



Equitable Access to Programs and Services

Annual Report

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

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Attached is a copy of the Annual report for Policy 2200 – Equitable Access to Programs and Services.

EQUITABLE ACCESS TO PROGRAMS & SERVICES ANNUAL REPORT

January 2021

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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.

- o Elementary
- o Middle
- o 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:

School	Service	Cert	After Adjustments
Robert Eagle Staff	Access	1.0	2.0
Franklin	Mod/Int	-1.0	2.0
Meany	Mod/Int	1.0	2.0
Aki Kurose	Mod/Int	1.0	3.0

January Annual Report (changes since October Quarterly Report):

Service Changes:

There were no service changes from the previous quarter.

PROGRAM CHANGES

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

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 Learners ²	Advanced Learning ⁴	Special Education ⁵ 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 ⁷ . 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.					
		Linked School for BOC Services	HCC Pathway School	Deaf/Hard of Hearing	Med/Frag	Access	Focus	Social/Emotional	Distinct
Middle School Service Area	Attendance Area Elementary School								
Aki Kurose	Dunlap	Dunlap	T. Marshall	TOPS K-8	Orca	Emerson Graham Hill Maple MLK Jr. Van Asselt Wing Luke	Emerson Maple Van Asselt	Hawthorne South Shore	Dearborn Park Graham Hill MLK Jr Rainier View Wing Luke
	Emerson								
	Graham Hill								
	Martin Luther King Jr								
	Rainier View								
Wing Luke									
Denny	Arbor Heights	see note ³	T. Marshall (Optional HCC at Fairmount Park)	TOPS K-8	Orca	Arbor Heights Pathfinder K-8 STEM K-8 West Seattle	Arbor Heights Sanislo West Seattle	Gatewood Highland Park	Pathfinder K-8 Roxhill STEM K-8
	Concord Int'l								
	Highland Park								
	Roxhill								
	Sanislo								
West Seattle									

1. The 2020-21 elementary attendance areas are not all fully aligned with middle school service areas due to BEX IV construction and phase-in of growth boundaries. Service areas are for reference only.

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.](#)

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		Linked School for BOC Services	HCC Pathway School	Deaf/Hard of Hearing	Med/Frag	Access	Focus	Social/Emotional	Distinct
Middle School Service Area	Attendance Area Elementary School								
Eagle Staff	Broadview-Thomson	Northgate	Cascadia	TOPS K-8	Green Lake	B.F. Day Broadview-Thomson K-8 Daniel Bagley Licton Springs K-8 Loyal Heights North Beach Salmon Bay K-8 West Woodland Whittier	Adams Loyal Heights North Beach Whittier	B. F. Day Northgate	Broadview-Thomson K-8 Daniel Bagley Salmon Bay K-8 Viewlands
	Daniel Bagley								
	Greenwood								
	Northgate								
	Viewlands								
Eckstein	Bryant	Northgate	Decatur ⁶	TOPS K-8	Green Lake	Hazel Wolf John Rogers Laurelhurst Olympic Hills Sacajawea Sandpoint Thornton Creek	Green Lake Olympic Hills Olympic View View Ridge	Laurelhurst	Hazel Wolf K-8 Sacajawea Thornton Creek Wedgwood
	Green Lake								
	Laurelhurst								
	Sand Point								
	View Ridge								
	Wedgwood								

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		Linked School for BOC Services	HCC Pathway School	Deaf/Hard of Hearing	Med/Frag	Access	Focus	Social/Emotional	Distinct
Middle School Service Area	Attendance Area Elementary School								
Hamilton	B. F. Day	Northgate	Cascadia	TOPS K-8	Green Lake	Broadview-Thompson K-8 Daniel Bagley Licton Springs K-8 Loyal Heights North Beach Salmon Bay K-8 West Woodland Whittier	Adams Loyal Heights North Beach Whittier	B. F. Day Northgate	Broadview-Thompson K-8 Daniel Bagley Salmon Bay K-8 Viewlands
	Green Lake								
	West Woodland								
Jane Addams	John Rogers	Northgate	Cascadia	TOPS K-8	Green Lake	Hazel Wolf K-8 John Rogers Laurelhurst Olympic Hills Sacajawea Thornton Creek	Olympic Hills Olympic View View Ridge	Laurelhurst	Hazel Wolf K-8 Sacajawea Thornton Creek Wedgwood
	Olympic Hills								
	Olympic View								
	Sacajawea								

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		Linked School for BOC Services	HCC Pathway School	Deaf/Hard of Hearing	Med/Frag	Access	Focus	Social/Emotional	Distinct
Middle School Service Area	Attendance Area Elementary School								
Madison	Alki	see note ³	T. Marshall (Optional HCC at Fairmount Park)	TOPS K-8	Orca	Arbor Heights Genesee Hill Lafayette Pathfinder K-8 STEM K-8 West Seattle	Arbor Heights Lafayette Sanislo West Seattle	Gatewood Highland Park	Pathfinder K-8 Roxhill STEM K-8
	Fairmount Park								
	Gatewood								
	Genesee Hill								
	Lafayette								
McClure	Catharine Blaine	Northgate	Cascadia	TOPS K-8	Lowell	John Hay Lawton Magnolia Montlake Stevens	Adams Green Lake John Hay Lowell Loyal Heights	B. F. Day Stevens	Daniel Bagley Lowell Salmon Bay K-8
	Coe								
	John Hay								
	Lawton								
	Magnolia								

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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 Learners ²	Advanced Learning ⁴	Special Education ⁵ 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 ⁷ . 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.					
		Linked School for BOC Services	HCC Pathway School	Deaf/Hard of Hearing	Med/Frag	Access	Focus	Social/Emotional	Distinct
Middle School Service Area	Attendance Area Elementary School								
Meany	Leschi	Hawthorne	T. Marshall	TOPS K-8	Lowell	John Muir Leschi Montlake Stevens	Bailey Gatzert Lowell T. Marshall	Stevens	Bailey Gatzert Leschi Lowell T. Marshall
	Lowell								
	Madrona								
	McGilvra								
	Montlake								
	Stevens								
Mercer	Beacon Hill Int'l	Hawthorne	T. Marshall	TOPS K-8	Orca	Graham Hill Kimball Maple Van Asselt Wing Luke	Kimball Maple Van Asselt	Hawthorne South Shore	Dearborn Park Graham Hill MLK Jr Rainier View Wing Luke
	Dearborn Park								
	Hawthorne								
	Kimball								
	Maple								
	Van Asselt								

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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.](#)

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 Learners ²	Advanced Learning ⁴	Special Education ⁵ 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 ⁷ . 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.					
		Linked School for BOC Services	HCC Pathway School	Deaf/Hard of Hearing	Med/Frag	Access	Focus	Social/Emotional	Distinct
Middle School Service Area	Attendance Area Elementary School								
Washington	Bailey Gatzert	Hawthorne	T. Marshall	TOPS K-8	Lowell	John Muir Leschi Montlake Stevens	Bailey Gatzert Lowell T. Marshall	Stevens	Bailey Gatzert Leschi Lowell T. Marshall
	John Muir								
	Thurgood Marshall								
Whitman	Adams	Northgate	Cascadia	TOPS K-8	Green Lake	Broadview-Thomson K-8 Daniel Bagley Licton Springs K-8 Loyal Heights North Beach Salmon Bay K-8 West Woodland Whittier	Adams Loyal Heights North Beach Whittier	B. F. Day Northgate	Broadview-Thomson K-8 Daniel Bagley Salmon Bay K-8 Viewlands
	Loyal Heights								
	North Beach								
	Viewlands								
	Whittier								

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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.](#)

SPECIAL EDUCATION SERVICES AT OPTION SCHOOLS: GRADES K-5			
Hazel Wolf K-8	Access	Salmon Bay K-8	Access, Distinct
Licton Springs K-8	Access, Distinct	South Shore PK-8	Social/Emotional
Orca K-8	Med/Frag	STEM K-8	Access, Distinct
Pathfinder K-8	Access, Distinct	Thornton Creek	Access, Distinct
Queen Anne	Access	TOPS	Deaf/Hard of Hearing

2020-21 School Year

Linked Middle Schools for Student Services and Programs: Grades 6-8

LINKED SCHOOLS ARE BASED ON THE 2020-21 MIDDLE SCHOOL ATTENDANCE AREA FOR YOUR ADDRESS ¹	Linked Schools							
	English Language Learners ²	Special Education ³						Advanced Learning ⁵
		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 ⁴ . 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.						
Middle School Attendance Area	BOC	Deaf/Hard of Hearing	Med/Frag	Distinct	Moderate Intensive	Social/Emotional	Access	HCC Pathway School
Aki Kurose	World School	TOPS	Orca	Aki Kurose	Aki Kurose	Aki Kurose	Aki Kurose	Washington
Denny	World School	TOPS	Orca	Denny	Denny	Denny	Denny	Madison
Eagle Staff	World School	TOPS	McClure	Eagle Staff	Eagle Staff	Eagle Staff	Eagle Staff	Eagle Staff
Eckstein	World School	TOPS	McClure	Eckstein	Eckstein	Eckstein	Eckstein	J. Addams
Hamilton	World School	TOPS	McClure	Eagle Staff Whitman	Hamilton	Hamilton	Hamilton	Hamilton
Jane Addams	World School	TOPS	McClure	J. Addams	J. Addams	J. Addams	J. Addams	J. Addams
Madison	World School	TOPS	Orca	Denny	Madison	Madison	Madison	Madison
Meany	World School	TOPS	McClure	Meany	Meany	Meany	Meany	Washington
McClure	World School	TOPS	McClure	Meany Whitman	McClure	McClure	McClure	Hamilton
Mercer	World School	TOPS	Orca	Mercer	Mercer	Mercer	Mercer	Washington
Washington	World School	TOPS	McClure	Washington	Washington	Washington	Washington	Washington
Whitman	World School	TOPS	McClure	Whitman	Whitman	Whitman	Whitman	Eagle Staff

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.

SERVICES AT K-8 SCHOOLS: GRADES 6-8			
Hazel Wolf K-8	Access	South Shore PK-8	Social/Emotional
Pathfinder K-8	Access, Distinct	STEM K-8	Access, Distinct
Salmon Bay K-8	Access	TOPS K-8	DHH

2020-21 School Year
Linked High Schools for Student Services: Grades 9-12

LINKED SCHOOLS ARE BASED ON THE 2020-21 HIGH SCHOOL ATTENDANCE AREA FOR YOUR ADDRESS ¹	Linked Schools							
	English Language Learners ²	Special Education						Advanced Learning
		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 ⁴ . 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.						
BOC	Deaf/Hard of Hearing	Med/Frag	Distinct	Moderate Intensive	Social/Emotional	Access	HCC Pathway School ³	
Ballard	World School	Roosevelt	Ingraham	Ballard	Ballard	Ballard	Ballard	Lincoln
Chief Sealth	World School	Roosevelt	Chief Sealth	Chief Sealth	Chief Sealth	Chief Sealth	Chief Sealth	West Seattle
Franklin	World School	Roosevelt	Chief Sealth	Franklin	Franklin	Franklin	Franklin	Garfield
Garfield	World School	Roosevelt	Ingraham	Garfield	Garfield	Garfield	Garfield	Garfield
Ingraham	World School	Roosevelt	Ingraham	Ingraham	Ingraham	Ingraham	Ingraham	Lincoln
Lincoln	World School	Roosevelt	Ingraham	Ballard Roosevelt	Lincoln	Lincoln	Lincoln	Lincoln
Nathan Hale	World School	Roosevelt	Nathan Hale	Nathan Hale	Nathan Hale	Nathan Hale	Nathan Hale	Lincoln
Rainier Beach	World School	Roosevelt	Chief Sealth	Rainier Beach	Rainier Beach	Rainier Beach	Rainier Beach	Garfield
Roosevelt	World School	Roosevelt	Nathan Hale	Roosevelt	Roosevelt	Roosevelt	Roosevelt	Lincoln
West Seattle	World School	Roosevelt	Chief Sealth	West Seattle	West Seattle	West Seattle	West Seattle	West Seattle

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.

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SPECIAL EDUCATION SERVICES AT OPTION or OPTION SCHOOLS WITH CONTINUOUS ENROLLMENT: GRADES 9-12	
Center School	Access
Cleveland STEM	Access, Distinct, Moderate Intensive, Social/Emotional
Nova	Access


	<p>EQUITABLE ACCESS TO PROGRAMS & SERVICES</p>	<p>Policy No. 2200 June 01, 2016 Page 1 of 2</p>
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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

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>EQUITABLE ACCESS TO PROGRAMS & SERVICES</p>	<p>Policy No. 2200 June 01, 2016 Page 2 of 2</p>
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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

Superintendent Procedure 2200SP Equitable Access to Programs & Services

Approved by: s/ Denise Juneau Date: 9/18/18

Denise Juneau, 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 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