



News Release

From Seattle Public Schools

For Immediate Release: Thursday, January 29, 2009

Contact: David Tucker, Media Relations, (206) 252-0203

School Board Approves Capacity Management Plan **Students reassigned to a different school for next year will** **receive enrollment priority during Open Enrollment**

Seattle – Seattle Public Schools has taken an important step forward in our ability to create Excellence for All for every child. Capacity management is a key strategy of the District's *Excellence for All* strategic plan. On January 29, 2009, the School Board voted to approve the final recommendations for capacity management with specific amendments. The plan is designed to strengthen educational programs across the district; focus resources on improving student learning; protect our long-term fiscal health; and balance availability of spaces with where students live. These efficiencies will result in savings estimated at \$16 million in operating costs over the next five years and avoid \$33 million in capital costs.

The net effect of the approved plan is:

- **Five buildings will be closed**, one of which will be closed temporarily and may reopen;
- **Eight programs will relocate** from one building to another;
- **One new program will be created** (a new K-8 school in Northeast Seattle); and
- **Five programs will be discontinued** and their students reassigned to new schools in fall 2009.

“As School Board president and as a parent with children in the district, I am committed to directing our resources to where they are most needed – in the classroom,” said School Board President Michael DeBell. “Balancing capacity—so that we do not have severely under-enrolled schools in some parts of the city and over-subscribed schools in other neighborhoods—is critical to creating high-quality schools for all students. School closure is the most challenging issue that a school district will face. I appreciate the hundreds of students, staff and families who provided comments, feedback and data as we moved through this process.”

“The School Board has approved a plan that will truly move our district forward to achieve our single most important goal: providing every child in Seattle Public Schools with an excellent education,” said Superintendent Maria L. Goodloe-Johnson. “We know that the single most important factor in student learning is the quality of teaching. As a district, we need to focus our resources on fewer buildings that will be more fully enrolled. All of our students deserve a rich array of programs, and all of our teachers deserve excellent support as they strive each day to make a difference in students’ lives. For those who will be disappointed with the vote to close your school building or end or move your program, I want you to know that I am committed to your students’ academic success. I believe that these recommendations will improve Seattle Public Schools overall, and that can only happen when we all care passionately about and act on behalf of every school in our district.”

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The plan, approved by a vote of 5-2, will take effect for the 2009-2010 school year and is summarized below:

SUMMARY OF SEATTLE PUBLIC SCHOOLS APPROVED CAPACITY MANAGEMENT PLAN			
BUILDING CLOSURES	RELOCATED PROGRAMS	NEW PROGRAMS	DISCONTINUED PROGRAMS
Genesee Hill Mann T.T. Minor Van Asselt Old Hay (may be temporary, depending on enrollment)	Half of Lowell APP to Thurgood Marshall Half of Washington APP to Hamilton NOVA to Meany Pathfinder K-8 to Cooper SBOC to Meany T.T. Minor Montessori to Leschi Thurgood Marshall EBOC to Dunlap and Hawthorne Van Asselt to AAA	New K-8 at Jane Addams	African American Academy Cooper Meany T.T. Minor Summit K-12

Board Directors also approved, with a 5-2 vote, three Board-proposed amendments which are designed to enhance students' ability to continue their academic success through adjustments to the current student assignment plan. The approved amendments are:

- The majority of Cooper students will be reassigned to three schools: Gatewood Elementary, Highland Park Elementary and Arbor Heights Elementary. Transportation would be provided to students who live in the Arbor Heights, Concord, Gatewood, Highland Park, Roxhill and Sanislo reference areas. Students who live within the Cooper walk zone would remain at the Cooper location and be incorporated into Pathfinder. This amendment was proposed by Board Director Steve Sundquist.
- All students reassigned to a different school for next year (2009-2010) due to the capacity management process will be granted priority assignment during the Open Enrollment process. Specifically, students currently in grades K-4 at T.T. Minor, K-7 at the African American Academy, K-4 at Cooper, 6-7 at Meany, and K-11 at Summit are eligible for this special program preference tiebreaker. The tiebreaker will be the third tiebreaker, following sibling and reference area/region. This amendment was proposed by Board Director Peter Maier.
- APP-qualified students who live within the Lowell walk zone be allowed to attend APP at Lowell Elementary. This amendment was proposed by Board Director Sherry Carr.

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Seattle Public Schools Approved Capacity Management Plan

SEATTLE PUBLIC SCHOOLS APPROVED CAPACITY MANAGEMENT PLAN (1/29/09)		
NAME	BUILDING	PROGRAM
Secondary Bilingual Orientation Center (SBOC) at Old Hay building	CLOSE Old Hay building (may be a temporary closure, depending on enrollment growth)	RELOCATE SBOC program to Meany building and co-locate with NOVA
Washington Middle School	CREATE space for Meany general education students at Washington Middle School building	RELOCATE half of the APP program to Hamilton Middle School Other half of APP program and other students remain at WMS
Meany Middle School	HOUSE co-located NOVA and SBOC programs in Meany building	DISCONTINUE Meany program and reassign students based on where they live
Hamilton Middle School	ADD half of the APP program from Washington Middle School to Hamilton Middle School	ADD half of the APP program from Washington Middle School
NOVA program at Mann building	CLOSE Mann building	RELOCATE NOVA program to Meany building and co-locate with SBOC
T.T. Minor Elementary	CLOSE T.T. Minor Building	RELOCATE T.T. Minor Montessori to Leschi DISCONTINUE T.T. Minor Elementary program and reassign students to Lowell Elementary
Leschi Elementary	ADD Montessori from T.T. Minor to Leschi building	ADD Montessori from T.T. Minor Current Leschi students remain
Lowell Elementary	CREATE space for general education students at Lowell building	RELOCATE approximately half of elementary APP to Thurgood Marshall with half remaining at Lowell Elementary REASSIGN T.T. Minor students to Lowell Elementary At this time, no major relocation of the Special Education programs is contemplated. However, service needs and availability across the district continue to be evaluated in an effort to bring services closer to where students live
Thurgood Marshall Elementary	ADD half of elementary APP to Thurgood Marshall building	ASSIGN approximately half of elementary APP to Thurgood Marshall RELOCATE two EBOC classrooms to Dunlap Elementary and two EBOC classrooms to Hawthorne Elementary Other Thurgood Marshall students remain

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SEATTLE PUBLIC SCHOOLS' APPROVED CAPACITY MANAGEMENT RECOMMENDATIONS (1/29/09)

NAME	BUILDING	PROGRAM
Dunlap Elementary	ADD two EBOC classrooms from Thurgood Marshall to Dunlap building	ADD two EBOC classrooms from Thurgood Marshall Current Dunlap Students remain
Hawthorne Elementary	ADD two EBOC classrooms from Thurgood Marshall to Hawthorne building	ADD two EBOC classrooms from Thurgood Marshall Current Hawthorne students remain
Van Asselt Elementary	CLOSE Van Asselt building	RELOCATE Van Asselt program to African American Academy building
African American Academy (AAA)	HOUSE Van Asselt Elementary program in AAA building	DISCONTINUE AAA K-8 program. REASSIGN AAA K-5 to Van Asselt or schools in their home cluster REASSIGN AAA 6-8 students based on where they live
Summit K-12 at Jane Addams building	HOUSE a new traditional K-8 in Jane Addams building	DISCONTINUE Summit K-12 program. REASSIGN students based on where they live
Pathfinder K-8 at Genesee Hill building	CLOSE Genesee Hill building	RELOCATE Pathfinder K-8 program to Cooper building
Cooper Elementary	HOUSE Pathfinder K-8 in Cooper building	DISCONTINUE Cooper program. REASSIGN the majority of Cooper students to Arbor Heights, Gatewood or Highland Park.

SPECIAL EDUCATION SERVICES

The plan above apply only to general education students (except where specified) and students whose needs can be met with resource room services. Seattle Public Schools has also developed specific plans for special education students who require other specialized services.

SPECIAL EDUCATION APPROVED CAPACITY MANAGEMENT PLAN (1/29/09)

PROGRAM	CURRENT LOCATION	APPROVED PLAN
Autism self-contained primary program at Summit K-12	Summit K-12 at Jane Addams building	REMAIN at Jane Addams building to become part of the new K-8
Generic self-contained high school program	Summit K-12 at Jane Addams building	REASSIGN students based on where they live. These services are offered at all comprehensive high schools
Internalizing Disorder Program (IDP) secondary program	Summit K-12 at Jane Addams Building	RELOCATE to Meany Building as part of NOVA
Autism self-contained program at Meany	Meany	REASSIGN students to existing autism self-contained program at Mercer building

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SPECIAL EDUCATION APPROVED PLAN, CONTINUED...

PROGRAM	CURRENT LOCATION	RECOMMENDATION
Behavior Intervention Program	Meany	REASSIGN students based on where they live. These services are offered at all comprehensive middle schools.
Low Grouping Program	Meany	RELOCATE to Washington MS
Low Incidence A Programs (2)	Meany	RELOCATE one program to Washington MS and one program to Hamilton MS
Medically Fragile Program	Meany	RELOCATE to Washington MS
Primary and Intermediate Behavior Intervention Programs	T.T. Minor	REASSIGN students based on where they live to schools that offer appropriate services
Generic self-contained primary and intermediate programs	Van Asselt	RELOCATE to African American Academy building to remain part of the existing continuum
Two autism self-contained and one inclusion program	Cooper	REMAIN at Cooper to become part of Pathfinder K-8

PLAN IMPLEMENTATION: NEXT STEPS

Student Assignment

Students who currently attend schools or programs that are being discontinued will receive a letter in the mail by the end of February. If families do not want to keep that assignment, they may apply during the Open Enrollment period, March 2 - 31. Students who attend programs that are being discontinued will receive priority during the open enrollment choice period. This priority will be the third assignment tiebreaker, following sibling and reference area or region. More information about open enrollment, including school tours, is available at www.seattleschools.org or from Enrollment Services, 2445 3rd Avenue South. The Bilingual Family Center at Aki Kurose Middle School is open for families needing assistance in a language other than English. Aki Kurose is located at 3928 South Graham Street (Room 104). Tel: 206.252.7750. Fax: 206.252.7751. Hours: 8:30 a.m. to 4 p.m.

Program Design and Transition Teams

Program Design and/or transition teams will be formed to plan all the steps that will be taken over the next several months to ensure a smooth transition. Teams may include principals, staff, representatives of families and community and central office staff. The skills necessary for these teams have been identified and the District will begin immediately to bring the teams together. More information will be available in the very near future.

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Staff Assignments

Staffing processes will follow the procedures set out in the contracts with our various labor associations. Human Resources staff will be working directly with all staff at the school on this process.

Approved Capacity Management Plan Process and Background:

A number of recent studies confirm that Seattle Public Schools has more classroom space than other comparably sized districts. However, this excess capacity is not equally distributed around the city. There is an ongoing shortage of space for students in North Seattle, but more space than needed in the Central, South, Southeast, and West Seattle clusters.

District staff began their evaluation of possible closures and program moves with three foundational questions to ensure that all students have access to a high quality education:

- 1) Do programs need to ***move to other areas*** of the district to improve access to these programs?
- 2) Do programs ***need to be added in areas*** of the district to improve access to these programs?
- 3) How do closures or program moves relate to students' ***academic needs*** and strengthen the District's ***fiscal health***?

These foundational questions set the context for five guidelines that were evaluated for each building:

- **Geographic Need:** How can capacity be balanced across the district to ensure the appropriate number of seats in each geographic area?
- **Building Condition:** What is the quality and condition of the building (based on factors such as cost of maintenance, lot size, etc.)?
- **Cost per Pupil:** How do non-instructional costs per student (including both core staffing and administrative mitigation) compare with District averages?
- **Proximity:** Do other nearby schools serve the same grade levels?
- **Academic Performance:** Has the school has made the expected annual academic progress under the federal No Child Left Behind law?

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