

Recommended Attendance Area Boundary Maps Process for Review of and Rationale for Revisions to Proposed Maps



Seattle Public Schools has a new student assignment plan that is equitable, predictable, and easy to understand. An important step in implementing the new plan was the creation of proposed attendance area boundary maps. Thousands of people participated in our community review of the proposed maps by attending meetings, completing online surveys, and sending comments through e-mails, comment cards, surveys and letters. Staff reviewed and summarized these comments, and posted both a high level summary and updated frequently asked questions (FAQs) on the Seattle Public Schools Web site.

REVIEW PROCESS - Requests to change specific boundaries were reviewed as follows:

- **Team Review - I.** Boundary-change requests were first reviewed by a team with cartographic, enrollment, facilities, functional-capacity analysis, program placement, and public policy expertise. They first checked to see if a request addressed one of the non-weighted factors specified by the Seattle School Board for boundary development (see *Rationale For Changes* next page). If so, the request received further internal review (see below). Examples of requests include moving an entire elementary school to be included in a different middle school attendance area, or adjusting a portion of a particular school boundary to reflect walk zone or transportation considerations. Requests that conflicted with boundary-development factors approved by the School Board were noted as comments received, but did not receive further review.
- **Team Review - II.** The same team then examined whether *any* of the requested changes in a particular group could be made without conflicting with other boundary-development factors. Could moving one school's boundary, for example, be done without assigning too many students to another? If making the requested change would conflict with boundary-development factors, the team examined other ways to try to address it, such as providing transportation for students with long commute times. If making the requested change was consistent with the boundary-development factors, the team mapped the requested change and submitted it for further internal review.
- **Steering Committee Review.** Boundary-change requests were then reviewed by a steering committee composed of Seattle Public Schools' senior leaders and select staff with particular expertise relevant to the boundary-generation process. Changes approved by the steering committee became part of the recommended attendance area maps submitted to the School Board.
- **Board Review.** The School Board is reviewing the recommended changes. The School Board will hear public comment and can act to accept or modify these recommended maps.

RATIONALE FOR CHANGES - The following is a summary of the rationale for changes made to attendance area boundaries. It also reflects the rationale for *not* making requested changes that addressed boundary-development factors but were ultimately not recommended.

The non-weighted factors for boundary development are: 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; and physical barriers (water, etc.).

High School Attendance Area Changes

- **Ballard.** The changes reflect balancing capacity at north-end schools, preserving capacity at Ballard to accommodate a projected increase in student enrollment, and enabling more students to walk to Roosevelt.

Changes requested but unable to be made include extending the northern boundary beyond 85th Street NE, because it would have put Ballard over its functional capacity.

- **Chief Sealth.** The changes reflect the District's commitment to support co-location of Denny and Chief Sealth.
- **Ingraham.** The changes reflect balancing capacity at north-end high schools and enabling more students to walk to Ingraham.
- **Roosevelt.** The changes reflect balancing capacity at north-end high schools and enabling more students to walk to Roosevelt.
- **West Seattle.** The changes reflect the District's commitment to support co-location of Denny and Chief Sealth.

Middle/Elementary School Attendance Area Changes

- **Aki Kurose.** A request was made to expand the proposed middle school attendance area. This change was not made because the density of the area made it impossible to expand the Aki Kurose boundary without exceeding its functional capacity.
- **Denny.** The changes reflect the District's commitment to support co-location of Denny and Chief Sealth.

- **Eckstein.** The changes reflect community requests to expand the southern portion of the proposed Sand Point attendance area and enable more students to walk to elementary schools within this attendance area. These changes also reflect more recent 2009-10 data; the proposed boundaries for this attendance area were based on the older 2008-09 data available at the time. The more recent data show an increase in the growth for the Bryant attendance area; boundaries were adjusted to accommodate this growth.

Changes requested but unable to be made include moving Laurelhurst into the Eckstein attendance area because of a lack of capacity at Eckstein an in ability to create additional capacity without violating boundary-development factors.

- **Hamilton.** The changes reflect community requests to expand the proposed John Stanford attendance area, expand the southern portion of the proposed Sand Point attendance area; and expand the proposed Laurelhurst attendance area to include the region around the University of Washington, and enable more students to walk to elementary schools within this attendance area. The changes also reflect 2009-10 data; the proposed boundaries for this attendance area reflected the older 2008-09 data available at the time. More current data show an increase in the growth for the McDonald attendance area; boundaries were adjusted to accommodate this growth.
- **Madison.** The changes reflect the District's commitment to support co-location of Denny and Chief Sealth.
- **McClure.** The changes reflect community desires to preserve north-south walking routes in the proposed Coe and John Hay attendance areas.
- **Mercer.** The changes reflect 2009-10 data; the proposed boundaries for this attendance area reflected the older 2008-09 data available at the time. These data show a decrease in the growth of the Maple and Van Asselt attendance areas and an increase in the growth of the Beacon Hill attendance area.
- **Washington.** The changes reflect community desires for the John Muir attendance area to be more consistent with the boundaries of its surrounding neighborhoods, create a more north-south alignment for the Lowell attendance area, and enable more students to walk to elementary schools within this attendance area.
- **Whitman.** The changes reflect community desires to have the Whittier attendance area reflect more closely its surrounding neighborhoods and enable more students to walk to elementary schools within this attendance area. The changes also reflect more recent 2009-10 data; the proposed boundaries for this attendance area were based on older 2008-09 data available at the time. These data show an increase in the growth for the Greenwood, Loyal Heights, and Whittier attendance area; boundaries were adjusted to accommodate this growth.