

Summary of Public Input and Comments on Capacity Management Recommendations

Genesee Hill

- Improve Genesee Hill School, but do not close it
- Closing Genesee Hill will increase transportation fuel costs
- If the board tries to close schools, we will fight them legally
- It's not fiscally responsible to close Genesee Hill and increase the cost elsewhere
- Pathfinder is a big part of the Genesee Hill community
- We invested in our success getting a color design and painting the school
- It doesn't matter if Pathfinder uses Genesee Hill building –it's not about the building but about the program.
- Genesee Hill is a good site, located in a nice neighborhood
- If you close Genesee Hill, you will close the only primary minority school in West Seattle and force the children into West Seattle Elementary, thus “cattling” minorities, while busing Cooper students outside of their home district
- I want Pathfinder to stay in this building even if it means the students have to wear their coats throughout most of the winter
- Genesee Hill needs a lot of work and is not fit to be a school anymore
- It has to be cheaper to close this school and send the kids somewhere else instead of doing all the maintenance necessary to make it passable
- Close Genesee Hill but move Pathfinder to Boren
- Don't judge a book by its cover.
- Do not sell the Genesee Hill property: you will need it some day
- Get Genesee Hill rebuilt by putting the issue on a levy

Mann

- The Change Committee has helped all of us moving to another place
- The reason NOVA works well is because it's in a small old building
- Nova had one of the lowest building condition scores, so I understand why it's recommended to be closed
- Allow us to make our space in our new school as we wish to keep the spirit of NOVA
- I think the Mann building can be upgraded for much less than the District's estimate
- The building is the third factor in educating students; staff and curriculum are the other 2
- The building contributes to the learning experience, even though it's old
- There is an emotional attachment people have to the building, which makes it hard to leave
- Treat the Mann Building respectfully after it is closed
- It would break my heart if the Mann building were turned into a shopping center or condominium
- Make the building into a homeless shelter or resource center
- The building is what we made it: we painted, added art, a garden and library
- A student from Mann told me the building has soul, something missing in others
- The walls of Mann have soaked up 30 years of teaching and learning

- The closure of Mann would be an eviction of my heart from its home
- The walls welcome you to this building and every part of it is interesting
- This building is the safest space I have been in
- Wherever we end up, we worry we will lose our autonomy
- Let us decorate our new building as we wish and transform our space into what works well for us
- Mann allows us to have a private practice space for our music
- It doesn't matter where NOVA ends up –it's not about the building, but the program.
- To close Mann is asking us to abandon our entire past
- Don't treat closing the Mann building as you would closing a business
- NOVA works well here because it can work closely with Garfield –very important
- Mann building allows NOVA to have late classes and there is still a very good transportation schedule at all hours
- I live across the street from a building closed in the last round and I am watching the community being torn apart because it has closed
- Nobody else can care for this building like NOVA has

T.T. Minor

- Look around the room: there is much support for retaining T.T. Minor building
- Send T.T. Minor students to Lowell
- Move T.T. Minor students to Meany
- Move T.T. Minor and Lowell Students to Meany, keeping cohorts intact
- Attract neighborhood growth in CD to T.T. Minor-central location and easy to access.
- Closing T.T. Minor leaves a big hole in that part of the city
- T.T. Minor has a strong PTA
- T.T. Minor has 16 Rainier Scholars
- SPS has worked hard to make T.T. Minor a good school: don't close it.
- Students who walk to T.T. Minor will have to be transported-costly.
- The T.T. Minor neighborhood needs the school
- T.T. Minor is viable –isn't there a waiting list for the Montessori there?
- T.T. Minor PTA is growing and is successful
- There is no relationship between educational best practices and T.T. Minor
- Didn't the Sloan project leave because T.T. Minor was growing and successful?
- Isn't T.T. Minor in Stage 1 and meeting the requirements of AYP?
- T.T. Minor is structurally safe –safer than some north end schools
- Moving T.T. Minor students creates enormous transportation hardship for parents
- Preserve a central cluster middle school which has integrated academics and an effective special education program
- Hopefully, central cluster planning will be a long range process, well thought out
- Move T.T. Minor students to Thurgood Marshall
- My son's special education teacher has created a very close bond with him – I hope they stay together

- We live close to the old Martin Luther King School and now we have to move again
- Let's get people to come back to this neighborhood so we can re open T.T. Minor
- If our kids aren't meeting standards here, a change can't hurt
- T.T. Minor was one of the worst schools in the state years ago, but it's improving
- Our Chess Club is highly ranked and volunteers help to make it what it is.
- This school is a beacon that illuminates our community
- We need to support the institutions in our community –if we are in debt, that's ok
- Make sure there is a chess club for these kids in every school that stays open
- Lowell and Garfield are both AP schools and have chess programs, but ours doesn't get the funds these others do.
- Keep the good education in a diverse environment: that's something private schools don't have and that's too bad.
- You will have bigger classes in the schools that stay open and I don't like it.
- How can you close a school in an urban village that is in a zone that is scheduled for population growth: there are 13 new houses on my block?
- All of the programs on the "Discontinue" list serve large numbers of poor kids of color

Van Asselt

- Make preference for pre registering Van Asselt students to keep them together
- What happens to staff and students at Van Asselt if the building is closed?
- Would Van Asselt teachers and principal move to AAA?
- Would we get to take our fish tank aquarium to our new school?
- Closing Van Asselt and moving to another school would be ok, even though we live closer to Van Asselt
- Van Asselt is a building that does not meet our needs
- We will have transportation problems if we move to AAA
- I work and my bus doesn't go to AAA where I pick up my kids
- It's hard for my kids to be picked up after school
- I worry about the safety of my children getting home
- Day care is too far away for my children when they get out of school
- Van Asselt is a 100 year old school with much wisdom in the air
- So what if Van Asselt is old – it's like my grandma to me
- I will be happy when my children get to go to a well equipped and modern school
- Change is unkind and uncomfortable sometimes, but also sometimes necessary

Old Hay

- Though Old Hay is old, it suits the needs of SBOC well
- Old Hay is a building that is centrally located
- The community around Old Hay likes the school and students

- Old Hay meets your 2006 promises of central location, support of students 11-21 with a comprehensive program and only house programs targeted for bilingual students and families
- Will Old Hay building be needed for local elementary children?
- Please do another assessment of Old Hay structure
- Do not sell Old Hay
- Old Hay is falling apart and it's time we moved
- Old Hay will always be here for the local kids to use if they need it
- Old Hay feels like a part of my children, but they will get over it
- Nothing compares to what we went through to get to the USA: moving is not a problem
- I don't think anyone will cry when they leave Old Hay
- Don't children leave their schools when they get older and move to another school?

Lowell

- If Lowell is split, it risks crippling a gifted program
- It's cynical to expect the APP program will lose students
- Lowell is a magnet to draw families/students out of the north end
- Invite another school to Lowell, possible Montlake
- Keep SPED students at Lowell –cost effective and a central location
- Close Montlake and T.T. Minor, move those students to Lowell
- If Lowell Closes and APP is split, it may go back to 1990's problem
- Move half of APP to Marshall, retain other ½, bring Montlake to Lowell
- Fear that an APP split will be unequal & will be based on North vs. South
- Cultural competency and learning will be hurt if APP and SPED are split
- Move all of APP to Meany and with relocated T.T. Minor
- Leave APP alone and rescore the building condition rating
- Savings don't justify the cost of closing Lowell and splitting the program
- Do a thorough financial analysis before splitting APP at Lowell
- Thurgood Marshall area will grow substantially; this will affect APP if it goes there.
- Costs of moving APP will increase program costs substantially
- Lowell is cost efficient the way it is, but would change if programs moved.
- APP teacher collaboration will require transportation rather than walking down the hall
- APP students would leave the public school system if the program degrades
- Changing successful programs such as APP may result in lower academic achievement
- You are just trying to continue splitting APP into so many pieces that every part of the city will have APP, just like Spectrum
- The District needs to work to find a north end location for a north end APP elementary
- You are dismantling one of the stars of the District- the APP program
- No funding is available to adequately duplicate the programs and this is misguided
- Lowell is so much better. Leave me there.

- Expand Spectrum, not APP
- Build more ALO in neighborhood schools
- There will always be more demand and room for growth in Spectrum and ALO than APP
- Do not artificially attempt to create equity and diversity by splitting APP and co locating them with general education programs
- John Stanford did great things, but could not make APP and general education work under one roof –note the experience at Madrona: don't repeat the failed experiment again
- APP families can bear the cost of reduced busing for all city draw schools
- APP will become a watered down version of its former self
- Splitting Lowell is a huge disruption –will parents really enroll their kids at Marshall
- If Spectrum isn't filling in the central cluster, why do you think they would for APP?
- If you are going to split APP, create 3 programs in the north, central and south
- Thurgood Marshall will be bolstered by this move
- ½ of APP coming to Marshall will reduce our reduced/free lunch per cent from 89 to 41-won't this reduce Title I money and hurt programs like Team Read. We will have National Board Certified Teachers who teach at Marshall get \$10,000 a year more, but with the reduced and free lunch per cent going down, they won't get the extra \$5,000
- The plan calls for a geographic solution, but there is no geographic imbalance.
- How can the staff have the resources and money to continue to do their good work if they are helping to establish new APP sites?
- Will there be money to hire a gifted teacher liaison and do extensive teacher training?
- The APP program is successful and cost efficient: let's expand and improve it methodically.
- How will APP and Special Ed cooperate and will there be problems?
- Will all of the current special education students at Lowell remain?
- Our Special Education needs are far more complex: help our children succeed.
- Lowell is the center of excellence services for children with Special Education needs.
- Lowell is very overcrowded: take decisive action now.
- Change often brings improvement: the status quo is not a viable option.
- Success at Lowell doesn't come from bricks and mortar: it comes from the District and the parents, and the community.
- Let's proceed with the recommendations and show the strength and resilience of the APP community.
- Are you adjusting APP entrance standards to qualify more students: if so, this is wrong?
- Is population growth really a metric of APP success?
- We all want increased diversity, but you must find a nuanced approach.
- Will money and staff time be spent duplicating administration, teacher training, and materials for the APP program?
- Include the APP advisory committee in your planning.
- I am asking the school board members for courage to go ahead with the plan and make the APP program for all of Seattle and not for just one central area.
- Our APP children are not hot house flowers: they will be able to expand.
- This APP split will reflect the diversity of its city and of its district.

- We are struggling to envision what a bifurcated program will look like and how it will function.
- Does Thurgood Marshall have the functional capacity for everyone who will now attend?
- Communities are not just neighborhoods, but caring people: keep Lowell together.
- Will design teams be allowed to eliminate the self-contained classes?
- Get the new assignment plan finalized and then look at capacity. Take your time.
- Distance and transportation time can be obstacles to some families.
- Strengthen the Spectrum program rather than split APP.
- Consider APP partnering with the under enrolled Spectrum programs at Leschi and Madrona.
- Tackle the assignment plan and the school closure issue simultaneously.
- When principal Julie Breidenbach speaks, it's like she is talking directly to me and so do the teachers. They know all about the kids and issues just like mine.
- At APP, my child is not an outcast, but was accepted.
- It's wonderful that APP kids like me get to work with Special Ed kids.
- My son has Downs syndrome and enjoys mixing with the nondisabled kids here.
- If Marshall is near or over capacity, can you still allow APP sibling preference to occur?
- Aren't school age children in the T.T. Minor neighborhood projected to increase?
- What you are doing with Lowell does not meet best practices.
- Avoid breaking up this community created by the kids and parents.
- Make sure the educational needs of the hundreds are met first.
- We should fix what's broken before we break what's working now.
- You are impacting greatly T.T. Minor, a school with 75 % free and reduced lunch.
- Lowell is uniquely equipped to serve the most disabled children in the district because of equipment and resources, so general education inclusion recommendations would be rare.
- Ask yourselves why you are really splitting up the APP program.
- Let's wait a year and study the APP program completely before making any changes.
- All we should ask for in an APP school is one that is as good for these kids and mainstream schools are for mainstream kids.
- By closing schools and creating instability, you are making the problem worse.
- Five years from now, when you look back upon this split, by what measure will you know that this action was a success?
- If your objective is to push APP services out to the clusters, say so.
- Have the curriculum and standards in place before dividing the APP program.
- Be wise stewards of the public trust and the district will come out of this stronger.
- My daughter is nine, but functions at a 4 year old level and needs Lowell as it is.
- Do you have a business plan for Lowell and if so, do you consider all its resources?
- You are in a crisis situation, but by splitting Lowell APP, may make the crisis worse.
- You are spending so much on Ingraham, but saving comparatively little with closures.
- If there are too many APP students at the two schools, will you split the program again?
- Please don't affect the hundreds in the program for the sake of 45 who may not come.
- Wait to split until we have a better idea of what the economy and future funding will be.

- Hamilton is going to need substantial resources to get ready for APP.
- There will be a tremendous adverse affect on the music program if Lowell is split.

Half of Washington APP to Hamilton

- If splitting the APP program is done for the right reasons (broadening the accessibility and improving the vitality) and with planning and forethought, then I will support the split.
- Splitting the APP program will result in it being less successful in meeting the needs of the special needs students
- Difficulties will occur in splitting APP elementary programs and moving it into schools with other elementary programs, just as it did prior to APP moving to Lowell
- The graduating class this year is smaller, due to the last time a split occurred
- Will the north/south APP split reflect typical socio demographic differences in the city?
- Hooray for the split: now our commute time will be cut dramatically and I believe other parents feel the same way
- Strengthen Washington and Lowell APP programs and train teachers more intensively
- All central cluster middle school students can fit comfortably at Washington
- APP can survive the split and moving half of APP to the north is a real positive
- There needs to be a plan to find a location for a north end elementary APP program
- I am thrilled to have my son as an APP student at Hamilton
- You are dismantling a thriving program –why risk it
- APP will not benefit from being co housed with general education students
- My son will have spent and will spend one year at Washington, one year at Lincoln and one year at Hamilton Middle S chool is hard enough already, even though some change is good.
- Delay the split so APP students can go directly to Hamilton in 2010
- Will some of the Washington PTA money we raise go to Hamilton with the APP students
- Both Ballard and Washington have their auctions soon: should we spend any money at the auction if we know the money will be going to Hamilton.
- Will Hamilton receive enough history books for their APP students
- How will the Washington music program be affected by the APP split
- Are the APP teachers assigned to both schools going to collaborate
- Splitting APP will ruin my middle school years
- Most of us who are APP students at Washington are part of the nationally recognized music program, mathematicians on our championship math team. That success will end
- The start up APP and music programs at Hamilton will not work: kids will go to Eckstein instead, where there are strong music, science and math programs
- Lots of candidates for Hamilton APP are at Eckstein and they likely won't leave
- Lots of 98105 and 98115 kids have geographic tie breaker preference over kids from the east and north parts of the cluster. Those families probably expect they can get into Eckstein and will probably be unhappy when they can't and would have enough financial resources to leave the district.
- Does Eckstein know it's about to be inundated

- Will the existing Hamilton International programs be squeezed out?
- What will happen to the award winning Washington/Garfield music program?
- Don't forget that APP is a special needs program

NOVA to Meany

- Students have created a guiding strategic plan document: "The Fundamental Principles of NOVA". Please see that they are allowed to be used in the new building.
- My water broke at NOVA: they wouldn't let me stay in class that long at other schools.
- NOVA prepared me well for my college time at Western Washington University
- Allow NOVA to stay special and important in its new building, wherever that is
- The district needs NOVA to produce people who are independent thinkers and people who will change the world
- The NOVA drama class caused me to want to act for a living now that I've graduated
- I am a substitute teacher: NOVA is a safe and autonomous place: allow it to stay that way
- I am a shy and overweight student and I am accepted at NOVA: don't let that change
- From the College and Career Specialist: there are kids here until we tell them they have to leave because we are closing the building- keep the program to allow kids to express who they are, because when they do that, they can learn
- The reason NOVA works well is because it's in a small building: create that kind of environment at Meany!
- I came from schools where nobody talked to me, but they do at NOVA. Don't take away our closeness by putting us with another program and giving us private space
- The new building needs to be like Mann for NOVA: it welcomes with open arms
- Let our principal, the students and the teachers create the new environment as they wish
- Everyone at NOVA has an individualized space and this is partly why we feel safe
- At NOVA, we self govern. You don't run for office –you show up and make a difference
- The NOVA artistic element is crucial for students who otherwise can't find their way
- Please allow students to express their creativity by being able to NOVAize the new place
- Let us transform our surroundings according to our values-promotes life long learning
- At NOVA we have a democratic process; we negotiate and listen to all before deciding
- Don't shatter the precious porcelain of the students' and staff voices as you take us away in the U-Haul Van
- I think we can make new memories in a different building, if you let us make the building
- Everyone is respected as an individual within the collective: services are designed and delivered collaboratively to maximize the learning success of students with disabilities
- NOVA offers students instruction that is integrated, innovative and personalized
- We are already aligned in many ways with the District's special education initiative
- We build on the strengths of students with disabilities to maximize their learning
- Our principal is an advocate for the students
- The student-teacher-principal relationship is fundamental to why NOVA is successful
- I am attached to the NOVA process like an oyster is to its shell
- Don't forget that Meany serves a valuable purpose as a community

- Don't disrupt the middle school SPED program going on at Meany
- This will decrease access for students from Stevens, Montlake, McGilvra, Madrona and T.T. Minor
- This move will be rough on families of students currently at Meany
- Develop an international middle school at Meany

Pathfinder K-8 to Cooper

- Split Pathfinder into schools throughout West Seattle Public Schools
- Split Pathfinder into K-5 and send to Cooper or West Seattle Public Schools
- Move Pathfinder to West Seattle
- Move Pathfinder to Cooper, not Arbor Heights –more room at Cooper
- Move Pathfinder to Roxhill
- Move Pathfinder to Arbor Heights
- Move Pathfinder to Denny
- Pathfinder is a strong program in a poor facility
- Pathfinder is a diverse community, but not because of neighborhood we share
- Nine Per Cent of enrollment is American Indian –we study our culture at Pathfinder
- Pathfinder chosen by families with autistic children
- Pathfinder's guiding star is a caring community, a unified family of learners
- Pathfinder is fully enrolled and academically successful
- Give Pathfinder its own building
- There is no meaningful assignment plan for Cooper students
- Pathfinder contributes to West Seattle's community activities in many ways
- Pathfinder gets better because David Dockendorf keeps evolving it
- Pathfinder is a village and the elders teach and guide the children
- Pathfinder is more relevant now that humans are not considered good stewards of the planet
- Pathfinder: multiple types of intelligence with experimental types of learning
- 185 PTSA members, 12 PTSA board members
- Pathfinder community coordinates 15 community events, fundraisers each year
- Make the right decision so middle class families don't move to private schools
- Why do we continually have to prove the value of our Pathfinder program
- The SPS "best practices" are Pathfinder's daily practices
- Pathfinder is preparing me for life in mind, body and spirit
- I am an 8th grader and Pathfinder is my family
- Pathfinder gives us the ability to think creatively and see the big picture
- Pathfinder teachers are truly extraordinary, bringing joy to the community
- Pathfinder teaching staff place high value on collaboration
- Diverse and energetic parent group at Pathfinder
- The Pathfinder community has integrity in West Seattle Public Schools
- Pathfinder challenges students to understand how to learn every day

- Pathfinder teachers create a very close community of learners
- Moving Pathfinder to Cooper saves the District the cost of building a new school for that purpose

SBOC to Meany

- Keep SBOC at its present location
- Keep SBOC independent and not co-located with other programs.
- SBOC newly arrived students need a safe environment
- The volunteers who help at SBOC need a convenient location such as SBOC
- SBOC is a vulnerable student population –please keep this in mind
- SBOC new arrivals need a chance to build resilience to negative influences and this is why it should be kept separate
- Property sales were earmarked for bilingual services
- You will need an onsite security staff if SBOC is collocated
- We have local businesses and residents who support us where we are at Old Hay
Keep SBOC self contained on its own site
- Colocating with NOVA at Meany does not meet best practices
- Colocating with NOVA is not in the best interest of either program
- The programs NOVA and SBOC are disparate and have their separate needs, ideology and religious practices
- Mingling the SBOC and NOVA programs is neither desirable nor beneficial
- The two programs, NOVA and SBOC won't have the ideal opportunity to evolve if housed in the same building.
- The choice of Meany as a home to NOVA and SBOC is a good one: NOVA's concerns about autonomy and security can be addressed along with SBOC's students who are uncomfortable with NOVA's sexual minorities. But be aware of these feelings.

T.T. Minor Montessori to Leschi

- This program is successful and has strong community/parent involvement
- This provides a hopeful opportunity for Leschi at the expense of an existing success
- You are going to lose the fundraising and organizing neighborhood entities of T.T. Minor, which provides excellent after school programs and activities –and classroom volunteers
- And this is also true with the T.T. Minor parents of the older kids

Thurgood Marshall EBOC to Dunlap and Hawthorne

- The solution in the South cluster –to bulk up Hawthorne with EBOC students – is a step in the right direction –it's all that is required right now

Van Asselt to AAA

- Using AAA as a K-5 is a waste of a building configured as a K-8
- This makes for some bad reference area options for Wing Luke and Van Asselt
- Make Van Asselt a prime candidate for renovation on BEX IV
- Put the New School in the AAA building
- Close Aki Kurose and open a new middle school at the South Shore building
- You could put 1,000 students at the South Shore building instead of 750
- My child is gifted and open to change, even if we live closer to Van Asselt
- Will my teachers and principal go with me to AAA?
- I am worried about the fish in our nice aquarium –can we take them with us
- We need everything from this school to move to AAA, including the custodian
- I hope the District will help us make the move as successful and easy as possible
- If this move will help my child be successful, fine
- This is not a convenient move: the kids’ grandparents pick them up here and AAA is too far away.
- What will the bus situation be: we like the way it is now
- My kids go to the Van Asselt community center for after school activities: my bus from work goes right past Van Asselt and the community center, but now I will have a problem
- Child care will be a problem for me –I want the kids to be safe getting to day care from AAA
- My issues are transportation, safety and convenience
- Please tell me you will keep the bilingual program together at AAA
- We want to put the Van Asselt name on the new school.
- Please don’t increase the number of students per class
- What about student loops-will my child stay with the same teacher next year
- Please give us extra resources for a culturally relevant education
- Recruit south end students to the new school
- Please arrange for all Van Asselt students to ride the bus to AAA
- Please keep looping classes together
- Will the lunch and secretarial staff come over to AAA?
- We have a legally blind helper who can walk to Van Asselt but won’t to AAA
- The problem is that people are afraid of change

New K-8 at Jane Addams

- Without any change to the reference areas, some families will be close to more than one school and other families such as ours will continue to lose out when it comes to distance being a tie breaker
- Move Summit and make a new K-8 there
- How does standard curriculum affect alternative schools?
- Divide the city into quadrants, with each area having similar numbers of elementary, alternative, high schools, middle schools
- We want the district to clarify its commitment to alternative schools
- Are there other cost saving measures the district could adopt without closing schools and moving programs?

- SPS needs to ensure that non traditional learners get their needs met
- There should be an accounting of programs –we should value programs.
- Summit and Nova need central access
- A school is a village: this will be a good village with a K-8

African American Academy

- \$3.6 million is a lot of money, but not enough for our pain and suffering
- Under your plan, 3,000 students of color would move, but stability and security are central to academic gains among vulnerable students, while mobility is highly associated with no gains
- Sue the State Legislature to provide full funding, so programs such as AAA can flourish
- You are tossing the AAA to the wind
- What will happen to the AAA uniforms the kids wear?
- Now the AAA kids will have to fight to enroll in neighborhood schools such as Madrona and Washington, which are both overfilled. Where will these kids go?
- Our AAA staff won't follow the kids to their new schools, will they?
- You are taking kids who feel safe and wanted and spreading them all over.
- It was a long hard struggle making AAA and now only 100 of the kids will be considered to live in the neighborhood...what will happen to the rest?
- There is nothing going on at AAA that the Van Asselt kids should fear
- You must keep the name African American Academy for that building
- AAA students' test scores don't measure the whole child or the whole education
- AAA is doing well in reading and Van Asselt is doing well in math
- You are kicking our AAA scholars out of the Academy
- Will AAA teachers be able to stay at AAA building?
- My child is graduating from AAA, but I want his children to have the same opportunity
- We will accept the Van Asselt students with open arms
- Our hope is that we can retain the good qualities of the Academy

Cooper

- Programs at Cooper will be discontinued if Cooper is discontinued
 - Cooper will be sacrificed for the sake of finding Pathfinder a home
 - 79% of Cooper students are on free or reduced lunch, but doing well academically
 - Math model is successful
- Why send students from a successful school to unsuccessful schools
- Costs will increase, including busing, if you discontinue Cooper Program.
 - Cooper is an incredible school, filled with students who love their school
 - 43% of Cooper children have parents who do not speak English as 1st language
 - 50% of Cooper children have homes with one parent
 - Huge social injustice will occur if Cooper is closed

- Cooper students need a stable environment to thrive
- Putting Pathfinder at Cooper will create a capacity problem in the Northern West Seattle cluster
Cooper students being bused out of the area and cause transportation costs to increase
- It will cost more to bus Pathfinder students to Cooper
- Don't forget Seattle's Race and Social Justice Initiative
- Cooper students have strong WASL scores compared to other students with similar demographics
- Cooper's enrollment has been increasing, not falling
- What will happen to the Autism Students?
- Cooper is in a greenbelt desirable to other programs, but then Cooper will lose this opportunity
- Cooper is a stable environment for the neighboring students
- We will lose our grants if Cooper is disbanded
- The program that Cooper has developed is no less worthy than Pathfinder
- 80% of Cooper children come to school hungry every day and that will not change when they are forced to go elsewhere
- SPS is closing the only community –Cooper- that has ever included him
- Cooper has a tight knit family/community feeling that will be broken up
- Pathfinder parents were organized but Cooper parents weren't because we weren't given enough notice and time to organize
- You can't offer Cooper students a better education elsewhere in West Seattle
- Arbor Heights parents put Cooper on the chopping block.
- Don't judge the Cooper school by what you hear
- It's important to move Pathfinder to Cooper –the alternative of building another school from scratch is not good
- I challenge you to statistically convince me that this is going to help any kids
- My child is moving for the 4th time in three years because he is in a special program
- If Pathfinder moves to Cooper, I will request you bus my son out of the neighborhood
- Why punish the Cooper kids who are doing so well in the WASL tests, compared to Roxhill and West Seattle
- The EARTH project will go away and so will the Washington Green Program
- We don't have money for field trips at Cooper: instead we use our greenbelt for "trips"

Meany

- It's very important to maintain a comprehensive middle school in the central cluster that is not academically tracked and meets the needs of a range of student abilities
- Meany's readers and writers workshop has been a very important program: keep it going
- Please don't disrupt the SPED program going on here at Meany
- Teachers from other schools are sending their students with special needs to Meany
- Watch for potential growth in the central cluster as parents send their kids from private to public schools
- Make sure you leave enough empty seats to allow for growth
- This move will be rough on students and families

- I chose Meany for my children because of the smaller classes and teachers who cared
- I went to school in Chicago and know for a fact how large classes adversely affect learning
- Come up with a lasting solution to the Meany area
- The distance tie breaker is not kind to those of us in the Madrona area
- Barack Obama, as an infant, lived with his mother for a short time at 13th and Mercer and would have gone to Meany Middle School. It's ironic and tragic that Capitol Hill's only Junior High will be discontinued.
- Keep SPED at Meany
- Meany is a great school with appropriate feeder elementary schools in the area

Summit K-12

- All Summit students should be able to stay until they graduate
- Summit and NOVA need urban and central access
- Summit closing or moving will exacerbate north end capacity issues.
- Guidelines for closure are not adequate for alternative schools
- We help Summit children develop their academic skills
- Save transportation costs by moving Summit to the middle of the District
- Program affords opportunities, practices and environments not available anywhere else in the District
- Maintain Summit's core principles
- Affiliate Summit with the Coalition of Essential Schools
- Put all city draw schools close together to share transportation costs
- Implement a free and reduced lunch factor as a tie breaker
- Integrate Summit and NOVA staff, as both programs are similar
- Multi age groupings is a great asset
- Strong mentoring opportunities would be lost if Summit is closed or moved
- Co locate Summit with SBOC –both accommodate large number of immigrant families.
- Portland's Metropolitan Learning Center has similar number of students, so this makes Summit an appropriate size school for an urban area K-12
- If you move or close Summit, many of those students would stay in the Northeast Cluster and further clog other schools
- Merge Summit and AS 1 students
- Summit K-12 has high learning expectations for all students, just like ALO
- If you put us with another program, it will require additional administrative support
- Summit Science Program incorporates SPS inquiry based science curricula with our school focus of project based, art and experiential learning
- Our interaction with medical and biological organizations outside of school has been impressive in enriching our curriculum and would be hard to replicate elsewhere
- Every assigned Language reading has a corresponding art project
- The Language Arts Program is more diverse than any in the district
- Summit's students' humanities work is well known among educators

- Summit Teachers differentiate all instruction all the time
- Our humanities staff has collaborated for 8 years and received national attention
- Repurposing Jane Addams into a K-8 makes tremendous sense, good job
- The northeast cluster may not need more middle school capacity, but it can't hurt
- I treasure the diversity of the student body and that will be lost
- Summit has an academically challenging program
- All 3 of my children have graduated from Summit and are at the Univ. of Washington