



Seattle Public Schools

Student Assignment Transition Plan &
School Boundary Changes for 2022-23

June 7, 2021



Agenda

1. Definitions
2. Review of SATP Changes for 21-22
3. Dual Language & Advanced Learning Pathways Working Group
4. School Choice
5. Questions & Discussion

Definitions

- **Student Assignment Transition Plan (SATP):** Contains the guidelines by which Seattle Public Schools assigns students to schools and programs and provides services. Changes require School Board approval. This plan supersedes any existing student assignment policies. Last updated in January 2021 for the 2021-22 school year.
- **2009 Student Assignment Plan (SAP):** historical document that details many of the principles of the current plan. Last updated in July 2009 and contains some outdated information.
- **Superintendent's Procedures for Student Assignment 3130:** Sets forth the implementation of the policies established by the Board in the 2009 Student Assignment Plan and the Student Assignment Transition Plan. These documents are the guides for Admissions and other district staff and do not require Board approval. Last update December 2020.



Student Assignment & Schools

- Every student enrolled in SPS is assigned an elementary, middle, and high school based on where the student lives.
- Students can also participate in the annual School Choice Process which begins in February and ends on May 31, to apply to one of the district's 15 option schools or to another attendance area school.
 - Option school types: five K-5 schools, eight K-8 schools, and two 9-12 schools
 - Tiebreakers: sibling, GeoZone, and lottery
- There are 9 option schools with continuous enrollment which have an intake process and accept students throughout the year.
- Most of our attendance area schools have demographics that match the neighborhoods they are in, but our option schools are less diverse than the neighborhoods they are in.

Review of SATP Changes

Changes to the Student Assignment Transition Plan for the 2021-22 school year:

- Removed the separate Montessori and contemporary programs at Daniel Bagley and replaced them with a single program for all Daniel Bagley students.
- Clarified language about the International Baccalaureate program to more accurately describe the program.
- Updated the name for South Lake High School to Sugiyama High School.
- General updates to language and style.

Native Speaker definition change included in the Superintendent's Procedures for Student Assignment.

- Defined as a student whose first language (or one of their first languages) is the target language. Only applies to the 20% set aside at John Stanford International School and McDonald International School.

Highly Capable Services Approved Changes

- As a result of the May 5, 2021 Board Action on changes to School Board Policy 2190, beginning in the 2023-24, new students will no longer be served in cohorts with a guaranteed seat at an HC pathway school. Students will be served in their neighborhood school with the opportunity to participate in the School Choice Process.
- No changes are needed to the SATP for 2022-23.
- Changes would appear in the SATP for 2023-24.

Dual Language & Advanced Learning Pathways Working Group

- Enrollment Planning, Advanced Learning, and International Education have been meeting with an assigned project manager to discuss the design and implementation of enrollment policies and boundary changes that are student centered as it relates to dual language offerings and the implementation of the changes to Policy 2190.
- These three teams have been meeting with principals and other departments as we move through the 3 phases of this work.
 - Phase 1: Discussion of Current Enrollment State
 - Phase 2: Problem solving, policy recommendations, and boundary considerations to information enrollment planning
 - Phase 3: Develop recommendations for school enrollment policy and procedure changes and community engagement needs

Dual Language Planning

Centering Vision: to create language programming we will center cultural communities & their students

- What will be limited in student placement if strategic vision isn't clear?
- What is the optimal boundary model for DLI? Why?
- If/When boundaries are shifted what considerations are most important to multilingual families in your area? What will your school communities raise?
- What stakeholders are most important during engagement? At what stage should these stakeholder be engaged?
- How is access to bilingual education a broader part of civil rights organizing?
- How do we cultivate identity in language learning situated in the historical context of bilingual education in the United States?
- How does language become a part of an educational institution?

Advanced Learning Planning

Centering Vision: to implement the approved advanced learning changes in a way that supports the needs of students of color furthest from educational justice.

- What areas of change in student distribution need most attention? What obstacles do you expect will we face when HC changes happen?
- When boundaries are shifted what considerations are most important to families in your area? What will your school communities raise?
- What stage in changing HC should communities be consulted? What modes and frequency should be done?
- How can we best prepare school leaders to help guide the HC transition? What tools, resource, talking points should be raised?
- How do we expand HC into other areas? What should the phasing look like in transition from schools to HC integration?
- How can we continue access to advanced courses in a new open HC model across schools? What will make neighborhood schools best integrate HC students?
- What advanced courses or content will students need at middle school level?

School Choice

- Each year over 4,500 students participate in the school choice process.
- Although students can apply to any school, option schools have the most available seats since all their students must opt in.
- Choice seats are only available at attendance area schools that have physical capacity and staffing capacity per our current practice.
- We are evaluating our school choice process against our Strategic Plan and commitment to students of color furthest from educational justice.

Considerations

- Can families access and understand our policies and practices? (eg: simplicity, translations, definition of key terms)
- Do our policies and practices provide stability and continuity for students who need it most?
- Does our school choice process and our current tiebreakers align with our commitment to supporting students of color furthest from educational justice?
- What other areas across our student assignment policies and our boundaries could be better aligned with our strategic plan?

Questions & Discussion