISION TOTAL	1,108,766	
ESTIMATE SUBTOTAL					1,108,766	



THE  
ROBINSON  
COMPANY

PROJECT: ANACORTES HIGH SCHOOL - RICE FIELD  
 LOCATION: ANACORTES, WA  
 BLDG SF:  
 ESTIMATE: 2014151  
 EST TYPE: BOND STUDY

FIELD IMPROVEMENTS		TOTAL
SYNTHETIC TURF - Assumes disposal of materials on site		985,000
TRACK FIELD EVENTS RELOCATION - Assumes reuse of existing track surface		180,000
FIELD LIGHTING AND PA SYSTEM - Assumes 4 poles and new primary service		430,000
STORM DETENTION / WATER QUALITY		100,000
GENERAL EARTHWORK & UTILITIES		250,000
PRACTICE FIELD IMPROVEMENTS - Add amended sand/soil and irrigation to lower practice field		225,000
	<b>SUBTOTAL</b>	<b>2,170,000</b>
<hr/>		
BLEACHERS		TOTAL
1500 SEAT ALUMINUM BLEACHERS		600,000
BLEACHER ROOF		300,000
PRESS BOX AND CAMERA PLATFORMS		80,000
PLAZA & PEDESTRIAN IMPROVEMENTS		175,000
PARKING & VEHICULAR IMPROVEMENTS		950,000
GENERAL EARTHWORK & UTILITIES		350,000
	<b>SUBTOTAL</b>	<b>2,455,000</b>
<hr/>		
ACCESSORY BUILDINGS		TOTAL
TICKET BOOTH		40,000
CONCESSION BUILDING		250,000
RESTROOMS		400,000
GENERAL EARTHWORK & UTILITIES		250,000
	<b>SUBTOTAL</b>	<b>940,000</b>
<hr/>		
ESTIMATE SUBTOTAL		5,565,000
DESIGN CONTINGENCY @	10.00%	556,500
SUBTOTAL		6,121,500
GENERAL CONTRACTOR'S OH & P @	7.50%	459,113
SUBTOTAL		6,580,613
ESCALATION TO 01-JUNE-16 (4.00%/YR) @	7.12%	468,540
<b>TOTAL</b>		<b>7,049,152</b>

EXCLUSIONS:  
 SEE ESTIMATE SUMMARY

Estimates for Rice Field are provided by Hutteball & Oremus Architecture and not the work of The Robinson Company. They are included herein for comprehensive documentation of the entire project.

## Anacortes School District Bond Planning 2015

### DISTRICT ESSENTIAL IMPROVEMENTS

#### MT. ERIE ELEMENTARY RE-ROOFING

Demolition	55,000 SF	x	\$0.50 SF	=	\$27,500.00
Composition Shingles	55,000 SF	x	\$3.20 SF	=	\$176,000.00
Flashing & Sheet Metal	55,000 SF	x	\$1.00 SFA	=	\$55,000.00
Gutters	750 LF	x	\$22.00 LF	=	\$16,500.00
Ice & Water Shield	3,560 SF	x	\$1.80 SF	=	\$6,408.00
					\$281,408.00
			Soft Costs at 35%		\$98,492.80
					<b>\$379,901</b>

#### FIDALGO ELEMENTARY RE-ROOFING

Demo Shingles	60,700 SF	x	\$0.50 SF	=	\$30,350.00
Composition Shingles	60,700 SF	x	\$3.20 SF	=	\$194,240.00
Demo BUR	5,000 SF	x	\$2.20 SF	=	\$11,000.00
BUR & Insulation	5,000 SF	x	\$16.64 SF	=	\$83,200.00
Flashing & Sheet Metal	60,700 SF	x	\$1.00 SFA	=	\$60,700.00
Ice & Water Shield	9,250 SF	x	\$1.80 SF	=	\$16,650.00
Skylights	560 SF	x	\$90.00 SF	=	\$50,400.00
					\$446,540.00
			Soft Costs at 35%		\$156,289.00
					<b>\$602,829</b>

### DISTRICT SECURITY IMPROVEMENTS

District Security Improvements	Lump Sum received from District Planning Team	<b>\$200,000</b>
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**Total Project Budget for District Essential Improvements**

**\$1,182,730**

<b>Budget</b>	<b>\$1.2M</b>
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**9. ESTIMATED CAPITAL COST TO RESTORE MAJOR FACILITY SYSTEMS DUE TO DEFERRED MAINTENANCE**

The Anacortes School District has been aggressive in the maintenance of the District's facilities. Upon review of scheduled capital projects none are ascertained as being the result of deferred maintenance.

Current projects in the newly adopted Capital Facilities Plan are the result of programmatic changes, code upgrades, or replacement of systems due to age.

Over the last five years, Anacortes School District has taken a proactive approach by incorporating the following upgrade projects:

- New boilers at Fidalgo Elementary School
- New roofing at the High School Gym
- Selective lighting upgrades at the High School Gym areas, band Room and Choir Room
- New lighting in the Island View Elementary Gym and Multipurpose Room
- Lighting upgrades in the Middle School Gym
- All new DDC controls at Mt. Erie Elementary and Anacortes Middle School
- Head end controls for the District (converted to Envision for Backtalk – ATS)
- Newboilers at Island View elementary School
- New boilers at Mt. Erie Elementary School

**10. TIMELINE FOR COMPLETION OF MAJOR SCHOOL FACILITIES PROJECTS**

The following is a tentative timeline for completion of planned Capital Facilities Projects over the next six years. These projects are contingent on voter approval of a future bond referendum and approval of State Assistance Funding.

The need for these projects are immediate but the timelines presented are reflective of preliminary concepts considering phasing of construction due to an occupied site, efficient construction sequencing due to seasons, and other administrative factors.

**ANACORTES HIGH SCHOOL**

**New Building Replacement**

Programming	February 2015 to April 2015
Schematic Design	April 2015 to July 2015
Design Development	July 2015 to October 2015
Contract Documents	November 2015 to May 2016
Bidding	June 2016
New-in-Lieu Replacement	July 2016 to December 2017

**Rice Field Improvements**

Design Development	July 2015 to September 2015
Contract Documents	October 2015 to December 2015
Permitting	December 2015 to February 2016
Bidding	February 2016 to March 2016
Construction	April 2016 to August 2016

**Demolition of Existing & Phase 2 Replacement**

Demolition	January 2018 to March 2018
Construction	April 2018 to August 2018

**Renovation of Brodniak Theater**

Construction	February 2018 to November 2018
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**Main Parking Lot & Final Sitework**

Construction	June 2018 to August 2018
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**Renovation of Gym/PE Complex**

Construction – Phase 1	June 2017 to August 2017
Construction – Phase 2	June 2018 to August 2018

**MT. ERIE ELEMENTARY SCHOOL ROOF REPLACEMENT**

Contract Documents	October 2016 to February 2017
Bidding	March 2017
Construction	June 2017 to August 2017

**FIDALGO ELEMENTARY SCHOOL ROOF REPLACEMENT**

Contract Documents	October 2018 to February 2019
Bidding	March 2019
Construction	June 2019 to August 2019

**11. INVENTORY OF UNUSED OR UNDERUTILIZED SCHOOL FACILITIES IN NEIGHBORING DISTRICTS**

**Introduction**

The Anacortes School District conducted a survey of neighboring school districts to determine if accessible unused or underutilized school facilities were available for use. Each neighboring district was sent a letter requesting if school facilities were currently vacant or scheduled to be vacant within the next six years.

Letters were sent to the following districts:

Burlington Edison School District	Laurel Browning, Superintendent
La Conner School District	Dr. Tim Bruce, Superintendent
Mount Vernon School District	Dr. Carl Bruner, Superintendent
Oak Harbor School District	Dr. Lance Gibbon, Superintendent

The Anacortes School District Board of Directors passed Resolution No. 821 on the 11th day of December, 2014 stating that this survey had been conducted and is complete. A copy of the resolution is included in this chapter along with copies of the returned survey letters.





## Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221

Phone: 360-293-1200 / Fax: 360-293-1222

<http://www.asd103.org>

November 20, 2014

Laurel Browning, Superintendent  
Burlington-Edison School District  
927 East Fairhaven Avenue  
Burlington, WA 98233

Re: Inventory of School Facilities in Neighboring School Districts  
Anacortes School District Study and Survey

Dear Ms. Browning,

A requirement for a portion of the State Study & Survey is to request an indication from neighboring school districts as to space available sufficient to accommodate students from Anacortes School District. On behalf of the Anacortes School District, please consider this a request to identify unused or underutilized school facilities and the physical condition of such facilities.

The Burlington-Edison School District currently has space available for students who are located within the Anacortes School District.

Yes \_\_\_\_\_

No

Signature \_\_\_\_\_

If yes, please explain what space exists.

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Please return your response no later than Monday, December 1, 2014. Thank you for your help in this matter.

Sincerely,

Dr. Mark Wenzel, Superintendent



### Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221  
Phone: 360-293-1200 / Fax: 360-293-1222  
<http://www.asd103.org>

November 20, 2014

Dr. Tim Bruce, Superintendent  
La Conner School District  
305 N. 6<sup>th</sup> Street  
P.O. Box 2103  
La Conner, WA 98257

Re: Inventory of School Facilities in Neighboring School Districts  
Anacortes School District Study and Survey

Dear Dr. Bruce,

A requirement for a portion of the State Study & Survey is to request an indication from neighboring school districts as to space available sufficient to accommodate students from Anacortes School District. On behalf of the Anacortes School District, please consider this a request to identify unused or underutilized school facilities and the physical condition of such facilities.

The La Conner School District currently has space available for students who are located within the Anacortes School District.

Yes \_\_\_\_\_ No  \_\_\_\_\_ Signature *Mark Wenzel*

If yes, please explain what space exists.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please return your response no later than Monday, December 1, 2014. Thank you for your help in this matter.

Sincerely,

*Mark Wenzel*

Dr. Mark Wenzel, Superintendent



## Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221  
Phone: 360-293-1200 / Fax: 360-293-1222  
<http://www.asd103.org>

November 20, 2014

Dr. Carl Bruner, Superintendent  
Mount Vernon School District  
124 E. Lawrence Street  
Mount Vernon, WA 98273

Re: Inventory of School Facilities in Neighboring School Districts  
Anacortes School District Study and Survey

Dear Dr. Bruner,

A requirement for a portion of the State Study & Survey is to request an indication from neighboring school districts as to space available sufficient to accommodate students from Anacortes School District. On behalf of the Anacortes School District, please consider this a request to identify unused or underutilized school facilities and the physical condition of such facilities.

The Mount Vernon School District currently has space available for students who are located within the Anacortes School District.

Yes \_\_\_\_\_ No  \_\_\_\_\_ Signature Carl Bruner

If yes, please explain what space exists.

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Please return your response no later than Monday, December 1, 2014. Thank you for your help in this matter.

Sincerely,

*Mark Wenzel*

Dr. Mark Wenzel, Superintendent



## Anacortes School District 103

2200 M Avenue Anacortes, Washington 98221

Phone: 360-293-1200 / Fax: 360-293-1222

<http://www.asd103.org>

November 20, 2014

Dr. Lance Gibbon, Superintendent  
Oak Harbor School District  
350 S. Oak Harbor Street  
Oak Harbor, WA 98277

Re: Inventory of School Facilities in Neighboring School Districts  
Anacortes School District Study and Survey


Dear Dr. Gibbon,

A requirement for a portion of the State Study & Survey is to request an indication from neighboring school districts as to space available sufficient to accommodate students from Anacortes School District. On behalf of the Anacortes School District, please consider this a request to identify unused or underutilized school facilities and the physical condition of such facilities.

The Oak Harbor School District currently has space available for students who are located within the Anacortes School District.

Yes

No

Signature 

If yes, please explain what space exists.

*We have significant space at the middle school (6-8) level. Some space at the high school level (9-12), but more limited space at the elementary level. All of our facilities are in good to excellent condition, except Oak Harbor Elem, which is in fair condition and recommended for replacement.*

Please return your response no later than Monday, December 1, 2014. Thank you for your help in this matter.

Sincerely,



Dr. Mark Wenzel, Superintendent

Anacortes School District  
Skagit County, Washington

**RESOLUTION #821**

**A RESOLUTION** of the Board of Directors of Anacortes School District, Skagit County, State of Washington, confirming that no suitable unused or underutilized educational facilities exist in adjacent school districts.

**WHEREAS**, the Office of the Superintendent of Public Instruction School Facilities and Organization of the State of Washington (OSPI) has established procedures to prove eligibility for State Funding Assistance in School Construction; and

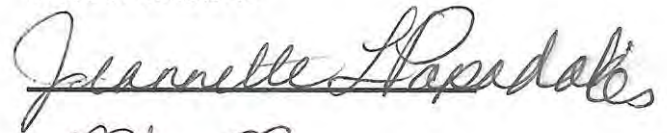
**WHEREAS**, the OSPI procedures require that a school district which applies for State Funding Assistance in School Construction shall survey adjacent school districts to determine whether such school districts have unused or underutilized educational facilities suited for use by the applicant school district, and if such facilities are available, the condition of such facilities; and

**WHEREAS**, the Anacortes School District has surveyed adjacent school districts to determine whether such school districts have unused or underutilized education facilities suited for use by the Anacortes School District and has found none;

**THEREFORE, BE IT RESOLVED** by the Board of Directors that no unused or underutilized educational facilities exist in adjacent school districts for use by Anacortes School District.

**ADOPTED** at a regular meeting of the Board of Directors of the District, where notice was given in the manner provided by law, on the 11<sup>th</sup> day of December, 2014

Board of Directors:

  
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Attest:

  
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Secretary to the Board

Anacortes School District 103  
School Board Approved

DEC 11 2014

## **12. ATTENDANCE AREA ADJUSTMENTS**

The Anacortes School District supports a 'system of choice' for elementary school placement. Students are placed in school according to Anacortes School Board Policy #3131. This allows the District to balance class size at grade levels within each school building across the district on a priority basis. Adjustment to K-6 attendance area will not affect student distribution.

Anacortes School District operates one middle school and one high school. School attendance boundary adjustments are not possible at the 7-12 grade levels.