



## School Board Briefing/Proposed Action Report

**Informational** (no action required by Board)     **Action Report** (Board will be required to take action)

**DATE:** May 2, 2016  
**FROM:** Dr. Larry Nyland, Superintendent  
**LEAD STAFF:** Michael Tolley, Associate Superintendent for Teaching and Learning, [mftolley@seattleschools.org](mailto:mftolley@seattleschools.org); Shauna Heath, Executive Director of Curriculum, Assessment and Instruction, [slheath@seattleschools.org](mailto:slheath@seattleschools.org)

### **I. TITLE**

Repeal of Board Policy A01.00 and adoption of Board Policy No. 0010

**For Introduction:** May 18, 2016  
**For Action:** June 1, 2016

### **II. WHY BOARD ACTION IS NECESSARY**

The School Board has the authority to repeal and adopt Board policies, and therefore Board action is required for this motion.

### **III. FISCAL IMPACT/REVENUE SOURCE**

If approved, the fiscal impact to this action is revenue neutral.  
Current status; the revenue source for this motion is N/A.

Expenditure:      One-time      Annual      Other Source

### **IV. POLICY IMPLICATION**

This motion would repeal Board Policy A01.00, Instructional Philosophy, and replace it with Board Policy No. 0100, Instructional Philosophy.

### **V. RECOMMENDED MOTION**

I move that the School Board repeal Board Policy A01.00 and adopt Policy No. 0010, as attached to the Board Action Report.

### **VI. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Committee of the Whole on March 14, 2016. This motion was also discussed at the Curriculum and Instruction Policy Committee meetings on October 12, 2015, January 11, 2016, February 8, 2016, April 4, 2016 and May 9, 2016. The Committee moved the item forward for consideration by the full Board.

## **VII. BACKGROUND INFORMATION**

Board Policy No. A01.00 was adopted on March 17, 2010. Because the policy was outdated, a review was needed. Research of several local and national Instructional Philosophy policies were completed and presented to the School Board. The development of this policy has been a collaborative partnership between the Directors, the Superintendent and Teaching and Learning and Curriculum and Instruction Staff. The Curriculum and Instruction Policy Committee was presented with the first draft in October 2015. The Directors were given the opportunity to submit feedback over the course of five months. In March 2016, a Committee of the Whole met to discuss additional edits. The feedback was incorporated and resulted in the final draft presented at the May 9, 2016 Curriculum and Instruction Policy Committee meeting. Edits included incorporating language around safety, community involvement and student achievement.

## **VIII. STATEMENT OF ISSUE**

Whether to repeal Board Policy A01.00, and replace it with Board Policy No. 0010.

## **IX. ALTERNATIVES**

The alternative to this motion is to retain Board Policy A01.00. Staff does not recommend this option because the policy is outdated, and includes the old numbering system, and does not reflect the changes recommended by Directors during the review process.

## **X. RESEARCH AND DATA SOURCES / BENCHMARKS**

The Curriculum and Instruction Department reviewed the updated Instructional Philosophy policies from three school districts; Cherokee County Board of Directors, Marionville R-9 School District and Vancouver School Board. We offered the information to Board Directors for discussion on three occasions. A Board Committee of the Whole was held to discuss the language. Following the Committee of the Whole, language in the policy was adjusted and taken back to the Policy Committee.

## **XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT**

Upon approval of this motion, the approved policy will go into effect and be posted to the district website.

## **XII. ATTACHMENTS**

- Policy No. 0010 (for approval)
- A01.00 (for repeal)



INSTRUCTIONAL  
PHILOSOPHY

Policy No. 0010

[ date ]

Page 1 of 2

The Board of Directors of Seattle Public Schools believes that every student should be given the opportunity to learn at grade level and beyond, and the School Board is committed to ensuring that all students will be afforded the opportunity to fulfill their potential and graduate from high school ready for career, college, and life. We recognize that career -and college- ready expectations, goals and standards are appropriate for all students. Student success will be encouraged through a concerted effort toward these goals by district professionals and School Board members, in partnership with students, families, the community, and other elected officials. It is the moral imperative of the School Board and the Superintendent to ensure that all students receive an education that meets these goals:

We are committed to:

- High academic expectations and standards for all students and by all staff;
- An engaging, rewarding, and challenging curriculum that provides all students with an opportunity to meet or exceed learning standards, multiple career and college possibilities, as well as opportunities to enrich their lives;
- Effective, inspired and culturally responsive teaching; measurable outcomes; meaningful, formative, and appropriate assessment; professional development; and continuous progress at the individual student, school, and district levels;
- A meaningful variety of opportunities and support services designed to promote the full development of each student's attributes, including social/emotional capabilities to ensure that all students can meet or exceed state and district learning standards;
- Basic education designed to provide a broad-based, culturally responsive education in areas not measured by state or federally mandated standardized tests, such as music, visual and performing arts, physical education, career and technical educations, and social-emotional learning;
- Process to identify struggling students and those who arrive underprepared, diagnose barriers and deficiencies, and deliver instruction designed to accelerate their learning, with the ultimate goal of eliminating any opportunity gaps;
- A goal that all students will: develop and demonstrate creative and critical thinking skill; communicate their ideas and understandings effectively; use technology effectively and responsibly; and achieve at levels that meet or exceed state and district learning standards; and

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>INSTRUCTIONAL PHILOSOPHY</p>	<p>Policy No. 0010 [ date ] Page 2 of 2</p>
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- Schools that provide a safe, secure, and supportive environment.

We believe that in addition to effective academic support structures and efficient operations, key drivers of student success are family commitment, community collaboration, and high quality and visionary leadership.

Adopted: date

Revised:

Cross Reference: Performance Management (A02.00)

Related Superintendent Procedure: N/A

Previous Policies: C 01.00 and C 41.00 is repealed by the March 17, 2010 revision

Legal Reference:

Management Resource:

DRAFT

	<b>INSTRUCTIONAL PHILOSOPHY</b>	<b>A 01.00 Adopted March 17, 2010</b>
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### **School Board Adopted Policy**

The Board of Directors of Seattle Public Schools believes that every student can and must learn at grade level and beyond, and that all students will be afforded the opportunity to reach their potential and graduate from high school ready for college, career, and life. We recognize that in today's global economy, college ready and career ready standards are the same and are appropriate for all students. It is the responsibility of the School Board and the Superintendent to ensure that all students receive an education that meets these goals.

Achievement of this goal will be reached through the following:

- Maintenance of high academic standards for all students, and high expectations by all staff;
- A rigorous curriculum aligned to college and career readiness standards at all schools and in all programs;
- Effective teaching, measurable outcomes, ongoing assessment, professional development and continuous improvement at the student, school, and district levels;
- Programs designed to promote the full development of each student's capabilities, including social/emotional capabilities, to ensure that all students can meet or exceed college ready standards in addition to state and district performance standards, regardless of the student's skills upon entering school;
- Programs designed to provide a broad based education in areas not measured by standardized tests, such as music and visual and performing arts;
- An expectation that all students will demonstrate critical thinking skills, will communicate effectively with words, numbers, visuals, sounds and symbols, will use technology effectively, and will achieve at levels that meet or exceed college readiness and state performance standards, thus eliminating any achievement gap.

Student success will come through a concerted effort towards these goals by district professionals, school board members, students, families, community partners, and elected leadership.

In addition to community collaboration and family commitment, quality leadership, effective academic support structures, and efficient operations are key enablers of student success.