DIVISION OF TEACHING AND LEARNING:

Department of Early Learning:

The Preschool Taskforce held its final meeting on Tuesday, December 6, 2016 and successfully wrapped up the remaining work needed to finalize a report to the Superintendent regarding the impacts, risks and benefits for sustaining and expanding the Seattle Preschool Program within Seattle Public Schools.

The final meeting agenda and discussions included the following:

- Preschool Map updated to include Head Start sites (9 total) - attached
- New data visualization presented for developmental preschool attendance - attached
- Presentation, revision and final vote on the Inclusion (Continuum of Services) Statement
- Presentation, revision and final vote of the Outreach Statement

Associate Superintendent, Michael Tolley, Head Start program Manager, Gene Gousie, and Chief of Curriculum, Assessment and Instruction, Kyle Kinoshita were also present during the scheduled meeting. Michael Tolley provided a few words of appreciation to the taskforce, Gene Gousie observed the taskforce discussion and was available to answer questions from the group.

The final report will be prepared by December 15th and sent to the taskforce for review prior to submitting to the Superintendent.

Attached, you will find a map of the Preschool Locations throughout the district, including the Community Based Organization (CBO) classrooms, the Seattle Public Schools (SPS) classrooms, Developmental Preschool classrooms, and Head Start Classrooms (HS).

Also attached, you will find a data visualization showing regional enrollment of students with Individualized Education Plans (IEP) in Developmental Preschool and/or General Education.

For more Task Force information please visit our Preschool Task Force page: https://www.seattleschools.org/families_communities/committees/preschool_program_task_force

Departments of Enrollment Planning and School Operations:

Based on the questions and comments raised by School Board Directors at the December 7, 2016 meeting regarding the Student Assignment Plan updates for the 2017-18 school year, the Departments of Teaching and Learning and Enrollment Planning would like to share additional information regarding Chief Sealth as the Southeast Dual Language immersion pathway, the Highly Capable Cohort (HCC) survey results on the potential split of Cascadia HCC, and
language around our Alternative Learning Experience (ALE) Schools. Additional Information regarding the West Seattle HCC pathways will be provided in next week’s Friday Memo.

Adding Chief Sealth as the Southeast dual language immersion (DLI) pathway high school

**Attachments:**
- Letter to 8th Grade DLI Mercer Families_Sept2016
- Survey for 8th Grade DLI Mercer Familie_Oct2016
- Survey Results for 8th Grade DLI Mercer Families_Oct2016

**Background:**
There are current 8th graders at Mercer in the Mandarin and Spanish Dual Language Immersion pathway who need a high school pathway if they desire to continue in the pathway. The International Schools Task Force has been meeting for several months to discuss assignment models and pathways for the District’s current and potential future international schools, and present recommendations to the Superintendent for review. Surveys were provided to the 8th graders at Mercer with the potential options for a continuation pathway, and high school principals in the Southeast were consulted about the viability of serving as the pathway school for students beginning in fall 2017. Based on the survey results, and principal conversations, Chief Sealth is being named as the high school international pathway for the Southeast for the 2017-18 school year.

**Rationale:**
Surveys were provided to current families in the International pathway at Mercer about their interest in attending one of the various Southeast high schools in addition to Chief Sealth to continue in the pathway. The majority of families indicated they planned to attend their attendance area high school, which would be Franklin for most of these families. However, between 28% (Mandarin) and 43% (Spanish) might consider going to Chief Sealth in order to continue in an International School with a Dual Language Immersion Pathway. Additionally, principals in the Southeast were contacted and engaged about their interest in and capacity to serve as a pathway school for the 2017-18 school year, and none of the schools had an interest and/or readiness to offer a program in 2017-18.

Based on these results, it was determined that Chief Sealth would be named as the international pathway for high school for the Southeast, and also the School District will also work with Franklin to offer additional higher level Spanish and Mandarin world language classes to Mercer students who chose to attend that school. Since some students were likely to go to other schools, such as Cleveland and Roosevelt, the district is also making efforts to ensure that the programming at these schools will meet their needs. The School District will continue to discuss potential future options for a high school in the Southeast that could be a pathway school.

**North end Elementary Highly Capable Cohort Planning**

**Attachment:** HCC Survey Results for the Board
A survey was provided to Cascadia families, Thornton Creek families, families of HCC eligible students but not attending Cascadia, and staff at both schools regarding their preferences for the potential split of Cascadia and use of the Thornton Creek Campus or Cedar Park building to serve HCC students. The majority of respondents between the two communities preferred the use of the Decatur building with a geo-split. This would result in a second pathway for the North end. More information on the results are provided in the attachment.

**Alternative Learning Experience (ALE) Category for Student Assignment Plan**

Based on conversations with School Board Directors, district staff is adding an additional appendix to the Student Assignment Plan to differentiate the Alternative Learning Experience (ALE) schools from the Service Schools. All of the four ALEs are currently classified as Service Schools.

Service schools provide specific services or unique academic programs that are not offered at attendance area or option schools. Unlike attendance area schools and option schools, students may transition in to or out of service schools during the school year. The annual timeline and deadlines for assignment to attendance area schools and option schools do not apply to service schools.

This change will not impact the programming at these schools. It is merely a change in nomenclature to support more positive marketing for the school and the unique programming at ALEs.