



SCHOOL BOARD ACTION REPORT

DATE: November 14, 2017
FROM: Directors Rick Burke and Leslie Harris

For Introduction: November 15, 2017
For Action: December 6, 2017

1. TITLE

Amendment 1 to the Student Assignment Transition Plan for 2018-19: Aligning High School Pathway Decision Timing with High School Boundaries

2. PURPOSE

This Board Action Report amends the Student Assignment Transition Plan for 2018-19 to delete assignment pathway changes scheduled for implementation in 2019-20 and combine them with high school boundary approval to be implemented in 2019-20. This will provide better clarity for families in their school enrollment planning.

3. RECOMMENDED MOTION

I move that the School Board amend the Student Assignment Transition Plan as attached to this Board Action Report, and that the deleted content be incorporated in a briefing paper to be included as part of the 2019-20 high school boundaries adjustment BAR

4. BACKGROUND INFORMATION

- a. **Background:** The Student Assignment Transition Plan (SATP) has been approved annually by the School Board to define changes in student assignment policy for each upcoming year. These can include changes resulting from boundary shifts, program pathways, grandfathering, geozones, and other details.

The 2018-19 SATP for introduction to the Board includes provisions which are intended to take effect in the following year (2019-20) with a series of high school boundary adjustments. This has been identified as potentially confusing to families and students when they consider enrollment options. Also by setting the 2019-20 assignment guidelines in this BAR, staff would not be able to adjust both high school boundaries and pathways in a thoughtful and complementary manner.

This amendment would essentially be a clerical change moving specific language from the 2018-19 SATP into a separate guiding document to be approved along with high school boundary adjustments

- b. **Alternatives** The alternative to this amendment is to leave the 2018-19 SATP unchanged. This is not recommended because it could increase confusion among families, and it is imperative that any changes made to high school boundaries in 2019-20 are made simultaneously with the 2019-20 Student Assignment Plan.

c. **Research** No research is included with BAR. This is a clerical change.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be: NO IMPACT.

The revenue source for this motion is: NONE.

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

Community engagement has been ongoing regarding changes to student assignment and high school boundaries. This amendment is partly in response to ongoing community concerns and requests for transparent and understandable changes to student assignment. This amendment is being introduced at the same time as the introduction of the Student Assignment Transition Plan BAR, allowing time for community feedback before Board approval.

7. EQUITY ANALYSIS

No equity analysis was performed, as this is essentially a clerical change.

8. STUDENT BENEFIT

By clearly articulating the effective enrollment year for student assignment changes, disruption is reduced for SPS families.

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. _____, [TITLE], provides the Board shall approve this item
- Other: The existing plan requires any changes to be Board approved.

10. POLICY IMPLICATION

This BAR amends the Student Assignment Transition Plan for 2018-19, and shifts content to the high school boundaries BAR.

11. BOARD COMMITTEE RECOMMENDATION

This amendment was not reviewed by a committee.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the amended Student Assignment Transition Plan will go into effect for the 2018-19 school year, and all school years subsequent until further action is taken by the School Board. The Plan will be uploaded to the District's Enrollment Planning and Admissions webpages for access by the public.

The content removed from the SATP will be incorporated in the appropriate form into the high school boundaries BAR, which is currently scheduled to be presented to the Operations Committee on Dec. 7, 2017.

13. ATTACHMENTS

- Amended Student Assignment Transition Plan language

Attachment 1 – Amendment of Student Assignment Transition Plan language

The following content shall be removed from the 2018-19 Student Assignment Transition Plan, and incorporated into the 2019-20 high school boundary adjustments process in the appropriate form when the BAR is submitted to the Operations Committee in December 2017. It shall subsequently be incorporated into the 2019-20 Student Assignment Plan.

From Page 2:

- Updating high school HC pathways for students entering 9th grade in the 2019-20 school year school; and

From Page 6:

In 2019-2020 students enrolled in HCC in 8th grade will receive an initial assignment to the regional pathway school for HC services. They may also apply for the IBX program at Ingraham; assignment to Ingraham depends on space available and tiebreakers. If not assigned to IBX at Ingraham, they retain their seat at the regional pathway school.

From Page 15:

HIGH SCHOOL HC PATHWAYS

Beginning in the 2019-20 school year, there will be regional HC pathways for students entering 9th grade. Students in a high school HC pathway in 2018-19 will be grandfathered in their current pathway school. The regional pathways are based on your attendance area high school.

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