



School Board Briefing/Proposed Action Report

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

DATE: August 21, 2015
FROM: Executive Committee, School Board

I. TITLE

Approval of Application for Washington State School Directors' Association (WSSDA) Boards of Distinction **For Action:** September 9~~23~~, 2015

II. WHY BOARD ACTION IS NECESSARY

Board action is necessary as the application for WSSDA Boards of Distinction requires the signature of all members of the School Board.

III. FISCAL IMPACT/REVENUE SOURCE

There is no fiscal impact to the approval of the Application.

The revenue source for this motion is N/A.

Expenditure: One-time Annual Other Source

IV. POLICY IMPLICATION

The submission of the Application is in alignment with Board Policy No. 1005, Responsibilities & Authority of the Board.

V. RECOMMENDED MOTION

I move that the School Board approve the submission of the Application for Washington State School Directors' Associations Boards of Distinction. Immediate action is in the best interests of the district.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the August 13, 2015 Executive Committee meeting and at the August 26, 2015 Board work session.

VII. BACKGROUND INFORMATION

Each year, the Washington State School Directors' Association honors outstanding school boards that demonstrate understanding of their leadership role and follow through on their responsibilities, while showing concern for the educational excellence and equity for all students.

The Boards of Distinction recognition program provides a multi-year approach to demonstrating alignment with the Washington School Board Standards, focusing on five benchmarks per year.

The August 26, 2015 work session included a review of the WSSDA Standards and input from Directors on additional topics for possible inclusion in the application.

VIII. STATEMENT OF ISSUE

Whether to approve the submission of the Application for WSSDA Boards of Distinction.

IX. ALTERNATIVES

1. Do not approve the submission of the Application. This is not recommended because this would not allow the Board the opportunity to demonstrate its commitment to educational excellence and equity for all students, continuous improvement, and effective board governance practices.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

N/A

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Upon approval of this motion, the Application will be submitted to WSSDA by the September 21, 2015 deadline.

XII. ATTACHMENTS

- WSSDA Boards of Distinction Application

WSSDA Boards of Distinction Application

Changes for 2015

- An expanded professional development section
- A more specific focus on the achievement gap to better share the board's success
- A rating process revised to give a lower percentage of the score to boardsmanship, and a higher percentage to achievement gap success
- Removal of the *consecutive years* criteria to achieve the Five Year Merit Award

Instructions

The board should complete the application and narratives as directed in each of the sections below, and provide supporting evidence. WSSDA recognizes that governance takes time; the board makes leadership decisions and then monitors the policy and data that show the results. **Be sure to identify which stage of board work you are referencing in your essays and evidence.**

Submit the application and evidence of the work of the board — **as a single Word or PDF document** — by **September 21, 2015**, to Connie Lauderdale at C.Lauderdale@wssda.org. If you need to submit the application in another format, please contact Connie to discuss options.

Submission content:

1. This application with completed narratives and signatures. Be sure to identify supporting documents by name within each essay, e.g. "Appendix A."
2. Supporting documentation for the narratives (no more than 3 pages each), ordered and titled in alignment with the text.

Section I: District Information

School District Name: Seattle Public Schools

Street Address or PO Box: 2445 3rd Avenue South

City: Seattle State: WA ZIP: 98134

Student enrollment: 1 – 1000 1001 – 9000 9001 and over

Board Chair: Sherry Carr

Telephone: 206-252-0040 E-mail: sherry.carr@seattleschools.org

Superintendent: Dr. Larry Nyland

Telephone: 206-252-0180 E-mail: superintendent@seattleschools.org

Date of Submission: ____

Section II: Application Certification

Please enter Yes or No after each of the following questions:

1. All members of the board discussed and provided input and direction on the content of this application. Yes
2. The narratives in this application were written by:
 - a. One or more board members Yes
 - b. The superintendent Yes
 - c. Other (please specify): Jacque Coe and Theresa Hale

We certify the accuracy of all the statements and representations made in this application.

We hereby grant the Washington State School Directors' Association permission to review and verify any information submitted as part of this application, and publish the content.

Signatures of the full board and superintendent:

Director: _____ Director: _____

Director: _____ Director: _____

Director: _____ Director: _____

Director: _____ Superintendent: _____

Section III: Boardsmanship

All WSSDA Boards of Distinction must demonstrate a minimum level of responsible governance. Please underline your answer to each question below. If needed, you may briefly clarify an answer in the Comments section.

- | | | | |
|----|--|------------|----|
| 1. | Each director has no more than one <u>unexcused</u> absence from a regularly scheduled board meeting over the past year. | <u>Yes</u> | No |
| 2. | Each member of the board comes prepared and actively participates in board activities. | <u>Yes</u> | No |
| 3. | The board incorporates the Washington School Board Standards in its work. | <u>Yes</u> | No |
| 4. | The board follows a written vision or plan that has student achievement as a central goal. | <u>Yes</u> | No |
| 5. | The board has completed a self-assessment in the past year. | <u>Yes</u> | No |
| 6. | The board has completed a superintendent evaluation in the past year. | <u>Yes</u> | No |

Comments (optional – please be brief): _____

Section IV: Professional Development

Section IV-A: Professional Development from WSSDA

Boards of distinction should be actively involved in seeking professional development from their member association. Please indicate how many board members attended* each of the following WSSDA events from 9/1/14-9/1/15.

**NOTE: These numbers are inclusive. If 3 members attended a spring regional meeting and 5 attended the fall regional meeting, the number of attendees = 8.*

Event	# Board Attendees	Workshop or Webinar Topic(s)
1. 2014 WSSDA Annual Conference	<u>2</u>	_____
2. Regional meeting (fall '14/spring '15)	<u>1</u>	_____
3. WSSDA Webinar (live or archived)	_____	_____
4. Individual board workshop	_____	_____

Section V-B: Professional Development Independent of WSSDA

Professional development as a board is an important practice. Please include any professional development of the board done independently from WSSDA from 9/1/14-9/1/15. Examples include workshops or conferences attended by your board and delivered by non-WSSDA providers, a book study, or School Board Standards reviews during board meetings. Please reference any such PD by the board below.

The SPS School Board intentionally builds into their work calendar:

- Attendance of Board members at each WSSDA Annual Conference, and encouraging new Board members to attend the related Boot Camp session
- Board Self-Evaluation based on the WSSDA developed instrument and rubric
- Quarterly reviews of the WSSDA developed SMART Goal process
- Professional development that flows out of the above work:
 - o Three sessions on cultural competence
 - o Effective board training with national leader Dr. Tom Alsbury
- Participation in:
 - o WSSDA's Legislative Assembly, attended by 2 Board members
 - o WASA Legislative Conference, attended by 1 Board member
 - o Council of Great City Schools Annual Conference, attended by 6 Board members, and
 - o Council of Urban Boards of Education Annual Conference, attended by 1 Board member, who is the vice-chair of the CUBE Steering Committee
- The Board also reviews the Series 1000 Policies and the Communications Protocol in multiple sessions each year

Section V: Student Achievement Data

Please provide the following information. Reviewers may award bonus points based on this data and/or thoughtful explanations of the data, and look for understanding of and progress toward your district's student achievement goals and needs as reflected by the data.

1. Embed a copy of your district's student achievement data page from your district's OSPI Report Card <http://reportcard.ospi.k12.wa.us/summary.aspx>.

Seattle Public Schools
 Superintendent Larry Nyland
 206.252.0010

[District Web Site](#)
 2445 3RD AVE S SEATTLE 98134-1165 Grade Span: PK-13
 Puget Sound Educational Service District 121

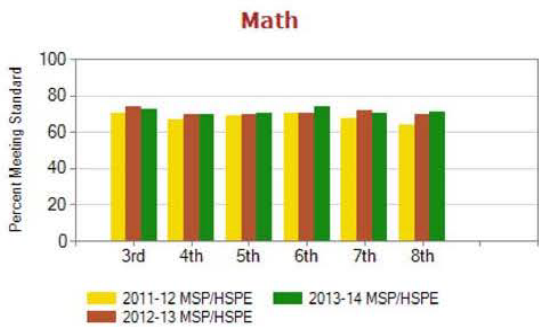
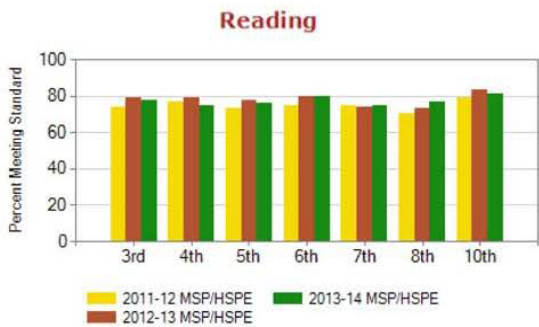
Select a year: 2013-14

2013-14 MSP/HSPE Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
3rd Grade	77.6%	72.2%		
4th Grade	74.8%	69.6%	69.3%	
5th Grade	76.4%	70.4%		75.5%
6th Grade	79.8%	74.2%		
7th Grade	74.7%	70.0%	79.6%	
8th Grade	76.8%	71.0%		76.4%
10th Grade	81.2%	See EOC below	84.5%	See EOC below

Grade Level *	EOC Math Year 1	EOC Math Year 2
ALL Grades	68.5%	71.0%

Grade Level *	EOC Biology
ALL Grades	72.2%

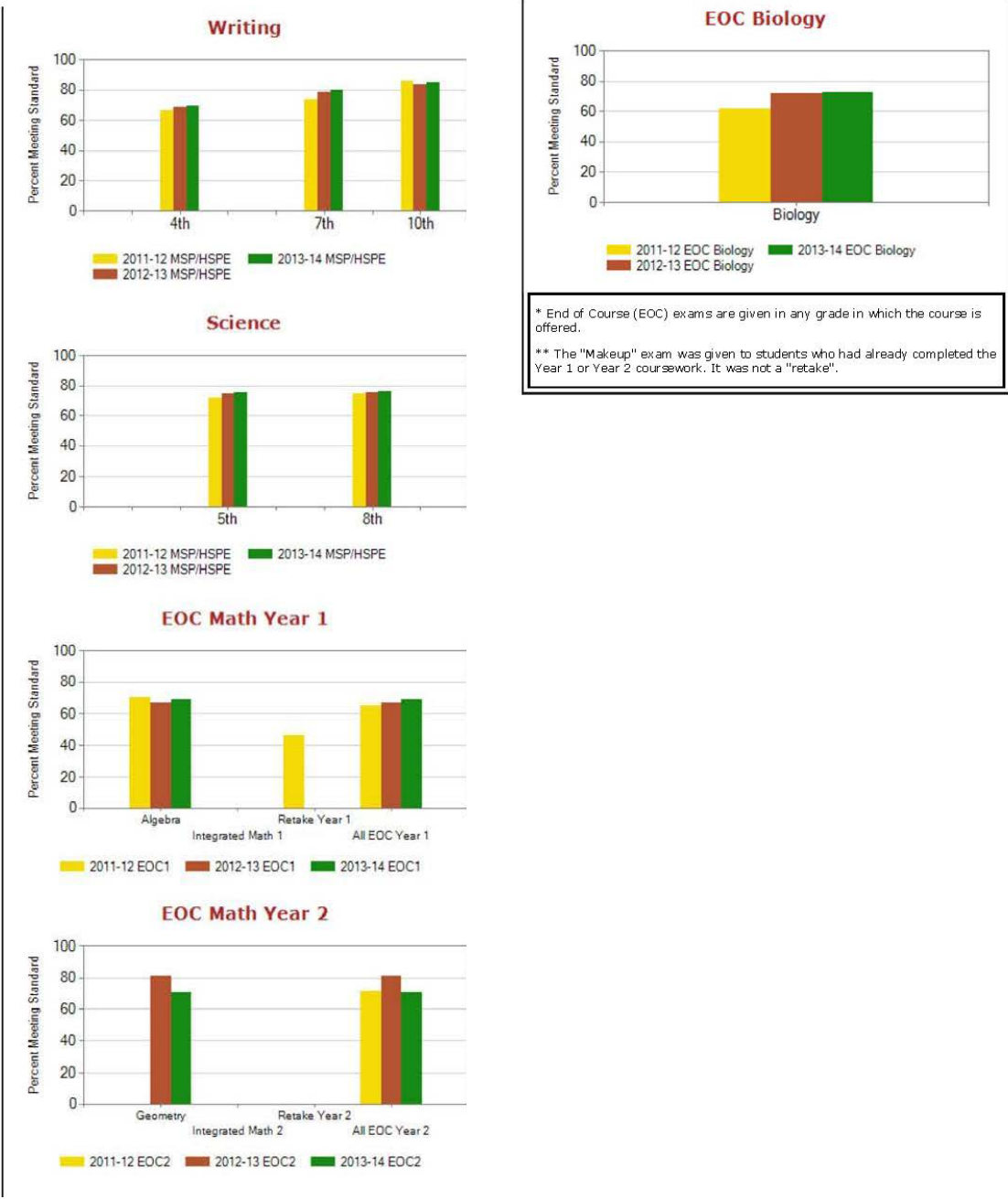


Student Demographics

Enrollment	
October 2013 Student Count	51,738
May 2014 Student Count	51,918
Gender (October 2013)	
Male	26,574 51.4%
Female	25,164 48.6%
Race/Ethnicity (October 2013)	
Hispanic / Latino of any race(s)	6,523 12.6%
American Indian / Alaskan Native	422 0.8%
Asian	8,638 16.7%
Black / African American	8,823 17.1%
Native Hawaiian / Other Pacific Islander	270 0.5%
White	23,122 44.7%
Two or More Races	3,894 7.5%
Special Programs	
Free or Reduced-Price Meals (May 2014)	20,698 39.9%
Special Education (May 2014)	7,539 14.5%
Transitional Bilingual (May 2014)	6,001 11.6%
Migrant (May 2014)	171 0.3%
Section 504 (May 2014)	566 1.1%
Foster Care (May 2014)	342 0.7%
Other Information (more info)	
Unexcused Absence Rate (2013-14)	0 0.0%
Adjusted 4-Year Cohort Graduation Rate (Class of 2013)	72.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2012)	78.1%
College/University enrollment rates of graduates	

Teacher Information (2013-14) [\(more info\)](#)

Classroom Teachers	3,003
Average Years of Teacher Experience	11.4
Teachers with at least a Master's Degree	69.3%
Total number of teachers who teach core academic classes	2,572
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.3%
Total number of core academic classes	14,372
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	92.9%
% of classes taught by teachers who do not meet ESEA HQ definition	7.1%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	84.7%
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	15.3%
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	98.6%
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	1.4%



2. Provide up to one page explanation of what this data suggests.

The 2013-14 Washington State Report card highlights multiple successes and growth patterns for Seattle Public Schools. For multiple years, the district has outperformed the Washington State averages in 3rd-8th Reading Proficiency, 3rd-8th Math Proficiency and 8th Grade Science Proficiency. From 2008 to 2013, the district saw a 10 point increase in our graduation rate, while the state saw an average 4 point increase for the same time period.

At the same time, the district continues to face challenges in the areas of improving systems that support student learning and closing the achievement gap. The district has refocused its work on four key priorities identified by staff to create a strong foundation for success: Excellence and Equity for Every Student, Addressing District Systems, Reviewing Bell Times, and Creating a Customer Service Culture.

Seattle Public Schools has shown steady upward trends in student data and our Smarter Balanced scores were:

- Higher than the state, and
- Higher than predicted

All 3-8 grade scores were in the 60's and is a tribute to:

- Dedicated teachers and leaders
- Work on the Common Core, and
- Professional Learning Community work on Interim Assessments

Seattle also groups schools based on their absolute performance into 5 different levels, from Level 1 (low) to Level 5 (high). In 2008, 41 percent of district schools were ranked as Level 1 or 2, and in 2014, only 21 percent of schools were Level 1 or 2. In the same time period, we went from having 33 percent of schools at Level 4 or 5 up to 50 percent of schools at Level 4 or 5. Title I schools used to be below the state average and now exceed state scores by 10%.

The district has had:

- 23 academic award winners
- 11 Schools of Distinction in 2013 and 11 in 2014

The Board has adopted:

- Two SMART Goals for the Superintendent Evaluation related to:
 - o Response to Intervention, and
 - o Closing Opportunity Gaps
- Does quarterly reviews on the SMART Goals, with annual scoring against established measures
- Identified positive outliers from the data review and asked for a lessons learned study, which was shared during the Summer Leadership Institute this year.

3. How many of your schools were identified as exemplary in 2013/14, based on the State Board's

Achievement Index: <https://eds.ospi.k12.wa.us/WAI/IndexReport?>

6

4. What percent of your district's schools attained exemplary status?

6 of 97 = 6.2%

ESSAYS AND EVIDENCE

For each of the six sections below (5 standards, plus achievement gap), please submit a narrative of no more than 300 words explaining up to three ways in which the board supports that section's topic.*

Indicators for each of this year's benchmarks are included for your convenience and to help inform your essays. We recommend you also review the "Descriptors" and "Equity and Access Standards" available on the WSSDA Board of Distinction web page. If possible, address how your board meets the needs of diverse students and steps they are taking to close the achievement gap. A separate section is provided for you to share your efforts to close the achievement gap more fully.

Immediately after each narrative, insert no more than three* pages of evidence (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.) to support that narrative. The same piece of evidence may be used to support more than one narrative.

Standard 1: Provide responsible school district governance

Benchmark: ***Conducting board and district business in a fair, respectful and responsible manner.***

- Indicators:
1. Does the board base its decisions on what is best for students?
 2. Does the board conduct its meetings in a businesslike manner?
 3. Do board meeting agendas and minutes provide meaningful details regarding the business of the board in a way that the public can understand the issues addressed and the decisions made?
 4. Does the board ensure that time spent on each agenda item is appropriate in terms of the item's importance and impact on student learning?
 5. Does the board use methods to study and gain a deeper understanding of issues (e.g., study sessions, work groups, board training or public forums)?
 6. Does the board model civility in all its interactions?

Enter narrative here, with content underlined.

We approach our Board work in two ways; aligning our Board agendas with the three goals of the Strategic Plan (see Exhibit) and SMART Goals, and regularly placing student learning topics on agendas for attention and discussion. This begins with basic meeting structures, as outlined in Board Policy No. 1400 and using Robert's Rules of Order as a guide. Agenda items are ordered to begin with Board Policy first and then Teaching and Learning, and intentionally moving routine agenda items to the consent agenda to allow more discussion time on student learning items. Directors are intentional to explain complexities and rationales on issues before they vote, to ensure logical explanations to the public are captured in Board minutes and televised broadcasts to promote understanding. Annually, we conduct a review and approve our Board Code of Conduct and Communications Protocol. The Board participated in Board Governance training with Dr. Tom Alsbury, focused on 'how a school board works.'

As a Board, we utilize Board subcommittees and full Board work sessions, to delve deeper into issues. The Board also holds quarterly retreats to focus on key areas of work, such as Board Governance and District Governance Priorities, and to also hold trainings to increase Board member knowledge. One such discussion was around a moratorium on elementary out-of-school suspensions to address disproportionate discipline rates for African American Males and Other Students of Color. The moratorium has strong Board interest and Directors will further study and discuss the implementation to ensure a thoughtful and intentional approach first. To create greater understanding and consistency in the use of Board Bylaws, Directors held two work sessions to review and discuss key policies. Our Board has worked hard over the past year to build respectful relationships with one another to collaboratively address issues which put students first. (300 words)

Standard 1 evidence: insert up to three pages of evidence below

- **Code of Conduct**
- **Page 3 of Strat Plan Summary**
- **Board calendar one-pager**

Standard 2: Set and communicate high expectations for student learning, with clear goals and plans for meeting those expectations

Benchmark: ***Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.***

- Indicators:
1. Does the board include stakeholders and the community in the development and revisions of the district's vision?
 2. Does the board use the vision to drive planning, decision-making and evaluation of district operations and progress?
 3. Does the board communicate its rationale for decisions to the community as a way to reinforce its commitment to the vision?

Enter narrative here, with content underlined.

The Superintendent, in collaboration with the Board, uses the Strategic Plan as a roadmap for our work. The Board monitors progress during quarterly work session updates. These updates include staff presentations to the Board on progress made on Governance Priorities and Superintendent SMART Goals, including course corrections. The Board also ensures the Superintendent's evaluation includes SMART Goals align to the Strategic Plan.

A 75 member community task force participated in the strategic plan development, including Seattle's key constituent groups (e.g. PTSA, Seattle Education Association, and numerous non-profit groups). Retreats, work sessions and district events include members of the community based on the topic. Examples:

- At the March Board retreat on cultural responsiveness, Directors each invited a community member to participate and offer their experiences and perspectives.
- A two-day district retreat in June 2015 focused on Closing the Opportunity Gap for African American Males initiative included invited representation from PTSA and other parent groups to contribute perspective regarding approaches to address disproportionate discipline and graduation rates for students of color.
- The Board is currently listening to high community interest regarding the proposed moratorium on out of school suspensions for elementary students. In response to a board requested delay, President Carr communicated proactively to constituents offering an explanation regarding why.
- The Board has closely followed the piloted use of mClass Beacon assessments, which are used by teachers in identifying and addressing student learning gaps.

The Board utilizes district-wide community outreach for input in decision-making to zero in on possible options:

- District hosted community meetings were held to enable the public to prioritize Capital construction projects for our levy.
- Neighbor to Neighbor (N2N) focus groups were held Spring 2015 for public input on aligning school start times to adolescent sleep schedules based on American Pediatric Association's recommendations. (300 words)

Standard 2 evidence: insert up to three pages of evidence below

- **Director Martin-Morris' resolution (version for 9/18 agenda posting)**
- **Superintendent 2014-15 SMART Goals**

Standard 3: Create conditions district wide for student and staff success

Benchmark: ***Providing for the safety and security of all students and staff.***

- Indicators:
1. Does board policy support regular evaluation of safety and security risks and updating of risk mitigation plans, ensuring coordination with local safety agencies?
 2. Does the budget adequately address concern for safety and security issues?
 3. Does the board ensure that facilities meet the learning needs of students and comply with current health, safety, security and accessibility standards?

Enter narrative here, with content underlined.

The Board's Code of Conduct leads with 'Put student interests first'. Safety is a top priority for Directors. We supported the district's Rapid Responder system (the emergency response management system) and OSPI grant application for a SafePoint emergency communication system to ensure school leaders have up-to-the-moment information about incidents near their schools. The district is part of the City of Seattle's emergency management plan to ensure close coordination.

The Board recently adopted Policy No. 6500, Risk Management, to identify and mitigate risk for students/ staff. Board-adopted Procedure 6896BP, Drinking Water Quality and Access, addresses annual water quality testing, exceeding standards set by the EPA, state and county. An air quality expert was hired in response to parent concerns at John Marshall building. Test results were within state guidelines and monitored the following year. Capital levies include funding to exceed local, state and national earthquake standards and seismic retrofitting. Our 2020 Long Range Facilities Master Plan sets specifications to ensure buildings meet current codes. The Board utilizes the Building Excellence Oversight Committee to ensure safety and security in capital planning.

Major changes have been made in the Title IX Compliance program. New positions for a Title IX Coordinator and School Compliance officials will ensure the Board Policy on Sexual Harassment is upheld by all schools, students, employees, and volunteers. A 'Prevention and Response to Sexual Harassment and Assault Task Force' was formed in 2014 to review and recommend changes to district policies and procedures. Field trip procedures and chaperone training requirements have been recently updated to incorporate lessons learned.

The Board's 'Green Resolution' ensures all construction uses passive design principles to provide optimal natural light, heating/cooling, and ventilation. This will result in school environments which support student/ staff well-being and learning. Operating costs will be reduced; resources will be redirected to instruction. (299 words)

Standard 3 evidence: insert up to three pages of evidence below

- **Policy 6500**
- **Board Procedure 6896BP**

Standard 4: Hold school district accountable for meeting student learning expectations

Benchmark: ***Measuring student academic progress and needs based on valid and reliable assessments.***

- Indicators:
1. Does the board expect and model the effective use of data in monitoring student achievement and district performance?
 2. Does the board review and understand the criteria, assessment tools and methods to measure student achievement and district performance?
 3. Does the board regularly review data, including disaggregated student achievement data, to measure progress toward district goals?
 4. Does the board regularly evaluate and adjust resources and strategies for closing achievement gaps to maximize their effectiveness?

Enter narrative here, with content underlined.

We look closely and frequently at data to inform and monitor our decision making around academic achievement. Disaggregated data is used to examine progress toward district-wide goals, related to the Strategic Plan and Superintendent SMART goals, and during annual work sessions on the District Scorecard and Operations Data Dashboard, as well as goals for individual schools, through the annual certification of each school's Comprehensive School Improvement Plan. The Superintendent's Annual Evaluation is timed to allow for the prior school year's student data to be incorporated into the Superintendent SMART Goals performance ratings. Further, results of state assessments are reviewed and discussed to ensure proper context around the use of assessments and conclusions drawn. Board work sessions on the results of programs funded through the City of Seattle's Families and Education Levy further support our Board's intentionality to focus on student learning outcomes through a student achievement and fiduciary lens.

Board Policy 2163, Supports & Interventions, established the use of the Multi-tiered Systems of Support (MTSS) to combine systematic assessment, decision-making, and a multi-tiered services delivery model to improve educational and social and emotional/behavioral outcomes for all students. The Board established the continued implementation of the MTSS system as one of the 2014-15 Board Governance Priorities, and MTSS was the focus for two of the Superintendent's 2014-15 SMART Goals.

The current use of discipline data and graduation rates for various racial groups helps to identify and address disparities in the use of discipline, inconsistent school procedures, the conditions they may create and the results they may have on student learning. The district studied eight schools which have demonstrated success in closing the opportunity gap to examine what can be learned and replicated to other schools for similar results. (287 words)

Standard 4 evidence: insert up to three pages of evidence below

- **District Scorecard**
- **Operations Data Dashboard**
- **Recent FEL work session results slide**

Standard 5: Engage local community and represent the values and expectations they hold for their schools

Benchmark: ***Ensuring school board and district transparency through a process that is open and accountable.***

- Indicators:
1. Does the board ensure that the public is well informed of the board's roles and responsibilities?
 2. Does the board make itself directly accessible to the public?
 3. Does the board maintain visibility, participating actively in school and community affairs?
 4. Does the board ensure that district and school staff operate with a customer focus?
 5. Does the board ensure the district conducts business in a transparent and accountable manner?
 6. Does the board ensure its policies are easily accessible to staff and community?

Enter narrative here, with content underlined.

As a Board which operates in the largest district in the state with an active parent community and engaged community organizations, transparency is critical to ensure public trust and confidence. The Board annually adopts its SMART Goals in alignment with the district's Strategic Plan and the year's Governance Priorities. Board meeting agendas are posted the Friday before our regular Wednesday meetings to allow the public and the Board to prepare for Board meetings. All Board policies and procedures are posted to the district website. Public comment is included at each regular Board meeting, and the comment list is expanded when more than 35 requests are received. For the 2014-15 year, the Board set "Increasing Board communication with underrepresented communities" as a SMART Goal, and one Director has conducted extensive research on district capacity for outreach in conjunction with meeting this goal.

Further, Each Director makes themselves accessible to the public through regular community meetings and are regularly invited to speak at local, state and national events and conferences on education topics, such as assessments, disproportionality, and our superintendent evaluation system. To gain input and engage in discussion, Directors frequently visit district schools and attend school events, PTSA meetings, high school graduations, student-focused non-profit events, and community engagement meetings led by district staff on topics such as boundary review, bell times and transportation. A recent city-sponsored event hosting the Oakland School District and their efforts to address disproportionate discipline and close the opportunity gap included Director Patu providing an important contextual statement to underscore the importance of such efforts in Seattle Public Schools.

Board Directors advocate for increased parent participation in the annual school climate surveys which gauge parent satisfaction with Seattle Public Schools; an important feedback tool which helps inform oversight and monitor performance. (294 words)

Standard 5 evidence: insert up to three pages of evidence below

- **Recent Board meeting agenda**
- **Monthly Board calendar showing community meetings**

Achievement Gap

The benchmarks addressed above may or may not allow for the best examples of how your board addressed the achievement gap over the past year.

Please follow the instructions under *Essays and Evidence* to answer the following questions:

1. What decisions did your board make this past year to positively change the achievement gap?
2. What evidence of success resulted from previous decisions by the board?

Enter narrative here, with content underlined.

One Board 2014-15 SMART Goal was a three-pronged approach to increase understanding of the racial and ethnic challenges facing the district. This included work sessions with staff on academic achievement, opportunity gaps and current district gap-closing initiatives, as well as a Board Retreat focused on multi-cultural understanding & responsiveness, to conclude with a work session this fall focused on research around gap-closing policies and practices employed in other districts.

In the last year, the Board adopted a new Physical Education policy and another on Student Wellness. Both highlight the importance of physical activity and overall student wellness in increasing the academic success of our students, by promoting and supporting a healthy school environment.

Recently, the Board voted to accept a service agreement with the City of Seattle for three pre-K classrooms. Directors worked collaboratively to understand different perspectives on the Board and addressed questions and concerns in a respectful climate. In addition to this agreement, the district provides Head Start services to improve the social competence and school readiness for young children to enhance their potential for success as life-long learners.

The December 2014 adoption of Policy 2190, Highly Capable Services & Advanced Learning Programs, ensures students identified as highly capable and advanced learners will be afforded the programs and services they need in order to be challenged academically, learn and thrive. The Board will continue to look at equity indicators in these programs to ensure all students have equitable access to programs and services.

Seattle was placed on a Corrective Action Plan (CAP) for Special Education with the Department of Education and OSPI. Through Board oversight, Superintendent guidance, Special Education leadership and tremendous work by district staff, we met all 40 CAP compliance points. Further, efforts went beyond compliance to do outreach to special education families and improve communication. (300 words)

Achievement gap evidence: insert up to three pages of evidence below

- **Original CAP**
- **Policy 2190**
- **Action Plan for closing opportunity gap**