



## **SCHOOL BOARD ACTION REPORT**

**DATE:** April 17, 2018  
**FROM:** Dr. Larry Nyland, Superintendent  
**LEAD STAFF:** Michael Tolley, Associate Superintendent for Teaching and Learning, [mftolley@seattleschools.org](mailto:mftolley@seattleschools.org), 252-0017; Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction, [kdkinoshita@seattleschools.org](mailto:kdkinoshita@seattleschools.org), 252-0050; Gail Morris, Native American Education Program Manager, Title VII Indian Education Services, 252-0948; Ronald Boy, Senior Assistant General Counsel, [rdboy@seattleschools.org](mailto:rdboy@seattleschools.org), 252-0114

**For Introduction:** April 25, 2018  
**For Action:** May 9, 2018

### **1. TITLE**

Expansion of Native American Educational Programming

### **2. PURPOSE**

In an effort to better support Native American students in Seattle Public Schools, we propose the expansion of the current Native American Educational Programming to additional sites in the district.

### **3. RECOMMENDED MOTION**

I move that the School Board approve \$250,000 of additional general funds, beginning on the 2018-2019 school year, to expand the Native American Educational Program, including the addition of: a Šəqačib Program in the North; staff for after-school programs; and a secondary liaison case manager in the North.

### **4. BACKGROUND INFORMATION**

#### **a. Background**

We have cause for concern that we are not yet serving our Native American students as well as they need or deserve. Graduation rates for Native American students fluctuate between 50-55%. Limited public engagement with Native American parents and the community shows a consistent concern about identity threat, stereotyping, and demeaning treatment. There are also concerns about the preservation of cultural knowledge by our Native American students.

Our current programming serves 534 students enrolled in Title VI and approximately another 1200 students that self-identify as Native. Provided below are the current

programs offered by the District and descriptions on and how they relate to our Multi-Tiered System of Support design:

- All Students: Tier 1 core instruction includes training for teachers in cultural awareness and “Since Time Immemorial” curriculum. Our desire is that trained teachers will provide greater identity safety and cultural relevance for decades to come. We have reached most middle level social studies teachers and most (180 out of 200) of our fourth-grade teachers – with one-time funding. Currently, we do not have a source of ongoing funding, nor do we have a means to ensure that it is being taught across the district. Cost: \$350/teacher.
- Tutoring and mentoring. Tier 2 supports include:
  - We have after school programs at two locations, Sandpoint and Highland Park elementary schools. We can serve about 30 students. We believe we could serve more if we could provide transportation. Cost: \$500/student.
  - We also have one Secondary Liaison for 400 potential secondary students. Cost: \$250/student
- Intensive student support. Tier 3 supports at two locations:
  - Denny-Sealth serves 60 (Gr: 6-12) students in Southwest Seattle. Cost \$2900/student.
  - Licton Springs serves 160 (K-8) students in North Seattle; 30 of the students are Native American. Cost: \$16,000++/student.

Native American students are widely distributed across the city, but tend to be moving further south as Seattle gentrifies. The definition of a Native American student is difficult under current national requirements:

- 280 students check the “Native American” box.
- 534 students are "enrolled" in a Tribe and qualify for Title VI funding.
- Approximately 1200 students identify as Native American even though they check the Multi Ethnic box
- 2800 students have some Native American heritage

Compared to other districts with significant Native American populations, Seattle serves a more diverse and dispersed Native American enrollment, invests more base line funds, and receives far less tribal support. We receive \$121,000 in funding for "enrolled" Native American students from Title VI. Our legally mandated Parent Advisory Committee governs those funds. Using local levy resources, Seattle Schools supplements Title VI funding with: about \$250,000 in base line funds; an additional \$250,000 of Title I funds; an additional application of \$30,000 of ELL funds; \$10,000 from Muckleshoot Tribe; and \$48,000 from the City of Seattle Human Services Department.

**b. Alternatives**

Do not approve the additional funding and Native American Educational programming will remain as is. This is not recommended as the needs of Native American students currently far outstrip our ability and our resources to address them.

**c. Research**

We have conducted research with Gail Morris, the Native American Education Program Manager, Title VII Indian Education Services. The research included current achievement and graduation rates. We also pulled archived enrollment and performance

data from Indian Heritage High School. The school struggled to enroll 100 students and the graduation rates were approximately 30% lower than other Seattle Public Schools high schools. Additionally, the feedback from the five community engagement meetings was analyzed for recurrent themes.

**5. FISCAL IMPACT/REVENUE SOURCE**

Additional programming proposal by the motion will cost \$250,000 with this funding coming from the District’s General Fund.

Proposed use of these funds will include:

**Native American Education Šəqačib Program:**

High School Teacher (2018-19 average salary): \$111,810

Instructional Assistant (2018-19 average salary): \$57,674

**Professional Development:**

Develop Massive Open Online Course (MOOC) – online training: \$30,000

Professional Development Sub Pay: \$230/day x 40 teachers = \$9,200

Reference Materials: 2 books \$40 x 40 teachers = \$1600

Maps: \$30 x 40 teachers = \$1200

Note: These are estimated costs (e.g. does not include shipping/taxes)

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

We held five community engagement meetings for Native American parents during Spring/Fall 2017. Parents raised concerns about identity threat, bias and bullying, transportation, opportunity gaps, unwelcoming schools, desire to add Šəqačib Program in the north end, lack of supplemental services, absence of support for preservation of culture, Indian Heritage HS, accessible services district-wide, improvement in the teaching of Native instructional materials such as Since Time Immemorial, and the lack of Native American students participating in advanced learning. A review of our student survey data shows that Native American students report stereotype threat issues at rates like African American and other historically underserved students.

**7. EQUITY ANALYSIS**

The analysis of current needs of Native American students was initiated in order to improve equity efforts in Seattle Public Schools. As a result of the analysis, there were indications that more resources are needed to serve the city-wide needs of the Native American Student population, who are spread throughout Seattle. Additional funding for more programming for Native American students will increase identity safety and cultural relevance for more Native American students. Our data shows that these programs are providing effective supports for Native American students in Seattle Public Schools and therefore, more programming will provide additional successes for Native students.

**8. STUDENT BENEFIT**

Based on Native American student and family input, there is a preference to remain in the attendance area schools and receive support in that setting.

**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: Significant expansion of Native American Programming

**10. POLICY IMPLICATION**

N/A

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on April 17, 2018. The Committee reviewed the motion and \_\_\_\_\_.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the money will be allocated to support the additional staff and professional development. The manager will implement the plan.

**13. ATTACHMENTS**

- Native American Education Briefing Paper (for reference)

## Native Education Briefing

**Problem Statement/Question:** While improvements have been made in serving some of our Native American students, we are not yet serving all of our Native American students as well as they need or deserve. Graduation rates for Native American students fluctuate between 50-55%. Engagement with Native American parents and community shows a consistent concern about: identity threat, negative stereotyping, and demeaning treatment. Parents also worry about preserving cultural knowledge for Native American students. How do we, Seattle Public Schools (SPS), ensure opportunities for greatness for each and every Native American student? How do we ensure positive educational outcomes for each and every Native American student?

### **Background:**

SPS's Native American students are widely distributed across the city but tend to be moving farther south as Seattle gentrifies. The definition of a Native American student is difficult under current national requirements:

- 280 students check the "Native American" box.
- 534 students are "enrolled" in a Tribe and qualify for Title VI funding.
- Approximately 1200 students identify as Native American even though they check the Multi Ethnic box
- An estimated 2800 students have some Native American heritage

### Our Current Native American Education Program

Under Gail Morris' leadership, incredible work is being accomplished. We serve 534 students enrolled under Title VI and approximately 1200 students that self-identify as Native American. Here are the current programs and how they relate to our Multi-Tiered System of Support design:

- All Students: Tier 1 core instruction includes training for teachers in cultural awareness and "Since Time Immemorial" curriculum. Our desire is that trained teachers will provide greater identity safety and cultural relevance for decades to come. We have reached most middle level social studies teachers and most (180 out of 200) of our fourth-grade teachers – with one-time funding. Currently, we do not have a source of ongoing funding, nor do we have a means to ensure that it is being taught across the district. Cost: \$350/teacher.
- Tutoring and mentoring. Tier 2 supports include:
  - After school programs at two locations, Sandpoint and Highland Park elementary schools. We can serve about 30 students. We believe we could serve more if we could provide transportation. Cost: \$500/student.
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- Intensive student support. Tier 3 supports at two locations:
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  - Licton Springs serves 160 (K-8) students in North Seattle; 30 of the students are Native American. Cost: \$16,000++/student.

### Revenue and Investments:

Compared to other districts with significant Native American populations: Seattle serves a more diverse and dispersed Native American enrollment, invests more base line funds, and receives far less tribal support. We receive \$121,000 in funding for "enrolled" Native American students from Title VI; with our legally constituted Parent Advisory Committee governing those funds. Using local levy resources, Seattle Schools supplements Title VI funding with about \$250,000 in baseline funds; an additional \$250,000 of Title I funds, an additional application of \$30,000 of ELL funds, and we also receive \$10,000 from Muckleshoot Tribe; and \$48,000 from the City of Seattle (Human Services Department).

### Legal Partners: Under state and federal law, we work with:

- The Muckleshoot Tribe; our federally designated and recognized tribe;
- Our Title VI Parent Advisory Committee; and
- Teach *Since Time Immemorial* in 4th grade and as a part of Washington State History course. Last year (2016-2017 school year) we trained 200 teachers which is about 90% of the teachers at those levels.

## Native Education Briefing

**Engagement:** SPS held five community engagement meetings for Native American parents during Spring/Fall 2017. Parents raised concerns about identity threat, bias and bullying, transportation, opportunity gaps, unwelcoming schools, desire to add Šəqačib Program in the north end, lack of supplemental services, absence of support for preservation of culture, Indian Heritage HS, accessible services district-wide, and the lack of Native American students participating in advanced learning. A review of our student survey data shows that Native American students report stereotype threat issues at rates like African American and other historically underserved students. UNEA has long advocated for reopening Indian Heritage HS.

**Community Input:** In our meetings with the Parent Advisory Committee, and their presentation to the board, they have recommended Options 1 through 4 below. UNEA has requested Option 5; which has now been analyzed in some detail as outlined in Policy No. F21.

Option	Pros	Decision Variables/Cons
<p>1. Teacher PD: Training teachers and administrators in implementation of the Since Time Immemorial (STI) curriculum: Develop on-line MOOC (cost \$30,000); require all new 4th and 8th grade teachers to participate (cost: 40 teachers at \$400 each; \$16,000/year).</p>	<ul style="list-style-type: none"> <li>• Contributes to identity safety throughout the system for Native students</li> <li>• Ensures we meet State requirements for STI with properly trained teachers.</li> <li>• Provides improved cultural understanding for Native American students and all Non-Native students as well</li> </ul>	<ul style="list-style-type: none"> <li>• One-time cost of \$30K and ongoing cost of \$16K/year</li> </ul>
<p>2. Šəqačib Program: Offer program like Denny-Sealth program in the North (Cost: \$180,000; 60 students @ \$3000 / student)</p>	<ul style="list-style-type: none"> <li>• Results from Chief Sealth HS are positive</li> <li>• Addresses identity safety and cultural preservation needs for a significant number of students.</li> <li>• Allows students to receive support at comprehensive high schools and participate in extracurricular activities</li> <li>• Allows students to attend schools with multiple course offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Added ongoing cost of \$180,000 per year.</li> <li>• Still difficult for students to get to those locations, however an improvement over the one location we have now</li> <li>• Cost/pupil in North Seattle will be higher because there are less students</li> </ul>
<p>3. Add 1.0 FTE: After school programs at additional locations (cost: \$100,000 @ \$1000 / student).</p>	<ul style="list-style-type: none"> <li>• Provides for additional coaching and push-in support services for Native</li> </ul>	<ul style="list-style-type: none"> <li>• Added ongoing cost of \$100K</li> <li>• Difficult to get services into the dozens of locations where Native American students attend</li> </ul>
<p>4. Case Management: Add a 2<sup>nd</sup> Secondary Liaison case manager (making one north; one south). (Cost: \$110,000)</p>	<ul style="list-style-type: none"> <li>• Increases personal attention for high school students</li> <li>• Improvement over the 1.0 FTE that covers the entire district</li> </ul>	<ul style="list-style-type: none"> <li>• Added ongoing cost of \$110K</li> </ul>
<p>5. Open a Native American High School for grades 6-12. Would include truncating Licton Springs.</p> <p>*Attachment outlines the analysis steps from Policy No. F21</p>	<ul style="list-style-type: none"> <li>• Satisfies UNEA if located in North</li> <li>• Contributes to ID safety</li> <li>• Gives more personal experiences</li> <li>• Serves up to 100 students; 70 Native American students</li> </ul>	<ul style="list-style-type: none"> <li>• Serves a small number of students at great cost.</li> <li>• Added cost of \$1.5M (\$15K/student).</li> <li>• Graduation rates appear to have been lower (30-50%) than present SPS rates</li> <li>• This would be the only locally funded Native HS with no BIE/Tribal support.</li> <li>• No/limited extra-curricular activities</li> <li>• Limited course offerings due to low enrollment</li> <li>• Transportation costs/difficulty getting to one location</li> </ul>

## Native Education Briefing

### **Funding:**

Assistant Superintendent JoLynn Berge has allocated a \$250,000 increase in baseline funding for Native American education in the preliminary budget which is now being considered for board approval. That source of funding would be sufficient to address Options 1 and 2 above.

### **Engagement Plan:**

We have already engaged with many of the stakeholders; Parents, PAC, Tribal Partners, Gail's team, students, and Community Partners. Going forward this recommendation will be reviewed with the above stakeholders for input. The final recommendation will go to the School Board for approval in May or June 2018.

### **Next Steps:**

- Meet with the Indian Education Parent Executive Committee and Muckleshoot representatives to consider next steps.
- Report out to parents and stakeholders this information in response to our first round of conversations.
- Share information at School Board C&I Policy committee meeting on April 17th.
- Respond formally to UNEA request with analysis of reinstating Indian Heritage HS.
- Take forward to the School Board a formal recommendation to approve \$250K in new expenditures for the Native American student programming.
- Address the capacity issues at Robert Eagle Staff / Licton Springs during the 2018-19 year; in advance of open enrollment for 2019-20.



## Native Education Briefing Restoration of Indian Heritage HS:

**Analysis: SPS does not have a specific policy regarding opening new schools. Policy No. F21 does provide a check list of eight items to be considered regarding closing a facility and could be used “backwards” to analyze the potential reopening of Indian Heritage High School. A summary is provided below.**

**A. Place programs or services in support of district-side academic goals.**

Graduation rates for Native American students are among the lowest in Seattle and Statewide. State graduation rate is 61%. Heritage HS in Marysville/Tulalip is 60%\*. Muckleshoot is 47%\*. Neah Bay Cape Flattery is 100%. Seattle’s Native graduation is 50%. Interagency graduation is 21%. Historical graduation rates at Seattle Indian Heritage HS were 30-50%. At present, Seattle funds one district wide case manager and special support classes at Chief Sealth. \*Note: Starred schools receive significant support from local tribes.

**B. Place programs or services equitably across the district; and**

**C. Place programs where students reside:**

Native students are distributed widely across the district. We offer secondary school support at Denny-Chief Sealth where we have the most Native American students. We do not currently provide intensive supports in the north where we have slightly fewer Native American students. JAMS/Nathan Hale seem to have the greatest potential Native American enrollment.

**D. Follow the rules of the current student assignment plan:**

The student assignment plan does not speak to Indian Heritage HS. IHHS would likely be an option school. It could be a Native focused school; however, I-200 prohibits the hiring, staffing or enrolling based on ethnicity.

**E. Engage stakeholders ...**

UNEA has advocated for the restoration of Indian Heritage HS for many years; most recently in December, 2017. SPS held a series of parent meetings in the fall of 2017. Those meetings raised issues of: bias and bullying; transportation; opportunity gaps; unwelcoming schools; lack of supplemental services; identity safety needs; Indian Heritage HS; accessible services district-wide; and Native American student lack of participation in Highly Capable (HC).

**F. Utilize physical space resources effectively ...**

Licton Springs/Robert Eagle Staff is the requested location. That building is designed for 1000 students and will be full starting in the 2018-19 school year. It is already over capacity based on the board actions in support of: Licton Springs (250); Neighborhood boundaries; and HC pathways. Other sites could be considered: Webster School (formerly Nordic Heritage Museum) is scheduled for remodeling, Lake City (currently leased) will be coming back to the district’s control, and Roxhill in the southwest is closer to concentration of Native students.

**G. Consider current and future fiscal impacts:**

Currently the district invests federal funds (\$121K), plus \$600K (\$600 x 1000 students). Licton Springs costs \$16K per student. Interagency costs \$15K per student. Based on those numbers, serving 100 students could cost \$1.5M. The cost could be less if Indian Heritage became: a) part of Interagency or b) Licton Springs was expanded to include grades K-12. Enrollment in all of our alternative programs (Middle College, Interagency and South Lake) is declining.

**H. Analyze the impact ... data, research and best practice:**

Could serve up to 100 students; with possibly 70 being Native American. Former IHHS struggled to enroll 100 students, had low graduation rates and high suspension rates. Enrollment declined following Robert Eaglestaff’s service as principal. Other similar programs across the state require considerable support from Tribal and/or WA Compact (Charter). With the exception of Cape Flattery, these programs do not have improved outcomes for students. Cape Flattery has greater access to students because of their geographic location.