

EXECUTIVE SUMMARY

BACKGROUND

In Seattle Public Schools, our vision is to create a world-class, student-focused learning system, and our number one goal is to increase academic achievement for all students. In support of this goal, we need quality facilities that provide students with a healthy, safe and secure learning environment.

In our pursuit of our vision, six critical building blocks were identified to enhance services to our students:

- A comprehensive educational plan,
- A financial plan that ties resources directly to student characteristics,
- A more flexible teachers' contract,
- Aggressive principal training and assignment,
- A revised student assignment plan that provides for quality schools close to home, and
- A facilities plan to support the educational needs of all students.

Five of the six building blocks have been implemented. The remaining piece is the Facilities Master Plan.

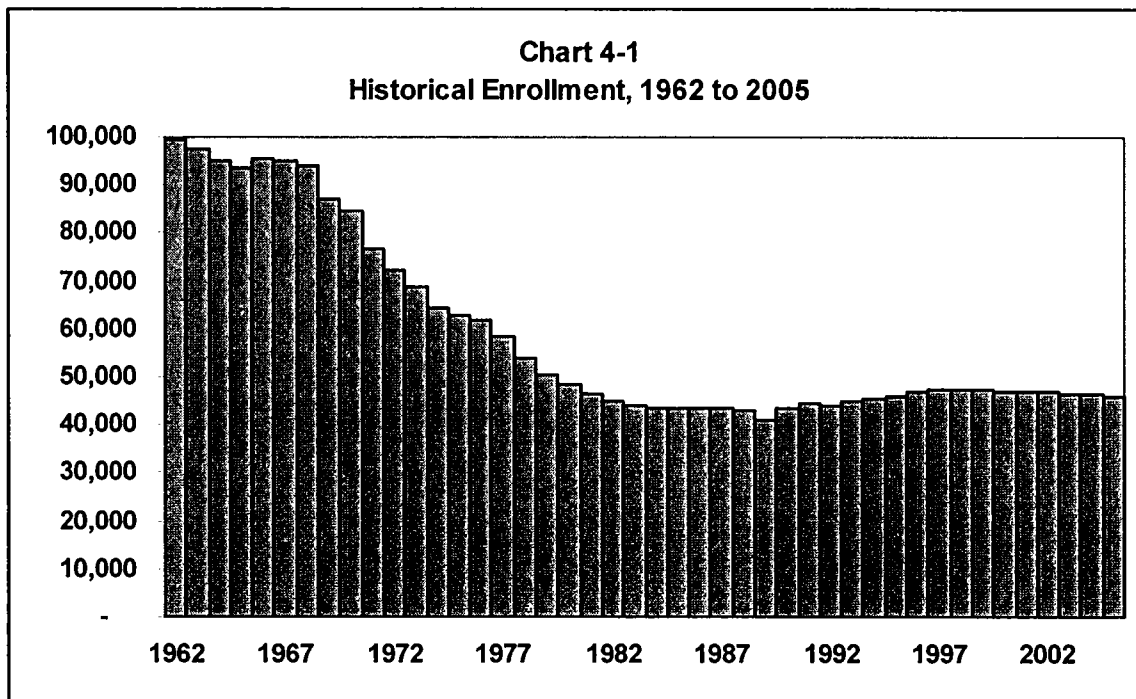
The Facilities Master Plan outlines the current status and future use of District facilities, and also guides the development of future capital levies. This update to the 2010 Facilities Master Plan will be used to guide facility decisions for the next four years. The current version that was adopted in 1999 was based on then-current demographics, teaching trends, changes in the student assignment plans and building inventory. Planning for future capital levies relies on the planning assumptions and planning principles that need to be brought into alignment with the current Board direction, enrollment data and teaching methodology. A complete evaluation and update will be scheduled for 2008 looking forward to the next 10 years for planning of facility use.

Since the adoption of the 1992 plan, there have been a number of changes that affect facilities planning and utilization in the District. These changes include:

- Student demographics
- New student assignment plans
- Weighted student formula

STUDENT DEMOGRAPHICS

During the last 25 years, District enrollment has remained relatively stable, ranging from a low of 41,000 in 1989 to a high of 47,600 in 1998, and averaging 45,500 annually. Since 1982, when the last of the baby boomers graduated, District enrollment has been stable with half of the years showing increased enrollment and half decreased enrollment. Since 1998 enrollment has been slowly declining.



NEW STUDENT ASSIGNMENT PLANS

The current elementary and secondary assignment plans, adopted in the late 1990s, provide students with the opportunity to attend schools closer to home. As students attend schools closer to their residence, we have and will continue to experience capacity constraints in certain areas of the District. In addition, the underlying demographics concentrate students with greater needs in certain areas of the District.

WEIGHTED STUDENT FORMULA

The District has implemented a new methodology for funding schools in which funding is aligned with the needs of individual students. This student-focused funding, called the Weighted Student Formula (WSF), is based on individual student characteristics such as limited English proficiency, handicapping conditions, economic status and academic achievement. Schools which have larger concentrations of students with certain characteristics receive additional funding. The Weighted Student Formula allows schools to reduce class size, increase full day kindergarten services, and provide additional support personnel. These strategies require additional instructional space. The WSF also provides a minimum economic enrollment for various types of schools (elementary, middle school, high school and alternative school).

KEY PLANNING COMPONENTS

Please see Summary section on page 46.

GUIDING PRINCIPLES

We use four major principles in facilities planning:

- To support academic achievement
- To create safe, secure and positive environments in all facilities
- To provide capacity to meet projected enrollment
- To increase accountability

DISTRICT FACILITY CLASSIFICATIONS

A building classification system was developed in 1992 and applied to each site to establish a clear and orderly mechanism for making building decisions in the future. A review of building classifications resulted in the following recommended status changes.

Building Name	Current Use – 2005-06 School Year	Current Classification – 1999 FMP	Proposed Classification – 2006 FMP	Comments
African American Academy	African American Academy K-8 Alternative		Essential	New site since 1999 plan
Boren	Vacant 6-8 Middle School Interim	Inventoried	Essential – Interim	
Center School	Center 9-12 High School		Essential	New site since 1999 - leased
Hamilton	Hamilton 6-8 Middle School	Essential (to be classified Inventoried after move to LHS bldg)	Essential	

Building Name	Current Use – 2005-06 School Year	Current Classification – 1999 FMP	Proposed Classification – 2006 FMP	Comments
Hay (old)	Secondary Bilingual Orientation Center 6-12 Secondary School	Inventoried	Essential	Current site of Secondary BOC pending determination of BEX II World School
Hughes	Vacant K-5 Elementary Interim	Inventoried	Essential - Interim	Interim site for future construction projects
Lincoln	Vacant 9-12 High School Interim	Essential – Interim	Essential - Interim	
Magnolia	Vacant K-5 Elementary Interim	Inventoried	Essential - Interim	Interim site for future construction projects
McDonald	Vacant K-5 Elementary Interim	Inventoried	Essential - Interim	Interim site for future construction projects
Stanford Center	Administrative		Essential	New site since 1999 Plan
Queen Anne Gym	Closed	Inventoried	Non-essential	Short-term lease – Emerald City Basketball
Webster	Closed	Inventoried	Non-essential	Intermediate-term lease – Nordic Heritage Museum

Facilities Master Plan Classifications:

In the 1999 Facilities Master Plan Update, the District adopted a system of classification that identifies each building's long-term use. The classification system is used to track the status of each building and is used to facilitate building management:

- **“Essential”** buildings are currently needed for active permanent education programs and support of these programs. These buildings include schools, administration centers, athletic facilities and buildings that house other vital support services.
- **“Essential-Interim” (proposed new classification)** buildings are those that have had substantial renovations and are prepared to temporarily house school programs on interim basis during construction, in the case of catastrophic building failure, and are used regularly for this purpose.
- **“Inventoried”** buildings are retained by the District but are not needed to house educational programs on a permanent basis. However, these buildings are available for possible future use as interim sites for programs while their permanent building is under construction, or can be held in reserve for future increases in enrollment.

“Non-essential” buildings have been identified as not being needed for interim sites, for District instructional programs or for administrative or support purposes. Once a building has been classified as non-essential, it can be considered for disposal first by looking at long-term lease and then sale.

School Facility Guidelines

The school facilities guidelines developed in 1992, which are used as a blueprint in renovation of existing schools and construction of new school buildings, remain unchanged. Classroom size, provision of support spaces and community use will be explored as part of the new capital plan.

Facility Guidelines

Characteristic	Guideline
<i>School Size:</i>	
Elementary – Small Model	380 Students
Elementary – Mid size Model	445 Students
Elementary – Large Model	535 Students
Middle School	600 – 800 Students
High School	1,000 – 1,600 Students
<i>Site Size Goals:</i>	
Elementary	Minimum of 4 Acres
Middle	Minimum of 12 Acres
High	Minimum of 17 Acres
<i>Class Size:</i>	
Elementary	25 students per class
Middle	29.5 students per class
High	29.0 students per class

OTHER ISSUES ADDRESSED

Interim Sites

Hughes, McDonald, Magnolia and Old Hay will continue as interim sites. Boren will be an interim site through the current capital program, then convert to a regular educational program site. Lincoln will be maintained as an interim site through the construction of high schools in the next capital program. Lincoln will then become the permanent site for Hamilton Middle School.

Landmarks

Early in the planning for the next capital program, the City, the Landmarks Preservation Board, and the District will cooperatively identify landmark issues associated with identified schools. This will allow for better planning and cost estimating.

Community Use

This plan echoes our continued commitment to community joint use of school buildings. The community school concept will be further developed during the next capital program.