



Board Special Meeting

Work Session: Advanced Learning; Work Session: Student Assignment Transition Plan and Boundaries; Executive Session: Negotiations on publicly bid contract, Current or potential litigation

September 25, 2019, 4:30 - 8:15 p.m.

Work Sessions: Auditorium, John Stanford Center, 2445 3rd Avenue South, Seattle WA 98134

Executive Session: Board Conference Room, John Stanford Center, 2445 3rd Avenue South, Seattle WA 98134

Minutes

Call to Order

This meeting was called to order at 4:30 p.m. by Director Geary.

Directors Pinkham, Mack, Geary, Hersey, and Burke were in attendance.

Staff members in attendance included Superintendent Denise Juneau, Chief of Schools & Continuous Improvement Wyeth Jessee, Chief Financial Officer JoLynn Berge, Chief of Human Resources Dr. Clover Codd, Deputy General Counsel John Cerqui, Chief of Student Supports Dr. Concie Pedroza, Executive Director of African American Male Achievement Dr. Mia Williams, Chief Operations Officer Fred Podesta, Chief of Equity, Partnerships, and Engagement Dr. Keisha Scarlett, Director of Student Support Services Kari Hanson, Senior Advisor to the Superintendent Sherri Kokx, Chief of Public Affairs Carri Campbell, and Director of Enrollment Planning Ashley Davies.

Work Session: Advanced Learning

Superintendent Juneau spoke about students in the Highly Capable Cohort (HCC) program at high school levels and that in order to achieve equity, generations of racism will have to be undone, which causes discomfort and uncertainty.

Superintendent Juneau mentioned the two cornerstones of the Seattle Public School district: the racial equity policy that requires the district to provide services in an equitable manner and to deliver a Multi-Tiered System of Support (MTSS) to all students in all formats.

Dr. Pedroza also touched on working alongside Racial Equity & Advancement Coordinator, Deborah Northern, with the Department of Racial Equity Advancement (DREA) to put together Board Policy Nos. 0030 – Ensuring Educational and Racial Equity and 2190 – Highly Capable Services and Advanced Learning Programs. Dr. Pedroza read an excerpt of a book by a Garfield High School student about the student's struggle to fit into the HCC program.

Mr. Jessee spoke about Board Policy Nos. 2190 and 0030 and how they relate to the Strategic Plan as well as how to come together as a community to engage even if there is not absolute agreement. Mr. Jessee explained the current HCC pathways at Lincoln and West Seattle High Schools that accompany

Garfield High School, and at Ingraham High School and what that looks like. All students have access to honor classes, Advanced Placement (AP) classes, and the International Baccalaureate (IB) program. Ms. Hanson provided a brief history of Advanced Programs placements of busing students across the Ship Canal Bridge to desegregate schools. Ms. Hanson also explained the approach for identifying students and selection as well as programs and services provided which are inconsistent offerings. Mr. Jessee explained the Highly Capable Enrollment Data Highlights Inequities slide (Slide number 4).

Ms. Hanson answered questions from Director Mack regarding students that identified as two or more races and elaborated that no generation has broken the status quo.

Ms. Hanson and Dr. Pedroza explained what structural racial equity looks like by design and how to best approach that to ensure that all students are getting enrichment opportunities and high levels of learning. Mr. Jessee added that there were general education teachers in the Advanced Learning Task Force (ALTF) with different pathways and approaches towards learning for the whole child while building out services for all families. Mr. Jessee also mentioned “two-e” twice exceptional students.

Ms. Hanson spoke about the ALTF’s charge and work and the questions that the task force focused on in order to build out the work.

Director Harris asked about the Smarter Balanced Assessment Consortium (SBAC) tests and if they were biased.

Director Mack asked questions regarding alternative placement. Ms. Hanson responded that that has not been fully defined and would be the work of an advisory committee.

Director Burke stated he does not see anything in the policy to keep staff from doing the work to deliver MTSS structure to attendance area schools and asked about what kind of policy change needs to be in place in order to change the practice. Director Burke wanted to know what the barrier or challenge is and if it is internal systems.

Ms. Hanson spoke about student stories and voices and spoke to how an array of services could disrupt institutionalized racism and other inequities that limit access to advanced learning opportunities.

Mr. Jessee spoke about the new design of services and how classrooms are redesigned to reflect various cultures and how to support students who are profoundly gifted, and how to best support those students. In addition to support, Mr. Jessee also spoke about comprehensive middle and high schools offering consistent courses because currently there is not a system. Mr. Jessee proposed what that would look like by year 2023 and how to integrate things such as honor classes, AP classes, and even Running Start.

Director Mack asked why Access level services are not available at HCC elementary schools. Staff responded that by law, they must meet Individualized Education Program (IEP) services first. The new model of services would support students so they wouldn’t have to choose one or another, and they could have access to both services and not be bound by the program. Mr. Jessee said the shift is what is needed for students in either pathway schools or neighborhood schools.

Director Harris asked about how HCC and Special Education (SpEd) level services are used as capacity management tools. Mr. Jessee answered they would have to look to make service placements and it is not a defining factor.

Director Harris asked what the funding would look like. Ms. Hanson explained the model of the district-wide Building Leadership Teams (BLT) trainings that have been very successful to be able to touch every school in terms of professional development. Once there is a set policy and procedures are developed, there would be more specific conversations and proposals regarding funding. Changes made in transportation would provide savings to be used elsewhere.

Director Harris also asked about the funding of transportation dollars. Staff responded that transportation dollars do not come out of capital funds and instead from the general fund.

Director Geary asked about students in elementary grade levels and how they can go about asking for advanced work without being disruptive or becoming frustrated with the curriculum. Ms. Hanson spoke about how these questions have come up in the task force and how to make them genuinely accessible.

Director Geary spoke about how to allow a student to choose, versus how a student is identified, and how environments can be set up that will allow them to choose without stopping and interrupting the needs of other students. Mr. Jessee specially spoke about West Seattle Elementary School, which is highly diverse with many students qualified as advanced learners with emphasis on academics and social emotional learning (SEL). Mr. Jessee noted that creating a warm, welcoming, and safe environment has created great attendance and great engagement.

Director Hersey made comments regarding the community recommendation piece and would like to have more information on where community members who work with students can identify advanced learners. Staff responded that at this time, only parents can make the recommendation, so the community members should connect with the parents. Director Hersey also wanted to know if there was a model and if the task force has looked at what direct contact would look like in order to increase opportunities for community members to reach out.

Ms. Hanson spoke about Kira's story and PowerPoint slide 20.

Director Mack spoke about a community engagement standpoint, and if students who were interviewed had parents who were aware and contacted. Staff explained that the research was conducted by Dr. Eric Anderson and Deborah Northern to ensure district protocol was followed.

Director Burke asked about accelerated pathways in math for middle school students and if any other pathways were considered or whether it was only for math. Mr. Jessee spoke about applications in the real-world process, and what that structure would look like. Math would still have an acceleration model.

Director Burke also asked about if there are Tier 2 services. Mr. Jessee responded that for that case, a different strategy would be needed with consideration to the acceleration piece.

Ms. Hanson spoke about PowerPoint slides 23 and 24. Dr. Pedroza spoke about the implementation and timeline guiding principles. The implementation would occur over six years and would engage stakeholders, develop procedural guides, and maintain current placements while the change occurs to limit student disruption.

Dr. Pedroza spoke about intentional change with a non-segregated plan that would authorize the superintendent to develop procedures that initiate change, prioritize service needs of students, and send a message of commitment.

Mr. Jessee spoke about moving forward and next steps.

Dr. Scarlett shared a personal experience about her education in Seattle Public Schools as an advanced learner. She spoke about her time at Garfield High School, her college experiences, and career background. Dr. Scarlett emphasized that students are hungry for opportunities that the district needs to address.

Dr. Pedroza spoke about the racial caucus when space is given to white students and students of color.

Director Pinkham asked about any mentions of including families and noted not believing in tearing the system down.

Director Hersey spoke about policy implications and how the district cannot continue on the current path of doing the same thing.

Director Burke recognized the complexity of the work and noted that with data that has been shared with the Board, students seem to be overidentified for advanced learning and SpEd. Director Burke also asked about plans for updating the MTSS policy with no reference to equitable access, and a note regarding Board Policy No. 2163 – Supports and Interventions.

Director Geary summarized that there needs to be more specifics about what policy needs change or updating, and that should aspire to goals with accountability built in. Director Geary spoke about a procedural manual and advocating for students even with resistance. Directors Geary and Mack discussed a quarterly check-in for equitable access.

Work Session: Student Assignment Transition Plan and Boundaries

Ms. Davies introduced the discussion regarding the Student Assignment Transition Plan (SATP) for the 2020-2021 school year.

Ms. Davies spoke about the recommended geo-zone changes to 8 geo-zones that will better align with the walk zones and the schools that will be impacted.

Director Mack noted safety recommendations about walk zones from Safe Routes to schools. Director Burke wanted to know about the Cleveland High School geo-zone, and whether that would impact its enrollment. Ms. Davies responded that it would not impact the number of enrollments. Staff will continue to monitor enrollment at Cleveland High School, given the high demand for the school, although there is not much more room given the capacity at the building.

Director Harris asked about how much it has increased, as last year was projected at 850 but ended up at around 900. There was discussion about ensuring to fill seats that would not make any changes or impacts to staffing at Cleveland and other schools.

Director Burke and Ms. Davies discussed increasing geo-zones for schools at capacity and the impacts on the number of lottery seats.

Ms. Davies spoke about updating the geo-zone for McDonald International School and John Stanford International School to help relieve the overcapacity issues at Green Lake Elementary School.

Director Mack asked about the reduced number of lottery students, and Ms. Davies responded that based on the community meeting held on September 17, there would be several potential options for families who have applied.

Director Burke spoke about celebrating diversity with dual language schools and the challenge these schools face without a significant portion of native/heritage speakers. He asked if there can be assurance of 30% set aside for heritage/native speakers at dual language immersion schools. Director Geary brought up using Thornton Creek as an interim school site.

Ms. Kokx spoke about the 30% and noted the set aside would have no impact on the geo-zone change and will remain as is. Director Mack asked about the recommendation. Director Burke asked if the goal was 30% at both schools, as the unintended consequences could possibly make the overcapacity issue at Green Lake even worse.

Director Burke asked about the positive aspects of increasing the geo-zone and what advantage that would provide. Ms. Davies responded that the 30% would not relieve overcapacity at Green Lake, given the draw from outside of the neighborhood. Ms. Davies noted the FRL percentage at each school; Green Lake at 10%, JSIS at 6.5%, and McDonald at 1.5%.

Director Harris noted the two dual language schools were in the same area and was interested in a dual language school up north and how the district can get started on it. Director Burke also mentioned a multi-year intent with a north-end shift of one of the schools. Dr. Pedroza spoke about the whole design of the dual language program for ELL students as a gap closing measure and the value as well in intentionally creating opportunity.

Ms. Davies spoke about moving Licton Springs to the Webster building to address overcapacity at the Robert Eagle Staff Middle School campus, and grandfathering transportation for students.

Director Pinkham spoke about the difference in the timeline for the potential moves of McDonald and JSIS and the seemingly short timeline for the Licton Springs K-8 move. Superintendent Juneau responded that engagement at Licton Springs K-8 has been conducted, and the families deserve some relief as well as the space to create their own school identity.

Directors Mack and Geary discussed authorization of a potential name change. Director Burke inquired about a proposed change for Salmon Bay with a point of concern in regard to the close proximity of the two schools, Salmon Bay and Licton Springs at Webster.

Director Mack spoke about Salmon Bay and Webster and being able to get the schools into a space with room to grow and address challenges while developing an identity and engagement with community. Dr. Pedroza stated it would take about a year to conduct, with combined efforts to develop community partnerships and necessary time for the process to happen.

Ms. Davies spoke about the overall plan and questions that the community has about the future, while staff is finding locations and working to support needs of families and identify enrollment needs.

Director Pinkham spoke about a board resolution to put Licton Springs at the Robert Eagle Staff campus with 250 seats.

Ms. Davies spoke about the specific language in the SATP that calls for the reevaluation, which would fall into this year (2019-20).

Directors and staff discussed the anticipated Washington Middle School (WMS) TAF program for 2020-21 that would begin with sixth graders with no impact on current students. Language would need to be added to the SATP for all middle school pathways to be referred to as cohorts.

Director Mack asked about how to conduct such a transition and how it ties into policy. Ms. Kokx spoke to ensuring the WMS TAF program's success, staff engagement, partnership between SEA and SPS, and the process for designating WMS as a creative approach. Ms. Kokx noted that this program would be cost neutral with regular WSS as any other middle school.

Director Mack asked for information about funding, and Ms. Kokx stated that information could be provided by Friday Memo. Ms. Kokx discussed changes to the cohort with no changes to 7th and 8th grade in the first year.

Ms. Davies spoke about the Southeast international school pathway with Rainier Beach High School as a first-year pathway high school. Director Mack asked about students who are not selecting into Rainier Beach as a language pathway, since it is also available at Franklin High School or Cleveland High School.

Director Harris asked about community support and engagement regarding this topic. Ms. Davies responded that the leadership at Franklin High School was not interested in taking on the language pathway, as well as Beacon Hill Elementary/Mercer Middle feeder schools.

Ms. Davies spoke about the history of southeast boundary changes. The School Board during 2013 voted to approve boundary changes with reevaluation in six years, which marks 2019 as the year for discussion and implementations in 2020-21, with the last change at Maple, Wing Luke, and Rising Star at AAA. Regarding the expansion at Wing Luke, it has been delayed and will be opened in 2020-21. Maple is currently the largest Title 1 school.

Ms. Davies stated that the proposed boundary change would include the Georgetown area based on additional feedback from other parts of the community. Ms. Davies spoke about the community engagement events, with hours spent discussing different priorities and perspectives with now three scenarios that will be shared with the community on October 10, with translated materials and translators present at the meeting. Ms. Davies mentioned that principals, community members, and community representatives will all be in attendance.

Director Pinkham asked about how many families are in the walk zone for Maple. Ms. Davies said the feedback from the Georgetown community stated that they are one community, and that any change should impact everyone or no one at all. The proposed change includes the community as a whole. It was noted that Kimball is getting a bigger building in 2023-24.

Ms. Davies responded to questions from Director Harris regarding enrollment numbers and stated that there would be students on the waitlist but, but that it would be the same thing as attendance area schools.

Ms. Davies spoke about next steps, and since the three scenarios have not been introduced to the community yet, it will come later and have an update to the board once there is response.

Executive Session: To review negotiations on the performance of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs; To discuss litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency.

Director Harris announced at 7:55 pm that the Board was going into executive session to review negotiations on the performance of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs; and to discuss litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency, and the meeting was scheduled to for approximately 15 minutes, with an anticipated end time of 8:10 pm.

Director Harris called the executive session to order at 8 pm. Directors Harris, Burke, Geary, Hersey, Mack, and Pinkham were present. Staff presenter were Superintendent Denise Juneau and Sherri Kokx, Senior Advisor to the Superintendent. Legal Counsel Noel Treat was present.

At 8:13 p.m., Director Harris recessed out of the executive session.

Adjourn

The Special Meeting reconvened at 8:13 p.m. and there being no further business to come before the Board, Director Harris adjourned the special meeting at 8:13 p.m.