In the News:
Student Safety & Security:
- **March 14 Remembrance of Parkland, Fla., victims**: Forty-one school sites reported some sort of event on March 14, with activities ranging from “students marching to the University of Washington” to “in-school activities” to "no action." Our district and students have received accolades from the Seattle Police Department (SPD) on the respectful, organized and peaceful nature of the activities. Communications reported positive media coverage on the event. Thank you to principals, teachers, students, families and staff.
- **2018 March for Our Lives – Saturday, March 24**: Our thoughts are with the Great Mills High School community in Maryland, where a recent school shooting took place. Our students have joined the national dialogue about school safety and we support them in these efforts. To that end, our students have organized another march for this Saturday that begins at 10 a.m. at Cal Anderson Park on Capitol Hill and ends at the Seattle Center. The city is expecting a large turnout, and I look forward to marching with our students, staff and the School Board.

Recognitions:
At Wednesday’s board meeting, we recognized the Seattle Parks and Recreation’s My Brother’s Keeper (MBK) program as one of our Premier Partners. The Seattle Parks and Recreation program offers MBK at five Seattle schools. President Obama launched the MBK initiative to address persistent opportunity gaps faced by boys and young men of color and to ensure that all young people can reach their full potential. The MBK initiative focuses on identity safety, a positive adult mentor that looks like "me," for every chronically absent student. Aki Kurose was one of the first pilots in the nation and saw exceptional progress. MBK is a collaborative effort, bringing together Seattle Public Schools (SPS), City of Seattle and community partners to empower young African-American males by creating community, developing a sense of self, place and purpose, and improving academic skills. MBK is offered at Aki Kurose Middle School, Denny International Middle School, McClure Middle School, Mercer International Middle School and Washington Middle School. MBK operates two times per week for twenty-five weeks and each session is one and a half hours per day. All mentors work collaboratively with a team and deliver predetermined curriculum and activities. Keisha Scarlett, Executive Director of Organizational Development and Equity, shared a few thoughts before introducing Lori Chisholm, Out of School Time manager, and Daisy Catague, Community Learning Center manager. We are grateful for our partnership with Seattle Parks and Recreation and for leading the region in this work.

March 2018 Celebrations:
We have many March celebrations. Here are a few we would like to highlight:

**Celebrating Women’s History Month**: Women’s History Month grants us the opportunity to learn about everyday women doing extraordinary things. The 2018 national theme for Women’s History Month is “Nevertheless She Persisted: Honoring Women Who Fight All Forms of Discrimination Against Women.” The SPS Communications department will be highlighting SPS education professionals who embody this theme in a feature piece coming soon.

**School Retirees’ Appreciation Week**: Gov. Jay Inslee has declared the week of March 19-25 as School Retirees’ Appreciation Week. We recognize school retirees’ past work in education and continued support in
SPS, many of whom are still active in the district through special projects and activities, sponsoring scholarships and volunteering in educational and community activities. Thank you to these dedicated individuals for their contributions.

March 19 was National Board Certified School Nurse Day: I would like to acknowledge our twenty-five nationally board certified school nurses. Most of these individuals have a Master’s Degree in Nursing and passed a rigorous exam to confirm their expertise. This is an amazing accomplishment and speaks to the extraordinary skill of our nurses. Congratulations to our twenty-five National Certified School Nurses: Sara Barquero, Janet Boyett, Lynne Carveth, Marie DeBell, Aimee Denver, Jill Eckerdt, Alison Enochs, Adrienne Gallimore, Terri Helm-Remund, Samara Hoag, Alison Inkley, Karen Johnston, Julie Kaloper, Amnah King, Kari Lombard, Helene Mansfield, Joan McDonagh, Lynne Oliphant, Diana Patterson, Sue Porter, Paula Shifley, Hilary Stephens, Mary Kay Sykes, Tina Urso and Meg Watson.

Board Action at the March 21 board meeting:
The Board approved the four successor collective bargaining agreements negotiated between representatives of The International Union of Operating Engineers, Local 609 and Seattle School District No. 1. The agreements are each for a three-year period commencing Sept. 1, 2017 and ending Aug. 31, 2020. The agreements include inflationary wage increases, improvements in employee working conditions, and improvements in labor-management communications and problem resolution. Ratification of these agreements occurred at a union membership meeting on March 10, 2018.

In this update, I am sharing:
1. Recent highlights that support our Strategic Plan and related Superintendent SMART goals
2. Good News
3. Topics of Board and Community interest
4. Superintendent and Staff Visits/Presentations
5. Community Engagement/Highlights

Strategic Plan - 2017-18 Superintendent SMART Goals Update:
The SPS Strategic Plan includes three major areas: Educational Excellence and Equity; Improving Systems; and School, Family and Community Engagement. Thank you to the School Board for focusing our SMART goals on these areas over the past several years. Thank you to the Board, as well, for the work session this past week on tentative SMART goals for 2018-19. Those discussions focused on three continuing goals: Multi-Tiered System of Support (MTSS) [Collaboration on student success]; Eliminating Opportunity Gaps; and Engagement. In addition, the Board discussed ongoing interest in College and Career Readiness and Program review.

1. Educational Excellence and Equity: We are committed to building shared understanding across schools and district silos, on how to eliminate opportunity gaps (EOG), ensure opportunities for greatness (EOG 2.0) and accelerate learning for all students.

   During the past year, we worked to better communicate the urgency of EOG while affirming our collective belief in every student’s potential. We are guided by these three values:
   
   o **Belief in every student;** no matter what; no exceptions
   o **Recognition that relationships matter;** and they must be meaningful and sustainable relationships with at least one caring adult in the school
   o **Commitment to knowing each student’s story, strength and need;** and providing strength-based interventions and supports
• **Spotlight on Engaging Families in High School Success (EFIHS):** In 2015, SPS and Johns Hopkins University were awarded a four-year grant from the U.S. Department of Education, which funds the SPS initiative called EFIHS under the SPS School and Family Partnerships Department. At Wednesday’s Board meeting, James Bush, Director of School and Community Partnerships, highlighted information about the work of EFIHS before turning over the presentation to Adie Simmons, Manager of EFIHS. Connected to our SMART Goal #4, Engagement/Collaboration, EFIHS is focused on building the capacity of middle schools and high schools to engage families in the transition to high school and contributing to the success of students in 9th grade. Improved secondary family engagement leads to improved 9th grade student attendance and course passing. This initiative is doing amazing work. A team of professors from Johns Hopkins University College of Education provides technical assistance to the School and Family Partnerships Department for grant program implementation. Ninth-grade-student success is a predictor of on-time high school graduation. Twenty-two middle schools and high schools are participating in the initiative. EFIHS is based on a continuous improvement model using the Cycle of Inquiry as a tool for school staff to reflect on when evaluating the outcomes of the engagement activities they implement. The schools are networked as a community, receiving professional development, coaching and technical assistance to ensure continuous learning and improvement.

• **Seattle Preschool Program Update:** On March 7, the School Board voted to approve the City of Seattle Department of Education and Early Learning/Seattle Preschool Program (SPP) Service Agreement 2018-19, which will allow continuation of seventeen SPP classrooms currently operated by the district, and expansion of up to seven new classrooms for a total of up to twenty-four classrooms. There was considerable support for the SPP Plus classrooms that provide greater inclusion for students with special needs. There were some outstanding questions around three specific service locations. Site specific concerns were outlined in a memo sent to the board on March 13, with information on student displacement, capacity and background information.

At this time, the recommendation is to move forward with the three sites in question: Bailey Gatzert, Thornton Creek, and B. F. Day. The Early Learning and Special Education departments are developing communication for principals, teachers and families. Families who raise concerns to our board will be called individually by staff. Programming options and locations will be discussed.

As we move forward, we will be expanding equitable access and opportunities for all students and families in preschool. We understand the need for high quality leadership, teacher collaboration and tiered supports to meet the needs of all students and programs. This will also require positive adult beliefs to instill a culture of positive learning, relationship and partnership. In order to cultivate a stronger sense of connection and communication between central staff and school buildings, we will be creating a Program Leadership Team (PLT). The purpose of the PLT is to help facilitate and promote the collaborative decision-making process, which affects academic achievement, and identify how to support the needs of students and staff in buildings as we continue to grow.

• **International Schools/Dual Language Immersion Task Force shared recommendations on program models within Dual Language Immersion Programs.** These recommendations were shared at three community meetings in March. The task force will be completing its work in the very near future when they submit recommendations on sustainability. Attached is the executive summary.

• **MTSS is connected to Superintendent SMART Goal 1 and is focused on building a districtwide multi-tiered system of support within SPS. It continues to be a key strategy toward eliminating opportunity gaps for students of color. MTSS allows us to know every student by story, strength and need and align supports and resources in an intentional way to improve each student’s outcomes.** During the
past five years, we have been working to expand the student data we capture around student discipline, suspension and behavioral instruction. As a district, we have shifted from focusing only on suspensions and expulsions, to also looking at how much instruction students are missing. Data from our Missed Instruction Log now flows into Homeroom, our student data portal, to provide educators a more well-rounded picture of students’ stories, strengths and needs. Now, educators can see missed instruction alongside other student data in Homeroom and can better collaborate to improve academic instruction and social-emotional skill-building for students.

2. **Improve Systems:** We continue to make progress toward building effective systems in support of schools. Preparing for next year’s budget and working toward full funding remains a top priority.

- **Latest SAP Release Brings New and Improved Updates:** After extensive testing, a SAP release deployed on March 17 brought updated efficiencies covering many areas. With the release, the district’s new budget tool, Questica, was modified enabling it to import files from SAP along with added audit capabilities. A new interface was also added to “Report Painter,” a report generator by SAP used for finance. The new interface created a custom program that will let users generate reports without them having to be familiar with Report Painter. An additional advantage is that the custom interface retains all “drill-down” functions that users need. Updates also were made to Employee Self-Service (ESS), specifically the Training and Events Management/My Bookings service. Teachers use it to sign up for professional development classes along with viewing previously taken courses. Moreover, SchoolPay, our new online payments system was altered to improve access along with a new interface being developed from SAP to NeoGov, software used by our Human Resources department when processing online applications.

3. **School, Family, and Community Engagement:** Goal 3 focuses on our ability to better listen, engage and communicate with our families and stakeholders.

- **Family Partnerships Task Force:** Twenty-seven participants attended the second Family Partnerships Task Force meeting on March 14 at the John Stanford Center for Educational Excellence (JSCEE). The task force began to work on its top priority of a common definition for family engagement. The task force identified five first drafts of definitions, considering Seattle’s unique cultural context. The task force will continue its work at the next meeting in April. Due to spring break, this date will need to be changed, and the [website](#) will be updated with that information as soon as it’s available.

- **Family Connectors University will be held spring quarter in partnership with North Seattle College.** The program is designed to empower families with information about how to navigate the school system, how to create a college-going culture at home and how to support their child’s, and other children’s, academic success. Families who complete the class will receive two college credits. Graduates are expected to complete a project advancing stronger family-school relationships and to volunteer for a year if they have the capacity to do so.

**Good News:** We have lots of great news from around the district and our schools! Here are highlights:

- **Winners for Life.** Each year, the Rotary recognizes two dozen outstanding students who have demonstrated grit and determination in overcoming obstacles. This is always a highlight of the year for the Rotarians (300 in attendance), our students and our counselors. I was pleased to have the opportunity to share Seattle's successes and congratulate our students. More information about this event is provided below.

- **Seattle Council Parent Teacher Student Association (SCPTSA) Reflections Program – 6 students place at the state level!:** Reflections is a National Parent Teacher Association arts program that emphasizes creative thought and process through an annual theme. The program has six categories: dance choreography, film production, music composition, visual art, photography and literature. Six students placed at the state level, with one going on to National PTA! We had six SPS students participate this year because of proactive Reflections chairs and caring instructional assistants at Adams and Thurgood Marshall.
• Congratulations to the seventy-five Seattle schools for achieving the conservation shared savings awards! 75 schools achieved at least one conservation goal and have been awarded shared savings funds. Funds are awarded for achieving conservation goals in water (forty-two schools), energy (forty schools) and conservation and waste reduction (forty schools). Savings awards totaling $40,200 will now be shared among these schools. More information can be found in this week’s Capital update.

• Unified physical education is featured in this video from SPS media operations. The program is geared toward students with disabilities and provides them developmental skills, authentic relationship with peers and physical activities. The curriculum offers students an inclusive environment.

• Concord Elementary Highlighted in Congressional Floor Speech: Last week, Congresswoman Jayapal’s recognized Concord Elementary in her Floor speech on Arts Impact projects that highlighted the school’s arts education program! Congratulations to Concord for the recognition and for the great work they are doing.

• Congratulations to the Denny International Middle School Girls Basketball team on winning the city-wide championship!

• Lori Dunn, the Physical Education manager was one of four educators nationwide to win the National Society of Health and Physical Educations (SHAPE) America Honor Award. “This award recognizes individuals of personal integrity who exemplify the spirit of devoted service to the professions and who has made an outstanding and noteworthy contribution to the advancement of health, physical education, recreation or dance,” says SHAPE America President Fran Cleland. Congratulations to Lori!

• Attendance efforts shared: SPS attendance efforts were featured on the Seattle Channel: http://www.seattlechannel.org/OurCityOurSchools?videoid=x88469. Attendance Program Manager Brad Fulkerson was one of three people Seattle Channel spoke with about how attendance is an indicator of graduation rates and other life outcomes. The cable channel explored what steps local schools are taking to help reduce chronic absenteeism. Olympic Hills Elementary and Eckstein Middle School were featured in the program.

Topics of Board and Community Interest:

• Council of Great City Schools (CGCS) Legislative Conference was held this week in D.C. Director Jill Geary, Deputy Stephen Nielsen and I represented Seattle. The budget news was slightly less grim than one year ago. Federal budgets for schools remain somewhat stable despite efforts to deflect funding from public schools to private/charters. We visited with staff from Senator Murray’s and Senator Cantwell’s offices. They appreciated receiving our documentation on Seattle's progress and our School Board resolutions. They want to know how to improve the Every Student Succeeds Act (ESSA). The Education Secretary declined the invitation to present at the conference. The Males of Color Task Force and CGCS board meeting provided a wealth of information that we can use in advancing our work. See the attached 2018 Education Priority Issues for Congressional Office Visits.

• CGCS takeaways:
  o Males of Color Goals = Achievement strategies; Positive learning environment; Social-Emotional Competency; and Life skills support systems.
  o CGCS website of member, district initiatives are now searchable
  o Office of Equity: Many/most districts now have an office of equity; many struggling to gain traction
  o Ethnic Studies: Seattle suggested that we collaborate on nationwide ethnic studies development
  o Suspensions: Many efforts to reduce suspensions through social-emotional alternatives
  o Implicit Bias training.
  o Literacy pilot in Nashville: with a shout out to Seattle for our support
  o Positive outliers are: Austin, Boston, Charlotte, Hillsborough, Miami, Dallas, and Houston
  o Professional Development: Need for teachers to provide more student opportunities for “complex thinking”
Earlier this week, administrators from Student Support Services met with the Department of Education’s Office of Special Education Programs (OSEP) and the Office of Superintendent of Public Instruction (OSPI) about Special Education: The purpose of the meeting was to monitor the sustainability of the compliance related activities under the Individuals with Disability Education Act (IDEA) that SPS completed during the past four years. The evidence presented and follow-up discussions at the meeting reflected the outstanding transformation of the procedures, systems and professional development that support special education services within SPS. Both OSEP and OSPI were impressed with the Formula for Success and ability to tier supports to schools using data to address the opportunity gap, especially for students with disabilities. They still were concerned about possible administrative turnover with a change in administration. A follow-up meeting with both agencies is scheduled for spring of 2019.

Levies 2019 Community Meetings Scheduled: Planning is underway for two levies to be submitted to Seattle voters in February 2019.

- **Capital Projects**: SPS is developing capital projects lists based on: growth/capacity; age/condition of schools; student safety; regional and racial equity; and other factors. Several community meetings are scheduled and input is welcome. District staff members will present information, listen and collect your input and feedback and answer questions. Please join us for one of the meetings. Meeting dates and more information can be found in this week’s Capital update.
- **The Operations Levy** is a renewal of the expiring Operations Levy supports educational programs not fully funded by the state such as special education, English Language Learners (ELL) and compensation.

Important JSCEEE Parking lot changes due to South Lander street overpass construction: The city’s Department of Transportation will be working on this project for approximately 18-24 months. It has and will continue to impact JSCEEE’s parking. More information about the parking impact and the project timeline have been added to this week’s Capital update.

**Superintendent and Staff Visits/Presentations:**

- **Rainier Beach High School Visit**: Principal Keith Smith provided an excellent overview of the school with data showing both great progress (graduation rates UP dramatically) and detailed improvement plans (more college ready students).
- **Graham Hill School Visit**: Principal Deena Russo said their Race and Equity team was working hard on a co-design program that would engage their entire school in improved equity work.
- **JSCEEE Spring Potluck**, hosted by the JSCEEE Climate and Culture Committee, was a huge success. Their goals are to improve the climate and culture at JSCEEE by recognizing employees, building connections and a sense of community, and improving the physical work environment in the building. This event was well attended by more than 100 staff members. The Eckstein Middle School Jazz band performed classic hit songs.

(Pictured: JSCEEE staff enjoying the music played by the Eckstein Jazz band at our first Spring Potluck)
• **South Shore PreKindergarten-8 School Visit**: I was impressed with their identity safety work and their quarterly review of how students, parents and staff are perceiving their equity/relationships work. One huge AHA – they ASK students who the adult is that the student feels advocates best for them.

• **Dunlap Elementary** also showcases rich identity-safety work and had student ambassadors welcome me into classrooms and explain their Recognizing, Understanding, Labeling, Expressing and Regulating emotions (RULER) Charter expectations.

• **Winners for Life Reception**: I was honored to attend the annual Rotary Club of Seattle's Winners for Life reception with students who were recognized from each SPS high school as having to overcome great obstacles to make a positive difference in their community. These students' stories were inspirational and varied from having to improve attendance, staying in school while raising a child, overcoming individual or family problems, advancing academically despite problems, or dealing with a physical handicap. A former Garfield student shared her extraordinary story of resilience. At age 6, she lost her mother, father and older brothers in the Rwandan genocide and ended up in a Kenyan orphanage. She attended the University of Washington (UW) to major in Science, Technology, Engineering, and Mathematics (STEM). One day as she walked near the campus, she was brutally attacked with a hammer; her cellphone was stolen, and she was left for dead. She spent the next few months in Harborview and was promised a spot at the UW by President Mark Emmert. She eventually returned to school and finished her math degree in 2012, just a year behind her original graduation date. While these students may or may not be top academic achievers, they have demonstrated a commitment to pursuing their education despite great odds. The stories of Winners for Life were diverse, but also, in one important respect, the same: each has shown character to overcome the adversity.

• **Cleveland High School** was the showcase site for the Families and Education Levies Oversight team this month. Principal George Breland presented on the academics followed by a great overview of Health Clinic work districtwide and at Cleveland. We then visited the clinic, which includes a complex of offices, reception and exam rooms. Three full-time staff provide great wrap-around support for students.

• **Meeting with Mayor Durkan**: On March 12, Mayor Durkan met with Directors Harris and Burke and me. We thanked the mayor for the city's support for Orca cards and Seattle Promise. The discussion included: Student Safety, upcoming Levies and Downtown Schools/Seattle Center. Enthusiasm was shared by the City and SPS for Career Technical Education (CTE), internships, trades and job readiness opportunities. We also discussed joint development of school safety measures that could engage staff and students.

**Associate Superintendent for Teaching and Learning Michael Tolley’s School Visits**: Over the past two weeks, Michael has conducted visits at the following schools and discussed with principals their problem of practice relative to Institutionalizing Racial Equity and Eliminating Opportunity Gaps, along with other initiatives. The goal was to see and understand the impact school leaders and teachers are having on improving students’ academic performance at Gatewood Elementary, Middle College at Northgate, Sacajawea Elementary, and Whitman Middle School.

**Community Engagement/Highlights:**

**UPCOMING:**

- **Equity and Race Advisory Committee Meetings** 5-7 p.m., March 26, JSCEE Auditorium
- **Huchoosedah/Parent Advisory Committee (PAC) Native American Education meeting**, March 26 from 5:30-7:30 p.m. at Boren Stem, 5950 Delridge Way SW. Join the community for culture night!
- **Special Education Advisory and Advocacy Council (SEAAC) Meeting**, April 3 from 5:30-7:30 p.m. at the JSCEE. The Special Education Advisory and Advocacy Council is composed of eighteen staff, community members, and family members who have children who receive special education services. The purpose of this committee is to advise SPS staff on issues of Special Education. All are welcome to join the meetings.
• **Highly Capable Services Advisory Committee Meeting, April 3 from 6:30-7:30 p.m. at the JSCEE in Room 2700.** The SPS Highly Capable Services Advisory Committee (HCSAC) is a group of volunteer parents and teachers charged to advise the district on behalf of identified Highly Capable Students, as well as serve as a two-way conduit of information between the district and HCS community members.

• **Student Engagement Opportunity with Boeing, April 23:** All Washington high school seniors who plan to pursue a STEM degree or career are eligible to apply for the first-ever Washington State STEM Signing Day 2018. The inaugural Washington State STEM Signing Day on April 23 in Seattle will celebrate high school seniors from across the state as they make their commitments to continuing education programs focusing on STEM.

**Attachments:**

- International Schools/Dual Language Immersion Task Force Recommendations - Executive Summary
- 2018 Education Priority Issues for Congressional Office Visits

Thank you,

Larry

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**Associate Superintendent for Capital, Facilities, Operations and Enrollment Update:** Included in this packet please find Associate Superintendent for Capital, Facilities, Operations and Enrollment Dr. Flip Herndon’s update for this week.

**Associate Superintendent for Teaching & Learning Update:** Included in this packet please find Associate Superintendent for Teaching & Learning Michael Tolley’s update for this week.

**Chief Engagement Officer Update:** Included in this packet please find the Communications update for this week.

**Chief Information Officer Update:** Included in this packet please find Chief Information Officer John Krull’s update for this week.
Recommendations Part 2: Issue C Program Models within Dual Language Immersion Programs

Executive Summary

International Education in Seattle was an outgrowth of the late 1990’s, reflecting the dual realities of globalization and the increasing number of students coming to school with home languages other than English. This was in the context of state and national education reform, the standards movement in education, and a desire to have all students achieve at higher levels by clearly identifying what students needed to know and be able to do. Between 2000 and 2014, Seattle Public Schools opened 10 International Schools with Dual Language Immersion programs in Spanish, Japanese, and Mandarin in the NW, SE, and SW regions of the city.

In spring 2016, Seattle Public Schools initiated a process for studying the impacts, risks, and benefits of sustaining and expanding Seattle’s International Schools and Dual Language Immersion programs through the establishment of an International Schools / Dual Language Immersion Task Force. The Task Force set out to address four major issues of concern, and in August 2016, it published Part 1 of its Recommendations, which addressed Issue A Pathways and Issue B Assignment Plan Models.

As the Task Force continued its work on the remaining two issues, the School Board decided to launch a district program review of the International Schools and Dual Language Immersion programs in the 2016-2017 school year. The Seattle Schools Research and Evaluation team presented their final report to the School Board in October 2017. The Task Force members served as a sounding board for the Program Review team, and findings from the Program Review have informed the completion of the Task Force’s work.

Part 2 of the Task Force Recommendations addresses Issue C Program Models within Dual Language Immersion programs. Part 3 of the Recommendations, to be completed after Part 2, will address Issue D Sustainability.

The issues addressed in Part 1 of the Task Force Recommendations are directly connected to decisions by Enrollment Planning and Services and the School Board itself, since it is the body that ultimately approves the Student Assignment Plan. In contrast, the issues addressed in Part 2: Issue C Program Models are more closely tied to decisions in the Curriculum, Assessment, and Instruction Department since program models impact the programs within the schools primarily, not district-level student assignment plans. While there is not a specific recommendation around forming an ongoing advisory committee to support the current and future program model questions that arise, the Task Force hopes that district leadership will work with the 10 International Schools principals, the Executive Directors of Schools, the school communities, and relevant central district staff to consider forming an appropriate group or organizational structure to carry out that role when the Task Force sunsets.

The five recommendations in this report where shared with the school communities during three community meetings in March 2018:

- March 12, 2018 at Hamilton International Middle School in the NW region
March 13, 2018 at Denny International Middle School in the SW region
March 20, 2018 at Mercer International Middle School in the SE region

Recommendations for Issue C Program Models
The International Schools/Dual Language Immersion Task Force has 5 recommendations for Issue C:

Recommendation C1: Program Time Allocation Model Elementary. Ensure that the current model in Seattle of elementary Dual Language Immersion programs using the 50:50 time model (half-day English, half-day Spanish, Japanese, or Mandarin) is truly providing 50% of the school day in the partner language and explore the 90:10 time model as an option when future DLI programs are opened.

Recommendation C2: Program Time Allocation Model Secondary: Fully implement the current recommended model at SPS for secondary level Dual Language Immersion continuation programs of two periods a day taught in the partner language.

Recommendation C3: Number of Languages Taught Per School: Encourage John Stanford International and McDonald International to engage with their staff and parents and Enrollment Planning and Services to review the pros and cons of keeping the current model or splitting into separate language schools.

Recommendation C4: Content Taught in the Partner Language: Develop a consistent SPS DLI Program Model K-5 across all schools with DLI programs. Schools that would like to depart from the standard model should consult with other DLI programs and district leadership, as well as families and community members, to explain and gain consensus for the alteration. All programs should provide explicit time for developing biliteracy, i.e. strong literacy skills in both English and the partner language.

Recommendation C5: Language of Initial Literacy: Provide initial literacy instruction in both English and the partner language starting in kindergarten, with a focus on teaching for biliteracy and careful consideration of the language development needs of both heritage speakers and second language learners of the partner languages (Spanish, Japanese, and Mandarin).

Important Document

• [Intl/DLI Task Force Recommendations Part 2 (3/21/2018) *NEW*](#)
2018 Education Priority Issues for Congressional Office Visits

- **Significantly Increase Funding for Key ESSA and IDEA Formula Grants as Congress Finalizes FY 2018 Spending and Develops FY 2019 Funding Priorities.**
  
  o **Title I:** Additional Title I funding is needed to offset the potential local-level Title I reductions for the Every Student Succeeds Act (ESSA) to succeed on the ground in the upcoming school years. Increased set-asides, shifting poverty populations, and inadequate federal funding for Title I means thousands of school districts have received less funding to implement the new accountability, intervention, and data and reporting provisions required since the passage of ESSA.
  
  o **Title II:** Oppose the cuts to Title II funding proposed by the White House and supported by the U.S. House of Representatives. This funding is vital for recruiting, retaining, and training a high-caliber teaching force, and many cities pay for the salaries of teachers with Title II.
  
  o **IDEA and ELL (Title III):** ESSA retained - and expanded - the required subgroup accountability interventions beyond earlier requirements of NCLB. More schools, including non-Title I schools, will be identified for targeted interventions, particularly for students with disabilities and English learners. Funding increases in IDEA and ESEA Title III programs for these traditionally under-performing subgroups of students remains a major priority.
  
  o **Title IV:** The new Title IV Student Support and Academic Enrichment grant consolidates previous programs for school safety, technology, advanced placement tests, and support services through poverty-based formula funding of school districts. Adequate funding for Title IV is needed to ensure districts have predictable, annual funding available for a variety of services to support low-income students.

- **Approve a DACA Fix Immediately.** Multiple bills addressing the legal status of the Dreamers have been introduced in the 115th Congress - including the bipartisan DREAM Act or the Republican's SUCCEED Act-that would create ways for eligible Dreamers to apply for citizenship. Urgent action is needed to find a solution for the hundreds of thousands of students and teachers who make up our communities and want to live, study, work and contribute in the United States.

- **Adopt Meaningful School Safety and Gun Violence Legislation to Protect Our Students.** The current piecemeal approach and status quo legislation being considered does not provide school districts with the support they need to maintain a safe and secure learning environment for the students we serve. Urban schools call on Congress to pass comprehensive federal legislation that bans assault weapons, requires universal background checks, provides substantial funding for school safety measures, supports more mental health and counseling services in schools, and reforms the collection of data on gun use.

- **Support the Inclusion of School Facility Improvements in Any Federal Infrastructure Legislation.** Federal investment in our nation's infrastructure must not ignore the needs that urban school districts face in maintaining and operating our aging and often outdated school buildings. Federal support for school districts in building, renovating, and improving school facilities will help modernize our classrooms, increase the security of our schools, provide learning benefits for our students, and create a wide variety of skilled jobs in our local communities.

- **Oppose Private School Vouchers, Demonstration Programs, or Grants.** Underscore your unequivocal opposition to any legislative or funding proposals that would permit federal funds to be used for private schools, including vouchers and private choice demonstrations, or the Administration's private school Opportunity Grants. Depriving public schools of any public funding or any public revenue sources - whether at the federal, state or local level - will undercut the financial integrity of public education in the nation.

- **The Perkins Career and Technical Education (CTE) Reauthorization Should Retain Local Flexibility For School Districts to Help Meet the Needs of CTE Students.** Request retaining the current formula grants, rather than shifting to competitive grants under a Perkins reauthorization. Oppose proposals to mandate joint applications from school districts and community colleges for these formula grants, which are currently permissible but not required. Oppose reserving additional Perkins funds at the state level or watering-down state CTE maintenance of effort requirements.
Facilities Operations

20180323 Rainier Beach HS maintenance projects scheduled to be completed by September 4th:
- Patching and painting the interior of 25 classrooms, office areas, and restrooms.
- Upgrading whiteboards in 25 classrooms.
- Installing 14 additional security cameras.
- Installing corridor motion sensors for off-hour lighting for security cameras.
- Installing three additional electronic door locks with card access and an emergency lockdown button for the office.
- Adding a main entry vestibule.
- Installing new classroom door hardware.
- Installing additional exterior lighting.
- Upgrading gym lighting to LED.
- Repairing, sealing, and repainting the parking lot.
- Stripping and waxing tile floors.

20180323: SPS parking Lot changes due to South Lander Street overpass construction:
Seattle Department of Transportation has given the “notice to proceed” to Flatiron Construction for the Lander Street Overpass. The purpose of the project is to provide grade separation of South Lander Street over the BNSF railroad tracks between 1st Avenue South and 4th Avenue South. Amtrak is also adding an additional track. The project is estimated to take 18-24 months. Lander will be closed on May 28 for the duration of construction. As part of the closure, The City of Seattle has leased 60 parking stalls in the south lot, which the contractor will use for staging. A fence will be erected between March 26 and April 2, removing access for general-parking use. Also, general access to the south lot will be curtailed while the driveway onto 3rd Avenue South is rebuilt, and the easternmost driveway onto Lander will be closed permanently. The only access to the south lot will one-way southbound along the west side of the building. The remaining parking will be available for general use, but exiting will be from the west along the railroad tracks only. Exiting is expected to be by flaggers only. The sidewalk between 1st Avenue South and 4th Avenue South will remain open. There is no general-purpose parking in the east lot; it is all restricted to executive parking, School Board parking, disabled parking and carpool parking. General-purpose parking can be found in the north lot. However, there is reserved parking for maintenance and fleet vehicles. If there are no available slots, please do not park on the ends and aisleways, in walkways or in front of the dumpsters. All JSCEE and non-JSCEE staff who cannot find parking in the general-purpose spaces will have to park off-site. On-street parking is available or parking in pay lots. Consider carpooling, public transportation or alternative transportation. The JSCEE is served by the SODO Light Rail Station. For more information about the project, please click on the following link: https://www.seattle.gov/transportation/projects-and-programs/programs/bridges-stairs-and-other-structures/bridges/s-lander-st
20180323: Conservation shared savings awards for the 2016-17 school year: 75 schools achieved at least one conservation goal and have been awarded shared savings funds. Funds are awarded for achieving conservation goals in water (42 schools), energy (40 schools) and conservation and waste reduction (40 schools). Energy costs increased during the 2016-17 school year due to colder temperatures in the winter and warmer temperatures in the summer. Each school is provided with detailed information about its resource use and costs to help schools stay comfortable while keeping energy, water and waste bills manageable. We want to avoid wasting resources so that funds may be directed toward our primary district goal of “Every Student. Every Classroom. Every Day.” Savings Awards totaling $40,200 will now be shared with the 75 achieving schools.

Most schools have a Green Team comprised of students, teachers and parents. They work with custodians and after-school programs to ensure that schools are making good conservation choices and avoiding waste. Other school partners include YMCA Earth Service Corps Clubs and Washington Green Schools Program. The goal of these programs is to encourage a culture of conservation at every school in the district. Green teams from every school are encouraged to apply for specific Green Team Funding. Please see the online application at https://www.surveymonkey.com/r/SKN3G3K Contact: SPSGoingGreener@seattleschools.org

Capital Projects and Planning

20180323 BEX/BTA Board Oversight Committee Meeting of March 9, 2018 -summary: An overview of the BEX IV and BTA IV program cost was provided by Capital Financial Control Manager Melissa Coan. Capital Projects and Planning Director Richard Best reviewed the status of BEX IV projects, including modernizations to Lincoln High School, Loyal Heights Elementary School and the lunchroom addition to McGilvra Elementary School. In addition, he reviewed the status of the BTA IV projects, including modernizations to E.C. Hughes Elementary School and Magnolia Elementary School. He also presented a PowerPoint draft of the BEX V Capital Levy which will be presented at the March 28th Board Work Session (4:30-7:30 p.m.). One of the topics addressed specifically is the need for an additional high school. Director Burke stated that a decision will need to be made to either build another high school or expand existing high schools. Director Burke added that they are looking at the BEX V capital levy in terms of capacity and sustainability, with a consideration for sustainable operation that will also lower cost of ownership.

20180323 Levies 2019 Community Meetings Scheduled: Planning is underway for two levies to be submitted to Seattle voters in February 2019 and Seattle Public Schools requests your input and feedback on possible projects. The Operations Levy is a renewal of the expiring Operations Levy; it provides more than 20 percent of the district’s general fund annual budget and supports educational programs not fully funded by the state. The Building Excellence V (BEX V) Capital Levy is a renewal of the expiring BEX IV Capital Levy. It will include projects to improve earthquake safety and other security needs, add more space to meet growing enrollment needs, replace or repair school buildings and systems, and fund major preventive maintenance throughout the school district. District staff members will present information, listen to and collect your input and feedback, and answer questions. Please join us for one of the following meetings. The district can provide ASL and language interpreters if requested five days in advance. Email publicaffairs@seattleschools.org or call 206-252-0070 (language interpreters) to request support. All meetings will take place from 6:30 -8:15 p.m.
• Monday, April 2  Aki Kurose Middle School lunchroom, 3928 South Graham Street
• Tuesday, April 3  Madison Middle School lunchroom, 3429-45th Ave SW
• Monday, April 23  T.T. Minor School (Seattle World School) lunchroom, 1700 E. Union
• Tuesday, April 24  Jane Addams Middle School lunchroom, 11051-34th Avenue NE
• Thursday, April 26  Monroe School (Salmon Bay K-8) lunchroom, 1810 NW 65th Street

Comments and questions are welcome via email or mail:
• BEX V Capital Levy: capitallevy2019@seattleschools.org
• Operations Levy: budget@seattleschools.org
• By mail: Levies 2019, Seattle Public Schools, MS 22-336, PO Box 34165, Seattle, 98124
TEACHING AND LEARNING

CURRICULUM, ASSESSMENT & INSTRUCTION:

4C’s Group and Formula for Success:

The 4C’s group is an internal work group composed of assistant superintendent level members of the school district’s leadership and convened by the Associate Superintendent for Teaching and Learning. This group includes the Chief of Schools, Chief of Student Support Services, Chief of Strategy and Partnership, Chief Information Officer, Chief of Curriculum/Assessment of Instruction (CAI), Executive Director of CAI, Assistant Superintendent for Business and Finances and Assistant Superintendent for Human Resources. The 4C’s began meeting last year to focus on breaking down silos within the organization and strengthening coherence in the teaching and learning work within the schools. This specific task did not fit the normal agendas of the Superintendent’s Small, Operations or Extended Cabinets, which include operational, legal and other department supervisory matters not directly connected with instructional leadership of the district. One of their original products was the first draft of the Formula for Success, which represented the 4C’s group’s first efforts at increasing coherence in the JSCEE. The motivation was to have a greater impact on the opportunity gap by collaborating rather than working as separate departments and divisions. The “4C’s” stand for collaboration, coherence, communication and coordination. Recently, this group has developed a new level of collaboration as they begin preparing for the 2018-2019 school year. Some of the areas of focus are:

- Budget and staffing for the 2018-2019 school year: For the first time, budget planning within Teacher and Learning (T&L), which up until now had been developed with each individual T&L leader working on his/her own, was conducted as a collaborative group. The 4C’s group looked at all the work projected by the Formula for Success, particularly the Key Performance Indicators (KPI’s, student achievement goals), and reviewed the staffing plans of each department and division. By doing so, adjustments were made with cooperation between staffs in mind, and some duplication was eliminated. For example, Student Support Services and Curriculum, Assessment and Instruction (CAI) found ways to coordinate their staffing requests and make them more efficient as they planned the implementation of Multi-Tiered System of Support (MTSS) Whole Child Framework.

- Continuous School Improvement Plans (C-SIPs): An agreement between the 4C’s group brought a measure of consistency among C-SIPs. For the first time, elementary, middle and high schools will have a shared goal based on the Key Performance Indicators for the Formula for Success. While building choice will still be allowed, elementary and Kindergarten through eighth grade (K-8) schools will all make 3rd grade literacy proficiency a common goal. In middle schools, developing the readiness for all students successfully
complete high school Algebra I in 8th grade will be a part of C-SIPs. High school goals are still being developed, but they will include increasing success in college and career readiness. To accomplish student achievement goals, schools will take advantage of instructional materials adoptions, professional development, and the Secondary Re-visioning initiative.

- Professional development system: The 4C’s group has been working to accomplish the Superintendent’s SMART Goal #5, the Professional Practice goal. This includes improving coherent support to schools and aligning work across departments within the central office. The 4C’s group has been studying where aspects of the professional development systems is not as focused or not as effective at improving teacher practice as it should be. It examined what was being offered and whether it supports accomplishing the KPIs. Two critical decisions have been made relative to the Teaching and Learning Division: 1) To focus limited staff and resources on the schools identified as needing assistance in implementing the MTSS Whole Child Framework. While all schools will receive some level of assistance, attacking opportunity gaps at the identified schools will maximize the impact of central office support. 2) To align staff and resources of the departments to supporting buildings’ KPI goals in their C-SIPs. Because C-SIPs will now have common goals, departments and divisions at JSCEE will be better able to target services to school staff. Another feature of cooperation will be to develop a common instructional language based on the Skillful Teacher, an effort lead by the Seattle Public Schools/Seattle Education Association (SPS/SEA) Professional Growth and Evaluation group.

The 4C’s will continue work on how to deepen collaboration on specific projects focused on improving student learning. For example, Strategy and Partnerships and CAI will work on defining culturally relevant teaching practices, Student Support Services and CAI will work on continued implementation of MTSS Whole Child Framework, CAI and Department of Technology Services (DoTS) will research how technology can enhance instructional materials adoptions.

**Status of Secondary Re-visioning:**

**Preface:** During the 2014-2015 and 2015-2016 school years, the 24-Credit Task Force gathered to assess the requirements and opportunities inherent to Seattle Public Schools’ implementation of Washington State Law RCW 28A.230.090, which requires students to earn 24 credits in order to graduate from high school. Following that work, a committee of high school principals met monthly to review potential high school schedules and investigate issues related to preparing students for college. At a meeting with high school principals in October 2017, Superintendent Nyland committed to reaching a decision on schedule changes in November. At the November meeting, Dr. Nyland shared a two-part plan for re-visioning. For the 2018-19 school year, schools would receive increased funding to support 9th and 10th graders. Those are the students who will need to graduate with 24 credits. For the 2019-20 school year, the district would move towards a new high school schedule, preferably a 30-32 credit schedule that includes longer instructional blocks.

Throughout the month of February 2018, district staff conducted several work sessions and 3 x 3 meetings with the School Board to review schedule scenarios. This memo documents the outcomes of those meetings and work sessions, as of March 2018.
Support from Board on Certain Key Schedule Elements. Schedule for 2019-2020 school year should:

• Provide opportunity for students to earn more than 6 credits per year;
• Offer at least some longer instructional blocks;
• Be informed by data on how different content areas are effectively taught;
• Fit within budget and bargaining constraints.

Requests from Board regarding the Schedule:

• Add culture shift around Special Education inclusion as a key schedule element;
• Provide professional development that truly helps teachers engage in differentiation in their classrooms. Consider using Cleveland teachers to provide PD;
• Do more research on which courses and subjects are better taught in alternating blocks, and which are better taught in shorter periods that meet every day;
• Provide a detailed plan for credit-bearing advisory;
• Let the community know that no decisions have been made regarding schedules.

Outstanding Questions/Concerns:

• Why do we need a consistent schedule across high schools, and why do we have to implement schedule changes for all high schools in the same year?
• We do not have a policy on technology assisted learning, and we need to develop one.
• Board has a right to vote on curriculum adoption, and adapting courses to fit into a new schedule may constitute curriculum adoption.
• What will we do about students earning 24 credits in 2 or 3 years, and not needing to take classes senior year?
• Increasing teacher caseloads is problematic.

Next Steps: Following this engagement with the School Board, district staff have begun working with the Seattle Education Association (SEA) on a joint committee to move forward with secondary re-visioning. The partnership is critical, as aspects of the schedule will likely need to be bargained for in the upcoming contract with SEA. The committee will meet for six (6) full-day sessions, started on March 15, 2018, and will include representatives from the district, SEA leadership, 3-5 educators from every high schools, and a principal or assistant principal from every high school.

The purpose of the committee is as follows: This joint SEA/SPS committee has been charged with supporting the re-visioning of our high schools through the lens of the state 24 credit requirements for the graduating class of 2021, and the District’s Formula for Success for All Students. In recognition of the need for educator voice and system alignment for this work, SPS and SEA leadership convened this joint committee to examine the complex issues presented in meeting high schools students’ needs now and in the future. This joint committee is tasked with examining schedule(s) that best address(es) student needs and that address interests in instructional best practices, system consistency with individual flexibility, professional development needs, and responsible financial stewardship and sustainability. This joint committee is also tasked with recommending options (“straw” to “wood” to “brick”) that bear on the current collective bargaining agreement. These recommended options are intended to be brought to the SEA/SPS Joint Bargaining Team, estimated in June 2018. We anticipate that this work may continue in the 2018-2019 school year, in preparation for 2019-2020 school year.
implementation. We anticipate each of the building teams reporting back to their staff about the work of this joint committee; we will jointly develop the shared “talking points” in order to promote consistent communication on this important work.

District staff will keep the School Board informed and updated as these joint committee sessions progress.

**Kindergarten through 12th Grade (K-12) Science Alignment Update:**

Recently, the science staff of Curriculum, Assessment and Instruction (CAI) attended the National Association of Research in Science Teaching (NARST), National Science Education Leaders Association (NSELA) and National Science Teachers Association (NSTA) Conferences during the week of March 10-17. The most important purpose of attending these conferences for staff members was to gather information useful for potential future instructional materials adoptions. Science staff learned about the current state of science instructional materials, deepened their understanding of science implementation strategies used by other districts and generally caught up with current research.

At the conferences, information was collected from all major publishers and providers of K-8 comprehensive curriculum sequences that claim to have been revised or recently developed to align with NGSS pedagogical practices, content, and concepts to deliver a 3D curricular program was completed. The information served as a preview for future adoption efforts.

Other information learned from these conferences will be applicable to the Science Department’s work to align with Next Generation Science Standards (NGSS) in K-12 science programs, as well as to prepare for potential future instructional materials adoption work. There were sessions on how to strengthen student discourse, how to support shifts in teaching that lead to more equitable results, up-to-date assessment strategies, and overcoming problems in implementation of pedagogical changes.

The staff members were also invited to present their work at the conferences on topics such as:

- Research-practice partnerships with state and local science education leaders.
- Three presentations on Seattle Public Schools’ Research Practice Partnership with the University of Washington: “Practical Guide to Phenomena-Centered Science Learning”, “Leading NGSS Implementation in Districts” and “Equity-based NGSS Implementation through partnerships between Districts and Higher Education”.
- A teacher workshop on co-developed biology curriculum with Michigan State University on Engaging Students in Global Climate Change Literacy

All in all, the CAI staff learned that SPS is well-positioned to move forward with instructional materials adoption efforts to strengthen the science program.

**STUDENT SUPPORT SERVICES**

**Advanced Learning:**

**Update on Review of procedures and practices for Advanced Learners:**

Submitted by Michael Tolley 03.22.2018
In accordance with Superintendent SMART Goal 3 and Policy 2190, the Board of Directors requested Seattle Public Schools (SPS) undertake a systematic review of district programs and services in oversight of the Advanced Learning Department. The goal of the program evaluation included the improvement of decision-making by deepening understanding of program design, implementation, results/outcomes, et.al. The Board was presented with information regarding findings of the year-long review in the fall of 2017. The program review initiated a multi-year effort to constructively address concerns raised about the Advanced Learning Department and districtwide services for advanced learners.

**Update on current actions and progress:**

Superintendent Nyland has reviewed the Advanced Learning Task Force (ALTF) Charge. The final draft is attached for review.

- The Drafted Charge references
  - District policy that will provide guidance to the work
  - Timeline for notification and invitation to the community to participate
  - Suggested members of the panel to review and make recommendations for participants and alternates. Please note that we will be recommending participation by the School Board on the selection review panel.
  - The anticipated first meeting to begin on or before May 30, 2018.

- Upon receiving feedback from the board and final approval from the Superintendent’s office, we anticipate beginning notification to staff, families and community members through the support of the Office of Public Affairs and our Communication partners on or before Monday, April 2, 2018.

**Next Steps:**

**Timeline and Scope:** A full project plan and scope which will provide a visual schematic of the Task Force work in correlation with the scope of testing, eligibility and decision-making will be provided to the Board on Friday, March 30, for review and feedback.

**English Language Learners:**

**Language Access Policy 4218 Update:**

Since the implementation of the Language Access Policy 4218 in November of this school year, we are continuing to find ways to improve our system and engage families. We have staff informing parents/guardians via email to schools, on the website and by phone of their right to an interpreter. Notification has gone out to school leaders as well. We have developed a flow chart for schools to follow in requesting translation and interpretation services. This has been distributed to school leaders and school staff. We have had 595 requests for translation this year, which is a definite increase from years past. People are learning about the policy and the process. Interpretation is being requested more often as well, with 131 interpretation requests received. So far, we have provided schools with a telephonic service for interpretation to help support parents/guardians. Schools are also utilizing the telephonic translation service more than they did last year with 2,167.8 minutes of translation service through Linguistica.

In order to support school staff, we led our first professional development for our instructional assistants on the ethics of interpretation and translation. District leaders and staff have received
information regarding the new Language Access Policy and have been informed on the protocol to follow to access services. We have created a poster translated in 9 languages that will be visibly displayed in schools near the school entrance or office and JSCEE lobby notifying parents there are services provided.

SCHOOL OPERATIONS

Creative Approach Schools:

The Creative Approach School (CAS) designation was developed as a response to the grassroots desire of some schools to develop new and different ways to increase student achievement. As some aspects of the CAS design included excepting schools from certain aspects of the Seattle Public School/SEA Collective Bargaining Agreement (CBA) such as teacher transfer provisions, the process for becoming a Creative Approach School was written into the CBA.

Designated Creative Approach schools are those who have developed a new, different, and creative approach that supports raising achievement and closing the achievement gap for all enrolled students in their particular school. Seven schools are currently designated as Creative Approach Schools: Cleveland High School, Hawthorne Elementary School, Nova High School, Queen Anne Elementary School, Thornton Creek Elementary School and Seattle World School (which were introduced and approved by the School Board in January/February 2013) and Pathfinder K-8 School (which was introduced and approved by the School Board in June/July 2015).

In the CBA it is agreed that school staff and communities should be able to apply for broad exceptions from SPS policies and the SPS/SEA CBA in return for enhanced autonomy and accountability. The only standing waiver at this time is that these seven (7) schools are exempt from staffing language – specifically they are exempt from having displaced staff assigned to the school.

Any new requests to waive any provision of either school board policies and collective bargaining agreement in return for enhanced autonomy and accountability must be specifically listed in an application for approval. New schools other than the seven (7) that have already been approved that are asking for a School Board policy/procedure waiver would send their requests through the CAS Oversight Committee and Superintendent then to the School Board for approval. Any new schools other than the seven (7) that have already been approved asking for collective bargaining waiver requests would send their requests through the CAS Oversight Committee, the Superintendent, the School Board; and the SEA Board of director for approval. There are currently no schools applying for CAS waivers.

As specified in the 2015-2018 CBA, the process and criteria for applying for and designating a Creative Approach school are developed by the joint SPS and SEA CAS Oversight Committee as is the process in which schools are evaluated. Per the CBA, current Creative Approach Schools must demonstrate documented success in student achievement as reviewed by the joint SPS and SEA Oversight Committee.
LEADERSHIP DEVELOPMENT & SUPPORT

Chief of Schools, Dr. Mike Starosky, met with the Seattle Special Education Parent, Teacher, Student Association (PTSA) on Tuesday, March 20, 2018. This presented an opportunity for Dr. Starosky to discuss leadership and Special Education issues as well as to improve problem solving with students and families.

The Leadership Development Department is currently in the midst of interviewing for the current openings for leadership placements to the following schools:

**Elementary Schools:** North Beach, Wing Luke, Green Lake, Thornton Creek, Kimball, Bryant, Magnolia  
**K-8:** South Shore  
**Middle Schools:** Washington, Hamilton  
**High School:** Middle College

The School Board and community will be updated with School Leadership Placements by the end of March.
I. **Charge**

The Superintendent of Seattle Public Schools will establish an Advanced Learning Task Force (ALTF) and seeks to appoint members who are dedicated to the improvement of educational programs, policies and procedures for children who demonstrate current and/or the potential for performance above and well above state standard.

II. **Scope**

Seattle Public Schools is committed to a high-quality education for all children. We are dedicated to providing a learning environment that inspires and supports all of our students. We know that the meaningful involvement of parents and supportive community agencies is a very important part of attaining that level of excellence, especially for our children with disabilities. Parent input may be gathered prior to, during, and following programmatic decisions and activities.

The Advanced Learning Task Force (ALTF) provides a District-recognized forum for the parent community and agencies that support children’s advanced learning needs, including Highly Capable. The primary responsibility of the Advanced Learning Task Force (ALTF) is to provide Seattle Public Schools with parental and community agency perspectives on Advanced Learning and Highly Capable services, including current operation and management, policies, proposed changes, future plans, and goals. The Advanced Learning Task Force (ALTF) will present its findings, recommendations, and opinions in a final report to the Superintendent. The final report will include a review of all projects and activities, as well as all recommendations of the task force.

**Policy Considerations:**

1. **Ensuring Educational and Racial Equity (School Board Policy 0030):**

   Our work and intentions in service to the advanced learner must be in keeping with Seattle’s School Board Policy 0030 which states our commitment to a “barrier-free environment” where all children have access to the highest quality, most beneficial education, “regardless of race, class or other personal characteristics”. The essence of Seattle Schools Commitments to Equity includes:
   - The review of existing policies, programs and procedures to ensure promotion of racial equity
   - Assurances that adults will be provided professional development (PD) that equips them with knowledge and skills targeting disparities in achievement and opportunity
   - Ensuring a welcoming culture and inclusive environments reflecting the diversity of our population
   - Partnering with families, agencies, higher learning institutions, and members of the community who demonstrate culturally specific expertise as we seek to define and meet our goals
• Providing multiple pathways to success in order to meet the needs of our diverse student body
• Provide assessments that reflect the diversity of students and staff, and which are geared towards understanding the uniqueness of each student.

2. Highly Capable Services and Advanced Learning Programs, is the second policy that guides our work and states: (School Board Policy 2190)

“...all students will be afforded the opportunity to reach their potential and graduate from high school ready for college, career, and life. As such, all Highly Capable students and Advanced Learners will have equitable access to academically challenging and appropriate programs and services.”

In addition the policy states:

“The framework for such programs or services will encompass, but is not limited to, the following objectives:

• Expansion of students’ academic and intellectual skills in every year of education;
• Stimulation of students’ intellectual curiosity, independence and responsibility;
• Development of students’ social and emotional wellbeing; and
• Development of students’ originality and creativity.”

The policies referenced above infer that as a school district:

• We are systematically able and equipped with processes and procedures to identify students who perform and bring the potential for performing above and well above standard
• We are systematically aware of and committed to reducing and/or preventing barriers for students to ensure equitable access to academically challenging as well as appropriate services
• We are prepared to offer services that are consistently academically challenging, stimulating and promote independence
• We are systematically equipped to make eligible those students demonstrating benefit from advanced, enriching and appropriately accelerated content
• We understand the needs and characteristics of children demonstrating characteristics of high capability, and thereby are equipped to serve these students

The work of the Advanced Learning Task Force (ALTF) will serve to re-examine and re-envision the work of serving students who bring the aptitude, potential, and ability for above and well above performance on state standards. This work will be anchored in our commitments as set forth in the policies excerpted above. In addition, the work of the ALTF will embed Seattle Public Schools’ Formula for Success as we examine and review practices and processes for consistency with a Multi-Tiered System of Support (MTSS) Whole Child Framework. MTSS frames collaborative practice and use of data to inform high quality instruction and works to ensure a barrier free learning environment resulting in personal success for the advanced learner. The Advanced Learning Task Force will not serve for the purpose of decision-making. Decisions regarding policy and procedures will remain with the School Board and Superintendent, respectively.
III. **Membership**

**A. Number**

The council will include up to twenty members appointed by the Superintendent or his designee. A minimum of one-third of the members will be parents of children currently designated as Advanced Learner (AL) or Highly Capable (HC) and/or parents of children who hold the designation of Advanced Learner or Highly Capable. The balance of the council will include: parents of non-Advanced Learners & non-Highly Capable children, students, staff representatives, agency personnel, civic groups, and college or university personnel who have an interest in advanced learning and highly capable services for students in Seattle Public Schools.

**B. Qualifications and Selection Criteria**

**Parent/Family Members**

Parent/family members who have a student currently attending Seattle Public Schools. Preference shall be given to individuals who reside within the District.

**Staff Representatives**

Staff representatives may include, but not be limited to: certificated teachers, building administrators, Educational Staff Associates and central office staff/administrators.

**Community Organization Representatives**

Community representatives may hold positions in educational, service government or not-for-profit organizations/associations with an interest in and knowledge of Advanced Learning. A representative of the organization should be nominated by the executive director or senior manager of the organization.

Appointments to the task force will be made so that collectively the group will represent the diverse population of Seattle Public Schools in terms of ethnicity, language, race, gender, sexual orientation, socio-economic status, type of family (two parent, single-parent, foster care/kinship, etc.), geographic location within the city, and school level (pK-12).

**C. Selection Process**

1. Nominations due by **April 27, 2018** on ____________
2. Nominations reviewed by review committee: between and **April 30 and May 3, 2018.**
3. Members of the review committee will be appointed by the Associate Superintendent of Teaching and Learning – and is likely to include:
   - Parent and Community Representative(s)
     - Member(s) from the current Highly Capable Advisory Team,
     - School-based Race and Equity Team participant(s)
     - PTSA President or designee
     - Community Based Organization Representative (e.g. Rainier Scholars, UW)
     - Seattle Education Association (SEA) Representative(s)
     - School Board Member
   - Central Office Staff:
     - Associate Superintendent of Teaching and Learning
     - Chief of Student Support Services
     - Director of Student Support Services
3. Review committee recommends appointees and alternates to the Superintendent
4. Invited appointees notified by email, no later than May 5, 2018 with the first meeting scheduled to occur on or before May 31, 2018.
5. Invited appointees to accept or decline a seat on the task force
6. Remaining seats will be filled by alternates
7. Membership will be posted on the District website

No one may serve on the task force who has a financial interest in the outcome of the recommendations made by the task force.

D. Manner of Notification – Notice of Nomination Process
The District shall provide public notice to individuals and organizations that may reasonably be interested in serving on the Advanced Learning Task Force. Notice shall include the following activities:

1. District Website
2. Direct written notice to active community organizations which may have an interest in participation
3. Direct written notice to Parent Teacher Student Associations (PTSAs) at all school sites
4. News release to community and ethnic newspapers

E. Discussion of Consideration & Efforts
Members will be selected and appointed in accordance with School Board Policy 4110: Family & Community Advisory and Oversight Committees, and the accompanying Procedure 4110SP.

F. Duration of Task Force and Terms of Office
1. ALTF is established as a task force to run for one full year.
2. Term of office is set at one calendar year (May-May).

IV. Operations
A. Staffing
1. The Advanced Learning Task Force (ALTF) will operate fully on the work of its members and volunteers
2. School District resources may be used for the following activities at the discretion of the Associate Superintendent of Teaching and Learning
   a. Scheduling meetings
   b. Distributing agendas, handouts
   c. Preparing and distributing minutes

B. Orientation
An orientation session will be held to begin the work of the newly-appointed members.
C. Responsibilities
Task Force members will be expected to attend monthly meetings (dates and times to be decided) and an initial orientation training. A summer summit may be scheduled to provide sustained collaboration time for Task Force members.
Strategic Plan Goal 3: School, Family and Community Engagement

Home Visits Project at South Lake High School: The Engaging Families in High School Success (EFIHS) team at South Lake High School is visiting families to help foster positive relationships and partnerships. Families, who are used to receiving negative news from the school, have been highly appreciative of the staff’s efforts to reach out, discuss their hopes and needs for their students and take the time to get to know them. All families visited by the team have received a school T-shirt and have been invited to future family engagement events. This project is a collaboration between EFIHS, Communities in Schools, and South Lake High School staff.

SHA EFIHS DREA Family Visits Project: Last week, the family visits project team met with principals of participating schools to hear what they and their staff have in mind for this initiative’s training needs. Their input is being incorporated into the training plan that is currently in development. This initiative aligns with SMART goal 5. We anticipate training 20-25 teachers from Jane Addams Middle School, John Rogers Elementary and Olympic Hills Elementary. Teachers will receive clock hours, and the training is tentatively scheduled for March 26 and April 2 at 4 p.m. at Jane Addams.

High School transition night at Salmon Bay K-8: More than 150 parents and students attended Salmon Bay’s High School transition night on March 6. The event included a pizza family dinner and guest speakers covering various aspects of high school graduation and college preparation. Gail Olson Laing, an 8th-grade counselor, spoke to the audience about high school credits, the importance of attendance, new graduation requirements, the High School and Beyond plan and college admission requirements. Featured speaker Susana Cerasoulo, Creator of College Mapper, an organization that helps students decide where they want to go to college and submit applications, spoke directly to the students in the audience and gave them many reasons why a college degree is needed in today's competitive world. She emphasized the importance of 9th-grade for high school graduation and how colleges have GPA thresholds for even student applications. SPS Skills Center School Principal Dan Golosman and Ballard High School Counselor Katie Huguenin were available to answer questions. High school counselors will be at Salmon Bay School to register students for their 9th-grade classes on April 17.

Launch luncheon: Members of the Family and Community Partnerships team attended the Launch luncheon on March 13. Launch provides before and after school and preschool programming at 10 locations and works to eliminate opportunity gaps (SMART goal 2). In the 2016-17 school year, they served 1,250 students ages 3 to 12. Eight of the schools they serve are Title I schools.
**Bi-monthly Community Partner meeting:** On March 16, the Community Partnerships Department held its bi-monthly meeting with community partners serving Seattle Public Schools students in a variety of programming capacities. This meeting provides an opportunity for partner organizations to hear about important district initiatives and updates, and for partners to provide input and feedback. The March meeting focused on two main topics: the new Tableau data system that will soon be rolling out for partners (representatives from DoTS provided a demo of the new system and captured feedback from partners) and a discussion of safety in schools, which included what partners need to do and where communication gaps currently exist.

**Boys & Girls Club luncheon:** On March 14, Family & Community Partnerships Director James Bush attended the Boys & Girls Clubs of King County spring luncheon. Keynote speaker Jackie Joyner-Kersee, Olympic gold medalist and Boys & Girls Club alumna, shared her journey and the importance that Boys & Girls Clubs brings to the community. For more than 75 years, Boys & Girls Clubs of King County has provided services for youth and currently serves more than 17,000 kids.
Date: Friday, March 23, 2018  
To: Dr. Larry Nyland, Superintendent  
From: John Krull, Chief Information Officer  
Re: Friday Memo for March 23, 2018  

Department of Technology Services

C.I.O. and Business Intelligence present iTAC and Student-At-A-Glance

John Krull, Chief Information Officer, attended the Friday, March 16, 2018 Community Partners Meeting at the Columbia Branch Library to inform them of the Information Technology Advisory Committee (iTAC) and ask for engagement and input. The purpose of iTAC will be to serve as an advisory committee in planning for future funding as well as to provide expertise and community input on an ongoing basis. Mr. Krull encouraged our community partners to get involved to help influence the direction of information technology at Seattle Public Schools (SPS). Pending School Board approval Wednesday April 4, 2018, iTAC will meet the third Monday of every month in the JSCEE starting in May.

Judie Jaeger, Director of Information Systems and Business Intelligence, and Catherine Warren, Senior Business Intelligence Program Manager, were also invited to speak at the Friday, March 16, 2018 Community Partners Meeting. They presented a new student data prototype using the Tableau platform called “Student-At-A-Glance” and provided an opportunity for feedback and discussion. This Family Educational Rights and Privacy Act (FERPA) compliant data tool was designed specifically to meet the data needs of Community Based Organizations (CBO) partners. Using the same data, they already receive, per their data sharing agreements with SPS, these dashboards visualize the data in an easy to consume manner through graphs and charts. Types of data visualized in the dashboards include student demographics, attendance, course schedule, coursework and marks, discipline, and assessments.

Telecommunications/System Operations Items Coming to School Board

Technology Services will be bringing forth a Board Action related to the upgrade/replacement of the District’s existing Telecommunications system. The system was identified to receive an upgrade/replacement as part of the Capital Levy approved in February 2016. The completion of the network upgrade/replacement is expected to take approximately two to three years from start of work and is scheduled for approval by the School Board in April 2018.

Additionally, DoTS will be upgrading its Metropolitan/Wide Area Network ensuring the network with which schools operate on has enough bandwidth to support the work being done by students and staff. A replacement firewall will also be brought forward for approval to ensure the district is protected against Malware virus threats that travel through internet traffic generated by our students and staff. All three items conducted a Request for Proposal process to select the winning vendor.