



King County

1200 King County
Courthouse
516 Third Avenue
Seattle, WA 98104

Meeting Agenda Committee of the Whole

Councilmembers: Jane Hague, Chair; Joe McDermott, Vice Chair;
Rod Dembowski, Reagan Dunn, Larry Gossett, Kathy Lambert,
Larry Phillips, Dave Upthegrove, Pete von Reichbauer

Staff: Wendy Soo Hoo, Lead Staff (206-477-0890)
Marka Steadman, Committee Assistant (206-477-0887)

9:30 AM

Wednesday, March 5, 2014

Room 1001

REVISED AGENDA

Pursuant to K.C.C. 1.24.035 A. and F., this Committee of the Whole meeting is also noticed as a meeting of the Metropolitan King County Council, whose agenda is limited to the committee business. In this meeting only the rules and procedures applicable to committees apply and not those applicable to full council meetings.

1. **Call to Order**

2. **Roll Call**

3. **Approval of Minutes**

January 15 and February 19, 2014

To show a PDF of the written materials for an agenda item, click on the agenda item below.

Discussion and Possible Action

4. [Proposed Motion No. 2014-0068](#)

A MOTION in support of the Civics for All Initiative.

Sponsors: Mr. Phillips

Mary Bourguignon, Council Staff
Sherril Huff, King County Director of Elections
Web Hutchins, Civics For All Initiative



Sign language and communication material in alternate formats can be arranged given sufficient notice (206-1000).

TDD Number 206-1024.

ASSISTIVE LISTENING DEVICES AVAILABLE IN THE COUNCIL CHAMBERS.



Briefing

5. [Briefing No. 2014-B0011](#)

A briefing on King County's Commercially Sexually Exploited Children Task Force

Kelli Carroll, Council Staff
Barbara Mack, King County Superior Court Judge
Dan Satterberg, King County Prosecutor
Melinda Biovengo, Ph.D., YouthCare Executive Director

6. [Briefing No. 2014-B0034](#)

Harborview Board

Wendy Soo Hoo, Council Staff
Patrick Hamacher, Council Staff
Johnese Spisso, Interim Executive Director, Harborview Medical Center
Bernie Dochnahl, Harborview Medical Center Board of Trustees
LeeAnn Prielipp, Harborview Medical Center Board of Trustees

Other Business

Adjournment



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Meeting Minutes

Committee of the Whole

Councilmembers: Jane Hague, Vice Chair;
Rod Dembowski, Reagan Dunn, Larry Gossett, Kathy Lambert,
Joe McDermott, Larry Phillips, Dave Upthegrove, Pete von
Reichbauer

Staff: Wendy Soo Hoo, Lead Staff (206-477-0890)
Marka Steadman, Committee Assistant (206-477-0887)

9:30 AM

Wednesday, January 15, 2014

Room 1001

DRAFT MINUTES

Pursuant to K.C.C. 1.24.035 A. and F., this Committee of the Whole meeting is also noticed as a meeting of the Metropolitan King County Council, whose agenda is limited to the committee business. In this meeting only the rules and procedures applicable to committees apply and not those applicable to full council meetings.

1. **Call to Order**

The Metropolitan King County Council's Committee of the Whole was called to order at 9:30 a.m. by Chair Jane Hague.

2. **Roll Call**

Present: 7 - Ms. Hague, Mr. Phillips, Mr. von Reichbauer, Mr. Gossett, Mr. McDermott, Mr. Dembowski and Upthegrove

Excused: 2 - Ms. Lambert and Mr. Dunn

3. **Approval of Minutes**

Councilmember McDermott moved approval of the minutes of the November 18, 2013, special meeting and the December 4, 2013, meeting. The motion passed unanimously.

Discussion and Possible Action

4. Proposed Ordinance No. 2013-0420

AN ORDINANCE relating to the development of a youth action plan that sets King County's priorities for serving infants through young adults.

Kelly Carroll, Council Staff, briefed the Committee and answered questions from the members.

Councilmember Dembowski introduced panel members Justice Bobbe Bridge; Superior Court Judge Wesley Saint Clair; and Mike Heinisch, Executive Director of Kent Youth and Family Services. Chair Hague also acknowledged the contributions of Calvin Lyons, President & Chief Executive Officer of the Boys & Girls Clubs of King County.

The panel members addressed the Committee and answered questions from the members.

Betsy Jones, of the Executive's Office, commented on the proposed legislation.

Councilmember Dembowski moved striking amendment S1. The motion passed unanimously. The matter was expedited to the January 21, 2014, Council agenda.

A motion was made by Councilmember Dembowski that this Ordinance be Recommended Do Pass Substitute. The motion carried by the following vote:

Yes: 7 - Ms. Hague, Mr. Phillips, Mr. von Reichbauer, Mr. Gossett, Mr. McDermott, Mr. Dembowski and Upthegrove

Excused: 2 - Ms. Lambert and Mr. Dunn

5. Proposed Motion No. 2013-0488

A MOTION confirming the executive's appointment of Adrienne E. Quinn as director of the department of community and human services.

Nick Wagner, Council Staff, briefed the Committee and answered questions from the members.

Fred Jarrett, Deputy County Executive, introduced Adrienne Quinn. Ms. Quinn addressed the Committee and answered questions from the members. The matter was expedited to the January 21, 2014, Council agenda.

A motion was made by Councilmember McDermott that this Motion be Recommended Do Pass Consent. The motion carried by the following vote:

Yes: 6 - Ms. Hague, Mr. Phillips, Mr. von Reichbauer, Mr. McDermott, Mr. Dembowski and Upthegrove

Excused: 3 - Ms. Lambert, Mr. Gossett and Mr. Dunn

Briefing

6. Briefing No. 2014-B0003

“Children & Family Justice Center Update”

Kathy Brown, Director of Facilities Management, gave a PowerPoint presentation regarding the project. Ms. Brown and Superior Court Judges McDermott and Trickey answered questions from the members.

This matter was Presented

Other Business

There was no further business to come before the committee.

Adjournment

The meeting was adjourned at 11:34 a.m.

Approved this _____ day of _____.

Clerk's Signature

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Meeting Minutes

Committee of the Whole

*Councilmembers: Jane Hague, Chair; Joe McDermott, Vice
Chair;
Rod Dembowski, Reagan Dunn, Larry Gossett, Kathy Lambert,
Larry Phillips, Dave Upthegrove, Pete von Reichbauer*

*Staff: Wendy Soo Hoo, Lead Staff (206-477-0890)
Marka Steadman, Committee Assistant (206-477-0887)*

9:30 AM

Wednesday, February 19, 2014

Room 1001

DRAFT MINUTES

Pursuant to K.C.C. 1.24.035 A. and F., this Committee of the Whole meeting is also noticed as a meeting of the Metropolitan King County Council, whose agenda is limited to the committee business. In this meeting only the rules and procedures applicable to committees apply and not those applicable to full council meetings.

1. **Call to Order**

The Metropolitan King County Council's Committee of the Whole was called to order at 9:36 a.m. by Chair Jane Hague.

2. **Roll Call**

Present: 8 - Ms. Hague, Mr. Phillips, Mr. von Reichbauer, Mr. Gossett, Mr. Dunn, Mr. McDermott, Mr. Dembowski and Mr. Upthegrove

Excused: 1 - Ms. Lambert

3. **Approval of Minutes**

January 15, 2014

This item was not addressed.

Discussion and Possible Action

4. Proposed Motion No. 2014-0040

A MOTION supporting passage of state legislation enabling creation of cultural access funds.

Wendy Soo Hoo, Council Staff, briefed the Committee and answered questions from the members. Panel members Ben Moore, Seattle Repertory Theatre; Louise Miller, Seattle Opera; Tim Punke, Seattle Art Museum; Jared Axelrod, Vulcan, Inc.; and Jim Kelly, 4Culture; addressed the Committee and answered questions from the members. This item will be expedited to the February 24, 2014 King County Council agenda.

A motion was made by Councilmember Phillips that this Motion be Recommended Do Pass Consent. The motion carried by the following vote:

Yes: 6 - Ms. Hague, Mr. Phillips, Mr. Gossett, Mr. McDermott, Mr. Dembowski and Mr. Upthegrove

Excused: 3 - Ms. Lambert, Mr. von Reichbauer and Mr. Dunn

Briefing

5. Briefing No. 2014-B0012

PSE Energize Eastside Initiative

Mary Bourguignon, Counsel Staff, briefed the Committee and answered questions from the members. Andy Wappler, Puget Sound Energy's Vice President of Corporate Affairs, and Booga Gilbertson, Puget Sound Energy's Vice President of Operations, gave a PowerPoint presentation regarding the Energize Eastside Initiative and answered questions from the members.

This matter was Presented

The meeting was recessed at 10:50 a.m. and reconvened at 11:03 a.m. in the Southwest Conference Room.

6. Briefing No. 2014-B0028

Council Retreat Follow-up

Wendy Soo Hoo and John Resha, Council Staff, briefed the Committee and answered questions from the members.

This matter was Presented

Other Business

There was no other business to come before the Committee.

Adjournment

The meeting was adjourned at 11:48 a.m.

Approved this _____ day of _____.

Clerk's Signature

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King County

Committee of the Whole

STAFF REPORT

Agenda Item:	4	Name:	Mary Bourguignon
Proposed No.:	2014-0068	Date:	March 5, 2014
Invited:	Web Hutchins, Civics for All Initiative Sherril Huff, King County Director of Elections		

SUBJECT

Proposed Motion 2014-0068 would express the Council’s support for the Civics for All Initiative.

SUMMARY

The Civics for All Initiative is an independent effort that originated with a group of Seattle Public Schools (SPS) high school students and their teacher. It proposes a set of six tenets to help students in SPS learn about civic life and to suggest ways that civics could be integrated across the curriculum (see Attachment 2 for a full description of these six points):

1. **Voting and elections**, with mock elections in each school each year;
2. **Civics classroom-based assessments**, with at least three civics assessments each year for each grade level;
3. **Media literacy education** to help students learn about electoral politics and current events;
4. **Civics across the curriculum** with civics texts used across all academic disciplines and grades when possible;
5. **Civics web site** that would contain civics curriculum materials for teachers; and
6. **Professional development** for teachers, starting with two days of training for all K-12 teachers during the first year of the initiative to help teachers develop a common framework for civics learning.

The Proposed Motion would express the Council’s support for this effort. The motion would also commend the County’s Department of Elections for its interest in the Civics

for All Initiative and for its commitment to partner with the Initiative and other partners to sponsor mock elections in schools.

BACKGROUND

Civics is defined as the study of the rights and duties of citizenship and the relationships among citizens and with their government. Civics has been a part of education since the time of the ancient Greeks. Today in the US, a number of national organizations such as the Center for Civic Education¹ have developed educational standards, curriculum materials, teacher and student programs, and awards to encourage and recognize the teaching of civics.

Washington State Requirements. In Washington State, students in grades K-12 study civics through the social studies curriculum. Currently, Washington students must complete 2.5 credits of social studies to graduate from high school. Beginning with the class of 2016, students will be required to complete three credits of social studies:

- 1 credit of US History;
- 1 credit of Contemporary World History, Geography and Problems;
- 0.5 credits of civics; and
- 0.5 credits of a social studies elective.

The civics requirement has been established pursuant to RCW 28A.230.093, which was passed by the State Legislature in 2009. It requires that the civics class include:

- Federal, state, and local government organization and procedures;
- Rights and responsibilities of citizens addressed in the Washington State and United States Constitutions;
- Current issues addressed at each level of government; and
- Electoral issues, including elections, ballot measures, initiatives, and referenda.

More information about the new Washington State civics requirement can be found at Attachment 3 to this staff report.

SPS Requirements. Students at Seattle Public Schools (SPS) must meet all State of Washington requirements to graduate. SPS recently established high school graduation requirements for the class of 2017, which note that, in addition to the three social studies credits that are required, students must also complete a classroom-based assessment² in civics in the 11th or 12th grade. (More information on the SPS high school graduation requirements can be found at Attachment 4 to this staff report.)

¹ <http://new.civiced.org/home>

² A classroom-based assessment is the systematic collection of information about student learning within a classroom (such as an exam, a project, or a graded paper). Information from classroom-based assessments is used to improve teaching and learning in the classroom.

The State of Washington Office of the Superintendent of Public Instruction (OSPI) has prepared classroom-based assessment templates in civics for elementary, middle, and high school students. These assessments are on topics that include voting, checks and balances, and constitutional issues.³

SPS leaders note that in addition to simply meeting these requirements, they support the notion of all students learning civics, as civics is fundamental to citizenry. SPS is in the process of implementing the Common Core State Standards in Mathematics and English Language Arts,⁴ which are required to be fully implemented and part of student assessment by the 2014-2015 school year. SPS notes that these standards were designed to support the acquisition of the critical thinking, reasoning, collaboration and communication skills necessary to responsible citizenship in the 21st century and will help prepare students for citizenry.

Civics for All Initiative. The Civics for All Initiative was developed by SPS teacher Web Hutchins as a way to make Seattle a “model Civics education city where a ‘Civic culture of learning’ is cultivated and democratic principles are celebrated K-12 and district-wide.”⁵

The Civics for All proposal calls for increased civics and media literacy instruction in each grade of the social studies curriculum, district-wide voting in mock elections each November, and K-12 civics instructional awareness “across the curriculum” to the extent possible. Founder and SPS teacher Web Hutchins has noted that civics concepts align smoothly with the Common Core State Standards, particularly the Common Core emphasis on analyzing non-fiction texts.

Civics for All is made up of six components:

- 1. Voting and elections:** The Civics for All Initiative requests all Seattle public schools to hold mock elections each year with the goal of teaching students how to vote. Civics for All would also encourage students to register family members when feasible, as well as high school seniors who are old enough to vote. Both King County Elections and the Secretary of State’s Office in Olympia have committed to assist with this aspect of the initiative.
- 2. Civics classroom-based assessments:** Civics for All calls for three civics classroom-based assessments to be completed each year at each grade level.⁶ It also asks all social studies teachers to incorporate at least two essential questions related to civics into each unit plan, to incorporate more coverage of

³ <http://www.k12.wa.us/SocialStudies/Assessments/default.aspx>

⁴ The Common Core State Standards are national standards in Mathematics and English Language Arts that were developed by education experts from 45 states. These standards are currently being rolled out at schools around Washington State and must be fully implemented by 2014-2015, with student achievement to be measured by a new assessment system (<http://www.k12.wa.us/corestandards/>).

⁵ <http://civicsforall.org/>

⁶ This would be significantly higher than the requirement noted above for one civics classroom-based assessment in 11th or 12th grade, and it would be in addition to required assessments in other subjects.

current events, and to plan for service learning or other out-of-the classroom opportunities for students to help them explore civics concepts.

- 3. Media literacy instruction:** Civics for All is based on the notion that civic literacy is unattainable without media literacy. The initiative would ask teachers to incorporate media coverage of current events and elections, such as through CNN Student News, into social studies lessons.
- 4. Civics across the Curriculum:** Civics for All would ask all K-12 teachers to incorporate civics lessons into all grades and all subject areas. This focus is based on the Initiative's notion that the Common Core State Standards, which focus significant attention on student reading and analysis of non-fiction texts, would align well with the reading of civics texts. The Initiative has prepared "Essential Civics Questions" (see Attachment 5) to assist teachers in incorporating civics concepts into their lesson plans. The Initiative would also request that each school have a staff person to serve as a civics coordinator and receive a stipend of \$300 for small schools and \$500 for large schools.
- 5. Civics web site:** Civics for All requests that SPS prepare a periodically updated web-based portfolio to provide teachers with civics lessons, information about incorporating civics concepts into the curriculum, and information about current events. This web site would also be used to aggregate and analyze data during the K-12 mock elections that Civics for All proposes to hold each year.
- 6. Professional Development:** The Initiative calls for two professional development (training) days for all SPS K-12 teachers during the first year of the initiative to help teachers develop a common framework for civics education. In addition, the Initiative has prepared a reading list and hopes to have teachers read and discuss a set of common texts.

Coordination with SPS. SPS has expressed strong support for civics education and, as noted above, believes that the new Common Core State Standards will help incorporate concepts of civics and citizenry throughout the curriculum.

SPS staff are also supportive of the concepts behind the Civics for All Initiative, but have expressed concerns about their ability to implement it in its entirety. They note that the Initiative's call for multiple civics classroom-based assessments of students each year, a School District-sponsored web site for the Initiative, and two days of professional development for each teacher may prove infeasible.

SPS staff note that the School District is not able to commit to implement the full Initiative proposal at the same time that SPS is implementing the newly required Common Core State Standards and accompanying student assessments. SPS staff also note that the Civics for All professional development proposal for teachers would require all of the professional development time the School District has available for all subjects and all grade levels.

Despite these concerns, SPS staff are very supportive of the concept of civics education and have committed to support the Initiative in the following ways:

- By sending notification to principals about the Civics for All Initiative through the School District's internal Principal Communicator email;
- By offering teachers the opportunity to put up Civics for All posters; and
- By encouraging school principals to participate in school wide mock elections.

ANALYSIS

The Civics for All Initiative is a broad and ambitious proposal to incorporate civics concepts into the K-12 curriculum in a way that would be consistent with the goals and objectives of the Common Core State Standards. It has won a number of supporters, including Seattle City Councilmember Nick Licata, who is in the process of preparing a resolution of support for the Seattle City Council to consider. A statement of support from Councilmember Licata is included as Attachment 6.

King County's Department of Elections has also offered to assist with the Initiative's proposal for mock elections in grades K-12. As noted above, SPS has expressed support for some elements of the Initiative, but has concerns about the District's ability to fully implement it.

The Proposed Motion in support of Civics for All would not be binding on SPS and would not require that any resources be dedicated to the Initiative. Rather, it would reiterate Councilmembers' commitment to civics education, voting, and an educated citizenry, and would express approval for the Department of Elections' potential use of staff time and/or resources to assist with K-12 mock elections.

ATTACHMENTS

1. Proposed Motion 2014-0068
2. Civics for All Complete Proposal
3. Washington State Board of Education Social Studies Graduation Requirements
4. Seattle Public Schools High School Graduation Requirements for the Class of 2017
5. Civics for All "Essential Civics Questions"
6. Statement of support from City of Seattle Councilmember Nick Licata

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KING COUNTY

ATTACHMENT 1

Signature Report

1200 King County Courthouse
516 Third Avenue
Seattle, WA 98104

March 3, 2014

Motion

Proposed No. 2014-0068.1

Sponsors Phillips

1 A MOTION in support of the Civics for All Initiative.

2 WHEREAS, a basic understanding of the rights and duties of citizenship are
3 essential to sustaining democracy and civic life, both nationally and in King County, and

4 WHEREAS, a national and local "civics gap" has formed and is disenfranchising
5 minority and at-risk students, especially in low-income elementary schools where math
6 and literacy test-prep pressures have made civics scarce, and

7 WHEREAS, the civics gap follows students from K-12 school into voting age
8 adulthood so that only twenty-one percent of eighteen-through-twenty-nine-year-olds
9 voted in federal elections in 2010 and far, far fewer vote in local elections, and

10 WHEREAS, the Civics for All Initiative is an independent effort, originated with
11 a group of high school students, their teacher and broad community support, that
12 proposes a specific K-12 curriculum for Seattle Public Schools, comprised of six
13 elements:

14 1. Voting and elections: hold mock elections in all schools every November,
15 with the assistance of the King County department of elections and the Secretary of State,
16 and encourage students to register family members to vote;

17 2. Social studies: require three civics classroom based assessments for each
18 grade level in order to spark civics education revitalization;

19 3. Media-literacy: promote and embed media literacy in curriculum lessons,
20 primarily in social-studies and language arts classrooms that include electoral politics and
21 current events;

22 4. Civics across the curriculum/civics across the core: promote and infuse
23 interdisciplinary civics awareness lessons and civics texts that support common core
24 literacy standards into all academic disciplines and grades when possible;

25 5. Civics website: establish and maintain a central website containing civics
26 across the curriculum where teachers can share methods and lessons that incorporate
27 civics lessons into curricula; and

28 6. Professional development: provide instructors professional development
29 training days during implementation that is dedicated to teaching civics across the K-12
30 curriculum and developing a common instructional language and framework that can
31 connect all grades, teachers and other employees to civics learning, and

32 WHEREAS, the Civics for All Initiative leadership, comprised by the executive
33 director and the board of advisors, seeks to have the six elements of the initiative
34 formally adopted by the Seattle Public school district, and

35 WHEREAS, the executive-director of the Civics for All Initiative was inspired to
36 write this initiative when the 11th graders of his winter 2011 U.S. History class returned
37 from a trip to the state capitol in Olympia and the students wrote district administrators of
38 their unforgettable experience, urging that future high school students be provided with
39 the same civic learning opportunity, and

40 WHEREAS, the Civics for All Initiative has been vetted by experts from the
41 University of Washington, Seattle University, Stanford University and the venerable
42 Center for Civics Education, and

43 WHEREAS, the Seattle city council is considering legislation to express its
44 support for the Civics for All Initiative;

45 NOW, THEREFORE, BE IT MOVED by the Council of King County:

46 A. The council approves of and endorses the Civics for All Initiative for its
47 potential to enhance academic achievement, civic knowledge and engagement for nearly
48 fifty thousand K-12 students in the Seattle school district by motivating and empowering
49 students with lessons that help them receive information in civic, ethical and political
50 frameworks in all academic disciplines.

51 B. The council commends King County department of elections for its interest in
52 the Civics for All Initiative and commitment to partner with the Initiative and other
53 election partners and resources, including the Secretary of State's Office in Olympia, to
54 support mock elections in public schools, which will teach children about the elections

Motion

55 process and how to vote, thus promoting civic participation in order to increase
56 citizenship involvement and aptitude for life.
57

KING COUNTY COUNCIL
KING COUNTY, WASHINGTON

Larry Phillips, Chair

ATTEST:

Anne Noris, Clerk of the Council

APPROVED this ____ day of _____, _____.

Dow Constantine, County Executive

Attachments: None



Complete Proposal

The Proposal (complete text)

- 1. Voting and elections:** All Seattle public schools will hold [mock elections](#) in a manner that befits each school. Because [research proves](#) youth voting increases citizenship aptitudes for life we must [teach kids how to vote](#) from [K-12](#). All K-12 schools will encourage students to register family members and others when feasible and high school social studies teachers district-wide [committed in the fall of 2012 to a shared effort to register all seniors](#) in Seattle public schools. [King County Elections and the Sec. of State's Office in Olympia have committed to assist in this great endeavor.](#)
- 2. Social studies** would make civics perspectives a constant, intentional point of reference in all K-12 social studies classes. The emphasis on alignment with Common [Core Standards in History/Social Studies](#) and English/Language Arts Reading and Writing will predominate. The initiative calls for three [civics CBAs](#) (classroom based assessments) to be completed at each grade level – this is the central improvement of the proposal. For more info on CBAs click [here](#) and [here](#). It is understood that the wide majority of social studies classes would do one of the CBAs each October/November as an “Election/Voting” CBA, leaving two Civics CBAs for the remaining 8 months of the school years. At the grade 6-12 level the [“Political Spectrum” banner](#) would be posted on all SS classroom walls (41 SSD high school social studies teachers have already hung this banner in their room). The Essential Civics Questions banner will hang in all K-12 classrooms but it will get most use in the social studies, where the expectation will be that teachers will identify and infuse at least 2 essential questions into each unit plan, aside from and beyond the CBA’s. Also encouraged: a) more intentional coverage of current events, including elections; b) more regularity in use of [service learning lessons](#) - when outside-classroom community and political engagement activities are unfeasible, in class “policy-based service learning” activities are an excellent alternative. Four programs that district elementary classes use now on an ad hoc basis — [iCivics](#), [Project Citizen](#), [Storypath](#) and [We the People](#) — would be drawn from and used in an intentional manner as befits each school’s preferences.
- 3. Media-literacy instruction:** [Media-literacy](#), especially related to electoral politics, will be a required objective, primarily in social-studies and language-arts classrooms. Current events coverage, from organizations like [CNN Student News](#) (5 min. daily segments available, no cost) and others would occur frequently to merge civic literacy with media-literacy via current events. Civic literacy is unattainable without media literacy. Great

[lessons like these](#) can help immediately. Seattle is a nationally recognized hotbed of [civic media education initiatives](#) – there are boundless opportunities for growth and partnerships in this area. [Puget Sound Off](#), the award winning website, is a superb tool for teachers to use to cultivate civic engagement for youth in areas of personal interest.

- 4. K-12 Civics Across the Curriculum / K-12 Civics Across the Common Core:** All K-12 teachers will be trained to infuse inter-disciplinary civics lessons and “civics awareness” into all grades and all disciplines to help meet the emergent [Common Core Civics expectations](#). While non-social studies teachers would not be “required” to use civics lessons or civics texts in their courses, they would be totally supported in doing so. The Core’s 70:30 emphasis on non-fiction texts and critical thinking aligns perfectly with Civics for All’s [emphasis on inter-disciplinary reading](#) of civics texts. Non-social studies teachers would use civics infused lessons that align with their instructional objectives whenever possible. Teachers will be encouraged to [weave civics frameworks](#) and questions into and around their traditional lessons whenever effective. All classrooms district-wide will be anchored and connected by the “Essential Civics Questions” banner (PDF link below.) The expectation will be that students and teachers will weave these questions into unit plans whenever appropriate. These banners (similar to ones already used by some SSD teachers) help K-12 students/teachers make civics connections between classes, grades, and their schools. Each school will have a staff person serve as a civics coordinator who receives a nominal stipend – (\$300 for small schools, \$500 for large.)
- 5. Civics website page:** A periodically updated portfolio on the District’s website Fusion page will provide teachers with lessons, methods, and ideas to share and infuse civics and current events into each K-12 grade and discipline. This website would be the hub of civics education and action for the entire district. It would play a major role in data aggregation and analysis during K-12 mock elections.
- 6. Professional Development:** The Initiative calls for 2.0 PD days in year one of teaching civics across the K-12 curriculum, 1.0 in year two, and .5 in year three. All SSD teachers and staff (from custodians to the Superintendent), as well as parents and older students, will be encouraged and expected to be conversant with commonly framed main principles of democratic citizenship. [Click here](#) to download the Professional Development Day One proposal. Also, to the extent possible, staff will be reading and discussing four brief, core texts: [The Guardian: The Civic Mission of Schools](#) and [Advancing the Civic Mission of Schools](#), both from Justice O’Connor’s Campaign for the Civic Mission of Schools; [The Role of Civic Education](#), from the Center for Civics Education; and [The True Patriot: A Pamphlet](#) (Liu and Hanauer). The Annenberg Foundation’s [“Democracy in America”](#) video course will also serve as a core civics text that helps all school employees participate in civics instruction, the cultivation of civic awareness on campus, and the development of a common instructional language that connects all grades and teachers.

Social Studies Graduation Requirements

Updated January 2013

1. What is the role of the State Board of Education in graduation requirements?
2. What is the 2012-2015 social studies graduation requirement?
3. What is the 2016 and beyond social studies graduation requirement?
4. Why did the State Board of Education add a Civics graduation requirement for the graduating class of 2016?
5. What is the required content of the Civics course required for the graduating class of 2016?
6. Where in the curriculum should the Civics course required for the graduating class of 2016 be taught?
7. If my district currently offers a .5 credit Civics course which fulfills .5 credit of the Contemporary World Problems (CWP) requirement, does my district need to offer an additional .5 credit Civics course?
8. Do Grade Level Expectations (GLEs) change with the addition of a Civics course?
9. Why did the State Board of Education change Washington State History and Government to a noncredit requirement for the graduating class of 2016?
10. Does Washington State History and Government need to be a semester course or can it be embedded within other content?
11. Does my district need to offer Washington State History and Government at the high school level for those students who did not take the course in middle school?
12. Why is World History not included in the social studies graduation requirements?
13. Can a course in World History be counted as a Contemporary World Problems (CWP) credit?
14. What are acceptable equivalencies for the Contemporary World Problems (CWP) credit?
15. Why was the title of US History and Government in WAC 180-51-066 changed to US History in WAC 180-51-067?
16. Students will be required to earn 3.0 credits in social studies for the class of 2016 and beyond. While 2.5 of those credits are prescribed in WAC 180-51-067, some districts currently offer Economics, AP World History, AP European History, and AP Human Geography. How are these courses accounted for in the class of 2016 graduation requirements?

1. What is the role of the State Board of Education in graduation requirements?

[RCW 28A.230.090](#) authorizes SBE to establish some of the state's graduation requirements. SBE has established essential credit requirements, a culminating project, and a high school and beyond plan ([WAC 180-51-061](#), [WAC 180-51-066](#), and [WAC 180-51-067](#)).

2. What is the 2012-2015 social studies graduation requirement?

WAC [180-51-066](#) requires 2.5 credits of social studies for graduation for students enrolled through the graduating class of 2015. This requirement includes 1 credit of US History and Government, 1 credit of Contemporary World History, Geography and Problems (often referred to as Contemporary World Problems or CWP, and .5 credits of Washington State History and Government.

3. What is the 2016 and beyond social studies graduation requirement?

WAC 180-51-067 requires 3 credits of social studies for graduation for students enrolled in the graduating class of 2016 and beyond. This requirement includes 1 credit of US History, 1 credit of Contemporary World History, Geography and Problems (CWP), .5 credit of Civics, and .5 credit of social studies elective.

4. Why did the State Board of Education add a Civics graduation requirement for the graduating class of 2016?

The 2009 Legislature passed a law ([RCW 28A.230.093](#)) requiring the State Board of Education to add at least .5 credit in civics if SBE were to increase the number of credits in social studies.

5. What is the required content of the Civics credit required for the graduating class of 2016?

[RCW 28A.230.093](#) specifically requires that the content of the civics requirement must include, but not be limited to:

- a) Federal, state, and local government organization and procedures;
- b) Rights and responsibilities of citizens addressed in the Washington State and United States Constitutions;
- c) Current issues addressed at each level of government; and
- d) Electoral issues, including elections, ballot measures, initiatives, and referenda.

6. Where in the curriculum should the Civics credit required for the graduating class of 2016 be taught?

Districts award credit per written district policy (see the [Credit FAQ](#)). Districts are required to ensure that students are able to meet the Grade Level Expectations (GLEs) for each content area. OSPI does recommend [a scope and sequence for coursework](#), but districts have the final authority in course construction and credit equivalences.

7. If my district currently offers a .5 credit Civics course which fulfills .5 credit of the Contemporary World Problems (CWP) requirement, does my district need to offer an additional .5 credit Civics course?

No. Districts are not required to offer an additional civics credit as long as the existing civics course includes all of the requirements stated in [RCW 28A.230.093](#). However, districts need to ensure students are able to earn 3 credits in social studies.

Some districts that currently include Civics as a semester CWP course may choose to meet the civics credit requirement while at the same time meeting the CWP requirement. This approach would create flexibility for districts to teach some other one-credit course, such as 9th or 10th grade world history.

8. Do Grade Level Expectations (GLEs) change with the addition of a Civics credit requirement?

Many of the civics standards that apply to the new Civics credit requirement currently reside at the 11th grade in the existing “US History and Government” [standards](#). OSPI completed a

revision of the social studies standards in 2013. The changes were fairly minor and simply moved some existing standards to the appropriate grade level given the revised sequence of courses.

9. Why did the State Board of Education change Washington State History and Government to a noncredit requirement for the graduating class of 2016?

Many schools/districts are teaching Washington State History and Government in 7th grade, to 7th grade standards and grade level expectations. Washington [law](#) does not permit districts to award credit for course work taken prior to 9th grade if the academic level of the course work does not exceed the requirements for 8th grade classes i.e., is not at a high school academic level. State Board of Education [rule](#) required students to earn .5 credits in Washington State History and Government. This policy conflict put districts in a bind because technically, many districts could not award credit due to the academic level of the class.

The new policy provides greater flexibility for districts and students. Districts can offer Washington State History and Government at a middle or high school level. If offered at a high school academic level, districts may still choose to award credit. If offered at a middle school academic level, students can still satisfy a graduation requirement. Satisfactory completion of the requirement must be noted on the students' transcripts.

10. Does Washington State History and Government need to be a semester course or can it be embedded within other content?

OSPI recommends delivery of Washington State History content in the 7th grade. The current OSPI [WAC 392-410-120](#) requires "a one-semester course -- i.e., 90 (50 minute) hours of instruction -- or its equivalent in Washington State history and government ... in grades seven through twelve combined, but not at each grade level." Alternatively, [WAC 180-51-050](#) permits districts to establish formal policies/procedures for awarding competency-based credit in any subject. The successful completion of this credit requirement must be indicated on students' transcripts.

11. Does my district need to offer Washington State History and Government credit opportunities at the high school level for those students that did not take the course in middle school?

Yes. If a student failed or did not take the course at the middle level, then a district must provide opportunities to satisfy the credit in high school. However, both the class of 2016 WAC (180-51-067) and class of 2012-2015 WAC ([180-51-066](#)) provide exceptions for students who have transferred from schools in another state after the completion of 10th grade or for those students that have already successfully completed a state history and government course in another state.

12. Why is World History not included in the social studies graduation requirements?

World History is not a specific graduation requirement. However, a district could choose to offer this course as the .5 district choice or social studies elective credit. Additionally, districts may also consider offering a *contemporary* world history course and count this towards the required Contemporary World Problems (CWP) credit.

13. Can a course in World History be counted as a Contemporary World Problems (CWP) credit?

A course in World History may be counted as a CWP credit if the course is taught as “contemporary world history”. Ancient world history, for example, would not meet the requirements of a CWP credit. Please refer to the [Washington State K-12 Social Studies Learning Standards](#) for more information.

14. What are acceptable equivalencies for the Contemporary World Problems (CWP) credit?

WAC 180-51-067 states, “One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary problems may be accepted as equivalencies.”

The “geography and “problems” course work should be contemporary geography and contemporary world problems.

The [Washington State K-12 Social Studies Learning Standards](#) address what students should know and be able to do when they earn credit at the 12th grade level. Districts should ensure that requirements for the awarding of a CWP credit also meet the standards outlined at the 12th grade level.

15. Why was the title of US History and Government in WAC 180-51-066 changed to US History in WAC 180-51-067?

WAC 180-51-067 added a .5 credit, government-based civics requirement that addresses the study of government. While some principles and foundations of government will likely be addressed in teaching United States History, the formal “civics” credit requirement will house the bulk of the government content.

OSPI’s recommended scope and sequence and the Washington State K-12 Social Studies Learning Standards recommend that US history be taught at the 11th grade and primarily address history of the 20th and 21st centuries.

16. Students will be required to earn 3.0 credits in social studies for the class of 2016 and beyond. While 2.5 of those credits are prescribed in WAC 180-51-067, some districts currently offer Economics, AP World History, AP European History, and AP Human Geography. How are these credits accounted for in the class of 2016 graduation requirements?

Students will be required to earn 3.0 credits in social studies. While 2.5 of those credits are prescribed in WAC 180-51-067, an additional .5 credit (semester course equivalent) is considered “district choice.” Coursework inclusive of CWP standards can count towards the 1.0 CWP credit. Please reference the above CWP questions for more information.

Seattle Public Schools
HIGH SCHOOL GRADUATION REQUIREMENTS
For the Class of 2017

ATTACHMENT 4

BOARD OF DIRECTORS
Sharon Peasley, District I
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SUPERINTENDENT
Jose Banda

To graduate and earn a diploma, the following six criteria must be met:

1. 21 CREDIT MINIMUM

See breakdown of specific credits on page two of this bulletin. The credit requirements are minimums both in terms of total credits required for graduation and for credits in the various subject areas. In order to ensure both work and college readiness, the district encourages students to exceed the requirements. Some high schools in Seattle Public Schools require more than 21 credits for graduation. Contact your school counselor for the specific credit requirements at your high school.

2. 2.0 GRADE POINT AVERAGE (G.P.A.)

Seattle Public Schools students must have a 2.0 or above cumulative Grade Point Average (G.P.A.) and a 2.0 or above Core G.P.A. (i.e., for all courses in English/Language Arts, Mathematics, Social Studies, and Science). See School Board Policy 2415.

3. STATE TESTS – Certificate of Academic/Individual Achievement

In the class of 2017, students are required to meet proficiency on reading and writing High School Proficiency Exam or state-approved alternative. Also students are required to pass one math End of Course exam or state-approved alternative and pass one science End of Course in biology or state-approved alternative to pass state tests in reading, writing, math and science. State-approved alternatives or modified assessments for students receiving special education services are available. Once students have passed all required tests they earn a Certificate of Academic Achievement. Students passing a special education alternative assessment will earn a Certificate of Individual Achievement. These documents are in addition to the high school diploma.

4. CULMINATING PROJECT

The State of Washington requires all students to complete a culminating project in order to receive a high school diploma. Students will demonstrate essential skills through reading, writing, speaking, production and/or performance. Students may be asked to write a research paper, work with a mentor in a school or in the community, present to a community or peer panel, pull together a portfolio of work and/or develop a multi-media presentation. Contact the individual school for specific information.

5. HIGH SCHOOL AND BEYOND PLAN

The State of Washington requires all students to create a High School and Beyond Plan. Seattle Public Schools expects students entering the 9th grade to develop a 5-year plan including the 4 years of high school and the following year. School counselors help students develop their individual plans. More information can be found at: <http://www.k12.wa.us/GraduationRequirements/Requirement-HighSchoolBeyond.aspx>.

6. SERVICE LEARNING

Seattle Public Schools requires students to complete 60 hours of service learning before graduation. Through service learning students apply their academic skills and knowledge in real-life settings. Contact individual schools for specific information.

**SEATTLE PUBLIC SCHOOLS
MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS**

SUBJECT	CREDITS ¹	REQUIRED COURSES	NOTES
English/ Language Arts	4.0	Introduction to Literature & Composition 9A, 9B World Literature & Composition 10A, 10B American Literature & Composition 11A, 11B Comparative Literature & Composition 12A, 12 B	For 11 th grade courses students can substitute AP English Language and Composition 1 & 2 or IB Language and Literature 11A & 11B or IB Language and Literature 12 A/B HL or IB Literature 12 A/B HL. For 12 th grade courses students can substitute AP Literature and Composition, IB English 12A, 12B. Students who pass the state assessment on the Common Core Standards in ELA for grade 11 can select from the above list or from a list of LA electives offered at the school.
Social Studies	3.0	World History 1, 2, 3 U.S. History 11A, 11B American Government Washington State History ²	Students must also complete an OSPI developed classroom-based assessment in civics in the eleventh or twelfth grade. The World History 2 and 3 courses will satisfy the state requirements for 1 credit in Current World Problems (CWP). The American Government course will satisfy the state requirement for a .5 credit in Civics.
Mathematics	3.0	Algebra I Geometry Algebra II* or more advanced course in the sequence.	*Students may elect to take an approved third mathematics credit tailored to their career path, in order to meet the Algebra II graduation requirement, but must obtain parent/guardian and high school approval. See this document, Third Year Mathematics , for more information.
Science	2.0	Select from approved course offerings	“At least one credit of the two science credits shall be in a laboratory science” WAC 180-51-060.
Occupational Education	1.5	Select from approved course offerings	Occupational Education credits may be earned in Exploratory or Preparatory CTE classes and certain approved non-CTE courses. See your counselor for details.
Health and Fitness (Health and Physical Education)	2.0	Select from approved course offerings 1.5 Fitness (Physical Education) .5 Health	The performance component of Fitness (physical education) may be waived for specific reasons such as physical disability or other reason described in RCW 28A.230.050. However, the content knowledge requirement must be met by either course work in fitness education or completing the OSPI developed Concepts of Health and Fitness Assessment. RCW 28A.230.050; WAC 180-50-135; WAC 392-410-136; WAC 392-410-310; and WAC 392-410-340. Students must also complete an OSPI approved assessment in health during high school.
Fine Arts	1.0	Art, Music or Drama	Select from courses in fine, visual or performing arts or cross credited CTE courses. See your counselor for details.
Electives	4.5	World language and/or elective courses from other subject areas	2-3 years of world language are required for entrance into four-year college.
TOTAL CREDITS	21.0		Official WA State transcripts provide a record of courses completed, credits, and grades.

1. One credit equals 150 hours of planned instructional activities or the completion of an approved Alternative Course of Study. (WAC 180-51-050). Approved course offerings are listed in the Seattle Public Schools Catalog of Secondary School Subjects.
2. Students who have completed and passed a state history and government course in another state may have the Washington state history and government requirement waived. The study of the United States and Washington State Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal. Additionally, eleventh and twelfth grade students who transfer from out of state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by the principal if they would not be able to graduate with their class without such a waiver.

CAUTION: Entrance requirements to four-year colleges and universities exceed Seattle Public Schools high school graduation requirements. Additional course work is required in most areas of study as well as an SAT or ACT score and grade point average. Check the college catalog and ask your school counselor for more information. There is an open-door admission policy to the two-year community colleges and public technical colleges in this state, though some programs of study may have specific requirements. However, it is clear that students who continue to enroll in a challenging course of study in high school are more likely to find success in whatever post-secondary option they choose.

WAIVER OF DISTRICT HIGH SCHOOL GRADUATION REQUIREMENTS

1. Four years of attendance (grades 9-12) are usually necessary for graduation. Principals may waive district graduation requirements for individual students when compelling educational and /or hardship reasons are documented.
2. While specific District high school graduation requirements may be waived for an individual student; **NO STATE REQUIREMENT MAY BE WAIVED** (i.e., state minimum credit requirements, Culminating Project and High School Plus Plan cannot be waived) except as where provided for under state law (i.e., full IB Diploma graduates, waiver of Fitness (Physical Education) credit on account of physical disability, employment or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause).
3. The following procedures will be utilized for waivers of district graduation requirements:
 - ⇒ The student desiring a waiver will bring to the counselor a letter of petition signed by the parent or guardian. When the student has reached 18, the student rather than the parent or guardian may sign the letter.
 - ⇒ The counselor will inform the principal of the request for a waiver.
 - ⇒ The counselor will consult with and ask for a written recommendation from the appropriate department head(s) and make a recommendation, including rationale and evidence that minimum performance levels in the areas of basic communication and computation skills have been achieved.
 - ⇒ The principal will either grant or disallow the waiver and provide rationale for the decision regarding the request and will communicate that decision to the student and Regional Executive Director.

For further information please contact your school counselor or refer to the District's *K-12 Counseling Manual*, which is updated to reflect changes in law, regulations, and policy.

POLICY

The Seattle Public Schools provides Equal Education Opportunity without regard to race, creed, color, national origin, sex, handicap/disability or sexual orientation. The District complies with all applicable State and Federal laws and regulations to include but not limited to Title IX, Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, RCW49.60 "The Law Against Discrimination, and RCW28A.640 Sex Equality, and covers, but not limited to, all District programs, courses, activities (including) extra-curricular activities, services, access to facilities, etc. The Title IX Officer and 504 Coordinator with overall responsibility for monitoring and ensuring compliance is: Office of Equity and Compliance, 2445 3rd Avenue S., Seattle, WA 98124-1165.

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Essential Questions for Domestic Policy

1. How should we define the “Common Good,” and how can young people help one another to work for it?
2. What role should the government take in our economy and society: active or passive?
3. How should power and wealth be distributed in our society, and what role should government play in that distribution?
4. Do citizens have a duty to dissent against government policies they consider to be unjust or illegitimate?
5. What human rights should be protected by the government, and which should people be responsible for protecting for themselves?
6. Since patriots put country and the Common Good before self, how can we increase patriotism in our society?
7. How should we balance the need for unity with respect for diversity?
8. How should we balance individual freedoms with society’s need for order and security? In other words, where do your rights end and another person’s begin?
9. How should economic progress be balanced with social justice? Are these two ideas necessarily mutually exclusive?
10. Should government make up for past wrongs, and how can it do so?
11. What philosophical standards should be used to determine right and wrong in American politics and society?
12. How do governments earn and keep legitimacy (respect?)
13. Is democracy compatible with the huge imbalances in wealth that result from our economic system of capitalism?

14. What should the role of advocacy and dissent (protest) be in our society, and how should we view them? Or, when should we participate in them? Which is better?
15. Does – and should – government have a responsibility to provide equal opportunity for all citizens?
16. What kinds of dissent are (and are not) acceptable for groups to use in protecting citizens rights? Is violent, unlawful dissent ever justified?
17. How much influence should religious groups have in determining the decisions our government makes?
18. How should we balance the need for unity with respect for diversity? Should America be the stereotypical melting pot, or a great big tossed salad where each “flavor” is separate with its own taste and identity?



Essential Questions for American Foreign Policy

1. How should power and wealth be distributed among nations?
2. Should the US lean towards passive isolationism, or active interventionism?
3. Should the US lean towards an opportunistic foreign policy based on power, or towards a principled foreign policy?
4. What should be the primary determinant (motivator) of US foreign policy goals: Our national self-interest or the “interests” of the entire world?
5. Under what circumstances should the US feel justified attacking and waging war on other nations? (Consider just war theory.)
6. What philosophical standards should be used to determine “right” and “wrong” in American foreign policy?
7. How should the US government balance its duty to serve the economic interests of its citizens with its moral responsibility to act decently in the world?
8. Is the United Nations good or bad for US interests?
9. Does the US have an ethical responsibility to stay in the UN?
10. How much dissent should the US allow in times of war?
11. How should we balance the need for security (from terrorists, etc.) and stability at home with the need to protect constitutional civil liberties?
12. What are the dangers of appeasement – of letting other nations off the hook when they violate international law?
13. Who produces propaganda in America and how can the public avoid being manipulated by it?

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Nick Licata
Seattle City Councilmember

2014 March 12

Dear King County Councilmembers,

I am writing to express my support for King County Council Motion 2014-0068, sponsored by Councilmember Phillips, which declares the County Council's support for the Civics for All Initiative.

The Civics for All Initiative advocates for more civics education in the classroom, which I consider crucial to empowering new generations to become active, critical thinkers in our democracy.

Integrating more civics studies into school curricula, along with other critical school subject matter, makes it much more likely youth will practice the duties and reap the rewards of active citizenship and participation in their government.

I particularly appreciate the County Motion's recognition of efforts by the King County Department of Elections to encourage civic engagement among Seattle youth by supporting mock elections in schools. These mock elections teach youth about the elections process and how to vote, the essential tools required to fully participate in our democracy.

I am sponsoring a similar resolution on behalf of the Seattle City Council, Resolution 31508, which is to be heard in my Committee on March 14th and voted on by the full Council on March 17th.

Together, through this legislation, the City and the County send a unified message on the value of introducing more civics education in the classroom.

Sincerely,



Nick Licata, Chair
Seattle City Council Finance and Culture Committee

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King County

Committee of the Whole

STAFF REPORT

Agenda Item:	5	Name:	Kelli Carroll
Item No.:	2013-B0011	Date:	March 5 , 2014
Invited:	The Honorable Barbara Mack, King County Superior Court Judge The Honorable Dan Satterberg, King County Prosecutor Melinda Giovengo, Ph.D., YouthCare Executive Director		

SUBJECT

A briefing on King County’s Commercially Sexually Exploited Children Task Force.

SUMMARY:

Children and youth who are forced into prostitution are rarely identified, but if they are, they are likely to be treated as criminals instead of victims. The Center for Children & Youth Justice (CCYJ), in collaboration with YouthCare, has created Project Respect, statewide protocol for responding to youth who are trying to escape commercial sexual exploitation. CCYJ, working with over 200 stakeholders statewide, created the Washington State Protocol for Commercially Sexually Exploited Children (CSEC). The protocol is a coordinated statewide response to prostituted children with the goal of identifying, engaging and helping victimized youth become free and recover from the exploitation and coercion they have endured.

Prior to the work of CCYJ, no standard, cross-system, best practice or coordinated response existed for youth trying to escape prostitution. Without a standardized response and training to implement it appropriately, law enforcement, the courts and other first responders may unintentionally perpetuate the problem and offer little hope or help to victims.

This work represents a shift in the relationship between the justice system and youth that is intended to decrease arrests among victimized youth, reduce the number of youth who are forced to return to prostitution, and increase the prosecution of traffickers.

BACKGROUND:

Under the leadership of Judge Barbara Mack, the King County Commercially Sexually Exploited Children (CSEC) Task Force was convened April 18, 2013 to develop and implement a coordinated, county wide response to childhood prostitution. King County is one of five sites statewide awarded training and technical assistance from CCYJ to implement “model protocols” to serve this population. The task force is comprised of representatives from law enforcement, schools, survivors, child welfare, and community services providers. Superior Court, the Prosecutor, the Department of Community and Human Services, Public Health, the Department of Adult and Juvenile Detention, and the Sherriff’s Office and many other organizations outside of King County government are participating.

The protocol calls for actively exploited children, or children at risk of becoming exploited, to be identified by law enforcement, child welfare, outreach workers, service providers, hotels, health clinics, schools, probation counselors, prosecutors, defense attorneys and others. Identified children are then referred to CSEC Multidisciplinary Teams that work together to make sure the identified child's immediate needs are met, that each child is assessed for safety and placed accordingly, and to ensure engagement into needed services. The team also provides ongoing support to the child and the child's family to navigate complex systems and to assure service continuity. A significant reduction in the frequency and numbers of children being commercially sexually exploited within King County is expected. This effort utilizes best practices, relies on data and evidence to drive system improvements, and will operate indefinitely.

The CSEC Task Force has completed training from CCYJ to implement the "model protocols." Leadership from key points is occurring, although engagement of additional partners will be required over time as the model expands to cover all King County communities. The CSEC Multidisciplinary Team model is currently being developed specific to the needs of King County. Participating agencies are identifying key individuals to participate in CSEC Multidisciplinary Team trainings to be conducted during 2014.

Response to date by partner agencies and the provider community has been remarkable. In addition to commitments by the above members, Seattle, SeaTac, Kent, Federal Way, Tukwila, Renton, Auburn and Des Moines police chiefs are actively engaging key individuals in their departments to be trained. Professionals responsible for locating youth on the run or missing from care in each of the King County child welfare offices are also scheduled to be trained. Integration of CSEC identification and service referral into the mandatory Issues of Abuse Training for King County educators is being initiated. Public Health envisions training for Family Planning Clinics and Teen Health Centers across the county.

CCYJ is working in a similar manner with four other Task Forces around the state including Tri Cities, Yakima County, Spokane County and Whatcom/Skagit Counties. In addition, CCYJ is working with the Washington State Center for Court Research to create and implement a statewide CSEC data collection plan, an effort supported by private funds.

During the 2014 budget process, the Council awarded Superior Court \$69,000 to support the work of the CSEC Task Force. The funds support a coordinator who is continuing the development and implementation of the Multidisciplinary Teams and other key tasks.

Below is a link to the Washington State Model Protocol for Commercially Sexually Exploited Children:

www.ccyj.org/Project%20Respect%20protocol.pdf

ATTACHMENTS:

1. Commercially Sexually Exploited Children Task Force Accomplishments to Date
2. Advocate Multi-Disciplinary Team Flow Chart
3. Warning Signs a Child is at Risk for Commercial Sexual Exploitation

**King County Commercially Sexually Exploited Children (CSEC)
Task Force Coordinator**

Duties and Responsibilities

- 1) Development and implementation of King County CSEC Multidisciplinary Teams (MDT).

Convene and coordinate Task Force partner agencies and advocates to develop and implement multiple MDT's across King County jurisdictions. Convene and provide staff support to the Task Force Youth of Color Work Group to assure inclusion of these populations in the MDT model. Assure coordination across teams to provide unduplicated services to all King County districts. Assure individualized service linkages for referred youth to outreach, advocacy, residential, vocational, education, trauma treatment, substance abuse treatment and other services specifically designed to meet the needs of these young people.

- 2) Identification of and outreach to key Multidisciplinary Team members.

Initiate contact with and engage all King County partner and community agencies including law enforcement, child welfare, outreach workers, service providers, hotels, health clinics, schools, probation counselors, prosecutors, defense attorneys and others. Meet with elected and appointed agency leaders to identify and engage key individuals to participate in MDT training and service provision. Establish effective linkages and working relationships between community based youth service providers and MDT's.

- 3) Development and organization of Multidisciplinary Team first respondent functions.

Develop and implement protocols across partner agencies and referral sources to assure 24/7 response to identified youth. Monitor utilization of these protocols across referral agencies and sources. Monitor and track referrals, engagements into MDT's, engagement into needed services, service provision outcomes, and successful recoveries from childhood prostitution.

- 4) Multidisciplinary Team facilitation and technical assistance.

Organize, implement and assure that MDT's are readily convened by contracted victim advocates. Develop protocols and quality assurance practices for facilitation of MDT's. Assure that contracted training, technical assistance and case consultation expertise is provided.

- 5) King County CSEC Task Force meeting preparation and communications support.

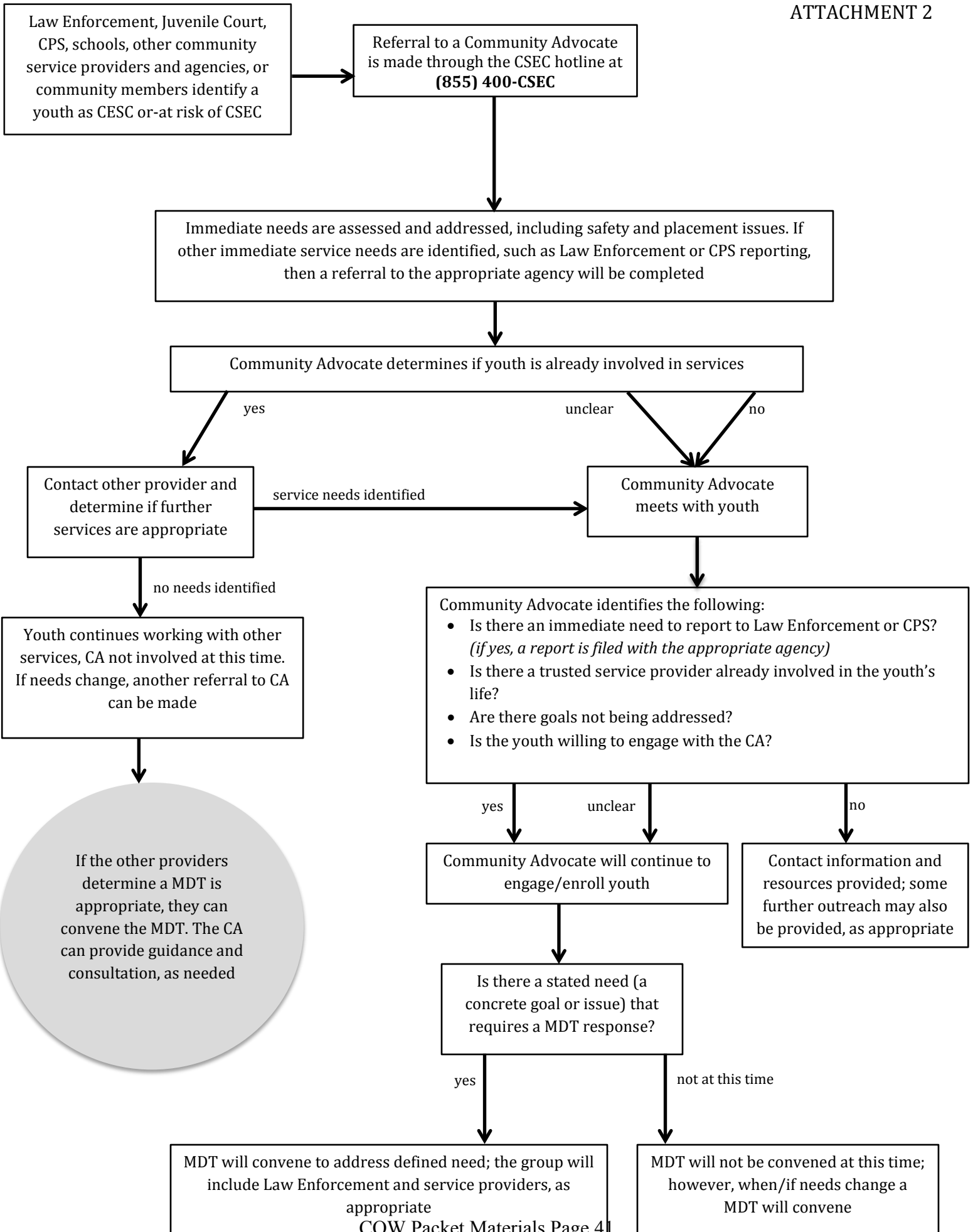
Conduct lead communications and provide assistance to the KCSC Task Force judicial officer chair to convene members, develop agendas and monitor Task Force recommendations.

- 6) Data Collection and Evaluation

Coordinate data collection and evaluation efforts. Establish data tracking and monitoring mechanisms in partnership with the Center for Children & Youth Justice, Administrative Office of the Courts, and the University of Washington. Coordinate communications regarding monitoring and evaluation findings. Use data and evidence to drive MDT service improvements.

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Community Advocate Referral Process



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Warning Signs a Child is at Risk for Commercial Sexual Exploitation (CSE)

What are the red flags?

- Chronic truant / runaway / homeless youth
- Excess cash
- Hotel room keys
- Multiple cell phones
- Signs of branding (tattoos, jewelry)
- Having expensive items with no known source of income (especially hair, manicures, cell phone, clothes)
- Lying about age / false identification/inconsistencies in information being reported
- Dramatic personality change; evasive behavior especially around a “new boyfriend”, talk about being “taken care of”, disengagement from school, sports, community
- Lack of knowledge of a given community or whereabouts
- Provocative clothing, sex toys, multiple condoms, lube or other sexual devices

***** Guiding Principles for Engagement *****

- **Maintain a compassionate and non-judgmental attitude at all times.**
- Be consistent: follow through on everything and do not make promises that cannot be kept.
- Trust and relationship-building: this is a slow process and relationship testing is to be expected.
- Cultural Competency: be sensitive to the unique cultural needs and experiences of each person. Be aware of your own beliefs, biases, and cultural worldview.
- Safety: focus on safe housing, harm reduction and creating safety strategies for youth.
- Self-determination and empowerment: youth should have information relevant to their situation and be encouraged to make informed decisions whenever possible.

How do I identify an at-risk youth?

- Ask specific questions to screen for risk factors or CSE involvement
- Increase attempts to find youth who chronically run away or are truant
- Learn about specific gang activity from local law enforcement (or from youth if it is safe for them to discuss)
- Ask about STI/STDs, pregnancy, and unexplained injuries
- Observe communication patterns; who talks to whom, who doesn't talk, who is in control

What questions do I ask?

- What kind of support do you need?
- What happened to you?
- Sometimes people trade sex for money or because they have to survive, has that happened to you?
- I'm concerned about your safety, are there places that are dangerous for you to go? Are there people that are dangerous for you to be around right now?
- I'm concerned you are in the life. I will not judge you or anything you tell me. I'm here to listen if you ever want to talk or want support getting out.

How do I help?

- **Call the CSEC Hotline @ (855) 400- CSEC / (855) 400 - 2732**

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King County

Committee of the Whole

STAFF REPORT

Agenda Item:	6	Name:	Wendy Soo Hoo Patrick Hamacher
Proposed No.:	2014-B0034	Date:	March 5, 2014
Invited:	Johnese Spisso, Interim Executive Director, HMC Bernie Dochnahl, HMC Board of Trustees LeeAnn Prielipp, HMC Board of Trustees		

SUBJECT

Briefing 2014-B0034 is an update from the Harborview Board of Trustees.

BACKGROUND

The Harborview Medical Center is owned by King County, governed by a board of trustees appointed by the county and managed by the University of Washington. Harborview Medical Center is the only designated Level 1 adult and pediatric trauma and burn center in the state of Washington and serves as the regional trauma and burn referral center for Alaska, Montana and Idaho.

Harborview has a specific mission to care for the community’s most vulnerable patients. According to Harborview’s website, it provided \$210 million in charity care in fiscal year 2012. The following groups of patients and programs are given priority for care within the resources available as determined by the Board of Trustees:

- Persons incarcerated in the King County Jail
- Mentally ill patients, particularly those treated involuntarily
- Persons with sexually transmitted diseases
- Substance abusers
- Indigents without third-party coverage
- Non-English speaking poor
- Trauma
- Burn treatment
- Specialized emergency care
- Victims of domestic violence
- Victims of sexual assault

Harborview began in 1877 as a six-bed King County Hospital in South Seattle. In 1931, the hospital moved to its present location overlooking Puget Sound and changed its

name to Harborview Hospital. Since then, Harborview Medical Center has become a leading medical center and expanded its facilities through voter-approved bond projects and Harborview reserve funds.

2012 Statistics

Licensed beds	413
Employees	4,684
Physicians	1,243
Admissions	19,094
Emergency Department visits	62,432
Clinic visits	247,246
Surgery cases	14,872