

Memorandum

To: Dr. Goodloe-Johnson, Superintendent

From: Carla Santorno, Chief Academic Officer
Courtney Cameron, Special Assistant to the CAO

CC: Don Kennedy, Pat Sander, Ruth Medsker, Patrick Johnson, Gloria Mitchell, Shannon McMinimee, Linda Sebring, Holly Ferguson, Duggan Harman, Kathy Johnson, Tracy Libros, Rachel Cassidy, Fred Stephens, Tom Bishop, Cathy Thompson, Fred Row, Veronica Gallardo, Robert Vaughan, BiHoa Caldwell, Mark Pflueger, School Principals

Date: March 17, 2009

Re: Program Placement Recommendations for the 2009-2010 School Year

The following Program Placement recommendations are for implementation in the 2009-2010 school year.

In addition to the policy and procedure guidelines set out below, the Program Placement committee took into consideration the fact that systemic work is being undertaken by Seattle Public Schools in the areas of program/service reviews (e.g. Accelerated Progress Program, Special Education, Bilingual); the capacity management process; and the development of a new Student Assignment Plan. Specifically, the Program Placement Committee considered the trade-offs between short-term program and capacity needs and the desire to ensure that Program Placement decisions are coherent with the long-term strategies of Seattle Public Schools.

The capacity management process directly impacted the annual cycle of reviewing the locations of programs and services offered throughout the district. Generally, these decisions are made by early January but this year these changes were recommended in February and March. This process provided opportunities for implementation of recommendations from the various reviews but also delayed the timeline for making final recommendations.

The summary in this document is specific to formal requests received as part of the Program Placement process. This document is not inclusive of all the programmatic changes related to the capacity management process.

A total of **nine** formal requests were received by the fall deadline. **Four** of these requests were received from principals, and **five** of the requests were received from members of the public. A total of **two** requests were approved: these being requests to have Concord Elementary School and Denny Middle School become International Schools. In addition to these formal requests, we also worked with the Special Education Department to identify changes necessary for next year. These requests were received in February, based upon the outcomes from the capacity management process, and both were approved: creation of 8 new elementary continuums of service, and the ending of the Blended Kindergarten programs.

It is the policy of the Seattle School Board that programs be placed in support of District-wide academic goals that address systemic needs and support quality education for all students. The Program Placement Committee makes program location recommendations to the Superintendent, who, pursuant to School Board Policy F21.00, has ultimate decision making authority related to program placement. 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. This process addresses the development of new programs, the replication of existing programs, as well as the closing and/or relocation of existing programs throughout the District.¹

In making program placement decisions, the Superintendent should endeavor to:

1. Place programs in support of District-wide academic goals,
2. Place programs equitably across the District,
3. Place programs where students reside,
4. Consider input from stakeholders in the decision making process,
5. Utilize physical space effectively to assure that space needs are met across the District,
6. Ensure that fiscal resources are taken into consideration, and
7. Fully analyze the impact of any decision before it is made by using data, research and best practice.

All recommendations fall under at least one of the following categories:

- Special Education
- Bilingual Programs
- Advanced Learning
- New Programs
- Portable and Facility Requests
- Pending/Ongoing Program Placement Requests

COMMUNICATION

District Staff:

Once the recommendations are finalized and approved, the official notification will be sent out from Chief Academic Officer, Carla Santorno. An email will be sent to the Program Placement Committee, Instructional Directors, and to the Senior Leadership Team. Each principal who will either receive a program, or who has submitted a request, will receive an email or phone call. Communication to all other principals will be through the Principal Communicator, and the approved recommendations will be posted on the Program Placement website: <http://www.seattleschools.org/area/progplace/index.dxml>. School Board members will be notified through Dr. Goodloe-Johnson's Friday up-date to the Board.

¹ Reference: School Board Policy, Program Development and Placement, C56.00

Families and Community Members:

The approved recommendations will be posted on the Program Placement website: <http://www.seattleschools.org/area/progplace/index.xml>. Individuals who submitted requests will be notified by email or by a phone call. Specific departments will work with principals, teachers, families, and students to determine where students can receive appropriate services.

**PROGRAM PLACEMENT
APPROVED RECOMMENDATIONS
FOR THE 2009-2010 SCHOOL YEAR**

SPECIAL EDUCATION – Special Education Department Requests

Request	Proposed Placement	Committee Recommendation	Superintendent Approval
<p>Dissolve Blended Kindergartens and Specialty Kindergarten</p> <p>Request Submitted by: Special Education Department</p>	<p>North Beach Lafayette Hawthorne Gatzert Bryant McGilvra*</p>	<p>Recommendation: APPROVE request to dissolve Blended Kindergartens and the Specialty Kindergarten*</p> <p>This change is in line with the recommendations from the Special Education Review. Seattle Public Schools is going to focus on implementing the comprehensive integrated service delivery model with preschool students rising to kindergarten and kindergarten students rising to first grade. It is recognized that:</p> <ul style="list-style-type: none"> • Additional staffing support will need to be provided to schools so that student program services can be provided at schools closer to where students live • Staff development for special education will need to be provided to kindergarten and first grade teachers that focuses on serving students in the integrated service delivery model <p>Currently, there are just under 40 students enrolled in the Blended K programs. Seattle Public Schools will work with families and staff to support the transition of these students so they receive appropriate services in first grade.</p> <p>Outcomes</p> <ul style="list-style-type: none"> • Blended-K's and Specialty K will be ended • Transitional programs will remain • BF Day's Behavior K will be converted to a primary classroom 	<p>APPROVED</p>

Request	Proposed Placement	Committee Recommendation	Superintendent Approval
<p>Create 8 new primary through intermediate continuums at elementary schools and K-8's</p> <p>Request Submitted by: Special Education Department</p>	<p>BF Day Greenwood Northgate Olympic Hills Loyal Heights Northgate West Woodland Maple Emerson Highland Park TT Minor The New School Madrona T. Marshall Jane Addams</p>	<p>Recommendation: APPROVE request to create 8 new primary through intermediate continuums of service at elementary schools where they do not already exist.</p> <p>BF Day</p> <ul style="list-style-type: none"> • Convert existing Behavior K to a primary classroom. Currently, this is an all-city draw, when it converts it will serve students in the north end • Relocate Greenwood intermediate classroom to BF Day to create continuum • Greenwood students mostly come from N and NE and one from WS <p>Northgate</p> <ul style="list-style-type: none"> • Relocate Northgate intermediate Generic self contained classroom to Olympic Hills to create a continuum with existing services. Northgate students come from mostly N, with 2 from NE • Relocate Loyal Heights primary behavior classroom to Northgate. Loyal Heights primary students come from mostly N, with some from NE, NW • Add intermediate behavior services (with funding from TT Minor) to create a continuum at Northgate <p>Greenwood</p> <ul style="list-style-type: none"> • Relocate intermediate behavior services to BF Day to create a continuum • Maintain 3 special education preschools for the 2009-10 school year <p>West Woodland</p> <ul style="list-style-type: none"> • Intermediate behavior services will remain for the 2009-10 school year, however this will be phased out as integrated comprehensive services are phased in • West Woodland students come from C, N, NW, QA/M, and S 	<p>APPROVED</p>

		<p>Maple</p> <ul style="list-style-type: none"> • Relocate intermediate behavior services to The New School • Maple students come from C, S, SE <p>Emerson</p> <ul style="list-style-type: none"> • Relocate Emerson primary behavior services to The New School to become part of the new integrated service model <p>Highland Park</p> <ul style="list-style-type: none"> • Add intermediate behavior services to the existing primary services to create a continuum. • Highland Park students come from West Seattle <p>TT Minor</p> <ul style="list-style-type: none"> • The 9 Central cluster students, who are currently receiving behavior services at TT Minor, will be assigned to Madrona. Madrona will offer a new integrated service delivery model. • The other TT Minor students will be served in existing programs that are located closer to their homes • The existing primary autism self-contained program will end. The 4 students live S or SE. These students can be served in the existing classrooms at T. Marshall. <p><u>Outcomes</u></p> <p>BF Day will have a primary through intermediate continuum of behavior services</p> <p>Northgate will have a primary through intermediate continuum of behavior services</p> <p>Olympic Hills will have a primary through intermediate continuum of Generic services</p> <p>Emerson will have a primary through intermediate continuum of Generic services</p> <p>The New School will have a primary through intermediate continuum for integrated services</p>	
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		<p>Madrona will have a primary through intermediate continuum for integrated services</p> <p>Highland Park will have a primary through intermediate continuum for behavior services</p> <p>Jane Addams will have a K-8 continuum of services that will grow from the current primary Autism classroom into an integrated services delivery model.</p>	
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SPECIAL EDUCATION – Public Requests

Request	Proposed Placement	Recommendation	Superintendent Approval
<p>Create a K-5 Integrated Service Delivery Model</p> <p>Request Submitted by: Anne Sheeran, Parent</p>	McGilvra	<p>Recommendation: DO NOT Approve request to create a prototype K-5 integrated service delivery model at McGilvra.</p> <p>An aforementioned approved recommendation submitted by the Special Education Department is to dissolve the existing “Specialty” Kindergarten program at McGilvra. This decision addresses many of the concerns raised in this request because it eliminates the forced transition for students out of Blended and Specialty Kindergartens and into other schools.</p> <p>Many of the other issues raised in the request are being handled as part major changes being initiated by the Special Education Department (e.g. creation of continuums of service, locating services close to home, serving most kindergarteners in general education classrooms, and by the enhancement of resource services, etc.). These changes support the recommendations from the Special Education Review.</p>	NOT APPROVED
<p>Create a K-5 Integrated Service Delivery Model</p> <p>Request Submitted by: Elizabeth Grigg</p>	McGilvra	<p>Recommendation: DO NOT Approve request to create a prototype K-5 integrated service delivery model at McGilvra.</p> <p>This exact request was submitted by two different people. The rationale for the denial of the request is shown above.</p>	NOT APPROVED

Request	Proposed Placement	Recommendation	Superintendent Approval
<p>Create a prototype of the K-5 integrated service delivery model or an autism inclusion program</p> <p>Request Submitted by: Mary Janisch and Bill Stauber</p>	<p>Bryant Elementary</p>	<p>Recommendation: DO NOT Approve request to create a prototype K-5 integrated service delivery model at Bryant.</p> <p>Many of the other issues raised in the request are being handled as part major changes being initiated by the Special Education Department (e.g. creation of continuums of service, locating services close to home, serving most kindergarteners in general education classrooms, and by the enhancement of resource services, etc.). These changes support the recommendations from the Special Education Review.</p> <p>The Bryant Blended K will be dissolved for the 2009-10 school year, so this will alleviate some of the concerns raised about forced transitions at Bryant.</p> <p>Seattle Public Schools will be implementing systemic changes that move the district to a comprehensive service delivery model. It would not be appropriate to approve this change in isolation from the long-term plan to transition to this service delivery model across district.</p>	<p>NOT APPROVED</p>
<p>Create a non disability-specific inclusion program</p> <p>Submitted by: Liz Bluechel, Parent</p>	<p>View Ridge Elementary</p>	<p>Recommendation: DO NOT Approve request to create a non-disability-specific inclusion program at View Ridge.</p> <p>This request raised an issue about defining students by their status as students eligible for special education services, rather than considering them as general education first and then providing services to meet their needs.</p> <p>The comprehensive integrated service delivery model will take several years to implement and the focus for the 2009-10 school year is initially around kindergarten.</p> <p>Seattle Public Schools will be implementing systemic changes that move the district to a</p>	<p>NOT APPROVED</p>

		comprehensive service delivery model. It would not be appropriate to approve this change in isolation from the long-term plan to transition to this service delivery model across district.	
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INTERNATIONAL SCHOOLS –Principal Requests

Request	Proposed Placement	Recommendation	Superintendent Approval
<p>Create an International School Program</p> <p>Request Submitted by: Sandra Scott, Principal of Concord Elementary</p>	Concord Elementary	<p>Recommendation: APPROVE the request to create an international school program at Concord starting in the fall of 2009-10.</p> <p>The international school program at Concord will include three essential elements:</p> <ul style="list-style-type: none"> • Academic Excellence for All: Innovative and Culturally Competent Teaching and Learning • Global, Cultural and Ethnic Perspectives & Partnerships • World Languages <p>The program will include integration of global perspectives throughout the K-5 curriculum for all Concord students and will serve to complement the Two Way Spanish Immersion Program that is already in place. The immersion program started with Kindergarten during the 07-08 school year. Next year the program will grow to include 2nd grade.</p> <p>As one of the Flight Schools in the West Seattle South area, Concord has worked very closely with Denny Middle School and Chief Sealth High School to create a strong academic pathway for students K-12.</p> <p>The Concord school and community have been planning for this transition. Staff, parents, and community members have been engaged in planning and implementation of the dual language program and the creation of the International School Program.</p>	APPROVED

Request	Proposed Placement	Recommendation	Superintendent Approval
<p>Create an International School Program</p> <p>Request Submitted by: Jeff Clark, Principal of Denny, and the Denny Building Leadership Team</p>	<p>Denny Middle School</p>	<p>Recommendation: APPROVE the request to create an international school program at Denny Middle School starting in the fall of 2009-10.</p> <p>The international school program at Denny will include three essential elements:</p> <ul style="list-style-type: none"> • Academic Excellence for All: Innovative and Culturally Competent Teaching and Learning • Global, Cultural and Ethnic Perspectives & Partnerships • World Languages <p>Denny serves a racially, ethnically, culturally, socio-economically and linguistically diverse community. Currently, Denny has approx. 620 students, of whom 65% are eligible for free or reduced meals and many of whom speak other languages in addition to English. Over one-third of the students at Denny are bilingual and the ELL student population is growing</p> <p>As a Flight School, Denny has worked closely with the feeder elementary schools and with Chief Sealth High School to create a pathway of academic excellence for students K-12. They are working closely with Sealth to prepare students for success in the high school International Baccalaureate program.</p> <p>The world language component of the school will include the following:</p> <ul style="list-style-type: none"> • Provide instruction in two languages (Spanish/English) in a dual language model • Provide classes for native or heritage speakers, as well as for non-native speakers • Expand the Mandarin language pathway with Chief Sealth (currently 7th-10th) • Consider creation of additional language programs, as appropriate 	<p>APPROVED</p>

		The Building Leadership Team unanimously agreed to submit an application to Seattle Public Schools to request that Denny become an International School.	
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ADVANCED LEARNING – Public Requests

Request	Proposed Placement	Recommendation	Superintendent Approval
<p>Open a new Spectrum program</p> <p>Submitted by: Charlie Mas, Parent</p>	Arbor Heights Elementary	<p>Recommendation: DO NOT approve the request to open a new Spectrum program at Arbor Heights for the 2009-10 school year.</p> <p>This request was submitted in the fall prior to when any decisions about the capacity management were made. No change in location is recommended for the 2009-10 school year.</p> <p>Bob Vaughan, Manager of Advanced Learning, will continue to work with schools to improve services as he begins to implement recommendations from the Advanced Learning Review</p>	NOT APPROVED

FACILITIES RELATED – Principal Requests

Request	Proposed Placement	Recommendation	Superintendent Approval
<p>Relocation of the Homeschool Resource Center (HRC)</p> <p>Submitted by: Cynthia Barrientos, Administrator at the HRC</p>	Lincoln, NOVA, AS #1, Summit K-12, Secondary Bilingual Orientation Center (SBOC)	<p>Recommendation: DO NOT approve the request to move the Homeschool Resource Center (HRC) to a new site for the 2009-10 school year.</p> <p>The Homeschool Resource Center (HRC) proposed a change in location to either be on a dedicated campus for extensive enrollment expansion or a shared campus with school(s) that are aligned with the HRC's academic mission, such as NOVA, AS #1 or Summit K-12, or the SBOC</p>	NOT APPROVED

		<p>This request was submitted in the fall prior to when any decisions about the capacity management were made. No change in location is recommended for the 2009-10 school year.</p> <p>Michael Tolley, High School Instructional Director, will continue to work with the HRC to address concerns about the current location and will await recommendations from the Alternative Education Review.</p>	
<p>Building upgrades to allow for an onsite preschool program in the dedicated childcare space.</p> <p>Submitted by: Ellen Punyon, Principal of Dearborn Park</p>	Dearborn Park Elementary	<p>Recommendation: DO NOT approve the request for building upgrades at Dearborn Park.</p> <p>A new onsite childcare was built at Dearborn Park Elementary as part of a capital project. This childcare currently serves school-age students. The space cannot be licensed for preschool students unless an additional exit is constructed. The estimated cost for this is \$10,000. At this time we are not able to recommend this upgrade.</p>	NOT APPROVED