



SCHOOL BOARD ACTION REPORT

DATE: November 8, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Flip Herndon, Associate Superintendent of Facilities and Operations
ltherndon@seattleschools.org, (206) 252-0644
Ashley Davies, Director of Enrollment Planning
aedavies@seattleschools.org, (206) 252-0358

For Introduction: November 15, 2017
For Action: December 6, 2017

1. TITLE

Approval of the Student Assignment Transition Plan for 2018-19

2. PURPOSE

This Board Action Report updates the Student Assignment Transition Plan for 2018-19.

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 2018-19, will prevail in the case of any conflicts with previously approved Plans, boundaries, and/or GeoZones.

The purpose of this action is to update information in the Student Assignment Transition Plan. The Transition Plan for 2018-19 continues most of the assignment rules in effect during 2017-18 and highlights upcoming changes for 2019-20 which will be further elaborated in next year's Student Assignment Plan. Some highlights and changes are:

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

- Updating high school HC pathways for students entering 9th grade in the 2019-20 school year school; and
- Updating advanced learning (AL) assignment language and tiebreakers to reflect the fact that all schools offer AL programming and eligible students will be assigned to AL at their attendance area school.

5. FISCAL IMPACT/REVENUE SOURCE

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

The revenue source for this motion is N/A

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

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

6. COMMUNITY ENGAGEMENT

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

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve (for the high school HC pathways)

Tier 3: Collaborate

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

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

Additionally, the Communications and Engagement team, together with the Student Supports team, launched a two-way community engagement project using the newly adopted tool,

ThoughtExchange. This is a new tool for the district, and it is different from a traditional survey. Staff used open-ended questions to surface ideas and then families engaged with other people's thoughts – scoring them on a scale of 1-5. Top thoughts were themed and are described below. The exchange was provided in English and Spanish to K-12 families and promoted through a new Community Engagement webpage and social media. Numerous reminders were provided directly to families throughout the exchange period as well as direct technical assistance provided by communications staff. The exchange lasted one week, closing on October 4. In addition, Advanced Learning, ELL and the Engagement Departments hosted four home language meetings focused on advanced learning. Invitations were provided through email, home language phone calls, community partners, and principal invitations. Over 100 family members participated in the focus group meetings run in Chinese, Spanish, Vietnamese, and Somali. Families were asked the same open ended questions used during the online ThoughtExchange. Groups of families identified priorities and top ideas were shared with the larger group and School Board.

More information on the engagement process and outcomes is included in several attachments with the BAR.

7. EQUITY ANALYSIS

The Racial Equity Analysis Tool was used to develop the 2018-19 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 for the 2018-19 school year do not disparately impact historically underserved 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 – working to ensure students of color and students historically underserved have access to robust educational programming driven by stable enrollment. 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. One concern from the equity analysis is ensuring that students in Southwest and Southeast pathways have a sufficient number of advanced placement offerings and staff have professional development to ensure that they can adequately serve the HC students who will be at the school. The Advanced Learning department has over a year of planning to ensure that the proper supports are in place to make sure students' needs are met. By providing services close to home, the district's intent is to make sure students do not need to leave their community to receive the educational opportunities they need. This recommendation is made in direct response to the requests we heard from our ELL families.

8. STUDENT BENEFIT

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

The creation of additional high school HC pathways 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.

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 the appropriate services for the student’s needs, as determined by the District.

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

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

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

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee of the Whole meeting on October 25, 2017. The Committee requested changes and those adjustments be presented at the Operations Committee on November 2, 2017. The Committee reviewed this item and moved it forward to the full Board for consideration on November 15, 2017.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Student Assignment Transition Plan will go into effect for the 2018-19 school year, and all school years subsequent until further action is taken by the School Board. The Plan will be uploaded to the District's Enrollment Planning and Admissions webpages for access by the public. Any changes made to high school advanced learning and HC pathways would go into effect in 2019-20 in alignment with new high school boundaries.

13. ATTACHMENTS

- Student Assignment Transition Plan for 2018-19 (Clean for approval)
- Student Assignment Transition Plan for 2018-19 (Tracked changes for reference)
- Attachment A: Advanced Learning Community Engagement Summary
- Attachment B: Advanced Learning ThoughtExchange Summary
- Attachment C: Advanced Learning Native Language Feedback
- Attachment D: Advanced Learning Garfield PTSA FAQ



STUDENT ASSIGNMENT TRANSITION PLAN FOR 2018-19

Introduction: November 15, 2017

TABLE OF CONTENTS

SECTION I	Overview and Highlights.....	Page 1
SECTION II	Standard Assignments.....	Page 3
	A. Summary	
	B. Students Entering Kindergarten	
	C. Students Entering 6 th Grade	
	D. Students Entering 9 th Grade	
	E. Students Who Move	
SECTION III	Access to Programs and Services.....	Page 8
	A. Special Education	
	B. English Language Learners	
	C. Advanced Learning	
	D. Montessori	
	E. International Schools with Dual Language Immersion	
	F. Programs and Services	
SECTION IV	School Choice.....	Page 11
	A. Open Enrollment	
	B. Tiebreakers	
	C. Waitlists	
	D. Siblings and School Choice	
<u>APPENDICES</u>	Page 14
Appendix A	Attendance Areas and Feeder Patterns	
Appendix B	Geographic Zones for Option School Tiebreakers	
Appendix C	Service Schools	
Appendix D	Alternative Learning Experience Schools	

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

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

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

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

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

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.

- Updating high school HC pathways for students entering 9th grade in the 2019-20 school year school; and
- Updating advanced learning assignment language and tiebreakers to reflect the fact that all schools offer Advanced Learning (AL) programming and students can be assigned to AL at their attendance area school.

SECTION II: STANDARD ASSIGNMENTS

A. Summary

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

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

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

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

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

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.

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

Students Currently Attending an Elementary School

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

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

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

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

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

- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway, and who apply during the on-time Open Enrollment period, will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).⁴ For students who apply after Open Enrollment but by May 31, assignment is based on seats available within the staffing capacity.
- **Special Education:** When a student with an IEP is assigned an elementary school that is not the attendance area school, the student may choose to attend the attendance area middle school or the middle school in that elementary school's feeder pattern.

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

Students Currently Attending a K-8 School

Students entering 6th grade and attending K-8 schools will be assigned to continue at their current K-8 school for 6th grade, as long as the school offers the services the student needs.⁵

- 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

⁴ One of the choices listed must be for the pathway school without designation of Advanced Learner (or HC if applicable).

⁵ Students enrolled as an Advanced Learner at their K-8 school will be continued without having to reapply.

student needs. This is subject to seat availability (unless they apply for and are assigned to a higher ranked choice).

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

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

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

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

D. Students Entering 9th Grade

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

- **HC:** Students enrolled in HC in 8th grade will receive an initial assignment to Garfield. They may also apply for the HC/IBX program at Ingraham; assignment to Ingraham depends on space available and tiebreakers. If not assigned to HC/IBX at Ingraham they retain their seat at Garfield (unless they apply for and are assigned to a higher ranked choice). Students eligible, but not enrolled as HCC, may also apply for the HC/IBX program at Ingraham. Assignment depends on space available; tiebreakers apply during Open Enrollment.

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

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

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

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

Students may also apply to any school with seats available during or after Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with seats available within the staffing capacity 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.⁶

⁶ 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 apply for assignment to another school that offers those services through School Choice. Linked schools, which include Option Schools, for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.⁷ A very small number of students with exceptional circumstances may require individual assignments based on their IEP. Please refer to the Special Education Change of School Procedure Guide for further information.

Standard assignment rules and tiebreakers apply.

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

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

⁷ If warranted by student needs, intensive special education services may be added at other locations and times.

B. English Language Learners

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

C. Advanced Learning⁸

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

Highly Capable Cohort (HCC)

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

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

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

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 and middle school students, AL is offered at each school site. Newly-eligible elementary students must apply for AL during Open Enrollment through May 31.

AL eligible students in grades 6-8 are guaranteed services at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to their attendance area middle school. Students newly eligible for advanced learning who are already assigned to their

⁸ See additional information in Sections II-C and II-D.

attendance area middle school will be automatically assigned to AL at that school.⁹ 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

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

E. International Schools with Dual Language Immersion

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

John Stanford & McDonald > Hamilton > Ingraham

Beacon Hill & Dearborn Park > Mercer > Chief Sealth

Concord > Denny > Chief Sealth

Assignment is guaranteed for non-attendance area dual language immersion students who apply for their pathway school during Open Enrollment; after Open Enrollment, assignment is based on seat availability.¹⁰

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.¹¹ 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).

⁹ Unless the student is already assigned to a program other than General Education, such as HCC

¹⁰ One of the choices listed must be for the pathway school without designation of AL (or HCC, if applicable).

¹¹ 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.¹²
- If a student submits an application and gets assigned to the first choice school, the previous assignment is dropped and the student is not on any waitlist.
- If a student submits an application and gets assigned to one of the choices other than the first choice, the previous assignment is dropped and the student is put on the waitlist for the first choice.
- If a student submits an application and doesn't get assigned to any of the choices, the previous assignment is still in place, and the student is put on the waitlist for the first choice.

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

B. Tiebreakers

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

STANDARD TIEBREAKERS			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. Attendance Area (Montessori Only) 2. Sibling 3. Lottery	1. Sibling 2. Feeder School 3. Lottery	1. Sibling 2. Lottery	1. Sibling 2. GeoZone 3. Lottery

¹² 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.

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 31.¹³
- 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:
 - 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.)

¹³ 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.

- 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. Twins¹⁴ 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.

¹⁴ 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 SCHOOLS¹⁵	HCC PATHWAYS¹⁶
Aki Kurose	Dunlap, Emerson, Graham Hill, Martin Luther King Jr., Rainier View, Wing Luke	South Shore PK-8	Thurgood Marshall Washington Garfield
Denny	Arbor Heights, Concord, Highland Park, Roxhill, Sanislo, West Seattle ES	STEM K-8	Thurgood Marshall Madison Garfield
Eagle Staff	Broadview-Thomson (K-8), Daniel Bagley, Greenwood, Northgate, Olympic View*, Viewlands*	Licton Springs K-8	Cascadia Eagle Staff Garfield
Eckstein	Bryant, Green Lake*, Laurelhurst, Sand Point, View Ridge, Wedgwood	Thornton Creek	Decatur ¹⁷ Jane Addams Garfield
Hamilton	B. F. Day, Green Lake*, West Woodland	John Stanford McDonald	Cascadia Hamilton Garfield
Jane Addams	John Rogers, Olympic Hills, Olympic View*, Sacajawea,	Cedar Park Hazel Wolf K-8	Cascadia Jane Addams Garfield
Madison	Alki, Fairmount Park, Gatewood, Genesee Hill, Lafayette	Pathfinder K-8	Thurgood Marshall Madison Garfield
Meany	Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens	TOPS K-8	Thurgood Marshall Washington Garfield
McClure	Catharine Blaine (K-8), Coe, John Hay, Lawton	Queen Anne	Cascadia Hamilton Garfield
Mercer	Beacon Hill, Dearborn Park, Hawthorne, Kimball, Maple, Van Asselt	Orca K-8	Thurgood Marshall Washington Garfield
Washington	Bailey Gatzert, John Muir, Thurgood Marshall		Thurgood Marshall Washington Garfield
Whitman	Adams, , Loyal Heights, North Beach, Viewlands*, Whittier	Salmon Bay K-8	Cascadia Eagle Staff Garfield

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

¹⁵ Option schools are located in proximity to attendance area schools. Living within an option school's GeoZone is not a guarantee of assignment.

¹⁶ Ingraham also offers the advanced HC/IBX program, but is not an HC pathway high school.

¹⁷ HCC students living in the Green Lake attendance area will be assigned to Cascadia for HCC.

HIGH SCHOOL HC PATHWAYS

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

HC PATHWAY SCHOOL	ATTENDANCE AREA HIGH SCHOOLS
Ballard	Ballard and Ingraham
Franklin	Franklin and Rainer Beach
Garfield	Garfield and Lincoln ¹⁸
Roosevelt	Roosevelt and Nathan Hale
West Seattle	West Seattle and Chief Sealth

¹⁸ Lincoln High School will begin serving students in the 2019-20 school year.

APPENDIX B

Geographic Zones for Option School Tiebreakers

The tiebreakers for option schools are:

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

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

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

High School Option Schools

- Center School
- Cleveland STEM

K-8 Option Schools

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

K-5 Option Schools

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

APPENDIX C

Service Schools

Students are usually placed in a service school based on individual assessment. Assignments to service schools are choice assignments except for the Secondary Bilingual Orientation Center (SBOC), which is a designated assignment. Additional information is available in the Superintendent's Procedures for Student Assignment¹⁹.

Service Schools:

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

¹⁹ Available online at www.seattleschools.org/admissions

APPENDIX D

Alternative Learning Experience Schools

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

ALE Schools:

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



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

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

TABLE OF CONTENTS

SECTION I	Overview and Highlights.....	Page 1
SECTION II	Standard Assignments.....	Page 3
	A. Summary	
	B. Students Entering Kindergarten	
	C. Students Entering 6 th Grade	
	D. Students Entering 9 th Grade	
	E. Students Who Move	
SECTION III	Access to Programs and Services.....	Page 78
	A. Special Education	
	B. English Language Learners	
	C. Advanced Learning	
	D. Montessori	
	E. International Schools with Dual Language Immersion	
	F. Programs and Services	
SECTION IV	School Choice.....	Page 1011
	A. Open Enrollment	
	B. Tiebreakers	
	C. Waitlists	
	D. Siblings and School Choice	
<u>APPENDICES</u>	Page 1314
Appendix A	Attendance Areas and Feeder Patterns	
Appendix B	Geographic Zones for Option School Tiebreakers	
Appendix C	Service Schools	
Appendix D	Alternative Learning Experience Schools	

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

In most instances, the middle school attendance area is also a service area for elementary and middle school students. Various services are provided for students who live within a service area. Most specialized services for middle and high school students are provided at their attendance area school. If required special education services are not available at a student's attendance area school, the school will be linked with a nearby school with the required services.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~~2018-18-19 school year will be dissolved on August 31, ~~2017~~2018.

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

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

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.

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

SECTION II: STANDARD ASSIGNMENTS

A. Summary

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

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

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

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

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

Continuing Assignments

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

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

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

Students Currently Attending an Elementary School

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

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

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

~~If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their HCC pathway school.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 student qualified as Advanced Learner student may apply for another attendance area school or K-8 school during Open Enrollment through May 31; assignment is based on seats available within the staffing capacity space available; ~~and~~ tiebreakers apply during on-time open enrollment.

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

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

Students Currently Attending a K-8 School

Students entering 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. This is -subject to seat availability (unless they apply for and are assigned to a higher ranked choice).

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

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

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

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

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

D. Students Entering 9th Grade

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

- **HC:** Students enrolled in HCC in 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

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.~~

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

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

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

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

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

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

E. Students Who Move

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

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

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

Detailed move rules are available in the Superintendent's Procedures for Student Assignment.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 receive Special Education Resource services are assigned to their attendance area school, and may also apply for assignment to another school through School Choice. Most students with IEPs will retain their initial attendance area school assignment based on their IEP service needs.~~

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

Standard assignment rules and tiebreakers apply.

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

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

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

B. English Language Learners

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

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

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

HCC/IBX Program at Ingraham High School

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

Advanced Learning Opportunities (ALO)

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

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

Advanced Learners (AL)

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

~~Advanced Learner~~ AL eligible students in grades 6-8 are guaranteed assignment services at their ~~to the AL program at their~~ attendance area middle school. Advanced Learners in 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

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

E. International Schools with Dual Language Immersion

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

John Stanford & McDonald > Hamilton > Ingraham

Beacon Hill & Dearborn Park > Mercer > Chief Sealth

Concord > Denny > Chief Sealth

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

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).

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

B. Tiebreakers

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

STANDARD TIEBREAKERS			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	
<u>1. Attendance Area (Montessori Only)</u> 2. Sibling 3. 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
Eagle Staff	Broadview-Thomson (K-8), Daniel Bagley, Greenwood, Northgate, Olympic View*, Viewlands*	Licton Springs K-8	Cascadia Eagle Staff Garfield
Eckstein	Bryant, Green Lake*, Laurelhurst, Sand Point, View Ridge, Wedgwood	Thornton Creek	Decatur ¹⁹ Jane Addams Garfield
Hamilton	B. F. Day, Green Lake*, West Woodland	John Stanford McDonald	Cascadia Hamilton Garfield
Jane Addams	John Rogers, Olympic Hills, Olympic View*, Sacajawea,	Cedar Park Hazel Wolf K-8	Cascadia Jane Addams Garfield
Madison	Alki, Fairmount Park, Gatewood, Genesee Hill, Lafayette	Pathfinder K-8	Thurgood Marshall Madison Garfield
Meany	Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens	TOPS K-8	Thurgood Marshall Washington Garfield
McClure	Catharine Blaine (K-8), Coe, John Hay, Lawton	Queen Anne	Cascadia Hamilton Garfield
Mercer	Beacon Hill, Dearborn Park, Hawthorne, Kimball, Maple, Van Asselt	Orca K-8	Thurgood Marshall Washington Garfield
Washington	Bailey Gatzert, John Muir, Thurgood Marshall		Thurgood Marshall Washington Garfield
Whitman	Adams, , Loyal Heights, North Beach, Viewlands*, Whittier	Salmon Bay K-8	Cascadia Eagle Staff Garfield

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

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

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

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

HIGH SCHOOL HC PATHWAYS

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

<u>HC PATHWAY SCHOOL</u>	<u>ATTENDANCE AREA HIGH SCHOOLS</u>
<u>Ballard</u>	<u>Ballard and Ingraham</u>
<u>Franklin</u>	<u>Franklin and Rainer Beach</u>
<u>Garfield</u>	<u>Garfield and Lincoln²⁰</u>
<u>Roosevelt</u>	<u>Roosevelt and Nathan Hale</u>
<u>West Seattle</u>	<u>West Seattle and Chief Sealth</u>

²⁰ Lincoln High School will begin serving students in the 2019-20 school year.

APPENDIX B

Geographic Zones for Option School Tiebreakers

The tiebreakers for option schools are:

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

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

Maps of GeoZones are available on the School Directory page of the www.seattleschools.org 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 Assignment²¹.

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)

²¹ Available online at www.seattleschools.org/admissions

APPENDIX D

Alternative Learning Experience Schools

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

ALE Schools:

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

Community Engagement on High School Advanced Learning: There are three challenges the district is working to resolve related to high school advanced learning: HC projected capacity at Garfield high school, increasing advanced learning for all students, and integrating any possible changes to HC pathways with the new high school boundaries. New high school boundaries will be implemented in 2019-20 with the opening of Lincoln High School in Northwest Seattle. Prior to developing possible high school advanced learning solutions it was important to ask families about their ideas and values.

If the School Board approves any changes to high school HC pathways, those changes won't be implemented until 2019-20 but will be reflected in the 2018-19 SAP to ensure transparency for families. A decision about HC pathways needs to be made prior to finalizing high school boundaries. Anticipated board action on high school boundaries is planned for January 2018.

The Student Supports Division supported by the Communications/Engagement Dept., launched a two-way community engagement project using the newly adopted tool, ThoughtExchange. This is a new tool for the district, and it is different from a traditional survey. Staff used open-ended questions (What are the most important things for us to understand as we consider changes to our high school advanced learning services? What are some things we could put in place to increase high school advanced learning opportunities for more students? What questions do you have about these possible changes?) to surface ideas and then families engaged with other people's thoughts – scoring them on a scale of 1-5. Top thoughts were themed and are described below. The exchange was provided in English and Spanish to K-12 families and promoted through a new Community Engagement webpage and social media. Numerous reminders were provided directly to families throughout the exchange period as well as direct technical assistance provided by communications staff. The exchange lasted one week, closing on October 4.

In addition, Advanced Learning, ELL and the Engagement Department hosted four home language meetings focused on advanced learning. Invitations were provided through email, home language phone calls, community partners (e.g. Chinese Information Service Center), and principal invitations. Over 100 family members participated in the focus group meetings run in Chinese, Spanish, Vietnamese, and Somali. Families were asked the same open ended questions used during the online ThoughtExchange. Groups of families identified priorities and the top ideas were shared with the larger group. Staff shared back what they heard and confirmed their understanding. 85-90% of the meetings were conducted in native language. While some results were similar to the online engagement, there were also unique requests and they are described below in the outcome section.

Participation Results and Demographics

ThoughtExchange Online Participation: 1,819 family members, students and staff provided 4,903 unique comments and scored others' thoughts 169,270 times.

In addition, 100 families and students participated in home language ThoughtExchange focus groups.

School Level/Type: Elementary (16.2%, 294), K-8 (4.1%, 75), Middle School (38.9%, 707), High School (40.5%, 737), and Service or ALEs (.3%, 6).

Race/Ethnicity (including home language focus groups): 1218 (white/Caucasian) and 530 (families of color, multi-racial) and 171 (preferred not to declare race/ethnicity). After removing participants who chose not to share their race/ethnicity, the district continues to see over-representation of white families (69% for ThoughtExchange participation versus 46% district-wide) in survey/engagement activities. Working with and through community partners is one way to engage our diverse community. While invitations for participation were sent out through community partners in home language, we found the most successful approach was to work directly with a community partner. During this engagement we worked with the Chinese Information Service Center (CISC). Not only did they help us plan a meeting structure that would work well for our shared families but graciously hosted a meeting. Their trusted relationship with families helped us bring forward authentic perspectives and engaged in a deeper, more meaningful conversation. With more time, we would have employed this strategy with all of our home language focus groups and plan to do so in the future.

The advanced learning department also met with the Garfield PTSA to share the HC pathway challenges and gather feedback.

Online ThoughtExchange Analysis methodology: The top 20 thoughts from each school were examined and thoughts with an average of 4.0 and above were themed. The identification of themes and analysis of priorities was completed by the ThoughtExchange research and evaluation team.

Home Language Analysis methodology: Each home language focus group shared top priorities verbally and in writing. These priorities and other thoughts were reviewed and themed by SPS staff.

Engagement Limitations:

- Time – The School Board in response to staff recommendations approved engaging families around the topic of advanced learning on Sept 9. Within three weeks, we designed and implemented a community engagement plan. Analysis needed to be completed by October 18 in order to provide the Advanced Learning department time to consider the findings and begin developing possible options. While the engagement timeline was challenging, clear themes were surfaced from stakeholders.
- Technical Challenges – The moderation component of the exchange wasn't working correctly when the ThoughtExchange tool launched. It was a technical issue on the side of the vendor. The issue was resolved and a note sent directly from the CEO to our families. In addition, the communications team followed up with direct communication. The district extended the exchange period to accommodate for the technology challenge.
- Elementary Participation - Another limitation was the elementary cohort size. Participant participation for middle and high school was much higher than elementary. Despite lower 5 grade family participants (294) there were clear priorities provided.
- Spanish Participation - Finally, one reason we selected ThoughtExchange was because it can be provided in multiple languages. We had very limited Spanish speaking family participation. We think this is due to the request for an email and the current national context. The email was required to ensure the exchange was limited to SPS families and in order to target reminders. Email reminders were sent to participants who didn't

respond or to encourage families to engage with others' thoughts. In response to limited participation, staff held a Spanish focus group at Chief Sealth International High School. Thanks to our principals and staff, we had families and students attend on short notice and provide rich feedback. Priority themes from home language meetings are described below.

Online ThoughtExchange Outcomes

The ThoughtExchange evaluator analyzed thoughts/themes across all secondary schools. Below are the three top themes for each open ended question. Equal Access was the top response to question number one in all regions except for the central region. Quotes below the priority theme are an example of comments families provided. For both question one and two, equal access and availability of advanced education were top themes.

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

- Equal Access
“AP should be available to all students, not just those in the ‘AP/HCC track.’”
- Availability of Advanced Education
“HS students need access to a diversity of challenging classes, including a variety of AP offerings. For HCC pathway students who have experienced years of acceleration, and in order to grow they need to be challenged in HS, which requires depth of AP.”
- Support Advanced Learners
“That you continue to place a priority on meeting the educational needs of advanced learners at high school. At times, advanced learning is considered by some to be an "extra." It is about providing an appropriate education for all students.”

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

- Equal Access
“Let all students know all students can take advantage of advanced learning if they want to be in those classes and have a good work ethic. All students should have access to advanced learning.”
- Availability of Advanced Education
“More AP Classes at more schools. More accessibility to classes will increase learning opportunities.”
- Eligibility Testing
“The district should implement universal screening for advanced learning. The standard process for identifying gifted students, based on referrals of parents & teachers, misses many qualified students.”

Question 3: What questions do you have about these possible changes?

- Information and input
“How will we hear what concrete options are being considered? It would be very helpful if parents were provided with concrete pathway options that are the "finalists," once things are narrowed down.”
- Timeline and planning
“What would be the rollout plan for moving students to Lincoln? Families are clearly concerned about the change to their student's school assignment.”

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

Additional middle and high school priority themes included: curriculum and programs, maintaining and expanding HC pathways, recognizing the value of a cohort – critical mass of students, funding, professional development, and teachers/staffing to support advanced learning. To view differences between levels and type of schools see Attachment B.

Elementary Priorities: Despite a small number of 5th grade family respondents (294) priority themes were clear. Priorities include:

- Information and Input
“Clarity on the types of advanced learning options available across the district and at each school.”
- Support Advanced Learners
“I worry that HC kids sent to many neighborhood schools would lose the opportunity to truly excel academically and would not be challenged. A critical mass of HC students is needed at a school to make sure that there is a full slate of advanced learning courses to take.”
- Curriculum and Programming
“A curriculum designed to challenge gifted students. Teaching this population requires more than just accelerated curriculum. Should be taught in greater depth and with an emphasis on problem solving.”

Home Language Focus Groups Outcomes: Top thoughts across language groups were:

- Increase access by providing Advanced Learning opportunities in all regions and or schools.
- Improve communication for ELL families on opportunities, making sure communication is in home language.
- Provide student and family supports (i.e. partnership, tutoring, SAT prep, summer support). Families shared a desire to partner with staff and teachers to identify giftedness and asked for resources to support their student’s acceleration.
- Improve testing and identification (i.e. access, information, frequency).

The communications and engagement and ELL departments will be sharing back, in home language, how families’ input was integrated into the final recommendations. We are committed to continuing to build authentic relationships with our ELL families and working to ensure their perspectives are integrated into major decisions of the district.

Conclusion: In general, families are interested in receiving advanced learning supports and services closer to home. They are also concerned about having a “cohort” or critical mass of students to support sequencing and advanced learning programming. Availability and diversity of courses to support students was also a priority theme. Families want clarity on timelines, possible grandfathering at Garfield, and how these possible changes integrate with the new high school boundaries. While not unique to ELL families, families participating in home language

focus groups want more information on advanced learning opportunities and requested advanced learning information be provided in home language.

.

Discover: Advanced Learning

Results

Seattle Public Schools

October 23, 2017



Agenda

1. Project Overview
2. Understanding Top Thoughts
3. Digging Deeper
4. Next Steps

Overview - Steps



Participants share answers to open ended questions



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



Everyone discovers what is important to the group

Overview - Questions



1. What are the most important things for us to understand as we consider changes to our high school advanced learning services?
2. What are some things we could put in place to increase high school advanced learning opportunities for more students?
3. What questions do you have about these possible changes?

Overview - Participation Numbers



1,819

PEOPLE
PARTICIPATED



4,903

THOUGHTS
CONTRIBUTED



169,270

TOTAL
RATINGS

Overview - Demographics

16.2% 294
Elementary

4.1% 75
K-8

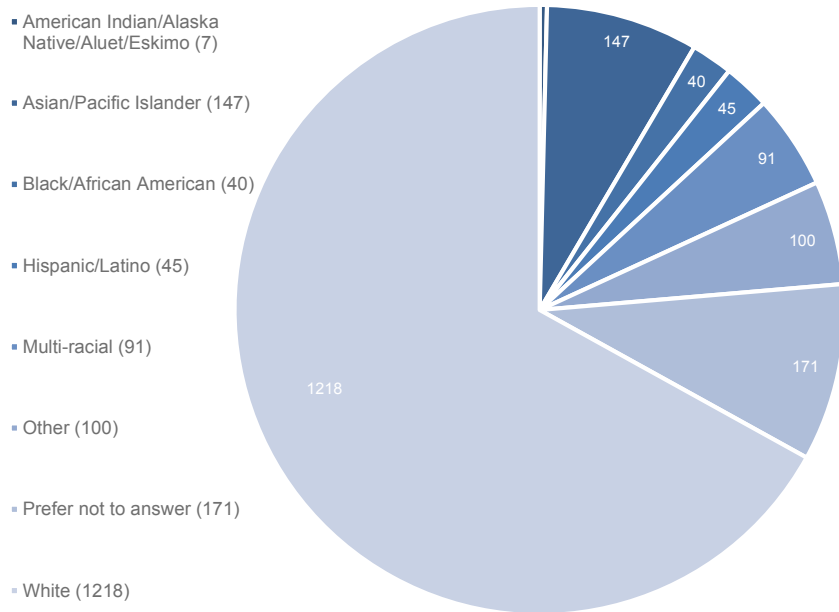
38.9% 707
Middle School

40.5% 737
High School

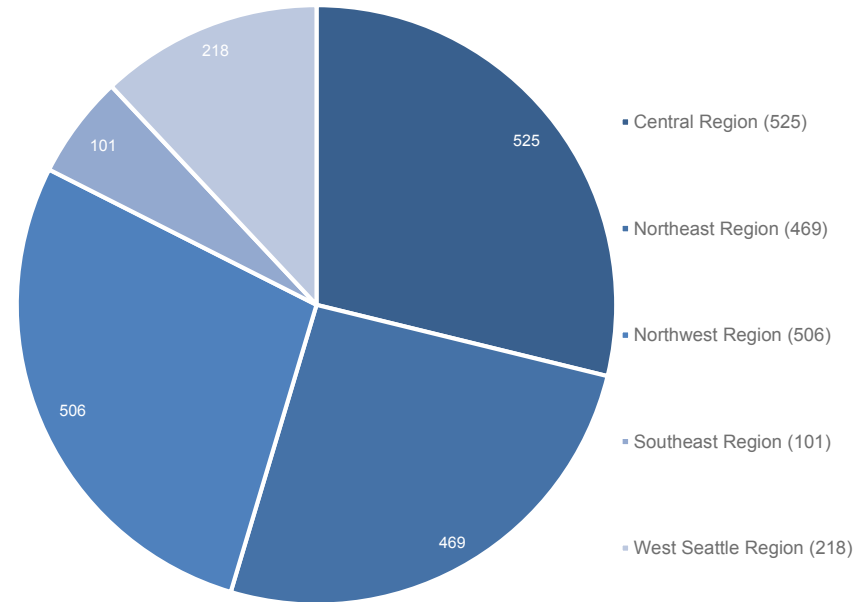
0.3% 6
Service School

Demographics

Race/ethnicity



Region



Analysis Methodology

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

Q1 Participants' Top Rated Thoughts

- **Equal Access**

“AP should be available to all students, not just those in the ‘AP/HCC track’.”

- **Availability of Advanced Education**

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

- **Support Advanced Learners**

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

Q2 Participants' Top Rated Thoughts

- **Equal Access**

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

- **Availability of Advanced Education**

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

- **Eligibility Testing**

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

Q3 Participants' Top Rated Thoughts

- Information and input

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

- Timeline and planning

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

- Grandfather policy

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

Elementary School Priorities

- **Information and Input**

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

- **Support Advanced Learners**

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

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

- **Curriculum and Programming**

“A curriculum designed to challenge gifted students

Teaching this population requires more than just accelerated curriculum. Should be taught in greater depth and with an emphasis on problem solving”

Q1 – CONSIDERATIONS: PRIORITY THEMES

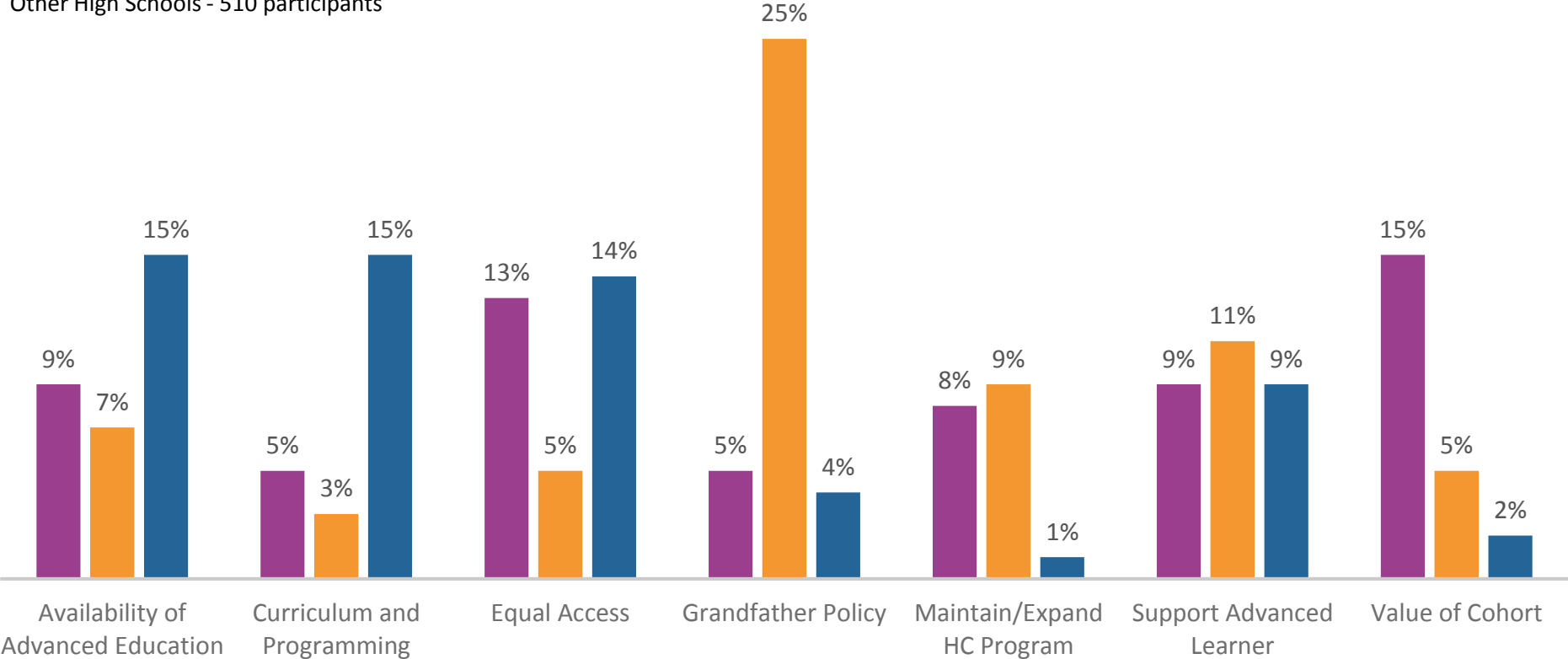
■ All Middle School ■ Garfield High School ■ Other High Schools

Participation for Context

All Middle Schools - 707 participants

Garfield High School - 227 participants

Other High Schools - 510 participants



Q2 ACCESSIBILITY: PRIORITY THEMES

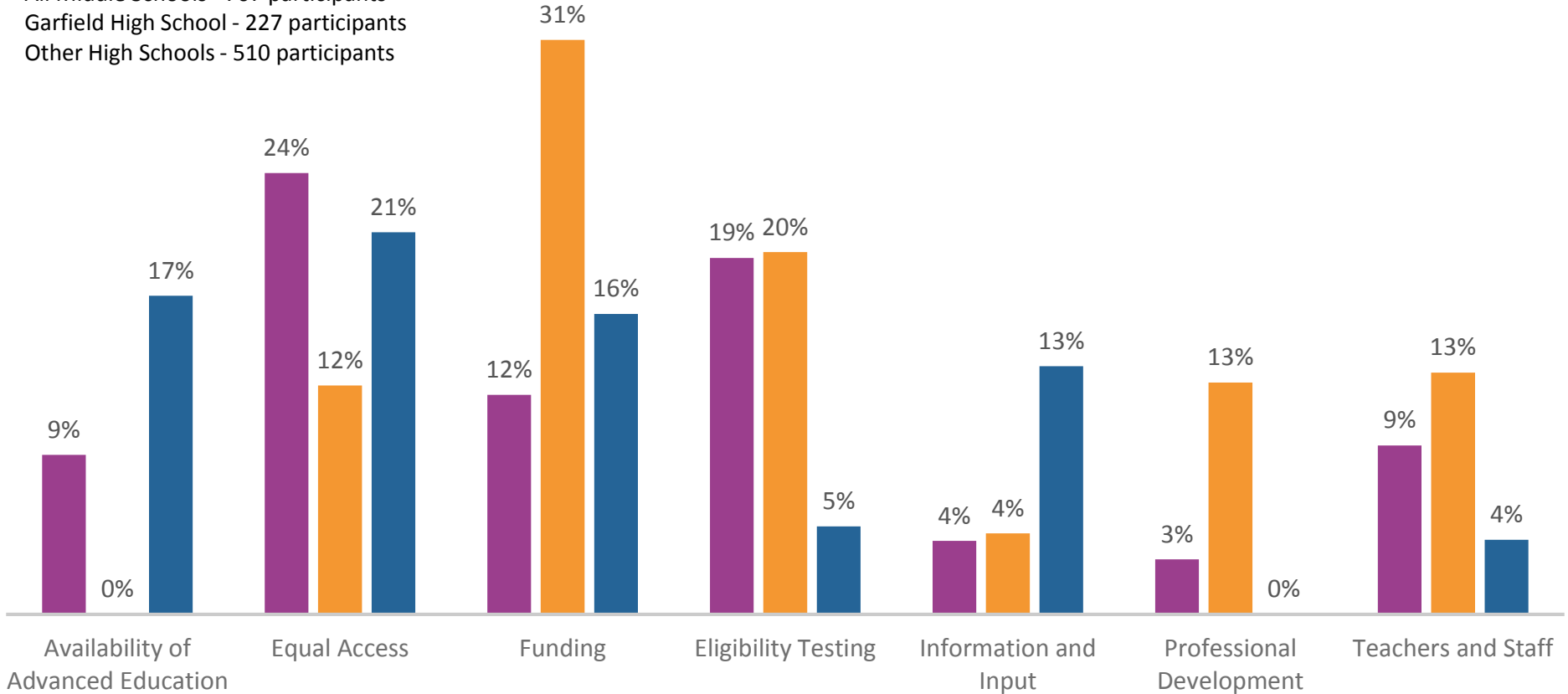
■ All Middle School ■ Garfield High School ■ Other High School

Participation for Context

All Middle Schools - 707 participants

Garfield High School - 227 participants

Other High Schools - 510 participants



Q3 - QUESTIONS: PRIORITY THEMES

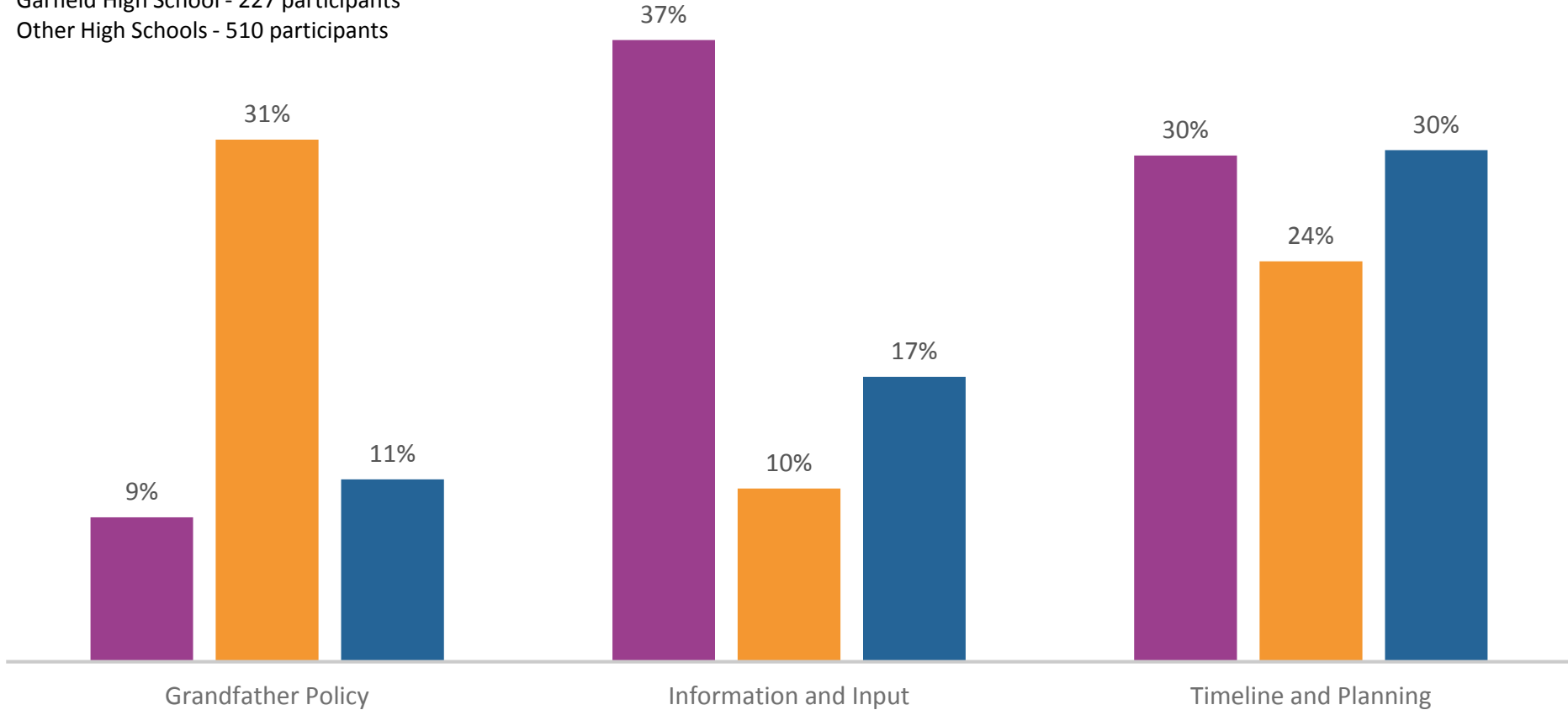
Participation for Context

All Middle Schools - 707 participants

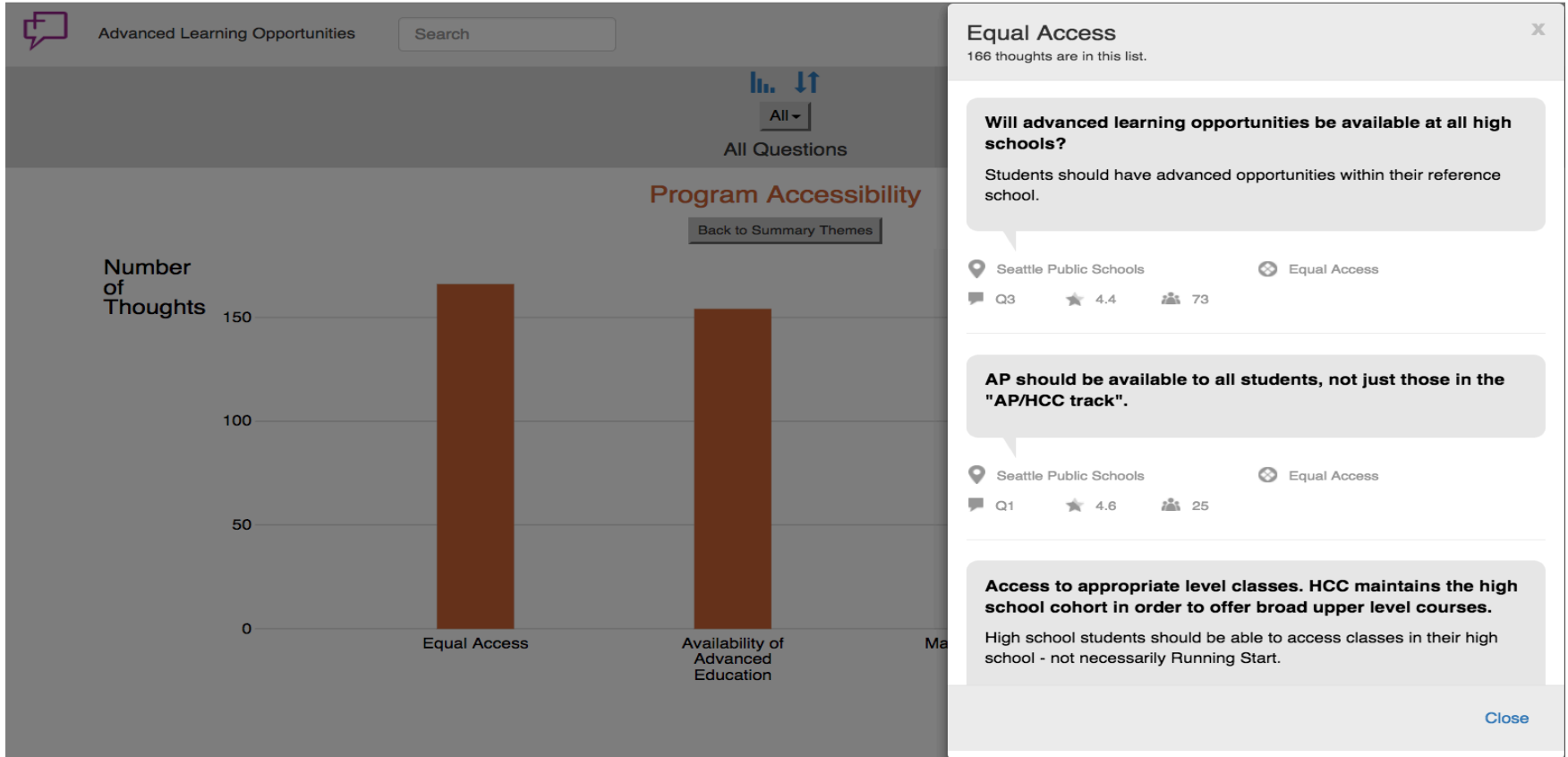
Garfield High School - 227 participants

Other High Schools - 510 participants

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



Analysis Tools



Interactive Bar Charts

Analysis Tools

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

Heat Maps

Home Language Community Meetings:

Advanced Learning in High School(s)

Language Groups: Vietnamese, Somali, Chinese, Spanish

100 Participants, 4 meetings

Methodology:

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

Participants' Top Thoughts (Q1-3)

Top Thoughts across language groups:

- Increase access by providing Advanced Learning opportunities in all regions and or schools
- Improve communication for ELL families on opportunities.
- Provide student and family supports (i.e. partnership, tutoring, SAT prep, summer support)
- Improve testing and identification (i.e. access, information, frequency).





Questions?

Next Steps – Taking Action

- Will share data publically including native language focus group feedback with families
- Will share Advanced Learning recommendations based on community engagement
- Regional community meetings (5) to share what we learned and recommendations

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

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

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

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

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

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

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

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

CHINESE

Nourish student and provide challenging courses

More teacher involvement, more homework, more discipline

More diversity

All around knowledge about program

More communication between the school and parents

Update information about this program

All communication should be translated

Tutoring

Family support: resources for families to support students

Support at schools for students to prepare/know about advanced learning options

More and better communication from the school

Share stories of famous people who have been successful to boost students' confidence

Advanced courses in more subjects

After school tutoring options

More involvement/communication from teachers

Unfair to other schools because Garfield gets more resources

Are all students using the same curriculum at Garfield

Would a new policy make Garfield more elite?

Teachers should be more aggressive in making recommendations to parents

SOMALI

More high schools that offer these courses

Question 3: Other questions or comments?

SPANISH

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

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

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

VIETNAMESE

Do students spend more time at school?

Is there added pressure or challenges?

Which subjects are taught in advanced learning?

More transportation available for students

CHINESE

Concern that Garfield already has an established program

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

Can other advanced subjects be taught?

Improved communication about AL programs to families (specifically ELL)

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

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

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

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

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

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

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

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

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

SOMALI

More high schools that offer these courses

Dear Garfield High School Families,

The district is in the process of updating the 2017-18 Student Assignment Plan (SAP) and developing [new high school boundaries for implementation in 2019-20](#).

One area of this work under review is how we serve our high school advanced learners. Given the opening of Lincoln High School in 2019, development of new boundaries, and the upward trend in the number of students who are eligible for Advanced Learning services, we have been seeking input on how to improve access to high school Advanced Learning programs and courses across the district.

Additionally, as part of this review we have been examining the projected Highly Capable (HC) enrollment at Garfield High School. Currently, HC seats at Garfield are reserved for any student who has participated in the Highly Capable Cohort (HCC) in eighth grade. Within a few years, the majority of Garfield's student body will be students who have participated in the HCC program, limiting neighborhood student enrollment and access. Garfield will struggle to meet HC capacity needs while also maintaining strong neighborhood student enrollment.

Over the past month, the Student Supports Division has been actively engaging families about possible solutions and supports needed if changes to HC pathway(s) are approved. Initial recommendations will be introduced to the School Board on October 25. Any changes made would not go into effect until the 2019-20 school year when the new high school boundaries are implemented.

The Advanced Learning Department met with the Garfield PTSA on this topic. Below are questions provided by the Garfield families and the district's response.

If you have additional questions, please contact advlearn@seattleschools.org

Questions and Answers:

Q: How could the proposed changes in the student assignment plan influence enrichment course offerings at Garfield?

A: Garfield will continue to offer a full range of Advanced Placement classes to meet the needs of all students prepared to take them.

A: Courses such as band, choir, orchestra and other core academic courses will continue. The district may look at new models for serving accelerated musicians etc. and would do so in partnership with teachers and families.

Q: Will there be a grandfathering of students identified as Highly Capable currently attending Garfield?

A: If changes are made, we will recommend to the Board that all HC students attending Garfield during the 2018-19 school year be grandfathered. Incoming HC freshmen in the 2019-20 school year will not be guaranteed a seat at Garfield unless they live in the neighborhood boundary.

Attachment D: Advanced Learning Garfield PTSA FAQ

Students not in the GHS attendance area may be assigned to other pathway schools yet to be determined.

Q: What proposed changes in access to advanced learning courses will be provided to all students at Garfield and other high schools?

A: Courses for advanced students (Honors, Advanced Placement, International Baccalaureate) are open to all students. There is no eligibility requirement to participate in these courses and this practice would continue.

A: Over the last few weeks, the Student Support Services Division has been engaging families. The data analysis of family feedback is close to complete and will be presented to the School Board on October 25. High-level themes from the community will be shared with the Board and public. If any changes are made to the SAP regarding HC pathway(s) they won't be implemented until 2019-20, providing time to build an implementation plan with more specificity.

Q: In the proposed expansion of a list of advanced learning courses at the comprehensive high schools, what is the district doing to ensure rigor and quality courses?

A: Newly assigned AP teachers are provided the opportunity to participate in training offered by the College Board each spring and fall.

Q: How will families comprised of limited English speakers be allowed to provide input on this process and get updated information?

A: Information sessions have been conducted in the Chinese, Somali, Vietnamese, and Spanish speaking communities. In addition, updated information will be posted on the Advanced Learning and Enrollment Planning websites. The district has and will continue to provide translation services to families who require them, and will work with our school based Instructional Assistants and community partners to get information out to families. Invitations to the SAP and High School Boundary meetings have also been provided in home language.

Q: What is the timeline for the proposed changes to the Student Assignment Plan?

A: If changes are made to the HC pathway(s) they will be reflected in the 2017-18 Student Assignment plan but won't be implemented until 2019-20.

Questions about high school boundaries may be sent to growthboundaries@seattleschools.org

Questions about the Student Assignment Plan (SAP) may be sent to enrollmentplanning@seattleschools.org

Questions about Advanced Learning may be sent to advlearn@seattleschools.org

To learn more about Advanced Learning visit www.seattleschools.org/advlearning