



SCHOOL BOARD ACTION REPORT

DATE: September 18, 2020
FROM: Directors Liza Rankin, Chandra Hampson, Brandon Hersey
For Introduction: Wednesday, November 18, 2020
For Action: Wednesday, December 2, 2020

1. TITLE

Approval of Outdoor and Community ~~Schools and Outdoor~~ Education Task Force

2. PURPOSE

This action creates a Board Task force to study the feasibility of, and make recommendations related to, the implementation of community -based learning schools and outdoor education in Seattle Public Schools. The work of the Task Force will be centered in the Strategic Plan, *Seattle Excellence*, and in the principles of being an anti-racist organization with a specific focus on the interests of students furthest from educational justice. The Outdoor and Community ~~Schools and Outdoor~~ Education Task Force will convene from October 2020 through June 2021 to begin a process of collaboration with state and local government agencies to explore development of curriculum focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces and spaces in community for educational purposes.

3. RECOMMENDED MOTION

I move that the School Board authorize the formation of the Outdoor and Community ~~Schools and Outdoor~~ Education Task Force.

4. BACKGROUND INFORMATION

- a. **Background.** Seattle Public Schools opened the 2020-2021 school year on September 4, 2020, in remote learning for students, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans, due to the novel coronavirus (COVID-19). The Seattle Public Schools Board of Education approved Resolution No. 2020/21-4 on August 12, 2020, which called for the formation of a task force to study the feasibility of, and make recommendations related to, the implementation of community ~~-schools-~~ -based and outdoor education in Seattle Public Schools.

As stated in Resolution No. 2020/21-4, “. . . the COVID-19 pandemic, and the ongoing health and safety constraints associated with public school opening and operations, present our country and public education systems with an unprecedented challenge,

creating an opportunity to reimagine education and re-center education on students, particularly on students furthest from educational justice.” As such, the Board desires to appoint a task force comprised of students, family members, educators (including outdoor education providers), Seattle Public Schools staff, community-based organizations, labor partners, and educational foundations to study the concept of community-schools-based and outdoor education and make recommendations to the Board in the spring of 2021.

“Findings, qualitative and quantitative from outdoor/community education pilots during the 2020-21 will directly inform the work of the Outdoor and Community-~~Schools and Outdoor~~ Education Task Force.”

- b. **Alternatives.** Do not form the Outdoor and Community ~~Schools and Outdoor~~ Education Task Force. This is not recommended since it [the Task Force] was called for and approved in Resolution 2020/21-4 on August 12, 2020, by the Seattle Board of Education.
- c. **Research.** This unique time in history provides the perfect opportunity for public education to explore the possibilities of teaching and learning outside the traditional brick-and-mortar school buildings. Seattle Public Schools encompasses 100+ school buildings and hundreds of acres of land. Education can take place in any location and need not be confined to four walls of a classroom. While Seattle Public Schools started the 2020-2021 school year remotely, the Collective Bargaining Agreement or the Memorandum of Understanding between the district and the Seattle Education Association allows for educators to opt-in to conducting classes outdoors as long as the health and safety protocols as outlined by King County and the Department of Health for COVID-19 are followed.

According to the North American Association for Environmental Education, outdoor education is demonstrated to have substantial benefits for student wellbeing, and a systematic review of published research of regular compulsory school- and curriculum-based outdoor education programs found that they promote students’ social, academic, physical and psychological development (<https://naaee.org/eeepro/resources/eeguidance-reopening-schools>).

In their response to the impact of COVID-19 on youth, the King County Play Equity Coalition stated that physical activity and play are conduits for community centered healing and learning; the benefits of movement for youth are well-studied and can be deeply healing, promote resiliency and mitigate the effects of trauma; and physical activity can enhance students’ readiness to learn, attention, and behavior, and serve as a protective mechanism against illness and infection (<https://kcplayequity.org/covid19>).

Furthermore, Resolution 2020/21-4 also called for community schools and partnerships with community-based organizations, businesses, the City of Seattle Department of Parks and Recreation, and King County parks. By collaborating with these entities, Seattle Public Schools can expand and enhance opportunities for our youth during this time.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will include staff time necessary to manage and facilitate the Outdoor and Community Schools and Outdoor Education Task Force. The revenue source for this motion for the amount of \$100,000 is provided by the Superintendent's budget and contained within the Curriculum, Assessment, & Instruction Department's budget, with a unique cost center for this purpose.

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: The Board, as was indicated by the presenters at our work session utilized Tier 2/3 involvement with the board. In addition to organizations like Schools Out Washington, SESEC and childcare providers such as Boys and Girls Club and Launch, we engaged and incorporated specific language in the resolution inclusive of the outdoor education task force in collaboration with King County Play Equity Coalition, Washington Chapter of the American Academy of Pediatrics, many Teachers, Duwamish River Cleanup, Legislative Delegation members, King County Public Health, OSPI, family support specialists, NAACP Youth Coalition and many others. This was a collective effort of all of their voices and the voices who gave their time as part of the Reopening Engagement and the resulting values played a major role in the development.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

Policy 0030, Ensuring Educational and Racial Equity, will inform the work of the Community Schools and Outdoor Education Task Force. The work of the Task Force will be centered in the Strategic Plan, *Seattle Excellence*, and in the principles of being an anti-racist organization with a specific focus on the interests of students furthest from educational justice. Task Force membership will reflect the diversity of our school community including geographic, racial, and gender diversity. The resolution and task force must be equity centered. Specific financial support for Title I Schools/high poverty school needing curricular and logistical support was highlighted in the resolution as were other strong racial equity components such as affinity groups. This will be an important focal point of the Task force in its work and the member representation as stated. When this resolution was circulated there were concerns raised by community about outdoor learning spaces and the relative safety for children who may have trauma that would cause them to feel less safe in an open space. This will also require strong utilization of tools such as the Joint Use Agreement to create student-only spaces that feel secure

by wide margins, as one example. Additionally, accessibility was a consideration in this work as well and should remain central to the discussion for students with disabilities.

8. STUDENT BENEFIT

The work of the Community Schools and Outdoor Education Task Force has tremendous potential to benefit students in Seattle Public Schools. Depending on the recommendations of the Task Force, students could potentially have a more diverse range of options for meeting local and state education requirements. Rather than spending 6.5 hours in a physical classroom, students could have opportunities throughout their 13 years of formal elementary and secondary education to learn from and within the urban setting of Seattle with its access to beautiful and diverse natural areas and locale. Combined with the dedicated and innovative Seattle Public School educators, students would additionally benefit from the numerous community-based organizations working in collaboration with our schools on ~~outdoor~~ education beyond the walls of a traditional classroom.

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: Approval of the Community Schools and Outdoor Education Task Force is required by Resolution 2020/21-4.

10. POLICY IMPLICATION

Board Policy 4110, Family and Community Advisory and Oversight Committees (approved September 7, 2011), states, “It is the policy of the Seattle School Board to encourage participation by members of the community to advise the Superintendent and Board in school district decision-making processes. It is Board policy to facilitate engagement of those families and community members who have not historically been active or represented in decision-making by the district on Advisory and Oversight Committees. Families and community members can provide the Board and staff with valuable expertise, critical thinking and new perspectives, and can help alert the Superintendent and Board to issues of importance to the community. The process for selecting committee members must be inclusive, fair, consistent and transparent. The result must demonstrate equity as committee members should reflect the diversity of our students and families.”

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Student Services, Curriculum, & Instruction Committee meeting on November 11, 2020. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, staff will be assigned to begin recruiting for and the convening of the Outdoor and Community ~~Schools and Outdoor~~ Education Task Force. Recommendations from the Task Force will be presented to the Seattle Public Schools Board of Education in spring 2021 for implementation by Summer/Fall 2021-22.

13. ATTACHMENTS

- Seattle School District #1, Board Resolution, Resolution No. 2020/21-4, approved on August 12, 2020 (For Reference)
- Policy 4110, Family and Community Advisory and Oversight Committees, dated September 7, 2011 (For Reference)
- Outdoor and Community LearningEducation Task Force Charter (For Reference)

**Seattle School District #1
Board Resolution**



Resolution No. 2020/21-4

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington adopting a reopening plan and remote learning model for the 2020-2021 school year.

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

WHEREAS, Superintendent Juneau and Seattle Public Schools staff have continued to monitor the increasing number of COVID-19 cases in our community; have been in close communication with King County Public Health, OSPI, and the Governor's office; have reviewed new research from around the world on school safety experiences; have reviewed updated health guidelines from national and state agencies; and have heard and considered the concerns of educators and families;

WHEREAS, having considered the foregoing information, Superintendent Juneau and Seattle Public Schools staff have concluded that it is not possible to open schools without risking significant transmission of COVID-19 cases among Seattle Public Schools students, families, staff and community;

WHEREAS, Superintendent Juneau has recommended that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to support in-person instruction;

WHEREAS, Seattle Public Schools is focused on centering students furthest from educational justice;¹

WHEREAS, curricular foci in the 2020-2021 school year will include existing Since Time Immemorial Curriculum, Black Studies and additional Ethnic Studies programming;

WHEREAS, Seattle Public Schools recognizes that “[o]ur nation’s students of color and their families find themselves enduring a pandemic that disproportionately impacts their health and safety, mired in an economic crisis that disproportionately affects their financial well-being, and living in a country that too often still struggles to recognize their humanity”;²

WHEREAS, the COVID-19 pandemic, and the ongoing health and safety constraints associated with public school opening and operations, present our country and public education systems with an unprecedented challenge, creating an opportunity to *reimagine* education and *re-center* education on students, *particularly* on students furthest from educational justice;

WHEREAS, Seattle Public Schools aspires to respond to the most difficult education challenge of our time not through fear and status-quo thinking, but with courage and creativity, engaging with families, community and nature in co-designed solutions based in hope and connection, drawing on the strengths of our communities and families;

WHEREAS, Seattle Public Schools has the opportunity to lead the way and demonstrate that real partnerships can quickly evolve to stand up innovative education models in support of students’ social-emotional *and* academic needs, with care and safety, affording parents the ability to keep their employment and family lives stable and, hopefully, thriving;

WHEREAS, during the closure of schools in the spring of 2020, Seattle Public Schools conducted engagement with teams of students, families, community-based organizations, labor partners and school leaders, and from that process emerged common values that should be associated with any prospective adaptive educational model in Seattle Public Schools: an anti-

¹ https://www.seattleschools.org/district/district_quick_facts/strategic_plan

² John B. King, President and CEO of The Education Trust, June 22, 2020 testimony to United States House Committee on Education and Labor, “*Inequities Exposed: How COVID-19 Widened Racial Inequities in Education, Health and the Workforce* (<https://edtrust.org/press-release/john-b-king-jr-testimony-before-house-committee-on-education-and-labor-concerning-racial-inequity-during-covid-19/>).

racist³ focus prioritizing delivery that is flexible and supports family and community partnerships, while optimizing student safety and well-being;⁴

WHEREAS, today's students inhabit a planet dangerously at risk not just because of COVID-19 and civil unrest, but also because of climate change. They face environmental impacts that disproportionately impact low-income black, indigenous and people of color.⁵ They enter educational environments where, survey results show, parents of color are worried their students will be subject to racism from other students, staff and unjust police actions;⁶

WHEREAS, an education model for the 2020-2021 school year that addresses the health and safety concerns impacting families and educators should be community-delivered and place based,⁷ delivered through some combination of (1) remote/distance learning, (2) community schools, (3) in-person provision of some special education services, (4) innovative school models, and (5) outdoor education;

WHEREAS, a disproportionate number of families of color are concerned about the safety of sending their students back to school given current health and safety concerns, including the impacts of systemic racism, both in Seattle and nationwide;⁸

WHEREAS, remote learning is a new education delivery mechanism in our nation's schools that presents equity concerns,⁹ and access to high-speed internet remains problematic for thousands of SPS students;¹⁰

WHEREAS, COMMUNITY SCHOOLS are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success,¹¹ and a framework for addressing inequities, providing opportunities, and helping students navigate barriers to boost their academic performance and increase their motivation and engagement in learning;¹²

WHEREAS, community schools can provide critical supports our students by serving as a place, a hub and a set of partnerships between the school and community resources in which an integrated focus on academics, health and social services, youth and community development

³ <https://www.theatlantic.com/education/archive/2020/06/how-be-anti-racist-teacher/613138/>

⁴ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20agendas/June%2030/20200630_Agenda_Packet_Updated%2020200630.pdf

⁵ <https://e360.yale.edu/features/unequal-impact-the-deep-links-between-inequality-and-climate-change>

⁶ https://www.aei.org/wp-content/uploads/2020/06/UPDATED-Bailey-COVID-Impact-Survey-PP.final_.pdf

⁷ https://en.wikipedia.org/wiki/Place-based_education

⁸ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20agendas/June%2030/20200630_Agenda_Packet_Updated%2020200630.pdf

⁹ <https://www.edweek.org/ew/articles/2020/03/23/how-effective-is-online-learning-what-the.html?r=1893536019>

¹⁰ <https://www.seattletimes.com/seattle-news/disconnected-in-isolation-how-the-coronavirus-pandemic-shed-light-on-the-digital-divide/>

¹¹ <https://communityschools.futureforlearning.org/>

¹² <http://www.communityschools.org/assets/1/AssetManager/CS%20Equity%20Framework%20-%20Final%20Working%20Draft.pdf>

and community engagement may lead to improved student learning, stronger families and healthier communities;¹³

WHEREAS, schools provide the most equitable access point for youth physical activity and active play;¹⁴

WHEREAS, community-based environmental and outdoor education programs exist locally and nationally, and can help to address dire needs and discrepancies through innovative partnerships and educational investments and policies;

WHEREAS, a study published by the University of California, Berkeley, and supported by the National Science Foundation, found that to “increase the capacity of schools to educate learners in-person while safely following local government-mandated social distancing guidelines, outdoor science and environmental educators can, in partnership with school districts, engage more learners in outdoor learning, thus expanding the space limits of school classrooms;¹⁵

WHEREAS, OUTDOOR LEARNING, or outdoor education, refers to a broad set of activities that include discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and recreational activities in an outdoor setting;¹⁶

WHEREAS, Washington law supports the development of curricula that “links student learning with engagement in seasonal or nonseasonal outdoor-based activities,”¹⁷ and supports the expansion and inclusion of outdoor education and environmental education as a mandatory area of study;¹⁸

WHEREAS, on June 25, 2020, the American Academy of Pediatrics (AAP) stated that it “strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present,” *and* to “utilize outdoor spaces when possible” as a high-priority for all age groups and necessary for activities, since “outdoor transmission of virus is known to be much lower than indoor transmission”,¹⁹

WHEREAS, on July 10, 2020, the AAP issued a follow-up statement, advocating that decisions about reopening schools should be based on “evidence, not politics” and that “[w]e should leave it to health experts to tell us when the time is best to open up school buildings, and listen to educators and administrators to shape how we do it,” while continuing to recognize that “children learn best when physically present in the classroom”²⁰ and the August 4, 2020

¹³ http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

¹⁴ King County Play Equity Coalition (<https://kcplayequity.org/>)

¹⁵ https://www.lawrencehallofscience.org/sites/default/files/EE_A_Field_at_Risk_Policy_Brief.pdf

¹⁶ <https://naace.org/eepro/research/eeworks/student-outcomes>

¹⁷ RCW 28A.320.173

¹⁸ <https://www.k12.wa.us/student-success/resources-subject-area/environment-sustainability>

¹⁹ <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

²⁰ <https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>

guidance from the Washington State Department of Health²¹ states that “outdoor activities are safer than indoor activities” and that schools consider distancing strategies that includes, “Keep students outside more, as weather and space permit”;

WHEREAS, outdoor education is demonstrated to have substantial benefits for student well-being, and a systematic review of published research of regular compulsory school- and curriculum-based outdoor education programs found that they promote students’ social, academic, physical and psychological development;²²

WHEREAS, inclusive education models benefit children with and without disabilities, and accessibility and inclusion champion organizations and Seattle and King County parks can be local resources and partners for developing best practices for inclusive outdoor education; and

WHEREAS, physical activity and play are conduits for community centered healing and learning; the benefits of movement for youth are well-studied and can be deeply healing, promote resiliency and mitigate the effects of trauma; and physical activity can enhance students’ readiness to learn, attention, and behavior, and serve as a protective mechanism against illness and infection.²³

WHEREAS, the Joint Use of Facilities Agreement (JUA) between Seattle Public Schools and the City of Seattle Department of Parks and Recreation (SPR) provides benefits including giving first priority between SPS and SPR in reciprocal scheduling of each other’s facilities, encouraging school principals and community center coordinators to work together, and providing opportunities for joint planning, problem solving and information sharing;

WHEREAS, the JUA’s purpose is to maximize use of Seattle Public Schools and SPR facilities for mutual and offsetting benefit, with the understanding the approximate cost of use of the facilities offset each other’s use and provides our students priority use of Parks facilities, expanding resources and opportunities for participation;

NOW, THEREFORE BE IT RESOLVED, that Board of Directors of Seattle School District No. 1 (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts Superintendent Juneau’s recommendation that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the

²¹ <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf>

²² <https://naace.org/cepro/resources/ee-guidance-reopening-schools>

²³ King County Play Equity Coalition, COVID-19 Coalition Response (<https://kcplayequity.org/covid19/>)

risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction.

BE IT FURTHER RESOLVED that in the implementation of remote learning in the 2020-2021 school year, online instructional spaces should not be limited to geographic school catchment or building enrollment but rather open to reimagination and reconfiguration as determined through direct family and community engagement. With specific foci on students furthest from educational justice Seattle Public Schools should seek to support family and community hubs, whether geographic or virtual. In alignment with the Strategic Plan, Seattle Public Schools shall strive to foster virtual affinity school(s) environments where black, brown and students furthest from educational justice may opt in to learn with peers and educators who share the same identity.

BE IT FURTHER RESOLVED that the Board directs that the reopening plan be posted on the district's website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and both the reopening plan and the decision to start the 2020-2021 year remotely will require monitoring and possible revision. Therefore, the Superintendent will monitor the reopening plan and remote learning model throughout the 2020-2021 year, and the district will revise and update the reopening plan and remote learning model as needed with approval from the Board.

BE IT FURTHER RESOLVED that the Board directs the Superintendent to convene a Task Force comprised of students, family members, educators and other Seattle Public Schools staff, and community members to monitor progress, implementation and efficacy of the reopening plan and remote learning model, and to advise the Board and Superintendent throughout the 2020-2021 school year on possible revisions and continuous improvements. The Board directs the Superintendent to present a Board Action Report creating this Task Force for introduction no later than September 2020.

BE IT FURTHER RESOLVED that the Board directs the formation of a separate Board Task Force, comprised of students, family members, educators (including outdoor education providers), Seattle Public Schools staff, community-based organizations, labor partners, and educational foundations to study with urgency the feasibility of, and make recommendations related to, the implementation of community schools and outdoor education in Seattle Public Schools. The work of the Task Force will be centered in the Seattle Public Schools Strategic Plan and in the principles of being an anti-racist organization, and will specifically focus on the interests of students furthest from educational justice. The Board resolves to prepare for introduction a Board Action Report creating this Task Force.

BE IT FURTHER RESOLVED that the Superintendent is directed to begin a process of collaboration with state and local government agencies to explore development of curricula focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes.²⁴

²⁴ https://www.google.com/maps/d/viewer?mid=1SkhM0-xWQGJfjM-E0LBPX_TvR7uZpAg&ll=47.61497811608162%2C-122.3360884000001&z=11

BE IT FURTHER RESOLVED that Seattle Public Schools will use its best efforts to make all historically Community Alignment Initiative spaces available for full-day childcare, with consideration for expansion as student need warrants and alternative spaces are unavailable.

BE IT FURTHER RESOLVED that Seattle Public Schools will support, with necessary health and safety protocols, beginning of the year pilot programs for blended outdoor and/or community schools or class models, with priority for K-2 and rising years (6th, 9th, and 12th grades), determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that the Superintendent is directed to continue to pursue a revised JUA with SPR, subject to Board approval, that will include appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to expand safe spaces so that Seattle Public Schools students and families can access outdoor education and physical and mental well-being.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

ADOPTED this 12th day of August, 2020

Zachary DeWolf, President

Chandra N. Hampson, Vice President

Leslie Harris, Member-at-Large

Brandon K. Hersey


Eden Mack

Liza Rankin

Lisa Rivera-Smith

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

APPROVED DURING THE AUGUST 12, 2020 BOARD SPECIAL MEETING – SIGNED
COPY TO BE POSTED ONCE SIGNATURES ARE FINALIZED

	<p>FAMILY & COMMUNITY ADVISORY AND OVERSIGHT COMMITTEES</p>	<p>Policy No. 4110 September 7, 2011 Page 1 of 1</p>
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It is the policy of the Seattle School Board to encourage participation by members of the community to advise the Superintendent and Board in school district decision-making processes. It is Board policy to facilitate engagement of those families and community members who have not historically been active or represented in decision-making by the district on Advisory and Oversight Committees. Families and community members can provide the Board and staff with valuable expertise, critical thinking and new perspectives, and can help alert the Superintendent and Board to issues of importance to the community. The process for selecting committee members must be inclusive, fair, consistent and transparent.

The result must demonstrate equity as committee members should reflect the diversity of our students and families.

The Superintendent is authorized to develop procedures for this policy, as necessary.

Adopted: September 2011

Revised:

Cross Reference:

Related Superintendent Procedure: 4110SP

Previous Policies: E08.00; E08.01

Legal References:

Management Resources:

ARTICLE I: NAME

Place-Based Education: Outdoor and Community ~~Schools and Outdoor~~ Education Task Force

APPOINTING AUTHORITY:

School Board

ARTICLE II: PURPOSE

The Seattle School Board is forming this task force as indicated in the board's Reopening Plan for 20-21 to develop and make recommendations regarding educational opportunities in Seattle Public Schools beyond the walls of our school buildings. In the short-term, this Task Force will review existing and developing educator-led outdoor learning pilots, learn from successes and challenges, and support additional participation in pilot projects across the district during the COVID-19 crisis. Longer-term, the Task Force will make recommendations to support outdoor and community-based learning opportunities as a standard feature of education in Seattle Public Schools, available to every student at every school, centered in the Seattle Public Schools Strategic Plan and specifically focused on the interests of students furthest from educational justice.

SCOPE OF WORK

Successful implementation of a Place-Based Education program will require broad stakeholder engagement to ensure that recommendations support equitable access and relevance for students and strengthen family and community engagement in our educational structures.

Task Force work scope will include:

1. Participating in orientation, including implicit bias training
2. Ongoing compiling and reviewing data and reports from outdoor learning pilots in SPS and educational and community-based partnerships for relevant content and information.
3. Analysis and interpretation of studies and data relating to community-schools-based education and outdoor learning in districts across the country.
4. Identifying and hosting listening sessions with representative stakeholder groups, including students, educators, families, community-based organizations, outdoor education professionals.
5. Identifying key partnerships with local experts, organizations, suppliers of equipment/gear
6. Developing suggested curricular requirements, identifying existing curriculum, consulting with state and local officials on academic requirements and how to adapt to meet through outdoor and community learning.
7. Organizing information obtained from stakeholders and conducting a qualitative analysis that represents the interests of the Seattle Schools community at large.

8. Identifying areas of implicit bias that should be mitigated and/or eliminated from within the outdoor pilot effort, including, but not limited to: systemic racism, structural racism, resource distribution, access to opportunity, and privilege (e.g. white, economic).
9. Preparing a final report and recommendations that includes qualitative analysis and other supporting data elements related to the outdoor pilots, and model programs for elementary, middle, and high schools which are fully accessible for students with disabilities and lead with affirming student identity and place.

POLICY CONSIDERATIONS

Guiding policy documents for this work include:

Policy 0010 – Instructional Philosophy

Policy 0030 – Ensuring Racial Equity

Policy 4110 – Family and Community Advisory and Oversight Committees

Superintendent Procedure 4110SP – Family and Community Advisory and Oversight Committees

More to add

ARTICLE III: MEMBERSHIP SELECTION PROCESS OF COMMITTEE MEMBERS:

Members will be selected and appointed in accordance with School Board Policy 4110: Family & Community Advisory and Oversight Committees, and Procedure 4110SP. The District shall provide public notice to individuals and organizations that may reasonably be interested in serving on the Task Force. A standardized application will be posted on the district website with specific application due date and appointee notification date. Nominations to be reviewed by a panel consisting of the 3 co-authors of the School Board Substitute Resolution, 2 staff members designated by the Chief Academic Officer, plus 2 community members jointly agreed by the School Board and staff designees. The review panel will work in accordance with a specific rubric to recommend appointees and alternates for the Task Force. The review panel will appoint members that are representative of Seattle Public Schools' and the City of Seattle's diversity, to ensure there is a balance of perspectives and backgrounds. Financial and other potential conflicts of interests of potential members will be considered when selecting members.

NUMBER AND TYPE OF MEMBERS

The task force will be comprised of 18 members. Membership will be posted on the District website. The task force will be comprised of interested parties and stakeholders including educators, leaders of community-based organizations, outdoor education professionals, parents/guardians of SPS students, and one representative from the School Board. Applicants should have experience and/or expertise with community partnerships, curriculum development, outdoor education, family engagement, collaborative work, whole child health-, disability and inclusion. Membership will have geographic, racial and gender diversity reflective of the student population of Seattle Public Schools.

ARTICLE IV: RESPONSIBILITIES EXPECTED SCHEDULE AND TIMELINE

The Task Force will convene _____ 2020, and conclude work by _____, 20___. Meeting dates and times will be determined in collaboration with the selected members and district staff. Task force members shall prepare for meetings by reviewing provided materials in advance of scheduled meetings, and attend and participate in scheduled meetings. Missing three consecutive meetings results in an automatic opt-out of committee participation.

ARTICLE V: ROLES OF TASK FORCE MEMBERS AND STAFF

The Task Force will operate fully on the work of its members, with administrative support from district staff. School District resources may be used for the following activities at the discretion of the Chief Academic Officer or Superintendent's designee:

- Scheduling meetings
- Distributing agendas, handouts and posting on website
- Producing interactive meetings with activities that elicit ideation & collaboration
- Compiling reports, data and information identified by Task Force for review
- Coordinating representative stakeholder groups for meeting participation
- Preparing and distributing minutes and posting on website