

Date: Thursday, October 13, 2016  
To: Larry Nyland, Superintendent  
From: Michael F. Tolley, Associate Superintendent for Teaching & Learning  
Re: Friday Memo for October 14, 2016

**DIVISION OF TEACHING AND LEARNING:**

**Department of School Operations:**

**Truncation of Madrona K8:**

Meany Middle School will reopen as a comprehensive middle school in the fall of 2017 and this additional middle school capacity is an exciting opportunity for middle school aged students across the district. As a result, Seattle Public Schools (SPS) is considering a grade truncation of the middle school grades at Madrona K-8. Madrona K-8 currently serves students in grades kindergarten through eight. Any change in the grades served at Madrona would be subject to School Board approval. If the Board approves a grade truncation, Madrona would no longer serve students in grades 6-8 beginning in the 2017-18 school year when Meany Middle School reopens. Madrona would continue to serve students in grades K-5 as an attendance area elementary school.

**History:** 1904-1970 Madrona was a neighborhood elementary school; 1978-1996 as part of the desegregation plan Madrona housed the district’s Accelerated Progress Program (APP), which is currently called Highly Capable Cohort (HCC), and an elementary school; in 1997 APP moved to Lowell and the enrollment at Madrona dropped to 295; 1998 6<sup>th</sup> grade added to Madrona; 1999 7<sup>th</sup> grade added and in 2000 8<sup>th</sup> grade was added.

In addition to the need to increase enrollment at the school, Madrona’s middle school grades have provided much needed additional middle school capacity in central Seattle. However, these seats are no longer needed because Meany Middle School will re-open in the 2017-18 school year. Thus there is not the need to maintain the middle school grades of Madrona, to meet middle school capacity needs in the central region.

Here is a data chart that shows the declining enrollment in the middle school grades at Madrona:

<b>Grade</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>6</b>	61	49	55	58	31	33	42	35	22	29	15
<b>7</b>	50	50	55	58	50	25	21	39	34	23	25
<b>8</b>	52	51	46	56	47	44	27	18	36	25	22
<b>6-8 Total</b>	163	150	156	172	128	102	90	92	92	77	62

We are in the process of collecting feedback from Madrona’s families regarding this topic. Enrollment planning hosted a meeting at Madrona K8 on 9/20/16. Approximately 15 families attended and 1 of these families reported having a middle school student at Madrona. The

principal also sent out a survey to families regarding this topic. Another meeting is scheduled to collect input from families during the week of October 17. The data will be analyzed and a recommendation will be submitted to the School Board for approval as part of the School Assignment Plan.

**Department of School Operations along with the Department of Enrollment Planning and the Office of Advanced Learning:**

Cascadia Capacity:

The Highly Capable Cohort (HCC) at Cascadia will move into its new building at the Wilson Pacific site in 2017-18. The new building is planned to have a capacity of approximately 660 seats, which is not sufficient to serve all of the students currently at Cascadia given the growth the school has experienced. Cascadia has approximately 750 students enrolled for the 2016-17 school year.

Seattle Public Schools will partner with the Cascadia Parent, Teacher, Student Association (PTSA) to send a survey to Cascadia families, Cascadia staff and other families with HC qualified students in the north end of the city. The survey will ask families to select which site and enrollment model they prefer.

A second survey will go out to Thornton Creek families about their preferred use of the Decatur building.

The results from both surveys will be analyzed to develop the recommendations to be included in the Student Assignment Plan. The Student Assignment Plan must be reviewed and approved by the School Board.

Middle School Pathways:

Enrollment Planning and Capital Planning are analyzing enrollment and capacity data to determine possible middle school pathways for students who are identified as Highly Capable and live in the Hamilton, McClure, Robert Eagle Staff and Whitman attendance areas. School Operations shared this information with the Cascadia PTA leadership and the Cascadia principal. Once this analysis is complete, the recommendation(s) will be reviewed by Advanced Learning and School Operations and shared with impacted families. A final recommendation will go in the Student Assignment Plan for School Board review and approval.

The timeline for Student Assignment Plan Changes is as follows.:

- November 17, 2016: Student Assignment Plan Board Action Report to the Operations Committee of the School Board
- December 7, 2016: Student Assignment Plan Board Action Report to the School Board for Introduction
- January 4, 2017: Student Assignment Plan Board Action Report to the School Board for Action

There will be additional community meetings on the Student Assignment Plan changes between the Operations Committee meeting the introduction of the item to the School Board.

**Department of Curriculum, Assessment and Instruction:**

**K-5 English and Language Arts (ELA) Adoption Update:**

**K-5 Public Review and Comment**

The public comment period has opened for round two of the adoption process and runs through November 30. The Adoption Committee is continuing the process of evaluating the curricular materials, including ongoing field tests and, once again, collecting feedback from the community.

Note: An email was sent to K-5 families to announce the comment period. However, the message was delivered to parents/guardians but inadvertently addressed to (one of) their children, using their first name. A follow up email was sent two days later to clarify.

**K-5 ELA Field Testing Observation Window**

School leaders are being informed that twenty-seven teachers are currently field testing the K-5 adoption finalists. Field testers are prepared to open up their classrooms for school and central office leaders interested in learning about the resources and methodology. Between October 10 and 21<sup>st</sup>, classroom visits in all 5 regions will be scheduled during the teachers’ literacy block. Spaces are limited for each visitation. School leaders will be invited to provide feedback after their observation.

**Since Time Immemorial Training 2010-2016:**

At the School Board meeting on October 12, 2016, the School Board Directors requested information on how many teachers have been trained in the Since Time Immemorial curriculum to date. Here is what The Curriculum & Instruction team put together. Washington State passed into law, SB 5433, Since Time Immemorial, curriculum about Washington State's 29 federally recognized tribes, that must be taught in all Washington State schools. To date we have trained 328 teachers from Seattle Public Schools.

1-Sep-16	John Stanford Center	15
28-Aug-16	Licton Springs and Cascade Parent Partnership Program	24
12-Dec-15 to 12-Mar-16	John Stanford Center (for Middle School teachers only)	87
13-Oct-15	Washington Middle School (for Librarians only)	62
1-Sep-15	Broadview Thomson	34
24-Aug-15	Broadview Thomson	20
6-Sep-13	Duwamish Longhouse	29
6-Jun-13	John Stanford Center	24
11-Aug-10 to 2-Dec-15	OSPI offered trainings	<u>33</u>
		<b>*328</b>

\* This does not include the classroom tutorials’ we have provided when teachers ask us to provide direct teaching in their classrooms.

## **STUDENT SUPPORT SERVICES:**

### **Department of Special Education:**

After completion of 40/40 activities on the Revised Comprehensive Corrective Action Plan during the 2014-15 school year, the School District and the Office of Superintendent of Public Instruction (OSPI) outlined indicators to demonstrate substantial compliance and the release of withheld funds through a Memorandum of Understanding (MOU).

That MOU called for regional and district compliance: Each of our five Regions have demonstrated substantial compliance, resulting in the return of \$2.5 million in previously withheld funds. The District has demonstrated verification of most of the district requirements however four remain:

- 90% of student file reviews will have a correct Least Restrictive Environment (LRE) code in three reporting systems, verified through IEP review, student schedules and staff interviews
- 90% of initial evaluations completed within timelines, inclusive of allowable exceptions, as reported on the Indicator 11 report submitted 7/15/15
- 90% of student files with suspensions/expulsions will have correct number of days reported in PowerSchool, on the report submitted 7/31/15, and student files
- System for tracking and monitoring 100% of proportionate share expenditures is operational and there is alignment between service plans, contracts, service logs, and invoices

At our most recent meeting with OSPI and the US Department of Education we discussed the options of meeting these final verifications. We could either do extraordinary work arounds in the next few weeks OR continue work on building sustainable systems and demonstrate compliance over the next few months. Based on current data and project implementation plans, the department has determined that a verification visit date of late January ensures the greatest potential for full verification. This will be the first stage of removing overall high-risk grantee status.

The remaining \$500,000 of the withheld IDEA Part B funds are currently held in a trust for the District. These funds will be liquidated as of 12/31/16. As a result, the District must request through OSPI and the Office of Special Education Programs (OSEP), the re-allocation of these funds pending a successful verification visit in January.

### **Department of Early Learning:**

#### **Seattle Preschool Program:**

The Early Learning Department, in partnership with the City of Seattle, has successfully opened 5 new preschool classrooms this fall, bringing our Seattle Preschool Program (SPP) enrollment capacity to 8 classrooms and 160 slots for 2016-17. Five classrooms are full and 3 classrooms

have families completing the enrollment process with the City of Seattle for the remaining 7 slots. Program highlights include:

- Seattle Public Schools Seattle Preschool Program teachers participated in SPP Pre-Service training in early September, run by the Department of Education and Early Learning (DEEL).
- New Seattle Public Schools SPP teachers have completed 8 days of High Scope curriculum training.
- Early Learning Department held the first Preschool Collaboration meeting on October 11<sup>th</sup> with teachers, city coaches, SPS coaches and administrative staff.
- Inclusion collaborative meetings will be added into the collaborative meeting schedule this year.
- SPS and the Department of Education and Early Learning launched a Child Find Hub Pilot in September. In collaboration with DEEL we have trained and enlisted 23 community based Seattle Preschool Program providers to serve as Child Find Hubs. These Hubs will provide outreach and support to parents and families who are concerned about their child's development in initiating the Child Find process.

The Preschool Task Force will be meeting again on Tuesday, October 18<sup>th</sup> from 10:00-2:00. Meeting minutes, articles and Task Force information can be found on our Preschool Task Force page: [https://www.seattleschools.org/families\\_communities/committees/preschool\\_program\\_task\\_force/](https://www.seattleschools.org/families_communities/committees/preschool_program_task_force/). The Preschool Task Force would like to extend an invitation to our Board of Directors to attend future Task Force meetings scheduled for the following dates:

**October 18** 9:30am-1:30pm  
**November 3** 9:30am-1:30pm  
**November 15** 9:30am-1:30pm  
**December 6** 9:30am-1:30pm

The Early Learning Department has initiated the hiring process for the Early Learning Inclusion Specialist. This will be a 2 year grant funded position.

## **OCTOBER QUARTERLY REPORT**

### **Division of Teaching and Learning:**

#### **POLICY #2200, EQUITABLE ACCESS TO PROGRAMS AND SERVICES**

- "...the Superintendent the authority to make all of the closure and placement decisions for services not governed by the student assignment plan or other Board policies, and the placement decisions for programs not governed by the student assignment plan. This authority includes actions to make changes to existing programs or services, the development of new programs or services, the replication of existing programs or services, the relocation of existing programs or services, and the closure of existing services."
- "On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known. These quarterly updates should be provided to the School Board in April, July and October."
- "The fourth quarterly update shall be an annual report that provides detail about all the decisions that were made in the prior year and how those decisions relate to the eight decision making criteria outlined in this policy. The annual report should be provided to the School Board in January."

#### **Programs:**

Open Doors Youth Reengagement Program at Seattle Vocational Institute-Office of Superintendent of Public Instruction defines this program as, "A dropout reengagement system that provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21. Open Doors reengages disconnected youth through programs that:

- Encourage community partnerships
- Create multiple pathways for students to realize success
- Provide an on-ramp to post-secondary achievement through a performance based, individualized support model."

Currently there are 17 students enrolled in this program.

#### **Services:**

The Special Education services changed since the June 2016 Quarterly Report in response to enrollment changes in the schools. These changes were made in compliance with the Seattle Public Schools/Seattle Education Association collective bargaining agreement and the agreed upon full continuum of services model. Information about Service Placements and the Continuum are posted on the District's [webpage](#).

School	Type	Net Change 2016-17 School	Summary
Ballard High	SEL	1	Add 1 SEL classroom. Change from 1 to 2.
Chief Sealth International High	SM4	(1)	Reduce 1.0 SM4 classroom. Change from 3 to 2.
Denny International Middle	SM2	1	Add 1 SM2 classroom. Change from 3 to 4.
Franklin High	SM4	1	Add 1 SM4 classroom. Change from 2 to 3.
Hazel Wolf K8	ACS	1	Add 1 Access classroom. Change from 1 to 2.
Ingraham High	SM2	1	Add 1 SM2 classroom. Change from 4 to 5.
Nathan Hale High	SM2	(1)	Reduce 1 SM2 classroom. Change from 3 to 2.
Nathan Hale High	SM4	1	Add 1 SM4 classroom. Change from 2 to 3.
Northwest Soil	K-12	NA	Board approved contract to provide therapeutic services.
Original Van Asselt	K-8	1	Add 1 classroom for therapeutic services.
		<b>5</b>	<b>Total Additions to Special Education Services</b>

**Additional Considerations/Changes (Not Required by 2200SP):**

- **Highly Capable Cohort:** The new Cascadia building at the Wilson Pacific site has a capacity of approximately 660 students. The current enrollment at Cascadia is approximately 750 students. One possible site is the Decatur building.
- **Louisa Boren STEM K8:** In 2017-18 the school will serve students in grades K-8.
- **Madrona K8 and Orca K8:** Staff is collecting community feedback on truncating the schools to offer services to students in K-5. SPS staff is reviewing data at both schools.

Attachments: Policy 2200, Equitable Access to Programs and Services  
Superintendent Procedure 2200  
Linked Schools Elementary  
Linked Schools Middle  
Linked Schools High Schools