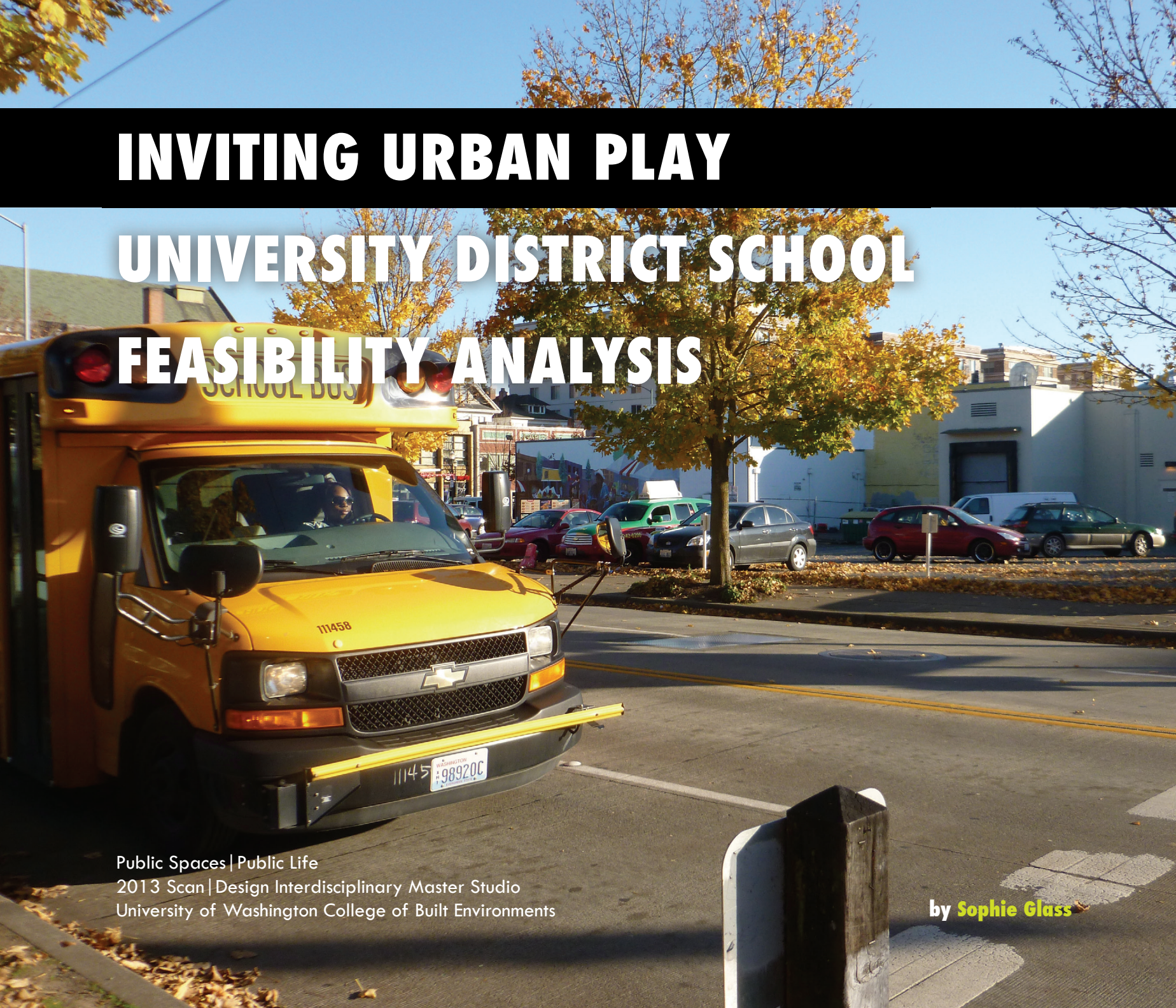




2013 Scan | Design Master Studio

INVITING URBAN PLAY: University District School Feasibility Analysis



# INVITING URBAN PLAY

## UNIVERSITY DISTRICT SCHOOL

### FEASIBILITY ANALYSIS

Public Spaces | Public Life  
2013 Scan | Design Interdisciplinary Master Studio  
University of Washington College of Built Environments

by **Sophie Glass**



# University District School Feasibility Analysis

by **Sophie Glass**

Master of Urban Planning  
University of Washington  
College of Built Environments  
2014

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1

## Create a Cohesive District

Currently, the U District is divided among four elementary school attendance areas. Creating a new U District school would serve as a force for neighborhood cohesiveness. If the U District had its own school, it would provide a space for community engagement and solidify the U District as a discrete and unified neighborhood.

2

## Enhance Diversity

The U District wants to attract more families to the area, but in order to do that, it needs its own primary school. Creating a new K-8 school in the U District could serve the small number of families already living in the district, as well as attract new families to move to the area.

3

## Lead the Way

Given the density of the U District, any school would have to be small and urban – characteristics that defy decades of “school sprawl.” By challenging the paradigm of auto-centric and mega schools located on the outskirts of communities, the U District primary school could serve as an example of the benefits of centrally-located neighborhood schools.

## WHY A U DISTRICT SCHOOL?

**Cohesiveness | Diversity | Leadership**

Walking around the University District (“U District”) in Seattle you are bound to see students rushing to class at the University of Washington, young couples eating out at ethnic restaurants, construction workers creating the future LINK light rail station and groups of people seeking shelter from the rain under colorful store awnings. What you won’t likely see are families or young children.

A major reason for this is that the U District has not had its own elementary school since the University Heights Elementary School shuttered its doors in 1989 after serving the community for over 85 years. Creating a new U District school could enhance the area in a multitude of ways, including creating cohesiveness, enhancing diversity and leading the way in small urban school design.



Image: University of Washington Library

**Original U District School**



Veronica Macaliniao and Erica Witcher

**Future U District School**

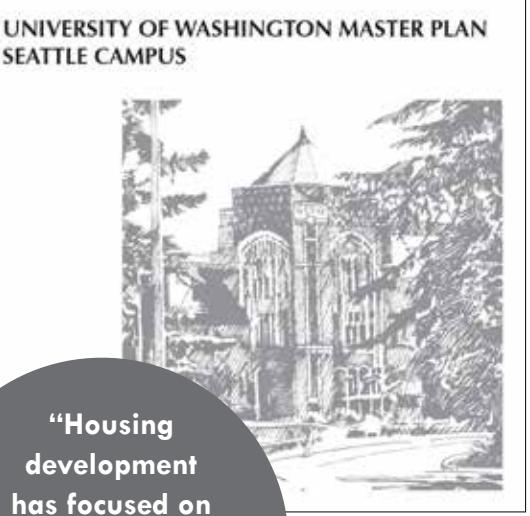


# U DISTRICT GOALS

## Attracting Families

The U District is on the cusp of major changes as development begin in anticipation of the LINK light rail station's opening in 2021. Several plans are guiding the changes that are already sweeping through the U District.

A common theme in these plans is a desire to attract more families to the area. One way to attract these families to the area is by creating a new primary school for U District families.



“Housing development has focused on improving and expanding the supply of family housing.”

“For new construction, encourage buildings that appeal to families. In terms of design, encourage multifamily development that includes larger units for families.”



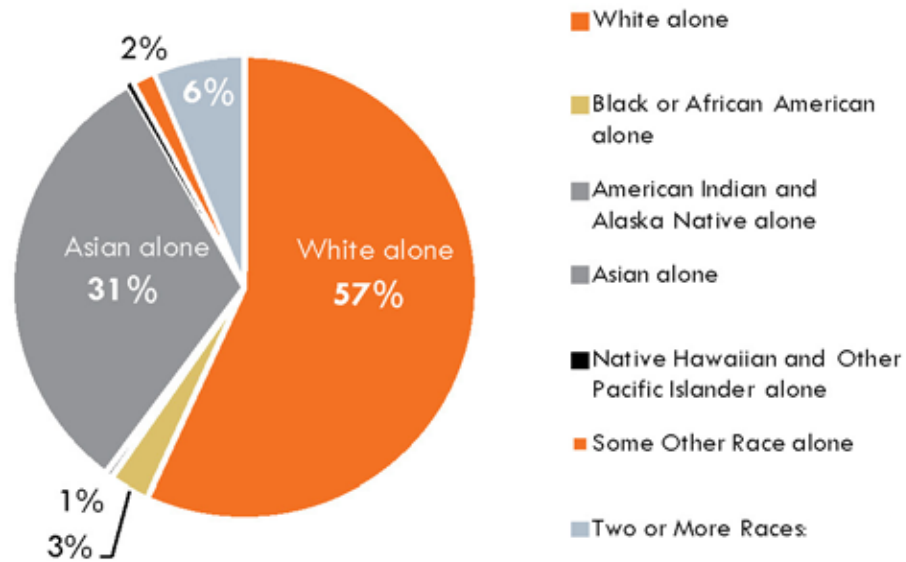
“To appeal to families, developments should provide spaces and features that accommodate children.”

“The U District provides a wealth of cultural opportunities that appeal to families. Housing, amenities, and infrastructure should also be designed to welcome families.”



The U District has 22,573 residents divided among 9,063 households. While the vast majority (75 percent) of residents are between the ages of 18 and 29, approximately 9 percent of households consist of families with children under the age of 18. In total, there are approximately 600 K-8 students living in the U District.<sup>1</sup>

2010 Census District	Total Population	Total Households	Households with Children under 18	Total K-8 Students
44	6,488	2,365	278	213
45	3,014	994	198	161
52	6,267	2,992	285	167
53.01	6,804	2,712	74	58
<b>TOTAL</b>	<b>22,573</b>	<b>9,063</b>	<b>835</b>	<b>599</b>

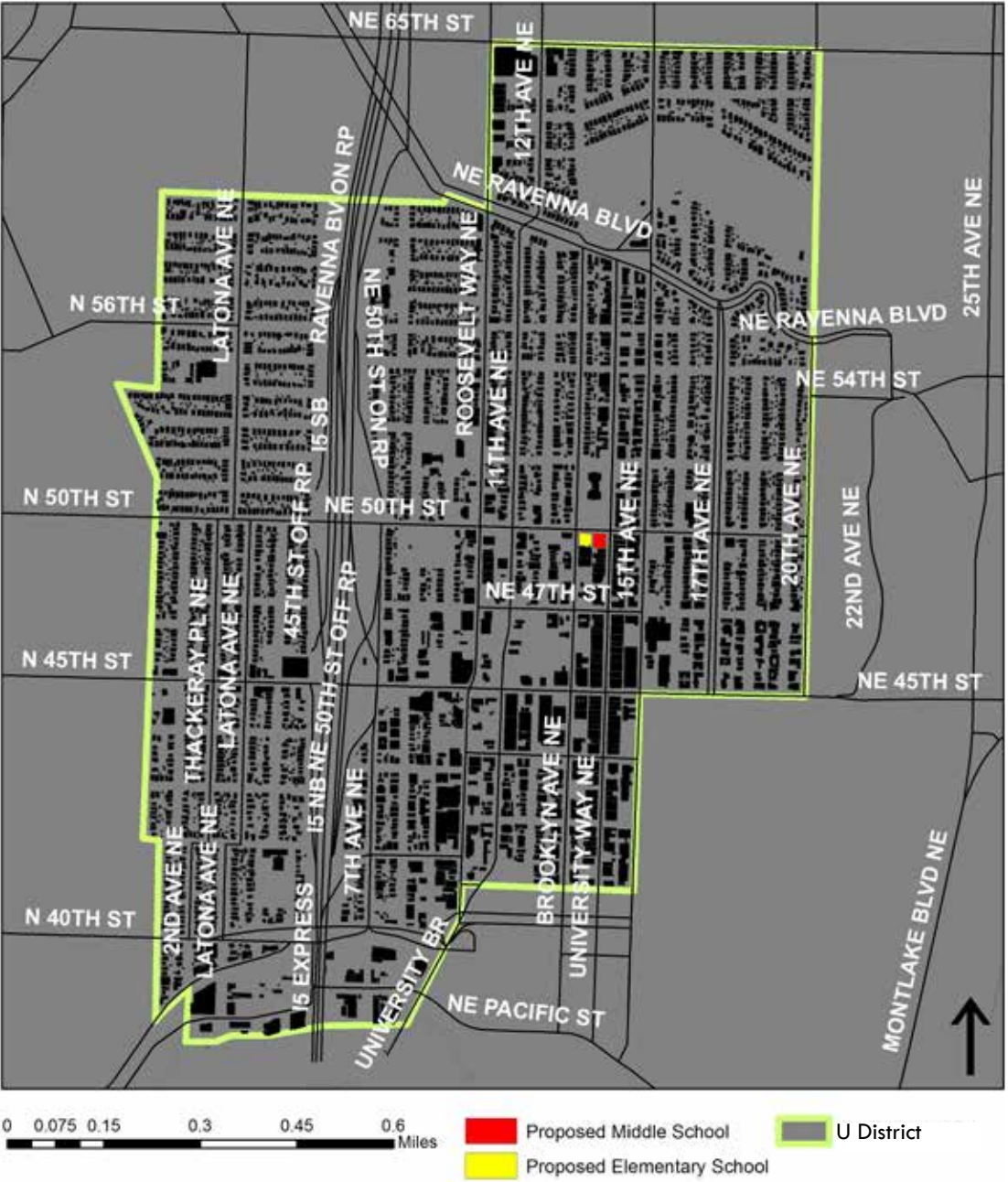


University District Urban Design Framework Existing Conditions Report 2012

Population who are  
persons of color:  
**46.02 %**

Citywide  
Population who are  
persons of color: 33.7%

The University District, Seattle, WA



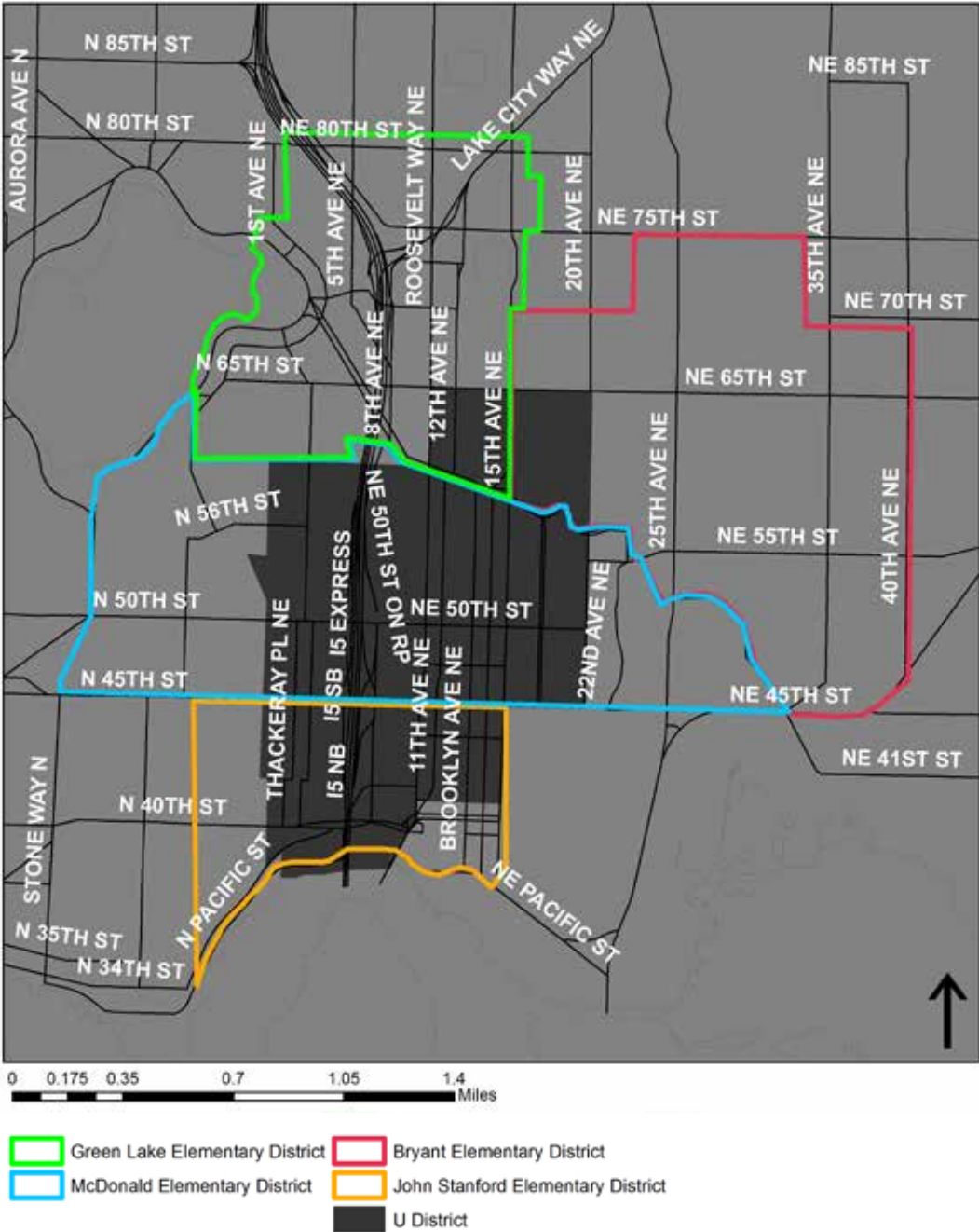
U DISTRICT OVERVIEW

The U District is a hub for creativity, local business and higher education. In 1994, the Seattle Comprehensive Plan designated the U District as an “Urban Center,” which means the city targeted the area for major population and economic growth.



The U District is divided among **four** different elementary school attendance areas.

Elementary School Attendance Areas



ELEMENTARY SCHOOLS  
IN THE U DISTRICT

In 2010, Seattle Public Schools shifted to a “neighborhood-based” system after decades of a “school choice” system. This means that the school district now assigns students to the school closest to their home, instead of giving students the ability to attend whichever school they desire, regardless of location.

One of the intentions behind switching to a neighborhood system was to create greater community cohesion. However, the U District is divided among four elementary school attendance areas: McDonald, Bryant, Green Lake, Bryant and John Stanford.

The McDonald International Elementary School Attendance Area encompasses the majority of the U District. However, given McDonald’s unique international focus, is slated to be an “option school” that will accept students from around the district. Since McDonald Elementary will not longer function as the U District’s main neighborhood school, there is a vacuum that needs to be filled.



University of Washington Libraries

Then... A U District School

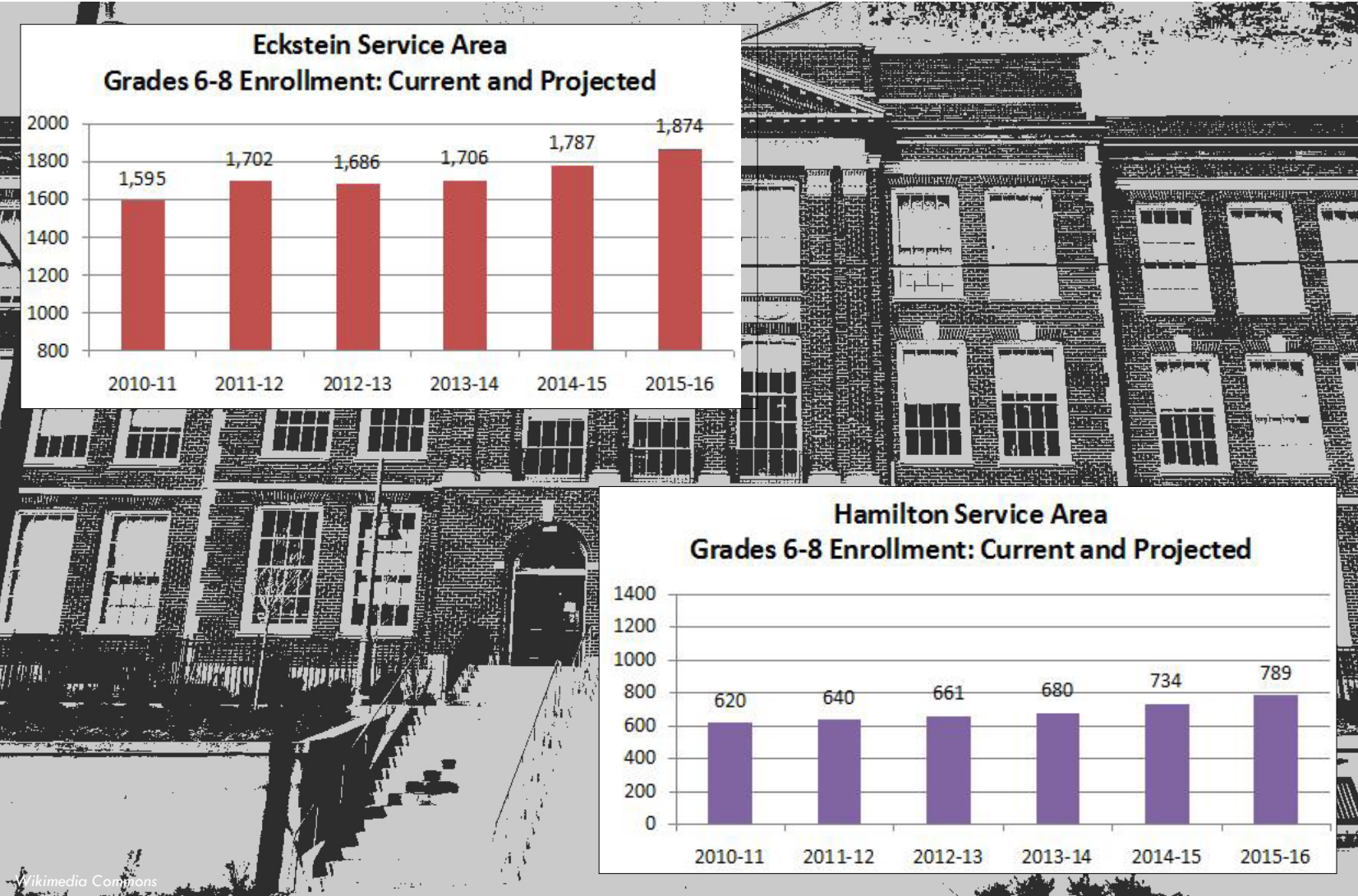


University of Washington Libraries

Now... A Community Center



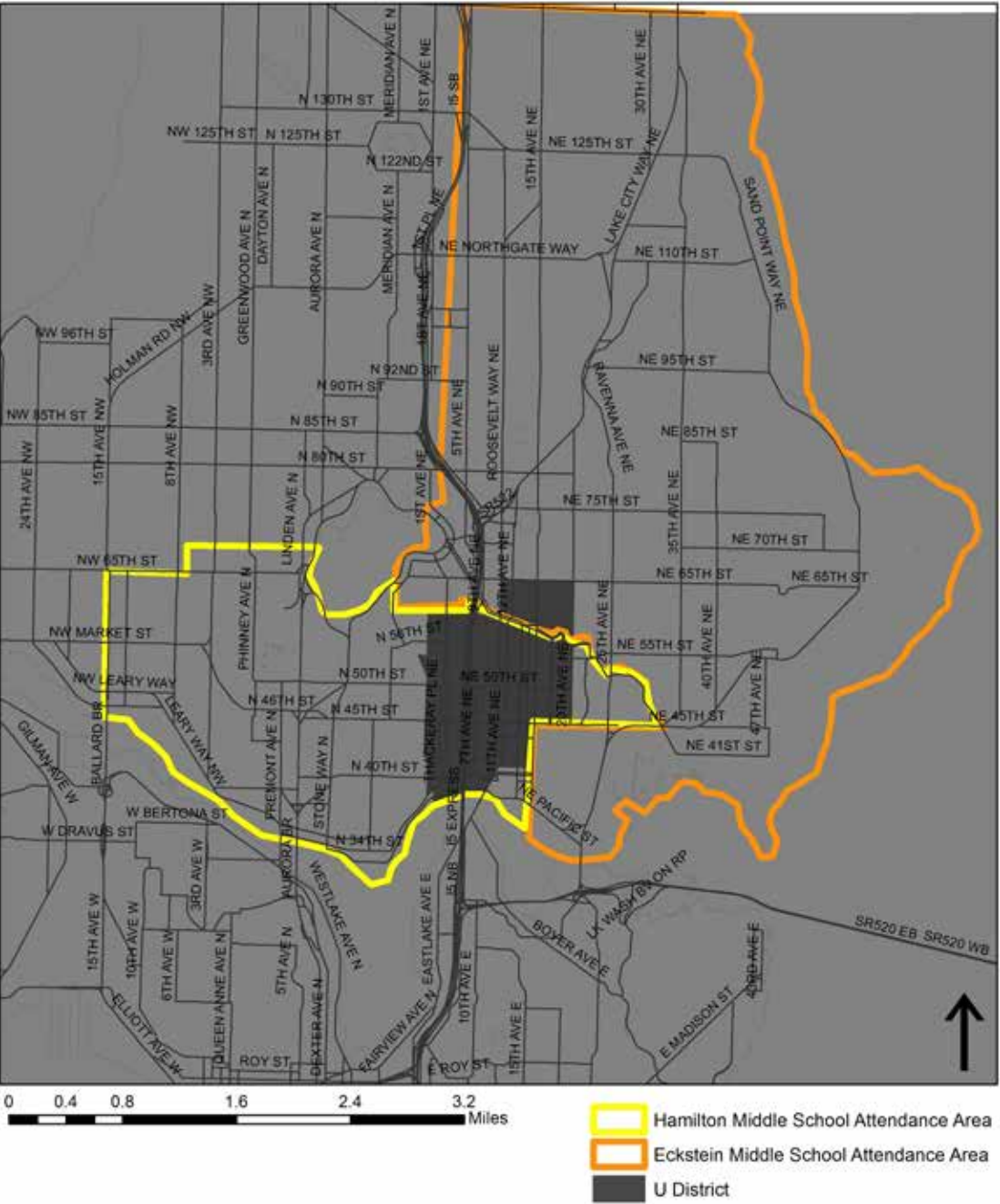
Enrollment is projected to grow in both Eckstein and Hamilton middle schools. The Seattle Public School District forecasts that grades 6-8 enrollment within the Hamilton Attendance Area will grow by nearly 20 percent over the next three years and grades 6-8 enrollment within the Eckstein Attendance Area will grow by approximately 11 percent.<sup>2</sup>



Middle School Attendance Areas

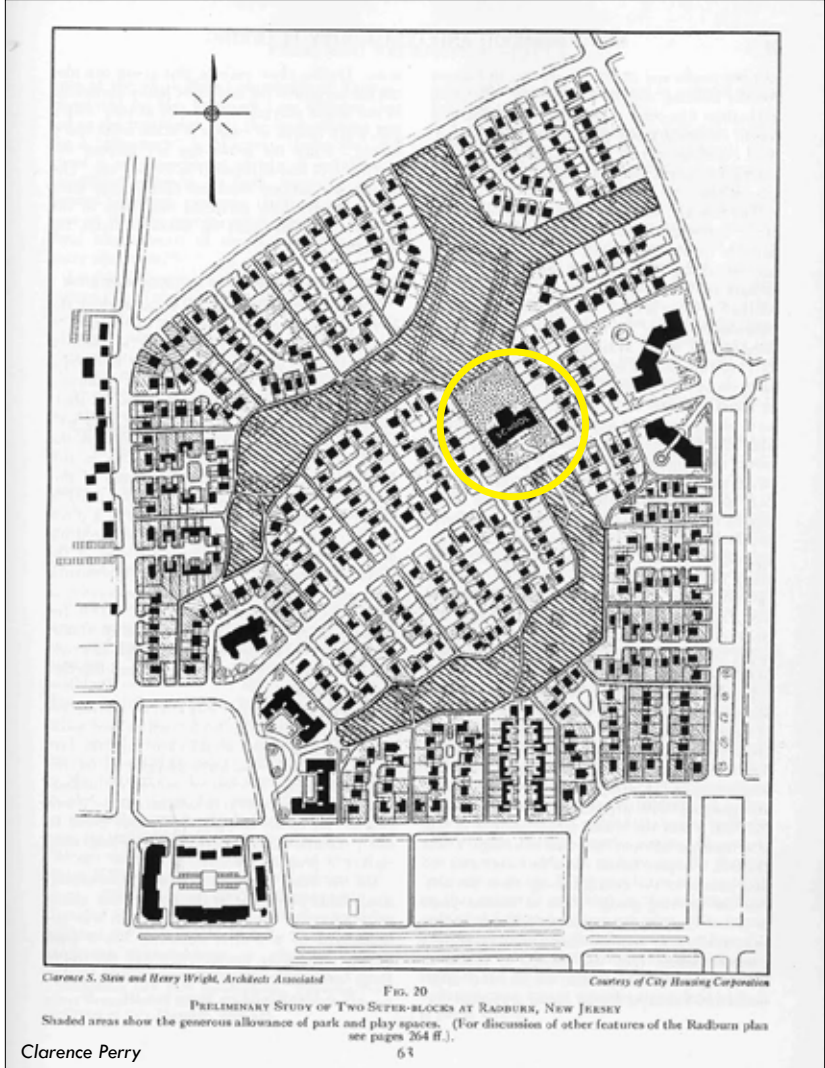
MIDDLE SCHOOLS  
IN THE U DISTRICT

Most middle school students in the U District fall within the Hamilton Attendance Area, with some students living within the southwest area of the Eckstein Attendance Area. Similar to elementary schools, the U District is divided among multiple attendance areas which reduces the unity of the district.





This...



Neighborhood School

Clarence Perry, a pre WWII urban planner, famously placed schools in the center of neighborhoods. Recently, schools have shifted to the outskirts of neighborhoods.

Not This...



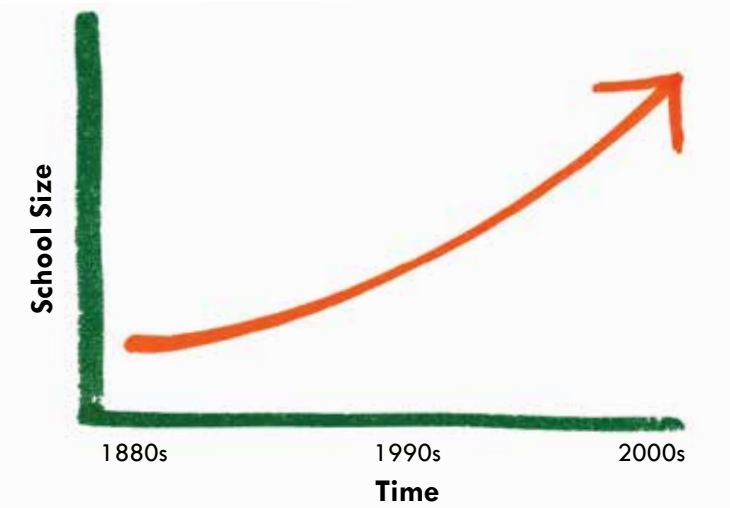
School Sprawl

This Virginia high school is a prime example of a “mega school.” It is on the edge of town on a 157-acre site (roughly twice the size of Disneyland Park in California). Its distant location encourages driving and in fact, the parking lot is larger than the school itself.

SMALL URBAN SCHOOLS

Seattle Public Schools’ Sizes vs. Proposed School’s Size

School Type	Recommended Size	Proposed School Size	Proposed School’s % of Recommended Size
Elementary	4 acres	.23 acres	5%
Middle	12 acres	.28 acres	2%
High	17 acres	n/a	n/a



Given the density of the U District, any new school would have to be both small and urban. Both features buck past trends in school siting that have been characterized by large suburban schools. “School sprawl” has occurred because over the past few decades, recommended school lot sizes have forced schools to locate on the outskirts of neighborhoods where there are large lots of available land.

By choosing a small site located in urban area, the U District school would resist the trend of mega-schools and school sprawl, thereby saving costs, protecting the environment and improving physical health.



Environmental Benefits



Environmentally, urban schools have smaller resource footprints and can cut down on vehicle miles traveled by allowing students to walk, bike or take transit to get to school. Furthermore, urban neighborhoods without schools often result in families moving to the suburbs, which can intensify sprawl patterns that are harmful to the environment.

Cost Benefits



Schools located within neighborhoods can cut down on the funds needed for infrastructure such as roads, water delivery, sewers, and utilities. Furthermore, schools sited to maximize walking and cycling to school or riding public transit can reduce the need for school buses and therefore cut down on school transportation expenses. Urban schools also reduce the acreage needed for parking lots and therefore decrease land costs.

Educational Benefits



Leaving behind “mega schools” in favor small schools can have educational advantages. Research shows that a higher percentage of students – across all socioeconomic levels – are successful when they are part of smaller, more intimate learning communities.<sup>4</sup> In particular, girls, students-of-color and students with special needs (whether at-risk, gifted or disadvantaged) are all better served by small schools.<sup>5</sup>

Health Benefits



Suburban and mega-schools have the unfortunate consequence of decreasing walkability. Within the span of one generation, the percentage of children walking or bicycling to school has dropped from approximately 50 percent in 1969 to just 13 percent in 2009.<sup>3</sup> This is troublesome because regular physical activity – including walking and biking – reduces the risk of a number of chronic diseases, helps control weight and improves mental health. Schools located in pedestrian and bike-friendly areas, such as the U District, increase the likelihood of children walking and biking to school.



As mid-size cities like Seattle continue to grow and densify, they will need to find ways to shrink the size of their schools and share facilities in order to save resources. Around the country, there are terrific examples of small urban schools that set the bar for how to do more with less space.

## Collocated School

The Tacoma School of the Arts in Washington State lacks a central campus. Instead, it holds classes at venues across the city including the University of Washington Tacoma, the Tacoma Art Museum, the Broadway Center for the Performing Arts, Urban Grace Church and the downtown post office.



[www.tacoma.k12.wa.us/sites/schools/tsota/](http://www.tacoma.k12.wa.us/sites/schools/tsota/)



## University-Based School

Another creative approach to community integration is the University of Texas Elementary School. The University of Texas operates UT Elementary, which is an open-enrollment school that serves as a training site for future teachers, social workers, psychologists, speech therapists, and nurses currently enrolled in UT-Austin.



[www.utelementary.org/](http://www.utelementary.org/)



## Small School

On the West Coast, the Los Angeles Unified School District (LAUSD) has some excellent examples of small urban schools. LAUSD recently hosted a competition to design a 30,000 square foot school. One of the winners, Gonzales Goodale Architects, showed how small spaces can include all the essential educational and recreational facilities like modern classrooms and outdoor play spaces.



[www.gonzalezgoodale.com/](http://www.gonzalezgoodale.com/)

## NATIONAL EXAMPLES



## Vertical School

A prime example of a school that shrunk its footprint by growing vertically is The Beekman Hill International School in New York City. Beekman Hill is an eight floor, 50,000 square foot, K-5 public school. The school is located in a historic building and makes creative use of its space by including a rooftop playground and a basement cafeteria for its students.

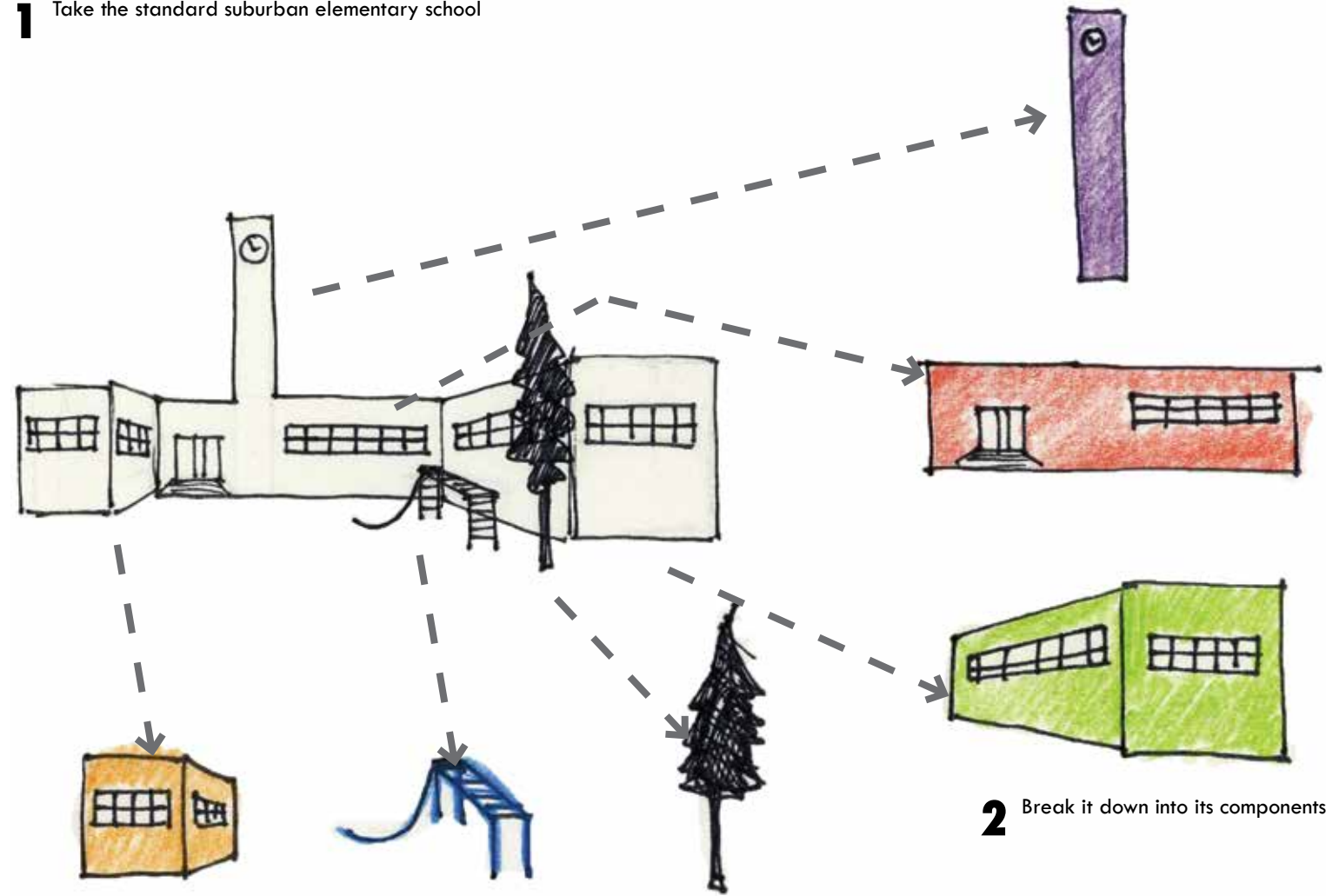


[Schools.nyc.gov/SchoolPortals/02/M059/default.htm](http://Schools.nyc.gov/SchoolPortals/02/M059/default.htm)



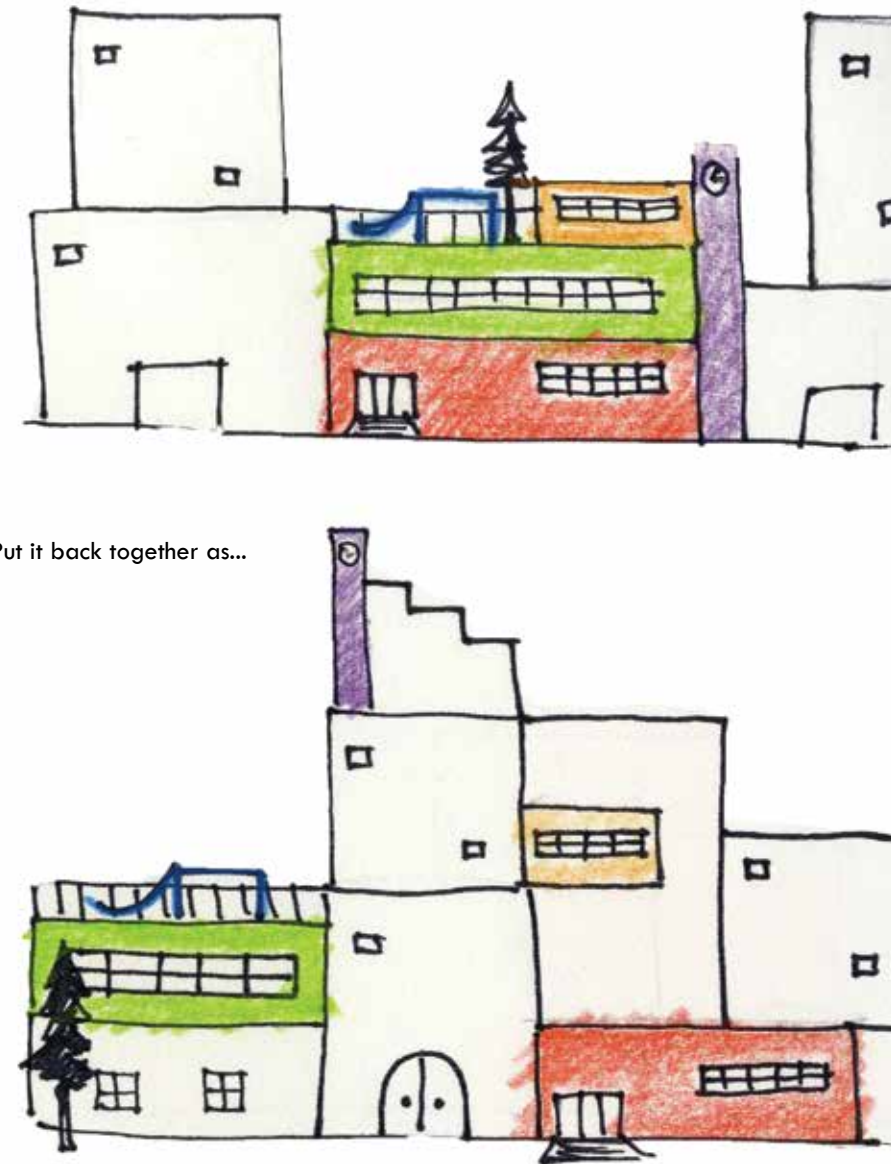


**1** Take the standard suburban elementary school



**2** Break it down into its components

**3** Put it back together as...



## RE-IMAGINING THE MEGA SCHOOL

**4** ...A "vertical school" that fits in an urban environment.

**OR**

**5** ...A collocated school that shares facilities with neighbors.





Dian Zhang

Looking North



Dian Zhang

Looking South



Dian Zhang

Looking West



Dian Zhang

Looking East



Dian Zhang

## Proposed School Site

# U DISTRICT SCHOOL PROPOSED SITE

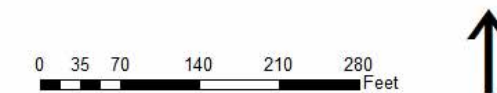
To serve the K-8 students living in the U District, a K-8 school could be created on the southwest corner of University Way NE and NE 50th Street.

Currently a Jack in the Box fast food restaurant is on the eastern side of the site (12,360 square feet) and a section of a Safeway grocery store parking lot is on the western side of the site (10,187 square feet).



## Legend

- Proposed Middle School
- Proposed Elementary School





- Barbara Quinn, U District Resident

## COMMUNITY CONTEXT

In the future, the density and height of buildings in the retail area to the south of the proposed school site will increase, while the density and height limits in the neighborhood to the north will remain the same.<sup>6</sup>







Flickr / AtomicTaco

**Liquor & Marijuana**



## Challenges

One concern with the proposed school's site is its proximity to Interstate-5. The proposed school is less than a half-mile from this major artery for diesel-powered trucks and automobile traffic. Studies have shown that elevated levels of air pollutants from traffic exhaust near major roadways are associated with adverse childhood health effects, such as respiratory allergies, decreased lung function, bronchitis and asthma exacerbation.<sup>7</sup>

Some parents might also be concerned about the liquor store, two smoke shops and three marijuana dispensaries within a five block radius of the proposed school site. However, these establishments represent a small fraction of total businesses in the area and do not characterize the U District's retail environment.



**Music Lessons**



**U Heights**



**Ice Cream**



**YMCA**

## SITE CHALLENGES + OPPORTUNITIES

The wide variety of businesses, industries and residences that surround the proposed school presents both opportunities and challenges.

### Opportunities

Within five blocks of the proposed school are children-friendly establishments including the YMCA, the Capitol Music Center, Full Tilt Ice Cream and The Piano and Voice School. The restaurants surrounding the proposed school are fairly healthy, including several vegan and vegetarian restaurants. This differs from many schools nationwide that are encircled with fast-food restaurants.<sup>8</sup>

The University Heights Community Center is directly north of the proposed school. Children attending the U District school could easily attend after-school programs at this community center, including theater, martial arts and choir classes. The Community Center also has a popular p-patch garden and a playground that young students would enjoy.

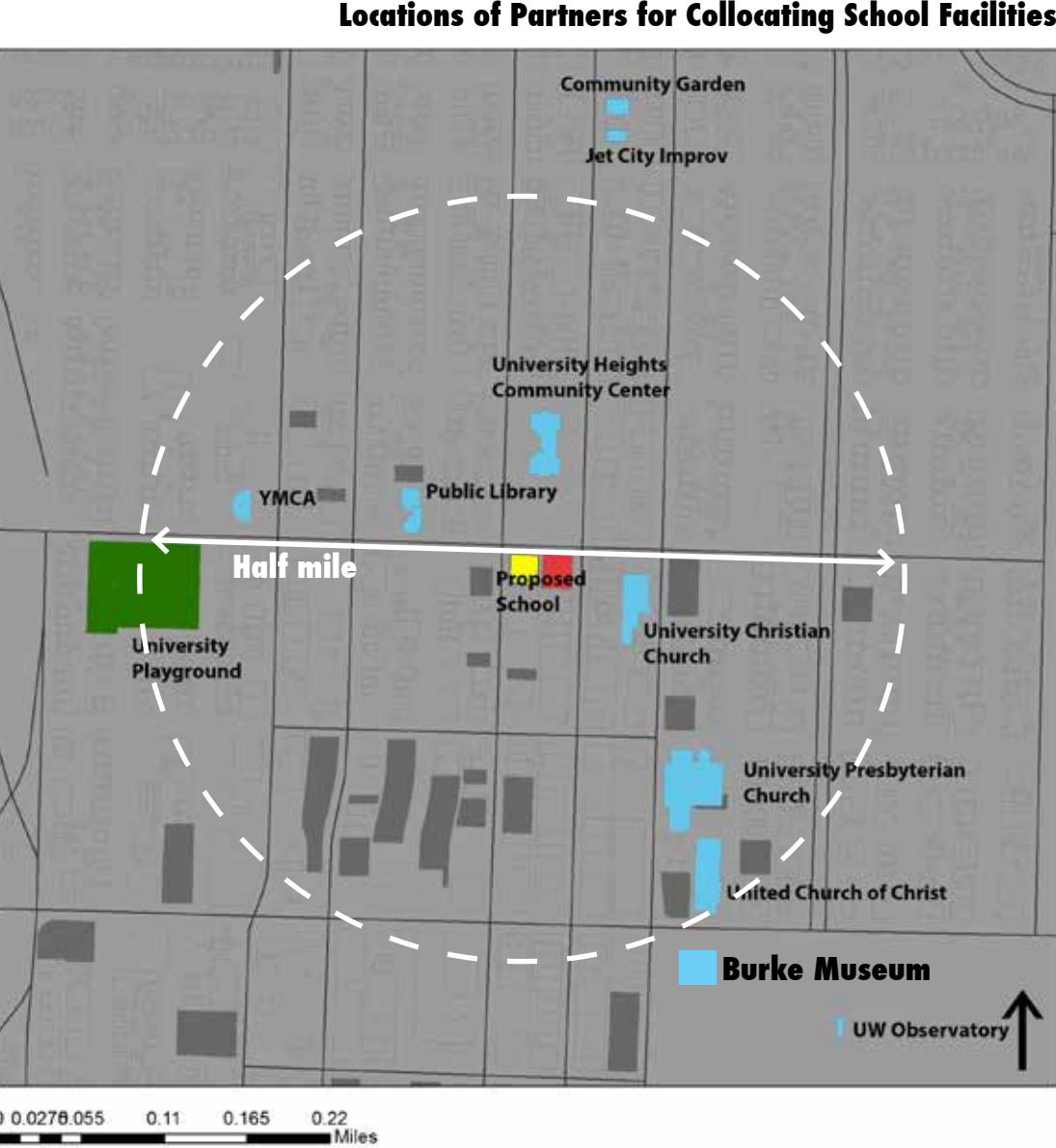
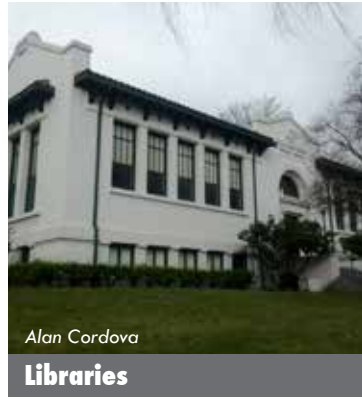
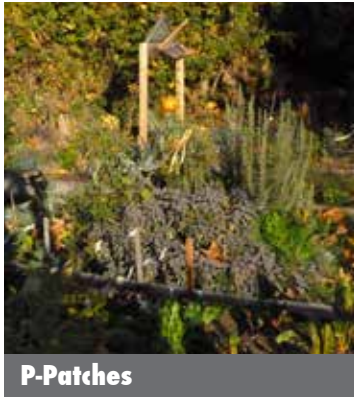


Name of Facility	Distance From School	Facility to Share
University Family YMCA	.1 miles	Exercise rooms, meeting spaces
University Heights Community Center	.0 miles	Auditorium, meeting spaces, p-patch
Jet City Improv	.3 miles	Theater
Shiga P-Patch	.3 miles	P-patch
The University Christian Church	.1 miles	Gym, meeting spaces
University Presbyterian Church	.2 miles	Parking lot, meeting spaces
University Congregational United Church of Christ	.4 miles	Parking lot, meeting spaces
University Branch Public Library	.2 miles	Library, meeting spaces
University of Washington	Various	Science labs, meeting spaces, gym, performance spaces. Libraries, computer labs
University Baptist Church	.2 miles	Parking lot, meeting spaces
University Playground	.3 miles	Outdoor tennis court, tennis backboard, play area, soccer field, baseball/softball field.

Shared Facilities

=

Cost Savings



# COMMUNITY INTEGRATION

Smaller urban schools can be better integrated into communities than large suburban schools. This creates opportunities to collocate services and facilities. Sharing facilities can result in cost savings for all the partner organizations. In the U District, a primary school could partner with a range of organizations.

In exchange for using community facilities, organizations and businesses in the U District could take advantage of the school's facilities, such as a cafeteria, kitchen facilities, play spaces, a multi-media center and a children's library.



Families



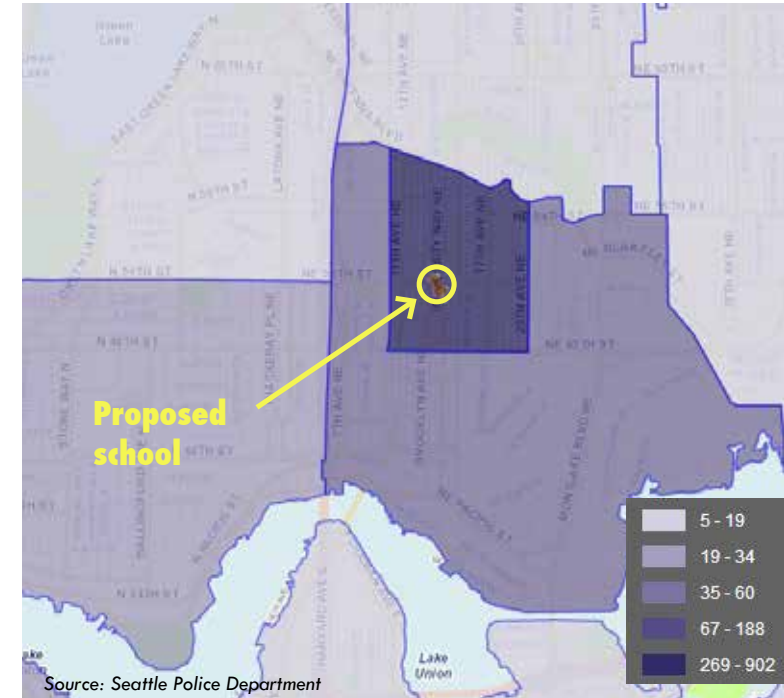
Children



Schools



## Property Crimes\* per Square Mile (2012)



\*Violent crimes include murder, rape, aggravated assault and robbery.

This crime “hotspot” was the site of fatal stabbing in June, 2013 and is anecdotally the site of regular drug dealing. By replacing the Jack in the Box and Safeway parking lots with a K-8 school, the U District will remove this hotspot of crime.

However, removing the hotspot doesn’t guarantee that a new hotspot won’t pop up in a nearby location. The U District needs to continue addressing the underlying causes of crime and disorder. As such, the proposed school should support existing organizations that are addressing the root causes of illicit activity, such as drug addiction and homelessness.

## SAFETY

A major goal outlined in the U District Strategic Plan was to “identify and mitigate crime and disorder hotspots.” The site of the proposed school, NE 50th St. and University Way NE, has historically been a “hotspot” for crime.

## Violent Crimes\* per Square Mile (2012)



\*Property crimes include burglary, larceny-theft and auto theft.



This...



Maintained Street Furniture



Street Lamps for Night Lighting



Murals and Street Art

Not This...



Deteriorated Street Furniture



Dark Streets



Gang Tagging

DESIGNING FOR SAFETY

In a recent survey, 40 percent of respondents listed “improved public safety” as their top priority for the U District.<sup>9</sup> Safety around schools is important in order to keep children out of harm’s way and to reassure parents that their kids are in good hands.



Crime Prevention Through Environmental Design

In order to reduce criminal activity in the area, the proposed school can be designed to maximize safety. The school can implement “Crime Prevention Through Environmental Design” principles (CPTED) including using landscaping to define property lines, replacing gang graffiti with street art, repairing damaged street furniture and adding lighting. Additionally, the school can be purposefully designed to maximize “natural surveillance” by adding eyes and ears to the street.<sup>10</sup>



## Bus Lines Connected to Proposed School

Route	Operator	Origin	Destination
30	King County Metro	Sand Point	University District
48	King County Metro	Mount Baker	Loyal Heights
49	King County Metro	University District	Downtown Seattle
66	King County Metro	Northgate Transit Center	Downtown Seattle
67	King County Metro	Northgate Transit Center	University District
70	King County Metro	University District	Downtown Seattle
71	King County Metro	Wedgwood	Downtown Seattle
72	King County Metro	Lake City	Downtown Seattle
73	King County Metro	Jackson Park	Downtown Seattle
74	King County Metro	Sand Point	Downtown Seattle
83	King County Metro	Downtown Seattle	Ravenna
373	King County Metro	Aurora Village Transit Center	University District
542	Sound Transit	Redmond	University District
556	Sound Transit	Issaquah	Northgate



## Bus Routes in the U District



## SCHOOL ACCESS: BUSES

How students arrive to school and return home is an important consideration in locating a new school. One advantage of an urban school in a transit-rich location is that older students can take public transportation to school in lieu of school buses. This could save the school the expenses associated with operating its own bus system.

Even if students live close enough to the school to walk or bike, transit access gives students the ability to participate in after-school programs that are located in other parts of the city.

Bus accessibility is also important to enable school staff to commute to work without a car.



**Transit Oriented Development**

Schools near transit centers help make the surrounding area a “complete community” by welcoming families and offering a variety of housing choices. Schools help avoid the classic form of “Transit-Oriented Development” that can be expensive and often attracts young professionals, empty nesters or other households without children.

**This...**



Center for Transit Oriented Development

**Communities for All**

**Not This...**



Bar-a-Paris

**Communities Just for Some**

**Distance from School to Light Rail Station**



**SCHOOL ACCESS:  
LIGHT RAIL**

The proposed school is located within a half-mile of the future LINK light rail station on Brooklyn Ave and 45th St. By 2031, the station is expected to have 12,000 boardings every day.

Considering the proposed school would primarily service the U District neighborhood, it is unlikely that many students would arrive to school via light rail. However, the school’s proximity to the station would allow parents easy access to the light rail station to commute to work or run errands after dropping their kids off at school.

The light rail could also provide school staff with a convenient way of commuting to work.



There have been seven nonfatal pedestrian collisions at the site of the proposed school since 2007. But just a block away, there was a fatal pedestrian collision. Before creating a primary school at this intersection, it's important that the U District increase pedestrian safety.

As a historic area that was established before “the car was king”, the U District is great for walking. The area has good curb ramps, ample traffic signals and traffic circles that slow cars down. In fact, WalkScore.com gave the U District 98/100 points by evaluating the district’s walking routes to grocery stores, schools, parks, restaurants, and retail.

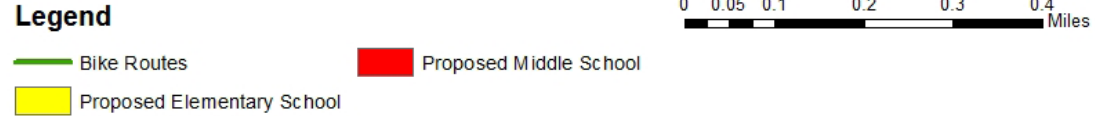
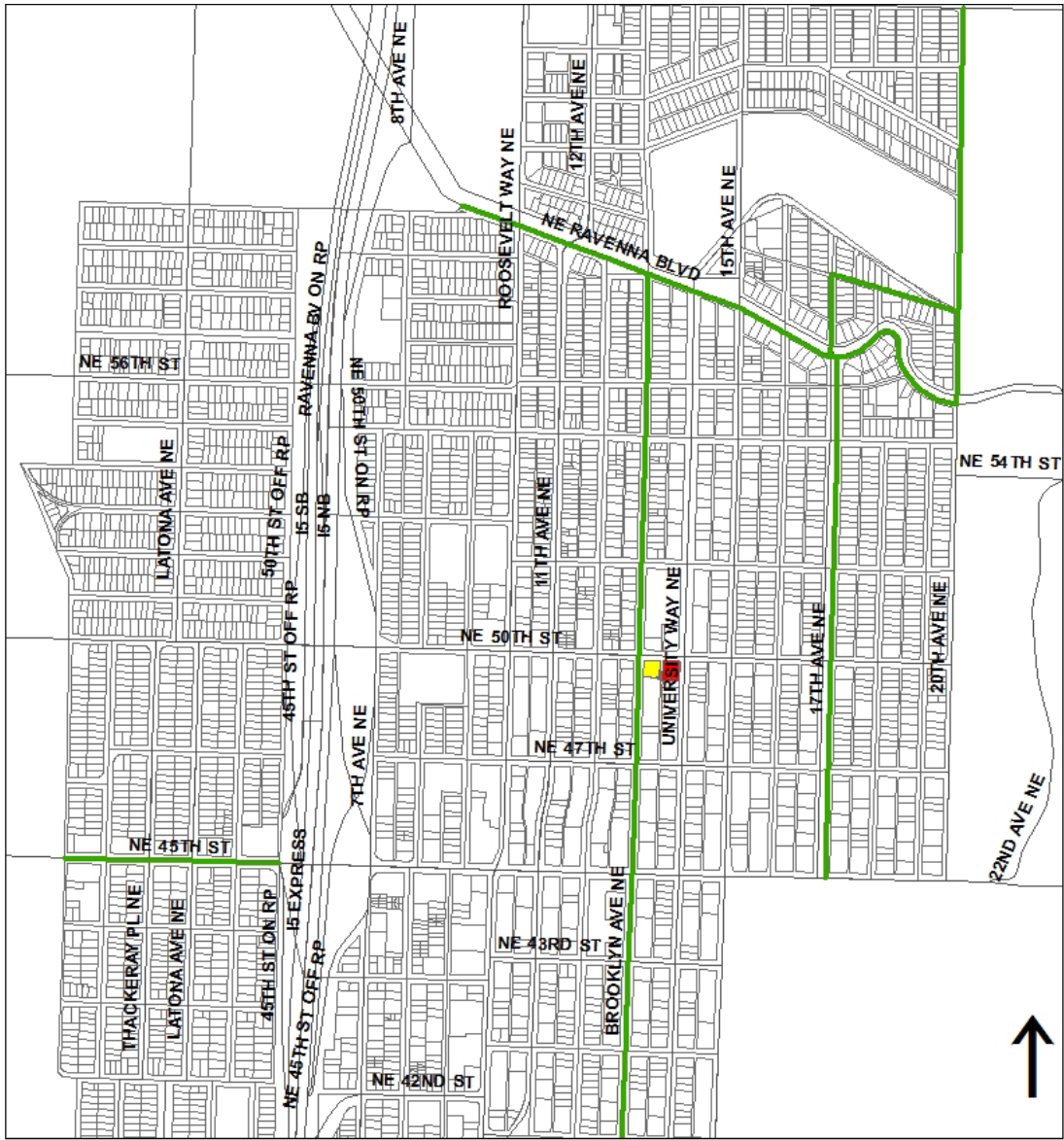


The U District's high "walk score" does not necessarily take into account certain qualities of the walking environment, including sidewalk condition, interferences along pathways, the sensory experience and perceptions of safety. In these areas, the U District has room for improvement. For example, the sidewalk is cracked in many places, newspaper vending boxes and other items occasionally block the sidewalk. Additionally, NE 50th Street is a busy arterial that can be unpleasant and potentially unsafe to walk along. Safety around a school is important because perceived danger can reduce walking and biking patterns.<sup>11</sup>





Bike Routes in the U District



“I have three children who are in Seattle Public Schools...and my youngest child just started biking to school and I want him to get home safe every day.”

- Former Seattle Mayor Mike McGinn



Approximately one out of twelve trips to the UW campus is by bike. To accommodate these bikers, the district has a number of bike lanes. These existing lanes and crossings could provide good routes for biking to the proposed school.

SCHOOL ACCESS: BIKING

The U District will likely become even more bike-friendly if it implements the proposed “neighborhood greenway” on 12th Ave NE. The greenway could become an important north-south corridor for non-motorized travel. The district is also evaluating options for improving bike and pedestrian crossings over Interstate-5.





The site of the proposed school is located on NE 50th St. - a main arterial that connects to Interstate-5. This busy arterial both provides excellent access to the school, but also poses some safety concerns. To increase pedestrian safety by slowing traffic down on NE 50th St., the district could implement a wide range of measures to calm traffic.

# SCHOOL ACCESS: TRAFFIC CALMING

## Raised Intersections



Raised intersections are elevated to the level of the sidewalk, which creates a nearly seamless transition between sidewalks and crosswalks.

## Median Islands



Median islands are raised islands located in the middle of a street. They can serve as a refuge to allow pedestrians to cross the street in two stages.

## Crossing Guards



Crossing guards help children cross the street safely. They can be volunteers or paid staff from the school.

## Curb Extensions

Curb extensions shorten the crossing distance for pedestrians and make it easier for drivers to see pedestrians. They are also known as “bulbouts” and “neckdowns.”



## Speed Humps

Speed humps are raised sections of pavement placed across the street to force drivers to slow down.



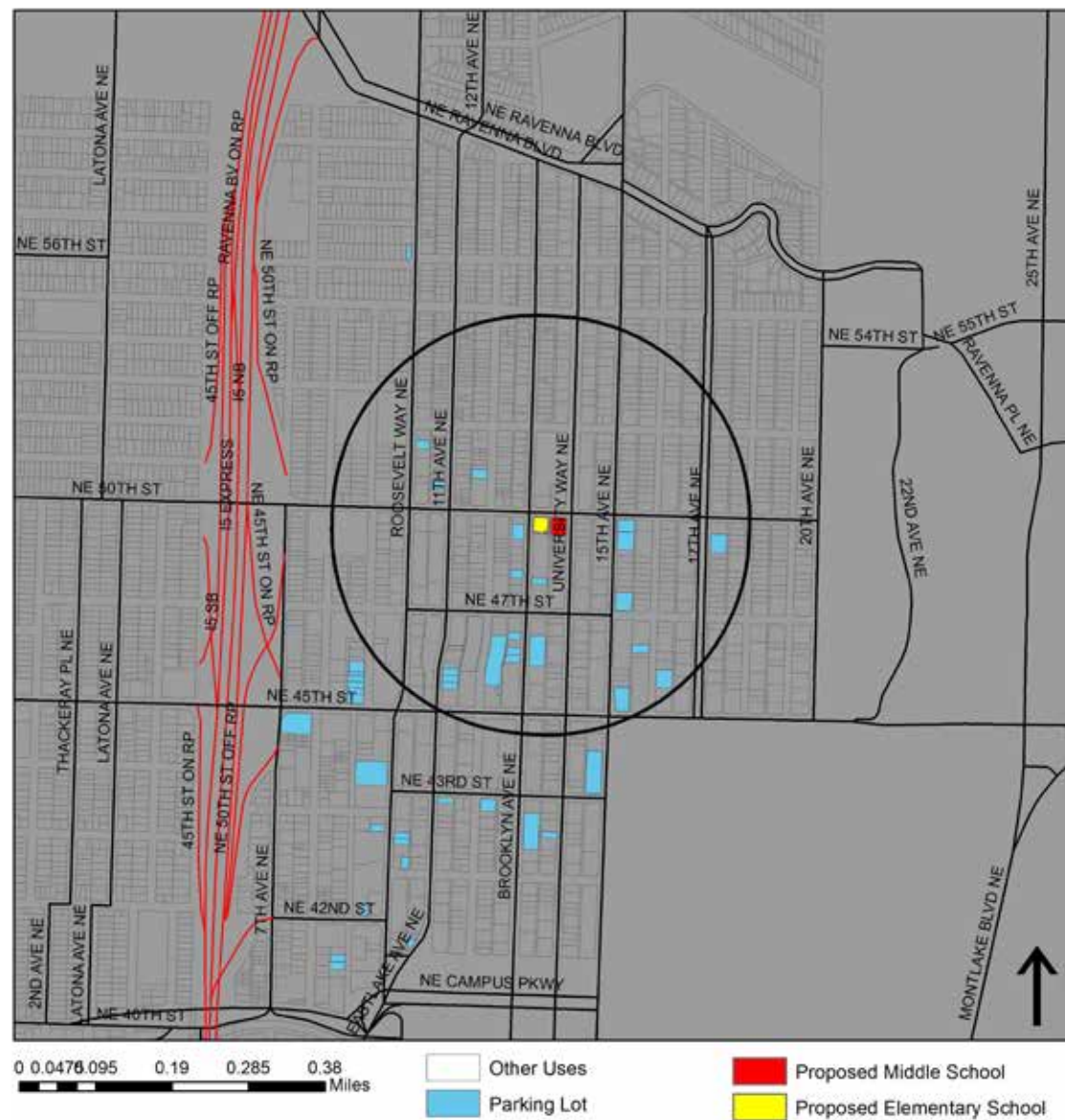
## Speed Tables

Speed tables are similar to speed humps, but they have a flat section on top. Speed tables permit slightly higher driving speeds and smoother transitions than speed humps.





### Parking Lots within a Half-Mile of the Proposed School



## SCHOOL ACCESS: PARKING

Given the proposed school's small site, it lacks its own parking lot. While the location of the school is optimized for walking, biking and transit, there are some creative solutions for parents who need to drive their children to school or need to park for events. For pick up/drop off by car, parents can use the nearby parking lots (with permission from the owners). Alternatively, parents could drop off their kids on 52nd St., which is a relatively quiet street (below). Crossing guards can help students walk from 52nd St. to the school.



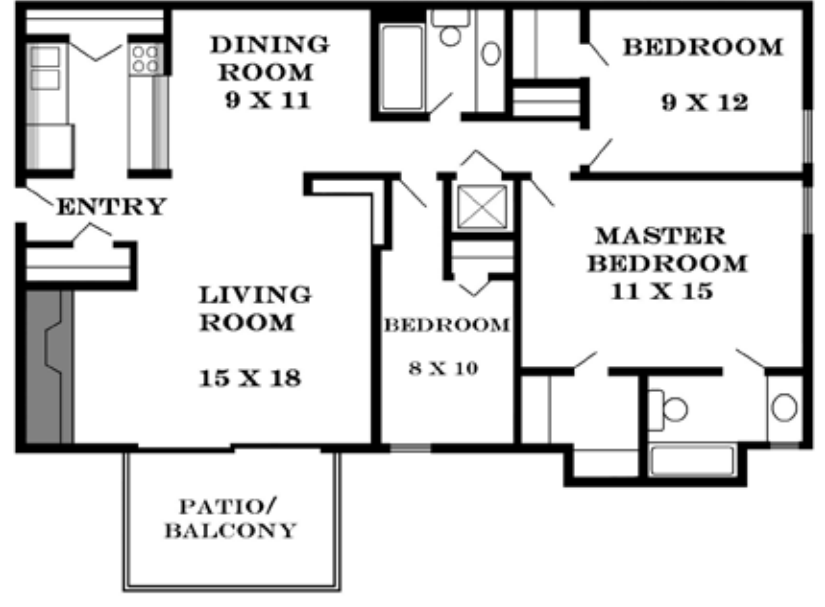
Quiet streets near the school allow parents and guardians to drop off and pick up kids by car.



**This...**



Affordable Housing for Families

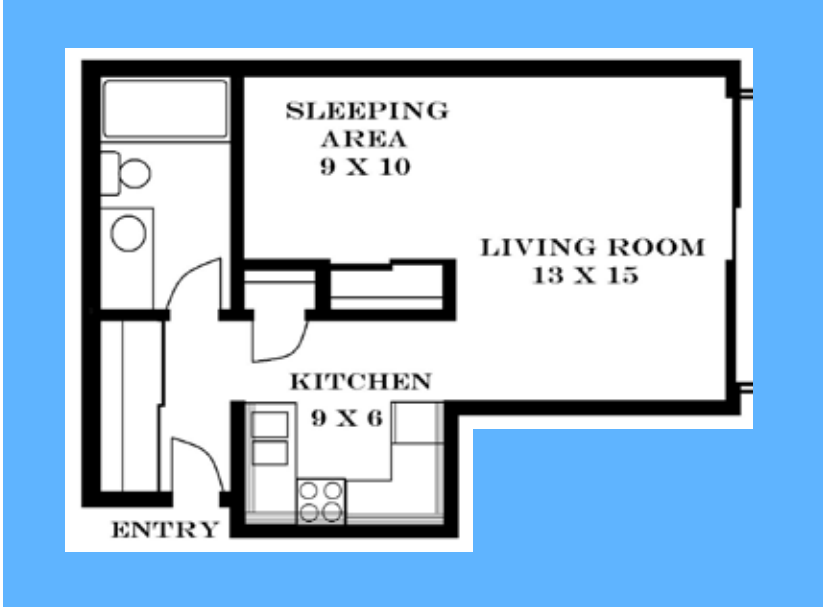


Range of Apartment Sizes for Families

**Not This...**



Luxury High Rises



Apartments with Only 1 Bedroom

Housing Policy  
=  
Education Policy

**EDUCATION ACCESS:  
HOUSING**



Currently, the U District is a relatively affordable area to live in Seattle. But according to Seattle’s Department of Planning and Development, the arrival of the LINK light rail in 2021 will likely translate into higher rents for the district. One reason this might occur is that the potential high rise developments have higher construction costs than low- or mid-rise developments. This means that any high rise buildings that come to the U District will be generally less able to support a significant number of family sized units without subsidies.<sup>12</sup> This poses concerns about the future affordability of the U District and whether low-income families will be able to move to the area to send their kids to the proposed school. In this respect, housing policy is education policy.

Exploring housing options in school attendance areas is especially important for small neighborhood schools, like the one proposed for the U District. This is because the catchment areas for small schools are also small, and therefore can be fairly homogenous in terms of class, race and ethnicity. To ensure that the U District school is diverse and inclusive, the district should prioritize affordable and subsidized family-sized units.





One affordable housing project already underway in the U District is CURVe (Children’s University of Washington Residence Vision). CURVe is designed to provide an innovative model of affordable workforce housing for families and employees of Children’s Hospital and University of Washington.

Affordable housing should be seen as an integral part of an inclusive and successful school. Currently, approximately 7 percent of the housing in the U District is subsidized, meaning restricted under the Multi-Family Property Tax Exception Program or subsidized by the Office of Housing. The U District has approximately 3 percent of Seattle’s total number of subsidized rent housing units.<sup>13</sup>

In order to expand the existing stock of affordable and low-income housing in the U District, the city can take the following measures:

Affordable Housing

=

Educational Equity

Transfer of Development Rights

Excess residential density on one site can be sold to developers needing extra density. The proceeds of these sales can fund affordable housing.

In Lieu-Of Fees

Seattle can raise “in lieu of” fees on developers who are building market-rate housing in the U District in order to fund affordable housing developments.

Set Aside Rates

Seattle can increase the “set-aside” rates for the number of units that are “set aside” for affordable housing in the U District.

Residential Bonuses

Developers can build beyond the zoned height limit in exchange for affordable housing.

Multifamily Tax Exemptions

The U District can take advantage of the Multifamily Tax Exemption (MFTE) program that gives new development an incentive to include affordable units.

Partnerships

Developers, King County, the City of Seattle and nonprofit housing organizations should all work together to find creative solutions to affordable housing shortages.



Levies

Levies are a type of tax that require voter approval and they are a common way of raising money for schools. The Seattle Public School District gets funding from four different levies.

Buildings, Technology, & Excellence Levy

A six-year capital levy that funds many small renovations and major maintenance projects for buildings, technology and academic support infrastructure.

Building Excellence Levy

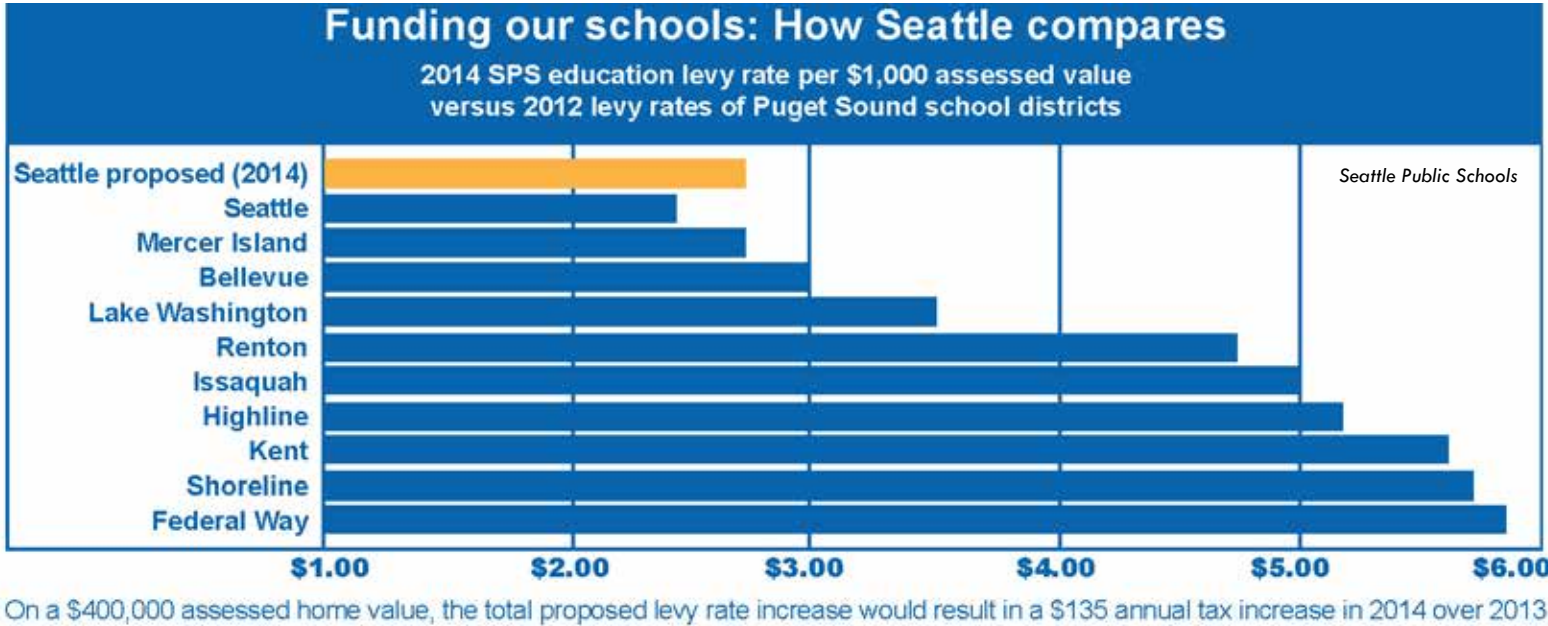
A six-year capital program that enables Seattle Public Schools to construct new school buildings, additions and major renovations.

Operations Levy

A six-year capital levy that funds many small renovations and major maintenance projects for buildings, technology and academic support infrastructure.

Families & Education Levy

A seven-year levy that provides support to children and their families, both in and out of school.



FUNDING

A Range of Sources

Building and operating a new school can be expensive. To create a new K-8 school for the U District, The Seattle Public School District would rely on a combination of local, state, federal and private revenue streams. The breakdown of these sources is in the budget that the Seattle School Board adopts to maintain Seattle's neighborhood schools, option schools and service schools.



Funding Sources

2013-14 Seattle Public Schools

Funding Source	Amount	% of Total
Operations Levy	\$159,500,000	25%
State General	\$344,100,000	54%
Federal	\$66,600,000	10%
Other Revenue	\$39,800,000	6%
Other Resources	\$29,300,000	5%

Seattle Public Schools

State and Federal Funds

Washington State schools are among the highest in the country in the percent of state financial support to schools. In Seattle, 52 percent of school funding comes from state sources.<sup>14</sup> Federal grants and programs also help supplement the Seattle Public School District's overall budget. Federal funds provide approximately 10 percent of Seattle Public Schools' resources.<sup>15</sup> Many of these funds are restricted to certain types of programs, such as programs for students with needs based on disabilities, English language learning status, poverty levels, etc.



Other Sources

Bonds

School districts can take out loans in the form of bonds to raise money for major projects like constructing new schools.



Schools First

Associated Student Body Fees

Students often have to pay a fee for participation in optional extracurricular activities. The collected fees are used to maintain and expand extracurricular programming within Seattle's public schools.

Donations and Fundraising

Private foundations, nonprofit organizations and individuals are all able to make donations to Seattle's public schools in the form of direct financial support, grants, services, supplies or equipment. Parent-Teacher Associations (PTAs) also raise funds for new schools.



Seattle Public Schools

Impact Fees

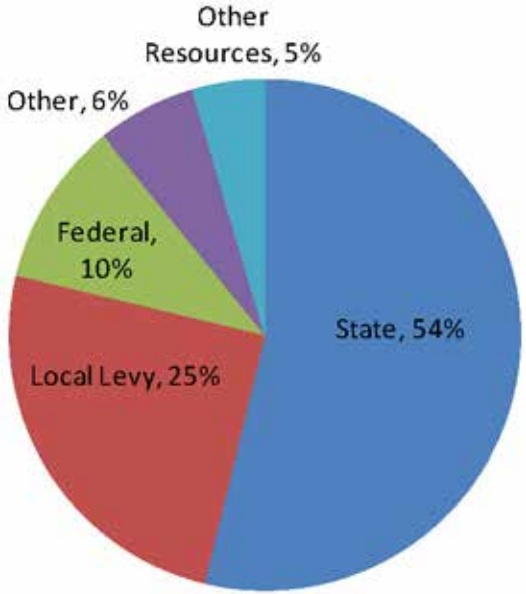
The Seattle Public School District or the City of Seattle could decide to collect "impact fees" on new residential and commercial construction within the U District. Under this arrangement, major developers in the U District would pay an impact fee that would help cover the costs of a new school.

Seattle Public Schools' Funding Gaps

Year	Funding Gaps
2010-11	\$31,000,000
2011-12	\$45,500,000
2012-13	\$23,500,000
2013-14	\$13,400,000

Seattle Public Schools

A new school for the U District would have to be constructed within a very constrained school district budget. Over the last several years the district has spent more money than it took in, resulting in funding gaps that had to be closed through layoffs and furloughs and using reserve funds.



Seattle Public Schools



Seattle Schools Community Forum



“Collaboration affords an opportunity for cost containment, restructuring, and minimization of interagency rivalries for the scarce resources available.”

- Sharon Lynn Kagan, Columbia University Teachers College

Existing Projects

A new U District public school would have to compete with projects already in the pipeline, such as additions, redevelopments and a new downtown elementary school slated to open in 2019.

2012-2013

1 Boren, elementary (interim), reopening, \$3.8\*

2013-14

2 Old Van Asselt, elementary (interim), reopening, \$3.9\*  
3 John Marshall, middle (interim), reopening, \$7.1\*

2014-15

4 Columbia, middle, reopening, \$2.8\*  
5 Fairmount Park, elementary, reopening, \$10.5\*  
6 Mann, high (NOVA will move there from Meany), reopening, \$13\*\*

2015-16

7 North Beach, elementary, rebuild, \$36.4  
8 Thornton Creek, elementary, new additional school on site, \$32.7  
9 Genessee Hill, elementary (Schmitz Park moving in), replacement, \$37

2016-17

10 Hughes, elementary, reopening, \$3.3\*  
11 Cedar Park, K-8 (Jane Addams will move), replacement, \$33.5  
12 Meany, middle, rebuild, \$59.7\*\*

2017-18

13 T.T. Minor, elementary, reopening, \$4.8\*  
14 Bagley, elementary, renovation/addition, \$26.9  
15 Wilson-Pacific, elementary and middle, rebuild and new, \$109.1  
16 Jane Addams, middle, renovation: \$5

2018-19

17 Arbor Heights, elementary, rebuild, \$36.5  
18 Queen Anne, elementary, addition, \$14.8

2019-20

19 Downtown\*, elementary, new, \$32  
20 Mercer, middle, addition, \$11.1  
21 Lincoln, high, renovation, \$35



Source: The Seattle Times/Whitney Stensrud  
\*Money for the project would not come from the new levy, but from other parts of the budget.  
\*\*Money for the project would come from a combination of the new levy and other parts of the budget.



This...



James Rojas  
**Creative Engagement**



James Rojas  
**Go to the People**

Not This...



Plus One Flyers  
**Death by PowerPoint**



Living Loud in Midtown  
**Expect the People to Come to You**

Conventional Outreach

- Public meetings
- Design charrettes
- Focus groups
- Door-to-door surveys
- Phone surveys

VS

Creative Outreach

- Interactive play with legos and other toys
- Storytelling
- Walking tours
- Supermarket/farmer's market tabling
- Social media engagement
- Interactive polling
- Visual preference surveys

Regardless of the form of outreach, childcare and translation should be provided at all these meetings and events to ensure that people with children and non-English speakers can all participate.



PLANNING PROCESS

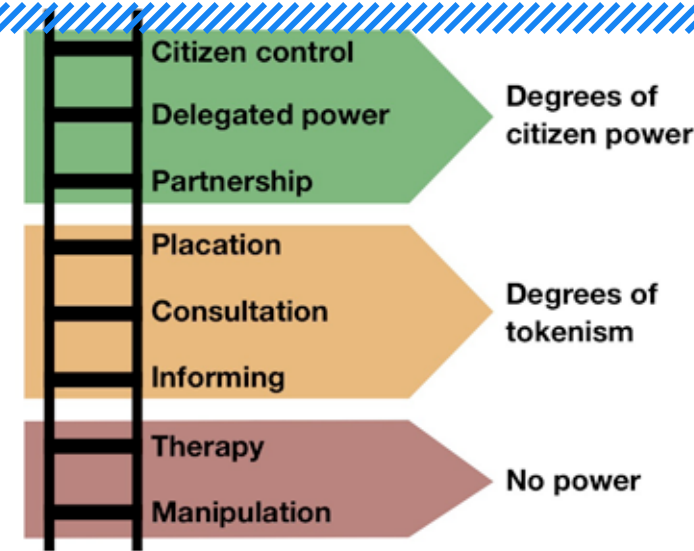
Participatory Planning

A neighborhood school is an extension of a community and as such, the community should play an active role in designing the school. Designers should lead a collaborative and interactive planning process with a variety of outreach methods. To maximize participation, planners and designers should consider hosting a wide variety of events.



Empowerment

Regardless of the form of community engagement, the goal should be true resident empowerment. As the “Ladder of Participation” (right) indicates, too often public participation is mere tokenism rather than a chance for residents to take control over a planning process. Residents involved in planning a new U District school should be directly part of the decision-making process, rather than simply asked for their opinion and dismissed.



Arnstein’s Ladder of Public Participation (1969)



Crave Seattle Blog

Youth Engagement

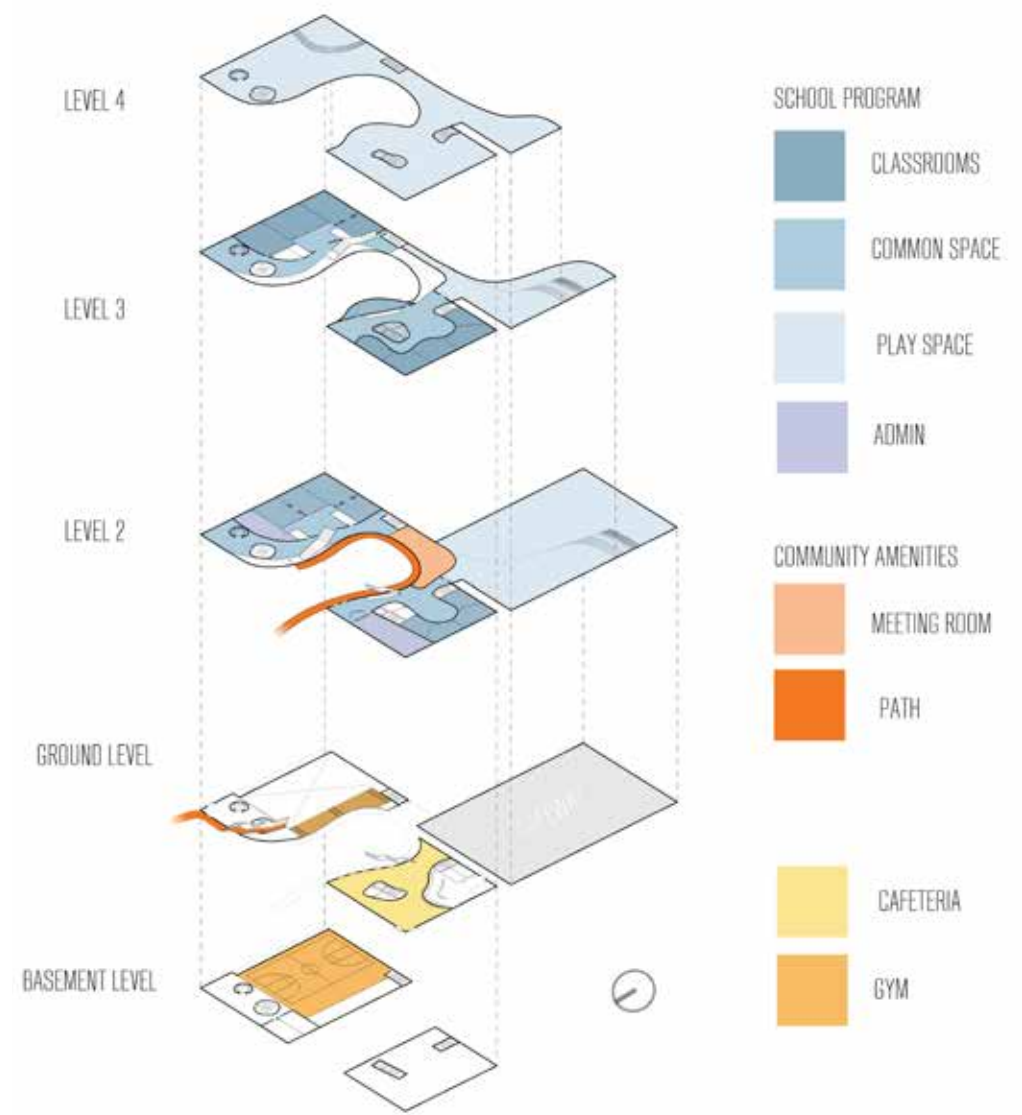
Youth in the U District can play an important role in planning their future school. Children should be consulted for their opinions and preferences on how they like to learn, play and get to school. The Ama’r Children’s Culture House in Copenhagen, Denmark (below) serves as a powerful example of a project in which designers worked with children in a meaningful way to develop plans for spaces the children themselves will use.



Dorte Mandrup Architects



# MIDDLE + ELEMENTARY SCHOOLS



Veronica Macalinao and Erica Witcher

## DESIGN

A new school for the U District could be designed in many ways. The design introduced here emphasizes play, creativity and community integration.



Veronica Macalinao and Erica Witcher



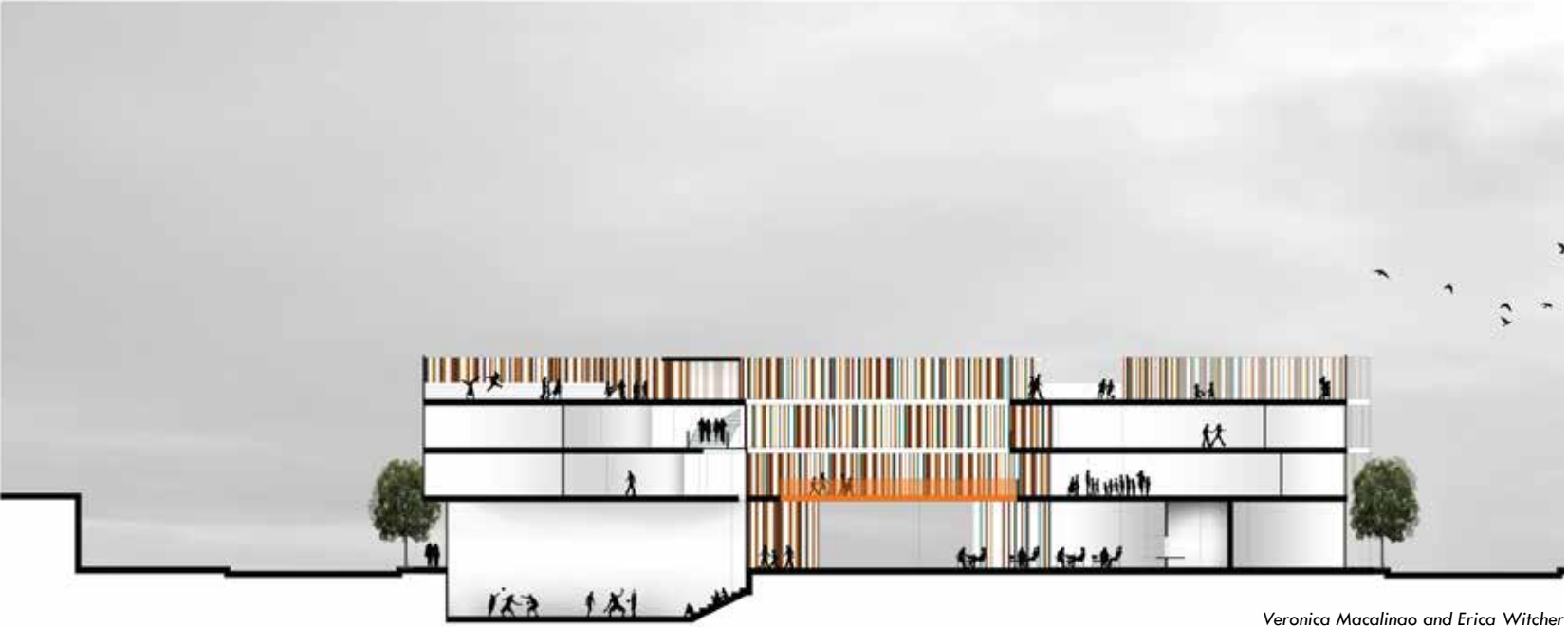


This design recognizes the unique needs of the school and the community (above). The open space features (below) help enhance the overall public life of the U District.



Veronica Macalinao and Erica Witcher

# BUILDING SECTION



Veronica Macalinao and Erica Witcher

This school design maximizes the relatively small site with one building for a K-5 elementary school and a separate building for a 6-9 middle school. These schools share many facilities, which creates a sense of unity between the elementary and middle schools.



CAFETERIA



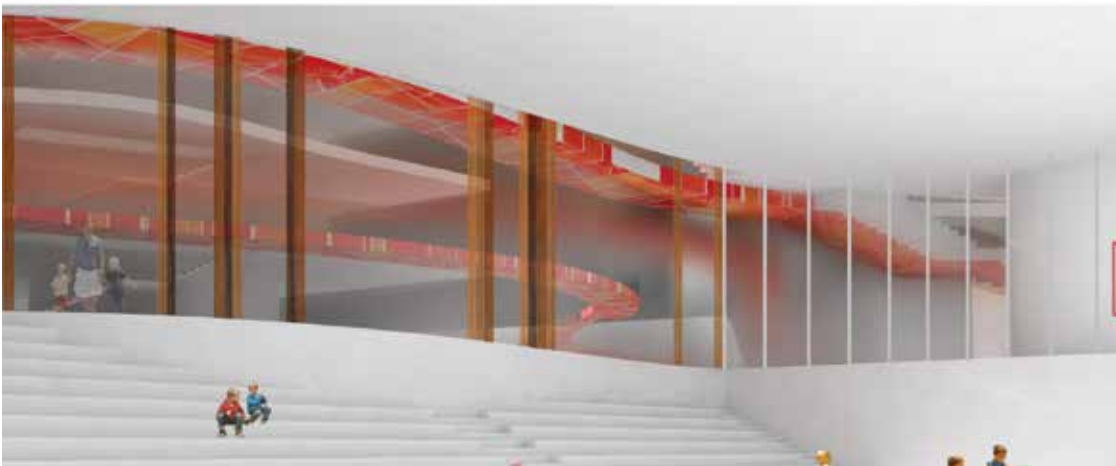
Veronica Macalinao and Erica Witcher

MIDDLE SCHOOL SOCIAL SPACE



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FLEX SPACE



Veronica Macalinao and Erica Witcher

FACADE SYSTEM



Veronica Macalinao and Erica Witcher



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*University of Washington, College of Built Environments, 2014*



