



Seattle Public Schools Capacity Task Force Meeting
Growth Boundaries
October 5, 2016 10:00 am-11:30 pm

DECISIONS AND NEXT STEPS

Current Recommendations for the Superintendent

Recommendations with group consensus:

1. Race & equity assessment of changes should be done.
2. Relook at plan and see if there is a way to minimize changes to boundary change areas to result in less disruptions to students and families.
3. We are not confident in the data framework compared to actuals or projected based on residential data and growth.
4. We want a plan that includes a whole vision of schools (SPED, preschool, ELL, HLL, art and music, after school programs, summer programs, option schools).

Recommendations that may need more discussion:

5. Grandfathering (including siblings and with transportation), wherever possible, should be prioritized and preserved and those grandfathered students should be allowed to graduate out.
6. Recommend to superintendent to recommend to board to have a 48-hour period of review before adopting amendments that would affect future class size.

Next Meeting

Wednesday, November 9
12:00-1:30pm

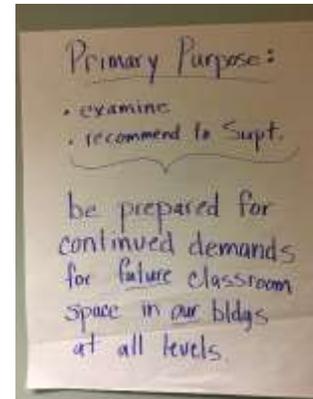
MEETING OVERVIEW

Introduction of Barbara Grant as group facilitator

Primary Purpose:

- Examine issues around capacity
- Make recommendations to superintendent

Be prepared for continued demands for future classroom space in our buildings at all levels.



Review of Growth Boundary Challenges (Flip Herndon)

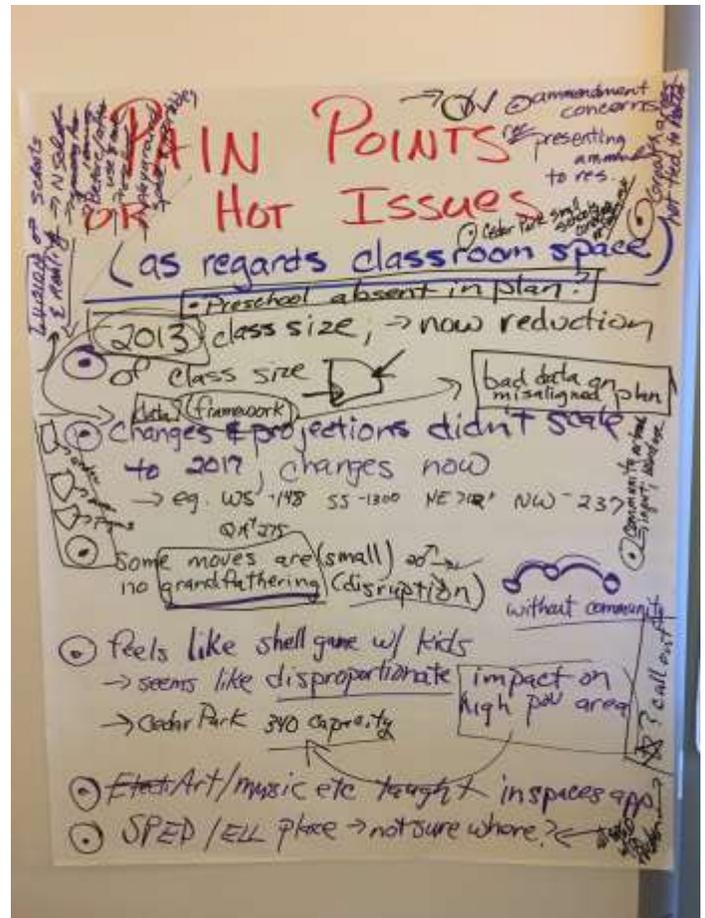
- Very challenging issue that impacts many families
- Multi-phase approach to implementing plan from 2013-2021
- This year contains the most disruptive changes of all the years in the plan, including 5 new buildings.
- Changes over the years will generally correspond with the opening of new buildings.
- In 2017, 2 middle schools and 2 elementary schools to open.
- Much has been done to figure out how to find enough space for our students, including much community outreach.
- Efforts made to avoid closing schools; this is only done out of dire need.

“What are the Hot, contentious, painful issues associated with changing boundaries?” (Barbara Grant)

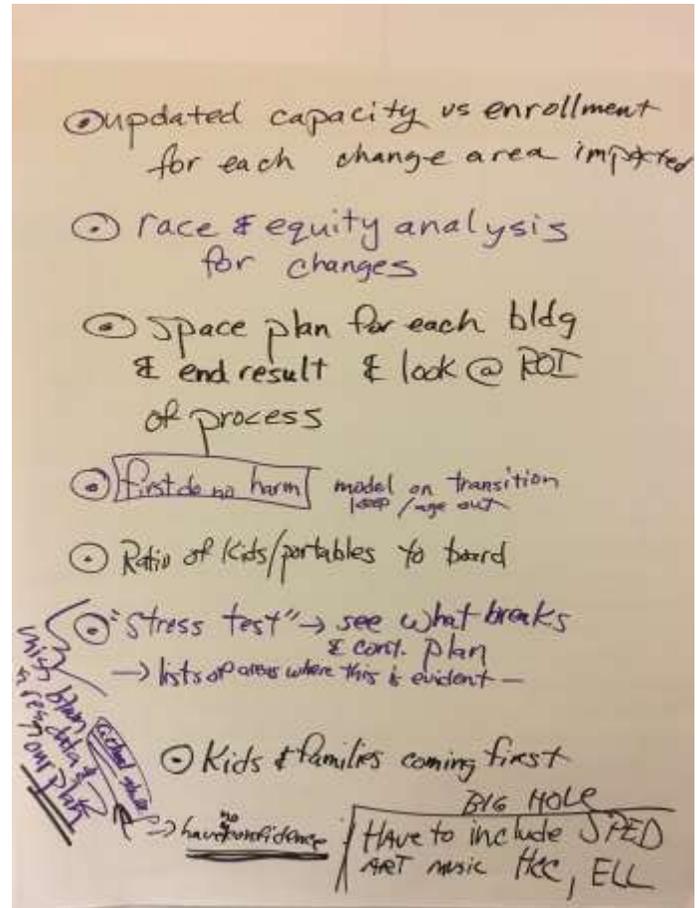
Comments from task force:

- Decreased K-3 class size now implemented (per vote in 2013) – framework created then but numbers have greatly changed since.
- Some moves are small moves (20 kids moved from one school to another) which is a massive disruption to the community for very small numbers; no grandfathering, tough for small number of kids to be moved.

- Large number of kids being moved because of opening buildings causing a major disruption. (Ex: 800 kids moving to open new school in a mostly high poverty neighborhood.) The impact on neighborhoods is disproportionate.
- Framework based on 2013 data which is now outdated and inaccurate but data has not been addressed.
- Art, music, SPED, ELL and classes are sometimes taught in closets or spaces that were never meant for students to be taught in. Moving students could alleviate this by putting them into better, appropriate spaces.
- Grandfathering issues – children in same family needing to attend different schools
- Pre-school – Needs to be woven into current plan (currently not included).
- SPED – too much siloing – need to reintegrate.



- Once work is done and presented to board, amendments are made without due process and time for research. Board should have more time to really understand the issues before voting.
- The vision of what we want schools to be does not mesh with our current reality – we want neighborhood schools, good learning environments, a place where kids can be before and after school, a community meeting space, preschool, playground space. Our reality is getting closer to our vision, though (getting better).
- Growth problems despite the new schools opening and other adjustments being made (Ex: Genessee Hill is new but already at capacity).
- Changes sometimes requiring schools to do their own fundraising. Can result in elimination of teachers for special programs (music, art, etc). Split-grade classes are occurring more frequently and are causing more trouble with funding arts teachers. Small schools struggle most with this.
- 3 needs to note:
 - Updating of capacity vs enrollment for each change area needed
 - Race & equity analysis for each change area needed
 - Space plan for each building needed – look at what space is allocated for now and what needs to change to better meet needs, especially for preschool and special programs.
- Recommend to superintendent – do no harm to communities; provide info to board about kids in portables so they can use data to influence where new space is needed; there is a miss between data and actual student numbers
- Kids & families need to come first. We have a capacity crisis. Decisions were made in the past. Need to provide our kids the education that they are due. Lack of confidence in actuals and projected data in current plan. Need to reevaluate the data in the plan.



Response from Flip Herndon:

- A lot going on with this issue.
- The board made their decisions in 2013 including 10 amendments during a meeting that met until late at night.
- He is aware that this is a continual pain point.

- There is a need to continue to look at boundary shifts.
- Disrupting families is a big deal but once they readjust they can be ok.
- The boundary changes are being implemented in phases because of the opening of new buildings over the time period.
- Would like to look at updated information a year before each change to make better decisions.
- When looking at the plan from 2013 several changes that do not need to be made can be seen.
- Grandfathering – trying to juggle with previous grandfathering parameters but cannot grandfather no matter what. Strategies that were used for grandfathering in the past worked because the shifts were not this big. They are trying to extend as much grandfathering as possible by bringing in more portables but don't want to give up play space.
- They have been hearing a lot of this same feedback and are trying to make appropriate changes but it is impossible to make all the people happy.

Determining Issues to Take to Superintendent

Gradient of Agreement Scale used when Task Force voted on each issue:

1	2	3	4	5	6	7	8
Love it	Like it	It's OK/ I can live with it	More info	More talking	Don't like it, but don't care enough to stop it	Don't like it, and will likely say so to anyone who asks	No. Laying on the tracks on this one

1. Recommend to superintendent to recommend to board to have a 48-hour period of review before adopting amendments that would affect future class size.

1	2	3	4	5	6	7	8
1	5	8	2	4	2	3	0

Reasons for opposing votes:

- (7) doesn't have transparency to families
- (7) not bilateral – talking about board and not staff; change whole board approach to this topic
- (7) 48 hours is not enough time – board needs to have work session that reviews amendments and changes on the table despite extra time (make it a working session that is transparent to the community before voting session)

2. Grandfathering (including siblings and with transportation), wherever possible, should be prioritized and preserved and those grandfathered students should be allowed to graduate out.

1	2	3	4	5	6	7	8
4	4	5	4	5	2	1	0

3. We are not confident in the data framework compared to actuals or projected based on residential data and growth.

1	2	3	4	5	6	7	8
5	5	1	5	4	1	0	0

Reasons for opposing votes:

- o (5) need to know what data we are talking about
- o (5) are we operating with all the same data?

4. We want a plan that includes a whole vision of schools (SPED, preschool, ELL, HLL, art and music, after school programs, summer programs, option schools).

In favor	Opposed
25	0

(simplified voting done for this issue at end of meeting in order to obtain votes on all issues before running out of time)

5. Race & equity assessment of changes should be done.

1	2	3	4	5	6	7	8
22	4	0	0	0	0	0	0

6. Relook at plan and see if there is a way to minimize changes to boundary change areas to result in less disruptions to students and families.

1	2	3	4	5	6	7	8
7	6	4	2	3	1	0	0

Reasons for opposing votes:

- o (5) don't know what the threshold for "minimum disruption" is

Rec to have a 48 hr period of review before adopting amendments that impact future class size

Grandfathering wherever possible presence of graduate out

Not confident in data compared to actuals & for projected based on res. data & growth

Want a plan that includes whole vision of schools:
- SPED -> Preschool -> ELL -> after school
- IEL -> AP/IB -> charter schools -> summer

Race & Equity Assessment of changes

min changes for less disruption of students & families