Special Education Proposal
Negotiations 2022

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For questions and more information about this document, please contact the following:

Special Education Department
specialed@seattleschools.org
180 Days of Excellence for ALL Students

Four priorities guide SPS's strategic plan on supporting our Students of Color and those furthest from educational justice;

- High-Quality Instruction and Learning Experiences,
- Predictable & Consistent Operational Systems,
- Culturally Responsive Workforce, and
- Inclusive & Authentic Engagement.

Our commitment is not focused on changing students but changing broken systems and undoing legacies of racism in public education.
Inclusion for ALL Students

• Inclusion is the belief that all students have a right to meaningfully participate in the general education setting, both academically and socially.

• Inclusion is realized when all students, regardless of their designation to receive special education services, are provided with targeted services, supports, and accommodations, allowing them to learn in the general education classroom, interact with peers, and engage the core curriculum.

• Inclusive instruction rebukes the problematic perspective that students receiving special education services need to 'fit in' or 'earn their way' into general education classes. The belief that general education instruction is not malleable and that students should be making adaptations to be included in the general education setting has contributed to the continuation of two parallel systems of education in which students receiving special education services are marginalized and devalued because of their environmental segregation (OSPI).
Why Inclusion?

• Students' identities and needs are multi-faceted. Our current siloed programming does not allow us to support students where, when, and how they need.

• Inclusive practices will allow us to meet the needs of students as complete individuals, rather than only serving one part of them.

• Inclusion provide tools, structures, and practices that are culturally responsive and support each student's social-emotional and learning needs.
Inclusive Practices Benefits ALL Students

- Inclusive practices for students with disabilities result in better outcomes for students, both with and without disabilities.

- Focusing on culturally responsive and inclusionary practices will allow the district to meet student outcome goals by implementing best practices and better supporting student learning.

- Inclusionary practices will result in Black boys and teens no longer being disproportionately excluded from the general education setting.

- Students furthest from educational justice will benefit from the focus of inclusionary practices through the intentional focus of general education in removing barriers to curriculum, resources, access to general education.
What does Inclusive Instruction Look Like?

In an inclusive classroom, a student’s Individual Education Plan (IEP) is coordinated and managed by a special education teacher. Their specially designed instruction may be delivered and/or supported by general education teachers and Instructional Assistants to maximize their participation and inclusion in the general education classroom.

In an inclusive classroom, staff work together to deliver specialized instruction in an inclusive learning environment to differentiate instruction and to meet student needs.

An inclusive classroom benefits the community. Students learn from each other, and they all benefit from a diverse learning environment, with opportunities to teach and grow. Staff collaborate and gain instructional skills in differentiation that benefit all learners and strengthen community.
With a joint commitment to addressing systemic racism in special education pathways and a commitment to inclusion, Seattle Education Association (SEA) and Seattle Public Schools (SPS) created an Education Taskforce.

- The Taskforce identified options that were developed into recommendations and presented to the 2022 SEA-SPS negotiations team in June 2022.
- The Taskforce met monthly for five (5) hour sessions from October 2021 through June 2022 for a total of 40 hours.
- Recommendations include changes to the Collective Bargaining Agreement (CBA) and instructional recommendations, including:
  - Changing Model language for special education (low incident) pathways
  - Staffing & staffing adjustments based on student needs not generalized ratios
  - Professional development for all staff
  - Use of Instructional Assistants
  - Increased Inclusionary Practices
Rationale: Staffing Calculation Based on Student Need (not CBAratios)

- Currently, staffing is done in accordance with staffing ratios established via the CBA language and not based on the individual needs of a student.
- We know that our current service pathways are segregated with resource allocation favoring white students from privileged backgrounds.
- The taskforce proposed a ‘workload calculator’ to make staffing decisions
- We would align Teacher FTE; schedule; a student’s Individual Education Plan; and student needs to determine staffing.
- IEP writing process would benefit as additional support needs would be accurately reflected in the calculation. IEPs would be done in accordance with state and federal laws.
- Educators with capacity identified via the workload calculator would be available to support other Special Ed programming, filling critical gaps.
- A workload calculator would ensure that educators are working within their contractual work minutes while allowing flexibility in staffing for the management team.
Professional Development

Getting it Right

Inclusionary Practices

- Staff will have access to Special Education Specialists.
- PD trainings on Early Release days focused on Inclusion and the Universal Design for Learning.
- Guidance and support for school leaders on scheduling.
- Each Director of Schools assigned a Special Education Supervisor to support their Principals & cluster of schools.
Thoughtful Rollout & Timeline for Transition

Planning; Training; Transition

Focused level training at each stage of rollout:
School leaders; specialists; generalists;
Community & IEP transitions

• 2022 – Staff; family and community training and planning for program rollout.
IEP transition planning, inclusion and service model delivery.
• 2023-24 – K-5th Grade
• 2024-25 – 6th-12th Grade
Special Education outpaced total General Fund growth over the last ten years

<table>
<thead>
<tr>
<th>FY12-13 to FY21-22</th>
<th>Average Annual Increase</th>
<th>Total increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Expenditures</td>
<td>10.33%</td>
<td>124.2%</td>
</tr>
<tr>
<td>Total General Fund Expenditures</td>
<td>7.03%</td>
<td>63.5%</td>
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</tbody>
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FY21-22 projected based on expenditures and encumbrances to date
Special Education Costs Over Time

Total and per student special education expenditures have continued to rise yearly despite a decrease of the number of students receiving special education services.

FY21-22 projected based on expenditures and encumbrances to date
Special Education Staff 2021-22
State Funded vs District Funded

60% of cert salary funded by state
25% of classified salary funded by state

$90,965,919 funded by state
25% of classified salary funded by state

$53,941,614
$52,764,822
$13,304,757
$10,000,000
$20,000,000
$30,000,000
$40,000,000
$50,000,000
$60,000,000
$70,000,000
$80,000,000
$90,000,000
$100,000,000

68% of cert FTE funded by state
30% classified FTE funded by state

13
The Why- Outcomes

What happens to Washington’s special education students?

This year, lawmakers and advocates hope to improve funding and school environments for students with disabilities, who often start behind and graduate at lower rates than their peers.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Students with disabilities</th>
<th>Students without disabilities</th>
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<tbody>
<tr>
<td>Kindergarten readiness</td>
<td>18%</td>
<td>48.6%</td>
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<tr>
<td>School year: 2018-19</td>
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<tr>
<td>Graduation rate</td>
<td>61.7%</td>
<td>83.5%</td>
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<tr>
<td>Class of 2018</td>
<td></td>
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<tr>
<td>Post-secondary enrollment</td>
<td>26.2%</td>
<td>63.2%</td>
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<td>Class of 2015</td>
<td></td>
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<tr>
<td>Passing 9th grade classes</td>
<td>59.1%</td>
<td>76%</td>
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<tr>
<td>School year: 2018</td>
<td></td>
<td></td>
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<tr>
<td>Regular attendance</td>
<td>77%</td>
<td>84%</td>
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<tr>
<td>School year: 2018</td>
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April, 2019
Special Education Inclusion in Washington State

Only 57 percent of students receiving special education services are included in general education settings for 80-100% of the school day. Washington is currently one of the least inclusive states, ranking 44th out of 50.

National Council on Disability 2018 report, The Segregation of Students with Disabilities
Special Education Inclusion Rates in the Least Restrictive Environment-Disaggregated by Race

80-100% Gen Ed Participation for All SPS Students w/IEPs

- Asian: 62.4%
- Black: 53.5%
- Hispanic: 60.7%
- Multi-Racial: 73.1%
- Native American: 48.3%
- Pacific Islander: 47.4%
- White: 81.1%

SPS Average 70.4%
National Average 66%
Percentage

80-100% Gen Ed Participation Resource, Access, SEL for SPS Students w/IEPs

- Asian: 79%
- Black: 69.7%
- Hispanic: 69.5%
- Multi-Racial: 80.6%
- Native American: 57.8%
- Pacific Islander: 60%
- White: 87.3%

SPS Average 79.6%
Percentage by Race
Inclusion in SPS

7347
The number of SPS students receiving Special Education Services

82%
The percentage of white students with IEPs who spend 80% or more of their school day participating in the general education setting

53%
The percentage of Black students with IEPs who spend 80% or more of their school day participating in the general education setting
Thank you!