



SCHOOL BOARD ACTION REPORT

DATE: May 10, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Michael Tolley, Associate Superintendent for Teaching and Learning, mftolley@seattleschools.org;
Mike Starosky, Chief of Schools, mpstarosky@seattleschools.org

For Introduction: August 30, 2017
For Action: September 20, 2017

1. TITLE

Annual Approval of Schools per WAC 180-16-220

2. PURPOSE

This motion approves each school for the coming year, which is a requirement placed on the School Board by Washington Administrative Code (WAC), Section 180-16-220.

3. RECOMMENDED MOTION

I move that the School Board approve each school within the District as having a school improvement plan that is data driven, promotes a positive impact on school learning, and includes a continuous improvement process, pursuant to WAC 180-16-220.

4. BACKGROUND INFORMATION

a. Background

Washington Administrative Code Section 180-16-220(2)(a) requires that each school in the school district "...be approved annually by the school district board of directors..."

A School Board's annual approval of schools certifies to the State that each school has a school improvement plan in place. School improvement plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process for monitoring, adjusting, and updating the plan. Each building's Continuous School Improvement Plan (C-SIP) includes all of these elements.

The Associate Superintendent for Teaching and Learning and his designees have created and overseen a process for the review of each school's C-SIP, and has certified that each school does have a C-SIP that meets the terms of WAC 180-16-220.

It is in the best interest of the District for the Board to approve all school C-SIPs together.

- All of our schools have current 2017-18 Continuous School Improvement Plans, or C-SIPs, on file at the schools, with their Executive Directors of Schools, and in the Grants office. All C-SIPs are also posted online on our district website.

- All schools have updated their C-SIPs based on student data from spring 2017 by June 30, 2017. C-SIPs are working documents and will be adjusted during the year as additional data is made available to schools (e.g. Measurement of Academic Progress (MAP) data, graduation data, attendance data).
- All revised C-SIPs will be uploaded to the district website by July 1, 2017.
- Executive Directors of Schools and the Grants and Fiscal Compliance departments provide technical assistance to principals and their designees in creating their 2017-18 C-SIPs, and will provide ongoing support as requested by principals.
- Executive Directors of Schools are the lead centrally for ensuring schools are making good faith effort toward implementing and achieving their C-SIP goals and assist in brokering proper supports.

Each School's C-SIP will:

- Fully comply with all applicable laws and regulations; in this case, compliance is necessary for the release of basic education allocation and/or Title I funds.
- Use data to drive instructional/programmatic planning.
- Connect school-based activities with our district's Strategic Plan.
- Provide supplemental and/or individualized services for underperforming students, targeting specific areas where the students are performing below standard.
- Include professional development and other resources essential to successfully implement key strategies and achieve student learning targets.

There is no requirement that the School Board approve each school's C-SIP. Instead, the requirement is only that the School Board ensures that the plans are in existence. Since the adoption of this regulation in 2002, the Chief Academic Officer or Associate Superintendent for Teaching and Learning has certified that plans compliant with WAC 180-16-220 exist for each school. As was the case last year, this year, Chief of Schools Mike Starosky certifies to the School Board that each school within the District has a C-SIP that meets the terms of WAC 180-16-220 (See Attached).

b. Alternatives

The School Board could decide not to approve this motion, in which case the district would not be in compliance with WAC 180-16-220. A School Board's failure to approve schools, and to communicate that approval to the State, could result in a district not receiving some or all of its basic education allocation and/or Title I funds.

c. Research

- Smarter Balance Assessment.
- District data including MAP, classroom-based assessments, an analysis of achievement gaps/education gaps, graduation and attendance rates, school segmentation levels, survey data from student, staff and family surveys.

5. FISCAL IMPACT/REVENUE SOURCE

Failure to approve the schools at this time would mean the District could forfeit some or all of our basic education allocation and/or **\$11,799,000** of Title I funds for the 2017-2018 academic year.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

Each school should be consulting and/or involving representative groups of staff, parents/school community, in the C-SIP review and maintenance process which occurs in the spring of each school year. Additionally, parent/community representation should be a part of each schools Building Leadership Team (BLT) where they are able to examine data, discuss potential areas of improvement and provide input on potential solutions.

Principals are engaging staff, families, community members, and district leaders in the development and ongoing monitoring/adjusting of goals, strategies, and activities within their C-SIPs. One common way they are gaining this engagement is through Building Leadership Teams, which include staff and family/community representation. Community engagement on School Reports also provides input to schools on how to adjust C-SIPs for 2017-2018. The 2017-18 C-SIPs for each Seattle Public Schools (SPS) school can be found on the SPS District Website (<http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15987>).

7. EQUITY ANALYSIS

As a part of the C-SIP creation, review, and maintenance process, schools set clear goals focused on historically underserved students, specifically students of color and special education, as well as specially served students such as English Language Learners (ELL) and Highly Capable (HC) students. Each school examines data looking at specific trends in sub-groups. Each BLT is responsible for engaging their representative stakeholders for input in the maintenance and approval each buildings C-SIP. C-SIPs are focused on impacting and improving adult practice in order to achieve specific outcomes for students. Throughout each school year, schools monitor the progress of the academic and behavior goals they have set for their students against measureable assessments as identified in each C-SIP. All C-SIPs include budgetary priorities for

professional development, alignment of staff to specifically identified students, and professional development priorities for staff and which focus on race and equity as a priority.

8. STUDENT BENEFIT

C-SIPs are designed to improve academic and behavior outcomes for specific sub-groups of students which include clear goals, assessments, and success indicators.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Annual approval is necessary to ensure compliance with State laws and regulations. The annual approval process also ensures that each school has a data-driven school improvement plan to promote student learning.

Board Policy A02.00, Performance Management, states that we must have clear-long term district goals. These goals will inform Continuous School Improvement Plans (C-SIPs).

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on May 8, 2017 and June 12, 2017. The Committee reviewed the motion and moved the item forward for consideration by the full Board.

12. TIMELINE FOR IMPLEMENTATION

In the spring of 2017 a C-SIP Manual was created for all school buildings detailing the spirit, intent, details, and implementation guide for creating and maintaining C-SIPs. Upon approval of this motion, the necessary certification will be filed with the state. C-SIP work remains ongoing.

13. ATTACHMENTS

- [Washington State Legislature WAC 180-16-220](#)
- Board Policy A 02.00
- Chief of Schools Certification of C-SIP Completion
- C-SIP Development Manual (appendix includes guiding questions and C-SIP template)
- View Samples of C-SIPs at the following links:
 - [Elementary School](#)
 - [Middle School](#)
 - [High School](#)



[WACs](#) > [Title 180](#) > [Chapter 180-16](#) > [Section 180-16-220](#)

[180-16-200](#) << [180-16-220](#) >> [180-16-225](#)

[Agency filings affecting this section](#)

WAC 180-16-220

Supplemental basic education program approval requirements.

The following requirements are hereby established by the state board of education as related supplemental condition to a school district's entitlement to state basic education allocation funds, as authorized by RCW [28A.150.220\(4\)](#).

(1) **Current and valid certificates.** Every school district employee required by WAC [181-79A-140](#) to possess an education permit, certificate, or credential issued by the superintendent of public instruction for his/her position of employment, shall have a current and valid permit, certificate or credential. In addition, classroom teachers, principals, vice principals, and educational staff associates shall be required to possess endorsements as required by WAC [181-82-105](#), [181-82-120](#), and [181-82-125](#), respectively.

(2) **Annual school building approval.**

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. For the purpose of this section "positive impact on student learning" shall mean:

(i) Supporting the goal of basic education under RCW [28A.150.210](#), "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";

(ii) Promoting continuous improvement of student achievement of the state learning goals and essential academic learning requirements; and

(iii) Recognizing nonacademic student learning and growth related, but not limited to: Public speaking, leadership, interpersonal relationship skills, teamwork, self-confidence, and resiliency.

(c) The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

(d) The school improvement plan shall address, but is not limited to:

(i) The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;

(ii) Educational equity factors such as, but not limited to: Gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. The state board of education strongly encourages that equity be viewed as giving each student what she or he needs and when and how she or he needs it to reach their achievement potential;

(iii) The use of technology to facilitate instruction and a positive impact on student learning; and

(iv) Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

(3) Nothing in this section shall prohibit a school improvement plan from focusing on one or more characteristics of effective schools during the ensuing three school years.

(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal Elementary and Secondary Education Act shall constitute a sufficient school improvement plan for the purposes of this section.

(5) Nonwaiverable requirements. Certification requirements, including endorsements, and the school improvement plan requirements set forth in subsection (2) of this section may not be waived.

[Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-16-220, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.150.220, 28A.305.140, and 28A.305.130. WSR 04-23-008, § 180-16-220, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-16-220, filed 2/3/04, effective 3/5/04; WSR 02-18-056, § 180-16-220, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. WSR 99-10-091, § 180-16-220, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6), 28A.58.085 and 28A.58.090. WSR 90-01-137, § 180-16-220, filed 12/20/89, effective 1/20/90. Statutory Authority: RCW 28A.58.090. WSR 86-20-056 (Order 14-86), § 180-16-220, filed 9/29/86. Statutory Authority: RCW 28A.58.754(6). WSR 86-13-015 (Order 5-86), § 180-16-220, filed 6/10/86; WSR 84-11-043 (Order 2-84), § 180-16-220, filed 5/17/84. Statutory Authority: 28A.04.120(4). WSR 81-08-026 (Order 1-81), § 180-16-220, filed 3/26/81. Statutory Authority: RCW 28A.04.120. WSR 80-06-093 (Order 7-80), § 180-16-220, filed 5/29/80. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. WSR 79-10-033 (Order 10-79), § 180-16-220, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-220, filed 6/5/78.]

	PERFORMANCE MANAGEMENT	A 02.00 Adopted MAR 17, 2010 Page 1 of 3
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School Board Adopted Policy

The Board of Directors believes that with district-wide performance goals and adherence to our Instructional Philosophy goals (see Policy C 01.00) we will achieve continuous improvement and all of our students will achieve academic success. This will occur through close monitoring and regular reporting on progress, differentiated supports and interventions, and consistent consequences based on performance.

To do this we must have clear long-term district goals, to be outlined in the District's scorecard based on the District's strategic plan, and annual school performance targets, to be included in the annual school reports. These goals will inform both school improvement plans (CSIPs) and departmental improvement plans. To track and report progress toward our goals, we will use accurate, timely and relevant data, and ensure that employees are trained in the use of that data to make decisions that best support their students' academic success. The District scorecard will track annual progress across the whole system, and annual school reports will show school progress toward key student performance outcomes; both reporting tools will be shared publicly every fall.

We believe that school performance and circumstances should drive the type and level of support, intervention or autonomy a school receives. To do this the Superintendent will use a school performance framework to evaluate how all schools are doing against annual performance targets. This framework must be data driven, looking at a variety of indicators of student academic success, and include an assessment of leadership quality, staff collaboration and effectiveness, and school climate information (to be informed by family, student and staff surveys). To help track annual and mid-year progress to the performance targets, the Superintendent shall develop and maintain a comprehensive system of student assessment, including summative, formative and benchmark assessments.

The school performance framework will use school performance data to group and segment schools based on both absolute performance and growth measures. It will also include a set of actions the District will take with schools based on their performance segment and need. In general, schools that are high performing on multiple dimensions will be given greater autonomy in specific areas. Schools that are making solid growth and meeting their annual performance targets will receive the targeted support to continue on their trajectory. And schools that are not meeting their annual performance targets will receive prescriptive guidance from the district. The two ends of this performance spectrum are described below.



**PERFORMANCE
MANAGEMENT**

**A 02.00
Adopted
MAR 17, 2010**

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- Schools that are high performing on both the absolute and growth dimensions and have no significant achievement gaps between high poverty and low poverty students will have ‘earned autonomy’ for the following decisions: academic and social-emotional programs and interventions; selection of professional development; C-SIP goals and planning; and budget flexibility for discretionary spending.
- Schools that have three years of low growth and sustain low absolute performance will be subject to one or more of the following actions taken by the Superintendent:
 - Change school leadership
 - Change school staff
 - Direct instructional strategies and professional development
 - Change curricular materials and or programs
 - Conduct regular accountability reviews throughout the year with the principal, CAO, and Instructional Directors
 - Close and/or reconstitute the school

Regardless of academic achievement, all schools and programs are expected to use approved district materials and curriculum, including assessments.

Performance Monitoring

In order to monitor our progress towards our performance goals, the Superintendent is directed to establish and implement a three-tier performance model:

District level: Annual District and Departmental Scorecards

School level: Annual School Reports, including segmentation of schools and differentiated responses based on individual school needs and annual school improvement plans

Individual level: Useful, goal-based annual performance evaluations for all employees

Performance Reporting

To best support the school planning timeframe and the district’s budget calendar, segmentation and accountability decisions will be made every winter based on the prior year’s performance data. During this period, schools will continue to use their CSIP goals and plans to inform the

	PERFORMANCE MANAGEMENT	A 02.00 Adopted MAR 17, 2010 Page 1 of 3
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development of their budgets; and in the case of schools requiring greater District guidance, the Superintendent's staff will reference those same goals in determining appropriate interventions. Accountability and autonomy decisions must be made in advance of spring staffing and will then inform the summer-fall new CSIP plan development.

The School Board directs the Superintendent to publicly report the results of the annual District Scorecard and School Reports each fall. In addition, the School Board directs the Superintendent to provide the School Board with an annual report on the number of effective performance evaluations against the total number of employees, which shall be subdivided into categories of employee. The report on evaluations shall occur no later than November of each year.



To: Board of Directors for Seattle Public Schools

From: Dr. Mike Starosky, Chief of Schools

Date: August ____, 2017

RE: Annual Approval of Schools certification of plans

I certify that all the schools and/or programs in Seattle Public Schools attached to this memorandum have an updated Continuous School Improvement Plan that complies with Washington Administrative Code (WAC) 180-16-220.

Dr. Mike Starosky

Chief of Schools

Seattle Public Schools

Continuous School Improvement Plan (C-SIP) Development Manual



Every Student.

Every Classroom.

Every day.



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INTRODUCTION



Executive Summary
Highlights
Seattle Public Schools Mission, Vision and Core Beliefs
Strategic Plan

Executive Summary

Leadership matters. In Seattle Public Schools (SPS), we know and recognize the power and difference leaders can make on student achievement all throughout our school system. The comprehensive school improvement plans (C-SIP's) are a tool that allow schools to clearly identify how they will measure their goals for specific student populations.

It is our intent by providing a process for the purpose and clarity of expectations of school improvement plans, that our schools will meet or exceed our expectations and that leaders and schools will be adequately supported to accomplish these measureable goals.

The C-SIP is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our schools plan to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our schools' goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The C-SIP is so important that it is referenced 23 times in the Collective Bargaining Agreement (see appendix).

Highlights

A School Board's annual approval of schools certifies to the State that each school has a school improvement plan in place. School improvement plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process for monitoring, adjusting, and updating the plan. Each building's C-SIP includes all of these elements.

The Associate Superintendent for Teaching and Learning and their designees have created and overseen a process for the review of each schools' C-SIP, and has certified that each school does have a C-SIP that meets the terms of [WAC 180-16-220](#).

Each Building's C-SIP will:

- Fully comply with all applicable laws and regulations; in this case, compliance is necessary for the release of basic education allocation and/or Title I funds.
- Use data to drive instructional/programmatic planning.
- Connect school-based activities with our district's Strategic Plan.
- Provide supplemental and/or individualized services for underperforming students, targeting specific areas where the students are performing below standard.
- Include professional development and other resources essential to successfully implement key strategies and achieve student learning targets.

MISSION, VISION & CORE BELIEFS

WHO WE ARE

Seattle Public Schools is the largest public school district in Washington State. The District provides public education for students in preschool through grade twelve, including services for general education, career and technology education, and students with special needs.

**OUR
VISION**

Every Seattle Public Schools' student receives a high-quality, 21st century education and graduates prepared for college, career and life.

Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student

**OUR
MISSION**

**OUR CORE
BELIEFS**

Our Students Come First

High-Quality Teaching and Learning are the Keys to Student

Success A Safe and Orderly Learning Environment Supports

Student Success

A High Performing District includes Effective Leadership, Accountability, Effective Organizational Systems and an Engaged Community

MISSION, VISION & CORE BELIEFS

CORE BELIEFS

We believe that the district-wide commitment to these core beliefs is vital at all levels of the organization and will enable students to succeed and become responsible citizens.

Our Students Come First

- We believe it is essential to place the interest of the students above all others in every decision we make.
- We believe that the core work of the District is supporting student learning.
- We believe it is our responsibility to do whatever it takes to ensure that every child, regardless of race, gender, socioeconomic status, language proficiency, learning style or disability, achieves to their highest level.

High-Quality Teaching and Learning are the Keys to Student Success

- We believe high-quality instruction is key to our students' success and is built on a rigorous and relevant curriculum that is aligned to standards, measurable outcomes, positive relationships, appropriate professional development, and equitable access to education opportunities.
- We believe in high expectations for all students and staff built on a culture that respects individual differences and includes fair treatment, honest, openness, and integrity.

A Safe and Orderly Learning Environment Supports Student Success

- We believe schools are the heart of our communities and are committed to providing healthy and safe school environments.

A High Performing District includes Effective Leadership, Accountability, Effective Organizational Systems and an Engaged Community

- We believe in demonstrating a commitment to continuous improvement through collaboration and integrated decision making.
- We believe effective leadership is vital at all levels of the organization and will create student success.
- We believe it is our public duty to properly steward district resources through ethical behavior, compliance to the law, transparency of processes, and sound fiscal controls.
- We believe community partnerships and family engagement are fundamental to achieving and sustaining student success.
- We believe in a district, including the central office and support staff, which is dedicated to providing high-quality service in support of teaching and learning.

MISSION

Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.

VISION

Every Seattle Public Schools' student receives a high-quality, 21st century education and graduates prepared for college, career and life.

STRATEGIC PLAN 2013-2018 GOALS AND STRATEGIES

In June 2008, the Seattle School Board adopted a five-year strategic plan, *Excellence for All*, aimed at ensuring all students graduate from high school ready for college, career, and life. During the final year of the plan, the School Board directed Superintendent José Banda to develop an updated plan to guide the District for the next five years. The goal was not to write a new plan, but to build upon our successes and revise where needed.

#1 | ENSURE EDUCATIONAL EXCELLENCE AND EQUITY FOR EVERY STUDENT

Challenge and Support each student by providing equitable access to a rigorous and relevant curriculum aligned to Common Core State Standards and 21st Century Skills.

Elevate Professional practice by investing in effective, culturally responsive teachers, staff and leaders.

Commit to early learning as the foundation for future academic success.

#2 | IMPROVE SYSTEMS DISTRICTWIDE TO SUPPORT ACADEMIC OUTCOMES AND MEET STUDENTS' NEEDS.

Ensure proper stewardship of resources by evaluating performance and strengthening internal controls.

Adopt a sustainable annual budget aligned with District goals in a manner that assures an equitable distribution of resources that prioritizes the needs of students.

Integrate and align operational, business, technology and academic systems to support the needs of students, teachers and schools.

#3 | STRENGTHEN SCHOOL, FAMILY AND COMMUNITY ENGAGEMENT.

Ensure each school's culture promotes equitable outcomes in student learning through a welcoming, supportive, safe and healthy environment.

Support proactive and transparent communication with all stakeholders to foster trust and collaboration.

Build partnerships among students, families, staff, labor partners and the community to support academic success.

PROGRESS TOWARDS OUR STRATEGIC GOALS

The following pages highlight some of the District's accomplishments towards achieving our strategic goals.

#1 | ENSURE EDUCATIONAL EXCELLENCE AND EQUITY FOR EVERY STUDENT

- ✓ An increase in kindergarten through third grade teaching staff in order to reduce class sizes and teacher to student ratios at a crucial stage in student learning.
- ✓ An increase in school counselors and social workers at high need elementary schools to support student social and emotional needs so they can focus on their education.
- ✓ Providing free all-day kindergarten for all students in 2016-2017.
- ✓ Increasing teachers in high schools by reducing average class size from 30 students per teacher to 29 students per teacher.
- ✓ Increased resources to add new textbooks for students.
- ✓ Added School Psychologist staffing to support our most vulnerable students.
- ✓ Expanded elementary recess time to a minimum of 30 minutes a day to ensure students have more time for physical and social activities.
- ✓ Set aside a \$2 million reserve to help eliminate teacher disruption at schools that have fewer students than anticipated in the fall.

#2 | IMPROVE SYSTEMS DISTRICTWIDE TO SUPPORT ACADEMIC OUTCOMES AND MEET STUDENTS' NEEDS.

- ✓ Resources have been added to Human Resources to improve staff recruiting so we have less vacant positions when school starts in the fall.
- ✓ The District is working toward implementation of the City of Seattle's new \$15 per hour minimum wage to help us attract and retain the best staff to support our students.
- ✓ Five new school buildings will be opened after significant upgrades and enhancements to two buildings and brand new construction for the other three to support our continued enrollment growth and student need.
- ✓ A new Office of Civil Rights has been established to address student safety issues and provide guidance district wide for principals and other leaders.
- ✓ Added additional Assistant Principals in elementary schools to increase teacher and student support.

#3 | **STRENGTHEN SCHOOL, FAMILY AND COMMUNITY ENGAGEMENT.**

- ✓ Placed a moratorium on out-of-school suspensions for elementary grade students with additional strategies and support to engage and keep students in class and learning every day.
- ✓ Shifting school start times to better align with student sleep habits after discussions with hundreds (466) of parents in our neighborhood meetings, and thousands (12,000) in our electronic surveys.
- ✓ Expanded to the District's partnership with the City of Seattle by adding four more preschools for students in the city to get a head start on their academic learning.
- ✓ Provided funds to increase Equity Teams in ten more schools with training and collaborative discussions on how to eliminate disproportionate discipline and promote stronger relationships between schools, their staff, parents and students.
- ✓ A Government Relations position has been developed to aid in communications with the state legislature on school and student funding needs.

ABOUT THIS DEVELOPMENT MANUAL



About the C-SIP
Main Sections
TimeLine
School Board Related Policies and
Procedures
Mentions in the Collective Bargaining
Agreement

For school improvement planning to be successful, it must involve all school partners. When we refer to “schools” in this handbook (“schools should ...”), we mean the entire school community. The principal, as the person responsible for administering the school and for providing instructional leadership, is ultimately responsible for improvement planning. However, the entire school community should be actively involved in all stages of the process: planning, implementing, monitoring, and evaluating progress. We have therefore written this handbook for principals, teachers, school councils, parents, and other community members who participate in the process.

This development manual is intended to be a practical guide for schools that are already involved in the improvement planning process, as well as those that are just beginning. Each school and school community has unique needs and characteristics. Schools may find, as they work through the development manual that they want to modify some of the premises, steps, and activities to ensure that their final plan reflects their specific needs.

About the C-SIP

The Continuous School Improvement Plan (C-SIP) is an action plan for each school that identifies the areas a school plans to focus on in the current and coming school year, the performance goals they want students to achieve, and how the school plans to collaboratively meet these goals.

The plans are updated regularly to reflect the strategies being used at each school. This document also serves as the school-wide improvement plan for our Title I schools.

Main Sections of the C-SIP

- School-Wide Programs/Multi-Tiered System of Support
- Multi-Tiered System of Support Budget
- Building Based Goals
- Community Engagement

Timeline

- April Leadership Learning Day: Identity Safety connection to relationship goals in C-SIP's, Notify principals of the process
- May Leadership Learning Day: Peer to Peer C-SIP Reflection
- June Leadership Learning Day: Schools will begin to choose their professional development focus priorities (green box)

About this Development Manual

- June 15th: All C-SIP's for the 2017/18 School year are due. Green box priorities are identified and given to C & I to align professional development supports to schools for the upcoming school year
- All building C-SIP's are due **JUNE 15th**
- June 15-30: EDS'/Central office leaders review, provide feedback, and approve C-SIP's as having met or exceeded expectations for the upcoming school year.

School Board Policy and Superintendent Procedures

The Board of Directors for Seattle Public Schools is an elected body of seven citizens representing geographical regions, known as districts, within the city of Seattle. The length of each member's term is four years. Directors are elected by district in the primary elections and at-large (city-wide) in the general elections of odd-numbered years.

It is the belief of the Board of Directors and the Superintendent that they are partners in the governance team of Seattle Public Schools. Both must do their jobs well for the organization to be successful and for the governance team as a whole to be effective.

It is the duty and responsibility of the Board to set policy for, and provide governance and oversight of, the Seattle School District. The Board shall exercise those powers that are expressly provided by law, and those essential to the declared purposes and goals of the District. All powers not expressly delegated are reserved to the Board.

Please find the below links to associated School Board Policies and Procedures:

- [Policy No. 2190](#), Highly Capable Services and Advanced Learning Programs Policy
- [Superintendent Procedure 2190SP](#)
- [Policy No. 2422](#), Homework
- [Policy No. 3405](#), Student Wellness
- [Policy No. 0010](#), Instructional Philosophy
- [Policy No. A02.00](#), Performance Management Policy

Collective Bargaining Agreement (CBA)

The C-SIP is noted 22 times in the Collective Bargaining Agreement between Seattle Public Schools and Seattle Education Association, 2015-2-18. Attached in the appendix, please find a document containing excerpts where the C-SIP is noted within the CBA.

CONSIDERATIONS FOR C-SIPs



Multi-Tiered Systems of Supports
Eliminating Opportunity Gaps
Examples of C-SIPs
Peer-to-Peer Reviews
Reciprocal Accountability
SMART Goals
Considerations for Creating and Reviewing

Multi-Tiered System of Supports (MTSS)

MTSS is a three-tiered, national model designed to maximize every student’s potential. To function fully, MTSS requires the collaboration of teacher and central office teams to use data to align support and resources for students within Tiers 1, 2 and 3.

For schools to bring about positive change, staff must understand how to structure their work within a Multi-Tiered System of Supports (MTSS). MTSS serves as the foundation of continuous school improvement. This foundation enables schools to engage in progress monitoring for assessing the effectiveness of core and supplemental instruction and interventions in an ongoing way.

Within an MTSS framework, schools should have a team infrastructure that includes at least 3 types of teams: (1) building leadership team (BLT), (2) teacher teams (e.g., department, grade level or instructional teams), and (3) student services intervention teams (SSIT). Principals help define membership across these teams through BLT bylaws, making sure that team composition is intentional. The “Teacher/Support Staff” role can apply to many types of staff (e.g. Assistant Principals, Classroom Teachers, and Coaches).

High functioning teams at each level (school, teacher/grade, and individual student), analyze data to problem solve and develop action plans to achieve success. In each case, the goals identified by the C-SIP should drive the selection of data for analysis.

Eliminating Opportunity Gaps (EOG)

“Eliminating opportunity gaps and ensuring educational excellence for each and every student is the issue of our time.” ~ Superintendent Larry Nyland

Seattle Public Schools is leading the way to prepare students for college, career and life. For the last ten years, we have consistently outperformed the state’s academic average and often perform better than similar districts nationwide. Many of our students are ready for success in life and are well prepared for college and careers that require a strong mastery of content, innovation and creativity.

However, while we are making significant progress, our promise to some has not been fulfilled. Seattle Public Schools, despite making promising progress continues to have unacceptable achievement gaps between white students and students of color.

The good news is that since 2011, the number of gap eliminating schools has increased. We now have eight schools that are rapidly increasing achievement for students we have not historically served well. These schools have a common foundation and approach.

They are focused on:

- data driven decisions;
- matching the right support and interventions to student need;
- teachers collaborating to innovate and problem solve;

- supporting leadership from strong instruction-focused principals;
- partners working with staff to provide whole child supports; and
- teachers' unwavering belief in their students is reflected in the school culture, the rigor in the classroom and students' sense of belonging.

Staff, families and community partners working together can eliminate opportunity gaps. Our Four Signature Strategies below illustrate how our combined commitment is making that happen.

Positive Learning: A focus on student strengths, needs and success

•Continuous School Improvement Plans (C-SIP)

- Formative Practices Institute
- Continued PSAT/SAT access for all
- Everyday Matters Attendance Campaign
- Expand summer learning access

Positive Beliefs: Changing hearts and minds

- Moratorium on non-violent suspensions
- Principal development
- New employee orientation
- Equity and race teams
- On demand 24/7 professional development

Positive Relationships: A caring adult for every student

- Whole child support: RULER, Positive Behavior Intervention Support
- Trauma Informed Learning
- District-wide professional development focused on relationships
- My Brother's Keeper: Success Mentors Summer Institute

Positive Partnerships: Engaging families and community partners

- City Partnership and Mayor's Education Summit
- Labor partners
- Listening campaigns and convenings
- Family University and Family Connectors
- African American Advisory Committee
- Professional Development for Education Partners

We must seize this opportunity to turn great potential into real and tangible possibilities for each and every student, regardless of their race, background, or circumstance. The Eliminating Opportunity Gaps Initiative is our system-wide roadmap for the transformation.

Ensuring true educational equity in our schools means eliminating opportunity and achievement gaps, not just at the lower end of achievement but all along the spectrum. We will provide access, opportunities, and supports to our students and schools to accelerate achievement and attain academic excellence for students of color, while simultaneously ensuring that middle and high-achieving students continue to excel.

Building Leadership Teams (BLT's) and their connection to C-SIP's:

Building Leadership Teams play an essential role in the development and maintenance of school C-SIP's. Seattle Public Schools in partnership with the Seattle Education Association is partnering to provide BLT trainings this spring for BLT representatives. Training dates for the two-day teacher leaders are:

- May 24-25 and
- June 7-8

The work of building leadership teams is grounded in the fundamental belief that:

- In order to close opportunity gaps, all students deserve the best efforts of our skills and knowledge about learning in order to achieve academic growth in our schools.
- Collegial collaboration is the key to our professional growth and sharing our profession's knowledge about student achievement.
- Collaborative, site-based decision-making structures are key to accelerating student learning.

Additionally, the joint work of BLTs is designed to positively impact building based decision-making in schools in ways which foster a culture of ongoing-improvement of teaching and learning in service of student learning.

It is essential for school leaders to have a deep understanding of their role in supporting the development and maintenance of C-SIP's in ways which include the BLT in an inclusive, collaborative fashion in order to use data to set building priorities to help eliminate opportunity gaps and address the learning supports needed to improve outcomes for all students.

Examples of comprehensive plans

For examples of C-SIPs, please visit the following links:

- High School Example: [Cleveland](#)
- Middle School Example: [Aki Kurose](#), [Mercer International](#)
- K-8 Example: [Hazel Wolf](#), [Broadview Thomson](#)
- Elementary School Example: [Whittier](#), [Highland Park](#)
- Alternative School Example: [Interagency](#), [Seattle World School](#)

Peer-to-Peer Reviews

Effective adult learning is socially constructed. We learn best by learning from one another by sharing practice of what is working and what is not working. In SPS, we are consistent in our expectation of providing adults multiple opportunities to share and learn from one another. We do so in order to provide agency for our school leaders and the people they lead. We do this in our C-SIP process by using a Peer-to-Peer review process. This process intentionally allows for peers to provide structured, specific feedback which utilizes the principles of adult learning which includes co-construction, learning alongside one another, being clearer about what is expected and what will be measured will be supported with the sole purpose of providing leaders authentic feedback to improve their C-SIP's so that they clearly serve and support adults to achieve specific outcomes for students. The peer to peer review process will be held annually in the spring to allow for building principals to identify the specific professional development needs of teachers in order to better inform central office including Teaching and Learning to strategically plan professional development supports and priorities for the upcoming school year. All Central Office Leadership has vetted the C-SIPs for accuracy, support and success to meet or exceed SPS School Board accountability standards in order to have the annual approval of C-SIPs approved by the School Board before the school year begins.

Reciprocal Accountability

We will be doing this in a reciprocal accountability fashion. As Stephen Fink from the University of Washington states, "Simply stated, **reciprocal accountability** means that if school or district leaders are going to hold teachers or principals **accountable** for something, then those leaders have an equal responsibility to ensure that teachers and principals know how to do what they are expected to do." It is our intent that this document will guide you in crafting an authentic document for your building which reflects the specific needs of specific students in your building and how your staff intends to measure their success and progress.

It will be central office's role to shift focus and work to support building principals and teachers not only know what they are being held accountable to, but that we have the specific assessments and measurements to in order to support our schools with clear, plans which truly reflects the specific needs of students in your buildings in order for each and every student to be successful. Your C-SIP plan is one piece of data that will be used to review when offering support to schools.

Why we are starting this process so early is so that central office can be proactive in their planning and response to provide specific structures and supports to teachers and school leaders need to be successful in their identified plans.

Considerations

As you begin to revise your C-SIP for the upcoming school year you will notice that we are intentionally balancing the need for building **autonomy** on some things and systemic clarity and **accountability** on other things. In order to better serve schools, central office leadership will help support accountability through theory of action on effectiveness of having a district focus in both the C-SIP development and C-SIP implementation and outcomes.

Throughout this communication, please find links to RCW's, WAC's, and Seattle Public Schools Board Policies.

What Are S.M.A.R.T. Goals?

S.M.A.R.T. goals are a relatively new idea. In 1981, George T. Doran, a consultant and former director of corporate planning for Washington Water Power Company, published a paper called, "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives." In the document, he introduces S.M.A.R.T. goals as a tool to create criteria to help improve the chances of succeeding in accomplishing a goal.

The acronym stands for:

S – Specific

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the popular 'w' questions:

Who – Consider who needs to be involved to achieve the goal (this is especially important when you're working on a group project).

What – Think about exactly what you are trying to accomplish and do not be afraid to get very detailed.

- When – You will get more specific about this question under the "time-bound" section of defining S.M.A.R.T. goals, but you should at least set a time frame.
- Where – This question may not always apply, especially if you are setting personal goals, but if there is a location or relevant event, identify it here.
- Which – Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic. For example, if the goal is to open a baking business, but you have never baked anything before, that might be an issue. As a result, you may refine the specifics of the goal to be "Learn how to bake in order to open a baking business."
- Why – What is the reason for the goal? When it comes to using this method for employees, the answer will likely be along the lines of company advancement or career development.

M – Measurable

What metrics are you going to use to determine if you meet the goal? This makes a goal more tangible because it provides a way to measure progress. If it is a project that is going to take a few months to complete, then set some milestones by considering specific tasks to accomplish.

A – Achievable

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement. Think about how to accomplish the goal and if you have the tools/skills needed. If you do not currently possess those tools/skills, consider what it would take to attain them.

R – Relevant

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new product, it should be something that is in alignment with the overall business objectives. Your team may be able to launch a new consumer product, but if your company is a B2B that is not expanding into the consumer market, then the goal wouldn't be relevant.

T – Time-Bound

Anyone can set goals, but if it lacks realistic timing, chances are you are not going to succeed. Providing a target date for deliverables is imperative. Ask specific questions about the goal deadline and what can be accomplished within that time period. If the goal will take three months to complete, it is useful to define what should be achieved halfway through the process. Providing time constraints also creates a sense of urgency.

The Easiest Way to Write S.M.A.R.T. Goals

When it comes to writing S.M.A.R.T. goals, be prepared to ask yourself and other team members a lot of questions. The answers will help fine-tune your strategy, ensuring the goals are something that is actually attainable. While you should be as realistic as possible, it is important to approach writing S.M.A.R.T. goals with a positive attitude. After all, this is something that you want to achieve.

What considerations should I have when creating/reviewing our C-SIP?

Overall

1. Have you shared your C-SIP with your Building Leadership Team, Executive Director of Schools (EDS), Formal Peer-to-Peer feedback, School Community and Central Office Leadership including Chief of Schools, Chief of Curriculum, Assessment and Instruction, Chief of Student Support Services?
2. Does your C-SIP focus only on priorities and activities for the upcoming school year?

Introduction

1. Have you entered your school name, school picture and principal's name?
2. Is your BLT representative of school staff?
3. Are all necessary roles assigned to a specific BLT member, teacher leaders and/or staff?
4. Have you filled out the text that will appear on your School Profile?

Considerations

Goals

1. Are your goals realistic given the strategies you laid out in your C-SIP and given your school's past progress?
2. Are the focus groups you identified high-impact for your school overall?

Strategies

1. Are your strategies specific and clearly defined?
2. Do your End of Year Targets for each strategy represent conditions where you know that if that target was met, you were successful in that strategy?
3. Are your Evidence of Implementation and Evidence of Success for each strategy relevant, specific, and measurable?

Quarterly Planning and Progress Monitoring

1. Have you outlined clear and specific actions to complete for each quarter?
2. If you completed those actions, would you know that your work was on track?

Professional Learning Plan

1. Is your professional learning plan coherent and aligned to district priorities?
2. Will all data you plan to review be available at the time you plan to review it?
3. Does your data calendar include review at some point during the year for data pertaining to each focus area and/or Strategic Framework goal?

Assessment & Data Review Plan

1. Have you completed the optional assessment table?
2. Does your assessment plan cover all of the areas you believe you need to assess during the year to track SIP progress?

Formatting/General

1. Are acronyms spelled out the first time they are reference in the document?
2. Is this document written so it easy to understand by a member of the public?
3. Keep the formatting, font, template document **as is** for consistency between schools

After you have worked through this list of questions, notify your Executive Director of Schools that your school's C-SIP is ready for review.

GUIDELINES FOR SERVICING STUDENTS



English Language Learners
Advanced Learners
Special Education Students
Native American Students
Health and Wellness
Homework Policy

Guidelines

Guidelines for Serving English Language Learners in Seattle Public Schools

Requirements: (*access to the following on English Language Learners (ELL) SharePoint site*)

1. Ensure inclusion in Tier 1 (core content) MTSS model
2. Identify ELL language proficiency per student via SharePoint site
3. Implement service schedules within the first two weeks of school
4. Identify program service model
5. Assess students for placement, formatively and annually
6. On-going professional development: Principals, general education teachers, ELL teachers, and bilingual instructional assistants specific to language development
7. Must provide translation and interpretation services for ELL families

Culturally Responsive Pedagogy:

All ELL students should be in Tier 1. All students must receive *core content classes* and be included in general education settings, unless they have a disability that necessitates an SM4 inclusion class or are temporarily placed in a newcomer program (Bilingual Orientation Center). Culturally responsive pedagogy includes infusion of writing, reading, listening, speaking into core content areas, differentiation for language proficiency, academic language development, student self-assessment and progress monitoring and adjustments. Tier 2, programmatic supports, such as sheltered instruction should be minimized, and only used as supplemental to the core classes.

Placement Options upon enrollment:

Upon arrival enrollment will do intake, and assign school placement. However, at the school level you will need to *individually assess* each student's linguistic needs through intake assessment. Regular assessments should be given to progress monitor and adjust interventions as necessary. English Language Learners is a broad term that does not capture the individual trauma, social-emotional or specific academic histories of your students.

Ongoing Professional Development and central office support:

Start with your data. All your data and resources can be found on your SharePoint site. ELL specialists can help guide you, collaboratively planning your programmatic supports. The district will provide MTSS and state mandated professional development, available on your SharePoint site.

Links to Guidelines:

Title III State Guidelines: <http://www.k12.wa.us/MigrantBilingual/default.aspx>

ELL SharePoint site:

<https://seattleschools.sharepoint.com/sites/communities/ELL/ELLIntProg>

Guidelines for Serving Advanced Learners in Seattle Public Schools

In Washington State, providing programming for students identified as Highly Capable is Basic Education as established by state law RCS 28A.150.150¹. Washington's Highly Capable Program (HCP) is established in state law (RCW) and administered through program rules (WAC) adopted by the Office of Superintendent of Public Instruction (OSPI). All schools who have children identified as Highly Capable are to be provided appropriate instruction designed to promote academic growth.

Seattle Public Schools provides intentional programming and services for all students designed to promote academic growth and achievement through the MTSS approach to instruction. Instructional practices targeting the unique needs of the advanced learner (87th+ percentile)² in classrooms should be aligned to evidence-based practices and include frequent assessment functions designed to monitor and respond to progress and growth.

Services and Programming:

All C-SIP's must call out specifically how your building will address the advanced learners in your buildings. Please indicate: 1) the instructional approaches, services or methodologies your teachers and teams develop and implement for students you identify as on/above standard; 2) instructional strategies in place for students enrolled at your school and identified at Highly Capable; 3) a description of systems and plans within MTSS to screen, progress monitor and redesign instruction to ensure academic growth for all students.

Evidence-based Practices designed to promote academic growth for students at/above standard and students identified as Highly Capable³:

- Differentiation
- Flexible Grouping
- Independent Study opportunities
- Pacing adjustments
- Supplemental instruction in area of interest
- Supplemental materials in area of interest (extensions, advanced manipulatives, etc.)
- Cluster grouping (walk to math/reading, ability grouping, etc.)
- Curriculum compacting based in assessment

- Enrichment opportunities (specify approach)
- Independent projects
- Content Acceleration (walk to math/reading, tier I, tier II groupings, online programs, etc.)
- Other

¹ [RCW 28A.150.220\(3\)\(g\)\(3\)](#) The instructional program of basic education provided by each school district shall include: (g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

² [SPS Policy 2190 Superintendent Procedures for Highly Capable/Advanced Learning](#).
Seattle Public Schools Policy & Procedures for Highly Capable Students & Advanced Learners

³ [Classroom Instructional Practices for the Gifted Student](#)

Source: National Center for Gifted Education. This document provides an overview of inclusive practices designed to meet the needs of the on/advanced and Highly Capable student within an inclusive and/or self-contained setting.

Guidelines for Serving Special Education Students in Seattle Public Schools

Students who have both a disability and require services not provided in general education are eligible for special education specially designed instruction (SDI) and supports. To participate, students must be referred for special education eligibility consideration, evaluated and qualified for services.

Not all students with disabilities need special education services. Special education is not intended as a resource for students without identified disabilities in need of additional academic or behavioral supports. Special Education Services are also not intended to be a barrier to the general education curriculum, additional supports and services or setting.

Services for students with Individualized Education Plans (IEPs) are guided by Federal (Individuals with Disabilities Act- IDEA), State law and procedures (Chapter 28a.155 RCW & Chapter 392-172A WAC), School Board Policy and Procedures and the SPS Special Education Internal Procedural Guide.

Development:

Please ensure the following critical practices are supported and monitored:

- Assurance of Least Restrictive Environment:** Ensure instruction in Tier 1 core instruction and Tier 2 supports per student needs and provision of special education services in the student's Least Restrictive Environment (LRE) per their IEP.
- Consistent Referral/Eligibility Process:** Provide a consistent referral and eligibility processes for special education services, including specific processes for students who are also eligible for English Language Learner (ELL) services and for Tier 2 Social/Emotional/Behavior services.
- Master Schedule by Day One:** Develop and implement a building wide special education service delivery schedule (staff and student schedules), and provide special education services, including related services, by the first day of school.
- Progress Monitoring:** Ensure an effective, consistent process for IEP goal progress monitoring, and a schedule of progress reporting to parents at least as often as general education progress reporting.
- Delivery of SDI:** Ensure an effective continuum of service implementation for flexible, adaptive, and responsive tiered instruction, including Tier 3 specially designed instruction, for all students with IEPs. This should include evidence-based

practices in SDI, and frequent progress monitoring to monitor IEP goal progress, and adjust instruction as needed to ensure student growth. Determine the role of general education staff as well.

- **Discipline:** Ensure consistent procedures for discipline processes involving students with IEPs, including Manifestation Determination reviews, and a process for determining Interim Alternative Educational Setting (IAES) if needed.
- **Professional Development:** Consider what Professional Learning, trainings, etc., will all staff need to ensure practices above for students with disabilities. Reflect these plans in your CSIP, as needed.

Resources and Additional Guidance:

Overview and Internal Special Education Procedure Manual:

[MYSPE](#) » [DEPARTMENTS](#) » [SPECIAL EDUCATION](#) » SPECIAL EDUCATION PROCEDURAL GUIDE

[Seattle Public Schools](#) » [Students](#) » [Academics](#) » [Special Education](#) » Orientation

[linked document] Content below

Special Education Service Delivery

Students must have an IEP, based on evaluation, before services can begin. The purpose is to ensure that services are based on a comprehensive understanding of a student's capabilities and challenges. Initiation of services requires parental consent. These, and other rules, are legal rights under IDEA, referred to as procedural safeguards.

Least Restrictive Environment

Students receiving services should learn in the setting that allows them to make progress academically, socially, and in other areas addressed in the IEP, referred to as the least restrictive environment (LRE). For most students, the LRE will vary depending on the content of instruction. A basic component of every IEP is to define when and where services are needed and for how long. The SPS continuum approach service delivery structure provides a flexible, rigorous, individualized IEP service delivery plan, while allowing for predictability and quality IEP services within the appropriate LRE for each student.

Please review your students' IEPs for their IEP team determined LRE and needed services within the continuum service delivery approach, and consider their Tier 1 and 2 instructional needs within your master schedule.

Data Review, Professional Development and Central Office supports:

Your special education data, including your special education referrals, eligibility rates,

Guidelines

discipline rates, academic progress and IEP goal progress of your students should guide your process for considering the needs of your students with IEPs within your CSIP. Please consider your disproportionality rates in referrals, eligibility and discipline for students with IEPs in your review, particularly students who qualify for ELL services and special education services in reading, writing, and communication. Special Education supervisors and specialists can assist you and your staff as you develop your building's special education service delivery and progress monitoring plan. The district will also provide special education professional development through the summer institute, through regional and building training provided by supervisors and specialists, and through webinar based module trainings available through the district's special education website and within IEP online.

Guidelines for Serving Native American Students in Seattle Public Schools

Federal legislation states that in schools, all efforts are to be made in order to help Native students achieve at high levels, and that their heritage and culture be respected. A means to partially fulfill this guideline is to adhere to the Washington State mandate to implement the "Since Time Immemorial" Tribal Sovereignty curriculum for 4th grade students.

Guidelines for Health & Wellness Goal at Seattle Public Schools

The Seattle Public Schools is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which the district and schools use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physically activity each day, and develop the knowledge, skills and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation, physical activity before, during and after school, staff involvement, and family and community engagement.

Physical Education is an academic subject and serves as the foundation of the CSPAP, by providing the opportunity for students to learn knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood.

The district's role in supporting students, the following core wellness beliefs have been adopted which will support the schools in incorporating Wellness Goals into the Comprehensive School Improvement Plan (C-SIP).

- Students have equitable access to healthy foods and potable water throughout the school day
- Students are given adequate time to obtain and consume meals in an environment that encourages healthy eating
- Students receive quality evidence-based health education, physical education, and nutrition education allowing students to develop lifelong healthy behaviors
- Students have adequate opportunities to be physically active before, during and after school, including adequate recess and regular physical activity breaks

Seattle Public Schools Board Policy—Citations

- [SPS Policy 3405 Student Wellness](#)
- [SPS Policy 2185 Physical Education](#)

High School Graduation Requirements-delineates the minimum course credits

Health education (.5 credit) and Physical Education (1.5 credits)

Minimum requirements for graduation ([WAC 180-51-067](#))

Assessments for Health and Fitness-formerly known as Classroom-Based Assessments (CBAs)

Emphasizes alignment with state physical education learning standards and assessments ([RCW 26A230.095](#))

Guidelines

Minutes in Physical Education –defines parameters for ([WAC 392-410135](#))
Nutrition and Physical Activity –emphasizes the goals for wellness policies
Access to nutritious foods and exercise ([RCW 28A.210.360](#))
Food Choice, physical activity, childhood fitness ([RCW 28A 210.365](#))

The following state statutes provide further guidance for districts/schools for developing and delivering Health and Physical Education as well as emphasizing the importance of content areas in the overall learning environment:

- [Basic Education Act](#)- outlines expectation for what students should know and be able to do by the end of K-12 education
- Basic education act- Goal ([RCW 28A.150.210](#))
- Basic education act -Program content ([RCW 28A. 150.200](#))
- Powers and duties ([RCW 28A.300.040](#))

Guidelines for Homework within Seattle Public Schools

Per School Board [Policy No. 2422](#), Homework:

It is the policy of the Seattle School Board to recognize that homework can be a constructive tool in the teaching and learning process when it is geared to the needs and abilities of students. Purposeful homework assignments not only enhance student achievement but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned, organized, and connected to the learning objectives of the lesson.

The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Assigned homework should be able to be completed independently by the student.

Schools shall have individual school-based homework policies that are communicated to students and families and **posted in a visible location**. School policies should include the school's policy on grading late work and on expectations for how much time families should expect a student to spend on homework.

To ensure consistency across schools, school-based homework policies will be reviewed each fall as part of the school's Continuous School Improvement Plan (C-SIP).

Appendix



Mentions of C-SIP in CBA
Guiding Questions
C-SIP Template

Mentions of C-SIP within the Collective Bargaining Agreement between Seattle Public Schools and Seattle Education Association

Page 6:

SECTION F: CONTRACT WAIVERS

Waiver proposals must be developed with knowledge and opportunity for participation of all SEA-represented employees and administrators assigned to the building/program submitting the proposal.

1. The requests must be for the purpose of implementing strategies for increasing academic achievement and tied to the building's/program's **CSIP**.

Page 12:

The primary function of a Building Leadership Team/Program Leadership Team is to promote and facilitate the collaborative decision-making process which affects academic achievement and to identify how to support the needs of students and staff in buildings. The more specific responsibilities of the Building Leadership Team/Program Leadership Team are to oversee the facilitation and development of:

1) For BLTs, a Continuous School Improvement Plan (**CSIP**) including the configuration and structure of the school's classes and/or program offerings, and the school's efforts to ensure equity in discipline, learning, and opportunity for all students..

For PLTs, a plan of moving and improving program delivery including the configuration and structure of the program's offerings.

2) A school-wide/program-wide professional development plan to support the **CSIP**/plan.

3) The school's /program's budget.

4) Creation/review of the Decision-making Matrix (DMM).

The scheduling and assignment of teachers, the assignment of students to classes, and the daily schedule of classes and activities shall be made with staff participation and be consistent with the **CSIP**, while recognizing that the principal has the right to make the final decision. In May of each year, employees may submit three choices in priority order for assignment of grade level/subject area for the following year. If the choice cannot be honored, a conference will be held to discuss why an employee will be placed in an area that was not requested.

Page 13: When a staff, following the school's/program's decision-making matrix, cannot reach consensus or at least a 2/3 vote on budget, the professional development plan, or **CSIP**, a representative from SEA and a representative from SPS will meet with the staff involved in an attempt to resolve the issues. If after a reasonable attempt the issues remain unresolved, the issues will be forwarded to the Superintendent's designee for a final decision. Members of the decision-

making body may submit a statement to the Superintendent's designee before a final decision is made. SEA and SPS will strive to have a final decision within five (5) workdays from the date that the issues are initially raised.

Page 14: The responsibilities of the Equity Team are to:

- 1) Review the District's recommendations on best practices and recommended initiatives
- 2) Review school/program data on disproportionality in discipline and other areas
- 3) Create and lead discussions on how to reduce disproportionality in educationally supportive ways
- 4) Facilitate problem-solving around identified issues of disproportionality or inequity
- 5) Work with the BLT on the CSIP, budget, and professional development plan to incorporate strategies to reduce disproportionality and inequity
- 6) Participate in and coordinate with District level efforts to address disproportionality and Inequity

Page 15:

SECTION B: DECISIONS REGARDING USE OF TIME FOR PROFESSIONAL DEVELOPMENT AND

DECISION MAKING:

1. SEA-represented staff assigned to buildings/programs will decide by consensus, or at minimum by a 2/3 vote, how to schedule and use:
 - a. The equivalent of two (2) scheduled TRI days (16 hours) designed to provide staff with time for professional development and to collaborate with each other in ways and on topics or in activities designed by staff to support the achievement of their CSIP, the SPS's Strategic Plan, to improve student learning and academic achievement, to decrease disproportionality. The dates and purpose will be decided by the building/program staff.
 - b. Three (3) calendar waiver days for professional development;
 - c. Five (5) half (½)-day early releases, for purposes of school-wide staff development or site based decision making to support the CSIP;
 - d. Decisions will be made by the building/program through the building/program decision-making matrix. This time may be used for scheduled activities like training, seminars, working together as collaborative teams in support of the CSIP or to incorporate the focus of training into delivery of instruction or support of students. The parties encourage buildings/programs to use the time in significant blocks, to the extent possible. In the absence of agreement by consensus or 2/3 votes, the SEA-represented staff will resolve the matter as to the use of the days identified above using the building/program decision-making matrix.

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SPS developed a Professional Development Plan (PDP) to ensure employee accessibility to differentiated, integrated high quality professional development

offerings that are aligned with SPS' Strategic Plan. The PDP offers on-going activities reflective of a five-year plus professional development continuum. The PDP builds upon professional development that has already taken place over the past years. The PDP will be updated as needs change. SPS will use a collaborative process for making changes to the PDP and will coordinate this process with the Joint Professional Development Steering Committee.

- a. The PDP categorizes professional development by Required and Recommended components. Each of these components has Essential Elements of Teaching integrated within every professional development course.
- b. The PDP is differentiated to meet employee needs based on their assignment and experience as well needs identified in school CSIPs.

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SECTION A: ADMINISTRATIVE RESPONSIBILITY AND AUTHORITY

1. The SPS's Board of Directors and its agents are legally responsible for the management of the SPS.

Reserved to the SPS, therefore, is the exclusive authority to manage, determine and operate the educational program and staff, subject to this Agreement. Except as specifically and expressly covered and controlled by the language of this Agreement or federal or State laws and/or regulations, all matters relating to program, facilities, budget, personnel, and staffing shall be determined and administered by the SPS through the policies, procedures, and practices as it may select. This statement of SPS authority shall be deemed the equivalent of a detailed enumeration of all respects in which the authority may properly be exercised.

2. The SPS and its employees share the common purpose of maintaining and improving the performance of the SPS in serving students and in managing resources effectively and prudently.

School staffs will have a key role via site-based, decision-making activities and committees in developing CSIPs, developing building budgets, performing staff development, and hiring of staff for the buildings.

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SECTION A: BASIC EMPLOYMENT CONTRACT AND EMPLOYEE RESPONSIBILITIES

1. Employees receive a basic contract for 180 days of work.

2. All employees shall fulfill their contracted number of days during the regular school calendar, unless otherwise agreed to between the employee and his/her supervisor so long as State requirements are met.

3. The requirements for fulfilling the basic contract are as follows - Plan for and deliver or support quality instruction for students:

- a. Plan daily lessons and implement SPS curriculum as outlined in the site's CSIP, SPS curriculum documents, and State competencies, including use of various instructional strategies and resources. Specialists plan and provide meaningful program activities that support student progress toward building, SPS and State goals.

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Every five (5) years from the date of initial appointment each supplemental assignment will be reviewed by the principal/program manager. The appointment will be reviewed using the following considerations. An employee may exercise an exception to this review by declaring his/her intent to retire. An employee may use the retirement exception once for any given supplemental assignment.

- 1) General female/male and racial minority/majority balance of supplemental assignments throughout the building;
- 2) Established education requirements needed for the assignment, as stated on the job description;
- 3) Established experience requirements needed for the assignment, as stated on the job description;
- 4) Progress of the department/assigned area in meeting building/program goals established by the building CSIP where appropriate; or,

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SECTION C: SITE-BASED HIRING PROCESS

1. The hiring process must have the following features:
 - a. All members of the hiring teams will participate in a joint SEA/SPS interview training session which includes communication of the legal constraints against discrimination based on age, race, gender and other factors. Participation in Waiver Training conducted prior to 9/1/94 meets this requirement.
 - b. The hiring team will screen applications and resumes. The SPS will verify appropriate certification for candidates recommended by the school.
 - c. If there are qualified internal candidates for a position, a hiring team will interview at least two for vacant positions. In addition, hiring teams will give consideration to substitutes as outlined in Article V, 7.
 - d. Teachers returning from leave, displaced from buildings, and new recruits will be given full consideration in the hiring process.
 - e. Applicants who best meet the hiring team's criteria will be interviewed by a hiring team that includes a group of teachers who are knowledgeable about the requirements of the position and the school's CSIP.
 - h. The hiring team and the principal will jointly develop criteria for staff selection that are in alignment with the school's CSIP.

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SECTION G: SPECIAL STAFFING ISSUES AT SCHOOLS REQUIRING SPS INTERVENTION

1. SPS may choose to intervene in a school that has remained in the lowest performance level over the course of three years.
2. By January 31, SPS will notify schools for which there will be an intervention the following school year. If the intervention requires staff to meet new expectations, these expectations will be shared with current staff by February 15. In such cases, SPS will require existing staff to decide by March 15 of the current school year if they wish to remain in the school.
3. Staff members who remain at the schools requiring special intervention must commit to make any adjustment in curriculum or instruction as required by SPS and

reflected in the **CSIP** adopted for the following academic year.

SECTION H: PROGRAM MOVEMENT OR CLOSURE

1. Instructional staff associated with a program that moves from one work site to another are assumed to move with the program. A teacher who prefers to stay at the original site may do so, if there is a vacancy for which he/she is qualified/certified and if he/she commits to the training or changes in curriculum as the **CSIP** requires for the next year. A teacher who chooses not to move with the program or to accept a position at the original site (or for whom no vacancy is available) will be displaced and must apply and compete for other positions in the SPS.

2. If a program is terminated and then reinstated within two (2) school years, teachers who were in that program shall have first priority for the re-openings. The teacher will successfully complete the training as required in the school's **CSIP** and will revise curriculum and instructional methods to reflect the new direction of the program.

3. Prior to terminating a program or the closure of a school, any displaced teacher may choose from the following options: to remain at the original site if there is a vacancy for which he/she is qualified/certified and if he/she commits to the training or changes in curriculum as required in the **CSIP** for the next year or shall select or be placed in a vacancy during Phase II, after those needing 504 accommodation have been placed.

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5. Individual employees and their evaluators shall jointly set goals for professional development and establish performance expectations that are consistent with the individual school's Continuous School Improvement Plan (**CSIP**), the SPS's educational philosophy, this Collective Bargaining Agreement, OSPI guidelines, and State law.

6. The SPS and SEA agree that within the requirements and expectations of the instructional framework, teachers will be allowed to exercise their professional judgment in selecting instructional strategies that are aligned to school **CSIPs**, district goals and meet student needs.