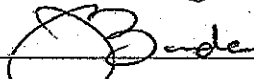


Superintendent Procedure 2200SP

Equitable Access to Programs & Services

Approved by: _____



Date: 5/29/13



José Banda, Superintendent

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 regulations. 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 they 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, Science Technology Engineering Math (STEM), and Language Immersion.
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.

i. 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