



School Board Work Session Agenda

- Board Directive :: Options Facility Advisory Committee
- Early Process Summary
- Early Design Exploration
- Evaluation Criteria
- Design Options for Consideration
- Operations and Program Implications
- Discussion



Options Facility Advisory Committee Schedule of Committee Process

Advisory Meeting 01	May 24
Advisory Meeting 02	June 05
Options Observations	June 08/14
Advisory Meeting 03	June 26
Executive Work Session 01	July 06
Executive Work Session 02	July 12
Executive Work Session 03	August 04
Executive Work Session 04	August 17
Advisory Meeting 04	September 11
Advisory Meeting 05	September 25
Options Listening + Observations	September 29
Advisory Meeting 06	October 16
School Board Work Session	October 19
School Board Meeting	October 26



Options Facility Advisory Committee Listening Process

- Site Observation
- Building Tours
- User Group Meetings with Staff
- Learning Styles
- Program Essentials
- Journey Mapping
 - A Day in the Life of a Student
- Pro/Con Development

Other: committee member initiated survey & email correspondence



Options Facility Advisory Committee Members

Cindy Schact	El Velero Parent
Denise Melton-Todd	El Velero Teacher
Stephanie Bufkin	Ordway K-4 Parent
Janette Dodge	Ordway K-4 Counselor
Melinda Reynvaan	Ordway Principal
Lisa Kastner	Wilkes Multiage Parent
Kristin Collins	Wilkes Multiage Teacher
Amii Pratt	Wilkes Principal
Michael Wynne-Jones	Odyssey 1-6 Parent
Barry Hoonan	Odyssey 5-6 Teacher
Frank Renna	Odyssey 7-8 Parent
Liz Finin	Odyssey 7-8 Teacher
Kathleen Peel	Mosaic HEP Parent
Martha Wells	Mosaic HEP Teacher
Scott Daniels	EHHS Parent
Denise Corso	EHHS Teacher
Tricia Corsetti	EHHS Teacher
Kristin Haizlip	BHS Principal
Amanda Ward	BHS Dean of Students
Heidi Langendorff	BIEA
Tamela Van Winkle	BISD
Sheryl Belt	BISD
Erin Murphy	BISD
Mev Hoberg	BISD Board
Lynn Smith	BISD Board



Options Facility Advisory Committee Directive | Outcomes

- **Board Directive**
 - **Clarify** key components and guiding principles of the options programs;
 - **Examine** how to support their relocation and growth; and
 - **Explore** the facilities needed and available to support this expansion.
- **Outcomes of Committee Work**
 - The 2017 Options Facility Advisory Committee work will provide a framework for board decisions regarding educational learning environments.
 - The school board will make the final decision regarding option programs and location. The work of the committee will provide information so the board can make an informed decision.



Options Facility Advisory Committee Factors

- BISD places high value on quality options programs and recognizes their unique needs within the district;
- Desire to expand opportunities for students;
- Alignment of facilities to enrollment;
- Final Phase of the BISD Facility Master Plan concludes with the need to replace Ordway and Commodore;
- Financially the District recognizes that it is not efficient to operate school facilities under capacity.

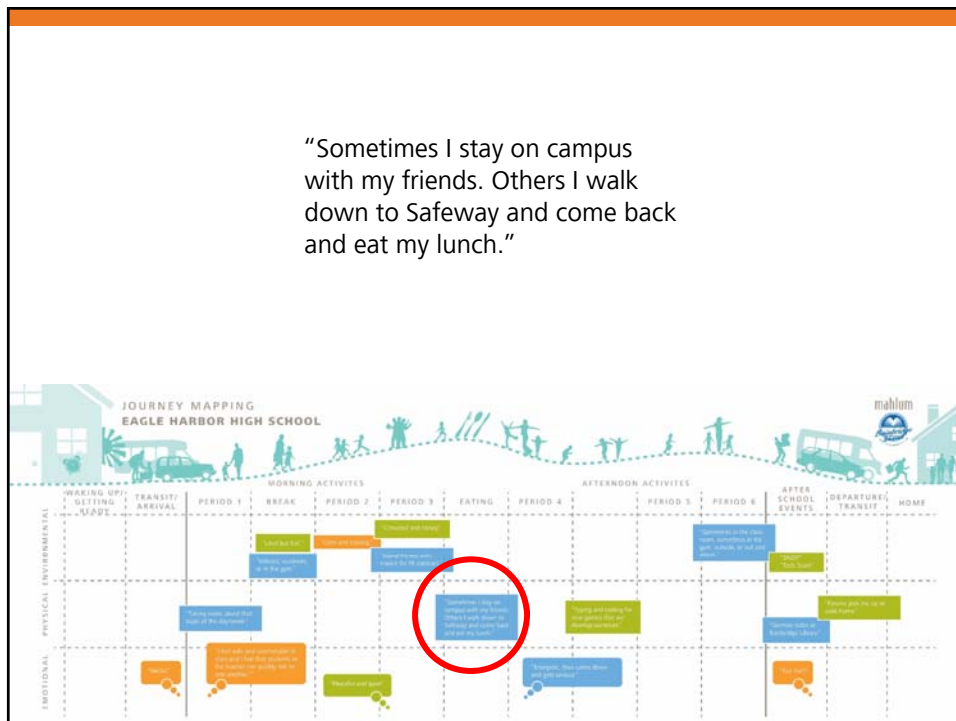


Early Process Summary
Individual Program Vision/Goals
Analysis of Campus
Space Utilization
Educational Space Needs

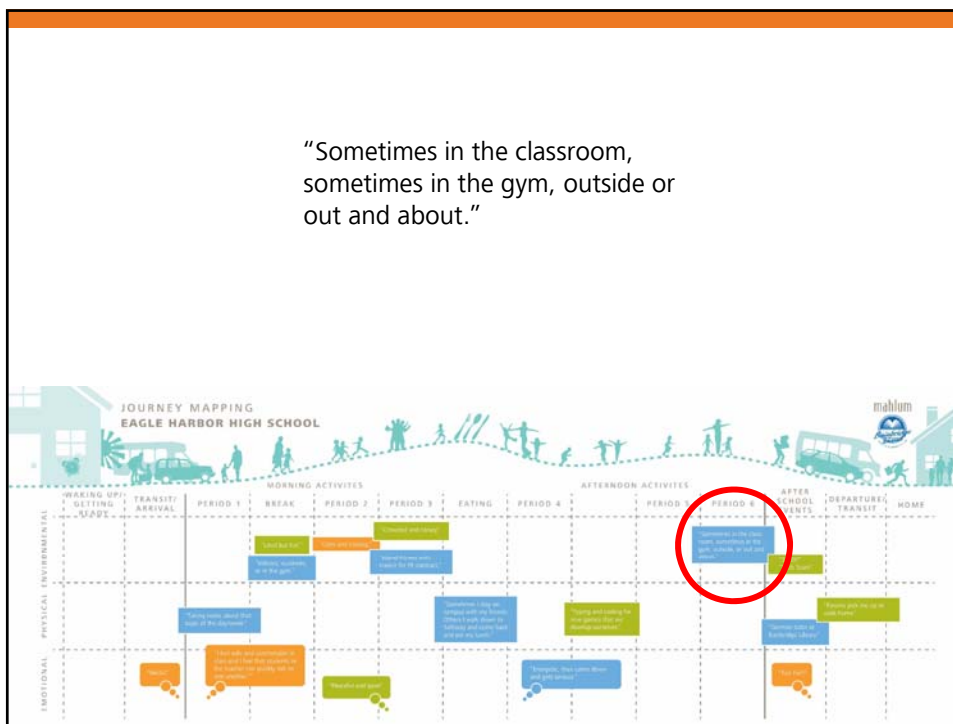
"I feel safe and comfortable in class and I feel that students or the teacher can quickly talk to one another."



"Sometimes I stay on campus with my friends. Others I walk down to Safeway and come back and eat my lunch."



“Sometimes in the classroom,
sometimes in the gym, outside or
out and about.”



EL VELERO

language development through CREATIVE expression →

LEARNING STYLES
Paint us a picture of how learning happens best.

Global awareness and communication

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What educational program elements are unique to your program?
What key goals are essential to maintain?

Hand-drawn diagram showing 'Connection through language learning' at the center, with arrows pointing to 'PEER Connection', 'FAMILY Connection', 'Community Connection', 'GLOBAL Connection', and 'Cross-age Connection'.

2027 VIVID DESCRIPTION

What We Heard

- Spanish immersion in core learning and creative expression. Strong internal culture.
- Located at Ordway, the program has a strong relationship with the school community
- Started in 2012 and growing in popularity
- Excited about growing beyond K-4 to K-6 or K-8
- Concerns about inequality and being in portables.
- 60-72 students enrolled (need confirmation) in K, 1-2, 3-4; 3 teachers

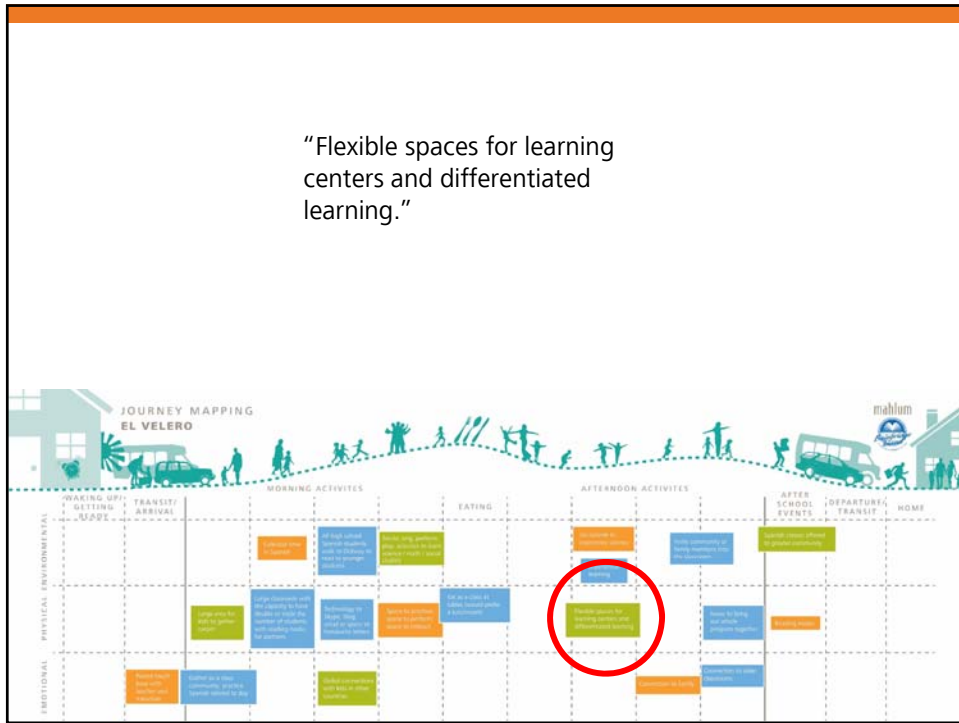
2027 VIVID DESCRIPTION

Program Understanding

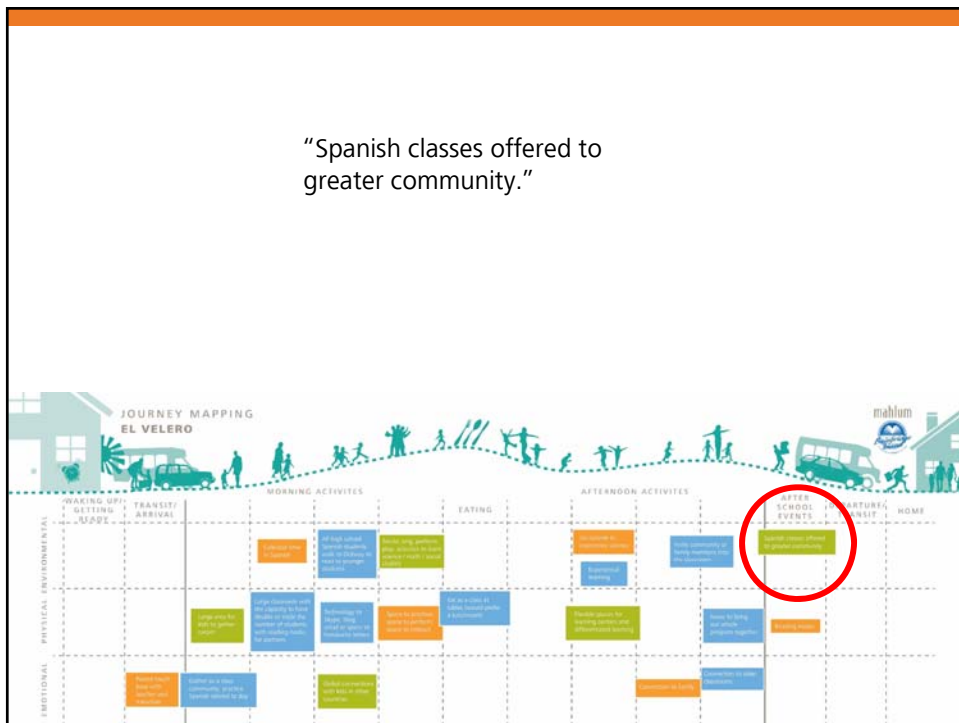
- Current dual-language program w/ team teaching for all grade bands but K
- Multi-age component is incidental; staff would benefit from peer collaboration at age-band
- Co-located language immersive spaces are important
- Desire for large group gathering area for up to three classes at once (60-75)
- Growth plan is K-6 (7 classrooms) or K-8 (9 classrooms)
- Upper grades would benefit from co-location near Odyssey (increased student cohort, socialization, peer relationships)

"Large classroom with the capacity to have double or triple the number of students with reading nooks for partners."

“Flexible spaces for learning centers and differentiated learning.”



“Spanish classes offered to greater community.”



MOSAIC (K-8)
LEARNING STYLE
Paint us a picture of how best.

Handwritten notes:
Family Community Inquiry Voice Creativity of classes
Small learning experiences
From (and across) Independent Individualized Student-centered
Diverse of home-based and on-site instruction
Europe is needed
Multi-age multidisciplinary Creativity
Have student directed learning
Community of learners

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What educational program elements are unique to your program?
What key ideals are essential to maintain?

Handwritten notes:
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2027 VIVID DESCRIPTION

What We Heard

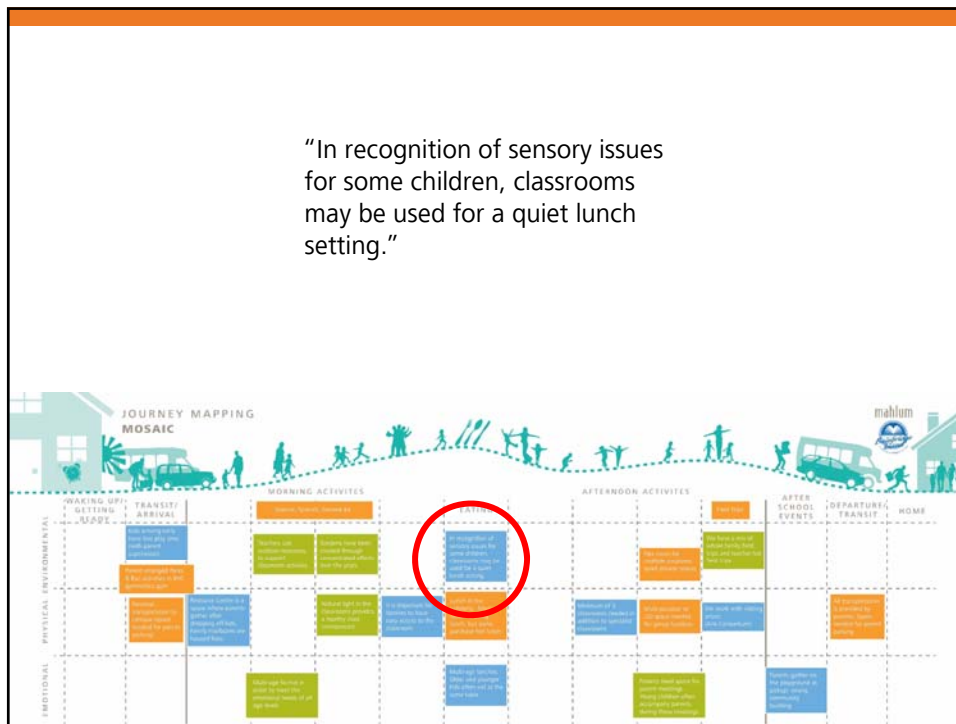
- Supports home-schooled students and their families.
- Encourages participation from all family members.
- Students are on campus Tuesday and Thursday for Spanish, Art, Music and Science
- Shared Odyssey specialists
- Always-open resource room for parents to check our materials
- 54 students enrolled, with a current capacity of approximately 65

"Resource Center is a space where parents gather after dropping off kids. Family mailboxes are housed here."

JOURNEY MAPPING MOSAIC

	WAKING UP / GETTING READY / LEAVING	TRANSIT / ARRIVAL	MORNING ACTIVITIES	EATING	AFTERNOON ACTIVITIES	AFTER SCHOOL EVENTS	DEPARTURE / TRANSIT	HOME
EMOTIONAL								
PHYSICAL								
ENVIRONMENTAL								

“In recognition of sensory issues for some children, classrooms may be used for a quiet lunch setting.”



“Multi-purpose or LGI space needed for group functions.”



What We Heard

ODYSSEY 1-6
LEARNING STYLES
Paint us a picture of how learning happens best

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What educational program elements are unique to your program?
What key ideas are essential to maintain?

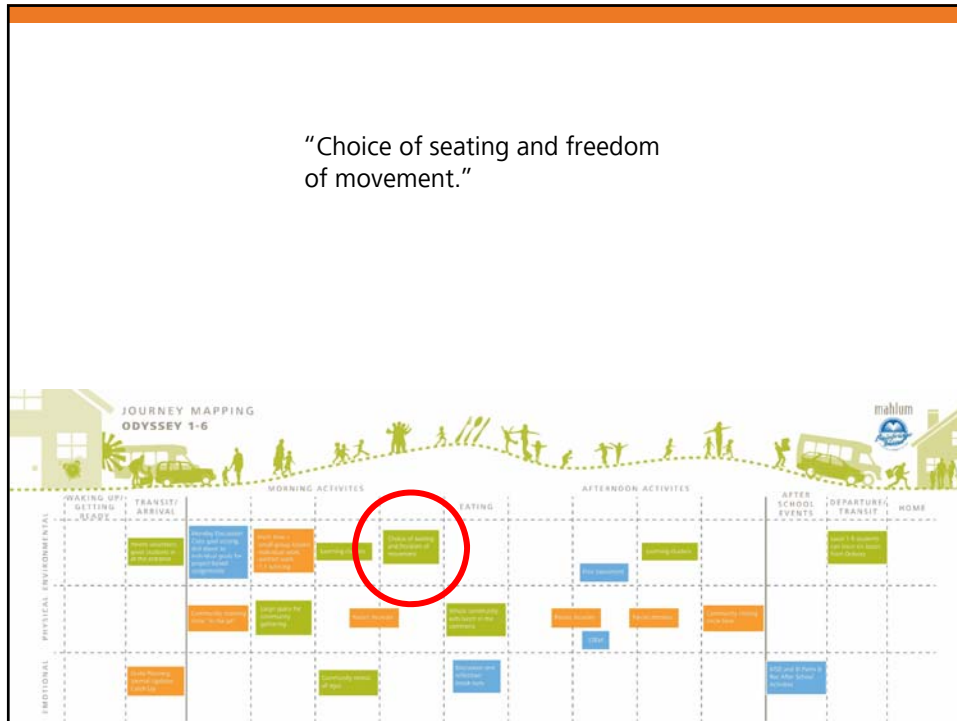
2027 VIVID DESCRIPTION

- Student-directed learning with intensive parent involvement
- Large, family-oriented teaching space
- 'Community' and 'goal time' are unique aspects of the program
- Part-time specialists for Art, Music, and Gym
- Program doubling in size would be a feasible way to grow
- 74 students enrolled; 3 teachers (optimal)

"Monday Discussion
Class goal setting; drill down to individual goals for project-based assignments."

JOURNEY MAPPING
ODYSSEY 1-6

“Choice of seating and freedom of movement.”



“Community closing circle time.”



ODYSSEY 7-8
LEARNING STYLES
Paint us a picture of how learning happens best...

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
1. What is your program vision?
2. What educational program elements are unique to your program?
3. What key ideals are essential to maintain?

1. VISION: PROVIDE A MULTI-AGE, HIGH PARENT INVOLVEMENT LEARNING ENVIRONMENT.
2. ELEMENTS:
- CORE ACADEMICS
- OUTDOOR EDUCATION
- SERVICE IN THE COMMUNITY
- INDEPENDENT LEARNING
- ADVISORY GROUPS
- PROJECT-BASED LEARNING
- PARENT PROVIDED PROGRAMS
- LEARNING OPPORTUNITIES OUTSIDE OF CORE ACADEMIC ACTIVITIES
- GOAL SETTING & STUDENT-LED CONFERENCES
- A PLACE & TIME WHERE STUDENTS SHARE THEIR VOICE TO THE PROGRAM

3. KEY IDEALS:
- UNDERSTANDING & SEPARATING THE MOBILE SCHOOL EXPERIENCE AS A BRIDGE BETWEEN CHILDHOOD AND YOUTH ADULTHOOD
- SHOW THIS BRIDGE
- BUILDING A MOBILE CLASS IS ABOUT ASKING ALL OUR PARTNERS (PARENTS, STUDENT TEACHERS, FAMILIES, TEACHERS, PARENTS) & BEING HELD TOGETHER BY OUR COMMON SHARED
- PARTNERS ARE PART OF THE TRAIL/ROADSIDE EXPERIENCE
- SMALLER, SOCIAL, INTENSIVE

2027 VIVID DESCRIPTION

What We Heard

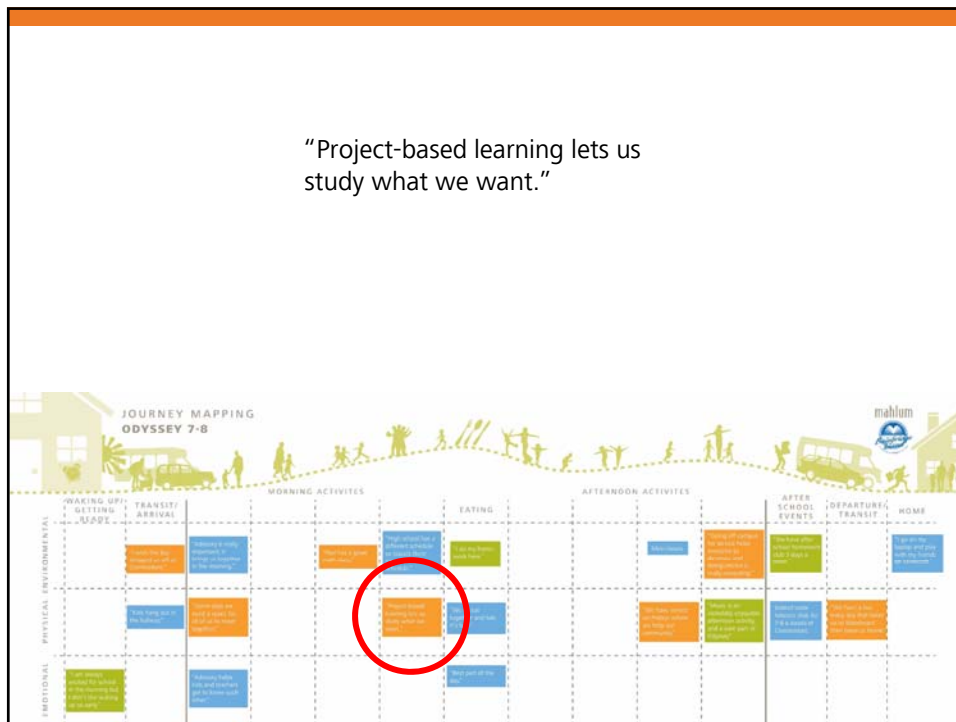
- Each morning starts with 'community' meeting
- Central location in Bainbridge is important to the program
- Students are involved in community service
- Shared specialists with Music, Art, Math and Gym.
- Half of students are recruited, half come from Odyssey 1-6
- A majority choose EHHS
- 52 students enrolled; 4 teachers (FTE?)

"Advisory is really important; it brings us together in the morning."

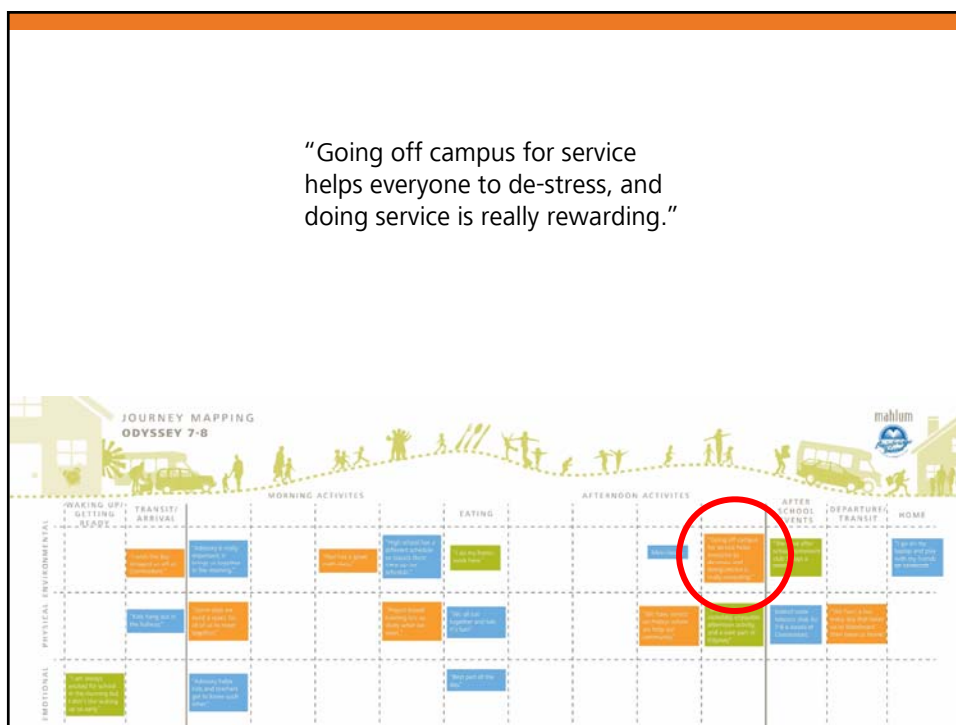
JOURNEY MAPPING
ODYSSEY 7-8


	WAKING UP/GETTING READY	TRANSIT/ARRIVAL	MORNING ACTIVITIES	EATING	AFTERNOON ACTIVITIES	AFTER SCHOOL EVENTS	DEPARTURE/TRANSIT	HOME
EMOTIONAL		Advisory meeting with teacher and students to discuss the day's activities and goals.	Project-based learning activities.					
PHYSICAL		Walking to school.	Outdoor education activities.					
IMPERSONAL								

“Project-based learning lets us study what we want.”



“Going off campus for service helps everyone to de-stress, and doing service is really rewarding.”



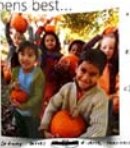




What We Heard

ORDWAY

LEARNING STYLES
Paint us a picture of how learning happens best...

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What is your program vision? "Come to learn, leaving to use"
What educational program elements are unique to your program?
What key ideals are essential to maintain?


Traditional elementary school, serving the center of Bainbridge Island

Proud of the programs offered by its strong PTO

Values its relationship with El Velero

Community fears moving losing their central location




2027 VIVID DESCRIPTION



What We Heard

WILKES MULTIAGE

LEARNING STYLES
Paint us a picture of how learning happens best...

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What is your program vision?
What educational program elements are unique to your program?
What key ideals are essential to maintain?

Began as a district-wide options program, it now serves just the north end of Bainbridge Island

Two 1|2 classes; two 3|4 classes

Content-based instruction on a two-year rotation

Continuity allows for strong relationships between students and teachers

Excited about the potential to add a 5|6 age band

100 students enrolled; 4 teachers

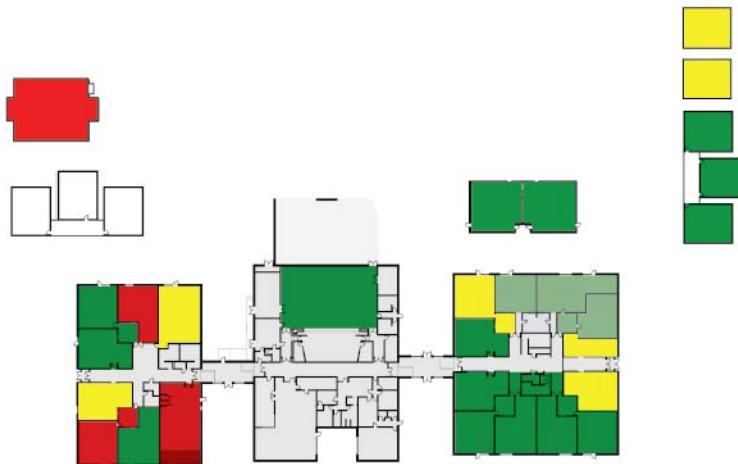
2027 VIVID DESCRIPTION

Space Utilization

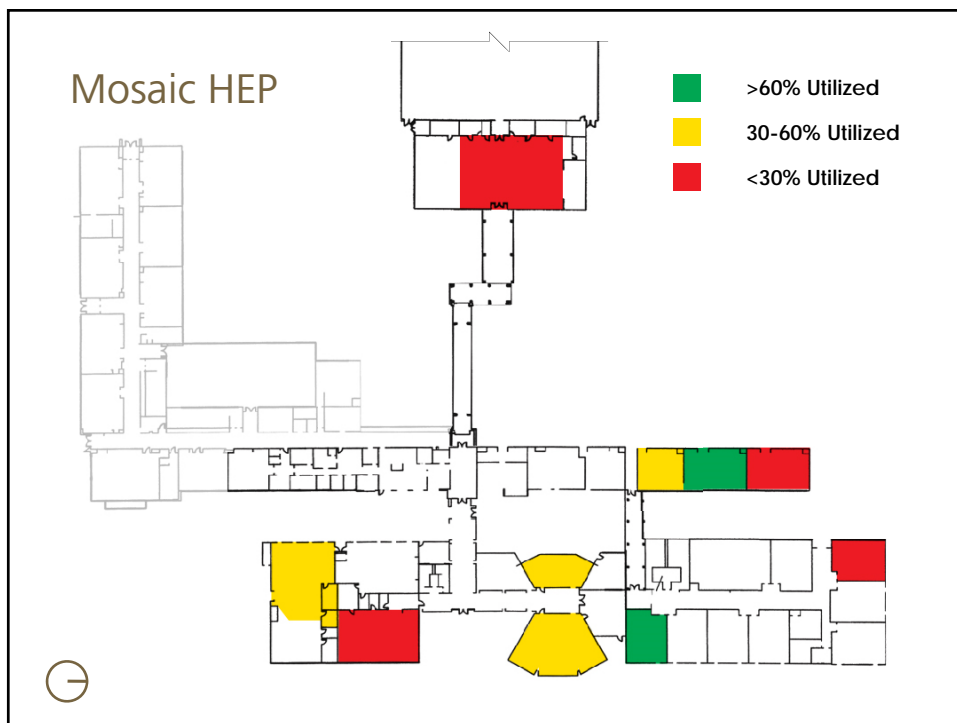
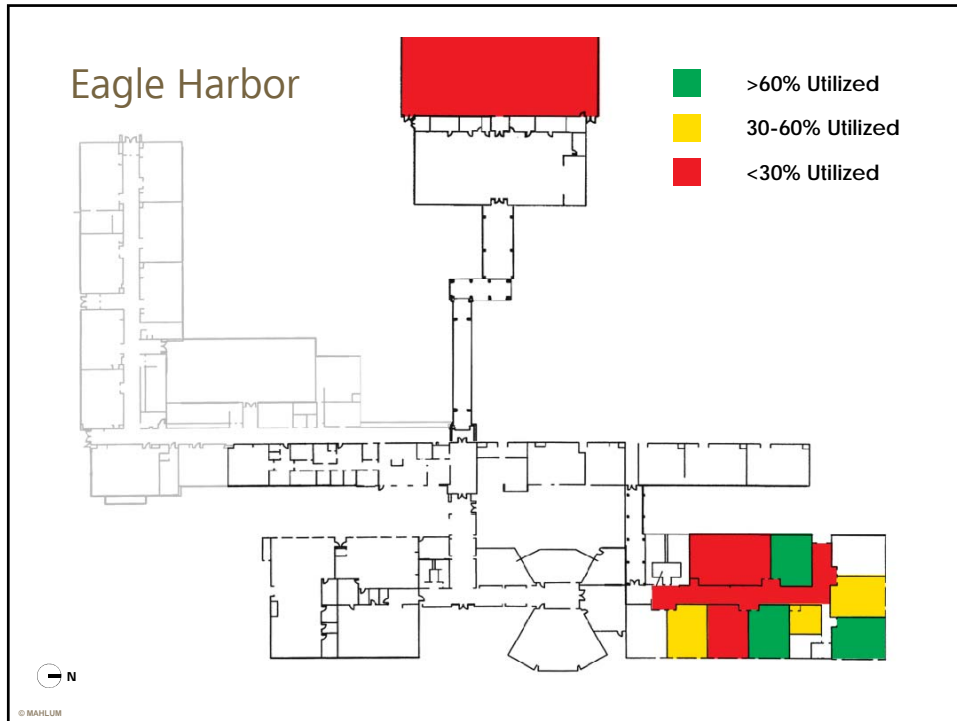
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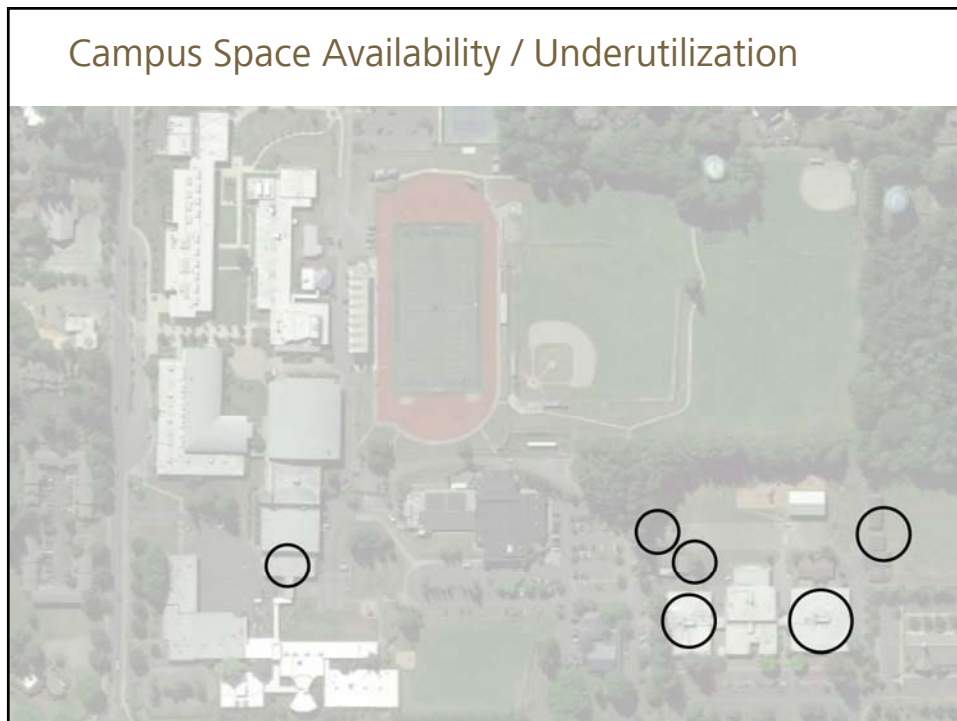
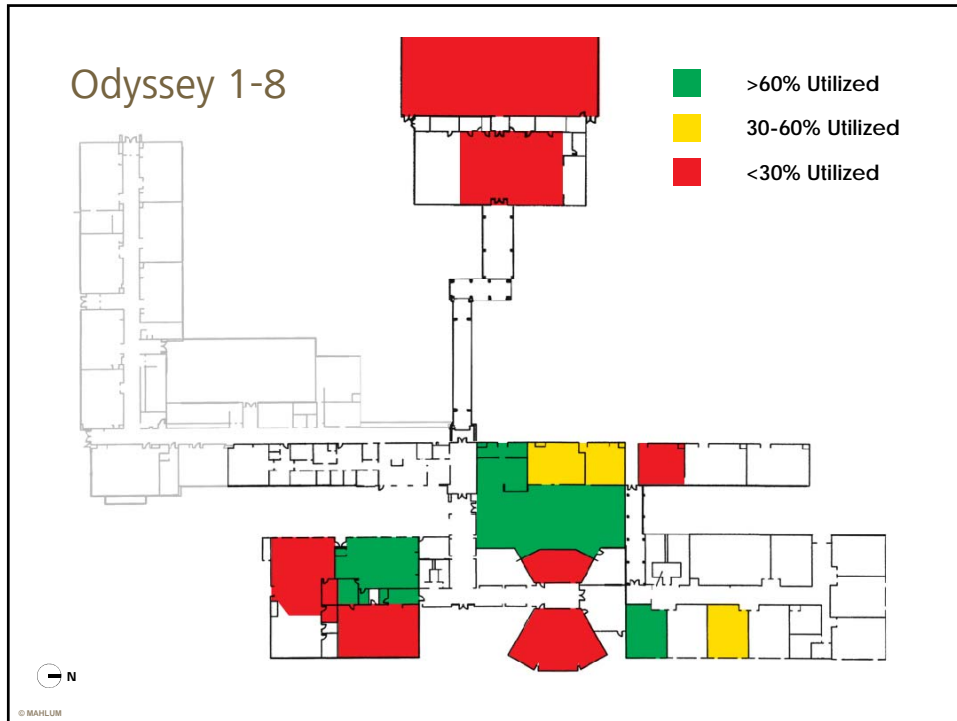
Ordway

- >60% Utilized
- 30-60% Utilized
- <30% Utilized



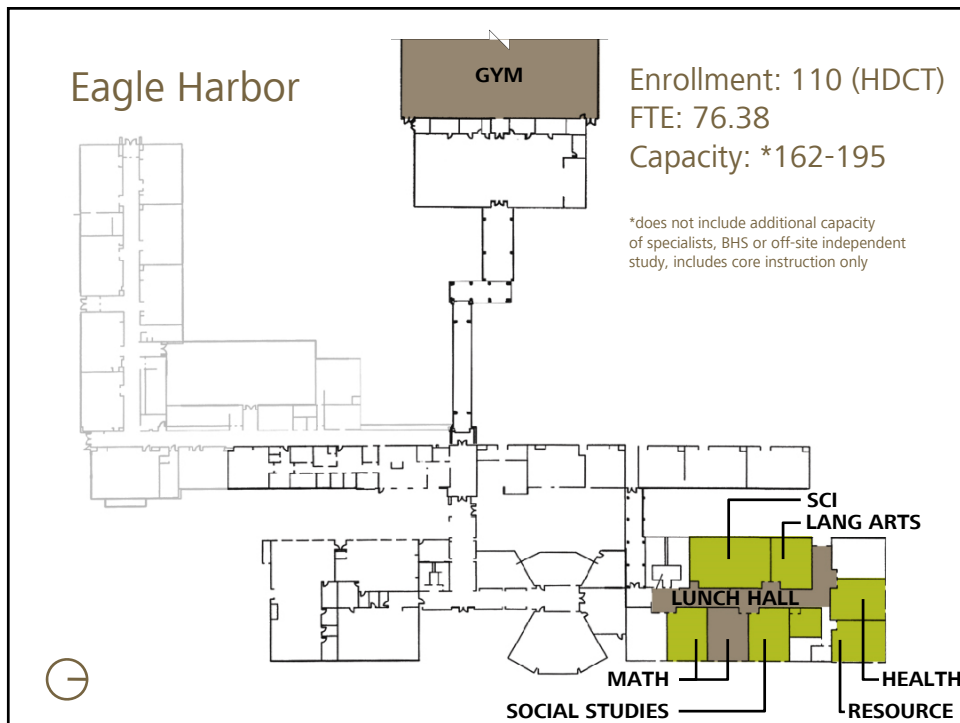
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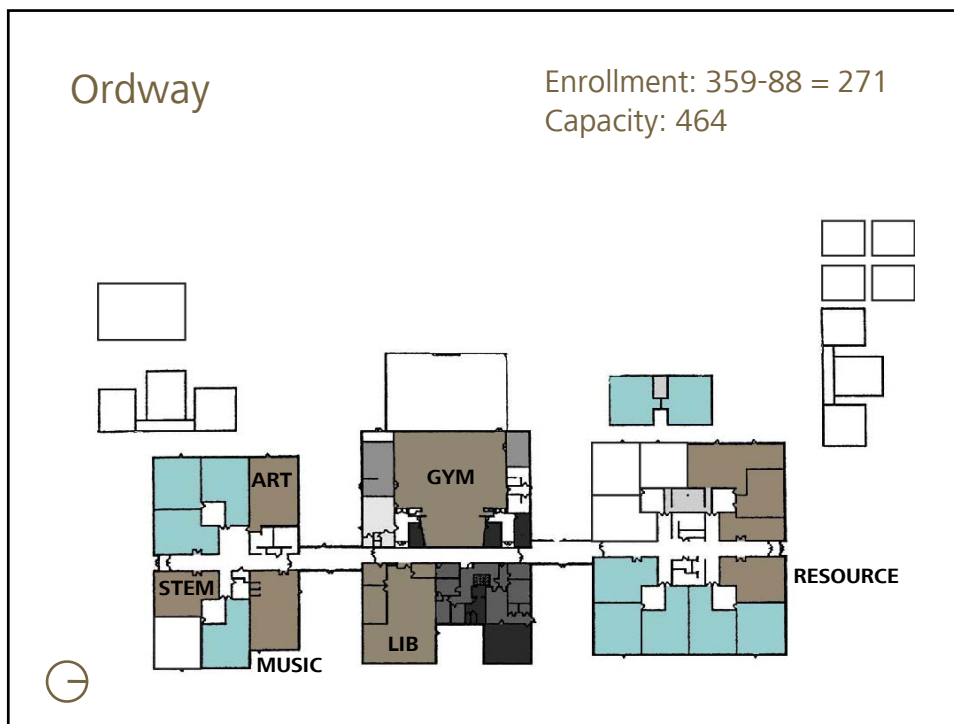




Core Instruction Program Enrollment & Capacity Need

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ORDWAY

LEARNING STYLES
Paint us a picture of how learning happens best...

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What is your program vision?
What educational program elements are unique to your program?
What key ideas are essential to maintain?

Ordway Program

Proposed
Dedicated

	STA	SF
Core Instruction	11	9,900
		9,900

Teaching Stations 11*
Number of Students 271

Support
*Special Education/Learning Resources (3)
Shared Specialists
Assembly/Food Service
Gymnasium
Library
School Administration

Does not reflect possible K-3 class size reduction.
Number of classrooms needed could change depending on District approach to compliance

EL VELERO
LEARNING STYLES
 Paint us a picture of how learning happens best...

YOUR PROGRAM ESSENTIALS
 What is the spirit of your program?
 What is your program vision?
 What educational program elements are unique to your program?
 What key ideas are essential to maintain?

Handwritten notes include: "language development through CREATIVE expression", "global awareness and communication", "Cultural Experiences", "and parent leads", "Peer Connection", "Family Connection", "Community Connection", "GLOBAL connection", "Cross-Age connections".

El Velero Program

Proposed
Dedicated - Ordway

	STA	SF
Core Instruction	11	9,900
		9,900

Dedicated – El Velero

	STA	SF
Core Instruction	4	3,600
NET ASSIGNABLE AREA		3,600

Teaching Stations 15*
Number of Students 271 + 88

Support
 *Special Education/Learning Resources (3)
 Shared Specialists
 Assembly/Food Service
 Gymnasium
 Library
 School Administration

Does not reflect possible K-3 class size reduction.
 Number of classrooms needed could change depending on District approach to compliance

EL VELERO
LEARNING STYLES
 Paint us a picture of how learning happens best...

YOUR PROGRAM ESSENTIALS
 What is the spirit of your program?
 What is your program vision?
 What educational program elements are unique to your program?
 What key ideas are essential to maintain?

Handwritten notes include: "language development through CREATIVE expression", "global awareness and communication", "Cultural Experiences", "and parent leads", "Peer Connection", "Family Connection", "Community Connection", "GLOBAL connection", "Cross-Age connections".

Ordway | El Velero Program

Proposed
Dedicated - Ordway

	STA	SF
Core Instruction	10	9,000
		9,000

Dedicated – El Velero

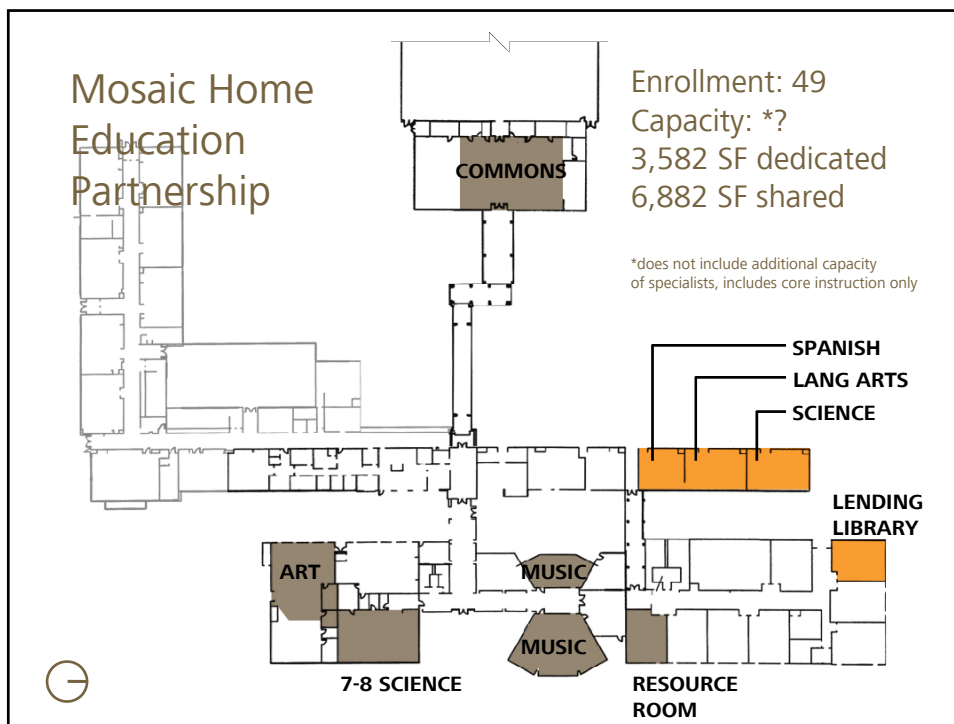
	STA	SF
Core Instruction K-4	5	4,500
NET ASSIGNABLE AREA		4,500
+ Core Instruction 5-6	2	1800
+ Core Instruction 7-8	2	1800

Teaching Stations 15-19*
Number of Students <271 + >88 (TBD)

Shared
 Small Group 4 720
 Flexible Learning 2 1800

Support
 *Special Education/Learning Resources (3)

Does not reflect possible K-3 class size reduction.
 Number of classrooms needed could change depending on District approach to compliance



YOUR PROGRAM ESSENTIALS

What is the spirit of your program?
What educational program elements are unique to your program?
What key ideals are essential to maintain?

Vision: Foster a community that engages in family-centered education.

Mission: Support the goals of parents/ students who choose to pursue their education outside the traditional classroom.

Primary Instructors are Parents! → family space for parent meetings & younger siblings

Multiple classroom experiences (3 classes w/ a specialist's room)

each student has an individualized education (all subjects)

Resource Center (Library) → curriculum materials to support student learning

Large group gathering space for family events (ex drama, festivals, etc)

outside area & garden to extend outdoor education.

Mosaic HEP Program

Proposed @ 33.3%*

	STA	SF
Core Instruction	2	1800
Family Resource Center (included above)		
NET ASSIGNABLE AREA		1,800


*assumes 2 Days/Week 83.3% utilized

Teaching Stations	2
Student Capacity FTE	50

Support

- Special Education/Learning Resources
- Shared Specialists
- Assembly/Food Service
- Gymnasium
- Library
- School Administration

Does not reflect possible K-3 class size reduction.
Number of classrooms needed could change depending on District approach to compliance



MOSAIC K-8 LEARNING STYLE
Paint us a picture of how best.

Handwritten notes: Family Community, Inquiry, Voice, Creativity of classes, Freedom, Small learning groups, Stability, Diversity, From (what around), Independent individuals, Family-Centered, Culture of home, school and on-site instruction, Culture is needed that empowers, Creativity, Vision, Student directed, Community of learners.

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What is your program vision?
What educational program elements are unique to your program?
What key ideals are essential to maintain?

Handwritten notes: Vision: Foster a community that engages in family-centered education. Mission: Support the goals of parents & students who choose to pursue their education outside the traditional classroom. Primary Instructors are Parents! → Family space for parent needs & younger siblings. Multiple Classroom experiences (3 classes of 2 Specialists room) each student has an individualized education (all engaged). Resource Center (Library) → house. Large group gathering space for family events (e.g. drama, festivals, etc) outside area, garden to extend outdoor education.

Does not reflect possible K-3 class size reduction. Number of classrooms needed could change depending on District approach to compliance

Mosaic HEP Program

Proposed @ 33.3%*

Dedicated (Tuesday/Thursday)

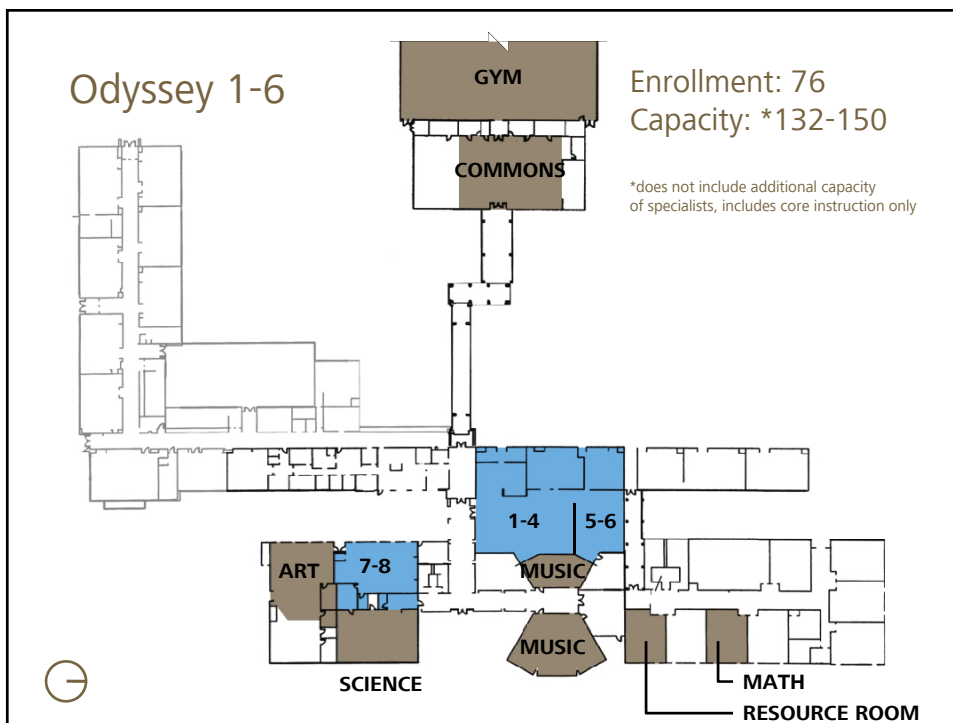
	STA	SF
Core Instruction	2	1800
Family Resource Center	(included above)	
NET ASSIGNABLE AREA		1,800


*assumes 2 Days/Week 83.3% utilized

Teaching Stations	2
Student Capacity FTE	50
Student FTE	<42
Headcount**	49

Support
Special Education/Learning Resources
Shared Specialists
Assembly/Food Service
Gymnasium
Library
School Administration

**Partially Enrolled





ODYSSEY 1-6
LEARNING STYLES
Paint us a picture of how learning happens best

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What is your program vision?
What educational program elements are unique to your program?
What key ideas are essential to maintain?

2027 VIVID DESCRIPTION
Does not reflect possible K-3 class size reduction.
Number of classrooms needed could change depending on District approach to compliance

Odyssey 1-6 Program

Proposed
Dedicated


	STA	SF
1-2 Core Instruction	1	900
3-4 Core Instruction	1	900
5-6 Core Instruction	1	900
NET ASSIGNABLE AREA		2,700

Shared

Small Group	2	280
Flexible Learning	1	900
Library/Parent Operations	1	550

Teaching Stations **3**
Number of Students **76**

Support
Special Education/Learning Resources
Shared Specialists
Assembly/Food Service
Gymnasium
Library
School Administration



ODYSSEY 1-6
LEARNING STYLES
Paint us a picture of how learning happens best

YOUR PROGRAM ESSENTIALS
What is the spirit of your program?
What is your program vision?
What educational program elements are unique to your program?
What key ideas are essential to maintain?

2027 VIVID DESCRIPTION
Does not reflect possible K-3 class size reduction.
Number of classrooms needed could change depending on District approach to compliance

Odyssey 1-6 :: Growth

Proposed
Dedicated

	STA	SF
K*not included below	1	900-1200
1-2 Core Instruction	2	1800
3-4 Core Instruction	2	1800
5-6 Core Instruction	2	1800
NET ASSIGNABLE AREA		5,400*

Shared

Small Group	2	280
Flexible Learning	1	900
Library/Parent Operations	1	550

Teaching Stations **6**
Number of Students **150***

Support
Special Education/Learning Resources
Shared Specialists
Assembly/Food Service
Gymnasium
Library
School Administration

K-8 Options

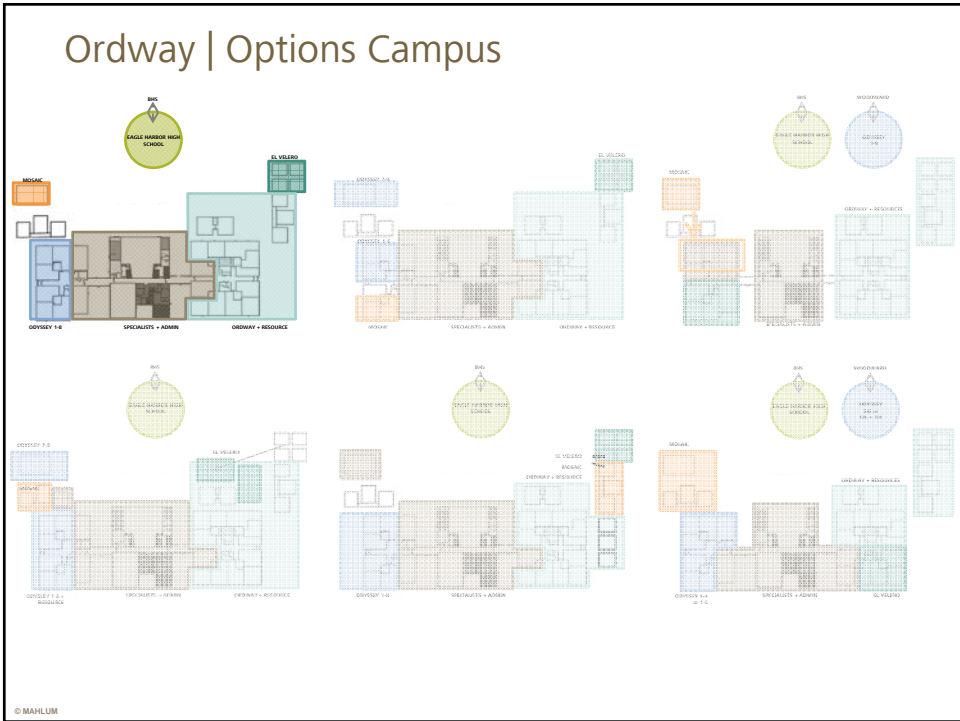
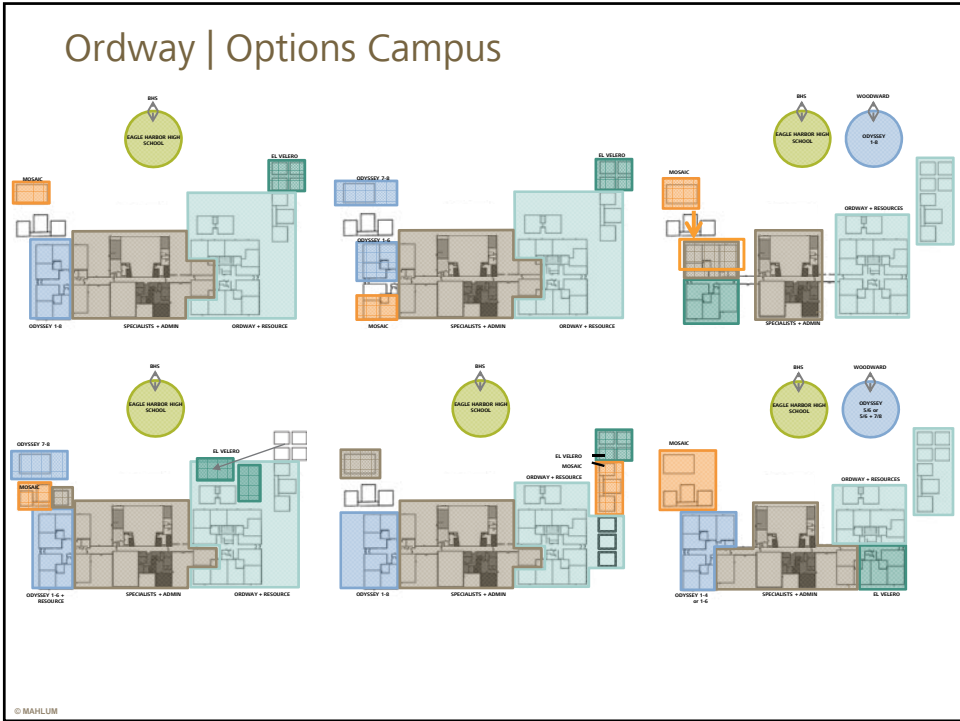
Adjacency Studies

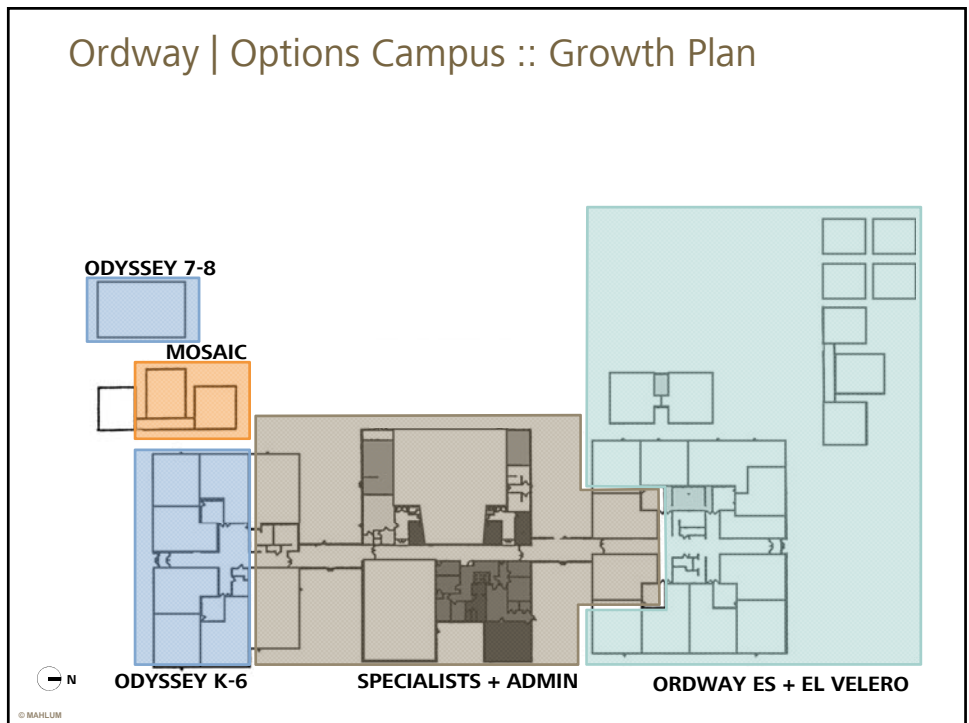
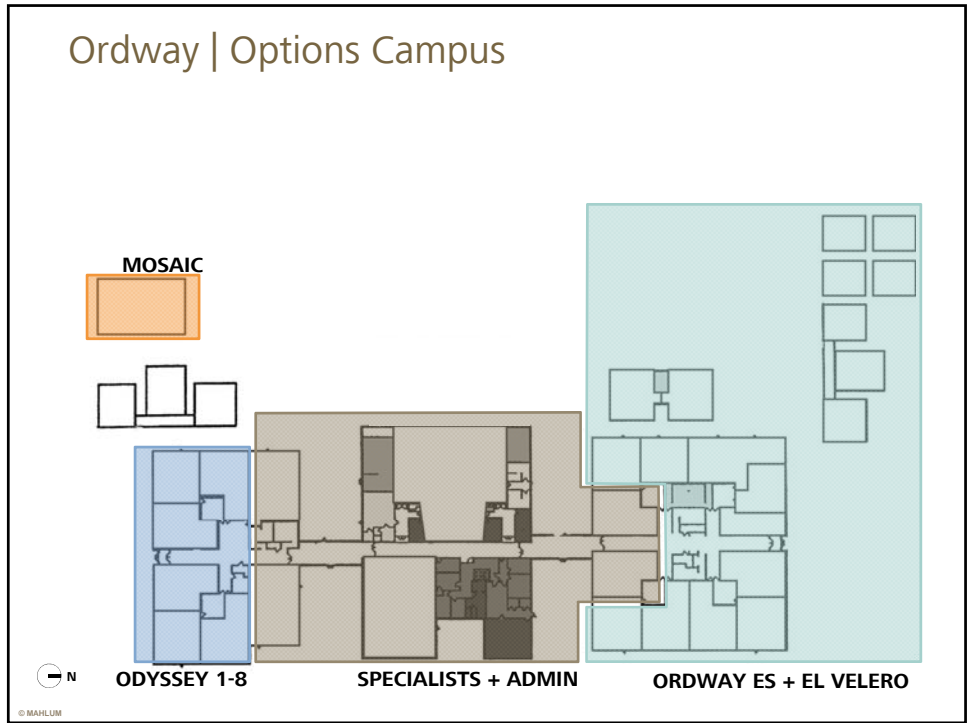
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Options Facility Advisory Committee Considerations

- Current programs
- Program | Campus relationships
- Budget
- Construction schedule | activity
- Existing buildings
 - Glazing
 - Structure
 - Mechanical
 - Electrical
 - Code requirements
- Site traffic flows





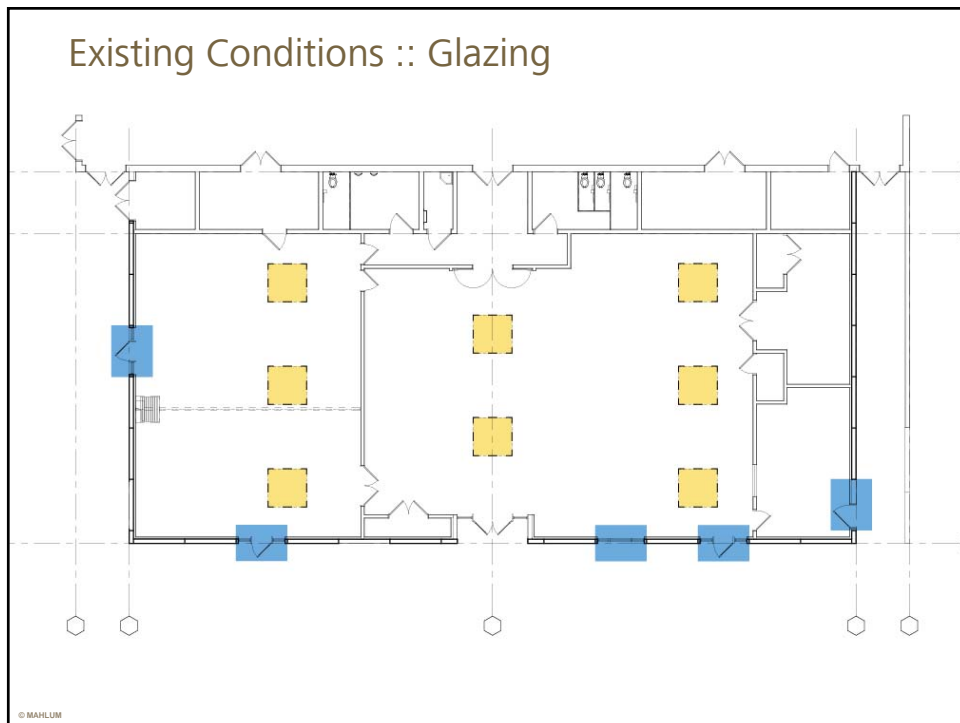
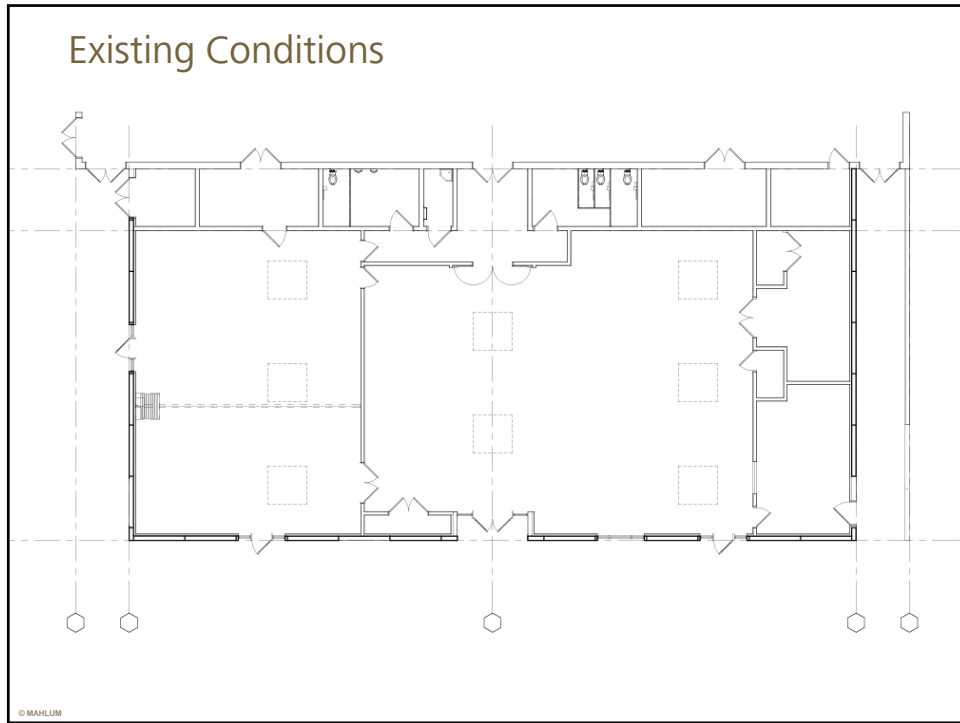


Early Design Exploration
Process
Costed Option
Feedback
Cost Model

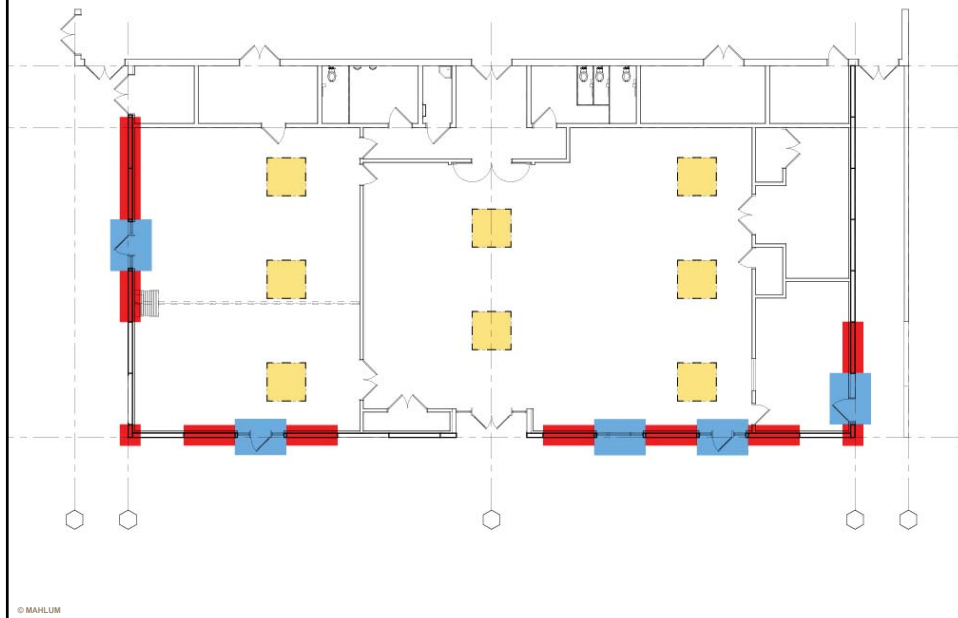
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Eagle Harbor High School ::
Early Design Exploration

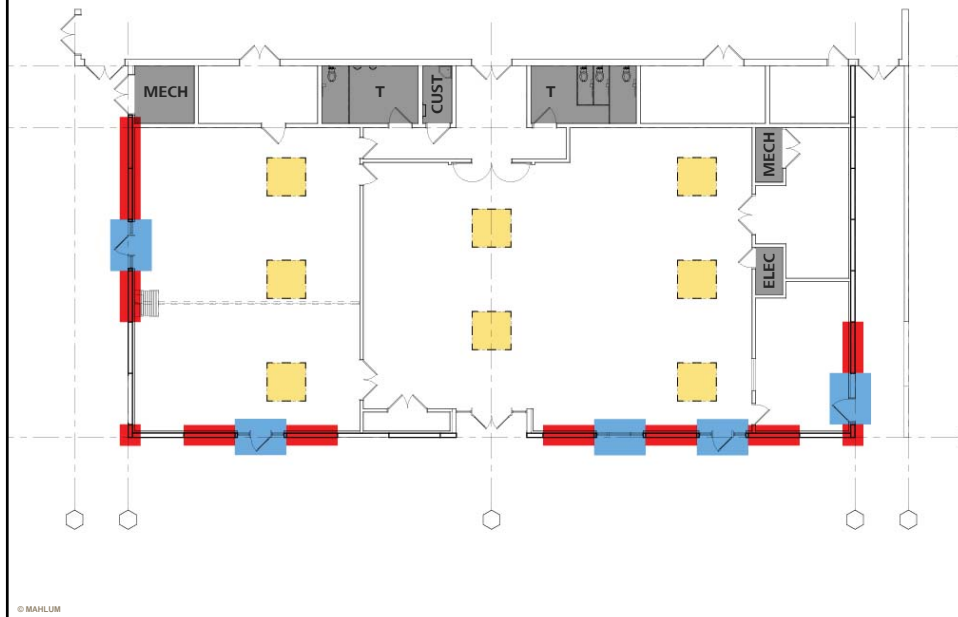
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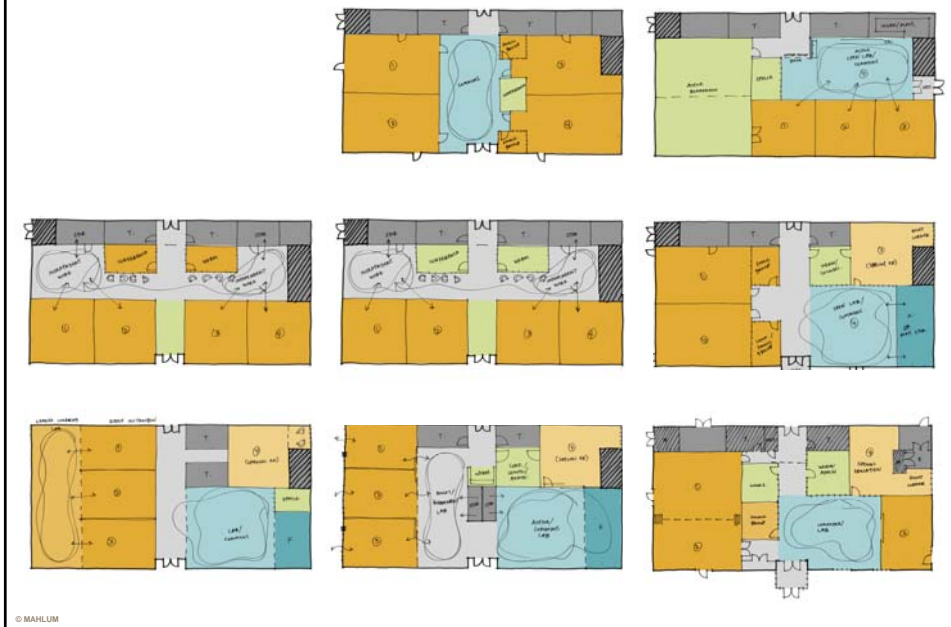
Existing Conditions :: Structure



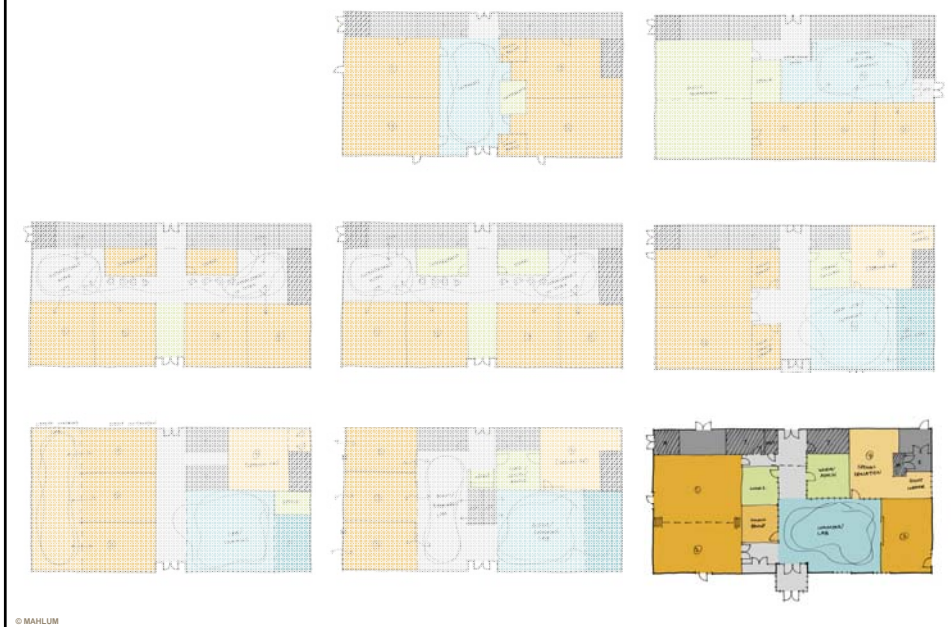
Existing Conditions :: Support Spaces



Eagle Harbor :: Studies



Eagle Harbor :: Study Chosen to Cost

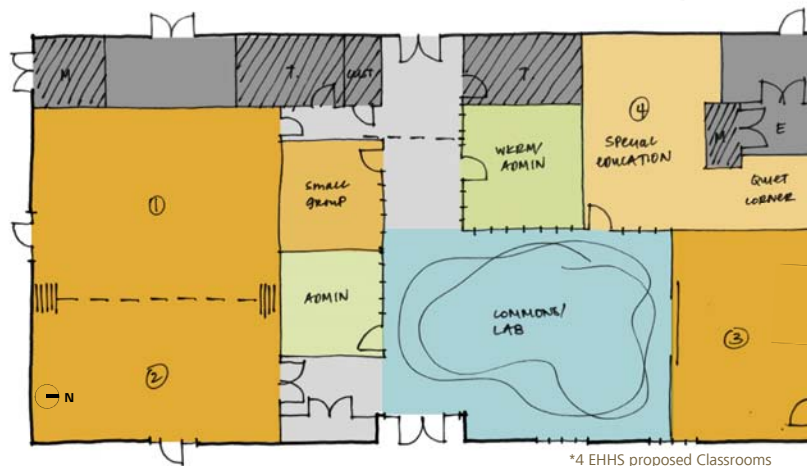


Eagle Harbor :: Study Chosen to Cost

FTE: 76.38

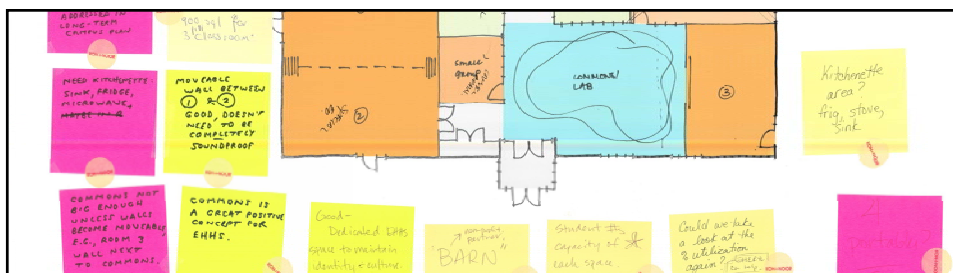
SF/Student: *37.57

BHS SF/Student: **27-34



*4 EHHS proposed Classrooms
** 4 Standard BHS Classrooms

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EHHS Report Back

- (+) Glass and flexible walls
- (+) Dedicated EHHS space that will maintain the identity, culture and community!
- (+) Proximity to BHS for walking
- (+) Commons is a great/positive concept for EHHS
- (+) Not-for-profit BARN could provide elective space w/in 10 minutes of campus

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EHHS Report Back

- (+) Maintains EHHS autonomy from BHS
- (+) Would like to see the District create a space to gather outside
- (-) Noise concern between classrooms and transfer from gym
- (-) Storage, no lounge for staff

Is there adequate space for students in all classrooms?
 Is there room for growth?
 Will equipment be on par with every other program?

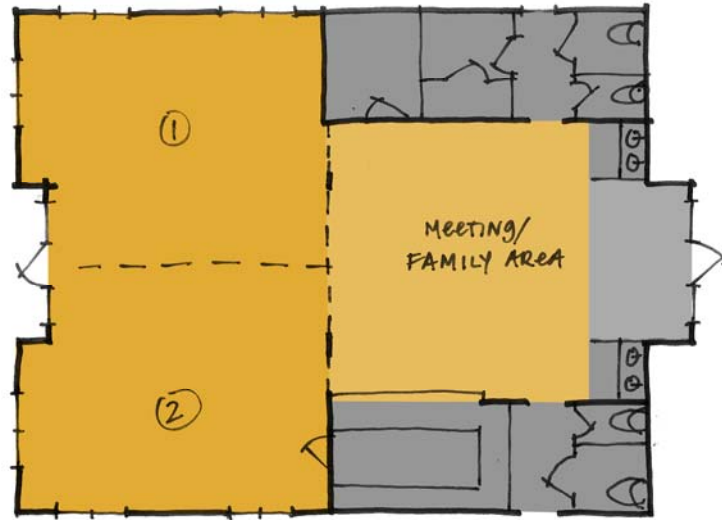
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EHHS Report Back :: Programmatic

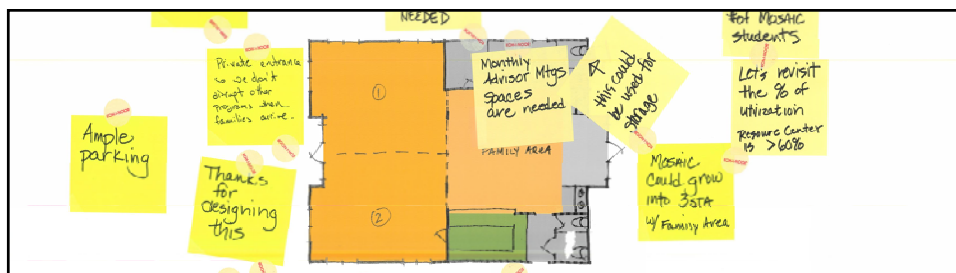
- Does this new space support program growth? How?
- Can EHHS be sequestered where it is (Commodore) to save money?
- Will we have autonomous admin, admin / counselor office manager, shared specialists?
- Will a co-located K-12 commodore options community be addressed in long term campus plan?
- Do the utilization diagrams accurately reflect the peak periods?

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Mosaic HEP :: Concept



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MHEP Report Back

- (+) Ample parking
- (+) "Thanks for designing this; we can work with this!"
- (+) Inexpensive use of space: a great fit for Mosaic
- (+) Space for storage
- (+) The kitchen is great
- (+) Has good event meeting space for whole family programs

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MHEP Report Back

Little Red School House ::

- (+) Community space, visibility throughout, parking, separate entries, dedicated bathrooms (need regular height toilets), kitchen
- (+) Culture will stay intact
- (-) Storage and dedicated resource space

Portables ::

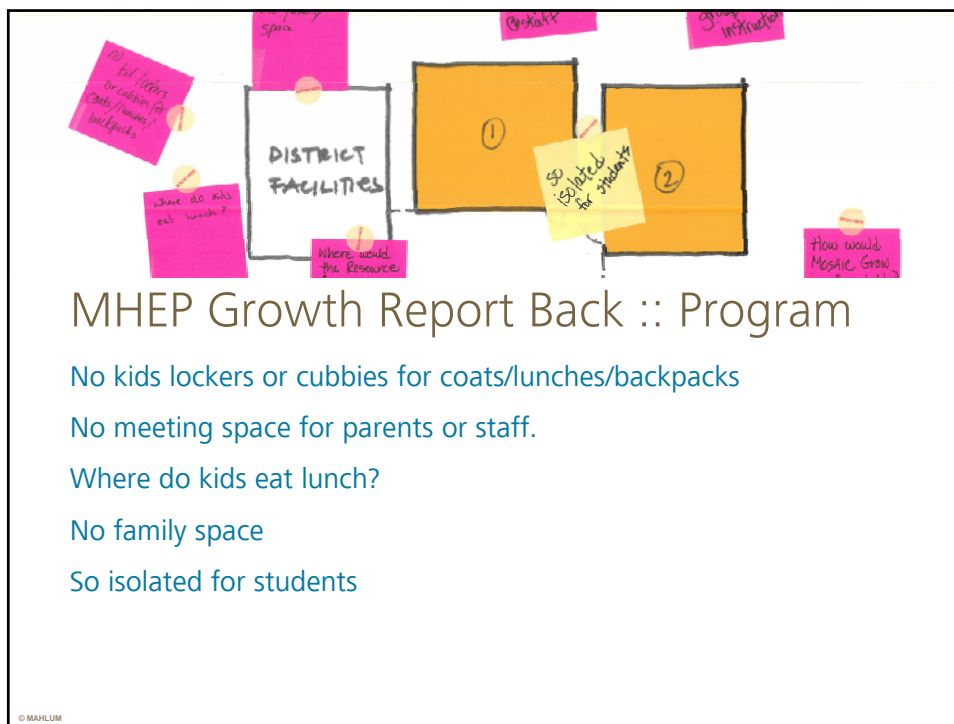
- (-) Isolation, lack of visibility, no large group space, low natural light, resource and parent space not separated from teaching space

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MHEP Report Back :: Program

- Where are kids eating lunch?
- Where are kids' lockers?
- Can we revisit the #s of Mosaic students and utilization percentage?

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A hand-drawn diagram titled "DISTRICT FACILITIES" is shown. It features a central white box labeled "DISTRICT FACILITIES" connected to two orange boxes labeled "1" and "2". The diagram is surrounded by several pink sticky notes with handwritten text: "No kid lockers in cubbies for coats/lunches/backpacks.", "Where do kids eat lunch?", "Where would the Resource", "Staff", "Group Instruction", and "How would Mosaic Grow?". A yellow sticky note between boxes 1 and 2 says "So isolated for students". A small copyright notice "© MAHLUM" is visible in the bottom left corner of the diagram area.

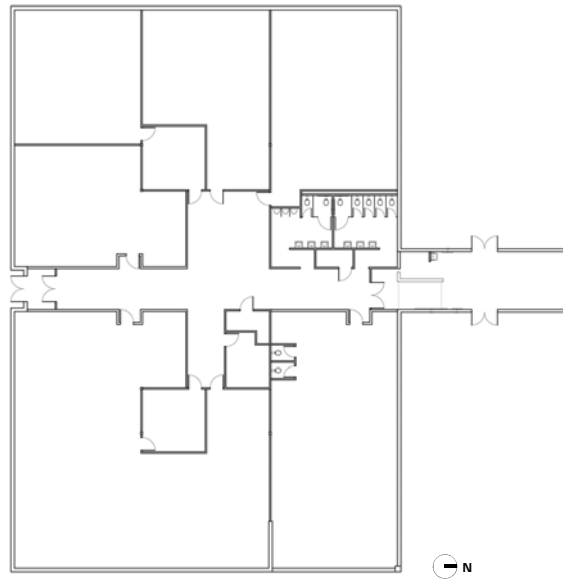
MHEP Growth Report Back :: Program

- No kids lockers or cubbies for coats/lunches/backpacks
- No meeting space for parents or staff.
- Where do kids eat lunch?
- No family space
- So isolated for students

Odyssey 1-8 :: Early Design Exploration

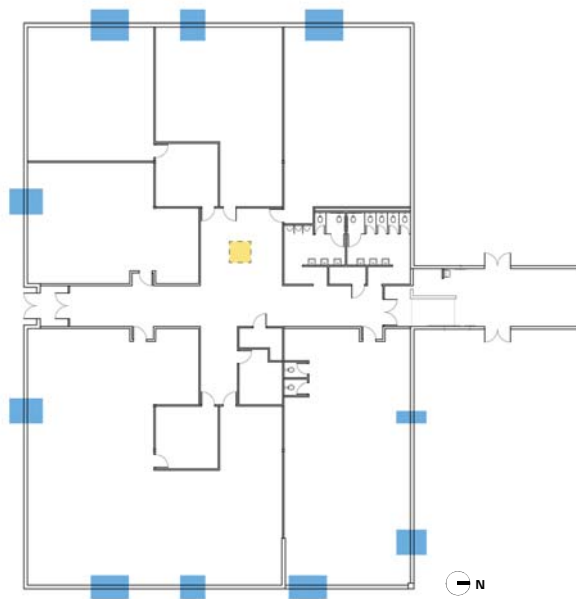
© MAHLUM

Existing Conditions



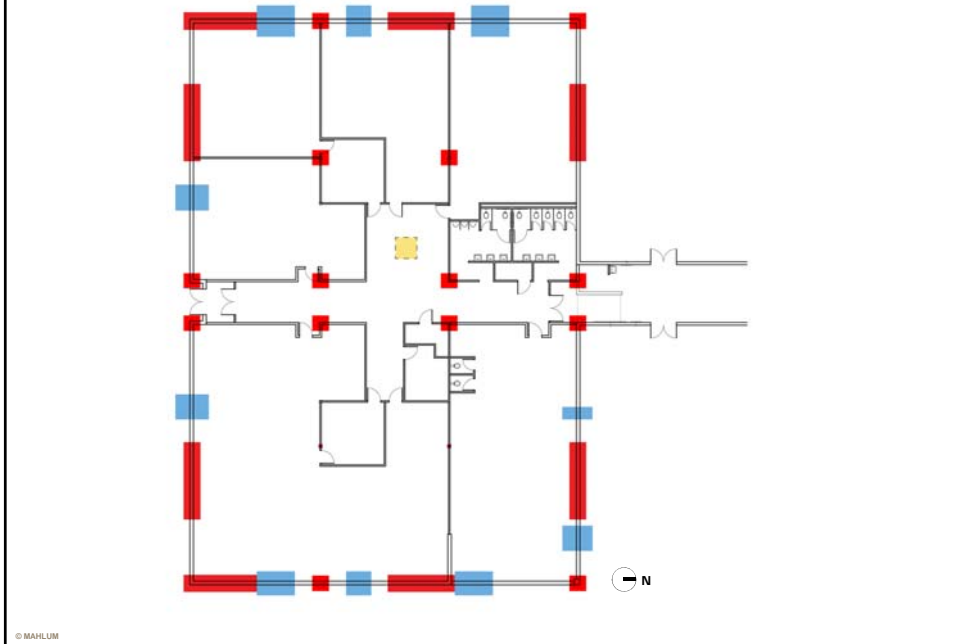
© MAHLUM

Existing Conditions :: Glazing

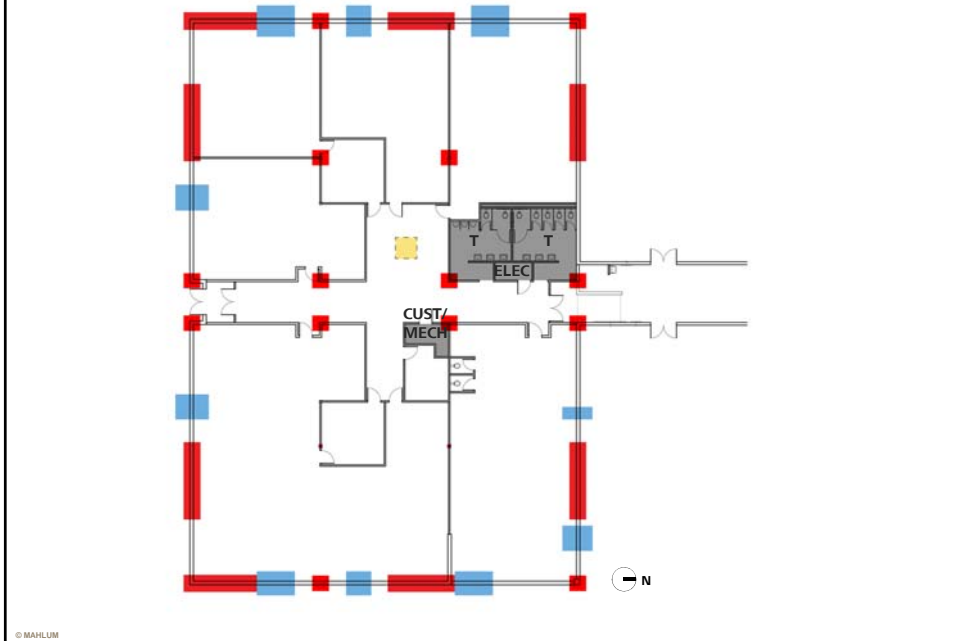


© MAHLUM

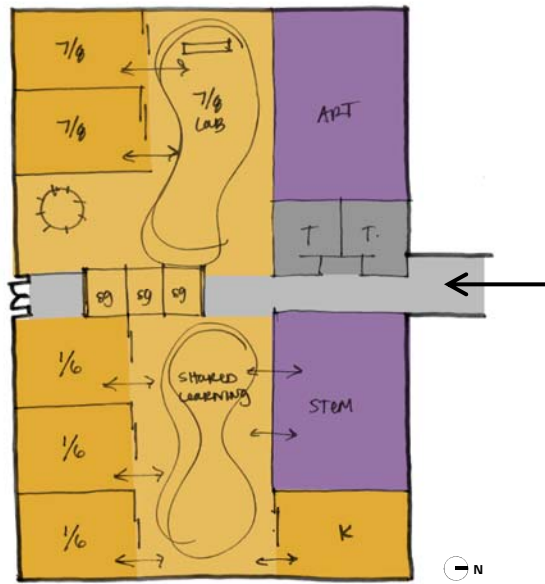
Existing Conditions :: Structure



Existing Conditions :: Support Spaces



Odyssey :: Basis for Cost Model



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Odyssey 1-8 Report Back

- (+) Nice flexible teaching spaces.
- (+) Program building space keeps identity and Odyssey grade integration.
- (+) Feels like a community.
- (+) Shared areas with small group spots.
- (+) Opportunity for team teaching 1-2 / 3-4 / 5-6

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Odyssey 1-8 Report Back :: Other

- Garden area felt to be integral to program
- How will bell scheduling be determined/changed?
- What is the future of the program?
- Is a future options facility guaranteed?
- How will program expansion happen?
- How will the plan accommodate current library system within classrooms?

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Odyssey 1-8 Growth Report Back :: Program

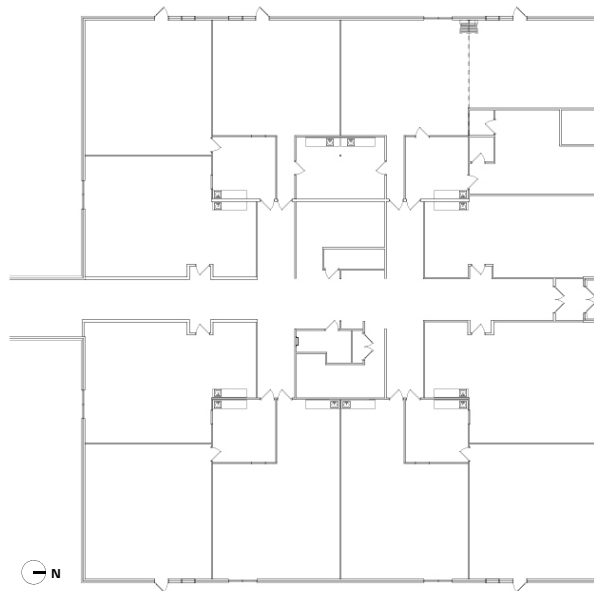
- How does the current proposal allow for incremental growth (beyond 12 kids) of 1/6 until 7/8 moves out and the space is available?
- At what point does 7/8 get pushed to the other building?
- If it is inevitable that 7-8 is going to move into this space, why not do it now?

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Ordway and El Velero :: Early Design Exploration

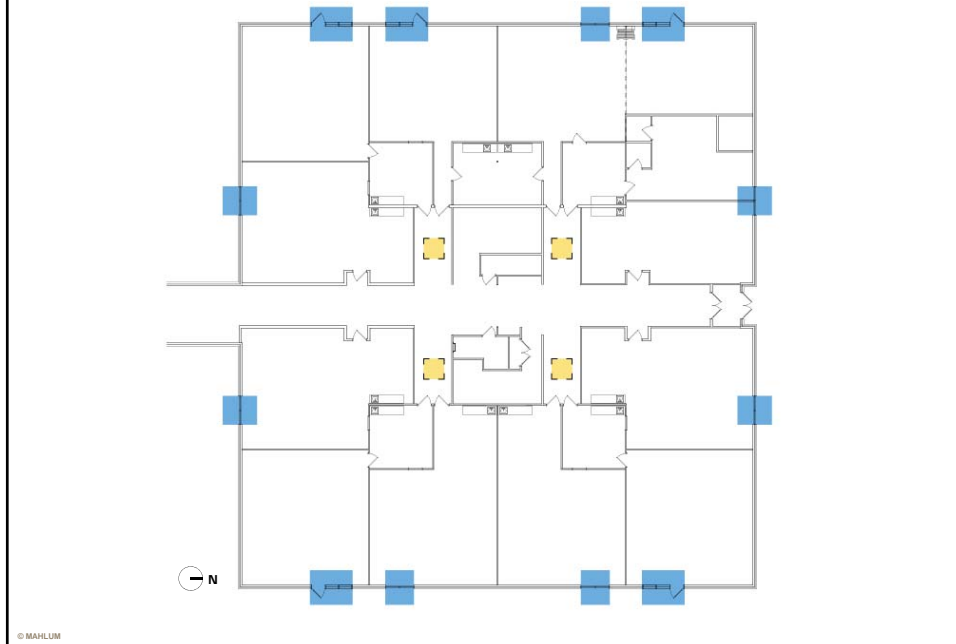
© MAHLUM

Existing Conditions

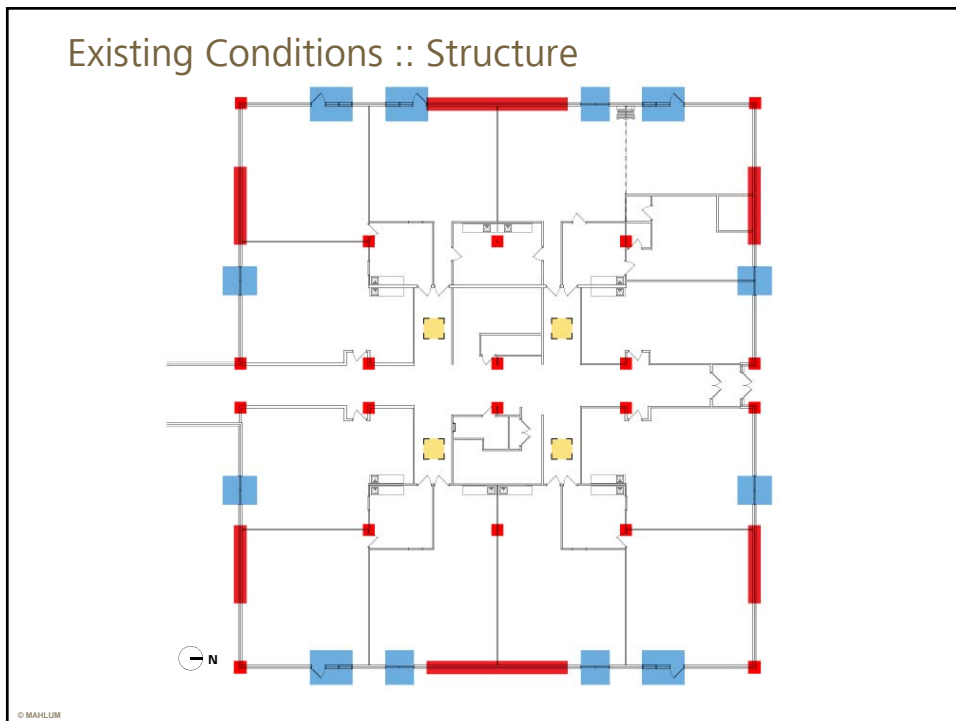


© MAHLUM

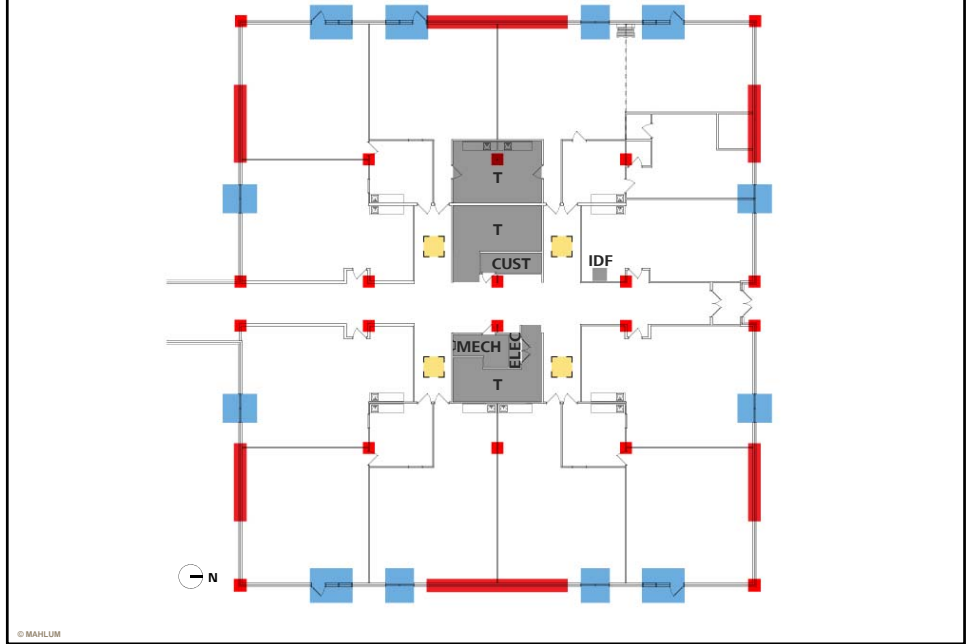
Existing Conditions :: Glazing



Existing Conditions :: Structure



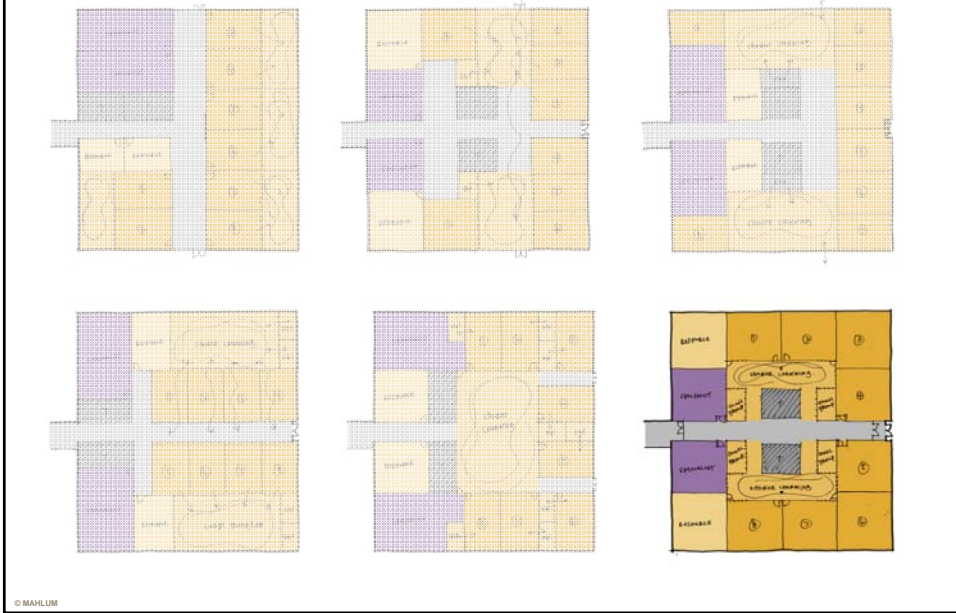
Existing Conditions :: Support Spaces



Ordway & EL Velero :: Studies



Ordway & EL Velero :: Study Chosen to Cost



Ordway & EL Velero :: Study Chosen to Cost






The image shows a detailed architectural site plan of two school campuses, Ordway and El Velero. The plan includes various buildings, parking lots, and outdoor spaces. Several sticky notes are placed around the plan, providing additional information or suggestions. A red cloud-like shape highlights a specific area on the El Velero campus. The text 'ORDWAY' and 'EL VELERO' is visible on the plan.

Ordway | El Velero Report Back

- (+) Main campus receives upgrades.
- (+) Odyssey 5-8 paired with future El Velero 5-8 creates more peers for students, which is a need mentioned by parents.

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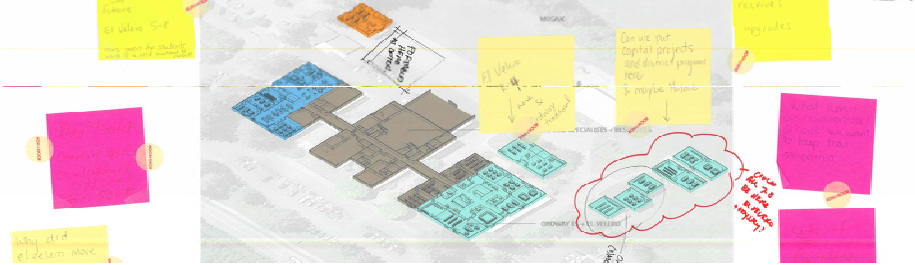


This image is identical to the one above, showing the architectural site plan of Ordway and El Velero schools with various sticky notes and annotations. The red cloud highlights the same area as in the first image.

Ordway Report Back

- (+) Remodel would provide all teachers with common learning spaces
- (-) Logistics of inter-program collaboration and scheduling (assemblies, open house, concerts, etc.) in shared common spaces (ex. - library, gym)
- (-) Details of combining schools will be difficult (security, recess, overcrowded admin, caseloads, PTO, parking, storage, etc.)
- (-) Seven portables on one campus (would prefer to max classrooms inside the main building and relocate specialists to portables)
- (-) Lack of water/toilets to portables (impacts transition, lunch, program)
- (-) Need for separate lunch room to provide increased instructional time


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The image shows an architectural site plan for the El Velero school. The plan is divided into several colored zones: blue for classrooms, green for other learning spaces, and grey for circulation. A central courtyard is visible. Numerous yellow and pink sticky notes are placed around the plan, providing feedback and questions. A red cloud-like shape highlights a specific area of the plan. The text '© MAHLUM' is visible in the bottom left corner of the plan image.

El Velero Report Back


- (-) Looks like three separate schools under one roof (could be more integrated)
- (-) Isolation and the lack of shared learning spaces do not respond to El Velero school culture appropriately
- (-) With Ordway remodel, portables would not have equity in shared space or large group gathering
- (-) North and south wing improvements appear unequal regarding shared learning spaces
- (-) Concerned that El Velero will end up in portables



This image is identical to the one above, showing the architectural site plan for El Velero school with various sticky notes and annotations. The text '© MAHLUM' is visible in the bottom left corner of the plan image.

Ordway | El Velero Report Back :: Program

- How will neighborhood Ordway families and teachers be included in this process? We want to keep the neighborhood component
- Do we have enough administrative space for 500+ students?
- More clarity needed on expansion for El Velero. K-8 needs 9 classrooms
- Have we looked at MS spaces for 5-8 El Velero and 5-8 Odyssey?
- What was the community response to expanding Odyssey or adding a parallel program?



The image shows an aerial site plan of the El Velero school campus. The plan is overlaid with several sticky notes and handwritten annotations. A yellow note at the top center asks, "Can we put Capital projects and district programs into the El Velero portables?". A pink note on the right side asks, "Could we locate capital projects and district programs and Mosaic in the El Velero portables?". A red cloud-shaped annotation contains a small diagram of a building layout. Other notes include "Why did El Velero move back in 2013 without this process?" and "Very limited common space (cafeteria) for 500+". The site plan labels various areas like "MOSAIC", "RECREATION AREA", and "EL VELERO".

Ordway | El Velero Report Back :: Program

Why did El Velero move back in 2013 without this process?

It feels like a lot of accommodation is being made for Odyssey and there is little or no attention/changes paid to El Velero


Could we locate capital projects and district programs and Mosaic in the El Velero portables?

Very limited common space (cafeteria) for 500+

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Cost Model

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**BAINBRIDGE IS SCHOOL DISTRICT
ORDWAY - BLDG 500 UPGRADES
COST MODEL ESTIMATE
SEPTEMBER 22, 2017**


Building 500 - Eagle Harbor High School	\$	1,113,508	
Ordway Elem School	\$	4,123,992	
South Wing -Odyssey	\$	1,942,735	
North Wing - Ordway	\$	1,854,943	
Fire Sprinkler Balance of Ordway	\$	315,871	
Parking Lot Restriping	\$	10,442	
Little Red Schoolhouse	\$	375,562	
Total Construction/MACC	\$	5,613,061	← \$5,375,000

Exclusions:

- Washington State Sales Tax
- Architect/Engineering Fees
- Permits
- Testing and Inspection
- Construction Contingency
- Exterior Envelope/Thermal Upgrades (except window/door infills and openings as shown)
- Structural/Seismic Upgrades
- Site Development (except parking lot restriping/curb revision as shown)

Note: The Western Washington construction climate is currently experiencing significant bid/construction cost increases due to the demand on construction and reduction of available contractors and personnel to provide the work. This has resulted in less competition from both the general and sub contracting community which has created increased overheads and mark-ups, loss of productivity and less willingness to take on risk. Premiums for low contractor and sub participation could be in the 10% to 15% range.

Possible mitigation methods may include reducing onerous general requirements, relaxing construction schedules, monitor other projects bidding close to your schedule and retain a contingency fund for additional premiums and costs associated with the current climate.



Evaluation Criteria

Shared Questions

Future Campus Organization Studies

K-3 Class Size Reduction (McCleary)

Capacity & Utilization

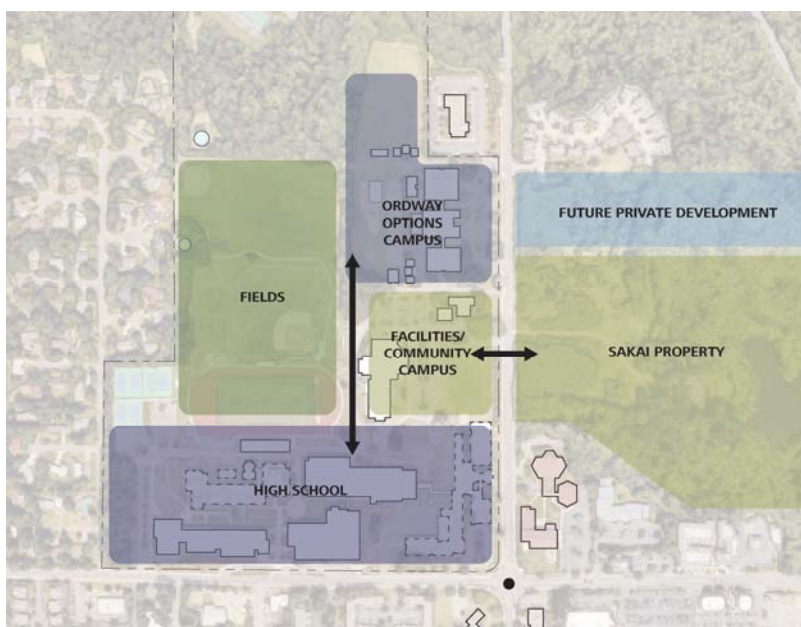
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Options Facility Advisory Committee Shared Questions

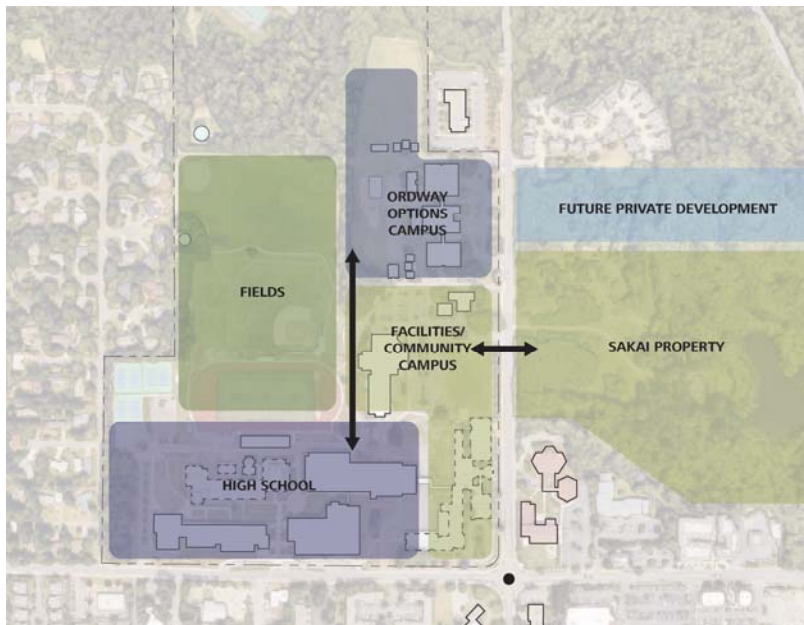
- Why is a longer range vision for Commodore and Ordway not being discussed and documented?
- Is a long range vision and plan needed? Could be an addendum to the master plan to communicate and give the community assurance of a more permanent solution instead the current ongoing state of uncertainty.
- When could a new bond measure be floated to fund construction of a new Ordway/Commodore facility?



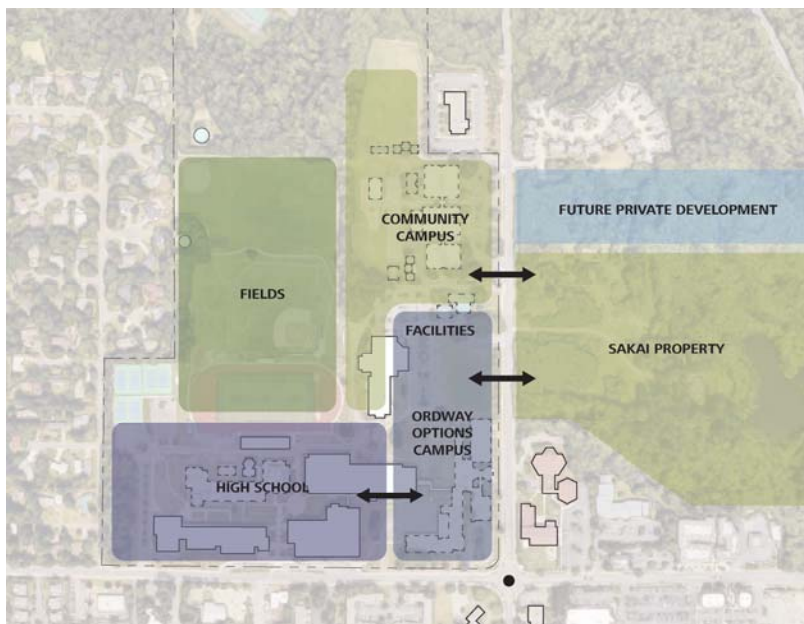
Future Campus :: Organization 01



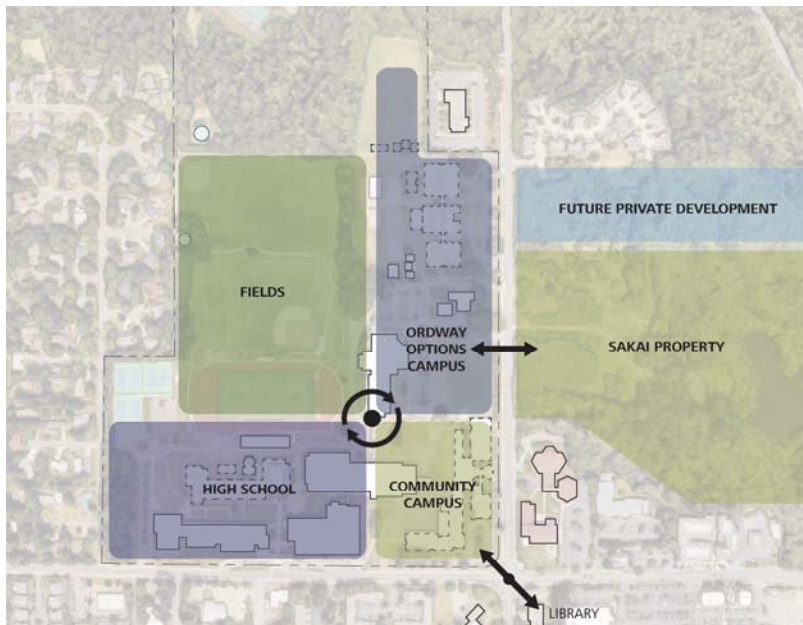
Future Campus :: Organization 02



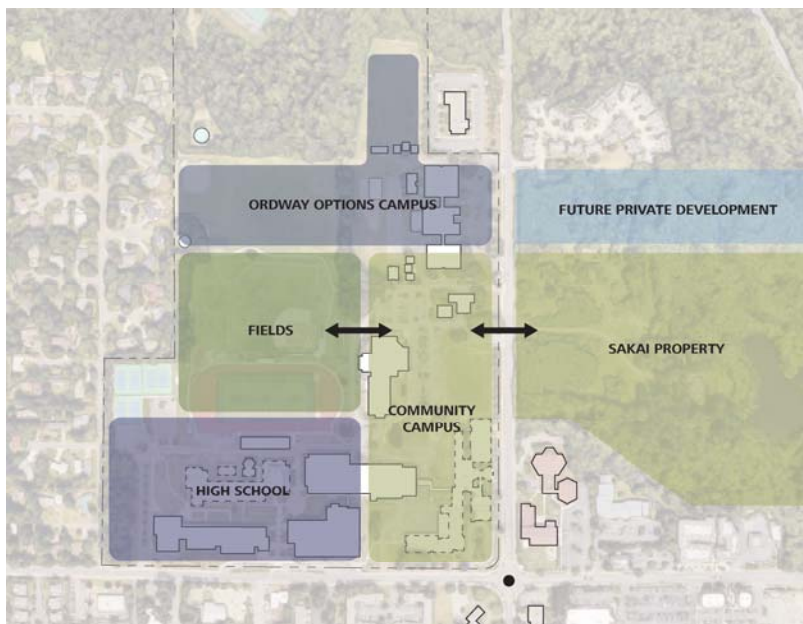
Future Campus :: Organization 03



Future Campus :: Organization 04



Future Campus :: Organization 05



Options Facility Advisory Committee K-3 Reduced Class Size Capacity Analysis

	Enrollment (10/2/2017)	Capacity (22/class)	Delta (students)
K-4			
Blakely	369	448	(79)
Ordway (includes El Veleo)	359	464	(105)
Wilkes	392	426	(34)
	1,120	1,338	(218)
5-6			
Sakai	521	566	(45)
7-8			
Woodward	601	755	(154)
9-12			
Bainbridge High School	1354	1472	(118)
Options K-8			
El Veleo (included in Ordway)	88	88	
Mosaic HEP	49	TBD	
Odyssey 1-6	76	TBD	
Odyssey 7-8	42	TBD	
	167	TBD	
Options 9-12			
Eagle Harbor High School	110	TBD	



Options Facility Advisory Committee K-3 Reduced Class Size Capacity Analysis

	Enrollment	Capacity (McCleary)	Delta (students)	Net Need (Classrooms)
K-4				
Blakely	369	326	43	2
Ordway (includes El Veleo)	359	446	(87)	(4)
Wilkes	392	346	46	2
	1,120	1,338	2	0
5-6				
Sakai	521	566	(45)	
7-8				
Woodward	601	755	(154)	
9-12				
Bainbridge High School	1354	1472	(118)	
Options K-8				
El Veleo (included in Ordway)	88	82		
Mosaic HEP	49	TBD		
Odyssey 1-6	76	TBD		
Odyssey 7-8	42	TBD		
	167	TBD		
Options 9-12				
Eagle Harbor High School	110	TBD		



Design Options for Consideration

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Options Facility Advisory Committee Review of Objectives

Expand Options programs

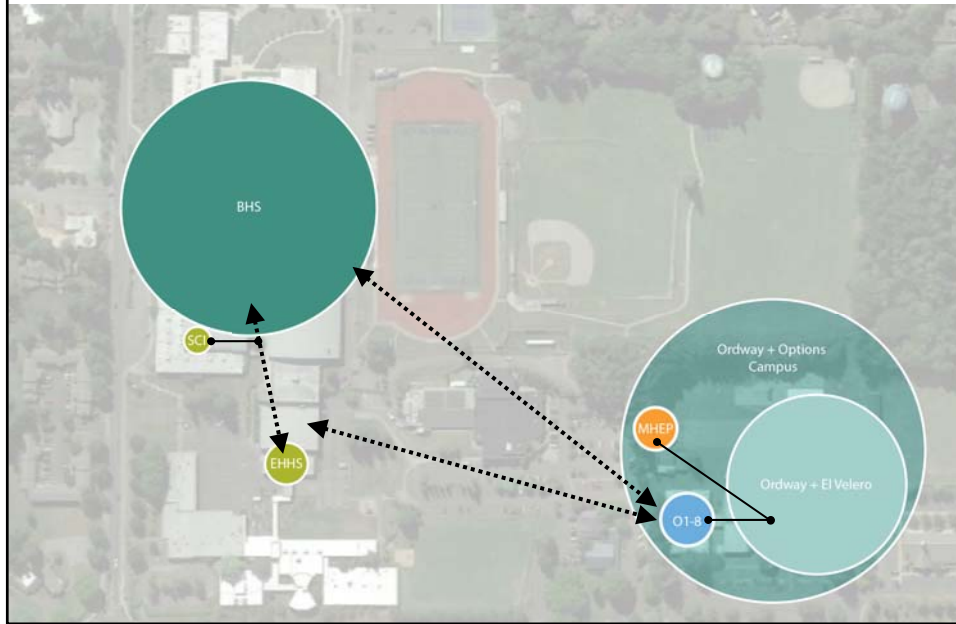
- Clarify key components and guiding principles
- Examine how to support their relocation and growth
- Explore facilities needed to support expansion

Create greater efficiencies and alignment

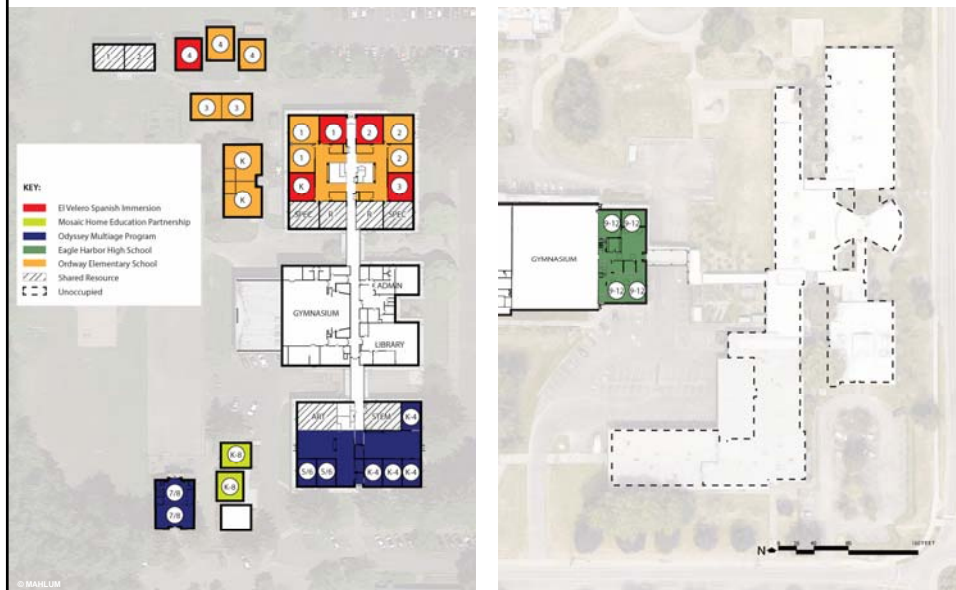
- School enrollment capacity
- Square footage alignment
- General fund expenditures



Campus Organization



Program Organization Ordway, Board Room/Commons Remodel



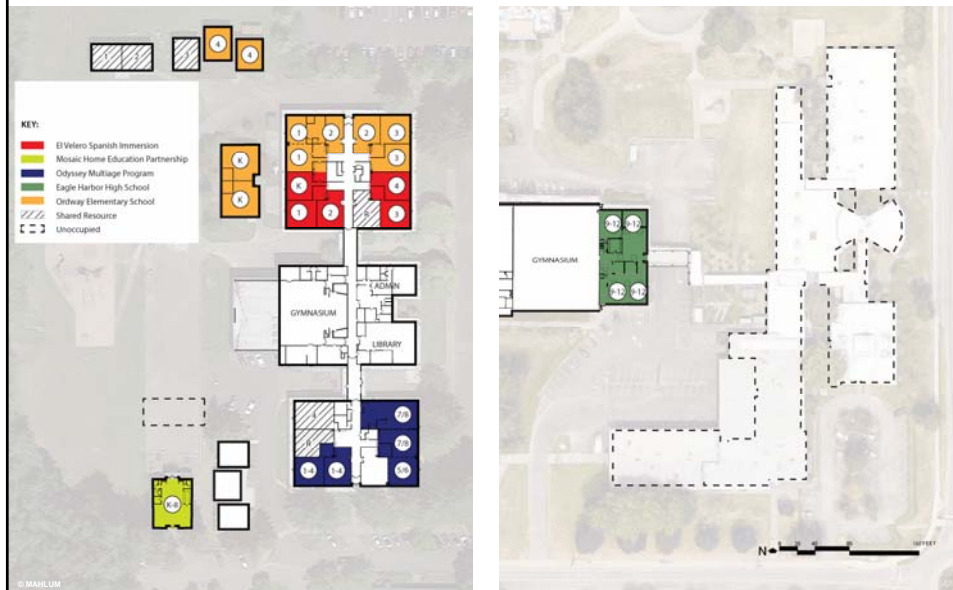
Program Organization Ordway, Board Room/Commons Remodel

Advantages	Disadvantages
<ul style="list-style-type: none"> • Square footage alignment and efficiencies • Saves general fund expenditures • Saves essential renovation at COS facility • Allows for removal of COS facility • Remodels new space for EHHS – Board Room/Commons • Supports educational delivery model (differentiated instruction - shared learning) 	<ul style="list-style-type: none"> • Requires remodel of Ordway north and south wings – exceeds current budget. • Requires remodel of Board Room/Commons for EHHS. • McCleary compliance requires 4 (+/-) additional classrooms with no option program growth. • Odyssey growth assumes a majority of new enrollment is generated from current district headcount.

Program Organization, Alternate A Board Room/Commons (BR/C) Remodel Only

Pros	Cons
<ul style="list-style-type: none"> • EHHS remains intact and in a new space. • Allows for Odyssey growth. 	<ul style="list-style-type: none"> • El Velero not growing past K-4 (or growing K-4) • Restroom and water access for Mosaic is across a loading zone. • Mosaic is in portables with no connecting space. • El Velero 3-4 need adjacency. • No lunchroom/commons provided. • Odyssey community does not want to expand. We are at a demonstrably ideal size and kids have said the current size works. 'Parallel' replication would be ok. • Seems costly given the short-term benefit. • Not a viable expansion model.

Program Organization, Alternate A Board Room/Commons Remodel Only



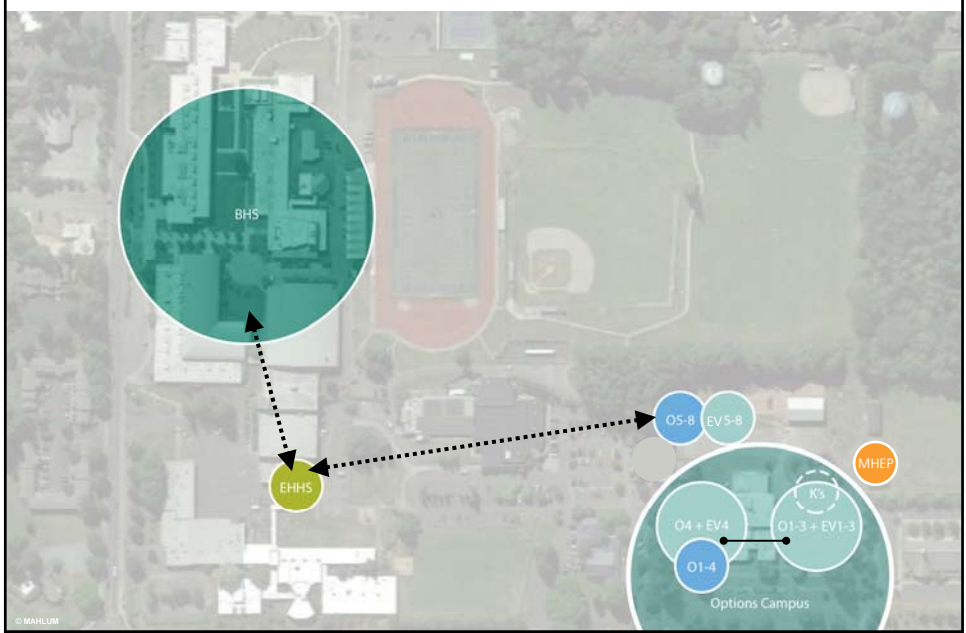
Program Organization, Alternate A Board Room/Commons (BR/C) Remodel Only

Advantages	Disadvantages
<ul style="list-style-type: none"> • Square footage alignment and efficiencies • Saves general fund expenditures • El Velero K-4 remains on Ordway campus • Remodels new space for EHHS – Board Room/Commons • Saves essential renovation at COS facility • Allows for removal of COS facility 	<ul style="list-style-type: none"> • Does not accommodate Odyssey 1st-6th expansion • Does not support improved educational delivery model (differentiated instruction - shared learning) • Requires the remodel of the Board Room/Commons for EHHS • Does not identify a space for possible Odyssey K expansion • El Velero expansion beyond 4th occurs at Sakai/Woodward • McCleary compliance requires 4 (+/-) additional classrooms with no option program growth.

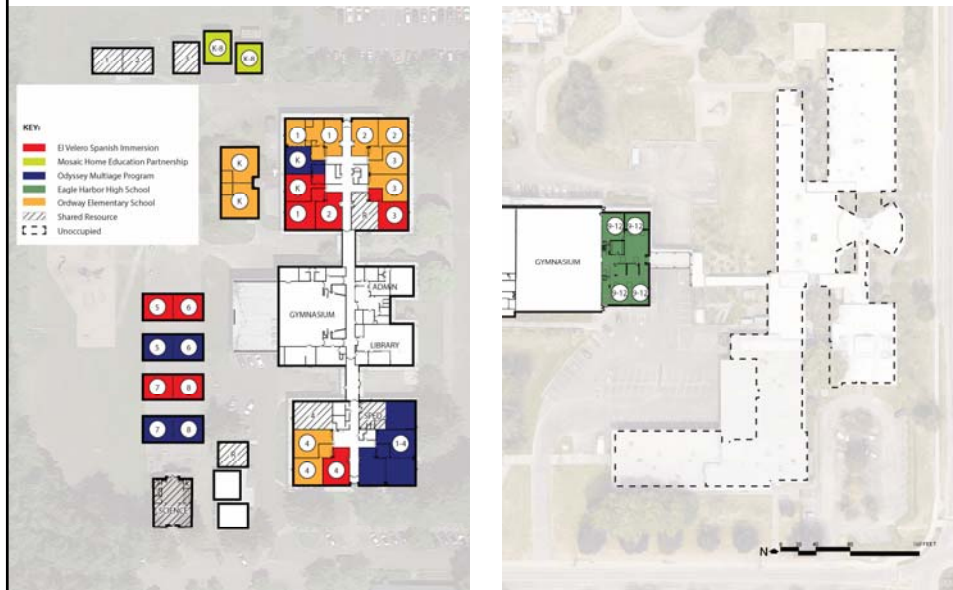
Program Organization Board Room/Commons Remodel

Pros	Cons
<ul style="list-style-type: none"> Mosaic has two adjoining rooms. Younger kids are in the main building. Odyssey (K)1-8 is kept together. EHHS gets a nice, new (remodeled) space. 	<ul style="list-style-type: none"> El Velerio does not expand past K-4. Odyssey 7-8 (and Mosaic) is the only upper level on a largely K-4/6 campus. Allows for limited Odyssey growth (only 1 classroom more than currently). No planned commons space for Odyssey 1-6. No program delivery infrastructure. 4th grade does not have parity with Wilkes and Blakely. Limited room for growth in general.

Campus Organization, Alternate B



Program Organization, Alternate B Multiple Portables, BR/C Remodel



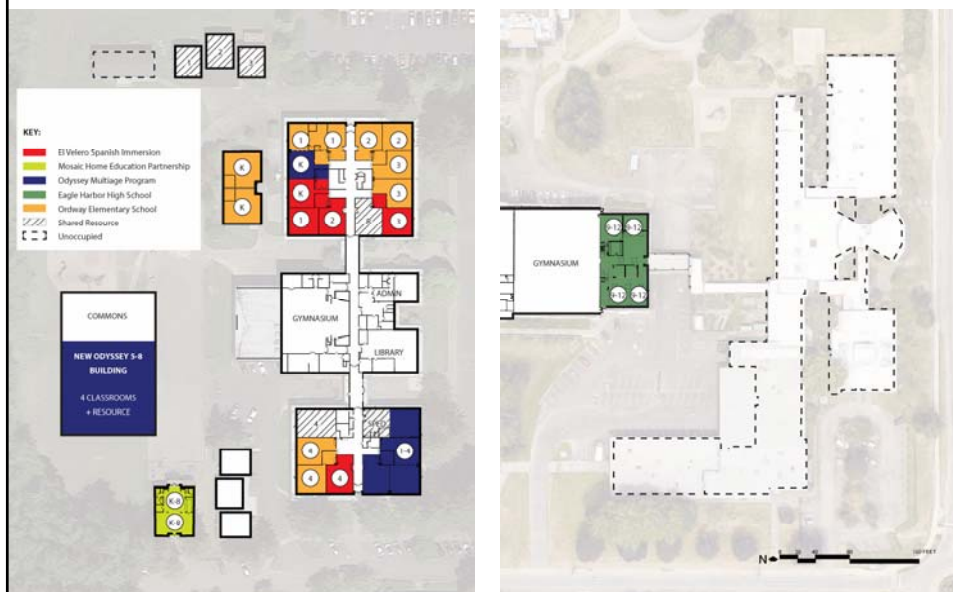
Program Organization, Alternate B Multiple Portables, BR/C Remodel

Advantages	Disadvantages
<ul style="list-style-type: none"> • Square footage alignment and efficiencies • Saves general fund expenditures • Accommodates Odyssey 1st-6th expansion • Allows possible K expansion for Odyssey • Accommodates K-8 El Velero on Ordway campus • Mosaic program located on Ordway campus • Remodels new space for EHHS – Board Room/Commons • Saves essential renovation at COS facility • Allows for removal of COS facility 	<ul style="list-style-type: none"> • Portables • May not adequately address McCleary class size reduction requirements • Requires remodel of Board Room/Commons for EHHS • Does not support improved educational delivery model (differentiated instruction - shared learning)

Program Organization, Alternate B Multiple Portables, BR/C Remodel

Pros	Cons
<ul style="list-style-type: none"> • Same age group bands • This is the only option presented where K-8 El Velero can stay together, intact on one campus. • K-4 stays in the building. • New portables could have sinks and bathrooms. • EHHS gets a shiny new (remodeled) facility. 	<ul style="list-style-type: none"> • No “commons”/cafeteria. • Too crowded. Too many portables. Lack of shared space. Lack of a field and play space. • Mosaic lacks adjoining rooms, which are helpful for the program to have. • Not clear where the upper grades go to PE. 500 Building? • Science at EHHS will be at BHS 300, separating staff, diminishing community culture. • Potentially separates Odyssey 1-4 from 5-6.

Program Organization, Alternate B Transition Phase, BR/C Remodel



Proposed Organization, Alternate B Transition Phase, BR/C Remodel

Advantages	Disadvantages
<ul style="list-style-type: none"> • Creates a shared campus: Ordway K-4/El Velero K-4/Odyssey K-8 • Accommodates McCleary class size reduction • Provides separate lunch room • Square footage alignment, efficiencies • Saves general fund expenditures • Accommodates Odyssey 1-6 expansion • Allows K expansion for Odyssey • Mosaic located on Ordway campus • Remodels new space for EHHS –Board Room/Commons • El Velero 5-6 & 7-8 expansion distributed to increase utilization at Sakai/Woodward • Opportunity for El Velero 5-8 on Ordway Campus with additional portables (not shown) • Saves essential renovation at COS facility • Allows for removal of COS facility 	<ul style="list-style-type: none"> • May exceed current budget • Requires remodel of Board Room/Commons for EHHS • Not the capacity to accommodate both Odyssey and El Velero K-8 on one campus

Proposed Organization, Alternate B Transition Phase, BR/C Remodel

Pros	Cons
<ul style="list-style-type: none"> • A step in the right direction to getting a new building. A positive commitment to the future. • Having Mosaic in the Little Red Schoolhouse is a better option than portables. • Alternative community programs will be mixed with traditional schools (also a con). 	<ul style="list-style-type: none"> • It looks costly; can we afford it? Pie in the sky; not clear there are funds to do this. • El Velero breaks up if 5-8 moves. • Would there be an acoustic problem having 5-8 attached to a gym? • Potentially separates Odyssey 1-4 from 5-6. • Odyssey 5-8 lose their connection to their Odyssey 1-4 program peers. Odyssey 1-8 moves to a new campus when it's working fine where it is. • Makes/forces programmatic change for Odyssey 1-6 7/8 to 1-4 5-8 without community support.

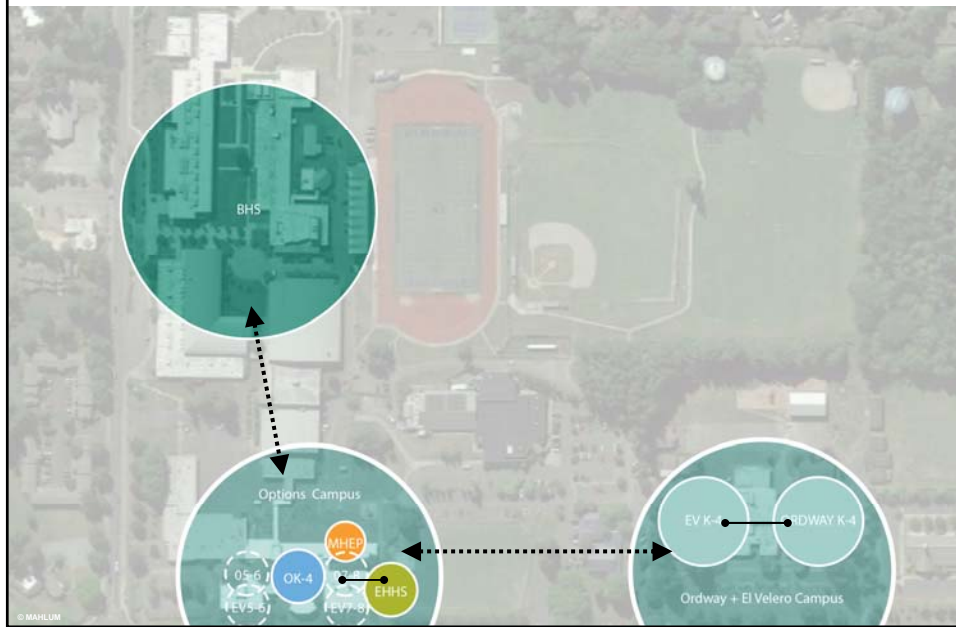
Proposed Organization, Alternate C Commodore Open, K-8 Options Expansion

Advantages	Disadvantages
<ul style="list-style-type: none"> • Square footage alignment and efficiencies • Accommodates McCleary class size reduction • Improves efficiencies at COS due to increased enrollment (i.e., cost per student) • Accommodates Odyssey/El Velero K-8th expansion • Allows for removal of COS south wing 	<ul style="list-style-type: none"> • Requires capital infusion at COS facility when demolition is due • Separates Odyssey 1-6th (COS) and El Velero K-6th (Ordway) • El Velero 5th-6th remains at Ordway or moves to Sakai with El Velero 7th-8th expansion at Woodward. (7th-8th Odyssey remains at COS.)

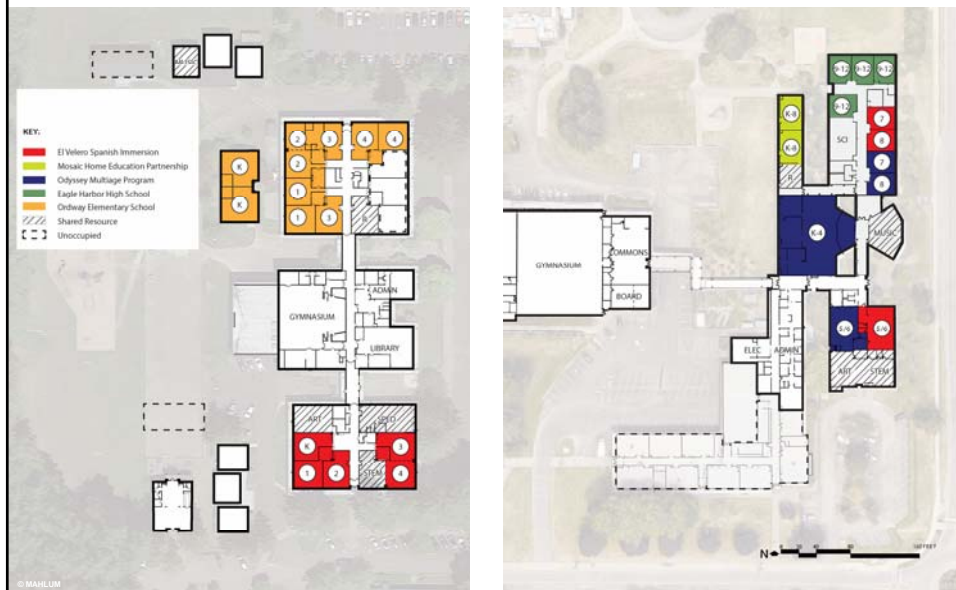
Proposed Organization, Alternate C Commodore Open, K-8 Options Expansion

Pros	Cons
<ul style="list-style-type: none"> • Allows for Odyssey expansion. • Least dramatic change in cultural program change for El Velero, Odyssey, and Ordway. • El Velero gets to be in the building rather than in portables. • EHHS will have a hub, and will still have 4 classes + science at EHHS. • Ability to provide flexible space for parallel Odyssey 1-6 programs. • Keeps something working that isn't broken. Stays in the same building. • Culture of EHHS and COS is preserved. Population is 'solidified' but with minimal opportunities for growth. 	<ul style="list-style-type: none"> • There is no large common meeting space for EHHS, Odyssey • There is no room for El Velero 7/8 at Ordway. • Potentially separates Odyssey 1-6 into different multi-age programs emphasizing (2)1-4 & (2)5-6; less large community space for their program. • Smaller space for Mosaic, which needs two rooms. • El Velero 5-6 families/students would not choose to remain on a K-4 campus. • Concern that Ordway would be very small, and El Velero 5-6 will not be filled.

Campus Organization, Alternate D



Program Organization, Alternate D K-8 Options Expansion, 5-8 El Velero at COS



Program Organization, Alternate D K-8 Options Expansion, 5-8 El Velero at COS

Advantages	Disadvantages
<ul style="list-style-type: none"> • Square footage alignment and efficiencies • Accommodates McCleary class size reduction • Improves efficiencies at COS due to increased enrollment (i.e., cost per student) • Accommodates Odyssey/El Velero K-8th expansion • Maintains El Velero/Ordway K-4th partnership • Creates 5th-8th Odyssey/El Velero partnership • Allows for removal of COS south wing 	<ul style="list-style-type: none"> • Requires capital infusion at COS facility when demolition is due

Program Organization, Alternate D K-8 Options Expansion, 5-8 El Velero at COS

Pros	Cons
<ul style="list-style-type: none"> • Gets classrooms out of the portables. • There is adequate space for the McCleary K-3 class size. • Flexibility and room for El Velero to grow. 5-8 wouldn't arrive for several years (as single classes). • Odyssey and El Velero 5/6 cohorts kept together. • Odyssey 7/8 has ample room to grow and will benefit from 7/8 El Velero, 9-12 math options close. • Mosaic is close to El Velero and Odyssey 7/8 • Keeping Commodore open keeps the culture, communities together and staffing intact. 	<ul style="list-style-type: none"> • Doesn't close Commodore for cost savings. • El Velero 5/6 separate from K-4; actual growth could be tricky as leading grade band is half a class. • Odyssey K-4, 5/6, and 7/8 are somewhat separate. Not 1-6 like present configuration. Parallel programs would be ok. • The two 5/6 spaces are small for proposed division. • If 7-12 need to share one science room, scheduling will be difficult. • No common hub for EHHS or Ordway. Loss of large community space for the middle school.

Options Facility Advisory Committee Capital Budget

Bond 2016 Essential Renovations

Commodore

\$3,598,560

HVAC, controls, asbestos abatement,
plumbing, waste main replacement,
patch and repair



Options Facility Advisory Committee Programmatic Inquiry

- How will program expansion occur?
- Will student enrollment in the Ordway neighborhood school be negatively impacted by the expansion of option programs? Will there be an impact on Blakely and Wilkes?
- How are we going to combine schools, operations, mission statements, access for meetings, parent groups? Will it be one school? Two schools? Three?
- Is El Velero more closely aligned to Ordway or Odyssey?
- What if El Velero and Odyssey 5/6 and 7/8 co-locate to increase student cohort?



Options Facility Advisory Committee

Conclusions

- A variety of options are available for consideration regarding program expansion.
- The impact of the McCleary K-3rd class size requirements has a significant impact on building capacities.
- The Master Plan identifies the need to replace the Ordway and Commodore facilities. This study suggests only one building will be necessary to accommodate both the Ordway/Options programs. Ultimately requiring a future bond request for one building instead of two.



Options Facility Advisory Committee

*Our
THANK YOU
to the
Committee*

"We understand BISD's need to address budget shortfalls and we appreciate the opportunity to be a partner in this effort. We very much appreciate BISD's willingness to include EHHS teachers and parents in the feedback loop to help BISD figure out a path forward that does not pit parents and teachers from the different schools against each other in the process. We are committed to ongoing participation and assistance."



Transition



Next Steps

26 October Board Meeting
Respond to Board Direction