



Seattle Public Schools



Photos by Susie Fitzhugh

HS Boundaries, Pathways, Student Assignment Plan

Director Comments – 10 Jan 2018

Directors Rick Burke, Eden Mack, Scott Pinkham

Purpose

- 2 Must-Have's from this work
 - Create a viable attendance area for opening of Lincoln in 2019
 - Balance enrollment with building right-size capacity
- Opportunities:
 - Re-evaluate Student Assignment pathways for equity and viability



Guiding Principles

Guiding Principles have been developed for:

- 2009 Student Assignment Plan
- 2013 Growth Boundaries Process
- 2017 HS Boundary Task Force
- Nov 2017 Community Engagement Survey

It is recognized in Board policy (2009 SAP) that these principles are not weighted or prioritized, but need to be “balanced”

Factors to Balance (not prioritize)

2009 Student Assignment Plan, Section III, pages 10-11

- Proximity of students to schools
- Safe walk zones
- Efficiency of school bus routing (elementary and middle school boundaries)
- Metro transportation routes (high school boundaries)
- Demographics, including anticipated changes in enrollment
- Opportunities for creating diversity within boundaries
- Physical barriers (water, etc.)
- Balanced target enrollment for each middle school and its feeder elementary schools to create predictable feeder patterns from elementary to middle school
- Availability of Open Choice seats at all attendance area high schools for students from other attendance areas to enroll through school choice

Factors to Balance (not prioritize)

2013 Growth Boundary Work (May 8, 2013)

- Ground decisions in data.
- Create boundaries that reflect equitable access to services and programs.
- Maximize walkability.
- Enable cost-effective transportation standards.
- Maintain key features of New Student Assignment Plan (e.g. opportunities for creating diversity within boundaries, choice, option schools, feeder patterns)
- Minimize disruptions by aligning new boundaries with current attendance area boundaries when feasible.
- Be mindful of fiscal impact (costs and savings).
- Be responsive to family input to the extent feasible.

Factors to Balance (survey priority)

Nov 2017 HS Boundaries Community Engagement Survey

1. Consider proximity of students to schools, safe walk zones, and transportation time.
2. Align high school boundaries with elementary and middle school feeder patterns as much as possible.
3. Create high schools that are the optimal size so that there can be a diversity of programs and services for students at their schools.
4. Use an Equity lens to ensure that changes do not unfairly impact students with higher needs
5. Use data to inform decisions
6. Minimize disruption to existing boundaries.
7. Minimize fiscal impact.

Align HS with ES/MS Attendance Areas?

Per Student Assignment Plan (2009), Section II, Pg 7

“There are not feeder patterns from middle school to high school. Each attendance area high school has its own geographic attendance area.”

Combining Maps

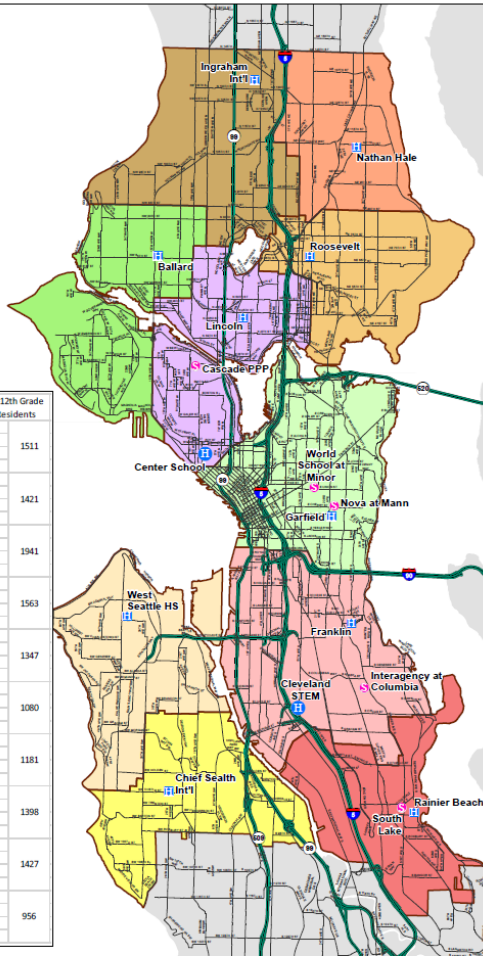
DRAFT
2019-20



2019-20 High School AA
Scenario F version 4.2

Map Data:
2016-17
Last updated:
1/5/2018

- High School
- Option High
- Service School



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. Map information has been compiled by Seattle Public Schools and is not intended to constitute an offer of any educational program or service. It is not intended to constitute an offer of any educational program or service. It is not intended to constitute an offer of any educational program or service. It is not intended to constitute an offer of any educational program or service.

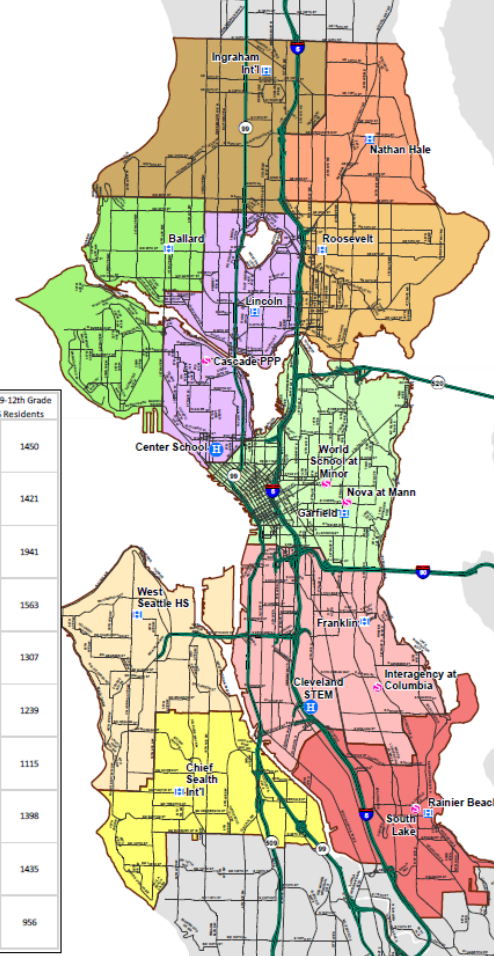
DRAFT
2019-20



2019-20 High School AA
Scenario F version 6

Map Data:
2016-17
Last updated:
10/20/2017

- High School
- Option High
- Service School



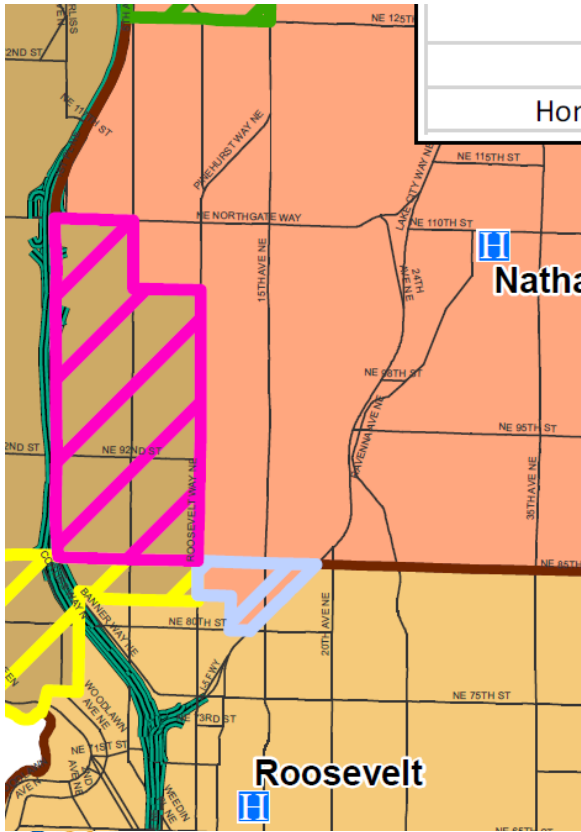
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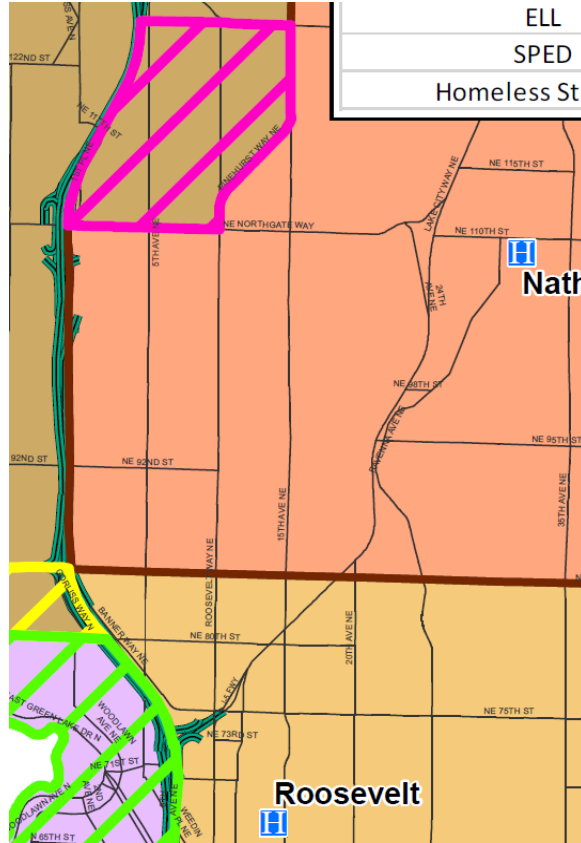
!!?

Challenge Area: Maple Leaf

F4.2



F6

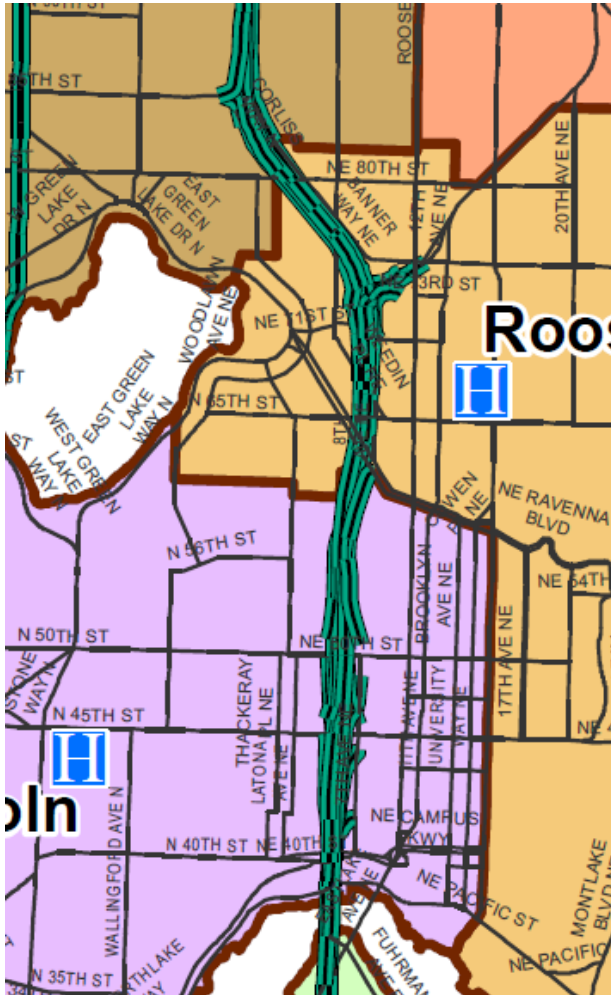


Community feedback from 1/9 meeting:

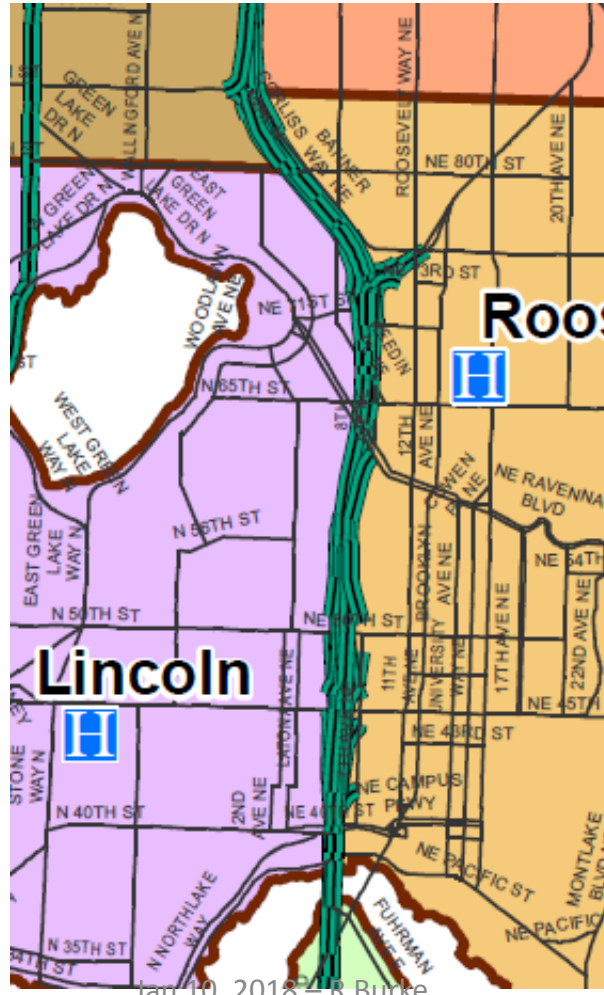
- F6 preferred
- Don't change NH boundary
- Keep Maple Leaf community together
- Engage community in North shaded region
- Re-evaluate REMS boundaries in region

Challenge Area: E. Green Lake + U District

F4.2



F6



Comments:

- F4.2 aligns with Eckstein and HIMS attendance areas
- Transportation by foot and vehicle across I-5 exist from Ravenna to NE 70th and NE 50th, 45th, and 40th

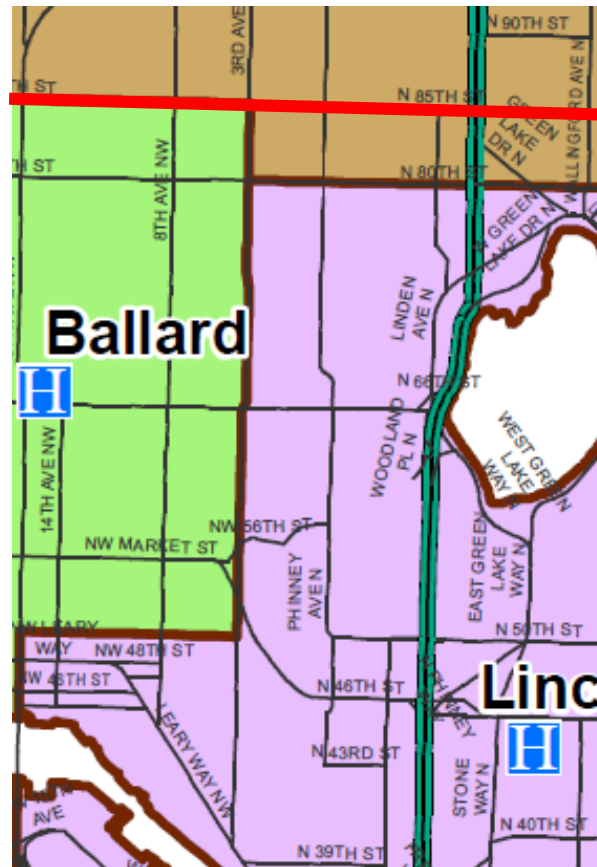
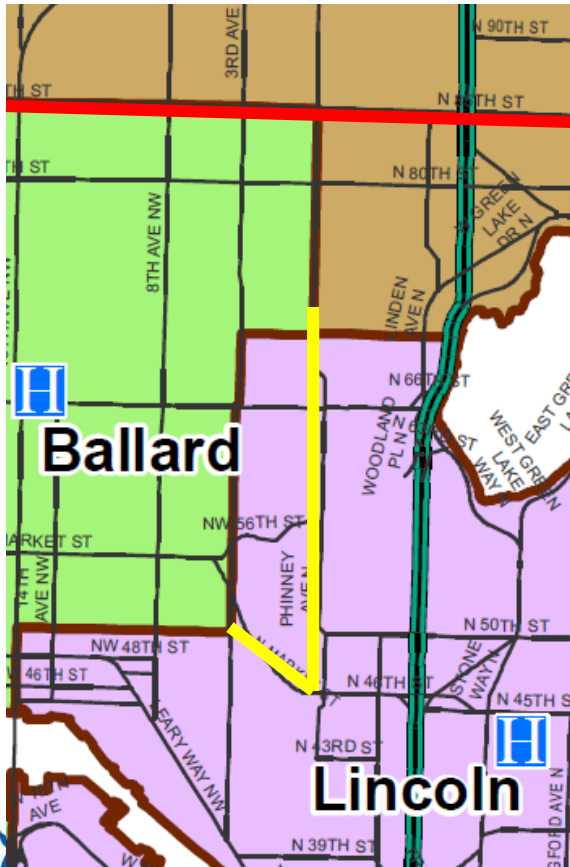
Questions:

- Number of students in MapF2, Lincoln area, East of I-5?

Challenge Area: Ballard/Phinney

F4.2

F6



Comments:

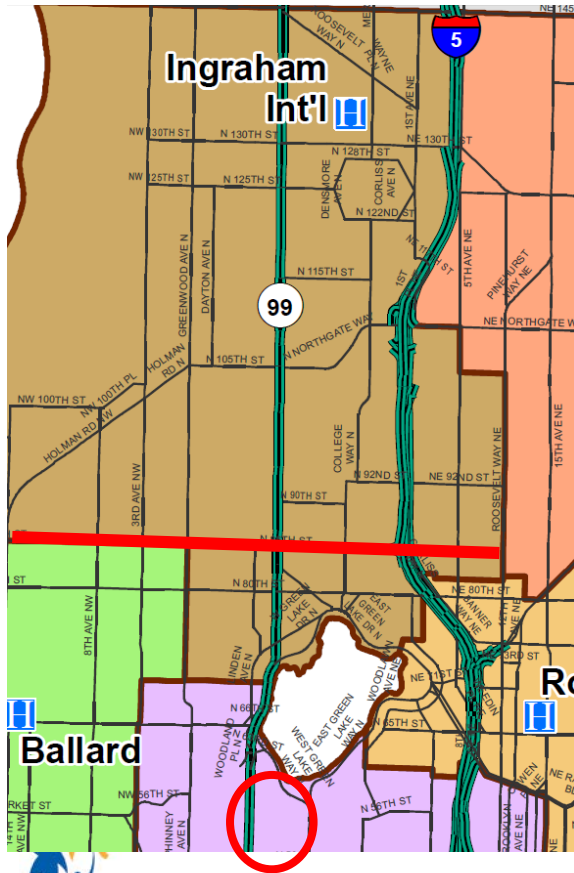
- Existing Ingraham boundary at 85th (red line)
- No real alignment with existing E or MS boundaries for either
- Overwhelming community feedback to move boundary from 3rd to Phinney

Questions:

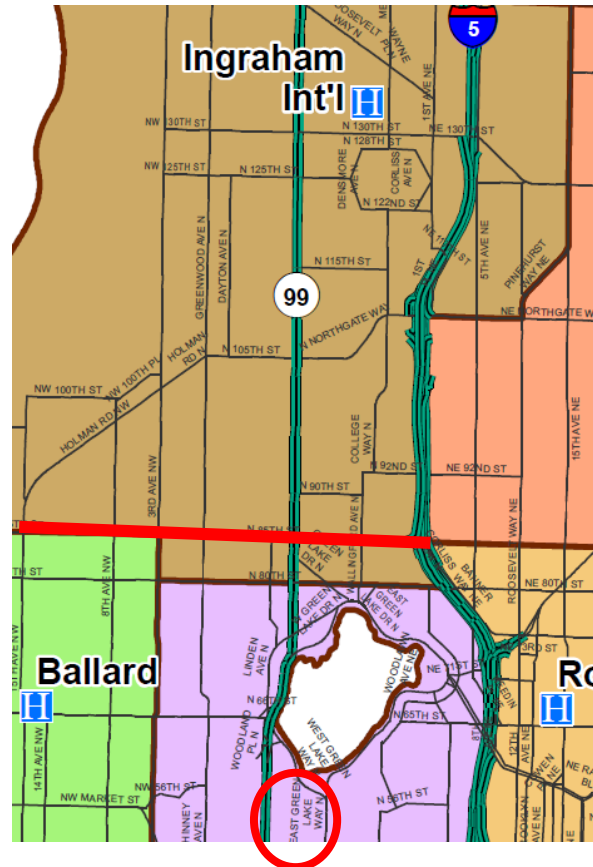
- What would be impact of extending boundary from F4.2 further south (yellow lines)?

Challenge Area: North Green Lake

F4.2



F6



Comments:

- Existing Ingraham boundary at 85th (red line)
- Limited community feedback for this complex region
- Lincoln will be using Lower Woodland (circle), would be nice to include neighborhood

Questions:

- How many students impacted?
- Is there a better way to define these regions

Student Assignment Plan Clarity

Ultimate goal: To provide clarity to SPS families by open enrollment on Feb 5th – Based on your address and current assignment, you will have clarity on where your student will be assigned in 2019

- Final Boundaries
- HC and DLI Pathways for High School
- Grandparenting
 - Boundary shifts
 - Lincoln geo-split, opening as 9-10
 - Pathways
 - Current 8th Grade students