Superintendent’s Recommendation for Elementary Boundary Revisions
Board of Directors Meeting – June 5, 2018
Strategic Plan Linkage

KPO 4.1.a – Long-term planning in finances, staffing, technology, and facilities are intentionally and systematically driven by student enrollment, learning measures and strategic priorities.

Tonight’s Objectives

• Present Superintendent’s recommendation for elementary boundary revisions necessitated by the planned opening of Elementary No. 18 in fall 2019.

• Provide opportunity for board questions and comments.
Elementary Boundary Revisions

Timeline for Elementary Boundary Process

- Boundary facilitator selected
- Boundary committee selected
- Community engagement
- Superintendent recommendation to school board
- Recommendation to superintendent
- School board approval of new boundaries
- Boundary process update provided to school board
- Elementary No. 18 opens

Timeline:

- Oct 2017
- Nov 2017
- Dec 2017
- Jan 2018
- Feb 2018
- Mar 2018
- Apr 2018
- May 2018
- June 2018
- July 2018
- Aug 2018
- Sept 2018
- Oct 2018
- Sept 2019
Elementary Boundary Committee members

- Facilitator - Jim Dugan with Parametrix Engineering, Planning, Environmental Sciences
- Nine principals/assistant principals and seventeen community members representing south end elementary schools
Staff supporting the committee

- Facilities and Planning - Mike Gunn, Darcy Walker, Gerard Holzman, Chuck Booth
- Assistant Superintendent, Teaching & Learning, south region - Larry Fleckenstein
- Communications - Leanna Albrecht
- Transportation - John Pike, Nancy Brown
- Learning and Information Technology Services - Pete Dronzek, Senja Yakovleff, LauriBeth Hull
Guiding Principles for Boundary Changes

Required guiding principles

• **Care**: The potential impacts, both positive and negative, of any proposed boundary change shall be carefully evaluated.

• **Inclusion**: Boundary changes should only be implemented after appropriate input and discussions with affected parties and careful consideration of alternative solutions.

• **Solutions**: Boundary changes should be made in the context of long-term solutions. Short-term solutions not addressing long-term issues should be avoided.

• **Preparation**: Conclude the Boundary Revision Process with enough lead time to allow families and the school system to plan and prepare for implementation of the proposed changes and, if possible, all students living in a neighborhood should attend the same schools.
Guiding Principles for Boundary Changes

Additional guiding principles

• **Neighborhoods**: It is important, especially at the elementary school level, to ensure students are able to attend schools located within close proximity to their own neighborhood, and, if possible, all students living in a neighborhood should attend the same schools.

• **Barriers**: Natural or manmade barriers to safe and efficient routes should be taken into consideration. This applies to pedestrian walkways as well as vehicular transportation. Safe walking routes for all schools. Goal – whenever possible, those who walk to school now should be able to walk to school with the proposed boundary changes.

• **Inequity**: Boundary changes should be made only after studying where inequities might lie in current boundaries and potential boundary changes. Changes that create new or perpetuate existing inequities within the district should be avoided.
Guiding Principles for Boundary Changes

Additional guiding principles

• **Flexibility**: When considering boundary changes, extended daycare facilities used by our families must be a consideration of the boundary decision process.

• **Continuity**: Feeder school continuity is an important consideration. When developing boundary revision options, consideration must be given to the importance of student continuity from elementary school to middle school to high school – where this is possible.

• **Efficiency**: Transportation efficiency and effectiveness should be maintained to ensure a student’s time on a bus or in a car is limited – and time at home and at school is maximized.
Guiding Principles for Boundary Changes

Additional guiding principles

• **Values**: School boundaries should encourage, and not detract from, our community values; including, but not limited to, small class sizes and access to neighborhood schools for our children with special needs wherever possible – thus targeting equitable opportunities and high quality levels of service.

• **Opportunity**: School boundaries should provide every student with access to a rigorous comprehensive curriculum that is rich and diverse – equitable distribution of opportunity.
Elementary Boundary Committee

Committee process
• Six meetings from November 2017 to April 2018
• Two community forums in late February, 2018 at Heatherwood and Gateway middle schools
• 140 community members attended forums
• 116 community comments submitted on-line
• Committee proposal adjusted based on community input
• Recommendation made to superintendent
Committee Recommendation

Elementary Boundary Committee
November 2017 - April 2018

• Goals
• Guiding Principles
• Final Recommendation
• Rationale for revising elementary boundaries to accommodate opening Elementary No. 18 in fall 2019

April 11, 2018
Prepared by Jim Dugan
Committee recommendation to superintendent

- Creation of new boundary area for Elementary No. 18
- Changes to seven elementary schools in twelve areas, including Silver Firs, Silver Lake, Penny Creek, Forest View, Cedar Wood, Mill Creek, and Woodside elementary schools
- No changes at three elementary schools, including Emerson, Jefferson, and Monroe elementary schools
- A total of 1,350 students from seven schools proposed to be moved
- EBC report included specific numbers of students proposed to be moved in each area plus some of the primary reasons for moving each area
Community Comments

Development of superintendent’s recommendation

- Committee boundary recommendation posted on-line April 30, 2018
- Additional 219 comments received on-line by May 25, 2018
- Adjustments proposed by staff to superintendent based on community input and evaluation of data

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<thead>
<tr>
<th>Date</th>
<th>Comment 1</th>
<th>Comment 2</th>
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<tbody>
<tr>
<td>4/30/2018</td>
<td>“Please consider this movement taking into account the families that already have kids in middle school or high school. How you are going to solve kids going to different schools.”</td>
<td>“I’m very concerned about the move from section 4, from Mill Creek to Penny Creek, which it probably makes sense, but what about when this kids move to middle school, sending more than half of their friends to Gateway and they to Heatherwood, or worst sending them to Gateway that will be far from their original neighborhood and more chaotic for families that already have kids in middle school. I think this move is not necessary since the number of kids at this community “the Meadows” it is not huge and I don’t think this would be a problem to keep them at Mill Creek.”</td>
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<td>4/30/2018</td>
<td>“This is insane. We live around the corner 5 minutes up the road from the school and now according to your map I will have to travel 20-30 minutes with traffic to a school my kids don’t even know. We are a military family. My child only has a few years at each school so it is and now you plan to make him have to learn all new friends again before we move again. I am very disappointed and if this happens we may as well move to another area since they will have to make new friends anyway.”</td>
<td>“You should make it so that students who are a 5 minute drive/15 minute walk to their school do not have to change schools to something much farther away. This is insane.”</td>
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<td>4/30/2018</td>
<td>“Very happy with the new plan.”</td>
<td>“I am happy with the new school boundary as we will be going to Elementary 18.”</td>
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Community Comments

**Key themes from community comments**

- Boundary changes increase feelings of anxiety and raise concerns
- People are connected to their neighborhoods and their schools
- Appreciation for the work of the committee
- Claims of safer walking routes to their current schools
- Potential for future housing growth, especially in Penny Creek ES
- Socio-economic implications of proposed changes
- Impact of school attendance on home values
- School performance ratings

**Unique perspective on census data**

- Racial discrimination by moving area 4 as proposed
Adjustments Proposed by Staff

- Northern portion of Area 9 to move to Elementary No. 18
- Southern portion of Area 8 to remain at Forest View ES
- Southern portion of Area 4 to remain at Mill Creek ES
Superintendent’s Recommendation

- Northern portion of Area 9 to move to Elementary No. 18
- Southern portion of Area 8 to remain at Forest View ES
- All of Area 4 to remain at Mill Creek ES
Superintendent’s Recommendation
Superintendent’s Recommendation

Adopt committee proposal except as follows:

Area 4

• Area 4 (157 students) to remain in the Mill Creek ES attendance area and not be moved to Penny Creek ES.
• This allows extra capacity at Penny Creek ES to accommodate students from future housing growth in this area, such as the planned development on the south side of 132nd St. SE (East Gateway Urban Village) which is currently anticipated to add 356 multi-family housing units.
• This would also provide a safer walking route from these neighborhoods to Mill Creek ES than to Penny Creek ES, and acknowledges that some parents allow their children to walk to Mill Creek ES from these neighborhoods even though the EPS provides bussing for these students because it does not consider these walking routes to be safe.
Superintendent’s Recommendation

(exceptions continued)

Areas 8 & 9

- Adjust the boundary line between areas 8 and 9 so that houses with driveways that connect to 156th St SE will go to Forest View ES, while those houses south of 156th with driveways that go south and do not connect to 156th will go to Elementary No. 18
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Jun 19, 2018</td>
<td>Board takes public comment on boundary proposal</td>
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<td>Jul/Aug, 2018</td>
<td>Opportunity for additional on-line public comments</td>
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<td>Sep, 2018</td>
<td>Adjustments to boundary proposal, if needed</td>
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<td>Sep/Oct, 2018</td>
<td>Board approves elementary boundary revisions</td>
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<td>Sep, 2019</td>
<td>Boundary revisions implemented and Elementary No. 18 opens</td>
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Questions or Comments