



SCHOOL BOARD ACTION REPORT

DATE: January 9, 2018
FROM: Directors Geary and DeWolf

For Introduction: January 17, 2017
For Action: January 31, 2017

1. TITLE

Adopting Resolution No. 2017/18-10 to establish an equitable vision for advanced coursework in all high schools by replacing highly capable pathways at the high school level with a localized assignment model by 2021-22

2. PURPOSE

This resolution states the Board's intention that, starting in the 2021-22 school year, students entering high school from a highly capable program or with a highly capable designation would have a default assignment to their neighborhood school, and that language to this effect be inserted the next time the Board considers a Student Assignment Transition Plan (SATP).

3. RECOMMENDED MOTION

I move that the School Board adopt Resolution No. 2017/18-10, as attached to this Board action report.

4. BACKGROUND INFORMATION

a. Background

The current student assignment plan provides students identified as highly capable (HC) a default high school assignment to Garfield High School, with an additional option at Ingraham High School that is limited in space. Garfield High School is currently overcrowded and the growing number of HC students make the current assignment model unsustainable from a capacity standpoint.

It is recognized that there is racially disproportionate enrollment in the Highly Capable program, and that students of color are underrepresented. By ensuring delivery of advanced courses in high schools serving high numbers of students of color, the district is ensuring the delivery of high quality education to all highly capable students, whether they have been formally identified as such. During extensive community outreach, families consistently requested that students who are (or could be) eligible for highly capable services be able to receive those services in their neighborhood schools.

While the District recognizes that it does not have the capability to meet the statutory requirements for students designated as highly capable in all neighborhood schools immediately, it can implement such a model effectively with several years of planning. This resolution gives significant advanced notice to families that this change is coming and enables District staff to begin planning and implementation.

During discussions of the SATP for 2018-19, an amendment was offered that established this same vision, and this amendment passed by a vote of 6-1. The final SATP, however, was not passed by the Board. This resolution ensures the Board's commitment to this long-term equitable vision.

This resolution does not take a position on what HC pathways might look like in the interim period prior to 2021-22, which has been the topic of a separate Board discussion.

b. Alternatives

Do not approve this resolution. This is not recommended because this resolution sets a long-term goal for the district that aligns with its goals for achieving educational equity and eliminating opportunity gaps. It is further not recommended because it would fail to recognize the community engagement and equity analysis performed by the District.

c. Research

Not applicable

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action is to be determined through iterative planning over the course of the next three years.

The revenue source for this motion would be general fund.

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

District staff conducted extensive community engagement about advanced coursework programming at the high school level prior to the introduction of the SATP earlier this fall. The themes received back from the community were the desire to have this programming closer to home and the need to ensure there are sufficient advanced courses to match student goals. This resolution gives the time for the district to adequately prepare to meet each of these themes expressed by the community.

7. EQUITY ANALYSIS

SPS staff used the equity analysis tool when studying information and developing proposals for the highly capable pathways at the high school level. When analyzing the over 5,000 comments from parents/ guardians, input from the HC Boundary Task Force, location of services, participation of historically marginalized student populations and other pieces of information gathered, staff aimed for our two commitments identified in Board Policy No. 0030:

- Raise the achievement of all students while narrowing the gaps between the lowest and highest performing students
- Eliminate the racial predictability and disproportionality in all aspects of education and its administration

By providing a variety of advanced course offerings in all neighborhood high schools, the district creates more demand for these courses in all schools, which will increase access to these courses for all students. The reduced emphasis on HC pathways and labels will have a positive effect on identity safety in classrooms across the city.

8. STUDENT BENEFIT

Students will benefit from receiving advanced course offerings in diverse, enriching environments closer to home. High schools will benefit from being inclusive educational environments.

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: Resolutions need to be approved by the Board.

10. POLICY IMPLICATION

This resolution is in alignment with Policy No. 0030, Ensuring Educational and Racial Equity, for the reasons outlined above. It will require changes to Policy No. 2190, Highly Capable Services and Advanced Learning Programs and the corresponding Superintendent Procedure to reflect the localized HC assignment model for high school. Further, this action is in alignment with the District’s goals around using and honoring authentic community engagement.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on January 9. The Committee reviewed the motion and moved it forward to the Full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this resolution, staff will ensure that language reflecting the resolution's intent is inserted into the next Student Assignment Transition Plan brought to the Board.

13. ATTACHMENTS

- Resolution 2017/18-10 (for approval)

**Seattle School District #1
Board Resolution**



Resolution No. 2017/18-10

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to establish an equitable vision for advanced coursework in all high schools by replacing highly capable pathways at the high school level with a localized assignment model by 2021-22.

WHEREAS, Seattle Public Schools is committed to providing an excellent education for each and every student in the district; and

WHEREAS, School Board Policy No. 2190, Highly Capable Services and Advanced Learning Programs, calls for “specialized services” in compliance with Washington State regulations, which state, “Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students” and that “Once services are started, a continuum of services shall be provided to the student from K-12;” and

WHEREAS, it is the commitment of the School Board to provide appropriate education for all students identified to have outstanding abilities within “general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain,” per state regulations; and

WHEREAS, School Board Policy No. 0030, Ensuring Educational and Racial Equity, calls for “equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;” and

WHEREAS, it is the commitment of the School Board and all district staff to institutionalize racial equity throughout the district’s departments and systems; and

WHEREAS, the student assignment plan provides students identified as highly capable (HC) a guaranteed choice pathway high school assignment to Garfield High School, with an additional option at Ingraham High School IBX program, and an assignment to their attendance area high school; and

WHEREAS, Garfield, Ballard and Roosevelt High Schools are currently overcrowded and the growing number of HC students make the current assignment model unsustainable from a capacity standpoint; and

WHEREAS, despite best efforts from school staff to close this gap, Garfield High School exhibits an undeniable and unacceptable division within its classrooms along racial lines, with students from many communities of color underrepresented in advanced course offerings; and

WHEREAS, the revision of high school boundaries taking effect in 2019-20 provides the opportunity for the district to relieve overcrowding at high schools and adjust the HC assignment

model to increase the number of high schools that provide Highly Capable Services and advanced coursework; and

WHEREAS, the district presently is challenged with a facility capacity crisis where all but one of our high schools are filled or overfilled to capacity, and even with opening Lincoln High School and adding an additional 500 seats to Ingraham High School in 2019, the North end high schools are projected to be at full capacity by 2021, and

WHEREAS, in the fall of 2017, Seattle Public Schools staff conducted extensive community engagement about advanced coursework programming at the high school level, hearing from close to 2,000 families, students and staff, and the community expressed a strong and consistent desire for better access to a variety of advanced course offerings closer to home; and

WHEREAS, providing a sufficient number of advanced course and creative education offerings in all neighborhood attendance area high schools would meet the desires of the community, create an inclusive learning environment, promote identity safety among all students, and signal high expectations to each and every student; and

WHEREAS, the district knows from the community and from research that identity safety and high expectations foster positive student growth; and

WHEREAS, the provision of Highly Capable Services and advanced coursework at all attendance area High schools would allow for more students to attend their neighborhood high school across the district; and

WHEREAS, district staff believe that several years of planning and preparation are necessary to provide advanced course offerings in all neighborhoods in a manner that fulfills state regulatory requirements for a “continuum of services;”

NOW THEREFORE, BE IT

RESOLVED, that the Seattle School Board of Directors states its intention for student assignment that, beginning in the 2021-22 school year, students entering 9th grade designated as highly capable will be assigned to their attendance area high school; and therefore be it further

RESOLVED, the School Board desires that this change shall be implemented in an inclusive manner that provides a sufficient variety of services to meet the statutory requirements for highly capable students and provides access to advanced coursework and creative educational opportunities for all students at every attendance area high school; and therefore be it further

RESOLVED, the district will analyze and review high school capacity projections in the Spring of 2020 and recommend adjustments for school board approval for any needed adjustments to high school boundaries to implement the “localized assignment model” for school year 2021-22, in order to provide the community adequate notice.

ADOPTED this _____ day of _____, 2018

Director Leslie Harris, President

Director Rick Burke, Vice President

Director Jill Geary, Member-at-Large

Director Zachary DeWolf

Director Eden Mack

Director Betty Patu

Director Scott Pinkham

ATTEST: _____
Dr. Larry Nyland, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA