

# **EQUITABLE ACCESS TO PROGRAMS & SERVICES ANNUAL REPORT**

*January 20, 2016*

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## Overview of Policy No. 2200 – Equitable Access to Programs & Services

Board Policy No. 2200 states:

It is the policy of the Seattle School Board that programs be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.

School Board Policy F21.00 delegates to the Superintendent the authority to make all program placement decisions. This policy addresses actions to make changes to existing programs or services, the development of new programs or services, the replication of existing programs or services, as well as the closing and/or relocation of existing programs or services throughout the district, to the extent that those programs or services have an impact on budgets, hiring or placement of staff, or on space within a building. This policy does not apply to changes in programs or services, which are reserved by law or other Board policies to the School Board or Superintendent. Prior to making programmatic or service changes, the Superintendent will take the objectives listed below into account, balancing competing needs to achieve the result that is in the best interests of students, all factors considered:

1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice

The relevant factors considered and the basis for each change shall be documented in writing and kept on file. On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known. These quarterly updates should be provided to the School Board in April, July and October.

The fourth quarterly update shall be an annual report that provides detail about all the decisions that were made in the prior year and how those decisions relate to the eight decision making criteria outlined in this policy. The annual report should be provided to the School Board in January.

The Superintendent is authorized to establish Superintendent Procedures or administrative guidelines to implement this policy.

**-end of policy**

## Overview of Program Changes and Decisions for 2015 - 2016

The following annual report provides details about the decisions that were made in the prior year and how those decisions relate to the decision making criteria as outlined in Board Policy No. 2200.

### SPECIAL EDUCATION SERVICES CHANGES

From April 2015 Report:

<b>Elementary Schools/K-8</b>	<b>Addition/Conversion of Services</b>
Broadview Thompson K-8	Convert 1 SM4 to Access
Gatzert	Add 1 SM4
Graham Hill	Convert 1 SM4 to Access
Lafayette	Add 1 SPED Pre-K with AM/PM classes
Leschi	Add 1 K-5 Access
Montlake	Convert 1 SM4 to Access
North Beach	Add 1 K-5 SM2
Olympic Hills	Convert 2 SM1g to 2 SM2
Pathfinder K-8	Add 1 K-5 Access
Salmon Bay K-5	Add 2 K-5 SM4
Schmitz Park	Convert 1 SM4 to Access
Thornton Creek	Add 1 K-5 Access
West Seattle	Convert 2 SM1g to 2 SM2
West Seattle	Add 1 Access
Whittier	Add 1 K-5 Access
Wing Luke	Add 1 Access

<b>Middle Schools/K-8</b>	<b>Addition/Conversion of Services</b>
Denny International	Add 1 Access
Hamilton	Add 1 Access
Jane Addams	Convert 1 SM4 to Access
Salmon Bay 6-8	Convert 1 SM4 to 6-8 Access

South Shore K-8	Convert 1 Access to SM3
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<b>High Schools</b>	<b>Addition/Conversion of Services</b>
Ballard	Add 2 SM4
Garfield	Add 1 SM2 and 1 SM4
Ingraham	Add 1 SM4
Nathan Hale	Add 1 SM4 class
Rainier Beach	Add 1 SM2 class

<b>Support Facilities</b>	<b>Additions/Conversions of Services</b>
Old Van Asselt	Move 1 18-21 year old Transition from Rainier Beach to Old Van Asselt
Old Van Asselt	Add 2 Elementary Intensive

From October 2015 Report:

- Closed 1 Medically Fragile class at Chief Sealth High School
- Added 1 SM2 class at Denny Middle School
- Added 1 SM4 class at West Seattle High School
- Converted 1 SM4 class to 1 Access class at John Rogers Elementary School

### **Special Education - New Model Implementation (Phase 3)**

The Special Education Central office collaborated with the Special Education Task Force to further refine and define new models for purposes of appropriate and effective implementation of the 2013 – 2015 Seattle Public Schools (SPS) / Seattle Education Association (SEA) Collective Bargaining Agreement (CBA). School year 2015-2016 was Phase 3 or Year 3 of the further implementation of the ACCESS Services and conversion of SM1g and SM4i to service delivery models on the full continuum of special education services as defined by the parties CBA.

The further implementation at the middle school level followed the Linked Schools Feeder Pattern to ensure current ACCESS services have an attendance area pathway. Additionally, the Special Education Department and Special Education Task Force converted existing “inclusion type” services to ACCESS services, avoiding many new startup costs.

Special Education Task Force will continue to work together following the recently agreed upon CBA to design additional services for the subsequent roll out of the full continuum of services at both Satellite and Continuum Schools. Additionally, the School District’s Central office will work closely with the Office of the Superintendent of Public Instruction (OSPI) and external consultants to ensure the full continuum of services follows all compliance regulations.

All of the Special Education service additions in the 2015-2016 school year were in support of district-wide academic goals. The additions increased access to services in each region to provide availability of services closer to where students reside and considered each middle school feeder region in alignment with the New Student Assignment Plan. These decisions were made through collaboration between the

special education department, enrollment planning, capital, facilities, human resources, transportation and budget to promote equitable special education services across the district. Careful consideration was given to the fiscal impact of changes and use of space, and overall district wide capacity. Data from multiple sources were considered prior to all changes in services implemented in the 2015-2016 school year.

#### **Elementary and Elementary Portions of K-8 Schools: Continuum of Service Model Implementation:**

Schools that have a full continuum of services, which would be Resource, ACCESS and an Intensive service model (currently SM3 and SM4) are labeled Continuum Schools. There are 9 elementary / K-8 schools across the SPS that meet this designation as well as most secondary schools. The Continuum Schools are staffed at 22:1 for Resource due to additional para-professionals in the school to meet the needs of students with an Individual Educational Plan (IEP). We kept the special education certificated teacher allocation to 18:1 at Continuum Schools (elementary and K-8) this year rather than 22:1 to ease the transition. Any IEP Team may determine a student needs a higher / lower degree of support regardless of the assigned service delivery model. The service models used in SPS are guides for support and not intended or ever should usurp the individual needs of each student.

#### **2015-2016 Continuum Elementary and K-8 Schools:**

- Broadview-Thomson K-8
- Daniel Bagley
- Graham Hill
- Leschi
- Licton Springs
- Pathfinder K-8
- Salmon Bay K-8
- Thornton Creek
- Wing Luke

#### **Listing of Linked Schools for 2015 – 2016**

Program placement decisions are also reflected in the designation of linked attendance area schools, and specify the services or program(s) for which the schools are linked. The attached charts provide information about the location of various services and linked schools that were identified for the 2015-16 school year.

- Elementary
- Middle
- High School
- Special Education

### **ENGLISH LANGUAGE LEARNER (ELL) SERVICES CHANGES**

#### **From July 2015 Report:**

- Eliminated the designated ELL school model and initiated ELL services in all schools.

The decision to eliminate designated ELL schools (65) and move to all schools (97) providing ELL services was based on the state compliance finding in March of 2015. The state required action as stated below. The request from the state and the demand that we provide ELL program services across the district and where students reside aligns with decision criterions 2, 3 and 4, equitable access, where students reside and within school feeder patterns.

**State Required Action:** Submit the district's updated process for ensuring that parents are never asked or required to waive ELL services when they ask to attend their neighborhood school.

As of September 2015, ELL services are available to every state identified ELL student in every school. ELL students now have equitable access to a rigorous and relevant curriculum aligned to the language acquisition and language demands necessary to attain English proficiency in every school. Students and families are no longer required to choose between ELL services and their home school (Criteria 1 and Strategic Plan goals 1 and 2).

Stakeholder engagement was limited due to the state compliance mandate, the threat to pull state funding and the limited timeline. However, all school leaders, ELL employees and families received multiple communications of the state compliance finding and next steps. Letters were sent in their native languages and Bilingual Instructional Assistants made calls home to ensure understanding of the shift in practice. Data was made available and examined by Enrollment Planning, Associate Superintendent of Teaching and Learning and the budget office to determine school impact with regards to space and necessary budget allocations. In summary, of the additional schools added SPS staffed an additional 2 ELL certificated teachers, 4 IAs and 8 hourly employees to meet the additional opportunities to serve ELL students (Strategic Plan goal 3, decision criteria, 5, 7 and 8).

**From October 2015 Report:**

- Moved the Bilingual Orientation Center (BOC) from Viewlands Elementary School to Northgate Elementary School. As of January 11, 2016, 39 students were enrolled.

The request to move the Bilingual Orientation Center at Viewlands to Northgate was from John Halfaker, Executive Director of Schools. Mr. Halfaker cited limited space as a result of increasing enrollment of students receiving Special Education as the need to move the program. The initial review of the enrollment data showed that most (80%) of the BOC students lived within the Northgate Elementary service area. (The move met Criteria 1, 2, 3 and 4). As a result, qualified students have equitable access to the BOC, receive services that are relevant, language based, culturally responsive, and are provided closer to where students reside.

Stakeholder engagement was in the form of working with both school leaders, BOC staff and reaching out to families who would be impacted by the move prior to the final decision. The outreach was in native language via phone call. (Strategic Plan 3, criteria 5, 7 and 8)

**OTHER PROGRAM DECISIONS-APRIL 2015 REPORT:**

**Skills Center Programs:**

- Fire Science Program at Rainier Beach High School, re-opened September 2015

The Fire Science Program was re-opened at Rainer Beach High School in September 2015. The program is taught in a classroom that was vacant and is located next to the other Skills Center programs. One day a week, the class is at the local fire station, where students experience the inner workings of the firehouse. Students throughout the city have access to free transportation to get to and from the program. The fiscal impact to the district to set up the space was small due to the nature of the classroom. The previous Skills Center principal engaged Teaching and Learning, the principal at Rainier Beach, the Skills Center Advisory Board and the instructor of the program. All were in support of opening this program.

The program supports district-wide academic goals by:

- Expanding opportunities for students to learn relevant, engaging job skills and general job readiness skills;
- Offering students the opportunity to learn from current firefighters and EMTs out in the field – and to make connections to post high-school training and career opportunities; and
- Allowing students opportunities to earn credit and fulfill requirements for graduation.

This program increases equity and access for all Seattle Public School students to another academically rigorous class. The program allows students to access high quality, high interest training and exposure to possible career paths. This allows another alternative learning setting for students who might or might not find success in the traditional classroom setting.

### **OTHER PROGRAM DECISIONS-OCTOBER 2015 REPORT:**

#### **Preschool Programs:**

- 3 Seattle Preschool Programs at the following locations:
  - Van Asselt opened September 21, 2015
  - Old Van Asselt opened September 21, 2015
  - Bailey Gatzert opened September 17, 2015

Seattle Public Schools states, "A commitment to early learning as a foundation for future academic success" as a core strategy for closing the achievement gap in the Districts Strategic plan. To this end, Seattle Public Schools' Board of Directors voted to accept funds from the City of Seattle's Seattle Preschool Program to fund three classrooms of 3 and 4 year old students. These classrooms are located at Bailey Gatzert Elementary and Van Asselt Elementary, two of Seattle Public Schools highest poverty schools. The third classroom is located at the Original Van Asselt building clustered with preschool special education services. The three classroom locations were vetted through enrollment planning and were discussed through the school board process. In accordance with the guidelines of the Seattle Preschool Program, the classrooms at Van Asselt and Original Van Asselt were enrolled through the Seattle Preschool Program framework. Because of there timing of grant funds being accepted, the classroom at Bailey Gatzert was enrolled using the SPS framework. Continuous enrollment into SPS is not possible at this time and students must reenroll when entering kindergarten.

#### **Interagency Program:**

- FareStart Youth Program: Culinary and Customer Service Training at Interagency Columbia Building

Interagency partnered with Farestart, a non-profit community based organization, to offer Interagency students an eight week job skills internship. During the internship students learn culinary and customer service skills. Interagency students attend one of the Interagency campuses daily from 8:30 to noon, then traveling to the Farestart campus for the internship from 12:30-4. The program started in October 2015 and will serve up to 50 students during this school year in groups of 8-10.

The program supports district-wide academic goals by:

- Expanding opportunities for the most disengaged youth to learn relevant job skills – both specific to the field and general job readiness skills;

- Offering students the opportunity to learn from experts in the field – and to make connections to post high-school training and career opportunities;
- Extending the school day to increase opportunities for learning, and for students to earn credit and fulfill requirements for graduation; and
- Increasing student engagement in the academic part of their school day by helping them see the connection between academic work and their future career paths.

The program makes accessible high quality, high interest, skills training and exposure to possible career paths to some of Seattle’s most vulnerable high school students, including students who have not found success in other more conventional programs. The program is cost neutral to the district.

The program is located centrally, on major bus routes on the north end of Beacon Hill in the Pacific Tower, therefore, accessible to all Interagency students. The building is not owned by the school district and the space used for the internship was designed for this program. This allows access for Interagency students from throughout the City. Interagency enrolls students from any location in the district and is not part of any feeder region.

Interagency worked closely with Farestart for more than a year to design this project. Farestart has extensive experience training individuals who face the kinds of challenges that Interagency students routinely experience. The program draws from the success of other Interagency partnership programs (a Garden Project on the Columbia School campus, and a bike mechanics training program), and the success of Farestart in training individuals to launch food industry careers, and research on similar successful programs.