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For questions and more information about this document, please contact the following:

Sara Mirabueno
Director of School Operations
Schools and Continuous Improvement
srmirabueno@seattleschools.org

Attached is a copy of the Annual report for Policy 2200 – Equitable Access to Programs and Services.
Contents:
Overview of Policy No. 2200 – Equitable Access to Programs & Services.............................. P. 2
Overview of Changes .................................................................................................................. P.3

Attachments:
Listings of Linked Services for 2020 – 2021
    Elementary School
    Middle School
    High School
School Board Policy 2200, for reference
Superintendent Procedure 2200, for reference
Overview of Policy No. 2200 – Equitable Access to Programs & Services

Board Policy No. 2200 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.

School Board Policy F21.00 delegates to 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. This policy does not apply to changes in programs or services which are reserved by law or other Board policies to the School Board or Superintendent. Board approval is required for the closure of a school or instructional site.

Prior to making programmatic or service changes, including those requiring School Board approval under Policy F21.00, the Superintendent will take the objectives listed below into account, balancing competing needs to achieve the result that is in the best interests of students, all factors considered:

1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice

The relevant factors considered and the basis for each change shall be documented in writing, distributed to the School Board for its reference, and kept on file. 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.

The Superintendent is authorized to establish Superintendent Procedures or administrative guidelines to implement this policy. Changes to the Superintendent Procedures will be shared with the appropriate Board committee for its information.

-end of policy
Overview of Changes

The following annual report provides details about the decisions that were made for the 2019-2020 school year and how those decisions relate to the decision-making criteria as outlined in Board Policy No. 2200.

Special Education Services Changes

The Special Education service additions and reductions were in support of district-wide academic goals. These decisions were made through collaboration between the Special Education department, enrollment planning, capital, facilities, human resources, transportation and budget to promote equitable special education services across the district. In addition, these services were designated to schools based on capacity and/or additional locations relative to where students reside and in compliance with the Seattle Public Schools/Seattle Education Association collective bargaining agreement and the agreed upon full continuum of services model. Consideration was given to the fiscal impact of changes and use of space, and overall district wide capacity. Data from multiple sources were considered prior to all changes in services implemented in the 2019-20 school year.

Listing of Linked Schools for 2020 – 2021

Program placement decisions are also reflected in the designation of linked attendance area schools and specify the services or program(s) for which the schools are linked. The attached charts provide information about the location of various services and linked schools that were identified for the 2020 - 2021 school year.

- Elementary
- Middle
- High School

Changes reported in the April 2020 Quarterly Report to the Board:

Service Changes:
There were no service changes from the previous quarter.

Changes reported in the June 2020 Quarterly Report to the Board:

Service Changes:
Due to the configuration of student learning since March 2020 and the novel coronavirus pandemic, there were no service changes from the previous quarter.

Changes reported in the October 2020 Quarterly Report to the Board:

<table>
<thead>
<tr>
<th>School</th>
<th>Service</th>
<th>Cert</th>
<th>After Adjustments</th>
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<tr>
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<tr>
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<tr>
<td>Meany</td>
<td>Mod/Int</td>
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</tr>
<tr>
<td>Aki Kurose</td>
<td>Mod/Int</td>
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<td>3.0</td>
</tr>
</tbody>
</table>
January Annual Report (changes since October Quarterly Report):

Service Changes:
There were no service changes from the previous quarter.
Skills Center Changes
As the Skills Center considered how best to serve students and prepare them for viable career and college pathways, while at the same time making the Seattle Skills Center financially self-sufficient, staff utilized four criteria:

- Historical enrollment data from previous years of school year programs
- Survey data from families and students
- Registration and “interest forms” for our summer courses (one predictor of school year course popularity)
- Reports from Washington Roundtable/Boston Consulting Group report, 2016, and ongoing job forecasting from partners at UW, WASTEM, and others
- Community support (e.g., opportunities for grants, internships and other work-based learning, and collaboration with labor, non-profit, and industry partners)

Changes reported in the April 2020 Quarterly Report to the Board:

Program Changes:
There were no program changes from the previous quarter.

Changes reported in the June 2020 Quarterly Report to the Board:

Program Changes:
Due to the configuration of student learning since March 2020 and the novel coronavirus pandemic, there were no program changes from the previous quarter.

Changes reported in the October 2020 Quarterly Report to the Board:

- Media Arts class moved from Seattle World School to Nova HS
- Medical Office Assisting/Health Sciences was increased from PM classes to include an AM class.
- Auto Technology was increased from one location to two, with the addition of the West Seattle HS site (both PM classes)

January Annual Report Changes (Since October Quarterly Report):

There were no program changes from the previous quarter.

-end of report
2020-21 SCHOOL YEAR
Linked Elementary Schools and Location of Student Services and Programs: Grades K-5

<table>
<thead>
<tr>
<th>Middle School Service Area</th>
<th>Attendance Area Elementary School</th>
<th>Linked School for BOC Services</th>
<th>English Language Learners</th>
<th>Advanced Learning</th>
<th>HCC Pathway School</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Dunlap</td>
<td>Dunlap</td>
<td>Emerson</td>
<td>T. Marshall</td>
<td>TOPS K-8</td>
<td>Emerson</td>
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<td>Emerson</td>
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<td>Graham Hill</td>
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<td>Maple/Orca</td>
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<td>Martin Luther King Jr</td>
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<td>South Shore</td>
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<tr>
<td><strong>Denny</strong></td>
<td>Arbor Heights</td>
<td>see note³</td>
<td>Emerson</td>
<td>T. Marshall</td>
<td>TOPS K-8</td>
<td>Arbor Heights</td>
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<tr>
<td></td>
<td>Concord Int’l</td>
<td></td>
<td>Graham Hill</td>
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<td>Pathfinder K-8</td>
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<td>MLK Jr.</td>
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<td>STEM K-8</td>
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<td>Van Asselt</td>
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</tbody>
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2. ELL services are available at each school.

3. There is no EBOC in the Denny or Madison service area. Students in these areas will receive services at their attendance area schools.

4. Advanced Learning is available at each school.

5. Students needing comprehensive vision services will be assigned to Lowell.

6. Students living in the Green Lake attendance area will be assigned to Cascadia for HCC.

7. To the extent possible, students are placed in the least restrictive environment. [See the document Superintendent Procedure 2161SP Special Education and Related Services for Eligible Students.]

Information is accurate as of time of publication but is subject to change. Any changes will be updated promptly.
Families may apply to an option school or another attendance area school that offers the services that meets the student needs.

**Linked Schools for BOC Services**

**English Language Learners**

- B.F. Day
- Broadview-Thomson K-8
- Daniel Bagley
- Licton Springs K-8
- North Beach
- Salmon Bay K-8
- West Woodland

**Advanced Learning**

- Green Lake

**HCC Pathway School**

-TOPS K-8

**Special Education**

Special Education resource services are provided at every school. Other services will typically be provided at the schools shown below, based on the elementary attendance area. However, students may be assigned to a different site with appropriate services, usually in the same or a nearby service area, as close as possible to the student's home. Students who have more than one service need will be assigned individually depending on the combination of services needed. To meet the fluid needs of students, assignments may span the Continuum of Services.

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LINKED SCHOOLS ARE BASED ON THE 2020-21 ELEMENTARY ATTENDANCE AREA SCHOOL FOR YOUR ADDRESS.¹
Families may apply to an option school or another attendance area school that offers the services that meets the student needs.

### English Language Learners²

- B. F. Day
- JOHN ROGERS
- OLYMPIC HILLS
- OLYMPIC VIEW

### Advanced Learning⁴

- Broadview-Thompson K-8
- Daniel Bagley
- Licoln Springs K-8
- Loyal Heights
- North Beach
- Salmon Bay K-8
- West Woodland Whittier

### HCC Pathway School

- TOPS K-8
- Green Lake

### School

- Cascadia
- Northgate
- TOPS K-8

### Special Education⁵

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<th>Med/Frag</th>
<th>Access</th>
<th>Focus</th>
<th>Social/Emotional</th>
<th>Distinct</th>
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<tr>
<td>Hamilton</td>
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<td>Jane Addams</td>
<td>John Rogers</td>
<td>Northgate</td>
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<td>TOPS K-8</td>
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<tr>
<td></td>
<td>Fairmount Park</td>
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<td>Arbor Heights Genesee Hill Lafayette Pathfinder K-8 STEM K-8 West Seattle</td>
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<td>Gateway Highland Park</td>
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<td>Magnolia</td>
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**English Language Learners**

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<td></td>
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<td>Leschi Montlake Stevens</td>
<td>LOWELL</td>
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<td>Stevens</td>
<td>Bailey Gatzert</td>
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<td>Lowell</td>
<td>T. Marshall</td>
<td>LOWELL</td>
</tr>
</tbody>
</table>

|                            | Loyal Heights                    |                     |          |         |           |                   |                      |                      |                |                  |            |                |              |        |                      |                |                |          |
|                            | North Beach                     |                     |          |         |           |                   |                      |                      |                |                  |            |                |              |        |                      |                |                |          |
|                            | Viewlands                       |                     |          |         |           |                   |                      |                      |                |                  |            |                |              |        |                      |                |                |          |
|                            | Whittier                        |                     |          |         |           |                   |                      |                      |                |                  |            |                |              |        |                      |                |                |          |

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### SPECIAL EDUCATION SERVICES AT OPTION SCHOOLS: GRADES K-5

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Services</th>
<th>School</th>
<th>Grade</th>
<th>Services</th>
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<td>Salmon Bay K-8</td>
<td>Access, Distinct</td>
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<tr>
<td>Licton Springs K-8</td>
<td>Access, Distinct</td>
<td>South Shore PK-8</td>
<td>Social/Emotional</td>
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<tr>
<td>Orca K-8</td>
<td>Med/Frag</td>
<td>STEM K-8</td>
<td>Access, Distinct</td>
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</tr>
<tr>
<td>Pathfinder K-8</td>
<td>Access, Distinct</td>
<td>Thornton Creek</td>
<td>Access, Distinct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queen Anne</td>
<td>Access</td>
<td>TOPS</td>
<td>Deaf/Hard of Hearing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information is accurate as of time of publication but is subject to change. Any changes will be updated promptly.

Posted 1/31/2020  Page 6 of 6
## 2020-21 School Year
### Linked Middle Schools for Student Services and Programs: Grades 6-8

### Special Education
Special Education resource services are provided at every school. Other services will typically be provided at the linked schools as shown. However, students may be assigned to a different site with appropriate services, as close as possible to the student’s home. Since there are very few medically fragile students, students may be assigned to a different site with appropriate services. Students who have more than one service need will be assigned individually depending on the combination of services needed. To meet the fluid needs of students, assignments may span the Continuum of Services.

### Advanced Learning
Advanced Learning is available at each school.

### Services at K-8 Schools: Grades 6-8
<table>
<thead>
<tr>
<th>School</th>
<th>Access</th>
<th>Program</th>
<th>Social/Emotional</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazel Wolf K-8</td>
<td>Access</td>
<td>South Shore PK-8</td>
<td>Social/Emotional</td>
<td></td>
</tr>
<tr>
<td>Pathfinder K-8</td>
<td>Access</td>
<td>Distinct</td>
<td>STEM K-8</td>
<td>Access</td>
</tr>
<tr>
<td>Salmon Bay K-8</td>
<td>Access</td>
<td>TOPS K-8</td>
<td>DHH</td>
<td></td>
</tr>
</tbody>
</table>

1. Students may also apply for an option school that offers the appropriate services; assignment is based on tiebreakers and capacity.
2. ELL services are available at each school.
3. Students needing comprehensive vision services will be assigned to Meany (6th) or Washington.
4. To the extent possible, students are placed in the least restrictive environment. See the document Superintendent Procedure 2161SP Special Education and Related Services for Eligible Students.
5. Advanced Learning is available at each school.

Information is accurate at the time of publication, but is subject to change. Any changes will be updated promptly. Posted 1/31/2020
## Linked Schools for Student Services: Grades 9-12

### Special Education

Special Education resource services are provided at every school. Other services will typically be provided at the linked schools as shown. However, students may be assigned to a different site with appropriate services, as close as possible to the student's home. Since there are very few medically fragile students, students may be assigned to a different site with appropriate services. Students who have more than one service need will be assigned individually depending on the combination of services needed. To meet the fluid needs of students, assignments may span the Continuum of Services.

<table>
<thead>
<tr>
<th>BOC</th>
<th>English Language Learners²</th>
<th>Deaf/Hard of Hearing</th>
<th>Med/Frag</th>
<th>Distinct</th>
<th>Moderate Intensive</th>
<th>Social/Emotional</th>
<th>Access</th>
<th>Advanced Learning</th>
<th>HCC Pathway School³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballard</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Ingraham</td>
<td>Ballard</td>
<td>Ballard</td>
<td>Ballard</td>
<td>Ballard</td>
<td>Ballard</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Chief Sealth</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Chief Sealth</td>
<td>Chief Sealth</td>
<td>Chief Sealth</td>
<td>Chief Sealth</td>
<td>Chief Sealth</td>
<td>West Seattle</td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Chief Sealth</td>
<td>Franklin</td>
<td>Franklin</td>
<td>Franklin</td>
<td>Franklin</td>
<td>Franklin</td>
<td>Garfield</td>
</tr>
<tr>
<td>Garfield</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Ingraham</td>
<td>Garfield</td>
<td>Garfield</td>
<td>Garfield</td>
<td>Garfield</td>
<td>Garfield</td>
<td>Garfield</td>
</tr>
<tr>
<td>Ingraham</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Ingraham</td>
<td>Ingraham</td>
<td>Ingraham</td>
<td>Ingraham</td>
<td>Ingraham</td>
<td>Ingraham</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Lincoln</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Ingraham</td>
<td>Ballard</td>
<td>Ballard</td>
<td>Lincoln</td>
<td>Lincoln</td>
<td>Lincoln</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Nathan Hale</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Nathan Hale</td>
<td>Nathan Hale</td>
<td>Nathan Hale</td>
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<td>Lincoln</td>
<td></td>
</tr>
<tr>
<td>Rainier Beach</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Chief Sealth</td>
<td>Rainier Beach</td>
<td>Rainier Beach</td>
<td>Rainier Beach</td>
<td>Rainier Beach</td>
<td>Garfield</td>
<td></td>
</tr>
<tr>
<td>Roosevelt</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Nathan Hale</td>
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<td>Lincoln</td>
</tr>
<tr>
<td>West Seattle</td>
<td>World School</td>
<td>Roosevelt</td>
<td>Chief Sealth</td>
<td>West Seattle</td>
<td>West Seattle</td>
<td>West Seattle</td>
<td>West Seattle</td>
<td>West Seattle</td>
<td></td>
</tr>
</tbody>
</table>

1. Students may also apply for an option school that offers the appropriate services; assignment is based on tiebreakers and capacity.
2. ELL services are available at each school.
3. Optional HC/IB at Ingraham, assignment is based on tiebreakers. Please refer to the Student Assignment Transition Plan for 2020-21 for additional details.
4. To the extent possible, students are placed in the least restrictive environment.

See the document Superintendent Procedure 2161SP Special Education and Related Services for Eligible Students.

### SPECIAL EDUCATION SERVICES AT OPTION or OPTION SCHOOLS WITH CONTINUOUS ENROLLMENT:

<table>
<thead>
<tr>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center School</td>
</tr>
<tr>
<td>Cleveland STEM</td>
</tr>
<tr>
<td>Nova</td>
</tr>
</tbody>
</table>

Information is accurate at the time of publication, but is subject to change. Any changes will be updated promptly. Posted 1/31/2020
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.

School Board Policy F21.00 delegates to 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. This policy does not apply to changes in programs or services which are reserved by law or other Board policies to the School Board or Superintendent. Board approval is required for the closure of a school or instructional site.

Prior to making programmatic or service changes, including those requiring School Board approval under Policy F21.00, the Superintendent will take the objectives listed below into account, balancing competing needs to achieve the result that is in the best interests of students, all factors considered:

1. Place programs or services in support of district-wide academic goals;
2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;
5. Engage stakeholders in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and consider their input in the decision-making process when feasible;
6. Utilize physical space resources effectively to assure that instructional and program space needs are equitably met across the district;
7. Ensure that fiscal resources are taken into consideration, including analyzing current and future fiscal impacts; and
8. Analyze the impact of any decision before it is made, by using data, research and best practice
The relevant factors considered and the basis for each change shall be documented in writing, distributed to the School Board for its reference, and kept on file. 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.

The Superintendent is authorized to establish Superintendent Procedures or administrative guidelines to implement this policy. Changes to the Superintendent Procedures will be shared with the appropriate Board committee for its information.

Adopted: August 2012
Revised: June 2016
Cross Reference: Policy Nos. A01.00, 1005, 1620, 1640, F21.00; H01.00
Related Superintendent Procedure:
Previous Policies: C56.00
Legal References: N/A
Management Resources: N/A
Seattle Public Schools is committed to developing, replicating, and placing programs and services in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the student assignment plan. The following procedure guides how the district will implement School Board Policy No. 2200, Equitable Access to Programs & Services.

Definitions: The following definitions are to be used in implementing Policy No. 2200.

1. Basic Education: “Shall be to provide opportunities for every student to develop the knowledge and skills essential to:
   
   • Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
   
   • Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
   
   • Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
   
   • Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.” RCW 28A.150.210

2. Service: A service is a supplementary support to basic education that is required by federal, state or local law and/or regulations. Required services should be provided at appropriate locations that give students equitable access to the services. Locations and capacity need to be flexible to meet changing student needs for required services. Required services are Special Education, English Language Learners, and highly capable students, as defined by the state.

3. Program: A program may offer educational opportunities that are not mandated by federal, state or local law or regulation. While schools offer a variety of approaches to instruction, using a particular teaching strategy does not create a program under this policy. Students access programs through an established
assignment process consistent with the student assignment plan. Students must opt in and/or qualify for the program.

A program is not an Office of the Superintendent of Public Instruction (OSPI) registered school. Programs can be at multiple sites and should be equitably distributed, although can be limited by resources and feasibility.

4. **Curricular Focus**: A curricular focus is a teaching or an instructional approach offered at the local school level and not directly accessed through the district student assignment process. A curricular focus includes, but is not limited to, Career and Technical Education and Science Technology Engineering Math (STEM).

5. **School**: A school is an OSPI-registered school defined by state statutes. A school provides or directly supervises the PK-12 educational services, programs, or curricular foci received by students in one or more PK-12 grade groups. A school may have more than one program within it.

**Community Engagement**: Stakeholders are to be engaged as indicated below in a timely and publicly visible manner by informing, involving, and/or consulting with them as appropriate, and considering their input in the decision-making process when feasible.

1. **Levels**
   a. **Inform**: Provide timely, balanced and objective information to assist stakeholders in understanding the problem, alternatives, opportunities, and/or solutions. May include fact sheets, website postings, or open houses.
      i. Used for most program and service decisions, including changes to existing programs or services.
   b. **Consult**: Obtain feedback on analysis, alternatives and/or decisions. May include public meetings and/or surveys.
      i. Used when an existing program or service is replicated, closed and/or relocated.
   c. **Involve**: Work directly with the public throughout the decision-making process to ensure concerns and aspirations are consistently understood and considered. May include workshops, opinion polling, or focus groups.
      i. Used when a new program or service is developed.

2. **How to Engage**
   a. Engagement should be directed at the community most affected by the proposed decision, but may include a broader reach in order to gather input from a larger audience.
   b. Equity and access to engagement tools should be considered in determining methods of engagement, so as to be able to reach a diverse audience.

3. **When to Engage**
   a. Community engagement should occur by open enrollment, whenever feasible.

**Documentation**: The relevant factors considered and the basis for each change shall be documented and kept on file by the Teaching & Learning department.
Quarterly Updates/Annual Report: Quarterly updates are to be provided to the School Board in April, July and October. An annual report is to be provided in January.

1. Topics to Cover
   a. April, July, and October Annual Reports
      i. Decisions made during the previous quarter regarding the following topics, to the extent that the programs or services have an impact on budgets, hiring or placement of staff or space within a building:
         1. Changes to existing programs or services;
         2. The development of new programs or services;
         3. The replication of existing programs or services; and/or
         4. The closing and/or relocation of existing programs or services
      ii. Preview of upcoming decisions, if known.
   b. January Annual Report
      i. Detail about all of the decisions that were made in the prior year, including how those decisions relate to the eight decision criteria outlined in Policy No. 2200.

2. How to Present
   a. April, July, and October Annual Reports
      i. Presented to the C&I Policy Committee
      ii. All documentation sent to the full Board via Friday Memo
      iii. Documents posted on Friday Memo website for public access
   b. January Annual Report
      i. Presented to the full Board at a regular Board meeting
      ii. Documents linked to regular Board meeting agenda for public access

Approved: January 2013
Revised: May 2013 September 2018
Cross Reference: Policy No. 2200; WAC 458-16-270; RCW 28A and 28B