



Equitable Access to Programs and Services Annual Report

January 2017

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For questions and more information about this document, please contact the following:

Sherry Kokx
Manager, School Operations
206-252-0634

This annual report provides an overview of Policy No. 2200, Equitable Access to Programs & Services and an overview of changes to programs and services.

EQUITABLE ACCESS TO PROGRAMS & SERVICES ANNUAL REPORT

January 2017

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Attachments:

- Listings of Linked Schools for 2016 – 2017
 - Elementary School
 - Middle School
 - High School
- School Board Policy 2200, for reference
- Superintendent Procedure 2200, for reference

Overview of Policy No. 2200 – Equitable Access to Programs & Services

Board Policy No. 2200 states:

It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.

School Board Policy F21.00 delegates to the Superintendent the authority to make all of the closure and placement decisions for services not governed by the student assignment plan or other Board policies, and the placement decisions for programs not governed by the student assignment plan. This authority includes actions to make changes to existing programs or services, the development of new programs or services, the replication of existing programs or services, the relocation of existing programs or services, and the closure of existing services. This policy does not apply to changes in programs or services which are reserved by law or other Board policies to the School Board or Superintendent. Board approval is required for the closure of a school or instructional site.

Prior to making programmatic or service changes, including those requiring School Board approval under Policy F21.00, the Superintendent will take the objectives listed below into account, balancing competing needs to achieve the result that is in the best interests of students, all factors considered:

1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice

The relevant factors considered and the basis for each change shall be documented in writing, distributed to the School Board for its reference, and kept on file. On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known. These quarterly updates should be provided to the School Board in April, July and October.

The fourth quarterly update shall be an annual report that provides detail about all the decisions that were made in the prior year and how those decisions relate to the eight decision making criteria outlined in this policy. The annual report should be provided to the School Board in January. The Superintendent is authorized to establish Superintendent Procedures or administrative guidelines to implement this policy. Changes to the Superintendent Procedures will be shared with the appropriate Board committee for its information.

-end of policy

Overview of Changes

The following annual report provides details about the decisions that were made for the 2016-2017 school year and how those decisions relate to the decision making criteria as outlined in Board Policy No. 2200, as well as upcoming decisions for the 2017-2018 school year that are known at the time of this report.

SPECIAL EDUCATION SERVICES CHANGES

The following changes were reported in the April 2016 Quarterly Report:

School	Continuum of Service K-5	Net Change 2016-17 School	Summary
Adams		0	Convert 2 SM1g classes to 2 Focus classes
Aki Kurose		0	Convert 1 SM2 class to 1 Access class (originally going to reduce)
Arbor Heights	X	0	Convert 2 SM1g classes to 2 Focus classes
Broadview-Thomson	X	1	Add 1 SM4 class (not 6-8)
Cleveland		1	Add 1 SM4 class
Eckstein		(1)	Reduce 1 DHH class
Emerson	X	0	Convert 2 SM1g classes to 2 Focus classes
Gatzert		0	Convert 2 SM1g classes to 2 Focus classes
Green Lake		0	Convert 1 SM2 class to 1 Focus class
Hazel Wolf K-8	X	0	Convert 1 SM4 class to 1 Access class (there will be 1 SM4 seat/split services)
Kimball	X	2	Add 1 Access class, add 1 Focus class
Lowell		0	Convert 2 SM2 classes to 2 Focus classes
Loyal Heights	X	2	Add 1 Access class; add 1 Focus class
Maple	X	2	Add 1 Access class, add 2 Focus class, reduce 1 SM2 class
Martin Luther King Jr.		1	Add 1 SM4 class
Muir		1	Add 1 Access class
North Beach		0	Convert 1 SM4 class to 1 Focus class
Olympic Hills		0	Convert 2 SM2 classes to 2 Focus classes
Olympic View		0	Convert 1 SM1g class to 1 Focus class
Rainier View		0	Convert SM4i class to SM4 class
Sacajawea	X	1	Add 1 Access class
Sanislo		0	Convert 1 SM2 class to 1 Focus class
Schmitz Park		1	Add 1 Access class
South Shore		0	Reduce 1 SM4 class; add 1 PreK class
STEM K-8	X	1	Add 1 Access classes, reduce 1 SM4 class, add 1 PreK class
T. Marshall		0	Convert 1 SM4 class to 1 Focus class

School	Continuum of Service K-5	Net Change 2016-17 School	Summary
Thornton Creek	X	1	Add 1 PreK class
TOPS		1	Add 1 DHH class
Van Asselt	X	1	Reduce 2 SM1g classes, add 3 Focus classes
View Ridge		(1)	Reduce 3 SM2 classes; add 2 Focus classes
Viewlands		1	Add 1 SM4 class
Wedgwood		0	Convert 1 SM2 class to 1 SM4 class
West Seattle Elem.	X	0	Convert 2 SM1g classes to 2 Focus classes
West Woodland		1	Add 1 Access class
Whitman		1	Add 1 Access class
		17	Total Additions to Special Education Services

The following changes were reported in the June 2016 Quarterly Report:

School	Type	Net Change 2016-17 School	Summary
Original Van Asselt	PK-8	1	Add 1 classroom for therapeutic services
		1	Total Additions to Special Education Services

The following changes were reported in the October 2016 Quarterly Report:

School	Type	Net Change 2016-17 School	Summary
Ballard High	SEL	1	Add 1 SEL classroom. Change from 1 to 2.
Chief Sealth International High	SM4	(1)	Reduce 1.0 SM4 classroom. Change from 3 to 2.
Denny International Middle	SM2	1	Add 1 SM2 classroom. Change from 3 to 4.
Franklin High	SM4	1	Add 1 SM4 classroom. Change from 2 to 3.
Hazel Wolf K8	ACS	1	Add 1 Access classroom. Change from 1 to 2.
Ingraham High	SM2	1	Add 1 SM2 classroom. Change from 4 to 5.
Nathan Hale High	SM2	(1)	Reduce 1 SM2 classroom. Change from 3 to 2.
Nathan Hale High	SM4	1	Add 1 SM4 classroom. Change from 2 to 3.
Northwest School of Innovative Learning (NW SOIL)	K-12	NA	Board approved contract to provide therapeutic services.
Original Van Asselt	K-8	1	Add 1 classroom for therapeutic services.
		5	Total Additions to Special Education Services

The following change was made since October 2016 report:

School	Type	Net Change 2016-17 School	Summary
Whitman Middle	SM2	(1)	Reduce 1 SM2 classroom. Change from 3 to 2.

Special Education - Implementation

Special Education Task Force is continuing to work together following last year’s agreed upon Collective Bargaining Agreement (CBA) to design additional services for the subsequent roll out of the full continuum of services at both Satellite and Continuum Schools. Additionally, the School District’s Special Education department is working with the Special Education Advisory and Action Council (SEAAC) on matters like reviewing the parent/guardian guide to the Change of School Process.

All of the Special Education service additions in the 2016-2017 school year were in support of district-wide academic goals. The additions increased access to services in each region to provide availability of services closer to where students reside and considered each middle school feeder region in alignment with the New Student Assignment Plan. These decisions were made through collaboration between the Special Education department, enrollment planning, capital, facilities, human resources, transportation and budget to promote equitable special education services across the district. Careful consideration was given to the fiscal impact of changes and use of space, and overall district wide capacity. Data from multiple sources were considered prior to all changes in services implemented in the 2016-2017 school year.

Continuum of Service Model Implementation in Elementary and Elementary Portions of K-8 Schools:

Schools that have a full continuum of services, which would be Resource, ACCESS and an Intensive service model Focus, Distinct and SEL are labeled Continuum Schools. This year there are 19 continuum elementary and K-8 schools; up from 9 schools in 2015-2016. All of these continuum elementary and elementary parts of K-8 schools’ resource rooms are staffed at 22:1. Any IEP Team may determine a student needs a higher / lower degree of support regardless of the assigned service delivery model. The service models used in Seattle Public Schools are guides for support and not intended or ever should usurp the individual needs of each student.

2016-17 Continuum Elementary and K-8 Schools:

- o Arbor Heights
- o Broadview-Thomson K-8
- o Daniel Bagley
- o Emerson
- o Graham Hill
- o Hazel Wolf K-8
- o Kimball
- o Leschi
- o Licton Springs K-8
- o Loyal Heights
- o Maple
- o Pathfinder K-8
- o Sacajawea
- o Salmon Bay K-8
- o STEM K-8
- o Thornton Creek
- o Van Asselt
- o West Seattle
- o Wing Luke

Listing of Linked Schools for 2016 – 2017

Program placement decisions are also reflected in the designation of linked attendance area schools, and specify the services or program(s) for which the schools are linked. The attached charts provide information about the location of various services and linked schools that were identified for the 2016-17 school year.

- Elementary
- Middle
- High School
- Special Education

UPCOMING DECISIONS TO SERVICE CHANGES FOR HIGHLY CAPABLE COHORT (HCC)

Madison Middle School will become the HCC pathway for current fifth grade West Seattle HC students in September 2017. Heretofore fifth grade students who were currently or newly eligible as HC had a guaranteed assignment to HCC at Washington Middle School. According to the new Student Assignment Plan, the HCC pathway for HC fifth graders living in West Seattle will be Madison Middle School. This change was made at the recommendation of the West Seattle Highly Capable Pathway Focus Group. Public meetings were held from May 2015 through the summer of 2016. Recommendations were submitted for consideration in September 2016. Madison Middle School became an optional HC assignment in 2016-17, and will become the official WS HCC pathway over the next three years pending Board approval.

PROGRAM CHANGES

Open Doors Youth Reengagement Program at Seattle Vocational Institute-Office of Superintendent of Public Instruction defines this program as, “A dropout reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Open Doors reengages disconnected youth through programs that:

- Encourage community partnerships
- Create multiple pathways for students to realize success
- Provide an on-ramp to post-secondary achievement through a performance based, individualized support model.”

The Seattle Vocational Institute initiated this program through Seattle Central College in 2016, with Seattle Public Schools serving as the partnering school district. Seattle Central College provides all instruction geared towards GED preparation and basic skills development, as well as case management services. Currently, 22 students are enrolled in the program, including students from other school districts. This Seattle Central College program, housed at Seattle Vocational Institute, is centrally located in the city and open to students across the district and to students who come initially from other school districts.

OTHER CHANGES REPORTED (Not required to be reported in 2200SP):

April 2016 Report:

Spectrum Delivery Model

The following changes were made in collaboration with the Advanced Learning Department and each building’s Building Leadership Team, PTA and staff:

- Spectrum at Lafayette will no longer be a self-contained program
- Spectrum at Whittier will no longer be a self-contained program

New delivery mechanisms include differentiated instruction, flexible grouping and/or accelerated pacing as required by Policy 2190.

Spectrum is the subject of a year-long Advanced Learning Project Plan and Timeline currently in progress at the behest of the School Board. Changes to the Linked Elementary Schools would come as a result of this project.

June 2016 Report:

Preschool Programs

The following Seattle Pre-School sites were approved by the School Board for the 2016-17 school year:

- Bailey Gatzert (Year 2)
- Original Van Asselt (Year 2)
- Van Asselt (Year 2)
- Arbor Heights (Year 1)
- Boren STEM (Year 1)
- Dearborn Park International (Year 1)
- Highland Park (Year 1)
- Thornton Creek (Year 1)

Seattle Public Schools states, "A commitment to early learning as a foundation for future academic success" as a core strategy for closing the achievement gap in the Districts Strategic plan. To this end, Seattle Public Schools' Board of Directors voted to accept funds from the City of Seattle's Seattle Preschool Program to fund eight classrooms of 3 and 4-year-old students. The classroom locations were vetted through enrollment planning and were discussed through the School Board process. In accordance with the guidelines of the Seattle Preschool Program, the classrooms are enrolled through the Seattle Preschool Program framework. Continuous enrollment into SPS is not possible at this time and students must reenroll into SPS when entering kindergarten. Family Engagement events in each preschool classroom will help families facilitate the kindergarten enrollment process.

October 2016 Report:

- **North End Elementary Highly Capable Cohort:** Student Assignment Plan, presented to the School Board for Introduction on December 7, 2016, recommended a geo-zone split to Decatur building. This decision was made after Level 3 engagement with the Cascadia and Thornton Creek staff and families. Multiple survey results from the constituents selected this option as the top choice. The Decatur building is currently empty and receiving seismic upgrades. It will be ready to reopen in Summer 2017. The decision to utilize this space is the most fiscally responsible and serves students in their neighborhood.
- **Louisa Boren STEM K8:** In 2017-18 the school will serve students in grades K-8. This is a continuation of the decision made several years ago when this school was created.
- **Madrona K8 Truncation:** Student Assignment Plan presented for Introduction on December 7, 2016 also proposed truncating Madrona to K5. This decision was made using Level 3 engagement with Madrona families and staff, who overwhelmingly support this decision. The students living in the Madrona attendance area will attend the newly remodeled soon-to be re-opened Meany Middle School in September 2017.

January Report-Upcoming Decisions

- **Chief Sealth High School as the Language Immersion Pathway for the Southeast:** The Student Assignment Plan, presented to the School Board for Introduction on December 7, 2016, recommended creating a Southeast Language Immersion Pathway. Students who attend Mercer International Middle School and are part of Language Immersion may elect to attend Chief Sealth High School. This decision was made by the International Schools/Dual Language Immersion taskforce after Level 2/3 engagement with a variety of stakeholders, including Mercer International MS families, high school principals and staff in the Southeast, and staff, including the leadership, at Chief Sealth HS. Chief Sealth has physical space at the school and by designating it as the pathway for the two cohorts of Dual Language Immersion students at Mercer (25 students in Spanish and 26 students in Mandarin), those students who select Chief Sealth during open enrollment are guaranteed a spot there.

2016-17 SCHOOL YEAR

Linked Elementary Schools and Location of Student Services and Programs: Grades K-5

LINKED SCHOOLS ARE BASED ON THE 2016-17 ELEMENTARY ATTENDANCE AREA SCHOOL FOR YOUR ADDRESS. ¹ Families may apply to an option school or another attendance area school that offers the services that meets the student needs.		English Language Learners ²	Advanced Learning (Spectrum assignment not guaranteed.)		Special Education ^{4,5}					
		Linked School for BOC Services	Spectrum School(s) for Tiebreaker Priority	HCC Pathway School	Special Education resource services are provided at every school. Other services will typically be provided at the schools shown below, based on the elementary attendance area. However, students may be assigned to a different site with appropriate services, usually in the same or a nearby service area. Students who have more than one service need will be assigned individually depending on the combination of services needed.					
Middle School Service Area	Attendance Area Elementary School				DHH	Med/Frag	Access	Focus	Social/Emotional	SM4
Aki Kurose	Dunlap	Dunlap	Wing Luke	Thurgood Marshall	TOPS	Orca	Emerson Graham Hill Kimball Maple Van Asselt Wing Luke	Emerson Kimball Maple Van Asselt	Hawthorne South Shore	Dearborn Park Graham Hill MLK Jr Rainier View Wing Luke
	Emerson									
	Graham Hill									
	Martin Luther King Jr									
	Rainier View									
Wing Luke										
Denny	Arbor Heights	see note ³	Arbor Heights	Thurgood Marshall	TOPS	Orca	Arbor Heights Pathfinder Schmitz Park STEM K-8 West Seattle	Arbor Heights Sanislo West Seattle	Gatewood Highland Park	Pathfinder Roxhill STEM K-8
	Concord Int'l			(Optional HCC at Fairmount Park)						
	Highland Park									
	Roxhill									
	West Seattle									

1. 2016-17 elementary attendance areas are not all fully aligned with middle school service areas due to BEX IV construction and phase-in of growth boundaries. Service areas are for reference only.

2. ELL services are available at each school.

3. There is no EBOC in the Denny or Madison service area. Students in these areas will receive services at their attendance area schools.

4. Students currently assigned to SM2 may continue receiving this service. New students will be assigned according to the new Continuum of Services model.

5. Students needing comprehensive vision services will be assigned to Lowell.

LINKED SCHOOLS ARE BASED ON THE 2016-17 ELEMENTARY ATTENDANCE AREA SCHOOL FOR YOUR ADDRESS. ¹		English Language Learners ²	Advanced Learning (Spectrum assignment not guaranteed.)		Special Education ^{4,5}					
Families may apply to an option school or another attendance area school that offers the services that meets the student needs.		Linked School for BOC Services	Spectrum School(s) for Tiebreaker Priority	HCC Pathway School	Special Education resource services are provided at every school. Other services will typically be provided at the schools shown below, based on the elementary attendance area. However, students may be assigned to a different site with appropriate services, usually in the same or a nearby service area. Students who have more than one service need will be assigned individually depending on the combination of services needed.					
					Middle School Service Area	Attendance Area Elementary School	DHH	Med/Frag	Access	Focus
Eckstein	Bryant	Northgate	View Ridge Wedgwood	Cascadia	TOPS	Green Lake	Hazel Wolf Laurelhurst John Rogers Sacajawea Thornton Creek	Green Lake Olympic Hills Olympic View View Ridge	Laurelhurst	Hazel Wolf Sacajawea Thornton Creek Wedgwood
	Green Lake									
	Laurelhurst									
	Olympic View									
	Sand Point									
	View Ridge									
	Wedgwood									
Hamilton	B. F. Day	Northgate	B. F. Day View Ridge	Cascadia	TOPS	Green Lake	Daniel Bagley Licton Springs Loyal Heights Salmon Bay West Woodland Whittier	Adams Green Lake Loyal Heights North Beach Olympic View	BF Day Northgate	Daniel Bagley Licton Springs Salmon Bay Viewlands
	West Woodland									

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LINKED SCHOOLS ARE BASED ON THE 2016-17 ELEMENTARY ATTENDANCE AREA SCHOOL FOR YOUR ADDRESS. ¹		English Language Learners ²	Advanced Learning (Spectrum assignment not guaranteed.)		Special Education ^{4,5}					
Families may apply to an option school or another attendance area school that offers the services that meets the student needs.		Linked School for BOC Services	Spectrum School(s) for Tiebreaker Priority	HCC Pathway School	Special Education resource services are provided at every school. Other services will typically be provided at the schools shown below, based on the elementary attendance area. However, students may be assigned to a different site with appropriate services, usually in the same or a nearby service area. Students who have more than one service need will be assigned individually depending on the combination of services needed.					
Middle School Service Area	Attendance Area Elementary School				DHH	Med/Frag	Access	Focus	Social/Emotional	SM4
Jane Addams	John Rogers	Northgate	View Ridge	Cascadia	TOPS	Green Lake	Hazel Wolf Laurelhurst John Rogers Sacajawea Thornton Creek	Olympic Hills Olympic View View Ridge	Laurelhurst	Hazel Wolf Sacajawea Thornton Creek Wedgwood
	Olympic Hills		Wedgwood							
	Sacajawea									
Madison	Alki	see note ³	Lafayette	Thurgood Marshall (Optional HCC at Fairmount Park)	TOPS	Orca	Arbor Heights Pathfinder Schmitz Park STEM K-8 West Seattle	Arbor Heights Sanislo West Seattle	Gatewood Highland Park	Pathfinder Roxhill STEM K-8
	Fairmount Park		Fairmount Park							
	Gatewood		Fairmount Park							
	Lafayette		Lafayette							
	Sanislo		Lafayette							
	Schmitz Park		Lafayette							
McClure	Catharine Blaine	Northgate	Lawton	Cascadia	TOPS	Lowell	John Hay Lawton Leschi Montlake Stevens (1-5)	Adams Gatzert Green Lake Lowell	B.F. Day Madrona Stevens	Licton Springs Lowell Salmon Bay
	Coe									
	Hay									
	Lawton									

1. 2016-17 elementary attendance areas are not all fully aligned with middle school service areas due to BEX IV construction and phase-in of growth boundaries. Service areas are for reference only.

2. ELL services are available at each school.

3. There is no EBOC in the Denny or Madison service area. Students in these areas will receive services at their attendance area schools.

4. Students currently assigned to SM2 may continue receiving this service. New students will be assigned according to the new Continuum of Services model.

5. Students needing comprehensive vision services will be assigned to Lowell.

LINKED SCHOOLS ARE BASED ON THE 2016-17 ELEMENTARY ATTENDANCE AREA SCHOOL FOR YOUR ADDRESS. ¹		English Language Learners ²	Advanced Learning (Spectrum assignment not guaranteed.)		Special Education ^{4,5}					
Families may apply to an option school or another attendance area school that offers the services that meets the student needs.		Linked School for BOC Services	Spectrum School(s) for Tiebreaker Priority	HCC Pathway School	Special Education resource services are provided at every school. Other services will typically be provided at the schools shown below, based on the elementary attendance area. However, students may be assigned to a different site with appropriate services, usually in the same or a nearby service area. Students who have more than one service need will be assigned individually depending on the combination of services needed.					
					Middle School Service Area	Attendance Area Elementary School	DHH	Med/Frag	Access	Focus
Mercer	Beacon Hill Int'l	Hawthorne	Hawthorne	Thurgood Marshall	TOPS	Orca	Emerson Graham Hill Kimball Maple Van Asselt Wing Luke	Emerson Kimball Maple Van Asselt	Hawthorne South Shore	Dearborn Park Graham Hill Rainier View MLK Jr Wing Luke
	Dearborn Park									
	Hawthorne									
	Kimball									
	Maple									
	Van Asselt									
Washington	Gatzert	Hawthorne	John Muir Lowell	Thurgood Marshall	TOPS	Lowell	John Muir Leschi Montlake Stevens (1-5)	Gatzert Lowell Thurgood Marshall	Madrona Stevens	Gatzert Leschi Lowell Thurgood Marshall
	John Muir									
	Leschi									
	Lowell									
	McGilvra									
	Madrona									
	Montlake									
	Stevens									
	Thurgood Marshall									

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2. ELL services are available at each school.

3. There is no EBOC in the Denny or Madison service area. Students in these areas will receive services at their attendance area schools.

4. Students currently assigned to SM2 may continue receiving this service. New students will be assigned according to the new Continuum of Services model.

5. Students needing comprehensive vision services will be assigned to Lowell.

LINKED SCHOOLS ARE BASED ON THE 2016-17 ELEMENTARY ATTENDANCE AREA SCHOOL FOR YOUR ADDRESS. ¹		English Language Learners ²	Advanced Learning (Spectrum assignment not guaranteed.)		Special Education ^{4,5}					
Families may apply to an option school or another attendance area school that offers the services that meets the student needs.		Linked School for BOC Services	Spectrum School(s) for Tiebreaker Priority	HCC Pathway School	Special Education resource services are provided at every school. Other services will typically be provided at the schools shown below, based on the elementary attendance area. However, students may be assigned to a different site with appropriate services, usually in the same or a nearby service area. Students who have more than one service need will be assigned individually depending on the combination of services needed.					
					Middle School Service Area	Attendance Area Elementary School	DHH	Med/Frag	Access	Focus
Whitman	Adams	Northgate	Broadview-Thomson Whittier	Cascadia	TOPS	Green Lake	Bagley Broadview-Thomson Licton Springs Loyal Heights Salmon Bay West Woodland Whittier	Adams Loyal Heights North Beach	B.F. Day Laurelhurst Northgate	Bagley Broadview-Thomson Licton Springs Salmon Bay Viewlands
	Bagley									
	Broadview-Thomson									
	Greenwood									
	Loyal Heights									
	North Beach									
	Northgate									
	Viewlands									
Whittier										

1. 2016-17 elementary attendance areas are not all fully aligned with middle school service areas due to BEX IV construction and phase-in of growth boundaries. Service areas are for reference only.
2. ELL services are available at each school.
3. There is no EBOC in the Denny or Madison service area. Students in these areas will receive services at their attendance area schools.
4. Students currently assigned to SM2 may continue receiving this service. New students will be assigned according to the new Continuum of Services model.
5. Students needing comprehensive vision services will be assigned to Lowell.

SPECIAL EDUCATION SERVICES AT OPTION SCHOOLS: GRADES K-5			
Hazel Wolf	Access, SM4	South Shore	Social/Emotional
Licton Springs	Access, SM4	STEM K-8	Access, SM4
Orca	Med/Frag	Thornton Creek	Access, SM4
Pathfinder	Access, SM4	TOPS	DHH
Salmon Bay	Access, SM4		

2016-17 School Year
Linked Middle Schools for Student Services and Programs: Grades 6-8

LINKED SCHOOLS ARE BASED ON THE 2016-17 MIDDLE SCHOOL ATTENDANCE AREA FOR YOUR ADDRESS ¹	Linked Schools									
	English Language Learners		Special Education ⁴ Special Education resource services are provided at every school. Other services will typically be provided at the linked schools as shown. However, since there are very few medically fragile students, students may be assigned to a different site with appropriate services. Students who have more than one service need will be assigned individually depending on the combination of services needed.						Advanced Learning	
Middle School Attendance Area	ELL ²	BOC	DHH	Med/Frag	Access	SM2	Social/Emotional	SM4	Spectrum School	HCC Pathway School ³
Aki Kurose	Aki Kurose	World School	TOPS	Orca	Aki Kurose	Aki Kurose	Aki Kurose	Aki Kurose	Aki Kurose	Washington
Denny	Denny	World School	TOPS	Orca	Denny	Denny	Denny	Denny	Denny	Washington
Eckstein	Eckstein	World School	TOPS	McClure	Eckstein	Eckstein	Eckstein	Eckstein	Eckstein	J. Addams
Hamilton	Hamilton	World School	TOPS	McClure	Hamilton	Hamilton	Hamilton	Hamilton	Hamilton	Hamilton
Jane Addams	J. Addams	World School	TOPS	McClure	J. Addams	J. Addams	J. Addams	J. Addams	J. Addams	J. Addams
Madison	Madison	World School	TOPS	Orca	Madison	Madison	Madison	Madison	Madison	Washington
McClure	McClure	World School	TOPS	McClure	McClure	McClure	McClure	McClure	McClure	Hamilton
Mercer	Mercer	World School	TOPS	Orca	Mercer	Mercer	Mercer	Mercer	Mercer	Washington
Washington	Washington	World School	TOPS	McClure	McClure	Washington	Washington	TOPS	Washington	Washington
Whitman	Whitman	World School	TOPS	McClure	Whitman	Whitman	Whitman	Whitman	Whitman	Hamilton

1. Students may also apply for an option school that offers the appropriate services; assignment is based on tiebreakers and capacity.
2. ELL services are available at each school.
3. Madison is an optional HCC school.
4. Students needing comprehensive vision services will be assigned to Washington.

SERVICES AT K-8 SCHOOLS: GRADES 6-8			
Hazel Wolf	SM4	South Shore	Social/Emotional
Pathfinder	SM4, Access	STEM K-8	SM4
Salmon Bay	Access	TOPS	SM4

2016-17 School Year
Linked High Schools for Student Services: Grades 9-12


LINKED SCHOOLS ARE BASED ON THE 2016-17 HIGH SCHOOL ATTENDANCE AREA FOR YOUR ADDRESS ¹	Linked Schools							Advanced Learning
	English Language Learners		Special Education Special Education resource services are provided at every school. Other services will typically be provided at the linked schools as shown. However, since there are very few medically fragile students, students may be assigned to a different site with appropriate services. Students who have more than one service need will be assigned individually depending on the combination of services needed.					
	ELL ²	BOC	DHH	Med/Frag	SM2	Social/Emotional	SM4	
Ballard	Ballard	World School	Roosevelt	Ingraham	Ballard	Ballard	Ballard	Garfield (also optional HCC/IB at Ingraham; assignment depends on space available and tiebreakers)
Chief Sealth	Chief Sealth	World School	Roosevelt	Chief Sealth	Chief Sealth	Chief Sealth	Chief Sealth	
Franklin	Franklin	World School	Roosevelt	Chief Sealth	Franklin	Franklin	Franklin	
Garfield	Garfield	World School	Roosevelt	Ingraham	Garfield	Garfield	Garfield	
Ingraham	Ingraham	World School	Roosevelt	Ingraham	Ingraham	Ingraham	Ingraham	
Nathan Hale	Nathan Hale	World School	Roosevelt	Nathan Hale	Nathan Hale	Nathan Hale	Nathan Hale	
Rainier Beach	Rainier Beach	World School	Roosevelt	Chief Sealth	Rainier Beach	Rainier Beach	Rainier Beach	
Roosevelt	Roosevelt	World School	Roosevelt	Nathan Hale	Roosevelt	Roosevelt	Roosevelt	
West Seattle	West Seattle	World School	Roosevelt	Chief Sealth	West Seattle	West Seattle	West Seattle	

1. Students may also apply for an option school that offers the appropriate services; assignment is based on tiebreakers and capacity.

2. ELL services are available at each school.

3. Please refer to the Student Assignment Transition Plan for 2016-17 for additional details.

SPECIAL EDUCATION SERVICES AT OPTION SCHOOLS: GRADES 9-12	
Cleveland STEM	SM2,SM4, Social/Emotional
The Center School	SM4
Nova	SM4


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It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.

School Board Policy F21.00 delegates to the Superintendent the authority to make all of the closure and placement decisions for services not governed by the student assignment plan or other Board policies, and the placement decisions for programs not governed by the student assignment plan. This authority includes actions to make changes to existing programs or services, the development of new programs or services, the replication of existing programs or services, the relocation of existing programs or services, and the closure of existing services. This policy does not apply to changes in programs or services which are reserved by law or other Board policies to the School Board or Superintendent. Board approval is required for the closure of a school or instructional site.

Prior to making programmatic or service changes, including those requiring School Board approval under Policy F21.00, the Superintendent will take the objectives listed below into account, balancing competing needs to achieve the result that is in the best interests of students, all factors considered:

1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice

	<p>EQUITABLE ACCESS TO PROGRAMS & SERVICES</p>	<p>Policy No. 2200</p> <p>June 01, 2016</p> <p>Page 2 of 2</p>
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The relevant factors considered and the basis for each change shall be documented in writing, distributed to the School Board for its reference, and kept on file. On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known. These quarterly updates should be provided to the School Board in April, July and October.

The fourth quarterly update shall be an annual report that provides detail about all the decisions that were made in the prior year and how those decisions relate to the eight decision making criteria outlined in this policy. The annual report should be provided to the School Board in January.

The Superintendent is authorized to establish Superintendent Procedures or administrative guidelines to implement this policy. Changes to the Superintendent Procedures will be shared with the appropriate Board committee for its information.

Adopted: August 2012

Revised: June 2016

Cross Reference: Policy Nos. A01.00, 1005, 1620, 1640, F21.00; H01.00

Related Superintendent Procedure:

Previous Policies: C56.00

Legal References: N/A

Management Resources: N/A

Superintendent Procedure 2200SP

Equitable Access to Programs & Services

Approved by: _____

Banda

Date: 5/29/13



José Banda, Superintendent

Seattle Public Schools is committed to developing, replicating, and placing programs and services in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the student assignment plan. The following procedure guides how the district will implement School Board Policy No. 2200, Equitable Access to Programs & Services.

Definitions: The following definitions are to be used in implementing Policy No. 2200.

1. **Basic Education:** "Shall be to provide opportunities for every student to develop the knowledge and skills essential to:
 - ❖ Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
 - ❖ Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
 - ❖ Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
 - ❖ Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities." RCW 28A.150.210
2. **Service:** A service is a supplementary support to basic education that is required by federal, state, or local law and/or regulations. Required services should be provided at appropriate locations that give students equitable access to the services. Locations and capacity need to be flexible to meet changing student needs for required services. Required services are Special Education, English Language Learners, and highly capable students, as defined by the state.
3. **Program:** A program may offer educational opportunities that are not mandated by federal, state, or local law or regulations. While schools offer a variety of approaches to instruction, using a particular teaching strategy does not create a program under this policy. Students access programs through an established assignment process consistent with the student assignment plan. Students must opt in and/or qualify for the program.

A program is not an Office of the Superintendent of Public Instruction (OSPI) registered school. Programs can be at multiple sites and should be equitably distributed, although they can be limited by resources and feasibility.

4. **Curricular Focus:** A curricular focus is a teaching or an instructional approach offered at the local school level and not directly accessed through the district student assignment process. A curricular focus includes, but is not limited to, Career and Technical Education, Science Technology Engineering Math (STEM), and Language Immersion.
5. **School:** A school is an OSPI-registered school defined by state statutes. A school provides or directly supervises the PK-12 educational services, programs, or curricular foci received by students in one or more PK-12 grade groups. A school may have more than one program within it.

Community Engagement: Stakeholders are to be engaged as indicated below, in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and considering their input in the decision-making process when feasible.

1. Levels

- a. *Inform:* Provide timely, balanced, and objective information to assist stakeholders in understanding the problem, alternatives, opportunities, and/or solutions. May include fact sheets, website postings, or open houses.
 - i. Used for most program and service decisions, including changes to existing programs or services.
- b. *Consult:* Obtain feedback on analysis, alternatives and/or decisions. May include public meetings and/or surveys.
 - i. Used when an existing program or service is replicated, closed, and/or relocated.
- c. *Involve:* Work directly with the public throughout the decision-making process to ensure concerns and aspirations are consistently understood and considered. May include workshops, opinion polling, or focus groups.
 - i. Used when a new program or service is developed.

2. How to Engage

- a. Engagement should be directed at the community most affected by the proposed decision, but may include a broader reach in order to gather input from a larger audience.
- b. Equity and access to engagement tools should be considered in determining methods of engagement, so as to be able to reach a diverse audience.

3. When to Engage

- a. Community engagement should occur by open enrollment, whenever feasible.

Documentation: The relevant factors considered and the basis for each change shall be documented and kept on file by the Teaching & Learning department.

Quarterly Updates/Annual Report: Quarterly updates are to be provided to the School Board in April, July and October. An annual report is to be provided in January.

1. Topics to Cover

a. April, July, and October Annual Reports

i. Decisions made during the previous quarter regarding the following topics, to the extent that the programs or services have an impact on budgets, hiring or placement of staff or space within a building:

1. Changes to existing programs or services;
2. The development of new programs or services;
3. The replication of existing programs or services; and/or
4. The closing and/or relocation of existing programs or services

ii. Preview of upcoming decisions, if known.

b. January Annual Report

i. Detail about all of the decisions that were made in the prior year, including how those decisions relate to the eight decision criteria outlined in Policy No. 2200.

2. How to Present

a. April, July, and October Annual Reports

- i. Presented to the C&I Policy Committee
- ii. All documentation sent to the full Board via Friday Memo
- iii. Documents posted on Friday Memo website for public access

b. January Annual Report

- i. Presented to the full Board at a regular Board meeting
- ii. Documents linked to regular Board meeting agenda for public access