



# **SCHOOL BOARD ACTION REPORT**

**DATE:** January 30, 2018  
**FROM:** Director Zachary DeWolf

**For Introduction:** January 31, 2018  
**For Action:** January 31, 2018

## **1. TITLE**

Amendment 1 to Substitute Resolution 2017/18-10: Adding a values-based statement regarding the equitable provision of advanced coursework

## **2. PURPOSE**

This amendment adds language that states it is the goal of the Board to assign all students entering high school to their neighborhood high schools by the school year 2021-22.

## **3. RECOMMENDED MOTION**

I move that the following clause be added to the substitute resolution between the first and second resolved clause:

“**RESOLVED**, that the School Board, acting on the core values established by the District’s Strategic Plan and Policy No. 0030, Establishing Educational and Racial Equity, sets a goal for the District to assign all students entering high school – including students designated as highly capable – to their neighborhood high schools by the school year 2021-22, which is a goal that, when implemented well and with appropriate oversight by the Board, will increase access to advanced coursework for high school students across the District, in particular for students of color and historically underserved populations; and therefore be it further”

## **4. BACKGROUND INFORMATION**

### **a. Background**

The original Board Resolution 2017/18-10 that went through the Curriculum and Instruction Policy Committee and introduced on January 17, 2018 states a values-based intention to provide equitable access to advanced coursework to all students in all high schools. This resolution recognized that a large body of staff work would be necessary to accomplish this goal.

The substitute resolution as proposed removes the values-based intention in the original resolution and focuses on the technical staff work that must be accomplished to expand access to advanced coursework. This amendment would combine the two by adding a values-based goal to the technical language of this resolution.

### **b. Alternatives**

Do not approve this document

c. **Research**

None

**5. FISCAL IMPACT/REVENUE SOURCE**

Adding the goals statement does not create a fiscal impact. As stated in the board action of the original resolution, the fiscal impact of changing assignment models would be determined through iterative planning over the course of the next three years.

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

As stated in the board action report for the original resolution, 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 amendment gives the time for the district to adequately prepare to meet each of these themes expressed by the community.

**7. EQUITY ANALYSIS**

As stated in the board action report for the original resolution, 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 and amendments to resolutions need to be approved by the Board

**10. POLICY IMPLICATION**

This amendment 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 not discussed in committee.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the substitute resolution will be amended.

**13. ATTACHMENTS**

- Amendment 1 to Substitute Resolution (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 affirm the vision for equitable access to advanced coursework in all high schools and develop the detailed plan for implementation by 2021-22.

**WHEREAS**, Seattle Public Schools is committed to providing an excellent education for each and every student in the district, including services for students with disabilities, English language learners and those identified as Highly Capable per board policy and state and federal 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**, students from historically disadvantaged populations are underrepresented in advanced course offerings in our high schools, and increased access, preparation and enrollment in advanced courses will positively impact our efforts to Eliminate Opportunity Gaps; and

**WHEREAS**, the Seattle Public Schools’ African American Male Advisory Committee recommended “Increase access for African American male students to rigorous, hands-on, project based learning pedagogy and STEM curriculum” in September 2017’s final report; and

**WHEREAS**, School Board Policy No. 2190, Highly Capable Services and Advanced Learning Programs commits that “all Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services;” and 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**, “the District identifies...Highly Capable [students] who perform or show potential for performing at significantly advanced academic levels...” (Policy 2190) and Washington state law (EHB 2242) requires districts to prioritize equitable identification of low income students; and

**WHEREAS**, all students are capable and that the labels that are used to identify students for advanced learning and highly capable services can be stigmatizing both to the identified students and their peers and that the district needs to provide access to advanced courses for all students regardless of if they have been identified as an advanced learner or highly capable; and

**WHEREAS**, to increase equitable access to advanced learning and highly capable services for low income students, English language learners, students with disabilities, homeless students,

Amendment 1 to Substitute Resolution

and students of color, Seattle Public schools should eliminate certain current identification practices such as, but not limited to, testing on Saturdays, using verbally loaded instruments, requiring a parent or teacher referral, and requiring students to test high on every criteria, and should adopt new identification practices that are known to be more equitable; and

**WHEREAS**, increasing identification in younger grades and providing more access to advanced courses in elementary and middle schools would prepare more students for advanced coursework at all attendance area high schools, and

**WHEREAS**, in the fall of 2017, district staff conducted 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 desire for more access to a variety of advanced course offerings closer to home; and

**WHEREAS**, providing more advanced courses and creative education offerings in all 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**, district staff believe that additional planning and preparation are necessary to provide increased advanced courses in all high schools in a manner that fulfills state regulatory requirements for a “continuum of services;”

**WHEREAS**, the 24 credit requirement and the revision of high school boundaries, dual language immersion pathways and highly capable pathways taking effect in 2019-20 provides the opportunity for the district to increase the offerings of advanced coursework in more high schools; and

**WHEREAS**, the district needs time to engage Principals, Instructional Councils, Building Leadership Teams, Department heads, Educators and families at each of the high schools, to develop a detailed implementation plan that determines the appropriate course progressions for advanced courses and highly capable services for all subject areas (math, science, language arts etc.) in the context of many issues including, but not limited to, the 24 credit implementation and new science standards *before* determining 2021-22 school year student assignment changes;

**NOW THEREFORE, BE IT**

**RESOLVED**, that Seattle Public Schools will implement, by school year 2019-20, more equitable identification practices for advanced learning and highly capable services that may include, but are not limited to, universal screening in elementary and middle school in the home school during the school day, revising the testing criteria to allow for identification of students who demonstrate high cognitive ability or high achievement in one or more areas (e.g. math only, reading only, or math and reading), and assessments in the native language or non-verbal instruments; and therefore be it further

Amendment 1 to Substitute Resolution

**RESOLVED**, that the School Board, acting on the core values established by the District’s Strategic Plan and Policy No. 0030, Establishing Educational and Racial Equity, sets a goal for the District to assign all students entering high school – including students designated as highly capable – to their neighborhood high schools by the school year 2021-22, which is a goal that, when implemented well and with appropriate oversight by the Board, will increase access to advanced coursework for high school students across the District, in particular for students of color and historically underserved populations; and therefore be it further

**RESOLVED**, the School Board directs the Superintendent and staff to engage in a collaborative planning process with Principals, Instructional Councils, Building Leadership Teams, Educators and parents to develop the scope and sequence of advanced courses that will be provided at all high schools and accessible to all students, and to develop the procedures for ensuring that students are more prepared coming from middle school, and are not required to repeat courses taken in middle school once they get to high school; and therefore be it further

**RESOLVED**, the School Board directs the Superintendent and staff to produce a report by the Fall of 2019 that will detail the comprehensive plan for increasing advanced coursework in all high schools with appropriate details on the specific strategies for increasing identity safety and cultural competency in advanced courses, impact on school and district budgets, and student assignment impacts (e.g. potential boundary or pathway changes) of any recommended highly capable service delivery model changes (e.g. the “localized” HC model) and other issues as deemed necessary; and therefore be it further

**RESOLVED**, that in order to determine if any changes are needed to the Student Assignment Plan boundaries and pathways, the Superintendent and district staff will analyze and review the progress made in the aforementioned plan, review enrollment assignment policies and practices and high school enrollment capacity projections in the Spring of 2020, and if appropriate, will recommend changes to student assignment that prioritize equitable access to programs and services and minimize disruption to all students to the school board for implementation in school year 2021-22.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2018

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Director Leslie Harris, President

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Director Rick Burke, Vice President

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Director Jill Geary, Member-at-Large

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Director Zachary DeWolf

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Director Eden Mack

\_\_\_\_\_  
Director Betty Patu

| Amendment 1 to Substitute Resolution

\_\_\_\_\_  
Director Scott Pinkham

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