



# School Board Briefing/Proposed Action Report

**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** September 15, 2016  
**FROM:** Dr. Larry Nyland, Superintendent  
**LEAD STAFF:** Dr. Flip Herndon, Associate Superintendent of Facilities and Operations, 206-252-0644, ltherndon@seattleschools.org  
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## **I. TITLE**

Amendments to 2013-20 Growth Boundaries Plan for Student Assignment

**For Introduction:** October 12, 2016  
**For Action:** November 2, 2016

## **II. WHY BOARD ACTION IS NECESSARY**

Board approval is necessary for any changes to attendance area boundaries, option school GeoZones and assignment rules.

## **III. FISCAL IMPACT/REVENUE SOURCE**

Implementation of these amendments will allow for a more efficient use of school building capacity. Staff estimates that these changes would result in fewer portables at the affected schools, and each portable currently costs the District approximately \$160,000.

The fiscal impact of these changes from a transportation perspective requires a more granular analysis and is difficult to determine at this time. The amendments could produce savings, increase costs, or be cost neutral depending on whether the number of students who will need transportation increases or decreases as a result of this proposal. After detailed enrollment counts take place at the end of September, staff will produce a more detailed analysis of transportation fiscal impacts prior to the scheduled introduction date of October 12, 2016.

The revenue source for this motion is to be determined.

Expenditure:     One-time     Annual     Other Source

## **IV. POLICY IMPLICATION**

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school in a designated attendance area based upon home address, unless the school designated by a student’s home address does not have the appropriate services for the student’s needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

## **V. RECOMMENDED MOTION**

I move that the School Board amend the 2013-20 Growth Boundaries Plan for Student Assignment as shown in Attachment A to the Board Action Report and direct the Superintendent to take any appropriate actions to implement this decision.

## **VI. BOARD COMMITTEE RECOMMENDATION**

The Operations Committee was briefed at its September 15, 2016 meeting. The Committee reviewed the motion and moved the item forward to the full Board for consideration.

## **VII. BACKGROUND INFORMATION**

With the approval of the Growth Boundaries Plan for Student Assignment motion from November 20, 2013, progress toward the end-state 2020 boundaries is to be phased in gradually, at the discretion of staff. The new boundaries, as well as location of services and programs, are intended to be implemented in phases in alignment with the BEX IV construction schedule and enrollment changes. Some changes were already implemented; others cannot be implemented for several years because they are dependent on completion of BEX IV projects.

A number of amendments were passed in concert with the Growth Boundaries Plan for Student Assignment Board Action Report on November 20, 2013. These amendments included action to be taken by staff on a yearly basis in reviewing new data and changes. Specifically, Amendment 12 requested review and/or community interaction during the school year. The following information is included to describe how the staff complied with this amendment.

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Amendment 12: Reviewing data annually

The language presented, and passed, for Amendment 12 on the Growth Boundaries Plan for Student Assignment motion at the November 20, 2013 Board meeting was as follows:

“I move that the School Board:

- 1) Acknowledge that the Growth Boundaries Plan for Student Assignment will be reviewed annually and modified as needed, taking into consideration the impact of implementation on students, families, communities, schools, program pathways, transportation, and costs. Community engagement with impacted stakeholders will continue. The intention will be to improve these plans, minimize disruption, maximize flexibility, and manage unforeseen developments and outcomes.”

During the preparation of the Growth Boundaries Plan in late 2013, population growth throughout the city was taken into account, as our projections process anticipates this. Additionally, the Enrollment Planning team continuously investigates possibilities for improving the accuracy of projections. Regardless of Amendment 12, Enrollment Planning carefully reviews enrollment trends and adjusts its models appropriately to adapt to demographic changes. Staff has engaged the communities affected by the iteration of changes, in response to the concerns expressed within Amendment 12. Enrollment Planning works directly with Transportation and Teaching and Learning to ensure logistical and programmatic consistency.

The below community meetings were or will be held to discuss implementation of the 2017-18 school boundary changes.

<u>Date</u>	<u>Location</u>	<u>Audience</u>
April 4, 2016	Ballard	SPS Community
April 21, 2016	JSCEE	SPS Community
April 26, 2016	Roosevelt	SPS Community
September 22, 2016	Eckstein	SPS Community
September 27, 2016	Hamilton Intl	SPS Community
September 29, 2016	Mercer Intl	SPS Community
October 3, 2016	Viewlands	SPS Community
October 11, 2016	Denny Intl	SPS Community

Typically, District staff hold community meetings during the fall prior to implementation to share information and collect feedback. This year, three additional meetings were held in spring 2016 to provide more opportunities for information sharing, feedback, and staff review. These spring meetings ensured that community feedback could be properly heard and considered before the fall recommendations were brought to the Board.

In addition to the community meetings, Enrollment Planning met with many of the principals impacted by the changes to discuss their concerns. These proposed amendments align with principal and community feedback.

Additional Meetings:

- January 12, 2016: JSCEE – Meeting with Sanislo and Denny principals to discuss moving Sanislo into the Denny feeder pattern
- February 17, 2016: Sand Point Elementary School – Meeting with Sand Point and Laurelhurst principals and Sand Point PTA president to discuss 2017-18 boundary changes
- February 20, 2016: JSCEE – Meeting with Sand Point, Laurelhurst, Thornton Creek, and Bryant principals to discuss 2017-18 boundary changes
- May 6, 2016: B. F. Day Elementary School – Meeting with B. F. Day principal, B. F. Day PTA president, and vice president to discuss 2017-18 boundary changes

A feedback summary from the community meetings is attached as Attachment B.

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Separately, an additional amendment was passed in concert with “Update on 2013-2020 Growth Boundaries Plan for Student Assignment” on November 4, 2015. Specifically, Amendment 1 requested review of the previously approved Cedar Park, John Rogers, and Olympic Hills boundaries.

The below community meetings were or will be held to discuss Cedar Park, John Rogers, and Olympic Hills boundary and assignment scenarios.

<u>Date</u>	<u>Location</u>	<u>Audience</u>
January 14, 2016	John Rogers	John Rogers Staff
January 28, 2016	Cedar Park	Olympic Hills Staff
February 2, 2016	John Rogers	John Rogers Community
February 9, 2016	Cedar Park	Olympic Hills Community
May 9, 2016	John Rogers	John Rogers Community
May 12, 2016	Cedar Park	Olympic Hills Community

May 25, 2016	Cedar Park	Olympic Hills Staff
September 28, 2016	Cedar Park	Olympic Hills Community
October 5, 2016	John Rogers	John Rogers Community

After convening school staff meetings and community meetings, it was apparent that an additional forum was needed to further review and discuss the boundary changes for Cedar Park, John Rogers, and Olympic Hills. School leaders, teachers, and parents joined with Enrollment Planning and Equity and Race Relations staff to use the District’s Racial Equity Analysis Tool to review and analyze several boundary and assignment scenarios for these three schools. This group, the Cedar Park Racial Equity Analysis Team (CPREAT), was charged with providing recommendations to the School Board that will minimize and mitigate disparate impacts of boundary and assignment changes when Cedar Park Elementary School opens in 2017-18.

Seattle School Board Policy No. 0030, Ensuring Educational and Racial Equity, denounces inequities in schools, identifies the District’s role in eliminating them and declares high expectations to ensure that every student in each school graduates ready for college, career, and life. This policy also called for the development and implementation of a racial equity analysis tool (first approved in the 2014-15 school year).

Taking steps to assess the demographic balance, program placement, and economic status of students attending Cedar Park, John Rogers, and Olympic Hills is a move towards providing racial and educational equity. Enrollment Planning has utilized the Race and Equity tool and worked with the Equity and Race Relations team and impacted school communities to evaluate alternative scenarios to the Board’s approved plan in order to assess impacts of the proposed changes in regards to economic status, English language learners, special education students, and school demographics.

The recommended mitigations as developed by staff (including the principals of Cedar Park, John Rogers, and Olympic Hills elementary schools, the Executive Director of Schools-Northeast Region, the Director of School-Family Partnerships and Race and Equity, the Director of Enrollment Planning, and the Associate Superintendent for Facilities and Operations) are listed in the full Racial Equity Analysis (attached as Attachment C).

**VIII. STATEMENT OF ISSUE**

Whether to approve the proposed amendments to the Growth Boundaries Plan for Student Assignment.

**IX. ALTERNATIVES**

If the School Board does not approve the recommended amendments, the changes as outlined in the current Board-approved Growth Boundaries Plan for Student Assignment remain. This is not recommended because it would result in changes to student assignment that are disruptive and unnecessary. In some instances, the previously approved changes would put schools further over capacity if implemented. Additionally, the amendments recommended for Cedar Park, John Rogers, and Olympic Hills are more equitable and incorporate extensive community feedback.

## **X. RESEARCH AND DATA SOURCES / BENCHMARKS**

These recommendations are based on data analysis by Capital Projects and Planning and Enrollment Planning staff, as well as collaboration with Teaching and Learning staff. Enrollment Planning is continuously reviewing student data (assignment/enrollment, residence, educational program, etc.), population data, school capacity, and housing stock changes to ensure that Seattle Public Schools is aware of and able to respond to current and future student growth. Since the 2013-2020 Growth Boundaries Plan was approved in November 2013, Enrollment Planning has been monitoring enrollment growth and changes in class sizes. As a result of the District's decision to take advantage of enhanced funding from the state by reducing class sizes, planning assumptions for building capacities and student enrollment behavior have changed and further support the proposed amendments.

## **XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

Upon approval of this motion, these amendments will be implemented beginning in 2017-18.

As our city grows and changes in unanticipated ways, potential modifications to the Growth Boundaries Plan for Student Assignment may be necessary in future years. Should the need for any further changes to the boundaries in the plan arise, staff will analyze and bring a proposal forward for the Board's approval.

## **XII. ATTACHMENTS**

- Attachment A: Growth Boundaries Implementation for 2017-18 Amendment Detail and Map Series
- Attachment B: Community Meeting Feedback Summary (September 1, 2015-June 30, 2016)
- Attachment C: Racial Equity Analysis for Student Assignment to Cedar Park, John Rogers, and Olympic Hills
- Attachment D: Grandfathering and Fiscal Impact Data (~~to be posted~~)
- Attachment E: Additional Public Comments (Emails from May 2015 – October 2016; Meeting Comments August 15, 2016-October 11, 2016) (~~to be posted~~)

## Attachment A: Growth Boundaries Implementation for 2017-18 Amendment Detail and Map Series

### Elementary School Amendments:

The 2017-18 implementations are part of the 2013-20 Growth Boundaries Plan for Student Assignment, as approved by the Board in November 2013. One year prior to new boundary implementations, Enrollment Planning and Capital Projects and Planning review updated enrollment and capacity data to determine if any previous assumptions have changed and if any previously approved changes should be altered.

To the extent possible, the District aims to minimize disruptions to families as a result of boundary changes by aligning new boundaries with current attendance area boundaries. After this review and speaking with impacted school communities, staff recommends that the following elementary school change areas be retained in their current elementary attendance areas. All impacted school leaders support these retentions. Enrollment Planning has also received community feedback (from public meetings and by email) in favor of this motion.

Elementary School Change Area ID	2016-17 Elementary Attendance Area	Board-Approved 2017-18 Elementary Attendance Area	Staff Recommended 2017-18 Elementary Attendance Area
11	Daniel Bagley	Green Lake	Daniel Bagley
20	Bryant	Laurelhurst	Bryant
25	B. F. Day	Green Lake	B. F. Day
84	Northgate	Olympic Hills	Northgate
103	Sand Point	Bryant	Sand Point
104	Sand Point	Laurelhurst	Sand Point

In addition, staff recommends Area 11 and Area 84 (associated with Daniel Bagley and Northgate Elementary Schools) feed into the Robert Eagle Staff Middle School attendance area and feeder pattern to align the entirety of the elementary attendance areas with this middle school.

### Middle School Amendments:

Staff recommends amendments that would 1) retain Kimball Elementary School in the Mercer International Middle School attendance area and feeder pattern and 2) retain John Muir Elementary School in the Washington Middle School attendance area and feeder pattern. Staff has received community feedback in support of retaining these attendance areas and feeder patterns, and this aligns with the Board's guiding principle of minimizing disruption for families.

Middle School Change Area ID	2016-17 Middle Attendance Area	Board-Approved 2017-18 Middle Attendance Area	Staff Recommended 2017-18 Middle Attendance Area
13	Mercer	Washington	Mercer
82	Washington	Meany	Washington

131	Mercer	Washington	Mercer
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Staff further recommends that the entire Sanislo Elementary School attendance area be re-aligned with the Denny International Middle School attendance area and feeder pattern. Sanislo moved into the Madison Middle School feeder pattern in 2015-16; since then, Madison has become an option site for the Highly Capable Cohort. Updated enrollment and capacity information for Madison (and Denny) support returning Sanislo into the Denny feeder pattern. The District has also received school community feedback in support of this move. Over the past two years, many rising 5<sup>th</sup> grade Sanislo students have completed choice applications to attend Denny for 6<sup>th</sup> grade. With this motion, only Sanislo’s middle school feeder pattern would change (Sanislo’s elementary attendance area will remain the same).

Elementary School Attendance Area	Board-Approved 2016-17 Middle School Attendance Area	Staff Recommended 2017-18 Middle School Attendance Area
Sanislo	Madison	Denny Intl

Additionally, staff recommends that the addition of Sanislo into the Denny feeder pattern be aligned with the high school boundaries such that the Chief Sealth International High School attendance area includes Sanislo beginning in 2017-18. Currently Denny feeds into Chief Sealth and Madison feeds into West Seattle High School, thus this alignment would be necessary if Sanislo is in the Denny feeder pattern.

Thornton Creek GeoZone Change:

Staff also recommends an amendment to expand the eastern boundary of the Thornton Creek GeoZone. Per Board approval, the Thornton Creek GeoZone would, beginning in 2017-18, include Sportsfield Dr NE, between NE 65th St and NE 74th St. This amendment comes at the request of the Thornton Creek and Sand Point principals to increase student access to choice. This expansion would include two housing developments, Brettler Family Place and Solid Ground Housing, within the Thornton Creek GeoZone. These families would gain an additional level of priority through the GeoZone tiebreaker, if they applied during Open Enrollment. (Living in a GeoZone does *not* guarantee an assignment to an option school.) This amendment area currently includes approximately 60 elementary school students. Thornton Creek, beginning in fall 2016, is able to serve an additional class at each grade level in its new building.

Cedar Park Boundary Amendment:

Staff (including the principals of Cedar Park, John Rogers, and Olympic Hills elementary schools, the Executive Director of Schools- Northeast Region, the Director of School-Family Partnerships and Race and Equity, the Director of Enrollment Planning, and the Associate Superintendent for Facilities and Operations) also recommend that John Rogers Elementary School retain the area south of NE 125<sup>th</sup> Street within Change Area ID 95. A Racial Equity Analysis for this motion is attached in Appendix C.

Grandfathering:

Although the District aims to grandfather whenever possible, given capacity constraints at many of the schools impacted by boundary changes, District staff currently recommend grandfathering at only a few schools as outlined below. The recommendations for 4<sup>th</sup> and 5<sup>th</sup> grade refer to those students who are attending grades 3 and 4 at the school in 2016-17 and will be in grades 4 and 5 in 2017-18. Grandfathering for all grades refers to those who are currently attending grades K-4 in the school and will be in grades 1-5 in 2017-18.

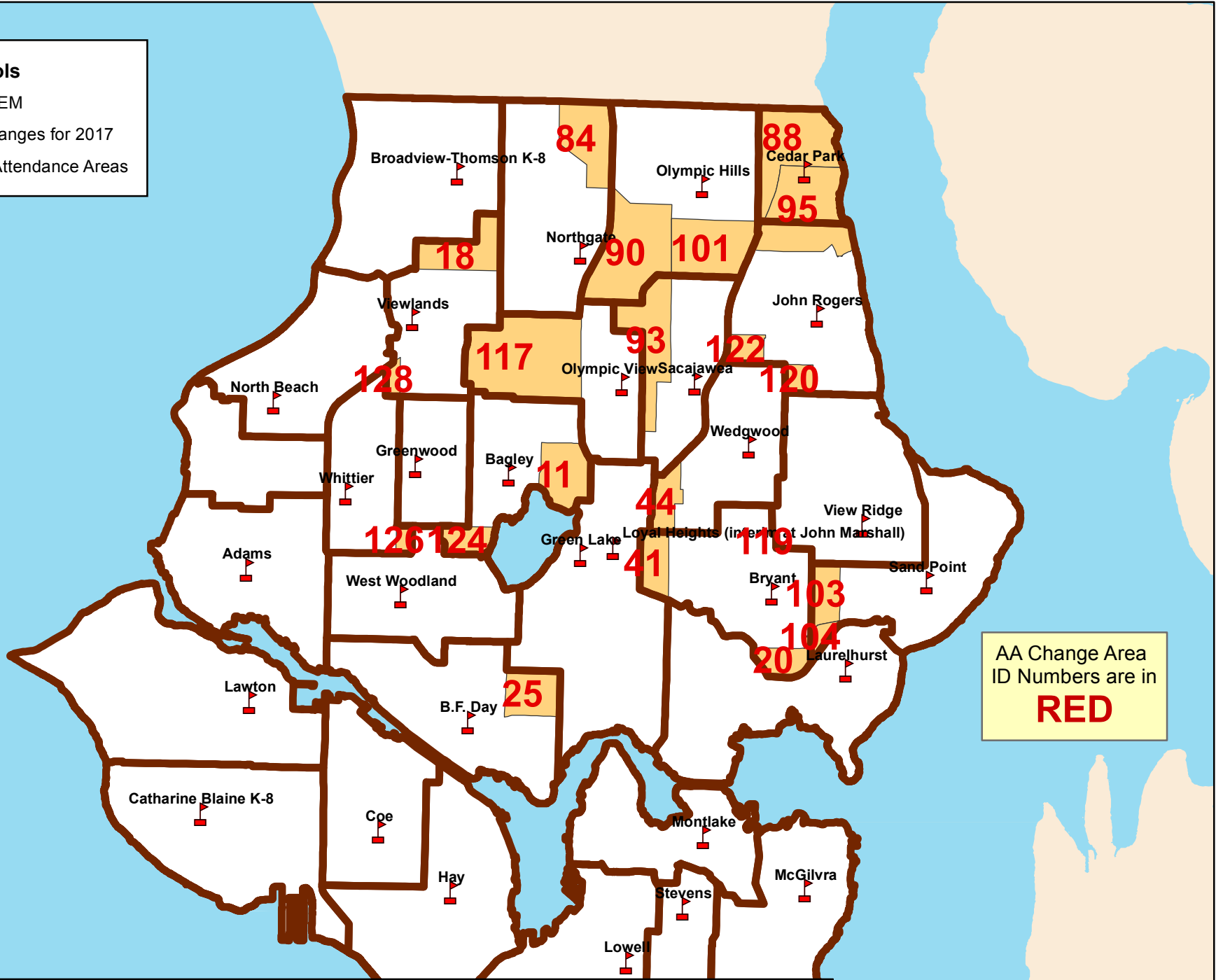
		Staff Grandfathering Recommendation	
Broadview-Thomson K-8	18 - Viewlands	No Grandfathering	Capacity Constraints
Olympic View	90 - Olympic Hills	No Grandfathering	Capacity Constraints
	93 - Sacajawea	4th & 5th Grade only	Relieve Sacajawea
Olympic Hills	88 - Cedar Park	No Grandfathering	Viable Cohort for Cedar Park
John Rogers	95 - Cedar Park	No Grandfathering	Viable Cohort for Cedar Park
Sacajawea	101 - Olympic Hills	No Grandfathering	Capacity Constraints
Viewlands	117 - Olympic View	4th & 5th Grade only	Relieve Olympic View
View Ridge	119 - Bryant	Yes – Grades 1-5	Small Number
	120 - John Rogers	Yes – Grades 1-5	Small Number
Green Lake	41 - Bryant	No Grandfathering	Capacity Constraints
	44 - Wedgwood	No Grandfathering	Capacity Constraints
Wedgwood	122 - John Rogers	Yes – Grades 1-5	Small Number
West Woodland	124 - Daniel Bagley	No Grandfathering	Capacity Constraints
	126 - Whittier	No Grandfathering	Capacity Constraints
Whittier	128 - Viewlands	No Grandfathering	Capacity Constraints



# Recommended Elementary School Attendance Area Changes 2017

**2017 Schools**

- AA ELEM
- AA Changes for 2017
- 2017 Attendance Areas



AA Change Area ID Numbers are in **RED**

ES AA Change Areas			
AreaID	2016	2017	EP Recommendation
11	Daniel Bagley	Green Lake	<b>Amend</b>
18	Broadview-Thomson K-8	Viewlands	<b>Implement</b>
20	Bryant	Laurelhurst	<b>Amend</b>
25	B. F. Day	Green Lake	<b>Amend</b>
41	Green Lake	Bryant	<b>Implement</b>
44	Green Lake	Wedgwood	<b>Implement</b>
84	Northgate	Olympic Hills	<b>Amend</b>
88	Olympic Hills	Cedar Park	<b>Implement</b>
90	Olympic View	Olympic Hills	<b>Implement</b>
93	Olympic View	Sacajawea	<b>Implement</b>
95	John Rogers	Cedar Park	<b>Amend</b>
101	Sacajawea	Olympic Hills	<b>Implement</b>
103	Sand Point	Bryant	<b>Amend</b>
104	Sand Point	Laurelhurst	<b>Amend</b>
117	Viewlands	Olympic View	<b>Implement</b>
119	View Ridge	Bryant	<b>Implement</b>
120	View Ridge	John Rogers	<b>Implement</b>
122	Wedgwood	John Rogers	<b>Implement</b>
124	West Woodland	Daniel Bagley	<b>Implement</b>
126	West Woodland	Whittier	<b>Implement</b>
128	Whittier	Viewlands	<b>Implement</b>



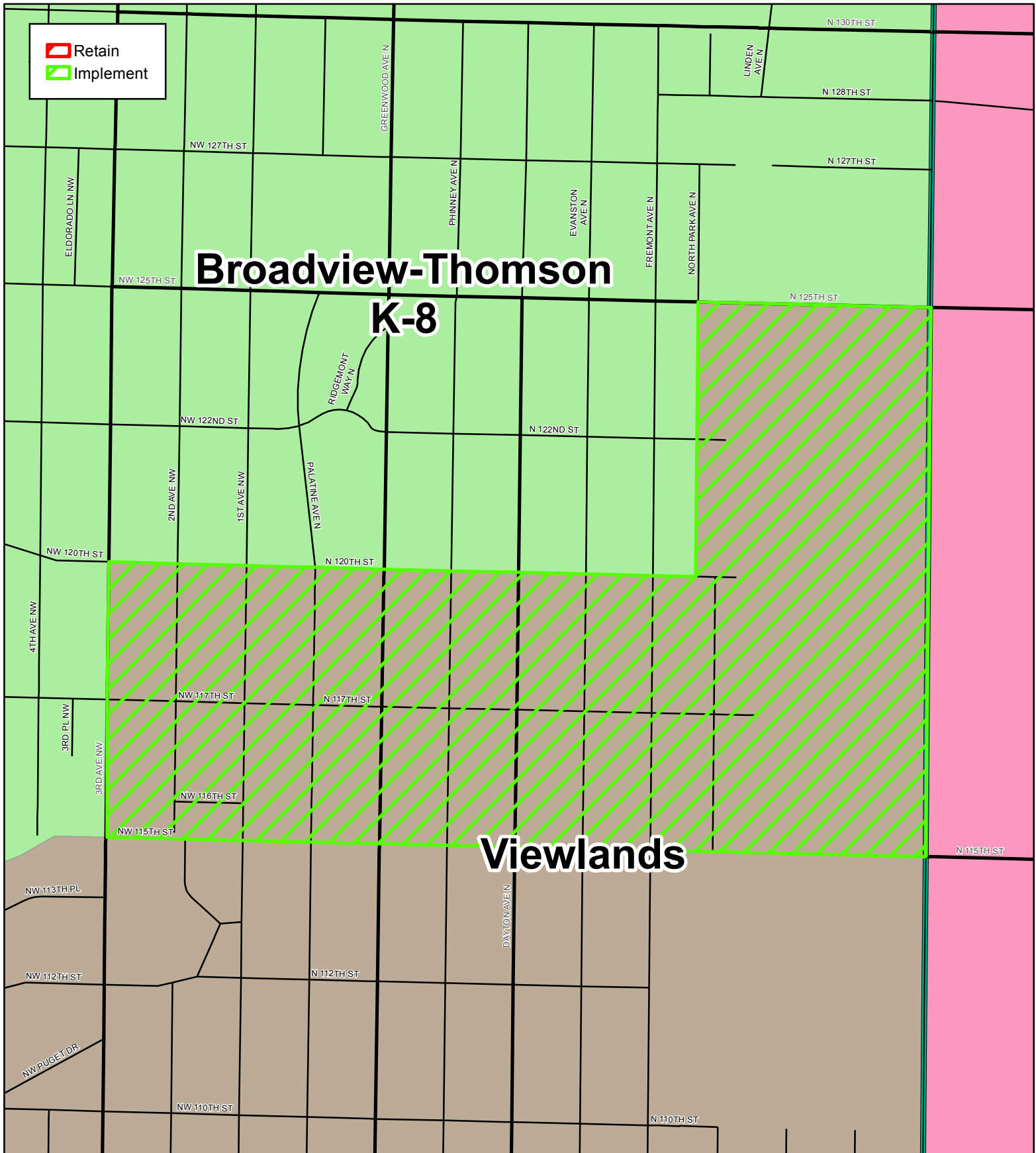
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# 2017-18 ES Change Areas

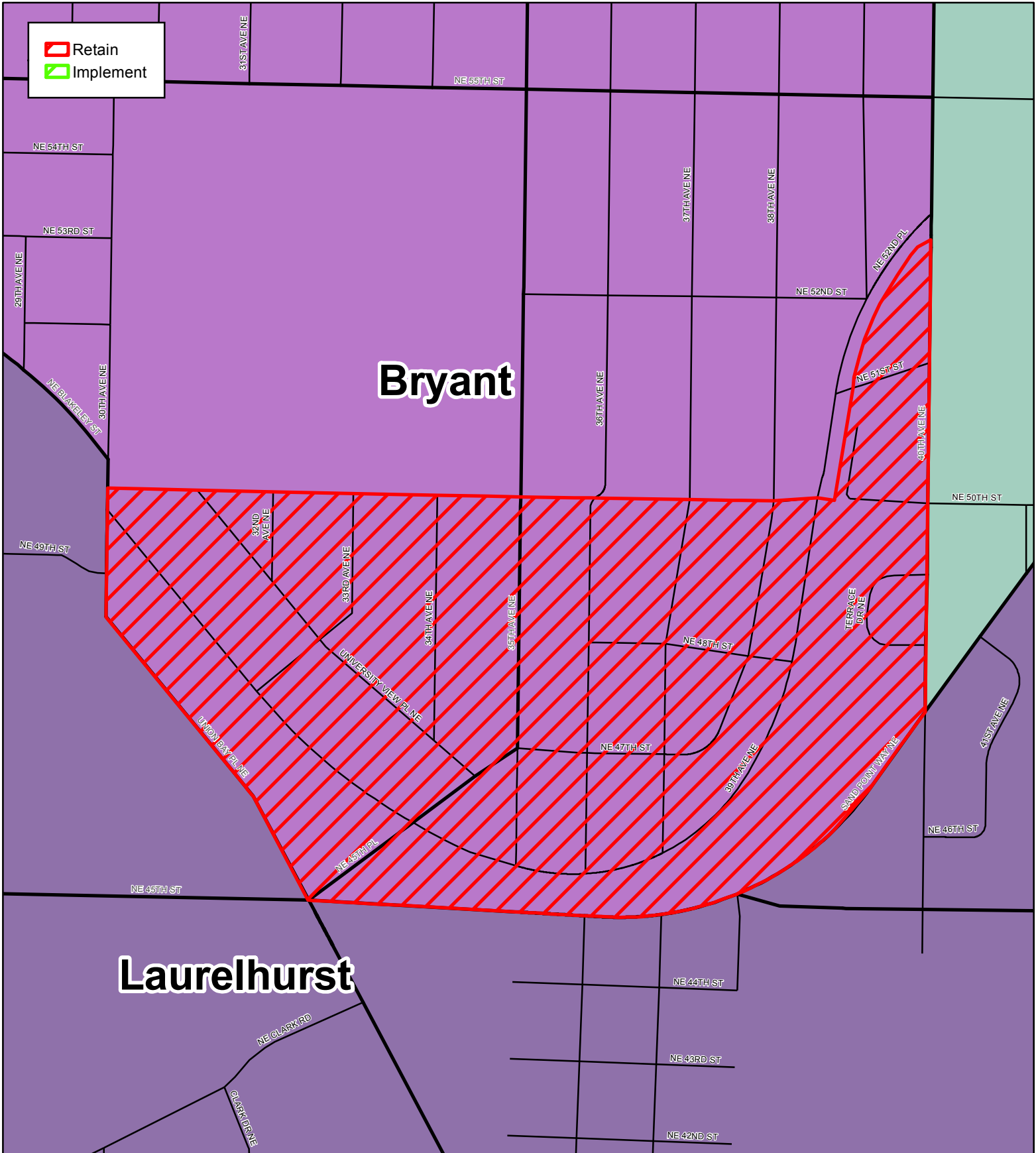
## Area 18

### Broadview-Thomson K-8 to Viewlands



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# 2017-18 ES Change Areas Area 20 Bryant to Laurelhurst

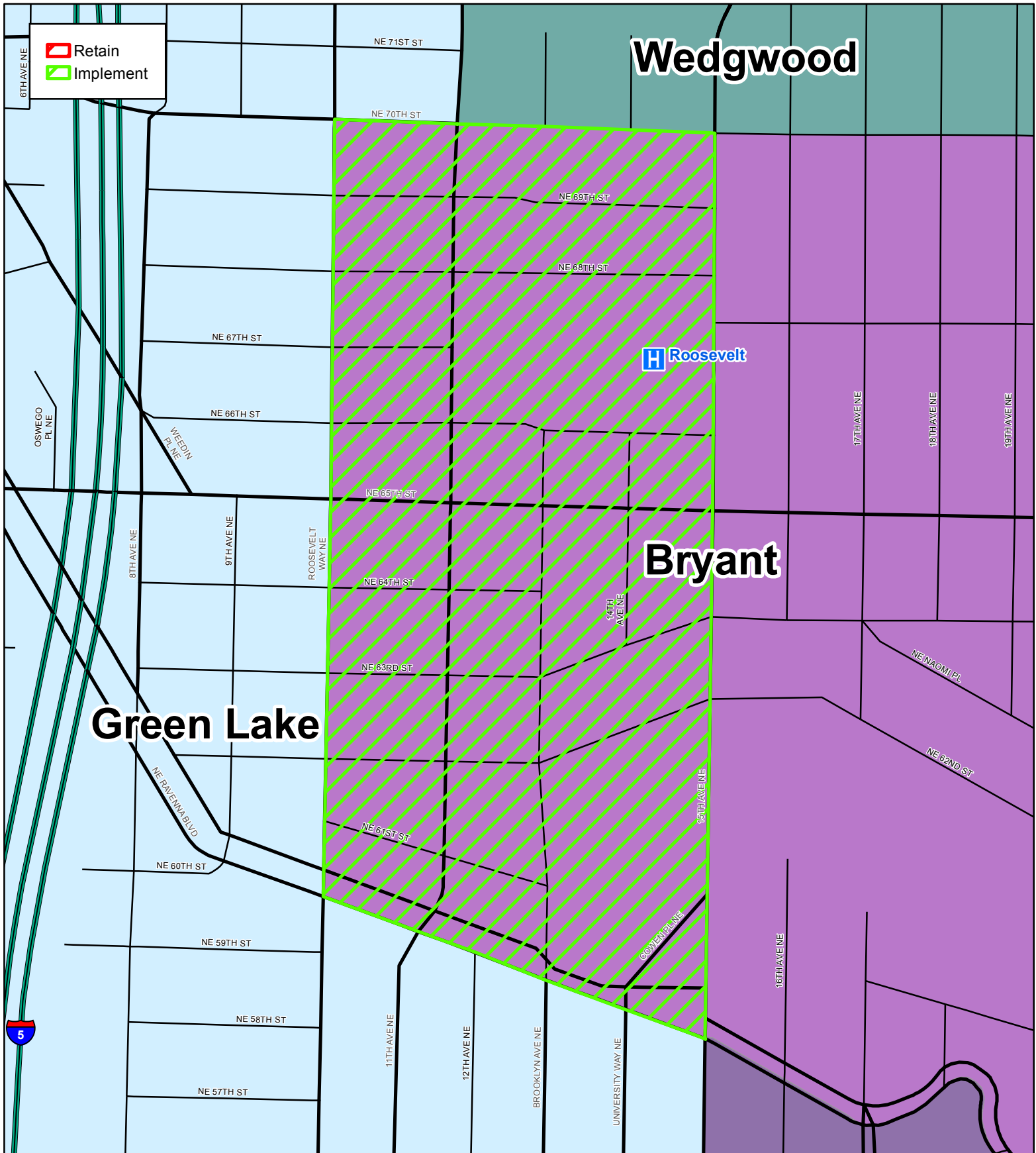


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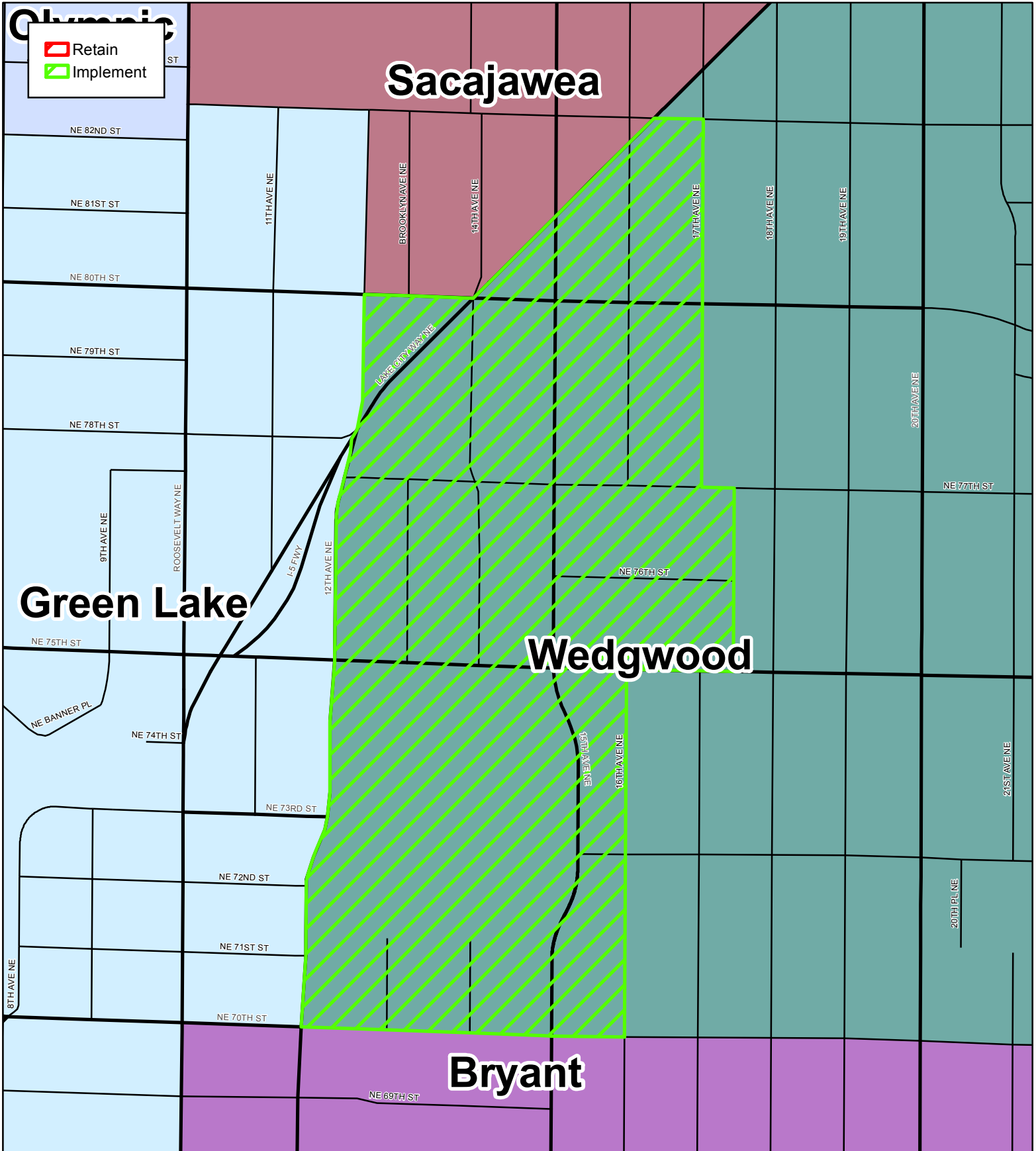
Area 41

Green Lake to Bryant



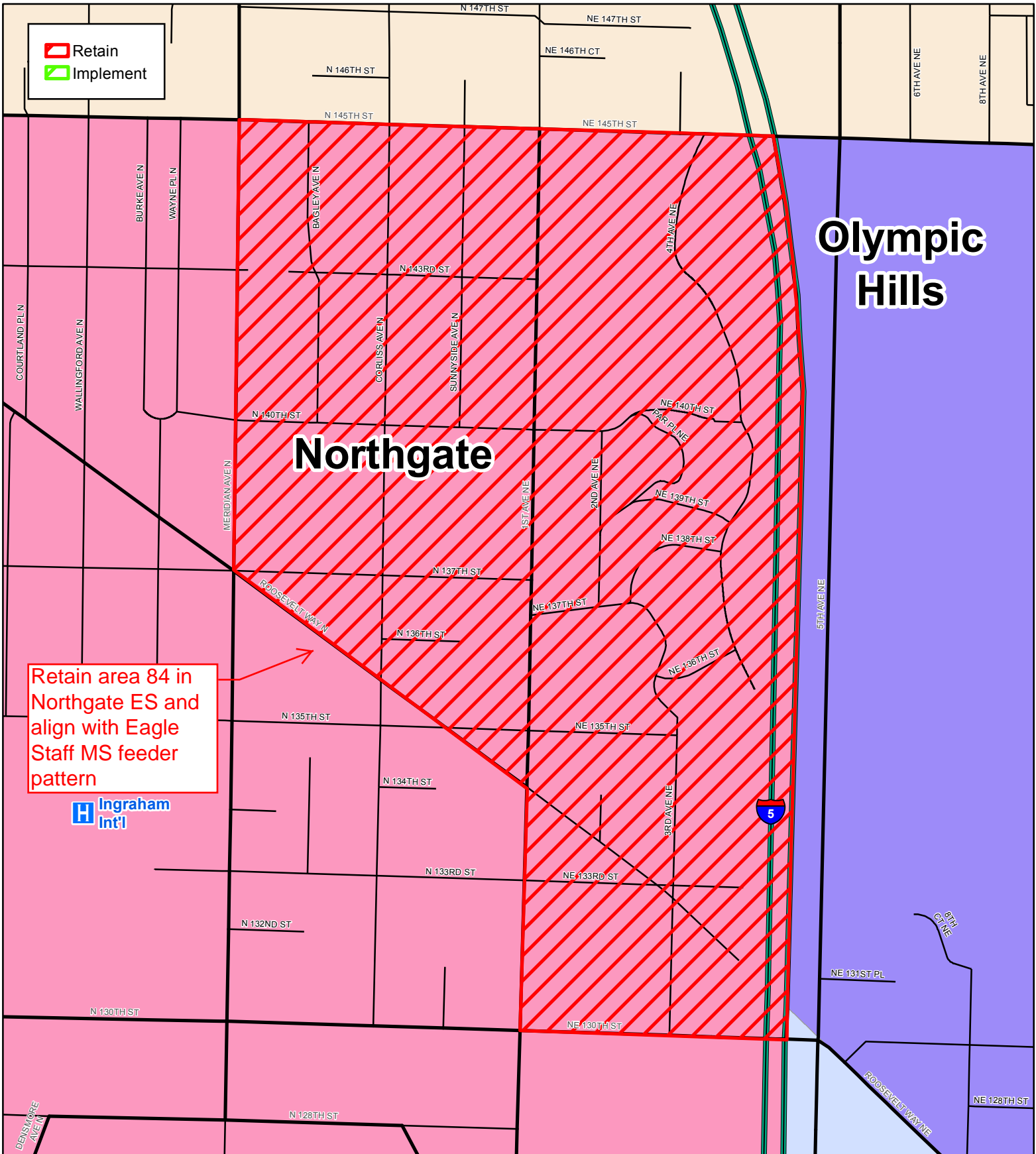
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Area 44  
Green Lake to Wedgwood



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# 2017-18 ES Change Areas Area 84 Northgate to Olympic Hills



Retain area 84 in Northgate ES and align with Eagle Staff MS feeder pattern



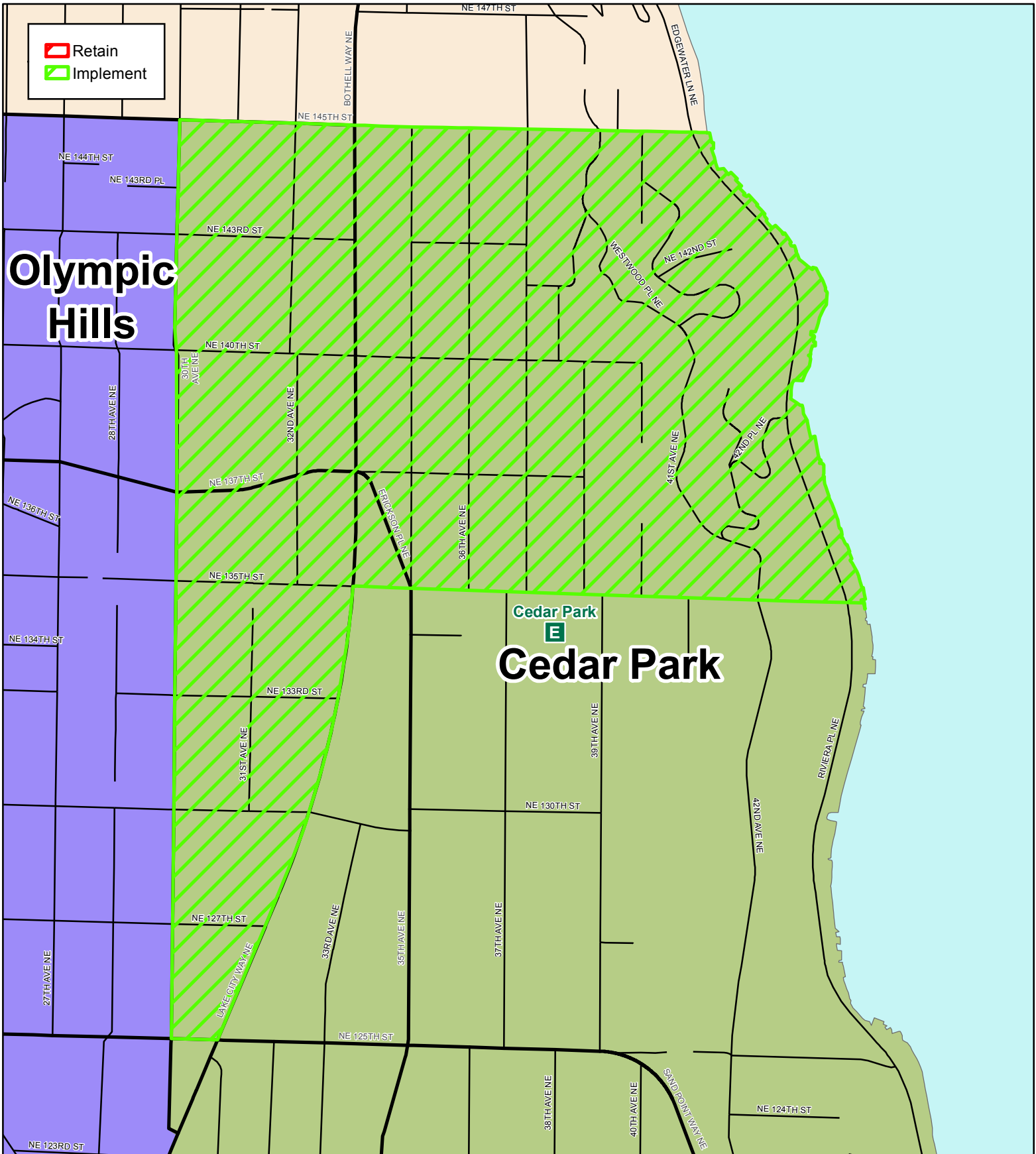
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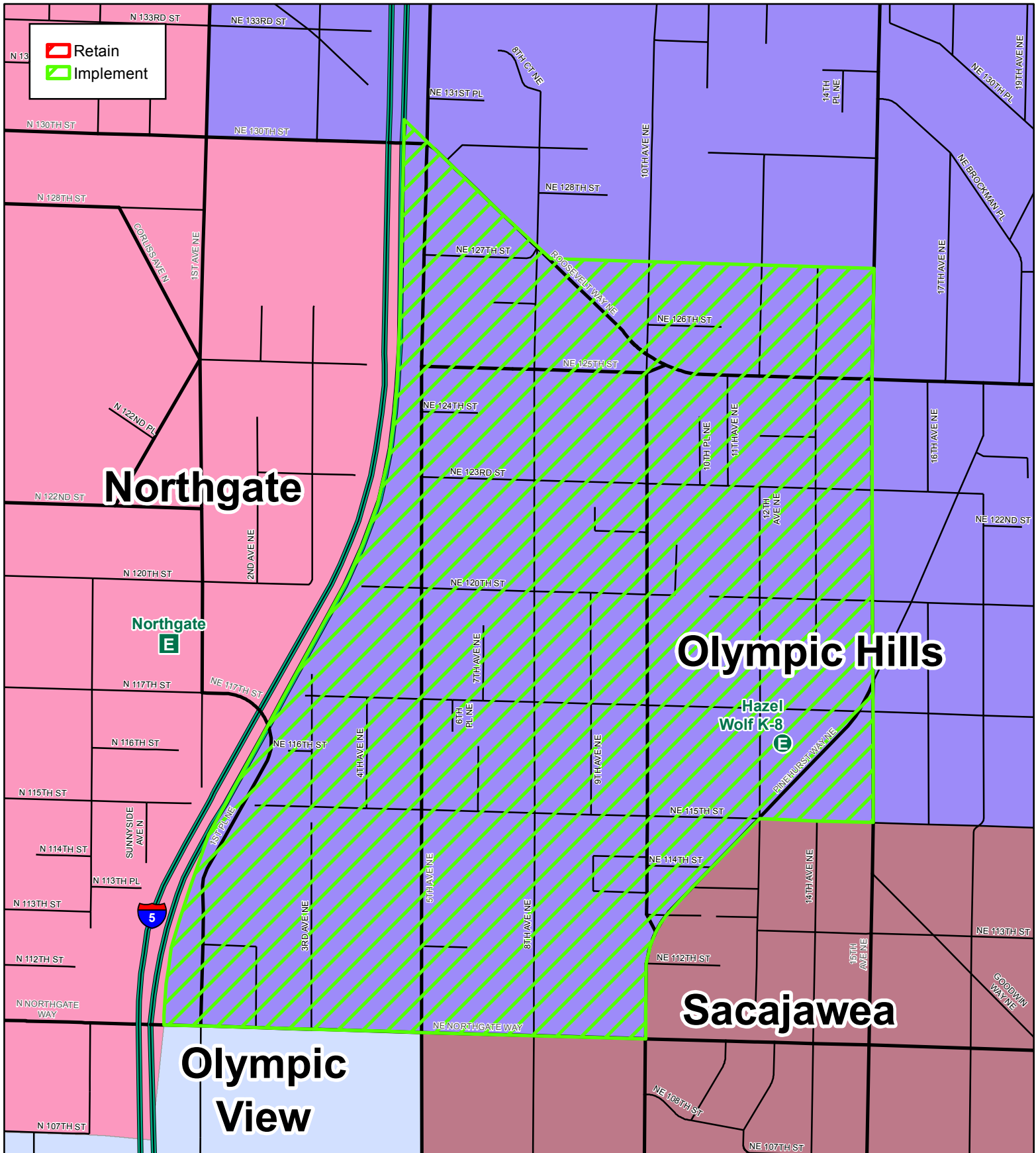
# 2017-18 ES Change Areas

## Area 88

### Olympic Hills to Cedar Park



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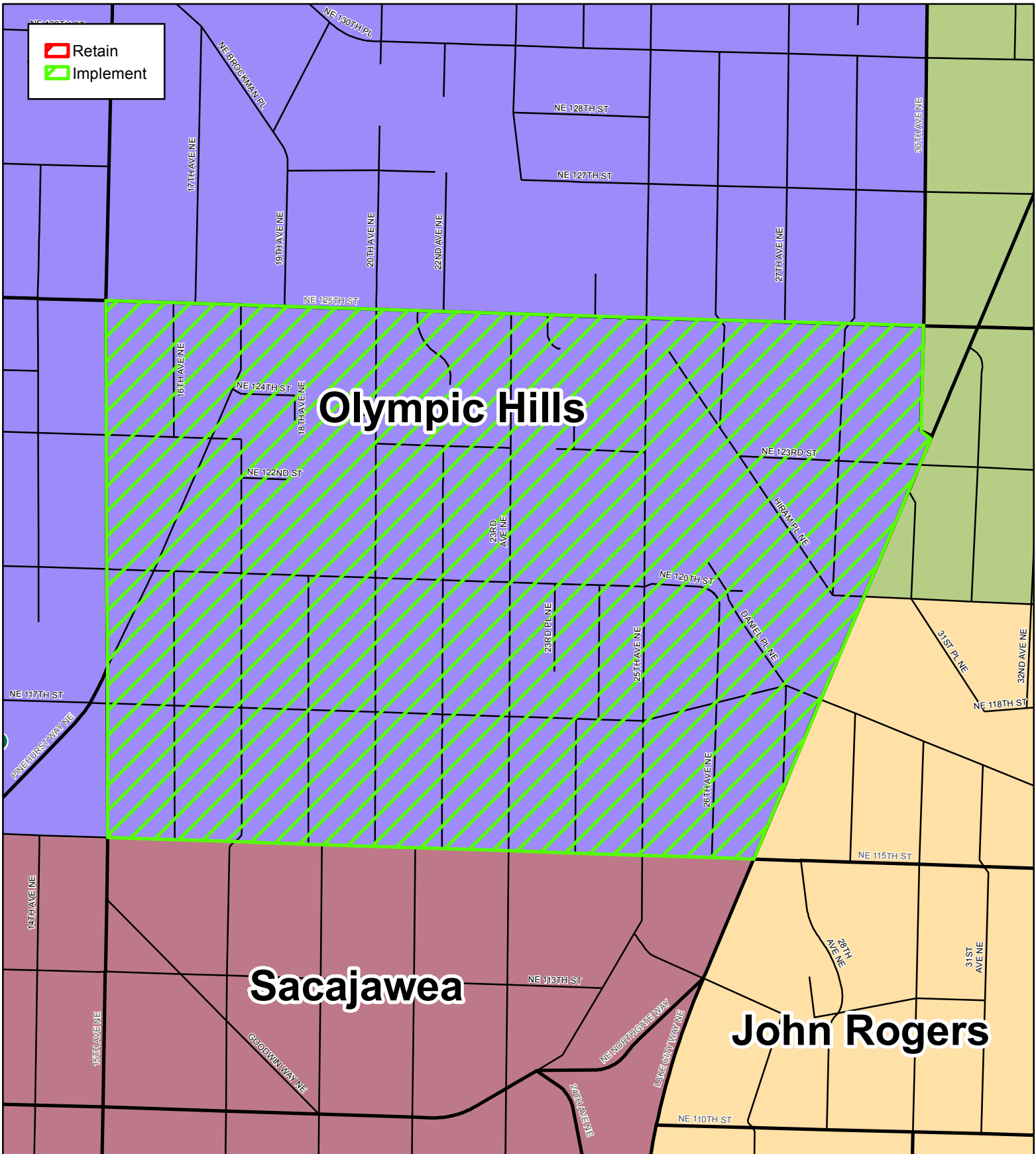


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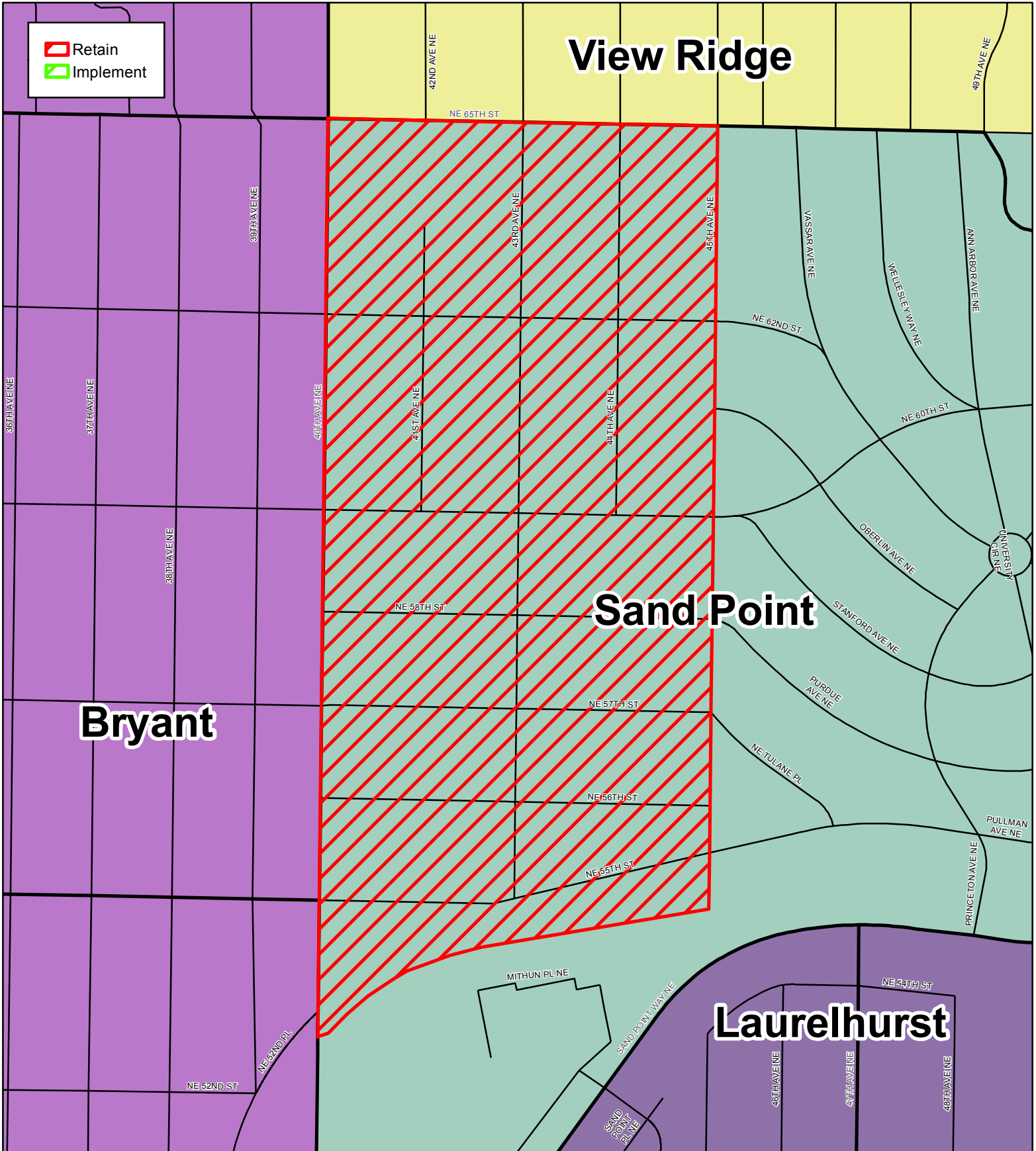




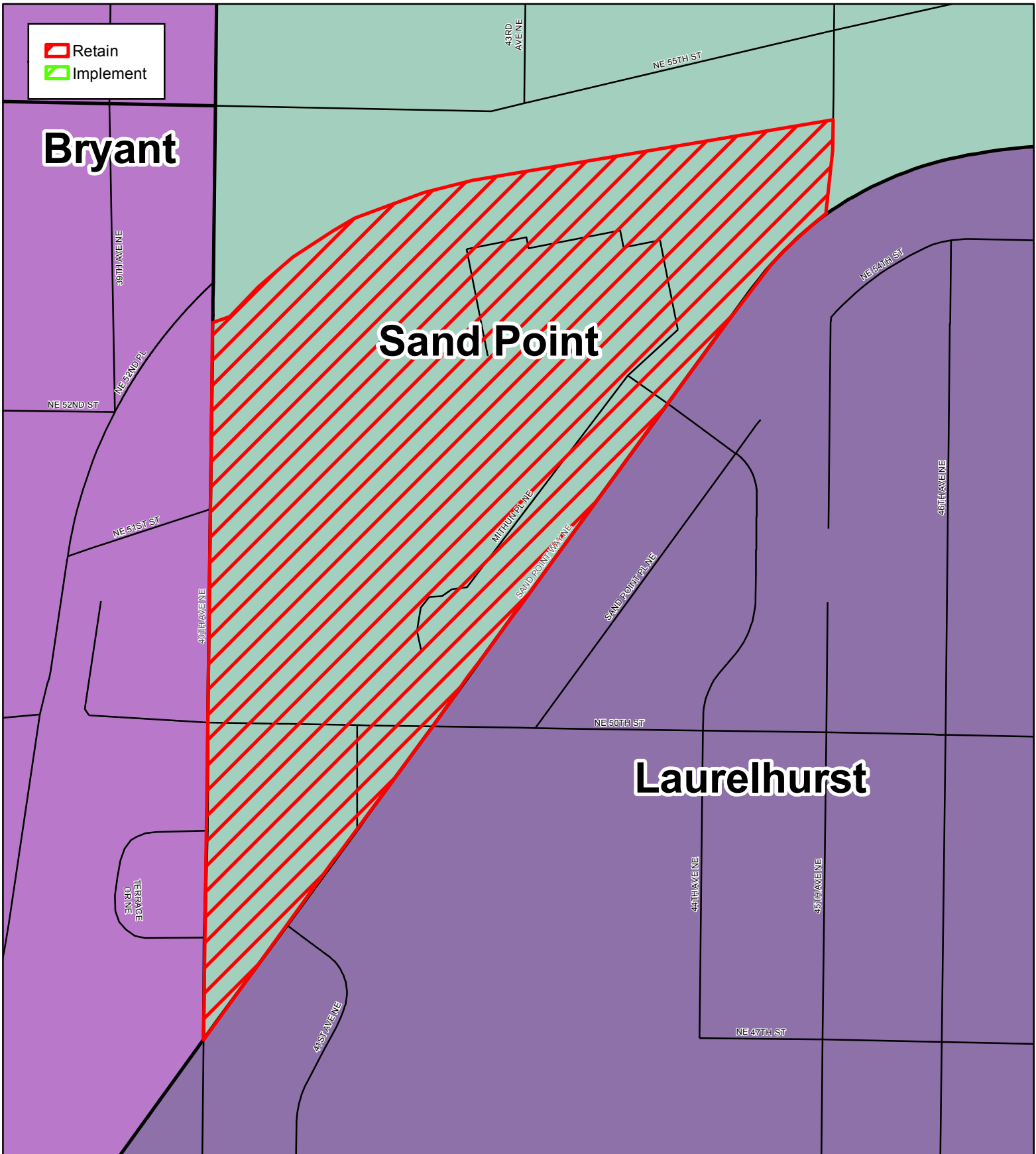
# 2017-18 ES Change Areas Area 101 Sacajawea to Olympic Hills



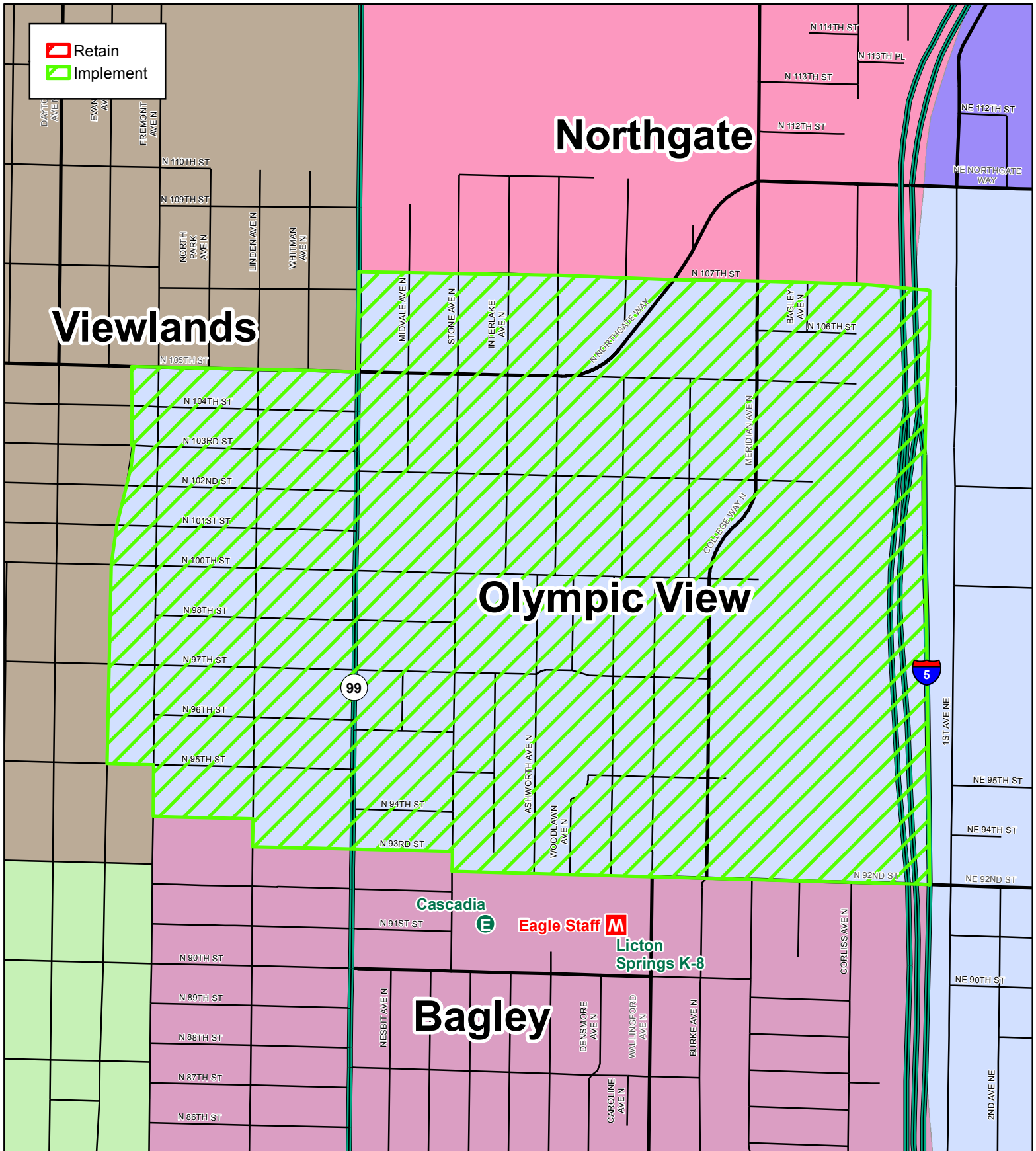
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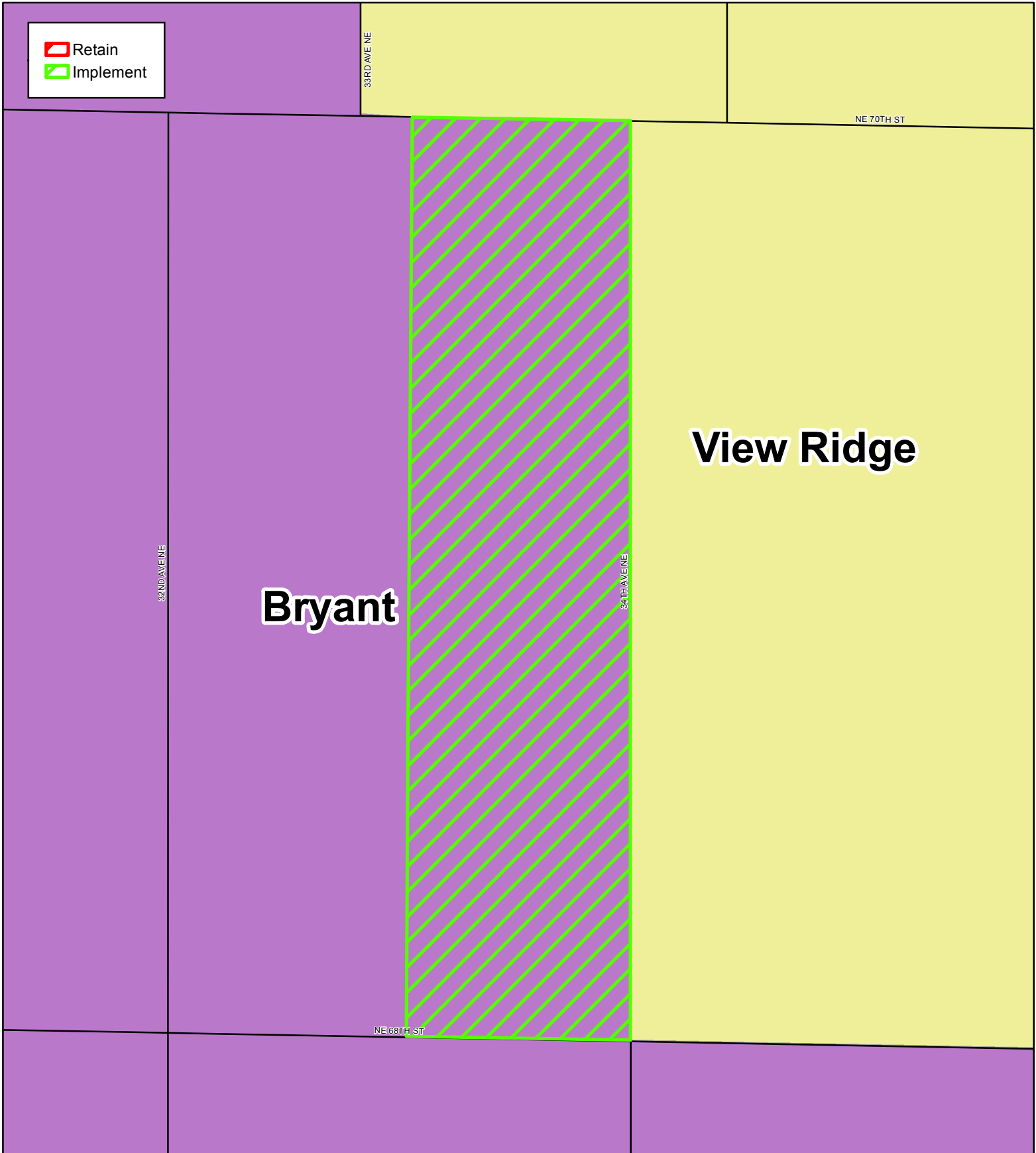
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# 2017-18 ES Change Areas

## Area 119

### View Ridge to Bryant

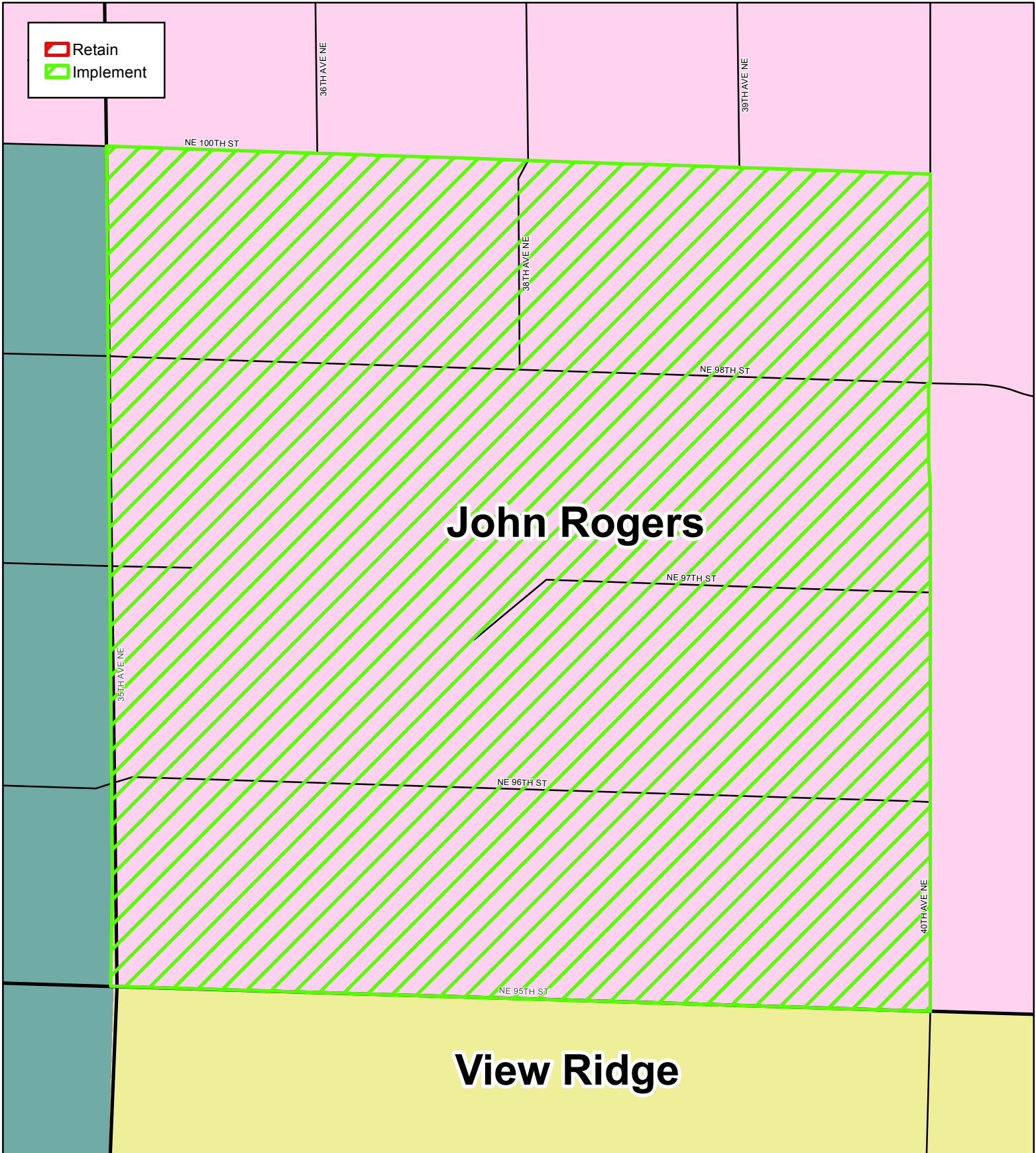


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# 2017-18 ES Change Areas

## Area 120

### View Ridge to John Rogers

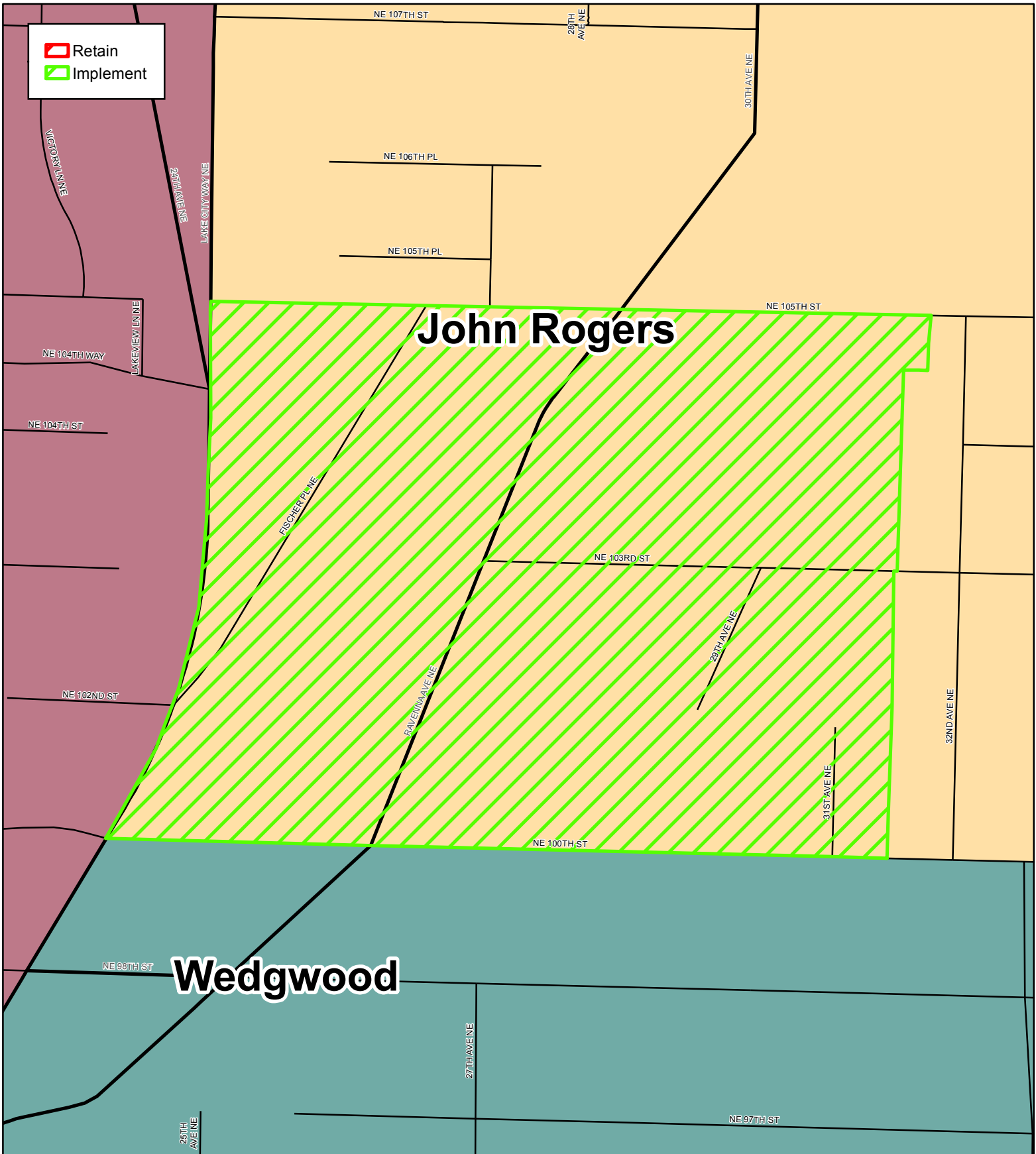


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# 2017-18 ES Change Areas

## Area 122

### Wedgwood to John Rogers

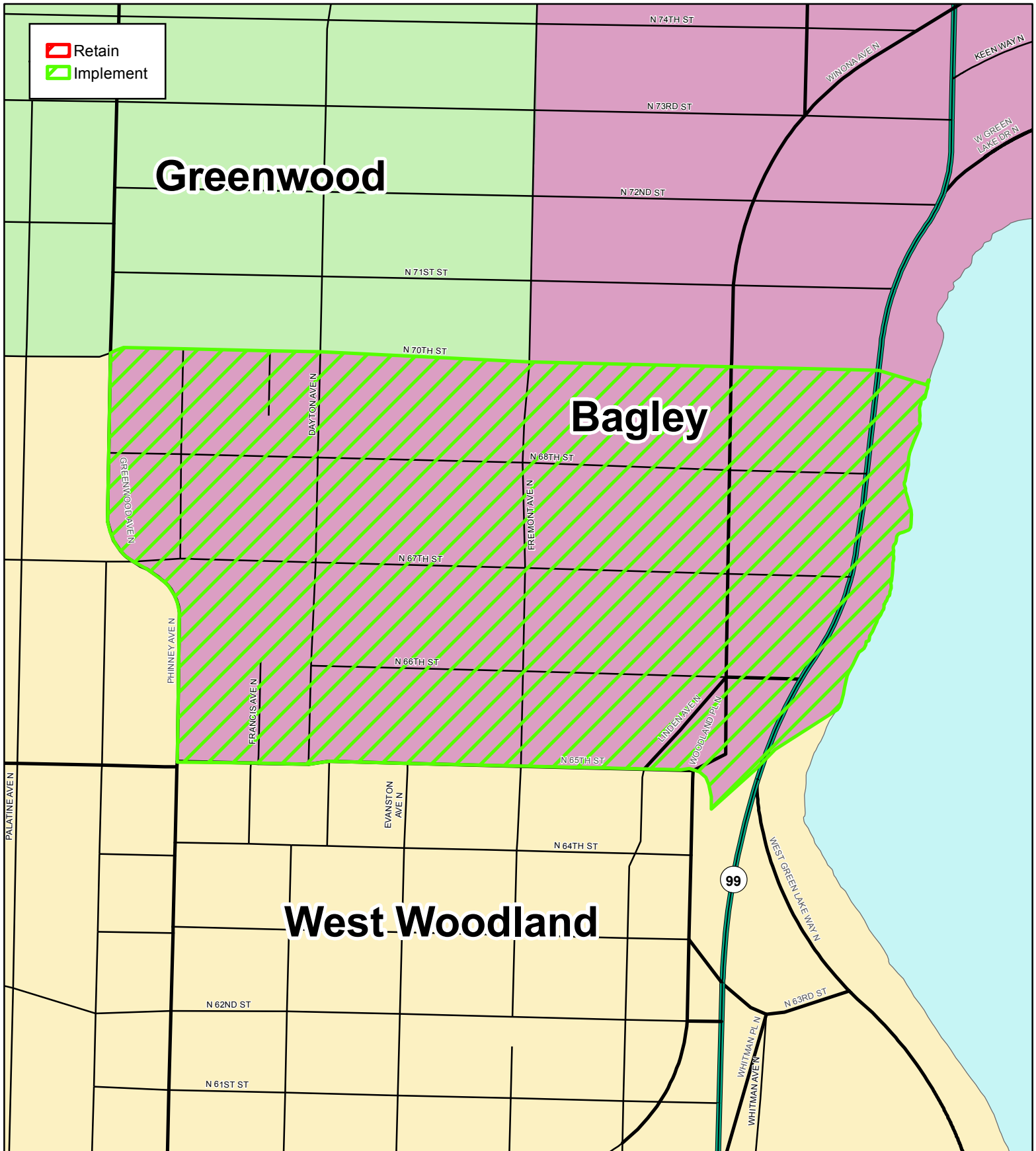


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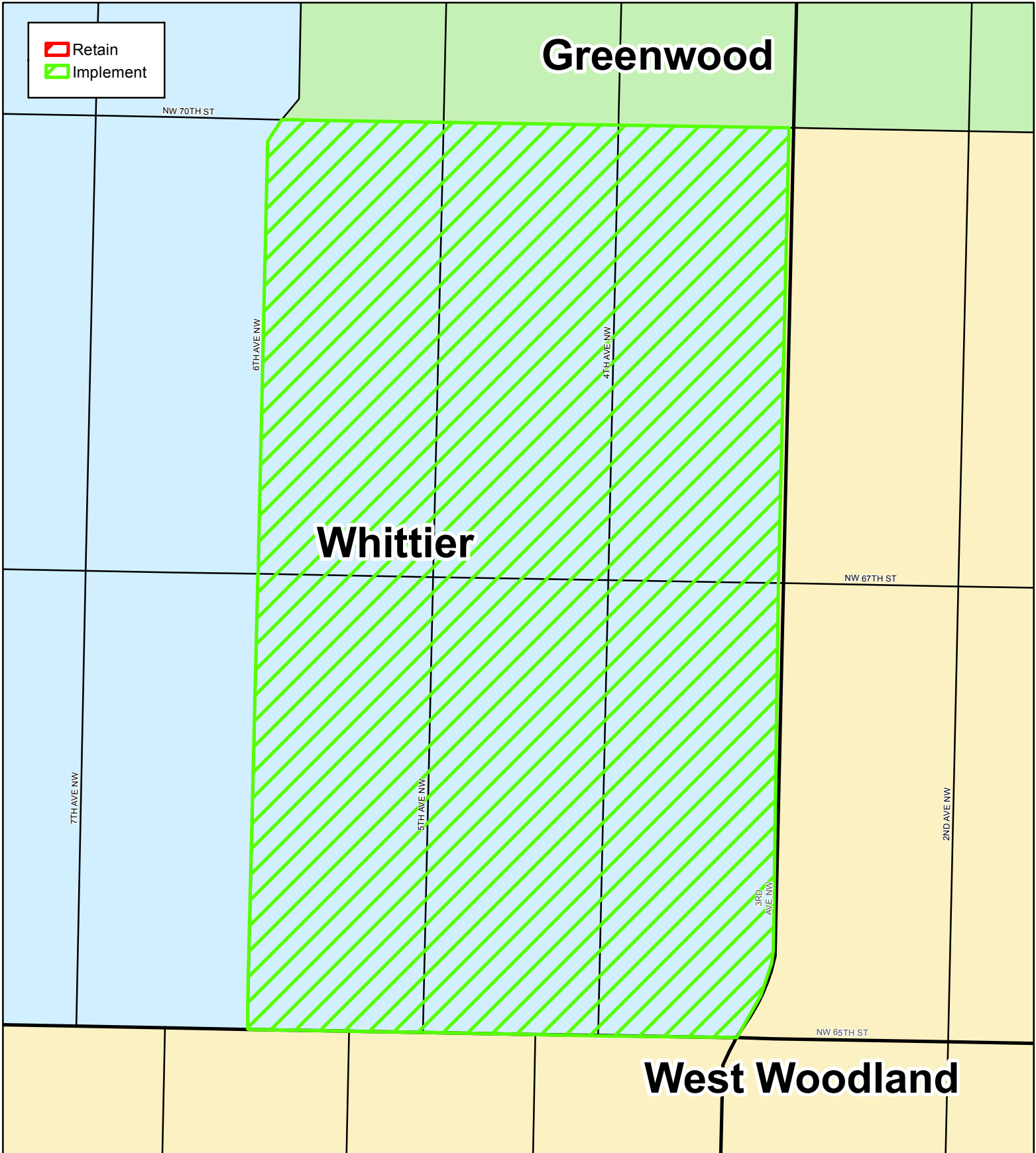
# 2017-18 ES Change Areas

## Area 124

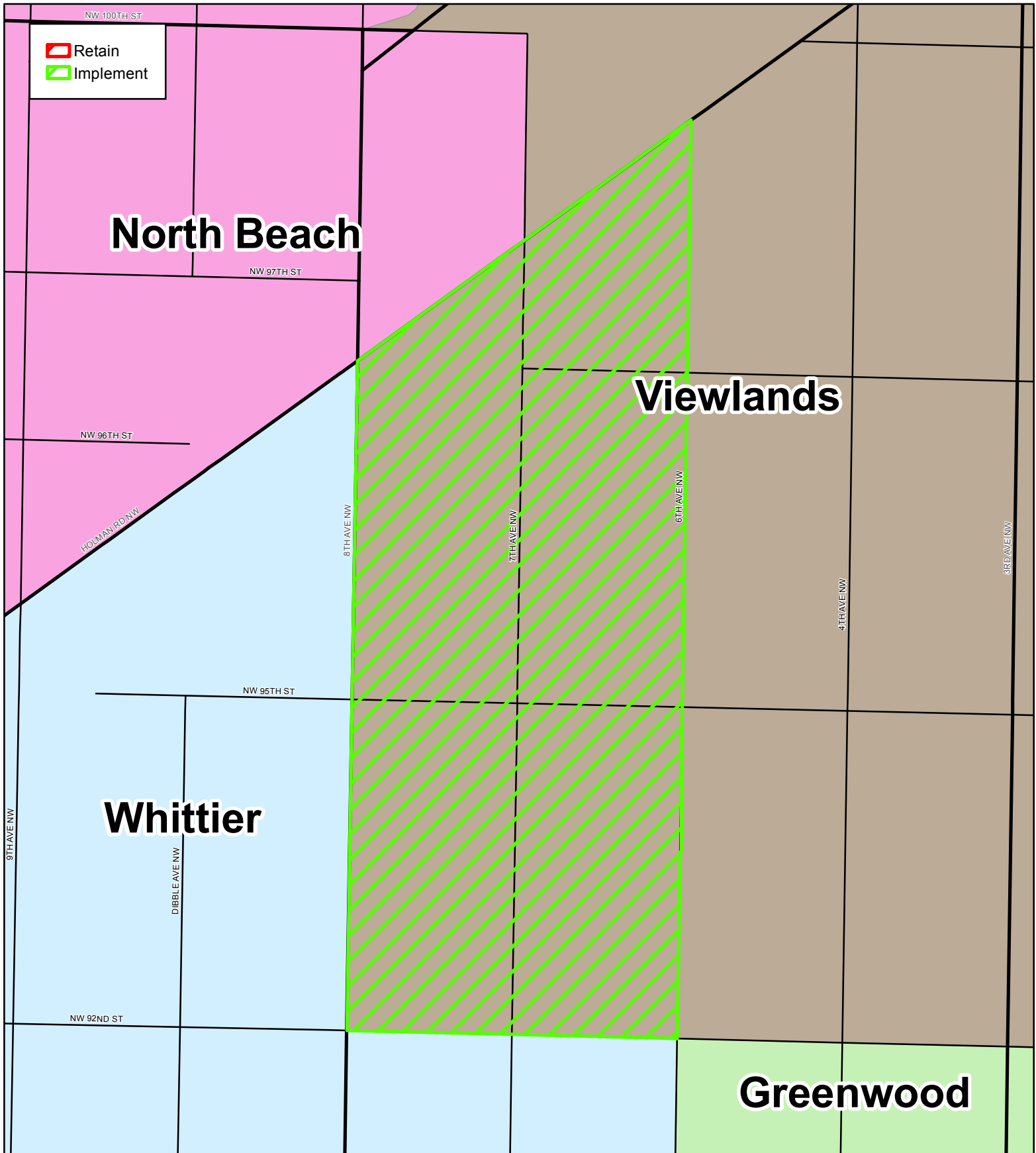
### West Woodland to Bagley



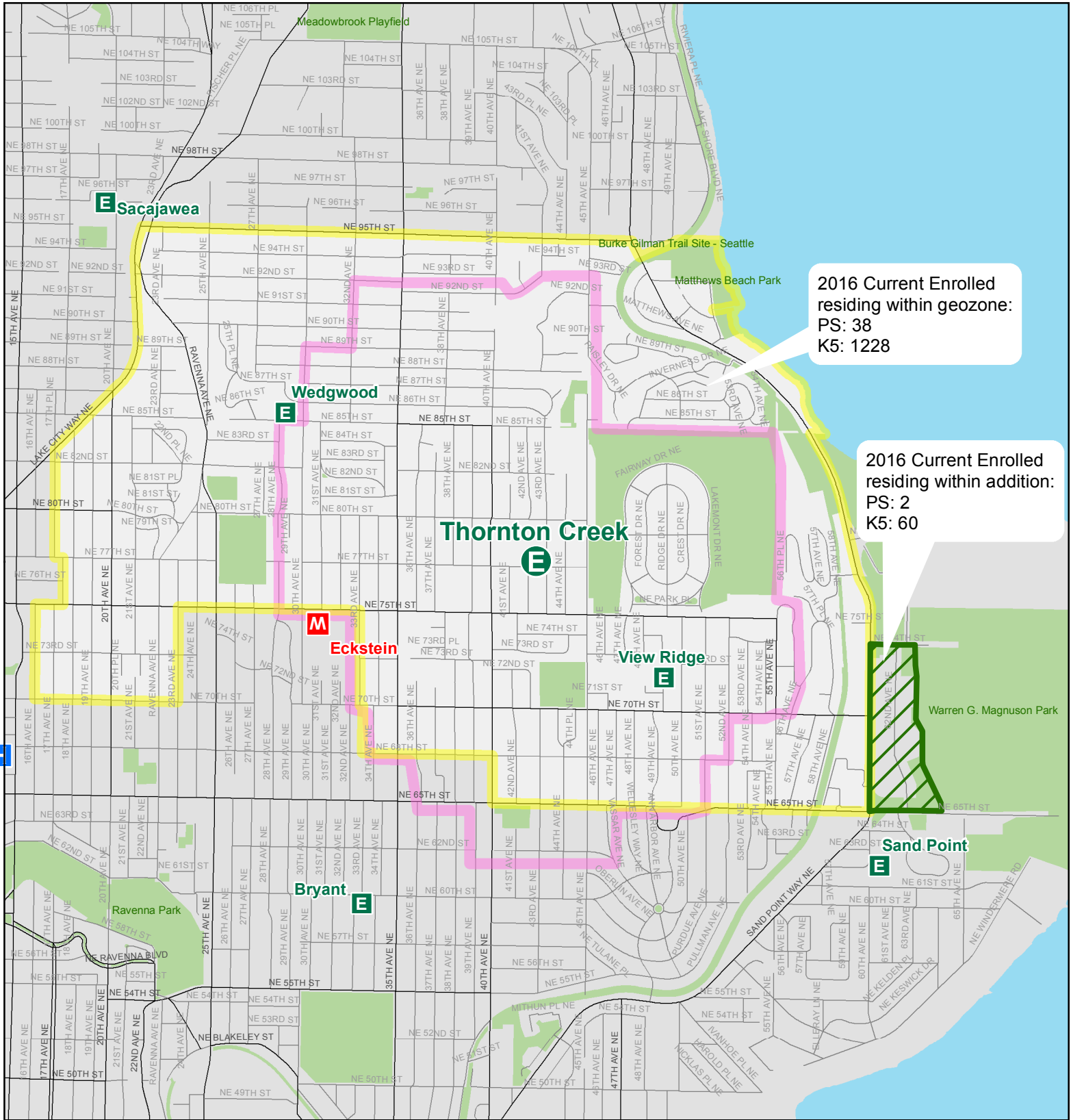
The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information has been compiled by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to accuracy, completeness, timeliness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: CA\_ES\_16to17\_Area95



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2016 Current Enrolled  
residing within geozone:  
PS: 38  
K5: 1228

2016 Current Enrolled  
residing within addition:  
PS: 2  
K5: 60

GeoZone  
 Walk Zone  
 AA Elem/K-8 School  
 Option Elem/K-8 School  
 AA High School  
 Option High School  
 AA Middle School  
 Service School

N  
 0 0.5 1 Miles

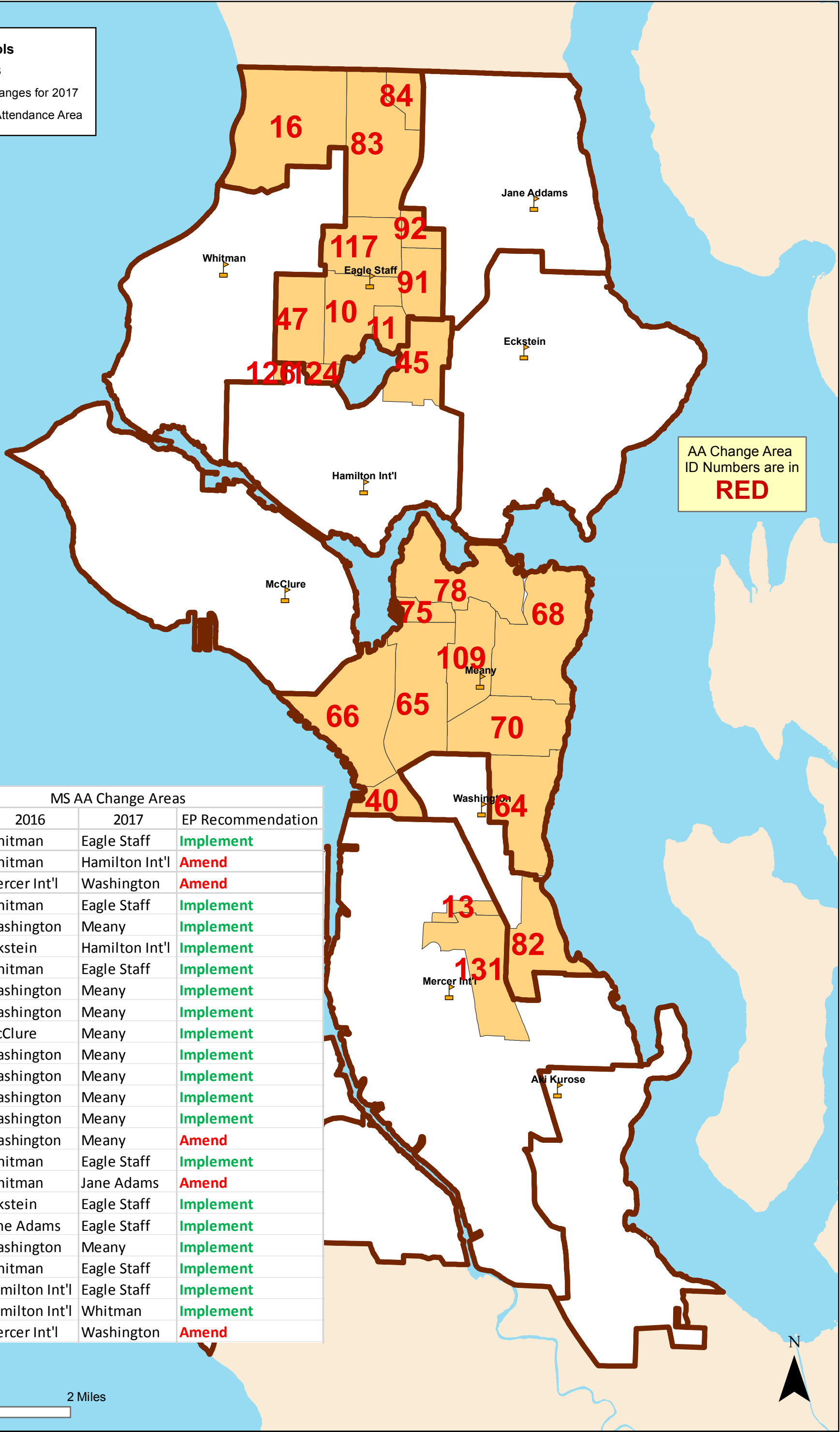


Map data: 2016-17 School Year  
Map last updated: 8/19/2016

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**2017 Schools**

- AA MS
- AA Changes for 2017
- 2017 Attendance Area



AA Change Area ID Numbers are in **RED**

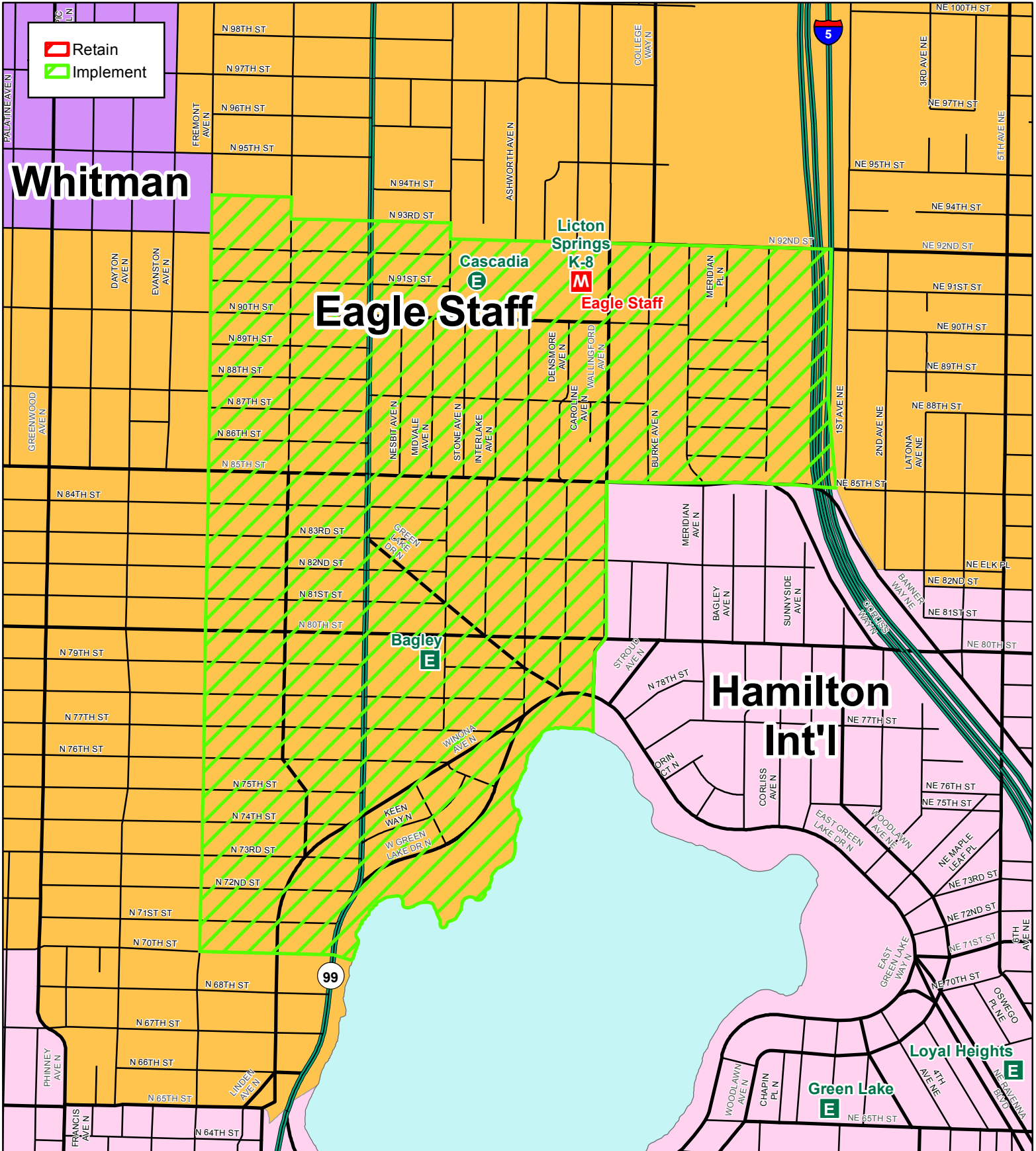
MS AA Change Areas			
Area ID	2016	2017	EP Recommendation
10	Whitman	Eagle Staff	Implement
11	Whitman	Hamilton Int'l	Amend
13	Mercer Int'l	Washington	Amend
16	Whitman	Eagle Staff	Implement
40	Washington	Meany	Implement
45	Eckstein	Hamilton Int'l	Implement
47	Whitman	Eagle Staff	Implement
64	Washington	Meany	Implement
65	Washington	Meany	Implement
66	McClure	Meany	Implement
68	Washington	Meany	Implement
70	Washington	Meany	Implement
75	Washington	Meany	Implement
78	Washington	Meany	Implement
82	Washington	Meany	Amend
83	Whitman	Eagle Staff	Implement
84	Whitman	Jane Adams	Amend
91	Eckstein	Eagle Staff	Implement
92	Jane Adams	Eagle Staff	Implement
109	Washington	Meany	Implement
117	Whitman	Eagle Staff	Implement
124	Hamilton Int'l	Eagle Staff	Implement
126	Hamilton Int'l	Whitman	Implement
131	Mercer Int'l	Washington	Amend

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Area 10

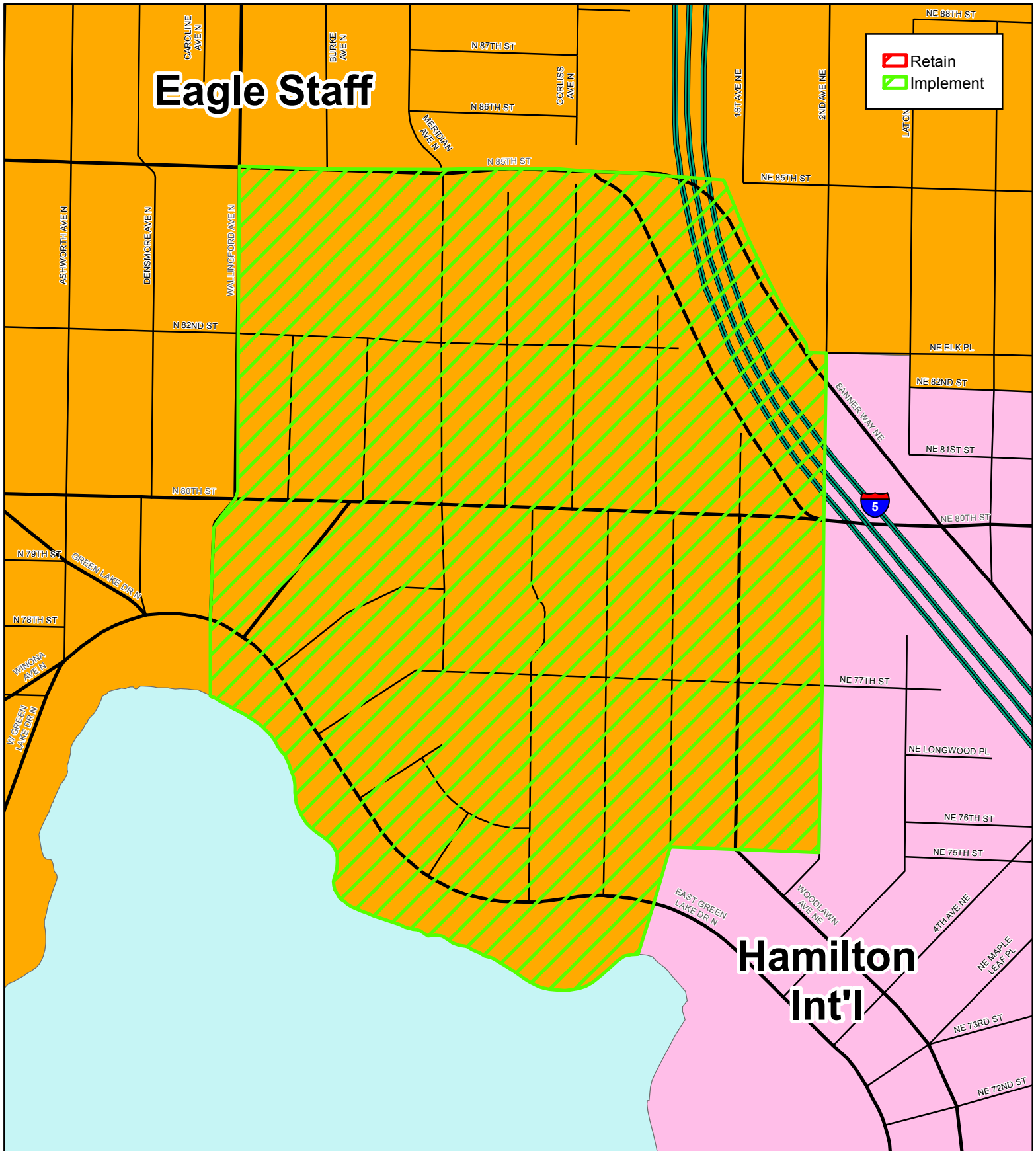
Whitman to Eagle Staff



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Area 11

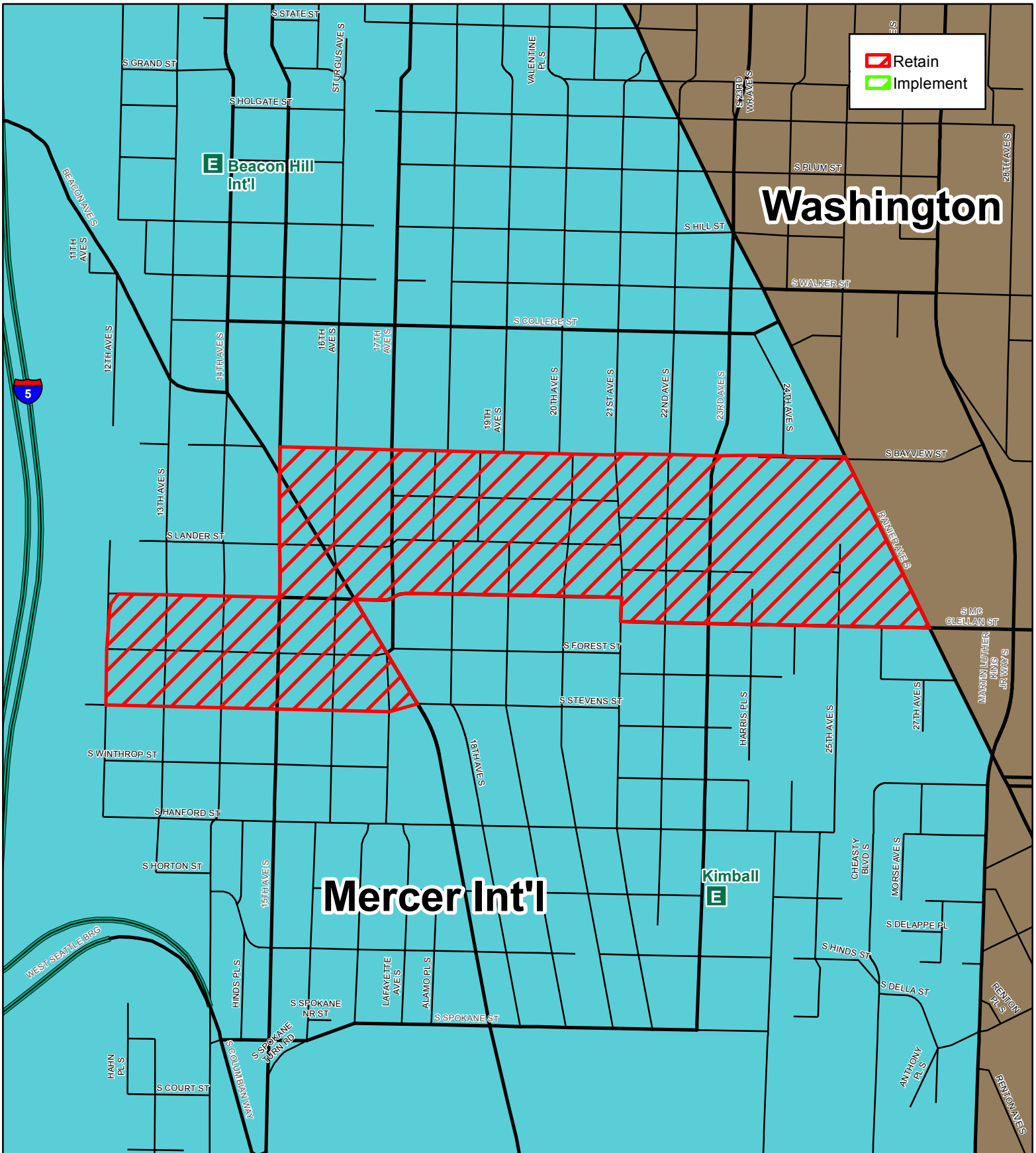
Align Bagley ES AA with Eagle Staff MS feeder pattern



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Area 13

Mercer Int'l to Washington



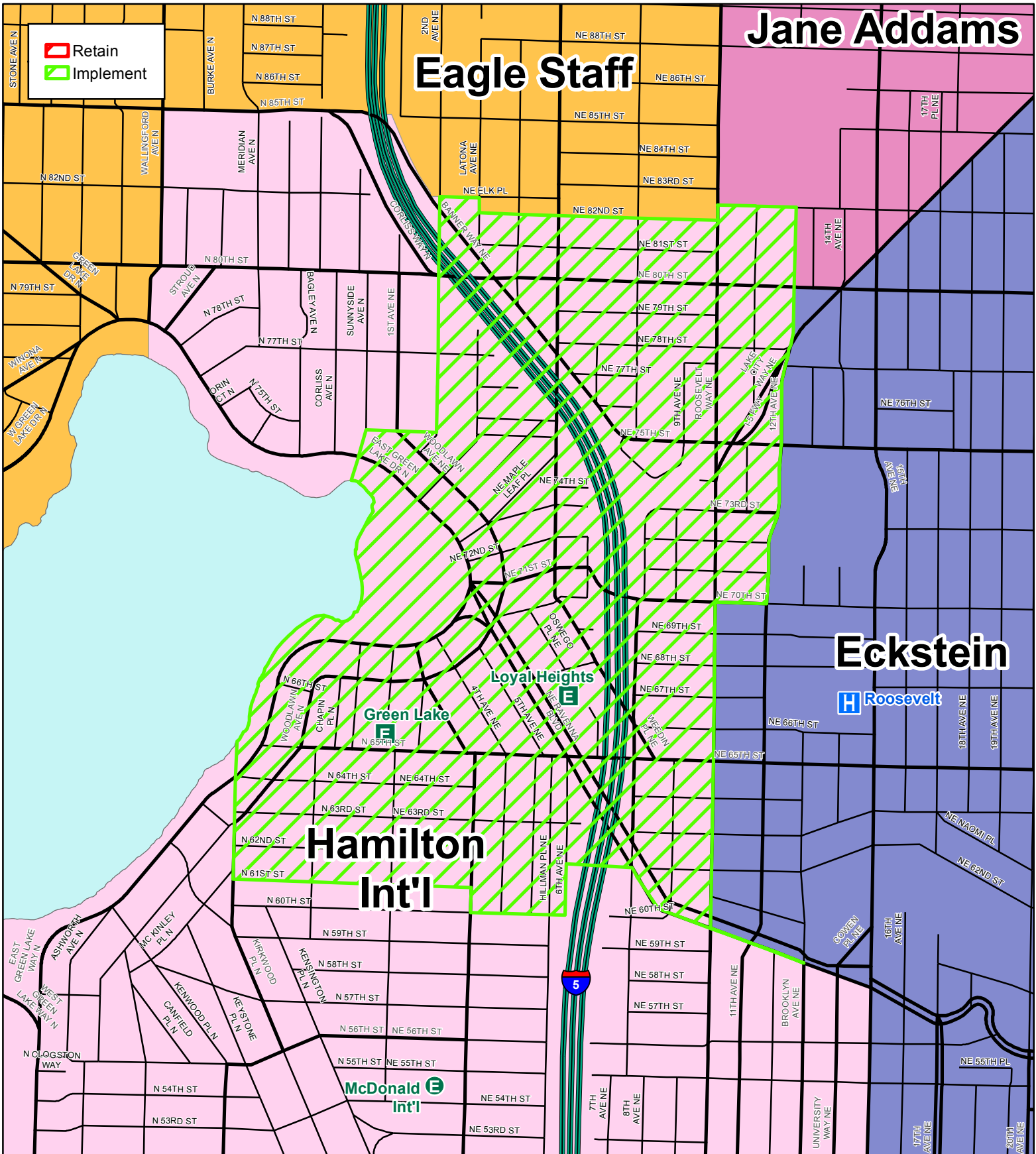
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Area 45

Eckstein to Hamilton Int'l



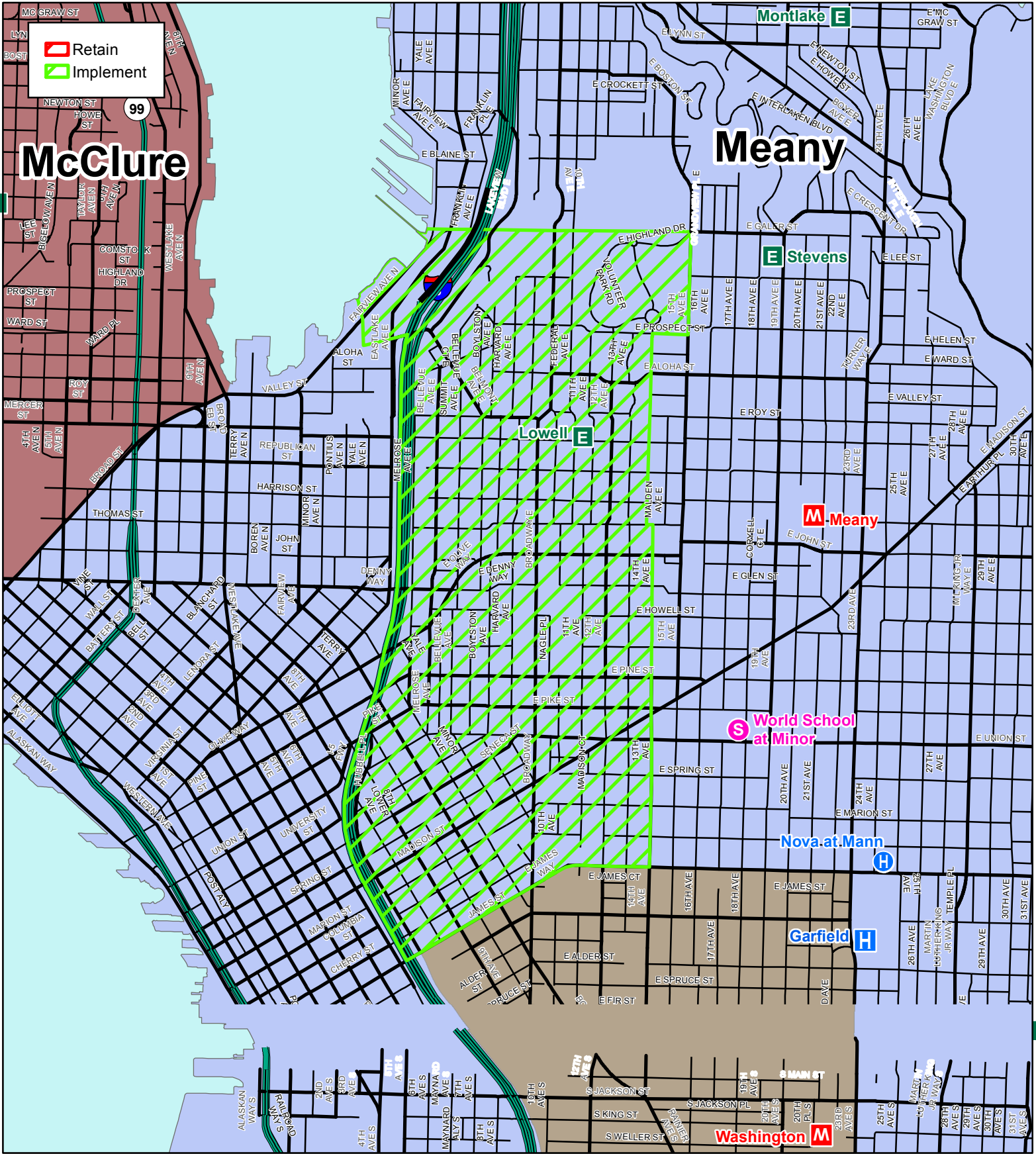
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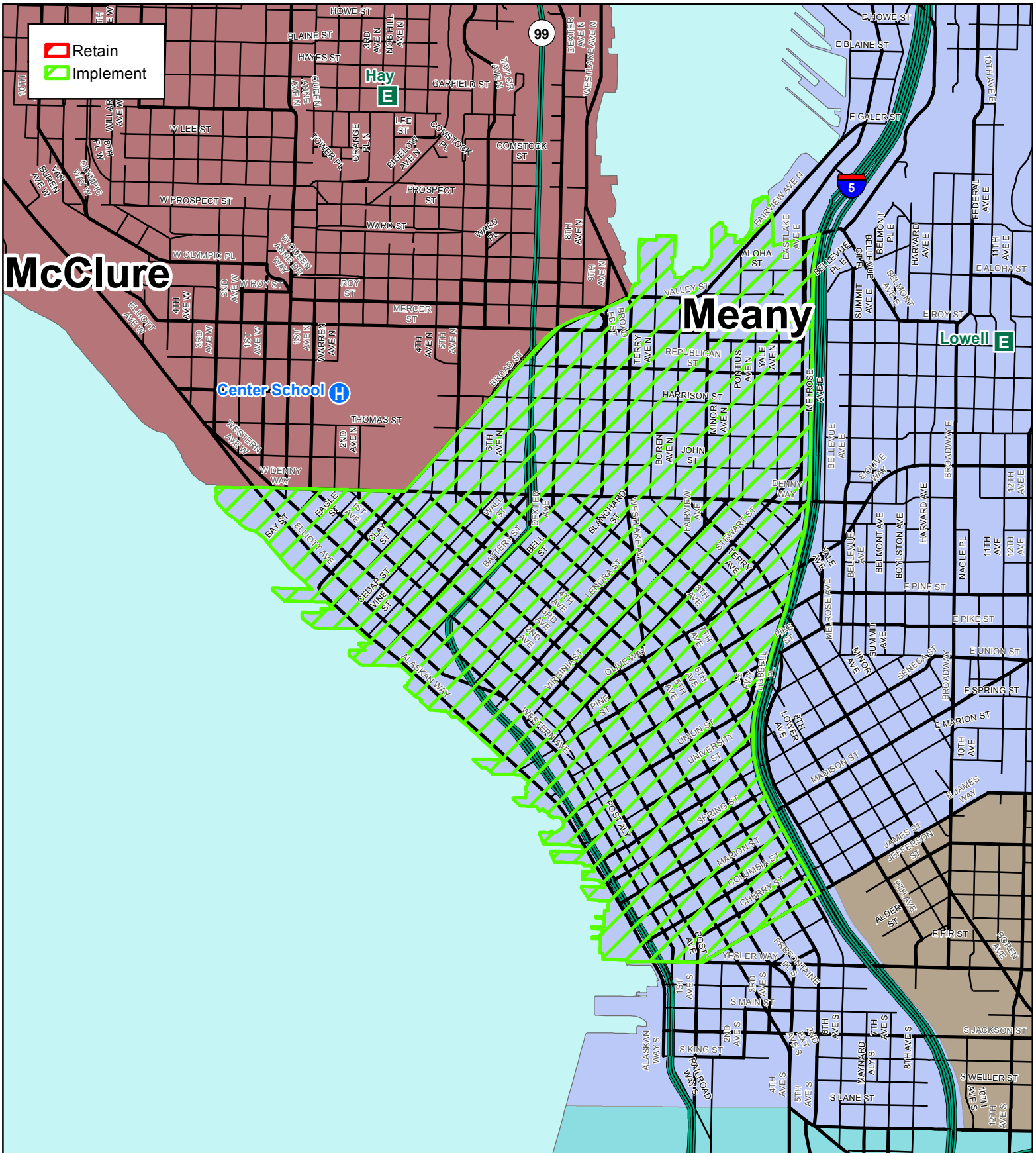


Area 65  
Washington to Meany



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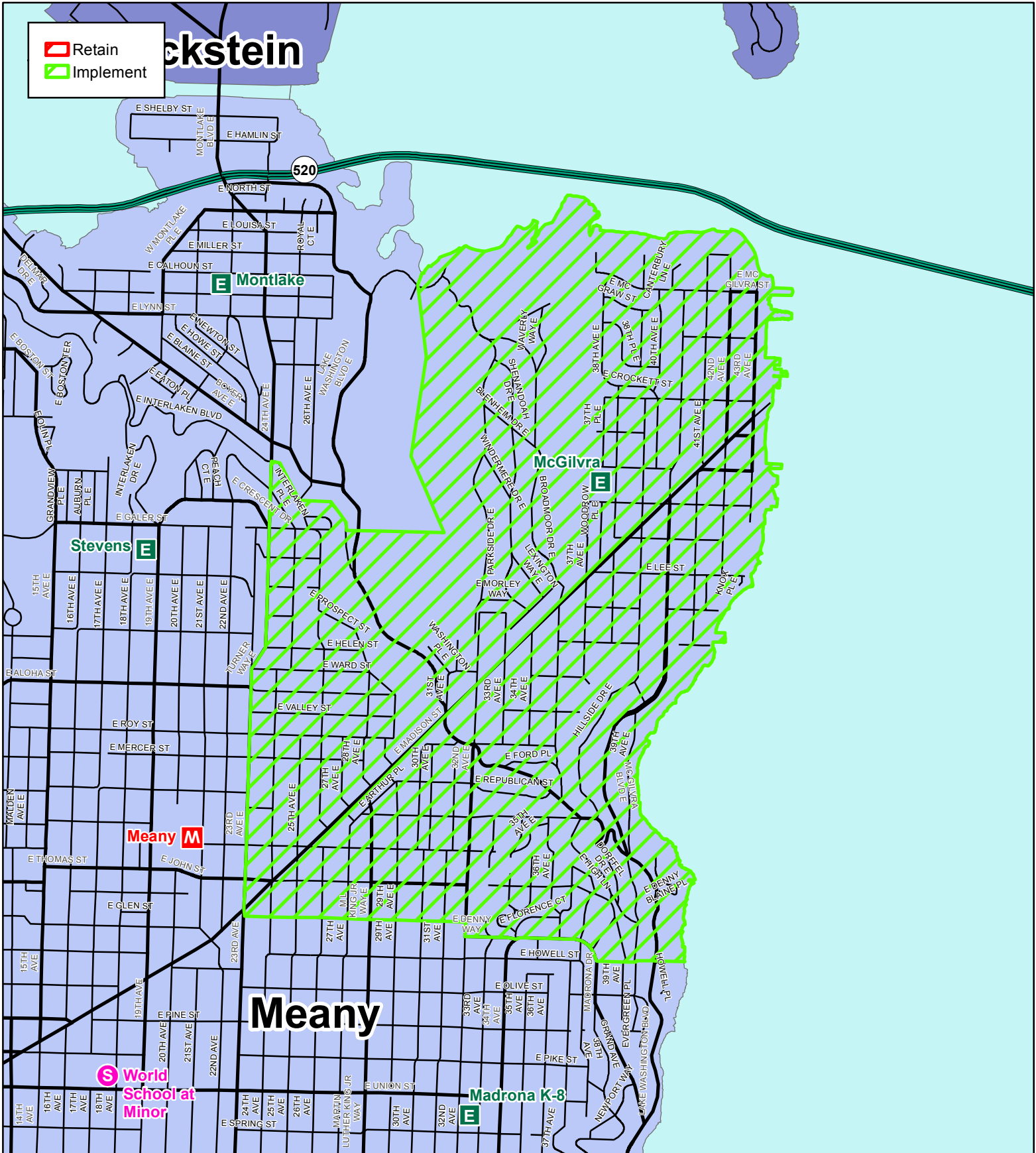
Area 66  
McClure to Meany



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Area 68

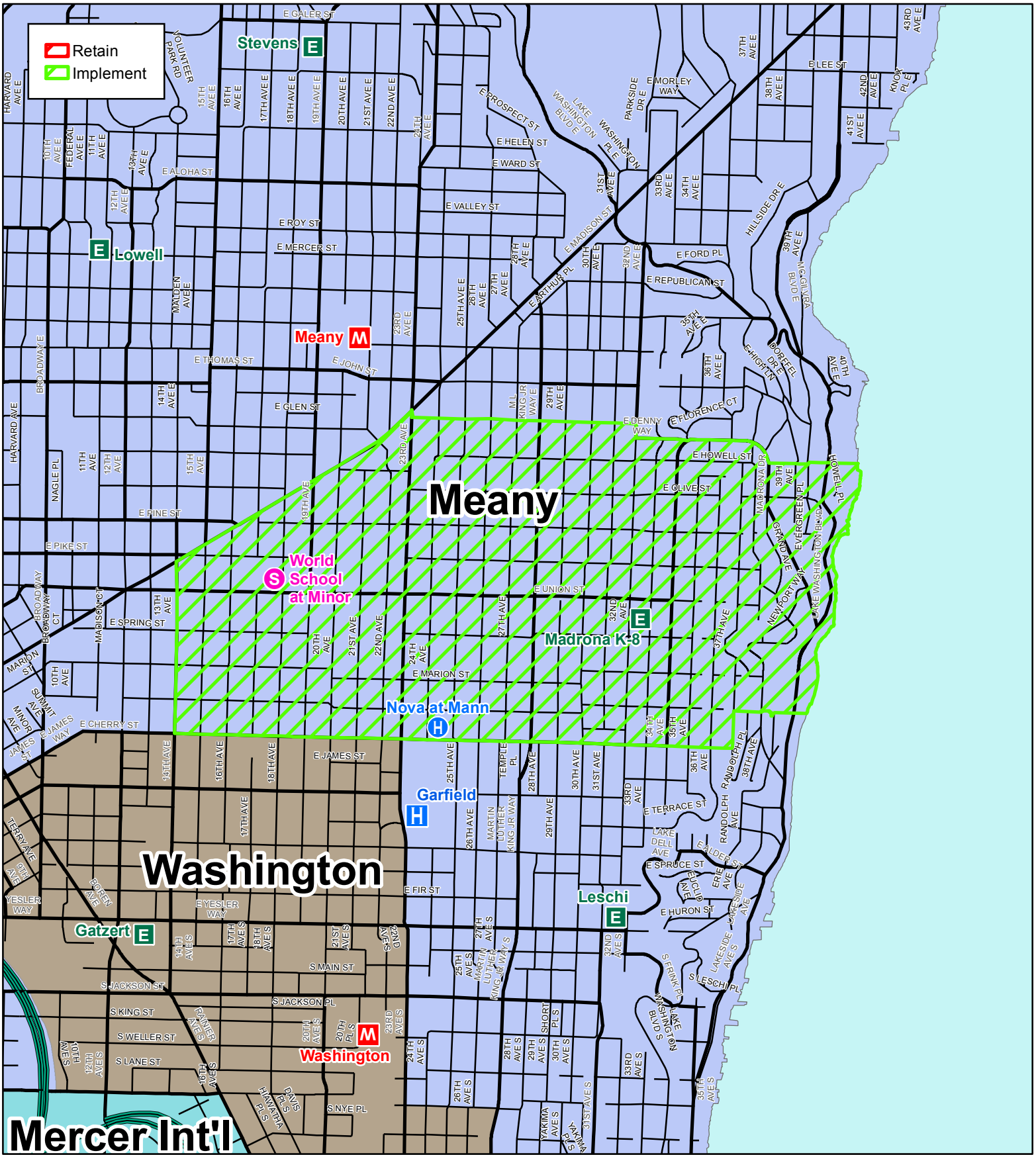
Washington to Meany



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Area 70

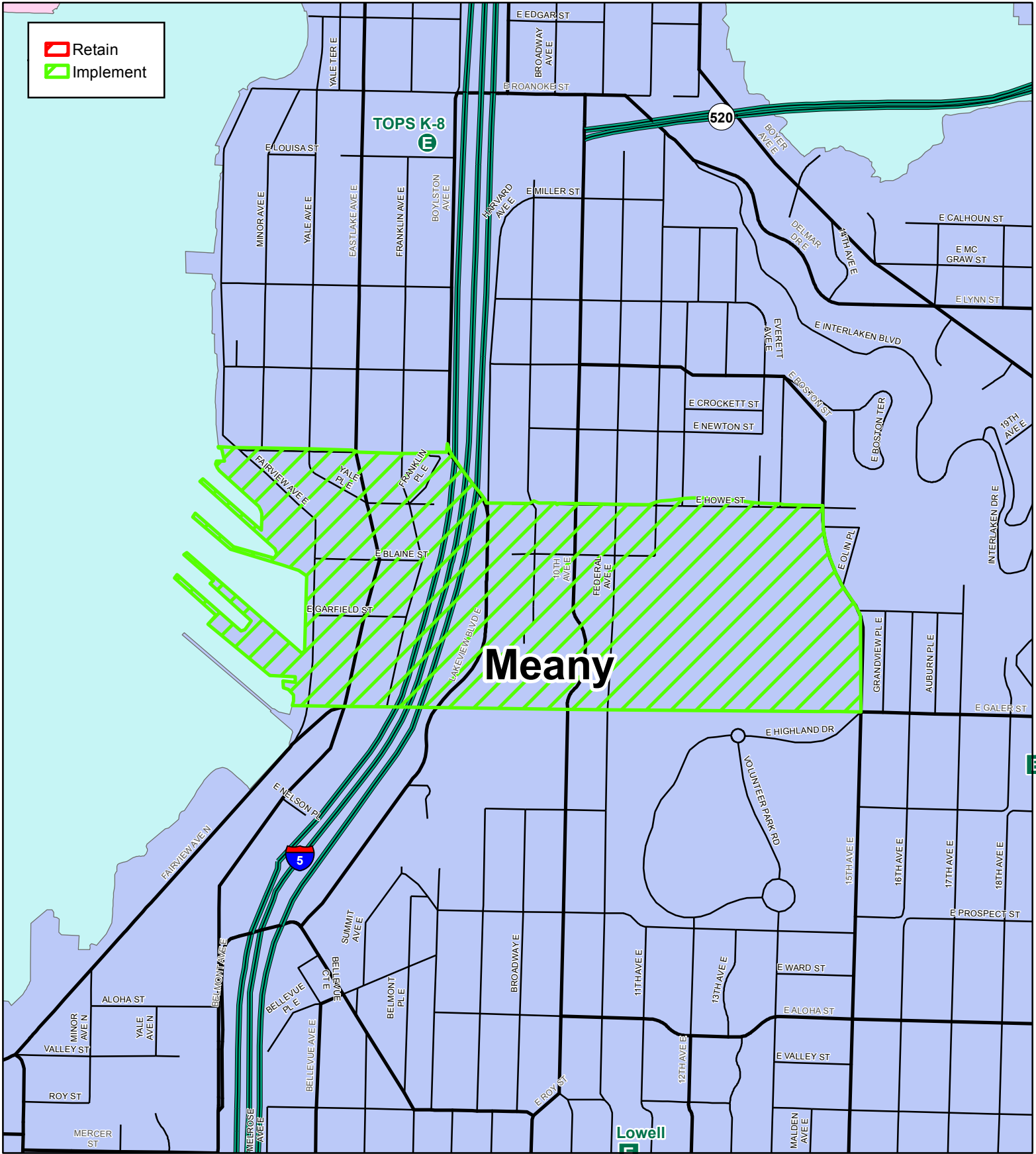
Washington to Meany



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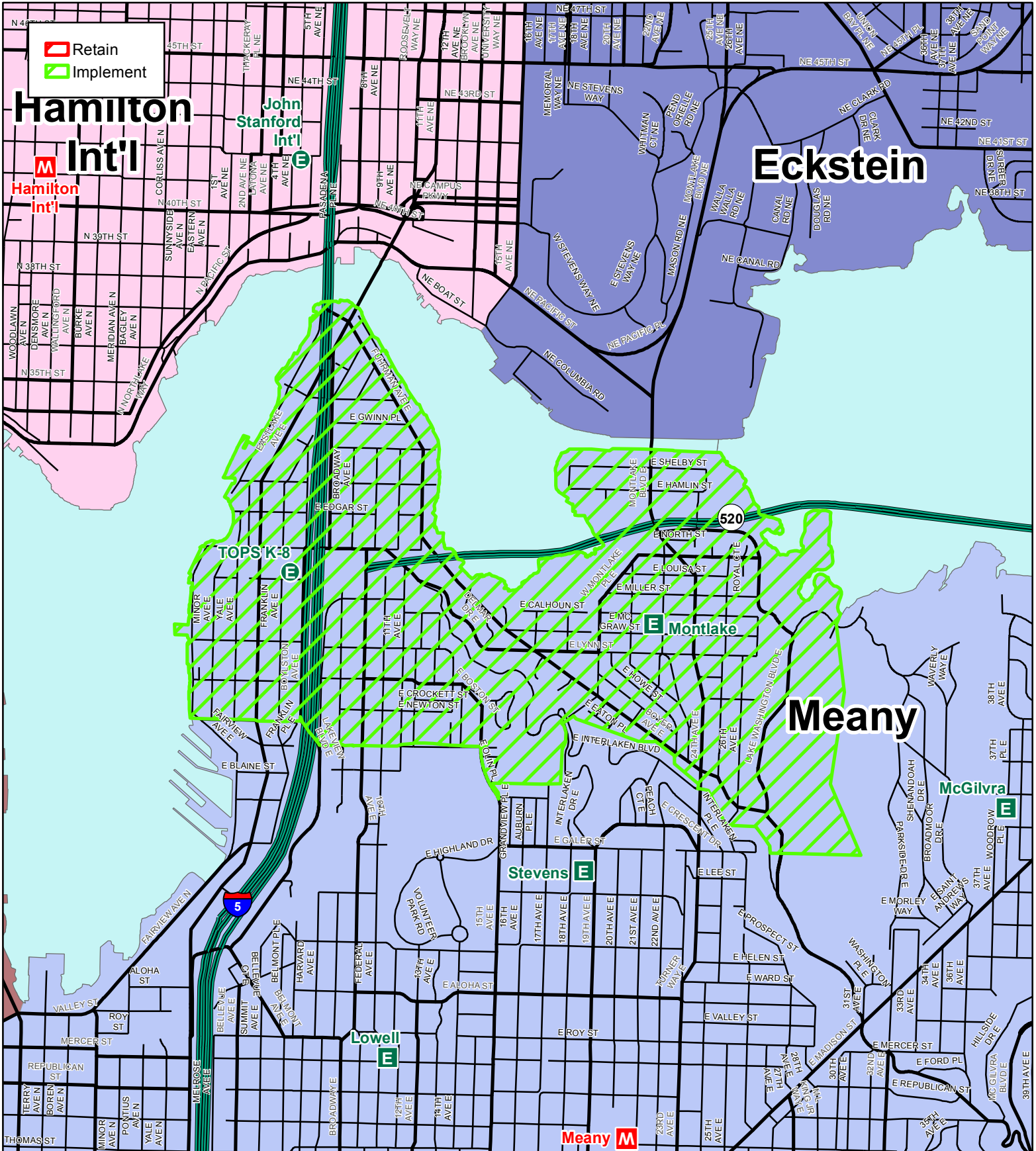
Area 75

Washington to Meany



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Area 78  
Washington to Meany

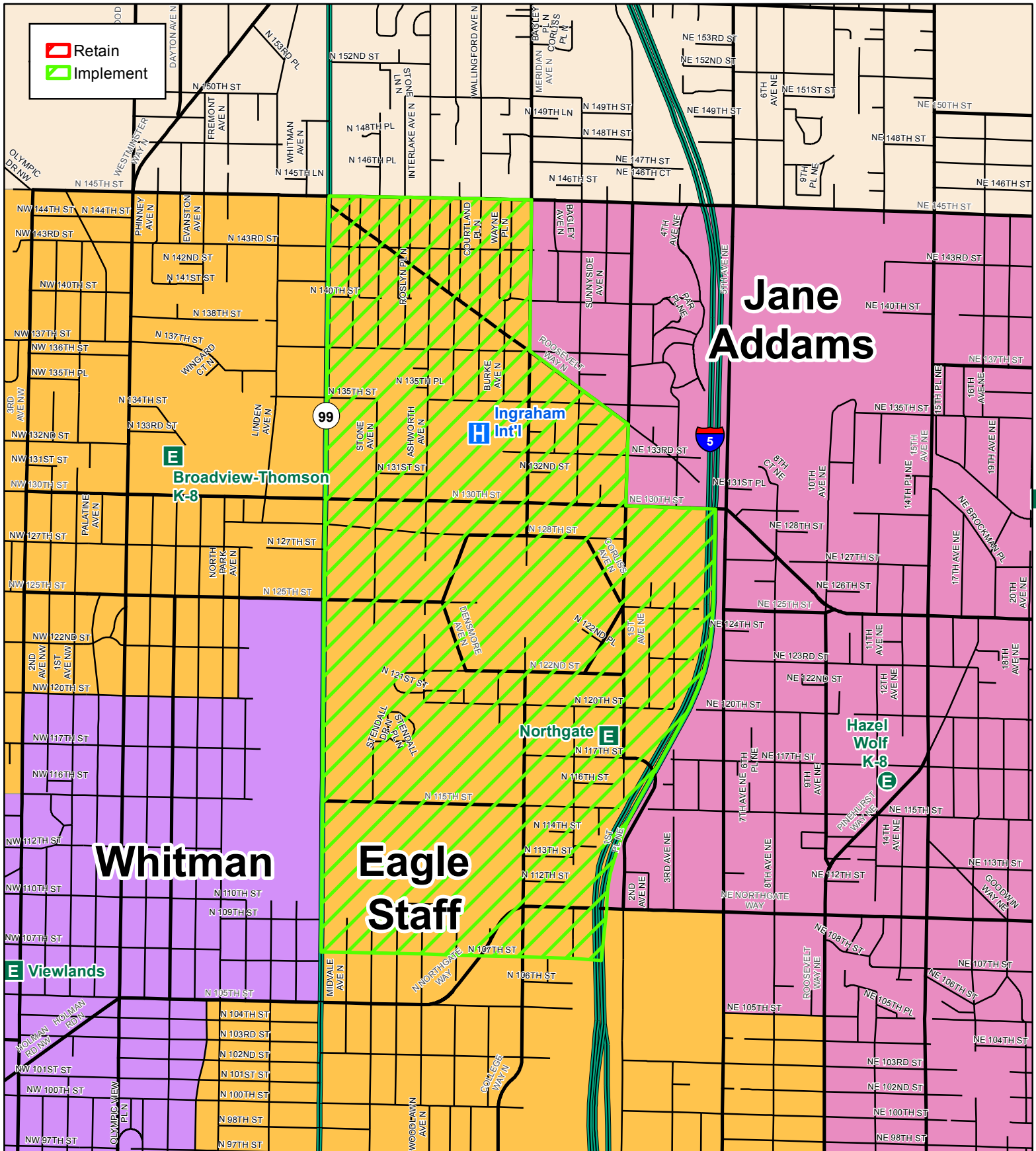


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Area 83

Whitman to Eagle Staff



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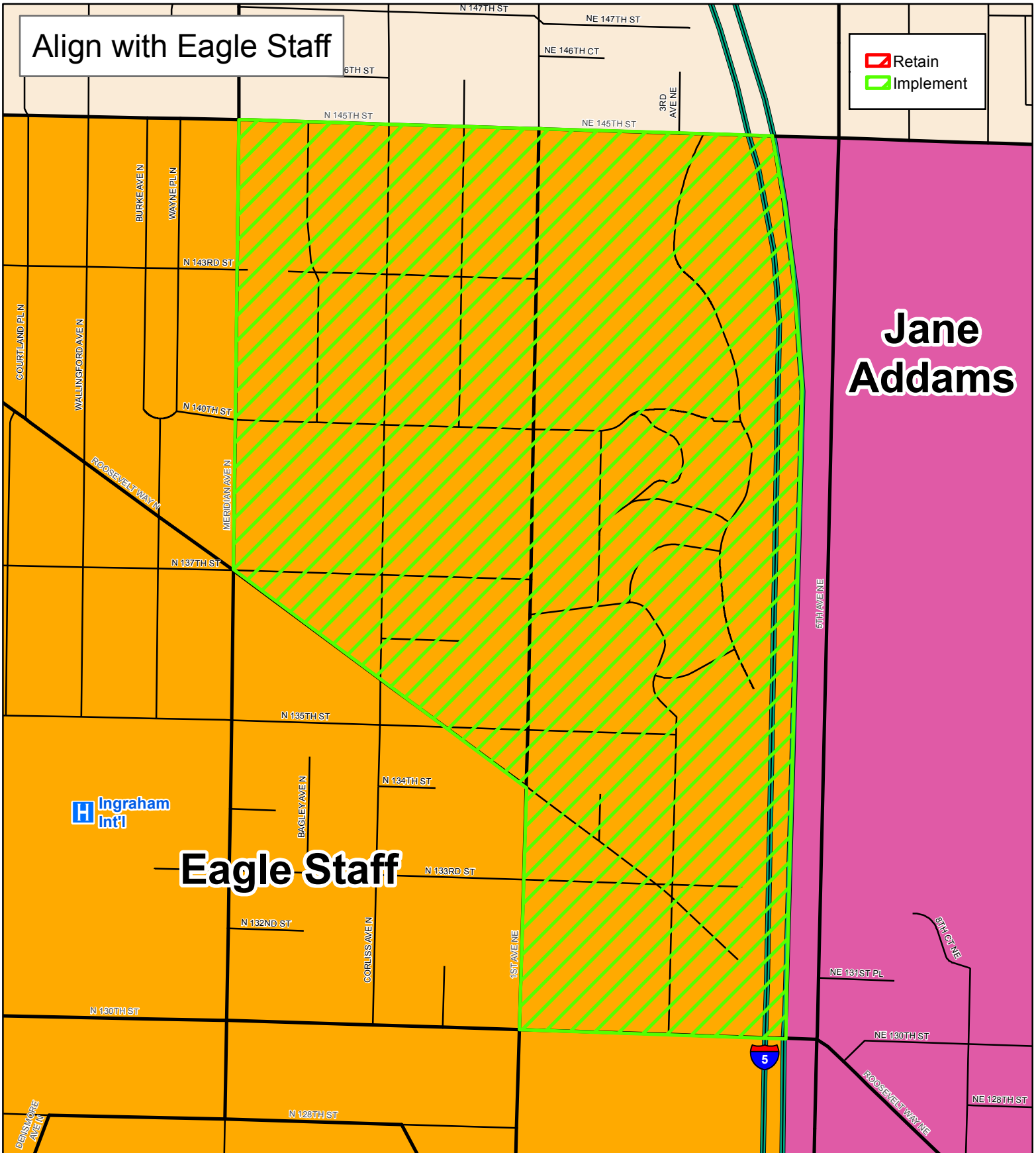
Align with Eagle Staff

Retain  
Implement

Jane Addams

Eagle Staff

Ingraham Int'l



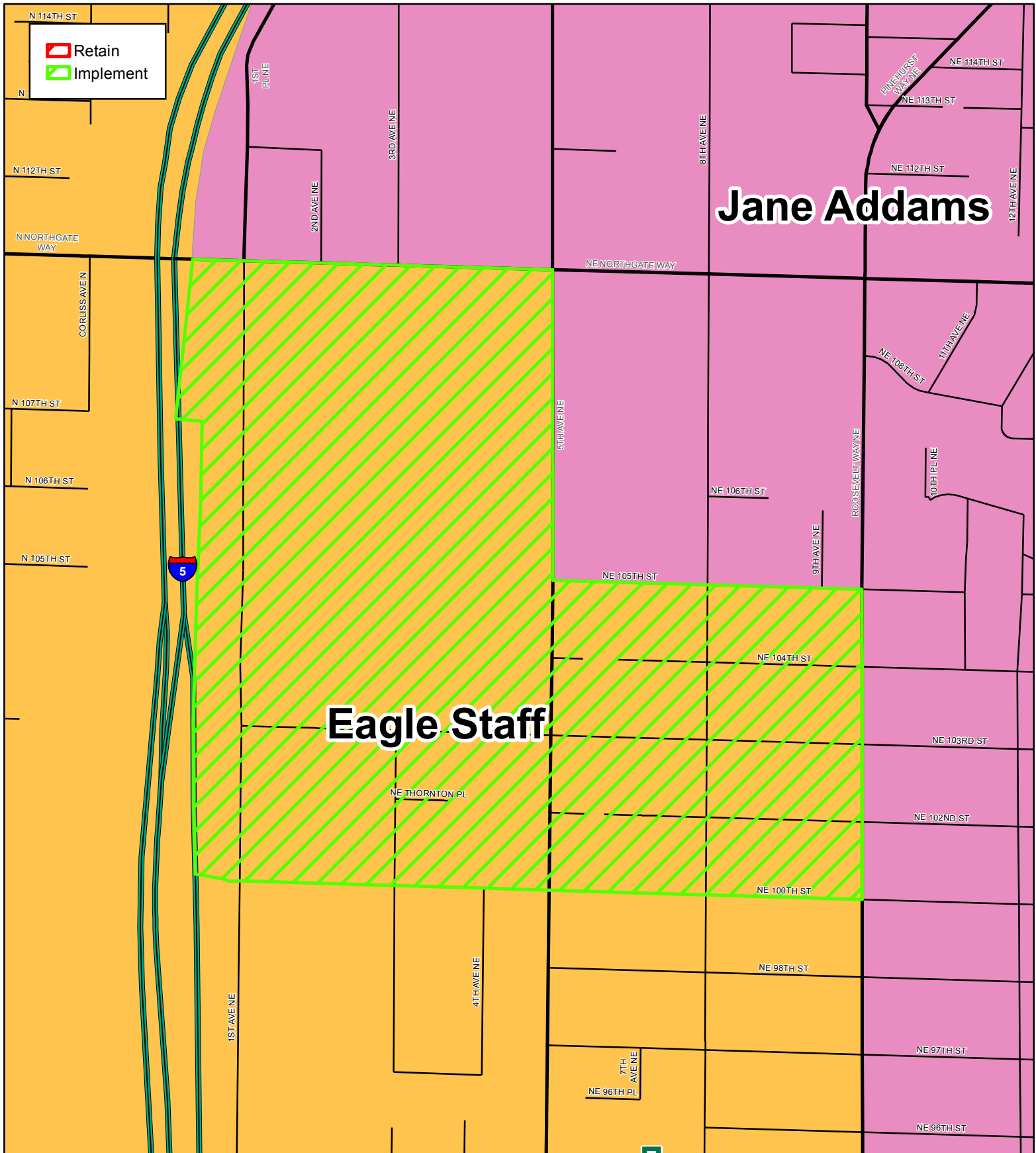
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# 2017-18 MS Change Areas

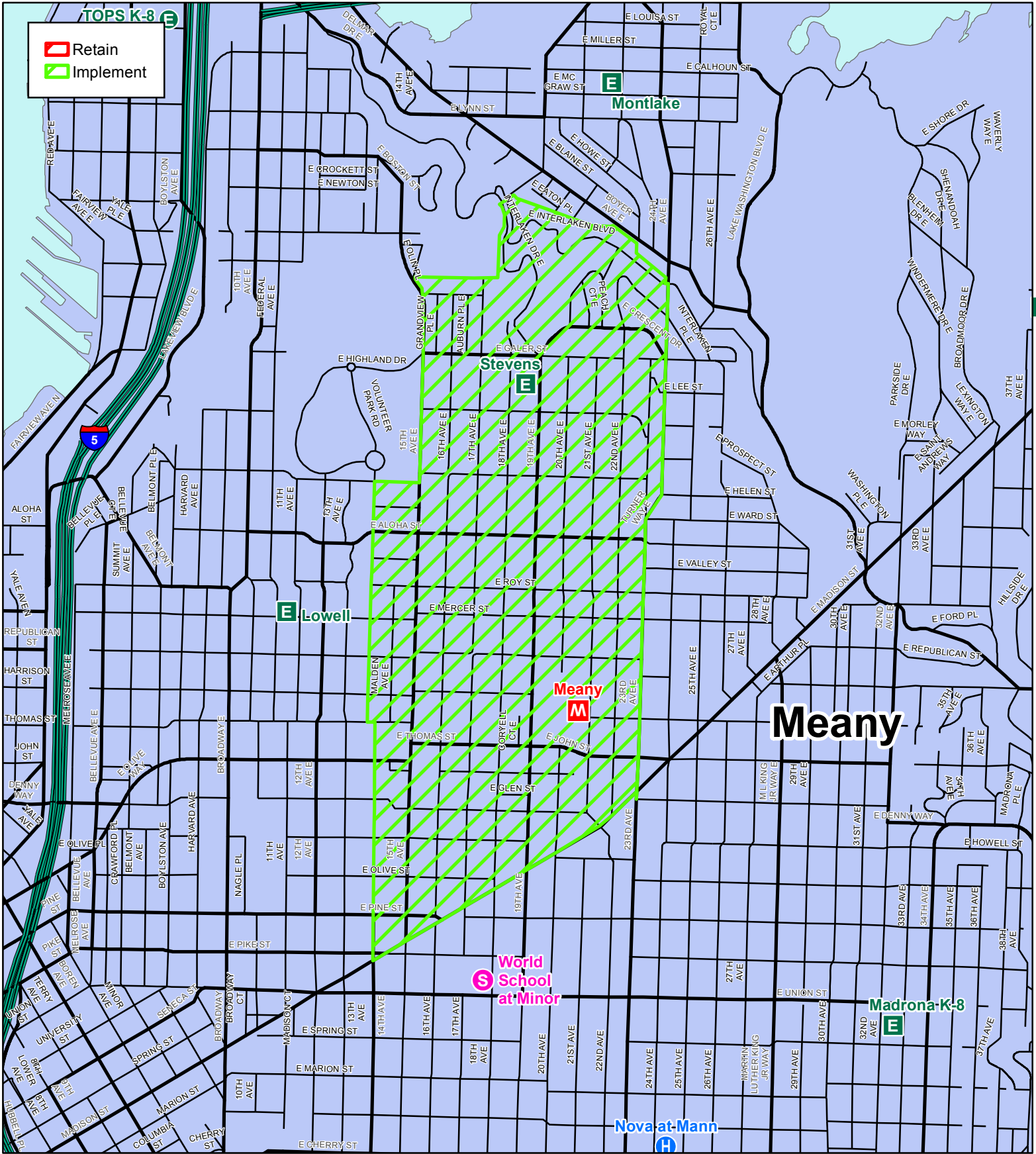
## Area 92

### Jane Addams to Eagle Staff



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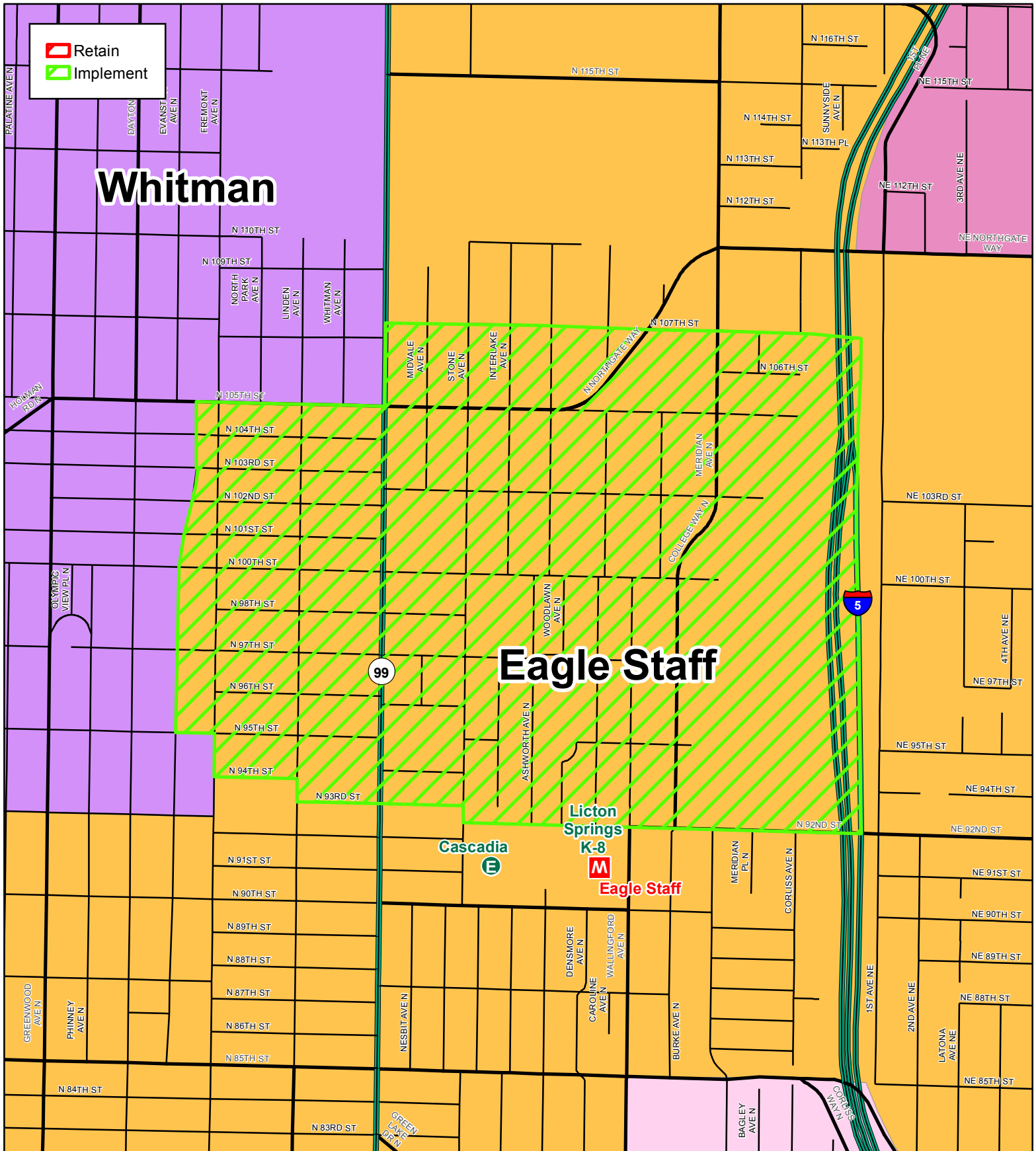
# 2017-18 MS Change Areas Area 109 Washington to Meany



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Area 117

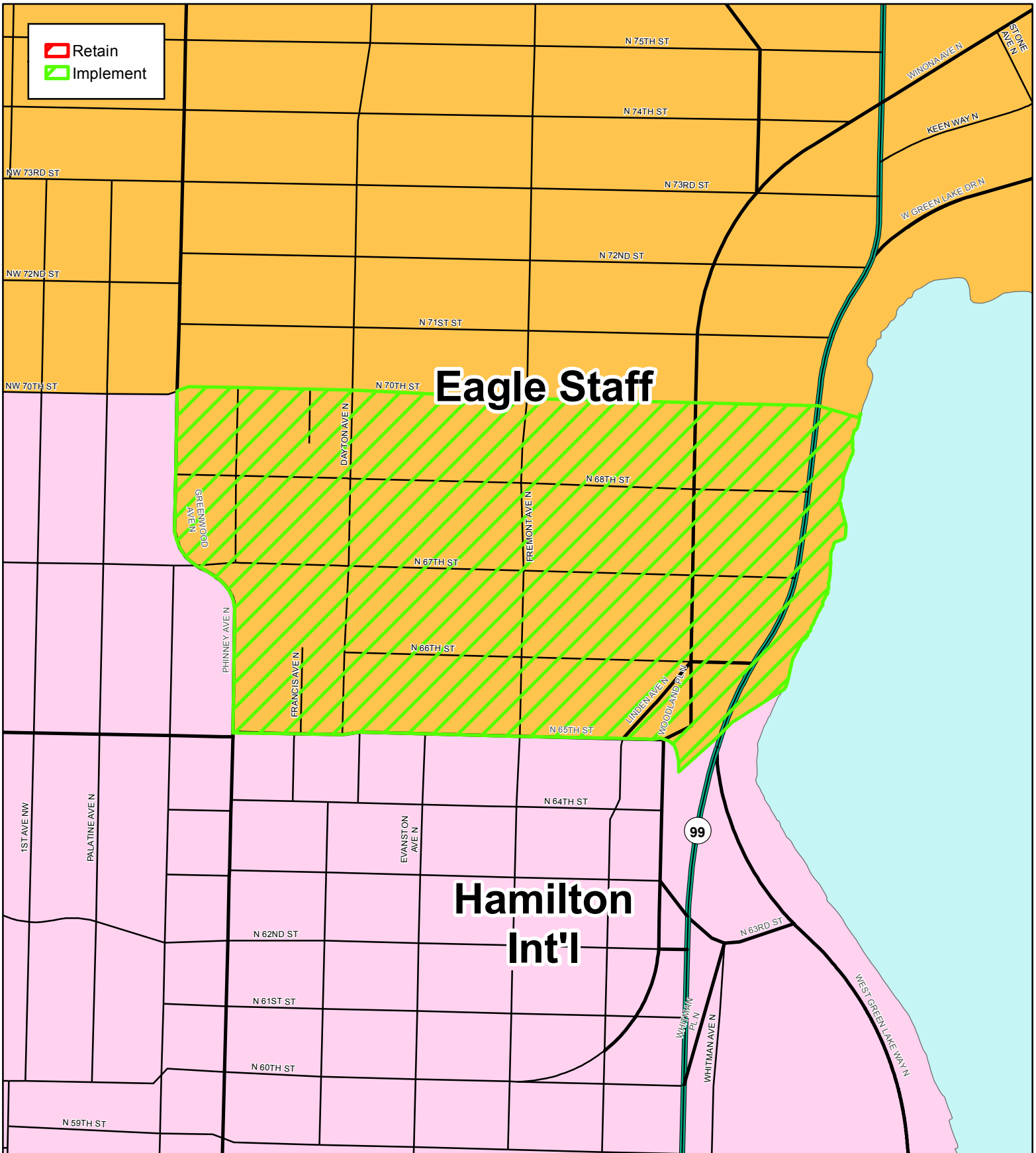
Whitman to Eagle Staff



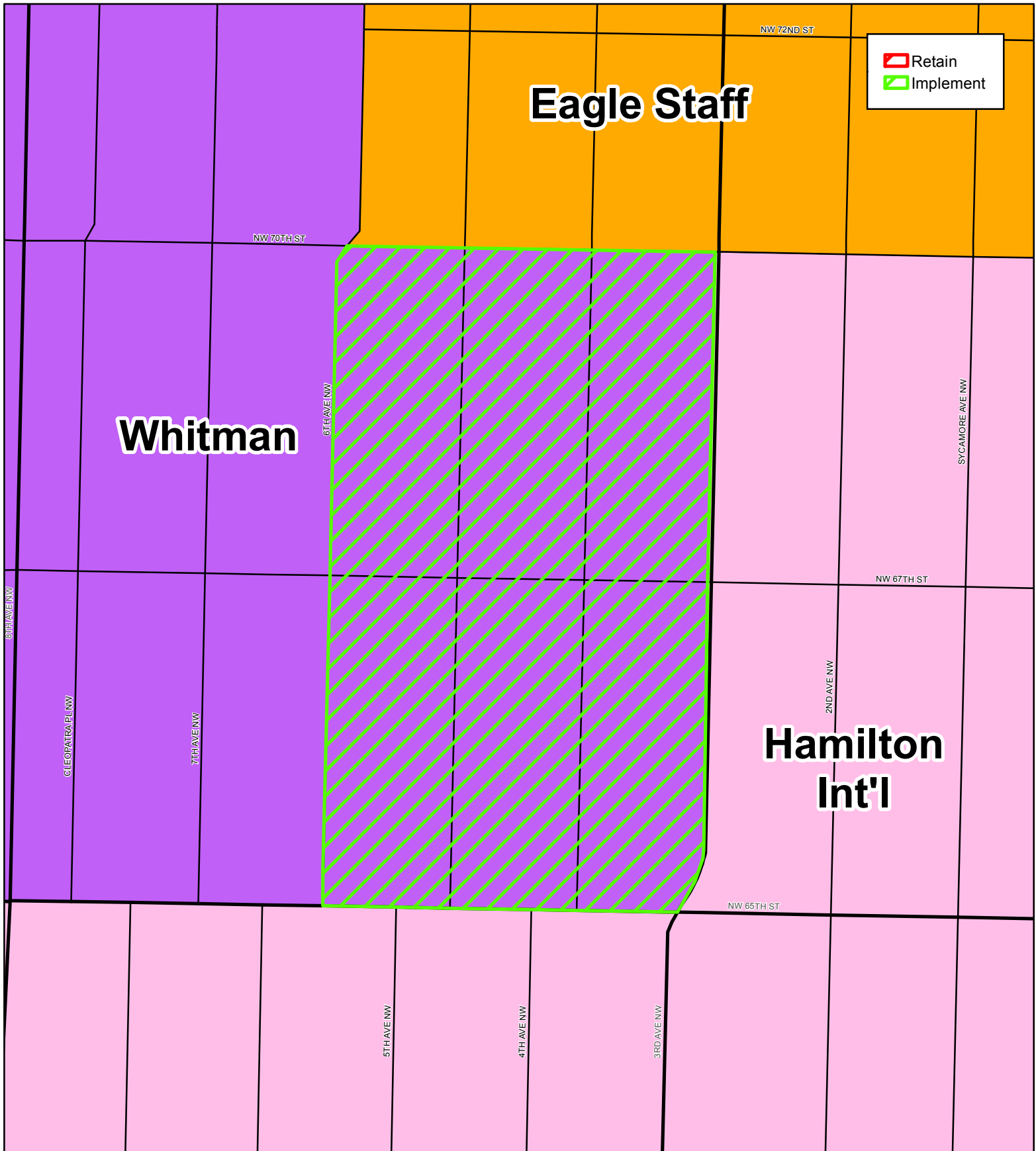
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Area 124

Hamilton Int'l to Eagle Staff



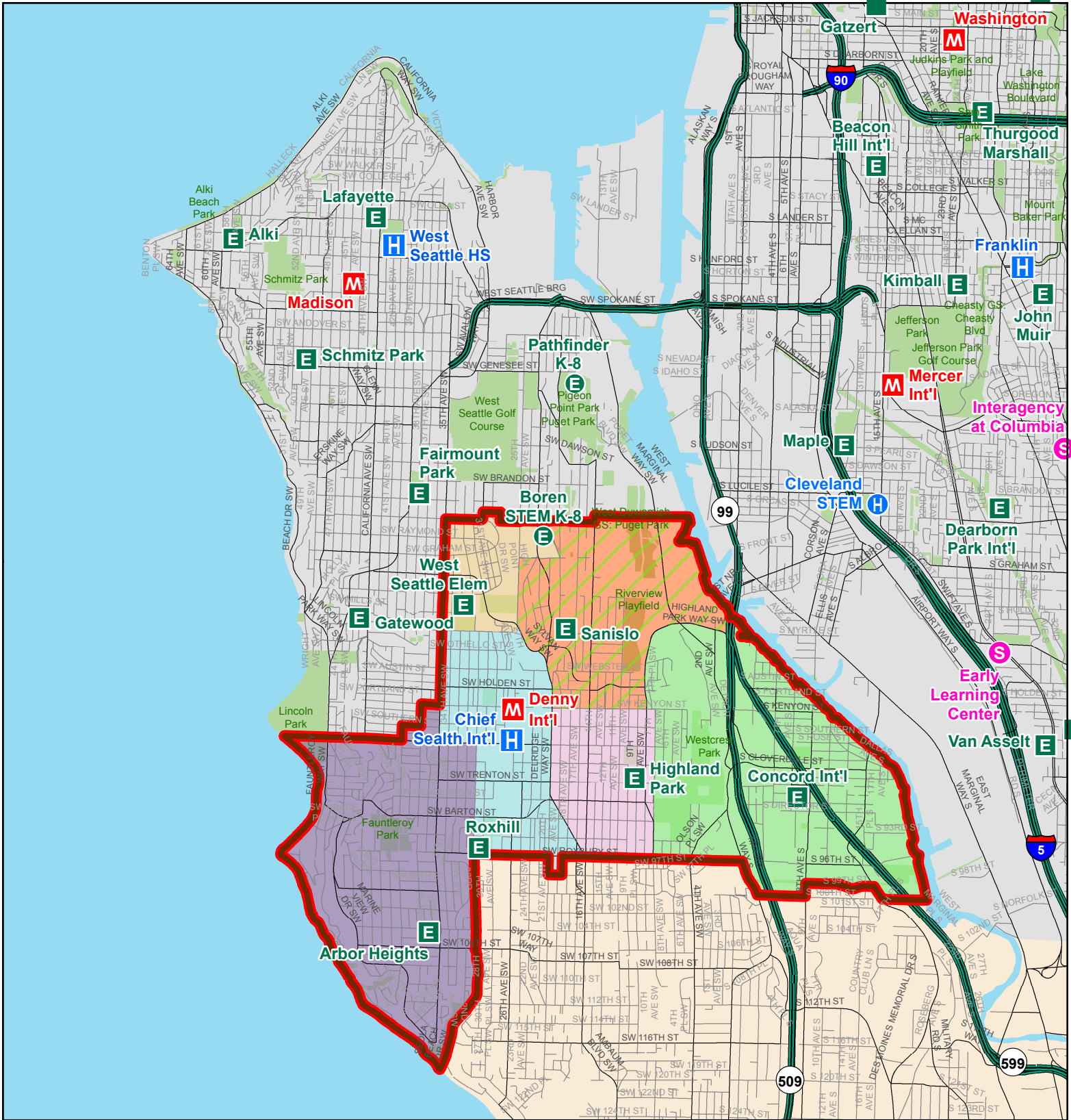
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MS Attendance Area

HS Attendance Area



AA Elem/K-8 School



Option Elem/K-8 School



AA High School



Option High School



AA Middle School



Service School

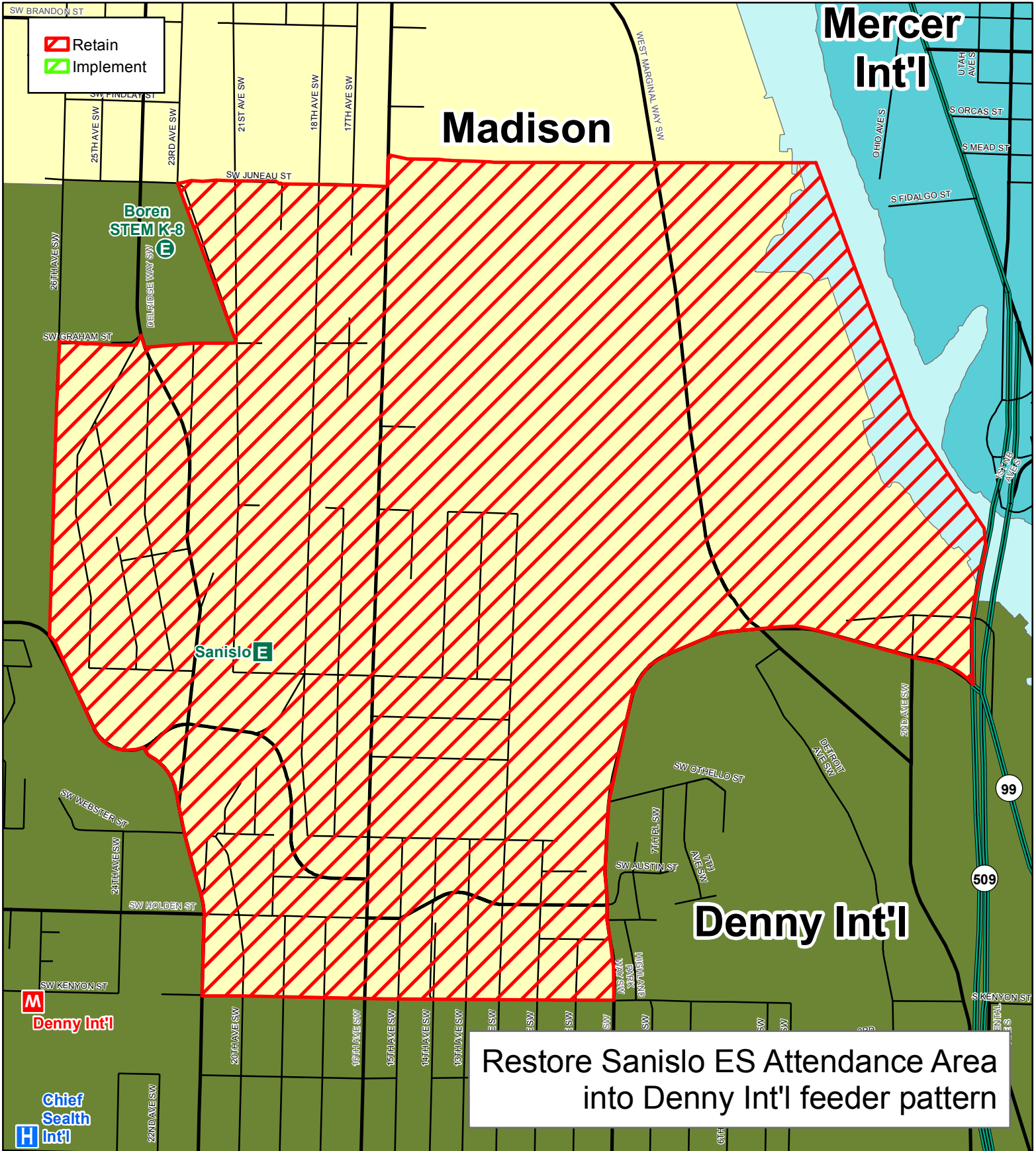
0 0.5 1 Miles



Map data: 2017-18 School Year  
Map last updated: 8/31/2016

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Madison to Denny Int'l



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2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
1	Area ID	Topic	Details	Answer
2	N/A	Amendments and final decisions	A few people asked for clarification on how/when/how likely any amendments would be proposed, who approves them, how to provide input, if the Board will make amendments after Introduction, and when the boundaries would be "final-final."	The 2017-18 boundary changes are the most numerous since the first year of implementation (2014-15). Since that time, only two or three amendments to the previously approved plan were proposed- the School Board ultimately approved these amendments. As we get farther from 2013, new enrollment and capacity information become available- this updated information is reviewed by district staff and included in the annual update to the School Board. Boundary changes have a lot of cascading effects: the changes at one school affect at least one additional school. By starting the feedback process earlier this year, we have been able to analyze options and will be ready to proactively respond to Board questions.
3	N/A	Student Assignment process	There were a few questions about how the student assignment process works and if there were opportunities to get an exemption/protest/ensure sibling assignment. One person asked if being in the walk zone for a school meant they could chose to attend that school instead of their attendance area school.	School assignment is generally determined by the student's home address. Students are guaranteed a seat at their attendance area elementary, middle, or high school. When new school boundaries go into effect, all students entering the school in that (or subsequent) year(s) will be assigned to the attendance area school associated with their home address. This includes kindergarten students, even if older siblings have a grandfathered assignment to a different school. Students may apply to attend a different school through the School Choice process. More information is available at <a href="http://www.seattleschools.org/admissions">http://www.seattleschools.org/admissions</a> . Walk zones are not the same as attendance area boundaries. To attend a school other than your attendance area school, even if you are within a different school's walk zone, you will need to apply through School Choice.
4	25	BF Day boundary change	Multiple people expressed concerns about reducing the boundary for BF Day by assigning area 25 to Green Lake Elementary and asked that numbers be checked and that area retained in BF Day.	District staff have reviewed the latest enrollment and capacity data for B. F. Day and are recommending an amendment with Area 25 retained in B.F. Day's attendance area. The School Board will take action on proposed amendments this fall.
5	88, 95	Cedar Park opening/John Rogers and Olympic Hills changes	A very large number of concerns were raised about the approved boundaries for Cedar Park and the resulting change to the John Rogers and Olympic Hills boundaries. Concerns included: safety, design of Olympic Hills to meet low-income/high need populations, Olympic Hills families participated in planning and were told would return, use of the race and equity toolkit, diversity changes, capacity of Cedar Park, reduction in size at John Rogers leading to reduced services, equity, segregation, adequacy of the Cedar Park building, need for replacement building for John Rogers, that a feasibility study showed Cedar Park was adequate only for a interim site and needs major improvements before it is fit to be an attendance area school, lack of library and restrooms at Cedar Park, lack of running water in portables, and enrollment projections for the northeast section of the district/city.	District staff have been working closely with the Cedar Park, John Rogers, and Olympic Hills communities to evaluate several assignment and boundary scenarios, including the application of the Racial Equity Analysis Tool to these assignment and boundary scenarios. District staff will recommend an amendment to the previously approved plan for School Board consideration. The School Board will take action on proposed amendments this fall.
6	N/A	Choice	One person asked if a student was enrolled in a school through Choice, would that student be impacted by a geo-split.	Once a student receives a choice assignment, they may remain at that school, through the highest grade served.

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
7	N/A	Communication	Various comments were made around communication about boundary changes and the process including: need to notify all families affected in their own languages; need to notify all families at a school with changes; principals need to be briefed on changes; explanations of why projections are off are fine, but you should also apologize; provide information at beginning of meeting or in advance as to what changes you are considering or what concerns you are looking into; give principals school specific information in a timely and accessible way; provide clear/exact responses to our concerns. Need to plan ahead and have all information translated	District staff are considering how we can better serve our school communities. Families who live in the change areas receive communications in their home language. District staff also provide interpretation services for community meetings. Past practice has been to notify only those families that live within the change areas, but central office staff will work more closely with school leaders to ensure that school communities have accurate and timely information about boundary changes.
8	N/A	Eagle Staff boundaries	There were a few questions about the Eagle Staff boundaries and students who are close to the new middle school being sent by bus to Whitman when they could walk to Eagle Staff/ if they were set for sure/why they were set/ what the boundaries are. The request is to reconsider the boundary at 85th as there are many students who are in walking distance but not included in the new school boundary. One person asked if those in the Eagle Staff boundary area would be required to go to Eagle Staff (geo-split.)	Middle school boundaries have been reviewed and the capacity plans and boundary changes as approved are still necessary. These boundaries will be implemented as approved by the School Board in November 2013, including a geo-split requiring all students in the new attendance area to attend their new attendance area middle school.
9	N/A	Future (post implementation) changes	There were a few questions about potential for additional changes after these ones are implemented.	We hope that we will not have to make additional boundary changes in the near future. However, if additional schools are renovated, replaced, or built using future capital levies, boundaries may need to be adjusted to accommodate that capacity change. District staff will also in 2017 begin planning for high school boundary changes, in advance of Lincoln High School opening in 2019.
10	N/A	Geo-split	There were several questions about what/why geo-splits will happen and why new schools won't be opened as roll-ups, especially since other new elementary schools have been roll-ups.	The district aims to grandfather students whenever possible; however, the School Board has directed district staff to ensure that new schools open with a robust population that provides a full educational experience for our students. When a new school opens, its boundaries are developed from existing school boundaries in the surrounding neighborhoods. This means students who previously attended one attendance area school may be reassigned to their new attendance area school.
11	N/A	Geo-Zones	There were a couple of questions about specific geo-zones and why they are drawn as they are John Stanford and Thornton Creek.	Geozones are created as a capacity relief method to reduce crowding at nearby schools. An amendment is being proposed to expand the Thornton Creek geo-zone due to increased capacity in the new school building that opens this fall.

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
12	N/A	Grandfathering	Multiple people expressed a desire for grandfathering and asked questions related to grandfathering. In addition, several requested grandfathering of siblings and concerns about grandfathered students not continuing with cohort onto middle school. Some also expressed confusion with grandfathering being decided annually, not a given. One person asked if it was possible to "pre-enroll" a pre-schooler now so that they could be grandfathered into kindergarten.	The district aims to grandfather students whenever possible, however we do have to analyze capacity impacts of grandfathering. Since boundary changes are the result of capacity issues, grandfathering is not always possible. Decisions about grandfathered assignments are announced in the fall preceding boundary changes (e. g. announcement made in October 2016, prior to Open Enrollment for the 2017-18 school year). If grandfathered assignments are offered, they apply only to students who are currently enrolled. All new students, including incoming Kindergartners with older siblings, will be initially assigned to their attendance area school based on their home address. Families may apply for School Choice to attend a different school. If a student receives a choice assignment, they may continue at that school through the highest grade served, as long as that school provides the services needed. The first tiebreaker to determine assignment or waitlist status (to a school, not a program) is always sibling.
13	N/A	Highly Capable Cohort (HCC) Program Placement	There were a few questions about a split to the elementary and middle school highly capable cohorts. These included what the boundary will be if middle school HCC is split to have some students at Eagle Staff and some remaining at Hamilton, and if so, would it be a required split based on address similar to a geo-split; if a split to Cascadia Elementary is expected and where a second HCC elementary would be located; and whether Cedar Park could be used as a highly capable cohort site.	The Advanced Learning Department, in partnership with Enrollment Planning and Capital Planning will make decisions regarding placement of additional Highly Capable Cohort programs and the assignment areas/boundaries if splits are made. Cedar Park will be an attendance area school.
14	N/A	High School Boundaries	There were several questions about high school boundaries and plans to open Lincoln.	Planning for high school boundary changes and community engagement opportunities is scheduled to begin in early 2017. District staff are currently monitoring enrollment trends, capacity and expected growth to inform that planning.
15	N/A	IEP	One person asked if having an IEP would that have an impact on assignment through geo-split or grandfathering.	Special Education services (and assignments) depend on the student's IEP. If the services the student needs are offered at all or most schools, the student's assignment, based on their IEP, may not be impacted by boundary changes.
16	N/A	International Pathways	A question was asked about continuing the international pathways from John Stanford and McDonald to Hamilton once the Hamilton boundary changes when Eagle Staff opens.	Per the Student Assignment Transition Plan for 2016-17, the language immersion pathway for students in the north end continues to be John Stanford or McDonald to Hamilton to Ingraham. Any changes would be reflected in a revision to the student assignment plan.
17	103, 104	Laurelhurst/Bryant/Sand Point boundary changes	A large number of people expressed concerns about the changes to the Sand Point, Laurelhurst and Bryant boundaries with the majority asking that they not be changed. Areas of interest are: projected growth to Sand Point student population with opening of new housing in the next year; Laurelhurst currently over capacity by more than the other two schools; walkability. On the opposite side of concerns, several people expressed a desire to have the changes to move part of Sand Point to Bryant implemented and asked that there not be amendments made to the approved boundaries scheduled to be implemented for 2017-18.	District staff have been listening to and evaluating feedback from the Sand Point, Laurelhurst and Bryant elementary communities around the approved 2017-18 boundaries as well as evaluating enrollment data and projections. District staff will recommend an amendment to the previously approved plan for School Board consideration. The School Board will act on proposed amendments in the fall.

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
18	N/A	Meany	There were a few questions about the opening of Meany and whether the proposed amendment will be implemented.	District staff will recommend an amendment that retains Kimball Elementary School in the Mercer International Middle School attendance area (and feeder pattern) and also retains John Muir Elementary School in the Washington Middle School attendance area (and feeder pattern).
19	N/A	Process—2017-18	Several people had questions about the process for the 2017-18 community engagement process, including the likelihood of changes from what was approved, the purpose of the meetings, a schedule for future meetings, whether only "loud" voices are heard during feedback, and timing.	District staff began considering feedback on the 2017-18 boundaries in late 2015. The formal community engagement process began in April 2016. By starting community meetings five months earlier, district staff can proactively address community questions and review scenarios where new data has become available, such as class size reductions for grades K-3, which change school capacities.
20	N/A	Process—Overall	Many people asked questions about the process for changing the boundaries, including timing and why the boundaries were based on information from 2012-13 for implementation so far out, how boundaries are set, whether past changes to an areas' boundaries are considered when deciding on changes, and questions about guiding principles.	The Growth Boundaries Project began in 2013 after Seattle voters approved the BEX IV Capital Levy, which provides additional capacity in our schools through new construction, renovation, and replacement of outdated, inadequate buildings. In November 2013, the Seattle Public Schools Board of Directors approved boundary changes for many elementary and middle school attendance areas through 2020. New capacity is not coming online all at once, so school boundary changes have to be implemented over time. District staff strive to balance enrollment throughout the city using projections for the end-state, after new capacity becomes available. By determining the changes in advance and providing that information, we can better balance school enrollment over time and provide as much time as possible for families to plan ahead. The final changes are based on capacity to ensure that no student is in an overcrowded school environment. Additional information about the project history, including timelines, Board meeting documents and guiding principles, are available on the Growth Boundaries website.
21	N/A	Programs and Services	One person asked about services, such as speech therapy, being available at Cedar Park. One person suggested making JSIS or McDonald an attendance area school and making Cedar Park an option school.	Cedar Park will be an attendance area elementary. Program and service placement is not finalized.
22	N/A	Programs and Services	One person asked if programs/services offered are taken into account when making boundary decisions such as a specific levy grant to support low-income students at Sand Point Elementary.	Programs and services offered are taken into account when changes are made, but changes are largely based on adjusting capacity so that no student is in an overcrowded classroom. Information on specific grants such as the one at Sand Point are part of the annual review the year prior to boundaries being implemented.

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
23	N/A	Projections	<p>There were a few questions about how projections are made and how often they are updated -- and why they were "off" so far, as well as requests for more specific data around change areas, particularly for BF Day, West Woodland, Laurelhurst/Sand Point/Bryant and Cedar Park/Olympic Hills/John Rogers. One person asked projections included data regarding a potential split of HCC, which could send more students back to their neighborhood schools.</p>	<p>School enrollment projections are produced annually and are based on the number of state funded students- they take into account all students who currently live in an attendance area, and then use historical data to project how many of those students will enroll in their attendance area school. School projections are produced annually. District projections have historically been within 1.5% of actual enrollment. Some areas of the city grow faster than projected, other areas have seen slower enrollment growth. This demonstrates the need for review of boundary changes, a year in advance of implementation. Analysis of the most up-to-date enrollment data is critical to district decision-making. Projections are aligned with current planning assumptions- in other words, projections are calculated for the Board-approved school boundaries. If an amendment is made to a school's boundary, updated school projections will be produced. The Advanced Learning Department will partner with Enrollment Planning and Capital Planning to make decisions regarding Highly Capable Cohort (HCC) placement and the assignment areas/boundaries if splits are made, as well as addressing any changes in enrollment patterns.</p>
24	N/A	Safety; safe routes to school	<p>This issue, expressed by a very large number of community members, primarily came up in regard to the opening of Cedar Park and the changes to Laurelhurst, Sand Point and Bryant elementary schools. Concerns were expressed about the safety of crossing major arterials/state highways where there are limited safe crossing points and heavy traffic in the morning and afternoons. Many asked why we set walk zones that cross busy streets or highways and if SPS would be making improvements to ensure safety.</p>	<p>School walk zones are determined by the City of Seattle; the City is also responsible for crosswalks and sidewalks. The City of Seattle School Traffic Safety Committee includes a district staff representative- we will continue to partner with the City to improve traffic safety.</p>
25	N/A	School Budgets	<p>There were a couple of question about how reducing school enrollment would affect school budgets.</p>	<p>Every winter, the district produces initial enrollment projections for the following school year. These enrollment projections are refined in the summer, after the School Choice period. The State provides funding to the District based on the actual district enrollment as of October 1st, each year.</p>
26		School capacity vs. grandfathering	<p>One person asked if SPS is considering grade level size when considering grandfathering and boundaries -- for example, if a new classroom was needed to accommodate grandfathering students and new students, would one be added.</p>	<p>Grandfathering decisions are based on current capacity, so there would not be an additional classroom added in order to accommodate grandfathered students.</p>
27	N/A	Southeast changes	<p>One person asked about changes in the SE region and how communication has been done so that the non-English speaking, immigrant and refugee families understand the changes.</p>	<p>Boundary changes for the SE region of Seattle were implemented in previous years. District staff are considering how we can better serve our school communities. Families who live in the change areas receive communications in their home language. District staff also provide interpretation services for community meetings.</p>
28	N/A	Specific address assignment info	<p>A number of people emailed to get information on their particular address or student.</p>	<p>These families received direct replies with their assignment information.</p>
29	N/A	Specific change comments	<p>A few people, within differing boundaries, asked why changes have to be made to their area when the numbers are so small. Why can't they stay the same as there would be minimal impact.</p>	<p>These changes are considered in our annual review. For 17-18, staff is proposing amendments that retain some small areas in their current attendance area.</p>
30	N/A	Transportation	<p>A few people asked why transportation cannot be provided for grandfathered students, saying that with no transportation, lower income families cannot grandfather due to lack of other options for getting to school. One person asked about the costs associated.</p>	<p>Transportation is costly and the School Board has typically said there is no transportation for grandfathering due to the associated costs.</p>

2017-18 Growth Boundaries Community Input Sept. 1, 2015 through June 30, 2016

	A	B	C	D
31	123, 124	West Woodland	Multiple people asked about the reason changes were made to the West Woodland boundaries in the final Board process, expressing frustration that it was changed late in the process as well as with the change in their middle school assignment.	The expected growth in the area has created a need for these changes, which also align with changes to middle school boundaries to reduce crowding at Hamilton International.



## Racial Equity Analysis Tool: Cedar Park Boundary and Assignment Review

Last Updated: September 9, 2016

Prepared by: Enrollment Planning

### STEP 1: SET OUTCOMES, IDENTIFY AND ENGAGE STAKEHOLDERS

#### 1. What does your department/division/school define as racially equitable outcomes related to this issue?

Seattle School Board Policy No. 0030: Ensuring Educational and Racial Equity, approved on August 15, 2012, denounces race-based disparities in schools and its administration, identifies the district's role in eliminating them and declares high expectations to ensure that every student in each school graduates ready for college, career, and life. This policy also called for the development and implementation of a racial equity analysis tool (first approved in the 2014-15 school year). The School Board has previously approved several policies to promote diversity in a city where neighborhoods and schools have been segregated (e.g. 1978-80 Busing Plan, 1989 New Assignment Plan, 1997-2001 Racial Tiebreaker, etc.).

Enrollment Planning has worked with the Department of Equity and Race Relations and the Cedar Park Racial Equity Analysis Team (CPREAT) to use the district's Racial Equity Analysis Tool in review of numerous alternative scenarios to the currently approved boundary plan for Cedar Park Elementary School. CPREAT is made up of parents and staff from Olympic Hills and John Rogers, the principals of John Rogers, Cedar Park, and Olympic Hills, and other district staff. (Parent and staff representatives were appointed by school principals.)

CPREAT has defined racially equitable outcomes in this scenario as minimizing and mitigating disparate impacts of boundary changes when Cedar Park Elementary School opens in 2017-18 in order to ensure that all students have access to a high quality education that meets their individual needs.

#### 2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

Enrollment Planning held community meetings to share information, explain the decision-making process, and gather feedback. Below is a list of the engagements specifically focused on Cedar Park boundary planning.

- January 14, 2016; 3:30pm; John Rogers staff meeting (at John Rogers)
- January 28, 2016; 3:00pm; Olympic Hills staff meeting (at Cedar Park building)
- February 2, 2016; 6:30pm; John Rogers community meeting (at John Rogers)
- February 9, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- May 3, 2016; 4:00pm; Cedar Park boundary meeting with northeast principals (at JSCEE)
- May 5, 2016; 1:00pm; Cedar Park boundary meeting with northeast principals (at Cedar Park)
- May 9, 2016; 6:30pm; John Rogers community meeting (at John Rogers)
- May 12, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- May 20, 2016; 1:00pm; Cedar Park boundary meeting with northeast principals (at John Stanford Intl)
- May 25, 2016; 3:00pm; Olympic Hills staff meeting (at Cedar Park)
- June 16, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- June 21, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- July 6, 2016; 5:00pm; CPREAT meeting (at Cedar Park)
- August 3, 2016; 12:30pm; Cedar Park boundary meeting with northeast principals (at West Seattle HS)
- August 4, 2016; 12:30pm; Cedar Park boundary meeting with northeast principals (at West Seattle HS)
- August 16, 2016; 5:30pm; CPREAT meeting (at Cedar Park)
- August 18, 2016; 5:00pm; Equity and Race Advisory Committee (at JSCEE)
- September 28, 2016; 6:30pm; Olympic Hills community meeting (at Cedar Park)
- October 5, 2016; 6:30pm; John Rogers community meeting (at John Rogers)

Below is the anticipated timeline for School Board decision-making:

- September 15, 2016; Board Action Report presented to Operations Committee
- October 12, 2016; Board Action Report presented to School Board for Introduction

- November 2, 2016; Board Action Report presented to School Board for Action

**3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?**

Enrollment Planning has worked with school leaders to identify stakeholders and advertise the listed community meetings about assignment and boundary scenarios. These meetings were held on evenings at school sites, with translation services (in multiple languages), food served, and childcare to increase attendance and participation. Information on the School Board's final decision will be provided in the home language of impacted families.

**STEP 2: ENGAGE STAKEHOLDERS IN ANALYZING DATA**

**1. How will you collect specific information about the school, program, and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?**

Enrollment Planning has analyzed updated school building capacities, projected enrollment growth in the northeast region, the number of students who currently attend their attendance area school, and the various demographic characteristics [English Language Learners (ELL), Free and Reduced Price Lunch (FRL), Special Education (SpEd), etc.] of these students. This data has been shared with CPREAT in their review of twelve boundary and assignment scenarios, including several options that were submitted by school community members.

**2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?**

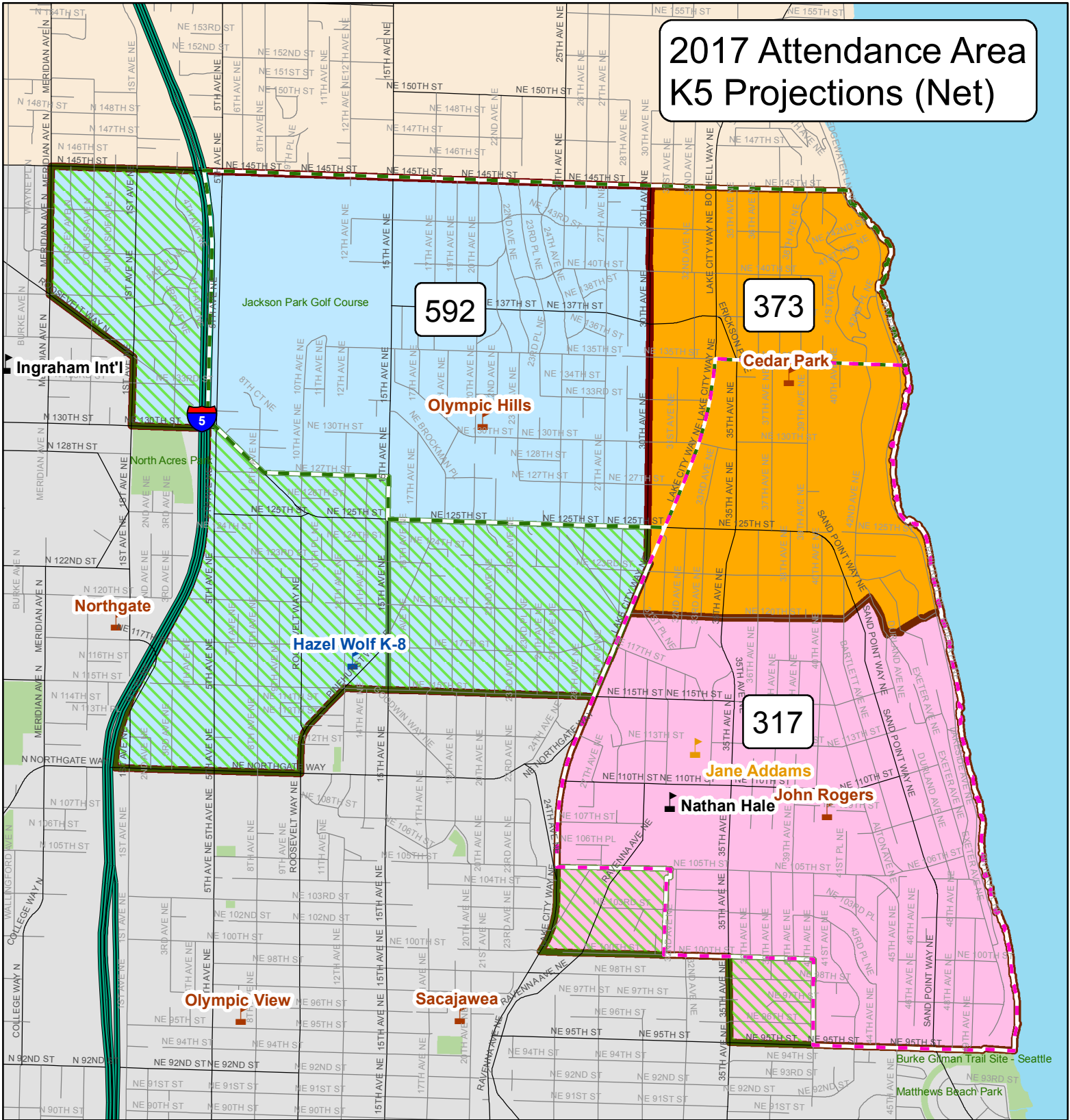
Taking steps to assess the demographic balance, program placement, and economic status of students attending Cedar Park, John Rogers, and Olympic Hills is a move towards providing racial and educational equity. Enrollment Planning utilized the Racial Equity Analysis tool and worked with the Equity and Race Relations team and impacted school communities to evaluate alternative scenarios to the Board's approved plan in order to assess impacts of the proposed changes in regards to economic status, English language learners, special education students, and school demographics.

In 2013, the Seattle Public Schools Board of Directors approved a series of boundary changes for attendance area elementary and middle schools through 2020-21 (Note: The Growth Boundaries decision was made prior to the development of the district's Racial Equity Analysis Tool). These boundary changes were developed to accommodate projected enrollment growth and are implemented annually in alignment with levy-funded construction that adds additional capacity.

Changing the overall landscape in Seattle regarding income structure, housing availability, and public education will take time and a shared effort. The historical impact of redlining, gentrification, incoming migration of highly skilled and educated individuals and families, and the lack of affordable housing and livable wages in Seattle is likely to perpetuate segregation along racial and socio-economic lines. An effective partnership between the District, City of Seattle, and King County, is necessary to keep and support vulnerable families in Seattle.

As a reminder, Cedar Park will open as an attendance area elementary school in 2017-18. The Olympic Hills school community is currently using the Cedar Park building as an interim site. The existing School Board approved plan for boundary changes around the opening of Cedar Park Elementary School (in 2017-18) would likely result in Cedar Park being enrolled significantly over capacity. [A map of the Board approved plan (also known as Scenario A) follows.] This is in part due to our neighborhood student assignment model, where each student who lives within a school's attendance area is guaranteed an assignment to that attendance area school. In addition, the district has experienced steady enrollment growth and capacity challenges that are compounded by *McCleary* class size reductions. These factors have limited the ability of option schools to relieve strained attendance area schools; there are fewer available choice seats at *all* schools.

# 2017 Attendance Area K5 Projections (Net)



**2017 Attendance Area**    **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Addition
- Olympic Hills
- John Rogers

**Elementary School**    **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0      0.5      1 Miles

Map data: 2017-18 School Year  
Map last updated: 6/15/2016

The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information has been compiled by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to accuracy, completeness, timeliness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: Scenario\_A

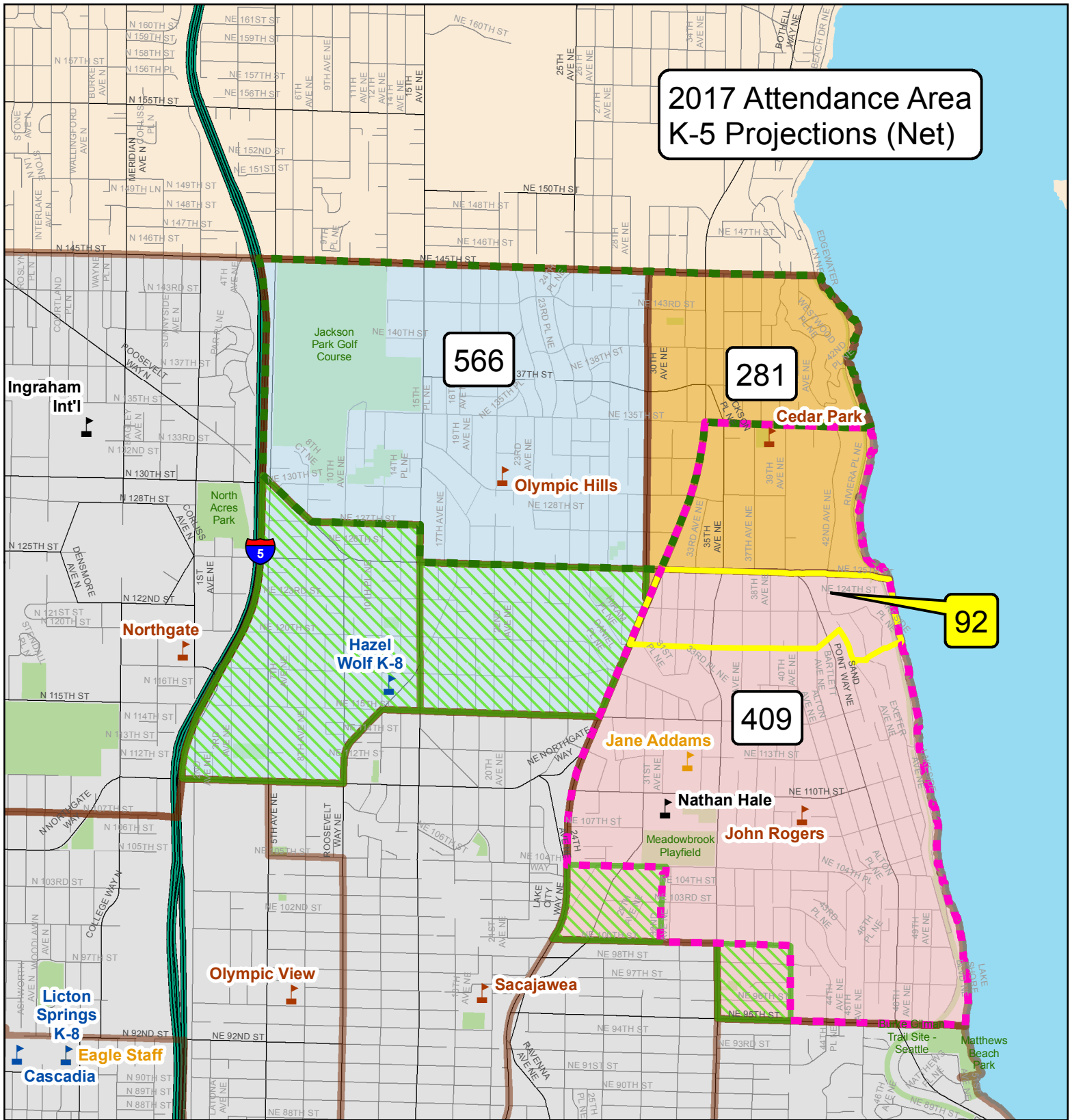
**Notes for enclosed data tables and maps:**

- The tables in this document use the most recent data available at the time of writing.
- Attendance area geographies may not be consistent between tables- please refer to the accompanying map for additional detail.
- 2017-18 figures are projected data points, not actuals.
- Updated capacity information for the 2017-18 school year was calculated by Capital Projects and Planning; they reflect the negotiated contract on class size and programs currently placed at (or planned for) a school, and are subject to change based on program assumptions.
- The projected K5 count for 2017-18 for each school’s attendance area (also known as non-net projections) include all K5 Seattle Public Schools students who live in the area, regardless of which SPS district school they attend.
- The projected K5 count for 2017-18 at each school (also known as net projections) removes historical option school and Highly Capable Cohort (HCC) enrollment.

*Table 1. Board approved (in 2013) plan to be implemented in 2017-18 (also known as Scenario A)*

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	425	461	676
<b>2017-18* K5 Count in AA (non-net)</b>	495	503	800
<b>2015-16 K5 Count at AA School</b>	277	235	343
<b>2017-18* K5 Count at AA School (net)</b>	373	317	592
<b>2015-16 ELL Count at AA School</b>	107	15	89
<b>2015-16 ELL % at AA School</b>	38.6%	6.4%	25.9%
<b>2014-15 FRL Count at AA School</b>	181	54	191
<b>2014-15 FRL % at AA School</b>	65.3%	23.0%	55.7%
<b>2015-16 Historically Underserved Count at AA School</b>	200	86	241
<b>2015-16 Historically Underserved % at AA School</b>	72.2%	36.6%	70.3%
<b>2015-16 SpEd Count at AA School</b>	31	20	27
<b>2015-16 SpEd % at AA School</b>	11.2%	8.5%	7.9%

CPREAT’s review (of twelve different boundary and assignment scenarios) has led the principals of Cedar Park, John Rogers, and Olympic Hills elementary schools, the Executive Director of Schools- Northeast Region, the Director of School-Family Partnerships and Race and Equity, the Director of Enrollment Planning, and the Associate Superintendent for Facilities and Operations to recommend that John Rogers Elementary School retain the area south of NE 125<sup>th</sup> Street within Change Area ID 95. (This amendment area is highlighted on the following map, also known as Scenario F.)



2017 Attendance Area K-5 Projections (Net)

566

281

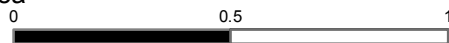
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409



- 2017 Attendance Area**
- John Rogers
  - Cedar Park
  - Olympic Hills
- 2015 Attendance Area**
- Olympic Hills
  - John Rogers
  - Change Area

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year  
Map last updated: 8/5/2016

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Table 2. Staff recommended amendment to Board approved plan (also known as Scenario F)

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	319	567	643
<b>2017-18* K5 Count in AA (non-net)</b>	387	611	764
<b>2015-16 K5 Count at AA School</b>	210	302	333
<b>2017-18* K5 Count at AA School (net)</b>	281	409	566
<b>2015-16 ELL Count at AA School</b>	92	30	87
<b>2015-16 ELL % at AA School</b>	43.8%	9.9%	26.1%
<b>2014-15 FRL Count at AA School</b>	145	90	184
<b>2014-15 FRL % at AA School</b>	69.0%	29.8%	55.3%
<b>2015-16 Historically Underserved Count at AA School</b>	160	126	234
<b>2015-16 Historically Underserved % at AA School</b>	76.2%	41.7%	70.3%
<b>2015-16 SpEd Count at AA School</b>	23	28	26
<b>2015-16 SpEd % at AA School</b>	11.0%	9.3%	7.8%

It is the belief of district staff that the recommended amendment best balances need and capacity. Cedar Park would open with a sustainable student enrollment and the resources to serve them. This amendment provides continuity for many students who currently attend Olympic Hills- they would continue to attend school with their neighbors at the Cedar Park building. John Rogers would likely be enrolled over capacity, but many historically underserved John Rogers students would also benefit from continuity- those living in the amendment area could, per Board approval, continue to attend John Rogers.

However, this amendment would likely still result in high percentages of ELL, FRL, SpEd and historically underserved students attending Cedar Park, based on current and projected student enrollment data. As such, district staff recommend several mitigations (see STEP 4, Question 2) to support northeast elementary school students through this transition.

As an additional point of reference, current (at the time of writing) assignment demographics for John Rogers and Olympic Hills are listed below.

Table 3. Current Assignment Demographics for John Rogers and Olympic Hills

	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2015-16 October 1 Actual Count</b>	390	294
<b>2015-16 ELL Count</b>	67	96
<b>2015-16 ELL %</b>	17.2%	32.7%
<b>2014-15 FRL Count</b>	149	266
<b>2014-15 FRL %</b>	42.6%	77.1%
<b>2015-16 Historically Underserved Count</b>	187	223
<b>2015-16 Historically Underserved %</b>	47.9%	75.9%
<b>2015-16 SpEd Count</b>	44	49
<b>2015-16 SpEd %</b>	11.3%	16.7%

### **STEP 3: ENSURING EDUCATIONAL AND RACIAL EQUITY/ DETERMINE BENEFIT OR BURDEN**

District staff recommend the School Board approve Scenario F: John Rogers Elementary School retains the area south of NE 125th Street within Change Area ID 95. However, as mentioned above, CPREAT reviewed twelve boundary and assignment scenarios. Potential benefits, unintended consequences, and necessary mitigations plans for negative impacts were developed and identified by CPREAT, for each of the twelve scenarios, and are included as an attachment to this document (beginning on page 10).

#### **1. What are the potential benefits or unintended consequences?**

The potential benefits of adopting the staff recommended amendment are many.

- In addition to reducing overcrowding in northeast elementary schools, this amendment provides greater stability and continuity for historically underserved students at John Rogers in the amendment area. Some Olympic Hills students will also benefit from continuing to attend school with their neighbors at the Cedar Park building.
- Students living in the amendment area would not have to cross a transportation arterial (NE 125<sup>th</sup> St) to attend John Rogers.
- Furthermore, John Rogers is more likely to retain Title 1 status- this funding is critical to serving John Rogers students.
- Cedar Park would likely be enrolled under capacity, allowing for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space.
- John Rogers and Olympic Hills will also likely have sustainable student enrollment.

However, the amendment alone does not address the following challenges.

- Some students will still have to change schools. This challenge is not unique to the opening of Cedar Park Elementary School, but it will still be a significant transition for some students and their families.
- The amendment is a change from the previous Board approved plan. This departure requires extensive community engagement to inform and support impacted families through the transition.
- Cedar Park would likely still have the highest percentage of ELL, FRL, SpEd and historically underserved students based on current and projected enrollment data.
- Students living west of Lake City Way NE will require transportation and/or safety improvements to cross Lake City Way NE to attend Cedar Park.
- Cedar Park and John Rogers students would not have access to planned health resources at Olympic Hills.

#### **2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?**

District staff believe that the recommended mitigations (STEP 4, Question 2) will appropriately support Cedar Park, John Rogers, and Olympic Hills students and school communities through this transition.

#### **STEP 4: EVALUATE SUCCESS INDICATORS AND/OR MITIGATION PLANS**

**1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families, and staff?**

District and school leadership are continuing to review and discuss the below mitigations and will provide accountability measures at a later time.

**2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?**

CPREAT and district staff developed and recommend the following mitigations to support northeast elementary school students through this transition:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Conduct an assessment of facilities/capital needs for Cedar Park and John Rogers buildings; fund building improvements at Cedar Park to include additional bathrooms, a full library, and potentially a computer lab
- Supply all new materials (furniture, books, etc.) for Cedar Park Elementary School
- Provide support for John Rogers students if they lose their Title 1 funding
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Expand community engagement in advance of 2017-18 School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model, to serve their high-needs students during the transition



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**CPREAT Boundary and Assignment Scenario Review:  
Benefits, Challenges, and Mitigations**

Below is a summary of the scenarios reviewed by the Cedar Park Racial Equity Analysis Team (CPREAT). This team was comprised of parents and staff from Olympic Hills and John Rogers, the principals of John Rogers, Cedar Park, and Olympic Hills, and other district staff. After the summary, a map for each scenario; its benefits, challenges, and mitigations developed by CPREAT; and any available accompanying enrollment data are included.

A: No amendment to previously approved plan

B: Grandfathering for 4<sup>th</sup> and 5<sup>th</sup> graders (at John Rogers and Olympic Hills) in 2017

C: Added tiebreaker during School Choice for current John Rogers and Olympic Hills students

D: Olympic Hills retains Lake City Way NE slice

E: John Rogers retains Areas 1 & 2

F: John Rogers retains Area 1

G: John Rogers and Olympic Hills both retain requested areas

H: Cedar Park opens as an option school

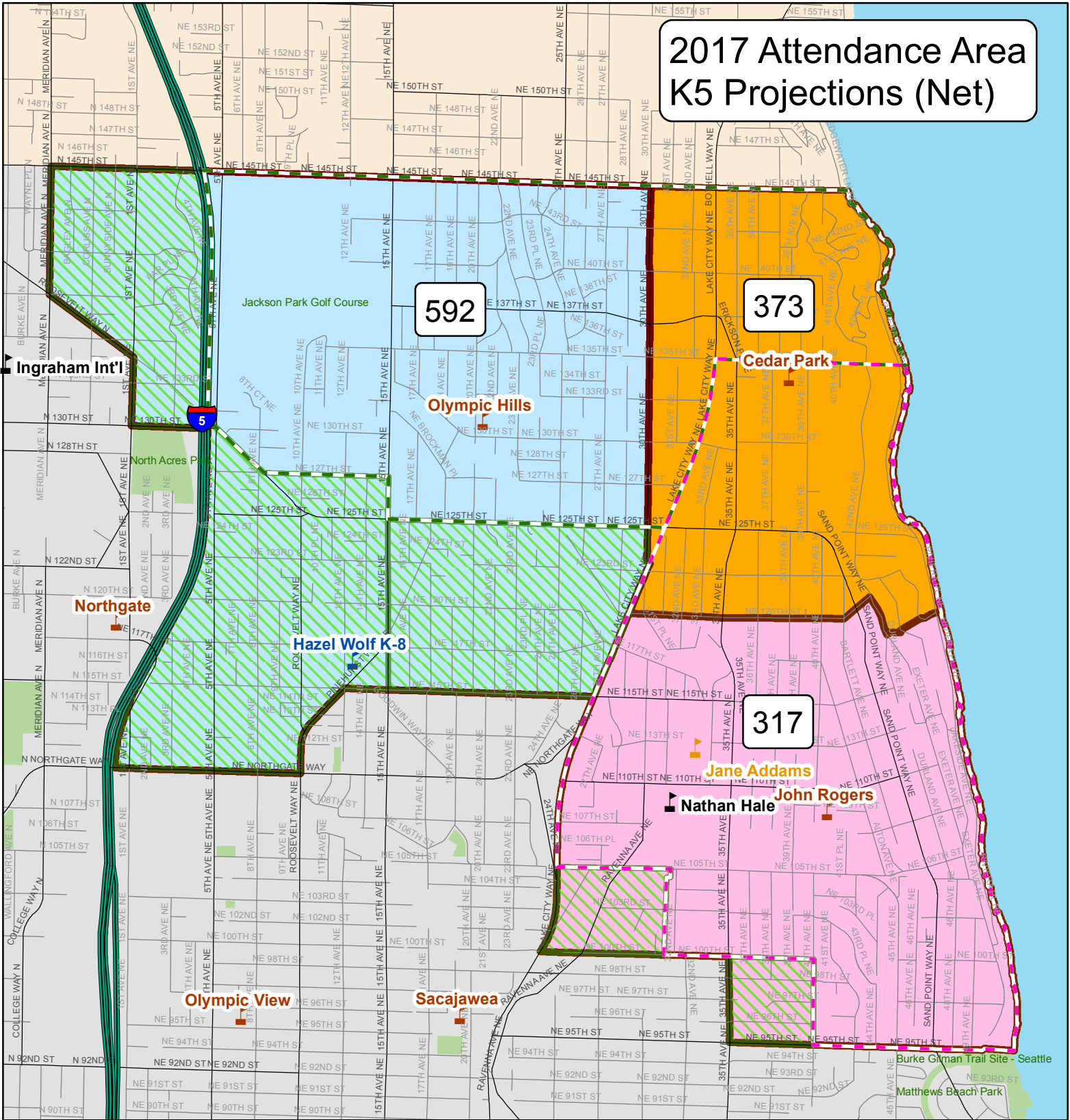
I: Cedar Park opens as a small attendance area school and as an HCC site

J: Grandfathering for all requested area students

K: Cedar Park retains part of the Lake City Way NE slice; John Rogers retains Area 1

L: Olympic Hills retains entire Lake City Way NE slice; John Rogers retains part of area south of NE 125<sup>th</sup>

# 2017 Attendance Area K5 Projections (Net)



**2017 Attendance Area**    **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Addition
- Olympic Hills
- John Rogers

**Elementary School**    **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0      0.5      1 Miles

Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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**Scenario A: No amendment to previously approved plan**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	425	461	676
<b>2017-18* K5 Count in AA (non-net)</b>	495	503	800
<b>2015-16 K5 Count at AA School</b>	277	235	343
<b>2017-18* K5 Count at AA School (net)</b>	373	317	592
<b>2015-16 ELL Count at AA School</b>	107	15	89
<b>2015-16 ELL % at AA School</b>	38.6%	6.4%	25.9%
<b>2014-15 FRL Count at AA School</b>	181	54	191
<b>2014-15 FRL % at AA School</b>	65.3%	23.0%	55.7%
<b>2015-16 Historically Underserved Count at AA School</b>	200	86	241
<b>2015-16 Historically Underserved % at AA School</b>	72.2%	36.6%	70.3%
<b>2015-16 SpEd Count at AA School</b>	31	20	27
<b>2015-16 SpEd % at AA School</b>	11.2%	8.5%	7.9%

**Benefits:**

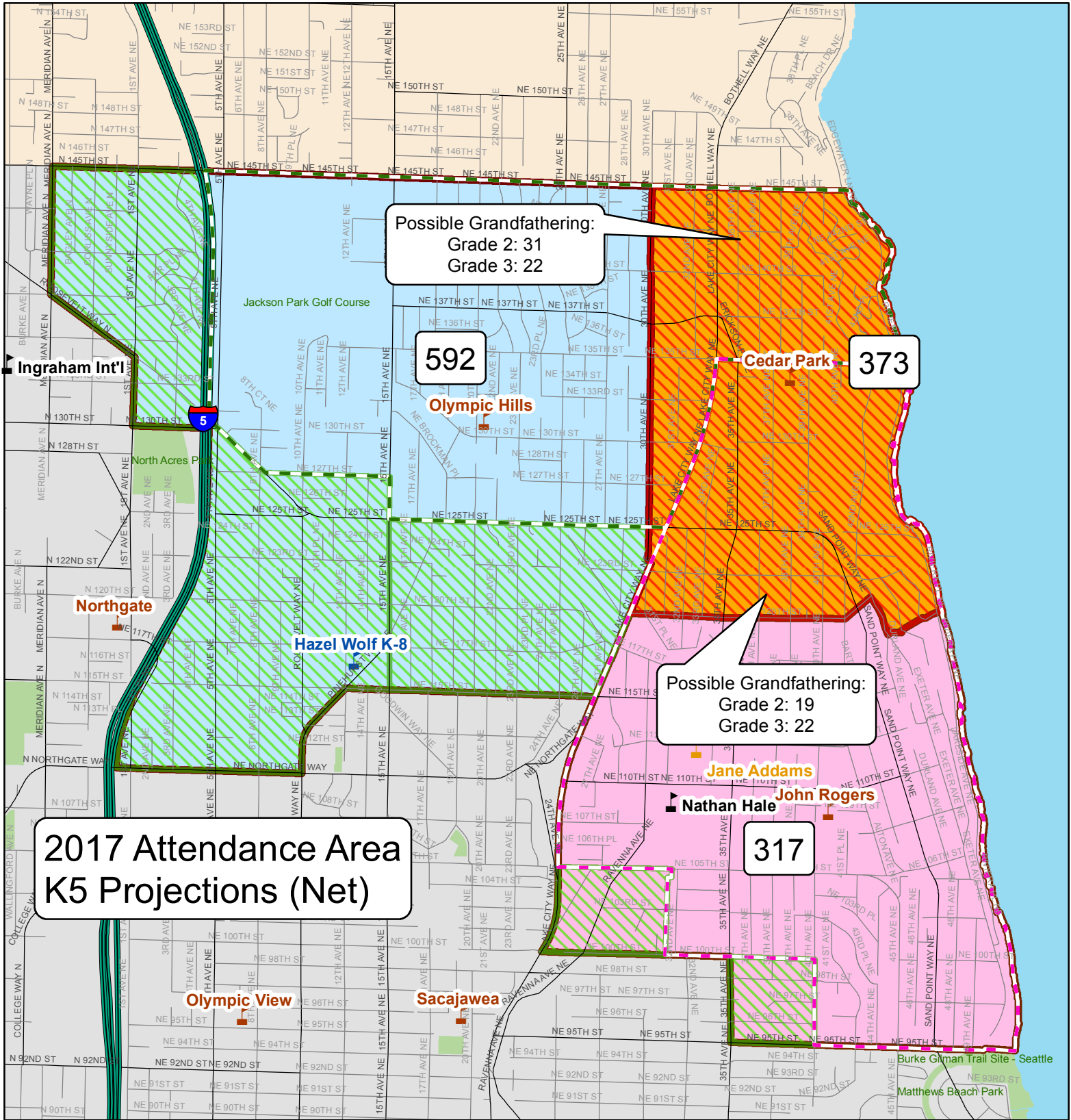
- No change to the Board approved plan, information is consistent (across several years) to families in the region
- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire

**Challenges:**

- Cedar Park would likely open over capacity, with limited ability to accommodate future projected growth
- Cedar Park walk zone does not address safety concerns regarding NE 125<sup>th</sup> St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers would likely lose Title 1 status and funding, despite still needing to serve their Title 1 students

**Mitigations:**

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)



**2017 Attendance Area**   **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Olympic Hills
- John Rogers
- Addition

**Elementary School**   **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0   0.5   1 Miles

Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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## Scenario B: Grandfathering for 4<sup>th</sup> and 5<sup>th</sup> graders (at John Rogers and Olympic Hills) in 2017

	Cedar Park	John Rogers	Olympic Hills
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	425	461	676
<b>2017-18* K5 Count in AA (non-net)</b>	495	503	800

*Additional student data would not be available until after Open Enrollment for 2017-18*

### Benefits:

- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for the 4<sup>th</sup> and 5<sup>th</sup> grade students who have been at John Rogers and Olympic Hills and for Olympic Hills students currently attending school at the Cedar Park building
- Some families have more options- they may choose to attend Cedar Park if they so desire

### Challenges:

- Transportation is not provided for grandfathered students
- Siblings may be initially assigned to different schools; families would need to know how to navigate the School Choice process if they wanted their children to attend the same school- per the Student Assignment Plan, the only guaranteed method that keeps all students in a family (assuming they are in the same tier) together is transitioning to the new attendance area school
- Some families with multiple students in different grades may not be able to take advantage of a grandfathered assignment if they cannot logistically have their children attend two different schools; historically underserved students would be more likely to remain at their new attendance area school in the absence of district-provided transportation to their former (grandfathered) attendance area school
- Cedar Park walk zone does not address safety concerns regarding NE 125<sup>th</sup> St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely be enrolled over capacity in the long term because its boundaries have not been amended
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students
- Cedar Park may open with a very small 4<sup>th</sup> and 5<sup>th</sup> grade cohort; this creates additional difficulties to plan for and appropriately serve these students with limited resources
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

### Mitigations:

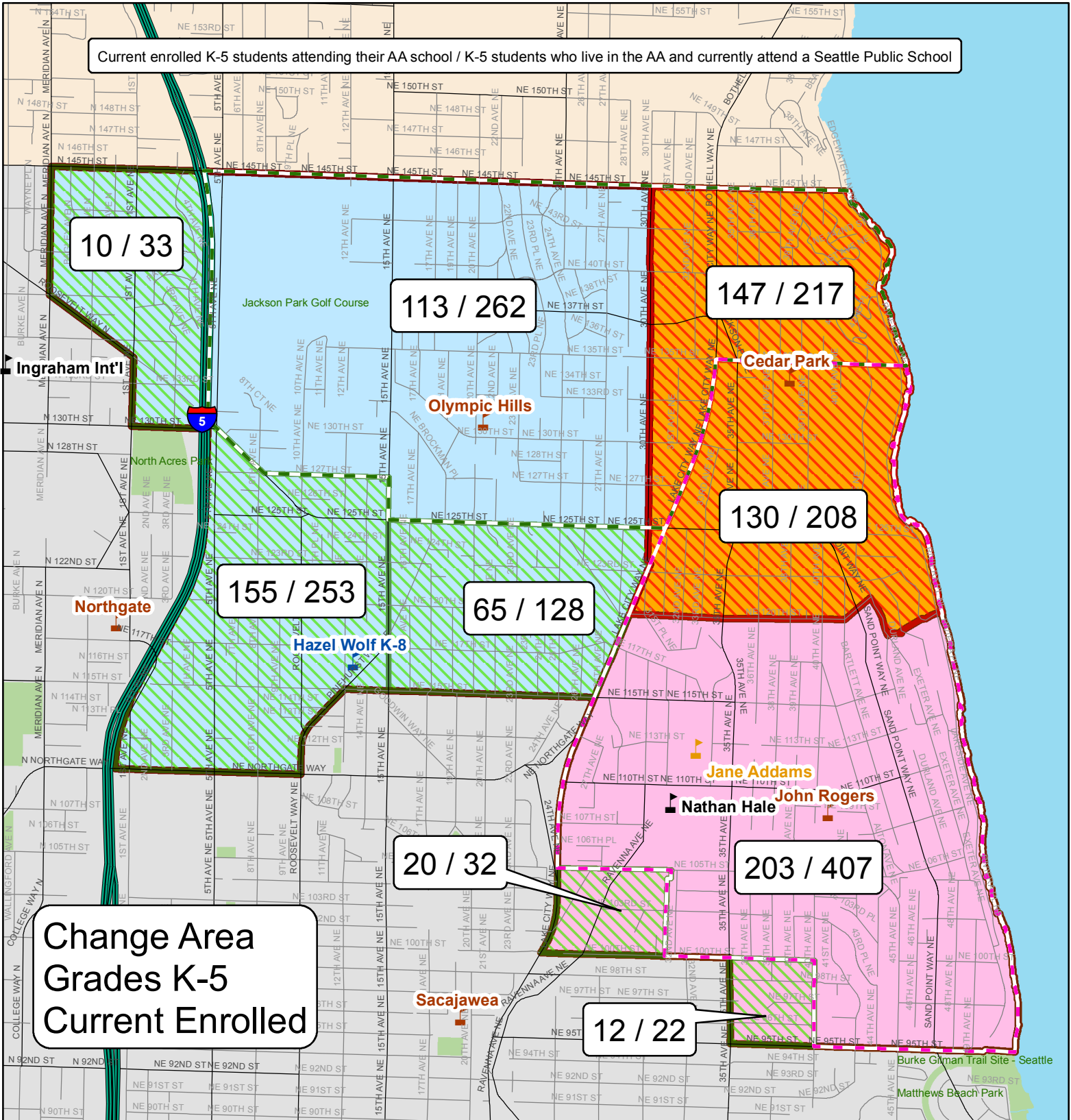
- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park (4<sup>th</sup> and 5<sup>th</sup> grades) outside of WSS model

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# Scenario C: Added tiebreaker in School Choice for current John Rogers and Olympic Hills students

## Elementary School Attendance Area

Current enrolled K-5 students attending their AA school / K-5 students who live in the AA and currently attend a Seattle Public School



Change Area  
Grades K-5  
Current Enrolled

**2017 Attendance Area**    **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Olympic Hills
- John Rogers
- Addition

**Elementary School**    **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

0    0.5    1 Miles

Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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### Scenario C: Added tiebreaker during School Choice for current John Rogers and Olympic Hills students

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	425	461	676
<b>2017-18* K5 Count in AA (non-net)</b>	495	503	800

*Additional student data would not be available until after Open Enrollment for 2017-18*

#### Benefits:

- Reduces overcrowding at John Rogers and Olympic Hills
- Stability and continuity for some John Rogers and Olympic Hills students and for Olympic Hills students currently attending school at the Cedar Park building
- Some families have more options- they may apply to attend John Rogers or Olympic Hills if they so desire

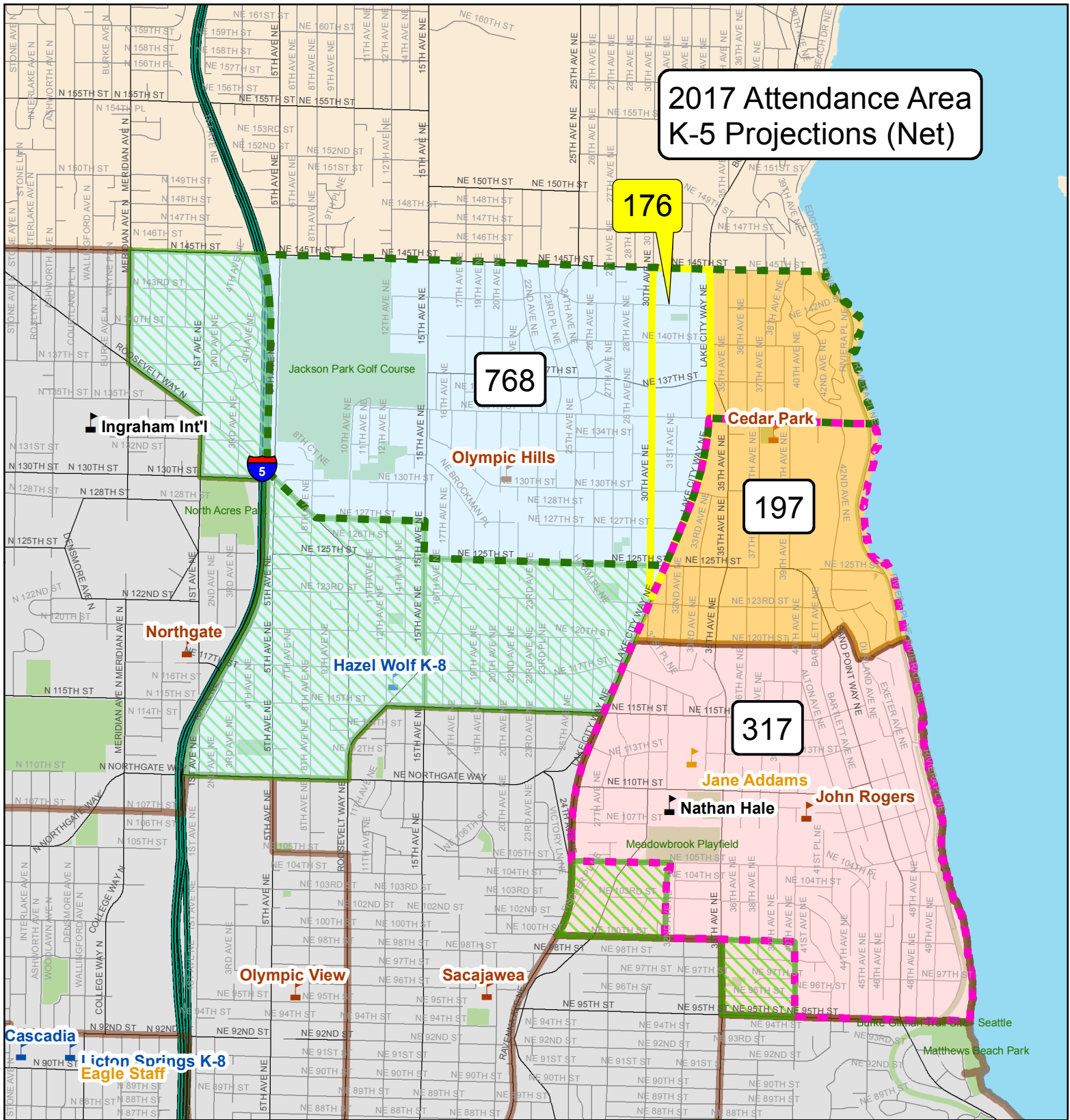
#### Challenges:

- Transportation is not provided for choice students
- Siblings may be initially assigned to different schools; families would need to know how to navigate the School Choice process if they wanted their children to attend the same school- per the Student Assignment Plan, the only guaranteed method that keeps all students in a family (assuming they are in the same tier) together is transitioning to the new attendance area school
- Some families with multiple students in different grades may not be able to take advantage of a choice assignment if they cannot logistically have their children attend two different schools; historically underserved students would be more likely to remain at their new attendance area school in the absence of district-provided transportation to their new choice school
- Cedar Park walk zone does not address safety concerns regarding NE 125<sup>th</sup> St
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Cedar Park would likely be enrolled over capacity in the long term because its boundaries have not been amended
- Historically underserved student groups lack access to planned health resources at Olympic Hills building
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

#### Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park, John Rogers, and Olympic Hills outside of WSS model





2017 Attendance Area K-5 Projections (Net)

176

768

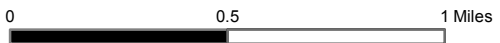
197

317



- 2017 Attendance Area**
- Cedar Park
  - Olympic Hills
  - John Rogers
- 2015 Attendance Area**
- Olympic Hills
  - John Rogers
  - Change Area
  - The slice

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School



Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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**Scenario D: Olympic Hills retains Lake City Way NE slice**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	247	461	854
<b>2017-18* K5 Count in AA (non-net)</b>	288	503	1007
<b>2015-16 K5 Count at AA School</b>	147	235	463
<b>2017-18* K5 Count at AA School (net)</b>	197	317	768
<b>2015-16 ELL Count at AA School</b>	44	15	150
<b>2015-16 ELL % at AA School</b>	29.9%	6.4%	32.4%
<b>2014-15 FRL Count at AA School</b>	77	54	288
<b>2014-15 FRL % at AA School</b>	52.4%	23.0%	62.2%
<b>2015-16 Historically Underserved Count at AA School</b>	88	86	346
<b>2015-16 Historically Underserved % at AA School</b>	59.9%	36.6%	74.7%
<b>2015-16 SpEd Count at AA School</b>	10	20	47
<b>2015-16 SpEd % at AA School</b>	6.8%	8.5%	10.2%

**Benefits:**

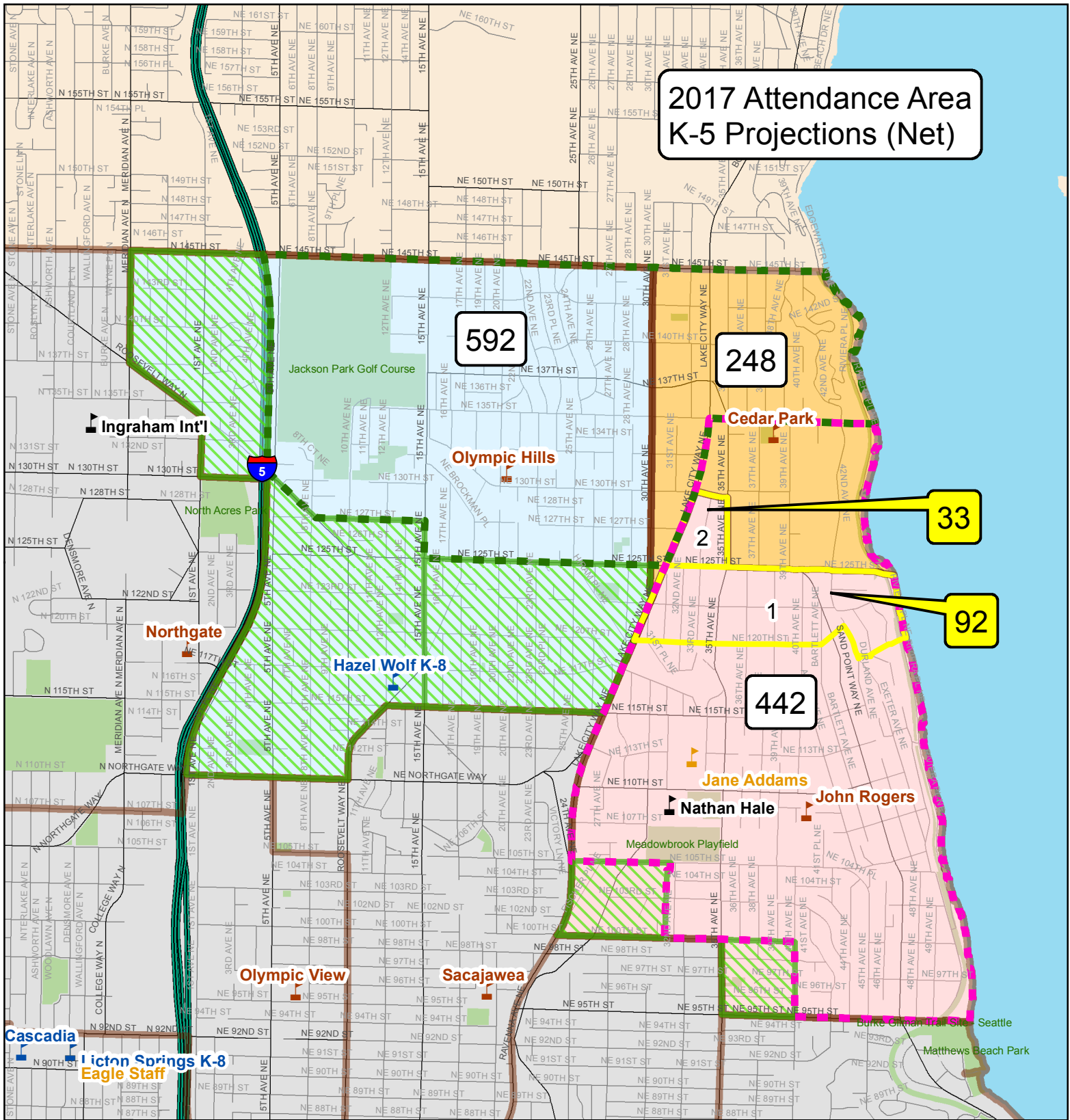
- Stability and continuity for Olympic Hills students living in Lake City Way NE slice
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- Students living west of Lake City Way NE would not have to cross an arterial to attend Olympic Hills
- More students have access to existing resources at Olympic Hills; the new building has the greatest capacity of all three schools and its planned design could meet the needs of a large number of historically underserved students
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space


**Challenges:**

- Students living outside of the requested area do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- Olympic Hills would likely open enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would be very low, likely between 147 and 197 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Cedar Park walk zone does not address safety concerns regarding NE 125<sup>th</sup> St
- John Rogers may lose Title 1 status and funding, despite still needing to serve their Title 1 students

**Mitigations:**

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model





**2017 Attendance Area**

- John Rogers
- Cedar Park
- Olympic Hills

**2015 Attendance Area**

- Olympic Hills
- John Rogers
- Change Area
- John Rogers

**Elementary School**

- Option Elementary School
- Middle School

**High School**

- Option High School
- Service School

0 0.5 1 Miles

Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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**Scenario E: John Rogers retains Areas 1 & 2**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	267	619	676
<b>2017-18* K5 Count in AA (non-net)</b>	328	669	800
<b>2015-16 K5 Count at AA School</b>	180	332	333
<b>2017-18* K5 Count at AA School (net)</b>	248	442	592
<b>2015-16 ELL Count at AA School</b>	73	49	87
<b>2015-16 ELL % at AA School</b>	40.6%	14.8%	26.1%
<b>2014-15 FRL Count at AA School</b>	121	114	184
<b>2014-15 FRL % at AA School</b>	67.2%	34.3%	55.3%
<b>2015-16 Historically Underserved Count at AA School</b>	138	148	234
<b>2015-16 Historically Underserved % at AA School</b>	76.7%	44.6%	70.3%
<b>2015-16 SpEd Count at AA School</b>	23	28	26
<b>2015-16 SpEd % at AA School</b>	12.8%	8.4%	7.8%

**Benefits:**

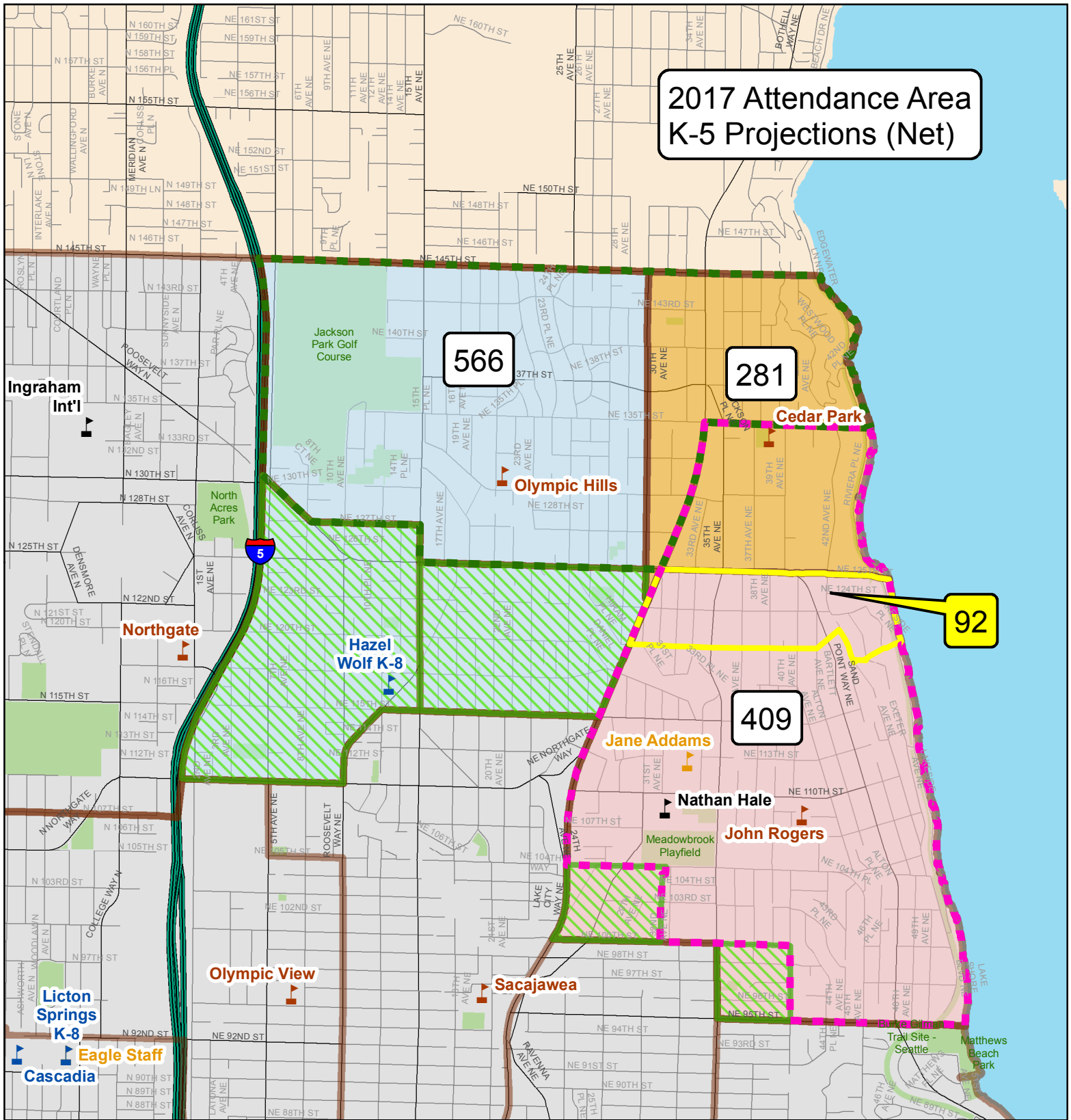
- Stability and continuity for John Rogers students living in Areas 1 & 2 and for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- Students living south of NE 125<sup>th</sup> St would not have to cross an arterial to attend John Rogers
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

**Challenges:**

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers would likely be enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Enrollment at Cedar Park would be very low, likely between 180 and 248 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Students living north of NE 125<sup>th</sup> St will need transportation to attend John Rogers
- Historically underserved student groups lack access to planned health resources at Olympic Hills building

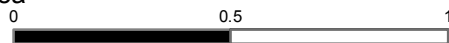
**Mitigations:**

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



- |                             |                             |
|-----------------------------|-----------------------------|
| <b>2017 Attendance Area</b> | <b>2015 Attendance Area</b> |
| John Rogers                 | Olympic Hills               |
| Cedar Park                  | John Rogers                 |
| Olympic Hills               | Change Area                 |

- |                          |                    |
|--------------------------|--------------------|
| Elementary School        | High School        |
| Option Elementary School | Option High School |
| Middle School            | Service School     |



Map data: 2017-18 School Year  
Map last updated: 8/5/2016

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## Scenario F: John Rogers retains Area 1 (Staff Recommended Amendment)

	Cedar Park	John Rogers	Olympic Hills
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	319	567	643
<b>2017-18* K5 Count in AA (non-net)</b>	387	611	764
<b>2015-16 K5 Count at AA School</b>	210	302	333
<b>2017-18* K5 Count at AA School (net)</b>	281	409	566
<b>2015-16 ELL Count at AA School</b>	92	30	87
<b>2015-16 ELL % at AA School</b>	43.8%	9.9%	26.1%
<b>2014-15 FRL Count at AA School</b>	145	90	184
<b>2014-15 FRL % at AA School</b>	69.0%	29.8%	55.3%
<b>2015-16 Historically Underserved Count at AA School</b>	160	126	234
<b>2015-16 Historically Underserved % at AA School</b>	76.2%	41.7%	70.3%
<b>2015-16 SpEd Count at AA School</b>	23	28	26
<b>2015-16 SpEd % at AA School</b>	11.0%	9.3%	7.8%

### Benefits:

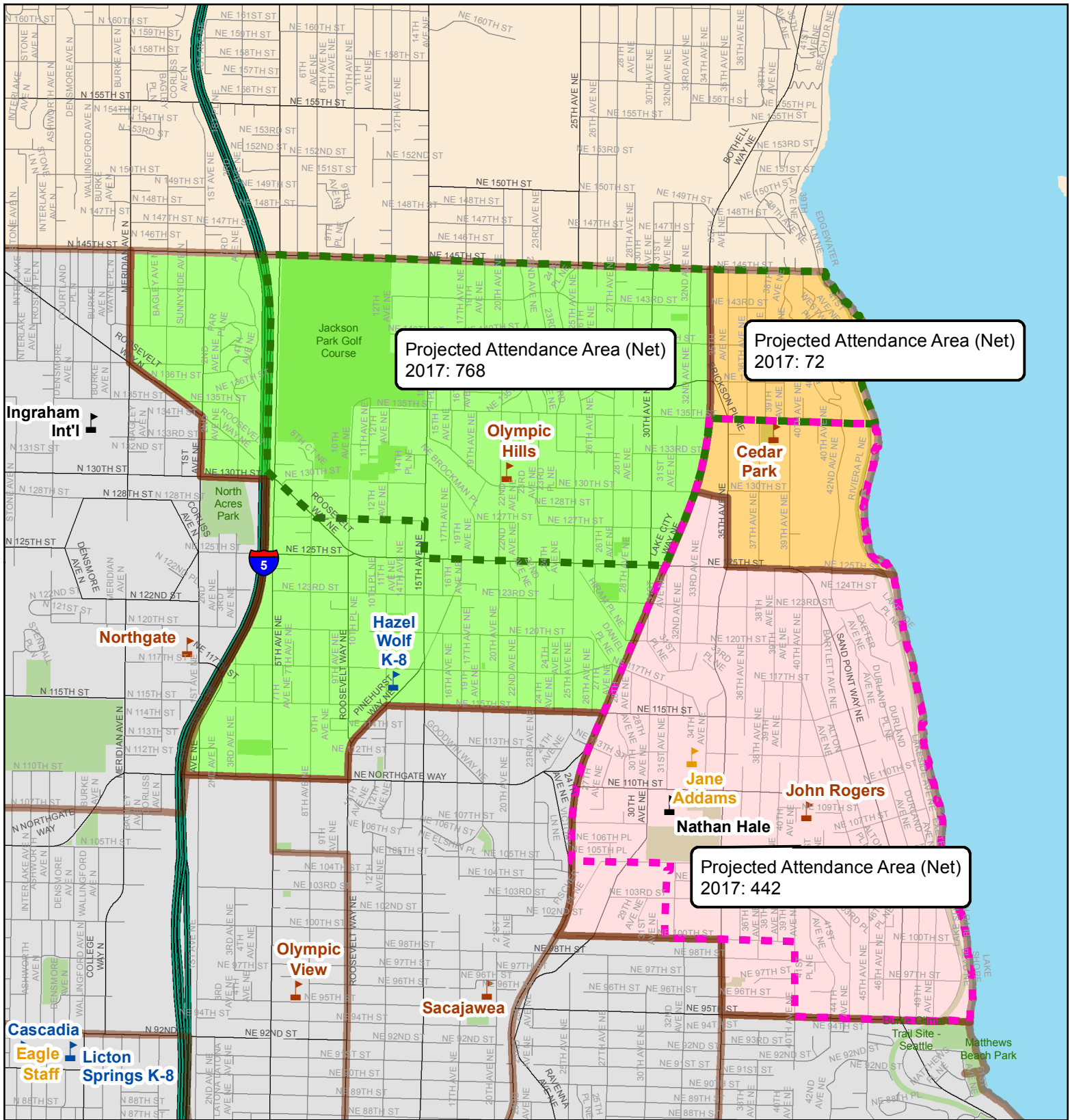
- Stability and continuity for John Rogers students living in Area 1 and for Olympic Hills students currently attending school at the Cedar Park building
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers students would not have to cross an arterial (NE 125<sup>th</sup> St) to attend school
- John Rogers may retain Title 1 status and funding
- Cedar Park's enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

### Challenges:

- Students living outside of the requested area do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers would likely be enrolled over capacity, with limited ability to accommodate future projected growth because its boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students
- Enrollment at Cedar Park would be low, likely between 277 and 281 students, but closest to ideal capacity; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Students living west of Lake City Way NE will need transportation to attend Cedar Park
- Historically underserved student groups lack access to planned health resources at Olympic Hills building

### Mitigations:

- Work with Transportation (City and District) to amend walk zones and address community-identified safety concerns
- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



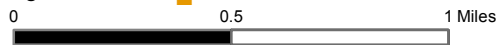
**2017 Attendance Area**    **2015 Attendance Area**

- John Rogers
- Cedar Park
- Olympic Hills

- Olympic Hills
- John Rogers

- Elementary School
- Option Elementary School
- Middle School

- High School
- Option High School
- Service School



Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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**Scenario G: John Rogers and Olympic Hills both retain requested areas**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	89	619	854
<b>2015-16 K5 Count at AA School</b>	50	332	463
<b>2017-18* K5 Count at AA School (net)</b>	72	442	768
<b>2015-16 ELL Count at AA School</b>	10	49	150
<b>2015-16 ELL % at AA School</b>	20.0%	14.8%	32.4%
<b>2014-15 FRL Count at AA School</b>	17	114	288
<b>2014-15 FRL % at AA School</b>	34.0%	34.3%	62.2%
<b>2015-16 Historically Underserved Count at AA School</b>	26	148	346
<b>2015-16 Historically Underserved % at AA School</b>	52.0%	44.6%	74.7%
<b>2015-16 SpEd Count at AA School</b>	<10	28	47
<b>2015-16 SpEd % at AA School</b>	4.0%	8.4%	10.2%

**Benefits:**

- Stability and continuity for Olympic Hills students living in Lake City Way NE slice and for John Rogers students living in Areas 1 & 2
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Students living west of Lake City Way NE would not have to cross an arterial to attend Olympic Hills
- Students living south of NE 125<sup>th</sup> St would not have to cross an arterial to attend John Rogers
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

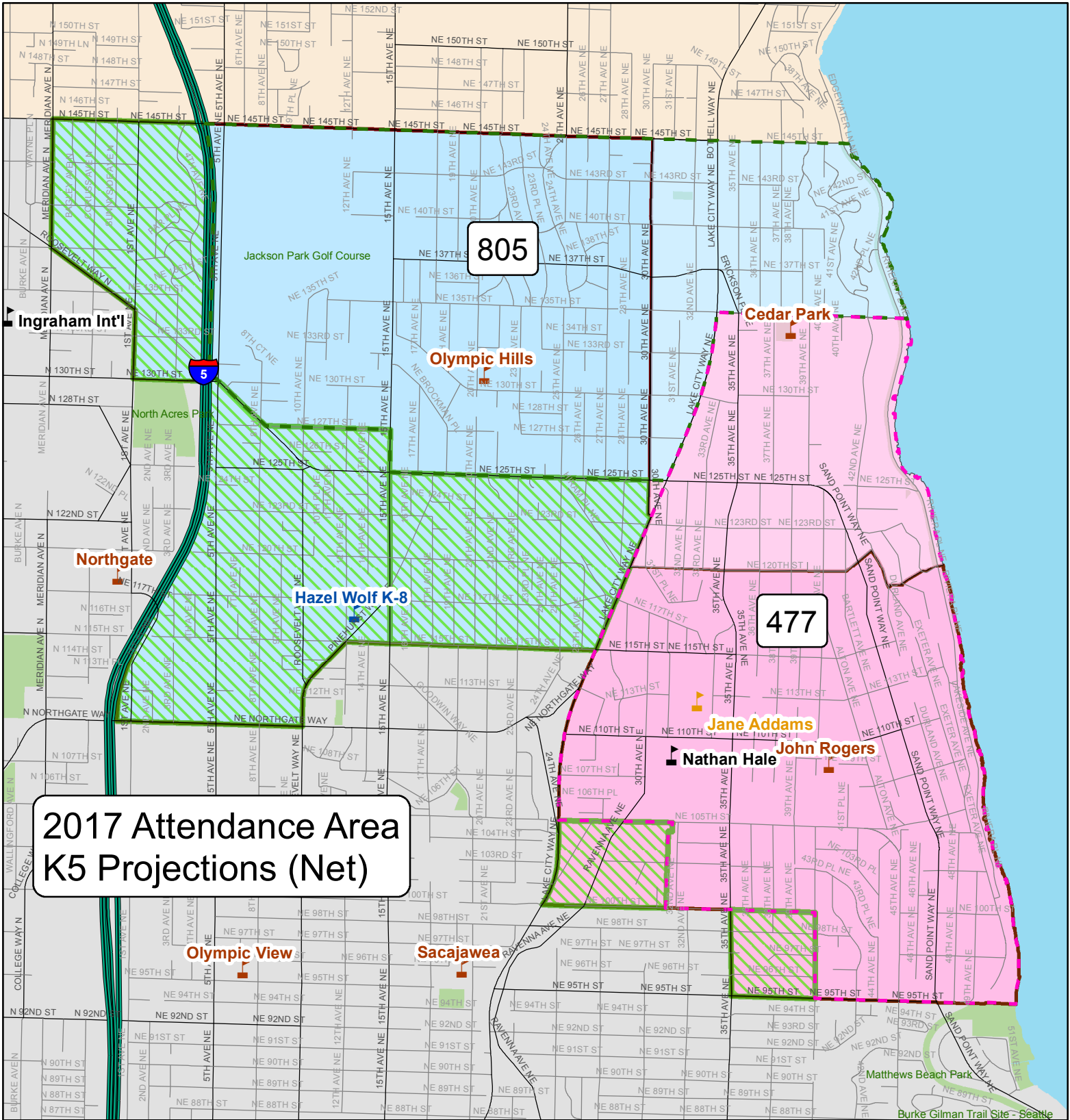
**Challenges:**

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Students living north of NE 125<sup>th</sup> St will need transportation to attend John Rogers
- Enrollment at Cedar Park would be very low, likely between 50 and 72 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students- this scenario does not result in a sustainable enrollment for Cedar Park
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school

**Mitigations:**

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model





2017 Attendance Area K5 Projections (Net)

**2017 Attendance Area**    **2015 Attendance Area**

- Olympic Hills
- John Rogers
- Addition
- Olympic Hills
- John Rogers

**Elementary School**    **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

Map data: 2017-18 School Year  
Map last updated: 6/16/2016

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**Scenario H: Cedar Park opens as an option school**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	-	669	893
<b>2015-16 K5 Count at AA School</b>	-	365	480
<b>2017-18* K5 Count at AA School (net)</b>	-	477	805
<b>2015-16 ELL Count at AA School</b>	-	57	152
<b>2015-16 ELL % at AA School</b>	-	15.6%	31.7%
<b>2014-15 FRL Count at AA School</b>	-	127	292
<b>2014-15 FRL % at AA School</b>	-	34.8%	60.8%
<b>2015-16 Historically Underserved Count at AA School</b>	-	169	351
<b>2015-16 Historically Underserved % at AA School</b>	-	46.3%	73.1%
<b>2015-16 SpEd Count at AA School</b>	-	29	48
<b>2015-16 SpEd % at AA School</b>	-	7.9%	10.0%

**Benefits:**

- Stability and continuity for John Rogers and Olympic Hills students
- Additional option school located in the northeast region of the district
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

**Challenges:**

- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Northeast families would need to know how to better navigate the School Choice process if they wanted their children to attend an option school; historically option schools serve students from across the district; option school enrollment demographics do not always reflect its surrounding neighborhood
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Students living north of NE 125<sup>th</sup> St will need transportation to attend John Rogers
- Student living east of Lake City Way NE will need transportation to Olympic Hills
- Cedar Park would likely open significantly under capacity, as no student is guaranteed an assignment to an option school; as a result, Cedar Park may not initially have adequate funding and resources to serve high-needs students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

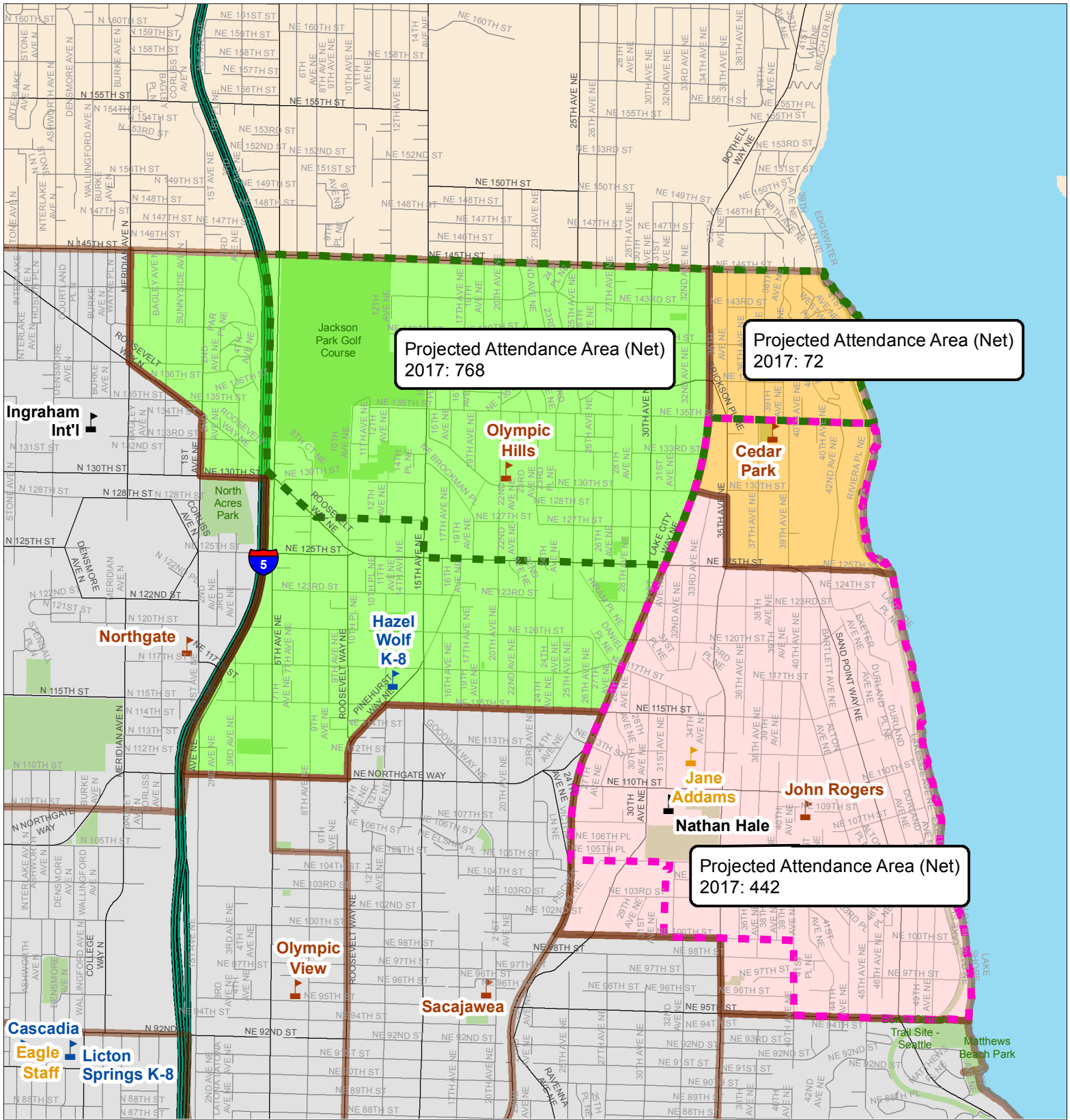
**Mitigations:**

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

DRAFT

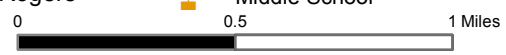
# Scenario I: Cedar Park opens as a small attendance area school and as an HCC site

## Elementary School Attendance Area



**2017 Attendance Area**    **2015 Attendance Area**

- John Rogers
- Olympic Hills
- Elementary School
- High School
- Cedar Park
- Option Elementary School
- Option High School
- Olympic Hills
- John Rogers
- Middle School
- Service School



Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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**Scenario I: Cedar Park opens as a small attendance area school and as an HCC site**

	<b>Cedar Park*</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	89	619	854
<b>2015-16 K5 Count at AA School</b>	50	332	463
<b>2017-18* K5 Count at AA School (net)</b>	72	442	768
<b>2015-16 ELL Count at AA School</b>	10	49	150
<b>2015-16 ELL % at AA School</b>	20.0%	14.8%	32.4%
<b>2014-15 FRL Count at AA School</b>	17	114	288
<b>2014-15 FRL % at AA School</b>	34.0%	34.3%	62.2%
<b>2015-16 Historically Underserved Count at AA School</b>	26	148	346
<b>2015-16 Historically Underserved % at AA School</b>	52.0%	44.6%	74.7%
<b>2015-16 SpEd Count at AA School</b>	<10	28	47
<b>2015-16 SpEd % at AA School</b>	4.0%	8.4%	10.2%

*\*Cedar Park demographics only reflect AA students; HCC is not included*

**Benefits:**

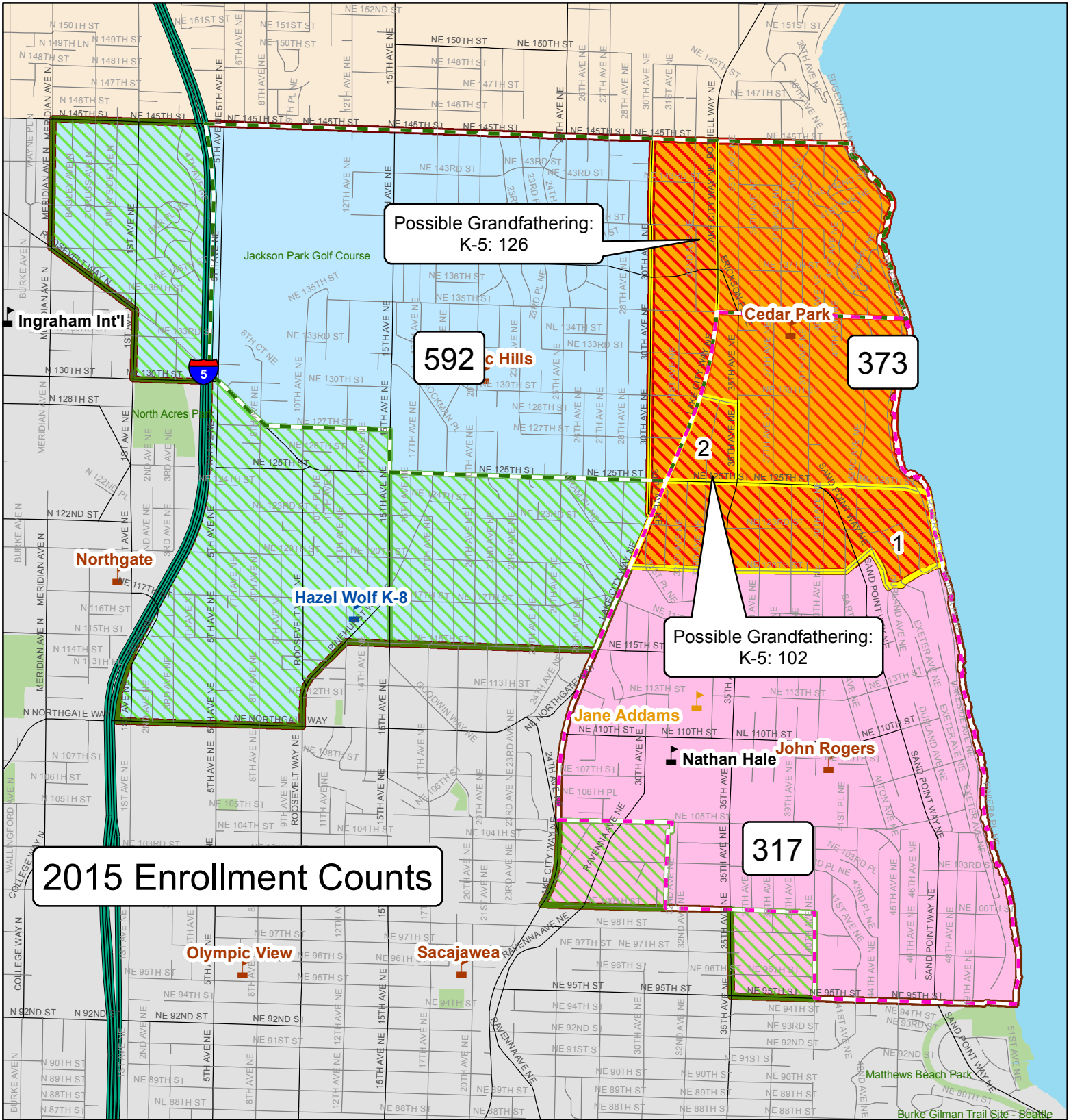
- Stability and continuity for most John Rogers and Olympic Hills students
- First HCC site located in the northeast region of the district- additional option site for HCC families
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

**Challenges:**

- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not address overcrowding in northeast elementary schools
- Students living north of NE 125<sup>th</sup> St will need transportation to attend John Rogers
- Attendance area enrollment at Cedar Park would be very low, likely between 50 and 72 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Historically HCC sites serve students from across the district; HCC enrollment demographics do not always reflect surrounding neighborhoods
- It will not be known which or how many HCC students will attend Cedar Park until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

**Mitigations:**

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



**2017 Attendance Area**    **2015 Attendance Area**

- Cedar Park
- Olympic Hills
- John Rogers
- Addition
- Olympic Hills
- John Rogers
- Addition

**Elementary School**    **High School**

- Elementary School
- Option Elementary School
- Middle School
- High School
- Option High School
- Service School

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Map data: 2017-18 School Year  
Map last updated: 6/16/2016

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**Scenario J: Grandfathering for all requested area students (all grades)**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	373	317	592

*Additional student data would not be available until after Open Enrollment for 2017-18*

**Benefits:**

- Stability and continuity for most John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

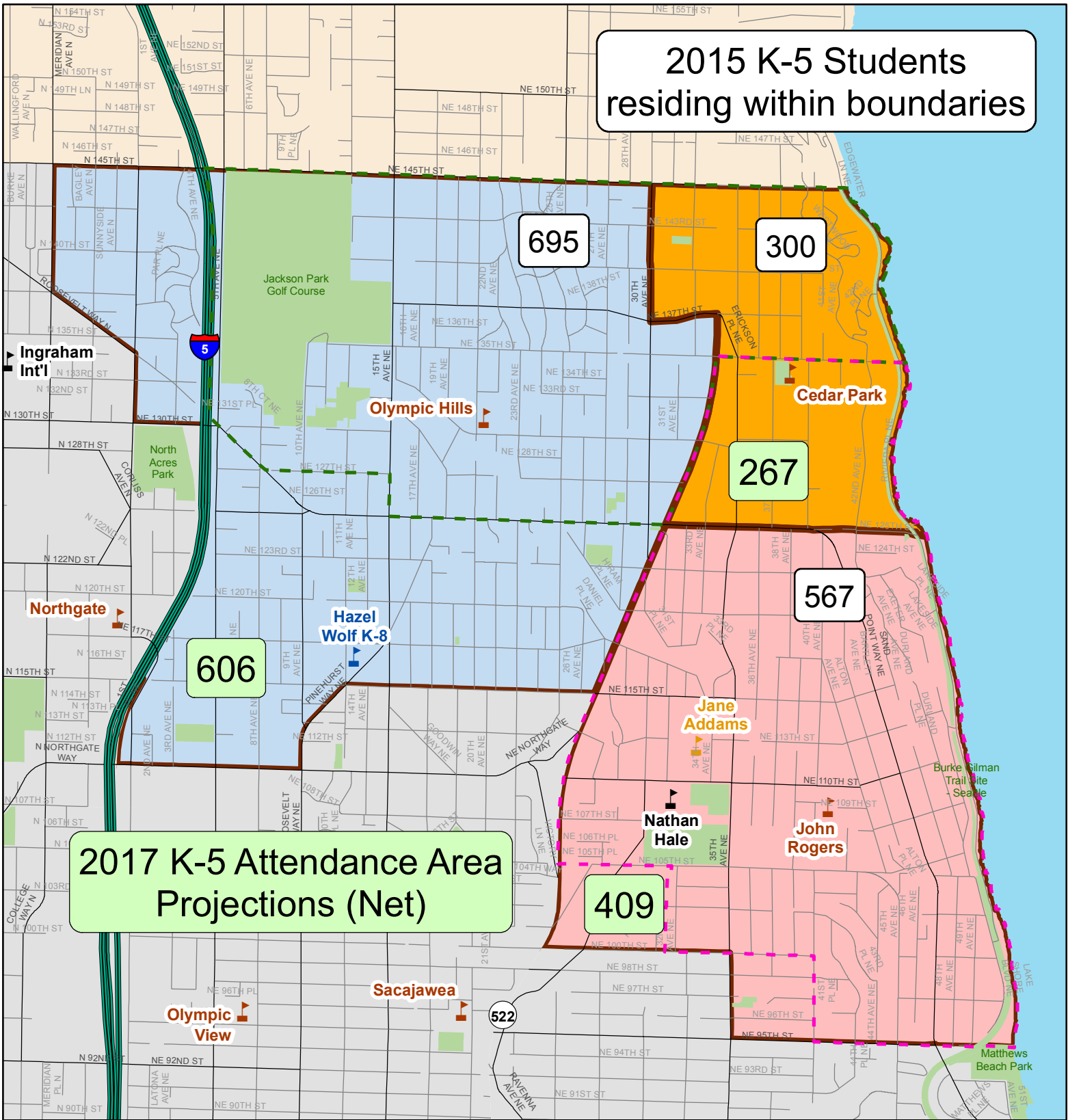
**Challenges:**

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- Transportation is not provided for grandfathered students; historically underserved students may not be able to take advantage of this option in the absence of district-provided transportation to their former (grandfathered) attendance area school
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended- this scenario does not immediately address overcrowding in northeast elementary schools
- Olympic Hills would likely have the highest percentage of ELL, FRL, SpEd and historically underserved students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would initially be very low; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students
- It will not be known which or how many students will attend Cedar Park, John Rogers or Olympic Hills until after Open Enrollment; this creates additional difficulties to plan for and appropriately serve all students

**Mitigations:**

- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

# 2015 K-5 Students residing within boundaries



## 2017 K-5 Attendance Area Projections (Net)

**SEATTLE PUBLIC SCHOOLS**

	John Rogers		Elementary School		High School
	Olympic Hills		Option Elementary School		Option High School
	Cedar Park		Middle School		Service School
	Olympic Hills				
	John Rogers				

N

0      0.5      1 Miles

Map data: 2017-18 School Year  
Map last updated: 6/15/2016

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**Scenario K: Olympic Hills retains part of the Lake City Way NE slice; John Rogers retains Area 1**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	300	567	695
<b>2015-16 K5 Count at AA School</b>	196	302	347
<b>2017-18* K5 Count at AA School (net)</b>	267	409	606
<b>2015-16 ELL Count at AA School</b>	83	30	96
<b>2015-16 ELL % at AA School</b>	42.3%	9.9%	27.7%
<b>2014-15 FRL Count at AA School</b>	134	90	195
<b>2014-15 FRL % at AA School</b>	68.4%	29.8%	56.2%
<b>2015-16 Historically Underserved Count at AA School</b>	148	126	246
<b>2015-16 Historically Underserved % at AA School</b>	75.5%	41.7%	70.9%
<b>2015-16 SpEd Count at AA School</b>	22	28	27
<b>2015-16 SpEd % at AA School</b>	11.2%	9.3%	7.8%

**Benefits:**

- Stability and continuity for some John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

**Challenges:**

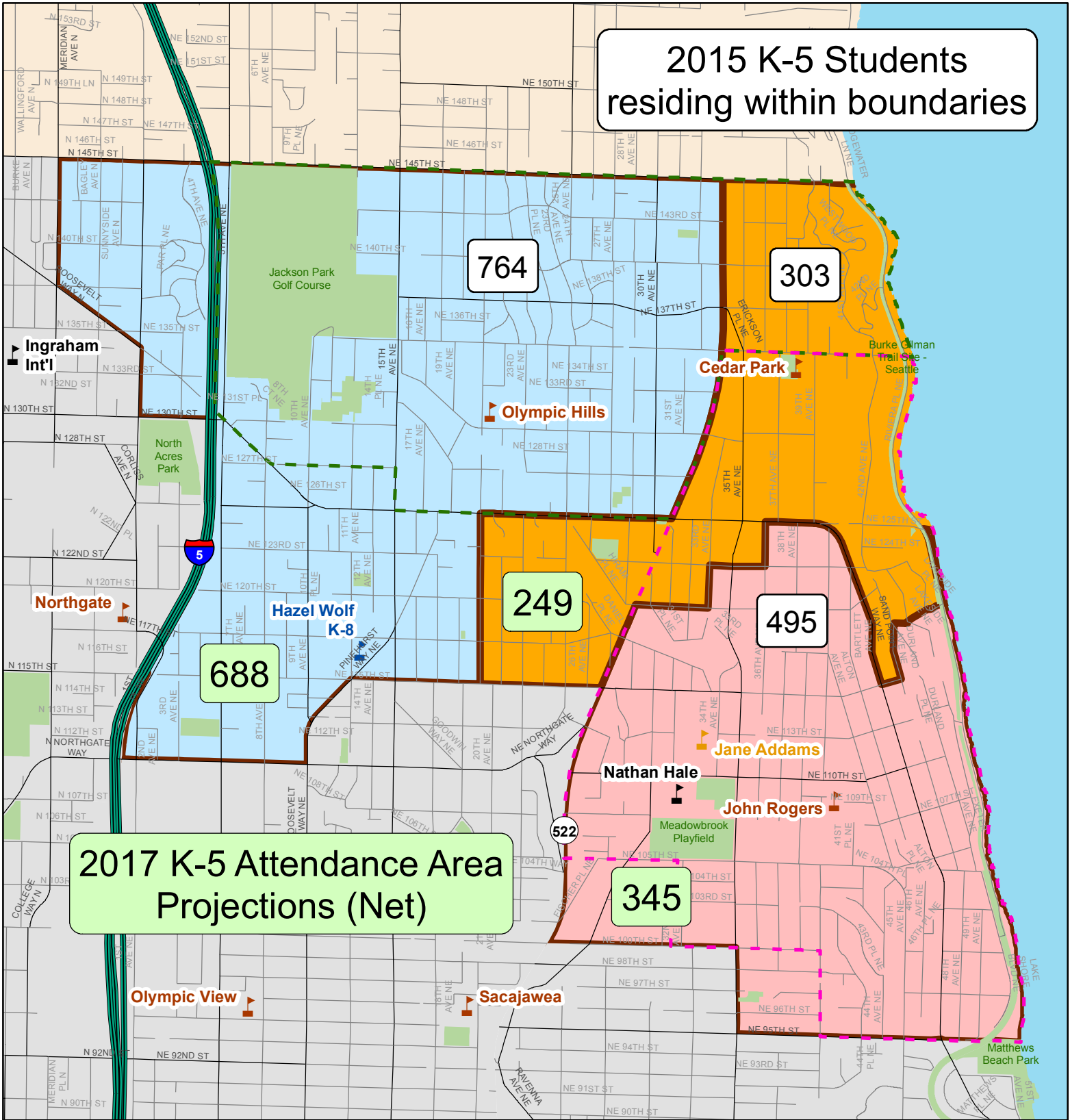
- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended
- Cedar Park would likely have the highest percentage of ELL, FRL, SpEd students and historically underserved students
- Enrollment at Cedar Park may be low, likely between 196 and 267 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students

**Mitigations:**

- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model



2015 K-5 Students residing within boundaries



**SEATTLE PUBLIC SCHOOLS**

	Cedar Park		2015 Attendance Area		Elementary School		High School	
	Olympic Hills		Olympic Hills		Option Elementary School		Option High School	
	John Rogers		John Rogers		Middle School		Service School	
<p>0 0.5 1 Miles</p> <p>Map data: 2017-18 School Year Map last updated: 8/17/2016</p>								

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**Scenario L: Olympic Hills retains entire Lake City Way NE slice; John Rogers retains part of area south of NE 125<sup>th</sup>**

	<b>Cedar Park</b>	<b>John Rogers</b>	<b>Olympic Hills</b>
<b>2017-18* School Capacity</b>	340	340	558
<b>2015-16 K5 Count in AA</b>	303	495	764
<b>2015-16 K5 Count at AA School</b>	171	256	418
<b>2017-18* K5 Count at AA School (net)</b>	249	345	688
<b>2015-16 ELL Count at AA School</b>	44	20	145
<b>2015-16 ELL % at AA School</b>	25.7%	7.8%	34.7%
<b>2014-15 FRL Count at AA School</b>	87	66	266
<b>2014-15 FRL % at AA School</b>	50.9%	25.8%	63.6%
<b>2015-16 Historically Underserved Count at AA School</b>	107	94	319
<b>2015-16 Historically Underserved % at AA School</b>	62.6%	36.7%	76.3%
<b>2015-16 SpEd Count at AA School</b>	20	20	37
<b>2015-16 SpEd % at AA School</b>	11.7%	7.8%	8.9%

**Benefits:**

- Stability and continuity for some John Rogers and Olympic Hills students
- All siblings will be assigned to the same school (assuming they are in the same tier); families may still apply for School Choice if they so desire
- John Rogers may retain Title 1 status and funding
- Cedar Park’s enrollment would likely allow for the addition of bathrooms, a full library, and potentially a computer lab in the existing physical space

**Challenges:**

- Students living outside of the requested areas do not have access to this option; there has been little representation of these voices in previous community engagement efforts
- John Rogers and Olympic Hills would likely be enrolled over capacity, with limited ability to accommodate future projected growth because their boundaries have been amended
- Olympic Hills would likely have the highest percentage of ELL, FRL, and SpEd students, in addition to the greatest number of students; a large number of historically underserved students would be attending a significantly overcrowded school
- Enrollment at Cedar Park would be low, likely between 171 and 249 students; as a result, Cedar Park may not have adequate funding and resources to serve their high-needs students

**Mitigations:**

- Bus northeast elementary students to utilize the planned health resources available at the new Olympic Hills building
- Provide support for John Rogers students if they lose their Title 1 funding
- Fund building improvements at Cedar Park- addition of bathroom, full library, and potentially a computer lab; assess facility needs at John Rogers
- Expand community engagement in advance of School Choice; provide support for targeted outreach to impacted families (i.e. funds for translated materials, etc.)
- Allocate staff and resources to Cedar Park outside of WSS model

#### Attachment D: Grandfathering and Fiscal Impact Data

Enrollment Planning has estimated that up to an additional 21 portables would be required to grandfather all current elementary students (within 2017-18 change areas) at their current attendance area school. In 2016-17, one portable costs approximately \$160,000. This would result in an additional estimated cost of \$3,360,000. A more detailed analysis would need to be conducted given the lot restrictions of some buildings; additional portable placement may not be possible at certain sites.

Transportation has estimated an additional 10 buses would be required to bus transportation-eligible elementary students to their attendance area school, if grandfathering outside of staff recommendations occurs. In 2016-17, one bus costs approximately \$68,000. This would result in an additional estimated cost of \$680,000.

The following tables contain supplemental change area data.

## Elementary School Grandfathering Recommendations

Area ID	FROM SCHOOL	TO SCHOOL	Total # of Students Impacted	Enrollment as of 9/19/2016	School Capacity (2017-18)*	Current # Rooms in Portables**	Grandfathering Recommendation
18	Broadview-Thomson	Viewlands	29	394	406	0	No Grandfathering
90	Olympic View	Olympic Hills	138	479	458	2	No Grandfathering
93	Olympic View	Sacajawea	98	479	458	2	4th & 5th Grade only
88	Olympic Hills	Cedar Park	154	351	580	0	No Grandfathering
95	John Rogers	Cedar Park	105	366	340	5	No Grandfathering
101	Sacajawea	Olympic Hills	57	249	217	5	No Grandfathering
117	Viewlands	Olympic View	120	380	403	10	4th & 5th Grade only
119	View Ridge	Bryant	<10	572	528	7	All Grades
120	View Ridge	John Rogers	10	572	528	7	All Grades
41	Green Lake	Bryant	32	420	319	2	No Grandfathering
44	Green Lake	Wedgwood	39	420	319	2	No Grandfathering
122	Wedgwood	John Rogers	16	479	434	6	All Grades
124	West Woodland	Daniel Bagley	37	546	491	6	No Grandfathering
126	West Woodland	Whittier	23	546	491	6	No Grandfathering
128	Whittier	Viewlands	<10	477	434	0	No Grandfathering

\*The anticipated 2017-18 FROM school capacity assumes continued reduction in class sizes in line with McCleary. Capacity includes use of portables.

\*\* Portable counts are for schools in FROM column and have been updated to only include the count of classrooms in portables. Many school have additional portables being used for other purposes.

## Middle Schools – No Grandfathering Recommended

Area ID	FROM SCHOOL	TO SCHOOL	Total # of Students Impacted	Enrollment as of 9/19/2016	School Capacity (2017-18)*	Current # Rooms in Portables**
45	Eckstein	Hamilton	24	979	1060	6
91	Eckstein	Eagle Staff	28	979	1060	6
124	Hamilton	Eagle Staff	<10	1198	985	0
126	Hamilton	Whitman	<10	1198	985	0
92	Jane Addams	Eagle Staff	<10	929	988	2
66	McClure	Meany	43	553	632	2
40	Washington	Meany	15	1089	874	14
64	Washington	Meany	95	1089	874	14
65	Washington	Meany	34	1089	874	14
68	Washington	Meany	41	1089	874	14
70	Washington	Meany	67	1089	874	14
75	Washington	Meany	<10	1089	874	14
78	Washington	Meany	47	1089	874	14
109	Washington	Meany	57	1089	874	14
10	Whitman	Eagle Staff	45	853	1138	8
16	Whitman	Eagle Staff	45	853	1138	8
47	Whitman	Eagle Staff	53	853	1138	8
83	Whitman	Eagle Staff	46	853	1138	8
117	Whitman	Eagle Staff	39	853	1138	8

\*Capacity includes use of portables.

\*\* Portable counts are for schools in FROM column and have been updated to only include the count of classrooms in portables. Many school have additional portables being used for other purposes.



# Attachment E to 2016 Growth Boundaries Board Action Report

A02\_20161102 attachment E

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

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**This is an attachment for the Board Action Report A02\_20161102. The document includes a table of all of the community input from the fall 2016 community meetings on the boundary changes scheduled for 2017-18 and all of the email input received from the community from Oct. 1, 2016 to Oct. 10, 2016.**

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

Date	Meeting location	Impacted School	Change Area	Category	Summary	Text
9/22/2016	Eckstein	Bryant	20	support for amendments	Happy with amendment to keep 20 at Bryant	I agree with the staff recommendations to retain the Bryant students in Area 20 at Bryant for the 2017-18 school year and beyond. (I have two children at Bryant and one coming in 2018.)
9/22/2016	Eckstein	Bryant	20	Support for amendments	Happy with amendment to keep 20 at Bryant	Thank you for this meeting opportunity. I strongly support the Amendment to retain area 20 as part of the Bryant school community for reasons that I will include in a follow-up email to the Board.
9/22/2016	Eckstein	Bryant	103	unhappy with amendment	Unhappy with amendment keeping 103 in Sand Point	I would like to express my strong opposition to not changing the 103 area to Bryant, as had been planned. I was very happy to hear our school had been changed to Bryant as it was a sensible, logical change. Bryant is much closer and walkable, unlike Sand Point. Bryant is the natural neighborhood school for our area. We are emergency contacts for Bryant students. This is disappointing.
9/22/2016	Eckstein	Cedar Park		Cedar Park demographics	Concern about demographics for Cedar Park	While grateful for the change to 125th being the new amended boundary for JR, I am still gravely concerned about the demographics at Cedar Park elementary. It does not appear the work of the race and equity toolkit was truly taken into consideration. Cedar Park elementary will be a highly impacted school. Not in best interest for all children.
9/22/2016	Eckstein	Eckstein	45	middle school feeder patterns	Feeder pattern is part of the problem	I like the idea of feeder schools, but I feel like it's a part of the issue. If we didn't have rigid feeder patterns, we could go to our closest school. I ask that you look at loosening that rigid feeder pattern.
9/22/2016	Eckstein	Green Lake	41, 44	Green Lake boundary	Re-assess Green Lake boundary; it's too large and should not include 2 option immersion schools.	Green Lake boundaries include two option/immersion schools within a large boundary. When kids opt out of their option programs or move in and don't speak the immersion language so can't enter the school at a grade level, they end up at Green Lake -- but we are losing our long term families to take those kids.
9/22/2016	Eckstein	Green Lake	41	After school care	How will you help with after-school care changes?	We're a Green Lake family being forced to move to Bryant. We both work full time, so need after school care. When I checked at Bryant, we are 6th tier -- there is a long wait list. What will the district do to support families who need after school care? Will you provide a bus to take them to their current program that we don't want to leave? Or are we going to be forced to leave our child care and find something else. Will you expand child care at Bryant so we can get our kids in there? What about transportation, especially in the morning? Our kids have been getting child care at the school, but now they won't.
9/22/2016	Eckstein	Green Lake	41	Green Lake curriculum	Green Lake curriculum doesn't match with others and will make it a difficult transition for those leaving	Green Lake has adopted a "magic curriculum" with grades 3-4-5 connected and learning together. Grades 1 and 2 are grouped as well. If my 3rd grader goes into 4th grade at Bryant, she will have had a very different learning experience that may not connect to the Bryant curriculum.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

9/22/2016	Eckstein	Green Lake	41, 44	Green Lake funding	PTA funding is crucial. How will you support the school after you split up the PTA community?	Over 2/3 of the PTA budget is raised through our annual auction. We've spent YEARS building that auction up. Now we will lose at least 10 families who are a major part of the effort. We need that money raised. PTA is paying for nurses, teachers and other necessities that the district should be covering but aren't. If that fund-raising/funding falls apart, how will you pick up the pieces?
9/22/2016	Eckstein	Green Lake	41, 44	Green Lake boundary	Re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	The Green Lake boundary needs to be re-assessed. It was made without considering the impact of two immersion schools. The district made this huge boundary -- and that's what's causing these problems. We had to absorb any families who don't want or don't qualify for the immersion programs. Please, re-assess the boundary.
9/22/2016	Eckstein	Green Lake	41, 44	Green Lake boundary	Re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	We've put hours into Green Lake; we've built structure, replaced the playground and much more. If children really come first and community is important, why will long-term families be displaced for people moving into expanded area (from the conversion of McDonald).
9/22/2016	Eckstein	Green Lake	41, 44	Green Lake boundary	re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	Students who chose to leave the option immersion schools or move into the area are assigned to Green Lake as their attendance area school while other are being pushed out. Why not put those students at B.F. Day or somewhere else that has space since they are changing schools anyway?
9/22/2016	Eckstein	Green Lake	41, 44	grandfathering	re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	Can grandfathering happen for Green Lake? We need it for after school programs, PTA, drama, money, "magic" program, community.
9/22/2016	Eckstein	Green Lake	44	grandfathering	Connections are important for students	We would like to have a grandfathering option for our daughter, who is slated to be reassigned from Green Lake to Wedgwood. She had just started kindergarten and we are concerned that severing the connections she makes this year will be very hard on her. Thank you.
9/22/2016	Eckstein	Green Lake	41, 44	grandfathering	Green Lake relies on PTA and parents.	I have spent the past 5 years building community at Green Lake Elementary School through volunteering countless hours to the PTA, school, fundraising events, and our school families. This school relies on parents like my wife and I to continue to supplement funding the school does not receive from the state. We absolutely require grandfathering to continue to support our children and this amazing school.
9/22/2016	Eckstein	Green Lake	41, 44	Green Lake boundary	Re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	Please reconsidered the boundaries for Green Lake Elementary. Out incoming kindergarten class makes up over 20% of the school. We are splitting at the seams. Consider sending more kids to B.F. Day or create a standard non-immersion class(es) at McDonald. At the same time allow grandfathering for areas 41 & 44. These families make up over 1/2 of the PTA Board and family volunteers. The school will sink.
9/22/2016	Eckstein	Green Lake	41, 44	after school care	After school care challenges.	Bryant's after school care program has a very long wait list. We would be 6th tier on that enrollment process. How will the district help us with after school care?
9/22/2016	Eckstein	Green Lake	41, 44	data	Provide the data.	How many students and families are proposed to move from Green Lake? Specifically areas 41 & 44?



9/22/2016	Eckstein	Green Lake	41, 44	grandfathering	Community needs to be preserved	Please allow grandfathering at all schools- particularly Green Lake (41 & 44) areas for all the reasons stated all the meeting tonight: 1) the kids (the individual kids) 2) the PTA 3) the community 4) childcare (before and after) 5) stability 6) honoring the investments that families have made in their schools. I did not speak tonight. Note also that it is curriculum night tonight at many schools in the area. Otherwise there would be more people.
9/22/2016	Eckstein	Green Lake	41	grandfathering	Consistency is important. After school programs impacted.	We live in Area 41. We purposefully moved our family prior to my oldest son starting kindergarten. Our intention was to maintain consistency. We have already embroiled ourselves in the Green Lake community and will be extremely disappointed if we need to uplift our children and ourselves to a new school. Also, my two sons (K & 1st grade) go to a karate after school program. They get picked up every day and driven to the karate dojo. If we change to Bryant, they will not get picked up and we will have to find an alternate after school program. This will be very upsetting as we love the program and more importantly our kids love it as well. In summary, we'd appreciate you re-considering grandfathering Area 41. This change would be an extremely unwelcome disruption to our family. Thank you.
9/22/2016	Eckstein	Green Lake	41, 44	Green Lake boundary	Re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	Has Green Lake's boundary been reassessed? Now that the large boundary w/ 2 option schools in it has several years of data, this needs to be re-evaluated. Green Lake cannot sustain this rate of growth; this system doesn't work. Please grandfather our families in 41 & 44, who are now being pushed out due to SPS decision to make this large boundary. And reassess the boundary as a whole. B. F. Day is under enrolled. Please consider moving the boundary so that there is only one option school in Green Lake's boundary, McDonald, and put John Stanford in B. F. Day's area.
9/22/2016	Eckstein	Green Lake	41, 44	Grandfathering; data; Green Lake Boundary	Re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	"Students come first in every decision" is one of the core beliefs listed in the District's strategic plan. Grandfathering has to be a first priority to meet this belief. Since the last boundary change/ in recent years enrollment projections have been below actual enrollment. The new boundaries and two option schools have altered the assumptions underlying the capacity analyses and need to be evaluated. B. F. Day is under enrolled, students changing schools or entering (from option schools) could be enrolled there or other schools and allow established students to remain at Green Lake. The boundary needs to be re-evaluated. Grandfathering needs to be allowed. Are their options that can be evaluated to allow grandfathering?
9/22/2016	Eckstein	Green Lake	41, 44	Green Lake boundary	Re-assess Green Lake boundary; it's too large and shouldn't include 2 option immersion schools.	GLES has a capacity of about 400 students based on size of the building and fire code in the new (\$3 million) lunchroom (450 people). Over six grade levels this is about 65 new students every year. Since the 2013 plan has been implemented we have admitted 100-120 new students in 3 (and now 4) kindergartens and new upper level students. The school capacity is strained due to these additional kindergartens. The resulting strain is not allowing my 4th grade daughter to finish her elementary school time at her home school. The 2013 plan for Green Lake is flawed and needs to be reconsidered. Thank you.
9/22/2016	Eckstein	Green Lake	41, 44	justification	Magic curriculum at GLES	What is the justification for moving kids from one school to a radically different school?
9/22/2016	Eckstein	Green Lake	41, 44	grandfathering	Provide the data.	You recommended 3 changes that affect Green Lake. Given that, why can't you grandfather area 41 and possibly 44?
9/22/2016	Eckstein	John Rogers	95	support for amendments	Supports amendment to make the John Rogers border 125th	What else can we do to make sure the Board hears our voice to approve the amendment for John Rogers? Border needs to move to 125th for Rogers.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

9/22/2016	Eckstein	John Rogers	95	special education	Special education	My daughter gets door to door bus service and in Special Ed at John Rogers. Will she get grandfathered with transportation?
9/22/2016	Eckstein	Laurelhurst	20, 104	support for amendments	Happy with amendment for Laurelhurst	Please approved the proposed amendments to Area 20 & 104 to limit further enrollment growth to Laurelhurst Elementary School. Laurelhurst simply does not have the space to accommodate further enrollment expansion. Laurelhurst is the most overcrowded school in the NE. We are ~ 30% over the SPS right size number. Laurelhurst is not projected to receive any enrollment relief. Based on last year's enrollment, Sand Point was 10% over the SPS 2020 right size number and Bryant was 5% over. In addition, when the 2013 plan was created, Laurelhurst has only one classroom dedicated to Special Ed and now has two classrooms. If enrollment data was altered to reflect actual space usage based on total programs and students, Laurelhurst would be even more overcrowded than already shown by straight one to one enrollment numbers. I hope you will approve the related amendments.
9/22/2016	Eckstein	N/A	N/A	Process - Teaching and Learning support	Why isn't Teaching and Learning here?	Why isn't someone from Teaching and Learning here? These questions relate directly to Teaching and Learning. They should be here to explain their plan to help these students.
9/22/2016	Eckstein	N/A	N/A	process	Unhappy with the process.	Why are you still drawing boundaries that don't work? Who selected the schools for grandfathering and how were those schools selected? Why didn't you meet with the PTAs?
9/22/2016	Eckstein	NA	N/A	Not providing all the information needed	Need full information	I'm disappointed that you are missing key information and coming out to us without things like special education information.
9/22/2016	Eckstein	NA	N/A	Too much change	Why isn't Teaching and Learning here?	In reviewing documentation, I see at least 1,000 students who are being geo-split, most of them high poverty. Teaching and Learning should be here. It's immense amount of swirl.
9/22/2016	Eckstein	NA	N/A	Portables; capacity; grandfathering	You should be adding portables to allow grandfathering.	Why are you not doing a portable study? A handful of portables could handle this. You could put portables at these schools and allow grandfathering for all. What is the cost vs. benefit? Every one of the schools should be asked "would you rather have portables or lose students?"
9/22/2016	Eckstein	NA	N/A	portables; capacity; grandfathering	You should be adding portables to allow grandfathering.	Why isn't the Board directing there to be a district-wide conversation on portables and using them to reduce moves?
9/22/2016	Eckstein	NA	N/A	Data	Provide the data.	I have asked for data on how many people are moving across the district. When will we see that spread sheet? When will you make this data publicly available?
9/22/2016	Eckstein	NA	N/A	process	How will these meetings impact the proposed amendments?	Is staff going to actually change what is recommended to the Board/going to the Board or is it a case of that's it, this is what we recommend? Are you going to do anything with this feedback? Or is this just telling us what is going to the Board?

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

9/22/2016	Eckstein	NA	N/A	timing/process	timing doesn't make sense	I feel like this is rushed when this year's school enrollment numbers aren't done yet. Wouldn't it make sense to wait to look at the new count? Why this timeline? Why can't you wait for newer data?
9/22/2016	Eckstein	NA	N/A	Special Education	What about Special Education?	How will these changes affect SpEd? Will SpEd kids be allowed to grandfather in their programs?
9/22/2016	Eckstein	NA	N/A	After school care	After school care challenges.	After school care is a major consideration and should be considered when deciding to move children. It is a hardship and is an economic hardship.
9/22/2016	Eckstein	NA	N/A	data	Provide the data.	The district was asked at the Operations Committee meeting to provide the number of children impacted at each school. Staff committed to providing this data publically. When will it be provided? Where is the justification for these changes?
9/22/2016	Eckstein	NA	N/A	grandfathering	How can we lobby for grandfathering	Can we get an amendment passed for grandfathering? How? Who do we call/email?
9/22/2016	Eckstein	NA	N/A	impact	Do you consider the impact on students and community?	Do you consider the impact on communities, families, and students when you recommend not grandfathering? Speaking personally, being ripped out of our school community will be a real emotional and developmental hardship on our child/family.
9/22/2016	Eckstein	NA	N/A	timing/process	The timing doesn't make sense	Why are the amendments coming to pass a few weeks into the new school year? Had we known even a few weeks earlier we would have made other family choices regarding schools for our kindergartener.
9/22/2016	Eckstein	NA	N/A	unhappy with amendment	Community needs to be preserved	I agree with all the other comments. This is about community. I do not support the amendments proposed. The approved plan from 2013 should remain. People purchased homes, have closer proximity- "neighborhood school."
9/22/2016	Eckstein	N/A	N/A	choice assignment	If my child has a choice assignment, how does grandfathering impact?	We live in the current Green Lake attendance area; however my 4th grade son has attended View Ridge elementary since kindergarten as his "choice" school during open enrollment. Will he be grandfathered 2017-18 and able to stay at View Ridge for 5th grade. Thank you.
9/22/2016	Eckstein	N/A	N/A	data	Provide the data.	How will boundary changes affect the Title 1 status of different schools?
9/22/2016	Eckstein	N/A	N/A	data	Provide the data.	Can the district show us what impact grandfathering would have on school enrollment and explain why rollups of the changes can't be accommodated?
9/22/2016	Eckstein	N/A	N/A	capacity	Some schools nearby are under enrolled -- how are you filling those spaces?	Schools close to the over-crowded schools are under enrolled. What efforts are being made to fill these spaces?
9/22/2016	Eckstein	N/A	N/A	precedent, data	Provide the data.	Is there a precedent for breaking up so many school communities at once, and is there data available to show the impact of so much disruption?
9/22/2016	Eckstein	N/A	N/A	data	Provide the data.	How is current data being applied to update the recommendations?
9/22/2016	Eckstein	N/A	N/A	grandfathering	Community needs to be preserved	How can more grandfathering happen to keep community together?
9/22/2016	Eckstein	N/A	N/A	Special Education	Special education	How will SpEd continuum of services be impacted? Grandfathering?
9/22/2016	Eckstein	N/A	N/A	justification	Provide the data.	Do you have justification for the massive instability in all aspects of student life, especially PTA support of programs.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

9/22/2016	Eckstein	N/A	N/A	data	Provide the data.	The data needs to be available ASAP. Since we keep hearing about children and families coming first. Why are we heading for all this disruption? I think everyone at this meeting is concerned. At the effects on the kids, and as was mentioned, the PTAs. Every school's funding will suffer. Also-capacity constraints? It just seems like almost every school gets from "here" and gives to "there." What about the status quo? Sac is not at capacity. Why have 100 students leave a school to have 100 come in?
9/22/2016	Eckstein	N/A	N/A	equity between option schools and AA schools	Community needs to be preserved	This plan undermines neighborhood schools compare to option schools. If someone gets into an option school, they get to keep their spot. Without grandfathering, the only instability is with the neighborhood schools- not equitable.
9/22/2016	Eckstein	N/A	N/A	Data	Provide the data.	Data constraints pre-> post ethnicity, race, ELL thought went in
9/22/2016	Eckstein	N/A	N/A	ELL	Not putting students first	You are undoing 3 years of work for the ELL learners, who are just becoming comfortable – you are hoping they end up okay
9/22/2016	Eckstein	Olympic View	90, 93	data	Provide the data.	We at Olympic View EL request data: # of total students displaced; # of students at each school displaced; demographics of school pre/post changes (IEP, FRL, ELL, ethnicity, SpEd); data and research that changes are based on available space at each school.
9/22/2016	Eckstein	Olympic View	90, 93	grandfathering	Student wants to stay at OV.	Please let me stay at OV. Thank you.
9/22/2016	Eckstein	Olympic View	90, 93	grandfathering	Student wants to stay at OV.	I want to stay at OV because my friends are there.
9/22/2016	Eckstein	Olympic View	90, 93	grandfathering	Not grandfathering doesn't make sense	The lack of grandfathering seems completely crazy to me. How was the situation not known when the plans were made 2 years ago? A lot of kids are being added to Olympic View, and a lot of others are being moved out. Why not just let them all stay where they are or at least minimize the disruption?
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Why are students allowed to stay at Olympic View instead of coming to Sacajawea but those at Sacajawea must move to Olympic Hills?	What about Sacajawea? No grandfathering for students leaving Sacajawea but there is grandfathering for Olympic View students to grandfather at Olympic View?
9/22/2016	Eckstein	Sacajawea	101	Data; funding	Where is the data to support the changes, and how will the district mitigate funding needs?	As an educator, how much data informs these decisions? 45% of my daughter's school is being displaced. I'd like to know how many students at each school are being displaced; what the demographics for the school are, both pre- and post- change; with the significant capacity constraints, how is this setting up schools for the future -- Some schools will increase to 60-70% FRL next year (currently 30 percent). This will affect the demographic makeup of multiple schools. How does this impact things money/support-wise. There is a lag in FRL funding. What is the district's plan to mitigate this?
9/22/2016	Eckstein	Sacajawea	101	Grandfathering	Community needs to be preserved	What are your justifications for taking all of the students out of their stable zones? Sacajawea is losing a big part of the community -- people who have put in the time/work to make the school better and to make it inclusive of all students.
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Serving students requires knowing them.	We've just figured out how to serve these students, especially those needing supports and who are ESL. Now they have to start over with new teachers who don't know them and have to figure that out all over again. And you are bringing in NEW students who we don't know.
9/22/2016	Eckstein	Sacajawea	101	capacity	The changes don't fit with our current experience at Sacajawea.	Our school is losing a fantastic teacher right now because 8 families who were expected didn't come to our school this fall. But you are saying we need to lose students next year. What you are saying doesn't match the facts.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

9/22/2016	Eckstein	Sacajawea	101	Sacajawea capacity	Is Sacajawea at capacity?	Is Sacajawea at capacity? We want more kids. We can take more.
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Community needs to be preserved	Sacajawea, section 101. What is being missed is you have built neighborhood schools, but neighborhood is more than the location; it's the community. Building that community takes time. We've put in that time and work, and now you are taking part of our neighborhood community. It's not just streets and maps. It's what we build.
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Not grandfathering doesn't make sense	Sacajawea, section 101. We had looked at the boundary changes approved and were expecting the change, but we didn't consider that there wouldn't be grandfathering. We understand the need for boundary changes -- what we don't understand is why you are not allowing grandfathering. We are losing part of our PTA.
9/22/2016	Eckstein	Sacajawea	101	Sacajawea capacity	Not grandfathering doesn't make sense	Several years ago, we were told Sacajawea didn't need to exist. We rallied and counted and demonstrated that it was needed, and now we are told we can't grandfather because of capacity.
9/22/2016	Eckstein	Sacajawea	101	data	Provide the data.	When will you give us the data on the numbers involved in the changes?
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Not grandfathering doesn't make sense	It's very important that you allow grandfathering at Sacajawea- there is no compelling reason transparent to us that you would not allow this.
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Not grandfathering doesn't make sense	Please change the grandfathering recommendation for Sacajawea Elementary and allow all currently enrolled students to stay at Sacajawea.
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Students need connections	We families who live just north of 115th are very upset. We want to stay at Sacajawea. Our family and student has formed strong bonds with students, families, teachers, and staff at Sac and we wish to be "grandfathered" in if the boundaries are changes.
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Sacajawea could take more families. We're ok with being crowded for a few years.	Thanks for the help; I think Sac could accept ~40-50 grandfathered families with these changes. Could we prioritize families from 5th down? This would minimize how long Olympic Hills would have to wait. We don't mind being more crowded than Olympic Hills for a few years. (P.S. We live next to Sacajawea.)
9/22/2016	Eckstein	Sacajawea	101	grandfathering	Community needs to be preserved	I am a Sacajawea parent invested in our community and am very upset about being forced out (we live in area 101). Grandfathering needs to be an option for as many school as possible, and certainly more than recommended.
9/22/2016	Eckstein	Sand Point	103, 104	Support for amendments	Happy with amendment for Sand Point.	Very happy with the retain for Sand Point. This will support greater equity for our families who need access to services and funding provided by LAP, levy and FRL percentage.
9/22/2016	Eckstein	Sand Point	103, 104	Support for amendments	Happy with amendment for Sand Point.	Thank you for your support retaining the boundaries for Sand Point! This will support our school.
9/22/2016	Eckstein	Sand Point	103	unhappy with amendment	Unhappy with amendment keeping 103 in Sand Point	Area 103 was supposed to move to Bryant. We live right in the border and are part of the Bryant community. Why is this area not zoned to Bryant? Sand Point is 2 miles away versus just a couple streets away.
9/22/2016	Eckstein	Sand Point	20	support for amendments	Happy with amendment to keep 20 at Bryant	Please approve the amendment that would keep area 20 (Bryant neighborhood) in the Bryant school. Thank you.
9/27/2016	Hamilton	Bagley, B.F. Day	11, 25		Number of children in 11 and 25 would have attended Green Lake?	How many children would have attended Green Lake from the proposed (and since amended) attendance areas are Bagley (11) and B. F. Day (25)?
9/27/2016	Hamilton	Bagley, B.F. Day	11, 25	Decision process	Reasons for amending 11 and 25?	What were the reasons/justifications used to create the amendments to areas 11 & 25? Were all principals (of affected schools) involved in these decisions?

9/27/2016	Hamilton	Bagley, B.F. Day	11, 25	Data; grandfathering	What is worse; not following McCleary or not Grandfathering?	What are the current enrollment and school capacity at Bagley and B. F. Day? What are number students in Area 25 and Area 11 (that are not going into Green Lake)? How is special education impacted? How is designation of Title 1 status impacted? What is worse, not following <i>McCleary</i> or not grandfathering?
9/27/2016	Hamilton	Cedar Park		Park; Choice	out can't be worth it.	Please reconsider not grandfathering kids at their existing schools. My son is in 2 <sup>nd</sup> grade at
9/27/2016	Hamilton	Eagle Staff		HCC; Eagle Staff	How will HCC fit at Eagle Staff?	Overcapacity question: Eagle Staff looks to have 150 open slots (of 1K total) after 150 spots Licton Springs and 700 middle school. How many slots for HCC cohort? Only 150 all grades? Please answer question by email (L-----@GMAIL.COM) as I cannot find data to explain real details on HCC cohort going to RES. I want to ensure my child, current 5 <sup>th</sup> grade Cascadia who would have gone to HIMS will have a highly effective and socially and academically engaging experience at RES. I am not convinced that will be the case, nor that the school isn't over-capacity before it opens.
9/27/2016	Hamilton	Eckstein	45	Grandfathering	Why are you moving Eckstein students to Hamilton? Will they grandfather at Eckstein?	Area 45 is being moved from Eckstein to Hamilton. However, Eckstein has space and Hamilton is overcrowded. Will current 6 <sup>th</sup> and 7 <sup>th</sup> graders who live in Area 45 be grandfathered? Has the plan to move Area 45 to Hamilton been re-evaluated given current enrollment data?
9/27/2016	Hamilton	Eckstein	45	HCC	Why are you moving Eckstein students to Hamilton? Will they grandfather at Eckstein?	Area 45 is being moved from Eckstein to Hamilton. HCC students who live in the Eckstein area are assigned to JAMS. Will current HCC 6 <sup>th</sup> and 7 <sup>th</sup> graders living in Area 45 be moved from JAMS to Hamilton in 2017? JAMS is a new school- Hamilton is overcrowded. These students should be grandfathered with transportation.
9/27/2016	Hamilton	Eckstein	45	Hamilton capacity	Why moving students from Eckstein to Hamilton?	Hamilton already has > 1200 students, Eckstein has an appropriate enrollment. Why bring more kids into crowded Hamilton from the right sized Eckstein?
9/27/2016	Hamilton	Green Lake	41, 44	Green Lake boundary	Take an additional look at Green Lake boundaries with revised data.	Green Lake boundaries need to be adjusted based on revised data and option schools in the attendance area. Areas 41 & 44 should not be moved simply to align middle schools. Keep it and adjust south of 45 <sup>th</sup> .
9/27/2016	Hamilton	Green Lake	41, 44	Grandfathering; Green Lake boundary	Right size the boundary and assign some to BF Day so we can grandfather.	How are students in area 41 better off by being transferred from one over-capacity school to another over-capacity school? Green Lake -> Wedgwood (2017-2018) How is the under capacity projected in 2017-18 of 97 for B. F. Day being evaluated to relieve the projected overcapacity of 101 at Green Lake? Why are there 2 language immersion schools within Green Lake's boundaries? Has consideration been giving to placing new families at the closest school with space in 2017-18 and allowing grandfathering everywhere? Why is there no attempt to estimate the incoming kindergartener population based on birth records, daycare waitlists and daytime enrichment class enrollment? With 2 language immersion option schools within Green Lake's boundaries, enrollment at Green Lake has been shown to increase by 17 students from 9/2015 to 6/2016 and enrollment at the two option schools decreased by 17 students in this same time frame- a trend that is likely to continue if the two option schools remain in Green Lake's boundary.
9/27/2016	Hamilton	Green Lake	41, 44	Green Lake boundary	2 immersion schools, put 1 in BF Day	Green Lake ES is the only school with 2 option / language immersion schools within its boundaries. Why can't areas around one of these be placed into B. F. Day's attendance area? They are under enrolled.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

9/27/2016	Hamilton	Green Lake	41, 44	Grandfathering	With 11 and 25 not moving to Green Lake, there should be room for grandfathering.	Have all changes labeled "implement" been re-analyzed given the decisions to "amend" some others? For example, the elimination of changes # 25 and #11 should alleviate capacity for students to be grandfathered into Green Lake ES.
9/27/2016	Hamilton	Green Lake	41, 44	Grandfathering; Green Lake boundary	Expand schools not over capacity so Green Lake can grandfather.	Green Lake shares its boundaries with two option schools. Those schools are not over-capacity and their boundaries could be expanded so that we are not forced to switch schools.
9/27/2016	Hamilton	Green Lake	41, 44	Grandfathering	Cruel to change; please grandfather existing students.	At Green Lake, we have built a strong community with our students, parents and staff. Ripping students out of their current classrooms, away from their friends, beloved teachers, and support systems is cruel and simply put detrimental to the child's social needs. Please consider grandfathering existing students and letting them finish their time here without disruption.
9/27/2016	Hamilton	Green Lake	41, 44	Grandfathering; Green Lake boundary	Please re-examine Green Lake boundary and allow grandfathering.	Green Lake Elementary PTA will be severely impacted by boundary suggestions and no grandfathering. Please re-examine boundary changes and let students stay at the school they are out.
9/27/2016	Hamilton	Green Lake	41, 44	Grandfathering; Green Lake boundary	Re-evaluate Green Lake. Decisions made using old data. Recommendation doesn't consider what's best for students.	Re-evaluate boundary at Green Lake. 1) B. F. Day is underutilized (projected) by 94 students for 2017-18. 2) Green Lake and 2 option schools within Green Lake boundary expected to be overenrolled. 3) District recommend area 25 and area 11 not come into Green Lake, which is larger than area 41 & area 44. How affect Green Lake? 4) area 41 and area 44 being moved to overcrowded Bryant and Wedgwood 5) decision in 2013 based on 2012 data, revise with current data. has current data been applied to evaluation of boundary? Is there precedent for breaking up so many schools and communities? It appears the recommendation does not consider what is best for students and their education.
9/27/2016	Hamilton	Green Lake	41, 44	Grandfathering; Green Lake curriculum	Grandfather students at all elementary schools. Green Lake multiage classroom/program will cause learning disruptions for students leaving.	Support Grandfathering. Please support grandfathering at elementary schools (including Green Lake). 1) Area 41 and 44 are proposed to be moved to schools (Bryant and Wedgwood) that are more overcrowded than Green Lake. This makes no sense. 2) At Green Lake, multiage classrooms are utilized. Not grandfathering will force students to repeat or miss curriculum. 3) before and after school care will be difficult by being placed at the end of waitlists. 4) PTA board, fundraising, volunteers will be displaced if no grandfathering 5) support grandfathering to minimize learning disruption- quality of education at Green Lake. Support grandfathering at Green Lake! At April 2016 meetings, grandfathering was assured. Now it is not. What has changed? What is the impact (the numbers) of grandfathering on enrollment? What would projected school enrollment be for 2017-18 for all of these elementary schools, specifically Green Lake?
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Community is important. Let us celebrate milestones by grandfathering students who are nearing graduation from grade or middle school.	I've been through a lot of changes. Being ripped out of a school and moved probably creates more trauma for the parents than the children. However, we have built a community that takes care of every kid. If someone can't pick up, someone else will take care of it. Now, communities who have worked together and followed each others successes and challenges are being split. I ask that you take a softer look at grandfathering, especially for those student who are nearing graduation from elementary or middle school. The community has been there for these students throughout their years at the school. Let them stay where we can celebrate them as they finish elementary or middle school. Graduation is a big thing and they deserve to have their community celebrating with them.

9/27/2016	Hamilton	N/A	N/A	Grandfathering	Grandfathering has been the standard; we knew about changes, but expected grandfathering	We didn't come to the community meetings in April because we couldn't imagine that there would not be grandfathering. We literally could not imagine a that you would not recommend grandfathering. I have looked over past materials and repeatedly see grandfathering as the standard. I feel like this has been a bait and switch. We expected boundary changes, but we also expected grandfathering.
9/27/2016	Hamilton	N/A	N/A	Transportation	Eagle Staff walk zone isn't safe. Please provide transportation.	I'm addressing the huge walk zone for Eagle Staff. It includes the "open air drug market" in the area. I am strongly concerned about student safety. There will be a huge increase in traffic because people will not let their students walk or bike through the area. I wouldn't even want to walk through the area myself. We also won't have our kids crossing Aurora, 85th and other busy streets in the darker winter months. I know the walk zone is based on a certain distance but ask that you consider the safety of students and provide transportation.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Verify enrollment data before vote; Sacajawea has a combined grade program.	Sacajawea is the smallest school on the list. How will enrollment data be verified before the board vote? We have 57 students scheduled to leave. That is 1/3 of the families who are an important part of the community. To have that community taken away is heartbreaking. We group students. 2/3 grade are together and 4/5 grades are together. I ask you to reconsider grandfathering.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Green Lake has a different learning program that will create gaps	We are in the area not going to be included in Green Lake. The community came together and created a different type of school. Students at Green Lake are learning differently and there are going to be gaps when you send them to a school with a standard by-grade program.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Aftercare is important to consider	Not grandfathering greatly impacts aftercare. I know that this is not controlled by SPS, but if you grandfather the students they can continue in their before- and after-school care. If you move them, they suddenly have no after-school care and there is no plan to address the fact that all the programs are full. We'd like you to understand what you are doing affects the after-school hours as well.
9/27/2016	Hamilton	N/A	N/A	Hamilton capacity	Showing students into Hamilton but not out of Hamilton.	Hamilton is well over capacity. Students are sharing lockers with extra people and they've lost the play area to portables. Now you are showing some students who are currently in the Einstein area coming to Hamilton next year -- but no one is leaving. What's going to happen?
9/27/2016	Hamilton	N/A	N/A	HCC	Where will HCC be going?	When Eagle Staff was being planned, they were supposed to take some HCC. I don't see any information in the materials about HCC. Is that not going to happen? Is an HCC student living in the Whitman attendance area still going to be going to Hamilton?
9/27/2016	Hamilton	N/A	N/A	HCC	Why isn't HCC being planned now?	Shouldn't planning for HCC be happening in tandem with boundary planning. How can you know how many students to plan for?
9/27/2016	Hamilton	N/A	N/A	HCC	Where is HCC going?	Is there an HCC pathway being discussed for Whitman or is it only Eagle Staff?
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Don't ask kids to start over.	We are being moved from West Woodland to Bagley. When a little person first experiences school, they walk down the hallways hoping to make friends. Now you are asking them to start over. Please let students grandfather.
9/27/2016	Hamilton	N/A	N/A	HCC	Why isn't HCC being planned now?	HCC is more than a program decision. Will it be a geo-split? Will there be grandfathering? When will we know?
9/27/2016	Hamilton	N/A	N/A	Capacity	You should have planned better.	The capacity emergency has been coming for a long time. If SPS had been looking ahead, all this could have been avoided. You should have been opening schools when you were closing them.
9/27/2016	Hamilton	N/A	N/A	Bagley capacity	Already has 8 portables. Adding more students isn't going to help.	Bagley has 8 portables now — how is adding 2 more areas going to reduce crowding or portable use?



9/27/2016	Hamilton	N/A	N/A	Grandfathering	Don't ask kids to start over.	The idea of taking a little person from what they are just getting used to and are excited about school and not being the "littlest" kids, making them move is so disruptive after they just got settled and have figured out school.
9/27/2016	Hamilton	N/A	N/A	Sacajawea capacity	Capacity numbers compared to in/out numbers doesn't make sense.	You are moving 57 out of Sacajawea and moving 98 in, but you already show us as being over capacity. This seems like disruption for disruptions sake. The in versus out doesn't make sense based on your capacity numbers
9/27/2016	Hamilton	N/A	N/A	Data	Share more data.	I would like to see the previous grandfathering rules. I'd also like you to break out the ages for middle school and elementary school as 4th and 5th graders and 2nd and 3rd graders for area 124.
9/27/2016	Hamilton	N/A	N/A	HCC	Send Elementary HCC split to Cedar Park	The Cascadia HCC group needs to be split. Put them at Cedar Park and let everyone else stay.
9/27/2016	Hamilton	N/A	N/A	Impact	Consider impact on kids, not just numbers.	You are showing a chart of the process, but all you are seeing is the number of kids. You are not evaluating the impact on kids. What is the way you are trying to minimize the impact? For example, all kids being equal, what is the impact on specific kids versus putting bodies in classrooms.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	We'd rather be in portables or teaching in the gym than not grandfathering.	Not grandfathering is so far out of the bounds of the social contract. People made choices for school this year based on an expectation of grandfathering. How is the School Board going to consider the precedent being made? For all I know, these boundaries could change again in 8 years. Portables are fine; so is teaching class in the gym if it lets us grandfather.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Consider impact on kids, not just numbers.	You need to consider the effects on children. You aren't disaggregating the numbers and are focusing less and less on students. Other very large school districts have made a policy of universal grandfathering because they are concerned not just about the emotional and social impacts but also the cognitive and learning impacts.
9/27/2016	Hamilton	N/A	N/A	Choice process	Will their be a tiebreaker?	Will their be a tier for displaced students who want to option into the school? We get a tiebreaker during choice?
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Community is being disrupted and losing parent leaders, which will weaken PTA.	I am the Green Lake PTSA president. Not grandfathering will really affect our community. More than 1/2 of the PTA board is not being grandfathered. These are people who have been involved for years. We've built their capacity to create a strong PTA. Now new people are coming in who may NOT be ready to serve on the PTA board.
9/27/2016	Hamilton	N/A	N/A	Green Lake capacity and boundary	Look at changing Green Lake boundary so it doesn't include 2 options schools.	There are 2 option schools in our attendance area (Green Lake). Anyone moving into the area in 3rd grade or higher cannot attend the immersion schools so they are automatically assigned to Green Lake. Anyone who has made the choice for the option school but decides to leave is automatically assigned to Green Lake. The proposed changes don't solve the problem. It is not a solution. These boundaries were changed when McDonald became an option school. I ask you to look at Green Lake with all the new data and consider a change to the boundary. Look at moving some of the attendance area to B.F. Day, which has capacity.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Unhappy with students being moved.	I was in the military, which meant moving my children around every year, which has an emotional, social and cognitive impact. I got out of the military to provide my kids with stability. Now they are going to be moved more than if I had stayed in the military.
9/27/2016	Hamilton	N/A	N/A	Students first	Put students above all other considerations.	Your website says you place the interests of students above all others. I'm asking you to do so.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

9/27/2016	Hamilton	N/A	N/A	Middle School boundaries	Review north end middle schools with current data; numbers show Whitman under-enrolled and Hamilton still over capacity.	Have the North Seattle middle school boundary changes to be applied in 2017-18 with the opening of Eagle Staff been reviewed with recent data? Based on the #s I've seen it looks like Whitman will be very under enrolled and Hamilton will continue to be over crowded under the current plan for Eagle Staff boundaries. The plan should be reassessed ASAP, modification made with time for community engagement. If not, I fear we will be looking at middle school boundary changes AGAIN in a year or two and AGAIN face questions of grandfathering or disrupting students.
9/27/2016	Hamilton	N/A	N/A	HCC	What is the program pathway for HCC middle school?	Starting in 2017, where will HCC students who live in Hamilton, Eagle Staff, and Whitman areas attend middle school? What is the program pathway for HCC middle school in these areas? If this has not been decided, these decisions must be made simultaneously with boundary decisions. How else can enrollment be accurately estimated?
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Don't force 4 and 5 graders to change schools.	I understand the requirement to lower class sizes K-3, but forcing a 5 <sup>th</sup> grader to change schools doesn't make more space in a K-3 class. Please grandfather 4 <sup>th</sup> and 5 <sup>th</sup> graders.
9/27/2016	Hamilton	N/A	N/A	Grandfathering; Green Lake boundary	Right size the boundary and assign some to BF Day so we can grandfather.	Rather than forcing current students to move (no grandfathering) from Green Lake Elementary, please reduce the enrollment by right sizing the boundary. B. F. Day has empty classroom and is under enrolled! There is a solution to Green Lake's capacity problem right there. Please revise our boundary and grandfather our students.
9/27/2016	Hamilton	N/A	N/A	Feeder system	ES to MS feeder system should be reevaluated.	Has SPS considered dropping the Elementary school to Middle school feeder system? It creates all sorts of odd boundaries and appears to be the real driver behind moving elementary school boundaries.
9/27/2016	Hamilton	N/A	N/A	HCC	Consider HCC at Cedar Park	Concern about where district plans to split off NE HCC group. Decatur is not sustainable long term option. Why not consider Cedar Park?
9/27/2016	Hamilton	N/A	N/A	HCC	Middle school HCC pathways unclear	Concern about middle school pathways for HCC cohort in the north end. Data shows no room for HCC at Hamilton and Eagle Staff in the near future.
9/27/2016	Hamilton	N/A	N/A	Grandfathering; meeting format		Please have a moderator is whose informed. She could not answer any questions. Also, there seems to be a lot of misinformation regarding HCC in middle school. I assume that HCC is currently at Hamilton will be split between Eagle Staff and Hamilton, as mentioned many times? Please grandfather all elementary school students. Many West Woodland, Sacajawea, and Green Lake parents spoke up. Forcing elementary students to switch schools is cruel, disruptive and not in line with early-childhood research and psychology.
9/27/2016	Hamilton	N/A	N/A	HCC; High school	Geo split elementary HCC, not by grade. Families need full information on whether they will be required to change high schools.	Please do not split Cascadia 1-2/3-5. Geo-split. 1-2/3-5 is terrible for disadvantaged families. I am terrified about high school. I am extremely frustrated that parents keep hearing "we are not discussing high school yet." Discuss high school! Now! Last year! Families going to high school this year would have full information in any other district. HCC students should know where their pathway will be. All students should know if they could ripped from a school in 11 <sup>th</sup> or 12 <sup>th</sup> grade.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Put students first and add portables if necessary.	The Board should reject "no grandfathering" at West Woodland. Current West Woodland students should be grandfathered, and the use of portables increased if necessary. Lack of grandfathering puts students last, not first, in education.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Grandfather all, not just 4/5 grades.	If anything, younger children will struggle more with social and emotion change and will find traveling further to school challenging and less safe. Please grandfather everyone.

9/27/2016	Hamilton	N/A	N/A	Grandfathering	Grandfather currently enrolled students. We won't ask for sibling grandfathering.	Please allow grandfathering for currently enrolled students to avoid disrupting their experience. We understand the capacity issues and would be willing to compromise by not including younger siblings in our request.
9/27/2016	Hamilton	N/A	N/A	HCC	What will the HCC pathway be and will HCC students be grandfathered?	Need to know when we will know about HCC pathway. Grandfather rules for HCC?
9/27/2016	Hamilton	N/A	N/A	Meeting format	Consider different way to hold meetings.	While I appreciate the public meeting, and opportunity to learn more and provide feedback, this public involvement process is incredibly disappointing. These are important issues, and the way SPS approaches this is not helpful. Suggestions: 1) more thorough staff intros 2) staff name tags with titles and roles 3) longer meeting hours, 1 hour is not long enough 4) develop/find an online open house format -> not everyone can attend an in-person meeting 5) add the PowerPoint to the website -> and/or create an online presentation to make it accessible 6) have facilitator repeat questions, and actually answer questions as received 7) provide more targeted meetings -> i.e. target meeting to group specific schools, then talk about those specific issues and reasons why those changes are proposed -> make a more direct connection to your families and their personal concerns
9/27/2016	Hamilton	N/A	N/A	Grandfathering	There will only be 5 girls in 3rd grade if you don't grandfather at Green Lake	If the proposed grandfathering limitation move forward there will be a total of 5 girls in the 3 <sup>rd</sup> grade class at Green Lake elementary school. Please reconsider.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Honor previous actions on grandfathering. The looping curriculum at Green Lake is preferred.	Request grandfather at Green Lake. In 2010, our 1 <sup>st</sup> of 3 children was forced to attend Green Lake versus Wedgwood. In 2013, our 2 <sup>nd</sup> child was asked to attend Wedgwood, but we were grandfathered. Now we are relocated to Wedgwood. In 2017-18, our 3 <sup>rd</sup> and 4 <sup>th</sup> graders will move but we prefer to be grandfathered given the unusual looping at Green Lake Elementary. You need to honor your previous actions as it greatly affects our children, family, and community.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Siblings should also be grandfathered. No faith in neighbor	I feel siblings (younger) should also be grandfathered. My daughter has had significant involvement in Green Lake and will be heartbroken to not be able to attend K next year. I feel the boundary from Area 44 should not be moved at all. In the 10 years I've lived there, it's been assigned to multiple schools and it makes our little triangle community. Also, families there have no faith in attending a neighborhood school because they are certain to be reassigned in 2-3 years. I think the issue of having 2 option schools in Green Lake's boundary needs to be addressed. I also feel that the boundary should not be moved because even though I can drive my children if we are grandfathered, there are many families who can't. I would like these capacity adjustments to be equitable, while also doing what's best for our kids and families. Thank you.
9/27/2016	Hamilton	N/A	N/A	Grandfathering; Portables	Use portables to allow grandfathering.	The temporary use of portable is a far better choice than the huge disruptions caused by not grandfathering existing kids. The portables can be phased out as the grandfathered kids move on.
9/27/2016	Hamilton	N/A	N/A	HCC	Need information on HCC	Please let me know where the HCC boundaries are! We have a 6 <sup>th</sup> grader at Hamilton and we'd like to stay but live in Whitman boundary area where there is no HCC program. Also-will music program be as robust at Robert Eagle Staff as at Hamilton?

9/27/2016	Hamilton	N/A	N/A	Data	Capacity and enrollment numbers for Bryant, Wedgwood, Green Lake?	What is the capacity for the following schools: Bryant, Wedgwood, Green Lake? What are their current enrollment numbers?
9/27/2016	Hamilton	N/A	N/A	Future capacity; portables	More students coming. Portable at Green Lake is great.	Have you considered the additional capacity needs added by the current apartment building construction near the future Roosevelt station? And my daughter's class is in a portable and everyone loves it!
9/27/2016	Hamilton	N/A	N/A	Grandfathering; portables	Portable at Green Lake is great. Add more to permit grandfathering.	My 4 <sup>th</sup> grade son is in a portable classroom at Green Lake elementary. The teacher loves the new space and the parents and children do as well. The space is private and clean. Added portables would be welcomed so that my family can continue attending our community school. My family includes a 2 <sup>nd</sup> grader, 4 <sup>th</sup> grader, and incoming kindergartner.
9/27/2016	Hamilton	N/A	N/A	High school	Planning for HS growth needed now.	Very concerned that planning for high school growth and for Lincoln seems to be on hold- not feeling confident that SPS is doing careful program planning now to accommodate a new Lincoln population, whoever they may be. Also wondering what you are planning to do before Lincoln reopens and HIS expands- if I understand correctly, both HIS and Ballard HS experienced about 9% growth this year. What happens next year?
9/27/2016	Hamilton	N/A	N/A	Pre-enrollment	Pre-enrollment could free space for grandfathering.	Have you considered the possibility of allowing students in Areas that are planned to change in the future to "pre-enroll" in their future school? An entering Kindergartener could choose their new school a year earlier than planned- avoiding a move, and making room for grandfathered student (too late for 2017-18, but perhaps future changes)
9/27/2016	Hamilton	N/A	N/A	Grandfathering	Grandfathering is a short term impact. Grandfather to protect current students.	Enrollment's increasing across the district and will continue to rise. Grandfathering represents a five year impact to capacity- decreasing each year as kids graduate. While this may delay reduction in portables or class sizes, it protects the kids involved and is only a temporary impact on capacity.
9/27/2016	Hamilton	N/A	N/A	Grandfathering; Green Lake boundary; Green Lake curriculum	Re-evaluate Green Lake to not include 2 option schools. Grades organized differently and not grandfathering will make students miss or repeat learning.	I am not directly affected by the boundary change, but I am indirectly affected. In addition to Green Lake Elementary being next to (and encompassing 2 option school Geozones), Green Lake boundaries are going to very crowded schools. I chose Green Lake because of the community. I did not choose a language, ecological, or STEM option school. When my 2 <sup>nd</sup> grader tested into HCC, we chose to stay at GLEs because of the community. Since no option school student can be moved it seems that community is not as valued as language, STEM, or ecology. Please re-evaluate the southern boundaries of GLEs to not encompass John Stanford and McDonald areas. Please grandfather. Our grades are not organized likes others schools and children who are not grandfathered might miss or duplicate areas like science. Thank you very much for all of your efforts and work. This is a difficult situation, but I really believe GLEs needs grandfathering.
9/27/2016	Hamilton	N/A	N/A	Grandfathering	We will help you get the resources needed to grandfather. What are they?	You are taking hundreds of families who spend their time working to make the school district better, and forcing them to work against the school board in the interest of their children. What resources are necessary to keep our children in their school? We will work with you to get those resources.
9/27/2016	Hamilton	N/A	N/A	Boundaries/program placement	Program placement and boundary decisions need to be made together.	SPS should be presenting a plan that encompasses boundaries and proposed boundary changes, and academic program planning. The numbers are too close and space too tight for these issues not to be planed jointly. Decisions about where to place HCC should not come after boundary changes.
9/27/2016	Hamilton	N/A	N/A	HCC	Include HCC when planning boundaries.	You must include HCC kids in the planning of boundaries, not figure out where they'll attend – Hamilton or Eagle Staff – after boundaries are set. Do not use HCC kids to fix lack of planning. Include them in the planning.

9/27/2016	Hamilton	N/A	N/A	HCC	HCC plans need to be made with boundaries.	How are you planning to ensure program continuity in terms of quality of teaching, language, music, and sports offering in the new (or potential new) HCC program at Eagle Staff, when you're saying decisions haven't been made about HCC program placement? For children moving at 8 <sup>th</sup> grade and heading into high school a year later, this is a significant concern in terms of ensuring they continue to get the quality of education throughout all 3 years of middle school. Please consider grandfathering students already at Hamilton in the HCC program that are slated to be moved to Eagle Staff. The disruption to this age group is significant at a vulnerable time in their transition into adolescence. To move them away from friends, programming, resources, and opportunities for language and music enrichment for their final year is very detrimental to their mental health and academic and social/emotional health. I understand the need to create more space for a growing population, but don't make kids already established in middle school move before they finish
9/27/2016	Hamilton	N/A	N/A	Data	Not showing incoming students as well as outbound.	The presentation of data is lacking. I see numbers for the outbound school for the [non]grandfathering recommendations... but not inbound. I believe the destinations are also over capacity, but these numbers are deliberately concealed. Please give them. Whittier for instance appears to be at 477/434 and are losing <10 but gaining 23. Those 23 are not being grandfathered in the existing location... for capacity reasons?
9/27/2016	Hamilton	West Woodland	124	Grandfathering	Bagley renovations make move bad idea; choice students get to stay while neighborhood kids have to leave.	You plan to move my student to Bagley from W. Woodland. But Bagley will be shut down in 2 years for renovation. That means my child will have 3 moves. I am challenging the no grandfathering plan for West Woodland. Your data doesn't show the right capacity number, and we are all fitting now. Bagley is full with portables and will be moved. The W. Woodland families impacted are being asked to move to a crowded school that is going to move in 2 years. I'm not challenging the boundary change. I understand that is going to happen. But I want to know why I'm being kicked out when I live within the boundary and those who live outside the boundary but have entered through a choice assignment get to stay. It doesn't make sense that those of us in the community have to leave and they get to stay.
9/27/2016	Hamilton	West Woodland	124, 126	Grandfathering	West Woodland seems to have room for grandfathering; grandfathering is a national best practice.	The numbers you released today are helpful. W. Woodland is shown to be 55 over capacity. With smaller boundaries, we will have a smaller group of kindergartners and new students coming in next year. West Woodland is fine now, so unless you get a huge enrollment surge, there is room for grandfathering. Do you see a huge surge coming next year in new students within the new boundaries? If not, why not wait? Grandfathering is a national best practice.
9/27/2016	Hamilton	West Woodland	124	Grandfathering	Bagley is overcrowded now, and won't have increased capacity until 2018.	I'm a parent of two children at West Woodland. I urge you to please reconsider grandfathering area 124. Daniel Bagley is already overcrowded and now I see that Area 11 will be amended to stay. Grandfathering area 124 just makes sense as Daniel Bagley won't have increased capacity until 2018 anyway. Thank you.
9/27/2016	Hamilton	West Woodland	124	Grandfathering	Bagley is overcrowded now won't have increased capacity for years.	I am a parent of two at West Woodland. I am in support of grandfathering. It makes zero sense to move area 124 to Bagley when they are already overcrowded and area 11 is staying put. Bagley won't remodel and expand for years. Please reconsider grandfathering West Woodland area 124. Thank you!
9/27/2016	Hamilton	West Woodland	126	Grandfathering	Grandfathering is temporary as kids cycle out. Consequences of forced move is long lasting.	I am in West Woodland (126) with 2 children in 3 <sup>rd</sup> and 4 <sup>th</sup> grade. I would emphasize that grandfathering is a temporary problem as kids cycle out, while forcing children to move will have lasting emotional and cognitive consequences.

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9/27/2016	Hamilton	West Woodland	124, 126	Grandfathering; choice	Choice kids get to stay; neighborhood kids have to leave	Why didn't you stop choice into West Woodland, knowing it was overcrowded and would be changing boundaries? Now our kids can't grandfather because of those choice kids.
9/27/2016	Hamilton	West Woodland	124, 126	Bagley capacity	Bagley overcrowded and going to be renovated. Why now?	West Woodland to Bagley -> Bagley is overcrowded, why are we moving there? Bagley is being renovated in 2018, why are you moving us now?
9/27/2016	Hamilton	West Woodland	124	Grandfathering	Don't elementary kids to move kids from HIMS to Eckstein.	Area 124 MS change: why are you making my child move from 1 year from a place where she is thriving? Just to shift kids to HIMS from Eckstein? Please agree to grandfathering! Please stop bouncing this boundary back and forth between 65 <sup>th</sup> and 70 <sup>th</sup> St!
9/27/2016	Hamilton	West Woodland	124	Grandfathering; Bagley capacity	Grandfather current students. Bagley is overcrowded. We're closer to Greenwood, why not move us there?	We are completely against the no grandfathering rule. Additionally, you are moving us from West Woodland to an even more crowded Bagley, where my daughter will have to move again in a year. Further- we will still be in the bus zone for Bagley, so you are not saving on that by moving us to Bagley. Finally, we live 12 blocks from Greenwood. We can walk there and not have to cross any major busy streets. Why not move us there?
9/27/2016	Hamilton	West Woodland	124	Eagle Staff	Area around Eagle Staff not safe.	I have another child who will be starting at Robert Eagle Staff. I have great concerns about the location of the school and the well-known illegal activities (drugs, prostitution) that go on around there how in your right mind do you think this is an appropriate location for kids? What are you doing to clean this area up?
9/27/2016	Hamilton	West Woodland	124	Grandfathering; Bagley capacity	Grandfathering is needed. Bagley is overcrowded. Wait until remodel is done. We are closer to Greenwood.	I am shocked that grandfathering isn't being offered. We are in area 124. Bagley's playground already has a sea of portables yet the place to move kids out hence making room has been amended so there room likely won't be there. Please wait until the remodel is done so my overly shy daughter isn't subjected to such huge changes. We live in a 2x3 block bus zone for Bagley, seems like a completely illogical line selection. Drawing arbitrary lines on maps completely ignores that our area is much more like Greenwood than Bagley.
9/27/2016	Hamilton	West Woodland	126	Number of moves	Make fewer, larger moves.	Please reduce the number of moves for a school. For example, Section 126 is small and moves to Whittier and then Whitman versus stay at West Woodland and Hamilton. This happens in several places- small moves are not good for kids and families. Make fewer, larger moves instead.
9/27/2016	Hamilton	West Woodland	124	Grandfathering; Bagley capacity	Bagley is overcrowded. Moving students makes them move three times because of renovations.	The initial move of zone 124 was made with the assumption that zone 11 would be moved out of the Bagley zone which is currently being amended to remain. This creates a large volume of children in an already overcrowded school. There needs to be consideration that children in zone 124 will need to go through 3 more school changes when factoring in the move in 2018. This is unacceptable for their development as children. Zone 124 is not connected with Bagley as far as community involvement/ neighborhood and will gain no more connection until after all current children have moved on. You are not considering the impact on the children and this needs to be addressed.
9/27/2016	Hamilton	West Woodland	126	Grandfathering; Whittier Capacity.	Not grandfathering disrupts students. Whittier is also over-capacity.	Thank you for reading. I urge SPS to reconsider this unfair grandfathering policy. First and foremost, it would an emotional and academic disruption for our children. With no assurance, it won't happen again multiple times in their school career. For West Woodland, it makes no sense that 23 families in zone 126 are relocated to Whittier which is also over capacity and is only planned to lose less than 10 people. Why shuffle, why a "cascading effect," when our community's health and student's well being is at stake! Thank you for reconsidering.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park	Make the changes before opening.	Why not wait a year to open Cedar Park so it can be ready?

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9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park	Other uses for Cedar Park should be discussed.	Why has the community not had the option to discuss another use for Cedar Park such as HCC or Option? At the May community meetings, we were told that those scenarios were not evaluated. Please schedule additional meetings to discuss these potential options.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park	Does the designated CPES capacity include necessary spaces?	Does the 340-seat capacity of Cedar Park include the following? Library of at least 2,000 square foot; art and/or music room; resource room; SPED; ELL support; Math and reading intervention; compute lab, dedicated wet lab for science since the portables do not have sinks?
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park	Will you add a library?	Will Cedar Park be renovated so it has dedicated library space? Most schools of this size have at least 2000 square feet.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	Transportation	Crowded buses.	The bus is way too crowded. We need bus service.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	Cedar Park	Does the designated CPES capacity include necessary spaces?	What about art and music. I'm wondering about the capacity calculations and PCP time -- the contractually provided planning time teachers have when students go to another room for classes -- they usually go to music or art. I'm on the capacity task force and we just went through what the standards are.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park	Why are you hear? You've answered none of our issues, just those of John Rogers.	When I go back to the map, we aren't seeing Olympic Hills getting any amendments to the Olympic Hills changes. This is not acceptable to us. This is why were are here. Can you repeat to me what you heard us say previously? This is great news for John Rogers, but it isn't speaking to anything we brought up. I feel like there has been no response to us.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park	Find a different way to do school assignment based on needs, not lines.	SPS needs to look at different chunks and determine that "this part needs these services and this chunk needs these services" and then send them to schools based on that -- not just by drawing lines. I'm not just talking about the slice.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park	This boundary is not equitable.	In 2013 during the growth boundaries project I put in a comment that this isn't equitable. That comment is still sitting there, but there is still the same lack of equity.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	OHES/Cedar Park; entire growth boundaries project	Stop all changes and re-evaluate these boundaries and all of the others in the district.	If you seriously have been through all of the ideas and you can come up with anything but "no changes," it's too big of a decision. We want this to just stop and start over for ALL of the changes. This shouldn't happen. It should just be stopped and re-analyze. We have some great advocates here and I encourage you to stand up and demand that this be stopped and started over for the whole district.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	Cedar Park capacity	How will you handle future growth?	Those of us in the neighborhood have lots of big feelings and lots of big questions. The Cedar Park area is exploding. There are many new people and new, bigger developments. What will happen in 2-3 years when Cedar Park is full and more kids still need to come in? Are you going to have to change the boundaries again with all the new kids coming in?
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	Equity	This boundary is not equitable.	I'm one of the parents who participated in the Race and Equity Task Force. Those of us on the task force are not happy with the outcome. We don't feel that the outcome was influenced by the race and equity study. When we started, Cedar Park was going to be high FRL and ELL. With the new plan, those percentages go up. That's the wrong direction. I don't believe that this was an example of making all schools successful.
9/28/2016	Cedar Park	Olympic Hills, John Rog	88, 95	Equity	This boundary is not equitable.	I was on the Equity Task Force. I think the equity tool showed that we cannot open this school. This is reinforcing segregation.

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9/29/2016	Viewlands	Eckstein	45	grandfathering	Grandfather middle school students at Eckstein. Green Lake has historically been split.	Please grandfather students in area 45 at Eckstein. We are in the walk zone for Eckstein and disrupting my daughter's middle school experience to have her attend a school outside of our neighborhood would be hard on our family and her. Eckstein is currently under enrolled and Hamilton is overcapacity. The data show this will hold true for the next two years. Green Lake Elementary has historically been split between Eckstein and Hamilton and the feeder school model does not work based on the boundaries for that school. Also- in the April boundary meeting I was told area 45 was not a geo-split and would allow grandfathering.
9/29/2016	Mercer	Meany		Meany	Will the planning principal be the ongoing principal?	You introduced the "planning principal." Does that mean she will be the principal at Meany?
9/29/2016	Mercer	Meany		Meany	What programs are planned at Meany?	From the work done in 2013, can you talk about how Meany's programs are going to be set up /Will it be similar or mirror Washington? How will it be different?
9/29/2016	Mercer	N/A	N/A	middle schools	Middle schools currently bursting. What do projections look like?	I am curious about the projections for middle schools and balance between them. All the middle schools are bursting. Do you have projections for two years out for how many students will be in the south end middle schools? Washington looks like it's going to be under enrolled, but I know the HCC program is there.
9/29/2016	Mercer	N/A	N/A	transition support	Will there be support for schools and families related to the changes?	What support will the schools provide to help with the transition? What might it look like to families at Washington to lose 400 students to Meany and for Mercer to take on even more kids? What support will be provided for families and schools where students are coming in such as curriculum support, staffing, programs? What about schools that are losing students?
9/29/2016	Mercer	N/A	N/A	Middle School Geosplit	Do students at Washington get moved to Meany for all grades?	Are middle school students being shifted mid-stream? For example, if you are in 7th grade at Washington, would you go to Meany next year? Do they get moved en masse?
9/29/2016	Viewlands	N/A	N/A	Grandfathering	you've been making promises to grandfather since 2013	This plan has been in place for 3 + years. Many people have made plans for their families based on your approved Growth Boundaries plan. Please stick to what you have promised- change boundaries most of them make sense. And grandfather kids. You've been making promises to grandfather kids since 2013. Keep families together! Keep communities together!
9/29/2016	Viewlands	N/A	N/A	grandfathering; McCleary; portables	where is property tax money going; portables work for some schools; grandfather students and siblings	McCleary decision is used to market these boundary changes. If you look at that decision, there teeth for money and not just class size. Additionally, my and my neighbors property taxes/assessed value have gone up 15% + over the last couple years. What is that money being used for? Not grandfathering families (incoming siblings too) is splitting up communities and transportation should be provided. The use of portables should not be a mandate from the school board. I know it does not work for all school, but it is and should be option for some schools. Thank you and I appreciate your time and consideration.
9/29/2016	Viewlands	N/A	N/A	materials	Make materials more clear	The infographics provided are very hard to read and understand. Suggest spending more time on design and less on printing.
9/29/2016	Viewlands	N/A	N/A	process	are the changes approved?	Have these changes been approved and need to be accepted by us?



9/29/2016	Viewlands	Olympic View	93	grandfathering; childcare	Disrupting families; difficult to find afterschool care; splitting families	The current plan will disrupt and divide families and communities. It will also cause substantial issues for 2 parent working households. It is extremely difficult to find afterschool childcare. Families who are transferred to new schools will lose their current onsite childcare. We have 3 children at Olympic View. We are in area 93. With the current plan, we will have 1 child at Olympic View with after school care and 2 at Sacajawea without their current afterschool care. This is not workable and unacceptable. Looking at the numbers there is sufficient space to grandfather everyone in Area 93. This is what we request. Don't disrupt families that could be left where they area.
9/29/2016	Viewlands	Olympic View	93	boundaries; safety	Don't change Olympic View boundaries.	All families at Olympic View request that boundaries don't change at Olympic View. The current proposed boundary changes ignore local geographic conditions and make access matters worse. Currently students cross Roosevelt at a protected light at 95 <sup>th</sup> . These students will now have to cross 15 <sup>th</sup> without a light. Additionally, these students will have to traverse the steep slopes between 15 <sup>th</sup> and Sacajawea. The result will be most families who walk to Olympic View will now drive to Sacajawea. The route to Sacajawea is too steep and dangerous for elementary students who currently attend Olympic View (Zone 93).
9/29/2016	Viewlands	Olympic View	93	grandfathering	promised in 2013 that kids would stay once started	I was present at the meetings back in 2013 when the new boundary lines were discussed. At that time, we were promised that any and all kids who are in Area 93 would stay at Olympic View if they started there. That no children would be moved to Sacajawea once they started at Olympic View. The current proposal directly contradicts that promise. It is not acceptable. The proposal needs to be amended to grandfather more students to stay at Olympic View.

9/29/2016	Viewlands	Viewlands	117	Grandfathering; Equity; Boundaries; Stability	<p>these changes are disruptive, inequitable, creating instability and making boundaries that decrease safety because of crossing highways.</p> <p>The Viewlands Elementary School community agrees that the district proposal for the 2017/2018 Implementation of the Growth Boundaries negatively impacts our school community. The Growth Boundaries proposal was created with 2012 data. Circumstances have changed and this plan is no longer a good choice for our Viewlands Elementary School Community. We realize that change is necessary but does it have to be so disruptive to so many families? For Viewlands, an estimated 120 kids will be impacted. That includes 40, current 3rd &amp; 4th graders grandfathered (no transportation provided) and 80 current K, 1st, and 2nd grade kids moved to Olympic View. The new boundary would bring in an estimated 29 students from Broadview Thompson K-8 and &lt;10 kids from Whittier Elementary. This would result in a disruption to 160 students in order to reduce enrollment by approximately 40 students. The District's Grandfathering Recommendations split up families with older siblings being grandfathered and younger siblings being moved to Olympic View. It does not include younger siblings not yet attending Viewlands. Please amend the proposal to include :  <b>Grandfathering</b> : We want to keep Viewlands intact. Grandfather all current students in Area 117 and keep all siblings at Viewlands. <b>Equity</b> : Please use the Seattle Public School Racial Equity Analysis Tool to identify parts of our community who may be underrepresented and underserved. Provide appropriate mitigation (limited transportation, give families options ). Notify all families affected by the exclusion. Families do not know this is happening and do not understand the implications for siblings or transportation. <b>Boundaries</b> : Please consider keeping the portion of Area 117 on the west side of highway 99 in the Viewlands attendance area. They are currently ½ mile from Viewlands. The new Growth Boundary has them travelling 2.1 miles across highway 99 and I-5, to Olympic View. Asking families to travel across highway 99 and I-5 is a huge safety liability, especially for those who walk or bike due to access to a car. <b>Stability</b> : Please provide more time to transition families. Viewlands reopened five years ago in fall 2011, after being closed for four years. In those five years Viewlands has gained momentum as a school community. People have worked hard building relationships and partnerships that provide the continuity that kids need to do their best learning. Give our kids the stability of remaining in their school community, to continue to build the</p>
9/29/2016	Viewlands	Viewlands	117	Data	<p>multiple questions</p> <ul style="list-style-type: none"> <li>. Will these boundaries change again in 2-5 years? Is this a sustainable solution?</li> <li>. How does this affect students in special education?</li> <li>. Does the Broadview boundary make sense? Should an under enrolled school have students pulled into Viewlands?</li> <li>. Does the data account for HCC attrition?</li> <li>. What is the timeline for the district to show progress on McCleary class size? What is the consequence if delayed?</li> <li>. How can we get limited transportation for families who need it? Reduce number of stops?</li> <li>. How do we inform families?</li> <li>. How does open enrollment effect this plan? Will displaced Viewlands families get priority during open enrollment?</li> <li>. Does this plan take into account the expected density growth that will occur with the Aurora-Licton Springs Residential Urban Village Draft Zoning Changes?</li> </ul>
9/29/2016	Viewlands	Viewlands	117	Grandfathering; safety	<p>grandfather Viewlands students; don't make students cross highway 99</p> <p>We are a street below the new proposed boundary for Viewlands. So, instead of being able to walk to school, my children are being asked to go to a school 2.5 miles away and crossing Hwy 99? How does this make sense? My school, currently K, including 2 years of preschool there. He has built a community and support. Now he has to start over? What about support for adjustment? I support grandfathering at Viewlands for current students! Thank you</p>

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9/29/2016	Viewlands	Viewlands	117	Grandfathering	You aren't communicating well. Grandfather students at Viewlands	So disappointed with the lack of communication. We had to reach out to our community to tell them. Many still don't know. Everyone who came to this meeting seemed to advocate for grandfathering. How many still don't know. We are working together to build community. It seems wrong to break it apart. And for what? To make room for 40 students? At the expenses of whole community.
9/29/2016	Viewlands	Viewlands	117	boundaries	Move boundaries so they don't cross Aurora	Please move the boundaries to 99/Aurora. My house is 0.8 miles from Viewlands. I will not move to Olympic View.
9/29/2016	Viewlands	Viewlands	117	grandfathering	Please grandfather and don't make people rely on unfair open enrollment.	Please grandfather Viewlands kids and children at other schools. Our kids need the stability to remain at their schools. Do not reduce every child's chance at remaining at their school to open enrollment which is an unfair process.
9/29/2016	Viewlands	Viewlands	117	data	You are using outdated data and should reassess.	This very large growth boundary change, which impacts a large number of students and very expensive is based on outdated data and should be reassessed. Bad policy comes from bad data.
9/29/2016	Viewlands	Viewlands	117	boundaries; safety	Move boundaries so they don't cross Aurora	Please consider moving the boundary of 117 to be drawn along Aurora/99 instead of down Evanston. Asking families to travel over 99 and I-5 is unreasonable and unsafe. My family primarily bikes because we can't afford a second car. It is 2.1 miles over dangerous roads often in the dark to Olympic View. My neighbors don't have a car and only walk. Please redraw the line so that families west of 99 still go to Viewlands. Thanks!
9/29/2016	Viewlands	Viewlands	117	grandfathering; communication	Grandfathering should be allowed; non-English speaking families not getting information	My first huge complaint is the way info was distributed. Too fast and 1 email is not enough. Many of our non-English speaking families are not being informed. Finally grandfathering should be allowed Note, I am not affected but feel very strongly.
9/29/2016	Viewlands	Viewlands	117	grandfathering	Allow grandfathering and let schools grow organically.	Viewlands started as a new school ~5 years ago. Why not allow the new schools to grow organically the way Viewlands has? If grandfathering is allowed, this meeting could have been held in a coffee shop
9/29/2016	Viewlands	Viewlands	117	grandfathering	grandfathering is the fair and just thing	I understand the need to rebalance, but please make the human impact as much as the numbers. Grandfathering is an option just makes sense, is the fair and just thing to do.
9/29/2016	Viewlands	Viewlands	117	grandfathering; afterschool programs	fracturing communities, not considering needs of families	I have a few concerns regarding this boundary change. 1. Creating a fracture in community by not allowing grandfathering. 2. Not giving any consideration for siblings and parents. 3. Not giving any consideration for parents for before and after school programs.
9/29/2016	Viewlands	Viewlands	117	boundaries; safety	Move boundaries so they don't cross Aurora	Please consider keeping the portion of Area 117 on the west side of highway 99 in the Viewlands attendance area. They are currently ½ mile from Viewlands. The new growth boundaries has them traveling 2.1 miles across highway 99 and I-5 to Olympic View. Asking families to travel across highway 99 and I-5 is a huge safety liability. Especially for those who walk or bike due to access to a car.
9/29/2016	Viewlands	Viewlands	117	grandfathering; communication	Grandfather students; communication has been poor	Very disappointed in the way this has been communicated to parents/guardians of students. My daughter has found community at Viewlands after a challenging start. This is her school, she loves it here. You are kicking her out.
9/29/2016	Viewlands	Viewlands	117	grandfathering; boundaries	Move boundaries so they don't cross Aurora and allow grandfathering	We love Viewlands and have relationships and trust built with this community. For us to stay, we need a grandfathering change and boundary change for our family to stay together. We live in the "C" pocket between 105 and 92 <sup>nd</sup> and ask that west of Aurora gets to stay at Viewlands. Additionally, I do not feel like Viewlands is overcrowded. Additionally, I don't want to cross two highways (99 & I-5) to get my kids to school (two different ones at that).

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9/29/2016	Viewlands	Viewlands	117	growth boundaries	Don't make these changes	I don't want my daughters to change schools. They have everything at Viewlands, it's like their home. They have been here five years. I don't want these changes.
9/29/2016	Viewlands	Viewlands	117	grandfathering	Grandfather students at Viewlands	I do not agree with the change for my daughter, who feels afraid to change her school. I would like her to continue at the same school, Viewlands. Thank you.
9/29/2016	Viewlands	Viewlands	117	grandfathering; boundaries	Why didn't you plan for grandfathering? Why do families now need to cross Aurora and other dangerous roads?	You had the option to run these models with grandfathering. Why didn't you do it? Was there any consideration for geographic situations in setting the boundaries? Many are now being asked to cross Aurora, the community college, I-5, Northgate Mall and the park and ride. Aurora is a natural border. You have a three-block slice of families who are being asked to send their students across all these barriers to go to Olympic View.
9/29/2016	Viewlands	Viewlands	117	grandfathering	I do not want my kids to leave Viewlands	If there is a grocery store with everything you need four blocks away, and another one much farther away, which one are you going to go to? Yes, the closer one. It's the same thing. Viewlands is just a few blocks from our house. Now you want us to cross 99, I-5 and Northgate Mall. Do I have a choice? NO. Your are offering some grandfathering but no transportation. If the board gives the direction, do they have kids? I am not going to leave Viewlands.
9/29/2016	Viewlands	Viewlands	117	grandfathering; boundaries	Survey families about what they want.	You are impacting entire school communities. My second grader has been at Viewlands for three years. He's now excited about school because he knows how it works. Now we are being forced to move across the barriers being mentioned. There are families here who are just learning about this. Why have families not been surveyed and asked if they want to move? If the decisions were made in 2013, why were we not told until Sept. 14, 2016?
9/29/2016	Viewlands	Viewlands	117	grandfathering	Viewlands isn't being considered.	The principles of Viewlands are not being considered.
9/29/2016	Viewlands	Viewlands	117	boundaries	Move boundaries so they don't cross Aurora	I ask that you reconsider. The area between 92nd and 105th, Evanston to Aurora -- consider how far you are asking those families to move.
9/29/2016	Viewlands	Viewlands	117	splitting community	Affecting all kids at Viewlands	What you are doing does not just affect the kids being moved. It also affects the kids left behind.
9/29/2016	Viewlands	Viewlands	117	splitting community	New playground built by community including students who are being moved.	Today at lunchtime recess (not early recess, but lunchtime) the new playground opened. The kids and families have been involved in fundraising, planning and building this playground. The kids have been really involved. Now you are telling them some of them have to leave.
9/29/2016	Viewlands	Viewlands	117	grandfathering	Consider Viewlands needs.	You show that the lack of grandfathering is designed to relieve Olympic View. But why isn't Viewlands and Viewlands needs being considered?
9/29/2016	Viewlands	Viewlands	117	splitting community	Why are you fracturing the community?	We are being sent to Olympic View. I'm a MS teacher in Shoreline and I could enroll my kids there, but I wanted them to be in their neighborhood school where kids stay together. The bonds made early last throughout school. The community bonds are important. Kids make new friends in elementary school and walk to school together. Now you have 230 kids not being grandfathered -- you are fracturing community for what? We wanted our kids to stay local with their neighborhood and walk to school with their friends. Now you are moving half the school. Nothing about this makes sense.

9/29/2016	Viewlands	Viewlands	117	grandfathering; splitting siblings	siblings need to go to same school; kids need stability of knowing they are following their older siblings at the same school	When boundary changes are coming, how are you paying attention to what families need. Children are being separated by 4-5 grandfathering. With kids at two schools with the same start times, we can't do drop offs in the morning. Siblings won't be together, and they watch out for each other and help them connect to school. My son is in third grade and says he is not going to a new school. His second home is school. Parents work together. Teachers and principals work with parents. It is important. Teachers know students and their siblings when siblings go to the same school. Siblings being together brings confidence to children. They watch out for each other. When my daughter started school, she cried. When my son started at the same school a few years later, he just waved goodbye. By watching older siblings, younger ones can see where they will be at the school next year. They know where to be, where to go and who the teachers are. I am worried about children if you separate them. For five years now, we have been working together and know each other. My children are worried about being separated and going to new school. My son is worried about who will be his friend next year.
9/29/2016	Viewlands	Wedgwood	122	grandfathering	Happy with grandfathering of area 122	We support grandfathering at area 122 in Wedgwood. We are glad to see the current plan is to grandfather. Thank you.
9/29/2016	Viewlands	West Woodland	124	grandfathering	you are splitting community	I'm from West Woodland. I'd like to know by show of hands how many are being affected by grandfathering? (Most of room raises hand.) I want to tell SPS that you are over-using the word "community." You keep using it but you are driving a wedge in our communities. When my first child was born, my friends told me that I should get on the list at that time for Catholic school. But I didn't want them at private school. I want them to grow up in a school with diversity and income level differences. You are changing those of us in a four-block radius. This area has been repeatedly changed- four times in the past 10 years. It doesn't work.
9/29/2016	Viewlands	West Woodland	124	grandfathering	Move from West Woodland to Bagley doesn't make sense because of remodel of Bagley	My daughter is being forced to go to Bagley next year. With the remodel scheduled for Nov. 2018, she will be forced to move again. Then once the remodel is complete, she'll have to move yet again for her 5 <sup>th</sup> grade year. Does this make any sense?
9/29/2016	Viewlands	West Woodland	124	grandfathering	grandfather already enrolled students to support students.	I have a 4 <sup>th</sup> grader and a 2 <sup>nd</sup> grader at West Woodland Elementary. My plea is that you find a way to grandfather all who are already in the system. I strongly believe WWE can handle it. My 4 <sup>th</sup> grader is already talk about being a 5 <sup>th</sup> grader there. My second grader qualifies for the HCC program, but we have chosen to keep him at WWE because he needs help regulating his emotions. We have established a strong team of support for him there. I would be a big set-back for him to move. I appeal to the compassion element of this decision. As you know, each number represents a child, a family, a community. Thank you for listening.

9/29/2016	Viewlands	West Woodland	124	grandfathering	upset that not grandfathering West Woodland as expected.	I was so excited for my daughter to start Kindergarten at West Woodland. We went to all the play dates, we scheduled more to begin building a community. We fell in love and already felt great roots before school started. We honestly could not believe when another parent told us on day 4 that unlike what we'd heard when we were doing our kindergarten school evaluation, there would be no grandfathering. I went from having an incredible Seattle Public Schools experience to a terrible experience. We made decisions based on the fact that our daughter would be grandfathered. Why would we move her after she's just started to feel comfortable and build her community? How is that the right thing for her? For her friends? For our family? As I've asked around this policy, I've heard so many friends say this is the exact reason they switched from public to private because they had no control over what SPS would decide to do next. And I understand how they made that choice. And I'm sad for what this means for my immediate community. Families are going to choose to go to other option schools, private schools, etc. And now my 4 block radius will have kids all over the place
9/29/2016	Viewlands	West Woodland	124	data	Wants to see transparency in enrollment numbers for every school	Where have we XXX with transparency enrollment for each school for 2016, forecasted enrollment for every school in 2017 (including Bagley), and forecasted attendance beyond (after the remodel). I would like to have confidence that my kids will stay in the same schools for the next three years.
9/29/2016	Viewlands	Whitman	47	boundaries; grandfathering	Whitman enrollment dropping and families don't want to cross Aurora to Eagle Staff	A large number of Greenwood families (area 47) are very unhappy with having to cross Aurora to Eagle Staff. The population of Whitman is dropping substantially- why not keep Greenwood area at Whitman? It makes sense geographically, keeps the numbers up for Whitman, and keeps our community intact. If nothing else, at least allow Greenwood kiddos at Whitman through grandfathering
9/29/2016	Viewlands	Whitman		HCC	Put HCC at Whitman	Please add HCC to Whitman
9/29/2016	Viewlands	Whitman	47	capacity of Whitman/Eagle Staff	What is the idea behind reducing Whitman to fill Eagle staff and make kids cross Aurora?	Whitman/Greenwood: No one at Greenwood can answer my questions. If Whitman is going down from 800 to 500 when opening Eagle Staff. Why are they moving? Now they will be crossing Aurora Avenue to an unsafe area. During this process, I've been told my students will go to multiple schools. We are frustrated. What is going on at Whitman with the enrollment going down below capacity and no grandfathering?
9/29/2016	Viewlands	Whitman	47	HCC	Will there be HCC at Whitman?	Will the HCC program be moved to Whitman? Are you kicking out students to bring in HCC?
9/29/2016	Viewlands	Whitman	47	Whitman enrollment	Whitman principal says welcomes anyone who wants to come to Whitman	I am from Whitman. Thank you for being here. The principal at Whitman has said she will welcome all families who want to come to Whitman. Please include information on grandfathering in the enrollment paperwork. The principal said she is happy for people to stay. Enrollment is just over 900 this year and has been more than 1,000 which was fine. If our enrollment drops to below 500, I'm worried we are going to lose support and programs.
9/29/2016	Viewlands	Whittier	128	grandfathering	Less than 10 kids being moved from Whittier -- how can I get my child grandfathered	Our family moved to go to Whittier where we have a community of friends and family. With less than ten kids moved, how can I get my child grandfathered into Whittier?
10/5/2016	John Rogers	John Rogers	95	equity	outreach and inclusion for those who have barriers	I've been at JR for years. I won't be affected by the change, but my concern is lack of outreach to families who aren't active with the school. If you look around, this is not representative of the families impacted. These families have barriers; language, income levels, access. Emailing one letter isn't a solution. Are they just going to find out in January with no notice? A lot of those families haven't been given a chance for input. With the transition team, I hope you won't just draw on PTA and active parents.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

10/5/2016	John Rogers	John Rogers, Olympic H	88, 95	Cedar Park capacity/use	Current Cedar Park plan is not what was told to legislature	Cedar Park was never intended to be a 400 person school. For the district, in terms of mitigation, you need more space than that. I'm Rep. Gerry Pollet. I advocated for the money for Cedar Park. It was suppose to be a swing school (interim site) until it opened as a 200 student school once John Rogers was re-built or Lake City elementary was re-opened. Where is the mitigation commitment? Also, where is the district on requesting future money for mitigation? Time is running out to request money from the legislature for more construction support. You only have 30 days and I haven't seen anything.
10/5/2016	John Rogers	John Rogers, Olympic H	88, 95	Cedar Park capacity	Even at original numbers, Cedar Park wouldn't have been able to provide supports	Cedar Park was supposed to be a building with 240-280 capacity and that wouldn't have included all the supports/spaces needed to serve a high FRL population.
10/5/2016	John Rogers	John Rogers, Olympic H	88, 95	Number of students	question about enrollment projections	You said Cedar Park will open with 280. What are the numbers for John Rogers and Olympic Hills next year? (JR 409) What is John Rogers at now? (366)
10/5/2016	John Rogers	John Rogers	95	John Rogers capacity; projections	John Rogers is full now; more capacity needed in near future	Two parts to my comments. 1) going from 366 to 409, where are we going to put another 40 students? 2) Are you giving any consideration to the future? There are more than 400 new family units scheduled to be built in the Cedar Park boundary. What will you do with them? Will you change the boundaries again? It seems you are disrupting 800 children for something that will need to be changed again soon. Are you saying you don't have a plan for the future?
10/5/2016	John Rogers	John Rogers	95	new building for JRES	How does John Rogers get included in next capital levy?	How does John Rogers get into line for a new facility? We've been at the top of the list for two building levies and then been dropped for various reasons. We never seem to make it. We're in an older facility, so how do we get on top? It seems disingenuous to tell us we're a top priority when we've heard it before. I understand this site has zoning, flood plane and space issues, but those parameters need to be worked out. I appreciate any information on how to assure we get a new building.
10/5/2016	John Rogers	John Rogers	88, 95	needs in NE	NE needs supports	The northeast corner has constantly been overlooked. You often think of the southeast needing support. There is a very high need level in the northeast for ELL and other supports.
10/5/2016	John Rogers	John Rogers	95	John Rogers capacity	planning for more students than capacity	The capacity of John Rogers is listed as 340, not 409.
10/5/2016	John Rogers	John Rogers	88, 95	projections	option schools will not be taking capacity from neighborhood schools	I think you are putting too much reliance on kids who opt out of neighborhood schools if you are using historical numbers for this area. When Jane Addams K-8 opened (now Hazel Wolf), they were in a large space and took hundreds of kids to build the new school. Now Hazel Wolf is full and people in this area won't be able to get in. The numbers are skewed. There is no opting out of these neighborhood schools because those in this area can't get into Hazel Wolf or Thornton Creek.
10/5/2016	John Rogers	Olympic Hills	88	cascading changes	half of new OHES school being moved to Cedar Park; requiring many other moves for high needs families.	Olympic Hills is the only BEX building that is having half of it's population moved out when it opens because they are going to Cedar Park. Then you have to move even more students from other schools into the new, larger Olympic Hills building, then you move other schools to fill those schools, and others to fill those schools across the whole north end just to open Cedar Park. Most of those moving are higher needs families.
10/5/2016	John Rogers	John Rogers, Olympic H	88, 95	equity/segregation	moves are resulting in segregation	The population being shifted around for these moves are mostly lower income and ELL families. The result is segregation. You are creating segregation at Cedar Park and Olympic Hills.
10/5/2016	John Rogers	John Rogers	88, 95	capacity projections; equity	no capacity for upcoming new housing	I look at a website that shows all of the planned building in Lake City. There are 1,000 new multifamily units coming. The capacity is not there for residents of 1,000 new multifamily units. We'll be having this same conversation again -- and it will be impacting the lowest income families.

2017-18 Growth Boundaries Community Meeting Comments (9/22/2016-10/11/2016)

10/5/2016	John Rogers	John Rogers	88, 95	equity/segregation	Impact on those with highest needs	My kids, who are mixed race, are not going to see as many kids in the John Rogers hallways who look like them. I am of two hearts because I admire Ms. Dedy, but I also want to stay at John Rogers. Segregation is happening. It will continue to impact those with the highest needs -- those with the highest needs will continue to be overly impacted.
10/11/2016	Denny	N/A	N/A	process	Communication methods	How will you communicate to families between introduction and the Board vote on Nov. 2?
10/11/2016	Denny	N/A	N/A	process	Communication timeline	When do you think any changes (between introduction and vote) will be posted? Will there be a timeline/cut off or will people be providing input and feedback up to the last minute?
10/11/2016	Denny	N/A	N/A	process	Possible amendments	With respect to any amendments: who knows how things will change. There may well be amendments. In the best case scenario, you will see any proposed amendments posted to the Board website two days before the vote. We (the Board) have received many emails from the community. Amendments are a Board function. Members of the Board are all working closely with Flip and Ashley and their team. I have to say the department has been of extraordinary help, providing us with information, answering questions, meeting one-to-one, etc.
10/11/2016	Denny	Washington	40, 64, 82	process	How were Washington/Meany boundaries decided. Did you use race and equity lens?	My colleagues and I are here from Washington, and we're relieved to see 82 is staying in Washington. What is the rationale for 40 and 64 going to Meany when they are within walking distance of Washington? What conversations happened discussing the impact of moving 64 on the community? The Central area is gentrifying and this impacts the whole community. I'm glad there was a race and equity lens used at Cedar Park, but what about using that lens at Washington/Meany? Did that happen?
10/11/2016	Denny	Meany	68	process	Projections for opening Meany?	What is the thought process on opening a new middle school? In particular, we'll be moving to Meany. That school is empty today. Next year, Washington will be only 2/3 full. Is there a plan for growth at those schools or will you have to change the boundaries again in a few years?
10/11/2016	Denny	Washington	40, 64, 82	process	Washington didn't know about these changes and wants a discussion.	How do we go about getting a separate meeting for Washington? We didn't have any input on these changes. Our staff, including our principal, was shocked by these changes. We didn't know anything about them and didn't get included in any discussions.
10/11/2016	Denny	Meany/Washington		capacity	Capacity at Wash./Meany	What is the capacity of Washington and Meany?
10/11/2016	Denny	N/A	N/A	process	Is there a process to evaluate and update the plan over the implementation timeline?	In 2020, you will have implemented the whole plan developed in 2013. Is there any opportunity for course correction along the way? Things are changing -- demographics, new development, class size reductions, etc. Is there any mechanism to reset the boundaries that were set in 2013 based on changes? Some of these boundary changes don't make sense, such as area 45 moving from Einstein to the more crowded Hamilton, and some other boundaries around Green Lake. You are moving students from one school to a more crowded one.
10/11/2016	Denny	Meany/Washington		clarification	NA	Is it your vision that Mercer and Washington are now both part of the central district? I'm just trying to clarify.
10/11/2016	Denny	N/A	N/A	clarification	2012-13 or 2013-14?	When you say these were approved in 2013, do you mean the 2012-13 school year or the 2013-14 school year?



10/11/2016	Denny	N/A	N/A	process, notification, court case, promises	Roxhill boundary needs to change; what is the notification process; court ruled these changes aggravate and create racial imbalance; said NSAP would reduce disruption, but these changes are disruptive; can you push the vote out to a later time?	1) The Roxhill boundary has stayed the same, but people right across from the school aren't going to the school. Why hasn't this been adjusted? 2) How do you notify people? I have a friend whose child had always been assumed to go to Denny because Roxhill has always gone to Denny. At the last minute, she found out her child was assigned to Madison with no notice when they had been expecting to go to Denny. When do you notify people about changes that affect them? 3) I was part of a lawsuit about these boundaries. The court did rule that these boundaries will aggravate and create racial imbalance, but you are implementing them anyway. 4) One of the things promised in the NSAP was that it would create less disruption after the boundaries were changed during that implementation. But this is causing disruption. 5) Regarding the School Board vote. Is there enough time to make changes between the introduction and the vote? No. Is there anyway to delay the vote? Is there a reason you need to have the vote so quickly? I looked at the Board agenda. It has a lot of people signed up to talk about boundaries. Will you be sharing the feedback to the Board with the public?
10/11/2016	Denny	Sanislo	N/A	Sanislo to Denny	Thank you for putting Sanislo back into Denny feeder pattern.	I've been principal at Denny for 12 years. For the first decade, Sanislo families came to Denny. For many decades before that, Sanislo families came to Denny. For the past two years, Sanislo families have still been coming to Denny by making a choice application instead of going to Madison. So, thank you for putting Sanislo back into Denny.

2017-18 Growth Boundaries Email community input Oct. 1, 2015 through Oct. 10, 2016

DATE	Category	Change Area	Text
1/5/2016	Assignment process	NA	I recently was informed that the Daniel Bagley school boundaries will be changing. We live at ---- and my daughter attends Daniel Bagley elementary. Will she be forced to switch schools when the boundaries change? Will my son who is now 3yrs old, be able to attend the same school as my daughter if she is allowed to stay? Thanks you for any answers to my concerns.
6/2/2016	Assignment Process	18	We live on XXX Street in Seattle. Our son will be entering First Grade for the 2016-2017 academic school year. Our home is closer to Viewlands Elementary than the current assigned school, Broadview-Thomson. We are registering this year. I just noticed the future boundary map (based on the Walk Zone) for the 2017-2018, which would assign us (based on Walk Zone) to Viewlands Elementary. We are excited about this change. Is there a process for exception to assure our son starts out his Elementary education at the school he will be assigned for the majority of his elementary education? Can you advise me as to any recommended procedure (other than general request) to request an exception and have him assigned this year to Viewlands Elementary for First Grade for the 2016-2017 school year?
10/6/2015	B.F. Day	NA	I live at XXX St and have a son who will enter kindergarten in two years. In looking at boundary maps and utilizing the boundary tool, I see that my home school is B.F. Day Elementary. I also see that our home is within the walk zone of West Woodland Elementary. Does this mean that West Woodland is also a school of choice for our son?
9/14/2016	Bagley	11, 84	I'm writing to express my strongest support for the proposed amendment for elementary school change area 11. I strongly support the amendment to keep the elementary school as Daniel Bagley. This will maintain the neighborhood's ties with our local school and will allow our children and their siblings to attend school with their established neighbors and to walk to school.  I also strongly support the notion that Area 11 and 84 feed into the Robert Eagle Middle School - the same reasons stated above apply.  This makes a lot of sense for families in the neighborhood and the school district's operations. I appreciate that you revised your earlier growth projections and made an informed choice.
9/17/2016	Bagley	11	I'm writing in strong support for the proposed amendment for elementary school change area 11. I am a homeowner in the neighborhood (address) a father (of name, age 7, who attends Daniel Bagley Elementary), and a faculty member at nearby UW. I strongly support the amendment to keep Daniel Bagley as our elementary school. Our neighborhood has very close ties with this school. All the local kids, including my son, go to Bagley. The principal lives right across the street from us. We are within walking and biking distance of Bagley, with a minimum of busy streets to cross in order to get there. Keeping Bagley as our elementary school therefore will maintain the strong ties between the school and its community that help make it such a great school. I also strongly support the idea that areas 11 and 84 feed into the Robert Eagle middle school. Thank you for revising your earlier growth projections and making an informed choice. Thank you also for your hard work to make Seattle Public Schools excellent for our children.
10/4/2016	Bagley	11, 84	I'm writing to express my strongest support for the proposed amendment for elementary school change area 11. I strongly support the amendment to keep the elementary school as Daniel Bagley. This will maintain the neighborhood's ties with our local school and will allow our children and their siblings to attend school with their established neighbors and to walk to school.  I also strongly support the notion that Area 11 and 84 feed into the Robert Eagle Middle School - the same reasons stated above apply.  This makes a lot of sense for families in the neighborhood and the school district's operations. I appreciate that you revised your earlier growth projections and made an informed choice.  Thank you very much.
9/14/2016	Bagley	11	I am a parent of a child at Daniel Bagley and a child who will enter Kindergarten in 2018. I am writing to express my support of the staff recommendation to keep area 11 in the Daniel Bagley service area and feed into the Robert Eagle Middle School. These schools are both closer to my home, which is important to our family. In addition, I would like my son to attend the same school with his sister, and for them both to remain in a school with which we have developed relationships. I heartily support both of these amendments. Thanks for considering them!
10/1/2015	BF Day	25	I am looking at the future enrollment boundary maps for elementary and middle school areas, and specifically, the map for 2017. I see that a proposed reduction in the enrollment boundary for B.F. Day is proposed (area ID #25 in the map), with a section of the B.F. Day area moving to Green Lake elementary. Can you tell me : What the rationale is for this proposed boundary change? Why is it being proposed? What is the impact of this change on B.F. Day's boundary? How many students are projected to no longer be within the B.F. Day boundary if this change is enacted? Do you have a more detailed map showing this change? The map provided is too high-level and it is hard to see which streets are included? Finally, when will the 2017 boundaries be finalized, and what is the process for finalizing them?
4/3/2016	BF Day	25	Hi. I have combed through the documents available, and can't find the reasoning behind removing Area 25 from the B.F. Day enrollment period in 2017-18. Why is this area, which is appx. 45 square blocks, being ceded to Green Lake Elementary when B.F. Day is under enrolled and needs more families in its enrollment area?  I am the president of the B.F. Day PTSA, and I and our 200+ members are waiting for an answer. We asked this question in October and received a response from this alias in February stating only that "public meetings will take place in the Spring". We are attending the meeting tomorrow at Ballard High School, and ask that we be given an answer.
10/4/2016	Boundary	45	We are hoping your department can take a closer look at the new boundary for area 45 (District 3 map for Hamilton Middle school). This map is a result of a last minute amendment made by Sheri Carr in November of 2013 and was ratified by the outgoing board two weeks after it was disclosed to the public. We were essentially blindsided and never offered an opportunity to comment or offer input on this change. All three of the "proposed" maps prior to November of 2013 showed a straight N/S line along Roosevelt way, two with Sacajawea as the Elementary and one with Wedgewood.  Instead of following Roosevelt Way, the new boundary jogs over at NE 70th to 12th Ave NE, up to 75th and assigns these 5 blocks of the Roosevelt neighborhood to Hamilton and the rest of the neighborhood to Eckstein. We find it strange that the north end of the Roosevelt neighborhood that is closest to Eckstein and furthest from Hamilton is sectioned off and removed from the neighborhood in this way. We are currently and have always been in the walk zone for Eckstein. We are not, and will not be in the walk zone for Hamilton. We are also not in the walk zone for Green Lake Elementary, as that school is located on the west side of the freeway. Our older daughter required busing for Green Lake when she attended that school.  I guess our main concern is that the N/S boundary line went from a logical straight line along Roosevelt Way and was then changed (without notice, comment or explanation) at the last minute, to a crooked line that appears to be arbitrary and capricious.  Please let us know your thoughts and if you are willing to proceed with an amendment.  Thanks in advance for your consideration and help
9/25/2015	Cedar Park	88	We at Olympic Hills have hoped that our proposed boundary change would be incorporated but it is not even addressed, which is confusing, given assurances from senior staff. Olympic Hills' boundary on the east should be re-set to Lake City Way. To do otherwise will set up Cedar Park to be over 90% free and reduced lunch, and will split the Olympic Hills community, sending middle class families to the brand new building but low-income families to the overcrowded Cedar Park building. PLEASE reset the OH boundary to Lake City Way instead of 32nd Ave NE! Thank you.
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2017-18 Growth Boundaries Email community input Oct. 1, 2015 through Oct. 10, 2016

10/2/2015	Cedar Park	88	I'm urging you to revise the school boundary changes planned for 2017 for NNE Seattle elementary schools. The proposed changes are inequitable and will cause hardship and disadvantage to the NNE Seattle elementary school kids. Currently, students living in poverty in NNE Seattle are distributed between several elementary schools (i.e., John Rogers, Sacajawea, Olympic Hills, and Olympic View). As a parent of two Olympic Hills students, I want to ensure that my children and their fellow students have the same educational opportunity and equal benefit from it. I want to maintain the diversity Olympic Hills has, and want the children in every Seattle Public School to experience and learn in a similar culturally, linguistically and socioeconomically diverse environment. First, a problematic issue with the plan is the western boundary of the future Cedar Park Attendance Area. Students living in some of the highest poverty neighborhoods of Lake City - Little Brook, Jackson Park Terrace, and portions of the Olympic Hills neighborhood - will no longer be assigned to Olympic Hills Elementary. This seems unintuitive as a plan and unsupportive for the students and their families especially when the new Olympic Hills building will hold roughly twice as many students as the old building. While Grandfathering may allow already-enrolled students from these neighborhoods to stay at Olympic Hills, they lose yellow bus transportation (under current transportation service standards), and their younger siblings will be assigned to the new Cedar Park Elementary. Having to juggle the needs and schedules of children in different elementary schools and having to find private transportation adds to the stress to these families, who already are particular to negative impact due to their socioeconomic status. Second, given the above circumstance, if the current boundary changes are implemented in 2017, there will be many cases where parents may be forced to uproot their children from their familiar and established school. This will also disrupt important educational, ELL, Special Education, and childcare services for these families. Also, the new Cedar Park Elementary would then have a higher concentration of students in need of these services but in a facility that already looks to be substandard for use as a permanent school because it will be too small to meet the planned attendance. Continuity is very important to kids at this elementary school age whether or not in any of the above mentioned educational programs. It is important for me as a parent and a member of the NNE Seattle community to see that the Seattle schools support the "right of every student to have an equitable educational experience" as stated in the Public Schools Policy (Policy Number 0030). The current NNE Seattle elementary school boundary changes do not support this goal. Concentrating the highest-poverty neighborhood students in certain schools does not support this goal nor is in the interest of any parent or child who wants to earn skills to live in today's diverse society. Implementing the change towards families who already live at a disadvantaged situation and may not be ready and able to speak up for themselves and their needs also is not equitable. Please act and revise the NNE Seattle boundaries in conversation with the NNE Seattle families.
10/2/2015	Cedar Park	88	I'm urging you to revise the school boundary changes planned for 2017 for NNE Seattle elementary schools. The proposed changes are inequitable and will cause hardship and disadvantage to the NNE Seattle elementary school kids. Currently, students living in poverty in NNE Seattle are distributed between several elementary schools (i.e., John Rogers, Sacajawea, Olympic Hills, and Olympic View). As a parent of two Olympic Hills students, I want to ensure that my children and their fellow students have the same educational opportunity and equal benefit from it. I want to maintain the diversity Olympic Hills has, and want the children in every Seattle Public School to experience and learn in a similar culturally, linguistically and socioeconomically diverse environment. First, a problematic issue with the plan is the western boundary of the future Cedar Park Attendance Area. Students living in some of the highest poverty neighborhoods of Lake City - Little Brook, Jackson Park Terrace, and portions of the Olympic Hills neighborhood - will no longer be assigned to Olympic Hills Elementary. This seems unintuitive as a plan and unsupportive for the students and their families especially when the new Olympic Hills building will hold roughly twice as many students as the old building. While Grandfathering may allow already-enrolled students from these neighborhoods to stay at Olympic Hills, they lose yellow bus transportation (under current transportation service standards), and their younger siblings will be assigned to the new Cedar Park Elementary. Having to juggle the needs and schedules of children in different elementary schools and having to find private transportation adds to the stress to these families, who already are particular to negative impact due to their socioeconomic status. Second, given the above circumstance, if the current boundary changes are implemented in 2017, there will be many cases where parents may be forced to uproot their children from their familiar and established school. This will also disrupt important educational, ELL, Special Education, and childcare services for these families. Also, the new Cedar Park Elementary would then have a higher concentration of students in need of these services but in a facility that already looks to be substandard for use as a permanent school because it will be too small to meet the planned attendance. Continuity is very important to kids at this elementary school age whether or not in any of the above mentioned educational programs. It is important for me as a parent and a member of the NNE Seattle community to see that the Seattle schools support the "right of every student to have an equitable educational experience" as stated in the Public Schools Policy (Policy Number 0030). The current NNE Seattle elementary school boundary changes do not support this goal. Concentrating the highest-poverty neighborhood students in certain schools does not support this goal nor is in the interest of any parent or child who wants to earn skills to live in today's diverse society. Implementing the change towards families who already live at a disadvantaged situation and may not be ready and able to speak up for themselves and their needs also is not equitable. Please act and revise the NNE Seattle boundaries in conversation with the NNE Seattle families.
10/9/2015	Cedar Park	88	I'm writing to find out what the reasoning is behind the boundary drawn between Olympic Hills and Cedar Park for 2017. I am an Olympic Hills parent and data and maps I've seen depict a boundary that removes a large portion of low income families from attendance at the brand new OH building - a building designed with this population in mind - and assigns them to Cedar Park. I do not understand why the boundary was drawn this way and would appreciate an explanation from the district. I am hopeful that SPS simply made a mistake in looking at the data and will work to fix the issue. A boundary that groups an overwhelmingly large percentage of ELL, immigrant, low income, FRL families together and removes them from the resources of a brand new school flies against research about how to decrease opportunity and achievement gaps, not to mention the objectives and goals of SPS itself and the City of Seattle. 1) From the Seattle Public Schools Strategic Plan 2013-2018 "C. Develop and implement Multi-Tiered Systems of Support (MTSS) for research-based, data-driven and differentiated instruction to support and challenge each and every student. Metric 1: Decrease percent of opportunity gaps for specific student populations (e.g. Special Education, ELL, diverse populations) as measured by disaggregated results on state assessments." 2) From a September 29 press release from the City of Seattle: ""Based on the way data is collected, certain populations in our city are invisible and are often overlooked when it comes to important resource allocation and service delivery," said Councilmember John Okamoto, co-sponsor of the resolution." 3) From the 10/7 Seattle Times article 'Only Miami has a wider school-achievement gap than Seattle, among top 50 cities.': ""We just have some pretty serious equity challenges here," said Betheny Gross, one of the study's authors. "It seems pretty clear that African American kids, Hispanic kids, low-income kids in the city are enrolled in fundamentally different quality schools than other kids are." A look at the data used and an explanation of why your interpretation of the data led you to arrive at this boundary decision would be helpful for the families involved. I would appreciate a response at your earliest convenience.
10/9/2015	Cedar Park	88	I'm writing to find out what the reasoning is behind the boundary drawn between Olympic Hills and Cedar Park for 2017. I am an Olympic Hills parent and data and maps I've seen depict a boundary that removes a large portion of low income families from attendance at the brand new OH building - a building designed with this population in mind - and assigns them to Cedar Park. I do not understand why the boundary was drawn this way and would appreciate an explanation from the district. I am hopeful that SPS simply made a mistake in looking at the data and will work to fix the issue. A boundary that groups an overwhelmingly large percentage of ELL, immigrant, low income, FRL families together and removes them from the resources of a brand new school flies against research about how to decrease opportunity and achievement gaps, not to mention the objectives and goals of SPS itself and the City of Seattle. 1) From the Seattle Public Schools Strategic Plan 2013-2018 "C. Develop and implement Multi-Tiered Systems of Support (MTSS) for research-based, data-driven and differentiated instruction to support and challenge each and every student. Metric 1: Decrease percent of opportunity gaps for specific student populations (e.g. Special Education, ELL, diverse populations) as measured by disaggregated results on state assessments." 2) From a September 29 press release from the City of Seattle: ""Based on the way data is collected, certain populations in our city are invisible and are often overlooked when it comes to important resource allocation and service delivery," said Councilmember John Okamoto, co-sponsor of the resolution." 3) From the 10/7 Seattle Times article 'Only Miami has a wider school-achievement gap than Seattle, among top 50 cities.': ""We just have some pretty serious equity challenges here," said Betheny Gross, one of the study's authors. "It seems pretty clear that African American kids, Hispanic kids, low-income kids in the city are enrolled in fundamentally different quality schools than other kids are." A look at the data used and an explanation of why your interpretation of the data led you to arrive at this boundary decision would be helpful for the families involved. I would appreciate a response at your earliest convenience.
2/10/2016	Cedar Park	95	I'm enrolling my son in kindergarten for Fall 2016. We are assigned to John Rogers, but we live north of 125th Street (in what will be the new Cedar Park attendance area the following year). I read this and became concerned: <a href="http://johnrogerspta.org/web-content/uploads/2015/10/Proposed-Motion-John-Rogers-ES-Boundary-Adjustment_10_21_15.pdf">http://johnrogerspta.org/web-content/uploads/2015/10/Proposed-Motion-John-Rogers-ES-Boundary-Adjustment_10_21_15.pdf</a> There's one thing I don't understand. Will my son continue on at John Rodgers past next year, or will he be "geosplit" into 1st grade at Cedar Park?
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3/16/2016	Cedar Park	88, 95	<p>Please change the proposed elementary school boundaries in NNE Seattle to boundaries that make more sense. The current proposed boundaries are totally absurd. If you stick with your current proposed boundaries, then most of the English Language Learners (ELL) students, who are also on the Free/Reduced Lunch (FRL) program, will end up at Cedar Park School rather than stay at John Rogers or Olympic Hills. Cedar Park, while recently renovated, is small, has 8 portables (40% of school capacity as opposed to the 5-10% max goal), and has inadequate facilities for cafeteria, library, art, computers--and bathrooms. In fact, Cedar Park would have the highest number of ELL/FRL students in North Seattle. This arrangement will mean that Cedar Park will already be over-capacity, while 400 seats at the brand new Olympic Hills Elementary School would sit empty. That makes no sense at all! Why are we building a brand new building and then preventing the children who need it most from going there? The geo-split method of reassignment is a sudden shift--as opposed to a roll-up method that allows classmates to stay together. It will draw needed resources away from both John Rogers and Olympic Hills. And the proposed walk zones will mandate crossing busy arterials and jeopardize safety of these young kids. Do you really mean to put so many young children in danger on a daily basis? What are you thinking? Is anyone paying any attention to the consequences of these boundaries? In short, please change the proposed boundaries to accomplish the following: . Adjust boundaries so that enrollment is consistent with building capacities, with a reasonable amount of space set aside to accommodate enrollment growth at all schools. . Adjust boundaries so that ELL and FRL-qualified students are more evenly-distributed between multiple schools, and not segregated into only Olympic Hills and Cedar Park. . Walkability and Safe Routes to School. The Cedar Park boundary should not cross major arterials, such as Lake City Way and NE 125th Streets. The walk zone should be drawn at 35th Ave NE and NE 125th Street. . Please, no geo-split! It is too disruptive for these young students and their families. Please explore the possibility of using Cedar Park for something other than an attendance area school. I do not understand how or why the School District would propose such poorly thought-out boundaries for our neighborhood's elementary schools. Please review and change these proposed boundaries to a more reasonable plan.</p>
3/16/2016	Cedar Park	88, 95	<p>Please change the proposed elementary school boundaries in NNE Seattle to boundaries that make more sense. The current proposed boundaries are totally absurd. If you stick with your current proposed boundaries, then most of the English Language Learners (ELL) students, who are also on the Free/Reduced Lunch (FRL) program, will end up at Cedar Park School rather than stay at John Rogers or Olympic Hills. Cedar Park, while recently renovated, is small, has 8 portables (40% of school capacity as opposed to the 5-10% max goal), and has inadequate facilities for cafeteria, library, art, computers--and bathrooms. In fact, Cedar Park would have the highest number of ELL/FRL students in North Seattle. This arrangement will mean that Cedar Park will already be over-capacity, while 400 seats at the brand new Olympic Hills Elementary School would sit empty. That makes no sense at all! Why are we building a brand new building and then preventing the children who need it most from going there? The geo-split method of reassignment is a sudden shift--as opposed to a roll-up method that allows classmates to stay together. It will draw needed resources away from both John Rogers and Olympic Hills. And the proposed walk zones will mandate crossing busy arterials and jeopardize safety of these young kids. Do you really mean to put so many young children in danger on a daily basis? What are you thinking? Is anyone paying any attention to the consequences of these boundaries? In short, please change the proposed boundaries to accomplish the following: . Adjust boundaries so that enrollment is consistent with building capacities, with a reasonable amount of space set aside to accommodate enrollment growth at all schools. . Adjust boundaries so that ELL and FRL-qualified students are more evenly-distributed between multiple schools, and not segregated into only Olympic Hills and Cedar Park. . Walkability and Safe Routes to School. The Cedar Park boundary should not cross major arterials, such as Lake City Way and NE 125th Streets. The walk zone should be drawn at 35th Ave NE and NE 125th Street. . Please, no geo-split! It is too disruptive for these young students and their families. Please explore the possibility of using Cedar Park for something other than an attendance area school. I do not understand how or why the School District would propose such poorly thought-out boundaries for our neighborhood's elementary schools. Please review and change these proposed boundaries to a more reasonable plan.</p>
3/22/2016	Cedar Park	88, 95	<p>I am writing on behalf of the Lake City Neighborhood Alliance (LCNA), an alliance of organizations with the mission to protect and enhance the quality of life in the greater Lake City area. At LCNA's March 10th meeting, we held a discussion about some of the proposed changes in our neighborhood schools, especially the elementary schools. That discussion raised a number of concerns, which are detailed in the attached letter.</p>
3/25/2016	Cedar Park	88, 95	<p>I am writing to you on behalf of Hunger Intervention Program (HIP) and it's Board of Directors in support of the school border proposal put forward by the Olympic Hills and John Rogers Building Leadership Team with regards to the new Cedar Park Elementary School. We are concerned about the current proposal from SPS that we believe will adversely affect many children and families in the Lake City Neighborhood that HIP currently serves. The attached letter details our concerns and suggests alternatives. Please do not hesitate to contact me with any questions or concerns. We hope you'll do what's best for the students and families affected by the boundary proposal for the Cedar Park Elementary School.</p>
4/11/2016	Cedar Park	88, 95	<p>I am writing on behalf of the Olympic Hills Neighborhood Council (OHNC) to express our unanimous belief that the 2013-adopted attendance boundary separating Cedar Park and Olympic Hills Elementary Schools is deeply flawed and needs revision. The 2013-adopted attendance boundary, which is to take effect upon the opening of the new Olympic Hills building in Fall 2017, separates Olympic Hills and Cedar Park students along 30th Ave NE. This 2013-adopted boundary has the following adverse impacts: 1) Poor Use of Building Capacity: The newly built Olympic Hills Elementary building will be less than half of its capacity during its opening school year, while the Cedar Park Elementary building will be over-capacity with the need for portable classrooms. Not only does this reflect poor capacity management, it degrades the learning environment at Cedar Park. It also amounts to a waste of the voter-passed levy dollars that are being used to fund the new Olympic Hills building. 2) Social Equity: The 2013-adopted boundary has the unconscionable outcome of creating one of the most impoverished elementary schools in the District at Cedar Park. This is the result of the boundary sending students from two low-income, immigrant-heavy pockets of Lake City to Cedar Park Elementary. These two pockets are Little Brook ---which is in the "slice" between 30th Ave NE -- and the Lake City Court area along 33rd Ave NE between NE 125th and NE 130th Streets. This will concentrate an unjust level of poverty at Cedar Park Elementary, while the sparkling, new Olympic Hills building goes under-used. 3) Walkability: The 2013-adopted boundary shows a complete disregard to the goal of increasing walkability and the number of children walking or biking to school. In fact, the 2013-adopted boundary creates a public safety disaster-waiting-to-happen by asking elementary school children living in the "slice" to cross two arterials (Lake City Way NE and 35th Ave NE) with a combined daily traffic count of 60,000 vehicles. I personally live in the "slice" between 30th Ave NE and Lake City Way NE. When my 12-year old (now in 7th grade) used to attend Olympic Hills Elementary, we crossed one arterial with only 6,000 vehicles per day. I ask you which is safer: two arterials with 60,000 vehicles combined, or one arterial with 6,000 vehicles. Think about navigating these two environments on foot twice a day; the difference is startling! 4) Student Reassignments. Using the geo-split model is too disruptive for students. The roll-up model has been used for the opening of all new Seattle attendance-area elementary schools since 2010. As part of the roll-up model, allow all elementary school age siblings to attend the same elementary school. OHNC recommends and unanimously supports revising the Olympic Hills/Cedar Park attendance boundary to follow Lake City Way NE, instead of 30th Ave NE. This would allow students living in the "slice" between 30th Ave NE and Lake City Way NE to attend the new Olympic Hills Elementary. The solution would provide relief to the first three issues in this letter by: 1) Better matching the number of students to the respective building capacities at Olympic Hills and Cedar Park Elementary Schools, 2) spreading concentrations of ELL and free-lunch students among two schools, instead of one, and 3) avoiding the potentially disastrous spectacle of watching elementary school students cross a major state highway (Highway 522) while walking to school each day. Olympic Hills Neighborhood Council (OHNC) is one of Lake City's newer community organizations. Our mission is to be an organization that facilitates community building and provides opportunities to help make our neighborhood a better place to live, work and play. Olympic Hills Elementary School is embedded deeply in our neighborhood, both in terms of its location and its place in the neighborhood's heart. We care deeply about getting this decision right, and we ask you to implement the recommended revisions.</p>

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5/13/2016	Cedar Park	88, 95	<p>At the recent Cedar Park boundaries community meetings held at John Rogers (May 9th) and Olympic Hill (May 12th), new “net” enrollment projections for 2017-18 were presented for John Rogers, Olympic Hills, and Cedar Park, which differed substantially from those posted in October 2015, as part of the 5-year enrollment projections.                  Enrollment Projection (2017-18)                  OHES: 5-year Oct. 2015* 214; "Net" projections, Scenario A (May 2016)** 592; Difference: +378                  JRES: 5-year Oct. 2015* 274; "Net" projections, Scenario A (May 2016)** 317; Difference: +43*                  Cedar Park: 5-year Oct. 2015* 356; "Net" projections, Scenario A (May 2016)** 373; Difference: +17*</p> <p>The SPS 5-year Enrollment Projections (released Oct 2015) were calculated based upon the assumption that Cedar Park would open as a geo-split (all grade levels) from the John Rogers and Olympic Hills attendance areas, and assumed students impacted by other planned elementary school boundary changes would be grandfathered at their established school.                  **Scenario A is the plan approved as part of the 2013 Growth Boundaries Plan, with Cedar Park opening as a geo-split from John Rogers and Olympic Hills, with the boundaries approved in November 2013. This Scenario was presented, along with others, at recent community meetings held at John Rogers (May 9, 2016) and Olympic Hills (May 12, 2016).</p> <ul style="list-style-type: none"> <li>· Please define the planning assumptions for the new “net” enrollment projections.</li> <li>· Do the “net” projections assume grandfathering for students living in boundary change areas?</li> <li>· Will “net” planning assumptions apply for all 2017-18 boundary changes, or only those pertaining to the opening of Cedar Park?</li> <li>· Please post the answers to these questions on the Growth Boundaries web page.</li> </ul>
10/5/2016	Cedar Park	88, 95	<p>The North District Council, with representatives from 14 community groups across far northeast Seattle, wishes to express its strong concerns about the proposed Growth Boundaries Plan for 2017-18, which would impact at least five of the elementary schools in our part of the City and have ripple effects on Jane Addams Middle School and Nathan Hale High School.                  We believe the plan is insensitive to the needs of the high-poverty communities it would affect north of and within the Lake City Urban Village, which include some of the poorest census tracts in Seattle. A thoughtful solution may require that Cedar Park Elementary be treated as an option school. This would lead to minimal boundary revisions for the other schools in the area and would also take full advantage of the new Olympic Hills Elementary School building that will open next year with a design specifically intended to serve a high-poverty student body.                  The attached letter discusses our concerns in more detail, focusing especially on Cedar Park and Olympic Hills elementary schools. We hope that you take these concerns into account and revise plans for Cedar Park Elementary and the overall growth boundaries for far northeast Seattle schools in your final Growth Boundaries Plan.</p>
9/29/2016	Cedar Park	88, 95	<p>Please clarify the capacity calculation and space utilization plan for Cedar Park Elementary School (opening 2017-18).</p>
10/5/2016	Cedar Park	88, 95	<p>Dear Directors: The North District Council, with representatives from 14 community groups across far northeast Seattle, wishes to express its strong concerns about the proposed Growth Boundaries Plan for 2017-18, which would impact at least five of the elementary schools in our part of the City and have ripple effects on Jane Addams Middle School and Nathan Hale High School. We believe the plan is insensitive to the needs of the high-poverty communities it would affect north of and within the Lake City Urban Village, which include some of the poorest census tracts in Seattle. A thoughtful solution may require that Cedar Park Elementary be treated as an option school. This would lead to minimal boundary revisions for the other schools in the area and would also take full advantage of the new Olympic Hills Elementary School building that will open next year with a design specifically intended to serve a high-poverty student body. Three issues are of particular concern to us: ~ The recommended boundaries for Cedar Park Elementary would create a very high-poverty school (69% Free and Reduced Lunch), with a high concentration of English Language Learners (43.8%) and a high percentage of historically-underserved students (76.2%). Given the concentration of poverty in the area near Cedar Park, ANY attendance area boundaries for it would automatically make it the highest Free and Reduced Lunch school in North Seattle. This would create enormous challenges for any new school, but particularly so for a building with no library, eight unplumbed portables and insufficient space for programming especially important for a high-poverty student population (e.g., before and after-school care, Head Start preschool, etc.). The landmarked site also lacks flexibility to expand, while its attendance area has hundreds of multi-family units in the permitting pipeline. ~ The recommended boundaries would divert a large high-poverty population away from Olympic Hills Elementary School, which is uniquely well-prepared to support it. Olympic Hills, which earlier this year was named one of the Most Distinguished Schools in Washington State for being in the top 5% of all schools for raising academic achievement over the last five years, has historically had over 70% of its student body qualify for Free and Reduced Lunches. The new Olympic Hills building was specifically designed to serve the school’s low-income students and English language learners. The building design includes small group work areas for English language, reading, and math instruction, a Health Center, and spaces specifically set aside for before and after school care, preschool, and special education. Olympic Hills now has four kindergarten classes and would naturally grow into its new facility, which is designed to house four classrooms per grade. ~ The recommended boundaries would dramatically reduce diversity at other North District elementary schools. John Rogers, Sacajawea and Olympic View elementary schools would all see their racial and socioeconomic diversity drop significantly, while the new growth boundaries would concentrate poverty at Cedar Park and Olympic Hills. From a societal standpoint— considering the inherent educational value of a diverse student body and the extra challenges for both staff and students of concentrating high-poverty populations in certain schools—this makes no sense when there are alternatives. Please take these concerns into account and revise plans for Cedar Park Elementary as well as the overall growth boundaries for far northeast Seattle schools in your final Growth Boundaries Plan.</p>
10/3/2016	Cedar Park, HCC, Olympic View, Meany, Eagle Staff, Northgate		<p>I was looking over the Five Year School Projections document (updated 9/08/16) which was provided to the Capacity Management Task Force for our September 14th meeting, and I had the following questions and comments: 1. The document is missing an explanation of the planning assumptions. It is difficult to discern if the projections assume grandfathering or geo-splits. I had assumed that the planning assumptions were based upon the recommendations given in the 2017-18 Growth Boundaries BAR that was presented at the September 15th School Board Operations Committee meeting, but the projections for Cedar Park look like they were based upon the original Growth Boundaries for Cedar Park (approved 2013). Please provide a written explanation of the planning assumptions used to make the projections. 2. In the note attached to the 5-year projections, it states that future program placement was not factored into these projections. Is there a separate document which projects the growth of programs, such as elementary and middle school HCC, broken down by current school placements? If so, that information would be useful to have when we begin our discussions of the 2017-18 Growth Boundaries this week. 3. The 5-year projections have Olympic View as part of the Eckstein MS attendance area, but the middle school boundary change areas in the 2017-18 Growth Boundaries BAR direct Olympic View to Eagle Staff. This is very confusing. Please clarify the middle school feeder pattern for Olympic View students. 4. There are sections of the projections where the numbers in the “Projected Change 2016 to 2020” columns contain the 2020-21 values instead of the projected change values (see: Eagle Staff service area schools and Meany service area schools). While I realize that these are new middle school service areas, and there is no 2016-17 enrollment data for the Meany and Eagle Staff middle schools, there is enrollment data for the elementary and K-8 schools in these feeder patterns, and it would seem as though 2015-16 and 2016-17 data should be entered for those elementary and K-8 schools, and a projected change from 2016-2020 should be calculated and entered, as well. Perhaps the middle school feeder patterns should be reorganized to reflect the 2017-18 assignments? 5. Do the projections for Northgate ES include the EBOC program that was recently moved to Northgate from Viewlands? 6. Do the projections for Viewlands ES take into account the removal of the EBOC program from Viewlands? Thank you,</p>

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4/18/2016	Cedar Park/John Rogers	88, 95	<p>I'm writing to express my anger at the proposed boundary changes for John Rogers Elementary for the 2017-2018 school year, the lack of provisioning for a "grandfathered in" option, and the lack of improvements planned for John Rogers Elementary School toward bolstering the existing staffing and renovating the school. I live north of 120th St NE, and I understand that families living outside the new boundaries will be expected to attend Cedar Park. This is not an acceptable solution as a means for opening a new school. Expecting young children to walk across 125th Ave NE is not reasonable. This is a constantly busy arterial, with a high volume of traffic, with neither speed control devices for the traffic nor any safe crossing zones for pedestrians. The New Student Assignment Plan (NSAP), which was implemented in 2010, was supposed to bring predictability of school assignment. This is something that was lacking under the previous choice system. When I accepted my child's John Rogers assignment I never dreamed that she would be uprooted and re-assigned to a different school for her last year of elementary school. She has been a student at John Rogers since kindergarten and we have made close friends and connections with the school community. It would be incredibly disruptive for her if she were to change schools for 5th grade and then again for middle school. Cedar Park is already at capacity with the 300 Olympic Hills students currently temporarily housed there and the facilities do not adequately meet the needs of the student population. The situation will be much worse if the proposed plans to house 400 students at Cedar Park go forth. Over capacity is not a way to launch a new school in what was intended to be a temporary school facility. Redraw the boundaries north to 125th Ave NE and east to Lake City Way NE and you solve two problems. You eliminate dangerous arterials as required crossing points for young children in your walk zones, and you reduce the initial capacity at launch to a point where the community can naturally grow. Cedar Park is a neighborhood rife for growth in the number of young families; invest in its growth while at the same time limiting the impact to the neighboring communities from the proposed boundaries. Olympic Hills Elementary is being reconstructed to serve over 600 students with infrastructure already in place to serve the many English Language Learner students/families and students who receive Free and Reduced Priced Lunch in our community. This same infrastructure is not anticipated to be in place at Cedar Park Elementary. From what I understand, as a high poverty school, it would be very difficult for a PTA to organize and be well supported to make any of the many improvements that will be needed. I understand that even if my family were able to remain at John Rogers, there will be major reductions in teaching and support staffing and programs at John Rogers Elementary due to a decline in the student population from approximately 400 students in the September 2016 school year to approximately 275 students in the September 2017 school year. I'm also extremely disappointed to hear that the new weighted staffing changes mean that John Rogers no longer qualifies for a school counselor. This is unacceptable. Families need our children to be well supported, and a counselor who is on staff to help with emotional/behavioral issues or during times of crisis helps fill this need. This is a very important issue for our family. Recently our school counselor helped us through grieving my mother, my daughters before and after school care, after losing her battle with cancer. It was a great relief to me to have someone help my daughter through this difficult emotional time. The John Rogers Elementary facilities are also in serious need of repair. It is listed as the fifth worst district building in back logged maintenance. Two of the buildings on the list in worse condition than John Rogers are closed. The electrical system is at maximum capacity, the roof is leaking, portions of the building are sinking and the boiler needs to be replaced. Please work to find a solution, supported by the community – communities already well established at Olympic Hills and John Rogers - that does not involve putting students at risk by asking them to cross a major arterial to get to school. Please work to ensure that students are well supported with infrastructure that will support the needs of the school population. Please work to launch Cedar Park in a positive way, allow it to grow naturally rather than start it at over-capacity, taxing already weak infrastructure. Please work to ensure that John Rogers Elementary retains its strong level of teaching and support staffing and receives the improvements it so desperately needs in order to ensure that students get the high quality education that they deserve.</p>
4/18/2016	Cedar Park/John Rogers	95	<p>I'm writing to express my disappointment in the proposed boundary changes for John Rogers Elementary for the 2017-2018 school year and the lack of improvements planned for John Rogers Elementary School toward bolstering the existing staffing and renovating the school. I live south of 120th St NE and understand that my family will remain in the JR boundaries.</p> <p>With the proposed boundary changes, I fear for the major reductions in teaching and support staffing and programs at John Rogers Elementary due to a decline in the student population from approximately 400 students in the September 2016 school year to approximately 275 students in the September 2017 school year. I'm also extremely disappointed to hear that the weighted staffing changes mean that John Rogers no longer qualifies for a school counselor. This is unacceptable. School counseling programs meet a fundamental need at the elementary level, and Mrs. Meagher is a beloved icon in the building. I am thankful to her for checking in on my daughter, a kindergartener, while she was having a panic/anxiety attack. Had Mrs. Meagher not been in the building Emilee would have been sent home "sick," instead her emotional needs were met and she was able to return to her classroom to continue learning.</p> <p>The John Rogers Elementary facilities are also in serious need of repair. It is listed as the fifth worst district building in back logged maintenance. Two of the buildings on the list in worse condition than John Rogers are closed. The electrical system is at maximum capacity, the roof is leaking, portions of the building are sinking and the boiler needs to be replaced.</p> <p>Please work to ensure that John Rogers Elementary retains its strong level of teaching and support staffing and receives the improvements it so desperately needs in order to ensure that students get the high quality education that they deserve.</p> <p>We love our school and want to see it continue to thrive in the years to come.</p>
6/12/2016	Choice assignments	NA	<p>My child is attending an out of attendance area boundary school. We gained attendance via the choice system. Will my child be subject to any geo-splits from the growth boundary changes, or as he is attending a school via the choice system will he be able to stay at his current school through its highest grade?</p>
9/15/2016	Choice assignments	NA	<p>I am not sure yet if I will be able to attend our community's meeting at Eckstein MS next week, so I am wondering if you can answer my question. My child will be a 4th grader in 2017-2018 and currently attends John Rogers Elementary. Our current assignment area school is Sacajawea, but with the approved boundary changes for 2017-2018, that would become Olympic Hills. What I am wanting to find out is will she continue to be grandfathered and allowed to remain enrolled at John Rogers, or will SPS be sending her to Olympic Hills based on our address? For your reference, that is ###</p>
9/23/2016	Choice assignments	44	<p>I attended the community meeting at Eckstein last night. I asked you about whether or not my son, NAME would be grandfathered to stay at his current elementary school next year (2017-18). You were not sure, so I inquired on a comment card. In addition, I am also emailing you today.</p> <p>Our address is XX. We live in area 44. My son's name is NAME. He is currently in the 4th grade at View Ridge elementary. His student # i###</p> <p>Based on our address, our current attendance area school is Greenlake elementary. However, we completed and turned in a school choice form during open enrollment for NAME to attend View Ridge elementary instead of Greenlake elementary for Kindergarten.</p> <p>He was accepted through this process and received a new assignment at View Ridge elementary. He has been at View Ridge since.</p> <p>Will NAME be able to stay at View Ridge next year or will he be assigned to Wedgwood like the other students who live in area 44?</p>
4/21/2016	Diversity	103, 104	<p>Proposed changes to Sand Point will create an island of poverty in a white sea of wealth and destroy a highly diverse and successful school. Shame.</p>
4/1/2016	Eagle Staff boundaries	NA	<p>...a 9 &amp; 1/2 years old son in 3rd grade. He will be going to Middle school in 2018.</p> <p>We live at 88XX and as you know we have a new construction of 3 schools, Robert Eagle middle school and Cascade elementary and another APP school, I believe, are being built just up North from our house.</p> <p>We practically live 20 seconds south from the Robert eagle middle school and I just read and checked the boundaries and my son is assigned to whitman middle school which is way up north and will take at least 30 minutes to get to school by school bus.</p> <p>My family is disappointed that we have to send NAME to a middle school far up north where we can have him walk to school just a block up north. After we endure construction noises and traffic while the schools are being built, we were excited to send Harry to a school right next door.</p> <p>Is there any way, the district can reconsider the boundaries on 85th?? We have a lot of elementary kids living in our block who could go to Robert Eagle middle school.</p> <p>Please let us know what we can do to make it happen.</p>

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10/8/2016	Eagle Staff boundaries	11	<p>I have studied all the material available on the internet with respect to Growth Boundaries and cannot quite decipher what is really happening. The graphics and nomenclature are inconsistent. I did notice the original boundaries for Robert Eaglestaff middle school should have never left the drafting board. The neighborhoods to the south of school within walking distance were left out while far flung areas were included. What ever happened to neighborhood schools and reduced carbon footprint?? Somebody put data into the computer who doesn't know Seattle and didn't bother to drive around and check.</p> <p>In any event, I found the graphic that shows my house in area 11 for the Recommend Middle School Attendance Area Changes 2017. My kids are Daniel Bagley Elementary 5th graders. It is not clear if they are going to Eaglestaff or Hamilton or even Whitman. The words "amend" and "implement" are confusing.</p> <p>My question, I would like my two girls who will be in 6th grade in 2017 to go to Eaglestaff. They can walk there in 10 minutes. Is this scheduled to happen if the School Board takes action on Nov 2nd? If not, where will they go to school and what action do I need to take to try to get them to Eaglestaff. We are excited about the new neighborhood school.</p>
9/22/2016	Eagle Staff boundaries, Green Lake	multiple	<p>I'm wondering whether the North Seattle middle school boundary changes to be applied in 2017-2018 with the opening of Eagle Staff are being reviewed. Given that these boundaries were determined three years ago in 2013, and that Jane Adams opened the following year, it seems critical to reassess with more updated enrollment data. Here on your website (pageId=9498085), the North Seattle middle school capacities are listed as follows: Eckstein 1,060, Hamilton 985, Whitman 1,138, Eagle Staff 850 (per the information online regarding BEX IV projects). Based on the projections in the document that went to the Capacity Task Force Meeting earlier this month Eagle Staff is projected to be under enrolled, Whitman will be severely under enrolled and meanwhile Hamilton will continue to be over enrolled. While Eckstein saw relief and a reduction of numbers with Jane Adams opening, Hamilton has continued to be packed. And, this is a problem as they've already added portables on their blacktop and have no additional room to expand.</p> <p><a href="#">task_force_meetings/2016-20%205%20Year%20Projections%20Draft.pdf</a></p> <p>Furthermore, based on the new boundary maps students who live in the north half of Green Lake Elementary's boundary will be moved from Eckstein to Hamilton as of 2017-2018. Will current 6th and 7th graders at Eckstein who live in that area be forced to move from a less crowded school to a more crowded school? That doesn't make any sense. But, all the information on your website states that there will be no grandfathering of middle school students.</p> <p>Regarding Green Lake Elementary's feeder pattern to middle school, I would like to suggest: 1. retaining the current line that assigns students in the northern half of the boundary to Eckstein (or assigning them to Eaglestaff, if that makes more sense after re-evaluating the numbers) 2. if there is valid reason to change the assignment, please grandfather current 6th and 7th graders at Eckstein</p> <p>Given Hamilton's projected enrollment numbers it doesn't seem logical to move the middle school assignment of students to that school. In addition, Green Lake's northern boundary stretches up into the south part of the Maple Leaf neighborhood. It makes much more sense for students who live there to attend Eckstein. I know many students who currently walk from Eckstein that area. Finally, I have a question about 2017-2018 assignment of HCC middle school students. Starting in 2014 HCC students who live in the Eckstein area are assigned to Jane Adams. Does the opening of Eagle Staff change the HCC pathway for either the Hamilton or Whitman area? I haven't been able to locate this information in any of the documents posted on growth boundaries. I recognize you may already be reviewing these issues, but if not please thoughtfully consider the above information. I feel very strongly that the planned boundaries need to be re-evaluated with more recent data. Furthermore, this assessment need to be done very soon, so that there is time to communicate and engage with families about any changes. Thank you!</p>
12/3/2015	Eckstein	44	<p>I have a Wedgwood Elementary 4th grader. I see there will be boundary changes to Eckstein Middle School the year she is scheduled to start there (2017-18 school year). I cannot tell if we are affected by the changes. Our address is XXX Street. Could you please tell me if my daughter will be assigned to Eckstein for 6th grade/the 2017-18 school year?</p>
5/11/2016	Future boundary changes	Hay	<p>My husband and I are trying to determine whether to send our daughter to John Hay elementary (our assigned school) or a private school for K-5. We are really interested in John Hay, but we are nervous that the projected boundary maps may change during her six year tenure there. We have been to your helpful website and see that you have no predicted changes for John Hay though the 20-21 school years. Our question is, can we trust this projected boundary information or is there a possibility that there may be unexpected additional changes to the projected boundaries listed on your website. // Wow, thank you so much for your reply!! Could we be promised that if the boundaries change in 2021 and coincidentally effect us that she could complete her last year (5th grade) at John Hay elementary? We would love for her to attend John Hay (her assigned school) but just do not want the boundaries to change after 2021 that would force her to change schools her final (5th) year there. The reason we are concerned is bc we have been negatively effected by a boundary change once already (but have since moved to get back into the John Hay geozone). // Also to add a further point, my daughter will not need busing transportation to her school nor will she need it if she is grandfathered in after a boundary change (if there even will be one after 2021).//</p>
8/22/2016	Gatzert	NA	<p>Would you be able to give me information on the catchment area for Bailey Gatzert or direct me to where I can. I looked at the website for Bailey Gatzert and SPS but could not find the catchment area. Thank you very much.</p>
4/21/2016	Geo-split	NA	<p>If a new school is opening without Grandfathering, can you use choice to request to stay?</p>
10/18/2015	Grandfathering	NA	<p>I wanted to see about addressing my concern for the placement of my 2nd child in her 1st year of school. She'll attend kindergarten in 2017, the year our school boundaries shift. My other daughter is one year ahead and just misses this. Like most parents in this position, I am concerned about the difficulties this poses. Not only logistically, but also in terms of my ability to be highly involved with the school. It's difficult to volunteer and develop positive relationships with two administrations and sets of faculties. The hardest part for me, however, may be the fact that my eldest has Type 1 diabetes and requires even more care on my part -- along with an even more highly developed relationship with her care team at school. I would like to discuss the actions I can take to mitigate these stressors on our family -- namely, what I can do to ensure that they attend the same school.</p>
10/18/2015	Grandfathering	NA	<p>Our boundary is changing in 2017-18. I believe your old materials said students would be grandfathered in. But the "decision will be made each year based" language, while confusing, seems to imply that next year you could decide that students won't be grandfathered.</p> <p>I do not want my son's elementary assignment to change under this system. ??? If Grandfathering is no longer guaranteed, when will you announce that?</p>
3/8/2016	Grandfathering	NA	<p>Re. the language on this page: <a href="http://seattleschools.org/cms/one.aspx?portalId=627&amp;pageId=17308">http://seattleschools.org/cms/one.aspx?portalId=627&amp;pageId=17308</a></p> <p>Will current students be grandfathered? This decision will be made each year based. For the 2016-17 school year, students may stay their current school through the highest grade available at the school, as long as the services the student needs are available at the school. *****</p> <p>Our boundary is changing in 2017-18. I believe your old materials said students would be grandfathered in. But the "decision will be made each year based" language, while confusing, seems to imply that next year you could decide that students won't be grandfathered.</p> <p>I do not want my son's elementary assignment to change under this system. ??? If grandfathering is no longer guaranteed, when will you announce that?</p>
4/21/2016	Grandfathering	NA	<p>What about siblings and Grandfathering? Will siblings be able to attend the same school as the grandfathered student?</p>

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4/21/2016	Grandfathering	NA	Once you've been grandfathered do you stay with your cohort and matriculate to middle school with your elementary class?
4/21/2016	Grandfathering	NA	So, if you are going to get assigned to the new middle school, you don't get to stay with the friends you've had since kindergarten?
5/9/2016	Grandfathering	120	I am a parent of a first grader at John Rogers Elementary. I just got off the phone with SPS enrollment and they were unable to answer my question. They directed me here and I am hoping to find a quick response. I am considering purchasing a home that is currently in the View Ridge school zone, but is slated to change to John Rogers in 2017-2018. My question is would my first grade daughter have to move schools twice? I would be happy to have her stay at John Rogers, or move to View Ridge and be "grandfathered-in" to continue her time there. It feels unfair to have her change schools for ONE year, having to move her twice.
5/13/2016	Grandfathering	44	If my daughter is currently at green lake elementary and the boundary line change has our house at Wedgwood in 2017 will she change schools or is she grandfathered in at green lake?
6/24/2016	Grandfathering	117	I am a parent of a kindergartener at Viewlands Elementary. Viewlands is scheduled to have a boundary change that will impact my child in 2017-18. Until recently, it was my understanding that since we started kindergarten at our assigned school, that my child would be able to continue through 5th grade at this school. When I enrolled my child in school, this is what the policy stated: "Students who are impacted by a boundary change that would otherwise place them in a new attendance area school for the following year may be Grandfathered to remain at their current school with a continuing assignment as long as the student remains enrolled at the current school." Maintaining consistency in staff and peers is a particular concern for my child, but also something that all children benefit from. I anticipate the stress of a transition at this time detracting from learning, if my child is required to switch schools in the middle of elementary school. Knowing where my child will attend school is also a factor in important decisions that my family needs to make this year. Placing some families in limbo without the stability of knowing they can continue to attend their neighborhood school is damaging and unfair. Please do not deliberately place some children in a situation where their educational experience will be negatively impacted. There is also an added financial and logistical burden for working families who require before and after school care. If a child who has been attending her/his assigned school is required to apply to her/his own school as a choice school, that working family then has to go through the process of applying for 2 before and after school programs to make sure care is available at either of the possible schools, when participating in open enrollment. This is expensive, cumbersome and unfair burden on working families. It is my experience that before and after school programs fill spaces for the upcoming school year early in the winter and require a deposit to guarantee a space. My request is that a decision be made soon to give families of students currently attending their assigned schools, the assurance that their children will be able to continue at these schools. Already the stress of not knowing what current policy is has been negatively impacting families. year early in the winter and require a deposit to guarantee a space. In addition has there been discussion of giving children who have been attending their assigned school, but are subject to boundary changes preference for open spaces in their school?
9/15/2016	Grandfathering	NA	I was dismayed to learn that due to boundary changes next year and the suggestion to no longer "grandfather" children into their current school, my daughter would have to switch schools just as she has gotten settled, made friends and her family has joined a community. I ask that you would please reconsider no longer grandfathering. I understand the needs of the Seattle School District to make room for the vast number of children among the constraints of too few schools and teachers. I know the school board works hard to juggle all the needs of students, families, teachers all within a tight financial budget. I also understand the need to make boundary changes to enable the schools to function at their optimum level. However, what would be lost in no longer grandfathering-- loss of community cohesion, disenfranchising the families who must abruptly switch their child's school, loss of locational security for the child, would not be gained by the leveling out of pupils at each school by a large handful of students. The families in these boundary change areas where grandfathering is no longer allowed are put at an undue disadvantage. There will be a loss of community and parental involvement from the families. There will also be a loss for the student when she or he has to pick up at a brand new school, having to figure out a new building, new community, new friends. This is allowing a disruption in an elementary schools age child's life that is burdensome; we are not protecting our children when we force them to leave their school, their friends. When families need to move for a job change, etc., parents carefully weigh the pros and cons, especially the effect a move will have on their children. Moving is hard on children; that is essentially what you are asking us to do: move our kids and have them start over. Let me include, our children are not refugees. We are blessed to be in a city that supports families, children and education. We are grateful to have a roof over our heads, food available whenever we want it and safe playgrounds. Whatever the school board decides, we are still blessed to be in Seattle. In conclusion, I believe you are asking too much of these families (ours included) to no longer allow grandfathering. Grandfathering should be allowed. We will go along with the boundary changes, but please allow grandfathering.
9/15/2016	grandfathering	126	My son is currently a 2nd grade student at West Woodland Elementary, and according to the new boundary lines he will be transferred next year to Whittier. I was deeply saddened and discouraged to find out there will be no grandfathering in our area. Though I understand that growing student populations require the redrawing of boundaries, I strongly urge you to reconsider this grandfathering policy.  My family has spent the past two years pouring our energy and resources into this community of students and families and they have become family to us. The teachers and other staff have invested a great deal in these students and have provided tremendous support to my family and others. My son is invested in this community and all of his friends go to West Woodland. If the no grandfathering policy holds, we will lose all of this. His friends, our friends, our community, will all be at West Woodland. My son is sensitive and bright and feels deeply connected to the West Woodland community, which has played, and continues to play, a significant role in his ability to be successful. I know that he is not alone in this. It feels cruel to uproot a small group of children and remove the sense of safety and connection that it has taken years to develop. To be honest, I feel quite angry at this prospect. I intend to attend and speak up at community meetings about this and know that my neighbors will do the same. Please look beyond the numbers here -- our kids need community and connection. To take these things away would be a travesty. There has to be an alternative.
9/21/2016	Grandfathering	117	My 8 year old daughter is attending Viewlands elementary school and is in the second grade. I received word last week that she will be ripped out of her community at that school and placed in a new school since boundary lines are being redrawn. I am strongly opposed to this action. Please inform me how I can make this objection heard my the Seattle Public School Board.



9/26/2016	Grandfathering	41, 44	<p>I am writing to express my objection to the proposal to have no grandfathering of students for incoming grades 1-5 in relation to next year's boundary changes. In particular Boundary are 44 and 41. Having large groups of children displaced will have a great impact on their education. Having volunteers and PTA organizations broken up (including proposed succession of leadership) will have severe impact on the overall school community. At Green Lake Elementary, there are combined classes for 1-2 grad and 3-5 grade that follow a purposeful and organized progression that is not in line with traditional schools with single grades. Shifting students out of their classes may cause gaps in their overall education as there are some areas of the curriculum that may be missed in shifting to single grade classrooms. The changes will be very traumatic on the students, as there are events and activities that the students have been looking forward to doing as an upper classman (school trips, salmon curriculum etc.) that they will have to forgo. By 1st grade the cohorts for each class should be set...right? There are seats for the students right now. Is there such a net gain of new students adding to grades 1-5 that these cohorts will be so large there is no capacity? I am sorry, but this is really angering and short sighted. This will go up there in things the school district has done that is absurd and unforgivable...like sending kindergarten twins to different school....I still remember that one. <a href="http://www.seattletimes.com/Seattle-news/school-policy-splits-family's-twin-kindergarteners/">http://www.seattletimes.com/Seattle-news/school-policy-splits-family's-twin-kindergarteners/</a></p> <p>The schools and the School Board have made great strides in creating a strong, supportive communities around the schools. I understand that boundaries have to change due to demographics, but by disallowing grandfathering of existing students- breaking up functioning cohorts and ripping apart viable community organizations (PTA and volunteer groups) this will have a lasting impact on the schools that will take a long time to recover. And the students will suffer. As for the boundary change areas for Green Lake (area 41 and 44) that too does not make sense as they are shifting these students to already overcrowded schools. In one of the boundary meetings last year, I heard parents of BF Day School stating they need more students in their school as they have lost programs and longtime teachers due to drop in enrollment. If Green Lake needs to reduce its boundary, shouldn't the reduction be to the south west to increase BF Day's area? Shouldn't the boundary's increase into schools that need students, not schools that are figuring out where to put more portables and deal with bursting seams? I urge you keep grandfathering for existing students affected by boundary changes. I also urge you to drop boundary change areas 41 and 44.</p>
9/26/2016	Grandfathering	117	<p>My child is a current 1st grader at Viewlands Elementary. I am writing to request that you grandfather children slated to be displaced by boundary changes, including children 1st-3rd grade at Viewlands Elementary. These young children need the stability of staying at the same school they were originally assigned to in kindergarten and to maintain the relationships with staff and peers that create the safe environment that is so important for learning. Do not place these kids unnecessarily at a disadvantage to their peers who do not have to switch schools. Each of these children needs a system whose policies support their full potential. These kids are not being supported unless they have the option to be grandfathered to remain in their school. This video is a 2 minute clip of Miss E's kindergarten class at Viewlands Elementary last year. These children will be in second grade next year. Please take 2 minutes and consider these kids as people who deserve stability in their school community as much as the kids who are not being forced to change schools in the middle of elementary. <a href="https://vimeo.com/172056808">https://vimeo.com/172056808</a> (Really, watch it. It's a great little clip!)</p> <p>Grandfather 1st-3rd graders at Viewlands Elementary, and at other schools whose students face this awful disruption. Forced switching of schools puts these children at an avoidable disadvantage. Give families an option to work out what is best for each individual child and family. Consider these students as people, not numbers. Do not reduce a child's only chance at staying at their originally assigned elementary school to the school choice process. If a family requires before and after school care, the late notice of this process makes it necessary to pay deposits on 2 programs. This places families with less flexibility in time and less financial resources at a disadvantage. The choice school application is an unfair process. Please send me a reply and tell me what can be done to offer grandfathering to 1st-3rd graders at Viewlands Elementary and at other schools where families are faced with this damaging policy.</p>
9/27/2016	Grandfathering	117	<p>Our family is faced with a huge disruption should our younger daughter be moved from her currently assigned school, Viewlands Elementary, to Olympic View Elementary for the 2017-2018 school year, as the district is proposing with their current redistricting plan. We received an email from the district that although we have been assigned to Viewlands since our older daughter started Kindergarten in 2013, next year's boundary change will force our younger daughter, who just started Kindergarten this year, out of Viewlands. The proposal recommends to grandfather in next year's 4th and 5th graders which includes our older daughter but moves any current K-2 graders to Olympic View Elementary which excludes our younger daughter from Viewlands.</p> <p>We love our Viewlands Elementary community, one which we've built over the last three years. We can't imagine our girls at any other school. Our youngest would be pulled away from her sister and her sister's friends, her own friends and the supportive environment that she has been a part of since our older daughter started at Viewlands as a kindergartner three years ago. It breaks my heart to think that the bonds she is making with new school friends and the strengthened friendships with her old preschool friends, now at Viewlands, could be taken away from her daily support system. Kids who were assigned to Viewlands Elementary for the 2016-2017 school year should be given the choice to go to Olympic View or remain at Viewlands for the remainder of Elementary school.</p> <p>As it is proposed now, our family will be forced to divide our time and support between two Elementary schools in opposite geographical directions. They both have the same schedule so I wonder how I can be at both schools at the same time? I wonder how I will manage to get to work, get my kids to and from school and still have time to volunteer and connect with parents and staff at two schools? I wonder how I can be at two different open houses, conferences.....? Our family made the choice to invest our time and resources in the neighborhood in which we live. We believe in the strength that we gain as active members of our neighborhood and school community. We have made choices to commit to our community at Viewlands Elementary, your proposal will tear up our community to the detriment of kids, teachers and families.</p> <p>Please recommend that our school community remain intact by giving families the choice to stay at Viewlands Elementary for their remaining Elementary school years, at the school they were assigned to as Kindergartners.</p> <p>How many Viewlands families are being forced to leave their currently assigned school?          How many families attend Viewlands from open enrollment?          Why are kids assigned to Viewlands being forced to leave and those families who chose to be at Viewlands, despite living outside its service area, get priority for staying?          Please address my questions and concerns directly.</p>

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9/29/2016	Grandfathering	101	<p>I am a parent of a West Woodland Elementary 3rd grader and a future Kindergarten student for 2017-18. I am writing to strongly urge you to reconsider the decision not to grandfather attendance to West Woodland Elementary for those students and families in zones 124 and 126 when the growth boundary changes go into effect next Fall (2017-18).</p> <p>The district's Core Beliefs as outlined on your website center around placing the interests of students above all others in every decision that is made. In this instance I feel the district has failed to live up to its own core beliefs by choosing not to grandfather current West Woodland students. Changing schools significantly impacts students, their families and their school communities. It is well documented that switching schools negatively impacts student performance and emotional well-being, not only for the students moved but also those who are left behind. [1, 2, 3, 4] My daughter is already distraught having learned about the impending move and will now have to deal with the related anxiety and sadness in this current school year in addition to the years following relocation.</p> <p>In the case of my zone 124, West Woodland currently has 6 portables, 2 fewer than Bagley. According to the district website, Bagley will close in 2018 for remodeling to increase capacity, but those changes are not scheduled to be completed until Fall, 2020. By this time my daughter and the majority of her fellow impacted students being moved from West Woodland will be in middle school. Per the district's current recommendations, my daughter will have physically moved schools 3 times over the next 3 years (to Bagley, a temporary building during remodel, and to middle school), without ever taking advantage of the increased capacity at Bagley which was offered by Ashley Davies at the growth boundary community meeting on Sep. 27th as the key reason for the relocation. I would like someone from your office to explain to me how this will 1) support my daughter's education and well-being, and 2) how the timing of her relocation meaningfully relieves district capacity problems.</p> <p>Ashley Davies also presented a slide during the Sep. 27th community meeting at Hamilton Middle School outlining the following points in the district's rationale for its grandfathering recommendations.</p> <ul style="list-style-type: none"> <li>· Relieve overcrowding at existing schools. (Balance capacity across the district)</li> <li>· Open comprehensive new schools (ensure viable student populations.)</li> <li>· Allow for projected enrollment growth.</li> <li>· Minimize need for successive boundary adjustments.</li> <li>· Reduce use of portables.</li> </ul> <p>How does moving my daughter from one school that has capacity issues to another with even more capacity issues (e.g. more portables) before that school is remodeled relieve overcrowding, or reduce use of portables? Capacity is flexible and I fail to see how not grandfathering these 60 affected families, especially those going into 4th and 5th grade, meaningfully addresses these issues as the impact will quickly attenuate over time as students graduate to middle school. I am also extremely disappointed to note that none of these bullets reflect the Core Beliefs of the district- students do not come first and are barely mentioned, student learning is not supported, and there is no responsibility taken to ensure the district is doing 'whatever it takes' to ensure that every child achieves to their highest level.</p> <p>I know you care about children and that you can do a better job of protecting their welfare and ability to learn by making a different choice. I understand that managing district capacity is an ongoing challenge that we all must face together and one that requires flexibility from families and students. However, you now have a choice- you can choose, for the health and well being of the children you work for every day, to mitigate the disruption caused by these larger changes by allowing grandfathering at West Woodland and the other affected schools throughout the district. This is a decision that may cause short-term pain to the Board and district officials, but has the potential to make a huge, beneficial difference in the lives of the children you serve. I challenge you to choose compassion and service over convenience and the bottom line.</p>
10/1/2016	Grandfathering		<p>I strongly urge you to support grandfathering for current students at Sacajawea Elementary who would otherwise be assigned to other schools for the 2017-18 school year.</p> <p>There are several reasons:</p> <ol style="list-style-type: none"> <li>1) Our understanding is that Sacajawea - perhaps counter to earlier projections - has adequate capacity to accommodate grandfathering.</li> <li>2) Failing to support grandfathering will disrupt the school community in ways that place an unfair burden on students and families:             <ul style="list-style-type: none"> <li>- in particular, the Special Ed program at Sacajawea will be substantially impacted</li> <li>- in the case of my own family, our decision to attend Seattle Public Schools was based on our assignment to Sacajawea. We had been reassured that grandfathering would be implemented. It was shocking to find out after these assurances that grandfathering would not be implemented.</li> </ul> </li> </ol> <p>While I can appreciate that your decisions in this situation are complex, the opaque decision process and lack of transparency with respect to relevant data is frustrating.</p> <p>My highest priority wish is that you move to support grandfathering at Sacajawea. In the case you have compelling reasons why grandfathering cannot be supported, please respect the intelligence and good will of your various stakeholders by making your analysis public.</p>
10/1/2016	Grandfathering	124, 126	<p>I wanted to raise an issue that has come up with the new boundaries and subsequent decision to not grandfather in current students at West Woodland. This decision has large impacts on the students within the 124 change area. Presently students there are slated to move to Daniel Bagley next year; grandfathering in to West Woodland was denied for this area. Our daughter is currently in 1st grade at West Woodland.</p> <p>This decision will result in our (area 124) kids having to change schools 4 times over the next 5 years.</p> <p>The new boundaries for area 124 (east Phinney between 65th and 70th, but west of Green Lake) will send our daughter first to D. Bagley, but apparently Daniel Bagley is to be remodeled over the course of the following 1-2 years, so she would then be sent to the temporary school on Ravenna Blvd. It would take us &gt; 45 mins to walk there from our house on N 66th St., and for both schools we would need to cross highway 99. Then in her 4th or 5th year she would be transferred back to the remodeled Daniel Bagley and then would be changing schools again in the next year to go to the new eagle staff middle-school. Again, that is 4 school changes in 5 years.</p> <p>I am deeply concerned about the impact all of these changes will have on her anxiety and ability to learn - like most kids, transitions are very hard for Josie. She is doing so well at West Woodland and we are absolutely crushed by this decision not to grandfather her into West Woodland.</p> <p>The decision does not account for crossing major arterials / distance to school</p> <p>In addition, both schools (Bagley and the temporary school) would require Name to cross 99 to walk to school and they are significantly further than our current distance to West Woodland. Both have limited outdoor areas that back major arterials (99 and 1-5) without any screening. In addition, her current after school program would no longer be viable without one of us leaving work to transfer her to the program.</p> <p>The process for feedback lacks transparency and communication to reduce impacts on families</p> <p>Both name (name's father) and I work full time and name is our only child and this has been a very distressing process for us. We have attended all the meetings, and provided feedback on cards, have written numerous emails to the school district, and tried to reach people by phone but have only received occasional responses saying she would likely be grandfathered in, which now we know is not the case (I am sharing one of our email correspondence strings below).</p> <p>We feel that this process has lacked transparency and that we have had little opportunity to contribute to the discussion regarding the future education and well-being of our child. We have attended the meetings and been active where possible, with little apparent impact. We feel helpless against the decisions that will adversely impact our daughter's formative educational years. We purchased our current home 6 years ago shortly after name was born specifically to enroll her in West Woodland, Hamilton Intl., and Roosevelt. Until West Woodland shared information with us last year we were completely unaware of the impending changes. No fliers were sent to the house; no options to enroll our daughter in the updated boundary school (D. Bagley) were offered when we registered her; the lookup tool did not highlight that a change might be coming. As a result we, like all the families affected by these changes, are forced to endure school changes and the subsequent disruption to our daughter's education and social well being. My mother was a public school teacher for 34 years and I always wanted to support public education but this process has been frustrating, stressful, and completely discouraging.</p> <p>We request a response to these issues as well as a meeting or phone conversation with a representative of the school board to voice these concerns on behalf of our family and the other families in area 124 impacted by these changes. We plan to raise these issues at tonight's meeting as well.</p> <p>We understand that there are multiple demands facing the school board on these decisions but we implore you to reconsider the impact not-grandfathering in (and the proposed growth boundaries for area 124) will have on our children, especially K+ ages in area 124 that will need to change schools &gt; 3 times over the next few years.</p>

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10/4/2016	Grandfathering	101	<p>I'm writing to urge you to support grandfathering for current students at Sacajawea Elementary who would otherwise be assigned to other schools for the 2017-18 school year.</p> <p>There are several reasons:</p> <ol style="list-style-type: none"> <li>1) Our understanding is that Sacajawea - perhaps counter to earlier projections - has adequate capacity to accommodate grandfathering.</li> <li>2) Failing to support grandfathering will disrupt the school community in ways that place an unfair burden on students and families: <ul style="list-style-type: none"> <li>- in particular, the Special Ed program at Sacajawea will be substantially impacted</li> <li>- in the case of my own family, our decision to attend Seattle Public Schools was based on our assignment to Sacajawea. We had been reassured that grandfathering would be implemented. It was disappointing to find out after these assurances that grandfathering would not be implemented.</li> </ul> </li> </ol> <p>While I can appreciate that your decisions in this situation are complex, the opaque decision process and lack of transparency with respect to relevant data is frustrating.</p> <p>My highest priority wish is that you move to support grandfathering at Sacajawea. In the case you have compelling reasons why grandfathering cannot be supported, please respect the intelligence and good will of your various stakeholders by making your analysis public.</p>
10/5/2016	Grandfathering	90	<p>I am a parent of a 4th grade student currently attending Olympic View Elementary – name My son (name) spent K-5 at this school and has now moved onto Whitman MS where he is a vibrant, well liked student and athlete in 8 th grade. My daughter, NAME has been at Olympic View Elementary since kindergarten. We have had a wonderful experience at this school and she has forged many friendships with other students and teachers alike. She also attends the afterschool childcare on site, Collaboration Station, every day. The environment at Olympic View has fostered great skills, both scholastically, emotionally, and physically and we look forward to completing her last year of elementary at this location. However, with next year’s boundary changes, she would be forced to move to Northgate Elementary for her final year – 5 grade. Also she would have to change afterschool care to accommodate the new school attendance area. I feel this would be a great and unnecessary disruption for our family and most importantly, for my 9 year old daughter. The new boundaries will drastically effect our whole student body population at Olympic View. Possible up to 50% of students and families currently attending this school. PLEASE, PLEASE, PLEASE reconsider GRANDFATHERING for the 3 &amp; 4th graders in our school – Olympic View Elementary. These kids deserve to finish out their elementary experience with the same teachers, students and facility that has been apart of their lives for the last 4-5 years.</p>
9/15/2016	Grandfathering, Green Lake	41, 44	<p>I received this distressing email yesterday regarding the 2017-2018 boundary changes, which impact my family that is currently assigned to Green Lake Elementary.</p> <p>I have several questions/comments:</p> <ol style="list-style-type: none"> <li>1. on the Elementary school change map (<a href="http://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Enrollment%20Planning/Growth%20Boundaries/2017-18%20Changes/ES_AAChanges_District_2015_to_2020_20151216_1102_oldMercer.pdf">http://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Enrollment%20Planning/Growth%20Boundaries/2017-18%20Changes/ES_AAChanges_District_2015_to_2020_20151216_1102_oldMercer.pdf</a>) can you please provide the total number of students (K-5) in each area that will not be grandfather, as proposed?</li> <li>2. how can not grandfathering currently assigned students help the situation? by not grandfather current K-5 students in the areas on map above SPS will be displacing many students to currently overcrowded, near capacity schools. Not to mention disrupting many families across the district, breaking apart school communities, disrupting the education of many students, and potentially having students of the same family attending different schools adding to the stress of all.</li> <li>3. I hear that boundaries will need to be changed again within 5 years to accommodate growth near Cedar Park? the schools, students and communities cannot take much more of this being yanked around for the reasons in #2 above. Maybe SPS needs to build some more schools?</li> </ol> <p>I hope you can provide the information in #1 on the website and at the meetings starting next week and address the other questions above.</p> <p>// Additionally on the grandfathering issue at Green Lake specifically, Since Green Lake is not longer receiving students from previously approved boundary changes that would have sent students from Bagley and BF Day to Green Lake, this should alleviate some pressure and allow grandfathering at Green Lake. Without students from BF Day and Bagley, what is the right size student total for Green Lake? Displacing Green Lake students by not grandfathering will be disruptive to our students overall education. Green Lake uses a multi-age classroom approach to many subject areas. For example, a 4th grader may receive 5th social studies and 3rd grade social studies a 4th grade social studies, then following year, thus if forced to move schools 4th grader would repeat 5th grade social studies and a 3rd grader would repeat 4th grade social studies, completely missing a year of education. I urge you to support grandfathering at Green Lake Elementary school, allow continuity of our student's education and progress.</p>
10/7/2016	Grandfathering, Viewlands boundary	117	<p>Please find my attached letter regarding your consideration and upcoming Boundary changes which will affect my family &amp; our community at Viewlands Elementary.</p> <p>Thanks for your time. // The Viewlands Elementary School community agrees that the district proposal for the 2017/2018 Implementation of the Growth Boundaries negatively impacts our school community. The Growth Boundaries proposal was created with 2012 data. Circumstances have changed and this plan is no longer a good choice for our Viewlands Elementary School Community.</p> <p>We realize that change is necessary but does it have to be so disruptive to so many families?</p> <p>For Viewlands, an estimated 120 kids will be impacted. That includes 40, current 3rd &amp; 4th graders grandfathered (no transportation provided) and 80 current K,1st,and 2nd grade kids moved to Olympic View. The new boundary would bring in an estimated 29 students from Broadview Thompson K-8 and &lt;10 kids from Whittier Elementary. This would result in a disruption to 160 students in order to reduce enrollment by approximately 40 students.</p> <p>The District’s Grandfathering Recommendations split up families with older siblings being grandfathered and younger siblings being moved to Olympic View. It does not include younger siblings not yet attending Viewlands.</p> <p>Please amend the proposal to include:</p> <p>Grandfathering: We want to keep Viewlands intact. Grandfather all current students in Area 117 and keep all siblings at Viewlands.</p> <p>Equity: Please use the Seattle Public School Racial Equity Analysis Tool to identify parts of our community who may be underrepresented and underserved. Provide appropriate mitigation (limited transportation, give families options). Notify all families affected by the exclusion. Families do not know this is happening and do not understand the implications for siblings or transportation.</p> <p>Boundaries: Please consider keeping the portion of Area 117 on the west side of highway 99 in the Viewlands attendance area. They are currently ½ mile from Viewlands. The new Growth Boundary has them travelling 2.1 miles across highway 99 and I-5, to Olympic View. Asking families to travel across Hwy 99 and I-5 is a huge safety liability, especially for those who walk or bike due to access to a car.</p> <p>Stability: Please provide more time to transition families. Viewlands reopened five years ago in fall 2011, after being closed for four years. In those five years the Viewlands community has gained momentum as a school community. People have worked hard building relationships and partnerships that provide the continuity that kids need to do their best learning. Give our kids the stability of remaining in their school community, to continue to build the relationships with staff, students, families, child care, etc. that create the safe environment they need to learn. This year has already had plenty of change with the new bell times. The boundary change with no grandfathering is too much change too fast. Families need time to arrange childcare and transportation. Will these boundaries change again in 2-5 years? Is this a sustainable solution?</p> <p>The Viewlands Elementary community looks forward to working with the district and School Board to make a better plan for our students, families and community. Thank you.</p>

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9/28/2016	Grandfathering; boundaries	128	<p>1. Thank you for providing the data for Grandfathering. As stated below, I am in Section 128, which is slated for my kids to move from Whittier to Viewlands and no grandfathering is the recommendation. The Total # of Students affected is "&lt;10". Section 126 is moving from West Woodland to Whittier and that number is 23. From my vantage point being at Whittier, it is not evident to me that there is a ton of space there right now, so moving 23 more kids in to move ,10 kids out doesn't seem like it will clear much up with regards to capacity. And based on what I heard at those meetings, those 23 people don't want to move. I think that &lt;10 is still a bit on the higher side. It would not take me long to go door to door to find out exactly how many Whittier kids we are talking about.</p> <p>2. It is even more unclear to me what the strategy and the vision is when I take a step back and look at the map as a whole. The drivers from the elementary school perspective were Cedar Park and Olympic Hills - those schools are not even close to Ballard, so it is not clear to me why the trickle down affects any of the schools in our neighborhood. Some parents at the meeting suggested going back to the drawing board. I'm not sure if I'm quite there yet. However, as a board member, I think you should know that whatever the strategy is didn't come across very clearly at the meeting. I can certainly understand impact of Cedar Park and Olympic Hills on neighboring schools, but don't see a connection to the Ballard schools.</p> <p>3. It does not make sense for West Woodland to exchange boundaries with Whittier where it is already crowded and not getting better. Ballard/Phinney is not going to have less kids anytime soon. In the long run, it seems to make more sense to instead relieve capacity at West Woodland into BF Day. Was that considered? I don't have their numbers, but I have heard BF Day is not at capacity. So can 126 and 124 go to BF Day instead? From a proximity and drive perspective, the south West Woodland boundary is much closer to BF Day than 124 and 126 are to Whittier and Bagley. Although this does not affect me, taking kids from West Woodland and shipping them to Bagley makes zero sense. Along those lines, I do get the logic of building in overflow on the north Whittier boundary into Viewlands - but NOT if it is because West Woodland kids spilled into Whittier - we just traded blocks for blocks there - why?. Also, if that really is the logic, when why not have Loyal Heights area expand to North Beach (which is WAY underutilized) instead of building that mega school that the neighborhood does not want? I don't want to get too far off course, but my point here is that it is not evident to me what the long term strategy is. It seems to me living there that West Woodland, Whittier, Adams, Loyal Heights are getting the brunt of the Ballard population boom, so having those schools swap attendance is like moving deck chairs around on the Titanic. It would seem that flowing out to underutilized schools like BF Day and North Beach would make more sense.</p> <p>4. It was asked at the meeting yesterday but I did not hear a clear answer on the rationale of why kids to optioned/choice into schools are automatically grandfathered and not affected by boundaries. I would like to see the data next to each school of how many kids are currently at the school but do not live in the current boundaries. I think that would be eye opening for parents who are being asked to move. I believe based on the energy I felt last night that the people responsible for the boundary work and the school board will NEED to publish their rationale for why a kid who does not live in the school boundary today gets to stay and a kid who does live in the boundary today has to move. // 5. Why are sections 119 and 120 who have &lt;10 and 10 students affected respectively grandfathering all grades when they look to be over capacity but section 128 also with &lt;10 is not? What went into grandfathering one but not the other? If it was just pure numbers, then I am not seeing how this makes sense.</p>
6/11/2016	Grandfathering; choice	NA	<p>I am writing to you regarding the proposed school boundary changes to Green Lake Elementary School for the 2017-2018 school year. I currently have a child in kindergarten and Green Lake is our assigned school. My other child starts kindergarten in 2017-2018 at which time the GLES boundaries are proposed to change. I have received information that is concerning to me. It appears that Grandfathering of currently assigned students will not happen or is not guaranteed, which is a change from previous policy previous years (<a href="http://www.seattleschools.org/cms/one.aspx?portalId=627&amp;pageId=17308">http://www.seattleschools.org/cms/one.aspx?portalId=627&amp;pageId=17308</a> ). What does this really mean? Will currently assigned students not be grandfathered? That would displace a lot of students to potentially over crowd other schools; be highly disruptive to their learning process, sense of community and school, and break families apart in school attendance (potential a family with 2 or more kids could be forced to go to different schools). And students with special needs will potentially be reassigned to schools with no support from them. Remember, education is about the kids!! When will students receive letters regarding Grandfathering for the 2017-2018 school year? Will this be during fall 2016? After school board final vote on boundary changes in Oct-Nov 2016? Prior to the start of choice in winter/spring 2017? How are students affected that currently have selected GLES as a choice school, have been attending for several years in regards to Grandfathering? Will these students have any priority over students who live within the GLES boundary? priority over siblings with older sibling attending and assigned to GLES? My child current is assigned to and attends GLES, is my child not guaranteed to continue at GLES in 2017-2018? Will I have to apply for choice to GLES for my child for 2017-2018? Enrollment information (enrollment numbers) were predicted in spring 2011 and voted on in 2013. How can these be accurate given the number of families that have moved to the area in the past several years? Have new enrollment numbers been examined to justify the continue proposed boundary changes? When are fall meetings scheduled to further discuss boundary changes? How does the wait list process work? Please explain how the wait list process works, how are assignments made, in what order. When do students know where they will attend if on a wait list? Etc. Will information regarding proposed boundary changes be communicated more directly to those impacted? I received little information on this (and other topics from SPS). I have to hunt for information on the website. No automatic emails are sent to parents (me) on this issue though it directly impacts me and my family.</p>
10/5/2016	Grandfathering; OV boundaries	90	<p>We are the parents of two students at Olympic View Elementary School. This is our fifth year as an O.V. family. We have a first grader, and a fourth grader (who has been at O.V. since Kindergarten.) It appears that the proposed boundary changes will have us moving to Olympic Hills Elementary, and that there will be no grandfathering. So, apparently, the school district thinks that it is a fine idea to move a child for one year, their fifth grade year, to a different school. Then have to move the next year to another school, middle school. I find this to be thoughtless and not in the best interest of the child. I cannot understand why this couldn't happen at a more gradual pace, than making it so drastic to happen this coming year. Our kids love their school, love their friends, love their teachers, love the staff. I have been a volunteer at the school, and have made friends...there is a community that has been built through the families of O.V. I can't imagine being forced to start all over. If the Seattle School District cares about their students and families, the communities the schools serve, and school community and family stability, I strongly urge you to reconsider the boundaries and grandfathering. Grandfathering for current 3rd and 4th graders, and for siblings, I feel is extremely important. Please, please reconsider this. PS. If we ARE forced to move schools, moving our kids to Hazel Wolf would make the most sense, as it is by far the closest school to us and is a K-8...meaning we wouldn't have to switch our kids again for middle school.</p>

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10/5/2016	Grandfathering; review boundaries	93	<p>The district proposal for the 2017-2018 Implementation of the Growth Boundaries needs to be amended. The plan as it currently stands will rip about 800 students out of their current schools without sufficient rational or results. This dramatic change will negatively impact a tremendous number of families. It will result in families being divided between elementary schools, a decrease in resources given to the schools by disgruntled and divided parents, loss of the school parent support infrastructures, and loss of critical childcare for many working parents.</p> <p>The proposed drastic changes will also result in substantial emotional turmoil for the children who are ripped out of their current schools as well as those who are left behind without the friends that they have made over the years. One of the intended purposes of having guaranteed "neighborhood schools" is that the kids get to know and become good friends with the other kids in their neighborhood. The proposed changes will tear apart the bonds that our children have made with their friends over their elementary year and negate this intended purpose.</p> <p>I am a parent of 3 students at Olympic View Elementary School. My eldest child is in 4th grade this year and his younger twin siblings are in second grade. The proposed plan will take 50% of the children who are currently at Olympic View and move them to other schools next year. My husband and I both work full time. We rely on the on-site afterschool care. Without that care I do not know what we would do. With the change in school times this year many families have found it extremely difficult to find quality, affordable after-school care for their children. We are lucky that we have had spaces for all of our children at Collaboration Station, the on-site child care program at Olympic View since they each started there as Kindergarteners. I was only able to get spaces for the younger 2 there because I put them on the wait list 2 years before they were set to start Kindergarten.</p> <p>We live in Area 93. That means that if the current proposal passes, next year I will have 1 child who will be able to stay at Olympic View and for whom I will have after-school care and I will have 2 children who will be forced to leave Olympic View and attend Sacajawea and for whom I will lose after-school care. This division will be a substantial hardship on my family. We are already stretched thin timewise and this change will cause us to be stretched even thinner. It is inequitable that the Seattle School District could even consider a proposal that would cause this much hardship on its families and working parents. At a minimum the proposed plan needs to be changed to allow grandfathering for all siblings, but preferably it should be amended to allow grandfathering for all current students.</p> <p>At this point I have attended 2 meetings with school district personnel. The answers given to the questions posed at the meetings were unacceptable and frankly do not make sense when one studies the numbers that have been provided by the district. Per the district's numbers Olympic View is scheduled to lose approximately 209 students (71 to Sacajawea and 138 to Olympic Hills) and to gain 80 students from Viewlands. This change results in an overall decrease of 129 students. However the district numbers which I was provided when I attended the meeting hosted by the district at Viewlands Elementary School earlier this week say that the capacity at Olympic View will only decrease by 21 spaces next year. This means that based on the current capacity with the adjustments that need to be made due to the McCleary decision over 100 students are being unnecessarily forcibly removed from Olympic View under the current plan. It also means that if 1 portable were to be added to Olympic View all of the current students could easily be grandfathered to remain there.</p> <p>The numbers at Viewlands tell an even more confusing story. The current proposal has 80 being unnecessarily removed from Viewlands and about 38 students moved to that school. The net result is a decrease of about 42 students. Per the district numbers provided earlier this week however the capacity at Viewlands for next year, even taking the McCleary decision into consideration, is actually 23 students more than the current enrollment there. This means that even if all of the current students remained there and the 38 additional students were moved there, they would at most need 1 more portable to accommodate all of the students next year.</p> <p>I have spoken with many other Olympic View parents as well as Viewlands parents and the message was the same across the board -- everyone would much rather add additional portables, if necessary, (which could easily be accommodated at both schools) than to have 1 child forcibly moved from either of the schools.</p> <p>As a parent of 3 current Olympic View students as well as a community member and voter I respectfully request that the models be re-run and the current plan be amended to include grandfathering for all current Olympic View Elementary students.</p>
9/16/2016	Green Lake	44	<p>I am writing concerning the 2017-2018 District boundaries and staff proposed amendments that the Board will vote on November 2.</p> <p>When my husband and I bought our home at ADDRESS St. in 2005, our neighborhood elementary school was designated as Wedgewood. In the 2009-2010 school year (four years after our first child was born), the District re-drew the borders to make Green Lake Elementary School ("GLES") our neighborhood elementary school. In 2013, when our first child was in second grade, our second child was in kindergarten (immediately prior to our third child entering Kindergarten), the District proposed to again change our neighborhood school for the 2014-2015 school year--initially to Sacajawea Elementary School, subsequently to Wedgewood Elementary School, and in a last minute amendment on the night of the vote, the District retained GLES as our neighborhood elementary school through the 2016-2017 school year. Now, our first child is in fifth grade at GLES, our second is in second grade, and our third child is in first grade at GLES. Over the years, we have put countless hours and dollars into investing in the GLES community. Now, however, we are faced with the prospect of (again) coming full circle to change schools again. Our area where we live has felt the upheaval of boundaries so many times that very few kids in our little triangle neighborhood (as it is called based on its boundaries) actually go to school with any of their next door neighbors. This does not aid in ones sense of community at all. In short, the frequency of the border changes and proposed border changes for our neighborhood is distressing. It has also fragmented our neighborhood and our neighbors' associated volunteer work and financial support for neighborhood schools. With the light rail and population density coming to our area soon--and with no elementary school located within a walkable distance of our neighborhood--we are losing hope that the District's practice of changing our designated neighborhood school every few years will stop. Our children desperately need a sense of belonging and permanence to help them feel secure and grow strong bonds with neighbors and community at large.</p> <p>As parents of current fifth, second, and first graders that attend Green Lake Elementary school and reside in area 44, which is slated to be displaced from Green Lake Elementary School to Wedgewood Elementary in 2017-2018, we are attaching a one-page an alternative GLES Boundary Proposal as created by Amy Hansen for your and the Board's consideration.</p>
4/30/2016	Green Lake	44	<p>I attended the public information meeting for Growth Boundary changes for the 2017-2018 school year on April 4, 2016. I currently have a child in kindergarten at Green Lake Elementary and my younger son starts kindergarten in the 2017-2018 school year, at which time our address is projected to be assigned to Wedgewood. I want both kids to attend the same school. The boundary changes were provided and I have several comments that should be considered. (1) population data should be re-examined, since over the past 2-3 years upwards of 30-40k people have moved to the Seattle area and decisions made in 2013 could be impacted by the increase in student population that may result in different boundaries. (2) many parents at the meeting expressed that school population continues to decrease at BF Day (and BF Day has lots of room) and redrawing the boundaries for elementary schools will continue to impact that school negatively, and consequently impacting surrounding elementary boundaries like Green Lake as well. (3) keep neighborhoods together - specifically NE 75th St - NE 70th St and 15th Ave NE-Brooklyn Ave NE. This neighborhood current is assigned to Green Lake and identifies as part of the Green Lake-Ravenna neighborhood (not as part of Wedgewood, over 1 mile away) as projected for the 2017-2018 school year.</p>

9/17/2016	Green Lake	41, 44	<p>An Alternative Boundary Plan for Green Lake Elementary School Background: Green Lake Elementary School's (GLES) community has been severely disrupted twice in the last seven years due to boundary changes, and the 2017-2018 proposed boundaries will do so a third time. In the 2009-2010 school year, boundary changes were made to the GLES border when McDonald was re-opened and the New Student Assignment Plan was implemented. In the 2014- 2015 school year, very dramatic boundary changes were again proposed for GLES by: (a) excluding existing 2013-2014 GLES families who live in sections of Maple Leaf, Roosevelt and Ravenna from GLES boundaries; and (b) adding a huge area down to Lake Union (what used to be McDonald and John Stanford's attendance areas) so that two schools in the new GLES proposed boundary could function as option schools. The District ultimately retained its existing families and expanded the GLES border to Lake Union. Only two years later, GLES is again facing the prospect of having existing 2013-2014 school year families excluded from its boundaries. Alternative Plan: Retain our long-established GLES families and bring the GLES geographic boundary and its option school service more in line with those of surrounding elementary schools: 1. Keep the existing GLES northeast boundary: This retains areas 41 and 44 on the Recommended Elementary School Attendance Area Changes 2017 Map (last updated 8/24/2016). 2. Contract the southern boundary of GLES and draw the boundary line at 45th Street: This retains much of the former McDonald area, but no longer requires GLES to function as the neighborhood school for two option schools. 3. Draw the GLES southern boundary at 45th Street: This would allow an option school within the Laurelhurst boundary and/or historically under enrolled B.F. Day to be utilized to its full capacity. Rationale: Contrary to established practice, the District has stated that it will not be allowing any grandfathering for current GLES families that will be displaced by the new proposed boundaries for GLES due to capacity constraints. A major cause of this was the 2014-2015 GLES boundary changes that made GLES function as the neighborhood school for two option schools, placing GLES in a unique position within the District. Laurelhurst is another elementary school that holds a unique position within the District because the University of Washington occupies much of the area within its current border. No option school currently lies within Laurelhurst's boundary and expanding Laurelhurst's boundary to the west at 45th Street would provide it with the John Stanford International School as an option school within its boundary. Guiding Principles: The boundary changes for GLES over the past seven years are contrary to at least five of the District's seven Guiding Principles, whereas the Alternative Plan is consistent with them. In addition, the Alternative Plan is neutral with the proposed 2017-2018 GLES proposed boundary change in relation to the remaining Guiding Principles: • Ground decisions in data: The original vote for the 2017-2018 boundaries was in November 2013 and based on data that is now four years old. District staff are recommending based upon updated data that the Daniel Bagley and B.F. Day areas proposed to be moved to GLES in 2017-2018 be retained in those schools. This would decrease the 2017-2018 GLES boundary on its western border. To the extent that GLES students from areas 41 and 44 were being displaced from GLES in 2017-2018 to make room for those students, the data no longer supports making this change. District staff are also recommending that the Bryant and Sandpoint areas proposed to be moved to Laurelhurst in 2017-2018 be retained in those schools. To the extent that the proposed changes to Laurelhurst's border were made because it would have extra capacity in 2017-2018, it would have at least some capacity to accept students to the west of its border at 45th Street within the current border for GLES. Finally, B.F. Day also appears to have some extra capacity as only 285 of its 329 seats were filled last year. • Create boundaries that reflect equitable access to services and programs: Due to the 2014-2015 GLES boundary change, GLES currently functions as the neighborhood school for two options schools. Other elementary schools in the District, such as Laurelhurst, have no option school within their borders. The Alternative Plan would place a geographically proximate option school within Laurelhurst's boundary. • Maintain key features of New Student Assignment Plan: While GLES has been a relatively small school, its graduating classes have been split between at least Eckstein and Hamilton by prior boundary changes. Under the Alternative Plan, GLES graduates would all feed to the same middle school. The Alternative Plan would also keep one of the two option schools within its boundary. • Minimize disruptions by aligning new boundaries with current attendance area boundaries when feasible: Part one of the Alternative Plan would be the best way to minimize disruptions, as it maintains the status quo and allows families from areas 41 and 44 that have been attending GLES for seven years to continue doing so. This is important because GLES combines grades in all of its classrooms after kindergarten, and subjects like science are uniformly taught to the whole class. As such, displaced GLES students may have to repeat or skip same an entire year of science. Many of these families also have more than one child and some have students in fourth grade who will be forced by the proposed 2017-2018 GLES boundary change to attend a different school for their final year of elementary school. The District's proposed choice school remedy for these families is illusory: the stated reason for deviating from the established practice of grandfathering is capacity constraints. In addition, no provision is being made for choice school sibling preference, which leaves GLES families with a dilemma: leave the school that their children have attended for years—or—attend multiple elementary schools. These families, who have already been disrupted twice in the past seven years due to GLES boundary changes and resulting enrollment, should not be disrupted again. While students added to GLES in the 2014-2015 school year would be displaced from GLES if the second and third parts of the Alternative Plan are adopted, these aspects of the Alternative Plan are neutral with the 2017-2018 boundary change for GLES on the Guiding Principles of regarding maximizing "walkability" and minimizing "transportation" and "fiscal impact" because impacted students under either proposal likely qualify for transportation to their designated neighborhood school. • Be responsive to family input to the extent feasible: I am a parent of a current GLES fourth and first grader that lives in the Roosevelt area of area 41 and support the Alternative Plan for GLES.</p>
9/19/2016	Green Lake	41, 44	<p>Before the Thursday meeting regarding this change at Eckstein would please send me information about how many children this change applies to for Areas 41 and 44? I would like to know number of kids, grade they are in, and the Area (41 or 44).</p> <p>Our son entered Green Lake in the fall of 2009 and our daughter 4 years later. We've seen our school struggle both with under enrollment and over enrollment because of boundary lines that are too rigid to handle the rapid growth of our neighborhood and the number of kids that need a place to learn. Our school community has risen to these many challenges but there have been real consequences...loss of staff, loss of classroom space, and loss of funding to name a few. It has been a frustrating journey made even harder by the recent proposal to not grandfather in the children in Areas 41 and 44.</p> <p>Prioritizing neighborhood kids over families already at a school has bred such ill will in communities and schools all over this city. I urge you to re-examine prioritizing neighborhood kids at the expense of all others -- if I am new to SPS with no ties to any school, you should find me a school nearby but not necessarily guarantee me a spot at any one particular school. Without some flexibility every plan you come up with is bound to fail and we will just keep redrawing boundaries year after year -- a process that disrupts schools, neighborhoods, and most importantly kids.</p> <p>I look forward to discussing this further and hope that with new people on the board we can come up with some better solutions. From my experience the neighborhood schools approach begun under Maria Goodlow Johnson has been a terrible failure and needs to be re-examined.</p>

2017-18 Growth Boundaries Email community input Oct. 1, 2015 through Oct. 10, 2016

9/28/2016	Green Lake Boundary	41, 44	<p>Thank you so much for speaking with me at the at the end of the growth boundaries meeting on Tuesday, September 27th at Hamilton. I am writing to follow up on our conversation. I had requested, on behalf of the Green Lake parent community, that SPS staff conduct analysis of the enrollment scenario if Green Lake's boundary was changed to remove the area that is John Stanford's geozone (see attached) and change that area to become part of BF Day's attendance area boundary. I really appreciated your willingness to have staff take a look at this, and thought it might be helpful if I followed up with the specific details of my request in writing.</p> <p>Please conduct analysis of the five-year projections for enrollment at Green Lake with the criteria:</p> <ul style="list-style-type: none"> <li>- John Stanford's geozone is no longer part of Green Lake's boundary.</li> <li>- Current Green Lake students who live in areas 41 and 44 are grandfathered.</li> <li>- Current Green Lake students who live in John Stanford's geozone are grandfathered.</li> </ul> <p>Questions:=-</p> <p>Since the boundary change in Fall of 2014 how many Kindergartners enrolled at Green Lake from this area (John Stanford geozone), per year? How many students per grade in 1st - 5th? (Please be sure to include students who enroll or change schools throughout the year, rather than basing only on start of school year numbers.)</p> <p>Based on the handout at the meeting yesterday I understand that 32 current Green Lake students live in area 41, and 39 live in area 44. How many current Green Lake students live in the John Stanford geozone and would be impacted by a change in the boundary to the south?</p> <p>Do you have any historical data from past boundary changes on the percentage of grandfathered students who stay at their school, versus the percent that choose to move to their new attendance area school? Grandfathering gives families choice, but I'm certain due to transportation, younger siblings, and other factors, not all families decide to stay.</p> <p>As a parent community we would very much like to see Green Lake's boundary right sized (our school cannot sustain the rate of growth we've seen since the boundary change in 2014), and we feel very strongly that we want to have our current families who are being moved out of the boundary grandfathered (for the numerous reasons raised at the Growth Boundary meetings). Given under-enrollment at B.F Day, it seems like moving the boundary between our two schools could potentially be at least part of the solution. In addition, having only one language immersion option school (McDonald) within the Green Lake boundary would relieve the added pressures on our school that this unique situation brings.</p> <p>Thank you again for discussing this with me yesterday and for your willingness to have your staff conduct this analysis. I really appreciate it!</p>
9/29/2016	Green Lake boundary	41, 44	<p>Based on a review of last year's student directory, I can identify over 20 students that live in the John Stanford geozone. And, that data only reflects those families who voluntarily supplied their address to the PTA at the beginning of last year, at a time when Green Lake's enrollment was approximately 100 students less than this year. So perhaps you are mis-remembering when you state there was only one student living in that area, or perhaps the previous analysis you referred to was something slightly different than what I'm requesting. Please note, it's critical that analysis includes students in all grades as students who move into the geozone in grades 2nd through 5th cannot attend a language immersion school without testing in.</p> <p>Where is the increase in Green Lake's enrollment coming from? What factors are contributing? If as you are suggesting it is not coming from within John Stanford's geozone, then I feel even more strongly that detailed analysis needs to be conducted, as the obvious answer would have been the 2014 boundary change. If the growing numbers are coming from further north, perhaps BF Day's attendance area needs to be moved north of 50th into McDonald's geozone.</p> <p>Furthermore, regardless of the current impact on enrollment trends I would argue that Green Lake's large boundary containing two option schools is not a viable long term plan. According to the attached document in 2015-2016 there were 985 SPS students living within Green Lake's attendance area, with 296 attending McDonald and 244 attending John Stanford (see page 7). If these option school ever became unpopular with the families living in their geozones, and they increasingly choose to attend their attendance area school instead Green Lake alone could not possibly accommodate all the students who are guaranteed a seat at their attendance area school.</p> <p>After three years with this boundary, it's time for a thorough review.</p> <p>Thank you so much for your attention to this. I feel strongly that solid analysis is vital to the future of our school.</p>
9/7/2016	Green Lake to Wedgwood	44	<p>We live in the small two-block area in Roosevelt that looks like it will be switched from Green Lake Elementary to Wedgwood Elementary.</p> <p>We have two kids now in Green-Lake, and they love it there and have lots of friends -- forcing them to transition to another school will cause much stress in our family.</p> <p>I understand that you will grandfather them into Green-Lake (space allowing). When will we know whether this is going to happen?</p> <p>Also, if only a subset of eligible kids can fit, how do you choose which kids get selected to be grandfathered in?</p> <p>Also, if space is not allowed, do we get to select option schools as a possible alternative, such as Jane Addams? Or are we now forced to send our kids to Wedgwood?</p> <p>Finally, do you have a phone number of someone that I can call to ask questions about this? // Thank you for your reply. It is as I feared.</p> <p>I accidentally said Jane Addams when I really meant Hazel Wolf. Will families who were moved out of Green Lake elementary be given any kind of priority for option schools, and will Hazel Wolf be an option for us?</p>

2017-18 Growth Boundaries Email community input Oct. 1, 2015 through Oct. 10, 2016

9/27/2016	Green Lake; Grandfathering	41, 44	<p>As a Green Lake Elementary School (GLES) parent, I have concerns regarding the 2017-2018 proposed boundary changes and the staff recommendation of no grandfathering for Elementary School Change Areas 41 and 44. As with many schools in Seattle, GLE is at capacity. We have a large neighborhood attendance area, which ranges from the north end of Lake Union to N.E. 81st St. The proposed 2017-2018 attendance area is still large and not sustainable, while at the same time pushes out some of our present students. I suggest the following: 1. Reevaluate the GLE boundary changes using up-to-date data and considering GLE proximity to two option schools and B.F. Day, a school presently under-enrolled (see September 2016 enrollment data) and projected to continue to be under-enrolled. 2. Allow grandfathering for all presently attending students to continue attending GLE. My support for these suggestions is as follows: Current information indicates that the Board should reevaluate the 2017-2018 GLE boundary change: 1. When the District's 2015-2016 capacity analysis is compared to the District's 2016-2020 enrollment projections, it shows that the elementary school directly west of GLE (B.F. Day) will be underutilized in 2017-2018 by a projected 94 students. 2. In contrast, GLE and the two option schools within the GLE boundary are projected to be overenrolled in 2017-2018 by 121 students: GLE by 25 students, John Stanford International by 26 students, and McDonald International by 70 students. 3. Part of the projected GLE overcapacity is due to the Board's decision to add students that live west of the GLE boundary (from B.F. Day and Daniel Bagley) to GLE in 2017-2018. Those two added areas appear to be larger than the two areas of GLE's eastern border that will be subtracted in 2017-2018. District staff are now recommending that B.F. Day and Daniel Bagley students be retained at their schools. New data is needed to determine how this will affect the projected enrollment for GLE in 2017-2018. 4. Another reason that GLE has gone from being underutilized in 2013 to being overenrolled is that the GLE southern border was expanded to Lake Union in 2014-2015, making GLE the only elementary school in the District to house two language immersion option schools within its border. During the 2015-2016 school year, GLE gained 17 students and the two option schools within GLE's boundary lost 17 students. GLE will likely continue to gain students as a result of attrition from John Stanford International, McDonald International, and anyone who happens to move into the GLE boundary from a non-immersion school. 5. Finally, the GLE students being drawn out of GLE in 2017-2018 due to the projected capacity constraints are being moved to schools that are projected to be even more overenrolled than GLE in 2017-2018. Bryant Elementary is projected to be 155 students over capacity and Wedgwood Elementary is projected to be 38 students over capacity. Factors unique to GLE indicate that the Board should allow grandfathering at GLE: 1. The GLE community has been severely disrupted twice in the last seven years due to boundary changes, and the 2017-2018 proposed boundaries will do so a third time. 2. In the 2009-2010 school year, boundary changes were made to the GLE border when McDonald was re-opened and the New Student Assignment Plan was implemented. As a result, the District re-drew GLE borders to include the very two areas of the GLE eastern border that will be drawn out of GLE in 2017-2018. 3. To accommodate the dramatic changes in GLE enrollment, GLE moved to a multiage program that combined grades after Kindergarten and enabled classrooms to uniformly learn certain subjects, such as social studies. Displaced GLE students will now have to repeat or skip an entire year of social studies, or be the only student from a different grade in the class. 4. In the 2014-2015 school year, very dramatic boundary changes were again proposed for GLE by: (a) excluding areas along the GLE eastern border added in 2009-2010; and (b) adding a huge area south of GLE's border so that two schools in the new GLE proposed boundary could function as option schools. The Board ultimately retained the existing GLE families, but chose to also expand the GLE border to Lake Union. 5. Now, in 2017-2018, the greater GLE community will be hurt from losing these very active families in the GLE community who live along its eastern border. This dramatically affects the PTA board, its major fundraisers, and all of the families who volunteer and financially support the PTA. By way of example, at least six key current PTA board members will be lost due to the 2017-2018 boundary changes, including its volunteer coordinator, facilities chair, tree sale chair, after school and multi-arts chair, auction co-chair, new student liaison chair, and hosts of various GLE community parties that are donated to the auction to raise money to fill the gap left by the legislature in unconstitutionally underfunding our schools. As you are aware schools are dependent upon the money PTAs raise and volunteers. 6. Many displaced GLE families will also be hurt by this change. Many of them have been part of the GLE community for years and their established before- and after-care will no longer be available. Elsewhere, they will be placed at the bottom of the waitlist in which existing students and their siblings will be prioritized for acceptance. In addition, other displaced students have loyally participated in our fabulous school play for years, have looked forward to increased participation with each passing year, and are devastated at the prospect of not being able to do so at another school. At the end of the day, the proposed new boundaries feel as if you are shuffling students from one overcrowded school to another overcrowded school and do not feel like a real solution to our schools' capacity issues. While I am requesting two things that on the surface may appear contradictory – decrease our boundaries while at the same time allowing our present students to maintain their experience at GLE--as a parent, I feel allowing our existing students to continue their experience at our school will not add additional burden to our school and will maintain needed continuity of families' time and financial support that are critical to our GLE community. According to the Superintendent's Procedures for Student Assignment (3130 SP), you as the School Board have the final decision on whether to implement the 2017-2018 boundary change and whether to grandfather its students. As you make these decisions, please consider our children and their emotional health and education by: (1) examining current data, which indicates that the Board should reevaluate the 2017-2018 GLE boundary changes – possibly moving the lower boundary further north so we only encompass one option school ; and (2) considering factors unique to GLE that indicate that the Board should allow grandfathering at GLE and allow our present Green Lake Elementary School.</p>
4/20/2016	Hamilton	NA	<p>We live at XXX X 60th St and have a child entering Hamilton Middle School for 6th grade Fall 2016. Will she be grandfathered into Hamilton? If not, what would her assigned middle school be (starting Fall 2017)?</p>
4/28/2016	Hamilton	45	<p>We are hoping your department can take a closer look at the new boundary for area 45 (District 3 map for Hamilton Middle school). As we mentioned last night, this map is a result of a last minute amendment made by Sheri Carr in November of 2013 and was ratified by the outgoing board two weeks after it was disclosed to the public. We were essentially blindsided and never offered an opportunity to comment or offer input on this change. All three of the "proposed" maps prior to November of 2013 showed a straight N/S line along Roosevelt way, two with Sacajawea as the Elementary and one with Wedgwood.</p> <p>Instead of following Roosevelt Way, the new boundary jogs over at NE 70th to 12th Ave NE, up to 75th and assigns these 5 blocks of the Roosevelt neighborhood to Hamilton and the rest of the neighborhood to Eckstein. We find it strange that the north end of the Roosevelt neighborhood that is closest to Eckstein and furthest from Hamilton is sectioned off and removed from the neighborhood in this way. We are currently and have always been in the walk zone for Eckstein. We are not, and will not be in the walk zone for Hamilton. We are also not in the walk zone for Green Lake Elementary, as that school is located on the west side of the freeway. Our older daughter required busing for Green Lake when she attended that school.</p> <p>In addition, it is unclear who our school board rep will be or should be. We were able to vote for Jill Geary in the last School board election, but with this new boundary it looks like our rep will be Rick Burke since we will be moved to the West district even though we live in NE Seattle! How does that work when we live two blocks from Roosevelt High School?</p> <p>I guess our main concern is that the N/S boundary line went from a logical straight line along Roosevelt Way and was then changed (without notice, comment or explanation) at the last minute, to a crooked line that appears to be arbitrary and capricious.</p>
10/7/2016	Hamilton Capacity	NA	<p>In light of the boundary changes coming up next month, I want to point out what you already know. We have a lot of students in the north end of Seattle. Specifically, I'm looking at the projected numbers of Hamilton International Middle School. While we thought we would have relief with overcrowding with the opening of Eagle Staff, it doesn't appear that way. The building has the "right size capacity" of 973 but already the projected numbers for the next three years is higher when originally thought.</p> <p>2017 increase projection from 896 to 1031 2018 increase projection from 958-1039 2019 increase projection from 991-1132</p> <p>I would be interested to see a comparison of similar data for the other four middle school in the north end. I assume that has been completed, or will be, prior to the boundary change voted on later this fall.</p>



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4/29/2016	Hamilton/Green Lake	45, 44	We live at xxx. We are writing to request that you keep the current school boundaries as they stand now and do not make the proposed growth boundary changes in 2017 with respect to our small area. In the school year 2017-2018, we will have one daughter in 7th grade at Eckstein Middle School and one 5th grader in Green Lake Elementary where she has been attending since kindergarten. We feel it is important for our youngest to finish out her 5th grade at Green Lake Elementary and for both girls to finish middle school at Eckstein continuing on to our neighborhood Roosevelt High School that they could also walk to. Your proposed boundary changes will move us into the Hamilton Middle School boundary. Hamilton Middle School is 3.0 miles away. It will be out of a walk zone and requires the district to pay for busing. Eckstein is within walking distance for my daughters. We understand the idea behind keeping elementary school students together to move to the same middle school, however when this means that the students cannot attend their neighborhood middle schools and must go to a school 3 miles away it does not make sense to us. We want both of our girls to be able to go to Eckstein and then to Roosevelt, our neighborhood schools.
4/20/2016	HCC	NA	Can you point me to information regarding how the new 2017-2018 boundary changes impact APP students who currently attend Cascadia (elementary) and Hamilton? I have kids at both right now.
9/16/2016	HCC	NA	My child, NAME, No. ##, is a seventh grade student at Hamilton. He is in HCC. Will HCC students be affected by the boundary changes?
9/28/2016	HCC	NA	Rumor is that WMS HCC will go to Garfield and the other programs to Franklin after next year. What is the truth here?
9/29/2016	HCC	NA	Please include HCC pathways in the growth boundaries Board Action Report. As I understand it, the pathway for the assignment of HCC students to middle schools impacts enrollment capacity at schools dramatically and ensures that there is a sufficient cohort of students to offer appropriate classes. This is critical both for these students' academic AND social successes. I know that there is a strong, vocal faction that believes HCC kids should remain in mainstream schools. It has a lot of emotional appeal. ("Those kids will do well wherever they are. It will be good for the other kids to be challenged. The HCC kids will learn to get along with the other kids better in mainstream schools.") These statements, which sound like common sense, are wrong and are NOT supported by the research. Over and over, studies have shown that HCC kids who are kept in the mainstream do NOT do well academically or socially--certainly not as well as they would have in a separate program. They often do the bare minimum in K-12 because they don't see any point in putting in more effort. They don't complete college and advanced degrees at the same rate, and some even drop out of school. For the most recent example of one study showing these negative effects, see <a href="http://www.scientificamerican.com/article/how-to-raise-a-genius-lessons-from-a-45-year-study-of-supersmart-children/">http://www.scientificamerican.com/article/how-to-raise-a-genius-lessons-from-a-45-year-study-of-supersmart-children/</a> At a more basic level, they don't learn executive functioning skills because they are not challenged until later in their career, when others have already had help learning to prioritize, plan ahead, etc. Then they think they are "idiots" because they can't do what everyone else does without thinking about it. Their teachers and parents wonder why they can't do what everyone else does if they're supposed to be so smart. This is on top of having felt they were "freaks" throughout school because they were so different from their classmates. As a therapist, I've worked with a number of brilliant adults who struggled in these ways--and still struggle--because they were in mainstream schooling. I've also seen the effects it had on my 9 year-old-daughter when she was in a mainstream school. It was a lovely school, an option school that everyone wanted to get their kids into with caring, talented teachers. And every day, including on weekends, she told me "I hate school." What child says that in kindergarten and first grade? HCC kids who are being mainstreamed do. Once she started attending Cascadia, this changed. She made friends right away. She is engaged in the classes. She is happy! The difference is dramatic. HCC kids need classes that challenge them, teachers who have time for and understand their needs (which are different from other students), and--perhaps most important--other kids like them to be with at school. For that to happen, they need you to plan for it.
10/1/2016	HCC	NA	I'm just writing to share some thoughts about including HCC pathways in growth boundary planning. I have one student in the HCC program currently and another at Thornton Creek, likely joining HCC in the coming years. The district has NOT been considering the new HCC pathways as it deals with growth boundaries and related issues such as grandfathering. The school board has not voted on new HCC pathways for Eagle Staff when it opens next year, which leaves students and families in limbo now about whether they'll be going to Hamilton, JAMS, or Eagle Staff. This is a serious disaster already in the making considering how close to open enrollment we are, and you'll have lots of incredibly annoyed parents contacting you (and you'll end up doing a bunch of scrambling) in the very near future if the district and board don't stop and give some attention to this issue before open enrollment begins. Parents and students want and need predictability, and the board and district often fail to do this for HCC. Let this not be another example: Please right the ship, and give HCC pathways full consideration and inclusion in your growth boundaries plans. Thanks in advance for your time and consideration.
10/6/2016	HCC	NA	I am writing to you to please reconsider sending Queen Anne and Magnolia HCC students to Washington Middle School. As an example, Hamilton is only 2.5 miles from our house in Queen Anne, while Washington is 8 miles, passing through highly congested traffic routes in the city center. This would be inefficient and a major transportation challenge for families and the busing system. More importantly, the HCC children in Queen Anne and Magnolia have already been sent north for years, making all of their social connections in the north end. HCC services are not just academic...meeting the social/emotional challenges these kids have are also a crucial part of any HCC program. Splitting these kids up from every friend they've made and invested time in is cold and inhumane. I realize that it is an incredible challenge to juggle a system that is bursting at the seams. I just ask that you consider these issues in your planning sessions and decision-making process. These kids aren't numbers and there needs to be some humanity in how the cohort is split apart.
10/6/2016	HCC	NA	I'm writing as a concerned parent of an HCC 4th grader. I'm shocked to learn that the board is not considering HCC pathway for middle school students as you are looking at major changes to neighborhood boundaries and school assignments. I'm worried that there will not be enough room for HCC students in middle school- right now my middle schooler spends most of her days in portables as it is. I'm also concerned that SPS may be trying to do away with HCC entirely. Seattle should have an excellent public school system that meets the needs of ALL of its students, including the highly capable. In fact, Seattle should be doing more to encourage access to the HCC program by testing ALL students automatically, so that the system is not biased against students who might not otherwise find out about the program. We are lucky to live in a school district where many languages are spoken and many races and ethnicities are represented. We owe it to our kids to make sure that every student who is highly capable has their educational needs and requirements fulfilled- and that is more likely to happen with a program that is opt-out, rather than opt-in. However, if the district is not committed to ensuring that the HCC cohort has qualified teachers and pathways for the existing cohort, it seems like a pipe dream to think that we could include even more students. Creating many mini-HCC programs at neighborhood schools is NOT the way to ensure that this population gets the education they need. Please, let's give SPS students the education they require.
10/6/2016	HCC	NA	I am a parent of a two current Cascadia Elementary students, one in 2nd grade and the other in 4th grade. I'm writing to express my concern over the growing uncertainty regarding the middle school pathway for both of my children and for all of the HCC kids at Cascadia. Currently there seems to be NO clear indication of where our kids are scheduled to attend middle school, and this issue needs to be addressed sooner rather than later. This issue is of great importance, and our community and kids deserve to have a solid plan in place for middle school attendance. In addition, HCC is a unique program in which the continuation of an intact cohort of kids is important. I recognize that there will likely be some sort of split of the program to accommodate growing student populations. However, it is in everyone's best interest to keep to as few HCC cohorts as possible rather than splitting the program into several small groups throughout the city. This approach would change the very nature of this program and would have a significant negative impact on the students in HCC. Thank you for your time, and I hope these issues will be addressed and resolved soon. We owe it to our kids.

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10/7/2016	HCC	NA	<p>I have 2 children in Seattle Public Schools. My daughter is currently a 6th grade HCC student at Hamilton. Previously, we thought Robert Eagle Staff would be designated as an HCC program upon opening in 2017. But that seems up in the air now.</p> <p>I would like to say that changing middle school programs is rough on students. But I understand it needs to be done because of the capacity concerns. But I would like to make sure that it will not be changing again in 2-3 years. To that end, please ensure that wherever the program is placed, it has a good core number of about 300 students so it will have adequate classes and class sizes. And the program needs to be in a school that will want it. If reference area kids are displaced, that makes for a hostile school community. The decision about the HCC program should be made in tandem with boundary decisions. It makes no sense to decide HCC's placement later and negate the previous work on boundaries/student distribution.</p> <p>I understand implementing an HCC program will take extra administrative resources. Will boundary changes take this into account? It seems that changing West Woodland's reference middle school to Whitman would help alleviate overcrowding at Hamilton and increase numbers at Whitman (which is expected to be under enrolled.) That would not require an administrative program change. I also understand being moved from a recently remodeled middle school, like Hamilton, to a rundown midcentury school, like Whitman, will not be appealing to parents of West Woodland students.</p> <p>I wish your job was easier. Thank you for listening.</p>
10/7/2016	HCC	NA	<p>I am writing today because I am greatly concerned on the impact changes to the HCC middle school boundaries may have on the children. I have one son in 5th grade in the HCC program at Cascadia and another one at Hamilton in the HCC program who is in 7th grade this year.</p> <p>Both my children have Autism Spectrum Disorder and my 7th grader also has ADHD. Change for these kids is really hard and I will have a huge impact on their school work as these kids do not adapt to change well. Also to take the children away from their friends will create more disruption.</p> <p>My 7th grader is in Japanese and Band at Hamilton and to take him from a school where he knows what is to happen in 8th grade at Hamilton Band will have negative effects. Also if Japanese is not offered he will be even more upset.</p> <p>He knows the Hamilton system so to take him out of his comfort system, does not seem right.</p> <p>My other son has not seen all benefits at Hamilton but I know needs to be with his group from Cascadia. These kids build on each other and have unique needs, I ask you to consider the children's needs and that HCC kids are a unique set of kids who need consistency and teachers who understand how they learn.</p>
10/8/2016	HCC	NA	<p>I have a daughter at Cascadia, and I'm concerned that the HCC pathways for middle school are not being included in the current growth boundary vote. Please don't wait to decide what to do with HCC for middle school; HCC pathways need to be included now in the current growth boundary vote.</p> <p>Thank you.</p>
10/10/2016	HCC	NA	<p>Please include the HCC Pathways into the current growth boundary vote. I really believe the kids at HCC/Cascadia should all be moved together to a HCC Middle School, not split up. We have seen time and time again that being with their cohorts is very important developmentally.</p> <p>When this does NOT happen then they are lost, as the schools end up focusing more heavily on under-performing children, instead of everyone.</p> <p>PLEASE keep HCC together in the boundary changes/vote.</p>
10/10/2016	HCC	NA	<p>We are the parents of three Seattle Public School students. When our oldest son started kindergarten a decade ago, Seattle Public Schools were under-enrolled. By the time our second son started kindergarten, the District had moved back to the concept of neighborhood schools. It has been good for families to return to public school and be involved and invested in their neighborhood. Now we need to continue that trend so families are confident that, while there will be growing pains, all children will continue to get a great education close to home.</p> <p>The reason we are writing is to encourage you to consider the HCC pathways while discussing neighborhood boundaries. Our youngest child is currently in the HCC program at Cascadia and it is unclear which schools she will attend through middle school and high school We are not opposed to breaking up the HCC cohort into regions if schools are getting too crowded, but please make sure the locations make sense for the neighborhoods and are accessible with increased Seattle traffic. For example, it makes more sense for Magnolia students to be housed at Whitman or McClure rather than sending our kids east of I-5 and down to Washington.</p> <p>Magnolia residents are aware that the most difficult directions to travel are east and south, since freeway access from our neighborhood is arduous. It is far easier to travel north of Magnolia than it is to get anywhere south. It would be a hardship for parents to get involved in the school if getting to the school is too difficult with Seattle traffic. This commute would also make it extremely difficult for our children to get to their after school activities and really defeats the concept of neighborhood schools.</p> <p>It would be great if all programs could be offered in all schools and we could stay in our neighborhood, but we realize that is not realistic. Keeping neighborhood groups together in a logical geographic area is the next best option. Consider where HCC students live, what traffic patterns are like, and add programs in middle schools and high schools that make sense.</p> <p>It is also quite frustrating that even when we try to follow these discussions there seems to be little transparency in what the School Board is thinking. Please be clear and thoughtful in planning for the future to make Seattle Public Schools great.</p>
1/28/2016	HCC	NA	<p>Our fifth-grade son qualifies for HCC and is seriously considering attending Hamilton International Middle School starting with the 2016-17 school year.</p> <p>We understand that some changes for the HCC program are anticipated, with a plan to potentially move some students to a new program at either Whitman or Robert Eagle Middle School.</p> <p>Based on our address, would you let us know whether our reference HCC school is likely to remain Hamilton, or whether we may be affected by these changes?</p> <p>I searched the SPS website for this information but came up empty-handed.</p>
9/20/2015	High school	NA	<p>High school boundaries have not been changed but admission patterns have and the elementary school increase in student population is now approaching high school. When will the district look at adjustments to high school boundaries?</p>
9/28/2015	High school	NA	<p>Hi. I was looking at the proposed future district map for 2020 and it's unclear to me where students living in Magnolia will go to high school. We currently go to Ballard. I'm guessing that would be the same since it appears Lincoln is the HS for some of the current Ballard AA, and BHS is on the border w/ a much smaller Ballard area but I didn't want to make assumptions.</p>
12/15/2015	high school	NA	<p>Skimming through the district website today I noticed something I hadn't before and I have a question about the future boundary maps. It looks like Lincoln is listed as a high school on the growth boundary map for 2020. The Hamilton middle school attendance area is easy to comprehend, however, it's unclear what the boundaries are for any of the three high schools (Roosevelt, Ballard and Lincoln) in 2020. As the parent of a middle schooler in this area I have 3 questions: 1.) Does the district have plans to reopen Lincoln as a neighborhood high school? 2.) If so, when? 3.) Would the district move students from Ballard and Roosevelt to fill seats at Lincoln at all grade levels and at what point? (I don't have an issue with this. I am more just curious as to where my kids will be attending schools in the future).</p>
1/4/2016	High school	NA	<p>Do you expect Nathan Hale's boundaries to change before 2020?</p>
3/21/2016	High school	NA	<p>What will be the attendance area high school for Robert Eagle staff middle school?</p>

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4/25/2016	high school	NA	I live in Magnolia and my children will be attending Ballard High School (I have an incoming freshman this fall, and another child who will be entering high school fall of 2019.) I have heard that once Lincoln reopens that Magnolia kids will be rerouted from Ballard to Lincoln. Can you please let me know what the plan is for this? If a Magnolia child is already enrolled at Ballard would they be grandfathered in to stay at Ballard, or would they be forced to move to Lincoln?
8/4/2016	high school	NA	Will the middle school boundary changes, specifically the opening of REMS, change the high school attendance areas? Where will information about that be?
9/7/2016	High school	NA	I'm looking for the School District map by High School.  The website has the Elementary and Middle School Attendance Areas map on it, but not for High School. // Actually, I found the Attendance Area map for High Schools, but I wanted the Service Area map, showing the High School anchors like the Elementary & Middle School one does.
9/28/2016	High school	NA	My name is NAME, I have an 8th grader who attends Villa Academy right now, and is considering attending Roosevelt next year. I have heard from people in my neighborhood of Laurelhurst that the SPS is considering changing our reference school to Lincoln in the coming years. I'm sure you realize that people make their high school decisions based on where they would like to graduate from, and don't wish to change schools mid-stream. I am hoping you can address this rumor, and tell me the chances of this happening, if it indeed is being considered, and if students at Roosevelt would be moved mid-way through their high school experience if it did, or would there be grandfathering. This dramatically impacts our decision making that needs to be made in January. Looking ahead 2-4 years is not an unrealistic expectation for parents to have of SPS. The Laurelhurst neighborhood has experienced past boundary changes that seriously impacted the course of middle schoolers. It doesn't seem reasonable that you would subject the same neighborhood to this type of educational disruption without giving us ample pre-notice so we could make decisions accordingly. Can you please get back to me regarding the time frame of this decision?
9/30/2016	High school	NA	I am wondering if you can give me information on: When Lincoln HS is planning on opening? What the proposed boundary will be? And are you planning on moving all students (i.e. if I have a senior at a different HS) in the area to Lincoln?  I am sure at this point nothing is finalized but I would like to get an idea.
3/20/2016	John Rogers		I'm writing to express my anger at the proposed boundary changes for John Rogers Elementary for the 2017-2018 school year, the lack of provisioning for a "grandfathered in" option, and the lack of improvements planned for John Rogers Elementary School toward bolstering the existing staffing and renovating the school. I live north of 120th St NE, and I understand that families living outside the new boundaries will be expected to attend Cedar Park. This is not an acceptable solution as a means for opening a new school. Expecting young children to walk across 125th Ave NE is not reasonable. This is a constantly busy arterial, with a high volume of traffic, with neither speed control devices for the traffic nor any safe crossing zones for pedestrians. Cedar Park is already at capacity with the 300 Olympic Hills students currently temporarily housed there and the facilities do not adequately meet the needs of the student population. The situation will be much worse if the proposed plans to house 400 students at Cedar Park go forth. Over capacity is not a way to launch a new school in an aging facility. Redraw the boundaries north to 125th Ave NE and east to Lake City Way NE and you solve two problems. You eliminate dangerous arterials as required crossing points for young children in your walk zones, and you reduce the initial capacity at launch to a point where the community can naturally grow. Cedar Park is a neighborhood rife for growth in the number of young families; invest in it's growth while at the same time limiting the impact to the neighboring communities from the proposed boundaries. Olympic Hills Elementary is being reconstructed to serve over 600 students, with infrastructure already in place to serve the many English Language Learner students/families and students who receive Free and Reduced Priced Lunch in our community. This same infrastructure is not anticipated to be in place at Cedar Park Elementary. From what I understand, as a high poverty school, it would be very difficult for a PTA to organize and be well supported to make any of the many improvements that will be needed. I understand that even if my family were able to remain at John Rogers, there will be major reductions in teaching and support staffing and programs at John Rogers Elementary due to a decline in the student population from approximately 425 students in the September 2016 school year to approximately 280 in the September 2017 school year. I'm extremely disappointed to hear that the weighted staffing changes mean that John Rogers no longer qualifies for a school counselor. This is unacceptable. Families need our children to be well supported, and a counselor who is on staff to help with emotional/behavioral issues or during times of crisis helps fill this need. The John Rogers Elementary facilities are also in serious need of repair. It is the fifth worst district building in back logged maintenance. Two of the buildings on the list are closed. The electrical system is at maximum capacity, the roof is leaking, portions of the building are sinking and the boiler needs to be replaced. Please work to find a solution, supported by the community - communities already well established at Olympic Hills and John Rogers - that does not involve putting students at risk by asking them to cross a major arterial to get to school. Please work to ensure that students are well supported with infrastructure that will support the needs of the school population. Please work to launch Cedar Park in a positive way, allow it to grow naturally rather than start it at over-capacity, taxing already weak infrastructure. Please work to ensure that John Rogers Elementary retains its strong level of teaching and support staffing and receives the improvements it so desperately needs in order to ensure that students get a reasonable education
4/18/2016	John Rogers		I'm writing to express my disappointment in the proposed boundary changes for John Rogers Elementary for the 2017-2018 school year and the lack of improvements planned for John Rogers Elementary School toward bolstering the existing staffing and renovating the school. I live south of 120th St NE and understand that my family will remain in the JR boundaries. With the proposed boundary changes, I fear for the major reductions in teaching and support staffing and programs at John Rogers Elementary due to a decline in the student population from approximately 400 students in the September 2016 school year to approximately 275 students in the September 2017 school year. I'm also extremely disappointed to hear that the weighted staffing changes mean that John Rogers no longer qualifies for a school counselor. This is unacceptable. School counseling programs meet a fundamental need at the elementary level, and Mrs. Meagher is a beloved icon in the building. I am thankful to her for checking in on my daughter, a kindergartener, while she was having a panic/anxiety attack. Had Mrs. Meagher not been in the building Emilee would have been sent home "sick," instead her emotional needs were met and she was able to return to her classroom to continue learning. The John Rogers Elementary facilities are also in serious need of repair. It is listed as the fifth worst district building in back logged maintenance. Two of the buildings on the list in worse condition than John Rogers are closed. The electrical system is at maximum capacity, the roof is leaking, portions of the building are sinking and the boiler needs to be replaced. Please work to ensure that John Rogers Elementary retains its strong level of teaching and support staffing and receives the improvements it so desperately needs in order to ensure that students get the high quality education that they deserve. We love our school and want to see it continue to thrive in the years to come.

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4/20/2016	John Rogers	95	I'm writing to express my anger at the proposed boundary changes for John Rogers Elementary for the 2017-2018 school year and the lack of improvements planned for John Rogers Elementary School toward bolstering the existing staffing and renovating the school. I live south of NE 120th and even though we get to stay at our school I'm still really angry about this decision. This is tearing our close knit community apart. I understand the need for a new school in this area but I'm very unhappy with the decision to do a geo split instead of a roll up model. My son just started kindergarten and it breaks my heart to know that at least five of the boys he has befriended will be pulled out starting in second grade. I can't imagine how hard it will be for all the families who have been a part of the community for several years. I am completely mystified why this model was chosen, when the roll up model is so successful at other schools. As a parent of a kindergartener I am beginning to learn what many parents with older kids already know-- that the Seattle Public School District doesn't really care much about what the community wants for our schools. It's all just a lot of hot air and politics. Please don't leave us out of this, please listen to our requests and suggestions. Please show us that the new board members care more about students and their families than approval ratings and business as usual. Please be brave enough to make these corrections. By moving the boundaries just a little further north and choosing the roll up model you can make a really positive impact on our community, one that we will all be satisfied with. I'm also very disappointed with the major reductions in teaching and support staffing and programs at John Rogers Elementary due to a decline in the student population from approximately 400 students in the September 2016 school year to approximately 275 students in the September 2017 school year. I'm extremely disappointed to hear that the weighted staffing changes mean that John Rogers no longer qualifies for a school counselor. This is unacceptable. Families need our children to be well supported, and a counselor who is on staff to help with emotional/behavioral issues or during times of crisis helps fill this need. The John Rogers Elementary facilities are also in serious need of repair. It is listed as the fifth worst district building in backlogged maintenance. Two of the buildings on the list in worse condition than John Rogers are closed. The electrical system is at maximum capacity, the roof is leaking, portions of the building are sinking and the boiler needs to be replaced. On rainy days buckets line the halls. Just the other day I heard someone in the office ask for the keys to the food bank closet so she could check for rats. The only four toilets that adults can use were all backed up the week before spring break because the plumbing is so old. Is that where you would want to work? Is that where you would want your kids to go to school? Please work to ensure that John Rogers Elementary retains its strong level of teaching and support staffing and receives the improvements it so desperately needs in order to ensure that students get the high quality education that they deserve.
9/26/2016	Kimball/Mercer	131	I am the parent of a 2nd grader at Kimball Elementary in Beacon Hill and have another son who will start there in the next couple of years. We have so appreciated being a part of this beautiful school community! I understand you have an upcoming vote about attendance area changes starting in 2017. I want to encourage you to vote for the amendment that would keep Kimball graduates' attendance assignment to Mercer International Middle School. Kimball is a school that truly draws from its immediate neighborhood. When my son first started I marveled at being a part of the flow of parents and grandparents walking their kids to school from just blocks away. Even the kids who are bused in from 'far away' are coming from Rainier Vista, only 1.2 miles from the school, or the Lockmore area 1.5 miles south. We love being a part of this neighborhood community. It benefits our son as he makes friends with kids he can easily walk home with and runs into classmates at swim lessons. His social well being at school has a direct effect on his ability to confidently learn. Please keep Kimball in the Mercer attendance area to continue the very real benefits of kids going to school in their own neighborhood. Changing our assignment to Washington would be socially disruptive and an unwarranted challenge for families in our neighborhood. Thanks for your ear and for acting on behalf of our children's best interests!
5/3/2015	Laurelhurst/Bryant/Sand Point	103, 104	I am writing to voice my opinion in support of the boundary changes planned in NE Seattle which affect our family at XXX 98105. I currently have a son attending Sand Point Elementary and will have my younger son enter kindergarten in the fall of 2017. It is my wish that our family be included within the Bryant Elementary School boundary as currently planned. I do not know what feedback has been received by the school district from Sand Point families but it is my opinion that many of the affected families support the change but are not comfortable speaking out publically. I personally do not feel comfortable voicing my opinion in public due to the opposition to the boundary change by members of our PTA leadership and the school administration. I am not aware of any of the families affected by the boundary change being opposed to the change. If an affected family desires to keep their children at Sand Point Elementary after the boundary change, I believe that they should pursue that option. However, I do not believe its appropriate for families not affected by the changing borders to speak for those who are. To reiterate, I support the proposed boundary changes affecting our family at XXX Ave NE 98105. This boundary change changes our elementary school from Sand Point to Bryant Elementary.
10/3/2015	Laurelhurst/Bryant/Sand Point	20, 104	I appreciate the opportunity to comment upon the proposed boundaries for 2016-2017. My daughter is a student at Laurelhurst Elementary School. This year, her kindergarten class consists of 26 children and the other two classes consist of 25 children. This is, as you well know, the maximum allowed by the newly passed laws in Washington. More importantly, it is far too large for a teacher to properly teach five and six year olds of varying levels of skill. The school is also maxed out in other ways. There are no remaining free classrooms to accommodate additional students, which means that our only remaining option is portables. This cuts into playground space which is already far smaller than most playground spaces in Seattle Public Schools. Our PTA has studied this to be verifiably true and I would be happy to send those statistics your way. I am, therefore, surprised to see that the proposed boundaries will only increase the size of the school. That is, there are two areas that will be diverted away from other schools to ours. How many additional students will that likely add? And how could they possibly be accommodated? In short, I am extremely skeptical of these changes. I moved into Laurelhurst at great expense because of the strength of the elementary school. I am concerned already by class sizes and strained capacity. I am, therefore, extremely concerned about the new boundaries which seem to have accounted for this not at all.
10/8/2015	Laurelhurst/Bryant/Sand Point	20, 104	I am writing as a concerned parent regarding the boundary changes to Laurelhurst Elementary. I saw that Laurelhurst is proposed to grow their boundaries, taking on an area from Sandpoint and Bryant. I would like to know exactly how many students this could potentially add to our school. Right now, we currently have above 25 children in all three of our Kindergarten classrooms, one class is enrolled at 29! This is already above the current class size allowances and no where even CLOSE to the proposed class size initiative which passed last year. Every single space in our school is being used. The districts solution to this is to take away play space for our bursting at the seams school and add another portable AND grow our boundaries!?! That's their solution?? This summer we had to build a wall in between a large classroom to accommodate the numbers that are growing within our boundaries. Even considering adding more seems short-sighted and poorly planned. If there are any numbers you can provide, please do. I would also like to know when any public hearings will be held to discuss these changes.
10/19/2015	Laurelhurst/Bryant/Sand Point	20, 104	Please reconsider expanding the boundaries for attendance at Laurelhurst elementary school. This school is already at capacity and has the smallest lot of any North East Seattle elementary school. Increasing enrollment numbers comes at the cost of decreased playground space. Decreasing playground space is harmful to students from all backgrounds and is blatantly in contradiction of the communities previous decision to reject additional portables.
3/9/2016	Laurelhurst/Bryant/Sand Point	20, 104	I am trying to find the map that shows the two areas that were approved to be added to Laurelhurst Elementary in 2017. Right now, there are error messages when I try and click on those maps. All it will show me is what the boundary will be in 2017, not the difference between 2016 and 2017.  I want to make sure I have my facts straight before the community meetings next month. but if I remember from earlier this year, we were to gain one area from Bryant and one area from Sandpoint. One of those schools were not proposed to gain any area and I would like to see the map so I can figure out which school that was.

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3/9/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>I am writing as a concerned parent of Laurelhurst Elementary. I have recently been made aware that there is a proposed boundary change to our school in 2017 which will directly impact the capacity of our school. The two areas of concern are areas 20 and 104, as defined by the AreaID on the map. I am curious if you could provide an estimate of how many elementary students are in those two areas and how many are projected to attend our school?</p> <p>I was able to do some research based on site assessments that were done in October 2014. I also looked at projections for schools in the NE. It appears from the information I gathered, that Laurelhurst is the farthest away from meeting the Right-Sized 2020 Capacity Goal. I have been told that all schools in the NE are just as overcrowded as ours, but when I look at the numbers, it appears that is not the case.</p> <p>Bryant Right-Size 2020 Number: 575. Actual enrollment Oct 2015: 593, Percentage Over: 3%</p> <p>Laurelhurst Right-Size 2020 Number: 325 Actual enrollment Oct 2015: 432 Percentage Over: 32%</p> <p>Sand Point Right-Size 2020 Number: 250 Actual Enrollment Oct 2015: 277 Percentage Over: 10%</p> <p>Sacajawea Right-Size 2020 Number: 259 Actual Enrollment Oct 2015: 325 Percentage Over: 8%</p> <p>View Ridge Right-Size 2020 Number: 475 Actual Enrollment Oct 2015: 591 Percentage Over: 24%</p> <p>Wedgwood Right-Size 2020 Number: 475 Actual Enrollment Oct 2015: 482 Percentage Over: 1%</p> <p>As you can see from the numbers above, the population is not even close to being evenly distributed. We are more than 20% MORE overcrowded than our two closest neighboring schools. In addition, Laurelhurst is currently the location of an SM3 program in which three of our classrooms are designated to under 10 students each. This puts even more pressure and overcrowding than the numbers above demonstrate.</p> <p>As a parent of Laurelhurst, I believe I deserve an explanation on how adding two attendance areas to an already overpopulated school is going to help us reach our 2020 goal. It also seems illogical to project that adding attendance areas will get us closer to that goal. I understand that enrollment projections are a complicated task, but I also know that based on the numbers I see above and the short-sighted plan I see moving forward, there is no solution to deal specifically with the capacity problems at our school.</p>
4/19/2016	Laurelhurst/Bryant/Sand Point	20	<p>We are north of 50th but south of 55th. We are within easy walking distance of Bryant, and frequently take advantage of the walk. Laurelhurst is across Sand Point Way and up a large hill. This will absolutely be the end of our walks as well as out of our community and neighborhood. Please consider this small patch of houses on the west side of the Burke Gilman and leave us as Bryant Elementary.</p>
4/21/2016	Laurelhurst/Bryant/Sand Point	103, 104	<p>Does the planning committee take into account available services, in addition to just raw numbers when addressing changes? In particular, I am concerned with the boundary changes that affect Sand Point Elementary students. SPE has a specific levy grant to support the very students scheduled to move out of Sand Point into two elementary schools without these additional services. This particular change will negatively affect many of our low-income students who rely on these services. In addition, removing Transportation for those grandfathered into schools, like Sand Point, disproportionately will affect lower income students. Please keep the Sand Point Elementary boundaries the same as 2015-16!</p>
4/21/2016	Laurelhurst/Bryant/Sand Point	103, 104	<p>Please keep Sand Point Elementary as it is. It seems silly to send kids to already full schools (Laurelhurst and Bryant) that won't have the necessary programs for them. Or a reduction in Sand Point Elem. attendance will drastically lower funding for the low-income kids at that school currently. Then when the new housing project at Magnuson is completed and more low income (students) are sent to Sand Point, all programs will need to be rebuilt. Please leave SPE the same for now.</p>
4/22/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>I am a resident of Laurelhurst and am very concerned about the changes to the Laurelhurst elementary boundaries. Not only is the school at almost 40% over capacity already, numerous new families have moved to the neighborhood in the past few years. We moved here 3 years ago and have a 17 month old son who we would love to attend Laurelhurst elementary in a few years. Just on our street, 3 additional families with young children have moved in since we did. The population of young families in the neighborhood is increasing every month. Please reconsider this boundary change. The overcrowding is already a problem and is only going to get worse with the growth of the kids in the neighborhood. // I appreciate your response.</p> <p>Unfortunately, I cannot attend the meeting tomorrow night but hope there is a resolution that can work for all neighborhoods. We, along with the other families in our neighborhood, love living in Seattle and hope our public schools can continue to be a great place for kids!</p>
4/25/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>I am a resident of Laurelhurst and am very concerned about the changes to the Laurelhurst elementary boundaries. Not only is the school at almost 40% over capacity already, numerous new families have moved to the neighborhood in the past few years. We moved here 3 years ago and have a 17 month old son who we would love to attend Laurelhurst elementary in a few years. Just on our street, 3 additional families with young children have moved in since we did. The population of young families in the neighborhood is increasing every month. Please reconsider this boundary change. The overcrowding is already a problem and is only going to get worse with the growth of the kids in the neighborhood.</p>
4/25/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>We are parents of a third grader at Laurelhurst Elementary School (LES) and have another daughter entering Kindergarten next year. We are writing with grave concerns about proposed changes for the growth boundary for student assignments for LES. Seattle Public Schools (SPS) is proposing to increase the boundaries for LES despite the currently overcrowded situation at the school and the disproportionate capacity at neighboring schools.</p> <p>Laurelhurst Elementary School is bursting at the seams. Inside and outside the classrooms, and on the small playground, LES the most overcrowded Northeast Seattle school, currently 36% over capacity. Neighboring schools far less crowded:</p> <ul style="list-style-type: none"> <li>· View Ridge - 24% over capacity</li> <li>· Sandpoint - 10% over capacity</li> <li>· Bryant - 5% over capacity</li> <li>· Wedgwood - 1% over capacity</li> </ul> <p>In addition to having more capacity currently, these schools are not slated for additional students and/or will also get enrollment relief from the new Thornton Creek school coming online soon. There is no relief plan for LES. In fact, increasing the boundary will only exasperate the overcrowded situation at the school.</p> <p>In addition to being the most crowded facility, LES houses the emotionally and behaviorally disabled (EBD) program for the entire Northeast Seattle region, which adds to the space issues. The EBD program has significant space demands above and beyond average classrooms - each of the EBD classrooms can only have a maximum of ten students.</p> <p>The current situation at LES is not acceptable. The overcrowded environment results in both safety risks and educational failures. Increasing the growth boundary for student assignments at LES would make an already bad situation infinitely worse.</p>

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4/26/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>We are parents of a fourth grader at Laurelhurst Elementary (LES). We are writing with grave concerns about proposed changes for the growth boundary for student assignments for LES. Seattle Public Schools (SPS) is proposing to increase the boundaries for LES in 2017-18 despite the currently overcrowded situation at the school and the disproportionate capacity at neighboring schools.</p> <p>Laurelhurst Elementary School is bursting at the seams. Inside and outside the classrooms, and on the small playground, LES is the most overcrowded Northeast Seattle school, currently 36% over capacity, and on the smallest lot. Neighboring schools are far less crowded.</p> <p><b>NEARBY SCHOOLS LESS OVER CAPACITY AND GETTING RELIEF</b> In addition to being less over capacity, nearby schools have larger lots, and significantly larger administrative spaces. These schools are not slated for additional students and/or will also get enrollment relief from the new Thornton Creek school. There is no relief plan for LES. In fact, increasing the boundary will only exasperate the overcrowded situation at the school.</p> <p><b>EBD NEEDS EXTRA SPACE FOR SAFETY AND LEARNING</b> In addition to being the most crowded facility, LES houses the emotionally and behaviorally disabled (EBD) program for the entire Northeast Seattle region, which adds to the space issues. The EBD program has heavy space demands above and beyond average classrooms. Significant administrative space is needed plus extra de-escalation areas and space for the high numbers of EBD supervisory staff throughout the school. The admin. space at LES is way overburdened already.</p> <p><b>SAND POINT WANTS TO KEEP ITS' STUDENTS</b> The NE region is more efficient if Sand Point keeps its current enrollment. Shifting enrollment from Sand Point to Laurelhurst would only create more problems for both schools.</p> <p>The current situation at LES is not acceptable. The overcrowded environment results in both safety risks and educational failures. Increasing the growth boundary for student assignments at LES would make an already bad situation much worse.</p>
4/28/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>I am writing to ask for more information and express some concern with some of the proposed changes to school boundaries in the NE. With the opening of Cedar Park, I had assumed that the downstream effects would be to keep the current sizes or decrease the sizes of the attendance area for each school (recognizing that by "size" one must take into account population density of areas added or subtracted from any particular attendance area). This does not appear to be the case. Another concern is removing areas from within a schools walk zone and placing them in a school for which the area is not in the walk zone, when other areas are available that are not in either schools walk zone. For example: Bryant elementary has areas added to the east (within the walk zone, but removed from Sandpoint elementary, reducing the overall size of the area and possibly reducing the diversity of the students within Sandpoint); far to the West (between 15th and 11th Ave NE) and far outside the walk zone; as well as a half a block to the northeast. Removed from the school is an area south of 50th street but still fairly close to the school and within the walk zone, but not within the walk zone of Laurelhurst. Overall it appears that large areas are being added to this already crowded school (especially when taking into account the total footprint of Bryant's property - meaning very little playground area), but a smaller area that is well connected with the school and in easy walking distance (and route, area 20) is being removed. If an area has to be removed to Laurelhurst, why not the area south of Ravenna park, which is in neither school's walk zone? While the area west of 40th (area 103) is in the Bryant walk zone, why is it being moved from Sandpoint? Is there really no other solution for the area between 11th and 15th NE (area 41). There are large areas of the View Ridge attendance area which are not walkable to that school, but would be within Wedgewood's walk zone. If the area 44 was not being added to Wedgwood, some of the area east of 35th but within it's walk zone could possibly be added to Wedgewood. I have heard concerns expressed about crowding at View Ridge, and that could help to address that issue, or some of the area of 103 could be added to View Ridge rather than Bryant. However, perhaps crowding is just as bad or worse at other schools - the information on that is not easily available. What would be very helpful would be estimated numbers/Projections of incoming kindergarten students over each of the next several years from each area - that is the unchanged area of each attendance area as well as the proposed areas for change. A goal number of kindergarten students for each school given the reality of the total number of kindergarten students would be helpful too, as well as any information about the effects of option schools in mitigating some of the numbers, of if this is already taken into account. Uncertainty in the form of prediction intervals or other appropriate and easily interpretable metrics would be helpful as well. In addition, information on current numbers and capacity would help inform discussion. Thank you for your time and consideration of these comments.</p>
4/28/2016	Laurelhurst/Bryant/Sand Point	103	<p>I write this message to voice our opinion regarding the boundary change proposal for 2017. We are a family that would be affected by this change and wanted to be sure that you hear our position in that we are in support of this change. Our child currently attends Sand Point Elementary and we have another child that would start kindergarten in the fall of 2017. We fall into the area that would be relocated to Bryant Elementary and we are in support of the change to Bryant for multiple reasons. I know that Sand Point Elementary is against this change and that the school has actively voiced their position regarding this. I know of many other families who feel the way that we do, but may not feel comfortable stating that they too are in support of the change due to the strong opposition by the PTA and school administration.</p>
4/29/2016	Laurelhurst/Bryant/Sand Point	103	<p>I am writing to voice my opinion in support of the boundary changes planned in NE Seattle which affect our family at Ave NE 98105. I currently have a son attending Sand Point Elementary and will have my younger son enter kindergarten in the fall of 2017. It is my wish that our family be included within the Bryant Elementary School boundary as currently planned. I do not know what feedback has been received by the school district from Sand Point families but it is my opinion that many of the affected families support the change but are not comfortable speaking out publically. I personally do not feel comfortable voicing my opinion in public due to the opposition to the boundary change by members of our PTA leadership and the school administration. I am not aware of any of the families affected by the boundary change being opposed to the change. If an affected family desires to keep their children at Sand Point Elementary after the boundary change, I believe that they should pursue that option. However, I do not believe it's appropriate for families not affected by the changing borders to speak for those who are. To reiterate, I support the proposed boundary changes affecting our family at xxx Ave NE 98105. This boundary change changes our elementary school from Sand Point to Bryant Elementary</p>
5/3/2016	Laurelhurst/Bryant/Sand Point	20	<p>I have a daughter who will be attending Kindergarten at Bryant Elementary this fall. We live in an area that will be reclassified into Laurelhurst Elementary for the 2017-18 school year. Can you please confirm if she will be grandfathered into Bryant for 2017-18 or will she be forced to move to Laurelhurst for 1st grade?</p>
5/11/2016	Laurelhurst/Bryant/Sand Point	20	<p>My name is NAME. My son, NAME, is in the second grade at Bryant Elementary. I am writing this letter out of concern with the approved boundary changes that are scheduled to affect Bryant Elementary beginning in the 2017-2018 academic year.</p> <p>According to the new school boundary line, families who live south of NE 50th street, between 40th Ave NE and Union Bay Place NE, will be rezoned from Bryant to Laurelhurst Elementary (see zones 20 and 104 on attached document).</p> <p>Please consider that the new south boundary for Bryant will impact families in this area on two fronts: safety and school community.</p> <p>I have attached a letter that I have mailed to both the School Board and Growth Boundaries Team detailing my concerns. Please review the contents of this letter and the supporting documentation at your upcoming meetings, keeping in mind the Guiding Principals that provide the framework for these boundary decisions.</p>

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5/13/2016	Laurelhurst/Bryant/Sand Point	20	My son, XXX, is in the second grade at Bryant Elementary. I am writing this letter out of concern with the approved boundary changes that are scheduled to affect Bryant Elementary beginning in the 2017-2018 academic year. According to the new school boundary line, families who live south of NE 50th street, between 40th Ave NE and Union Bay Place NE, will be rezoned from Bryant to Laurelhurst Elementary (see zones 20 and 104 on attached document). Please consider that the new south boundary for Bryant will impact families in this area on two fronts: safety and school community. I have attached a letter that I have mailed to both the School Board and Growth Boundaries Team detailing my concerns. Please review the contents of this letter and the supporting documentation at your upcoming meetings, keeping in mind the Guiding Principals that provide the framework for these boundary decisions
5/16/2016	Laurelhurst/Bryant/Sand Point	20	am writing to discuss the boundary changes that will be occurring for the 2017-2018 school year. Our child, XXX, is currently a first grader at Bryant Elementary. During the last 2 years, we have loved becoming a part of the Bryant community. The staff and families at the school are wonderful and we feel that Alex has learned so much during his time there. Unfortunately, we are one of the families that live between NE 50th Street and NE Blakely Street - an area that is being moved to the Laurelhurst boundary area in 2017. This is a change that would make walking to school very difficult and potentially dangerous for children as we would have to cross Sandpoint Way to get to Laurelhurst. It also separates a very small group of students from the Bryant community in an odd location rather than a main street such as Sand Point Way. It isolates a group of families who live in the Bryant neighborhood from their neighbors. XXX will be a third grader when the boundary changes occur and we are hopeful that he will be able to remain a part of the Bryant Elementary School community. In addition, his sister will be starting Kindergarten that year. We are hopeful that they will both be able to attend Bryant either by Grandfathering or an amendment to the boundaries which would move our little 4 block area back into the Bryant boundary zone. I know that there are several families in those 4 blocks who are hoping for the same outcome. After attending one of the community meetings, a neighbor informed us that the principals of the NE Seattle elementary schools would be meeting with the district at the end of May to discuss the boundary changes. We are hoping that you will advocate to keep us as part of the Bryant community.
5/31/2016	Laurelhurst/Bryant/Sand Point	20	I attended the April 26th Growth Boundaries meeting at Roosevelt High School and suggested an amendment to the new south boundary between Bryant and Laurelhurst Elementary Schools. The presenters at the meeting felt this idea merited consideration and asked me to follow up with an email to the Growth Boundaries Team. My suggestion is to keep the south boundary between Bryant and Laurelhurst along State Highway SR 513 (aka NE 45th Street/Sand Point Way), rather than to move it five blocks north to NE 50th Street. I am personally concerned about this because I have a grandson in the second grade at Bryant Elementary whose address will be reassigned to Laurelhurst Elementary by the new boundary map, which negatively impacts his neighborhood in several ways. SAFETY: The area between SR 513 and NE 50th Street is contiguous with the Bryant neighborhood. Children living there can walk safely to Bryant along quiet residential streets. Reassigning them to Laurelhurst will require them to cross a busy highway that, because of its complex intersections and fast-moving traffic, is simply too hazardous for children to navigate without adult supervision. ISOLATION: Assigning families that live between SR 513 and NE 50th Street will splinter them from their residential Bryant neighborhood, isolating them from well-established connections in the Bryant community. It will place them in a school community from which they will be physically isolated, not only by SR 513, but also by the expansive Children's Hospital complex and the large commercial district along SR 513. SCHOOL POPULATIONS: Because this area is small geographically and involves few families, keeping the boundary at its current location along SR 513 will have little impact on the student populations at Bryant and Laurelhurst, but moving it will have significant negative effects on the families and children living in this neighborhood. CONCLUSION: A quick look at a map will tell you that keeping the south boundary between Bryant and Laurelhurst along SR 513 simply makes sense. The highway provides a substantial barrier between the two schools. I have no doubt that that is the reason it was established as the boundary in the first place. It is also why the new boundary map should be amended so that the boundary continues to be defined by SR 513.
6/12/2016	Laurelhurst/Bryant/Sand Point	20	First off, I want to thank the team that I am sure has worked very hard on the proposed new school district boundaries. I had the opportunity to attend one of the community meetings where the outcome of the proposal was presented and was very impressed by the thoughtfulness and dedication of everyone involved. I feel comfortable that the best interest of our children and the schools are looked after with this and other initiatives. Nevertheless, as I mentioned during the Q&A session at the end of the meeting, I do feel an adjustment to the proposed boundary for the Bryant elementary district should be seriously considered and re-insert the zone south of 50th Street and north of Sand Point Way NE. This represents a natural geographic boundary, and the relevance of this boundary is reinforced by some additional considerations. One big reason is the walkability to school: crossing Sand Point Way for kids of young age is notably riskier than walking up, for example, 35th Ave NE. I believe the ability to walk to school (as reinforced by the Walk Zone map) and the children safety should be given a high ranking in how the boundaries are determined. In addition, the natural boundary that Sand Point Way NE represents also helps maintain the sense of community for children attending the Bryant Elementary School, vis-a-vis Laurelhurst Elementary. Last, we live on 32nd Ave NE at 50th Street, which is right at the border of the proposed new boundary. One of the main reasons we relocated to this neighborhood was for our children to attend Bryant Elementary school, which they would not be able to if the proposed boundary excludes this small portion of the neighborhood. Again, I want to thank the Seattle Boundaries team for their hard work and hope this feedback is incorporated into the final boundaries adopted.
8/8/2016	Laurelhurst/Bryant/Sand Point	20	I had heard there was petition to not change the Sandpoint and Bryant boundaries in 2017. I am wondering two things: 1) is there an opportunity for incoming 2016 families to weigh in on the petition? We are affected, but were not given the opportunity to give any input. Our address is address 58th St and are well within in the walk zone for Bryant. We are closer to several other elementary schools than to our assigned school. 2) when will we know for sure a decision for 2017? The website says October, but it appears that there may already have been a decision made? It's unclear. The answer to this question helps us make a decision for kindergarten and whether we are considering private school. When we purchased our house prior to Sandpoint being reopened, we were in Bryant Elementary which is one of the reasons we bought in this location. I appreciate any information you can provide as admissions could not answer these questions and as we are getting closer to school starting, we need to make some decisions soon.
8/14/2016	Laurelhurst/Bryant/Sand Point	20	Thank you for the information. As per your email, my input below:  1) when someone petitions for changes that have already been approved, that should be made public for others to comment. I didn't join the April meetings because I didn't realize they were to comment on those that were opposing approved boundary changes so didn't realize I should attend.  2) unfortunately, we needed the information before kindergarten school choice. Had we known there was a possibility that the boundary was not going to change we would have done the school choice form differently. My understanding is that it gets more difficult to get school choice after kindergarten.  3) we are in the middle of the walk zone for Bryant and out of the walk zone for Sand Point. There are several schools closer to us than Sand Point, yet for some reason it is our assigned school.  4) if the boundaries do end up changing a few years down the road then we will have 2 kids going to 2 different schools.  4) the principal and PTA outgoing President of Sand Point seem to think their petition will be granted for the boundary changes to remain the same (my understanding is that Bryant principal was neutral). I hope that there is true consideration of those families that are affected by the boundary changes and the decision is not solely based on what Laurelhurst and Sand Point schools determined they wanted.  For all of these reasons, I strongly advocate for the approved 2017 changes to be sustained. It's the right decision for the community as a whole.  Thank you for considering,

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9/7/2016	Laurelhurst/Bryant/Sand Point	20	<p>We are a family moving from the east coast to Seattle in October of this year.</p> <p>We are looking at a property that would be currently zoned to Bryant Elementary School, but is planned to be zoned to Laurelhurst Elementary School in 2017.</p> <p>We have a kindergartner who would start at Bryant in October of 2016. Since we are moving cross country and this is a big change for her, we would very much like her to stay in the same elementary school (Bryant) after the rezoning.</p> <p>I read in the April 2016 community presentation that current students would be grandfathered into their current schools till the end of the highest grade offered by that school. Can you please confirm that?</p> <p>We are in a time crunch to make a decision on the property, so I would be really grateful if you could reply to this email as soon as you can. If I can reach you via phone to talk, my number is ##. // Thank you so much for your email. The home we are considering is on university view place, behind university village. Would the amendment keep that area within bryant?.Thanks again for your help.</p>
9/13/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>Are the boundaries for the 2020 district updates still up to date? The ones that were proposed a few years ago? I'm anticipating sending my daughter to kindergarten in 2020 and our area of the map is moving between schools, so I am trying to figure out if that is "planned" or "possible". // We're scheduled to move to Laurelhurst. // (address check)</p>
9/21/2016	Laurelhurst/Bryant/Sand Point	20	<p>My name is NAME and my daughter NAME is in Ms. Eeds 1st grade class at Bryant Elementary. I live in the unfortunate little triangle of Bryant that SPS is constantly threatening to cut out of the Bryant Elementary School area and send to Laurelhurst Elementary school. I know that the staff at the schools have put forth an amendment that would NOT remove us from Bryant and I just want to say how much I support that amendment. I realize that as the "crow flies" our home is closer to Laurelhurst Elementary School than Bryant but my child and none of my neighbor's children are crows. We are a WALKING community. I walk my daughter every day as do my neighbors and if they are moved to L.E. School They will need to be driven to school. Why? You ask, because in order for us to get to that school my daughter (at 7AM!) would have to walk down the unlit Burke Gilman bike path, cross the VERY busy Sand Point Way (at a light that is right in front of the Seattle Children's hospital ER entrance), and if she manages to dodge all that then she gets to climb straight up one of the steepest hills in NE Seattle. But on a personal note it would be really hard on NAME She was the Kindergartener last year that cried at drop off EVERY day for the first 3 months and that was despite her loving Ms. Johnson as her teacher. The only reason this year was easier was because she had 3 good friends from last years class in her new class. She is a high stress, high anxiety child. Our daily walks to school are the transition time she needs to get herself together before she has to walk into the classroom and (on the very rare occasions) when I do drive her to school there are tears. As I explained above L. E. School would be a drive school for us and it is in a community we have no part in nor want to frankly. My daughter's curriculum night at Bryant is tomorrow evening at the EXACT same time the SPS community meeting is being held at Eckstein. Which is why I wanted to send this letter of support for the amendment since I will be unable to attend the meeting.</p> <p>Please know that every parent I have spoken with in our neighborhood feels passionately that we remain at Bryant Elementary School we are the Bryant community and very much want to stay that way.</p>
9/26/2016	Laurelhurst/Bryant/Sand Point	20, 104	<p>We live very near Laurelhurst but have never been within the boundary. Our kids have attended that school since Kindergarten and have been grandfathered in each year since.</p> <p>We APPROVE the new boundaries</p> <p>We STRONGLY would like the grandfathering clause to remain. The school at present is NOT OVERCROWDED. It is not good for kids to be removed from their home school they have known all their educational lives to move.</p>
10/7/2016	Laurelhurst/Bryant/Sand Point	20	<p>I would like to start by thanking you for all the work and effort that you put into your jobs, and your commitment to making Seattle Public Schools a world class learning experience for our children.</p> <p>We recently moved from the Washington DC metro area to Seattle. When we decided to make the move, we researched neighborhoods and schools and decided to move into a home so that our child could be enrolled at Bryant Elementary. Our address is 4address. Our child, name, is a kindergartener at Bryant, and she is adjusting to the transition well thanks to the great staff there.</p> <p>However, we just came to find out that our home and the neighborhood is planned to be rezoned to Laurelhurst elementary school in 2017. I understand that there is an amendment that you are considering that would allow the Bryant elementary school to retain its current school boundaries for 2017 and beyond. I would strongly urge you to pass that amendment.</p> <p>I am sure that Laurelhurst and the teaching staff there are excellent, but please consider the impact on our children as they are forced to make multiple transitions. The early elementary school years are very important for the social and emotional development of a child, and forcing them to make a transition in the middle of their school years just as they are starting to form bonds would be very detrimental to their development. This is even more so for kids like ours who are making the transition from another state and region. Even if the current kids are grandfathered into their current schools, siblings like our preschooler would not be able to join their older brothers and sisters at school. There is nothing quite as magical to see the development of siblings going to the same school and deepening their bonds that will last a lifetime.</p> <p>I would be happy to speak with you in more detail, but I urge you not to change the school boundaries for Bryant elementary in 2017-2018. I am sure that Laurelhurst and the teachers are wonderful, but stability, continuity, friends, and family are critical factors that influence how our children develop and mature in their early years.</p>
9/28/2015	Maps	NA	<p>How can one identify the areas in the maps designated area x? There is only a street level map for 2016-17 but the other future boundary maps don't show what streets bound the areas to be changed.</p>
9/20/2016	Maps	NA	<p>Your map does not show streets? Please revise so families can correctly identify if this will affect them.</p>
12/9/2015	Meany	Meany	<p>When will the board vote on the proposed boundary at the link below for Meany Middle School?</p>
1/28/2016	Meany	Meany	<p>I saw a map in the Seattle Times awhile back that showed proposed boundary shifts when Meany Middle School opens. What I'm trying to figure out is where kids in the Bailey Gatzert school assignment area will go to middle school starting in 2017? How about where kids in the Madrona K-8 schools will go to middle school in 2017?</p>
8/12/2016	Meeting schedule	NA	<p>Have any meetings regarding the 2017-2018 boundary changes been set for September? I am interested to know when and where meetings will be held and when is school board hearing/voting on any proposed changes to the 2013 approved boundaries?</p>
9/14/2016	Middle schools	45	<p>My son currently is a 7th grader at Eckstein MS. Next year we are in the Hamilton MS attendance area. Will he be grandfathered in at Eckstein? Your webpage on grandfathering does not mention middle schools.</p>
2/14/2016	New construction	NA	<p>I'd like to get more information about the new construction schools that I'm told are in progress in my area? I don't know exactly where the schools are going to be located, but I think my kids will be in the boundaries. I'm hoping I can find out more information about these schools (elementary &amp; middles school, I believe?). I'm curious about the construction completion dates, and if we do in fact live in the boundary. I live in Haller Lake, if that helps? My searches on the district website did not lead me anywhere, so I'd appreciate a little help.</p>



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9/29/2016	Olympic View	117	<p>I am a parent of a first grader at Olympic View school and a preschooler. We live in zone 117 (on Wallingford Ave N; Viewlands is our current neighborhood school; Olympic View will be our new neighborhood school when the new boundaries take effect in the fall).</p> <p>We enrolled our son at Olympic View through the school choice program in anticipation of these changes so he would not have to switch schools and so that our children would be in the same school once boundaries change and my daughter would be assigned to Olympic View. I am writing because I am concerned about the possibility of more changes in the proposed boundaries. I am aware that there is a serious discussion of redrawing them again, before voting by the school board in November.</p> <p>We may be in a unique position, but we are not alone in using these approved boundary changes to make important decisions, such as buying homes in a certain area or electing to send a child to a certain school to minimize disruptions in education. The school board approved these boundary changes in 2013, and then reassessed them, making only a few amendments, last spring. Indeed, the SPS website uses bold letters to highlight the word "approved" when mentioning boundaries. These changes were deemed necessary twice, and are being counted on by many families.</p> <p>Making large changes to approved plans now would not give adequate time for community input.</p> <p>And, in fact, current change zone 117 makes sense. Many people in this zone live much closer to Olympic View than they do to Viewlands.</p> <p>Viewlands is overcrowded (11 portables!) and will become more so due to both the need to reduce class sizes and an increase in density in the Aurora-Licton Springs area. It has already been designated an Urban Village, and the city released maps yesterday with details to increase density even further.</p> <p>(<a href="https://www.documentcloud.org/documents/3114875-MHA-DRAFT-Rezone-Mapping-11x17.html">https://www.documentcloud.org/documents/3114875-MHA-DRAFT-Rezone-Mapping-11x17.html</a>)</p> <p>In fact, construction projects for apartment buildings replacing homes in this area have already begun. An overcrowded Viewlands seems unnecessary, given the empty schools in the Northeast area.</p> <p>Please do not redraw the map around boundary change zone 117. This boundary change makes sense on many levels.</p>
9/30/2016	Olympic View	90, 93	<p>Please see attached letter. I am writing to ask that the no grandfathering concept be re-evaluated for Olympic View. // We, the assembled Olympic View Elementary School Community, 100 members represented with families from Change Area 90, Change Area 93 and those staying behind at Olympic View, on September 26, 2016, state the following:</p> <p>We have met as a community and reviewed the district proposal for the 2017/2018 Implementation of the Growth Boundaries.</p> <p>The current proposal will directly impact our entire school community. Fully 50% of our students will leave and need to transition to new schools. The other 50% will be left to rebuild our school community with new students. We believe that this is too much change too fast.</p> <p>We ask the district to reconsider their plan and make the following adjustments:</p> <p>Grandfathering: Our community needs more grandfathering. We request that you revisit the enrollment numbers and identify opportunities to keep our school community intact. Every effort should be made to grandfather and to keep siblings together at the same school.</p> <p>Equity: The Olympic View community would like to engage with the district and assess this decision with the Racial Equity Analysis Tool to ensure that our vulnerable communities are treated fairly. If this plan disproportionately affects those vulnerable communities, appropriate mitigation needs to be provided.</p> <p>Stability: The district needs to provide a plan for the transition and how they plan to supply extra support and resources to all the affected communities. Even with grandfathering, we request a continuation of some services in the short run, such as a limited bus route.</p> <p>The Olympic View Elementary community looks forward to working with the district and School Board to make a better plan for our students, families and community. Thank you.</p> <p>I fully agree and support this letter, which was written by the OVES school community.</p>
10/7/2016	Olympic View	90, 93	<p>I am writing as a concerned parent and community member about the implementation of the proposed boundaries. I have a 5th grader at Olympic View Elementary and we live a block from the school, so I believe I can speak fairly objectively since my child and family are not directly affected by the boundary changes. My concerns are for the Olympic View community and the tremendous disruption that the proposed changes would cause.</p> <p>First, with the very minimal grandfathering proposed, Olympic View stands to lose fully 50% of its students. This is disruptive to our community because we would lose half our PTA Board and Membership, half of our known resources and talent and parent volunteers. This level of infrastructure and community support would take a long time to rebuild.</p> <p>More importantly, this is disruptive to the families forced to move. According to census data, many of our families of color, ELL and FRL families live in Area 90, slated to move to Olympic Hills. These families would have to uproot from the community that has worked very hard to reach out and include them, only to have to start over again.</p> <p>My primary concern, however, is that the district is not effectively reaching out to these vulnerable populations to let them know about the changes and to take these families' needs into account. Our PTA has made a concerted outreach effort, and still we know that many families are unaware of these changes. Even when they are aware, many don't have the resources (time, language, assistance to understand the process) to advocate for their kids to "option" into another school. There are a variety of reasons for this. Many of these families don't have access to the internet at home, and therefore cannot easily access the translations of the grandfathering criteria. Some parents are not literate in their native language, and so would not necessarily be able to read the materials even if they could access them. Some are reluctant to self-identify as needing additional support because, as new Americans, may be still distrustful of our government and leadership. Some may still be experiencing trauma in the form of unstable housing or domestic violence, and so may not feel able to make their voices heard. Unfortunately, these are many of the people most affected by the proposed changes. I implore you to listen to those vulnerable families that are able to speak, and then amplify that voice to account for the many that, for whatever reason, cannot make their voices heard at this time. These are the families who need stability. Please let's make sure that they get it at least at their children's schools.</p>
10/10/2016	Olympic View	90	<p>We have two children at Olympic View. We attended the boundary change meeting followed by visiting Olympic Hills construction site. The children seem to be thrilled with the change and having a brand new building with covered playground and new computer lab. We're looking forward to next year. I highly recommend parents and students visit Olympic Hills and check the design plans. It works for us!</p>
10/8/2016	Olympic View	90, 93	<p>I am writing to express my significant concerns regarding the way SPS is considering handling the boundary changes planned to go into effect for the 2016-17 school year. I am a father of a 2nd grader at Olympic View Elementary and my daughter, family, and community stand to be significantly effected by the changes SPS is proposing. I participated in a large community gathering at Olympic View Elementary on September 26, 2016 where about 100 parents of students who attend Olympic View Elementary assembled to discuss our concerns regarding the boundary changes. Specifically, we discussed the issue of "grandfathering" and SPS's proposal to not allow grandfathering when the new boundaries go into effect. Below is a copy of a collective letter that came out of the community meeting. This letter highlights the devastating effect that the proposed policy would have on our school community and offers some suggestions toward mitigating those effects. Recently, I read a letter from the North District Council regarding how the SPS boundary changes will effect the NE Seattle Community. Particularly poignant is their call out of the disproportionate effect that the boundary changes will have on racial and economic diversity among our schools. I have included a copy of that letter as well, because I believe it is a very well layed out argument about how the proposed policy regarding "grandfathering" and how the upcoming boundary changes will destroy racial and economic diversity among our school. I would also like to call to your attention, your own new campaign "#CloseTheGaps" as a reminder that SPS has committed to put resources toward closing the achievement gap between white students and students of color. It seems that SPS's approach to school boundaries and "grandfathering" are at odds with it's own policies working to close the achievement gap.</p> <p>Thank you for your attention to this matter and for the work you do for my children.</p>

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9/30/2016	Olympic View	90, 93	<p>We, the assembled Olympic View Elementary School Community, 100 members represented with families from Change Area 90, Change Area 93 and those staying behind at Olympic View, on September 26, 2016, state the following: We have met as a community and reviewed the district proposal for the 2017/2018 Implementation of the Growth Boundaries. The current proposal will directly impact our entire school community. Fully 50% of our students will leave and need to transition to new schools. The other 50% will be left to rebuild our school community with new students. We believe that this is too much change too fast.</p> <p>We ask the district to reconsider their plan and make the following adjustments: Grandfathering: Our community needs more grandfathering. We request that you revisit the enrollment numbers and identify opportunities to keep our school community intact. Every effort should be made to grandfather and to keep siblings together at the same school. Equity: The Olympic View community would like to engage with the district and assess this decision with the Racial Equity Analysis Tool to ensure that our vulnerable communities are treated fairly. If this plan disproportionately affects those vulnerable communities, appropriate mitigation needs to be provided. Stability: The district needs to provide a plan for the transition and how they plan to supply extra support and resources to all the affected communities. Even with grandfathering, we request a continuation of some services in the short run, such as a limited bus route. The Olympic View Elementary community looks forward to working with the district and School Board to make a better plan for our students, families and community. Thank you.</p>
10/10/2016	Olympic View, grandfathering, boundaries	90, 93	<p>I am a mother of a second grader at Olympic View Elementary, and our youngest will be in kindergarten, also at Olympic View, in the 2017-2018 school year. I am also currently the Communications Chair with the Olympic View PTA. I am writing to request that the 2017-2018 school boundary changes and grandfathering amendments be revised.</p> <p>I helped organize and participated in a large community gathering at Olympic View Elementary on September 26, 2016. In attendance were about 100 parents of students who attend Olympic View Elementary. We discussed our concerns regarding the boundary changes, particularly the newly proposed grandfathering amendment in which SPS would not allow grandfathering when the new boundaries go into affect next school year.</p> <p>Below, and attached, is a copy of the collective letter we, the Olympic View Elementary Community constructed. This letter highlights the devastating affect that the proposed grandfathering amendment would have on our school community.</p> <p>Also below, and attached, is a letter from the North District Council citing the adverse affects of the SPS boundary changes to the NE Seattle Community. Of greatest concern is the affect on racial, ethnic and socioeconomic diversity in the NE Seattle area schools. I completely support and back their letter and request you take it into great consideration. I believe that not considering these devastating inequities that the boundary changes and amendments would result in goes completely against your own "#CloseTheGaps" campaign, where SPS has committed to put resources toward closing the achievement gap between white students and students of color. The boundary changes as is, plus the proposed amendments, seem to be contradicting one another.</p>
9/12/2016	Orca, HCC	NA	<p>I'm having a hard time reading the maps for changes. Are you changing boundaries/schools for students in Georgetown? I'm worried about losing bussing in 2017-2018 to Orca K-8 from Georgetown in South Seattle. Boundary changes will not affect HCC programs and bussing for middle school, right? // Thanks. Can you tell me if there are changes to the neighborhood schools or path for Georgetown? Currently it's Maple-Mercer-Franklin, (with the bussing to Orca as your option school.) The maps are hard to read, is there a written summary of changes? // (address check)</p>
3/7/2016	Process	NA	<p>We live on 82nd and Wallingford It looks like the boundary for Robert Flagstaff Middle school is 85th and Wallingford. We have been assigned a middle school that my kids will have to be bused to and is several miles away. Can you please let us know if there will be an appeal process for those students right on the corner boundary? I see there are community meetings. Can you please let us know if the boundaries could be adjusted before the middle school opens?</p>
4/21/2016	Process	NA	<p>Who will propose amendments; who will decide whether to propose amendments?</p>
4/21/2016	Process	NA	<p>How do you reach the people who will propose amendments?</p>
9/22/2016	Sacajawea	101	<p>I have two children in Seattle Public Schools and I am writing in support of the 2017 boundary/grandfathering changes.</p> <p>My older child attended Sacajawea Elementary for three years. Sadly because the old geographic assignment zone was a bizarrely shaped skinny little 3-block-wide strip running north along Lake City Way, there was very little community feeling at the school. Many, many children were bused in from very far away. We only knew 2 children who attended the school and lived within walking distance. Although there are 9 children living on our block (about 4 blocks from Sacajawea), NONE of them attend Sacajawea.</p> <p>Sacajawea's PTA is unable to earn the kind of money that other schools' PTAs can earn because the families along that old assignment zone running right along Lake City Way had very little money. We had to send books from the Seattle Public Library to school everyday with my son because there were no books at his reading level in his classroom!!! The library only had a few that were a good fit for him (he likes science books), but with the extremely limited librarian hours, he was rarely able to check books out of the school library even if he found one he liked. There also weren't many parents who had the free time to volunteer at the school. This along with other things (a couple years without a playground, change in principal, etc.) have sort of driven Sacajawea into the ground.</p> <p>There were two full classes of kindergarteners when my child started kindergarten at Sacajawea in 2012. All the families who could, found a way to get their children out of there. They have lost a good 20% at least of that cohort of children. Because the school was not meeting the needs of kids.</p> <p>The boundary changes will help tremendously. Families will be able to walk to school. Children will come from nearby. Parents who live close to the school will have more time and money to contribute to volunteering and contributing money to pay for all the things that the state of Washington is supposed to be paying for but isn't (library books, PE teacher, librarian, nurse, art, music, counselor, recess monitors, lunchroom monitors, etc.). The rezoning will help Sacajawea tremendously. It comes several years too late for us, but thank goodness it's finally happening for the current and future children who go to the school.</p>

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9/23/2016	Sacajawea	101	<p>My husband and I were able to attend the community meeting last night at Eckstein. We have a 3rd and 5th grader at Sacajawea and live in area 101 (would be changed to Olympic Hills with no grandfathering permitted). Many heartfelt, passionate, well thought out and civil points were made at this meeting. It wasn't clear if this information was being recorded (it may have been, but it was not evident), so I wanted to share some of the highlights that I took away from it. 1) Concerns were primarily raised about the lack of grandfathering. There was generally understanding that boundaries need to be changed due to capacity changes and new schools. However, it was strongly and repeatedly stressed that it should not disrupt the children and families who are invested and connected to their current elementary school. 2) Concerns were raised about transparency regarding the number of students affected in the various regions, both in terms of raw numbers and the demographics associated with these children. The response from the presenter was that this data existed, would be made public soon, and that the affected principals were aware of this information as they had been part of previous discussions. This is not accurate, at least for our principal at Sacajawea. When these questions were asked of her at a PTA board meeting two days before the community meeting, she both did not know the information, as well as didn't know how she could find it out. The statement that principals were involved was made several times. While I know that our principal knew about the proposed boundary changes, she did not know about the lack of grandfathering until she was contacted by families affected after the email came out to us from SPS. 3) The point was raised that grandfathering could be made possible by temporarily using more portables where necessary. It was recognized that this goes against a competing priority to reduce the number of portables, but the argument was made that the disruption of communities had a greater cost than a temporary increase in portables. It was also proposed that each school could be approached to make their own determination as to whether it would be better for them to allow grandfathering and potentially increase portable usage vs not allow grandfathering and potentially decrease portable usage. Obviously, the effects of the grandfathering would lessen with each year, and not everyone would choose to remain at their old neighborhood school, especially since transportation would no longer be available. 4) The point that I made was specifically about community, and echoed by others from the Sacajawea and Green Lake communities. The idea of neighborhood public schools to me is to create a school community that the school can depend on to meet the needs that are not covered by the district and state, and that families can depend on for the growth of their child. This is ripped apart by not allowing grandfathering to occur. This will affect the PTAs at the schools due to the disruption of removing families that are intimately involved with the PTA (e.g., our co-president would be affected as she lives on the north side of the dividing line, Green Lake community members mentioned 10 very active PTA families being forced out). The point was made that these PTAs fill a significant gap in the funding for integral school programs that are not paid for by the district/state, and that there is no evidence that there would be money provided to mitigate this. 5) Concern was raised about how these shifting demographics would affect diversity within the schools, especially with regards to ELL and children who qualify for free and reduced lunch. One concern is that the new school, Cedar Park, will have a very large percentage of children who qualify for free and reduced lunch given the way that the boundaries are drawn and that other schools may lose their funding that they qualify for given the decrease in children who qualify for free and reduced lunch (there is a cutoff at 40%). There are many issues with this, but one of the specific ones brought up was how SPS was going to mitigate the funds needed by schools for the money lost as well as cover schools that qualify but have to wait for the funding to arrive. Overall, this meeting was inspiring regarding the passion that families have for their school communities, and disheartening as it felt like the individuals running it both did not have answers to reasonable and foreseeable questions as well as stated that conversations had happened with principals that I know at least are not accurate at Sacajawea. This is a very important decision to our family and our school community, and I look forward to attending additional meetings to advocate for Seattle Public School families who would be affected if grandfathering isn't allowed. Thank you for your attention to this and all that you do on behalf of Seattle Public Schools.</p>
9/23/2016	Sacajawea summary	101	<p>(We) were able to attend the community meeting last night at Eckstein. We have a 3rd and 5th grader at Sacajawea and live in area 101 (would be changed to Olympic Hills with no grandfathering permitted). Many heartfelt, passionate, well thought out and civil points were made at this meeting. It wasn't clear if this information was being recorded (it may have been, but it was not evident), so I wanted to share some of the highlights that I took away from it. 1) Concerns were primarily raised about the lack of grandfathering. There was generally understanding that boundaries need to be changed due to capacity changes and new schools. However, it was strongly and repeatedly stressed that it should not disrupt the children and families who are invested and connected to their current elementary school. 2) Concerns were raised about transparency regarding the number of students affected in the various regions, both in terms of raw numbers and the demographics associated with these children. The response from the presenter was that this data existed, would be made public soon, and that the affected principals were aware of this information as they had been part of previous discussions. This is not accurate, at least for our principal at Sacajawea. When these questions were asked of her at a PTA board meeting two days before the community meeting, she both did not know the information, as well as didn't know how she could find it out. The statement that principals were involved was made several times. While I know that our principal knew about the proposed boundary changes, she did not know about the lack of grandfathering until she was contacted by families affected after the email came out to us from SPS. 3) The point was raised that grandfathering could be made possible by temporarily using more portables where necessary. It was recognized that this goes against a competing priority to reduce the number of portables, but the argument was made that the disruption of communities had a greater cost than a temporary increase in portables. It was also proposed that each school could be approached to make their own determination as to whether it would be better for them to allow grandfathering and potentially increase portable usage vs not allow grandfathering and potentially decrease portable usage. Obviously, the effects of the grandfathering would lessen with each year, and not everyone would choose to remain at their old neighborhood school, especially since transportation would no longer be available. 4) The point that I made was specifically about community, and echoed by others from the Sacajawea and Green Lake communities. The idea of neighborhood public schools to me is to create a school community that the school can depend on to meet the needs that are not covered by the district and state, and that families can depend on for the growth of their child. This is ripped apart by not allowing grandfathering to occur. This will affect the PTAs at the schools due to the disruption of removing families that are intimately involved with the PTA (e.g., our co-president would be affected as she lives on the north side of the dividing line, Green Lake community members mentioned 10 very active PTA families being forced out). The point was made that these PTAs fill a significant gap in the funding for integral school programs that are not paid for by the district/state, and that there is no evidence that there would be money provided to mitigate this. 5) Concern was raised about how these shifting demographics would affect diversity within the schools, especially with regards to ELL and children who qualify for free and reduced lunch. One concern is that the new school, Cedar Park, will have a very large percentage of children who qualify for free and reduced lunch given the way that the boundaries are drawn and that other schools may lose their funding that they qualify for given the decrease in children who qualify for free and reduced lunch (there is a cutoff at 40%). There are many issues with this, but one of the specific ones brought up was how SPS was going to mitigate the funds needed by schools for the money lost as well as cover schools that qualify but have to wait for the funding to arrive. Overall, this meeting was inspiring regarding the passion that families have for their school communities, and disheartening as it felt like the individuals running it both did not have answers to reasonable and foreseeable questions as well as stated that conversations had happened with principals that I know at least are not accurate at Sacajawea. This is a very important decision to our family and our school community, and I look forward to attending additional meetings to advocate for Seattle Public School families who would be affected if grandfathering isn't allowed. Thank you for your attention to this and all that you do on behalf of Seattle Public Schools.</p>
9/16/2016	Special Education	NA	<p>I am inquiring about how the new growth boundaries will effect SpE students. My son was assigned to a school, out of our boundary, for an Access program. We will remain out of boundary once they change in 2017-2018. Will he be able to remain at his current school? The answer on the FAQ page of the website is not clear. This is very concerning to me, and many SpEd families. We are in a school that is meeting his needs, and to be forced to move is unacceptable to us. I understand why boundary changes happen. I don't understand why SpEd students, placed in an out-of-boundary school, have to be shuffled around. Especially, when their current school is meeting their needs. I appreciate any feedback you may have for me. Thank you!!!</p>
9/22/2015	Specific address	11	<p>Based on the growth boundary maps on your website, it appears that our home's elementary school will change in 2017. Can you confirm if this is true? Our address is XXX Ave N, 98103. We are currently assigned to Bagley, but it looks like for 2017 we will be assigned to Green Lake Elementary. It seems that Wallingford Ave N is one of the boundaries. I would like to try to find out for sure, because my daughter will be starting kindergarten in 2016. I would like to be able to take this into consideration when considering my options, because I would prefer for her to not have to change schools after only one year. I tried emailing before with this question, but did not get a response. I would really like to find out! // Thank you very much for your response. It is very helpful for us to know as we begin our kindergarten decision making. You mention that the decision to grandfather students won't be made until next year. Any idea of when we could expect a decision. It could make a difference in which school we list as our first choice! It would be helpful to know before those choices are due. Thank you very much for your time. It is greatly appreciated. // Has a decision been made about whether children will be grandfathered in to their schools if their boundaries change? Is there a website where I can find more information? // So my child will have to start school not knowing if she will be allowed to stay the following year when the boundaries change? That's very problematic and quite unfair.</p>
11/11/2015	Specific address	NA	<p>Hello- I am unable to determine which elementary school our street will be in over the coming years through 2020/21 when all assignment plan changes have been implemented. Please let me know what the street names (i.e., 40th Ave NE between X and Y Street, etc.) are for the boundary around Bryant Elementary School in Northeast Seattle. If there is a boundary map with the boundary street names on it, that would be very helpful for many families. The current maps on the website do not have the street names.</p>

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12/9/2015	Specific address	NA	I have a Wedgwood Elementary 4th grader. I see there will be boundary changes to Eckstein Middle School the year she is scheduled to start there (2017-18 school year). I cannot tell if we are affected by the changes. Our address is XXX Street. Could you please tell me if my daughter will be assigned to Eckstein for 6th grade/the 2017-18 school year?
3/3/2016	Specific address	NA	I am calling regarding my address of XXX. I looked on the boundary map and it looks as though my address is on the cusp of a future boundary change in a few years. I printed the map out and still could not tell if we are being redrawn or not. I am wondering if our home will be re-drawn from Bryant Elementary to Laurelhurst Elementary. Thank you SO MUCH for helping with this. I have three children and I want to make sure I am planning for their school assignment appropriately.
4/25/2016	Specific address	126	I am trying to plan where our second child will go to elementary school next fall, 2017-2018. When I reviewed the maps, we live right on the boundary line between West Woodland Elementary (where our older daughter will be attending) and Whittier Elementary. Of course, we would like our children to attend the same school! For reference, we live on xxx. On both the map for West Woodland and Whittier this is a boundary line. Can you give me direction as to how to read the boundary map when we're on the line?
6/15/2016	Specific address	128	I was looking at the map of the new boundaries for Whittier as of 2017-18. I'm having a hard time figuring out where we land since our address is right on the border. Our address is XXX Ave NW 98117. Will we then be in Viewlands or Whittier? Please advise. Thank you. // Are these boundaries finalized? What is the process of applying for Whittier? And if my son does get in to Whittier, will his younger sister be grandfathered in when she starts school? //Thank you. We will be so bummed because my son starts that year of course and since he was little we've been telling him that will be his big kid school and checking out the playground when we walk by... :( It's also on our route to work. Blarg. I appreciate the help!
9/15/2016	Specific address	NA	I am having a very hard time understanding how I may be impacted by the boundaries from the maps that you have on the website. Our address is XXX ST and my kids are currently in kindergarten and 3rd grade at west woodland. Could you please tell me if we are in the area that would be reassigned and it would effect my kids that are already enrolled? Thank you,
9/27/2016	Specific address	NA	I have a child who will be kindergarten age for the 2017-2018 school year. I would like to know what our assigned school will be based on our address.
9/28/2016	Specific address	NA	I received the email on 9/14/16 that my home address is in an attendance area with boundary changes for the 2017-18 school year. Our current reference school is John Rogers but will be changing to Cedar Park due to the boundary change. However, both of my children attend Wedgwood which they enrolled in through the School Choice process. I did find this on the SPS FAQ section of the website: "If a student is currently enrolled in a school through the choice process, will that student be impacted by grandfathering decisions? No. Once a student receives a choice assignment, they may remain at that school through the highest grade level." Does this mean that my children will remain at Wedgwood for the 2017/18 school year and beyond?
2/9/2016	Specific questions	NA	I attended the school tour on Wednesday night. Currently, we live in the walk zone for Bagley and it is my family's attendance school. My son will be an incoming kindergartener. I am interested in the Montessori option as well. For first grade, the school boundaries change for our address and our attendance school becomes Green Lake. Will my son have to switch to Green Lake for first grade if he is in the contemporary classroom? Will he have to switch to Green Lake if he was in the Montessori program (is the Montessori program considered like an option school)? I didn't find a clear answer on the SPS website, but I could of missed it. Can I make Bagley my "option" school on the choice form? I would prefer he could stay at one school for K-5 if possible.
6/24/2016	Viewlands	117	I am a parent of a kindergartener at Viewlands Elementary. Viewlands is scheduled to have a boundary change that will impact my child in 2017-18. Until recently, it was my understanding that since we started kindergarten at our assigned school, that my child would be able to continue through 5th grade at this school. When I enrolled my child in school, this is what the policy stated: "Students who are impacted by a boundary change that would otherwise place them in a new attendance area school for the following year may be Grandfathered to remain at their current school with a continuing assignment as long as the student remains enrolled at the current school." Maintaining consistency in staff and peers is a particular concern for my child, but also something that all children benefit from. I anticipate the stress of a transition at this time detracting from learning, if my child is required to switch schools in the middle of elementary school. Knowing where my child will attend school is also a factor in important decisions that my family needs to make this year. Placing some families in limbo without the stability of knowing they can continue to attend their neighborhood school is damaging and unfair. Please do not deliberately place some children in a situation where their educational experience will be negatively impacted. There is also an added financial and logistical burden for working families who require before and after school care. If a child who has been attending her/his assigned school is required to apply to her/his own school as a choice school, that working family then has to go through the process of applying for 2 before and after school programs to make sure care is available at either of the possible schools, when participating in open enrollment. This is expensive, cumbersome and unfair burden on working families. It is my experience that before and after school programs fill spaces for the upcoming school year early in the winter and require a deposit to guarantee a space. My request is that a decision be made soon to give families of students currently attending their assigned schools, the assurance that their children will be able to continue at these schools. Already the stress of not knowing what current policy is has been negatively impacting families. In addition has there been discussion of giving children who have been attending their assigned school, but are subject to boundary changes preference for open spaces in their school? // Thanks for your reply. My family is looking forward to learning that our child can continue at his originally assigned Elementary school through 5th grade.

9/28/2016	Viewlands	117	<p>I am writing to you as the mother of a current 2nd-grader at Viewlands Elementary, as a member of the Viewlands community, and as a resident of a close-knit North Seattle neighborhood. I am dismayed to hear not only that the growth boundaries are proposed to move part of my neighborhood from Viewlands to Olympic View for 2017, but also that many of the current Viewlands students will not be grandfathered to remain at their current school.</p> <p>As a community member, it is ludicrous to me that our small neighborhood (Greenwood N to Aurora N, N 85th to N 105th) is already divided between 3 elementary schools. This 2017 change would now divide us into 4, and splits off my family's home to be assigned to a school that is 2 miles away, on the other side of the significant community-dividing lines that are Aurora Avenue N and I-5. This division mocks the notion of a "neighborhood school" based on the area that a student lives.</p> <p>What further defies reason is the gross disruption that will be caused by the proposed grandfathering policies. For Viewlands, only students entering 4th and 5th grades are planned to be grandfathered. Viewlands is a school community established on the principle of "Every Child Known, Safe, Inspired, Challenged, Empowered." Removing students who have 3 (or even 2 or 1) years of history in that community will be disruptive to the educations of those specific students, and the entire Viewlands community. This is a slap in the face to the idea that a school should even form a sense of community, particularly when this rule is being implemented for the benefit of Olympic View (stated reason: "Relieve Olympic View"), with no consideration for what it means to the students and community of Viewlands.</p> <p>My family has chosen not to change our residence during my son's elementary years so that we were ensured we could remain at the school where he has built relationships with the administration and faculty. Even when he tested into Advanced Learning, we were happy to sacrifice the additional academic rigor of the HCC program to keep him in this school community. My son is not a child who easily adapts to change; he spent the majority of his Kindergarten year adjusting to the change to Viewlands in the first place. It was extremely challenging, but 1st grade was a bit better, and 2nd grade has started off well. I fear that a move to Olympic View will be another disastrous disruption to his education.</p> <p>We have worked hard for 3 years for my son to be KNOWN at this school, to feel SAFE at this school, and to embrace the CHALLENGES of being a part of this community. While my son is just one example of a Viewlands student, I am certain there are dozens of similar stories that you might not be hearing from members of the Viewlands community.</p> <p>We have invested in the growth of this community, which you are now intending to steal from us. As I write this, the new Viewlands playground is being completed. Our family proudly contributed to that project as a member of this community, and an engraved stone is being placed on what I intended to be my child's elementary school playground. I wanted for my child to be able to see that stone every day and know that this is a home for him. These proposed changes will take that reassurance from him.</p> <p>I request that you reject the proposals for (1) the boundary change for Viewlands, particularly with respect to the Evanston N to Aurora N, N 93rd to N 105th neighborhood, and (2) the grandfathering rules that steal children away from their school communities. I intend to be present at the Viewlands meeting on October 3rd, to make my voice heard.</p>
9/28/2016	Viewlands	117	<p>I am writing to advocate a change to the current boundary proposal affecting Viewlands Elementary families. The current proposal draws a line down Evanston Ave. from N. 105th to 92nd. Families on the east side of this boundary will now go to Olympic View instead of Viewlands Elementary. There are two main issues with this proposal, including safe travel and walkability/accessibility to school for families.</p> <p>First and most importantly, this new boundary will have families crossing 2 major roads - Aurora/99 and I5. This is unsafe and unreasonable. It has families traveling over 2 miles to school versus approximately .7 miles. My family primarily bikes for transportation. There aren't greenways or bike lanes crossing this stretch of Aurora. Then, there's crossing I5. 92nd is the only bike-friendly way to get across I5 and it will be heavily traffic due to the new traffic heading to Olympic View. How would you feel if this was your commute to school?</p> <p>Walkability is supposedly one of the priorities for the new growth boundaries. Certainly not in this case though. Can you imagine my 5 year old, with her 2 year old sister in a stroller, walking across Aurora and then I5 to travel the 2 miles to school? My family primarily bikes, but our neighbors don't have access to a car, so they walk. How will this work for our families? In addition to the daily back and forth to school, how can our families be involved at the school for evening events or to volunteer? In the dark, the travel between home and school is unsafe! A foundational piece to students' success is family involvement but this boundary seriously limits this as possibility for us.</p> <p>I fully recognize that developing boundaries is complex and difficult. I thank you for your hard work. Please consider the above information and try to put your own families in our shoes. I would appreciate a response to this request. Many families will be joining me at the October 1st and 3rd meetings as well. See you there!</p>
10/6/2016	Viewlands	117	<p>I am writing to advocate a change to the current Growth Boundary proposal affecting Viewlands Elementary families in Area 117. The current proposal draws a line down Evanston Ave. from N. 105th to 92nd. Families on the east side of this boundary will now go to Olympic View instead of Viewlands Elementary. Please consider adjusting this boundary to be along Aurora/Hwy 99 instead of Evanston. There are two main issues with this proposal, including safe travel and walkability/accessibility to school for families.</p> <p>First and most importantly, this new boundary is unsafe and unreasonable. It will have families crossing 2 major roads - Aurora/99 and I5. It has families traveling over 2 miles to school versus approximately about 1/2 mile. There aren't greenways or bike lanes crossing this stretch of Aurora. It is unsafe for children to cross, especially in the dark and at high traffic times. How would you feel if this was your commute to school?</p> <p>Walkability is supposedly one of the priorities for the new growth boundaries. Certainly not in this case though. Can you imagine my 5 year old, with her 2 year old sister in a stroller, walking across Aurora and then I5 to travel the 2 miles to school? What about families without access to a car or who chose to bike to school. Many families want to take their kids to/from school to build community. Even if buses take care of the daily back and forth to school, how can our families be involved at the school for evening events or to volunteer? In the dark, the travel between home and school is unsafe! A foundational piece to students' success is family involvement but this boundary seriously limits this as possibility this area.</p> <p>One added piece of information is that the city is rezoning the area East of Aurora and developing the Aurora Licton Springs Urban Village into multi-family housing. This will boost the numbers of students attending Olympic View and make up for the 2x10 block section I suggest you send to Viewlands. Instead of redo boundaries in a couple years to reflect this boost in population, why not decrease disruption to families now and prioritize safety and walkability?</p> <p>I fully recognize that developing boundaries is complex and difficult. Thank you for your hard work. Please consider the above information and try to put your own families in our shoes. I would appreciate a response to this request.</p>

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9/26/2016	Washington	NA	<p>Many families in our community have received your notice of “Community Meetings” to discuss the boundary changes in our area. Though we appreciate the notification, we are frustrated that a meeting has not been scheduled in our attendance area, which is directly impacted by the addition of Meany Middle School in 2017-18, where many of our Washington MS families will attend starting next school year.</p> <p>Your letter simply states “Your home address is in an attendance area with boundary changes for the 2017-18 school year”, however it does not specifically explain what change is occurring. Many of our ELL and less-informed families do not know the consequences of these changes, as you did not clearly specify WHAT change is occurring in our region. You cannot assume that all families at our school understand this significant change, or what it means to them.</p> <p>We are asking you to add a date for a Community Meeting at Washington Middle School to address the very specific boundary questions that continuously come up at any School-wide meeting we host. Both our School Leaders, and we, as parent leaders, do not have the answers, and we ask that you please come and address the many questions and concerns that our community has shared.</p> <p>There is inconsistent information floating around about which elementary schools will feed into Washington and Meany, as well as the enrollment numbers that will be at each school. The information on the District website has changed many times over the last year, and no one knows what is the latest and most accurate information. Hearing directly from you, will go a long way in alleviating the concerns that our community is feeling.</p> <p>In an effort to prepare all of our families for this dramatic change, which impacts the population at Washington significantly, we await the scheduling of a meeting here as soon as possible. How you could have overlooked the Central Area entirely is not clear to us, but with the many global issues (race &amp; equity, in particular) facing our Central region from Thurgood Marshall Elementary to Garfield High School, many families are frustrated with the barrage of changes occurring at all of our schools.</p> <p>We thank you in advance for your attention to this matter and hope that you will consider adding a date in the next month to include Washington Middle School. If you have any questions, please feel free to contact either one of us.</p>
9/24/2016	Wedgwood, View Ridge, John Rogers	120, 122	<p>I am hoping you can clarify some information concerning the implementation recommendations for the 2017-18 Elementary School Boundary Changes; specifically as related to Change Areas # 120 and #122. Students in these change areas are currently recommended to receive full grandfathered assignments. The reason given for grandfathering these change areas is the “small number” of students within these areas.</p> <p>The following information is given within the map for Cedar Park Scenario C (see page 73 of the 9/15/16 Operations Committee Agenda):</p> <ul style="list-style-type: none"> <li>Change Area # 120 (Wedgwood to John Rogers) – There are 20 students in grades 1-5 who live in this change area and currently attend Wedgwood Elementary School.</li> <li>Change Area # 122 (View Ridge to John Rogers) – There are 12 students in grades 1-5 who live in this change area and currently attend View Ridge Elementary School.</li> </ul> <p>It is my understanding that the Scenario C map utilized last year’s enrollment data. In order to help myself and others understand this better: Please provide the Sept 2016 enrollment count of students currently enrolled in grades K-4 who live in Change Area #120 and in Change Area #122, and who would be affected by a geo-split if one were to be implemented for these change areas. I am concerned about the precipitous drop in enrollment projected for John Rogers due to the planned geo-split to Cedar Park, as this has the potential to negatively-impact the WSS at John Rogers. According to the Cedar Park Scenario C map, this impacts 130 students, though this number does not reflect the recommended amendment of the John Roger-Cedar Park boundary, nor does it reflect the enrollment count for currently-enrolled students at John Rogers. It would seem that the addition of over 30 students (from Change Areas 120 and 122) to John Rogers could help mitigate the enrollment/staffing deficits at John Rogers.</p> <p>In order for myself and others to gain a better understanding of this: Please provide the Sept 2016 enrollment count of students currently enrolled in grades K-4 at John Rogers who will be impacted by the amended boundaries for Change Area 95, and who are recommended to be geo-split from John Rogers to Cedar Park. I also am concerned about the lack of access to Advanced Learning within the JAMS attendance area, and how this may be further diminished by the current recommendations to grandfather change areas #120 and #122. There are currently no Spectrum-designated schools within the JAMS attendance area. Spectrum assignments for students living within the JAMS attendance area are currently linked to Wedgwood and View Ridge (Hazel Wolf K-8 is no longer a linked Spectrum assignment school). If Wedgwood and View Ridge are full, students living in the JAMS attendance area do not have access to Spectrum. It would seem that freeing up approximately 20 seats at Wedgwood and 12 seats at View Ridge would provide greater accessibility for students seeking Spectrum services.</p> <p>I would like to make it clear that I do not support geo-splits for ANY K-5 students enrolled in attendance area schools. I am merely asking for an explanation for the exclusion of Change Areas 120 and 122 from the staff recommendations, when it would seem both fiscally responsible, as well as responsive to the needs of Advanced Learning students, to move these students to John Rogers should geo-splits for elementary school students be implemented.</p>
9/24/2016	Wedgwood, View Ridge, John Rogers	120, 122	<p>I am hoping you can clarify some information concerning the implementation recommendations for the 2017-18 Elementary School Boundary Changes; specifically as related to Change Areas # 120 and #122. Students in these change areas are currently recommended to receive full grandfathered assignments. The reason given for grandfathering these change areas is the “small number” of students within these areas. The following information is given within the map for Cedar Park Scenario C (see page 73 of the 9/15/16 Operations Committee Agenda):</p> <ul style="list-style-type: none"> <li>Change Area # 120 (Wedgwood to John Rogers) – There are 20 students in grades 1-5 who live in this change area and currently attend Wedgwood Elementary School.</li> <li>Change Area # 122 (View Ridge to John Rogers) – There are 12 students in grades 1-5 who live in this change area and currently attend View Ridge Elementary School.</li> </ul> <p>It is my understanding that the Scenario C map utilized last year’s enrollment data. In order to help myself and others understand this better: Please provide the Sept 2016 enrollment count of students currently enrolled in grades K-4 who live in Change Area #120 and in Change Area #122, and who would be affected by a geo-split if one were to be implemented for these change areas. I am concerned about the precipitous drop in enrollment projected for John Rogers due to the planned geo-split to Cedar Park, as this has the potential to negatively-impact the WSS at John Rogers. According to the Cedar Park Scenario C map, this impacts 130 students, though this number does not reflect the recommended amendment of the John Roger-Cedar Park boundary, nor does it reflect the enrollment count for currently-enrolled students at John Rogers. It would seem that the addition of over 30 students (from Change Areas 120 and 122) to John Rogers could help mitigate the enrollment/staffing deficits at John Rogers.</p> <p>In order for myself and others to gain a better understanding of this: Please provide the Sept 2016 enrollment count of students currently enrolled in grades K-4 at John Rogers who will be impacted by the amended boundaries for Change Area 95, and who are recommended to be geosplit from John Rogers to Cedar Park. I also am concerned about the lack of access to Advanced Learning within the JAMS attendance area, and how this may be further diminished by the current recommendations to grandfather change areas #120 and #122. There are currently no Spectrum-designated schools within the JAMS attendance area. Spectrum assignments for students living within the JAMS attendance area are currently linked to Wedgwood and View Ridge (Hazel Wolf K-8 is no longer a linked Spectrum assignment school). If Wedgwood and View Ridge are full, students living in the JAMS attendance area do not have access to Spectrum. It would seem that freeing up approximately 20 seats at Wedgwood and 12 seats at View Ridge would provide greater accessibility for students seeking Spectrum services. I would like to make it clear that I do not support geo-splits for ANY K-5 students enrolled in attendance area schools. I am merely asking for an explanation for the exclusion of Change Areas 120 and 122 from the staff recommendations, when it would seem both fiscally responsible, as well as responsive to the needs of Advanced Learning students, to move these students to John Rogers should geo-splits for elementary school students be implemented. Thank you for your time.</p>
3/11/2016	West Woodland	124, 126	<p>I am a parent of two children who attend Seattle Public Schools. We live on xxx, in the area that has been bouncing back and forth between West Woodland and Bagley (and now between Hamilton and Eagle Staff) since the boundary changes started back in 2010. This is a small area geographically and it is unlikely that the number of children living in this area strongly impacts the number of children at any of these schools. However, there is a great impact in uprooting a child from a school where he or she is established. We have already had to deal with having our neighborhood school change once, which resulted in my two children ending up at different elementary schools. I am requesting not to be moved once more now that my children are settled at their schools. If this change has to be made, please grandfather the kids living in this area so that they can stay at their current schools. The changes to school boundaries were supposed to result in predictability for all families, but that has not been our experience so far. Thank you.</p>
4/4/2016	West Woodland	124	<p>We received notice that the new boundaries will impact our daughter’s schools - specifically she is currently enrolled at West Woodland (K) and was slated to go to Hamilton for middle-school in 6 years. We bought our house because of the quality of those two schools, and we have been very happy with West Woodland and active volunteering there etc. The new 2017 boundaries have her at Bagley for elementary and Eagle Staff for middle school (change 124). Our daughter would be extremely upset if she had to switch schools as she is very comfortable there and is used to the afterschool care at West Woodland. What options do we have for keeping her at West Woodland and in the future enrolling her in Hamilton? How do we go about getting on a waitlist?</p>

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4/4/2016	West Woodland	124	<p>I met you tonight at your presentation re Boundaries at Ballard High. (I brought up that weird little area 124 that was designated as a Bagley area)                  After speaking with my wife, a question was raised that I didn't have an answer for. At one point we were under the impression that as of this fall our neighborhood (address XXX, 98103) would be zoned for Bagley, instead of West Woodland as it has been. For this fall, 2016-2017, is our address zoned for Bagley or West Woodland? Our older son XXX has been in West Woodland since kindergarten, and obviously they should be at the same school, but nobody has definitively said where his younger brother Gabriel will be entering kindergarten this year. Ideally we'd like both boys at Salmon Bay through middle school, but that's another issue. For now I just want assurances that this fall they'll be together at West Woodland.</p>
4/4/2016	West Woodland	124	<p>Thank you for taking the time tonight to reach out the community regarding the redrawing. I spoke with you at the end of the evening and wanted to follow up with an email. My husband and I, and our nearby neighbors who have children in attendance at West Woodland and Hamilton are concerned over the redrawing of area 124 (we are at N xx St.). This entails moving kids in our small three block area at the base of Phinney Ridge into a school much further north. Specifically I was hoping to get more information about why 124 West Woodland had been moved to Bagley (and thus onto Eagle Staff for middle school), when 126 has been moved to Whitman, and more perplexingly 11 (currently Bagley and Whitman) and 45 (currently Eckstein) had been moved to Hamilton when they are much further north than our region (124)? This seems to us on the outside of the process to be a bit arbitrary. This proposed change has huge implications for our daughter - she is currently in K at West Woodland, we bought this house 5 years ago specifically so we could walk her to her elementary and middle-school since we work at the University of Washington and NOAA. While on paper a move northward may not seem significant, crossing 99 and 85th in order to traveling N to 90th (middle school), represents a significantly less desirable walking route (and car/bus commute). Since we are extremely happy with West Woodland and actively volunteer there we would prefer to keep her there going forward - that of course means she will not be with her cohort going into middle school. We are wondering why the borders around area 124 have to be changed at all, when the impact of such a change for future enrollment seems minimal (i.e., our neighborhood is not zoned for high density and is already developed as single family homes) while the impact on our children is immense.</p> <p>Can you provide some additional information for us and our community as to why the decision was made:</p> <ul style="list-style-type: none"> <li>&gt; 1) to adjust the West Woodland boundary south by 5 blocks (from 70th) for those of us on the east side of the ridge (area 124), but</li> <li>&gt; 2) the same decision was not made for those on top of the ridge between 65th and 70th, but WAS made for the west side of the ridge (area 126)?</li> <li>&gt; 3) Similarly, can you provide an explanation as to why the area 11 and 45 are not part of the new Eagle Staff or why 11 doesn't remain part of Bagley/Eagle Staff allowing 124 to remain part of West Woodland?</li> </ul> <p>&gt; I think this would help us understand why the boundaries fall where they do - right now it feels a bit arbitrary but with large implications for our children and our plans for their education.</p> <p>Thanks again for your insight and information, we appreciate you reaching out to the community for feedback.</p>
4/21/2016	West Woodland	124	<p>The initial projections for area 124 last year showed a switch from West Woodland to Bagley. Following public feedback, that decision was reverse and 124 was to stay at West Woodland. The final vote showed a reversal of this decision and 124 now falls within Bagley again, but we cannot determine why this took place. The majority of 124 falls within the walk boundary of Hamilton International and outside the walk zone of Bagley so the decision to send this small parcel farther north to Bagley and Eagle Staff does not make sense. Thank you for your time this evening.</p>
4/25/2016	West Woodland	124	<p>Please advise on when the West Woodland/Bagley boundary was changed (north of 65th, east of Greenwood - area 124)? In the original proposal (October 2013) a change moving this boundary to not include the areas north of N 65th in West Woodland was proposed. In a later October proposal this boundary was moved back to the current (2015) boundary. I assumed this was based on public input and feedback from the "walk the boundaries" study. (I see in the growth boundaries public comments pdf #2518 a comment notes happiness that N 66th was back in the boundary.) It seems within a week (early November board meeting to approve boundaries); that this was again moved to not include this area in the West Woodland Boundary? Needless to say, as a parent this feels like quite a "bait and switch." I am not able to find any documentation in the meeting notes as to why this changed back and what the discussion was. I felt like I was closely following the boundary discussion and was quite surprised when I reviewed the 2017 boundaries and a small 4-block cut out was now in Bagley. Both West Woodland and Greenwood elementary would provide continuity and allow our children to go to school with neighbor kids. Taking a small cut out and sending kids across a state highway is an unacceptable option. Again, please provide documentation to why this area went back to Bagley? I kindly ask for a response, as I have written previous emails and have not received response. I also request information on Grandfathering and sibling acceptance. All I am able to find is vague information, and something along the lines of it will be "figured out at a later date." As my discussion above demonstrates, I am not confident in decision making and transparency at SPS. We have a kindergartener and need definitive information moving forward. Sadly, it is feeling more and more like the only way to get this is in private schools.</p>
5/6/2016	West Woodland	124	<p>It has come to my attention that SPS is proposing changing my children's schools from West Woodland/Hamilton International to Bagley/the new Eagle Staff Middle School. I have considerable concerns with the proposed boundary changes for the Phinney Ridge neighborhood and request the changes be reconsidered.</p> <p>There are many things to be concerned about here, but chief among them: middle school is one of the most difficult transition periods for tweens. A brand new middle school lacks the staff and administration cohesion of an established school, which creates more uncertainty and less consistency for students who need a consistent, supportive, and productive environment more than anything. Such cohesion takes years to establish in a new school. A new school also lacks a strong, well established parent-teacher organization, and that is something that has proven to take years to establish, as well. Furthermore, at this point, Hamilton International Middle School is our assigned middle school; this is one of the best, if not the best, middle school in all of Seattle. Losing access to those great programs, and the established teacher and administrative body, for a new, school, one whose boundaries include the areas of Seattle NOT known for parent involvement or support, is a great loss for all of our children.</p> <p>West Woodland Elementary school is not only the school my children are familiar with and attend with their neighborhood friends, but what is to happen to the younger neighborhood friends who will not be able to attend with the older children they know? This divides our little community and has implications beyond the children – parents who rely on each other for help with childcare and after school activities will now be divided by the different commutes, schedules, and activities of the different schools.</p> <p>Furthermore, West Woodland is walkable for families in our neighborhood. Bagley is across 99/Aurora. It is neither safe nor fair, nor reasonable to expect our children to walk the distance to Bagley and cross 99/Aurora in the process.</p> <p>Finally, being zoned with the northern section of Seattle is going to have a negative impact on our property values; based on evidence from around the country, it will not be an insignificant negative impact. While Seattle's Board of Equalization has just raised our property taxes by over 15%, this change is going to reduce the value of my home. It is in no way fair for me to be paying more in property taxes and receiving LESS from the public schools which are funded in part by those property taxes.</p> <p>SPS has a history of manipulating our little zone back and forth; this would be the 3rd switch since 2008. The practice of not grandfathering in siblings so that families can stay together at one school completely ignores families as stakeholders. We have several neighbors who experienced this since switching began in 2008, and it has created undue hardship on the families. The fact that SPS switched this boundary back and forth so many times is one of the reasons several of our neighboring families have left SPS.</p> <p>Please stop the madness of repeatedly changing the zoning for the Phinney Ridge neighborhood. We want to remain at West Woodland and Hamilton International.</p>

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5/6/2016	West Woodland	124	<p>This is the 3rd time there has been a change since 2008. This is simply unacceptable and shameful behavior. You are pulling families apart to meet unclear objectives, a poorly socialized data set and with limited resident involvement. The new school does not have a track record for success nor is it even staffed. The building is not accessible via bicycle or walking for young children from our home. (xxx street) The location has a higher incidence of criminal activity given the proximity to the northern streets of 99. I do not want my 7 and 6 year old to be anywhere near 99 and 90th.</p> <p>IF this proposed zoning change goes into effect this will lead the parents that can afford private school to leave Seattle Public Schools altogether. As a family we value public education as the cornerstone of a fair and democratic government. However we will not let our children's future suffer to meet this platitude in light of the arbitrary decisions by an uninformed school board. We will immediately pull our children out of public school, send them to private school and vote DOWN any increase for public education. You will have left us no choice. This is not a fact, this is the reality of public education in Seattle. You will have successfully taken your most needed resource, educated, involved and compassionate parents and offered them up to Lakeside or Seattle Prep. We have already made a purposeful decision to invest in West Woodland. We have donated our time, our money and the thousands of dollars we pay in property taxes after buying a home the purposely reported into West Woodland, Hamilton Intl. and Roosevelt. Our neighbor has already left Seattle and moved to Bainbridge as a direct result of her frustration with the zoning issues that have plagued our street since 2008. We regularly talk of the zone change with the 10 sets of parents on our block alone. NOT 1 is in favor. I repeat NOT 1 parent / resident / involved citizen is in favor.</p> <p>I request that I be kept informed of all meetings, decisions and provided with the Seattle School board votes and notes on this topic as required by the duty of its members.</p>
5/6/2016	West Woodland	124	<p>We are very disappointed to hear that there will be yet another rezoning for our area of Phinney Ridge, and the youngest children in our neighborhood will now be split between two schools. West Woodland Elementary school is not only the school my son will be attending in the Fall, he will be attending with his neighborhood friends. My daughter will start kindergarten in 2017- and she may be sent to a different school? That is UNFAIR! What is to happen to the younger neighborhood friends who will not be able to attend with their older peers and siblings? This divides our little community and has implications beyond the children – parents who rely on each other for help with childcare and after school activities will now be divided by the different commutes, schedules, and activities of the different schools. At least keep the families that have already started at one school within one community!</p> <p>If you plan to go through with this change, which many, if not all, in our neighborhood oppose, than in addition to "grandfathering in" the students who already attend these schools, grandfather in their siblings and transportation. The parents of elementary students are already enduring an early start change. No w we may also have to have out children at two different elementary schools with no transportation options. This is an incredibly irresponsible decision on the part of SPS and ignores families and communities as the stakeholders.</p> <p>If this rezoning must happen AGAIN, please think through this decision for students and families that are already attending these schools. Grandfather in their siblings and their transportation.</p> <p>Please stop the madness of repeatedly changing the zoning for the Phinney Ridge neighborhood. We want to remain at West Woodland and Hamilton International.</p>
5/16/2016	West Woodland	124	<p>It has come to my attention that SPS is proposing changing my children's schools from West Woodland/Hamilton International to Bagley/the new Eagle Staff Middle School. I have considerable concerns with the proposed boundary changes for the Phinney Ridge neighborhood and request the changes be reconsidered. There are many things to be concerned about here, but chief among them: middle school is one of the most difficult transition periods for tweens. A brand new middle school lacks the staff and administration cohesion of an established school, which creates more uncertainty and less consistency for students who need a consistent, supportive, and productive environment more than anything. Such cohesion takes years to establish in a new school. A new school also lacks a strong, well established parent-teacher organization, and that is something that has proven to take years to establish, as well. Furthermore, at this point, Hamilton International Middle School is our assigned middle school; this is one of the best, if not the best, middle school in all of Seattle. Losing access to those great programs, and the established teacher and administrative body, for a new, school, one whose boundaries include the areas of Seattle NOT known for parent involvement or support, is a great loss for all of our children. West Woodland Elementary school is not only the school my children are familiar with and attend with their neighborhood friends, but what is to happen to the younger neighborhood friends who will not be able to attend with the older children they know? This divides our little community and has implications beyond the children – parents who rely on each other for help with childcare and after school activities will now be divided by the different commutes, schedules, and activities of the different schools. Furthermore, West Woodland is walkable for families in our neighborhood. Bagley is across 99/Aurora. It is neither safe nor fair, nor reasonable to expect our children to walk the distance to Bagley and cross 99/Aurora in the process. Finally, being zoned with the northern section of Seattle is going to have a negative impact on our property values; based on evidence from around the country, it will not be an insignificant negative impact. While Seattle's Board of Equalization has just raised our property taxes by over 15%, this change is going to reduce the value of my home. It is in no way fair for me to be paying more in property taxes and receiving LESS from the public schools which are funded in part by those property taxes. SPS has a history of manipulating our little zone back and forth; this would be the 3rd switch since 2008. The practice of not Grandfathering in siblings so that families can stay together at one school completely ignores families as stakeholders. We have several neighbors who experienced this since switching began in 2008, and it has created undue hardship on the families. The fact that SPS switched this boundary back and forth so many times is one of the reasons several of our neighboring families have left SPS.</p>
5/16/2016	West Woodland	126	<p>1) My kindergartener will be effected by the boundary changes. He's at west woodland and will be zoned to Whittier for next year. What's the status of Grandfathering? Will he be able to stay at west woodland, where he has made friends and connections? 2) if he is grandfathered in, when he's starting fourth grade, his sister would be starting kindergarten. Would she be grandfathered in? Otherwise we have a situation where we have to drop two kids at the same bell time at two different schools.</p>
8/19/2016	West Woodland	124	<p>I just discovered that our school district boundary may be changing for my daughter entering kindergarten in the fall of 2017. I fall into Area ID 124. I haven't been attending school board meetings because I do not currently have a child in Seattle Public Schools, but I have serious concerns for several reasons:</p> <ol style="list-style-type: none"> <li>1) my daughter just got accepted into the only subsidized aftercare program for West Woodland Elementary after being on the wait list for almost TWO YEARS! I am not sure district officials realize how difficult it is to find affordable care for young children in north Seattle. It has taken many of my neighbors over a year.</li> <li>2) Daniel Bagley, our proposed new boundary school, is located further away from our apartment and across HWY 99. Both Google and Arcmap programs measure distance from our house to Bagley elementary at exactly 1.02 miles. Daniel Bagley does not have a walking school bus that comes close to our street (N65th). The nearest walking group meeting spot appears to be 10 blocks away from my house - much too far for a 5-year-old to walk safely. Our neighboring kids within a 5-block radius use the "walking school bus" to go up the hill together to W. Woodland. We've already even started walking the route with the group we would use next year.</li> <li>3) Our entire community includes the families in the surrounding 4 blocks, yet by moving the boundary by 4 blocks, my kindergartner won't be allowed to go the same school we have been planning for...the same school as all our closest neighbors. Who will she walk to school with?</li> </ol> <p>Aside from upcoming public meetings in Sept and Oct, where can I voice my concerns or have a say in how this decision will impact my family? When will the district let families know when and if this boundary change for 2016-2017 year is final? Are there any options to stay in my current school (West Woodland) since I am literally on the proposed boundary line? Will the district be providing bus services to those of us now at the extreme edges of the new boundary? Will the district guarantee me a spot in the school before/after care program? What are our other options?</p> <p>I eagerly await your response and appreciate your time in helping with all my questions.</p>



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9/14/2016	West Woodland	124	<p>I recently received a notification that boundary 124 will be implemented, while many other proposed boundary changes have been amended. I would like to follow up on several things and request a response at your earliest convenience.</p> <p>Transparency - I have made several requests over the past year for information as to how the decision was made to create the boundary, remove the boundary and reinstate boundary number 124. To date I have not received meeting minutes that can answer this question. The most recent boundary information (9/2016) notes that amendments were made based on "feedback from families and school leadership asking that the boundaries not be approved." Is there an archive or location that these notes can be viewed? In addition, is there information confirming the considerations with grandfathering?</p> <p>Equity - this may go back to transparency, but the optics on the implemented and amended boundary changes favor those in wealthy neighborhoods. It appears that the recommendations in the wealthier parts of Seattle were amended based on feedback. I would hope that this isn't the case; however, the results weigh heavily to these areas. Significant impacts and moves will occur in the less wealthy areas (areas focused near I-5 and highway 99).</p> <p>Capacity Bagley Elementary - Our area (124) has been moved to Bagley elementary. Bagley elementary was slated to have a large section removed (11). However based on the amendments this area will still be in the Bagley boundary and 124 will be added. Is this overwhelming the capacity of the school?</p> <p>Boundary change - all of my original concerns with sending my children across a major highway to an elementary school are not resolved. We currently can walk to/from school (West Woodland) with our children and the lack of safe pedestrian infrastructure will not allow us to do this at Bagley. (My additional comments are available in the email string below.)</p> <p>Admittedly, my daughter is just starting first grade (with another starting kindergarten next year) and I have been extremely frustrated and disappointed with the decisions and lack of transparency from the school board. As with most Seattle parents, I believe it is very important to support the public school system. However, my children are my first priority and if I cannot trust that a stable school environment will be available I will need to look for other options.</p>
9/15/2016	West Woodland	124	<p>My son is a current first grader at West Woodland Elementary School. We live on xxx so would be impacted by the boundary changes. Though I know Whittier is a great school I am writing to ask that you please convey to those making the decision about grandfathering how much it matters to us to stay at West Woodland.</p> <p>My son, NAME, is a shy child, he doesn't take to change well. Kindergarten was a big adjustment. But then he found friends, and a community, and maybe most important of all he found chess club. West Woodland offers this and Whittier does not. NAME loves chess and will be on the chess team this year. Last year, as a kindergartener, he got so immersed in chess that he competed in several tournaments including the state level tournament. This year he wanted to go back to school mainly because of chess club. He studied hard all summer to improve his game and wants to qualify for Nationals this year.</p> <p>I want to keep this email brief but please know that by asking us to switch schools unnecessarily you are asking our children to lose essential connections, pieces of their identities and opportunities they value.</p>
9/15/2016	West Woodland	124	<p>I recently received a notification that boundary 124 will be implemented, while many other proposed boundary changes have been amended. I would like to follow up on several things and request a response at your earliest convenience.</p> <p>Transparency - I have made several requests over the past year for information as to how the decision was made to create the boundary, remove the boundary and reinstate boundary number 124. To date I have not received meeting minutes that can answer this question. The most recent boundary information (9/2016) notes that amendments were made based on "feedback from families and school leadership asking that the boundaries not be approved." Is there an archive or location that these notes can be viewed? In addition, is there information confirming the considerations with grandfathering?</p> <p>Equity - this may go back to transparency, but the optics on the implemented and amended boundary changes favor those in wealthy neighborhoods. It appears that the recommendations in the wealthier parts of Seattle were amended based on feedback. I would hope that this isn't the case; however, the results weigh heavily to these areas. Significant impacts and moves will occur in the less wealthy areas (areas focused near I-5 and highway 99).</p> <p>Capacity Bagley Elementary - Our area (124) has been moved to Bagley elementary. Bagley elementary was slated to have a large section removed (11). However based on the amendments this area will still be in the Bagley boundary and 124 will be added. Is this overwhelming the capacity of the school?</p> <p>Boundary change - all of my original concerns with sending my children across a major highway to an elementary school are not resolved. We currently can walk to/from school (West Woodland) with our children and the lack of safe pedestrian infrastructure will not allow us to do this at Bagley. (My additional comments are available in the email string below.)</p> <p>Admittedly, my daughter is just starting first grade (with another starting kindergarten next year) and I have been extremely frustrated and disappointed with the decisions and lack of transparency from the school board. As with most Seattle parents, I believe it is very important to support the public school system. However, my children are my first priority and if I cannot trust that a stable school environment will be available I will need to look for other options.</p>
9/16/2016	West Woodland	126	<p>It is extremely distressing to learn that some schools will have no grandfathering of students. That because of numbers and map lines, our daughter and many others will be forced to start over at a new school. That although we chose to live in our particular home because of the school, and worked for past three years to build a strong community of parents and friends, we are forced to start over at a new school. That although we've invested many hours of volunteering and thousands of dollars in our school, that we are forced to leave that same school we worked so hard to support.</p> <p>These are not just numbers and map lines. You are hurting our students' sense of well-being. You are sending my daughter to a new school when we have chosen to stay in the same house and city so that our daughter has that consistency and sense of place. As a child who was moved by her parents multiple times in my school years, I know how extremely difficult it is to start over – it hurt me emotionally and academically. It's simply not fair to do this to the students. There are good teachers and programs everywhere, but that is not what we are losing. What we will lose with this grandfathering policy is the community we have worked so hard to build with West Woodland Elementary families, friends and administration. Our daughter loses that sense that this is her "place," her friends that include her at recess time, her school counselor who looks out for her and helped her transition to the big world of kindergarten, the yells of "hello" as we walk and ride bikes to school.</p> <p>We will be attending upcoming meetings to express our concerns with all our affected neighbors. I ask, (with a feeling of utter hopelessness), for you to reconsider your grandfathering policy. Thank you for reading.</p>
9/16/2016	West Woodland	124, 126	<p>I write this in support of the upcoming boundary changes and removal of grandfathering students at West Woodland Elementary. While I'm speaking with the luxury of my children remaining at their current school, I am very happy that there is a possibility of West Woodland being at a manageable student size, particularly when there are empty classrooms at many of the surrounding schools.</p> <p>Although changes to school boundaries are challenging and VERY emotional for families who will have to switch schools, I think, in the end, better outcomes for all students will be achieved with manageable class sizes and stronger community investments in neighboring schools.</p> <p>I encourage you to develop messaging around "achieving better outcomes" for all students related to this boundary change and have a community liaison communicate with the families who are disrupted by this to.</p> <p>My biggest hope is that Seattle Public Schools stays firm in the decision and implements the boundary changes according to guidelines that you've set forth. If you don't, it undermines the entire process you're undertaking.</p>

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9/19/2016	West Woodland	124	<p>I am writing with strong criticism of the new boundary that you are putting in place for West Woodland elementary school, especially now that you are not recommending Grandfathering students to that school. Instead of keeping the eastern boundary of West Woodland school at HWY 99, you are now splintering the eastern slope of Phinney Ridge and creating a relatively small, bizarre arm of streets that will attend Daniel Bagley (Section 124) on your Attendance Area map for 2017. This arm crosses HWY 99.</p> <p>Major Highways, such as HWY 99, are unquestionably neighborhood boundaries. They create a recognized cultural (neighborhood culture) separation between distinct communities in ways that residential neighborhood streets, even busy ones, do not. People living on the west side of HWY 99 do not associate Green Lake as their core "neighborhood", though they live in close proximity, just as people living to the east of HWY 99 do not associate Phinney Ridge or Greenwood as being theirs. Highway 99 IS the reason for this. It is a divide. Each of these neighborhoods has distinct neighborhood and cultural centers which are very important parts of the identities for neighborhood public schools and the communities who care about them.</p> <p>Children are certainly not immune to this neighborhood identification. In fact, as members of neighborhood communities, it's exactly what we strive for in raising our children in urban neighborhoods. We want our children to feel that they are citizens of exciting, large, diverse cities, but also that they have an identity tied to the unique character of their own home neighborhood and of their neighborhood school. If the vision of public schooling is to provide hubs of community and neighborhood, then you need to consider where major cultural boundaries, such as highways, are already established that create distinct neighborhoods which cannot be changed.</p> <p>Not only is there an increased safety issue to have students crossing HWY 99, it's at odds with all that neighborhood schools are trying to establish. Children will be less able to walk to the homes of friends from school, or feel that their school neighborhood is at all also their walking neighborhood in which they reside and participate.</p> <p>I want to stress that this is not about a preference for West Woodland elementary over Daniel Bagley as elementary schools for my children. West Woodland, and even Greenwood elementary, would be much more in line with a neighborhood school culture for this arm of houses in Phinney Ridge than Daniel Bagley would be. Urban geography matters enormously in creating community spaces. Streets that remain walkable and connected between home and school community members matter enormously for the success of public schools and the families who commit to educating their students there.</p> <p>I urge you to consider this in your amendments and recommendations to the proposed 2017 boundary changes.</p>
9/19/2016	West Woodland	126	<p>It appears from the map that my house is on the exact boundary line of West Woodland - I live on ###. Is there a specific side of the street that goes to WW and one that goes to Whittier? It's really hard to tell. Appreciate any info.</p>
9/21/2016	West Woodland	124, 126	<p>I am writing to voice my support of the boundary changes that will decrease the attendance area for West Woodland Elementary school without grandfathering except in special circumstances (special education program). We have had a student at West Woodland Elementary since January 2010 and anticipate having a student there until June 2023 if we have our youngest child enroll at his neighborhood school (we are considering other options as the overcrowding is growing unbearable).</p> <p>Since 2010, we have seen the school burst at the seams, with too many students for the building size, portables taking up needed ground space, and the activities of all students affected by the overcrowding. At this point, our 5th grade daughter, who is special needs (autism &amp; anxiety) cannot tolerate being outside at one of her recesses due to sensory overload; the school yard is clogged by portables and with children, as all the Kindergarten, first, fourth, and fifth grade students are at recess at the same time (yes, that is about 345 students at recess at the same time). This restriction of my disabled daughters ability to participate in recess with her peers is troubling and indicates a trend towards inability to provide necessary services in an overcrowded environment.</p> <p>Boundaries need to change to reflect the growing density of housing available in the West Woodland area and put a limit on the number of children that attend a school that is already well beyond the capacity of the permanent structure with a current enrollment of around 530 students. The district predicts the enrollment at West Woodland will be 637 by 2019 (when my five year old will be in 3rd grade). In order to house that many students, a new permanent structure must be added to the existing school, or the entire school yard will be covered in portables.</p> <p>I look forward to hearing that the current plan is implemented, allowing for some restriction in the continual growth and overpopulation of West Woodland Elementary school. I also look forward to hearing plans of renovation of the current West Woodland school building to replace the portables with an addition that will support this growing student body population.</p>
9/14	West Woodland	126	<p>My family just received the email regarding growth boundary changes for 2017. We reside within boundary 124 which is slated to be moved from West Woodland to Daniel Bagley. We had submitted comments earlier this year aiming for clarification on why this zone is being transitioned as it is within the walk zone for both West Woodland and Hamilton International while avoiding the major traffic of Highway 99. In 2013 the initial draft plan for zone 124 to leave West Woodland/ Hamilton and move to Daniel Bagley/Eagle Staff was reversed based on public/community feedback until the final meeting where the decision was again reversed- though we have been unable to locate any meeting notes or official amendments which could explain the reasoning for this. The move to Daniel Bagley was contingent on boundary 11 being moved to Green Lake which has now been amended in the most current draft and that large number of children will be staying at Bagley. Could you please clarify that this amendment has been evaluated thoroughly and that the movement of zone 124 is warranted as Daniel Bagley will now have a much higher population draw.</p> <p>Your website states that your goal is to cause the least amount of disruption though moving zone 124 with no method for grandfathering does just the opposite as it disrupts our current neighborhood elementary school and sends us to a completely different middle school that will not feed into our current high school. Boundary 124 is approximately a 5 block radius which does not need to move now that Boundary 11 is slated to stay at Bagley (which makes much more sense as that population does not have to cross Highway 99 to attend elementary school).</p> <p>Also, your email and website claim the current amendments were drafted based on public input. As I mentioned above- in 2013 the initial draft was reversed based on public input but then was disregarded on the final vote with no documented reasoning. Could you please revisit the initial public input for this boundary change?</p> <p>This has been an extremely frustrating process as we can't seem to get any feedback on why this small boundary 124 is being moved.</p> <p>Thank you for considering my comments and good luck with your upcoming meetings, I know you have a lot of information to process.</p>

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	West Woodland	124, 126	<p>Hello, Thank you for your time in considering this letter. We live in Change Area 124 which will move from West Woodland Elementary to Bagley if the current boundary changes take effect. We have one daughter in first grade this year, and another in Pre-K (will be in kindergarten next year). We have attended several meetings regarding the boundary changes in the past few weeks, including one with our principal Farah Thaxton, a community meeting at Hamilton Middle School, and the Saturday October 1st meeting with board member Rick Burke at Greenwood Library. We think our points below reflect the consensus of those of us in Area 124 as well as our friends in Area 126 (West Woodland to Whittier). Many of our fellow West Woodland parents affected by the changes have signed on below. As you've heard from many parents, the lack of grandfathering will have a significant impact on our children. In particular, a move to Bagley right now would severely impact our kids because of the scheduled renovations in 2018. Because of this significant impact, we propose the following: (1) Recommend an amendment to keep Change Areas 124 and 126 at West Woodland. You have recommended amendments to the proposed boundary changes for other change areas, we hope you will do the same here. As it stands, our kids are being forced to leave their friends and community in the interest of relieving overcrowding at West Woodland, only to be placed at schools that are just as—or even more—overcrowded. Both of our change areas should be amended to remain at West Woodland for the following additional reasons: • Overcrowding. On information given out at the community meeting, SPS gives “capacity constraints” as the reason students cannot remain at West Woodland. But this same reason is given for denying grandfathering for students being removed from Whittier to Viewlands (Change Area 128). In fact, the number leaving Whittier is listed as less than 10, while the number being taken from West Woodland to move into Whittier is listed as 23 (Change Area 126). Rather than “relieving overcrowding at existing schools” as desired by the school district, this change will significantly increase enrollment at Whittier. The same can be said regarding Bagley. Thirty-seven students are listed as being affected by the move from West Woodland to Bagley (Change Area 124). According to SPS’s numbers, Bagley has a capacity this year of 454, but given the reduced class sizes at all schools required under McCleary as mentioned at the community meeting, this number will likely go down next year. Current enrollment is 427, plus West Woodland’s 37, putting Bagley’s enrollment well above its likely (as yet unpublished) 2017-18 capacity number. And since the SPS staff has recommended not to move students out of Bagley (Change Area 11), Bagley will be more overcrowded than West Woodland. When asked at the community meeting why Change Area 124 students are being moved to an even more crowded school, SPS staff explained that there would be room for the new students once the renovations are complete—in 2020. Moving students to Bagley before the renovations makes no sense, particularly in the name of “relieving overcrowding”. • Distance/Community. Both of these change areas move students to schools that are further away or otherwise dislocated from the students living in the change area. All of the students in Change Area 126 live closer to West Woodland than to Whittier. Most of these families walk to West Woodland due to proximity, but will be forced to consider other transportation options, particularly given that 8th Avenue NW is a main arterial and provides no intersections with lights south of 80th Street, making it dangerous for children to cross 8th Avenue (see below). Change Area 124, meanwhile, consists of a strange 4-by-3-block carve-out south and west of Bagley’s current boundaries into Phinney Ridge. Where we live, for example, our neighbors across the street will go to West Woodland in 2017, our neighbors two blocks west will go to West Woodland, and our neighbors just four blocks north (at 70th) will go to Greenwood Elementary. In other words, we will be part of a small four-block isolated portion of Phinney Ridge assigned to Bagley. Our neighbors to the south, west and north will all be at different schools than us. (To the east is Aurora and the lake.) While we understand that boundaries need to be drawn somewhere, this impossible and improbable boundary line means we will have no sense of community within our neighborhood. • Renovations—Three Moves in Four Years. As mentioned above, if these boundary changes stand, the Change Area 124 kids will have to move three times in their elementary school careers: from West Woodland to Bagley next year, then to the temporary space in 2018, and finally back to Bagley once the renovations are done in 2020. On top of the expected stresses involved in relocating from one school to another, including making new friends and learning to trust new teachers/school leaders, our kids will additionally be required to adjust to new surroundings on a near annual basis. Such stress has been shown to impact student achievement. It is not in the best interest of our students to be relocated so many times in such a short span. • Safety. While we recognize that some Bagley students are already forced to walk across Aurora and some Whittier students already cross 8th to get to school, we note that the routes likely to be taken by the Change Area 124 and 126 children take them across unsafe portions of these two busy arterials/highways. On 8th, there are no crosswalks with traffic lights south of 80th. On Aurora, the speed limit going north is 40 miles-per-hour with no traffic lights or crosswalks until 68th. In fact, Sound Transit deemed the 68th Street crosswalk unsafe for bus passengers when deciding the E-Line Rapid Ride route in 2012. Going south, the speed limit changes from 30 to 40 miles-per-hour at Aurora and 70th. Perhaps this is why the Bagley boundary is currently drawn at 70th, to keep children safe. For these reasons, we ask you to recommend to the Board that the boundary changes be amended to allow Change Areas 124 and 126 to remain at West Woodland. (2) If no amendment, recommend grandfathering for all of our students. In the interest of keeping our students with their community and of providing the least disruptive education, please consider recommending grandfathering for all of our students. In the case of 4th and 5th graders, this makes sense because these students have been with their classmates since kindergarten and should be allowed to graduate with them, particularly given that the numbers show grandfathering will not adversely affect SPS’s stated goal of “balance[ing] capacity across the district”. In the case of the younger grades, this makes sense because otherwise the students will be forced to move three times before they graduate (in the case of Bagley). In all cases, grandfathering is the national standard and has been the SPS standard up until now. Further, the change in schools will leave many families without childcare, putting them back at the bottom of long waitlists at their new school. Failing to grandfather students disproportionately affects families with two working parents. Please let our children remain where they are happy and healthy. (3) If no amendment and no grandfathering, delay the boundary change from West Woodland to Bagley until after renovation is complete. Again, there is no reason to move our children to Bagley when it is just as overcrowded as West Woodland. When we asked at the community meeting about the move from one overcrowded school to another, the reason given was that Bagley will have capacity after the renovations. Therefore, it makes sense to keep our children where they are until the renovations are complete and there is actually room for them. This will also eliminate the need to move our Change Area 124 children three times; they will only have to move schools once. The least disruption possible is what is best for the students. (4) If none of these, change the choice program. This is a last-resort suggestion. Allowing some kids to stay while others are forced to leave will pull our community apart even more than these boundary changes already have. But in the interest of fairness, we ask that you prevent other children outside our community from taking the spots our children are being forced to vacate. If we are being moved out of West Woodland due to overcrowding, then no new students should be allowed to enter West Woodland. If any students should</p>
10/7/2016	West Woodland proposals	124, 126	<p>Please see the attached letter, signed by over 30 families from Change Areas 124 and 126. This letter recommends several proposed actions we hope the staff will consider and recommend to the Board before the October 12, 2016 board meeting. Thank you for your time and consideration.</p>
9/15/2016	West Woodland, Hamilton	124	<p>I am a parent of two children who attend Seattle Public Schools. We live on xxx in the area (area 124 on the SPS maps) that has been bouncing back and forth between West Woodland and Bagley, and now between Hamilton and Eagle Staff, since the boundary changes started back in 2010. This is a small area geographically and it is unlikely that the number of children living in this area strongly impacts the number of children at any of these schools. However, there is a great impact in uprooting a child from a school where he or she is established. We already had to deal with having our neighborhood school change once, which resulted in my two children being assigned to different elementary schools. It took a great deal of effort and advocacy on my part to get my children at the same school and the amount of stress this caused due to uncertainty and having to pull my youngest daughter out of her Kindergarten class two weeks after school started was considerable.</p> <p>My older daughter is now very settled and happy in the general education program at Hamilton. The proposed boundary changes would pull her out of Hamilton and move her to Eagle Staff for her 8th grade year. Since she is in the general education program, as opposed to HCC, very few of her cohort would be moving with her. Given all the social/emotional development going on in this age group, I feel that this change would be very detrimental. My daughter also has blossomed in band under Mr. Harshman's direction and is highly motivated to play in the senior band during her 8th grade year. Being able to develop strong relationships with teachers and hone skills over time is one of the most important things for kids to be doing at this age, and I would hate to have this opportunity taken away from her. I am requesting not to be moved once more now that my children are settled at their schools. If this boundary change has to be made, I would urge you to advocate for grandfathering the kids living in this area so that they can stay at their current schools. The changes to school boundaries were supposed to result in predictability for all families, but that has not been our experience so far. Thank you.</p>
9/28/2016	Whittier	128	<p>I have a question regarding the exact locations of the growth boundaries for the 2017/18 school year.</p> <p>We live at ### and have our daughter attending Whittier Elementary. According to the boundary change via the map there is a line on 8th AVE NW. The two maps show if you are on the west side of 8th Ave NW and north of 92nd and south of Holman Rd are not changing to the Viewlands school in 2017? Is this assumption correct, or is it the case that everyone on 8th is moving to Viewlands? I also used the address lookup tool here and it says we are in Whittier, is that information going to reflect the future growth boundary? I think it would be beneficial to families to know that their child will remain in a school in the future, or give them opportunities to make adjustments.</p>

9/22/2016	Whittier, Choice	128	<p>I'm writing to provide feedback on the 2017-2018 Boundary maps and specifically, the recommendation for no Grandfathering for the zone I live in. First, I live in section "128" on this map: /AAChanges_District_2017_ES_TD.pdf Page 21 of this document has a close up of section "128": /CA_17_18_ES_ALL.pdf. It is a sliver of area near Holman Road It is roughly 10 blocks in total and that includes a vet hospital, dentist office and big commercial empty lot. When the 2013 boundaries were first being constructed, we were right in the cross hairs of Viewlands, North Beach and Whittier elementary - it changed week to week during that process. We landed on Whittier and were quite happy. My son started kindergarten there and has made great friends. He is currently in second grade and my daughter has just started kindergarten. Both kids also played in Ballard Little League. We do not live in the Ballard boundary, but in Little League, the school address can also be used for residency. This is so they could both play with their friends. I mention this to you because in 2013, we knew that things might change, but we just assumed that we'd be grandfathered. We didn't fathom that we would have to be concerned about future boundary changes and always have to be paying attention to it and wonder where we would be going next year. Had known that, we might have moved or just went private school instead of moving schools mid-stream.</p> <p>I'm mentioning Grandfathering because for Area 128 here, the recommendation is 'No Grandfathering' due to 'Capacity constraints.' (LINK). Let me be the first to say that I fully understand what is going on in Ballard with the population. My daughter is in one of five kindergarten classes. In Ballard Little League, we had to practice two teams on a field at the same time because there were not enough fields. I get it. It's full. However, I have three key issues with this recommendation: 1. Section '126' on the map is moving IN to Whittier from West Woodland. If there is such a capacity constraint, why is anything moving 'in'? It seems more like we are just trading a set of blocks for another set of blocks. My guess would be that there are some kids in 126 who would prefer to stay at West Woodland. 2. "126' and '128' are very small in terms of number of houses. How many of the houses have kids who go to those schools? Is it really enough to move the needle enough to where kids have to be displaced? I don't know '126' very well, but in my 10 block area of '128', I don't see a bunch of school aged kids running around. 3. Last but not least, and this is the most important one to me, on the FAQ page for Grandfathering, it says: "If a student is currently enrolled in a school through the choice process, will that student be impacted by grandfathering decisions? No. Once a student receives a choice assignment, they may remain at that school through the highest grade level." So, I read that a kid at Whittier today, who is outside the boundary, but 'choice' in will still get to go to Whittier next year, while my kids will be sent to Viewlands. That to me just isn't fair. Either grandfather all current students in OR make everyone outside the boundaries re-apply. Obviously, grandfathering would be the preferred answer since I don't think it makes sense to displace even more students. If there truly was a capacity issue, we shouldn't have had room for kids to 'choice' into the school in the first place right? I think Grandfathering current students should be a guiding principle in these decisions. <a href="http://www.seattleschools.org/cms/one.aspx?portalId=627&amp;pageId=17308">http://www.seattleschools.org/cms/one.aspx?portalId=627&amp;pageId=17308</a></p> <p>I do support the work of adjusting boundaries for schools based on population. However, I think we should understand that grandfathering is a big deal. Continuity of education is a big deal. Thank you Mr. Burke if you have read down this far. I would very much appreciate if this feedback could be considered when it comes time for final vote. If that is something you can carry forward for me, great. If there are other avenues you think I need to take, please reply with those recommendations.</p>
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