



SCHOOL BOARD ACTION REPORT

DATE: January 12, 2018
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For Introduction: January 17, 2018
For Action: January 31, 2018

1. TITLE

Approval of the 2019-20 High School Growth Boundaries Plan and High School Highly Capable Pathways for 2019-20 and 2020-21

2. PURPOSE

This Board Action Report outlines high school attendance area boundary changes beginning in the 2019-20 school year due to the opening of Lincoln High School and a capacity addition at Ingraham High School. This action also establishes high school highly capable pathways for the 2019-20 and 2020-21 school years. The question about what these pathways look like starting in the 2021-22 school year is being considered via a separate Board Action Report for Resolution 2017/18-10.

3. RECOMMENDED MOTION

I move that the School Board approve the 2019-20 High School Growth Boundaries Plan labeled Scenario _____ and direct the Superintendent to take any appropriate actions to implement this decision (There is no recommendation at this stage, but the recommendation will be indicated here after Board Introduction).

I also move that the School Board approve the highly capable pathway changes for the 2019-20 and 2020-21 school years, as shown in Attachment K. Upon approval, this information will be included in the next Student Assignment Transition Plan.

4. BACKGROUND INFORMATION

- a) Enrollment in Seattle Public Schools has grown by 8,000 students over the past 10 years. Levy-funded construction has added capacity at the elementary and middle school levels, but capacity relief is urgently needed at the high school level. In the 2019-20 school year, approximately 2,100 seats will be added through the opening of Lincoln High School (1,600 seats) and the construction addition at Ingraham High School (500 seats).

The School Board directed District staff to determine high school boundaries changes in advance of the Open Enrollment period for 2018-19 school year, so that students and

families could make more informed decisions regarding School Choice for the subsequent years. Open Enrollment begins on February 5, 2018 and ends on February 16, 2018.

The High School Boundary Task Force was formed in April 2017. The Task Force was directed to develop high school boundary options that address the opening of Lincoln, future enrollment growth, and physical space demands on the District's high schools. Between April and September, the Task Force developed guiding principles for high school boundary changes, created 10 draft boundary scenarios, and evaluated those boundary scenarios based on their guiding principles.

In September, the Task Force recommended one preferred option, Scenario H version 2, and provided two other options to be considered by the community (Scenario E and Scenario F are available on the High School Boundary Task Force website with the August 22, 2017 meeting documents). All three of these options were shared at five regional Open House Meetings held across the city in October and November. The District received thousands of comments from families through numerous channels. A summary of that feedback on the high school boundaries is provided as Attachment M.

A high school boundary scenario recommendation was anticipated on January 3, 2018, if Highly Capable (HC) pathways for 2019-20 were determined in December 2017. Absent a decision on the HC pathways, the Board used the January 3, 2018 meeting to further discuss pathway and boundary options. Guidance from that meeting informed development of updated boundary scenarios, which were shared with the High School Boundary Task Force on January 5, and then reviewed with the Board at a Work Session on January 10. The HC pathway scenarios discussed on January 3 are outlined below.

- **Option 1:** Three guaranteed HC pathways and one optional site to be in place long-term: Lincoln High School as the guaranteed pathway for students in the North (Lincoln, Ballard, Roosevelt, Nathan Hale, and Ingraham attendance areas), Garfield High School as the guaranteed pathway for students in the South (Garfield, Franklin, and Rainier Beach attendance areas), West Seattle High School as the guaranteed pathway for students in West Seattle (West Seattle and Chief Sealth attendance areas), and Ingraham as a choice assignment option, available to all highly capable students who apply through Open Enrollment.
- **Option 2:** Three guaranteed HC pathways and one optional site, as outlined above, but only for two years (2019-20 and 2020-21). Beginning in 2021-22, highly capable high school students would be served at all attendance area high schools starting with students entering 9th grade in 2021-22.

At the January 10 work session, the Board agreed on and requested one map be presented for Introduction on January 17, with four additional areas to be discussed further. This map, referred to as Fv4.3, works to balance capacity while also minimizing impact for students and families across the two HC pathway scenarios requested by the Board (Attachments E and F). The four additional areas for consideration respond to various community concerns and effort to balance previous Board-approved priorities and guiding principles. The map with the four additional areas is Attachment G.

Alternatives: If the Board does not take action on January 31, 2018, there will still be a need to address high school boundaries prior to Open Enrollment for the 2019-20 school year. If the Board does not take action on January 31, 2018, students and families will have less time to plan and make informed decisions about School Choice.

Alternative boundary scenarios will be discussed based on Attachments G and H.

This attachment shows the four geographies under further consideration by the Board.

- b) **Research:** Three different high school boundary scenarios from the Task Force were shared with the District community in October and November 2017, prior to the Board Operations Committee meeting on December 6. Since then, additional boundary scenario maps have been created to assess the impact of a change in the HC pathways.

Scenario maps and enrollment projections are provided as attachments in the appendix. The *HS Boundary Scenario Comparison Table with Projected Enrollment (Attachment I)* shows the anticipated enrollment for each high school under the two boundary map options (Fv4.2 and Fv6) reviewed at the January 10 Board work session, as well as the updated map for consideration based on feedback from the work session (Fv4.3). There are two HC pathway models for each map and a corresponding set of projections.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action is dependent on the scenario. Depending on the final scenario preferred by the Board, the District would have to look at the cost of mitigation to open Lincoln High School with only grades 9 and 10 in the 2019-20 school year, as well as any additional funding necessary to decentralize HC services available to high school students.

The revenue source for this motion is the general fund.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. **COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

☒ Tier 3: Collaborate

The District's High School Boundary Task Force - consisting of parents, school leaders, central office staff, community members and partners - has met one to two times each month since April 2017 to: review enrollment and capacity data, discuss the 24-credit work and the needs of a sustainable high school. The Task Force also developed a set of guiding principles for boundary changes listed below:

1. Equity: Use an equity lens to ensure that the changes do not unfairly impact students with higher needs.
2. Align high school boundaries with elementary and middle school feeder patterns as much as possible.
3. Use data, such as enrollment counts, enrollment projections, capture rates, student demographics, etc., to inform decisions.
4. Create high schools that are the optimal size so that there can be a diversity of programs and services for students at their schools.
5. Minimize fiscal impact.
6. Minimize disruption to existing boundaries.

The Task Force also reviewed the priorities from the 2013 Growth Boundaries project, which included other considerations such as transportation and distance to schools, but these were not among the top guiding principles of the High School Boundary Task Force.

After the Task Force created a recommendation, the District hosted five regional open house meetings to inform families of the potential boundary changes. At these meetings, families were able to ask questions of and give feedback to representatives from Advanced Learning, Special Education, Admissions, English Language Learners, Transportation, Career and College Readiness, Capital Planning, and Enrollment Planning. The meeting dates and locations are listed below. All events were between 6:30pm-8:00pm, families could drop in at any time, and interpretation services were available.

- Monday, Oct. 23, Eckstein Lunchroom
- Thursday, Oct. 26, Ballard Commons
- Monday, Oct. 30, McClure Gym
- Wednesday, Nov. 8, Cleveland Lunchroom
- Thursday, Nov. 9, West Seattle HS Lunchroom

District staff engaged with hundreds of families at these meetings and received thousands of comments (both in person and online). An online survey was also available between Saturday, November 11 and Friday, December 1, to ask community members to rank their priorities for determining high school boundaries - there were over 5,000 results, including over 2,000 open comments. The priorities from the survey are listed in rank order below and included in the appendix. Community comments have been summarized and are also included in the appendix.

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.

The ranked priorities from the Task Force and community survey have been used in conjunction with the unranked priorities from the 2009 Student Assignment Plan and the 2013 Growth Boundaries Plan. These considerations are listed as an Attachment L in the appendix.

7. EQUITY ANALYSIS

The Task Force considered demographic characteristics of students impacted by potential changes in development of each boundary scenario. Attachment I in the appendix shows the change in resident population demographics under the scenarios being considered - this data shows that there will be minimal impact on the resident demographics of each attendance area, despite the necessary boundary changes.

Furthermore, the current District recommendation is to open Lincoln High School in 2019-20 with grades 9 and 10, meaning that students residing in the boundary change areas in grades 11 and 12 (in 2019-20) would be able to remain at and graduate from their current high school. By finalizing high school boundaries for 2019-20 in advance of the Open Enrollment for 2018-19 period, this year's (2017-18) current 8th grade cohort would be able to make a more informed decision about School Choice. Additionally, high schools would be able to better support the one grade level of current students who would transition to Lincoln when it opens.

8. STUDENT BENEFIT

This action will help to reduce overcrowding that currently exists at most of the north-end high schools. Several sites have had to add portables and are severely constrained in how they can accommodate anticipated growth. By adding 2,100 seats and implementing attendance area boundary changes, the District can rebalance enrollment and ensure that students have a school environment conducive to learning. The addition of HC pathways will also allow more students access to advanced coursework, closer to their home.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter

Board Policy No. 3130, Student Assignment, provides the Board shall approve this item.

Other: _____

10. 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.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on December 7, 2017. The Committee reviewed the motion and moved it forward to the full Board for consideration. The boundaries were further discussed by the full Board on January 3 and January 10.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the attached high school attendance area boundaries will be implemented, beginning in the 2019-20 school year.

13. ATTACHMENTS

- Attachment A: 2019-20 High School AA Boundary Map - Scenario F version 4.2
- Attachment B: 2019-20 Scenario F version 4.2 Change Areas Map
- Attachment C: 2019-20 High School AA Boundary Map - Scenario F version 6
- Attachment D: 2019-20 Scenario F version 6 Change Areas Map
- Attachment E: 2019-20 High School AA Boundary Map - Scenario F version 4.3
- Attachment F: 2019-20 Scenario F version 4.3 Change Areas Map
- Attachment G: 2019-20 High School AA Boundary Map – Reference Areas
- Attachment H: Alternate Geographies for Consideration
- Attachment I: HS Boundary Scenario Comparison Table with Projected Enrollment
- Attachment J: Scenario Demographic Comparisons
- Attachment K: High School Highly Capable Pathways for 2019-20 and 2020-21
- Attachment L: High School Boundary Considerations
- Attachment M: High School Boundary Changes Feedback Summary



High boundary change scenarios

draft scenarios for high school boundary changes

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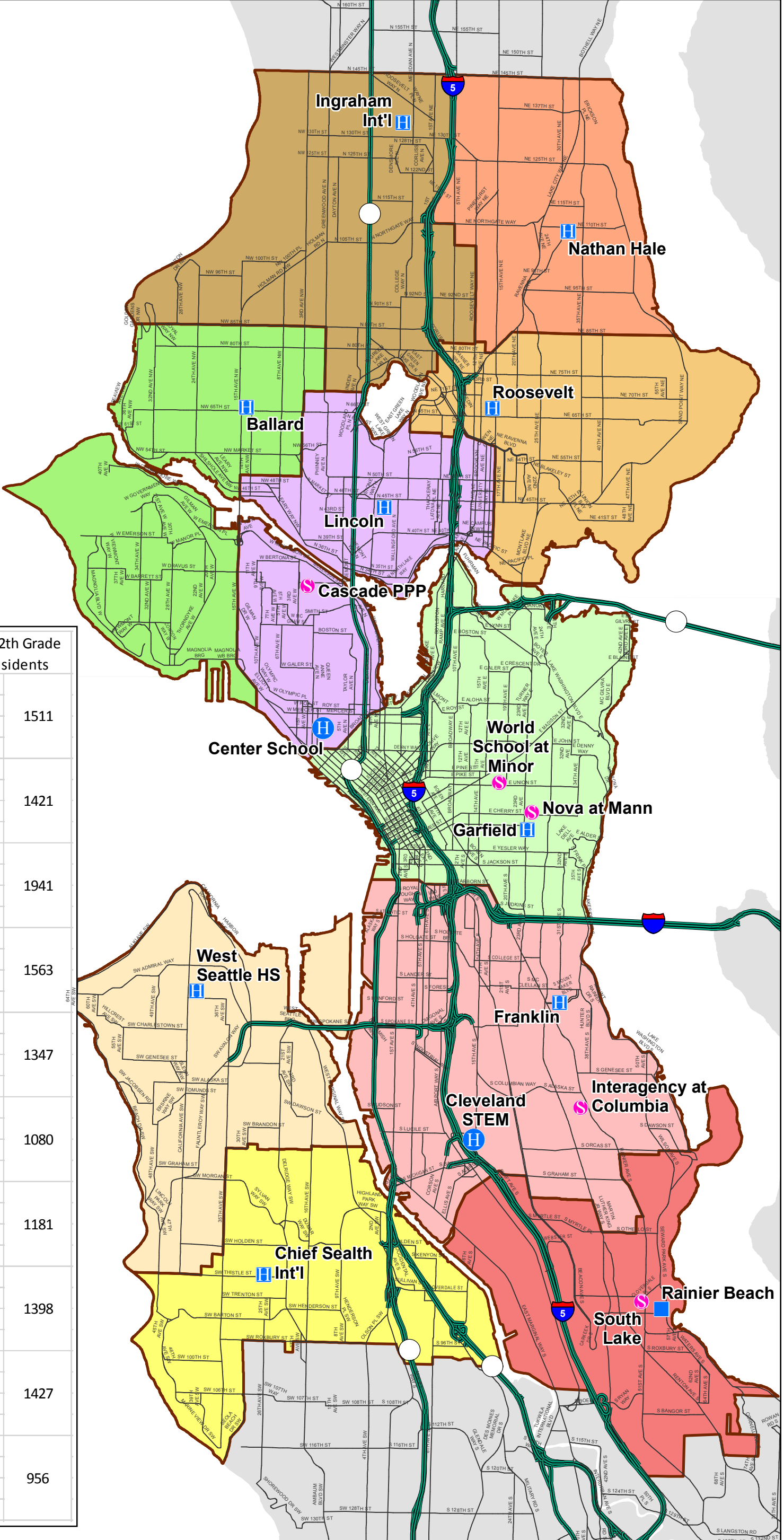
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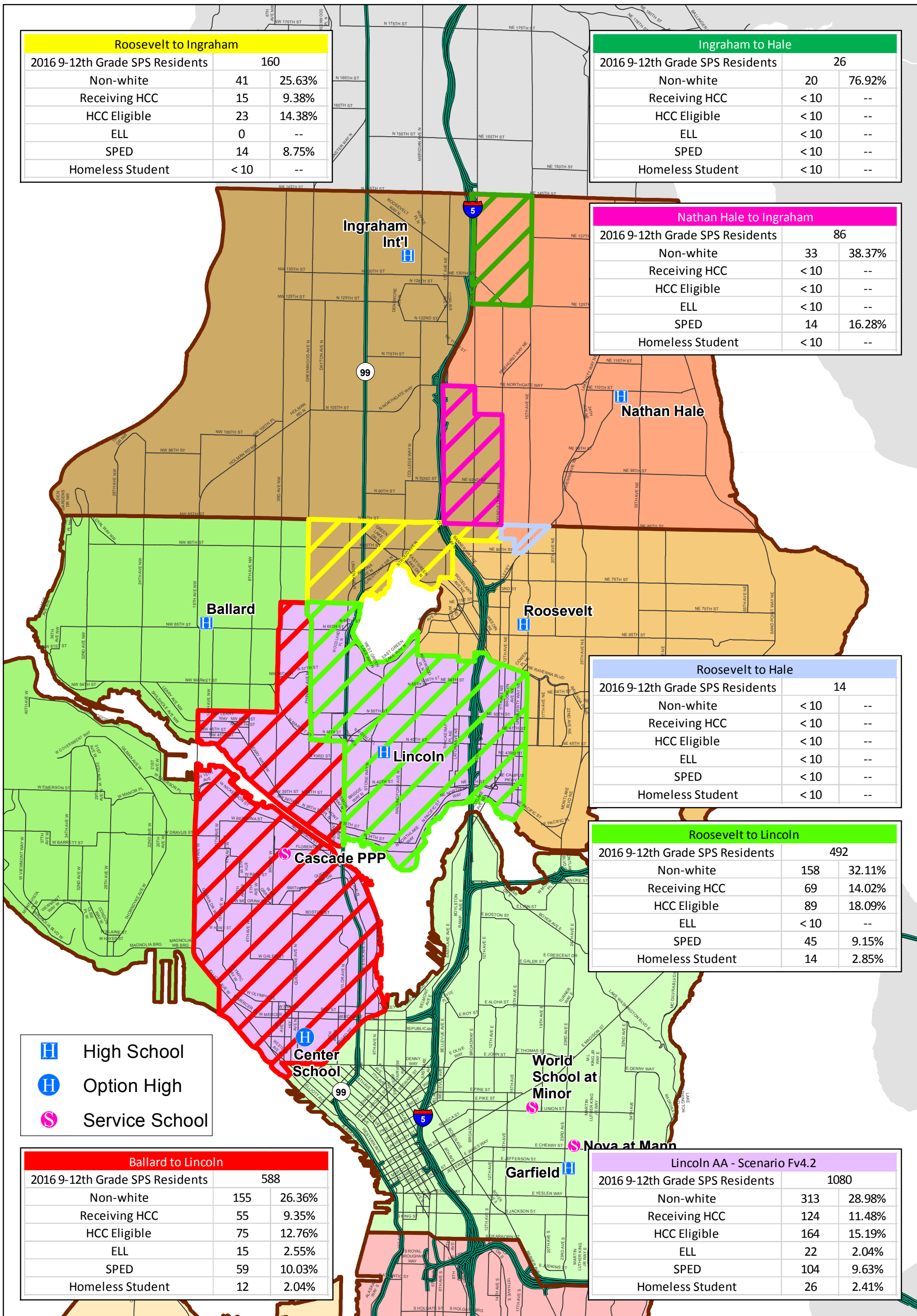
Maps showing three scenario for high school boundary changes with related change area maps: scenario F version 4.2, scenario F version 6 and scenario F version 4.3

	High School
	Option High
	Service School




Attendance Area	Right Size Capacity	Grade	2016 9-12th Grade SPS Residents	
Ballard	1607	9	433	
		10	404	
		11	343	
		12	331	
			1511	
Chief Sealth Int'l	1285	9	371	
		10	331	
		11	340	
			1421	
Franklin	1397	12	379	
		9	440	
		10	471	
			1941	
Garfield	1594	11	491	
		9	361	
		10	391	
			1563	
Ingraham Int'l	1194 / 1694	12	408	
		9	335	
		10	334	
			1347	
Lincoln	1600	11	337	
		9	293	
		10	293	
			1080	
Nathan Hale	1158	12	230	
		9	288	
		10	273	
			1181	
Rainier Beach	1176	12	294	
		9	315	
		10	352	
			1398	
Roosevelt	1715	11	338	
		9	377	
		10	352	
			1427	
West Seattle HS	1215	12	362	
		9	235	
		10	238	
			956	
		11	252	
		12	231	



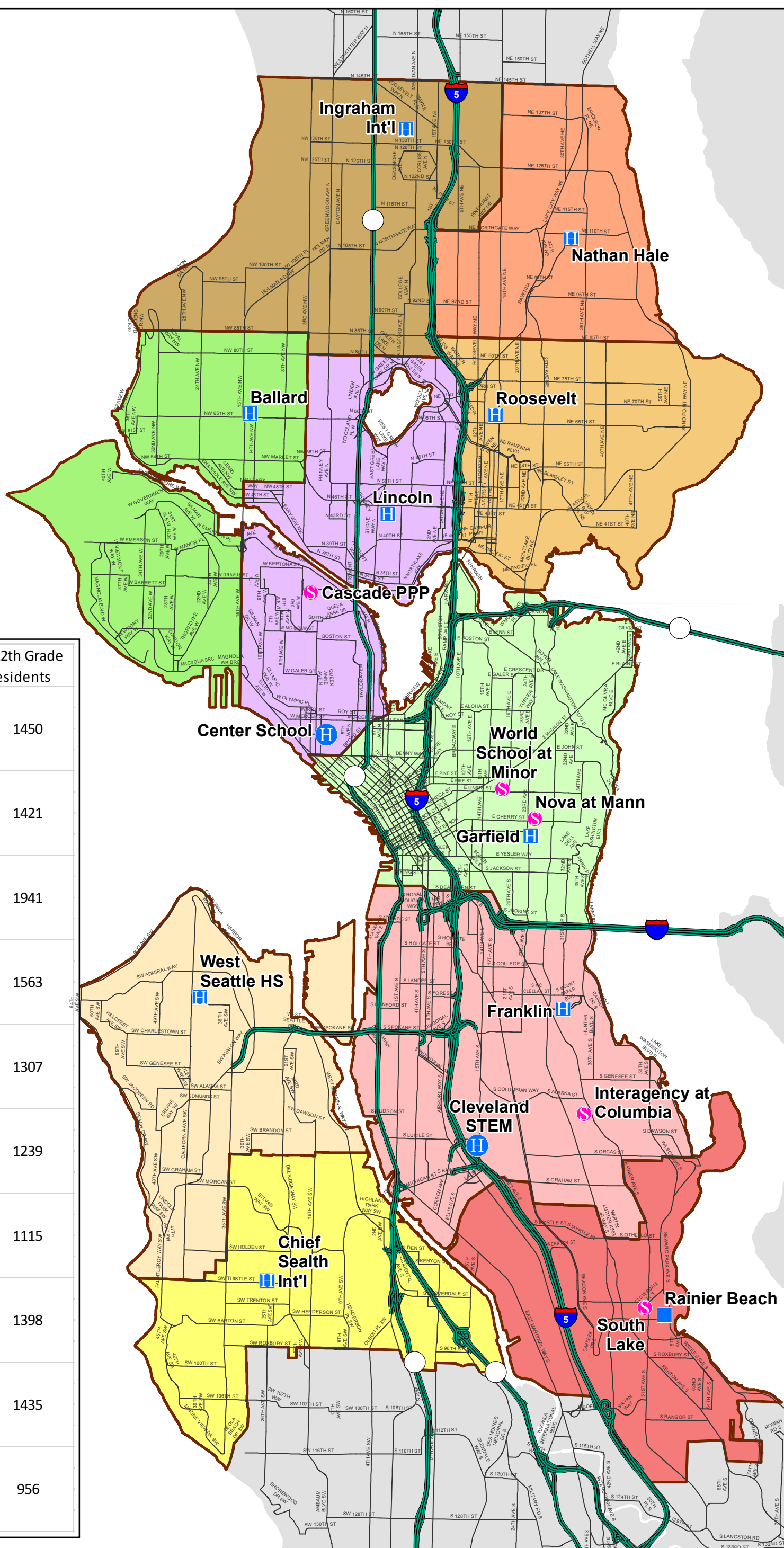
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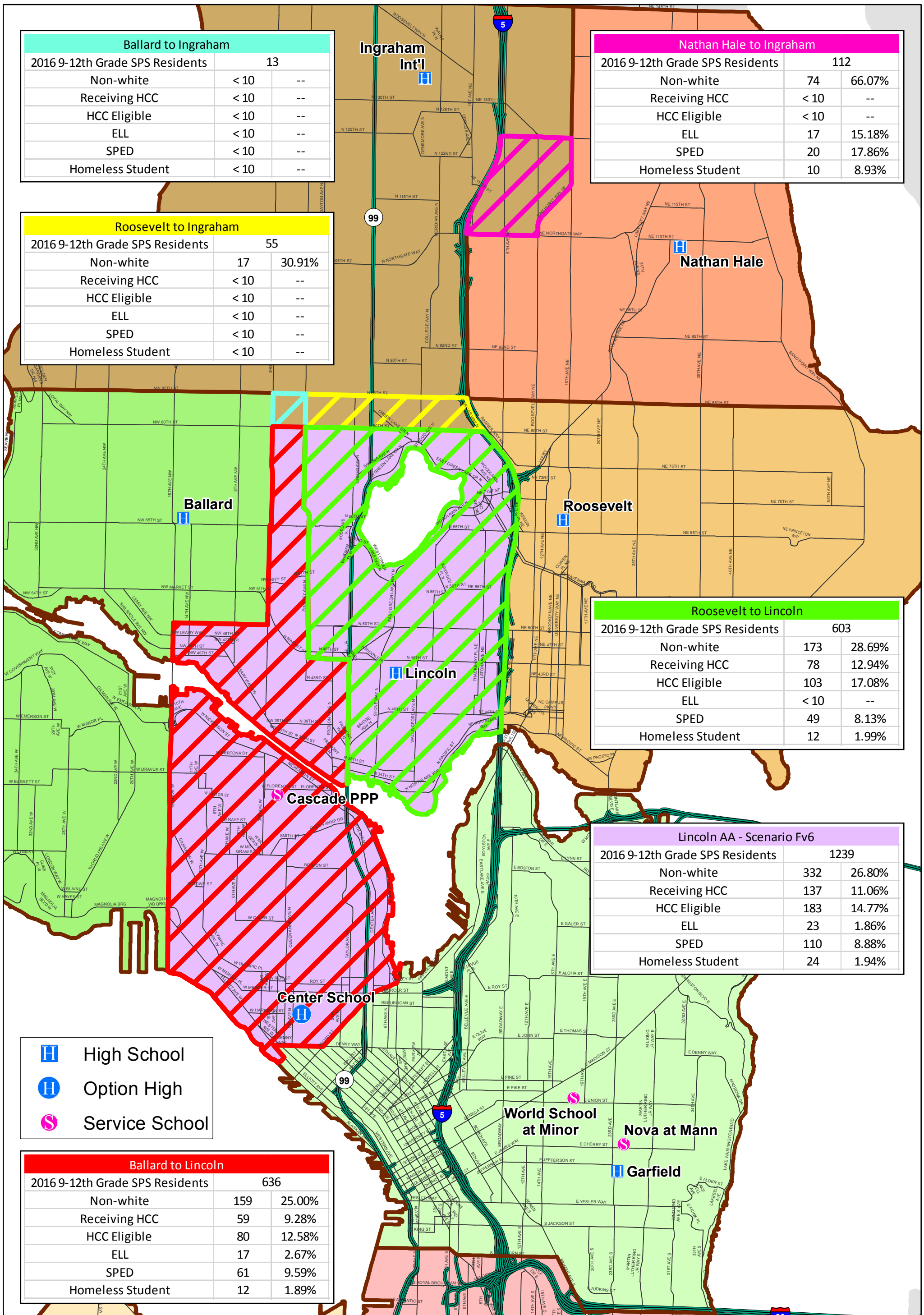
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	High School
	Option High
	Service School

Attendance Area	Grade	2016 9-12th Grade SPS Residents	Right Size Capacity
Ballard 1607	9	413	1450
	10	394	
	11	324	
	12	319	
Chief Sealth Int'l 1285	9	371	1421
	10	331	
	11	340	
Franklin 1397	9	440	1941
	10	471	
	11	491	
Garfield 1594	9	361	1563
	10	391	
	11	403	
Ingraham Int'l 1194 / 1694	9	322	1307
	10	334	
	11	327	
Lincoln 1600	9	337	1239
	10	318	
	11	309	
Nathan Hale 1158	9	269	1115
	10	256	
	11	307	
Rainier Beach 1176	9	315	1398
	10	352	
	11	338	
Roosevelt 1715	9	385	1435
	10	354	
	11	339	
West Seattle HS 1215	9	235	956
	10	238	
	11	252	
	12	231	



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Ballard to Ingraham		
2016 9-12th Grade SPS Residents	13	
Non-white	< 10	--
Receiving HCC	< 10	--
HCC Eligible	< 10	--
ELL	< 10	--
SPED	< 10	--
Homeless Student	< 10	--

Nathan Hale to Ingraham		
2016 9-12th Grade SPS Residents	112	
Non-white	74	66.07%
Receiving HCC	< 10	--
HCC Eligible	< 10	--
ELL	17	15.18%
SPED	20	17.86%
Homeless Student	10	8.93%

Roosevelt to Ingraham		
2016 9-12th Grade SPS Residents	55	
Non-white	17	30.91%
Receiving HCC	< 10	--
HCC Eligible	< 10	--
ELL	< 10	--
SPED	< 10	--
Homeless Student	< 10	--

Roosevelt to Lincoln		
2016 9-12th Grade SPS Residents	603	
Non-white	173	28.69%
Receiving HCC	78	12.94%
HCC Eligible	103	17.08%
ELL	< 10	--
SPED	49	8.13%
Homeless Student	12	1.99%

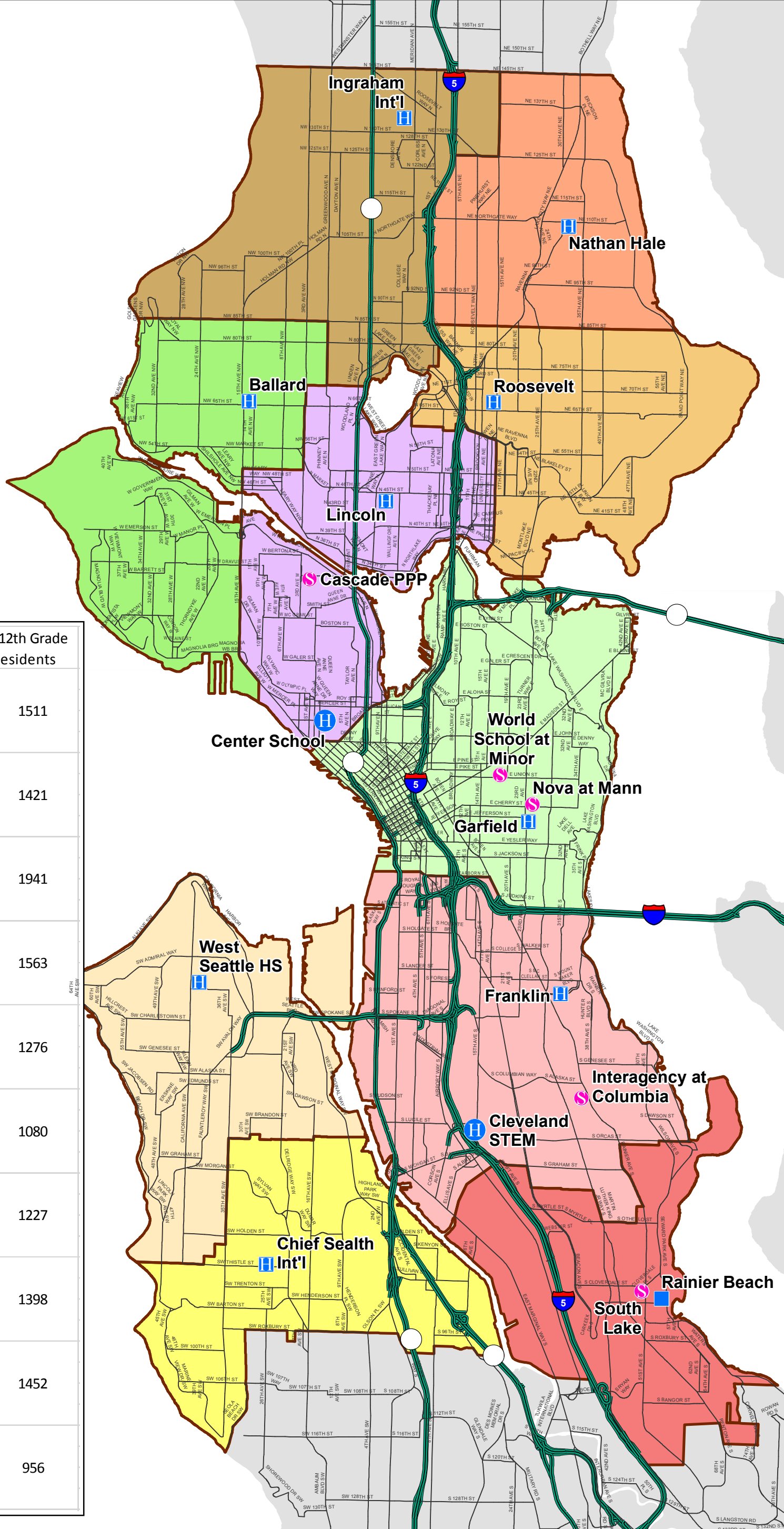
Lincoln AA - Scenario Fv6		
2016 9-12th Grade SPS Residents	1239	
Non-white	332	26.80%
Receiving HCC	137	11.06%
HCC Eligible	183	14.77%
ELL	23	1.86%
SPED	110	8.88%
Homeless Student	24	1.94%

Ballard to Lincoln		
2016 9-12th Grade SPS Residents	636	
Non-white	159	25.00%
Receiving HCC	59	9.28%
HCC Eligible	80	12.58%
ELL	17	2.67%
SPED	61	9.59%
Homeless Student	12	1.89%

- High School
- Option High
- Service School

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	High School
	Option High
	Service School

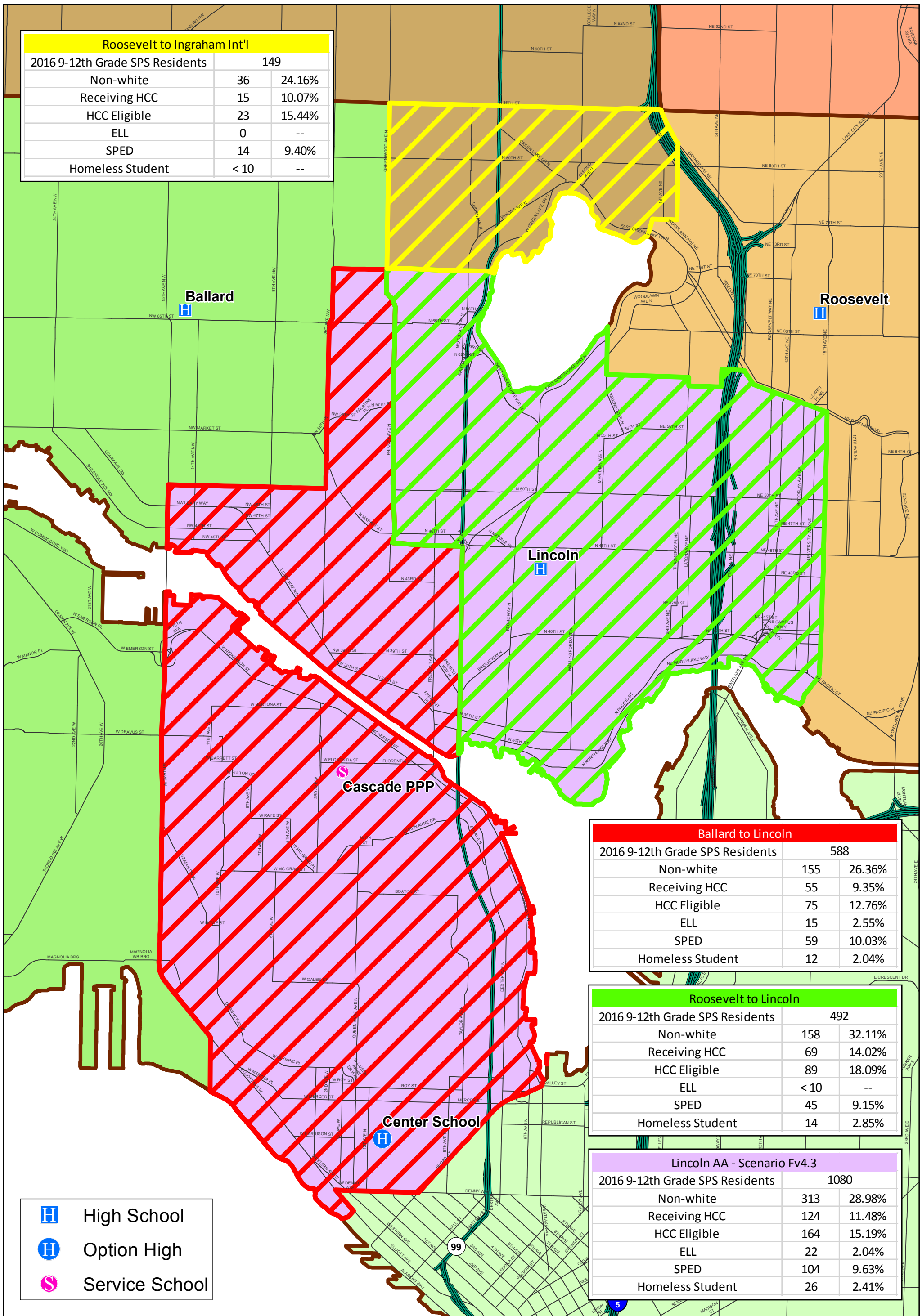


Attendance Area	Right Size Capacity	Grade	2016 9-12th Grade SPS Residents
Ballard 1607		9	433
		10	404
		11	343
		12	331
			1511
Chief Sealth Int'l 1285		9	371
		10	331
		11	340
			1421
Franklin 1397		9	440
		10	471
		11	491
			1941
Garfield 1594		9	361
		10	391
		11	403
			1563
Ingraham Int'l 1194 / 1694		9	327
		10	313
		11	318
			1276
Lincoln 1600		9	293
		10	293
		11	264
			1080
Nathan Hale 1158		9	289
		10	291
		11	336
			1227
Rainier Beach 1176		9	315
		10	352
		11	338
			1398
Roosevelt 1715		9	384
		10	355
		11	345
			1452
West Seattle HS 1215		9	235
		10	238
		11	252
			956
		12	231

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Roosevelt to Ingraham Int'l		
2016 9-12th Grade SPS Residents	149	
Non-white	36	24.16%
Receiving HCC	15	10.07%
HCC Eligible	23	15.44%
ELL	0	--
SPED	14	9.40%
Homeless Student	< 10	--



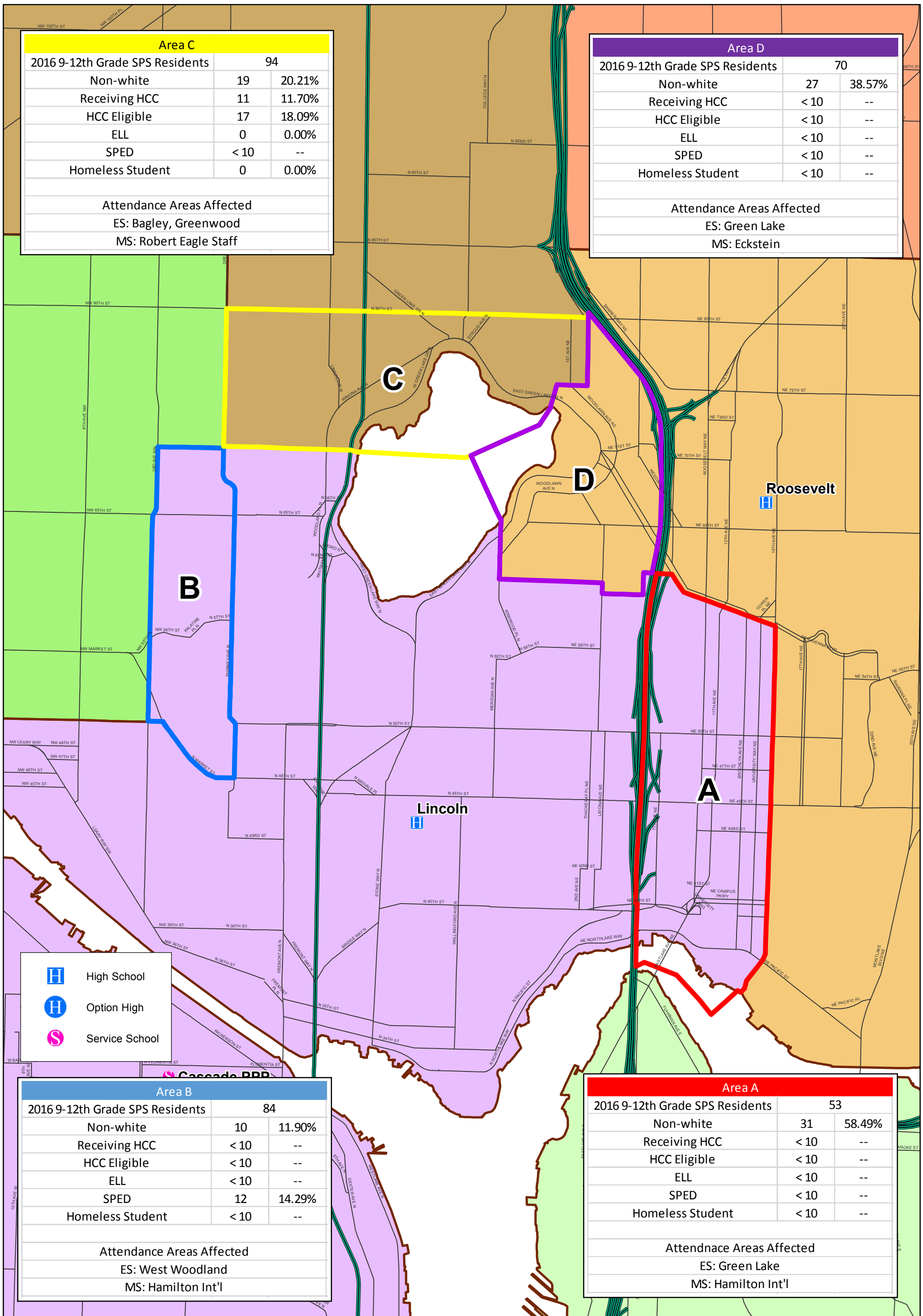
Ballard to Lincoln		
2016 9-12th Grade SPS Residents	588	
Non-white	155	26.36%
Receiving HCC	55	9.35%
HCC Eligible	75	12.76%
ELL	15	2.55%
SPED	59	10.03%
Homeless Student	12	2.04%

Roosevelt to Lincoln		
2016 9-12th Grade SPS Residents	492	
Non-white	158	32.11%
Receiving HCC	69	14.02%
HCC Eligible	89	18.09%
ELL	< 10	--
SPED	45	9.15%
Homeless Student	14	2.85%

Lincoln AA - Scenario Fv4.3		
2016 9-12th Grade SPS Residents	1080	
Non-white	313	28.98%
Receiving HCC	124	11.48%
HCC Eligible	164	15.19%
ELL	22	2.04%
SPED	104	9.63%
Homeless Student	26	2.41%

- High School
- Option High
- Service School

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Area C		
2016 9-12th Grade SPS Residents	94	
Non-white	19	20.21%
Receiving HCC	11	11.70%
HCC Eligible	17	18.09%
ELL	0	0.00%
SPED	< 10	--
Homeless Student	0	0.00%
Attendance Areas Affected		
ES: Bagley, Greenwood		
MS: Robert Eagle Staff		

Area D		
2016 9-12th Grade SPS Residents	70	
Non-white	27	38.57%
Receiving HCC	< 10	--
HCC Eligible	< 10	--
ELL	< 10	--
SPED	< 10	--
Homeless Student	< 10	--
Attendance Areas Affected		
ES: Green Lake		
MS: Eckstein		

Area B		
2016 9-12th Grade SPS Residents	84	
Non-white	10	11.90%
Receiving HCC	< 10	--
HCC Eligible	< 10	--
ELL	< 10	--
SPED	12	14.29%
Homeless Student	< 10	--
Attendance Areas Affected		
ES: West Woodland		
MS: Hamilton Int'l		

Area A		
2016 9-12th Grade SPS Residents	53	
Non-white	31	58.49%
Receiving HCC	< 10	--
HCC Eligible	< 10	--
ELL	< 10	--
SPED	< 10	--
Homeless Student	< 10	--
Attendance Areas Affected		
ES: Green Lake		
MS: Hamilton Int'l		

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: Lincoln_ScenarioFv4_3_AOI

Reference Area Name	Current High School Attendance Area	Proposed High School Attendance Area in Fv4.3	Consideration	2016 Resident Count (Grades 9-12)
Area A	Roosevelt	Lincoln	Keep in Roosevelt	53
Area B	Ballard	Lincoln	Keep in Ballard	84
Area C	Roosevelt	Ingraham	Move to Lincoln	94
Area D	Roosevelt	Roosevelt	Move to Lincoln	70

Area A

- This is part of the Green Lake ES and Hamilton MS attendance areas.
- If this area is maintained in Roosevelt, it would be the only group that went from Green Lake to Hamilton to Roosevelt. All other Green Lake students who are assigned to Hamilton are assigned to Lincoln. (Note there is an area of Green Lake that goes to Eckstein and then to Roosevelt that is maintained this way in the current maps).

Area B

- This is part of the West Woodland ES and Hamilton MS attendance areas.
- All West Woodland is currently assigned into Hamilton, but then is split along Phinney between Ballard and Roosevelt at high school.
- If this area is maintained in Ballard, the smaller portion of the West Woodland boundary that is assigned into Roosevelt for high school would be the area assigned to Lincoln when it opens.
- Majority of this area is closer to Ballard.

Area C

- This is part of the Greenwood and Bagley ES attendance areas that are assigned to Robert Eagle Staff Middle School.
- These would be the only students from Robert Eagle Staff assigned to Lincoln. This also splits students from Greenwood across three high schools Ballard, Lincoln, and Ingraham.
- Area is closer to Roosevelt but requires crossing a major arterial (I-5) which would not be necessary to attend Lincoln.
- Lincoln would be using Lower Woodland field which is in this area.

Area D

- This is part of the Green Lake and Eckstein Attendance Areas.
- If this is moved to Lincoln, this would be the only portion of Eckstein at Lincoln although there are areas of Green Lake assigned to Lincoln.

HC Implications	Scenario	School	2017-18	2018-19	2019-20	2020-21	2021-22	Capacity*
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Ballard	1882	2035	1800	1722	1653	1607
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Franklin	1284	1249	1254	1292	1291	1397
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Garfield	1774	1901	1788	1708	1613	1594
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Lincoln	0	0	747	1195	1690	1600
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Roosevelt	1840	1986	1733	1703	1582	1715
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Chief Sealth	1015	1043	1118	1195	1291	1285
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	West Seattle High	970	955	1046	1103	1219	1215
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Ingraham	1342	1370	1572	1653	1793	1700
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Rainier Beach	721	736	678	683	669	1176
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_2	Nathan Hale	1189	1170	1179	1208	1208	1158
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Ballard	1882	2035	1785	1712	1598	1607
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Franklin	1284	1249	1254	1292	1291	1397
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Garfield	1774	1901	1788	1708	1613	1594
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Lincoln	0	0	809	1297	1893	1600
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Roosevelt	1840	1986	1762	1713	1576	1715
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Chief Sealth	1015	1043	1118	1195	1291	1285
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	West Seattle High	970	955	1046	1103	1219	1215
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Ingraham	1342	1370	1537	1619	1738	1700
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Rainier Beach	721	736	678	683	669	1176
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv6	Nathan Hale	1189	1170	1138	1140	1121	1158
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Ballard	1882	2035	1800	1722	1653	1607
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Franklin	1284	1249	1254	1292	1291	1397
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Garfield	1774	1901	1788	1708	1613	1594
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Lincoln	0	0	747	1195	1690	1600
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Roosevelt	1840	1986	1748	1724	1609	1715
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Chief Sealth	1015	1043	1118	1195	1291	1285
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	West Seattle High	970	955	1046	1103	1219	1215
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Ingraham	1342	1370	1536	1596	1718	1700
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Rainier Beach	721	736	678	683	669	1176
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle	Fv4_3	Nathan Hale	1189	1170	1200	1244	1256	1158

*Capacity is the right-size capacity and does not include portables currently at some of the high schools.

HC Implications	Scenario	School	2017-18	2018-19	2019-20	2020-21	2021-22	Capacity*
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Ballard	1882	2035	1800	1722	1708	1607
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Franklin	1284	1249	1254	1292	1334	1397
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Garfield	1774	1901	1788	1708	1558	1594
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Lincoln	0	0	747	1195	1613	1600
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Roosevelt	1840	1986	1733	1703	1641	1715
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Chief Sealth	1015	1043	1118	1195	1304	1285
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	West Seattle High	970	955	1046	1103	1206	1215
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Ingraham	1342	1370	1572	1653	1719	1700
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Rainier Beach	721	736	678	683	681	1176
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_2	Nathan Hale	1189	1170	1179	1208	1245	1158
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Ballard	1882	2035	1785	1712	1652	1607
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Franklin	1284	1249	1254	1292	1334	1397
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Garfield	1774	1901	1788	1708	1558	1594
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Lincoln	0	0	809	1297	1821	1600
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Roosevelt	1840	1986	1762	1713	1638	1715
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Chief Sealth	1015	1043	1118	1195	1304	1285
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	West Seattle High	970	955	1046	1103	1206	1215
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Ingraham	1342	1370	1537	1619	1659	1700
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Rainier Beach	721	736	678	683	681	1176
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv6	Nathan Hale	1189	1170	1138	1140	1156	1158
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Ballard	1882	2035	1800	1722	1708	1607
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Franklin	1284	1249	1254	1292	1334	1397
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Garfield	1774	1901	1788	1708	1558	1594
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Lincoln	0	0	747	1195	1613	1600
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Roosevelt	1840	1986	1748	1724	1670	1715
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Chief Sealth	1015	1043	1118	1195	1304	1285
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	West Seattle High	970	955	1046	1103	1206	1215
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Ingraham	1342	1370	1536	1596	1639	1700
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Rainier Beach	721	736	678	683	681	1176
Garfield / Lincoln (Opt Ingraham at 120 / grade) / W Seattle Decentralized in 2021-22	Fv4_3	Nathan Hale	1189	1170	1200	1244	1296	1158

Note: A correction has been made to Fv4_2 Decentralized in 2021-22 to correct a copy error for the enrollment projections for Lincoln and Ingraham in the 2019-20 and 2020-21 school years. It does not effect the final year projections for those schools or any other numbers.

*Capacity is the right-size capacity and does not include portables currently at some of the high schools.

School Right Size Capacity	Scenario	2016 9-12th grade Residents	Receiving HCC	% Receiving HCC	HCC eligible	% HCC eligible	SPED	% SPED	ELL	% ELL	Non-white	% Non-white	Homeless	% Homeless
Ballard 1607	Current	2099	175	8.3%	270	12.9%	234	11.1%	44	2.1%	506	24.1%	32	1.5%
	Fv4.2	1511	120	7.9%	195	12.9%	175	11.6%	29	1.9%	351	23.2%	20	1.3%
	Fv6	1450	115	7.9%	189	13.0%	172	11.9%	27	1.9%	344	23.7%	20	1.4%
	Fv4.3	1511	120	7.9%	195	12.9%	175	11.6%	29	1.9%	351	23.2%	20	1.3%
Chief Sealth Int'l 1285	Current	1421	23	1.6%	34	2.4%	251	17.7%	185	13.0%	1069	75.2%	105	7.4%
	Fv4.2	1421	23	1.6%	34	2.4%	251	17.7%	185	13.0%	1069	75.2%	105	7.4%
	Fv6	1421	23	1.6%	34	2.4%	251	17.7%	185	13.0%	1069	75.2%	105	7.4%
	Fv4.3	1421	23	1.6%	34	2.4%	251	17.7%	185	13.0%	1069	75.2%	105	7.4%
Franklin 1397	Current	1941	88	4.5%	102	5.3%	245	12.6%	302	15.6%	1696	87.4%	151	7.8%
	Fv4.2	1941	88	4.5%	102	5.3%	245	12.6%	302	15.6%	1696	87.4%	151	7.8%
	Fv6	1941	88	4.5%	102	5.3%	245	12.6%	302	15.6%	1696	87.4%	151	7.8%
	Fv4.3	1941	88	4.5%	102	5.3%	245	12.6%	302	15.6%	1696	87.4%	151	7.8%
Garfield 1594	Current	1563	149	9.5%	164	10.5%	181	11.6%	113	7.2%	1016	65.0%	199	12.7%
	Fv4.2	1563	149	9.5%	164	10.5%	181	11.6%	113	7.2%	1016	65.0%	199	12.7%
	Fv6	1563	149	9.5%	164	10.5%	181	11.6%	113	7.2%	1016	65.0%	199	12.7%
	Fv4.3	1563	149	9.5%	164	10.5%	181	11.6%	113	7.2%	1016	65.0%	199	12.7%
Ingraham Int'l 1194 / 1694	Current	1127	66	5.9%	84	7.5%	186	16.5%	109	9.7%	578	51.3%	85	7.5%
	Fv4.2	1347	82	6.1%	110	8.2%	209	15.5%	108	8.0%	632	46.9%	92	6.8%
	Fv6	1307	72	5.5%	92	7.0%	213	16.3%	126	9.6%	672	51.4%	98	7.5%
	Fv4.3	1276	81	6.3%	107	8.4%	200	15.7%	109	8.5%	614	48.1%	88	6.9%
Nathan Hale 1158	Current	1227	79	6.4%	101	8.2%	180	14.7%	95	7.7%	599	48.8%	57	4.6%
	Fv4.2	1181	80	6.8%	100	8.5%	173	14.6%	96	8.1%	594	50.3%	54	4.6%
	Fv6	1115	78	7.0%	100	9.0%	160	14.3%	78	7.0%	525	47.1%	47	4.2%
	Fv4.3	1227	79	6.4%	101	8.2%	180	14.7%	95	7.7%	599	48.8%	57	4.6%
Rainier Beach 1176	Current	1398	38	2.7%	41	2.9%	189	13.5%	262	18.7%	1335	95.5%	150	10.7%
	Fv4.2	1398	38	2.7%	41	2.9%	189	13.5%	262	18.7%	1335	95.5%	150	10.7%
	Fv6	1398	38	2.7%	41	2.9%	189	13.5%	262	18.7%	1335	95.5%	150	10.7%
	Fv4.3	1398	38	2.7%	41	2.9%	189	13.5%	262	18.7%	1335	95.5%	150	10.7%
Roosevelt 1715	Current	2093	199	9.5%	299	14.3%	197	9.4%	30	1.4%	640	30.6%	58	2.8%
	Fv4.2	1427	113	7.9%	185	13.0%	136	9.5%	23	1.6%	433	30.3%	40	2.8%
	Fv6	1435	117	8.2%	190	13.2%	142	9.9%	24	1.7%	450	31.4%	43	3.0%
	Fv4.3	1452	115	7.9%	187	12.9%	138	9.5%	23	1.6%	446	30.7%	41	2.8%
West Seattle HS 1215	Current	956	73	7.6%	88	9.2%	126	13.2%	24	2.5%	358	37.4%	28	2.9%
	Fv4.2	956	73	7.6%	88	9.2%	126	13.2%	24	2.5%	358	37.4%	28	2.9%
	Fv6	956	73	7.6%	88	9.2%	126	13.2%	24	2.5%	358	37.4%	28	2.9%
	Fv4.3	956	73	7.6%	88	9.2%	126	13.2%	24	2.5%	358	37.4%	28	2.9%
Lincoln 1600	Current	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Fv4.2	1080	124	11.5%	164	15.2%	104	9.6%	22	2.0%	313	29.0%	26	2.4%
	Fv6	1239	137	11.1%	183	14.8%	110	8.9%	23	1.9%	332	26.8%	24	1.9%
	Fv4.3	1080	124	11.5%	164	15.2%	104	9.6%	22	2.0%	313	29.0%	26	2.4%

Note: Data is based on students who reside in the current and scenario boundaries.

HIGH SCHOOL HIGH CAPABLE PATHWAYS

Beginning in the 2019-20 school year, there will be three Highly Capable (HC) pathways for students entering 9th grade. Ingraham is an optional pathway. Students in a high school HC pathway in 2018-19 will be grandfathered in their current pathway school.

HC PATHWAY SCHOOL	ATTENDANCE AREA HIGH SCHOOLS
Lincoln High School	Ballard, Ingraham, Lincoln, Nathan Hale, and Roosevelt
Garfield High School	Franklin, Garfield, and Rainier Beach
West Seattle	West Seattle and Chief Sealth

High School Boundaries Considerations

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

The process of developing attendance area boundaries requires balancing various factors. Factors to be taken into account in the development of attendance area boundaries include those shown below. Data on factors such as these contribute to the determination of where attendance area boundary lines are located. ***These factors are not weighted, since multiple factors must be balanced.***

- 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

Each attendance area boundary is an intact geographic area; there are no non-contiguous geographic areas comprising an individual attendance area boundary. Each attendance area boundary line abuts the boundary line of adjacent attendance areas. This results in every address in the District being included in an elementary school boundary, a middle school boundary, and a high school boundary.

2013 Growth Boundary Principals, discussed and modified by the Board on May 8, 2013:

Factors not prioritized

- 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.

2017 High School Boundary Task Force Principals:

Factors prioritized by the High School Boundary Task Force

1. Equity: Use an equity lens to ensure that the changes don't unfairly impact students with higher needs.
2. Align high school boundaries with elementary and middle school feeder patterns as much as possible.
3. Use data, such as enrollment counts, enrollment projections, capture rates, student demographics, etc., to inform decisions.
4. Create high schools that are the optimal size so that there can be a diversity of programs and services for students at their schools.
5. Minimize fiscal impact.
6. Minimize disruption to existing boundaries.

2017 High School Boundary Community Engagement Survey Principles:

Factors prioritized by the community through the high school boundary 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.

HIGH SCHOOL BOUNDARY CHANGES—COMMUNITY INPUT

Open House Meetings, Email Messages and Survey: September–December 2017

This is a summary of the comments from the Regional Open House Meetings and email, messages received about high school boundary changes between Sept. 1, 2017 and Dec. 1, 2017, and the family survey conducted at the end of November. The document containing the feedback is 155 pages with more than 220 comments, and it can be provided on request, as can documents with comment card feedback and the comments received from the survey.

In addition to the emailed feedback, petitions were sent advocating for Magnolia to remain as part of the Ballard High attendance area and for the Crown Hill/North Beach/Blue Ridge areas to change to Ballard High from Ingraham High.

Prior to task force recommendations

Prior to release of the high school boundary change task force recommendations, families were most concerned with timing and grandfathering, as well as program offerings at Lincoln.

One neighborhood in the Eckstein attendance area had a specific issue they wanted to have addressed. A number of families asked that one of the changes be to send all of Eckstein Middle School to Roosevelt instead of splitting a 10-block area of the cohort to Jane Addams Middle School.

After recommendations from task force

Once the task force recommendation (scenario Hv2) and alternates (scenarios E and F) were shared, much of the feedback was more specific. A summary is below.

Proximity, Walkability and Safety

Proximity and walkability quickly emerged as a priority for families, which was later affirmed through the family survey. Families expressed concerns about long bus rides, multiple transfers, unsafe bus routes/bus stops, and moving from a walkable school to one requiring transportation.

Many families mentioned that north-south transportation is better than anything requiring cross-town travel as the major highways, many major roads and the bus lines run north-south, not east-west.

Some families reminded SPS that the Student Assignment Plan sets priorities for boundaries and specifically states that there are not feeder patterns from middle school to high school.

Some families expressed frustration that they chose where to live based on school assignments and thus should not have the attendance areas change.

Alignment

Many also expressed that aligning elementary/middle/high school boundaries is valued, but many others expressed that this has never been the case and high school should include a mix of students. Preferences for aligning the boundaries with

Attachment M: High School Boundary Changes Feedback

elementary/middle school boundaries was, in many cases, dependent on whether the family believed the change would send them to their preferred high school. Several families stated that if aligning elementary, middle and high school boundaries is a priority, it should be enacted in all neighborhoods, not just some neighborhoods.

Grandfathering

There were many email messages advocating for grandfathering all high school grades, advocating grandfathering juniors and seniors, and advocating making sure seniors didn't have to change schools. Some families also requested that siblings be grandfathered, citing family cohesion and convenience. Additional comments included requests that students who start at one school not be moved, thus only moving rising 9th graders.

For siblings, several families mentioned high school rivalries and school spirit being difficult if families are split between schools.

Programs and School Supports

There were also concerns about loss of access to IB or IBX at Ingraham for families who would move to Nathan Hale or Ballard from Ingraham, and loss of access to the academies at Ballard for those being moved to Lincoln or Ingraham from Ballard. In addition, families expressed concerns about losing access to the Roosevelt music program and theatre program.

Families are concerned about sufficient program offerings, athletics, music and student clubs at Lincoln. There were some who requested that Lincoln be dual-language immersion and/or HC, and a number of families would like to see HC at Lincoln. Other suggestions for Lincoln included moving all grades to relieve crowding at Roosevelt, and opening Lincoln with just 9th grade to avoid disruption.

Several families pointed out that the language immersion/international school program at Hamilton includes a high number of students who live near Lincoln, and they would like to see the international school program continue on to Lincoln instead of going to Ingraham.

Many expressed concerns about their perception of the availability of Advanced Learning opportunities at Nathan Hale.

Concerns were expressed about the condition of the Rainier Beach building and families asked more attention be paid to Rainier Beach and the other south end schools, with some expressly requesting a major renovation similar to Lincoln, Cleveland and other schools, and as an occupied renovation.

There were requests for STEM to be incorporated at all high schools, and to ensure that there is room for all programs without being over capacity.

A few families mentioned the need for students in special education to remain with their cohort to minimize social disruption.

Change—Area Specific Feedback

Greenwood—Ballard

Most of the families who live in the area between 6 Ave. NW and Greenwood Ave. N, and 85 Ave. NW and NW 70 Street, strongly oppose moving their portion of the Greenwood Elementary attendance area/Eagle Staff Middle School attendance area to Ingraham instead of Ballard, as is shown in Hv2.

This area identifies as Ballard. They believe proximity and walkability to Ballard is far more important than keeping their students with their elementary and middle school peers. These families expressed the opinion that the Ballard boundary should continue on 85th Street all the way to Greenwood Ave. N. This area is approximately 87 students and is a mile or less from these homes and is walkable. Ingraham High School is more than 4 miles from these homes. Some expressed concerns for the safety of students catching the bus on Aurora Ave. N.

A few Greenwood Elementary families wrote to express support for Hv2 and keeping the cohort together through elementary, middle and high school by moving them to Ingraham.

Magnolia—Ballard

A large number of email messages were received from families living in the Magnolia neighborhood. They strongly oppose putting the Magnolia area into the Lincoln attendance area. They want to remain at Ballard and mention community and proximity.

The majority of comments from Magnolia families included concerns about transportation to Lincoln. These concerns included the lack of Metro bus service on Magnolia, the lack of a direct bus route to Lincoln and the required transfers, the safety of a downtown bus transfer necessary if participating in after-school activities, and the need for up to three transfers to reach Lincoln. They also expressed concerns about the amount of time it would take to drive students to Lincoln or to have students drive to Lincoln.

Additional concerns about moving Magnolia from Ballard to Lincoln include the established music, performing arts, and athletics programs at Ballard, the academies offered at Ballard, the lack of established curriculum at Lincoln, and the proximity of Magnolia to Ballard versus the Wallingford neighborhood.

Crown Hill/North Ballard—Ballard

This area identifies as Ballard, and many wrote to support Hv2 or any other scenario that moves families back to the Ballard High School attendance area from Ingraham. These families living in the area north of 85th Street (Whitman Middle School attendance area; Whittier, Loyal Heights, North Beach elementary attendance areas) cited walkability and proximity as important.

A few families expressed a preference for this area to **remain** assigned to Ingraham, and identify as part of the Ingraham community. One mentioned that they are closer to Ingraham than Ballard.

Attachment M: High School Boundary Changes Feedback

Roosevelt—Hale

Many families identifying as part of the micro-neighborhood bordered on the west by Interstate 5, on the east by Roosevelt Way, on the north by NE 85th St. and on the south by NE 82nd St. expressed that proximity should be the deciding factor for high school assignment, which would mean keeping this neighborhood assigned to Roosevelt. Students in this neighborhood can walk or bicycle to Roosevelt, but not to Hale.

This neighborhood also requests that if the goal is to keep students in cohesive cohorts that they be returned to Eckstein instead of splitting Olympic Hills to two middle schools. Several families pointed out that this neighborhood was split from Einstein to Eagle Staff with a geo-split, and now suggesting another geo-split for high school for the same students. This area requests that since Olympic View splits to two middle schools and Eagle Staff then splits to multiple high schools, that proximity be the deciding factor so they can remain at Roosevelt.

Other families commenting on Hv2 about the boundary line near Maple Leaf Park do not understand why the boundary would not be drawn straight across 85th rather than following several smaller streets, and ask that the block south of the park be returned to the Roosevelt attendance area.

A number of families who live within the Eckstein attendance area (east of Lake City Way between NE 95th and NE 85th) are assigned to Nathan Hale for high school and wrote to advocate for aligning the middle school boundary with the high school boundary, which would send all of Eckstein to Roosevelt instead of a small portion to Hale.

These families request the boundary in this area be moved to NE 95th instead of NE 85th to keep View Ridge and Wedgwood students together for elementary, middle and high school instead of the current split. One of the key reasons mentioned by many are the importance of maintaining the peer group and the need for stability as students enter high school. Several families mentioned that the opening of Lincoln provides the opportunity to correct this split of the cohort.

One family asked that boundary be maintained at NE 85th as the area south of 85th is not walkable to Hale. Another family requested that those north of 85th be assigned to Hale as it was closer. Additional comments included sending all of the Wedgwood attendance area to Jane Addams for middle school since many will eventually go to Hale for high school.

Roosevelt—Ingraham

Families from Bagley Elementary attendance area who live south of 85th wrote to express their priority for walkability and proximity to Roosevelt. They ask that the Roosevelt boundary remain at 85th in this neighborhood. Families also expressed concern about the safety of riding the E Line north to Ingraham.

The area around Green Lake doesn't identify as part of the Roosevelt area due to proximity and activities.

One family expressed that moving to Lincoln would be better than moving to Ingraham if their students cannot remain within the Roosevelt attendance area.

Attachment M: High School Boundary Changes Feedback

One family suggested that elementary boundaries might be better to use as a starting point rather than middle school boundaries because families tend to build relationships when their students are at the same elementary.

Roosevelt—Lincoln

Proximity and walking distance are priorities for some families within the area slated to move from Roosevelt to Lincoln. Those families who are a few blocks from Roosevelt and those in the University District consider their neighborhood school to be Roosevelt. Interstate 5 is suggested as the appropriate dividing line between Lincoln and Roosevelt.

Ballard—Lincoln

Requests were made for Hamilton to feed to Lincoln, for the Coe and Hay elementary areas to feed to Lincoln,

Lincoln

There is mention of the lack of parking driving a need for Lincoln to be a walkable school for most students, that the boundaries should be drawn in all directions (with a request to include Montlake and Eastlake neighborhoods).

Other areas of concern raised regarding the recommendation of Hv2

Garfield

There were a few emails pointing out that the task force scenarios do not address over-crowding at Garfield.

IB/IBX at Ingraham

A few families in the change area moving from Ingraham to Nathan Hale expressed concern about the loss of access to the IB and IBX program. Some pointed out that even though classes don't officially start until 11th grade, preparatory classes are taken in 9th and 10th grades. There was also dismay that while current students would be grandfathered, those who have been anticipating IB but won't enter school until after 2019 will no longer have access.

Families in the change area from Ingraham to Ballard expressed similar concerns and added that Ingraham doesn't offer the pre-requisites for the academies at Ballard so those not grandfathered would not only be unable to participate in IB, but also would be unable to participate in the academies.

There was also support expressed for keeping IB and IBX at Ingraham.

Downtown High School

There were a few questions asking about a downtown high school and how it would impact students in Queen Anne, Magnolia and downtown. A few people advocated for a school at Discovery Park and not at the Seattle Center.

Equity

Several comments (mostly in the survey) mentioned equity, including mention that the current boundaries are not equitable. Requests include using this opportunity to make sure schools are integrated across race and class so students experience diversity;

Attachment M: High School Boundary Changes Feedback

making sure changes are equitable across schools; to use the equity tool correctly and follow the school board policy on equity; and making sure that some high schools don't end up with much higher needs and fewer resources, while others have lower needs but higher resources.

Some families mentioned that attendance area high schools only works if all have the same programs. With different programs at different schools, students don't have access to their area of interest if they are not in the attendance area.

There are concerns about increasing the low-income attendance at Ingraham and making Lincoln a school with great lack of diversity in ethnicity and income level.

Decision-Making Process

There were several mentions of the district listening to feedback from some communities more than others and/or that some communities have more time and resources to lobby for the decisions they want to see made.