



## Board Special Meeting

**Work Sessions: Meeting with Superintendent Search Firm; Student Assignment Transition Plan; Executive and Closed Sessions: Potential Litigation and Labor Relations**

Wednesday, November 29, 2017, 4:30 - 7:~~45~~pm

Board Office Conference Room and Board Auditorium, John Stanford Center  
2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

### Agenda

#### Call to Order

4:30pm

#### Work Session: Meeting with Superintendent Search Firm

4:30pm

Location: Board Office Conference Room

#### Work Session: Student Assignment Transition Plan

6:00pm\*

Location: Auditorium

#### Executive and Closed Sessions: Potential Litigation and Labor Relations

7:00pm\*

#### Adjourn

7:~~45~~pm\*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. \*Times given are estimated.*

## Highly Capable (HC) Services in High Schools – 11.28.17

Criteria	Option #1: Status Quo Guarantee HC students a seat at Garfield	Option #2: Add north and south locations as guaranteed pathways	Option #3: Add HC Pathway to each region (Staff Recommendation)	Option #4: HC in all attendance area high schools (District Vision)
<b>Equity in Access (Policy No. 0030):</b> Providing equitable access means ensuring <b>all</b> students – regardless of HC designation – have access to advanced learning courses at the high school level	Many students aren't provided equitable access (distance) and/or an invitation for advancement, which violates Policy 0030  HC designated and non-HC students at attendance area schools are left with fewer advanced course options	Sustains current access and equity challenges, especially in the SE and/or SW regions  Issues of identification and lack of multiple opportunities to be college and career ready are sustained across the district and violate Policy 0030	Increased access to advanced learning courses for more students closer to home in each region  Builds on proven success at some high schools where over 90% of students who take AP/IB courses are non-HC.	Provides all students access to some advanced learning courses closer to home  Challenges include providing enough courses at each school, resolving differences in International Baccalaureate (IB) and Advanced Placement (AP)
<b>Continuum of HC Services:</b> State regulations require a “continuum of services” to be provided to students identified as highly capable	Sustains guaranteed highly capable pathway and related services for identified students at Garfield  Advanced learning offerings at other schools are fewer and more varied	Focus on building another pathway in the north, in addition to Ingraham, and one in the south. Garfield would continue to serve central students.  Fewer advanced learning offerings in math and science at other attendance area high schools.	Establishes highly desirable AP courses (i.e. science/math) and consistent application of honors designation at the five pathway high schools for students identified as HC and advanced learners.	Providing sufficient AP/IB courses with fidelity at all high schools would be significantly challenging due to the timeline and capacity of staff
<b>Capacity Challenges:</b> Under the current assignment model, Garfield will continue to face a serious capacity challenges, which will only get worse in years ahead	Compounds capacity challenges at Garfield: Neighborhood boundary would need to shrink due to over capacity  In three years, the Garfield student population would be 60% HC	Alleviates some pressure on Garfield  Due to the high number of students in Highly Capable Cohorts (HCC) in 1 <sup>st</sup> -8 <sup>th</sup> grades, projected capacity issues may require redrawing high school boundaries in the future	Alleviates most of the pressure on Garfield and Ballard (because of Lincoln opening), maintains current enrollment of Roosevelt and utilizes capacity at Franklin and West Seattle HS	Alleviates most of the pressure at Garfield  Supports a long-term sustainability plan where all students have access to their attendance area high school

Current ability to meet District Policies, Values and Timelines Color Key: GREEN – meets criteria; YELLOW – partially meets criteria; RED – does not meet criteria

Contributors: Mike Starosky, Michael Tolley, Nate Van Duzer, Ashley Davies, Flip Herndon, Carri Campbell, Wyeth Jessee

## Briefing Paper: Highly Capable (HC) Services in High Schools

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We are committed to ensuring the support and academic acceleration of each student and, as a school district, we are legally required to provide a “continuum of service” to students identified as highly capable.

**Problem Statement:** Our current assignment of students identified as Highly Capable (HC) to Garfield and Ingraham High Schools and the services provided at these school are compliant with state law, however, the approach is not equitable; it is not in alignment with School Board Policy No. 0030: Ensuring Educational and Racial Equity; and it compromises our core values. With changes to high school schedules on the horizon, new high school boundaries in development, and capacity issues at Garfield High School, that must be addressed, we have an opportunity to redesign how HC designated students receive services and expand access to college preparatory courses for many more students.

**Guiding Question:** How can students identified as HC be assigned to high schools that meet their needs, how can the HC program address equity and the needs of all high school students to be college and career ready?

### **Background:**

**Increased Access:** In October, the district staff engaged close to 2,000 families, students, and staff on their values related to advanced learning. Five thousand unique comments were shared and stakeholders engaged with others’ ideas 170,000 times. When analyzed the top themes and requests were access to advanced learning closer to home and increase availability of advanced learning.

**High School Boundaries:** The District is reviewing high school boundaries given the current increases in student enrollment as well as the re-opening of Lincoln High School in the 2019-20 school year. A proposal for changes to the Student Assignment Transition Plan (SATP), for the 2018-19 school year, was presented to the School Board in early November 2017. This proposal also contained a recommendation for changes to the high school pathway for serving students identified as HC to be implemented in the 2019-20 school year. **A decision on the high school pathway for identified HC students is necessary to inform the decisions relative to high school boundaries.** A proposal for changes to high school boundaries, to be implemented in the 2019-20 school year, will be presented to the School Board in January 2018. Once changes are approved by the School Board, the School District will be able to inform the community of the new boundaries and any programming changes well in advance of the 2019-20 school year.

**24 Credits:** Implementation of high school schedule changes to address the new 24-credit graduation requirement in underway. This will drive additional staffing to expand math and science courses at the recommended regional HC pathway schools.

# Briefing Paper: Highly Capable (HC) Services in High Schools

## Projected Enrollment Data for HC – High School:

By 2021-22, HC designated students at Garfield are projected to be over-represented. If the HC Garfield pathway is not changed, we will need to adjust the neighborhood boundaries.

High School	Actual		Projected			
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Garfield	559	632	733	770	834	900
Ingraham	331	351	359	385	394	420
<b>Subtotal</b>	<b>890</b>	<b>983</b>	<b>1092</b>	<b>1155</b>	<b>1228</b>	<b>1320</b>

**State Law and Compliance:** As the District investigates options to serve students identified as highly capable, we must take into account the compliance challenges that could potentially occur. State law for highly capable requires a “**continuum of services**” ... **for students... “from K-12”**. An argument could easily be made that Seattle Public Schools (SPS) is out of compliance if there was not an International Baccalaureate Accelerated (IBX) program and we ended the existing pathway to Garfield High School. OSPI made it clear that *only* offering International Baccalaureate (IB) and Advanced Placement (AP) courses does not fulfill that requirement. Any solution created needs to provide a HC pathway designation and continuum of service to ensure compliance.

**WAC 392-170-078: Program services** states, “Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students. Once services are started, a **continuum of services** shall be provided to the student from K-12.” The District already initiated this work by screening all 2<sup>nd</sup> grade students at Title 1 schools.

Another consideration is that OSPI has adopted new language this year, based on equity concerns.

**WAC 392-170-075 Selection of most highly capable** states, “(4) Consistent with RCW 28A.185.020, **district practices for identifying the most highly capable students must prioritize equitable identification of low-income students.**” Any solution created needs to begin the process of expanding access and move us into improved alignment with policy 0300.

**Shared Value:** It is the commitment of the School Board, the School District and our community to institutionalize Racial Equity ... “**Eliminating opportunity gaps** and ensuring educational excellence for each and every student is the issue of our time.” ~ Superintendent Larry Nyland. Any changes to the HC designated pathways should be grounded in this value and move us towards a vision of increasing access to advanced learning opportunities in all high schools and for all students.

## Briefing Paper: Highly Capable (HC) Services in High Schools

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### **OPTION #1: Status Quo - Continue guaranteeing HC students a seat at Garfield High School (GHS) and allowing some HC students to opt in to Ingraham High School's (IHS) IB program.**

Pros/Benefits	Decision Variables/Cons/Costs
<ul style="list-style-type: none"> <li>• Garfield and, to a degree, Ingraham have systems and courses in place to serve a large overall number and percentage of HC students</li> <li>• While all attendance area high schools offer honors and AP/IB courses, GHS has more <b>AP math and science courses</b> and sections offered than the other attendance area high schools</li> <li>• Continuity for students and families that have planned to attend GHS</li> </ul>	<ul style="list-style-type: none"> <li>• Many students identified as highly capable eligible (HC) aren't provided equitable access (distance) and/or "welcoming school environment" - Conflicts with School Board Policy 0030</li> <li>• Perpetuates internal and external stakeholder concerns of inequity in enrollment policy for HC populations, access to advanced courses and enrichment activities across SPS schools</li> <li>• The projected enrollment data for students identified as HC at GHS could create a situation in the 2020-21 school year where 60% of the students enrolled at GHS are in HC</li> <li>• Overall student enrollment at GHS will far exceed physical space unless GHS boundaries are redrawn</li> <li>• If boundaries are redrawn to sustain the current HC students' pathway, GHS will serve an even smaller percentage of attendance area students</li> <li>• Continues the uneven AP/IB participation across high schools, among ethnic groups, low income students, and English language learners (ELL)</li> <li>• Some families would like their HC students served closer to home</li> </ul>

## Briefing Paper: Highly Capable (HC) Services in High Schools

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**OPTION #2: Add another north end and south end school as guaranteed pathways for HC students. Garfield would serve HC students in the central region. Ingraham would continue allowing some HC students to opt into the IB program.**

Pros/Benefits	Decision Variables/Cons/Costs
<ul style="list-style-type: none"> <li>• Would provide capacity relief to the Garfield</li> <li>• Pathway schools could collaborate to meet HC students' needs</li> <li>• Would provide an option for families that is closer to home in some regions</li> <li>• Increases access for some non-HC students in some schools.</li> <li>• Maintains the integrity and looks to increase the participation rates of the IB programs at, Chief Sealth, Ingraham, and Rainier Beach high schools</li> <li>• Provides HC designated students a strong continuum of courses (i.e. math/science)</li> </ul>	<ul style="list-style-type: none"> <li>• Many students identified as highly capable eligible (HC) aren't provided equitable access (distance) and/or "welcoming school environment" - Conflicts with School Board Policy No. 0030</li> <li>• Continues to perpetuate internal and external stakeholder concerns of inequity in enrollment policy for HC student populations, access to advanced courses and enrichment activities across SPS schools</li> <li>• Would limit course offerings for some students who would benefit from AP/IB courses at attendance area high schools</li> <li>• Perpetuates the uneven AP/IB participation across high schools, among ethnic groups, low income students, and English language learners</li> <li>• Capacity concerns with student enrollment at some high schools remains</li> <li>• Would displace some staff at Garfield</li> <li>• Current drafted HS boundaries would need to be revised to accommodate new HC pathways at high school</li> </ul>

## Briefing Paper: Highly Capable (HC) Services in High Schools

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**OPTION #3: Add HC pathways to each region pairing comprehensive high schools. All students identified as HC assigned to the HC pathway high school within their region. Ingraham High School would continue allowing some HC students to opt in to the IB program.**

Pros/Benefits	Decision Variables/Cons/Costs
<ul style="list-style-type: none"> <li>• Aligns with School Board Policy 0030 and reduces barriers to participation in advanced learning</li> <li>• Helps better distribute AP/IB participation across high schools, among ethnic groups, low income students, and ELL</li> <li>• Provides HC designated students a strong continuum of courses (i.e. math/science)</li> <li>• Provides more non-HC students access to more advanced courses at more comprehensive high schools, and looks to increase participation rates of IB programs at Chief Sealth, Ingraham, and Rainier Beach high schools</li> <li>• Increased alignment in type and number of AP courses offered across schools and regions</li> <li>• Increased consistency in honors, and some AP offerings across HC pathway high schools</li> <li>• Provides students more access to AP courses closer to home</li> <li>• Allows HC students to be in courses with a diverse student population (general education, ethnicity, FRL, ELL, SPED)</li> </ul>	<ul style="list-style-type: none"> <li>• Cost to ensure there is enough staff in each building to meet the needs of students (master schedule)</li> <li>• Some GHS staff would be reassigned to other schools</li> <li>• AP/ IB course offerings would still vary across high schools based on needs of the students</li> <li>• Need to address inconsistency of honors courses and promotion of science courses offered for 9<sup>th</sup> grade students across HC pathway high schools</li> <li>• General Education students attending non-HC pathway schools are provided different and/or less access to advanced courses</li> <li>• Current drafted HS boundaries would need to be revised to accommodate new HC pathways at high school</li> </ul>



## Briefing Paper: Highly Capable (HC) Services in High Schools

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**OPTION #4: Add HC pathways to all attendance area high schools. All students in HC assigned to their attendance area high school.**

Pros/Benefits	Decision Variables/Cons/Costs
<ul style="list-style-type: none"> <li>• Offers a gap closing strategy for course offerings and an increased belief all students can be college and career ready</li> <li>• Aligns with School Board Policy 0030</li> <li>• Helps evenly distribute AP/IB participation across high schools, among ethnic groups, low income students, and ELL</li> <li>• Provides non-HC students access to more advanced courses (currently over 90% of students taking AP/IB courses are non-HC students)</li> <li>• Provides students more access to college level courses closer to home</li> <li>• Allows HC students to be in courses with a diverse student population (general education, ethnicity, low income, ELL, Special Education (SPED))</li> </ul>	<ul style="list-style-type: none"> <li>• Continued difference between AP and IB courses</li> <li>• AP and IB course offerings would still vary across high schools – to implement well would require more time and resources</li> <li>• Cost to ensure there is enough staff in each building to meet the needs of students (master schedule)</li> <li>• Some GHS staff would be reassigned to other schools</li> <li>• Need to address inconsistency of honors courses and promotion of science courses offered for 9<sup>th</sup> grade students</li> </ul>

AP Math and Science Courses (2017-18 school year)

Garfield	Roosevelt	Ballard	Franklin	West Seattle
<b>Biology</b>	✓	✓	✓	✓
<b>Chemistry 2</b>		✓	✓	
<b>Environ. Science</b>				✓
<b>Physics</b>	✓		✓	✓
<b>Calculus AB</b>	✓	✓	✓	✓
<b>Calculus BC</b>	✓	✓		
<b>Statistics</b>			✓	✓

## Briefing Paper: Highly Capable (HC) Services in High Schools

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**Staff Recommendation:** While our long-term vision is to provide a continuum of services for students identified as highly capable in all high schools, staff is recommending an interim step towards this vision. Staff is recommending option #3, building regional HC pathways that would be implemented in 2019-20. Rationale for recommendation:

- A bold, interim step towards fulfilling our commitments outlined in Policy No. 0300.
- Responsive to community feedback and brings advanced learning services for HC designated and non-HC students closer to home.
- Doable with 24 credits on the horizon and ability to build out necessary math/science courses.



STUDENT ASSIGNMENT  
TRANSITION PLAN FOR ~~2017~~2018-  
18~~19~~

~~Approved January 11, 2017~~ Introduction: November 15, 2017

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Note: For information about transportation eligibility, see the approved Transportation Service Standards.

## SECTION I: OVERVIEW AND HIGHLIGHTS

The Student Assignment Plan was approved in 2009 to provide greater predictability for families while still offering opportunities for school choice. The 2009 document continues to serve as an important reference tool, containing fundamental definitions and Plan development principles. Annual Transition Plans have guided a phased approach to implementation.<sup>1</sup>

The provisions of this Plan will prevail in the case of any conflicts with previously-approved plans, attendance area boundaries, and/or GeoZones. Unless otherwise specified, boundaries, feeder patterns, option school GeoZones, and assignment rules will remain in effect until there are changes approved by the School Board. It is anticipated that changes will be needed to address capacity management issues as district enrollment continues to grow.

School assignments are based on School Board-approved attendance area boundaries. Every student has an attendance area elementary, middle, and high school based on residence. Elementary attendance areas are combined to create middle school attendance areas, resulting in feeder patterns from elementary to middle school.

~~On November 16, 2016, the School Board approved several boundary changes for the 2017-18 school year. Additional Boundary changes are anticipated to Adams, Whittier, and Loyal Heights in fall 2018 when Loyal Heights Elementary School moves into its new larger building. The district also anticipates boundary changes for a few additional elementary schools to address overcapacity issues at those schools and is working with potentially impacted communities on those changes. and Additional boundary changes are anticipated in the fall of 2019 when~~ Magnolia Elementary school opens as a new elementary school and ~~in fall 2019~~ when Lincoln High School opens as an attendance area high school in Northwest Seattle. More information regarding the planning, boundaries, services, and programs associated with these schools will be available through the district website and other forms of communication.

In most instances, the middle school attendance area is also a service area for elementary and middle school students. Various services are provided for students who live within a service area. Most specialized services for middle and high school students are provided at their attendance area school. If required special education services are not available at a student's attendance area school, the school will be linked with a nearby school with the required services.<sup>2</sup>

School Choice allows students to apply for other schools during an annual Open Enrollment period through the end of May. A student may apply for any combination of attendance area and/or option schools. The District anticipates making all waitlist moves by May 31,<sup>3</sup> pending program placement and student eligibility notification. Waitlists will be maintained until August 31 in the event that program notifications have not been completed or if there are unanticipated adjustments that need to be made after May 31. Waitlists for the ~~2017~~2018-18-19 school year will be dissolved on August 31, ~~2017~~2018.

This Transition Plan continues most of the assignment rules in effect during ~~2016~~2017-18~~7~~. Some highlights and changes are:

- ~~Opening Cedar Park Elementary, Meany Middle, and Robert Eagle Staff Middle schools;~~
- ~~Truncating grades at Madrona—this school becomes a K-5, instead of a K-8;~~
- ~~Establishing a GeoZone for Licton Springs K-8;~~

<sup>1</sup> Assignment rules apply to resident students only. Different rules apply for non-resident students.

<sup>2</sup> There will continue to be a limited number of programs or services that are unique enough, and that serve such a limited population, that they cannot be offered in every attendance or service area area.

<sup>3</sup> The end of the waitlist period is referenced as May 31 throughout this document. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

- ~~Modifying HCC pathways;~~
- ~~Adding Chief Sealth as the southeast dual language immersion pathway high school;~~
- ~~Removing conflicting assignment guarantees for new 6-8th grade students living within the boundary of an attendance area K-8 school~~Clarifying space available as it applies to choice seats allocated in the School Choice Process;
- ~~Moving the date when waitlists are dissolved, from August 15 to August 31;~~
- Adding/Updating language to clarify current Special Education services and placement;
- Aligning the School Choice deadlines for students opting into the Highly Capable Cohort (HCC) or continueing in the dual language immersion pathway with the general education timelines
- Updating high school HC pathways for students entering 9<sup>th</sup> grade in the 2019-20 school year school; and
- Updating advanced learning assignment language and tiebreakers to reflect the fact that all schools offer Advanced Learning (AL) programming and students can be assigned to AL at their attendance area school.
- ~~Transitioning Nova High School from option school to service school enrollment timelines;~~
- ~~Adding appendices for service schools and alternative learning experience (ALE) schools; and~~
- ~~Updating school and program names and locations.~~

## SECTION II: STANDARD ASSIGNMENTS

### A. Summary

Assignments to attendance area schools are based on residence. Students new to the district start with an assignment to their attendance area school.

After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist. New students in grades 6-8 may also choose a K-8 attendance area school if they live within that school's attendance area, pending space availability.

Space availability depends on the seats available given the staffing capacity at the school. To determine the total number of seats available at a grade level in a school, the district will multiply the target class sizes across each classroom given the number of teachers at each grade based on the staffing allocated by the Budget Office.

K-12 students with a choice assignment may transfer to their attendance area school for the next school year after during Open Enrollment through May 31, as long as ~~the services the~~ the student's services needs can be met ~~are available~~ at that school.

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K-8 students with a choice assignment who live outside of their assigned school's walk zone and are not eligible for transportation may transfer to their attendance area school at any time, as long as the ~~services the~~ students' service needs can be met ~~are available at that school~~.

### Continuing Assignments

The following students will automatically receive a continuing assignment to the same school, as long as the school offers the grade and services the student needs:

- Students who have not moved and whose current school includes their next year grade and current program
- Students at option schools will be continued at that school through the highest grade served by the school, as long as the school offers the services the student needs
- Students with a choice assignment to an attendance area school that is not the student's attendance area school
- Students at a K-8 school rising to 6<sup>th</sup> grade

### New Assignments

The following students will receive a new assignment:

- A "new student" is a student who has not attended a SPS attendance area or option school at any time during the current or previous school year. New students will be assigned to their attendance area school. Students may also apply to any school with space available during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.

- Students who apply for and receive a choice assignment will receive a new assignment to that choice school (or program). Students with a choice assignment will be continued at that school through the highest grade served, as long as the school offers the services the student needs.
- Students whose current school does not include their next year grade or required special education services. Students will be automatically assigned to their attendance area school for the upcoming school year, except as noted for certain pathway assignments and to meet required special education services; no application is required.
- Students who have moved out of their school's attendance area (except students grandfathered at the school); no application is required.

Grandfathered Assignments

All students enrolled with a grandfathered assignment who stay at the school are continued (grandfathered) at that school through the highest grade served by the school, as long as the school offers the services the student needs; no application is required.

**B. Students Entering Kindergarten**

Students entering kindergarten will have an initial assignment to their attendance area school, as long as the school offers the services the student needs.

- This includes students currently receiving special education developmental preschool services who will be five years old by August 31, unless their individualized education program (IEP) calls for services not available at their attendance area school.
- Students attending PreK at South Shore will be assigned to continue at South Shore for kindergarten.
- Students who meet eligibility requirements for early entrance to kindergarten are assigned to their attendance area school upon request, and may apply for other schools on a space available basis through May 31.

For information on assignment of siblings to the same school, see Section IV-D (Siblings and School Choice).

**C. Students Entering 6<sup>th</sup> Grade**

New Students

New students to the district will be assigned to their attendance area middle school. Upon request, middle school students who live in the attendance area of a K-8 attendance area school may be assigned to that K-8 school, subject to space availability. Students may also apply to any school with space available during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area middle school, to a K-8 attendance area school if they live within that school's attendance area and there is space available, or to an option school with space available and without a waitlist.

If a student becomes HC-eligible after Open Enrollment and applies for HC, they will be assigned to their HC pathway school. This occurs when a student is newly eligible after ontime Open Enrollment, new to the district after the testing deadline has passed, or enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students. Eligibility is determined by the Advanced Learning department.



### Students Currently Attending an Elementary School

Students entering 6<sup>th</sup> grade from a K-5 school will generally receive an initial assignment to their attendance area middle school, except:

- **Highly Capable Cohort (HCC):** Students enrolled as HCC receive an initial assignment to their HCC pathway middle school based on where they live. If they apply for their attendance area middle school during Open Enrollment through May 31, they will be assigned to that school (unless they apply for and are assigned to a higher ranked choice).

Students eligible, but not enrolled as HCC, are not automatically assigned to their HCC pathway school; they must apply during the on-time Open Enrollment period through May 31. If they apply for HCC during the on-time Open Enrollment period through May 31, they will be assigned to their HCC pathway school. HCC applications received after the on-time Open Enrollment period are subject to seat availability. Assignment to the non-pathway school depends on seats space available; tiebreakers apply during on-time Open Enrollment. Assignment to the non-pathway school may be requested through May 31 and depends on seats available.

~~If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their HCC pathway school.<sup>4</sup> Assignment to the non-pathway school may be requested through May 31 and depends on space available.~~

- **Advanced Learners:** 5<sup>th</sup> grade students enrolled as Advanced Learners (Spectrum) will receive an initial assignment to ~~AL at~~ their attendance area middle school for 6<sup>th</sup> grade; no application is required.

Any student qualified as Advanced Learner student may apply for another attendance area school or K-8 school during Open Enrollment through May 31; assignment is based on seats available within the staffing capacity space available; ~~and~~ tiebreakers apply during on-time open enrollment.

- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway, and who apply during the on-time Open Enrollment period through May 31, will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).<sup>5</sup> For students who apply after Open Enrollment but by May 31, assignment is based on seats available within the staffing capacity.
- **Special Education:** When a student with an IEP is assigned an elementary school that is not the attendance area school, the student may chose to attend the attendance area middle school or the middle school in that elementary school's feeder pattern.

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<sup>4</sup>~~This occurs when a student is new to the district after the testing deadline has passed, enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students. Eligibility is determined by the Advanced Learning department.~~

<sup>5</sup> One of the choices listed must be for the pathway school without designation of Advanced Learner (or HCC if applicable).

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on seats available within the staffing capacity~~space available~~; tiebreakers apply during Open Enrollment.

#### Students Currently Attending a K-8 School

Students entering 6<sup>th</sup> grade and attending K-8 schools will be assigned to continue at their current K-8 school for 6<sup>th</sup> grade, as long as the school offers the services the student needs.<sup>6</sup>

- If they apply for their attendance area middle school during Open Enrollment through May 31, they will be assigned to their attendance area school, as long as the school offers the services the student needs. This is -subject to seat availability (unless they apply for and are assigned to a higher ranked choice).

Students may apply for any school with space available during or after Open Enrollment through May 31.

- **HC:** Students eligible, but not enrolled as HCC, are not automatically assigned to their HCC pathway school. If they apply for HCC during the on-time Open Enrollment period~~through May 31~~, they will be assigned to their HCC pathway school. Assignment to the non-pathway school ~~depends on space available~~ is subject to seat availability; tiebreakers apply during Open Enrollment.

If a student becomes HC-eligible after the on-time~~May 31~~Open Enrollment period and applies for HCC, they will be assigned to their HCC pathway school.<sup>7</sup> This occurs when a student is newly eligible after on-time Open Enrollment, new to the district after the testing deadline has passed, or enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students. Assignment to the non-pathway school may be requested through May 31 and depends on seats available within the staffing capacity~~space available~~.

- ~~• **Advanced Learners:** Advanced Learners (Spectrum) who apply for their attendance area school by May 31 will be assigned to AL at that school, as long as the school offers the services the student needs (unless they apply for and are assigned to a higher ranked choice).~~

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on seats available within the staffing capacity~~space available~~; tiebreakers apply during Open Enrollment.

#### **D. Students Entering 9th Grade**

Current and new students will generally be assigned to their attendance area high school, as long as the school offers the services the student needs. Students may also apply to any school during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.

- **HC:** Students enrolled in HCC in 8<sup>th</sup> grade will receive an initial assignment to Garfield. They may also apply for the HCC/IBX program at Ingraham; assignment to Ingraham depends on space

<sup>6</sup> Students enrolled as an Advanced Learner at their K-8 school will be continued without having to reapply.

<sup>7</sup> ~~This occurs when a student is new to the district after the testing deadline has passed, enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students.~~

available and tiebreakers. If not assigned to HCC/IBX at Ingraham they retain their seat at Garfield (unless they apply for and are assigned to a higher ranked choice). Students eligible, but not enrolled as HCC, may also apply for the HCC/IBX program at Ingraham. Assignment depends on space available; tiebreakers apply during Open Enrollment.

If they apply for their attendance area high school during Open Enrollment-through May 31, they will be assigned to their attendance area school (unless they apply for and are assigned to a higher ranked choice).

In 2019-2020 students enrolled in HCC in 8<sup>th</sup> grade will receive an initial assignment to the regional pathway school for HC services. They may also apply for the IBX program at Ingraham; assignment to Ingraham depends on space available and tiebreakers. If not assigned to IBX at Ingraham, they retain their seat at the regional pathway school.

Students eligible, but not enrolled as HC, will receive an initial assignment to their attendance area high school. These students may also apply during Open Enrollment to attend their regional pathway high school and will receive placement at this site. These students may also apply during the Open Enrollment process for the IBX program at Ingraham. Assignment depends on space available; tiebreakers apply during Open Enrollment.

- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway and who apply during Open Enrollment ~~through May 31~~ will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).

Students may also apply to any school with ~~space-seats~~ available during or after Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with seats available within the staffing capacity~~space available~~ and without a waitlist.

#### **E. Students Who Move**

When students move, they may have the option of or be required to get a new school assignment, depending on when and where they move.

In general, students **must** change to their new attendance area schools if they are assigned to their attendance area school, are not grandfathered, and they move to a new attendance area. If they move before the school year starts, they **must** change schools for the new school year. If they move during the school year, they **may** finish the year at their current school, but they **must** change schools the next year.

In all cases, reassignments are subject to any special education services a student may require.

Detailed move rules are available in the Superintendent's Procedures for Student Assignment.<sup>8</sup>

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<sup>8</sup> Available on the district website: <http://www.seattleschools.org/admissions>

## SECTION III: ACCESS TO PROGRAMS AND SERVICES

Seattle Public Schools offers a variety of programs and services to meet a range of student needs, including English Language Learners (ELL), students eligible for special education services, students who are homeless, and students eligible for advanced learning. Many students are assigned to their attendance area school regardless of most service needs. For required special education services not available at every attendance area school, a linked school is designated. This provides predictable assignments for students who need these services.

Schools and services are also available for students who have various behavioral, attendance, or academic challenges as well as for students who self-select into certain unique programs. Students are assigned to these schools or programs individually based on specific needs and circumstances, not through the standard assignment process.

### A. Special Education

The Individuals with Disabilities in Education Act (IDEA) requires the district to ensure that “a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.” IDEA does not require the full continuum of placement be available at each school in the district. If a student’s IEP requires services that are not available at the student’s attendance area school, the student may be assigned to another school that can offer the services that are included in the IEP and necessary for the student to receive a free, appropriate public education. Per the Washington Administrative Code (WAC), “Unless the IEP of a student with a disability requires some other arrangement, the student shall be educated in the school that he or she would attend if nondisabled. In the event the student needs other arrangements, placement shall be as close as possible to the student’s home.” Special Education Services are provided in a continuum throughout the district.

Resource level special education services are available at every school and follow the general education student assignment process. ~~Students who receive Special Education Resource services are assigned to their attendance area school, and may also apply for assignment to another school through School Choice. Most students with IEPs will retain their initial attendance area school assignment based on their IEP service needs.~~

Students who are eligible for other special education continuum services (Access, Focus, Social/Emotional, SM2, Distinct) are assigned to their attendance area or linked school, and may ~~also~~ apply for assignment to another school that offers those services through School Choice. Linked schools, which include Option Schools, for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.<sup>9</sup> A very small number of students with exceptional circumstances may require individual assignments based on their IEP. Please refer to the Special Education Change of School Procedure Guide for further information.

Standard assignment rules and tiebreakers apply.

Students who receive centralized special education service assignments to meet their specific IEP driven needs (DHH, Vision, Medically Fragile) are assigned individually based on student needs, and may also apply for assignment to another school offering the same services through School Choice.

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<sup>9</sup> If warranted by student needs, intensive special education services may be added at other locations and times.

These assignments are in alignment with approved boundaries and feeder patterns, to the extent possible, depending on capacity, proximity, and individual service needs. Assignments are made individually to ensure that each student's IEP requirements can be met and that the appropriate services are available at the assigned school. Transportation for students with disabilities is based on individual IEP service needs.

## **B. English Language Learners**

Most students who need ELL services are assigned to their attendance area school. Students who need ELL services may also apply for other schools through School Choice. Bilingual Orientation Center services are available for newcomers.

## **C. Advanced Learning**<sup>10</sup>

There are several services and programs to meet the needs of advanced learners. Some students may be served at their attendance area school; others will follow pathways with their peers.

### Highly Capable Cohort (HCC)

HCC assignment pathways are based on where students live, not where they attend school. (See Appendix A for attendance areas and feeder patterns.)

- HCC students entering grades 1-8, who apply during on-time Open Enrollment ~~period through~~ **May 31**, will be assigned consistent with the approved HCC pathways, based on where they live.
- Students entering grades 1-8 who become HC-eligible after Open Enrollment will be assigned consistent with the HCC pathways, based on where they live.
- Students entering 6<sup>th</sup> grade will be assigned to a middle school consistent with the approved HCC pathways, based on where they live.
- Assignment to the non-pathway school may be requested during Open Enrollment through May 31 and depends on space available.
- All 9<sup>th</sup> graders will be assigned to Garfield and may apply for the HCC/IBX program at Ingraham.

If students enrolled in HCC apply for their attendance area school during the on-time Open Enrollment through May 31, they will be assigned to their attendance area school.

### HCC/IBX Program at Ingraham High School

A second advanced learning option for high school students who are HC-eligible ~~high school students~~ is offered at Ingraham. Qualified ~~Highly Capable/IBX-HC~~ students will generally take core classes together and then enroll in International Baccalaureate classes beginning in 10<sup>th</sup> grade – a year earlier than usual. An accelerated curriculum leads to an early IB diploma, allowing seniors to complete internships, college classes, and further electives.

### Advanced Learning Opportunities (ALO)

~~HC or ALs~~ Students in (grades 1-8 who are AL or HC eligible and ) ~~who~~ enroll at their attendance area school will ~~be assigned as general education students, but they will~~ receive ALO services at their attendance area school. Eligibility for HC or AL services will be maintained as long as the student is continuously enrolled in Seattle Public Schools.

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<sup>10</sup> See additional information in Sections II-C and II-D.

## Advanced Learners (AL)

Advanced ~~Learners~~ Learning (Spectrum) is offered for elementary and middle school students identified through district testing. For elementary grade and middle school students, AL is offered at ~~one or more schools in each service area~~ school site. ~~Every attendance area middle school also offers AL.~~ Newly-eligible elementary students must apply for AL during Open Enrollment through May 31. ~~Assignment to AL in grades 1-5 depends on space available; tiebreakers apply during Open Enrollment.~~

~~Advanced Learner~~ AL eligible students in grades 6-8 are guaranteed assignment services at their ~~to the AL program at their~~ attendance area middle school. Advanced Learners in 5<sup>th</sup> grade at elementary schools will be automatically assigned to ~~6<sup>th</sup> grade AL at~~ their attendance area middle school. Students newly eligible for advanced learning who are already assigned to their attendance area middle school will be automatically assigned to AL at that school. ~~Advanced Learning students who are already assigned to their attendance area middle school (but are not assigned to AL) who are entering 7<sup>th</sup> or 8<sup>th</sup> grade will also be automatically assigned to AL at that school.~~<sup>11</sup> ~~Advanced Learning students who are not already assigned to their attendance area middle school will be assigned to AL at their attendance area middle school upon request, if they apply during Open Enrollment through May 31.~~ Students who are AL-eligible ~~students~~ may also apply for an AL program at any other school through School Choice, during Open Enrollment through May 31; assignment depends on space available; tiebreakers apply during Open Enrollment. After waitlists have been dissolved, program changes within the same school will be at principal discretion.

### **D. Montessori**

Montessori programs are offered at two attendance area elementary schools (Daniel Bagley and Graham Hill). Students, including those who live in a school's attendance area, must apply for Montessori. Students who live in other attendance areas may also apply through the regular School Choice process. Assignment depends on space available; tiebreakers apply during Open Enrollment. After waitlists have been dissolved, program changes within the same school will be at principal discretion. Leschi offers a blended (contemporary and Montessori) program to all students.

### **E. International Schools with Dual Language Immersion**

There are feeder pathways for dual language immersion students at international schools. Dual language immersion pathways are implemented as each cohort of students is ready to move to the next level. Assignment pathways are based on where students attend school (not where they live):

John Stanford & McDonald > Hamilton > Ingraham

Beacon Hill & Dearborn Park > Mercer > Chief Sealth

Concord > Denny > Chief Sealth

Assignment is guaranteed for non-attendance area dual language immersion students who apply for their pathway school during Open Enrollment; after ~~through May~~ Open Enrollment, 31 assignment is based on seat availability.<sup>12</sup>

### **F. Programs and Services**

Information about locations of programs and services that could impact family choices will be available to families prior to the Open Enrollment period. Decisions will also be reflected in the designation of linked attendance area schools and will specify the services or program(s) for which the schools are

<sup>11</sup> Unless the student is already assigned to a program other than General Education, such as HCC

<sup>12</sup> One of the choices listed must be for the pathway school without designation of AL (or HCC, if applicable).

linked.<sup>13</sup> Information is also provided in quarterly reports to the Board, available online. (See School Board Policy # 2200 for additional information.)

Service schools provide specific services or unique academic programs that are not offered at attendance area or option schools (See Appendix C).

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<sup>13</sup> Changes not connected to the Open Enrollment process are adjusted as needed. If warranted by student needs, intensive special education services may be added at other locations and times.

## SECTION IV: SCHOOL CHOICE

### A. Open Enrollment

School Choice allows students to apply for any school(s) beginning during the Open Enrollment period through the end of May. A student may apply for any combination of attendance area schools and/or option schools. Students who apply for and receive a choice assignment will receive a new assignment to that choice school (or program). Students with a choice assignment will be continued at that school through the highest grade served, as long as the school offers the services the student needs. Open Enrollment applications will be processed as follows:

- All first choices will be processed first, then second choices next, etc.
- If more students apply than can be assigned, the approved tiebreakers are used.
- Waitlists established during Open Enrollment processing are based on the same processing sequence and tiebreakers used when making assignments.
- Each student may have one assignment and, if desired, be on one waitlist. Waitlists stay active through May 31 and will be dissolved on August 31, after which there are no further waitlist moves for the school year.<sup>14</sup>
- If a student submits an application and gets assigned to the first choice school, the previous assignment is dropped and the student is not on any waitlist.
- If a student submits an application and gets assigned to one of the choices other than the first choice, the previous assignment is dropped and the student is put on the waitlist for the first choice.
- If a student submits an application and doesn't get assigned to any of the choices, the previous assignment is still in place, and the student is put on the waitlist for the first choice.

After Open Enrollment through May 31, students will be assigned to available choice seats on a first-come, first-served basis. Space available is based on both the physical space within the school and within the staffing allocation of a school. Waitlist moves will be made if they are budget neutral. After May 31, assignments for new students are to their attendance area school, or to an option school with space available and without a waitlist.

### B. Tiebreakers

If more students apply for a school during Open Enrollment than can be assigned based on the staffing capacity of a school, tiebreakers determine assignment and waitlist status.

<b>STANDARD TIEBREAKERS</b>			<b>Option Schools</b> (all grades)
for available seats after assignment of attendance area students			
Attendance Area Elementary / K-8 Schools	Attendance Area Middle Schools	Attendance Area High Schools	
<u>1. Attendance Area (Montessori Only)</u> <del>2.</del> Sibling <del>3.</del> Lottery	1. Sibling 2. Feeder School 3. Lottery	1. Sibling 2. Lottery	1. Sibling 2. GeoZone 3. Lottery

<sup>14</sup> The District anticipates making all waitlist moves by May 31. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.



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Montessori Tiebreakers
Elementary Schools
1. Attendance Area
2. Sibling
3. Lottery

AL Tiebreakers (Spectrum)	
Elementary / K-8 Schools	Middle Schools
1. Service Area	1. Sibling
2. Sibling	2. Feeder School
3. Lottery	3. Lottery

HCC Tiebreakers (formerly APP)		
Elementary Schools	Middle Schools	High Schools
1. Sibling	1. Sibling	1. Sibling
2. Lottery	2. Feeder School	2. Lottery
	3. Lottery	

**C. Waitlists**

Waitlists established during Open Enrollment processing are based on the same processing sequence and tiebreakers used when making assignments.

After Open Enrollment assignments are made and waitlists are established:

- Students may be added to the end of any waitlist through May 31, but no student may be on more than one waitlist at a time.
- Waitlists stay active through May 31.<sup>15</sup>
- If there are multiple students added to the same school/grade/program waitlist on the same day, those students only will be sequenced by lottery. (They will not move ahead of students already on the waitlist from Open Enrollment or from a previous day.)
- If a school does not have a waitlist, assignments for space available are first come, first served through May 31.

**D. Siblings and School Choice**

SPS provides a variety of options for families who would like to have siblings assigned to the same school. Some options are guaranteed and some are not. A student’s designated school is their attendance area school, or a linked school to which the student is assigned because the attendance area school does not have the required special education or ELL services the student needs.

1. New students who are siblings in the same grade span will start out assigned together at their designated school:

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<sup>15</sup> The District anticipates making all waitlist moves by May 31. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

- If siblings have different designated schools due to different service needs, the sibling without required special education or ELL service needs can be assigned to the other sibling’s school upon request until May 31 (or at the time of enrollment, if later).
2. Siblings in the same grade span who are assigned to different schools:
    - All siblings receive a tiebreaker priority during Open Enrollment when applying for a school which another sibling currently attends and will attend the following year.
    - After Open Enrollment through May 31, any student will be assigned to their attendance area school upon request. If siblings have different designated schools due to different service needs, the sibling(s) without required special education or ELL service needs can be assigned to the other sibling’s school upon request until May 31.
  3. Siblings who are already assigned together, but who apply for reassignment together to one or more schools for the following school year:
    - If the siblings apply for the same schools in the same order during Open Enrollment, the applications will be processed using the “keep siblings together” rule: If all siblings cannot be assigned together to one of the schools listed, they will keep their original school assignments and all will be waitlisted for the first choice school. (No siblings are reassigned unless all siblings can be reassigned to the same school.)
    - Siblings may apply for different programs at the same school (e.g. one of the siblings applies for AL at a school, while the other does not apply for any special program), as long as they apply for the same schools in the same order.
  4. Twins<sup>16</sup> who apply for assignment together to one or more schools:
    - If they apply for the same schools in the same order during Open Enrollment, the resulting school and program assignment of the student with the highest SPS student ID number will determine the assignment of the twin, as long as that school provides all required services for both students.
    - They may apply for different programs at the same school (e.g. one of the siblings applies for the AL program at a school while the other does not apply for any special program) as long as they apply for the same schools in the same order. A twin who is not eligible for the assigned program of the sibling with the highest student ID number will be assigned to the General Education program at the same school (or the appropriate Special Education program, if applicable).
    - If the siblings are waitlisted for the same school and program during Open Enrollment, the twin with the lower student ID number will be placed on that waitlist immediately after the twin with the highest ID number.

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<sup>16</sup> This includes triplets and other multiples, as well as siblings in the same grade.

# APPENDIX A

## Attendance Areas and Feeder Patterns

### HIGH SCHOOLS

Attendance Area High Schools: Ballard, Franklin, Garfield, Nathan Hale, Ingraham, Rainier Beach, Roosevelt, Chief Sealth, West Seattle

Option High Schools: The Center School, Cleveland STEM

### ELEMENTARY AND MIDDLE SCHOOLS

Attendance Area Middle Schools: Aki Kurose, Denny, Eagle Staff, Eckstein, Hamilton, Jane Addams, Madison, Meany, McClure, Mercer, Washington, Whitman

Each middle school attendance area has a group of elementary schools that feed into the middle school.

<b>MIDDLE SCHOOLS</b>	<b>ELEMENTARY FEEDER SCHOOLS (Including K-8 Attendance Area Schools)</b>	<b>OPTION SCHOOLS<sup>17</sup></b>	<b>HCC PATHWAYS<sup>18</sup></b>
Aki Kurose	Dunlap, Emerson, Graham Hill, Martin Luther King Jr., Rainier View, Wing Luke	South Shore PK-8	Thurgood Marshall Washington Garfield
Denny	Arbor Heights, Concord, Highland Park, Roxhill, Sanislo, West Seattle ES	STEM K-8	Thurgood Marshall Madison Garfield
Eagle Staff	Broadview-Thomson (K-8), Daniel Bagley, Greenwood, Northgate, Olympic View*, Viewlands*	Licton Springs K-8	Cascadia Eagle Staff Garfield
Eckstein	Bryant, Green Lake*, Laurelhurst, Sand Point, View Ridge, Wedgwood	Thornton Creek	Decatur <sup>19</sup> Jane Addams Garfield
Hamilton	B. F. Day, Green Lake*, West Woodland	John Stanford McDonald	Cascadia Hamilton Garfield
Jane Addams	John Rogers, Olympic Hills, Olympic View*, Sacajawea,	Cedar Park Hazel Wolf K-8	Cascadia Jane Addams Garfield
Madison	Alki, Fairmount Park, Gatewood, Genesee Hill, Lafayette	Pathfinder K-8	Thurgood Marshall Madison Garfield
Meany	Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens	TOPS K-8	Thurgood Marshall Washington Garfield
McClure	Catharine Blaine (K-8), Coe, John Hay, Lawton	Queen Anne	Cascadia Hamilton Garfield
Mercer	Beacon Hill, Dearborn Park, Hawthorne, Kimball, Maple, Van Asselt	Orca K-8	Thurgood Marshall Washington Garfield
Washington	Bailey Gatzert, John Muir, Thurgood Marshall		Thurgood Marshall Washington Garfield
Whitman	Adams, , Loyal Heights, North Beach, Viewlands*, Whittier	Salmon Bay K-8	Cascadia Eagle Staff Garfield

\*Elementary schools with an asterisk feed into multiple middle schools. Assignment to attendance area middle schools is based on student address.

<sup>17</sup> Option schools are located in proximity to attendance area schools. Living within an option school's GeoZone is not a guarantee of assignment.

<sup>18</sup> Ingraham also offers the advanced HCC/IBX program, but is not an HCC pathway high school.

<sup>19</sup> HCC students living in the Green Lake attendance area will be assigned to Cascadia for HCC.

## HIGH SCHOOL HC PATHWAYS

Beginning in the 2019-20 school year, there will be regional HC pathways for students entering 9<sup>th</sup> grade. Students in a high school HC pathway in 2018-19 will be grandfathered in their current pathway school. The regional pathways are based on your attendance area high school.

<u>HC PATHWAY SCHOOL</u>	<u>ATTENDANCE AREA HIGH SCHOOLS</u>
<u>Ballard</u>	<u>Ballard and Ingraham</u>
<u>Franklin</u>	<u>Franklin and Rainer Beach</u>
<u>Garfield</u>	<u>Garfield and Lincoln<sup>20</sup></u>
<u>Roosevelt</u>	<u>Roosevelt and Nathan Hale</u>
<u>West Seattle</u>	<u>West Seattle and Chief Sealth</u>

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<sup>20</sup> Lincoln High School will begin serving students in the 2019-20 school year.

## APPENDIX B

### **Geographic Zones for Option School Tiebreakers**

The tiebreakers for option schools are:

1. Sibling
2. Geographic Zone (GeoZone)
3. Lottery

GeoZones give tiebreaker priority for students who live near the school and serve as a tool for capacity management. In some cases, they can also be used to improve diversity. GeoZones are not a guarantee of assignment to the requested option school, and are likely to change periodically.

Maps of GeoZones are available on the School Directory page of the [www.seattleschools.org](http://www.seattleschools.org) website.

#### High School Option Schools

- Center School
- Cleveland STEM

#### K-8 Option Schools

- Hazel Wolf
- Licton Springs
- Orca
- Pathfinder
- Salmon Bay
- South Shore PK-8
- STEM K-8
- TOPS

#### K-5 Option Schools

- Cedar Park
- John Stanford
- McDonald
- Queen Anne
- Thornton Creek

## **APPENDIX C**

### **Service Schools**

Students are usually placed in a service school based on individual assessment. Assignments to service schools are choice assignments except for the Secondary Bilingual Orientation Center (SBOC), which is a designated assignment. Additional information is available in the Superintendent's Procedures for Student Assignment<sup>21</sup>.

#### **Service Schools:**

- Fred Hutchinson Cancer Research Institute School
- Head Start
- South Lake
- Education Admission Centers
- Seattle World School (including SBOC)
- Skills Center
- Special Education Consortium (Children's Home Society, McGraw Center, Ryther Center, Experimental Education Unit, Birth to 3 Contracts, Private School Services, and other non-SPS services)

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<sup>21</sup> Available online at [www.seattleschools.org/admissions](http://www.seattleschools.org/admissions)

## **APPENDIX D**

### **Alternative Learning Experience Schools**

Alternative Learning Experience (ALE) schools offer learning experiences for public school students developed and supervised by a student learning plan and certified teachers. ALE schools generally follow the same enrollment timelines and procedures as service schools.

#### **ALE Schools:**

- Cascade Parent Partnership Program
- Interagency Programs
- Middle College High School
- Nova