Board Special Meeting
Work Session: Budget; Operations Committee of the Whole: Student Assignment Plan; Executive Session: To Evaluate the Performance of a Public Employee
Wednesday, October 25, 2017, 4:30 - 8:30pm
Auditorium, John Stanford Center
2445 – 3rd Avenue South, Seattle WA 98134

Agenda

Call to Order   4:30pm

Work Session   4:30pm
- Budget Presentation

Operations Committee of the Whole   6:00pm*
- Student Assignment Plan Board Action Report

Executive Session   7:30pm*
- To Evaluate the Performance of a Public Employee

Adjourn   8:30pm*

*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.*

Budget

October 25, 2017
School Board Work Session Cover Memo
Lead Staff: JoLynn Berge, 206.252.0087; jdberge@seattleschools.org

Purpose

Staff will be presenting on SMART Goal 3 and asking the Board for feedback on program reviews. Staff will also be providing an update on work by the WSS Committee and discussing early repayment of the Economic Stabilization Fund.

Outcomes

Staff will be seeking feedback on the program reviews; informing the Board regarding work of the WSS Committee and asking for feedback on the idea of early repayment for the Economic Stabilization Fund.

Next Steps

Staff will identify up to 10 more program reviews (description items only) for completion. Staff will use feedback to inform what descriptive information and analysis is included in the program reviews.

Staff will take feedback on the WSS Committee work back to the committee.

Based on feedback received for early repayment of the Economic Stabilization Fund, staff may bring forward a recommendation at the November work session for consensus.

Budget Work Session

October 25, 2017

Agenda

1. SMART Goal 3 – Program/Operational Information

2. WSS Committee work

3. Prototypical staffing from state vs. Actual hires

4. Economic Stabilization Fund

5. 2018-19 Budget Development Timeline

Outcomes

- Feedback on Program/Operation Information list and drafts.

- Board may identify up to 10 additional programs/operations (2 pagers) to be completed

- Board will be updated on WSS Committee work

- Discussion and/or consensus on early repayment of the Economic Stabilization Fund

- Review of 2018-19 Budget Timeline

SMART Goal 3
Program/Operational Information

List of Programs/Operations

- These are in NO particular order. Meant to be limited to 2 pages.

- **They do NOT indicate programs/operations considered for budget cuts or budget adds, its simply a gathering of information/facts.**

- Programs/Operations listed are those which we have received questions about.

- Budget staff are drafting these and asking program staff for assistance.

- We list each option school separately at this point to gather history about each one.

List of Programs/ Operations

1	Small schools per 1997 standard
2	K-8 Programs
3	English Language Learners
4	Special Education
5	Proyecto Saber
6	Creative Advantage Schools
7	Special Education transportation
8	Custodial overtime
9	Building Rentals
10	Highly Capable
11	Nova
12	South Lake
13	Middle College
14	OPTION Lousia Boren STEM K-8
15	Cascadia Elementary
16	OPTION Cedar Park Elementary
17	OPTION Center High School
18	OPTION Grover Cleveland STEM High School
19	OPTION Licton Springs K-8
20	Skills Center High School
21	OPTION F.A. McDonald International Elementary
22	OPTION Orca K-8
23	OPTION Pathfinder K-8
24	OPTION Queen Anne Elementary
25	OPTION Salmon Bay K-8
26	OPTION Seattle World School/Orientation Center
27	OPTION South Shore K-8
28	OPTION John Stanford International Elementary
29	OPTION TOPS K-8
30	OPTION Hazel Wolf K-8

31	Elementary Instrumental Music
32	Creative Approach Schools
33	International Schools
34	Elementary Counselors
35	International Baccalaureate
36	Open Doors
37	Two tier busing
38	Breakfast after the bell
39	Native American Program
40	Arts in the classroom
41	Librarian Services
42	Mentor teachers
43	Career Ladder stipends
44	Master teachers
45	STAR Mentors
46	Nurses/Health Services
47	Athletic programs
48	Athletic directors
49	Athletic transportation
50	Interagency
51	Cascade K-12 Parent Partnership
52	Original Van Asselt
53	Advanced Learning program - AP
54	Homeless transportation
55	Summer School
56	Instructional TV
57	Resource Conservation Program
58	Family Support Workers
59	Behavior Health Services
60	Multi-tiered system of supports
61	KNHC radio station

NOTE: Programs are not listed in any particular order. Programs listed are not being evaluated for funding reductions or additions. The purpose of this list and the information and data gathered are to provide the Board, stakeholders and staff information regarding these programs and/or operations. The Board may choose to identify a very small number of programs for additional work and/or a full evaluation.

List of Programs/Operations Examples

- Drafts of the first 30 (shown in green) have been completed

- Two examples have been provided
    - Hourly Building Rentals
    - Skill Center

Hourly Building Rentals

Purpose:
- Provide community access to buildings during off hours.
- Cover costs of staff, building, and utilities.

Analysis:

Cost Recovery For the fiscal year 2013-14 (FY2014), use of District buildings was subsidized by the general fund to the amount of $42,665 costs of using the buildings during off hours. In FY2015 a full time invoicing position was added and building rental rates were increased. Since FY2015, staffing and HVAC charges have been increased annually for changes in the Consumer Price Index. In FY2017 some rental rates were lowered to match City of Seattle rates for similar spaces.

Rentals and Building Leases, and Hourly Building Rentals are jointly managed, complicating the allocation of costs. Revenue from Building Leases are deposited to the capital fund and are not part of the Building Rentals program in the general fund.

Rates Waived for Community Use If the principal states "the activity supports youth education" and meets the District's ethics and appropriate use policies and procedures, building rental rates are waived. There does not appear to be an audit function to verify use meets these requirements.

Overhead Cost Recovery Costs are recovered through building rental and HVAC rates, administrative fees, and custodial and security staff charges. It is not clear, however, if all overhead costs are recovered (e.g. billing/accounting, additional building wear and tear).

Building rental rates subsidize custodial charges:
Our collective bargaining agreement grants our most senior custodians first choice of overtime opportunities, including double time on Sundays and holidays. Custodial charges to renters, however, are based on the average hourly custodial costs, not the cost of senior custodians.

Expenditures, Revenues, Budget, and Funding Source by Fiscal Year:

Fiscal Year	Expenditures^	Revenues	Funding Source(s)	Profit/Loss
FY 2014	$ 517,777	$ 475,112	Rental Revenues, State, Levy	$ (42,665)
FY 2015	$ 576,063	$ 755,858		$ 179,795
FY 2016	$ 850,563	$ 819,255		$ (31,308)
FY 2017*	$ 590,703	$ 630,190		$ 39,487
FY 2018#				$ -

* YTD 8/22/17; ^ Revenues + transfers; *#Budget*   **Recent Profit/(Loss) $39,487**

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Skill Center

Purpose:

The Seattle Skill Center is a district program that provides tuition-free, hands-on career training for SPS high school students, offering them an opportunity to try out high demand careers while earning high school credit.

History:

Program Growth - The Skill Center launched in 2012-2013 with four programs, Aerospace, Cisco, Medical Careers and Digital Animation. The 2017-2018 budget includes nine programs, Aerospace, Auto Tech, Cisco, Culinary Arts, Digital Animation, Firefighting, Medical Assisting, Medical Careers, and Media Arts (grant funded). The budget includes the possibility of adding three programs, depending on enrollment, which are Careers in Ed, Computer Prog., and Maritime Operations.

Skill Center programs are half-day classes (2.5 hours) for students over the age of 16 that can occur during the regular school day or after school. Students enrolled in Skill Center courses can claim up to 1.6 FTE, including general education and skill center courses. The state funds Skill Center classes at a lower class size than general education of 22.76.

Sustainability - The program has been growing each year, although participation remains too low for the program to be fully self-sustainable. With higher participation, Skill Center programs could be fully funded from the state apportionment provided for Skill Center.

Number of Staff and Students Served:

Fiscal Year (FY)	Number of Students Served (FTE)	Number of General Education Teachers	Number of Other Building Support Staff	Expenditures	Funding Source(s)		
					State Apport.	Grant	District Subsidy
2014	91.62 (incl 30.23 summer)	4.5	1.90	$755,544	$569K		$184K
2015	99.59 (incl 27.52 summer)	5.5	2.05	$990,242	$644K		$342K
2016	105.28 (incl 37.73 summer)	5.5	1.85	$981,685	$697K	$7K	$278K
2017*	91 (incl 30 summer)	5.5	1.85	$966,015	$477K		Projected $489K
2018*	156 (incl 48 summer)	4.0	1.85	$1,456,249	$1.14M	$139K	$173K

* Projected enrollment and projected revenues   **Recent Profit/(Loss)   ($489,000)**

List of Programs/Operations Board Selection of 10?

- Board feedback on additional 10 programs/operations to gather information on (40 is distinguished in SMART Goal 3)

- Next steps will need to be limited to a handful of those on the list.

- Information about these programs/operations can be added to each year.

- Audit and Finance Committee recommendation to change the SMART goal language

Program Review: Analysis

Categorization of Special Programs for Review

Category	Examples	Description
Student services	Special Education English Language Learners Highly Capable Native American program	Services and supports that follow all students regardless of the school attended
Educational programs	Proyecto Saber International Baccalaureate Summer School Elementary instrumental music	Educational programs offered in some schools but not others
Option schools	K-8 schools International Schools STEM schools	Schools families can request during Open Enrollment and students apply to attend
Alternative schools	Nova Middle College Interagency Cascade Parent Partnership	Alternative Learning Experience (ALE) schools for students supervised by a student learning plan
School staffing	Career ladder teachers STAR mentors Elementary counselors Librarian services Family support workers	FTE positions and stipends for school-based educational staff
Non-educational programs	Custodial overtime Resource conversation program Athletic transportation Building rentals	Other investments not directly linked to educational services and programming

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Program Review: Analysis

- **Program Review 1-pagers (from Budget Office):**
  - Purpose
  - History
  - Schools and students served
  - FTEs/expenditures and funding sources

- **What is needed prior to analysis?**
  - *Prioritization* by leadership
  - Theory of action linking program to District goals and valid measureable outcomes
  - Feasibility assessment – time/cost and *level* of analysis

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Program Review: Analysis
Levels of Analysis

	Level 1	Level 2	Level 3
Quantitative Analysis	**Descriptive data** • Student characteristics • Student achievement *Whom does the program serve? What are their demographics and outcomes?*	**Data Analytics** • Student growth/VAM • Similar schools/students *Did growth occur? How do outcomes compare to other similar students or similar schools?*	**Quasi-experimental** • Propensity score matching • Regression discontinuity *Can we estimate the causal impact of the program?*
	Level 1	**Level 2**	**Level 3**
Qualitative Analysis	**Basic Perceptions** • Stakeholder survey	**In-Depth Perceptions** • Stakeholder Interviews • Stakeholder focus groups	**Observations** • Classroom observations • PD/training observations

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Program Review: Analysis

Prioritization for Analysis

✓ **Program Significance**
- Costs
- Public interest
- Concerns about ROI
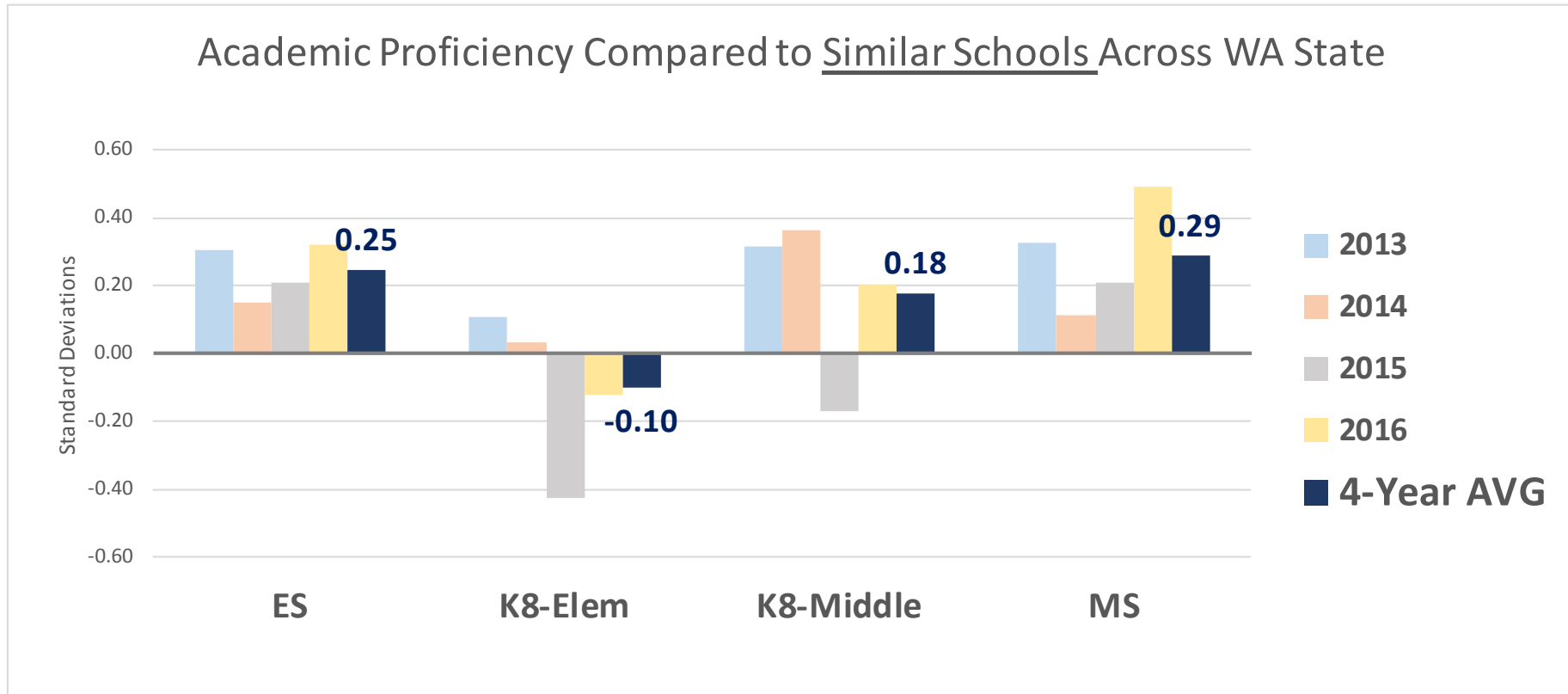- Interest in scaling up

✓ **Feasibility of Analysis**
- Link to measureable outcomes
- Data quality, accessibility
- Program dosage

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Program Review: Analysis

Example of Level 2 Data Analysis

Academic Proficiency Compared to <u>Similar Schools</u> Across WA State

Program Review: Analysis

REA Role

- Assess feasibility of analysis
- Create standard reporting templates
  - Descriptive data (e.g., student services)
  - Data analytics (e.g., school performance)
- Provide support for qualitative analyses
- For select programs each year, conduct (or help contract for) in-depth Level 3 analyses

WSS Committee

Draft Proposals

1. Title I and LAP staffing used in Assistant Principal allocations

2. Rename Free and Reduced Lunch allocations to "Equity allocation"

3. Inflate Equity allocation annually

4. Inflate Per Student Allocation annually

5. *K-3 Staffing*

6. *Improvements to staffing model*

Prototypical Staffing From State vs. WSS School Staffing

State Prototypical Funding Compared to Allocations for 2017-18 – General ED ONLY

(FTE Staff Units)

School-Based Funding	State Prototypical	SPS Allocation for Schools	Difference
Teachers	2666.0	2381.7	<284.3>
Principals & Assistant Principals	161.6	190.6	29.0
Librarians	71.6	63.0	<8.6>
Nurses	9.0	50.1	41.1
Counselors, Social Workers, Psychs	121.0	86.9	<34.1>
Other Certificated Staff	-.-	79.1	79.1
School Office Support	267.7	264.3	<3.4>
Parent Coordinator, Instructional Aides*	105.0	28.9	<76.1>
Custodians	227.0	255.0	28.0
Student/Staff Security	10.8	44.0	33.2
TOTAL School-based	**3639.7**	**3443.6**	**<196.1>**

* Note: the WSS formula does not allocate I.A. staff in FTE units; instead, schools use discretionary allocation to hire hourly staff.

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Why are the Number of General Education Teachers Less Than Our State Allocation?

Our compensation costs exceed the amount funded

✓ On average we pay $32,000 per FTE (teacher) more than the state allocates in funding in 2017-18.

✓ $32,000 x 2,381 = $76,192,000 out of levy

Number of Special Education Teachers Far Exceeds Our State Allocation

Special Education	Estimated State Prototypical	WSS + Central Allocations	Difference
Certificated staff (teachers/ESAs)	460	674	214
Instructional Aides	146	490*	344
*Headcount is 732, conversion to state full time FTE assumes a factor of 67%			

Cost of Extra Units *(estimate)*
- ✓ 214 x $108,000 = $23,112,000
- ✓ 344 x $59,000 = $20,296,000

SEATTLE PUBLIC SCHOOLS

Economic Stabilization Fund

Economic Stabilization Fund

- In the approved 2017-18 budget, the board approved spending $11.5m

- Due to significant vacancies throughout the year and the spending curtailment the entire amount could be repaid in 2017-18 to bring the fund to 3%, the minimum identified in the policy

	ECONOMIC STABILIZATION ACCOUNT	Policy No. 6022
SEATTLE PUBLIC SCHOOLS		Page 1 of 1

It is the policy of the Seattle School Board to maintain an economic stabilization account in the general fund to help protect against unforeseen circumstances.

The District created the Economic Stabilization Account (ESA) to fund activities that would otherwise be reduced in scope, suspended or eliminated due to unanticipated shortfalls in the General Fund revenues. Any use of the ESA shall be accompanied with a resolution approved by the School Board.

In an effort to provide fiscal stability for the District and allow District Administrators to apply fiscal prudence in managing the budgetary conditions of the District, a desired stabilization amount is established. The amounts for the desired stabilization account shall be specifically identified in a separate account code in the General Fund. The amounts committed in the Economic Stabilization Account (ESA) are to be used only for the purposed defined in this policy.

The School Board shall annually adopt a specific stabilization account percentage for the upcoming fiscal year. The ESA shall be informed by the economic climate and recommended between 3 and 5 percent of the total actual general fund expenditures of the most recently completed fiscal year.

In the event the ESA balance falls below the recommended minimum level of 3%, a plan to replenish the fund will be developed and provided with the resolution authorizing use of the fund. The repayment plan must be reviewed annually as part of the budget process until the funds are fully restored.

The Superintendent is granted the authority to establish procedures in order to implement this policy.

Adopted: August 2015
Revised: May 2017
Cross Reference: Policy Nos. 6020; 6040
Related Superintendent Procedure:
Previous Policies: G06.00 Legal
References:
Management Resources: Governmental Accounting Standards Board 54

Budget Work Session 10/25/2017
Presented by JoLynn Berge

25

Economic Stabilization Account
Repayment Plan
June 7, 2017

Background: During 2017-18 General Fund budget development, it was determined that based on the lack of appropriate state funding, the District would need to make significant program and staffing reductions to build a balanced budget. After multiple budget discussions and meetings with our community, labor partners, employees, and senior leaders, it was concluded that using a portion of the District's Economic Stabilization Account (ESA) was critical to protecting school and student support programs as much as possible.

On June 7, 2017 a resolution was passed by the school board authorizing the use of $11,500,000 of the ESA for this purpose. Because of this usage, the ESA was reduced to 1.66% of the total actual general fund expenditures from the 2015-16 school year.

Per policy 6020, Economic Stabilization Account, in the event the ESA balance falls below the recommended minimum balance of 3%, a plan to replenish the fund must be developed and provided with the resolution authorizing the usage.

The following is the current, minimum annual repayment amounts:

Fiscal Year (FY)	Amount to repay	Balance Due
FY 2018-19	$2,300,000	$9,200,000
FY 2019-20	$2,300,000	$6,900,000
FY 2020-21	$2,300,000	$4,600,000
FY 2021-22	$2,300,000	$2,300,000
FY 2022-23	$2,300,000	$0

Economic Stabilization Fund

- While year end close is not quite complete, we are now certain there is funding available for this (repay to equal 3%)

- Option A – decision tonight

- Option B – decision in November

2018-19 Budget Development Timeline

FY 2018-19 Budget Development Calendar

- **October 25, 2017** - Budget Work Session
- **November 29, 2017** - Budget Work Session
  - Review 2016-17 final numbers
- **January 10, 2018 - Budget Work Session to review recommendations**
  - Review WSS Changes
  - Review Overall major budget changes
- **January 8 to March 8???** - State Legislative Session
- **January 24, 2018** - Budget Work Session
  - Consensus on budget
- **January 15 to February 16 -** Central budgets developed
- **February 28, 2018** - Budget Allocations to Schools/ Budget Work Session
- **March 28, 2018** - Budget Work Session
- **May 2018** - Final General Fund Balancing, Budget Book development
- **May 2, 2018** - Budget Work Session
- **June 11, 2018** - Board Action Report and Budget Resolution to A&F
- **June 27, 2018** - Introduce Budget to Board
- **July 2018** – Required Public Hearing
- **July 11, 2018** - Board Action to adopt school year 2018-19 budget

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Outcomes

- Feedback on Program/Operation Information list and drafts.

- Identification of up to 10 additional programs/operations (2 pagers) to be completed

- Board will be updated on WSS Committee work

- Discussion and/or consensus on early repayment of the Economic Stabilization Fund

- Review of 2018-19 Budget Timeline

SCHOOL BOARD ACTION REPORT

DATE: October 20, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Flip Herndon, Associate Superintendent of Facilities and Operations
ltherndon@seattleschools.org, (206) 252-0644
Ashley Davies, Director of Enrollment Planning
aedavies@seattleschools.org, (206) 252-0358

For Introduction: November 1, 2017
For Action: November 15, 2017

1. TITLE

Approval of the Student Assignment Plan for 2018-19

2. PURPOSE

This Board Action Report updates the Student Assignment Plan for 2018-19 and retires the 2009 New Student Assignment Plan to minimize confusion

3. RECOMMENDED MOTION

I move that the Board approve the Student Assignment Plan, as attached to the Board Action Report, and retire the 2009 New Student Assignment Plan to minimize confusion.

4. BACKGROUND INFORMATION

The New Student Assignment Plan was approved by the School Board in 2009 to provide greater predictability for families while still offering opportunities for school choice. Annual updates to the Plan have subsequently been approved by the School Board. The 2009 New Student Assignment Plan was created when major changes to assignment policies took place, but the information in that document is now updated and maintained in recent documents. This Board Action would retire that document and help to minimize confusion between documents. The Superintendent's Procedures for Student Assignment 3130SP sets forth the implementation of the policies established by the Board in the Student Assignment Plan.

The provisions of the attached document, the Student Assignment Plan for 2018-19, will prevail in the case of any conflicts with previously approved Plans, boundaries, and/or GeoZones.

The purpose of this action is also to update information in the Student Assignment Plan. The Plan for 2018-19 continues most of the assignment rules in effect during 2018-19, but some highlights and changes are:
- Updating the transfer policy guidelines for families with a choice seat;
- Clarifying space available as it applies to choice seats allocated in the School Choice Process;
- Updating language to clarify current Special Education services and placement;

- Aligning the School Choice deadlines for students opting into HC or continuing in the dual language immersion pathway with the general education timelines.

5. FISCAL IMPACT/REVENUE SOURCE

There will be no fiscal impact to the changes outlined in the updates to the Student Assignment Plan for 2018-19.

The revenue source for this motion is N/A

Expenditure: ☐ One-time ☐ Annual ☐ Multi-Year ☒ N/A

Revenue: ☐ One-time ☐ Annual ☐ Multi-Year ☒ N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☒ Tier 1: Inform

☐ Tier 2: Consult/Involve

☐ Tier 3: Collaborate

The changes in the Student Assignment Plan for 2018-19 clarify language and align timelines in support of creating processes that are clearer for families and help to create more predictability for schools around staffing. The district is hosting five open house meetings, one meeting in each region, to inform families of the changes. At these meetings, families can also ask questions and give feedback to various departments around ways the district can continue to improve its service to students. The meeting dates and locations are listed below. All meetings will be held from 6:30pm-8:00pm and interpretation services will be available. Families can come at any time during that window.

- Monday, Oct. 23, Eckstein Lunchroom
- Thursday, Oct. 26, Ballard Commons
- Monday, Oct. 30, McClure Gym
- Wednesday, Nov. 8, Cleveland Lunchroom
- Thursday, Nov. 9, West Seattle HS Lunchroom

The Advanced Learning Department has also utilized the community engagement tool ThoughtExchange to engage with families on their perspectives on high school advanced learning opportunities. Over 1,900 people participated. There will be additional focus groups and engagements for non-English speaking families throughout October. Advanced Learning will be at all the regional meetings. There may be additional Advanced Learning changes based on the

analysis of the feedback received. These changes would be reflected prior to the October 25 Operations Committee meeting.

7. <u>EQUITY ANALYSIS</u>

The Racial Equity Analysis Tool was reviewed and the recommended motion does not disparately impact historically underserved students.

8. <u>STUDENT BENEFIT</u>

This action clarifies language and aligns timelines in support of creating processes that are clearer for families and help to create more predictability for schools around staffing. Feedback was received from families during the 2017-18 school choice process that certain policies were not clear, and these updates provide more clarification.

There may be additional Advanced Learning changes around the HC pathways at the high school level which would require updating to this section. Changes would be in support of creating more access and opportunities.

9. <u>WHY BOARD ACTION IS NECESSARY</u>

☐ Amount of contract initial value or contract amendment exceeds $250,000 (Policy No. 6220)

☐ Amount of grant exceeds $250,000 in a single fiscal year (Policy No. 6114)

☐ Adopting, amending, or repealing a Board policy

☐ Formally accepting the completion of a public works project and closing out the contract

☐ Legal requirement for the School Board to take action on this matter

☐ Board Policy No. _____, [TITLE], provides the Board shall approve this item

☒ Other: The existing plan requires any changes to be Board approved.

10. <u>POLICY IMPLICATION</u>

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school based in a designated attendance are based upon home address, unless the school designated by a student's home address does not have the appropriate services for the student's needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

Board Policy No. 2200, Equitable Access to Programs and Services, 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."

Board Policy No. H13.00, Capacity Management, discusses the need to take actions to match capacity and enrollment, including the addition, relocation or removal of programs.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on October 25, 2017. The Committee reviewed the motion and _____.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Student Assignment Plan will go into effect for the 2018-19 school year, and all school years subsequent until further action is taken by the School Board. The Plan will be uploaded to the District's Enrollment Planning and Admissions webpages for access by the public.

13. ATTACHMENTS

- Student Assignment Plan for 2018-19 (Clean for approval)
- Student Assignment Plan for 2018-19 (Tracked changes for reference)

STUDENT ASSIGNMENT

PLAN FOR 2018-19

Operations Committee: October 25, 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 served as an important reference tool, containing fundamental definitions and Plan development principles that are now located in this Student Assignment Transition Plan and the Superintedent's Procedures for Student Assignment. Annual Transition Plans have guided a phased approach to implementation.[1]

This plan now serves as the standalone Student Assignment Plan. 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.

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. Additional boundary changes are anticipated in the fall of 2019 when Magnolia Elementary school opens as a new elementary school and 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.[2]

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,[3] 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 2017-18 school year will be dissolved on August 31, 2017.

This Transition Plan continues most of the assignment rules in effect during 2017-18. Some highlights and changes are:
- Updating the transfer policy guidelines for families with a choice seat;

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[1] Assignment rules apply to resident students only. Different rules apply for non-resident students.

[2] 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.

[3] 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.

- Clarifying space available as it applies to choice seats allocated in the School Choice Process;
- Updating language to clarify current Special Education services and placement;
- Aligning the School Choice deadlines for students opting into HCC or continueing in the dual language immersion pathway with the general education timelines.

SECTION II: STANDARD ASSIGNMENTS

A. <u>Summary</u>

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.

K-12 students with a choice assignment may transfer to their attendance area school for the next school year during Open Enrollment through May 31, as long as the student's services needs can be met at that school and space is available.[4]

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 students' service needs can be met and space is available.

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 6th 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.

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[4] For attendance area schools, 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. For Option Schools, space availability is not limited to staffing capacity in the event that that there is still additional physical capacity in the building. If demand increases and there is space available for consistent cohort sizes, more seats may be available.

- 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 6th 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.

Students Currently Attending an Elementary School

Students entering 6th 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 in HCC as 5th graders 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 who are HC eligible, but not enrolled at an HCC site, are not automatically assigned to their HCC pathway school; they must apply during the on-time Open Enrollment period. If they apply for HCC during the on-time Open Enrollment period, they will be assigned to their HCC pathway school. Assignment to the non-pathway school depends on physical space available; tiebreakers apply during on-time Open Enrollment.

  If a student becomes HC-eligible after Open Enrollment and applies for HCC, they will be assigned to their HCC pathway school.[5] Assignment to the non-pathway school may be requested through May 31 and depends on physical space available.

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

  Any Advanced Learner student may apply for another attendance area school or K-8 school during Open Enrollment through May 31; assignment is based on physical space available; 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, will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).[6] For students who apply after Open Enrollment but by May 31, assignment is based on physical space available.

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

Students Currently Attending a K-8 School

Students entering 6th grade and attending K-8 schools will be assigned to continue at their current K-8 school for 6th grade, as long as the school offers the services the student needs.[7]

- 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 subject to physical space availability (unless they apply for and are assigned to a higher ranked choice).

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[5] 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.
[6] One of the choices listed must be for the pathway school without designation of Advanced Learner (or HCC if applicable).
[7] Students enrolled as an Advanced Learner at their K-8 school will be continued without having to reapply.

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

- **HC**: Students eligible, but not enrolled in HCC, are not automatically assigned to their HCC pathway school. If they apply for HCC during the on-time Open Enrollment period, they will be assigned to their HCC pathway school. Assignment to the non-pathway school is subject to physical availability; tiebreakers apply during Open Enrollment.

  If a student becomes HC-eligible after the on-timeOpen Enrollment period and applies for HCC, they will be assigned to their HCC pathway school.[8] Assignment to the non-pathway school may be requested through May 31 and depends on physical 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 physical 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 8th 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 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 Enrollmentthrough May 31, they will be assigned to their attendance area school (unless they apply for and are assigned to a higher ranked choice).

- **International Schools**: Non-attendance area students who are eligible for continuation in a dual language immersion pathway and who apply during Open Enrollment 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 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 physical 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.

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[8] 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.

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.[9]

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[9] 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 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 for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.[10] 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.

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.

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[10] If warranted by student needs, intensive special education services may be added at other locations and times.

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[11]**

There are several services to meet the needs of advanced learners. Most students are served at their attendance area school; others opt to 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 Enrollmentperiod , 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 6th 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 current 8th graders currently enrolled in HCC will be assigned to Garfield and may opt to 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 HC-eligible high school students is offered at Ingraham. Highly Capable/IBX students will generally take core classes together and then enroll in International Baccalaureate classes beginning in 10th 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 AL students (grades 1-8) who enroll at their attendance area school will be assigned as general education students, but they will receive Advanced Learning Oppertunities at their attendance area school as described in their school's CSIP. Eligibility for HC or AL services will be maintained as long as the student is continuously enrolled in Seattle Public Schools.

Advanced Learners (Spectrum)

Advanced Learnering Services (Spectrum) is offered for elementary and middle school students identified through district testing. For elementary grade students, AL is offered at one or more schools in each service area. 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.

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[11] See additional information in Sections II-C and II-D.

Advanced Learning students in grades 6-8 are guaranteed AL services at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to 6th grade AL at their attendance area middle school. Newly eligible advanced Learning students who are already assigned to their attendance area middle school (but are not assigned to AL) who are entering 7th or 8th grade will also be automatically assigned to AL at that school.[12] 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. 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 Open Enrollment, assignment is based on space available.[13]

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 linked.[14] 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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[12] Unless the student is already assigned to a program other than General Education, such as HCC
[13] One of the choices listed must be for the pathway school without designation of AL (or HCC, if applicable).
[14] 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

1. **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. [15]

- 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.

2. **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.

STANDARD TIEBREAKERS
for available seats after assignment of attendance area students

Attendance Area Elementary / K-8 Schools	Attendance Area Middle Schools	Attendance Area High Schools	Option Schools (All Grades)
1. Sibling 2. Lottery	1. Sibling 2. Feeder School 3. Lottery	1. Sibling 2. Lottery	1. Sibling 2. GeoZone 3. Lottery

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[15] 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.

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	

3. 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.[16]

- 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.

4. 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:

    - 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).

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[16] 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.

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[17] 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 <u>programs</u> 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 <u>schools</u> 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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[17] 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.

MIDDLE SCHOOLS	ELEMENTARY FEEDER SCHOOLS (Including K-8 Attendance Area Schools)	OPTION SCHOOLS[18]	HCC PATHWAYS[19]
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[20] 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.

[18] Option schools are located in proximity to attendance area schools. Living within an option school's GeoZone is not a guarantee of assignment.

[19] Ingraham also offers the advanced HCC/IBX program, but is not an HCC pathway high school.

[20] HCC students living in the Green Lake attendance area will be assigned to Cascadia for HCC.

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 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[21].

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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[21] Available online at 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

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

~~Approved January 11, 2017~~Operations Committee: October 25, 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<u>d</u> as an important reference tool, containing fundamental definitions and Plan development principles <u>that are now located in this Student Assignment Transition Plan and the Superintedent's Procedures for Student Assignment</u>. Annual Transition Plans have guided a phased approach to implementation.[1]

<u>This plan now serves as the standalone Student Assignment Plan.</u> 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~~ <u>Boundary</u> changes are anticipated <u>to Adams, Whittier, and Loyal Heights</u> in fall 2018 when Loyal Heights Elementary School moves into its new larger building<u>. 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.</u> ~~and~~ <u>Additional boundary changes are anticipated in the fall of 2019 when</u> 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.[2]

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,[3] 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 2017-18 school year will be dissolved on August 31, 2017.

This Transition Plan continues most of the assignment rules in effect during ~~2016~~<u>2017</u>-1<u>8</u>~~7~~. Some highlights and changes are:
- ~~Opening Cedar Park Elementary, Meany Middle, and Robert Eagle Staff Middle schools;~~

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[1] Assignment rules apply to resident students only. Different rules apply for non-resident students.

[2] 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.

[3] 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.

- ~~Truncating grades at Madrona - this school becomes a K-5, instead of a K-8;~~
- ~~Establishing a GeoZone for Licton Springs K-8;~~
- ~~Modifying HCC pathways;~~
- Updating the transfer policy guidelines for families with a choice seat;
- ~~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~~ing~~ current Special Education services and placement;
- Aligning the School Choice deadlines for students opting into HCC or continueing in the dual language immersion pathway with the general education timelines.
- ~~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.

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 and space is available.[4]~~.~~

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 and space is available. ~~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 6th 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.

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[4] For attendance area schools, 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. For Option Schools, space availability is not limited to staffing capacity in the event that that there is still additional physical capacity in the building. If demand increases and there is space available for consistent cohort sizes, more seats may be available.

- 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 6ᵗʰ 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.

Students Currently Attending an Elementary School

Students entering 6ᵗʰ 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 physical space availability. Assignment to the non-pathway school depends on physical space available; tiebreakers apply during on-time Open Enrollment.

  If a student becomes HC-eligible after May 31 Open Enrollment and applies for HCC, they will be assigned to their HCC pathway school.[5] Assignment to the non-pathway school may be requested through May 31 and depends on physical space available.

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

  Any Advanced Learner student may apply for another attendance area school or K-8 school during Open Enrollment through May 31; assignment is based on physical 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).[6] For students who apply after Open Enrollment but by May 31, assignment is based on physical space available.

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

Students Currently Attending a K-8 School

Students entering 6th grade and attending K-8 schools will be assigned to continue at their current K-8 school for 6th grade, as long as the school offers the services the student needs.[7]

- 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 subject to physical space availability (unless they apply for and are assigned to a higher ranked choice).

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[5] 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.

[6] One of the choices listed must be for the pathway school without designation of Advanced Learner (or HCC if applicable).

[7] Students enrolled as an Advanced Learner at their K-8 school will be continued without having to reapply.

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 physical 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.[8] Assignment to the non-pathway school may be requested through May 31 and depends on physical 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 physical 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 8th 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 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).

- **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 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 physical space available and without a waitlist.

E. Students Who Move

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[8] 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.

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.[9]

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[9] 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 for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.[10] 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.

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

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[10] If warranted by student needs, intensive special education services may be added at other locations and times.

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[11]

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 6th 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 9th 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 HC-eligible high school students is offered at Ingraham. Highly Capable/IBX students will generally take core classes together and then enroll in International Baccalaureate classes beginning in 10th 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 AL students (grades 1-8) 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.

Advanced Learners (AL)

Advanced Learners (Spectrum) is offered for elementary and middle school students identified through district testing. For elementary grade students, AL is offered at one or more schools in each service area. Every attendance area middle school also offers AL. Newly-eligible elementary students must apply for

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[11] See additional information in Sections II-C and II-D.

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 students in grades 6-8 are guaranteed assignment to the AL program at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to 6th grade AL at their attendance area middle school. Advanced Learning students who are already assigned to their attendance area middle school (but are not assigned to AL) who are entering 7th or 8th grade will also be automatically assigned to AL at that school.[12] 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. 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 MayOpen Enrollment, 31assignment is based on space available.[13]

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 linked.[14] 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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[12] Unless the student is already assigned to a program other than General Education, such as HCC
[13] One of the choices listed must be for the pathway school without designation of AL (or HCC, if applicable).
[14] 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. [15]
- 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.

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

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[15] 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.

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

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

HCC Tiebreakers (formerly APP)		
Elementary Schools	Middle Schools	High Schools
1. Sibling 2. Lottery	1. Sibling 2. Feeder School 3. Lottery	1. Sibling 2. 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.[16]

- 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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[16] 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[17] 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 <u>programs</u> 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 <u>schools</u> 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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[17] 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.

MIDDLE SCHOOLS	ELEMENTARY FEEDER SCHOOLS (Including K-8 Attendance Area Schools)	OPTION SCHOOLS[18]	HCC PATHWAYS[19]
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[20] 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.

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[18] Option schools are located in proximity to attendance area schools. Living within an option school's GeoZone is not a guarantee of assignment.

[19] Ingraham also offers the advanced HCC/IBX program, but is not an HCC pathway high school.

[20] HCC students living in the Green Lake attendance area will be assigned to Cascadia for HCC.

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 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[21].

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)

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

Agenda

1. Project Overview

2. Understanding Top Thoughts

3. Digging Deeper

4. Next Steps

Overview - Steps

SHARE

Participants share answers
to open ended questions

STAR

Participants consider ideas
from others and add stars
to the ones they like best

DISCOVER

Everyone discovers
what is important to the group

Overview - Questions

1. What are the most important things for us to understand as we consider changes to our high school advanced learning services?

2. What are some things we could put in place to increase high school advanced learning opportunities for more students?

3. What questions do you have about these possible changes?

Overview - Participation Numbers

1,819
PEOPLE
PARTICIPATED

4,903
THOUGHTS
CONTRIBUTED

169,270
TOTAL
RATINGS

Overview - Demographics

16.2% 294
Elementary

4.1% 75
K-8

38.9% 707
Middle School

40.5% 737
High School

0.3% 6
Service School

Demographics

Race/ethnicity

- American Indian/Alaska Native/Aluet/Eskimo (7)
- Asian/Pacific Islander (147)
- Black/African American (40)
- Hispanic/Latino (45)
- Multi-racial (91)
- Other (100)
- Prefer not to answer (171)
- White (1218)

Region

- Central Region (525)
- Northeast Region (469)
- Northwest Region (506)
- Southeast Region (101)
- West Seattle Region (218)
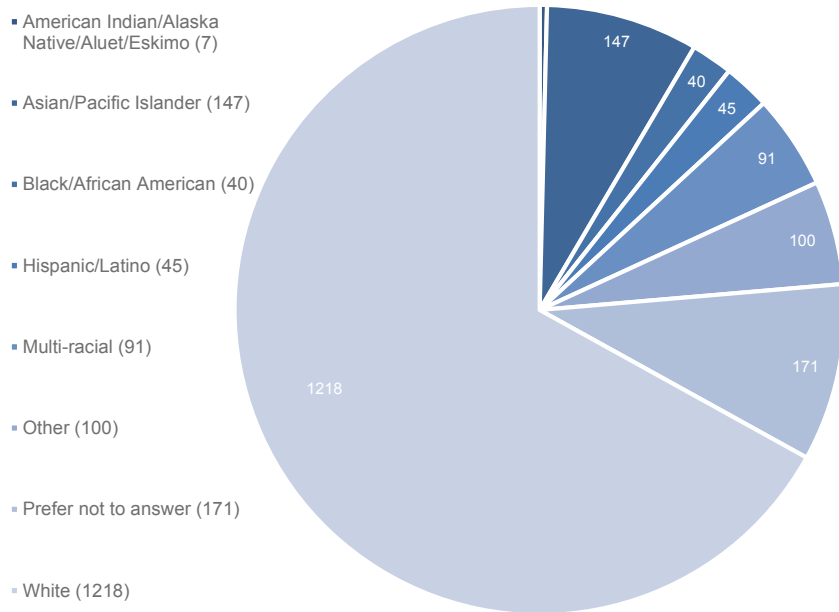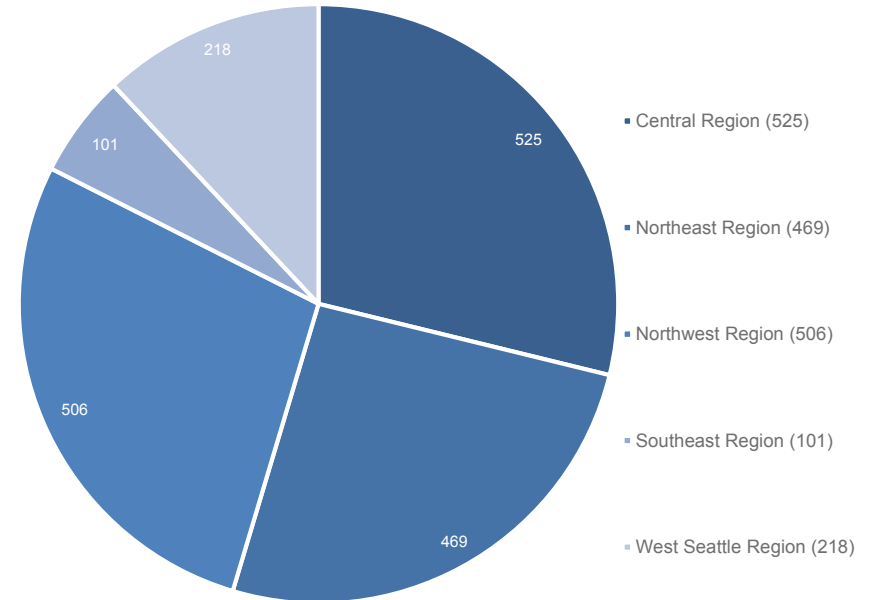
Analysis Methodology

The top 20 thoughts from each school were examined, and thoughts with an average star count of 4.0 and above were themed.

Q1 Participants' Top Rated Thoughts

- ## Equal Access

  "AP should be available to all students, not just those in the 'AP/HCC track'."

- ## Availability of Advanced Education

  "HS students need access to a diversity of challenging classes, including a variety of AP offerings. For HCC pathway students who have experienced years of acceleration, and in order to grow they need to be challenged in HS, which requires depth of AP"

- ## Support Advanced Learners

  "That you continue to place a priority on meeting the educational needs of advance learners at high school. At times, advanced learning is considered by some to be an "extra." It is about providing an appropriate education for all students."

Q2 Participants' Top Rated Thoughts

- ## Equal Access

  "Let all students know all students can take advantage of advanced learning if they want to be in those classes and have a good work ethic. All students should have access to advanced learning"

- ## Availability of Advanced Education

  "More AP Classes at more schools More accessibility to classes will increase learning opportunities"

- ## Eligibility Testing

  "The district should implement universal screening for advanced learning The standard process for identifying gifted students, based on referrals of parents & teachers, misses many qualified students"

Q3 Participants' Top Rated Thoughts

- ## Information and input

  *"**How will we hear what concrete options are being considered?** It would be very helpful if parents were provided with concrete pathway options that are the "finalists," once things are narrowed down"*

- ## Timeline and planning

  *"**What would be the rollout plan for moving students to Lincoln?** Families are clearly concerned about the change to their student's school assignment"*

- ## Grandfather policy

  *"**Will current Garfield High School students be grandfathered?** Changing schools well into high school careers is a lot to ask, particularly as many advanced learning students have been through several splits/moves"*

Elementary School Priorities

- ## Information and Input

  "Clarity on the types of advanced learning options available across the district and at each school"

- ## Support Advanced Learners

  "I worry that HC kids sent to many neighborhood schools would lose the opportunity to truly excel academically and would not be challenged

  A critical mass of HC students is needed at a school to make sure that there is a full slate of advanced learning courses to take"

- ## Curriculum and Programming

  "A curriculum designed to challenge gifted students

  Teaching this population requires more than just accelerated curriculum. Should be taught in greater depth and with an emphasis on problem solving"
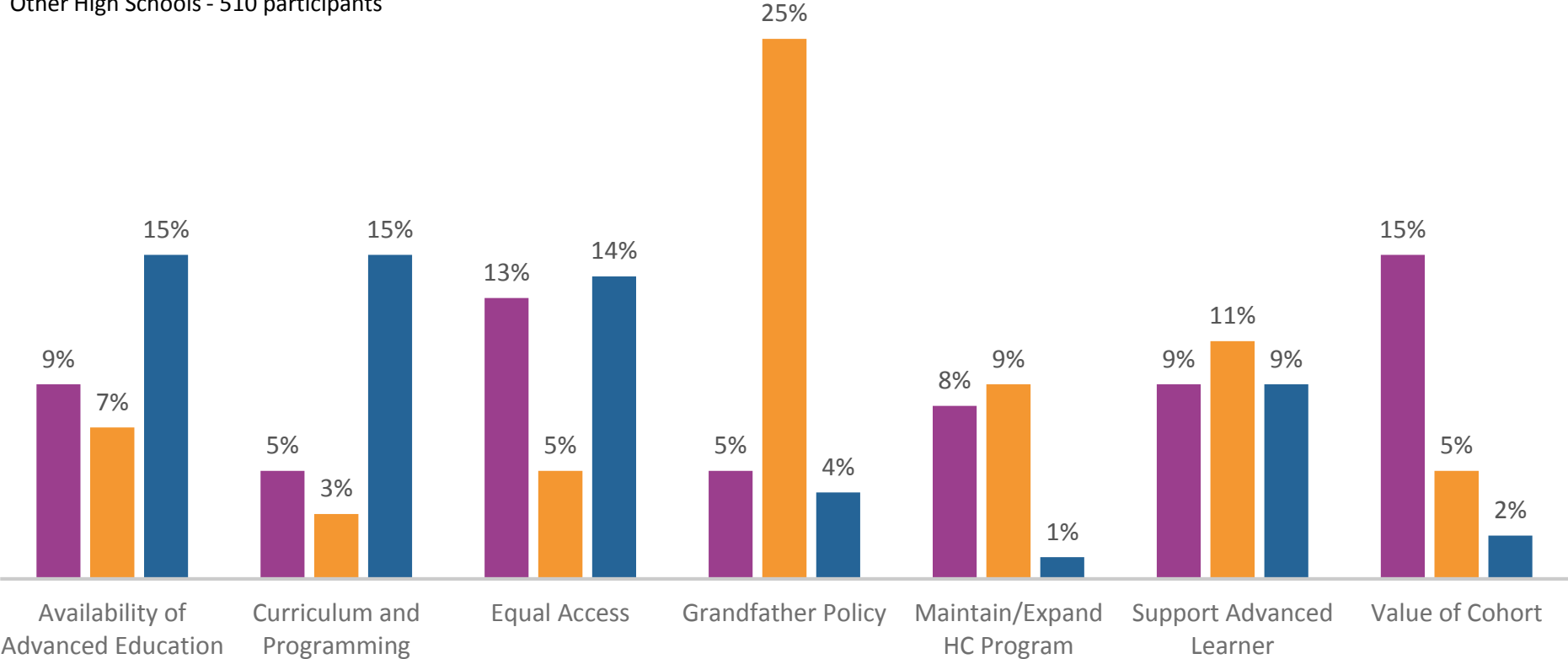
Q1 – CONSIDERATIONS: PRIORITY THEMES

Legend: All Middle School, Garfield High School, Other High Schools

Participation for Context
All Middle Schools - 707 participants
Garfield High School - 227 participants
Other High Schools - 510 participants

Theme	All Middle School	Garfield High School	Other High Schools
Availability of Advanced Education	9%	7%	15%
Curriculum and Programming	5%	3%	15%
Equal Access	13%	5%	14%
Grandfather Policy	5%	25%	4%
Maintain/Expand HC Program	8%	9%	1%
Support Advanced Learner	9%	11%	9%
Value of Cohort	15%	5%	2%

Q2 ACCESSIBILITY: PRIORITY THEMES

■ All Middle School ■ Garfield High School ■ Other High School

Participation for Context
All Middle Schools - 707 participants
Garfield High School - 227 participants
Other High Schools - 510 participants

Availability of Advanced Education: 9%, 0%, 17%
Equal Access: 24%, 12%, 21%
Funding: 12%, 31%, 16%
Eligibility Testing: 19%, 20%, 5%
Information and Input: 4%, 4%, 13%
Professional Development: 3%, 13%, 0%
Teachers and Staff: 9%, 13%, 4%

Q3 - QUESTIONS: PRIORITY THEMES

Participation for Context
All Middle Schools - 707 participants
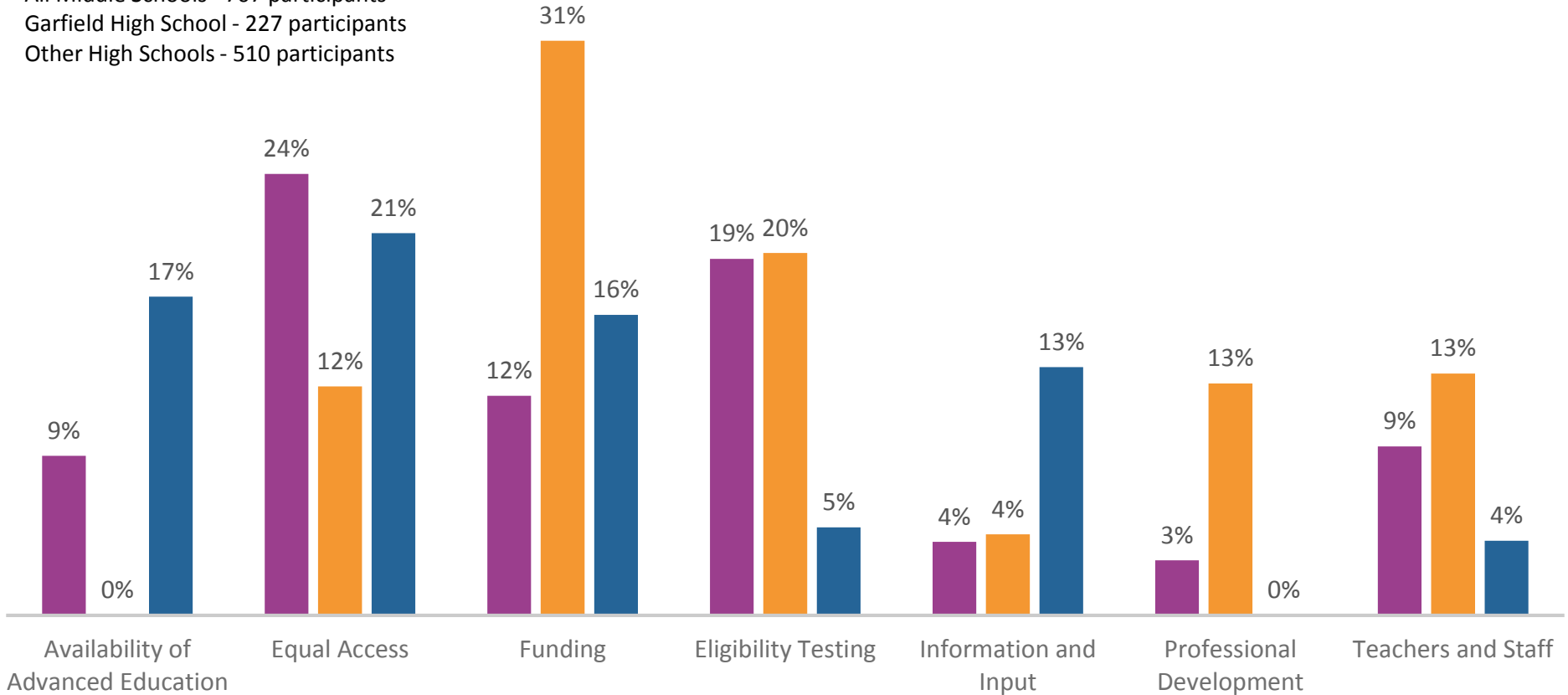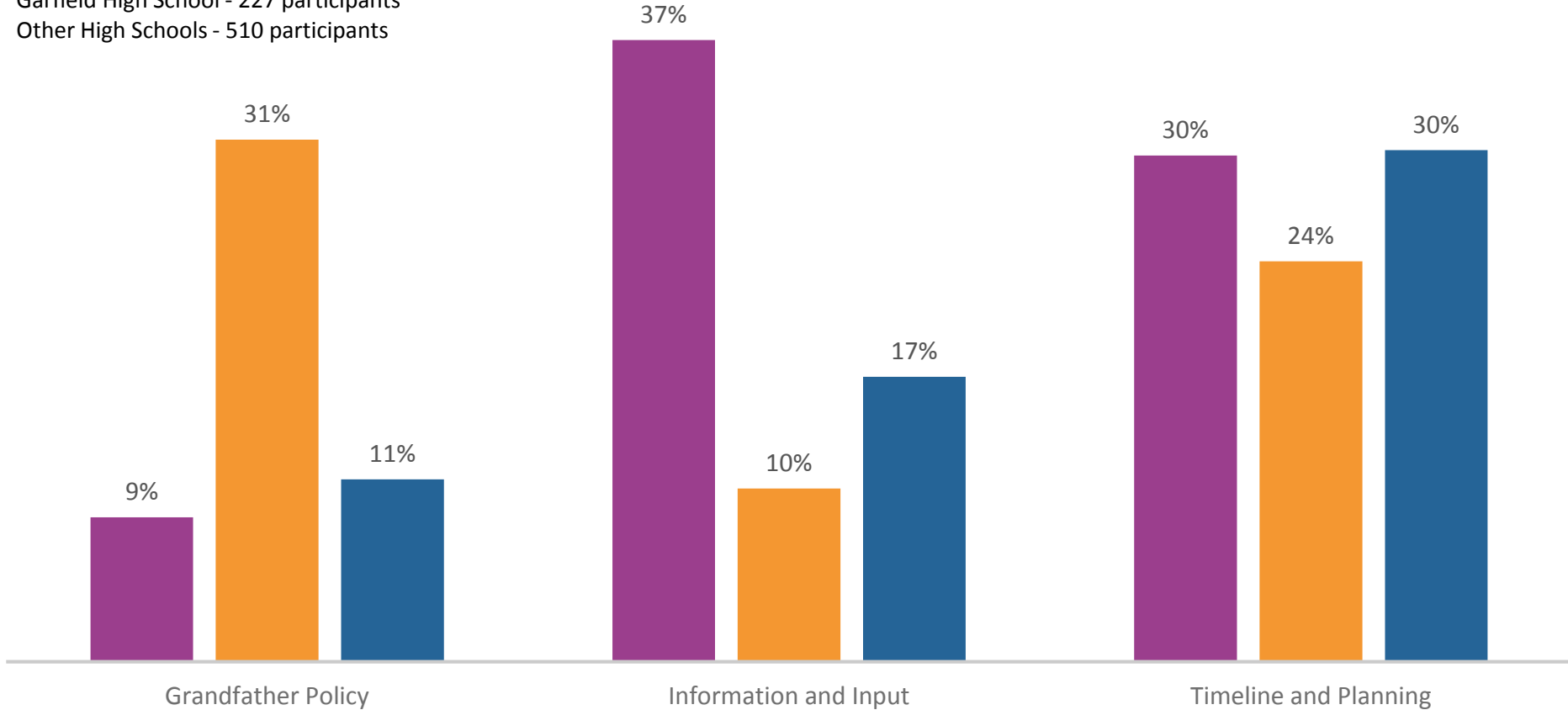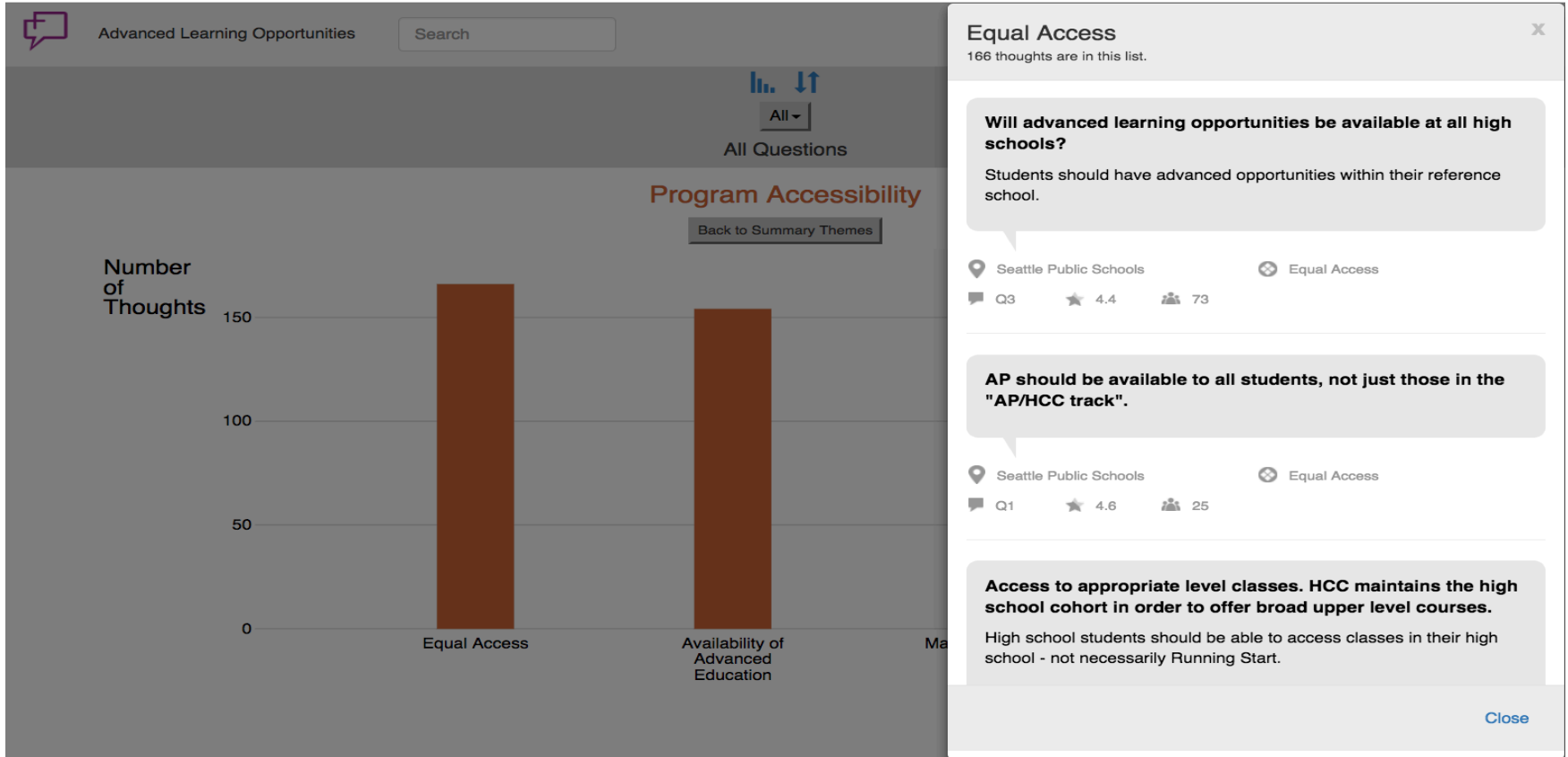Garfield High School - 227 participants
Other High Schools - 510 participants

■ All Middle School ■ Garfield High School ■ Other High School

Grandfather Policy
9% 31% 11%

Information and Input
37% 10% 17%

Timeline and Planning
30% 24% 30%

Analysis Tools

Interactive Bar Charts

Analysis Tools

	Question		
	Q1 Things to Consider	Q2 Increase Opportunities	Q3 Questions
Equal Access	95	54	17
Availability of Advanced Education	75	66	13
Information and Input	16	15	77
Timeline and Planning	13	4	61
Maintain/Expand HCC Program	28	21	19
HCC Testing	20	42	4
Grandfather Policy	24	1	41
Support Advanced Learners	48	1	13
Teachers and Staff	19	24	10
Funding	3	32	11
Curriculum and Programming	26	11	3
Meeting Diverse Learning Needs	24	12	3
Transportation	23	7	8
Value of Cohort	22	4	11
Diversity	18	7	9
Instruction and Program Delivery	19	13	
Academic Transitions	10		8
Professional Development	2	15	
Class Size and Capacity	8	2	1

Heat Maps

Home Language Community Meetings:
Advanced Learning in High School(s)

Language Groups: Vietnamese, Somali, Chinese, Spanish

100 Participants, 4 meetings

Methodology:

- Native language focus groups
- Paper based version of ThoughtExchange questions
- Public report out and capture of top thoughts including ranked priorities

Participants' Top Thoughts (Q1-3)

Top Thoughts across language groups:

- Increase access by providing Advanced Learning opportunities in all regions and or schools

- Improve communication for ELL families on opportunities.

- Provide student and family supports (i.e. partnership, tutoring, SAT prep, summer support)

- Improve testing and identification (i.e. access, information, frequency).

Questions?

Next Steps – Taking Action

- Will share data publically including native language focus group feedback with families

- Will share Advanced Learning recommendations based on community engagement

- Regional community meetings (5) to share what we learned and recommendations

Question 1: What are the most important things for us to understand as we consider changes to our high school advanced learning services?

SPANISH
We don't have enough information to give proper answers (need more information)
We want to be engaged and included by the district
Make sure to communicate in our language so it is not a barrier.
Each region should have at least one school with the HC program. One elementary, middle and one high school per region.
Because navigating the education system is difficult for minorities/ELL families, the district should provide annual trainings (about important dates and how to use the systems)
District should provide interpreters all the time
To start, there has been a lack of information to the Spanish community about the existence of this program at all
We need teachers to inform us if our students are good candidates for the advanced classes
We want budget for our school area and not only the north area schools
it is important to give the students opportunities for advanced education in our own schools

VIETNAMESE
Advanced Learning HS pathway in three regions such as North, Central, and South to keep neighborhood students together, decrease travel time
Build an additional HC HS school
Better communication to families
Every school should offer advanced learning programs
Time spent traveling

CHINESE
More resources (trained staff, budget) at neighborhood high school to support advanced learning
Does advanced learning also support emotional intelligence?
Add more advanced learning courses in every school
Students should be in mixed class together in every school.
Each school should provide AL courses to challenge all students
More information about how parents and schools could work together to help students prepare for/learn about AL
There are not enough seats at Garfield
Supports for parents to understand AL eligibility
More communication about AL to ELL parents

SOMALI
Begin outreach and awareness at an earlier age to Somali families and community
Ask school staff to outreach directly to families

Question 2: What are some things we could put in place to increase high school advanced learning opportunities for more students?

SPANISH
We want more funding to schools in our areas to offer more advanced learning opportunities
We need more opportunities for testing (more than once a year) to be able to access these programs
We want advanced learning/AP programs across the district, regardless of students' language, background, or income level
More information should be provided about the programs the district is offering
Information should be provided in home language
We need more information about how to enroll/test into advanced courses
To increase the opportunities in high school, the whole community needs to be included, starting in elementary school
We want to be informed in a timely manner of the testing schedule, and testing should be done each quarter
We prefer to be informed in Spanish documents since not all of us use computers
Language is a barrier to have access to services and programs
We want to belong and want our opinions considered

VIETNAMESE
Better communication: reaching out to ELL parents/newcomers
Make testing available to all students to participate
No more referral from teachers in order to apply
More high schools beside Garfield

CHINESE
Nourish student and provide challenging courses
More teacher involvement, more homework, more discipline
More diversity
All around knowledge about program
More communication between the school and parents
Update information about this program
All communication should be translated
Tutoring
Family support: resources for families to support students
Support at schools for students to prepare/know about advanced learning options
More and better communication from the school
Share stories of famous people who have been successful to boost students' confidence
Advanced courses in more subjects
After school tutoring options
More involvement/communication from teachers
Unfair to other schools because Garfield gets more resources
Are all students using the same curriculum at Garfield
Would a new policy make Garfield more elite?
Teachers should be more aggressive in making recommendations to parents

SOMALI
More high schools that offer these courses

Question 3: Other questions or comments?

SPANISH

We want you to keep us informed of the decisions that affect our children. send us messages through the school or PTA.

Most of the people in this room do not know about the advanced programs. What efforts is the district taking to get to the families and to include everyone regardless of language/origin

We do not have enough information to be able to provide opinions because we do not know how this program works/have never heard of it.

VIETNAMESE

Do students spend more time at school?

Is there added pressure or challenges?

Which subjects are taught in advanced learning?

More transportation available for students

CHINESE

Concern that Garfield already has an established program

What about the budget shortfall? How will the district ensure fair distribution of resources to support HC/AL to each school?

Can other advanced subjects be taught?

Improved communication about AL programs to families (specifically ELL)

How does an English language test support ELL students to truly show their ability?

Increase more highly qualified teachers. Every school should have an AL program. Every school needs to have both HCC and regular students. How can schools and parents work together to prepare students for this program, How do parents know if their child has the potential to become an HCC student? Teacher need to refer students to the program

Teachers need to be more proactive in referring students to the AL program, in the summer, provide courses so that the students can prepare for the tests. Free SAT prep courses for HS students

How does an English language test support ELL students to truly show their ability?

If students are in advanced classes can they skip a level, can they stay in their school?

Does AL put an extra burden or provide support to students who may already be struggling academically and emotionally?

If students are advanced in only math or English, can they still test?

More communication to (ELL) parents about the content of the program

More communication about the AL program, eligibility testing, content and options for AL courses

SOMALI

More high schools that offer these courses