

**Seattle School District #1
Board Resolution**

Resolution No. 2017/18-10



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to affirm the vision for equitable access to advanced coursework in all high schools and develop the detailed plan for implementation by 2021-22.

WHEREAS, Seattle Public Schools is committed to providing an excellent education for each and every student in the district, including services for students with disabilities, English language learners and those identified as Highly Capable per board policy and state and federal regulations; and

WHEREAS, School Board Policy No. 0030, Ensuring Educational and Racial Equity, calls for “equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;” and

WHEREAS, students from historically disadvantaged populations are underrepresented in advanced course offerings in our high schools, and increased access, preparation and enrollment in advanced courses will positively impact our efforts to Eliminate Opportunity Gaps; and

WHEREAS, the Seattle Public Schools’ African American Male Advisory Committee recommended “Increase access for African American male students to rigorous, hands-on, project based learning pedagogy and STEM curriculum” in September 2017’s final report; and

WHEREAS, School Board Policy No. 2190, Highly Capable Services and Advanced Learning Programs commits that “all Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services;” and calls for “specialized services” in compliance with Washington State regulations, which state, “Districts shall make a variety of appropriate program services available to students who participate in the district’s program for highly capable students” and that “Once services are started, a continuum of services shall be provided to the student from K-12;” and

WHEREAS, “the District identifies...Highly Capable [students] who perform or show potential for performing at significantly advanced academic levels...” (Policy 2190) and Washington state law (EHB 2242) requires districts to prioritize equitable identification of low income students; and

WHEREAS, all students are capable and that the labels that are used to identify students for advanced learning and highly capable services can be stigmatizing both to the identified students and their peers and that the district needs to provide access to advanced courses for all students regardless of if they have been identified as an advanced learner or highly capable; and

WHEREAS, to increase equitable access to advanced learning and highly capable services for low income students, English language learners, students with disabilities, homeless students,

and students of color, Seattle Public schools should eliminate certain current identification practices such as, but not limited to, testing on Saturdays, using verbally loaded instruments, requiring a parent or teacher referral, and requiring students to test high on every criteria, and should adopt new identification practices that are known to be more equitable; and

WHEREAS, increasing identification in younger grades and providing more access to advanced courses in elementary and middle schools would prepare more students for advanced coursework at all attendance area high schools, and

WHEREAS, in the fall of 2017, district staff conducted community engagement about advanced coursework programming at the high school level, hearing from close to 2,000 families, students and staff, and the community expressed a strong desire for more access to a variety of advanced course offerings closer to home; and

WHEREAS, providing more advanced courses and creative education offerings in all attendance area high schools would meet the desires of the community, create an inclusive learning environment, promote identity safety among all students, and signal high expectations to each and every student; and

WHEREAS, district staff believe that additional planning and preparation are necessary to provide increased advanced courses in all high schools in a manner that fulfills state regulatory requirements for a “continuum of services;”

WHEREAS, the 24 credit requirement and the revision of high school boundaries, dual language immersion pathways and highly capable pathways taking effect in 2019-20 provides the opportunity for the district to increase the offerings of advanced coursework in more high schools; and

WHEREAS, the district needs time to engage Principals, Instructional Councils, Building Leadership Teams, Department heads, Educators and families at each of the high schools, to develop a detailed implementation plan that determines the appropriate course progressions for advanced courses and highly capable services for all subject areas (math, science, language arts etc.) in the context of many issues including, but not limited to, the 24 credit implementation and new science standards *before* determining 2021-22 school year student assignment changes;

NOW THEREFORE, BE IT

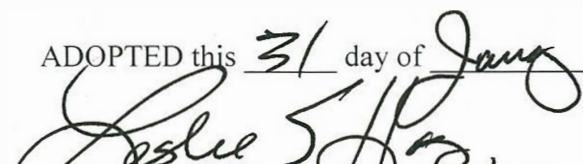
RESOLVED, that Seattle Public Schools will implement, by school year 2019-20, more equitable identification practices for advanced learning and highly capable services that may include, but are not limited to, universal screening in elementary and middle school in the home school during the school day, revising the testing criteria to allow for identification of students who demonstrate high cognitive ability or high achievement in one or more areas (e.g. math only, reading only, or math and reading), and assessments in the native language or non-verbal instruments; and therefore be it further

RESOLVED, the School Board directs the Superintendent and staff to engage in a collaborative planning process with Principals, Instructional Councils, Building Leadership Teams, Educators and parents to develop the scope and sequence of advanced courses that will be provided at all high schools and accessible to all students, and to develop the procedures for ensuring that students are more prepared coming from middle school, and are not required to repeat courses taken in middle school once they get to high school; and therefore be it further

RESOLVED, the School Board directs the Superintendent and staff to produce a report by the Fall of 2019 that will detail the comprehensive plan for increasing advanced coursework in all high schools with appropriate details on the specific strategies for increasing identity safety and cultural competency in advanced courses, impact on school and district budgets, and student assignment impacts (e.g. potential boundary or pathway changes) of any recommended highly capable service delivery model changes (e.g. the "localized" HC model) and other issues as deemed necessary; and therefore be it further

RESOLVED, that in order to determine if any changes are needed to the Student Assignment Plan boundaries and pathways, the Superintendent and district staff will analyze and review the progress made in the aforementioned plan, review enrollment assignment policies and practices and high school enrollment capacity projections in the Spring of 2020, and if appropriate, will recommend changes to student assignment that prioritize equitable access to programs and services and minimize disruption to all students to the school board for implementation in school year 2021-22.

ADOPTED this 31 day of January, 2018



Director Leslie Harris, President




Director Rick Burke, Vice President

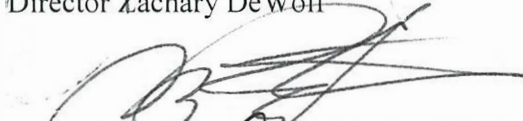


Director Jill Geary, Member-at-Large

Director Zachary DeWolf



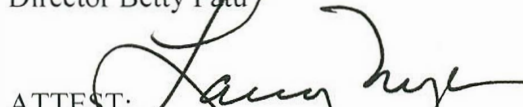
Director Eden Mack



Director Betty Patu



Director Scott Pinkham

ATTEST: 

Dr. Larry Nyland, Superintendent,
Secretary, Board of Directors
Seattle School District No. 1
King County, WA