

AGENDA

- 4:30 p.m.
1. Adoption of Agenda
 2. Consent Agenda
 - a. Approval of Minutes
 - b. Personnel Report
 - c. Voucher Lists
 - d. Authorization to Call for Bids for Jackson High School Cafeteria Addition
 - e. Approval of Monroe Elementary Replacement Constructability Review
 - f. Everett High School Gymnasium Educational Specifications
 - g. Agreement Between Everett Public Schools and Assistance League of Everett for Participation in Operation School Bell
 - h. Agreement Between Everett Public Schools and Assistance League of Everett for Participation in the Assistance League's Graduation Award
 - i. Wel-Pro Service Agreement Renewal
 - j. Resolution 994—WIAA District Enrollment Form for Middle Level and Senior High Schools Delegating Authority to WIAA and Sunday Waiver Agreement
 - k. Resolution 995—Authorization to Establish an Interlocal Agreement with Seattle Community College
 3. Recognition of Retirees
 4. Public Comment
 - a. Audience Comments Regarding Items Not on the Agenda
 - b. Audience Comments Regarding Items on the Agenda
 5. Superintendent's Comments
 6. Items for Information and/or Board Discussion
 - a. Facilities & Operations Update
 - b. Progress To Graduation: Class of 2010
 7. Action Items
 - a. Proposed School Board Meetings Schedule for 2010-2011 (*2nd reading*)
 - b. Resolution 997—Re-Employment of Non-Supervisory Certificated Employees
 8. Board Comments
 9. Work/Study Session
 - a. Strategic Plan Study Session #2: CORE 24
 10. Executive/Closed Session

1. ADOPTION OF AGENDA

2. CONSENT AGENDA

The administration recommends approval of the following Consent Agenda items:

- a. Approval of Minutes (ATTACHMENT);
- b. Personnel Report (ATTACHMENT);
- c. Voucher Lists (ATTACHMENT);
- d. Authorization to Call for Bids for Jackson High School Cafeteria Addition (ATTACH.);
- e. Approval of Monroe Elementary Replacement Constructability Review (ATTACH.);
- f. Everett High School Gymnasium Educational Specifications (ATTACHMENT);
- g. Agreement Between Everett Public Schools and Assistance League of Everett for Participation in Operation School Bell (ATTACHMENT);
- h. Agreement Between Everett Public Schools and Assistance League of Everett for Participation in the Assistance League's Graduation Award (ATTACHMENT);
- i. Wel-Pro Service Agreement Renewal (ATTACHMENT);
- j. Resolution 994—WIAA District Enrollment Form for Middle Level and Senior High Schools Delegating Authority to WIAA and Sunday Waiver Agreement (ATTACH.);
- k. Resolution 995—Authorization to Establish an Interlocal Agreement with Seattle Community College (ATTACHMENT);

3. RECOGNITION OF RETIREES

4. PUBLIC COMMENT

- a. Audience Comments Regarding Items Not on the Agenda
- b. Audience Comments Regarding Items on the Agenda

5. SUPERINTENDENT'S COMMENTS

6. ITEMS FOR INFORMATION and/or BOARD DISCUSSION

a. Facilities & Operations Update

The administration will present an update on current and upcoming projects in the Facilities & Operations department (ATTACHMENT). This will include an overview of capital construction projects and summer maintenance projects, and the plan for implementing budget reductions affecting student transportation and services next school year (one-mile walking distance).

b. Progress To Graduation: Class of 2010

The current progress of the class of 2010 will be provided (ATTACHMENT). This is a report that has been done yearly detailing the current status of this year's seniors and how they are progressing toward graduation. Information on intervention strategies schools are using to help seniors make this final push to completing graduation requirements will be presented. Previously, the status of student progress in meeting standards and reaching on-time graduation have been shared with the Board.

7. ACTION ITEMS

a. Proposed School Board Meetings Schedule for 2010-2011 (2nd reading)

At the May 11, 2010, Board meeting, the attached proposed school board meetings schedule for 2010-2011 was submitted for first reading (ATTACHMENT). Tonight's recommendation is that the aforementioned proposed schedule be approved.

b. Resolution 997—Re-Employment of Non-Supervisory Certificated Employees

The recommendation is that the Board of Directors adopt Resolution 997 authorizing the issuance of individual employment contract, with the accompanying rider, to certificated non-supervisory employees for the 2010-2011 (ATTACHMENT).

8. BOARD COMMENTS

9. WORK/STUDY SESSION

a. Strategic Plan Study Session #2: CORE 24

The Board of Directors will hold a strategic plan study session concerning CORE 24, a new high school graduation policy framework by the Washington State Board of Education (SBE) (ATTACHMENT). Kathe Taylor, Policy Director with SBE, will provide an overview of CORE 24, answer questions and provide an update on the SBE's recent discussions regarding the CORE 24 Implementation Task Force Final Report. Administrative staff will also provide various perspectives of the implications of CORE 24 on district programs, operations and budgets.

10. EXECUTIVE/CLOSED SESSION

CALENDAR

May	31	NO SCHOOL—Holiday—Memorial Day
June	8	Regular Board Meeting—4:30 p.m.
	17	Sequoia High School Graduation—6 p.m.—Performing Arts Center
	19	High School Graduations (Jackson, Everett, Cascade)—noon, 4 p.m., 8 p.m.—Comcast Center
	22	Regular Board Meeting—4:30 p.m.

EVERETT PUBLIC SCHOOLS AUDITORIUM SCHEDULE

May	25-26	Seattle International Film Festival Student Screening	Everett Public Schools
	27	Concert	Penny Creek Elementary
June	1	Graduation	Archbishop Murphy High School
	2	Choir Concert	Cascade High School
	3	Walsh Platt Awards	Everett Public Schools
	4-5	Washington State Recognition Days Event	TOPS Club International
	7	Driving it Home	Snohomish County
	8-9	Awards/Talent Night	Everett High School
	10	Choir Concert	Jackson High School
	11-12	Dance Rehearsal/Recital Performance	Reflections School of Dance
	13	2010 Showcase Performance	Pacific West Performing Arts
	14-15	Band Concert	Evergreen Middle School
	17-19	Recital & Rehearsal	Alderwood Dance Spectrum
	20	2010 Showcase Performance	Pacific West Performing Arts
	21	8 th Grade Bridging Event	North Middle School
	22	Shareholders Meeting	Cascade Bank
	24-25	Spring Dance Recital	Sky Valley Dance
	26	Dance Performance	Dance Elite

EVERETT PUBLIC SCHOOLS

**Everett, Washington
Special Board Meeting**

The Board of Directors of Everett School District No. 2, Snohomish County, Washington, held a special Board meeting on Wednesday, May 5, 2010 at 4:30 p.m., in Conference Room C3 of the Everett School District Educational Service Center, 4730 Colby Avenue, Everett, Washington. Board members in attendance were Carol Andrews, Kristie Dutton, Jessica Olson, Ed Petersen and Jeff Russell.

The purpose of the special meeting was to hold a work session to discuss Board communication protocol. The special meeting was held in open session. No action was taken.

At 6:30 p.m., President Petersen re-convened the special meeting and adjourned immediately.

Gary Cohn, Secretary

Ed Petersen, President

EVERETT PUBLIC SCHOOLS
EVERETT, WASHINGTON
Regular Meeting

The Board of Directors of Everett Public Schools, Snohomish County, Washington, held a regular Board meeting on Tuesday, May 11, 2010, beginning at 4:30 p.m., in the Board Room of the Educational Service Center, 4730 Colby Avenue, Everett, Washington. Those in attendance were: Carol Andrews, Kristie Dutton, Jessica Olson, Ed Petersen and Jeff Russell.

ADOPTION OF AGENDA

President Petersen called for any revisions to the agenda. There were none. Carol Andrews moved to adopt the revised agenda. Kristie Dutton seconded the motion and the motion carried unanimously.

**ADOPTION OF
AGENDA**

CONSENT AGENDA

Prior to action on the Consent Agenda, Board member Olson asked that Items 2a—Approval of Minutes, and 2c—Voucher Lists, be moved to the Action Items section for discussion. With that, Kristie Dutton moved to approve the revised Consent Agenda, absent Items 2a—Approval of Minutes, and 2c—Voucher Lists. Jeff Russell seconded the motion.

**CONSENT
AGENDA**

- ~~a. Approval of Minutes (E:161/10);~~ (Moved to Action Item 7d)
 - b. Personnel Report (E:177/10);
 - ~~e. Voucher Lists (E:163/10);~~ (Moved to Action Item 7e)
 - d. Resolution 990: Authorization to Establish an Interlocal Agreement with Puget Sound Educational Service District No. 121 Washington Learning Source (Res.23/10)
 - e. College in the High School Interagency Agreement with Lake Washington Technical College (E:178/10);
 - f. Declaration of Surplus Property (E:179/10);
 - g. Financial Reports as of March 31, 2010 (E:180/10).
- The motion carried unanimously.

RECOGNITION OF RETIREES

Three retirees were welcomed: Pam Larson, Elaine Reitan and Theresa (Terry) Wright.

**RECOGNITION OF
RETIREES**

PUBLIC COMMENT

Following a review of the public comment guidelines, President Petersen called on the one individual who asked to make public comment.

**PUBLIC
COMMENT**

Audience Comments Regarding Items Not on the Agenda:

- 1) John G. Crawford—Citizen—Spoke on behalf of the Eastmont Nature Park group. Presented President Petersen a signed petition in support of the creation of a park on the approximately ten acres of open space at Jefferson Elementary (E:181/10).

Audience Comments Regarding Items on the Agenda:

None.

SUPERINTENDENT'S COMMENTS

Eric Bush was introduced as the new assistant principal at Everett High School.
 Dave Peters was introduced as the new assistant principal at Cascade High School.
 Nila Fritz was introduced as the new assistant principal at Jackson High School.

The arts program at Denney Juvenile Justice Center was described and a book written by its residents distributed (E:182/10).

Mike Gunn reported on the recently-held community engagement session #2. It was held at the Cascade High School library a couple of weeks ago. A student engagement session will be held May 18 at 5:30 p.m. A study session will be held May 25 concerning changing high school graduation requirements.

Dr. Cohn described a *Comcast Cares* day held recently on a Saturday in the District.

Dr. Cohn reported that the Inspector General of the Army Steve Whitcomb recently visited the District.

ITEMS FOR INFORMATION

ASB budgets are developed by students and their advisors for preliminary review by the Board (E:183/10). Student representatives from each high school attended the meeting for the presentation of their budgets. Formal ASB budget adoption will occur when final District budgets for all funds are submitted for preliminary Board review on June 22 and Board action on July 6.

The Board and Superintendent Cohn thanked each group for their presentations.

President Petersen called for a five-minute recess at 6:15 p.m.

President Petersen re-convened the meeting at 6:20 p.m.

The administration presented information about high school readiness, informing the Board of Directors of current efforts and progress in this arena (E:184/10). Those speaking included Jim McNally, Molly Ringo, Janet Gillingham and Kelly Shepherd

The proposed school board meetings schedule for the 2010-2011 school year was presented at this time to the Board of Directors for first reading, with second reading and adoption to be recommended at a future meeting (E:185/10).

The administration provided information about a possible supplemental levy for educational programs and operations. The 2010 supplemental operating budget for the State of Washington was signed by Governor Gregoire on May 4, 2010. The Governor also signed a bill which increases by four percent the amount local school districts can levy their community. Effective immediately, this bill allows local school districts to ask voters for additional resources through 2017 to offset the dramatic reduction in state funding as well as the anticipated loss of federal ARRA (American Recovery and Reinvestment Act) funding scheduled to end following the 2011-2012 school year. At the November 3, 2009 regular meeting of the Board of Directors, the Board adopted Resolution 972: Replacement Levy for Educational Programs and Operations.

Discussion ensued.

President Petersen announced that special Board meetings would be held on May 20 and May 24 for supplemental levy discussion and possible action.

**SUPT'S
COMMENTS****PRELIMINARY
2010-2011
ASSOCIATED
STUDENT BODY
(ASB) FUND
BUDGETS****H.S. READINESS:
ENSURING EACH
STUDENT LEARNS
TO HIGH
STANDARDS****PROPOSED SCHOOL
BOARD MEETINGS
SCHEDULE FOR
2010-2011 (1st reading)****SUPPLEMENTAL
LEVY FOR
EDUCATIONAL
PROGRAMS AND
OPERATIONS**

ACTION ITEMS

The recommendation was that the Board of Directors adopt Resolution 993: *Race to the Top* Partnership Agreement and authorize the Superintendent to approve the Memorandum of Agreement between the Everett School District No. 2 and the Everett Education Association/United Teachers of Everett that accompanies the *RttT* partnership agreement (Res.24/10). At a special meeting of the Board on April 22, 2010, Alan Burke, deputy superintendent of OSPI, presented information about the *RttT* program. Previously, the Board received written information about the *RttT* program. Adoption of tonight's resolution will authorize the District to enter in the *RttT* partnership agreement for the purpose of making the District eligible to apply for *RttT* funds should the state's grant application be approved and will provide a substantial amount of funding for District priorities. Subsequently the Superintendent and Board President met with the Everett Education Association/United Teachers of Everett President and agreed to the addition of a companion Memorandum of Agreement which accompanies the state's *RttT* agreement form.

**RESOLUTION 993:
RACE TO THE TOP
PARTNERSHIP
AGREEMENT**

Discussion ensued.

Kristie Dutton moved to adopt the aforementioned Resolution 993: *Race to the Top* Partnership Agreement, and authorize the Superintendent to approve the Memorandum of Agreement between the Everett School District No. 2 and the Everett Education Association/United Teachers of Everett that accompanies the *RttT* partnership agreement. Jeff Russell seconded the motion and the motion carried unanimously.

The recommendation was that the Board adopt the proposed addendum to the Board-Superintendent operating protocol regarding responding to Board and director requests (E:186/10). At a work session of the Board held on May 5, 2010, discussion occurred about Board requests, Board member requests and the process by which these will be addressed. At the conclusion of the session, the attached document was developed for proposed addition to the Board-Superintendent operating protocol.

**PROPOSED
ADDENDUM TO
BOARD-
SUPERINTENDENT
OPERATING
PROTOCOL**

Following discussion, Kristie Dutton moved to adopt the aforementioned addendum to the Board-superintendent operating protocol regarding responding to Board and director requests. Jeff Russell seconded the motion and the motion passed with four votes in favor and one against.

The recommendation was that the Board of Directors approve the 2009-2010 final certificated salary schedule (E:187/10). Lynn Evans commented.

**2009-2010 FINAL
CERTIFICATED
SALARY
SCHEDULES**

Discussion ensued. Kristie Dutton moved to approve the aforementioned 2009-2010 final certificated salary schedule. Carol Andrews seconded the motion and the motion passed, with Board member Russell abstaining because his spouse is a teacher in the District.

The recommendation was that the Board of Directors approve the minutes of the regular meeting of April 20, 2010 and of the special meetings of April 22 and 27, 2010 (E:188/10). Kristie Dutton moved to approve the minutes of the regular meeting of April 20, 2010. Carol Andrews seconded the motion. Board member Olson said there is no record of who abstained on these minutes. Superintendent Cohn said the minutes of April 20, 2010 will be corrected to show who abstained and why, if a reason is provided. With that, Kristie Dutton moved to approve the minutes of April 20, 2010, as corrected, to reflect Board member Olson's abstentions. Jeff Russell seconded the motion and the motion carried unanimously.

**APPROVAL OF
MINUTES**

Kristie Dutton moved to approve the minutes of the special meeting of April 22, 2010. Jeff Russell seconded the motion and the motion carried unanimously.

APPROVAL OF MINUTES (cont'd.)

Jeff Russell moved to approve the minutes of the special meeting of April 27, 2010. Carol Andrews seconded the motion and the motion carried unanimously.

The recommendation was that the Board of Directors approve the Voucher Lists (E:189/10). Board member Olson said she wanted to make a motion to include the category of spending or budget code on the voucher lists. Board member Dutton noted that data is available in the Business Office for those wishing to view it. There was no second to the motion. The motion died for lack of a second.

VOUCHER LISTS

Kristie Dutton moved to approve the voucher lists as presented. Jeff Russell seconded the motion and the motion carried, with Board member Olson abstaining.

BOARD COMMENTS

Following Board comments, President Petersen called for a rest break at 8:10 p.m. so the group could move to Conference Room C3 down the hall from the Board Room to hear the next two presentations.

BOARD COMMENTS

President Petersen re-convened the meeting at 8:35 p.m. and immediately went into a work/study session regarding the WASL/EES Survey CEE Data Review followed by a SOSRs review debrief.

WORK/STUDY SESSION

Greg Lobdell, of the Center for Educational Effectiveness, presented information concerning the Center's WASL/EES data review (E:190/10).

WASL/EES SURVEY CEE DATA REVIEW

The administration provided the Board of Directors with an update and review of the state-of-the-schools reviews (SOSRs) (E:191/10). The review included the focus of the formal SOSR, the intent of the alternate school-based SOSR and support needs identified through the process. Board member perspectives were sought.

STATE-OF-THE-SCHOOLS REVIEW DEBRIEF

EXECUTIVE/CLOSED SESSION

None.

With no further discussion, President Petersen adjourned the regular meeting at 10:20 p.m.

Gary Cohn, Secretary

Ed Petersen, President

**EVERETT SCHOOL DISTRICT NO. 2
PERSONNEL REPORT**

2. b.

May 25, 2010

I. NEW PERSONNEL

B. CLASSIFIED

<u>Name</u>	<u>Position</u>	<u>Effective</u>
Robert Macklin	Custodian (Recall)	05/17/2010
Melody Rowley	Paraeducator	05/19/2010
Wendy Snider	General Office Secretary	05/24/2010
Scott Vess	Custodian (Recall)	05/17/2010

II. RETIREMENTS - RESIGNATIONS - TERMINATIONS
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<u>Name</u>	<u>Position</u>	<u>Date</u>	<u>Reason</u>
Robert A. Collard	Director	06/30/2010	Reduction in Force
Laura N. Gould	School Psychologist	06/22/2010	Resignation
Joann D. Gutzmer	Teacher	06/22/2010	Retirement
Susan Handy	Food Service Worker	05/12/2010	Resignation
Pamela Jackson	Paraeducator	06/22/2010	Resignation
Patricia Johnson	General Office Secretary	06/30/2010	Resignation
William H. Moore	Teacher	06/22/2010	Retirement
Brian Webber	Teacher	06/22/2010	Retirement

VI. LEAVES OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Period of Leave</u>	<u>Reason</u>
Chani Craig	Teacher	08/2010 – 06/2011	Professional

VII. SUPPLEMENTAL CONTRACTS - ASSIGNMENTS
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B. ATHLETIC ASSIGNMENTS

Cascade:

<u>Name</u>	<u>Sport</u>	<u>Coaching Position</u>	<u>Amount</u>
Edward Bowers	Basketball	Head	\$6,875.00

HM Jackson:

<u>Name</u>	<u>Sport</u>	<u>Coaching Position</u>	<u>Amount</u>
Grace Lee	Tennis	Assistant	\$2,727.00

C. NON-ATHLETIC ASSIGNMENTS

Cascade:

<u>Name</u>	<u>Assignment</u>	<u>Amount</u>
Janae Fleming	Head Cheerleader	\$2,172.68
Morgan Stevens	Drill/Flag Team	\$1,451.50

Board Agenda Request Form

Date of Board Meeting: 05/25/2010

2. c.

Subject

Title:

Voucher Lists - General Fund (3), Capital Projects Fund, ASB Fund (3), Trust and Agency(2)

Recommendation:

The Administration recommends the Board of Directors approve the Voucher Lists for pay date March 19, 2010 (ASB, Trust and Agency), April 30, 2010 (General-2, Capital Projects, ASB, Trust and Agency), and May 7, 2010 (General, ASB).

Background

Purpose/Summary:

Board approval of District disbursements is required by RCW 42.24.080.

Previous Related Action:

Vouchers have been approved by the District's auditing officer.

Additional Information

Agenda Placement:

Information Action Consent Agenda Attachment(s)

Presentation Time Minute(s)

of pages 28

Submitted By: Jeff Moore

Contact Person(s): _____

Signature: 

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

Approved Denied Revised (see attached)

By: 
Executive Director, Finance & Operations

By: _____
Executive Director, Facilities & Operations

Date: 5-17-10

Date: _____

Comments:

Everett School District No. 2
 Disbursement Approval

The undersigned Board of Directors of the Everett School District No 2 Snohomish County, Washington, do hereby certify that the merchandise and/or services specified have been received and are approved for payment in the amount of \$12,796,881.53 this 25th of May 2010.

 Secretary

 Board Member

 Board Member

 Board Member

 Board Member

 Board Member

Warrant Numbers:

<u>From</u>	<u>Through</u>	<u>Description</u>	<u>Amount</u>
220661	220665	Supplemental Payroll	2,294.77
221262	221317	April Payroll	6,643,805.80
221318	221371	April Payroll Vendors	3,682,065.74
Electronic Transfer		April Payroll Taxes	<u>2,468,715.22</u>
TOTAL			\$ 12,796,881.53

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: GENERAL FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May. 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00221460 through 00221619 in the total amount of \$ 441,756.87

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221460	04/30/2010	3WIRE GROUP SERVICE INC <i>MAINTENANCE & REPAIRS</i>	560.74
			<u>560.74</u>
00221461	04/30/2010	ABC PRINTING INC <i>SUPPLIES AND MATERIALS</i>	768.44
			<u>768.44</u>
00221462	04/30/2010	ACADEMIC LINK OUTREACH <i>CONTRACT SERVICES</i>	3,176.25
			<u>3,176.25</u>
00221463	04/30/2010	ACT INC <i>TEXTBOOKS/WORKBOOKS/INST KITS</i>	2,700.28
			<u>2,700.28</u>
00221464	04/30/2010	ACTION AUTO PARTS <i>SUPPLIES AND MATERIALS</i>	308.87
			<u>308.87</u>
00221465	04/30/2010	ALDERWOOD WATER DISTRICT <i>WATER</i>	1,495.05
			<u>1,495.05</u>
00221466	04/30/2010	ALTERNATIVES UNLIMITED INC <i>CONTRACT SERVICES</i>	5,308.25
			<u>5,308.25</u>
00221467	04/30/2010	AMBACHER, SHERI <i>TRAVEL IN DISTRICT</i>	18.10
			<u>18.10</u>
00221468	04/30/2010	AMERICAN LASER INC <i>SUPPLIES AND MATERIALS</i>	436.49
			<u>436.49</u>
00221469	04/30/2010	AMERICAN MUSIC <i>MAINTENANCE & REPAIRS</i>	761.03
			<u>761.03</u>
00221470	04/30/2010	ARAMARK UNIFORM SERVICES <i>CONTRACT SERVICES</i>	960.26
			<u>960.26</u>
00221471	04/30/2010	ASSOC OF WA SCHOOL PRINCIPALS INC <i>TUITION/REGISTRATION/MEMBRSHIP</i>	260.00
			<u>260.00</u>
00221472	04/30/2010	ASSOCIATED PETROLEUM PRODUCTS <i>SUPPLIES AND MATERIALS</i>	26,357.39
			<u>26,357.39</u>
00221473	04/30/2010	BAKER, HAYDEN <i>SUPPLIES AND MATERIALS</i>	32.47
			<u>32.47</u>
00221474	04/30/2010	BALASA, JULIE <i>SUPPLIES AND MATERIALS</i>	5.49
			<u>5.49</u>

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221475	04/30/2010	BARNES AND NOBLE <i>SUPPLIES AND MATERIALS</i>	323.69 323.69
00221476	04/30/2010	BATTON, LOREN WELSH <i>TUITION/REGISTRATION/MEMBRSH</i>	90.00 90.00
00221477	04/30/2010	BEAL, DIANA <i>FINES AND DAMAGES</i>	114.00 114.00
00221478	04/30/2010	BEYER, LINDA L <i>SUPPLIES AND MATERIALS</i>	48.35 48.35
00221479	04/30/2010	BIRDSONG, MICHELLE <i>LEARNING ALLOCATION</i>	74.26 74.26
00221480	04/30/2010	BOYD, HEATHER <i>TUITION & FEES</i>	80.00 80.00
00221481	04/30/2010	BRUNDAGE, TERRY <i>SUPPLIES AND MATERIALS</i>	67.10 67.10
00221482	04/30/2010	BURELL, MICHELLE LYNN <i>LEARNING ALLOCATION</i>	52.68 52.68
00221483	04/30/2010	CASCADE WHOLESALE <i>SUPPLIES AND MATERIALS</i>	346.71 346.71
00221484	04/30/2010	CHRISTIE, KIM BENNETT <i>SUPPLIES AND MATERIALS</i>	100.39 100.39
00221485	04/30/2010	CITY OF EVERETT <i>CONTRACT SERVICES</i> <i>TRANSP IN LIEU OF TRANSP</i>	23,599.44 150.00 23,749.44
00221486	04/30/2010	CITY OF EVERETT <i>WATER</i>	2,987.17 2,987.17
00221487	04/30/2010	CLARK, JESSICA <i>FINES AND DAMAGES</i>	10.00 10.00
00221488	04/30/2010	COAST REAL ESTATE SERVICES <i>CONTRACT SERVICES</i>	706.04 706.04
00221489	04/30/2010	COHN, GARY <i>SUPPLIES AND MATERIALS</i> <i>TRAVEL IN DISTRICT</i>	658.26 6.00 664.26
00221490	04/30/2010	COMFORT, LORETTA <i>TRAVEL OUT OF STATE</i>	495.95 495.95
00221491	04/30/2010	COMMUNITY TRANSIT <i>TRANSP IN LIEU OF TRANSP</i>	40.00 40.00
00221492	04/30/2010	CROSS, MARY ANN <i>SUPPLIES AND MATERIALS</i>	14.64 14.64
00221493	04/30/2010	CRYSTAL SPRINGS WATER <i>SUPPLIES AND MATERIALS</i>	356.41 356.41
00221495	04/30/2010	DAIRY VALLEY DISTRIBUTING <i>SUPPLIES AND MATERIALS</i>	11,486.14 11,486.14
00221496	04/30/2010	DATA BASE <i>SUPPLIES AND MATERIALS</i> <i>CONTRACT SERVICES</i> <i>RECYCLE</i>	19.13 369.64 21.94 410.71
00221497	04/30/2010	DELANTY, VIDA <i>TRAVEL IN DISTRICT</i>	32.95 32.95

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221498	04/30/2010	DELTA EDUCATION <i>SUPPLIES AND MATERIALS</i>	565.78 565.78
00221499	04/30/2010	DETTMER SAFETY <i>CONTRACT SERVICES</i>	350.00 350.00
00221500	04/30/2010	DEWALD, NOVENA K <i>TRAVEL IN DISTRICT</i>	27.50 27.50
00221501	04/30/2010	DIONNE AND RORICK <i>LEGAL FEES</i>	1,011.00 1,011.00
00221502	04/30/2010	DUBIN, BARBARA <i>SUPPLIES AND MATERIALS</i>	24.65 24.65
00221503	04/30/2010	DUNNING, PATRICK <i>CONTRACT SERVICES</i>	1,400.00 1,400.00
00221504	04/30/2010	DUTTON, KRISTIE <i>TRAVEL OUT OF STATE</i>	907.30 907.30
00221505	04/30/2010	EDEN ADVANCED PEST TECHNOLOGIES <i>CONTRACT SERVICES</i>	4,674.32 4,674.32
00221506	04/30/2010	EK BEVERAGE <i>SUPPLIES AND MATERIALS</i>	144.84 144.84
00221507	04/30/2010	ELLIOT, MICHAEL <i>FINES AND DAMAGES</i>	4.00 4.00
00221508	04/30/2010	ERICKSON, JOHN <i>SUPPLIES AND MATERIALS</i> <i>TUITION/REGISTRATION/MEMBRSH</i>	50.00 130.00 180.00
00221509	04/30/2010	EVANS, LYNN <i>WIRELESS SERVICE</i>	37.23 37.23
00221510	04/30/2010	EVERETT BOYS & GIRLS CLUB <i>CONTRACT SERVICES</i>	1,075.00 1,075.00
00221511	04/30/2010	EVERETT PUBLIC SCHOOLS <i>CONTRACT SERVICES</i>	235.00 235.00
00221514	04/30/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i> <i>TELEPHONE SYSTEM SUPPLIES</i> <i>POSTAGE</i> <i>NON TAGABLE FURNITURE/EQUIP</i> <i>TEXTBOOKS/WORKBOOKS/INST KITS</i> <i>TECHNOLOGY SOFTWARE</i> <i>SUBSCRIPTION SERVICES</i> <i>TUITION/REGISTRATION/MEMBRSH</i> <i>TRAVEL OUT OF STATE</i>	12,799.04 161.01 234.67 403.06 2,522.79 59.95 130.00 1,204.00 23.00 17,537.52
00221515	04/30/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i> <i>TUITION/REGISTRATION/MEMBRSH</i>	86.05 31.00 117.05
00221516	04/30/2010	EVERGREEN PRINTING & GRAPHICS INC <i>PRINTING</i>	673.45 673.45
00221517	04/30/2010	FABIAN, JOANNE <i>TRAVEL OUT OF DISTRICT</i>	68.50 68.50
00221518	04/30/2010	FOLKMANIS INC <i>TEXTBOOKS/WORKBOOKS/INST KITS</i>	712.80 712.80

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount	
00221519	04/30/2010	FOOD SERVICES OF AMERICA INC	SUPPLIES AND MATERIALS CONTRACT SERVICES	35,143.00 204.75 <u>35,347.75</u>
00221520	04/30/2010	FORCK, MARY ANN	SUPPLIES AND MATERIALS	10.85 <u>10.85</u>
00221521	04/30/2010	FORSYTH, REBECCA	LEARNING ALLOCATION	216.02 <u>216.02</u>
00221522	04/30/2010	FRANZ FAMILY BAKERIES	SUPPLIES AND MATERIALS	1,526.26 <u>1,526.26</u>
00221523	04/30/2010	FRITTS, LAWRENCE	SUPPLIES AND MATERIALS	28.22 <u>28.22</u>
00221524	04/30/2010	G&H GOLDFISH	SUPPLIES AND MATERIALS	219.00 <u>219.00</u>
00221525	04/30/2010	GAGNON, CONNIE	TEXTBOOKS/WORKBOOKS/INST KITS	219.96 <u>219.96</u>
00221526	04/30/2010	GENERAL BINDING CORPORATION	NON TAGABLE FURNITURE/EQUIP	1,527.71 <u>1,527.71</u>
00221527	04/30/2010	GIRL SCOUTS OF WESTERN WASHINGTON	RENTALS-FACILITIES	52.50 <u>52.50</u>
00221528	04/30/2010	GLUTTING, EMILY	SUPPLIES AND MATERIALS	14.45 <u>14.45</u>
00221529	04/30/2010	GSC PRODUCTIONS	CONTRACT SERVICES	1,800.00 <u>1,800.00</u>
00221530	04/30/2010	HANSEN, EVELYN	SUPPLIES AND MATERIALS	46.59 <u>46.59</u>
00221531	04/30/2010	HARVEY, KENNETH	SUPPLIES AND MATERIALS	26.60 <u>26.60</u>
00221532	04/30/2010	HAVENS, VERONDI	TRAVEL IN DISTRICT	49.70 <u>49.70</u>
00221533	04/30/2010	HILDE, JOHANNA	SUPPLIES AND MATERIALS	159.33 <u>159.33</u>
00221534	04/30/2010	HINES-ELIZINGA, SUSAN	SUPPLIES AND MATERIALS	275.48 <u>275.48</u>
00221535	04/30/2010	HOLMAN, ROY L	CONTRACT SERVICES	60.00 <u>60.00</u>
00221536	04/30/2010	HOPPER, DAREN	SUPPLIES AND MATERIALS	50.86 <u>50.86</u>
00221537	04/30/2010	HOUGHTON MIFFLIN COMPANY	SUPPLIES AND MATERIALS	18.98 <u>18.98</u>
00221538	04/30/2010	INTERSTATE MUSIC SUPPLY	SUPPLIES AND MATERIALS	180.16 <u>180.16</u>
00221539	04/30/2010	JACQUES, DIANE	TRAVEL IN DISTRICT	7.35 <u>7.35</u>
00221540	04/30/2010	JUNIOR LIBRARY GUILD	TEXTBOOKS/WORKBOOKS/INST KITS	167.40 <u>167.40</u>
00221541	04/30/2010	JW PEPPER AND SON INC	SUPPLIES AND MATERIALS	141.86 <u>141.86</u>
00221542	04/30/2010	KING, CAROLINE	SUPPLIES AND MATERIALS	378.23 <u>378.23</u>

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			378.23
00221543	04/30/2010	KOPF, SARAH <i>TUITION/REGISTRATION/MEMBRSHP</i>	100.00
			100.00
00221544	04/30/2010	KREGER, CANDI <i>FOOD SERVICE LOCAL REVENUES</i>	21.00
			21.00
00221545	04/30/2010	KRIPPNER, CARINA <i>TRAVEL IN DISTRICT</i>	24.00
			24.00
00221546	04/30/2010	LAHEY, LYNN <i>SUPPLIES AND MATERIALS</i>	44.18
			44.18
00221547	04/30/2010	LAUREN, GAIL <i>TRAVEL IN DISTRICT</i>	35.90
			35.90
00221548	04/30/2010	LAUZON, LYNELLE <i>TRAVEL OUT OF DISTRICT</i>	70.00
			70.00
00221549	04/30/2010	LEAMONS, GALE <i>TRAVEL OUT OF DISTRICT</i>	77.00
			77.00
00221550	04/30/2010	LEGOWIK ZOHN, CAROLE <i>SUPPLIES AND MATERIALS</i>	36.58
			36.58
00221551	04/30/2010	LITTLE RED SCHOOL HOUSE <i>CONTRACT SERVICES</i>	35,816.19
			35,816.19
00221552	04/30/2010	LONG, MELISSA ANN <i>PAYROLL TAXES PAYABLE</i>	696.42
			696.42
00221553	04/30/2010	LUNDBERG, THOMAS D <i>TRAVEL IN DISTRICT</i>	30.00
			30.00
00221554	04/30/2010	MAGNATAG <i>SUPPLIES AND MATERIALS</i>	877.40
			877.40
00221555	04/30/2010	MATTHEWS, CATHERINE <i>TRAVEL OUT OF DISTRICT</i>	18.00
			18.00
00221556	04/30/2010	MATTHEY, ANNE <i>TRAVEL OUT OF DISTRICT</i>	58.00
			58.00
00221557	04/30/2010	MAXIM HEALTH CARE SERVICES <i>CONTRACT SERVICES</i>	270.00
			270.00
00221558	04/30/2010	MCCAULEY, MATTHEW <i>WIRELESS SERVICE</i>	117.67
			117.67
00221559	04/30/2010	MCDANIEL, MARY A <i>TRAVEL OUT OF DISTRICT</i>	68.22
			68.22
00221560	04/30/2010	MCGWIRE, BETH <i>LEARNING ALLOCATION</i>	363.77
			363.77
00221561	04/30/2010	MICHAELS, CORY <i>SUPPLIES AND MATERIALS</i>	26.00
			26.00
00221562	04/30/2010	MIHO & DIEGO DUO <i>CONTRACT SERVICES</i>	400.00
			400.00
00221563	04/30/2010	MILLER, NANCY C <i>SUPPLIES AND MATERIALS</i> <i>TRAVEL IN DISTRICT</i>	41.58 19.50
			61.08
00221564	04/30/2010	MILLS MUSIC INC <i>MAINTENANCE & REPAIRS</i>	99.64
			99.64
00221565	04/30/2010	NATIONAL MINORITY UPDATE <i>CONTRACT SERVICES</i>	99.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			99.00
00221566	04/30/2010	NCS PEARSON INC SUPPLIES AND MATERIALS TECHNOLOGY SOFTWARE	13,486.20 636.36 14,122.56
00221567	04/30/2010	NEISINGER, TONYA SUPPLIES AND MATERIALS	43.64 43.64
00221568	04/30/2010	NEXTEL COMMUNICATIONS INC WIRELESS SERVICE	444.03 444.03
00221569	04/30/2010	NORTHWEST K-8 LEARNING SUPPORT INC RENTALS-FACILITIES	35.00 35.00
00221570	04/30/2010	OJALA, BEVERLY TRAVEL OUT OF DISTRICT	42.00 42.00
00221571	04/30/2010	ORG FOR EDUC TECHNOLOGY AND CURR TECHNOLOGY SOFTWARE	90.60 90.60
00221572	04/30/2010	OVERSTREET, JENNY SUPPLIES AND MATERIALS	46.77 46.77
00221573	04/30/2010	PERKINS COIE LEGAL FEES	1,040.00 1,040.00
00221574	04/30/2010	PETERSEN, ED TRAVEL OUT OF STATE	1,107.10 1,107.10
00221575	04/30/2010	PILKENTON, DEANNE TRAVEL OUT OF DISTRICT	18.00 18.00
00221576	04/30/2010	PITNEY BOWES RESERVE ACCOUNT CLEARING ACCOUNT POSTAGE	6.91 2,591.09 2,598.00
00221577	04/30/2010	POLK, ROBERT TRAVEL OUT OF DISTRICT	122.00 122.00
00221578	04/30/2010	PRESTON, ERIKA LEARNING ALLOCATION	25.15 25.15
00221579	04/30/2010	PROVIDENCE EVERETT MEDICAL CENTE CONTRACT SERVICES	19,779.09 19,779.09
00221580	04/30/2010	PSR MAINTENANCE & REPAIRS	874.70 874.70
00221581	04/30/2010	PUD NO 1 SNOHOMISH CO ELECTRICITY	152,398.13 152,398.13
00221582	04/30/2010	PUGET SOUND ENERGY GAS	23,096.70 23,096.70
00221583	04/30/2010	RAGAB, SAHAR SUPPLIES AND MATERIALS	8.30 8.30
00221584	04/30/2010	RAND MCNALLY TEXTBOOKS/WORKBOOKS/INST KITS	178.54 178.54
00221585	04/30/2010	REESE, ROBERT CONTRACT SERVICES	3,709.39 3,709.39
00221586	04/30/2010	REFUGEE & IMMIGRANT SERVICES NW CONTRACT SERVICES	5,237.40 5,237.40
00221587	04/30/2010	RIELLY, GREG FINES AND DAMAGES	5.00 5.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221588	04/30/2010	RUSSELL, JEFF <i>TRAVEL OUT OF STATE</i>	<u>691.30</u> 691.30
00221589	04/30/2010	SAFEWAY INC <i>SUPPLIES AND MATERIALS</i>	<u>90.33</u> 90.33
00221590	04/30/2010	SCHOOL OUTFITTERS <i>NON TAGABLE FURNITURE/EQUIP</i>	<u>444.75</u> 444.75
00221591	04/30/2010	SEABERG, RANDI <i>TRAVEL OUT OF DISTRICT</i>	<u>64.70</u> 64.70
00221592	04/30/2010	SEATTLE PACIFIC UNIVERSITY <i>TUITION/REGISTRATION/MEMBRSHIP</i>	<u>600.00</u> 600.00
00221593	04/30/2010	SEATTLE TILTH ASSOCIATION INC <i>CONTRACT SERVICES</i>	<u>150.00</u> 150.00
00221594	04/30/2010	SERVICE PAPER COMPANY <i>SUPPLIES AND MATERIALS</i>	<u>9,230.81</u> 9,230.81
00221595	04/30/2010	SEYSS, AMY <i>LEARNING ALLOCATION</i>	<u>654.11</u> 654.11
00221596	04/30/2010	SMITH STREET MILL <i>SUPPLIES AND MATERIALS</i>	<u>381.25</u> 381.25
00221597	04/30/2010	SMITH, KAJA <i>SUPPLIES AND MATERIALS</i>	<u>250.52</u> 250.52
00221598	04/30/2010	SOUTHPAW ENTERPRISES <i>SUPPLIES AND MATERIALS</i>	<u>55.00</u> 55.00
00221599	04/30/2010	STOLZ, CAROL <i>TRAVEL OUT OF DISTRICT</i>	<u>314.80</u> 314.80
00221600	04/30/2010	STOLZENBURG, BARBARA A <i>SUPPLIES AND MATERIALS</i>	<u>209.92</u> 209.92
00221601	04/30/2010	STUBBLEFIELD, SHELLI <i>SALE OF GOODS, SUPP, SVCS</i>	<u>19.00</u> 19.00
00221602	04/30/2010	TEMPLORA, SHERYL <i>SUPPLIES AND MATERIALS</i>	<u>22.12</u> 22.12
00221603	04/30/2010	THOMASSON, WAYNE <i>TRAVEL OUT OF DISTRICT</i>	<u>96.00</u> 96.00
00221604	04/30/2010	TOP ECHELON CONTRACTING INC <i>CONTRACT SERVICES</i>	<u>1,980.00</u> 1,980.00
00221605	04/30/2010	TROPICANA CHILLED DSD <i>SUPPLIES AND MATERIALS</i>	<u>423.36</u> 423.36
00221606	04/30/2010	TUTORING 123 ABC <i>CONTRACT SERVICES</i>	<u>1,605.95</u> 1,605.95
00221607	04/30/2010	ULINE <i>SUPPLIES AND MATERIALS</i>	<u>711.03</u> 711.03
00221608	04/30/2010	UNIVERSITY BOOKSTORE <i>TEXTBOOKS/WORKBOOKS/INST KITS</i>	<u>473.32</u> 473.32
00221609	04/30/2010	VERIZON NORTHWEST <i>E911 Lines</i>	<u>117.57</u> 117.57
00221610	04/30/2010	WA SCHOOL PUBLIC RELATIONS ASSOC <i>TUITION/REGISTRATION/MEMBRSHIP</i>	<u>220.00</u> 220.00
00221611	04/30/2010	WA STATE ASSOC MULTICULTURAL EDU <i>TUITION/REGISTRATION/MEMBRSHIP</i>	<u>175.00</u> 175.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			175.00
00221612	04/30/2010	WADE, DEBORAH <i>SUPPLIES AND MATERIALS</i>	<u>53.64</u> 53.64
00221613	04/30/2010	WASTE MANAGEMENT NORTHWEST INC <i>REFUSE</i>	<u>120.38</u> 120.38
00221614	04/30/2010	WENTWORTH, TONY <i>TRAVEL OUT OF DISTRICT</i>	<u>18.00</u> 18.00
00221615	04/30/2010	WHOLE SYSTEMS LEARNING <i>CONTRACT SERVICES</i>	<u>273.00</u> 273.00
00221616	04/30/2010	WILLARD, JEANNE <i>TRAVEL OUT OF DISTRICT</i>	<u>45.30</u> 45.30
00221617	04/30/2010	WILLIAMS, RIC <i>TRAVEL OUT OF DISTRICT</i>	<u>83.40</u> 83.40
00221618	04/30/2010	WOODRUM, KIM M <i>SUPPLIES AND MATERIALS</i>	<u>14.19</u> 14.19
00221619	04/30/2010	WRIGHT, TERESA <i>SUPPLIES AND MATERIALS</i>	<u>64.77</u> 64.77
TOTAL			\$441,756.87

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: GENERAL FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May. 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00221680 through 00221811 in the total amount of \$ 208,106.74

Secretary _____ Board Member _____
 Board Member _____ Board Member _____
 Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221680	05/07/2010	ADIRONDACK DIRECT <i>NON TAGABLE FURNITURE/EQUIP</i>	4,177.71
			4,177.71
00221681	05/07/2010	ALLEN, MARIANNE <i>POSTAGE</i>	7.47
			7.47
00221682	05/07/2010	ALLIANCE NURSING <i>CONTRACT SERVICES</i>	2,953.10
			2,953.10
00221683	05/07/2010	AMERICAN LASER INC <i>SUPPLIES AND MATERIALS</i>	543.54
		<i>MAINTENANCE & REPAIRS</i>	382.15
			925.69
00221684	05/07/2010	ANDERSON, EILEEN <i>TRAVEL IN DISTRICT</i>	48.40
			48.40
00221685	05/07/2010	APPLAUSE LEARNING RESOURCES <i>SUPPLIES AND MATERIALS</i>	378.30
			378.30
00221686	05/07/2010	ASL INTERPRETER NETWORK <i>CONTRACT SERVICES</i>	309.50
			309.50
00221687	05/07/2010	ASSOCIATED PETROLEUM PRODUCTS <i>SUPPLIES AND MATERIALS</i>	26,025.57
			26,025.57
00221688	05/07/2010	ATS AUTOMATION INC <i>CONTRACT SERVICES</i>	1,326.78
			1,326.78
00221689	05/07/2010	BAKKEN, JAN <i>TRAVEL IN DISTRICT</i>	160.20
			160.20
00221690	05/07/2010	BALMER, JOHN <i>SUPPLIES AND MATERIALS</i>	23.75
			23.75
00221691	05/07/2010	BARNES AND NOBLE <i>SUPPLIES AND MATERIALS</i>	483.73
			483.73
00221692	05/07/2010	BARTON, CARLA <i>TRAVEL OUT OF DISTRICT</i>	26.00
			26.00
00221693	05/07/2010	BEDETTI, ALEXANDRA <i>ALL DAY KINDERGARTEN TUITION</i>	100.00
			100.00
00221694	05/07/2010	BERGEVIN, JAKE <i>TUITION & FEES</i>	120.00
			120.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			120.00
00221695	05/07/2010	BINKLEY, MARY	<i>SUPPLIES AND MATERIALS</i>
			75.94
			75.94
00221696	05/07/2010	BIO RAD LABORATORIES	<i>SUPPLIES AND MATERIALS</i>
			152.32
			152.32
00221697	05/07/2010	BOURKE, DAWN	<i>TRAVEL IN DISTRICT</i>
			16.08
			16.08
00221698	05/07/2010	BRITT, CHERYL	<i>LEARNING ALLOCATION</i>
			19.69
			19.69
00221699	05/07/2010	BRODART CO	<i>SUPPLIES AND MATERIALS</i>
			8.46
			8.46
00221700	05/07/2010	CAMP FIRE USA	<i>TUITION/REGISTRATION/MEMBRSHIP</i>
			1,624.00
			1,624.00
00221701	05/07/2010	CARBONEL, WENDY	<i>CONTRACT SERVICES</i>
			60.00
			60.00
00221702	05/07/2010	CENTER FOR EDUCATIONAL EFFECTIVENESS	<i>CONTRACT SERVICES</i>
			24,128.46
			24,128.46
00221703	05/07/2010	CHAMBERS, JENNIFER	<i>NON TAGABLE FURNITURE/EQUIP</i>
			68.69
			68.69
00221704	05/07/2010	CHARIOT GROUP, THE	<i>SUPPLIES AND MATERIALS</i>
			69.89
			69.89
00221705	05/07/2010	CHEVRON AND TEXACO	<i>SUPPLIES AND MATERIALS</i>
			661.99
			<i>CONTRACT SERVICES</i>
			123.58
			785.57
00221706	05/07/2010	CINTAS CORPORATION #460	<i>CONTRACT SERVICES</i>
			230.54
			230.54
00221707	05/07/2010	CITY OF EVERETT	<i>WATER</i>
			2,495.76
			2,495.76
00221708	05/07/2010	CLARK, SHAWNA	<i>SUPPLIES AND MATERIALS</i>
			33.66
			33.66
00221709	05/07/2010	CLEVELAND, RICHARD	<i>TRAVEL OUT OF DISTRICT</i>
			32.93
			32.93
00221710	05/07/2010	COBBS, BETTY J	<i>TRAVEL OUT OF DISTRICT</i>
			28.00
			28.00
00221711	05/07/2010	CONVERSE, GABRIELLE	<i>FINES AND DAMAGES</i>
			18.00
			18.00
00221712	05/07/2010	CROWNE PLAZA HOTEL & RESORT	<i>TRAVEL OUT OF STATE</i>
			1,670.55
			1,670.55
00221713	05/07/2010	CRYSTAL SPRINGS WATER	<i>CLEARING ACCOUNT</i>
			39.44
			<i>SUPPLIES AND MATERIALS</i>
			160.54
			199.98
00221714	05/07/2010	D AND S COMMUNICATIONS	<i>TELEPHONE SYSTEM SUPPLIES</i>
			1,559.51
			1,559.51
00221715	05/07/2010	DAIRY VALLEY DISTRIBUTING	<i>SUPPLIES AND MATERIALS</i>
			6,325.82
			6,325.82
00221716	05/07/2010	DATA BASE	<i>CONTRACT SERVICES</i>
			169.90
			169.90

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221717	05/07/2010	DELANTY, VIDA <i>TRAVEL IN DISTRICT</i>	38.60 38.60
00221718	05/07/2010	DIAZ, ALLIENETTE <i>TRAVEL IN DISTRICT</i>	49.65 49.65
00221719	05/07/2010	DIMENSION SYSTEMS INC <i>SOFTWARE/HARDWARE AGREEMENTS</i>	3,732.89 3,732.89
00221720	05/07/2010	DURHAM SCHOOL SERVICE LP <i>CONTRACT SERVICES</i>	329.56 329.56
00221721	05/07/2010	EDUCATIONAL INNOVATIONS <i>SUPPLIES AND MATERIALS</i>	1,872.09 1,872.09
00221722	05/07/2010	EICKHOFF, BEVERLY <i>SUPPLIES AND MATERIALS</i>	18.00 18.00
00221723	05/07/2010	EPD INC <i>CONTRACT SERVICES</i>	7,405.95 7,405.95
00221726	05/07/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i> <i>AUDIO VISUAL SUPPLIES</i> <i>TELEPHONE SYSTEM SUPPLIES</i> <i>POSTAGE</i> <i>NON TAGABLE FURNITURE/EQUIP</i> <i>NON TAGABLE TECHNOLOGY EQUIP</i> <i>TEXTBOOKS/WORKBOOKS/INST KITS</i> <i>LEARNING ALLOCATION</i> <i>CONTRACT SERVICES</i> <i>PRINTING</i> <i>TUITION/REGISTRATION/MEMBRSHP</i> <i>TRANSP IN LIEU OF TRANSP</i> <i>TRAVEL OUT OF STATE</i>	15,503.18 327.59 76.18 46.05 1,105.62 8.73 1,589.54 272.27 742.00 248.86 1,210.00 4,881.00 734.39 26,745.41
00221727	05/07/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i>	540.26 540.26
00221728	05/07/2010	EVERGREEN PRINTING & GRAPHICS INC <i>PRINTING</i>	536.17 536.17
00221729	05/07/2010	FABIAN, JOANNE <i>TRAVEL OUT OF DISTRICT</i>	41.00 41.00
00221730	05/07/2010	FARMER, JENNIFER <i>TRAVEL OUT OF DISTRICT</i>	222.50 222.50
00221731	05/07/2010	FELLER, TERRY <i>TRAVEL IN DISTRICT</i>	26.20 26.20
00221732	05/07/2010	FLOOR STYLE PRODUCTS INC <i>SUPPLIES AND MATERIALS</i>	1,784.01 1,784.01
00221733	05/07/2010	FOLLETT LIBRARY RESOURCES <i>SUPPLIES AND MATERIALS</i> <i>NON TAGABLE FURNITURE/EQUIP</i>	45.08 278.46 323.54
00221734	05/07/2010	FRITTS, LAWRENCE <i>TRAVEL OUT OF DISTRICT</i>	99.45 99.45
00221735	05/07/2010	GALLI, JODI <i>SUPPLIES AND MATERIALS</i> <i>TRAVEL OUT OF STATE</i>	85.75 405.00 490.75

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221736	05/07/2010	GAMEWORKS SEATTLE	TUITION/REGISTRATION/MEMBRSHP 271.84 271.84
00221737	05/07/2010	GLUTTING, EMILY	SUPPLIES AND MATERIALS 57.47 57.47
00221738	05/07/2010	GOLDMAN, NATSUKO	SUPPLIES AND MATERIALS CONTRACT SERVICES 50.00 300.00 350.00
00221739	05/07/2010	GREEN, CAROL L	SUPPLIES AND MATERIALS 35.30 35.30
00221740	05/07/2010	GUARDIAN FENCE CO	MAINTENANCE & REPAIRS 923.72 923.72
00221741	05/07/2010	H&L SPORTING GOODS	SUPPLIES AND MATERIALS 235.43 235.43
00221742	05/07/2010	HAHN, SARA	SUPPLIES AND MATERIALS 135.90 135.90
00221743	05/07/2010	HIBBARD, JILL T	LEARNING ALLOCATION 45.20 45.20
00221744	05/07/2010	HOUGHTON MIFFLIN COMPANY	TEXTBOOKS/WORKBOOKS/INST KITS 536.93 536.93
00221745	05/07/2010	HUSBY, RITA	SUPPLIES AND MATERIALS 44.55 44.55
00221746	05/07/2010	JARCHOW, MICHIKO GRACE	TRAVEL IN DISTRICT 18.90 18.90
00221747	05/07/2010	JENNER, GAYLA	WIRELESS SERVICE 73.87 73.87
00221748	05/07/2010	JOHNSON, HYESOOK L	TRAVEL IN DISTRICT 5.67 5.67
00221749	05/07/2010	JONES, MELISSA	TRAVEL IN DISTRICT 31.05 31.05
00221750	05/07/2010	JW PEPPER AND SON INC	SUPPLIES AND MATERIALS 576.53 576.53
00221751	05/07/2010	K & L GATES	LEGAL FEES 1,194.57 1,194.57
00221752	05/07/2010	KARBER, JUDITH E	SUPPLIES AND MATERIALS 81.26 81.26
00221753	05/07/2010	KING COUNTY DIRECTORS ASSOCIATON	SUPPLIES AND MATERIALS PAPER 6,848.03 4,912.44 11,760.47
00221754	05/07/2010	LEGEND DATA SYSTEMS INC	SUPPLIES AND MATERIALS 422.28 422.28
00221755	05/07/2010	LEGOWIK ZOHN, CAROLE	SUPPLIES AND MATERIALS 44.10 44.10
00221756	05/07/2010	LESTER, TASHA	FINES AND DAMAGES 16.00 16.00
00221757	05/07/2010	LIND, KIM	TRAVEL IN DISTRICT 87.90 87.90
00221758	05/07/2010	LOCHRIE, MONICA	TRAVEL OUT OF DISTRICT 375.54

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			375.54
00221759	05/07/2010	LONE, RONDA <i>FINES AND DAMAGES</i>	15.00
			15.00
00221760	05/07/2010	MAKEMUSIC! INC <i>SOFTWARE/HARDWARE AGREEMENTS</i>	160.00
			160.00
00221761	05/07/2010	MARKS, LARAE <i>TRAVEL IN DISTRICT</i>	134.85
			134.85
00221762	05/07/2010	MCCULLOUGH, JACK M <i>CONTRACT SERVICES</i>	1,407.50
			1,407.50
00221763	05/07/2010	MCDANIEL, MARY A <i>TRAVEL IN DISTRICT</i>	66.21
			66.21
00221764	05/07/2010	MCKISSICK, CAROL <i>TRAVEL IN DISTRICT</i>	24.55
			24.55
00221765	05/07/2010	MICRO COMPUTER SYSTEMS INC <i>NON TAGABLE TECHNOLOGY EQUIP MAINTENANCE & REPAIRS</i>	153.30 253.48
			406.78
00221766	05/07/2010	NAFZIGER MICROSCOPES <i>MAINTENANCE & REPAIRS</i>	1,622.81
			1,622.81
00221767	05/07/2010	NATIONAL GEOGRAPHIC SCHOOL PUBLIS <i>TEXTBOOKS/WORKBOOKS/INST KITS</i>	514.05
			514.05
00221768	05/07/2010	NCS PEARSON INC <i>SUPPLIES AND MATERIALS</i>	13,151.18
			13,151.18
00221769	05/07/2010	NGUYEN, DIEM <i>TUITION & FEES</i>	25.00
			25.00
00221770	05/07/2010	NILES BIOLOGICAL <i>SUPPLIES AND MATERIALS</i>	1,019.74
			1,019.74
00221771	05/07/2010	NUNES, ELIZABETH <i>TRAVEL OUT OF DISTRICT</i>	50.35
			50.35
00221772	05/07/2010	OKOCHA, BRIGGETT <i>TUITION & FEES</i>	20.00
			20.00
00221773	05/07/2010	PARKER, MARIAN <i>TRAVEL IN DISTRICT</i>	77.00
			77.00
00221774	05/07/2010	PERKINS COIE <i>LEGAL FEES</i>	9,709.01
			9,709.01
00221775	05/07/2010	PETTIT, ROBIN <i>TRAVEL IN DISTRICT</i>	54.25
			54.25
00221776	05/07/2010	PILKENTON, DEANNE <i>TRAVEL IN DISTRICT</i>	80.02
			80.02
00221777	05/07/2010	PITNEY BOWES RESERVE ACCOUNT <i>CLEARING ACCOUNT POSTAGE</i>	14.22 3,053.78
			3,068.00
00221778	05/07/2010	PUD NO 1 SNOHOMISH CO <i>ELECTRICITY</i>	4,187.95
			4,187.95
00221779	05/07/2010	PUGET SOUND ENERGY <i>GAS</i>	15,153.38
			15,153.38
00221780	05/07/2010	REFUGEE & IMMIGRANT SERVICES NW <i>CONTRACT SERVICES</i>	889.70
			889.70

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221781	05/07/2010	RIGBY, AMANDA S <i>TRAVEL IN DISTRICT</i>	8.50 8.50
00221782	05/07/2010	ROGERS, BEVERLY <i>POSTAGE</i>	5.60 5.60
00221783	05/07/2010	ROWLAND, MARY <i>SUPPLIES AND MATERIALS</i>	100.80 100.80
00221784	05/07/2010	SABOTAGE VOLLEYBALL <i>RENTALS-FACILITIES</i>	624.00 624.00
00221785	05/07/2010	SAMMONS PRESTON <i>SUPPLIES AND MATERIALS</i>	214.80 214.80
00221786	05/07/2010	SCIENCE OLYMPIAD <i>TEXTBOOKS/WORKBOOKS/INST KITS</i>	147.20 147.20
00221787	05/07/2010	SHAW ELEVATOR COMPANY LLC <i>CONTRACT SERVICES</i>	2,489.21 2,489.21
00221788	05/07/2010	SHELBY, SHARON <i>TECHNOLOGY SOFTWARE</i>	132.38 132.38
00221789	05/07/2010	SILVER LAKE WATER DISTRICT <i>WATER</i>	4,239.46 4,239.46
00221790	05/07/2010	SMITH, PETER E <i>SUPPLIES AND MATERIALS</i>	16.16 16.16
00221791	05/07/2010	SNOHOMISH PUBLISHING CO INC <i>PRINTING</i>	1,604.21 1,604.21
00221792	05/07/2010	SOLYST, LAILA <i>TUITION & FEES</i>	25.00 25.00
00221793	05/07/2010	SONITROL PACIFIC INC <i>CONTRACT SERVICES</i>	191.11 191.11
00221794	05/07/2010	STEWART, JOYCE <i>TRAVEL OUT OF DISTRICT</i>	34.00 34.00
00221795	05/07/2010	STOLWORTHY, KAREN P <i>TUITION/REGISTRATION/MEMBRSHIP</i>	90.00 90.00
00221796	05/07/2010	STOPPELMOOR, CYNTHIA <i>SUPPLIES AND MATERIALS</i>	68.60 68.60
00221797	05/07/2010	SULLIVAN, JEAN <i>TRANSP IN LIEU OF TRANSP</i>	108.55 108.55
00221798	05/07/2010	THUMMA, MARCIA <i>CONTRACT SERVICES</i>	160.00 160.00
00221799	05/07/2010	TOP ECHELON CONTRACTING INC <i>CONTRACT SERVICES</i>	2,475.00 2,475.00
00221800	05/07/2010	UNITED GROCERS INC <i>SUPPLIES AND MATERIALS</i>	53.34 53.34
00221801	05/07/2010	VWR SARGENT WELCH SCIENTIFIC <i>TEXTBOOKS/WORKBOOKS/INST KITS</i>	503.89 503.89
00221802	05/07/2010	WAITE, EMILY <i>SUPPLIES AND MATERIALS</i>	24.91 24.91
00221803	05/07/2010	WALKER, KIM <i>TRAVEL IN DISTRICT</i>	21.70 21.70
00221804	05/07/2010	WATSON-EAST, ELIZABETH <i>SUPPLIES AND MATERIALS</i>	60.23

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			60.23
00221805	05/07/2010	WEBBER, TRACY <i>TRAVEL OUT OF DISTRICT</i>	<u>20.00</u>
			20.00
00221806	05/07/2010	WELSH, COLLEEN <i>SUPPLIES AND MATERIALS</i>	<u>16.47</u>
			16.47
00221807	05/07/2010	WILLARD, JEANNE <i>TRAVEL IN DISTRICT</i>	<u>46.50</u>
			46.50
00221808	05/07/2010	WILLIAMS M ED BCBA, PENNY <i>CONTRACT SERVICES</i>	<u>4,132.50</u>
			4,132.50
00221809	05/07/2010	WILLIAMS, RIC <i>TRAVEL IN DISTRICT</i>	<u>71.15</u>
			71.15
00221810	05/07/2010	WINECOFF, NATALIA <i>LEARNING ALLOCATION</i>	<u>61.15</u>
			61.15
00221811	05/07/2010	WINNINGHAM, ELLEN <i>TRAVEL IN DISTRICT</i>	<u>102.53</u>
			102.53
TOTAL			\$208,106.74

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: CAPITAL PROJECTS FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May, 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00221373 through 00221401 in the total amount of \$ 689,172.09

Secretary _____ **Board Member** _____
Board Member _____ **Board Member** _____
Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221373	04/30/2010	BAYLEY CONSTRUCTION <i>GENERAL CONTRACTOR</i>	485,136.78
		<i>GENERAL CONTRACTOR CNG ORDER</i>	38,000.00
		<i>GENERAL CONTRACTOR WSSST</i>	48,128.58
			571,265.36
00221374	04/30/2010	BLACK ROCK CABLE INC <i>OTHER CONTRACTOR</i>	6,465.90
			6,465.90
00221375	04/30/2010	CAPITAL ARCHITECTS INC. <i>GENERAL ARCHITECT/ENGINEER</i>	1,207.50
			1,207.50
00221376	04/30/2010	CITY OF EVERETT <i>UTILITY CONNECTION EXPENSES</i>	2,398.98
			2,398.98
00221377	04/30/2010	COOPER, MARCI <i>OTHER PROJECT EXPENSES</i>	117.32
			117.32
00221378	04/30/2010	CRYSTAL SPRINGS WATER <i>OTHER PROJECT EXPENSES</i>	227.54
			227.54
00221379	04/30/2010	DATA BASE <i>OTHER PROJECT EXPENSES</i>	19.13
			19.13
00221380	04/30/2010	DESIGN TWO FOUR TWO SIX INC <i>GENERAL ARCHITECT/ENGINEER</i>	1,235.00
			1,235.00
00221381	04/30/2010	DOYLE CONSULTING INC <i>OTHER GENERAL SUPPORT</i>	3,000.00
			3,000.00
00221382	04/30/2010	DYKEMAN ARCHITECTS <i>OTHER ARCHITECT/ENGINEER</i>	3,714.00
			3,714.00
00221383	04/30/2010	EVERETT PUBLIC SCHOOLS <i>OTHER FURNITURE/EQUIPMENT</i>	840.62
			840.62
00221384	04/30/2010	HERALD INC, THE <i>ADVERTISEMENTS</i>	90.42
			90.42
00221385	04/30/2010	HILL INTERNATIONAL <i>CONSTRUCTION SUPERVISION</i>	10,794.00
			10,794.00
00221386	04/30/2010	KENNING, BARRIE <i>OTHER CONTRACTOR</i>	1,188.10
			1,188.10
00221387	04/30/2010	MICRO COMPUTER SYSTEMS INC <i>FURNITURE</i>	2,434.99

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			2,434.99
00221388	04/30/2010	NAC ARCHITECTURE <i>GENERAL ARCHITECT/ENGINEER</i>	<u>360.00</u> 360.00
00221389	04/30/2010	NICKS SPECIAL WOODCRAFT <i>FURNITURE</i>	<u>2,675.40</u> 2,675.40
00221390	04/30/2010	ORECK OF SMOKEY POINT <i>MAINTENANCE EQUIPMENT</i>	<u>2,467.39</u> 2,467.39
00221391	04/30/2010	PACIFIC MOBILE STRUCTURES <i>CONTRACTUAL EQUIPMENT</i> <i>OTHER PROJECT EXPENSES</i>	<u>885.62</u> <u>94.19</u> 979.81
00221392	04/30/2010	PUD NO 1 SNOHOMISH CO <i>OTHER PROJECT EXPENSES</i>	<u>116.11</u> 116.11
00221393	04/30/2010	PUD NO 1 SNOHOMISH CO <i>UTILITY CONNECTION EXPENSES</i>	<u>2,706.00</u> 2,706.00
00221394	04/30/2010	SERVICE PAPER COMPANY <i>OTHER PROJECT EXPENSES</i>	<u>170.11</u> 170.11
00221395	04/30/2010	SHOCKEY BRENT INCORPORATED <i>LAND USE/ENVIRONMENTAL</i>	<u>901.86</u> 901.86
00221396	04/30/2010	SONITROL PACIFIC INC <i>OTHER CONTRACTOR</i>	<u>4,022.60</u> 4,022.60
00221397	04/30/2010	SONITROL PACIFIC INC <i>OTHER CONTRACTOR</i>	<u>873.60</u> 873.60
00221398	04/30/2010	T&S TRANSPORTATION INC <i>OTHER PROJECT EXPENSES</i>	<u>16,630.50</u> 16,630.50
00221399	04/30/2010	TERRAIN SEATTLE COMPANY <i>OTHER CONTRACTOR</i>	<u>46,959.90</u> 46,959.90
00221400	04/30/2010	WALKER, DARCY <i>MILEAGE</i>	<u>108.75</u> 108.75
00221401	04/30/2010	WESTGATE PLUMBERS INC <i>OTHER CONTRACTOR</i>	<u>5,201.20</u> 5,201.20
TOTAL			\$689,172.09

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: ASSOCIATED STUDENT BODY FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May. 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219959,00219962 through 00220004 in the total amount of \$ 19,265.50

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00219959	03/19/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i>	529.13
			529.13
00219962	03/19/2010	AMERICAN ASSOC OF TEACHERS OF GER <i>CONTRACT SERVICES</i>	270.00
			270.00
00219963	03/19/2010	AMERICAN LASER INC <i>SUPPLIES AND MATERIALS</i>	120.07
			120.07
00219964	03/19/2010	ASB IMPREST FUND GATEWAY <i>SUPPLIES AND MATERIALS</i>	119.22
		<i>CONTRACT SERVICES</i>	100.00
			219.22
00219965	03/19/2010	BLAZING BAGELS <i>SUPPLIES AND MATERIALS</i>	35.00
			35.00
00219966	03/19/2010	CAMP BROTHERHOOD <i>CONTRACT SERVICES</i>	500.00
			500.00
00219967	03/19/2010	CASCADE VALLEY BLENDS <i>SUPPLIES AND MATERIALS</i>	101.48
			101.48
00219968	03/19/2010	CHAMPIONSHIP BOOKS & VIDEO PROD I <i>SUPPLIES AND MATERIALS</i>	139.95
			139.95
00219969	03/19/2010	COOPER, DARCI <i>SUPPLIES AND MATERIALS</i>	13.07
			13.07
00219970	03/19/2010	CROWN RECOGNITION LLC <i>SUPPLIES AND MATERIALS</i>	114.67
			114.67
00219971	03/19/2010	DECA <i>CONTRACT SERVICES</i>	365.00
			365.00
00219972	03/19/2010	DOMINOS PIZZA <i>SUPPLIES AND MATERIALS</i>	81.38
			81.38
00219973	03/19/2010	DURHAM SCHOOL SERVICE LP <i>CONTRACT SERVICES</i>	3,543.66
			3,543.66
00219974	03/19/2010	EDMONDS COMMUNITY COLLEGE <i>SUPPLIES AND MATERIALS</i>	1,000.00
			1,000.00
00219975	03/19/2010	EVERETT GOLF AND COUNTRY CLUB <i>CONTRACT SERVICES</i>	90.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			90.00
00219976	03/19/2010	EVERETT PUBLIC SCHOOLS	<i>SUPPLIES AND MATERIALS</i>
			1,610.00
			1,610.00
00219977	03/19/2010	HICKS, RON	<i>TRAVEL OUT OF DISTRICT</i>
			109.00
			109.00
00219978	03/19/2010	HYLTON, KIM	<i>TRAVEL OUT OF DISTRICT</i>
			221.00
			221.00
00219979	03/19/2010	JW PEPPER AND SON INC	<i>SUPPLIES AND MATERIALS</i>
			3.29
			3.29
00219980	03/19/2010	KIMMEL ATHLETIC SUPPLY	<i>SUPPLIES AND MATERIALS</i>
			18.97
			18.97
00219981	03/19/2010	KING COUNTY DIRECTORS ASSOCIATON	<i>SUPPLIES AND MATERIALS</i>
			58.44
			58.44
00219982	03/19/2010	LOWES	<i>SUPPLIES AND MATERIALS</i>
			298.26
			298.26
00219983	03/19/2010	MILLER, COLLEEN	<i>SUPPLIES AND MATERIALS</i>
			20.76
			20.76
00219984	03/19/2010	NIMCO	<i>SUPPLIES AND MATERIALS</i>
			105.16
			105.16
00219985	03/19/2010	OFFICE INTERIORS INC	<i>SUPPLIES AND MATERIALS</i>
			41.50
			41.50
00219986	03/19/2010	OLD FASHION CANDY CO	<i>SUPPLIES AND MATERIALS</i>
			53.52
			53.52
00219987	03/19/2010	OTIS SPUNKMEYER INC	<i>SUPPLIES AND MATERIALS</i>
			230.60
			230.60
00219988	03/19/2010	PACIFIC FABRICS & CRAFTS	<i>SUPPLIES AND MATERIALS</i>
			3.25
			3.25
00219989	03/19/2010	PAPA JOHNS PIZZA	<i>SUPPLIES AND MATERIALS</i>
			534.36
			534.36
00219990	03/19/2010	PEACE, CHRISTOPHER	<i>CONTRACT SERVICES</i>
			35.00
			35.00
00219991	03/19/2010	PIRATE'S DINNER ADVENTURE	<i>CONTRACT SERVICES</i>
			3,048.00
			3,048.00
00219992	03/19/2010	SOUND MUSIC PUBLICATIONS	<i>SUPPLIES AND MATERIALS</i>
			14.20
			14.20
00219993	03/19/2010	STATE OF HEALTH PRODUCTS	<i>SUPPLIES AND MATERIALS</i>
			225.50
			225.50
00219994	03/19/2010	STEPHENS, STACY	<i>SUPPLIES AND MATERIALS</i>
			21.79
			21.79
00219995	03/19/2010	SUMMIT VENDING	<i>SUPPLIES AND MATERIALS</i>
			476.79
			476.79
00219996	03/19/2010	TENNIS WAREHOUSE	<i>SUPPLIES AND MATERIALS</i>
			94.95
			94.95
00219997	03/19/2010	UNITED GROCERS INC	<i>SUPPLIES AND MATERIALS</i>
			54.03
			54.03
00219998	03/19/2010	UNITED STATES TENNIS ASSOCIATION	<i>CONTRACT SERVICES</i>
			42.00
			42.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00219999	03/19/2010	WA ACTIVITY COORDINATORS ASSOC <i>CONTRACT SERVICES</i>	<u>305.00</u> 305.00
00220000	03/19/2010	WA DECA INC <i>CONTRACT SERVICES</i>	<u>2,179.50</u> 2,179.50
00220001	03/19/2010	WA INTERSCHOLASTIC ACTIVITIES ASSO <i>CONTRACT SERVICES</i>	<u>1,928.00</u> 1,928.00
00220002	03/19/2010	WA STATE MATH COUNCIL <i>CONTRACT SERVICES</i>	<u>130.00</u> 130.00
00220003	03/19/2010	WA STATE UNIVERSITY <i>CONTRACT SERVICES</i>	<u>220.00</u> 220.00
00220004	03/19/2010	WASHINGTON STATE MODEL UNITED NA <i>CONTRACT SERVICES</i>	<u>60.00</u> 60.00
TOTAL			\$19,265.50

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: ASSOCIATED STUDENT BODY FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May. 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00221404 through 00221459 in the total amount of \$ 48,687.61

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221404	04/30/2010	ALFYS PIZZA <i>SUPPLIES AND MATERIALS</i>	91.40 <u>91.40</u>
00221405	04/30/2010	ALFYS PIZZA <i>SUPPLIES AND MATERIALS</i>	40.38 <u>40.38</u>
00221406	04/30/2010	APULENT <i>CONTRACT SERVICES</i>	7,505.00 <u>7,505.00</u>
00221407	04/30/2010	ASB IMPREST FUND EHS <i>SUPPLIES AND MATERIALS</i>	300.00 <u>300.00</u>
00221408	04/30/2010	ASB IMPREST FUND JACKSON HIGH <i>SUPPLIES AND MATERIALS</i> <i>CONTRACT SERVICES</i> <i>TRAVEL IN DISTRICT</i>	130.00 100.00 1,920.00 <u>2,150.00</u>
00221409	04/30/2010	AUCHTERLONIE, LINDA <i>SUPPLIES AND MATERIALS</i>	20.77 <u>20.77</u>
00221410	04/30/2010	AWARDS OF PRAISE INC <i>SUPPLIES AND MATERIALS</i>	103.45 <u>103.45</u>
00221411	04/30/2010	BAYNE, CLARICE <i>REVENUE-ASB</i>	15.00 <u>15.00</u>
00221412	04/30/2010	BLAZING BAGELS <i>SUPPLIES AND MATERIALS</i>	81.50 <u>81.50</u>
00221413	04/30/2010	CASCADE VALLEY BLENDS <i>SUPPLIES AND MATERIALS</i>	98.00 <u>98.00</u>
00221414	04/30/2010	DEFOLO, AARON <i>CONTRACT SERVICES</i>	160.00 <u>160.00</u>
00221415	04/30/2010	DISPLAY & COSTUME SUPPLY INC <i>SUPPLIES AND MATERIALS</i>	429.61 <u>429.61</u>
00221416	04/30/2010	DIVERSIFIED SYSTEMS GROUP INC <i>SUPPLIES AND MATERIALS</i>	1,117.12 <u>1,117.12</u>
00221417	04/30/2010	DRAMATISTS PLAY SERVICE <i>SUPPLIES AND MATERIALS</i>	11.06 <u>11.06</u>

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221418	04/30/2010	DURHAM SCHOOL SERVICE LP <i>CONTRACT SERVICES</i>	5,357.07 5,357.07
00221419	04/30/2010	ENTERTAINMENT PUBLICATIONS INC <i>SUPPLIES AND MATERIALS</i>	1,260.00 1,260.00
00221420	04/30/2010	FEDEX KINKOS <i>SUPPLIES AND MATERIALS</i>	194.37 194.37
00221421	04/30/2010	FOOD SERVICES OF AMERICA INC <i>SUPPLIES AND MATERIALS</i>	375.88 375.88
00221422	04/30/2010	FOUNDATION OF LA JOLLA HIGH SCHOOL <i>CONTRACT SERVICES</i>	425.00 425.00
00221423	04/30/2010	FRED MEYER <i>SUPPLIES AND MATERIALS</i>	571.23 571.23
00221424	04/30/2010	GOLF CLUB AT NEWCASTLE, THE <i>CONTRACT SERVICES</i>	7,168.20 7,168.20
00221425	04/30/2010	GROSH SCENIC RENTALS INC <i>CONTRACT SERVICES</i>	3,213.63 3,213.63
00221426	04/30/2010	GUFFEY, KATHLEEN <i>TRAVEL OUT OF STATE</i>	227.00 227.00
00221427	04/30/2010	H&L SPORTING GOODS <i>SUPPLIES AND MATERIALS</i>	8,658.84 8,658.84
00221428	04/30/2010	HD BAKER POINT OF SALE SYSTEMS <i>SUPPLIES AND MATERIALS</i>	108.88 108.88
00221429	04/30/2010	HULETT, CATHY <i>REVENUE-ASB</i>	10.00 10.00
00221430	04/30/2010	IMAGE MARKET <i>SUPPLIES AND MATERIALS</i>	757.55 757.55
00221431	04/30/2010	JANSEN, JONATHAN <i>REVENUE-ASB</i>	30.00 30.00
00221432	04/30/2010	JW PEPPER AND SON INC <i>SUPPLIES AND MATERIALS</i>	143.12 143.12
00221433	04/30/2010	KIM, IL HWAN <i>REVENUE-ASB</i>	15.00 15.00
00221434	04/30/2010	KLEVEN, SHANE <i>SUPPLIES AND MATERIALS</i>	21.89 21.89
00221435	04/30/2010	LOW, JOHN <i>SUPPLIES AND MATERIALS</i>	135.02 135.02
00221436	04/30/2010	MCCORMACK, KATHLEEN <i>SUPPLIES AND MATERIALS</i>	18.23 18.23
00221437	04/30/2010	MILLER, COLLEEN <i>TRAVEL OUT OF STATE</i>	227.00 227.00
00221438	04/30/2010	MUSIC THEATRE INTERNATIONAL <i>SUPPLIES AND MATERIALS</i>	476.00 476.00
00221439	04/30/2010	OPEN AIR CINEMA LLC <i>SUPPLIES AND MATERIALS</i>	506.00 506.00
00221440	04/30/2010	OTIS SPUNKMEYER INC <i>SUPPLIES AND MATERIALS</i>	282.25 282.25
00221441	04/30/2010	PAPA JOHNS PIZZA <i>SUPPLIES AND MATERIALS</i>	1,191.36

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			1,191.36
00221442	04/30/2010	POSTAL ANNEX 7013 <i>SUPPLIES AND MATERIALS</i>	12.87
			12.87
00221443	04/30/2010	POSTNET <i>SUPPLIES AND MATERIALS</i>	74.17
			74.17
00221444	04/30/2010	SAFEWAY INC <i>SUPPLIES AND MATERIALS</i>	59.13
			59.13
00221445	04/30/2010	SCREEN PRINTING NORTHWEST INC <i>SUPPLIES AND MATERIALS</i>	929.99
			929.99
00221446	04/30/2010	SHEAR PERFECTION SALON <i>REVENUE-ASB</i>	75.00
			75.00
00221447	04/30/2010	SIMMS, CONSTANCE <i>CONTRACT SERVICES</i>	585.00
			585.00
00221448	04/30/2010	SNO CO SOFTBALL UMPIRE ASSN <i>CONTRACT SERVICES</i>	193.51
			193.51
00221449	04/30/2010	SNOHOMISH HIGH SCHOOL <i>CONTRACT SERVICES</i>	320.00
			320.00
00221450	04/30/2010	SNOW GOOSE PRODUCE <i>SUPPLIES AND MATERIALS</i>	281.61
			281.61
00221451	04/30/2010	SOCCER WEST <i>SUPPLIES AND MATERIALS</i>	928.75
			928.75
00221452	04/30/2010	SUMMIT VENDING <i>SUPPLIES AND MATERIALS</i>	126.29
			126.29
00221453	04/30/2010	SWANBY, DEBORAH <i>CONTRACT SERVICES</i>	100.00
			100.00
00221454	04/30/2010	UNITED GROCERS INC <i>SUPPLIES AND MATERIALS</i>	276.50
			276.50
00221455	04/30/2010	VOLUNTEERS OF AMERICA NORTHWEST <i>SUPPLIES AND MATERIALS</i>	190.00
			190.00
00221456	04/30/2010	WA MUSIC EDUCATORS ASSOCIATION <i>CONTRACT SERVICES</i>	705.00
			705.00
00221457	04/30/2010	WAMPLER, MARY <i>REVENUE-ASB</i>	30.00
			30.00
00221458	04/30/2010	WILLIAMS, BRADLEY L <i>CONTRACT SERVICES</i>	160.00
			160.00
00221459	04/30/2010	WOOLF, JEFF <i>SUPPLIES AND MATERIALS</i>	142.98
			142.98

TOTAL \$48,687.61

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: ASSOCIATED STUDENT BODY FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May. 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00221626 through 00221679 in the total amount of \$ 30,568.20

Secretary _____ Board Member _____
 Board Member _____ Board Member _____
 Board Member _____ Board Member _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221626	05/07/2010	A-Z BALLOON WHOLESALERS <i>SUPPLIES AND MATERIALS</i>	10.95
			<u>10.95</u>
00221627	05/07/2010	ALFYS PIZZA <i>SUPPLIES AND MATERIALS</i>	2,076.76
			<u>2,076.76</u>
00221628	05/07/2010	ALFYS PIZZA <i>SUPPLIES AND MATERIALS</i>	427.70
			<u>427.70</u>
00221629	05/07/2010	ALFYS PIZZA <i>SUPPLIES AND MATERIALS</i>	82.41
			<u>82.41</u>
00221630	05/07/2010	ARCETA, YANETH <i>REVENUE-ASB</i>	8.00
			<u>8.00</u>
00221631	05/07/2010	ASB IMPREST FUND JACKSON HIGH <i>TRAVEL IN DISTRICT</i>	720.00
			<u>720.00</u>
00221632	05/07/2010	ATOMIC PHOTOBOOTH CO <i>CONTRACT SERVICES</i>	400.00
			<u>400.00</u>
00221633	05/07/2010	AUCHTERLONIE, LINDA <i>SUPPLIES AND MATERIALS</i>	20.00
			<u>20.00</u>
00221634	05/07/2010	AWARDS OF PRAISE INC <i>SUPPLIES AND MATERIALS</i>	98.28
			<u>98.28</u>
00221635	05/07/2010	BEST WESTERN INC <i>TRAVEL IN DISTRICT</i>	2,372.55
			<u>2,372.55</u>
00221636	05/07/2010	BLAZING BAGELS <i>SUPPLIES AND MATERIALS</i>	17.50
			<u>17.50</u>
00221637	05/07/2010	BROSES WHOLESALE FLORIST INC <i>SUPPLIES AND MATERIALS</i>	46.80
			<u>46.80</u>
00221638	05/07/2010	BUTLER, DOUGLAS <i>SUPPLIES AND MATERIALS</i>	51.28
			<u>51.28</u>
00221639	05/07/2010	CASCADE VALLEY BLENDS <i>SUPPLIES AND MATERIALS</i>	136.52
			<u>136.52</u>
00221640	05/07/2010	CHELAN BASKETBALL <i>CONTRACT SERVICES</i>	160.00
			<u>160.00</u>

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221641	05/07/2010	CHEVRON AND TEXACO	SUPPLIES AND MATERIALS 293.47 293.47
00221642	05/07/2010	CHILDREN OF THE NATIONS INTERNATIC	CONTRACT SERVICES 370.96 370.96
00221643	05/07/2010	COMFORT INN	CONTRACT SERVICES 250.54 250.54
00221644	05/07/2010	DURHAM SCHOOL SERVICE LP	CONTRACT SERVICES 439.48 439.48
00221645	05/07/2010	FABRIZIO, SHARON	SUPPLIES AND MATERIALS 74.98 74.98
00221646	05/07/2010	FREFORM MANUFACTURING	SUPPLIES AND MATERIALS 492.75 492.75
00221647	05/07/2010	GALEN, BARRY	REVENUE-ASB 29.00 29.00
00221648	05/07/2010	GIBBS, PAT	REVENUE-ASB 20.00 20.00
00221649	05/07/2010	GREAT AMERICAN OPPORTUNITIES	SUPPLIES AND MATERIALS 9,978.68 9,978.68
00221650	05/07/2010	H&L SPORTING GOODS	SUPPLIES AND MATERIALS 691.91 691.91
00221651	05/07/2010	HERITAGE FESTIVALS	CONTRACT SERVICES 2,225.00 2,225.00
00221652	05/07/2010	KAMIAK HIGH SCHOOL	CONTRACT SERVICES 100.00 100.00
00221653	05/07/2010	KIM, ANDREW S	CONTRACT SERVICES 100.00 100.00
00221654	05/07/2010	LEUKEMIA & LYMPHOMA SOCIETY, THE	CONTRACT SERVICES 762.62 762.62
00221655	05/07/2010	MOFFAT, LESLEY	TRAVEL IN DISTRICT 144.00 144.00
00221656	05/07/2010	MONTGOMERY, JUDI	SUPPLIES AND MATERIALS 12.19 12.19
00221657	05/07/2010	MURPHY, EDWARD	REVENUE-ASB 60.00 60.00
00221658	05/07/2010	NOLL, ANANDA	REVENUE-ASB 15.00 15.00
00221659	05/07/2010	NORTH CHAPTER SOCCER REF ASSOC INC	CONTRACT SERVICES 1,097.85 1,097.85
00221660	05/07/2010	NORTH SOUND BEVERAGE INC	SUPPLIES AND MATERIALS 390.00 390.00
00221661	05/07/2010	NORTHWEST RECOGNITION INC	CONTRACT SERVICES 250.00 250.00
00221662	05/07/2010	OTIS SPUNKMEYER INC	SUPPLIES AND MATERIALS 206.48 206.48
00221663	05/07/2010	PAPA JOHNS PIZZA	SUPPLIES AND MATERIALS 709.56 709.56
00221664	05/07/2010	PASHA, KAUSER	REVENUE-ASB 26.00 26.00

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
			26.00
00221665	05/07/2010	RUBY, KEITH <i>CONTRACT SERVICES</i>	300.00
			300.00
00221666	05/07/2010	SAFEWAY INC <i>SUPPLIES AND MATERIALS</i>	22.91
			22.91
00221667	05/07/2010	SEATTLE MARINERS BASEBALL CLUB <i>CONTRACT SERVICES</i>	1,107.00
			1,107.00
00221668	05/07/2010	SHAY, TESSA <i>REVENUE-ASB</i>	175.00
			175.00
00221669	05/07/2010	SKAGIT VALLEY COLLEGE <i>CONTRACT SERVICES</i>	450.00
			450.00
00221670	05/07/2010	SNOHOMISH HIGH SCHOOL <i>CONTRACT SERVICES</i>	50.00
			50.00
00221671	05/07/2010	STEELE, JEANTINE <i>SUPPLIES AND MATERIALS</i>	27.14
			27.14
00221672	05/07/2010	SUMMIT VENDING <i>SUPPLIES AND MATERIALS</i>	212.44
			212.44
00221673	05/07/2010	SWANBY, DEBORAH <i>CONTRACT SERVICES</i>	1,000.00
			1,000.00
00221674	05/07/2010	TECHNOLOGY STUDENT ASSOC <i>CONTRACT SERVICES</i>	30.00
			30.00
00221675	05/07/2010	UNITED GROCERS INC <i>SUPPLIES AND MATERIALS</i>	512.51
			512.51
00221676	05/07/2010	VAX, MICHAEL N <i>CONTRACT SERVICES</i>	250.00
			250.00
00221677	05/07/2010	WESCO LOCAL ASSOC OF STUDENT COUNCIL <i>CONTRACT SERVICES</i>	720.00
			720.00
00221678	05/07/2010	WESTCOAST SEARCHLIGHT <i>CONTRACT SERVICES</i>	250.00
			250.00
00221679	05/07/2010	WOODSHED EMBROIDERY <i>SUPPLIES AND MATERIALS</i>	91.98
			91.98
TOTAL			\$30,568.20

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: TRUST AND AGENCY FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May. 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00219959 **through** 00219961 **in the total amount of \$** 285.00

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00219959	03/19/2010	EVERETT PUBLIC SCHOOLS <i>CONTRACT SERVICES</i>	30.00 <hr/> 30.00
00219960	03/19/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i>	75.00 <hr/> 75.00
00219961	03/19/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i>	180.00 <hr/> 180.00
TOTAL			\$285.00

AP VOUCHER REGISTER

EVERETT PUBLIC SCHOOLS

Board Date: 05/25/2010

Fund: TRUST AND AGENCY FUND

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board.

As of May. 25, 2010, the Board, by a _____ vote, does approve for payment those vouchers included in the following list and further described as follows:

Warrant Number 00221402 **through** 00221403 **in the total amount of \$** 60.00

Secretary _____ **Board Member** _____

Board Member _____ **Board Member** _____

Board Member _____ **Board Member** _____

Warrant Number	Warrant Date	Payee Name / Category	Warrant Amount
00221402	04/30/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i>	<u>50.00</u> 50.00
00221403	04/30/2010	EVERETT PUBLIC SCHOOLS <i>SUPPLIES AND MATERIALS</i>	<u>10.00</u> 10.00
TOTAL			\$60.00

Board Agenda Request Form

Date of Board Meeting 05/25/10
Month/Day/Year

2. d.

Subject

Title:
Authorization to Call for Bids: H.M. Jackson High School Cafeteria Addition Project

Recommendation:
The Administration recommends that the Board of Directors approve the Authorization to Call for Bids: H.M. Jackson High School Cafeteria Expansion project.

Background

Purpose/Summary:
This project will infill a courtyard adjacent to the existing cafeteria with a 7,500 s.f. addition that will include a new student commons, relocated student store, a second serving station for Food Services to improve circulation and provide more seating at lunch periods. Construction is anticipated to begin in September 2010 with substantial completion by Fall 2011. Bids should be ready for consideration at the August 24, 2010 board meeting. Estimated construction cost is \$1,900,000 plus WSST.

Previous Related Action:
Authorization to Proceed with H.M. Jackson High School Cafeteria Addition project was approved at the 9/8/09 board meeting.

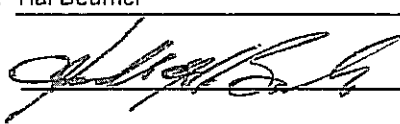
Additional Information

Agenda Placement:

Information Action Consent Agenda Attachment(s)

Presentation Time Minute(s) # of Pages


Submitted By: Hal Beumel Contact Person(s): Hal Beumel

Signature  _____

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office

Approved Denied Revised (See Attached)

by: _____ by: 
Executive Director, Finance & Operations Executive Director, Facilities & Operations

Date _____ Date 5-13-10

Comments:

Board Agenda Request Form

2. P

Date of Board Meeting 05/25/10
Month/Day/Year

Subject

Title:
Approval of the Constructability Review for James Monroe Elementary School Replacement Project

Recommendation:
The Administration recommends the Board of Directors approve the Constructability Review for the James Monroe Elementary School Replacement Project.

Background

Purpose/Summary:
In accordance with WAC 392-344-066 and WAC 392-344-085, in order to receive state matching funds for modernization, a constructability review must be completed. The firm of Vanir Construction Management, Inc. along with a team of architects, engineers, and other construction professionals completed the process of evaluating the design as to it's ability to actually be constructed. The review comments were sent to the Architect for incorporation into the Construction Documents. A copy of the Architect's response and Constructability Report is attached for reference.

Previous Related Action:
On February 9, 2010 the Board authorized a Call for Bids.

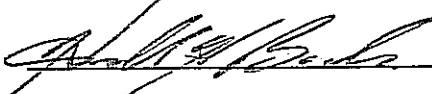
Additional Information

Agenda Placement:

Information Action Consent Agenda Attachment(s)

Presentation Time Minute(s) # of Pages 60

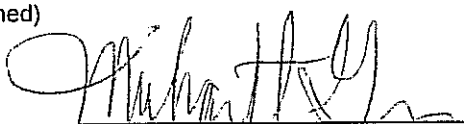
Submitted By: Hal Beumel Contact Person(s): Hal Beumel

Signature  _____

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office

Approved Denied Revised (See Attached)

by: _____ by: 
Executive Director, Finance & Operations Executive Director, Facilities & Operations

Date _____ Date 5-13-10

Comments:

May 3, 2010

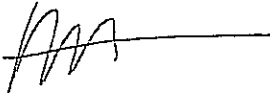
Mr. Hal Beumel, Director of Construction
Facilities and Planning
Everett Public Schools
3715 Oakes Avenue, Everett, WA 98201

RE: James Monroe Elementary School / Constructability Review
2009-043

Dear Mr. Beumel:

We are in receipt of the Constructability Review Report and annotated drawings completed by *Vanir Construction Management Inc.*, dated April 30, 2010 for James Monroe Elementary School. Upon our initial review it appears that the majority of the comments and observations are reasonable and will be incorporated into our bid set. We will make every effort to evaluate each individual comment relative to the building design and the District's Design Standards.

Sincerely, ~



Kelli Smith, AIA, LEED AP
Principal

CC: Darcy Walker
File

James Monroe Elementary School

Everett School District #2

Overview

Experience has shown that the ability to reduce project costs is much greater early in the life of a project. Much of this opportunity is past once the contract is out for bid. Thus, efforts such as a constructability review during the construction document phase are key to a successful project. Our review of the documents and site conditions are designed to reduce errors, ambiguities, omissions, and conflicts prior to bid. We approach the constructability review as a structured review of the plans and specifications with a tailored process fine-tuned over 25-years of corporate experience. Our reviewers are full-time staff consisting of inspectors, contractors, engineers, architects, and construction managers whose only job is to review plans and specifications. We use checklists developed from our lessons learned (RFI's and PCO's) on previous projects so that these issues can be avoided on your project.

Each reviewer studies their section of the plans and specifications with the "eyes of the contractor." The reviewers compare the design documents and look for any missing information or details, conflicts between drawings and specifications, discrepancies between sheets of drawings, and lack of clarity in design intent. Every finding is noted on the drawings and specifications and entered into our constructability review online program, which can be viewed in real time by the entire project team through the Internet. The architect can respond to comments and make changes as the report is being generated avoiding lag time.

This Constructability Review is based on the following documents:

Drawing Status: DSA Set

Discipline	Sheet Numbers			Drawing Date
General	G01	through	G05	04/01/10
Site Development	SD0.0	through	SD2.2	04/01/10
Civil	C1.0	through	C7.2	04/01/10
Landscape	L1.0	through	L3.0	04/01/10
Structural	S0.1	through	S5.14	03/30/10
Architectural	A0.2	through	A8.1	04/01/10
Kitchen	K1	through	K6	04/01/10
Mechanical	M0.1	through	M10.6	04/01/10
Electrical	E0.1	through	E10.4	04/01/10

ESD #2 - James Monroe Elementary School

Constructability Review

Everett School District #2

Contacts

Client / Owner

Everett Public Schools / Facilities Planning
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hbeumel@everettsd.org

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pcrocker@reidmiddleton.com

Civil Engineer

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Electrical Engineer

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brendoni@hargis.biz

Mechanical Engineer

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reid@hargis.biz

Acoustical Design

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Juliew@greenbusch.com

Land-Use Consultant

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425-258-9308
LBrent@shockeybrent.com

Landscape Architect

Hamsen & Associates, Inc.
16778 146th Street, SE, S#104 Monroe, WA 98272
360-794-7811
kevin@h-a1.com

Plans Received	4/5/2010
Specifications	4/5/2010
Soils Report	4/5/2010
Structural Calcs	NA
Project Started	4/6/2010
Project Completed	4/23/2010

VCM Plans Examiners

Aldo Lujan
Christy Sanders-Meena
Dan McNay
Darcy Walker
Dave King, AIA
Henry Rhelta, AIA
Jim Barger
Sam Wolfgram
Steve Colberg, AIAS
Stuart Buck, AIA
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Todd Greer

Traffic Consultant

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206-527-8410
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425-827-7701
kmerriman@aegeo.com

Food Service Consultant

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206-523-9690
dough@bundyassociates.com

Vanir is not responsible for providing, nor does Vanir control, the Project design or the contents of the design and construction documents. By performing the reviews described herein, Vanir is not acting in a manner so as to assume responsibility or liability, in whole or in part, for all or any part of the Project design and design and construction documents. Vanir's actions in reviewing the Project design and design and construction documents and in making recommendations as provided herein are advisory only to the Owner. The Architect is not a third party beneficiary of Vanir's work described herein and the Architect remains solely responsible for the contents of design drawings and design and construction documents. No warranty, either expressed or implied, is included or intended in this report.

Signature: 

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Docs	CID	Comment
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Division 00

00 00 00 1 There are no kitchen equipment specifications provided. Coordinate with the kitchen equipment drawings and provide specifications as necessary.

Division 01

01 01 50 1 Consider reviewing the references to lead-containing materials and asbestos containing materials in Section 01 01 50. At present, the construction documents are not clear if the District or the Contractor will be responsible for hazardous materials abatement and it is not clear how this section is to be interpreted.

01 03 00 1 Consider identifying each alternate in Part 2 - "Schedule of Alternates." At present, only one deductive alternate for lighting was found on Sheet E7.2.

01 27 00 1 Paragraph 3.1(1) refers to "Division 2 - Earthwork," which is at variance with the Project Manual that uses the 2004 MasterFormat with "Division 31 - Earthwork."

01 27 00 2 Paragraphs 3.1(2 and 3) - "Unit Price Number One - Authorized Trench Overexcavation" and "Unit Price Number Two - Authorized Trench Overexcavation Fill" do not appear to be project specific. Consider coordinating with the project soils report, which appears to be concerned with unit pricing for soil cement treatment and removal and re-compaction of existing fill rather than trench overexcavation.

01 33 00 1 The reference to "Divisions 2 through 16 Sections" in Paragraph 1.1(2.9) is at variance with the 2004 MasterFormat used in the Project Manual.

01 57 13 1 Revise "32 20 00 - "Earthmoving" referenced in Paragraph 1.02(A) to "31 20 00 - "Earthmoving."

01 78 10 1 The reference to "Divisions 2 through 16 Sections" in Paragraph 1.1(2.3) is at variance with the 2004 MasterFormat used in the Project Manual.

01 78 20 1 The reference to "Divisions 2 through 16 Sections" in Paragraph 1.1(2.4) is at variance with the 2004 MasterFormat used in the Project Manual.

01 82 00 1 Paragraph 2.1(7) contains bracketed information that needs to be edited to be project specific.

Division 02

02 41 13 1 1.2 Summary (Related Sections) - 07 54 00, 02 83 00 and 02 84 00 listed within are not included as part of the permit set of contract documents. References to these types of hazardous materials (thermoplastic membrane roofing, lead and PCB remediation) and the preferred methods for removal and disposal should be included within this documentation if they are anticipated to be encountered on this project. Verify all references within this division are properly referenced.

02 41 13 2 It appears the Master Format 2004 six digit system was not used for portions of the references within Division 2 as well as references to sections not included within the documents. Verify all section references are applicable and included in the contract documents.

02 41 13 3 There are many references to Division 2 sections that are not included within this set of documents (most are related to hazardous material disposal items). These references should be reviewed and included with these construction documents for clarity if needed.

02 41 16 1 Section 3.2 - 3 references Division 15 and 16 relating to disconnection, shutoff and capping off of utilities and mentions specifics related to the work progress. These sections are not part of the project manuals for this site and should be included for clarity. Section 1.5 Submittals contains general references to this work, but should provide a similar reference for coordination and proper documentation of the proposed plan for disconnection without interruption of services to existing structures to remain.

Docs	CID	Comment
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- 02 41 16 2 02 4116-3 (1.8 Coordination) speaks to the demolition and interference with other operations of existing buildings. There should be more detail in this section in regard to the electrical, plumbing and water configurations and the need to examine the impacts demolition may have upon the other buildings to remain until they are demolished. This information should be in place prior to any demolition or remediation efforts to protect the school district's interests. Some form of coordination language or greater details would be helpful for all parties involved.
- 02 41 16 3 1.7 Project Conditions - Note 4 speaks to the Owner salvaging items for their use, but there are no items listed. This note should be revised to detail the items, or ESD will remove all items prior to commencement of work by the contractor and be worded as such.

Division 03

- 03 45 00 1 Consider adding precast concrete cap to Paragraph 1.2 - "Description of Work" to coordinate with Keynote 3 - "Precast Concrete Cap" called out on the exterior building elevations.

Division 04

- 04 20 00 1 Section 07 90 05 - "Joint Sealants" referenced in Paragraph 1.01(G) is not included in the Project Manual.
- 04 20 00 2 Division 07 Section - "Fire Resistive Joint System" referenced in Paragraph 1.01(K) is not included in the Project Manual.
- 04 20 00 3 Block Types BL-1, BL-2, and BL-3 are not referenced on the architectural exterior building elevations, the architectural floor plans, or in the architectural wall types. Verify these block types are specific to the James Monroe ES project.
- 04 20 00 4 There are no Division 4 specifications provided for the "Masonry Veneer" and "CMU Veneer" shown in the wall types on Sheet A0.2.

Division 05

- 05 12 00 1 The specification sections referenced in Paragraph 1.02(B.1-3, 5-6, 9-11) are not included in the Project Manual.
- 05 21 00 1 The specification sections referenced in Paragraph 1.02(B) do not coordinate with the Project Manual Table of Contents. Same comment for Paragraph 1.04.
- 05 21 00 2 Indicate if the professional engineer referenced in Paragraph 1.04(B.1) is to be licensed in the State of Washington.
- 05 31 00 1 The specification sections referenced in Paragraph 1.02(B.1 to 4) do not coordinate with the Project Manual Table of Contents. Same comment for Paragraph 1.03.
- 05 51 10 1 Paragraph 1.1(1.1) indicates Section 05 51 10 specifies "Industrial type stairs with steel grating treads." The industrial stairs with steel grating treads may apply to the Generator/Dumpster area, but they do not appear to apply to the architectural steel stairs shown within the building.
- 05 51 10 2 Indicate if the shop drawings referenced in Paragraph 1.3 are to be stamped by an engineer licensed in the State of Washington.
- 05 72 10 1 The ornamental railings specified in Section 05 72 10 do not appear to be shown in the architectural plans and are not shown on the enlarged stair plans on Sheet A5.4.
- 05 72 10 2 Paragraph 2.1 indicates the basis of design is "Riveting Metal Bainbridge II." However, this appears to be a style of railing and the manufacturer may also need to be identified. An Internet search did not produce any results for "Riveting Metal Bainbridge II."

Division 06

Docs	CID	Comment
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- 06 10 00 1 The "Sheathing" referenced in Paragraph 1.02(A.4) and specified in Paragraph 2.04 is also specified in Section 06 16 00 - "Sheathing." It appears that sheathing may need to be removed from Section 06 10 00 and a reference added to Section 06 16 00 - "Sheathing" as a related section.
- 06 10 00 2 Section 06 10 00 does not specify the 3" T and G decking shown on the structural roof plans.
- 06 16 00 1 The plywood wall sheathing specified in Paragraph 2.02 needs to be coordinated with Section 09 25 30 - Gypsum Sheathing Board." It is not clear which exterior sheathing is required on the project.
- 06 16 00 2 The floor sheathing specified in Paragraph 2.04 does not appear to occur in the James Monroe ES project.
- 06 18 50 1 The "Structural Glued-Laminated Timbers" specified in Section 06 18 50 do not appear to be used in the James Monroe ES project. The "Parallel Strand Lumber" specified in Section 06 10 00 appears to more accurately describe the type of engineered wood shown in the structural plans.
- 06 20 00 1 Verify that the two paragraphs titled "Standing and Running Trim" (one in Section 06 2000, Paragraph 2.02 and the other in Section 06 4020, Paragraph 2.3) are not contradictory with each other. If so, delete the unnecessary reference or amend the information as required.

Division 07

- 07 19 00 1 The reference to "special warranty" mentioned in Paragraph 1.06 Warranty is not included in the specific paragraph or anywhere else in the Section. Incorporate this reference or delete it all together.
- 07 46 00 1 The fiber cement siding specified in Section 07 46 00 is not shown on the "Materials Legend" on the architectural exterior elevations and it is not clear this material is part of the James Monroe ES project.

Division 08

- 08 31 13 1 It is unclear if the reference to "Extra Access Doors, as mentioned in Paragraph 1.06, is requiring 5 more access doors over and above those already shown on the plans. Clarify and revise this paragraph if required.
- 08 51 13 1 Paragraph 2.02 - Materials, does not appear to include Keynote 21 - Insulated Panel, that is shown at various exterior storefront doors / windows on the Building Exterior Elevations.

Division 09

- 09 25 30 1 The Section Part designations (Part 1, Part 2, and Part 3) and the paragraph designations are AVW those typically indicated throughout the specification. Reformat to match the standard. (This applies to the entire specification).
- 09 25 30 2 GENERAL COMMENT FOR DIVISION 9: There is no specification section for PAINTING.
- 09 25 30 3 The gypsum sheathing board specified in Section 09 25 30 needs to be coordinated with Section 06 16 00 - "Sheathing," which species plywood wall sheathing. It is not clear which exterior sheathing is required on the project.
- 09 68 13 1 Verify if there are size requirements for the Collins & Aikman and Shaw carpet tile selections listed in Paragraphs 2.01(A.3&A.4). Reference Paragraph 2.01(A.1).

Division 10

- 10 26 00 1 Part 2 - Products, does not appear to include Keynote 66 - Stainless Steel Cornerguards, that are keyed at Kitchen 137 on Sheet A6.7.
- 10 28 00 1 Paragraph 2.04 - Public-use Shower Room Accessories, includes / specifies a rod type shower curtain, which is AVW Sheel A5.2, that lists and calls out a Keynote 11 - Cable / Wire Track type curtain.

Division 11

Legend: AVW = At Variance With

NOTE: BREAKS IN THE CID NUMBERING INDICATE THAT COMMENT HAS BEEN DELETED

Docs	CID	Comment
11 66 23	1	Part 2 - Products, does not include Keynote 80 - Climbing Wall, that is shown at Gym 130 Interior Elevation B/B1 on Sheet A6.11.
<u>Division 12</u>		
12 21 13	1	Part 2 - Products, does not appear to include Keynote 89 - Motorized Vertical Blinds, that are shown at the clerestory windows at Cafeteria 131 on Sheet A6.9.
12 32 00	1	Revise the reference to "revel overlay" in Paragraph 2.02(A) to read, "reveal overlay."
<u>Division 24</u>		
24 05 13	1	Provide correct Master Format 2004 specification Section and Division in paragraphs 3.03 and 3.04 for mechanical HVAC Division 23 and controls section reference of 23 09 00.
24 05 33	1	Include specification for the cable tray shown on systems floor plans if applicable.
<u>Division 26</u>		
26 09 23	1	The lighting control products listed in paragraphs 2.01, 2.02 and 2.03 for relay panels and connection to EMS system are not shown on the electrical plans for their location or by schedule. Ensure that information between electrical and mechanical control plans and specification provide complete information for the integration between trades.
26 09 23	2	Paragraph 2.05 states photocells are provided by Division 23 however the provision for the photocell cannot be found within the controls section 23 09 00 or mechanical plans.
26 24 10	1	Include the provision for the CT's and metering equipment to be supplied by mechanical controls section 23 09 00 in paragraph 2.02 within switchboard section as shown on one line diagram E9.1.
26 27 26	1	Identify the voltage for the fluorescent dimmer switches in paragraph 2.03.
26 55 61	1	The stage lighting system fixtures specified are not shown on lighting plan E2.1D and are at variance with the fixture types T1/T2 scheduled on E0.3.
<u>Division 27</u>		
27 10 00	1	Paragraph 2.03 C provides specification for the ladder rack to be installed in the MDF room but does not specify the cable tray shown on systems floor plans.
27 10 00	2	Edit the paragraphs 2.04 and 2.06 to indicate the type of cabling to be used on this project for open cable support system designed on plans.
27 10 00	3	Clarify if the flexible duct described in paragraph 2.08 is to be used on this project as it is not currently identified on plans and provide complete part number in sub-paragraph 1.a.
27 10 00	4	Paragraph 3.03 A describes cable installation for a "workstation outlet" which appears to be at variance with the installation depicted on the systems plans for telecommunication devices. Workstations are not identified on systems floor plans, device details or in the symbol descriptions.
27 50 00	1	Provide a one line diagram in the electrical plans to represent the overall system as specified.
27 50 00	2	There appears to be a conflict within the specification in regards to the Windows based programs. Paragraph 1.02 C indicates the intercom system shall have configurations entered into a PC running Windows 2000 while paragraph 2.06 A indicates use of a Windows 95/98 based program for the clocks.
27 50 00	3	Indicate that the cable identified in the paragraph 3.01 is plenum rated for the installation depicted on systems plans of exposed wiring in accessible ceilings.

Docs	CID	Comment
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- 27 51 00 1 Specification does not state that the CATV system is to be designed by the bidder and indicates CATV outlets shall be provided at locations shown on plans; however, no CATV outlets are shown on systems plans.
- 27 51 00 2 Provide a one line diagram in the electrical plans to represent the overall system as specified.
- 27 51 00 3 Indicate that the cable identified in the paragraph 2.08 is plenum rated for the installation depicted on systems plans of exposed wiring in accessible ceilings.

Division 28

- 28 31 11 1 Include in paragraph 1.04 C smoke detection coverage for elevator lobbies as noted to be required in detail 1/E8.1 for elevator control.
- 28 31 11 2 Identify if the raceway for the fire alarm system is to be painted or identified by some other means to isolate its standalone use for the fire alarm system in paragraph 3.04.

Division 31

- 31 00 00 1 It appears the Master Format 2004 six digit system was not used for portions of the references within Division 31, 32 and 33. These areas should be updated with the current system as needed for clarity for all references.
- 31 00 00 2 3.1 Temporary Erosion and Sedimentation Control - This section should reference the SWPPP for this project.
- 31 00 00 3 Related section references contained in divisions 31 and 32 should be reviewed and updated as needed for clarity.
- 31 10 00 1 3.2 Temporary Erosion and Sedimentation Control - This section should reference the SWPPP for this project.
- 31 20 00 1 3.03 Construction (D) control of water should include a reference to SWPPP requirements and compliance due to the nature of the comments included in this note for clarity.

Division 32

- 32 16 11 1 There are no specifications provided for the "Stamped, Integral Color Concrete" and the "Brick Pattern" and "Radial Pattern" identified in Sheet Note 5 on Site Plan SD1.1.
- 32 30 00 1 Paragraph 1.2(2) refers to "Division 2 Section Earthwork" and "Division 2 Section Paving," which is at variance with the Project Manual that includes these sections in Division 31 and 32.
- 32 92 16 1 1.03 Related Work (in other sections) makes references to sections that are incorrect. Revise as needed.

Division 33

- 33 40 00 1 Paragraph 2.02 - "Storm Drain Pipe" does not specify the HDPE N-12 storm drain pipe identified in Storm Pipe/Structure Note 1 on Utility Plan C3.0.

Docs	CID	Comment
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GENERAL

G03 1 Are fire resistance ratings required for any portion of the structural frame?

SITE DEVELOPMENT

SD0.0 1 Phasing Plan 2 appears to be incorrectly labeled as "Phase III Site Plan" and Phasing Plan 3 appears to be incorrectly labeled as "Phase II Site Plan."

SD0.0 2 Consider reviewing the notes in the Phase 1 site plan that state "Remove (E) Portables" and "Locate (N) Portables on Hill." This scope of work may be performed by the District per discussions with the Darcy Walker. The notes as written appear to indicate this is Contractor scope of work.

SD0.0 3 Consider indicating the crosshatch pattern used to depict several of the portables in the northwest corner of the Phase 1 site plan is intended to identify the (E) portables.

SD0.0 4 Consider reviewing Phasing Plan 2 to discuss the new sanitary sewer line scope of work. It appears that the phasing notes for Phasing Plan 2 should indicate that the (N) sanitary sewer line is to be installed after demolition of Buildings 200, 600, 400, and the Covered Play Area in order to allow the demolition of the (E) sewer line that is in the footprint of the proposed building.

SD0.1 1 The Demolition Site Plan does not include the (N) and (E) portables in the northwest corner of the site, which is at variance with Phasing Plan SD0.0.

SD0.1 2 There are no general notes or keynotes included on the Demolition Site Plan and it appears to be incomplete. This plan may be an appropriate place to show the (E) utilities serving the (E) buildings. At present, it does not appear possible to determine from the plans how demolishing the utilities serving Buildings 200, 400, and 600 will affect the operation of the remaining buildings.

SD1.1 1 The plan does not indicate the new portables being located along the northern property line.

SD1.1 2 Sheet Notes: Several of the notes in this section (7, 14, 15, 19, 20, 26, 27, 28, 29, and 31) contain blank specification or incomplete references. Correct and verify, as needed.

SD1.1 3 Sheet Notes: Note 38 references a fenced gas enclosure. A detail reference should be provided for clarity.

SD1.1 4 The Kindergarten Play Area at the west side of the building near the main entrance does not appear to be detailed in the architectural, civil, or landscape plans. This area is elevated and keynoted on Exterior Elevation Sheet A3.2, but the plans do not provide details.

SD1.1 5 The "Exterior IDF Cabinet" and "Concrete Pad See Electrical" shown at the north side of the Portables #2 and #3 at the north side of the proposed building are not shown on Electrical Site Plan E1.0.

SD1.1 6 Portables #2 and #3 at the north side of the proposed building are in the path of the proposed low voltage conduit shown on Electrical Site Plan E1.0.

SD1.1 7 The scope of work for the "New Pole by Others" shown at the north and west sides of Portables #2 and #3 at the north side of the proposed building is not described on Site Electrical Plan E1.0 and it is not clear how this scope of work by others affects the contract scope of work.

Docs	CID	Comment
SD1.1	8	Sheet Note 40 - "Relocated Irrigation Controller..." referenced off the west side of the north portion of the proposed building does not appear to coordinate with Irrigation Plan L3.0, which shows a relocated controller at the east side of the proposed building. It is not clear if Keynote 40 is referring to a temporary location to accommodate the phased demolition of the campus or a final location. The landscape plans do not appear to support either scenario.
SD1.1	9	The "Existing Asphalt Path" shown in the northwest portion of the site does not extend to the "Asphalt Path By Others" located at the south side of Portables #2 and #3, which is at variance with the (E) asphalt path shown on Site Paving Plan C7.0.
SD1.1	10	Sheet Note 3 - "New Concrete Sidewalk" refers to Detail C6/SD2.0 for the typical site concrete paving section. Consider coordinating with Site Paving Plan C7.0, which indicates that site concrete paving is per Detail 4/C7.1. Although the details are similar, it appears that one detail in one discipline would be preferable.
SD1.1	11	Sheet Note 6 - "Reinforced Grass Fire Access Lane" refers to the landscape plans, which is at variance with the landscape plans that refer to civil. Reinforced turf details are found in Detail 6/C7.1.
SD1.1	12	The new fence scope of work identified in Sheet Notes 19 and 20 is not detailed in the SD - series plans.
SD1.1	13	The scope of work for the painted curb for fire lane delineation in Sheet Note 26 is incomplete.
SD1.1	14	There is no new fire hydrant shown near the reinforced grass fire access lane located off the northeast corner of the west parking area, which is at variance with Site Water Plan C4.0.
SD1.1	15	Consider reviewing the note "Infrastructure for Future Reader Board" referenced at the northwest corner of the west parking area. This proposed "Infrastructure" is not shown on Electrical Site Plan E1.0 or elsewhere in the plans.
SD1.1	16	Complete the incomplete detail reference for wheel stops in Sheet Note 7.
SD1.1	17	There appear to be errant callouts for Sheet Notes 19, 14, 13, 9, and 6 at the parking stalls throughout the parking area at the west side of the site.
SD1.1	18	Sheet Note 9 - "Rain Garden" called out at the traffic island located at the south side of the stamped concrete at the west side of the building is at variance with Site Storm Drainage Plan C3.0, which does not show a Rain Garden in this area.
SD1.1	19	Complete the incomplete detail reference for the new monument sign in Sheet Note 31.
SD1.1	20	Complete the incomplete detail reference for bike racks in Sheet Note 15. In addition, the Specifications do not appear to include a section for bike racks.
SD1.1	21	Sheet Note 38 - Gas Meter" called out at 110th Street west of the south parking area is at variance with Site Utility Coordination Plan C6.0, which shows the gas line located east of the south parking area.
SD1.1	22	Consider reviewing Sheet Note 12 - "Relocated Monument Sign" called out near the southwest corner of the proposed building. The existing location of the monument sign is not shown on Demolition Site Plan SD0.1 and details are not provided for resetting the sign.
SD1.1	23	Consider reviewing Sheet Note 13 - "One New and One Relocated Time Capsule. Refer To Specifications" called out near the southwest corner of the proposed building. The specifications for the time capsules could not be found in the Project Manual.

Docs	CID	Comment
SD1.1	24	Consider indicating that the (N) AC paving identified by Sheet Note 4 in the fire access lane at the east side of the Covered Play Area is not restricted to the fire lane, but covers the entire play area. It appears that civil provides a "Heavy Asphalt Pavement" section for this entire area.
SD1.1	25	It appears that Sheet Note 3 - (N) Concrete Sidewalk" referenced at the northeast corner of the proposed building is redundant to Sheet Note 5A - "Stamped Integral Colored Concrete" referenced at the same area.
SD1.1	26	Sheet Note 40 - "Relocated Irrigation Controller" appears to be incorrectly referenced in the center of the Soft Play Area located off the northeast corner of the proposed building. Irrigation Plan L3.0 does not show a controller in this location.
SD1.1	27	Consider reviewing the two colored, circular, stamped concrete areas located at the north side of the south portion of the proposed building. The western area is identified as the "Outdoor Learning Center" in the landscape plans and is detailed on Sheet L1.2. However, the circular area to the east is not detailed in the landscape plans. Also, there are no typical details for the circular stamped pattern or the brick pattern show elsewhere. In addition Section 32 16 11 - "Concrete Sidewalk, Curbs, and Gutters" does not specify colored concrete or stamped concrete.
SD2.0	1	Detail D4 references structural for concrete wall details, which is at variance with the structural plans that do not detail the site ramps, walls, and stairs.
SD2.0	2	Flagpole Detail E6 refers to "Relocated Aluminum Flagpole, See Specs," which is at variance with Section 10 75 00 - "Flagpoles" that specifies new flagpoles.
SD2.0	3	Pivot Post/Gate Detail E2 refers to the structural drawings for structural notes and footing schedule, which is at variance with the structural plan that does not provide this information.
SD2.0	4	The reference to the civil drawings in Sheet Note 22 - "Pad Mounted Transformer" is at variance with the civil drawings, which do not detail pad mounted transformer scope of work.
SD2.0	5	Consider reviewing Detail A6 -"Base for Light Pole Detail " and coordinating with Detail 3/E8.1 - "Concrete Pole Base." There is conflicting information in the details. It appears that one detail should be provided in either electrical or in the site plans with appropriate references.
SD2.2	1	The site walls shown in Stair Section C2 are not detailed in the civil or structural plans. In addition, the grading plans do not appear to provide top of wall elevations.

CIVIL

C1.0	1	There are no references to the SWPPP for this project within the EC notes. This information is critical to the requirements for this project and needs to be identified as such.
C1.0	2	Temporary berm is shown for pump line @ south entrance on 110th St. SE and will likely be the primary contractor entrance to the site. Since this area will be demolished and repaved, consider elimination of the berm for maintenance reasons and place the line below grade through that section.
C1.1	1	Double construction entrances shown to be installed on this sheet. Consider a washdown point since this area is paved and will be a point for truck traffic during demo and construction. Area will likely remain paved for quite a while and may be a great location for a washdown area instead.
C2.0	1	Identify known limits of undocumented fill per the geotechnical report on this sheet. This information could be critical to material staging, construction progress and will likely be requested.

Docs	CID	Comment
C2.0A	1	The play structure area shown should be noted not to be disturbed until the actual work for that area takes place. It was understood from ESD that this structure would remain in use as long as possible.
C2.0B	1	Low point shown at the top center of this page should also have flow direction arrows. The assumed point is the CB to the west, but this should be clarified to avoid any issues.
C2.0B	2	Consider adding rim elevations to structures on this sheet. This information would be very helpful during construction for identification and verification.
C2.0B	3	Consider adding all symbols used on this sheet to the legend such as UD, RD, SD, and other shapes for clarity.
C3.0	1	General comment: Are backflow preventers needed on the foundation drains as shown? Verify and correct as needed.
C3.0	2	ESD indicated the underground detention/dispersal system could be changing to a Filterra system or similar? (information would need to be provided for verification)
C3.8	1	Will the bio retention facility require planting? Some form of stabilization may be necessary to comply with erosion control requirements and should be noted.
C4.0	1	Consider addition of a note for the existing irrigation control currently located on the gymnasium to be demolished. This system is required to be fully functional during construction and special consideration must be taken for this.
C4.0	2	The 10x10x6 Tee at the intersection of the 10" and 8" water lines directly downstream of the Wet Tap in 110th Street does not appear to coordinate with the 8" line that tees off of the 10" line.
C4.0	3	Consider reviewing the location of the 3" Water Vault Assembly located at the northeast corner of the south portion of the proposed building. The location of this vault may need to be verified by structural to determine that it does not encroach into the bearing zone of the adjacent footings.
C4.0	4	Consider reviewing the location of the 3" Water Vault Assembly located at the northeast corner of the south portion of the proposed building to verify the exposed at grade portion of this vault does not impact the play area that occurs in this area.
C4.0	5	Consider reviewing the Tee that transitions the site line to service the 3" Water Vault Assembly located at the northeast corner of the south portion of the proposed building. The Tee is identified as 10x10x6, which does not appear consistent with the 4" DI line between the vault and the Tee.
C4.0	6	Consider reviewing the location of the DCDA located near the northeast corner of the south portion of the proposed building. It appears that the location of the DCDA needs to be coordinated with the CMU wall that serves as support for the covered play area that occurs in the same location.
C4.0	7	Consider reviewing the location of the DCDA located near the northeast corner of the south portion of the proposed building. It appears that the location of the DCDA needs to be discussed with the District to determine if the DCDA would be a hazard to children running and playing in this area.
C4.0	8	The 10x10x6 Tee located directly west of Hydrant #1 does not appear consistent with the 10" line between the Tee and the hydrant.
C4.0	9	The notes "4x8 Reducer at POC To Building" and "50 LF 3" DI R.J" called out at the middle line of the three water lines serving the northeast corner of the south portion of the proposed building do not appear consistent.

Docs	CID	Comment
C4.0	10	Identify the size of the Tees that serve Hydrants 2 and 3.
C4.0	11	There is a new 2" PVC water line to the new Portable Restroom and a new irrigation mainline serving the east side of the site shown at the north side of the site. Consider indicating what is to be done with the existing irrigation mainline that is being replaced.
C4.0	12	Consider placing a note to "See Landscape Irrigation Plans" for the connection of the new 2" irrigation main to the existing irrigation main at the existing ball fields in the northeast corner of the site.
C4.0	13	Consider placing a note to "See Landscape Irrigation Plans" for the connection of the new 2" irrigation mainline to the existing irrigation mainline located at the east side of the north portion of the proposed building.
C4.0	14	The Site Water Plan includes the note "Existing Onsite Hydrants To Remain In Service During Early Construction." The intent of this note is clear. However, there is no scope of work shown for the existing site fire line and it appears that existing onsite hydrants will not only remain operational during early construction but also be operational and possibly redundant to the new hydrants when the new system is complete and operational.
C4.1	1	Consider including notes for all vault penetrations for grouting (both inside and out) of structure as per detail D-4 for clarity.
C4.1	2	The "City of Lynnwood" referenced in Note 4 in Detail 4 does not appear to be project specific.
C4.1	3	The sump drain identified by the note for Part Number 12 in Detail 4 is not connected to the storm drain system as indicated in the note.
C5.0	1	Consider adding a requirement for non-destructive testing (i.e. dye tests) to determine existing system connection layout for existing buildings prior to elimination to avoid any conflicts or issues.
C5.0	2	Identify the pipe size, pipe length, and percent slope for the sections of sewer line located between C013 and C07.
C5.0	3	The symbol for the sanitary sewer line existing connection line at C09 appears to be missing.
C5.0	4	The 206 feet of sewer line in the note "206LF 6" at 2.0%" called out between C07 and C05 does not appear to coordinate with the scaled length of the line.
C5.0	5	The sanitary sewer manhole and backwater valve listed under the Proposed Legend are not referenced on the site sewer plan.
C5.0	6	General Comment: The existing water, sewer, storm drain, and gas lines are not clearly shown on the civil utility plans and it is difficult to determine how the demolition of the first set of existing buildings will affect the utilities serving the buildings that are to remain during construction of the new building. It appears that a site utility plan is required that clearly shows the location of existing utilities in order to determine how the demolition of the first set of buildings and the overexcavation for the new building impacts the utilities to remain.
C6.0	1	There appears to be a drawing error showing a cross connection of the footing drain to the sanitary sewer at the SW corner of the proposed new building. Verify and correct as needed.
C6.0	2	Note 6 - This note states to install sewer under the waterline in this location, but there is a cleanout shown in this same area that appears to be in the exact same location and makes that impossible to construct. Verify and correct as needed.

Docs	CID	Comment
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C7.0 1 ADA ramp references should be shown on the south end of the site on 110 Street SE for clarity.

LANDSCAPE

L1.0 1 Existing landscape controller attached to gymnasium should be shown for reference on this sheet. Demolition will require relocation of this controller.

L1.1 1 Detail 3 - geotextile fabric shown to be installed. Specify type or reference for clarity.

STRUCTURAL

S0.1 1 Detail D2/S5.5 referenced for typical steel framing symbols under "Steel Symbols" is a pilaster detail and appears to be an incorrect reference.

S0.2 1 The reference to the 2006 IBC "...as amended by the City of Everett" under "Codes" appears to be at variance with Code Information Sheet G03, which identifies the "2006 IBC with Washington States Amendments."

S0.2 2 The "Geotechnical" notes reference a soils report dated September 1, 2009. However, the soils report submitted by the District for the constructability review was dated October 5, 2009 and is identified by the geotechnical engineer as "...a revised version of our earlier report dated September 1, 2009."

S0.2 3 Consider indicating in the "Architectural" notes listed just above the "Concrete" section that all major dimensions are determined by architectural and can be found in the architectural plans.

S2.1A 1 Consider adding an additional note under the "Notes" that the footing marks are defined in Footing Schedule D6/S4.2. Typical for all foundation and first floor plans.

S2.1A 2 Consider reviewing the wall assembly at Gridline M described as "1'-10" Concrete Wall (1'-2" Concrete Wall Above W/8" CMU Wall Aligned W/CMU Wall Above)." This description appears misleading when compared to corresponding Wall Section A6/S4.1. For example, there is no "1'-10" Concrete Wall." The wall is a combination of a 1'-2" concrete wall adjacent to an 8" CMU wall. In addition, the "(1'-2" Concrete Wall Above...)" referenced in the note appears to be at variance with Section A6 where the 1'-2" concrete wall rises from the footing to the second floor elevation. There is no (...Concrete Wall Above...)." Also, the "(...8" CMU Wall Aligned W/CMU Wall Above)" appears to be at variance with Section A6 where the 8" CMU wall originates at the footing and continues through the second floor level. The reference to "(...Aligned W/CMU Wall Above)" does not appear to correspond to what is shown.

S2.1A 3 Sections B3/S4.1 and B5/S4.1 referenced south of Gridline O and west of Gridline A3 are identified as "SIM." However, it appears the C.I.P. walls in this area may require sections specific to the conditions at this exterior landing/stair/walk. For example, in reviewing the architectural plans, it is not clear that a brick ledge is required in this area. Also, there are two C.I.P. walls required rather than the single C.I.P. wall shown in the sections. In addition, the C.I.P. wall at Gridline A3 ranges from a +/- 13'-0" wall at the south to a stem wall condition at the north where the wall appears to serve as a curb to a concrete walk.

S2.1A 4 The footings between Gridline O and Gridline M do not appear to step down from the higher grade at the north end of the building to the lower grade that establishes the main FF elevation of the building south of Gridline M.

S2.1A 5 Consider providing top of footing elevations for the footings for the C.I.P. walls located north of Gridline M.

S2.1A 6 The typical S.O.G. note does not identify a layer of crushed rock below the S.O.G., which appears to be at variance with the project soils report that recommends a 4" capillary break below all S.O.G.'s in Section 12 - "Floor Support."

Docs	CID	Comment
S2.1A	7	The typical S.O.G. note does not identify a plastic vapor retarder and layer of sand, which appears to be at variance with Paragraph 2.06 in Section 03 30 00 - "Cast-In-Place Concrete."
S2.1A	8	The WWF reinforcing identified in the typical S.O.G. note does not appear to coordinate with the bar reinforcing shown in the typical S.O.G. details on Sheet S5.2.
S2.1A	9	The length of the FD Footings south of Gridline L along Gridlines A1 and A8 scale to approximately 6'-0", which appears to be at variance with Footing Schedule D6/S4.2 that indicates an FD Footing is to be 10'-0" in length.
S2.1A	10	Consider indicating that the CMU walls located in the general vicinity of the stair are to be 8" CMU. It appears these walls need to be differentiated from the 6" CMU walls to the south.
S2.1A	11	It appears that the convention of the structural plans is to defer all dimensioning to architectural. However, Floor Plan A2.1A does not dimensionally locate the W-10 columns for BF-1 at Gridlines L and K.
S2.1B	1	Footing F15.0 shown near Gridline I west of Gridline A1 is not included on Footing Schedule D6/S4.2.
S2.1B	2	The 16" x 16" pilasters shown at the end of the CMU walls at the east side of Corridor 100 are not detailed on Typical Details Sheet S5.5. The typical details include a 16" x 16" pilaster within a CMU wall, but the end of wall condition is not detailed.
S2.1B	3	The note for the brace frame footing at BF-2 incorrectly references Detail A2/S4.1. It appears the correct reference is Detail D6/S4.1.
S2.1B	4	There are no sections provided that detail the footings for the 1'-0" wide concrete wall located at Gridline F.
S2.1B	5	The note at the elevator pit states "... (Provide 12" T Conc. Wall Under 12" CMU Wall.)" The 12" thick concrete wall is shown in Elevator Pit Detail A6/S5.1. However, there are no CMU walls shown above the elevator pit walls in the structural or architectural plans and it is not clear what "... Under 12" CMU Wall" is referencing.
S2.1C	1	Detail D3/S4.2 referenced as a typical thickened slab detail in the note called out in the northwest portion of the plan is a non-existent detail and appears to be an incorrect reference.
S2.1C	2	The footing mark callouts are incomplete at the two footings for the stair located in the northeast portion of the plan.
S2.1C	3	There are no hold down symbols shown at the shear walls, which appears to be at variance with Shear Wall Note 13 in Metal Framing Shear Wall Notes A2/S5.13 that states "Shear walls shall be ... provided with hold downs at each end of the wall segment U.O.N." Although the note does say "U.O.N.," there is a symbol for hold downs on included S0.1.
S2.1C	4	The thickness of the HSS 4x4 at the center of the plan is not identified.
S2.1D	1	There are no sections provided that detail the footings for the 1'-0" wide concrete wall located at Gridline F.
S2.1D	2	The size of the columns for BF-12 and BF-13 at Gridline A9 do not appear to be identified in the brace frame elevations, the foundation plan, or on Braced Connection Schedule B3/S5.12.
S2.1D	3	Indicate if Footing Detail D6/S4.1 applies to the 5'-0" X 48" deep footing for BF-14 and BF-15 at Gridline 4. This detail is referenced as typical at BF-2, but the footing at BF-2 is 4'-0" X 48."

Docs	CID	Comment
S2.1D	4	The columns for BF-16 are not identified on the foundation plan, brace frame elevations, or on Braced Connection Schedule B3/S5.12.
S2.1D	5	The columns for BF-19 are not identified on the foundation plan, brace frame elevations, or on Braced Connection Schedule B3/S5.12.
S2.1D	6	The columns for BF-20 are not identified on the foundation plan, brace frame elevations, or on Braced Connection Schedule B3/S5.12.
S2.1D	7	The columns for BF-27 are not identified on the foundation plan, brace frame elevations, or on Braced Connection Schedule B3/S5.12.
S2.1D	8	Consider referencing a detail showing how a PSL column is to be connected to an F4.0 footing for the array of PSL columns shown at the north wall of the Library.
S2.1D	9	Indicate if the S.O.G. is to be poured directly against the portion of the PSL column at the north wall of the Library that occurs between to the top of footing and the top of slab.
S2.1D	10	Consider detailing how the 4'-0" x 1'-5" deep concrete footing at the north side of the Library is to interface with the brace frame footings at the east and west.
S2.1D	11	The 10"x10" PSL column located near Gridlines 4/I at the north side of the Library is at variance with Keynote 9 - "Exterior Steel Column" on Floor Plan A2.1D.
S2.1D	12	Detail A6B-S4.7 is referenced where the HSS column occurs directly against the face of the CMU wall at the west end of the north wall of the Gym. However, A6B is an end of wall condition and does not appear to apply.
S2.1D	13	Consider providing a note that identifies the size of the columns shown in the portion of the building located north of the north wall of the gym.
S2.1D	14	Consider detailing the condition where the angled CMU wall footing at Gridline F/11 intersects the perimeter building footing.
S2.1D	15	Consider providing a section thru the footing for BF-20 and BF-22 at Gridline 6.
S2.1D	16	The ramp at the north side of the Stage does not appear to be detailed in the architectural or structural plans. Consider coordinating for appropriate details.
S2.1D	17	Consider reviewing Section A2/S4.2 called out at the 5'-0" x 2'-6" footing for the 1'-0" CMU wall near Gridline F/11 to determine if it should be identified as "SIM." Section A2 shows a 4'-6" x 2'-6" footing for a 16" CMU wall.
S2.1D	18	There is no depressed slab in the vicinity of Gridlines 4/D for the Cooler and Freezer, which is at variance with the depressed area shown in the foundation details on Sheet A7.0.
S2.1D	19	The columns at the F4.0 footings at Gridline 8 south of Gridline G are not identified and there does not appear to be a typical note that identifies the size.
S2.2A	1	Consider providing a detail that shows how the HSS columns in the area north of Gridline M are attached to the S.O.G. and/or concrete retaining wall below.
S2.2A	2	Elevation A6/S4.5 referenced at the CMU wall located north of Gridline N is not included on Sheet S4.5.

Docs	CID	Comment
S2.2A	3	Consider detailing the transition from the S.O.G to the second floor composite steel deck and 3" concrete fill in the vicinity of the center of Gridline M.
S2.2A	4	Consider reviewing the 1/2" depressed slab area in the vicinity of the center of Gridline M. Finish Plan A2.6A shows sheet vinyl being installed in this area, which may not require a depressed slab. Is it possible that a slope to drain should be noted rather than a depressed slab?
S2.2A	5	Note 3 states "Provide a HSS 5x5 below W16 for folding partition support. See A5/S4.6." First, the framing plan shows a W14 rather than a W16. Second, Partiton Support Detail A5 shows a WT section being added to a HSS beam, which is at variance Note 3 that calls for a HSS section to be added to a W-beam.
S2.2A	6	The approximately 12'-0" openings required in the CMU wall at Gridline L for the combination window/door assemblies in the north wall of the East/West Breakout areas exceeds the clear spans on Lintel Schedule B6/S5.3.
S2.2A	7	Connection details do not appear to be provided for the LH joists at CMU walls and WF-beams.
S2.2A	8	Detail B2/S4.5 referenced west of Gridline A6 and south of Gridline L at a WF-beam to CMU pilaster is a PSL post to steel beam connection detail and appears to be an incorrect reference.
S2.2A	9	Consider reviewing the HSS 9x5, which is "Typical at Exterior, U.O.N." Detail A6/S4.3 shows the HSS 9x5 at the underside of the metal deck. This would be that case for exterior beams that run parallel to the LH joists. However, the exterior beams that are perpendicular to the LH joists will have to be lowered to accommodate the 5-1/2" deep top chord bearing plate and the 6" concrete deck assembly. Should this be noted on the plans?
S2.2B	1	Note 4 referenced at the steel framing at Gridline A2 is not included under the "Notes."
S2.2B	2	The connection type marks (corresponding to Plate Connection Schedule G) for WF-beams to CMU walls appear to be incomplete.
S2.2B	3	The 1/2" depression for the toilet areas does not appear sufficient for the mortar bed tile installation specified in Section 09 30 00 - "Tile."
S2.2C	1	The note at the canopy states "Steel Canopy, See S4.13 for Connections." However, the details on S4.13 are not referenced on the canopy plans and it is not possible to tie the S4.13 details to specific locations on the canopy plan. In addition, the canopy framing plan appears to be incomplete.
S2.2C	2	There is no beam identified at the west side of the Lobby or Atrium area, which appears to be required to support the curtain wall window shown above the Lobby doors on Elevation B1/A3.2.
S2.2D	1	Identify the location and number of the HSS parapet support posts required at the parapet in the vicinity of Gridlines 1/A8.
S2.2D	2	Consider detailing the connection of the 7x28 PSL girder to the CMU wall for the PSL girder at Gridline F.
S2.2D	3	Consider detailing the connection of the 7x18 PSL roof framing to the 7x28 PSL girder and to the CMU walls for the roof framing that occurs south of Gridline F and west of Gridline 6.
S2.2D	4	Detail the connection of the 18K roof joists to the beam at Gridline G west of Gridline 11. Same comment for the line of HSS 8x8's to the south.
S2.2D	5	Indicate if HSS support posts are required to brace the parapet framing at Gridline C between Gridlines 3 and 5.

Docs	CID	Comment
S2.3A	1	The beam to masonry wall connection type callouts appear to be incomplete on the framing plan.
S2.3A	2	Elevation A6/S4.5 called out at the south side of the CMU wall near Gridline N is not included on Sheet S4.5.
S2.3A	3	There appears to be a shearwall identified as "SW-2" at the framed Mechanical Penthouse walls located between Gridlines M and L. However, this shearwall is not specifically identified in Metal Framing Shearwall Notes A2/S5.13.
S2.3A	4	Verify the metal deck and concrete fill for the Mechanical Penthouse floor can span +16'-0" without any intermediate support framing.
S2.3B	1	Identify the beam located at the west side of the west column of the brace frame identified by the callout A6/S3.1.
S2.3B	2	Shearwall types SW-1 and SW-2 and holddown HD-1 referenced at the Penthouse wall framing are not specifically identified or detailed in the shearwall notes on Sheet S5.13 or in the structural general notes.
S2.3B	3	Consider detailing how HD-1 is to attach to structure and metal stud framing.
S2.3B	4	Complete the plate connection types for the W16x31 beams at the west side of the Penthouse.
S2.3B	5	Complete the plate connection types for the beams at the elevator shaft.
S2.3C	1	Consider detailing the transition of the PSL beam to the W-beam at the northern end of the main valley beam. In addition, consider detailing the connection of these two beams to the column.
S2.3C	2	Consider detailing the connection of a PSL rafter beam to the main valley beam.
S2.3C	3	Consider detailing the connection of the main valley PSL to a typical column.
S2.3C	4	Consider coordinating the note "2x12 Structural Fascia Board Typical This Edge" with Details D1, D2, and D4/A7.4, which show a 3x12 fascia board at all roof edges.
S2.3D	1	There are no openings shown in the concrete deck for an access ladder and mechanical ducts at the Mechanical Mezzanine located south of Gridline D and east of Gridline 7.
S2.3D	2	The beam between the brace frames at the Library roof at Gridline 4 is not sized on the framing plan or in the brace frame elevation.
S2.3D	3	Indicate if HSS support posts are required at the south side of the Stage roof to brace the parapet framing shown in Detail B3/A7.2.
S2.3D	4	The roof decking does not appear to be identified for the Stage roof and Cafeteria roof.
S2.3D	5	The roof decking does not appear to be identified for the Library roof.
S2.3D	6	Indicate if HSS support posts are required at the south side of the Cafeteria roof to brace the parapet framing.
S2.3D	7	Consider reviewing the mechanical roof area south of Gridline D between Gridlines 6 and 8. Details A1/A7.4, A1/A7.5, and A2/A7.5 appear to show a HSS 20x4 at three sides of the mechanical roof. However, this does not appear to be shown on the framing plan.

Docs	CID	Comment
S2.3D	8	The roof deck for the mechanical roof area south of Gridline D between Gridlines 6 and 8 does not appear to be identified.
S2.3D	9	Roof edge Details B2/S4.9 and B3/S4.9 are referenced at the north side of the Play Area roof. Detail B2/S4.9 shows HSS outriggers supporting a HSS 8x2 that defines the edge of the roof deck. Detail B3/S4.9 shows the condition between the outriggers and shows the edge of the roof deck defined by a HSS 12x2, which does not appear consistent with Detail B2. In addition, it appears that a WT section may be required on top of the W27x13 beam to support the roof deck between HSS outriggers.
S2.3D	10	The HSS outriggers supporting the HSS 8x2 that defines the north and south edges of the Play Area roof deck do not appear to be sized on the framing plan or in the associated details.
S2.4A	1	Complete "C=XX " at the PSL beams shown on the roof plan.
S2.4A	2	Detail D5/S4.5 called out near Gridlines A7/N is a section through D6/S4.5 and it is not clear that D5 applies to where it is referenced.
S2.4A	3	Detail D5/S4.4 referenced at Gridline K is not included on Sheet S4.4.
S2.4C	1	Elevation B1/A3.1 shows windows below the roof line of the south side of the Area C high roof. However, the structural plans do not appear to provide structural framing to accommodate these windows.
S2.4C	2	The "Note" above the Key Plan states "See Architectural For PSL Beam Spacing." However, the beam spacing does not appear to be addressed in the architectural plans. Consider coordinating with architectural to determine the beam spacing is identified on an appropriate architectural plan.
S3. 1	1	Base plate / anchor bolt details could not be located in the typical details for the W10 columns shown in the brace frame elevations.
S3. 1	2	The width of BF-2 and the centerline dimensions of the W10 columns cannot be determined on Floor Plan A2.1B.
S3. 1	3	The weight of the W10 columns shown in the brace frames is not identified in the brace frame elevations, the foundation plans, or on Braced Connection Schedule B3/S5.12.
S3. 1	4	For coordination and convenience, consider indicating the braced frame elevation numbers (as shown on the S3-series drawings) on the respective floor and roof framing plans.
S3. 2	1	The beams between the braces at the Kitchen Roof Level are not identified in Elevation B6 or on Framing Plan S2.2D.
S3. 2	2	The beam at the brace at the Kitchen Roof Level is not identified in Elevation D2 or on Framing Plan S2.2D.
S3. 2	3	The beam at the brace at the Kitchen Roof Level is not identified in Elevation A6 or on Framing Plan S2.2D.
S3. 3	1	The footings shown in Elevations D3 and D6 are not continuous between the two brace frames, which is at variance with the footings shown on the corresponding foundation plans.
S3. 3	2	There appears to be some type of grade beam located between the two F6.0A footings in Elevation B6, which appears to be at variance with Foundation Plan S2.1D that shows typical edge of slab condition D2/S4.1 at this location.
S3. 3	3	Complete "XXXXX" in the title of Elevation B6.

Docs	CID	Comment
S3. 3	4	There appear to be two incomplete detail or section callouts at the TOW in Elevation B3.
S3. 3	5	The "Library Roof" elevation shown in Elevations D3 and D6 scales to +/-14'-0." This elevation appears to be significantly lower than the actual Library roof and closer to the 13'-0 3/4" bottom of deck elevation at the lower roof adjacent to these brace frames. In addition, there is only one framing member shown between the braces, which is at variance with the W16 that occurs at the lower roof and the Parallam beam at the Library roof elevation.
S3. 3	6	The beam at the roof level in Elevation B6 is not identified. In addition, this beam is not identified on Framing Plan S2.2D.
S3. 3	7	The beam at the brace at the Stage Roof Level is not identified in Elevation A2 or on Framing Plans S2.2D or S2.3D.
S3. 3	8	Elevation B3 appears to stop short at a point east of Gridline 4. Framing Plan S2.2D shows two HSS 6x6 posts east of Gridline 4 that are not elevated.
S3. 4	1	The framing members at the Covered Play Area Roof elevation at the braced sections of Elevation A6 are not identified in the elevation or on Framing Plan S2.2D.
S3. 4	2	The framing members at the Mechanical Mezzanine elevation and at the Cafeteria Roof elevation at the braced sections of Elevation B3 are not identified in the elevation or on Framing Plan S2.2D.
S3. 4	3	Consider expanding Elevation B3 to include the framing that defines the Cafeteria opening and support for the foldable partition, it appears this area deserves to be elevated to clarify the structural framing identified on Framing Plan S2.3D.
S3. 4	4	The horizontal framing members at the Gym Roof level in Elevation A6 are not identified in the elevation or on Framing Plan S2.4D.
S3. 5	1	The framing members at the Boiler Roof elevation at the braced sections of Elevation C3 are not identified in the elevation or on Framing Plan S2.2D.
S3. 5	2	The framing members at the Mechanical Mezzanine elevation and the Mechanical Roof elevation at the braced sections of Elevation C6 are not identified in the elevation or on Framing Plan S2.2D.
S3. 5	3	The framing members at the Mechanical Mezzanine level in Elevation A6 are not identified in the elevation or on Framing Plan S2.2D.
S3. 5	4	The horizontal framing member at the Gym Roof level of the braced sections in Elevation C3 are not identified in elevation or Framing Plan S2.4D.
S3.11	1	Detail A7/S4.14 referenced at the intersection of the rod bracing in Elevation D5 is not included on Sheet S4.14.
S3.11	2	The plinth section surrounding the column in Elevation B5 is approximately 4'-0" high, which appears to be at variance with the 9'-0" plinths in Elevations D5 and B3.
S3.21	1	The column shown near Gridlines A7/M in Plan C6 is not shown on Foundation Plan S2.1A.
S3.21	2	Detail the connection of the HSS 12x4 to the CMU walls for the HSS at the intermediate landing level in Plan C6.
S3.21	3	Consider providing a detail where the W16x89 beam penetrates the CMU wall in Partial Plan A6.

Docs	CID	Comment
S3.22	1	Canopy Plans A2 and D2 appear to be incomplete: framing members are not identified, and no supporting details are referenced.
S4. 1	1	The 6" brick ledge in Retaining Wall Section B2 is at variance with the 5-1/2" brick ledge in corresponding architectural Detail A1/A7.0
S4. 1	2	Consider detailing how the vertical reinforcing for the CMU wall ties to the wall footing in Section A6.
S4. 1	3	The reinforcing is not detailed for the footing and stem wall shown in Section A3.
S4. 1	4	Consider indicating that the hooks in the "Dwl To Match Vert Wall Reinf" shown in Detail D5 are to alternate.
S4. 1	5	Verify the three longitudinal bars shown in Footing Section D2 apply to the substantially wider footing shown in Footing Section D3. The notes in Footing Section D3 reference Footing Section D2 for reinforcing.
S4. 2	1	Footing F15.0 shown on Foundation Plan S2.1B at Gridline I is not listed on Footing Schedule D6.
S4. 3	1	Detail D2 references Sheet S5.10 for light gauge framing details. However, Sheet S5.10 does not contain light gauge framing details.
S4. 3	2	Detail A6 shows the HSS framing at wide window openings. However, it is not clear how the vertical HSS posts that define the width of the window opening at the second floor are to be attached to the concrete fill on metal deck.
S4. 4	1	The reinforcing is not detailed for the concrete pilaster shown in Section A2.
S4. 4	2	Revise "BRG PL Per B5/S4.4" in Detail B2 to "BRG PL Per B3/S4.4."
S4. 5	1	Detail B3 references beam connection Detail B5/S5.4. However, Sheet S5.4 does not include a Detail B5.
S4. 5	2	Detail B2 appears to be incomplete.
S4. 5	3	Detail D5 is titled "PSL Post To Steel Beam Connection," which is at variance with Detail D5 that shows a section view of Detail D6 that is a PSL beam above a CMU wall.
S4. 5	4	Detail B2 appears to be incomplete.
S4. 7	1	Detail D6 - "Ledger Angle" does not appear to be referenced in the framing plans.
S4. 8	1	Detail A5 - "PSL to HSS Connection" and Detail B6 - "PSL to HSS Connection" do not appear to be referenced in the framing plans.
S4. 9	1	Detail B6/S5.8 referenced in Detail A3 for WT connection details is a detail for openings in metal decks and appears to be an incorrect reference.
S4. 9	2	Detail B5/S4.9 referenced at Gridline 11 shows a HSS 8x2 at the roof edge, which appears to be at variance with the HSS 12x2 shown in plan at the perimeter of the roof.
S4.10	1	Detail the connection of the L6x4 to the PSL girder in Detail A5.
S4.10	2	Detail D3 - "PSL Girder Over Post" does not appear to be referenced in the framing plans. In addition, it appears that Detail D3 - "PSL Girder Over Post" should be revised to Detail B3 - "PSL Girder Over Post"



Docs	CID	Comment
S4.11	1	Details B2, B5, B6, D3, and D6 do not appear to be referenced in the framing plans.
S4.12	1	Details A2 and B2 do not appear to be referenced in the framing plans.
S4.13	1	The canopy connection details shown on Sheet S4.13 do not appear to be referenced on an overall canopy plan and it does not appear possible to tie the details to specific conditions.
S4.14	1	There appears to be additional hoops other than the #5 hoops at 4" that are not described in Plan B6-A.
S4.14	2	Consider indicating that the plinth section shown in Plan B6-A is fully grouted.
S4.14	3	Complete the missing anchor bolt information in Detail A3.
S4.14	4	Identify the thickness of the column baseplate in Detail A3 and consider providing a plan view with dimensions.
S4.14	5	Identify the thickness of the column baseplate in Detail A5 and consider providing a plan view with dimensions.
S4.14	6	Detail A6 does not appear to be referenced in the framing plans.
S4.15	1	Detail A6 - "Lintels at Removable Wall Pier" does not appear to be referenced in the framing plans.
S5.1	1	Detail A6/S5.1 referenced in Typical Interior Column Footing Detail B6 for footing depth and size is an elevator pit detail and appears to be an incorrect reference. It appears that Footing Schedule D6/S4.2 may be the correct reference.
S5.3	1	The (2) #6 bars at 36" for the 12" CMU wall horizontal reinforcing is at variance with the (2) #6 bars at 24" in the masonry general notes on Sheet S0.4.

ARCHITECTURAL

A0.2	1	List any applicable UL Ratings for fire rated wall types as well as STC Ratings for sound rated wall assemblies. This comment applies to Sheet A0.3 as well.
A0.2	2	The GWB at Wall Type W9 does not appear to be attached to any wall framing.
A0.2	3	There is no type P3C partition type. Revise as required.
A0.2	4	Consider coordinating with Section 04 20 00 - "Concrete Unit Masonry," which lists block types BL-1, BL-2, and BL-3 and keying these block types to the appropriate wall and partition types.
A0.2	5	There are no enlarged wall sections provided in the plans that detail and clarify the exterior wall assemblies required for the project. There are several areas that require clarification. First, there are two specification sections that specify two different types of exterior wall sheathing: 06 16 00 - Sheathing (plywood)" and 09 25 30 - "Gypsum Sheathing Board." Second, each of these two sections specifies different weather resistive barriers. Third, the specifications for the exterior wall finishes are missing: no specifications for prefinished metal siding, no specifications for masonry veneer, and no specifications for CMU veneer. Fourth, each one of these exterior finishes could also have specific weather resistive barrier requirements. Fifth, Section 07 46 00 - "Siding" specifying fiber cement siding is included in the Specifications, but it is not referenced in the plans. It appears that the exterior wall assemblies need to be clarified and all related sections coordinated to clearly specify and detail the exterior wall assemblies.
A0.2	6	Partition type detail for P1, P1A does not clearly specify which 5/8" Type X GWB is removed in P1A.

Docs	CID	Comment
A0.3	1	The 8" C.I.P. wall in Wall Type W22 is at variance with the 1'-2" C.I.P. wall at Gridline M on Foundation Plan S2.1A where Wall Type 22 occurs. Consider removing the 8" dimension and replacing with "Per Structural."
A0.4	1	Door 215-2 is called out as an operable partition door in the Second Floor Door Schedule. This is AVW Floor Plan A2.2A, which indicates a pair of doors.
A0.4	2	Define the various abbreviations shown for the glass types listed in the Door Schedule.
A0.4	3	Nominal opening for Frame EF5 cannot be determined without dimensions for relites at each side of door.
A0.4	4	Cannot Find Door 100.4-4 referenced in the floor plans.
A0.4	5	Cannot find Door 228 referenced in the floor plans.
A0.5	1	Provide the detail number and sheet reference for all detail call-outs; typical throughout the sheet.
A0.5	2	Revise the dimension of the lite at the far right side of Window Type 2 from "Equal" to 5'-7 3/16" or as required to meet the overall dimension of 50'-8".
A0.5	3	Window Type 24 is shown with fixed lites. This is AVW Window 24 shown in Exterior Elevation D1 on A3.1 which shows an awning sash in the lower lite.
A0.5	4	Window Type 4 is shown with fixed lites. This is AVW Window 4 shown in Exterior Elevation A1 on A3.1 which shows an awning sash in the lower lite(s).
A0.5	5	Complete all incomplete Details XX/X.XX referenced at heads and jambs of all door frame types shown.
A0.5	6	The height of the high end of the window in Window Type 16 is not dimensioned.
A0.5	7	Consider reviewing glazing elevations of clerestory windows about Room 100.4 (Lobby). The top mullion of Type 7 Glazing is 1/2" higher in elevation than Types 18, 19, and 20.
A2.1A	1	There are a total of two (2) concrete pilasters shown at the west side of the unexcavated area between Gridlines A5 and A6, which is AVW Foundation Plan S2.1A, that shows a total of six (6) concrete pilasters at both sides of the unexcavated area.
A2.1A	2	Suggest providing a legend that defines all wall symbols / patterns shown on the Floor Plan. Typical comment throughout all Building floor plans included in the Project Drawings.
A2.1A	3	Complete Detail XX and Drawing XX.X, that are referenced at Floor Plan General Note 1 and appear to be incomplete.
A2.1A	4	Detail A2/A8.5, referenced at Floor Plan Keynote 4 - Vertical Access Ladder, does not appear to be included in the Project Drawings.
A2.1A	5	Complete Detail XX and Drawing XX.X, that area referenced at Floor Plan Keynote 11 - Fire Extinguisher, as it appears to be incomplete. Typical comment at Keynote 12 - Fire Extinguisher With Brackets. Similar comment at Keynote 28 - Downspout.
A2.1A	6	The wall at the north side of Stair No. 2 is identified as a wall Type W22, that is comprised of an 8" CMU wall over an 8" CIP concrete wall totaling 16", which is AVW Foundation Plan S2.1A, that shows an 8" CMU wall over a 1'-2" concrete wall that totals 1'-10" in wall thickness.

Docs	CID	Comment
A2.1A	7	Consider reviewing the two sections of wall that meet at a 90 degree angle at Gridlines A8/N. The wall is depicted as a C.I.P. wall with a masonry veneer, which corresponds to the structural plans. However, there appears to be an additional C.I.P. wall at the excavated side of the wall that is not shown in the structural plans.
A2.1A	8	The W-10 columns in BF-1 at Gridlines L and K are not dimensionally located on the floor plan or on Foundation Plan S2.1A.
A2.1A	9	Consider indicating that all HSS columns adjacent to Gridlines A1 and A8 between Gridlines L and K are offset 9-5/8" off Gridlines A1 and A8. At present, the four columns located at the intersections with Gridlines L and K are dimensioned, but a Contractor has to assume that the remaining columns also receive an offset of 9-5/8."
A2.1A	10	It is difficult to determine the dimensions that locate the four columns located along Gridlines A3 and A7 between Gridlines M and L. Although it appears that the convention is to have architectural provide all dimensions, it may be necessary to dimension key structural elements on the foundation plans due to the crowded nature of the architectural floor plans.
A2.1A	11	Dimension the walls, including the pocket that houses the operable partition shown between Classrooms 112 and 113. Typical comment throughout the Project Drawings wherever similar pockets are shown.
A2.1A	12	Although listed in the Floor Plan Key Notes, fire extinguishers/cabinets (Key Note 12) do not appear on the A2.1- and A2.2-series of plans.
A2.1A	13	The 9-5/8" offset from Gridline A7 for the centerline of the columns located south of Gridline L offsets the column from the centerline of the 6" wall framing and places the face of the column at the inside face of the 6" wall framing. An offset dimension of 9-1/8" would place the centerline of the column at the centerline of the 6" wall, which appears to be what is intended. Consider reviewing other offsets for the same issue.
A2.1B	1	A HSS member is not shown at the east wall of Boys 115 and Girls 116 at the center of the plumbing chase, which is AVW Foundation Plan S2.1B, that shows a HSS member at that location.
A2.1B	2	Suggest identifying all vertical gridlines and gridline designations on the floor plan, for clarity and coordination.
A2.1B	3	Revise Enlarged Plan callout E5/A5.1, referenced at Toilet 103A, to correctly read as E4/A5.1.
A2.1B	4	The offset dimension from Gridlines A3 and A7 does not appear to be provided for the four columns located adjacent to Gridlines A3 and A7 between Gridlines J and K.
A2.1B	5	There is no column shown near the west end of the wall located between Life Skills 117 and Computer Lab 118, which is at variance with Foundation Plan S2.1B. In addition, it appears this column will need to be dimensionally located.
A2.1B	6	Dimensions do not appear to be provided to locate the W10 members of BF-2 located at the south side of Girls 116. There are dimensions provided that establish the north/south location. However, dimensions that establish the east/west location appear to be missing.
A2.1B	7	Identify what appears to be a bench at the southwest corner of Vestibule #1 Room 100.5. Also, provide all details and dimensions necessary for its fabrication and installation. Finally, coordinate with Interior Elevation E1/A6.1 that also appears to show this bench.
A2.1C	1	Define wall Type P23A, that is called out at the north wall of Toilet 152, and does not appear to be included in Wall and Partitions Type Sheet A0.3.

Docs	CID	Comment
A2.1C	2	The location of the column and the layout of the north and west walls of Toilet 153, does not appear to be coordinated with Foundation Plan S2.1C, that shows a slightly different layout.
A2.1C	3	There appears to be an additional Keynote 26 - "Steel Column" required at a point just south of Gridlines 1/E.
A2.1C	4	There appears to be an additional Keynote 26 - "Steel Column" required in the southwest corner of Toilet 153.
A2.1C	5	There appears to be an additional Keynote 26 - "Steel Column" required in the southwest corner of Workroom 154.
A2.1C	6	Floor Plan key note #19 in Room 154 (Workroom) incorrectly calls out a structural column.
A2.1C	7	Consider reviewing the wall type finishes called out at the intersection of Gridline A2 and Gridline F. It is not clear where and how the exterior metal siding in W17 transition into the CMU in wall type W12.
A2.1C	8	Incorrect detail referenced for Elevator Section. Correct Detail is B5, Sheet A5.4
A2.1D	1	Identify all items, including what appears to be a wall, gate doors, mechanical equipment, etc. shown at the east exterior of Generator 135. Also, provide details for these items.
A2.1D	2	Keynote 3 - Hose Bibb, is keyed near Gridlines 7/H, which is AVW Plumbing Plan M1.1D, that does not show hose bibb. This appears to be a typical issue throughout all of the Building floor plans where Keynote 3 is keyed.
A2.1D	3	A Keynote 27 - Braced Frame, is not identified at the south side of Platform 140, as is identified on Foundation Plan S2.1D.
A2.1D	4	The quantities and locations of floor sinks and floor drains shown at Kitchen 137 are not coordinated with Plumbing Plan M1.1D, that shows a different quantity and layout.
A2.1D	5	Details B5/A7.0 and A5/A7.0, referenced at Kitchen 137 (Freezer / Cooler Box) area, show a 6" recessed slab at that area, which is AVW Foundation Plan S2.1D, that does not show slab.
A2.1D	6	A mechanical louver is not shown on the east wall of Boiler 127, which is AVW East Elevation C1/A3.1, that shows Keynote 18 - Mechanical Louver, at that wall area.
A2.1D	7	Only two of the four HSS columns for BF-13 and BF-14 are identified at Gridline 4 north of Gridline F.
A2.1D	8	An offset dimension from Gridline 4 is provided for the columns for BF-13 and BF-14 at Gridline 4 north of Gridline F. However, the north/south location of the columns appear to be dimensioned off of walls. These columns will have to be located prior to wall construction and it appears that offset dimensions from north/south gridlines are required. This issue appears to be typical for the majority of brace frame columns and individual columns where locating the column requires using dimensions other than offsets from gridlines.
A2.1D	9	Consider indicating if the HSS columns at Gridline 11 at the east side of the Gym are to be centered in the 10" W6 wall framing. At present, there are no dimensions provided to locate the columns.
A2.1D	10	Consider identifying the typical spacing for HSS columns at Gridline 11 at the east side of the Gym.
A2.1D	11	Consider reviewing BF-18 and BF-24 located at the northeast corner of the gym and providing dimensions that locate these brace frames from N/S and EW gridlines.

Docs	CID	Comment
A2.1D	12	There is no brace frame shown at the west wall of Table Storage 138, which appears to be at variance with BF-3 shown on Foundation Plan S2.1D.
A2.1D	13	Keynote 26 - "Steel Column appears to be incorrectly referenced at the east and west ends of the north wall of Kitchen 137. It appears that Keynote 27 - "Braced Frame" should be referenced to coordinate with the brace frames shown in this location on Foundation Plan S2.1D.
A2.1D	14	Keynote 9 - "Exterior Steel Column" called out at the exterior column located near Gridlines 4/I at the north side of the Library is at variance with the 10"x10" PSL column on Foundation Plan S2.1D.
A2.1D	15	Consider providing an enlarged detail for the condition where the HSS column occurs at the end of the CMU wall at the north side of the opening between the Cafeteria and the Gymnasium. Foundation Plan S2.1D references A6A-S4.7 for this condition. However Detail A6A shows the column offset from the center of the wall. It appears that this condition should be dimensioned.
A2.1D	16	Indicate if concrete curbs are required for any of the walls in Boys/Girls 123/122.
A2.1D	17	The ramp at the north side of the Stage does not appear to be detailed in the architectural or structural plans. Consider coordinating for appropriate details.
A2.1D	18	Height of wall separating Room 135 (Generator) and the trash enclosure is unclear.
A2.1D	19	No wall type called out along gridline 6 adjacent to Room 124 (Emergency Storage) and Room 100.4 (Lobby).
A2.1D	20	Door into Room 121 (Library) along match line is incorrectly tagged as 212-2. There is no Door No. 212-2 in the door schedule.
A2.1D	21	Door 215-2 is shown as a double door on the plans, but listed as a fold out/operable partition in schedule.
A2.2	1	For clarity, consider repeating some of the gridline dimensioning at the Overall Second Floor Plan; specifically between Gridlines A and E. Additionally, consider adding a gridline at the north side of upper gymnasium; approximately "E.5."
A2.2	2	The maximum distance from elevator to each stairway appears to be less than 200 ft. Based on section from California Building Code(CBC) which primarily is based upon the International Building Code(IBC), CBC section 1103B.2 Building Accessibility/ Distance to elevators: except '...in new construction....exceeding 10,000 s.f.....an accessible means of vertical access via ramp, elevator, or lift shall be provided within 200 feet of travel of each new stair or escalator.' Verify Washington Building Code with regards to this subject matter. The elevator is approx 220 feet from the stairway #2.
A2.2A	1	Provide the missing detail numbers and sheet numbers at the various detail references in the Floor Plan General Notes and Key Notes. This is typical for all sheets in the set.
A2.2A	2	There are several dimensioned points (col. centerline, face of wall, etc.) that are not clear. For example, there are off-sets from Gridlines A1 and A8 at Classrooms 210 and 219, respectively, that appear to locate the inside of the wall referenced. This does not seem to agree with Floor Plan General Note A, which would dimension the outside face of the wall. If there is a column being referenced (which Key Note 26 indicates) it might require its own gridline. Coordinate any revisions with structural.
A2.2A	3	There is a missing column at the East Breakout area 200.6. See Structural Sheet S2.2A and interior Elevation B1, B on Sheet A6.27.



Docs	CID	Comment
A2.2A	4	Consider coordinating with Framing Plan S2.2A concerning the HSS 5x5 columns located north of Gridline M. The majority of these columns do not appear to be dimensionally located on the architectural second floor plan.
A2.2B	1	For clarity, consider showing the gridline dimensioning from the Overall Second Floor Plan; specifically between Gridlines A1 and A8.
A2.2B	2	Verify the clearance dimension on the swing side of Doors 202-1 and 203. The clear dimension is shown as 4'-6" (54"), ADA guidelines require 60".
A2.2B	3	Door 228, as shown on the Door Schedule on A0.4, does not appear on the floor plan(s). Verify if it exists; if not remove the reference from the schedule.
A2.2B	4	Consider reviewing the 1/2" depressed slab shown at Toilets 223 and 224 on Framing Plan S2.2B. The 1/2" depression does not appear to accommodate the mortar bed floor tile installation method specified in Section 09 30 00 - "Tile." It is not clear if structural should specify a deeper depression with a corresponding lowering of the structural steel framing for mortar beds or if Section 09 30 00 should specify thin set tile at second floor areas.
A2.2B	5	Consider identifying the AX series gridlines on the floor plan. Same comment for all Area B drawings.
A2.2C	1	Wall type W7B is called out in second floor plan adjacent to mechanical platform but there is no Wall Type detail for W7B on Sheet A0.2.
A2.2D	1	Provide the missing gridline dimensioning between Gridlines 4 and 11. Also consider adding a Gridline "8.2" at the east side of the mechanical equipment enclosure south of the upper Gymnasium.
A2.2D	2	Detail D1/A7.5 referenced at the framed wall of the Library at Gridline A9 shows a CMU wall at Gridline F and appears to be an incorrect reference.
A2.2D	3	Detail Callout along column line A9 (D1/A7.5) appears to reference the incorrect condition than what is shown on the floor plans (Library).
A2.4B	1	Provide a roof edge flashing detail at the drip edge of the elevator penthouse roof on to the mechanical penthouse roof below. (Perhaps similar to Detail A5 Sheet A7.2).
A2.4D	1	There are no boiler flues shown in the vicinity of Gridline F between Gridline 8 and 9, which is at variance with the boilers shown below this location in the mechanical plans.
A2.5A	1	Complete the Floor Finish tags at Electrical Room 110, Storage 108 and at Custodial 109.
A2.5A	2	Dimension the extents and provide radius's for the finish floor patterns shown at Classroom 111. Typical comment throughout the Building Floor Finish Plans included in the Project Drawings for all rooms.
A2.5B	1	Boys Toilet Room 115 appears to show tile floor and appears to be incorrectly tagged with carpet Type F7 floor finish. This appears to be a typical issue at Girls Toilet Room 116.
A2.5B	2	Floor Finish Type F7 - Carpet And Base and Type B1 - Resilient Base, are incorrectly tagged at Boys 115 and Girls 116.
A2.5C	1	Interior Elevations A, A1, A2, B and B1 on A1/A6.3 that are referenced at Hallway 141, do not appear to match the actual interior elevations shown on Sheet A6.3

Docs	CID	Comment
A2.5D	1	Suggest providing an enlarged finish plan of the Gymnasium 130 floor area, that includes all gym floor athletic striping details and dimensions, as Floor Plan General Note O references Floor Finish Plan for this information.
A2.5D	2	There appears to be a 12" to 18" gap in flooring material at the bottom of the panels of Operable Partition 130-3. Verify which, if any, of the adjacent finishes should extend into this space; F5, F11 or F13.
A2.5D	3	Identify the floor finishes at Toilet 132, Mechanical Access 133, Generator 135, Custodial 136, Electrical Room 126 and Emergency Storage Room 124 using the appropriate floor finish tag number from the Floor Finish Legend.
A2.6A	1	Provide the radii for the arcs of linoleum flooring throughout the Floor Finish Plans. Also reference the floor transition detailing between the various floor finish conditions.
A2.7A	1	There are eleven (11) down-lights shown at Stair No. 2 area, which is AVW Lighting Plan E2.1A, that shows five (5) down-lights.
A2.7A	2	There are eighteen (18) fluorescent light fixtures shown at the Break-out Rooms, which is AVW Lighting Plan E2.1A, that shows fourteen (14) fluorescent light fixtures.
A2.7A	3	Provide a detail where the 7'-4" gypsum wallboard ceiling transitions to the 9'-5" acoustical suspended ceiling material at the classrooms. Typical common throughout the Building RCP's.
A2.7A	4	Complete Details XX that is referenced at General Note G.
A2.7B	1	Complete Details XX and XX referenced at Keynote 15 - Equipment Suspension System.
A2.7B	2	Complete Detail X/XX that is referenced at Metal Ceiling Joist Span Table Note 2.
A2.7C	1	There are fluorescent type light fixtures shown at MDF 151 and Mechanical Access 151A, which is AVW Lighting Plan E2.1C, that shows pendant type light fixtures.
A2.7C	2	Ceiling Finish Type C1 - Acoustical Ceiling Panel, appears to be incorrectly tagged at Faculty Lounge 150, as the ceiling finish pattern shown at that room does not indicate an ACT ceiling.
A2.7D	1	There are ten (10) fluorescent light fixtures shown at Kitchen 137, which is AVW Lighting Plan E2.1D, that shows twelve (12).
A2.7D	2	There is one (1) row of track lighting shown at the front side of the Platform 140, which is AVW Lighting Plan E2.1D, that shows two (2) rows of track lighting.
A2.7D	3	There is no lighting shown at Gym 130. Review and coordinate with Lighting Plan E2.1D to show the appropriate lighting on the RCP.
A2.7D	4	All Keynote 9 - Basketball Backstops, that need to be shown at Gym 130, are incorrectly shown at the ceiling area of the east side canopy.
A2.7D	5	Dimensionally locate Keynote 8 - Suspended Projector Support, at Library 121. Typical comment wherever similar suspended projector support is shown throughout the Building RCP's.
A2.7D	6	Complete Detail XX that is referenced at Keynote 8 - Suspended Projector Support.
A2.7D	7	Provide a detail for Keynote 7 - Roof Hatch, that is shown at Boiler 127.

Docs	CID	Comment
A2.7D	8	Dimension Type C1 - Acoustical Ceiling Panel, areas that are shown at Cafeteria 131.
A2.7D	9	Dimension and dimensionally locate Keynote 11 - Cyclorama Track, shown at Platform 140. Also, provide details for the installation of this track.
A2.8A	1	Verify the locations of all emergency and exit lighting fixtures throughout the A2.8-series RCPs. (Coordinate with electrical plans E2.2A through E2.2D.)
A2.8A	2	For consistency consider indicating the window frames at all of the window openings of the A2.8-series Reflected Ceiling Plans. (See the A2.7-series RCPs for reference.)
A3.1	1	Column gridline references 5 and 6, at North Elevation E1 should be revised to 6 and 7 respectively. See Sheet A2.2D.
A3.1	2	Keynote call out 28, at Window 23 on North Elevation E1, should be revised to Key Note 26.
A3.1	3	Indicate the height of Keynote 28 - Precast Concrete Sill(s), shown at South Elevation B1. Typical comment wherever Keynote 28 is shown at all Building Exterior Elevations.
A3.1	4	Complete Detail X.XX, that is referenced at Keynote 28 - Precast Concrete Sill. Typical comment throughout the Project Drawings.
A3.1	5	Provide a specification for the sunshades that are Keynote 25 - Prefinished Sarnaclad Metal, as they do not appear to be included in the Project Manual.
A3.1	6	Complete Detail X.XX, that is referenced at Keynote 33 - Control Joint. Typical comment at Keynotes 30 - Scupper and Keynote 36 - Precast Bench.
A3.1	7	Suggest providing enlarged elevations of the columns shown at the canopy / port area shown east of Gridline 11 in South Elevation B1. Include all dimensions, dimensions, details, including all finish materials, etc.
A3.1	8	Revise Keynote 19 - Basketball Backstop, keyed at one of the two columns that are at the east end of South Elevation B1, to correctly read as Keynote 9 - Steel Column.
A3.1	9	Identify the rectangular shape and square shape shown at the Custodial 136 exterior wall area in South Elevation B1. It appears to be a section of prefinished veneer plywood over GWB.
A3.1	10	Complete Detail XX and Drawing AX.X that referenced at the Smooth Texture symbol listed and defined in the Material Legend.
A3.1	11	Revise Building Section callout B3/A3.2, referenced between Gridlines 6 and 10 on North Elevation E1, to correctly read as B1/A4.3.
A3.1	12	Revise Building Section callout B3/A3.2, referenced at the Library area in North Elevation E1, to correctly read as A1/A4.3.
A3.1	13	Dimension the height of the plinth section surrounding the steel columns at the play area canopy in Elevation C1. Coordinate with Plinth Section B6/S4.14, which identifies the height as " 9'-0" (Verify W/Arch)."
A3.1	14	Window Type is not provided for window along column line M and above Door 100.2.

Docs	CID	Comment
A3.1	15	Review elevation of the second floor called out at 14'-4" in Exterior Elevations. This contradicts elevations given in Stair Sections (sheet A5.4).
A4.1	1	Show the duct chases at the far east and west sides of the Second Floor of Building Section A1; in lieu of cabinetry Key Note reference 35. Reference Floor Plan A2.2A.
A4.1	2	There are no wall sections or details called out on the Building Sections. As provided, these should be coordinated with, and referenced to, the appropriate Architectural and Structural drawings.
A4.1	3	Provide enlarged wall sections for the Building Sections provided on Sheet A4.1. Include all elevations, coping details, head & sill details at window and door openings, footings, wall make-up, etc.
A4.1	4	Revise Keynote 25 - Perimeter Footing Drain, keyed at the footing area on Gridline A1 of Building Section D1, to correctly read as Keynote 24 - Cast-in-place Footing / Foundation. Typical comment at Gridline A3 on Building Section B1.
A4.2	1	Suggest identifying the various rooms throughout the Building Sections shown on Sheet A4.2. For example, identify Reception 141 at the west end of Building Section D1. Typical comment throughout all of the Building Sections included within the Project Drawings.
A4.2	2	Doors 119 and 120 are not visible just east of Gridline 3 in Building Section B1, as they are shown on Floor Plan A2.1D.
A4.2	3	Gridline reference 10, as shown at Building Section D1, should be revised to 11. See Floor Plan A2.2D.
A4.2	4	For clarity and coordination consider adding gridline references at the edges of the major building blocks; typical this sheet and Sheet A4.3
A4.2	5	Suggest referencing Sheet A4.1 for definitions of the Building Section Keynotes.
A4.2	6	Complete Detail callouts XX/YYY and XX/ , that are incomplete and referenced at the stair area in Building Section B1.
A4.2	7	The stairs at the front of the Stage area in Building Section D1, does not match the stair shown in Detail D2/S4.2.
A4.2	8	Indicate the height of the Stage at Building Section D1.
A4.2	9	Provide an Enlarged Section of Keynote 15 - Operable Partition, shown at Gridline 6, in Building Section D1. Similar comment or Keynote 15 at the ceiling area of the Stage.
A4.2	10	Identify what appears to be a wall mounted projection screen at the ceiling area of the Stage. Also, provide typical mounting details or this projection screen.
A4.3	1	The wall section at Gridline A in Building Section B1 does not appear to include metal siding and what appears to be a mechanical louver, as is shown at the exterior wall area where Building Section callout B1/A4.3 is called out on south Elevation B1/A3.1.
A5.1	1	At Boys #115 and Girls #116 revise the interior elevation call-outs as follows: at #115 the "C" call-out at the accessible stall should be C1; the "C1" reference at the urinals should be C; at #116 the "C" call-out at the accessible stall should be C1; the "C1" reference at the standard stalls should be C, additionally the "E2" elevation reference should be C3.
A5.1	2	The "C" elevation reference (through the accessible stall) at Elevation D3 should be revised to C1.

Docs	CID	Comment
A5.1	3	The Toilet 103A Interior Elevations shown in E5 do not match Enlarged Toilet Plan E4.
A5.1	4	Revise Interior Elevation callout E2/A5.1, referenced at Girls 116, to correctly read as C3/A5.1 in Enlarged Plan C1.
A5.1	5	Interior Elevation callout C3/A6.19, referenced at the Alcove area in Boys 115 and Girls 116 Enlarged Plan C1, is missing from the Project Drawings.
A5.1	6	There are two (2) floor drains shown at Boys 115 in Enlarged Plan C1, which is AVW Plumbing Plan M1.1B, that shows one (1) floor drain. Typical comment at Girls 116 and at the drinking fountain alcove area.
A5.1	7	Complete the ceramic tile Legends for Wall Combo 1 and 2 and for floor tile. Typical comment on Sheet A5.2.
A5.1	8	Complete Detail XX and Drawing AX.X that are referenced at Interior Elevation General Note A, for typical door clearances. Typical comment on Sheet A5.2.
A5.1	9	Complete Detail X/XX that is referenced at Detail A1 for typical room signage. Typical comment on Sheet A5.2.
A5.1	10	Keynote 2 that is keyed at Boys 115 Interior Elevation A1/D3 is defined as "not used" in the Keynotes listing.
A5.1	11	Complete the paint color, plastic laminate, and ceramic tile finish legends as appropriate for the A5- and A6-series interior elevations. Coordinate the paint selections with the painting specification to be added.
A5.1	12	Verify that the 1'-4" minimum dimension for locating a water closet as shown at A1 Typical Mounting Heights is acceptable. ADA references require a minimum 1'-6" offset from face of wall to the centerline of a W.C.
A5.2	1	Revise Interior Elevation callout C3/A5.2, referenced at Boys 123 Enlarged Plan D1, to correctly read as E3/A5.2.
A5.2	2	Keynote 2 that is keyed at Boys 123 Interior Elevation B1/E3 is defined as "not used" in the Keynotes Listing. Typical comment at Health Toilet 145A interior Elevation C5.
A5.2	3	There are two (2) floor drains shown at Boys 123 in Enlarged Plan D1, which is AVW Plumbing Plan M2.1D, that shows one (1) floor drain. Typical comment at Girls 122 and at the drinking fountain alcove area.
A5.2	4	Verify that Keynote 20 - Plastic Laminate Wainscot, is the same material specified in Section 066000 - Glass-fiber Reinforced Plastic Panels, of the Project Manual.
A5.3	1	Elevation D of Staff Toilet Elevation C2 should be reversed to the opposite hand. See Staff Toilet Plan C1 this sheet.
A5.3	2	Revise the sheet reference of the elevation call out at Toilet Plan B1 from "E2" to B2.
A5.4	1	Provide the detail and sheet references at the detail call out throughout the sheet.
A5.4	2	Dimensionally locate the Work Point for the radius of the stair landing at Stair #1 Plan B1.
A5.4	3	Suggest referencing Stair #1 Enlarged Plan B1, on Floor Plan A2.1B, for clarity.
A5.4	4	Complete Details XX/YYY that are referenced at Lobby Stair Sections A3 and A4.

Docs	CID	Comment
A5.4	5	Complete all Details -/- that are referenced at Concrete Stair Section B3.
A5.4	6	Suggest dimensioning and indicating the depth of the elevator pit in Elevator Section B5. Also, sump location does not appear to be included in the elevator pit detail as it is shown on Structural Elevator Pit Detail A6/S5.1.
A5.4	7	There does not appear to be notes describing the stair treads, which is at variance with Partial Plan S3.21, which states "See architectural for railing and stair treads."
A5.4	8	Indicate if the bituminous dampproofing specified in Section 07 11 13 is to be applied at the elevator pit shown in Section B5.
A5.4	9	The guardrail shown in Stair Section E3 is not detailed. Consider identifying the size of posts, post spacing, size of top/bottom rail, size of intermediate vertical elements, and if the guardrail is galvanized or primed/painted.
A5.4	10	Dimensions do not appear to be provided to locate the columns shown in Stair Plan B1.
A5.4	11	Detail B5: Roof construction above Lobby Room 100.4 is unclear. Referenced Exterior Details do not provide additional information or elevations.
A5.6	1	Complete Enlarged Dumpster Plan A1 and dimensionally locate all items. Also, identify these using all of the details provided on Sheet A5.6.
A5.6	2	Reference Enlarged Dumpster Plan A1 on Floor Plan A2.1D.
A5.6	3	Enlarged Dumpster Plan A1 does not provide the "bidder-designed catwalk information including risers and railings" that is to be provide by architectural per Loading Dock Catwalk Partial Plan A6/S3.22.
A6. 1	1	Dimension and provide typical details for all Type W9 - Veneer Plywood Over GWP, that appear to be finished panels at Lobby 100.4 Interior Elevation D/A1. Indicate mounting and edge finish. Typical comment wherever similar veneer plywood over GWP is shown on all interior elevations included in the Project Drawings.
A6. 1	2	Interior Elevation General Note A indicates to "see Project Manual for window blind type and locations", which is AVW Section 122113 - Horizontal Louver Blinds, that does not indicate locations and designations of all / any type of louver blinds.
A6. 1	3	What appears to be a Keynote 40 - Bench, has not been identified as such on Vestibule #1 Interior Elevations C and D on E1. Also, complete Detail X and Drawing AX.X that are referenced at Keynote 40.
A6. 1	4	Complete the wall base board tag callouts that are shown at Lobby 100.4 Interior Elevations B1 and A1.
A6. 1	5	Complete Detail X and X and Drawings AX.X that is referenced at Keynote 34 - Display Case, that is also keyed at Lobby 100.4 Interior Elevation B2. Also, dimensionally locate these on the wall.
A6. 1	6	Dimension Keynote 35 - Vinyl Wrapped Acoustical Tackable Wall Panel, that is keyed at Lobby 100.4 Interior Elevation B2.
A6. 1	7	Although listed in the Elevation Key Note Schedule, there are few fire extinguisher/cabinets indicated on the Interior Elevations. Verify their locations and show them as required. (Typical for the A6-series interior elevations). Also, coordinate their locations on the floor plans.

Docs	CID	Comment
A6. 2	1	What appears to be Keynote 34 - Display Case, at Lobby 100.4 Interior Elevation C on C2, has been incorrectly keyed a Keynote 24 - Metal Locker.
A6. 2	2	Complete all blank tag callouts shown at Lobby 100.4 Interior Elevation A on D1.
A6. 2	3	It appears that a CAD layer for another interior elevation is incorrectly over-lapping the stair on Lobby 100.4 Interior Elevation A on D1. Typical comment for rectangular shape just east of the stair.
A6. 2	4	Define the wall base Type B1. Typical comment for all wall base types shown throughout the Project Drawings.
A6. 3	1	Complete the casework sections and profiles shown to the right of Reception 141 Interior Elevation A/B1.
A6. 3	2	Provide details for Keynote 65 - Institutional Casework, that is shown at Reception 141 Interior Elevation A/B1. Include all dimensions, materials, hardware, etc. that is required for its fabrication and installation. Typical comment throughout the interior elevations included in the Project Drawings and wherever similar casework is shown.
A6. 3	3	Provide details for Keynote 75 - File Cabinet, that is shown at Reception 141 Interior Elevation A/ B1. Include all dimensions, materials, hardware, etc. that is required for its fabrication and installation. Typical comment throughout the interior elevations included in the Project Drawings and wherever similar file cabinets are shown.
A6. 3	4	Identify the light fixtures and the wall mounted clock shown at Reception 141 Interior Elevation A/B1.
A6. 3	5	Wall finish Type W1 - GWB With Eggshell Paint, appears to be incorrectly tagged at the lower wall area of Reception 141 Interior Elevations B and C on B1. What appears to be a tackable wall surface is not identified as such. Typical comment wherever similar wall finish material is shown throughout the interior elevations included in the Project Drawings.
A6. 3	6	Clarify the number 75 that is shown at Reception 141 Interior Elevation D/B1. Similar comment for the number 30 that is also shown at C/B1.
A6. 3	7	Complete Detail X, Drawing AX.X, that is referenced at Keynote 27. Typical comment at Keynote 43 - Faculty Mailboxes.
A6. 3	8	Identify what appears to be a bench at Reception 141 Interior Elevation A/B1. If so, provide all necessary dimensions and details for its fabrication and installation.
A6. 4	1	Large Conference Room 144 Interior Elevation D/C1 appears to be incorrectly tagged with a wall finish Type W1 and W3.
A6. 4	2	Provide typical casework details and sections for Keynote 65 - Institutional Casework shown at Large Conference Room 144 Interior Elevation B/C1. Typical comment throughout the Project Drawings wherever similar institutional casework is shown.
A6. 4	3	Identify the outlined items shown at Health 145 Interior Elevations B and C on B1.
A6. 4	4	What appears to be a Keynote 19 - Clock / Speaker, at Psychologist 146 Interior Elevation B/A1, is incomplete and not identified as such.
A6. 5	1	Suggest dimensioning all Keynote 65 - Institutional Casework, that is shown at Reading 149 Interior Elevations A and C on D1.

Docs	CID	Comment
A6. 5	2	Complete Detail X, Drawing AX.X, that is referenced at Keynote 54 - Cupshelf.
A6. 5	3	What appears to be a Keynote 5 - Liquid Markerboard, and a Keynote 17 - Wall Mounted Projection Screen, at Faculty Lounge 150 Interior Elevation D/A1, have been incorrectly keyed as Keynotes 19 - Clock / Speaker.
A6. 5	4	Provide typical details for Keynote 17 - Wall Mounted Projection Screen, that is keyed at Faculty Lounge 150 Interior Elevation D/A1. Typical comment wherever Keynote 17 is keyed throughout the Project Drawings.
A6. 6	1	Provide details and dimensions for the ladder that is shown at Mechanical Access 151 Interior Elevation C/E3.
A6. 6	2	Provide dimensions for Keynote 47 - Metal Shelving, that is shown at Work Room 154 Interior Elevation B/D1. Also, provide specifications for metal shelving as it does not appear to be included in the Project Manual.
A6. 6	3	Complete Detail X and X, Drawing AX.X, that is referenced at Keynote 43 - Faculty Mailboxes, and is keyed at Work Room 154 Interior Elevation D/D1.
A6. 6	4	Identify the casework shown at Multipurpose Room 134 Interior Elevation B/B1. Also, provide all necessary details required for its fabrication and installation.
A6. 6	5	Identify what appears to be a Keynote 5 - Liquid Markerboard, at Multipurpose Room 134 Interior Elevation A/B1. If so, provide dimensions for this markerboard. Typical comment wherever similar markerboards are shown throughout the Building interior elevations.
A6. 7	1	The location of the fire extinguisher cabinet indicated in Interior Elevation A1.D on Sheet A6.7 is AVW Floor Plan A2.1D. Both the door and cabinet require relocation to match the floor plan.
A6. 7	2	The window shown at Multipurpose Office 139 Interior Elevation A/E1 is shown up against the door frame, which is AVW Roof Plan A2.1D, that shows window at a different location.
A6. 7	3	Complete the wall type tag at Kitchen 137 Interior Elevation C1/A1. Also, complete and identify all wall types at all Kitchen 137 interior elevations.
A6. 7	4	Complete Detail X/AX.X that is referenced at Keynote 66 - Stainless Steel Corner Guards.
A6. 7	5	Complete Detail X/AX.X that is referenced at Keynote 84 - Fire Extinguisher Cabinet.
A6. 8	1	Keynote 55 - Storage Shelving, is keyed at Kitchen Storage 137A Interior Elevation E1; however, shelves are not visible.
A6. 8	2	Elaborate on "1004-3, 1005-3 and WB103-MT" that appear to be model numbers (at the bottom) for Keynote 47 - Metal Shelving, shown in Custodial 136 Interior Elevations D1.
A6. 8	3	Identify the casework that is shown at Custodial 136 Interior Elevation C/D1. Also, provide details and dimension for this casework.
A6. 8	4	Define the symbol that is identified with "DISC" at Kiln 34 Interior Elevation A/C1. Also, Plumbing Plan M1.1D and HVAC Plan M3.1D do not appear to indicate what this item is.
A6. 8	5	Identify what appears to be a roof access ladder at Mechanical Access 133 Interior Elevation B/C3. Also, provide details and dimension required for the fabrication and installation of this ladder.

Docs	CID	Comment
A6. 8	6	Identify the drinking fountain that is shown at Vestibule #2 131.1 Interior Elevation B/A1.
A6. 9	1	The wall finish tag that is shown at Cafeteria 131 Interior Elevation C/C1 is illegible. Suggest removing one of the two tags so that it is readable.
A6. 9	2	Complete Drawing X/AX.X that is referenced at Keynote 68 - Identification Sign, in the Keynotes Listing and is keyed throughout Cafeteria 131 Interior Elevations A1.
A6. 9	3	Cafeteria 131 Interior Elevation D/A1 appears to be incorrectly tagged wall finish Type W1 and W9. If wall is to have both finishes, suggest indicating one finish type "over" the other and / or the extent of one finish to the other.
A6. 9	4	It appears that handrails are missing at the stair area that accesses the Platform area in Cafeteria 131 Interior Elevation D/A1. If so, show and provide typical details necessary for the fabrication and installation of these handrails.
A6. 9	5	Dimension opening and height of the Platform area shown at Cafeteria 131 Interior Elevation D/A1.
A6. 9	6	Provide details for the Teaser Curtain shown at Cafeteria 131 Interior Elevation D/A1. Also, provide details for a curtain track that may be required.
A6. 9	7	Provide details for Keynote 90 - Wall Mounted Motorized Projection Screen, shown at Cafeteria 131 Interior Elevation D/A1. Also, indicate the size of the projection screen.
A6. 9	8	Identify what appears to be an Operable Partition at Cafeteria 131 Interior Elevation B/C1. Also, dimension the opening required for this operable partition.
A6.10	1	Complete Detail X, Drawing AX.X that is referenced at Keynote 62 - Metal Railing, that is listed in the Keynotes Listing and is shown at Platform 140 Interior Elevation C1.
A6.10	2	Provide casework details for the mobile cabinet that is shown at Platform 140 Interior elevation D/C1. Include all dimensions, finishes, hardware, etc., that is required for its fabrication. Typical comment for all similar mobile casework that is shown at all Platform interior elevations.
A6.10	3	Provide an enlarged section of the support shown for Keynote 26 - Operable Partition, at Platform 140 Interior Elevations A and C on C1. Include track, structural support, surrounding wall finish, dimensions, etc. Similar comment for adjacent curtain track.
A6.10	4	Provide mounting details for Keynote 79 - MDF Wainscot, that is shown at Gym 130 Interior Elevation A/A1. Typical comment wherever similar MDF wainscot is shown throughout the Project Drawings.
A6.10	5	Complete Detail X, Drawing AX.X that is referenced at Keynote 81 - Slide Folding Basketball Backstop.
A6.11	1	Dimensionally locate Keynote 82 - Fixed Basketball Backstop(s), and Keynote 81 - Slide Folding Basketball Backstop(s), that are shown at Gym 131 Interior Elevations B/1.
A6.11	2	What appear to be mechanical ducts at Gym 131 Interior Elevations B and D on B1, seem to be incorrectly keyed with Keynote 76 - Crack Control Joint. Review and revise to correct keynote designation.
A6.11	3	Provide details for Keynote 80 - Climbing Wall, that is shown at Gym 131 Interior Elevation B/B1. Also, a specification for Climbing Wall does not appear to be included in the Project Manual.
A6.11	4	Complete Detail X, Drawing AX.X that is referenced at Keynote 76 - Crack Control Joint.

Docs	CID	Comment
A6.11	5	Complete Drawings X/AX.X that are referenced at Keynote 68 - Identification Sign.
A6.11	6	Identify what appear to be metal shelves at Office / Storage 129 Interior Elevation B/A1. Also, there are three (3) sections of shelves shown, which is AVW Floor Plan A2.1D, that shows two (2) sections of shelves. Similar comment at Interior Elevation A/A1.
A6.12	1	Identify what appears to be a roof access ladder at Boiler 127 Interior Elevation C/D1. Also, provide details, dimensions, materials, mounting method, etc. for the fabrication and installation of this ladder.
A6.12	2	Identify the upper and lower casework that is shown at Community Room 125 Interior Elevation A1. Also, provide casework details for this casework. Typical comment wherever similar casework is shown at all Building Interior Elevations throughout the Project Drawings.
A6.13	1	Complete Detail X, Drawing AX.X that is referenced at Keynote 40 - Bench.
A6.13	2	Complete Detail X/AX.X that is referenced at Keynote 37 - Bookshelves.
A6.13	3	Dimension Keynote 5 - Liquid Markerboard, that is shown at Library 121 Interior Elevation B/B1.
A6.13	4	The casework that is shown in a, b, c and d appears to be incomplete. Suggest identifying all items, providing dimensions, hardware, etc. required for the fabrication and installation of this casework.
A6.13	5	Identify the upper and lower casework shown at Custodial 120 Interior Elevation C/B1. Provide typical casework details and include all dimension, hardware, finishes, materials, etc. required for the fabrication and installation of this casework.
A6.13	6	Identify and dimension the wainscot that is shown at Custodial 120 Interior Elevation A1.
A6.14	1	Suggest indicating a model number for Keynote 14 - Pencil Sharpener, that is shown at Computer Lab 118 Interior Elevation.
A6.14	2	Complete Detail X, Drawing AX.X that is referenced at Keynote 23 - Air Displacement Casework. Typical comment wherever similar air displacement casework is shown throughout the Building interior elevations included in the Project Drawings.
A6.14	3	Complete the wall finish type tag that is shown at Classroom 114 Interior Elevation C/A1.
A6.16	1	There are shelves shown at Storage 108 Interior Elevation A/E3, which is AVW Floor Plan A2.1A, that does not show shelves.
A6.17	1	Provide casework details for Keynote 65 - Institutional Casework, that is shown at all Kindergarten Classroom Interior Elevation that is shown on Sheet A6.17. Include dimensions, materials, hardware, etc. required for its fabrication and installation.
A6.18	1	Complete Detail AX, Drawing AX.X that is referenced at Keynote 24 - Metal Lockers.
A6.18	2	Identify what appear to be either display cases or lockable wall panels throughout the Corridor interior elevations. Also, provide typical details for these items.
A6.19	1	Provide dimensions and details for Keynote 16 - Tackboard, that is shown at Corridor 100 Interior Elevation B/C3. Typical comment wherever similar tackboard is shown throughout the Building interior elevations included in Project Drawings.
A6.19	2	Complete Detail X and X, Drawing AX.X that is referenced at Keynote 34 - Display Case.

Docs	CID	Comment
A6.19	3	Complete Detail X and X, Drawing AX.X that is referenced at Keynote 9 - Under Cabinet Light Fixture and Valance.
A6.19	4	Keynote 18 - Wall Phone, appears to be incorrectly keyed at the ceramic wall base shown at Corridor 100 Interior Elevation A2/D1.
A6.20	1	GENERAL COMMENT: Reference to a Base Finish Legend does not appear to exist throughout the Interior Elevations. Provide the legend or delete references to it.
A6.20	2	GENERAL COMMENT: Indicate the layout of the vinyl-wrapped acoustical panels referenced by Wall Finish Type W3 throughout the Interior Elevations.
A6.21	1	GENERAL COMMENT: The classroom entry door/sidelight frame configurations are AVW the Door Schedule on Sheet A0.4. The Schedule calls for Frame Type IF2, a single door frame with no sidelight panels. The Interior Elevations show a combination door and sidelight frame that is not indicated in the Frame Types. This is typical throughout the set.
A6.21	2	Revise elevation reference "B" to C and elevation reference "A" (looking at the exterior window) to B at Classroom Elevation A1.
A6.23	1	Delete the CMU hatch at the door at Elevation B of Interior Elevation A1 of Storage #211.
A6.24	1	Revise elevation reference "A" to C and the second elevation reference "A" (looking at the exterior window) to D at Classroom Elevation E1.
A6.25	1	Change the title of Interior Elevation B1 from "LAP Room #203 and SLP Room #202" to LAP Room #203 and ELL Room #202.
A6.25	2	Indicate the approximate 4'-8" wide soffit at the head of the room divider at elevations B and D of Interior Elevation B1. The soffit elevation is 7'-4" a.f.f. (See A2.8B.)
A6.26	1	The lintel height shown at the exit passageway to Door 200.3, at the far right side of Elevation D of Interior Elevation C1 should be revised from the 9'-4" height shown to 8'-8". (See RCP A2.8A.)
A6.26	2	Consider providing plinth details for the short section of plinth at the PSL column in Elevations C1 - B and D. Refer to the note on Foundation Plan S2.2A, which states "See Architectural for top of plinth elevations."
A6.27	1	Revise elevations a1 and b1 of corridor #200 Interior Elevation B1 to show the proper layout of open space, configuration of soffit, lintel height, and location of drinking fountain. (See A2.8B for reference.)
A6.27	2	Delete the reference to doors and CMU wall at elevation A of Corridor #200 Interior Elevation B1; that entire area should be designate as "OPEN BEYOND."
A7.0	1	A 4" perforated foundation drain pipe is shown at Detail A2, which is AVW the Drainage Details on Sheet C3.8, that shows 6" perforated pipe throughout.
A7.0	2	Coordinate the anchorage of the pre-cast concrete sills shown at Details B2 and C1 with Spec Section 03 4500.
A7.0	3	Revise the spacing of the weep holes at the bottom of the concrete or masonry veneer walls shown throughout this sheet from 32" o.c. to 24" o.c.

Docs	CID	Comment
A7.0	4	The dashed line at the unexcavated side of the foundation wall shown in Detail A1 is not defined. Indicate if this dashed line represents the bituminous dampproofing specified in Section 07 11 13. Further, it appears that dampproofing may only be required at Gridline M where a foundation wall occurs at an occupied space.
A7.1	1	The T.O. Deck reference at the bottom of Detail A2 (elev. 26'-8") appears to be shown incorrectly. The designation should be "B.O. Deck" instead.
A7.1	2	If requiring SARNA-CLAD metal flashing on the drawings (typical throughout the set), consider coordinating references with the specifications. Section 07 6200 currently makes no reference to this manufacturer or any specific detailing.
A7.1	3	It appears from the exterior elevations that the metal siding is installed with flutes running horizontally, however the details would seem to indicate that they run vertically. This comment also applies to the entire A7-series of drawings.
A7.1	4	Consider providing a minimum dimension from top of roofing membrane to top of galvanized metal trim/reglet. This will determine the minimum dimension for the membrane flashing return and metal reglet installations as required by the manufacturers or architect. (See Detail D5 on A7.3 for reference.) This comment is typical for all of the A7-series sheets.
A7.1	5	Either this drawing or Spec Section 07 6200 - Sheet Metal Flashing and Trim call out any sizes for metal gutters and metal trim. This comment is typical for all of the A7-series drawings.
A7.1	6	Detail A5: Elevation for T.O Beam is not provided for roof above East and West Break out rooms.
A7.2	1	There does not appear to be a specification section for Metal Siding as is called for in details on this and other sheets. Provide the necessary section as required.
A7.2	2	There does not appear to be a specification section for Storefront Windows as is called for in details on this and other sheets. Provide the necessary section as required. Coordinate with Sheet A0.4 as well.
A7.2	3	The relationship of the metal roof decking to the HSS framing in Detail B3 is at variance with corresponding structural Detail A6/S4.9. Structural shows the roof decking supported by a continuous angle welded to the bottom 2" of the face of the HSS. This condition is not shown in Detail B3.
A7.2	4	Detail A4: Column Line E is mislabeled as Column Line F (Refer to Sheet A2.2C for floor plan reference).
A7.3	1	The 0'-0" bottom of deck elevation for the canopy steel framing in Detail D5 appears to be incorrect.
A7.3	2	Detail A5: Elevations for B.O or T.O structural for library roof are not provided.
A7.3	3	Detail E1: Elevation for B.O. or T.O. of metal deck for roof above exterior entrance is not defined. Additional information regarding slope and construction of roof is not available.
A7.4	1	The top of steel elevation of 24'-8" at the high point of the Gym roof in Detail A5 and the top of steel elevation of 27'-0 7/8" at the low point of the roof in Detail A4 do not coordinate.
A7.4	2	The 1/2" plywood, 2-1/2" wood deck, and 3x13 fascia in Details D1, D2, and D4 are at variance with the 3/4" plywood, 3" wood deck, and 2x12 fascia on Framing Plan S2.3C.
A7.4	3	Revise the 24'-8" T.O. HSS elevation at Detail A5. See T.O. Framing elevation at Detail A5/- as well as 27'-0 7/8" T.O. HSS elevation at A4/-.
A7.4	4	Details D1, D2, and D4: Elevations for T.O HSS for administration roof are not provided.

Docs	CID	Comment
A7.5	1	The designation "B.O. Galv. Trim" at Detail D1 appears to be incorrect. Consider changing to Top of Galv. Trim as the drawing indicates.
A7.5	2	There is horizontal metal trim called out at several details on this sheet and others in the A7-series. Indicate the T.O. Trim elevation here and the extent of the trim installation on the Exterior Elevations.
A7.5	3	For coordination purposes call out the bottom of deck elevation at Details B4 and B5 as 26'-8". This will correspond to the condition at Detail A2 on A7.1
A8.1	1	Coordinate the reference to "2 1/4" Compasso Edge Trim" indicated in Suspended Ceiling System Detail D2 with Specification Section 09 5113, Acoustical Panel Ceilings, that makes no reference to this trim.
A8.1	2	Verify that the references to the 2006 I.B.C. are inclusive of the Washington State amendments as is required in the Governing Codes section on Sheet G03.
A8.1	3	Call out the size of the metal stud blocking at Mop Hanger Detail B6.
A8.1	4	Revise the walk off mat note at Detail A1 to read; "Walk off mat, see Floor Finish Plans for locations."

KITCHEN

K1	1	There are no kitchen equipment specifications provided. Verify that the kitchen drawings schedules, etc. provide adequate information to procure and install the equipment. If not, provide written specifications.
K4	1	The model number for the O.B. Range (Item #31) shown in Elevation View is AVW the model number in the Food Facilities Equipment Schedule on Sheet K1.

MECHANICAL

M 0.4	1	Boiler schedule shows B-D01 and B-D02, this does not match tagging for this equipment on Sheet M8.2, which shows B-B01 and B-B02.
M 0.4	2	The Pump Schedule for BCP-D01 and BCP-D02 should show serving Boilers B-D01 and B-D02.
M 0.5	1	Schedule shows AHU-D01 not to have a duct smoke detector, please add note 5 to this equipment since it is over 2,000 cfm.
M 0.5	2	Please add DX cooling coil data to GAHU-D01 to coincide with matched condensing unit CU-D02 located on Sheet M0.4.
M 0.5	3	Please add DX cooling coil data to VAHU-C01 to coincide with matched condensing unit CU-D01 located on Sheet M0.4.
M 0.5	4	Drawings currently show no cooling capabilities for several units. The units in question are the Cafeteria unit GAHU-D03, Gymnasium unit VAHU-D05, Stage/Multi-purpose unit AHU-D01, and Corridor/Office unit GAHU-D02. Please verify.
M 0.6	1	Exhaust fan schedule, under remarks column, applicable note #s are not indicated.
M 0.6	2	The VAV/Fan terminal schedule appears to have VAV-C07 and VAV-C08 switched for Workroom 154 and the Corridor. Performance shown does not match the room design.

Docs	CID	Comment
M 1.1A	1	Consider reviewing all waste piping shown at structural footings. Typical CMU Wall Footing Section D5/S4.1 shows 1'-0" between the top of slab and the top of footing. This 1'-0" depth may not allow certain waste pipe installations depicted on the foundation plumbing plans. In addition, waste piping is shown running between and parallel to footings, which would place the waste pipe within the bearing zone of the footings. Slurry backfill may be required in these trenches. Consider coordinating with structural to determine that the waste pipe can be installed as depicted and without compromising the structural footings. Typical for all plumbing foundation plans.
M 1.1B	1	Flag Note 2 calls out for 6" waste, Sheet M1.1C continuation shows this waste line to be 4". Please clarify main waste pipe size on sheets.
M 1.1C	1	Missing notation for arrow shown at fixture P-7 at Faculty Lounge 150.
M 1.1C	2	Waste line is incomplete for the P-7 Sink in the Faculty Lounge 150.
M 1.1C	3	There are (3) locations that note 4"W up. These locations should read up to floor cleanout (FCO).
M 1.1C	4	Recommend that waste line sizes are indicated at the south end of the drawing. Sheet M8.1 indicates a 4" waste line, Flag Note 2 indicates a 6" waste line.
M 1.1C	5	Flag Note 2 at North end of sheet calls out for 6" waste line, Sheet M1.1D shows a 4" waste line, please clarify main waste pipe size on both sheets.
M 1.1C	6	Please consider for all foundation plumbing sheets to add fixture tags and room locations for easy reference.
M 1.1C	7	Please clarify notation of 4"W up at Health Toilet 145a location. Where does this go?
M 1.1D	1	Flag Note 1 indicates 6" waste, waste line at North of sheet is labeled as 4" waste, please clarify.
M 1.1D	2	Waste rough for P-8 service sink and Floor drain is not shown at Room Custodial 120.
M 1.1D	3	Shows a Floor drain (FD) on grease waste line near column 4 for preparation table, Kitchen Sheet K1 shows the requirement for a floor sink (FS) at this location. Please clarify.
M 1.1D	4	In the kitchen, please show direct waste connection for disposer, item #20 on Sheet K-1 located at Northwest corner of kitchen.
M 1.1D	5	Sheets K-1, 2 at hand sinks #6 and #20 shows floor drains (FD) at these locations. This sheet does not show these FD, please clarify.
M 1.1D	6	A Floor drain (FD) is missing from waste rough at Custodial 135.
M 1.1D	7	Consider reviewing the location of the grease trap to verify that it is not within the bearing zone of the adjacent structural footing. If the grease trap cannot be moved away from the building a sufficient distance, then coordination may be required with structural to lower footings affected by the excavation for the grease trap.
M 2.1A	1	Please add pipe sizes to Flag Notes 1 & 2.
M 2.1A	2	General note for labeling-"M" sheets, recommend having pipe size and system call outs read from left to right and correspond to pipes from left to right.
M 2.1A	3	Recommend calling out pipe sizes on lateral branch water piping.

Docs	CID	Comment
M 2.1A	4	Sheet Note 8 does not seem to apply to how the hot water loop is being shown. Reads as if full size loop is being run within 24" of fixtures, not drawn this way.
M 2.1A	5	Hot water loop is different than what is being depicted on Sheet M8.1. M8.1 shows a stepped piping hot water supply with a smaller hot water return line.
M 2.1B	1	Flag Note 1 indicates 1/2" hot & cold water supply, Sheet MO.3 shows 3/4" connections to these fixtures. Please clarify if 1/2" or 3/4" is desired.
M 2.1B	2	Flag Note 3 is missing size for cold water.
M 2.1B	3	Flag Note 6 is missing sizes for HW, CW, and HWC.
M 2.1B	4	Please add Flag Note for lines up to 2nd floor at West side of Life Skills Room 17.
M 2.1B	5	Flag Note 6 refers to Sheet M7.1 for DWH-BO2 in Penthouse. This should read "see Detail 3/M7.3."
M 2.1B	6	Flag Note 6 references boiler DWH-B02, Detail 3/M7.3 shows this as DWH-B01.
M 2.1C	1	Drawing Title shows Area "B", should state Area "C."
M 2.1C	2	Suggest deleting second floor reference on Flag Note 1.
M 2.1C	3	Please show roof and overflow drain piping located near Column 3 and Column E at Lobby 100.4 per A2.4D.
M 2.1D	1	Drawing Title shows Area "C", should state Area "D."
M 2.1D	2	Missing drawing reference detail for Boiler Room, should state see Detail 2/M8.2.
M 2.1D	3	Detail reference for Kitchen area should read Detail 1/M8.3, currently not referenced correctly.
M 2.1D	4	Recommend calling out water line sizes at West side of Kitchen area as they continue towards the Multi-purpose room.
M 2.1D	5	Please show roof and overflow drain piping located near Column D and Column 5 at Vestibule #2 per A2.4D.
M 2.1D	6	Suggest referencing detail or creating a detail for how the roof drain overflow terminates outside of building.
M 2.2A	1	Recommend labeling horizontal vent pipe sizes.
M 2.2B	1	Please show roof and overflow drain piping located at Canopy at West side of building Area "B."
M 2.2B	2	Recommend labeling horizontal vent pipe sizes.
M 2.2B	3	Please indicate sizes for HW, CW, and HWC in Flag Note 2.
M 2.2B	4	Flag Note 2, referenced sheet should state M7.3 in lieu of M7.1.
M 3.1A	1	Flag Note 5 is missing from the 16" round transfer ducts at the Break Out Area.
M 3.1A	2	Suggest adding where the detail can be found that is referenced in Flag Note 2 for Casework details 3, 6, and 7/M9.4. This should be applied at similar conditions on Sheets M3.1B, M3.2A, and M3.2B.

Docs	CID	Comment
M 3.1A	3	Suggest providing detail for vertical transfer ducts at four (4) locations in the East and West Breakout areas. Should show grille types, locations and evaluate fire smoke damper requirements.
M 3.1A	4	General note: All Exh/RA registers are called out as Type "B". This is a supply diffuser per schedule M.06. Is this the type intended? Or should these be an eggcrate Types F, G, K, H, and J where applicable. Applies to all drawings M3.1A, M3.1B, M3.1C, M3.1D, M3.2A, and M3.2B.
M 3.1A	5	Missing Flag Note 1 at four (4) vertical transfer ducts located in East/West Breakout area.
M 3.1A	6	General Comment: Recommend reviewing fire-smoke and fire damper requirements for this building at all rated assemblies, exit corridors and occupancy separations.
M 3.1B	1	Please show mounting location and ducting to outdoors of in-line exhaust fans EF-101, 102, 103 and 117.
M 3.1B	2	Thermostat located in Life Skills Room 117 should be tagged as AHU-117.
M 3.1B	3	Rm 117 south wall and Sheet M3.2B Room 225 south wall: there does not appear to be any room between the ducts for the two structural LH open web joists which cross between the array of ducts. Coordinate with Structural.
M 3.1B	4	All duct crossovers above the classroom ceilings, especially at Rm 117 do not show when the ducts need to transition at crossover areas. Beams range from 12"-16" depth and have barely enough room for 1 duct below the 18" LH joists. With 9'-5" classroom ceilings, I assume approx a 10'-0" Btm of Duct and a 11'-4" Btm of steel. There is not enough clearance for 16" ducts below the joists. Consider modifying duct routing where possible and consider increasing the interstitial space.
M 3.1C	1	VAV-C07 and VAV-C08 performance does not match per schedule on M0.6. It appears that the tagging for these needs to be switched.
M 3.1D	1	Please add register type and cfm values for two (2) registers directly below the main duct in Library 121.
M 3.1D	2	In Library 121, the return air cfm for both registers combined is 6,200 cfm. The supply air performance listed for this unit, GAHU-D01 is listed at 5,000 cfm. Please verify.
M 3.1D	3	Please indicate register type and cfm value for supply grille at Toilet Room 132.
M 3.1D	4	Please indicate register type and cfm value for supply grille at Corridor directly under 18" round duct on Column line 4.
M 3.1D	5	Suggest calling out height of both transfer grilles/duct at Column Line 6 between the Cafeteria and Gymnasium for clarity. Also, both these transfers state "Typ of 4", please remove one of the notes.
M 3.1D	6	Suggest calling out the height of both motorized relief louvers at Column Line 11 at the exterior wall of the Gymnasium. They do not show up on C1/A3.1 exterior elevation as well.
M 3.2A	1	Thermostat located in Classroom 221 should be tagged as AHU-221.
M 3.2A	2	Thermostat located in Classroom 219 should be tagged as AHU-219.
M 3.2A	3	Thermostat located in Classroom 218 should be tagged as AHU-218.
M 3.2A	4	Thermostat located in Classroom 216 should be tagged as AHU-216.
M 3.2A	5	Thermostat located in Classroom 215 should be tagged as AHU-215.

Docs	CID	Comment
M 3.2A	6	Thermostat located in Classroom 214 should be tagged as AHU-214.
M 3.2A	7	Thermostat located in East Breakout 200.4 should be tagged as AHU-200NE.
M 3.2A	8	Thermostat located in West Breakout 200.3 should be tagged as AHU-200NW.
M 3.2A	9	Recommend showing detail and termination of the four (4) vertical transfers ducts located in the East/West Breakout areas. Do these have grilles and where are they transferring the first floor air to?
M 3.2B	1	The rooms labeled Reading Specialist 201, ELL 202, LAP 203, SLP 204, and Art Storage 205 have a cumulative value of 1550 cfm. AHU-204 that serves these rooms shows on a design supply of 1200 cfm on equipment schedule located on Sheet M0.5. Please verify.
M 3.2B	2	The rooms labeled Corridor 200, Custodial 206, Toilet 207A, Girls 224 and Boys 223 have a cumulative value of 1300 cfm. AHU-200 that serves these rooms shows on a design supply of 1200 cfm on equipment schedule located on Sheet M0.5. Please verify.
M 3.2B	3	The supply air diffuser located at the South end of Corridor 200 does not have a diffuser type or cfm called out.
M 3.2B	4	The return air diffuser located at the South end of Corridor 200 does not have a diffuser type or cfm called out.
M 3.2B	5	Recommend calling out pipe size on the medium pressure gas (MPG) line routing through Resource Room 225.
M 3.2B	6	Recommend placing a Flag Note calling out where the MPG line goes up in Resource Room 225 stating "up to DWH-D01 in Penthouse 301."
M 3.2C	1	VAHU-C01 shows a sound trap (ST-2) at the 90 degree elbow on the return duct. Specify the performance data, type, and size on the mechanical schedule.
M 3.2C	2	Recommend calling out pipe size on the Medium Pressure Gas (MPG) line routing at the Matchline located on Column Line 3.
M 3.2C	3	Recommend calling out refrigerant lines and sizes for VAHU-C01.
M 3.2D	1	VAHU-D05 shows a sound trap (ST-1) on the return duct, please specify the performance data, type, and size on the mechanical schedule.
M 3.2D	2	Recommend calling out lines sizes on roof for MPG mains and branches.
M 3.2D	3	Recommend calling out line sizes for refrigerant pipes for CU-D01 and CU-D02.
M 3.2D	4	Recommend adding a Flag Note where the MPG line goes down to the boiler room stating as such.
M 3.2D	5	Recommend adding a call out for the elevation desired for bottom of duct in Gymnasium 130.
M 4.1C	1	Recommend adding note for 1-1/2" HWS/R located just South of Column E, "up to VAHU-C01."
M 4.1C	2	Flag Note 19 shown at AC-C01, Flag Note Key is missing from sheet.
M 4.1D	1	Suggest adding note "up to AHU-D01" and pipe size for HWS/R line near Column A8.

Docs	CID	Comment
M 4.2B	1	Suggest adding Column Line designations to sheet for easier reference.
M 4.2B	2	The notation at Column Line A5, "6" HWS/R up" should read 4". Also it should indicate continuing on M4.2A, not up as noted.
M 4.2B	3	The notation at Column Line K at Corridor 200 for the HWS/R line should read 4" in lieu of 6". Suggest adding note "see Detail 2/M7.3"
M 4.2B	4	For the 6" HWS/R piping going up at Resource Room 225, suggest adding a note "up to Mechanical Penthouse 301, see Detail 3/M7.3"
M 4.2C	1	Suggest labeling and sizing refrigerant lines going to VAHU-C01.
M 4.2D	1	Suggest showing sizes of refrigerant lines to GAHU-D01 and GAHU-D03.
M 4.2D	2	Recommend adding sizes for the HWS/R pipe to each air handler, VAHU-D05 and VAHU-D06.
M 7.1	1	Suggest adding Column lines designation to Sheets M7.1, M7.2, and M7.3 for ease of drawing coordination.
M 7.2	1	Flag Note 30 called out on Detail 3/M7.2 is not listed on Flag Note Key.
M 7.2	2	Please provide coil data typical of all outside air and relief coils being shown on Detail 1, 2, and 3/M7.2. Flag Note 1 states these are heat pipe refrigerant coils. Please clarify and show where piping is being run to and if this is a refrigerant circuit, how is it being done.
M 7.3	1	The HWS/R piping on the South end of the Penthouse on Detail 1/M7.3 and Detail 3/M7.3 is not finished or terminated.
M 8.1	1	The gas regulators are not depicted on Detail 2/M8.1 for GAHU-D01, GAHU-D02, and GAHU-D03. The Gas Service Table for these units will need updated on this same detail.
M 8.1	2	The water heater DWH-B01 listed on the Gas Service Table located on Detail 2/M8.1 should indicate Flag Note 3 in lieu of Flag Note 2 as shown.
M 8.2	1	The boiler tagging on Detail 2/M8.2 and Detail 1/M8.2 does not match tagging indicated on Sheet M0.4 Boiler schedule.
M 8.2	2	The medium pressure gas (MPG) pipe is not being shown coming into the boiler room from above at Column Line G and Column Line 10 on Detail 2/M8.2.
M 8.2	3	The current tagging shown as ET-B02 on Detail 2/M8.2 should read ET-D02.
M 8.2	4	The circulation pumps BCP-B01 and BCP-B02 are not tagged on Detail 2/M8.2.
M 8.2	5	Consider reviewing Enlarged Boiler Room Plan 2 to show the continuation into the building of the 6" and two 3" lines serving the Boiler Room on Site Water Plan C4.0.
M 8.3	1	Enlarged Kitchen plan needs to have plumbing completed. Not completed at this time.
M 8.3	2	The Type 1 Exhaust Hood Detail 1/M8.3 needs to have the EF tagging changed to show EF-K01 in lieu of EF-K02.
M 8.3	3	The Dishwasher Hood Fan Detail 3/M8.3 needs to have the EF tagging changed to show EF-K02 in lieu of EF-K01.

Docs	CID	Comment
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ELECTRICAL

- E 0.1 1 Revise the specification reference noted within the lighting symbols for the emergency lighting transfer device from 16511 to 26 09 23.
- E 0.2 1 Energy code numbered note #4 indicates that lighting control systems commissioning and completion requirements are to include the testing of systems to ensure that building systems have been installed and function properly appears to conflict with the specification 260923 that indicates compliance of lighting controls is a part of the building energy management system provided by Division 23.
- E 0.2 2 Phasing plan SD0.0 outlines four distinct phases during the construction of the new school building which involves the demolition of existing structures and installation of new portables on the hill. All of these phases involve some aspect of electrical work for removal of electrical power and signal systems which is not addressed in the electrical plans other than the general note #10 that states 'demolish existing systems as indicated on plans or as required for installation of new work'. This general note is not sufficient in providing complete direction to the Contractor for demolition of the existing electrical systems.
- E 0.3 1 Provide the deductive alternate number in the fixture schedule notes #1 and 2.
- E 0.3 2 The deductive alternate note #2 indicates replacement of the type "RL1" with "RL1A" fixtures with reference to plan E7.2 however all of the enlarged plans on that sheet identifies replaced fixture type as "LG2".
- E 0.3 3 Correct the spelling of in the listed description and manufacturer from "Aicko" to "Alkco" for fixtures Types UC1, UC2, and W1.
- E 0.3 4 No specification is provided for the lighting fixtures although a section is provided for lighting controls and stage lighting system.
- E 0.3 5 Provide the mounting height for all wall mounted fixtures which includes types 'SW1', 'W1', and 'W2'. The architectural interior and exterior elevations do not locate these fixtures to assist the Contractor in their placement.
- E 0.3 6 Provide the mounting height above finished floor for all pendant mounted fixtures which includes types 'P1', 'P2', 'P3', 'P4', 'P5', 'P6' and 'P10'.
- E 0.3 7 Lighting plan E2.1B identifies a type 'RL2X' fixture in classrooms 101, 102 and 103 which is not included in the fixture schedule.
- E 0.3 8 Lighting plans E2.1B and E2.1C identify a type 'W2X' fixture in a corridor and lobby which is not included in the fixture schedule.
- E 0.3 9 Lighting plan E2.1C identifies a type 'P10X' fixture in vestibule 100.5 which is not included in the fixture schedule.
- E 0.3 10 Lighting plan E2.1C identifies a type 'SW1X' at the exterior south walls that is not included in the fixture schedule on E0.3.
- E 0.3 11 Lighting plan E2.1C identifies a type 'RL3X' in hallway 141.1 that is not included in the fixture schedule.
- E 0.3 12 Lighting plan E2.1D identifies a type 'HB1X' in gym 130 that is not included in the fixture schedule.
- E 0.3 13 Provide the fixture type identification for the surface mount architectural track.
- E 0.3 14 Lighting plan E2.2A identifies a type 'LP2' in staff toilet 213 that is not included in the fixture schedule.

Docs	CID	Comment
E 0.3	15	Lighting plan E2.2B identifies a type 'D1X' in corridor 200 that is not included in the fixture schedule.
E 0.3	16	Provide the Beta Calco fixture name in addition to the catalog number listed for the type P10.
E 0.3	17	Lighting plan E2.3A and E2.3B identifies a type 'IS2X' in mechanical penthouse 301 that is not included in the fixture schedule.
E 0.3	18	Provide the input voltage for each of the light fixtures in fixture schedule.
E 0.3	19	Include the kiln 'in-use' light shown in diagram 4/E8.1 and power plan E3.1D in the fixture schedule.
E 0.3	20	The fixture types D3, RL1A, SF1, SP4, and SR1 listed in the scheduled cannot be found on any of the plans.
E 0.3	21	The fixtures shown on plan at the stage of type T1/T2 appear to be at variance with those specified in section 26 55 61 for stage lighting system.
E 0.4	1	The voltage for the VAV/Fan terminal unit FTC-C01 of 208v is at variance with the mechanical schedule voltage on M0.6 of 277v.
E 0.4	2	The motor size the VAV/Fan terminal units FTC-C02 through FTC-C06 of 1/4HP is at variance with the mechanical schedule HP size on M0.6 of 1/2HP.
E 0.4	3	The VAV/Fan terminal unit schedule note #2 indicates units are to be provided with a fused disconnect switch which is at variance with this plan schedule requirement for a motor rated toggle switch by the electrical Contractor.
E 0.4	4	Mechanical schedule note #1 for gas air handling units notes units are to have a single point connection which appears to be at variance with the two connections shown to be provided by the separate supply and return schedules for these units on this plan.
E 0.4	5	Verify with the Mechanical Engineer if the air handling units and variable volume air handling units scheduled have a single point or multiple point connection as indicted on electrical schedule. The equipment schedules on M0.5 do not note the quantity of connections however the schedule does provide the total load in MCA along with the MOP for each unit which leads reviewer to believe that only a single point connection is required.
E 1.0	1	The location for the utility transformer on site is at variance with the location shown on Site Plan SD1.1 within the entry to the Bus Drop/Staff Parking Lot at 110th Street.
E 1.0	2	The location for the utility transformer on site is at variance with the location shown on Site Utility Coordination Plan C6.0 prior to the entry to the Bus Drop/Staff Parking Lot at 110th Street.
E 1.0	3	Provide electrical infrastructure for the future reader board shown on Site Plan SD1.1 at the north side of the Visitor Parking Lot off 27th Street Avenue.
E 1.0	4	Clarify what the abbreviation of 'HC' as described at the (E) Hoffman enclosure for HC usage represents.
E 1.0	5	The site background plan near the noted (E) Hoffman enclosure provides conflicting project scope work identified as 'Concrete pad - see electrical' which is not boldly identified on this electrical plan.
E 1.0	6	Provide plan reference to the Site Utility Coordination plan C6.0 under general notes.
E 1.0	7	Provide Utility contact names and phone numbers on plan to facilitate utility coordination by Contractor.

Docs	CID	Comment
E 1.0	8	Not all of the underground electrical conduits shown on this plan are incorporated into the Site Utility Coordination plan SD1.1. Ensure all underground ducts routing is shown on that plan to avoid conflicts with other utilities.
E 1.0	9	Identify hand hole shown on plan near the (E) Hoffman enclosure by flag note #1 if applicable.
E 1.0	10	Structural plan reference of S1.01 in general note #2 is not a valid plan identification within this set of plans. Provide correct plan reference.
E 1.0	11	Provide and identify the location of the (E) utility poles described in flag notes #2 and #3 at both locations where notes are flagged on underground conduits.
E 1.0	12	Provide reference on plan for detail 3/E8.1 for pole light concrete base.
E 1.0	13	Detail 1/E6.4 identifies through rack component Notes 39, 40, and 42 a quantity of five 4" conduits for telecommunications and four 2" conduits for intercom/CATV/security/spare which is at variance with the quantity identified on plan of six 4" conduits and four 2" conduits between the hand hole and MC room.
E 1.0	14	Phasing plan SD0.0 outlines four distinct phases during the construction of the new school building which involves the demolition of existing structures and installation of new portables on the hill. All of these phases involve some aspect of electrical work for removal of electrical power and signal systems, installation of new services to portables and the maintenance of systems to existing building which remain under the interim of construction all of which is not addressed in the electrical plans.
E 1.0	15	Provide a typical trench detail to represent the installation of underground conduits with spacing requirements between conduits and minimum depth below grade. Indicate if underground PVC conduits are concrete encased or have sand backfill.
E 1.0	16	Indicate if a ground rod is to be installed for the hand hole noted by flag note #1.
E 1.0	17	The electrical plans do not present any control for the operation of the exterior lighting circuits although specification 260923 paragraph 2.05 indicates that exterior photocells are provided by Division 23 and that compliance with section 230900 for control of lighting system as a part of building energy management system must be met. A thorough review of section 260923 reveals under paragraph 2.14 that the DDC system shall interface with low voltage lighting control system specified under Div. 26 and makes no provision for a photocell. Lighting control and relay panel schedules need to be provided on plans to describe desired control operations and list the originating panel circuits which route through the controllers. This comment also applies to the control of the interior light fixtures.
E 1.0	18	Detail 1 on E6.8 identifies a portable vault and 'TR Portable' which are not located on the site plan. Clarify if these detailed work elements are included in the scope of work for this project.
E 1.0	19	Structural Drawing S1.01 referenced in General Note 2 for restrictions on embedded conduit in concrete slabs is not part of the James Monroe structural plans. In addition, consider reviewing the diagrammatic path of the low voltage conduit running north through the center of the building. The grade at the northern part of the building is substantially higher than the grade at the south, which would require extra bends in the conduit to accommodate the grade change. Consider reviewing to determine these low voltage conduits can be installed as drawn.
E 2.1A	1	Fixture schedule note #2 on E0.3 provides an deductive alternate fixture type 'RL1A' for the type 'RL1' fixture shown on lighting plans for the classrooms which is at variance with the fixture type 'LG2' shown on E7.2. This comment is also applicable to plans E2.1B, E2.2A, and E2.2B.

Docs	CID	Comment
E 2.1A	2	Enlarged electrical plan 1/E7.2 is flagged as being typical for the classrooms 105, 106, 112 and 113 for a deductive fixture layout but does not address if the type 'RL2' fixtures shown on this plan are deleted from layout or remain under the deductive alternate.
E 2.1A	3	The quantity of the type 'P3' fixtures in the east and west breakout rooms is at variance with that shown on the architectural reflected ceiling plan A2.7A.
E 2.1A	4	Lighting plan layout with the type 'W2' fixtures in the stair no. 2 is at variance with the architectural reflected plan A2.7A which utilizes a downlight.
E 2.1B	1	The fixture type 'RL2X' identified on plan in classrooms 101, 102 and 103 is not included in the fixture schedule on E0.3.
E 2.1B	2	The fixture type 'W2X' identified on plan in corridor 100 is not included in the fixture schedule on E0.3.
E 2.1B	3	Question if the computer lab 118 is to be included in the deductive alternate for light fixtures.
E 2.1B	4	Circuit homerun from the fixture type 'W2' in the corridor 100 is noted to be 'LF-35' which is at variance with the panel schedule on E10.1 that notes circuit to be "Spare."
E 2.1C	1	The fixture type 'P10X' identified on plan in vestibule 100.5 is not included in the fixture schedule on E0.3.
E 2.1C	2	The fixture layout in health 145 room is at variance with the architectural reflected plan A2.7C.
E 2.1C	3	The fixture type 'SW1X' identified on plan at the exterior south walls is not included in the fixture schedule on E0.3.
E 2.1C	4	The fixture type 'RL3X' identified on plan in hallway 141.1 is not included in the fixture schedule on E0.3.
E 2.1C	5	The fixture type 'W2X' identified on plan in lobby 100.4 is not included in the fixture schedule on E0.3.
E 2.1C	6	The undercabinet fixtures type 'UC2' located in the workroom 154 and health 145 are shown to be circuited on LB-9 which is a 277v circuit that is at variance with the voltage rating noted in the catalog number for the fixture of 120v in the fixture schedule on E0.3.
E 2.1D	1	The fixture type 'P4X' identified on plan in library 121 is not included in the fixture schedule on E0.3.
E 2.1D	2	The fixture type 'HB1X' identified on plan in gym 130 is not included in the fixture schedule on E0.3.
E 2.1D	3	The lighting layout at the stage with the track lighting is at variance with the architectural reflected ceiling plan A2.7D.
E 2.1D	4	The undercabinet fixture type 'UC2' located in the library 121 is shown to be circuited on LB-13 which is a 277v circuit that is at variance with the voltage rating noted in the catalog number for the fixture of 120v in the fixture schedule on E0.3.
E 2.1D	5	Provide the NEMA configuration and panel circuits for the two stage lighting control receptacles identified at the platform 140 and cafeteria 131.
E 2.1D	6	The lighting layout in the Kitchen 137 is at variance with the architectural reflected ceiling plan which shows no fixtures above the cooler and freezer.

Docs	CID	Comment
E 2.1D	7	The stage lighting system as specified by section 26 55 61 is not laid out on this lighting plan. Clarify if the track lighting types T1/T2 as scheduled and laid out on plan constitute the stage lights or provides lighting in addition to those specified in 26 56 61.
E 2.2A	1	The fixture type 'LP2' identified on plan in the staff toilet 213 is not included in the fixture schedule on E0.3.
E 2.2A	2	The orientation of the fixture in the staff toilet 213 is at variance with the architectural reflected ceiling plan A2.8A.
E 2.2A	3	The quantity of the type 'P3' fixtures in the east and west breakout rooms is at variance with that shown on the architectural reflected ceiling plan A2.8A.
E 2.2B	1	The fixture layout in elevator room 227A is at variance with the architectural reflected ceiling plan A2.8B.
E 2.2B	2	The fixture layout in art storage 205 is at variance with the architectural reflected ceiling plan A2.8B.
E 2.2B	3	The fixture type 'D1X' identified on plan in corridor 200 is not included in the fixture schedule on E0.3.
E 2.2B	4	The circuit shown on plan for the elevator machine room lights of 'ELEV-3' is at variance with the panel schedule on E10.1 which indicates the lights in that room are on circuit #4.
E 2.3A	1	The fixture type 'IS2X' identified on plan in mechanical penthouse 301 is not included in the fixture schedule on E0.3.
E 2.3B	1	The fixture type 'IS2X' identified on plan in mechanical penthouse 301 is not included in the fixture schedule on E0.3.
E 3.1A	1	Provide 120v 1 phase power to the electronic trap primer TP-4 located in the wall between custodian 109 and storage 108.
E 3.1A	2	Provide a general note or flag note to identify the receptacle subscript 'AV'. Indicate if device differs from a standard 20 amp specification grade receptacle or requires an engraved wall plate. This comment is applicable to all power plans.
E 3.1A	3	The quantity of 3 fourplex outlets mounted below the countertops of each of the classrooms is at variance with the quantity of 4 fourplex outlets shown in architectural interior elevations on A6.15.
E 3.1A	4	Provide a flag note to describe the location and mounting of the two receptacles shown in upper casework for the IDF rack in the east breakout 100.3.
E 3.1A	5	There is no detail available of the displacement casework located in the classrooms within this set of plans to verify if there is adequate space in the toe kick to enable the installation of a fourplex receptacle. Ensure that the installation as described by flag note #1 is feasible. This comment is typical for all power plans with this installation.
E 3.1A	6	The architectural interior elevations of the classrooms indicate that power and signal devices are to be provided in the back of the tall cabinets which are located on the same walls where the receptacle with the subscript 'AV' is located. This plan makes no provision to provide a device at any of the cabinet locations shown on architectural interior elevations.
E 3.1B	1	Provide 120v 1 phase power to the electronic trap primer TP-4 located in the wall between boys and girls restrooms 115 and 116.

Docs	CID	Comment
E 3.1B	2	The quantity of 3 fourplex outlets mounted below the countertops in classrooms 104 and 114 are at variance with the quantity of 4 fourplex outlets shown in architectural interior elevations on A6.14 and A6.17.
E 3.1B	3	Provide the mounting height for the receptacle as shown in classrooms 104 and 114 above the displacement casework. The symbol for the receptacle is for a mounting above a counter however no counter is provided above displacement casework.
E 3.1B	4	The architectural interior elevations of the classrooms, kindergarten rooms, life skills and computer lab indicates that power and signal devices are to be provided in the back of the tall cabinets. This plan makes no provision to provide a device at any of the cabinet locations shown on architectural interior elevations.
E 3.1B	5	The location of the receptacle on the west wall of classroom 104 above displacement casework at +36" conflicts with the window location.
E 3.1B	6	The fourplex receptacle located in life skills room 117 which is not flagged by any note at the east wall is assumed to be at +18" AFF and therefore conflicts with displacement casework.
E 3.1B	7	Validate the need for the 3 fourplex receptacles shown on the west wall of the life skills room 117 as the architectural interior elevation on A6.14 shows no countertop for computers at this wall.
E 3.1B	8	The fourplex receptacle adjacent to the sink on the north wall of the computer lab 118 should be GFI rated.
E 3.1B	9	The location of the GFI receptacle mounted above casework in the north wall of the computer lab 118 conflicts with the location of the tall cabinet.
E 3.1B	10	Indicate how the eight fourplex receptacles shown near the center of the computer lab 118 room are to be mounted at the floor and note if they are installed in the same box with the telecommunications devices shown on E6.1B. Indicate if they are installed in multi-service or individual service boxes as specified in 24 27 27.
E 3.1C	1	Provide 120v 1 phase power to the electronic trap primer TP-4 located in the wall between toilet 153 and hallway 141.1.
E 3.1C	2	Provide the NEMA configuration for the range receptacles in faculty lounge 150.
E 3.1C	3	Delete from plan the duplicate panel circuit identification 'PC-2, 4, 6' shown at the Lobby 100.4.
E 3.1C	4	Provide electrical connection to the instant hot water heater and garbage disposal provided by plumbing at the sink in the faculty lounge 150 sink.
E 3.1C	5	Provide a note to describe how the fourplex receptacle on circuit PC-32 located at the center of the workroom 154 is to be mounted.
E 3.1C	6	Move the receptacle subscript of 'GFI' shown on plan near the homerun 'MP1-16' to the receptacle on the west wall of the workroom 154.
E 3.1C	7	Note that the receptacle located at the east wall of the large conference room 144 is above counter.
E 3.1C	8	Clarify the noted mounting heights shown on plan for the receptacle on the south wall of psychologist room 146 of above casework as the architectural plan shows no casework on this wall.
E 3.1C	9	The location of the fourplex receptacle on the east wall of the small conference room 148 conflicts with the tall casework at the same location.

Docs	CID	Comment
E 3.1C	10	Provide the mounting height for the receptacle with the 'AV' subscript located on the south wall of the faculty lounge 150.
E 3.1C	11	Systems plan E6.1 C provides a quantity of three wall boxes which provide power, communications, and AV to flat screens as described by flag note #5 on that plan at the lobby stair which appears to be at variance with the single fourplex receptacle shown on this plan.
E 3.1D	1	Provide a detail for the mounting of transformer TM1 at the floor and transformer TY mounted above transformer TM1 located in the electrical room 126.
E 3.1D	2	Question the mounting placement of the larger transformer TPORT which is 150KVA above the smaller transformer T-A which is 75 KVA. Provide a mounting detail of the transformer installation.
E 3.1D	3	Enlarged plan for the electrical room 126 indicates panels 'LX', 'PY' and 'LA' are to be mounted adjacent to each other without any spaces between panels which presents a conflict for the location of the TVSS device placement for panels 'LX' and 'PY' as detailed on 2/E8.1. The location of the 2-section panel 'PA' within the same room as well as the panels 'PC' and 'PB' in electrical room 119 also appear to have the same conflict.
E 3.1D	4	Provide the location for the TVSS unit fed directly from the main switchboard as shown in the one line diagram within the electrical room.
E 3.1D	5	Provide a flag note on plan for the kiln control diagram 4/E8.1 and place all control devices shown on plan in the kiln room.
E 3.1D	6	Include the kiln 'in-use' light in the fixture schedule on E0.3 as it is not specified elsewhere.
E 3.1D	7	Provide location for the emergency generator service rated disconnect switches identified as ECB 'ATS-X' and 'ATS-Y' on plan.
E 3.1D	8	Identification of the transformer for the portable panel of 'XMFR PORT' in the enlarged electrical room plan is at variance with the identification used in the one line of 'XMFR TPORT'.
E 3.1D	9	Provide complete electrical connection to the motorized screen and the stop watch located at the platform 140.
E 3.1D	10	Provide 120v 1 phase power to the electronic trap primer TP-4 located in the wall between custodial 136 and generator 135, at wall by girls and boys restrooms 122/123, at wall between boys 123 and boiler 127 and at wall between electrical room 119 and custodian 120.
E 3.1D	11	Provide electrical receptacle for the two 2-station wash fountains in the boys/girls restrooms 122/123.
E 3.1D	12	Indicate how the four duplex receptacles shown in the open area of the library 121 are to be mounted. It appears that they are mounted in a floor box however no symbol description or flag note is provided to describe its installation. Indicate if power devices are to be mounted within the same floor box with the telecommunication devices shown at the same location on E6.1D.
E 3.1D	13	Provide a note to describe the mounting of the fourplex receptacles in the library 121 on circuits 'PB-8, 10, 12, 14' within casework.
E 3.1D	14	The fourplex receptacle located on the south wall of the office/storage room 129 appears to conflict with the casework at that location. Indicate if receptacle is to be mounted above counter.
E 3.1D	15	Indicate if the receptacle shown on the south wall of generator room 135 is to be GFI/WP rated similar to the receptacle located on the west wall.

Legend: AVW = At Variance With

NOTE: BREAKS IN THE CID NUMBERING INDICATE THAT COMMENT HAS BEEN DELETED

Docs	CID	Comment
E 3.1D	16	Provide complete electrical connection to the generator annunciator located in the custodian's room 136.
E 3.1D	17	Provide a note to describe the mounting of the fourplex receptacle at the front of the platform 140 room on circuit 'PB-9'.
E 3.1D	18	Note if all receptacles mounted at platform 140 sink counter are to be GFI rated.
E 3.1D	19	Note if all receptacles mounted at multipurpose 139 sink counter are to be GFI rated.
E 3.1D	20	The location of the receptacles at the interior and exterior of the hallway 100.4 entry conflicts with the storefront windows.
E 3.1D	21	The circuits 'PY-49,51,53' for the refrigeration system foodservice item #8 is not valid at the panel PY is a single section panel, revise to 'PY-38,40,42'. In addition, revise foodservice item to #1 to correspond to the kitchen plan K1 schedule.
E 3.1D	22	Indicate if the receptacles shown on this plan in the kitchen 137 and at the servery are to all be GFI rated as the general note states in the kitchen schedule on E7.1.
E 3.1D	23	Provide the fan switch and associated branch circuitry at west wall of kitchen 137 for the kitchen equipment #15 exhaust fan at +50" as noted on kitchen plan K2.
E 3.1D	24	Mechanical plan M3.1D indicates that there are two motorized dampers at the ductwork in the kitchen which are not shown to be provided with an electrical connection on this plan.
E 3.1D	25	Interior Elevation C1/A6.9 shows motorized blinds at the clerestory window at the Cafeteria, which do not appear to be accommodated for on the power plan.
E 3.2A	1	Provide 120v 1 phase power to the electronic trap primer TP-4 located in the wall between custodian 212 and storage 211.
E 3.2A	2	The quantity of 3 fourplex outlets mounted below the countertops of each of the classrooms is at variance with the quantity of 4 fourplex outlets shown in architectural interior elevations on A6.21 through A6.24.
E 3.2A	3	Provide a flag note to describe the location and mounting of the two receptacles shown in upper casework for the IDF rack in the east breakout 200.4 and 200.6.
E 3.2A	4	Provide a flag note to describe the mounting of the receptacles located at the center of the east and west breakout rooms 200.3 and 200.4 and indicate if they are mounted within the same box as the signal devices shown on E6.2A.
E 3.2A	5	The fourplex receptacles located at the center casework between lockers of the east and west breakout rooms 200.1, 200.3, 200.4 and 200.6 should be noted to be mounted above the counters.
E 3.2A	6	Architectural interior elevations for the classrooms note that the tall cabinets in each room are to have power and signal outlets which are not provided on this plan.
E 3.2B	1	The layout for the electrical room 227 indicates panels 'PF', 'LAR' relay and 'LF' are to be mounted adjacent to each other without any spaces between panels which presents a conflict for the location of the TVSS device placement for panels 'PF' as detailed on 2/E8.1.
E 3.2B	2	The quantity of 3 fourplex outlets mounted below the countertops of the classrooms 207 and 222 are at variance with the quantity of 4 fourplex outlets shown in architectural interior elevations on A6.21 and A6.24.

Docs	CID	Comment
E 3.2B	3	Architectural interior elevations for the classrooms 201, 202, 203, 207, 222, 225 and 226 notes that the tall cabinets in each room are to have power and signal outlets which are not provided on this plan.
E 3.2B	4	Conflicting mounting heights for the receptacle at the displacement casework in classroom 207 are noted as in toe kick and +36".
E 3.2B	5	The location of the receptacle on the west wall of classroom 222 above displacement casework at +36" conflicts with the window location.
E 3.2B	6	The quantity and location of the receptacles mounted on the north wall of resource room 225 are at variance with the architectural interior elevation on A6.20.
E 3.2B	7	The mounting heights for the receptacles at casework in rooms 201, 202 and 204 are not noted on plan.
E 3.2B	8	Provide 120v 1 phase power to the electronic trap primer TP-4 located in the wall between girls and boys restrooms 223/224.
E 3.2B	9	Provide electrical receptacle for the two 2-station wash fountains in the boys/girls restrooms 223/224.
E 3.2C	1	Note the NEMA rating for the CU-C01 unit disconnect located on roof.
E 3.2C	2	Provide a convenience receptacle for maintenance purpose of the CU-C01 and VAHU-C01 as required by NEC code.
E 3.2C	3	Verify the multiple point connection shown on plan for the VAHU-C01 unit with mechanical plans.
E 3.2D	1	Provide convenience receptacles for maintenance purpose of the mechanical equipment located on this level as required by NEC code.
E 3.2D	2	Verify the multiple point connection shown on plan for the GAHU-D01 and AHU-D01 units with mechanical plans.
E 3.2D	3	Note the NEMA rating for the mechanical equipment located on roof.
E 3.2D	4	Plan identifies two condensing units with the same designation of 'CU-D01' and the same branch circuit feeder of 'ME-14,16,18' which is at variance with the mechanical plan which locates two separate units identified as 'CU-D01' and 'CU-D02'.
E 3.3A	1	Verify the multiple point connection shown on plan for the AHU units with mechanical plans.
E 3.3A	2	Provide the descriptions for the flag notes #1, 2, and 3 identified on the power plan.
E 3.3A	3	Mechanical enlarged plan 1/M7.2 indicates that there are six louvers at the north mechanical penthouse that have motorized dampers, provide power to the dampers as required.
E 3.3C	1	Verify the multiple point connection shown on plan for the AHU units with mechanical plans.
E 3.3C	2	Note the NEMA rating for the CU-B01 and CU-B02 unit disconnect located on roof.
E 3.3C	3	Provide the branch circuit feeder for the CU-B01, CU-B02, and DCP-D01 units shown on plan.
E 3.3C	4	Mechanical enlarged plans 2/M7.2 and 3/M7.2 indicate that there are six louvers at the central mechanical penthouse and six louvers at the south mechanical penthouse that have motorized dampers, provide power to the dampers as required.

Docs	CID	Comment
E 6.1A	1	The cable tray identified by flag note #4 refers to specification for the dividing section however the section is not referenced by its section number. The specification for raceway systems 24 05 33 does not include cable tray and section 27 10 00 only specifies the ladder rack in the MDF. Ensure that the cable tray shown on systems floor plans is specified.
E 6.1A	2	There is no detail available of the displacement casework located in the classrooms within this set of plans to verify if there is adequate space in the toe kick to enable the installation of a telecommunications device within a 4" square outlet box. Ensure that the installation as described on plan as 'Toe Kick' is feasible. Provide a plan note to describe the routing of 1" conduit from device in the toe kick to the nearest wall without a window to above accessible ceiling. This comment is typical for all systems plans with this installation.
E 6.1A	3	Provide the mounting height for the access point enclosure device mounted at wall in classrooms as it is not noted in the symbols list on E0.1, architectural interior room elevations or in device detail 13/E6.6. This comment is applicable at all access point communications outlets shown on systems plans.
E 6.1A	4	The architectural interior elevations of the classrooms indicate that power and signal devices are to be provided in the back of the tall cabinets. This plan appears to make no provision to provide a device at any of the cabinet locations as shown on architectural interior elevations. This comment is applicable to all systems plan classrooms with the tall cabinets at locations as shown on architectural plans.
E 6.1A	5	Provide the mounting height for the wall mounted combination digital clock device as it is not noted on the symbols list on E0.1 or in architectural interior elevations. The comment is applicable to all systems floor plans.
E 6.1A	6	Suggest placing a general note on plan that the fire alarm system for the building is to be designed by bidder per the specification 28 31 11. This comment is applicable to all systems floor plans.
E 6.1A	7	Provide mounting height for the four port telecommunications devices along with the location of the sleeve through wall shown at the east and west break-out rooms 100.1 and 100.3.
E 6.1A	8	Power plans provide a ceiling mounted receptacle in the classrooms for a projector. Clarify the use for the AP telecommunications in ceilings or provide a data outlet for projector, if it is required. This comment is applicable to all systems floor plans.
E 6.1A	9	System plans do not locate any CATV outlets in classrooms although specification 27 51 00 indicates system to be installed in this building.
E 6.1B	1	Identify the floor boxes for the floor mounted telecommunications devices in the computer lab 118 and indicate if they are multi-service or individual service boxes as specified in 24 27 27.
E 6.1B	2	Clarify the mounting of the speaker located in the corridor 100 between the classrooms 104 and 114. The symbol used represents a wall mount however device is not located at the wall on plan.
E 6.1B	3	Clarify the mounting of the speaker located in the corridor 100 between the kindergarten classroom 101 and computer lab 118. The symbol used represents a ceiling mount however device is located near the wall on plan.
E 6.1C	1	Identify the location of the telecommunications devices shown at the reception room 141 casework and note the routing of device conduit and cabling to above accessible ceiling.
E 6.1C	2	Identify the location of the telecommunication device shown at the casework in the workroom 154 and note the routing of device conduit and cabling to above accessible ceiling.

Docs	CID	Comment
E 6.1C	3	Indicate if the camera device mounted on the underside of the stair landing is surface or flush mounted and provide conduit route to accessible ceiling location for cabling.
E 6.1C	4	Provide conduit route from accessible ceiling space to the three flat panel display wall boxes shown at lobby stair.
E 6.1C	5	Power plan E3.1 C provides a single fourplex receptacle at the lobby stair which appears to be at variance with the quantity of three wall boxes which provide power communications and AV to flat screens as described by flag note #5.
E 6.1D	1	Indicate the mounting height of +48" for the telecommunications outlet in the kitchen at the desk as noted on the kitchen plan K2.
E 6.1D	2	Detail reference for the "TE-C101" in custodial room 136 should be 5/E6.5.
E 6.1D	3	Provide the mounting height for the pullbox located on the north wall of the gym in flag note #5 and clarify if pullbox is recess or surface mounted.
E 6.1D	4	Clarify in flag note #5 the routing of the 2" conduit as surface or recess mount.
E 6.1D	5	Flag note #6 indicates the routing of conduit from the AP outlet box in the gym to the pullbox mounted at the north wall but does not address if the 1" conduit is concealed in wall or exposed. The detail 13/E6.6 for the AP device box indicates that it is recessed in the wall, clarify if this presents a conflict in the routing of the conduit in flag note #6. This comment is also applicable to the other AP device located in the gym with flag note #7.
E 6.1D	6	Flag note #7 indicates the routing of conduit from the telecommunications device box in the gym west to "TC-C101" but does not address if the 1" conduit is concealed in wall or exposed. The telecommunications devices are assumed to be recess unless otherwise noted, clarify if this presents a conflict in the routing of the conduit in flag note #7.
E 6.1D	7	Indicate the mounting height for the IR receiver junction box in the gym identified by flag note #14.
E 6.1D	8	Provide a general note to indicate if surface or exposed mounted conduit and boxes are to be painted to match surfaces.
E 6.1D	9	Provide a flag note for the two telecommunication devices shown in the open area of the library 121 of detail 7/E6.6 as no symbol description is provided on E0.1 for this installation. Indicate if the signal devices are to be installed within the same box with power outlets shown on E3.1D.
E 6.1D	10	The table of contents for the Division 27 specifications provided at the beginning of the Division 27 section specifications lists a section 27 40 00 for the Music Sound Systems however it is not included in the submitted review set although it appears applicable for the sound equipment and devices shown on this floor plan for the gym and cafeteria. Provide specification for the sound systems and indicate if they are standalone for each of the areas.
E 6.1D	11	Provide a one line diagram in the electrical plans to represent the overall music sound system as depicted by devices shown on this plan.
E 6.1D	12	Provide the mounting heights for all of the music sound system devices located in the gym and cafeteria.
E 6.1D	13	A symbol represented by a #1 within a triangle adjacent to a box with the letters 'VP' is shown in front of the platform in the cafeteria which is not described in the symbols list on E0.1.

Docs	CID	Comment
E 6.2A	1	Provide mounting height for the four port telecommunications devices along with the location of the sleeve through wall shown at the east and west break-out rooms 200.3/200.4 and 200.1/200.6.
E 6.2A	2	Plan E6.1A indicates that the four port telecommunications devices in the east and west break-out rooms 100.1 and 100.3 are to have sleeves through wall to the adjoining classrooms which is not shown at the similar devices on this plan which have no sleeves shown. Clarify the installation required for the routing of cabling from these similar devices shown on this floor plan in 200.1/200.6.
E 6.2A	3	Provide a flag note to describe the mounting of the telecommunications devices located at the center of the east and west breakout rooms 200.3 and 200.4 and indicate if they are mounted within the same box as the power devices shown on E3.2A.
E 6.2B	1	Clarify the mounting of the speaker located in the corridor 200 between the classrooms 207 and 222. The symbol used represents a wall mount however device is not located at the wall on plan.
E 6.2B	2	The locations for the pull boxes described by flag notes #6, 7, and 8 are not provided.
E 6.2C	1	Review the location of the pull boxes and conduit shown on wall of the mechanical platform with the mechanical plan M3.2C for a potential conflict with ductwork at the same location.
E 6.4	1	Detail 1 - Rack component notes #39, 40 and 42 identify a quantity of five 4" conduits for telecommunications/CATV and four 2" conduits for intercom/CATV/security/spare which is at variance with the quantity identified on site plan E1.0 of six 4" conduits and four 2" conduits between the hand hole and MC room.
E 6.7	1	Detail 2 illustrates the installation for vertical power strips mounted on the equipment racks but does not indicate how the power strips are to be served from the receptacles located at the walls (as shown on power plans). Note how the power strips at racks are to be served by power outlets at the walls.
E 6.8	1	Detail 1 - Provide a flag note on detail to identify the quantity and size of the sleeves at the second floor above the 'ER-MC' location.
E 6.8	2	Detail 1 - The portable vault and 'TR Portable' identified in the detail are not located on the site plan E1.0. Clarify if these work elements are included in the scope of work for this project.
E 7.1	1	The light fixtures types in the cooler and freezer are not identified, clarify if they are supplied and installed by Electrical Contractor.
E 7.1	2	Kitchen plan K2 note at the freezer and cooler detail indicates that the ceiling mounted fluorescent lights are installed in the field from circuit extension from factory installed incandescent which is not shown on plan. In addition, the note states that the light switch is factory installed which is not noted on plan.
E 7.1	3	Provide rough-in for the #32 remote pull switch shown on kitchen plan K2 adjacent to exterior door of the kitchen.
E 7.1	4	Provide the disconnect on plan to be provided by the Electrical Contractor for the cooler and freezer blower coils.
E 7.1	5	The electrical connection to the freezer blower coil and the conduit with control wires between the blower coil to the refrigeration system compressor are not shown on plan.
E 7.1	6	Provide a receptacle for the drain line heater located at the freezer case as shown on kitchen plan K2.

Docs	CID	Comment
E 7.1	7	Note the mounting height of +24" for the kitchen equipment item #13 disposer connection and indicate the requirement for the Electrical Contractor to wire through control panel to solenoid and disposer.
E 7.1	8	Note the mounting height of +24" for the kitchen equipment item #16 ware washer connection.
E 7.1	9	Note the mounting height for the kitchen equipment #22 and 25 receptacles at +48" as indicated on the kitchen plan K2.
E 7.1	10	Note the mounting height for the kitchen equipment #6 receptacle at +27" as indicated on the kitchen plan K2 detail A.
E 7.1	11	Note the mounting height of +24" for the kitchen equipment item #28 mixer connection as noted on kitchen plan K2.
E 7.1	12	Provide receptacle mounted at +24" for the kitchen equipment item #31 range on plan as indicated on kitchen plan K2.
E 7.1	13	The receptacle for the kitchen equipment item #29 for the proofer is incorrectly noted on plan as item #32 and the kitchen ventilator lights item is identified as #29.
E 7.1	14	Mechanical detail 6/M9.5 indicates that the Electrical Contractor is responsible for providing 120v power connection to the kitchen fire protection flow switch which does not appear to be addressed in the kitchen power plan.
E 7.2	1	Lighting fixture schedule deductive alternate note #2 on E0.3 indicates replacement of the type "RL1" with "RL1A" fixtures however all of the enlarged plans on this sheet identifies replaced fixture type as "LG2".
E 7.2	2	Provide the deductive alternate number for the fixtures in the titles to the enlarged plans.
E 7.2	3	Enlarged electrical plan 1/E7.2 is flagged as being typical for the classrooms 105, 106, 112, 113, 208, 209, 220 and 221 for a deductive fixture layout but does not address if the type 'RL2' fixtures shown on plans E2.1A, E2.2A and A2.2B are deleted from layout or remain under the deductive alternate.
E 7.2	4	Enlarged electrical plan 2/E7.2 is flagged as being applicable to the kindergarten classroom 103 for a deductive fixture layout but does not address if the type 'RL2X' fixtures shown on plan E2.1B are deleted from layout or remain under the deductive alternate.
E 7.2	5	The deductive alternate fixture type 'LG2' is not identified as having a dimming ballast in the fixture schedule which appears to be at variance with the local light switches shown on all plans to be dimming switches.
E 8.1	1	Detail 3 - Concrete pole base illustrates a flush base to grade which is at variance with the 3'-0" raised base detailed on A6/SD2.0.
E 8.1	2	Detail 3 - The size of the ground rod identified in detail of 3/4" x 8' is at variance with the specification 24 05 26 paragraph 2.01 A of 3/4" x 10'.
E 8.1	3	Detail 2 - Review the locations of panels 'LX' and 'LY' within the electrical room 126 which allows no space between panels for the TVSS device as depicted in this detail.
E 8.1	4	Provide the correct specification reference in the Master Format 2004 for the details #1, 2, and 5 as noted within the detail titles.

Docs	CID	Comment
E 8.1	5	Detail 2 - The TVSS surge suppression device does not appear to be included in the specifications as noted within detail.
E 8.1	6	Detail 4 - The diagram indicates a quantity of (2) kiln exhaust fans which is at variance with the quantity of one exhaust fan identified and scheduled as 'EF-134'.
E 9.1	1	Revise the specification reference in flag note #2 from 15900 to 23 09 00 for metering.
E 9.1	2	Revise the specification reference in flag note #5 from 16620 to 26 32 13 for the generator.
E 9.1	3	Question the size of automatic transfer switch 'ATS-X' rated at 150a/4p when the serving breaker at the MSB and generator is rated 30a/3p and the feeder is rated for 30 amps.
E 9.1	4	Question the size of automatic transfer switch 'ATS-Y' rated at 150a/4p when the serving breaker at the MSB and generator is 50a/3p and the feeder is rated for 50 amps.
E 9.1	5	In addition to the voltage and wire quantity, indicate that the main switchboard is 3 phase.
E 9.1	6	Provide the location for the TVSS unit fed directly from the main switchboard on the floor plan.
E 9.1	7	The TVSS surge suppression units do not appear to be included in the specifications.
E 9.1	8	Provide the feeder conduit and wire for the dimmer rack served from a 50a/3p breaker at panel 'PB'.
E 9.1	9	Clarify where the panel feeder to panel 'PB' originates as the one line diagram indicates its feeder to be tapped from the panel 'PC' feeder.
E 9.1	10	Provide location for the emergency generator service rated disconnect switches identified as ECB 'ATS-X' and 'ATS-Y' on applicable power floor plan.
E 9.1	11	The model listed for the panel 'LX' indicates it to be rated 30 amps at 480v with 24 circuits which appears to be at variance with the panel schedule on E10.1 that indicates it to be rated at 100 amps with 42 circuit.
E 9.1	12	Locate the panel 'PK' and enclosed circuit breaker ECB 'TK' on power plan where they occur.
E 9.1	13	Provide correct detail reference for the elevator diagram in flag note #7 of 1/E8.01.
E 9.1	14	One line diagram indicates that both sections of panel MD are main lug only which is at variance with the panel schedule for section 1 on E10.2 which indicates it to have a 100a/3p MCB with feed through lugs.
E 9.1	15	One line diagram indicates that both sections of panel ME are main lug only which is at variance with the panel schedule for section 1 on E10.2 which indicates it to have a 100a/3p MCB with feed through lugs.
E10.1	1	Panel schedule for LX indicates it to be rated at 480v 100 amps with 42 circuits which is at variance with the Bussmann panel model EP4M23024GCC noted at the one line diagram that is rated at 30 amps 480v with 24 circuits.
E10.1	2	The location of panel LX is not provided on the power floor plans.
E10.1	3	One line diagram indicates that the panel 'LX' is to have a TVSS device which the detail 2/E8.1 indicates requires a 30a/3p breaker service from the panel. The panel schedule does not make any provision for service to the TVSS as indicated in the detail.

Docs	CID	Comment
E10.1	4	Panel PK which serves kitchen loads does not appear to be located on the power plan E3.1D or enlarged kitchen plan E7.1.
E10.1	5	Panel schedule ELEV notes circuits #7 and 9 through 16 are spaces which are at variance with the rating for a 20a/1p circuit breaker at those spaces. Delete the breaker size at noted spaces or revise description from 'Space' to 'Spare'. This comment is typical for all panels on this plan where identified circuit descriptions are noted to be 'Space' in addition to the indicated that the circuit is a 20a/1p breaker.
E10.1	6	Panel LF circuit 35 is noted to be 'Spare' which is at variance with it use shown on E2.1B to serve corridor 100 light fixtures.
E10.2	1	Panel 'MD' Section 1 is noted to have a 100a MCB + feed through lugs which is at variance with the one line on E9.1 which indicates both sections of the panel are main lug only.
E10.2	2	Panel 'ME' Section 1 is noted to have a 100a MCB + feed through lugs which is at variance with the one line on E9.1 which indicates both sections of the panel are main lug only.
E10.2	3	Panel schedule ME (Section 2) notes circuits #2, 4, 6 and 7 through 42 are spaces which is at variance with the rating for a 20a/1p circuit breaker at those spaces. Delete the breaker size at noted spaces or revise description from 'Space' to 'Spare'. This comment is typical for all panels on this plan where identified circuit descriptions are noted to be 'Space' in addition to the indicated that the circuit is a 20a/1p breaker.
E10.2	4	Panel schedule MC (Section 2) noted mains of 200a MLO + feed thru lugs should only be a 200a MLO.
E10.2	5	One line diagram indicates that the panel 'PA' (Section 1) is to have a TVSS device which the detail 2/E8.1 indicates requires a 30a/3p breaker service from the panel. The panel schedule does not make any provision for service to the TVSS as indicated in the detail.
E10.3	1	One line diagram indicates that the panel 'PB' (Section 1) is to have a TVSS device which the detail 2/E8.1 indicates requires a 30a/3p breaker service from the panel. The panel schedule does not make any provision for service to the TVSS as indicated in the detail. This comment is also applicable to panel 'PC' (Section 1), 'PD' (Section 1) and 'PE' (Section 1) on this plan.
E10.3	2	Panel PA schedule (Section 2) notes circuits #43 through 84 are spaces which is at variance with the rating for a 20a/1p circuit breaker at those spaces. Delete the breaker size at noted spaces or revise description from 'Space' to 'Spare'. This comment is typical for all panels on this plan where identified circuit descriptions are noted to be 'Space' in addition to the indicated that the circuit is a 20a/1p breaker.
E10.4	1	One line diagram indicates that the panel 'PF' (Section 1) is to have a TVSS device which the detail 2/E8.1 indicates requires a 30a/3p breaker service from the panel. The panel schedule does not make any provision for service to the TVSS as indicated in the detail. This comment is also applicable to panel 'PG' (Section 1) and 'PY' on this plan.
E10.4	2	Indicate if the Panel 'PORT' is to be provided with the breakers as sized in panel schedule or has spaces.
E10.4	3	Panel schedule PF (Section 2) noted mains of 200a MLO + feed thru lugs should only be a 200a MLO.
E10.4	4	Panel PY - Provide the connected load for the kitchen blower/cooler in circuit 6.
E10.4	5	Panel PY - The circuits 38, 40, and 40 for refrigeration load are not identified on plan where it occurs.

Board Agenda Request Form

2. f.

Date of Board Meeting 05/25/10
Month/Day/Year

Subject

Title:
Approval of the Educational Specifications for Everett High School Gym Building Modernization

Recommendation:
The Administration recommends the Board of Directors approve the Educational Specifications for Everett High School Gym Building Modernization.

Background

Purpose/Summary:
These educational specifications were prepared by Dykeman Architects and District staff. A committee was formed of Everett High School and other District staff to assist in the creation of these educational specifications. This document will be used by Botesch, Nash & Hall Architects in designing the Everett High School Gym Building Modernization project. Approval of the educational specifications is part of the process to establish eligibility for state matching funds.

Previous Related Action:

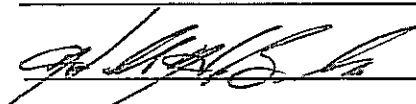
Additional Information

Agenda Placement:

Information Action Consent Agenda Attachment(s)

Presentation Time Minute(s) # of Pages 67

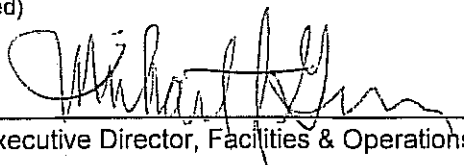
Submitted By: Hal Beumel Contact Person(s): Hal Beumel

Signature  _____

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office

Approved Denied Revised (See Attached)

by: _____ by: 
Executive Director, Finance & Operations Executive Director, Facilities & Operations

Date _____ Date 5-13-10

Comments:



EPS / EVERETT HIGH SCHOOL
GYMNASIUM MODERNIZATION
Educational Specification

May 2010

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PARTICIPANTS



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Catherine Matthews, Principal
Jim McNally, Area Director
Aaron Nations, Teacher/Coach
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PROJECT RATIONALE



DESCRIPTION OF PLANNED PROJECT

This is a modernization to the Everett High School Gymnasium for the Everett School District No. 2. The project will involve a full modernization of all building systems including heating, ventilation, electrical, plumbing, roofing, finishes, and seismic. The existing building is approximately 60,000 sf and the building size is not expected to increase as a part of this project. The construction budget for this facility is approximately \$10 million. A 2014 completion is planned.

NECESSITY FOR THE PROJECT

The existing Everett High School Gym does not adequately meet the needs of the physical education program or interscholastic athletics housed at the school, nor does it meet the requirements of the District Standards for High School Athletic Facilities. This modernization will address these deficiencies.

INTENDED USE AND PURPOSE

This facility will be used primarily for the physical education instruction and interscholastic athletics of high school students, and secondarily for use by the community as allowed by the District.

COMMUNITY DATA



DESCRIPTION OF COMMUNITY HISTORY

Public education in the Everett School District dates back to late 1891 when Everett, a planned industrial city, was in its infancy and one teacher in a wooden frame building met the needs of the community. Both the city and the school district have grown since those pioneer days. The district now stretches sixteen miles from the Snohomish River delta at the north to beyond the Everett city limits to the south, including all of the City of Mill Creek. Within the district boundaries are several south Everett areas that were once small separate communities and/or school districts.

Today the Everett School District serves more than 18,000 students in seventeen elementary schools, five middle schools, three comprehensive high schools and one alternative high school. Full and part time staff number approximately 2,000. The 2009-10 General Fund Budget (revenues/cash/investments) is \$184,194,395.

GEOGRAPHIC AREA TO BE SERVED

The current service boundaries of Everett High School extend generally to Union Slough to the North; Port Gardner Bay and along Glenwood Avenue to the West; Madison Street and Larimer Road to the South; and Steamboat Slough and the Snohomish River to the East.

LOCATION OF THE PROJECT SITE

Everett High School is located at 2416 Colby Avenue, Everett, WA. The school is configured as an urban campus with 7 buildings covering 4 city blocks. Parking is limited and students are encouraged to walk or ride the bus. Geographically, the school is located in the northern part of the Everett School District, north of Everett's downtown business district, with residential areas to the north, east, and west.

EDUCATIONAL GOALS



EVERETT SCHOOL DISTRICT

ESD Mission Statement

The staff, families, and community members of the Everett School District are committed to academic excellence and ensuring that each student acquires the skills and knowledge needed to thrive as a lifelong learner and responsible citizen in a changing world.

Everett High School Mission Statement

Everett High School's mission is to ensure all students graduate on time with an individual plan and the necessary skills for continued success.

Goal

To ensure each student learns to high standards.

Student Learning Target

We will focus on improving student learning. Student learning will be measured in many ways, including classroom, district and state assessments. The district will meet or exceed all state learning goals. Each graduate will successfully complete all state and district graduation requirements, including the Certificate of Mastery and Culminating Exhibition.

Guiding Principles

- Each person has inherent worth. We respect all members of our community.
- The partnership of schools, families and communities is essential for the development of successful students and citizens.
- We ensure that each student becomes a successful learner.
- Continuous improvement is essential. We strive to improve all aspects of the district's operation.
- Students learn in different ways and at different rates. We accommodate these differences.
- The quality of the school district is directly related to the quality of the staff. We hire staff that is passionate about their work and compassionate in their interactions with all people.

GENERAL BUILDING CONSIDERATIONS



Building Image

1. A strong building image is an important factor. Several aspects of “Building Image” that should be accomplished are listed below.
 - a. The facility should reflect its identity as an educational facility, a place of learning.
 - b. The final product will foster “pride of ownership” within the student body, staff and community.
 - c. The building must consider adaptability and flexibility for future use.
 - d. The final product must foster lifelong goals of fitness and wellbeing and communicate those goals to the community.
 - e. The building will be a warm, inviting, and secure place for a diverse student body.
 - f. The building should feel welcoming to all and encourage community involvement.
 - g. The building should encourage and help preserve traditions.
 - h. The building should incorporate natural light and a connection with nature.

2. Provide a “sense of entry” to the building, an easily identifiable main entrance with a visual connection to the parking lot and direct access for students, parents and visitors.

3. Colors
 - a. Classic and not “trendy” – avoid a look that will be “dated” in 10 to 20 years
 - b. Consider using higher contrast color combinations.
 - c. Consider use of wood in some areas.
 - d. Use of graphics may be beneficial, although should be used with discretion. Any graphics should create an exciting and stimulating interior environment, as appropriate for an athletic facility.
 - e. Consider using diverse textures throughout.
 - f. Spaces should feel light and bright.
 - g. Incorporation of school colors (navy and gold) is strongly encouraged.

4. This facility will be used by the community after hours and on weekends, and should provide appropriately separated zones of access for such use.

Safety

Priority shall be given to a design that promotes safety for occupants of the building. This includes attention to items such as:

- Adequate lighting in all areas
- Exterior entry doors with vision relite
- Slip-resistant walking surfaces
- Avoidance of blind corners
- Avoidance of tripping hazards
- Emergency shut off valves to electricity, gas, and air
- Adequate and effective alarm systems
- Consider a provision for interior and exterior access to emergency supplies storage space



Building Security

- Keys: A master keying system should be reviewed and approved by the district maintenance department.
- Security system shall be designed around a microphone based system to be installed under separate contract, located strategically throughout the building, in main circulation areas, high risk area, office areas and other areas, as determined by the district.
- All exterior doors are to have door contacts.
- Computers and other expensive equipment should be located in secure areas, preferably out of view from exterior windows.
- Secure construction and locking mechanism should be considered in selection of windows.
- Activity zones should be established for evening/off-hour use.
- Non-used portions of the building should be secured when not in use.

Maintenance and Operations

For all surfaces, systems, equipment, and materials, consideration will be given to the following:

- Durability
- Cost of repair and maintenance
- Ease and convenience of general upkeep
- Initial cost, anticipated life expectancy and replacement cost
- Compatibility with other district surfaces, systems, equipment and materials
- Sustainability

Circulation, Accessibility and Traffic

Circulation and accessibility are critical. The building entrance should not be located adjacent to bus pick-up/drop-off and every consideration must be given to separating vehicular and pedestrian traffic. District transportation standards require busses to use right turns only, if possible. Consideration for bus turning radius and right turn circulation on site is critical.

If at all possible, the entrance for service vehicles should be separate from other parking and traffic patterns. Attention must be given to both external and internal circulation patterns.

Patrons of the building (students, staff, parents, public at large) will arrive via walking, bicycling, school bus and private vehicles. Provisions for vehicular parking and bus loading areas should be addressed. Adequate and secure location for bicycle racks is important. Handicapped accessibility is required. Of particular concern is compliance with the applicable provisions of the "American with Disabilities Act of 1990."

- Layout the site to provide appropriate separation of bus loading and parking areas.

Exterior

- Provide a sensitive response to existing environmental conditions
- Noisy equipment should not be located next to instructional or planning areas
- Design should discourage skateboarding and roller blading, provide deterrents on all exterior railings, benches, planters, and raised curbs
- Exterior building materials should be durable and easy to maintain (avoid wood siding)



- Utilize vehicular gates to secure complex where required
- Provide bike racks, covered are preferred
- All accessories to be hot dipped galvanized.
- Provide cedar, redwood or preprimed wood for exterior trim.
- Do not use MDF in construction.
- Where exposed to view, exterior sheet metal should be a prefinished material.
- Avoid painting concrete.

Landscaping and Site Furniture

- Provide attractive, low maintenance landscaping in conformance with the district standards for low allergen plants
- Consider the use of native, drought tolerant plant materials and a one-year warranty assurance contract in lieu of an irrigation system and weed barrier
- Exterior trash receptacles and seating should coordinate in design and placement with adjacent campus, be as vandal proof as possible, and be securely attached to a wall or slab
- Carefully consider size and location of exterior plantings relative to security.

Building Entrance and Path of Travel

- Create clearly defined, well lit access routes that are easy to observe and don't create hiding places for pedestrian traffic
- Plan entrance areas to avoid vandalism or security problems, glass should be installed wherever possible for visual supervision
- Avoid creating alcoves deeper than 3 feet (or depth of door swing)
- Plan entrance areas to protect from wind and debris catchments
- Provide permanently installed walk-off mats at all building entrances (inside building)
- Consider use of canopies to protect from inclement weather rather than covered alcoves for security and safety, where appropriate
- Pedestrian routes should minimize travel through vehicular traffic areas
- Provide curb cuts for accessibility along all routes of travel

Stairs/Ramps

- Consider unpainted, galvanized steel handrails over aluminum which gouges more easily
- All handrails should be equipped with skateboard deterrents
- Provide concrete stair treads with steel nosing, no rubber treads

Exterior Doors and Windows

- Exterior doors and vestibules should not create areas that are unobservable by staff and security personnel
- Provide heavy-duty closers for all exterior doors
- All hardware must be of high quality, heavy-duty materials and construction
- Exterior doors should not have hardware that can be jammed or forced open from the outside
- Use hollow metal flush doors at exterior
- Provide rust-proof interior at all hollow metal door frames (asphalt emulsion currently in use)



- Provide sufficient exterior grade to window height to discourage vandalism and forced entry
- Exterior windows should be double-glazed minimum for energy conservation, including thermally broken sash and frames
- Exterior doors should be equipped with pipe stops
- All pairs of doors to have a removable keyed center mullion.
- Provide hold-opens at all doors
- Install power assist doors at main entrance doors. Use on exterior doors only.
- Provide conduit at door heads for security wiring at all exterior doors and any interior doors, which will be monitored.
- Provide high frequency hinge preparation for all hinges in all frames.
- Grout all doors, relites and exterior window frames solid.
- Consult with Owner's Finish Hardware Consultant for developing a hardware schedule that complies with District Hardware Standards.
- Key schedule: Coordinate Owner's key requirements with hardware supplier.
- Minimize the number of exterior doors

Roof

- Landscaping and building design should discourage unauthorized access to roof
- Roof maintenance procedures and warranty information should be placed at or near point of roof access
- Provide safest route to HVAC equipment possible, including the provision of walkways when possible and the posting of a walkway plan at or near point of access
- Minimize roof penetrations, including skylights, sloped glazing, etc.
- Combine vent roof penetrations whenever possible
- Ensure that overflows are installed at correct heights to eliminate improper overflow
- Roofing material should have a lifespan of 30 years and be treated to inhibit the growth of fungus
- Trusses should be 3'-0" o.c. minimum, otherwise tongue and groove sheathing is required
- Do not slope roofs less than 3:12.
- At membrane roofing slope roof at a minimum of 1/4" per foot.
- Provide walking pads at membrane roofing around mechanical equipment.
- Pipe vent caps shall extend to 18" above roof deck.
- Overflow drain outlets shall be in a visible location. Provide brass drips at outlet where appropriate.
- Roof drains shall be cast with embedded lead flashing.
- Protect roof drains from balls and other debris

Utilities

- Locate all utility distribution lines in areas away from play areas and fields, if at all possible.

Shut-off Valves

- Provide shut-off valves to allow portions of the building to be shut off for repairs without affecting service in other areas.
- Valves should be well marked and conform to a master shut-off plan, to be displayed in custodial office
- Provide separate shut-off valves at each toilet room, locker rooms and shower rooms



Plumbing

- All plumbing vents should have p-traps or vandal-proof caps to reduce effects of vandalism. Reduce the number of vents thru the roof when practical.
- All plumbing fixtures should be vandal resistant
- Provide floor drains in all wet areas, floor should be properly sloped toward drain
- Provide trap primers at all floor drains; all showers shall have trap primers.
- Insulate pipes adequately to prevent freezing during the winter
- Provide recessed, lockable, and vandal resistant interior hose bibs and shut-off valves in areas that are accessible to students
- Exterior hose bibbs should be recessed, lockable, and vandal resistant
- Provide a 24" to 30" clear plumbing chase behind fixtures, for all student restrooms.
- Concealed flush valves shall not be used for water closets and urinals.

Air Compressor

- Air compressors should be adequate in both pressure and volume, as required
- Location of air compressors should not interfere with instructional areas in terms of excess noise and vibration

Hot Water Heaters

- Hot water heaters should have drip pans with drains

Gas

- Gas service should be adequate in both pressure and volume, as required

Interior

- Design should convey a clear sense of way-finding
- Maximize opportunities to provide natural light wherever possible
- Building design and materials should prevent noise transmission between spaces as much as possible
- Provide back splash, minimum 4' high, behind all floor sinks in janitor closets and elsewhere over green board. Smooth FRP or plastic laminate is required.
- Smooth FRP is acceptable.
- Where ceramic tile is used install ceramic tile backer board over plywood backing.
- Provide solid blocking in walls for wall mounted equipment (including cabinets).
- Hardwood, such as oak or maple may be used for interior trim.
- Do not use MDF in construction.
- In corridors, gymnasiums and other high impact areas provide ½" plywood backing behind wall finish.
- Finish to a level 4 finish with PVA sealer or USG "First Coat".
- Use durable wall finish on all walls in public toilet rooms. (Staff toilet rooms are not public toilet rooms).
- Provide durable wall finish to ceiling at all toilet rooms.
- Do not use suspended acoustical panel or glued-on acoustical tile ceilings in gymnasiums. Concealed spline ceilings are not



acceptable.

- Do not use ACP below 10'-0"
- Avoid painting concrete, except where painted concrete is existing.
- Vinyl wall covering is not acceptable.
- All mop sinks to have plastic laminate wainscot or smooth faced FRP or premolded wall finishes.
- Do not use whiteboards over 8' in length.
- All toilet partitions in schools, faculty and office areas shall use 1" solid phenolic with laminated plastic finish. They should be supported overhead and mechanically fastened with tamper proof screws.
- Cabinets shall be of all plywood construction.
- Whiteboards should be mounted at the appropriate height for student use
- Only paperless GWB is acceptable

Interior Doors and Windows

- Doors should generally swing out, into the flow of egress
- All hardware must be of high quality, heavy-duty materials and construction appropriate to an athletic facility
- If wood, use solid core flush doors
- No doors should have glazing below the push bar for safety
- Interior door sills and flooring transitions should be smooth and flat to prevent interference of moving equipment between rooms
- Consider the use of clerestories to maximize natural light. Sloped windows and skylights are not allowed.
- Provide adequate seals at windows and doors to prevent whistling from wind
- Windows should be treated to control light, consider non-cloth mini-blinds
- Glazing should be selected for occupant comfort, energy efficiency, and low maintenance and replacement cost
- Provide vision lites in all doors except storage, janitorial, and electrical rooms. Coordinate with hardware. Provide ability to install security blinds.
- Provide ability to control access to individual rooms and exterior building doors in the event of a lock-down
- All hollow metal door and window frames interior and exterior applications shall be filled with rock wool when not grouted solid in masonry walls.
- Hardware finishes shall be brushed chrome, stainless steel or aluminum.
- Consider using recessed door hardware in Gym
- Consider use of side lights at doors
- Minimize glare from natural light in gymnasiums.
- Consider impact resistant glass in high impact areas.

Signage

- Consider use of non-plastic signage system for durability
- New signage should comply with existing District standards
- Sequence of room numbers should be based on doors/rooms off hallways – internal spaces and corridors should be sub-numbers



- Comply with ADA requirements
- Dedication plaque as per District standard
- Appropriate and tasteful exterior signage to identify building
- Provide building directory signage
- Provide individual room number and name signage, including provision for including staff names at classrooms, locker rooms and other work areas
- Provide occupancy/room capacity signage
- Provide emergency information, i.e., route out of room and building (small sign)
- Provide fire evacuation signs (describing evacuation route)
- Provide painted building identification numbers on roof
- Provide vinyl room numbers on one window in each room
- Provide infrastructure for 32 SF (max) Reader Board in visible location
- Provide directional, identification, and information signs, exterior school name and building identification signage including accessible routes of travel.
- Be sure the building plans indicate the same room number as they will have when permanently signed.
- Exterior building signage should be prominent and welcoming
- Consider re-using existing exterior building signage

Flooring

- Type of flooring (carpet, vinyl or other) identified in each program area description.
- Carpet shall be a high grade commercial type which will not unravel when cut or seamed; continuous filament type is not recommended. All carpet shall be environmentally sensitive and non-allergenic, including adhesives. Entry ways shall have a walk-off floor covering a minimum of 8'-0" long.
- Carpet may be tile or broadloom.
- No carpet in corridors.
- Toilet rooms should have ceramic or porcelain tile flooring. Sizes shall be between 2" and 8".
- Ceramic floor tile shall always be designed with a mortar bed.
- Use dark colored grout in floors and walls.
- Minimal sheet vinyl is allowed. VCT is preferred.

Storage

- Virtually all storage shelves should be adjustable – exceptions need to be identified
- Storage units must be identified by area as to size, open or closed, and whether they need to be lockable
- Several areas required specialized storage – see program area descriptions

Tackable Wall Surfaces

- Tackable surfaces should be provided at selected locations. Types include vinyl wrapped wall covering mechanically adhered to walls, and/or closed cell cork. Prefer vinyl covered tackboards over straight cork.
- These finishes have advantages and disadvantages and should be selected on their respective merits, as the conditions require.



- All cork tackboards shall have plywood backing.

Operable Partitions

- Dividers of various types may be used to create spaces compatible with program and budget requirements
- Consider ease of operation in specifying operable partitions and allow for access at either end.
- Folding Partitions: provide full height backing at jambs.

Display Areas

- Covered display area(s) for student work and activities should be provided near the main public entrance
- Include showcases with a variety of shelf widths for exhibition of trophies, plaques, student projects, and other appropriate materials
- Other display areas are identified in the “Description of Activity Areas”
- Provide space to accommodate current and archival team display

Energy Conservation and Management

- The need for a cost effective, efficient energy system will be an overriding concern
- There will be an integrated EMS (energy management system) including instrumentation and control for heating, ventilation, exhaust, air conditioning and refrigeration and, if possible, for lighting. It should be a computer based system with local and remote access to all systems and should be structured around the district’s standard specifications (Alerton and Barber/Colman)
- Consider sustainable heat sources.

Heating, Ventilation and Air Conditioning

- HVAC (heating, ventilation and air conditioning) should be provided to all spaces appropriate to good design practice and district policy. All air handlers, boilers, and future chillers to be located in areas protected from direct weather. All HVAC controls shall be connected to the district EMS (energy management system). Select HVAC system in conjunction with maintenance personnel, maintenance
- HVAC systems must be quiet and effective
- Provisions for T-stat and individual room control at all instructional spaces or zones is preferred
- Utilize a direct digital control system compatible with district control equipment
- Computer areas: Maintain a dust-free environment
- Provide maximum filtered fresh air for ventilation up to 100%. Set supply air temperature to satisfy the most demanding zone
- Consider phased start-up of mechanical equipment to reduce peak load electrical demand
- Locate heat sensors away from heat sources, such as lights, to avoid interference
- Provide CO2 sensors
- No cooling except to ER rooms, computer rooms and elevator machine rooms.
- Do not design open returns, all returns shall be ducted.
- Ozone generators may not be used.



Water and Sewer

- Provide hot and cold water to each sink in the building(s) unless noted otherwise
- Provide isolation valves (shut-off) to allow logical areas of the building to be shut off for repairs without affecting service in other areas. Valves should be marked and conform to a master shut-off plan, to be displayed in custodial office
- Provide exterior locking hose bibbs for building-wide maintenance – vandal resistant
- Avoid hose bibbs and shut-off valves under sinks in toilet rooms and other areas if they are accessible to students
- Insulate pipes adequately to prevent freezing during the winter
- Provide drip pans with drain at all hot water heaters
- Select vandal-resistant plumbing fixtures. Consider plumbing trim with automatic sensors or shut-offs
- Any wall mounted plumbing fixtures should utilize extra heavy duty wall support/carriages
- Provide 120° F. water at all hand washing sinks. (Provide 140° F. water to kitchen pot sink and dishwasher, if applicable.)
- Auto sensing faucets in restrooms
- Wall-mounted lavatories are acceptable
- Consider multiset lavatory system or wash trough
- Provide a hot and cold water, hose bib in every public restroom with isolation valve and check valves, in an accessible location.
- Review sink fittings to avoid oversplash and location of hot and cold water valves
- Provide drinking fountain and cuspidor in gymnasium, wrestling and weight room alcoves; do not locate over wood floors.

Sound

- Acoustical control is critical in certain parts of this building. These are noted in the “Description of Activity Areas” section.
- Consider sound reinforcement system
- Pay special attention to acoustical separation between main gym and auxiliary gym

Natural Light

Maximize natural light to the degree feasible. This desire for natural light will be balanced with the need for a cost effective, efficient energy system. Any window treatment should be sensitive to the general atmosphere in the space, the view potential, and the design integrity of the building.

Other window considerations:

- Windows should be treated to control light. Blinds, shades, curtains and screens are some alternatives.
- Window placement should be coordinated with the placement of computers to avoid screen glare. Consider indirect or otherwise diffuse lighting. Windows should not be placed behind computers.
- All exterior windowpanes should be insulating glass (double-glazed) as a minimum requirement. Consider thermally broken sash and frames.
- Energy code required “daylight” zones should be carefully laid out to avoid dark areas in the room. Switching of daylight zones should match switching elsewhere in the room.
- Window orientation should be carefully considered to avoid excessive heat gain or loss



Artificial Light

- Fluorescent fixtures will incorporate electronic ballasts and parabolic lenses. The lights need to be quiet.
- Lighting should be high performance, economical and energy efficient
- Match lighting color rendering to match interior finish colors to provide the best appearance to the space and the people within
- Special attention should be paid to the lighting design of the following areas:
 - Gymnasium
 - Exterior building illumination
 - Reception area
- Community use suggests that the facility shall be used after hours, in the evenings. Exterior lighting should be provided to create safe and secure access to the facilities.
- Security lighting should be provided around the entire building
- Provide lighting cut-offs to adjacent properties
- Provide vandal-resistant light fixtures at high risk areas such as building entrances and pedestrian walkways
- Standardize lamps and ballasts as much as possible
- Provide emergency lighting for building egress
- Avoid computer screen glare from light fixtures. Consider low-glare or indirect type
- Consider dimming controls for appropriate areas
- Provide under cabinet lights

Lighting

- Provide exterior and interior emergency lighting for building evacuation
- Lighting design and operations should allow for community, weekend, and after-hour usage, as required
- Locate light switches for safety in crossing dark spaces
- Consider energy saving devices including automatic day/night sensors and motion sensors
- Provide multiple fixture and switching options to accommodate general, ambient and computer use lighting levels
- Provide LED night-light in mechanical attic space to provide minimal lighting if someone turns off light switch.
- Provide exterior lighting at dumpster location.
- Occupancy Sensors in all areas.
- Consider key switch control at all lights

Fixtures

- All light fixtures should be vandal and impact resistant, especially in high risk areas such as gymnasium, building entrance and pedestrian walkways
- Light fixtures should be accessible for ease of maintenance
- Light fixtures should be recessed wherever possible or mounted out of reach of students, sconces are not to be installed anywhere
- Provide emergency lighting in any rooms without natural light
- Connect under-cabinet lights to room switches so that sensors will deactivate them



- Under-cabinet lights should not be installed above computer work areas

Lamps

- Utilize long life and energy efficient lamps
- Standardize lamps and ballasts as much as possible to match District requirements
- Fluorescent lamps in fixtures shall be energy saving T5 or T8 4100 style lamps
- High intensity discharge and exterior lighting shall be metal halide or similar full color spectrum lamps
- Gyms to have T-5 HO lighting with occupancy sensor control.

Technology and Communications

- Program requirements for electrical and data services should be dictated by location and quantity needs, don't just adhere to minimum requirements.
- Be consistent with District Technology standards and as advanced as possible.
- The communications distribution system should include a main telecommunication room, telecommunication equipment rooms as needed, and an accessible wireway from the TR to the ER (s) to all building areas.

Telecommunications Equipment Room (ER)

- Provide a secure, centrally located ER for the primary staging and distribution point for all data, audio, and video distribution systems.
- ER shall serve as the connection point to the District's Wide Area Network (WAN)
- ER may also be a demarcation point for outside utilities, such as telephone and cable providers.
- Room should be a minimum of 150 square feet and must provide enough room for the necessary equipment, working clearances, exits, floor space, work surfaces, shelves, ventilation, and access for equipment installation and maintenance.
- Provide a minimum of one dedicated, 120 volt, 20 amp-4 plex electrical outlet for each telecommunication rack. Mount outlets 72" A.F.F. on a plywood backboard.
- Additional duplex convenience outlets shall be placed at 6-foot intervals around the perimeter of the room at 18" A.F.F.
- Provide one vertical power strip for each freestanding rack.
- Provide minimum (3) walls with ¾" 4'X8' plywood backboards, bottom mounted 6" A.F.F.
- All grounding electrodes of different systems in the building should be bonded together to reduce effects of differences in ground potential. Maximum allowable difference of 1.0 potential for each receptacle is required.
- All patch panels, wiring concentrators, hubs, etc. should be mounted on 19" x 84" racks (Chatsworth Products or better) and should be securely mounted to the floor and braced to the wall using a section of cable tray.
- All cables should be routed on a cable tray and dressed neatly down to the patch panel.
- Provide a ladder tray around the perimeter of the room at 90" A.F.F.
- All Distribution racks should be grounded to ensure the voltages induced into wiring by lighting or other disturbances are directed to ground.
- The ER should be free of all corrosive, explosive, or combustible gases, be dry, and not be susceptible to flooding.
- Adequate 24 hour air conditioning or ventilation and air filtering is required
- Electrical installations, other than those for telecommunications, should not be located in the ER.



- Provide space for (1) server cabinet. Floor space required is 24"X42" with 30" front and rear clear space. Provide (1) dedicated 120V AC 20A quad-plex outlet at each server cabinet.
- Provide (1) wall phone.
- Provide a 30"X60" dedicated work surface. Workspace shall have (1) dedicated 120V AC 20A quad-plex outlet and a 4 jack telecom outlet.
- Consider providing humidity control and cooling
- Provide a floor covering which is an anti-static and dust inhibiting material. Carpet is not acceptable.
- Door should be a minimum of 48" wide and 80" tall and keyed to the District master for Telecommunications Rooms.
- Provide minimum of 50 foot candle lighting
- The ER should be free of false ceilings
- When overhead distribution systems are used, the room should have oversized conduit or openings through beams or other obstructions into the accessible ceiling space of the routing of cables.
- Ceilings in ER's should be at least 10'-0" H.

Telecommunication Equipment Room (TR)

- Provide a secure TR for the secondary staging and distribution of all data, audio, and video distribution systems.
- TR may also house communications and network equipment, but it may not be shared space in any other way.
- All TR's should be located to minimize the quantity, but maintain a data station wire length of 90meters (295 feet) maximum.
- Room should be a minimum of 48 square feet (6'X8') and must provide enough room for the necessary equipment, working clearances, exits, floor space, work surfaces, shelves, ventilation, and access for equipment installation and maintenance.
- Each wall within the TR should have a minimum of two 120 volt AC duplex receptacles, 2 pole, 3-wire grounded type with surge suppression. A separate dedicated 20 amp circuit is required.
- All patch panels, wiring concentrators, hubs, etc. should be mounted on 19" x 84" racks (Chatsworth Products or better) and should be securely mounted to the floor and braced to the wall using a section of cable tray.
- All cables should be routed on a cable tray and dressed neatly down to the patch panel.
- All distribution racks should be grounded to ensure that voltages induced into wiring by lighting or other disturbances are directed to ground, see detail in ER section above.
- The TR should be free of all corrosive, explosive, or combustible gases, be dry, and not be susceptible to flooding.
- Provide at a minimum, an exhaust fan.
- Provide a floor covering in that is an anti-static and dust inhibiting material. Carpet is not acceptable.
- Door should be a minimum of 36" wide and 80" tall
- Provide minimum of 50 foot candle lighting
- The TR should be free of false ceilings
- When overhead distribution systems are used, the room should have oversized conduit or openings through beams or other obstructions into the accessible ceiling space for the routing of cables
- Consider locating distributed IDF's above hallway lockers
- Provide each TR with a Telecommunications Grounding Bus Bar (TGB).



Wiring and Cabling

- Wiring consists of drops with each drop being from the edge connector at the TR/ER patch panel in a continuous run to the workstation outlet.
- Wiring should be routed to eliminate any electrical noise pickup from electrical panels, motor starters, lighting, or electric motor driven devices.
- Cable trays and conduits should be utilized whenever possible.
- Plenum-rated cable is required in ceiling space used as plenum air return. Ceiling spaces with ducted returns do not require plenum-rated cables.
- Cable should be installed in cable trays, rung or ladder type, or suspended by J-hooks for each cable system installed – size for future growth.
- Provide a complete wiring inventory
- Backbone cabling between a TR and the ER shall consist of a minimum of one 50-pair category 3 UTP cable and one 12-strand 50micron OM3 optical fiber cable.
- Power cables should not be run in the same cable tray or J-hook as data, audio, cable television, or video cable systems
- An accessible wireway is to be in the form of cable trays, oversized conduit, accessible floor ducts, etc.
- Attic areas may house accessible wireways if they are easily accessed and provide adequate headroom
- All conduit to utilize long radius elbows

Data and Telephone Telecommunication System

- A typical telecommunications outlet shall be a single gang outlet containing (4) jacks.
- Each telecommunications connector shall be a Category 6, 8-position 8-conductor modular jack.
- Each device shall be capable of being used for either a voice connection or data connection.
- Category 6 connectors shall be the color green.
- Each data and telephone outlet should be wired to an TR or ER with a separate 4 pair cable or better
- Comply with ESD Category 6 and/or fiber optic cable standards
- Field testing requirements for installed cables are: permanent link test for all horizontal cables, continuity tests for UTP backbone, and power meter testing for installed optical fiber cables.
- Small Telecomm Enclosures are to be avoided.
- Floor accessed data outlets should be flush to avoid tripping hazards, have vandal resistant cover plate, and be moisture resistant.
- Where floor boxes are used, they shall be a multi-service style floor box providing separation allowing electrical power and telecommunication to share a common box. The floor box shall provide capacity for four single-gang compartments for duplex power receptacles and/or telecommunication outlets.

Electrical Power

- All power panels should provide 25% future expansion for future equipment requirements with all future breakers installed.
- Use over-sized conduit to accommodate future wiring standards (3+ wires)
- Provide surge protection for all outlets at electrical panels
- Adequate electrical power/wiring must be provided for both interior and exterior use, as required



- Avoid having computers on emergency shut-off circuits, which could inadvertently erase information during an emergency shut-down procedure
- Floor accessed power outlets should be flush to avoid tripping hazards, have vandal resistant cover plate, and be moisture resistant
- Provide standby generator for critical building safety systems

Security

- Provide district standard emergency alarm system, including protected fire alarm pull stations, fire drill warning signals, civil defense warning signals, earthquake, and other emergency warning signals
- Provide exterior speakers for the alarm system
- Security system with standard keying should be utilized
- Exterior security lighting should be zoned for a variety of activities
- Each building should be zoned separately. Evaluate keypad location(s) with Maintenance Department

Intercom

- An intercom system, which allows for public communication between the office and all program areas will be provided
- Intercom system should be adjustable to proper auditory levels, especially in gymnasiums and restrooms
- Extend intercom system to exterior of buildings
- The intercom head end shall be located in the ER whenever possible.

Clocks

- Centralized clock system, all set to one time
- Secondary clocks shall be battery operated wireless devices.
- Wire guards shall be used for clocks located in gymnasium.

Media

- Design should consider District standard multi-media carts
- Provide a pull-down projection A/V screen and locate so it will not interfere with simultaneous use of white boards when possible
- Provide a Comcast drop at ER.
- Provide cable source at each classroom and other strategize locations. Cable should be located near the front of the classroom.

Technology and Communications

- Minimum data and power outlet requirements in classrooms are:
 - Wall TO (Telecommunications Outlet), power at teacher desk
 - (2) port T.O. and duplex power beneath the whiteboard to serve a multi-media cart
 - Floor data and power centered on all operable partitions that exceed 15 feet
 - T.O. and power on all walls
 - Provide for an equipment load of 1300 watts



- Provide (2) branch circuits minimum per classroom
- Provide infrastructure for up to 6 student computers, 1 teacher computer and 1 printer
- Provide (1) T.O. out of view of door relite and/or window when possible for security
- Consider a four gang recessed floor box located 6' off the instructional wall and centered on the white board.
- Provide (1) data port in each mechanical space.
- All classrooms, offices, corridors, gyms and public meeting places shall have Wireless Access Points. The design shall provide coverage to all outside areas surrounding the building extending from the buildings exterior to the property line and including all playfields and parking lots.

Heating, Ventilation, and Air Condition (HVAC)

- Evaluate current systems to accepted standards of efficiency and sustainability
- HVAC system should be selected for ease of operation, maintenance procedures and schedules
- Consider passive cooling strategies
- Consider future growth needs in the design of the HVAC system.

Access

- Provide convenient access to mechanical equipment for ease of maintenance and safety, prefer “ship ladder” without alternating treads
- Provide easily accessible heating coils for maintenance outside of classrooms and offices, where applicable
- Controls
- All thermostats should have vandalism resistant guards in common areas
- All controls should be connected to the Energy Management Systems (EMS)
- All thermostats should allow for occupant adjustment of space temperature plus or minus two (2) degrees
- Access should not require a lift.
- Where practical, all pumps and equipment are to be mounted on the floor.
- Consider minimum clearance, all sides, of all equipment, 4'.

Zoning

- Zoning design should provide for weekend and after-hours use, where necessary
- HVAC system should be designed and balanced to provide positive pressure in spaces containing computers or other high tech equipment, and provide negative pressure in areas that contain significant airborne particulates or odors

Noise

- Building design and equipment selection should minimize noise and vibration, especially in all teaching and learning areas

Filters

- Provide tight fitting filter racks
- Filter sizes should coordinate with existing 2” District standard



- Consider pre-filter at mechanical units

Ducts

- Do not utilize installation of internal duct liners
- Consider use of external duct insulation when necessary

Equipment and Furniture

Equipment and furniture listed for program areas are for illustrative purposes only. Final decisions will be made later. If certain equipment is to be included as part of the construction budget, this will be conveyed to the architect. Equipment falls into three categories that are identified below with typical examples. These lists will be confirmed up as the project progresses.

Examples only: Not a complete list

Furnished by Owner; Installed by Owner (F.O.I.O.)

1. Walk-off mats (if needed)
2. Outside garbage containers
 - a. Custodial Equipment
 - b. scrubber for restrooms
 - c. floor machines
 - d. auto carpet machine
 - e. wet/dry vacuum
 - f. backpack vacuum
 - g. vacuum cleaners
 - h. wet vacuum
3. Outside vacuum and blower
4. Custodial tool kit
5. Ladders
6. Pressure washer
7. Hand trucks
8. Waste baskets, garbage cans, mop buckets, etc.
9. Moveable book drop cabinet units for library (2 each)
10. Other: All "typical items", including furniture, desks, chairs, tables, computers and accessories, copy machines, library books, etc., needed for the school

Furnished by Owner, Installed by Contractor (F.O.I.C.)

1. Projection screens
2. Dedication plaque
3. Residential type kitchen appliances...dishwasher, refrigerator, range/oven, range hood, under counter refrigerators, microwave oven (this does not include commercial type equipment in kitchen area)
4. Pencil sharpeners

GENERAL BUILDING CONSIDERATIONS



5. Toilet seat cover dispensers in faculty restrooms
6. Flammable storage cabinet for custodial
7. Paper towel dispensers
8. Soap dispensers
9. Toilet paper dispensers

Furnished by Contractor, Installed by Contractor (F.C.I.C.)

1. All fire extinguishers required by fire marshal
2. Sanitary disposal cans in women's restrooms

NOTE: REFER TO THE DISTRICT'S TECHNOLOGY STANDARDS AND MAINTENANCE STANDARDS FOR ADDITIONAL INFORMATION.

NUMERIC PROGRAM

NUMERIC PROGRAM



DETAILED NUMERIC PROGRAM

PROGRAM TARGET				
	T STA	RM	UNIT SF	TOT. SF
SPECIALIZED INSTRUCTION				
Physical Education				
Main Gymnasium	2	1	12,516	12,516
Auxiliary Gym	1	1	6000	6,000
Fitness Room	1	1	3,500	3,500
Weight Room	1	1	3752	3,752
Wrestling Room	1	1	3841	3,841
P.E. Locker Room (Mens)		1	1303	1,303
P.E. Locker Room (Womens)		1	1425	1,425
Athletic Locker Room (Mens)		1	1303	1,303
Athletic Locker Room (Womens)		1	1425	1,425
Training Room		1	425	425
Coaches Office (Mens)		1	200	200
Coaches Office (Womens)		1	200	200
P.E. Office (Mens)		1	200	200
P.E. Office (Womens)		1	200	200
P.E. Storage		1	600	600
Athletic Storage		1	1400	1,400
Specialized Instruction Subtotal	6	16		38,290
BUILDING SUPPORT				
Main Lobby		1	1,700	1,700
Concession Area		1	250	250
Public Restrooms		2	387	774
Custodial Closets		2	100	200
Building Support Subtotal		6		2,924
BUILDING ASSIGNABLE				41,214
BUILDING UNASSIGNABLE				
Mechanical and Electrical Rooms		15.0%		6,182
Circulation		20.0%		8,243
Interior Walls		3.0%		1,236
Exterior Walls		6.0%		2,473
Subtotal		44.0%		18,134
TOTAL BUILDING GSF	6	22		59,348

NARRATIVE PROGRAM



GYMNASIUM COMPLEX

Physical Education and athletic areas are an important resource for the school, as well as for the community. The goal of physical education and the athletic programs is to help students live healthy, satisfying, and active lives. There are three sports seasons, with November thru March being the peak use time for the gymnasium.

Development Objectives

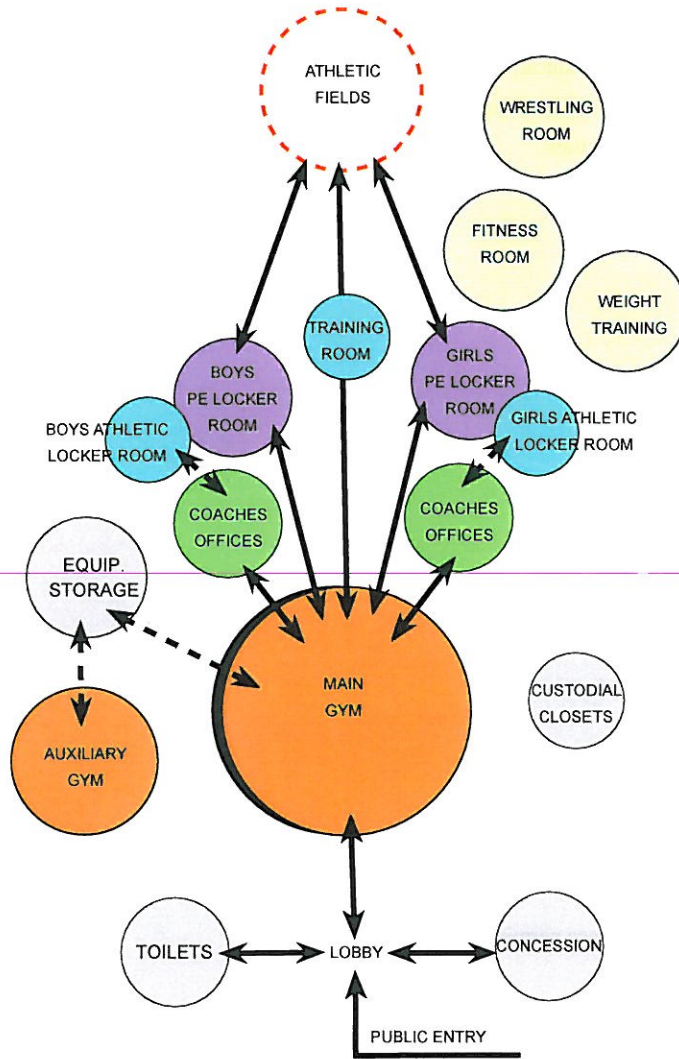
- The PE and athletic offices should be accessible from the locker rooms
- The PE teacher(s) comes into contact with all of the students
- 30-39 students are in the physical education class at a time
- Indoor athletic areas must be versatile enough to meet the needs of physical education, athletics, school-wide activities and community recreational activities

Program Areas

- Main Gymnasium
- Auxiliary Gymnasium
- Fitness Room
- Weight Room
- Wrestling Room
- PE Locker Rooms
- Athletic Locker Rooms
- (1) P.E. Men's Office
- (1) P.E. Women's Office
- (1) Men's Coaches Office
- (1) Women's Coaches Office
- Concession Area
- Training room
- (1) Public Restroom Mens and Womens
- Storage Room
- Main Lobby
- Custodial Closets
- Consider racquetball courts if space permits.

Relationships

- Gymnasium facilities should be located adjacent to the athletic fields and tennis courts
- Adjacent to parking
- Direct exterior connection



DETAILED SPACE REQUIREMENTS

DETAILED SPACE REQUIREMENTS



This section summarizes specific needs and parameters of programmed areas within the Everett High School Gymnasium complex. Descriptions reflect information that has been discussed during interviews with each department and District representatives, and standards from other District facilities. A preliminary room layout is also provided, showing a potential configuration of the furniture and equipment within the space. These layouts are used to test the adequacy and usability of the room's allocated size and do not reflect the final layout of the room. Any conflicts that may exist between the data sheets, layouts and actual needs will be resolved during the next phase of the design process.

Room data sheets and diagrams are included for the following rooms:

SPECIALIZED INSTRUCTION

Main Gymnasium	VII - 2 — 5
Auxiliary Gymnasium	VII - 6 — 9
Fitness Room	VII - 10 — 12
Weight Room	VII - 13 — 15
Wrestling Room	VII - 16 — 18
P.E./Athletic Locker Rooms	VII - 19 — 21
Training Room	VII - 22 — 23
Staff and Coaches Offices	VII - 24 — 26

BUILDING SUPPORT

Entrance/Concession Area	VII - 27 — 29
Public Restrooms	VII - 30 — 31
Custodial Storage	VII - 32 — 33



MAIN GYMNASIUM

Goals and Objectives

- Provide a gym that encompasses the needs of a variety of user groups (physical education classes, athletics, assemblies, community activities, dances, Naval Junior ROTC, etc.)

Planned Usage

- Physical education classes, athletic practices and games, school assemblies, dances, NJROTC, competitions, and community activities

Number of Users

- Up to 80 PE students at one time (broken out into two different classes)
- Accommodate the full school population of 1600 students in bleacher seating and 150 staff

Staff Required

- (2) PE staff
- (3) Coaches and assistants

Groupings

- Group size may vary from 20 to 1600 at one time

Relationships to Other Activities

- Proximity to athletic fields and tennis courts
- Provide a separate exterior entrance into the gym, convenient to parking
- Adjacent to restrooms
- Adjacent to PE and coaches office
- Adjacent to lobby/concessions

Spatial Requirements

- Gymnasium approximately 12,516 sf
- Provide space for (1) full size basketball court
- Provide lines for 2 full size practice basketball courts and 2 full size volleyball courts overlaid on full size basketball court
- Provide 25' high minimum ceiling clearance
- Provide space for bleachers

Support Facilities

- PE locker rooms
- Athletic locker rooms
- Training room
- PE staff/coaches offices
- Storage and other support areas



Intended Community or Adult Education Use

- Use by Parks and Recreation and other community groups

Environmental Variables

- HVAC
 - Quiet heating and ventilation to provide temperature variation and air circulation, adequate to meet the needs of a fully occupied gymnasium
- Lighting
 - Consider natural lighting
 - Located up high (clerestories, to avoid breakage)
 - Light control is important
 - Artificial light
 - Lighting should be energy-efficient metal halide with auxiliary spot lighting for dramatic effect, consider indirect lighting
 - Lights well protected from equipment
 - Control switches conveniently located, accessible from all entrances
 - Switches for lighting should be keyed
- Acoustics
 - Meet PE and athletic requirements

Utilities

- Water
 - Drinking fountains should be accessible but not located in the gym
- Electrical
 - Sufficient electrical outlets for AV and other equipment
 - Good quality speaker system for multiple group uses, with central control system
 - Scoreboard controls, with time clock
 - All basketball hoops to be motorized and keyed with central location and able to be used with one key
 -
- Communications
 - Speaker system access to scorer's table
 - Well protected telephone
 - Phone system that includes direct outside line in offices
 - TV access
 - Consider sound reinforcement for teacher
 - Provide availability for computer access in multiple locations (minimum (4) data drops)
 - Provide ceiling mounted video projection system in a protective cage
 - Public address system
 - (2) Analog clocks
 - Motorized Screen
 - Interior scoreboards, with a time clock, centrally located for all to see from bleacher seating



Storage Requirements

- All PE and athletic equipment needs to be stored, including volleyball standards, official's stand, portable scoreboards and portable presentation station.
- Interior storage that is accessible from main gymnasiums (lockable)
- PE and athletic equipment needs to be stored and keyed separately

Display Requirements

- (1) whiteboard in each half of main gymnasium.
- (1) large motorized projection screen for assemblies
- (4) power pole systems for volleyball (2 each in main)

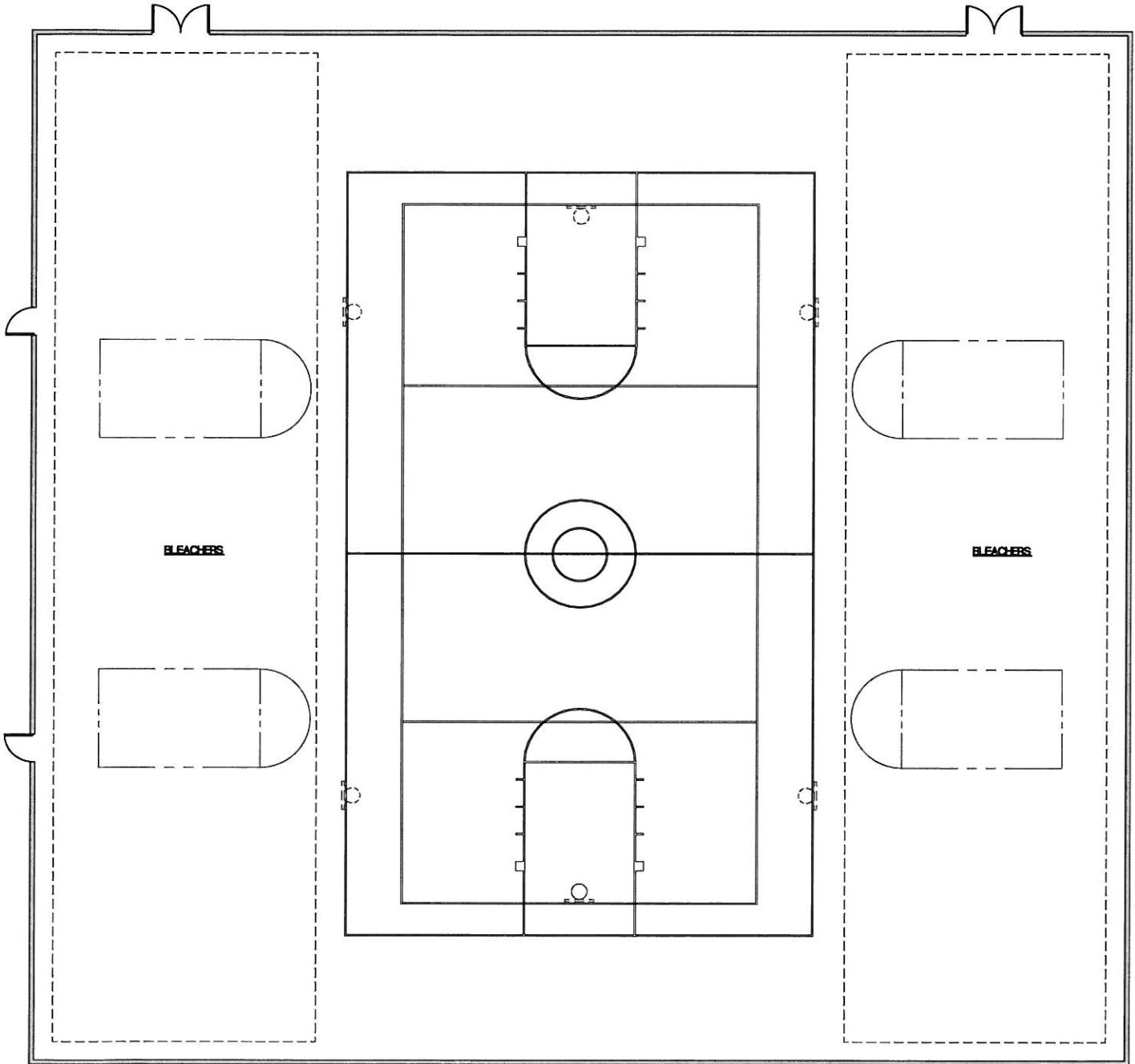
Furniture and Equipment (suggested)

- All equipment is used in both gyms and needs to be interchangeable
- 1 score table per gymnasium
- Other physical education and athletic equipment per District Athletic Standards

Other Essential Information

- Wood floor
- Hard surface flooring in office areas
- Locate (1) AED (Automatic Emergency Defibrillator) near the main entrance to the gymnasium
- Divider curtain - to divide the gym into 2 equal parts (if budget permits)
- Lines
 - Volleyball - 2 practice on main basketball court (1 court per half) and (1) full court
 - (8) Badminton/Pickle ball
 - Full size Basketball - including key, 3-point, foul line with large outside border line for easy viewing (3" wide)
 - Full size practice Basketball - 2 on main basketball court (1 court per half)
 - Dot drills and agility ladders
 - 20 m pacer lines
 - Provide impact padding behind each main basketball hoop

DETAILED SPACE REQUIREMENTS



MAIN GYM
AT 12,516 SF



AUXILIARY GYMNASIUM

Goals and Objectives

- Provide a gym that encompasses the needs of a variety of user groups (physical education classes, athletics, assemblies, community activities, dances, Naval Junior ROTC, etc.)

Planned Usage

- Physical education classes, athletic practices and games, school assemblies, dances, NJROTC, competitions, and community activities

Number of Users

- Up to 40 PE students at one time

Staff Required

- (1) PE staff
- (1-2) Coaches and assistants

Groupings

- Group size may vary from 5 to 40 at one time

Relationships to Other Activities

- Adjacent to locker rooms
- Adjacent to lobby/concessions
- Adjacent to equipment storage

Spatial Requirements

- Auxiliary Gymnasium approximately 6,000 sf
- Provide space for (1) full size practice basketball court
- Provide space for (1) practice volleyball court
- Provide 25' high minimum ceiling clearance

Support Facilities

- PE locker rooms
- Athletic locker rooms
- Training room
- PE staff/coaches offices
- Storage and other support areas

Intended Community or Adult Education Use

- Use by Parks and Recreation and other community groups



Environmental Variables

- HVAC
 - Quiet heating and ventilation to provide temperature variation and air circulation, adequate to meet the needs of a fully occupied gymnasium
- Lighting
 - Consider natural lighting
 - Located up high (clerestories, to avoid breakage)
 - Light control is important
 - Artificial light
 - Lighting should be energy-efficient metal halide with auxiliary spot lighting for dramatic effect, consider indirect lighting
 - Lights well protected from equipment
 - Control switches conveniently located, accessible from all entrances
 - Switches for lighting should be keyed
- Acoustics
 - Meet PE and athletic requirements

Utilities

- Water
 - Drinking fountains should be accessible but not located in the gym
- Electrical
 - Sufficient electrical outlets for AV and other equipment
 - Good quality speaker system for multiple group uses, with central control system
 - Scoreboard controls, with time clock
 - All basketball hoops to be motorized and keyed with central location and able to be used with one key
- Communications
 - Speaker system access to scorer's table
 - Well protected telephone
 - Phone system that includes direct outside line in office
 - TV cable access
 - Consider sound reinforcement for teacher
 - Provide availability for computer access in multiple locations (minimum (4) data drops)
 - Provide ceiling mounted video projection system in a protective cage
 - Public address system
 - Digital clock

Storage Requirements

- All PE and athletic equipment needs to be stored, including volleyball standards, official's stand, portable scoreboards, and portable presentation station.
- Provide adequate storage for safety equipment
- Interior storage that is accessible from auxiliary gymnasium (lockable)



Display Requirements

- (1) whiteboard in each half of main each auxiliary gymnasium.
- Interior scoreboards, with a time clock
- (2) power pole systems for volleyball

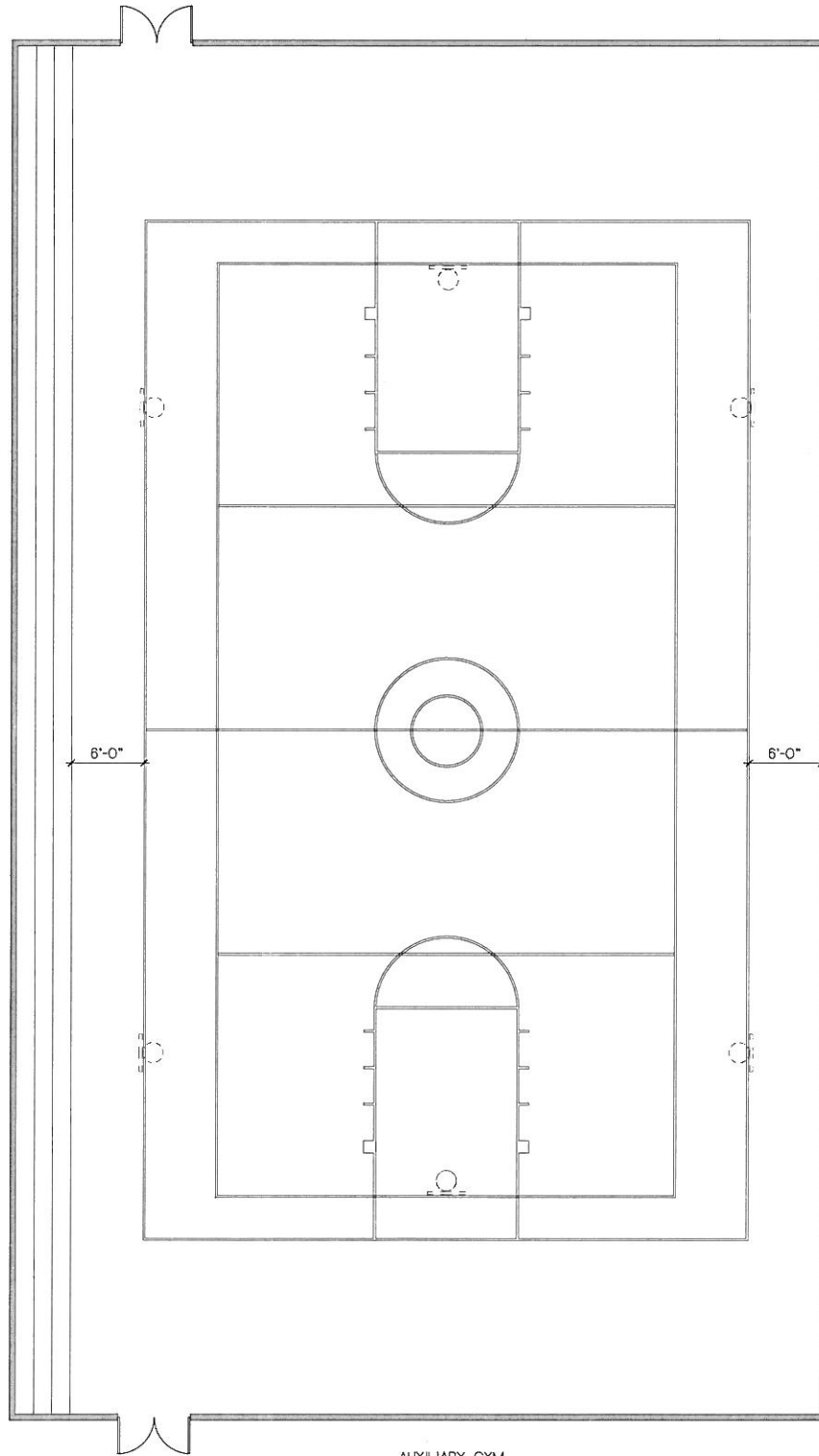
Furniture and Equipment (suggested)

- All equipment is used in both gyms and needs to be interchangeable
- (1) scoring table

Other Essential Information

- Wood flooring
- Lines
 - (1) Volleyball court with 6' clearance to any obstruction
 - Full size Basketball - including key, 3-point, foul line with large outside border line for easy viewing (3" wide)
 - Dot drills and agility ladders
 - 20 m pacer lines
 - Provide impact padding behind each main basketball hoop

DETAILED SPACE REQUIREMENTS



AUXILIARY GYM
AT 6,000 SF



FITNESS ROOM

Goals and Objectives

- Provide facility that will help develop and maintain maximum flexibility, cardio-vascular, strength and endurance.

Planned Usage

- Physical education classes
- Athletic programs

Numbers of Users

- Up to 76 PE students

Staff Required

- 2 teachers

Groupings

- Group size may vary from 2-76

Relationships to other Activities

- Restrooms
- Water
- Adjacent to lockers
- Adjacent to weight room

Spatial Requirements

- Approximately 3500 sf
- Equipment storage approximately 10' x 5'.

Support Facilities

- Storage and other support areas
- Men's and women's public restrooms

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
 - Quiet heating and ventilation to provide temperature variation and air circulation
- Lighting
 - Natural lighting is desired; windows to outside views
 - Adequate lighting to conduct training activities
 - Energy efficient

DETAILED SPACE REQUIREMENTS



- Lights well protected from equipment
- Control switches conveniently located
- Acoustics
 - Acoustical treatment that diminishes sound within the area and reduces sound to other areas

Utilities

- Water
 - Drinking fountain in an alcove near fitness room
- Electrical
 - Sufficient data, electrical outlets and circuiting for AV and other equipment
 - Exercise equipment
- Communications
 - Intercom/Speaker
 - Well protected phone
 - Provide for multi-media cart
 - Consider sound reinforcement for teacher
 - Provide availability for computer access in multiple locations (minimum (4) data drops)
 - Quality sound system; ability to have microphone

Storage Requirements

- Storage for aerobic steps, dumbbells, (40) fitness balls, jump ropes, yogo mats, etc.
- Accommodate rolling carts

Display Requirements

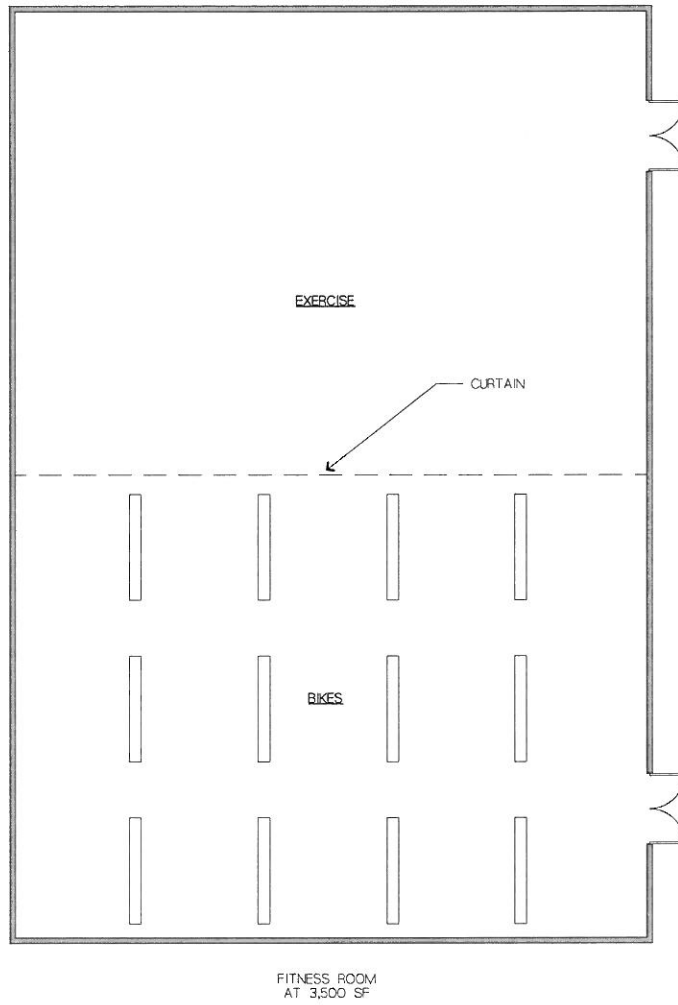
- White board 4' x 8'

Furniture and Equipment (suggested)

- Manual Screen
- Fitness Equipment

Other Essential Information

- Resilient Sports flooring.





WEIGHT ROOM

Goals and Objectives

- Provide facility that will help develop and maintain maximum flexibility, cardio-vascular, strength and endurance.

Planned Usage

- Physical education classes
- Athletic teams

Numbers of Users

- Up to 76 PE students

Staff Required

- 2 teachers

Groupings

- Group size may vary from 2-76

Relationships to other Activities

- Restrooms
- Water
- Adjacent to lockers
- Adjacent to fitness room

Spatial Requirements

- Approximately 3752 sf
- Provide space for weight training equipment
- Open floor area for drills, etc.

Support Facilities

- Storage and other support areas
- Men's and women's public restrooms

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
 - Quiet heating and ventilation to provide temperature variation and air circulation
- Lighting
 - Natural lighting is desired; windows should be operable
 - Adequate lighting to conduct weight training activities



- Energy efficient
- Lights well protected from equipment
- Control switches conveniently located
- Acoustics
 - Acoustical treatment that diminishes sound within the area and reduces sound to other areas

Utilities

- Water
 - Drinking fountain in alcove
- Electrical
 - Sufficient data, electrical outlets and circuiting for AV and other equipment
- Communications
 - Intercom/Speaker
 - Well protected phone
 - Consider sound reinforcement for teacher
 - Provide availability for computer access in multiple locations (minimum (4) data drops)
 - Quality sound system

Storage Requirements

- Provide 12 lf of full height cabinets for equipment storage

Display Requirements

- Mirrors
- (1) 4' x 8' whiteboard

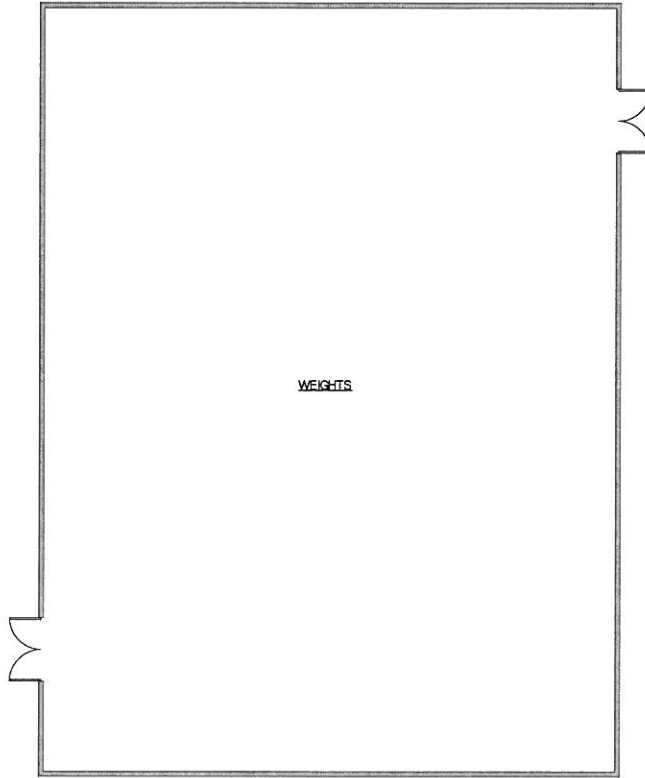
Furniture and Equipment (suggested)

- Teacher desk and chair
- Manual screen

Other Essential Information

- Rubberized flooring.
- Maximize ceiling height (10'-12')

DETAILED SPACE REQUIREMENTS



WEIGHTS

WEIGHT ROOM
AT 3,752 SF



WRESTLING ROOM

Goals and Objectives

- Provide facility that will help develop and maintain maximum physical efficiency flexibility, cardio-vascular, strength and endurance.

Planned Usage

- Primarily used for athletics, but may be used for PE as appropriate

Numbers of Users

- Up to 65 PE students

Staff Required

- 3-4 teachers

Groupings

- Group size may vary from 2-65

Relationships to other Activities

- Restrooms
- Water
- Adjacent to lockers
- Adjacent to fitness room
- Adjacent to lobby/public area

Spatial Requirements

- Approximately 3841 sf

Support Facilities

- Storage and other support areas
- Men's and women's public restrooms

Intended Community or Adult Education Use

- Community youth wrestling

Environmental Variables

- HVAC
 - Quiet heating and ventilation to provide temperature variation and air circulation
- Lighting
 - Natural lighting is desired
 - Adequate lighting to conduct wrestling activities
 - Energy efficient

DETAILED SPACE REQUIREMENTS



- Lights well protected from equipment
- Control switches conveniently located
- Acoustics
 - Acoustical treatment that diminishes sound within the area and reduces sound to other areas

Utilities

- Water
 - Drinking fountain in alcove
- Electrical
 - Sufficient data, electrical outlets and circuiting for AV and other equipment
- Communications
 - Intercom/Speaker
 - Well protected phone
 - Consider sound reinforcement for teacher
 - Provide availability for computer access in multiple locations (minimum (4) data drops)
 - Quality sound system

Storage Requirements

- Provide 12 lf of full height cabinets

Display Requirements

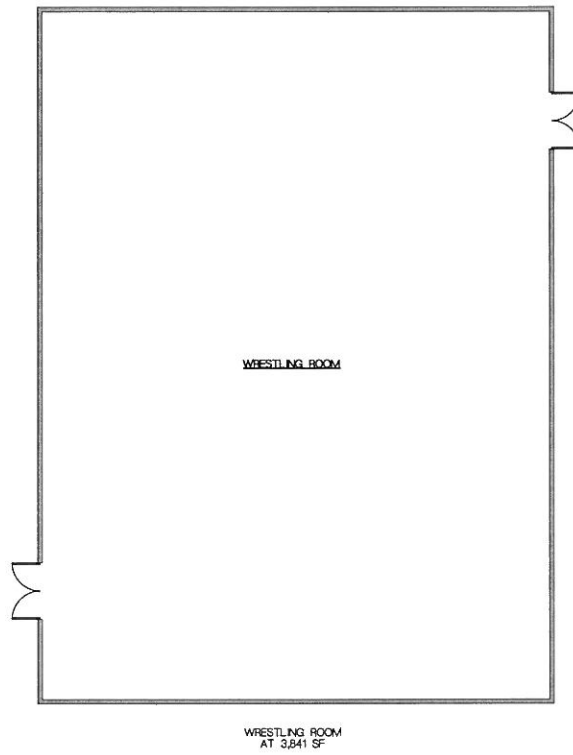
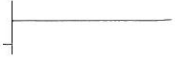
- (1) 4' x 8' whiteboard
- Manual projection screen

Furniture and Equipment (suggested)

- None

Other Essential Information

- Linoleum flooring.
- Consider hoist for storage of wrestling mats





P.E./ATHLETIC LOCKER ROOMS

Goals and Objectives

- Provide efficient and safe facility for changing and storage of personal belongings

Planned Usage

- Physical education classes
- Athletic teams

Number of Users

- Up to 80 PE students in each locker room

Staff Required

- 1-2 teachers
- 1-4 coaches

Groupings

- Group size may vary from 3-80

Relationships to Other Activities

- Near main and auxiliary gyms
- Near staff and coach offices

Spatial Requirements

- (1) male and (1) female at approximately 2728 sf each

Support Facilities

- Restrooms
- Showers
- Changing rooms

Intended Community or Adult Education Use

- Limited community use

Environmental Variables

- HVAC
 - Quiet heating and good ventilation to provide temperature variation and air circulation
- Lighting
 - Artificial lighting appropriate to a locker room facility
 - Energy efficient
 - Lighting appropriate to wet locations
 - Control switches conveniently located



- Acoustics
 - Acoustical treatment that diminishes sound within the area and reduces sound to other areas

Utilities

- Water
 - (1) multi-station sink in each room with 3-4 faucets each
 - Provide showers at each locker room. Confirm number with staff
 - Toilets - provide a minimum of 6 stalls in women; 4 toilets and 2 urinals in mens.
 - Drinking fountain in each
 - Provide a hot and cold water hose bibb (keyed)
- Electrical
 - Convenience outlets
- Communications
 - Intercom/Speaker audible to students
 - (2) data drops

Storage Requirements

- 250 18" x 18" x 18" lockers in men's for PE classes
- 250 18" x 18" x 18" lockers in women's for PE classes
- 85 2' w x 3' h x 15" d lockers in men's for athletic teams
- 85 2' w x 3' h x 15" d lockers in women's for athletic teams

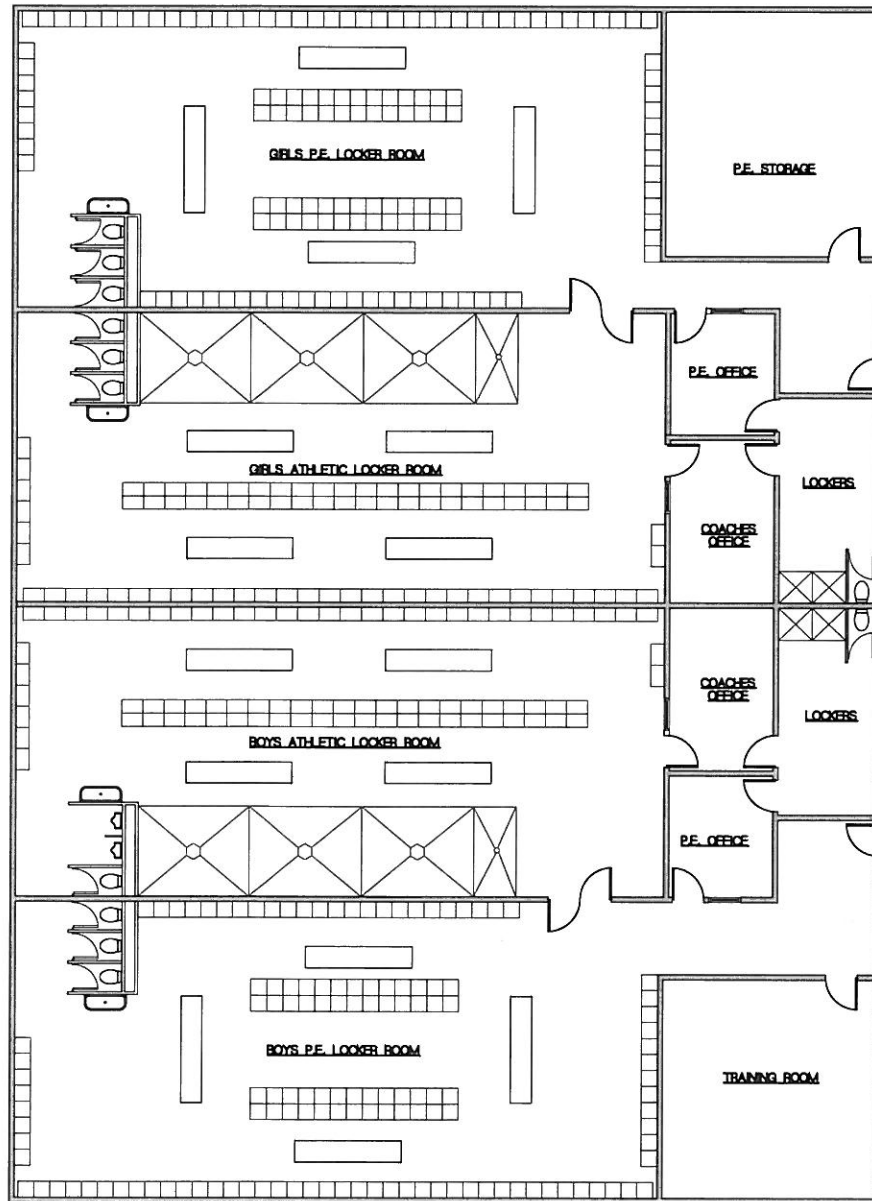
Display Requirements

- (2) 4' X 8' whiteboard in each
- Motorized screen in each

Other Essential Information

- Concrete flooring
- Benches conveniently located

DETAILED SPACE REQUIREMENTS



ATHLETIC LOCKER ROOM MENS
AT 1303 SF
ATHLETIC LOCKER ROOM WOMENS
AT 1425 SF

P.E. LOCKER ROOM MENS
AT 1303 SF
P.E. LOCKER ROOM WOMENS
AT 1425 SF



TRAINING ROOM

Goals and Objectives

- Provide semi-private area for evaluation, care and treatment of injuries

Planned Usage

- Athletic teams
- P.E. students

Number of Users

- Up to 8 student/athletes

Staff Required

- 1 coaches/staff

Groupings

- Group size may vary from 1-8

Relationships to Other Activities

- Accessible from main gym
- Near locker rooms

Spatial Requirements

- Approximately 425 sf.

Support Facilities

- None

Intended Community or Adult Education Use

- Used by visiting teams

Environmental Variables

- HVAC
 - Quiet heating and good ventilation to provide temperature variation and air circulation
- Lighting
 - Artificial lighting appropriate to a treatment room
 - Energy efficient
 - Control switches conveniently located
- Acoustics

Utilities

- Water

DETAILED SPACE REQUIREMENTS



- Sink
- Floor drain
- Electrical
 - Locate outlets convenient to exam tables
 - Provide correct amps for jacuzzi tub
 - Convenience outlets
- Communications
 - Phone
 - Intercom/Speaker
 - (2) data drops for computer

Storage Requirements

- Provide 9 lineal feet of counter space with cabinets above and below

Furniture and Equipment (suggested)

- (3) exam tables
- (2) chairs
- Ice machine
- Jacuzzi tub
- (1) wheelchair
- (1) hydrocollator
- (1) desk

Display Requirements

- 4' x 8' whiteboard
- 4' x 8' tackboard

Other Essential Information

- Hard surface flooring



STAFF AND COACHES OFFICES

Goals and Objectives

- Provide office work environment for PE staff and coaches and an adult shower/locker room area.

Planned Usage

- Teacher planning
- Coach preparation/planning

Number of Users

- Up to 3 teachers in women's staff office; 3 in men's staff office
- Up to 5 coaches in women's coach's office, 5 in men's coaches office

Groupings

- Group size may vary from 1-3 in staff offices
- Group size may vary from 1-5 in coach's office

Relationships to Other Activities

- Near access to main gym
- Direct access to locker rooms

Spatial Requirements

- (1) male and (1) female staff office at approximately 200 sf each
- (1) male and (1) female coaches office at approximately 200 sf

Support Facilities

- Adult restrooms and showers

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
 - Quiet heating and good ventilation to provide temperature variation and air circulation
- Lighting
 - Artificial lighting appropriate to an office
 - Energy efficient
 - Control switches conveniently located
- Acoustics

Utilities

- Water



- (1) sink in each
- (1-2) showers in each
- (1) toilets in each
- Floor drain
- Electrical
 - Convenience outlets
- Communications
 - Phone in each office
 - Intercom/Speaker
 - Digital clock
 - Data for (2) computers in coaches offices
 - Data for (2) computers in staff offices

Storage Requirements

- 8 full height single tier lockers in men's locker room
- 8 full height single tier lockers in women's locker room
- Shelving for towel storage and miscellaneous paper supplies

Display Requirements

- 4'X8' whiteboard
- 4' x 8' tackboard in each

Furniture and Equipment (suggested)

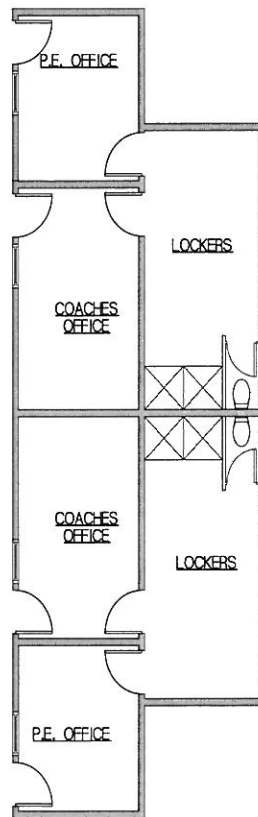
- (2) locker room benches; (1) in each locker room
- 3 desks and chairs in each coaches office
- 2 desks and chairs in each staff office
- (1) 4 drawer vertical file cabinet per each coach and staff desk

Other Essential Information

- Hard surface flooring
- Mirrors above sinks



DETAILED SPACE REQUIREMENTS



STAFF OFFICES
AT 200 SF EACH

COACHES OFFICE
AT 200 SF EACH



ENTRANCE/CONCESSION AREA

Goals and Objectives

- Provide centrally located and welcoming entrance foyer with adjacent concession area

Planned Usage

- Main entry point to the building
- Concession and spirit clothing sales
- Ticket sales

Number of Users

- Up to 2000 passing through people

Staff Required

- Up to 80

Groupings

- Group size may vary from 1-2000 in lobby
- Group size may vary from 1-8 in concession

Relationships to Other Activities

- Concession directly adjacent to main gym
- Lobby directly adjacent to public restrooms
- Lobby near main gym

Spatial Requirements

- Foyer approximately 1700 sf
- Concession area approximately 250 sf

Support Facilities

- Restrooms

Intended Community or Adult Education Use

- Used by visitors and spectators

Environmental Variables

- HVAC
 - Quiet heating and good ventilation to provide temperature variation and air circulation
- Lighting
 - Artificial lighting appropriate to a public entrance
 - Energy efficient
 - Control switches conveniently located



- Natural lighting is desirable in the lobby
- Acoustics

Utilities

- Water
 - (2) sinks in concession area
 - Floor drain in concession area
 - Drinking fountain
- Electrical
 - Convenience outlets
- Communications
 - Phone in concession area
 - Intercom/Speaker

Storage Requirements

- Approximately 8 lf to accommodate equipment in concession area
- (1) “back bar” countertop with storage cabinets above and below in concession area
- (1) Serving counter with storage below at concessions with overhead locking gate
- Space for storing up to 50-60 cases of beverages (+- 2 pallets)

Display Requirements

- Trophy cases, enclosed and locking
- Provide (1) case for each program, approximately 22
- Room to display pictures and plaques
 - (15) Coaches Hall of Fame minimum
 - (20) State Championship team photos minimum

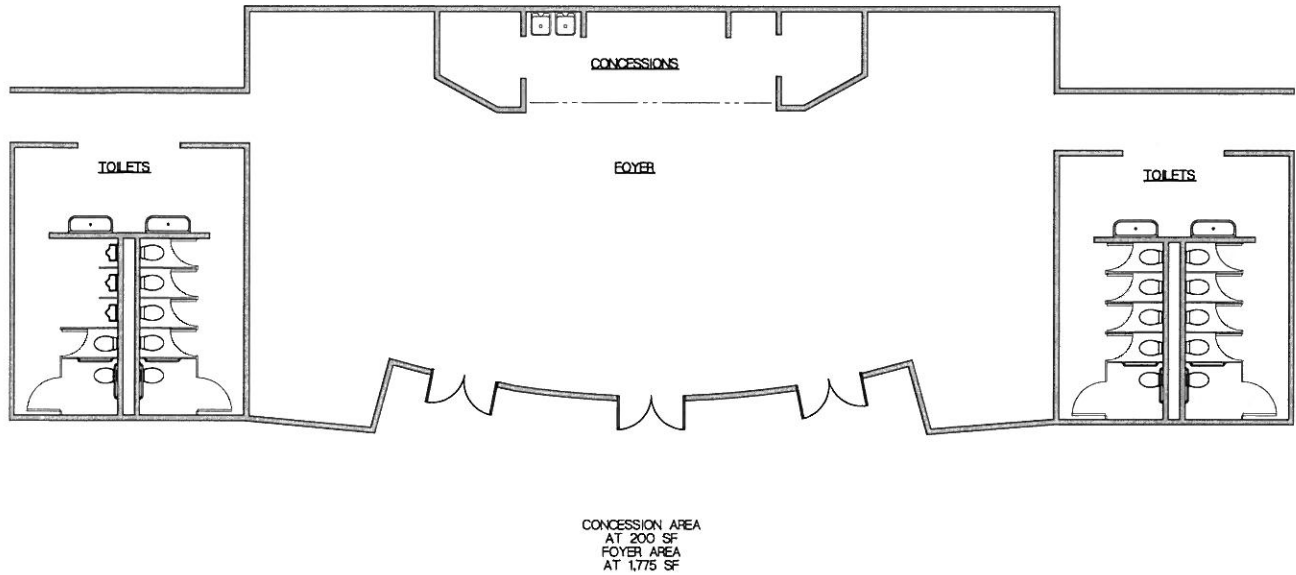
Furniture and Equipment (suggested)

- (1) ticket table
- (2) chairs
- (1) refrigerator (concessions)
- Hot dog machine
- (1) beverage refrigerator
- Popcorn machine

Other Essential Information

- Hard surface flooring

DETAILED SPACE REQUIREMENTS





PUBLIC RESTROOMS

Goals and Objectives

- Provide restrooms of adequate size and durability appropriate to high use.

Number of Users

- Maximum number of people in facility at any time (2,000)

Staff Required

- Custodial for maintenance

Groupings

- Peak usage:
 - Immediately before games and during half-time

Relationships to Other Activities

- Entrance off hallways
- Adjacent to main gym

Spatial Requirements

- Enough sinks, stalls, fixtures or meet code and accommodate potential number of users
- Accessible features as required to meet code

Support Facilities

- Custodial closet

Intended Community or Adult Education Use

- Public restrooms

Environmental Variables

- HVAC
 - Adequate heating and ventilation - fans for odors
 - Do not locate thermostats in toilet rooms
- Lighting
 - Adequate lighting around mirrors and for custodial use
- Acoustics
 - Typical of an educational facility restroom

Utilities

- Water
 - Hot and cold running water with auto-sensing faucets that turn off automatically
 - Automatic flush valves for toilets

DETAILED SPACE REQUIREMENTS



- Provide hot and cold water hose bibb
- Floor Drains
- Electrical
 - Emergency lighting
- Communications
 - None

Display Requirements

- Mirrors

Furniture and Equipment (suggested)

- Durable, vandal resistant fixtures and furnishings throughout
- Privacy insured toilet stalls
- Soap, paper towel, toilet paper as specified by Maintenance Department
- Wall-mounted urinals in boy's lavatories
- Floor mounted, overhead braced partitions (per facility standards)

Other Essential Information

- Comfortable, pleasant color and surroundings
- All surfaces, fixtures, appliances, furnishings easy to clean, maintain, repair and replace



CUSTODIAL STORAGE

Goals and Objectives

- Strategically located storage and closets to create efficiency

Planned Usage

- Areas for use by custodians as they clean and maintain building

Number of Users

- (1) Day-shift custodian
- (1) Night-shift custodian

Staff Required

- Same as the number of users

Groupings

- None

Relationships to Other Activities

- Custodial closets on each floor
- Custodial storage room in a central, easily accessible location

Spatial Requirements

- Custodial closets 80 square feet
- Electrical panels should not be located in custodial closets

Support Facilities

- None

Intended Community or Adult Education Use

- None

Environmental Variables

- HVAC
 - Adequate ventilation for chemical fumes
- Lighting
 - Adequate lighting
- Acoustics
 - No special requirements

Utilities

- Water

DETAILED SPACE REQUIREMENTS



- Hot water hose bibb and floor drain
- Floor mounted mop sink with high back splash areas
- Electrical
 - Adequate number of outlets around the school for custodial equipment
- Communications
 - None

Storage Requirements

- Storage room
 - (2) walls of shelving for supplies, all shelves adjustable

Display Requirements

- Small bulletin board or tackable wall surface

Furniture and Equipment (suggested)

- None

Other Essential Information

- Hard surface floor in all storage and closets

Board Agenda Request Form

Date of Board Meeting: May 25, 2010

2 g.

Subject

Title: Agreement between Assistance League of Everett and Everett Public Schools for participation in Operation School Bell.

Recommendation: The Administration recommends approval.

Background

Purpose/Summary:

Operation School Bell is a philanthropic project designed to provide clothing to pre-K – 12 students in need, including children in the ECEAP program at four sites in the district.

Previous Related Action:

Renewal of previous agreement.

Additional Information

Agenda Placement:

Information

Action

Consent Agenda

Attachment(s)

of pages 2

Submitted By: Matt McCauley

Contact Person(s): _____

Signature: _____

Approval

Applicable Associate Superintendent/Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

Approved

Denied

Revised (see attached)

By: _____

Associate Superintendent, Instruction

By: _____

Executive Director, Finance

Date: _____

5/10/10

Date: _____

Comments:



ASSISTANCE LEAGUE® of EVERETT

Volunteers Serving Snohomish County Since 1965sm

April 15, 2010

Dr. Gary Cohn
Superintendent, Everett School District
4730 Colby Avenue
Everett, WA 98203



Dear Dr. Cohn,

This past school year Assistance League® of Everett has had the privilege of clothing **892** children referred by the Everett School District at our facility. We were able to provide them with three new outfits, a winter jacket, one week's supply of underwear and socks, and a toiletry kit during their visit at our Operation School Bell® facility.

Our Teen Retail Program also provided a \$125 shopping experience at a local Fred Meyer Store for each of **155** high school students referred by their counselors in your District. These students were able to shop for appropriate school attire, including shoes, on one of the nights designated for their specific high school and were assisted by some of our many volunteers.

Our Graduation Awards Program provided **40** high school seniors from your District a \$200 award for each student to use for expenses incurred during their senior year. These students were recommended by their counselors to fill out applications. Recipients were then chosen by our Graduation Awards Committee, with financial need being the main criterion for this award.

Every three years we evaluate these programs and update the Agreements that we need to have in place in order to offer these services to your students.

Enclosed you will find Agreements with the Assistance League® of Everett for Operation School Bell® and Graduation Award Programs. Please sign and return in the enclosed envelope by May 15, 2010.

Sincerely,

Donna Day
Vice President Philanthropic Programs

Enclosures



ASSISTANCE LEAGUE® of EVERETT

Volunteers Serving Snohomish County Since 1965™

OPERATION SCHOOL BELL® AGREEMENT

This agreement is entered into by Assistance League® of Everett, hereinafter referred to as Assistance League, located at 5107 Evergreen Way, Everett, WA: mailing address P.O. Box 3825, Everett, WA 98213 and Everett School District, hereinafter called District.

OPERATION SCHOOL BELL® is a philanthropic program designed by Assistance League to provide school appropriate clothing to K-12 students in need, including children in an ECEAP program on site of a school in the District.

I. OBLIGATIONS OF ASSISTANCE LEAGUE®

- A. Assistance League shall furnish school clothing to students from the District. Service shall be provided to selected students as needed during the school year or until designated program funds are exhausted.
- B. Assistance League shall assume all financial obligations relative to the provision or purchase of the clothing. No funds shall be provided to the school or child.
- C. The Teen Retail Program portion of Operation School Bell® provides a shopping experience at a local store on nights designated for specific high schools in the District.
- D. Financial contributions to this program by Assistance League shall be made only as stipulated in the terms of this agreement.
- E. Assistance League shall maintain liability insurance coverage for this program. Assistance League shall defend, indemnify and hold the District harmless against all claims and damages that are the fault of Assistance League.
- F. Assistance League shall evaluate the program annually and ask for input from the District.

II. OBLIGATIONS OF THE DISTRICT

- A. The District shall maintain liability insurance coverage for this program and shall defend, indemnify and hold Assistance League harmless against all claims and damages that are the fault of District.
- B. The District shall have school principals appoint a contact person to interface with Assistance League.
- C. School personnel shall screen prospective recipients or participants.
- D. The school shall make arrangements to transport students to the Operation School Bell facility for outfitting. Participants in the Teen Retail Program will be responsible for their own transportation to the store on their assigned night.

III. PUBLIC RELATIONS

- A. Assistance League and the District shall have prominent identification with the program.
- B. Assistance League shall reserve the right to review and approve all publicity releases, brochures and other written material relative to the program, all of which shall mention Assistance League and the District.
- C. Photos and names of recipients shall not be used without written permission of those directly involved.

IV. RENEWAL AND TERMINATION

This agreement shall be renewed every three years.

It is the intention of Assistance League to continue this program for an indefinite period of time. However, when either party determines it can no longer abide by the terms of this agreement, it may terminate this agreement by giving sixty (60) days written notice to the other party. In the case of termination, all assets shall return to the rightful owners as set forth in this agreement and neither party shall have any further obligation thereafter.

Assistance League of Everett assures the **Everett Public Schools** that its agency complies with all state and federal guidelines and/or regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, 1964 Civil Rights Act; Section 504 of the Rehabilitation Act, 1973, as amended; Americans with Disabilities Act, July 26, 1990, P.L. 101-336 and Title IX of the Education Amendments of 1972, as amended.

V. SIGNATURES AND DATES

Assistance League of Everett

Date: _____

President

Date: _____

Secretary

Date: April 21, 2018



Philanthropic Programs Chairman

Everett Public Schools

Date: _____

Superintendent of Schools

Board Agenda Request Form

Date of Board Meeting: May 25, 2010

2. h.

Subject

Title: Agreement between Assistance League of Everett and Everett Public Schools for participation in Assistance League of Everett's Graduation Award.

Recommendation: The Administration recommends approval.

Background

Purpose/Summary:

Assistance League sponsors a philanthropic project designed to help students who are in financial need and find it difficult to finance their senior/graduation expenses.

Previous Related Action:

Renewal of previous agreement.

Additional Information

Agenda Placement:

Information

Action

Consent Agenda

Attachment(s)

of pages 2

Submitted By: Matt McCauley

Contact Person(s): _____

Signature: _____

Approval

Applicable Associate Superintendent/Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

Approved

Denied

Revised (see attached)

By: _____

Associate Superintendent, Instruction

By: _____

Executive Director, Finance

Date: _____

5/10/10

Date: _____

Comments:



ASSISTANCE LEAGUE® of EVERETT
Volunteers Serving Snohomish County Since 1965™

April 15, 2010

Dr. Gary Cohn
Superintendent, Everett School District
4730 Colby Avenue
Everett, WA 98203



Dear Dr. Cohn,

This past school year Assistance League® of Everett has had the privilege of clothing **892** children referred by the Everett School District at our facility. We were able to provide them with three new outfits, a winter jacket, one week's supply of underwear and socks, and a toiletry kit during their visit at our Operation School Bell® facility.

Our Teen Retail Program also provided a \$125 shopping experience at a local Fred Meyer Store for each of **155** high school students referred by their counselors in your District. These students were able to shop for appropriate school attire, including shoes, on one of the nights designated for their specific high school and were assisted by some of our many volunteers.

Our Graduation Awards Program provided **40** high school seniors from your District a \$200 award for each student to use for expenses incurred during their senior year. These students were recommended by their counselors to fill out applications. Recipients were then chosen by our Graduation Awards Committee, with financial need being the main criterion for this award.

Every three years we evaluate these programs and update the Agreements that we need to have in place in order to offer these services to your students.

Enclosed you will find Agreements with the Assistance League® of Everett for Operation School Bell® and Graduation Award Programs. Please sign and return in the enclosed envelope by May 15, 2010.

Sincerely,

Donna Day
Vice President Philanthropic Programs

Enclosures



ASSISTANCE LEAGUE® of EVERETT

Volunteers Serving Snohomish County Since 1965sm

GRADUATION AWARD AGREEMENT

This agreement is entered into by **Assistance League® of Everett**, hereinafter referred to as Assistance League, located at 5107 Evergreen Way, Everett, WA; mailing address P.O. Box 3825, Everett, WA 98213 and **Everett School District**, hereinafter called District.

Assistance League sponsors a philanthropic program known as Assistance League of Everett Graduation Award. The purpose of this award is to help students who are in financial need and find it difficult to finance their senior/graduation expenses.

I. OBLIGATIONS OF ASSISTANCE LEAGUE

- A. Assistance League shall provide application forms to the high schools and conduct the screening process.
- B. The program shall be administered by Assistance League Graduation Award Committee.
- C. Awards in the amount of \$200 each shall be awarded to graduating seniors from the contracted districts in Snohomish County each year.
- D. Financial contributions to this program by Assistance League shall be made only as stipulated in the terms of the agreement. All other funds retained by Assistance League shall remain the sole property of Assistance League and are in no way committed to any other organization.
- E. This program shall be evaluated annually.

II. OBLIGATIONS OF THE DISTRICT

- A. The District shall sign and return this agreement to the Assistance League acknowledging acceptance of this program.
- B. The District's high school principals and/or counselors shall be responsible for selecting the students in need and providing them with the necessary application forms.

III. PUBLIC RELATIONS

- A. Assistance League shall have sole identification with Graduation Awards.

P.O. Box 3825, Everett, WA 98213-8825 ~ 5107 Evergreen Way, Everett, WA
Phone 425.252.3011 ~ Fax 425.259.7076

Rev. April 15, 2010

contact@assistanceleagueofeverett.org ~ www.assistanceleagueofeverett.org
A Chapter of National Assistance League®

PhilProg.Grad

- B. Assistance League shall reserve the right to review and approve all publicity releases, brochures, and other written material relative to the program, all of which shall mention Assistance League and the District.
- C. Photos and names of recipients cannot be used without written permission of those directly involved.

IV. RENEWAL AND TERMINATION

- A. This agreement shall be renewed every three years.
- B. It is the intention of Assistance League to continue this program for an indefinite period of time. However, when either party determines it can no longer abide by the terms of this agreement, it may terminate this agreement by giving sixty (60) days written notice to the other party. In the case of termination, all assets shall return to the rightful owners as set forth in this agreement and neither party shall have any further obligation thereafter.

Assistance League of Everett assures the **Everett School District** that its agency complies with all state and federal guidelines and/or regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran status, or disability. This is in accordance with Title VI of the 1964 Civil Rights Act; Section 504 of the Rehabilitation Act, 1973, as amended; Americans with Disabilities Act, July 26, 1990, P.L. 101-336; and Title IX of the Education Amendments of 1972, as amended.

V. SIGNATURES AND DATES

Assistance League of Everett


Date: _____

President

Date: _____

Secretary

Date: 4-15-2010



Philanthropic Programs Chairman

Everett School District

Date: _____

Superintendent of Schools

Board Agenda Request Form

Date of Board Meeting: May 25, 2010

2.i.

Subject

Title: Contract with Focused Fitness

Recommendation: The Everett School District should approve this contract so that the fitness teachers of the district may continue to utilize the tools available such as using on-line cognitive assessments, recording fitness data, giving students access to their fitness data, and allowing the district to track fitness data for all students.

Background

Purpose/Summary: Three years ago the Everett School District received the Carol M. White PEP Grant to improve curriculum and instruction in the area of physical education. We also incorporated an on-line data gathering system. It was determined that it would be costly for the district to incorporate such a system into the current student information system. This contract will allow our teachers to continue to have access to longitudinal data regarding their physical education students.

Previous Related Action: None.

Additional Information

Agenda Placement:

Information

Action

Consent Agenda

Attachment(s)

of pages 10

Submitted By: Robert Polk

Contact Person(s): Robert Polk

Signature: 

Approval

Applicable Associate Superintendent/Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

Approved

Denied

Revised (see attached)

By: 

Associate Superintendent, Instruction

By: _____

Executive Director, Finance

Date: _____

Date: _____

Comments:

FOCUSED FITNESS L.L.C.

WELPRO SERVICE AGREEMENT

This WELPRO Service Agreement (“**Agreement**”) is effective on September 1, 2010 (“**Effective Date**”) and is made by and between Focused Fitness, LLC, a Washington limited liability corporation with its principal place of business at 2406 S. Dishman-Mica Rd., Ste. 4, Spokane Valley, WA 99206 (“**Focused Fitness**”) and Everett School District, a School District, with its principal place of business at 3721 Oakes Ave, Everett, WA 98201 (“**Client**”).

1. Definitions.

1.1 “**Administrator(s)**” means those Users who are granted expanded access to the Services, including without limitation the ability to import data into the Services.

1.2 “**Services**” mean the online services to be provided hereunder, as described in Attachment A or as otherwise agreed in a writing signed by the parties, including any modifications, bug fixes, improvements, or enhancements included by Focused Fitness as part of the Services during the term of this Agreement.

1.3 “**Focused Fitness Site**” means the collection of web pages containing a common base URL of www.focusedfitness.org, that is delivered over the Internet.

1.4 “**WELPRO site**” means the collection of web pages containing a common base URL of www.welpro.org that is delivered over the Internet.

1.5 “**User**” or “**Users**” means those students (if any), staff and teachers within the Client’s school district and/or school who are authorized by Client to access the Services, and includes Administrators.

2. Services.

2.1 General. Focused Fitness agrees to provide Users with the Services pursuant to the terms and conditions set forth in this Agreement. In the event that either party desires to make changes to Attachment A or to this Agreement during the term of this Agreement, such party shall so notify the other party, and both parties shall agree in writing on such changes and on necessary adjustments, if any, to the other terms of this Agreement that are required to accommodate such changes.

2.2 Non Exclusivity. Focused Fitness hereby grants to Client a non-exclusive use of the Licensed Materials and the right to provide the Licensed Materials to Authorized Users in accordance with this agreement. Nothing herein shall prevent Focused Fitness from marketing or selling any goods or services to any prospective customer.

2.3 Service Levels/User Support. Focused Fitness will provide the Services and User support in accordance with the service levels set forth in Attachment C.

3. Consideration.

3.1 General. Client will pay Focused Fitness for the Services pursuant to the “**Payment Schedule**” set forth in Attachment B.

3.2 Payment Terms. Client will pay all Focused Fitness invoices within thirty (30) days of the invoice date.

3.3 Taxes. Amounts stated under Section 3.1 do not include applicable sales, use, gross income, occupational, or similar taxes; import or export fees; duties, imports, or tariffs; or any other taxes, duties, charges, or fees of any kind which may be levied in connection with the transactions covered hereby regardless of whether the same are separately stated by Focused Fitness. Such taxes are the responsibility of Client whether or not added to applicable invoices by Focused Fitness. Client may provide to Focused Fitness an exemption certificate in a form acceptable to Focused Fitness and to the relevant taxing authority, in which case Focused Fitness shall not withhold the taxes covered by such certificate following its receipt by Focused Fitness and during the period that such certificate is in effect, provided that Client shall remain liable for any such taxes that are the subject of such certificate and shall indemnify and hold Focused Fitness harmless therefrom.

4. **Publicity.**

4.1 Trademark License. Subject to the terms of this Agreement, each party grants to the other party a royalty-free, non-exclusive, non-transferable, personal license to use the Licensed Mark only on materials generated and delivered as a component of the Services and/or on either party's websites, during the Term, according to the terms and conditions in this Agreement and any other trademark guidelines in effect at the time of use as communicated by each party to the other party. Such Licensed Marks may be used solely in connection with the marketing and provision of the Services, including without limitation for purposes of advertising the identity of Focused Fitness' existing and/or past customers. "**Licensed Mark**" means those marks identified in Attachment D to this Agreement.

4.2 Communication to Users. Except as set forth in the Services to be provided to Client under this Agreement, Client will be responsible for communicating to Users regarding availability of the Services for access by Users.

5. **Data.** Client agrees that Focused Fitness will collect certain data and information (collectively "**Data**") relating to Client and Users in connection with this Agreement. In addition to those rights granted under Section 4.1 of this Agreement, Focused Fitness may use such Data for the following purposes:

- (i) Aggregated Data. Client agrees that Focused Fitness may aggregate any and all combinations of Data collected by it under this Agreement such that the Data no longer contains any personally identifiable information of any User ("**Aggregated Data**"). All Aggregated Data is the property of Focused Fitness, and Client agrees that Focused Fitness may use such Aggregated Data for any purpose, including without limitation in publications and marketing materials.
- (ii) Personally Identifiable Information of Users. All personally identifiable information of Users ("**User PII**") is Confidential Information of Client as described in Section 7 of this Agreement. Notwithstanding that Section 7, Client hereby grants to Focused Fitness a non-exclusive, royalty-free limited right and license to use such User PII to create the Aggregated Data described in Section 5(i) of this Agreement.
- (iii) Security Measures. Focused Fitness will protect the Hosting Environment, the Web Site, User Information, and transmission of data by between the Web Site and Users (collectively the "**Protected Services**") using the highest industry standard

procedures and technologies. Without limitation to the foregoing sentence, at a minimum, Focused Fitness will implement the following measures:

- (a) At all times during the Term, Focused Fitness will protect the Protected Services by using industry standard intrusion detection technology, and monitor the Protected Services using trained Internet security specialists.
- (b) Focused Fitness will protect the Protected Services with a firewall that is configured with an intrusion detection system that monitors the Internet segment and can immediately shut down ports that are being attacked.
- (c) Focused Fitness will generate logs and review logs to determine unauthorized activities relating to the Protected Services every ten (10) days.
- (d) All physical access to the Protected Services will be restricted to authorized employees of Focused Fitness who have a need to for such access to carry out their duties, and are under an obligation to treat the Protected Services as confidential and to comply with Focused Fitness's obligations under this Agreement.
- (e) All Internet access to the Protected Services must be accomplished via SSL (Secure Socket Layer) Version 3 or a successor version thereto, which must provide an encrypted session over the Internet.

6. **Client's Responsibilities.**

6.1 System Requirements. The Services are made available over the Internet. To access the Services, Users must have: (i) a suitable Internet connection, and (ii) access to a computer that meets the minimum hardware and software requirements specified by Focused Fitness from time to time on the Focused Fitness Site. Client acknowledges that it is responsible for ensuring that Users can comply with the System Requirements. Client, and not Focused Fitness, is responsible for User support with respect to the User's Internet connection, computer hardware, computer software or personal email accounts.

6.2 Passwords. Users obtain access to the Services through the usage of passwords. Users must comply with Focused Fitness's policies and procedures, as communicated from time to time to Client on the Focused Fitness Site, relating to the issuance, protection and administration of such passwords. Client will ensure that Users comply with any such requirements. Client, and not Focused Fitness, is responsible for any damages and/or disclosure of information, including without limitation User PII, that results from any User's misuse of a password and/or the Services, including without limitation such User's failure to adequately protect the secrecy of the password and/or access to the Services.

6.3 Parental Consent. Client, and not Focused Fitness, is responsible for obtaining any and all necessary parental consent for any student Users to access and use Services.

6.4 User Requirements. All Users of Services must comply with any Focused Fitness terms of use and/or privacy policy in effect as published on the Focused Fitness Site ("**Terms of Use**"). Focused Fitness reserves the right to suspend or discontinue a User from accessing Services at any time if the User violates the Terms of Use. Client is responsible for (i) ensuring that Users are aware of Focused Fitness's Terms of Use, (ii) working in good faith to ensure that Users comply with the

Terms of Use, and (iii) notifying Focused Fitness of any activity by Users in violation of the Terms of Use.

6.5 Surveys. Client agrees to cooperate with Focused Fitness and permit Focused Fitness to conduct user satisfaction surveys of Users, at Focused Fitness's expense.

6.6 Access Limited to Users. Client will not resell the Services or provide access to the Services to any third parties who are not Users.

6.7 All Rights Reserved. The Services provide access to certain content owned or licensed by Focused Fitness and protected by national and international copyright and trademark laws. Except for the rights expressly granted in Section 2, Focused Fitness expressly reserves all right, title, and interest in and to the Services and Client agrees that Focused Fitness does not, directly or by implication, by estoppel or otherwise, grant any other rights or licenses to Client under this Agreement. Client will not remove or alter any trademark or other proprietary notice in or on any Services.

7. **Confidential Information.** Each party agrees that during the term of this Agreement, and for two (2) years thereafter, it will not disclose to any third party any Confidential Information of the other party, except as expressly authorized herein. The term "Confidential Information" means all nonpublic information that a party designates as confidential at the time of the disclosure or that, based on the nature of the information or circumstances surrounding its disclosure, the receiving party should in good faith treat as confidential. Confidential Information includes, without limitation, information relating to unreleased offerings. Confidential Information does not include information that: (i) was generally known to the public at the time disclosed by the Disclosing Party; (ii) became generally known to the public other than through a breach of this Agreement by the receiving party after the time of disclosure to the receiving party by the disclosing party; (iii) was in the receiving party's possession free of any obligation of confidentiality at the time of disclosure to the receiving party by the disclosing party; (iv) was rightfully received by the receiving party from a third party that was free of any obligation of confidentiality after disclosure by the disclosing party to the receiving party; or (v) was independently developed by the receiving party without reference to or use of Confidential Information disclosed by the disclosing party.

8. **Feedback.** Either party may from time to time provide suggestions, comments or other feedback ("**Feedback**") to the other party with respect to Confidential Information disclosed to it by the other party. Both parties agree that notwithstanding anything to the contrary in this Agreement, all Feedback is and shall be entirely voluntary and shall not, absent separate written agreement, constitute Confidential Information or create any confidentiality obligation for the receiving party. Each party shall be free to use, implement and disclose such Feedback as it sees fit, entirely without obligation of any kind to the other party, with the sole exception that the party receiving Feedback will not disclose that the other party provided such Feedback except with prior written consent.

9. **Representations and Warranties.** Each party hereby represents and warrants that (i) this Agreement has been duly and validly executed and delivered by such party and constitutes a legal and binding obligation of such party, enforceable against such party in accordance with its terms; (ii) such party has all necessary power and authority to execute and perform in accordance with this Agreement; (iii) it will comply with all applicable laws in the performance of its obligations under this Agreement, in particular with any federal and state rules regarding student records, privacy, and the commercial use of student information, including but not limited to the Family Educational Rights and Privacy Act and the Health Insurance Portability and Accountability Act of 1996; and (iv) such party's execution, delivery and performance of this Agreement will not conflict with or violate any

provision of law, rule or regulation to which such party is subject, or any agreement or other obligation directly or indirectly applicable to such party or binding upon its assets.

10. **Indemnity.**

10.1 Duty to Indemnify. Each party will indemnify, defend, and hold the other party and its officers, employees, consultants and agents harmless from any and all third party claims, demands, costs, liabilities, losses, expenses and damages (including attorneys' fees, costs, and expert witnesses' fees) arising out of or in connection with any claim resulting from any breach or alleged breach of the indemnifying party's representations, warranties and covenants set forth in Section 9 of this Agreement.

10.2 Process. With respect to any third party claims for which one party ("**Indemnifying Party**") is obligated to defend and indemnify the other party ("**Indemnified Party**") under Section 10.1, the following procedures apply: The Indemnified Party will permit the Indemnifying Party, through counsel chosen by the Indemnifying Party and reasonably acceptable to the Indemnified Party, to answer and defend the claim. The Indemnifying Party will permit the Indemnified Party to participate in its own defense with its own counsel at its own expense. If the Indemnified Party elects to participate in its own defense, the Indemnifying Party agrees to consider in good faith the views of the Indemnified Party and its counsel and to keep the Indemnified Party and its counsel reasonably informed of the progress of the defense, litigation, arbitration, or settlement discussions relating to the claims. The Indemnifying Party will not settle any claims against the Indemnified Party except with Indemnified Party's prior written permission, which permission will not be unreasonably withheld or delayed. The Indemnifying Party is not responsible for any settlement made by the Indemnified Party without the Indemnifying Party's written permission. If the Indemnified Party and Indemnifying Party agree to settle a claim, the Indemnifying Party will not publicize the settlement without first obtaining the Indemnified Party's written permission.

11. **WARRANTY DISCLAIMER.** EXCEPT AS SET FORTH IN SECTION 8 ABOVE, ALL SERVICES PROVIDED BY FOCUSED FITNESS HEREUNDER ARE PROVIDED "AS IS" AND FOCUSED FITNESS DISCLAIMS ALL WARRANTIES AND DUTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES AND DUTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, REASONABLE CARE, WORKMANLIKE EFFORT, RESULTS, LACK OF NEGLIGENCE, LACK OF VIRUSES, ACCURACY OR COMPLETENESS, TITLE, QUIET ENJOYMENT OR NON-INFRINGEMENT.

12. **LIMITATION OF LIABILITY & EXCLUSION OF CERTAIN DAMAGES.**

12.1 EXCLUSION OF CERTAIN DAMAGES. EXCEPT FOR EITHER PARTY'S BREACH OF SECTION 7 OR OBLIGATIONS UNDER SECTION 10, NEITHER PARTY WILL BE LIABLE TO THE OTHER PARTY FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL OR PUNITIVE DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OR CAUSE OF ACTION OR THE ALLEGED BASIS OF THE CLAIM, EVEN IF A PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

12.2 LIMITATION ON LIABILITY. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, FOCUSED FITNESS'S TOTAL AGGREGATE LIABILITY FOR ANY CLAIMS ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, REGARDLESS OF THE FORM OR CAUSE OF ACTION OR THE ALLEGED BASIS OF THE CLAIM, WILL

NOT EXCEED THE TOTAL AMOUNT OF FEES ACTUALLY RECEIVED BY FOCUSED FITNESS UNDER THIS AGREEMENT. THE FOREGOING LIMITATION OF LIABILITY SHALL APPLY REGARDLESS OF THE FORM OR THE CAUSE OF ACTION OR ALLEGED BASIS OF THE CLAIM, AND EVEN IF THE REMEDIES OTHERWISE PROVIDED UNDER THIS AGREEMENT, AT LAW OR IN EQUITY FAIL OF THEIR ESSENTIAL PURPOSE.

13. **Term, Termination, and Renewal**

13.1 **Term.** This Agreement will be effective as of the Effective Date, and will continue in effect until 3 year(s) after the Effective Date ("**Initial Term**").

13.2 **Renewal.** This Agreement shall automatically renew at the end of the current term and will extend for successive additional one year periods thereafter unless either party gives written notice of its intention not to renew 60 days before expiration of the current term ("**Renewal Term**").

13.3 **Termination For Cause.** Either party may suspend performance or terminate this Agreement immediately upon written notice to the other party at any time if the other party is in material breach of any provision of this Agreement and has failed to cure that breach within thirty (30) days after receipt of written notice thereof. Without limiting the foregoing, Focused Fitness may suspend performance or terminate this Agreement immediately upon written notice to Client if Client is sixty (60) days overdue on any payment due to Focused Fitness under this Agreement.

13.4 **Effect of Expiration/Termination.** Upon the expiration or termination of this Agreement Client will pay all amounts due to Focused Fitness up to the date of expiration/termination. The following Sections will survive the expiration or termination of this Agreement:

14. **Non-Discrimination Statement**

14.1 Focused Fitness assures the Everett School District that its agency complies with all state and federal guidelines and/or regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran status, or disability. This is in accordance with Title VI of the 1964 Civil Rights Act; Section 504 of the Rehabilitation Act, 1973, as amended; Americans with Disabilities Act, July 26, 1990, P.L. 101-336; and Title IX of the Education Amendments of 1972, as amended.

15. **Miscellaneous.**

15.1 **Relationship of parties.** Client and Focused Fitness are independent contractors with respect to one another, and nothing in this Agreement will be interpreted to create any agency, joint venture, employment or partnership relationship.

15.2 **Force Majeure.** For a reasonable time period, each party will be excused from delay or failure in performance due to causes beyond such party's reasonable control including without limitation, acts of God, government action, regulations, riots, wars, floods, and/or earthquakes.

15.3 Notices. Any notice provided for in this Agreement must be given in a non-electronic record by registered or certified U.S. mail as designated below, return receipt requested, postage paid. It will be effective on the day it is mailed to the following address designated by each party.

	Focused Fitness Contact Person	Client Contact Person
Name	Ron T. Malm	Robert Polk
Title	COO	
Organization	Focused Fitness, LLC	Everett School District
Address	2406 S Dishman Mica Rd., Ste 4	3721 Oakes Avenue
City, State, Zip	Spokane, WA 99206	Everett, WA 98201
Phone	509 327-3181	
Email	ron@focusedfitness.org	

15.4 Assignment. Neither party will assign this Agreement or any of its rights or obligations hereunder without the prior written consent of the other party. Notwithstanding the immediately preceding sentence, either party may assign this Agreement without the other party's prior written consent as part of a merger, or a sale or transfer of a majority of the assigning party's assets. This Agreement will be binding upon, enforceable by, and inure to the benefit of the parties and their respective successors and permitted assignees.

15.5 Waiver. No waiver of any provision of this Agreement will be effective unless it is in a signed writing, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.

15.6 Governing Law; Venue. This Agreement will be governed by and construed under the laws of the State of Washington (except to the extent federal law is controlling on the subject matter), without regard to its conflict of laws provisions. All disputes brought by either party arising under this Agreement will be brought in a court of competent jurisdiction in Spokane County, Washington, as permitted by law, and each party hereby submits to the exclusive jurisdiction and venue in such courts. Client waives all defenses of lack of personal jurisdiction and forum nonconveniens. Process may be served on either party in the manner authorized by applicable law or court rule.

15.7 Attorney's Fees. In any action to enforce any right or remedy under this Agreement or to interpret any provision of this Agreement, the prevailing party will be entitled to recover its costs, including attorneys' fees.

15.8 Severability. If any term of this Agreement is found by a court of competent jurisdiction to be in whole or in part unenforceable, then the remainder of this Agreement shall continue in effect so long as the Agreement still expresses the intent of the parties. If the intent of the parties cannot be preserved, this Agreement shall be null and void.

15.9 No Third Party Beneficiaries. This Agreement is for the benefit of, and shall be enforceable by, the parties only. This Agreement is not intended to confer any right or benefit on any third party. No action may be commenced or prosecuted against a party by any third party claiming as a third-party beneficiary of this Agreement.

15.10 Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to its subject matter and supersedes all prior and contemporaneous agreements, oral or written. Changes, modifications or waivers to this Agreement must be in writing and signed by both parties.

IN WITNESS WHEREOF, Focused Fitness and Client agree to the terms and conditions set forth in this Agreement.

Focused Fitness Inc.

By: _____

Print Name: Ron T. Malm

Title: COO

Date: _____

Everett School District:

By: _____

Print Name: _____

Title: _____

Date: _____

ATTACHMENT A

Services

The **WEL-PRO Software Program** is an easy to use, customizable, web-based software application that simplifies the process of gathering student academic, fitness and health data, printing individual and group reports and can be accessed from any internet enabled computer. Student access allows for the entering of academic assessments and behavioral logs to include: activity, diet, hydration, heart rate and sleep. An evaluation component is included that allows districts to analyze teacher, student and workshop survey information. WEL-PRO is curriculum based, allows students to create an electronic portfolio and is aligned with the Five for Life Program.

WEL-PRO FEATURES:

- Web-based software allows users to input fitness, behavioral and cognitive data at any workstation with internet capabilities
- Software management system for fitness, health and cognitive data
- Application allows for a coordinated school fitness and health approach between administrators, physical educators, health educators, classroom teachers, nurses and parents
- Software licenses available for organizations of any size or structure
- Password protected login to ensure safety of data
- User friendly import feature for entering students' demographical information
- One step process for data extraction
- Class lists are automatically generated
- **Fitness Measurements**
 - Application allows for 100% fitness measurement customization
 - Ability to choose unlimited fitness measurements items
 - Selection of standards that accompany measurements
 - Modifications can be made at any time to class sessions, student information, fitness measurements, standards and more
 - Ability to customize fitness reports to include specific information related to fitness and health measurements
 - Generates fitness and health profiles for each student and tracks progress over time
 - Multiple reports provide summary information to instructors and administrators that includes; number of participants measured, demographical information and fitness and health scores compared to health standards
 - Automatic calculation of BMI, fat-free mass and healthy ranges for blood pressure
- **Behavioral Inventories**
 - Student access to activity, nutrition, hydration and sleep logs
 - Multiple reports provide summary information to instructors and administrators that includes; number of participants, behavioral information and behavioral information compared to standards
- **Cognitive Assessments**
 - Student access to complete any assessment located in the Five for Life Program K-12
 - Multiple reports provide summary information to instructors and administrators that includes; number of participants assessed and total scores achieved compared to possible scores

Hardware Requirements:

- Desktop, Laptop or Tablet Computer with internet access
- Web Browser (Internet Explorer Recommended)
- Printer

ATTACHMENT B

Payment Schedule

Everett School District, will pay Focused Fitness for Services according to the following “**Payment Schedule**”:

Initial Term

\$22,500.00 – WELPRO Software: This fee includes 3 years of hosting, yearly or more frequent uploads of student data, hosting and backup, all upgrades and modifications and unlimited technical support.

Initial Term – September 1, 2007 – August 31, 2010

Renewal Term

\$1,000 – WELPRO Software: This yearly fee includes: yearly or more frequent uploads of student data, hosting and backup, all upgrades and modifications and up to 3 hours of technical support. Additional technical support will be billed at a rate of \$125/hour.

This Agreement shall automatically renew at the end of the current term and will extend for successive additional one year periods thereafter unless either party gives written notice of its intention not to renew 60 days before expiration of the current term.

Renewal Term – September 1, 2010 – August 31, 2011

ATTACHMENT C

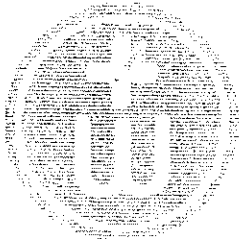
Service Levels

Focused Fitness will use commercially reasonable efforts to ensure that Wel-Pro is available and capable of forwarding IP packets 99.99% of the time, as averaged over a calendar month.

Focused Fitness and Client will collaborate to resolve any software-related functionality issues. Focused Fitness will use commercially reasonable efforts to assist Client in resolving any such issues within 72 hours of receipt of written notice from Client. Client's written notice shall specify the nature of the problem and the steps taken by Client to investigate or otherwise remedy the problem.

ATTACHMENT D

Licensed Marks



WELPRO
software



five
FOR life
PROGRAM®



FOCUSED FITNESS

Sensible Fitness and Health Programs for Today's Kids

Board Agenda Request Form

Date of Board Meeting: May 25, 2010

21

Subject

Title:
Resolution 994, Washington Interscholastic Activities Assoc
District Enrollment Form for Middle Level and Senior High Schools
Resolution Delegating Authority to WIAA and Sunday Waiver Agreement

Recommendation:

The Administration recommends the Board of Directors approve enrollment of our middle and senior high schools in the Washington Interscholastic Activities Association (WIAA) for the 2010-2011 school year. Also to approve the Sunday Waiver Agreement granting permission for high school to play on a Sunday in a WIAA Regional or State Tournament due to suspended play.

Background

Purpose/Summary:

Approval for district schools to continue participation in interscholastic activities as governed by the Washington Interscholastic Activities Association (WIAA), as well as the approval for high schools to compete on a Sunday when State level tournament play has been suspended.

Previous Related Action: Previous approval on June 9, 2009

Additional Information

Agenda Placement:

Information Action Consent Agenda Attachment(s)

of pages 2

Submitted By: Robert Polk, Director

Contact Person(s): Robert Polk

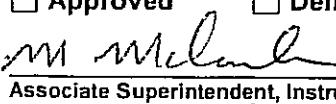
Athletics, Activities, Health & Fitness

Signature: 

Approval

Applicable Associate Superintendent/Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

Approved Denied Revised (see attached)

By: 
Associate Superintendent, Instruction

By: _____
Executive Director, Finance

Date: 5/10/10

Date: _____

Comments:

District Information

Name of School District or Private School EVERETT SCHOOL DISTRICT
 Address 3721 OAKES AVE City EVERETT Zip 98201
 Phone (425) 385-4260 Fax (425) 385-4262 WIAA District # 1

District Superintendant Information

Name DR GARY COHN Phone (425) 385-4000 E-mail Address GCOHN@EVERETTSD.ORG
 Address PO BOX 2098 City EVERETT Zip 98213

School Board Contact Information (School Board Members Only)

To improve the flow of information each School Board may select a **SCHOOL DIRECTOR** to be the WIAA School Board Contact. The WIAA School Board Contact receives the following WIAA mailings: Newsletters, Executive Board Minutes, Representative Assembly Minutes and Amendments, and the Annual Report. The WIAA School Board contact is expected to serve as the liaison between the member school's activities programs and the other school Board Members.

Name ED PETERSEN Phone (425) 385-4000 E-mail Address SBOARD@EVERETTSD.ORG
 Address PO BOX 2098 City EVERETT Zip 98213

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

Please list each secondary school to be enrolled with the WIAA. Member high schools will be billed in September on the basis of the average enrollment of the 10th, 11th, and 12th grades provided to the OSPI on the monthly P-223 enrollment forms for the months of January, February, March, April, May, October, and November of 2009 (senior high enrollment is reviewed every two years) and the number of sports/activities in which the schools are enrolled. Member middle schools will be billed also in September on the basis of the average monthly enrollment of October, November and December, and the number of sports/activities in which the schools are enrolled. A Labor and Industries (L&I) bill will also be sent to each member school at that time.

Member Middle/High School	M/H Level	In Building Contact	E-mail
<u>Eisenhower MS</u>	<u>M</u>	<u>Bryan Toutant</u>	<u>btoutant@everettsd.org</u>
<u>Evergreen MS</u>	<u>M</u>	<u>Tony Wentworth</u>	<u>twentworth@everettsd.org</u>
<u>Gateway MS</u>	<u>M</u>	<u>Elizabeth Nunes</u>	<u>enunes@everettsd.org</u>
<u>Heatherwood MS</u>	<u>M</u>	<u>John Balmer</u>	<u>jbalmer@everettsd.org</u>
<u>North MS</u>	<u>M</u>	<u>Kelly Clapp</u>	<u>kclapp@everettsd.org</u>
<u>Cascade HS</u>	<u>H</u>	<u>TBD</u>	<u></u>
<u>Everett HS</u>	<u>H</u>	<u>Jack Roy</u>	<u>jroy@everettsd.org</u>
<u>Henry M Jackson HS</u>	<u>H</u>	<u>Don Lichty</u>	<u>dlichty@everettsd.org</u>



WIAA – School Board Resolution Delegating Authority to WIAA and Sunday Waiver Agreement
Please return by June 11, 2010



Name of School District or Private School EVERETT

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local SCHOOL BOARD PRESIDENT and SECRETARY must sign this enrollment form to indicate that the School Board has approved the District's or School's membership in the Association and as members, these schools will follow the WIAA Rules and Regulations.

SCHOOL BOARD RESOLUTION DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board Of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of EVERETT School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the EVERETT School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

SUNDAY WAIVER AGREEMENT

WIAA Rule on Sunday Contests:

"Participation on Sunday in any athletic contest or other WIAA sanctioned event cannot be expected or required of any school without prior permission and approval of each participating school's local school board, nor can any penalty or forfeiture be imposed for not participating on Sunday."

Marking the "Yes" check box below grants permission for the high schools listed on the Public/Private School District Membership Form to play on a Sunday in a WIAA Regional or State Tournament due to suspended play. Marking the "No" check box does not grant permission for the high schools listed on the Public/Private School District Membership Form to play on a Sunday in a WIAA Regional or State Tournament due to suspended play.

Yes, Sunday Contests Approved

No, Sunday Contests Not Approved

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools via classification rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities authorized and offered by School Board approval and listed on the school's WIAA membership form.

By signing below the School Board President and School Board Secretary affirm that the information above is accurate for the school district or private school listed.

Signed _____ Date _____
SCHOOL BOARD PRESIDENT

Signed _____ Date _____
SCHOOL BOARD SECRETARY

Washington Interscholastic Activities Association
435 Main Avenue South, Renton, WA 98057
Phone: (425) 687-8585 Fax: (425) 687-9476
Website: www.wiaa.com

Board Agenda Request Form

Date of Board Meeting: 05/25/2010

2.k

Subject

Title:

Resolution No. 995 - Authorization to Establish an Interlocal Agreement with Seattle Community College

Recommendation:

The administration recommends adoption of Resolution No. 995 to establish an interlocal agreement with Seattle Community College. This will allow Seattle Community College to purchase, lease, and service copiers and duplicators by utilizing the competitive bid process conducted by Everett Public Schools.

Background

Purpose/Summary:

Resolution No. 995 establishes an interlocal agreement with Seattle Community College. This interlocal agreement has been requested by Seattle Community College specifically to utilize the Everett School District's contract for Copiers, Duplicators, and Related Services.

Due to the urgent need of the Seattle Community College to acquire equipment through our contract, this item is presented to the Board for approval outside of the framework of our now general notification practice.

Previous Related Action:

The Board awarded the contract for Copiers, Duplicators, and Related Services at the July 8, 2008, regular Board meeting.

Additional Information

Agenda Placement:

Information

Action

Consent Agenda

Attachment(s)

Presentation Time Minute(s)

of pages 2

Submitted By: Jennifer Farmer

Contact Person(s): Jennifer Farmer

Signature: 

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office.

Approved

Denied

Revised (see attached)

By: 
Executive Director, Finance & Operations

By: _____
Executive Director, Facilities & Operations

Date: 5-18-2010

Date: _____

Comments:

RESOLUTION NO. 995

**AUTHORIZATION TO ESTABLISH AN INTERLOCAL AGREEMENT
WITH SEATTLE COMMUNITY COLLEGE**

WHEREAS, each of the Parties is a public agency, as that term is defined by RCW 39.34.020, and

WHEREAS, public agencies in the State of Washington are authorized by RCW 28A.320 and RCW 39.34, to enter into cooperative agreements for the purchase of various equipment, supplies and services; and

WHEREAS, the Seattle Community College desires to reduce costs in contracting for copier equipment purchase, lease, and/or maintenance for use in their facilities; and

WHEREAS, the Everett School District has conducted competitive procurement contracting practices that the Seattle Community College desires to utilize; and

WHEREAS, the Parties recognize and find that this Agreement will permit the Parties to make the most efficient use of their powers by enabling them to cooperate with each other on a basis of mutual advantage and that it is in each of their best interests to cooperate and join in certain purchasing activities;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Everett School District No. 2, Snohomish County, Washington does hereby authorize the Superintendent of Everett School District No. 2 to enter into an interlocal agreement with Seattle Community College, and agrees as follows:

That a joint purchasing agency by and between Everett School District No. 2 and Seattle Community College be formed as an interlocal cooperative for the purpose of potential procurements.

This Agreement shall allow the purchase or acquisition of goods and services by each Party directly from a third party vendor if a provision has been made in the lead agency's contract with that third party vendor that permits other agencies to avail themselves of the goods and services offered under the contract.

This Agreement shall remain in force until terminated by either Party upon sixty (60) days written notice to the other Party.

The Superintendent or designee of Everett School District No. 2 is hereby designated as representative to the joint purchasing agency and the Superintendent or designee is further authorized to execute and implement the requisite agreement or agreements to accomplish this purpose.

Seattle Community College will be solely responsible for purchase, service, and disposal obligations for their use of the Everett School District's contracts.

The Everett School District and Seattle Community College reserve the right to contract purchases independently, with or without notice to the other Party. This Agreement does not obligate either party to acquire goods or services through the contractual agreements of the other Party.

Adopted by the Board of Directors of Everett School District No. 2, Snohomish County, Washington, at its regular meeting May 25, 2010.

Everett School District No. 2

President

Vice-President

Board Member

Board Member

Board Member

ATTEST:

Secretary of the Board of Directors

Seattle Community College

Minoo Damanpour
Purchasing Manager

Board Agenda Request Form

6. a.

Date of Board Meeting 05/25/10
Month/Day/Year

Subject

Title:
Facilities & Operations Update

Recommendation:
N/A

Background

Purpose/Summary:
The Administration will present and update on current and upcoming projects in the Facilities & Operations department. This will include an overview of capital construction projects and summer maintenance projects, and the plan for implementing budget reductions affecting student transportation services next school year (1-mile walking distance).

Previous Related Action:
N/A

Additional Information

Agenda Placement:

Information Action Consent Agenda Attachment(s)

Presentation Time Minute(s) # of Pages 26

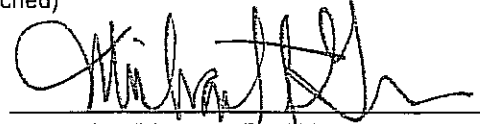
Submitted By: Michael Gunn Contact Person(s): Michael Gunn and Hal Beumel

Signature _____

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office

Approved Denied Revised (See Attached)

by: _____ by:  _____
Executive Director, Finance & Operations Executive Director, Facilities & Operations

Date _____ Date 5-17-10

Comments:

Facilities & Operations Update

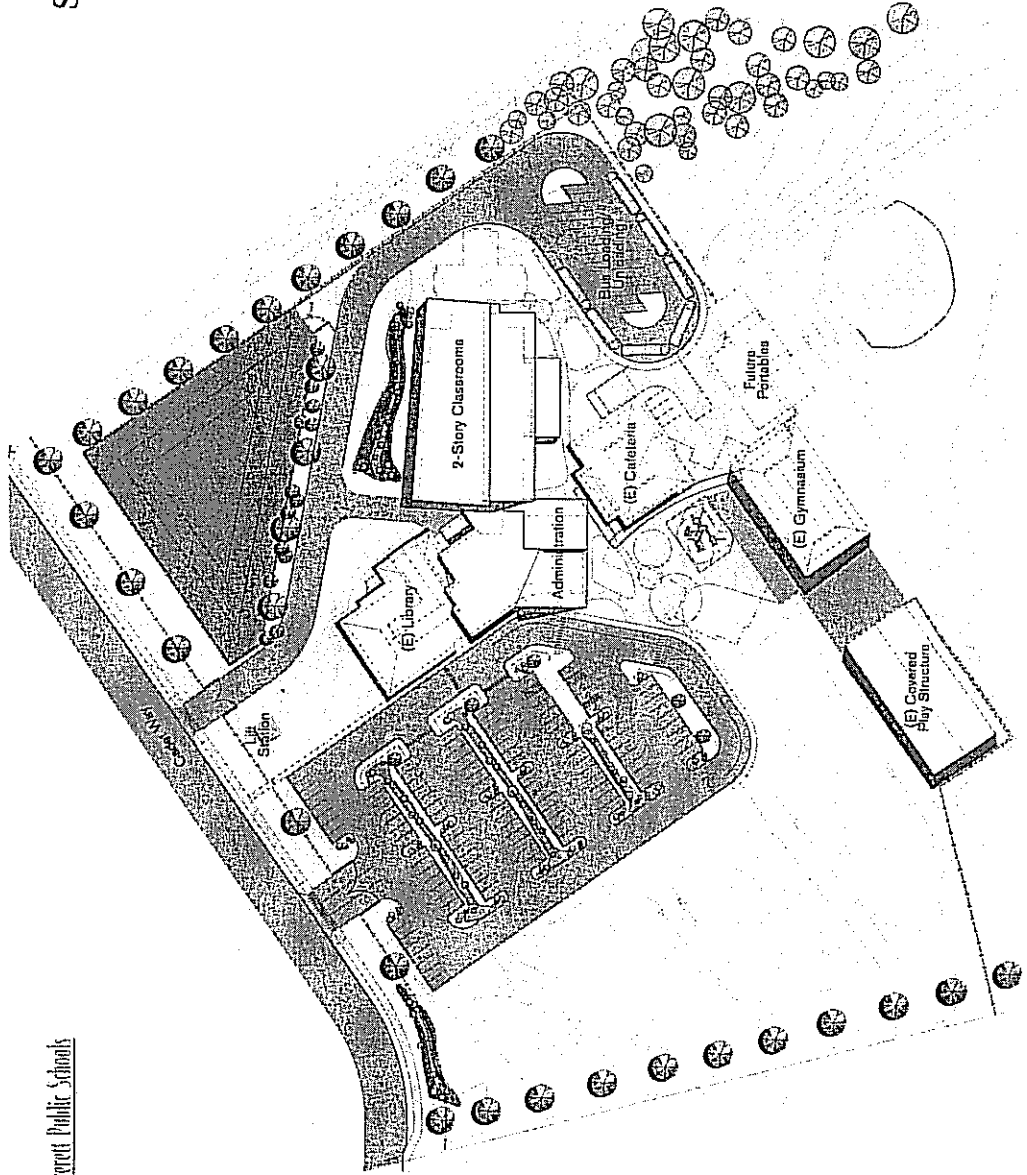
5/25/10

Summer Construction Projects

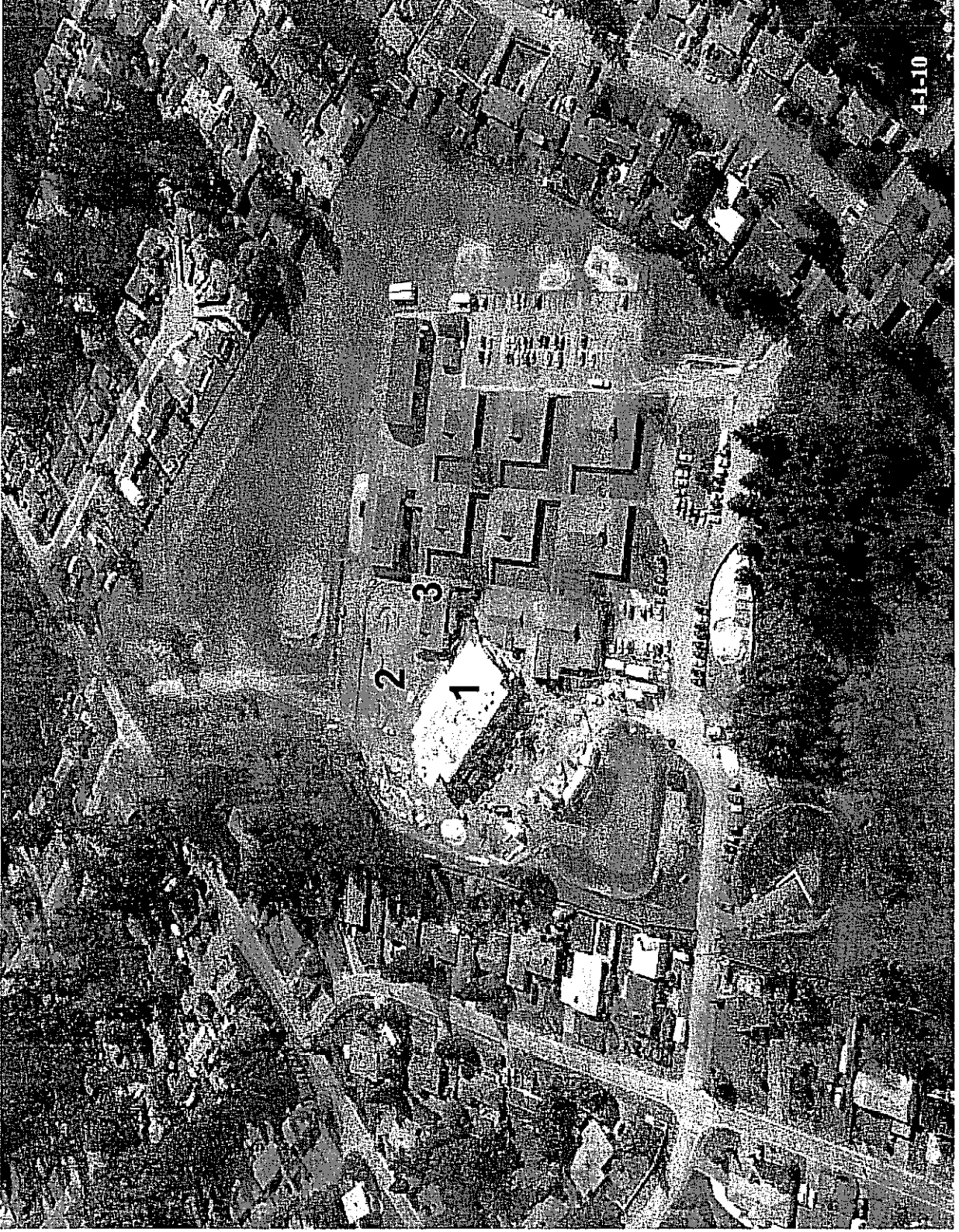
- Jefferson Elementary School Modernization
- Whittier Elementary School Modernization
- James Monroe Elementary School Replacement
- Jackson High School Cafeteria Expansion
- Everett High School Civic Damper Replacement
- Eisenhower Middle School Flooring Project

Jefferson Elementary School

SITE PLAN



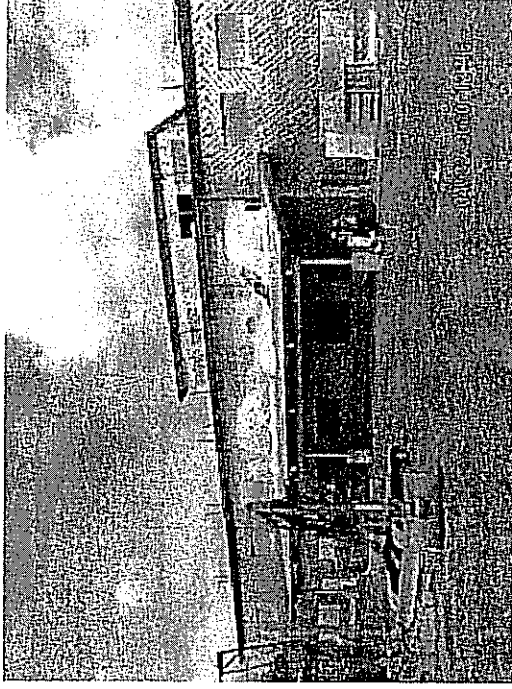
Jefferson Elementary School



Jefferson Elementary School



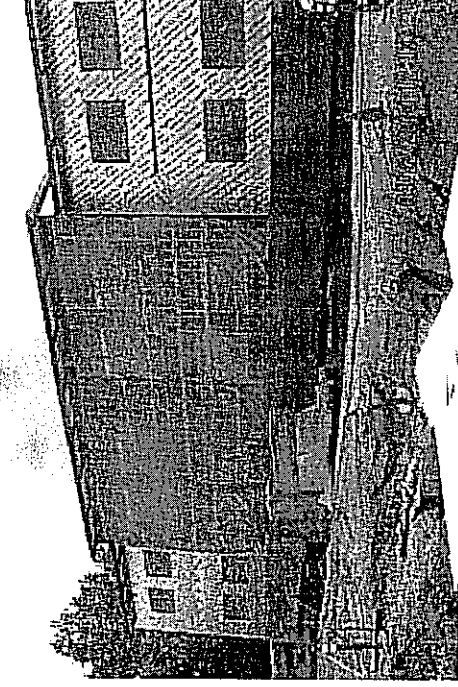
East Side of New Classroom Wing



New Kindergarten Classroom and Covered Play Area



Construction of New Bus Loop

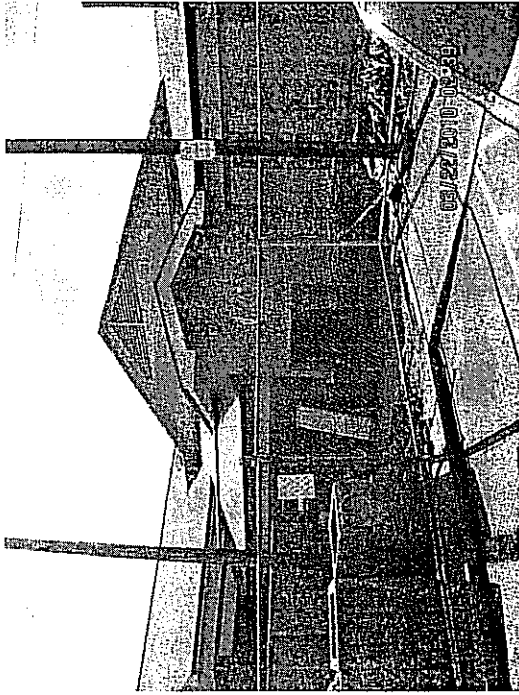


North Side of New Classroom Wing

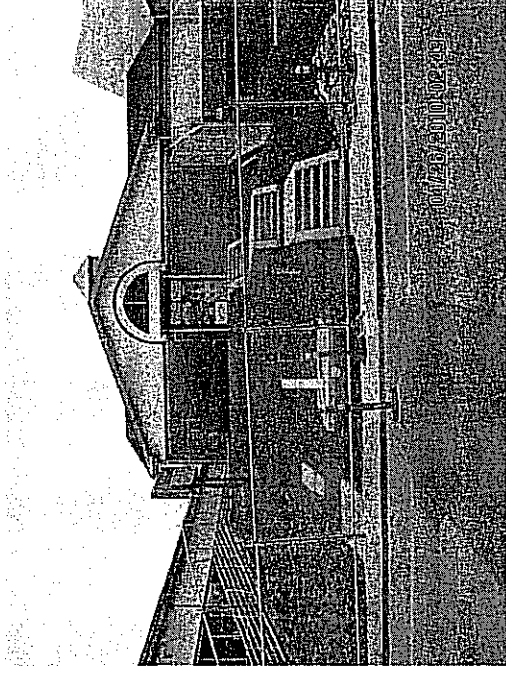
Whittier Elementary School Modernization



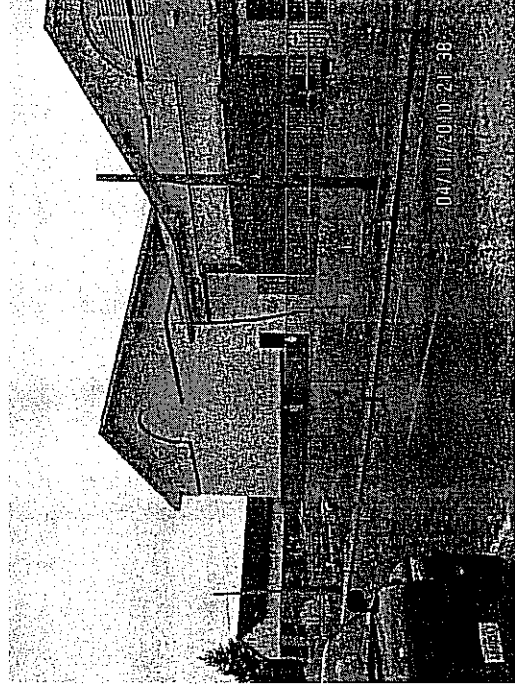
Whittier Elementary School



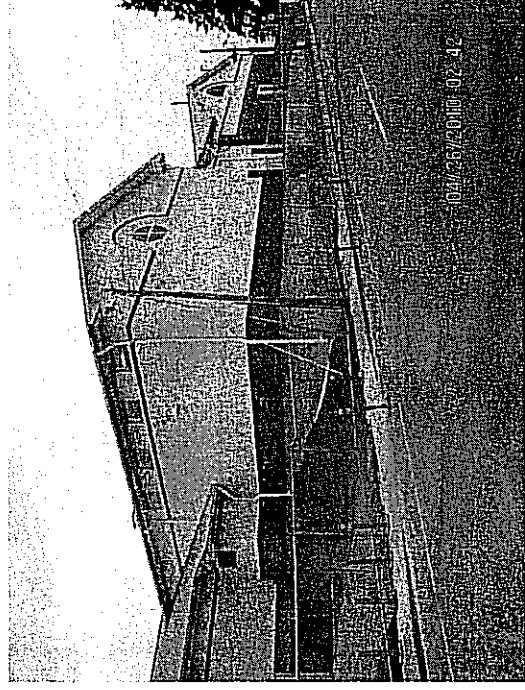
New After Hours Entry



New Walkway to Library



Existing Cafeteria and New Gym

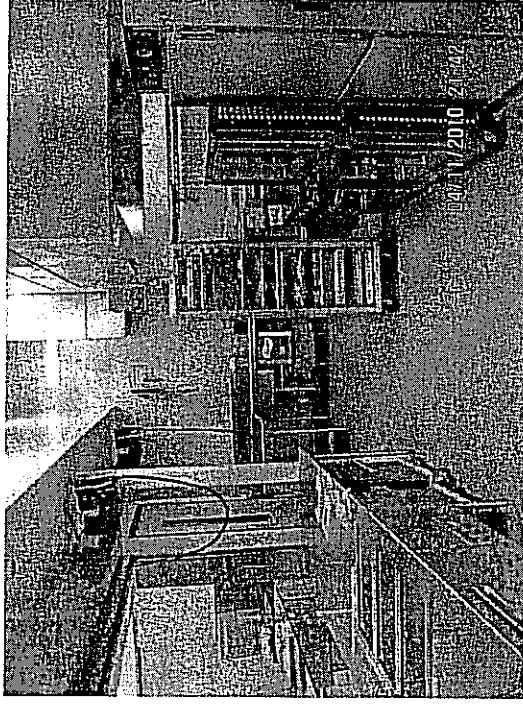


New Gymnasium

Whittier Elementary School



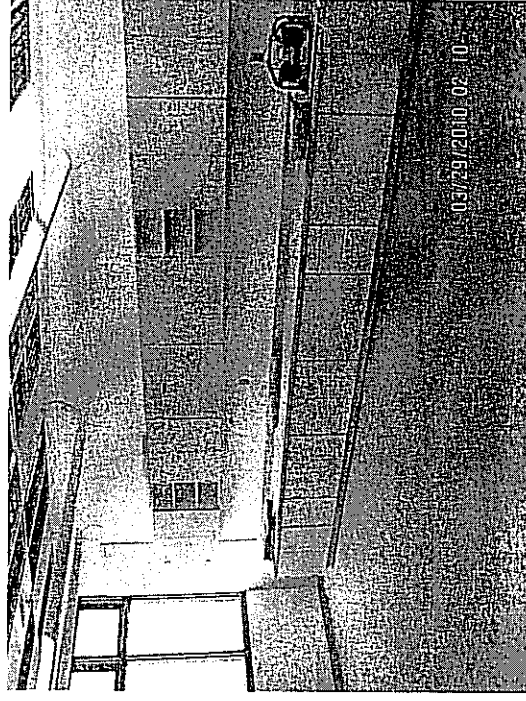
New Cafeteria and Stage Area



New Kitchen

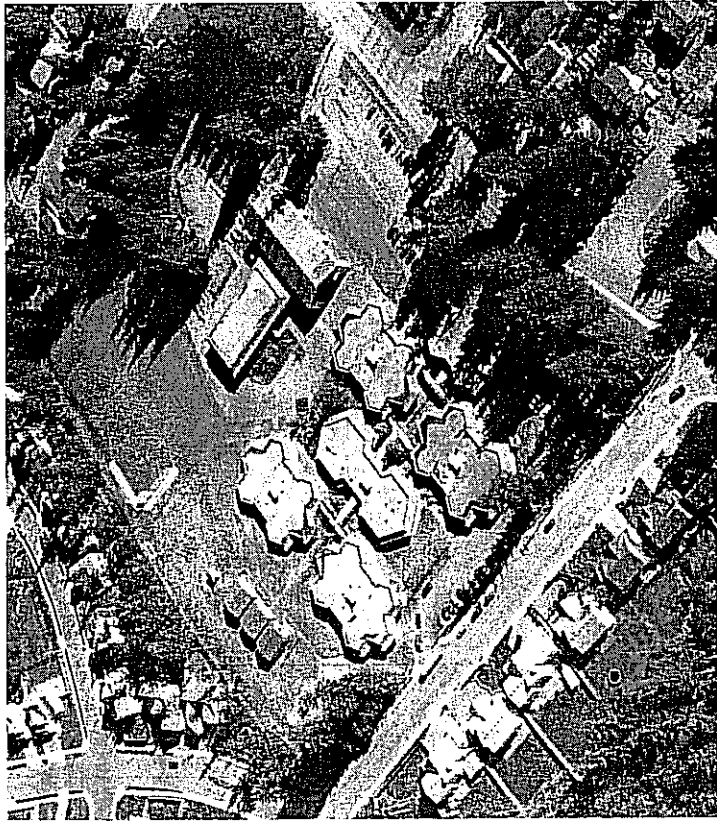


New Gymnasium

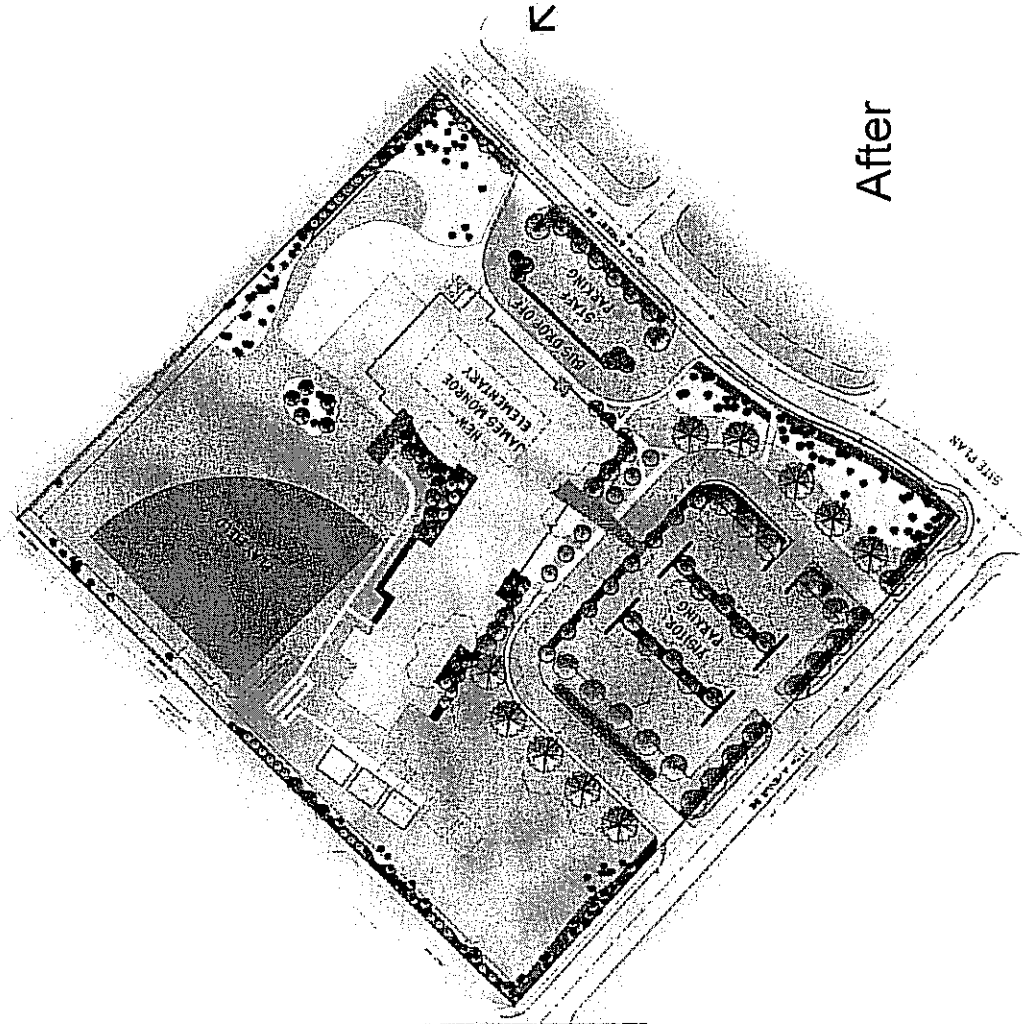


Modernized Classroom

James Monroe Elementary School Replacement

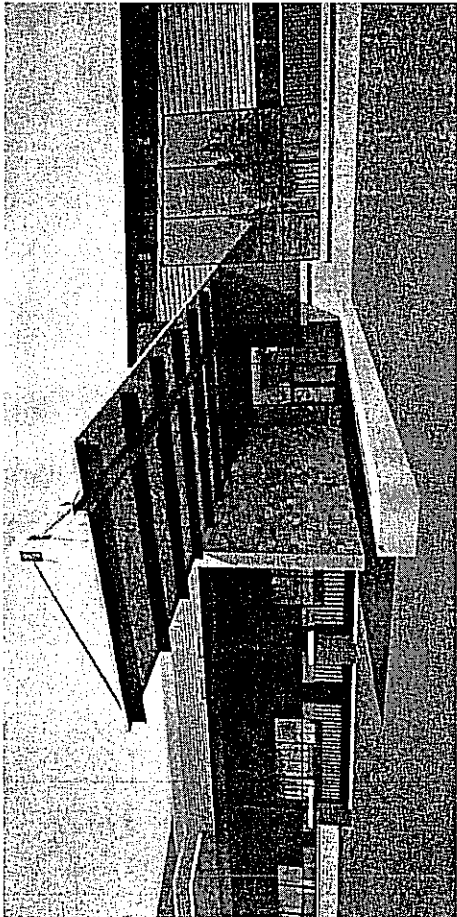


Before

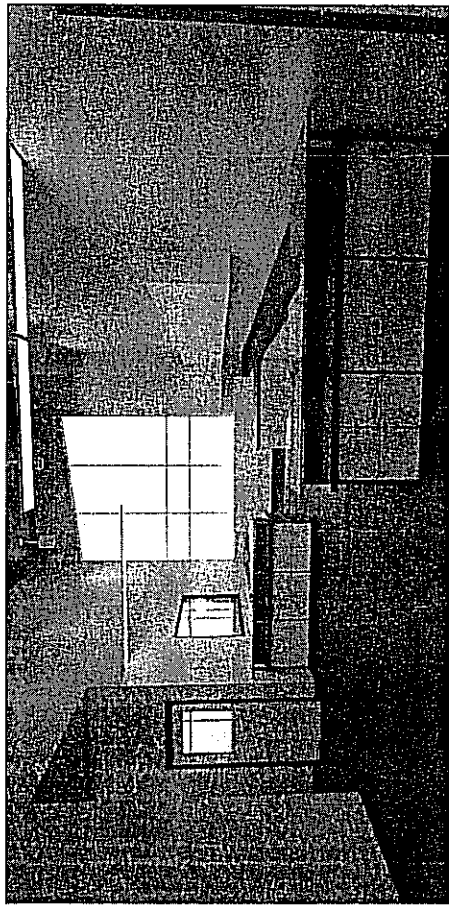


After

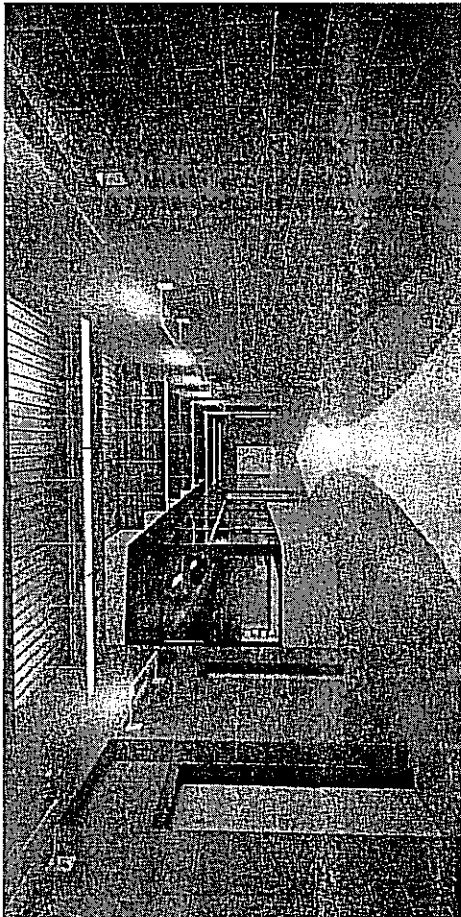
James Monroe Elementary School Replacement



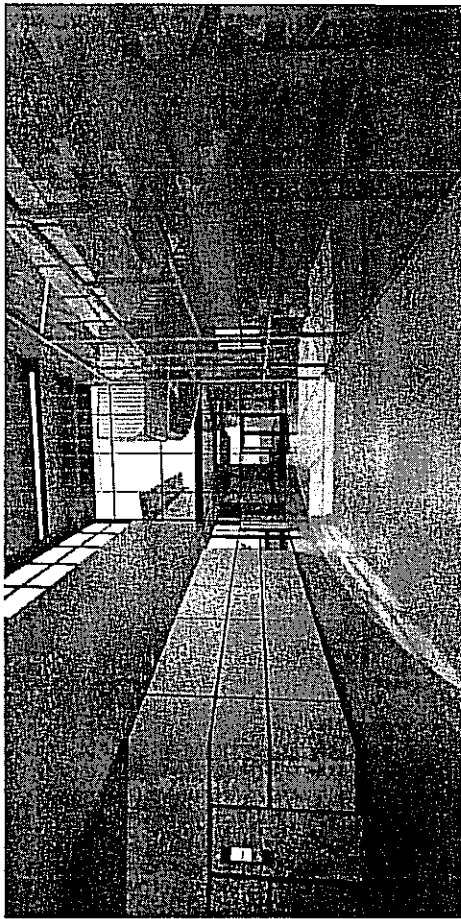
Main Entry



Main Office

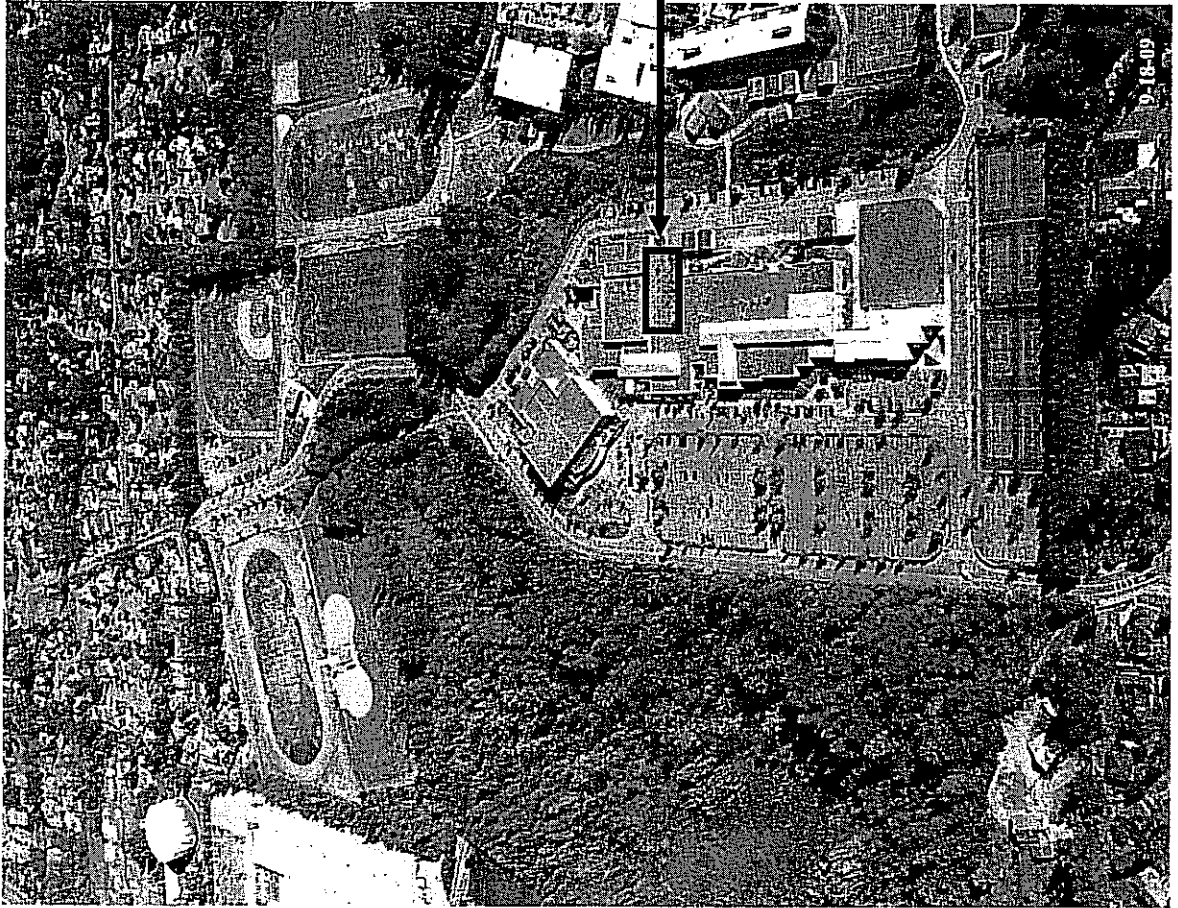


Main Hallway



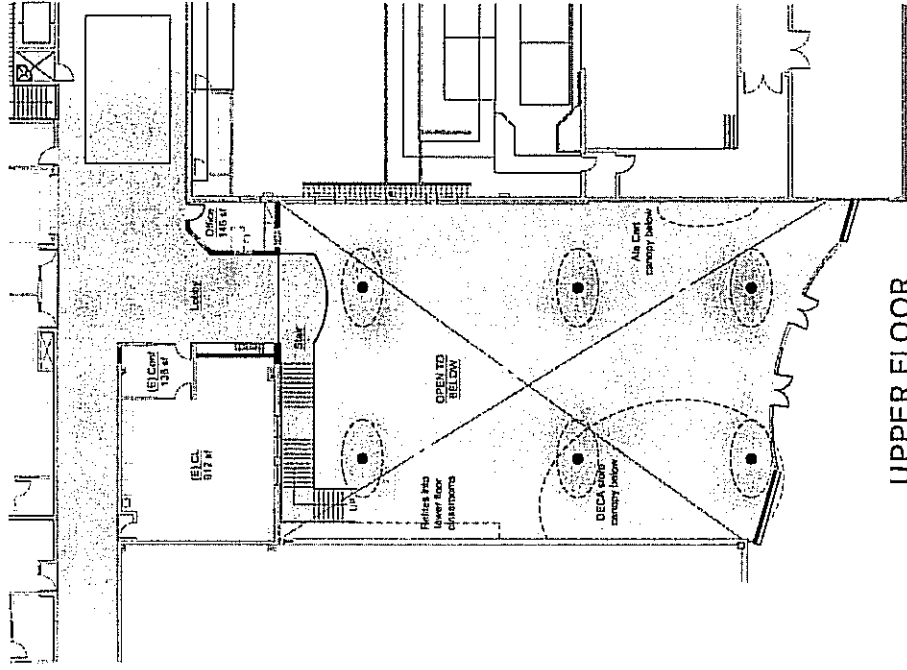
Entrance Lobby

Jackson High School Cafeteria Expansion

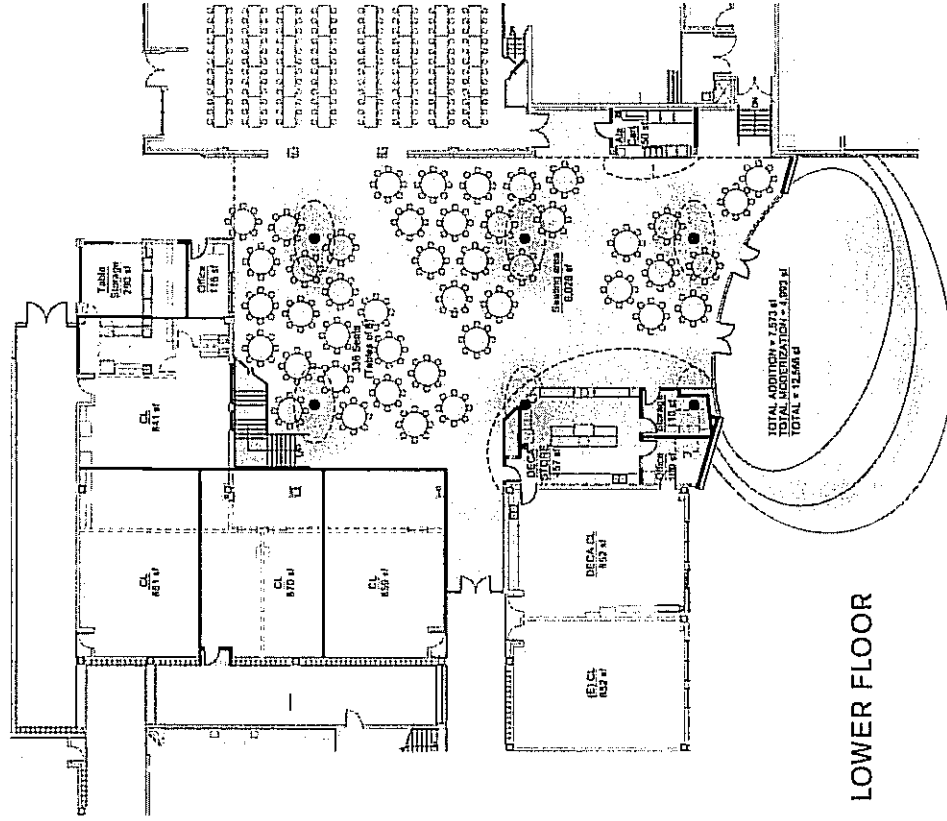


Cafeteria Expansion
Area

Jackson High School Cafeteria Expansion

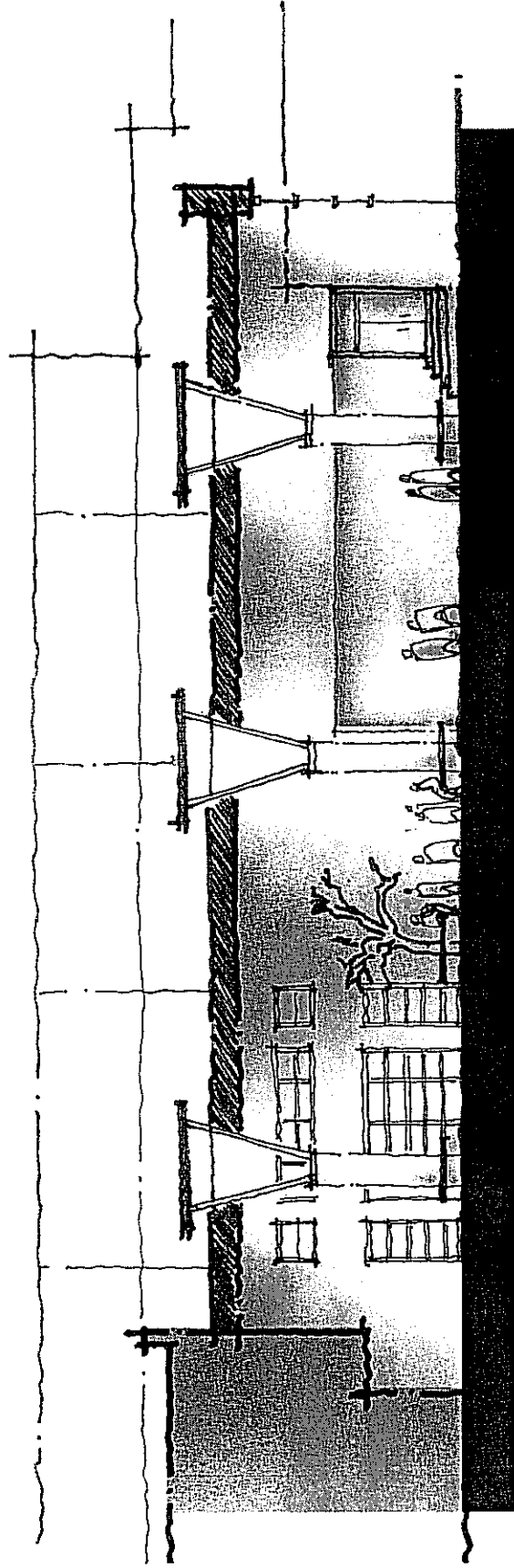


UPPER FLOOR



LOWER FLOOR

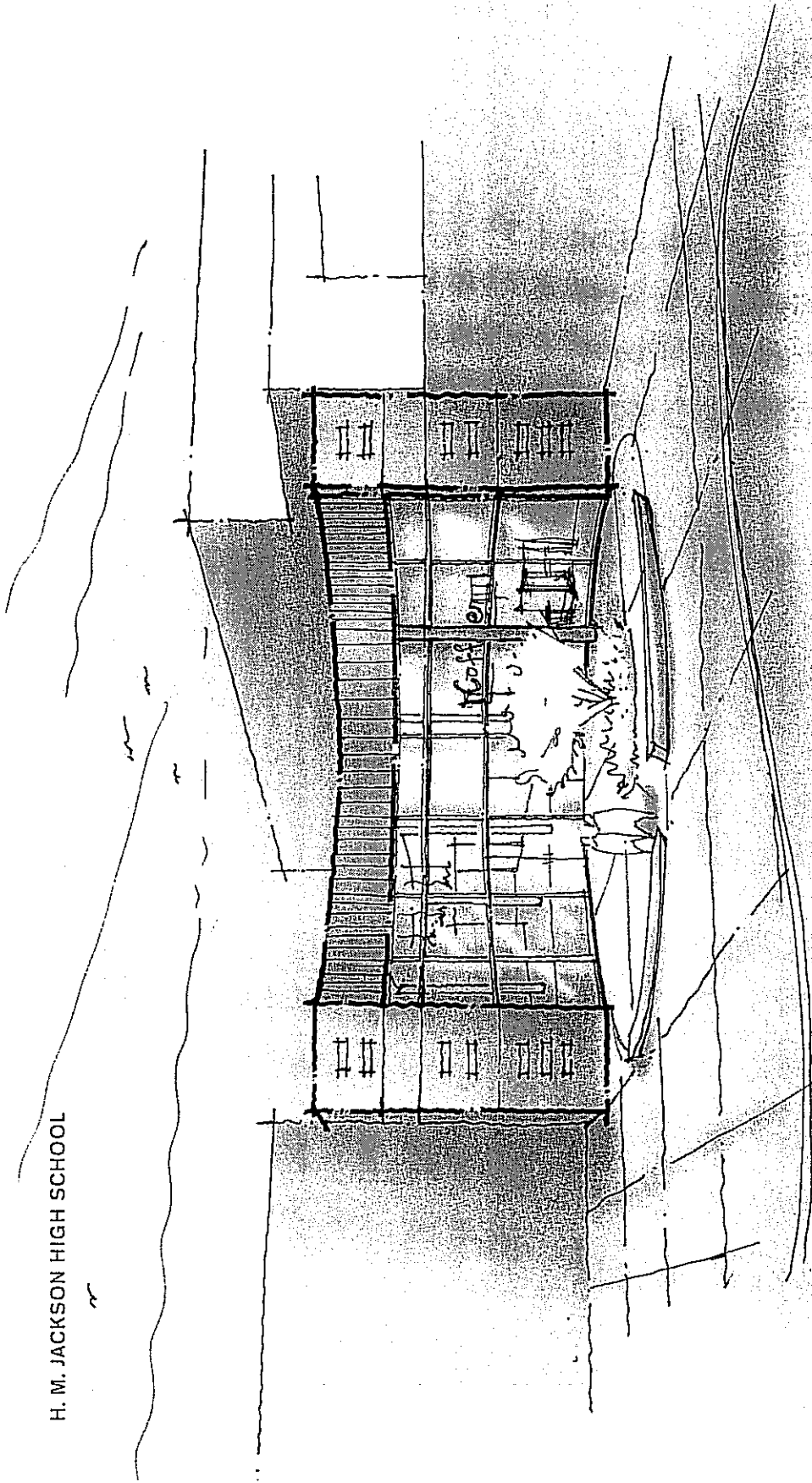
Jackson High School Cafeteria Expansion



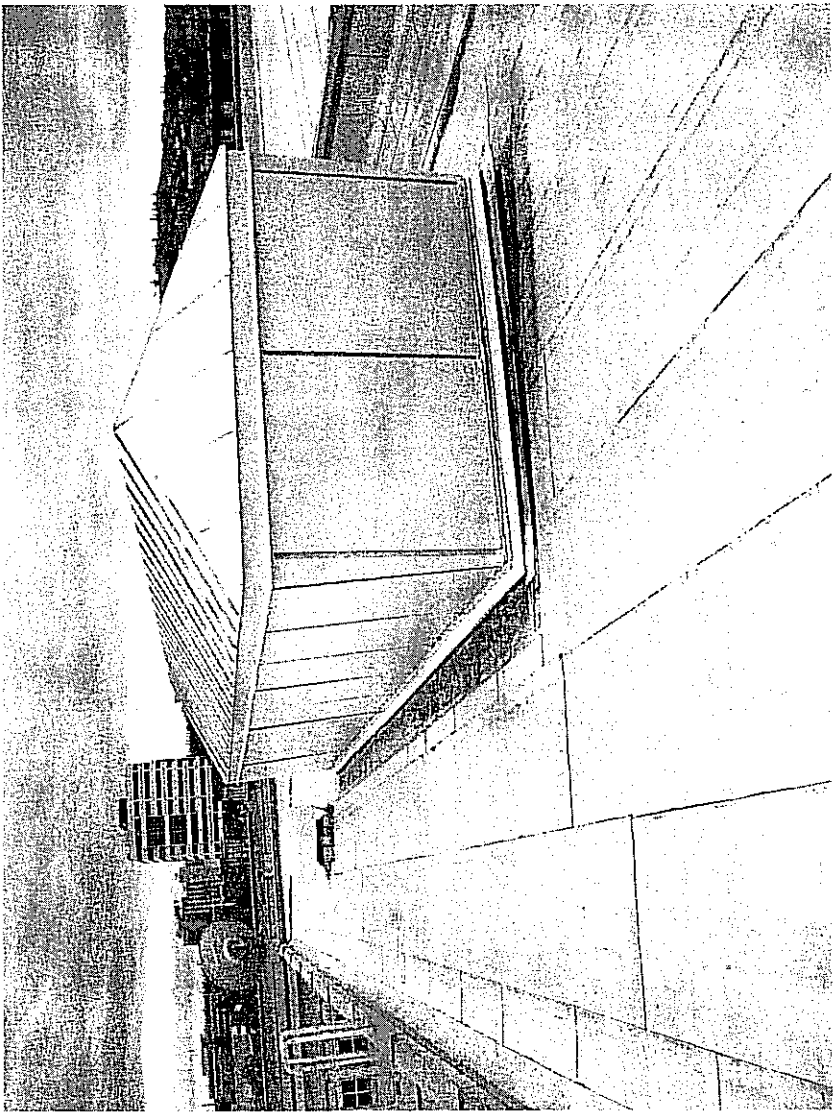
SECTION | ELEVATION

Jackson High School Cafeteria Expansion

H. M. JACKSON HIGH SCHOOL



Everett High School Civic Damper Replacement



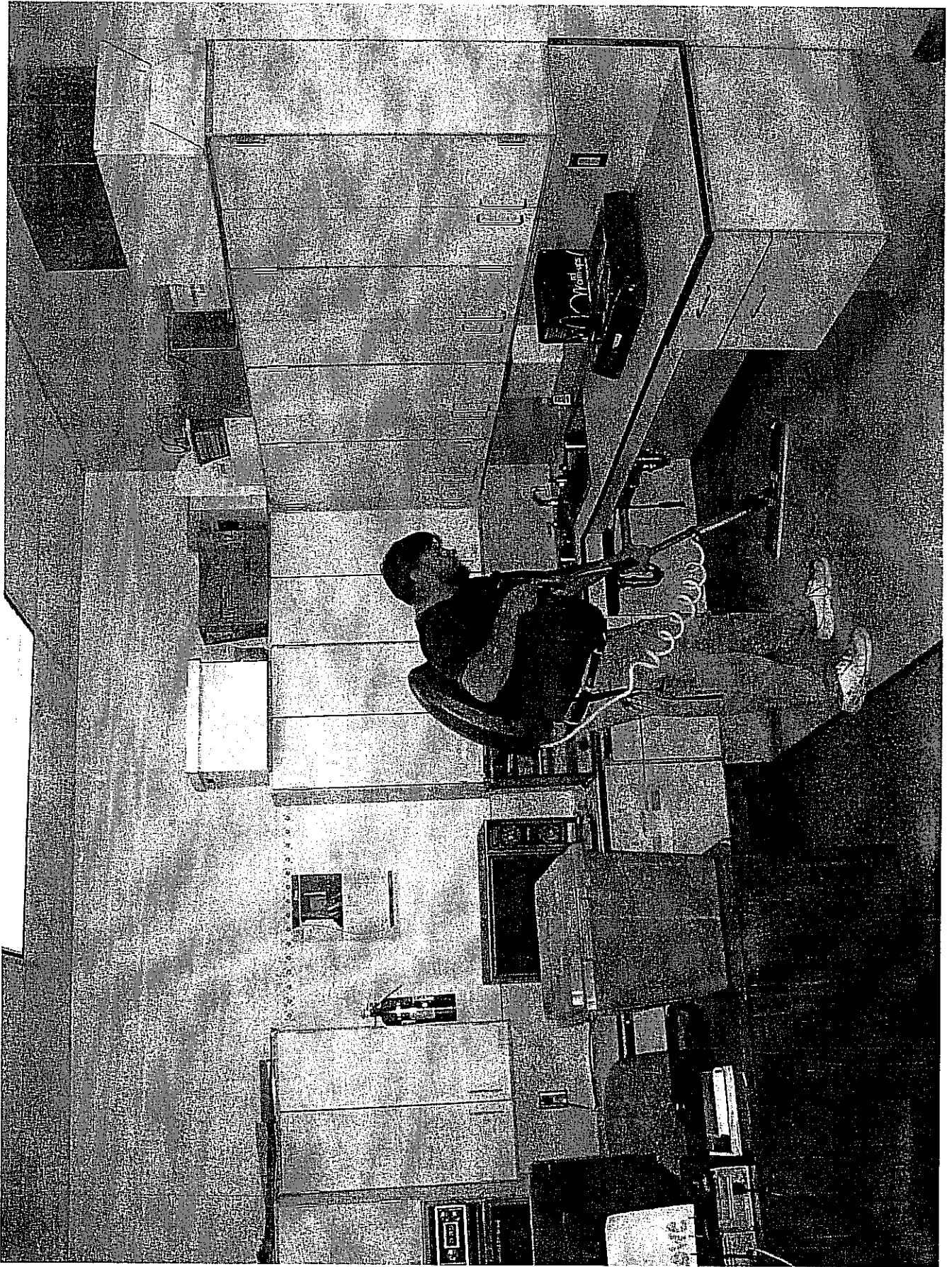
Existing Damper at EHS

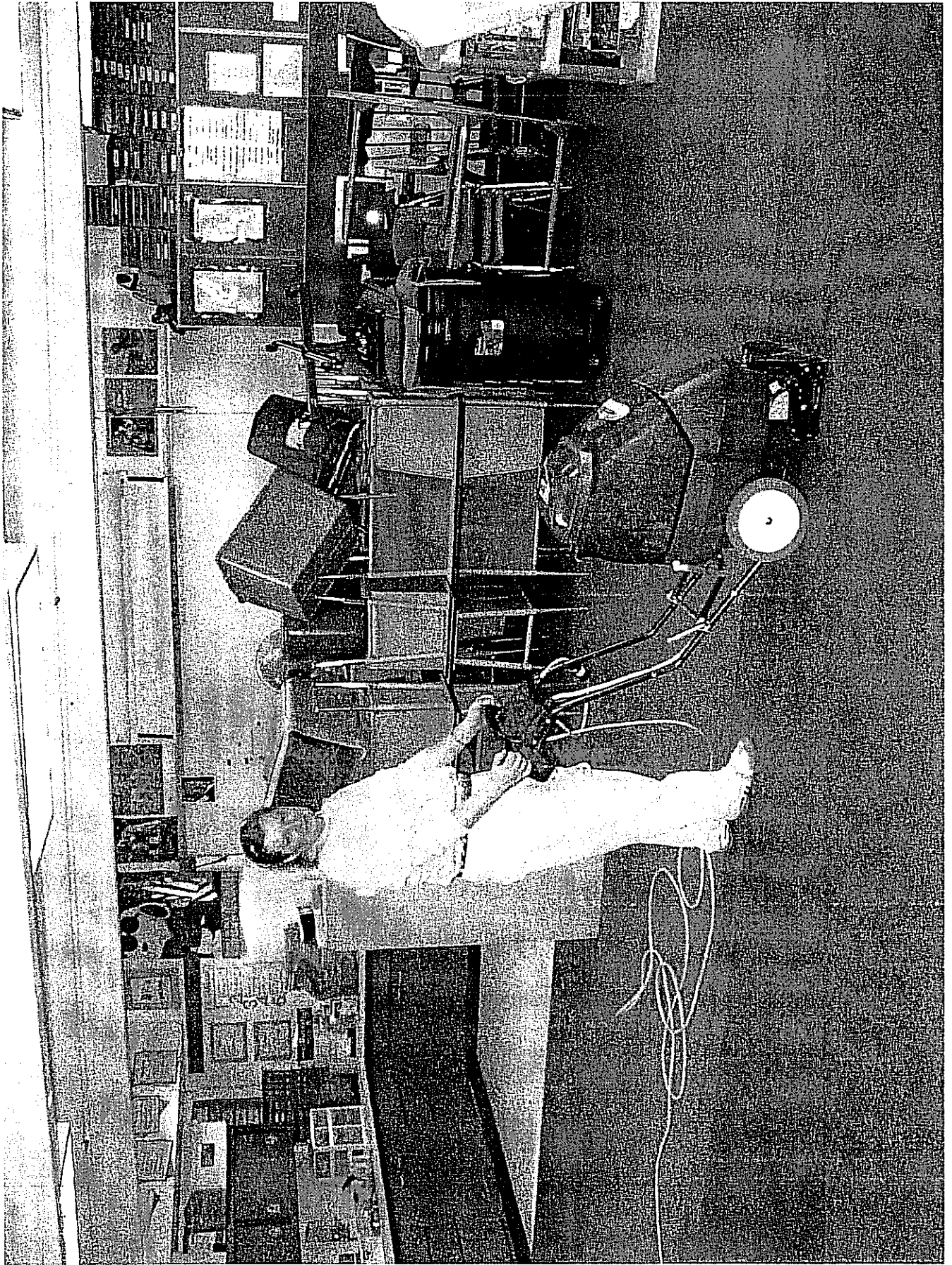
Other Capital Projects

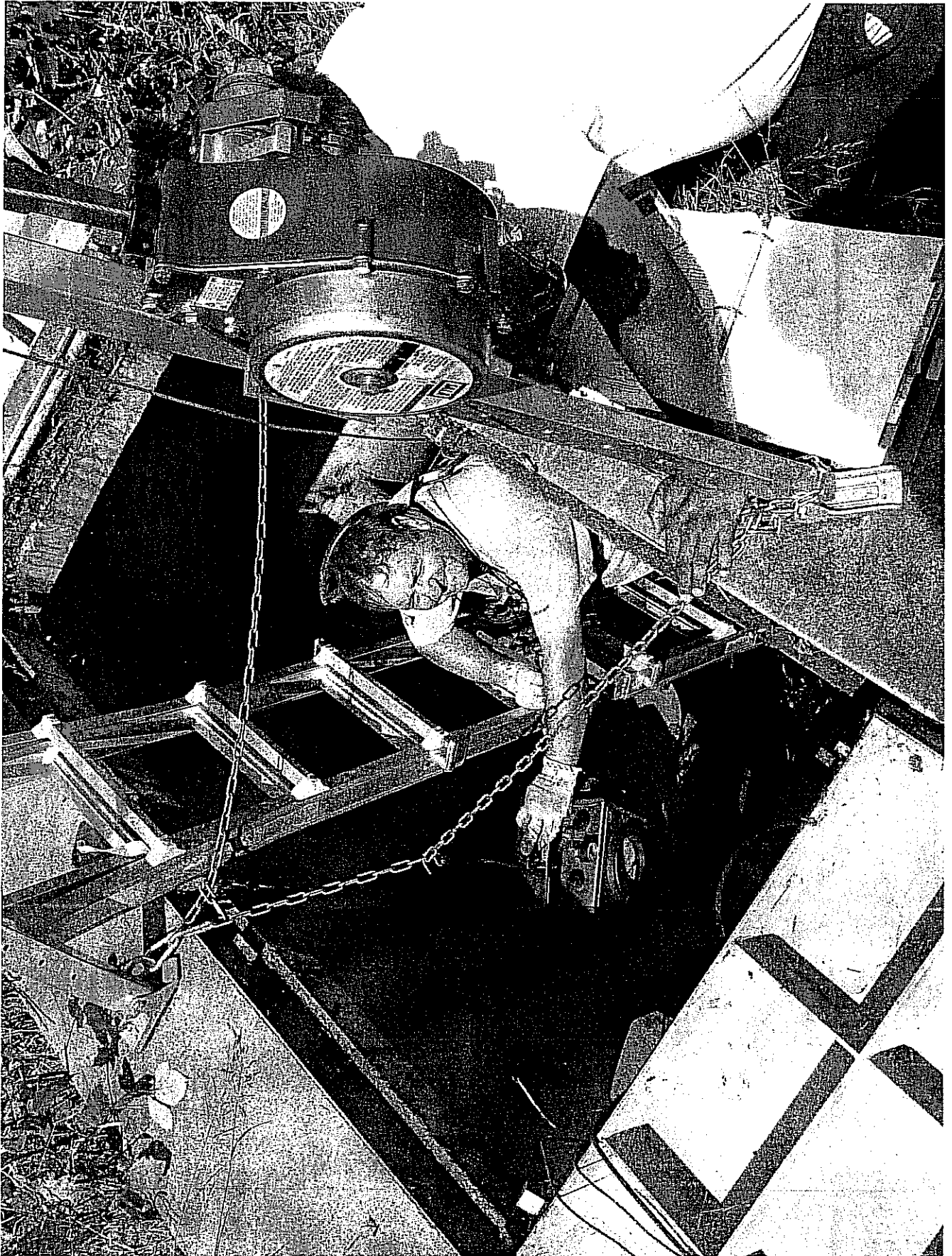
- View Ridge Elementary School Modernization –
Planning & Design
- Everett High School Gym Building Modernization
- 2010 Levy Projects

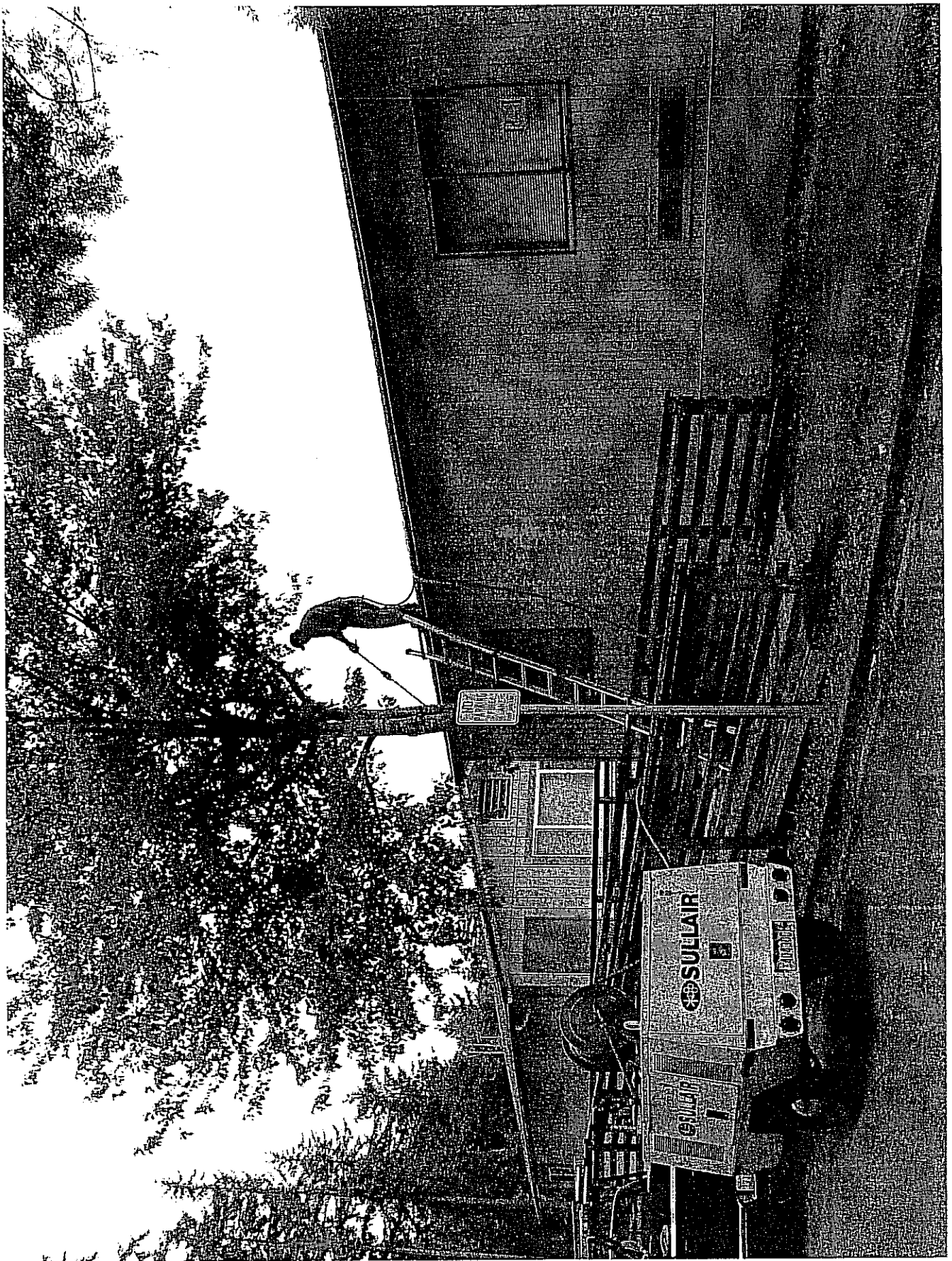
Maintenance/Custodial/Grounds Projects

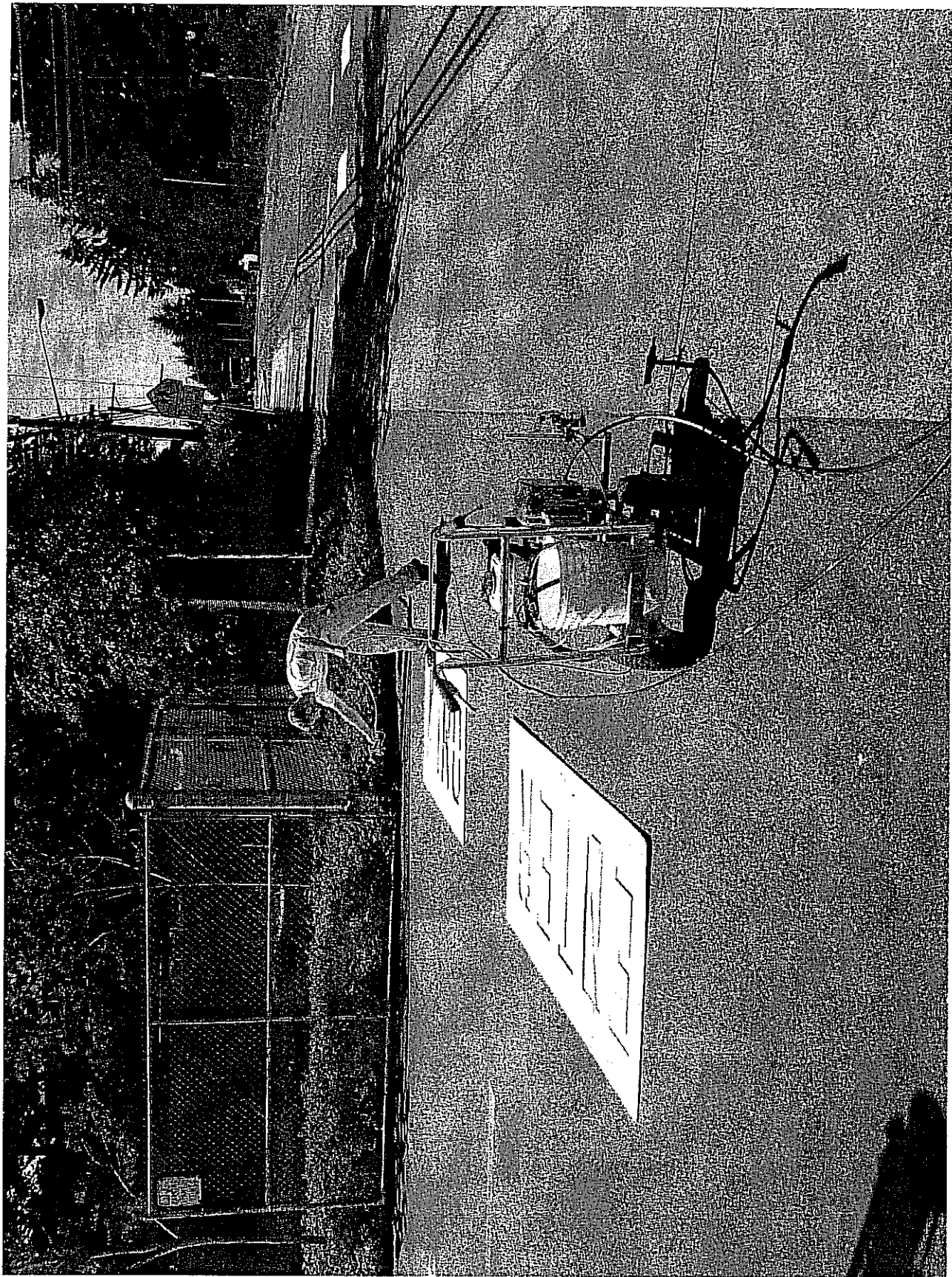
- Deep cleaning (walls, floors, cabinets, fixtures, etc.)
- HVAC filter replacement
- Boiler maintenance
- Gym floor refinishing
- Roof cleaning
- Clean & stripe parking lots
- Grounds, landscaping, fields
- Resource Conservation Management (RCM)

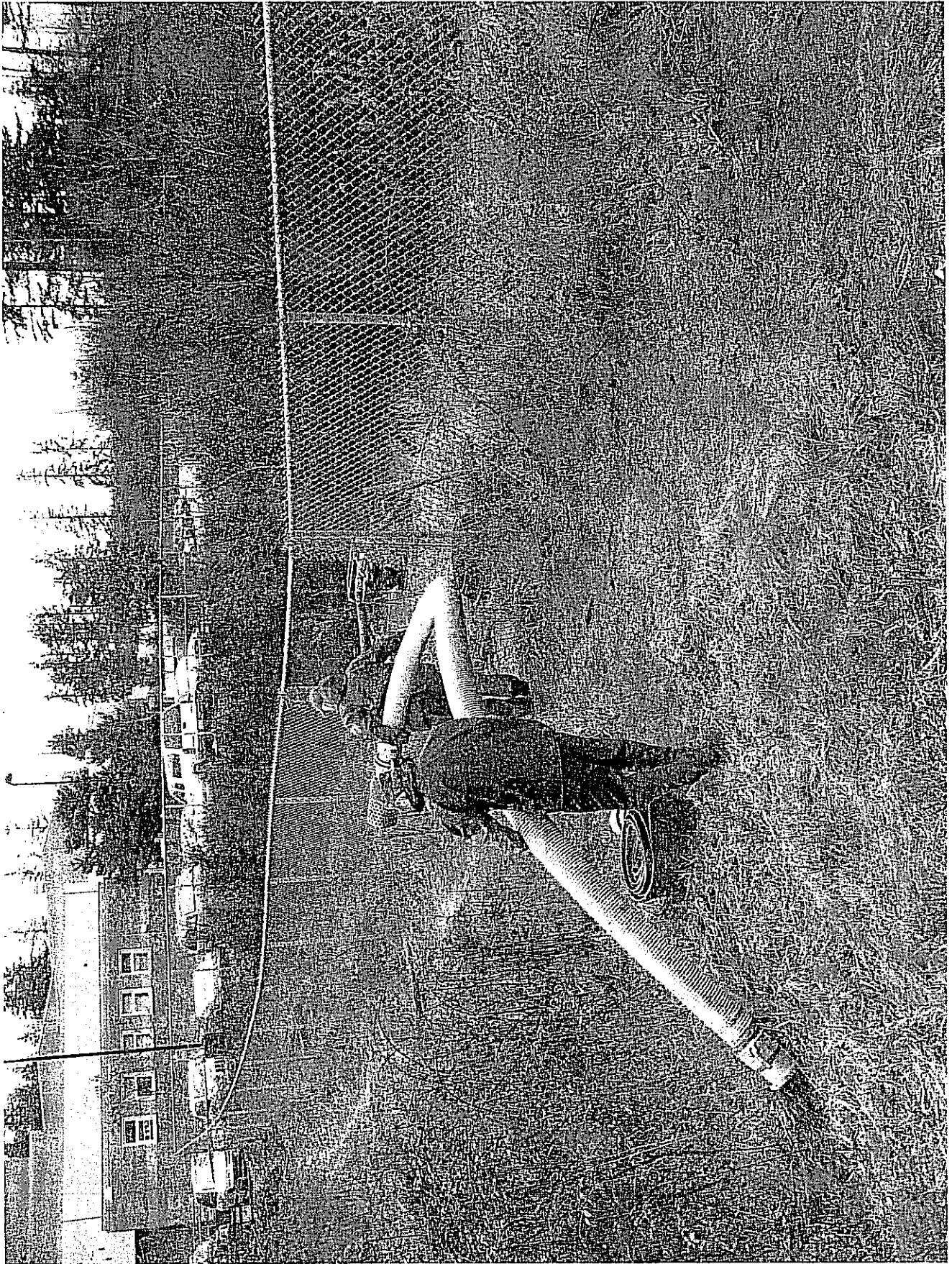














Transportation Projects

- 1 Mile Walking Distance Implementation
- Versa Trans Implementation

Board Agenda Request Form

Date of Board Meeting:

May 25, 2010

6. b.

Subject

Title: Progress to Graduation: Class of 2010

Recommendation: Information only.

Background

Purpose/Summary: The current progress of the class of 2010 will be provided. This is a report we have done yearly detailing the current status of this years seniors and how they are progressing towards graduation. Information on intervention strategies schools are using to help seniors make the final push to completing graduation requirements will be presented.

Previous Related Action: The status of student progress in meeting standards and reaching On Time Graduation have been shared with the Board.

Additional Information

Agenda Placement:

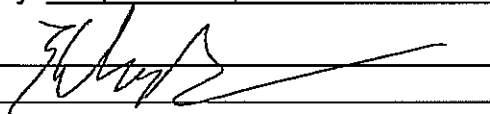
Information Action Consent Agenda Attachment(s)

of pages _____

Submitted By: Terry Edwards, Chief Academic Officer

Contact Person(s): Terry Edwards, (425)385-4050

Signature: _____



Approval

Applicable Associate Superintendent signature(s) should be obtained prior to submission to Superintendent's Office.

Approved Denied Revised (see attached)

By: _____
Associate Superintendent, Chief Academic Officer

By: _____
Associate Superintendent, Chief Instructional Officer

Date: _____

Date: _____

Comments:

Everett Public Schools Class of 2010

Progress to Graduation

May 25, 2010



Three Barriers to Graduation

- Credits
- WASL
- Culminating Exhibition (Senior Project)

2010 Student Cohort

- Special Populations

District	G Graduate	U Unknown	C Completer	D Drop Out	A Active	Total
Total	33	183	13	33	1200	1462
Basic Ed	33	158	13	31	1081	1316
Sped	0	25	0	2	74	101
ELL	0	0	0	0	45	45
SES	11	42	1	6	331	391

Pertamation data 5/09/10

2010 Student Cohort

- Demographics:

District	G	U	C	D	A	Total
Total	33	183	13	33	1200	1462
Female	22	71	4	13	584	694
Male	11	112	9	20	616	768
A	5	11	0	1	182	199
B	2	16	1	1	51	71
H	2	32	0	3	82	119
I	0	7	0	0	11	18
M	0	8	0	3	19	30
P	0	2	0	0	8	10
W	24	107	12	25	847	1015

Pertamation data 5/09/10

2010 Student Cohort

- Challenging Course Offerings:
Course Enrollments 2006 - 2010

	CHS	EHS	JHS	SHS	Total
AP	420	175	842	0	1437
COL in HS	1120	719	1139	26	3004
Honors	552	1430	767	0	2749
Run Start	228	271	410	18	927
Tech Prep	622	608	716	115	2061

Pentamillon data 5/10/10

2010 Student Cohort

- College Ready Status*:
Four Year Washington State College

	Total Population	English 4.0 Credits	% English Ready	Math 3.0 Credits	% Math Ready	Science 3.0 Credits	% Science Ready	Social Studies 3.0 Credits	% Social Studies Ready	World Language 2.0 Credits	% World Language Ready
CHS	355	335	94%	299	89%	341	96%	336	95%	231	65%
EHS	307	280	91%	254	81%	285	93%	278	91%	183	63%
JHS	447	431	96%	407	94%	438	98%	434	97%	367	82%
SHS	86	48	56%	40	47%	65	76%	37	43%	14	16%
District	1195	1094	92%	1000	84%	1130	95%	1085	91%	805	67%

	Total Population	English 4.0 Credits	% English Ready	Math 3.0 Credits	% Math Ready	Science 3.0 Credits	% Science Ready	Social Studies 3.0 Credits	% Social Studies Ready	World Language 2.0 Credits	% World Language Ready
CHS	355	335	94%	299	89%	216	61%	336	95%	231	65%
EHS	307	280	91%	254	81%	226	74%	278	91%	193	63%
JHS	447	431	96%	407	94%	381	85%	434	97%	367	82%
SHS	86	48	56%	40	47%	13	15%	37	43%	14	16%
District	1195	1094	92%	1000	84%	836	70%	1085	91%	805	67%

Pentamillon data 5/11/10

*Assumes all students will pass their current class

2010 Student Cohort

- Dropouts: U – D – C Exit Codes

District	U	C	D	Total
Total	183	13	33	229
Female	71	4	13	88
Male	112	9	20	141
A	11	0	1	12
B	15	1	1	18
H	32	0	3	35
I	7	0	0	7
M	8	0	3	11
P	2	0	0	2
W	107	12	25	144

District	U	C	D	Total
Total	183	13	33	192
Basic Ed	158	13	31	202
Sped	25	0	2	27
ELL	0	0	0	0
SES	42	1	6	49

Pentamision data 5/09/10

2010 Student Cohort

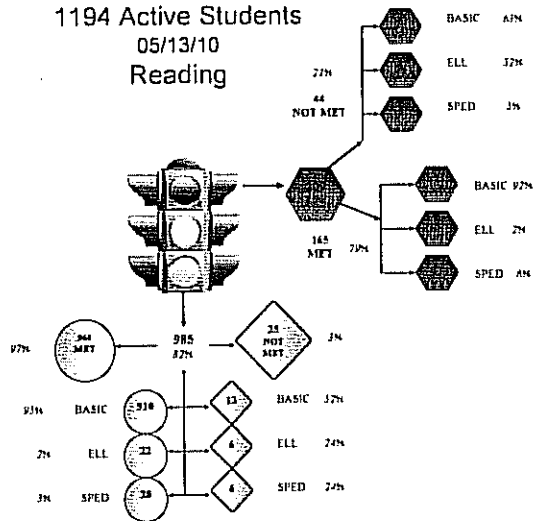
- Transfer: T - Exit Codes

District	Transfer
Total	612
Female	301
Male	311
A	36
B	39
H	82
I	21
M	19
P	5
W	410

District	Transfer
Total	612
Basic Ed	537
Sped	74
ELL	1
SES	63

Pentamision data 5/09/10

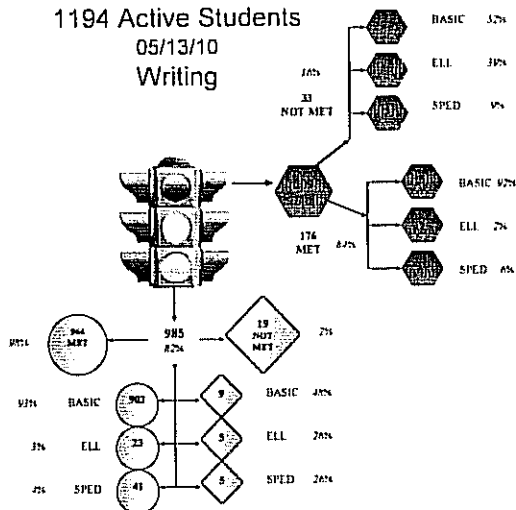
Everett School District
 Class of 2010
 1194 Active Students
 05/13/10
 Reading



District Data May 10, 2010

*Special Education students receiving services in Reading

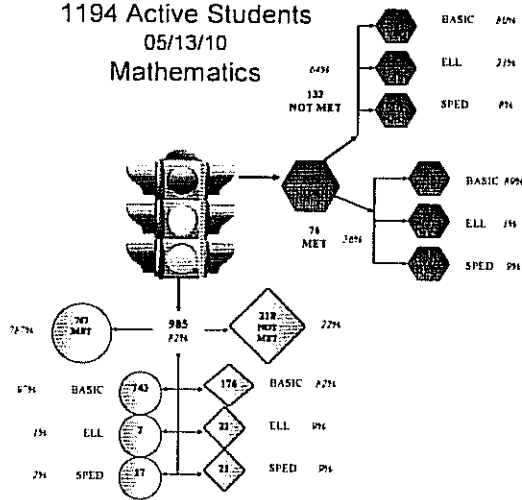
Everett School District
 Class of 2010
 1194 Active Students
 05/13/10
 Writing



District Data May 10, 2010

*Special Education students receiving services in Writing

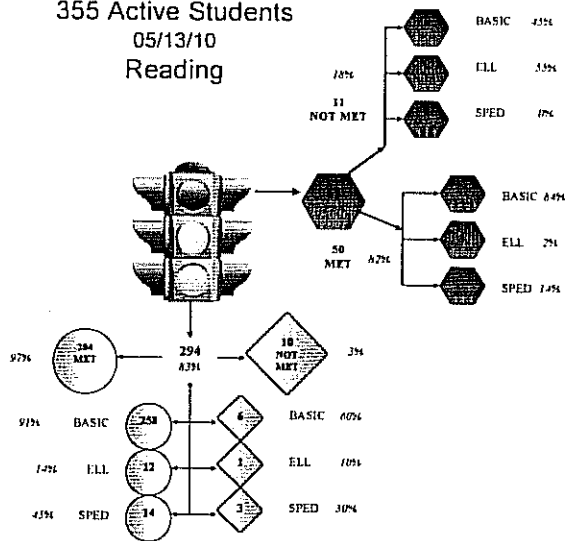
Everett School District
 Class of 2010
 1194 Active Students
 05/13/10
 Mathematics



District Data May 10, 2010

*Special Education students receiving services in Mathematics

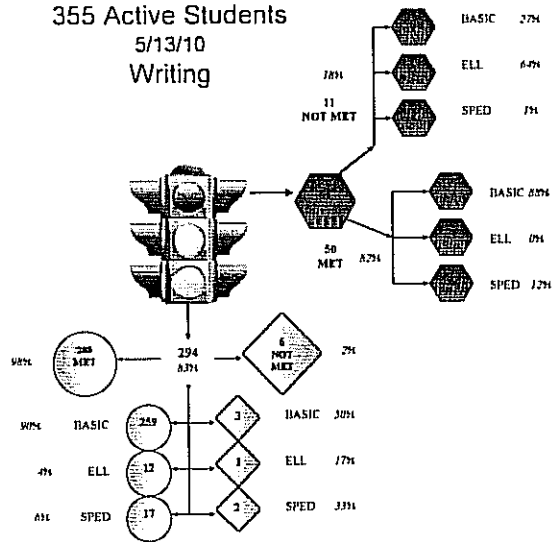
Cascade High School
 Class of 2010
 355 Active Students
 05/13/10
 Reading



District Data May 10, 2010

*Special Education students receiving services in Reading

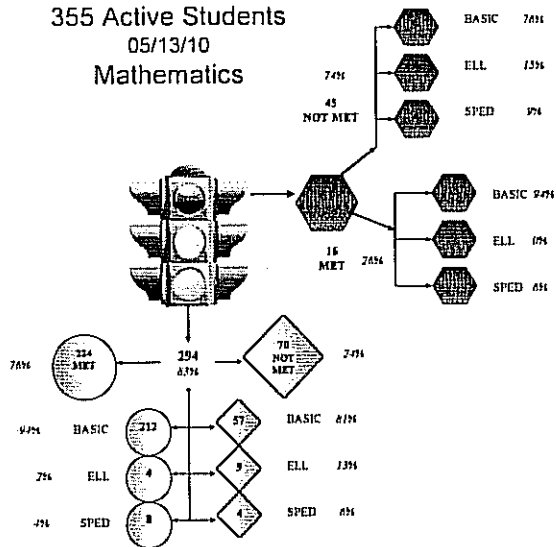
Cascade High School
Class of 2010
355 Active Students
5/13/10
Writing



District Data May 10, 2010

*Special Education students receiving services in Writing

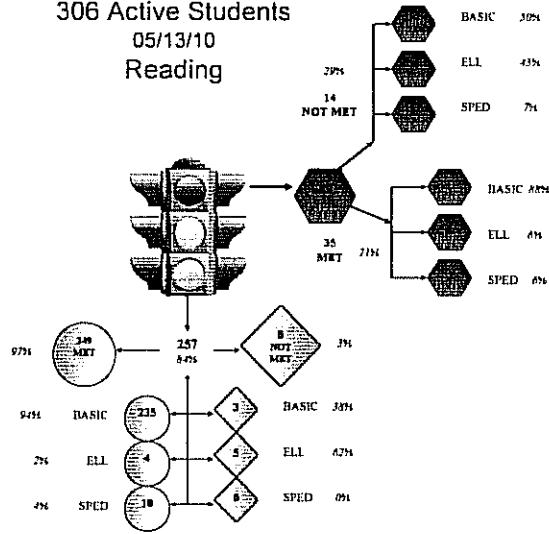
Cascade High School
Class of 2010
355 Active Students
05/13/10
Mathematics



District Data May 10, 2010

*Special Education students receiving services in Mathematics

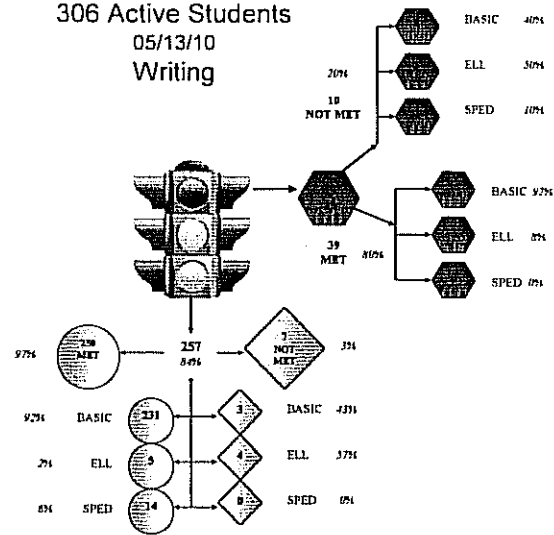
Everett High School
Class of 2010
306 Active Students
05/13/10
Reading



District Data May 10, 2010

*Special Education students receiving services in Reading

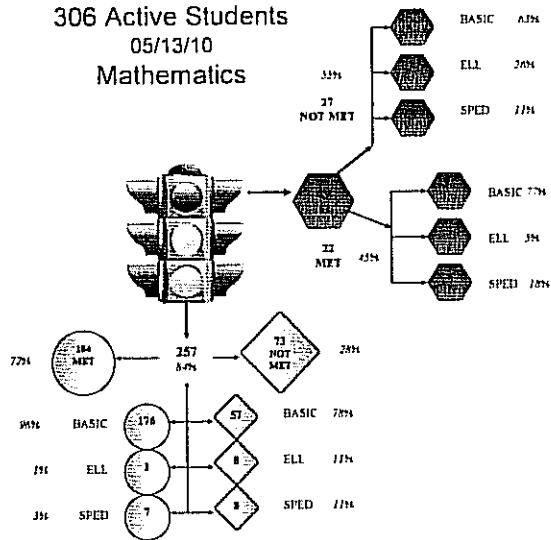
Everett High School
Class of 2010
306 Active Students
05/13/10
Writing



District Data May 10, 2010

*Special Education students receiving services in Writing

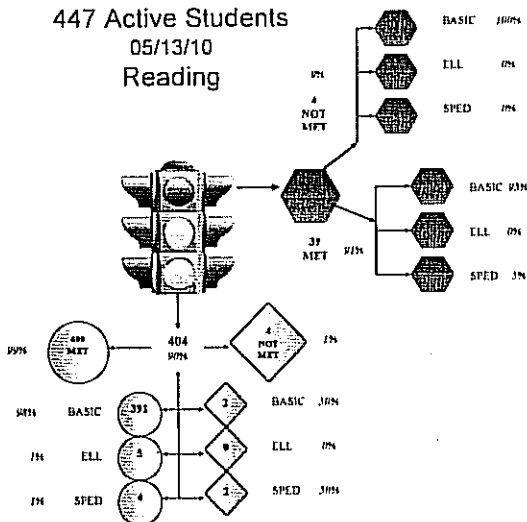
Everett High School
Class of 2010
306 Active Students
05/13/10
Mathematics



District Data May 10, 2010

*Special Education students receiving services in Mathematics

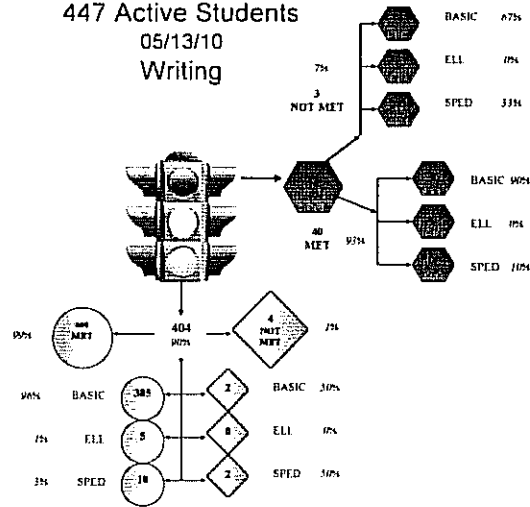
H.M. Jackson High School
Class of 2010
447 Active Students
05/13/10
Reading



District Data May 10, 2010

*Special Education students receiving services in Reading

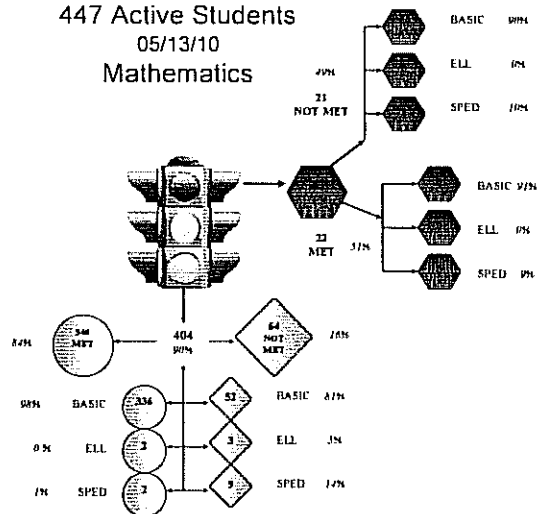
H.M. Jackson High School
 Class of 2010
 447 Active Students
 05/13/10
 Writing



District Data May 10, 2010

*Special Education students receiving services in Writing

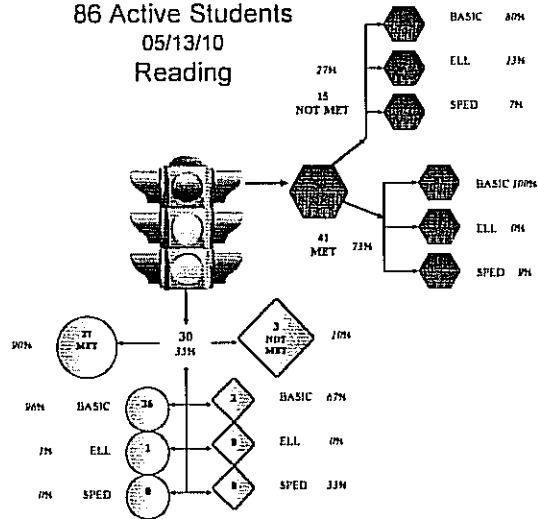
H.M. Jackson High School
 Class of 2010
 447 Active Students
 05/13/10
 Mathematics



District Data May 10, 2010

*Special Education students receiving services in Mathematics

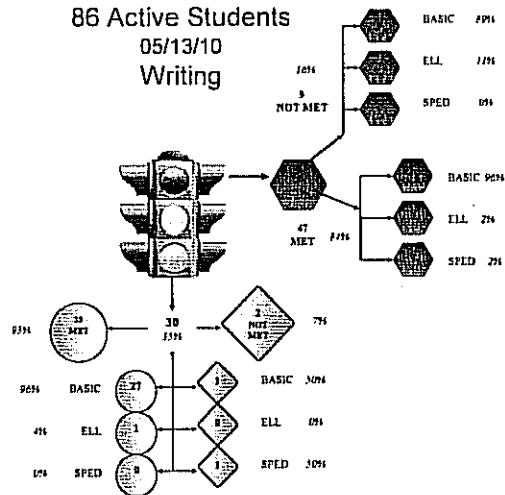
Sequoia High School
Class of 2010
86 Active Students
05/13/10
Reading



District Data May 10, 2010

*Special Education students receiving services in Reading

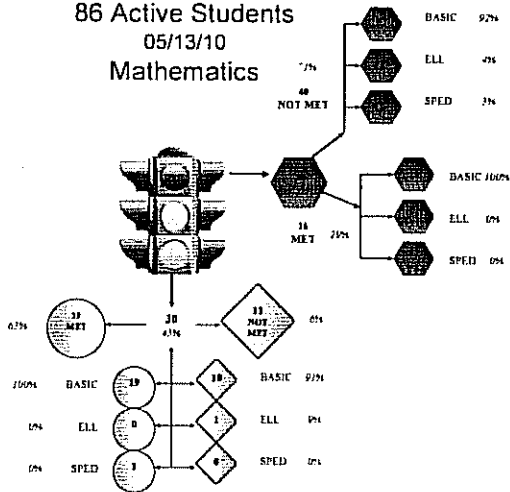
Sequoia High School
Class of 2010
86 Active Students
05/13/10
Writing



District Data May 10, 2010

*Special Education students receiving services in Writing

Sequoia High School
Class of 2010
86 Active Students
05/13/10
Mathematics



District Data May 10, 2010

*Special Education students receiving services in Mathematics

Culminating Exhibition Progress Report by Grade Level

	2008-09 School Year						2008-10 School Year									
	10/27/08	Exempt	Met	Working	04/26/09	Exempt	Met	Working	11/16/09	Exempt	Met	Working	05/12/10	Exempt	Met	Working
CRS																
Grade 11	430				421				448				434			
Reflective Letter	0	3	467		0	6	415		0	1	445		0	1	433	
Self-Directed Project	0	2	466		0	2	419		0	0	446		0	0	434	
Culminating Presentation	0	2	468		0	2	419		0	0	446		0	0	434	
Grade 12	378				389				386				368			
Reflective Letter	0	72	303		0	248	141		0	103	292		0	221	147	
Self-Directed Project	0	65	310		0	199	201		0	36	359		1	161	206	
Culminating Presentation	0	65	310		0	196	203		0	35	360		1	161	206	
CRS		Exempt	Met	Working		Exempt	Met	Working		Exempt	Met	Working		Exempt	Met	Working
Grade 11	461				434				491				462			
Reflective Letter	0	0	461		0	4	393		0	2	395		0	7	366	
Self-Directed Project	0	0	461		0	0	364		0	0	391		0	0	363	
Culminating Presentation	0	0	461		0	0	364		0	0	391		0	0	363	
Grade 12	294				298				463				397			
Reflective Letter	2	36	257		1	237	60		0	109	253		0	174	163	
Self-Directed Project	2	34	258		1	168	129		0	17	345		0	163	174	
Culminating Presentation	2	34	258		1	168	131		0	17	345		0	163	177	
JHS																
Grade 11	606				609				481				448			
Reflective Letter	1	7	548		0	5	456		0	0	461		0	0	446	
Self-Directed Project	1	0	555		0	1	501		0	0	461		0	0	446	
Culminating Presentation	1	0	555		0	1	501		0	0	461		0	0	446	
Grade 12	428				416				479				456			
Reflective Letter	9	192	227		8	378	59		5	196	278		4	329	55	
Self-Directed Project	9	21	398		8	201	236		5	13	461		4	297	157	
Culminating Presentation	9	18	401		8	157	240		5	13	461		4	191	263	
HS																
Grade 11	167				138				378				80			
Reflective Letter	0	1	156		0	3	134		0	0	78		0	3	77	
Self-Directed Project	0	0	157		0	1	136		0	0	78		0	0	80	
Culminating Presentation	0	0	157		0	1	136		0	0	78		0	0	80	

Data as of 5/13/10



Ongoing Interventions

- Counselors are meeting with students at risk and developing Graduation Plans
- Each high school is offering math make-up time for the week after school lets out
- Parents are being contacted to go over the Grad Plan and to let them know about options for the student
- Students are making up missing credits through online and correspondence programs
- Classroom Progress reports are keeping parents and students informed about current courses
- "Danger" letters have been sent home
- Teachers are working with students to keep them engaged and on task to complete their current classes
- The District "U" Tracker is working to reconnect "seniors" with credit recovery programs.

Summer Programs

- Success Coordinators are working with students that may not graduate in June but could complete by August
- Students have a summer school option- Scholarships are being prioritized for students that could graduate in August
- The district is offering a credit recovery program for students needing to recover credit in core areas as well as PE and Health
- The district will implement a senior credit recovery program (June to July) for students that are close to graduation
- Special Education support will be available for credit recovery courses



Continuing Seniors

- Seniors who will not be able to complete by August are being counseled to return to school in the fall. Schools are developing schedules for the continuing students and reserving class seats for them in the classes they need to meet graduation, hopefully in January.
- In August Success Coordinators will make personal outreach calls to all continuing seniors to remind/encourage them to come to school in September.
- Success Coordinators will focus on getting continuing seniors to class at the start of the school year.

OFFICE OF THE SUPERINTENDENT EVERETT PUBLIC SCHOOLS	EVERETT, WASHINGTON
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MEMORANDUM

MAY 25, 2010

TO: Board of Directors

FROM: Gary Cohn

SUBJECT: Proposed School Board Meetings and Conferences Schedule for 2010-11

The attached calendar represents the Administration's recommendation for the 2010-2011 schedule for Board meetings. Below is a listing of various conferences that the Superintendent or Board may attend.

- | | |
|-----------------------|---|
| September 24-25, 2010 | WSSDA Legislative Assembly – Vancouver, WA |
| September 28-29, 2010 | WASA Fall Workshop – TBD |
| November 18-20, 2010 | WSSDA Annual Conference – Spokane |
| February 17-19, 2011 | AASA National Conference – Denver |
| February 27-28, 2011 | WASA/WSSDA Legislative Conference – Olympia |
| April 9-12, 2011 | NSBA Annual Conference – San Francisco |
| May 1-3, 2011 | WASA Superintendents' Workshop – Chelan |
| June 26-28, 2011 | WASA/AWSP Summer Conference – Spokane |



Everett Public Schools

Everett Public Schools

Everett, Washington

School Board Meetings Schedule

2010-2011

<u>MONTH</u>	<u>DATE</u>	<u>MEETING</u>
September	7	Regular Meeting
September	21	Regular Meeting
October	5	Regular Meeting
October	19	Regular Meeting
November	2	Regular Meeting
November	16	Regular Meeting
December	7	Regular Meeting
January	11	Regular Meeting
January	25	Regular Meeting
February	8	Regular Meeting
February	22	Regular Meeting
March	8	Regular Meeting
March	22	Regular Meeting
April	19	Regular Meeting
May	10	Regular Meeting
May	24	Regular Meeting
June	7	Regular Meeting
June	21	Regular Meeting
July	5	Regular Meeting
August	23	Regular Meeting

Unless otherwise announced, all meetings will be held at 4:30 p.m. on Tuesdays at the Educational Service Center, 4730 Colby Avenue, Everett

Board Agenda Request Form

Date of Board Meeting: May 25, 2010

7. b.

Subject

Title:
RESOLUTION NO. 997 – REEMPLOYMENT OF NON-SUPERVISORY CERTIFICATED EMPLOYEES

Recommendation:
The Administration recommends adoption of Resolution No. 997 authorizing the issuance of individual employment contracts, with the accompanying rider, to Certificated – Non-Supervisory Employees for the 2010-2011 school year.

Background

Purpose/Summary:

The Board annually approves the issuance of non-supervisory certificated contracts prior to the end of the school year. This allows contracts to be issued to members of the Everett Education Association with a 10 day turn around before their last work day. This will give Human Resources additional information regarding retirements and resignations which will assist in making staffing decisions.

As of this date, the District and Everett Education Association ("Association") are engaged in negotiations for the 2010-2011 school year, and final certificated employee salary schedules and certain other employment terms for the 2010-2011 school year have not been adopted. Riders are attached to each contract which state that specific terms and provisions of the contract are subject to amendment and adjustment to conform to the terms and conditions of any collective bargaining agreement covering 2010-11 hereafter entered into by the District and the Association.

Additional Information

Agenda Placement:

Information

Action

Consent Agenda

Attachment(s)

of pages _____

Submitted By: Lynn Evans

Contact Person(s): Lynn Evans

Signature: _____

Approval

Applicable Associate Superintendent signature(s) should be obtained prior to submission to Superintendent's Office.

Approved

Denied

Revised (see attached)

By: _____

Associate Superintendent, Chief Academic Officer

By: _____

Associate Superintendent, Chief Instructional Officer

Date: _____

Date: _____

Comments:

EVERETT SCHOOL DISTRICT NO. 2
STATE OF WASHINGTON

RESOLUTION NO. 997

Reemployment of
Non-Supervisory Certificated Employees

WHEREAS, the Board of Directors of Everett School District No. 2 has a statutory obligation to employ regular certificated personnel by written contract, and

WHEREAS, it is essential to the success of the District's education program that personnel vacancies for the ensuing school year be identified well in advance so that well-qualified replacements may be employed;

NOW, THEREFORE, BE IT RESOLVED as follows:

1. Individual employment contracts shall be issued promptly to all non-supervisory certificated employees entitled to an offer of employment for the 2010-11 school year.
2. The Superintendent is hereby directed to cause to be delivered promptly to all non-supervisory certificated employees to be offered employment for the 2010-2011 school year a completed contract in the form attached hereto with salary schedules to be determined.

ADOPTED, this 25th day of May, 2010

EVERETT SCHOOL DISTRICT NO. 2
State of Washington

Superintendent

President, Board of Directors

EVERETT SCHOOL DISTRICT NO. 2
CERTIFICATED EMPLOYEE CONTRACT

RIDER
2010-2011 School Year

As of the date hereof, the District and the Everett Education Association ("Association") are engaged in negotiations for the 2010-2011 school year and final certificated employee salary schedules and certain other employment terms for the 2010-2011 school year have not yet been adopted.

Thus, it is understood and agreed that the specific terms and provisions of this contract are subject to amendment and adjustment to conform to the applicable terms and conditions of any collective bargaining agreement covering 2010-2011 hereafter entered into by the District and the Association and to conform to any applicable policies hereafter lawfully adopted by the District.

Signed: _____
Employee

Date: _____

Signed: Dr. Gary Cohn
Dr. Gary Cohn
Superintendent

Date: 05/26/10

**EVERETT SCHOOL DISTRICT NO. 2
SPECIAL EMPLOYEE TRI CONTRACT
2010-2011 School Year**

Date: May 26, 2010

THIS SPECIAL EMPLOYEE TRI CONTRACT IS MADE BY AND BETWEEN THE BOARD OF DIRECTORS OF THE EVERETT SCHOOL DISTRICT NO. 2, SNOHOMISH COUNTY, WASHINGTON (HEREINAFTER CALLED THE DISTRICT) AND «Name» (HEREINAFTER CALLED EMPLOYEE).

1. Employee is hereby employed by the District to provide a professionally responsible level of service in the following areas which are above the basic contract:
 - a. Preparation for school opening;
 - b. Work connected with the conclusion of the school year;
 - c. Conferencing/communicating with students or parents;
 - d. Supporting school/student activities;
 - e. Providing individual help to students;
 - f. Evaluating student work;
 - g. Workshops, classes and inservice work;
 - h. Researching educational materials and supplies;
 - i. Improving and maintaining professional skills;
 - j. Preparation and revisions of materials;
 - k. Planning with other employees in areas of instruction and curriculum;
 - l. Working with computers and other technology as related to educational uses; and
 - m. Attending District and/or school-connected meetings such as PTSA, Open House, etc.
2. This contract is governed by and subject to the provisions outlined in Section 8.01.C. of the Everett Education Association/United Teachers of Everett and Everett School District No. 2 Collective Bargaining Agreement regarding additional Time, additional Responsibilities and Incentives (TRI).
3. Compensation for these duties at placement <<TRI placement>> shall be determined.
4. Pursuant to the provisions of RCW 28A.405.240, this special contract is not subject to the continuing contract provisions of RCW 28A.405.210 and shall automatically terminate at the end of the 2010-11 school year.

Lynn Evans
Approved for Payment

Employee's Signature

Date

EVERETT SCHOOL DISTRICT NO. 2
CERTIFICATED EMPLOYEE TRI CONTRACT

RIDER
2010-2011 School Year

As of the date hereof, the District and the Everett Education Association ("Association") are engaged in negotiations for the 2010-2011 school year and final certificated employee salary schedules and certain other employment terms for the 2010-2011 school year have not yet been adopted.

Thus, it is understood and agreed that the specific terms and provisions of this contract are subject to amendment and adjustment to conform to the applicable terms and conditions of any collective bargaining agreement covering 2010-2011 hereafter entered into by the District and the Association and to conform to any applicable policies hereafter lawfully adopted by the District.

Signed: _____
Employee

Date: _____

Signed: Dr. Gary Cohn
Dr. Gary Cohn
Superintendent

Date: 05/26/10

**EVERETT SCHOOL DISTRICT NO. 2
PROVISIONAL CERTIFICATED EMPLOYEE CONTRACT**

Date: May 26, 2010

Employee: «Name»
Position: Non-Supervisory Certificated Employee
School Year: 2010-2011 **FTE:** «FTE» **Days of Service:** to be determined
Salary: to be determined **Placement:** «Placement» **Highest Degree:** «Division»

It is hereby agreed by and between Everett School District No. 2, Snohomish County, Washington, hereinafter called the District, and the above-named Employee, that said Employee shall: (a) perform such duties in compliance with federal, state and local laws (including administrative rules and regulations) and with the policies, rules and regulations of the District; (b) provide above-stated days of service exclusive of school holidays and vacation periods; (c) be subject to reassignment and transfer by the Superintendent of Schools; and (d) be paid in monthly installments in accordance with the terms of the Collective Bargaining Agreement between the District and the Everett Education Association. Employee affirms that he or she is not bound by any other contract which might interfere with performance of duties under this contract.

Employee agrees that entitlement to the foregoing salary shall be subject to adjustment by the District as necessary to reflect underpayments or overpayments due to clerical or other errors in the computation of Employee's entitlement or misplacement on the salary schedule. The annual salary will hereafter be increased retroactive to the effective date of the contract (a) on the basis of subsequent Board action consistent with State funding authorization and the Collective Bargaining Agreement between the District and the Everett Education Association and (b) on the basis of experience or education credits reported on the S-275 that result in Employee's advancement on the District's salary schedule.

It is further agreed that this contract shall not become effective: (1) unless Employee signs and returns the contract without modification to the District's Human Resources office within ten (10) days of the date of issuance; (2) until successful completion of a criminal background check and sexual misconduct check; and (3) until Employee registers with the District's Human Resources office (a) a valid teaching or other certificate required by law as a condition to Employee's performance of his or her employment duties pursuant to this contract, (b) an official transcript of preparation, and (c) any other required credential. In the event Employee fails to sign and return this contract without modification within ten (10) days of the date of issuance, Employee shall be deemed to have waived any and all rights to employment by the District.

It is understood and agreed that Employee is a provisional employee and that the provisions of RCW 28A.405.220 are applicable to this contract. This contract is not subject to the continuing contract law, RCW 28A.405.210.

This contract shall be subject to and consistent with Washington State law and the terms and conditions of the Collective Bargaining Agreement between the District and the Everett Education Association. In the event that any of the provisions of this Employee contract shall be inconsistent with the provisions of the Collective Bargaining Agreement, then the terms of the Collective Bargaining Agreement shall prevail.

IN WITNESS WHEREOF, we have hereunto subscribed our names.

EVERETT SCHOOL DISTRICT NO. 2

EMPLOYEE

By: Dr. Gary Cohn
Superintendent

By: _____

I certify that this contract had been duly authorized by the District's Board of Directors.

Who, by affixing his or her signature, hereby accepts the terms of this contract.

DATE: 05/26/10

DATE: _____

The original of this contract must be signed and returned within ten (10) days of issuance.

EVERETT SCHOOL DISTRICT NO. 2
CERTIFICATED EMPLOYEE CONTRACT

RIDER
2010-2011 School Year

As of the date hereof, the District and the Everett Education Association ("Association") are engaged in negotiations for the 2010-2011 school year and final certificated employee salary schedules and certain other employment terms for the 2010-2011 school year have not yet been adopted.

Thus, it is understood and agreed that the specific terms and provisions of this contract are subject to amendment and adjustment to conform to the applicable terms and conditions of any collective bargaining agreement covering 2010-2011 hereafter entered into by the District and the Association and to conform to any applicable policies hereafter lawfully adopted by the District.

Signed: _____
Employee

Date: _____

Signed: Dr. Gary Cohn
Dr. Gary Cohn
Superintendent

Date: 05/26/10

**EVERETT SCHOOL DISTRICT NO. 2
SPECIAL EMPLOYEE TRI CONTRACT
2010-2011 School Year**

Date: May 26, 2010

THIS SPECIAL EMPLOYEE TRI CONTRACT IS MADE BY AND BETWEEN THE BOARD OF DIRECTORS OF THE EVERETT SCHOOL DISTRICT NO. 2, SNOHOMISH COUNTY, WASHINGTON (HEREINAFTER CALLED THE DISTRICT) AND «Name» (HEREINAFTER CALLED EMPLOYEE).

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 - a. Preparation for school opening;
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 - d. Supporting school/student activities;
 - e. Providing individual help to students;
 - f. Evaluating student work;
 - g. Workshops, classes and inservice work;
 - h. Researching educational materials and supplies;
 - i. Improving and maintaining professional skills;
 - j. Preparation and revisions of materials;
 - k. Planning with other employees in areas of instruction and curriculum;
 - l. Working with computers and other technology as related to educational uses; and
 - m. Attending District and/or school-connected meetings such as PTSA, Open House, etc.
2. This contract is governed by and subject to the provisions outlined in Section 8.01.C. of the Everett Education Association/United Teachers of Everett and Everett School District No. 2 Collective Bargaining Agreement regarding additional Time, additional Responsibilities and Incentives (TRI).
3. Compensation for these duties at placement <<TRI placement>> shall be determined.
4. Pursuant to the provisions of RCW 28A.405.240, this special contract is not subject to the continuing contract provisions of RCW 28A.405.210 and shall automatically terminate at the end of the 2010-11 school year.

Lynn Evans
Approved for Payment

Employee's Signature

Date

The original of this contract must be signed and returned within ten (10) days of issuance.

EVERETT SCHOOL DISTRICT NO. 2
CERTIFICATED EMPLOYEE TRI CONTRACT

RIDER
2010-2011 School Year

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Signed: _____
Employee

Date: _____

Signed: Dr. Gary Cohn
Dr. Gary Cohn
Superintendent

Date: 05/26/10

**EVERETT SCHOOL DISTRICT NO. 2
CERTIFICATED EMPLOYEE CONTRACT**

Date: May 26, 2010

Employee: «Name»
Position: Non-Supervisory Certificated Employee
School Year: 2010-2011 **FTE:** «FTE» **Days of Service:** to be determined
Salary: to be determined **Placement:** «Placement» **Highest Degree:** «Division»

It is hereby agreed by and between Everett School District No. 2, Snohomish County, Washington, hereinafter called the District, and the above-named Employee, that said Employee shall: (a) perform such duties in compliance with federal, state and local laws (including administrative rules and regulations) and with the policies, rules and regulations of the District; (b) provide above-stated days of service exclusive of school holidays and vacation periods; (c) be subject to reassignment and transfer by the Superintendent of Schools; and (d) be paid in monthly installments in accordance with the terms of the Collective Bargaining Agreement between the District and the Everett Education Association. Employee affirms that he or she is not bound by any other contract which might interfere with performance of duties under this contract.

Employee agrees that entitlement to the foregoing salary shall be subject to adjustment by the District as necessary to reflect underpayments or overpayments due to clerical or other errors in the computation of Employee's entitlement or misplacement on the salary schedule. The annual salary will hereafter be increased retroactive to the effective date of the contract (a) on the basis of subsequent Board action consistent with State funding authorization and the Collective Bargaining Agreement between the District and the Everett Education Association and (b) on the basis of experience or education credits reported on the S-275 that result in Employee's advancement on the District's salary schedule.

It is further agreed that this contract shall not become effective: (1) unless Employee signs and returns the contract without modification to the District's Human Resources office within ten (10) days of the date of issuance; (2) until successful completion of a criminal background check and sexual misconduct check; and (3) until Employee registers with the District's Human Resources office (a) a valid teaching or other certificate required by law as a condition to Employee's performance of his or her employment duties pursuant to this contract, (b) an official transcript of preparation, and (c) any other required credential. In the event Employee fails to sign and return this contract without modification within ten (10) days of the date of issuance, Employee shall be deemed to have waived any and all rights to employment by the District.

This contract shall be subject to and consistent with Washington State law and the terms and conditions of the Collective Bargaining Agreement between the District and the Everett Education Association. In the event that any of the provisions of this Employee contract shall be inconsistent with the provisions of the Collective Bargaining Agreement, then the terms of the Collective Bargaining Agreement shall prevail.

IN WITNESS WHEREOF, we have hereunto subscribed our names.

EVERETT SCHOOL DISTRICT NO. 2

EMPLOYEE

By: Dr. Gary Cohn
Superintendent

By: _____

I certify that this contract has been duly authorized by the District's Board of Directors.

Who, by affixing his or her signature, hereby accepts the terms of this contract.

DATE: 05/26/10

DATE: _____

The original of this contract must be signed and returned within ten (10) days of issuance.

EVERETT SCHOOL DISTRICT NO. 2
CERTIFICATED EMPLOYEE CONTRACT

RIDER
2010-2011 School Year

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Signed: _____
Employee

Date: _____

Signed: Dr. Gary Cohn
Dr. Gary Cohn
Superintendent

Date: 05/26/10

**EVERETT SCHOOL DISTRICT NO. 2
SPECIAL EMPLOYEE TRI CONTRACT
2010-2011 School Year**

Date: May 26, 2010

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 - e. Providing individual help to students;
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 - g. Workshops, classes and inservice work;
 - h. Researching educational materials and supplies;
 - i. Improving and maintaining professional skills;
 - j. Preparation and revisions of materials;
 - k. Planning with other employees in areas of instruction and curriculum;
 - l. Working with computers and other technology as related to educational uses; and
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4. Pursuant to the provisions of RCW 28A.405.240, this special contract is not subject to the continuing contract provisions of RCW 28A.405.210 and shall automatically terminate at the end of the 2010-11 school year.

Lynn Evans
Approved for Payment

Employee's Signature

Date

EVERETT SCHOOL DISTRICT NO. 2
CERTIFICATED EMPLOYEE TRI CONTRACT

RIDER
2010-2011 School Year

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Signed: _____
Employee

Date: _____

Signed: Dr. Gary Cohn
Dr. Gary Cohn
Superintendent

Date: 05/26/10

Board Agenda Request Form

Date of Board Meeting

05/25/10

Month/Day/Year

19. a.

Subject

Title:

WORK /STUDY SESSION: Strategic Plan Study Session #2: Core 24 - A new high school graduation policy framework by the Washington State Board of Education

Recommendation:

N/A

Background

Purpose/Summary:

The Board of Directors will hold a strategic plan study session concerning Core 24, a new high school graduation policy framework approved by the Washington State Board of Education (SBE) in July, 2008. Kathe Taylor, Policy Director with SBE, will provide an overview of Core 24, answer questions, and provide an update on the SBE's recent discussions regarding the Core 24 Implementation Task Force Final Report. Administrative staff will also provide various perspectives of the implications of Core 24 on district programs, operations, and budgets.

Previous Related Action:

None

Additional Information

Agenda Placement:

Information

Action

Consent Agenda

Attachment(s)

Presentation Time Minute(s)

of Pages

Submitted By: Michael Gunn

Contact Person(s):

Michael Gunn & Molly Ringo

Signature _____

Approval

Applicable Executive Director signature(s) should be obtained prior to submission to Superintendent's Office



Approved



Denied



Revised (See Attached)

by: _____

Executive Director, Finance & Operations

by: Michael H. Gunn

Executive Director, Facilities & Operations

Date _____

Date 5-17-10

Comments:



Overview
Graduation Toolkit
High School Credits
Testing

Graduation Requirements

Earn High School Credit

Washington requires public school graduates to complete a **minimum of 19 credits** in order to graduate. Beginning with the Class of 2013, public school students must complete a minimum of 20 credits with the addition of a third math credit. Many local school districts, however, require students to earn credits beyond the state minimum.

[Download GradReq \(PDF\)](#)

Subject	Minimum state graduation requirements	Minimum requirements for your school district*	Minimum requirements for public, four-year colleges and universities**	Recommended courses for highly selective colleges and universities
English	3 credits		4 years	4 years
Math	2 credits (3 for class of 2013 and beyond)		3 years***	3-4 years***
Science (one must be a lab)	2 credits		2 years	3-4 years
Social Studies (including U.S. and Washington state history)	2.5 credits		3 years	3-4 years
World language (same language)	0 credits		2 years	3-4 years
Visual or performing arts	1 credit		1 year	2-3 years
Health and fitness	2 credits		* Your school's requirements may be higher than the state minimums.	
Occupational education	1 credit		** Students must have a minimum 2.00 grade point average	
Electives	5.5 credits		*** Must be Algebra II or higher.	
Total	19 credits (20 for the class of 2013 and beyond)			

Requirements to earn a high school diploma

- [Earn high school credits](#)
- [Pass state tests or approved alternatives to those tests](#)
- [Complete a Culminating Project](#)
- [Complete a High School and Beyond Plan](#)

Graduation requirements for Everett Public Schools

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There are four components to the graduation requirements for Everett Public Schools and the state of Washington. The following subject areas of study, credits and other requirements shall be required of each candidate for graduation who commences the ninth grade on or after July 1, 2009:

1. Credit requirements
2. Certificate of Academic Achievement/Certificate of Individual Achievement
3. Culminating Exhibition
4. High School and Beyond Plan

Information for students who commence the ninth grade on or after July 1, 1997 but before July 1, 2004.

Information for students who commence the ninth grade on or after July 1, 2004 but before July 1, 2006.

1. Credit requirements

English	3.5 ¹
Mathematics	3.0 ²
Social Studies	2.5
U. S. History and Government	1.0
Washington State History and Government	.0 ³
Contemporary World Problems, History and Geography	1.0
U. S. Government/Civics	.5
Senior Seminar	.5
Science	2.0 ⁴
Career and Technical	1.0
Health and Fitness	2.0
Physical Education	1.5 ⁵
Health	.5
Arts, visual or performing	1.0
Electives	6.5
Total Credits	22.0

2. Certificate of Academic Achievement/Certificate of Individual Achievement

Students must meet standard (400+) on the state assessment (WASL:HSPE) in reading and writing. Students must also meet standard (400+) on the state assessment in mathematics or earn two credits in mathematics after their 10th-grade year. Beginning with the class of 2013, all students will also be required to meet standard on the state assessment in mathematics and science.

3. Culminating Exhibition

All students are required to complete a Culminating Exhibition project. This project consists of the following:

- a. A Self Directed Learning Project
- b. A Reflective Letter which includes the **High School and Beyond Plan**.
- c. A Presentation of all of the above components

Students entering Everett Public Schools after the beginning of their 12th-grade year may have components of the Culminating Exhibition waived. (See page 8 of the District Procedure for waiver definitions)

All students are required to complete a plan for what they will do beyond high school. This plan is presented as part of the student's Culminating Exhibition.

Print Version

Sign up for District
e-mail notes



Footnotes:

1. Students must take English until they earn 3.5 credits and meet standard on the Reading and Writing components of the Certificate of Academic Achievement (CAA) or in the case of qualifying special needs students, required classes may be modified or waived as per the approved Individual Education Plan (IEP).
2. Students must take mathematics until they earn 3.0 credits and meet standard on the mathematics component of the Certificate of Academic Achievement (CAA). Courses lower than Algebra will not count for high school credit. In the case of qualifying special needs students, required classes may be modified or waived as per the approved Individual Education Plan (IEP).
3. Students will have the opportunity to meet the Washington State History and Government requirement in middle school.
4. Students must take science until they earn 2.0 credits and meet standard on the science component of the Certificate of Academic Achievement (CAA). One of the two credits must be in lab science. Courses lower than Coordinated Science will not count for high school credit. In the case of qualifying special needs students, required classes may be modified or waived as per the approved Individual Education Plan (IEP).
5. Up to 1.0 of the physical education credit requirement may be waived by participating in directed athletics, marching band or military science and tactics.

You can select and print the complete [Policy](#) and [Procedure](#) for Everett Public Schools' graduation requirements, and obtain information about the graduation requirements for the [state of Washington](#).

Visitor # 9294 - Last Modified On Jan 26 2010 7:57AM - [Contact Webmaster](#);

MEANINGFUL HIGH SCHOOL DIPLOMA

CORE 24 GRADUATION REQUIREMENTS FRAMEWORK ADOPTION DOCUMENT (DRAFT July 18, 2008)

One of the Board's three goals is to "improve student preparation for post-secondary education and the 21st century world of work and citizenship." In pursuit of this goal, the Board has taken a fresh look at the purpose of a diploma and the graduation requirements for which it has authority: minimum credit requirements, culminating project and high school and beyond plan.

In January, 2008, the Board approved a revised purpose of a diploma, stating:

The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable.

After extensive review of educational and workplace needs for the 21st century, national trends, public feedback, and current district practices, the Board is prepared to take a positive step toward a stronger, more coherent set of graduation requirements through the CORE 24 Graduation Requirements Framework.

The Board has heard clearly the public's concern about unfunded mandates; therefore implementation of the CORE 24 Graduation Requirements Policy Framework will be contingent on funding. No rules will be written until after the 2009 legislative session, and a phase-in timeline will be worked out in consultation with implementation advisors. Phase-in would begin in 2013 and be fully implemented in 2016.

CORE 24 GRADUATION REQUIREMENTS POLICY FRAMEWORK

The CORE 24 Graduation Requirements Policy Framework consists of a set of defined subject-area requirements, a culminating project and a high school and beyond plan. Implicit in all of the requirements are competencies defined by the state's essential academic learning requirements, grade level expectations, basic education goals, program standards (e.g., career and technical education), and district-determined policies.

CORE 24 will provide all students with a strong foundation of core subjects and the opportunity to personalize their course choices to pursue their individual postsecondary and career goals. While all students will be automatically enrolled in CORE 24's college and career ready requirements, students will have the option to pursue a more in-depth career or college emphasis based on a well-thought out high school and beyond plan.

The high school and beyond plan, subject-area requirements, and culminating project are separate but related parts that together should comprise an integrated, goal-directed course of study that will provide sufficient breadth and depth to educate the whole student.

Subject	CORE 24	CORE 24 Notes
English	4.0	
Math	3.0 (math or math-based quantitative course in senior year)	Students pursuing a "career emphasis" may <i>elect</i> to take, but are not required to take, a math credit in their senior year.
Science	3.0 (2 lab)	
Social Studies	3.0	
Arts	2.0	
Fitness	1.5	
Health	.5	
Career Concentration	3.0	Students must complete a CTE program of study <u>or</u> a course sequence which helps a student prepare for their intended postsecondary studies or career field.
World Language	2.0	Students pursuing "career emphasis" requirements may substitute other courses for world language
Electives	2.0	Students pursuing "career emphasis" requirements will have 4 elective credits if they choose to waive world language
Culminating Project	Yes	
High School and Beyond Plan	Yes	
Total	24	

Although subjects are "counted" through credits, credits can be earned in two ways¹:

- 1) Achievement demonstrated and assessed through 150 hours of instruction
- 2) Achievement demonstrated and assessed through competencies established through local district policies

By defining high school credit through both competencies and seat-time, and by recognizing each approach as equally viable in the purpose of the diploma, the Board strongly encourages districts to pursue both strategies to help students meet their educational goals and the state's requirements with greater flexibility.²

¹ WAC 180-51-050.

² Other state policies recognize competencies, as well. The Higher Education Coordinating Board has established minimum college admission standards or College Academic Distribution Requirements (CADRs) that provide a means for math and English competencies to be recognized when students achieve proficiency on the Washington Assessment of Student Learning (WASL). Proficiency on the reading WASL satisfies the first two CADR credits of English; proficiency on the math WASL satisfies the first two CADR credits of math (algebra I and geometry, or integrated math I and II).

The Board will ask its implementation advisors to develop recommendations for the Board's consideration for ways to operationalize the use of competency-based methods of meeting graduation requirements including such possibilities as CTE course equivalencies where students earn one credit but complete two requirements, world language credit for ELL students who pass a competency-based assessment of their native language skills, etc.

Culminating Project and High School and Beyond Plan

The culminating project and high school and beyond plan became graduation requirements for the first time in 2008. The Board reviewed the respective rules and guidelines, heard presentations from three school districts, and studied perspectives and information provided by 145 (of 246) districts with high schools that responded to a Board request for feedback. Because each district has developed locally the criteria for satisfactory completion of these requirements, there is considerable variation in what students are expected to do, and when they are expected to begin work on the requirements. The Board will maintain both requirements, but may consider modifications if recommended by the Board's implementation advisors. The Board intends at a minimum to require that the high school and beyond plan will begin in middle school.

IMPLEMENTATION

Considerable support has been expressed for the basic premise of these suggested revisions: preparing all students for postsecondary education, the 21st century workplace, and citizenship. At the same time, public outreach has helped to identify significant implementation issues that will need to be addressed in order to move this graduation requirements policy framework forward. These issues, and the Board's response to them, have been acknowledged in the larger paper. The Board's next steps would include the following:

Task	Time Period
Revise CORE 24 framework in response to stakeholder feedback and approve a new graduation requirement policy framework, with implementation contingent on funding	July 2008
Cost out and submit a budget request for graduation framework	August/September 2008
Establish an implementation task force to assist the Board in understanding and making decisions about implementation (phase-in 2013-2016, flexibility, facilities impact, teacher impact, etc.)	Fall 2008-Spring 2009
Respond to the Memorandum of Agreement with the Tribal Leader Congress on Education	Fall 2008
Write rules for graduation requirements, informed by outcome of 2009 legislative session	Spring/Summer 2009

PROPOSED ACTIONS

In order to move forward on the CORE 24 Graduation Requirements Policy Framework in time to shape a legislative strategy and provide input to the Joint Task Force on Basic Education Finance, the following actions are proposed for adoption by the Board:

1. Motion to establish a CORE 24 Graduation Requirements Policy Framework, consisting of subject area requirements, culminating project, and high school and beyond plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the legislature.
2. Motion to maintain the culminating project and high school and beyond plan as graduation requirements, with modifications developed in consultation with the Board's implementation advisors. Begin the high school and beyond plan in middle school.
3. Motion to direct staff to establish an implementation task force to provide regular feedback and make recommendations to the Board by June 2009 to address implementation issues identified through public outreach and cited in the larger paper. These include but are not limited to:
 - a. Ways to operationalize competency-based methods of meeting graduation requirements
 - b. Ways to assist struggling students with credit retrieval and advancing their skills to grade level
 - c. Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.
 - d. Ways to provide appropriate career exploration courses as well as career concentration options.
4. Motion to affirm the intention of the Board to advocate for funding for a six-period high school day, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board will direct staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24.



Washington State Board of Education



Working to Raise Student Achievement Dramatically

Meaningful High School Diploma

SUMMARY OF POLICY ISSUE/SBE STRATEGIC PLAN GOAL

Washington State statute¹ assigns the Board authority to establish graduation requirements:

The State Board of Education shall establish high school graduation requirements or equivalencies for students, except those equivalencies established by local high schools or school districts under RCW 28A.230.097.

Rigorous graduation requirements are one strategy for meeting the Board's strategic plan goal to improve student preparation for success in postsecondary education, 21st century world of work, and citizenship.

BACKGROUND

The 2006 Legislature² directed the Board to develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools. The 2007 Legislature³ directed the Board to increase math graduation requirements from two to three, and to prescribe the content of all three credits.

The Board built upon these two tasks by electing to review all graduation requirements (credits, culminating project, and high school and beyond plan) for which it has authority. In acknowledgement of 2003 rule language that affirmed the Board's commitment to "high, meaningful, and fair requirements every student can meet,"⁴ the Board established a Meaningful High School Diploma committee of Board members and an advisory committee of stakeholders to assist with the work, which began in early 2007.

During this multi-year process, the Board has reviewed national research, conducted a study to establish a comprehensive state picture of current district-level requirements, consulted with stakeholders, surveyed the public, heard public comment, and held outreach sessions to provide face-to-face opportunities for input and feedback. The following table outlines milestones—some past, some yet to come—that provide a guide to the timeline the Board has followed and will continue to pursue.

¹ RCW 28A.230.090

² E2SHB 3098 of the 2006 Legislative session

³ E2SHB 1906 of the 2007 Legislative session

⁴ WAC 180-51-003

Milestone	Date
Review math and science standards	2007-2008
Conduct public outreach on proposed graduation requirement principles	Fall 2007
Approve purpose of a diploma	January 2008
Increase math graduation requirements from 2 to 3 and prescribe the content of the credits	July 2008
Propose new CORE 24 graduation requirements framework and gather public input on revisions to credits, culminating project, and high school and beyond plan	March-July 2008
Revise CORE 24 framework in response to stakeholder feedback and approve a new graduation requirement policy framework, contingent on funding	July 2008
Cost out and submit a budget request for graduation framework	August/September 2008
Establish an implementation task force to assist the Board in understanding and making decisions about implementation (phase-in, flexibility, facilities impact, teacher impact, etc.)	Fall 2008-Spring 2009
Respond to the Memorandum of Agreement with the Tribal Leader Congress on Education	Fall 2008
Write rules for graduation requirements, informed by outcome of 2009 legislative session	Spring/Summer 2009

Additional detail about three of the milestones listed in the table is provided below. More information about the CORE 24 graduation requirements framework appears later in the paper.

Purpose of a Diploma

In January 2008, the Board approved a statement of purpose for a diploma, which will guide its review of the current high school graduation requirements.

The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable.

Math Credits

The Board released a first draft of a revised math rule for public review in March 2008. The draft reflected months of study of other states' experiences and national research about math skills needed for the 21st century, as well as input received through public outreach. The message was clear: To better prepare students, many of Washington's employers, trades, community and technical colleges, universities, community leaders, elected officials and parents have called for students to graduate from high school with a stronger math education.

The draft rule calls for students to take a progressive sequence of mathematics courses: Algebra I, Geometry, and Algebra II, Integrated Mathematics I, II and III. Career and technical education courses that are the equivalent of any of these courses may be substituted. Students who have a defined career path will have the opportunity to substitute another math course for Algebra II, but they must obtain approval from a parent/guardian and high school official. The Board will adopt a final rule on the math credits in July, with the rule scheduled to take effect for the class of 2013. A draft copy of the rule language can be found on the Board's Web site.

Math and Science Standards

The foundation of excellent graduation requirements is excellent standards. In response to the 2006 report, *Washington Learns*, which called for the state to establish international performance standards for math and science, the legislature⁵ asked the Board to review math and science essential academic learning requirements and recommend to the superintendent of public instruction revisions to the standards. The Board has been engaged in this work since early 2007. The Board will review the final revised math standards at the July 2008 meeting, and the final revised science standards at its January 2009 meeting.

WASHINGTON'S CURRENT GRADUATION REQUIREMENTS

Washington currently requires students to complete five types of graduation requirements. Four are state-mandated; the fifth is locally-determined:

1. Minimum credit requirements; currently 19 credits that have been effective for every class since 1985 (Board-determined)
2. Culminating Project, effective for the class of 2008 (Board-determined)
3. High School and Beyond Plan, effective for the class of 2008 (Board-determined)
4. Washington Assessment of Student Learning in designated subject areas, effective for the class of 2008 (Legislature-determined)
5. District credit and non-credit requirements (Locally-determined)

⁵ E2SHB 1906

Minimum Credit Requirements

Subject	Credits
English	3.0
Mathematics	2.0
Science	2.0
Social Studies	2.5
Arts	1.0
Health & Fitness	2.0
Occupational Educ	1.0
Electives	5.5
Total	19.0

What Factors Are Driving Change?

Standards and requirements are dynamic; as conditions change, they need to be revisited periodically to determine if they are still serving students well. The world has changed dramatically in the 23 years since Washington's minimum graduation credit requirements were last revised, driven by globalization, technological advances, and demographic shifts that affect the economy, workplace, and social and cultural environments in which we live. Four considerations driving change will be highlighted here:

- Changing workplace
- Lack of alignment between high school graduation requirements and college admissions requirements
- National trends in credit requirements
- Washington district trends in credit requirements

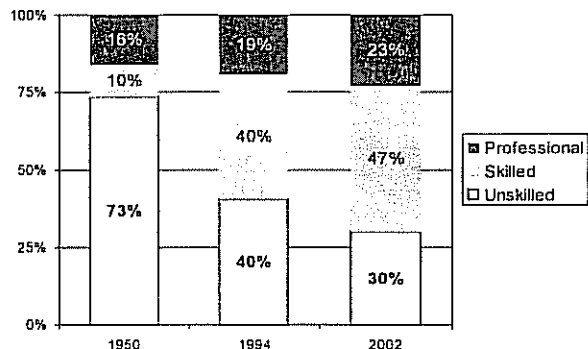
Changing workplace. Technology (e.g., e-mail, Internet, personal computers, etc.) that we take for granted now was not commonplace in 1985; jobs that exist today were not in existence then, and today's kindergarteners will take jobs that have not yet been created.

The ability to communicate globally is so improved that people can live in one state or country and work in another. Companies routinely "outsource" jobs to other countries. Googol, a mathematical term for a 1 followed by 100 zeros, has been transformed into "google"--a verb to describe a way of accessing the vast amount of information available on the Web—an information database that exploded in growth only since the 1990's. Students today cannot imagine a world where the Internet did not provide ready access to information.

Increasingly more opportunities are available for "knowledge workers" who work with their head, not hands, and produce ideas, knowledge and information, although no worker does not use their brain, and all workers produce some knowledge. At the same time, many manual and technical jobs have become more complex, demanding a greater level of knowledge, training, and cognitive skill. Knowledge has become both product and tool.⁶

⁶ Friedman, Thomas L. (2005). *The World is Flat: A Brief History of the 21st Century*. Farrar, Straus and Giroux.

Unskilled jobs are disappearing and the demand for higher skills is rising.⁷ By 2014, 77% of new family-wage jobs to support a family of three will be held by workers with education or training beyond high school.⁸ Of these jobs, more than half will be held by workers with four-year college degrees.



The move to a knowledge-based economy requires education and training that would not have been needed, or needed by only a few, in the 20th century—and it requires that education and training of an increasingly diverse population. Washington is more diverse than it was in 1985,⁹ making it imperative (and more challenging) to consider the impact of policy on all students.

Lack of alignment between high school graduation requirements and college admission requirements. Washington currently requires students to take 13.5 credits of prescribed subjects and 5.5 credits of electives. The 13.5 credits are inadequate preparation for most postsecondary education degree and certificate programs, as evidenced by the number of students who require remedial course work at the postsecondary level. Fifty-two percent (52%) of community and technical college students who graduated from high school in 2006 took pre-college (also known as remedial) classes in 2006-07. These students – totaling 12,468 – enrolled in pre-college math, English or reading. Remediation costs the state and students; in 2006-07, the tuition and state support for recent high school graduates (those entering college within three years of graduation) to take remedial courses was \$17.5 million.¹⁰

Current minimum graduation requirements do not align with four-year college entry requirements, falling short in the number of credits (English, mathematics, social studies, world language) and/or the specificity of the credits (3 credits of math through Algebra II with 1 credit in the senior year; 2 lab sciences, with one being algebra-based). Only in arts does the high school graduation requirement and the college admission requirement match. The shaded area in the following table draws attention to the subject requirements common to both systems.

⁷ American Diploma Project; U.S. Bureau of Census and Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis (Pennsylvania statewide)

⁸ Partnership for Learning; US Bureau of Labor and Statistics

⁹ US Census Bureau

¹⁰ Role of Pre-College (Developmental and Remedial) Education for Recent High School Graduates Attending Washington Community and Technical Colleges. Research Report. 07-2. Washington State Board for Community and Technical Colleges. December 2007.

Minimum High School Graduation Credit Requirements vs. Minimum Four-Year Public College Admission Requirements

Subject	High School Credits	WA Minimum Public College Admission Requirements
English	3.0	4
Mathematics	2.0	3
Science	2.0	2
Social Studies	2.5	3
Arts	1.0	1
World Language	0.0	2
Health & Fitness	2.0	0
Occupational Educ	1.0	0
Electives	5.5	0
Total	19.0	15

This lack of alignment has a disproportionate impact on some students. Students of color in Washington, as in other states, are less likely to take the classes they need to get into a four-year college.¹¹ Similarly, studies have shown that more low-income students complete college when they take a rigorous high school curriculum.¹²

National trends in credit requirements. Although Washington's graduation requirements policy is not dictated by what other states are doing, it is useful to take a snapshot of the national picture to assess the amount of preparation students in other states will have relative to Washington students. Following is a summary of total minimum state requirements. Two states adjacent to Washington, Idaho and Oregon—states where Washington students might seek jobs relatively close to home—will require 23 credits (effective 2013) and 24 credits (effective 2012), respectively.

¹¹ Based on a transcript study of 42 Washington schools by Fouts & Baker using transcript data of graduating classes of 2005 and 2006

¹² Adelman, Clifford (2006). The Toolbox Revisited. Available online at: <http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/index.html>

Total Minimum State Requirements

**Total Graduation Credit Requirements of
50 States and District of Columbia**

Number of Credits	Number of States 2008	Number of States 2009+
0	5	3
.5-18	7	8
19	2 (WA and NH)	2
20	9	8
21	8	5
22	11	8
23	4	3
24	5 (TX--recommended curriculum only)	13 (AL, DE, DC, FL, HI, LA, MO, MS, ND, OR, SC, UT, WV)
25	0	0
26	0	1 (TX--recommended curriculum only)
TOTAL	51	51

Thirty-seven states and the District of Columbia (73%) require more minimum credits than Washington; that number will increase slightly to 38 states (75%) after 2008. (When the percentages are calculated based upon the number of states with state-mandated requirements, 80% of the states and the District of Columbia require more minimum credits than Washington.)

Subject Area Requirements

Although credits in and of themselves are not synonymous with rigor (more credits does not necessarily mean more rigor or guarantee quality instruction), it is reasonable to presume that credits indicate the amount of exposure a student has been given to a field of study. Following are state summaries of credit requirements by subject area.

**English Graduation Requirements of
50 States and District of Columbia**

Number of Credits	Number of States 2008	Number of States 2009+
0	7	4
1	0	0
2	0	0
3	6	2
4	38	45

After 2009, virtually all states with state-mandated requirements will require four credits of English. Higher requirements in seven states will take effect between 2009-2012. California and Washington are the only two states with 3-credit requirements that have no pending changes.

**Math Graduation Requirements of
50 States and District of Columbia**

Number of Credits	Number of States 2008	Number of States 2009+
0	7	4
1.0	0	0
2.0	15	8
3.0	24	23
3 or 4	2	2
4.0	3	14

Beginning in 2009, the majority of states (39 or 76%) will require three or more math credits. Within four years, 14 states (27%) will require four credits, compared to the three states (6%) that require four credits in 2008.

**Science Graduation Requirements of
50 States and District of Columbia**

Number of Credits	Number of States & DC 2008	Number of States & DC 2009+
0	7	4
1	1	0
2	17	12
2-3 or 2-4	2	2
3	22	28
3-4	1	1
4	1	4

Beginning in 2009, 33 states/DC (65%) will require three or more science credits. Twenty-one (21) states/DC (41%) require labs, with lab credits varying from one to three.

**Social Studies Graduation Requirements of
50 States and District of Columbia**

Number of Credits	Number of States & DC 2008	Number of States & DC 2009+
0	5	3
.5	2	1
1	0	0
2	9	7
2.5	6	6
3	22	26
3-4	1	1
3.5	2	2
4	4	5

The majority of states and the District of Columbia (57%) require three or more social studies credits. After 2008, that percentage will increase to 67%. Sixteen states (31%, and including four states with no state-mandated graduation credits), currently require two credits or less.

**Arts Graduation Requirements of
50 States and District of Columbia**

Number of Credits	Number of States & DC
0.0	11
0.5	4
1.0	17
1.5	1
TOTAL	33

Arts as a Choice	Number of States	Number of Credits Students Might Choose
Choice of Arts or Occupational Education	5	0-1; All specify 1 credit of either subject
Choice of Arts or World Language	2	0-1; All specify 1 credit of either subject
Choice of Arts, Occupational Education, or World Language	7	0-3, depending on the state;
Choice of Arts or Another Specified Academic Subject	1	0-1
Other (requirements differ depending on college or career pathway)	3	0-4 credits, depending on state and pathway
TOTAL	18	

Twenty-two (43%) states require all students to earn credits in fine arts. The majority (17) of those states require 1 credit. Eleven states (22%) require no credits in the arts. Of those states, five have no state-mandated requirements in any subject. Fifteen states (29%) offer students a choice between the arts and vocational education, world language, and/or another academic subject. Three states (6%) require fine arts only for students enrolled in particular curricular pathways.

**Health and Fitness Graduation Requirements of
50 States and District of Columbia**

Number of Credits	Number of States & DC
0	9
.5	7
1.0	13
1.5	10
2.0	8
2.5-3.0	4

Only four states exceed Washington's two-credit health and fitness requirement. The majority of states (39 or 76%) require fewer health and fitness credits than Washington. Twenty-one states (41%) award a separate credit for health. Most (17) require .5 credits of health. Only three states (Idaho, Illinois, Mississippi) require only health, although South Dakota allows students to take .5 credit of health or fitness.

**Occupational Education Graduation Requirements
of 50 States and District of Columbia**

Number of Credits	Number of States & DC	Notes
0.0	16	
0.5	3	
1.0	7	
1.5	2	
2.0	0	
3.0	1	Delaware—3 credits in a career pathway
6.0	1	Arkansas—6 credits of "career focus" electives
7.0	1	Kentucky—7 credits of "academic and career interest standards-based learning experiences"
TOTAL	31	

Occupational Education as a Choice	Number of States	Number of Occ. Ed Credits Students Might Choose
Choice of Occupational Education or Arts	5	0-1; All specify 1 credit of either subject
Choice of Occupational Education or World Languages	1	0-2; Maryland allows students to choose 2 credits from advanced technology, world language, and or CTE
Choice of Occupational Education, Arts, or World Language	7	0-3, depending on the state
Choice of Occupational Education or Other Specified Academic Subject	4	0-6, depending on the state
Other (requirements differ depending on college or career pathway)	3	0-4 credits, depending on state and pathway
TOTAL	20	

Considerable variability exists in terminology and the specificity of subjects included in this area. "Occupational education" is used by only one state (Nevada) other than Washington. Other general terms include: Career and technical education (8), vocational education (4), applied or practical arts (3). Some states address specific requirements, such as computer: applications, education, keyboarding, literacy or science (AL, MS, NH, RI, SC); technology applications (TX); personal finance or financial literacy (MO, UT). Twelve states require all students to take a business, technology, or career-related course, while 16 states require no credits in a vocational area. (Four of the 16 have no state-mandated requirements in any subject.). Three states create career pathways or concentrations. The largest percentage (20 states or 39%) allow student choice of some kind (occupational education or another subject area).

World Language Graduation Requirements of 50 States and District of Columbia

Number of Credits	Number of States & DC 2008	Number of States & DC 2009+
0	34	26
1	2 (NJ, NY)	2 (NJ, NY)
2	2 (DC, RI)	4 (DC, DE, RI, MI)
TOTAL	38	32

The majority of states (34 or 67%) do not require world language of all students. Delaware and Michigan will join New Jersey, New York, Rhode Island, and the District of Columbia in requiring world language of all students. Michigan will require two credits effective for the class of 2011—credits that can be completed by course work or other learning experiences in grades K-12 equivalent to two credits of world language, and may be completed wholly or partially through online course work.

Thirteen states (25%) permit students to choose world language from a specified list of subjects: arts, occupational education, or another academic class. That number will increase to 19 (37%) after 2008.

**Electives Graduation Requirements of
50 States and District of Columbia**

Number of Credits	Number of States
0	13
1	1
2	2
3	4
4	2
5	4
6	10
7	8
8	4
9	3
TOTAL	51

Thirteen states require state-mandated credits and no electives. The median number of elective credits is 5.5—Washington’s current requirement.

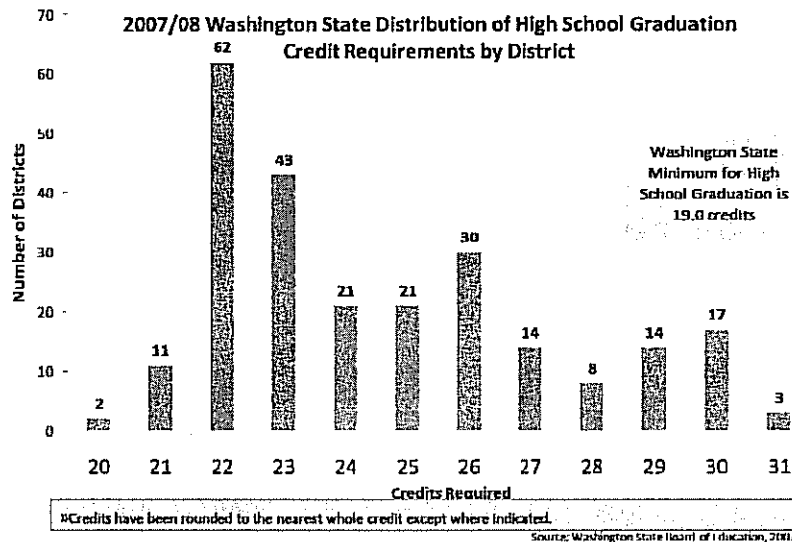
Washington district trends in credit requirements. Although Washington requires a minimum number of state-mandated credits, districts can enhance those requirements locally. In the spring of 2007, the Board surveyed all 246 districts with high schools to determine the credit requirements of every district, finding considerable variation across districts in the number of credits required of students to graduate, specifically:

- The greatest number of districts (62 or 25%) require 22 credits.
- Just over half the districts (52%) require 24 credits or more.
- All districts exceed the state’s minimum credit requirements, with credit requirements ranging from 20-31.¹³
- Districts were most likely to exceed the state’s minimum required credits in English, social studies, occupational education, and electives.¹⁴
- Generally, larger districts were more likely to require *fewer* credits. (25% of districts with 3000 students or more required 24 credits or more; 77% of districts with fewer than 700 students required 24 credits or more)

¹³ Districts with higher number of credits are likely to be on a block schedule that permits students to earn up to 4 credits per semester.

¹⁴ 92% of districts exceed the state’s minimum 3 credits of English; 87% of districts exceed the state’s minimum 2.5 credits of social studies; 89% of districts exceed the state’s minimum 5.5 electives (137 districts require 8-14 electives); 54% exceed the state’s minimum 1 credit of occupational education.

The bar graph below summarizes the range of credits required by Washington districts.



Public Feedback About Graduation Requirements

The Board conducted nine formal public outreach sessions throughout the state in fall 2007 and spring 2008 attended by 643 people. The fall 2007 sessions elicited public feedback about the guiding principles for graduation requirements. Three themes emerged prominently from those sessions: agreement with the concept of one diploma for all, endorsement of multiple pathways, and an urgent message for no unfunded mandates.

The spring 2008 sessions sought feedback to the draft CORE 24 graduation requirements proposal (see appendix A for graphic of CORE 24 proposal). In addition, the Board conducted a survey that elicited 373 responses, met with over 35 stakeholder groups (see Appendix B), and received over 65 letters and e-mails offering reactions and suggestions.

People expressed strong support for preparing students for postsecondary education, the 21st century workplace, and citizenship, and for a system with sufficient flexibility to create many paths to one diploma. Although survey respondents tended to be neutral about the possibility of asking all students to complete a high school requirement in middle school, the majority agreed that students should begin working on a high school and beyond plan in middle school. The majority also agreed that the state should establish guidelines for the culminating project to provide consistency across districts.

Stakeholders disagreed on the most effective strategies to accomplish those ends. Concerns centered on implementation issues: funding; flexibility to adjust requirements, particularly for certain groups of students (those failing classes, English language learners, International

Baccalaureate candidates); the impact of increased requirements on local control; facilities implications of adding more science, arts, career and technical education (CTE); teacher shortages, particularly in math and science; capacity issues for small school districts, particularly in the areas of CTE, science, arts, world languages, and the need for more guidance counselors and a comprehensive educational and career guidance system.

POLICY CONSIDERATION

Vision and rationale. Since the inception of the meaningful high school diploma work, the Board has evolved a vision of what makes a diploma meaningful—a vision that is captured in the carefully-chosen words that describe the purpose of a diploma and in the principles guiding the CORE 24 proposal. The Board conceptualized the diploma as a social compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact that says the graduate has acquired a particular set of knowledge and skills. Students need to be equipped with the knowledge and life skills to be productive, engaged citizens who can adapt to new challenges, opportunities and circumstances.

The central tenet of CORE 24 is preparation of *all* students for *all* options—whatever they choose to do after high school. Many students of high school age are not certain of their future path, and change their minds frequently. For this reason, students need to keep all options open so they do not foreclose possibilities too early.

CORE 24 will provide all students with a strong foundation of core subjects and the opportunity to personalize their course choices to pursue their individual postsecondary and career goals. While all students will be automatically enrolled in CORE 24's college and career ready requirements, students will have the option to pursue a more in-depth career or college emphasis based on a well-thought out high school and beyond plan. The high school and beyond plan, subject-area requirements, and culminating project are separate but related parts that together should comprise an integrated, goal-directed course of study that will provide sufficient breadth and depth to educate the whole student.

This approach contrasts with current policy. Students can satisfy the state minimum requirements today and be unprepared for any postsecondary choice—whether the choice is more education, training, or a job that makes a living wage. While districts augment the state requirements, in 2008, only one district (Mabton) required all students to meet the minimum four-year public college admissions *credit* requirements. Bellingham has established policy that will align with college entry requirements in 2014. If world language is taken out of the picture, 90 districts currently meet all other college admission *credit* requirements. It is not known how many of these districts meet the English content, math content and science lab requirements stipulated by the Higher Education Coordinating Board.

Districts vary in the degree to which they can provide individual advising, and students vary in the degree to which they have access to informed adult guidance. A strong, coherent set of graduation requirements will help address these issues.

Guiding principles. The Board's proposed graduation requirements policy framework is based on the following principles:

- **Equip everyone.** Prepare all students for life after high school—in gainful employment, an apprenticeship, or postsecondary education
- **Expect more.** Align requirements to meet the increased expectations of the 21st century workforce.
- **Provide flexibility.** Allow students to customize their education, creating relevance to their interests.
- **Give focus.** Encourage students to align course work to achieve their future career goals.
- **Plan ahead.** Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education or both
- **Start early.** Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

Credits. Although subjects are "counted" through credits, credits are proxies for learning. Credits in Washington can be earned in two ways¹⁵:

- Achievement demonstrated and assessed through 150 hours of instruction
- Achievement demonstrated and assessed through competencies established through local district policies

Washington has established competencies for most subjects and grades through essential academic learning requirements (EALRs) and grade level expectations (GLEs). By defining high school credit through both competencies and seat-time, and by recognizing each approach as equally viable in the purpose of the diploma, the Board strongly encourages districts to pursue both strategies to help students meet their educational goals and the state's requirements with greater flexibility.¹⁶

In this policy framework, specific credit recommendations per subject are based on a review of other states' requirements, local district requirements, recommendations of stakeholders, review of research, public four-year admissions requirements, and legislative direction.

¹⁵ WAC 180-51-050.

¹⁶ Other state policies recognize competencies, as well. The Higher Education Coordinating Board has established minimum college admission standards or College Academic Distribution Requirements (CADRs) that provide a means for math and English competencies to be recognized when students achieve proficiency on the Washington Assessment of Student Learning (WASL). Proficiency on the reading WASL satisfies the first two CADR credits of English; proficiency on the math WASL satisfies the first two CADR credits of math (algebra I and geometry, or integrated math I and II).

CORE 24 Graduation Requirements Policy Framework

The CORE 24 Graduation Requirements Policy Framework consists of a set of subject-area requirements, a culminating project and a high school and beyond plan. Implicit in all of the requirements are competencies defined by the state's essential academic learning requirements, grade level expectations, basic education goals, program standards (e.g., career and technical education), and district-determined policies.

The following table contrasts the CORE 24 requirements with current graduation requirements and minimum public four-year college requirements. Comparisons to the Higher Education Coordinating Board's (HECB) minimum admissions requirements are provided because they represent the highest set of codified requirements students would need to meet in order to keep all of their postsecondary options open, including satisfying the minimum entrance requirements of a four-year public Washington college or university. All students would be enrolled in the CORE 24 requirements unless they chose a career emphasis. Students pursuing a career emphasis could substitute other courses for world language and would not be required to take a math credit in their senior year.

CORE 24 Graduation Requirements Policy Framework

Subject	Current Reqs.	HECB Minimum	CORE 24	CORE 24 Notes
English	3.0	4	4.0	
Math	2.0	3 (through Algebra II and in senior year)	3.0 (math or math-based quantitative course in senior year)	Students pursuing a "career emphasis" may <i>elect</i> to take, but are not required to take, a math credit in their senior year.
Science	2.0 (1 lab)	2 (2 lab)	3.0 (2 lab)	
Social Studies	2.5	3	3.0	
Arts	1.0	1	2.0	
Fitness	2.0	0	1.5	
Health		0	.5	
Career Concentration	1.0 (Occ Ed)	0	3.0	Students must complete a CTE program of study <u>or</u> a course sequence which helps a student prepare for their intended postsecondary studies or career field.
World Language	0	2	2.0	Students pursuing "career emphasis" requirements may substitute other courses for world language
Electives	5.5	0	2.0	Students pursuing "career emphasis" requirements will have 4 elective credits if they waive the world language credits
Culminating Project	Yes	No	Yes	
High School and Beyond Plan	Yes	No	Yes	
Total	19	15	24	

Revision based on public input. The Board conducted a work session on July 14, 2008 to consider three revisions to the CORE 24 framework that responded in different ways to concerns that greater flexibility was needed to address struggling students, system capacity, and personalization for students with focused interests in distinct subject areas. Twelve members attended the meeting. After a lengthy discussion and input from advisors, the majority of Board members indicated that they preferred the version that is presented above, with a few suggesting that a 22-credit option might also be considered. In this version, the Board broadened the career and technical requirement contained in the original CORE proposal to a "career concentration." A career concentration includes, but is not limited to a career and technical education (CTE) program of study, and could be a course sequence that helps students prepare for their intended postsecondary studies or career field. This change creates more flexibility and provides room in a student's schedule to pursue interests more intently. It also explicitly addresses issues raised about possible unintended negative consequences for students required to take three credits of CTE in districts with limited or no CTE options.

Current statutes and rules, and pending rules provide additional flexibility:

- A third credit of math other than Algebra II can be elected, per new SBE rule, once adopted.
- Course equivalencies can be substituted per district policy¹⁷.
- Students can earn credit in middle school for world language or math per statute¹⁸ and HECB policy¹⁹.
- Students can earn competency-based credit, per rule.²⁰
- Physical education can be waived per statute²¹

Following are examples of ways students could configure the requirements to focus on arts, science/mathematics/technology, or skills center-based CTE.

¹⁷ RCW 28A.230.097

¹⁸ RCW 28A.230.090

¹⁹ <http://www.hecb.wa.gov/research/issues/documents/MCASCADRGuidelineBinder.pdf>

²⁰ WAC 180-51-050

²¹ RCW 28A.250.250

Examples of Ways Students Could Use CORE 24 to Explore Their Interests

Arts Focus

Subject	CORE 24	CORE 24 Notes
English	4.0	
Math	3.0	
Science	3.0	
Social Studies	3.0	
Arts	7.0	Student uses 2 electives plus 3 credits of career concentration to enhance the 2 arts requirements to pursue interests in dance, theater, music, and visual arts
World Language	2.0	
Fitness	1.5	
Health	.5	
Career Concentration	0.0	
Electives	0.0	
Culminating Project	Yes	
High School and Beyond Plan	Yes	
Total	24	

Skills Center Focus

Subject	CORE 24	CORE 24 Notes
English	4.0	
Math	3.0	
Science	3.0	
Social Studies	3.0	
Arts	2.0	
World Language	0.0	
Fitness	1.5	
Health	.5	
Career Concentration	7.0	Student uses 4 electives to expand the 3 career concentration requirements to study at a skills center
Electives	0	
Culminating Project	Yes	
High School and Beyond Plan	Yes	
Total	24	

Science, Math, Engineering and Technology Focus

Subject	CORE 24	CORE 24 Notes
English	4.0	
Math	4.0	Student uses 2 electives to increase science and math credits plus 3 career concentration credits to pursue interests in technology
Science	4.0	
Social Studies	3.0	
Arts	2.0	
World Language	2.0	
Fitness	1.5	
Health	.5	
Career Concentration	3.0	
Electives	0	
Culminating Project	Yes	
High School and Beyond Plan	Yes	
Total	24	

Culminating Project and High School and Beyond Plan

The culminating project and high school and beyond plan became graduation requirements for the first time in 2008. The Board reviewed the respective rules and guidelines, heard presentations from three school districts, and studied perspectives and information provided by 145 (of 246) districts with high schools that responded to a Board request for feedback.

Because each district has developed locally the criteria for satisfactory completion of these requirements, there is considerable variation in what students are expected to do, and when they are expected to begin work on the requirements. The Board will maintain both requirements, but may consider modifications if recommended by the Board's implementation advisors. The Board intends at a minimum to require that the high school and beyond plan will begin in middle school.

Implementation

Considerable support has been expressed for the basic premise of the CORE 24 graduation requirements policy framework: preparing all students for postsecondary education, the 21st century workplace, and citizenship. At the same time, public outreach has helped to identify significant implementation issues that will need to be addressed in order to move this graduation requirements policy framework forward. The Board plans to address these issues in the coming months with the assistance of an implementation task force comprised primarily but not exclusively of education practitioners and stakeholders.

Following is a list of the issues raised and the Board's response.

Issue	Response
Funding	The Board will make implementation of the CORE 24 Graduation Requirements Policy Framework contingent on funding, and will advocate for funding during the 2009 legislative session.
System Capacity	Phase in the requirements beginning with the class of 2013, and becoming fully implemented with the class of 2016
Flexibility	Establish an implementation task force consisting primarily of education practitioners to: <ul style="list-style-type: none"> • Recommend ways to build more flexibility into the requirements than what is currently provided through rule and statute, including but not limited to: ways to operationalize competency-based methods of meeting graduation requirements, ways to assist struggling students with credit retrieval and advancing their skills to grade level, and other strategies • Develop a workable phase-in plan • Provide regular feedback to the Board
Facilities	Continue (and expand) collection of data from districts about the specialized classroom facilities needs required to provide more science (including a second lab), arts, and CTE.
Teacher Supply	Work with the Washington Education Association, Professional Educator Standards Board, Higher Education

Issue	Response
	Coordinating Board, and State Board for Community and Technical Colleges to explore strategies for addressing teacher shortages
Capacity in small districts	Work with state leadership in administrative (WASA, WSSDA, and ASWP) and subject area (CTE, arts, science, world languages) capacities to consider strategies to address the increased credit requirements on small districts
Local control	Acknowledge Washington's strong tradition of local control by affirming the role of districts in determining local credits, culminating project, and high school and beyond plan guidelines, and develop modifications to the culminating project and high school and beyond plan in consultation with implementation advisors
Need for a comprehensive education and career guidance system	Advocate with the legislature for a funded, comprehensive education and career guidance system

EXPECTED ACTIONS (Underlining reflects changes made at the Board Meeting on July 24, 2008)

In order to move forward on the CORE 24 Graduation Requirements Policy Framework in time to shape a legislative strategy and provide input to the Joint Task Force on Basic Education Finance, the following actions are proposed for adoption by the Board:

1. Motion to establish a the CORE 24 Graduation Requirements Policy Framework (per the attached document) consisting of subject area requirements, culminating project, and high school and beyond plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the legislature.
2. Motion to maintain the culminating project and high school and beyond plan as graduation requirements, with modifications developed in consultation with the Board's implementation advisors. Begin the high school and beyond plan in middle school.
3. Motion to direct staff to establish an implementation task force to provide regular feedback and make recommendations to the Board by June 2009 to address implementation issues identified through public outreach and cited in the larger paper. These include but are not limited to:
 - a. An implementation schedule that prioritizes phase-in or new credit requirements
 - b. Ways to operationalize competency-based methods of meeting graduation requirements
 - c. Ways to assist struggling students with credit retrieval and advancing their skills to grade level
 - d. Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.
 - e. Ways to provide appropriate career exploration courses as well as career concentration options
 - f. Scheduling approaches to 24 credits that can meet the required 150 instructional hours

4. Motion to affirm the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day, ~~advocate for funding for a six-period high school day,~~ a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board will direct staff to prepare a funding requires for the 2009-2011 biennium to begin implementation of CORE 24.

Opening Doors with Core 24

What is Core 24? Core 24 is the new set of draft credit requirements for high school graduation being considered by the Washington State Board of Education. Core 24 will require students to develop a plan for their future and choose classes to help them achieve their goals. Core 24 requirements will provide students with a strong academic foundation, with flexibility that will prepare them for whatever path they choose—whether that's the workforce, an apprenticeship in the trades, or a community or four-year college.

EQUIP EVERYONE Prepare ALL students for life after high school—in gainful employment, an apprenticeship or postsecondary education.

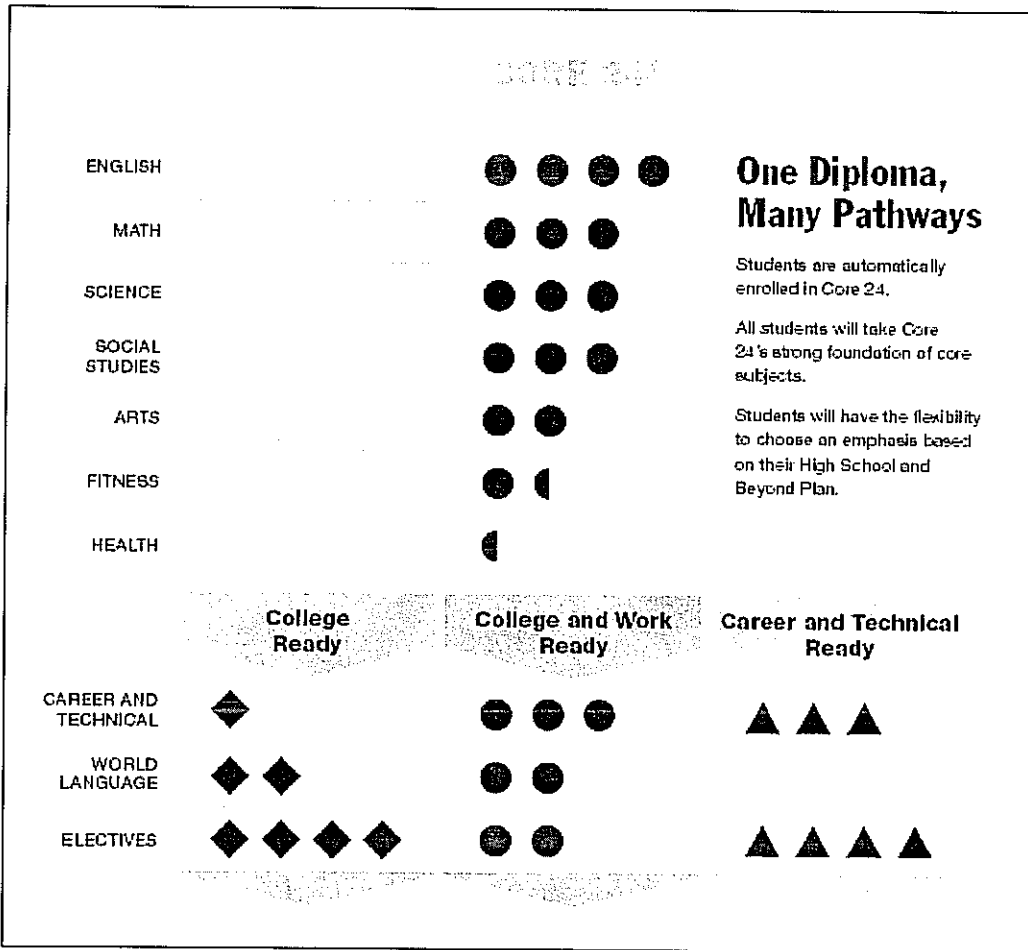
EXPECT MORE Align requirements to meet the increased expectations of the 21st century workforce.

PROVIDE FLEXIBILITY Allow student to customize their education, creating relevance to their interests.

GIVE FOCUS Encourage students to align coursework to achieve their future career goals.

PLAN AHEAD Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.

START EARLY Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.



*** NOTES:**

1. Each symbol (●, ◆, ▲) represents one credit.
2. Where appropriate, CTE equivalent courses may be substituted.
3. One math credit must be taken in the senior year.
4. Some requirements (example: math, arts, world language) may begin to be satisfied in middle school.
5. One science lab credit must be an algebra-based lab.
6. Fitness credits can be waived and an equivalent experience substituted.

Outreach meetings SBE conducted March 2008 – July 11, 2008

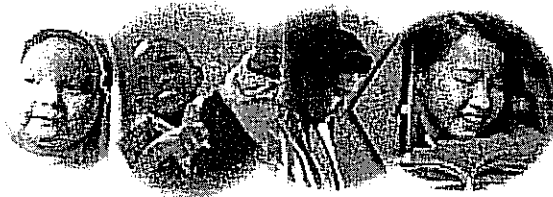
Community meetings were held in Spokane, Yakima and Seattle in early June.

Board members and staff met individually with the following groups:

Alliance for Education
Association of Washington School Principals
Bilingual Education Advisory Committee
Campana Quetzal
Central Valley School District
City of Seattle Office for Education
College Success Foundation
Communities and Parents for Public Schools
Education First Consulting
High School Option Consortium meeting
Higher Education Coordinating Board
Hispanic Commission
League of Education Voters
Perkins Coie LLP
Private School Advisory Committee
Rotary: Sequim Noon Rotary, Sequim Sunrise Rotary, Port Townsend Rotary
Seattle School Board
The Bill & Melinda Gates Foundation
Thurston County Chamber of Commerce
Urban League of Metropolitan Seattle
Washington Association for Career and Technical Education
Washington Association for Learning Alternatives
Washington Association of School Administrators
Washington Council for High School/College Relations
Washington State Bar Association subcommittee
Washington State Hispanic Chamber of Commerce
Washington State PTA
Washington State School Directors Association
Washington Women's Employment and Education

Outreach meetings scheduled to be held July 14th-21st include:

One America (Formerly HateFreeZone)
Greater Spokane Incorporated
Stand for Children
Washington Association of Student Councils
Washington Workforce Association
Workforce Training Board



July 23-24, 2008 Meeting Highlights

On July 23-24, the State Board of Education met at the Evergreen Public Schools to:

- Adopt a high school graduation policy framework "CORE 24".
- Adopt a rule for the three high school credits of math.
- Adopt a cut score for the ACT writing score as an alternative to the WASL.
- Approve the Strategic Teaching report on Algebra I, Geometry, and Algebra II performance expectations.
- Receive an update on the work of OSPI's district improvement program as well as reports from the consultants on the Board's accountability work including the policy barriers to student achievement study and proposed state/local partnerships for struggling schools.
- Receive an update on the funding situation for K-12 for the state and local districts and listen to proposals for revising basic education funding.

The Board listened to a presentation from John Deeder, the Evergreen Public Schools Superintendent, on competency-based high school credits in English, math, social studies and science.

Board Actions

The Board passed the following motions:

Approval of Framework for CORE 24 High School Graduation Requirements

1. Establish the CORE 24 Graduation Requirements Policy Framework, per the attached Adoption Document, consisting of subject area requirements, culminating project, and high school and beyond plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the legislature.
2. Maintain the culminating project and high school and beyond plan as graduation requirements, with modifications developed in consultation with the Board's implementation advisors. Begin the high school and beyond plan in middle school.
3. Direct staff to establish an Implementation Task Force to make recommendations to the Board by June 2009 to address implementation issues identified through public outreach and cited in the larger paper. These include, but are not limited to:
 - a. An implementation schedule that prioritizes phase-in of new credit requirements;
 - b. Ways to operationalize competency-based methods of meeting graduation requirements;

- c. Ways to assist struggling students with credit retrieval and advancing their skills to grade level;
- d. Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc;
- e. Ways to provide appropriate career exploration courses as well as career concentration options; and
- f. Scheduling approaches to 24 credits that can meet the required 150 instructional hours.

4. Affirm the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments, should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24.

Approval of Rule for Third Math Credit

Adopt the amendments to WAC 180-51-060 and 180-51-061 and the adoption of a new rule WAC 180-51-066, as set forth in the CR 102 filed with the Code Reviser on June 11, 2008, and direct staff to file the CR 103 making the amendments to the existing rules and the new rule permanent. The third math credit will go into effect for the class of 2013.

Approval of ACT Writing Cut Scores for Alternative to Washington Assessment of Student Learning

Adopt an ACT-Writing score of "15" as necessary to demonstrate a student has met the state standard in writing, once eligibility requirements for use of the SAT/ACT/AP option have been met.

Additional Approval Items

- FY09 State Board of Education operating budget.
- David Heil and Associates contract extension to review new OSPI K-10 science standards.
- Strategic Teaching contract to review OSPI math curricular and instructional menus.
- 180 day waiver requests for 19 school districts with a decision to write a letter to the legislature to address the Lyle School District's request for a four day school week due to transportation costs.
- 484 Private Schools approval for 2008-09 school year.

Brief Synopsis of Meeting

Meaningful High School Diploma CORE 24 Proposal

The Board approved the CORE 24 Graduation Requirements Policy Framework consisting of subject area requirements, culminating project, and high school and beyond plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the legislature. The framework will help students prepare for postsecondary education and the 21st century world of work and citizenship.

Requirements would include:

- 4 credits of English
- 3 credits of math
- 3 credits of science (including 2 lab)
- 3 credits of social studies
- 2 credits of arts
- 1-1/2 credits of physical education
- .5 credits of health
- 3 credits of career concentration
- 2 credits of world language (optional for students pursuing a "career emphasis" pathway)
- 2 credits of electives

These requirements can be obtained through many different ways, including cross crediting between career and technical education courses and traditional academic courses, competency equivalents, taking courses in middle school.

The Board maintained the culminating project and called for the high school and beyond plan to begin in middle school.

The Board will establish an **Implementation Task Force** to assist in addressing the implementation issues identified in public outreach. These issues include, but are not limited to:

- a) An implementation schedule that prioritizes phase-in or new credit requirements.
- b) Ways to operationalize competency-based methods of meeting graduation requirements.
- c) Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
- d) Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.,
- e) Ways to provide appropriate career exploration courses as well as career concentration options.
- f) Scheduling approaches to 24 credits that can meet the required 150 instructional hours.

The Board will advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24.

Accountability Update

The Northwest Regional Educational Laboratory presented its findings on the policy barriers study. They interviewed several hundred educators and policy makers in Washington. All stakeholders agreed that there is a lack of statewide program coherence. All too often districts receive multiple inputs from various educational policy-making bodies at the state level.

Key policy barriers identified from both teachers and administrators included:

- School and district financial resources are insufficient to assure that all students achieve at grade level.
- Lack of time for professional development and teacher collaboration time.
- School and district financial resources are inflexible to target funding where highest needs are to improve student achievement.

Another big barrier teachers identified was class size. Principals and superintendents identified the inability to dismiss ineffective staff as a large barrier.

Mass Insight is examining strategies for state and local partnerships for school turnaround as well as new ways to create partnerships. Turnaround differs from incremental reform in a variety of ways including: sufficient time, funding, flexibility, leadership and partner capacity. A variety of Washington education stakeholders have been engaged with them through a variety of outreach efforts, including a design team. Mass Insight is proposing an Innovation Zone for districts with schools that continue to have students that do not meet the state's criteria for performance. (The State Board of Education is currently proposing a list of criteria in an accountability index.) The goal of these partnerships is to significantly increase student achievement. The state would identify schools that need help and their districts would have the ability to opt into an Innovation Zone.

The Board will hold a work session on August 12, to examine additional issues with the Innovation Zone such as voluntary vs. mandatory, changes in conditions to provide district and school flexibility, what happens if schools continue not to improve and the roles for OSPI and the SBE. The Board will meet with a variety of stakeholder groups throughout the fall on these proposals. The Board plans to review a draft accountability package at its September Board meeting.

Math Standards Update

Strategic Teaching provided its final report on the Algebra I, Geometry, and Algebra II standards revisions. Strategic Teaching met with the Math Panel on June 12 for feedback on its report. The Board took public comment and approved the final report on the high school standards.

Next week the Board will have a special teleconference meeting on July 30 to review and consider the approval of the Superintendent of Public Instruction high school math standards based on the Strategic Teaching report for adoption in a special Board meeting.

Third Credit of Math

The Legislature mandated that the Board adopt three credits of high school math as well as define the content. A third math credit will be required for all students beginning with the Class of 2013. They must complete this third credit of math in an Algebra II course that aligns with the new math standards. This course requirement can be completed through an approved career and technical education course of study that is comparable in course content but allows the student to earn more than one credit to complete. A student may, upon completion of Algebra I and Geometry, elect a different third math credit. This elective choice shall allow students to replace the Algebra II requirement with a third math credit that furthers their career path defined in their High School and Beyond Plan. A defined process for this elective choice will include the student, his/her family or designee, as well as a representative from the high school.

Overview of K-12 Funding: Current Picture of State and Local Funding for K-12 and Review of Comprehensive Proposals to Basic Education Finance Task Force

Jennifer Priddy, Assistant Superintendent of Financial Resources in the Office of Superintendent of Public Instruction (OSPI), presented information to the Board about the current picture of Washington State and local funding for K-12 education. The Board also heard brief presentations from Lisa Macfarlane, League of Education Voters; Paul Rosier, Washington Association of School Administrators, representing the Full Funding Coalition; and Jennifer Priddy, OSPI, whose comments about OSPI's proposal were incorporated into her presentation on the current picture of funding.

The next Board meeting will be in Pasco at ESD 123 September 24-25, 2008.

For additional information and Board meeting materials go to: www.sbe.wa.gov or call the Board office at: 360-725-6025.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

CHARTER FOR CORE 24 IMPLEMENTATION TASK FORCE

Project Purpose

The purpose of the CORE 24 Implementation Task Force (ITF) is to examine the implementation issues associated with the CORE 24 High School Graduation Requirements Framework, passed by the State Board of Education (SBE) in July 2008. The ITF will advise the SBE on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013. Although it is the SBE's intent for the CORE 24 requirements to be fully implemented by the graduating class of 2016, assuming funding by the legislature, the ITF should take into consideration ways to move the system forward *toward* CORE 24 requirements in the event only partial funding is attained.

Background

At the July 2008 SBE meeting, the SBE approved the CORE 24 High School Graduation Requirements Framework through the following motions, which included specific direction to staff to establish an Implementation Task Force. The motions reference the Meaningful High School Diploma (MHSD) memorandum (the "larger paper") approved by the Board on July 24, 2008.

1. Establish the CORE 24 Graduation Requirements Policy Framework, per the attached Adoption Document, consisting of subject area requirements, Culminating Project, and High School and Beyond Plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the legislature.
2. Maintain the Culminating Project and High School and Beyond Plan as graduation requirements, with modifications developed in consultation with the Board's implementation advisors. Begin the High School and Beyond Plan in middle school.
3. Direct staff to establish an Implementation Task Force to make recommendations to the Board by June 2009, to address implementation issues identified through (prior) public outreach and cited in the larger (July 2008 MHSD memorandum) paper. These include, but are not limited to:
 - An implementation schedule that prioritizes phase-in of new credit requirements.
 - Ways to operationalize competency-based methods of meeting graduation requirements.



- Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
 - Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.
 - Ways to provide appropriate career preparation courses, as well as career concentration options.
 - Scheduling approaches to 24 credits that can meet the required 150 instructional hours.
4. Affirm the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments, should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day¹, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24.

Connection to the Board's Mission, Goals, and Work Plan

One key strategy to meet the SBE's goal to improve student preparation for post-secondary education and the 21st century world of work and citizenship is to create a coherent and rigorous set of graduation requirements that keeps all options open for all students. With the actions taken in July 2008, the SBE established the CORE 24 High School Graduation Requirements Framework. The CORE 24 Implementation Task Force, part of the SBE's September 2008-August 2009 work plan, is an integral step in moving the work forward.

Board Role

The SBE's role is to receive the recommendations of the Implementation Task Force (ITF), consider them in the context of the larger policy environment, and ask for further clarification if needed. The SBE will formulate policy for CORE 24 implementation.

ITF Co-leads

Jack Schuster and Steve Dal Porto will serve as Co-leads for the ITF. The Co-leads will oversee the work of the ITF, including:

- Helping to select the membership.
- Attending all meetings of the Task Force, bringing forward questions from the Board.
- Identifying policy questions to be considered by the SBE.
- Reporting back to the Board on the progress of the Task Force.
- Attending meetings (AWSP, WSSDA, WASA, etc.) with staff, as possible, to discuss CORE 24 and its implementation.
- Being a "sounding board" for staff as questions arise.

¹ The Board's intent is not to require all school districts to implement a six-period day, but rather to advocate for funding up to the level of six periods.

Relationship of Implementation Task Force and Meaningful High School Diploma (MHSD)

Eric Liu will continue to serve as the Board lead on the Meaningful High School Diploma project. He will provide strategic guidance needed to advocate for CORE 24, and will continue to carry the unfinished MHSD work forward, leading the policy development of the Board's approaches to the Culminating Project, High School and Beyond Plan, essential skills, and middle school/high school connections.

As appropriate, the ITF will consider the issues of the Culminating Project, High School and Beyond Plan, essential skills, and middle school/high school connections and make recommendations to the MHSD Lead, Eric Liu.

Scope of Work

The CORE 24 Implementation Task Force (ITF) will be comprised of a central leadership group that will consider the systems issues that need to be addressed in order to implement the CORE 24 framework, as approved by the Board. Individuals wishing to serve on the ITF must express their interest formally. The ITF will:

- Develop a strategy for addressing the implementation issues identified in the Board's motion approval language and any other issues the Board and/or Task Force deems important (see list of implementation issues below).
- Provide options for a phase-in process within the 2013-2016 parameters established by the Board.
- Help identify people to serve on practitioner-based work groups, if needed.
- Analyze the advantages and disadvantages of recommendations, in order to provide the Board with different options to consider.
- Consult informally with colleagues to provide ongoing feedback from the field.

The central leadership group of approximately 15 people will include working or recently retired practitioners well-respected by their peers for their deep and wide understanding of systems issues, depth of expertise, and ability to think systemically and creatively.

This group of leaders *collectively* will bring expertise in:

- Rural, suburban, and urban districts.
- Districts of different sizes and from eastern and western areas of the state.
- Districts with different levels of career and technical education involvement, including skills centers.
- Districts with Navigation 101.
- Comprehensive and alternative high schools.
- Middle and high school perspectives.
- Curricular issues spanning an array of subjects.
- Counseling.
- Struggling and gifted students.
- English Language Learner (ELL) perspectives.
- Private schools.

The ITF will seek people in different leadership roles who serve, or have recently served, in the K-12 system. Practitioner-based, issue-specific, and ad-hoc work groups, coordinated by staff will support the work of the Implementation Task Force, as needed.

Implementation Questions and Issues

This list represents the issues identified in the Board's motion, as well as other issues that have been raised during the SBE discussions of CORE 24 with stakeholders. The list, with any additions the SBE might make, is intended to be a starting place for discussion with the Implementation Task Force.

- 1. What is the optimal strategy for phasing in the CORE 24 requirements, beginning with the graduating class of 2013 and becoming fully implemented with the graduating class of 2016?**
The ITF will advise the SBE on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013. Although it is the SBE's intent for the CORE 24 requirements to be fully implemented by the graduating class of 2016, assuming funding by the legislature, the ITF should take into consideration ways to move the system forward toward CORE 24 requirements, in the event only partial funding is attained.
 - 2. What flexibility, if any, is needed to make CORE 24 requirements work for all students, e.g., ELL learners, IB diploma candidates, struggling students, etc.?**
The ITF should consider, at a minimum, the advantages, disadvantages, and optimal use of competency-based credit, credit "plus" approaches that allow students to earn one credit but satisfy two requirements, credit earned in middle school, and limited credit waiver authority for local administrators.
 - 3. What conventional and out-of-the-box ideas should the SBE consider to implement CORE 24?**
The ITF should recommend creative, practical, and doable ways (e.g., the role of online learning, collaborative arrangements across districts, etc.) to address the capacity issues that CORE 24 will inevitably raise.
 - 4. What scheduling approaches assure sufficient opportunities for students to earn 24 credits and meet the definition of instructional hour credit, established in rule?**
The ITF should outline different scheduling scenarios to identify the challenges and solutions districts might consider to satisfy the requirements of CORE 24.
 - 5. What should the career concentration requirement look like in practice?**
The ITF should recommend ways to assure that the career concentration requirement incorporates the expectations of the current occupational education requirement, and considerations for the relationship of the Culminating Project and High School and Beyond Plan to the career concentration requirement.
 - 6. What issues need to be addressed in order for the High School and Beyond Plan to begin in middle school?**
The ITF should recommend ways to build connections between high school and middle school.
-

Deliverables

The Implementation Task Force will produce:

- Recommendations with analyses of advantages and disadvantages related to the issues itemized in Motion #3, passed in July 2008 (see details in background section of this paper).
- Recommendations with analyses of advantages and disadvantages related to other relevant issues the ITF identifies.
- Regular feedback from the field on CORE 24 perceptions, concerns, and support.

Suggested Timeline

Although the original motion language specified June 2009 as the deadline "to address implementation issues identified through (prior) public outreach and cited in the larger paper," this suggested timeline is probably a more realistic approximation of the extended time that will be needed to think carefully through the different issues. Specific dates are included only for the first two meetings; later dates will be established in consultation with the ITF.

Meetings	Dates
First meeting of Task Force	February 2, 2009
Second meeting of Task Force	March 2, 2009
Third meeting of Task Force	May 2009
Fourth meeting of Task Force	June or August 2009
Fifth meeting of Task Force	October 2009
Sixth meeting of Task Force	December 2009

Communication Plan

Updates from the Implementation Task Force will be provided at regularly-scheduled meetings of the Board. Board members and SBE staff will be making formal presentations in a variety of venues in order to provide information about CORE 24 and seek input on implementation issues from stakeholders. The SBE will work with OSPI, legislative staff, and the Governor's staff to keep them informed of the work and share progress with key stakeholders, including the legislature.

Staff Project Manager

Kathe Taylor, Policy Director

Expected Action

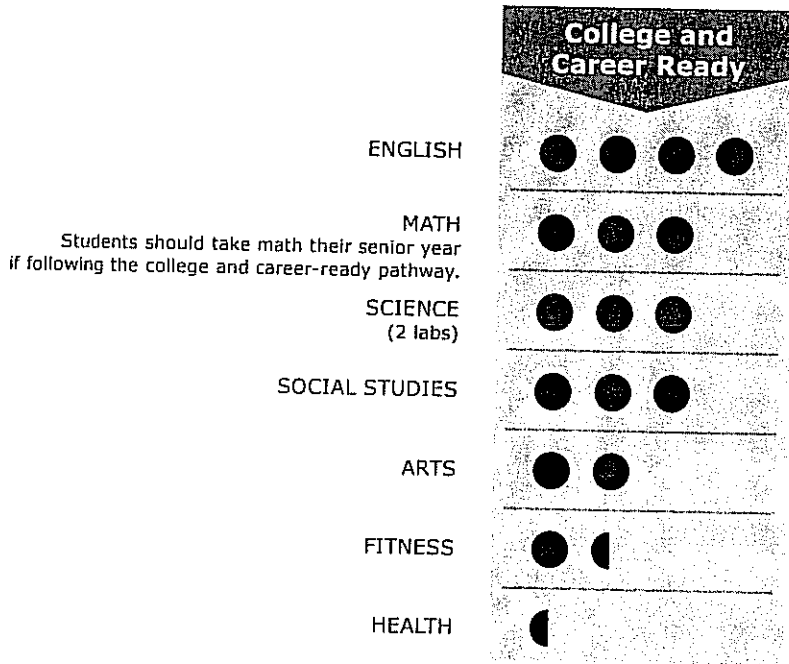
Motion to approve the charter for the Implementation Task Force and extend the timeline from June 2009 to the suggested schedule outlined above.

Opening Doors with Core 24

2010.01.25

What is Core 24? Core 24 is the new set of credit requirements for high school graduation being considered by the Washington State Board of Education. Core 24 will require students to develop a high school and beyond plan and choose courses to help them achieve their goals. Core 24 requirements will provide students with a strong academic foundation, and the flexibility to prepare them for whatever path they choose—whether that's the workforce, an apprenticeship in the trades, or a community or four-year college.

Core 24



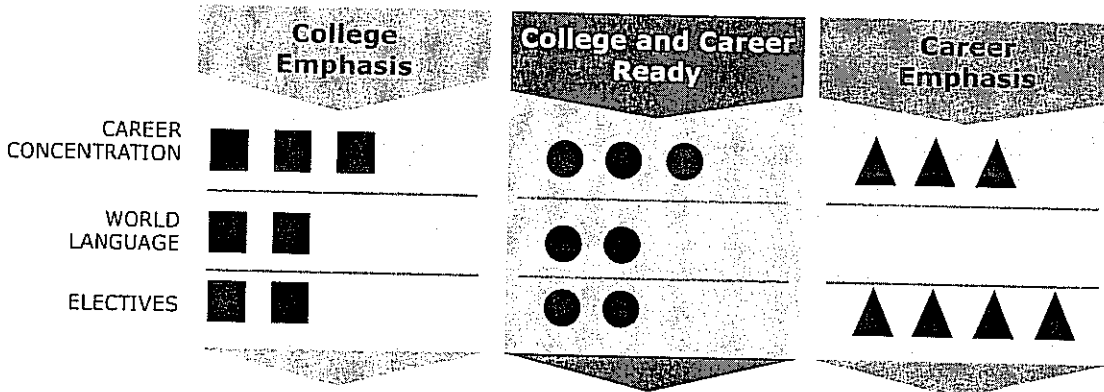
One Diploma -- Three Choices

Students will enroll automatically in Core 24's college + career ready requirements.

All students will take Core 24's strong foundation of core subjects.

Students will have the flexibility to choose an emphasis based on their High School and Beyond Plan.

Students will also complete a culminating project to earn a diploma.



NOTE: The Core 24 Implementation Task Force (ITF) will recommend a definition of career concentration to the Board in the spring of 2010.

The end result... **Educated Citizens with Living Wage Jobs**

Core 24 = Flexibility

CROSS CREDITING: Where appropriate, career and technical education-equivalent courses may be substituted.

THIRD MATH CREDIT: After completing algebra I and geometry, a student may elect a third rigorous, high school level math credit to replace algebra II/integrated math III with a math course that furthers their career path defined in the high school and beyond plan.

THE MIDDLE SCHOOL CONNECTION: Some requirements may be satisfied in middle school.

WAIVERS: Fitness credits can be waived as provided by state law.

Core 24 - The Principles of Success

2010.01.25

EQUIP EVERYONE: Prepare ALL students for life after high school - in gainful employment, an apprenticeship, or postsecondary education.

EXPECT MORE: Align requirements to meet the increased expectations of the 21st century workforce.

PROVIDE FLEXIBILITY: Allow students to customize their education, creating relevance to their interests.

GIVE FOCUS: Encourage students to align course work to achieve their future goals.

PLAN AHEAD: Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.

START EARLY: Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

Core 24 FREQUENTLY ASKED QUESTIONS

1. What will Core 24 do for students? Core 24 is designed to provide students with the breadth and depth of knowledge/skills needed for just about any postsecondary endeavor. Core 24 also aligns with the current administration's goals of making America a leader in post secondary attainment. All students will be automatically enrolled in a set of Core 24 college and career ready requirements that are aligned with the Higher Education Coordinating Board minimum four-year public college admissions requirements. However, students will have an opportunity to elect alternative pathways, depending on their high school and beyond plan.

2. Will Core 24 be funded? As stated in the Board's Core 24 2008 adoption document, the implementation of the Core 24 graduation requirements policy framework will be contingent on funding. The Board further identified key funding areas for Core 24's implementation: instructional time, a comprehensive education and career guidance system, and additional support for struggling students. The Core 24 adoption document is available online at <http://www.sbe.wa.gov> (under "Meeting Materials" tab, then "July 2008 Board meeting materials.")

3. How and when will Core 24 be implemented? The SBE has charged an Implementation Task Force to recommend to the SBE policies and issues that will need to be considered to implement Core 24. Twenty education practitioners serve on the ITF. The ITF will finish their work in spring 2010. SBE will then consider the ITF recommendations for Core 24 implementation. The ITF has suggested to the SBE that Core 24 will need six years to phase in, once funding begins. Based on this timeline, if funding were to begin in 2011, phase-in would be complete for the Class of 2017. The SBE will advocate to begin funding as soon as possible, and will seriously consider the ITF recommendations. In the meantime, some districts will move ahead more quickly.

4. Core 24 needs to work with all students. How will this happen? Flexibility is built into Core 24 requirements through state laws and rules that:

- Create opportunities to earn credits through Career and Technical Education course-equivalents and apply them to graduation
- Create opportunities to earn credits in middle school.
- Enable districts, under limited circumstances, to waive specific graduation requirements
- Provide dual credit options for students to earn college and high school credit simultaneously
- Define procedures for granting high school graduation credits for students with special educational needs
- Give students the option of electing a different third credit of math
- Allow districts to award credit based on competency.

The Implementation Task Force may also recommend additional policy flexibility for the Board's consideration.

5. What happens if students fail something? Districts will need to help students, as they do now, recover credit for failed courses, using a variety of strategies such as scheduling extra classes, extending the school day, providing summer school, providing access to online learning, etc. Support for struggling students is essential to help students succeed.

6. How can districts prepare for Core 24? Some districts are anticipating Core 24 by redirecting current state and local resources to revise graduation requirements to better prepare students for life after high school. This decision is up to the district. Half of Washington's districts already require 24 or more credits to graduate, but all districts will need to make adjustments to adapt to Core 24.

Core 24

Updated: January 2010

1. [What is a meaningful high school diploma?](#)
2. [What is Core 24?](#)
3. [What action has the Board taken around Core 24?](#)
4. [How did Core 24 evolve?](#)
5. [What are the principles of Core 24?](#)
6. [What is Core 24's role in education reform?](#)
7. [Why change graduation requirements now?](#)

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1. What is a meaningful high school diploma?

In 2006, The Washington State Legislature asked the SBE to define the purpose of a diploma. Working with the Meaningful High School Diploma advisory committee, SBE adopted the following definition:

"The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns the credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable."

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2. What is Core 24?

Core 24 is the new set of credit requirements for high school graduation being considered by the SBE. Core 24 will require students to develop a high school and beyond plan and choose courses to help them achieve their goals. Core 24 requirements will provide students with a strong academic foundation, and the flexibility to prepare them for whatever path they choose—whether that's the work force, an apprenticeship in the trades, or a community or four-year college. The [current Core 24 graphic outlines](#) the expectations.

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3. What action has the Board taken around Core 24?

The Core 24 graduation requirements framework of credit requirements, high school and beyond plan, and culminating project was formally accepted by the Board during the July 2008 Board Meeting, with implementation contingent on funding by the legislature. See key documents from our [meeting page](#) below.

- o [July Board Meeting Highlights - Includes the Adopted Core 24 Motions](#)
- o [Meaningful High School Diploma July 2008 Memorandum](#)
- o [Core 24 July 2008 Adoption Document](#)

In November 2008, the Board approved a [charter](#) for the [Implementation Task Force \(ITF\)](#) and helped to select members of that committee to work on Core 24 implementation issues. The ITF began meeting in March 2009 and will finish its work in spring 2010. Meeting information and materials from those sessions are available on our [meeting page](#).

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4. How did Core 24 evolve?

SBE collected input over an 18-month period in 2007-2008 from students, parents, educators, administrators, and business and community leaders. SBE also reviewed state and national studies, compiled data on current high school district requirements and re-examined the purpose of diploma.

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5. What are the principles of Core 24?

Core 24 is based on the following principles:

1. Equip everyone: Prepare ALL students for life after high school—in gainful employment, an apprenticeship or postsecondary education.
2. Expect more: Align requirements to meet the increased expectations of the 21st century workforce.
3. Provide flexibility: Allow students to customize their education, creating relevance to their interests.
4. Give focus: Encourage students to align course work to achieve their future career goals.
5. Plan ahead: Emphasize the high school and beyond plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.
6. Start early: Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

Under Core 24, all students would be enrolled automatically in college and career ready courses that would keep all postsecondary college and career options open unless they chose to pursue a college emphasis or a career emphasis only.

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6. What is Core 24's role in education reform?

The 2009 Legislature redefined basic education to include the opportunity to earn 24 credits for graduation.

SBE is committed to advocating for the resources and funding needed to better prepare students for success in the 21st century workforce, postsecondary education and citizenship. SBE has stated clearly that the implementation of CORE 24 is contingent on funding. Until funding is secured, no rules will be written.

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7. Why change graduation requirements now?

Washington's [graduation credit requirements](#) were last changed in 1985. Since then, globalization and technology have dramatically changed our economy and expectations of graduates. Current state requirements don't formally prepare a student for anything. Only students who have good counseling and advising, informed parents, or who are self-motivated and determined will know how to put together a program of study that will get them where they want to go.

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2010

**Core 24 Implementation Task Force Final Report
to the Washington State Board of Education
April 15, 2010**

The Core 24 Implementation Task Force, comprised of education practitioners from around the state, was charged by the Washington State Board of Education (SBE) to provide policy recommendations for the implementation of the Core 24 graduation requirements framework. These policy recommendations will be presented to the SBE at its May 13-14, 2010 meeting.

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

BACKGROUND

The State Board of Education (SBE) created the Core 24 Implementation Task Force (ITF) to examine the implementation issues associated with the Core 24 high school graduation requirements framework, passed by the State Board of Education (SBE) in July 2008. The SBE chartered¹ the ITF to advise the SBE on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013. Specifically, the SBE charged the ITF to produce three deliverables:

1. Recommendations with analyses of advantages and disadvantages related to the issues itemized in Motion #3, passed in July 2008. These issues included:
 - A. An implementation schedule that prioritizes phase-in of new credit requirements.
 - B. Ways to operationalize competency-based methods of meeting graduation requirements.
 - C. Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
 - D. Phasing in Core 24 to address issues such as teacher supply, facility infrastructure, etc.
 - E. Ways to provide appropriate career preparation courses, as well as career concentration options.
 - F. Scheduling approaches to 24 credits that can meet the required 150 instructional hours.
2. Recommendations with analyses of advantages and disadvantages related to other relevant issues the ITF identifies.
3. Regular feedback from the field on CORE 24 perceptions, concerns, and support.

In addition, the SBE asked the ITF to look at the issue of **automatic enrollment** and to recommend a process connected to the **High School and Beyond Plan** for students to elect and formally declare a college or career emphasis if they want to elect an alternative to pursuing the default college and career-ready requirements.

Members of the Core 24 Implementation Task Force (ITF) (see Attachment A) were selected from over 150 applicants. The ITF members collectively brought to the table a depth and breadth of expertise in diverse student populations, as well as school and district sizes, types, and locations. The ITF met nine times² between March 2, 2009 and March 15, 2010 to form recommendations, and convened via webinar to review the draft report on April 14, 2010. Their work was informed by the feedback they solicited from the groups and organizations listed in Attachment B.

¹ The SBE approved a charter for the work of the ITF in November 2008.

² All meeting materials are posted on the State Board of Education website.

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The SBE asked the ITF to consider its recommendations in the context of the approved Core 24 graduation requirements framework; the Board did not ask the ITF to suggest amendments to the framework. The ITF was in general agreement that:³

- More demanding requirements will better prepare students
- Multiple pathways will enable students to pursue preparation that best fits their goals

At the same time, ITF members expressed reservations about the implementation of Core 24, citing most strongly concerns about full and sustainable funding. Other concerns included science and arts facilities, two credits of arts, sufficient supply of highly-qualified teachers, and the challenge that Core 24 poses for students who need more time and support, including English Language Learners and students who fail classes, and who often lose elective opportunities because they need to take remedial classes.⁴

In various places in this report there are references to “meeting a graduation requirement” and “earning a credit.” A student might meet a graduation requirement without earning a credit. In either case, the student would still be required to earn 24 credits as defined by the State Board of Education.

RECOMMENDATIONS

This technical table provides a reference to the recommendations that correspond to each task assigned by the SBE to the ITF.

Task	Recommendation
Phase-in: implementation schedule, teacher supply, facility infrastructure, etc.	1
Competency-based approaches	2,3,5
Struggling students: assisting struggling students with credit retrieval and advancing their skills to grade level.	7
Career concentration: providing appropriate career preparation courses, as well as career concentration options.	6
Scheduling approaches to 24 credits that can meet the required 150 instructional hours.	2,3,4,9
Automatic Enrollment	10
High School and Beyond Plan	8,9,10

Process. With the exception of the phase-in recommendations, which had already been presented to the SBE in November, 2009, the 15 (of 19) ITF members present at the

³ Based on ITF members’ individual responses to a March 5, 2010 e-mail query, “Which aspects of Core 24 help meet the Board’s graduation requirements policy goal to better prepare students for the job, career, and postsecondary education demands they will face after high school?” (better means better than current state-prescribed requirements do).

⁴ The e-mailed prompt asked ITF members, “What is your primary concern about the implementation of Core 24?” All of the responses are listed in a document called “Draft Key Messages” posted on the SBE website under “Meeting Materials” for the March 15, 2010 ITF meeting. <http://www.sbe.wa.gov>

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

March 15, 2010 meeting voted on each recommendation, using an audience response system to tally the votes. The vote count is provided by each recommendation.

- 1. Phase-in Policy Recommendation.** (The SBE asked the ITF to deliver its phase-in recommendations in fall 2009, in order to factor them into the deliberations of the Quality Education Council prior to the 2010 legislative session.)

"The ultimate success of students' meeting the requirements of Core 24 depends on a systems approach across the K-12 spectrum. The ITF believes the framework articulated in ESHB 2261 addresses much of the necessary supports needed to meet this essential work on behalf of the students across the state. With that in mind and based on the ITF's current awareness of the issues with this work, the following recommendations are put forward for consideration by the SBE:

1. Stable funding in categories articulated in ESHB 2261 must be provided to support the implementation of Core 24 for at least grades 8 through 12. In particular, funding to meet class size standard, extra support for high poverty schools, guidance and counseling, as well as resources aimed at supporting struggling students are essential.
2. Once funding begins, the ITF believes districts will need one year for planning purposes and five years to make the relevant changes needed to graduate the first students meeting Core 24 expectations (beginning with students in the eighth grade of the first graduating class affected by the new requirements).
3. The ITF also remains concerned about the facilities needs associated with the increase in graduation requirements. We believe that many high schools will need to create and/or repurpose space to provide appropriate learning environments to meet these increased course requirements."⁵

Advantages of a 6-year Phase-in	Disadvantages of a 6-year Phase-in
<ul style="list-style-type: none"> • Reinforces the importance of middle level preparation in achieving the goals of Core 24 • Provides adequate lead time for districts to assess needs and make the needed changes, including repurposing of space 	<ul style="list-style-type: none"> • Does not meet the Board's goal of implementation for the graduating Class of 2016

- 2. Two-for-One Policy Recommendation.** [Vote: 14 yes. 1 no]. Encourage districts to explore competency-based methods of awarding credit by creating a state policy that would enable students to earn one credit and satisfy two requirements when taking *either* a CTE course that has been designated by the district to be equivalent to a graduation requirement or another course that has been designated by the district to be equivalent to a graduation requirement (e.g., marching band and physical education);

⁵ November 2009 PowerPoint presentation to SBE by ITF co-chairs, Jennifer Shaw and Mark Mansell

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

human anatomy/physiology and health). Standardized transcripts would note whether the student met the graduation requirement by equivalency or by credit. Districts would establish an equivalency process to ensure that the standards for both graduation requirements are met in one course, and would set the limit on the number of "two for one" classes a student could take. Students would still need to earn a total of 24 credits.

Credits and requirements would be satisfied according to the district policy where the student took the course. Reciprocity across districts must be honored, with the expectation that districts would work together in the best interests of students.

Advantages of a Two-For-One Policy	Disadvantages of a Two-For-One Policy
<ul style="list-style-type: none"> • Provides greater flexibility for students to build other courses into their schedules • Provides greater flexibility for students in skills centers • Will encourage districts to establish course equivalencies • May encourage development of professional learning communities as teachers collaborate to establish equivalencies • Builds on expertise of CTE community • Leads to more integrated coursework 	<ul style="list-style-type: none"> • Without clear state parameters, the policy could be interpreted inconsistently within and/or across districts and make it difficult for students to transfer credits across schools and/or districts • Would require changes to standardized transcript • Would need to clarify with the higher education community whether, or under what circumstances, colleges would accept one course meeting two requirements

3. Redefine "credit" in WAC Policy Recommendation. [13 yes. 2 no]. High school credit is defined in rule by the State Board of Education⁶ as:

a) One hundred fifty hours of planned instructional activities approved by the district; or

(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.

While recognizing the importance of investing time in learning, the ITF recommends that the SBE eliminate in the above WAC the time-based (150 hours) definition of a credit⁷ (a), and maintain the competency-based definition of a credit (b). This policy would place the focus on student-centered learning and allow districts the flexibility to determine, and individualize, how much course time is needed for students to meet the state's standards.

⁶ 180-51-050

⁷ Washington is one of 27 states that define credit in terms of time. Among these states, only Louisiana, which requires 177 hours for a six-period day, exceeds Washington's 150-hour requirement. The most frequently occurring (modal) time-based definition is 120 hours (held by nine states, or 33% of the 27).

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Advantages of Eliminating the Time-based Definition	Disadvantages of Eliminating the Time-based Definition
<ul style="list-style-type: none"> • Shifts the emphasis from time to rigor; places responsibility on districts to assure that rigorous standards are applied to all courses, and that the time needed to achieve those standards is provided. • Consistent with the state's direction toward standards-based learning • Does not artificially connect learning to time • Creates more flexibility for districts to focus on student-centered learning that will enable students to progress at their own rates • Eliminates existing inconsistencies created by differences in schedules; evidence^b suggests that districts on block schedules are less likely to meet the 150 hour requirement • Eliminates inconsistencies across districts in the ways districts define and count "instructional hours". 	<ul style="list-style-type: none"> • May be viewed as less objective, measurable and easy to understand • Lacks the power of a time-based requirement to act as an equalizer—a form of standardization that reduces the likelihood that districts will cut corners • Establishes no minimum, measurable threshold of expectation • It could decrease student-teacher contact time.

4. **Limited Local Waiver Authority Policy Recommendation.** [13 yes. 2 no]. Give limited waiver authority to local administrators by delegating to each school board the authority to adopt policy that prescribes administrator latitude and discretion for waiving required credits, using these parameters:

- Waivers are limited to no more than two graduation requirements (not credits).
- The waiver(s) must be based upon student need as articulated in the High School and Beyond Plan.
- The waiver(s) must be documented on the standardized transcript.
- No waivers in a content area are authorized if the student has failed to meet standard on the required state assessment in that content area (e.g., math, reading, writing, science).
- A district must have a written policy regarding waivers before any waivers are authorized.
- Students must still earn 24 credits.

^b See *Analysis of School Bell Schedules and Graduation Requirements* prepared by SBE staff for the May 18, 2009 meeting of the ITF.

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Advantages of Limited Local Waiver Authority	Disadvantages of Limited Local Waiver Authority
<ul style="list-style-type: none"> • Allows flexibility to meet requirements • Acknowledges the professional judgment of local staff (principals) • Acknowledges that there are many variables in the way students learn • Gives small schools needed flexibility 	<ul style="list-style-type: none"> • It's only as good as the people/systems giving the waivers • Inconsistencies will occur • Protects against waiver only those subjects for which there is a required state assessment, and then only when the student has not met standard on the required state assessment.

5. **Competency-based Credit Policy Recommendation. [8 yes. 7 no.]** This policy was debated spiritedly, and the resulting vote reveals the divergence of views on the topic. The recommendation is to authorize through rule the opportunity for students who meet standard on state-approved end-of-course assessments to earn credit for the associated course, even if the student fails the class.

Advantages of State WAC on Competency-based Credit Related to State End-of-Course Assessments	Disadvantages of State WAC on Competency-based Credit Related to State End-of-Course Assessments
<ul style="list-style-type: none"> • Provides consistency across state • Provides guidance to districts about one form of competency-based credit • Consistent with the state's direction toward standards-based learning 	<ul style="list-style-type: none"> • Takes away local control • No single assessment can test the breadth of material covered in a class • May reward students for the wrong reasons (If students know they can earn credit as long as they pass the EOC, they may choose to disregard other course requirements.)

6. **Career Concentration Policy Recommendation. [13 yes. 2 no]⁹.** Use the following definition to define career concentration:

Fulfill 3 credits of career concentration courses that prepare students for postsecondary education and careers on their identified program of study in their high school and beyond plan. One of the three credits shall meet the standards

⁹ This definition did not pass on the first vote (5 yes, 10 no) because the last sentence only suggested that one of the three credits "should meet" the standards of an exploratory CTE course. When "should" was changed to "shall," the vote changed.

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

of an exploratory career and technical education (CTE) course, as currently defined in the SBE's graduation requirements WAC¹⁰.

Advantages of Career Concentration Definition	Disadvantages of Career Concentration Definition
<ul style="list-style-type: none"> • Provides sufficient flexibility to address different students' needs • Retains core (employability and leadership skills) of occupational education requirement • Connects High School and Beyond Plan with course selection 	<ul style="list-style-type: none"> • Relies on a High School and Beyond planning process that may not exist yet in some schools

7. **Credit Recovery Advocacy. [15 yes. 0 no].** The SBE should advocate for:
- resources needed to implement and staff programs necessary to assist struggling students in credit recovery. Funding could be similar to the new LAP funding model.
 - the state to develop a database of intervention options so that each district has possible models to implement.

Advantages of Credit Recovery Advocacy	Disadvantages of Credit Recovery Advocacy
<ul style="list-style-type: none"> • Consistent with Board's formal support for funding assistance for struggling students as part of Core 24¹¹ 	<ul style="list-style-type: none"> • Requires funding • Board can advocate, but only the legislature can provide funding

8. **High School and Beyond Plan Starting at Middle School Policy Recommendation. [15 yes. 0 no].** A plan should be started at the middle level with a focus on exploring students' options and interests. The ITF recommends increasing the comprehensive counseling services available at the middle level.

Advantages of High School and Beyond Plan at Middle Level	Disadvantages of High School and Beyond Plan at Middle Level
<ul style="list-style-type: none"> • Consistent with Board's desire to initiate the High School and Beyond 	<ul style="list-style-type: none"> • Board has no authority to require that the High School and Beyond Plan

¹⁰ WAC 180-51-066

¹¹ *Affirm the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments, should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day¹¹, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24. (SBE motion passed in July 2008)*

**Core 24 Implementation Task Force Policy Recommendations for
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Advantages of High School and Beyond Plan at Middle Level	Disadvantages of High School and Beyond Plan at Middle Level
<p>Plan (HSBP) at the middle level.</p> <ul style="list-style-type: none"> • Specifies the focus of what the HSBP should be at the middle level. • Consistent with Board's formal support for funding for a comprehensive education and career guidance system as part of Core 24 	<p>begin at the middle level—can provide only guidance</p>

9. Flexibility to Meet High School Requirements At Middle Level Standards Policy Recommendation [10 yes. 5 no]. Provide opportunities for students to begin meeting high school graduation requirements at the middle level when courses meet rigorous standards as determined by the local districts. As provided by law,¹² credits may be awarded if the course meets the same standards as the high school equivalent, and the student and parent elect to record the credit on the transcript.

Advantages of Flexibility to Meet High School Requirements at Middle Level Standards	Disadvantages of Flexibility to Meet High School Requirements at Middle Level Standards
<ul style="list-style-type: none"> • Opens up scheduling flexibility in 9-12 • Provides local control for districts to determine the number and type of courses that could be satisfied at the middle level • Provides more opportunities for students to begin meeting high school requirements in middle school (currently, students may meet only for-credit requirements) 	<ul style="list-style-type: none"> • Creates statewide inconsistency by allowing variations across districts in which requirements can be met at middle level standards • Could create a perception that courses that "meet a requirement" are less important than those that "earn credit". • Requires a philosophical shift on part of SBE; Board would have to acknowledge that districts could allow some high school requirements to be met after being taught to middle level standards (e.g., WA State History). • Would require highly qualified teacher for 4-12 in middle school • Could displace what middle level students are already taking • Creates a registrar's nightmare without some prescription of district reciprocity

10. Automatic Enrollment Policy Recommendation [14 yes. 1 no]. Automatic enrollment means all students will take the core 18 credits. Students will develop a plan by the end of 8th grade for the entire Core 24 requirements. Comprehensive guidance—including review of the plan-- will be provided to all students annually.

¹² [RCW 28A.230.090](#)

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Distribution of the remaining six credits would be determined by the student's high school and beyond plan (HSBP).

Core Credits for
Automatic Enrollment

Subject	Credits
English	4
Math	3
Science	3
Social Studies	3
Fitness	1.5
Health	.5
Arts	2
Career Concentration	1
Total	18

Advantages of Automatic Enrollment Policy Recommendation	Disadvantages of Automatic Enrollment Policy Recommendation
<ul style="list-style-type: none"> Creates a more rigorous common core of graduation requirements than those for the Class of 2013 Allows flexibility for students to determine the distribution of the remaining six credits Meets the minimum four-year public college admission requirements except for the Higher Education Coordinating Board's 2-credit world language requirement 	<ul style="list-style-type: none"> This is a different view of automatic enrollment than what the SBE has expressed to date Board does not have authority to require students to develop a plan in 8th grade (and this recommendation may conflict with recommendation #8 in its stated focus of the middle level HSBP) If world language is not part of the automatic enrollment process, many students who have not made a clear decision about their postsecondary goals may not be prepared to enter a four-year university.

FOR FURTHER CONSIDERATION

The ITF considered, but did not formally vote on the possibility that local administrators could waive state-mandated graduation requirements for students who receive an International Baccalaureate (IB) Diploma or Cambridge Diploma. The Board may want to consider the merits of such a policy.

Advantages of Waiver for IB or Cambridge Diploma	Disadvantages of Waiver for IB or Cambridge Diploma
<ul style="list-style-type: none"> Each is a rigorous, internationally-benchmarked curriculum Gives students flexibility Without it, IB students in schools with 6- 	<ul style="list-style-type: none"> Would need to have provisions for students who take IB classes but don't get the IB diploma Is inconsistent with the Board's intent

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Advantages of Waiver for IB or Cambridge Diploma	Disadvantages of Waiver for IB or Cambridge Diploma
<p>period days would find it to be almost impossible to meet all requirements</p> <ul style="list-style-type: none">• The IB or Cambridge Diploma would still require 24 credits,• The IB or Cambridge Diploma is rigorous and would prepare students for college.	<p>to create one diploma for all</p>

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Attachment A

Core 24 Implementation Task Force Members

Alex Otoupal, Associate Principal, Evergreen School District

Brad Sprague, Principal, Auburn School District

Bridget Lewis, Executive Director of Instructional Programs, Spokane Public Schools

Charles Hamaker-Teals, Social Studies Teacher, Kennewick School District

Dennis Maguire, Associate Superintendent for Instruction, Pasco School District

Jean Countryman, Counselor, Ellensburg School District

Jennifer Shaw, Principal, Franklin Pierce School District

Julie Kratzig, Counselor, Bellingham School District

Karen Madsen, Board of Directors, Everett Public Schools

Larry Francois, Superintendent, Northshore School District

Linda Dezelle, Principal, Brewster School District

Lisa Hechtman, Principal, Issaquah School District

Lynn Eisenhauer, K-12 Arts Facilitator, Tacoma Public Schools

Mark Mansell, Superintendent, La Center School District

Michael Christianson, Career and Technical Education Director, Bethel School District

Michael Tolley, High School Instructional Director, Seattle Public School District

Mick Miller, Superintendent, Deer Park School District

Sandra Sheldon, Superintendent, Warden School District

Sergio Hernandez, Superintendent, Freeman School District

Note: Harjeet Sandhu, Principal, Tacoma School District and John Heley, English and Spanish Teacher, Asotin-Anatone School District were originally selected for the ITF and participated in its initial meetings; however, both withdrew.

Core 24 Implementation Task Force Policy Recommendations for Consideration by the State Board of Education

Attachment B

ITF Outreach Efforts

The Board asked the ITF to provide regular feedback from the field on CORE 24 perceptions, concerns, and support. Members elicited feedback in a variety of ways, from formal surveys and presentations to informal conversations. The following list depicts some of the groups that provided feedback.

School Districts/Boards

Auburn
Bellingham
Bethel
Brewster
Evergreen
Freeman
Issaquah
Kennewick
La Center
Northshore
Pasco
Seattle
Spokane
Tacoma
Warden

WEA (Washington Education Association) (local and state representatives)
WSCA (Washington School Counseling Association)
WSSDA (Washington State School Directors' Association) (survey)
WSTA (Washington Science Teachers Association) (survey)

Groups

CTL (Caribou Trail League) Principals
Clark County Superintendents
ESD 101 Superintendents
ESD 123 Superintendents
ESD 112 Superintendents
ESD 113 Superintendents
ESD 121 Superintendents
ESD 171 Superintendents
Grant County Superintendents
IB Coordinators
OSPI Arts Leadership groups
Pasco-area principals' groups
Rural Education Centers
Skills Center Directors
Spokane County Superintendents
Spokane Valley Administrative Group
Tri-Cities Superintendents
WASA Small Schools Conference
WA State National Board Certification Candidates

Organizations

ArtsEd Washington Board
AWSP (Association of Washington School Principals)
Bilingual Education Advisory Committee
WA-ACTE (Washington Association for Career and Technical Education)
WALA (Washington Association for Learning Alternatives)
WASA (Washington Association of School Administrators)
WASSP (Washington Association of Secondary School Principals)
WA State PTA (survey)
WAVA (An Association of Career and Technical Administrators)