



STUDENT ASSIGNMENT PLAN

Approved June 17, 2009

Updated July 1, 2009

***This plan does not apply to assignments for 2009-10.
Implementation will be a phased process,
beginning with the 2010-11 school year.***

Every student achieving, everyone accountable.

PREFACE

Excellence for All, a five-year strategic plan approved by the School Board in June 2008, guides the work of Seattle Public Schools. The Plan sets clear five-year goals for improving student performance, and outlines five areas of focus to help us attain our goals:

- *Academics*
- *Human Resources*
- *Infrastructure*
- *Performance Management*
- *Stakeholder Engagement*

Development of a new student assignment plan and the related replacement of outdated computer technology are part of building an infrastructure that works. This plan is an outgrowth of the “Framework for New Student Assignment Plan” approved by the School Board in June 2007.

A new Student Assignment Plan should provide every student with access to a quality education that supports enhanced achievement for all students, including elimination of the achievement gap. Toward these ends, the new plan should enable stronger family engagement with schools, provide equitable access to programs, continue to offer opportunities for school choice, and foster diversity. This requires strong leadership at every school, careful and intentional location of specialized programs, and structural changes in how students are assigned to schools. (Framework for New Student Assignment Plan, June 2007)

The complexity of the current assignment plan makes it inherently inequitable – all families do not have comparable capacity to “navigate” the complicated system. In addition, the current plan draws resources on an ongoing basis, including high transportation costs, that could better be spent educating Seattle’s children. The current technology must be replaced, and replaced soon – there is a very real risk of system failure due to the age of the technology and the complexity of the current assignment system.

Finally, and most importantly, our efforts and resources need to be focused on bringing quality educational offerings and opportunities to students who live in all parts of our city. That is what will provide the meaningful, sustainable answer to the question: “Where will my child go to school?” All families want the same answer: “Your child will go to a school where you feel confident in the quality of instruction and learning available to your child, and to all children.”

NOTE: The new student assignment plan was approved by the Board of Public Education on June 17, 2009. The Board subsequently (July 1, 2009) voted to designate Cleveland as an option school. The original June 17, 2009 report has been updated to incorporate the designation of Cleveland as an option school, as approved on July 1, 2009.

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SECTION I

INTRODUCTION

School Board Policy on Student Assignment—D 03.00

Adopted April 22, 2009

It is the policy of the Seattle School Board that students shall have the opportunity to attend an elementary, middle or high school 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 school district. In such instances, the student shall be assigned to a school that has the appropriate services. It is expected that most students will have the opportunity to attend their attendance area school.

Families may apply for assignment to a school in a different attendance area or a school that does not have a designated attendance area, but admission to such a school is not guaranteed. Assignment to these schools shall be based on an open application process and, in the case of more applicants than space available for students, an established set of tiebreakers shall apply.

The Superintendent is directed to provide an annual enrollment report to the School Board.

Authorities and Policies

Student assignment intersects with numerous aspects of District programs and operations. This document includes descriptions of various programs and services. These descriptions are informational, to provide a context for understanding how specific student assignment processes will work in connection with other policies and procedures. For example, student assignment provisions are linked with transportation, and this document describes the interplay of transportation and student assignment processes, but transportation provisions are governed by a transportation policy, not this document.

Subsequent changes to School Board Policies, Procedures, and protocols will govern without the need to revisit this document. For instance, transportation provisions in this document will be incorporated into the Transportation Service Standards, which are routinely updated by Board action. Subsequent changes to those Service Standards will supersede the information contained in this document.

Similarly, there may be instructionally driven program or service delivery model changes over time. For example, the work of the Southeast Education Initiative has become the launching pad for the development of the school performance framework for the District as a whole – a key component of the District's strategic plan. Other examples of instructionally driven changes could be additional schools offering international or Montessori programs in future years. The identification of existing international and

Montessori programs in this document does not act to limit the number of programs in any way.

Board Policies related to student assignment (other than Policy D 03.00, above) will be reviewed and brought into conformance with these student assignment provisions at the direction of the School Board. Any subsequent changes to School Board Policies related to student assignment will be through Board action.

Student Assignment and Capacity Management

There are three interrelated initiatives that relate to capacity management:

1. Student assignment plan
2. BTA III (February 2010) – Buildings, Technology, Academics/Athletics Capital Levy
3. BEX IV (February 2013) – Building Excellence Capital Levy

Development of a new student assignment plan, along with the determination of future facility needs (to be reflected in the next two capital levies) must be coherent and coordinated. Development of attendance area boundaries is directly linked to availability of appropriate facilities that are located where students live now, and where enrollment changes are expected in the future. The boundary planning process for student assignment will reflect where additional capacity will be needed, for what grade levels, and when.

A new facilities management policy¹ will provide metrics, procedures, and timelines to establish a process for periodic review of enrollment, facilities, and functional capacity in relationship to current and anticipated capacity issues. It will also establish procedures for when changes in boundary lines may need to be considered in response to enrollment changes. All three of these components are interdependent, and the facility needs necessary to accommodate the District's growing enrollment and support the new assignment plan need to be coordinated with capital levy planning.

Implementing the New Student Assignment Plan: Highlights

- Implementing the new assignment plan will require a transition period. It will take several years for the plan to be fully implemented.
- The transition from the current assignment plan to the new assignment plan will provide stability for students attending a school outside of what will be their new attendance area school (“grandfathering”). There will not be mandatory District-wide reassignment of students from their current schools.

¹ This policy is currently being developed and is anticipated to be ready for Board action in fall 2009.

- Current students are not guaranteed immediate assignment to their new attendance area school. The shift to automatic assignment to attendance area schools (other than for entry grade students) will be determined by the transition plan.
- Providing stability for continuing students requires a transition period – seats for continuing students from outside of the new attendance area cannot also be filled by students who live in the new attendance area but do not currently attend that school.
- There will be some overlap between current reference areas and the new attendance area boundaries.
- This document describes the new assignment plan and the guidelines and processes that will govern student assignment once the transition period is over and after the plan has been fully implemented.
- After the assignment plan, including attendance boundaries, is approved, the next step will be development of a transition plan. The transition plan will provide specific information for families prior to the next Open Enrollment period.
- The issue of “grandfathering” incoming kindergarten siblings is not part of the Student Assignment Plan itself, but is an implementation issue. It is the Board’s desire to address “grandfathering” of incoming kindergarten students as part of the transition plan, provided that this is feasible without displacing incoming attendance area kindergarten students. The transition plan will address this issue.²
- All of the programmatic changes, including service delivery changes for advanced learning, bilingual, and special education services, will not be in place for the first year of implementation. Many of these changes will be implemented over a period of several years.

² This is dependent on being able to meet any specialized program needs of one or more siblings at the requested school(s).

SECTION II

OVERVIEW

Types of Schools

This student assignment plan combines the stability of predictable assignments with continued opportunities for school choice.

There are three types of schools:

- Attendance Area Schools
- Option Schools
- Service Schools

See Section VI for a complete listing of all schools by type, including information on grade levels, assignment tiebreakers, and transportation.

1. Attendance Area Schools

Elementary, middle, and high school students are assigned to a designated attendance area school based on where the student lives, as long as the school can meet the student's needs.

Elementary school attendance areas are combined to create middle school attendance areas, resulting in geographically-based feeder patterns as students move from elementary school to middle school. The middle school attendance area is also a service area within which various services, including transportation, are provided for students who live within the service area.

There are not feeder patterns from middle school to high school. Each attendance area high school has its own geographic attendance area.

Most students will be able to access specialized programs or services (advanced learning, bilingual, special education) in their attendance area school or in a nearby attendance area or option school.

2. Option Schools

Option schools offer a variety of approaches and instructional methods. Students must apply to attend an option school. Option schools are available for students at all grade levels. See Section IV for more information about option schools.

3. Service Schools

Several other schools and services are available to meet individual student needs. Students may request assignment to a service school and/or may be

referred there and assigned individually as appropriate. Unlike attendance area schools and option schools, students may transition into or out of service schools during the school year. The annual timeline and deadlines for assignment to attendance area schools and option schools do not apply to service schools. Service schools are:

- Homeschool Resource Center
- Secondary Bilingual Orientation Center (SBOC)
- Special Education Consortium³
- Fred Hutchinson Cancer Research Institute School
- Intervention Services⁴

Because assignments are made individually and students are not assigned based on residence or through the Open Choice process, no additional information about assignments to service schools is included in this plan.

School Choice

Any student may apply for assignment to an *attendance area* school other than the designated attendance area school, with assignments determined by tiebreakers. Any student may apply for assignment to any *option* school, with assignments determined by tiebreakers. Once admitted to any school through school choice, the student may remain at that school through the highest grade at the school without having to reapply as long as the services the student needs are available at that school. See Sections III and IV for information about tiebreakers for attendance area schools and option schools.

Implementation of the Student Assignment Plan

It will take several years to complete implementation of the new student assignment plan. A transition plan will specify implementation steps, including:

1. “Grandfathering”

Implementation of this plan will begin with entry grade students. During the transition period, current students will remain assigned (will be “grandfathered”) to their current school through the highest grade at the school without having to reapply, even if they live outside of the new attendance boundary for that school, as long as the services the student needs are available at that school.

³ Special Education Consortium includes provision of services to: students who reside at Children’s Home Society, McGraw Center, and Ryther Child Center; special education students who are receiving home or hospital instruction; special education students who attend private school at District expense; and students being served by contract service providers, including Boyer Children’s Clinic, Childhaven, and the Experimental Education Unit.

⁴ Intervention services are provided at South Lake High School, Interagency Academy, Education Service Centers, and Middle College High School.

The extent of “grandfathered” transportation will also depend on the transition plan, which will define the period of time for which “grandfathered” transportation will be provided.

2. Siblings⁵

Entering siblings of current students are not “grandfathered” but are eligible for the sibling tiebreaker, which is the first tiebreaker for available seats after assignment of attendance area students. The sibling tiebreaker is applicable for assignment to a school, but not for assignment to a specific program within a school.⁶

For option schools – schools without an attendance area population – all entry grade seats are open as at present. With the sibling tiebreaker, there will be no change from the current system for entry grade siblings applying to an option school.

The issue of “grandfathering” incoming kindergarten siblings is not part of the Student Assignment Plan itself, but is an implementation issue. It is the Board’s desire to address “grandfathering” of incoming kindergarten students as part of the transition plan, provided that this is feasible without displacing incoming attendance area kindergarten students. The transition plan will address this issue.⁷

3. Programmatic Changes

Changes in the delivery of special education services, in conjunction with the transition to a new student assignment plan, will also require specific transition procedures for the more complex issues of assigning entry grade siblings when the older sibling’s assignment is based upon the student’s special education needs.

Not all of the programmatic changes, including service delivery changes for advanced learning, bilingual, and special education services, will be in place for the first year of implementation. Many of these changes will occur over several years.

The transition to the new plan, as well as ongoing administration of the plan, will require the development and periodic updating of administrative procedures. These will be developed by the Superintendent (or designee) and made available to the public.

⁵ Foster students placed with a family through DSHS or other Court or legal status designations are considered siblings for assignment purposes. Students who are homeless are assigned consistent with the requirements of the McKinney-Vento Homeless Assistance Act, as incorporated into the No Child Left Behind Act, as amended.

⁶ See page 15 for information on tiebreakers for Spectrum, Accelerated Progress Program, and Montessori.

⁷ This is dependent on being able to meet any specialized program needs of one or more siblings at the requested school(s).

SECTION III

ATTENDANCE AREA SCHOOLS

This section provides information on:

- Development of Attendance Area Boundaries
- Assignment to Attendance Area Schools
- Enrollment Procedures for Attendance Area Schools
- Open Choice Seats at Attendance Area High Schools
- Assignment Tiebreakers for Attendance Area Schools
- Processing Applications for Attendance Area Schools
- Transportation Eligibility for Attendance Area Schools

Each attendance area school has a defined geographic boundary and is intended to serve the students who live within that geographic boundary, unless students apply for and are assigned to another school. Attendance area schools serve students in grades K-5, 6-8, and 9-12. There are also several K-8 attendance area schools.

A complete listing of all schools by type is provided in Section VI, including information on grade levels, assignment tiebreakers, and transportation.

Development of Attendance Area Boundaries

The process of developing attendance area boundaries requires balancing various factors. Factors to be taken into account in the development of attendance area boundaries include those shown below. Data on factors such as these contribute to the determination of where attendance area boundary lines are located. These factors are not weighted, since multiple factors must be balanced.

- Proximity of students to schools
- Safe walk zones⁸
- Efficiency of school bus routing (elementary and middle school boundaries)
- Metro transportation routes (high school boundaries)
- Demographics, including anticipated changes in enrollment
- Opportunities for creating diversity within boundaries
- Physical barriers (water, etc.)

⁸ The City of Seattle School Traffic Safety Advisory Committee, which includes the Seattle Public Schools' Risk Manager, establishes approved walk zones and recommended walking routes. This information is used in determining transportation eligibility in Seattle Public Schools. Walk areas for individual schools are available on line at <http://www.seattleschools.org/area/transportation/walk/index.dxml>.

- Balanced target enrollment for each middle school and its feeder elementary schools to create predictable feeder patterns from elementary to middle school
- Availability of Open Choice seats at all attendance area high schools for students from other attendance areas to enroll through school choice

Each attendance area boundary is an intact geographic area; there are no non-contiguous geographic areas comprising an individual attendance area boundary. Each attendance area boundary line abuts the boundary line of adjacent attendance areas. This results in every address in the District being included in an elementary school boundary, a middle school boundary, and a high school boundary.

Middle school attendance areas, comprised of elementary attendance areas, also function as service areas. The service areas are a key building block of the plan for location of services and for transportation eligibility. Therefore, identifying the service areas is an essential step prior to boundary planning.

Assignment to Attendance Area Schools

The vast majority of K-12 students will be assigned to a designated attendance area school based on where the student lives, as long as the attendance area school can meet the student's needs.⁹ Each attendance area school has a defined geographic boundary (attendance area), and students who live within the boundary are assigned to that school.

Elementary school attendance areas are grouped together to form middle school attendance areas, resulting in geographically-based feeder patterns as students move from elementary school to middle school. Each middle school attendance area is also a service area for transportation eligibility for schools in the service area as well as for access to specialized programs and services.

Elementary students may apply to attend another attendance area school in their service area, or an attendance area school in another service area. Middle and high school students may apply to attend other attendance area schools. Assignments are determined by tiebreakers.

In some cases, the attendance area school will not offer bilingual or special education services that some students need. When such services are not available at an attendance area school, that school will be linked with another nearby school that offers

⁹ 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 service area or high school attendance area. In those cases, students will be assigned based upon individual needs. In addition, there are situations of exceptional student misconduct, harassment, or involvement in the court system for certain offenses that will result in some students attending a school other than the designated attendance area school. In those cases, students are assigned individually based on the specific situation. The circumstances in which such assignments will be made are to be set forth in administrative procedures maintained by the Superintendent or the Superintendent's designee.

those services. This provides a predictable assignment for students who need bilingual or special education services.

For assignment to the Accelerated Progress Program (APP), each service area will be linked to one of the current APP feeder patterns, as at present.

Enrollment Procedures for Attendance Area Schools

Once a student is registered to enroll in Seattle Public Schools (and has a current, verified District address on file), no application is required for the student to attend the designated attendance area school.¹⁰ Some elementary attendance area schools include grades 6-8 in addition to grades K-5. Students assigned to K-8 schools typically want to continue there through eighth grade, and their school assignment will be continued automatically through the highest grade at the school without the need to reapply as long as the services the student needs are available at that school. However, these students are also part of a middle school service area and have a designated attendance area middle school. If they wish to attend their attendance area middle school instead of staying at the K-8 school, they may do so by applying within specified timelines and will be assigned to the attendance area middle school.¹¹

If a student goes to an attendance area school and the family moves to another attendance area during the school year, the student may enroll in the new attendance area school, or may complete the school year at the current school. The student's enrollment in the original school ends at the end of the school year, and the student would be reassigned to the attendance area school based on the new address. However, the student may apply to continue attending the current school through the regular school choice process. Standard transportation eligibility would apply.

Any student requesting assignment to an attendance area school other than the designated attendance area school must submit an application during the Open Enrollment period. If more students request a school than can be accommodated, tiebreakers will determine assignments. Once admitted to any school through school choice, the student may remain at that school through the highest grade at the school without having to reapply, as long as the services the student needs are available at that school. Applicants not assigned to their first choice school will be placed on an ordered waiting list for that school, based on the same tiebreakers used to make assignments.

After all Open Enrollment applications have been processed, students may apply to attend any attendance area school with space available during a designated time

¹⁰ A registered student who does not attend, or a student who withdraws from the District and wants to re-enroll, must update the previous registration and address verification information to reactivate enrollment eligibility.

¹¹ This will be applicable for students entering grades 6-8 when the plan is fully implemented, but is not assured for non-entry grade siblings during the transition period.

period. Deadlines for Open Enrollment, waiting list assignments, and “real time” reassignments to space available will be published annually.

Open Choice Seats at Attendance Area High Schools

Each attendance area high school will have Open Choice seats available for students from other attendance areas who are applying for assignment to that school. Participation in selected courses or programs is not included as an assignment tiebreaker; once assigned, students would go through the school’s regular processes for selection to participate in curricular or extra-curricular opportunities.

Assignment Tiebreakers for Attendance Area Schools

There are established tiebreakers to determine which students get assigned to a school if more students apply than can be accommodated. After students in the attendance area are assigned, tiebreakers for students applying for an attendance area school other than their attendance area school are:

Tiebreakers for Attendance Area Elementary and K-8 Schools	Tiebreakers for Attendance Area Middle Schools	Tiebreakers for Attendance Area High Schools
1. Sibling 2. Lottery	1. Sibling 2. Feeder School 3. Lottery	1. Sibling 2. Lottery

1. Sibling Tiebreaker

The first tiebreaker for assignment to attendance area and option schools at all levels is the sibling tiebreaker. The sibling tiebreaker applies when the sibling of an applicant is attending a school and will continue to attend that school the following year.

It is important to note that the sibling tiebreaker is applicable for assignment to a school. If a student is already assigned to a school, has a sibling at the school, and is applying for Spectrum, Montessori, or APP they will not get sibling priority for admission to the program. Specifically:

- Tiebreakers for assignment to Spectrum seats are: (1) service area and (2) lottery.
- Tiebreakers for assignment to Montessori seats are: (1) attendance area and (2) lottery.

- The tiebreaker for assignment to APP for students applying to the non-linked APP site is (1) lottery.

2. Feeder School Tiebreaker

The feeder school tiebreaker is for students applying for an attendance area middle school that is not their assigned middle school. This tiebreaker is applicable for students at an attendance area elementary school outside of their middle school feeder pattern who wish to attend the middle school associated with the elementary school of attendance.

3. Lottery Tiebreaker

The last tiebreaker is always lottery. A computer-generated random number rank orders students for assignment, or for placement on the ordered waiting list. This is used after other tiebreakers if applicable.

After the second year of high school assignments under this plan, the Superintendent will report to the School Board and the public on high school demographics. Based on that analysis, a determination will be made as to whether an economic diversity tiebreaker should be instituted in a subsequent year.

Processing Applications for Attendance Area Schools

When processing Open Enrollment applications for attendance area schools, the following will apply:¹²

1. Process all first choices first, then process all second choices, etc.
2. If the student is not assigned to the first choice school, the student is automatically placed on the waiting list for that school. Students may be on one waiting list at a time.
3. The same tiebreakers are used for making assignments and for sequencing the ordered waiting list.
4. Upon parent/guardian request, siblings (including twins/multiples) applying for the same school(s) in the same order will be assigned together [or kept at the current school(s) if requesting reassignment and they cannot be reassigned together]. This is dependent on being able to meet any specific program or service needs of one or more siblings at the requested school(s).

Applications submitted after Open Enrollment (or requests for assignment and/or waiting list changes after Open Enrollment) are processed in the order received.

¹² The same processes apply to applications for option schools.

Transportation Eligibility for Attendance Area Schools

One of the goals of the new assignment plan is to reduce transportation costs. Therefore, streamlining the District's current extensive transportation program is aligned with the structure of the new assignment plan. The same transportation eligibility standards apply for attendance area and option schools.

School bus transportation for elementary and middle school students is provided within each middle school attendance (service) area. Transportation is provided for students who live outside the assigned school's approved walk zone as follows:

- School bus transportation is provided for elementary students to their attendance area school and to any other K-5 or K-8 attendance area or option school located in their service area.
- School bus transportation is provided for middle school students to their attendance area school and to any other K-8 attendance area or option school located in their service area.
- School bus transportation is provided for elementary and middle school students to an option school in a linked service area if their service area does not have an option school.
- School bus transportation is provided for elementary and middle school students to a school in a linked service area to access necessary bilingual or special education services not available in their service area.
- A bus pass for Metro transportation is provided for middle school students to an attendance area or option school located outside of their service area, except for middle school students attending a linked school as specified above.
- A bus pass for Metro transportation is provided for high school students.
- Transportation for students with disabilities is based on individual student needs.

During the transition from the current plan to the new plan, some school bus transportation will be provided for a period of time for "grandfathered" students staying at their current school in a different service area. The extent of "grandfathered" transportation will be specified in the transition plan.

SECTION IV

OPTION SCHOOLS

This section provides information on:

- Assignment to Option Schools
- Enrollment Procedures for Option Schools
- Assignment Tiebreakers for Option Schools
- Processing Applications for Option Schools
- Transportation Eligibility for Option Schools

Option schools provide a variety of programmatic opportunities for families looking for alternatives to their attendance area schools.

A complete listing of all schools by type is provided in Section VI, including information on grade levels, assignment tiebreakers, and transportation.

Assignment to Option Schools

Option schools do not have attendance boundaries or feeder patterns. Assignment is by application only, based on set tiebreakers.

The following schools are designated as option schools in the new plan: Thornton Creek, Jane Addams, Alternative School #1 (AS #1), Orca, Pathfinder, Salmon Bay, South Shore, TOPS, The Center School, Cleveland, and Nova.¹³

Enrollment Procedures for Option Schools

Once a student is registered to enroll in Seattle Public Schools (and has a current, verified District address on file), the student is eligible to apply for assignment to an option school.¹⁴

Many option schools include grades K-8. Students assigned to K-8 schools typically want to continue there through eighth grade, and their school assignment will be continued automatically through the highest grade at the school without the need to

¹³ The School Board voted on July 1, 2009 to designate Cleveland High School as an option school.

¹⁴ A registered student who does not attend, or a student who withdraws from the District and wants to re-enroll, must update the previous registration and address verification information to reactivate enrollment eligibility.

reapply, as long as the services the student needs are available at that school. However, grade 6-8 students at K-8 option schools are also part of a middle school service area and have a designated attendance area middle school. If they wish to attend their attendance area middle school instead of staying at the option school, they may do so by applying within specified timelines and will be assigned to the attendance area middle school.¹⁵

If a student is attending an option school and the family moves to another attendance area during the school year, the student may enroll in the new attendance area school, or may continue at the current school through the highest grade at the school, as long as the services the student needs are available at that school.¹⁶ Standard transportation eligibility applies.

Any student requesting assignment to an option school will submit an application during the Open Enrollment period. If more students apply than can be accommodated, tiebreakers will determine assignments. Applicants not assigned to a requested option (or attendance area) school will keep their current assignment and be placed on an ordered waiting list based on the same tiebreakers used to make assignments. Once admitted to any school through school choice, the student may remain at that school through the highest grade at the school, as long as the services the student needs are available at that school.

After all Open Enrollment applications have been processed, students may apply to attend any option (or attendance area) school with space available during a designated time period. Deadlines for Open Enrollment, waiting list assignments, and “real time” reassignments to space available will be published annually.

Assignment Tiebreakers for Option Schools

There are established tiebreakers to determine which students get assigned to a school if more students apply than can be accommodated. Assignment tiebreakers for students applying for option schools are:

Tiebreakers for Option Schools
1. Sibling
2. Geographic Zone
3. Lottery

¹⁵ This will be applicable for students at all grades when the plan is fully implemented, but is not assured for non-entry grade students during the transition period.

¹⁶ Current procedures for reassignment to a different school will remain in effect during the transition period, except as specified in the transition plan.

1. Sibling

The first tiebreaker for assignment to attendance area and option schools at all levels is the sibling tiebreaker. The sibling tiebreaker applies when the sibling of an applicant is attending a school and will continue to attend that school the following year.

It is important to note that the sibling tiebreaker is applicable for assignment to a school. If a student is already assigned to a school, has a sibling at the school, and is applying for Spectrum, Montessori, or APP they will not get sibling priority for admission to the program. Specifically:

- Tiebreakers for assignment to Spectrum seats are: (1) service area and (2) lottery.
- Tiebreakers for assignment to Montessori seats are: (1) attendance area and (2) lottery.
- The tiebreaker for assignment to APP for students applying to the non-linked APP site is (1) lottery.

2. Geographic Zone

The geographic zone tiebreaker is for applicants to an option school who live within a defined area in proximity to the school. Living within the geographic zone does not guarantee assignment to the requested option school.

Each option school will have a clearly defined area that will be the geographic zone within which the tiebreaker will apply. Various factors will be taken into consideration in development of the geographic zones, and each geographic zone will be customized for the specific option school. As with the development of attendance area boundaries, various factors need to be balanced in establishing the geographic zones. Some examples are provided below.

In the case of a school with a walk zone encompassing a proportionately small number of students (in relationship to the school's target enrollment), the walk zone might be used as the geographic zone. On the other hand, if the number of students living in an option school's walk zone would largely fill the school, the geographic zone would be smaller.

If a service area has limited or no excess capacity, the geographic zone might be larger to accommodate more of the students who live in the service area. This could contribute to a more balanced enrollment among all of the schools in the service area.

In the case of enrollment shifts in certain attendance or service areas, it might be possible to revise the geographic zone and thereby prevent or delay the need to

redraw attendance area boundaries. This provides a tool to increase the stability of the new attendance area boundaries.

Geographic zones could also be used to improve the diversity of a school's population. For instance, if an option school has a high poverty rate, a geographic zone might be drawn to increase the likelihood of a more economically diverse population being assigned to the school.

The geographic zones will be approved by the School Board. Any future changes to the geographic zones would also be approved by the Board and publicized prior to Open Enrollment.

3. Lottery

The last tiebreaker is always lottery. A computer-generated random number rank orders students for assignment, or for placement on the ordered waiting list.

Processing Applications for Option Schools

When processing Open Enrollment applications for option schools, the following will apply:¹⁷

1. Process all first choices first, then process all second choices, etc.
2. If the student is not assigned to the first choice school, the student is automatically placed on the waiting list for that school. Students may be on one waiting list at a time.
3. The same tiebreakers are used for making assignments and for sequencing the ordered waiting list.
4. Upon parent/guardian request, siblings (including twins/multiples) applying for the same school(s) in the same order will be assigned together [or kept at the current school(s) if requesting reassignment and they cannot be reassigned together]. This is dependent on being able to meet any specific program needs of one or more siblings at the requested school(s).

Applications submitted after Open Enrollment (and/or requests for waiting list changes after Open Enrollment) are processed in the order received.

Transportation Eligibility for Option Schools

One of the goals of the new assignment plan is to reduce transportation costs. Therefore, streamlining of the District's current extensive transportation program is aligned with the

¹⁷ The same processes apply to applications for attendance area schools.

structure of the new assignment plan. The same transportation eligibility standards apply for attendance area and option schools.

School bus transportation for elementary and middle school students is provided within each middle school attendance (service) area. Transportation is provided for students who live outside the assigned school's approved walk zone as follows:

- School bus transportation is provided for elementary students to their attendance area school and to any other K-5 or K-8 attendance area or option school located in their service area.
- School bus transportation is provided for middle school students to their attendance area school and to any other K-8 attendance area or option school located in their service area.
- School bus transportation is provided for elementary and middle school students to an option school in a linked service area if their service area does not have an option school.
- School bus transportation is provided for elementary and middle school students to a school in a linked service area to access necessary bilingual or special education services not available in their service area.
- A bus pass for Metro transportation is provided for middle school students to an attendance area or option school located outside of their service area, except for middle school students attending a school in a linked service area, as specified above.
- A bus pass for Metro transportation is provided for high school students.
- Transportation for students with disabilities is based on individual student needs.

During the transition from the current plan to the new plan, some “grandfathered” school bus transportation will be provided for a period of time. The extent of “grandfathered” transportation will depend on the transition plan, which will define the period of time for which “grandfathered” transportation will be provided.

SECTION V

EQUITABLE ACCESS TO PROGRAMS AND SERVICES

This section provides information on:

- Service Areas
- Advanced Learning Services
- Bilingual Services
- International Schools
- Montessori Programs
- Special Education Services

As with students in the general education program, more predictability and continuity are needed for students accessing specialized programs and services than is now available on a consistent basis throughout the District – particularly in regard to serving students with disabilities. This assignment plan will support changes in service delivery currently being planned and implemented for students receiving advanced learning, bilingual, and special education services. Many of these changes in service delivery were recommended in external program audits commissioned by the District over the last two years.

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 elementary and middle school service area or in every high school attendance area. Examples of this are services for medically fragile students, and the Accelerated Progress Program (APP). In those cases, services will be located in various geographic areas of the District to meet student needs.¹⁸

Service Areas

Elementary attendance areas are combined to create middle school attendance areas, resulting in feeder patterns from elementary school to middle school. The middle school attendance area is also a service area within which various services, including transportation, are provided for students who live within the service area.

If the special education or bilingual services an elementary school student needs are not available at the student's attendance area school, the services will generally be provided at a school in the service area. Services may also be available at an option school located in the service area.

¹⁸ In addition, there are situations of exceptional student misconduct, harassment, or involvement in the court system for certain offenses that will result in some students attending a school other than the designated school. In those cases, students are assigned individually based on the specific situation. The circumstances in which such assignments will be made are to be set forth in administrative procedures maintained by the Superintendent or the Superintendent's designee.

Most specialized services for middle school students will be provided at their attendance area school, or at a K-8 attendance area or option school in their attendance area.

If these required services are not available at a student's attendance area elementary or middle school, or at another school within the service area, the service area will generally be linked to a nearby school or service area that does offer the services. Most specialized services for high school students will be provided at their attendance area school.¹⁹

Advanced Learning Services

1. Accelerated Progress Program (APP)

Eligibility for participation in the APP program is determined by the Advanced Learning department. Students who are eligible and who apply during the Open Enrollment period will be assigned to their linked school that offers APP.

- Students who live north of the ship canal or in Queen Anne/Magnolia will be assigned to the Lowell, Hamilton, Garfield pathway.²⁰
- Students who live south of the ship canal except Queen Anne/Magnolia, or in West Seattle, will be assigned to the Thurgood Marshall, Washington, Garfield pathway.²¹

Assignments for APP students will be continued through their pathway without having to reapply. However, APP students also have designated attendance area schools. If they wish to attend their attendance area school, they may do so by applying within specified timelines and will be assigned to the attendance area school.²²

Students may apply for assignment to a school offering APP that is not their linked school. It is important to note that the sibling tiebreaker is applicable for assignment to a school; it is not used as a tiebreaker for admission to a program

¹⁹ 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 service area or high school attendance area.

²⁰ Currently, this is the area defined as the North, Northeast, Northwest, and Queen Anne/Magnolia clusters. Designation of schools offering APP will be aligned with similar service areas in the new assignment plan.

²¹ Currently, this is the area defined as the Central, South, Southeast, West Seattle North, and West Seattle South clusters. Designation of schools offering APP will be aligned with similar service areas in the new assignment plan. APP students who live in the Lowell walk zone and who request Lowell as their first choice school during Open Enrollment will be assigned to Lowell.

²² This will be applicable for students at all grade levels when the plan is fully implemented, but is not assured for non-entry grade siblings during the transition period.

within a school. If a student is already assigned to a school, has a sibling at the school, and is applying for APP, they will not get sibling priority for admission to the program. Specifically, the tiebreaker for assignment to APP for students applying to the non-linked APP site is (1) lottery.

School bus transportation is provided to the linked APP school for elementary and middle school students enrolled in APP. Transportation for high school students is by Metro pass.

2. Spectrum

Eligibility for participation in the Spectrum program is determined by the Advanced Learning department. Students who are eligible and who want to enroll in Spectrum need to apply for Spectrum. Assignment to Spectrum is not guaranteed, nor is it automatic, even for students attending a school that offers Spectrum.

Spectrum will be offered at one or more elementary attendance area and/or K-8 schools in each service area. In determining where Spectrum programs will be located, the number of students living in an attendance and service area who are eligible for Spectrum will be one of the factors taken into consideration.²³

Spectrum will be offered at each attendance area middle school. Students assigned to their attendance area middle school must still submit an application requesting assignment to Spectrum.

Students may apply for assignment to a school offering Spectrum that is not in their service area. It is important to note that the sibling tiebreaker is applicable for assignment to a school; it is not used as a tiebreaker for admission to a program within a school. Specifically, the tiebreakers for assignment to Spectrum are: (1) service area and (2) lottery.

Standard transportation eligibility applies.

3. Advanced Learning Opportunities (ALO)

All students, including those eligible for APP or Spectrum, are also eligible for participation in ALO. ALO will be offered in every elementary school, and is available to all students enrolled in the school. No special application is needed. APP and Spectrum eligible students participating in an ALO program maintain their advanced learning eligibility.

Standard tiebreakers and transportation eligibility apply.

²³ Decisions about the location of advanced learning, bilingual, and special education services would continue to be addressed through the program placement process.

Bilingual Services

Bilingual services for elementary students will be provided at one or more schools in each service area. If the appropriate services are not available at their attendance area school, students will be assigned to a linked attendance area school in their service area that provides the service. Students can also apply for any other attendance area and/or option school that offers the services.

Elementary and Secondary Bilingual Orientation Center (SBOC) services will be available for newcomer bilingual students. These assignments are made individually in conjunction with student registration and assessment of English language skills.

Elementary students who need bilingual services will be served in one of two ways:

- If the attendance area school has enough students requiring bilingual services,²⁴ then the student will be served at his or her attendance area school.
- If the attendance area school has only a small number of students requiring bilingual services,²⁵ then the student will be served at a linked (predictable) elementary school in the service area.
- Elementary newcomer bilingual students who need elementary Bilingual Orientation Center services will be served at one of the schools in their service area.

Middle and high school students who are not newcomers will be served in their attendance area school. Middle and high school newcomer bilingual students will be served in their attendance area school after exiting from the Secondary Bilingual Orientation Center (SBOC).

Students can also apply for any other attendance area and/or option school that offers the services needed.

Standard tiebreakers and transportation eligibility apply.

International Schools

Currently, three elementary schools (Beacon Hill, Concord, and John Stanford) and two middle schools (Denny and Hamilton) are designated as international schools. Each school will continue to be an attendance area international school, subject to standard tiebreakers and transportation eligibility.

These five schools will continue as international schools. In addition, the middle school attendance area which includes Beacon Hill International School will become an

²⁴ Number to be determined.

²⁵ Number to be determined.

international middle school. Additional schools may offer an international schools program in the future.

Concord offers a Spanish/English dual language program with an international focus. It also offers a non-dual language path. It will continue to be an attendance area international school. Students from other attendance areas can apply for available space. Standard tiebreakers apply.

Denny is an international middle school. It will continue to be an attendance area international school. It is anticipated that Concord will feed into Denny, providing an opportunity for students from West Seattle South to continue their participation in an international school program.

Students attending Concord from outside of its service area could apply to attend Denny and would be eligible for the feeder school tiebreaker. Tiebreakers for assignment to attendance area middle schools are: (1) sibling, (2) feeder school, and (3) lottery. The feeder school tiebreaker is for students applying for the attendance area middle school associated with the elementary school the student is attending. This gives priority for students to stay with their cohort group and go to the same middle school that their elementary classmates will attend.

Beacon Hill offers language immersion in Mandarin, and a Spanish/English dual language program, with an international focus. It also offers a non-dual language path. It will continue to be an attendance area international school. The attendance area middle school that includes Beacon Hill as one of its feeder schools will become an international middle school by the time students from Beacon Hill are ready to move on to middle school.

Students attending Beacon Hill from outside of its service area could apply to attend the attendance area middle school into which Beacon Hill feeds, and would be eligible for the feeder school tiebreaker. Tiebreakers for assignment to attendance area middle schools are: (1) sibling, (2) feeder school, and (3) lottery.

The feeder school tiebreaker is for students applying for attendance area middle schools. Students get tiebreaker priority when applying for the attendance area middle school associated with the elementary school the student is attending. This gives priority for students to stay with their cohort group and go to the same middle school that their elementary classmates will attend.

John Stanford (JSIS) offers language immersion in Spanish and Japanese with an international focus. It will continue to be an attendance area international school. There is no “English” path, so the school will be linked with another nearby attendance area school in the same service area. If a family does not want the language immersion program, or if the language immersion program is not appropriate for a student, the linked school serves as the attendance area school.

Hamilton is an international middle school. It will continue to be an attendance area international school. It is anticipated that JSIS will be located in the Hamilton attendance

area, and that Hamilton will provide an opportunity for students from JSIS to continue their participation in an international school program.

Students attending JSIS from outside of its service area could apply to attend Hamilton and would be eligible for the feeder school tiebreaker. Tiebreakers for assignment to attendance area middle schools are: (1) sibling, (2) feeder school and (3) lottery.

The feeder school tiebreaker is for students applying for attendance area middle schools. Students get tiebreaker priority when applying for the attendance area middle school associated with the elementary school the student is attending. This gives priority for students to stay with their cohort group and go to the same middle school that their elementary classmates will attend.

Montessori Programs

Three elementary schools (Daniel Bagley, Graham Hill, and Leschi) offer the Montessori program in addition to a regular general education program. Each school will continue to be an attendance area school offering both Montessori and general education programs. Standard tiebreakers and transportation eligibility apply for assignment to the general education program.

Assignment to a Montessori program is not guaranteed or automatic, even for students attending a school and/or in the attendance area for a school that offers Montessori. Students must specifically apply for the Montessori program through the open choice process.

Students may apply for assignment to a Montessori program at their attendance area school (if applicable), or at another attendance area school. It is important to note that the sibling tiebreaker is applicable for assignment to a school; it is not used as a tiebreaker for admission to a program within a school.

Specifically, the tiebreakers for assignment to Montessori seats are: (1) attendance area and (2) lottery. Standard transportation eligibility applies.

Special Education Services

A comprehensive audit of District services for students with disabilities identified significant changes that are needed in how students with special education needs are served. Currently, students may be assigned to a series of schools to access services, with limited continuity. The new direction, recommended by the audit as best practice, is to serve more students through an integrated services delivery model, and to serve more students with disabilities closer to home.

As the integrated service delivery model is implemented, most special education services for elementary students will be provided at one or more elementary schools in the service area. This means that most students who need these services will have a

predictable school assignment within their service area, and will be able to move to middle school with their elementary school peers.

In drawing attendance boundaries, the special education needs of students who live in each area will be taken into account. If a student's school does not offer the services needed, the school will be linked with another school (usually in the same service area) that offers the needed service.

Most special education services needed by middle and high school students will be provided at their attendance area school. Middle and high school students who need specialized services not available at their attendance area school will be assigned to a linked school that provides those services.

Students can also apply for any attendance area and/or option school(s) that offer the services needed.

Transportation for students with disabilities is based on individual student needs.

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 service area or high school attendance area. In those cases, students will be assigned based on individual needs.

Service definition, professional development, and engagement with stakeholders are all needed to implement these changes, which are expected to take place over a period of several years.

Space will be provided for the current service delivery model, which relies heavily on self-contained classrooms. As the service delivery model changes, some of the space will no longer be needed for self-contained classes, but will still be needed to provide an enhanced level of resource services that is central to the integrated services delivery model. With this approach, student assignment changes and changes in how we serve students with disabilities can both move forward in a way that supports both transitions.

SECTION VI

SCHOOLS BY TYPE AND LEVEL

Attendance Area Elementary Schools (K-5 and K-8)

School	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation ²⁶
Adams	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Van Asselt @ African American Academy ²⁷	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Alki	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Arbor Heights	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Bagley (Daniel Bagley)	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Beacon Hill International School	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Blaine (Catharine Blaine)	K-8	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Brighton	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Broadview-Thomson	K-8	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Bryant	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Coe	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.

²⁶ Transportation for elementary and middle school students is for students assigned to the school who live in the appropriate service area (or linked service area) and live outside of the walk zone for the school.

Transportation for students with disabilities is based on individual student needs.

²⁷ As a result of the School Board's January 2009 actions related to Capacity Management, the School Board approved closing the program at the African American Academy and the relocation of the staff and students from the Van Asselt building to the African American Academy building, with a K-5 grade span. The School Board has expressed an intent to address issues related to building and program names this fall.

School	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation ²⁸
Concord International School	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
B.F. Day	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Dearborn Park	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Dunlap	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Emerson	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Gatzert (Bailey Gatzert)	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Gatewood	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Graham Hill ²⁹	Pre K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Green Lake	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Greenwood	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Hawthorne	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Hay (John Hay)	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Highland Park	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Kimball	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Lafayette	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Laurelhurst	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Lawton	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.

²⁸ Transportation for elementary and middle school students is for students assigned to the school who live in the appropriate service area (or linked service area) and live outside of the walk zone for the school.

Transportation for students with disabilities is based on individual student needs.

²⁹ The three- and four-year-old Montessori program at Graham Hill is not supported by District funds, but is sponsored by the District. Assignment to PreK is based on the same tiebreakers for other grades at the school. Students admitted to PreK have a continuation assignment in the Montessori program at the school.

School	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation ³⁰
Leschi	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Lowell	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area; and for APP students from North, Northeast, Northwest, Queen Anne/Magnolia.
Loyal Heights	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Madrona	K-8	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Maple	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Marshall (Thurgood Marshall)	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area; and for APP students from Central, South, Southeast, West Seattle North, West Seattle South.
McGilvra	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Montlake	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Muir (John Muir)	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
North Beach	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Northgate	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Olympic Hills	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Olympic View	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Rogers (John Rogers)	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Roxhill	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Sacajawea	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Sanislo	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.

³⁰ Transportation for elementary and middle school students is for students assigned to the school who live in the appropriate service area (or linked service area) and live outside of the walk zone for the school.

Transportation for students with disabilities is based on individual student needs.

School	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation ³¹
Schmitz Park	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
John Stanford International School	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Stevens	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
View Ridge	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Wedgwood	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
West Seattle Elementary	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
West Woodland	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Whittier	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.
Wing Luke	K-5	Attendance Area	Sibling	Lottery	not applicable	School bus transportation within service area.

³¹ Transportation for elementary and middle school students is for students assigned to the school who live in the appropriate service area (or linked service area) and live outside of the walk zone for the school.

Transportation for students with disabilities is based on individual student needs.

Attendance Area Middle Schools

School	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation ³²
Denny International School	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Eckstein	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Hamilton International School	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area; and for APP students from North, Northeast, Northwest, Queen Anne/Magnolia. Metro pass for other grade 6-8 students from outside of service area.
Aki Kurose	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Madison	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
McClure	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Mercer	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.
Washington	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area; and for APP students from Central, South, Southeast, West Seattle North, West Seattle South. Metro pass for other grade 6-8 students from outside of service area.
Whitman	6-8	Attendance Area	Sibling	Feeder School	Lottery	School bus transportation within service area. Metro pass for grade 6-8 students from outside of service area.

The attendance area middle school that includes Beacon Hill as one of its feeder schools will become an international middle school.

The feeder school tiebreaker is for students applying for an attendance area middle school that is not their assigned middle school. This tiebreaker is applicable for students at an attendance area elementary school outside of their middle school feeder pattern who wish to attend the middle school associated with the elementary school of attendance.

³² Transportation for middle school students is for students assigned to the school who live in the appropriate service area (or linked service area) and live outside of the walk zone for the school.

Transportation for students with disabilities is based on individual student needs.

Attendance Area High Schools

School	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation ³³
Ballard	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
Franklin	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
Garfield	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
Hale (Nathan Hale)	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
Ingraham	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
Rainier Beach	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
Roosevelt	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
Sealth (Chief Sealth)	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass
West Seattle	9-12	Attendance Area	Siblings	Lottery	not applicable	Metro pass

Note: On July 1, 2009 the School Board voted to designate Cleveland as an option school.

³³ Transportation for high school students is for students assigned to the school who live outside of the walk zone for the school.

Transportation for students with disabilities is based on individual student needs.

Option Schools

School	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation ³⁴
Thornton Creek @ Decatur	K-5	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable).
Addams (Jane Addams)	K-8	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable); Metro pass for grade 6-8 students from outside of service area (and outside of linked service area if applicable).
AS #1 @ Pinehurst	K-8	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable); Metro pass for grade 6-8 students from outside of service area (and outside of linked service area if applicable).
Orca @ Whitworth	K-8	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable); Metro pass for grade 6-8 students from outside of service area (and outside of linked service area if applicable).
Pathfinder @ Cooper	K-8	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable); Metro pass for grade 6-8 students from outside of service area (and outside of linked service area if applicable).
Salmon Bay @ Monroe	K-8	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable); Metro pass for grade 6-8 students from outside of service area (and outside of linked service area if applicable).
South Shore ³⁵	Pre K-8	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable); Metro pass for grade 6-8 students from outside of service area (and outside of linked service area if applicable).
TOPS	K-8	Option	Sibling	Geographic Zone	Lottery	School bus transportation within service area (and within linked service area if applicable); Metro pass for grade 6-8 students from outside of service area (and outside of linked service area if applicable).
Center School	9-12	Option	Sibling	Geographic Zone	Lottery	Metro pass
Cleveland	9-12	Option	Sibling	Geographic Zone	Lottery	Metro pass
Nova @ Meany	9-12	Option	Sibling	Geographic Zone	Lottery	Metro pass

The geographic zone tiebreaker is for students who live in a defined area in proximity to the school.

Note: On July 1, 2009 the School Board voted to designate Cleveland as an option school.

³⁴ Transportation for elementary and middle school students is for students assigned to the school who live in the appropriate service area (or linked service area) and live outside of the walk zone for the school. Transportation for high school students is for students assigned to the school who live outside of the walk zone for the school.

³⁵ The PreK program at South Shore is not supported by District funds, but is sponsored by the District. Assignment to PreK is based on the same tiebreakers for other grades at the school. Students admitted to PreK have a continuation assignment at the school.

Service Schools

Service Schools	Gr	School Type	Tiebreaker #1	Tiebreaker #2	Tiebreaker #3	Transportation
Homeschool Resource Center (HRC)	K-12	Service Schools	not applicable	not applicable	not applicable	Metro pass for middle and high school students
Secondary Bilingual Orientation Center (SBOC) @ Meany	6-12	Service Schools	not applicable	not applicable	not applicable	School bus transportation
Special Education Consortium ³⁶	K-12	Service Schools	not applicable	not applicable	not applicable	Based on individual need
Fred Hutchinson Cancer Research Institute School ³⁷	K-12	Service Schools	not applicable	not applicable	not applicable	Based on individual need
Intervention Services	6-12	Service Schools	not applicable	not applicable	not applicable	Metro pass

Students are assigned based on individual need, so tiebreakers do not apply.

³⁶ Special Education Consortium

Special Education Consortium includes provision of services to: students who reside at Children's Home Society, McGraw Center, and Ryther Child Center; special education students who are receiving home or hospital instruction; special education students who attend private school at District expense; and students being served by contract service providers, including Boyer Children's Clinic, Childhaven, and the Experimental Education Unit.

³⁷ Intervention Services

- South Lake High School
- Interagency Academy
- Middle College High School
- Education Service Centers.