



SCHOOL BOARD ACTION REPORT

DATE: October 31, 2017
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For Introduction: November 15, 2017
For Action: December 6, 2017

1. TITLE

Approval of the Student Assignment Plan for 2018-19

2. PURPOSE

This Board Action Report updates the Student Assignment Plan for 2018-19.

3. RECOMMENDED MOTION

I move that the Board approve the Student Assignment Plan, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

The New Student Assignment Plan was approved by the School Board in 2009 to provide greater predictability for families while still offering opportunities for school choice. Annual updates to the Plan have subsequently been approved by the School Board within the Student Assignment Transition Plan. The 2009 New Student Assignment Plan was created when major changes to assignment policies took place, but the information in that document is now updated and maintained in recent documents. This Board Action would update the most recent Student Assignment Transition Plan.

The provisions of the attached document, the Student Assignment Plan for 2018-19, will prevail in the case of any conflicts with previously approved Plans, boundaries, and/or GeoZones.

The purpose of this action is to update information in the Student Assignment Plan. The Plan for 2018-19 continues most of the assignment rules in effect during 2017-18 and highlights upcoming changes for 2019-20 which will be further elaborated in next year's Student Assignment Plan. Some highlights and changes are:

- Clarifying space available as it applies to choice seats allocated in the School Choice Process;
- Updating language to clarify current Special Education services and placement;
- Aligning the School Choice deadlines for students opting into HC or continuing in the dual language immersion pathway with the general education timelines.

- Updating high school HC pathways for students entering 9th grade in the 2019-20 school year school; and
- Updating advanced learning assignment language to reflect the fact that all schools offer AL programming and eligible students will be assigned to AL at their attendance area school.

5. FISCAL IMPACT/REVENUE SOURCE

There will be no fiscal impact to the changes outlined in the updates to the Student Assignment Plan for 2018-19.

The revenue source for this motion is N/A

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 (for the high school HC pathways)
- Tier 3: Collaborate

The changes in the Student Assignment Plan for 2018-19 clarify language and align timelines in support of creating processes that are clearer for families and help to create more predictability for schools around staffing. The district is hosting five open house meetings, one meeting in each region, to inform families of the changes. At these meetings, families can also ask questions and give feedback to various departments around ways the district can continue to improve its service to students. The meeting dates and locations are listed below. All meetings will be held from 6:30pm-8:00pm and interpretation services will be available. Families can come at any time during that window.

- Monday, Oct. 23, Eckstein Lunchroom
- Thursday, Oct. 26, Ballard Commons
- Monday, Oct. 30, McClure Gym
- Wednesday, Nov. 8, Cleveland Lunchroom
- Thursday, Nov. 9, West Seattle HS Lunchroom

Additionally, the Communications and Engagement team, together with the Student Supports team, launched a two-way community engagement project using the newly adopted tool,

ThoughtExchange. This is a new tool for the district, and it is different from a traditional survey. Staff used open-ended questions to surface ideas and then families engaged with other people's thoughts – scoring them on a scale of 1-5. Top thoughts were themed and are described below. The exchange was provided in English and Spanish to K-12 families and promoted through a new Community Engagement webpage and social media. Numerous reminders were provided directly to families throughout the exchange period as well as direct technical assistance provided by communications staff. The exchange lasted one week, closing on October 4. In addition, Advanced Learning, ELL and the Engagement Departments hosted four home language meetings focused on advanced learning. Invitations were provided through email, home language phone calls, community partners, and principal invitations. Over 100 family members participated in the focus group meetings run in Chinese, Spanish, Vietnamese, and Somali. Families were asked the same open ended questions used during the online ThoughtExchange. Groups of families identified priorities and top ideas were shared with the larger group and School Board.

More information on the engagement process and outcomes is included in several attachments with the BAR.

7. EQUITY ANALYSIS

The Racial Equity Analysis Tool was used to develop the 2018-19 Student Assignment Plan recommended changes and the high school HC pathway recommended changes for the 2019-20 school year. The proposed changes to the Student Assignment Plan for the 2018-19 school year do not disparately impact historically underserved students. For students receiving special education the proposed changes increase choice at the middle school level for students who have attended an elementary school outside of their attendance middle school feeder pattern, and by clarifying school choice capacity, the district aims to stabilize enrollment and staffing in all schools – working to ensure students of color and students historically underserved have access to robust educational programming driven by stable enrollment. In addition, the HC pathway changes for 2019-20 create more opportunities for HC qualified and future qualified students to access advanced placement courses closer to home. One concern from the equity analysis is ensuring that students in Southwest and Southeast pathways have a sufficient number of advanced placement offerings and staff have professional development to ensure that they can adequately serve the HC students who will be at the school. The Advanced Learning department has over a year of planning to ensure that the proper supports are in place to make sure students' needs are met. By providing services close to home, the district's intent is to make sure students do not need to leave their community to receive the educational opportunities they need. This recommendation is made in direct response to the requests we heard from our ELL families.

8. STUDENT BENEFIT

This action clarifies language and aligns timelines in support of creating processes that are clearer for families and help to create more predictability for schools around staffing. Feedback was received from families during the 2017-18 school choice process that certain policies were not clear, and these updates provide more clarification.

The creation of additional high school HC pathways creates greater access to rigorous curriculum and greater opportunities for college and career readiness for students across the

district. The regional pathways create opportunities closer to home for families which will allow for greater access.

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: The existing plan requires any changes to be Board approved.

10. POLICY IMPLICATION

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school based in a designated attendance area based upon home address, unless the school designated by a student’s home address does not have the appropriate services for the student’s needs, as determined by the District.

Any changes to boundaries, geographic zones, or assignment rules subsequent to implementation of the Student Assignment Plan require Board action.

Board Policy No. 2200, Equitable Access to Programs and Services, states, “It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.”

Board Policy No. H13.00, Capacity Management, discusses the need to take actions to match capacity and enrollment, including the addition, relocation or removal of programs.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee of the Whole meeting on October 25, 2017. The Committee requested changes and those adjustments be presented at the Operations Committee on November 2, 2017. The Committee reviewed the motion and _____.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Student Assignment Plan will go into effect for the 2018-19 school year, and all school years subsequent until further action is taken by the School Board.

The Plan will be uploaded to the District's Enrollment Planning and Admissions webpages for access by the public. Any changes made to high school advanced learning and HC pathways would go into effect in 2019-20 in alignment with new high school boundaries.

13. ATTACHMENTS

- Student Assignment Plan for 2018-19 (Clean for approval)
- Student Assignment Plan for 2018-19 (Tracked changes for reference)
- Attachment A: Advanced Learning Community Engagement Summary
- Attachment B: Advanced Learning ThoughtExchange Summary
- Attachment C: Advanced Learning Native Language Feedback
- Attachment D: Advanced Learning Garfield PTSA FAQ

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