

## Seattle Public Schools

### Criteria Development for Potential School Consolidation by Staff - January 2005

<b>A</b>	<b>School location and capacity</b>
1	School is utilizing building capacity efficiently
2	Building supports long-range enrollment projections
3	Building supports neighborhood assignment plan and resident enrollment (fixed assignment plan with limited or expanded choice)
4	Building has capacity for future expansion (e.g., building has space for portables and can accommodate additional demands on utilities)
5	Building is not in close proximity to other buildings
6	School has high percentage of students who can walk to school
7	Building size (planning capacity) supports optimum size
	Elementary 400-600
	Middle school 600-900
	High school 1000-1400
	K- 8 500-650
8	Building supports Facilities Master Plan site size guidelines
	Elementary - 4 acres
	Middle school - 12 acres
	High school - 17 acres
9	Building supports current enrollment without portables
<b>B</b>	<b>Building condition and life cycle</b>
1	Building has adequate or modernized library
2	Building has cafeteria/auditorium
3	Building has dedicated spaces such as childcare, preschool, special ed, arts/science, computer lab, music/drama
4	Building has adequate parking or departures (Note: Departure is a process to waive requirements for development by the Seattle Municipal Code related to on-site parking, bus loading, curb cuts, etc.)
5	School has space available for team teaching, various group sizes, teacher collaboration and support spaces
6	Building is part of adopted capital improvement or renovation program (CIP I, BEX I, BEX II, BTA I, BTA II)
7	Building has predominantly new portables (75% of the portables are 15 years old or newer)
8	Building can be easily modified to adapt to changes in population, teaching methodology or grade configuration
9	School houses health clinic or social service program
10	Building meets city landmark criteria
11	Building's major systems (HVAC, roof, water) are in adequate to good condition
<b>C</b>	<b>Academics and program</b>
1	School houses unique or alternative program or is needed to support special program needs (e.g., advanced learning, special education, bilingual)
2	School supports a diversity of programs and student diversity

3	Program is chosen either first or second within its reference area/cluster based on current student assignment plan
4	School serves large percentage of high need students (e.g., free or reduced-price lunch, special education, bilingual)
5	School meets AYP, WASL or other education benchmarks (graduation rate).
<b>D</b>	<b>Community interests and impacts</b>
1	School has community connections; it supports parent involvement, and space is used by volunteers and community groups
2	Building has joint operating agreement for after-school use of facility (park, library, childcare)
3	School has impact on urban villages planning - City comprehensive plan public facilities
<b>E</b>	<b>Financial considerations</b>
1	Projected staff position savings
2	Anticipated transportation savings
3	Other anticipated savings (utilities, maintenance, materials)
4	Potential revenues generated from leasing closed building