



SCHOOL BOARD ACTION REPORT

DATE: December 19, 2018
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For Introduction: December 19, 2019

For Action: January 239, 2019

1. TITLE

Approval of the Student Assignment Transition Plan for 2019-20

2. PURPOSE

This Board Action Report updates the Student Assignment Transition Plan for 2019-20.

3. RECOMMENDED MOTION

I move that the Board approve the Student Assignment Transition Plan, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

The New Student Assignment Plan was approved by the School Board in 2009 to provide greater predictability for families while still offering opportunities for school choice. Annual updates to the Plan have subsequently been approved by the School Board within the Student Assignment Transition Plan. The 2009 New Student Assignment Plan was created when major changes to assignment policies took place, but the information in that document is now updated and maintained in recent documents. This Board Action would update the most recent Student Assignment Transition Plan.

The provisions of the attached document, the Student Assignment Transition Plan for 2019-20, will prevail in the case of any conflicts with previously approved Plans, boundaries, and/or GeoZones.

This action updates information in the Student Assignment Transition Plan. The Transition Plan for 2019-20 continues most of the assignment rules in effect during 2018-19. Some highlights and changes are:

- Changing name of “Service Schools” to “Option Schools with Continuous Enrollment” and noting they have continuous enrollment;
- Updating the International/Dual Language Immersion Pathways at the high school level in north and southeast Seattle;
- Updating high school Highly Capable (HC) pathways;
- Implementing a grade level adjustment for Middle College from 11-12 to 9-12;
- Graham Hill’s programmatic redesign to one school program;
- Updating language to clarify current Special Education services and placement;
- Removal of Fred Hutchinson Cancer Research Institute School from list of Service Schools; and
- Updating language to clarify that students entering 6th grade from a K-5 school may also apply for middle school enrollment at a K-8 during Open Enrollment.

5. FISCAL IMPACT/REVENUE SOURCE

There will be fiscal impacts associated with adding additional programs and services for highly capable students and dual language immersion. These impacts were included in previous BARs in January 2018, when these decisions were approved by the School Board.

Lincoln will serve Seattle Public Schools students who would have been served in other schools. The cost of the building and associated funds is already accounted for. Mitigation funds would be required in 2019-20 when Lincoln opens since it is only serving students in grades 9 and 10. Lincoln’s enrollment is projected to increase in 2020-21, although it will only serve students in grade 9-11 so additional mitigation funds may be needed.

The cost estimate for mitigation for a north DLI pathway at Lincoln High School:
 The 0.4 FTE in 2019-20 to enable them to offer at least one Level 4 class in Japanese and Spanish 0.4 FTE in 2020-21 to enable them to offer at least one Level 5 (AP class) in Japanese and Spanish

The cost estimate for mitigation for a southeast DLI pathway at Rainier Beach High School:
 Rainier Beach (IB Chinese/Spanish 4 does not start until 11th grade, but they do have some capacity for language classes): 0.6 FTE in 2019-20 and 0.6 in 2020-21

The revenue source for this motion is N/A

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

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

6. COMMUNITY ENGAGEMENT

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

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve (DLI, Montessori, and HCC changes)

Tier 3: Collaborate

The changes in the Student Assignment Transition Plan for 2019-20 clarify language and align programs and services to better support student needs.

The district has received feedback from the Service Schools and School Board around Changing name of the Service Schools and Alternative Learning Experience School (ALEs) to Option Schools with Continuous Enrollment. This will better help families know what their options are. More awareness is likely to support increased enrollment, and these schools are looking to increase their enrollment.

The School Board previously approved the updates made for the International/Dual Language Immersion Pathways at the high school level in North Seattle and established a commitment to identifying a pathway for southeast Seattle. Identifying Rainier Beach as the southeast pathway came from feedback from the School Board and an assessment of available space available at Rainier Beach. A community meeting was held with southeast families in March 2018 to get feedback on potential pathway options. A survey was also provided to families and families indicated their preference for Cleveland as the southeast pathway. One common concern from families around Rainier Beach was the distance.

The School Board also previously approved updating the high school Highly Capable pathways for Lincoln High School and West Seattle High School. Information on this engagement is included in the BAR from January 31, 2018.

Implementing a grade level adjustment for Middle College from 11-12 to 9-12 comes from feedback from the school around wanting to support students in need earlier.

The Graham Hill community noticed segregation between their Montessori and Contemporary program back in the 2016-17 school year. Graham Hill's Equity Team developed a plan which involved families and encouraged community participation in discussions about segregation within their school. The team participated in multiple meetings with multiple families over two years and proposed the plan for transitioning to just one program at Graham Hill. Beginning in the 2019-2020 school year, incoming Kindergarten students would be served in one program. Current students in the Montessori program would be grandfathered. The school would use the 2019-2020 school year as a planning year to determine a new school-based focus for Graham Hill which would be implemented in the 2020-2021 school year.

Updating language to clarify current Special Education services and placement responds to families who have to attend an elementary school outside of their attendance area school and provides them continuity by allowing them to attend the middle school in their elementary school's feeder pattern.

[Fred Hutchinson Cancer Research Institute School is no longer serving students in SPS, so this is being removed from the list of Service Schools.](#)

Updating language to clarify that students entering 6th grade from a K-5 may also apply for middle school enrollment at a K-8 school even if they have not attended the school previously. This responds to community request around access to K-8 schools. They may apply for assignment at a K-8 school during Open Enrollment and assignment depends on space available.

7. EQUITY ANALYSIS

The Racial Equity Tool was used to develop the 2019-20 Student Assignment Transition Plan recommended changes and the high school HC pathway recommended changes for the 2019-20 school year. The proposed changes to the Student Assignment Transition Plan do not disparately impact historically underserved students. Providing additional international/dual language immersion pathways at Rainier Beach High School and Lincoln High School allows for students to be served closer to where they live. Currently Chief Sealth International High School is the pathway for students coming from DLI at Mercer, and this improves the commute for those families and future families. In addition, the HC pathway changes for 2019-20 create more opportunities for HC qualified and future qualified students to access advanced placement courses closer to home. The Advanced Learning department had over a year of planning to ensure that the proper supports are in place to make sure students' needs are met.

At the elementary school level, Graham Hill will be one program to better integrate their students, eliminate segregation, and provide the best elements of their academic programs to all students.

For students receiving special education the proposed changes increase choice at the middle school level for students who have attended an elementary school outside of their attendance middle school feeder pattern, and by clarifying school choice capacity, the district aims to stabilize enrollment and staffing in all schools.

8. STUDENT BENEFIT

This action clarifies language and aligns programs and services to better support student needs.

High Schools:

The additional international/dual language immersion pathway in the southeast at Rainier Beach and in the north at Lincoln allows for more students to be served closer to where they live. The creation of an additional high school HC pathway creates greater access to rigorous curriculum and greater opportunities for college and career readiness for students across the district. The regional pathways create opportunities closer to home for families which will allow for greater access.

The Middle College grade level adjustment follows the national model which serves and supports students in grades 9-12 to maximize their learning potential and educational outcomes by having students start earlier.

Elementary Schools:

The removal of Montessori at Graham Hill will promote a more equitable environment at Graham Hill and eliminate practices and traditions that perpetuate inequitable opportunities for

all students at Graham Hill.

Special Education:

To provide continuity for families who had to be assigned to a school outside their service area, students with an Individualized Education Plan (IEP) may choose to attend their attendance area middle school or the middle school in their assigned elementary and middle school’s feeder pattern. Same applies to high school.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No._____, [TITLE], provides the Board shall approve this item
- Other: The existing plan requires any changes to be Board approved

10. 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 area based upon home address, unless the school designated by a student’s home address does not have appropriate services for the student’s needs, as determined by the District.

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

Board Policy No. 2200, Equitable Access to Programs and Services, states, “It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.”

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

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee on December 6, 2018. The Committee reviewed the motion and recommended bringing the Student Assignment Transition Plan to the full Board for consideration ~~on January 9, 2019.~~

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Student Assignment Transition Plan will go into effect for the 2019-20 school year, and all school years subsequent until further action is taken by the School Board. The Plan will be uploaded to the District's Enrollment Planning and Admissions webpages for access by the public.

13. **ATTACHMENTS**

- Student Assignment Transition Plan for 2019-20 (Clean with changes since Intro noted in tracked changes – for approval)
- Student Assignment Transition Plan for 2019-20 (Tracked changes for reference)
- 2019-20 Student Assignment Transition Plan Presentation (for reference)
- Graham Hill Elementary – One Program Report (for reference)



STUDENT ASSIGNMENT TRANSITION PLAN FOR 2019-20

Approved January 9~~23~~, 2019-~~(TBD)~~

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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.

Boundary changes are anticipated in the fall of 2019 when Lincoln High School opens as an attendance area high school in Northwest Seattle and Magnolia Elementary School opens in Magnolia. 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 2019-20 school year will be dissolved on August 31, 2019.

This Transition Plan continues most of the assignment rules in effect during 2018-19. Some highlights and changes are:

- Changing name of "Service Schools" to "Option Schools with Continuous Enrollment";
- Updating international/dual language immersion pathway to include the addition of a southeast high school pathway at Rainier Beach and north end school pathway at Lincoln;
- Grade level adjustment for Middle College from 11-12 to 9-12 beginning in the 2019-20 school year;
- Transitioning Graham Hill to a school with one program for all students;
- Updating language to clarify current Special Education services and placement; ~~and~~

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.

- Removal of Fred Hutchinson Cancer Research Institute School from list of Service Schools; and
- Updating language to clarify that students entering 6th grade from a K-5 school may also apply for middle school enrollment at a K-8 during Open Enrollment.

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

- **Special Education:** When a student with an IEP is initially assigned to an elementary school that is not the attendance area school, because that student's IEP requires services that are not available at the student's attendance area school, the student may choose to attend the attendance area middle school or middle school in that elementary school's feeder pattern.

Students with an IEP who receive an assignment through the school choice process at an elementary school outside of their middle school feeder pattern will need to go through the school choice process to attend a middle school outside of their assigned middle school based on their address. In some instances, some of students may require individual middle school assignments based on their needs as identified through the IEP Team Process.

Students entering 6th grade from a K-5 school may also apply for middle school enrollment at a K-8 school even if they have not attended the school previously. This applies to both attendance area K-8 schools (Catherine Blaine K-8 and Broadview Thomson K-8) and option schools. Students may apply for assignment at a K-8 school during Open Enrollment and assignment depends on space available. As a result of the opening of Magnolia Elementary School in fall 2019, Catherine Blaine K-8 will have more space available for middle school enrollment for families living outside of the attendance area.

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.

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).

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 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:** Beginning in the 2019-20 school year, students enrolled in HC in 8th grade will receive an initial assignment to their pathway school for HC services.

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

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

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.

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).

- **IBX:** Students may also apply for the IBX program at Ingraham; assignment to Ingraham depends on space available and tiebreakers. If not assigned to IBX at Ingraham, they retain a seat at their pathway school (unless they apply for and are assigned to a higher ranked choice.) Assignment depends on space available; tiebreakers apply during Open Enrollment.
- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway and who apply during Open Enrollment through May 31 will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).
- **Special Education:** When a student with an IEP is initially assigned to an elementary and middle school that is not the attendance area school, the student may choose to attend the attendance area high school or high school in that elementary and middle school's feeder pattern.

Students with an IEP who receive an assignment through school choice process at an elementary or middle school outside of their feeder pattern will need to go through the school choice process to attend a high school outside of their assigned high school based on their address. In some instances, some of these students may require individual high school assignments based on their needs as identified through the IEP Team Process.

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

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.

Resource level special education services are available at every school and follow the general education student assignment process. Students who are eligible for other special education continuum services (Access, Focus, Social/Emotional, SM2, Distinct) are assigned to their attendance area or linked school, and may also apply for assignment to another school that offers those services through School Choice. Linked schools for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.⁹ For Option Schools, there will be designated seats available for students who are eligible for intensive special education services (Access, Focus, Social/Emotional, SM2, Distinct). When requesting an Option School students will be assigned through the School Choice Process during Open Enrollment.

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

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

individually to ensure that each student’s IEP requirements can be met and that the appropriate services are available at the assigned school. Transportation for students with disabilities is based on individual IEP service needs.

B. English Language Learners

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

C. Advanced 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 their pathway high school and may apply for the HC/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.

HC/IBX Program at Ingraham High School

A second advanced learning option for high school students who are HC-eligible is offered at Ingraham. Qualified HC 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)

Students in grades 1-8 who are AL or HC eligible and enroll at their attendance area school 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 Learning (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.

¹⁰ See additional information in Sections II-C and II-D.

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.

AL eligible students in grades 6-8 are guaranteed assignment services at their to the AL program at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to 6th grade AL at their attendance area middle school. Students newly eligible for advanced learning who are already assigned to their attendance area middle school will be automatically assigned to AL at that school. Advanced Learning students who are already assigned to their attendance area middle school (but are not assigned to AL) who are entering 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. Students who are AL-eligible 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

The Montessori program is offered at Daniel Bagley Elementary School. 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 > Lincoln
Beacon Hill & Dearborn Park > Mercer > Rainier Beach
Concord > Denny > Chief Sealth

Assignment is guaranteed for non-attendance area dual language immersion students who apply for their pathway school during Open Enrollment; after Open Enrollment, assignment is based on seat availability.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.)

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.

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. 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 (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 SCHOOLS ¹⁷ | HCC PATHWAYS ¹⁸ |
|----------------|---|------------------------------|---|
| 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 West Seattle |
| Eagle Staff | Broadview-Thomson (K-8), Daniel Bagley, Greenwood, Northgate, Viewlands* | Licton Springs K-8 | Cascadia Eagle Staff Lincoln |
| Eckstein | Bryant, Green Lake*, Laurelhurst, Sand Point, View Ridge, Wedgwood | Thornton Creek | Decatur ¹⁹ Jane Addams Lincoln |
| Hamilton | B. F. Day, Green Lake*, West Woodland | John Stanford McDonald | Cascadia Hamilton Lincoln |
| Jane Addams | John Rogers, Olympic Hills, Olympic View, Sacajawea, | Cedar Park Hazel Wolf K-8 | Cascadia Jane Addams Lincoln |
| Madison | Alki, Fairmount Park, Gatewood, Genesee Hill, Lafayette | Pathfinder K-8 | Thurgood Marshall Madison West Seattle |
| Meany | Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens | TOPS K-8 | Thurgood Marshall Washington Garfield |
| McClure | Catharine Blaine (K-8), Coe, John Hay, Lawton, Magnolia | Queen Anne | Cascadia Hamilton Lincoln |
| 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 Lincoln |

*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 HC/IBX program, but is not an HC pathway high school.

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

APPENDIX B

Geographic Zones for Option School Tiebreakers

The tiebreakers for option schools are:

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

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

Maps of GeoZones are available on the School Directory page of the www.seattleschools.org website.

High School Option Schools

- Center School
- Cleveland STEM

K-8 Option Schools

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

K-5 Option Schools

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

APPENDIX C Service Schools

Students are usually placed in a service school based on individual assessment. Assignments to service schools are choice assignments except for the Secondary Bilingual Orientation Center (SBOC), which is a designated assignment. Additional information is available in the Superintendent's Procedures for Student Assignment²⁰.

Service Schools:

- ~~Fred Hutchinson Cancer Research Institute School~~
- Head Start
- Education Admission Centers
- 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

Option Schools with Continuous Enrollment

Option schools with continuous enrollment offer unique services, opportunities, and learning environments to meet individual student needs. Students may request assignment to these schools or may be referred to one. These schools do not have geozones. Families are welcome to apply to these schools during Open Enrollment and throughout the school year.

Option schools with continuous enrollment:

- Cascade Parent Partnership Program
- Interagency Programs
- Middle College High School
- Nova
- South Lake
- Skills Center
- Seattle World School



STUDENT ASSIGNMENT TRANSITION PLAN FOR ~~2017-18~~2019- 20

Approved January ~~11, 2017~~23, 2019 ~~(TBD)~~

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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 Boundary changes are anticipated in the 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 of 2019 when Lincoln High School opens as an attendance area high school in Northwest Seattle and Magnolia Elementary School opens in Magnolia.~~ 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~~2019-20 school year will be dissolved on August 31, ~~2017~~2019.

This Transition Plan continues most of the assignment rules in effect during ~~2016-17~~2018-19. 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;~~

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.

- ~~Adding Chief Sealth as the southeast~~ Changing name of “Service Schools” to “Option Schools with Continuous Enrollment”;
- Updating international/dual language immersion pathway to include the addition of a southeast high school pathway at Rainier Beach and north end school pathway at Lincoln;
- ~~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 Grade level adjustment for Middle College from 11-12 to 9-12 beginning in the 2019-20 school year;
- Transitioning Graham Hill to a school with one program for all students;
- Updating language ~~clarifying to clarify~~ current Special Education services and placement; [Removal of Fred Hutchinson Cancer Research Institute School from list of Service Schools](#); and ~~and~~
- Transitioning Nova High School Updating language to clarify that students entering 6th grade from ~~option~~ a K-5 school ~~to service~~ may also apply for middle school enrollment ~~timelines~~; at a K-8 during Open Enrollment.
- ~~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

- **Special Education:** When a student with an IEP is initially assigned to an elementary school that is not the attendance area school, because that student's IEP requires services that are not available at the student's attendance area school, the student may choose to attend the attendance area middle school or middle school in that elementary school's feeder pattern.

Students with an IEP who receive an assignment through the school choice process at an elementary school outside of their middle school feeder pattern will need to go through the school choice process to attend a middle school outside of their assigned middle school based on their address. In some instances, some of students may require individual middle school assignments based on their needs as identified through the IEP Team Process.

Students entering 6th grade from a K-5 school may also apply for middle school enrollment at a K-8 school even if they have not attended the school previously. This applies to both attendance area K-8 schools (Catherine Blaine K-8 and Broadview Thomson K-8) and option schools. Students may apply for assignment at a K-8 school during Open Enrollment and assignment depends on space available. As a result of the opening of Magnolia Elementary School in fall 2019, Catherine Blaine K-8 will have more space available for middle school enrollment for families living outside of the attendance area.

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.

⁴This 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.

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

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 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 Beginning in the 2019-20 school year, students enrolled in HCCHC 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). pathway school for HC services.

Students eligible, but not enrolled as HCC,HC, will receive an initial assignment to their attendance area high school. These students may also apply during Open Enrollment to attend their pathway high school and will receive placement at this site. These students may also apply

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

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.

~~for~~during the HCC/Open Enrollment process for the 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).

- IBX: Students may also apply for the IBX program at Ingraham; assignment to Ingraham depends on space available and tiebreakers. If not assigned to IBX at Ingraham, they retain a seat at their pathway school (unless they apply for and are assigned to a higher ranked choice.) Assignment depends on space available; tiebreakers apply during Open Enrollment.
- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway and who apply during Open Enrollment through May 31 will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).
- Special Education: When a student with an IEP is initially assigned to an elementary and middle school that is not the attendance area school, the student may choose to attend the attendance area high school or high school in that elementary and middle school's feeder pattern.

Students with an IEP who receive an assignment through school choice process at an elementary or middle school outside of their feeder pattern will need to go through the school choice process to attend a high school outside of their assigned high school based on their address. In some instances, some of these students may require individual high school assignments based on their needs as identified through the IEP Team Process.

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

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 level special education services are assigned to their attendance area available at every school, and may also apply for follow the general education student 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.~~

process. Students who are eligible for other special education continuum services (Access, Focus, Social/Emotional, SM2, Distinct) are assigned to their attendance area or linked school, and may also apply for assignment to another school that offers those services through School Choice. Linked schools for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.⁹ For Option Schools, there will be designated seats available for students who are eligible for intensive special education services (Access, Focus, Social/Emotional, SM2, Distinct). When requesting an Option School students will be assigned through the School Choice Process during Open Enrollment.

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.

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

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

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

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~~their pathway high school and may apply for the ~~HCC~~HC/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~~HC/IBX Program at Ingraham High School

A second advanced learning option for ~~HC-eligible~~ high school students who are HC-eligible is offered at Ingraham. ~~Highly Capable/IBX~~Qualified HC 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)

¹⁰ See additional information in Sections II-C and II-D.

~~HC or AL students (Students in grades 1-8) who are AL or HC eligible and~~ 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~~Learning (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~~AL eligible students in grades 6-8 are guaranteed assignment services at their to the AL program at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to 6th grade AL at their attendance area middle school. Students newly eligible for advanced learning who are already assigned to their attendance area middle school will be automatically assigned to AL at that school. Advanced Learning students who are already assigned to their attendance area middle school (but are not assigned to AL) who are entering 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. Students who are AL-eligible~~students~~ may also apply for an AL program at any other school through School Choice, during Open Enrollment through May 31; assignment depends on space available; tiebreakers apply during Open Enrollment. After waitlists have been dissolved, program changes within the same school will be at principal discretion.

D. Montessori

~~The~~ Montessori ~~programs are~~program is offered at ~~two attendance area elementary schools (Daniel Bagley and Graham Hill).~~Elementary School. 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 Lincoln

Beacon Hill & Dearborn Park > Mercer > Chief Sealth Rainier Beach

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; after Open Enrollment, assignment is~~ based on seat availability.¹²

F. Programs and Services

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).

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).

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 (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 SCHOOLS ¹⁷ | HCC PATHWAYS ¹⁸ |
|----------------|--|------------------------------|---|
| 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 West Seattle |
| Eagle Staff | Broadview-Thomson (K-8), Daniel Bagley, Greenwood, Northgate, Olympic View , Viewlands* | Licton Springs K-8 | Cascadia Eagle Staff Garfield Lincoln |
| Eckstein | Bryant, Green Lake*, Laurelhurst, Sand Point, View Ridge, Wedgwood | Thornton Creek | Decatur ¹⁹ Jane Addams Garfield Lincoln |
| Hamilton | B. F. Day, Green Lake*, West Woodland | John Stanford McDonald | Cascadia Hamilton Garfield Lincoln |
| Jane Addams | John Rogers, Olympic Hills, Olympic View 2 , Sacajawea, | Cedar Park Hazel Wolf K-8 | Cascadia Jane Addams Garfield Lincoln |
| Madison | Alki, Fairmount Park, Gatewood, Genesee Hill, Lafayette | Pathfinder K-8 | Thurgood Marshall Madison Garfield West Seattle |
| Meany | Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens | TOPS K-8 | Thurgood Marshall Washington Garfield |
| McClure | Catharine Blaine (K-8), Coe, John Hay, Lawton, Magnolia | Queen Anne | Cascadia Hamilton Garfield Lincoln |
| 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 Lincoln |

*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~~HCC/IBX program, but is not an ~~HCC~~HCC pathway high school.

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

APPENDIX B

Geographic Zones for Option School Tiebreakers

The tiebreakers for option schools are:

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

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

Maps of GeoZones are available on the School Directory page of the www.seattleschools.org website.

High School Option Schools

- Center School
- Cleveland STEM

K-8 Option Schools

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

K-5 Option Schools

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

APPENDIX C Service Schools

Students are usually placed in a service school based on individual assessment. Assignments to service schools are choice assignments except for the Secondary Bilingual Orientation Center (SBOC), which is a designated assignment. Additional information is available in the Superintendent's Procedures for Student Assignment²⁰.

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)

²⁰ Available online at www.seattleschools.org/admissions

APPENDIX D

Alternative Learning Experience Option Schools with Continuous Enrollment

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:

Option schools with continuous enrollment offer unique services, opportunities, and learning environments to meet individual student needs. Students may request assignment to these schools or may be referred to one. These schools do not have geozones. Families are welcome to apply to these schools during Open Enrollment and throughout the school year.

Option schools with continuous enrollment:

- Cascade Parent Partnership Program
- Interagency Programs
- Middle College High School
- Nova
- South Lake
- Skills Center
- Seattle World School



Seattle Public Schools



Photos by Susie Fitzhugh

2019-20 Student Assignment Transition Plan Operations Committee- December 6, 2018

Agenda

- Background on 2019-20 changes
- Overview of proposed changes
- Timeline
- Questions & Discussion

Background

- Student Assignment Transition Plan (SATP) was not updated for the 2018-19 school year.
- Changes were approved by the School Board in Jan. 2018 regarding high school Highly Capable and dual language immersion pathways must be updated for the 2019-20 SATP.
- Additional changes recommended based on community and Board request in addition to clean up and clarification of language.

SATP Updates

- Name change for "Service Schools"
- International /Dual Language Immersion Pathway Updates
- Highly Capable (HC) Updates
 - Updates approved with Lincoln Boundary Changes
- Grade Level Adjustment for Middle College from 11-12 to 9-12
- Transition of Graham Hill to School with one program
- Updates to Special Education Language
 - Updates requested for the 2018-19 SATP which did not end up being implemented

No Changes

- No changes to the Advanced Learning (AL) language aside from additional HC pathway sites.
 - Advanced Learning Task Force is discussing this topic and any recommendations will be for 2019-20 school year.
- No changes to term “space available” for 2019-20. Staff will continue to discuss possible definitions for the 2020-21 school year.

Service School Name Change

- Update name of “Service Schools” to Options Schools with Continuous Enrollment.
- Goal is to support increased awareness of these schools.
- Does not impact admission into these schools.
- Unlike traditional Option Schools, no GeoZone.

International /Dual Language Immersion Pathway Updates

- Addition of a Southeast High School Pathway at Rainer Beach beginning in the 2019-20 SY.
- Addition of a North end High School Pathway at Lincoln serving grades 9 and 10 only beginning in 2019-20 SY.
 - already approved by the School Board in 2017-18 SY.

Highly Capable (HC) Updates

- Already approved by the School Board in 2017-18 SY:
 - Lincoln HS as an HC pathway site beginning in 2019-20 serving grades 9 and 10 only.
 - HC or HC-eligible students entering 10th grade in 2019-20 may opt into Lincoln if they are at Garfield or at their attendance area school and live within the Lincoln HC pathway, even if they were not in HCC in 8th grade (already approved by the School Board in 2017-18 SY).
 - West Seattle as an HC pathway beginning in 2019-20. HC students from West Seattle who are currently in 6th and 7th grade at Washington Middle School can continue to Garfield instead of moving to the new southwest pathway (already approved by the School Board in 2017-18 SY).

Middle College Grade Level Adjustment

- Middle College would serve students in grades 9-12. Currently the school serves students in 11 and 12.
- This would align Middle College with the national model and help the school serve and support students earlier given that many students enter behind in credits.

Change to Graham Hill's Montessori

- Beginning in 2019-20, Graham Hill **Montessori** would not be an option through School Choice.
- Families could still apply to Graham Hill through School Choice as they would any attendance area school.
- Goal is to end the segregation between programs and support all students with elements of both programs.

Special Education Updates

- Updates to the language were proposed for the 2018-19 plan which was not approved.
- Students with an IEP assigned an elementary school that is not the attendance area school may choose to attend the attendance area middle school or the middle school in that elementary and middle school's feeder pattern. Same would apply for high school.
- Goal is to provide continuity for families who had to be assigned to a school outside their service area to receive services.

Timeline

- **Oct 22, 2018:** Board Work Session
- **Dec 6, 2018:** SATP changes for 2019-20 reviewed by Operations Committee
- **Dec 19, 2018/Jan 9, 2019:** SATP changes introduced to full School Board
- **Jan 9, 2019/Jan 23, 2019:** Final SATP changes action by full School Board
- **Feb 4 – 15, 2019:** Open Enrollment for School Choice
- **Sept 2019:** SATP changes implemented

Graham Hill Elementary

One Program

Prepared and submitted by: Kari Hanson, Director of Student Support Services with Deena Russo, Principal Graham Hill Elementary

Initial Summary Report - October 2018

Current Status and Overview

Use of Data and Implementation progress: *What data was used to inform staff and community as the decision to make changes to existing programs began?*

Over the past three years, we reviewed the demographic data of our enrollment in the programs. Students served by Special Education, ELL Services, and students receiving free and reduced lunch were overly represented in our contemporary classrooms. In addition to the numeric data, we gathered qualitative data from students and parents of both the Montessori and contemporary classrooms. Student voice was gathered through classroom meetings across grade levels and programs.

Here is a list of other examples of inequity between the two programs:

- Student voice examples:
 - “I notice that in the contemporary classroom there are more kids of color and in the Montessori classroom there is much less. This makes me curious to how the classes are set up.” -Vietnamese American student, 5th grade
 - “The contemporary program mostly only has colored people, while the Montessori program mostly has only white people. This made me feel very uncomfortable talking about race.” -5th grade student
 - “It makes me sad when they put white people in Montessori, and they put black people in contemporary.” -1st grade student
 - “I’m not trying to be racist and all, but I usually always see white kids in Montessori and usually colored skins are always just left out.” -4th grade student
 - “Montessori teachers probably pick them out, you know which ones they take to learn more.” - Multiracial (Vietnamese and African American) student
- While only 38% of our classrooms are Montessori, 70% of volunteers are parents of students in the Montessori program. These parents provided opportunities for students in Montessori classrooms that were not available to contemporary classrooms. Opportunities included art experiences, field trips, providing academic support to students during class, snack, prepping materials for the classroom, and coordinating family involvement for Montessori classrooms.
- Members of the PTA, family members on the building leadership team, parent representatives of staff hiring teams almost exclusively are parents of students in the Montessori program and were not representative of families in contemporary classrooms.
- The teacher to student ratio in Montessori had a lower cap than the contemporary classrooms.
- The majority of students who participate in our after-school programming are in the Montessori program.

Stakeholder Engagement: *What actions have been taken to encourage and explore community Feedback and Engagement? Please provide a quick description of any events or opportunities for community feedback and engagement as it specifically pertains to this newly implemented program:*

- 2016-2017 – In light of the Policy #0030 and based on the observations of staff and families, the Graham Hill community realized the need for change and for a response to the significant segregation that exists within the school.
- The Equity team met, developed a plan of family and community engagement which included; family meetings.
- To establish true representation and engagement with all communities, the school held ‘language’ meetings including meetings held in Tagalog, Vietnamese, Spanish, Amharic, Oromo and Somali. To reach all families meetings occurred throughout the day as well as in the evenings and data was collected in the form of scribing questions/answers as well as inviting stakeholders to complete an exit ticket for feedback.
- The PTA board expressed strong support and the staff voted unanimously in support of the plan.

Developing the Program design and/or redesign: *What program improvements are anticipated to be implemented based on results of review data, teacher or stakeholder input? Has anything unexpected occurred and how has it been addressed? Have any opportunities to redesign the program occurred during the year? If so, what data was used to make updates or other changes?*

Timeline:

2016 – participated race/equity series (6 classes); defined problem of practice – decided to tackle the segregation that exists in our school between Montessori and contemporary as the school problem of practice; the focus was how can we work within SPS policy and procedure to change things at a local level; found barriers and decided to move the community forward toward equitable and within enrollment procedures. Upon realizing the barriers that existed within procedure and policy – decided to blend the program.

2017 – engaged families the discussion of segregation; multiple meetings with multiple families over the next two years; proposed the plan to teachers and the community formally in April, 2018. To establish true representation and engagement with all communities, the school held ‘language’ meetings where translators attended. Engagement occurred throughout the day and in the evenings and collected data through scribing questions/answers as well as inviting stakeholders to complete an exit ticket.

2018.19 – visioning process has begun. “What do we want to become once we all come together?”

We know that we do not want to be identified as a program-identified school. The principal in convening an Advisory Board comprised of the principal, teachers, sped family member, Spanish speaking family member, AA family member, Somali community member. In addition, we are asking to be removed from the program assignment within enrollment. The Advisory Board will explore the possibility of an Arts focus school, K-5 Stem Focus School, benefits of a Montessori blend. In addition, the Advisory Board will be spending the year gathering more

2019.2020 – Integration of classrooms begins; planning for implementation of new Focus for Graham Hill is planned and preparation for implementation – Planning year based in Stakeholder engagement and the planning and development work of the Advisory Board.

2020.2021 – Implementation of plans developed in 2019.20

Equitable Access: *What information can you provide in regards to how this program will impact equitable access for all students?*

With the onset of Policy #0030, the data collected by Graham Hill’s race and equity team, and the observations of staff and families, the Graham Hill community realized that the school needed to change and respond to the significant segregation that existed within their school. To this end, they are requesting a change in the process for student program assignment and would like to be removed from the policy that identifies Graham Hill as a school that offers Montessori for some students.

The goal of the exploration and programmatic redesign of Graham Hill is to offset practices and traditions that perpetuate inequitable opportunities for all students at Graham Hill. When Graham Hill is integrated all students will walk into the school and receive the same educational experience. The great diversity of students and families who are a part of our school community will be proportionally represented in all classrooms. All students will benefit greatly from learning in classrooms that are as diverse as our entire community.

Examples include:

- Access for all students in enrichment opportunities (historically provided to Montessori students) and create a system that provides ongoing access to enrichment for all. This includes during the school day activities, field trips and after school clubs.
- Proportionate class sizes across all classes (ie. student to teacher ratios)
- Class sizes that are academically, socially and demographically balanced so that they more closely represent the demographics of the neighborhood.
- PTA resources and support will benefit all students. (Historically, PTA supported Montessori classrooms in an inequitable fashion from providing special arts activities, provision of organic and fresh daily treats, volunteering in classrooms that brought the student adult ratio down and participation on field trips.)
- The representation of students in special programs will be more proportionate across classes (Currently, there is disproportionate representation of students receiving special services such as special education services, Free and Reduced Lunch services, and English Language Learner Services in the contemporary classes)
- Families and students of color will feel more welcomed in the building. (Many families and students of color and who are ELL have expressed that they feel “othered” from having two programs in the building.)

- There is a large body of research that proves that integration of schools and classrooms has been proven to benefit all students in multiple ways.