



School Board Briefing/Proposed Action Report

Informational (no action required by Board) Action Report (Board will be required to take action)

DATE: December 22, 2016
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

I. TITLE

Approval of the Student Assignment Transition Plan for 2017-18 **For Introduction:** December 7, 2016
For Action: January 4, 2016⁶⁷

II. WHY BOARD ACTION IS NECESSARY

The 2016-17 Student Assignment Transition Plan mandates that changes to boundaries, feeder patterns, option school GeoZones and assignment rules will remain in effect until changes are approved by the School Board.

III. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be a net cost of approximately \$972,000.00~~3,780,000~~ General Fund and \$5,700,000 Capital Fund. Opening Cedar Park Elementary, Decatur Elementary, Meany Middle and Robert Eagle Staff Middle schools and moving Olympic Hills, will require approximately \$1,600,000~~2,700,000.00~~ for core staff, assuming robust enrollments, of which \$1.2 M was included in the current 2017-18 budget estimate as well as an additional \$1,080,000 for custodial, food service and utility costs. Shifting Madrona from a K-8 to a K-5 is expected to save approximately \$500,000.00 in teacher mitigations. An estimated two fewer buses would be required for elementary HCC students in north Seattle, saving approximately \$128,000.00. other transportation costs are not known at this time. Additional cost and savings information is attached.

The Student Assignment Plan will be available on the Enrollment Planning and Admissions webpages of the District website.

A revenue source for this motion is General Fund for \$3,780,000 and Capital Fund for \$5,700,000.

Expenditure: One-time Annual Other Source

IV. POLICY IMPLICATION

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.

V. RECOMMENDED MOTION

I move that the Board approve the Student Assignment [Transition Plan](#), dated December 12, 2016, as attached to the Board Action Report.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on November 17, 2016. The Committee reviewed the motion and moved the item forward to the full Board for consideration.

VII. BACKGROUND INFORMATION

The 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 Superintendent’s Procedures for Student Assignment 3130SP sets forth the implementation of the policies established by the Board in the Student Assignment Plan.

The Student Assignment Plan, as approved by the School Board in 2009, continues to serve as [an](#) important reference tool, containing fundamental definitions and Plan development principles. The provisions of the attached document, the Student Assignment Plan for 2017-18, will prevail in the case of any conflicts with previously approved Plans, boundaries, and/or GeoZones.

The purpose of this action is to update information in the Student Assignment Plan. The Plan for 2017-18 continues most of the assignment rules in effect during 2016-17, but some highlights and changes are:

- Opening Cedar Park Elementary, Meany Middle, and Robert Eagle Staff Middle schools;
- Truncating grades at Madrona: this school becomes a K-5, instead of a K-8;
- Establishing a GeoZone for Licton Springs K-8;
- Modifying HCC pathways;
- Adding Chief Sealth as the southeast dual language immersion pathway high school;
- Removing conflicting assignment guarantees for new to the district 6-8th grade students, that live within K-8 attendance areas;
- [Moving the date when waitlists are dissolved from August 15 to August 31;](#)
- [Adding language clarifying current Special Education services and placement](#)
- Transitioning Nova High School to a service school from an option school (as a one-year pilot);

- Slightly realigning the Eagle Staff and Eckstein middle school boundaries such that View Ridge, Broadview-Thompson, and Wedgwood elementary schools feed into only one middle school rather than two. [These students would be grandfathered for the 2017-18 school year](#);
- Adding appendices for service schools and alternative learning experience (ALE) schools; and
- Updating school and program names and locations.

Additional rationale for these recommendations is provided in the alternatives section.

VIII. STATEMENT OF ISSUE

Whether to approve the Student Assignment [Transition](#) Plan for 2017-18, as attached.

IX. ALTERNATIVES

Keeping the Student Assignment Plan as currently written is not recommended because these changes are appropriate and necessary, representing updated student assignment information:

- Cedar Park Elementary, Meany Middle, and Robert Eagle Staff Middle schools are all scheduled to open in 2017-18. If these schools do not open, the District's students will not benefit from levy-funded school capacity relief.
- Madrona K-8 school is significantly under-enrolled in grades 6-8 (with 15 sixth graders, 25 seventh graders, and 22 eighth graders, as of October 2016). The low middle school enrollment results in staffing and scheduling challenges that may not best support student needs. In response to school community feedback, it is the recommendation of District staff to instead serve these students at Meany, a comprehensive middle school that could provide richer academic and social opportunities, beginning in 2017-18. Continuing to operate Madrona as a K-8 would also require substantial financial mitigation, which is not recommended at this time.
- Licton Springs K-8 does not currently have a GeoZone for its new location at the Wilson-Pacific site. Establishing a GeoZone for Licton Springs is in keeping with all other option schools (except Cascadia), and their tiebreakers, as outlined in the Student Assignment Plan. The proposed GeoZone, as attached, is designed to relieve capacity at Daniel Bagley Elementary School.
- The following changes to HCC pathways provide predictable patterns of assignment for families, maximize efficient use of available space, and allow for projected HCC enrollment changes. Middle school HCC students living in the Eagle Staff and Whitman attendance areas would attend Eagle Staff. Elementary school HCC students living in the Eckstein middle school attendance area would attend Decatur. [Green Lake which splits between the Eckstein and Hamilton would be assigned to Cascadia](#). Middle school HCC students living in the Denny and Madison attendance areas would attend Madison. All other HCC pathways would remain the same. A survey regarding the HCC pathways was conducted with the Cascadia and Thornton Creek communities. Based on the feedback received, District staff have recommended the HCC pathways noted above. Implementing alternative pathways is not recommended due to capacity constraints of these schools and limited community engagement around other options. Additionally, a focus group of parents, school and District staff met over many months to create the recommendation that Madison become the HCC pathway for sixth graders who live in West Seattle, beginning in the 2017-18 school year.

- Without Board action, students that are new to the district who live within the Catharine Blaine and Broadview-Thomson attendance areas would be guaranteed a middle school assignment to those K-8 schools *and* to McClure and Eagle Staff, respectively. This is not recommended due to the significant capacity constraints of these attendance area K-8 schools. Per District staff and school leader recommendations, and School Board approval, assigning new attendance area 6-8th grade students to Catharine Blaine and Broadview-Thomson would be dependent on space availability, beginning in 2017-18. To restate, these 6-8th grade students are already guaranteed assignment to their attendance area middle school. (Attendance area K-5th grade students would still be assigned to these K-8 schools, regardless of space availability.) This revision will allow K-8 schools to better manage their student populations and staffing arrangements and removes conflicting assignment guarantees.
- Per principal feedback, moving the waitlist dissolution date to August 31 (from August 15) for the 2017-18 school year will allow for additional school staff assignment processing and planning upon return from summer break. The August 31 waitlist dissolution date will still provide families and schools with assignment information prior to the start of the school year.
- Per District staff and principal feedback, NOVA will be piloted as a service school for the 2017-18 school year. This will allow students greater access to NOVA given that service schools are not subject to the Open Enrollment timelines.
- As a result of the School Board action regarding Growth Boundaries for 2017-18 on November 16, 2016, there are several elementary schools that feed into more than one middle school. Slightly realigning the Eagle Staff and Eckstein middle school attendance areas will allow the cohorts from View Ridge, Broadview-Thompson, and Wedgwood to remain with their community in middle school, rather than be split.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

In November and December 2016, Enrollment Planning hosted five regional community meetings to explain staff-recommended changes to the Student Assignment Plan for 2017-18. Information about the changes, including the community meeting presentation, will be posted online at <http://www.seattleschools.org/studentassignmentplan>.

A survey of school leaders regarding the dates when School Choice ends, and when waitlists dissolve, was conducted in October 2016. Based on the feedback received, Enrollment Planning has recommended that the waitlist dissolution date move to August 31, from August 15, for the 2017-18 school year.

A separate survey was conducted of Cascadia and Thornton Creek families about HCC pathways. Among Cascadia respondents, the top first choice was a Decatur GeoSplit. Among Thornton Creek respondents, the top first choices were a Decatur GeoSplit and Decatur as the pathway school for HCC students in grades 1-2 (Cascadia would be the pathway school for grades 3-5). Based on this community input, the above HCC pathways were developed.

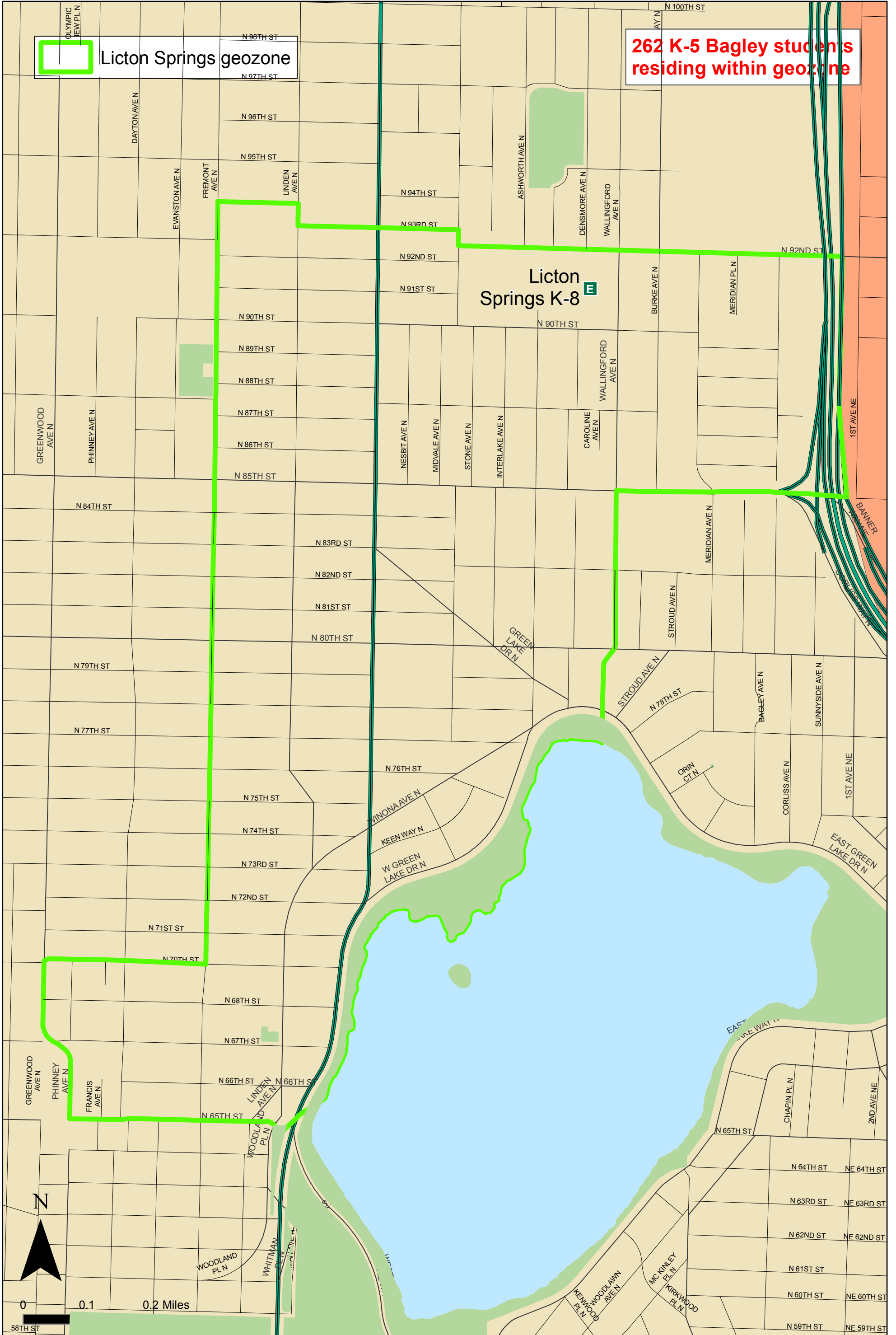
XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Upon approval of this motion, the Student Assignment Plan will go into effect for the 2017-18 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.

XII. ATTACHMENTS

- GeoZone map for Licton Springs K-8
- Student Assignment Transition Plan for 2017-18 (Clean, for approval)
- Student Assignment Transition Plan for 2017-18 (Tracked changes from version presented at Dec. 7 Introduction, for reference)
- Student Assignment Transition Plan for 2017-18 (Tracked changes from 2016-17 document, for reference)
- Cost and Savings Analysis



The names on this map are not intended to reflect the official name of any school building. They are instead intended to ensure better public understanding based upon familiar reference, particularly in situations where program and school building names differ. This information has been compiled by SPS staff from a variety of sources and is subject to change without notice. SPS makes no representations or warranties, expressed or implied, as to accuracy, completeness, timeliness, or rights to the use of such information. SPS shall not be liable for any general, special, indirect, incidental, or consequential damages including, but not limited to, lost revenues or lost profits resulting from the use or misuse of the information contained on this map. Any sale of this map or information on this map is prohibited. MapFile: GZ_Licton_Springs_template



STUDENT ASSIGNMENT TRANSITION PLAN FOR 2017-18

Dated December 22, 2016

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

SECTION I: OVERVIEW AND HIGHLIGHTS

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

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 changes are anticipated in fall 2018 when Loyal Heights Elementary School moves into its new larger building and 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 2016-17. Some highlights and changes are:

- Opening Cedar Park Elementary, Meany Middle, and Robert Eagle Staff Middle schools;
- Truncating grades at Madrona - this school becomes a K-5, instead of a K-8;
- Establishing a GeoZone for Licton Springs K-8;
- Modifying HCC pathways;
- Adding Chief Sealth as the southeast dual language immersion pathway high school;

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.

- Removing conflicting assignment guarantees for new 6-8th grade students living within the boundary of an attendance area K-8 school;
- Moving the date when waitlists are dissolved, from August 15 to August 31; Adding language clarifying current Special Education services and placement
- Transitioning Nova High School to a service school;
- 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 may transfer to their attendance area school after Open Enrollment through May 31, as long as the services the student needs are available at that school.

K-8 students 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 student needs 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.

- 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 Open Enrollment through May 31. If they apply for HCC during Open Enrollment through May 31, they will be assigned to their HCC pathway school. Assignment to the non-pathway school depends on space available; tiebreakers apply during Open Enrollment.

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

- **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).⁵

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on 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.⁶

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

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

⁴ 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.

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

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

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

If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their HCC pathway school.⁷ Assignment to the non-pathway school may be requested through May 31 and depends on 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 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 space available and without a waitlist.

E. Students Who Move

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

In general, students **must** change to their new attendance area schools if they are assigned to their attendance area school, are not grandfathered, and they move to a new attendance area. If they move

⁷ 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.

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.⁸

⁸ 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.

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 greater assignment predictability.⁹ 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

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

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 Learning¹⁰

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 Open Enrollment 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 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

¹⁰ 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.¹¹ 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 through May 31.¹²

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.¹³ 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).

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

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

¹³ 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. ¹⁴
- 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. 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, tiebreakers determine assignment and waitlist status.

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

¹⁴ 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 (formerly Spectrum)	
Elementary / K-8 Schools	Middle Schools
1. Service Area	1. Sibling
2. Sibling	2. Feeder School
3. Lottery	3. Lottery

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

C. Waitlists

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

After Open Enrollment assignments are made and waitlists are established:

- Students may be added to the end of any waitlist through May 31, but no student may be on more than one waitlist at a time.
- Waitlists stay active through May 31.¹⁵
- 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:

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.

- 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. Twins¹⁶ who apply for assignment together to one or more schools:
 - If they apply for the same schools in the same order during Open Enrollment, the resulting school and program assignment of the student with the highest SPS student ID number will determine the assignment of the twin, as long as that school provides all required services for both students.
 - They may apply for different programs at the same school (e.g. one of the siblings applies for the AL program at a school while the other does not apply for any special program) as long as they apply for the same schools in the same order. A twin who is not eligible for the assigned program of the sibling with the highest student ID number will be assigned to the General Education program at the same school (or the appropriate Special Education program, if applicable).
 - If the siblings are waitlisted for the same school and program during Open Enrollment, the twin with the lower student ID number will be placed on that waitlist immediately after the twin with the highest ID number.

¹⁶ 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 SCHOOLS¹⁷	HCC PATHWAYS¹⁸
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 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.

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

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

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 Assignment¹⁹.

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)

¹⁹ 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 2017-18

Dated December ~~12~~22, 2016

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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. ~~Annual Transition Plans~~The 2009 document continues to serve as an important reference tool, containing fundamental definitions and Plan development principles. Annual Transition Plans have guided a phased approach to implementation.¹

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 changes are anticipated in fall 2018 when Loyal Heights Elementary School moves into its new larger building and 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 2016-17. Some highlights and changes are:

- Opening Cedar Park Elementary, Meany Middle, and Robert Eagle Staff Middle schools;
- Truncating grades at Madrona - this school becomes a K-5, instead of a K-8;
- Establishing a GeoZone for Licton Springs K-8;
- Modifying HCC pathways;
- Adding Chief Sealth as the southeast dual language immersion pathway high school;

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.

- Removing conflicting assignment guarantees for new 6-8th grade students living within the boundary of an attendance area K-8 school;
- Moving the date when waitlists are dissolved, from August 15 to August 31; ~~and~~ Adding language clarifying current Special Education services and placement
- Transitioning Nova High School to a service school;
- 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 may transfer to their attendance area school after Open Enrollment through May 31, as long as the services the student needs are available at that school.

K-8 students 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 student needs 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.
- 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 Open Enrollment through May 31. If they apply for HCC during Open Enrollment through May 31, they will be assigned to their HCC pathway school.

Assignment to the non-pathway school depends on space available; tiebreakers apply during Open Enrollment.

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

- **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).⁵

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on 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.⁶

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

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

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

If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their

⁴ 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.

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

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

HCC pathway school.⁷ Assignment to the non-pathway school may be requested through May 31 and depends on 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 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 space available and without a waitlist.

E. Students Who Move

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

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

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

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

⁷ 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.

⁸ 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 ~~who need~~ 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.

Students who receive Special Education Resource/~~ACS~~⁹ 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 ~~certain intensive~~ 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. ~~The linked~~ Linked schools for ~~these service models~~ Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide greater 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 ~~all other intensive~~ centralized special education ~~services~~ 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.

⁹ ~~Integrated Comprehensive Services~~

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

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

B. English Language Learners

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

C. Advanced Learning¹¹

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 Open Enrollment 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 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)

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

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 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 through May 31.¹³

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.)

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.

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

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. 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, tiebreakers determine assignment and waitlist status.

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

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 (formerly 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:

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. Twins¹⁷ who apply for assignment together to one or more schools:
 - If they apply for the same schools in the same order during Open Enrollment, the resulting school and program assignment of the student with the highest SPS student ID number will determine the assignment of the twin, as long as that school provides all required services for both students.
 - They may apply for different programs at the same school (e.g. one of the siblings applies for the AL program at a school while the other does not apply for any special program) as long as they apply for the same schools in the same order. A twin who is not eligible for the assigned program of the sibling with the highest student ID number will be assigned to the General Education program at the same school (or the appropriate Special Education program, if applicable).
 - If the siblings are waitlisted for the same school and program during Open Enrollment, the twin with the lower student ID number will be placed on that waitlist immediately after the twin with the highest ID number.

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 SCHOOLS¹⁸	HCC PATHWAYS¹⁹
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 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, Loyol 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.

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 Assignment²⁰.

Service Schools:

- ~~Nova~~
- Fred Hutchinson Cancer Research Institute School
- Head Start
- ~~Cascade Parent Partnership Program~~
- South Lake
- ~~Interagency~~
- Education Admission Centers
- ~~Middle College~~
- 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)

²⁰ 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 ~~2016~~2017-
1718

~~Dated~~~~Approved~~ December 22, 2016 ~~November 18, 2015~~

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

SECTION I: OVERVIEW AND HIGHLIGHTS

~~A New~~The Student Assignment Plan (~~NSAP~~) was approved in 2009 to provide greater predictability for families while still offering opportunities for school choice. The 2009 document continues to serve as an important reference tool, containing fundamental definitions and Plan development principles. Annual Transition Plans have ~~for 2010-11, 2011-12, 2012-13, and 2013-14~~ guided a phased approach to implementation.¹

The provisions of this Plan will prevail in the case of any conflicts with ~~the~~ previously-approved ~~NSAP~~ 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 changes are anticipated in fall 2018 when Loyal Heights Elementary School moves into its new larger building and 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 ~~generally~~ be linked with a nearby school ~~or service area~~ with the required services.²

School ~~choice~~ 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. ~~As referenced in this updated Transition Plan, t~~The District anticipates making all waitlist moves by May 31,³ pending program placement and student eligibility notification. Waitlists will be maintained until August ~~15-31~~ in the event that program notifications have not been completed or if there are unanticipated adjustments that need to be made after May 31. ~~The w~~Waitlists for the 2017-18 school year will be dissolved on August ~~15~~31, 2017.

This Transition Plan continues most of the assignment rules in effect during ~~2013-2016-1417~~, ~~while at the same time completing the phase-out of transitional constraints on full implementation of the NSAP. Some constraints on assignment of siblings to the same school are also eliminated.~~ Some highlights and changes are:

¹ ~~The transition plan and a~~ 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 ~~or high school attendance 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 ~~15~~31.

- Opening Cedar Park Elementary, Meany Middle, and Robert Eagle Staff Middle schools~~Elimination of the distance tiebreaker;~~
- 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;
- 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;
- ~~Changes to t~~Moving the re-date when waitlists are dissolved, from August 15 to August 31;
- Adding language clarifying current Special Education services and placement
- Transitioning Nova High School to a service school;
- Adding appendices for service schools and alternative learning experience (ALE) schools; and
- Updating~~es to~~-school and program names and locations. ~~-based on previously approved changes~~

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 may transfer to their attendance area school after Open Enrollment through May 31, as long as the services the student needs are available at that school.

K-8 students 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 student needs are available at that school.

Continuing Assignments

The following Sstudents ~~who~~ will automatically get 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 Sstudents ~~who~~ will get receive a new assignment:

- A "new student" is a student who has not attended a SPS attendance area or option school at any time during the current or previous school year. New students will be assigned to their attendance area school. Students may also apply to any school with space available during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.
- Students who apply for and receive a choice assignment will receive a new assignment to that choice school (or program). Students with a choice assignment will be continued at that school through the highest grade served, as long as the school offers the services the student needs.
- Students whose current school does not include their next year grade or required special education services. Students will be automatically assigned to their attendance area school for the upcoming school year, except as noted for certain pathway assignments and to meet required special education services; no application is required.

- Students ~~at their previous attendance area school~~ 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

~~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 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 ~~will~~ may instead 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 ~~assigned to~~ 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 ~~for (but not assigned to),~~ but not enrolled as HCC, ~~for the following school year~~ are not automatically assigned to their HCC pathway school; they must apply during Open

Enrollment through May 31. If they apply for HCC during Open Enrollment through May 31, they will be assigned to their HCC pathway school. Assignment to the non-pathway school depends on space available; tiebreakers apply during Open Enrollment.

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

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

Any Advanced Learner student ~~identified as an Advanced Learner~~ may apply for Spectrum at another attendance area school or K-8 school ~~with Spectrum~~ during Open Enrollment through May 31; assignment is based on space available and tiebreakers.

- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion International Schools pathway, and who apply during Open Enrollment through May 31, will be assigned to the relevant pathway school there (unless they apply for and are assigned to a higher ranked choice).⁵ ~~Elementary to middle school pathways go into effect when an elementary program extends through 5th grade.~~

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on 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.⁶

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

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

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

If a student becomes HC-eligible ~~for HCC for the current or following school year~~ after May 31

⁴ 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.

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

⁶ Students enrolled as an Advanced Learner in Spectrum at their K-8 school will be continued in Spectrum without having to reapply.

and applies for HCC, they will be assigned to their HCC pathway school.⁷ Assignment to the non-pathway school may be requested through May 31 and depends on space available.

- **Advanced Learners Spectrum:** Advanced Learners (Spectrum) who apply for their attendance area school by May 31 will be assigned to Spectrum-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 space available; tiebreakers apply during Open Enrollment.

D. Students Entering 9th Grade

Current and new students ~~and students new to the district~~ 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.

- **HCC:** Students ~~assigned to~~ 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). ~~High school s~~ Students eligible, but not enrolled as ~~who HCC, do not currently have an HCC assignment but have met district standards for Highly Capable students~~ may also be eligible to apply for 9th grade ~~in~~ the HCC/IBX program at Ingraham. Assignment depends on space available; ~~and~~ 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 ~~n International Schools~~ pathway and who apply ~~for the pathway school~~ 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). ~~Middle to high school pathways go into effect when a middle school program extends through 8th grade.~~

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 space available and without a waitlist.

E. Students Who Move

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

In general, students **must** change to their new attendance area schools if:

~~‡~~ they are assigned to their attendance area school ~~(even if they have a choice assignment)~~, are not grandfathered, and they move to a new attendance area. If they move before the school year starts, they

⁷ 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.

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.

~~Students may change to their new attendance area school if they move to a new attendance area.~~ 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.⁸

⁸ Available on the district website:

~~<http://www.seattleschools.org/cms/one.aspx?portalId=627&pageId=14926>~~<http://www.seattleschools.org/admissions>

SECTION III: ACCESS TO PROGRAMS AND SERVICES

~~SPS~~ Seattle Public Schools offers a variety of programs and services to meet a range of student needs, including English Language Learners (ELL), students ~~who need~~ eligible for special education services, students who are homeless, and students eligible for advanced learning ~~ers~~. 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 ~~generally~~ 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.

Students who receive Special Education Resource/~~ACS~~⁹ services are assigned to their attendance area school, and may also apply for assignment to another school through ~~school~~ 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 ~~certain other intensive~~ special education continuum services (Access, Focus, Social/Emotional, SM2, Distinct) are assigned to their attendance area or linked school ~~(for middle and high school students)~~, and may also apply for assignment to another school that offers those services through ~~school~~ School Choice. ~~The~~ Linked schools for these Special Education services models are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide greater 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 ~~all other intensive~~ centralized special education service assignments to meet their specific IEP driven needs (DHH, Vision, Medically Fragile)s are assigned individually based on student needs, and may also apply for assignment to another school offering the same services through ~~s~~ School Choice.

⁹ ~~Integrated Comprehensive Services~~

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

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

B. English Language Learners ~~(ELL)~~

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~~ School Choice. Bilingual Orientation Center services are available for newcomers.

C. Advanced Learning ~~(HCC/IBX, ALO, Spectrum)~~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.

~~Opportunities for advanced learners are increasingly and intentionally becoming more widely available throughout the city.~~

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.)

~~_____ Cascadia > Hamilton or Jane Adams > Garfield
_____ Thurgood Marshall > Washington > Garfield~~

HCC

- ~~S~~students entering ~~HCC~~ in grades 1-8, who apply during Open Enrollment 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 ~~as HC~~ after Open Enrollment will be assigned consistent with the HCC pathways, based on where they live.
- Students entering 6th grade ~~ers coming from Cascadia or Thurgood Marshall~~ will be assigned to a middle school ~~to HCC at Hamilton, Jane Addams or Washington~~ 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 ~~coming from HCC at Hamilton, Jane Addams, or Washington~~ will be assigned to Garfield and may apply for the HCC/IBX program at Ingraham.

If students enrolled in ~~assigned to~~ HCC apply for their attendance area school during 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 ~~HCC~~-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.

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

Advanced Learning Opportunities (ALO)

~~HC or AL s~~Students ~~apply as general education students to schools offering the program (grades 1-5).~~ ALO serves students identified as Highly Capable and/or as Advanced Learners. Highly Capable and Advanced Learning eligibility are maintained as long as the student is continuously enrolled in SPS. (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.

SAdvanced Learners (AL)pectrum

Advanced Learners (Spectrum) is offered for elementary and middle school students identified as ~~Advanced Learners~~ through ~~a district testing program.~~ For elementary grade students, ~~Spectrum-AL~~ is offered at one or more schools in each service area. Every attendance area middle school also offers ~~SpectrumAL~~. Newly-eligible elementary students must apply for ~~Spectrum-AL~~ during Open Enrollment through May 31. ~~(They are not assigned automatically when found eligible, since that may result in a change of school which the family might or might not want).~~ Assignment to AL in grades 1-5 depends on space available; tiebreakers apply during Open Enrollment. ~~Assignments to grades 1-5 Spectrum are based on space available and tiebreakers.~~

Advanced Learnering students in grades 6-8 are guaranteed assignment to the ~~Spectrum-AL~~ program at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to 6th grade ~~Spectrum-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 ~~SpectrumAL~~) who are entering 7th or 8th grade will also be automatically assigned to ~~Spectrum-AL~~ at that school.¹² Advanced Learning students who are not already assigned to their attendance area middle school will be assigned to ~~Spectrum-AL~~ at their attendance area middle school upon request, if they apply during Open Enrollment through May 31. ~~SpectrumAL~~-eligible students may also apply for an ~~Spectrum-AL~~ program at any other school through ~~school-School choice~~Choice, during Open Enrollment through May 31; assignment ~~depends is based~~ on space available; ~~and~~ tiebreakers apply during Open Enrollment. ~~After waitlists have been dissolved, program changes within the same school will be at principal discretion.~~

D. Montessori

~~Exclusive~~ 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 ~~Open Enrollment~~School Choice process. Assignment depends on space available; ~~and~~ 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 ~~i~~international ~~S~~schools. ~~International School~~ 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).¹³

John Stanford & McDonald > Hamilton > Ingraham

¹² Unless the student is already assigned to a program other than General Education, such as HCC
¹³~~Schools that have not been named yet are shown as TBD (to be determined).~~

Beacon Hill & Dearborn Park > Mercer > ~~TBD~~Chief Sealth
Concord > Denny > Chief Sealth

~~John Stanford and McDonald are linked with B.F. Day, which is the guaranteed attendance area school if a family prefers that the student not participate in the language immersion program, as well as for students who are new beyond first grade and do not have the language background to be successful in an immersion program.~~

Assignment is guaranteed for non-attendance area dual language immersion students who apply for their pathway school during Open Enrollment through May 31.¹⁴ ~~Pathway assignments are implemented as each grade cohort reaches middle school or high school.~~

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.¹⁵ 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).

¹⁴ One of the choices listed must be for the pathway school without designation of ~~Spectrum~~AL (or HCC, if applicable).

¹⁵ ~~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~~-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 ~~15~~31, after which there are no further waitlist moves for the school year. ¹⁶
- 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. After May 31, assignments for new students are to their attendance area school ~~(including K-8 attendance area schools)~~, 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, tiebreakers determine assignment and waitlist status.

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

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 ~~15~~31.

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

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

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

C. Waitlists

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

After Open Enrollment assignments are made and waitlists are established:

- Students may be added to the end of any waitlist through May 31, but no student may be on more than one waitlist at a time.
- Waitlists stay active through May 31.¹⁷
- 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:

¹⁷ 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 ~~15~~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 ~~Spectrum~~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. Twins¹⁸ who apply for assignment together to one or more schools:
 - If they apply for the same schools in the same order during Open Enrollment, the resulting school and program assignment of the student with the highest SPS student ID number will determine the assignment of the twin, as long as that school provides all required services for both students.
 - They may apply for different programs at the same school (e.g. one of the siblings applies for the ~~Spectrum~~AL program at a school while the other does not apply for any special program) as long as they apply for the same schools in the same order. A twin who is not eligible for the assigned program of the sibling with the highest student ID number will be assigned to the General Education program at the same school (or the appropriate Special Education program, if applicable).
 - If the siblings are waitlisted for the same school and program during Open Enrollment, the twin with the lower student ID number will be placed on that wait~~ing~~-list immediately after the twin with the highest ID number.

¹⁸ 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, ~~Nova~~

~~High School Feeder Patterns: Denny to Chief Sealth and Madison to West Seattle~~

ELEMENTARY AND MIDDLE SCHOOLS

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

Each ~~M~~iddle ~~S~~chool ~~A~~ttendance ~~A~~rea has a group of elementary schools that feed into the middle school, ~~and has one or more Option Schools or linked Option Schools.~~

SERVICE AREAS

~~Middle School Attendance Areas are generally also Service Areas. Most services needed by K-8 students who live in each Service Area will be provided within the Service Area.~~

~~Students may apply for any Attendance Area or Option School.~~

MIDDLE SCHOOLS	ELEMENTARY FEEDER SCHOOLS (Including K-8 Attendance Area Schools)	OPTION SCHOOLS ¹⁹	HCC PATHWAYS ²⁰
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, <u>Sanislo</u> , West Seattle Elementary <u>ES</u>	Pathfinder (K-8) Boron STEM (K-8)	Thurgood Marshall Washington <u>Madison</u> Garfield
<u>Eagle Staff</u> Eckstein	<u>Broadview-Thomson (K-8)*</u> , <u>Daniel Bagley</u> , <u>Greenwood</u> , <u>Northgate</u> , <u>Olympic View*</u> Bryant, Green Lake, Laurelhurst, Olympic View, Sand Point, View Ridge, Wedgwood, Viewlands*	<u>Licton Springs K-8</u> Licton Springs (K-8) <u>Hazel Wolf (K-8)</u> <u>Thornton Creek (K-5)</u>	<u>Cascadia</u> Cascadia <u>Eagle Staff</u> <u>Hamilton</u> or <u>Jane Addams</u> Garfield
<u>Eckstein</u> <u>Hamilton</u>	<u>Bryant, Green Lake*</u> , <u>Laurelhurst</u> , <u>Sand Point</u> , <u>View Ridge*</u> , <u>Wedgwood*</u> B.F. Day, John Stanford, McDonald, West Woodland	<u>Thornton Creek</u> <u>Salmon Bay (K-8)</u>	<u>Decatur</u> <u>Jane Addams</u> <u>Garfield</u> Cascadia <u>Hamilton</u> or <u>Jane Addams</u> Garfield
<u>Hamilton</u> <u>Jane Addams</u>	<u>B. F. Day</u> , <u>Green Lake*</u> , <u>West Woodland</u> <u>John Rogers</u> , <u>Olympic Hills</u> , <u>Sacajawea</u>	<u>John Stanford</u> <u>McDonald</u> <u>Hazel Wolf (K-8)</u>	<u>Cascadia</u> <u>Hamilton</u> <u>Garfield</u> Cascadia <u>Hamilton</u> or <u>Jane Addams</u> Garfield
<u>Jane Addams</u> <u>Madison</u>	<u>John Rogers</u> , <u>Olympic Hills</u> , <u>Olympic View*</u> , <u>Sacajawea</u> , <u>View Ridge*</u> , <u>Wedgwood*</u> <u>Alki</u> , <u>Fairmount Park</u> , <u>Gatewood</u> , <u>Lafayette</u> , <u>Sanislo</u> , <u>Schmitz Park</u>	<u>Cedar Park</u> <u>Hazel Wolf K-8</u> <u>Pathfinder (K-8)</u> <u>Boron STEM (K-8)</u>	<u>Cascadia</u> <u>Jane Addams</u> <u>Garfield</u> <u>Thurgood Marshall</u> <u>Washington</u> Garfield
<u>Madison</u>	<u>Alki</u> , <u>Fairmount Park</u> , <u>Gatewood</u> , <u>Genesee Hill</u> , <u>Lafayette</u>	<u>Pathfinder K-8</u>	<u>Thurgood Marshall</u> <u>Madison</u> Garfield

¹⁹ Option schools are located in proximity to attendance area schools. Living within an option school's GeoZone is not a guarantee of assignment.

²⁰ Ingraham also offers the advanced HCC/IBX program, but is not an HCC pathway high school.

Tracked Changes show all changes from the 2016-17 document

<u>Meany</u> McClure	<u>Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens</u> Blaine (K-8), Coe, Hay, Lawton	<u>TOPS K-8</u> Queen Anne (K-5)	<u>Thurgood Marshall Washington</u> Garfield Cascadia Hamilton or Jane Addams Garfield
<u>McClure</u> Mercer	<u>Catharine Blaine (K-8), Coe, John Hay, Lawton</u> Beacon Hill, Dearborn Park, Hawthorne, Kimball, Maple, Van Asselt	<u>Queen Anne</u> Orca (K-8)	<u>Cascadia</u> <u>Hamilton</u> Garfield Thurgood Marshall Washington Garfield
<u>Mercer</u> Washington	<u>Beacon Hill, Dearborn Park, Hawthorne, Kimball, Maple, Van Asselt</u> Gatzert, John Muir, Leschi, Lowell, Madrona (K-8), McGilvra, Montlake, Stevens, Thurgood Marshall	<u>Orca K-8</u> TOPS (K-8)	<u>Thurgood Marshall Washington</u> Garfield Thurgood Marshall Washington Garfield
<u>Washington</u> Whitman	<u>Bailey Gatzert, John Muir, Thurgood Marshall</u> Adams, Broadview Thomson (K-8), Bagley, Greenwood, Loyal Heights, North Beach, Northgate, Viewlands, Whittier	Salmon Bay (K-8)	<u>Thurgood Marshall Washington</u> <u>Garfield</u> Cascadia Hamilton or Jane Addams Garfield
<u>Whitman</u>	<u>Adams, Broadview Thomson (K-8)*, Loyal Heights, North Beach, Viewlands*, Whittier</u>	<u>Salmon Bay K-8</u>	<u>Cascadia</u> <u>Eagle Staff</u> <u>Garfield</u>

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

~~See the approved Transportation Service Standards for information about transportation eligibility.~~

APPENDIX B

Geographic Zones for Option School Tiebreakers

The tiebreakers for ~~O~~option ~~S~~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 ~~and as a tool for capacity management~~. 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.

~~GeoZones for Option Schools are shown on the following pages:~~

High School Option Schools

- Center School
- Cleveland STEM

~~• Nova~~

K-8 Option Schools

- Hazel Wolf
- ~~• Boren STEM~~
- Licton Springs
- Orca
- ~~• 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

~~Maps of GeoZones are available on the School Directory page of the website.~~

Tracked Changes show all changes from the 2016-17 document

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 Assignment²¹.

~~Current~~ Service Schools:

- Fred Hutchinson Cancer Research Institute School
- Head Start
- ~~— Cascade Parent Partnership Program~~
- South Lake
- ~~— Interagency~~
- Education Admission Centers
- ~~— Middle College~~
- Seattle World School (including SBOC)
- Skills Center, and the
- 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)

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

Board Action Report on approving 2017-18 Student Assignment Plan			
Need costs/savings for the following			
	Issue	Dollars	Notes
1	Opening Cedar Park Elementary, Meany Middle School and Robert Eagle Staff	\$ 1,600,000	Core staff only. Assumes average size school
2	Shifting Madrona from a K-8 to K-5	\$ (500,000)	Less teacher mitigation, change in Core staffing
3	Establishing a GeoZone for Licton Springs K-8	N/A	Overtime might increase enrollment and reduce need for current mitigation dollars
4	Modifying HCC pathways	N/A	HCC kids from Hamilton to Eagle Staff (How small Hamilton -1031 after change)
5	Adding Chief Sealth as a dual language immersion HS	N/A	
6	Removing conflicting assignment guarantees for 6-8 grade students at Catherine Blaine and Broadview Thomson	N/A	
7	Moving the date waitlists are dissolved from August 15 to August 31	N/A	
8	Updating school and program names and locations	N/A	
9	Estimate two fewer buses for HCC elementary students in Eckstein service area	\$ (128,000)	Avg cost of two buses with fuel (\$64,000 each)
		\$ 972,000	
NOTE: This does not include any potential mitigation funds or additional staffing if a school is smaller than anticipated.			