

KING COUNTY SCHOOL SITING TASK FORCE

*Final Report and
Recommendations
to the King County Executive*
March 31, 2012



King County

March 31, 2012

Dow Constantine, King County Executive
King County Chinook Building
401 Fifth Avenue, Suite 800
Seattle, WA 98104

Dear Executive Constantine,

With this letter we transmit to you the final report and recommendations of the School Siting Task Force. The critical issues of quality education, efficient use of taxpayer dollars, equitability, preservation of rural character, and sustainable growth made consideration of undeveloped rural school sites and all other future school siting a complex and important undertaking.

Together, we have worked diligently since December to craft these recommendations. We represent diverse perspectives and through our discussions we have reached agreement on specific solutions and recommendations that we believe to be in the best interests of all King County residents, particularly our schoolchildren. We are pleased to present to you these recommendations informed by accepted data collected by our Technical Advisory Committee.

We would be happy to serve as a resource in any way we can as you consider these recommendations. We look forward to your review, and we stand ready to assist in their implementation.

Thank you for the opportunity to serve on the Task Force. We look forward to having these recommendations incorporated in future planning.

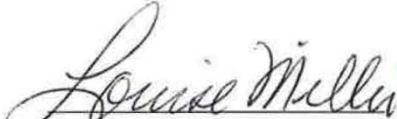
Sincerely,

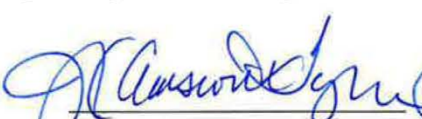
King County School Siting Task Force members


(signatures on reverse)




King County School Siting Task Force Members:



Louise Miller, Chair


Julie Ainsworth-Taylor



Kimberly Allen



Leonard Bauer


Cynthia Berne


John Chaney


Carrie S. Cihak


Steve Crawford

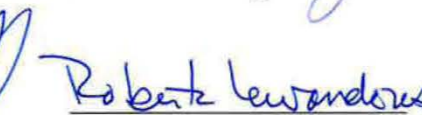

Mark Cross



Debi Eberle

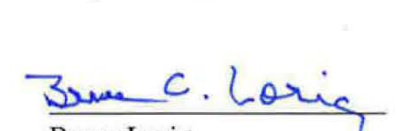

Kenneth Hearing

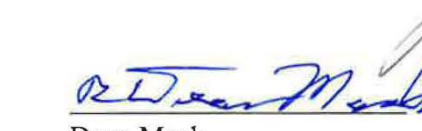

Kip Herren

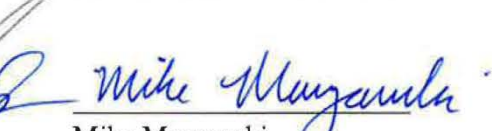

Chip Kimball


Roberta Lewandowski


John Holman for Pete Lewis



Bruce Lorig



Dean Mack


Mike Maryanski



Erika Morgan


Mike Nelson


Rebecca Olness



Peter Rimbo



Dave Russell


Brian Saelens


Albert Spencer


John Starbard


Richard Stedry


Bob Sternoff


Cynthia Welti

Table of Contents

SECTION 1: ACKNOWLEDGEMENTS.....	1
SECTION 2: GLOSSARY OF TERMS AND ACRONYMS.....	1
SECTION 3: OVERVIEW AND BACKGROUND INFORMATION.....	4
OVERVIEW	4
GMPC GUIDANCE FOR THE TASK FORCE	5
SECTION 4: THE TASK FORCE PROCESS.....	6
APPOINTING THE TASK FORCE.....	6
HIRING A FACILITATOR	6
STRUCTURE AND ROLES OF THE TASK FORCE.....	7
TECHNICAL ADVISORY COMMITTEE	7
FRAMING WORK GROUP	7
MEETING STRUCTURE AND PROCESS	7
DECISION MAKING: A CONSENSUS APPROACH	8
PUBLIC PROCESS.....	9
INFORMATION CONSIDERED BY THE TASK FORCE	9
TASK FORCE REPORT	11
SECTION 5: RECOMMENDATIONS.....	11
INTRODUCTION.....	11
RECOMMENDED SOLUTIONS FOR UNDEVELOPED RURAL SITES	11
RECOMMENDATIONS FOR FUTURE SCHOOL SITING	20
SECTION 6: IMPLEMENTING TASK FORCE RECOMMENDATIONS AND NEXT STEPS.....	22
NEXT STEPS	22
APPENDICES (Attached)	
A. TASK FORCE MEMBERSHIP.....	ATTACHED
B. FRAMING WORK GROUP MEMBERSHIP	ATTACHED
C. TECHNICAL ADVISORY COMMITTEE MEMBERSHIP	ATTACHED
D. MAP OF 18 UNDEVELOPED SCHOOL SITES	ATTACHED
E. GMPC MOTION 11-2.....	ATTACHED
APPENDICES (ON CD)	
F. MATRIX OF TECHNICAL INFORMATION ON UNDEVELOPED SITES	ON ATTACHED CD
G. MAPS OF UNDEVELOPED SITES	ON ATTACHED CD
H. DEMOGRAPHIC INFORMATION	ON ATTACHED CD
I. ENROLLMENT PROJECTIONS	ON ATTACHED CD
J. PUBLIC HEALTH ASPECTS OF SCHOOL SITING	ON ATTACHED CD
K. TECHNICAL ADVISORY COMMITTEE WORK (13 TASKS).....	ON ATTACHED CD
L. STATE SCHOOL SITING GUIDELINES	ON ATTACHED CD
M. EXISTING POLICY AND REGULATORY FRAMEWORK	ON ATTACHED CD
N. EXCERPT FROM PSRC ISSUE PAPER ON RURAL AREAS	ON ATTACHED CD
O. LAND USE PLANNING OVERVIEW.....	ON ATTACHED CD
P. MEETING SUMMARIES	ON ATTACHED CD
Q. OPERATING PROTOCOLS.....	ON ATTACHED CD
R. PROCESS SCHEMATIC.....	ON ATTACHED CD

S. TASK FORCE MEMBER INTERESTS ON ATTACHED CD
T. INTERVIEW SUMMARY ON ATTACHED CD
U. PUBLIC COMMENTS..... ON ATTACHED CD

SECTION 1: Acknowledgements

The School Siting Task Force thanks the King County Executive and the Growth Management Planning Council for the opportunity to provide input on an issue critical to supporting K-12 education and to preserving natural resources, public health, and quality of life in King County.

The Task Force would especially like to thank its members who agreed to serve on the Framing Work Group. This group met on multiple occasions throughout the process, generally twice between each Task Force meeting, to develop and frame issues and meeting approaches for the full Task Force. Without the considerable efforts of this group, the Task Force would not have been able to accomplish its work.

The Task Force also thanks the Technical Advisory Committee (TAC), whose members worked throughout January, February, and March of 2012 to gather data and information on the undeveloped rural school sites and to compile additional information relevant to future school siting.

The Task Force also acknowledges the many members of the public who submitted comments and/or attended one or more Task Force or TAC meetings. Their contributions provided valuable insight for the Task Force's consideration.

Finally, the Task Force thanks Triangle Associates for their exemplary support throughout the process.

See Appendices A, B, and C for Task Force, Framing Work Group, and TAC membership.

SECTION 2: Glossary of Terms and Acronyms

Comprehensive Plan

A generalized coordinated land use policy statement of the governing body of a county or city that is adopted pursuant to 36.70A RCW. (*Washington State Growth Management Act*)

Countywide Planning Policies (CPPs)

A written policy statement or statements used solely for establishing a countywide framework from which county and city comprehensive plans are developed and adopted pursuant to the Growth Management Act. (*Washington State Growth Management Act*)

Growth Management Act (GMA)

The GMA was enacted in 1990 in response to rapid population growth and concerns with suburban sprawl, environmental protection, quality of life, and related issues. The GMA requires the fastest growing counties and the cities within them to plan for growth. The GMA provides a framework for regional coordination; counties planning under the GMA are required to adopt county-wide planning policies to guide plan adoption within the county and to establish urban growth areas (UGAs). Local comprehensive plans must include the following elements: land use, housing, capital facilities, utilities,

transportation, and, for counties, a rural element. (*Municipal Research and Services Center of Washington*)

Growth Management Planning Council (GMPC)

The GMPC, which was established by an Interlocal agreement, is a 15-member council of elected officials from Seattle, Bellevue, suburban cities and King County. The GMPC has been responsible for the preparation and recommendation of the Countywide Planning Policies to the Metropolitan King County Council, which then adopts the policies and sends them to the cities for ratification. (*King County Comprehensive Plan*)

Identified Need

Identified need exists if a school district has determined the type of school needed and a timeframe for development on one of the 18 undeveloped school sites. (*Source: School Siting Task Force*)

Multi-County Planning Policies

An official statement, adopted by two or more counties, used to provide guidance for regional decision-making, as well as a common framework for countywide planning policies and local comprehensive plans. (*Puget Sound Regional Council*)

Nonconformance

Any use, improvement or structure established in conformance with King County rules and regulations in effect at the time of establishment that no longer conforms to the range of uses permitted in the site's current zone or to the current development standards of the code, due to changes in the code or its application to the subject property. (*King County Code*)

Regional Growth Strategy

An approach for distributing population and employment growth within the four-county central Puget Sound region (King, Kitsap, Pierce, Snohomish). (*Puget Sound Regional Council*)

Rural Area

Outside the urban growth area, rural lands contain a mix of low-density residential development, agriculture, forests, open space and natural areas, as well as recreation uses. Counties and adjacent small towns provide a limited number of public services to rural residents. (*Puget Sound Regional Council*)

Rural Character

Rural Character refers to the patterns of land use and development established by a county in the rural element of its comprehensive plan:

- a. In which open space, the natural landscape, and vegetation predominate over the built environment;
- b. That foster traditional rural lifestyles, rural-based economies, and opportunities to both live and work in rural areas;

- c. That provide visual landscapes that are traditionally found in rural areas and communities;
- d. That are compatible with the use of the land by wildlife and for fish and wildlife habitat;
- e. That reduce the inappropriate conversion of undeveloped land into sprawling, low-density development;
- f. That generally do not require the extension of urban governmental services; and
- g. That are consistent with the protection of natural surface water flows and groundwater and surface water recharge and discharge areas
(*Washington State Growth Management Act*)

Rural Cities

A free-standing municipality that is physically separated from other cities and towns by designated rural lands. Also referred to as “Cities in the Rural Area.” The incorporated rural cities are Black Diamond, Carnation, Duvall, Enumclaw, North Bend, Skykomish and Snoqualmie. (*Puget Sound Regional Council, King County Comprehensive Plan*)

Rural Towns

Rural towns are unincorporated areas governed directly by King County. They provide a focal point for community groups such as chambers of commerce or community councils to participate in public affairs. The purposes of rural town designations within the County’s Comprehensive Plan are to recognize existing concentrations of higher density and economic activity in rural areas and to allow modest growth of residential and economic uses to keep them economically viable into the future. Rural towns in King County include Alpentel, Fall City and Vashon. (*King County Comprehensive Plan*)

Rural Zoning

The rural zone is meant to provide an area-wide, long-term, rural character and to minimize land use conflicts with nearby agricultural, forest or mineral extraction production districts. These purposes are accomplished by: 1) limiting residential densities and permitted uses to those that are compatible with rural character and nearby resource production districts and are able to be adequately supported by rural service levels; 2) allowing small scale farming and forestry activities and tourism and recreation uses that can be supported by rural service levels and are compatible with rural character; and 3) increasing required setbacks to minimize conflicts with adjacent agriculture, forest or mineral zones. (*King County Comprehensive Plan*)

Tightline Sewer

A sewer trunk line designed and intended specifically to serve only a particular facility or place, and whose pipe diameter should be sized appropriately to ensure service only to that facility or place. It may occur outside the local service area for sewers, but does not amend the local service area. (*King County Comprehensive Plan*)

Unincorporated Area

Unincorporated areas are those areas outside any city and under King County’s jurisdiction. (*King County Comprehensive Plan*)

Urban Growth Area (UGA)

The area formally designated by a county, in consultation with its cities, to accommodate future development and growth. Given that cities are urban, each city is within a county-designated urban growth area. Cities may not annex lands outside an urban growth area, nor may they formally identify additions to the urban growth area independently of the county designation process. Development that is urban in character is to occur within the designated urban growth area, preferably in cities. Development outside the designated urban growth area is to be rural in character. (*Puget Sound Regional Council*)

VISION 2040

VISION 2040 is the growth management, environmental, economic, and transportation vision for the central Puget Sound region. It consists of an environmental framework, a regional growth strategy, policies to guide growth and development, actions to implement, and measures to track progress. (*Puget Sound Regional Council*)

SECTION 3: Overview and Background Information

Overview

The Washington State Growth Management Act (GMA) requires counties and cities to work together to plan for growth. In King County, the Growth Management Planning Council (GMPC) is the countywide planning body through which the County and cities collaborate. The GMPC is comprised of elected officials from King County, Seattle, Bellevue, the Suburban Cities Association, and special purpose districts. The GMPC develops and recommends Countywide Planning Policies (CPPs) to the King County Council where they are reviewed, adopted, and sent to the cities for final ratification. The CPPs were initially adopted in 1992; certain elements of the policies have been updated over the years.

In 2010 and 2011, the GMPC undertook the first comprehensive evaluation of the CPPs since their initial adoption. A full set of updated policies is required to bring the CPPs into compliance with the multicounty planning policies (VISION 2040) adopted by the Puget Sound Regional Council in 2008. VISION 2040 is the regional growth strategy for the four-county region including King, Kitsap, Pierce and Snohomish Counties.

On September 21, 2011 the GMPC completed its review and voted to recommend an updated set of CPPs to the King County Council. However, they could not reach consensus on policies governing the siting of public facilities and services. At issue was whether public schools serving primarily urban populations should be sited in rural areas, and whether such facilities should be served by sewers. The recent update of VISION 2040 included policies stating that schools and other community facilities serving primarily urban populations should be sited in the urban growth area, and that urban services (sewers) should not be provided in rural areas. In the interest of consistency, the GMPC was considering adding similar policies to the CPPs.

While the GMA is clear that sewers are not permitted in rural areas (except in limited circumstances), the CPPs have since 1992 contained a policy that allows public schools to be served by sewer when a finding is made that no alternative technologies are feasible. King County implements this policy by authorizing a tightline sewer connection after the finding is made.

This potential change in policy was of concern to school districts, many of which owned or had an interest in undeveloped rural properties. While some had acquired their properties before the adoption of the GMA and CPPs, most had not. Those school districts purchasing land after 1992 did so under a regulatory framework that permitted schools in rural areas and that allowed a tightline sewer if needed. At the time, with rising land costs in urban areas and rapid growth, choosing less expensive rural sites seemed the most judicious use of limited taxpayer funds. Many school districts pointed out the difficulty of finding large parcels in urban areas, and the importance of siting schools so that they are convenient for all students, including those in rural areas. School districts leaders testified that they do not distinguish between the urban and rural portions of their service areas; their planning takes into account the needs of their districts as a whole.

The policy debate generated testimony from rural residents, many of whom expressed concerns about the impacts of siting schools in rural areas, including traffic congestion, environmental degradation, and loss of rural character. They pointed out that while initial land costs might be lower in rural areas, the total costs to society of siting schools in non-urban areas might be greater. In addition to the impacts of transporting large numbers of urban students to schools in rural areas, the cost of transportation investments needed to support new schools are borne only by unincorporated area residents. These community impacts and financial burdens are not shared equally by residents in incorporated areas. Much of the testimony from rural residents questioned the fairness and sustainability of siting in rural areas infrastructure supporting primarily urban development.

In order to address these concerns, to acknowledge the changing environment and to support school districts in their obligation to provide quality education for the children of King County, the GMPC agreed to set aside the policies related to siting public facilities and postpone their consideration until a task force made up of school districts, cities, King County, rural residents, and other experts could study the issue and report back to the King County Executive.

GMPC Guidance for the Task Force

The GMPC established guidance for formation of the School Siting Task Force in their Motion 11-2 (Appendix E) on September 21, 2011.

The Task Force was given the Mission to:

Develop recommendations to better align city, county, and school districts' planning for future school facilities in order to provide quality education for all children and maximize health, environmental, programmatic, fiscal, and social objectives.

-GMPC Motion 11-2, School Siting Task Force Work Plan, Task Force Mission

To fulfill this Mission, the GMPC recommended a specific scope of work. As described in GMPC Motion 11-2, the Task Force's primary task is "to evaluate the current inventory of rural properties owned by King County school districts" and to make recommendations as to their use or disposition. Collectively, the Task Force identified 18 undeveloped sites in rural areas. To further support the fulfillment of its Mission, it was anticipated that the Task Force might recommend legislative and other strategies.

The GMPC established a set of eight principles to guide the Task Force in its work. All of the solutions recommended by the Task Force in this Report reflect the Guiding Principles established by GMPC:

- *Academic Excellence:* Educational facilities should promote and support the academic achievement of students.
- *Equitable:* All children should have access to quality educational facilities.
- *Financially Sustainable:* School siting should be financially sustainable for each impacted jurisdiction (school districts, cities, county unincorporated areas, and sewer/water districts) and make the most efficient use of total tax dollars.
- *Support Sustainable Growth:* Planning for school facilities shall comply with state law and be integrated with other regional and local planning, including land use, transportation, environment, and public health.
- *Community Assets:* Schools should unite the communities in which they are located and be compatible with community character.
- *Based on existing data and evidence:* The Task Force process shall utilize recent demographic, buildable lands inventory, and other relevant data and information.
- *Public Engagement:* The Task Force process should include robust community engagement with impacted communities. Meetings will be transparent and open to the public for observation. The Task Force shall provide opportunities for public comment.
- *Best Practice and Innovation:* Lasting recommendations should serve the region well for years to come and support education, health, environmental, programmatic, fiscal, and social objectives.

SECTION 4: The Task Force Process

Appointing the Task Force

The GMPC designated categories of membership in Motion 11-2, but did not specify individual members. Task Force members were appointed by the King County Executive (see Appendix A).

Hiring a Facilitator

Public Health - Seattle King County hired Triangle Associates as the independent facilitator to help coordinate the work of the Task Force, including conducting initial assessment interviews of all Task Force members, organizing Task Force meetings, facilitating development of recommendations by the Task Force and providing support through drafting and production of the Task Force's Final Report and Recommendations.

Structure and Roles of the Task Force

The Task Force established two workgroups to assist in the effort: the Technical Advisory Committee, (also recommended by the GMPC) and the Framing Work Group. Both are described below.

Technical Advisory Committee

The Technical Advisory Committee (TAC) was comprised of representatives from King County, the Puget Sound Regional Council, school districts, water and sewer districts, and the Suburban Cities Association. A membership list is included in Appendix C. The TAC met throughout the beginning and middle stages of the Task Force process; its role was to provide data and information to support Task Force decision making. TAC meetings were open to the public and included dialogue with those who attended. Meeting summaries (Appendix P) were developed to provide a record of their work.

The primary work product of the TAC involved compiling a matrix containing information related to the 18 undeveloped school sites (Appendix F). In addition to populating the matrix with site-specific information, the TAC was asked to collect data and information in several other areas of inquiry, which collectively were referred to as the “13 Tasks”. This included subject areas such as demographic trends and school enrollment projections. A complete list of the 13 tasks is included as Appendix F.

The TAC work and products enabled swift evaluation of, and development of solutions for, specific sites by the Task Force. The breadth and detail of the data compiled by the TAC, and that Committee’s timely response to Task Force requests, played a critical role in the accomplishments of the Task Force.

Framing Work Group

Due to the short timeline for the Task Force to complete its work, the Task Force created a Framing Work Group (Appendix B) to frame issues for its consideration. Prior to each meeting of the full Task Force, the Framing Work Group met to review information gathered by the TAC and to discuss how best to organize information and issues for discussion. Doing so helped the Task Force have focused and substantive discussions and stay on task to meet their deadlines.

The Framing Work Group made recommendations on process to the Task Force; however, all decision-making power remained with the full Task Force. Framing Work Group members were appointed by the Task Force Chair from the general Task Force roster. The group met on average twice between each Task Force meeting, and meeting summaries (Appendix P) were included in the materials that the Task Force received.

Meeting Structure and Process

The Task Force met six times from December 2011 through March 2012, using the process schematic (Appendix R) as a visual guide for navigating its work effort:

1. The first meeting, December 14, 2011, focused on introducing Task Force members, establishing a process for the work effort, and hearing Task Force member perspectives on hopes and desired outcomes from the process.
2. The second meeting, January 25, 2012, focused on learning information from the TAC and creating a set of interests (Appendix S) based on the Task Force's Guiding Principles as established in the GMPC Motion 11-2. The Task Force also agreed upon a set of Operating Protocols (Appendix Q).
3. On February 16, 2012, the Task Force held a 4-hour workshop to begin developing solutions for the 18 undeveloped rural school sites and for future school siting. The Technical Advisory Committee presented data on each of the 18 sites, and each school district was given the opportunity to present additional information on their sites. The Task Force reached consensus on an approach for evaluating sites that was developed by the Framing Work Group. This approach involved identifying the critical or "threshold" factors that would allow Task Force members to create four categories into which the 18 sites would eventually be sorted. The first step was to brainstorm potential solutions for each category.
4. On March 1, 2012, the Task Force met for the fourth time, also in a 4-hour workshop. Working in small groups, Task Force members accepted possible solutions for the four categories of sites. They then sorted the 18 sites into the four categories and also considered future school siting. The Task Force reached consensus agreement on several items, including:
 - The "Solutions Set and Criteria" document (Document 1 in the Recommendations section), with agreement that a few items needed additional definition, clarification, and confirmation at its next meeting
 - The placement of all school sites in appropriate quadrants of the solutions table
5. On March 15, 2012, the Task Force accepted by 100% consensus:
 - A final version of the "Solutions Set and Criteria" document
 - Recommended and prioritized solutions for 12 specific sites
 - The following technical documents: Matrix of school sites, list of 13 tasks, population and demographic information, enrollment trends by school district, public health aspects of school siting.
 - Recommendations to the Growth Management Planning Council and Washington State legislature related to school siting
6. On March 29, 2012, the Task Force accepted the Recommendations Report to be submitted to the King County Executive.

Decision Making: A Consensus Approach

At the second Task Force meeting, the Task Force members accepted the Operating Protocols (Appendix Q). This document established roles for all non-Task Force members involved in the process, clarified communications protocols and workgroup composition, and defined a specific decision-making approach.

The Task Force defined consensus as obtaining the full acceptance of all members; short of that, decisions and recommendations would move forward with the approval of at least 70% of the Task Force members present, with at least one member from each primary interest group (county, cities, school districts, and residents) voting in favor to accept a document or decision.

Public Process

The GMPC Motion stated that the Task Force process should include robust public engagement. All Task Force meetings and TAC meetings were open to the public. All written materials (agendas, meeting summaries, and other information) were made available on the Task Force website, and public comments were accepted throughout the process at Task Force meetings, through the Task Force website and via email. Comments from the public were summarized by the facilitator at the beginning of every Task Force meeting, and the compiled comments were emailed to Task Force members after each meeting (see Appendix U).

Information Considered by the Task Force

As Task Force members studied the issues associated with siting schools in rural areas, they considered a range of data and information. The majority of this information was provided by the TAC. It included the following documents, reports and policy frameworks, many of which are included in the appendices to this Report.

- **18 undeveloped rural school sites.** The TAC prepared a matrix containing factual information related to each of the 18 sites including: general site information (e.g., zoning, acreage, assessed value), land use and transportation considerations (e.g., landscape position, distance to UGA, distance to sewer/water connection, environmental features), and the school districts' plans (e.g., intended use, development timeline). School districts were given the opportunity to correct and/or augment the information about their school sites.
- **Planning context.** King County staff provided the Task Force with a brief history of the land use planning in two areas where many of the undeveloped sites are located: the Bear-Evans Corridor and the Soos Creek Basin. The county's land use strategy in both areas employed zoning and development regulations on an area-wide basis so the cumulative impact of development would not cause environmental degradation. A summary of this history is included as Appendix O.
- **GMA policy framework.** There is a strong policy basis in Washington State for focusing growth in urban areas, protecting rural areas and the environment, and the efficient provision of government services and facilities. The growth management framework considered by the Task Force included GMA, VISION 2040, the Countywide Planning Policies, King County Comprehensive Plan and King County Code. Relevant portions of these documents can be found in Appendix M.
- **Demographic information.** The Task Force was presented with information from the 2010 census that identified population trends in the urban and rural portions of each school district, and

also district-wide. Significant demographic shifts have occurred in the past decade: from 2000 to 2010, the overall rural population in King County declined by 1%, and the rural population under the age of 18 declined by 18.4%. During the same time, the urban population saw an overall increase of 12.1% and under-18 increase of 8.3%. This information can be found in Appendix H.

- **School district enrollment projections.** The Task Force was presented with information related to current and projected school enrollment, which illustrates that district populations will continue to grow to varying degrees and that urban students will continue to comprise the majority of those populations. The anticipated enrollment for students from rural areas generally failed to materialize in the vicinities of the sites owned by school districts. The enrollment projections can be found in Appendix I.
- **Funding for school construction.** Although there was no formal presentation on this topic, it came up on several occasions and was an important consideration for the Task Force. The State of Washington does not provide funding to school districts for acquisition of properties; school districts must rely on their own funding sources (through bonds, levies, grants, and donations). Once properties are acquired, school districts can apply for state assistance for school construction as part of a state match program.
- **Current criteria and process for school siting.** Using both state regulations and locally adopted standards, school districts consider many factors when locating a site to develop a public school facility. Following guidance set forth by the Office of the Superintendent of Public Instruction and the Washington Administrative Code (392-342-020 WAC), districts look at site quality, cost, projected enrollment, distance to students/ transportation, and timing of school construction. The WAC guidelines can be found in Appendix L.
- **Funding for county road maintenance.** The TAC determined that the cost for upgrading, operating and maintaining county roads to serve future schools on the 18 undeveloped sites could range from \$30-35 million over 20 years. This is important to consider because the County road fund has become severely strained, and because that cost would be borne solely by unincorporated area residents through the county road levy. In addition to cost of road infrastructure and tax equity issue, there are climate impacts associated with transporting large numbers of students to schools in rural areas, in the form of increased greenhouse gas emissions.
- **Public health aspects of school siting.** One member of the TAC and one member of the Task Force presented information on the public health aspects of school siting. In recent years, best practices in school siting have evolved to reflect a more community-centered approach, placing schools in urban areas where children can walk to school and where school facilities can serve as community assets. The major themes identified in this research (included in Appendix J) include:
 - a. School siting determines the proximity of schools to a student's home and larger community and can affect whether children achieve and maintain good health,
 - b. Physical activity is key to children's health,
 - c. School travel impacts children's health in multiple ways, and

- d. Education policy is also health policy.

Task Force Report

This Report was drafted by the independent facilitation team. The Framing Work Group refined the initial draft document, which the Task Force considered at the March 15th meeting. Between the March 15th and March 29th meetings, the Framing Work Group, project team, and facilitation team refined iterations of the Report, with a final draft presented to the Task Force at its last meeting on March 29, 2012. The Task Force accepted the document, with revisions, at that meeting. The facilitation team made final revisions based on Task Force input before submitting this Report to the King County Executive.

SECTION 5: Recommendations

Introduction

The GMPC and King County Executive requested that the Task Force recommend solutions for the 18 undeveloped rural sites and guidelines for future school siting. The Task Force analyzed data and information to create and prioritize specific solutions for each of the sites and to develop recommendations for future sites. These are encapsulated below in *Recommended Solutions for Undeveloped Sites* and *Recommendations for Future School Siting*, respectively. Throughout the process, Task Force members identified other recommendations in support of its Mission; the other recommendations are listed under *Recommendations for Future School Siting*.

Recommended Solutions for Undeveloped Rural Sites

The Task Force focused the major part of its effort on the 18 undeveloped sites, seeking logical and sustainable solutions. Once the Task Force process was underway, the Task Force surveyed all the school districts to ensure the Task Force's scope included the universe of undeveloped rural property with a school district interest. No other undeveloped rural sites were identified by the school districts.

The Task Force, with guidance from the Framing Work Group, decided to use a "threshold" approach for determining solutions for each of the 18 undeveloped sites. This threshold approach identified two specific criteria; a site must possess one or the other in order to be considered for development. After some refinement, the Task Force accepted the following criteria for decision making:

- 1) **Does the school district have an identified need for a school site?** (*Identified need exists if a district has identified a type of school and a time frame in which the school is needed.*)
- 2) **Does the site border the Urban Growth Area (UGA) or have an existing sewer connection?** (*Bordering the UGA means the site is directly contiguous to the UGA. An existing sewer connection means sewer line is on site. This does not include sites with sewer on an adjacent parcel or across the street.*)

Based on these criteria, the Task Force accepted the threshold approach for sorting the 18 sites and created the *Solutions Table*, which separated the school sites into four quadrants:

- **Box A**, in the upper left corner, includes sites that border the UGA and/or have an existing sewer connection and for which school districts have an identified need.
- **Box B**, in the upper right corner, includes sites that do not border the UGA and have no sewer connection and for which school districts have an identified need.
- **Box C**, in the lower left corner, includes sites for which school districts do not have an identified need and that border the UGA and/or have an existing sewer connection on site.
- **Box D**, in the lower right corner, includes sites for which school districts do not have an identified need and that do not border the UGA and have no existing sewer connection on site.

Any and all other undeveloped rural school sites (those not among the 18 recognized sites) fall into “future school siting” in Box E of the Solutions Table. Future school siting issues are addressed in greater detail in the section entitled *Recommendations for Future School Siting*.

The Task Force then developed possible solutions for each box and ranked these possible solutions in order of preference, recognizing that circumstances for specific sites within each category might merit a different order.

The recommended Solutions Set and Criteria are shown here as Document 1.

Document 1—Solutions Set and Criteria
Existing Undeveloped School Sites in the Rural Area

Assumptions for Solution Set:

- For any solution that would result in a school district not being permitted to use a site for a school, the Task Force recommends options through which the school district could receive fair and appropriate value.
- All solutions resulting in site development should mitigate impacts and provide community benefits.
- Any solutions that involve a change in the UGA or allow/prohibit sewer service shall be governed by the laws, policies, and/or administrative procedure(s) in place at the time.
- Additional solutions may apply; detailed analysis may be required to determine optimal solution for any site.
- All sites, site conditions, and identified needs are included in the Matrix. School districts were asked to bring forward any additional sites and no other sites emerged so the full and final list of specific sites is shown in Documents 2-3.

NOTE: Solution Sets in each box is listed in priority order.

	Site borders UGA or has sewer connection. <i>“Sewer connection” defined as having sewer on site already (not adjacent).</i>	Site does not border UGA and has no sewer connection.
<p>School district has an identified need for a school site.</p> <p><i>“Identified need” exists if district has identified a type of school and a time frame in which they need the school.</i></p>	<p style="text-align: right;"><i>A</i></p> <ol style="list-style-type: none"> 1. Find an alternative site in the UGA 2. Allow school district to connect to existing sewer 3. Incorporate site into adjacent UGA <p><i>Prohibit: Extending additional sewer outside UGA</i></p>	<p style="text-align: left;"><i>B</i></p> <ol style="list-style-type: none"> 1. Find an alternative site in the UGA 2. Find an alternative site bordering UGA (<i>if this occurs, see Box A for possible solutions</i>) 3. Sell, or hold with the understanding that any future development must be consistent with Vision 2040 as implemented by King County Code <p><i>Prohibit: Moving UGA; tight-line sewer</i></p>
<p>School district does not have an identified need for a school site.</p>	<p style="text-align: right;"><i>C</i></p> <ol style="list-style-type: none"> 1. Find an alternative site in the UGA 2. If the site is of value to the county, cities or community, facilitate the purchase, sale, or land swap of property 3. Sell, or hold with the understanding that any future development must be consistent with Vision 2040 as implemented by King County Code <p><i>Prohibit: Moving UGA; new sewer connections</i></p>	<p style="text-align: left;"><i>D</i></p> <ol style="list-style-type: none"> 1. If the site is of value to the county, cities or community, facilitate the purchase, sale, or land swap of property 2. Find an alternative site in the UGA 3. Sell, or hold with the understanding that any future development must be consistent with Vision 2040 as implemented by King County Code <p><i>Prohibit: Moving UGA; tight-line sewer</i></p>

All Other Undeveloped School Sites (Future)

Future School Siting	<p style="text-align: right;"><i>E</i></p> <p>All future school siting should be consistent with Vision 2040.</p>
-----------------------------	---

Once the Task Force accepted these criteria and categories plus the prioritized solution sets for each quadrant, members considered each undeveloped school site. At the March 1st meeting, the Task Force reached consensus agreement for the placement of each site in accordance with the accepted criteria.

The accepted placement of each rural school site is shown below as Document 2.

Document 2—Site Categorization

Task Force breakout groups identified the sites in each category. The full Task Force reached 100% Consensus on March 1, 2012 on the following site categorization:

Existing Undeveloped Sites in the Rural Area (18 sites)

	Site borders UGA or has sewer connection.	Site does not border UGA and has no sewer connection.
School district has an identified need for a school site	<i>A</i> <u>Sites:</u> Enumclaw A, D Lake Washington 2, 4 Snoqualmie Valley 1 Tahoma 1	<i>B</i> <u>Sites:</u> Enumclaw B Issaquah 1
School district does not have an identified need for a school site	<i>C</i> <u>Sites:</u> Kent 4	<i>D</i> <u>Sites:</u> Auburn 1, 2, 3 Kent 1, 2, 3 Lake Washington 1, 3 Northshore 1

All Other Undeveloped School Sites (Future)

Future School Siting	<i>E</i> All future school siting should be consistent with Vision 2040.
-----------------------------	---

Once the Task Force accepted the threshold criteria and site categories, developed the basic solution sets for each quadrant, and placed the school sites in categories based on the threshold criteria, members brainstormed possible solutions for each site. Task Force members developed a preferred solution for each site, with a prioritized list of additional solutions. Where appropriate, they included notes, considerations, and rationale to support each site’s recommended solution(s).

The Task Force recognized that VISION 2040, the CPPs, the King County Comprehensive Plan, and the King County Code will ultimately govern what happens on both current undeveloped school sites and on any other future school sites in rural areas. In addition, school districts will control the timing and specific actions within that framework. The involvement of cities is needed to facilitate siting within urban areas.

Document 3 below shows the recommended solution(s) for each school site, along with site-specific considerations.

Document 3—Site-Specific Solutions

Box A

	SITE BORDERS UGA or HAS SEWER CONNECTION
<p>School district has an identified need for a school site.</p>	<p><u>Overview:</u></p> <p>In general, while the Task Force’s preference is to find alternative sites in the UGA, the Task Force finds that for the sites in Box A the particular site conditions and circumstances facing the impacted school districts may warrant other solutions. Thus the recommended solutions vary by site. For any recommendations that allow for development on a site, the Task Force recommends that the district work with the county and community to minimize impacts on the rural surroundings and rural residents.</p> <p>Because of the identified need by the school districts, the Task Force recommends that these sites receive prioritized attention from city, county and school district decision makers.</p> <p><u>Sites and their Solutions:</u></p> <p>Snoqualmie Valley 1</p> <p>1. Allow school district to connect to existing sewer <i>Site specific: The high percentage of floodplain land in this school district makes finding an alternate site very challenging. The site does not have significant conservation value. The site has an existing school, which was developed with the intent that another school would be built on the site. The district has undertaken site preparation for the addition of an elementary school on the site. The school district invested in the Local Improvement District that enabled the sewer to reach the site.</i></p> <p>Tahoma 1</p> <p>1. Find alternative site in the UGA 2. Allow school district to connect to existing sewer <i>Site specific: The Task Force encourages the district to work with the county and cities in the district to explore opportunities for finding an alternative site in the UGA that would meet the pressing need for additional capacity that development of another school would provide. If no viable alternative site that fits within the district’s financial plans can be expeditiously found, the availability of sewer and an existing school on the site present compelling reasons for development of the site to meet the district’s needs. The site does have conservation value and the Task Force recommends that any new development on the site occur adjacent to the existing school so that impacts to the site’s forest cover are minimized.</i></p> <p>Lake Washington 2</p> <p>1. Find alternative site in the UGA 2. Incorporate site into adjacent UGA <i>Site specific: The site borders the Redmond watershed and has conservation value. The Task Force therefore encourages the school district, the county and the City of Redmond to find an alternative site within the UGA that would meet the district’s need for additional capacity that development of another school would provide. The parties should identify other partners and funding mechanisms that would allow for purchase of the property (perhaps in conjunction with the Lake Washington 1 site) for permanent conservation as well as provide resources to the district for purchase of an alternative site. If no viable alternative site can be expeditiously identified, the Task Force recommends that the school district develop the site in a manner that preserves as much of the conservation value of the site as</i></p>

possible. This may be accomplished through, for example, incorporation of a small developable portion of the site (about five acres) into the UGA for a small environmental school while placing the remainder of the site into permanent conservation. The district should also work closely with the county and community to minimize other impacts, such as transportation. The Task Force does not recommend extension of sewer to any portion of that site that remains outside of the UGA. If the site is proposed for incorporation into the UGA, it shall go through the King County docket process.*

**Environmental School will have sustainable or “green” buildings and grounds (refer to State RCW 39.35D, “High Performance Public Buildings – Guidelines for School Districts”).*

Lake Washington 4

1. Allow school district to connect to existing sewer

Site specific: The Task Force recognizes the school district’s need for additional capacity in the eastern portion of the district, which straddles the City of Redmond, the rural area, and an unincorporated urban “island” surrounded by rural area. The site is part of a large parcel on which there is an existing elementary and middle school, both already connected to sewer. The undeveloped portion of the site was previously used as a mink farm and portions of the site are cleared. The Task Force recommends that the district work closely with King County and the community to minimize both existing and additional impacts on the area surrounding the parcel, particularly the transportation impacts related to several facilities being located or developed on the site.

Enumclaw A & D:

1a. Find alternative site/s in the UGA

1b. Place all school buildings and impervious surfaces on the *urban* side of the UGB and place ballfields/playfields on the *rural* side of the UGB.

Site specific (1a): This joint site lies on the south-eastern boundary of the Black Diamond UGA and a master-planned development (MPD) that has yet to be constructed. The identified need of the school district is associated primarily with the population projections of the MPD and with students residing outside of the MPD but in the northern part of the district; the sites are planned for an elementary and a middle school. The fee title to both sites is held by the developer, with the district’s property interest recorded as an encumbrance on title, and would only be conveyed to the school district if the MPD materializes. The Task Force recommends that no sewer be extended to the rural portion of the site and that the City of Black Diamond and county work with the developer and the school district to site all schools associated with the MPD completely within the UGA. The Black Diamond City Council supported this solution in a resolution passed 3-1-12. The Black Diamond City Council previously approved the Comprehensive School Mitigation Agreement identifying Enumclaw Sites A, B, and D as agreed-upon school sites.

Site specific (1b): The Enumclaw School District and the developer have identified as an alternative to 1a the placement of a portion of the proposed school-related facilities on rural lands. If attempts to site each of these schools fully within the UGA are unsuccessful, alternative 1b may be contemplated. Alternative 1b consists of siting all school buildings, storm water detention and other support facilities, and all parking and impervious surfaces within the UGA and limiting any development in the adjacent rural area to ballfields/playfields. The Task Force further recommends maintaining significant forest buffers between the ballfields/playfields and adjacent rural lands including the Black Diamond Natural Area. Recommendation of this urban/rural alternative by the Task Force is meant to address the unique circumstances of the Enumclaw A & D sites and is not to be construed as a precedent for locating schools on adjacent rural lands. Consequently, it is not recommended for any other sites.

Box B

	SITE DOES NOT BORDER UGA and HAS NO SEWER CONNECTION
<p>School district has an identified need for a school site.</p>	<p><u>Overview:</u></p> <p>The Task Force recommends that alternative sites in the UGA be found for all sites in this box and that sewer not be extended to these sites. Because of the identified need by the school districts and the recommendation to find alternative sites, the Task Force recommends that these sites receive prioritized attention by school district, county and city decision makers.</p> <p><u>Sites and their Solutions:</u></p> <p>Issaquah 1</p> <p>1. Find alternative site in the UGA <i>Site specific: The site is a large parcel (80 acres) on May Valley Road between Squak Mountain to the north and Cedar Hills Landfill to the south. The site has conservation value. The Task Force recommends that the school district work expeditiously with King County, the City of Issaquah and the City of Renton. These partners shall work diligently to find an alternative site within the UGA that would meet the school district's need for additional capacity that development of another school would provide. The county, cities and school district should identify other partners and funding mechanisms that may allow for purchase of the property for permanent conservation or other rural-related uses while also providing resources to the district for purchase of an alternative site.</i></p> <p>Enumclaw B:</p> <p>1. Find alternative site in the UGA <i>Site specific: The site is in the rural area west of the Black Diamond UGA and a master-planned development (MPD) that has been approved but is yet to be constructed. The identified need of the school district is associated with the population projections of the MPD; the site is planned for a middle school. The fee title for the site is held by the developer, with the district's property interest recorded as an encumbrance on title, and would only be conveyed to the school district if the MPD materializes. The Task Force recommends that no sewer be extended to the site and that the City of Black Diamond and the county work with the developer and the school district to site schools associated with the MPD in the UGA.</i></p>

Box C

	SITE BORDERS UGA or HAS SEWER CONNECTION
School district does not have an identified need for a school site.	<p><u>Overview:</u></p> <p>Because the site in this box is not associated with an identified need, the Task Force recommends that the school district plan to develop the site consistent with Vision 2040 or manage the site as part of its capital portfolio.</p> <p><u>Site and its solution:</u></p> <p>Kent 4</p> <ol style="list-style-type: none">1. Sell, or hold with the understanding that any future development must be consistent with Vision 2040 as implemented by King County code.

Box D

	SITE DOES NOT BORDER UGA and HAS NO SEWER CONNECTION
<p>School district does not have an identified need for a school site.</p>	<p><u>Overview:</u></p> <p>Because sites in this box are not associated with an identified need, the Task Force recommends that school districts plan to develop the sites consistent with Vision 2040 or manage the sites as part of their capital portfolio. The Task Force also recommends that while the school districts will ultimately determine how sites are handled, the county, cities, and other interested parties should investigate whether sites may be suitable for permanent conservation or other public purposes; if so, these entities should work to facilitate the acquisition of the properties for the identified public purposes.</p> <p><u>Solutions for sites with conservation value:</u></p> <ol style="list-style-type: none"> 1. If the site is of value to the county, cities or community, facilitate the purchase, sale, or land swap of property <p>The Task Force recommends that the county, cities and school districts investigate whether the properties may be appropriate for permanent conservation or acquisition for other public purposes.</p> <ul style="list-style-type: none"> • Auburn 1: <i>The site has value for flood hazard reduction.</i> • Kent 3: <i>The site has forestland of value for environmental, social, and potentially economic benefits.</i> • Lake Washington 1: <i>The site has value for flood hazard reduction and regionally significant aquatic or terrestrial natural resources. Facilitating the sale of the property into conservation may assist with solutions for other Lake Washington sites in Box A.</i> • Northshore 1: <i>The site has forestland of value for environmental, social, and potentially economic benefits.</i> <p><u>Solutions for sites without identified conservation value:</u></p> <p>Auburn 3, Kent 1, and Lake Washington 3</p> <ol style="list-style-type: none"> 1. Sell, or hold understanding that any future development must be consistent with Vision 2040. <i>The Task Force recommends that school districts plan to develop the sites consistent with Vision 2040 or manage the sites as part of their capital portfolio.</i> <p><u>Solution for Auburn 2:</u></p> <p>Auburn 2: <i>The site has an existing elementary school, but no sewer extension. The school district plans to redevelop the existing elementary school or build a middle school to replace the elementary school. No time frame has been specified. The Task Force recommends that the school district be allowed to redevelop, if no sewer connection is needed and as allowed by development regulations in place at the time of development.</i></p>

Note: In developing the above recommendations for schools sites, Task Force members reached out to all school districts whose service area includes rural land, even those districts not represented on the Task Force. To make sure the solutions recommended by the Task Force would encompass all known sites and create lasting solutions, school districts were asked if they owned or had interest in any rural sites not already under consideration in this process. School district representatives stated there were no additional rural sites needing to be addressed at this time. Therefore, no other sites are included and all future school siting should be guided by the recommendations below.

Recommendations for Future School Siting

The Puget Sound Regional Council (PSRC) comprehensively updated VISION 2040 in 2008. In preparation for the update, the PSRC developed an issue paper regarding Rural Areas that included a discussion on Special Purpose Districts and Institutional Uses (Appendix N). The issue paper noted that special purpose district planning is disconnected from GMA, and that many facilities (including schools) had expanded into rural areas, taking advantage of relatively low land values and large tracts of land. The issue paper recommended that policies be established that provide regional guidance on siting special purpose districts within rural areas. Thus, the following policies were established and incorporated into VISION 2040:

MPP-PS-4 Do not provide urban services in rural areas. Design services for limited access when they are needed to solve isolated health and sanitation problems, so as not to increase the development potential of the surrounding rural area.

MPP-PS-5 Encourage the design of public facilities and utilities in rural areas to be at a size and scale appropriate to rural locations, so as not to increase development pressure.

MPP-PS-21 Site schools, institutions, and other community facilities that primarily serve urban populations within the urban growth area in locations where they will promote the local desired growth plan.

MPP-PS-22 Locate schools, institutions, and other community facilities serving rural residents in neighboring cities and towns and design those facilities in keeping with the size and scale of the local community.

Also in 2008, VISION 2040 incorporated new policies integrating public health considerations into land use and transportation planning, and addressing climate change through the regional growth strategy (reducing greenhouse gas emissions by focusing growth in urban centers).

Consistent with all of the above, VISION 2040 now encourages the siting of public facilities in urban areas, and states that “*Schools should be encouraged to become the cornerstone of their communities by locating in more urban settings and designing facilities to better integrate with their urban neighborhoods.*”

Given the adopted policies in VISION 2040 and after consideration of the wide range of technical information presented, the Task Force recommends that all future school siting be consistent with VISION 2040.

Box E

The Task Force recommends that all future school siting be consistent with VISION 2040.

In support of this recommendation, the Task Force further recommends:

1. The Growth Management Planning Council (GMPC) should develop policies and adopt a work program that commits jurisdictions to working together to identify future school sites within the UGA. These policies shall direct jurisdictions to use zoning and other land use tools to ensure a sufficient supply of land for siting schools.
2. King County should work with the school districts, community representatives, and other stakeholders to address any future redevelopment of existing schools on rural sites to accommodate school districts' needs while protecting rural character.
3. The Growth Management Planning Council should add a school district representative to its membership.
4. The Puget Sound Regional Council should collaborate with counties and cities in working with school districts to ensure coordination in regional (4-county) growth management discussions (per VISION 2040 PS-Action-6).
5. The Washington State Legislature and the Office of the Superintendent of Public Instruction should examine, together with the State Department of Commerce, how state laws, guidelines, policies and administrative procedures can influence school siting decisions, including:
 - a. Reconsideration of existing transportation policies and funding that incentivize busing and siting schools away from population centers
 - b. Identifying new funding for school land acquisition, including incentives for purchases, land swaps, and other avenues for obtaining land inside the UGA
 - c. Revising existing guidelines for school siting such that districts who build on small sites in urban areas are eligible for state match funds
 - d. Increasing the compensation to school districts for the construction costs of schools sited within the UGA

Note: The Task Force did not specifically consider redevelopment of existing schools on sites in the rural area. Redevelopment issues were not included in the Task Force scope of work. Information emerged late in the Task Force process regarding redevelopment and will be passed on to appropriate officials for consideration at a future date. Redevelopment is addressed in #2 in Box E.

Communicating Task Force Findings to Stakeholders

To help communicate its findings, Task Force members are available to speak with interested parties (school boards, city councils, etc.) to discuss its work, its process, and its recommendations.

SECTION 6: IMPLEMENTING TASK FORCE RECOMMENDATIONS AND NEXT STEPS

Implementation of these recommendations will require additional work by and ongoing coordination between King County, the cities, school districts, and other stakeholders. For this reason, the Task Force has recommended including school districts in regional planning bodies.

Recognizing that the Task Force's recommendations will require school districts to reconsider their real estate portfolios and/or financial plans, one of the first implementation items should be to explore the recommended solutions for specific sites, including:

- Finding alternative sites in the UGA
- Exploring land swaps for undeveloped sites
- Exploring acquisition of undeveloped rural sites for public purposes, including conservation, recreation, or other rural-based uses

The Task Force suggests that this work commence immediately, and defers to the King County Executive on identifying the appropriate forum(s).

Next Steps

The following are the next formal steps in the development of new policies to support the Task Force's recommendations:

1. The King County Executive will review this Task Force Report and propose new Countywide Planning Policies for Growth Management Planning Council (GMPC) consideration
2. The GMPC will review the Executive's proposal, and recommend new Countywide Planning Policies to the King County Council for their consideration
3. The King County Council will review the GMPC's recommendation, adopt new Countywide Planning Policies, and send them to the cities for ratification
4. The King County Council will adopt new Comprehensive Plan policies and development regulations that are consistent with the new Countywide Planning Policies

Appendices (Attached)

- A. Task Force Membership**
- B. Framing Work Group Membership**
- C. Technical Advisory Committee Membership**
- D. Map of 18 Undeveloped School Sites**
- E. GMPC Motion 11-2**

Appendices (on CD)

- F. Matrix of Technical Information on Undeveloped Sites**
- G. Maps of Undeveloped Sites**
- H. Demographic Information**
- I. Enrollment Projections**
- J. Public Health Aspects of School Siting**
- K. Technical Advisory Committee Work (13 Tasks)**
- L. State School Siting Guidelines**
- M. Existing Policy and Regulatory Framework**
- N. Excerpt from PSRC Issue Paper on Rural Areas**
- O. Land Use Planning Overview**
- P. Meeting Summaries**
- Q. Operating Protocols**
- R. Process Schematic**
- S. Task Force Member Interests**
- T. Interview Summary**
- U. Public Comments**

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURR-ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOPMENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
AUBURN 1 Parcel # 1621059018	RA-5-SO (M)	37.66	350,000	775,000 2005 (purchase from State of WA)	The site is in the Green River watershed, on the western edge of a minor plateau perched above the confluence of Big Soos Creek and the Green River. Approx 80% of the site is flat, with very steep drop-offs to the creek and river valleys in the NW and SW corners of the site. More than 90% of the site is forested (predominantly coniferous, some deciduous). The site consists of one vacant parcel.	.37 miles to UGA .58 miles to sewer Adjacent to water main on SE Lake Holm Rd	<ul style="list-style-type: none"> Adjacent to Hatchery Natural Area, Porter Levee Natural Area Encumbered by wetland buffer, steep slopes Critical Aquifer Recharge Area Forest cover provides important surface water retention in Green River system Property has conservation value (flood) 	Tier 1 / 2 Priority I: 20 Priority II: 23.8 Priority III: 49.3	Zone 13 Passing	No transit / no pedestrian facilities	300' Category 1	No current plans	N/A	Total Pop +13% Total Urban +17.3% Total Rural -11.2% <18 Urban +9.1% <18 Rural -27.6%
AUBURN 2 Parcel # 1221059011 1321059006	RA-5-SO	78.23 38.80 39.43	3,529,800 3,069,800 460,000	74,495 1974, 1978-9 (purchase)	The site is in the Soos Creek basin in the Green River watershed, on the south side of Auburn-Black Diamond Rd, approximately 500 feet south of Covington Creek. The property generally slopes down to the north toward the creek, with steeper areas along the northern property boundary. The site is forested (coniferous). There is low density rural residential land use to the east and west of the site. The site contains two parcels, one with an existing school (Lake View Elementary), the other vacant.	1.86 miles to UGA 1.92 2.32 miles to sewer Adjacent to water mains on Auburn-Black Diamond Rd, SE Lake Holm Rd	<ul style="list-style-type: none"> Stream corridor to the north Approximately 60 ac coniferous forest provide surface water retention benefits in the Green River watershed 	Tier 4, 2 Priority I: 15.5 Priority II: 26.9 Priority III: 52.4	Zone 20 Passing	No transit / no pedestrian facilities	400' Category 1	No current plans for undeveloped portion of site Developed portion may need to be expanded or redeveloped into a middle school	N/A	"
AUBURN 3 Parcel # 1921069076 1921069074	RA-5	27.97 23.86 4.11	1,034,700 571,700 463,000	798,863 (purchase) 1989 2008	The site is in the Soos Creek basin of the Green River watershed, on the west side of Auburn Black Diamond Rd. The property is predominantly flat with several steep slope areas (mostly in SE corner). The site is 90% covered with mixed conifer/deciduous forest. Land use around the site is predominantly low density rural residential (1-5ac lots), with some small farms. The site consists of 2 adjacent parcels; one vacant and one with a SF home and barn which is currently being rented.	2.26 miles to UGA (Black Diamond) 2.63 2.52 miles to sewer Adjacent to water main on SE Lake Holm Road	None mapped	Tier 2, 2 Priority I: 20 Priority II: 23.8 Priority III: 49.3	Zone 13 Passing	No transit / no pedestrian facilities	420' Category 3	No current plans	N/A	"

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ , POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURREN- ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOP- MENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
ENUMCLAW A¹⁷ and D¹⁸ Parcel # 2321069065 2321069064 2321069063 2321069062 (portions)	RA-5	55.43	1,541,000	Unconveyed; encumbrance on title	The site drains directly to the middle Green River on the north side of SE Green Valley Rd. near the top of minor ridge south of the Black Diamond city limits. Areas in the city adjacent to the site are protected open space (Black Diamond Natural Area). The property is generally flat, with more than 90% coverage of coniferous forest. Surrounding land use to the west and south is large lot rural residential, with undeveloped forested land to the north and east. The two sites consist of portions of 4 adjacent, undeveloped parcels.	Adjacent to UGA 1.01 1.12 1.12 1.01 miles to sewer No current water service (undeveloped area)	<ul style="list-style-type: none"> Forest cover provides important surface water retention in Green River system Minimal development between subject parcels and Forest Production District; beginning of habitat corridor from lowland areas to foothill forests Adjacent to Black Diamond Natural Area 	Site access is through City of Black Diamond Priority I: 18 Priority II: 27.7 Priority III: 48.6	Site access planned through City of Black Diamond Nearest County Road is Zone 19 Passing (Heritage Corridor due south – Green Valley Road)	1 mile to transit route	660' Category 3	Middle School, Elementary School	2027-2032	Total Pop -.003% Total Urban -1.9% Total Rural +1.8% <18 Urban -16.5% <18 Rural -21.4%
ENUMCLAW B¹⁹ Parcel # 2121069001 (portion)	RA-5	466.38 (20)	3,281,000 (500,000)	Unconveyed; encumbrance on title	The site is in the Crisp Creek drainage in the middle Green River, south and east of Auburn-Black Diamond Rd, adjacent to the western boundary of Black Diamond. The property has some steep slope areas, though most steep areas are protected by conservation easement. Topography outside protected areas is generally flat. The site has more than 80% mixed conifer/deciduous forest cover. The site is a 20-acre portion of a very large, undeveloped parcel planned for a future rural subdivision. Areas surrounding the site are predominantly undeveloped.	.16 miles to UGA .83 miles to sewer No current water service (undeveloped area)	<ul style="list-style-type: none"> Forest and other vegetative cover provides surface water retention in Green River system Drains to Crisp Creek Hatchery Landslide and erosion hazard areas Class 2 wetland Class 1 Critical Aquifer Recharge Area May provide scenic value when viewed from Flaming Geyser State Park in Green River valley Property has conservation value (forest) 	Site access not yet determined Priority I: 16.5 Priority II: 26 Priority III: 42	Site access planned through City of Black Diamond Nearest County Road is Zone 13 Passing (Heritage Corridor due south – Green Valley Road)	¾ mile to transit route	540' Category 1	Middle School	2027-2032	"

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURR-ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOPMENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
ISSAQUAH 1 Parcel # 1623069010 1623069011 1623069085 1623069086	RA-5	80.08	1,457,000	3,333,140 2006 (district purchase)	The site is in the Issaquah Creek basin of the Lake Sammamish watershed on the south side of May Valley Road. The site sits between Cedar Hills Landfill to the south and Squak Mountain State Park to the north. The site consists of four 20-acre parcels, and was previously known as Winterbrook Farm. The northern 2 parcels slope gently southward toward McDonald Creek, which runs west to east through the site. These parcels contain a SF home, barn, and other outbuildings and show signs of recent agricultural use. There is mixed rural residential /agricultural land use to the east and rural residential areas to the west. The southern 2 parcels of the property are relatively open and flat in the middle along a tributary creek valley, and have moderately steep mixed coniferous/deciduous forested areas surrounding the May Creek Valley. Land use to the east and west of the southern 2 parcels is undeveloped mixed forest.	1.75 miles to UGA 2.45 2.67 2.40 2.62 miles to sewer Parcels 010, 011 are adjacent to a development with an existing water main; parcels 085 and 086 are not adjacent to an existing water main	<ul style="list-style-type: none"> Subject parcels lie between Cedar Hills Landfill to the south and Squak Mountain State Park to the north; parcels could be a key link in a north-south habitat/trail corridor after landfill is capped; conversion would eliminate potential for future corridor Parcels are heavily encumbered by regulatory stream buffer (salmonid streams cross property) Property has conservation value (ecological, flood) 	Tier 1 Priority I: 12.3 Priority II: 18.5 Priority III: 32.4	Zone 18 Passing	No transit / no pedestrian facilities	350' Category 1	Elementary School	2020 (Pending voter approval)	Total Pop +36% Total Urban +46.0% Total Rural -3.6% <18 Urban +39.3% <18 Rural -18.6%

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURR-ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOPMENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
KENT 1 Parcel # 0221059193	RA-5	13.25	330,000	264,137 1993 (district purchase)	The site is in the Soos creek basin of the Green River watershed on the NE side of Kent-Black Diamond Rd. The majority of site is flat, with some moderately steep slopes in western ¼ of site. The majority of the property has been cleared; less than 15% of site has forest cover. Low density rural residential land use surrounds the site. The site consists of one undeveloped parcel.	.19 miles to UGA .69 miles to sewer Adjacent to water main on Kent-Black Diamond Rd	<ul style="list-style-type: none"> Lies between Big Soos and Jenkins Creek, just upstream of confluence Class 2 Critical Aquifer Recharge Area 	Tier 1 Priority I: 10.9 Priority II: 21.6 Priority III: 63.8	Zone 13 Passing	No transit / no pedestrian facilities	360' Category 1	Elementary School	Unknown	Total Pop +14.6% Total Urban +16.8% Total Rural -9.9% <18 Urban +5.2% <18 Rural -29.8%
KENT 2 Parcel # 1322059126	RA-5	14.88	309,000	379,629 1992 (district purchase)	The site is in the Soos Creek basin of the Green River watershed, due south of Lake Youngs, about ½ mile north of Covington city limits and ¾ mi east of Kent city limits. The site slopes down gently to the north and west, and the majority of the site is cleared; aerial images suggest possible recent agricultural uses on the site. Land use around the site is predominantly rural residential (2-5ac lots). The site consists of one vacant parcel and is undeveloped except for a barn and a shed.	.49 miles to UGA .52 miles to sewer Fronts SE 240 th S water main	<ul style="list-style-type: none"> Aerial imagery suggests subject parcels were used recently for agriculture and have agriculture potential Adjacent to properties in Public Benefit Rating System Wetland & stream to the north 	Tier 2 Priority I: 11 Priority II: 12.7 Priority III: 29.8	Zone 7 Passing	1 mile to regional trail / no transit	500' Category 1	Elementary School	Unknown	"
KENT 3 Parcel # 1721069011	RA-5	30.00	468,000	343,459 1993 (district purchase)	The site is in the Soos creek basin of the Green River watershed approximately ¼ mi north of Auburn-Black Diamond Rd. The site is generally flat with several areas of moderate slopes. More than 90% of the site is coniferous forest. There is a small subdivision to west, and undeveloped privately-owned undeveloped open space to the north, east and south. The site consists of one undeveloped parcel.	1.81 miles to UGA 2.0 miles to sewer Adjacent to development with existing water main	<ul style="list-style-type: none"> Wetland southeast corner Property has conservation value (forest) 	Tier 4 Priority I: 16.5 Priority II: 26.1 Priority III: 42	Zone 13 Passing	No transit / no pedestrian facilities	440' No response	Elementary School	Unknown	"

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURR-ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOPMENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
KENT 4 Parcel # 2523059028	RA-2.5-SO	11.20	948,100	250,000 1993 (US Department of Education)	The site is just outside the urban growth boundary on the Fairwood plateau about mid way between Petrovitsky Rd and the Maple Valley Hwy (SR 169). Most of the site drains directly to the Cedar River. Generally the site is flat, with an area of steep slopes along the northern property line. There is a high density urban subdivision to the west; privately-owned open space to the east and south, and a power line corridor to the north running through permanent open space. Buildings and cleared areas cover approximately ¼ of site, with deciduous forest cover on the remaining ¾ of the parcel. Parcel was the former site of a U.S. military Nike missile installation. The site includes an existing garage and greenhouse. Rainier Christian school on adjacent parcel to the east; vacant parcel to the south also owned by Rainier Christian.	Adjacent to UGA Sewer not on site; sewer on adjacent property Adjacent to existing school site already served by water	None mapped	Tier 5 Priority I: 8.8 Priority II: 14.3 Priority III: 26.4	Zone 7 Passing	¾ mile to transit route / ¾ mile to regional trail	640' No response	Elementary School	Unknown	"
LK WASH 1 Parcel # 7273100245 7273100250	RA-2.5-P	19.97 10.12 9.85	893,000 336,000 557,000	410,000 1992 (district purchase)	The site is in the Bear Creek basin of Cedar/Lake WA watershed, about ¼ mi east of Avondale road. The site slopes gently down to a tributary to Bear Creek and a large wetland in the NW corner of the site. There is mixed deciduous/conifer forest over ¾ of site (all non-wetland portions). Land use immediately surrounding the site is low density residential, but much of area has relatively high density rural developments (predominant pattern of <1ac lots). The site consists of two vacant parcels.	.52 miles to UGA .55 .51 miles to sewer 450 feet from nearest water main	<ul style="list-style-type: none"> Site is heavily encumbered by wetland and stream buffer Development would have significant impacts to WQ, hydrology, and habitat functions in Bear Creek system Critical Aquifer Recharge Area (Class 2) Property has conservation value (ecological, flood) 	Tier 4 Priority I: 13.3 Priority II: 19.9 Priority III: 41.9	Zone 11 Failing	¾ mile to regional trail / ¾ mile to transit route	140' No response	No current plans	N/A	Total Pop +15% Total Urban +15.1% Total Rural +13.1% <18 Urban +13.0% <18 Rural -5.6%

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURR-ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOPMENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
LK WASH 2 Parcel # 3326069010 3326069009	RA-5	37.85 28.54 9.31	1,450,000 1,036,000 414,000	Property was acquired as mitigation; district recorded value at 401,555 in 1988	The site is in the Bear Creek basin of Cedar/Lake WA watershed, on the north side of Novelty Hill Rd, adjacent to the southern boundary of the Redmond Watershed Preserve and Redmond Ridge. The property is vacant, generally flat and nearly 100% forested (mixed conifer/deciduous). Land use immediately to the west is low density residential, but much of area has small lot rural residential development (predominant pattern of <1ac lots). The site consists of two adjacent parcels.	Adjacent to UGA Sewer not on site; sewer on adjacent property Adjacent to NE Novelty Hill Rd water main	<ul style="list-style-type: none"> Contiguous (to south) of Redmond Watershed. Could provide recreational opportunities Stream to the north Critical Aquifer Recharge Area (Class 2) Erosion hazard area Property has conservation value (flood) 	Tier 1 Priority I: 13.3 Priority II: 19.9 Priority III: 41.9	Zone 11 Failing	On transit route / ¼ mile to regional trail	460' Category 1	Middle School (Environmental Adventure School)	2018 (pending voter approved funding)	"
LK WASH 3 Parcel # 0525069036	RA-5	26.98	426,000	337,795 Acquired from US Dept of Education in 1976. Sold in 1987 for \$337,795. Reacquired in 1996 for \$337,795 (district purchase)	The site is in the Bear Creek basin of Cedar/Lake WA watershed, about ¼ mi south of Novelty Hill Rd and ½ mi east of Redmond city limits. The site slopes gently down to the west. Much of the site has been cleared, with less than 20% of the site covered in mostly deciduous forest. Surrounding land use is generally large lot rural to areas north, east and south (5-10+ ac lots), with some urban parks and mixed use urban areas to the west. The site was the former site of a U.S. military Nike missile installation. The site consists of one vacant parcel.	.05 miles to UGA Sewer not on site; sewer on adjacent property Adjacent to 196 th Ave NE water main	None mapped	Tier 2 / 3 Priority I: 11.2 Priority II: 25.4 Priority III: 56.9	Zone 11 Failing	¼ mile to transit route / ¼ mile to regional trail	200' No response	No current plans	N/A	"

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURR-ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOPMENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
LK WASH 4 Parcel # 0825069008	RA-5	75.98 (25 ²⁰)	11,134,800 (\$1.7m ²¹) (\$5.3m ²²)	171,000 1971 & 1973 (district purchase)	The site is in the Bear Creek basin of Cedar/Lake WA watershed, about ½ mi east of Redmond city limits and ½ mi north of Redmond-Fall City Rd. The site is generally flat and mostly cleared/developed with existing school buildings (Dickinson Elementary, Evergreen Jr High), fields, parking lots, etc. Surrounding land use pattern is small lot rural residential (predominantly <1 ac lots).	.80 miles to UGA Developed portion of the site is served by sewer Water service available – existing schools on site	<ul style="list-style-type: none"> Critical Aquifer Recharge Area (Class 2) 	Tier 2 / 2 Priority I: 18.2 Priority II: 21.8 Priority III: 39	Zone 14 Passing	¾ mile to regional trail / no transit	360' Category 1	Secondary school ²³	2020 (pending voter approved funding)	"
NORTH-SHORE 1 Parcel # 0826069073	RA-5	28.00	671,000	750,000 1999 (district purchase)	The site is in the Bear Creek basin of Cedar/Lake WA watershed, about 1-mile east of Cottage Lake and ¼ mile north of Woodinville-Duvall Rd. The site slopes gently down to the east and has more than 95% predominantly coniferous forest cover. Areas north, west and south of the site are small lot rural residential (<1ac lots) and to the east there are larger lots (5-20ac) in the Bear Creek corridor. The site consists of one vacant parcel.	1.91 miles to UGA 2.49 miles to sewer Water main abuts 3 sides of property	<ul style="list-style-type: none"> Existing forest cover with recreational opportunities for surrounding residential areas Headwaters of tributary in Bear Creek system One of the largest remaining private, unprotected, undeveloped parcels in Bear Creek system Property has conservation value (forest) 	Tier 4 / 5 Priority I: 11.4 Priority II: 19.4 Priority III: 36.5	Zone 10 Failing	¾ mile to transit route / 1 ½ mile to regional trail	380' No response	No current plans	N/A	Total Pop +8.1% Total Urban +13.7% Total Rural -7.1% <18 Urban +3.4% <18 Rural -24.9%
SNOQUALMIE 1 Parcel # 1823099046	RA-5	40.21 (20 ²⁴)	12,242,700 00 (435,563 ²⁵)	675,000 1998 (district purchase)	The site is just east of the North Bend city limits on a minor ridge; one half drains to the Middle Fork Snoqualmie River and the other half to the South Fork. The site is mostly developed (Twin Falls Middle School) or cleared, and generally flat, with areas of steep slopes at north end of site which have coniferous forest cover. The site consists of one vacant parcel.	Adjacent to UGA Sewer stub at property line (edge of ROW) Water service available – existing school on site	<ul style="list-style-type: none"> River to the north Critical Aquifer Recharge Area (Class 2) Erosion hazard area 	Primary access via North Bend ROW; nearest KC road is Tier 4 Priority I: 10.5 Priority II: 27.2 Priority III: 38.7	Zone 21 Passing	Less than 1 mile to regional trail	740' Primary access via North Bend ROW; nearest KC road has no snow response	Elementary School	2022-2027	Total Pop +38.8% Total Urban +87.0% Total Rural +0.9% <18 Urban +102.9% <18 Rural -10.4%

Appendix F: Matrix of Technical Information on Undeveloped Sites
Undeveloped Public School Sites in Rural King County

King County School Siting Task Force

Prepared by: Technical Advisory Committee (3-29-12)

GENERAL SITE INFORMATION					LAND USE & TRANSPORTATION CONSIDERATIONS							SCHOOL DISTRICT PLANS & POPULATION INFO		
SITE NAME	KC ZONE ¹	SIZE (Acres) ²	CURRENT ASSESSED VALUE ³	DISTRICT COST ⁴ (WHEN/HOW ACQUIRED)	DESCRIPTION OF LANDSCAPE POSITION, PHYSICAL ATTRIBUTES, LAND USE CONTEXT ⁵	DISTANCE TO UGA ⁶ , SEWER ⁷ POTABLE H2O	ENVIRONMENTAL FEATURES / SENSITIVE AREAS / CONSERVATION VALUES ⁸	VEHICLE ACCESS: KC SERVICE TIER ⁹ , POLICE RESPONSE TIMES ¹⁰ (minutes)	KC TRANSP. CONCURR-ENCY ZONE ¹¹	TRANSIT, BIKE/ PEDESTRIAN ACCESS ¹²	ELEVATION, KC SNOW/ STORM RESPONSE ¹³	INTENDED USE ¹⁴ (School or Facility Type)	DEVELOPMENT TIMELINE ¹⁵	2000-2010 POPULATION CHANGE ¹⁶ (by district)
TAHOMA 1 Parcel # 2622069047	RA-5	79.84 (40 ²⁶)	14,722,700 (611,000 ²⁷)	590,000 1999 (district purchase)	The site is in the Rock Creek basin of the Cedar River Watershed, on the north side of Summit Landsburg Rd, about ½ mile east of Maple Valley city limits. Half of the site is developed (Tahoma Jr. High) with school buildings, fields, parking lots. The other half is coniferous forest (approx 40 ac). The site is surrounded on all sides by permanent open space (Rock Creek Natural Area, Maple Ridge Highlands Open Space)	.35 miles to UGA Developed portion of site served by sewer (sized for 2 schools) Water service available – existing school on site	<ul style="list-style-type: none"> Undeveloped parcel is completely forested and surrounded by public land (Rock Cr Natural Area and Maple Ridge Highlands Open Space) Conversion to developed state would remove existing forest and associated benefits to water quality and flood risk reduction in Cedar River Critical Aquifer Recharge Area (Class 1) 	Tier 3 Priority I: 14.5 Priority II: 25.1 Priority III: 54.5	Zone 19 Passing	½ mile to regional trail / 1 mile to transit route	580' Category 2	Elementary School or doubling the footprint of the existing site for a high school	Within 6 years (pending voter approval)	Total Pop +30.1% Total Urban +56.6% Total Rural +3.3% <18 Urban +49.1% <18 Rural -12.9%

¹ Source: King County GIS

² Source: King County Assessor

³ Source: King County Assessor

⁴ Source: King County Schools Coalition

⁵ Source: King County Department of Natural Resources and Parks, King County GIS

⁶ Distance to UGA is the shortest distance between the undeveloped site and the urban growth area boundary.

⁷ Distance to sewer is the shortest distance between the center of each parcel and the nearest sewer connection. Source: King County Wastewater Treatment Division

⁸ Notable conservation value means that the County's Greenprint model predicts High or Medium-High conservation values for greater than 50% of the parcel area in one or more of three categories (Ecological, Flood, Forest). Source: King County Department of Natural Resources and Parks

⁹ King County Roads Tiered System: Tier 1: Consistently reliable access; Tier 2: Generally reliable access, but lower snow/storm response; Tier 3: Somewhat reliable access, with little or no snow/storm response; some deterioration, load limits. Tier 4: Less reliable access; virtually no snow/storm response, limited maintenance, more deterioration, load limits; Tier 5: least reliable access, no snow/storm response, limited maintenance, more deterioration, closures, load limits. Source: King County Roads Services Division.

¹⁰ Priority I: Immediate dispatch (silent alarm triggers at banks, businesses, and residences; injury accidents; major disturbances with weapons; in-progress burglaries, crimes in progress. Priority II: Prompt Dispatch (situations that could escalate: verbal disturbances, blocking accidents, hazardous situations, separated domestic violence situations, shoplifters in custody, mental or physical trauma. Priority III: Routine Dispatch (when time is not the critical factor in proper handling of the call: burglaries not in progress, audible commercial and residential alarms, 'cold' vehicle thefts and abandoned calls. Source: King County Sheriff's Office.

¹¹ Reflects whether a specific concurrency zone was passing or failing as of February, 2012. Source: King County Roads Services Division.

¹² Source: King County Roads Services Division

¹³ Two-thirds of the County road system receives no snow response. For the one-third that is served, the County uses snow response categories (1, 2, and 3). In general, King County plans to devote more resources to Category 1 roadways and less to Category 3 roadways. Actual response may vary by snow amount and local conditions. Source: King County Roads Services Division.

¹⁴ Source: King County Schools Coalition

¹⁵ Source: King County Schools Coalition

¹⁶ Source: King County Office of Performance, Strategy and Budget

¹⁷ Future conveyance, secured by title, subject to an adopted School Mitigation Agreement between Yarrow Bay, the City of Black Diamond, and the Enumclaw School District

¹⁸ Future conveyance, secured by title, subject to an adopted School Mitigation Agreement between Yarrow Bay, the City of Black Diamond, and the Enumclaw School District

¹⁹ Future conveyance, secured by title, subject to an adopted School Mitigation Agreement between Yarrow Bay, the City of Black Diamond, and the Enumclaw School District

²⁰ Parcel contains existing school; a second school is planned on a portion of the site

²¹ Source: Independent Appraiser hired by School District (Determination of Assessed Value - limited to portion of site)

²² Source: Independent Appraiser hired by School District (Determination of Assessed Value - limited to portion of site)

²³ As yet undetermined combination of grades 6-12

²⁴ Site contains existing school(s); a new school is planned on a portion of the site

²⁵ Source: Independent Appraiser hired by School District (Determination of Assessed Value - limited to portion of site)

²⁶ Site contains existing school(s); a new school is planned on a portion of the site

²⁷ Source: Independent Appraiser hired by School District (Determination of Assessed Value - limited to portion of site)

Undeveloped Public School Sites in Rural King County


Site Name	Address	Zoning	Owned by School District?
Auburn 1	SE Lake Holm Rd and 129th Way SE	RA-5	yes
Auburn 2	SE Auburn-Black Diamond Rd and 168th Way SE	RA-5	yes
Auburn 3	SE Lake Holm Rd and 190th Ave SE	RA-5	yes
Enumclaw 1	SE Green Valley Road	RA-5	See note 1
Enumclaw 2	SE Green Valley Road	RA-5	See note 1
Enumclaw 3	SE Auburn-Black Diamond Rd and 218th Ave SE	RA-5	See note 1
Issaquah 1	SE May Valley Rd	RA-5	yes
Kent 1	Kent-Black Diamond Rd & SE 290	RA-5	yes
Kent 2	16820 SE 240th St	RA-5	yes
Kent 3	east end of SE 332nd Pl, east of 192nd Ave SE	RA-5	yes
Kent 4	16707 174th Ave SE (access from SE167th east of Parkside Wy SE	RA-2.5	yes
Lk Wash 1	Extension of 194th NE, north of NE 120th	RA-2.5	yes
Lk Wash 2	North side Novelty Hill Rd (214xx to 219xx)	RA-5p	yes
Lk Wash 3	SEC NE 95th & 195th NE	RA-5	yes
Lk Wash 4	South side Union Hill, east of Dickerson Elem	RA-5	yes
Northshore 1	NEC NE 181st & 201 Ave NE	RA-5	yes
Snoq Valley 1	east of 46910 SE Middle Fork Rd	RA-5	yes
Tahoma 1	east of 25600 SE Summit-Landsberg Rd, Ravendale	RA-5	yes

Note 1: Future conveyance subject to an adopted School Mitigation Agreement.

Undeveloped Public School Sites in Rural King County

AUBURN 1

Site Acreage: 37.12 Acres
Zoning: RA-5
Assessed Value: \$350,000

2005
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary 



Undeveloped Public School Sites in Rural King County

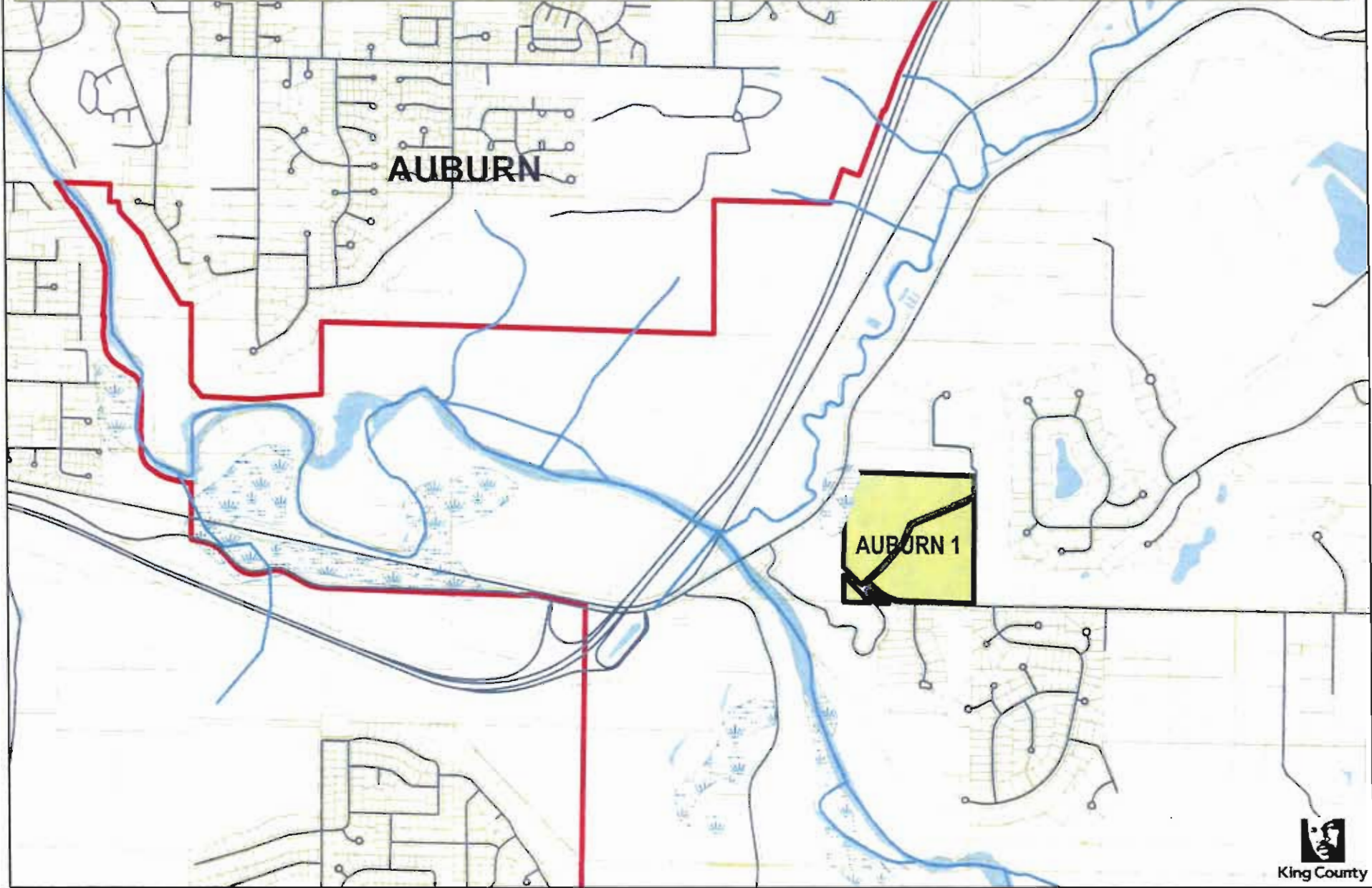
AUBURN 1

Site Acreage: 37.12 Acres
Zoning: RA-5
Assessed Value: \$350,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12




- Urban Growth Boundary (Red line)
- Inventoried Wetlands (Blue wavy line)
- Salmonid Bearing Streams (Blue line)
- Parcel Boundaries (Thin black line)
- Streets (Black line)
- Water (Blue area)



Undeveloped Public School Sites in Rural King County

AUBURN 2

Site Acreage: 78.15 Acres
Zoning: RA-5
Assessed Value: \$971,000

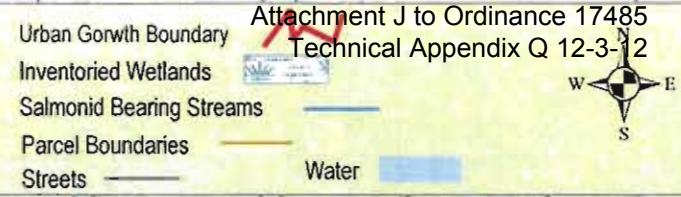
1982
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary  




Undeveloped Public School Sites in Rural King County

AUBURN 2
Site Acreage: 78.15 Acres
Zoning: RA-5
Assessed Value: \$971,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



- Urban Growth Boundary (Red line)
- Inventoried Wetlands (Blue wavy lines)
- Salmonid Bearing Streams (Blue line)
- Parcel Boundaries (Black line)
- Streets (Thin black line)
- Water (Light blue area)



AUBURN

AUBURN 2




King County

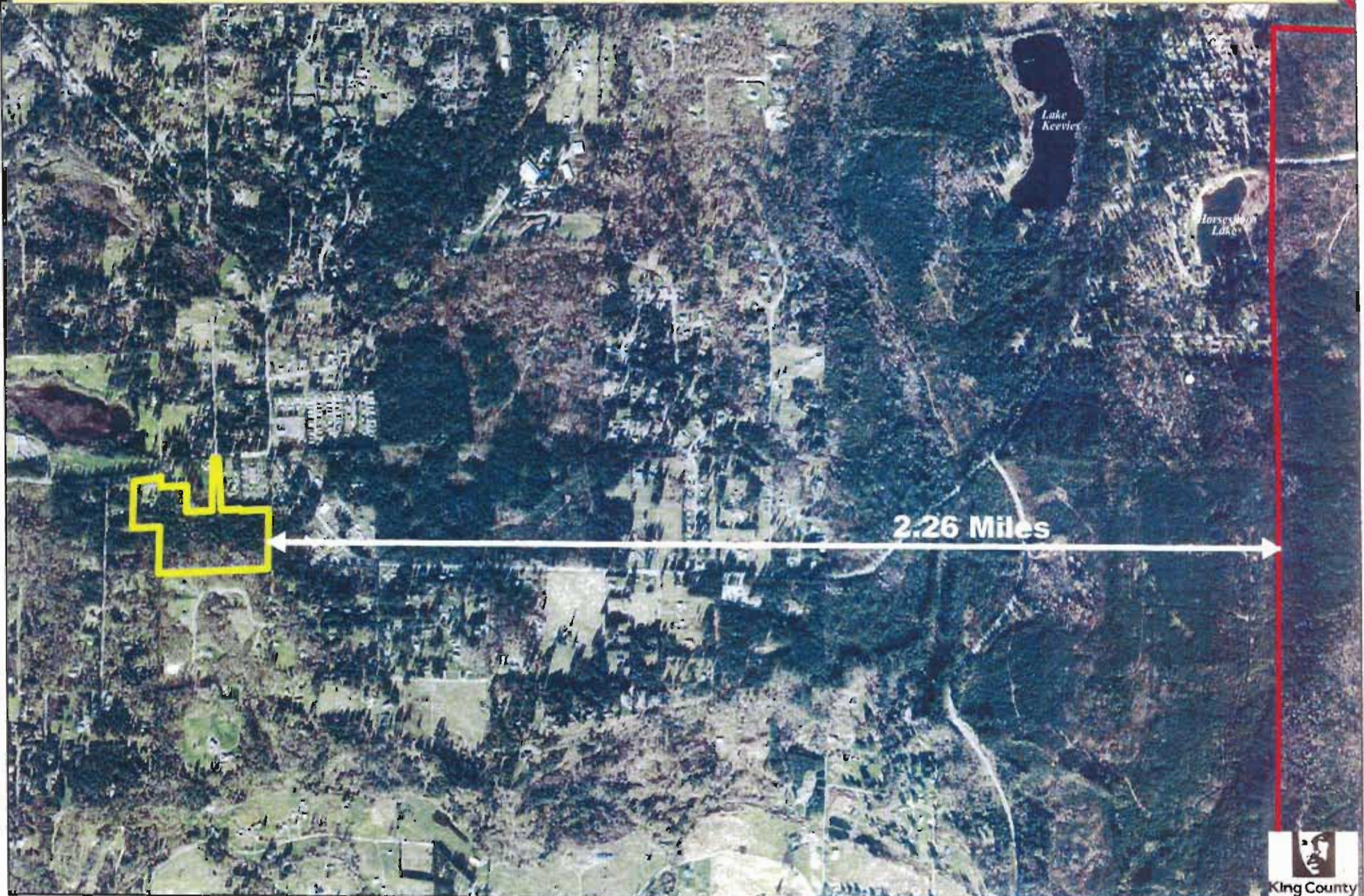
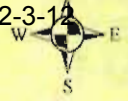
Undeveloped Public School Sites in Rural King County

AUBURN 3

Site Acreage: 27.97 Acres
Zoning: RA-5
Assessed Value: \$1,034,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12

Urban Growth Boundary 

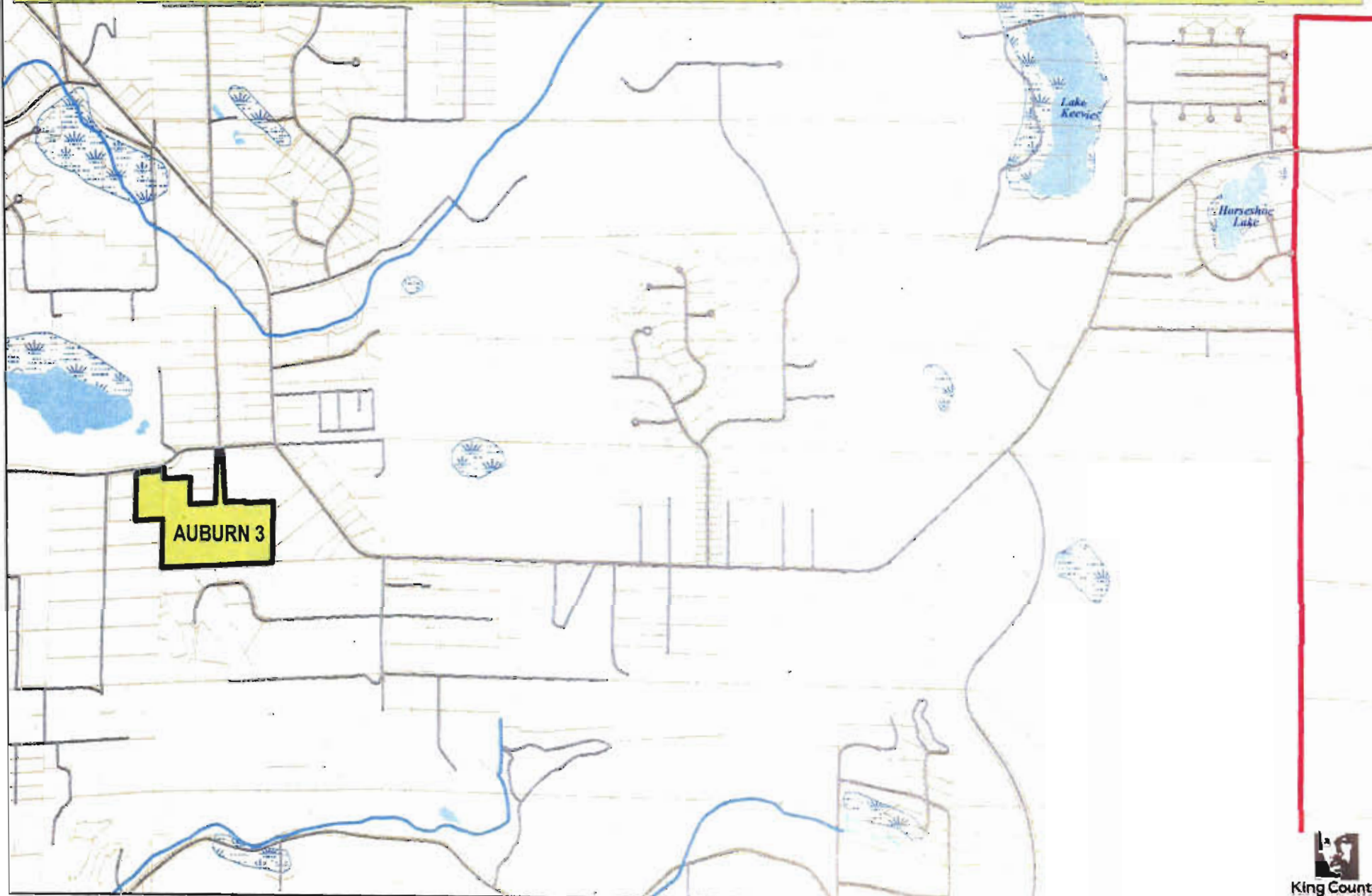


Undeveloped Public School Sites in Rural King County

AUBURN 3

Site Acreage: 27.97 Acres
Zoning: RA-5
Assessed Value: \$1,034,000


- Urban Growth Boundary
- Inventoried Wetlands
- Salmonid Bearing Streams
- Parcel Boundaries
- Streets
- Attachment J to Ordinance 17485
- Technical Appendix Q 12-3-12
- Water

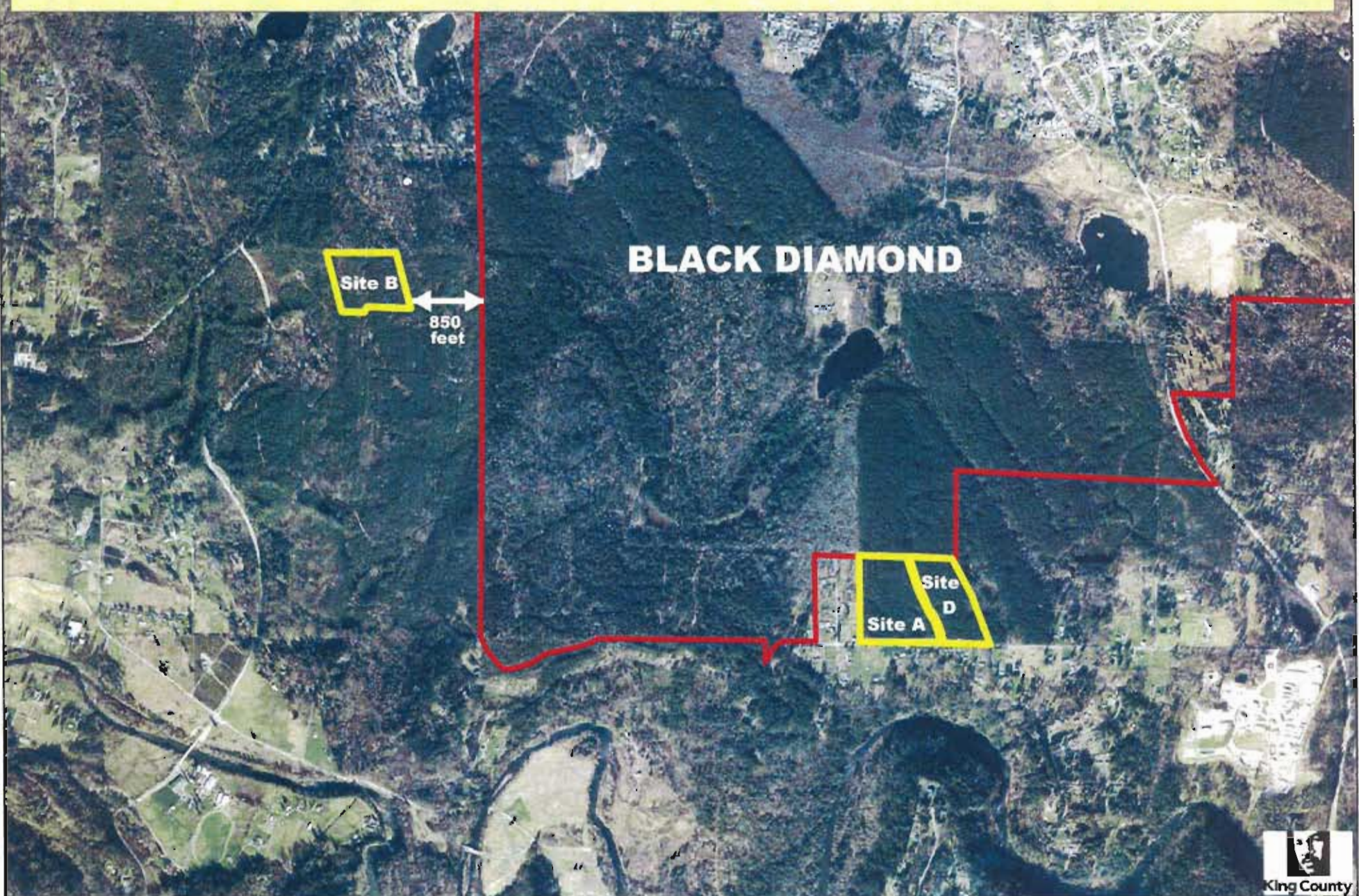


Undeveloped Public School Sites in Rural King County

ENUMCLAW Sites A, B and D

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12

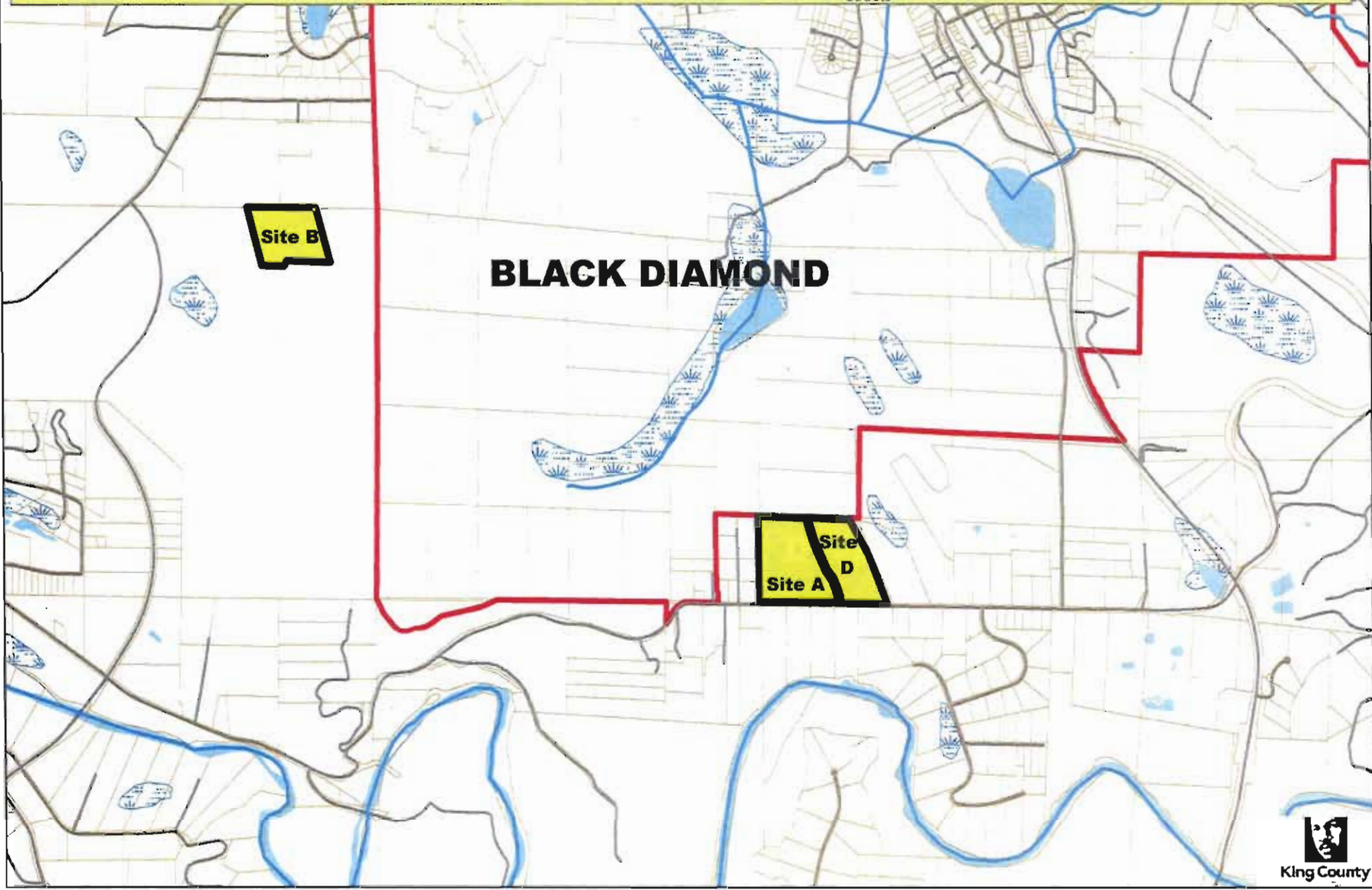
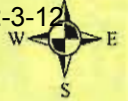
Urban Growth Boundary 



Undeveloped Public School Sites in Rural King County

ENUMCLAW Sites A, B and D

- Urban Growth Boundary
- Inventoried Wetlands
- Salmonid Bearing Streams
- Parcel Boundaries
- Streets
- Attachment J to Ordinance 17485
- Technical Appendix Q 12-3-12
- Water




Undeveloped Public School Sites in Rural King County

ISSAQUAH 1

Site Acreage: 79.20 Acres
Zoning: RA-5
Assessed Value: \$1,457,000

Attachment J to Ordinance 17485

2000 Technical Appendix Q 12-3-12

Urban Growth Boundary 



Undeveloped Public School Sites in Rural King County

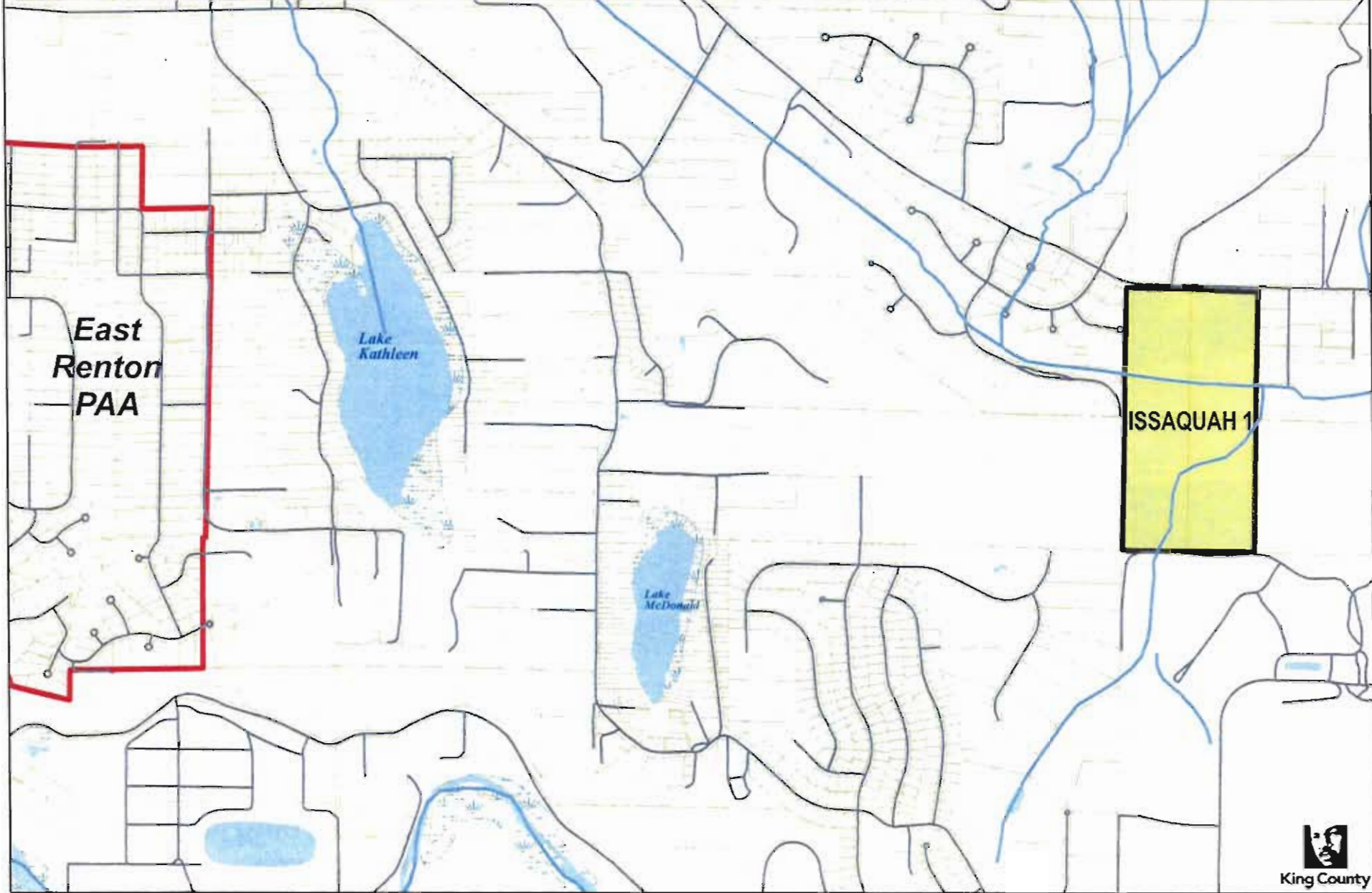
ISSAQUAH 1
Site Acreage: 79.20 Acres
Zoning: RA-5
Assessed Value: \$1,457,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



Urban Growth Boundary
Inventoried Wetlands
Salmonid Bearing Streams
Parcel Boundaries
Streets

Water



Undeveloped Public School Sites in Rural King County

KENT 1

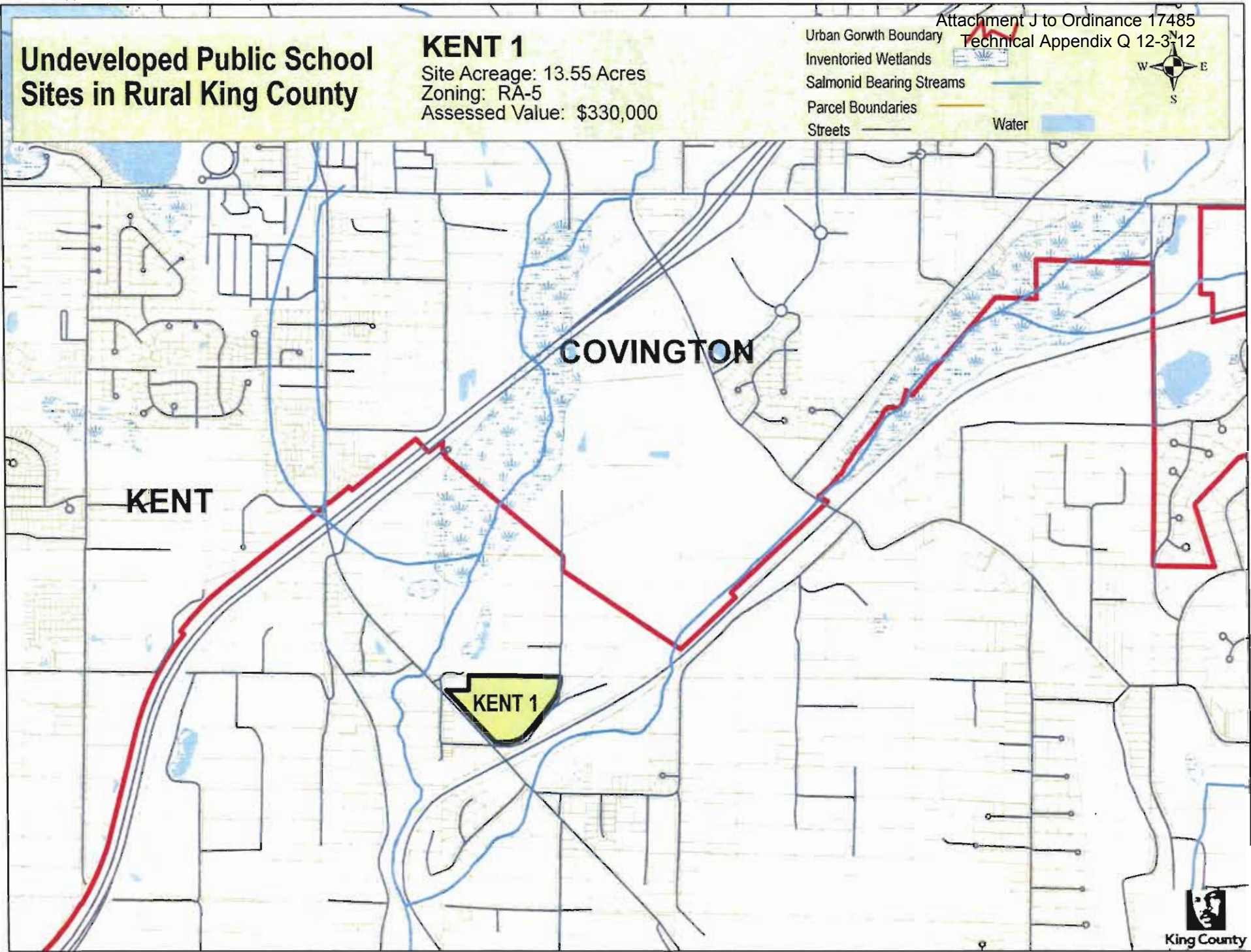
Site Acreage: 13.55 Acres
Zoning: RA-5
Assessed Value: \$330,000

1993

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12

Urban Growth Boundary






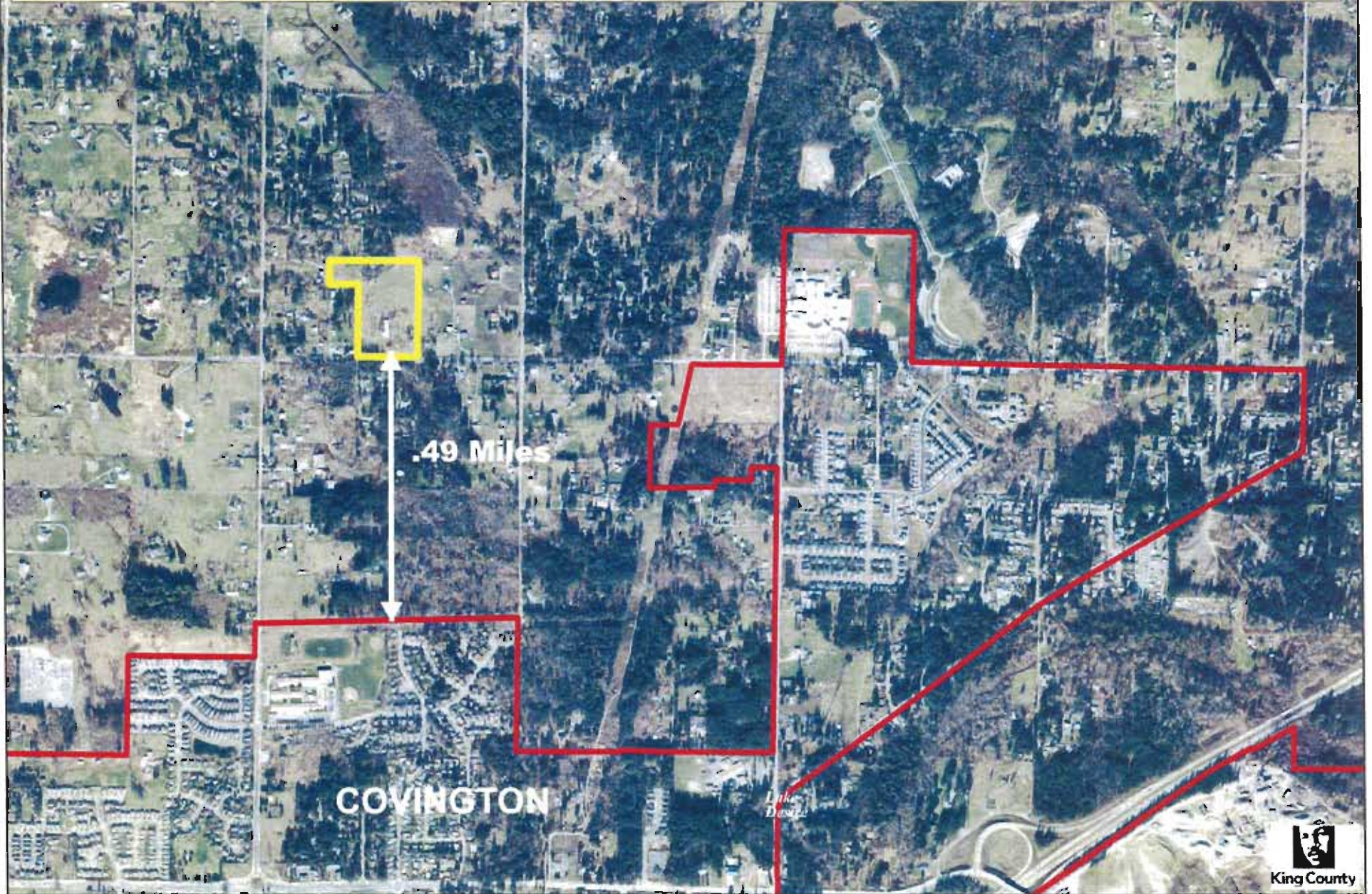
Undeveloped Public School Sites in Rural King County

KENT 2

Site Acreage: 14.83 Acres
Zoning: RA-5
Assessed Value: \$325,000

1992
Urban Growth Boundary 

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



Undeveloped Public School Sites in Rural King County

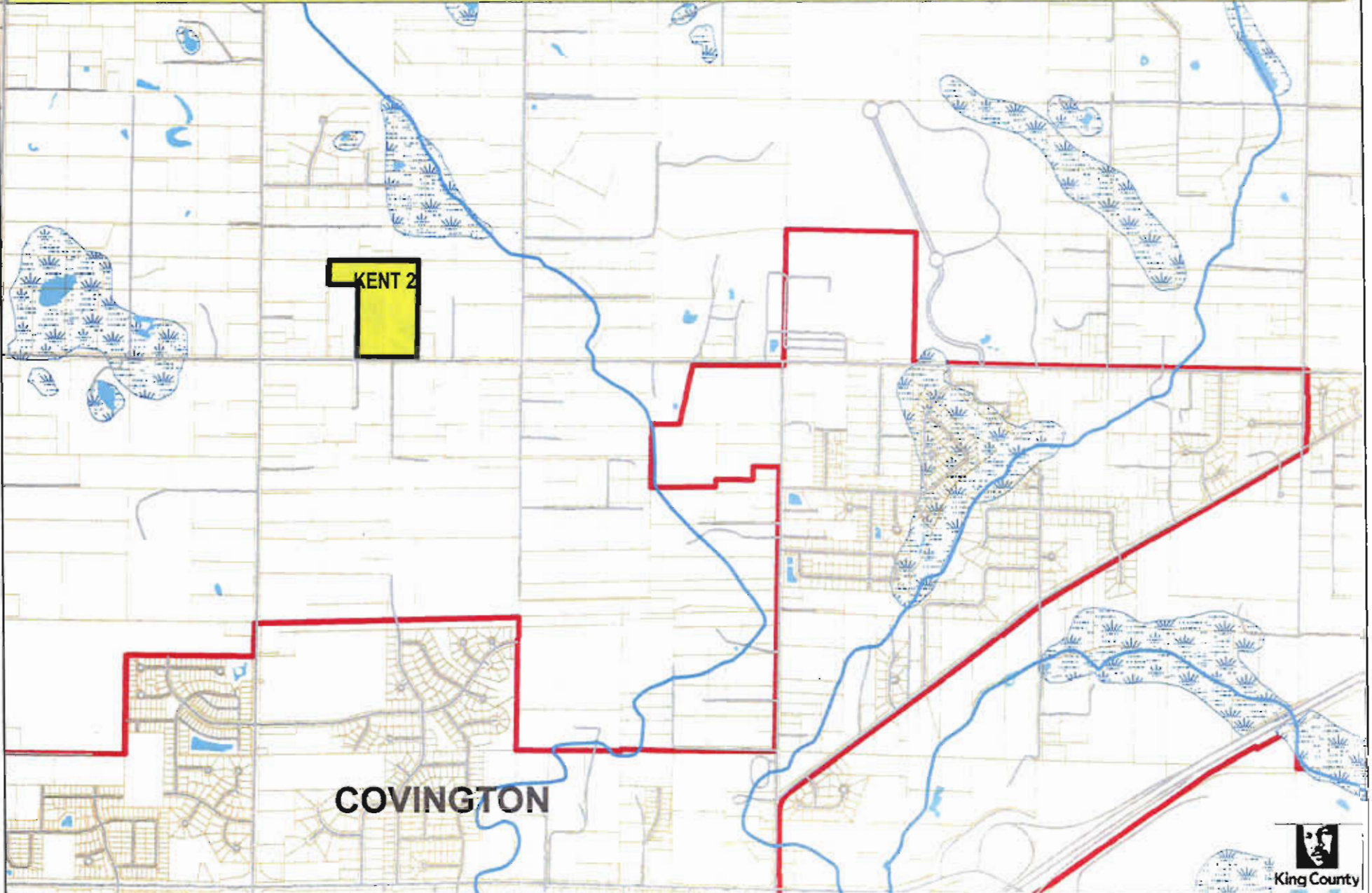
KENT 2

Site Acreage: 14.83 Acres
Zoning: RA-5
Assessed Value: \$325,000

Urban Growth Boundary
Inventoried Wetlands
Salmonid Bearing Streams
Parcel Boundaries
Streets

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12


Water

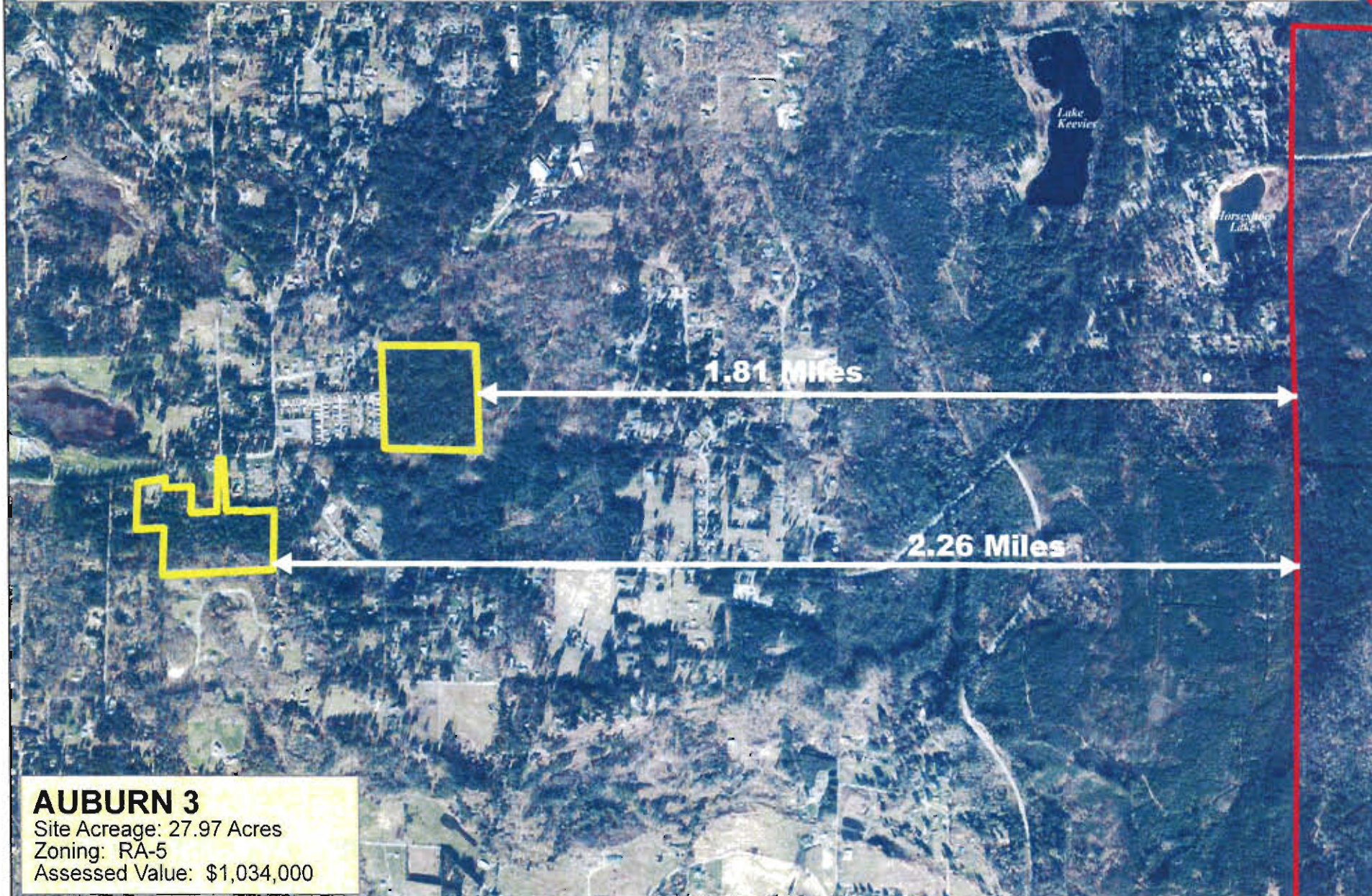


Undeveloped Public School Sites in Rural King County

KENT 3

Site Acreage: 30.22 Acres
Zoning: RA-5
Assessed Value: \$468,000

1995
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary 



AUBURN 3

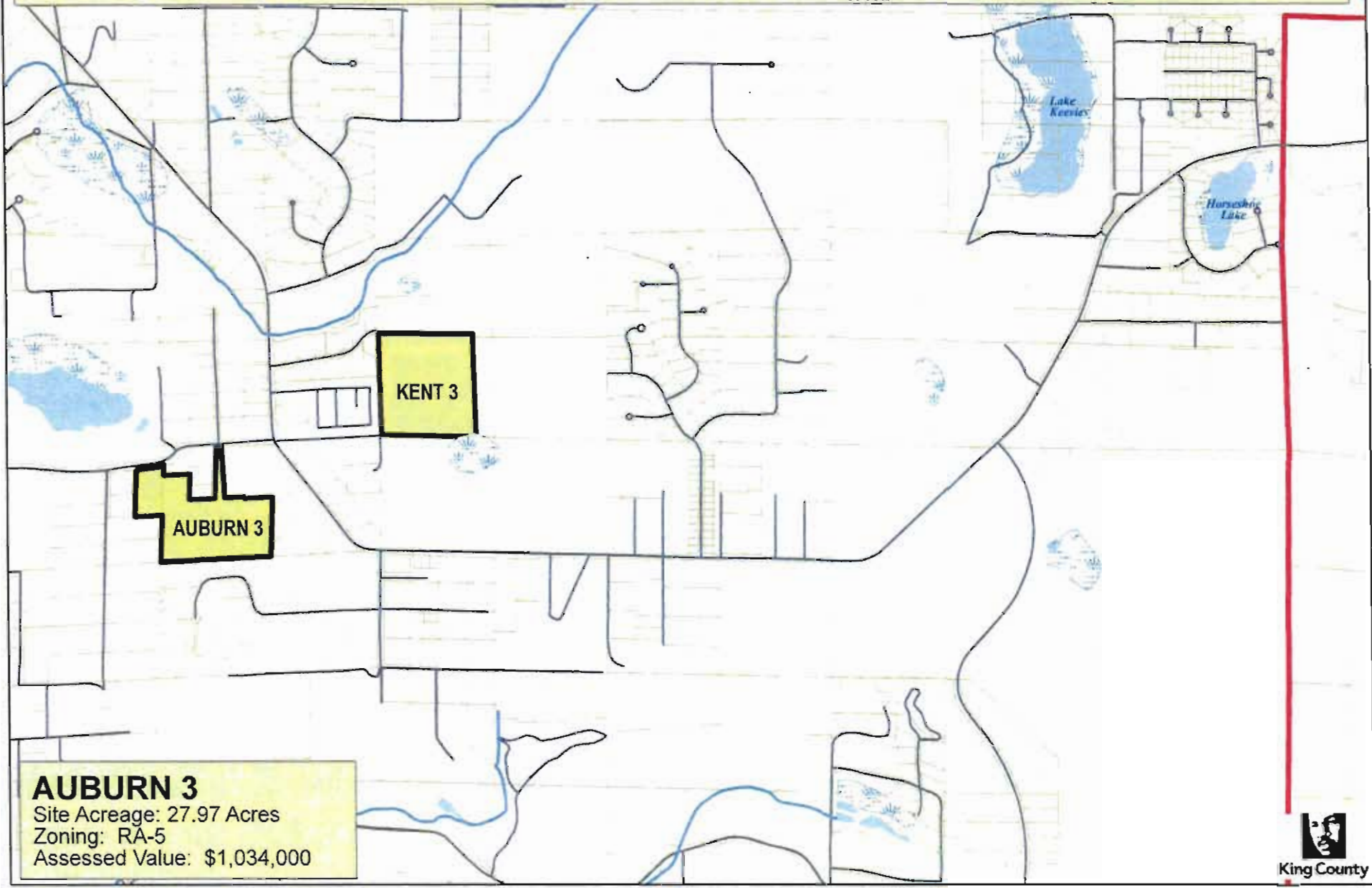
Site Acreage: 27.97 Acres
Zoning: RA-5
Assessed Value: \$1,034,000

Undeveloped Public School Sites in Rural King County

KENT 3
Site Acreage: 30.22 Acres
Zoning: RA-5
Assessed Value: \$468,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12

Urban Growth Boundary
Invenoried Wetlands
Salmonid Bearing Streams
Parcel Boundaries
Streets
Water



AUBURN 3
Site Acreage: 27.97 Acres
Zoning: RA-5
Assessed Value: \$1,034,000



Undeveloped Public School Sites in Rural King County

KENT 4

Site Acreage: 11.22 Acres
Zoning: RA-2.5
Assessed Value: \$948,400

1993
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary 

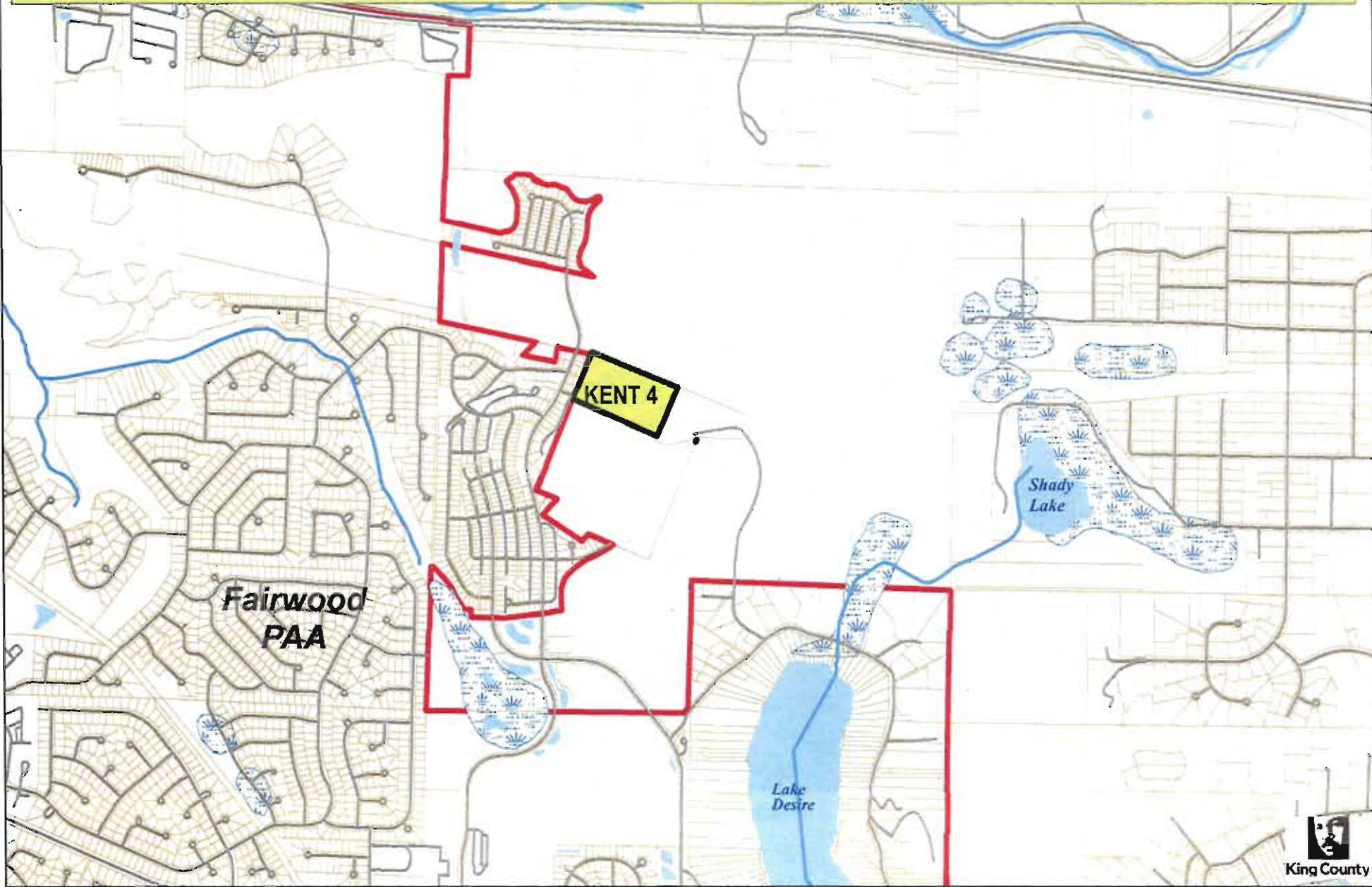
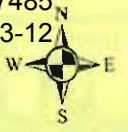



Undeveloped Public School Sites in Rural King County

KENT 4

Site Acreage: 11.22 Acres
Zoning: RA-2.5
Assessed Value: \$948,400

Urban Growth Boundary Attachment J to Ordinance 17485
Inventoried Wetlands Technical Appendix Q 12-3-12
Salmonid Bearing Streams
Parcel Boundaries
Streets
Water



Undeveloped Public School Sites in Rural King County

LAKE WASHINGTON 1

Site Acreage: 20.10 Acres
Zoning: RA-2.5
Assessed Value: \$893,000

1992
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary 



Undeveloped Public School Sites in Rural King County

LAKE WASHINGTON 1

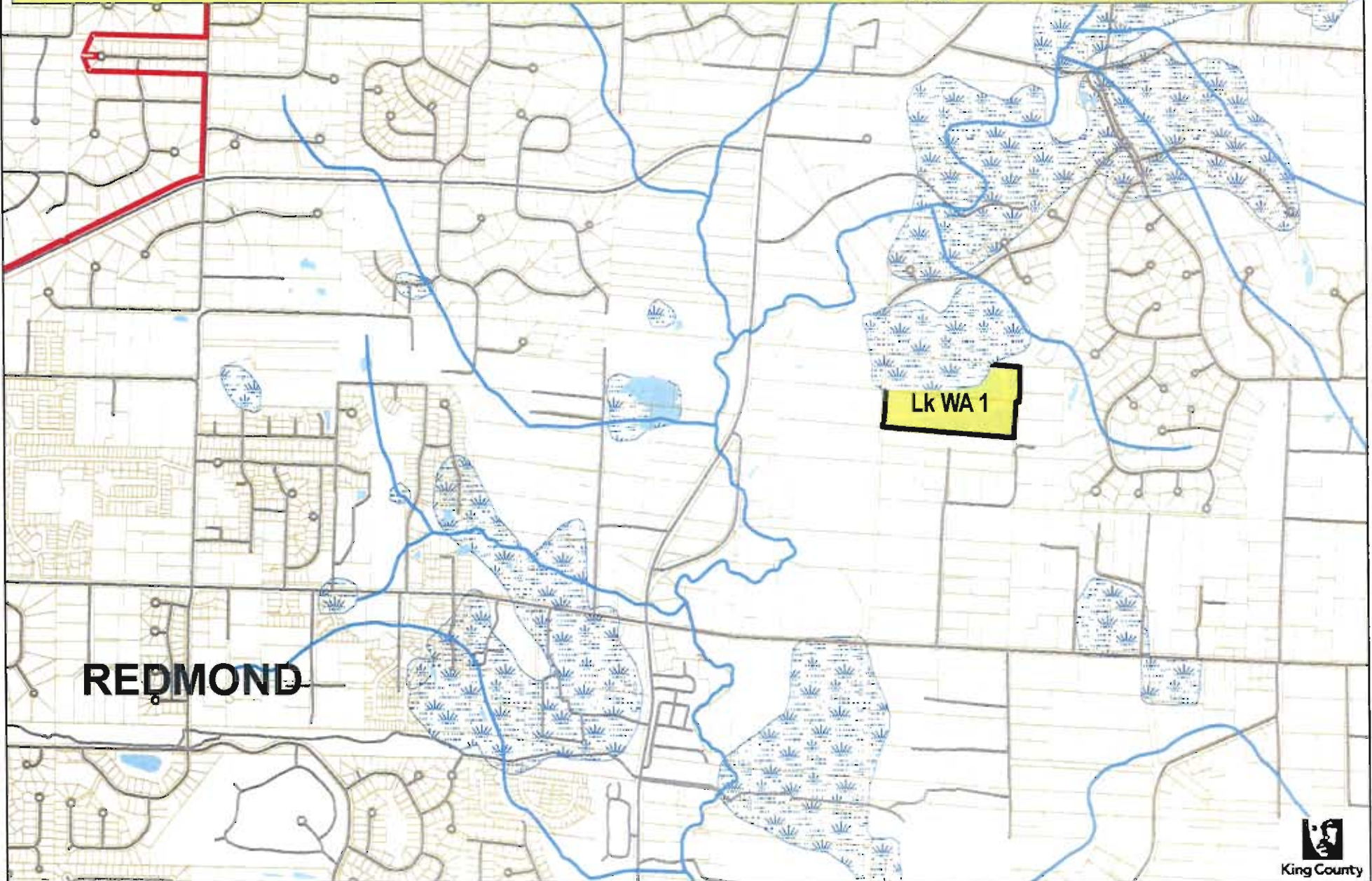
Site Acreage: 20.10 Acres
Zoning: RA-2.5
Assessed Value: \$893,000

Urban Growth Boundary
Inventoried Wetlands
Salmonid Bearing Streams
Parcel Boundaries
Streets

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



Water



REDMOND



Lk WA 1



Undeveloped Public School Sites in Rural King County

LAKE WASHINGTON 2

Site Acreage: 36.90 Acres
Zoning: RA-5P
Assessed Value: \$1,450,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary  



Undeveloped Public School Sites in Rural King County

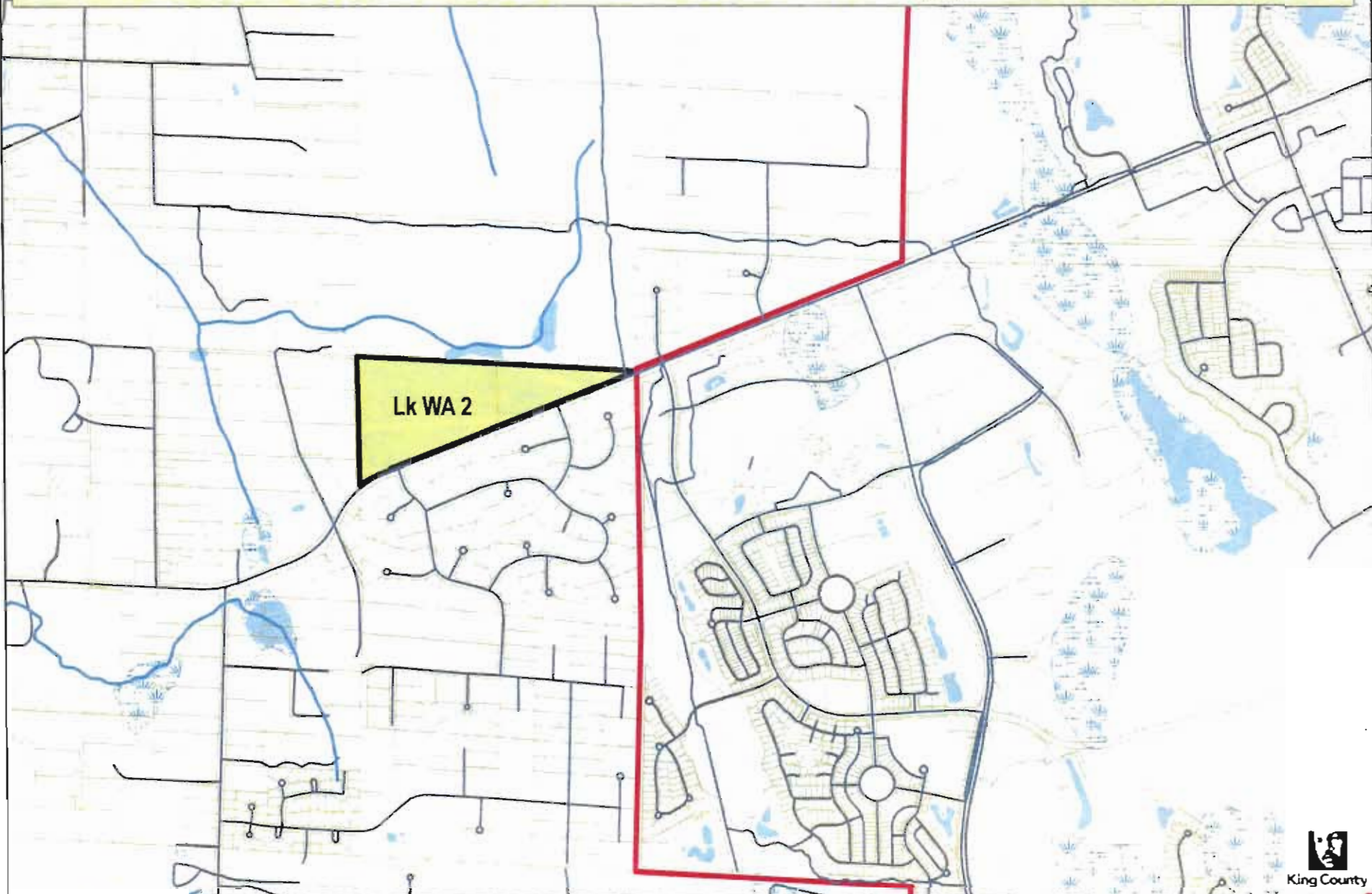
LAKE WASHINGTON 2

Site Acreage: 36.90 Acres
Zoning: RA-5P
Assessed Value: \$1,450,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



- Urban Growth Boundary
- Inventoried Wetlands
- Salmonid Bearing Streams
- Parcel Boundaries
- Streets
- Water

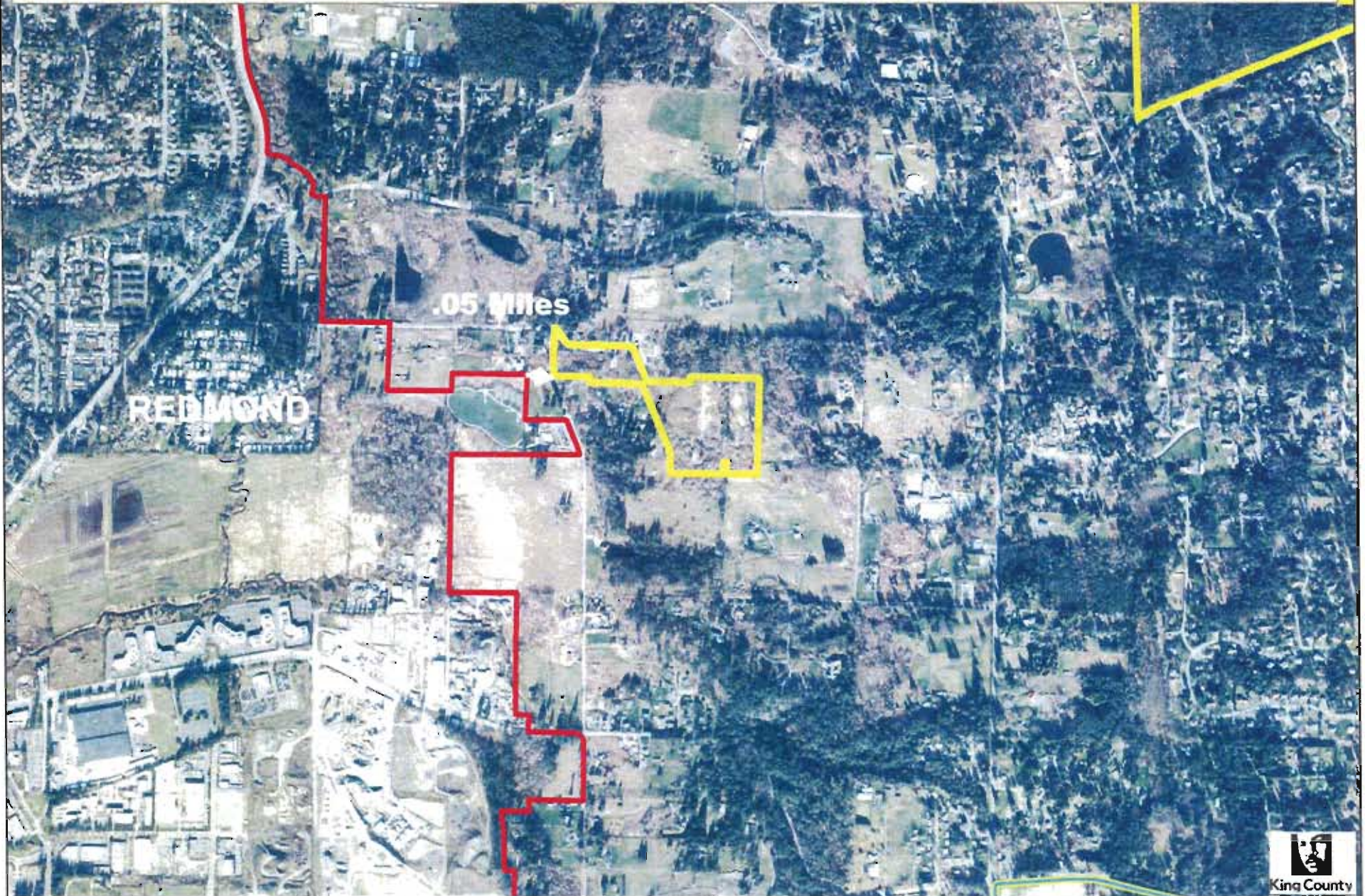


Undeveloped Public School Sites in Rural King County

LAKE WASHINGTON 3

Site Acreage: 26.98 Acres
Zoning: RA-5
Assessed Value: \$426,000

1994
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary  



Undeveloped Public School Sites in Rural King County

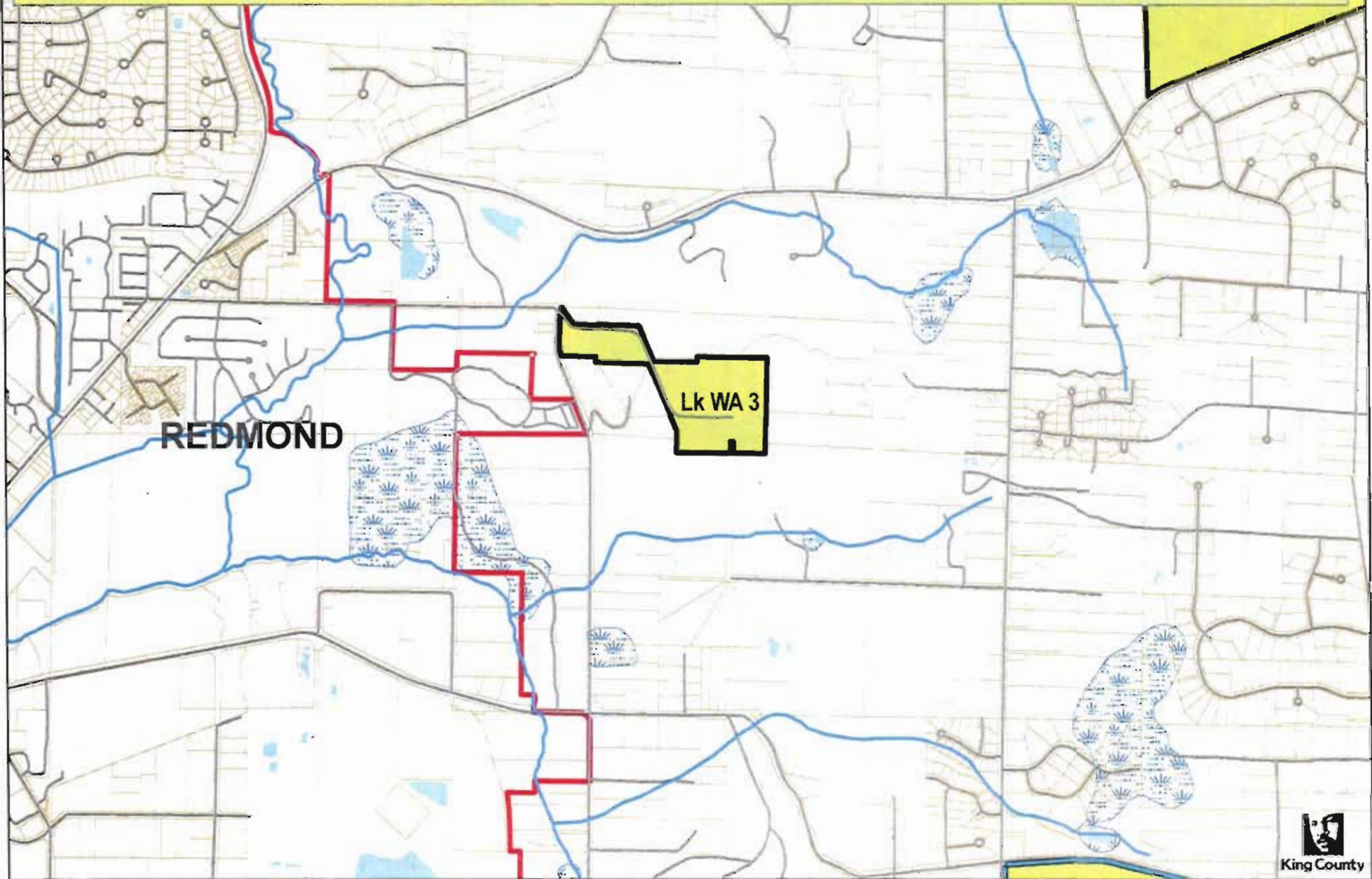
LAKE WASHINGTON 3

Site Acreage: 26.98 Acres
Zoning: RA-5
Assessed Value: \$426,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



- Urban Growth Boundary —
- Inventoried Wetlands —
- Salmonid Bearing Streams —
- Parcel Boundaries —
- Streets —
- Water —




Undeveloped Public School Sites in Rural King County

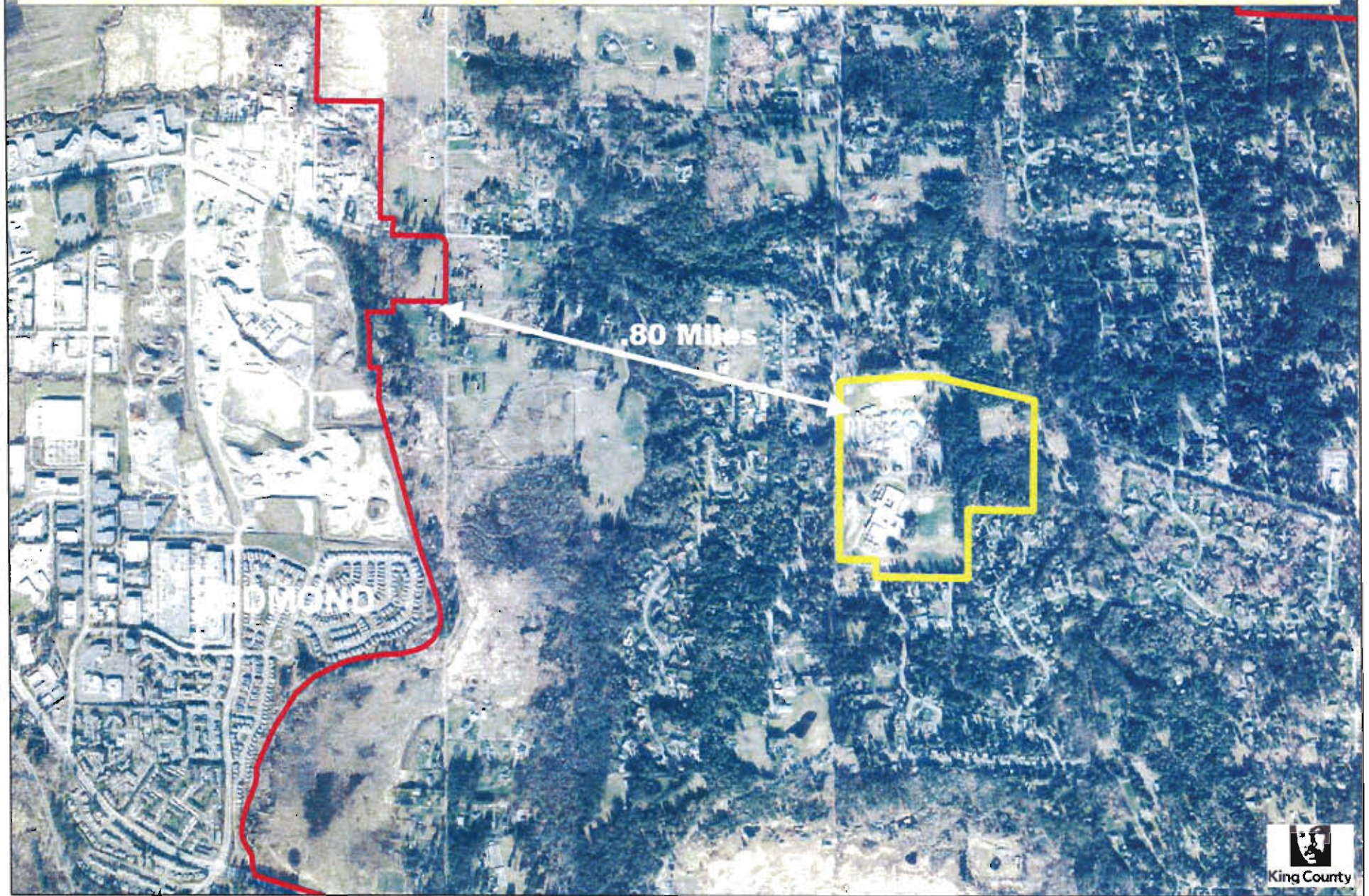
LAKE WASHINGTON 4

Site Acreage: 75.99 Acres
Zoning: RA-5
Assessed Value: \$525,500 (school on portion)

1974 + 1975

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12

Urban Growth Boundary 



King County

Undeveloped Public School Sites in Rural King County

LAKE WASHINGTON 4

Site Acreage: 75.99 Acres

Zoning: RA-5

Assessed Value: \$525,500 (school on portion)

Urban Growth Attachment J to Ordinance 17485

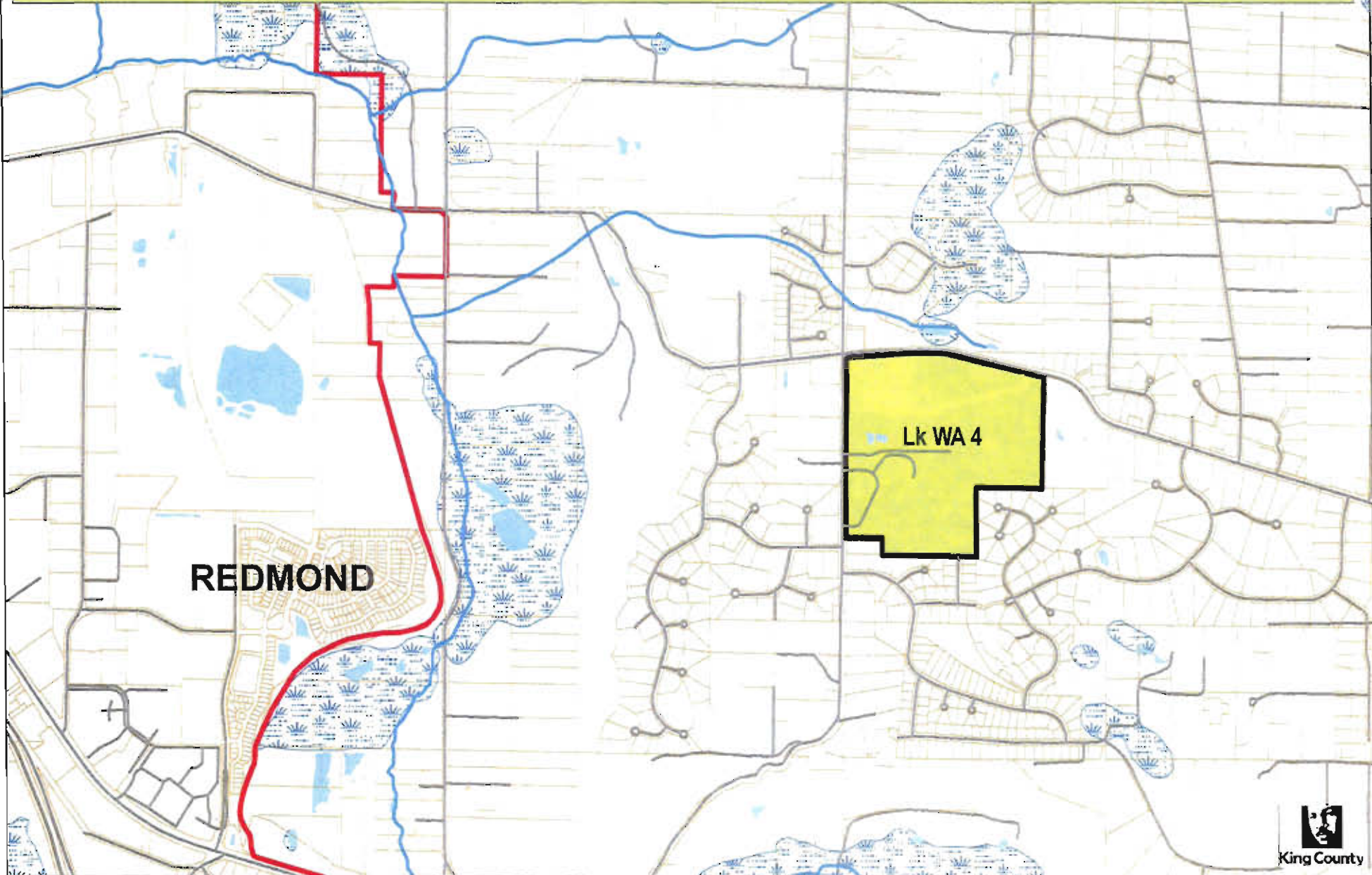
Inventoried Wetlands Technical Appendix Q 12-3-12

Salmonid Bearing Streams

Parcel Boundaries

Streets

Water



Undeveloped Public School Sites in Rural King County

NORTHSHORE 1

Site Acreage: 28.50 Acres
Zoning: RA-5
Assessed Value: \$671,000

1999

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary **W**

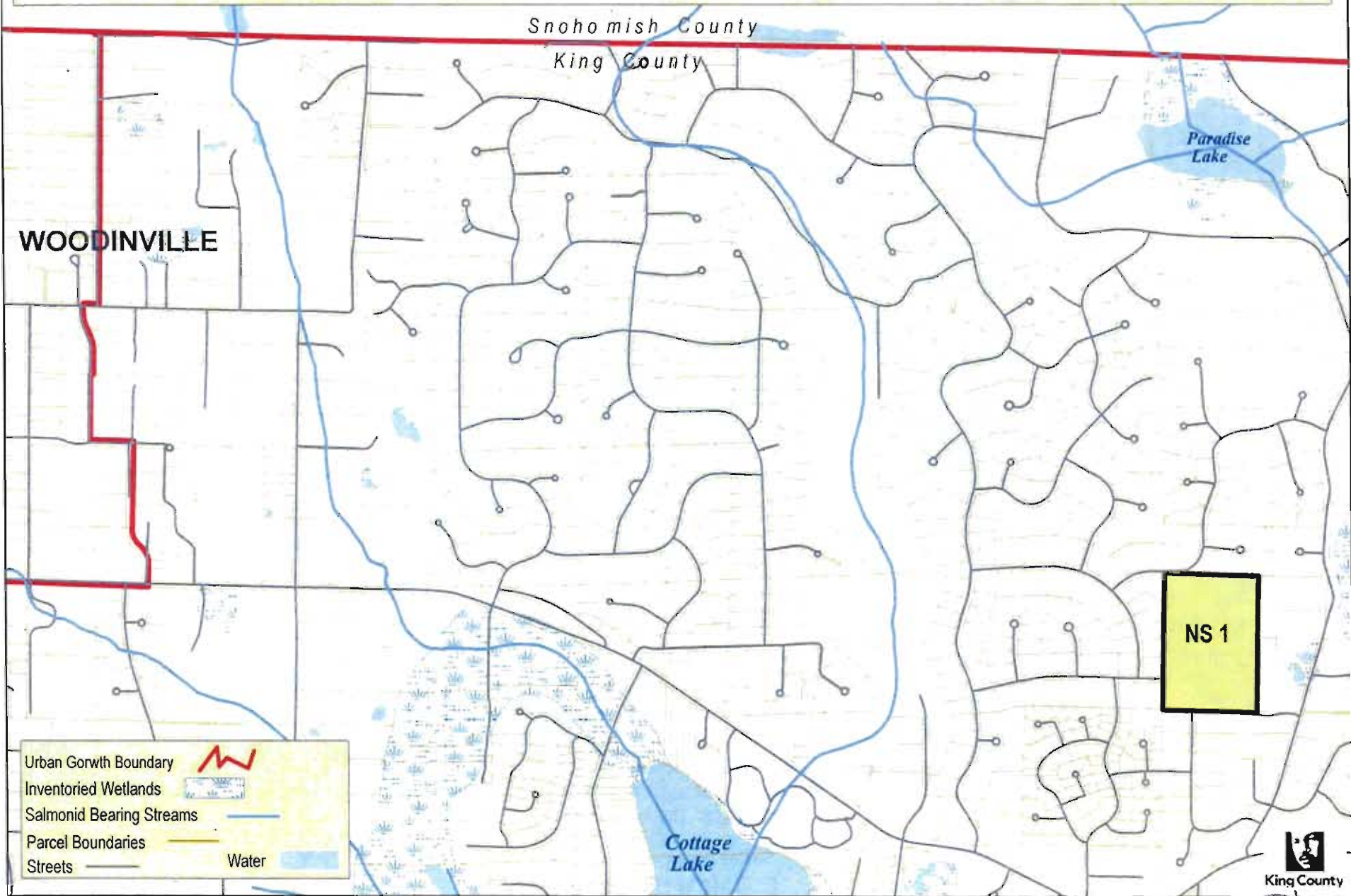


Undeveloped Public School Sites in Rural King County

NORTHSHORE 1

Site Acreage: 28.50 Acres
Zoning: RA-5
Assessed Value: \$671,000

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



Urban Growth Boundary	
Inventoried Wetlands	
Salmonid Bearing Streams	
Parcel Boundaries	
Streets	
Water	



Undeveloped Public School Sites in Rural King County

SNOQUALMIE VALLEY 1

Site Acreage: 40.74 Acres
Zoning: RA-5
Assessed Value: \$875,700 (school on portion)

1990
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12
Urban Growth Boundary

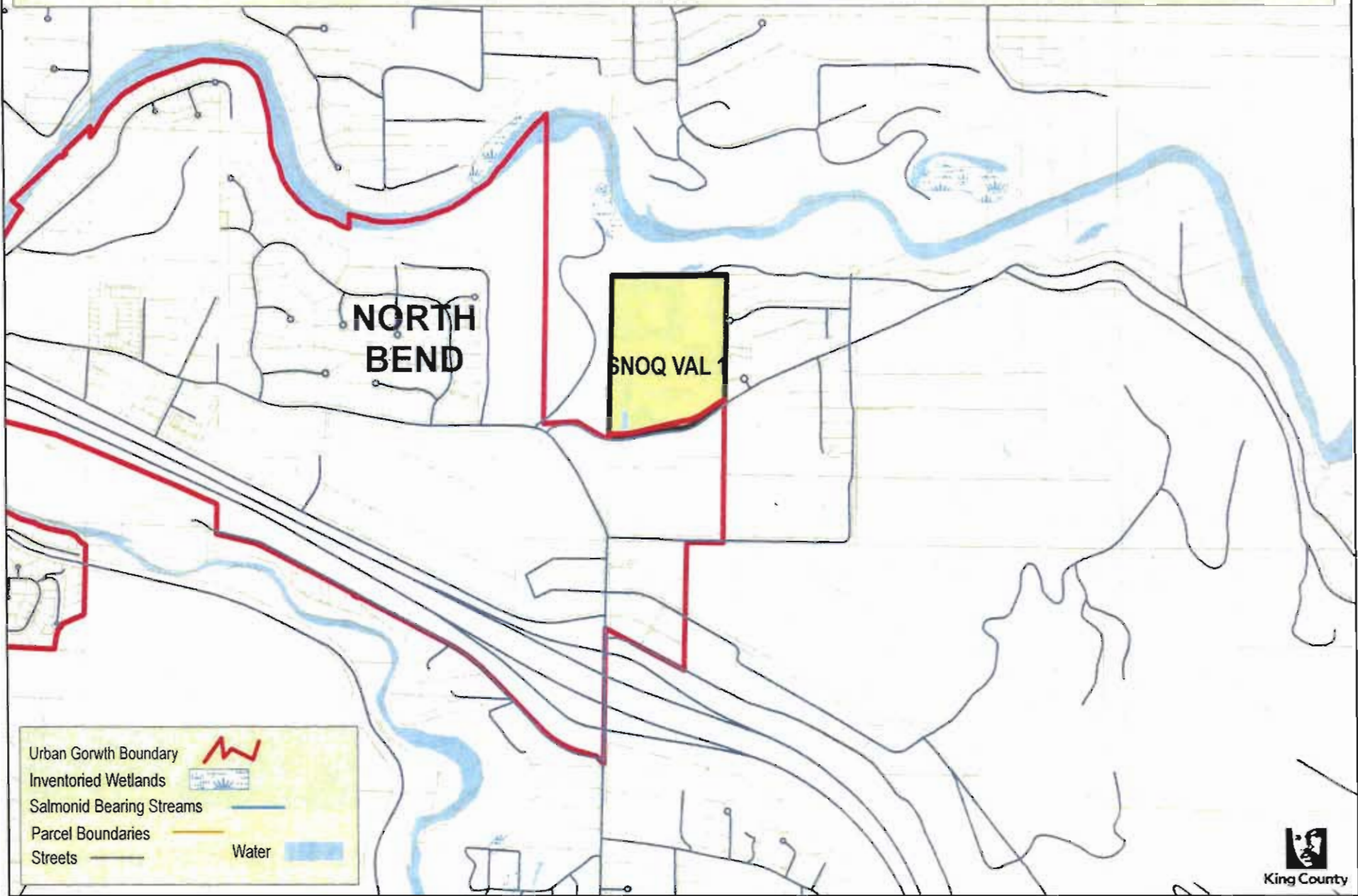




Undeveloped Public School Sites in Rural King County

SNOQUALMIE VALLEY 1

Site Acreage: 40.74 Acres
Zoning: RA-5
Assessed Value: \$875,700 (school on portion)

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



Urban Growth Boundary 
Invenoried Wetlands 
Salmonid Bearing Streams 
Parcel Boundaries 
Streets  Water 



Undeveloped Public School Sites in Rural King County

TAHOMA 1

Site Acreage: 80.02 Acres
Zoning: RA-5
Assessed Value: \$1,217,300 (school on portion)

1997
Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12

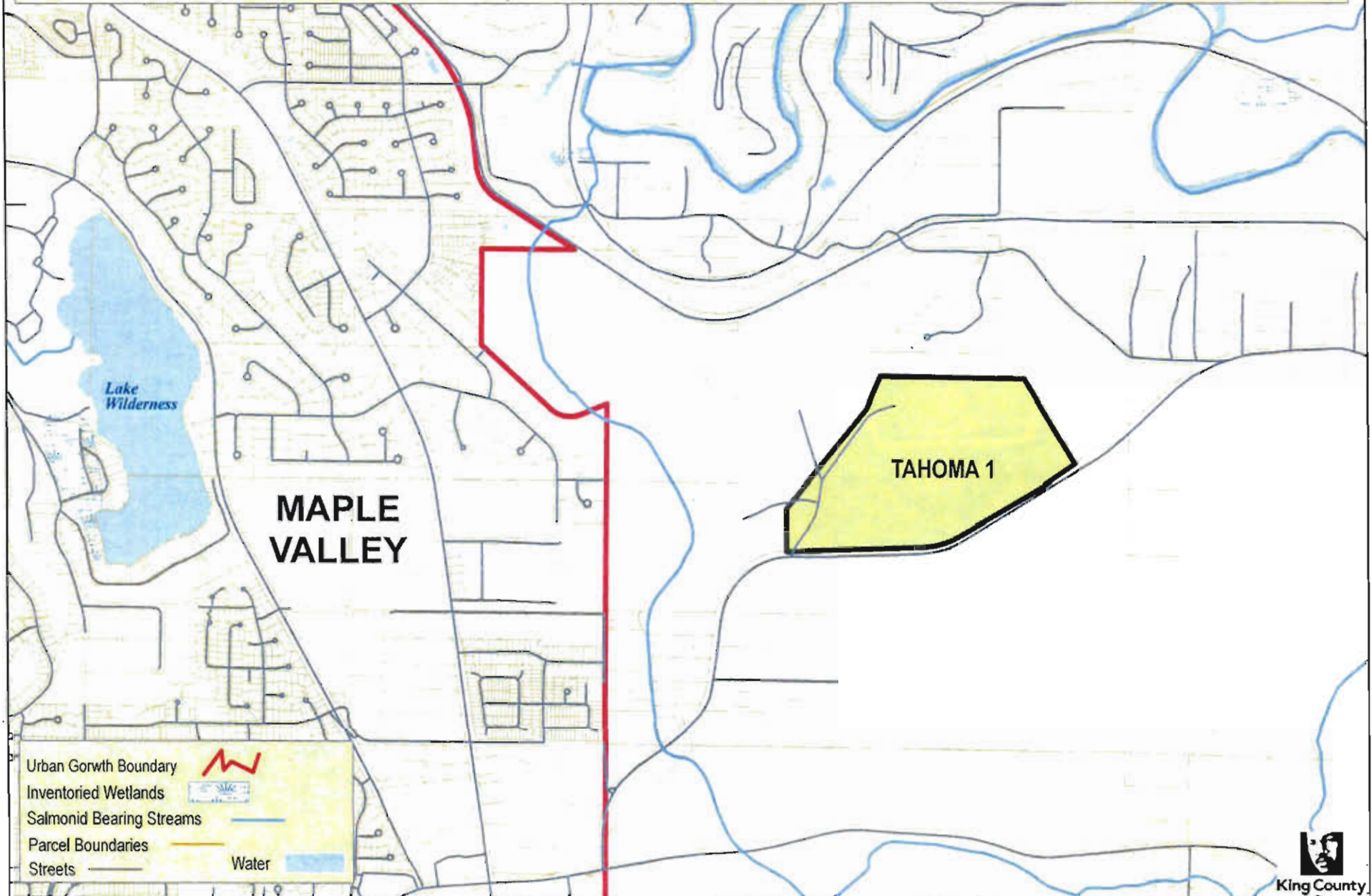


Undeveloped Public School Sites in Rural King County

TAHOMA 1

Site Acreage: 80.02 Acres
Zoning: RA-5
Assessed Value: \$1,217,300 (school on portion)

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



King County

Target-Based Population Forecast by School District - Urban and Rural Components

District	-- Past Trend of Population Growth --						--- Future Targeted Growth ---						
	Population 2000		Population 2010		2000-2010 Change		2031 Housg Growth Target		Est. 2006-31 Pop. Change**			Percent of Projected growth	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural*	Urban	Rural*	Total Chg	Urban	Rural
Auburn 408	58,800	9,600	68,900	8,500	10,100	-1,100	10,230	372	21,900	1,000	22,900	96%	4%
Enumclaw 216	14,700	10,700	14,400	10,900	-300	200	3,325	477	7,100	1,300	8,400	85%	15%
Issaquah 411	58,000	14,400	84,700	13,900	26,700	-500	9,340	609	20,000	1,600	21,600	93%	7%
Kent 415	126,900	11,100	148,200	10,000	21,300	-1,100	12,140	438	26,000	1,200	27,200	96%	4%
Lake Wash. 414	143,000	11,400	164,600	12,900	21,600	1,500	21,680	565	46,400	1,500	47,900	97%	3%
Northshore 417	51,700	18,900	58,800	17,600	7,100	-1,300	10,300	771	22,000	2,100	24,100	91%	9%
Snoqualmie Val 410	11,100	14,200	20,800	14,300	9,700	100	2,280	626	4,900	1,700	6,600	74%	26%
Tahoma 409	14,500	14,200	22,700	14,700	8,200	500	2,800	644	6,000	1,700	7,700	78%	22%
Riverview 407	6,700	9,390	9,900	9,440	3,200	50	1,470	414	3,100	1,100	4,200	74%	26%
Skykomish 404	210	430	200	430	-10	0	10	19	0	100	100	0%	100%
Vashon 402	0	10,100	0	10,600	0	500	0	464	0	1,200	1,200	0%	100%
11 district Subtotal	485,610	124,420	593,200	123,270	107,590	-1,150	73,575	5,400	157,500	14,400	171,900	92%	8%
8 Urban districts	1,123,500	0	1,210,400	0	86,900	0	157,300	0	330,300	0	330,300	100%	0%
King County	1,609,110	124,420	1,803,600	123,270	194,490	-1,150	230,875		487,800	14,400	502,200	97%	3%

Sources:

2000-10 data: SchDists-Urb-Rur00-10TAC.xls

Forecasts: new Growth Targets in Countywide Planning Policies, 2009

Notes:

Future urban housing allocated from city and urban-unincorporated growth targets.

* Assume Rural housing-growth, + 5,374 HU over 25 yr, is divided in proportion to 2010 Rural pop.

** convert future housing to population using ratio of Pop : HU from Targets documentation.

School District Trends of Population and Enrollment

District	Past Trend of Population Growth			Past and Future Enrollment Trend				
	Pop 2000	Pop 2010	Pct Pop Chg, 2000-2010	Enrollment		Pct Chg of Enrollmt 00-11	Enrollmt Proj 2017	Projected Chg Enrollmt to 2017
				2000	2011			
Auburn 408	68,400	77,400	13.2%	13,121	14,482	10.4%	16,285	12.4%
Enumclaw 216	25,400	25,300	-0.4%	5,191	4,115	-20.7%	4,521	9.9%
Issaquah 411	72,400	98,600	36.2%	13,422	16,751	24.8%	17,165	2.5%
Kent 415	138,000	158,200	14.6%	26,017	26,370	1.4%	27,441	4.1%
Lake Wash. 414	154,400	177,500	15.0%	23,594	24,592	4.2%	28,173	14.6%
Northshore 417	70,600	76,400	8.2%	19,978	18,478 ⁽¹⁾	-7.5%	19,390	4.9%
Snoqualmie Val 410	25,300	35,100	38.7%	4,319	5,750	33.1%	7,183	24.9%
Tahoma 409	28,700	37,400	30.3%	5,830	7,394	26.8%	8,093	9.5%
Riverview 407	16,090	19,340	20.2%	2,929	3,148	7.5%	3,529	12.1%
Skykomish 404	640	630	-1.6%	94	51 ⁽²⁾	-45.7%	51	0.0%
Vashon 402	10,100	10,600	5.0%	1,660	1,560 ⁽²⁾	-6.0%	1,640	5.1%
11 district Subtotal	610,030	716,470	17.4%	116,155	122,691	5.6%	133,471	8.8%
8 Urban districts	1,123,500	1,210,400	7.7%	131,968	136,854	3.7%	n. a.	n. a.
King County	1,733,530	1,926,870	11.2%	248,123	259,545	4.6%	n. a.	n. a.

Notes:

(1) Northshore includes Snohomish County enrollment.

(2) Vashon and Skykomish data from OSPI,
 and projected using 2000-2010 total-population change.

Sources: 2000 and 2010 US Census via PSRC; OSPI;
 Puget Sound Schools Coalition

Urban and Rural Population by School District, 2000-2010

2000		Urban		Rural	
DIST	NAME	Total Pop	Under 18	Total Pop	Under 18
1	Seattle	564,288	88,029	0	0
210	Federal Way	122,926	34,442	0	0
400	Mercer Isl.	22,036	5,724	0	0
401	Highline	122,300	29,726	0	0
403	Renton	94,630	21,655	0	0
405	Bellevue	115,242	24,049	0	0
406	Tukwila	16,066	3,885	0	0
412	Shoreline	66,078	14,831	0	0
216	Enumclaw	14,671	4,274	10,748	3,016
404	Skykomish	211	39	429	81
407	Riverview	6,706	2,214	9,385	2,771
408	Auburn	58,764	16,538	9,583	2,764
409	Tahoma	14,470	4,864	14,253	3,856
410	Snoq. Valley	11,146	3,157	14,194	4,070
411	Issaquah	58,009	16,978	14,398	3,888
414	Lake Wash.	142,960	33,465	11,389	3,884
415	Kent	126,879	36,828	11,151	3,124
417	Northshore	51,696	13,082	18,925	6,142
402	Vashon Isl.	0	0	10,123	2,346
		1,609,078	353,780	124,578	35,942

2010		Urban		Rural		Urban % Chg '00-10		Rural % Chg '00-10	
DIST	NAME	Total Pop	Under 18	Total Pop	Under 18	Total Pop	Under 18	Total Pop	Under 18
1	Seattle	609,471	93,735	0	0	8.0%	6.5%		
210	Federal Way	130,706	33,164	0	0	6.3%	-3.7%		
400	Mercer Isl.	22,699	5,573	0	0	3.0%	-2.6%		
401	Highline	124,481	28,616	0	0	1.8%	-3.7%		
403	Renton	115,469	26,262	0	0	22.0%	21.3%		
405	Bellevue	124,003	26,551	0	0	7.6%	10.4%		
406	Tukwila	18,038	4,425	0	0	12.3%	13.9%		
412	Shoreline	65,542	12,749	0	0	-0.8%	-14.0%		
216	Enumclaw	14,391	3,569	10,942	2,371	-1.9%	-16.5%	1.8%	-21.4%
404	Skykomish	198	36	429	45	-6.2%	-7.7%	0.0%	-44.4%
407	Riverview	9,881	2,947	9,438	2,216	47.3%	33.1%	0.6%	-20.0%
408	Auburn	68,948	18,048	8,507	2,000	17.3%	9.1%	-11.2%	-27.6%
409	Tahoma	22,656	7,251	14,720	3,357	56.6%	49.1%	3.3%	-12.9%
410	Snoq. Valley	20,839	6,406	14,322	3,647	87.0%	102.9%	0.9%	-10.4%
411	Issaquah	84,713	23,656	13,882	3,163	46.0%	39.3%	-3.6%	-18.6%
414	Lake Wash.	164,591	37,822	12,885	3,668	15.1%	13.0%	13.1%	-5.6%
415	Kent	148,190	38,734	10,043	2,192	16.8%	5.2%	-9.9%	-29.8%
417	Northshore	58,754	13,529	17,585	4,614	13.7%	3.4%	-7.1%	-24.9%
402	Vashon Isl.	0	0	10,624	2,068	0	0	4.9%	-11.8%
		1,803,570	383,073	123,377	29,341	12.1%	8.3%	-1.0%	-18.4%

Ten-year growth

Auburn School District¹

Grade Level	Permanent Capacity ²		Enrollment			Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned	2000	2011	2017 Expected	2011	2017 Expected
K-5	7,138	7,723 ³	5,938	6,208	7,104	930	619
6-8	3,430	4,230	3,008	3,213	3,635	217	595
9-12	5,164	5,164	4,175	5,061	5,546	103	(382)
K-12	15,732	17,117	13,121	14,482	16,285	1,250	832

The Auburn School District has a number of areas of growth that impact student capacity within existing schools. There are three main areas in the District with new developments slated to occur in the next two to four years: (1) the Lakeland Hills master planned community and other developments adjacent to Lakeland Hills are and will continue to create capacity issues within the existing schools that service this area; (2) on Lea Hill, the District has schools that are at or near capacity with again a number of additional developments that will put pressure on these schools; and (3) the Valley floor is also experiencing growth in new developments and seeing older homes turn over with new young families purchasing this type of affordable housing. Schools in these service areas also serve students residing outside of the UGA (the District has only one school, an elementary school, located outside of the UGA). As growth occurs inside the UGA, capacity will disappear. The District will utilize citizens on boundary review committees to determine the best methods to balance the enrollment of various grade levels and schools. There are current capacity concerns with schools, in those areas with substantial projected growth, being able to service the students that currently attend or will be attending the schools. As such, while the District's total permanent capacity may appear to have some long-term surplus, this doesn't accurately reflect needs in the eastern portion of the District.

The District, in its long-range planning, has purchased properties in both rural and suburban areas of the District to address the growth issues.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan, from the Office of the Superintendent of Public Instruction (2000 data). The chart uses headcount enrollment data.

² Relocatable capacity, which is not intended as a permanent housing solution, is not included.

³ Planned new elementary school and new middle school (both unfunded). Both have potential of enrolling students residing outside of the urban growth boundary.

Enumclaw School District¹

Grade Level	Permanent Capacity ²		Enrollment				Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned	2000	2011	2017 Expected	2027 ³	2011	2017 Expected
K-5	1,916	2,223 ⁴	2,354	1,741	2,094	3,971	175	129
6-8	1,092	1,092	1,292	1,001	1,036	1,636	91	56
9-12	1,344	1,344	1,545	1,373	1,391	2,130	(29)	(47)
K-12	4,352	4,659	5,191	4,115	4,521	7,737	237	138

After several years of declining enrollment in the early part of the decade, the Enumclaw School District has experienced recent pockets of enrollment growth and is faced with the potential of a nearly 50 percent increase in student population over the next 15 years based on students anticipated to reside in two recently approved master planned developments in the City of Black Diamond. To address enrollment growth as a result of the two MPDs, the District has entered into a school mitigation agreement for, among other things, the transfer of seven school sites located in (4 sites) and immediately adjacent to (2 sites) or within one mile (1 site) of the MPDs. These District's long term student enrollment figures are likely to increase as additional development occurs in the City of Enumclaw and in unincorporated King County.

The Enumclaw School District includes 444 square miles. Based on District transportation data, 52% (or approximately 2,140 students) of the District's student population resides outside of the urban growth boundary. Only 1 existing school (an elementary school) is located outside of the UGA.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan, from the Office of the Superintendent of Public Instruction (2000 data), and from the District (2027 data). The chart uses headcount enrollment data.

² Relocatable capacity, which is not intended as a permanent housing solution, is not included.

³ Reflects anticipated full build-out of the Villages and Lawson Hills Master Planned Developments. 2027 enrollment projections do not include any new enrollment from other developments located within the District (e.g., City of Enumclaw, other City of Black Diamond development, unincorporated King County) nor from increased birth rates or changing demographics. As such, 2027 capacity needs are likely to be greater than expected today.

⁴ Planned new elementary school on the existing Black Diamond Elementary School site located within the City of Black Diamond (unfunded).

Issaquah School District¹

Grade Level	Permanent Capacity ²		Enrollment			Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned	2000	2011	2017 Expected	2011	2017 Expected
K-5	6,791	6,791	6,532	8,075	8,476	(1,284)	(1,685)
6-8	3,756	3,756	3,122	3,892	3,987	(136)	(231)
9-12	4,977	4,977	3,788	4,784	4,702	193	275
K-12	15,524	15,524	13,422	16,751 ³	17,165	(1,227)	(1,641)

The District does not distinguish between urban and rural students for purposes of providing public education and school capacity. Rather, the District focuses on providing equitable and efficient delivery of education and the use of logical service areas. Without departing from the foregoing and for information purposes only, the District's current rural student population is equal to approximately 11% of the total student population. The District's schools located in the south end of the District serve the majority of rural resident students (as well as other students in the service area). All six of these schools (Apollo, Briarwood, Maple Hills, and Newcastle Elementary Schools, Maywood Middle School, and Liberty High School) are currently over capacity. The District recently expanded two of these schools (Maywood Middle School and Liberty High School) to accommodate growth in the south end service area. The District may also expand Briarwood Elementary for this same reason. Given these capacity pressures, the District's Winterbrook site, located in the rural area, is likely to be needed in the future to relieve capacity pressures in the south end.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan and from the Office of the Superintendent of Public Instruction (2000 data). The chart uses headcount enrollment data.

² Relocatable capacity, which is not intended as a permanent housing solution, is not included.

³ The District's actual October 2011 enrollment was approximately 400 students higher than projected in the 2011 CFP. This indicates that it is likely that there will be a greater need in 2017 than projected on this chart.

Kent School District¹

Grade Level	Permanent Capacity ²		Enrollment			Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned ³	2000	2011	2017 Expected	2011	2017 Expected
K-6	13,364	14,476	14,274	13,938	14,879	(574)	(403)
7-8	5,196	5,196	4,240	4,243	4,310	953	886
9-12	8,765	8,818	7,503	8,189	8,252	576	566
K-12	27,325	28,490	26,017	26,370	27,441	955	1,049

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan and from the Office of the Superintendent of Public Instruction (2000 data). The chart uses headcount enrollment data.

² Relocatable capacity, which is not intended as a permanent housing solution, is not included.

³ Replace Covington Elementary on a new site (unfunded).

Lake Washington School District¹

Grade Level ²	Permanent Capacity ³		Enrollment			Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned ⁴	2000	2011	2017 Expected	2011	2017 Expected
K-5	11,368	12,334	10,715	12,086	13,725	(718)	(1,391)
6-8	5,481	5,694	5,492	5,464	6,330	17	(636)
9-12	5,717	7,012	7,387	7,042	8,118	(1,325)	(1,106)
K-12	22,566	25,040	23,594	24,592	28,173	(2,026)	(3,133)

The LWSD continues to experience and project growth throughout the District. Enrollment growth is occurring in large part on the east side of the District where the District has the greatest need for additional capacity. To help address these capacity needs, the District will reconfigure grades (beginning in the 2012-13 school year) and is constructing new capacity additions at existing schools and new schools in areas where capacity is most needed. However, grade reconfiguration is a temporary solution and will not address long-term needs. In addition, capacity additions address only a portion, but not all, of the capacity need. The District projects additional capacity needs in the east side of the District due, in part, to the increased (both current and projected) population residing in Redmond Ridge and Redmond Ridge East as well as growth on the Sammamish Plateau. Growth in northwest Redmond and in-fill development in Kirkland (as well as increased development potential in areas recently annexed by the City of Kirkland) means that there is less available capacity on the west side of the District.

The District does not distinguish between urban and rural students for purposes of providing public education and school capacity. Rather, the District focuses on providing equitable and efficient delivery of education and the use of logical service areas. Without departing from the foregoing and for information purposes only, 3,440 (or 14%) of the District's current student population resides in the rural area and in Redmond Ridge/Redmond Ridge East (with rural resident students totaling 9% of the total student population). Based on enrollment trends in Redmond Ridge (and the continued build out of Redmond Ridge East), this number is likely to increase.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan and from the Office of the Superintendent of Public Instruction (2000 data). The chart uses headcount enrollment data.

² LWSD presently uses a grade configuration K-6, 7-9, & 10-12. The District will reconfigure grades to K-5, 6-8, and 9-12 beginning in 2012-13 school year. Enrollment values are entered in the new configuration.

³ Relocatable capacity, which is not intended as a permanent housing solution, is not included.

⁴ Includes two new elementary schools (one in Redmond Ridge East and one in the north Redmond area, both currently unfunded) as well as recently funded additions at Redmond High School, Eastlake High School, Lake Washington High School, Finn Hill Junior High School, Rose Hill Junior High School, Muir Elementary School and a new 9-12 CHOICE school in the eastern portion of the District.

Northshore School District¹

Grade Level	Permanent Capacity ²		Enrollment				Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned	2000	2011	2017 Expected	2020	2011	2017 Expected
K-6	11,471	12,071 ³	10,331	9,271	10,346	10,668	2,200	1,725
7-9	6,597	6,597	4,929	4,498	4,596	5,112	2,099	2,001
10-12	5,891	5,891	4,718	4,709	4,448	4,706	1,182	1,443
K-12	23,959	24,559	19,978	18,478	19,390	20,486	5,481	5,169

Importantly, the District's surplus capacity figures do not reflect the geographic growth needs of the District. NSD's recent and projected growth is not spread evenly throughout the District but rather is focused in the north central area, unincorporated Snohomish County, and in certain pockets in unincorporated King County. As an illustration, Wellington Elementary and Bear Creek Elementary, serving the northern portion of unincorporated King County, are experiencing continued capacity pressures. Enrollment in elementary schools located within the north central corridor will likely exceed capacity within the next 3-5 years. The District is examining a range of options to address these capacity needs, including grade reconfigurations, service area adjustments, and new capacity improvements.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan, from the Office of the Superintendent of Public Instruction (2000 data), and from the District (2020 data). The chart uses headcount enrollment data.

² Relocatable capacity, which is not intended as a permanent housing solution, is not included.

³ Planned new elementary school in District's north central corridor (unfunded).

Riverview School District¹

Grade Level	Permanent Capacity ²		Enrollment			Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned ³	2000	2011	2017 Expected	2011	2017 Expected
K-5	1,440	1,488	1,435	1,517	1,752	(77)	(264)
6-8	720	763	661	745	781	(25)	(18)
9-12	972	1,049	833	886	996	86	53
K-12	3,132	3,300	2,929	3,148	3,529	(16)	(229)

The Riverview School District covers 250 square miles in eastern King County and serves the cities of Carnation, Duvall, and the surrounding unincorporated areas. The majority of the District's land base is rural. The District does not distinguish between urban and rural students for purposes of providing public education and school capacity and the use of logical service areas. Rather, the District focuses on providing equitable and efficient delivery of education. Without departing from the foregoing and for information purposes only, approximately 43% of the under 18 population in the Riverview School District resides in the rural area.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan and from the Office of the Superintendent of Public Instruction (2000 data). The chart uses headcount enrollment data.

² Relocatable capacity, which is not intended as a permanent housing solution, is not included.

³ New K-12 capacity in Riverview Learning Center (unfunded).

Snoqualmie Valley School District¹

Grade Level	Permanent Capacity ²		Enrollment			Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned ³	2000	2011	2017 Expected	2011	2017 Expected
K-5	2,208	2,808	1,955	2,795	3,692	(587)	(821)
6-8	1,682	1,834	1,065	1,374	1,650	308	184
9-12	1,333	1,781	1,299	1,580	1,904	(247)	(123)
K-12	5,223	6,423	4,319	5,750	7,183	(527)	(760)

The Snoqualmie Valley School District student population has grown by 33% since 2000 and the District expects continued significant growth over the next six years and beyond. Growth continues in the Snoqualmie Ridge area (with approximately 850-900 planned housing units yet to be constructed) and the District expects some additional growth in the City of North Bend with the recent lift of the water moratorium and planned sewer infrastructure improvements.

To address present capacity needs, the District plans to construct a new middle school and new elementary school and to annex the existing Snoqualmie Middle School into Mount Si High School to serve as a freshman campus. The District also recently engaged in a number of reboundary efforts to maximize the use of existing capacity at the elementary level. Significantly, due to floodplain and related zoning restrictions, the District is geographically limited in its ability to site and/or expand school facilities.

The District does not distinguish between urban and rural students for purposes of providing public education and school capacity. Rather, the District focuses on providing equitable and efficient delivery of education and the use of logical service areas. Without departing from the foregoing and for information purposes only, approximately 36% of the under 18 population in the Snoqualmie Valley School District resides in the rural area.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan and from the Office of the Superintendent of Public Instruction (2000 data). The chart uses headcount enrollment data.

² Relocatable capacity, which is not intended as a permanent housing solution, is not included.

³ New elementary school (likely Snoqualmie Ridge), new middle school (Snoqualmie Ridge), and annexation of Old Snoqualmie Middle School for 9th grade campus (all unfunded).

Tahoma School District¹

Grade Level	Permanent Capacity ²		Enrollment				Permanent Capacity Surplus/(Deficiency)	
	2011	2017 Planned ³	2000	2011	2017 Expected	2021	2011	2017 Expected
K-5	2,656	3,552	2,775	3,304	3,511	3,817	(648)	41
6-9	2,285	2,360	1,852	2,382	2,670	2,737	(97)	(310)
10-12	1,413	1,678	1,203	1,708	1,912	1,887	(295)	(234)
K-12	6,354	7,590	5,830	7,394	8,093	8,440	(1,040)	(503)

Student population in the Tahoma School District has grown by 27% since 2000 and is expected to grow by an additional 9% between 2011 and 2017 (with growth continuing thereafter). The District has completed a number of capacity additions at existing schools over the last 10 years to accommodate growth needs. However, capacity pressures continue at all grade levels. To address these needs, the District, contingent on voter-approved funding, plans to construct capacity additions at Lake Wilderness Elementary, Cedar River Middle School, Tahoma Junior High and Tahoma Senior High. In addition, the District plans to construct its fifth elementary school site on land that it owns adjacent to Tahoma Junior High School. This site is the District's only land alternative and the site has long been planned for use as the District's next elementary site.

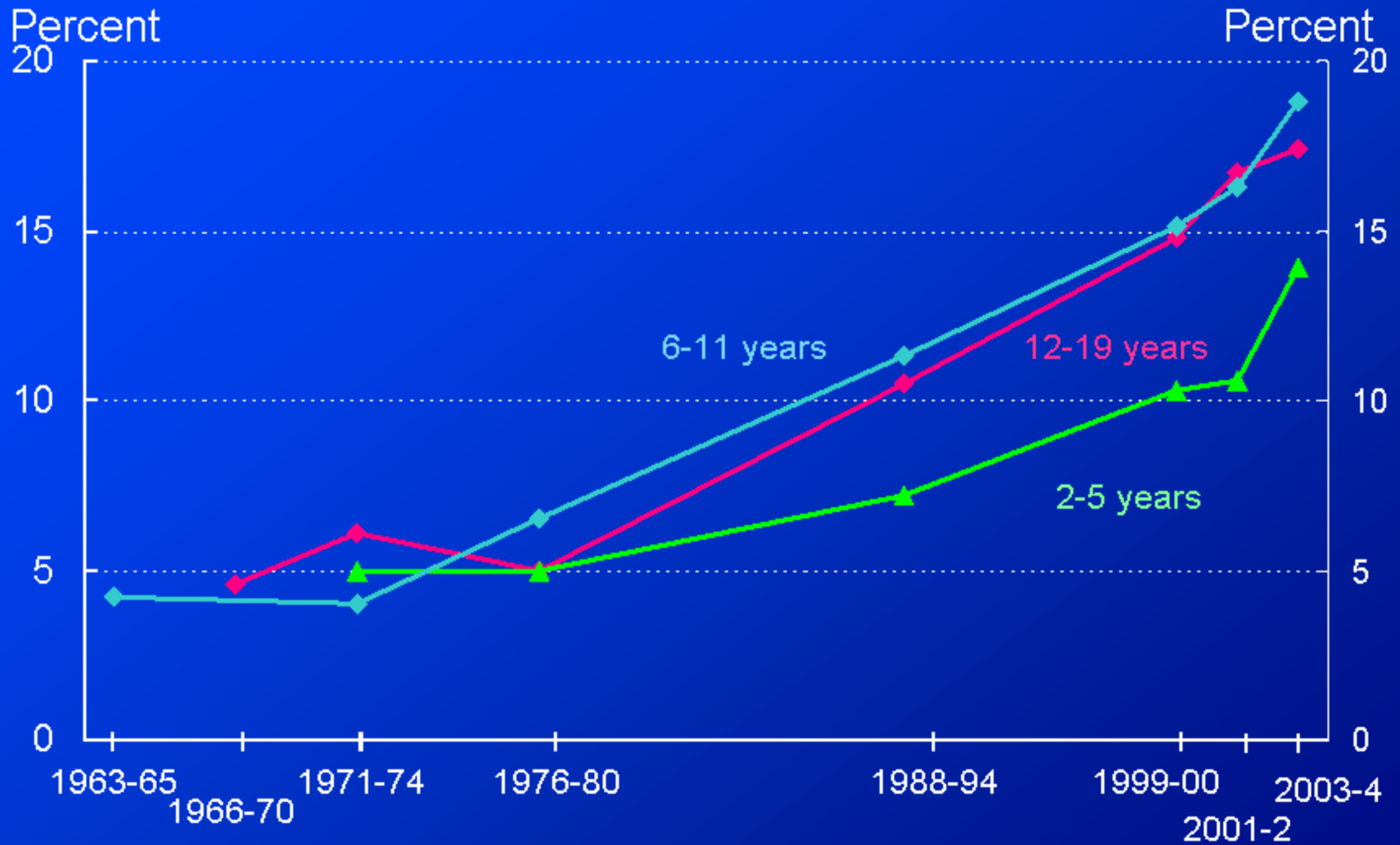
The District does not distinguish between urban and rural students for purposes of providing public education and school capacity. Rather, the District focuses on providing equitable and efficient delivery of education and the use of logical service areas. Without departing from the foregoing and for information purposes only, approximately 32% of the under 18 population in the Tahoma School District resides in the rural area. In addition, most of the District's land base is rural.

¹ Capacity and enrollment data from District's 2011 Capital Facilities Plan, from the Office of the Superintendent of Public Instruction (2000 data), and from the District (2021 data). The chart uses headcount enrollment data.

²Relocatable capacity, which is not intended as a permanent housing solution, is not included..

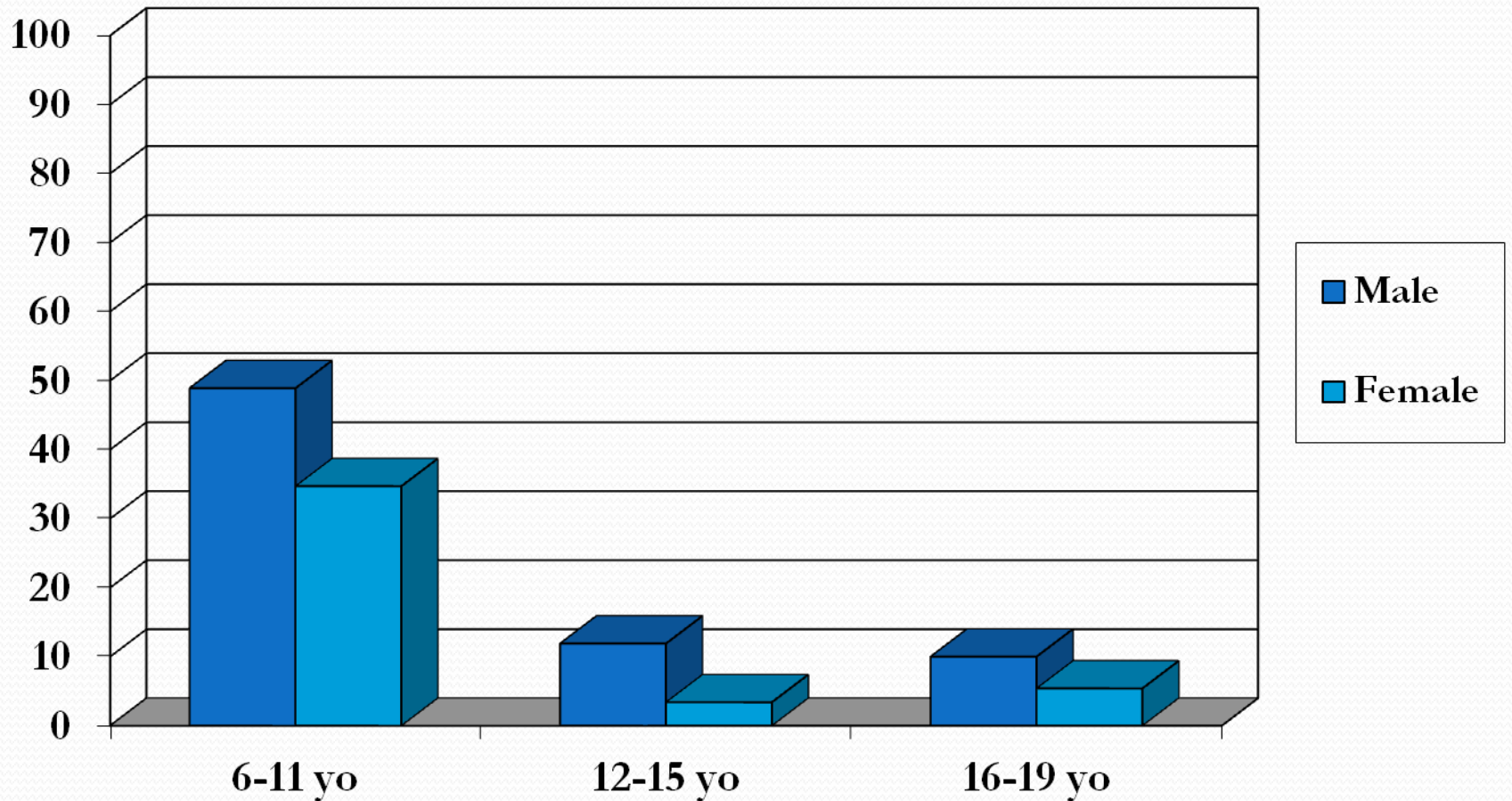
³ Includes new Elementary No. 5 and additions at Lake Wilderness Elementary, Cedar River Middle School, Tahoma Junior High, and Tahoma Senior High (all unfunded).

Trends in Child and Adolescent Overweight



Note: Overweight is defined as BMI \geq gender- and weight-specific 95th percentile from the 2000 CDC Growth Charts.
 Source: National Health Examination Surveys II (ages 6-11) and III (ages 12-17), National Health and Nutrition Examination Surveys I, II, III and 1999-2004, NCHS, CDC.

% of Children Meeting PA recommendation



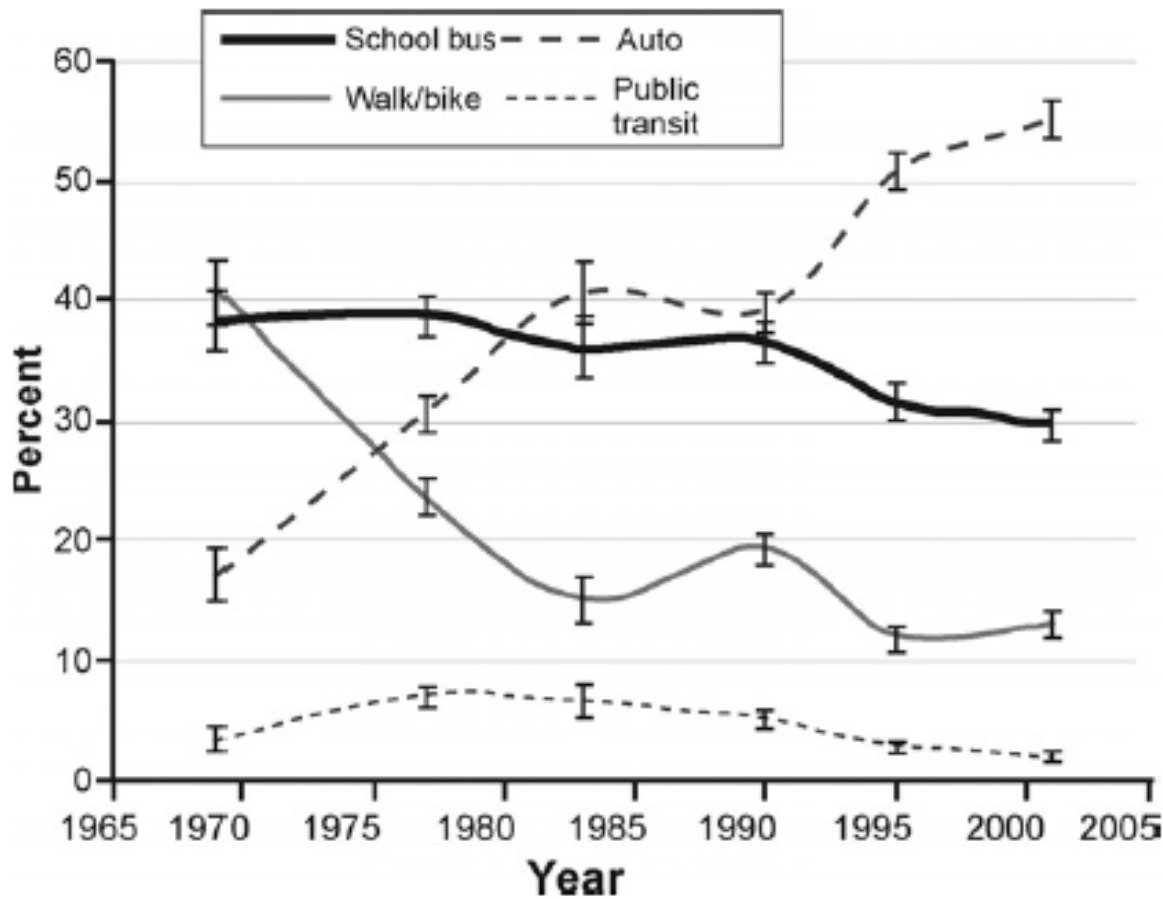
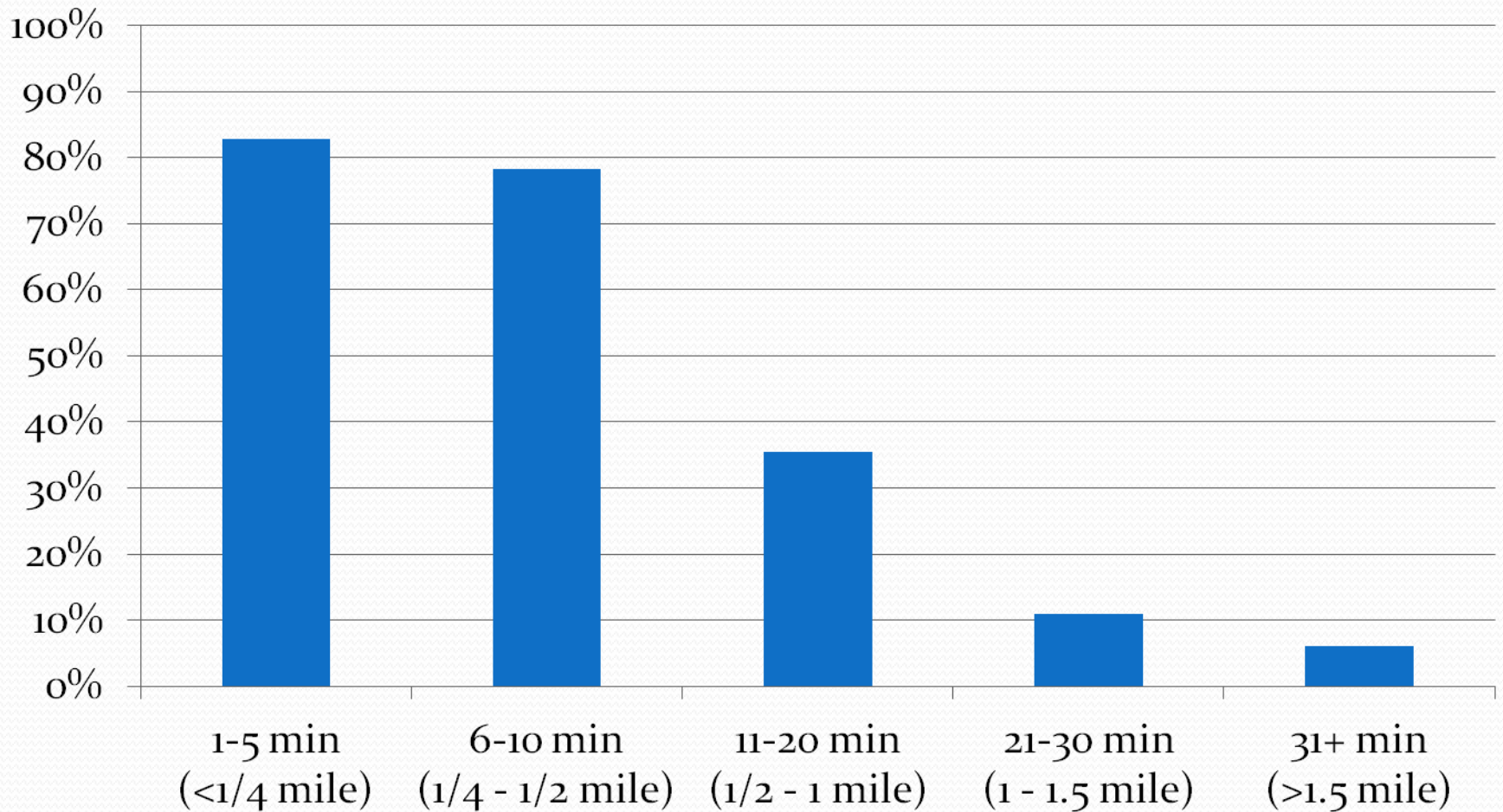


Figure 1. Standardized^a mode shares for trips to school.
^aStandardized to 2001 age and race distribution. Error bars represent the 95% confidence interval.

% of Children Walking To/From School by Distance (NIK Project - King County)



The Multiplicative Effect of School Proximity

(Day) 10 minutes X 200 students = 2,000 minutes

(School Year) 2,000 minutes X 180 walks = 360,000 minutes

(Life of School?) 360,000 minutes X 30 years? = 10,800,000 minutes

School Siting and Physical Activity: Summary

- Distance is the #1 factor in walk/bike to school (necessary condition)
- Children who walk/bike to school are more active overall (they don't have lower PA at other times) and have lower weight status
- Examples of organizations indicating school siting as a critical aspect of children's physical activity and health
 - American Academy of Pediatrics
 - Centers for Disease Control
 - Institute of Medicine

School Siting and Children's Health

A Report Prepared For

The King County School Siting Task Force

March 1, 2012

Table of Contents

EXECUTIVE SUMMARY	3
I. INTRODUCTION	5
II. CHILDREN’S HEALTH TODAY	5
Findings	5
Snapshot of America’s Children	6
Factors Affecting Children’s Health	7
School Siting and Determinants of Health	8
School Siting, Physical Activity, and Children’s Health	8
Physical Activity and Academic Performance	9
Recommendations for Physical Activity	11
III. SCHOOL SITING, TRAVEL CHOICES, AND CHILDREN’S HEALTH	12
Findings	12
Transportation and Children’s Health	13
Transportation and Physical Activity	14
School Siting and Transportation	15
Injuries and Fatalities Related to School Travel	16
Safe Routes to School	18
Children’s Travel Patterns and School Siting Scenarios	19
School Siting and Air Quality	20
School Siting, Transportation, and Parent Involvement	21
IV. THE SCHOOL ENVIRONMENT AND CHILDREN’S HEALTH	23
Findings	23
School Experiences and Effects on Student Health	23
Promoting and Protecting Children’s Health	24
IV. REFERENCES	27

EXECUTIVE SUMMARY

This report provides information to the King County School Siting Task Force to assist them in their deliberations and work described in the September 21, 2011 Motion of the Growth Management Planning Council.

The research for this report consisted of reviewing and synthesizing information from peer-reviewed journal articles, technical reports and data, and issue summaries in the fields of education, environmental health, medicine, pediatrics, land use planning, psychology, school facilities, and transportation.

Detailed findings are listed at the beginning of the three major report sections. Themes that stand out among the findings are listed below.

1. School siting determines the proximity of schools to a student's home and larger community and can affect whether children achieve and maintain good health.

- How much children move and what they eat are chief contributors to childhood obesity and related negative health conditions.
- Nationwide and in King County, children at an unhealthy weight (overweight or obese) increase their risk for life-shortening chronic diseases and health conditions that diminish their quality of life.
- The complexity and extent of the childhood obesity problem requires multiple strategies. School siting has the potential to increase children's physical activity opportunities through walking and bicycling to school.

2. Physical activity is critical for children's health.

- Physical activity is important for children because it improves their cardiovascular and musculoskeletal health, supports good mental health and emotional wellbeing, and helps prevent chronic diseases.
- The number of children in all age groups meeting physical activity recommendations has declined over time and decreases as children advance from elementary school into middle school and from middle school into high school.
- Lifelong patterns of physical activity are often set in childhood.
- Physical activity is linked to improved academic performance—a positive factor leading to good health as young people transition to adulthood.

3. School travel impacts children's health in multiple ways.

- Building schools far from where students live erases the potential of walking or bicycling to school.
- Schools distant from where students and their families live also increases the number of children who are driven to school in private vehicles, which increases the risk of fatal and non-fatal injuries for passengers and drivers due to car crashes.

- The risk of car crashes is higher in rural settings because of higher speeds and longer distances over narrow, non-linear roads.
- In both absolute numbers and on a per trip basis, teen driving leads to more injuries and fatalities than any other mode of school travel.
- Over-reliance on driving contributes to vehicle emissions that further burden children with respiratory ailments, especially asthma, which is the leading cause of school absenteeism.

4. Education policy is also health policy.

- Children who successfully progress through the K-12 education system are much more likely to advance to college, which is a predictor of their future health and well-being as they transition to full adulthood.
- Schools located distant from where families live and parents work impacts the ability of parents to become and remain involved with their child's school. Parental involvement in schools is important because it is strongly linked to improved academic performance throughout a school.

I. INTRODUCTION

As the setting and size of schools changed from one-room school houses to school campuses enrolling hundreds of students, so too have the health issues facing American children. Early death and disability among children due to infectious diseases like influenza and tuberculosis rarely occurs anymore. Instead, chronic diseases like diabetes and hypertension (high blood pressure) are on the rise among American children.

Homes, schools, and communities serve as the starting point for a child's journey down a path leading toward, or away from, good health. Increasingly research in economics, education, medicine, psychology, and other fields shows that factors beyond medical care also affect health. In this context, a child's educational experience sets them on a trajectory that influences their well-being for the rest of their lives.

School siting affects children's health in multiple ways. Where a school is sited influences how children travel between school and home and thus their transportation choices. Like all development, school siting affects local and regional environmental quality, and hence quality of life. The location of a school influences the size and design of the school, which in turn influences the relationships between students, teachers, parents, and the broader community. Research on these and other topics is explored in this report to assist the King County School Siting Task Force with the scope of work described in the September 21, 2011 Motion of the Growth Management Planning Council.

II. CHILDREN'S HEALTH TODAY

This section presents information related to the current status of children's health and includes the following findings:

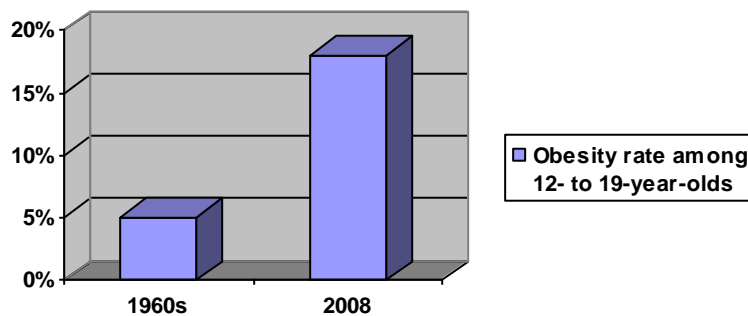
Findings

1. Health-related behaviors, genetic factors, environmental exposures, and social factors are the dominant influences on children's health.
2. Childhood obesity, once rare, is now commonplace. Today about one in three children are at an unhealthy weight (overweight or obese) nationally. In King County about one in five children are at an unhealthy weight. In the 1960s about one in 20 children were at an unhealthy weight nationally.
3. Unhealthy weight among children is a precursor and risk factor for chronic diseases that diminish both their quality of life and longevity. Typically, these diseases occur in adult years, rather than during childhood.

4. At the 12th grade level only about 30 percent of youth nationally and about 40 percent of youth in King County meet the recommendation for 60 minutes of daily physical activity.
5. Physical activity is a critical component of children's health and walking to school helps young people meet the recommendation of 60 minutes of daily physical activity.
6. There is a decline in daily physical activity as children transition from elementary school through middle school and into high school.
7. Physical activity outside of organized school sports improves academic performance, especially for girls. Walking to school provided up to one-quarter of daily physical activity for girls in one study.

Snapshot of America's Children

Excess weight is a precursor to the most prevalent chronic diseases now afflicting children. Nationally, the prevalence of overweight and obese children has risen dramatically since today's parents and grandparents were children themselves. The obesity rate for 12 to 19-year olds rose from 5 percent in the 1960s to 18 percent by 2008:



For 6 to 11-year olds, the obesity rate rose from 6.5 percent to 19.6 percent over the same time period. The most recent data, from 2009-2010, reports that in the K-12 age range about 33 percent, or one in three children are at an unhealthy weight (overweight or obese). The biggest contributors to the unhealthy weight of today's children consists of two factors—how much children move and what they eat.

Highly concerned about this unprecedented trend, the Journal of the American Medical Association, devoted an issue to chronic diseases in infants, children, and young adults stating:

“The authors note that the prevalence of these ailments [early onset of chronic diseases] as a group has increased over the last decades. However, most of this expansion reflects increases in the incidence of a few conditions—obesity, asthma, and attention-deficit/hyperactivity disorder—and is greater for minority

and poor children. The reasons for the increase range from social changes to perinatal factors, from diet and physical activity to environmental exposures.”

Childhood obesity is seen as particularly problematic:

“... treatment of another chronic condition of childhood—obesity—has been discouraging. Pediatric obesity has become an epidemic and has major ramifications for the long-term health of children as they age, especially in the rates of adult obesity and cardiovascular disease.”

Washington State and King County mirror the nationwide trend of childhood obesity reported by the Journal of the American Medical Association. A consortium of Washington State agencies conducts the Healthy Youth Survey of school age children every two years to obtain data on a range of topics affecting children’s health. In 2010, the survey reported that about 20 percent, or one in five children in King County at the 8th, 10th, and 12th grade levels were at an unhealthy weight (either obese or overweight). Although the prevalence is not as high for King County youth as other areas of the country, or Washington state as a whole, it is still higher compared to previous generations.

Medical facts and statistics tell neither the whole story nor the implications of a childhood riddled with ailments and poor health. The Journal of the American Medical Association authors offer how children and parents might see the situation:

“It is easy to romanticize childhood, especially in the middle of summer. Memories of lazy days at the beach, playing baseball...but for those with a chronic illness, life can be complicated and difficult. A child with asthma may need to take daily medication, an obese youngster may endure taunts or stares, a child with cancer may be hospitalized for extended periods of time, and concerns about bills and time and health are very real, at least for their parents.”

Factors Affecting Children’s Health

Young people, like adults, need opportunities on a daily basis to make choices that allow them to achieve and maintain good health. Indeed, a child’s developing brain and body, their higher metabolic rate, and smaller body size make them more sensitive to conditions and settings that affect their health.

Combining the population-based approach of public health professionals with the individual by individual approach of doctors has yielded a robust and solid base of information for investigating and understanding the root causes of sickness, disability, and premature death.

Key factors, known as the determinants of health, influence the health and well-being of children and their families and are summarized in the table below:

Determinants of Health

Factor	Influence on Health
Health-related Behaviors (e.g., smoking, diet, exercise)	40%
Genetic predisposition (each person's biological make-up)	30%
Environmental exposures (e.g., air quality, toxic agents)	20%
Social environment (e.g., educational attainment, income)	15%
Health care (insured or uninsured access to medical professionals)	10%

Table based on *The Boston Paradox: Lots of Health Care, Not Enough Health*, the New England Healthcare Institute, 2007 and *The Case For More Active Policy Attention To Health Promotion*, Health Affairs, 2002.

About ninety percent of the factors that determine a person's health status occur outside of a doctor's office. And, in terms of children's health, beyond childhood vaccines and immunizations, regular visits to a doctor's office have a relatively small influence on children's health.

School Siting and Determinants of Health

Relative to the determinants of health listed above, the location of a young person's school most influences their health-related behaviors, their environmental exposures, and their future social circumstances, but has relatively little influence on their genetic make-up or access to medical care outside of their school.

For example, school location influences student and parent travel behavior, which in turn, influence a child's exposure to experiences that affect their health, either positively (e.g. healthy peer relationships, physical activity) or negatively (e.g., hazardous streets, retail promotion of tobacco and alcohol). School siting affects the social environment to which children are exposed through school size and design factors that affect school safety and violence and the overall educational experience.

School Siting, Physical Activity, and Children's Health

Integrating physical activity into a child's life is part of the mix of healthy behaviors that increases their lifespan and decreases their risk of disability and sickness. An adequate level of physical activity, especially for children, is one of the most important positive factors in their lives and benefits them regardless of the socio-economic circumstances of their family or community.

School siting determines the proximity of schools to a student's home and larger community. Schools beyond walking and bicycling distance limit transportation-related physical activity opportunities, whereas schools within walking and bicycling distance provide a daily, convenient opportunity for children to be physically active.

In "*Travel by Walking Before and After School and Physical Activity Among Adolescent Girls*" published in the Archives of Pediatrics & Adolescent Medicine, a team of

researchers studied middle-school girls to evaluate the contribution of walking to overall physical activity. In this study, “travel by walking before/after school” is synonymous with walking to and from school to reach home and the authors report:

“...14% reported travel by walking before school and 18% reported travel by walking after school. We found that girls who reported travel by walking before and after school had 4.7 more minutes of MVPA [moderate vigorous physical activity] and 13.7 more minutes of total physical activity than girls who did not report this activity.”

This finding is important because other research documents lower levels of physical activity among adolescent girls compared to adolescent boys.

According to the U.S. Centers for Disease Control and Prevention, children and adolescents who are physically active on a daily basis achieve higher levels of cardiorespiratory fitness and stronger muscles. They also maintain a healthy weight and have stronger bones. In terms of mental health, physical activity can help reduce symptoms of anxiety and depression in young people.

Perhaps most compelling, physical activity acts like a shield. When children stay active they deflect childhood onset of chronic diseases associated with an unhealthy weight. In addition, although one may choose to change their physical activity level in adulthood, studies show that adult patterns are usually set in childhood. In other words, young people who engage in physical activity beginning in childhood tend to carry this behavior forward in life, thus setting a lifelong foundation of health for themselves.

Physical Activity and Academic Performance

A growing body of literature in the fields of school health, exercise and sport psychology, and pediatrics shows that physical activity positively affects academic performance. Pediatric researchers reviewed various studies of physical activity benefits and went on to hypothesize:

“It is likely that the physical activity that takes place immediately before school might also play a role in cognition, effective learning, and academic performance.”

The researchers designed a study to evaluate the effect of walking to school on the cognitive abilities of adolescent girls and boys. The study involved 2,859 adolescents aged 13 to 18.5 years with approximately equal numbers of girls and boys. Of the students that walked to school, they were divided by gender into groups whose walking trip to school was either less than or more than fifteen minutes. Cognition was measured using a standardized test that evaluated verbal, numeric, and reasoning abilities. The researchers report:

“In boys, cognitive performance was similar in the ACS [active commuting to school, i.e., walking] and non- ACS groups. However, girls in the ACS group had significantly higher scores in 3 of the 4 cognitive performance variables than

girls in the non-ACS group after adjusting for age, type of school, and weight status.”

They also found that, for girls, the duration of physical activity is important, stating:

“We also observed that the duration of ACS [active commuting to school, i.e., walking] is of relevance as adolescent girls in the group with ACS longer than 15 minutes had significantly higher cognitive levels than girls in the group with ACS for 15 minutes or shorter and girls in the non-ACS group.”

As to a possible mechanism by which physical activity increases cognition, the researchers note:

“... physical activity improves cerebral blood flow, general circulation, mood, concentration, memory, and classroom behavior, and hence it might lead to better academic performance in school-aged children. During adolescence, the plasticity of the brain makes this an opportune period to stimulate cognitive function. Paradoxically, adolescence is the period of life with the greatest decline in physical activity levels.”

and

“Long-term exercise increases the formation of new neurons and concentrations of brain-derived neurotrophic factor, enhances neuronal transmission in the hippocampus, and stimulates gene expression of important nerve growth factors...”

The Robert Wood Johnson Foundation also evaluated studies of the relationship between physical activity and academic performance and reports:

“Fourteen published studies analyzing data from approximately 58,000 students between 1967 and 2006 have investigated the link between overall participation in physical activity and academic performance. Eleven of those studies found that regular participation in physical activity is associated with improved academic performance.”

Recommendations for Physical Activity

Adequate physical activity positively affects not only a child’s current health, but also their future health and quality of life. Unlike adults, young children and many adolescents lack the reasoning ability to connect daily physical activity to their future health and well-being. Indeed, most people engage in high risk and hazardous behaviors in their teen and young adult years (e.g., use of weapons, high-speed driving, unprotected sex). The consequences of inadequate physical activity though less immediately visible, are nonetheless just as detrimental as more familiar types of risky behavior.

In 2008 the U.S. Department of Health and Human Services published physical activity guidelines that recommended a minimum of 60 minutes of physical activity every day for young people aged 6 to 17 years old. Despite the overwhelming evidence that children

need and benefit from physical activity, national and county-level data reveal that many children simply do not meet the physical activity guideline, much less exceed it.

Elementary school-age children do better than older children in meeting physical activity recommendations, but by middle school physical activity levels begin dropping, and by high school, physical activity levels reach their lowest level among youth. Nationally among high school students in 2009, only 18 percent met the recommendation of 60 minutes of daily physical activity according to the U.S. Centers for Disease Control and Prevention. In other words, only about 1 in 5 high school students engage in enough daily physical activity.

The 2010 Washington State Healthy Youth Survey reports that 41 percent of youth at the 12th grade level met physical activity recommendations. Like the prevalence of overweight and obesity, levels of physical activity among King County youth are better than physical activity levels at a national level, but still reveal that over half of youth do not engage in levels of physical activity necessary for achieving and maintaining good health.

III. SCHOOL SITING, TRAVEL CHOICES, AND CHILDREN'S HEALTH

This section presents information related to transportation and children's health and includes the following findings:

Findings

1. Transportation impacts health through collisions, which lead to injuries and fatalities; through noise, which leads to stress; through air pollution (especially ozone and particulates), which leads to respiratory ailments; and through greenhouse gases, which lead to a range of environmental changes affecting health.
2. Walking to school is the most universal daily opportunity for children to get physical activity much of the year and has declined from about 5 in 10 children to about 1 in 10 children over the past four decades.
3. Reversing childhood obesity requires multiple actions, one of which is increasing physical activity among children, especially those in high school.
4. Transporting children to school accounts for about 10 to 14 percent of all private vehicles on the road during the school year.
5. School trips compose about one-quarter of the total trips made by children. Annually about 14 percent of all deaths among children are due to car collisions associated with trips to and from school.
6. The leading cause of death for teenagers is accidents; about 75 percent of which are due to car collisions.
7. More than half of all car collisions occur on rural roads.
8. Teens driving themselves and others pose the highest risk on a per trip basis followed by bicycling, adults driving children, and walking. School buses and other buses have the lowest per trip risk of death or injury.
9. The distance between a student's home and their school is the biggest barrier to walking or bicycling to school. Schools sited within one-half mile to one mile of where students live have the highest probability of encouraging walking and bicycling to school.
10. The presence of sidewalks, higher residential densities, and interconnected streets are associated with increased rates of walking to school and decreased air pollution.
11. Although elementary school settings tend to be more walkable, perceptions of safety influence whether parents let their children walk. By middle and high school, parental influence diminishes, but schools tend to be more distant, deterring students from walking and bicycling.

12. Safe Routes to School can make the journey to school safer for all modes, especially for children walking and bicycling. However, improvements in sparsely populated areas may be cost-prohibitive because of distances between neighborhoods and schools.

13. Poor air quality due to regional and local driving patterns in King County is not the sole cause of children's respiratory ailments, but nonetheless contributes to the problem.

14. Poor air quality disproportionately and negatively affects children because of their body size and metabolic rate.

15. Asthma is the leading cause of school absenteeism and the third leading cause of childhood hospitalizations. About 3 out of 30 students in a classroom have asthma.

16. Parental involvement in schools is linked to academic success. Schools located far from home and where parents work negatively impacts their ability to get and stay involved with their child's school.

Transportation and Children's Health

The arrangement of land uses and transportation choices within a community profoundly influences family decisions and opportunities for employment, shopping, school, socializing, and leisure activities. However, the convenience and choices that automobiles provide also come with costs. For example, a family's transportation needs affect family budgets, the amount of quality time parents spend with their children, and stress levels of all family members. As distances between destinations increase, parents and children spend more time in cars and travel more miles in a car which increases the likelihood of potential health impacts for themselves and others as summarized below:

Transportation Influences on Health

Vehicle-Related Transportation Factor	Potential Health Impact
1. collisions between motor vehicles and crashes with bicyclists and pedestrians	increased injuries and fatalities
2. low quality and unsafe environment for pedestrian and bicyclists	increased stress, injuries, and fatalities
3. noise generated from traffic volumes and vehicle speeds	increased stress, reduced livability and social cohesion
4. air quality (regional and local)	increased respiratory sickness and impairment, chronic disease
5. greenhouse gas emissions	increased heat stress, increased vector-borne disease incidence, and respiratory sickness and impairment

Adapted from: San Francisco Dept of Public Health, "Regional and Local Health Impacts of Driving – April 2009"

Transportation and Physical Activity

Just as adults spend most of their daytime hours at work and traveling to and from work, children spend their weekdays at school and traveling between home, school, and extra-curricular activities. Many parents and grandparents likely remember their own childhood when walking or riding a bike to school, a friend's house, or a store was the norm. Today, however, fewer and fewer children are following in the footsteps of their parents and grandparents.

In the area of transportation and physical activity, the Committee on Environmental Health of the American Academy of Pediatrics drew attention to the connection between transportation, land use, and children's health observing that:

"The most universal opportunity for incidental physical activity among children is in getting to and from school."

Planning researchers studied children's school travel patterns in detail over a 40-year period, from 1969 to 2009 and reported their findings in the American Journal Preventive Medicine. Currently, about 1 in 10 children now walk to school compared to about 5 in 10 walking to school several decades ago. Research findings are summarized below:

Changes in Student Travel to School

Year	Walking and Bicycling (%)	Driven to School (%)
1969	47.7	12.2
2009	12.7	45.3

The authors note:

"... These proportions [mode of travel] are nearly the reverse of 1969."

The reason so few children walk to school today is highlighted in a National Household Travel Survey Brief that analyzed children's travel patterns to school:

"One factor underlying this change [the decrease in walking and cycling to school] is the increased distance children travel to school. In 1969, just over half (54.8 percent) of students lived a mile or more from their schools. By 2001, three-quarters of children traveled a mile or more to school."

The U.S. Centers for Disease Control and Prevention collected information on trends in children's travel patterns based on what parents perceive as barriers to their children walking or bicycling to school. Like the National Household Travel Survey Brief, they report:

"The most commonly reported barrier was distance to school (61.5%, followed by traffic-related danger (30.4%)..."

Planning researchers studying the long-term trend in children's school travel patterns used data collected by the National Household Travel Survey to estimate the probability of students at the elementary and middle school levels walking to school. Their results, published in the American Journal of Preventive Medicine, state:

"Elementary and middle school students living within 0.25 miles of their schools are 14 times more likely to walk to school than students living 1–2 miles from school. Those living between 0.5 and 1 mile from school had walk rates nearly four times those living 1–2 miles from school."

Walking and bicycling to school cannot single-handedly reverse the number of children who are overweight or obese. However, medical and public health researchers and pediatricians working to reverse and prevent childhood obesity unanimously agree that any given strategy must include ways for young people to integrate more physical activity into their daily lives. Walking and bicycling to as many destinations as possible is part of such an overall strategy. At the same time, pediatricians working on the problem acknowledge a catch-22:

"... For example, a pediatrician's recommendation that a patient get regular physical activity loses its salience if this patient's everyday world lacks opportunities to walk, play, or run."

Attending school is one of the most regular and predictable parts of childhood, which makes the location of schools and their influence on student travel a crucial factor that can either exacerbate or help undo this catch-22.

School Siting and Transportation

Beyond forgoing physical activity opportunities, schools that are built either too far for walking or bicycling, or which lack a safe route to the school, add to a child's risk factors for poor health. As with exposure to any potential hazard, the more miles parents and children travel in a car, the more likely they will be involved in a crash and incur fatal and non-fatal injuries themselves, or harm others.

The planning researchers studying the long-term trend in children's school travel patterns report in the American Journal of Preventive Medicine study that:

"School trips accounted for approximately one quarter of the trips and time American children spent traveling. Most American students used motorized modes—private vehicles and school buses—to get to and from school in 2009."

The U. S. Centers for Disease Control and Prevention tracks youth fatalities, noting that for young children and adults alike:

"Traffic injuries and fatalities(from motor crashes as well as bike and pedestrian accidents) are also an enormous public health problem. In 2005, they were the leading cause of death for people ages 5 to 34 in the United States and the leading cause of injury-related death among all ages."

and for 12 to 19-year olds they note:

“The leading causes of death for the teenage population remained constant throughout the period 1999-2006:

- *Accidents (unintentional injuries) (48 percent of deaths),*
- *Homicide (13 percent)*
- *Suicide (11 percent)*
- *Cancer (6 percent)*
- *Heart disease (3 percent)*

Motor vehicle accidents accounted for almost three quarters (73 percent) of all deaths from unintentional injury.”

The National Highway Traffic Safety Administration gathers traffic safety data which the Safe Transportation Research and Education Center analyzed relative to rural road safety, finding:

“Rural areas account for approximately 83 percent of the land in the U.S and their roads account for 80 percent of the total U.S. road mileage and 40 percent of the vehicle miles traveled. Fatalities on rural roads surpass those in urban areas, even though urban areas are more densely populated and consequently, have a higher traffic flow. In 2001 alone, fatal crashes on rural areas accounted for 61 percent of all traffic fatalities, 39 percent of the vehicle miles traveled, and 2 percent of the population...”

The differences between urban and rural road traffic safety are due partially to people driving at higher speeds on rural roads, which, in the event of crashes, typically results in more fatalities and more severe injuries. In addition, emergency response times are relatively longer in rural areas than more densely populated areas, which affect survival rates. Lastly, combined with the above factors, natural terrain in rural areas and rural road design are also a factor in collisions leading to higher rates of fatalities and injuries.

Injuries and Fatalities Related to School Travel

In 2002, the Transportation Review Board, a body of the National Academies of Science, was convened to conduct research on injuries and fatalities specifically associated with school travel, with a specific charge of “assessing the relative risks of each major mode used for school travel...”

Among the findings of their analysis are that:

“Each year approximately 800 school-aged children are killed in motor vehicle crashes during normal school travel hours. This figure represents about 14 percent of the 5,600 child deaths that occur annually on U.S. roadways...”

The Transportation Review Board examined school travel data for a nine year period (1991-1999) and compared injuries and fatalities by travel mode. About half of the total injuries and fatalities occurred when students drove themselves and others. The next

highest number of injuries and fatalities occurred when adults drove children to school. The table below presents a summary of annual injuries and fatalities by travel mode.

Average Annual Student Injuries and Fatalities by Mode During Normal School Travel Hours

Travel Mode	Number of Injuries (%)	Number of Fatalities (%)
Passenger vehicle, teen driver	78,200 (51)	448 (55)
Passenger vehicle, adult driver	51,000 (33)	169 (20)
Walking	8,800 (6)	131 (16)
Bicycle	7,700 (5)	46 (6)
School bus	6,000 (4)	20 (2)
Other bus	550 (<1)	1 (<1)
Total	152,250 (100)	815 (100)

Adapted from the Transportation Research Board, *Special Report 269: The Relative Risks of School Travel: A National Perspective and Guidance for Local Community Assessment*

The risk of death or injury by travel mode can be determined from analyzing travel mode on a per trip basis. In this context, teen driving is associated with the highest number of injuries and fatalities followed by bicycling, adults driving children, and walking. School buses and other buses are associated with the lowest number of injuries and fatalities. The table below summarizes the risk of different travel modes.

Risk Analysis of Student Travel Modes Per Student Trip

Travel Mode	Number of Injuries	Number of Fatalities	Trips Taken
	Per 100 Million Student Trips	Per 100 Million Student Trips	Trip Proportion per 100 million (%)
Passenger vehicle, teen driver	2,300	13.2	14
Bicycle	1,610	9.6	2
Passenger vehicle, adult driver	490	1.6	45
Walking	310	4.6	12
School bus	100	0.3	25
Other bus	120	0.1	2
Overall rate	650	3.5	(100)

Adapted from the Transportation Research Board, *Special Report 269: The Relative Risks of School Travel: A National Perspective and Guidance for Local Community Assessment*

In their analysis of school travel data, the Transportation Review Board notes:

“...Three modes (school buses, other buses, and passenger vehicles with adult drivers) have injury estimates and fatality counts below those expected on the basis of the exposure to risk implied by the number of trips taken or student-miles traveled. Conversely, the other three modal classifications (passenger vehicles with teen drivers, bicycling, and walking) have estimated injury rates and fatality counts disproportionately greater than expected on the basis of exposure data. For example, passenger vehicles with teen drivers account for more than half of

the injuries and fatalities, a much greater proportion than the 14–16 percent that would be expected on the basis of student-miles and trips.”

High school students, whether driving themselves or driven by adults, travel the furthest to school as reported in the 2008 National Household Travel Survey Brief:

“Looking at older students, school trips by students ages 16-18 also shows the predominance of private vehicle use. Over three-quarters (76.9 percent) of all trips to school for children ages 16-18 are by private vehicle. This age group travels further to school than younger children, with an average distance of 6 miles to school compared to 3.6 miles for children ages 6-12.”

High schools located distant from the homes and communities in which students live incentivize driving. This consequence is particularly troubling given the injuries and fatalities stemming from teen drivers in both absolute numbers and on a per student trip basis. If more high schools were sited within walking and bicycling distance it would help reduce the number of teen drivers during school hours, and thus the injuries and fatalities they cause to themselves and others.

Safe Routes to School

Short of schools employing strategies to decrease teen drivers (e.g., restricting or managing school parking places), there are few alternatives to reduce the number of teen drivers, especially for schools beyond walking and bicycling distance. However, for those schools served by transit options, and close enough to students’ homes for walking and bicycling options, making a school route safe can help reduce travel-related injuries and fatalities.

Safe Routes to School is part of the federal “Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users”. Congress established the following purposes of the Safe Routes to School program:

- increasing walking and bicycling to school
- improving safety
- encouraging more physical activity
- reducing traffic, fuel consumption and air pollution around schools

Federal funds are dispersed to the states and awarded at the local level to construct and retrofit street infrastructure within a two-mile radius of schools. Designing and retrofitting walking routes to schools so that sidewalks are of adequate width and continuously buffered from traffic with parking lanes or streetside plantings are examples of making streets safer for pedestrian students. Other elements of a Safe Routes to School program include bike paths, crosswalks, school zone signage, and traffic calming.

Safe Routes to School infrastructure that is located in the neighborhoods around schools also provides safe ways for families to walk and bicycle to parks, stores and other destinations within the vicinity, thus extending safety improvements to the larger community in which the school is located.

In California, which has one of the longest running Safe Routes to School program, researchers with the Traffic Safety Center at the University of California, Berkeley, evaluated 570 projects. They found:

“...an overall decline in the numbers of child pedestrian/bicyclist injuries in the SR2S [Safe Routes to School] project areas...”

and

“The SR2S [Safe Routes to School] program has increased walking and bicycling among children... The estimated effect varied greatly from school to school and also varied depending on the method used to determine changes in physical activity. Direct observations yielded increases that were often in the range of 20%-200%. Parental estimates were more conservative, generally in the range of a 10% increase overall. Students whose usual route passed the improvements were more than three times more likely to begin walking/biking than students whose usual route did not pass the improvements.”

Children’s Travel Patterns and School Siting Scenarios

The Environmental Protection Agency 2008 study, “*Youth Travel to School: Community Design Relationships with Mode Choice, Vehicle Emissions, and Healthy Body Weight*”, developed a transportation and land use model to assess how specific built environment features influenced air emissions and student travel to school. Researchers specifically investigated the effect of increasing sidewalk coverage and street intersection density on air quality and student travel behavior. The results are summarized below:

Effect of Sidewalk Coverage and Intersection Density on Air Quality

Community Design Variable	Carbon Dioxide reduction per student per trip	Hydrocarbons reduction per student per trip	Nitrous Oxides reduction per student per trip
Increased sidewalk coverage (from ~26% to ~37%)	5.5 %	3.1%	4.0 %
Increased intersection density (from ~21 to ~24 intersections/sq km)	2.3	2.3%	2.7%

Adapted from “*Youth Travel to School: Community Design Relationships with Mode Choice, Vehicle Emissions, and Healthy Body Weight*”, EPA, 2008.

Relative to air quality the researchers found declines in automobile emissions. They note that the total reduction in emissions is greater than that reflected in the figures above because the measurements are *per student per trip* rather the additive effect of total school enrollment.

Researchers found that walking and bicycling rates increased when schools were 1.5 miles or closer to student homes. Community design factors, such as sidewalks and street

layout, known to positively influence the behavior of adults have a different effect on student travel behavior. For younger children in particular, parental perceptions about the quality of the school, the route to school, and the neighborhood surrounding the school can, in some cases, trump the community design factors linked to high walkability.

The effect of community design elements on the likelihood of children walking or bicycling to school changes as they move into their middle school and high school years. Twelve to fifteen year olds are most like adults in responding to environments that encourage walking because they are old enough to be independent, but cannot yet drive. By high school, students who have a car drive rather than walk to school, which lessens the influence of the quality of the pedestrian environment on their travel choices. The research findings state:

“Short Distances are crucial to encouraging walking to school. The probability of youth walking to school drops off quickly and dramatically as distance to school increases, going from about 25 percent of all school trips at the shortest distances to school ... to less than 5 percent of all school trips over 1 mile.”

“Neighborhood design is more important for short school trips and for younger children. For shorter distance school trips (0-1.5 miles), neighborhood design factors are significant predictors, and with higher levels of significance, than for longer trips.”

“Neighborhood design influences emissions. Of the neighborhood design characteristics, more sidewalks, higher residential densities, and more interconnected streets are consistently related with more walking trips to school and fewer emissions (including carbon dioxide).”

“Mode choice changes as students age. Overall, the probability of walking increases between the ages of 5 and 8, then holds relatively constant until age 12. It increases again between ages 12 and 16, then finally dips once students reach age 16.”

“School quality influences school travel. When parents perceive the neighborhood school to be higher quality, their children are more likely to walk. This is particularly true for short school trips and for younger children (the most likely to be attending schools in their neighborhood).”

School Siting and Air Quality

Nationwide, tailpipe emissions from cars, trucks, and buses emit approximately 30 percent of nitrous oxides and hydrocarbons. These pollutants are of particular concern because in the presence of sunlight and oxygen they become ground-level ozone, which is linked to asthma and other respiratory ailments. Poor air quality often has a disproportionately greater effect on children because they breathe in more air and are physically smaller, which equates to higher exposure. Fine particulate matter originating from school buses and cars idling on and around school grounds can contribute to asthma episodes and other respiratory ailments among children.

Travel to school contributes to the overall volume of cars and miles, especially during commute hours. The researchers who investigated children's school travel patterns from 1969 to 2009 report:

“Americans drove 30.0 billion miles and made 6.6 billion vehicle trips taking students to school and picking them up from school in 2009. During the morning peak period (7:00AM–9:00AM) from September through May, parents driving kids to school and teens driving themselves accounted for 5%–7% of vehicle miles traveled in 2009 and 10%–14% of all private vehicles on the road.”

The U.S. Centers for Disease Control and Prevention observes:

“Air pollution is one of the most underappreciated contributors to asthma episodes. Children with asthma are particularly vulnerable to ozone, even at levels below the Environmental Protection Agency's current standard. Pollution from truck and auto exhaust also raises the risk of asthma symptoms.”

Over the last 25 years, rates of asthma have increased 160 percent in children up to 4 years old and 74 percent in children 5 to 14 years old. More than 20 million Americans—roughly seven percent of adults and nearly nine percent of all children—have asthma. Like traffic crashes and obesity, long-term exposure to pollution from cars and other transportation sources is a risk factor for childhood disability and illness.

About 3 students in a classroom of 30 currently have asthma. When an asthma attack occurs during school hours it interrupts the learning activities of the entire classroom, not just the asthmatic child. The incidence of asthma attacks and uncontrolled asthma negatively affect the performance of children with asthma because it leads to missed school days as reported by the U.S. Centers for Disease Control and Prevention:

“Asthma is the third ranking cause of hospitalization for children and one of the leading causes of school absenteeism.”

Motorized transport to school, though not the sole cause of children's respiratory ailments and illness, nevertheless contributes to it.

School Siting, Transportation, and Parent Involvement

Educational research shows that a parent who chooses to be involved with their child's school is one of the strongest predictors of a child's academic success. Parental influence and interest in a school benefits all children in the school, not just the children of the involved parents. Small schools in particular view parents as key allies in developing ways to increase instructional and extra-curricular support and improve governance and administration practices for the benefit of students.

Educational researchers note the overlapping effect of proximity to a school and size of a school on parental involvement reporting that:

“Parents...are more likely to know the principal and teachers, be informed about their children's progress, participate more fully in school activities, and influence decision making. This can occur partly because the school is smaller but also because it is likely to be physically and psychologically close to students' homes.”

Time demands and resources (e.g., a car and a budget for fuel, insurance, and maintenance) heavily influence the decision of parents to get involved with a school. Schools that are located far from a family's community and neighborhood make it more difficult for parents to get and stay involved with their child's school. In addition, a distant school only compounds the time constraints for families in which both parents work or have other responsibilities.

IV. THE SCHOOL ENVIRONMENT AND CHILDREN'S HEALTH

This section presents information related to the school environment and children's health and includes the following findings:

Findings

1. Smaller schools, especially at the high school level, can create more personalized learning environments, which is associated with higher levels of mental and social health for students and teachers and a higher level of academic performance and equity.
2. Unanimity regarding optimum school size varies by grade level with some researchers urging an enrollment of between 300 and 900 students at the high school level.
3. A student's progress through grades K-12 and higher education is a significant factor that indirectly affects their health through influencing future employment opportunities and income potential in adulthood.
4. Employment and income influence a person's daily living conditions, including transportation, housing, food choices, physical activity, access to commercial services, and social relationships, which in turn, bear directly on one's stress levels and resources to manage and reduce stressors.
5. Chronically high stress levels induce physiological responses that can lead to debilitating and life-shortening physical and mental health conditions.

School Experiences and Effects on Student Health

The quality of a child's overall educational experiences acts on their health and well-being cumulatively and over the long run. Because education affects a myriad of factors known to bear heavily on a child's future health status, education policy is also health policy. The World Health Organization, in looking at social and environmental effects on health, states:

"As social beings, we need not only good material conditions but, from early childhood onwards, we need to feel valued and appreciated. We need friends, we need more sociable societies, we need to feel useful... Without these we become more prone to depression, drug use, anxiety, hostility, and feelings of hopelessness, which all rebound on physical health."

Ensuring a child's successful progression from primary through higher education is the pathway, eventually, to stable employment matched to their abilities and interests that also provides a living wage. An adequate income, in turn, determines transportation choices, dietary choices, the location and quality of housing, as well as proximity to green space and parks. These factors, combined with positive family and other social relationships, can significantly affect one's opportunities to make choices necessary for good health. Lacking such opportunities, or not exercising healthy choices leads to

physiological stress responses that, over time, manifest as physical and mental health problems.

Stress is additive through life beginning in early childhood, typically increasing into adulthood. For brief periods of time stressful circumstances can be beneficial because they temporarily trigger the endocrine system to release hormones and the cardiovascular system to increase the heart rate. These and other physical responses prepare us to deal with “fight or flight” situations, such as responding to emergencies or fleeing from dangerous situations. However, when stress becomes a daily condition lasting months or years, it becomes more harmful than helpful, setting the stage for a broad range of negative health conditions from infections to high blood pressure and depression.

Promoting and Protecting Children’s Health

Managing life’s stressors is key to promoting and protecting physical and mental health and begins with ensuring that young people remain in school and that their learning experiences are positive. In the 1960s educational researchers began looking in-depth at the relationship between school size and a range of factors that compose a student’s overall school experience. The Northwest Regional Educational Laboratory published the results of a meta-analysis on the effects of small schools in a 2001 report, “*New Small Learning Communities: Findings from Recent Literature*”. Most of the studies reviewed were from high school settings. Research findings documented a positive correlation between small high school size and the health and academic achievement factors below:

Mental and Social Health

- *Connection.* Increased sense of belonging and affiliation with one’s school community (for both students and teachers)
- *Security.* Greater safety and order (for both students and teachers)
- *Attitude.* Higher levels of extracurricular participation and greater satisfaction with the chosen activities
- *Relationships.* Higher levels of parent and community involvement and greater parent satisfaction with their relationship with the school
- *Outlook.* Higher morale and more positive attitudes and satisfaction among teachers

Student Performance and Equity

- *Learning.* Higher academic achievement on standardized tests and other measures
- *Buffering.* Reduction of the negative effects of poverty on achievement (an even stronger effect than that of small class size)
- *Attendance.* Much less truancy and many fewer dropouts
- *Future Success.* Better preparation for college and higher rates of college-bound students
- *Parity.* Core curricula comparable to larger schools
- *Economical.* Lower or comparable costs (per student graduated) to larger schools

Researchers emphasize that the effects of small school size occur because smallness acts like a catalyst and facilitator. In other words, smallness in and of itself doesn't deliver better education outcomes, instead smallness creates a physical and social environment for more personalized learning. Health researchers with the World Health Organization observe:

"In schools, workplaces and other institutions, the quality of the social environment and material security are often as important to health as the physical environment. Institutions that can give people a sense of belonging, participating and being valued are likely to be healthier places than those where people feel excluded, disregarded and used."

Researchers studying the effect of school environments on student behavior note:

"Several recent publications have focused on the fact that small schools tend to be safer environments for students. Klonsky (2002) notes that small schools benefit from three factors: 1) students are more visible, 2) teachers tend to function more like a community, and 3) the schools are characterized by a greater sense of purpose."

Despite the positive effects of small schools on children's health, there has been a trend toward larger and larger schools. Nationally, over the last 50 years, schools with more than 1,000 students have increased from 7 percent to 25 percent. For the period between academic years 1988-1989 and 1998-1999, there was a doubling of the number of high schools with more than 1,500 students.

When it comes to defining school size there is not agreement on what constitutes "small" or "large". However, various studies provide a range with the ERIC Clearinghouse on Educational Policy and Management at the University of Oregon stating:

"None [studies] recommend fewer than 300 or more than 900 students. Howley (1996) suggests that "the most suitable size is likely to vary from place to place," with a community's relative poverty or affluence being a major factor. Small schools clearly provide an achievement advantage for impoverished students, while affluent students may fare better in larger schools."

Relative to high schools, "*High School Size: Which Works Best and for Whom?*" researchers state,

"Results suggest that the ideal high school, defined in terms of effectiveness (i.e., learning), enrolls between 600 and 900 students. In schools smaller than this, students learn less; those in large high schools (especially over 2,100) learn considerably less. Learning is more equitable in very small schools, with equity defined by the relationship between learning and student socioeconomic status (SES)."

In 2001 the Carnegie Corporation of New York teamed with the Bill and Melinda Gates Foundation to fund "Schools For a New Society", an effort to reform and reinvent high

schools in seven urban communities to achieve better educational outcomes. Regarding changes to schools, the Carnegie Corporation of New York reports in *“Schools For a New Society Leads the Way”* that:

“... traditional, comprehensive schools gave way to small learning communities (consisting of only 300–500 students) that are housed in existing large high schools and literal “small schools” (enrolling no more than 500 students).”

A 2009 National Clearinghouse for Educational Facilities report, *“Reducing the Negative Effects of Large Schools”* largely confirms findings from other researchers regarding school size:

“Large schools no longer are regarded as the panacea for America’s educational challenges. Many of the problems of public education, from low student achievement to high dropout rates, are being traced to large schools, especially high schools.”

IV. REFERENCES

American Academy of Pediatrics, Committee on Environmental Health. 2009. *The Built Environment: Designing Communities to Promote Physical Activity in Children*. Pediatrics. American Academy of Pediatrics, 123 (6), pp. 1591-1598

American Academy of Pediatrics, Committee on Environmental Health. 2004. *Ambient Air pollution: health hazards to children*. Pediatrics, 114(6), pp. 1699–1707

Brugge, D. et al. 2007. *Near-highway pollutants in motor vehicle exhaust: A review of epidemiologic evidence of cardiac and pulmonary health risks*. Environmental Health. Published online 2007 August 9 doi: [10.1186/1476-069X-6-23](https://doi.org/10.1186/1476-069X-6-23)

Carnegie Corporation of New York. 2004. *Schools for a New Society Leads the Way*

Cotton, K. 2001. *New Small Learning Communities: Findings From Recent Literature*. Northwest Regional Educational Laboratory. Accessed on 2/16/12 <http://www.nwrel.org/scpd/sirs/nslc.pdf>

Cotton, K. 1996. *School Size, School Climate, and Student Performance*, School Improvement Research Series, Series X, School Improvement Program. Northwest Regional Educational Laboratory. Accessed on 2/16/12 <http://www.nwrel.org/scpd/sirs/10/c020.html>

Council of Educational Facility Planners International. 2004. *Creating Connections: CEFPI Guide for Educational Facility Planning*. Council of Educational Facility Planners International

Duke, D., DeRoberto, T., & Trautvetter, S. 2009. *Reducing the Negative Effects of Large Schools*. National Clearinghouse for Educational Facilities

Gutierrez, N. et al. 2008. *Pedestrian and Bicyclist Safety Effects of the California Safe Routes to School Program*. UC Berkeley: Safe Transportation Research & Education Center. Accessed on 2/16/12 <http://escholarship.org/uc/item/38v7z45z>

Hubbard, T. et al. 2007. *The Boston Paradox: Lots of Health Care, Not Enough Health, Indicators of Health, Health Care, and Competitiveness in Greater Boston*. New England Healthcare Institute

Janssen, I. & LeBlanc, A.G. 2010. *Systematic Review of the Health Benefits of Physical Activity and Fitness in School-aged Children and Youth*. International Journal of Behavioral Nutrition and Physical Activity, 7: 40

Lawrence, B.K. 2003. *Land for Granted: The Effects of Acreage Policies on Rural Schools and Communities*. Rural School and Community Trust

- Lawrence, B. et al. 2002. *Dollars and Sense, The Cost Effectiveness of Small Schools*. KnowledgeWorks Foundation
- Lee, V. and Smith, J. 1997. *High School Size: Which Works Best and for Whom?* Educational Evaluation and Policy Analysis, 19 (3), pp. 205-227
- Malekafzali, S., ed. 2009. *Healthy, Equitable Transportation Policy: Recommendations and Research*. PolicyLink and Prevention Institute
- Malekafzali, S., ed. 2009. *The Transportation Prescription: Bold New Ideas for Healthy, Equitable Transportation Reform in America*. PolicyLink and Prevention Institute
- Martinez-Gomez, D et al. *Active Commuting to School and Cognitive Performance in Adolescents, the AVENA Study*. Archives of Pediatrics & Adolescent Medicine, 165(4), pp. 300-305
- McDonald, N. 2007. *Active Transportation to School: Trends Among U.S. Schoolchildren, 1969–2001*. American Journal of Preventive Medicine, 32(6), pp. 509–516
- McDonald, N. 2008. *Children’s Mode Choice for the School Trip: The Role of Distance and School Location in Walking to School*. Transportation, 35(1), pp. 23-35
- McDonald, N. 2010. *School Siting, Contested Visions of the Community School*. Journal of the American Planning Association, 76(2), pp. 184-198
- McDonald, N. et al. 2011. *U.S. School Travel, 2009, An Assessment of Trends*. American Journal of Preventive Medicine, 41(6), pp. 146-151
- McGinnis, J.M., Williams-Russo, P., & Knickman, J. R. 2002. *The Case For More Active Policy Attention To Health Promotion*. Health Affairs, 21 (2), pp. 78-93
- Nathan, J. & Thao, S. 2007. *Smaller, Safer, Saner Successful Schools*. University of Minnesota and National Clearinghouse for Educational Facilities.
- National Center for Safe Routes to School. 2011. *Safe Routes to School: Helping Communities Save Lives and Dollars 2011 Policy Report*. Accessed on 2/16/12 <http://www.saferoutespartnership.org/sites/default/files/pdf/SRTSNP-2011-Policy-Report.pdf>
- Ogden, C. et al. 2010. *Prevalence of High Body Mass Index in US Children and Adolescents, 2007-2008*. Journal of the American Medical Assoc., 303(3), pp. 242-249
- Ogden, C. et al. 2012. *Prevalence of Obesity and Trends in Body Mass Index Among US Children and Adolescents, 1999-2010*. Journal of the American Medical Assoc., 307(5), pp. 491-497

Panter, J.R. et al. 2010. *Attitudes, social support and environmental perceptions as predictors of active commuting behaviour in school children*. *Journal of Epidemiology and Community Health*, 64, pp. 41-48

Perrin, J. et al. 2007. *The Increase of Childhood Chronic Conditions in the United States*. *Journal of the American Medical Association*, 297(24), pp. 2755-2759

Public Health Law and Policy. 2011. *Ten Fundamental Elements of Smart School Siting For School Districts and Local Governments*. National Policy and Legal Analysis Network to Prevent Childhood Obesity

Quiros, L. & Shaver, B. 2003. *Rural Road Links: A Review on Current Research Projects & Initiatives Aimed at Reducing Vehicle Crash Fatalities on Rural Roads*. UC Berkeley: Safe Transportation Research & Education Center

Robert Wood Johnson Foundation. 2007. *Active Education, Fall 2007 Research Brief*. Active Living Research, Robert Wood Johnson Foundation

Robert Wood Johnson Foundation. 2009. *Walking and Biking to School, Physical Activity and Health Outcomes, May 2009 Research Brief*. Active Living Research, Robert Wood Johnson Foundation

Saksvig, B. I. et al. 2007. *Travel by Walking Before and After School and Physical Activity Among Adolescent Girls*. *Archives of Pediatrics & Adolescent Medicine*, 161, pp. 153-158

San Francisco Dept. of Public Health, Program on Health, Equity, and Sustainability. 2009. *Regional and Local Health Impacts of Driving*. Accessed on 2/16/12
http://www.sfphes.org/HIA_Tools/Driving_Health.pdf

Schnieder, Mark. 2002. *Do School Facilities Affect Academic Outcomes?* National Clearinghouse for Educational Facilities

Schneider, T. et al. 2000. *Safe School Design: A Handbook for Educational Leaders Applying the Principles of Crime Prevention Through Environmental Design*. ERIC Clearing House on Educational Management, University of Oregon

Stevenson, K. R. 2010. *Educational Trends Shaping School Planning, Design, Construction, Funding, and Operation*. National Clearinghouse for Educational Facilities

Springer, D. 2007. *Integrating Schools into Healthy Community Design*. National Governor's Association Center for Best Practices, National Governor's Association.

Torma, T. 2007. *School Buildings and Community Building*. American Planning Association, The Commissioner

Transportation Research Board. 2002. *Special Report 269: The Relative Risks of School Travel: A National Perspective and Guidance for Local Community Assessment*. National Academy of Sciences

U.S. Centers for Disease Control and Prevention. 1996. *Guidelines for school health programs to promote life-long healthy eating*. Morbidity and Mortality Weekly Report, Centers for Disease Control and Prevention, Atlanta, Georgia. 45 (RR-9)

U.S. Centers for Disease Control and Prevention. *Barriers to Children Walking and Biking to School—United States, 1999*. 2002. Morbidity and Mortality Weekly Report, Centers for Disease Control and Prevention, Atlanta, Georgia. 51(32), pp. 701-704. Accessed on 2/16/12 <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5132a1.htm>

U.S. Centers for Disease Control and Prevention. 2005. *Barriers to Children Walking to or from School—United States, 2004*. Morbidity and Mortality Weekly Report, Centers for Disease Control and Prevention, Atlanta, Georgia. 54(38), pp. 949-952. Accessed on 2/16/12 <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5438a2.htm>

U.S. Centers for Disease Control and Prevention, Division of Adolescent and School Health. *Youth Physical Activity: The Role of Schools*. 2009. Accessed on 2/16/12 http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/factsheet_pa_guidelines_schools.pdf.

U.S. Centers for Disease Control and Prevention. 2010. *Mortality Among Teenagers Aged 12-19 Years: United States, 1999-2006*, NCHS Data Brief Number 37, May 2010. Accessed on 2/16/12 <http://www.cdc.gov/nchs/data/databriefs/db37.htm>

U.S. Centers for Disease Control and Prevention. 2010. *Mortality Among Teenagers Aged 12-19 Years: United States, 1999-2006*, NCHS Data Brief Number 37, May 2010. Accessed on 2/16/12 <http://www.cdc.gov/nchs/data/databriefs/db37.htm>

U.S. Centers for Disease Control and Prevention. 2011. *CDC Grand Rounds: Childhood Obesity in the United States*. Morbidity and Mortality Weekly Report, Centers for Disease Control and Prevention, Atlanta, Georgia. 60, pp. 42-46

U.S. Centers for Disease Control and Prevention, undated. *America Breathing Easier*. Accessed on 2/16/12 http://www.cdc.gov/asthma/pdfs/breathing_easier_brochure.pdf

U.S. Department of Health and Human Services. 2008. *The 2008 Physical Activity Guidelines for Americans*. U.S. Department of Health and Human Services

U.S. Department of Transportation, National Highway Traffic Safety Administration. 2001. *Traffic Safety Facts 2001 Rural/Urban Comparison*. Accessed on 2/16/12 <http://www-nrd.nhtsa.dot.gov/pubs/809524.pdf>

U.S. Department of Transportation, Federal Highway Administration. 2008. *National Household Travel Survey, Travel to School: The Distance Factor*

U.S. Environmental Protection Agency. 2003. *Travel and Environmental Implications of School Siting*

U.S. Environmental Protection Agency. 2008. *Youth Travel to School: Community Design Relationships with Mode Choice, Vehicle Emissions, and Healthy Body Weight*

U.S. Environmental Protection Agency. 2011. *School Siting Guidelines*

Washington State Department of Health et al. 2011. *Healthy Youth Survey 2010, Physical Activity for King County*. State of Washington. Accessed on 2/16/11
https://www.askhys.net/PDF_Output/HYS92_Public436556459999999.PDF

Washington State Department of Health et al. 2011. *Healthy Youth Survey 2010, Weight and Obesity for King County*. State of Washington. Accessed on 2/16/11
https://www.askhys.net/PDF_Output/HYS92_Public436556459999999.PDF

Weekes, J. and Williams, I. 2011. *10 Ways to Create Schools Where Students Thrive*. Learning By Design, American School Board Journal, pp 14-17.

Wilkinson, R. & Marmot, M. 2003. *Social Determinants of Health: the Solid Facts, 2nd Ed.* The World Health Organization

Zylke, J.W. & DeAngelis, C.D. 2007. *Pediatric Chronic Diseases—Stealing Childhood*. Journal of the American Medical Assoc. 297(24), pp. 2765-2766

Thirteen tasks that the Technical Advisory Committee is working on:

Task	Notes	Origin of Task	Staff Lead	Status of Task
1. Evaluate inventory of rural properties owned by school districts in King County	Fill in the Matrix with noteworthy additional factors	GMPC	Lauren Smith	Complete
2. Evaluate the challenges/opportunities of these sites	Emerging approach to develop analytical tool based on common interests that will lead to guidelines, school siting factors and decision criteria	GMPC	Lauren Smith	The Task Force developed and used a threshold approach for evaluating the sites.
3. Evaluate vacant properties in the UGA owned by King County and other jurisdictions	This will take King County a while to assess. Maybe prioritize which ones are most important.	GMPC	Doreen Booth Lauren Smith	Implement as part of Task Force recommendations.
4. Evaluate present and potential school capacity and service area needs	This evaluation needs to be very robust.	GMPC	Denise Stiffarm Chandler Felt Rocky Piro	Complete
5. Assess new, tiered King County Roads Plan and ranking system	<i>Include in Matrix</i>	Task Force	Jay Osborne	Complete
6. Learn current zoning information and regulations	<i>Include in Matrix</i>	Task Force	Lauren Smith Paul Reitenbach Karen Wolf	Complete
7. Learn health and environmental impacts of school siting	Not by site, this should be broader. A literature review will be prepared that is separate from the factors chart. The information from this depends on the timeframe of the report.	Task Force	Anne Bikle	Complete
8. Learn information on sewers, sewer availability, and providers	<i>Include in Matrix</i>	Task Force	Vicky Henderson	Complete

9. Determine which cities (of the 34 in King County) to request property inventory from	<i>Combine with #3.</i>	Task Force	Doreen Booth Lauren Smith	Complete
10. Create a glossary of terms	This will be a growing document and will be included in the Recommendations Report up front. Include a definition of scale.	Task Force	Karen Wolf	Complete
11. Develop/provide overview of funding possibilities and landscape	Volunteer/s needed to research and compile funding information.	Task Force	Denise Stiffarm	The funding environment for schools was considered by the Task Force; some recommendations will address this.
12. Create a statement that defines the Task Force’s mission: is it sewer only or broader?	GMPC Motion clearly delineates the issues within the scope of the Task Force.	Technical Advisory Committee	Lauren Smith	The Technical Advisory Committee tasked the Framing Work Group with answering this question. The Framing Work Group addressed this by incorporating the Scope of the Task Force (from <i>GMPC Motion No. 11-2</i>) into the Operating Protocols.
13. Learn GMA policy and regulations	This is within the broader land use/policy context including adopted regional policy.	Technical Advisory Committee	Lauren Smith Paul Reitenbach Rocky Piro Karen Wolf	Complete

WAC 392-342-020 Site review and evaluation

The superintendent of public instruction together with the school district shall conduct a review and evaluation of sites for new and existing state funding assisted projects. In selecting sites for schools, a district shall consider the following:

(1) The property upon which the school facility is or will be located is free of all encumbrances that would detrimentally interfere with the construction, operation, and useful life of the facility;

(2) The site is of sufficient size to meet the needs of the facility. The minimum acreage of the site should be five usable acres and one additional usable acre for each one hundred students or portion thereof of projected maximum enrollment plus an additional five usable acres if the school contains any grade above grade six. A district considering the use of a site that is less than the recommended minimum usable acreage should assure that:

(a) The health and safety of the students will not be in jeopardy;

(b) The internal spaces within the proposed facility will be adequate for the proposed educational program;

(c) The neighborhood in which the school facility is or will be situated will not be detrimentally impacted by lack of parking for students, employees, and the public; and

(d) The physical education and recreational program requirements will be met.

(3) A site review or predesign conference has been conducted with all appropriate local code agencies in order to determine design constraints;

(4) A geotechnical engineer has conducted a limited subsurface investigation to gather basic information regarding potential foundation and subgrade performance.

[Statutory Authority: RCW 28A.525.020. 10-09-008, § 392-342-020, filed 4/8/10, effective 5/9/10; 06-16-032, recodified as § 392-342-020, filed 7/25/06, effective 8/25/06; 98-19-140, § 180-26-020, filed 9/23/98, effective 10/24/98. Statutory Authority: RCW 28A.525.020 and 1992 c 233 § 24 (8)(e). 94-01-014, § 180-26-020, filed 12/3/93, effective 1/3/94; 93-07-104, § 180-26-020, filed 3/23/93, effective 4/23/93. Statutory Authority: RCW 28A.525.020 and 28A.525.164. 91-12-057, § 180-26-020, filed 6/5/91, effective 7/6/91. Statutory Authority: RCW 28A.47.830. 83-21-065 (Order 10-83), § 180-26-020, filed 10/17/83.]

Washington State, Regional, and King County Growth Management Policies and Implementing Development Regulations

Related to Public Services and Facilities in Rural Areas

March, 2012

GROWTH MANAGEMENT ACT

Definitions (RCW 36.70A.030)

“Public services” include fire protection and suppression, law enforcement, public health, education, recreation, environmental protection, and other governmental services.

“Rural character” refers to the patterns of land use and development established by a county in the rural element of its comprehensive plan:

- a) In which open space, the natural landscape, and vegetation predominate over the built environment;
- b) That foster traditional rural lifestyles, rural-based economies, and opportunities to both live and work in rural areas;
- c) That provide visual landscapes that are traditionally found in rural areas and communities;
- d) That are compatible with the use of the land by wildlife and fish for wildlife habitat;
- e) That reduce the inappropriate conversion of undeveloped land into sprawling, low-density development;
- f) That generally do not require the extension of urban governmental services;
- g) That are consistent with the protection of natural surface water flows and groundwater and surface water recharge and discharge areas

“Rural development” refers to development outside the urban growth area and outside agricultural, forest and mineral resource lands designated pursuant to RCW 36.70A.170. Rural development can consist of a variety of uses and residential densities, including clustered residential development, at levels that are consistent with the preservation of rural character and the requirements of the rural element. Rural development does not refer to agriculture or forestry that may be conducted in rural areas.

“Rural governmental services” or **“rural services”** include those public services and public facilities historically and typically delivered at an intensity usually found in rural areas, and may include domestic water systems, fire and police protection services, transportation and public transit services, and other public utilities associated with rural development and normally not associated with urban areas. Rural services do not include storm or sanitary sewers, except as otherwise authorized by RCW 36.70A.110 (4).

“Urban governmental services” or **“urban services”** include those public services and public facilities at an intensity historically and typically provided in cities, specifically including storm and sanitary sewer

systems, domestic water systems, street cleaning services, fire and police protection services, public transit services, and other public utilities associated with urban areas and not normally associated with rural areas.

Comprehensive Plans – Urban Growth Areas (RCW 36.70A.110 (4))

In general, cities are the units of local government most appropriate to provide urban governmental services. In general, it is not appropriate that urban governmental services be extended to or expanded in rural areas except in those limited circumstances shown to be necessary to protect basic public health and safety and the environment and when such services are financially supportable at rural densities and do not permit urban development.

VISION 2040 (Multi-County Planning Policies)

- MPP-PS-4 Do not provide urban services in rural areas. Design services for limited access when they are needed to solve isolated health and sanitation problems, so as not to increase the development potential of the surrounding rural area.
- MPP-PS-5 Encourage the design of public facilities and utilities in rural areas to be at a size and scale appropriate to rural locations, so as not to increase development pressure.
- MPP-PS -21 Site schools, institutions, and other community facilities that primarily serve urban populations within the urban growth area in locations where they will promote the local desired growth plans.
- MPP-PS-22 Locate schools, institutions, and other community facilities serving rural residents in neighboring cities and towns and design these facilities in keeping with the size and scale of the community.

KING COUNTY COUNTYWIDE PLANNING POLICIES – ADOPTED

- CO-14 Sewer expansion shall not occur in Rural Areas and resource lands except where needed to address specific health and safety problems threatening structures permitted before July 1, 1992 or the needs of public facilities such as schools. Sewers may be extended only if they are tightlined and only after a finding is made that no alternative technologies are feasible. Mechanisms to reduce cost and limit the number of individual hookups shall be explored and actions recommended to the GMPC.

KING COUNTY COUNTYWIDE PLANNING POLICIES – PROPOSED (June, 2011)

- PFS-12 Prohibit sewer expansion in Rural Areas and resource lands except where needed to address specific health and safety problems threatening existing structures. If needed, provide such sewer expansion in a manner that does not increase development potential in the Rural Area.

- DP-50 Limit new public facilities located in the Rural Area to a size and scale appropriate to serve the Rural Area unless the public facilities are consistent with a rural location, such as a large passive park.
- PF-18 Locate human, community, and educational services and facilities that serve urban populations within the Urban Growth Area, where they are accessible to the populations that they serve. Site these services and facilities in locations that are well served by transit and pedestrian and bicycle networks.
- PF-19 Locate human, community, and educational services and facilities that serve rural residents in neighboring cities, rural towns, and rural neighborhood centers.

KING COUNTY COMPREHENSIVE PLAN

- F-249 Public sewer expansions shall not occur in the Rural Area and on Natural Resource Lands except where needed to address specific health and safety problems threatening the existing uses of structures or the needs of public schools or public school facilities, consistent with the paramount duty of the State to make ample provision for the education of all children residing within its borders. Public sewers may be extended, pursuant to this policy, only if they are tightlined and only if a finding is made that by King County that no reasonable alternative technologies are technologically or economically feasible and that an on-site sewer disposal system for the public school or public school facility would not protect basic public health, safety, and the environment during the use of this site for a school or school facility. Utility providers shall ensure, through a signed agreement between the school district and the utility provider, that any sewer service permitted for the school district is designed only to serve public schools or public school facilities. Public sewers which are allowed in the Rural Area or on Natural Resource Lands pursuant to this policy shall not be used to convert Rural Area land or Natural Resource Lands to urban uses and densities or to expand permitted nonresidential uses.

KING COUNTY CODE

13.24.035 - Public sewer service

- A. All development within the urban growth area shall be served by public sewer service except on-site sewage systems may be allowed temporarily in some parts of the urban growth area in accordance with K.C.C. 13.24.136 and
- B. Public sewer service shall also be provided in rural towns when the service provision has been approved by King County. As of the effective date of this section, only the rural town of Vashon has been approved for public sewer service.

C. Public sewer service shall not be provided outside the urban growth area or any rural town designated to receive the service, except as described in K.C.C. 13.24.134.

D. Sewer extensions under subsections A. and C. of this section shall be approved by the council, if it is determined that the extension meets the criteria in this section and is consistent with all other adopted King County policies and regulations. Decisions on sewer extensions in rural or resource areas shall be made by the council in the form of a sewer comprehensive plan or an amendment to a sewer comprehensive plan.

E. The required elements of a sewerage general plan in RCW 36.94.010(3) are included in the 1994 King County Comprehensive Plan and its technical appendix, as adopted in K.C.C. Title 20.

13.24.132 - New sewer facilities in rural areas

New sewer facilities shall be allowed to cross the rural areas only if the facilities are:

- A. Limited to serving areas within an urban growth area, rural city or a rural town approved for public sewer service;
- B. Tightly lined or otherwise subject to access restrictions precluding service to adjacent rural areas; and
- C. Identified in a King County-approved comprehensive sewage system plan and upon a finding by the utilities technical review committee that it is technically necessary.

13.24.134 - Expansion of sewer service in rural and natural resource areas

A. Sewer service shall be expanded to serve uses in the rural and natural resource areas only if the facilities are:

- 1. Needed to address:
 - a. Specific health and safety problems threatening the existing uses of structures; or
 - b. The needs of public school systems with design daily average flows of more than three thousand five hundred gallons per day; and
- 2. Tightly lined; and
- 3. A finding is made by the utilities technical review committee that no cost-effective alternative technologies are feasible and that an on-site sewer disposal system for the public school or public school facility would not protect basic public health, safety, and the environment during the use of this site for a school or school facility.

B. Decisions on sewer service expansions in rural or resource areas shall be made by King County in the form of approval of a sewer comprehensive plan or approval of an amendment to a sewer comprehensive plan.

ISSUE AREA # 5: Special Purpose Districts (and Institutional Uses) in Rural Areas

Question: Should VISION 2020 + 20 provide regional guidance and/or provisions regarding the use of rural land by special purpose districts, including schools and other institutions?

Discussion

Special Purpose District planning is disconnected from the Growth Management Act. In the past, certain types of special purpose districts (for example, schools) have expanded into rural areas, taking advantage of relatively low land values and large tracts of land. These facilities are often designed to serve a larger service area that extends well beyond the rural lands. Hence, the *look* and *feel* of these facilities and their function can be inconsistent with the rural character. Rural facilities can also experience strain when they end up having to support a larger service area that extends into the urban area. For example, siting a school building in a rural area serving both rural and urban students can create a strain on rural transportation facilities.

What the Growth Management Act Says

Special Purpose District planning is not directly addressed in the Growth Management Act.*

What VISION 2020 Currently Says

Special purpose districts are not addressed in the rural policies of VISION 2020 – nor are institutional uses, such as churches.

Recommendation

- 5-1. Siting facilities in rural areas. VISION 2020 + 20 should establish policies that provide regional guidance on siting special purpose districts facilities within rural areas. The policies should also provide guidance on facility design to ensue that the size of the facilities are appropriate to the scale and character of rural lands.
- 5-2. Legislative Change. VISION 2020 + 20 should discuss ways in which special districts could be included within the requirements of the Growth Management Act.

* Former Governor Booth Gardner signed the Growth Management Act into law, but he vetoed a section of the original 1990 Act that addressed special purpose districts (Section 18). Although that section of the law would have made special purpose districts accountable to GMA legislation and local plans, it also contained language that would have made ports exempt from the law. Under state law, to veto the exemption the governor had to veto the entire section. (Letter to the House of Representatives of the State of Washington, from Governor Booth Gardner, dated April 24, 1990.)

- 5-3. Siting schools and other institutions in the region. VISION 2020 + 20 should also establish policies that encourage jurisdictions to work with developers to ensure land is set aside for schools and other institutions. In *Hensley VI*, 03309c, FDO, at 22, the Central Puget Sound Hearings Board stated that:

The County has an obligation to work with school districts in the siting of schools, it also has an obligation to facilitate the siting of schools within urban areas while discouraging them outside of UGAs.



Initial Guidance for Monitoring

- 5-a. Monitor the siting of major special district and other institutional facilities developed in rural areas.

Planning Context: Undeveloped School Sites in the Bear-Evans and Soos Creek Basins

Bear-Evans Corridor

The four Lake Washington school sites are located in the rural area known as the Bear-Evans corridor. Bear Creek and Evans Creek are salmon-bearing streams. The Northshore site is located north of Cottage Lake near important creeks and wetlands. All five sites are in the Bear Creek Planning area.

Protection of these streams and the salmon resource they support was the number one priority of the Bear Creek community plan and the Bear Creek basin plan, completed over 20 years ago and still in effect and virtually unchanged to this day.

The strategy those plans used employed both zoning and development regulations on an area-wide basis. It was determined that parcel-specific conditions or project by project review under SEPA would be ineffective without an area-wide approach. The primary concern was the cumulative impact of development would degrade water quality and destroy the salmon resource in this 30,000-acre planning area. Specifically, even low density urban development at only one home per acre was considered a threat to water quality and the salmon resource.

For this reason, a very low residential density rural land use designation was put in place, allowing one home per five acres. In addition to this zoning strategy, development regulations and significant stream setback requirements were also put in place.

In Bear Creek, future growth was planned for a 2400 acre urban planned development (UPD) on Novelty Hill. In this area, urban development was allowed with strong mitigation measures to protect the downstream water quality. This was the only part of Bear Creek where sewer service was allowed, by a “tightline” back to the City of Redmond. To date, there have been no additional connections allowed to this closed sewer line.

The location of Bear and Evans Creeks are very close to the City of Redmond, Avondale Road and to the City of Sammamish and the Redmond-Fall City Road. Despite the pressure to develop near these growing cities, the urban growth area boundary has remained virtually unchanged – the rural area has actually grown by about 10,000 acres with the addition of Union Hill, Cottage Lake, Ring Hill, and Ames Lake in the 1990’s.

Soos Creek Basin

In the early 1990’s, the Soos Creek community plan and basin plan put zoning and development regulations in place to protect Soos Creek and its tributaries, that are also salmon-bearing streams – similar to the Bear Creek approach. While more urban development had occurred in some parts of this area than Bear Creek, the stream corridors were still protected.

In Soos Creek, ¼-mile wide corridors were identified as critical to protect the salmon streams. Within those corridors rural zoning and special development regulations were applied. About 6000 acres of new rural land was also created in the Soos Creek- Tahoma Raven Heights area in the early 1990's to further protect stream water quality and prevent sprawl. Five Kent and Auburn school sites are either within or very near this new rural area in the vicinity of Lake Morton. To date, the ¼ mile stream corridors and the new rural area remain virtually unchanged 20 years after being put in place.

MEETING SUMMARY

School Siting Task Force: First meeting

December 14, 2011, 1:30pm-4:00pm
Mercer Island Community & Event Center
8236 SE 24th Street, Mercer Island, WA 98040

Bob Wheeler, facilitator, called the meeting to order and introduced Louise Miller, Chair.

Welcome and Introductory Comments

Chair Miller welcomed the Task Force members and attendees. She introduced herself and explained that in her role as Chair she will call the meetings to order and help guide the process. She ended by introducing Dow Constantine, King County Executive.

Dow Constantine, King County Executive, thanked Chair Miller for her dedication to the Task Force. He thanked everyone for their participation and attendance. He said the importance of the Task Force is to protect good education, the environment, and the vibrancy of our communities. Every student in King County deserves the opportunity to fulfill their potential, and we all have a big stake in making sure that our kids get a quality education in King County. The success of our schools is everybody's responsibility.

Mr. Constantine reminded the Task Force about the process: the Task Force will make a recommendation about these sites to the Growth Management Planning Council (GMPC), the GMPC will make a recommendation to the King County Council, the County Council will make adoption(s) to the Countywide Planning Policies, at which point those changes will go to the Cities. He acknowledged that people in the room may be on opposing sides of the issue. In order for the solution to be real, it has to be owned by everybody. The Executive mentioned that the meeting was held in the Mercer Island Community & Event Center due to its central location, and that this room was where they came up with the solution for the challenge of allocation transit hours. He expressed confidence that this Task Force can make similar progress on the issue of school siting.

The Executive challenged the Task Force to think big and to know that its role is not to create policy (that is the role of the King County Council), but to dig into the facts, consider the competing interests, and create a set of recommendations that will form the basis for sound policy.

Agenda Review

Bob Wheeler of Triangle Associates introduced himself as the facilitator of this process, hired by King County. He also identified Chris Page, Nick Hara, and Claire Turpel as Triangle staff on this project.

Mr. Wheeler went through the binders that all Task Force members received (listed as "Materials" at beginning of this document. He reminded Task Force members that this first meeting would serve as organization and getting to know one another.

Introduction of Task Force Members

Each Task Force member made a brief statement identifying him or herself, including their affiliation and their hopes for the process. Please see attached roster and attendance list for full participation.

Common themes included hopes for:

- Learning from each other
- More integrated planning

- Both short and long-term solutions, recognizing long-term consequences
- Stability
- Outcomes that can work for other counties facing this issue
- Including consideration of children's health
- Enabling kids to go to school in their home neighborhoods
- Protection of rural lands and the environment
- Addressing the needs of school districts
- Finding a middle ground and reasonable solutions
- Courage and creativity in solving problems

Since these hopes were captured on flip charts, Mr. Wheeler said that at the last meeting he will want to show the Task Force members what their hopes were to see where they started and where they ended.

Preliminary Summary of Interviews

Mr. Page has interviewed 24 out of 31 Task Force members. In the interviews he is looking for areas of commonality and issues of concern. There will be a written summary of the interviews once everyone has been interviewed. He provided a verbal overview of what he has heard so far, included here.

Overarching themes:

- Understand each other's challenges: get facts on the table and look practically at what makes sense
- Come to the Task Force with an open mind
- Encourage better coordination and communication among all parties
- This is an opportunity to build understanding and agreement

Pros of siting schools in rural areas:

- Lower cost and more availability in rural areas
- School districts believe that putting schools in rural areas is good for some rural residents
- School districts want to build where the students are

Cons of siting schools in rural areas:

- Environmental concerns
- Cascading effects of growth (e.g. sprawl, loss of rural character, environmental impacts, infrastructure costs)
- Busing kids from urban area brings transportation and health impacts

Criteria school districts use in siting schools:

- Enrollment issues
- Costs
- Siting issues

Challenges:

- Enormous fiscal pressure
- Schools take a long time to build
- Getting community support
- Proper bond funding
- Working with public utilities

Desired Outcomes:

- The Task Force can serve as model for other jurisdictions
- Everybody walks away thinking that it was a satisfying process
- Have schools feel they were respected
- Create a framework for policy that can last
- Stay action-oriented

Suggested Solutions:

- School districts shouldn't lose their investments
- Everybody needs to have an open mind
- Think pragmatically: what sites does it make sense for, which ones don't make sense

Guiding Principles & Operating Protocols

Mr. Wheeler introduced the draft "Operating Protocols" and encouraged the Task Force members to keep in mind the "Guiding Principles" from the Growth Management Planning Council (GMPC) *Motion No. 11-2* during the process. Mr. Wheeler walked the Task Force through a review of the Roles & Responsibilities of the Task Force members, the Task Force Chair, King County, and the facilitators. Key points are included here.

Lauren Smith (King County staff) will email the Task Force members with a new King County email address that they are asked to use for any Task Force-related e-correspondence. Any questions regarding this should go to her. Mr. Wheeler said that the facilitators will distribute the meeting summaries to Task Force members before the next meeting for approval at that meeting.

Subcommittees:

The Technical Advisory Committee (TAC) was set up in the GMPC Motion. The hope is to have this group meet once or twice before the next Task Force meeting. One change has been made to the original TAC as set up by the GMPC Motion No. 11-2: addition of School Districts interest.

The Framing Work Group won't make decisions but will think broadly about the issues.

The TAC and Framing Work Group members have not been chosen yet. After the interviews are complete King County and the facilitators will work together to select the individuals.

Peter Rimbos suggested that a rural areas representative be added to the TAC so community members can hear the technical information too.

John Chaney said that there is not much reference to what the Guiding Principles mean by public engagement. Do the Task Force members have a responsibility to engage the public? Mr. Wheeler responded that each Task Force meeting will have time built in at the end for any public comment. Ms. Smith added that this is a transparent process meaning that there is time for public testimony and there will be a website that will be running soon for public comment. All the agendas, minutes, meeting materials will be published on the site. King County also has their usual means of public notification. If people have other ideas for public engagement, talk to Lauren Smith.

Cynthia Berne commented that we should assume the deadline is March 30, 2012, not March 31, because March 30 is a Friday. She asked if the group could establish a commonly-accepted "milestone"

date for a draft. Mr. Wheeler responded that that will be addressed when they review the Suggested Approach & Schedule.

Mike Nelson commented that the written and verbal goals seem contradictory: is the Task Force focusing on the 15 sites or looking at the broader issue? Ms. Cihak responded that the Task Force should focus on the 15 sites but think about the broader issue as well. King County wants to find a stable policy basis for the long-term so they can do more cohesive problem solving in the future and avoid the battle that we have every so often. This began a small discussion about the written documents and that they need to be edited to better reflect the GMPC request. This is something the Framing Work Group could help with.

Dave Somers asked what the legal constraints of this issue are. Ms. Cihak responded that the legal constraints are outlined in the GMPC Motion. She encouraged Task Force members to be mindful about the legality, be deliberate about not starting from positions, and base decisions on evidence and facts.

Mr. Wheeler asked the Task Force if anyone objected to using the Operating Protocols as a working document for the first meeting. Everyone was comfortable with that suggestion and with the idea of approving the operating protocols at the second Task Force meeting.

Understand Challenges Facing Task Force from Various Perspectives: 4 presentations

A School Districts Perspective: Chip Kimball, Lake Washington school district

The Lake Washington school district has schools and school sites both inside and outside of the Urban Growth Area (UGA). They need to build schools where they need them, when they need them, to serve their students equitably and programmatically, and in a way that is acceptable to the tax payers.

One major challenge for areas that have had a lot of recent growth and therefore need new schools is that there is no viable land for the school district to acquire without condemning property. Another challenge is the amount of time required to plan: for a high school, for example, the school district is required to plan a minimum of 10 years in advance. The district wants to have flexibility as their district and education practices shifts. They want to protect their tax payers.

School districts try to respond to population shifts. They never build a school before the population is there. Generally, investments were made in good conscience, so now it feels as though the rug has been pulled out from under the school district.

Because each school district's sites are unique, Mr. Kimball suggested approaching the issue on a property-by-property basis.

A City Perspective: Bob Sternoff

The Suburban Cities Association (SCA) had the votes at GMPC to vote this issue down. That was what sparked Mr. Sternoff to approach Dow Constantine about creating a Task Force to talk about the issues.

The cities would like to see a full and frank discussion about this long-standing issue. Taxpayers drive a lot of the ability to fund education. The SCA wants the Task Force to be equitable to taxpayers. This is a great beginning to see which properties are possible for creative solutions. Many people from various interests are involved with this issue because people want the best schools for their kids, schools want the best programs for their kids, and cities want good school facilities because they use them for community needs as well.

A Rural Resident Perspective: Peter Rimbo

Mr. Rimbo outlined several personal desires: 1) schools serving primarily urban students should be sited within the UGAs; 2) each school district has a different set of considerations, so a one-size-fits-all solution won't suffice nor will it appropriately address the impact of roads and sprawl; 3) land swaps are a good idea; 4), many of the Task Force members were involved in the large churches issue and the Snoqualmie hospital issue; 5), we should look at the facts and data; 6), he is concerned about the costs of infrastructure associated with rural schools and does not want the Task Force to set a precedent for school sites not currently owned by school districts; and 7), rural citizens should provide the Task Force members with the rural perspective, and vice versa.

Another Rural Resident Perspective: John Chaney

This issue has a lot to do with allocation from the state. If the issue surrounds cost, we should consider equity and allocation of funds.

King County Perspective: Carrie Cihak

Ms. Cihak outlined challenges that King County sees from the perspective of their regional responsibilities: the first challenge is around educational achievement and creating great schools. King County has a fundamental interest in ensuring their kids have access to high-quality education because continued quality of life in the region is based on kids reaching their potential.

The second challenge is public health, which has a direct role in setting kids up for success. The obesity epidemic is a huge problem. King County has received federal funds to develop programs around exercise and good eating in the schools. Additionally, school siting has a big impact on kids' physical activity.

The third challenge is that King County has a regional responsibility under the Growth Management Act to develop and adopt countywide planning policies (CPPs). The County wants to protect the natural environment, agriculture, and vibrant urban communities. They also want to improve communication and trust in government.

Ms. Cihak is optimistic about the Task Force meeting those challenges.

After the group heard from the four perspectives, Mr. Wheeler opened it up for general comments.

Bruce Lorig commented that significant growth is expected over the next 40-50 years. He encouraged the Task Force to think about where schools are going to be needed 100 years from now.

Steve Crawford mentioned that the Issaquah school district has schools on the list of 15 that pre-date the growth management policy by several decades. On average, school districts receive 33% of the cost of the school building from the state matching funds. The state provides zero dollars for land purchase and offsite development cost.

Mark Cross wants to have equity between how the urban districts behave and locate their schools. The state levy system is unequal in that different school districts have different amounts that they can ask their voters to support.

Bob Wheeler mentioned that one part of the motion asks to look at the legislative options. The Task Force should see if there are other places where there are barriers by the state that are impacting this issue.

Ken Hearing commented that Falls City is unincorporated with two schools. The probability is that within the next 20-30 years they'll need another school. He wants to the Task Force to create recommendations that will take this into account.

Erika Morgan encouraged the Task Force to think about how every situation is different.

Chip Kimball encouraged the Task Force to consider the state's obstacles but not necessarily to try to resolve those issues. The job of the Task Force is to be collaborative and interest-based, and to innovate.

Approach & Schedule

Mr. Wheeler reviewed the suggested Approach & Schedule for accomplishing the work of the Task Force.

Ken Hearing mentioned that there is a 30-day issue window from Suburban Cities Association's Public Issues Committee. If we want to get feedback from them we need to submit a draft by February 8.

Peter Rimbo asked for clarification of the role of the Framing Work Group (FWG). Mr. Wheeler responded that the FWG is a small group that represents all the interests and helps frame the dialogue and discussion for the group. The group does not make decisions. They will meet prior to each Task Force meeting to help frame topics and concepts for the Task Force meeting.

Bob Sternoff suggested that the first draft should come in January. Mr. Wheeler reminded the group that the second Task Force meeting is about education and understanding on the specific sites. There is a lot of work for the technical advisory committee to prepare so that everyone is well informed.

Mr. Wheeler said that the project team will work hard to finalize dates and disseminate to the group.

Assignments & Next Steps

The following topics were suggestions from members as to what else the TAC, FWG, or full Task Force should consider:

- A more complete picture of the funding situation for school districts
- The fraction of school cost that is land
- Ranking system for roads, specifically those around school sites
- Look at both long-term and short-term issues because they inform one another
- Create a glossary of terms
- Information about sewers and sewer providers
- Current zoning information from DDES
- Health and environmental impacts

Mr. Wheeler mentioned that the project team will try to send out initial assignments for the TAC and FWG by the end of 2011.

Closing Remarks

Chair Miller thanked the Task Force members for their attention, and timeliness.

The meeting adjourned at 3:55pm.

Roster and attendance list:

Name	Affiliation	Attended 12/14/2011
Louise Miller	Chair	X
Julie Ainsworth-Taylor	Associate, Bricklin & Newman LLP	X
Kimberly Allen	Councilmember, City of Redmond	X
Leonard Bauer	Managing Director, Growth Management Services, WA State Dept of Commerce	X
Cynthia Berne	Principal, Long Bay Enterprises	X
John Chaney	Community Resident, Snoqualmie Valley School District	X
Carrie Cihak	King County Executive's Office	X
Steve Crawford	Director of Capital Projects, Issaquah School District	X
Mark Cross	Councilmember, City of Sammamish and as of January 1, 2012, Community Resident	X
Debi Eberle	Community Resident, Issaquah School District	X
Ken Hearing	Mayor, City of North Bend	X
Kip Herren	Superintendent, Auburn School District	X
Chip Kimball	Superintendent, Lake Washington School District	X
Roberta Lewandowski	President, Board of Directors, Futurewise	X
Pete Lewis	Mayor, City of Auburn	
Bruce Lorig	Founder/Partner, Lorig Associates	X
Dean Mack	Executive Director, Business Services and Human Resources, Mercer Island School District	X
Mike Maryanski	Superintendent, Tahoma School District	X
Erika Morgan	Community Resident, Enumclaw School District	X
Mike Nelson	Superintendent, Enumclaw School District	X
Rebecca Olness	Mayor, City of Black Diamond	X
Peter Rimbo	Community Resident, Tahoma School District	X
Dave Russell	Former Mayor/Councilmember, City of Kirkland	X
Brian Saelens	Seattle Children's Research Institute	X
Al Spencer	Community Resident, Lake Washington School District	X
Dave Somers	Chair, Growth Management Policy Board, Puget Sound Regional Council and Councilmember, Snohomish County Council	X
John Starbard	Director, King County DDES	X
Dick Stedry	Chief Business Officer, Business Services, Kent School District	X
Bob Sternoff	Councilmember, City of Kirkland	X
Cynthia Welti	Executive Director, Mountains to Sound Greenway	X

Other people present:

- **Anne Bikle**, Public Health Seattle-King County
- **Doreen Booth**, Suburban Cities Association
- **George Jakotich**, real estate developer
- **Steve Ohlenkamp**
- **Paul Reitenbach**, King County DDES
- **Chrissy Russillo**, Public Health Seattle-King County
- **Denise Stiffarm**, K&L Gates
- **Lauren Smith**, King County Executive's Office
- **Karen Wolf**, King County PSB

Meeting Summary: School Siting Task Force (second meeting)

January 25, 2012, 2:00pm-4:30pm

Mercer Island Community & Event Center: 8236 SE 24th Street, Mercer Island, WA 98040

- *Meeting notes in italics.* -

This meeting focused on developing a set of common interests and understanding/refining the scope of technical information under consideration.

Materials (distributed at meeting):

- Agenda
- Framing Work Group & Task Force Work Plan and Meeting Schedule
- December 14, 2011 Task Force meeting notes
- Task Force Operating Protocols
- Framing Work Group meeting summaries from 1/5/12 and 1/12/12
- Technical Advisory Committee meeting notes from 1/4/12
- Draft Interest-Based Approach
- 13 Tasks for the Technical Advisory Committee
- Technical Information Matrix
- Maps of all undeveloped school sites
- School Siting 101

2:00pm Welcome and Introductory Comments (Chair Louise Miller)

2:05pm Introductions of Task Force members
Please refer to attendance table at end of document.

2:10pm “You Are Here” in the Task Force process (Bob Wheeler, Triangle Associates)
Brief review of public comment
Agenda review
Meeting schedule and topics for Task Force

- *document: Task Force Work Plan*

Meeting notes:

- *One public comment has been received to date, which raised three questions: 1) Why do different school districts have different requirements for school parcel size? 2) Can additions be built upon existing schools outside the Urban Growth Area with exemption to the new sewer policies? and 3) Is there a map that shows the percentage of students living outside the Urban Growth Area in each school district?*
- *The Framing Work Group will meet at least once before each Task Force meeting. The Framing Work Group will frame complex issues for Task Force consideration. Prior to each meeting of the full Task Force, the FWG will meet to review information gathered by the Technical Advisory Committee and to discuss how best to tee up issues for discussion. .*
- *The Framing Work Group suggests that six full meetings of the Task Force will be needed in order to complete their work.*
- *Schedule and topics for upcoming Task Force meetings:*
 - *The Framing Work Group recommends the Task Force consider all of the following in making its recommendations about undeveloped school sites and future school sites: common interests, school siting factors and decision criteria, and technical information.*

- *The February 16th Task Force meeting will be a workshop from 1-5pm. The Task Force will complete a working draft of common interests, review additional technical information, consider school siting factors and decision criteria for undeveloped school sites and future sites, and begin to frame a dialogue for generating solutions.*
- *The March 1st Task Force meeting will also be a workshop, from 2-6pm. The Task Force will address decision criteria, along with solutions to undeveloped school sites and future sites.*
- *The March 15th Task Force meeting will focus on drafting recommendations.*
- *The March 29th Task Force meeting will focus on finalizing and approving the recommendations.*
- *A reminder about communications: the project team will send emails to both personal and SSTF email accounts; Task Force members are to use their SSTF email account when sending mail regarding this Task Force (Note: if members are unable to access their SSTF email account, they may send mail from their personal email account; members must CC: their SSTF account as well as the SSTF accounts of other members).*
- *All interviews with Task Force members have been completed; a summary of common themes and key issues will be posted on the website when finalized.*

2:15pm Updates and announcements
The Chair made logistical announcements.

2:20pm Consideration and acceptance of meeting notes, Operating Protocols

- *documents: first Task Force meeting notes, Operating Protocols, Framing Work Group meeting summaries from 1/5/12 and 1/12/12 meetings, Technical Advisory Committee meeting notes from 1/4/12*

Meeting notes:

- *The Task Force accepted the December 14 Task Force meeting notes with a technical amendment.*
- *From now on, all meetings will be summarized in the annotated agenda format used here. The Task Force will accept Task Force meeting summaries and will have the chance to comment on Framing Work Group and Technical Advisory Committee meeting summaries before they are posted on the website.*
- *The Task Force discussed the Operating Protocols and the revisions to those since the December 14th meeting.*
- *Task Force members discussed the number of sites; i.e., whether or not the Task Force should consider 15 sites or 18 sites (including the 3 sites in the Enumclaw School District).*
- *Task Force members discussed the format of the Framing Working Group meetings, and whether a closed or open format was more likely to produce desired outcomes. For now, the Framing Working Group will adhere to its current protocols.*
- *Task Force members discussed wording in the Operating Protocols clarifying that the nature of the Task Force is to consider all aspects and impacts of school siting, not simply sewer service to school sites.*
- *The Task Force accepted the Operating Protocols.*

2:30pm Interest-Based Approach (Cynthia Berne, Framing Work Group representative)

- *document: Draft Interest-Based Approach*

Meeting notes:

- *The Framing Work Group created a document called "Interest-Based Approach" to establish a methodology tying everything the Task Force does to the Guiding Principles outlined in Motion No. 11-2 of the Growth Management Planning Council.*

- Each such Guiding Principle has “Related Interests,” pulled from interviews and preliminary statements at the first Task Force meeting. Those Related Interests will inform the Common Interests, also grouped by Guiding Principle (though there may be overlap). Those Common Interests will help determine school siting factors and decision criteria for evaluating undeveloped school sites and future sites.
- The Framing Work Group may begin developing “Common Interests” for Task Force review and modification as needed.
- The recommendations for undeveloped school sites may not be precedent-setting, whereas recommendations for future siting will be.
- School siting factors and decision criteria for the undeveloped school sites will be considered separately from future siting factors and criteria.
- A suggestion was made to incorporate the 3 sites in the Enumclaw School District in the category of future sites. Additionally, one member indicated that the sites should be referred to as the “Yarrow Bay” sites. One member indicated they did not agree with this.
- A Task Force member pointed out that a fiscal transaction had occurred for those 3 sites, since Yarrow Bay had its development impact fees waived in return for agreeing to transfer ownership of the sites to the Enumclaw School District. That member suggested creating distinct categories for undeveloped school sites under Task Force consideration: district-owned sites and other sites for which fiscal transactions have occurred.
- The group agreed that as the Task Force works on common interests and school siting factors and decision criteria and receives technical information, they will have the flexibility to revisit topics from previous meetings.
- The Task Force brainstormed other Related Interests to fit under each of the eight Guiding Principles, adding at least one interest to each of the eight Guiding Principles (see attached Interests document).
- The Task Force decided that the Framing Work Group could begin to draft Common Interests for each Guiding Principle and bring those to the Task Force at the next meeting.

- 3:30pm Technical presentations and discussions (from Technical Advisory Committee representatives and “School Siting 101” from George Jakotich, New Ventures Group)
- documents: 13 Tasks, Matrix, maps, School Siting 101

Meeting notes:

- The Technical Advisory Committee has been collecting data on undeveloped school sites in a Matrix. The Task Force provided feedback on the categories of information.
- A document called “13 Tasks” also tracks the work of the Technical Advisory Committee; good progress is being made despite the recent inclement weather.
- Task Force members discussed the speculative nature of some of the categories. For information far into the future, the Task Force can only do so much with projected numbers because that information could change. The School Districts expressed the hope that the Task Force will not recommend anything that would lock school districts into a decision that might not ultimately benefit their students.
- The Technical Advisory Committee will take Task Force input and present more findings at the Task Force workshop on February 16th.
- The technical information Matrix reflecting Task Force input at this meeting is attached.
- George Jakotich from New Ventures Group presented “School Siting 101.” He noted that in a parcel acquisition, school districts think primarily about the site size, site cost, and timing.
- The Task Force discussed some of Mr. Jakotich’s points, such as requirements for site characteristics that drive siting decisions, alternatives analyses, externalized costs, and the difference between state recommendations and state requirements.

4:20pm Assignments, Next Steps, and Next Meeting Date

Meeting notes:

- *The Technical Advisory Committee will continue working with input from the Task Force. Its next two meetings are scheduled for February 7 (1:30-3:30pm) and February 13 (2:30-4:30pm), each in the Executive Conference Room of the King County Chinook Building (401 Fifth Ave, Seattle, 98104).*
- *The Framing Work Group will continue working on the Interest-Based Approach, developing draft Common Interests, and framing the next Task Force Workshop meeting.*
- *The next Task Force meeting will be from 1-5pm on Thursday, February 16, 2012 at the Mercer Island Community & Event Center.*

4:30pm Adjourn

Roster and attendance list:

Name	Affiliation	Attended 12/14/2011	Attended 1/25/2012
Louise Miller	Chair	X	X
Julie Ainsworth-Taylor	Associate, Bricklin & Newman LLP	X	X
Kimberly Allen	Councilmember, City of Redmond	X	X
Leonard Bauer	Managing Director, Growth Management Services, WA State Dept of Commerce	X	X
Cynthia Berne	Principal, Long Bay Enterprises	X	X
John Chaney	Community Resident, Snoqualmie Valley School District	X	X
Carrie Cihak	King County Executive's Office	X	X
Steve Crawford	Director of Capital Projects, Issaquah School District	X	X
Mark Cross	Councilmember, City of Sammamish and as of January 1, 2012, Community Resident	X	X
Debi Eberle	Community Resident, Issaquah School District	X	X
Ken Hearing	Mayor, City of North Bend	X	X
Kip Herren	Superintendent, Auburn School District	X	X
Chip Kimball	Superintendent, Lake Washington School District	X	X
Roberta Lewandowski	President, Board of Directors, Futurewise	X	X
Pete Lewis	Mayor, City of Auburn	X	X
Bruce Lorig	Founder/Partner, Lorig Associates	X	X
Dean Mack	Executive Director, Business Services and Human Resources, Mercer Island School District	X	X
Mike Maryanski	Superintendent, Tahoma School District	X	X
Erika Morgan	Community Resident, Enumclaw School District	X	X
Mike Nelson	Superintendent, Enumclaw School District	X	X
Rebecca Olness	Mayor, City of Black Diamond	X	X
Peter Rimbos	Community Resident, Tahoma School District	X	X
Dave Russell	Former Mayor/Councilmember, City of Kirkland	X	X
Brian Saelens	Seattle Children's Research Institute	X	X
Al Spencer	Community Resident, Lake Washington School	X	X

	District		
Dave Somers	Chair, Growth Management Policy Board, Puget Sound Regional Council and Councilmember, Snohomish County Council	X	X
John Starbard	Director, King County DDES	X	X
Dick Stedry	Chief Business Officer, Business Services, Kent School District	X	(alternate)
Bob Sternoff	Councilmember, City of Kirkland	X	X
Cynthia Welti	Executive Director, Mountains to Sound Greenway	X	X

Other people present:

- **Doreen Booth**, Suburban Cities Association
- **Darren Carnell**, King County
- **Tom Carpenter**, member of the public
- **Chandler Felt**, King County
- **Vicky Henderson**, Washington Sewer and Water Districts Association
- **George Jakotich**, New Ventures Group
- **Christine Jensen**, Office of King County Councilmember Lambert
- **Steve Ohlenkamp**, TCG, LLC
- **Rocky Piro**, Puget Sound Regional Council
- **Denise Stiffarm**, King County Schools Coalition
- **Karen Wolf**, King County
- **Lauren Smith**, King County
- **Bob Wheeler**, Triangle Associates
- **Chris Page**, Triangle Associates
- **Claire Turpel**, Triangle Associates

Meeting Summary for **School Siting Task Force** (third meeting)

February 16, 2012, 1:00-5:00pm

Mercer Island Community & Event Center; 8236 SE 24th Street, Mercer Island, WA 98040

This meeting was to provide additional information on current school siting practices, to “tell the story” of undeveloped school sites under consideration, discuss an appropriate framework for Task Force decision-making, and to begin brainstorming solutions.

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- Flowchart of overall approach
- January 25, 2012 Task Force meeting summary
- February 1, 2012 Framing Work Group meeting summary
- Technical Information Matrix + Demographic Spreadsheets (*not in packet; to be distributed separately*)
- 13 Tasks to the Technical Advisory Committee
- Blank site note sheet
- Small group worksheet

1:00pm Welcome and introductory comments

Meeting notes: *Chair Louise Miller welcomed the members of the Task Force to the third Task Force meeting.*

1:05pm Introductions of Task Force members

Meeting notes: *Please see end for attendance.*

1:10pm Agenda review
“You Are Here” in the Task Force process
Brief review of public comment

- *Documents: Agenda, flowchart of overall approach*

Meeting notes:

- *The Technical Advisory Committee and the Framing Work Group both met twice between the January 25, 2012 and February 16, 2012 Task Force meetings. Technical Advisory Committee members have been busy collecting data on undeveloped school sites and the Framing Work Group has helped to frame the discussion by the full Task Force.*
 - *Framing Work Group members recommended that the Task Force consider solutions for currently owned, undeveloped school sites separately from guidelines/recommendations for long-term siting*
 - *For currently owned, undeveloped school sites, the Framing Work Group developed a “threshold approach” for Task Force consideration.*
 - *The March 1st Task Force workshop will focus on continuing to evaluate specific sites. The Task Force will then begin working on recommendations to the King County Executive.*
- *The Task Force received twelve public comment submittals since its January 25 meeting. These comments will be available for viewing on the School Siting Task Force website (www.kingcounty.gov/schools).*

1:20pm Updates and announcements

Meeting notes: *There were no updates or announcements.*

- 1:25pm Consideration, acceptance of meeting notes **Decision: accept 1/25/12 Task Force meeting notes?**
- Documents: January 25 Task Force meeting summary, Framing Work Group 2/1/12 meeting summary

Meeting notes:

- Members accepted the January 25, 2012 Task Force meeting summary.
- The February 7 and February 13 Technical Advisory Committee and the February 9 Framing Work Group meeting summaries will be sent out prior to the March 1st Task Force meeting.
- As always, these will also be on the website after the Task Force has a chance to review.

- 1:30pm School district information on decision criteria for determining attendance boundaries, state guidance on school siting (with Q & A)

Meeting notes:

- Chip Kimball, superintendent of the Lake Washington School District, presented information about decision criteria for determining attendance boundaries. He used his district as an example.

- 2:00pm Technical information panel presentations: “story time” (Technical Advisory Committee and school district representatives)

- Documents: Matrix, “13 Tasks,” demographic spreadsheets, blank site note sheet

Meeting notes:

- The Technical Advisory Committee has been collecting data on specific sites, as requested by the Task Force.
- Chandler Felt from King County, Denise Stiffarm from the Puget Sound School Coalition, and Rocky Piro from the Puget Sound Regional Council looked at population and enrollment trends. Their information is reported in several spreadsheets (separate from the Matrix of undeveloped sites).
- Paul Reitenbach from King County talked about the planning history of two areas impacted by the work of the Task Force: the Bear-Evans corridor and the Soos Creek basin.
- Lauren Smith, lead for the Technical Advisory Committee, presented the Matrix of information on undeveloped sites.
 - Information Request: add how many students are within a half-mile (or “walkable distance”) to a school site.
 - The group discussed that the state funding reimbursement for busing students is outside of a one-mile radius to the school.
 - Information Request: add calculated road-distance from a site to the UGA.
 - Information Request: discuss the safety of the walking paths to school sites.
- Ms. Smith highlighted key details of each undeveloped rural site. School district representatives were invited to comment, and will have another opportunity to present site information at the March 1st Task Force workshop.

- 3:00pm Overview of small group discussion process before **short break**

Meeting notes: The Framing Work Group recommended that the Task Force break into small groups to work on the threshold approach. The groups brainstormed solutions for each of four categories, considering the following threshold criteria: distance to urban growth area, distance to sewer connection, and immediate need for the school district.

- 3:20pm Small group work: consider proposed site sorting approach and threshold factors; brainstorm solutions
- Groups pre-assigned by name tag dot color to ensure balance of interests
 - Document: Small group worksheet

Meeting notes: Each of the four groups worked together on brainstorming solutions.

4:10pm Report-out from small groups to full Task Force (noting common themes for recommendations)

Meeting notes: *The Task Force agreed that the threshold approach is an appropriate tool for developing solutions for specific sites. Each group reported out.*

4:50pm Assignments, next steps, and upcoming meeting dates

Meeting notes: *Next meeting: March 1st, 2-6pm, Mercer Island Community & Event Center.*

5:00pm Adjourn

Roster and attendance list:

Name	Affiliation	Attended 12/14/2011	Attended 1/25/2012	Attended 2/16/2012
Louise Miller	Chair	X	X	X
Julie Ainsworth-Taylor	Associate, Bricklin & Newman LLP	X	X	X
Kimberly Allen	Councilmember, City of Redmond	X	X	
Leonard Bauer	Managing Director, Growth Management Services, WA State Dept of Commerce	X	X	X
Cynthia Berne	Principal, Long Bay Enterprises	X	X	X
John Chaney	Community Resident, Snoqualmie Valley School District	X	X	X
Carrie Cihak	King County Executive's Office	X	X	X
Steve Crawford	Director of Capital Projects, Issaquah School District	X	X	X
Mark Cross	Councilmember, City of Sammamish and as of January 1, 2012, Community Resident	X	X	X
Debi Eberle	Community Resident, Issaquah School District	X	X	X
Ken Hearing	Mayor, City of North Bend	X	X	X
Kip Herren	Superintendent, Auburn School District	X		X
Chip Kimball	Superintendent, Lake Washington School District	X	X	X
Roberta Lewandowski	President, Board of Directors, Futurewise	X	X	X
Pete Lewis	Mayor, City of Auburn			X (alternate)
Bruce Lorig	Founder/Partner, Lorig Associates	X	X	
Dean Mack	Executive Director, Business Services and Human Resources, Mercer Island School District	X	X	X
Mike Maryanski	Superintendent, Tahoma School District	X	X	X
Erika Morgan	Community Resident, Enumclaw School District	X	X	X
Mike Nelson	Superintendent, Enumclaw School District	X	X	
Rebecca Olness	Mayor, City of Black Diamond	X	X	X
Peter Rimbo	Community Resident, Tahoma School District	X	X	X
Dave Russell	Former Mayor/Councilmember, City of	X	X	X

Kirkland				
Brian Saelens	Seattle Children's Research Institute	X	X	X
Dave Somers	Chair, Growth Management Policy Board, Puget Sound Regional Council and Councilmember, Snohomish County Council	X	X	
Al Spencer	Community Resident, Lake Washington School District	X	X	
John Starbard	Director, King County DDES	X	X	X
Dick Stedry	Chief Business Officer, Business Services, Kent School District	X	X	X
Bob Sternoff	Councilmember, City of Kirkland	X	X	X
Cynthia Welti	Executive Director, Mountains to Sound Greenway	X	X	

Other people present:**Anne Bikle**, Seattle-King County Public Health**Doreen Booth**, Suburban Cities Association**Tom Carpenter**, resident**Chandler Felt**, King County**Vicky Henderson**, Washington Sewer and Water Districts Section IV, King County**George Jakotich**, New Ventures Group**Christine Jensen**, King County**Terry Lavender****Steve Ohlenkamp**, TCG, LLC**Jay Osborne**, King County**Paul Reitenbach**, King County**Lauren Smith**, King County**Jennifer Stacy**, King County**Denise Stiffarm**, Puget Sound School Coalition**Maryanne Tagney-Jones**, Mountains to Sound Greenway**Susan Wilkins**, Water Tenders, Lake Washington School District parent**Karen Wolf**, King County**Bob Wheeler**, Triangle Associates**Chris Page**, Triangle Associates**Claire Turpel**, Triangle Associates

Meeting Summary: **School Siting Task Force** (fourth meeting): **March 1, 2012, 2:00-6:00pm**
Mercer Island Community & Event Center; 8236 SE 24th Street, Mercer Island, WA 98040

This meeting focused on providing Task Force members with additional information on school siting and development of preliminary recommendations for the 18 school sites and future school siting.

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- Schematic: "Overall Approach for Task Force"
- February 16, 2012 Task Force meeting summary
- Framing Work Group meeting summary (February 9)
- Technical Advisory committee meeting summaries (February 7, February 13)
- 13 Tasks to Technical Advisory Committee
- Handout on health impacts of school siting (*distributed separately*)
- Solutions Table & Worksheets
- Draft Task Force Report

2:00pm Welcome and introductory comments

Meeting notes:

- *Chair Miller welcomed the Task Force and reminded members of the public that they may submit public comments via the computer at the back of the room.*

2:05pm Introductions of Task Force members

Meeting notes: *Please see attendance roster at end of this summary*

2:10pm "You Are Here" in the Task Force process
Brief review of public comment
Agenda review

- *Document: Agenda*

Meeting notes:

- *Bob Wheeler, facilitator of the Task Force, summarized the sixteen public comments submitted between the last Task Force meeting on February 16th and today's meeting. Two letters focused on the general Task Force process and recommendations; the others focused on the Lake Washington School District sites, the Issaquah School District site, or the three proposed sites around the City of Black Diamond.*

2:15pm Updates and announcements

Meeting notes: *No updates or announcements.*

2:20pm Consideration, acceptance of meeting summary *Decision: accept 2/16/12 Task Force summary*

- *Document: February 16 Task Force meeting summary, Framing Work Group meeting summary, Technical Advisory Committee meeting summaries*

Meeting notes: *Task Force members accepted the February 16th Task Force meeting summary.*

2:25pm Technical info: any additions to “the story” of specific sites from school district representatives not at 2/16 meeting; overview of health impacts of school siting; Matrix and any other technical updates

- Documents: Matrix, 13 Tasks, handout on health impacts of school siting

Meeting notes:

- Lauren Smith, lead of the Technical Advisory Committee for the Task Force, told members that the Matrix of undeveloped sites will be updated at the next Task Force meeting (March 15th).
- Brian Saelens of Seattle Children’s Research Institute gave a PowerPoint presentation on child obesity and the link to an overall decline in physical activity.
- Anne Bikle of Public Health Seattle-King County presented on school siting as it relates to children’s health.
 - This report will be posted on the King County School Siting website (www.kingcounty.gov/schools).
- Some school district representatives were not present at the February 16th Task Force workshop to supplement information from the Technical Advisory Committee’s presentation. These districts were given the opportunity to do so at this workshop.
 - Mike Nelson, superintendent of the Enumclaw School District, said that Yarrow Bay’s Master Planned Development (MPD) would double the population of the school district so the district needs schools to ensure enough space for all children. Also, the district is geographically large, and new schools near the MPD would improve overall geographic accessibility for students throughout the district.
 - Chip Kimball, superintendent of the Lake Washington School District, spoke on behalf of the Snoqualmie Valley and Northshore School District superintendents.
 - The Snoqualmie Valley School District has mid-term projections to develop the site. They plan to develop a secondary school on the site and turn the existing middle school on the adjacent site into an elementary school. Given the high percentage of floodplain in the district, developable land is limited.
 - The Northshore School District superintendent stated that the Northshore 1 site is not in the district’s short- or mid-term projections to develop. They plan to keep it as a capital asset until they sell it in the future to fund another project.

2:50pm Report from Framing Work Group: recommended approach for sustainable solutions (based on Task Force 2/16/12 consensus acceptance of threshold approach and brainstorm of solution ideas)

- Document: Solutions Table & Worksheets

Meeting notes: Cynthia Berne represented the Framing Work Group and explained the approach this group recommended for Task Force small group work.

3:05pm Overview of small group discussion process before short break

Meeting notes: The facilitator asked each Task Force small group to accept the Solutions Table with proposed site categorization criteria and prioritized solution set for each site category. He asked each group to place each site into a quadrant of the Solutions Table based on site categorization criteria then rank solutions for each site. If groups had time afterward, they should answer the additional questions.

3:25pm Small group work sessions with plenary consideration of accepting thresholds and solutions

- Review Solutions Table, report out to Task Force (30 minutes) Decision: accept Solutions Table including criteria and solution set
- Place school sites into solutions table, match sites with solution ideas, consider Additional Questions, report out to Task Force (100 minutes) Decision: accept categorized sites

Meeting notes:

- The small groups discussed the Solutions Table and the proposed criteria and solution set then reported out to the rest of the Task Force.

- *The Task Force accepted the Solutions Table with minor changes. They accepted the Solutions Table and asked that the Framing Work Group provide further review and recommend clarifications as needed.*
- *The report out from the small groups revealed many similarities in site categorization.*
- *Small groups worked to rank solutions for each site then reported out to the rest of the Task Force on their work. Some groups were able to address all boxes (and some additional questions); some groups discussed solutions in more detail and did not have time to consider the additional questions.*

5:35pm Development of recommendations and final report

- *Documents: Initial Draft Task Force Report*

Meeting notes: *Task Force members received a copy of the draft outline for the Recommendations Report. Members were encouraged to submit their initial thoughts about the outline to the facilitation team.*

5:50pm Assignments, next steps, and upcoming meeting dates

Meeting notes:

- *The Task Force has two more scheduled meetings:*
 - *March 15th, from 2:30-5:00pm, and*
 - *March 29th, from 2:00-4:30pm. Task Force members will be asked to accept the recommendations at this final meeting.*

6:00pm Adjourn

Roster and attendance list:

Name	Affiliation	Attended 12/14/2011	Attended 1/25/2012	Attended 2/16/2012	Attended 3/1/2012
Louise Miller	Chair	X	X	X	X
Julie Ainsworth-Taylor	Associate, Bricklin & Newman LLP	X	X	X	
Kimberly Allen	Councilmember, City of Redmond	X	X		
Leonard Bauer	Managing Director, Growth Management Services, WA State Dept of Commerce	X	X	X	X
Cynthia Berne	Principal, Long Bay Enterprises	X	X	X	X
John Chaney	Community Resident, Snoqualmie Valley School District	X	X	X	X
Carrie Cihak	King County Executive's Office	X	X	X	X
Steve Crawford	Director of Capital Projects, Issaquah School District	X	X	X	
Mark Cross	Councilmember, City of Sammamish and as of January 1, 2012, Community Resident	X	X	X	X
Debi Eberle	Community Resident, Issaquah School District	X	X	X	X
Ken Hearing	Mayor, City of North Bend	X	X	X	X
Kip Herren	Superintendent, Auburn School District	X		X	X
Chip Kimball	Superintendent, Lake Washington School District	X	X	X	X

Roberta Lewandowski	President, Board of Directors, Futurewise	X	X	X	X
Pete Lewis	Mayor, City of Auburn			X (alternate)	X (alternate)
Bruce Lorig	Founder/Partner, Lorig Associates	X	X		X
Dean Mack	Executive Director, Business Services and Human Resources, Mercer Island School District	X	X	X	
Mike Maryanski	Superintendent, Tahoma School District	X	X	X	X
Erika Morgan	Community Resident, Enumclaw School District	X	X	X	X
Mike Nelson	Superintendent, Enumclaw School District	X	X		X
Rebecca Olness	Mayor, City of Black Diamond	X	X	X	X
Peter Rimbos	Community Resident, Tahoma School District	X	X	X	X
Dave Russell	Former Mayor/Councilmember, City of Kirkland	X	X	X	X
Brian Saelens	Seattle Children's Research Institute	X	X	X	X
Dave Somers	Chair, Growth Management Policy Board, Puget Sound Regional Council and Councilmember, Snohomish County Council	X	X		
Al Spencer	Community Resident, Lake Washington School District	X	X		X
John Starbard	Director, King County DDES	X	X	X	X
Dick Stedry	Chief Business Officer, Business Services, Kent School District		X (alternate)	X	
Bob Sternoff	Councilmember, City of Kirkland	X	X	X	X
Cynthia Welti	Executive Director, Mountains to Sound Greenway	X	X		X

Other people present:**Anne Bikle**, Seattle-King County Public Health**Doreen Booth**, Suburban Cities Association**Tom Carpenter**, resident, Four Creeks Unincorporated Area Council**Vicky Henderson**, Washington Sewer and Water Districts Section IV, King County**Christine Jensen**, King County**Terry Lavender**, citizen**Steve Ohlenkamp**, TCG, LLC**Rocky Piro**, Puget Sound Regional Council**Paul Reitenbach**, King County**Lauren Smith**, King County**Jennifer Stacy**, King County**Denise Stiffarm**, Puget Sound School Coalition**Karen Wolf**, King County**Bob Wheeler**, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Meeting summary: **School Siting Task Force** (fifth meeting): **March 15, 2012, 2:30 – 5:00 pm**
Mercer Island Community & Event Center: 8236 SE 24th Street, Mercer Island, WA 98040

At this meeting the Task Force continued moving toward completing and approving their recommendations to the King County Executive.

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- March 1, 2012 Task Force meeting summary
- Framing Work Group meeting summaries (February 22 & 29, March 5)
- Technical Advisory Committee meeting summary (February 23)
- Final Matrix (*the lone document in Technical Information Packet revised since last distributed*)
- *Solutions Set & Criteria* (Document 1)
- *Site Categorization* (Document 2)
- *Site-Specific Solutions* (Document 3)

2:30pm Welcome and introductory comments

2:35pm Introductions of Task Force members

2:40pm “You Are Here” in the Task Force process
Brief review of public comment
Agenda review

- *Document: Agenda*

Meeting notes:

- *Bob Wheeler summarized public comments received since the last Task Force meeting on March 1st. Fourteen letters were submitted. (They have since been emailed out to all Task Force members and will be published on the website.)*
- *Dave Somers, Task Force member, was unable to attend this meeting but sent written comments related to Growth Management Hearings Board cases involving schools and sewers in rural areas.*
- *Task Force members were reminded that they can submit edits on the draft Recommendations Report until the end of the day on Monday, March 19.*

2:45pm Updates and announcements

Meeting notes: *The next meeting will be the last Task Force meeting.*

2:50pm Consideration, acceptance of meeting notes **Decision: accept 3/1/12 Task Force meeting notes**

- *Documents: March 1 Task Force meeting summary, Framing Work Group meeting summaries, Technical Advisory Committee meeting summary*

Meeting notes: *Task Force members accepted the 3/1/12 Task Force meeting summary.*

2:55pm Brief overview of draft Final Report (*plus photo for report*)

Meeting notes:

- *Carrie Cihak reviewed the “next steps” after the Task Force’s report is submitted to the King County Executive. The Executive will review the Report and propose policies to the County Growth Management Planning Council. In a parallel process, follow-up work involving the County, Cities, and school districts will begin.*
- *Bob Wheeler reviewed the sections of the draft Report, and led a discussion about its ultimate contents.*

3:10pm Technical: Redevelopment, Final Matrix et al **Decision: accept technical information documents that have informed the work of the Task Force**

- *Documents: 13 Tasks; Final Matrix; “Urban & Rural Population by School District, 2000-2010” + “School District Present & Potential Capacity Needs;” School Siting & Children’s Health report; VISION 2040 policies related to school siting*

Meeting notes:

- *Lauren Smith, lead for the Technical Advisory Committee, reviewed updates of the Matrix of technical information.*
- *One Task Force member asked about redevelopment of existing schools. A discussion ensued related to the current King County regulations governing redevelopment.*
- *Rocky Piro from the Puget Sound Regional Council briefly reviewed the policy framework from Vision 2040 related to school siting and sewer in rural areas. The Task Force discussed the importance of this document and that the Appendices of their Report will include the relevant language from various land use planning documents such as Vision 2040.*
- *The Tahoma School District superintendent requested a change in the information contained in the Matrix.*
- *The Task Force accepted the technical documents (all of which will be included in the Report) as the information base which informed their recommendations.*

3:30pm Solutions Table and response to Task Force questions; Site-Specific Solutions (based on Task Force 3/1/12 consensus acceptance of Solutions Table and brainstorm of solution ideas)

- *Documents:*
 - *Solution Set & Criteria (Document 1)*
 - *Site Categorization (Document 2)*
 - *Site-Specific Solutions (Document 3)*

Report out from Framing Work Group:

1. Plenary acceptance of recommendations to address Task Force questions on Solutions Table
Decision: accept Framing Work Group revisions to Solution Set & Criteria (Document 1)
2. Breakout groups with plenary reporting: site-specific solutions and other recommendations
Decision: accept recommended Site-Specific Solutions (Document 3)

Meeting notes:

- *Cynthia Berne, representative of the Framing Work Group, explained the changes recommended by the Framing Work Group for the Solution Set & Criteria document. Task Force members discussed this language.*
- *The Task Force accepted the Solution Set & Criteria document with the recommended changes from the Framing Work Group.*

- *The group discussed the Site-Specific Solutions document, addressing each site individually. (NOTE: All questions from Document 4 of the Solutions Table have been incorporated either into Box E regarding Future School Siting or at the end of the Site-Specific Solutions)*
 - *The Task Force accepted Boxes E, D, and C.*
 - *For Box B, the Task Force accepted the site-specific solution for Issaquah with 100% consensus. The Task Force did not reach agreement on an acceptable solution for the Enumclaw B site at this meeting.*
 - *The Task Force discussed Box A:*
 - *The Task Force reached 100% consensus agreement on the site-specific solution for Snoqualmie Valley.*
 - *The site-specific solution for Tahoma 1 was accepted with two oppositions.*
 - *The site-specific solution for Lake Washington 2 was accepted with five oppositions.*
 - *The site-specific solution for Lake Washington 4 was accepted with two oppositions.*
 - *The solutions for the Enumclaw A & D sites were not accepted.*
 - *All sites on which the Task Force did not reach 100% consensus will be discussed at the March 29th Task Force meeting.*

4:50pm Assignments, next steps, and final meeting date

Meeting notes: *The next and final Task Force meeting will be Thursday, March 29th, at the Mercer Island Community & Event Center. Due to feedback that the March 15th meeting was too rushed, the meeting time for the 29th has been extended to 2:00-6:00pm.*

5:00pm Adjourn

Roster and attendance list:

Name	Affiliation	Attended 12/14/2011	Attended 1/25/2012	Attended 2/16/2012	Attended 3/1/2012	Attended 3/15/2012
Louise Miller	Chair	X	X	X	X	X
Julie Ainsworth-Taylor	Associate, Bricklin & Newman LLP	X	X	X		X
Kimberly Allen	Councilmember, City of Redmond	X	X			
Leonard Bauer	Managing Director, Growth Management Services, WA State Dept of Commerce	X	X	X	X	
Cynthia Berne	Principal, Long Bay Enterprises	X	X	X	X	X
John Chaney	Community Resident, Snoqualmie Valley School District	X	X	X	X	X
Carrie Cihak	King County Executive's Office	X	X	X	X	X
Steve	Director of Capital	X	X	X		X

Crawford	Projects, Issaquah School District							
Mark Cross	Councilmember, City of Sammamish and as of January 1, 2012, Community Resident	X	X	X	X	X	X	X
Debi Eberle	Community Resident, Issaquah School District	X	X	X	X	X	X	X
Ken Hearing	Mayor, City of North Bend	X	X	X	X	X	X	X
Kip Herren	Superintendent, Auburn School District	X		X	X	X	X	X
Chip Kimball	Superintendent, Lake Washington School District	X	X	X	X	X	X	X
Roberta Lewandowski	President, Board of Directors, Futurewise	X	X	X	X	X	X	X
Pete Lewis	Mayor, City of Auburn			X	X	X	X	X
Bruce Lorig	Founder/Partner, Lorig Associates	X	X			(alternate)	(alternate)	(alternate)
Dean Mack	Executive Director, Business Services and Human Resources, Mercer Island School District	X	X	X			X	X
Mike Maryanski	Superintendent, Tahoma School District	X	X	X	X	X	X	X
Erika Morgan	Community Resident, Enumclaw School District	X	X	X	X	X	X	X
Mike Nelson	Superintendent, Enumclaw School District	X	X				X	X
Rebecca Olness	Mayor, City of Black Diamond	X	X	X	X	X	X	X
Peter Rimbos	Community Resident, Tahoma School District	X	X	X	X	X	X	X
Dave Russell	Former Mayor/Councilmember, City of Kirkland	X	X	X	X	X	X	X
Brian Saelens	Seattle Children's Research Institute	X	X	X	X	X	X	X
Dave Somers	Chair, Growth Management Policy Board, Puget Sound Regional Council and Councilmember,	X	X					

Snohomish County Council						
Al Spencer	Community Resident, Lake Washington School District	X	X		X	X
John Starbard	Director, King County DDES	X	X	X	X	X
Dick Stedry	Chief Business Officer, Business Services, Kent School District	X	X (alternate)	X		X
Bob Sternoff	Councilmember, City of Kirkland	X	X	X	X	X
Cynthia Welti	Executive Director, Mountains to Sound Greenway	X	X		X	X

Other people present:**Anne Bikle**, Seattle-King County Public Health**Doreen Booth**, Suburban Cities Association**Darren Carnell**, King County**Tom Carpenter**, resident, Four Creeks Unincorporated Area Council**Vicky Henderson**, Washington Sewer and Water Districts Section IV, King County**Christine Jensen**, King County**Terry Lavender**, citizen**Steve Ohlenkamp**, TCG, LLC**Rocky Piro**, Puget Sound Regional Council**Lauren Smith**, King County**Denise Stiffarm**, Puget Sound School Coalition**Karen Wolf**, King County**Bob Wheeler**, Triangle Associates**Chris Page**, Triangle Associates**Claire Turpel**, Triangle Associates

Meeting Summary: **School Siting Task Force** (sixth meeting): **March 29, 2012, 2:00 – 6:00 pm**
Mercer Island Community & Event Center: 8236 SE 24th Street, Mercer Island, WA 98040

At this meeting the Task Force accepted its Final Report and Recommendation to the King County Executive.

- Meeting notes in italics -

Materials: (distributed at the meeting)

- Agenda
- March 15, 2012 Task Force meeting summary
- Framing Work Group meeting summaries (March 13, 22, 29)
- Draft of Task Force Final Report and Recommendations

2:00pm Informal mingling

2:15pm Welcome and introductory comments

Meeting notes: *The Chair thanked everyone for their hard work, patience, and perseverance throughout the process, especially those on the Framing Working Group and Technical Advisory Committee.*

2:20pm Introductions of Task Force members

2:25pm “You Are Here” in the Task Force process
Brief review of public comment
Agenda review

- *Document: Agenda*

Meeting notes:

- *Bob Wheeler congratulated the Task Force members on getting to the end of the process.*
- *Mr. Wheeler summarized public comments received since the March 15th Task Force meeting. These will be available on the King County website and in the Appendices of the Final Report with all other comments received during the Task Force process through March 31, 2012.*

2:30pm Updates and announcements

2:35pm Consideration, acceptance of meeting notes **Decision: accept 3/15/12 Task Force meeting notes**

- *Documents: March 15 Task Force meeting summary, Framing Work Group meeting summaries*

Meeting notes: *Members accepted the March 15th Task Force meeting summary.*

2:40pm Final Report:

- Framing Work Group report on work since 3/15/12 Task Force meeting
- Site-Specific Solutions and Recommendations for Future School Siting (based on Task Force 3/15/12 decisions and subsequent dialogue)
 - *Sections of Final Report: Site-Specific Solutions (Boxes A-D) & Recommendations for Future School Siting (Box E)*
 - *Clarifying questions*

Decision: accept Site-Specific Solutions (Boxes A-D) & Recommendations for Future School Siting (Box E) in Final Report

- Framing Work Group report on work on other sections of Final Report since 3/15/12 (based on Task Force input)
 - *Document: Final Report*

Decision: accept Final Report as accurate representation of Task Force process, issues considered, and decisions.

Meeting notes:

- *Cynthia Berne, representative of the Framing Work Group, explained the changes to the Final Report since the last version the Task Force members saw. These changes were clarifications recommended by the Framing Work Group to address issues that had arisen since the March 15th Task Force meeting.*
- *One member asked how redevelopment of existing school sites would be addressed in the Report. Ms. Berne responded that although redevelopment was not included in the Task Force scope of work, it is addressed in Box E of the final report, via a recommendation that the County work to address it with school districts, community representatives and other stakeholders.*
- *One Task Force member requested to add the State Department of Commerce to language in number 5 of Box E on page 21 of the Report. All Task Force members accepted this change.*
- *After having clarified all changes, the Task Force accepted the full Final Report and Recommendations.*

3:45pm Review of Task Force accomplishments in light of initial scope of work and hopes from first meeting

Meeting notes:

- *Mr. Wheeler reviewed the initial Task Force member hopes from the December 14, 2011 meeting. The Group realized that every individually-mentioned hope for the process (except one outside the Task Force scope of work) had been realized.*
- *Mr. Wheeler also reviewed the scope of work identified in the GMPC Motion 11-2. The Group agreed that they accomplished all its tasks, except that they would be completing their work on March 29 instead of February 15 .*
- *The facilitation team thanked the members of the Framing Work Group and the Technical Advisory Committee.*
- *Several members of the Task Force spoke about the process and next steps.*
 - *One member lauded the group for accomplishing all that they did.*
 - *Another member thanked Task Force members for their diligent work and acknowledged the support from the facilitation team, the Framing Work Group members, and King County staff. He believes the County Executive will be impressed with the work.*
 - *One member said that he hopes the State will identify this process as a good example of what can happen when people from multiple jurisdictions collaboratively work on an issue.*
 - *One member thanked the stakeholders for committing their time and working to achieve real compromise.*
 - *One superintendent mentioned how much he had learned from this process, and stated that his district has begun to include environmental criteria in facility siting decisions as a result.*
 - *One member thanked everyone and believes that with continued work built upon these strong relationships, the region will become a better place to live and work.*
 - *Another member thanked everyone for the learning opportunities.*
 - *One member was pleased to see so many differing perspectives come together through this process.*
 - *One member who also serves on the Growth Management Planning Council was pleased with the Task Force's accomplishments and said that the level of work was more than the GMPC would have been able to produce.*
 - *One superintendent thanked the group for allowing the school districts to consider these issues. He encouraged the group to think about the Report as the beginning, and he encouraged everyone to sustain the strong relationships built through the process so the achievements will not unravel through neglect.*
 - *The whole group thanked their Chair, Louise Miller.*

3:00pm Report signing

Meeting notes: *The Task Force adjourned at 3:00pm and all members present signed the Report.*

Roster and attendance list:

Name	Affiliation	Attended 12/14/2011	Attended 1/25/2012	Attended 2/16/2012	Attended 3/1/2012	Attended 3/15/2012	Attended 3/29/2012
Louise Miller	Chair	X	X	X	X	X	X
Julie Ainsworth-Taylor	Associate, Bricklin & Newman LLP	X	X	X		X	X
Kimberly Allen	Councilmember, City of Redmond	X	X				X
Leonard Bauer	Managing Director, Growth Management Services, WA State Dept of Commerce	X	X	X	X		X
Cynthia Berne	Principal, Long Bay Enterprises	X	X	X	X	X	X
John Chaney	Community Resident, Snoqualmie Valley School District	X	X	X	X	X	X
Carrie Cihak	King County Executive's Office	X	X	X	X	X	X
Steve Crawford	Director of Capital Projects, Issaquah School District	X	X	X		X	X
Mark Cross	Councilmember, City of Sammamish and as of January 1, 2012, Community Resident	X	X	X	X	X	X
Debi Eberle	Community Resident, Issaquah School District	X	X	X	X	X	X
Ken Hearing	Mayor, City of North Bend	X	X	X	X	X	X
Kip Herren	Superintendent, Auburn School District	X		X	X	X	X
Chip Kimball	Superintendent, Lake Washington School District	X	X	X	X	X	X
Roberta Lewandowski	President, Board of Directors, Futurewise	X	X	X	X	X	X
Pete Lewis	Mayor, City of Auburn			X (alternate)	X (alternate)	X (alternate)	X (alternate)
Bruce Lorig	Founder/Partner, Lorig Associates	X	X		X	X	X

Dean Mack	Executive Director, Business Services and Human Resources, Mercer Island School District	X	X	X		X	X
Mike Maryanski	Superintendent, Tahoma School District	X	X	X	X	X	X
Erika Morgan	Community Resident, Enumclaw School District	X	X	X	X	X	X
Mike Nelson	Superintendent, Enumclaw School District	X	X		X	X	X
Rebecca Olness	Mayor, City of Black Diamond	X	X	X	X	X	X
Peter Rimbos	Community Resident, Tahoma School District	X	X	X	X	X	X
Dave Russell	Former Mayor/Councilmember, City of Kirkland	X	X	X	X	X	
Brian Saelens	Seattle Children's Research Institute	X	X	X	X	X	X
Dave Somers	Chair, Growth Management Policy Board, Puget Sound Regional Council and Councilmember, Snohomish County Council	X	X				X
Al Spencer	Community Resident, Lake Washington School District	X	X		X	X	X
John Starbard	Director, King County DDES	X	X	X	X	X	X
Dick Stedry	Chief Business Officer, Business Services, Kent School District	X	X (alternate)	X		X	X
Bob Sternoff	Councilmember, City of Kirkland	X	X	X	X	X	X
Cynthia Welti	Executive Director, Mountains to Sound Greenway	X	X		X	X	X

Other people present:**Anne Bikle**, Seattle-King County Public Health

Doreen Booth, Suburban Cities Association
Vicky Henderson, Washington Sewer and Water Districts Section IV, King County
Christine Jensen, King County
Terry Lavender, citizen
Steve Ohlenkamp, TCG, LLC
Rocky Piro, Puget Sound Regional Council
Lauren Smith, King County
Jennifer Stacy, King County
Denise Stiffarm, Puget Sound School Coalition
Susan Wilkins, Lake Washington School District parent
Karen Wolf, King County
Bob Wheeler, Triangle Associates
Chris Page, Triangle Associates
Claire Turpel, Triangle Associates

Annotated Agenda & Meeting Notes for **Framing Work Group (FWG)**
of the King County School Siting Task Force
Thursday, January 5, 2012, 3:00-5:00pm
Executive Conference Room, First Floor, Chinook Building, 401 Fifth Avenue, Seattle, WA 98104

- Meeting notes in italics. –

3:00pm A word from the Chair

3:05pm Introductions

3:10pm Framing Work Group protocols: follow *Operating Protocols* of full Task Force. Key points:

- The Framing Work Group will make no decisions for full Task Force, but provide information and recommendations for Task Force consideration
- Framing Work Group meetings will be closed
- Focus of the Framing Work Group will be to assist the Task Force with “How they can achieve success in making recommendations; not as much about *what* they will address”

Meeting notes:

- *The Group agreed that meeting notes should be recorded and posted to the website in a timely manner.*
- *The Group noted and recommended some corrections to the Operating Protocols for the Task Force:*
- *Insert names of representatives on the Technical Advisory Committee and Framing Work Group*
- *Update Framing Work Group list to reflect the deletion of the Public Health representative and addition of the Chair as ex-officio member*
- *Correct John Chaney’s affiliation to Community Resident from the Snoqualmie Valley School District*
- *The Group reviewed the Statement of Purpose for the Framing Work Group and accepted it for inclusion in the Operating Protocols.*
- *The Group also discussed logistical concerns of some Task Force members regarding use of King County email addresses. The Group recommended that emails go to King County addresses as well as to previously-provided addresses, but that Task Force members should respond from King County email addresses.*

3:20pm Report from the Technical Advisory Committee (TAC)

Meeting Notes:

- *Triangle Associates presented a summary of the Technical Advisory Committee with comment from Lauren Smith and John Chaney, who also attended. The TAC has begun identifying and gathering data needed for presentation to the Task Force.*
- *The Framing Work Group discussed a question by the Technical Advisory Committee regarding the number of sites under consideration. The Group recommended that the Task Force review all 18 sites, including the three Enumclaw sites, noting the Task Force’s recommendations should lead to long-lasting solutions.*
- *George Jakotich from New Ventures Group presented “School Siting 101” to the Technical Advisory Committee. The Framing Work Group recommended that he present to the Task Force, but noted the importance of being transparent about his private sector affiliation.*

4:30pm Brainstorm: How FWG can best assist Task Force in its discussions and in reaching agreement on recommendations

- How the Framing Work Group works with Task Force
- How is it best to have Task Force discussions toward reaching agreement?
 - Work groups:
 - Existing subcommittees
 - Small breakout groups during big meetings
 - Live document editing
- Other ideas for how FWG can assist Task Force

Meeting Notes:

- *The Framing Work Group discussed mechanisms for the Task Force to receive public comment.*
 - *Due to the limited time in each Task Force meeting, the Group recommended a brief review by the facilitator of written public comment at the beginning of each Task Force meeting in lieu of live speaking at each Task Force meeting by members of the public. Task Force members should be encouraged to review all written public comment on the website.*
 - *At each Task Force meeting, the Chair should advise members of the public how to submit written commentary via website or at the meeting on a laptop designated for public input.*
 - *The Group suggested further work on determining a mechanism to receive live verbal public input, once the Task Force is closer to having developed recommendations.*
- *The Framing Work Group will meet at least once before each Task Force meeting.*
- *The Group discussed different approaches to organizing the Task Force's work: either focusing first on the 18 sites and then on longer-term policy; or focusing first on longer-term policy and then the 18 sites. The Group agreed to meet again to continue the discussion.*
- *The Group asked that the project team send out materials as soon as they are prepared and not to wait until the entire packet is ready. This gives members as much time as possible to prepare.*
- *Create a "you are here" timeline for the Task Force that the Group can continually use throughout the process.*
- Schedule for the Framing Work Group:
 - First Task Force meeting: complete, held 12/14/11
 - First FWG meeting, January 5, focused on 1/25/12 Task Force meeting:
 - Focus for 1/25/12 will be on information sharing and mutual understanding
 - Second FWG meeting, late January in prep for Task Force meeting on February 16
- Focus on Blue Sky thinking and criteria, specifically with regard to 18 sites
 - Third FWG meeting, mid-February in prep for Task Force meeting March 1st
- Focus on developing recommendations
 - Fourth and fifth FWG meetings, late-February or early March (if needed) in prep for March 15th Task Force meeting
- Focus on finalizing recommendations and the approval process in prep for March 29th Task Force meeting

Meeting Notes:

- *The Group discussed the proposed meeting schedule and recommended that the Task Force have six total meetings, at least two of which will be "workshop" meetings of 4 hours instead of the usual 2 ½ hours.*

- *February 16 will be a workshop meeting for the information “download”*
- *March 1 will be a workshop meeting for generating solutions*
- *March 15 meeting will focus on recommendations*
- *March 29 will focus on finalizing recommendations*

4:45pm Review outline of Task Force Final Report
The Group deferred discussion to a later meeting.

4:55pm Next Steps

- Set FWG meeting dates

The Group agreed to meet again to continue discussion on January 12.

5:00pm Adjourn

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 1/5/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	X
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	X
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	X
Cynthia Welti	Mountains to Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	X

Non-Framing Work Group Members present:**Lauren Smith**, Task Force lead staff, King County**Bob Wheeler**, Triangle Associates**Chris Page**, Triangle Associates**Claire Turpel**, Triangle Associates

Annotated Agenda and Meeting Notes for **Framing Work Group (FWG)**
of the King County School Siting Task Force
Thursday, January 12, 3:00-5:00pm
Executive Conference Room, First floor, Chinook Building, 401 Fifth Avenue, Seattle, WA 98104

- Meeting Notes in italics. -

3:00pm Welcome and Introductions

3:05pm Proposed January 25th Task Force Meeting Agenda based on Group's input

- Overview of draft agenda (Handout)
- Common Interests and Factors/Criteria

Meeting Notes:

- *The Group discussed questions from the TAC regarding the Task Force mission. The Group noted that the GMPC motion defines the mission, scope and guiding principles of the Task Force. The Group recommended that the Operating Protocols be reviewed thoroughly for consistency with the GMPC motion and that the motion be reviewed at the next Task Force meeting so that everyone is clear on mission and scope.*

3:15pm Framing Task Force Discussions

- Parallel Tracks Discussion – Common Interests and Factors/Criteria
- Emerging Approach (Handout)
 - Guiding Principles – From GMPC
 - Guidance / Common Interests – FWG Input
 - Factors and Criteria – FWG Input
 - 18 Sites – FWG Input
 - Other Recommendations – FWG Input
- Technical Approach
 - Summary presentations with handouts
 - Matrix (Handout)
 - 13 Tasks (Handout)
- Task Force Meeting and Topic Plans (Handout)
- Discussion

Meeting Notes:

- *The Group reviewed the approach developed by Triangle Associates based on input from the previous Group meeting. The Group noted that the Guiding Principles adopted by GMPC are quite broad. The Task Force could benefit from refinement of those based on common interests. A starting point for common interests would take the interests that were expressed by Task Force members as "hopes for this process" at the first Task Force meeting. Triangle will develop that for presentation at the Task Force meeting on January 25, 2012.*
- *The Group discussed the interplay between a set of long-term recommendations regarding school siting in general and recommendations or factors/criteria that relate to the 18 existing sites.*
- *The Group requested that the TAC explore whether there are other properties in rural areas that schools may have under option that aren't included on the list of 18 sites.*
- *The Group reviewed formats for presenting information on the 18 sites to the Task Force and provided feedback and recommendations.*

4:30pm Focused Discussion of January 25 Task Force meeting

Meeting Notes:

- *The January 25, 2012 Task Force meeting will focus on the Guiding Principles, previously-expressed interests, and the Common Interests and allow time for the Task Force to discuss and narrow initial list of interests to “Common Interests.”*
- *February 16 Task Force workshop: discuss in more detail the matrix of school site information and how site factors may relate to evaluation criteria for future policy and the 18 sites.*
- *The Group suggested reducing the amount of time in the draft agenda devoted to logistics so that the Task Force can spend the majority of the January 25 meeting time devoted to substantive discussion.*

4:50pm Assignments and Next Steps

Meeting Notes:

- *The project team will draft Task Force documents and email them to the Framing Work Group members as early as possible. Framing Work Group members should provide comments by Tuesday or Wednesday so the project team can finalize the documents and send them out to the Task Force members roughly a week in advance of the January 25 meeting.*
- *The Group elected Cynthia Berne to present the Framing Work Group’s suggested approach to the Task Force.*

5:00pm Adjourn

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 1/12/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	X
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	
Cynthia Welti	Mountains to Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	

Non-Framing Work Group Members present:**Lauren Smith**, Task Force lead staff, King County**Bob Wheeler**, Triangle Associates**Claire Turpel**, Triangle Associates

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Wednesday, February 1, 12:00-2:00pm

Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

Note: this is the first of two Framing Work Group meetings to prepare for the February 16th Task Force workshop. This meeting will focus on generating Common Interests and the February 9th Framing Work Group meeting will focus on specific preparations for the February 16th Task Force workshop.

Materials: (distributed at meeting)

- Agenda
- List of interests by Guiding Principle (as developed at January 25th Task Force meeting)
- Draft February 16th Task Force meeting agenda
- Matrix of technical information related to undeveloped school sites

- Meeting Notes in Italics -

12:00pm Welcome and introductory remarks

12:05pm Assessment and discussion of January 25, 2012 Task Force meeting

- What went well, what needs improvement
- Ideas/Improvements for next meeting
- Quick review of proposed agenda for February 16, 2012 Task Force meeting

Meeting notes:

- *The Group discussed suggestions for the next Task Force meeting, notably a “parking lot” or “bin list” for out-of-sequence ideas.*
- *The Group discussed the importance of making sure that each Task Force member has the chance to voice their opinion.*
- *The Group then discussed the three sites in the Enumclaw School District. These three sites were referenced in the original GMPC Motion but not included in the total number of sites which in part explains the confusion over the number of sites up for discussion.*
- *Since the role of the Task Force is to create lasting solutions, the Group recommended that Chip Kimball contact the other superintendents to ask if any of the School Districts have an interest in any other properties (e.g. first right of refusal, on option to purchase, or pending bequest) that the Task Force should acknowledge.*
- *Dr. Kimball also agreed to brief the Task Force how school districts determine decision criteria for attendance boundaries. He offered to ask the other superintendents if they would like to add any information specific to their school district to his presentation. Chip will also work with other Superintendents to explain how the School Districts interpret the Washington Administrative Code guidance on school siting.*
- *The Group discussed the potential that the Task Force, in creating recommendations for undeveloped school sites and future siting, may have other recommendations for either the state Office of the Superintendent of Public Instruction or the legislature.*

12:20pm Interim Common Interests (by Guiding Principle)

- For each Guiding Principle in GMPC motion, synthesize common interests of Task Force members from full list of interests developed at 1/25/12 meeting

Meeting notes:

- *The Group agreed to have the facilitators prepare a draft list of Interim Common Interests based on Task Force dialogue. At their meeting, the Framing Work Group will edit the list and then submit them to the Task Force for consideration, modification, and eventual acceptance.*

12:45pm Factors and Criteria

- Begin development of approach for siting Factors & Criteria (building off Guiding Principles and technical matrix categories using Interim Common Interests)
- Begin list of proposed Factors with preliminary suggested Criteria for each
- Approach for summarizing Factors & Criteria
 - Criteria-sorting idea for specific sites and long-term/future siting

Meeting notes:

- *The Group discussed how it would be best to evaluate the decision criteria based on school siting Factors (Factors can come from and outside the technical information matrix).*
- *Framing Work Group members agreed to recommend to the Task Force that the decision criteria be weighted. They also discussed the notion of “threshold minimum” qualifications for some of the decision criteria: if a site does not meet that threshold minimum, it would no longer be considered because the land parcel would not qualify as a recommended school site.*
- *Lauren Smith from the Technical Advisory Committee (TAC) presented the status of data collection. The Group discussed how the TAC could best present this information; it was suggested to have each site’s information introduced by a narrative that would “tell the story” of each site.*
- *The Group discussed the potential for breaking the Task Force members into smaller groups at some point during the February 16th and March 1st workshop meetings. At the February 16th workshop, these groups could take the technical information to create the threshold minimum requirements and decision criteria and think about impacts of solutions.*
 - *These breakout groups will consider topics such as “what does a school district have to demonstrate to have a site qualify as ‘workable’ or ‘flexible’?” and high-, medium-, and low-impacts of hypothetical solutions.*

1:40pm Review of draft February 16th Task Force meeting agenda

- Workshop-style meeting
- Task Force consideration of Common Interests
- Technical presentation
- Brainstorm of Factors & Criteria based on agreed-upon Interim Common Interests (are there ranges for each factor, e.g. “acceptable,” “possible,” and “unacceptable”?)
 - Future siting
 - Specific sites
 - Possible breakout groups, by area or cross interests?
- Set up dialogue for Task Force consideration of solutions
- Overview of 3/1/12 Task Force workshop in light of 2/16/12 plans
 - Focus on “The Matrix”

Meeting notes:

- *The Group discussed the February 16th Task Force workshop meeting, suggesting these topics as agenda items:*
 - *Chip Kimball briefing on various school-related topics*
 - *A short conversation about the Interim Common Interests as recommended by the Framing Work Group*
 - *Presentation of technical information by TAC members, with feedback from members*
 - *Task Force (in pre-assigned breakout groups) discussion of School Siting Factors and Decision Criteria for undeveloped school sites and future siting. The Framing Work Group will provide the Task Force breakout groups with draft thresholds and decision criteria as a “straw man” to consider.*

1:55pm Assignments and Next Steps

2:00pm Adjourn

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 2/1/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	X
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	X
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	X
Cynthia Welti	Mountains-to-Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	

Non-Framing Work Group Members present:

Lauren Smith, Task Force lead staff, King County

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Thursday, February 9, 10:00am-12:00pm

Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

Materials: (distributed at meeting)

- Agenda
- Two FWG-suggested approaches for school siting factors/criteria
- 2/16/12 Task Force workshop draft agenda
- 2/16/12 Task Force workshop draft annotated agenda

- Meeting notes in italics -

Welcome and introductory remarks (10 minutes)

Meeting notes:

- *The Framing Work Group reviewed a schematic of the overall approach for the Task Force and suggested the Task Force now refer to “factors and criteria” as “school siting factors.”*
- *The Group discussed that they will advise the Task Force to weigh solution options against the Guiding Principles and/or the Common Interests.*

Report from the Technical Advisory Committee (5 minutes)

Meeting notes:

- *The Technical Advisory Committee (TAC) has been working hard to collect data and met earlier in the week to consider additional Task Force information requests, including position papers submitted by community representatives.*
- *The TAC will have another meeting before the February 16th Task Force workshop to determine how best to present key information at the workshop.*
- *The Group agreed that presentations should not focus on any single site for more than five minutes.*
- *The Group discussed how the TAC can best help the Task Force. The TAC members are valuable as advisers; they have collected all the data so they know each of the sites more intimately. They could suggest how to screen the sites and what solutions would best suit specific sites. The TAC’s advice would focus more on the currently owned, undeveloped school sites instead of future school sites.*
- *The Group recommended school district representatives have an opportunity to comment after the TAC panel presentation at the February 16th workshop, but due to the short notice before that workshop they should also have an opportunity to present information at the March 1st workshop.*

Discussion of Interests related to GMPC Guiding Principles (10 minutes)

- Can we revisit this at/near the end of the process?

Meeting notes:

- *The Group recommended the Task Force revisit the Common Interests near the end of the process; right now the momentum is more focused on generating solutions and developing the recommendations.*

Discussion of approaches for long-term siting and specific sites factors (35 minutes)

- Detailed scoring spreadsheet
- Threshold-focused approach
- Other approaches?

Meeting notes:

- *The Group discussed various approaches for currently owned, undeveloped school sites and future school sites.*
- *The Group thought the idea of color-coding sites into categories or “buckets” based on initial “threshold” factors could prove useful.*
- *The Group recommended the Task Force consider first measuring sites by two threshold factors then, if necessary, gauging sites against a longer list of criteria.*
- *The Group agreed to recommend the Task Force consider two “threshold” factors:*
 - *Is the site adjacent to the UGA or does it already have a sewer connection?*
 - *Does the school district have an immediate need for the site?*
- *The idea developed into this format:*

	Site is adjacent to UGA or has sewer connection	Site not adjacent to UGA and has no sewer connection
School district has immediate need for the site	A	B
School district does not have immediate need for the site	C	D

- *Breakout groups at the February 16th Task Force workshop would be asked to consider and accept this process, then brainstorm solutions for each quadrant. This workshop will not focus on categorizing sites into the quadrants; that will happen at the March 1st Task Force workshop.*
- *The merit of this approach is that it demonstrates where the Task Force should focus its limited time (especially regarding currently owned, undeveloped school sites) and reduces the sheer volume of information for consideration.*
- *The Group members found this model appropriate for considering currently owned, undeveloped school sites and thought it could inform recommendations for future siting.*
- *For the February 16th workshop, the Group recommended the Task Force consider using the above approach, and begin discussing solutions for each of the four quadrants.*

- *The Group recommended the Task Force define “immediate need.”*
- *The Group also recommended the Task Force address the issue of school districts wanting to expand or re-develop an existing rural school site.*
- *The fiscal impacts on school districts is a critical part of this conversation. Considerations include 1), original site purchase price, 2), current appraised value, and 3), cost of replacement sites in the UGA*

Review of February 16th Task Force workshop meeting agenda and initial March 1st Task Force workshop efforts (35 minutes)

- Discussion of panel presentations: “story time”
- Discussion of breakout groups: how can the groups consider long-term and specific sites most effectively?
- Follow-up:
 - John Chaney’s conversation with Peter Rimbos
 - Chip Kimball’s emails to superintendents and presentation preparation
- What to address at March 1st workshop?

Meeting notes:

- *The Group recommended Technical Advisory Committee members present information on a site-by-site basis at the February 16th Task Force workshop.*
- *Questions that need to be addressed are 1), will the above “threshold factor” approach work for assessing long-term, yet-unidentified sites?, 2), how should the Task Force consider transportation issues?, 3), if the sites are not feasible for development, what methods are available to adequately compensate the school districts? What does adequate compensation mean?, and 4), how should redevelopment of existing school sites be addressed?*
- *For the February 16th workshop, the Group recommended the facilitator present the blank template, set up the exercise for the Task Force by explaining that the Framing Work Group recommends this approach to the Task Force, and remind members that they are populating the boxes with brainstormed solutions, not with sites.*

Recommendations to the Technical Advisory Committee (next meeting: February 13)

Meeting notes: *The Framing Work Group commends the Technical Advisory Committee members for their hard work so far and asks that they continue populating their Matrix and prepare for their technical presentations at the February 16th Task Force workshop.*

Brief dialogue on presentation to board of directors of Mountains-to-Sound Greenway (10 minutes)

Meeting notes: *specific Framing Work Group members addressed this outside the general meeting time.*

Adjourn – 12:00pm

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 2/9/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	X
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	X (alternate present)
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	X
Cynthia Welti	Mountains to Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	X

Non-Framing Work Group Members present:**Lauren Smith**, Task Force lead staff, King County**Bob Wheeler**, Triangle Associates**Chris Page**, Triangle Associates**Claire Turpel**, Triangle Associates

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Wednesday, February 22, 10:00am-12:00pm
Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- 2/16/12 small group input from flipcharts, revised with questions for Task Force
- Initial list of long-term / general recommendations
- 3/1/12 Task Force workshop draft agenda

Welcome and introductory remarks (10 minutes)

Meeting notes:

- *The Framing Work Group recommended that the Task Force be asked to provisionally accept documents until the process nears its conclusion, when the Task Force will finalize acceptance of all documents.*
- *The Group should begin thinking about the Recommendations Report the Task Force will produce by the end of March.*
- *The Group recommends the Task Force again use small group work sessions for its March 1st Task Force meeting, with re-shuffled breakout groups.*

Brief recap of 2/16/12 workshop (10 minutes)

Meeting notes: *The Group agreed that the February 16th Task Force workshop went well and the breakout group work was successful.*

Refinement of threshold factor labels and narrative (20 minutes)

- Immediate or (Near-Term) Need: can we just say “District needs within 10 years”?
- Suggestion to divide out “Sewer connection onsite” from “Adjacent to UGA”
- “Adjacent to UGA” – should this be “Abutting UGA”? or other term encompassing possible geographic divide or addressing distance from population center?

Meeting notes:

- *The Group discussed the merits of two definitions of “immediate need:” suggested by Task Force members: 10 years or “identified need.” The Group agreed that “identified need” is more appropriate given the complex nature of school planning, bond measures, and city planning.*
 - *Factors involved in defining a site as having “immediate need”:*
 - *The school district has a capital plan for the site*
 - *Enrollment projections indicate need for another school in the district*

- *The Group discussed “Choice” schools and the dynamics they create for school districts.*
- *The Group discussed the school districts’ ongoing need to accommodate fluctuations in population throughout its service area.*
- *The Group discussed the importance of protecting rural character for any schools built in the rural areas.*
- *The Group agreed that “adjacent to the UGA” should mean bordering or touching the UGA.*
- *The Group considered the treatment of sites with multiple parcels when one of the parcels already has a sewer connection.*

Placing school sites into quadrants and Discussion and refinement of solutions for each category of site (30 minutes)

- Framing Work Group approach for placing school sites as way to jump start Task Force
- How to word “Equal or greater value to compensate the school district...”
- Can we propose “straw” list of recommended solutions?

Meeting notes:

- *The Group discussed the four-quadrant Solutions Table that the Task Force breakout groups worked on at its February 16th workshop and agreed to recommend the following to the Task Force:*
- *In Box A:*
 - *No exceptions to allow sewer outside the UGA; the UGA line should either be moved to incorporate an existing site or the site will should have sewer (if it does not already have it).*
 - *Add language to reflect that all solutions should mitigate impacts and provide community benefit.*
- *In Box B:*
 - *The list of solutions for any site should prioritize finding an alternative site in the UGA*
 - *Stipulate that development without sewer should be consistent with rural character.*
 - *Tightline sewer should not be allowed as a solution, and this should be explicitly stated.*
- *In Box C:*
 - *Incorporating the site into the UGA is not recommended for sites not bordering UGA. The school district may sell the site, develop it without sewer, or swap the site for land in the UGA.*
- *In Box D:*
 - *School districts should find an alternative site in the UGA and seek a land swap, sell the existing site, or keep the site and decide what to do with it later (as long as that does not require sewer).*
- *Add language about making school districts whole if they cannot keep an existing site.*
- *Boxes C and D could allow for flexibility if the school district sees a change in identified need.*

Draft Task Force Report Outline (15 minutes)

- Consider draft document and make recommendations, changes,

Meeting notes: *The Group did not have time to discuss this at length though the facilitator provided a draft outline with preliminary recommendation categories for consideration. The Group will consider this at a subsequent Framing Work Group meeting.*

Approach for long-term recommendations for future school siting, general/related issues (10 minutes)

Meeting notes: *Time did not allow for discussion on this topic.*

Agenda/approach for 3/1/12 Task Force workshop (15 minutes)

Meeting notes: *Time did not allow for discussion on this topic.*

Assignments and next steps (10 minutes)

- Can we begin sorting sites and matching them with solutions at next meeting?
- Next FWG Meeting – February 29, 3:00 – 5:00 pm

Meeting notes: *The Group agreed to adjourn until the next Framing Work Group meeting on February 29th.*

Adjourn – 12:00pm

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 2/22/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	X
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	X
Cynthia Welti	Mountains to Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	X

Non-Framing Work Group Members present:

Lauren Smith, Task Force lead staff, King County

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Wednesday, February 29, 3:00pm-5:00pm
Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- Task Force small group worksheets (*Documents 1, 2, 3, and 4 together*)
- Outline of Recommendations Report
- 3/1/12 Task Force workshop draft agenda

Welcome and introductory remarks (10 minutes)

Meeting notes:

- *The facilitator reminded the Framing Work Group that the Task Force's Recommendations Report needs to be drafted and edited soon so the Task Force can view it at its March 15th meeting.*

Approach for Task Force 3/1/12 workshop (70 minutes): refinement of

- *Document 1: Solutions Table, for acceptance by Task Force after 1st small group discussion*
 - *Q: should there be a statute of limitations in bottom row, after which district should not be allowed to build?*
- *Document 2: Table with room for sorted sites (OR Table with sites pre-sorted)*
- *Document 3: Worksheet with 1 page per quadrant and room to write sites and their prioritized solutions*
- *Document 4: Bonus Questions*

Meeting notes:

- *The facilitator reviewed changes to the Solutions Table given the latest Framing Work Group revisions.*
- *The Group agreed to make Box E for all other future school sites at the bottom of the Solutions Table separate from Boxes A-D, which addresses the 18 specific sites.*
- *The Group discussed how best to recommend the Task Force discuss the Solutions Table.*
- *The Framing Work Group members discussed each of the 18 undeveloped sites and confirmed the box or category of the Solutions Table each site fit into.*
- *The Group discussed the definition of "identified need."*
- *The Group discussed the difference between "sewer on site" and "sewer is adjacent to site" in the Matrix of undeveloped sites. They recommend clarifying this at the March 1st Task Force workshop.*

Q: do we want to have the same spokesperson to convey this Group's recommendations to Task Force?

Meeting notes: *The Group agreed to keep Cynthia Berne as the spokesperson for the Framing Work Group to the Task Force.*

Draft outline of Task Force report (30 minutes)

- Consider draft document and make recommendations, changes
- Efforts on school siting from other jurisdictions

Meeting notes: *The Group did not have time to discuss this agenda item.*

Assignments and next steps (10 minutes)

Meeting notes: *The next two Framing Work Group meetings are set between the March 1st and March 15th Task Force meetings.*

Adjourn – 5:00pm

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 2/29/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	X
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	X
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	
Cynthia Welti	Mountains to Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	

Non-Framing Work Group Members present:

Lauren Smith, Task Force lead staff, King County

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Monday, March 5, 3:00pm-5:00pm

Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- Outline of Task Force Final Report
- 3/15/12 Task Force meeting draft agenda
- Input from small groups at 3/1/12 meeting (*Documents 1, 2, 3, and 4 together*)
- Breakout group assignments for 3/15 Task Force meeting

Welcome and introductory remarks (5 minutes)

Short debrief of 3/1/12 Task Force workshop (10 minutes)

Draft outline of Task Force report (30 minutes)

- Consider draft document
 - Comments on outline
 - For final product, what needs to happen by when? FWG involvement?
- Focus on additional recommendations
 - Any others?
 - Fill in some detail on these additional recommendations

Meeting notes:

- *The Group discussed the draft Recommendations Report, its audience and structure.*
- *Group members suggested creating talking points and a presentation for Task Force members to use if/when they speak on behalf of the Task Force to explain its recommendations at school board, city council, and other community meetings.*
- *The Group also discussed recommending that a school district representative be added to the roster of the GMPC.*
- *The facilitation team presented the schedule for drafting the Report, including when input would be gathered from Framing Work Group members.*

Fine-tune Solutions Table (45 minutes)

- Consider Task Force caveats for solutions set and criteria
- Consider specific site solutions and how to address the Task Force input and reframe for Task Force consideration
- Consider responses to questions
 - Are there any other questions to consider
 - Fill in responses to questions

Meeting notes:

- *The Group discussed incorporating narratives with key factors about each site in Document 3 of the Solutions Table (this document is also called Site-Specific Solutions).*
- *The Group discussed the sites in the Enumclaw School District.*

- Due to feedback at the March 1st Task Force workshop, the Group discussed the definition of the phrases “identified need” and “develop consistent with rural character.”
- The Group discussed each site in the Site-Specific Solutions document (Document 3 of the Solutions Table). Suggested changes will be brought to the Task Force at the March 15th meeting.
- Due to time constraints, the Group discussed Question 1 of the additional questions (Document 4) and agreed to discuss the remaining questions via email throughout the next week in preparation for its next meeting.

Approach for Task Force 3/15/12 meeting (20 minutes) (Task Force meeting 2.5 hours)

- Finalize “Solutions Table” (Documents 1-4) (likely plenary)
- Further work on questions – filling in responses (breakout groups)
- “Additional” recommendations (beyond “boilerplate” and what’s been accepted already) (breakout groups?)

Meeting notes: The Group briefly discussed public comment and how to best use that agenda time at the remaining Task Force meetings.

Assignments and next steps (5 minutes)

Meeting notes: Next FWG meeting: one member will join by phone.

Adjourn – 5:00pm

Meeting notes: The Group met later than 5pm to review more documents.

Framing Work Group Members:

Name	Affiliation	Present at 3/5/12 FWG meeting
Cynthia Berne	Long Bay Enterprises	
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	X
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	X
Cynthia Welti	Mountains to Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	X

Non-Framing Work Group Members present:

Lauren Smith, Task Force lead staff, King County

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Tuesday, March 13, 2:00pm-5:00pm
Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- 3/15/12 Task Force meeting draft agenda
- Solution Set & Criteria (*Document 1*) with explanation of FWG response to Task Force questions
- Site specific solutions (*Document 3*)
- Questions & responses (*Document 4*)

Welcome and introductory remarks (5 minutes)

Meeting notes:

- The Group discussed the order and content of the draft March 15th Task Force meeting agenda.
- The Group discussed what it means to be “consistent with Vision 2040.” Framing Work Group members are prepared to clarify this at the March 15th Task Force meeting.
- ***Need to follow-up with Carrie to get language for the third row of the “Caveats” chart (?)***
- *Chip wants to put in the Report: valuation is not diminished because of a property being in Box C or D (i.e., after this whole project is completed).*
 - *For Boxes C and D, they haven’t demonstrated identified need. It’s no one’s responsibility to make them whole, because they don’t have a need for it. They just can’t develop it for a school.*
 - *Box B: the preferred approach is to get a site within the UGA, and that will be expensive. Make sure it’s clear that they will be made whole.*
 - *Making a school district whole does not need to mitigate all risk. And the County does not expect to make everyone whole – there’s responsibility among all the public jurisdictions.*
 - *Options for which the Cities and school districts.... (something Carrie said)*
- *Cynthia would like to change the first bullet under Assumptions.*
 - *Change may to could*
 - *Discussion of “fair and appropriate value.”*
 - *...through which the SD could receive fair and appropriate as determined by state law.” (maybe not? Confirm with Chris)*
- ***Triangle will send out Solution Set & Criteria and the caveats chart to FWG members.***
- *Carrie wants Bob to say that these documents are no longer tools but have become parts of the Report.*
-

Fine-tune Solutions Table (75 minutes)

- Solution Set & Criteria (*Document 1*) with explanation of FWG response to Task Force questions
- Site specific solutions (*Document 3*)

- Questions & responses (*Document 4*)

Meeting notes:

- The Group discussed the four documents considered the Solutions Table: Solutions Set & Criteria, Site Categorization,

Document 3:

- Everyone accepted Box E.
- Box D:
 - Change the narrative in #2 to: “The TF recommends that schools plan to develop the site consistent with Vision 2040 or use the site as part of their capital portfolio.”
 - It’s really “acquisition for public services,” one of which is conservation or passive recreation. A preliminary determination has been made that these sites have some conservation value. More study is needed to determine
 - Box D header: the SDs are the primary deciders of what to do with the site. Investigate whether the sites might be appropriate for being placed into permanent ‘conservation or acquisition for other public purposes.
- **Put each Box in Document 3 on its own page. No asterisks.**
- Box C
 - Same language as Box D.
- Box B
 - Chip is concerned because this is the hardest box.
 - The Cities, County, and School Districts have to work hard to change the expectations of the site.
 - The TF recommends that the GMPC enact policies and work parties (?) that will commit jurisdictions to working together to identify school sites within the UGA.
 - Discussion of last sentence for Issaquah: tricky because we may not get consensus with or without it.
 - Suggestion: Pull it for now. Chip will try to track down Steve Rasmussen before Thursday (Issaquah SD?).
- Box A
 - Keep prioritized in intro sentence.
 - For Tahoma, Carrie will run the language by the superintendent.
 - Chip is comfortable with the language; he’s not certain that the 3 acres is correct.
- **Take out “significant” from any and all conservation value.**
 - LW 2: they will make a school that is environmentally conducive to the site ...
 - Chip’s biggest concerns: price and size.
 - Chip can agree that they will build an environmental school on this site.
 - LW 4:
 - Carrie would like to eliminate option #2.
 - The FWG thinks consensus will be reached for LW 4, even by taking out “find alternative site in the UGA.”
 - Talk with LWSD folks to work together for solutions.
 - Discussion of Enumclaw A&D. John says his constituency will not have consensus on this.

- Discussion of whether keeping the buildings in the urban area and playfields will reach consensus or not.
- Somebody needs to get to Mike and make sure he's ok with it; Chip can be strong and firm on it at the TF meeting if Mike is ok with it.
- **Carrie will talk with Mike. Chip will talk to is Denise.**
- Questions:
 - Eliminate number 3.
 - Change number 1 to reflect the language in Boxes A and B.
 - Move towards eliminating the questions document – try to incorporate into Site-Specific Solutions.
 - Require Cities to identify school sites as part of their city comprehensive plans.
 - Recommended legislative changes:
 - Size guidelines for school sites (revamp)
 - Recommend that the state can give money to SDs for land acquisition
 - Re-examine and bring into alignment the incentives to encourage children to walk/bike to school.
 - **Chip to put together language on this point.**
 - John wants to make sure we address redevelopment.
 - Doesn't need to be in Question format: move the two questions to box E.

Task Force Final Report (75 minutes)

- Focus on recommendations section
- Other suggestions, comments, edits

Approach for 2.5 -hour Task Force 3/15/12 meeting (20 minutes)

- Finalize "Solutions Table" (*Documents 1-4*) (likely plenary)
- Further work on questions – filling in responses (breakout groups)
- "Additional" recommendations (beyond "boilerplate" and what's been accepted already) (breakout groups?)

Assignments and next steps (5 minutes)

- Next FWG meeting

Adjourn – 5:00pm

Louise, Lauren, Cynthia Berne, Carrie, John, Claire, Bob, Chris, Bob S

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Thursday, March 22, 9:00am-12:30pm

Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- 3/29/12 Task Force meeting draft agenda
- Worksheet for ways to gain 100% consensus on all recommendations
- Site specific solutions
- Other recommendations

Welcome and introductory remarks (5 minutes)

Meeting notes:

- *The Group discussed the draft Report.*
- *The Group briefly discussed the timing of and procedural matters related to the March 15th Task Force meeting.*

Review of Task Force agenda for March 29 (15 minutes)

Meeting notes:

- *The Group discussed the need for understanding what to do about sites that have existing buildings.*
- *The Group agreed upon language for certain sites which they will recommend to the Task Force.*
- *The Group agreed to keep Cynthia Berne as their representative to the Task Force to explain the changes they are recommending in the Report.*
- *The Group identified the need to clarify "consensus."*

Approaches for gaining 100% consensus on all sites and recommendations (75 minutes)

- Site specific solutions
- Worksheet for strategies and options to resolve outstanding issues

Meeting notes:

- *The Group discussed the sites for which the Task Force did not reach consensus at the March 15th Task Force meeting. They agreed to recommend language to the Task Force that would meet the most interests possible.*
 - *The facilitation team will create a document that highlights just those sites so the Task Force members can easily follow the changes that the Framing Work Group will recommend.*
 - *Group members hope to have a mostly final Report to the Task Force members by Monday, March 26th.*

Task Force Final Report (75 minutes)

- Focus on recommendations section
- Other suggestions, comments, edits
- Notes from Ken Hearing, Mayor of North Bend:
 - “The issue raised about site with a school already on it could apply to other sites. In those cases property might be one tax lot and special consideration might need to be applied.
 - “The school districts were never invited to the table during the 2040 discussions.”

Meeting notes:

- *The Group discussed various edits to the Report. The project team will incorporate Task Force suggestions for Framing Work Group review before the Report goes out to the Task Force on Monday, March 26th.*
- *One Group member suggested that the Task Force consider their original tasks from the GMPC Motion 11-2, to confirm that they have addressed all.*

Approach for Task Force 3/29/12 meeting (35 minutes)

- Finalize Site-Specific Solutions (likely plenary)
- Other recommendations – any tweaks (breakout groups)
- Process & motion for acceptance of report – draft motion language “Accept the Task Force Final Report as an accurate accounting of the process, the issues considered, and the decisions and recommendations made.”

Meeting notes: *The Group addressed this throughout the meeting.*

Assignments and next steps (5 minutes)

- Next FWG meeting

Meeting notes: *The Framing Work Group will only meet one more time before the final Task Force meeting.*

Adjourn – 12:30pm

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 3/22/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	X
John Chaney	Community Resident	X
Carrie Cihak	King County	X (alternate)
Chip Kimball	Lake Washington School District	
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	
Cynthia Welti	Mountains to Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	

Non-Framing Work Group Members present:

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Lauren Smith, King County

Meeting Summary for **Framing Work Group**
of the King County School Siting Task Force
Wednesday, March 28, 1:00pm-3:00pm

Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

- Meeting notes in italics -

Materials: (distributed at the meeting)

- Agenda
- 3/29/12 Task Force meeting draft agenda
- Worksheet for gaining 100% consensus on 7-8 sites
- Final Report

Welcome and introductory remarks (5 minutes)

Review of Task Force agenda for March 29th (15 minutes)

Approaches for sites without 100% consensus (75 minutes)

- Site specific solutions

Meeting notes: *The Group discussed the approach for Task Force consideration of decisions and recommendations on which 100% agreement was not reached. This is summarized in "Approach for Task Force 3/29/12 meeting" below.*

Task Force Final Report (75 minutes)

- Focus on recommendations section
- Redevelopment issues
- Other suggestions, comments, edits

Meeting notes: *The Group discussed the Report and how to recommend the Task Force consider acceptance of it. This too is summarized in "Approach for Task Force 3/29/12 meeting" below.*

Approach for Task Force 3/29/12 meeting (35 minutes)

- Finalize Site-Specific Solutions (likely plenary)
- Other recommendations – any tweaks (breakout groups)
- Process & motion for acceptance of report – draft motion language *"Accept the Task Force Final Report as an accurate accounting of the process, the issues considered, and the decisions and recommendations made."*

Meeting notes:

- *Bob Wheeler reviewed potential processes for obtaining acceptance of the report at the final Task Force meeting.*
 - *The Group gave input to the facilitation and project team on this topic.*
- *The Group agreed to have Cynthia Berne report out from the Framing Work Group.*
 - *She will review the work the Framing Work Group has done between the March 15th and March 29th meetings and then invite clarifying questions.*
 - *She will review the changes to the Report since March 15 (highlighted in yellow and green); the few green edits are the only edits the Task Force will not have seen.*

- *The Group agreed to encourage the Task Force to accept the full Report (after dialogue on the revisions since March 15). If necessary, the group recommends the Task Force consider any outstanding issues.*
- *The Group discussed how best to distribute the final Report to Task Force members when it is finalized after March 31, 2012.*
- *The Framing Work Group members agreed to review the March 29th Task Force meeting summary for the record.*
- *The Group encourages King County's communications director to draft a short press release of the Report for dissemination.*

Assignments and next steps (5 minutes)

Adjourn – 3:00pm

Framing Work Group Members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 3/29/12 FWG meeting</i>
Cynthia Berne	Long Bay Enterprises	X
John Chaney	Community Resident	X
Carrie Cihak	King County	X
Chip Kimball	Lake Washington School District	X
Dave Somers	Puget Sound Regional Council	
Bob Sternoff	Suburban Cities Association	X
Cynthia Welti	Mountains-to-Sound Greenway	X
Louise Miller	Chair of the Task Force, ex-officio member of the Framing Work Group	X

Non-Framing Work Group Members present:

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Lauren Smith, King County

Chris Page, facilitator from Triangle Associates, welcomed the Technical Advisory Committee (TAC) to their first meeting and reminded the group of their guiding principles. Group members introduced themselves (attendee list found at the end of this document). Mr. Page reviewed the operating protocols of the Task Force, which are also active for the TAC, and reviewed the agenda. He then showed the group the eleven tasks that are in front of the TAC; four are from the original GMPC Motion No. 11-2 and seven were added by the Task Force at their first meeting.

Karen Wolf (King County) mentioned that King County has a map that shows all 18 school sites. Steve Crawford said that he would like to see this full map because the Issaquah School District has a plan to add to one of their existing sites through a bond measure.

Steve Crawford (Issaquah School District) stated that if a rule were passed prohibiting certain uses on sites that already have schools on them, those sites would become non-conforming and improvements could not be made. The question was raised to clarify what is allowed to happen on a non-conforming site. The group also decided to add the term to the glossary of terminology for the Task Force report.

Bob Wheeler asked the TAC if they have any input on the three Enumclaw sites. Doreen Booth said that it is important to include them. Paul Reitenbach said that the three sites in Enumclaw are contributing to this issue, so it is important to include them. Lauren Smith reminded the group that it is the job of the TAC to provide enough information to the Task Force so that they can make an educated decision about the 18 sites and the recommendations to the Growth Management Planning Council (GMPC). Denise Stiffarm (King County School Coalition) clarified that the three Enumclaw sites were intended to be included from the beginning, so it is fair to include them now. Ms. Smith further clarified that the group should consider all 18 sites (three Auburn, three Enumclaw, one Issaquah, four Kent, four Lake Washington, one Northshore, one Snoqualmie Valley, and one Tahoma).

A question from Doreen Booth, on behalf of the Suburban Cities Association: there is confusion about the direction of the Task Force, because it appeared to originally address only the issue of sewers for rural schools and now it seems as though it has grown to encompass more than that.

Rocky Piro (Puget Sound Regional Council) said the issue should be what services can go to school sites outside an Urban Growth Area (UGA). Ms. Smith stated that the role of the Task Force relates to the 18 sites and school siting in general and was not restricted to sewers. The group decided to present this clarification to the Framing Work Group (FWG). With feedback from the FWG, this clarification will go to the Task Force.

Looking at the list of eleven information requests for the TAC, Paul Reitenbach (King County) suggested that some tasks could be addressed with a chart of information. The group recommended a chart with factors across the top and the 18 sites down the side, so the Task Force can compare specific information on each site.

Some factors include: size, zoning, assessed value, access (road classification), suitability of soils, distance from UGA, modes of transportation, likely population served, best practices for school siting,

sewer provider boundary in relation to the site, land uses around the site (i.e., agriculture, forests, etc.), existing infrastructure, intended program at the site (i.e., elementary/middle/high, magnet school or regular curriculum), scale of school, cost of site, and other available land for alternate sites.

The “distance from UGA” factor is best addressed with a map. Anne Bikle suggested that it is important to have the human dimension of distance (i.e., driving times between two points), but also “as the crow flies” distance because that is important information for sewers and other infrastructure services. Ms. Smith suggested that the group get information for roads from Jay Osborne (at King County), because the matter can easily become complicated when there are no roads yet.

Ms. Smith suggested adding a column to this chart for additional notes, which could encompass more complex information or special considerations. Mr. Wheeler suggested that the group add a column for analysis and a column for recommendations, the latter of which the Task Force would fill out.

Ms. Stiffarm mentioned that the intended plans for the site may be known for probably only four of the 18 sites. However, the group decided to keep this factor in the chart.

Mr. Reitenbach mentioned that the scale of the school on the site will be hard to articulate. But it is important to consider because the surrounding community may be comfortable with a certain scale. Also, Ms. Stiffarm mentioned that just assessing whether or not the site has sewer will not necessarily denote the scale. A small school could have a sewer and a big school might not, it might have an onsite system. Mr. Piro suggested that the group define size and scale.

Ms. Bikle brought up the need to identify a mode of analysis or evaluation. She mentioned that there are organizations that set guidelines for school siting. The group can compare the factors with those guidelines. Alternatively, the school districts may already have factors for school siting that the TAC could add to the chart. Also, the Office of Superintendent of Public Instruction (OSPI) has a guidebook/manual that goes through these factors.

Ms. Smith cautioned that the information from numbers 3 and 9 of the tasks list (“evaluate vacant properties in the UGA owned by King County” and “determine which cities to request property inventory from”) could take a while to compile. Ms. Booth volunteered to ask cities for that information. Chandler Felt suggested that the TAC ask for help from King County Facilities and Assessor’s office.

Ms. Wolf said that the cities should know their publicly-owned properties and that she and Ms. Booth can work with each city to identify their sites. The list is not meant to be exhaustive but would be an indication of information.

Ms. Wolf also suggested that the TAC identify which of the 18 rural sites are planned for schools and not for other school-related buildings.

Ms. Booth and Ms. Wolf agreed to work together on numbers 3 and 9.

Ms. Stiffarm mentioned that some sites will have more information than others for the present and potential school capacity and service area needs (number 4). Mr. Felt hopes that the research process for this question will be very robust. These two agreed to work together on this.

Mr. Piro mentioned that the County and its cities have established population targets for all jurisdictions in King County. One of the key issues is that the County now has new population policies that direct the jurisdictions not to follow trends but to bend them as well to focus development within UGAs.

Ms. Booth brought up the issue of the cost of the land of the site as compared to other available land in the area. Ms. Smith hopes that the FWG would give input related to this factor because they have a land use/real estate developer representative.

Ms. Bikle is working on public health and school siting in general. She mentioned that it is another filter to add to what we already know about a healthy school environment. The focus is on how students travel to and from school and the school size. She is doing a literature-review report about health and educational quality. This may not fit into the factors chart but would be an addendum.

The group agreed that the glossary would be a living document in that it is constantly being added to. It was suggested that the glossary should go at the front of the report so its terms are as useful as possible to the reader.

Ms. Booth and Ms. Stiffarm agreed to help Leonard Bauer (of the Task Force) on the task about funding.

George Jakotich (New Ventures Group), presented "School Siting 101." He is a real estate broker for municipalities and works with school districts in siting throughout the greater Puget Sound area.

He offered the perspective from school districts, primarily on three issues: site quality, site cost, and timing. Some schools have had sites for decades but have never developed them. The school districts' plans for the sites are important (this may reduce the number of sites in this process from 18 to much lower). Generally, school districts will not build a school where there is not a need, though where future needs are projected they must get the funding and acquire the site well in advance of the anticipated growth that will require them to develop it.

He also suggested that it is important to consider how each site was procured. Why did the school district acquire the site (i.e., did they inherit it or buy it?).

The state's reimbursement system does not apply to land costs, so school districts have to use the bond system or sell existing facilities or vacant land to have enough money to acquire a site. School districts carry two pools of money: one pays for books, salaries, and day-to-day operations, the other pays for capital projects.

Mr. Crawford mentioned that schools are always behind in their planning. They are challenged to get voters to support a bond measure until it is almost too late.

Ms. Wolf offered that the group should assume that the UGA will not change, not for the next 30 years (through 2040). Mr. Piro also stated that Mr. Jakotich's presentation implied that the UGA would move – he said that only minor adjustments are anticipated in VISION 2040 (the multicounty planning policies). Mr. Crawford said that the fact that the UGA will not move exacerbates the land availability issue.

Mr. Jakotich also mentioned that a creative way to save money is to use the school site for other uses, even outside the school district (church uses, public playfields, community center classes, etc.).

Mr. Wheeler asked the TAC if it was helpful to hear Mr. Jakotich's presentation about school siting, and whether they would recommend that he make a similar presentation to the full Task Force. The group said yes, with refinements.

Mr. Page thanked the group for their work and suggested that the TAC meet one more time before the next Task Force meeting on January 25. He tentatively suggested January 18 and encouraged the TAC members to fill out the Doodle poll as soon as possible.

Attendees:

Anne Bikle (Public Health Seattle – King County), **Doreen Booth** (Suburban Cities Association), **Chandler Felt** (King County), **Rocky Piro** (Puget Sound Regional Council), **Paul Reitenbach** (King County), **Chrissy Russillo** (King County), **Lauren Smith** (King County), **Denise Stiffarm** (King County Schools Coalition, K&L Gates), **Karen Wolf** (King County)

Non-members present: **John Chaney** (Snoqualmie Valley School District), **Steve Crawford** (Issaquah School District), **Debi Eberle** (Issaquah School District), **George Jakotich** (New Ventures Group), **Louise Miller** (Chair of the School Siting Task Force), **Erika Morgan** (Enumclaw School District), **Al Spencer** (Lake Washington School District), **Jennifer Stacy** (King County Prosecutor's Office), **Bob Wheeler** (Triangle Associates), **Chris Page** (Triangle Associates), **Claire Turpel** (Triangle Associates)

Members not present: **Jay Osborne** (King County)

Meeting Summary for the **Technical Advisory Committee**

of the King County School Siting Task Force

Tuesday, February 7, 1:30-3:30pm

Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

NOTE: this is the first meeting to prepare for a pair of Task Force workshops. This meeting will focus on considering the additional information requested by the Task Force, completing and refining the information base, and initial consideration of how to present information at each workshop.

Materials: (distributed at meeting)

- Agenda
- 13 Tasks for the Technical Advisory Committee
- Matrix of undeveloped school sites
- Input from Task Force: comments at 1/25/12 meeting, 2 citizen position papers, and email
- Draft Glossary

- Meeting notes in italics. -

Welcome and introductions (5 minutes)

Please see attendance list at end.

Status of Matrix and any other updates: review Matrix and incorporate Task Force requests (55 minutes):

- Address the following questions/comments from Task Force:
 - Clarify: King County *Transportation* Concurrency Zone
 - How does the TAC assess the future projections for the concurrency zone?
 - Speculative nature of some categories may warrant a genuine “undetermined” answer from school districts
 - So maybe use the question “at the time of site purchase, school district was planning to use it for ____ purpose”
 - Use of “historical rate” (historic) vs. “trend” (projected)
 - Add a category for planned uses of parcels around the site in question (and throughout neighborhood)
 - Other public services (public safety, etc.)
 - Add to “Environmental Features”
 - Note whether the site was acquired before or after the Urban Growth Boundary was established
 - Add the assessed value of site according to school district
 - Where are other existing schools relative to the site in question?
 - Were any sites acquired via eminent domain?

Meeting notes:

- *The Technical Advisory Committee has added to the matrix of undeveloped sites in response to additional questions from the Task Force. Most of the data requested by the Task Force input at the January 25 meeting has been incorporated; the remaining data is being compiled by various members of the Technical Advisory Committee.*
- *The members discussed the difference between “current assessed value” and “current asset value.” They decided to incorporate both into one column.*
- *The group also discussed asking school districts if their inventory of parcels includes land in the urban areas.*
- *A committee member provided contextual planning information about two areas of King County: the Bear-Evans Corridor and the Soos Creek Basin. Both areas are environmentally fragile habitat protected through growth*

management laws. Key point: it is not the environmental impact of any one permitting/siting/development decision that makes a significant impact on an ecological system, but the cumulative impact of many such decisions.

Review Matrix and incorporate Task Force requests, continued:

- Consider how to incorporate two position papers and an additional email request received from the community representatives on the Task Force

Meeting notes:

- *The group discussed the two position papers, entitled “Distance factors” and “Externalized costs,” outlining several points that community representatives have requested be incorporated into the technical information collection.*
- *Many of the “distance factors” have already been incorporated into the matrix of undeveloped sites. King County technical staff will gather all available information reflecting the other factors. The key issues behind the list are access and its effect on potential joint use (of parks, community centers, and other resources), response time (by fire, police, medical services), and costs of developing sites (obtaining potable water supply, hydrant/well/tank for fire suppression, and for transportation).*
- *The “externalized costs” paper cites infrastructure needs brought by rural area schools— roads, sewers, water, public safety, and fire protection—and notes that the costs for these are borne significantly by rural area taxpayers. The paper requests the Technical Advisory Committee include these costs when assembling site financial data.*
- *The group discussed how to realistically quantify these costs and incorporate the issues into an accessible format. For sewer, public safety and fire protection, and maybe roads, it is possible to identify cost and who pays.*
- *The group discussed an email requesting additional site and demographic information from a Task Force community representative. The technical information has been incorporated. The Task Force member noted a concern of the community representatives that the rural area is being used as an “escape valve” when it is more difficult and expensive for the districts to obtain land in urban areas.*

Review “13 Tasks” and address incomplete items (15 minutes)

Meeting notes:

- *The group discussed the list of tasks including Growth Management Planning Council tasks and Task Force additions. Most of the 13 tasks are either complete or on track for completion by the February 16, 2012 Task Force workshop.*
- *Exceptions to this include:*
 - *“Learn information on sewers, sewer availability, and providers”*
 - *“Evaluate vacant properties in the UGA owned by King County and other jurisdictions”*
 - *“Develop/provide overview of funding possibilities and landscape”*
- *Committee staff members have gathered some data to address these needs, and will follow up with other entities to continue their efforts to compile and summarize this information.*
- *Ultimately, the Technical Advisory Committee seems able to pull together all this data by the February 16th Task Force meeting.*

Approach for presenting information to Task Force: suggestions to Framing Work Group (25 minutes)

- Initial thoughts on preparations for February 16th workshop vs. 3/1/12 workshop?
- Presentations and summary information

Meeting notes:

- To inform presentation of data at the Task Force workshop, the group discussed what the Task Force would be asked to do with the information.
- The Technical Advisory Committee could “tell the story” for each of the sites, not just with text but with a presentation (talking and images).
- A member noted that it will be critical to include a narrative or perspective from the school districts.
- At the workshop, after considering the information the Task Force might begin generating solutions.
- The Task Force could use help from this committee with evaluation. The Task Force should not be asked to deliberate on each detail. This Committee could help by framing the data.
- A member of the public asked if the school districts could provide information on what sites they own in the urban growth area. A committee member added that this question may be addressed by the information provided by cities about the vacant properties within their bounds.

Assignments and next steps (5 minutes)

Meeting notes:

- The group recommended inviting the school districts to either be on a panel presenting information on the specific sites or to have the chance to add their comments following the panel presentation on their district’s site(s). The district representatives would then have the chance to present additional information at the March 1 workshop when they will have more time to prepare.
- A Committee member will try to add some health-related criteria by next week, starting with the question, “What are the pros and cons of health related to school siting?”

Adjourn

Technical Advisory Committee members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 2/7/12 meeting</i>
Anne Bikle	Environmental Planner, Public Health Seattle-King County	X
Doreen Booth	Policy Analyst, Suburban Cities Association	X
Chandler Felt	Demographer, King County	X
Vicky Henderson	Policy Analyst, WA Sewer and Water Districts Association	
Jay Osborne	Manager, King County Road Services Division	X
Rocky Piro	Program Manager, Puget Sound Regional Council	
Paul Reitenbach	Comprehensive Plan Manager, King County	X
Chrissy Russillo	Chief of Policy & Community Relations, King County	
Lauren Smith	King County Executive’s Office	X
Denise Stiffarm	Attorney, King County Schools Coalition, K&L Gates	X
Karen Wolf	Senior Policy Analyst, King County	X

Non-Technical Advisory Committee members present:

Cynthia Berne, Long Bay Enterprises (Task Force member)

John Chaney, community resident, Snoqualmie Valley School District (Task Force member)

Steve Crawford, Director of Capital Projects, Issaquah School District (Task Force member)

Debi Eberle, community resident, Issaquah School District (Task Force member)

- Louise Miller**, Chair of the Task Force
- Erika Morgan**, community resident, Enumclaw School District (Task Force member)
- Peter Rimbo**, community resident, Tahoma School District (Task Force member)
- Susan Wilkins**, member of the public
- Bob Wheeler**, Triangle Associates
- Chris Page**, Triangle Associates
- Claire Turpel**, Triangle Associates

Meeting Notes for **Technical Advisory Committee**
of the King County School Siting Task Force
Monday, February 13, 2:30-4:30pm
Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

NOTE: this is the second meeting to prepare for a pair of Task Force workshops. This meeting will focus on completing and refining the information base, demographic and enrollment trends, and how to “tell the story” of specific undeveloped rural sites at the Task Force workshop on February 16, 2012.

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- Matrix
- Framing Work Group input: schematic of overall approach for Task Force + small group worksheet
- Draft agenda for 2/16/12 Task Force workshop

2:30pm Welcome and introductions

2:40pm Status of Matrix and any other updates

- Demographic and enrollment trends (Chandler Felt, King County)

Meeting notes:

- *There have been some changes and corrections to the Matrix of undeveloped sites (the Matrix). The Technical Advisory Committee has been working hard on filling it out and at this point the Matrix is nearly complete.*
- *Chandler Felt, with Denise Stiffarm and Rocky Piro, has been compiling population and enrollment trend data. Mr. Felt presented high-level findings. Most of the data is from the US Census (2000 and 2010) and the Puget Sound Regional Council.*
- *Overall, the rural population is decreasing as the urban population is increasing. This trend is even more pronounced for the population under age 18. Most of the school districts are growing in total enrollment numbers due to growth in urban areas.*
- *Most of the information compiled will be reflected in the far-right column of the Matrix or in a separate table. Mr. Felt and Ms. Stiffarm will provide a similar presentation to the Task Force at the February 16th workshop.*

3:00pm Report from Framing Work Group

Meeting notes: *The Technical Advisory Committee heard updates from the Framing Work Group including a general approach for the Task Force and how the panel presentation and breakout groups are generally laid out. It is important to clarify that the breakout groups at the Task Force meeting will not yet be sorting the sites into the four quadrants but instead will brainstorm solutions for each of the four quadrants. The idea is to have the Task Force members begin sorting the sites at the March 1st workshop meeting.*

3:15pm How to “tell the story” of specific sites—stay factual and unbiased

- Composition of panel: TAC members; each school district has opportunity to add to story presentation (2-3 minutes per site)
- Handouts: Matrix, worksheet for small group portion, site-by-site maps, list of sites with room to take notes on each
 - Overview introduction: last Matrix column shows UGA is working (demographic info)
 - “Story Time” presentation on each site
 - Key items for all sites:
 - UGA-distance
 - When acquired, how acquired (if noteworthy)
 - Plan for site, if any
 - Distance to roads/sewer
 - Any unique/important elements of site, e.g.:
 - Another school already on site
 - Development around site
 - Environmental complexities
 - School District commentary

Meeting notes:

- *For the panel presentation at the February 16th Task Force workshop, Technical Advisory Committee members will “tell the story” of each site, sharing only important information and considerations about specific sites.*
- *To present information on all sites in a succinct manner, Lauren Smith will be the main presenter. Jay Osborne and Paul Reitenbach will join her on the panel.*
- *To set up this panel presentation, Chip Kimball will describe how school districts site schools and determine enrollment boundaries. Mr. Felt and Ms. Stiffarm will discuss demographics and enrollment trends.*
- *School district representatives have been invited to briefly comment on the information shared at the workshop and also know they will have another opportunity to share more information at the March 1st workshop.*
- *The group discussed why the Framing Work Group recommended the threshold approach; a Framing Work Group member in the audience mentioned that this is a way to begin synthesizing the information and making the volume of data manageable. Once a site has passed agreed-upon threshold minimums, the site would go through further analysis based upon factors in the Matrix.*
- *This approach is suggested for currently owned, undeveloped school sites; it may not be appropriate for future school sites but can provide a way to begin thinking about that next step.*
- *Technical Advisory Committee members are encouraged to support small groups by being available to provide information and advice.*
- *Panel presentations should be short and high-level since there is limited time on the agenda for this. It will help that several sites are in the same district.*
- *The Committee agreed it would help to have maps of each site in turn on the big screen. (All Task Force members should have paper maps they received at the January 25, 2012 meeting.) There will also be a big map showing the undeveloped school sites along with parks, libraries, existing schools, and some community centers.*
- *The group agreed that it makes the most sense to present each site by district because that is the way the Matrix has been organized. Task Force members will have an easier time following the presentation that way.*

- *Mr. Reitenbach agreed to do a brief presentation about the river/stream basins where several school sites lie. He will note the land use planning issues and history so Task Force members have that context before hearing each site's narrative story.*

4:25pm Assignments and next steps

4:30pm Adjourn

Technical Advisory Committee members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 2/13/12 meeting</i>
Anne Bikle	Environmental Planner, Public Health Seattle-King County	X
Doreen Booth	Policy Analyst, Suburban Cities Association	X
Chandler Felt	Demographer, King County	X
Vicky Henderson	Policy Analyst, WA Sewer and Water Districts Association	X
Jay Osborne	Manager, King County Road Services Division	
Rocky Piro	Program Manager, Puget Sound Regional Council	
Paul Reitenbach	Comprehensive Plan Manager, King County	X
Chrissy Russillo	Chief of Policy & Community Relations, King County	
Lauren Smith	King County Executive's Office	X
Denise Stiffarm	Attorney, King County Schools Coalition, K&L Gates	X
Karen Wolf	Senior Policy Analyst, King County	X

Non-Technical Advisory Committee members present:

John Chaney, community resident, Snoqualmie School District (Task Force member)

Debi Eberle, community resident, Issaquah School District (Task Force member)

Louise Miller, Chair of the Task Force

Erika Morgan, community resident, Enumclaw School District (Task Force member)

Steve Ohlenkamp, TCG, LLC

Peter Rimbos, community resident, Tahoma School District (Task Force member)

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Claire Turpel, Triangle Associates

Meeting Summary for Technical Advisory Committee

of the King County School Siting Task Force

Thursday, February 23, 1:30-3:30pm

Executive Conference Room, King County Chinook Building: 401 Fifth Avenue, Seattle, WA 98104

This meeting focused on addressing Task Force information requests, discussing any anticipated Task Force technical needs, and beginning preparation for any presentation requested at the Task Force workshop on March 1, 2012.

- Meeting notes in italics -

Materials: (distributed at meeting)

- Agenda
- 13 Tasks
- Draft agenda for 3/1/12 Task Force workshop

1:30pm Welcome and introductions

1:40pm Report from Framing Work Group

Meeting Notes:

- *Framing Work Group members thanked the Technical Advisory Committee and noted that the information gathered will be used in determining future policy. It is not clear whether additional work will be required of the TAC.*

1:50pm Status of Matrix & 13 Tasks; any other updates

- Task Force requests at 2/16/12 workshop

Meeting Notes:

- *The Matrix of undeveloped sites is nearly complete. The Task Force has developed threshold criteria for sorting the 18 sites. Parcels suitable in size for school sites are being assessed and those sites will be fully inventoried for additional work after Task Force completion.*
- *Brian Saelens and Anne Bikle will give presentations on the public health aspects of school siting.*
- *The sewer-related information is largely complete. The Task Force has asked whether the state siting guidelines are mandatory or discretionary—Denise Stiffarm agreed to provide the relevant Washington Administrative Code citations.*
- *Some members of the Task Force have asked that the TAC explore alternative funding policy options for school sites. Members of the TAC expressed reservations on the grounds that such a request was outside the TAC's mandate, and was probably not something the Task Force would have time to consider. However, it might well be the subject of additional recommendations from the Task Force. There have been questions related to funding, levies, and grants for specific sites. Those questions may need to be looked at further in the process and in a more individual context due to the high level of work required to fully assess them.*

- *A table showing distance to the UGA from each site by right of way and as the crow flies was handed out. There is a final column that shows the difference in distance between the two measurements. A member of the public commented that sites can be contiguous with the UGA but may not be necessarily straight in terms of routes for fire and police service. Direct access may be a different question than proximity to the UGA.*
- *The TAC explored walkability and residential proximity to school sites.*

2:10pm Anticipated Needs from Task Force

- Matrix, 13 Tasks

Meeting Notes:

- *There may be a need to create a new team to explore land swaps, acquisitions, and other options.*
- *Chair Miller asked about access to available potable water for firefighting. Vicky Henderson agreed to look into water availability and service providers by Tuesday.*

2:30pm How and what to present to Task Force at March 1 workshop

- Health impacts of school siting
- Update on school district comments?
- Additional information?

Meeting Notes:

- *A Technical Advisory Committee member briefed the Committee on the findings of her research on the health impacts of school siting. Three primary issues emerged:*
 - *Schools sited near population centers increase the number of children that walk or bike to school, which supports children's health.*
 - *The increased driving associated with schools far from population centers brings air quality impacts and more injuries from traffic accidents.*

3:25pm Assignments and next steps: do we need to meet next week before 3/1 workshop?

Meeting Notes:

- *There is no TAC meeting scheduled between now and the next Task Force meeting*

3:30pm Adjourn

Technical Advisory Committee members:

<i>Name</i>	<i>Affiliation</i>	<i>Present at 2/13/12 meeting</i>
Anne Bikle	Environmental Planner, Public Health Seattle-King County	X
Doreen Booth	Policy Analyst, Suburban Cities Association	X

Chandler Felt	Demographer, King County	X
Vicky Henderson	Policy Analyst, WA Sewer and Water Districts Association	X
Jay Osborne	Manager, King County Road Services Division	X
Rocky Piro	Program Manager, Puget Sound Regional Council	X
Paul Reitenbach	Comprehensive Plan Manager, King County	X
Chrissy Russillo	Chief of Policy & Community Relations, King County	
Lauren Smith	King County Executive's Office	X
Ron Speer	Representative, WASWD Section IV (King County)	
Denise Stiffarm	Attorney, King County Schools Coalition, K&L Gates	X
Karen Wolf	Senior Policy Analyst, King County	X

Non-Technical Advisory Committee members present:

John Chaney, SSTF Member

Steve Crawford, SSTF Member

Debi Eberle, SSTF Member

John Holman, City of Auburn

Louise Miller, SSTF Chair

Steve Ohlenkamp, TCG, LLC

Peter Rimbos, SSTF Community Resident

Bob Wheeler, Triangle Associates

Chris Page, Triangle Associates

Nick Hara, Triangle Associates

Accepted by Task Force, January 25, 2012

Operating Protocols

Background, Goals, and Principles

At the request of the Growth Management Planning Council (GMPC), King County Executive Dow Constantine has convened a Task Force with the mission to “develop recommendations to better align city, county, and school districts’ planning for future school facilities in order to provide quality education for all children and maximize health, environmental, programmatic, fiscal and social objectives” (*GMPC Motion No. 11-2*). The goal for the Task Force members is to report their recommendations to the King County Executive by March 31, 2012.

The Task Force will be guided in its work by the following principles:

- *Academic Excellence*: Educational facilities should promote and support the academic achievement of students.
- *Equitable*: All children should have access to quality educational facilities.
- *Financially Sustainable*: School siting should be financially sustainable for each impacted jurisdiction (school districts, cities, county unincorporated areas, sewer/water districts) and make the most efficient use of total tax dollars.
- *Support Sustainable Growth*: Planning for school facilities shall comply with state law and be integrated with other regional and local planning including land use, transportation, environment, and public health.
- *Community Assets*: Schools should unite the communities in which they are located and be compatible with community character.
- *Based on existing data and evidence*: The Task Force process shall utilize recent demographic, buildable lands inventory, and other relevant data and information.
- *Public Engagement*: The Task Force process should include robust community engagement with impacted communities. Meetings will be transparent and open to the public for observation. The Task Force shall provide opportunities for public comment.
- *Best Practice and Innovation*: Lasting recommendations should serve the region well for years to come and support education, health, environmental, programmatic, fiscal, and social objectives.

As tasked by the GMPC, the Task Force shall:

- “Evaluate the current inventory of rural properties owned by King County school districts,
- “Evaluate vacant properties in the UGA owned by King County/applicable jurisdictions for potential school use,
- “Evaluate the challenges/opportunities with acquiring adequate school sites within the urban growth boundary,
- “Evaluate the issues with siting schools in rural areas,
- “Evaluate present and potential school capacity and service area needs in districts with urban and rural student populations,
- “Produce a set of guidelines for use or disposition of the undeveloped school sites that are consistent with the Guiding Principles,
- “Recommend legislative and other strategies as needed, and
- “Submit a report and recommendations to the King County Executive by February 15, 2012.”

In order to create recommendations for how to most appropriately consider the 18 school sites in question, the Task Force members commit to following these operating protocols:

Accepted by Task Force, January 25, 2012

A. Roles and Responsibilities of Task Force Members

Task Force Members will:

- Openly explore issues.
- Commit to search for opportunities and creative solutions.
- Engage their constituency, agency, or colleagues to the extent possible and seek to clearly articulate their concerns and goals regarding issues.
- Recognize the legitimacy of the concerns and goals of others.
- Enter into a dialogue that includes listening carefully, asking questions, and informing others. The atmosphere will be one of problem solving, rather than stating positions. The group should frame issues clearly and specifically and be solution-oriented.
- Indicate to the facilitator when they desire to make a comment, and be acknowledged before speaking.
- Contribute ideas and opinions as succinctly as possible, recognizing there are over 30 members of the Task Force.
- Turn off cell phones.
- Limit conversations during meetings to other Task Force members and facilitators or technical presenters.
- Use King County email address for Task Force electronic communications, and understand that email communications are part of the public record.

B. Role of Task Force Chair

The Chair will:

- Begin meetings, handle standard meeting agenda items, and close meetings.
- Work with King County and the Facilitator in creating the agenda for each Task Force meeting.
- As needed, talk with individual Task Force members in working toward solutions.
- Work to assure that members attend Task Force meetings.
- Serve as the primary spokesperson, in conjunction with King County, representing the Task Force with the media, outside parties, and the public.

C. Roles and Responsibilities of King County

King County will:

- Convene the meetings of the Task Force.
- Approve the agenda.
- Participate in the meeting as both representatives and support staff to the Task Force.
- Provide meeting support, information, data, and materials as needed by the Task Force.
- Participate in subcommittee meetings.
- Maintain required records and make them available to the public as needed.
- Appoint replacement Task Force members if necessary.
- Serve as the primary spokesperson, in conjunction with the Task Force Chair, representing the Task Force with the media, outside parties, and the public.

D. Roles and Responsibilities of Facilitators

The Facilitators will:

- Serve as impartial individuals who guide the process.
- Keep the Task Force focused on the agreed-upon tasks.
- Suggest alternative methods and procedures.

Accepted by Task Force, January 25, 2012

- Ensure that all members have opportunities and time to speak in meetings.
- As needed, discuss issues and approaches with members between meetings in the attempt to help the group move forward with their process and tasks.
- Work with King County and the Task Force Chair in developing agendas and preparing for each meeting.
- Work to assure that presentations and materials meet the needs of the Task Force members.
- Prepare meeting summaries focused on action items and a brief record of the topics discussed, including key points. These draft summaries will be reviewed by the Task Force Chair and King County for final consideration and approval by the Task Force.

E. Meeting Content

- Meetings will be task-oriented with specific agendas. Agendas will describe matters for discussion and purpose of discussions and provide such other information necessary to support informed dialogue.
- Initial meeting topics for the next session will be developed at the conclusion of each session with the intent to provide a draft agenda to Task Force members at least seven days prior to each session.
- It will be the intent to complete and send a draft meeting summary to Task Force members within 10 work days after the session. Each draft meeting summary will be reviewed and accepted (with revisions if needed) at the next official Task Force meeting. Following acceptance, the summary will be made available to the general public and posted on a King County website.

F. Subcommittee/Work Groups

- Because the timeline to complete recommendations is very short, subcommittees/workgroups will likely be necessary to develop information and draft documents for the Task Force.
- The Task Force shall be supported by a Technical Advisory Committee that includes the following expertise:
 - Lead Staff: King County (Lauren Smith)
 - Suburban Cities Association staff (Doreen Booth)
 - Land Use Policy / Planning (Karen Wolf, Rocky Piro)
 - Permitting (Paul Reitenbach)
 - Transportation Planning / Engineering (Jay Osborne)
 - Public Health / Environmental Health Expert (Anne Bikle, Chrissy Russillo)
 - Demography / Geography (Chandler Felt)
 - School Districts (Denise Stiffarm)
 - Water and Sewer Districts (Vicky Henderson)
- At this point, it is thought that a Framing Work Group should be organized early in the process in order to develop draft documents and approaches for the Task Force. The Framing Work Group should be composed of a balance of representatives, e.g.
 - 1 School District (Chip Kimball)
 - 1 City (Bob Sternoff)
 - 1 County (Carrie Cihak)
 - 1 Developer/Real Estate (Cynthia Berne)
 - 1 Environmental (Cynthia Welti)
 - 1 Citizen (John Chaney)
 - 1 At-large representative (Dave Somers)
 - Chair Louise Miller as ex-officio FWG member

Accepted by Task Force, January 25, 2012

- The Framing Work Group (FWG) will assist the School Siting Task Force members by framing complex issues for their consideration. Prior to each meeting of the full Task Force, the FWG will meet to review information gathered by the Technical Advisory Committee and to discuss how best to tee up issues for discussion. Doing so will help the Task Force have focused and substantive discussions, and stay on task to meet their deadlines.
 - Other work groups may be formed as needed, desired, and agreed to by the Task Force.
 - King County, working with the facilitators, will be responsible for appointing subcommittee/workgroup members.
- G. Internal Communication during Process:** Members are encouraged to communicate among themselves between meetings in an effort to work toward solutions. Members will use King County email address for Task Force communications. All email and written communications between and among Task Force members and with support staff and facilitators is considered to be part of the public record.
- H. Media, Outside Party, and Public Communications**
- It is the intent that most media, outside party, or other public communications will be handled by the Task Force Chair or by King County.
 - If a Task Force member is asked to respond to the media, outside party, or other public communications, members shall respond within the spirit of working toward agreement.
 - Individual members may communicate with the media, outside parties, or public as long as they coordinate the response and content with the Task Force and Chair. Members will use King County email address for Task Force electronic communications.
- I. Internal Decision-Making for Making Recommendations to King County:** Consensus is defined as agreement of all members, and will be the preferred method of determining Task Force agreement on issues. Full consensus involves agreement of all members, described as:

Consensus. The group will reach consensus on an issue when it agrees upon a single alternative and each participant can honestly say:

- I believe that other participants understand my point of view.
- I believe I understand other participants' points of view.
- Whether or not I prefer this alternative, I support it because it was arrived at openly and fairly and it is the best decision for us at this time.

In instances where consensus cannot be reached, the pros and cons of the different alternatives will be presented in a succinct report. This may take the form of a majority/minority report, and include the number of members in favor and opposed.

(Adapted from a definition by Carl Moore, the Community Store)

- For all decisions, consensus of all Task Force members is desired. Short of that, decisions will be approved if supported by more than 70% of the representatives (or alternates) present, and as long as at least one member of King County, Cities, School Districts, and the Community support the decision.
- Attendance requirement for final recommendations: It is anticipated that a final decision will be made at a Task Force meeting in March 2012, at which it is hoped that all members will be present. Short of that, the final decision will be made with over 70% of the representatives (or alternates)

Accepted by Task Force, January 25, 2012

present, and as long as at least one member of King County, Cities, School Districts, and the Community are represented.

- The Task Force will report different perspectives held on the issue, the rationale behind the perspectives, and who supports each perspective.
 - Meeting summaries and/or reports will capture agreements and differing perspectives. All reports/summaries will be reviewed, revised as needed, and accepted by the Task Force.
- J. Products:** The goal of the process is for the Task Force to provide consensus recommendations to the King County Executive and the Growth Management Planning Council regarding school siting in rural areas **and subsequent implications.**
- K. Scheduling and Timelines:** A final recommendation from the Task Force is due to be complete by March 31, 2012, which provides limited time. It will be the intent of the Task Force members to work diligently and as needed to complete recommendations within that timeframe.
- L. Amendment of Operating Procedures:** These operating procedures may be amended by the members of the Task Force at any meeting attended by a majority of members.
- M. Task Force Members:** The table below lists the members of the Advisory Group as of December 14, 2011. If a Task Force member steps down during the process, a replacement will be selected by King County.

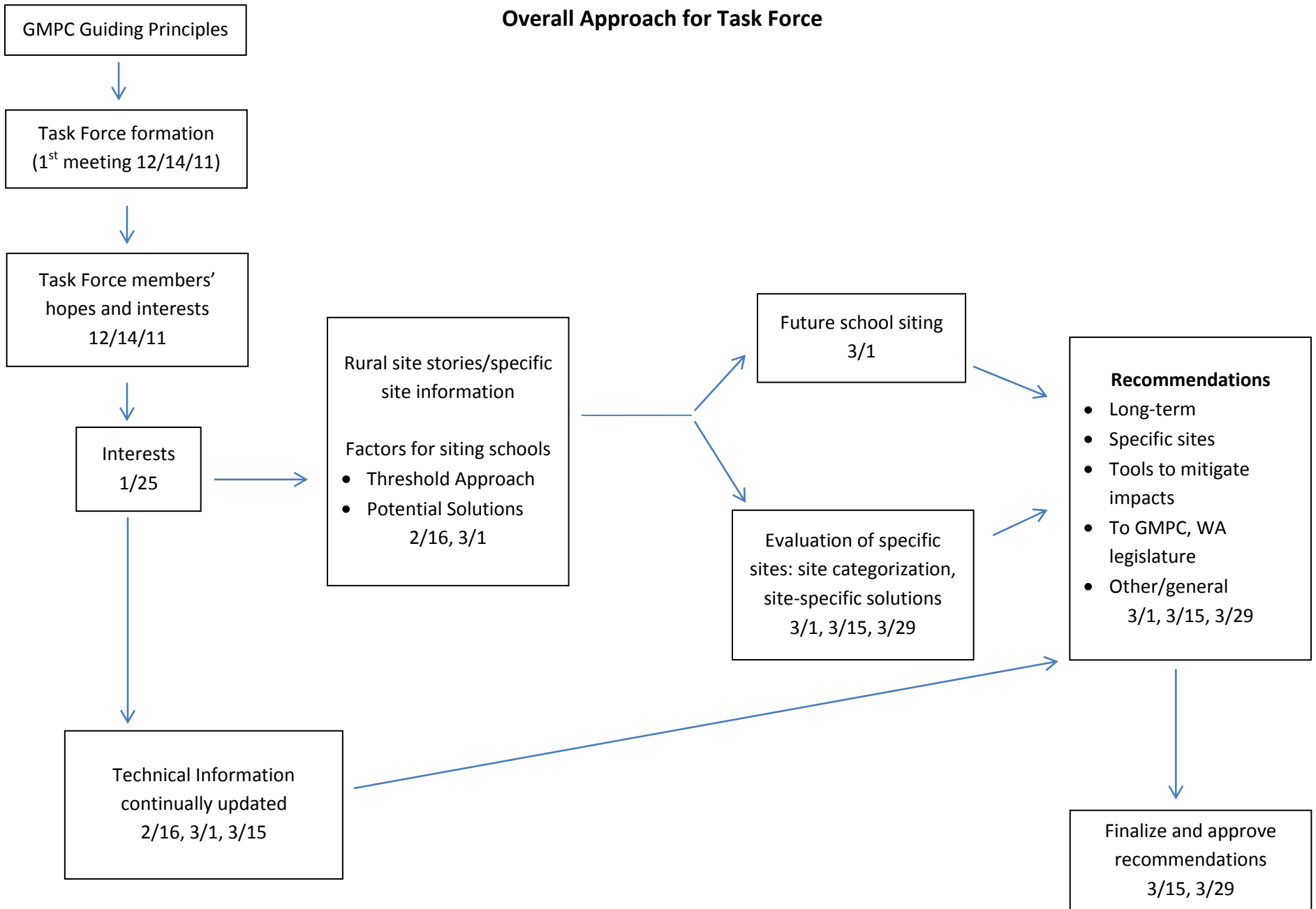
Task Force Roster

First Name:	Last Name:	Represent	Work Phone:	Cell Phone	King County Email:
Louise	Miller	CHAIR	206-254-1604	206-755-2682	SSTF1
Bob	Sternoff	SCA Position2: Councilmember, City of Kirkland	425-828-4438	425-922-4009	SSTF2
Kenneth	Hearing	SCA Position 1: Mayor, City of North Bend	425-888-1211	425-681-7899	SSTF3
Carrie	Cihak	King County Executive's Office	206-263-9634	206-856-1831	SSTF4
Dave	Russell	Former Mayor/Councilmember, City of Kirkland	425-822-5744		SSTF5
Kip	Herren	Superintendent, Auburn School District	253-931-4914	253-931-4930	SSTF6
Mike	Nelson	Superintendent, Enumclaw School District	360-802-7103	360-802-7103	SSTF7
Richard	Stedry	Chief Business Officer, Business Services, Kent School District	253-373-7295		SSTF8
Chip	Kimball	Superintendent, Lake Washington School District	425-936-1257	425-936-1108	SSTF9
Mike	Maryanski	Superintendent, Tahoma School District	425-413-3400	425-413-3433	SSTF10
Steve	Crawford	Director of Capital Projects, Issaquah School District	425-837-7040		SSTF11

Accepted by Task Force, January 25, 2012

Dean	Mack	Executive Director, Business Services and Human Resources, Mercer Island School District	206-236-4522		SSTF12
Pete	Lewis	Mayor, City of Auburn	253-931-3041	425-261-5894	SSTF14
Mark	Cross	Former Councilmember, City of Sammamish + as of 1/1/12, citizen	425-452-6938 primary	425-830-0287	SSTF15
Kimberly	Allen	Councilmember, City of Redmond	425-556-2902	425-894-8237	SSTF16
Rebecca	Olness	Mayor, City of Black Diamond	360-886-2560		SSTF17
Cynthia	Berne	Principal, Long Bay Enterprises	206-937-9536	206-696-3156	SSTF18
Bruce	Lorig	Founder/Partner, Lorig Associates	206-728-7660		SSTF19
Leonard	Bauer	Managing Director, Growth Management Services, WA State Department of Commerce	360-725-3055	360-951-2085	SSTF20
Cynthia	Welti	Executive Director, Mountains-to-Sound Greenway	206-382-5565 x22	425-753-6474	SSTF21
Roberta	Lewandowski	President, Board of Directors, Futurewise	206-550-6495		SSTF22
Julie	Ainsworth-Taylor	Associate, Bricklin & Newman LLP	206-264-8600	425-466-6143	SSTF23
Dave	Somers	Chair, Growth Management Policy Board, Puget Sound Regional Council AND Councilmember, Snohomish County Council	425-388-3411	425-348-8677	SSTF24
John	Starbard	Director, King County DDES	206-296-6700	425-749-1634	SSTF25
Brian	Saelens	Seattle Children's Research Institute	206-884-8247		SSTF26
Peter	Rimbos	Community Resident, Tahoma School District	425-432-1332		SSTF27
Erika	Morgan	Community Resident, Enumclaw School District	360-886-0187		SSTF28
John	Chaney	Community Resident, Snoqualmie Valley School District		206-243-2966	SSTF29
Albert	Spencer	Community Resident, Lake Washington School District	206-667-2706		SSTF30
Debi	Eberle	Community Resident, Issaquah School District	425-226-9946	425-681-9815	SSTF31

Overall Approach for Task Force



Task Force Member Interests

Early in the Task Force Process, Task Force members identified their hopes and interests for the process and potential outcomes. The facilitation team organized these by each of the eight Guiding Principles identified by the GMPC Motion 11-2.

Academic Excellence: *Educational facilities should promote and support the academic achievement of all students.*

Related Interests:

- Provide quality education now and into the future
- Be able to site and build schools when and where they are needed
- Creating great schools
- Preserve or improve education
- Promote access to school facilities and parents' involvement and connection
- Social and cultural assets for communities
- Local control over defining academic excellence

Equitable: *All children should have access to quality educational facilities.*

Related Interests:

- Address funding inequities among school districts
- Create equitable access to programming across school district facilities (both within individual school districts and across multiple districts)
- Transportation accessibility
- Rural and urban children have equivalent access to quality educational facilities

Financially Sustainable: *School siting decisions should be financially sustainable for each impacted jurisdiction (school districts, cities, County unincorporated area, sewer/water districts) and make the most efficient use of total tax dollars.*

Related Interests:

- Efficiency of public services and infrastructure within each taxing jurisdiction and in total (*citizen position paper*)
- Protect investments/realize (reasonable) return on investments
- Solutions should be acceptable to taxpayers
- Impacts should be spread among residents according to equitable principles
- Sustainable revenue streams and budgets for school districts and impacted jurisdictions
- Be able to site and build schools when and where they are needed

Sustainable Growth: *Planning for school facilities shall comply with state law and be integrated with other regional and local planning including land use, transportation, environment and public health.*

Related Interests:

- Preserve the spirit and integrity of GMA and VISION 2040
- Protect natural environment
- Address the impacts of roads and sprawl
- Promote better planning among school districts, cities, the County and other public jurisdictions
- Create legal clarity/reduce legal debate

- Efficiency of public services and infrastructure within each taxing jurisdiction and in total
- Promote health of our children (opportunity for children to safely walk or bike to school or bus stop)
- Minimize development pressures

Community Assets: *Schools should unite the communities in which they are located and be compatible with community character.*

Related Interests:

- Schools that are active parts of communities, usable by and accessible to all residents. Promote use of school facilities outside school hours and for community purposes.
- Allow elementary if not all students to attend school in their neighborhood
- Preserve the character of what makes King County wonderful
- Create vibrant urban communities
- Preserve agriculture and rural character
- Consider difference between elementary, secondary schools or programs at those schools
- Social and cultural assets for communities
- Recognize differences among local values and interests for community assets
- Neighborhood benefits school and school benefits neighborhood

Based on Existing Data & Evidence: *The Task Force shall utilize recent demographic, buildable lands inventory, and other relevant data and information.*

Related Interest:

- Consider all the facts and data and fact-based solutions
- Recognize existing legal parameters and previous attempts to address these issues

Public Engagement: *The Task Force process should include robust community engagement with impacted communities; meetings will be transparent and open to public observation. The Task Force shall provide opportunities for public comment.*

Related Interests:

- Encourage open dialogue and greater understanding
- Improved trust and communication in government
- Engage public proactively (provide public notification and information)

Best Practice & Innovation: *Lasting recommendations that will serve the region well for years to come and support educational, health, environmental, fiscal, and social objectives.*

Related Interests:

- Integrated, comprehensive solutions that provide stability and as much flexibility as possible
- Provide for needs of school districts within a framework that brings legal certainty and respects community interests
- Learn from the experience of other jurisdictions and research
- Create long-term, lasting solutions
- Provide for the needs of rural area citizens

Summary of Interviews for School Siting Task Force

Introduction

Triangle Associates conducted telephone interviews with each Task Force member at the outset of the process to better understand the group's issues, concerns, areas of commonality, and areas of difference. Hearing different perspectives helped the project team devise a process intended to acknowledge each participant or entity's needs while also addressing legal mandates and providing for safe and healthy schools.

This summary document, after listing common themes that emerged in interviews, follows the general outline of the interview questions. It includes statements, verbatim and paraphrased, that the facilitators viewed as either representative of multiple respondents, key points to assist in reaching agreement, or insightful remarks. As conveyed to each Task Force member during interviews, names were not attributed here in the hopes that this might support openness and honesty in respondents.

Overarching Themes

- Schools are a significant part of community character and identity, and as a public facility are very important to our quality of life.
- There is a need for both short- and long-term solutions that provide stability and predictability.
- We need to understand each other's challenges: get facts on the table and look practically at what makes sense, acting in the best interest of kids and communities.
- Everyone should come to the Task Force with an open mind.
- We need to encourage better overall coordination and communication among all parties.
- This is an opportunity to build understanding and agreement.

Pros and Cons of Siting Schools in Rural Areas

Pros

- Lower cost and more availability in rural areas
- School districts want to build where kids live; kids in rural areas have nearby schools
- Rural area residents feel they're being taken into consideration; their kids can walk or bike to school.

Cons

- Environmental concerns
- Effects of growth (sprawl, loss of rural character, environmental impacts, infrastructure and busing costs)
- Busing kids from urban area brings transportation and health impacts
- Harder to get parental involvement

Criteria/Considerations for School Siting

- Need to justify the site with enrollment numbers, then consider factors such as transportation issues, amount of property, mitigation concerns (like cleanup), and of course cost.
- When districts buy property, it is between 5-20 years, sometimes more, before it is needed.

Previous Attempts to Resolve This Issue

- It was pretty positional (and became more positional), felt very political, not extremely productive.

- I felt the process was appropriate, though frustrating at times. Getting the school district side presented and understood as a valid concern was difficult.
- I'm coming to the table assuming good intent and assuming that what the Executive wants to accomplish is to not to become positional but to come to a place of reasonable compromise.

Perspectives on Policy

- It is not acceptable for land use policy or transportation policy to drive school district programming options; that's outside the scope of County-determined land use.
- Expanding urban services to rural areas invites development and sprawl. An argument for the GMA is that keeping development inside the Urban Growth Area (UGA) saves costs.
- Where growth has been allowed outside the UGA, cities have to provide some services but do not receive tax revenues to offset the cost of providing those services. Those areas where growth was allowed should become part of that city's planned annexation area.
- There isn't a single thing that affects fitness of kids more than school siting, since that is the number one factor as to whether kids walk or bike to school. Once you go beyond a certain distance you eliminate that as a choice. Data shows that physically active kids do better academically.

Challenges

- "Enormous fiscal pressure"
- The somewhat arbitrary boundaries on jurisdictions (school districts different from cities and counties) present barriers to solving problems together.
- Rural residents feel they are losing the character of their community and their lifestyle due to more people, traffic, etc. and they fear siting schools in rural areas will make this worse
- How to handle traffic and environmental issues
- In this nation I see us needing to do things that have a good impact but it's driving the cost of services up at such a rapid rate that it's becoming difficult to fund those services.
- Schools take a long time to build (i.e., at least 10 years of planning for a high school). Another challenge is getting community support, another one is getting the proper bond funding (needs a super-majority).
- Some districts have crowded classrooms and more growth projected; right now no place to put kids. Fall City and Snoqualmie will need schools eventually; how is that going to happen?
- Trying to know what the market's going to be like; viability of construction depends on the market.
- Working with public utilities
- If we want schools to be sited within UGA then houses would have to be condemned and this is very difficult politically.
- An exception for tight-lining it would get challenged. It's very hard to make the argument that we will do it for schools but not for hospitals, churches, or other similar institutions; that would likely result in litigation. The notion that you can bind the hands of future policymakers is difficult.
- Not many flat, dry spots left

Desired Outcomes

- I hope that the Task Force can be a model for resolving difficult issues productively. I also hope that Task Force members come out of the process feeling satisfied and feeling like it was productive.
- Have the Task Force walk away with the schools feeling there is a resolution they can live with, where they have been respected.
- If school districts aren't allowed to use rural sites they should get assistance acquiring alternate sites.

- Accomplish what's in the GMPC scope and walk away with a more comprehensive way by which we plan for schools.
- Accomplish Task Force work while developing relationships that can last, so we don't have this problem again and don't do planning in a vacuum anymore.
- Balanced communities and higher employment via comprehensive, holistic planning
- Efficiency of infrastructure
- In 20 years I hope there is an area where you can practice rural small farming and forestry without being overwhelmed by development.

Areas of Agreement, Elements of Solutions, Suggested Solutions

- Everyone wants the schools to be successful.
- School districts shouldn't lose their investments.
- School districts have to know if they lose their sites, that they are being helped toward a bridge that is sustainable, including a sustainable revenue stream.
- Find ways where common interests can be acknowledged and addressed. Help schools think about reasonable solutions that are within their operational framework.
- Look for the middle ground; need to keep in mind the legal/policy/regulatory sideboards
- We need greater understanding about property and asset value.
- Everyone comes in with open mind: what sites does this make sense for, and what sites does it not make sense for?
- Set aside legal and philosophical debate. We have intelligent and creative people that can solve this.
- Hopefully creating some matrix and understanding of the sites and their history, their planning. Understand the School Districts' long- and short-range plans.

Specific Solutions and Solution Elements

- Grandfather in the most important and/or logical sites
- Potential small-scale onsite systems (membrane technology)
- School districts could get preapproval from King County before they purchase property.
- Maybe the County could assist somehow with the acquisition of urban sites.
- There may be some sort of compromise (perhaps a land swap).
- School properties close to the urban line should have their services extended. Properties farther out can be sold to all sorts of interests.
- Adjusting UGA boundary, not 5-10 miles but maybe a mile out there
- Maybe we just won't have such big sites for schools
- If we do have rural schools, have buses let kids out a mile away to save fuel, bring less congestion, give the kids exercise, and have teachers walk too so they could spend quality time with kids.

Areas of Conflict That Must Be Resolved

- Need for large pieces of property within UGA
- We need to stay away from the legal realm; this is a conflict area.
- Cost of locating, and putting together financing for, school purchase of a reasonably-sized parcel
- Differing perceptions:
 - a. Schools follow development
 - b. Development follows schools
- Perception that rural residents don't care about meeting school districts' needs or interests

- A lot of people want to make exceptions for everyone.
- School districts bought properties in good faith, not thinking anything would change.

Anyone Who Should Be on Task Force Not Currently Included

- OSPI Facilities Office (they make grant money easier to get if SDs have larger sites)
- We need really neutral people to make these proceedings fair.
- Parent(s) of school-aged children, ones who know the issues (e.g. PTA members).

From: Susan Wilkins [susanwi_1234@yahoo.com]
Sent: Wednesday, January 25, 2012 1:22 AM
To: Spencer, Albert
Subject: Questions for the Jan 25 Task Force Meeting

Dear Mr. Spencer,

Please ask the following questions at tomorrow's meeting:
The Lake Washington School District requires the following sizes for schools: (Six-Year Facilities Plan 2011-2016 p25)
Elementary - 10 acres
Middle/Junior - 20 acres
High School - 40 acres

The Seattle School District lists the following school sizes in its Facilities Master Plan 20/20:
Elementary (K-5) - 4 acres
Middle (6-8) - 12 acres
K-8 - 12 acres
High School - 17 acres.

There is a significant difference in school size requirements. Lake Washington seem to require twice as much land as Seattle Schools require. Has the task force determined a reasonable size for school parcels?

If existing schools that are inside the Urban Growth Boundary are on unusually large lots, is it unreasonable to ask school districts to construct permanent additions or separate buildings for special programs such as Choice schools in the areas that are underutilized? (Is it acceptable to ask school districts to try to use some creativity to solve the land shortage problem?)

How many students live outside the Urban Growth Boundary in each of the districts? Do you have a map of the student distribution?
(This should be easy to compile since the school districts already have the names and addresses of their students and know the boundaries of the UGB.)

Thank you for passing my questions along. I look forward to the answers.

Sincerely,
Susan Wilkins, Redmond resident

From: David Fields [<mailto:cedarc1@msn.com>]
Sent: Monday, January 30, 2012 9:37 PM
To: Smith, Lauren; Peter Rimbos
Subject: My Comments regarding SSTF committee and sighting of new schools

Hi Lauren;

I think that my views differ from some of those on the Committee. My main concern is education for children; the question then becomes what kind of education. We have but to look at the State Legislature and the decision by the Judiciary to understand that more funding is needed to meet basic education goals in most of the State. Couple this with declining revenues and we are faced with a very tough decision. How to fund the best quality education with decreasing revenue. One way is to save money by sighting schools where the cost of the land does not eat up funding options.

I favor sighting schools where they can get the best bang for their buck, and in many cases that means rural lands that are not as costly as urban lands. I feel that opposing cheaper sites for schools is like saying I got mine to heck with you. I don't think there is any question that the numbers of children we must educate in the coming years is increasing at a dramatic rate. Restricting sighting to only urban lands when the mix of kids has more urban population than rural is short sighted at best.

The costs of putting up a plant (school), has grown tremendously over the past few years simple because the courses taught require more space than when you and I were in grade school. Hi Tech demands must be met in order to give the children of today a leg up in the educations they will need to compete in their world as adults. I have never been able to reconcile the idea that schools built in rural areas defile the rural character. To me schools are something to be proud of not a blight on the land.

For most of my life I was surrounded by educators. My Father was a elementary Principal and assistant district director. My Mother taught third grade for nearly 40 years. My Brother was a Band Director for 30 or so years in addition to being a Counselor and Special Ed teacher. I'm the black sheep of the family. I am an artist and jeweler. I have watched the evolution of education in a way not many have and we must plan for the best we can provide to make sure that none are left behind, as they are the ones that create difficulty in our society today.

We as a nation face a real calamity, we don't have enough kids in science, engineering, and other highly technical fields that made this Country what it is, but now is sadly declining. If one school in the rural area could be a keystone to again bringing a brighter future to the horizon then for heaven's sake build it. It is all about the almighty buck and where schools can get the best bang for their buck.

Sincerely,

Dave Fields
Hobart, WA

I was able to attend a portion of the Task Force meeting on January 25th. Prior commitments meant I had to leave around 3:30 so may have missed content relevant to my comments.

First, although I recognize the goals came from the GMPC, I was struck by how little was included that focused on the issue of preserving and protecting the rural area. So much seemed to be oriented to solving issues for the schools, which seems to dismiss the concerns that brought the question of school site policies to the table.

Second, there was analysis done focused on when the school properties were acquired relevant to the creation of the urban growth boundary in 1994. This seems very irrelevant to me because the purchase date of property did not matter for any other property owner in either the urban or rural area. There was no "grandfather clause" in the Growth Management Act and the schools seem to continue to operate in an entitlement paradigm.

Some of the school districts seem to see themselves as somehow deserving of exception, which ignores those in similar positions (i.e. property owners) that have already "paid the price" for growth management. You don't have to go any further than the Critical Areas Ordinance to find impacts to rural property owners that have been unmitigated. It is at least insensitive for school districts to see themselves as somehow "above" previous impacts from the establishment of the urban growth boundary. Rural residents may find this exceptionally arrogant and insensitive.

Some of the terms being used by Task Force members demonstrate an unintentional description of the rural area that is misleading and somewhat detrimental. The example that comes to mind came from a brief discussion about academic excellence at the Task Force meeting. Representatives from Mercer Island mentioned that, unlike school districts that touched the rural area, they didn't have the rural area "safety valve". The rural area is not a safety valve and this type of terminology continues to drive the behavior that the rural area is a land bank for urban.

I would caution the Task Force that focusing on the agenda of the schools' financials merely strengthens the resolve of those who see the school exceptions as unfair. It also risks preventing innovation by members resolved in their own mind that arguing financial impact trumps all other concerns. You will create an exceptionally vocal adversary if you continue to demonstrate insensitivity to the rural situation and the impacts urban-serving schools have on that lifestyle.

I would also encourage the Task Force to truly come to grips with the tremendous impact the placement of schools in this fragile environment has on the rural area. It goes far beyond infrastructure or amenities which seem to be the focus of some Task Force members. In fact, a solution that merely creates mitigation ignores how central gathering places like schools create the eventual urge to urbanize an area. That's the core issue and it doesn't seem the Task Force has yet recognized and supported that concern.

Received: Jan 31, 2012

From: Tom Carpenter

From: ken konigsmark [mailto:kenkonigsmark@yahoo.com]
Sent: Friday, February 03, 2012 10:20 AM
To: Smith, Lauren
Subject: School siting comments

Dear Lauren,

I would like to add comments to the discussion on proposed school sitings in King COunty's Rural Area.

Per GMA, the Cascade Agenda, and wise land use planning, it is essential to not allow large urban facilities such as schools to locate, on a convenience and cost basis, anywhere in the Rural Area. Whether it's a shopping mall, mega-church, or new school, the impacts are the same. Each are urban facilities, intended to serve urban dwellers. Each requires water and sewer service that are not allowed or desired in the RUrual Area. Each would create an urban footprint in the Rural Area that is intrusive, impactful, and inviting to other scab-on, additional urban development that feeds off it.

Even worse for schoools, given the nature of the traffic flow involved, sitiing a school in the Rural Area ensures decades of wasteful fuel consumption that contributes even more to global warming and carbon emissions. Siting a school in the RA requires 95% (my estimate) of all students and workers to be transported back and forth, everyday, to the school site at great cost in time, fuel, traffic, student health, and environmental impacts.

I fully expect that if all of these TRUE costs were calculated into an equation comparing rural school sites to schools that were, instead, located inside the UGA near the masses of students they serve, it would clearly show that despite a higher upfront dollar cost for building a school inside the UGA, there is a lesser overall societal and envirnomental cost if schools are sited here.

How to resolve the existing school sites planned for the RA? We DO have a challenging problem to undo the "convenient" approach that was taken in the past to simply buy cheaper, more available rural lands for future school sites instead of taking the better, more difficult approach of finding urban, re-developable sites close to the students each school would serve. I would encourage school districts with rural lands to sell these rural properties and reinvest those funds into the purchase of higher cost, but higher benefit, urban sites. While it will initially cost more near-term, the cumulative, all-aspect "costs" will be lesser in the long-run.

Intuitively, I'm confident everyone can agree with this. We need visionary approaches to now make this happen while ensuring that no further rural school sites will be purchased or built on unless, in rare cases, they truly are serving primarily rural students who live nearby. I wish the Task Force luck in resolving these issues.

Ken Konigsmark
5713 285th Ave SE
Issaquah, WA 98027
Rural Resident

From: The Callows [Jimnlaura@comcast.net]
Sent: Sunday, February 05, 2012 2:22 PM
To: Smith, Lauren; Dunn, Reagan; Strege, Neil
Subject: Fw: SSTF--DRAFT SITE EVALUATION MATRIX

Hi Lauren,

Mr. Dave Fields shared his input with me, that he sent to you at the request of SSTF committee member, Mr. Peter Rimbo. I have to say that I agree with Mr. Fields and you can add me to the record as having the same view on this topic. I am for building schools in the rural areas. Siting schools in the rural area is a good idea. Schools also provide other services to the community such as a place for public meetings since we do not have much in Rural areas in the way of community centers. Therefore, schools in rural areas provide multi-purpose essential services. When the economy once again, picks up steam once again, building will only continue in the rural areas, especially if schools are located there.

I did find it a bit unusual for a SSTF committee member (Mr. Rimbo) to be asking for comment while pointing out the negative before a report is issued to the public. Mr. Rimbo has been an opponent of the Yarrow Bay project in Black Diamond and has gone on the record about his position against the development. In all fairness, He should perhaps reclude himself from the committee and anyone else that has given testimony over the Yarrow Bay development in Black Diamond.

Jim Callow

19102 SE Green Valley Road
Auburn, Washington 98092
February 7, 2012

Office of King County Executive
401 5th Ave, Suite 800
Seattle, Washington 98104-2391

Attn: School Siting Task Force

Dear Members of the SSTF,

As a longtime resident of King County and an active farmer in the Upper Green River Valley Agriculture Production District, I request that your task force take particular care when considering the future siting of our schools in the designated rural areas of King County.

We participated in the Farmlands Preservation Program in the 1980's and our farm has been designated for posterity as a "farm production" piece of property. Our concern when going into the program was that the viability of farming also required that the rural areas reflected compatibility with our ability to maintain a farming community. Over the years since 1980, we have seen our rural areas of King County decrease and become urbanized. Wildlife habitat from these areas has now concentrated on the open space farm areas and adversely effects agriculture. Congestion with traffic has made using and crossing rural roads more hazardous for our livestock and agriculture equipment.

I am a product of the public school system. I have 3 siblings that are in the public education field. My father while alive spent a portion of his career in public school education and my mother taught at the U of W in her earlier career. I always support the school levies. So, you can see, I am not "anti-public schools". However, siting new schools in our rural areas to serve urban school children just allows urbanization of our rural lands. I know land is normally less expensive in the rural areas, however consider the cost when all this land becomes urbanized and local farming is no longer feasible or desirable for those remaining farmers in our county. It is your duty as a task force to control this development pressure from siting schools in rural areas so that our remaining farm land remains protected.

I urge you to read and review the recent (as of this last week) report from the Farmlands Trust Organization, "What is the Current State of Farmland Protection in the Region". Their report cites that the average annual loss of farmland acreage in the Puget Sound region since 1950 has been 14,000 acres a year. From 1.4 million acres to less than 600,000 acres of farmland is a 58% loss of farmland acres. Go to the study at www.farmland.org. You may have heard this report discussed on our local NPR station, KPLU on February 6th, yesterday.

In closing, please site schools in their needed urban settings and take utmost advantage of the non-rural footprint they have now.

Sincerely,

Clarissa

Clarissa Metzler Cross

Canter-Berry Farms

www.blueberries4u.com

From: Erika Morgan

PUBLIC NOTES FOR THE KING COUNTY SCHOOL SITTING TASK FORCE:

These returned forms will be presented to the task force as public input concerning the placement of forthcoming schools to counter the YB / Enumclaw School district agreement to place them outside Black Diamond city limits.

"We were promised a community built on Black Diamond's firm foundation as an integrated economically sound and rational, self sufficient community. **This community would have a walking scale, but efficiency of transportation and communication;** it would honor its proud historical heritage, its exceptional natural setting, and its small town community filled atmosphere. Forested and untouched areas are to remain, **trails, bikeways, green belts as well as roads to connect open space, housing, shopping, employment, schools and recreation areas with each other and with the several regional nearby parks, coordinating with the "old town" are its dominating characteristics. All this is done in a coordinated integrated way that encourages a walking and active lifestyle.** The economic base is set on a diverse platform of heavy and light industry, business park and office space, cottage and tourist industry, and there is enough retail to at least provide the necessities right here in town. **The town is properly thought out and coordinated in the placement of roads, schools and services and trails for most effective transportation and communication; and for the ease of movement of goods and services for most efficiency.** Residential development will be a mix of types and densities which are clustered to preserve the maximum open space, and access to the trail system that is the coordinating back bone of the development. Citizens participate in effective and open government, and are part of the decision making process reflecting the community values of cooperating with downstream neighbors to protect their quality of life as well, and also to provide adequate public services and environmental protections for a safe high quality life for all citizens from children to seniors." [Paraphrased from 2009 Comprehensive Plan Update page 1-2]

This is the comprehensive development plan as it comes down to 2009, it was originally constructed by a large citizen group for inclusion in the King County comprehensive development plan. Here is your chance to record your perspective and preference as a citizen who lives in the community the plan creates.

Is this plan substantially relevant for Black Diamond today from your point of view? yes/no

Name: *Gil Bortleson*
Address: *PO Box 288*
Black Diamond, WA 98010
Phone: *360-886-1939*
E-mail: *GBORTLES@GMAIL*

What would you like emphasized in this plan? *Walkable distance within city boundaries*

Are there any additions you would make to a current plan?

Minimum land use and maximum buffer (over)

Do you have preferences about where the schools should be, feelings about good neighbors for schools or insights for doubling up or companion use to reduce duplication of public facilities?

BD on MPD lands close to concentrated development east of Lake Borseshoe

Please return your thoughts to me as a paper copy through the mail: Erika Morgan; King County School Sitting Task Force, 33624 Abrams Ave, BD 98010, 360 886 0187 or electronically; <smilemeadow@tx3.net> with the subject SSTF, I can also e-mail you this form so the whole exchange is electronic. These returned forms will be presented to the task force as public input concerning the placement of forthcoming schools to counter the YB / Enumclaw School district agreement to place them outside Black Diamond city limits in the greater county.

not in thick of sensitive area near Black Diamond Lake and major wetlands

* Ideal characteristics for school

- Walkable for most students
- 2-3 story to minimize land use
- Underground parking for staff
- Campus-like landscaping
- discourage student driving by making parking difficult
- locate schools far from sensitive areas
- ample buffers to screen noise, light glare, and visual impacts
- centralize larger sport facilities
- energy efficient buildings
- bicycle trails connecting to school

From: Jack Sperry [mailto:JackSperry@Comcast.net]
Sent: Thursday, February 09, 2012 10:20 AM
To: Smith, Lauren
Subject: School Siting Outside the Black Diamond UGA

Ms. Smith,

I am writing regarding concerns I wish to have relayed to King County's School Siting Task Force. Please forward this letter to them.

School Siting Concerns:

A large developer, Yarrow Bay Holdings LLC, is proposing to build over 6,000 residences on more than 1,500 acres in the tiny town of Black Diamond, WA. This gargantuan development will require the construction of seven new schools to support the population that will grow from 4,100 today to approximately 20,000 to 25,000 over the next 15 years. These new schools should be sited within the 1,500 acres owned by the developer and none should be placed outside the City's UGA just to provide more land for the developer to sell as residential sites. The developer currently plans to site three schools in the rural area outside of the Black Diamond city limits. It is grossly unfair for the developer to shift the costs and environmental burdens associated with these schools onto those living in the rural area. Locating these schools outside the Black Diamond UGA will require new roads as well as, sewer, water, and other utilities to be routed through rural forest land just to allow for greater profits for the developer. In addition, providing these utilities outside the UGA will further the opportunities for urban sprawl into the rural environment.

Since these schools will not be located within the communities they serve, they will be creating more isolation from the community and greater travel requirements. The schools supporting this large "Master Planned" community should be integral to the community so that children can walk to school within the safety of their own community.

I strongly urge the School Siting Task Force to remove these rural located schools from consideration by the task force. The properties at which these sites will be located do not belong the Enumclaw School District (ESD). Furthermore, the whole YarrowBay development is potentially subject to much change as is the agreement between the Enumclaw School District, YarrowBay, and the City of Black Diamond. Several court cases are pending in both Superior Court and the Washington Supreme Court which when heard could potentially cause significant change to the scope of the development and its need for future school sites. Until such time as these challenges to the YarrowBay development have been adjudicated it is premature to even be addressing these school sites.

In addition to the aforementioned court challenges to the entire YarrowBay development, and in recognition that the currently approved Master Planned Development could be annulled by the courts, YarrowBay has filed new MPD Applications. When processed these new "replacement" MPD Applications may well open up the Tri-Party School Agreement to all new negotiations between the developer, the City of Black Diamond, and the ESD. So once again it is premature to be including these rural school sites in the current task force discussions.

Respectfully submitted,

Jack Sperry
15706 SE 173rd St.
Renton, WA 98058

From: Cindy Proctor [mailto:proct@msn.com]
Sent: Friday, February 10, 2012 2:27 PM
To: Smith, Lauren
Subject: School Site Comments
Importance: High

Ms. Smith,

Please accept my comments for the record regarding the placement of schools in rural lands that primarily serve UGA. I am fundamentally opposed to CWPP that allows the placement of schools in rural lands to serve urban schools for following reasons:

- The process undermines the purpose of GMA policy and encourages urban sprawl in to rural lands that are critical resources for agricultural and environmental reasons, as well as an area of refuge from frenetic, noisy urban activities.
- It creates a fragmentation of habitat of wildlife, birds, etc. and slowly allows sprawl to undermine these critical tree canopies and/or undeveloped lands.
- It is misleading to perpetuate the theory that cheaper rural lands are the solution to adequate schools and therefore we must build schools that serve urban areas on rural lands. The truth is that adequate mitigation measures are not being required of the developers within small suburban cities and/or defined County UGA. Furthermore, it discounts the long-term O&M and transportation cost for the school districts.
- It doesn't enhance and provide a sense of community that walkable schools would provide.

I understand the need to address an equitable compromise to those schools districts that currently own their land, and that they may have purchased these lands decades ago. However, I am opposed to school sites that were snatched up and purchased in the last 5 years in an effort to bypass the CWPP. Furthermore, I am vehemently opposed to school sites that are not owned by school districts and in-fact were structured by pending development agreements to purposely exploit the loop-hole in the CWPP and provide the developer the opportunity to sprawl into the rural lands.

Specifically in regards to the (3) proposed Enumclaw School Districts sites.

- The YarrowBay Rural Area sites should not even be considered as they are not owned by the Enumclaw School District, nor are they an "asset" on ESD's books. Per the Tri-party agreement the ESD would not even start due diligence of school sites until all appeals have been completed and then they have up to 180 days to complete their due diligence/feasibility. Additionally, the Master Developer purposely elected to transfer a middle school site in rural lands out of sync with the actual capacity need for a middle school (currently Black Diamond is served by Thunder Mountain Middle School which is under capacity and would be detrimentally impacted from an operating standpoint if a middle school were built in Black Diamond too early in the development process) for the sole purposes of getting sewer lines ran out to the rural lands so that they could develop even more housing than the 6,050 units already proposed.
- Lack of site ownership continues to be an issue and even a valid development agreement is questionable as Yarrow Bay has submitted new MPD applications which would leave all aspects of the development open to the new City Council, including the Tri-Party agreement.
- The ESD sites are due to a Yarrow Bay Master Planned Development that is within an Urban Growth Area; the egregious placement of urban schools in rural lands as part of a MPD is immoral and a clear attack on rural taxpayers, CWPP, and the GMA.

- The (3) ESD schools sites are dragging down the entire school site task force because it is truly a benefit for the Master Developer as opposed to school sites such as the Tahoma School District site which already has sewer lines in place and purchased their land over a decade ago and is a campus like concept. Whereas the ESD sites are spread out over a large geographic area creating sprawl in multiple directions.

Thank you for the opportunity to comment.

Cindy Proctor
2950 Sun Mountain
Enumclaw, WA 98022

19004 SE Green Valley Rd.
Auburn, WA 98092
February 12, 2012

Dear School Siting Task Force:

While the costs associated with placing schools in rural areas may initially be more cost effective for the developer and the school district, the long term costs to our environment, our quality of life, and our safety must also be accounted for. I strongly urge you to place new schools within recently approved Master Plan Developments, rather than outside those boundaries in forested or agricultural land.

Placing schools in rural areas only contributes and encourages urban sprawl. When a school is placed in a rural area, surrounding property becomes developed. Forest land and agricultural land slowly become more urbanized. Why? People want to live near a school.

A new development should incorporate schools into its newly planned community. Schools within a community become an asset. A school becomes a community focus, a playground, and a meeting place for community groups.

Having a school within walking distance of most residents saves school districts transportation money. As funding for schools becomes increasingly tight, less needs to be spent on transportation so that more can be spent on classroom needs.

When children are not provided with a safe walking path to school, parents end up driving their children to school in cars. I invite you to visit any rural school at the beginning or close of a school day to witness these twice daily traffic jams of parents picking up or dropping off their children. This traffic contributes to wasted energy, pollution, wear on roads, and unsafe conditions. Also, consider evening school events where parents and community members cannot walk to the school. Again, there is an increase in pollution, fossil fuel consumption, wear on the roads, and an erosion of safety.

When schools are centrally located in a densely populated community, walkways can be safely lighted. Children, parents, and community members can safely and easily walk to school and community events at the schools. Playgrounds and sports fields are accessible for residents to enjoy. A community less dependent on the car is formed which is healthier not only for our environment, but also for the youth and community members.

In summary, schools should not be placed on forested or agricultural land. Save our county from continued urban sprawl and place schools within densely populated planned communities where the school becomes an asset to the new development. Keep our rural areas rural, and provide our newly developed communities with schools located within easy, safe walking distance.

Sincerely,
Harriett M. Dalos



Northshore
School District

Support Service Center

22105 23rd Drive S. E.
Bothell, WA 98021-4409
Phone: (425) 408-7850

February 15, 2012

School Siting Task Force
401 5th Avenue, Suite 800
Seattle, WA 98104

Dear Ms. Miller and Members of the School Siting Task Force

Thank you for the opportunity to share how the Northshore School District's continued ability to use its undeveloped Paradise Lake property impacts the 19,000 students it serves and the community of 117,000 that live in the property's service area.

Analysis in the mid to late 1990s indicated growth in elementary enrollment from 9,000 to over 13,000 by 2012. Analysis further indicated that efforts such as boundary changes, transportation alternatives, instruction program relocations and additional portables would probably be insufficient to mitigate forecasted enrollment increases. Managing the growth within existing sites was also made more complicated by the recently enacted GMA which split the district. Locating an acceptable site was daunting, given the need for at least 20 contiguous developable acres at an affordable price. The search parameters also required that the site have good developmental possibilities under current code, giving it good marketability in the event that demographic patterns shifted and it needed to be sold. It was with good fortune that the Paradise Lake site became available at an affordable price.

We would respectfully ask that the task force help us to meet the needs of our students and community by not changing critical development standards that would negatively impact our taxpayers through reduced market value or increased costs of development or operations.

Respectfully,

Northshore School District

As I monitor the Task Force's activities, I'm struck by how the dominant thinking continues to be that the school districts "deserve" to be the exception to the rules all others have to adhere to.

Specifically, the analysis showing the distance of the school sites from the Urban Growth Boundary appears to be moving toward allowing schools very close to the UGB to be exempt from normal rural area rules. It appears that would include allowing tight line sewer service.

The idea that some arbitrary distance from the UGB somehow justifies an exemption to rural area "rules" is unfair and unacceptable. Instead of creating an exemption, the school districts, like any other land owner in the rural area, can submit a docket to the King County Comprehensive Plan requesting a move of the UGB.

There are a number of reasons this approach makes more sense than the exemption route. The KCCP process gets the full analysis provided by an Area Zoning Study. This comprehensive analysis is a KCCP required prerequisite to any community planning and a UGB move is considered a radical enough change to a community to require the AZS. The exemption route does not have any such requirement.

The KCCP UGB move process also allows the public to participate at the transaction level. An exemption in the KCCP would not allow such transaction-level resident participation.

At a minimum, it appears to me schools would value an understanding of how local residents felt about converting their area from rural to urban. Ironically, this is exactly what the GMPC is hearing from rural area residents who want to plug the policy holes that allow urban-service facilities to be located in the rural area.

Finally, moving the UGB aligns nicely with the evolution of a fundamental intent of the Growth Management Act: providing urban services. GMA recognizes that cities are best positioned to provide urban services and there should be no doubt that a school requires urban services. Moving the UGB would, at a minimum, generate a Potential Annexation Area, creating the link to a city. Even if the annexation vote is delayed, an Interlocal Agreement with the city could easily arrange for the urban services required by the school.

I would caution the Task Force that moving in the direction of creating exemptions based on distance from the UGB merely strengthens the resolve of those who see the school exceptions as unfair.

Tom Carpenter
15006 SE 139th Place
Renton, WA 98059

From: Cindy Proctor [mailto:proct@msn.com]
Sent: Thursday, February 16, 2012 8:05 AM
To: Smith, Lauren
Subject: SSTF- Additional Comments
Importance: High

Lauren,

I hope these comments can make it into today's meeting. It has recently come to my attention that Yarrow Bay has yet another proposal regarding placement of the middle school to the west of the Villages via elimination of the school and expanding the sole other middle schools capacity. Although I prefer this alternative from a placement standpoint I would caution offsetting impacts. As background Yarrow Bay has consistently disagreed with the ESD regarding whether there should (7) schools or (5) schools and Yarrow Bay's position has been that the ESD has been unreasonable in their request for "small walk-able schools" so in essence the County does for Yarrow Bay what they couldn't do and that is eliminate a school site, rather than reduce their project size to fit within the MPD/UGA footprint.

Critical points:

- Placement of a larger school along Green Valley RD has design issues that will mandate that it have secondary access to the Green Valley RD. First, the design has only has a single point of access that requires driving all the way through the MPD site; the MPD design and road standards are not full sized roads and this may create issues for the buses (children from Lawson and Morgan Creek would all need to be bussed); it will most certainly create issues for police and fire. I have never seen a school allowed to be built without two clear and separate access point. Now you have all the busses and regular MPD traffic coming down the Auburn-Black Diamond RD and having to turn into the MPD
- Furthermore this is contrary to the ESD small walk-able schools in desires, and creates increased transportation cost; finally it is one less school for a combined 6.050 MPDs and thus overcrowding is likely with probably bussing to back to Thunder Mountain Middle School in Enumclaw.

If this option is allowed, it must be conditioned that the ESD and Yarrow Bay are required to bring the Tri-Party Comprehensive School Agreement back to the public and the Black Diamond City Council to ensure adequate mitigation measures are in place. Yarrow Bay has created their own problem by refusing to scale back their MPDs size and wants the School District, the County, rural landowners and taxpayer funds to fix their problem.

Cindy Proctor

LAKE WASHINGTON SITE #1

Parcel #727310-0245 - 10.12 acres, Purchased 1/13/1992 for \$210,000

Parcel #727310-0250 - 9.85 acres, Purchased 1/16/1992 for \$200,000

North of Juel Park on NE 116th Street.

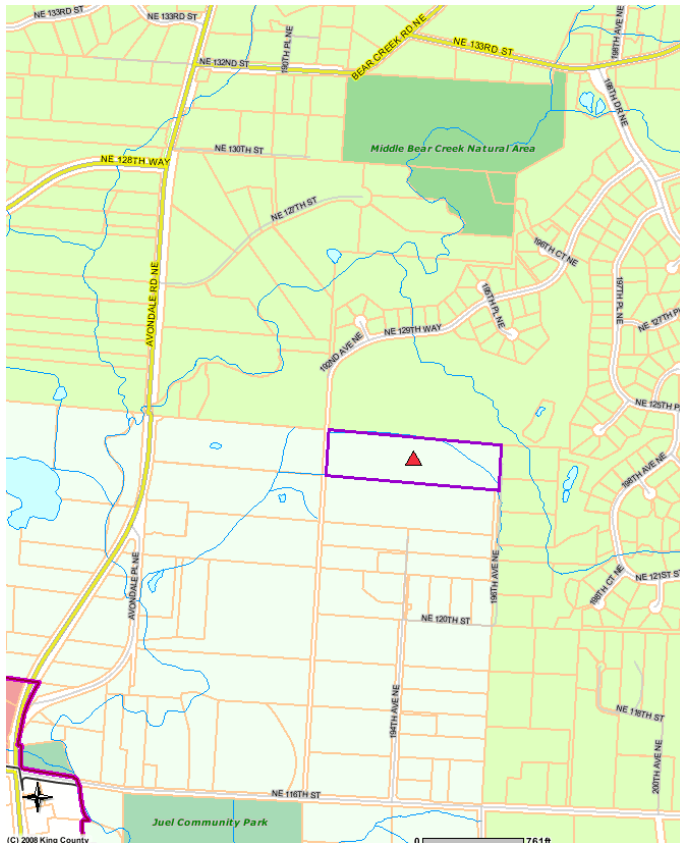
Access to site from North:

North on Avondale Road, turn right (east) onto NE 132nd Street.

Turn right (NE) onto NE 133rd Street at fire station

Right onto 196th Drive into Tuscany neighborhood

Right onto NE 129th Way –follow to end



Access to site from South:

North on Avondale Road, turn right (east) onto NE 116th Street.

Cross Bear Creek at bridge and go up hill

Left (north) onto 194th Avenue NE - note road is narrow and cut into hillside, very poor SSD (stopping sight distance)

Right (east) onto NE 120th Street

Left (north) onto 196th Avenue NE – note that road is one lane muddy driveway. Easement for road exists along here.

IMPORTANT DETAIL: NE 116th Street between Juel Park and 204th Avenue NE is on a series of lake terraces and is an exact mirror image of the NE 116th Street roadway on the west side of the valley between Avondale Road and 172nd Avenue NE. In 2001 the two sides of the valley were almost identical rural roads. The west side is inside the UGB; the east side is rural. Since 2001, City of Redmond has spent nearly \$8,000,000 re-grading, widening and adding sewers, turn lanes and sidewalks to NE 116th Street on the west side of the valley.

Lake Washington #1 - Parcels 727310-0245 & -0250 near NE 116th Street & 194th Avenue NE off Avondale Rd

NE 116th Street - looking east
near Avondale Road



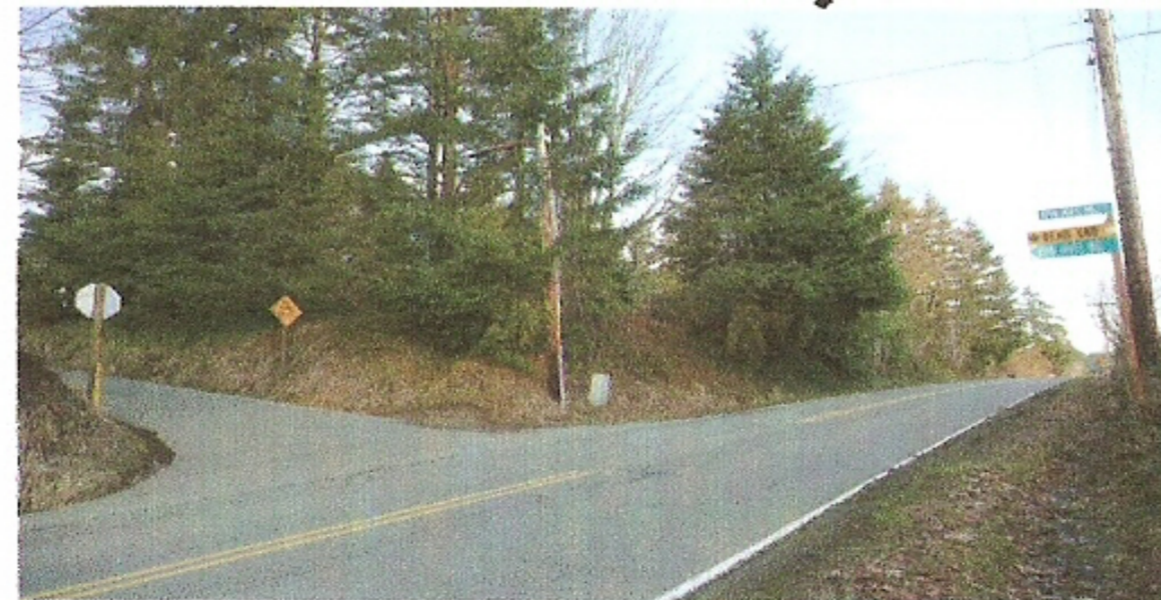
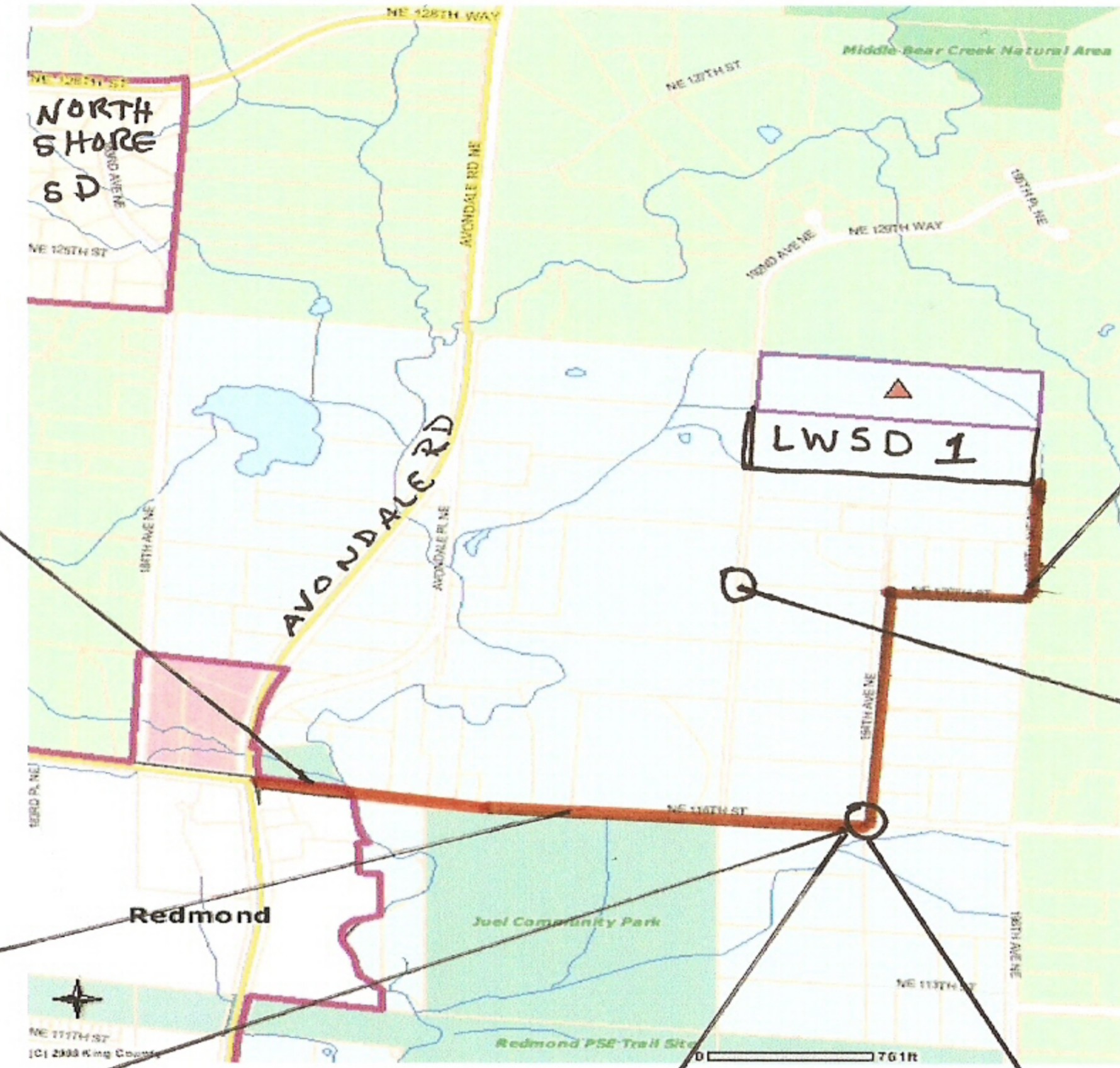
View west along NE 116th Street @ 194th



Gravel road to school ppty



194th Ave @ NE 120th St



LAKE WASHINGTON SITE #2

Parcels #332606-9009 & -9010 (9.31 & 28.54 acres)
Purchased on 1/15/1988
22000 Novelty Hill Road

North side of Novelty Hill Road, just west of Redmond Ridge UPD Boundary

Borders Redmond Watershed on North

NW Gas Pipeline easement runs through east edge of parcel

Mature, second growth timber covers entire property

Entry driveway has sight distance problems

No sidewalks and steep drop-off along Novelty Hill Road

Walk route to school would be expensive to construct; nobody would use it because of the excessive traffic.

Even before the GMA had passed, Blakely Ridge Timber Company recognized that the Redmond Ridge area where they owned land would be an excellent site for an Urban Planned Development. Instead of setting aside land inside the UPD for schools that would serve the students and families who live and work in the community, they instead sold a 38-acre parcel of land (in 1988) to the Lake Washington School District just outside the planned Redmond Ridge UPD boundary. This would allow all of the land inside the UPD to be developed as homes, apartments or businesses meaning more profit for the land developers. Blakely Ridge eventually sold the land that Trilogis is located on to Weyerhaeuser-Quadrant.

Inside Redmond Ridge UPD, a 10-acre parcel was set aside for Rosa Parks Elementary and another 10-acre parcel was sold to the school district in Redmond Ridge East (parcel #720310-2310 was sold to LWSD on 12/27/2007 for \$3.3 million) for an elementary school, but no junior high or high schools have been planned for the Redmond Ridge development. The school district still owns the 38-acre property located next to the Redmond Watershed and as recently as 2010 was planning to turn it into a school. It is close to Redmond Ridge – but it's not close enough to walk to, especially along busy Novelty Hill Road – so students would need to be driven to school or drive themselves. Task Force members should try walking from Rosa Parks Elementary to this site in order to understand its inaccessible location.

Redmond Ridge East has an undeveloped 160-acre lot (parcel #720316-0470) that would be a great location for a junior high and high school complex that Redmond Ridge residents could walk or bike to. The school district has the right to require the Redmond Ridge developers to sell a portion to them under eminent domain. Why haven't they done this? (They say it's too expensive to acquire the land at Redmond Ridge. This is not true - since school districts, by law, can only pay appraised value for land, not market price.) Where do students from Redmond Ridge go to junior high and high school? Currently, they are bussed long distances to Evergreen Junior High (4 driving miles) or to Redmond High School. It doesn't make sense that

a community that was portrayed as self-contained should be sending students out into the rural part of the county or miles across the district to a different city for school.

The Lake Washington School District has successfully passed bond and levy measures almost every time that it has put measures on the ballot. Voters are very supportive of schools. When the district says that they don't have money to purchase land, this is only true in that they have not yet asked for money from voters. Voters in the district are more than generous – and the district's portrayal that it doesn't have money to spend on land is an insult to students, parents, residents and voters who would pay for land if asked. Furthermore, they can sell the rural parcels and can apply the proceeds to the purchase of new land.

LWSD SITE #3

Parcel # 052506-9036

Located across from Perrigo Park near the intersection of NE 95th Street (Conrad Olsen Road) and 195th Avenue NE.

26.86 parcel used to be the command center for the Nike Missile Launch Site at Lookout Ridge at the top of Education Hill to the west.

The site was acquired by the Lake Washington School District in the 1976 from the Department of Defense. When the school district split into two parts – with Lake Washington School District operating elementary, junior & senior high schools and Lake Washington Technical School operating vocational and technical junior college programs, the Nike Site was given to the Lake Washington Technical School, but was then transferred back to the LWSD. It has been locked and abandoned for years.

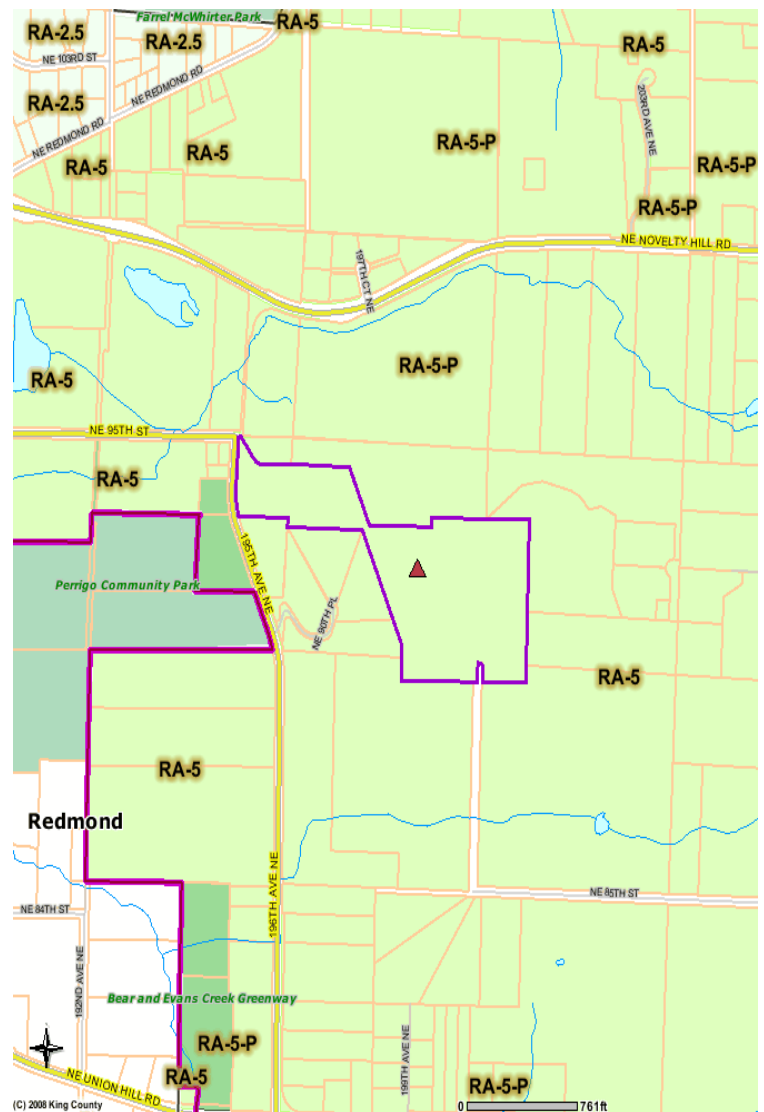
In 1991, the school district sold the property to the next-door neighbors. They discovered that there was significant toxic soil contamination and forced the school district to buy the property back.

The site is accessible from 208th Avenue NE along NE 85th Street from the east. Also

there is a new connector arterial being built between Novelty Hill Road and Union Hill Road that may make access to the site very convenient for student drop-off and pick-up.

The site seems non-ideal, but it is centrally located relative to Redmond Ridge, Education Hill and the Sammamish Plateau (maybe.)

This site should be studied more before deciding that it shouldn't be used as a school site and if so, ask City of Redmond to annex the site and provide improvements.



Lake Washington Site 4

On same parcel as Dickinson Elementary and Evergreen Junior High

Parcel # 082506-9008

Acquired in 1970s

-At the September 6, 2011 Kirkland City Council Meeting (1:52:00), LWSD Superintendent Chip Kimball spoke about the effects of the proposed changes to the King County Comprehensive Plan that would prohibit schools in rural King County. He specifically spoke about this site, calling it the "Mink Farm" and said it was "mission critical" to the school district's plans for expansion. (Apparently, the term "Mink Farm" was familiar to students who attended Dickinson or Evergreen, but I had never heard of it or seen it in written plans or on the LWSD.org site.) He said that they planned to build a full-size high school with athletic fields and that it would be for students from the east side of the district meaning Redmond Ridge, Sammamish and North Redmond where all of the new houses had been built.

The Lake Washington School District already has 4 full-size high schools. These schools all have football fields and other sports facilities. The school district cannot afford to maintain their current facilities, relying on parents and boosters to pay for improvements and upkeep. At the December 5, 2011 LWSD School Board Meeting, the board voted to hand over maintenance and scheduling for one of its popular sports fields at Eastlake High School to the City of Sammamish if the City would pay to resurface the field with artificial turf. The Redmond High School football field was resurfaced with money from donations. The idea that the school district is going to build new athletic facilities on this site doesn't make sense, which leads to the question, "Do they really need 40 acres for a new school?"

Access to the school is along Union Hill Road and 208th Avenue NE. The roads are one lane in each direction, without bike lanes or sidewalks. The school is far from Redmond Ridge, far from Education Hill and North Redmond and far from the Sammamish Plateau. There is no Metro bus service to the location.

The property next door, parcel 092506-9007, at 21407 NE Union Hill Road was added to the Public Benefit Rating System on November 4, 2011 because it contained 10 acres of contiguous forest and wetland ponds. (See KC File 2011-0472.)

The Lake Washington School District currently has a village of about 20 old portables at Dickinson Elementary that are leased to the Boys and Girls Clubs and are used for school district preschool and Choice programs. The location of the Boys and Girls Club never worked for me or for my neighbors when we looked at summer or after-school programs because it required too much driving. A high school at this location would be just as inconvenient.

From: Terry Lavender [mailto:tlavender2@frontier.com]
Sent: Sunday, February 19, 2012 7:00 PM
To: Smith, Lauren
Subject: School Siting Task Force Public Comments

Lauren Smith,

I had the opportunity to attend part of the meeting on February 16th and pick up some of the printed materials. I am impressed by the thoroughness and detail of the work. As a rural property owner within a few miles of three of the purchased school sites, I would like to submit comments.

Paul Reitenbach gave an accurate summary of the zoning changes and decision process for designating the Bear Creek Basin rural. The actual zoning changes occurred prior to Growth Management and were intended to protect the resource of Bear Creek. When I moved to Bear Creek in 1977, the zoning was one residence per acre and it is now one residence per five acres. I served on the Bear Creek Basin Plan Citizens Advisory Committee and this zoning plan was the foundation of protection for Bear Creek. That density was not extinguished. It was transferred to a few large property owners and became Redmond Ridge and Trilogy. The property owner gaining the density should adequately provide for the level of service, including schools needed for the population. Since then we have also had significant regulatory change with the Critical Areas Ordinance. This requires 65% of any parcel to remain in forest or provide detention. It also has larger stream buffers and other measures to protect the streams.

As a rural property owner I have significant requirements on my property to protect important resources. As part of that public and social “contract”, my property and neighborhood should be protected from urban uses. None of us had any urban use of our property grandfathered nor should any other land owner. Tax payers have spent well over \$20 million in the same time period to purchase highly sensitive lands along Bear Creek and significant additional dollars to restore areas. This is true across the rural areas of King County and the sum for conservation properties, salmon recovery, restoration, flood control and other measures is huge. Tax payers have a right to expect that those investments will be protected. The argument is often made that taxpayers have purchased the school sites and new sites would cost more tax payer dollars. That ignores the substantial additional investment tax payers have made to protect and restore resources. One tax payer dollar should not undo the work of another taxpayer dollar.

Rural means something significant to me as a property owner and us as a community. I expect my government and social institutions such as schools to respect and comply with the same rules I do.

I will continue to follow the conversation and look forward to a fair decision. Thank you for allowing public comment.

Terry Lavender
17304 208th Ave. N.E.
Woodinville, WA 98077
425 788 2304
[Tlavender2@frontier.com](mailto:tlavender2@frontier.com)

From: Tim Hesterberg [mailto:TimHesterberg@comcast.net]
Sent: Sunday, February 19, 2012 7:03 AM
To: Smith, Lauren
Subject: School Siting Task Force

Dear School Siting Task Force,

My family spent six months in Canberra, Australia when my kids were two and five. Canberra is a planned city, with schools built right into the neighborhoods, and paths so children and parents can walk and bike to school. It was a wonderful experience.

Being able to walk and bike to school is important. Kids need activity to do well. And getting into the habit of exercise is important.

We as a nation are getting fatter and fatter, due in large part to lack of exercise.

When siting schools here, please follow these guidelines:

- * schools should be located in residential neighborhoods
- * children should be able to walk and bike to school
- * schools should not be built outside urban growth boundaries, or other places where people have to drive. In addition to the lack of exercise for children, this causes more traffic.

Thank you,

Tim Hesterberg

2628 31st Ave W, Seattle, WA 98199-3338

<http://home.comcast.net/~timhesterberg>

(water bottle rockets, computers to Costa Rica, shower = 2650 light bulbs, ...)

From: Susan Wilkins [mailto:susanwi_1234@yahoo.com]
Sent: Thursday, February 23, 2012 12:25 AM
To: Claire Turpel
Cc: Lauren Smith
Subject: School District Present and Potential Capacity Needs DRAFT 2/14/12

Dear Clair,

At the Feb. 16 meeting, I had asked about the statement included on the page for the Lake Washington School District. In the second paragraph that starts with "The District does not distinguish between urban and rural students for purposes of providing public education and school capacity." It goes on to state, "...3,440 (or 14%) of the District's current student population resides in the rural area and in Redmond Ridge/Redmond Ridge East (with rural resident students totaling 9% of the total student population.) Based on enrollment trends in Redmond Ridge (and the continued build out of Redmond Ridge East), this number is likely to increase."

It appears that the Lake Washington School District is counting the students who live inside Redmond Ridge Urban Planned Developments as rural students. Although Redmond Ridge is not in an incorporated city, it is inside an urban growth boundary so classifying these students as rural is incorrect.

It would be a good idea if the following terms were added to the definition list:

rural area = area outside the urban growth boundary
urban area = area inside the urban growth boundary
urban student = student who resides inside the urban growth boundary
rural student = student who resides outside the urban growth boundary

It would also be helpful to note that unincorporated parts of the county that are inside the UGB are still considered urban.

The Lake Washington School District has 5 elementary schools with both rural and urban students.*
Alcott has 720 students; 300 are rural, 420 are urban
Carson has 556 students; 56 are rural, 500 are urban (when the Allen Lake area is annexed, all students will be urban)
Dickinson has 521 students; 350 are rural, about 170 are urban
Einstein has 470 students; 40 are rural, 430 are urban
Wilder has 453 students; 453 are rural, 0 are urban

These 5 elementary schools (grades K-6) have about 1200 rural students. The Lake Washington School District has about 14,300 students in grades K-6 so about 8.4% district's K-6 population is rural. I don't have student counts for 7-12 students but the percentage of students who are rural should be similar for the upper grades.

*The rural/urban student counts were done using the school district's bus route schedules that are available at all school offices. The school district can get exact student statistics (that are probably slightly more precise than my numbers) by contacting its transportation department.

-Susan Wilkins

From: peggy - hotmail [mailto:sperry@hotmai.com]
Sent: Friday, February 24, 2012 2:50 PM
To: Smith, Lauren
Subject: Yarrow Bay School Sites in the Rural Area

Ms. Lauren Smith,

Below are some concerns I wish to have transmitted to the King County School Siting Task Force.

Yarrow Bay School Sites in the Rural Area

There are three of seven school sites planned for the Master Planned Developments in Black Diamond which are to be located in the rural area beyond the city's urban growth boundaries. These school sites are not even owned by the Enumclaw School District and should not be considered at this time as part of the County's School Siting Task Force. Furthermore one of the three sites is not in the Enumclaw School District, but is to be located within the current boundaries of the Auburn School District.

There is plenty of land available in the MPD properties (over 1,500 acres) for siting of all seven schools. Yarrow Bay Holdings LLC is proposing these sites in the rural area simply to increase its developable land area to increase its profits. They will be doing this at the expense of citizens in the nearby rural areas which will be burdened with the costs to the environment associated with these schools.

All seven schools envisioned for the growth planned in the MPDs should be located within the communities they serve. This would ease transportation requirements and keep the schools within walkable distance of the residences. And that would keep roads, sewers, and other utilities from expanding into the rural area.

Members of the SSTF, please delete these three schools from consideration by the task force. The vast majority of Black Diamond citizens are opposed to the size of these massive MPDs and do not want the adjacent rural areas further disturbed. This sentiment was forcefully expressed when three City Council incumbents who favored these developments were resoundingly thrown out of office by a three to one margin. The majority of Black Diamond citizens want more controlled growth and certainly don't want MPD school site spreading into the rural area.

Sincerely,

Peggy Sperry
29051 229th Ave SE
Black Diamond, WA 98010

From: elnken27@juno.com [mailto:elnken27@juno.com]
Sent: Sunday, February 26, 2012 2:21 PM
To: Smith, Lauren
Subject: Green Valley RD.

I live near Green Valley Rd and I'm very concerned about the schools proposed by Yarrow Bay, the European company that intends to enlarge Black Diamond. The schools would be located close to GVR and would cause more traffic than this rural road could handle while being constructed and afterward also. I don't know how I would be able to drive on the only road I have access to, if plans are not changed. I appreciate any thing you can do to rectify the situation.

Thank you, Ellen Hansen

From: sgelfan@aol.com [mailto:sgelfan@aol.com]
Sent: Monday, February 27, 2012 12:17 AM
To: Smith, Lauren
Subject: Black Diamond

To the King County School Siting Task Force:

This letter is in support of not allowing schools to be built in unincorporated King County when those schools will have a majority student population residing inside city limits. These schools should be inside the city where the students live. We support changes to state, local, and county regulations that make it easier to build schools in the city, and make it harder to build them in the unincorporated area.

Please give the strongest weight to the following factors when making decisions that will forever affect our future and the education of students:

- Schools nearest to where the most students live allow more students to walk to school, improving student health and quality of life.
- Schools in the urban area decrease long term busing costs for taxpayers.
- Schools nearest to where students live provide a better education because students can easily stay late or come early to take advantage of extra help.
- Rural area tax payers should not be required to pay extra for road maintenance and expansions needed by heavy school traffic. In addition, roads not built to handle the twice-daily rush of school traffic are dangerous for our children and all drivers.

Regarding school sites that will serve residents of the city of Black Diamond:

- The intent of the Black Diamond Comprehensive plan is to have schools serving Black Diamond residents inside the city limits.
- Black Diamond is in the early stages of planning a Master Planned Development, with all opportunity to place schools inside the city. No final school sites have been determined.
- Black Diamond Elementary is in the heart of the city, and is a good example of a school that is an excellent resource to the city. It is used for meetings, events, and as a park year-round.

Thank you for your time and attention to this important matter.

Sincerely,
Sara Davis
parent and educator

February 2012

**To the King County Growth Management Planning Council
School Siting Task Force**

I support County Planning policies that require schools serving mostly urban areas to be built inside the urban areas. This is better for our children, better for our environment, and provides many long-term cost savings.

As a resident of Black Diamond, I have witnessed as a few local officials have continually acted in direct opposition to the wishes of the majority of citizens and in the worst interest of future children in our area. Many citizens testified in opposition to allowing a developer to build any schools outside of the urban growth boundary.

However, the city council ignored our wishes. The actions of the mayor of Black Diamond routinely seem to show that she cares more about the developer's profits than the wishes of citizens. The city council members who ignored us were booted out of office by a 75% electoral margin in November. I volunteered my own time as part of that campaign. I will continue to support elected officials and policies that put schools inside the cities, and keep growth where it belongs.

The Enumclaw school superintendent allowed short-term interests and a desire for state funding based on quickly growing student enrollment to get in the way of what's best for those students. The school district did not enlist the creative help of local residents to deal with financial issues in the school district.

In a coming development (in Black Diamond) that is much larger than the size of the existing city, where no ground has yet been broken, it is ridiculous for the Enumclaw school district to plan schools outside the urban growth boundary. Schools are busy centers of activity that cause large amounts of traffic, and draw people to live all around them. Putting the school outside the city creates environmental problems such as increased pollution from fossil fuels, increased road maintenance, sprawl and wildlife habitat loss. Black Diamond has an environmental program where students are shown ways to be environmentally responsible at our existing elementary school in the heart of the city. If we teach our students to care for the earth, then we must lead by example when creating government policies, and keep schools in the urban growth boundary, which will protect the environment.

Please support county planning policies that permit new schools only in the urban growth boundary. There should be no exceptions or grandfathering for districts who purchased rural land over the last 15 years hoping to subvert these policies. The county has been clear on its preference for schools in cities rather than sprawling out to the country. Enumclaw School District knows this and was irresponsible in planning what they have so far with the pending Yarrow Bay developments. Luckily, the county can help us all by not permitting these schools on county land.

Those of us signed below all worked on and support this message.
Thank you,

John McGibbon

32202 3rd Ave, Black Diamond

	P.O. Box 393, Black Diamond WA 98010
Jannie McGibbon	32202 3rd Ave, Black Diamond P.O. Box 393, Black Diamond, WA 98010
Clark Metler	30483 227th Pl SE, Black Diamond, WA 98010
Kristen Bryant	1006 139 TH Pl NE, #C-4, Bellevue, WA 98005
William G Bryant	25100 Roberts Dr, Black Diamond, WA 98010
Karen Bryant	25100 Roberts Dr, Black Diamond, WA 98010

From: JUDITH CARRIER [mailto:gotrocks886@msn.com]
Sent: Tuesday, February 28, 2012 12:14 AM
To: Smith, Lauren
Subject: SSTF message

Hi, Lauren,

Would you, please, deliver this message to the SSTF?

Thank you,

Judith Carrier

February 27, 2012

To: School Siting Task Force:

To me, the School Siting Task Force is caught in a dilemma. A crucial goal of the Growth Management Act was the protection of the remaining rural areas in King County as population grew. Since its inception in 1990, it has met this goal fairly well. Rural Areas (RAs) remain, but urban sprawl rather than centralized urban growth threatens them. I hope the SSTF will keep in mind how vital the public need is for rural and natural open space.

People in urban areas seek out those places. People in RAs have chosen to live there doing without urban advantages. My husband and I belong to the latter group. We live in SE King County on SE Green Valley Road (agricultural, recreational, and historically designated). It is near Flaming Geyser State Park enjoyed by hordes in the summer. In all seasons, urban and rural people use our road for outdoor leisure activities and the country experience. Nearby school districts bring students to Green Valley Road (GVR) to have a better understanding of various kinds of farming.

The growing population has increased school enrollments. I understand about school districts purchasing less expensive property in the RA trying to foresee where future growth might occur. It has been a common practice since I was a kid. Often school personnel project wisely; sometimes they don't. I suspect the share of students from the RA is decreasing.

I was lucky enough to teach over 20 years at Lake View Elementary School in the Auburn School District (ASD) from its opening in 1979 until I retired after a 30-year career. My commute was 12 minutes from Green Valley Road. My neighbors were parents of students I taught. The campus of single-storied Lake View Elementary was planned large enough to accommodate a middle school and a high school. Waiting for student population to increase; schools 2 and 3 are not built yet. The vast lawn ready for them is mowed in season. The elementary students put it to good use at times as do community sports groups, but during school hours it is primarily off-limits, unused.

I strongly believe that a sound future and the strength of our entire country are dependent on the education of our young people. The task force is composed of many in education who are, I imagine, as convinced of this as I am. I expect, but do not know, that many of you believe in the value of protecting the rural, forest and farm lands for the enjoyment, health, and education of the people of this county.

I do not envy your task. The dilemma, as I see it, is choosing between doing harm to the quality of our schools and the education system and protecting valuable rural areas that still remain in the County by

disallowing tightline sewers outside of the UGA. I have struggled with this message to you, but have taken a “stand”.

Prohibit tightline sewers in the rural area:

- Some of the costs of selling school properties in rural areas and replacing them with urban growth area (UGA) land will be recovered by the use of public transportation and/or operating and maintaining fewer school buses over shorter distances.
- Planning schools of several stories on smaller, urban properties with connected or nearby elementary and secondary buildings with mutual playfields (as is possible for Lake View Elementary in the ASD) has the advantage of lowered maintenance and heating costs. Using less UGA land and using it economically will help offset the added cost over that of less expensive rural acreage.
- Interaction between older and younger elementary and secondary students is educationally sound and beneficial for both age levels. It would be promoted by shared or nearby buildings. At Lake View, this interaction was hard to come by and almost always involved older students providing their own transportation.
- Education research shows parent and community involvement increases learning for students. The shorter distance will make it easier for people in the surrounding area to become involved with the schools.
- Shorter distances from students ‘homes will allow the school(s) and campus to become a community, multi-use asset for more people.....hopefully, a community hub.

County school districts who have no current investment in rural land for future buildings will need to weigh the cost of locating where tightlined sewers will not be allowed.

For school districts that now own rural lands for schools, I suggest possibly compromising by devising some criteria for planning with each district for each property on a one-to-one basis. This could allow tightline sewers in some instances through considering:

- How long the land has been held
- Geography and location
- Potential population and enrollment counts
- Projected estimates of when school buildings might be needed
- Busing distances
- Access to sewer lines
- Amount of urban land availability
- Cost recovery through careful planning
- Other criteria you have found in your SSTF work

To reduce the number of current RA school sites which might lend themselves to a form of compromise, I request that the three Yarrow Bay (YB) sites be eliminated from the list.

They are not Enumclaw School District sites. They belong to no school district. All the other school districts own their sites.

From the Tri-Party Agreement (YB, ESD, and the City of Black Diamond):

"As three of the school sites are located in unincorporated King County and not subject to City of Black Diamond permitting, the District has the option, if it cannot secure necessary approvals to build the fourth elementary school site or either middle school site, to sell the properties, using the proceeds to buy an alternative site or fund other capacity improvements. In the case of the elementary school the District can also shift the site north onto land in Black Diamond.

It is apparent that the ESD will not suffer if Yarrow Bay's sites are removed from SSTF consideration.

On a 2009 map, a middle and elementary school side by side ("Twin Schools") were depicted in the RA on the northern edge of the County's Green Valley Road (the southern boundary of "The Villages"). A later map showed them moved back from the road a bit. Last September, YB said, for the first time, the schools can be located in the UGA. This was at a Growth Management Planning Council public hearing for changes to the Countywide Planning Policies. YB maps depicted this new arrangement.

That the developer will site the schools in the UGA is open to question with all the variability. If they are not, a location in the RA for them will very likely lead to the need for an emergency access onto GVR for medical, fire, and/or police attention. That connection, over time, could become public intensifying the MPD threat of traffic on this scenic, but curving, narrow byway beyond the King County Transportation Department projection of a 300-400% increase. Rural ambience would lessen and urbanization would begin.

Even if the twin schools are located in the UGA and the roundabout South Connector Loop Road is constructed through the southern part of The Villages (TV) and connected to SR 169 (the latter not mentioned in any approved MPD Ordinance or the Development Agreements), its twisty nature might still result in the need for an emergency connection to GVR.

The Auburn School District-owned (or is it "YB-owned") school site in the RA at 218th and Auburn/Black Diamond Rd. is only a few miles south on the latter road from the only current outlet from The Villages' UGA where construction is proposed to begin. I traveled 12 minutes daily west on GVR, north on 218th, and south on Auburn/Black Diamond Road to teach at the Lake View Elementary campus that has planned space for a middle school and a high school (in the RA) bought in 1982 or earlier. I question the need for a middle school at this ASD site (listed as an ESD site though still in negotiations) that has no purchase date as the other ASD school properties on the list of unused rural school properties do. It is so very near the ASD Lake View Elementary site: no more, but probably less, than 12 minutes away! It is forested with an extremely low population. From the Tri-Party Agreement:

"The proposed second middle school site is adjacent to The Villages project, but currently within the Auburn School District's corporate boundary. The Enumclaw and Auburn School Districts have begun discussing adjusting the boundary, so that the site will be within the Enumclaw School District. There is an established process for such boundary adjustments. If the Enumclaw School District is unsuccessful in securing the boundary adjustment, the Developers will pay the District mitigation fees equal to the

appraised value of the second middle school site. The mitigation fees will be due at the time the middle school would have been conveyed to the District."

A minute or less south on 218th from the site, it intersects with Green Valley Road (in the RA in sight {except for a slight curve} of the entrance to the popular Flaming Geyser State Park)!

As much as my steadfast concern for unsurpassed, excellent education in this country for our youth, I believe the schools will weather a change to being built in the UGA with some careful planning and compromising for those school districts which now own school property in the RA.

I request you exclude the three Yarrow Bay sites from consideration and disallow tight-line sewers in the RA where, if permitted, they can destroy what rural area still remains.

Thank you,

Judith Carrier

24305 SE Green Valley Rd.

Auburn, WA 98092

(360) 886-2204

To the King County School Siting Task Force

This letter is in support of not allowing schools in unincorporated King County when those schools will have a majority student population that resides inside the city limits. We support changes to state, local, and county regulations that make it easier to build schools in the city, and make it harder to build them in the unincorporated area.

Please give the strongest weight to these factors when making decisions that will forever affect our future and the education of students:

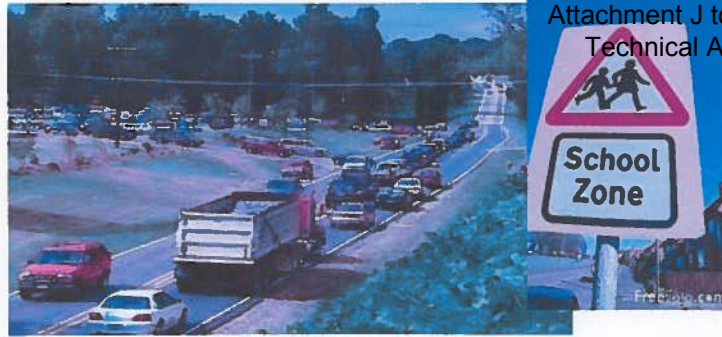
- Schools nearest to where the most students live allow more students to walk to school, improving student health and quality of life.
- Schools in the urban area decrease long term busing costs for taxpayers.
- Schools nearest to where students live provide a better education because students can easily stay late or come early to take advantage of extra help.
- Rural area tax payers should not be required to pay extra for road maintenance and expansions needed by heavy school traffic. In addition, roads not built to handle the twice-daily rush of school traffic are dangerous for our children and all drivers.

Regarding school sites that will serve residents of the city of Black Diamond:

- The intent of the Black Diamond Comprehensive plan is to have schools serving Black Diamond residents inside the city limits,
- Black Diamond is in the early stages of planning a Master Planned Development, with all opportunity to place schools inside the city. No final school sites have been determined.
- Black Diamond Elementary is in the heart of the city, and is a good example of a school that is an excellent resource to the city. It is used for meetings, events, and as a park year-round.

Name	Address (Please print neatly)
Steve Sundquist	24713 SE Green Valley Road
Gwyn Vukich	15626 SE 352 Auburn
Thomas W. Gwyn	19223 SE Green Valley RD
David Campbell	195305 SE 353th Street Auburn 353

To the King County School
 Siting Task Force:



This letter is in support of not allowing schools to be built in unincorporated King County when those schools will have a majority student population residing *inside* city limits. These schools should be *inside* the city where the students live. We support changes to state, local, and county regulations that make it easier to build schools in the city, and make it harder to build them in the unincorporated area.

Please give the strongest weight to the following factors when making decisions that will forever affect our future and the education of students:

- Schools nearest to where the most students live allow more students to walk to school, improving student health and quality of life.
- Schools in the urban area decrease long term busing costs for taxpayers.
- Schools nearest to where students live provide a better education because students can easily stay late or come early to take advantage of extra help.
- Rural area tax payers should not be required to pay extra for road maintenance and expansions needed by heavy school traffic. In addition, roads not built to handle the twice-daily rush of school traffic are dangerous for our children and all drivers.

Regarding school sites that will serve residents of the city of Black Diamond:

- The intent of the Black Diamond Comprehensive plan is to have schools serving Black Diamond residents inside the city limits.
- Black Diamond is in the early stages of planning a Master Planned Development, with all opportunity to place schools inside the city. No final school sites have been determined.
- Black Diamond Elementary is in the heart of the city, and is a good example of a school that is an excellent resource to the city. It is used for meetings, events, and as a park year-round.

Name	Address (Please print neatly)
Artisanne Foss	27420 SE Green River Forge Rd Black Diamond, WA 98010
Kirsten Oelke	1413 N-36th St Penton WA 98058
MIKHAILA B. GONZALES	9021 21st Ave SW; Unit B Seattle WA 98106
SEAN TAESCHNER, M.Ed.	30846 229 PL. SE Black Diamond, WA 98010
Courtney Jones	30401 Wimmer Ave Black Diamond WA 98010

To the King County School Siting Task Force

This letter is in support of not allowing schools in unincorporated King County when those schools will have a majority student population that resides inside the city limits. We support changes to state, local, and county regulations that make it easier to build schools in the city, and make it harder to build them in the unincorporated area.

Please give the strongest weight to these factors when making decisions that will forever affect our future and the education of students:

- Schools nearest to where the most students live allow more students to walk to school, improving student health and quality of life.
- Schools in the urban area decrease long term busing costs for taxpayers.
- Schools nearest to where students live provide a better education because students can easily stay late or come early to take advantage of extra help.
- Rural area tax payers should not be required to pay extra for road maintenance and expansions needed by heavy school traffic. In addition, roads not built to handle the twice-daily rush of school traffic are dangerous for our children and all drivers.

Regarding school sites that will serve residents of the city of Black Diamond:

- The intent of the Black Diamond Comprehensive plan is to have schools serving Black Diamond residents inside the city limits,
- Black Diamond is in the early stages of planning a Master Planned Development, with all opportunity to place schools inside the city. No final school sites have been determined.
- Black Diamond Elementary is in the heart of the city, and is a good example of a school that is an excellent resource to the city. It is used for meetings, events, and as a park year-round.

Name	Address (Please print neatly)
GLENN Carzler	24305 SE Green Valley Rd Auburn ⁹⁸⁰⁹²
Miles Moergeli	47501 - 260th Ave SE, Enumclaw WA 98022
WALTER BERGSTATT	31500 SE 408TH ENUMCLAW WA 98022
DANIEL K. NESPER	48607 294th Ave SE, Enumclaw, WA 98022
Shari D. Hanbey	25255 SE 356th St, Auburn, WA ⁹⁸⁰⁹²
PAM PEDERSEN	24629 SE 384th St Enumclaw WA ⁹⁸⁰²²
Pam Linden	35311 527th SE Auburn 98092
Dorothy Schmitt	24601-215th Ave SE Auburn 98092
Lonnie Sundat	18200 SE Green Valley Rd Auburn 98092
Heather Paton	21818 SE 358th St, Auburn 98092
Reenie Haley	35215 253rd Ave SE Auburn 98092

To the King County School Siting Task Force

This letter is in support of not allowing schools in unincorporated King County when those schools will have a majority student population that resides inside the city limits. We support changes to state, local, and county regulations that make it easier to build schools in the city, and make it harder to build them in the unincorporated area.

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12

Please give the strongest weight to these factors when making decisions that will forever affect our future and the education of students:

- Schools nearest to where the most students live allow more students to walk to school, improving student health and quality of life.
- Schools in the urban area decrease long term busing costs for taxpayers.
- Schools nearest to where students live provide a better education because students can easily stay late or come early to take advantage of extra help.
- Rural area tax payers should not be required to pay extra for road maintenance and expansions needed by heavy school traffic. In addition, roads not built to handle the twice-daily rush of school traffic are dangerous for our children and all drivers.

Regarding school sites that will serve residents of the city of Black Diamond:

- The intent of the Black Diamond Comprehensive plan is to have schools serving Black Diamond residents inside the city limits,
- Black Diamond is in the early stages of planning a Master Planned Development, with all opportunity to place schools inside the city. No final school sites have been determined.
- Black Diamond Elementary is in the heart of the city, and is a good example of a school that is an excellent resource to the city. It is used for meetings, events, and as a park year-round.

Name	Address (Please print neatly)
Carol Anable	16707 NE Green Valley Rd Auburn 98092
Marsha Goodwin	16730 SE Grn Valley Rd, Auburn, WA 98092
CANDI WADE	34924 216 th Ave SE Auburn 98092
Frankie Matthews	24413 SE 351st Auburn 980
Judith Carrier	24305 SE Green Valley Road Auburn, WA 98092
MARLENE BORTLESAN	23831 S.E. Green Valley Rd Auburn, WA 98092

Our concerns are in regard to the increase in traffic on the Green Valley Rd. As this road is narrow with tight corners and barely has room for a bicycle lane, any additional traffic will only cause more accidents. There has been a huge increase in traffic recently as well as an increase in speeding. In the last two years we have had two trucks and a car come through our fence. Just two weeks ago a logging truck took out the power and communication lines by swerving off the road. He didn't even stop when it happened. Three weeks before that, we had a woman fall asleep at the wheel and slam her SUV into a tree at the end of our property.

This past week I talked with an out-of-state semi-truck driver who was parked at the boat access below Green Valley Meats. He was asking me if the Green Valley Rd was the fastest way to get to Black Diamond because his GPS was directing him up the road. He was concerned because he said another truck driver had radioed him saying he had almost hit a motorcycle while negotiating the corner at Burns Creek Bridge.

This bad situation will be increasing due to the expanded usage of GPS by truck drivers when directing them from Seattle and Tacoma to Black Diamond and Enumclaw.

M. Scott Seagren (253-880-6771)
17816 SE Green Valley Rd
Auburn, WA 98092

From: Mike Morris [mailto:mikeandlonnie@comcast.net]
Sent: Wednesday, February 29, 2012 5:52 PM
To: Smith, Lauren
Subject: Yarrow Bay Schools

Dear Lauren:

As a resident on Green Valley Road, I am very concerned about the proposed Yarrow Bay developments.

One thing that seems totally absurd is that YB now thinks they can locate 3 schools outside of the development. We are giving up enough of our beautiful forest to the development. I can't imagine King County allowing more trees to be clearcut for 3 schools outside of the original plan!

I can't make any sense of it, since they are even moving into the Auburn School District. How can this be compatible with any King County plans for the area?

Many of the current residents on Green Valley Road have given up development rights to avoid being in this position of turning our rural heaven into suburbia. The value of our properties are being greatly decreased by the threat of 400% increase in traffic, as well as air, noise and water pollution. The investments that have been made in Flaming Geysers Park will be wasted.

Please use common sense in making decisions regarding the YB development.

Lonnie Sundal
18210 SE Green Valley Road
Auburn WA 98092
253-288-9598
mikeandlonnie@comcast.net

The Issaquah School District appears to be attempting to justify their school plans in the rural area by describing a capacity problem in an existing school on the plateau east of Renton. Their notion is to “offload” rural students from the school and move them to a new facility in the rural area, specifically 80 acres in May Valley.

Rural- and urban-serving is only one of the criteria that should be evaluated before allowing siting of a school in the rural area. The ISD plan has significant issues including the rural school age population is declining so building new facilities in the rural area and justifying them because of capacity problems in an urban-area school is unacceptable.

As important in evaluating the siting of a school is the impact the school(s) has on rural character and rural economics. The site ISD owns is 80-acres of prime pastureland and is designated as open space. The build on that property permanently removes that rural resource from rural use.

May Valley has a very obvious equestrian presence and land, such as that owned by ISD, is critical to enhancing the rural economics associated with an equestrian area.

There’s a second issue that is emerging. It appears ISD paid higher than market value for the property in May Valley. It should be obvious that this creates an opportunity for a school district to argue about the current marketability of their rural properties. That argument should not be acceptable justification for utilizing rural property for schools.

I’d like to see the Task Force Technical Team evaluate the market price vs. price paid for all the rural properties and publish the data.

Tom Carpenter
15006 SE 139th Place
Renton, WA 98059

From: Terry Lavender [mailto:tlavender2@frontier.com]
Sent: Friday, March 02, 2012 5:48 PM
To: Smith, Lauren
Subject: School Siting Task Force comments

Thank you for the opportunity to comment. I attended half of the March 1st meeting and was impressed with the level of engagement and knowledge of everyone participating. I did not stay long enough to know which sites landed in which boxes but have two general comments.

It appears likely that some school sites sorted into box A will be recommended for incorporation into the UGA. There is a very defined process for moving individual properties into the UGA and that must be carefully considered. Creating exceptions invites requests for similar treatment. You need to make sure that this moves forward in a way that doesn't jeopardize the line itself and respects or complies with the process and review that all other properties must go through to change the designation from rural to urban.

I will state again that the rural area was not randomly selected. It is defined largely by salmon streams, forests, farms and other important resource lands and is designed to protect and sustain those resources. Therefore, I was especially disappointed to hear that Lake Washington School District plans to site the Environmental and Adventure School on one of these properties that has significant environmental value. I appreciate that it is a small school and the desire is to have less impact. I also understand that this is a school that draws from throughout the District and most students are driven to school so a more central location would decrease transportation. The Environmental School has been an integral part of environmental stewardship in the Bear Creek Basin since its inception. I have been an invited speaker to teach the students about sustaining the salmon runs in King County. I spent time explaining the rural designation to them as the foundation of those efforts. It would be unfortunate to see an institution whose core mission is the teaching of environmental sustainability, violate one of the strongest ways we as a community accomplish that – growth management.

Thank you again.

Terry Lavender

The path being followed at today's (3/1/12) Task Force meeting is self-justifying and unfair. It appears the direction will mean a school site near the UGB, near sewer, and for which the school district has some immediate need will somehow justify its existence in the rural area.

No resident land owner was asked whether they had any plans for their property, nor was an analysis done to determine whether the property was near the UGB or whether it had (or had access to) sewer when the urban growth area was originally designated. No quad chart was created with the intent to allow those properties with immediate plans and proximity to the UGB to be exempt from the rural area rules.

What the Task Force needs to be doing is developing an alternative to the rural site be developed for each and every site. This quad exercise is creating a mindset that continues the path toward an "exception" to the rural area impacts. The LAST thing the Task Force should bring forward is a list of exemptions for which alternatives have not been fully and aggressively analyzed. The quad exercise creates an excuse for NOT finding an alternative for some of the sites.

For those in close proximity to the UGB, the school districts need to do what every other land owner must do which is to send a docket item to King County Comprehensive Plan proposing a move of the UGB.

Tom Carpenter
15006 SE 139th Place
Renton, WA 98059

This is an apology for my latest comments to the Task Force that were critical of the quad-chart exercise conducted at the March 1 meeting.

I made the comment before the exercise had completed and now realize that my concerns that a school site near the UGB, near sewer, and for which the school district has some immediate need would somehow justify its existence in the rural area was not true.

It's now my understanding that the quad-chart exercise was effective in looking for appropriate strategies for every site.

I request my comment from the 3/1/12 meeting be pulled.

Tom Carpenter
15006 SE 139th Place
Renton, WA 98059

From: Mike Morris [mailto:mikeandlonnie@comcast.net]
Sent: Thursday, March 08, 2012 11:54 AM
To: Smith, Lauren
Subject: SSTF

It is important to keep all schools within the MPD of Yarrow Bay. We need to be concerned about the effect on wells in the area. We have a lovely park, Flaming Geyser, that needs to be an escape from the city. Traffic on Green Valley Road could be very negatively affected. Please do not allow schools outside of the Yarrow Bay development.

Mike Morris
18210 SE Green Valley Rd
Auburn 98092

From: Don Huling [mailto:dwhuling@comcast.net]
Sent: Friday, March 09, 2012 5:54 PM
To: Smith, Lauren
Subject: SSTF comments

Dear Lauren,

I have become aware of the School Siting Task Force's requirement to make determinations on future school locations. I also understand that there are instances where there are attempts to locate schools into rural areas to serve students that would primarily come from cities nearby. These attempts should be discouraged as any school siting into a rural area will have a significantly negative impact not only on the neighboring property owners but also on the environment and roads locally. The increased amount of traffic will not only destroy the rural character with its noise and safety issues, but decrease the ability of close by neighbors to walk or cycle their streets. Storm water from the large buildings, walkways and parking lots is not in keeping with a rural landscape or easily infiltrated into soils without contamination and localized soaking problems.

Sewer extensions into a rural area to service a school will provide an earlier development of high density housing in the immediate area near the school, than would occur without those required utilities.

My recommendation is that schools be located near the center of the densest student population the school is to serve, to reduce transportation and environmental costs as well as to provide a sense of community to the school, and vice versa. The higher cost of land will be compensated for by the reduced need for utilities, roads and bussing that would be required at a more remote location. Siting a school out in a rural district is inviting development to the detriment of rural aesthetics and of the county's goal of "leaving rural, rural".

Sincerely,

Don Huling 253-887-8721
dwhuling@comcast.net
17117 SE 329th St.
Auburn, WA 98092-2712

From: [Smith, Lauren](#)
To: [Robert Wheeler](#); [Chris Page](#); [Claire Turpel](#)
Cc: [Cihak, Carrie](#)
Subject: FW: History Endangered
Date: Monday, March 12, 2012 11:41:38 AM
Attachments: [GreenValley.pdf](#)

Public comments

From: Karen Meador [mailto:karmeador@hotmail.com]
Sent: Friday, March 09, 2012 11:29 AM
To: Smith, Lauren
Subject: History Endangered

Dear Ms. Smith,

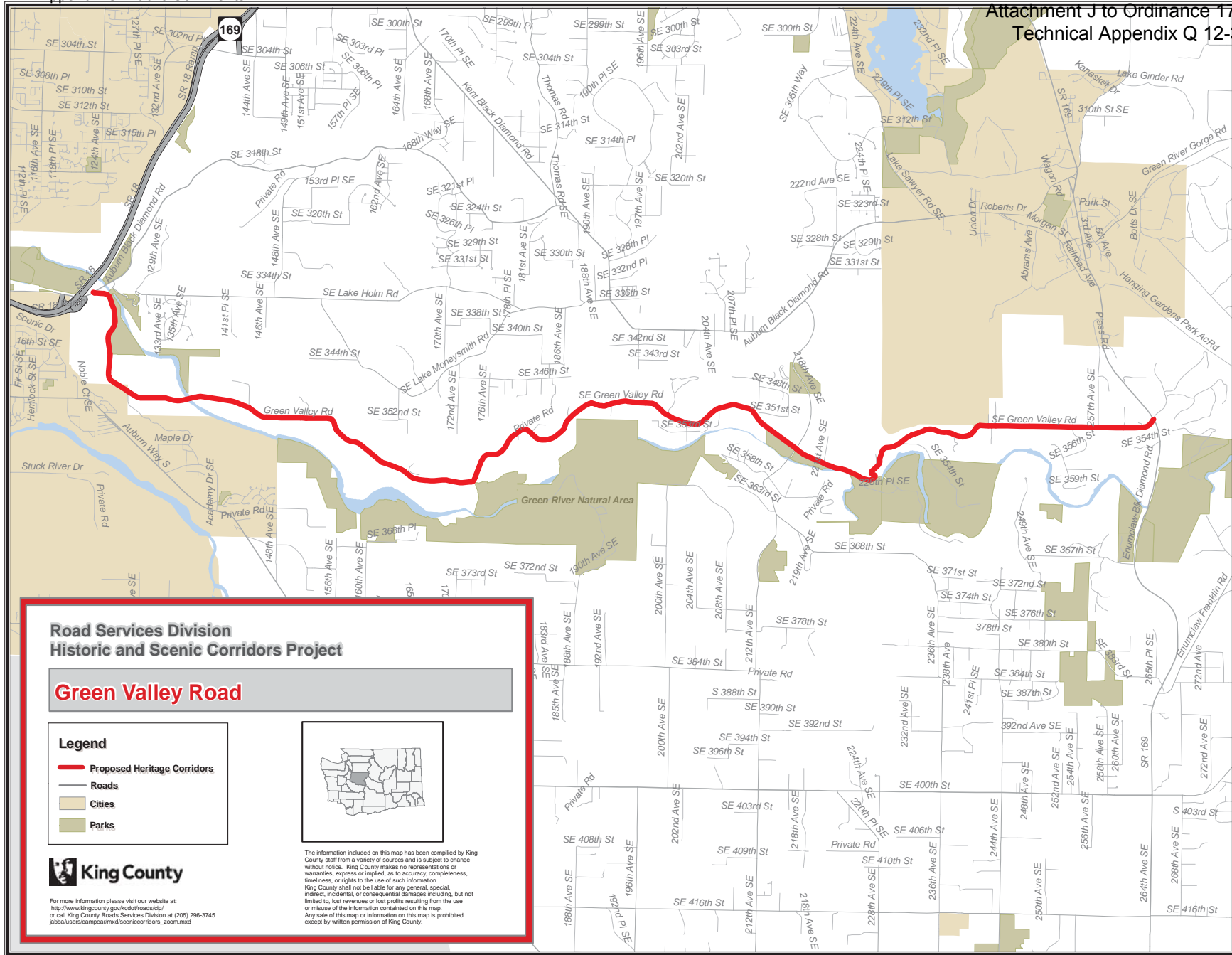
I am a long-time resident of unincorporated SE King County, living near the Auburn-Black Diamond Road, a short distance from the Green Valley Road Heritage Corridor. As you are undoubtedly aware, the Green Valley Road is one of only nine King County Heritage Corridors, home to one of only five King County Agricultural Production Districts. I've attached information on this unique and historic area.

As a local resident, historian and member of the Board of the Neely Mansion Association, I hereby request that any school sites -- or any other construction related to the Yarrow Bay project -- be contained within the Black Diamond Urban Growth Area. This area, with its historic rural roads, does not have the capacity to absorb the traffic and population increase associated with the proposed level of construction. The Neely Mansion, long known as the Gateway to the Green Valley Road, is difficult to access under current traffic volumes, and would be nearly impossible if massive development is located in the vicinity of the Green Valley Road.

Having been involved in the King County heritage community for many years, I know the esteem in which our local landmarks are held by citizens throughout King County. To desecrate our local heritage with these unseemly projects would not be looked upon favorably by the King County heritage, preservation, landmarks or cultural communities.

Thank you for your consideration.

Karen Meador
Neely Mansion Association
Board of Trustees
Association of King County Historical Organizations
Board of Trustees



Green Valley Road Heritage Corridor

Location: Southeast King County

Length: 11.0 miles

Begins: SR 18 and SE Auburn-Black Diamond Road

Ends: SR 169

Corridor runs the entire length of SE Green Valley Road, beginning at a point just east of the intersection of SR 18 and SE Auburn-Black Diamond Road, and continuing to its end at SR 169.

Road history in local context

The Green Valley Road has an old and venerable history, and is very little altered from its late 19th century alignment. It has been known variously as the Lytz Road and the Dubois Road, the Green River Road, and more recently the SE Green Valley Road. The visual character of this corridor has always been agricultural, but its proximity to Green River coal and clay fields has shaped its history as well.

Today the road follows sections of trail and early wagon roads recorded on early GLO plat maps. The first county-built section was the W.D. Lytz Road No. 128, petitioned in 1884. It forms the central section of today's 11-mile corridor. Originally the Lytz Road turned due north, toward the coal mines of Black Diamond, at a point just opposite today's Flaming Geyser State Park. That northern extension of the Lytz Road has since

disappeared from the landscape. The east section of today's Green Valley Road was County Road No. 130, established in 1886. It extended straight as an arrow along a section line from the current site of Flaming Geyser State Park to the tiny settlement of Kummer.

The C.C. Dubois Road No. 217 ran from Auburn, then still known as Slaughter, for about 3.5 miles east where it joined the Lytz Road. Established in 1888, the DuBois Road also followed an old trail that appears on GLO maps. The hand-written petition for DuBois Road is found in the County's Index of Road Records:

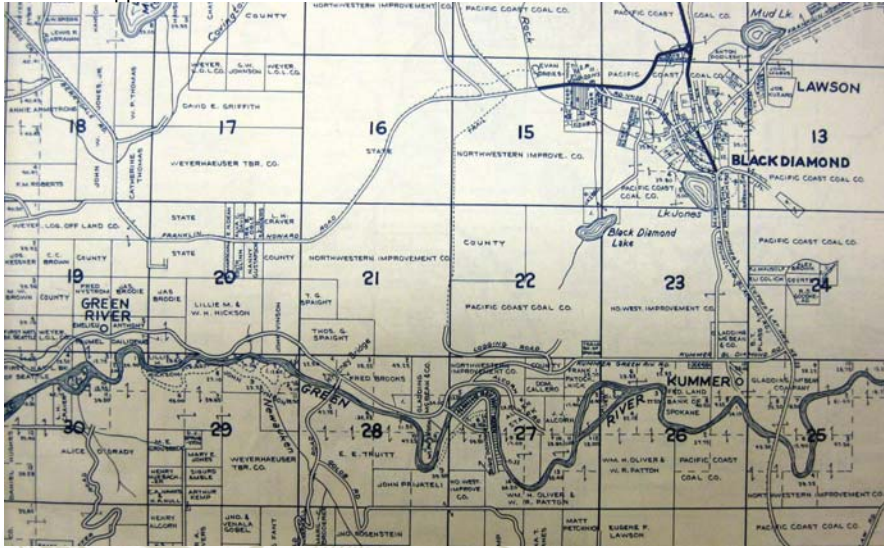
217: (Petitioned by C. C. Dubois et al). Beg. on old Green River road 3.63 chns. E of ¼ Sec. cor. on line between Sec. 17 & 18 T 21 R 5E runs thence easterly to Green River Bridge crossing same ...thence easterly to Slough near Mike Burns place, cross slough thence easterly to Sec. Line between Ranges 4 and 6 about 10 rods from NE cor. Sec. 25, T21 R. 5 S.

All of the Green Valley Road appears in a Washington Map & Blueprint Co. atlas



Green Valley Road, c.1911. Courtesy of King County Archives

Appendix U: Public Comments



Metzker Map of the Green River Valley, 1936.

of 1900, and similarly on a 1907 Anderson map. Comparisons with Kroll and Metsker maps from the 1920s and '30s indicate how little the alignment had changed over those decades. But unlike the Naches Pass Highway (now SR 410) to the south, Green Valley Road remained an unim-

proved dirt road through a secluded rural valley until at least 1936.

Since 1894, entry to the west end of this corridor (then the DuBois Road) has been marked by the distinctive King County Landmarked Aaron Neely Mansion. The ornately decorated two-story frame farmhouse was built on a 320-acre spread bordered on the west by the Muckleshoot Indian Reservation. Throughout the early 20th century, other fertile valley tracts bordering the road were improved, and many subdivided into 40 and 80-acre dairy farms. Entire sections of forested land to the northeast remained under the control of Pacific Coast Coal, NW Improvement Co., and Weyerhaeuser Co.



Whitney Bridge, looking south from Green Valley Road, c. 1930 Courtesy of King County Archives.

Attachment J to Ordinance 17485

Technical Appendix Q 12-3-12
 Flaming Geyser State Park first appears midway along the road on a Metsker map of 1936. Subdivided lots along the south bank of a sharp bend in the river may indicate auto campsites. It operated as a private camp from the 1920s until purchased by Washington State Parks in the 1960s.

At far eastern end of Green Valley Road, around the Columbia & Puget Sound rail stop at Kummer, were holdings of the Denny Renton Clay and Coal Co., subsequently known as Gladding McBean Co. This firm operated silicon sand mines in the region, and manufactured the artistic terra cotta cladding on many Seattle commercial buildings of that era. The Kummer School, built for the children of District 123, still stands in small community of Kummer, a mining town established in the 1880s.

Residents of Green Valley Road historically formed a close-knit community in this somewhat isolated valley. Up until about 1970, a large sign at the west end of the road listed the names of all the families and how far up they lived on the “Green River Valley Road.”

Sources: King County records: Assessor's Property Record Cards, Land Use and Aerial Survey - 1936-1941, Historic Preservation Program HR database, *Index to Roads Records*, *Engineer's Road Establishment Atlas - 1913*, *Roads' Map Vault* database. Maps: Anderson - 1888, 1907; Kroll - 1912, 1913, 1926, 1930, 1936, 1938; Metsker - 1926, 1936; Washington Map & Blueprint Co. - 1900, 1905, 1908.

Corridor signature

- Continuous but diverse agricultural landscape
- Secluded valley setting
- Quality agri-tourism attractions

Green Valley Road Heritage Corridor is a classic farm-to-market road, and the longest single road in the Heritage Corridor system. It showcases traditional yet evolving agricultural land-uses, with many picturesque historic barns dotting the landscape. Along the route are occasional visitor-friendly seasonal farms and produce stands.

Contributing features

The following **roadway features** contribute positively to overall corridor character:

- Historic, curvilinear alignment along valley floor
- Mature trees in right-of-way overhanging roadway
- A stunning close-up view of the Green River at mile 8.0

The following **contextual features** contribute positively to overall corridor character:

- Neely Mansion, King County Landmark
- Intimate scale of narrow river valley
- Backdrop of forested hills
- Expansive views across cultivated fields and pastures
- Intact historic farmsteads and barns
- Private river-rock wall fronting right-of-way at mile 8.3

Non-contributing features

The following elements in the right-of-way visually detract from overall corridor character:

- Sections of wide paved shoulder
- Rumble strips
- Chain link fencing right-of-way at mile 8.0, obscuring corridor's best river view
- Temporary jersey barriers at mile 8.4



Mile-by-mile Corridor Tour: Green Valley Road



Mile
0.0 - 1.0

- Corridor diverges from Auburn-Black Diamond Road just beyond SR 18 overpass. At mile 0.0 is view of historic Neely Mansion, a King County Landmark. Built in 1892, it was imposing farmhouse of pioneer David Neely and subsequent immigrant Asian farm families.
- Road curves south into Green River Valley Agricultural Production District.
- Midrange views of forested foothills to the southwest and northeast.
- At mile 0.3 is the Auburn Meat Packing Plant, an important agricultural industry dating back to early 1930s. Road bends east past open fields.
- West of road at mile 0.8 is the old Sabeniah Crisp Farm, with handsome 1920s bungalow built by Wesley Brown when he established his prosperous dairy here.



Mile
1.0 - 2.0

- At mile 1.0 is the Mosby Brothers Farms, a contemporary u-pick farming operation on the site of a former dairy, seasonally open to the public.
- The gambrel-roofed barn at mile 1.2 is part of historic Arthur Bull Farm, currently operated as a horse boarding facility under the name “Frosty’s Stable.”
- Here road turns away from hillside and runs toward center of valley with cleared farmlands to either side.
- At mile 1.6 a contemporary bridge crosses the Green River.



Mile
2.0 - 3.0

- Mature trees border the entire road at intervals, clustered around long-established farmsteads.
- At mile 2.0 on north side of road is the working Horath Dairy, with its immense 1906 hay barn, silo, milk house, and milking parlor.
- Barns dot the landscape, along curvy alignment built up along the valley floor.
- At mile 2.4, south of the road, is the Hamakami Farm, one of the longest-lived Japanese American berry farms in the area. The long low shed in field is thought to be last intact rhubarb shed in valley.
- Mature trees hug pavement and branches overhang road, creating pastoral sense of place. Valley landscape periodically narrows and widens, alternating secluded stretches with open expanses.
- The 1891 Brannon farmhouse, one of the oldest and most intact of its type in the valley, is hidden in the trees and brambles at mile 2.9.

<p><i>Mile</i> 3.0 – 4.0</p>	<ul style="list-style-type: none"> • The road veers north following forested foothills, then opens to broad views of pasture lands to the south. Occasional abandoned orchards dot valley floor. • At mile 3.2 is picturesque view of historic French Dairy across pasture at base of hillside on north edge of valley. Exceptionally intact, working farmstead complex with hay barn, silo, milk house and milking barn dating from the 1920s. • At mile 3.8 is large Christmas tree farm on south side of road, with a pumpkin patch to the north.
<p><i>Mile</i> 4.0 – 5.0</p>	<ul style="list-style-type: none"> • Beginning at about mile 4.6, notice the herd of llamas to the southeast. • At mile 4.9 is clear view of the historic Selma Rodgers Farm to the north, with its massive gambrel-roofed hay barn.
<p><i>Mile</i> 5.0 – 6.0</p>	<ul style="list-style-type: none"> • At mile 5.5 south of road is paved entrance to Metzler Park, part of Green River Natural area. • At mile 5.7 to the north is Canter-Berry Farms, a u-pick blueberry farm and horse stables. Features an 1879 timber-frame barn, selling jam, gifts and farm products in season.





<p><i>Mile</i> 6.0 – 7.0</p>	<ul style="list-style-type: none"> • Road continues to wind along valley floor.
----------------------------------	--



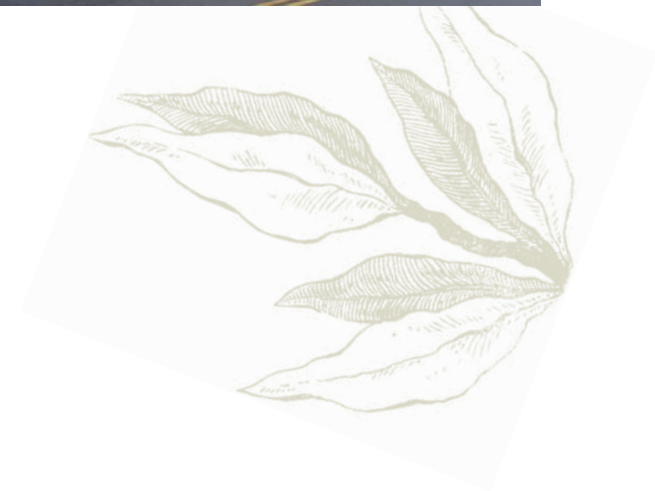
<p><i>Mile</i> 7.0 – 8.0</p>	<ul style="list-style-type: none"> • At mile 7.5, resting in a pasture just off to the south side of the road, is a surplused steel truss bridge – the former Whitney Hill Bridge, replaced with a new span in 2007. • Looking southeast along 212th Way, notice the Argus Ranch, on the south bank of the Green River. Immense gambrel-roofed hay barn now converted to a residence, and former dairy to a commercial dog training facility. • Access the river here for boating and fishing at King County’s East Green River Park.
----------------------------------	--



<p><i>Mile</i> 8.0 – 9.0</p>	<ul style="list-style-type: none"> • At mile 8.0, brief stunning view of Green River rapids. • Entrance to Flaming Geyser State Park at mile 8.1, a 480-acre day-use park with picnicking, and recreational access to Green River. • Road heads sharply uphill, with sweeping views of valley, hillsides beyond, and river. • Distinctive river-rock wall borders right-of-way on south side, screening a private home from the road.
----------------------------------	---



<p><i>Mile</i> 9.0 – 10.0</p>	<ul style="list-style-type: none"> • On plateau at top of hill, forest recedes at mile 9.5; manicured lawns and pastures dominate. Road heads due east toward community of Kummer, along historic alignment. • On south side of road at mile 9.7 is Sweet Briar Farm, selling honey to the public.
<p><i>Mile</i> 10.0 – 11.0</p>	<ul style="list-style-type: none"> • At mile 10.5 to south is little Kummer School House, once part of a close-knit mining and farming community. School was active until late 1920s. • Opposite to north side is tidy little bow-truss dairy barn once owned by the Gladding McBean Co., miners of sand and clay for the manufacture of terra cotta cladding for downtown Seattle commercial buildings. • At mile 10.9 to the north is Big Dipper Farm, an innovation nursery and events center. • Corridor ends at mile 11.0 at junction with SR 169, Enumclaw-Black Diamond Road.



From: Christopher Anable [mailto:anables@att.net]
Sent: Friday, March 09, 2012 11:55 AM
To: Smith, Lauren
Subject: School Siting-Yarrow Bay/Enumclaw Schol Dist

March 9, 2012

To the School Siting Task Force,

My husband and I have lived on Green Valley Road since 1996. We have become aware of the Yarrow Bay Plans to add many homes and the resulting public schools adjacent to our home. The enormity of the plan is going to have tremendous impact on rural life style for thousands of us.

This rural area has been set aside as a benefit to urban residents as well as for those of us who choose to live in a less than convenient location. We have a great park, Flaming Geyser, that is heavily used year round. Bicycle clubs have races on this road. There are 'you-pick' crops available on this road. And it is a beautiful 'Sunday Drive' location for relaxing outings. The access to this park is only possible on country roads.

Green Valley Road is a very curvy, narrow road. As I understand it, the road is made up of a couple layers of asphalt over dirt and therefore is unable to stand up to heavy vehicles use. Should there be an emergency at the planned schools, and we know there will be, response times will be long, the drive to and from will be dangerous and safety to the public will be compromised. If, as studies show, the traffic increases on this road 300-400% to the level of Kent-Kangley Rd, the road itself and the neighborhood cannot handle the volume and many accidents will be the result.

The land Yarrow Bay is planning for schools is in 2 different school districts, neither of which is Enumclaw. The locations are in Black Diamond and one is in the Auburn School District. If students are to be bussed to Enumclaw, it will be difficult for families to be involved and as helpful to their children's education as much as they would like.

Tight line sewer systems as I understand it, will be costly and invite further development.

Politics have put us in this ugly situation. Large tracts of land were purchased by Yarrow Bay and through a slimy financial situation they convinced the Black Diamond City Council and Mayor into annexing the land into their city, unbeknown and much to the dismay of the Black Diamond residents. Please don't compound the travesty by allowing them to 'give'/bribe the Enumclaw School District with three school properties.

The Federalist Papers warned of those who would ignore the rights of others through 'factions' and special interests. I see this as a classic example of being steamrollered by a faction. Please remove the Yarrow Bay sites from the list of school sites in the Rural Area.

Sincerely,
Carol Anable
16707 SE Green Valley Rd.
Auburn WA 98092

From: Smith, Lauren
Sent: Sunday, March 11, 2012 9:36 AM
To: 'elnken27@juno.com'
Cc: gotrocks886@msn.com; calliopy@juno.com
Subject: RE: Yarrow Bay proposal

Hi Ellen

Thank you for your email. I wanted to let you know that King County regulations would not prohibit sewers from serving homes inside the City of Black Diamond. All homes within incorporated cities are to be served by sewers. The issue being addressed is whether three of the schools that will ultimately be needed to serve the Master Planned Development may be located outside the city, in rural unincorporated King County, and whether those schools may be served by sewers. Our land use polices strictly limit extension of sewer into rural areas. It is this issue that the School Siting Task Force will be weighing in on.

Thanks again for your email.
lcs

Lauren Smith
Land Use Policy Advisor
King County Executive Dow Constantine
206-263-9606

From: elnken27@juno.com [mailto:elnken27@juno.com]
Sent: Wednesday, March 07, 2012 10:47 PM
To: Smith, Lauren
Cc: gotrocks886@msn.com; calliopy@juno.com
Subject: Yarrow Bay proposal

It is my understanding that King County regulations would prohibit sewers to be built to service the six thousand plus homes proposed to be built by Yarrow Bay. Please enforce that regulation because it seems that it could prevent this development from happening. And the community of Black Diamond and environs surely needs to bar this planned ruination of the city of BD, the rural Green Valley Rd, the 169 Highway, etc. So I urge you to enforce that regulation. Thank you. Sincerely, Ellen R. Hansen

March 12, 2012

School Siting Task Force
c/o Lauren Smith
KC Executive's Office

We request the School Siting Task Force carefully consider each of the 18 school sites in the Rural Area proposed by the various School Districts. We write in strong opposition to allowing these urban-related schools sites in the Rural Area to be developed under policies that allow sewer hookups.

The only exception we would abide by would be one where a site adjoins an *existing* school site already served by sewers. However, even here we draw the line--no High Schools and their large footprint and outsized impacts on our already fragile and underfunded Rural Area transportation infrastructure.

Several proposed sites are inside or near to our service areas and, if developed according to School District plans, would have detrimental effects on the infrastructure and character of the Rural Area. Three of the sites located in the Rural Area outside the City of Black Diamond are *especially* troubling. An abundance of undeveloped land within the Urban Growth Area (UGA) of the City is readily available. Thus, we see no reason *whatsoever* for siting these urban-related schools outside the UGA.

We're empathetic to the School Districts' situation, but these sites, if developed with schools and maintenance facilities, would be devastating to the local rural character, rural-related infrastructure, and community plans.

The Area Council has repeatedly gone on record opposing policies that look on the Rural Area as a "land bank" for urban-related uses. Please site urban-related schools in those urban communities to which they serve. We call for the Task Force to reflect in its recommendations our long-time motto: "*Keep the Rural Area rural.*"

Thank you in advance for taking our comments under your strongest consideration.

Steve Heister
Chair, Greater Maple Valley Unincorporated Area Council

From: Stewart Roofing [mailto:stewartroofing@comcast.net]
Sent: Monday, March 12, 2012 10:11 AM
To: Smith, Lauren
Subject: School Siting Black Diamond area

Good morning Lauren.

Please add the letter below to your notes for the School Siting Task Force regarding the Black Diamond area. Please don't hesitate to call me with any questions you might have. Thank you very much

March 12, 2012

King County School Siting Task Force;

RE: Siting of schools for urban use in rural settings.

Dear Task Force,

I am writing concerning the pending decision on a potential siting of schools for urban use to be located in rural areas. Specifically the three schools proposed for the Yarrow Bay Development in the Black Diamond area. I am a property owner in the area and am very concerned about the siting of urban use schools in rural settings.

I am sure you have heard all the reasons regarding emergency access, sewer connections and traffic issues concerned with the siting of schools in rural areas for urban use.

Please consider my letter to be consistent with all the concerns you have received from numerous property owners in this area objecting to tightline sewers for schools in these rural settings.

We trust you will note the power of voters as displayed in the Black Diamond City Council election in November resulting in the replacement of the city council.

Thank you for your time and listening to citizens of King County.

Richard M Stewart

From: Thomas Hanson [mailto:tkswanson@hotmail.com]
Sent: Wednesday, March 14, 2012 10:07 AM
To: Smith, Lauren
Subject: School citing task force

Dear King County School Siting task Force:

In consideration of the task before you I would like you to consider the following when deciding: South East King is a Rural area. The school district within these communities bus children from miles away. I do understand and agree with having walkable school in the Urban Growth Area (UGA). However, I don't think having a high school IN the UGA is an open and shut case. For instance, the Enumclaw School Dist. busses kids from as far as Greenwater, Cumberland an Black Diamond to the High School in Enumclaw which is at the furthest point of district boundary. For a lot of these kids the bus ride is over an hour. The current high school was built in several stages and needs remodeling or reconstructing.

- - o Building/structure dates: 1921 Initial Construction
 - o Building/structure dates: 1928 Subsequent Work
 - o Building/structure dates: 1935 Subsequent Work
 - o Building/structure dates: 1938 Subsequent Work
 - o Building/structure dates: 1984 Subsequent Work
- o
- Leaving the option open for the school district to build a new high school for all students in the district would be a better solution than having the cost of the district trying to run 2 high schools or again locating it in one city.

Please consider what is best for the school districts, the taxpayers and the children. Not just the issue of King County trying to preserve rural land from urban sprawl. There are already enough restrictions in place.

Sincerely,

The Hanson Family

From: Johna Thomson [mailto:johna@drdthomson.com]
Sent: Wednesday, March 14, 2012 1:22 PM
To: Smith, Lauren
Subject: School Siting Task Force Input

Dear King County School Siting Task Force:

Regarding the issue of siting schools in South East King County I am submitting the following comments.

The school districts within South East King County should be allowed to determine the best sites for schools without the county tying their hands. While “walk-able” schools are the most ideal for many reasons, there are other issues to take into consideration as districts grow in the future. There are times and situations when “walkable” is not the best for the majority of the students in the district. The district needs to have options that make the most sense for the most kids.

In the situation concerning Enumclaw School District – if you look on a map you’ll see the square miles of this district makes it one of the biggest – if not THE biggest – in King County. The District needs to site future schools in the best location for all their students, taking into consideration the size of the district, the population growth planned in two communities, the age and need for repair of existing buildings, the cost of land if purchased in the urban or rural area, etc. In the case of a future middle school or high school for example – a new building is 15-20 years away. Why would you set parameters NOW to limit the options of the District to place the buildings in the best possible location?

I understand that Ericka Morgan and Peter Rimbos are representatives in this matter. Neither of these individuals have any direct connection to the Enumclaw School District, they are NOT acting on the best interest of the kids, families or District. They are acting on their own agenda, which is clearly documented and recorded in many meetings of the Black Diamond City Council and Master Development Hearings that they are opposed to healthy growth in Black Diamond. Mr. Rimbos’ objections always have to do with traffic impacts – even though the city where he lives, Maple Valley has it’s won traffic problems, he spends is energy trying to stop all future impacts to roads in Black Diamond. He doesn’t care about schools or kids or families or the best educational opportunities for the students in the Enumclaw School District – he cares about buses on the roads that will impact traffic. His statements about traffic are well documented on the BD city web site where you can listen to past council meetings and hearings.

I understand Ms. Morgan “solicited” input from members of the community about what they thought about schools in BD – but I never saw the request, or was a part of a meeting or had a chance to submit my comments of her form. I am very involved in the schools and community of Black Diamond, and only heard rumors of this comment form. Anyone Ms. Morgan talked to for input was probably already a part of her opposition group and was bias. Therefore, any support they are providing from this solicitation should be considered bias and inaccurate. If they she really wanted input she should have contacted parents at the Black Diamond Elementary. Ms. Morgan does not have children in the Enumclaw School District – she does not have a direct connection or concern for students in our district. She has her own agenda about stopping growth in Black Diamond – which is well documented in records of the BD City Council and Master Planned Development Hearings.

I understand that at a recent BD City Council meeting the issue of siting schools in the county was discussed and Ms. Morgan and Mr. Rimbos urged the council to make a quick decision to keep all future schools inside the urban area. The council decided to think about it for another week and open it up for public comments. But at Ms. Morgan and Mr. Rimbos’ urging the council suspended their own rules to make a decision on this without consulting with the public. Therefore, the council’s decision is one that comes to you with little thought, no public input and bullying from Ms. Morgan and Mr. Rimbos.

What has been the process for getting public input into this issue? I attend council meetings as often as I can, I am a member of the Black Diamond Elementary PTA, the president of the Thunder Mountain PTSO and on the board of the Enumclaw Schools Foundation and I heard nothing about seeking public comment on this issue – except for the rumor about Ms. Morgan having a handout, to get input. If she really wanted input, she should have contacted the Superintendent of the Enumclaw School District and the Black Diamond PTA at a minimum. This was not done, to my knowledge.

In conclusion.... I urge the Task Force to keep options open for the future for school districts in South East King County, so districts can work cooperatively with the county and city to site schools in the best locations for their students, families, communities, budgets and other variables they'll need to consider when the time to make these decisions come up.

Thank you for listening.

Johna Thomson
30513 290th Ave SE
Black Diamond, WA 98010
Black Diamond Elementary PTA Member
Thunder Mountain Middle School PTSO President
Enumclaw Schools Foundation Board Member
Concerned Citizen for Black Diamond's Future

From: Tamie Deady [<mailto:TDeady@ci.blackdiamond.wa.us>]
Sent: Friday, March 02, 2012 1:52 PM
To: Smith, Lauren
Cc: Joe May; Ron Taylor; Craig Goodwin
Subject: School siting

Good afternoon,

I would like to inform you that last night at the Black Diamond city council meeting the 4 council members 3 yeas 1 abstained voted on a Resolution expressing our support to the county wide planning policies imposing limitations on construction of urban public schools in rural areas. (keep the schools in Black Diamond UGA limits. Not to have them placed in the rural area, except existing school owned sites already served by sewers.)

As soon as Mayor Olness signs the Resolution either later today or Tuesday, I will email you the original Resolution.

Have any questions please email.

Sincerely
Tamie Deady
Black Diamond City Council Pos 1
tdeady@ci.blackdiamond.wa.us

**CITY OF BLACK DIAMOND
WASHINGTON**

RESOLUTION NO. 12-788

**A RESOLUTION OF THE CITY OF BLACK DIAMOND,
WASHINGTON, EXPRESSING THE INTENT OF THE
BLACK DIAMOND CITY COUNCIL TO SUPPORT
COUNTY WIDE PLANNING POLICIES IMPOSING
LIMITATIONS ON CONSTRUCTION OF URBAN PUBLIC
SCHOOLS ON RURAL LANDS**

WHEREAS, walkable schools in the urban growth area (UGA) will allow more students to walk to school, improving student health and quality of life;

WHEREAS, walkable schools in the UGA will decrease greenhouse emissions and long term operating costs related to busing;

WHEREAS, the intent of the defined UGA's was to prevent sprawl into rural lands;

WHEREAS, the city of Black Diamond is in a defined UGA adjacent to substantial rural lands and valuable sensitive environments;

WHEREAS, it is the intent of the Black Diamond Comprehensive Plan to support managed, smart growth and to protect forested buffers and natural areas which contribute to the City's unique rural character;

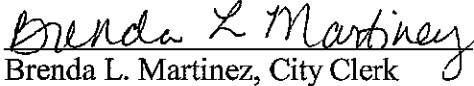
NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF BLACK DIAMOND, WASHINGTON, DOES RESOLVE AS FOLLOWS:

Section 1. The Black Diamond City Council affirmatively supports amending county wide planning policies under GMPC to prevent largely urban schools (any school serving more than 50% of UGA residents) from being built in the rural lands, except existing school owned sites already served by sewers.

1st PASSED BY THE CITY COUNCIL AT A REGULAR MEETING THEREOF ON THE DAY OF March, 2012.

CITY OF BLACK DIAMOND

ATTEST/AUTHENTICATED:


Brenda L. Martinez, City Clerk

Approved as to form:

Chris Bacha, City Attorney

Filed with the City Clerk:
Passed by the City Council:
Resolution No.:
Date Posted:

From: Jack Sperry [<mailto:JackSperry@Comcast.net>]
Sent: Saturday, March 17, 2012 6:32 PM
To: Smith, Lauren
Subject: Siting of School Facilities outside the Black Diamond UGA

Ms. Smith,

I am writing regarding concerns I wish to have relayed to King County's School Siting Task Force. Please forward this letter to them.

School Siting Concerns:

My comments are in regard to the three school sites proposed by Yarrow Bay Holdings LLC to be located all, or in part, outside the Black Diamond urban Growth Area. These three new schools should be sited in their entirety within the 1,500 acres owned by the developer and no playfields or other ancillary facilities should be allowed to be placed outside the City's UGA just to provide more land for the developer to sell as residential sites. It is grossly unfair for the developer to shift the costs and environmental burdens associated with even portions of these schools onto those living in the rural area. Locating even portions of these school facilities outside the Black Diamond UGA may require new roads and utilities to be routed through rural forest land just to allow for greater profits for the developer. In addition, providing these utilities outside the UGA will further the opportunities for urban sprawl into the rural environment.

If any portion of these schools is located outside the communities they serve, they will be creating more isolation from the community and greater travel requirements. The schools supporting this large "Master Planned" community should be completely integral to the community so that children can walk to school and recreate within the safety of their own community. Parents should be able to drive their children to school and to their playfields without the requirement to extend roads into the rural area.

I strongly urge the School Siting Task Force to recommend that all portions of these three schools be required to be sited inside the UGA.

Respectfully submitted,

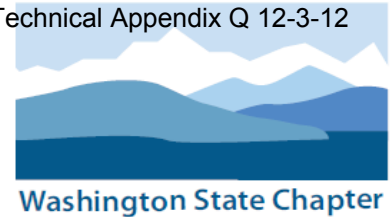
Jack Sperry
15706 SE 173rd St.
Renton, WA 98058



Washington Chapter

180 Nickerson St, Ste 202
Seattle, WA 98109
Phone: (206) 378-0114
www.cascade.sierraclub.org

Attachment J to Ordinance 17485
Technical Appendix Q 12-3-12



15 March 2012

Office of King County Executive
Attn: Lauren Smith
401 5th Avenue, Suite 800
Seattle, WA 98104-2391

School Siting Task Force:

We are pleased to see that King County has established a Task Force to work towards solutions for siting schools in King County. The Sierra Club considers education of our young citizens vital to protecting our environment today and into the future. We also consider school siting decisions critical to student growth.

The siting of schools that predominantly serve urban student populations must be carefully considered due to impacts on our environment, transportation systems, and land-use policies. Given the array of possible effects, we strongly urge the Task Force to consider all aspects and impacts of these siting decisions.

Busing students long distances or requiring parents to drive their children long distances to both school and after-school activities is both self-defeating in terms of community involvement (i.e., less shared experiences to develop strong community connections), and impacts on our road infrastructure (i.e., more pollution and higher costs).

In the Task Force's final recommendations we urge caution in unduly extending growth-inducing and costly infrastructure into rural areas. We believe when overall costs, impacts to the environment, and burdens on both students and parents are taken fully into account, the Task Force will recommend that those schools which predominantly serve urban areas should be sited in those urban areas where students and parents have easy access. Schools should be located to allow as many students as possible to walk and bike to and from school as a way of promoting improved public health.

Thank you for accepting our comments and giving them your careful consideration.

Sincerely,

Tim Gould, Chair
Transportation & Land Use Committee
Sierra Club Washington

Dear Claire,

During the hearing for the Conditional Use Permit for the LWSD STEM School that is to be built at 228th Ave NE & SR202 (in rural King County outside the UGB), Katie Walter, who is the wildlife biologist for the Lake Washington School District and who works for Shannon & Wilson, testified that she had evaluated LWSD Site #2 as a possible site for the STEM School and it was inappropriate because of wetlands and other sensitive areas and that "only about 3 acres" of the entire site were suitable for development. She also testified that she had evaluated LWSD Site #4 and that the site was also inadequate for the STEM school because of wetlands, areas set aside for previous mitigation when Dickinson Elementary was built and other limitations. The planned STEM school will use less than 8 acres of its 21-acre site so it can be inferred that less than 8 acres of LWSD Site #4 is developable. Forrest Miller who is the Director of Facilities for the Lake Washington School District was present at the hearing so he is aware of the limitations on these two sites.

LWSD Site #2 was described by Superintendent Chip Kimball as the planned site for the district's Environmental and Adventure School and LWSD Site #4 is to be a full-size high school. Both of these sites have been described to the School Siting Task Force as buildable and yet the Lake Washington School District was also stating at the STEM School Hearing (held at DDES in late-February through early March 2012) that both of these sites were inappropriate for the STEM school which will have a small 8-acre footprint.

These appear to be contradictory positions on the same properties and should be considered and resolved so that the task force can make an informed decision/recommendation.

-Susan Wilkins

From: Mark Blakemore [<mailto:mcblakemore@msn.com>]
Sent: Wednesday, March 21, 2012 7:52 PM
To: Smith, Lauren
Subject: Message for the School Siting Task Force

Ms. Smith;

Please forward my message below to the School Siting Task Force.

School Siting Task Force;

My wife Jennifer and I live in Black Diamond with our two children who attend Black Diamond Elementary School, which is part of the Enumclaw School District.

As you know, YarrowBay has been approved to build more than 6,000 residences in Black Diamond in two Master Planned Developments; drastically overshadowing the 1,500 or so homes currently here now.

I am deeply concerned about the detrimental effects that this unprecedented growth will have on our community and our quality of life. I can cite countless examples, such as the case here, where major/main-line infrastructure severely lags residential and commercial development, creating a huge impact on the community.

Covington and Maple Valley are poignant examples of this effect; both experiencing rapid commercial and residential growth spurts where main-line infrastructure is lagging and lacking. Traffic through both of these communities is horrible and, unfortunately, an unavoidable aspect of our daily lives; despite not living in either community.

Increased traffic and congestion, impact on wildlife, storm water runoff, and the infusion people into our small community are just a few of the effects that are of concern.

As mentioned above, we have two children currently attending Black Diamond Elementary. I am deeply concerned about the proposal to locate some of the schools outside City limits and away from the communities they're intended to serve.

It is my understanding that YarrowBay is proposing to site schools outside of the Master Planned Developments to provide more space to build even more homes, which clearly benefits their bottom-line at the expense of the community.

In addition to the added costs associated with siting schools away from their respective communities, it pushes the already invasive growth even further out into the rural areas, unnecessarily creates urban sprawl, and exacerbates the affect on Black Diamond and its rural neighbors.

In a word, the 1,500 acres of forest land that the master planned developments plan to clear-cut is deplorable. Please contain the growth and recommend that all new YarrowBay schools, their playfields, and all their ancillary facilities be located in the communities they serve and within the Urban Growth Area.

The bottom line is: Schools should be built within the communities they serve!

Thank you.

Mark Blakemore
30505 Selleck Place
Black Diamond, WA 98010

From: Cindy Proctor [<mailto:proct@msn.com>]
Sent: Friday, March 23, 2012 4:13 PM
To: Smith, Lauren
Subject: SSTF recommendations

Lauren,

I wanted to follow-up with additional comments regarding the SSTF recommendations:

As you are aware the Black Diamond City Council passed a resolution supporting CWPP that would require urban schools to be within the BD UGA. As previously stated the Enumclaw School District and Yarrow Bay Agreement clearly and strategically uses the school sites in the rural areas to open the rural lands to the West of the Villages MPD to development/sprawl. There is no pretense about this and Yarrow Bay's letter to the County regarding King County Permit A11PM219 for a "Rural Cluster Subdivision" of 80 lots zoned R5 in the two parcels to the west of the Villages that total 502 acres; they state that flexibility will allow the Low Impact Development (LID) and be environmentally friendly, yet the rural parcel 2121069001 will also have the huge detention "lake" that will serve the UGA/MPD and the proposed ESD Middle School; neither the school nor the detention pond for urban uses can be called LID, sustainable or anything resembling a MPD or sustainable communities as defined by HUD or PSRC.

It makes no sense why any infrastructure or facilities that support the Urban areas and the BD MPDs would be considered by King County to be placed in Rural Lands. The County itself sent public comments to this effect on three separate occasion to the City of Black Diamond during the EIS and MPD process. Nothing has changed to make it any more palatable and in-fact there are even more reasons to deny the ESD/YB schools and infrastructure in rural lands.

- 1 The developer (Yarrow Bay) owns all the land on both sides of the UGB for all three sites.
2. The BDCC has forwarded a resolution to the SSTF calling for all schools to be within the BD UGA,
3. Some of the proposed school sites are not even in the ESD boundaries
4. Splitting School buildings and other school-related facilities (ballfields, parking lots, etc.) so that they straddle the UGB is unacceptable and inconsistent with CWPP

Kind Regards,

Cindy Proctor

“This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in.” -Teddy Roosevelt

CONFIDENTIALITY NOTICE: This message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential, proprietary, and/or privileged information protected by federal

and state laws. You may not directly or indirectly reuse or redisclose such information for any purpose other than to provide the services for which you are receiving the information.

Terry Lavender
3/23/2012

Hello –

I note the meeting on March 29th has been extended from 2PM-6PM. Equally as important as the time allotted is the attendance. While I think it was unintentional, the absence of the Black Diamond School Superintendent for the decision part of the last meeting, made consensus very difficult. He, in effect, left a position that could only be restated but not clarified, argued or modified and many were uncomfortable voting anything but no without his input. It is very hard to reach consensus without all the affected members participating. I urge you to plan an additional, rather than just a longer meeting, if Task Force members are unable to stay until all the work is done.

I have been out of town and know these comments are late. Thank you for considering my comments.

Terry Lavender

**Dr. Steve Rasmussen, Superintendent**

Members, School Siting Task Force
Office of King County Executive
Attn: Lauren Smith
401 5th Avenue, Suite 800
Seattle, WA 98104-2391

It was made clear at the March 15th Task Force meeting, that Vision 2040, the model or policy goal of this work was not crafted with the input of school districts, nor was there any real discussion about the practical impacts of Vision 2040 on existing and future school siting needs. School district representatives have done their best to discuss school siting needs in relating to providing equitable education across any school district. I am particularly concerned that redevelopment of existing school facilities located in the rural area has received little attention, discussion or consideration.

To me, the future redevelopment of existing schools is a bigger concern than the use of undeveloped school sites. In the Issaquah School District, the siting and/or construction of Apollo, Endeavour and Maple Hills Elementary Schools predate the drawing of the urban growth boundary line. In the case of Endeavour Elementary, the line was drawn down the centerline of the frontage road which intentionally placed the school site in the rural area. Apollo Elementary is contiguous with the UGBL along it's southern property line while the west property line is approximately 600 feet east of the UGBL. Maple Hills is a rural school planned and built to serve a development approved in the 1950's with lots that are smaller than would be allowed today. Maple Hills is about one third of a mile east of where the line was drawn approximately 30 years after the school opened. If schools in the rural area were so horribly damaging to the rural environment, the line could have been drawn to place existing schools inside the urban area. However, this was not done. Now a new and admittedly flawed Vision 2040 is promoting significant and damaging change.

It is critical that school districts be able to modernize, add to, re-configure or otherwise best utilize existing school facilities to serve students in the future. These schools serve both rural and urban students who reside within the school attendance area boundaries. Attendance area boundaries do not segregate urban from rural students. School districts and the community have long-term investments in these sites. As a practical matter, school districts regularly need to add space or reconfigure existing school sites to house growing populations, provide improved and up-to-date facilities or accommodate district or State mandated program changes. For example, the State has considered requiring all day kindergarten for all students. If mandated, that change would require additional classrooms at nearly all schools. To respond to changing demographics, a school district may need to reconfigure grade spans or combine grades in a different configuration. If existing schools located outside the UGBL are deemed nonconforming, any action that would result in an increase in square footage, building height, or impervious surface of more than 10% would not be permitted.

While rural growth is shown to have slowed, there is still a large potential for impacts to school districts. In most all areas, development or the construction of new homes produces an

Board of Directors

Jan Woldseth Colbrese • Brian Deagle • Chad Magendanz • Marnie Maraldo • Suzanne Weaver

increase in new students. Over time, students move through the grades and the number of students declines as they age out of K-12 schools. Parents of those students will downsize and those homes will recycle to new families and the number of school age children will increase. The current decline in rural students will likely cycle through to become an increase at some point in the future. There are thousands and thousands of acres of developable land in the southern area of the Issaquah School District. (the District covers 107 square miles). There will always be people who want traditional homes with larger yards and more space. As urban area densities increase and lot sizes decrease, the only area available to build traditional single family homes will be the rural area. Even at 1 home/5 acres, there is a significant population and student population potential.

State funding for schools has been declining, more cuts are coming and no positive change is in sight. The ability of a school district to operate small rural schools that would likely be deemed consistent with the rural environment is financially unsustainable. When new schools are only allowed in the urban area and existing schools in the rural area have limited options for expansion or conversion to serve the students living in areas surrounding those schools, more students will be bussed longer distances from the rural area to urban schools that have available capacity or additional land to expand capacity. In addition, urban students may also need to be bused to schools outside of their home attendance area to schools where housing capacity is available. This is a reality that contradicts the belief that schools in urban areas will translate to walkable schools for all students.

To provide additional capacity in the urban area, school districts will, at some point, be forced into the unpleasant choice of overcrowding or condemnation. Overcrowding and/or double shifting is not conducive to high quality education. The alternative, condemnation of a large number of homes (which will be less costly to condemn than commercial properties) to build a school will have an immediate and emotionally charged impact highlighting King County school siting policy decisions. Homeowners whose homes are subject to condemnation will likely see an adjacent, undeveloped area as a more suitable location for the school and wonder why King County and the school district believe that taking their family's home is a better idea than using undeveloped land. Condemnations, overcrowding and/or double shifting are outcomes that no one wants.

Enacting a policy limiting school facilities to inside the urban growth boundary does not mean that additional schools will be developed all throughout the urban area. Rather, it more likely means that urban schools will be larger and potentially overcrowded and/or operating on a double shift schedule. Small rural schools would not be able to offer equivalent programs and with higher operational costs, would not likely be financially sustainable.

Equal access to schools and education will be a thing of the past and a lawsuit from either the urban or rural side would be difficult to defend. Policy decisions could make this an unfortunate reality.

Sincerely,



Steve Crawford
Director of Capital Projects
Issaquah School District