

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

January 2019

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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 and services 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 of the closure and placement decisions for services not governed by the student assignment plan or other Board policies, and the placement decisions for programs not governed by the student assignment plan. This authority includes actions to make changes to existing programs or services, the development of new programs or services, the replication of existing programs or services, the relocation of existing programs or services, and the closure of existing services. 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. Board approval is required for the closure of a school or instructional site.

Prior to making programmatic or service changes, including those requiring School Board approval under Policy F21.00, 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, distributed to the School Board for its reference, 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. Changes to the Superintendent Procedures will be shared with the appropriate Board committee for its information.

-end of policy

Overview of Changes

The following annual report provides details about the decisions that were made for the 2018-19 school year and how those decisions relate to the decision-making criteria as outlined in Board Policy No. 2200, as well as upcoming decisions for the 2019-2020 school year that are known at the time of this report.

Special Education Services Changes

Changes reported in the April 2018 Quarterly Report to the Board:

School	Region	Total Changes	Summary
Bailey Gatzert Elementary	Central	-0.5	Reduce 0.5 Dev PK
Ballard High	NW	0	Add 1 Access, reduce 1 SEL
BF Day Elementary	NW	1.5	Add 1 Access, add 0.5 Seattle Preschool Program (SPP)
BRIDGES Transition 18-21	NW	1	Reduce 1 BRIDGE 4 at Ingraham, add 1 BRIDGE 3 at Ingraham, add 1 BRIDGE 3 at Roxhill site
Chief Sealth High	SW	1	Add 1 Distinct
Franklin High	Central	1	Add 1 SEL
Garfield High	Central	1	Add 1 SM2
Green Lake Elementary	NE	1	Add 1 Medically Fragile
In Tandem @ Roxhill	SW	2	Add 2 In Tandem at Roxhill
John Hay Elementary	Central	1	Add 1 Focus
Lafayette Elementary	SW	2	Add 1 Focus and add 1 Access
Leschi Elementary	Central	1	Add 1 Access
Madrona Elementary	Central	0.5	Add 0.5 Dev PK
Meany Middle	Central	1	Add 1 SEL
MLK Elementary	SE	1	Add 1 Access, add 1 Dev PK, reduce 1 Distinct
North Beach Elementary	NW	1	Add 1 Access
Queen Anne Elementary	Central	1	Add 1 Access
Robert Eagle Staff Middle	NW	1	Add 1 SM2
Roosevelt High	NE	0	Add 1 Access, reduce 1 SM2
Sandpoint Elementary	NE	1	Add 1 Access
South Shore K-8	SE	-1	Reduce 1 Dev PK
Van Asselt Elementary	SE	2	Add 1 Access and add 1 Dev PK
Washington Middle	Central	1	Add 1 Distinct

Changes reported in the June 2018 Quarterly Report to the Board:

School	Region	Total Changes	Summary
Ballard High	NW	-1	Access position was added in March staffing and is now being reduced due to low enrollment.
Roxhill Building	SW	2	In Tandem - There will be 3 total, serving students in grades 3-8.
Washington Middle	Central	1	Moderate (previously SM2) position was added since March for enrollment growth.

Changes reported in the October 2018 Quarterly Report to the Board:

School	Region	Total Changes	Summary
Meany Middle	Central	1	Social/Emotional added over the summer due to increased capacity.
Robert Eagle Staff Middle	NW	1	Access added over the summer due to increased capacity.

January Annual Report (changes since October Quarterly Report):

School	Region	Total Changes	Summary
Franklin High	Central	1	SEL – new teacher was added due to increased enrollment. This was an addition to the existing classroom.
Denny Middle	SW	-1	SM2 classroom was reduced due to low enrollment. There are other SM2 classrooms at this school.

Special Education

The Special Education service additions 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 2018-19 school year.

Listing of Linked Schools for 2018 – 2019

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 2018-19 school year.

- o Elementary
- o Middle
- o High School

PROGRAM CHANGES:

Changes reported in the April 2018 Quarterly Report to the Board:

Skills Center Changes

As the Skills Center considered how best to serve students and prepare them for viable career and college pathways, while at the same time making the Seattle Skills Center financially self-sufficient, staff utilized four criteria:

- Enrollment from previous years
- Jobs reports from Washington Roundtable/Boston Consulting Group report, 2016
- Community support (e.g., grants, internships and other work-based learning)
- Survey data from families and staff

Course and Location	New, increase, decrease, eliminated	Impact on Teacher FTE	Summary
Media Arts: Video Production Location Franklin HS, grant funded for two years	New- 1 section	Increase of 0.5 Teacher FTE (grant funded for two years)	Favorable responses in the survey and a reasonably strong job outlook.

Changes reported in the June 2018 Quarterly Report to the Board:

1. The Native American Educational Program will expand, including the addition of a Šəqačib Program in the North, staff for after school programs and a secondary liaison case manager in the North. The program will be placed at Nathan Hale High School and Jane Addams Middle School.
2. The Proyecto Saber program will move from Ballard High School to Robert Eagle Staff Middle School. The groundwork for this change began two years ago and was caused by the decline in the enrollment of Spanish speakers, students of color and ELL students at Ballard High School. Proyecto Saber is a program that is not language based, however, it is ELL funded (.5 fte from ELL) so the percentage of ELL students and percentage of students of color guided the decision.

Changes reported in the October 2018 Quarterly Report to the Board:

The following changes were made at the Skills Center:
Location changes:

1. Media Arts course will be located at the Seattle World School, not Franklin HS as originally planned.
2. Video Game Production: Animation/Programming classes will be held at the John Marshall building. These were previously held at Seattle Armory, at the Academy of Interactive Entertainment location.

Cancellations/postponing until 2019-20 school year due to low enrollment:

1. Maritime Vessel Operations
2. Construction Trades
3. Information Technology

January Annual Report Changes (Since October Quarterly Report):

Second semester courses available to students:

1. **Construction Trades at Rainier Beach HS**
Students gain skills in planning, problem solving, tool use, safety, and teamwork to build tiny houses for the homeless community. Students may choose to apply for one of the many apprenticeship opportunities we have in the region to “earn while they learn” and enter a high demand, high wage career, or head on to a four-year college and use these skills to work summers to pay tuition.

2. **Careers in Education/Teaching Academy at Southlake HS** (*ELA cross credit and dual college credits are available in the Careers in Ed class*) – *Note this course ran this fall semester and we are encouraging more students to join second semester.*

This course prepares students for a wide range of education-related jobs, with a focus on early childhood education. Students can earn certificates that allow them to work in day care facilities and after school programs, and the Seattle Public Schools Human Resources Department will offer graduates the Instructional Assistant (IA) test. Students who pass this and are employed as IAs will have options to continue their education at Seattle Colleges and work towards becoming a teacher in Seattle Public Schools through the “IA to Teacher Pipeline.”

These are both wonderful career-connected learning opportunities for students who are 16-20 years old. Both are on our afternoon schedule (12:45 to 3:15pm). Van, taxi, or school bus transportation is available.

OTHER CHANGES REPORTED (Not required to be reported in 2200 SP):

April 2018 Report

Seattle Preschool Programs will be added to the following elementary schools in September 2018:

- Arbor Heights
- Bailey Gatzert
- BF Day
- Roxhill @ EC Hughes
- Thornton Creek
- Sandpoint

Interagency Moves: The Southwest at Youngstown Interagency classrooms will move to the Roxhill building. The Interagency classrooms at Original Van Asselt will move to the Youngstown site. The programs at both new locations will continue to remain the same.

Upcoming Decisions:

- Review of non-traditional high schools
- Overcrowding at Robert Eagle Staff/Licton Springs building
- Highly Capable Cohort (HCC) pathway in Southwest-current pathway is to Thurgood Marshall

June 2018 Report

The Hutch School ended its contract with Seattle Public Schools beginning in the 2018-19 school year because it is closing. There were 13 students enrolled in the school at the end of the 2017-18 school year.

Pre-School:

New SPP Classroom Locations 2018-19	Program Model	Number of Classrooms	Enrollment	Proposal Status
Arbor Heights	SPP	1	20	Green
Bailey Gatzert	SPP Plus	1	18	Green
BF Day	SPP Plus	1	18	Green
EC Hughes	SPP Head Start	2	40	Green
Thornton Creek	SPP Plus	1	18	Green
Sand Point	SPP	1	20	Green

		TOTAL: 7	TOTAL: 134	
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TOTAL Classrooms 2018-19	Program Model	Number of Classrooms	Enrollment	Proposal Status
	SPP	11	217	Green
	SPP Plus	9	162	Green
	SPP Head Start	4	80	Green
		TOTAL: 24	TOTAL: 459	

October 2018 Report

No changes to report.

January Annual Report Changes (Since October Quarterly Report):

No changes to report.

---end of report