

Date: Thursday, September 15, 2016
To: Larry Nyland, Superintendent
From: Michael F. Tolley, Associate Superintendent for Teaching and Learning
Re: Friday Memo for September 16, 2016

DIVISION OF TEACHING AND LEARNING:

Department of Student Support Services:

Special Education Update:

- As of September 12th, the Special Education external website has been updated and is now live. Updates to every section were made to improve parent/guardian and community user experience. Links to internal and external resources were added for ease of navigation and consistency.
- Special Education Parent Partners, a group of parents trained to support families and teachers to work together collaboratively has been launched. This is a pilot program for the 2016/17 school year.
- Currently in the process of revising Superintendent Policy 2161: Special Education and Related Services for Eligible Students, to incorporate OSPI requirements and guidelines from the Washington State School Directors' Association (WSSDA) around the use of isolation and restraint and alignment with Superintendent Policy 3246. Approval of the IDEA grant requires the following revisions:
 - The removal of language around isolation and restraint
 - Inclusion of the Emergency Response Protocol (ERP)
 - Inclusion of positive behavior supports in IEPs
 - Newly prohibited discipline practices
 - Required training for those permitted to use isolation and restraint
- Hard copy student IEPs and Evaluations were eliminated as of September 6th. IEP Online is now the source of all electronic records. The District was able to recover \$10,000 of the development costs from vendor due to the benefit created for other districts.
- The interface between PowerSchool and IEP Online is currently in production, with full functionality projected to occur after the November 1 Child Count. Timeline was extended due to the upgrade to PowerSchool 10, which required additional testing.

Special Education Student Assignment:

On June 16, 2016 a student assignment appeal hearing was conducted by a quorum of School Board Directors. The parent was appealing the Deputy Superintendents decision to the Board. While the appeal was also denied by the Board, School Board Director Leslie Harris created a Findings of Fact and Decisions in this matter and directed the Superintendent to provide information no later than October 31, 2016.

In response to the request for information included in the Board Decision dated June 24, 2016, the District has addressed each requested item in the following response sections below.

4a) Endeavor to place students according to their Individualized Education Plans (IEPs) which address their specific needs.

See the following sections within the Special Education Student Assignment Response Document:

- Introduction
- Student Assignment Process
- Analysis of Equity

4b) Geographic allocation of special education services by type.

- Linked Schools Charts (attached)

4b) Number and ratios of special education to general education.

See the following sections within the Special Education Student Assignment Response Document:

- Allocation and Ratios

4b) Allocation of special education services to option schools by number and type.

See the following sections within the Special Education Student Assignment Response Document:

- Option Schools
- Special Education Program Placement in Option Schools (attached)

4b) Current policies, criteria and procedures used to make decisions about the placement of such services, including the number of allocated spaces, wait-listing practices and policies during the past three years.

See the following sections within the Special Education Student Assignment Response Document:

- Student Assignment Process
- Waitlist Process
- Option Schools
- Linked Schools Charts (attached)
- Special Education Program Placement in Option Schools (attached)
- Superintendent's Procedure for Student Assignment 3130SP (attached)
- 2016-17 Waitlist (attached)

4c) Analysis of current special education placement practices with regard to option schools and any equity issues raised by current practices.

See the following sections within the Special Education Student Assignment Response Document:

- Analysis of Equity

4d) The Board's decision indicates that a presentation should be scheduled at a work session to present the information requested by the decision and to allow the Board to begin a discussion of the issues raised. Because the Office of Civil Rights is currently investigating a complaint that raises some of the same issues, a presentation to the Board

is currently scheduled for May 24, 2017 in order to allow time for the OCR investigation and decision to be completed before the Board begins its work to address any possible changes to the current District practices.

Advanced Learning

- A presentation to the Board is scheduled for October 5th to review current data and best practices on Advanced Learning and Highly Capable Programs locally and nation-wide.
- Improvements to the Testing Process for 2016.17:
 - To improve parent/guardian experience and reduce manual data entry errors, the Advanced Learning team worked with DoTS to launch an online referral form for the 2016.17 school year.
 - Managing referrals and processing test scheduling, as well as eligibility decisions will be done using SharePoint this year to increase efficiency. This will allow the Advanced Learning team to accurately and easily schedule testing in a timely way.
 - The notification timeline has been enhanced to ensure families are informed of HCC eligibility prior to the close of Open Enrollment.
 - Communication to parents/guardians occurred via several modes, including the first-day packet with an introduction and link to website in seven languages, updates to the Advanced Learning website in seven languages, announcement on the SPS landing page, Face Book, Twitter, as well as communication in the Principal Communicator and school websites. To increase efforts to raise accessibility and reach under represented populations, school leaders were asked to initiate referrals at the school level for students demonstrating characteristics of giftedness as evidenced in data, teacher observation, and classroom-based performance. Referral forms are available in nine languages.
 - Schools are asked to provide access to computers as well as site-based support for families in need. JSCEE is also staged to provide in-person support on a walk in basis for assistance in maneuvering the updated referral process.
 - Next steps include development of a system for updating student test scores automatically in SharePoint, implementation of a secure internal teacher rating scale, development of the MSC Eligibility Decision process, as well as a process for capturing and displaying test scores and eligibility to parents/guardians securely on The Source.

Department of English Language Learners:

Office of International Education:

Seattle Public Schools is pleased to welcome eight international visiting teachers from China, Japan, and Spain this year. They have all come on the J-1 Exchange Teacher Visa and qualify for the Nonimmigrant Exchange Teacher Certificate from OSPI Certification.

The hiring process for the visiting teachers this year was refined significantly under guidance from SPS Legal, HR, Compensation, and Payroll. In addition, the application process for the J-1 visa through the Institute of International Exchange (IIE) included a number of new requirements from the Department of State. After many months of effort and collaboration, the district was rewarded with the arrival of these enthusiastic teachers, eager to share their cultures with our schools and students and to learn more about education and life in America.

Visiting Teacher From:	Seattle Public Schools
China (CIWA)	Chief Sealth International High School
China (CIWA)	Denny International Middle School
China (CIWA)	Dearborn Park International School
China (CIWA)	Beacon Hill International School
China (CIWA)	Beacon Hill International School
China (College Board)	Pathfinder K-8
Kingdom of Spain	McDonald International School
Japan	Ballard High School

The Spanish Center, supported by the Spanish Embassy, has already contacted the district about submitting requests for additional visiting teachers from Spain for 2017-2018.

Attachments:

1. Special Education Student Assignment Response Document
2. 2014-15 Linked Schools Chart
3. 2015-16 Linked Schools Chart
4. 2016-17 Linked Schools Chart
5. 2016-17 Waitlist Summary
6. Superintendent Procedure 3130, Student Assignment
7. Board Appeal Decision
8. Option School Student Counts