



# Wenatchee School District Board Workshop

Minutes of June 24th, 2014 – 6 PM  
WSD District Office

## Board Members Present

Laura R. Jaecks, President  
Walter Newman V.P.  
Jennifer Talbot  
Robert Sealby  
Jesús Hernández

## Staff Present

Brian Flones, Superintendent  
Cabinet

### Opening of Workshop

Laura Jaecks, Board President, opened the board workshop at 6:00 p.m. Ms. Jaecks asked the community members present to please keep their questions and commentary until after the presentations, during the open segment of the meeting. She thanked them for attending and their interest in the projects and assured them that the board valued their input.

Bryan Visscher, Dir. of Facilities and Risk Management and John Hultman, Hill International and Mikal Hancock, Forte Architecture and Brian Fitzpatrick, TCF Architecture, presented the following materials for the workshop.

**Lincoln Elementary School:** Mikal Hancock, Forte Architecture, presented the following information to the board.

#### Executive Summary

The purpose of the educational specifications (WAC 392-342-015) is to define and communicate to the architect/engineer the district's goals and requirements for what a given facility should be to accommodate their program. The educational specifications should reflect the needs, goals, and objectives as defined in the Study and Survey.

The educational specifications should state what is good educationally, not what may be common practice. They should not be limited by economic constraints or other restrictions. They should be concerned with attaining improved educational experiences and conditions.

#### Information included:

##### Project Rationale

- Description of planned project—new construction, addition, modernization, new-in-lieu, gross area.
- Necessity of the project—growth, update to comply with codes.
- The intended use and purpose—primary, elementary, vocational, etc.

##### Community Data

- Description of community history and citizenry as relates to educational needs.
- Geographic area to be served by the project.
- Location of the project site.

##### Educational Plans

- Curriculum plan—a statement of the project's philosophy, goals, and objectives.
- Instructional method—the methods used to attain the goals and objectives, clarifying such matters as individual and team teaching.
- Staffing plan—identification of administrative, classified, and certified staff.

##### General Building Considerations

- Circulation—anticipated traffic patterns, volume, frequency.
- Vehicle access and parking.
- Building security.
- Technology and communication systems.
- Community use—spaces and hours utilized.
- Maintenance.
- Other considerations—resource and energy conservation

##### Activity Areas

- Goals and objectives for the area.
- Planned usage.
- Number of students and staff.
- Type of instruction—lecture, team teaching.
- Duration of utilization—day and hours.
- Relationships to other activities.
- Spatial requirements.
- Support requirements—conference, preparation and planning areas, storage.
- Environmental variables—heating, ventilating, lighting.
- Utilities and communications—power, voice, data, video.
- Display requirements.
- Furniture and equipment.
- Special or other considerations

## Project Rationale

- Description of planned project—new construction, addition, modernization, new-in-lieu, gross area.

Abraham Lincoln Elementary School was built in 1957-59. Total area was 31,163 sf. It was designed with two classroom wings, one containing nine classrooms, the other eight. They were linked with a corridor with office, small multi-purpose room and small support spaces. Design was structural masonry walls with flat roofs.

In 1987, a 15,681 sf addition was built that primarily contained the districts main special education department for grades 3-5. Lower ages were at the Castlerock location. Several new support spaces were included in the addition including a new boiler room and staff area. As part of the project, the classrooms wings of the original building were over-built to provide sloped roofs.

In 2004, the HVAC system was upgraded in the classrooms wings, removing the unit ventilators and central air was provided. At the same time, there was some asbestos abatement done.

The current project has three components. The first is complete modernization of the original 1959 building. The second is complete modernization of the 1987 addition. The third component of the project is an addition of approximately 28,500. The addition is to contain additional teaching space, a full size gymnasium.

Other components of the Addition/Modernization include new office with increased access control, new library, more specialist spaces, and other support spaces. Areas that did not receive HVAC upgrades in 2004 are to be upgraded at this time. Energy upgrades such as increased thermal performance, new lighting, and increased efficiency in mechanical systems are also to be included.

New systems are to include enhanced access control and security, new data systems, and new communication systems to meet the districts latest standards.

Design will include Washington Sustainable School Protocol (WSSP) requirements as well as integration of Energy Star compliant materials and equipment.

### Area Summary:

Modernization, match eligible	31,163 sf
Modernization not match eligible	15,681 sf
Addition not match eligible (approximately)	<u>28,500 sf</u>
Total area after project (approximately)	75,344 sf

- Necessity of the project

The original portion of the building is now 55 years old. A number of systems, such as doors, window systems, finishes are original to the building. The same is true of the 27 year old 1987 addition. Education has changed significantly since the building was constructed and the building needs to be brought into compliance with the district's standards. Lincoln and Washington Elementary Schools are the oldest schools in the district.

Lincoln Elementary currently utilizes 5 'portable' classroom buildings, each containing 2 classrooms. The addition is needed to eliminate the need for the portables.

The district has modified its special education program, reducing the number of students occupying the specialized classrooms in the 1987 addition. Several of the classrooms in the area are now used for other purposes, including general population classrooms and music. The small gym is utilized for both special programs as well as general population programs. As a result of program changes and repurposing of spaces, the area needs to be modernized and updated to properly house the schools programs.

- The intended use and purpose

The building houses Full Day K-5th grades. In addition special education serves grades K-5. Lincoln special education students are generally the more medically fragile students and required a larger number of para-personnel as well as some special spatial requirements as described further in individual space descriptions.

Discussion followed with schematics of the design and the process of which took place to get to where the plan is now. Ms. Hancock explained that there have been four concepts designs and she has been involved in only the last one.

Areas of discussion included the following:

- Project rationale (above)
- Five portables – going to high school during their construction for use by the students
- Educational Plans by Tim Sheppard, Lincoln Principal
- General Building considerations (above)
- Activities Areas (above)
- Existing School and New Schematic Design Site comparisons
- Bumped out classrooms to allow wider hallways
- Use of existing roof to keep costs down
- Secure entrance reception area for safety
- Construction during school - we will use portables
- Technology upgrades,
  1. Interactive white boards with iPads
  2. Wireless available, audio enhancement

3. Apple TV with white sliding boards
4. BYO Device will continue into all classrooms
5. "COW" - Computers on Wheels available as mobile lab
  - Bathroom's upgraded for more use and easy monitoring

Community input was considered and recommendations by the Facility Committee three years ago. Added grassy areas will be available between the wings for student classroom use. Security fencing will not be needed because the students will be with teachers in a supervised environment. The time line for Lincoln is August of 2016 completion.

Mike Rolfs, Washington parent, wanted to have clarification on the number of changes in design plan during the process. There were 2-3 changes by the time the final schematic designs were completed.

**Washington & ECLC ED SPECS:**

Brian Fitzgerald of TCF Architecture presented the following power-point and answered the board's questions during the presentation.

**DESIGN PROCESS OVERVIEW & UPDATE**

**Project History: 3 Years Ago WSD Long Range Facilities Plan Book**

- Washington Elementary School & The Early Childhood Learning Center (AKA: Castle Rock Preschool) Master Plan.
- Wenatchee High School Campus Master Plan
- Recreation Field Master Plan
- Facilities Design & Construction Standards

**Long Range Facility Plan for WES / ECLC:**

- Preliminary Functional Programming  
(AKA: Outline Educational Specifications)
- Site and Facility Investigation
- Planning Workshops
- Master Planning / Design
- Establish WES / ECLC Design Approach
- Cost Estimating for Bond Planning
- Engaged a full consulting team to participate

**Design Process**

**Preliminary Functional Program (Education Specifications)**

**Series of workshops to establish:**

- Project design criteria for the site and building
- Room and space requirements

**Priorities**

- Student and staff safety
- Quality Learning Environment
- On budget, on schedule

**Project Design Criteria**

**SITE**

- Shared Site and Parking: The Site is to be shared with the Early Childhood Learning Center (ECLC). Parking and parent pick-up and drop-off is to be shared.
- Separation of Cars and Buses: Car and bus traffic must be separated from each other for both WES and ECLC.
- Parking: Need to maximize the number of pick-up and drop off spaces, and parking with a goal of 100 parking stalls and 25 to 30 pick-up / drop-off spaces. Parking needs to be convenient to both WES and ECLC, and the main office needs to be able to view the parking lot for security reasons. Parking should also be convenient to the gym for evening functions when the rest of the building is closed.
- Security / Access Control: The main office reception area needs direct line-of-site view to the pick-up / drop-off and parking, thus the requirement for the front door facing the parking lot, not the street.
- Service Access: Service access must be separated from car traffic. It is Ok to combine service access and bus traffic.
- Emergency Vehicle Access: Code requires that the fire department have access to the full perimeter of the building from a truck with a 150 foot hose.
- WES Playfield / Playground Area: Must be together, and next to the Activities Wing (Gym and Multi-Purpose Room). Also, the area is to be fenced for security, and so that it can be supervised with a minimal number of staff members, meaning a simple rectangle is best. Playfield should also be near parking for public weekend access.
- ECLC Playground Area: Locate next to the Multi-Purpose Room. Also, the area is to be fenced for security. It should have some paved area, some grass area, and a play structure. It should be located near the WES playfield.
- WES Outdoor Classroom: Some areas should be provided that can be used as "outdoor classrooms"; these must also be secure areas from a safety standpoint.
- Fencing: The property lines abutting neighbor's property is to be fenced (this already exists). Back of house areas (service yard, etc.) should also be fenced to keep those who don't have business at the school out of these areas for safety and security reasons.

**WES - BUILDING**

- Main Office: Located at the main entry for security control.
- Overall Layout: Classroom areas separated from the Activities Wing (noise control), yet reasonably convenient.
- Zoning: The Activities Wing should be placed so that it can be zoned off for nighttime use with the rest of the building closed; a separate entrance from the parking lot is required.
- Classrooms: Classrooms should be clustered together in groups, generally by grade level with a shared learning area (Pod Center) to form small learning communities. Classroom groupings could be either 4 or

6 as fits on the site and as fits the budget.

- Kindergarten Classrooms: Locate near the front of the school, so that youngest kids have the least distance to travel, and are convenient for parent pick-up / drop-off.
- Library: Centrally located.
- Life Skills: Convenient to Resource Room and OTPT, with convenient access to Multi-Purpose Room, yet separated from classrooms due to noise concerns.

**ECLC - BUILDING**

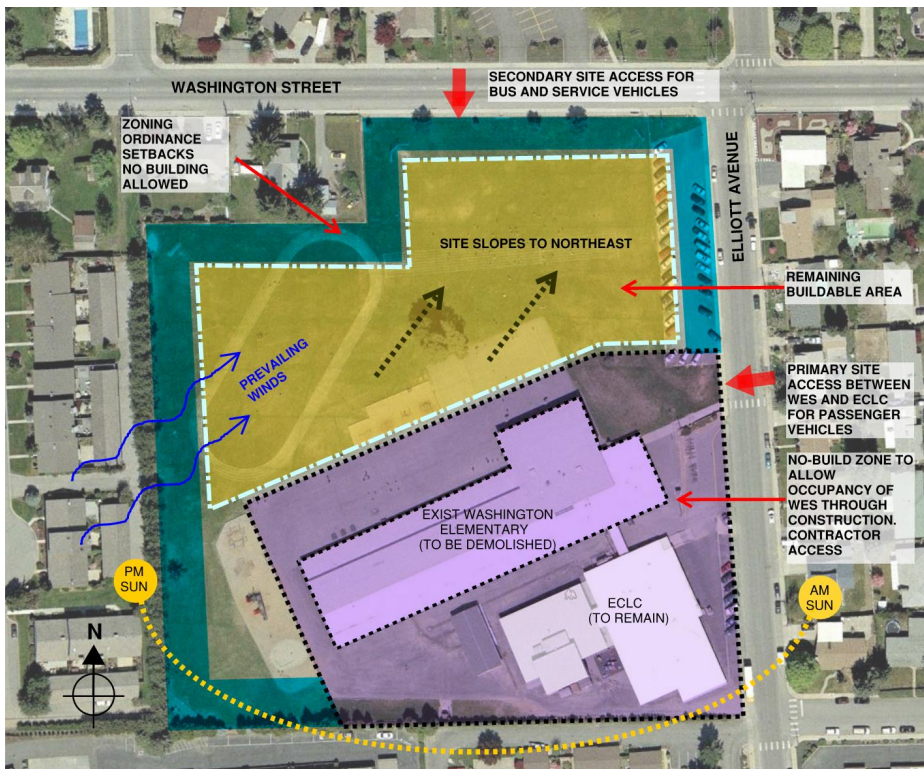
- Main Office: Located at the main entry for security control.
- Overall Layout: Generally, maintain the existing layout of office area and classrooms, but remodel to meet the current program needs (as is possible within the budget limitations). The building will essentially have two zones. One will be the Special Education Department, and the other will be the Preschool Area; there will be shared spaces between.
- Classrooms: To remain in their current locations. Goal is to have 7 preschool classrooms, even though there are not that many now. This will allow for future program growth.

**WENATCHEE SCHOOL DISTRICT**  
**Washington Elementary School Replacement**  
 4-Track K-5 Model with Existing School Area Comparison  
**PROGRAM ROOM / AREA SUMMARY**  
 Revised: July 19, 2011

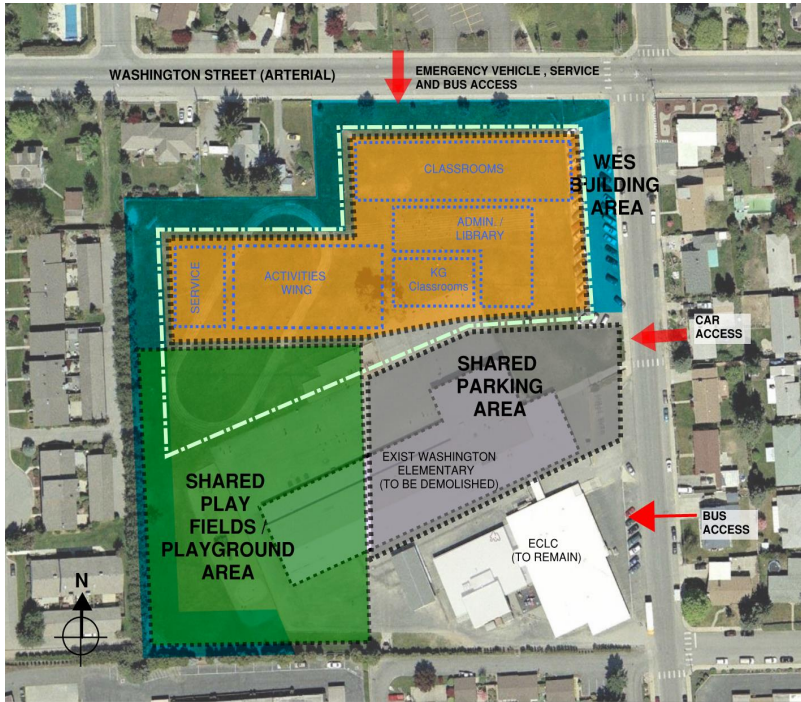
Room #	Room Name	Existing 3-Track Model Actual Room Areas				New 4-Track Model Target Room Areas - REDUCED				REMARKS
		No. of Rooms	Target Room Area in SF	Target Area Totals	Number of Students	No. of Rooms	Target Room Area in SF	Target Area Totals	Number of Students	
100	<b>ADMINISTRATIVE CENTER</b>									
101	Reception Area	1	110	110		1	140	140		Waiting area for 4 to 6 people
102	Secretary / Reception Work Area	1	150	150		1	200	200		Built-in workstations for at least 2 people, plus an extra space for a part time person.
103	Office Manager Space	1	100	100		1	100	100		Part of the open office area.
104	Front Office Storage / Work Room or Area	1	100	100		1	80	80		Can be a separate area near secretaries or combine with Secretary area.
105	File Storage Room (locking student records)	0	0	0		1	70	70		Prefer a locking room, but flexible.
106	Choice Area (Time-Out)	1	25	25		1	90	90		Visible from Secretary area. Best if not directly visible from waiting area. Alcove for 2 students, with some separation. Perhaps two study carrels.
107	Principal's Office	1	200	200		1	200	200		Near the secretary / reception area. L-Shaped desk facing door. Small conference table for 4 to 6.
108	Conference Room	1	200	200		1	200	200		Near Principal & Counselor, perhaps located between.
109	Counselor Office (ROOM #106D)	1	125	125		1	150	150		In office area, near front door. Next to conference room if possible.
110	Health Clinic - Cots & Storage	1	175	175		1	200	200		Visible from Secretary area. Space for 3 cots, cabinets, sink, under counter refrigerator. Do not need a washer and dryer.

**MASTER PLANNING AND DESIGN**

- With the project design criteria set, and the room and space requirements identified, the master planning and design process began.
- Building and site evaluation was completed.
- Numerous design concepts were investigated.
- Three design options were pursued in more detail.
- Concepts were presented, evaluated, and an option was selected for the Master Plan.



# Site Zoning Analysis



## KEY DESIGN CRITERIA

Safety and Security

Shared Parking

Separation of cars and buses

Separate service access

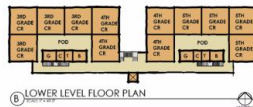
Emergency vehicle access

Playfield by Gym and Multipurpose Room

Main Office at Entry

Building Zoning: Office, Library, Classrooms, Activities Wing

TCF Architecture

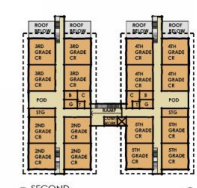


**DESIGN DATA**

TOTAL DROP OFF: 30  
 TOTAL PARKING: 117  
 MAIN FLOOR GROSS SF: 53200  
 LOWER FLOOR GROSS SF: 17550  
 TOTAL GROSS SF: 70750

WASHINGTON ELEMENTARY SCHOOL  
 CONCEPT 1  
 JULY 21, 2011

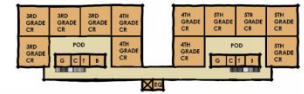
TCF Architecture



**DESIGN DATA**

TOTAL DROP OFF: 42  
 TOTAL PARKING: 117  
 FIRST FLOOR GROSS SF: 48747  
 SECOND FLOOR GROSS SF: 22600  
 TOTAL GROSS SF: 71347

WASHINGTON ELEMENTARY SCHOOL  
 CONCEPT 2  
 JULY 21, 2011



LOWER LEVEL FLOOR PLAN

DESIGN DATA

TOTAL DROP OFF: 36  
 TOTAL PARKING: 117  
 MAIN FLOOR GROSS SF: 52200  
 LOWER FLOOR GROSS SF: 17350  
 TOTAL GROSS SF: 69550

WASHINGTON ELEMENTARY SCHOOL  
 CONCEPT 3  
 JULY 21, 2011

**MASTER PLAN**

- Design Concept 1 was selected for the Master Plan and cost estimating.
- Concept 1 was further defined, including structural, mechanical, electrical and site design.
- Presentation drawings prepared.
- Cost estimate prepared.
- Master Plan completed

**2014 Project Design Activities**

Educational Specifications

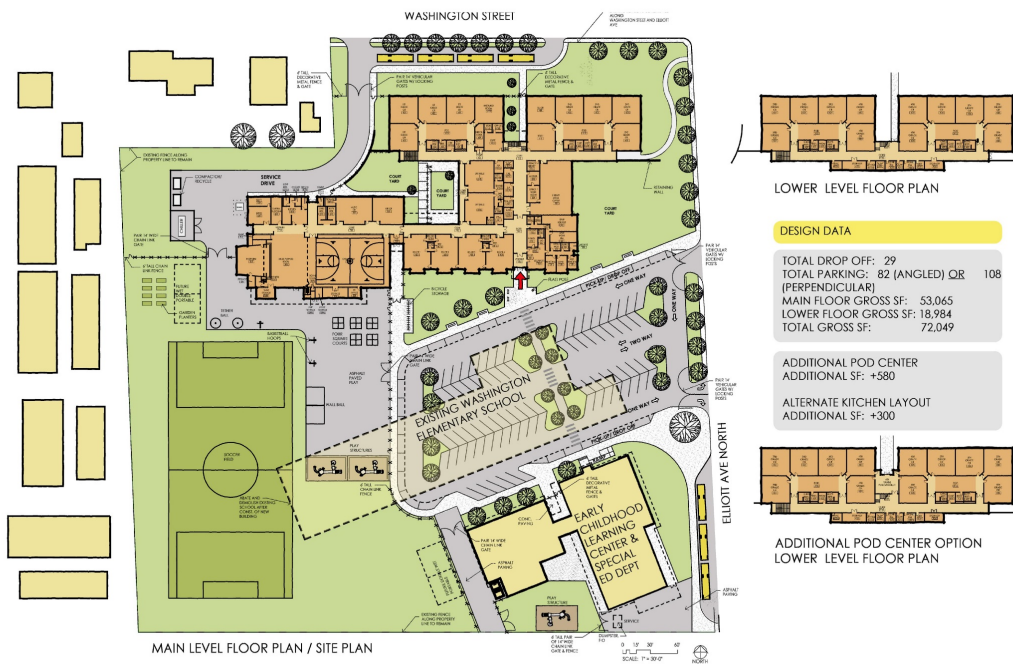
- Series of conferences with staff and parents to confirm detailed site and building requirements.
- Tours of recently built elementary schools.
- Development of room data sheets and room diagrams for all rooms in the building plus the site.

Schematic Design Refinement

- Refinement and revision of the Master Plan, site and building design through a series of workshops with the planning committee.

Upcoming Activities

- Completion of schematic design by the end of July.



LOWER LEVEL FLOOR PLAN

DESIGN DATA

TOTAL DROP OFF: 29  
 TOTAL PARKING: 82 (ANGLED) QR 108 (PERPENDICULAR)  
 MAIN FLOOR GROSS SF: 53,045  
 LOWER FLOOR GROSS SF: 18,984  
 TOTAL GROSS SF: 72,049

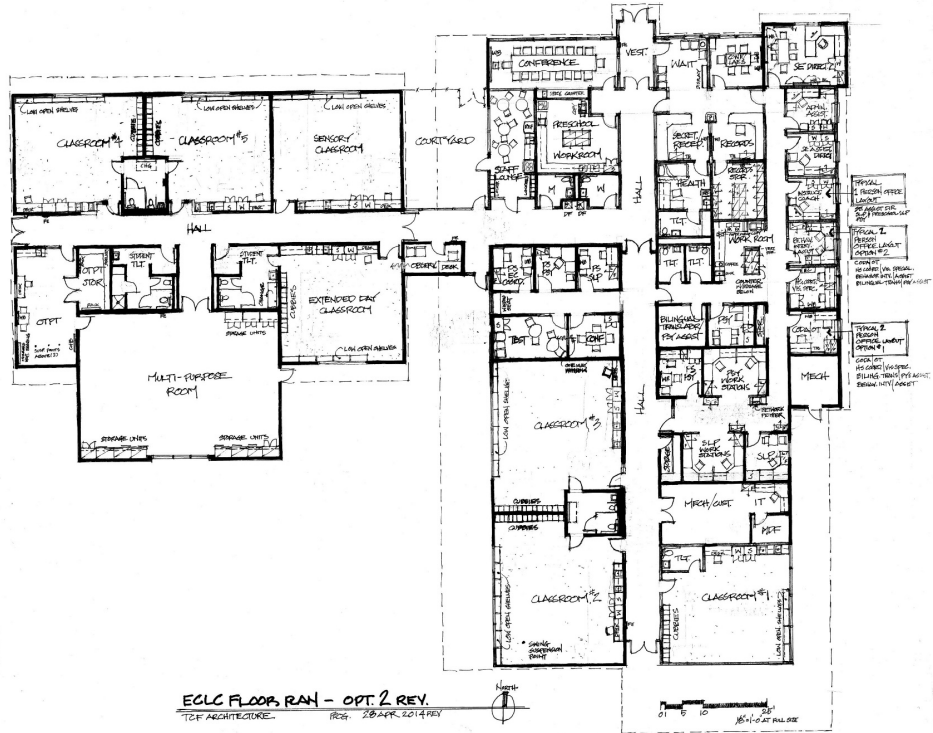
ADDITIONAL POD CENTER  
 ADDITIONAL SF: +580  
 ALTERNATE KITCHEN LAYOUT  
 ADDITIONAL SF: +300



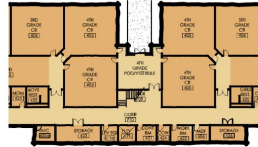
ADDITIONAL POD CENTER OPTION LOWER LEVEL FLOOR PLAN

WASHINGTON ELEMENTARY SCHOOL  
 SCHEMATIC DESIGN  
 JUNE 5, 2014

**ECLC Floor Plan**



MAIN LEVEL FLOOR PLAN



ADDITIONAL POD CENTER OPTION  
LOWER LEVEL FLOOR PLAN



LOWER LEVEL FLOOR PLAN



SCHEMATIC DESIGN

JUNE 5, 2014

WASHINGTON ELEMENTARY SCHOOL

TCF Architecture



2011 LONG RANGE FACILITY PLAN  
SEPTEMBER, 2011

WASHINGTON ELEMENTARY SCHOOL

TCF Architecture

Discussion points:

- Soil Treatment adjustments, footprint is same and there will be very little exposed area that will need the DOE to check.
- Treating for arsenic is not a real problem, we do a lot of those kinds of clean-up operations
- Floor plan specifics clarified
- Second floor use: for older children
- Requirements for space and locations changed to meet regulations
- Location of gym and multipurpose room more conducive for the flow of students
- Decorative fencing will provide security
- Gym and platform stage use discussed

Ms. Jaecks asked for community comments:

**Deb Miller:** Ms. Miller, a community member, was concerned about safe routes for students while going to school. Many students are walking and riding bikes. She was wondering if there are places for their bikes to be locked up. She is concerned about students healthy lifestyles and if they are encouraged to ride bikes and walk.

Mr. Visscher, Dir. of Facilities and Risk Management, shared the current plan; there are over 35 spaces for bikes for students and staff in the new design and they are working on making a storage area for skateboards. More students are riding skateboards than bikes currently. He also mentioned the Safe-Routes to School grants we are using for Mission View, Washington and Lewis & Clark along with the city and county. They are all designed with safety in mind.

Ms. Jaecks thanked her for the input and agreed we need to have safe routes for our students and we will continue to work in that area.

**Loretta Canfield:** Ms. Canfield, a grandmother, is concerned about the amount of playground/green space that is going to be reduced. She's worried how we will give a good balance for our students and property use.

Mr. Fitzgerald, TCF Architecture, explained that we are maximizing the green space to create a good balance for outdoor activities. There is a lot of space, it is just broken up in different areas.

Mr. Collins, WA Principal, explained that with the new design the students will be able to eat lunch in the cafeteria and play outside instead of being stuck in their classrooms. Also the neighbors will appreciate that we will have parking for our parents. We use Grace Lutheran Church and at times they have not had room for their own parking during their own functions due to our use of their parking lot (without permission).

**Matt (no last name given):** Matt, a parent, was concerned about the students walking, bus traffic and blocked traffic on Washington Street. He gave several suggestions for cross walks, traffic lights and purchasing adjoining property. His biggest concern was for students' safety.

Bryan Visscher, Dir. of Facilities and Risk Management, shared that the consensus of all the agencies involved is that this is the best plan. The two adjoining properties are being looked into for purchase. And Mr. Fitzgerald, TCF Architecture, stated we have an application process in place with the city for review for a traffic light.

**Mike Rolfs:** Mr. Rolfs, a parent, shared his concern about losing the park/playground at the corner of Elliot and Washington. He shared several ideas to turn the building around to face a different direction and other schematic changes by switching classrooms and gym.

Mr. Fitzgerald thanked him for his ideas. He pointed out several reasons why the choice of the current design is best for many reasons including meeting the state regulations and requirements that we are required to do.

Ms. Jaecks thanked everyone for attending and for their input. She reiterated how important it is to hear our community's ideas and concerns. She said the board will take everything into consideration as we move forward with the projects. She also thanked Forte and TCF Architecture firms for their presentations and the work Bryan Visscher and John Hultman are doing.

**WORKSHOP ADJOURNED:** President Laura R. Jaecks adjourned the meeting at 6:05 pm.

\_\_\_\_\_  
President

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date