Highline Public Schools Board Action Report

DATE: May 22, 2026

FROM: Dr. Ivan Duran, Superintendent

LEAD STAFF: Dr. Andrew Benitez, Janet Blanford, Dr. Kevin King, Bernard Koontz, Sarah Semroc

CABINET MEMBER: Holly Ferguson, Chief Policy & Strategy Officer

For Introduction: 6.3.26 For Action: 6.18.26

I.TITLE: Creating a new Policy 2000; repealing current Policy 2000, 2004 and 2005

Select one: ☒ New Item ☐ Renewed Item ☐ Annual Item ☐ Revised Item

II. WHY BOARD ACTION IS NECESSARY

Per Policy 1310, revising or repealing Board policies requires School Board action.

III. BACKGROUND INFORMATION

Current policies 2000, 2004, and 2005 are outdated and use language that has been superseded by changes in Federal law and state requirements. While some of the elements are still important, the way we implement the state and local requirements has changed. The purpose of new Policy 2000 and repealing the current Policy 2000, 2004, and 2005 is to better align this policy with the work that Highline is doing to improve our instructional program.

New Policy 2000 retains mention of certain requirements, such as each school's development of an annual plan, and intentionally references the Washington State Improvement Framework (WSIF), which sets out specific measures that are used by each school.

The policy goes further, however, by specifically naming our commitment to equity, outlining what our instructional program highlights, naming how we assess progress, and naming how we use our measures to identify professional development and other needs.

The new policy is intended to be both inspirational and aspirational while being grounded in compliance. We anticipate that this will give leaders and others a clear indication of the actions that we take to uphold our fundamental belief that all of our students have brilliance within them.

The proposed new name of Policy 2000 is "Student Learning, Improvement, and Accountability", which we believe is more accurate than the current title "Student Learning Goals".

IV. RECOMMENDED MOTION

I move that the School Board of Directors approve the repeal of current Policy 2000, 2004, and 2005 and approve new Policy 2000 Student Learning, Improvement, and Accountability.

V. FISCAL IMPACT/REVENUE SOURCE

There is expected to be no fiscal impact to these policy changes. These changes reflect the work currently underway in Highline, rather than new initiatives or projects.

Expenditure: ☐ One-time ☐ Annual

VI. APPLICABLE POLICY(S)
0010 Equity, Race, and Identity

VII. ALTERNATIVES
The alternative is not to make these changes. This is not recommended, as keeping the old policies on the books will retain outdated language and not reflect the current work of the district.

VIII. COMMUNITY ENGAGEMENT
Community Engagement Required: ☐ Yes ☒ No

IX. ATTACHMENTS
Policy 2000 clean For approval
Policy 2000 redline For repeal
Policy 2004 redline For repeal
Policy 2005 redline For repeal

Policy 2000 – STUDENT LEARNING, IMPROVEMENT, AND ACCOUNTABILITY

Highline Public Schools is committed to erasing historical inequities that continue to have negative impacts today, as outlined in Policy 0010 “Equity, Race & Identity”. This demands a rigorous and high-quality instructional program that both challenges and supports students, demonstrating our commitment to creating cultures of belonging and independent learners.

Highline’s instructional program demonstrates clear learning goals, high expectations, and belief that all students are brilliant. We use culturally responsive practices and partner closely with our families and the community to build an effective learning environment for all students.

To assess progress, Highline regularly examines state and local accountability measures and uses the results to improve instructional practices and provide targeted support for students and schools as needed. Multiple measures are used including academic measures of student growth and achievement and non-academic measures such as school climate and sense of belonging. Measures are used to determine professional development, school and program design, instructional focus, and system level practices.

Highline’s accountability systems reflect federal, state, and local accountability practices and measures to monitor school and district performance and to ensure continuous improvement. These include developing annual school action plans with goals specifically tailored to the needs of each school; annual reporting of state data, including metrics identified in the Washington State Improvement Framework (WSIF); and regular reporting of key metrics identified in the district’s strategic plan.

The Superintendent is authorized to develop procedures that ensure compliance with all applicable state laws and regulations, as well as locally determined accountability measures, and to report periodically to the Board on program effectiveness, student achievement, progress toward district goals, and shifts in strategies, practices, or initiatives.

Cross Reference:
Policy 0010 Equity, Race, and Identity

WSSDA Cross Reference:
WSSDA Policy 2000 Student Learning Goals
WSSDA Policy 2004 Performance Improvement Goals
WSSDA Policy 2005 School Improvement Plans

Legal References:
Basic Education RCW 28A.150.210

Washington Commission on Student Learning RCW 28A.655.010
Performance Goals RCW 28A.655.100
Supplemental Basic Education Program Approval Requirements WAC 180-16-220

Highline School District No. 401
Adopted by the Board: 6.26 (formerly 2000, 2004, 2005)
Revised by the Board:
Classification: Important

~~Policy 2000 – STUDENT LEARNING GOALS~~

~~The vision for Highline schools is that all students graduate prepared for college, career and the future they choose. Students will be offered and encouraged to take advantage of all courses and opportunities that will assist them in achieving their full academic potential. The District, with the involvement of families and community members, shall provide opportunities for every student to develop the knowledge and skills essential to:~~

1. ~~Read with comprehension, write effectively, and communicate effectively and responsibly in a variety of ways and settings and with a variety of audiences;~~
2. ~~Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography, arts; and health and fitness;~~
3. ~~Think analytically, logically, and creatively, and to integrate digital and media literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and~~
4. ~~Learn financial literacy skills and understand the importance of education and employment and how performance, effort, and decisions directly affect future career and educational opportunities.~~

~~These goals will be placed within a context of a standards-based educational system in which high standards are set for all students, and articulated through the identification of essential standards. Parents/guardians are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals shall be adopted by the district as required by law.~~

~~Legal References:~~
~~Basic education - Goals of school districts - RCW 28A.150.210~~
~~Washington commission on Student Learning – Definitions - RCW 28A.655.010~~

~~Management Resources:~~
~~October 2007 – Policy News~~
~~February 2018 - Policy News~~

~~Highline School District 401~~
~~Adopted by the Board: August 1984~~
~~Revised by the Board: 1.08, 3.19, 07.22~~
~~Classification: Encouraged~~

A. High School Graduation Rate Goals

The board shall annually adopt district-wide graduation goals and direct each high school to annually establish goals, subject to board approval, to increase the percentage of on-time graduates receiving a high school diploma beginning with the class of 2004. The minimum graduation rate goals through 2013 shall be as defined in WAC 180-105-060. Graduation rate goals in 2014 and each year thereafter for each group of students, identified in Federal requirements, shall not be less than 85 percent.

B. District and School Reading and Mathematics Improvement Goals

The board shall adopt district-wide performance improvement goals for reading and mathematics for elementary, middle and high school (grade level bands); and direct each school in the district that administers the Washington Comprehensive Assessment Program to adopt performance improvement goals to increase the percentage of students meeting the standard in fourth, seventh and tenth grade reading and mathematics.

The following goals and calculation methodologies shall be established to measure and improve student achievement in reading and mathematics within the grade level bands as measured by the Washington Comprehensive Assessment Program administered in the spring of 2003 through and including the spring of 2014.

1. The baseline of achievement for the district and schools within the grade level bands on the reading and mathematics assessments for each grade are the starting points established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan.
2. The goal for the district and for each school is to increase the percentage of students in the following categories in meeting or exceeding the reading and mathematics improvement goals on the state uniform bar as established using the federal requirements in the Washington State No Child Left Behind (NCLB) Accountability Plan:
   a. All students;
   b. Students of each major racial and ethnic group;
   c. Economically disadvantaged students;
   d. Students receiving Special Education services; and
   e. Students served in the state's Transitional Bilingual Instructional Program.
3. The district and all schools shall demonstrate satisfactory progress toward the performance improvement goals by meeting the federal requirements or by showing improvements using the alternative "Safe Harbor" calculation.

Once a year the board shall issue a report to parents and present it in a public meeting. The report shall include the following:

1. The district's and buildings' improvement goals.
2. Student performance relative to the goals.

3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually the district will report in a news release the district's progress toward meeting the district and building goals. Annual school performance reports are available to the public on the district website (www.hsd401.org). Reports include a summary of student achievement data highlighting areas of strength and challenge.

Legal References:

Performance goals - Reporting requirements ..... RCW 28A.655.100
Reading and Mathematics ..... WAC 180-105-020
High School Graduation ..... WAC 180-105-060

Management Resources:

High School Proficiency Examination ..... *Policy News*, June 2010
Requirements Revised ..... *Policy News*, December 2005
A+ Commission's Revised Performance Improvement Goals ..... *Policy News*, October 2003
Accountability Bill Includes Policy Implications ..... *Policy News*, June 1999
Boards must set reading goals ..... *Policy News*, June 1998
CORRECTION: Reading goals policy ..... *Policy News*, August 1998

Highline School District 401
Adopted by the Board: January 2008
Revised by the Board: 1.09
Classification: Essential

HIGHLINE PUBLIC SCHOOLS *A path to success for every student*	SCHOOL IMPROVEMENT PLANS	Policy No. 2005 Instruction Page 1 of 1

Each school shall develop and adopt a school improvement plan or process, with annual review for progress and necessary changes.

Each school improvement plan or process shall be data driven and shall promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency, so that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan or process shall be based on a building self-review that includes the active participation and input of building staff, students, parents and community members. Staff shall rely on reason and professional judgment based on research and emerging best practice in identifying their strategies to enhance student achievement.

Each school improvement plan or process shall address the following elements:

- Characteristics of effective schools as identified by the office of the superintendent of public instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);
- Safe and supportive learning environments;
- Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- Use of technology;
- Parent and community involvement; and
- Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act shall constitute sufficient compliance with this policy.

Legal References:
Supplemental basic education program approval requirements ..... WAC 180-16-220

Management Resources:
State Board Requires Annual School Plan ..... *Policy News,* October 2002

Highline School District 401
Adopted by the Board: January 2008
Classification: Essential