

# Superintendent Procedures for Student Assignment 3130 SP

Pre-School and Kindergarten through  
Grade Twelve Assignments



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SPS Admissions Center

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## PREFACE

### **The Student Assignment Plan**

The *Superintendent Procedures for Student Assignment* sets forth the implementation of policies established by the Seattle Public School (SPS) Board of Directors (Board) in the *New Student Assignment Plan* (Approved June 17, 2009; Updated July 1, 2009) and the *Student Assignment Transition Plan for 2020-21* (Approved November 6, 2019 and amended January 22, 2020 and June 24, 2020). These three documents (see **Definitions** in the next section below for more information) are the guides for Admissions Center and other district staff and must be viewed as integrated companions to fully understand the Student Assignment Plan. Board Policy No. 3130, Student Assignment and Enrollment, is the policy guiding the New Student Assignment Plan (NSAP) and is as follows:

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.

When registering a student without a legal residence, the school district will comply with Policy No. 3115, Homeless Students: Enrollment Rights and Services.

When the district receives information from the parent/guardian, student or an agency that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the district will comply with all applicable legal statutes including RCW 13.40.215 (enrollment of student found to have committed a violent, sex offense, and/or stalking crime).

The Superintendent or his or her designee is authorized to develop procedures to implement this policy.

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

### **Definitions**

All practices outlined in this Superintendent Procedure must be in alignment with federal and state laws and regulations. In addition, to federal and state laws and regulations, the following types of documents set the parameters in this Superintendent Procedure:

## Preface

- **School Board Policy:** These are formal rules adopted by the Board of Directors of the Seattle School District, which apply districtwide. Typically, Board policies are relatively broad in nature, though some Seattle School Board policies are very specific.
- **School Board Procedure:** The School Board may adopt a districtwide School Board procedure as a companion to a School Board policy; the procedure describes how the policy will be administered.
- **Administrative Procedures or Guidelines:** These are the documents created by the Superintendent or the Superintendent’s designee that set districtwide expectations. Administrative procedures or guidelines do not need Board approval to be altered, but changes need to be approved by the Superintendent or designee who authored them originally. Administrative procedures or guidelines must be in line with School Board policies and procedures, meaning that they can explain in detail how a School Board policy or procedure is going to be implemented, but they cannot contradict School Board policies and procedures. Administrative procedures or guidelines may include forms and timelines to be used for implementation.

### Tips for Readers

- ➔ This is a “living” reference that will be updated when additions/changes in federal/state statutes, regulations, District policies, procedures, and/or changes in service delivery models, etc. occur.
- ➔ The information in this Superintendent Procedure is as accurate as possible at the time of publication. However, it is possible that some programs could be moved, eliminated, reduced, or modified; policies and guidelines may require periodic revisions. Major changes will be publicized as soon as they are known.
- ➔ The Table of Contents and Cross-References are interactive. In lieu of an index, users may use the “Find” option to locate information on a topic in the e-format.
- ➔ To print this document in book format for a binder, choose *Print* and under *Properties* choose “*print on both sides*”.
- ➔ Generally specific dates are not cited in this document. For example, instead of January 20, the reference would be mid-January. Significant dates for enrollment procedures may vary from year to year -for specific and accurate dates, please refer to [www.seattleschools.org/admissions/](http://www.seattleschools.org/admissions/).
- ➔ This Superintendent Procedure is not distributed in hard copy format. It is posted on the Seattle Public Schools website at: [www.seattleschools.org/admissions](http://www.seattleschools.org/admissions).



## Preface

The *New Student Assignment Plan, Student Assignment Transition Plan for 2020-21*, this Superintendent Procedure and other information about Seattle Public Schools (SPS) are available at the SPS website at [www.seattleschools.org](http://www.seattleschools.org). Many of the forms referenced in this Superintendent Procedure are available for downloading at this site. Paper copies of materials including the Superintendent Procedure are also available at the Admissions Center located at the John Stanford Center for Educational Excellence, 2445 3<sup>rd</sup> Avenue South, Seattle, WA 98134.

This Superintendent Procedure was prepared through a collaborative effort of Enrollment Planning, Admissions, and interdepartmental representation (English Language Learners, Special Education, Advanced Learning, etc.). All departments and users are encouraged to provide detailed comments on the *Superintendent Procedures for Student Assignment* to aid in producing an accurate and consistent resource for SPS staff.

# ENROLLING IN SEATTLE PUBLIC SCHOOLS

## Enrollment

Most students can now enroll online through the new online registration system located on the District's website at [www.seattleschools.org/admissions/registration](http://www.seattleschools.org/admissions/registration) (complete admission procedures and then be assigned to a school) or utilize the computers at the Admissions Center located in the lobby of John Stanford Center for Educational Excellence for further assistance. A small number of students may need to be referred to other offices for enrollment. At this time, Admissions Center staff generally do not assign students who require Special Education intensive programs. Students requiring these services are assigned by the Special Education department to ensure the student's Individual Education Program (IEP) needs can be met at the assigned school. See **Special Education** page 29 for more information. Students under disciplinary action or who are requesting an option school with continuous enrollment (Middle College, Alan T. Sugiyama High School @ South Lake, Nova or Interagency Programs) must complete admission at the Admissions Center. Assignment to these schools are made by Admissions Center staff only when a student provides an *Enrollment Referral Form* from the school/program.

## Admission Documents

Parents/guardians who wish to enroll a new student and/or a student without a current assignment must provide the following documentation at the time of application:

- **Birth Certificate (for preschool, kindergarten and first grade only)** — Birth certificate, hospital records, passport, current DSHS records, or court records are acceptable documents for a child's birth date. Parents/guardians without one of the above documents are advised to contact the Admissions Center prior to enrollment to determine what substitute might be acceptable.
- **Photo ID of the parent/guardian completing admission for the student** — such as a Washington State Driver's License (WSDL) or passport.
- **Two additional address verification documents** — Current telephone, utility or cable bills; lease or mortgage information; insurance documents; or documents from a public agency such as a court of law or DSHS. Parents/guardians without the above documents are advised to contact the Admissions Center prior to enrollment for assistance. Falsification of address is cause to revoke a student's assignment. The district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see Board Policy No. 3115, Homeless Students: Enrollment Rights and Services).

A child of a military family will be enrolled without address verification documents upon receipt of official military documentation detailing an arrival date into the area. In these situations, the parent/guardian must provide to the district address verification documents within fourteen (14) days of the arrival date provided on the official military documentation.

**Immunization Records** — Students must be in compliance with the current Washington State immunization laws. Parents/guardians are advised to bring the students' health records when they are enrolling a student so that staff can verify the information based on the WA State Immunization Information System. Acceptable records must be provider-verified such as: official lifetime immunization records with a provider stamp or signature, official immigration, immunization record, immunization record printed from a healthcare provider, clinic or hospital, written immunization records with a provider stamp or signature. Under some circumstances, conditional acceptance may be given to preschool or kindergarten students enrolling prior to the start of school in September. Students entering at other grade levels are expected to be in compliance *unless* they have begun a series of immunizations and it is too soon for the next dose. In that case, the student is conditionally accepted. Children can be exempted from required immunizations for medical, personal or religious reasons. However, as of July 28, 2019, personal exemptions are no longer accepted for the Measles-Mumps-Rubella (MMR) vaccine. Additionally, if there is an outbreak of a vaccine-preventable disease for which a child has not been immunized, the student can be excluded from school, preschool or childcare until the outbreak is over. Questions about immunization requirements are referred to SPS Health Services at (206) 252-0750.

**Miscellaneous Documentation** — Other documentation may be necessary for special circumstances such as, but not limited to the following: changes in guardianship, host families, parent/guardian custodial plans, and name changes for students.

Some programs require an *Enrollment Referral Form* such as, but not limited to: Special Education services in private school, Athletics, Cascade Parent Partnership Program, Interagency, Middle College, and Skills Center.

### Admission Information

Parents/guardians also need to complete the following forms through the online registration system for enrollment:

- **Admission Form** — This form is the basis for creating a student's identification number and basic student record so that a student can be assigned to their designated school. Information includes the student's home address, home phone number, birth date, racial/ethnic designation, country of origin, home language survey, previous school, parent/guardian names, parent/guardian work phone numbers, local emergency contact names and phone numbers, and physician's phone number. Additional information is requested regarding the student's history in areas of Special Education, health, and discipline.

On the *Admission Form*, a parent/guardian is asked to indicate the student's ethnicity and race for analysis and required reporting purposes. According to Federal Guidelines, the parent/guardian is the best source, but a high school student may self-identify their race and ethnicity categories. If the parent/guardian chooses not to respond to the questions on ethnicity and race, observer identification (by staff) will be used as a last resort following acceptable efforts to obtain the information and after informing the parent/guardian that observer identification will be used. If a parent/guardian refuses to identify the ethnicity or

## Assignments

race of a student, but the student later volunteers this information, the categories that the student has self-identified will be used.

The ethnicity may be Hispanic/Latino or not Hispanic/Latino. Parents, guardians, and students may self-identify race with as many categories on the form as apply to them, but a primary choice must be indicated. Any student indicating Alaskan Native or any other American Indian or Native American category will be asked to complete a *Title VII Student Eligibility Certification*<sup>1</sup> form. The designated ethnicity and race(s) may be changed at any time by submitting the appropriate form to the Admissions Center or the student's assigned school.

- **Certificate of Immunization Status (CIS) Form** — The CIS is completed by a verified provider to show students' compliance with the current Washington State immunization laws. Washington State requires use of the official CIS form that has been signed by the parent/guardian. A copy of the child's "shot record" may be attached to the CIS for additional verification, but the information must be transcribed on the signed CIS form. Admissions Center staff can also retrieve a student's CIS form through the WA State Immunization Information system.
- **Optional: School Choice** — For new students who want to request a different school assignment they may indicate their options through the online registration process, however, a different school assignment is not guaranteed. Parents/guardians are asked to prioritize their school choices in the order of preference. To ensure siblings of the applicant are identified, names of the students may be provided on this form at the time of application<sup>2</sup>. Siblings are defined as students living in the same household with the same home address on record for assignment purposes. The definition of sibling also applies to foster children living in the same home.
- **Miscellaneous Forms** — Additional forms may be necessary for special circumstances such as, but not limited, to the following: Special Education, early entrance for kindergarten, non-residents, I-20 visa students, host families and address confidentiality. See the **Special Status Students** section starting on page 37, for more information.

**Note:** Online registration submissions will be processed based on the received date only if the application is complete. Applications that are missing documentation or information can delay processing; parent/guardian will be notified for completion. Most forms required for enrollment are available online at [www.seattleschools.org/enrolladmissions/](http://www.seattleschools.org/enrolladmissions/).

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<sup>1</sup> Title VII Indian Education Formula Grant provides funding to support programs and services for American Indian and Alaska Native students. Completing the form is voluntary.

<sup>2</sup> The Student Assignment System (SAS) is able to identify siblings if the addresses match. Listing sibling names on the application may assist in cases where a student's address is not up-to-date or has not been entered accurately.

### Addresses

#### Assignment Address

The basis for admission and school assignment to each public school student is the student's principal place of residence in the Seattle School District. The student's principal place of residence is the home, house, apartment, facility, structure or location, etc. where the student lives the majority of the time. Generally, the residence of a student is the principal abode of their parent(s) or legal guardian(s). It is this address that determines the student's designated school and transportation eligibility, as well as applicable tiebreakers during Open Enrollment. See **Admission Documents, page 4**, for acceptable documents to verify an address.

In the case of students who reside in residential facilities or institutions such as King County Jail, SeaMar, or Ryther, the facility is considered to be the "principal abode" or "legal residence for enrollment purposes."<sup>3</sup>

#### Shared Custody

If a student lives in more than one home, their primary address is to be used. The primary address is where the child spends the majority of their residential time<sup>4</sup> (i.e. where the child spends 4 or more nights a week). If the child has equal residential time (i.e. every other week or every other day) either address may be used as the child's primary address. The parenting plan for the student may be requested as additional address documentation. Students under the joint custody of separated or divorced parents are considered to be residents of the attendance area where the child spends the majority of their residential time.

If a dispute occurs between two or more parents/guardians regarding a student's assignment, generally the student will remain assigned to the school they were attending before the event resulting in the dispute occurred. This assignment will remain in place until the dispute is resolved. No further transfers will occur until the parents/guardians can provide documents that determine which parent has custody and/or educational decision-making rights. Parents/guardians will be directed to resolve their dispute in the process cited in a parenting plan or pursuant to other judicial decision. This procedure ensures a stable school assignment for the student until any dispute is resolved.

#### Guardianship and Residency

If the address of the parent/guardian is outside the boundaries of the school district, the student is a non-resident and may enroll subject to requirements for non-resident students. Parents/guardians cannot use someone else's in-district address to circumvent requirements that apply to non-resident students, or because they want the student to attend a school not open to non-residents. Non-resident guidelines, instructions and forms are located on the SPS website at [www.seattleschools.org/admissions/](http://www.seattleschools.org/admissions/).

A parent/guardian may request permission to enroll a student in SPS if the student's verifiable primary residence is with another adult who lives within the boundaries of the Seattle School District and who has assumed authority and responsibility for the student. Granting authority and responsibility for a student to a resident of the district primarily for the purpose of enrolling a

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<sup>3</sup> WAC 392-137-115; WAC 392-122-220

<sup>4</sup> WAC 392-137-115.

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student in SPS does not establish the student as a legal resident of the school district. A secondary domicile apart from the parent/legal guardian's primary residence does not constitute student/parent/legal guardian place of residence.

An application for a student who lives with someone other than a parent/guardian requires an *Authority and Responsibility for a Minor Student* form to be completed and notarized by an official notary. Both the parent/legal guardian and the adult assuming authority and responsibility must follow standard procedures to verify primary legal residence. In addition, the adult assuming the authority and responsibility must provide verification that the minor student is actually living with and in the daily care and supervision of the adult. Appropriate verification of the student's residence may require, for example, one or more of the following:

- Verification of unavailability of parent/legal guardian due to incarceration or hospitalization
- Police report
- Verification of parent/legal guardian address outside of the Seattle area

The information provided is evaluated to determine the residency status of the student(s). Any assignment made at the time of application is provisional, pending evaluation of the application. Students applying for the subsequent school year rather than the current school year may apply beginning on the same date as new non-resident students.

### Host Families and Residency

In some cases, such as when a parent/legal guardian and child(ren) have recently moved into the district and are living with another family, address verification with the parent/legal guardian's name may not be available. A parent/legal guardian residence in the district is considered a host family and may qualify as the residence for the parent/legal guardian if it is the primary residence. It is expected that the parent/legal guardian will be able to verify district residence within a few months of the move. Until the parent/legal guardian establishes verification of district residence in their legal name, the host family must follow standard procedures to verify district residence.

An application for a student who lives with a host family requires a *Parent/Legal Guardian Living with Host Family* form to be completed. The parent/legal guardian must provide a photo ID and information on the previous residence. Verification that the parent/legal guardian and student(s) are no longer at the previous address may be required, such as: close out of utility accounts, documents for return of deposit and keys, or verification that the former residence is now occupied by someone else. (It is expected that the parent/legal guardian will be able to verify district residence within a few months.) An explanation of any unusual or extenuating circumstances is requested. The host family must follow standard procedures to verify district residence.

Applications are evaluated and a determination is made as to the residency status of the student(s). Any assignment made at the time of application is provisional, pending evaluation of the application. Students applying for the subsequent school year rather than the current school year may apply beginning on the same date as new non-resident students.

### Falsification of Address

Assignments are always subject to address verification and may be revoked if inaccurate or misleading information is provided. The following locations do not constitute

student/parent/guardian place of residence: owned, leased, or rented secondary domiciles or other property, or places of business apart from primary residences, and addresses designed only for receipt of U.S. mail. It is the family's responsibility to provide the District with updated address information when there is a change in residence.

If an investigation suggests an address is false, the parent/guardian is sent written notification informing them of the findings. A parent/guardian has two weeks to verify the residence before any action is taken. In the course of investigation, any additional documentation necessary to establish whether or not the address is legitimate under SPS guidelines may be requested. If the address is confirmed as false, written notification of any assignment change(s) is mailed to the parent/guardian and a copy of the letter is forwarded to the SPS General Counsel and school principal. While a specific assignment may be revoked, no verified Seattle Public School resident student will be refused assignment consistent with guidelines in effect at the time. Resident students will be transferred mid-year to their appropriate attendance area school.

### Age and Grades

#### Age Requirements

**Kindergarten** — Students who turn five years of age on or before August 31 of the school year of enrollment are eligible to enroll in kindergarten. An exception<sup>5</sup> may be made if a student is five by October 31 and qualifies for early entrance. See section **Early Entrance for Kindergarten**, page 11.

In addition, kindergarten students who transfer from outside SPS are eligible under the following conditions:

- Student is five by October 31, regularly attended kindergarten in any public school from the start of that system's school year through the time of application to SPS and is recommended by that school for kindergarten. Attendance must have been for at least one month—20 sessions of not less than two hours each.
- Student is five by December 31, has completed approximately one semester of kindergarten in any public or private school and is recommended by that school for kindergarten. A semester is at least 80 sessions of two hours each.

**First Grade** — Students who turn six years of age on or before August 31 of the school year of enrollment are eligible to enroll in first grade. Exceptions may be made if one of the following is applicable:

- Student is six years of age by December 31, has completed one full year of kindergarten (160 sessions of at least two hours each) in a public or private school, and is recommended by the former school for first grade entrance.
- Student, regardless of age, has completed one full year of kindergarten and regularly attended first grade in a public-school system for a *month or longer*, or in a private school for approximately a *semester or longer*.
- See section **Verification for Kindergarten and First Grade Age Exceptions** below.

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<sup>5</sup> WAC 392-335-025 permits local school districts to make exception to the entry age in accordance with the WAC and with established school district regulations and procedures. Board Policy D00 establishes the exception of early entrance into kindergarten, first grade and second grade.

## Assignments

**Verification for Kindergarten and First Grade Age Exceptions** — The parent/guardian is responsible for obtaining documentation from the former school verifying the dates and the hours of attendance, that the child has made satisfactory progress in the relevant grade, and that the school (if a private school) is certified by the state where it is located.

**Grades 2 through 8** — At other K-8 grade levels, students are assigned according to the grade attended at their last school. When a student transfers from a non-graded program such as home-based instruction, the student is assigned to the grade determined by their chronological age. The principal of the student's assigned school arranges for assessment to determine the student's appropriate grade level and makes any necessary corrections to their placement and grade records. See **Grade Changes**, page 11 for more information.

**High School** — Grade levels for high school students are determined by credit attainment, not chronology, and are based on the current number of credits required by the state of Washington's graduation requirements. For assignment purposes, a copy of the student's transcript from the last school will determine the correct grade. High school grade levels are determined as follows:<sup>6</sup>

Credits	Grade Level
0.00 – 5.99	9
6.0 – 11.99	10
12.0 – 17.99	11
18 and above	12

In absence of a transcript, the student or parent/guardian will be asked how many credits have been completed. If this is unknown, the last grade completed will be used to determine the grade level for enrollment purposes only. For example, if the student completed 9th grade, the student will be assigned to 10th grade. If the last grade completed is unknown, the student will be assigned according to the guidelines used for Home Based Instruction students below. Once the student's official transcript is received and evaluated by the assigned school, the student's grade will be adjusted if necessary.

Students for whom a *Declaration of Intent to Home School* form is on file with SPS will be enrolled in high school according to the following schedule<sup>7</sup>:

- Freshman/9<sup>th</sup> grade if 14 by August 31 of the year wishing to enroll
- Sophomore/10<sup>th</sup> grade if age 15 by August 31 of the year wishing to enroll
- Junior/11<sup>th</sup> grade if 16 by August 31 of the year wishing to enroll
- Senior/12<sup>th</sup> grade if age 17 August 31 of the year wishing to enroll

Students will be assigned to the appropriate grade level during the enrollment process. Being placed in a given grade does not eliminate the need to complete all graduation requirements if the student is attempting to earn a diploma through SPS and may include the need to complete

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<sup>6</sup> Policy No. 2420

<sup>7</sup> Policy No. 2420



additional credits if the student is enrolling from a district/state that required fewer credits to graduate than the state of Washington.

If a student has graduated from a United States high school or equivalent international high school program, SPS is not required to provide further educational services. A student who has completed an alternative to a United States high school program such as a General Education Diploma (GED) may be enrolled in a Seattle Public School for the intent of achieving a high school diploma. Once enrolled, the assigned schools will evaluate the students' credits. Students may remain enrolled until they meet SPS graduation requirements or until the student surpasses the allowed age limit for attendance.

Promotions for middle school students to high school will not be made mid-year. See **Grade Changes** below for further information.

**Age Limit for Older Students** — SPS must provide educational services to students who live within Seattle Public Schools boundaries and who are under 21 years of age at the beginning of the school year. Students, who turn 21 on or after September 1, may be assigned and will be allowed to attend until the end of the school year or until they graduate, whichever comes first. Students who turn 21 on or before August 31 of any school year will not be permitted to re-enroll in school.<sup>8</sup>

### **Early Entrance for Kindergarten (206) 252-0130**

Resident children whose birth date falls on or between September 1 and October 31 of the school year of enrollment may apply to participate in the early entrance testing in the spring — eligibility would be for the next school year. Applications for early entrance screening are available on the Advanced Learning department's website starting April 1.

Early entrance assignments cannot be completed in the Student Assignment System (SAS) until after End-of-Year processing (EOP). EOP usually occurs in late July or early August; the exact date to be determined each year and posted in the Admissions calendar. However, applications may be submitted earlier. Standard application procedures apply and students eligible for early entrance into kindergarten are subject to standard school assignment rules, which include Open Enrollment timelines and procedures; there are no exceptions. If approved for early entrance, there is a four-week trial period in kindergarten at the beginning of the school year, after which the final determination for continuation in kindergarten is at the discretion of the school principal.

### **Grade Changes**

Grade level changes are generally only changed by the principal of the school. Admissions Center staff can change the student's grade in the following situations:

- A student who was withdrawn from kindergarten due to a school readiness concern. The student's grade can be changed at the parent/guardian's request so the student may re-enroll in kindergarten for the following year.

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<sup>8</sup> REA does a monthly report to identify over-21 students.

## Assignments

- When a school requests assistance for a change to a grade that is not offered at that school (schools do not have access to do this in PowerSchool). However, refer to guidelines below about limitations to mid-year promotions for grade 8 students.

If a school changes a grade and thereby promotes or demotes a student to the next tier (e.g. from 8th to 9th grade) for this year, the change must be done before the start of school. *No mid-year riser promotions/demotions are allowed*. Exception: if a new student was placed in an incorrect grade when enrolling, the grade may be corrected at any time.

When an eighth grader is not-promoted and is continued in the eighth grade, the principal cannot subsequently promote the student to high school *after the academic year has started*. There are three available options for students whose promotion to high school is questionable<sup>9</sup>:

1. retention for a complete academic year as an eighth grader,
2. promotion to the ninth grade *prior* to the start of the academic year, or
3. referral to Interagency or other option school with continuous enrollment

When a student's grade is changed, their school assignment(s) also changes automatically to the new grade for this year and next year. They keep their current this year and next year assignments, as long as the schools offer their new grade and offer their current program at the new grade. If the grade change causes the student to become a riser for next year (their next year assigned school does not offer their new next year grade or current program), then they are reassigned for next year to their new next year grade at their designated school and program.

If a student's this year grade is changed to grade 12, their next year assignment will immediately be inactivated because 12th graders do not have a next year assignment. Exception: if a student is assigned to receive Special Education intensive services or ELL services and the student's age on August 31 (before the next school year starts) will be less than 21 years, they will still be assigned to grade 12 for next year. This will require a Student Assignment System update.

### Non-Promotion

**Grades K-8** — Schools must send notification of non-promotion to the parents/guardians no later than the date specified in the *Close of School/Start of School Instructions and Procedures*<sup>10</sup> (COS/SOS) — issued annually by the Research, Evaluation and Assessment (REA) department — usually the last day of school in June. Included with the notification should be a form letter from the ESO in the COS/SOS document, which explains the assignment procedures. Schools have until the end of June to record the non-promotion.

A student who is non-promoted may remain at their previously attended school. If a non-promoted student was assigned a choice assignment during the reassignment period, the student may attend this school if their non-promoted grade is offered at the choice school. If the school does not offer their non-promoted grade, they return to their previously attended school, regardless of space.

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<sup>9</sup> This relates to WAC 180-51-050 which mandates credits equate to 150 hours of instructions. A student starting after the start of a semester cannot earn the required hours associated with the receipt of credit.

<sup>10</sup> This document is posted on SPS inside website for Research, Evaluation, and Assessment (REA).

A parent/guardian cannot apply for an assignment at the non-promoted grade before the grade increment process (usually in July). Prior to End-Of-Year processing (EOP), the application can only be for the ‘next year’ grade on record. New assignments for non-promoted students submitting applications for the repeated grade levels are made after EOP.

**Grades 9-12** — Non-promotion is based on credits earned. Each grade (9-12) requires a minimum of six credits completed before advancement to the next grade. Students who have not earned enough credits to be promoted to the next high school grade will be automatically non-promoted during year-end processing. Schools may also adjust grades based on credits at specified times during the school year.<sup>11</sup>

## SCHOOL ASSIGNMENTS

### Assignment Basics

#### This Year vs. Next Year

“This year” refers to the school year in session, or, during August and September, the school year that is about to start. “Next year” refers to the following school year.

#### Next Year Grade Levels

Next year grades for students in grades 1-11 are automatically determined by adding one level to this year data. Kindergarten (K) students become grade 1. Preschool (PS) students who will be 5 years old prior to the next year age cut-off become kindergarten or K; all others will remain Preschool (PS).

Generally, if a student is in grade 12, they are anticipated to graduate and will have no designated grade for next year. The exception is a grade 12 student in an intensive service Special Education Program or ELL program; if the student’s age is less than 21 prior to the next year age cut-off, the Special Education student will be continued as grade 12 next year.

#### Effective Date for New Assignments

Before school has started, the effective date for this year assignments can be any school day (i.e. day that school is in session) between the first day of school and 20 school days after that. After school has started, the effective date for this year assignments can be any school day between today and 20 school days in the future but cannot be after the last day of school.

The effective date for all next year assignments is the first day of school.

Students may enroll in their attendance area school for the upcoming school year via Early Enrollment beginning December 1 each year. To apply for a different school, a *School Choice Form* must be submitted during or after the annual Open Enrollment period.

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<sup>11</sup> Schedule and guidelines for high school grade level changes are outlined in PowerSchool Quick Reference (QRD) Credit Details.

## Assignments

### Service Needs

If a student is eligible for Special Education services, they may be assigned only to a school that offers their required services. See the **Services and Programs** section, page 26, for more information about services.

### Designated Schools

Assignments to attendance area schools are based on the student's residence. A student's designated school is their attendance area school, or linked school, to which a student is guaranteed assignment, based on their assignment address and their service eligibilities.<sup>12</sup> There are designated schools only for students in grades K-12; there are no designated schools for preschool, except for students who are eligible for a Special Education preschool program. Non-resident students do not have a designated school.

For students without any service eligibilities or special attributes, the designated school and program is the General Education program at their attendance area school. Because each attendance area school cannot provide every service, some attendance areas are linked to other nearby schools which provide services not available at that attendance area school. If a student's attendance area school does not provide the service(s) the student needs, the student's designated school is the linked school.<sup>13</sup>

Each student has only one designated school, but some students (see following sections) also have an alternate designated school; this is a second school to which a student is guaranteed assignment in addition to their (primary) designated school.

### Full-Day Kindergarten

The designated General Education program at kindergarten is full-day kindergarten.

### English Language Learners (ELL) and Bilingual Orientation Center (BOC)

ELL services are offered at every school. For students who are newly eligible for ELL services, their designated assignment is General Education at their attendance area school. Students previously assigned to a linked school for ELL services may remain at their linked school. For most students who are eligible for BOC services, their designated assignment is to BOC at their linked school for BOC; their alternate designated assignment is General Education at their attendance area school for ELL services. For students in grades K-5 who reside in the Madison or Denny Service Areas and are eligible for BOC services, their designated assignment is General Education at their attendance school for ELL services.

### Special Education

For students who are eligible for Special Education resource services; their designated assignment is General Education at their attendance area school (currently all schools offer special education resource services). For students who are eligible for Special Education intensive services, their

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<sup>12</sup> As an exception to the above description of assignment to designated schools, effective June 24, 2020 the School Board waived the provision in Board Policy No. 3130, Student Assignment and Enrollment, that states "students shall have the opportunity to attend an elementary, middle or high school in a designated attendance area based upon home address" with respect to new students to the district who would otherwise be assigned to Mercer Middle School as their designated attendance area school. Assignment options for these new students are stated in the Student Assignment Transition Plan.

<sup>13</sup> Linked schools are listed in a chart *SPS Linked Elementary Schools and Location of Student Services and Programs*.

designated assignment is to the appropriate services at a school in their service area or another nearby school. At this time, linked schools have been established for most Special Education intensive secondary (6-12) services and some elementary services. Services that have not been officially linked require the Special Education department to determine assignment for students on an individual basis. See **Special Education** on page 29 for additional information.

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. For Option School, there will be designated seats available for students who are eligible for intensive special education services (Access, Focus, Social/Emotional, Modified Intensive, Distinct). When requesting an Option School, students will be assigned through the School Choice Process during Open Enrollment.

### **Siblings of Special Education Students**

For siblings of students with Special Education service need that require a linked school, their designated schools are their attendance area schools or linked schools, and their alternate designated school is the sibling's linked school that offers the services. They may attend their sibling's designated school if different from theirs.

### **Advanced Learner (AL)**

For students who are eligible for Advanced Learner (AL) their designated school/program is the General Education program at their attendance area school (there is no linked school for Advanced Learners).

For students who are eligible for Highly Capable Cohort (HCC) for grades 1-8, their designated school/program is the General Education program at their attendance area school; their alternate designated school/program is the HCC program at their HCC pathway school.

### **Students Identified as Highly Capable in grades 9-12**

For students eligible for Highly Capable in grades 9-12, but not enrolled as HC, their designated school/program is the General Education program at their attendance area school; their alternate designated school/program is the HCC program at their HCC pathway school. Eligible 9-12 grade HCC students may request a choice assignment to the HCC program at Ingraham<sup>14</sup>; assignment is not guaranteed, but dependent on choice seat availability.<sup>15</sup>

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<sup>14</sup> HCC students may also request the Ingraham HCC/IBX Program for 9<sup>th</sup> grade only.

<sup>15</sup> Students assigned to HCC in 8<sup>th</sup> grade are automatically continued into their HCC pathway for 9<sup>th</sup> grade based on where they live (and then subsequently grades 10-12) as a Choice assignment and may also choose the IBX program at Ingraham, but the HCC/IBX Program is based on space available.

## Assignments

The designation will not grant eligibility for Ingraham High School's accelerated International Baccalaureate (IBX) program.<sup>16</sup>

### Multiple Eligibilities

SPS has and will continue to implement a policy and practice of ensuring that students with disabilities have equal access to the District's highly capable services.

### International Schools

The district offers international education programs and pathways. Non-attendance area students who are eligible for continuation in an international school's pathway and who apply during Open Enrollment through May 31 will be assigned to their pathway. Elementary to middle School pathways go into effect when an elementary program extends through 5<sup>th</sup> grade. Middle school to high school pathways go into effect when a middle school program extends through 8<sup>th</sup> grade.

### Students in the John Stanford and McDonald International Schools

John Stanford International School (JSIS) and McDonald International School are option elementary schools that offer instruction in Spanish and Japanese languages; these schools offer language immersion classes only, and do not have a separate non-immersion track. Once assigned through the choice selection process, the school staff determines which language track the student will participate in. If a student who is assigned to JSIS or McDonald does not want to attend a language immersion school or would like to attend half-day kindergarten (which is not offered in language immersion classes), they will be assigned instead to their attendance area school. This will be a designated assignment.

Students in grades K-1 who are assigned to JSIS or McDonald through the choice process will be assigned without testing. The language track of new K-1 students may be determined by class size since there are no fluency requirements except for Native/Heritage speaking students. Students K-1 may be assigned according to standard assignment guidelines at the time of assignment.

### Heritage Speakers

JSIS and McDonald will set aside 20% of their seats for grade K and 1<sup>st</sup> grade exclusively for students who are a native/heritage speaker of Japanese or Spanish. Eligible students will be tested at the school for language proficiency to qualify for assignment under this provision, based on self-identification through the *School Choice Form*. Those who pass the heritage speaker test will be assigned to available designated seats in order of their placement on the waitlist. Those who are tested but do not meet the criteria will be put back in their original place on the waitlist.

Students entering grades 2-5 who wish to enter a language immersion school must meet grade-level language proficiency requirements (determined by the school) in order to be assigned.

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<sup>16</sup> WAC 392-170-070, Students may request from the Multidisciplinary Selection Committee (MSC) to recommend reassignment to a different high school if their academic needs cannot be met at their current high school (if they have taken all available advanced courses, for example). Coordination of placement will be subject to available seats determined by Enrollment Planning.

### **Students in the Beacon Hill, Dearborn Park and Concord International Schools**

Beacon Hill, Dearborn Park and Concord International Schools are attendance area schools that offer both English and international language immersion tracks. Specific language assignments are made by the respective schools.

### **Revised Boundaries**

Changes to attendance areas will be ongoing for implementation of Growth Boundaries.

### **Revised Boundary Areas: Elementary Attendance Area Changes**

**2020 – 2021:** Licton Springs K-8 to the Whitman Service area; expansion of Geozone to align with walk zones: Cedar Parks, South Shore PK-8, Hazel Wolf K-8, Orca K-8 Salmon Bay K-8, STEM K-8 and Thornton Creek

### **Revised Boundary Areas: High School Attendance Area Changes**

**2020-21:** Expansion of Geozone Cleveland HS

### **Revised School Assignments: Middle School Attendance Area Changes**

**2020-21:** Effective June 24, 2020, no new students to the district will be assigned to Mercer Middle School. New Students to the district who would otherwise, be assigned to Mercer Middle school will be assigned to Aki Kurose or Washington Middle School depending on their residence.

### **Middle School Students in K-8 Attendance Areas**

The designated school for students in grades 6-8 is their attendance area middle school<sup>17</sup>. However, students in grades 6-8 who live in the attendance areas for a K-8 attendance area school (Broadview-Thomson or Catharine Blaine) also have the K-8 school as their alternate designated school, as long as it offers any needed services. Currently enrolled students will be continued through the highest grade served at the K-8, but choice assignments for new to the district 6-8 grade students in these attendance areas are subject to choice seat availability. For example, a 7<sup>th</sup> grade student who lives in the Broadview-Thomson attendance area has Whitman as their designated school.

### **Assignment Types**

Every school assignment has an assignment type, which is used to determine other assignment rules.

### **Grandfathered Assignments**

Once a student with a grandfathered assignment receives an assignment to a different school, or withdraws from their grandfathered school, the grandfathered status at the previous school ends and cannot be reinstated.<sup>18</sup>

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<sup>17</sup> Effective June 24, 2020 the School Board waived the provision in Board Policy No. 3130, Student Assignment and Enrollment, that states “students shall have the opportunity to attend an elementary, middle or high school in a designated attendance area based upon home address” with respect to new students to the district who would otherwise be assigned to Mercer Middle School as their designated attendance area school. Assignment options for these new students are stated in the Student Assignment Transition Plan.

<sup>18</sup> Exceptions: Students reassigned temporarily to Interagency at Columbia School (715) will retain their grandfathered status.

## Assignments

After the 2009-10 school year, no new grandfathered assignments will be given with the possible exception of school boundary changes. Students who are impacted by a boundary change that would otherwise place them in a new attendance area school for the following year *may* be grandfathered by the School Board to remain at their current school with a continuing assignment as long as the student remains enrolled at the current school. Decisions about grandfathering groups of students in conjunction with Growth Boundaries are made by the School Board.

### Designated Assignments

Students who are assigned to the designated program (usually General Education) at their attendance area school or linked attendance area school (i.e. their “designated school”) will have “designated” assignments, unless they were assigned to that school via Open Enrollment or other school choice transfer period, or their assignment was grandfathered.

### Choice Assignments

Students who received their assignment by applying for available seats will have a “choice” assignment. Students may have a choice assignment to their designated school.

### Initial School Assignments

Students who do not yet have a school assignment have different options for assignment, depending on whether they are a new or returning student.

### New Students (Initial Assignments)

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.

A new student who will begin school **this year** (2020-21) and did not previously receive a choice assignment for this year, has the following assignment options:

- A. Assignment to their designated school for this year  
**OR**<sup>19</sup>
- B. Through August 31, select an attendance area or option school with available choice seats.  
**OR**
- C. Starting September 1, select an option school with available choice seats (attendance area schools are no longer available for choice after August 31).

A new student who will begin school **this year**, but had previously received a choice assignment for this year, has the following assignment options:

- A. Reassignment to their previous choice assignment if there is space available (up to maximum class sizes, determined by Enrollment Planning).  
**OR**

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<sup>19</sup> Effective June 24, 2020 the School Board waived the provision in Board Policy No. 3130, Student Assignment and Enrollment, that states “students shall have the opportunity to attend an elementary, middle or high school in a designated attendance area based upon home address” with respect to new students to the district who would otherwise be assigned to Mercer Middle School as their designated attendance area school. Assignment options for these new students are stated in the Student Assignment Transition Plan.



- B. Through May 31, select an attendance area or option school with available choice seats.

A new student who will begin school **next year (2021-22)** has the following assignment options:

- A. Starting September 1, assignment to their designated school next year (with no assignment for this year),  
**OR**  
B. Starting June 1 through August 31 (after Open Enrollment assignments have been made), select an attendance area or option school with available choice seats (with no assignment for this year).

New students, like all students, may also apply for a different school for next year during Open Enrollment (see **Changing School Assignments**, page 21).

### Returning Students (Initial Assignments)

A “returning student” is a student who had previously attended an SPS attendance area or option school (i.e. had been registered at that school) for any length of time, then withdrew from SPS, and subsequently returns to attend SPS again. A student who previously had an SPS assignment but never attended any school before, or who had previously only attended a service school, is considered a “new” student, not a “returning” student.

A short-term returning student is returning to enroll either during the school year in which they withdrew, or during the following school year. For example, a student withdrew in April of the — 2018-19 school year and returns in December of the 2019-20 school year.

A 'long-term returning student' is returning at least two school years following their withdrawal. For example, a student withdrew in April of the 2018-19 school year and returns in October of the 2019-18 school year. A returning student’s school assignment options depend on their assignment type at the time of withdrawal, whether they were assigned to their designated school at the time of withdrawal, the time of year that they return, and whether they’ve moved since withdrawing. These rules are also summarized in the attached chart *Assignment Rules for Returning Students*.

If a short-term returning student had a grandfathered assignment type or was not assigned to their designated school at time of withdrawal, they are generally reassigned to the last school and program they attended, as long as the school still offers any needed services and the student is still eligible to attend.<sup>20</sup> The assignment options for a short-term returning student with a grandfathered or choice assignment are:

- A. Return to the last school and program they attended for this year, if 1) the school still offers any needed services, 2) the student is still eligible to attend 3) and the school was available with seats.<sup>21</sup>  
**OR**  
B. Through May 31, select an attendance area or option school with available choice seats,

<sup>20</sup> If a student would not have been continued at that school under normal continuation rules (e.g. a student in a developmental preschool class would not have been continued to kindergarten) they will be treated like a new student.

<sup>21</sup> If a student is no longer eligible to be assigned to the last school attended, he/she will instead be assigned to the designated school/program.

## Assignments

**OR**

C. Get assigned to new designated school/program for this year,

**OR**

D. Through May 31, if student had received a new next year assignment prior to withdrawing (e.g. they applied during Open Enrollment and then withdrew in May), and they return to SPS for that year, that choice assignment will be reinstated if there is space available (up to maximum class sizes, not subject to available choice seats for new assignments<sup>22</sup>).

If a short-term returning student was assigned to their designated school at the time of withdrawal (and did not have a grandfathered assignment type), they are assigned to their designated school based on their current address, which may or may not be their last school attended.

If their designated school has not changed, they are assigned to their designated school and program. If they previously had a choice assignment to a different program at their designated school (i.e. Advanced Learners, Montessori, or HCC), that choice assignment will be reinstated upon request, if there is space available<sup>21</sup> (up to the maximum class sizes, not subject to available choice seats for new assignments). If they have since moved to a different attendance area, they no longer have the right to attend the last school they attended.

The assignment options for a short-term returning student who was previously assigned to their designated school are:

A. Assignment to designated school, based on current address, for this year

**OR**

B. If enrolling after June 1 through August 31, select an attendance area or option school with available choice seats,

**OR**

C. If enrolling after June 1 through August 31, and if student had received a new next year assignment prior to withdrawing (e.g. they applied during Open Enrollment and then withdrew in May), and they return to SPS for that year, that choice assignment will be reinstated upon request if there is space available (up to maximum class sizes, not subject to available choice seats for new assignments).<sup>23</sup>

A long-term returning student is treated like a new student for assignment and does not have any special right to return to the school they previously attended. An exception may be granted in the following circumstances: a student who withdraws after the last day of school, is gone for the next full school year, and then returns for the first day of school the next year (such as a student who has been on an exchange program or sabbatical) will be treated like a short-term returning student upon request.

Returning students – like all students – may also apply for a different school for next year during Open Enrollment through May 31 (see **Changing School Assignments**, page 21).

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<sup>22</sup> Available seats must be determined by Enrollment Planning.

<sup>23</sup> Available seats must be determined by Enrollment Planning.

### Next Year Continuation Assignments

When a student is given a “this year” assignment, they are generally also given a next year assignment, according to the rules below. This process is repeated each year for all students with active assignments, during the annual end-of-year transition process.

Students who are not eligible to receive a next year continuation assignment are not given next year assignments: students who are Not OK to Assign, non-residents, and students on an F-1 or J1 visa are all excluded from continuation. All other students with an active current assignment receive a next year assignment according to the rules below, in the order as shown:

1. Students assigned to HCC in 5<sup>th</sup> or 8<sup>th</sup> grade are continued to their HCC pathway school for next year; a *School Choice Form* is not required
2. Students assigned to Dual Language Immersion (DLI) program in 5<sup>th</sup> or 8<sup>th</sup> grade are continued to their DLI pathway school for next year; a *School Choice Form* is required
3. Students in 5<sup>th</sup> grade who are eligible for Advanced Learners at an elementary school are continued to the Advanced Learners program at their designated middle school for 6<sup>th</sup> grade; a *School Choice Form* is not required
4. Students assigned to an elementary BOC program are continued to their non-BOC designated school for next year
5. All other students whose current school year offers the student’s next school year grade and this year program are continued to the same school and program for next year
6. All other students are assigned to their designated school and program for next year

### Changing School Assignments

Once assigned to an SPS school, a student may change their this year and/or next year school assignments only under certain conditions. (See next section below for changing to designated school.)

### This Year Assignments

During Open Enrollment through May 31, any student may change their this year assignment by selecting from attendance area and option schools with available choice seats. Additionally, through May 31 any student may change their this year assignment to their designated or alternate designated school. After May 31, students may not change school assignments for this year, except under the following circumstances:

- New students (or long-term returning students) who have not yet attended their assigned school may select a new assignment from available choice seats for this year. (Note: Attendance area schools are no longer available for choice after May 31.)
- Any K-8 students with choice or grandfathered assignments who do not live in the walk zone and do not qualify for transportation at the assigned school may be reassigned to their designated school/program at any time, even if they have not moved.
- Students may be reassigned to a service school or option school with continuous enrollment at any time.
- Students who move may be eligible to change schools (see **Address Changes**, page 22)
- Students who have a change in service/program eligibility may be eligible to change schools (see **Services and Programs**, page 26).
- Students who are granted a transfer appeal or other special accommodation (see **Disputes and Appeals**, page 60).

## Assignments

- Students who may require a change due to an assignment error (e.g., an incorrect grade and the correct grade is not served at the assigned school).

### Next Year Assignments

Any student may apply for a new next year choice assignment during Open Enrollment. Students may also change their next year assignment via Real-Time Assignment during the period after Open Enrollment through May 31. Any new student to the district enrolled after May 31 may then be reassigned to another school with space available upon request through August 31, or to their designated or alternate designated school.

During end-of-year processing in late July, “next year” becomes “this year,” and the rules for changing this year assignments go into effect (see above). Students cannot change their next year assignments again until Open Enrollment, except in the following circumstances:

- Students with choice assignments whose assignment address is outside of their school’s service area may be reassigned to their designated school/program at any time.
- A student with a grandfathered or choice assignment who is not eligible for transportation (and does not live in the school’s walk zone) may be reassigned to their designated school/program at any time, even if they have not moved.
- Students may be reassigned to a service school or option school with continuous enrollment at any time.
- Students who move may be eligible to change schools (see **Address Changes**, see below).
- Students who have a change in service eligibility may be eligible to change schools (see **Services and Programs**, page 26).
- Students who are granted a transfer appeal or other special accommodation (see **Disputes and Appeals**, page 60).
- Students who may require a change in assignment due to an assignment error (e.g., an incorrect grade and the correct grade is not served at the assigned school).

### Changing to Designated School

Students assigned to a school other than their designated school may be reassigned to their designated or alternate designated school for next year by completing a *School Choice Form* during the Open Enrollment period through May 31. Forms are available online at [www.seattleschools.org/admissions](http://www.seattleschools.org/admissions) or at the Admissions Center. After May 31, students may only be reassigned to their designated or alternate designated school in the following circumstances:

- Any student with a choice or assignment who lives outside the walk zone or transportation area may be reassigned to their designated school/program at any time, even if they have not moved.
- A student in grades K-8 with a grandfathered assignment who lives outside of their school’s service area or linked service area and does not have transportation (and does not live in the school’s walk zone) may be reassigned to their designated school/program at any time, even if they have not moved.

### Address Changes

When a student moves, they must submit appropriate address documentation to the Admissions Center.

## Assignments

A student who moves may have the option of or be required to change schools, depending on their assignment type and the time of year that they move. The **date of the move** — not the date of when the move is *reported* — determines a student’s status under the move rules. Students with a designated assignment (or a choice assignment to their designated school/program) who change attendance areas must change schools for next year and, if they move before the start of the current school year, for this year also.

If a student has a grandfathered assignment, or a student has a choice assignment and is **not** at their designated school, and they move to an address in the same attendance area as the assigned school (or if a student is assigned to an option school and moves within the same attendance area), they do not have any additional options for a new assignment.

If a student has a grandfathered assignment, or a student has a choice assignment and is **not** at their designated school, and they move to an address in a different attendance area than the assigned school at any time (or if a student is assigned to Advanced Learners and moves to an address in a different service area than the assigned school; or if a student is assigned to HCC and moves to an address in a different HCC pathway; or if a student is assigned to an option school and moves into a new attendance area), they may:

- A. Stay at their current school
- OR**
- B. Change to their new designated school/program
- OR**
- C. Through May 31, select an attendance area or option school with available choice seats for this year.

Whether a student has a designated or a choice assignment, if they move to an address within the same attendance area, they do not have any additional options for a new assignment.

Whether a student has a designated or a choice assignment, if they move to an address in a different attendance area than the assigned school (or if a student is assigned to Advanced Learners and moves to an address in a different service area than the assigned school; or if a student is assigned to HCC and moves to an address in a different HCC pathway; or if a student is assigned to an option school and moves into a new attendance area):

1. If they move before school has started, they may not keep their current assignment and they **must**:
  - A. Change to their new designated school for this year OR
  - B. Through May 31, select an attendance area or option school with available choice seats for this year
2. If they move after school has started, they may either:
  - A. Stay at their current school for this year and change to new designated school for next year OR
  - B. Change to their new designated school for this year OR
  - C. Through May 31, select an attendance area or option school with available choice seats for this year.

## Assignments

### Waitlists

Students who do not receive an assignment to their first-choice school and program during Open Enrollment are automatically placed on a waitlist for that school and program. Waitlists are grouped by school, grade, and program. A school with multiple programs (e.g. General Education, Advanced Learners and Montessori) will have separate waitlists for each program.

Students may also request to be placed on a waitlist via Real-Time Assignment, during the period after Open Enrollment through May 31. New students enrolled after May 31 may not be added to an existing waitlist.<sup>24</sup>

Students are placed on only one waitlist. Students remain on waitlists until assignment to the school is offered and accepted/declined by the parent/guardian, or until the parent/guardian requests to be removed from a waitlist, or until the waitlists are dissolved on August 31). When a parent/guardian has more than one student waitlisted for a school and is offered assignment for only one student, the parent/guardian may request to keep that student on the waitlist until there is space for both (all) the students to be assigned at the same time. This option is offered under the understanding that space may not ever become available to accommodate the other student.<sup>25</sup> Students remaining on waitlists at the time of dissolution do not retain their waitlist status; if they'd like to apply for the school again for next year they may do so during Open Enrollment.

Students are rank ordered on waitlists as follows:

1. Requests received during Open Enrollment: ordered by standard tiebreakers.
2. Requests after Open Enrollment and before Batch Assignments end: added after the Open Enrollment applicants according to the date received. Applicants for the same school, same program, and same grade on the same date are ordered by lottery tiebreaker.
3. Requests received after Open Enrollment and after Batch Assignments: added to the end of any existing waitlist created during Open Enrollment, then ordered by date received and lottery number.

Students eligible to be placed on a waitlist (refer to timeline between Open Enrollment and Real-Time Assignments above) may request to change waitlists as often as they would like, beginning May 1 through May 31. When placement on a new waitlist is requested, the existing waitlist status is dropped and cannot be reinstated. The student is placed at the bottom of the new waitlist based on the date the application was received and lottery number. If a student changes waitlists and later wants to go back on the previous waitlist, they are placed at the bottom of that waitlist just like a student who had not previously been on that list.

Students do not need to have a school assignment in order to be placed on a waitlist. Non-residents may not be placed on any waitlist. Exception: J1/F-1 international students accepted to SPS must have a designated school assignment before they can be placed on a waitlist for another school option before May 31.

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<sup>24</sup> Exception: if a parent wishes to transfer two or more students who are siblings but there are not seats available for each of them, all of the siblings may be placed on waitlist even if there are seats available for some of them.

<sup>25</sup> The space offered to the one student will then be offered to the next student on the waitlist; the space is not held.

### **Waitlists for Language Immersion Schools**

Language immersion schools offer classes in multiple languages. The seats for the school are centrally managed, but the seats for classes are managed by the school; the two offices work together to determine waitlist offerings. When a seat becomes available in the language immersion school, the parent/guardian will be offered a seat in a class for a specific language. The parent/guardian may accept the available language class or may request to remain on the waitlist until the desired language becomes available and is offered. All students on the waitlist for grades above 1<sup>st</sup> grade that are offered assignment must be determined as sufficiently fluent in the language by the school prior to being assigned with the exception of Native/Heritage speaker eligible students.

### **Waitlists for Preschool and Kindergarten at (EEU)**

The Experimental Education Unit (EEU) is a school located at the University of Washington. It provides inclusive education to children with or without disabilities. Seattle Public Schools contracts with the Early Education University school (EEU) for a limited number of special education slots to provide Developmental Preschool and SPP Plus services. Students with a current IEP requiring placement in developmental preschool or SPP Plus are eligible to apply for preschool assignment at the EEU. Students must be 3-years old by May 31 and have an IEP. Preschool students rising to kindergarten who require a special education program placement in Access, Focus, SEL, or Distinct programs are eligible to be selected for kindergarten assignment at the EEU. Eligible students may apply to EEU during the district's annual open enrollment school choice period held the first two weeks in February. School choices received after the open enrollment period are accepted through May 31, however, tiebreakers will not be considered. For more information about waitlists, see **Waitlists page 23**.

### **Inactivating School Assignments**

When a school withdraws a student, or a student is reassigned from one school to another, their corresponding school assignment is inactivated and is no longer valid. Schools should withdraw students following established withdrawal guidelines and procedures (as cited by PowerSchool **Quick Reference Documents**).

During the spring and summer, parents/guardians may also request to have their students' assignments (and/or waitlist) dropped by submitting a request using an online form. The Admissions Center will inactivate the assignment and waitlist status upon the parent/guardian completion of the online form (*Not Attending Next Year* form), which will send a notification to the school so the student can be withdrawn.

If a student's assignment has been inactivated, but they later return to enroll in SPS, they are subject to standard assignment rules and Open Enrollment timelines based on the type of student and the time of year. Similarly, if a waitlist assignment has been inactivated, a student may request to be placed back on the same waitlist, but the student will be placed at the bottom of the list based on the current application received date and lottery number.

## SERVICES AND PROGRAMS

### English Language Learners (ELL)

English Language Learners services provide English language instruction and academic support in General Education classrooms for students whose home language is other than English and who have limited English proficiency. The Bilingual Orientation Centers provide intensive ELL instructions to prepare non-English speaking newcomer students for regular classroom instruction.

### Eligibility and Assignment (ELL)

Students who indicate their first language is not English on their *Admission* form must be admitted and then assessed for English proficiency prior to receiving an assignment. Assessment is done at the Admissions Center or at the World School. The results of the assessment will determine the student's service eligibility to be one of the following: None (No Services), ELL (English Language Learner), or BOC (Bilingual Orientation Center).<sup>26</sup>

Exception: Students enrolling for kindergarten for next year may not be assessed for ELL services prior to May 1. Prior to May 1, kindergarten applicants will not be tested for ELL services, but they may get a school assignment. After students are assessed, they will be reassigned if necessary (see **Changes in Eligibility (ELL)**, page 27).

For newly eligible ELL students (not BOC), their designated school/program is the General Education program at their attendance area school. Students with a continuation ELL assignment and currently assigned to their linked school may remain there, though they may be assigned to any program. Students are subject to the standard assignment rules and timelines, and they may participate in Open Enrollment.

For most eligible students, their designated school/program is the BOC program at their linked school for BOC; their alternate designated school/program is the General Education program at their attendance area school for ELL services. If there is no BOC program offered for the student's grade, the designated school is the attendance area school for ELL services. For students in grades K-5 who reside in the Madison or Denny Service Areas and are eligible for BOC services, their designated assignment is General Education at their attendance area school for ELL services.

The linked school for all BOC-eligible middle and high school students is Secondary BOC at the World School. Students are subject to the standard assignment rules and timelines, and they may participate in Open Enrollment.

Students assigned to the SBOC program at World School are automatically continued in SBOC for next year (the majority of students remain for longer than one school year). Students assigned to an elementary BOC program are not automatically continued for next year. Most Elementary BOC (EBOC) students will exit by the end of the school year, and so they are assigned to their designated school/program at their attendance area school for ELL for next year. If a student needs to be continued in the EBOC (they will not be exiting at the end of the year), they will be reassigned individually at that time to the EBOC for next year.

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<sup>26</sup> Kindergarten students are not assigned to BOC programs during the first semester.



### **Moves and Returning Students (ELL)**

Students eligible for ELL or BOC services are subject to standard returning student and move rules. If a student with a BOC assignment must change to their new designated school under the move rules, they may either change to their new designated school (i.e. BOC program) or to their attendance area school (i.e. ELL program).

### **Waiving Services (ELL)**

Parents/guardians who do not want their children to receive ELL services may waive service at any time. ELL service waivers are processed through the Admissions Center or the World School. Students who have waived services are required to take the Washington Language Proficiency Test II (WLPT) each spring for the first two years of waived services. Once waived, a student's ELL eligibility is changed to "None" and ELL or BOC services are no longer provided.

If a new student waives services before they have received a school assignment, they are assigned according to standard new student rules. If a student already has a school assignment when they waive services, they follow the standard process for an ELL student who becomes ineligible (see **Changes in Eligibility (ELL)** below).

A student who has waived ELL services may request services again at any time, but the student must be reassessed by the Admissions Center or World School at that time. If the student is determined eligible for ELL or BOC services, they follow the standard process for a student with an assignment who becomes eligible for services (see **Changes in Eligibility (ELL)** below).

### **Changes in Eligibility (ELL)**

If a student has a school assignment and then later becomes eligible for ELL services, their assigned school will offer ELL services; the school and program assignment remain unchanged.

If an assigned student becomes eligible for BOC services, and the assigned school offers a BOC program, the student may either change to the BOC program at that school or remain in the General Education (or other) program and receive ELL services. If the assigned school does not offer a BOC program, the student may either:

1. Change their assignment to their designated BOC school
- OR
2. Remain at their assigned school and receive ELL services instead of BOC services.

Students receiving ELL or BOC services may become ineligible for services for one of the following reasons:

- They test as ineligible (they score too high) on the annual English language proficiency test conducted each spring.
- They waive services.

When students receiving ELL (not BOC) services become ineligible, they may keep any assignments they already have as long as the schools still offer any other needed services. When students assigned to BOC programs become ineligible for ELL services for this year or next year, they follow the same rules as students who exit the BOC (**Exiting the BOC**, see below).

## Services and Programs

If an ELL student with a designated assignment becomes ineligible, and as a result their designated school is not the current assignment, their assignment type does not change. If an ELL student who becomes ineligible wants to change schools for this year, they are subject to standard reassignment rules and timelines.

If a student has become ineligible and they would like to attend their new designated school next year, they will be assigned to the General Education program at their designated school at any time up to May 31. Assignment to other programs at their designated school is not guaranteed and will be based on available choice seats.

If a student's designated school changes because of their ELL eligibility change they will be reassigned to their attendance area school for next year; siblings who were attending the previous school may also be reassigned to their attendance area school, and as long as the school offers any needed services for the siblings.

Students with a change in ELL eligibility are subject to standard transportation rules. Students who become eligible or ineligible for ELL or BOC services may choose from available choice seats according to standard reassignment rules and timelines (e.g. only through May 31 for this year assignments) or may apply during Open Enrollment for next year. Any new this year assignments are subject to standard continuation rules for next year.

### Exiting the BOC

The BOC program is designed to be a temporary intensive program for students new to the country who know little or no English. After attending a BOC program, usually for one to two semesters, students are "exited" out of the BOC and transferred to their attendance area school (or to another program within the same school) or (for high school students) to the World School. Students are exited based on individual assessments; they generally exit at the end of the semester or the end of the school year.

Students exiting out of EBOC for this year are reassigned to their attendance area school for this year (if they are not currently at their attendance area school).<sup>27</sup> Exiting students may also apply for any available seats (up to maximum class sizes, not subject to available choice seats for new assignments) in the General Education program at their current school; standard tiebreakers apply.<sup>28</sup> Students exiting out of an EBOC for next year will already have a next year assignment to another school (see **Eligibility and Assignment (ELL)**, page 26) so no further action is required.

Students exiting out of the SBOC for this year or next year will be reassigned to their attendance area school or (for high school students) to the World School upon request.

Students who exit the BOC may select another school with available choice seats, according to standard reassignment rules and timelines (e.g. only through May 31 for this year assignments). Any new this year assignments are subject to standard continuation rules for next year.

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<sup>27</sup> If a BOC-exiting student is no longer eligible or has waived ELL services, their assigned school does not need to offer ELL services.

<sup>28</sup> Applications will be processed by the Admissions office.

### Special Education (206) 252-0058

#### Eligibility and Assignment (Special Education)

If a student eligible for Special Education transfers from another school district within the state and has an Individual Education Plan (IEP) that was in effect for the current school year from the previous school district, the District, in consultation with the parents/guardians, will provide free and appropriate education (FAPE) to the student including services comparable to those described in the student's IEP, until the District adopts the IEP from the previous school district, or develops, adopts, and implements a new IEP that meets the applicable requirements under federal and state law.

New students who indicate on the *Admission* form that they have previously received Special Education services must complete a *Special Education Addendum* form. These students will initially receive a conditional General Education assignment by the Admissions Center, according to standard assignment rules and timelines. The Special Education department will review the Special Education addendum to determine the most appropriate services. Individualized Education Plans (IEPs) developed by the previous school district will be reviewed by a Special Education team, and a determination will be made as to whether the District will adopt the IEP from the previous school district, or develop, adopt, and implement a new IEP. Depending on the service needs identified in the IEP, a new assignment may be made. See **Changes in Eligibility (Special Education)**, page 30 for more information.

Students determined eligible for Special Education services are eligible for a continuum of services where applicable.

#### Resource Services

Currently, all schools offer resource services. Students who are most appropriately served in resource services based on their IEP enroll in their designated school/program through the General Education program process; they are subject to the standard assignment rules and timelines, and they may participate in Open Enrollment.

#### Intensive Services

For students who are more appropriately served in more intensive models, their designated school/program is the appropriate intensive program at a school that a) has the appropriate services, b) has capacity, and c) is consistent with standard assignments/feeder patterns where feasible. Linked schools have been established for secondary Special Education intensive services and some elementary intensive programs; these assignments will be processed under standard guidelines. All students may participate in Open Enrollment but may only be considered for assignment and/or waitlist status to a school that offers their required programs.

Students in intensive Special Education programs are automatically continued at the same school and program through the highest grade of that program subject to moves rules (see below). If the program is not offered in all grades at the school (e.g. transitional Kindergarten is only offered for kindergarten), students will be assigned for next year to their designated school based on their service eligibility, which may or may not be the same school.

## Services and Programs

### **Moves and Returning Students (Special Education)**

Students eligible for Special Education services are subject to standard returning student and move rules, but if service areas and linked schools are not yet established for a particular intensive program, the moves for students in intensive programs must be reviewed by Special Education staff. The assignment options will depend on their assignment type, service needs, address, and available transportation. Special Education staff will change any assignments and/or assignment types as necessary.

### **Revocation of Services (Special Education)**

Parents/guardians of children receiving Special Education services may revoke their consent for services in writing at any time. Special Education consent revocation forms are processed only by the Special Education department. Once consent for services is revoked and the Special Education department has sent a prior written notice to the parent/guardian regarding the child's exiting from Special Education services, a student's Special Education eligibility is changed to "None" and any Special Education services (resource or intensive) are no longer provided.

If a parent/guardian of a new student revokes services before they have received a school assignment, they are assigned according to standard new student rules. If a student already has a school assignment when the services are revoked, they follow the standard process for a Special Education student who becomes ineligible. See **Changes in Eligibility** below for more information.

Parents/guardians who have revoked Special Education services for their child may submit a referral for Special Education eligibility at any time, but the student must be reassessed and deemed eligible at that time through the IEP process. If the student is determined to be eligible again for Special Education services, the student will be assigned according to the standard process for students who become eligible for Special Education services. See **Changes in Eligibility** below for more information.

### **Changes in Eligibility (Special Education): Increase in Services**

If a student has become newly eligible for resource or intensive services, and the current assigned school offers the appropriate services, the student keeps the school assignment. Upon an increase to intensive services, the program must be changed immediately to the appropriate intensive program at that school. If the assigned school is now their designated school, the assignment type should change to "designated" if it is not already.

If the change in eligibility is for this year and the assigned school does not offer the needed services, the student will be immediately reassigned to their new designated school for this year. If the change in eligibility is for next year and the next year assigned school does not offer the needed services, the student will be reassigned for next year to their new designated school; there is no change to the this year assignment. Upon an increase to intensive services, the Special Education department will make the new assignment(s); some intensive programs have predefined linked schools so that the Admissions Center staff can make the new assignments.

If reassignment to the designated school is required, any siblings currently attending the same school with the student may also be reassigned to the new designated school (General Education

## Services and Programs

program), as long as the school offers the appropriate grades and any needed services for the siblings.

Students with a change in Special Education eligibility are subject to standard transportation rules (or as determined through the IEP process). Students who become eligible or ineligible for Special Education services may choose from available seats according to standard reassignment rules and timelines (e.g. only through May 31 for this year assignments) or may apply during Open Enrollment for next year. Any new this year assignments are subject to standard continuation rules for next year.

### **Changes in Eligibility (Special Education): Decrease in Services**

Students receiving Special Education services may be determined to have a decrease in services (from intensive to resource) or become ineligible for services based upon an evaluation and IEP review. At that time, the Special Education department will update the student's this year and/or next year Special Education eligibility. When a Special Education student has a decrease in services, the student keeps any school assignments they already have, but the program is automatically changed to General Education, as long as the schools still offer any other needed services.

If the change in eligibility is for this year and the student wants to change their “this year” school, they are subject to standard rules and timelines for changing a “this year” assignment.

If they would like to attend their new designated school next year, they will be assigned to the General Education program at any grade at their designated school at any time through May 31. Assignment to other programs at their designated school is not guaranteed and will be based on space available.

Students with a change in Special Education eligibility are subject to standard transportation rules. Students who become eligible or ineligible for Special Education services may choose from available seats according to standard reassignment rules and timelines (e.g. only through May 31 for this year assignments) or may apply during Open Enrollment for next year. Any new this year assignments are subject to standard continuation rules for next year.

### **Preschool (Special Education)**

SPS serves children with disabilities ages 3-5 via a variety of services and programs, including developmental preschool classes, itinerant services (provided in community preschools or Head Start classes), and therapy services. Children are eligible for Special Education preschool services from their third birthday until the school year in which they are eligible for kindergarten.

The Special Education department makes all assignments to Special Education preschool programs, but all students must first be enrolled into SPS at the Admissions Center. The designated school for students eligible for Special Education services is their attendance area school or linked school that offers the required services. Some programs will have predefined linked schools, and those will be assigned automatically; students requiring programs that do not yet have linked schools defined will still need manual assignment by Special Education.

## Services and Programs

Developmental preschool is offered at some district attendance area, option, and service schools. Students are assigned to the preschool program at the school.

Three-year-olds assigned to Special Education preschool programs are automatically continued to receive services as a four-year-old for next year. Preschool students with continuation of services beyond Birth to Three are required to reverify their proof of residency and birth, along with parent photo ID prior to receiving services since these enrollment documents were not required at the initial time of enrollment. Students will have a continuing assignment to kindergarten to the highest grade at their neighborhood school. Students entering kindergarten will be treated like a new student; they do not have any special right or priority to attend their preschool site for kindergarten if it's not their neighborhood school (but may apply through the standard school choice process if the school offers the kindergarten services the student needs).

Non-resident students are not eligible for preschool services.

### **Advanced Learning 252-0130**

Advanced Learning programs provide for the learning needs of students who are academically advanced through programs that provide rigorous and accelerated curricula.

#### **Advanced Learners Eligibility and Assignments**

Students are determined by the Advanced Learning department as Advanced Learners in order to receive AL services. Starting in the 2020-21 school year, AL will be offered at all attendance area schools in grades 1-8.

#### **Advanced Learning Opportunities (ALO) Eligibility and Assignments**

Advanced Learning Opportunities (grades 1-8) is a program that serves the needs of Advanced Learners or Highly Capable eligible students and teacher-identified students who demonstrate skills and readiness for participation in an accelerated and rigorous curriculum that is based on Advanced Learner curricular guidelines. Entry to the program is open to any eligible student who has been assigned to a General Education program. ALO is offered at all schools.

#### **Highly Capable Cohort (HCC) Eligibility and Assignments**

Students must be determined by the Advanced Learning department to be Highly Capable. Once qualified, an HC-eligible student must apply (opt in) for the Highly Capable Cohort (HCC) program; students are not *initially* automatically assigned. Students may opt into HCC in grades 1-12. The K-8 Cohort model is not continued at the high school level.

For students who are eligible for HC in grades 1-12, their designated school/program is the General Education program at their attendance area school; their alternate designated school/program is the HCC program at their HCC pathway school. Once assigned to the HCC program, students are continued in their HCC pathway schools through 12<sup>th</sup> grade. A choice assignment to Ingraham HC/IBX program is *not* guaranteed and will be based on available choice seats and tiebreakers.

## Services and Programs

Students entering HC in grades 1-12 who apply during the period from Open Enrollment through May 31 will be guaranteed assignment to their HC pathway school for next year, based on where they live, as follows:

- Students who live in the Hamilton and McClure Service Areas will be assigned to Cascadia Elementary, Hamilton Middle, and Lincoln High schools' pathway.
- Students who live in the Eckstein Service Area will be assigned to the Decatur Elementary, Jane Addams Middle and Lincoln High schools' pathway.
- Students who live in the Jane Addams Service Area will be assigned to the Cascadia Elementary, Jane Addams Middle and Lincoln High schools' pathway.
- Students who live in the Eagle Staff and Whitman Service Areas will be assigned to the Cascadia Elementary, Eagle Staff Middle and Lincoln High schools' pathway.
- Students who live in the Aki Kurose, Meany, Mercer and Washington Service Areas will be assigned to the Thurgood Marshall Elementary, Washington Middle, and Garfield High schools' pathway.
- Students who live in the Denny and Madison Service Areas will be assigned to the Thurgood Marshall Elementary, Madison Middle, and West Seattle High schools' pathway.

Students entering grades 1-12 who become eligible after May 31 (through late testing or other evaluation) will also be guaranteed assignment to their HCC pathway school for the school year for which they are eligible at that time, even after school has started if the request is to the designated HCC pathway school. **Note:** Advanced Learning must alert the Admissions Center when a student has become newly eligible.

HC-eligible students may apply for HCC but can be served as an Advanced Learner, if the student elects to do so; all standard assignment rules and timelines apply. HC-eligible students may apply for an HCC site that is not in their HCC pathway, and assignments will be made based on available choice seats. If assigned, the assignment type will be "choice."

### **Moves (HCC)**

Students assigned to HCC are subject to standard move rules. For students with a designated assignment to HCC, they must change schools next year only if they move outside of the HCC pathway area. In that case, they may be reassigned to either their designated school (General Education program) or their new alternate designated school (HCC at their pathway school). Students who are reassigned may apply to their previous school, according to standard timelines, but assignment will be based on available choice seats and standard transportation rules apply.

### **Opting Out of HCC**

A student assigned to HCC (an 'HCC student') may opt out of the HCC program at any time. If an HCC student opts out, they remain at their current school but are reassigned to the General Education or the Advanced Learners program if it is available in the current school. These reassignments are not subject to available seats for new choice assignments and are not subject to standard reassignment deadline of May 31.

If an HCC student with a designated assignment opts out, and as a result their designated school is not the current assignment, their assignment type is changed to "choice." If an HCC student who

## Services and Programs

opts out wants to change schools for this year, they are subject to standard reassignment rules and timelines. A student with a choice assignment type who does not live in the school's service area or linked service area (i.e. they are not eligible for transportation) may get a new assignment to the General Education program at their designated school at any time, for this year or next year, even if they have not moved.

Students who opt out of HCC may also choose available seats according to standard reassignment rules and timelines (e.g. only through May 31 for this year assignments) or may apply during Open Enrollment for next year. Any new this year assignments are subject to standard continuation rules for next year. If an HCC student wants to be reassigned to their designated school for next year, they are subject to standard rules for changing to a designated school (see **Changing School Assignments**, page 21).

The student's eligibility for HC is not changed at the time the student opts out of HCC, but is continuing through graduation, as long as the student remains enrolled in a Seattle Public School.

### **STEMbyTAF Academic Model**

The School Board approved the implementation of the STEMbyTAF academic model at Washington Middle School (WMS), beginning with the sixth-grade level in the 2020-21 school year. As a result, HC sixth grade students at WMS will be served in a blended model.

### **Montessori**

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 offered at Daniel Bagley.

### **Graham Hill**

Graham Hill Montessori program was discontinued as of the 2019-20 school year. All Kindergartens entering in the 2019-20 school year will be served in one program, General Education. Students entering grades 1-5, who are currently enrolled in the Montessori program at Graham Hill will be grandfathered in the Montessori.

### **Language Immersion (K-5)**

The K-5 language immersion programs are General Education programs in attendance area schools that offer classes in the international languages. Students are enrolled in or assigned to the school, *not* to a specific language class or program. Generally, which language class the student will participate in is not determined until the student is assigned to the school. The school staff determines the language class for each student. However, when a student is being moved off a waitlist, the parent/guardian will be informed of the language class offering so that they may determine whether they want to accept (see **Waitlists for Language Immersion Schools**, page 24).

Concord, Dearborn Park, and Beacon Hill International Schools offer English in addition to international languages.



## Services and Programs

John Stanford and McDonald International School do not offer an English language track.<sup>29</sup> If a parent/guardian wants an English class, the non-language immersion school is the student's attendance area school. If a grade 2-5 student does not meet the level of language fluency required, they will be assigned to their attendance school (or a choice school if available under guidelines). For more information, see **Students in the JSIS Option School** or **Students in the McDonald Option School** on page 16.

### **International Schools with Dual Language Immersion (K-12)**

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

John Stanford & McDonald > Hamilton > Lincoln  
Beacon Hill & Dearborn Park > Mercer > Rainier Beach  
Concord > Denny > Chief Sealth

Assignment is guaranteed for non-attendance area dual language immersion students who apply for their pathway school during Open Enrollment; after Open Enrollment, assignment is based on seat availability. Non-attendance 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). In both situations, one of the choices listed must be for the pathway school without designation of AL (or HCC if applicable).

### **Half-Day Kindergarten**

All elementary and K-8 schools offer full-day kindergarten. Most schools can accommodate kindergarten students who choose to attend for only half of the school day. Parents/guardians should notify the school principal if they are interested in attending half-day. Students participating in language immersion programs (Beacon Hill, Dearborn Park, Concord, McDonald and JSIS) must attend full-day kindergarten.

### **Preschool (General Education)**

Arbor Heights, Bailey Gatzert, B.F. Day, Cedar Park, Dearborn Park, Highland Park, Louisa Boren STEM, Olympic Hills, Sand Point, South Shore, Thornton Creek and Van Asselt General Education preschool enrollment is managed by the City of Seattle through the Seattle Preschool Program (SPP). (See **Seattle Preschool Program**, page 53). Head Start SPP enrollment at Broadview Thomson, EC Hughes and West Seattle is managed by SPS Head Start, and SPP Plus inclusion enrollment for children with an IEP are managed by the Early Learning department.

General Education preschool students assigned to South Shore are continued into kindergarten at the same school.

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<sup>29</sup> McDonald currently has language immersion classes for K-3. Non-language immersion classes are currently in place for students in upper grades. Non-language immersion classes will phase out as each cohort reaches 5<sup>th</sup> grade. Therefore, new students at these grade levels who want classes in English will be assigned as long as English is available.

## Services and Programs

A student eligible for ELL or Special Education resource services may enroll in General Education preschool as long as the school offers the services the student needs (same as grades K-12). (For more information about Special Education preschool services, see **Preschool (Special Education)**, page 31.

## **SPECIAL STATUS STUDENTS**

### **Confidential Address Students**

The Washington State Address Confidentiality Program (ACP) assists crime victims by providing a substitute mailing address in order to keep their real address undisclosed. Families may request address confidentiality when enrolling students at the Admissions Center. Parents/guardians requesting address confidentiality must present their State ACP (Address Confidentiality Program) documentation. Address confidentiality blocks address information so that the student's computer records do not display the student's home address. All school mail is sent directly to a postal box in Olympia provided by the ACP.

Parents/guardians with children enrolled in ACP cannot request information about their children or discuss their children over the phone with school staff. Parents/guardians must go in-person to the school or SPS department involved and present photo identification and their ACP card to identify they are the parents/guardians on record for the student prior to any information being disclosed.

### **Confidential Address Eligibility and Assignments**

To be identified as "confidential" for SPS, the parent/legal guardian must present their state-issued Address Confidentiality Program (ACP) card at the Admissions Center. Confidential students are subject to all normal assignment business rules and should be handled like all other students.

Confidential students' real addresses are undisclosed, so their actual property/assignment address is not stored or displayed. Upon presentation of a state-issued ACP card, the Admissions Center staff will e-mail the Washington ACP program requesting that they send a letter to the student with their elementary, middle, and high school attendance areas (determined by State staff using the SPS online Address Lookup Tool). To receive a school assignment, a confidential student must present the State-issued letter indicating their attendance area school. The address of the attendance area school will be used as the student's assignment (and property) address. The substitute mailing address (P.O. Box) provided by ACP will be used as the mailing address.

In the event that the student has not yet received the state-issued letter, Admissions Center staff may make an assignment based on information from the parent/guardian about the student's attendance area. This will be a provisional assignment, good for 30 days, pending receipt of the State-issued letter. If the letter confirms the attendance area, the assignment is finalized and no further action is required; if the attendance area is different, a new assignment will be given if necessary (e.g., if student has a designated assignment to the wrong school).

Since the actual home address of confidential students is not known, any tiebreaker values based on home address (e.g. Geographic Zone tiebreaker) cannot be determined automatically for confidential students. Confidential students may request consideration for any such tiebreakers immediately after receiving letter notification of the assignment (inquiry period). If they believe they are eligible, they must provide their actual address to the Admissions Center for evaluation (but the actual address should not be stored anywhere).

## Special Status Students

Confidential students get transportation assignments by contacting the Transportation Department in-person (picture ID is required). Admission Center staff cannot determine transportation eligibility because the actual home or property address is not shown.

Each student's ACP eligibility has an end date, and their SPS confidential status ends on this date. When a student or the ACP alerts the Admissions Center that their address is no longer confidential, the standard move rules apply, and documentation of the address will be required.

### Non-Resident Students

Pursuant to Board Policy 3141, SPS enrolls non-resident students as long as the anticipated needs of resident students are met first; acceptance of the non-resident student does not create a financial hardship for SPS; and the non-resident student's academic and disciplinary records meet appropriate standards, as established by the School Board.

### Eligibility (Non-Residents)

Non-residents may apply for admittance to Seattle Public Schools by completing the non-resident student admissions process. In order to consider a student for admittance who lives outside the Seattle Public Schools boundaries, the student must complete the standard admission documents and present all of the following documentation to the Admissions Center:

- *Choice Transfer Form* from district of residence
- *SPS Non-Resident Choice Form*
- Attendance: Verification that the student has not had any attendance or truancy issues in the past 180 school days
- Discipline: Verification that the student has not had any disciplinary issues in the past 180 school days
- Special Education: Current copy of the student's IEP (Individual Education Plan) and *SPS Special Education Addendum*, if applicable.
- Additional information may be requested

Each school year, non-resident applications are accepted beginning early summer (exact date to be determined each year) through August 31. If the non-resident student is the child of a full-time certificated or classified school employee, an exception to the non-resident timeline will allow the employee to request enrollment at the start of Open Enrollment for resident students *if* the only request for school assignment is the employee's worksite. Non-resident employees wishing to be considered for other school assignments are subject to standard non-resident assignment guidelines.

After August 31, non-resident applications will only be accepted for current resident students who move out of the district during the school year and want to continue in SPS. Exceptions may be made for non-resident SPS employees requesting assignment under the "employee's children" guidelines. See **Employees' Children**, page 42, for more information.

### Assignments (Non-Residents)

Completed applications are processed in the order received, although priority consideration may be given for applicants who attended SPS in the school year immediately preceding the application. Non-residents may only be assigned to schools/grades/programs that have seats available and that

## Special Status Students

are not closed to non-residents. The assignment type will be choice. Non-resident students do not have a designated school. Non-residents cannot be placed on a waitlist; however, the parent/guardian may check periodically during the designated transfer period for changes in seat availability. Non-resident assignments are effective for one year only and are not continued for the next year. Non-residents enrolled in the district must re-apply for assignment each year.

Some school/grade/programs may be closed to enrollment by non-residents. These include, but are not limited to preschool, Early Entrance Kindergarten, Advanced Learners, HCC, and some service schools. If a non-resident student has a change in service eligibility after they have received an assignment, they must complete the non-resident admission process again and their continued enrollment is not guaranteed.

### **Resident Who Moves Out of District**

If a resident student with an active assignment moves out of district and wants to continue attending their school for the rest of the year, the student must reapply via the non-resident admission process. They are subject to the standard non-resident student admission criteria.

Homeless non-residents are exempt from the non-resident admission process (see **Homeless Students** below for more information).

### **Non-Resident Who Moves into District**

A non-resident student who moves into SPS District boundaries becomes a resident student at the time of their move. They are then subject to all standard rules for resident students. The student follows the standard Move Rules when they become a resident student.

### **Non-Resident Appeals**

Non-resident applicants who are not accepted for assignment may appeal. Generally, appeals for non-resident students whose request to attend the district has been denied are not considered under the SPS Transfer Appeal process; instead they go through the Office of the Superintendent of Public Instruction (OSPI) in Olympia, Washington. Additional information on how to appeal is available through the State Superintendent of Public Instruction (Old Capitol Building, P.O. Box 47200, Olympia, WA 98504-7200) at (360) 725-6133. Questions may also be directed to the Seattle Public Schools General Counsel's Office.

If a non-resident is accepted and assigned to a school, an appeal of the school assignment may be considered under the standard SPS Transfer Appeal process. Transfers under the appeal process are still subject to non-resident guidelines.

### **Homeless Students (206) 252-0660**

SPS provides a free, appropriate, public education to all eligible students who live within the District boundaries, or who are otherwise eligible to attend a Seattle Public School, including children or youth who are homeless.<sup>30</sup> Students may be self-identified as homeless, or identified by a parent/guardian, school staff, or an agency providing services to homeless families.

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<sup>30</sup>The Federal No Child Left Behind Act of 2001 reauthorized the McKinney-Vento Homeless Assistance Act. This document outlines the District's plan and guidelines regarding students who are homeless.

## Special Status Students

### Assignment and Transportation (Homeless)

When a student is homeless, they are guaranteed (by the McKinney-Vento Act) the right to remain at their "school of origin" regardless of where they live, as long as it is in the best interests of the student and the parent/guardian wishes their child to remain in that school. The "school of origin" is the school a homeless student is currently attending when they become homeless (or previously attended if they became homeless between school years). This applies even if they are a non-resident. Anytime a homeless student attends a new school, it becomes their school of origin.

The student is guaranteed transportation to their school of origin using the same mode of transportation that housed students living in the same area are given. All transportation requests for homeless students are handled by the McKinney-Vento Staff in collaboration with Transportation. Some transportation requests may require consideration by the Liaison on a case-by-case basis according to student-centered factors under the McKinney-Vento Act.

If a homeless student is living in a confidential shelter (domestic violence shelter) and is not part of the State Confidential Program, the shelter's published address will be used as the student's property address. The McKinney-Vento Liaison will work with the Admissions Center to determine the student's designated school based on where the shelter is actually located.

If the student/family is not utilizing agency services or other type of temporary shelter with an acknowledged address (such as a church or the home of a friend or family member), the attendance area school where they park their car (camp, etc.) will be used.

### Moves (Homeless)

A homeless student with a designated assignment is not subject to standard move rules; they are not required to change their next year assignment if they move out of their school's attendance area. A homeless student is not subject to standard move rules requiring changing assignment types as appropriate (from choice to designated or designated to choice).

### Non-Resident (Homeless)

The McKinney-Vento Act supersedes the SPS non-resident rules. Therefore, homeless non-resident students (regardless of whether they were a resident homeless student who moved out of the district or a non-resident student who became homeless while attending SPS as a non-resident) are not subject to any non-resident student rules. They may remain at their school of origin while they are homeless and until the end of the school year during which they become permanently housed. They do not have to complete a *Choice Transfer Request* and are not subject to any standard criteria for acceptance of non-resident students (e.g. discipline or attendance). The McKinney-Vento Liaison and staff will arrange transportation for non-resident homeless students.

### Change in Services (Homeless)

If the homeless student's school of origin no longer meets their needs (they need services not offered at that school), the student will be assigned based on their current address and follow the standard business rules for the change (e.g. student becomes eligible for ELL). A homeless riser is assigned based on the feeder pattern of their current assigned school.

## Special Status Students

### **Change in Status (Homeless)**

When student is no longer homeless and has a permanent address, the student is subject to the standard move rules based on their assignment type. A student who is no longer homeless loses the right to remain at the school of origin after the end of the school year in which they become permanently housed.

When a homeless student withdraws from SPS, their homeless status automatically ends. If the student subsequently returns and requests assignment as a homeless student, they must reestablish that they continue to be homeless. Nevertheless, they follow regular returning student rules; they don't have any additional right to be reassigned to a previous school, even if they are still homeless. The McKinney-Vento Liaison may consult with the Admissions Manager on a case-by-case basis for those students with mitigating circumstances.

### **Out-of-Home Care (Foster Care)**

(206) 252-0850

Children or youth who are currently residing in Out-of-Home Care (Foster Care) may be identified through Department of Children, Youth and Families (DCYF) social workers as being in Out-of-Home Care (Foster Care), or identified by a foster parent, kinship care, relative placement, school staff, or an agency providing services to foster care families.<sup>31</sup>

### **Assignment and Transportation (Foster Care Students)**

Resident students residing in foster care have the right to remain at their “school of origin” if they move, as long as it is in the best interest of the student. The school of origin is the school the foster student is currently attending (or previously attended if they entered into foster care between school years) at the time they move. Non-resident foster care students placed in the care of resident foster parent(s) may enroll at any time during the current school year and are not subject to non-resident timelines. Students new to SPS have a right to enroll immediately and do not require documentation for address verification or proof they are in foster care. The district’s Foster Care Point of Contact (FCPC) will work with the family and/or agency to establish eligibility for services.

Foster Care students are guaranteed transportation to their school of origin using the same mode of transportation that other students living in the same service transportation area are given. All transportation requests are handled by a Family Support Program staff member in collaboration with the Transportation department. Some transportation requests may require consideration by the district FCPC on a case-by-case basis.

Foster Care students residing at a shelter, hotel/motel, or a DCYF established location, that location will be used as the student’s resident address for enrollment and transportation purposes. The district’s FCPC will work with the Admissions department to address any questions or concerns involving assignment.

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<sup>31</sup> U.S.C 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the, Every Student Succeeds Act (ESSA); The Indian Child Welfare Act of 1978. RCW 74.13.550 Child Placement – Policy of educational continuity.

## Special Status Students

### Moves (Foster Care Students)

Foster care students with a designated assignment are not subject to standard move rules; they are not required to change their next year assignment if they move out of their school's attendance area. As long as the student is in foster care, they are not subject to standard move rules requiring changing assignment types as appropriate.<sup>32</sup>

### Non-Resident (Foster Care Students)

Foster Care non-resident students, regardless of whether they were a resident and moved out of the district or are a non-resident student who entered foster care while attending SPS as a non-resident) are not subject to the district's non-resident student assignment policy. Students who move out of SPS mid-year may remain at their school of origin until the end of that school year during which they are either returned to their home or are adopted. Students in foster care who are non-resident and move into the SPS district mid-year, do not require the completion of a *Choice Transfer Request* and are not subject to any standard criteria for acceptance of non-resident students (e.g., discipline or attendance records). The FCPC or designated staff will arrange transportation for non-resident foster care students.

### Change in Status (Foster Care Students)

Students who are no longer residing in foster care and has returned home to a permanent address or has been legally adopted, the student is subject to the standard move rules based on their assignment type. A student who is no longer under foster care may remain at their school of origin until the end of the current school year, however, standard assignment move rules or the non-resident guidelines (if applicable) will be applied for next year's assignment based on the student's current address of their home to which they returned or their newly adopted family home address.

When a foster student withdraws from SPS, their foster care status will be deactivated; upon re-enrollment, their status will be reactivated once their foster care status and residence is verified by the FCPC or staff in cooperation with the student's social worker. Foster students will follow standard returning student guidelines; they do not have any additional rights to be reassigned to a previous school, even if they are still in foster care. The FCPC may consult with the Admissions Manager for students with mitigating circumstances.<sup>33</sup>

## Employees' Children

(206) 252-0760

SPS permits<sup>34</sup> the children (grades K-12) of full-time certificated and classified Seattle Public Schools employees to enroll at the school where the employee is assigned or at a school forming the District's K-12 continuum (if applicable) which includes the school to which the employee is assigned. The following section outlines the guidelines consistent with the legislation.

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<sup>32</sup> RCW 28A.225.215 Enrollment of children without legal residences.

<sup>33</sup> RCW 74.13.560 Education Continuity-Protocol Development; RCW 74.13.631 School-Aged Youth in Out-of-Home Care-School Placement Options.

<sup>34</sup> This is in accordance with the Engrossed Substitute Senate Bill 5142, effective July 27, 2003.



## Special Status Students

### Definitions

1. A “resident student or resident employee” is a student or employee who resides within the boundaries of the Seattle School District.
2. A “non-resident student or non-resident employee” is a student or employee who resides outside the boundaries of the Seattle School District.
3. “Full-time employee” means an employee who is employed for the full number of hours and days for their job description and is considered certificated or classified staff. Substitute and itinerant employees who move among schools are excluded from this provision.
4. “Child of an employee” is a student for whom the employee is a custodial parent or legal guardian. The student must reside with the employee — the student eats, sleeps, and otherwise uses the parent/guardian’s residence as the principal place of abode. Students who are here under on an international exchange program or who have an I-20 visa who are living with a host family are included in this definition. Students who are temporarily placed within the authority and responsibility of an employee who is not the student’s custodial parent or legal guardian are generally excluded from consideration under these guidelines.
5. Generally, “continuum” refers to a K-8 continuum as identified by each Service Area. There is no districtwide K-12 continuum. Current K-12 continuums include:
  - West Seattle— for both Madison and Denny Service Areas,
  - HCC grades 1-12 is also recognized as a continuum if the student is assigned to and remains in HCC; initial entry to HCC requires eligibility and assignment based on the application process, and
  - John Stanford International School students are guaranteed language immersion at Hamilton Middle School if requested as a first choice during Open Enrollment. This is extended to the advanced language instruction at Ingraham High School.<sup>35</sup>

### Residency

The enrollment process for children of school employees depends on the residency status of the employee and the child. Residency within SPS will be verified at the time of application. The residence of the student is the residence of their custodial parent(s) or legal guardian(s).

### Resident Employee Application Process

Children of resident employees are generally subject to the standard assignment rules and timelines, and they may participate in Open Enrollment. In other words, new students may enroll at any time; new students and SPS transfer students may submit *School Choice Forms* during Open Enrollment and through May 31, when reassignments end for that school year. Whenever possible, resident employees are encouraged to submit admission packets during the early enrollment process (when the student is new to SPS) and to submit their *School Choice Forms* during Open Enrollment for maximum consideration of their requests for assignment. Regardless of when the student is enrolled, a completed choice form is required.

Employees will complete standard admission packets for their children and a *School Choice Form* indicating the requested school. On the top of the choice form, the employee must write “SPS Employee” followed by the name of the employee and their SPS employee identification number

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<sup>35</sup> McDonald will have the same pathway as the new K-3 immersion program develops and additional pathways are planned for Beacon Hill, Dearborn Park, Concord and additional elementary programs that have not yet been determined.

## Special Status Students

(not social security number). The *School Choice Form* will initially be submitted to the Admissions Center. The Admissions Center will complete all processing (including ELL assessment when required). Admissions Center staff will confirm the employment status and the building assignment of the staff with Human Resources, and if appropriate, will make the assignment and record the assignment reason as ‘Employee’s Child’.

### Assignment (Employee’s Worksite)

Typically, a child of a resident SPS employee will be assigned to the school where the parent/guardian is employed after all documentation has been verified. Assignment is subject to maximum capacity within the school and/or program in which the student is seeking enrollment.

For employees assigned to more than one school location:

1. The school assignment will apply to the school at which the employee spends the majority of their workday.
2. In the event the employee works the same number of hours at several schools, the school(s) with available choice seats at the time of application will be designated as the available school(s). In the case where neither of the schools where the employee works has choice seats, the employee’s child will be assigned to the school under maximum planning capacity. If both schools are at maximum capacity, the school that will be least impacted will be offered.
3. Once a school has been chosen by the employee, it will be the designated school for an assignment under this procedure. For example, if an employee works at two schools and is a .5 FTE at each one, only one school can be designated as the “employee’s” worksite.

### Assignment (Continuum of Employee’s Worksite)

All resident students will automatically get an assignment to their designated school at the time of initial admission. If the student is older or younger than the age group (tier) served at the school where the employee works, the parent/guardian may request assignment to a school that is part of the associated continuum.<sup>36</sup> If the employee works in an elementary school and the child is grade 6-8, they may attend the Service Area middle school. If the employee works in a middle school and the child is K-5, the student may be assigned to an elementary school in the Service Area. If the parent/guardian works in a K-8 school and the student can be served, the option is the K-8 school, not another elementary or middle school option. There is no right to a specific school or program within the continuum other than the school where the parent/guardian is employed.

In the case of the employee in a middle school with an elementary child, the employee may submit a *School Choice Form* indicating the preferences. The student will be considered for assignment under the standard assignment guidelines at the time of application. If none of the parent/guardian’s choices are available, an assignment to another school(s) within the continuum with choice seats available will be offered. At least one school within the continuum must be offered. The parent/guardian may accept assignment at the offered continuum school(s) or choose to keep the student’s designated school assignment. If no choice seats are available, schools that have not reached their maximum capacity will be offered. If all schools are at maximum capacity, the least impacted will be identified for assignment.

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<sup>36</sup> K-8 Option Schools while not part of the feeder patterns is associated with a Service Area.

## Special Status Students

If the request for an elementary school in the continuum is for the next school year, a *School Choice Form* may be submitted starting with Open Enrollment. The parent/guardian's choices will be processed, and the child's assignment will be determined by the established tiebreakers. If the student is not assigned to one of the choices indicated, the child will be waitlisted for the first choice school and the parent/guardian will be given the option of accepting an assignment to a school within the continuum with choice seats available or remaining at the designated school assignment. If the request is after Open Enrollment, the assignment choices will be those with choice space available. If no choice seats are available at the time of application, the child will be offered assignment at the school(s) in the Service Area that is not at planning maximum and/or least impacted.

### **Special Programs or Student Services (Employee's Child)**

Students will be assigned to the General Education program (this includes ELL or Special Education if services are available) in the school. Students requiring special services will be evaluated on an individual basis to ensure appropriate placement. Resource services are available at all schools, but other Special Education services are not. An elementary child with an IEP that cannot be served at the school where the parent/guardian works cannot be assigned to that school. An application for a student requiring intensive services must be reviewed and assigned by the Special Education department. Arrangements for processing by the Special Education department will be initiated by the Admissions Center. Assignment to Advanced Learning programs or Montessori is subject to standard guidelines at the time of admission.

### **Transportation**

Students who are assigned to schools under this procedure are subject to standard transportation guidelines.

### **Duration of Assignment**

Students are continued in their assigned school through the highest grade offered at the school unless the parent requests a successful transfer to another school.

### **Non-Resident Employee Application Process**

A non-resident employee may request assignment under the general guidelines cited for a resident employee with the following additional requirements:

1. Non-resident applications are subject to standard assignment rules and timelines for non-residents. However, a non-resident employee may request assignment for the next school year at the start of Open Enrollment for resident students *if* the only request for school assignment is the employee's worksite.
2. The application packet and documents are submitted to the Admissions Center.
3. A signed *Inter-District Release Form* or *Choice Transfer Form* from the school district in which the student resides is required. Non-resident release forms are valid for only one academic school year. Each non-resident student must submit a new release form each year.
4. The application materials may require additional information regarding disciplinary action; court proceedings; any health conditions affecting the student's educational needs; any history of placement in Special Education programs; etc. (Refer to **Non-Resident Students** on page 38 for more in-depth information about the non-resident application process.)

## Special Status Students

5. The response to a request to attend SPS may be delayed until the application and release forms have been completed and verified by SPS.

### **Assignment (Non-Resident Employee's Worksite)**

Non-resident employees' children may be assigned to the school where the employee works starting with Open Enrollment; all other school requests are subject to the timelines and procedures for non-residents.

### **Assignment (Continuum of Non-Resident Employee's Worksite)**

Once the non-resident child of an employee has been approved for assignment under the non-resident and employees' children guidelines, the parent/guardian will be offered choice seats available within the continuum for the parent/guardian's school site or the parent/guardian may choose to have the child remain in the school district where they reside. If no choice seats are available at the time of application, the child will be offered assignment at the school(s) in the Service Area that is not at planning maximum and/or least impacted.

### **Duration of Non-Resident Assignment**

If a non-resident student who is the child of a full-time certificated or classified school employee *is accepted* into the school where the parent/guardian is assigned, or a school in the K-12 continuum, the student will be allowed to remain at that school *and program* (AL or Montessori) until the highest grade in that school, or shall be allowed to remain in the K-8 or K-12 continuum that includes that school until the student reaches the highest grade in that continuum subject to non-resident guidelines. However, an *Inter-District Release Form* or Choice Transfer Form must be submitted each year.

**Note:** International students with J-1 or F-1 visa status staying with a non-resident host family which includes a school employee must follow the standard international student school assignment guidelines.

### **International Students**

It is the practice of Seattle Public Schools to admit as a student any person, regardless of National Origin or Citizenship, upon documentation that the student or parent/guardian resides within the boundaries of the Seattle School District. Seattle Public Schools will not provide legal advice to families on immigration related issues.

### **Exchange Students with J-1 visas**

Students who apply to enter the United States through an official exchange organization are placed with host families. With the aid of the exchange organization, the host family may enroll the student by completing all standard procedures for admission to SPS at the Admissions Center in JSCEE. In addition, the host family must present a *School Acceptance Form* which has been signed by Admissions Center staff and provided to the host family by the exchange organization. The exchange student is assigned according to all standard assignment rules, availability and timelines.

While attending SPS, J-1 foreign exchange students must take the required Washington State tests but are not eligible to receive a high school diploma from the assigned school.

## Special Status Students

### F-1 Student Visa

Students who apply independently with a school district that has been authorized to issue the I-20 application required for their visa may be accepted for admission by SPS if they meet the established requirements. Admission and enrollment of students with F-1 visas are handled by the Admissions Center. The F-1 student is assigned according to all standard assignment rules, availability and timelines. While attending SPS, F-1 students can but are not required to take the mandatory state testing and are eligible to receive a high school diploma from the assigned school.

Student requirements for I-20 status:

1. Must be proficient in the English language
2. Must have a minimum of 5 years of English language instruction
3. Must be under 21 years of age
4. Must be entering high school (grades 9-12)
5. Must complete an interview in English with a Designated School Official (DSO)

Host Family Requirements:

1. Must be permanent residents within the Seattle Public Schools district boundaries
2. May not be on a visa status
3. Must be over 21 years of age

F-1 students must pay tuition in full prior to acceptance. Currently, tuition is \$12,400 for one academic school year (10 months) or \$6,200 for one semester. Tuition is non-refundable once attendance has commenced; exceptions are at the discretion of the Admissions Manager. Students may only attend SPS for up to one academic school year maximum. Students interested in an F-1 status may contact the Admissions Center at 206-252-0760 or for more information visit the Admissions website at [www.seattleschools.org/admissions](http://www.seattleschools.org/admissions).

### Disciplinary Action

#### Emergency Expulsions

Students may be emergency expelled when the school has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption to the educational process.<sup>37</sup> An emergency expulsion may not exceed (10) ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten days from the date of the emergency expulsion.<sup>38</sup> An emergency expulsion may be appealed by contacting the Discipline Appeals Office at (206) 252-0820 on or before the expiration of the third business day after the receipt of the Notice of Disciplinary Action (NDA).

#### Suspensions

There are three types of suspensions: in-school suspensions, short-term suspensions (STS) and long-term suspensions (LTS). In-school suspension, in which a student is excluded from their regular educated setting but remains in the student's current placement for up to ten consecutive school days. A short-term suspension is any formal exclusion from school for one to ten school

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<sup>37</sup> Pursuant to the emergency expulsion provisions of WAC 392-400-510.

<sup>38</sup> SPS must provide an additional notice including due process rights (NDA) if the emergency expulsion is converted to another form of corrective action.

## Special Status Students

days. A long-term suspension is a formal exclusion from school for any period of time longer than ten school days; it can be up to the length of an academic term (90 days) for secondary students, Elementary students may not be long-term suspended. These actions require a *Notice of Disciplinary Action (NDA)*.

A reentry program is provided for high school students who have been long-term suspended or expelled from school. Long-term suspended or expelled high school students will be referred to Interagency Academy's reentry program. Students will attend an orientation at Interagency Academy and will then be assigned to one of several Interagency Academy sites for the remainder of their suspension. District practice at the high school level is to provide free access to behavior modification instruction to the extent possible when it is required for suspensions and expulsions (generally, when the suspension or expulsion is for an offense that involves violence.) This assignment will continue if there is a requirement for behavior modification and such instruction has not been completed by the end of the suspension or expulsion.

Suspended high school students with a requirement to complete behavior modification may return to their suspending school when the behavior modification instruction is satisfactorily completed, and their suspension is served. Students whose disciplinary response did not include a behavior modification requirement may return to their suspending school when the suspension is over.

### Expulsions

There are two types of school expulsions: Expulsions from the District and Expulsions from School. Definitions and more information about these types of expulsions are available to SPS staff on the Discipline website (linked below) and Student Rights and Responsibility information at [https://www.seattleschools.org/departments/safety\\_security/discipline](https://www.seattleschools.org/departments/safety_security/discipline).

### Expulsion from School

An expulsion may not exceed the length of an academic term, unless, the principal or designee petitions the Superintendent for extension of an expulsion and the extension is granted.

If a student is expelled from school, the school administrator will coordinate with their Director of Schools, Admissions Manager, and the Discipline Office to ensure appropriate procedures are followed. Students have the right to educational services regardless of length of suspension or expulsion.

When a student is expelled from their *designated* middle school or high school and therefore cannot return to that school for the current academic term, the following assignment rules will be applied to the returning student guidelines. Middle school students assigned to a K-8 school will be assigned to their attendance area middle school or service area, whichever is applicable. In some cases, a protection order requiring reassignment may be necessary. Principals should consult with the Admissions Manager or legal in these cases. High school students may be assigned to Interagency depending on the offense. Principals should consult with Interagency in these cases.

Expelled from Designated M.S. School:	Assign to:
McClure	Meany
Mercer	Aki Kurose

## Special Status Students

Hamilton	Jane Addams MS
Denny	Madison
Madison	Denny
Whitman	Robert Eagle Staff
Aki Kurose	Mercer
Robert Eagle Staff	Whitman
Eckstein	Hamilton
Washington	McClure
Jane Addams MS	Eckstein
Meany	Washington
<b>Expelled from Designated H.S. School:</b>	
Ballard	Assign to: Ingraham
Franklin	Garfield
Garfield	Rainier Beach
Roosevelt	Nathan Hale
Chief Sealth International	West Seattle
West Seattle	Chief Sealth International
Ingraham	Lincoln
Rainier Beach	Franklin
Nathan Hale	Roosevelt
Lincoln	Ballard

### **Expulsion from the District**

A school must expel a student for no less than one year if the school has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, areas of facilities being used exclusively as District property, or at school-sponsored events or activities. The District Superintendent may modify the expulsion on a case-by-case basis. A school may suspend or expel a student for up to one (1) year if the student acts with malice, as defined under RCW 9A.04.110, and displays an instrument that appears to be a firearm on school premises, school-provided transportation, areas of facilities being used exclusively as District property, or at school-sponsored events or activities.

### **Students Under Sanction from Another School District**

Students who have been long-term suspended or expelled from another school district will generally be recorded as long-term suspended or expelled and must follow the same process as for other sanctioned students.

If a student, parent, or government agency notifies the Admissions Center that the student has a pending disciplinary action(s); has been long term suspended (more than 10 days) or expelled from their previous school; the student's enrollment application will be under review, which may cause a delay in their enrollment. Documents provided from the student, parent, or government agency to the Admissions Center staff will be reviewed with the staff at Interagency Academy who may determine whether the student requires additional services or assigned a program at Interagency Academy depending on the student's sanctions; or if the student can be assigned to their attendance

## Special Status Students

area school:

- If a student can return to a comprehensive school without restriction, the Interagency Enrollment Specialist or Admissions Staff may assign the student according to standard assignment rules.
- If a student can return to a comprehensive school but with a safety plan in place, the Interagency Academy staff will work with the school administration team.
- If a student is to be assigned to Interagency, they participate in the Interagency intake/orientation process. Once the appropriate interagency program is determined, the Interagency Enrollment Specialist assigns the student.

Students who are identified as sex offenders are referred to the Office of Civil Rights for case management prior to placement in a school. The Admissions Staff or Interagency Enrollment Specialist will work with the Office of Civil Rights and potential school administration from the receiving school to determine correct placement.



## NON-STANDARD SCHOOLS AND PROGRAM OPTIONS

### Service Schools

Service schools provide specific services not offered at attendance area or option schools. Students are usually placed in a service school based on individual assessment. Assignments to service schools may be handled by specific staff department. Service schools include:

- Head Start
- Special Education Consortium: includes Residential Consortium (Children's Home Society, McGraw Center, and Ryther Center); Experimental Education Unit; Birth to 3 Contracts; Private School Services; and Other Non-SPS Services<sup>39</sup> (students who attend private school at District expense)

### Option Schools with Continuous Enrollment

Option schools with continuous enrollment provide unique academic programs that are not offered at attendance area or option schools. Assignments to these schools are always choice assignments except for SBOC which is a designated assignment. Schools include:

- Cascade Parent Partnership Program (CPPP)
- Alan T. Sugiyama High School @ South Lake; Interagency; Nova and Middle College
- World School, including Secondary Bilingual Orientation Center (SBOC)
- Skills Center

### Assignments to Service Schools or Option Schools with Continuous Enrollment

Authorized staff from various departments make assignments to and from certain service schools. Admissions Center staff make assignments for most service schools if the applicant has an *Enrollment Referral Form* from the service school. The following staff are authorized to make assignments for eligible students to each applicable school:

- Birth to 3 programs: Special Education staff
- Head Start: Head Start staff
- Cascade Parent Partnership Program (CPPP): Cascade staff or Admissions Center with referral from Cascade
- Private School Services (Special Education): Admissions Center with referral from Special Education
- Interagency or Admissions Center staff; with applicable referral from the Service School except Nova (Nova does not require a referral)
- World School (General Education Program): Family Center staff and Admissions Center staff
- Skills Center: Assignments for SPS residents are their regular high school assignments with a cross-enrollment into the Skills Center; non-residents referred by Highline Public School (HPS)<sup>40</sup> are assigned by Admissions Center staff with referral from Skills Center
- Special Education intensive programs (age 3-21): Special Education staff or Admissions Center (returning students only).

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<sup>39</sup> This is a new school, whose final name has yet to be determined.

<sup>40</sup> A Memorandum of Understanding (MOU) allows up to 12 students approved by HPS to participate in the Aviation Program. These students are dual-enrolled and therefore not processed as non-residents.

## **Non-Standard Schools and Programs**

A student may be reassigned to or from a service school or option school with continuous enrollment at any time during the school year; they are not subject to the May 31 reassignment deadline. Assignments or transfers to these programs are subject to each individual school's intake requirements. Admissions Center staff make assignments for students from either school to attendance area or option schools.

Unless otherwise specified, resident students in service schools or option schools with continuous enrollment are automatically continued in the same service school for next year.

### **Transferring from an Option School with Continuous Enrollment**

If a student transfers from an option school with continuous enrollment and has not attended an SPS attendance area or option school during the year of the transfer or the previous school year, they are assigned to their designated school (exception; a student who has been expelled from their designated school and cannot return). They may also choose from available choice seats at any school through May 31.

If a student transfers from an option school with continuous enrollment and has attended an SPS attendance area or option school during the year of the transfer or the previous school year, they follow standard returning student rules, based on the withdrawal from that attendance area or option school. For example, a student had a choice assignment to Roosevelt High School and then transferred to Alan T. Sugiyama High School @ South Lake during the 2018-19 school year (and thereby withdrew from Roosevelt). They want to transfer out of Alan T. Sugiyama High School @ South Lake in November of the 2019-20 school year, so they are reassigned back to their choice school, Roosevelt.

Students who have been long-term suspended or expelled are not eligible for reassignment until they have been released by Intervention Services staff. Expelled students may not ever be reassigned to the school of expulsion.

### **Head Start (206) 252-0960**

Head Start is a federally-funded child development program for low-income children. Head Start programs in SPS serve three and four-year-old children and are either half day or full day programs.

The Head Start office handles all admissions and assignment for Head Start students. Students are required to complete the standard Head Start SPS Admission forms.

Head Start assignments are made via Real Time Assignment only. They are not subject to standard assignment rules and timelines. Students are assigned to Head Start into the school in which their class is located. Three-year-old students in Head Start are automatically continued into the four-year-old Head Start program; if they will be not be five years old by August 31 before the start of the next school year (i.e. they will not yet be eligible for kindergarten). These continuation assignments are made regardless of a student's 'OK to Assign' status.

## Non-Standard Schools and Programs

When a Head Start student rises to Kindergarten, they must be readmitted into the district by the Admissions Center before receiving a kindergarten assignment. For assignment purposes, they are treated as a new student and subject to standard assignment rules and timeline.

### Seattle Preschool Program (SPP)

The district has expanded its preschool program through the City of Seattle Preschool Program (SPP). In cooperation with the City of Seattle, the District has agreed to partner with the City's levy-funded preschool pilot program under an approved partnership service agreement. This partnership was approved by the School Board and initiative established by the city to launch a subsidized preschool program. In its preliminary phase, the district operated three SPP classrooms at Bailey Gatzert, Van Asselt Elementary and at Original Van Asselt. It has since expanded to twenty-one additional classrooms at Arbor Heights, B.F. Day, Broadview Thomson, Cedar Park, Dearborn Park, Highland Park, Louisa Boren STEM K-8, Olympic Hills, Roxhill @ EC Hughes, Sand Point, South Shore, Thornton Creek, and West Seattle for a total of twenty-four classrooms. All student enrollment and registration are handled by the City of Seattle except for Head Start SPP and SPP Plus inclusion seats for students with an Independent Evaluation Plan (IEP); these are handled by the district's designated department.

### Special Education Birth-to-3 Services

SPS is required to provide Special Education services to eligible SPS residents from birth until age 3, children are admitted as SPS students, but served by contracted agencies.<sup>41</sup>

Students in the Birth-to-3 program are in preschool. The Special Education department creates a student ID for each student and assigns the student to the Birth-to-3 program.

Students are eligible for Birth-to-3 programs until they turn three years old and will continue to receive Birth-to-3 services until they turn three. Approximately 90 days before a student turns three, Special Education staff hold a transition meeting to determine if the student qualifies for Special Education preschool services. At the time they turn three, they are either withdrawn or referred to a Special Education preschool via the Admissions Center, by the Special Education department.

All referrals to the Admissions Center require a *Special Education Enrollment Referral Form* in addition to standard online registration form and documentation. Admissions Center staff will admit the student (if eligible), but not assign them to a school (unless a school assignment is specified on the *Referral* form). Once admission is completed and the student is "OK to Assign", Special Education writes the IEP, determines the location of services and assigns the student to the appropriate school. The assignment of typical peers follows the same process.

### Special Education Services for Private School and HBI Students

If a family has filed a *Declaration of Intent to Provide Home-Based Instruction* (HBI) and the student is not enrolled in any courses offered by SPS, the District is not obligated to provide Special Education services to the student.

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<sup>41</sup> Preschool students enrolled in community preschools but receiving itinerant services from SPS should follow the private school/homeschooled (school 730) enrollment process.

## Non-Standard Schools and Programs

SPS is required to provide Special Education services through one of our schools to private school and homeschooled students who live in the district and who are also enrolled in SPS. Students are admitted by the Admissions Center based on an *Enrollment Referral Form* from Special Education and follow standard admission guidelines.

### Running Start

Running Start is a recognized alternative course of study offered by community colleges and is available to high school students who have earned sufficient credits to obtain at least 11th grade standing. Eligible students must be enrolled in a Washington state public high school, or meet all applicable requirements for home-based instruction students, and demonstrate readiness for college level or professional/technical coursework in a college environment. The Running Start program provides high school students the opportunity to enroll in college-level courses for credit, tuition-free, while earning high school credit at the same time for up to six quarters, with the exception of fifth year seniors. Students who are interested in the Running Start program should contact their high school counselor or the Running Start advisor at the community college.

A student already enrolled in a Seattle Public School who meets the eligibility requirements for Running Start may register for the program through their school counselor in their assigned school. Students who are enrolled in private schools or who are homeschooled pursuant to Home Based Instruction (HBI) who meet Running Start eligibility requirements may access Running Start classes through their local public high school by completing standard enrollment procedures at the Admissions Center. Home-Based Instruction (HBI) students who want to participate in Running Start may enroll in a Seattle Public School at their designated school under standard assignment procedures.<sup>42</sup>

### Part-Time Enrollment

Home-Based Instruction (HBI) and private school students may attend SPS as part-time students. Private school or homeschooled students who would like to attend SPS less than full-time may do so by enrolling under standard assignment rules and timelines, just like full-time students. They may then arrange with the school to attend part-time, and the school will adjust the student's FTE as appropriate. Part-time students may go to their designated school<sup>43</sup> or select from schools with choice seats available at the time. They do not have any right to go to any specific school or to select a school that does not have available seats for new assignments (except private school students receiving Special Education services; see **Service Schools**, page 51 for more information). No additional form is needed, and no unique option code is used for part-time enrollment; part-time students follow the same enrollment procedures as full-time students. Part-time students will be continued in the same school each year and may become full-time students by increasing their schedule to full-time. If the part-time student is cross-enrolled and chooses to become full-time, full-time attendance is possible at the home school only.

### Special Education Private School Services (206) 252-0870

See **Service Schools**, page 51, for more information.

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<sup>42</sup> Once assigned to an SPS school for access to Running Start, the student will be *cross-enrolled* into HBI.

<sup>43</sup> HBI students may enroll in the Cascade Parent Partnership Program for part-time status in lieu of their designated school.

## Non-Standard Schools and Programs

### Athletics

#### (206) 252-1800

Private school or homeschooled students who would like to participate in athletics at a Seattle Public School may do so by enrolling as a “part-time”<sup>44</sup> student. Part-time students who are participating in athletics will be assigned to their designated school in accordance with the Washington Interscholastic Activities Association (WIAA) rules and regulations.<sup>45</sup> Students must meet all applicable athletic eligibility criteria. Private or home school students who want to participate in athletics may not select from schools with available seats for new assignments. Students who are only participating in athletics are assigned and then cross-enrolled at their designated school.

### Cross-Enrollment

A student who attends a Seattle Public School and takes one to three courses at *another* Seattle Public School at the same time is a "cross-enrolled" student. The assigned school is the ‘home school’ and the school where they attend part-time is the cross-enrolled school. Students who attend Skills Center (SPS residents only; see **Option Schools with Continuous Enrollment** on page 51) and City Campus do so only as cross-enrolled students through their home schools. A parent/guardian or student makes the initial request for cross enrollment at the home school. The parent/guardian does not need the assistance of the Admissions Center unless the student does not have a school assignment (home school). A student without an assignment will be assigned under standard assignment guidelines and is not guaranteed a cross-enrollment opportunity to another school.

Enrolled SPS students may arrange for cross-enrollment with other SPS schools for classes not available at their home school. These are inter-school agreements which must be approved by both principals of the two schools. Cross-enrollment records and subsequent recordkeeping of course hours and grades are maintained by the secretaries or registrars of the involved schools.<sup>46</sup> Cross-enrollment course hours are designated in the student's assignment record in PowerSchool. The home school releases the student to the cross-enrolled school for the agreed upon course(s), but only the home school counts and receives funding for the student; the cross-enrolled school receives no additional funds. The maximum number of classes at the cross-enrolled school is three classes.<sup>47</sup> Cross-enrollment records are for a maximum of one school year; students are not continued in the cross-enrolled school. A request for cross-enrollment for the next year requires all steps to be completed again.

### Dual Enrollment

#### Outgoing Dual Enrollment- From SPS to Another District

An SPS high school student<sup>48</sup> who is registered in a Seattle Public School and who wants to enroll part-time in a Public School Online Academy in another district such as WAVA (Steilacoom), Insight (Quillayute Valley), or Internet Academy (Federal Way), while continuing to attend a Seattle Public School part-time must be enrolled in both districts. This is referred to as *dual*

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<sup>44</sup> The school will record the class hours as zero.

<sup>45</sup> Rules 18.5.1; 18.5.2; and 18.5.4(c), WIAA Handbook, p. 42

<sup>46</sup> School staff may find complete instructions for cross-enrollment in the online Power School QRDs.

<sup>47</sup> An exception is City Campus; students may be part-time or full-time in this program.

<sup>48</sup> K-8 students do not qualify for dual-enrollment, except for cases where a student’s IEP requires it.

## **Non-Standard Schools and Programs**

*enrollment* and requires an inter-district agreement.<sup>49</sup> Before making this request, the student must have a valid assignment to a Seattle Public School.

The high school student may request an inter-district release for the purpose of dual enrollment at the Admissions Center. Admissions Center staff will submit the request to the Admissions Manager to initiate the process for consideration. Most students will mistakenly state that they need an inter-district release which is correct if they plan to attend a program full-time in another district. However, if they want to *dual* enroll to attend part-time in both districts' programs, they need an inter-district agreement which outlines the number of courses, funding allocation, and responsibilities of the parties involved.

Approval for dual enrollment is a collaborative determination under the guidance of the Office of General Counsel. The inter-district agreement, if approved, will require a written agreement between the two public school districts. The Admissions Manager does not approve requests but coordinates the process and notifies the parent/guardian (or student when appropriate) of the decision.

A resident SPS student who wants to be released to another school district to attend an online academy as a full-time student will follow standard procedures for an inter-district release.

### **Incoming Dual Enrollment From Another District to SPS**

Currently, incoming dual enrollment is approved only for the Skills Center. Dual enrollment must be based on a contract or Memorandum of Understanding (MOU) as arranged by SPS General Counsel with another district.

### **General Education Development (GED): Approval for Testing**

Applicants 16 years of age and under 19 years applying for a release to take the GED test and to receive a Certificate of Education Competence may do so by contacting their home school district. Residents of the SPS District may request release at the Admissions Center. A *Request for Approval to Test: General Educational Development (GED) Diploma* form is used to make a request. The applicant section on the request form must be filled out and signed by the student or a parent/guardian if the student is under 18 years of age. Admissions Center staff will approve or disapprove the request form based on the Washington State Administrative Codes (WACs) eligibility criteria printed on the back of the form. Requests from non-residents will not be considered.

### **Home-Based Instruction**

Parents/guardians who choose to have their children receive home-based instruction in lieu of attendance or enrollment in a public school, approved private school or an extension program of an approved private school, must file an annual declaration of intent with the school district in which they reside.<sup>50</sup> The *Declaration of Intent to Provide Home-Based Instruction* form must be filed annually by September 15 or within two weeks of the beginning of a SPS public school quarter, trimester or semester. Declarations are filed at the Cascade Parent Partnership Program.

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<sup>49</sup> RCW 28A.225.250; WAC 392-121-188

<sup>50</sup> RCW 28A.225.010 (4)

## Non-Standard Schools and Programs

Children who are younger than 8 years of age or older than 18 years of age are exempt from declaration.<sup>51</sup>

### Release to Another District

A resident of the SPS District who wants to attend a school in another public school district must request a release from SPS using an SPS *Interdistrict Student Transfer Agreement* form. The forms are approved by designated Admissions staff. The release form is approved for one school year. In some cases, the student may be released for two years; however, a separate form for each school year must be completed.<sup>52</sup>

A student who is released from the SPS District has no guarantee the desired school district will accept the student for assignment. Acceptance is subject to the guidelines established by the school district to which the student is applying. The resident asking for a release to another district may have an SPS assignment. A released student is not withdrawn from the SPS assignment until an assignment in another school district is confirmed (usually when a request for records is received from the accepting school district).

A student requesting a release may also request assignment to SPS. The student may maintain assignments in both school districts until they begin attendance at one of the schools. Once the student attends a school, the other assignment will be dropped. The student may not attend schools in both districts.<sup>53</sup> If at any time a released student wants to return to SPS, they will be enrolled according to standard assignment guidelines at the time of the request.

### Home/Hospital Instruction

A student enrolled in SPS who is unable to attend school due to physical disability or illness for at least four weeks, but no more than eighteen weeks, may be eligible for home or hospital instruction. It will not provide a complete educational program but provides two hours of tutoring per week to assist the student in maintaining their educational status. Students who are approved for home/hospital instruction will be maintained as registered and enrolled students with admission set for 0 hours.

To qualify, SPS students must submit a *Request for Home/Hospital Instruction* form and a written statement from a qualified doctor or health care provider to Student Health Services. For more information contact Health Services at (206) 252-0750, [healthservices@seattleschools.org](mailto:healthservices@seattleschools.org) or: [www.seattleschools.org/healthservices](http://www.seattleschools.org/healthservices).

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<sup>51</sup> RCW 28A.225 (Compulsory Attendance)

<sup>52</sup> For example, a student who is released in the spring for the remainder of the school year to attend school in another district and who plans to attend a school in the same district in the fall, may request a release for the current year as well as the next school year.

<sup>53</sup> The exception is a student who has been approved for dual-enrollment for the purpose of an online program. See **Dual Enrollment** on page 55.





## DISPUTES AND APPEALS

### Types of Appeals

Most assignment appeal requests will fall under the Transfer Appeal process; however, some assignment related requests may require a different process with a specific office/department. The following are some of the appeal venues in SPS.

### 504 Student Disability Accommodations (Medical or Psychological Conditions)

For most students with a disability, reasonable accommodations can be determined and arranged under Section 504 of the Rehabilitation Act of 1973, Student Disability Accommodations at the assigned school. In a few cases, a change of school building may be determined necessary. Contact the school-based 504 Coordinator or contact the District 504 Coordinator (252-0807 or 0885) or by email at [504Coordinator@seattleschools.org](mailto:504Coordinator@seattleschools.org) for assistance with Section 504 related requests. Additional information including language support in several languages is available at [https://www.seattleschools.org/departments/student\\_ada/student\\_504\\_procedures](https://www.seattleschools.org/departments/student_ada/student_504_procedures).

### Assignment Errors (Inquiries)

Parents/guardians who suspect there has been an error in the processing of their children's school choice application may request an inquiry by contacting the Admissions Center (252-0760).

### Disciplinary Action Appeals

Suspended and expelled students who wish to appeal for a change in their *discipline status* may do so through the Discipline Appeals Office (252-0820). Additional information is available at <https://www.seattleschools.org/cms/one.aspx?pageId=18282>.

### Eligibility for Programs (Appeals)

Parents/guardians who are seeking changes in their *eligibility status or services* for Special Education (252-0058), English Language Learners (252-0555), Advanced Learning (252-0130), or Early Entrance (252-0130) should consult with the specific department responsible for determining the eligibility in question.

### Harassment, Intimidation and Bullying (HIB)

Harassment, intimidation and bullying are prohibited under Policy 3207 (adopted December 7, 2011 as D50, D51, F-11, 3200, 3208, 3210, 3240, 3241). HIB team investigates and monitors HIB activities in the schools as outlined in the Superintendent Procedure 3207SP.A. Parents/guardians must report HIB issues to the student's assigned school. For more information and a HIB Incident Report Form contact the Office of Civil Rights, HIB Compliance Officer at (252-0306), by email [oscr@seattleschools.org](mailto:oscr@seattleschools.org) or go to [https://www.seattleschools.org/departments/student\\_civil\\_rights/hib](https://www.seattleschools.org/departments/student_civil_rights/hib)

### Homeless Disputes

Disputes about *homeless status, assignments or transportation services* are referred to the McKinney-Vento Liaison (252-0660). Additional information is available at: [www.seattleschools.org/cms/one.aspx?portalId=627&pageId=15034](https://www.seattleschools.org/cms/one.aspx?portalId=627&pageId=15034).

## Disputes and Appeals

### Non-Resident Assignment Appeals

If their application has been denied, students who do not reside in Seattle and have been denied assignment in an SPS school must appeal through OSPI at (360)725-6133. Additional information for non-residents is available at: [www.seattleschools.org/admissions/](http://www.seattleschools.org/admissions/).

If a non-resident is accepted and assigned to a school, an appeal of the school assignment may be considered under the standard SPS Transfer Appeal process. Transfers under the appeal process are still subject to non-resident guidelines.

### Special Education Placement (Appeals)

The educational placement (program and services) for Special Education students is determined by IEP teams. Students who are in need of services not offered at every building are centrally assigned to a building that has the ability to deliver the identified program and services based on student need, geographic location, and capacity. Appeals of building assignment may be submitted through the Transfer Appeal process. If you have concerns about the type and amount of services your child is receiving, you should address those concerns with the Special Education Department or the Seattle Public School's Ombud's Office. Additional information is available at [www.seattleschools.org/cms/one.aspx?portalId=627&pageId=14833](http://www.seattleschools.org/cms/one.aspx?portalId=627&pageId=14833).

### Transportation Appeals

Requests for a student to receive transportation services for which the student is not eligible may be submitted directly to the Transportation Department (252-0900). When school is in session, requests may also be submitted to the principal of the assigned school.

### Transfer Appeal Process

Parents/guardians whose students have not been assigned to their school of choice under the standard assignment guidelines may request priority consideration under the transfer appeal process. Generally, only extreme or unique extenuating circumstances are considered under the transfer appeal process. Transfer appeals are subject to the SPS assignment guidelines and are **not** granted on the basis of curriculum, convenience/ease of transportation, personal preference, perceived quality of a school, or a desired cultural population. Except in very compelling circumstances, a transfer appeal is not granted to alleviate family conditions where, in the normal course of events, the focus of the situation is a matter of family responsibility such as: childcare; after-school activities; non-school appointments; and family members' health.

During the open transfer period, parents/guardians must request assignment through standard assignment procedures. If the student is not assigned, the parent/guardian may appeal. To appeal, the parent/guardian completes a *Transfer Appeal Request Form* and provides a parent/guardian statement which answers the questions on the form. Support documentation may be required depending on the declaration of circumstances. For example, a school safety issue might be documented by a police report, a restraining order, and/or a school security report. A police report *number* or a contact name and phone number is not considered documentation. The parent/guardian is responsible for providing the documentation.

Appeals for the next school year generally are accepted after notification of Open Enrollment assignments. Forms are available online at [www.seattleschools.org/admissions](http://www.seattleschools.org/admissions) or at the

## Disputes and Appeals

Admissions Center. Completed appeal packets are submitted to the Admissions Center and forwarded to the appeals board for the review process.

The appeals board makes the final determination based on assignment and appeal guidelines; the information submitted by the parent/guardian; school records (attendance, discipline, etc.); and consultations which may include school staff, administrators and other service providers. How long a transfer appeal takes depends on the time of year, the date it is actually *received* by the appeals board, and how many other transfer appeals are in process at the time. During the busier times in late spring and early fall, a transfer appeal may take several weeks to process. During the summer, parents/guardians may submit transfer appeals, but some reviews may be delayed due to limited availability of school and administrative staff and computer services. Students *must* attend the assigned school in the fall unless notified of an assignment change. Generally, transfer appeal results are mailed to the parent/guardian.

The outcome may vary according to the circumstances, seat availability, and time of year. A student may be assigned to a requested school; offered assignment to another school as a solution; prioritized on an existing waitlist; or other actions that may address the conditions considered under the appeal process. Transfer appeal decisions are final. However, a parent/guardian may request to re-open an appeal by submitting new or additional information for possible further consideration. If other steps are available or appropriate to the situation, the parent/guardian will be referred to them. This may include a referral to the 504 process or Harassment, Intimidation, Bullying (HIB) for investigation, review and determination.