

THE SEATTLE PLAN

FOR ELIMINATING RACIAL IMBALANCE
BY THE 1979-80 SCHOOL YEAR

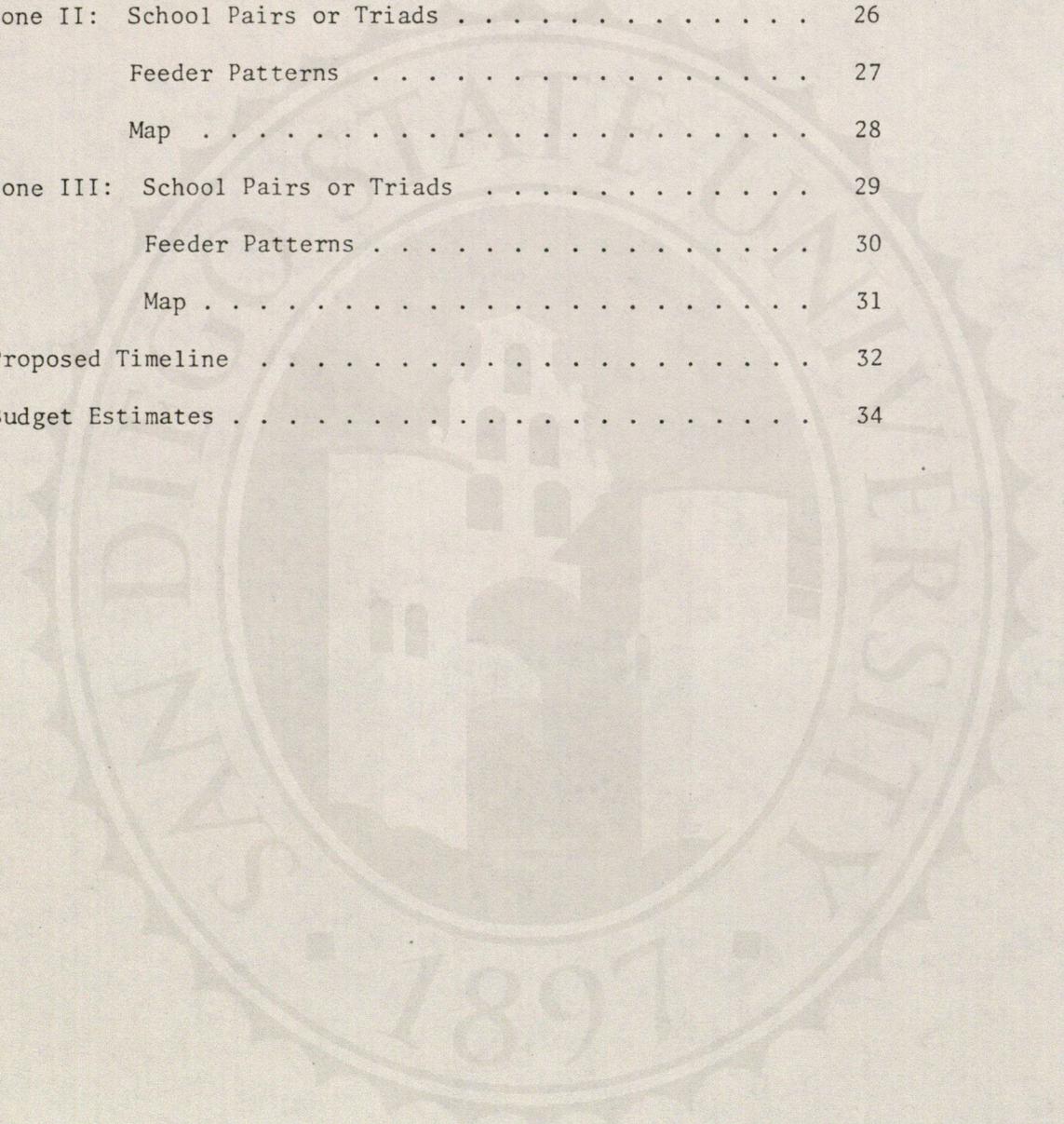


Seattle Public Schools
Desegregation Planning Office
REVISED EDITION
December 13, 1977

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SEATTLE PUBLIC SCHOOLS

MEMORANDUM

Date December 2, 1977

To Board of Directors

From *Edward A. Nibbeling*

RE: THE SEATTLE PLAN FOR ELIMINATION OF RACIAL IMBALANCE

On June 8, 1977, the Seattle School Board, through Resolutions 1977-8 and 1977-9, directed that racial imbalance in the schools be eliminated by the fall of the 1979-80 school year and defined racial imbalance as:

"The situation that exists when the combined minority student enrollment in a school exceeds the District-wide combined minority average by 20 percentage points, provided that the single minority enrollment (as defined by current federal categories) of no school will exceed 50 percent of the student body."

The Board further directed that at least one half of the racial imbalance be eliminated in the 1978-79 school year:

1. By eliminating racial imbalance in at least 50 percent of those schools identified as racially imbalanced; or
2. By reducing racial imbalance by one half in all schools identified as racially imbalanced; or
3. By a combination of these measures.

Board Resolution 1977-8 directed that "racial imbalance be eliminated through the use of 'educationally sound strategies.'" In meeting this directive, the District planners have developed desegregation plans designed to meet the educational needs of children in Seattle schools. These needs have been identified as:

1. Equal educational opportunities for all children
2. Provisions for the safety needs of all children;
3. A choice of educational options;
4. A curriculum which includes;
 - a. Basic skills emphasis;
 - b. Multi-ethnic/multicultural education;
 - c. Career readiness education;
 - d. Sex equity education;
5. Provisions for the maintenance of ethnic identity for both minority and majority students;

TO: Board of Directors
FROM: David L. Moberly
December 2, 1977

RE: THE SEATTLE PLAN FOR ELIMINATION OF RACIAL IMBALANCE

6. High expectations of academic achievement;
7. Assurance that every child can succeed in school.

The attached "Seattle Plan for Elimination of Racial Imbalance" will accomplish the goals of the Board Resolutions. The plan is the result of a cooperative effort of citizens and District planners and represents the implementation of the key elements of the five original plans presented to the community in October and November.

DLM:kb

THE SEATTLE PLAN FOR THE ELIMINATION OF RACIAL IMBALANCE

Abstract

Beginning in school year 1978-79, the Seattle School District will be comprised of three zones. Zone I will be the Franklin, Ingraham, Ballard and Queen Anne/McClure geographic attendance areas. Zone II will be the Hale, Roosevelt, Lincoln and Garfield geographic attendance areas. Zone III will be the Queen Anne/Blaine, West Seattle, Cleveland, Rainier Beach and Chief Sealth geographic attendance areas.

In each Zone, certain elementary schools will be linked in groups of two (pairs) or three (triads), which groups will have combined majority and minority student populations in proportions not racially imbalanced. Most elementary schools which are currently racially imbalanced will be included within pairs or triads. The elementary schools among which pairs and triads for 1977-78 will be selected are:

<u>Zone I</u>	<u>Zone II</u>	<u>Zone III</u>
Briarcliff	Bryant	Arbor Heights
Brighton	Colman	Beacon Hill
Broadview	Day	Dearborn Park
Columbia	Decatur	Dunlap
Graham Hill	Gatzert	Fairmount Park
Hawthorne	Green Lake	Fauntleroy
Hay	King	Genesee Hill
Muir	Leschi	Highland Park
North Beach	Lowell	High Point
Northgate	McDonald	Hughes
Oak Lake	McGilvra	Lafayette
W. Queen Anne	Minor	Magnolia
W. Woodland	Montlake	Maple
Whittier	Ravenna	Rainier View
Whitworth	Seward	Roxhill
	Stevens	Schmitz Park
	University Heights	Van Asselt
	View Ridge	Wing Luke
	Wedgwood	

In addition, other schools will be added to the above list as necessary.

By no later than the beginning of the 1979-80 school year other elementary schools which are close to being racially balanced will undergo boundary changes, be converted to racially balanced magnet schools, or experience sufficient voluntary student movement to assure that they are not racially imbalanced.

Elementary schools will feed junior high and middle schools within their Zones, and junior high and middle schools will feed high schools within their Zones, according to patterns which will eliminate racial imbalance in the secondary schools as students progress in grade level. For 1978-79, only students changing from elementary schools to junior high or middle schools, or changing from junior high or middle schools to high schools, will follow the newly-established feeder patterns.

An integral feature of the overall program for elimination of racial imbalance will be the availability of program options for students affected by these strategies, provided that selection of options in lieu of assigned programs does not contribute to racial imbalance. Program options within schools, magnet programs within pairs/triads, all-zone magnets, all-city magnets, alternative schools, and special programs will be among the alternatives available to students affected by these strategies. To the extent possible the same options will be available to students not affected by redesigned attendance areas.

For the 1978-79 school year, kindergarten students will not be required to participate in the attendance redesignation plan.

The Board and Administration will continue to seek the involvement and counsel of parents, staff, students, and interested citizens.

THE SEATTLE PLAN FOR THE ELIMINATION OF RACIAL IMBALANCE

I. INTRODUCTION

The Seattle School District has worked for over a decade to improve racial balance and to provide the opportunity for a multiethnic education for all students in the Seattle Public Schools. It is the position of the School Board that a quality, integrated education will best serve the needs of the students of Seattle. This position is made explicit in the Board position statement adopted on November 30, 1977.

"1. The School Board reaffirms its commitment to Goal No. 1:

To provide excellence in educational programs within a positive learning environment which allows each student to attain maximum potential.

"2. Therefore, it is the intention of the Seattle School Board:

- a. To provide excellence in educational programs in all schools in the District.
- b. To maintain quality of programs throughout the District.
- c. To offer instructional alternatives, recognizing that different students learn in different ways.
- d. To offer a high quality basic instructional program in all schools and programs. Regardless of the type of program, similar basic learning expectations will be held for students in all schools.
- e. To provide these alternatives through changes in program philosophy, in special emphasis to particular subject matter, in school organization and/or school services.
- f. To provide in all schools and programs a positive learning environment where each student will be safe, secure, accepted, encouraged, and helped to develop to maximum potential."

In pursuit of the goals of academic excellence and a desegregated school system, the Board requested and received a grant from the U. S. Office of Education to assist in the development of plans for achieving these ends.

A Desegregation Planning Office, funded under this grant, began the development in 1977 of planning models directed toward achieving desegregation goals contained in Board Resolutions 1977-8 and 1977-9.

Four plans, developed as a result of joint efforts of staff and community planners, presented an array of strategies which could be used to desegregate Seattle Schools. In addition, a fifth plan was developed through the cooperative effort of the Seattle Urban League and District planners.

The first draft of the planning models was submitted to the District-wide Advisory Committee for Desegregation on September 7, 1977. This Committee was directed to analyze the advantages and disadvantages of each plan for the District administration by September 22, 1977. During this same time period the drafts received an internal District staff review.

As a result of those reviews, the five plans were refined and rewritten. These revisions were presented to the School Board and to the public on September 30, 1977. This was the first formal opportunity for the School Board and the Seattle community to review the plans.

A series of community meetings was then held beginning October 13 and ending November 14, in order to provide opportunities for the public to become familiar with and comment upon each of the proposed plans. An explanation of the five plans and their impact on the community was presented at each meeting. District administrators were assisted by the PTSA, the District-wide Advisory Committee, and the Urban League at each community meeting. Concurrently, a variety of community and civic organizations formed committees to review the plans in detail and forward their recommendations to the District.

Over the past several weeks, the Seattle School District has received a wealth of information from citizens who attended community meetings and from groups and individuals who have chosen to call or write the School District concerning their ideas about how to desegregate the Seattle Public

Schools by 1979-80. The School District has carefully weighed this information in the development of the Seattle Plan.

Citizens' Committee on Academic Excellence

As a further response to the Board's commitment and expressed community concern for academic excellence, on December 7 Superintendent Moberly announced his intention to form a Citizens' Committee on Academic Excellence. It was the Superintendent's expressed intention to convene a group of citizens broadly representative of the population of the City of Seattle whose members would exemplify a deep concern for the quality of educational opportunities available in the Seattle School system. This committee is to be organized and convened in early January of 1978.

II. DESEGREGATION STRATEGY EMPLOYED

Through an analysis of the five plans presented earlier to the public, it became apparent that planners could develop two approaches toward the final plan. One approach would emphasize voluntary methods with mandatory back-up; the second approach would emphasize school assignments in pairs and triads with options.

The Desegregation Planning Office developed a voluntary model which was reviewed by District administrators. Through the review process it became apparent that, though the model would resolve many of the concerns expressed by citizens, it could not meet many of the Board adopted criteria and comply with the requirements of Board Resolutions 1977-8 and 1977-9 without excessive and continuing disruption to schools and students. The difficulties encountered through this approach included:

1. Ensuring that 11,000 to 12,000 students voluntarily move from the right schools to the right programs to ensure that racial balance would result,
2. Ensuring that significant numbers of current Voluntary Racial Transfer students and Magnet School students did not return to their home schools,
3. Ensuring neighborhood students continuity of their relationships with one another at their new school,
4. The difficulty and expense of recruiting voluntary movement. Six months of intensive recruiting netted only 2,500 new transfers for desegregation for the 1977-78 Magnet program,
5. Ensuring that volunteers would be in the needed grade levels.
6. The need for an extensive mandatory back-up system each year. Conceivably 5,000 to 6,000 students would have to be mandatorily reassigned in the summer should we fall short of volunteers.
For example:
 - a. 200 minority students would have to voluntarily or mandatorily move from Colman and 200 majority students move in,
 - b. 227 minority students voluntarily or mandatorily move out of Leschi and 227 majority students move in,
 - c. 121 minority students voluntarily or mandatorily move out out of Beacon Hill and 121 majority students move in.
7. The difficulty in placing magnet options in 20 racially imbalanced elementary schools and then expecting large number of minority students to volunteer to leave,
8. The difficulty and uncertainty in imposing a mandatory back-up after the voluntary period.

In view of these difficulties and the desire for neighborhood stability, the Superintendent directed the Desegregation Planning Office to develop a plan utilizing school assignments in pairs/triads with options. This plan incorporates key components from each of the five preliminary plans which were presented to the community. Thus the plan utilizes zones, pairs, and triads, allows for boundary adjustments, ethnic lidding, and a continuation or expansion of the various options available to students. As a result, this recommended plan:

1. Provides for feeder pattern continuity, program stability and predictability for a student who enters first through twelfth grade.
2. Preserves the successful portions of the current Voluntary Racial Transfers, Magnet School, and Middle School programs.
3. Allows the District to honor commitment to current Magnet School parents to continue those programs.
4. Provides for equality of educational opportunity for all students.
5. Provides for educational options for those who desire them within a framework of ethnic lidding and space availability.
6. Preserves and enhances already integrated schools.
7. Allows children from the same neighborhood, regardless of race, to go to school together.
8. Is equitable for both minority and non-minority families.
9. Provides stability in schools and neighborhoods over time.
10. Allows for program diversity throughout the District.
11. Allows for parent/student choices among programs.
12. Allows for the preservation of ethnic identity as represented by current neighborhood groupings.
13. Is economically feasible within known and/or reasonably acquirable funds.
14. Encompasses all high school attendance areas of the School District.

III. BASIC CHARACTERISTICS

A. Creation of Three Zones

The Seattle Plan establishes three zones to control student movement, to structure program development, and maintain geographic identity.

They are:

Zone I - Franklin, Ingraham, Ballard, Queen Anne

Zone II - Hale, Roosevelt, Lincoln, Garfield

Zone III - Queen Anne, West Seattle, Cleveland, Rainier Beach, Chief Sealth.

The zones were created for the following reasons:

1. To combine existing predominantly-majority with predominantly-minority high school consortia (a geographic area which includes the elementary schools and the junior high/middle schools currently serving as a feeder pattern to that high school);
2. To take account of current and historical transfer patterns;
3. To provide for optimal transportation efficiency;
4. To provide a sense of geographic identity among students in the desegregation process;
5. To provide a basis for controlling movement to program options.

These zones were designed to contain enough schools and students to continue to achieve the elimination of racial imbalance over time, with program and instructional continuity simplified and structured. Clear feeder patterns are provided. Future changes can be made within a well defined geographic area.

Program and instructional continuity implies grade-to-grade progression of similar or related style of instruction, grade-to-grade progression of program content, and peer continuity, with classmates generally remaining together as they progress from school to school (e.g., elementary to junior high).

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Most schools that contain Magnet or special programs will maintain these programs. Some programs will be replicated to ensure continuity and equal access across ethnic and age groups, and to make an array of programs available in all zones. In most cases where a specialized program is not available in the zone, a student who wants to pursue that program may do so by transferring to another zone or to a city-wide program.

B. School Assignment Within Zones

Most minority imbalanced elementary schools are linked with predominantly majority elementary schools in pairs or triads using grade reconfiguration as the student movement strategy. The remaining minority imbalanced schools are either desegregated by changing existing boundaries to increase the number of non-minority students or converted to city-wide or zone-wide Magnet Schools with ethnic lids, or limits, on the student population.

For 1978-79, kindergarten will not be included except by parent/community request. Students already enrolled in a secondary school may continue in that school. Students moving from one school level to another will follow the plan. Therefore, in September, 1978 the incoming class at each junior high school, middle school, and high school will be assigned according to the plan.

Desegregated elementary schools will serve as feeder schools to junior high or middle schools in a pattern which will desegregate the middle and junior high schools. The desegregated middle and junior high schools in turn will serve as feeder schools to existing high schools, thus resulting in the desegregation of the high schools in the District.

This does not preclude working toward open enrollment at the high school level.

Students at certain grade levels in paired/triaded schools are reassigned from their current school to another school in that pair/triad. The goal of the plan is to create student populations that are 34% to 50% minority in each school. Some predominantly majority schools are not included in current pairs/triads but may be identified as "back-up schools" in the event that future population shifts create racial imbalance in a given pair/triad. Schools which are on the verge of becoming racially imbalanced will be linked with majority schools, using the same criteria employed for other pairs and triads.

Means Used to Identify Schools to be Paired or Triaded

The specific pairings and triads were determined after careful analysis and balancing of the following criteria:

1. Attending student population of each school, and the resultant ethnic composition;
2. Total student population and ethnic composition of the neighborhood;
3. Building capacities and number of teaching stations;
4. Travel time and routing;
5. Involvement of schools in each high school attendance area (consortia);
6. Historical patterns of student movement for racial balance;
7. Community compatibility and/or an expressed interest in participation;
8. Program compatibility where possible, (including maintenance of Magnet and other specialized programs).

The decision-making process for the application of these criteria to specific pairs and triads was as follows:

1. Each racially imbalanced elementary school had to be matched with one or more majority schools.
2. Pairs were used whenever possible to help retain minority students' ethnic identity.
3. There had to be a sufficient majority population to reach an acceptable ethnic balance.
4. Schools had to be large enough to accommodate the new integrated population.
5. Building capacity was figured, including portables now in place.

6. Triads (pairing a minority school with two majority schools) occurred when a simple pairing would not provide a large enough majority population to ensure racial balance and the development of desired new programs.
7. Area Administrators reviewed all pairs, triads and feeder patterns and made recommendations based upon program compatibility and/or an expressed interest in participation.
8. All pairings, triads and feeder patterns were reviewed by the Superintendent and the Associate Superintendent's Cabinet for any additional considerations.
9. A final review of the pairings, triads and feeder patterns was conducted by the DWAC Chairperson, the Superintendent, Associate Superintendent and Desegregation Planning Office.

C. Proposed Boundary Adjustments

Because of the need to increase or decrease populations in some schools, initial boundary adjustments may be necessary. The details of these initial boundary changes will be announced early in January. As the plan evolves, other adjustments may be required.

D. Kindergarten

Students of kindergarten age will not participate in the Plan during the 1978-79 school year unless requested by parents within the guidelines specified under Community Involvement/Plan Modification. Kindergarten students will not be counted in determining the racial balance of schools.

It is the intent of the Board that efforts be made to provide kindergarten students with multicultural and multiethnic experiences appropriate to their maturity, leading to their future participation in the Plan.

E. Grade Reconfiguration

Where school pairs/triads are established, students are assigned to a school on the basis of appropriate grade level. They will attend one school through one grade span (e.g., 1-3) and then move to another school in the pair/triad for the next grade span (e.g., 4-6). For students assigned to a pair or triad, one of the schools will be the

school currently considered their "neighborhood school." The community involvement process could bring about some changes by community consensus following the process described later in the plan.

F. Educational Diversity and Options

Educational options and program diversity are an integral part of the Seattle Plan. The plan is designed to offer options within paired and triaded schools, as well as options outside a student's assigned school, or even outside of the assigned zone.

Program options include:

1. Options within schools. Each pair or triad school will have some chosen focus or specialty in its educational program. The focus or specialty will be chosen through the joint efforts of parents, staff, and administration. The appropriate area administrator, working with the building principals, will be responsible for implementing, monitoring, approving, and making recommendations to the Superintendent. Other modifications in the plan for the pair/triad may be made as noted in Section L, Page 19, Community Involvement/Plan Modification. A general expectation is that program focus or emphasis can be implemented using baseline staffing and resources.
2. Magnet programs within pairs/triads. Many schools within pairs and triads currently have Magnet programs. An effort will be made to keep such programs in their present locations and make them available to other students in the zone. Where grade reconfiguration takes place, magnet programs may be divided by grade or duplicated in the other school(s) within that triad or pair. Basic magnet programs (as listed on Page 14) will be available within each zone for students in that zone.

3. Additional zone magnets. In addition to the above, each zone will have optional programs available to all students within their zone.
4. All city magnets. There will be some all-city magnet options in the fall of 1978. These will be open to students from all zones.
5. Special programs. Special programs (Project Interchange, Indian Heritage High School, etc.) will continue to enroll qualified students from any zone in the District.
6. Alternative schools. Alternative schools will enroll students from throughout the city. By September, 1979, each alternative program will have a minority population no less than the District-wide average and no more than 20%+ the District-wide average.

G. Rules Governing Optional Transfers - Continuation of Student Assignment

1. Students currently in optional programs.

Students who are currently enrolled in optional programs listed in the plan may continue in that program through the highest grade offered in that school. On completion of the highest grade, the student may decide:

- a. To stay in that feeder system (progression of schools, elementary through high school)
- b. to return to the feeder plan of the home school based on elementary school residence, or
- c. to choose another option.

Students currently attending an optional program outside their own zone may remain in that program and every effort will be made to provide transportation. These students may prefer to

PROPOSED

TABLE I. BASIC OPTIONS: AVAILABLE IN EACH ZONE

OPTIONS	ZONE I	ZONE II	ZONE III
<u>MAGNET PROGRAMS</u>			
1. <u>Gifted and Talented</u>			
Primary	Whitworth	X	Fauntleroy
Intermediate	Broadview	Leschi	Wing Luke
Junior/Middle	X	X	South Shore
2. <u>Science/Math/Health</u>			
Primary	Muir	X	X
Intermediate	X	Leschi	X
Junior/Middle	McClure	X	Mercer
3. <u>Multi-Arts</u>			
Primary	Coe, Muir	Laurelhurst	X
Intermediate	Coe	Minor, Laurelhurst	X
Junior/Middle	Thomson	X	Mercer
4. <u>Advanced Placement</u> (English, American History, Calculus)	Franklin Queen Anne	Garfield Roosevelt	Cleveland Rainier Beach Sealth
5. <u>Multi-Opportunity</u>	X	Stevens	X
6. <u>Early Childhood Center</u>	X	King	X
7. <u>Special Reading Program</u>			
Primary	X	Day	X
Intermediate	X	Gatzert	X
8. <u>Career Counseling Center</u>	Franklin Queen Anne	Garfield Lincoln	Cleveland Rainier Beach Sealth
9. <u>Student Services Center</u> (Diagnostic; Individual Planning; Specialized Teaching)	X	X	X

X = Sites to be selected by March 1, 1978

NOTE: All programs are subject to administrative relocation

TABLE II. UNIQUE OPTIONS: IN-ZONE SPECIALTIES

OPTIONS	ZONE I	ZONE II	ZONE III
1. <u>Middle Schools</u>	X	Eckstein Meany, Madrona Hamilton	South Shore
2. <u>Open Concept</u> Primary	X	X K-3	Wing Luke K-3 Dearborn Park K-3
Intermediate	X	Ravenna 4-6	Beacon Hill K-3 Maple 4-6 Sanislo K-6
3. <u>High School Specialties</u> Humanities	Franklin		
Science		Garfield	
Business Administration	Queen Anne		Cleveland
Radio/Media		Hale	Cleveland
Horizon			Rainier Beach
4. <u>Alternative Programs</u>	Broadview II	Allen Stevens (GAEOP)	

TABLE III. CITY-WIDE OPTIONS

A. Currently Available

1. K-12
2. Kimball
3. NOVA
4. Follow Through
5. DISTAR
6. Alternative Elementary School I - Old Maple School
Alternative Elementary School II - University Heights
Alternative Elementary School III - Latona

B. Proposed 1978 (sites to be announced by March, 1978)

1. High School Multi-Arts Magnet
2. Advanced Placement Specialties
3. Vocational Course Specialties

transfer or may be counseled to transfer to similar programs in their own zone.

2. New applicants for optional programs.

Students who transfer to one of the program options are expected to stay in their transfer school until they complete its highest grade level. At that time, the student may decide:

- a. To stay in that feeder system (progression of schools, elementary through high school)
- b. to return to feeder plan of the home school based on elementary school residence or
- c. to choose another option.

Approval of new student applications for a program option will depend upon the availability of space and the effect on racial balance in the receiving school. In some cases, students wishing to elect options may have to accept a second or third choice.

The order of priority for acceptance into an optional program will be as follows:

1. Students already in the program in or out of zone.
2. Students in the same school/pair/triad.
3. Students in same zone.
4. Students from other zones.

In the case of all-city magnets, the order of preference is:

1. Students already in the program.
2. Students from any part of the District.

If any option has more eligible applicants of the same priority than can be accommodated, acceptance will be determined on the basis of:

1. Any special qualifications identified as entrance requirements, and
2. The time the application is received by the Student Placement Office.

Transportation will be provided to options within zones and to all-city options. Transportation across zones may be approved on an individual basis.

H. Program Equity Between Zones

A review of existing program options within each of the proposed zones indicates a need to develop some new programs. Each zone will contain a set of basic options as listed on the chart on page 14. Locations of new magnet programs will be announced March 1978. Every effort will be made to maintain equitable types of programs in each zone. Relocation of a few existing programs may be necessary in order to equalize opportunities and to keep program costs at a reasonable figure. Each zone may retain some existing unique programs which will not be replicated in other zones.

I. Quality Integrated Education

It is the goal of the Seattle School Board to provide quality education for all children in the Seattle Public Schools. The program has been designed to provide maximum educational opportunity within a framework of desegregated schools.

Children within the Seattle Public Schools have a wide range of educational needs. There are children who need remedial work as well as those who have special intellectual and creative interests. It is the expressed intent of the Seattle Plan to provide quality integrated education for all children and at the same time provide the variety of programs/classes which will ensure that all students have programs which will prepare them for their future careers (college and/or vocational careers after completion of high school).

In-building integration of the student population will be accomplished within the desegregation effort, without depriving students of technical, specialized or advanced courses. Thus, this plan recommends the following:

1. That standard required classes (excluding remedial, elective and optional classes) should approximate the ethnic balance of the school.
2. That positive advising and counseling be employed to promote ethnic balance in elective and optional classes/programs.
3. That elective classes be offered to enhance ethnic identity such as language and ethnic culture classes. All ethnic groups will be vigorously recruited for such classes.
4. That the school principal have the responsibility for maintaining and promoting ethnic balance in the classes/programs.

J. Program Approach, Consistency, Continuity

Implementation of the Seattle Plan will result in many changes in the school system. Therefore, many opportunities are created to improve the educational program in individual schools and in the district as a whole. In its pursuit of academic excellence, the intent of the School Board is to:

1. Implement a system of course requirements and learning objectives, thus ensuring consistency in courses and grade levels.
2. Encourage the communities of paired/triaded schools to reach consensus on a chosen focus or specialty in its educational program. This is designed to achieve consistency in approach and program between the paired/triaded schools.
3. Work with the staff/administration/parents of schools in each feeder pattern, to ensure K-12 continuity and articulation in programs.

K. Special/Compensatory/Bilingual Education

The special needs of students will be met in the Seattle Plan. Programs will continue to be developed in reference to federal and state mandates and in consultation with parent and community groups such as the Special Education Parents' Advisory Committee, the Compensatory Education Parents' Advisory Committee, the Bilingual Commission, etc. Careful

consideration will be given to particular program needs and the unique requirements of students.

Locations of Special Education programs (i.e., Learning Language Disability, Behavior Disorder, Mildly Mentally Retarded, Programs for the Blind, Deaf and Orthopedically Handicapped, etc.) will be identified on or before March, 1978.

Students presently receiving Compensatory Education services (Title I, Title VII and URRD) will continue to receive those services.

The effect of desegregation on Bilingual students will be assessed and programs identified by March 1978. Careful consideration will be given to planning for these students in language classifications A, B, and low-achieving C students.

Planning for interface of desegregation and Lau compliance will be done jointly by administrative staff, Bilingual staff, Bilingual Advisory Commission, and representatives from the community.

Students currently in special programs (i.e., Project Interchange, the Indian Heritage High School, etc.) will continue to be served by these all-city programs.

L. Community Involvement/Plan Modification

The desegregation strategy used for each pair/triad in this plan was considered by staff planners to be an educationally sound and sensitive way of creating racial balance at each school. However, the community of parents and students established by each of the pairs/triads may, by consensus, propose an alternative method of student movement, grade configuration, or program development provided that such an alternative accomplishes the following:

1. All movement occurs within the pairs/triads established by the School Board's decision on December 14, 1977;
2. The proposal reflects the consensus of administrators and recognized community groups in the affected schools;
3. The racial balance of every school in the pair/triad is planned in a manner consistent with School Board criteria for evaluating a desegregation plan;
4. The proposed method is feasible within District budgetary constraints;
5. Any proposed student movement or programmatic change can be shown to be educationally sound, effective in maintaining racial balance, and equitable.

All modification proposals must be received by the Superintendent no later than January 31, 1978 and a final decision will be made by the School Board no later than February 15, 1978. District staff will, however, continue to plan between December 14, 1977 and February 15, 1978 for the opening of school in September, 1978, based upon the assumption that student movement strategies and programs will be implemented as adopted by the Board on December 14, 1977.

M. Affirmative Action

In implementing the Seattle Plan, the Seattle School Board reaffirms its continuing commitment to carrying out the principles of equal employment opportunity for all persons. It is the goal of the District to match the ethnic and sex composition of the staff at all levels to the student population.

N. Human Relations Training

Staff training remains a high priority of the Seattle School District. In implementing the desegregation plan, human relations training will be provided for all staff.

IV. SPECIFIC DETAILS: ZONES, PAIRS/TRIADS, FEEDER PATTERNS

The following figures and information on student populations reflect ONLY resident neighborhood students. Those students who are currently moving in or out as racial transfers, for special education, bilingual education, etc., are all included in the total figures. No separate display is shown.

Some schools are triaded rather than paired because of the size of the student populations involved. In these cases, there are still only two grade levels (i.e., 1-3/4-6 or 1-2/3-5). Where it is necessary to "split" a 1-2 or 1-3 student population between two buildings, every effort will be made to do this by neighborhood groups. For example, in the case of Hay/West Queen Anne/Brighton:

Both Hay and West Queen Anne will be 1-3 centers for students from all three schools, with part of the Brighton 1-3 attendance area going to Hay, and the remainder to West Queen Anne. This could be determined by program choice, by classroom, or neighborhood groups transferring by blocks or areas, rather than arbitrary selection. This is one way in which that entire school community could be involved.

A number of schools are currently racially balanced: Stevens, King, Montlake, Lowell, McGilvra and Seward. These schools will not be paired or triaded for the 1978-79 school year. However, should any one of these schools become racially imbalanced, options will be identified and a final decision will be made through a community involvement process.

Two schools: Rainier View and Whitworth, which are currently racially imbalanced, will be given the school year 1978-79 to reach racial balance through voluntary racial transfers.

CREATION OF THREE ZONES

The Seattle Plan:
Fixed Assignment
with Options

ZONE I

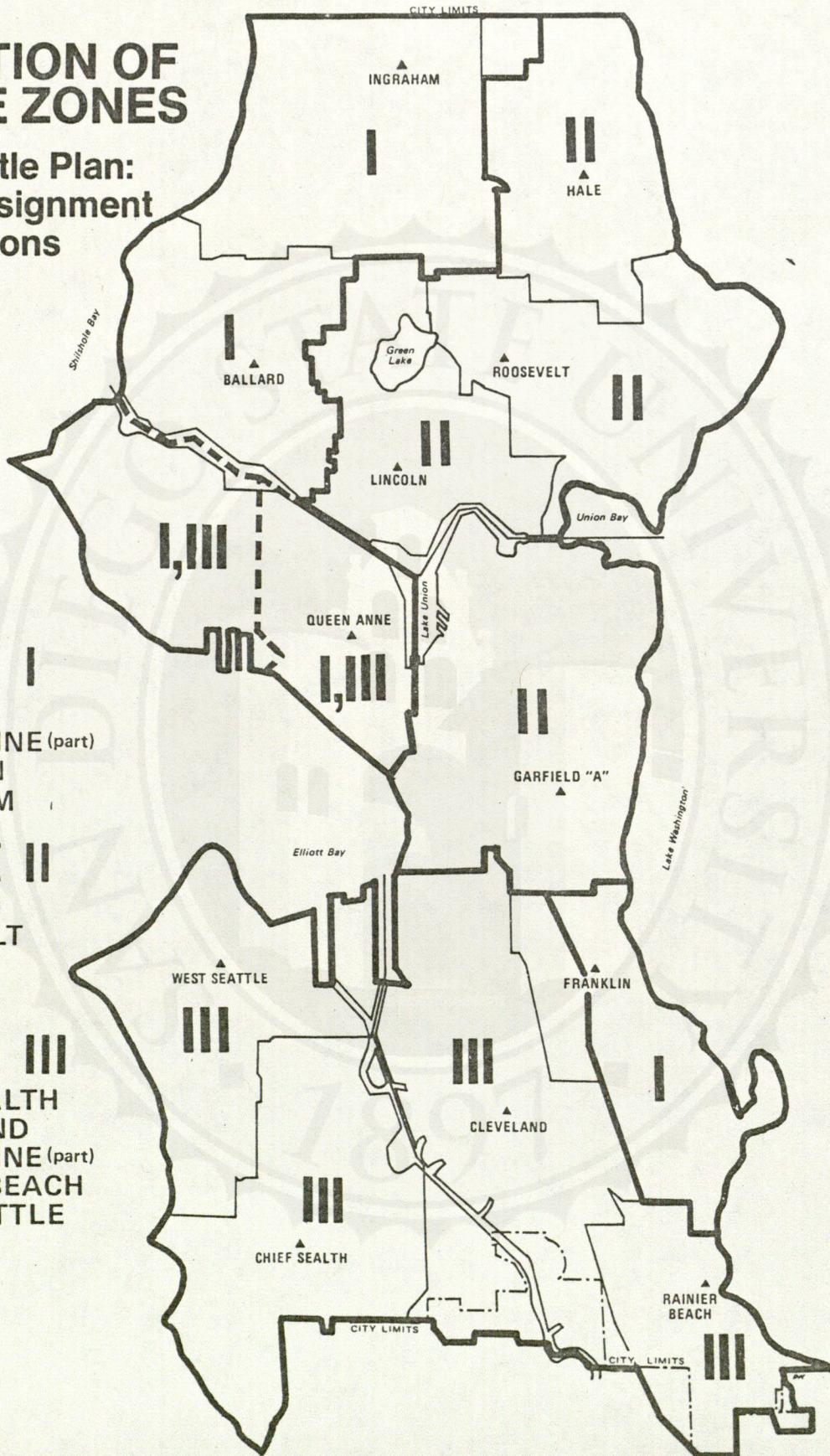
BALLARD
QUEEN ANNE (part)
FRANKLIN
INGRAHAM

ZONE II

GARFIELD
ROOSEVELT
LINCOLN
HALE

ZONE III

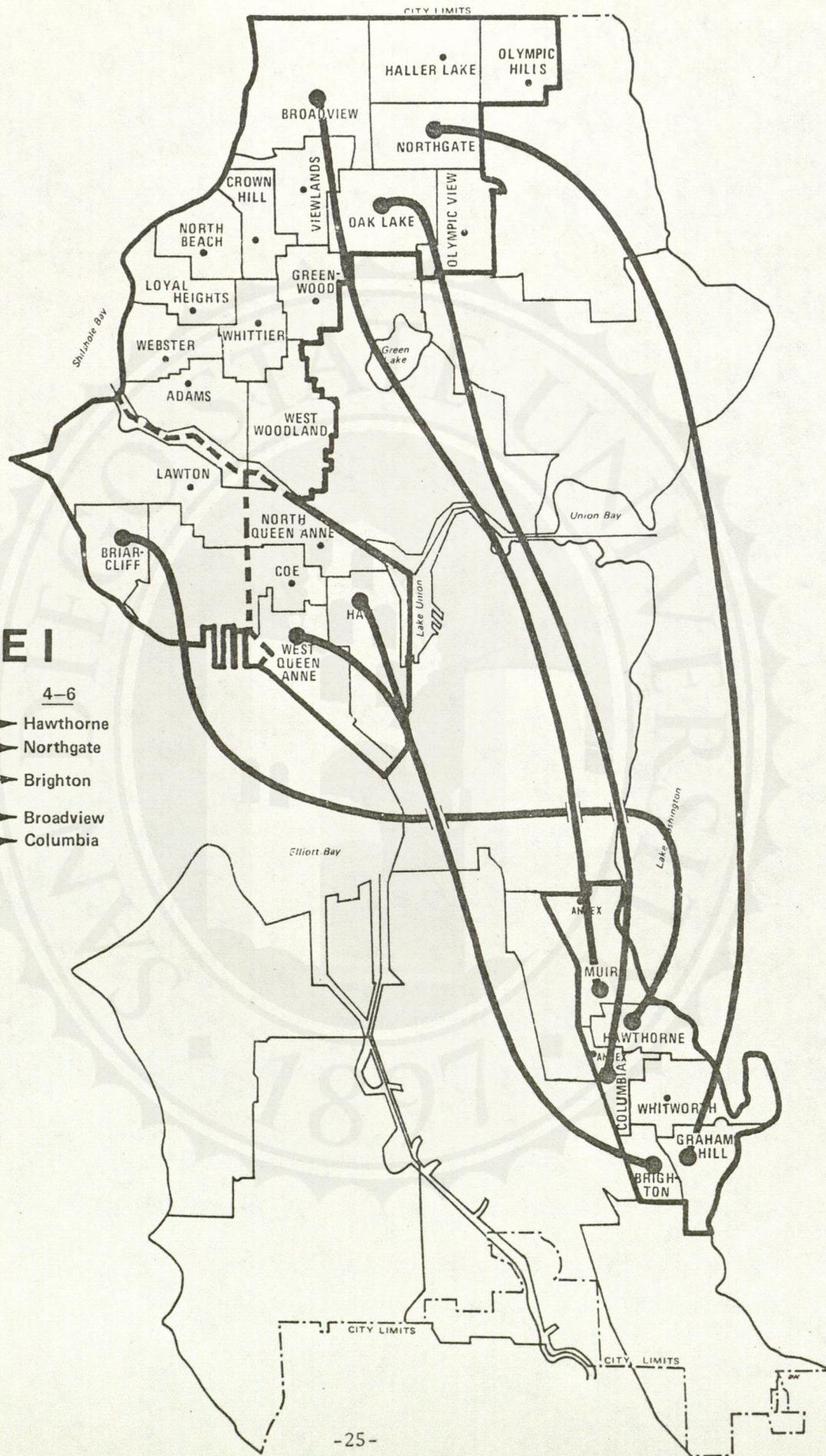
CHIEF SEALTH
CLEVELAND
QUEEN ANNE (part)
RAINIER BEACH
WEST SEATTLE



PROPOSED FEEDER PATTERNS:

ZONE I

Adams (K-6) -----	Monroe (7-9) -----	Ballard (10-12)
Briarcliff (K, 1-3) ----- Hawthorne (K, 1-3)	Blaine (4-9) -----	Queen Anne (10-12)
<u>OR</u> Briarcliff (K,1-3)-----	Blaine (7-9) -----	Queen Anne (10-12)
Hawthorne (K,4-6) -----	Blaine (7-9) -----	Queen Anne (10-12)
Coe (K-6) -----	McClure (7-9) -----	Queen Anne (10-12)
Crown Hill (K-6) -----	Whitman (7-9) -----	Ballard (10-12)
Graham Hill (K, 1-3) ----- Northgate (K, 4-6)	Thomson (7-9) -----	Franklin (10-12)
Greenwood (K-6) -----	Whitman (7-9) -----	Ballard (10-12)
Haller Lake (K-6) -----	Thomson (7-9) -----	Ingraham (10-12)
Hay (K, 1-3)/W. Queen Anne (K, 1-3) ----- Brighton (K, 4-6)	McClure (7-9) -----	Franklin (10-12)
Lawton (K-6) -----	Blaine (7-9) -----	Queen Anne (10-12)
Loyal Heights (K-6) -----	Whitman (7-9) -----	Ballard (10-12)
Muir (K, 1-3) ----- Broadview (K, 4-6)	Sharples (7-9) -----	Ingraham (10-12)
North Beach (K-6) -----	Thomson (7-9) -----	Ingraham (10-12)
North Queen Anne (K-6) -----	McClure (7-9) -----	Queen Anne (10-12)
Oak Lake (K, 1-3) ----- Columbia (K, 4-6)	Sharples (7-9) -----	Ingraham (10-12)
Olympic Hills (K-6) -----	Thomson (7-9) -----	Ingraham (10-12)
Olympic View (K-6) -----	Thomson (7-9) -----	Ingraham (10-12)
Viewlands (K-6) -----	Whitman (7-9) -----	Ballard (10-12)
Webster (K-6) -----	Monroe (7-9) -----	Ballard (10-12)
West Woodland (K-6) -----	Monroe (7-9) -----	Franklin (10-12)
Whittier (K-6) -----	Whitman (7-9) -----	Ballard (10-12)
Whitworth (K-6) -----	Monroe (7-9) -----	Franklin (10-12)



ZONE I

- | <u>K-3</u> | ← → | <u>4-6</u> |
|-----------------|-----|------------|
| Briarcliff | ← → | Hawthorne |
| Graham Hill | ← → | Northgate |
| Hay | ← → | Brighton |
| West Queen Anne | ← → | Broadview |
| Muir | ← → | Columbia |
| Oak Lake | ← → | |

ZONE II

SCHOOL PAIRS OR TRIADS

Simulated Numbers Determined by Place of Residence

ELEMENTARY SCHOOL	GRADE LEVEL	PROJECTED ENROLLMENT	NUMBER		NUMBER	
			MAJ.	%	MIN.	%
* Bryant	1-2	410	193	47	217	53
	K	59	52	88	7	12
	K, 1-2	469	245	52	224	48
Minor	3-5	516	260	50	256	50
	K	92	22	24	70	76
	K, 3-5	608	282	46	326	54

Colman	1-2	309	148	48	161	52
	K	61	4	7	57	93
	K, 1-2	370	152	41	218	59
Greenlake	3-5	168	89	53	79	47
	K	29	24	83	5	17
	K, 3-5	197	113	57	84	43
Ravenna	3-5	261	134	51	127	49
	K	29	26	90	3	10
	K, 3-5	290	160	55	130	45

* Data includes proposed boundary adjustments						

ZONE II

SCHOOL PAIRS OR TRIADS

Simulated Numbers Determined by Place of Residence

ELEMENTARY SCHOOL	GRADE LEVEL	PROJECTED ENROLLMENT	NUMBER		NUMBER	
			MAJ.	%	MIN.	%
* Gatzert	1-2	387	190	49	197	51
	K	73	1	1	72	99
	K,1-2	460	191	41	269	59
Day	3-5	294	154	52	140	48
	K	53	45	85	8	15
	K,3-5	347	199	57	148	43
McDonald	3-5	243	127	52	116	48
	K	40	31	78	9	22
	K,3-5	283	158	56	125	44

* Decatur	1-2	166	82	49	84	51
	K	31	28	90	3	10
	K,1-2	197	110	56	87	44
Wedgwood	1-2	199	91	46	108	54
	K	43	38	88	5	12
	K,1-2	242	129	53	113	47
* Leschi	3-5	478	276	58	201	42
	K	70	10	14	60	86
	K,3-5	548	286	52	261	48

* Data includes proposed boundary adjustments						

PROPOSED FEEDER PATTERNS:

ZONE II

Allen (K-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
Bagley (K-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
Bryant (K, 1-2) Minor (K, 3-5) -----	Madrona (6-8) -----	Roosevelt (9-12)
Cedar Park (K-6) -----	Addams (7-9) -----	Hale (10-12)
Colman (K, 1-2) Ravenna (K, 3-5)/Green Lake (K, 3-5) -----	Eckstein (6-8) -----	Garfield (9-12)
Decatur (K, 1-2) / Wedgwood (K, 1-2) Leschi (K, 3-5) -----	Meany (6-8) -----	Hale (9-12)
Fairview (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Gatzert (K, 1-2) Day (K, 3-5) / McDonald (K, 3-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
King (K, 1-2) Seward and/or McGilvra for (3-5) -----	Madrona (6-8) -----	Garfield (9-12)
Lake City (K-6) -----	Addams (7-9) -----	Hale (10-12)
Latona (K-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
Laurelhurst (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Lowell (K-5) -----	Meany (6-8) -----	Garfield (9-12)
McGilvra (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Maple Leaf (K-6) -----	Addams (7-9) -----	Hale (10-12)
Montlake (K-5) -----	Meany (6-8) -----	Garfield (9-12)
Pinehurst (K-6) -----	Addams (7-9) -----	Hale (10-12)
Rogers (K-6) -----	Addams (7-9) -----	Hale (10-12)
Sacajawea (K-6) -----	Addams (7-9) -----	Hale (10-12)
Sand Point (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Seward (K-5) -----	Madrona (6-8) -----	Garfield (9-12)
Stevens (K-5) -----	Meany (6-8) -----	Garfield (9-12)
University Heights (K-5) -----	Eckstein (6-8) -----	Lincoln (9-12)
View Ridge (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)

Revised 12/13/77

ZONE II

SCHOOL PAIRS OR TRIADS

Simulated Numbers Determined by Place of Residence

ELEMENTARY SCHOOL	GRADE LEVEL	PROJECTED ENROLLMENT	NUMBER		NUMBER	
			MAJ.	%	MIN.	%
* Gatzert	1-2	387	190	49	197	51
	K	73	1	1	72	99
	K,1-2	460	191	41	269	59
Day	3-5	294	154	52	140	48
	K	53	45	85	8	15
	K,3-5	347	199	57	148	43
McDonald	3-5	243	127	52	116	48
	K	40	31	78	9	22
	K,3-5	283	158	56	125	44

* Decatur	1-2	166	82	49	84	51
	K	31	28	90	3	10
	K,1-2	197	110	56	87	44
Wedgwood	1-2	199	91	46	108	54
	K	43	38	88	5	12
	K,1-2	242	129	53	113	47
* Leschi	3-5	478	276	58	201	42
	K	70	10	14	60	86
	K,3-5	548	286	52	261	48

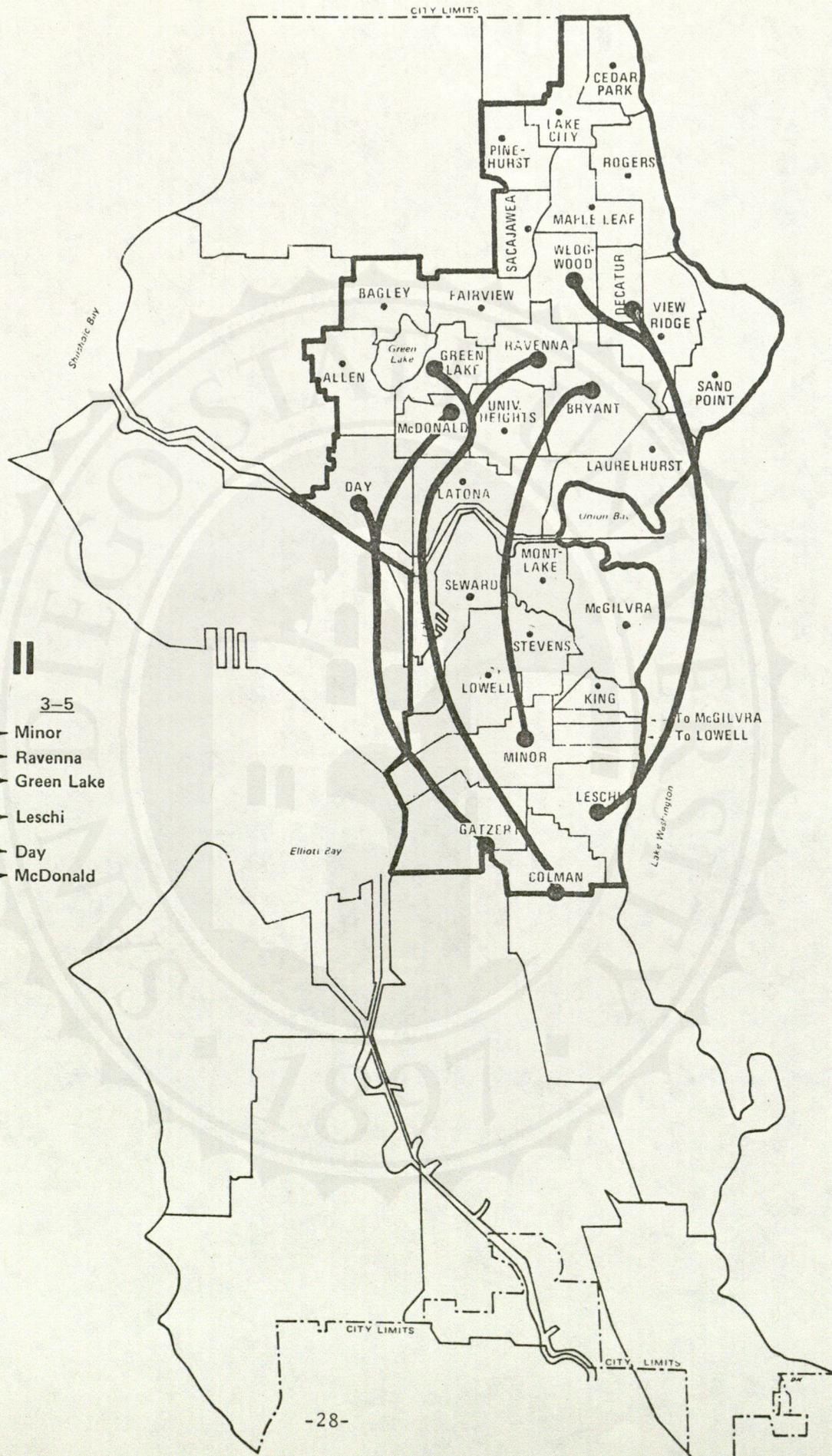
* Data includes proposed boundary adjustments						

PROPOSED FEEDER PATTERNS:

ZONE II

Allen (K-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
Bagley (K-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
Bryant (K, 1-2) Minor (K, 3-5) -----	Madrona (6-8) -----	Roosevelt (9-12)
Cedar Park (K-6) -----	Addams (7-9) -----	Hale (10-12)
Colman (K, 1-2) Ravenna (K, 3-5)/Green Lake (K, 3-5) -----	Eckstein (6-8) -----	Garfield (9-12)
Decatur (K, 1-2) / Wedgwood (K, 1-2) Leschi (K, 3-5) -----	Meany (6-8) -----	Hale (9-12)
Fairview (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Gatzert (K, 1-2) Day (K, 3-5) / McDonald (K, 3-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
King (K, 1-2) Seward and/or McGilvra for (3-5) -----	Madrona (6-8) -----	Garfield (9-12)
Lake City (K-6) -----	Addams (7-9) -----	Hale (10-12)
Latona (K-5) -----	Hamilton (6-8) -----	Lincoln (9-12)
Laurelhurst (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Lowell (K-5) -----	Meany (6-8) -----	Garfield (9-12)
McGilvra (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Maple Leaf (K-6) -----	Addams (7-9) -----	Hale (10-12)
Montlake (K-5) -----	Meany (6-8) -----	Garfield (9-12)
Pinehurst (K-6) -----	Addams (7-9) -----	Hale (10-12)
Rogers (K-6) -----	Addams (7-9) -----	Hale (10-12)
Sacajawea (K-6) -----	Addams (7-9) -----	Hale (10-12)
Sand Point (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)
Seward (K-5) -----	Madrona (6-8) -----	Garfield (9-12)
Stevens (K-5) -----	Meany (6-8) -----	Garfield (9-12)
University Heights (K-5) -----	Eckstein (6-8) -----	Lincoln (9-12)
View Ridge (K-5) -----	Eckstein (6-8) -----	Roosevelt (9-12)

Revised 12/13/77



ZONE II

- | | |
|------------|--------------|
| <u>K-2</u> | <u>3-5</u> |
| Bryant ← | → Minor |
| Colman ← | → Ravenna |
| | → Green Lake |
| Decatur ← | → Leschi |
| Wedgwood ← | |
| Gatzert ← | → Day |
| | → McDonald |

PROPOSED FEEDER PATTERNS:

ZONE III

Alki (K-6) -----	Madison (7-9) -----	West Seattle (10-12)
Concord (K-6) -----	Mercer (7-9) -----	Cleveland (10-12)
Cooper (K-6) -----	Madison (7-9) -----	West Seattle (10-12)
Dearborn Park (K, 1-3) Magnolia (K, 4-6) -----	Mercer (7-9) -----	Queen Anne (10-12)
Emerson (K-5) -----	South Shore (6-8) ----	Rainier Beach (9-12)
Fairmount Park (K-5) -----	Boren (6-8) -----	Rainier Beach (9-12)
Fauntleroy (K, 1-2) / Roxhill (K, 1-2) Dunlap (K, 3-5) -----	South Shore (6-8) ----	Sealth (9-12)
Gatewood (K-6) -----	Denny (7-9) -----	West Seattle (10-12)
Genesee Hill (K, 1-3) / Schmitz Park (K, 1-3) Beacon Hill (K, 4-6) -----	Madison (7-9) -----	Cleveland (10-12)
High Point (K, 1-2) Hughes (K, 3-5) -----	Boren (6-8) -----	Sealth (9-12)
Highland Park (K, 1-3) Wing Luke (K, 4-6) -----	Denny (7-9) -----	Rainier Beach (10-12)
Jefferson (K-6) -----	Madison (7-9) -----	West Seattle (10-12)
Kimball (K-6) -----	Mercer (7-9) -----	Cleveland (10-12)
Lafayette (K, 1-3) Maple (K, 4-6) -----	Mercer (7-9) -----	West Seattle (10-12)
Rainier View (K-5) -----	South Shore (6-8) ----	Rainier Beach (9-12)
Sanislo (K-5) -----	Boren (6-8) -----	Sealth (9-12)
Van Asselt (K, 1-3) Arbor Heights (K, 4-6) -----	Denny (7-9) -----	Rainier Beach (10-12)

Revised 12/13/77

ZONE III

SCHOOL PAIRS OR TRIADS

Simulated Numbers Determined by Place of Residence

ELEMENTARY SCHOOL	GRADE LEVEL	PROJECTED ENROLLMENT	NUMBER		NUMBER	
			MAJ.	%	MIN.	%
Dearborn Park	1-3	403	218	54	185	46
	K	78	15	19	63	81
	K, 1-3	481	233	48	248	52
Magnolia	4, 6	375	197	53	178	47
	K	51	46	90	5	10
	K, 4-6	426	243	57	183	43

Fauntleroy	1-2	179	102	57	77	43
	K	31	28	90	3	10
	K, 1-2	210	130	62	80	38
Roxhill	1-2	167	81	49	86	51
	K	53	43	81	10	19
	K, 1-2	220	124	56	96	44
* Dunlap	3-5	513	275	54	238	46
	K	68	10	15	58	85
	K, 3-5	581	285	49	296	51

* Fifth grade students could be assigned to South Shore or new grade reconfiguration K,1-3, and K,4-5

ZONE III

SCHOOL PAIRS OR TRIADS

Simulated Numbers Determined by Place of Residence

ELEMENTARY SCHOOL	GRADE LEVEL	PROJECTED ENROLLMENT	NUMBER		NUMBER	
			MAJ.	%	MIN.	%
Highland Park	1-3	476	245	51	231	49
	K	79	59	75	20	25
	K, 1-3	555	304	55	251	45
Wing Luke	4-6	429	226	53	203	47
	K	59	9	15	50	85
	K, 4-6	488	235	48	253	52

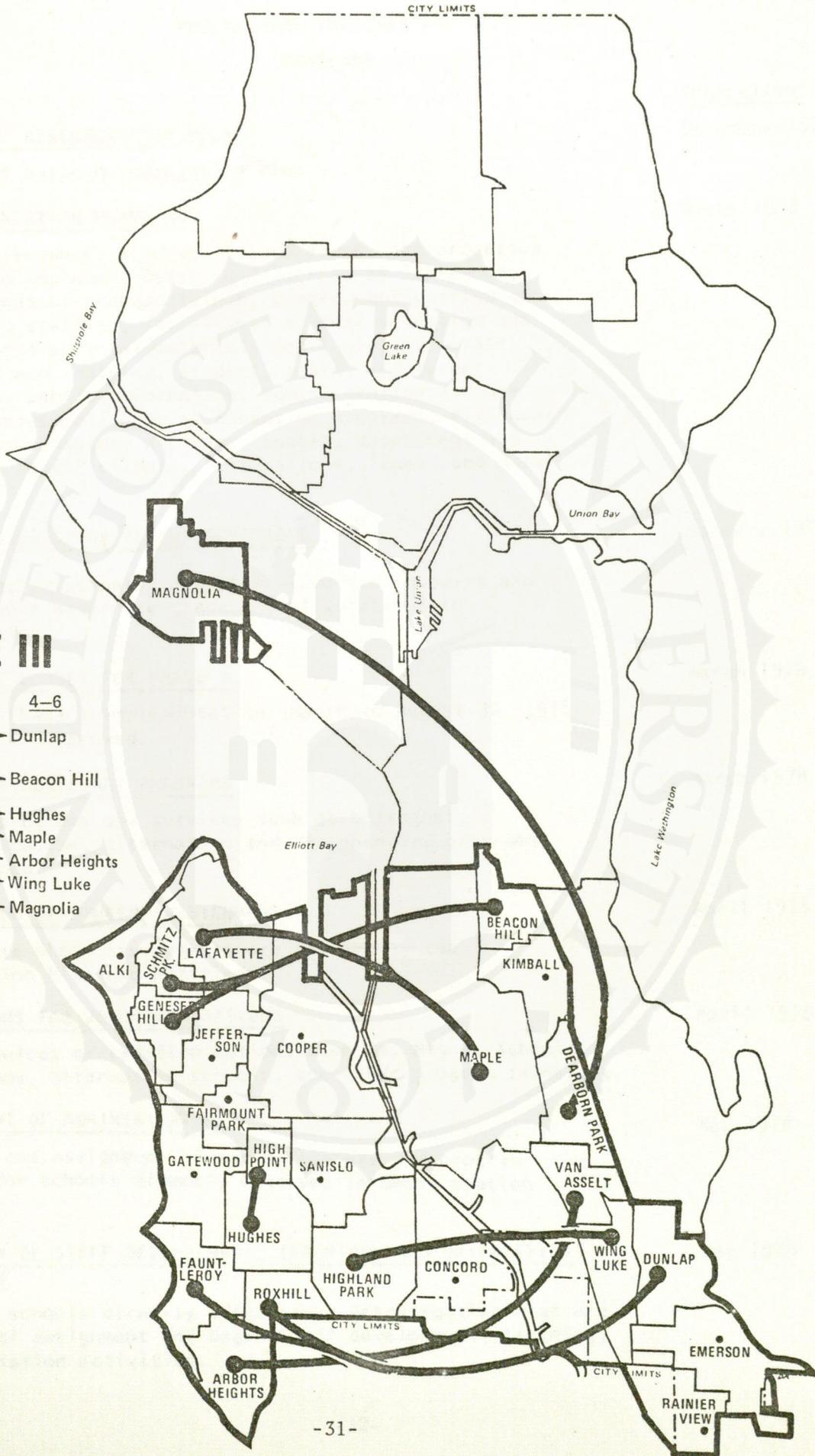
Lafayette	1-3	459	294	64	167	36
	K	67	64	96	7	4
	K, 1-3	526	354	67	172	33
* Maple	4-6	437	288	66	149	34
	K	62	23	37	39	63
	K, 4-6	499	311	62	188	38

Van Asselt	1-3	430	217	50	213	50
	K	64	4	6	60	94
	K,1-3	494	221	45	273	55
Arbor Heights	4-6	412	223	54	179	46
	K	54	49	91	5	9
	K,4-6	466	272	58	184	42

* Data includes proposed boundary adjustments

ZONE III

- | | |
|-----------------|-----------------|
| <u>K-3</u> | <u>4-6</u> |
| Fauntleroy ← | Dunlap → |
| Roxhill ← | |
| Genesee Hill ← | Beacon Hill → |
| Schmitz Park ← | |
| High Point ← | Hughes → |
| Lafayette ← | Maple → |
| Van Asselt ← | Arbor Heights → |
| Highland Park ← | Wing Luke → |
| Dearborn Park ← | Magnolia → |



V. PROPOSED
PRELIMINARY IMPLEMENTATION
TIMELINE

COMPLETION

December 1977

A. ADOPTION OF DESEGREGATION PLAN

Board adopts basic Desegregation Plan

March 1978

B. PRE-IMPLEMENTATION PLANNING

Administrative units develop key procedures and processes necessary to implement Desegregation Plan by September, 1978, in areas of transportation, program and curriculum development, staffing, facilities, student selection and transfer, instructional materials and equipment, staff development and training, student, staff, and parent orientation, public information, administrative assignment and management, Special Education programs, Bilingual programs, compensatory programs, budget, assessment and evaluation, school climate, negotiations, legal, and data processing.

C. DELINEATION OF GRADE RECONFIGURATIONS

Communities, principals, and staff involved in pairs and triads propose alternate grade reconfigurations to administration.

January 1978

D. APPROVAL OF BUDGET FOR PHASE I

Budget for Phase I implementation (March to August 30, 1978) activities is approved.

March 1978

E. LOCATION OF AUXILLARY PROGRAMS

Auxillary programs and services such as bilingual, special education, alternative and compensatory programs is determined.

March 1978

F. NOTIFICATION OF STUDENT ASSIGNMENT

All students whose assignments are changed by the Desegregation Plan are notified

April 1978

G. APPLICATIONS FOR VOLUNTARY OPTIONS

Students select or reaffirm options such as, Magnet Schools, VRT programs, alternative schools, and other program transfers.

April 1978

H. APPOINTMENT OF ADMINISTRATORS

Selection and assignment of administrators and program managers for schools directly involved in desegregation announced.

May 1978

I. INITIATION OF STAFF DEVELOPMENT, TRAINING, AND ORIENTATION ACTIVITIES

Staffs in schools directly affected by Desegregation Plan are notified of assignment and begin staff development, training, and orientation activities.

May 1978

- J. NOTIFICATION OF STUDENT PLACEMENT May 1978
 Students and parents are notified of placement in Magnet Schools, Alternative programs, and program options.
- K. ESTABLISHMENT OF TRANSPORTATION ROUTES July 1978
 Transportation routes are established and parents and students are notified
- L. INITIATION OF PRE-SCHOOL ORIENTATION ACTIVITIES September 1978
 All staffs directly involved in Desegregation Plan receive pre-school orientation.
- M. OPENING OF SCHOOL September 1978
 Desegregation Plan for 1978-79 is initiated by start of school.
- N. PRELIMINARY ASSESSMENT AND READJUSTMENT October 1978
 Preliminary assessment is made of student assignments, program implementation, and staffing, and readjustments are made.
- O. PRELIMINARY PLANNING FOR 1979-80 December 1978
 Preliminary planning begins for 1979-80 school year and second year desegregation plan is proposed to Board.
- P. PROGRAM ASSESSMENT AND EVALUATION December 1978
 Preliminary effectiveness of 1978-79 Desegregation Plan is determined.

VI. BUDGET ESTIMATES

The following is a summary of preliminary estimates of the costs of the Desegregation Plan for 1977-79 as described in the December 2nd edition. The estimates are based on information provided by the Instructional Services Division, the Desegregation Planning Office and the Transportation Department. The estimates are very tentative and will require extensive refinement and modification as the Board clarifies and modifies the present proposal.

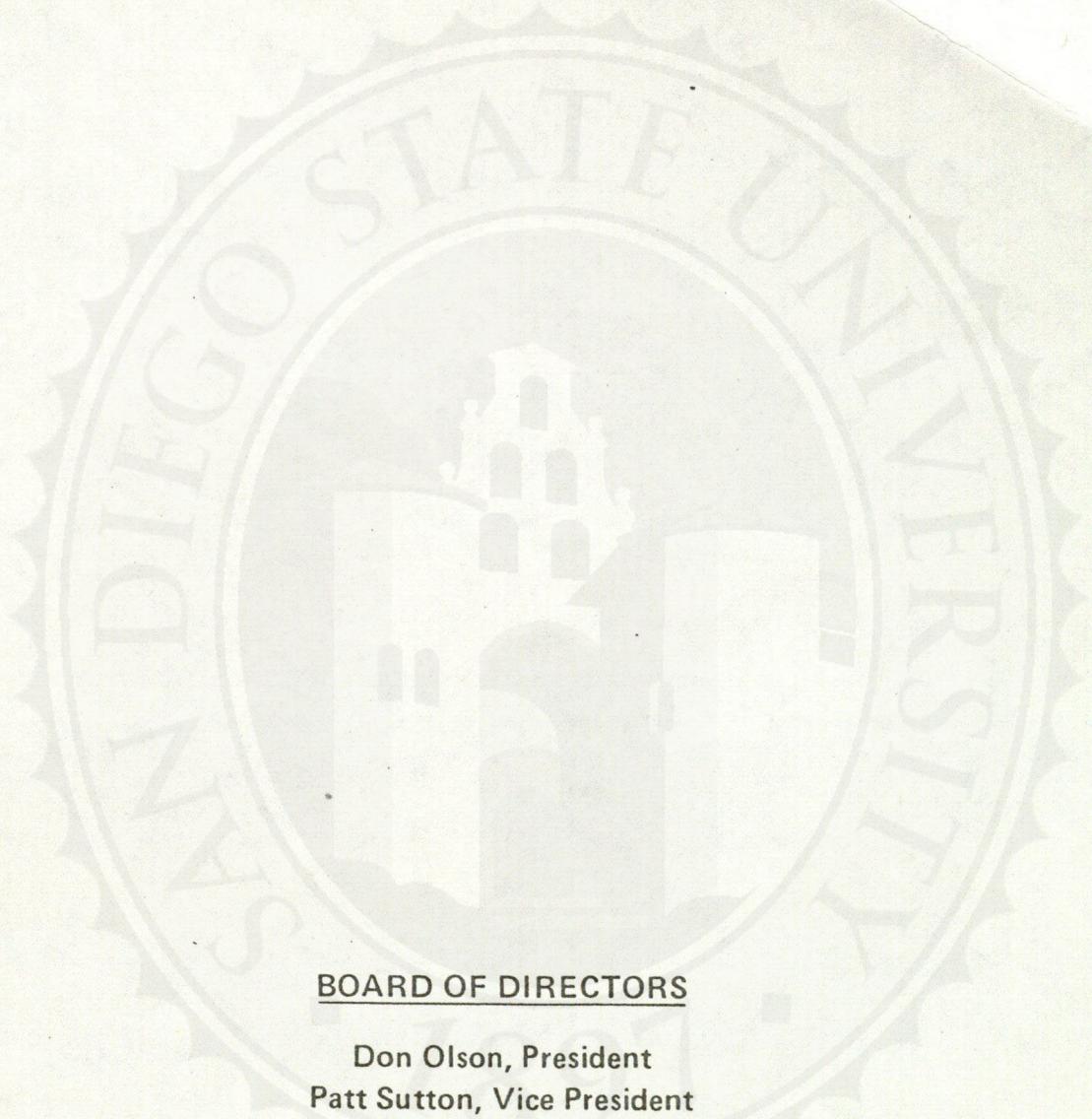
Estimates are based on the latest information available. Other costs may develop as a result of further analysis. The components used to develop these estimates are basically the same as those used earlier by the Desegregation and Budget Offices.

The total additional requests include both 1977-78 fiscal year startup requests as well as 1978-79 budget requests. The Budget Office minimal budget estimates are for the same period. The Budget Office minimal budget estimates would require more than \$4 million in new revenue over and above current levels of support. Some of this revenue may be available from the State of Washington for transportation costs. Other costs may be offset by additional Federal grants or reprogramming of present grant monies. Recommendations will be forthcoming in these areas.

The estimated increase is essentially transportation, bus supervision, and startup costs. Finally, it should be noted that the difference between the 1978-79 estimated minimal budget and the requested budget is more than \$3.6 million. If all requests are funded, the additional revenue requirement would exceed \$9.3 million for the 1977-1979 period.

PRELIMINARY ESTIMATES - WORKSHEET

Description	1977-78 FISCAL YEAR			1978-79 FISCAL YEAR		
	Adopted Budget	"Start-Up" Requests	Total	Estimated Minimal Budget	Requested Budget	Estimated Minimal Budget
Public Information	\$ 74,000	\$ 40,000	\$ 114,000	\$ 114,000	\$ 106,000	\$ 25,000
Student Recruitment	71,000	50,000	121,000	71,000	25,000	15,000
Desegregation Services (Includes Federal Grants)	1,754,740	5,000	1,759,740	1,754,740	2,895,000	2,695,000
Curriculum Writing (Includes Federal Grants)	172,500	270,000	442,500	262,500	160,000	50,000
Staff Training	437,096	250,000	687,096	437,096	765,000	260,000
Student Placement	128,820	150,000	278,820	228,820	215,000	200,000
Transportation	2,270,687	557,000	2,827,687	2,827,687	7,600,000	6,300,000
Evaluation	47,074	-	47,074	47,074	50,000	-
Data Processing	60,800	30,000	90,800	90,800	30,000	50,000
VRT Receiving Schools	172,935	-	172,935	172,935	200,000	-
Educational Improvements	4,298,486	100,000	4,398,486	4,298,486	5,000,000	3,800,000
Facilities Modifications (Includes Portables)	174,000	949,000	1,123,000	174,000	100,000	100,000
Conflict Intervention/Prevention	41,585	60,000	101,585	41,585	60,000	60,000
Middle Schools	651,950	-	651,950	651,950	-	-
TOTALS	\$10,355,673	\$2,461,000	\$12,816,673	\$11,172,673	\$17,206,000	\$13,555,000



BOARD OF DIRECTORS

Don Olson, President
Patt Sutton, Vice President
Richard J. Alexander Cheryl Bleakney
Suzanne Hittman Dorothy Hollingsworth
Ellen J. Roe

SUPERINTENDENT

David L. Moberly