April 2018 Celebrations:
We have many celebrations happening in April. Here are a few that I would like to highlight:
• April is Occupational Therapy month. The 54 occupational therapists of Seattle Public Schools (SPS) support student outcomes by improving access to everyday activities such as writing, playing an instrument and reading a book. Occupational therapists in the district work on a systems level with buildings to provide MTSS support as well as at the individual student level to support the educational programs as part of a student’s IEP services. We thank our occupational therapists for the work they do!
• Administrative Professionals Week: This last full week of April, we celebrate Administrative Professionals Week. I want to take this opportunity to thank our colleagues who provide outstanding support to our schools and teams. Thank you to our dedicated administrative professionals across the district. You are the real reason our schools and operations run smoothly, many problems are worked out, and you represent the face of the district by greeting visitors and responding to varied requests. I extend my warmest gratitude to you, our district’s invaluable administrative support staff, for all that you do.

Board Actions at the April 25 School Board meeting:
• The Board unanimously approved the Superintendent Employment Agreement between Denise Juneau and the district. Each board member spoke enthusiastically about the strengths that Denise Juneau will bring to Seattle. Welcome, incoming Superintendent Juneau.
• The Board approved the guiding principles for the BEX V Capital Levy. SPS has two capital levies on alternating six-year cycles, so voters see one capital levy every three years. This coming year, the BEX Levy is slated to go before the voters for renewal. Capital projects staff and the Board have been engaged in a process of analyzing district facilities and scoping the costs of potential projects.
• The Board authorized a contract amendment for benchmark interim assessments in Mathematics and English Language Arts for grades 3-10. To implement the Multi-Tiered System of Support (MTSS) process with reliability, the district must utilize common assessments to determine student needs and to apply data-driven academic interventions in core instruction areas. These common interim assessments will help measure student progress and diagnose areas where more work is needed.

In this update, I am sharing:
1. Recent highlights that support our Strategic Plan and related Superintendent Specific, Measurable, Attainable, Realistic/Relevant and Time Bound (SMART) goals
2. Good News
3. Topics of Community and Board 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 during the past several years.

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:

- **Belief in every student**: no matter what; no exceptions
- **Recognition that relationships matter**: and they must be meaningful and sustainable relationships with at least one caring adult in the school
- **Commitment to knowing each student’s story, strength and need**: and providing strength-based interventions and supports

- **Positive Outlier School Presentation – NOVA**: Every other month, we are inviting schools to come share with the board the work they are doing to eliminate gaps and ensure excellence and equity. On Wednesday, Executive Director of Schools Sarah Pritchett introduced Principal Mark Perry from NOVA, who joined us to share his school’s work on EOG and Positive Adult Beliefs.

- **African American Male Advisory Committee (AAMAC) Presentation**: AAMAC was formed to provide guidance on how to best transform our educational system so that we are ensuring educational excellence for all students, particularly our African American males. The work by AAMAC is critical and its work aligns with Superintendent SMART Goal #2. It is central to our EOG strategy. This remains to be the “Issue of Our Time.” We have made gains, e.g. AA Male graduation rates, more work remains. Aligned arrows are leading to touching arrows as we leverage our partnership with the City of Seattle. Doing this with our community makes us “Better Together.” This is community engagement in action and we are learning from our community. Chief Strategy and Partnerships Officer Brent Jones shared a few thoughts before introducing AAMAC committee member Anthony Shoecraft, who spoke on behalf of the committee. I am grateful for the wisdom of the AAMAC members. Thank you for the recommendations and the surprised recognition certificate given to me. It has been an honor to work with the AAMAC, and it is my hope that this work will continue.

(Pictured: AAMAC members & supporters with Dr. Larry Nyland & the School Board at the April 25 Board meeting)

- **Highlighting the work of our Racial Equity teams**:
  - **Final Racial Equity Team Saturday Institute for the 2017-18 School Year**: The final Racial Equity Team (RET) Saturday Institute took place on Saturday, April 21, for phase 4 teams. In keeping with the learning pattern set up at the beginning of the year, Phase 1–3 teams were invited, but their attendance was optional. The focus of the day was action planning that supports school improvement work. The highlight of the day was focusing on DREA’s partnership with Seattle Education Association’s (SEA) Center for Race & Equity. The SEA partners have been working directly with cohort 4 and they co-
presented some of the workshop content along with DREA Racial Equity Coordinators. In addition, University of Washington professors Ann Ishimaru and Fliberto Barajas co-led a session on data, and University of Washington-Bothell professor Dr. Wayne Au gave a keynote speech on ethnic studies. Racial Equity Coordinators and SEA partners continue to meet with building RETs to support goal setting for teamwork. The emphasis during this year has been aligning racial equity work with the Building Leadership Teams, specifically around the continuous school improvement plan (C-SIPS.) Training has focused on awareness, implicit bias, fake equity versus equity, privilege and power, ethnic studies, culturally responsive teaching, family engagement and disproportionate discipline. Each institute ended with action planning time. SEA has been a strong partner in this work with DREA and we are appreciative of their support.

- The work of our racial equity teams was mentioned in a recent Seattle Times article. “Backed by a $400,000 grant, three University of Washington professors will spend the next two years studying how the new racial-equity teams in Seattle schools can boost the performance of students of color.” We continue to be one of the school districts in the nation to lead the work on racial equity.

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.

- **Leves 2019 Community Meetings and Board Work Session:** Five community meetings were held this month. Thank you to the Board and community members who have attended. We have two levies to support our upcoming work. The Operations Levy is a renewal of the expiring Operations Levy, which provides approximately 23 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, which includes projects to add capacity to meet growing enrollment needs, replace or repair school buildings and systems, improve earthquake safety and other security needs and fund major preventive maintenance throughout the school district. Additionally, BEX V provides funds for classroom technology, audio/visual equipment and instructional and technology support to enhance student learning; Enterprise Systems for Business, HR, Operations, and Data; and Technology Infrastructure and Security. See the attached.

- **We continue to work with SEA, PASS and SPS leaders to develop our Professional Growth and Educator Support System (PG&E) that includes a Peer Assistance and Review (PAR) program.** The PG&E Committee oversees the implementation and alignment of this system, which includes PAR and two other working groups. The PAR panel is developing the components to help oversee high stakes decisions, including teacher tenure and non-renewal. Another subcommittee is developing the foundational coursework to support new teachers. The third group is working to finalize the consulting teacher role, whose focus will be to observe teaching practice and provide feedback to teachers in PAR. The three sub-committees will be finalizing their work this June so that the bargaining team (SEA/SPS) are able to negotiate the final details of each component.

3. **School, Family, and Community Engagement:** Goal No. 3 focuses on our ability to better listen, engage and communicate with our families and stakeholders.

- **SPS website redesign recognized by the state!** SPS was selected as 2018 Washington School Public Relations Association (WSPRA) Communications Awards “Best in Category” for the website redesign. To serve our families better, the district and school website redesign project took a fresh approach to the district’s website planning and management. With a user-centric focus, the project team prioritized end-user requirements and testing during development and post-launch stages. The new design had to adhere to district branding, promote strategic goals, comply with Web Content Accessibility Guidelines while demonstrating the uniqueness of SPS and delivering expected information for our diverse community. One
of our biggest challenges is delivering websites that accommodate the needs of diverse stakeholder groups with web content producers spread across our district. To meet these contrasting goals, we are building a web governance plan and team to provide guidance and user experience coherence for our websites. As part of our commitment to continuous improvement, we regularly run user experience tests on key webpages when implementing layout changes or enhancements. We are embarking on webpage revisions for key topics for our communities, including advanced learning pages, BEX and BTA levy-related pages and high school and career planning pages. Our work to improve user experience for our digital platforms has bolstered the collaboration between our Department of Technology Services and Department of Communications and Engagement, with our teams meeting regularly to discuss how to share resources and tools with our communities. Pauline Amell Nash, Rachel Nakanishi and Danika Barringer from the communications and engagement and technology services teams joined the WSPRA Annual Conference in Leavenworth on April 26 to accept the award on behalf of the school district. Thank you for the amazing work DOTS and Communications web design teams.

• **Working Together to Create a More Positive Work Environment at JSCEE:** JSCEE employees participated in the Central Office Employee Engagement Survey (Spring 2017), which focused on the work culture and climate in the building. The annual survey was reviewed by the Superintendent’s leadership team and we are making it a priority to build a collaborative culture of understanding and to strengthen employee engagement across the Central Office. Like our school environment, we are committed to creating a more welcoming environment where everyone feels a sense of belonging. Thank you to Clover Codd and Noel Treat for leading this work. We are in the process of developing voluntary focus groups. These discussions will be important in finding meaningful and authentic opportunities to engage our staff.

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

• **Congratulations to both Cleveland STEM High School and Ballard High School for winning awards at the National High School Journalism Convention in San Francisco!** Representatives of the Ballard Journalism Program and the Cleveland journalism team attended the National High School Journalism Convention on April 12, where more than 5,000 students from across the country competed.

  ➢ **Ballard’s “Talisman” won Second Place in the Best of Show in the National Scholastic Press Association (NSPA) competition.** Winners also included:
    - Piper Sloan, Honorable Mention, Feature Writing
    - Kate Inge, Honorable Mention, Sports Writing
    - Laila Kleven, Excellent, Yearbook Copy/Caption Writing
    - Seki Berg, Excellent, Sports Yearbook Copy/Caption Writing
    - Eileen MacDonald, Honorable Mention, Review Writing
    - Claire Moriarty, Superior, Commentary Writing

  ➢ **Cleveland’s journalism team took home the following awards:**
    - “Vantage Point,” the school’s TV news broadcast, made the Top 10 in the Best of Show competition.
    - Cleveland Publications (CPub) submitted an episode that examined gentrification in Seattle’s south end.
    - Editor in-Chief Tina Dang scored the highest honor of Superior for her photography portfolio. The senior was the recipient of the Washington Journalism Education Association’s Lu Flannery Outstanding Journalist Award at the state convention in March.
    - Sophomore Molly House and senior Ruth Mulugeta both earned Honorable Mention in feature and sports writing, respectively.
    - Sophomore Lydia Sourichanh also earned Honorable Mention in sports feature photography.
• Seattle’s K-5 schools received new bat and ball equipment, training at Safeco Field on April 18. Fun At Bat initiative provides equipment, lesson plans and character development. SPS elementary students learned the fundamentals of bat and ball sports and the positive character skills that go along with playing as a team. The Fun At Bat program will equip all of the district’s K-5 physical education (PE) teachers with a Franklin Sports equipment kit, a pack of Fun At Bat books focused on character development and digital access to standards-based lesson plans co-developed with SHAPE America. Lori S. Dunn, SPS’ Physical Education and Health Literacy program manager said, “We are grateful for the Fun at Bat program, which allows all students to experience baseball during the school day in every physical education classroom.” The Seattle Mariners are the first MLB club to have created such an opportunity for their local school district.

• King County Department of Community and Health Services awards grants in the amount of $340,000 to SPS to prevent substance use and promote mental health for middle school students.

Topics of Community and Board Interest:

• First Student Transportation Service: Like other regional and national carriers, our local bus vendor, First Student, continues to struggle to hire bus drivers. Bus service routes are approximately 95 percent on time. However, because of the lack of available drivers, drivers have “doubled up” on some of their routes, which has made some routes exceptionally late. We will continue to press First Student to solve these challenges or face damages under our contract. First Student is actively recruiting and has increased their new driver bonus and brought qualified drivers in from other First Student locations. We are using an equity lens to reduce impacts to Title 1 schools and special education services; providing extra funding for schools that need additional supervision support if afternoon buses are late; and notifying families when their student’s bus is delayed.

• JSCEE Construction Update: Lander Street Bridge project: Driveway and tree-removal work happened this week, and the flagpole will be relocated closer to the JSCEE building. South Lander Street will remain open to vehicle, pedestrian and bicycle traffic through the month of April and into May, though there will be some re-routing. Closure of South Lander Street, from 1st Avenue South to 3rd Avenue South, is anticipated to begin May 28.

Superintendent and Staff Visits/Presentations:

• Seattle Promise: South Seattle College shared the 10-year process they have followed to make their 13th Year Scholarship a success. They are now working with Central and North and the City of Seattle and SPS to build out this model out for the entire city. Their model is inspirational; they help EVERY student qualify and then remove every obstacle to help students succeed.

• All JSCEE Staff Meeting: I thanked more than 100 JSCEE staff members in attendance for the work that they do every day for our students, families and community and highlighted the district’s accomplishments as we continue to work better together. JoLynn provided an update on our budget. Richard Best shared information on the BEX V Levy, noting every school is ranked by facilities condition assessments. Equity is critically important to both our school board and senior administration and our accomplishments are dependent on collaboration, teamwork and clean handoffs between colleagues and departments. We recognized the following two JSCEE staff members with the “Better Together” awards:
  o Curriculum Coordinator for Capital Projects Chelsea Stewart: Chelsea was nominated by a colleague, who noted the following about great collaboration: “Chelsea demonstrates a great sensitivity to other people’s feelings and an open and honest style of communication that I really appreciate. Her ability to hit the ground running and provide excellent service to schools in the middle of a huge project purchasing curriculum materials for all the new schools and buildings we opened last year is inspiring.”
o **Family Partnerships Manager Anita Koyier-Mwamba:** Anita was nominated for the award by a colleague, who noted the following about her commitment and passion: “I have had the pleasure to see Anita expertly convene and lead efforts within the district to champion family engagement and institutionalize racial equity. Some examples include her moving introduction at the EOG Institute last fall, her internal stakeholder management efforts to define family engagement strategies and supports, and her leadership role on the Family Engagement Task Force.”

We also recognized colleagues for going above and beyond in their service to families, students, staff and our community with the Fly to the Ball awards.
   o Lolane Tappon (Coordinated School Health)
   o Johnny Le (Department of Technology Services)
   o Mike Wells and Larry Dorsey (and the Safety and Security team)

- **City's Levy:** Mayor Durkan has been sharing her Families, Education, Preschool, and Promise (FEPP) Plan. Mayor Durkan discussed the City’s vision of the Families, Education Preschool and Promise Levy. Dwane Chappelle provided an FEPP overview. The Levy will combine Preschool and the Families & Education Levy (FEL) with a greater focus on high school pathways to college. Director Geary, Pat Sander, James Bush and Michael Stone attended the FEL meeting where they also saw a preview of the FEL Oversight Committee meeting. Also, Mayor Durkan and Dwane Chappelle presented a preview of the plan to elementary principals and secondary principals. The $636.5 million plan includes Preschool ($363.0 million), K-12 & Community Based Investments ($163.9 million), K-12 School Health ($65.8 million) and Seattle Promise ($43.8 million).
- **Other Superintendent Meetings** included labor management meetings with SEA and PASS, professional development meetings with assistant principals and extended cabinet, our monthly meeting with the Seattle Council PTSA and the SPU Downtown Business Breakfast.
- **United Indians of All Tribes Foundation (UIATF) Gala:** SPS continues to support and foster a close community partnership with UIATF. Huchoosedah Native American Services department refers our families to UIATF for cultural events, social and educational services; including summer opportunities, housing, job training and early learning. The annual gala put on at the historic Daybreak Star center on April 21 was attended by government, educational and community leaders committed to supporting services provided by United Indians. Jenny Miller, SPS Native American Education K-5 liaison, also sits on the Board of Directors for United Indians of All Tribes Foundation. One recent example of how we partner is when Jenny and Gail Morris provided training and information on district resources for children transitioning from preschool to kindergarten during their Preschool Family Engagement Night. The gala was festive fundraising dinner, awards ceremony and fashion show, with dance and music performances. The funds raised will benefit the various services provided by UIATF, including, education. Thank you to Director DeWolf and our SPS staff for attending this event.
- **MTSS walkthrough at Emerson:** Staff hosted a meeting with Emerson Principal Erin Rasmussen and her MTSS partnership team. The focus of the conversation was on three topics: how the school is developing...
formalized professional learning communities (PLC) at each grade level, wraparound supports for students and how the MTSS partnership team can better coordinate their work on CSIP goals. The staff at Emerson adopted a PLC process in which staff are using student performance data to drive instructional decisions. The development process for PLCs demonstrated the collaborative culture being fostered at Emerson. Working with community-based organizations, they are using wraparound supports to better serve students and help them feel successful in their learning. Lastly, with all of the external supports coming to Emerson, ideas were developed to better target the work of partners, so they can all operate more effectively and efficiently.

- **City Year Seattle/Ripples of Hope Gala:** Stephen and I attended City Year’s 20th-anniversary celebration on Safeco Field. We were joined by City Year staff, alumni and partners to celebrate the impact City Year has made in the community. City Year is a tremendous partner in our work in ten schools. The City Year / AmeriCorps staff connect with students and communicate "can do" encouragement to every student they touch.

- **Breakfast Group - 27th Annual “Tie-One-On” Luncheon:** I was joined by Dr. Brent Jones, EDS Sarah Pritchett and Principal Tarra Patrick for the Breakfast Group’s annual “Tie-One-On” Luncheon. The luncheon provides an opportunity for members of the business and professional community to meet and celebrate the more than 80 young men of color that they mentor each year. I was honored to be recognized by this group that gives so much back to our community.

- **Seattle Pacific University Downton Business Breakfast:** Stephen and I attended the annual breakfast where the University "gives back" to the community by providing inspiring speakers challenging the status quo. Former key notes include Madeline Albright, and Dorris Kearns Goodwin. The 2018 Downtown Business Breakfast speaker was acclaimed *New York Times* columnist Nicholas Kristof. Heralded as “the reporter’s reporter,” Kristof is a Pulitzer Prize-winning journalist, best-selling author, and courageous advocate for human rights around the world. He has reported on the War in Darfur and China’s Tiananmen Square democracy movement, among other conflicts. At this year’s event, he drew from his book *A Path Appears* in a discussion of global gender inequity as the greatest moral challenge of the 21st century.

- **Symetra Heroes in the Classroom Luncheon:** Over the past twelve years, Symetra Seahawks have recognized extraordinary work and results of many teachers. At every home game this season, the Seahawks and Symetra salute two inspiring K-12 educators who are helping their students reach higher and fly farther in life. In addition to being recognized in their school and on the field, Heroes also receive a $2,000 donation for classroom books and supplies.

- **Michael Tolley, Associate Superintendent for Teaching and Learning: School Visits:** On Friday, April 20, Michael conducted a school visit at TOPS K-8 School and discussed with the principal her 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, particularly in mathematics instruction.

**Community Engagement/Highlights:**

- **April 28:** Family Partnerships Task Force, 9 a.m.-noon in JSCEE Room 2750
- **April 30:** Equity and Race Advisory Committee, 5-7 p.m. in JSCEE Auditorium
- **May 1:** Highly Capable Services Advisory Committee, 6:30-7:30 p.m., JSCEE Room 2700
- **May 1:** Special Education PTSA meeting, 7-9 p.m., JSCEE Auditorium
- **April 4-May 27:** FREE exhibition at the Seattle Art Museum, Community Gallery. Support SPS artists by viewing the Naramore Art Show! The show celebrates more than 200 artworks by our middle and high school students at the Seattle Art Museum’s Community Gallery. SPS has held the Naramore Art Show since 1985 to celebrate the success of our highest achieving art students and share their learning with the greater community. **Awards Ceremony & Teen Night Out:** May 4, 6-7 p.m. with Kyle Kinoshita as the keynote speaker. For more information, click here.
**Attachment:**
- February 2019 SPS Levies for BEX V and Operations

Thank you,

Larry

**Associate Superintendent of Capital, Facilities and Operations Update**: Included in this packet please find Associate Superintendent of Capital, Facilities and Operations 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.

**Assistant Superintendent for Operations Update**: Included in this packet please find Assistant Superintendent for Operations Pegi McEvoy’s update for this week.

**Chief Strategy and Partnerships Officer Update**: Included in this packet please find Chief Information Officer Brent Jones’ update for this week.

**Chief Information Officer Update**: Included in this packet please find Chief Information Officer John Krull’s update for this week.
Seattle Public Schools is funded by three main sources: state funds, federal funds and local school levies (SPS and City). SPS levies pay for needs that are not fully met by state and federal funding: operations and capital construction. The City of Seattle’s Family and Education Levy helps meet local needs by providing grants to schools.

WHY DO WE NEED LOCAL SPS LEVIES?

Excellence and Equity: To fill the gap left by state and federal funding
- State funding does not fully cover the costs of educating Seattle’s students
- Most state funding is committed to certain areas of school operations, limiting flexibility
- Address opportunity gaps for students
- Meet the quality of education expected by the Seattle community

Capacity: To add classrooms and schools to meet Seattle’s rapid growth
- Enrollment increased by 8,000 students in the past 10 years
- Growth is expected to continue; address overcrowding
- Reduce use of portables, which take up playground space and can overload core facilities

Condition: To upgrade the condition of our neediest/oldest schools:
- Improvements needed for a safe, secure and engaging environment for students and staff
- Modern building practices reduce energy and water usage

Technology: To keep pace with rapidly changing technology
- Technology plays a critical role in preparing students for life after high school
- Technology is not a state funding priority while 21st century careers demand tech skills
- Technology replacements to support schools, students and staff

ISN’T THE STATE NOW FULLY FUNDING SCHOOLS? In a word — NO

- Despite recent changes, Seattle Public Schools will not receive enough state funding to sustain the cost of educating Seattle students.
- Over the next four years, state funding to the district will decline in real dollars.
- And, the state’s new funding formula cuts Seattle Schools local levy nearly in half and restricts how those funds are spent.

Local levies remain a necessary part of funding essential programs, providing the quality education, and addressing capacity challenges that the Seattle community expects for our students.
In February 2019, Seattle Public Schools will ask Seattle voters to renew two expiring local school levies

PLANNING IS CURRENTLY UNDERWAY FOR:

Operations Levy — Expires in 2019 – Reduced by nearly 50% by state law
Helps fill the gap created by inadequate state funding for basic programs and services, including:

- School safety and security programs and staff not paid for by the state
- School counselors, nurses and psychologists not paid for by the state
- A large part of our Special education and bilingual education services
- Some textbooks and classroom supplies
- Student activities such as music, art, athletics and extracurricular programs

Building Excellence Capital (BEX V) Levy — Expires in 2019
Pays for construction, renovation, major repairs, earthquake/safety improvements, and technology that cannot be funded from the General Fund (operations dollars), such as:

- Capacity: Building or replacing schools
- Condition: Modernizing school buildings
- Safety and security systems in all school buildings
- Earthquake safety: Completing seismic upgrades for our school buildings
- Technology: Classroom technology and technology infrastructure
- Academics: Capital improvements to meet the educational needs for students and staff
- Athletics improvements to upgrade athletic fields and tracks

TIMELINE FOR LEVIES 2019

- April – May - June 2018: Collect community feedback on SPS levies: Operations and Capital
- October 2018: School Board weighs community feedback to develop final levy proposals
- October/November 2018: School Board votes to approve Operations and Capital Levies
- February 2019: SPS election for the Operations Levy and the BEX V Capital Levy

SHARE YOUR THOUGHTS OR ASK QUESTIONS

Operations Levy, please email: budget@seattleschools.org
BEX V Capital Levy, please email: capitallevy2019@seattleschools.org
Website: www.seattleschools.org/levies2019
The Operations Division continues to address Strategic Goal #2: Systems Improvements and Goal #3 Community Engagement. Below are some of the highlights of this work for several departments.

As part of the Division’s continuous improvement plan, the department leaders attended the Council of Great City Schools Chief Operating Officers Conference in April. Through these meetings each department meets with their peers to discuss performance indicators, national issues and trends. During this conference:

- Our Logistics Director learned about the national transportation bus driver shortage. Options were discussed and several new strategies are being considered to resolve our local issue.
- Our Safety and Security Manager learned that our District has implemented many of the suggested procedures brought forth during the conference. He was surprised to learn that a lot of Districts only practice Fire Alarm drills. Most of the Districts are just starting their Social/Emotional health programs and their Student Threat Assessment protocols. Seattle has had these protocols in place for many years.
- Our Nutrition Services Director participated with the other Directors on their hot topics which included food security, unpaid meal charges and USDA program requirements and indirect/direct costs to the program.

**Nutrition Services:**

On Tuesday April 24, 2018 Nutrition Services partnered with the Career and Technical Education’s culinary program to host the first annual Culinary Summit. At this summit 100 students from 5 high schools across the district took a field trip to the John Stanford Center to learn all about Nutrition Services and receive an assignment to work on back in their classrooms. The students started out in one room for a warm welcome to the building. From there, they were split into 3 groups to rotate around stations.

In the first group, students learned all about SPS Nutrition Services from our Registered Dietitian, Lindsey Danner. Lindsey taught the kids what a Registered Dietitian is, how to become one, and what role a Registered Dietitian plays in school nutrition programs. They learned about Seattle Public Schools Nutrition Services Department and were given an assignment to go back to their classrooms to create one lunch entrée that meets the federal requirements for a high school lunch. Ms. Danner will be visiting each participating high school (Ingraham, Roosevelt, Franklin, Rainier Beach, and West Seattle) in the next two weeks to evaluate the menu options and select one winning entrée from each school. The winning entrees will be highlighted on the district menus in the 2018-19 school year.

The second group consisted of a tour through our Central Kitchen and a Flavor Station activity. Jennifer Francis, Central Kitchen Operations Manager split her groups into two. While one group
got to tour the Central Kitchen, and see the interworking’s of an industrial kitchen, the other
group was presented with a wide variety of spices that they were able to mix together in order to
add flavor to their meals without adding excess sodium.

In the third group the students were welcomed by food brokers in the school nutrition industry
who were providing samples of up-and-coming products available to school nutrition programs.
The students were asked to sample the food and give detailed feedback, including their thoughts
on taste, texture, mouthfeel, overall acceptability, and their willingness to buy each product in
their school cafeteria. In this group students were also provided a well-balanced lunch to sustain
them to complete the rest of the day.

After all students rotated through each group, we all convened back in one room to complete a
project they had been working on for the past few weeks. Earlier this month the CTE students
were able to take a trip to Molly Moon’s headquarters where they were asked to create an ice
cream sundae topping that would be featured in the month of June. Molly Moon’s has also
generously offered to donate all proceeds from this sundae in the month of June back into the
Seattle Public Schools CTE program. Each school presented their sundae while the audience
enjoyed a nice cup of melted chocolate ice cream. Molly and her team tasted and evaluated each
sundae presented and selected Franklin High School’s “Summer Sunrise” sundae as the
winner.

And “BACK BY POPULAR DEMAND”, the NOVA Burrito Bar is back! Last year, NOVA
piloted several additional menu items which included the Burrito Bar. With a change in kitchen
managers, the bar had been discontinued, however the student voice was loud and clear…… and
we listened! As of Monday, April 23rd, the Burrito Bar is back. Thanks to NOVA for their
support of our program!

**Logistics Department:**

Publishing Services is producing the award programs for the 2018 Seattle Schools Scholarship
Fund Awards Ceremony. This Publishing Services job is at the request of Seattle Schools
Scholarship Fund Trustee and Chairperson, Eleanor Toews. This action supports Superintendent
goal #1 Educational Excellence and Equity, and Goal #4 Improving Community, School, and
Family Engagement.

Publishing Services has completed their Print Services RFP that is now in review by the
District’s Contracts team and expected to advertise this week. This operational effort aligns with
Superintendent goal #1 improving systems as it will allow the district to have a central print shop
and maintain a fleet of multifunctional print, copy, scan copiers throughout the District at each
school and central offices.

Logistics has been working with the Science and Materials Center to review operational
processes and workflow. The Science and Materials Center is expected to become part of
Operations Logistics Department in the upcoming months to expand managerial oversight and
benefit from improved operational efficiencies related to inventory management for the materials
used to build and distribute complete science kits to schools. This effort aligns with Superintendent goal #2, Improving Systems.

Transportation is diligently responding to parents and schools regarding late buses caused by First Student’s driver shortage. Transportation and First Student are reviewing all low ridership routes for consolidation which frees up a bus driver to drive another route. While current issues are being addressed, the department is also recommending a Superintendent Transportation Task Force to make recommendations about future Transportation Service Standards. More information on this task force will be available in the next few weeks. This effort supports Superintendent goal #2, Improving Systems.
TEACHING AND LEARNING

CURRICULUM, ASSESSMENT & INSTRUCTION

Our Learning about Implementing Instructional Materials:

The adoption of the Kindergarten through Grade 5 (K-5) Center for Collaborative Classroom (CCC) will be a powerful factor for ensuring consistently high-quality English-Language Arts instructional materials in all schools. Thank you to the School Board for investing in these instructional materials as well as providing funding for professional development. Last year’s English-Language Arts Adoption Committee found that CCC was a complete and robust instructional material that would systematically help elementary students reach high reading and writing standards, if used as the authors intended. Having CCC in every K-5 classroom will create the conditions for eliminating serious opportunity gaps in many schools. While CCC is currently being implemented across all K-5 and Kindergarten through Grade 8 (K-8) schools this year, we are learning important lessons about how complex implementation can actually be. These lessons will help in future instructional material adoptions.

As CCC replaces existing literacy instructional materials and practices used in many cases, for multiple years, it is not unusual for the first year of an implementation to be an adjustment process for many teachers accustomed to their prior ways of teaching. Other issues also arise. First, the skill at which teachers use the complex assortment of new materials in the initial year is not as high as it will be in subsequent years. Some teachers, confident in their prior practice, may not have a belief that the new materials will be as effective with their students, especially if the two differ in appearance. Other factors impacting teacher belief in the materials are that improvement in student performance as compared to previous years only shows up from mid-year onward, and students won’t yet have the cumulative effect of having been exposed to CCC in multiple grades.

As a result, when districts adopt instructional materials system-wide it is not unusual for there to be an “implementation dip”, a term used in the research indicating flat initial growth in the first year of use of an improvement effort. The Curriculum, Assessment and Instruction (CAI) Department staff anticipated the complexities of a first-year implementation of CCC, and planned accordingly.

With a small literacy support staff in Curriculum, Assessment and Instruction (CAI), there are obvious limits in monitoring and supporting implementation across 72 schools. For this reason,
CAI has worked with elementary K-8 principals at Leadership Learning Days (LLDs) to communicate the message to “implement CCC as its program creators intended”. They have also identified two teachers per building as Collaborative Literacy Leaders (CLLs) to help provide teachers with information on CCC.

CAI Department and Research, Evaluation and Assessment (REA) Department developed an evaluation plan to track the progress of implementation in order to target implementation issues. They jointly issued a survey in January in which 565 out of a potential 1300 teacher responded. Some of the implementation high points in the survey were:

- 73% of Collaborative Literacy Leaders reported making presentations to staff during Early Release Wednesdays
- 73% of all teachers reported their students to be “engaged and enthusiastic about their literacy learning”
- 68% agree/strongly agreed that their principal expected them to “teach CCC as intended”
- Of the eight components of the CCC program materials, 88% of teachers reported the “Making Meaning”, and 72% of “Being a Reader” small group (K-2 phonics) were used as “as intended”

There were also aspects of the survey that showed more work needed to be done at the school level:

- Only 8% of teachers reported using “Making Meaning Vocabulary” as intended, and use of “Being a Writer was generally below 40%
- Despite reporting a high level of enthusiasm and engagement in reading, only 48% of responding teachers agreed/strongly agreed that CCC would help students strengthen their literacy skills

The complete report is available from REA.

In response, Teaching and Learning is taking action steps to adjust implementation planning for the rest of this year and into next year:

1) Continued work with Executive Directors of Schools, to improve the leadership of principals in having teachers implement the program as developers intended.
2) In the five-year instructional materials adoption plan, budget a second-year of professional development support. With support of the curriculum budget, the focus for 2018-19 will be on strengthening the Collaborative Literacy Leader teachers work with staff, especially in the areas of weak implementation. This will also address the professional development needs of additional teachers resulting from Kindergarten through Grade 3 (K-3) student-teacher ratio reduction.
3) Continue the work with principals during the 2018-2019 school year to build their knowledge of CCC so they can participate in guiding teachers and evaluating the quality of instruction of using CCC.
4) Mandating that all 72 elementary/K-8 schools will have a common student achievement goal in literacy development and that all Continuous School Improvement Plans (C-SIPs) will contain CCC implementation action plans.

**Middle School Science Professional Development:**

To develop and support high quality middle school science teachers, the Department of Curriculum, Assessment and Instruction (CAI) Science department has invited all middle school science teachers to participate in collaborative, ongoing professional development since August 2015 as a part of the PSEP (Partnership for Science & Engineering Practices) project provided through a grant from the Office of Superintendent of Public Instruction (OSPI). The goal of the 3-year project has been to build and support teacher competencies to address the student learning goals put forth in the new [Washington State 2013 K-12 Science Learning Standards](https://www.k12.wa.us/curriculum/standards/), in which all science content is integrated with cross-cutting concepts and authentic science and engineering practices.

Key components of this standards-aligned professional development work have included:

- Contextualizing science units in culturally-relevant phenomena
- Using student-to-student discourse strategies to support sense-making and the development of academic language for English Language Learners
- The practices of developing and using conceptual models, evidence-based argumentation, and constructing scientific explanations for phenomena
- The development of “3D” formative assessments that ask students to engage in science practices to demonstrate understanding of the three dimensions of science content and cross-cutting concepts using real-world scenarios

The shift toward these equitable instructional and assessment practices has engaged more learners to meet with success in science and prepare them for college and career pathways.

As a part of the PSEP project, the CAI Science department has benefited from a research-practice partnership with the University of Washington’s (UW) School of Education, the nation’s 3rd-ranked education department, has collected qualitative and quantitative data around teacher practices and student engagement as a result ongoing participation. As we continue to analyze and make sense of project outcomes, we will share data summaries around teacher and student growth.

Beginning this month, students in Grades 5, 8, and 11 will take the new Washington Comprehensive Assessment of Science (WCAS) for the first time. The WCAS is a computer-dependent assessment featuring interactive, technology-enhanced assessment items that measure the level of proficiency that Washington students have achieved based on the [Washington State 2013 K-12 Science Learning Standards](https://www.k12.wa.us/curriculum/standards/) Performance Expectations. WCAS assessment items will assess all three dimensions of the Performance Expectations (Science and Engineering Practices, Disciplinary Core Ideas, Crosscutting Concepts) contextualized in a real-world science phenomenon in which students must explain or make sense of that scientific
phenomenon. As an outcome of the ongoing middle school Science PSEP professional development project described above, Grade 8 students in Seattle Public Schools will be prepared to demonstrate their understanding of science content using current science practices.

**World Languages STARTALK Grants:**

Seattle Public Schools has been continuing to improve its World Language program, offering professional development to World Language teachers in the last few years after a long hiatus. The World Language program has increased in importance as the new requirement for students to take two credits of World Language to graduate is implemented beginning with this year’s 9th Grade. Grant awards have assisted World Language teachers to develop their instructional skills.

Seattle Public Schools recently received its 12th annual grant from [STARTALK](https://www.seattleschools.org/academics/international_education/startalk/), a federally funded program housed at the University of Maryland National Foreign Language Center:

> **STARTALK’s mission is to increase the number of U.S. citizens learning, speaking, and teaching critical need foreign languages. STARTALK offers students (K–16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development.**

**Seattle Schools STARTALK Teacher Certification:**

This summer, the Seattle Public Schools (SPS) and Pacific Lutheran University (PLU) STARTALK Teacher Program will offer a four-credit continuing education world language methods course, with a focus on differentiation, working with special needs students, and connecting to STEAM (Science, Technology, Engineering, Art and Math) content areas, for ten (10) Chinese and five (5) Korean speakers. This three-week summer intensive course awards four (4) continuing education credits that can be applied to PLU’s alternative routes to full teacher certification program with a World Language Endorsement in Chinese or Korean. During the second and third week of the course, teachers will have the opportunity to observe and microteach during a summer language camp for high school heritage and intermediate second languages learners.

There are two additional STARTALK teacher program grants in the Seattle area, including a newly funded program with City University, directed by Betty Lau, a former ELL teacher in Seattle Public Schools who launched and coordinated Seattle’s STARTALK grant for over a decade.

For more information about other STARTALK grants in the Seattle area, please visit these websites:

- [https://www.seattleschools.org/academics/international_education/startalk/](https://www.seattleschools.org/academics/international_education/startalk/)
- [City U STARTALK Grant](https://www.seattleschools.org/academics/international_education/startalk/)

Submitted by Michael Tolley 4/26/18
Visual & Performing Arts:

Last week the Visual & Performing Arts Program launched the Arts-Focuses Culturally Responsive Teacher Team. This cohort of teachers will engage in collaborative learning that is action research to collect data, analyze practice, and support one another in shifting practices for the benefit of students. They will then inform future plans to scale professional learning for all arts teachers Kindergarten through Grade 12 (K-12). The curriculum is informed by Laura VanDerPloeg’s culturally responsive team and is in partnership with the Department of Racial Equity Advancement and the Native Education Program. Below is our working vision for arts learning in Seattle Public Schools.

Teacher Calliope Orr, Dance at Adams Elementary

A Vision for Culturally Responsive Teaching & Learning in the Arts: The Visual & Performing Arts Program commits to working with teachers and the community to cultivate culturally responsive and relevant teaching practices in the arts that eliminate opportunity gaps and transform the classroom environment into one that recognizes students as the center of learning, builds upon students’ cultures, and fosters students’ identities, stories, strengths, and needs.
Naramore Art Show:

The kick-off for the Arts Education Month at the Naramore Art Show and the Awards Ceremony is scheduled on May 4th from 6:00 to 7:00 p.m. Dr. Kyle Kinoshita, Seattle Public Schools’ Chief of Curriculum and Instruction will be the keynote speaker. Naramore celebrates over 200 artworks by Seattle Public Schools middle and high school students at the Seattle Art Museum’s Community Corridor. The exhibition dates are from May 4th to May 27th. Admission is free.

STUDENT SUPPORT SERVICES

Superintendent Goal #1 – Multi-Tiered System of Support (MTSS):

Building a district-wide multi-tiered system of support within Seattle Public Schools continues to be a key strategy towards 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.

Special Education:

The tough news, negative press and complaints are often what are highlighted and communicated from various individuals regarding Special Education services in Seattle Public Schools. Actually, the news is good, and our special education department has made significant gains as evidenced by the following:

- Level 1 Determination
- Improved conflict resolution (decrease in due process cases, Citizen Complaints, requests for formal mediation—see attached)
- Most improved customer service per district survey
- Improved data systems (e.g. writeback between Power School and IEP online)
- Updated Procedure Guide that is ADA accessible
- Cohesive Director team, stable executive leadership, and high retention with central office administration
- Parent and community engagement (see attached list of activities)
- Leadership development Professional Learning Communities (PLCs)
- Accurate and timely (even early) data reporting to the state
- Seattle’s special education “leavers” are more engaged than state average, and 12% more enrolled in higher education compared to state average (three year’s data trending upward, especially among graduates)
- Overall suspension/expulsion rates for special education students are down, and are down among almost every ethnicity (including Black and Hispanic)

As we look to the future, we are unconditionally committed to:

- Prioritizing our Special Education PTSA and growing their leadership
• Filling our special education certificated positions
• Providing staff with the skills and experience to deal with intensive behaviors as we try to keep students in school and not suspend

Attached is a continuum of dispute resolution processes and practices that currently exist in Seattle Public Schools (see Appendix A). While we do not track every complaint in a database, we do have systems in place to address issues that rise to a level of concern that may necessitate central administrative response. Each week, we tackle them by region and program, concentrating our efforts on action steps to prevent litigation. We also track the number of complaints that have resulted in mediation, citizen complaints and due process hearing requests. Also attached is some data that reflects the improvements that we are making in this area (see Appendix B). The Director of Special Education School-Based Services often consults with the parents and has been able to prevent multiple formal dispute resolution options.

Our Special Education Procedure Guide includes guidelines, processes and procedures. All special education staff are trained on this guide as part of their induction, and updates are highlighted in our special education newsletter.
Special Education - Continuum of Dispute Resolution Processes and Practices that Currently Exist in Seattle Public Schools
A partnership with schools, families, central office, and legal

Stage 1 Prevention
- Parent Engagement
  - Regional Meetings
  - SEACC/SPED Taskforce/SPED PTSA
  - Workshops with Community Agencies
  - Special populations (DHH, Vision...)
  - SPED Ombudsperson

- High Quality Teaching & Professional Development
  - Interdepartmental Quarterly Academies and Summits
  - BAIT PLCs
  - MTSS Trainings monthly

Stage 2 Disagreement
- Parent to parent assistance
  - SPED PTSA
  - Parent Partners
  - SPED School Liaison
- School-based Support
  - Case Manager
  - Principal
  - Consultation with Program Specialist (CT) and Regional Supervisor

Stage 3 Formal Dispute Resolution
- SPED Ombudsperson
- Facilitation by inside/outside facilitators
- Third party consultation from OEO, OSPI, Open Doors, The ARC of King County, Sound Options
- Mediation models

Stage 4 Procedural Safeguards
- Resolution Meeting
- Mediation
- Due Process Hearing

Stage 5 Legal department and Senior Leadership
- Hearing Appeal
- Litigation
Special Education - Dispute Resolution for the last 5 school years

Due Process by Year

- 2013-14: 22
- 2014-15: 20
- 2015-16: 18
- 2016-17: 25
- 2017-18: 7
Special Education - Dispute Resolution for the last 5 school years

Citizen Complaints by Year

- 2013-14: 11 complaints
- 2014-15: 14 complaints
- 2015-16: 14 complaints
- 2016-17: 5 complaints
- 2017-18: 6 complaints
Special Education - Dispute Resolution for the last 5 school years

Request for Mediation by Year

- 2014-15: 4
- 2015-16: 5
- 2016-17: 9
- 2017-18: 0
Disputes Per Region - 5 Year Period
2013-14 through 2017-18

Due Process
Citizen Complaint

Special Education - Dispute Resolution for the last 5 school years
Special Education - Dispute Resolution for the last 5 school years

Regional Due Process by Year

- SW
- SE
- C
- NE
- NW
- Other/NPA

2013-14: 4 SW, 3 SE, 3 C, 4 NE, 3 NW, 3 Other/NPA
2014-15: 6 SW, 5 SE, 5 C, 5 NE, 5 NW, 5 Other/NPA
2015-16: 7 SW, 4 SE, 4 C, 3 NE, 3 NW, 3 Other/NPA
2016-17: 10 SW, 7 SE, 7 C, 7 NE, 7 NW, 7 Other/NPA
2017-18: 3 SW, 3 SE, 3 C, 3 NE, 3 NW, 3 Other/NPA
The Operations Division continues to address Strategic Goal #2: Systems Improvements and Goal #3 Community Engagement. Below are some of the highlights of this work for several departments.

As part of the Division’s continuous improvement plan, the department leaders attended the Council of Great City Schools Chief Operating Officers Conference in April. Through these meetings each department meets with their peers to discuss performance indicators, national issues and trends. During this conference:

- Our Logistics Director learned about the national transportation bus driver shortage. Options were discussed and several new strategies are being considered to resolve our local issue.
- Our Safety and Security Manager learned that our District has implemented many of the suggested procedures brought forth during the conference. He was surprised to learn that a lot of Districts only practice Fire Alarm drills. Most of the Districts are just starting their Social/Emotional health programs and their Student Threat Assessment protocols. Seattle has had these protocols in place for many years.
- Our Nutrition Services Director participated with the other Directors on their hot topics which included food security, unpaid meal charges and USDA program requirements and indirect/direct costs to the program.

**Nutrition Services:**

On Tuesday April 24, 2018 Nutrition Services partnered with the Career and Technical Education’s culinary program to host the first annual Culinary Summit. At this summit 100 students from 5 high schools across the district took a field trip to the John Stanford Center to learn all about Nutrition Services and receive an assignment to work on back in their classrooms. The students started out in one room for a warm welcome to the building. From there, they were split into 3 groups to rotate around stations.

In the first group, students learned all about SPS Nutrition Services from our Registered Dietitian, Lindsey Danner. Lindsey taught the kids what a Registered Dietitian is, how to become one, and what role a Registered Dietitian plays in school nutrition programs. They learned about Seattle Public Schools Nutrition Services Department and were given an assignment to go back to their classrooms to create one lunch entrée that meets the federal requirements for a high school lunch. Ms. Danner will be visiting each participating high school (Ingraham, Roosevelt, Franklin, Rainier Beach, and West Seattle) in the next two weeks to evaluate the menu options and select one winning entrée from each school. The winning entrees will be highlighted on the district menus in the 2018-19 school year.

The second group consisted of a tour through our Central Kitchen and a Flavor Station activity. Jennifer Francis, Central Kitchen Operations Manager split her groups into two. While one group
got to tour the Central Kitchen, and see the interworking’s of an industrial kitchen, the other
group was presented with a wide variety of spices that they were able to mix together in order to
add flavor to their meals without adding excess sodium.

In the third group the students were welcomed by food brokers in the school nutrition industry
who were providing samples of up-and-coming products available to school nutrition programs.
The students were asked to sample the food and give detailed feedback, including their thoughts
on taste, texture, mouthfeel, overall acceptability, and their willingness to buy each product in
their school cafeteria. In this group students were also provided a well-balanced lunch to sustain
them to complete the rest of the day.

After all students rotated through each group, we all convened back in one room to complete a
project they had been working on for the past few weeks. Earlier this month the CTE students
were able to take a trip to Molly Moon’s headquarters where they were asked to create an ice
cream sundae topping that would be featured in the month of June. Molly Moon’s has also
generously offered to donate all proceeds from this sundae in the month of June back into the
Seattle Public Schools CTE program. Each school presented their sundae while the audience
enjoyed a nice cup of melted chocolate ice cream. Molly and her team tasted and evaluated each
sundae presented and selected Franklin High School’s “Summer Sunrise” sundae as the
winner.

And “BACK BY POPULAR DEMAND”, the NOVA Burrito Bar is back! Last year, NOVA
piloted several additional menu items which included the Burrito Bar. With a change in kitchen
managers, the bar had been discontinued, however the student voice was loud and clear…… and
we listened! As of Monday, April 23rd, the Burrito Bar is back. Thanks to NOVA for their
support of our program!

**Logistics Department:**

Publishing Services is producing the award programs for the 2018 Seattle Schools Scholarship
Fund Awards Ceremony. This Publishing Services job is at the request of Seattle Schools
Scholarship Fund Trustee and Chairperson, Eleanor Toews. This action supports Superintendent
goal #1 Educational Excellence and Equity, and Goal #4 Improving Community, School, and
Family Engagement.

Publishing Services has completed their Print Services RFP that is now in review by the
District’s Contracts team and expected to advertise this week. This operational effort aligns with
Superintendent goal #1 improving systems as it will allow the district to have a central print shop
and maintain a fleet of multifunctional print, copy, scan copiers throughout the District at each
school and central offices.

Logistics has been working with the Science and Materials Center to review operational
processes and workflow. The Science and Materials Center is expected to become part of
Operations Logistics Department in the upcoming months to expand managerial oversight and
benefit from improved operational efficiencies related to inventory management for the materials
used to build and distribute complete science kits to schools. This effort aligns with Superintendent goal #2, Improving Systems.

Transportation is diligently responding to parents and schools regarding late buses caused by First Student’s driver shortage. Transportation and First Student are reviewing all low ridership routes for consolidation which frees up a bus driver to drive another route. While current issues are being addressed, the department is also recommending a Superintendent Transportation Task Force to make recommendations about future Transportation Service Standards. More information on this task force will be available in the next few weeks. This effort supports Superintendent goal #2, Improving Systems.
The Creative Advantage

Creative Advantage 2017 Progress Report
The Creative Advantage 2017 Progress Report has been published. Highlights include:
• A co-authored letter from Dr. Nyland and Mayor Durkin that celebrates the growth of access to high-quality visual and performing arts education through leadership transitions.
• A story about Nate, a Southwest Interagency student who had his first music education experience as a senior. It helped him engage in school and changed his own sense of agency.
• Growth in the number of schools with K-5 music and visual art programs across the district – nearly doubled from 2013 to 2017 (and they have doubled in 2018!)
• Evidence of Culturally-Responsive Teaching and Learning is 34% higher in Central Arts Pathway schools than the statewide average. (See the CAI section for more info on our CRTL PD for SPS arts teachers)

The full report will be posted on The Creative Advantage website within the next week.

Creative Advantage Kicks Off Spring Learning Series
The Creative Advantage Spring Professional Learning Series for Seattle teaching artists and SPS teachers kicked off last weekend at Langston Hughes Arts Institute. This year's series offers honorariums, lunch and clock hours to more than 90 teachers and teaching artists from across the district. Three, day-long workshops are located in different neighborhoods, co-facilitated by Shontina Vernon, Tina LaPadula and Donte Felder. The workshops are designed to support reflection, healing and community building, centering these core questions:
-What is culture? Who gets to decide what is relevant?
-What does freedom look like in your classroom? In your practice?
-How can we center healing/collective power through the arts?

Next month, we will share out information on The Creative Advantage’s Summer Institute that happens in August at Seattle Arts Museum. The one-day workshop will include inspiring presentations from national and local thought leaders, hands-on art-making activities and opportunities to network and collaborate with peers.

Welcoming table at The Creative Advantage Learning Series
Department of Racial Equity Advancement (DREA)

Carnegie Foundation Symposium
Keisha Scarlett, Executive Director of Organizational Development and Equity and Dr. Concie Pedroza participated in the Carnegie Foundation Symposium held in San Francisco on April 3 and 4. The theme of the Symposium was on Network Collaborative Inquiry work. Keisha and Concie attended focused learning sessions from different district presenters and panel discussions, as well as gathered tools and resources they will use to continue their work on building networked learning to our team, central office and other partnerships.

DREA Work in Progress
The Dept. of Racial Equity Advancement’s collaboration and contribution is evident in the following areas over the past months:

- Family Partnerships – Home Visits Training for SHA school staff, Family Partnership Taskforce and Equity Training through Community Partners
- Human Resources/Principal Leadership – Implicit Bias Training for Principal Hiring and participation within hiring teams for equity input
- CAI Creative Advantage Arts – Cultural Appropriation Training versus Cultural Appreciation within the Arts
- Facilities/Operations – BEX 5 planning and Student Assignment Taskforce
- Extended Cabinet – Institutional Racism training
- Members of DREA also presented at the OPSI BEST Conference: Culturally Responsive Teaching and Supporting the LatinX

DREA is also beginning their professional learning for Central Office this month.

Education and Housing

New Holly Family Co-Design Dialogue
On April 18, three Seattle Public Schools and 12 SPS parents participated in the fifth Family-Co-Design dialogue for the New Holly Family Community. The Strategy and Partnerships Division collaborated with Seattle Housing Authority partners to launch a series of dialogues from February until August to listen to and support the leadership of New Holly families in co-developing action(s) that address their educational concerns. Families decided that youth voices needed to participate in the dialogue so parents recruited and invited youth to the dialogue, where they developed and prioritized a list of action items. The families’ final collective idea will be resourced, supported, and implemented in the 2018-19 school year.

SPS and SHA Conduct Listening Session
Kathlyn Paananen, Education and Housing manager and Mohamed Roble, Student and Family Advocate in the Family Partnerships Department, supported Martin Luther King Jr. Elementary’s listening session, held on April 16. Principal Chris Thomas and Teacher Yohannes Kidane visited eight families at Mercy Housing’s Othello Plaza apartments to hear about their hopes and dreams for their children and how the school could improve at making Othello Plaza families feel welcomed and supported. Interpretation was provided in Amharic and Somali. The Seattle Public Library and Mary Fickes of the Early Learning Department also attended, bringing games and activities for a dozen children and important information about their services to the families.

Council of Large Public Housing Authority News
The Council of Large Public Housing Authorities (CLPHA) launched a multi-media publication, Elements of a Successful Partnership. It is a culmination of interviews conducted with housing authorities in the Pacific Northwest and their education partners. The SPS/SHA partnership was interviewed in 2017 and highlighted in several of the videos.

In addition, Brent Jones, Chief Strategy and Partnerships Officer and Kathlyn Paananen, Housing and Education manager, will be traveling to Washington, DC to attend the national CLPHA conference May 3 – 4. In conjunction with SHA leadership, Brent and Kathlyn are
presenting on the topic, “The ABCs of FERPA: Education and Housing Data Sharing.” Stay tuned for an update after the conference.

**Update on the Seattle Public Schools and Seattle Housing Authority Attendance Focus**

SPS and SHA supported Aki Kurose Middle School and Asa Mercer International Middle School in conducting an attendance challenge in the month of March. Both schools held individual competitions between grade levels and competed against each other for which school could have the best daily average attendance during the month. The winning school, Asa Mercer International Middle School received an ice cream party funded by a corporate sponsor. Over 100 SHA students had either perfect or improved attendance during March. SPS and SHA celebrated these students and their families at an event at NewHolly Gathering Hall on April 5, 2018. Attendance matters!

**Strategy and Partnerships**

**African American Male Advisory Committee Recognized as Premier Partner**

The African American Male Advisory Committee (AAMAC) was recognized at the Wednesday, April 25 Board meeting as a premier partner for their partnership with the district specifically focused on eliminating opportunity gaps for African American males and other students of color. AAMAC, along with the Equity and Race Action Committee (ERAC), helped to pioneer the model of authentic community engagement with district senior leadership.

Throughout the 2016-17 school year, the AAMAC reviewed existing Seattle Public Schools structures and their subsequent impact on African American male achievement. After a thorough community engagement process, the AAMAC submitted recommendations to Superintendent Nyland in September 2017. “This extraordinary report represents thousands and thousands of hours of folks’ [work],” Board President Harris exclaimed as she held up the report at the Board meeting. “It is on our website and we encourage you to read it.” After receiving the report in 2017, Superintendent Nyland assigned ownership of the recommendations to key departments and directed each to incorporate the recommendations in their existing work plans and identify procedural supports for operationalizing them.

After speaking to the history and next steps of the committee, the AAMAC appealed to the Board of Directors on six points. On behalf of the Board, Director Harris was enthusiastic in working towards honoring the following:

- Continue the momentum with focus on African American Males
- Focus on ensuring the goals of Policy #0030
- Continue the elementary moratorium on discipline
- Honor the spirit of the state’s opportunity gap bill
- AAMAC will continue to work alongside the Superintendent
- A future work session with city and school district around initiatives supporting Black males

A YouTube clip of the AAMAC recognition can be found [here](#), along with a copy of the Final Recommendations and a full history of the Committee.
Phishing is on the rise - DoTS Implementing New Security Measures to Lower Risk

There has been a recent increase in attempts to send fake invoices, fake DocuSign documents, and fake delivery documents via email. These scams ask users to reveal their username and passwords. When the falsified website looks authentic, sometimes our users take the bait even though they've been trained to identify such sites.

To address this problem, and ensure the safety of district data and systems, the district will be implementing Multi Factor Authorization (MFA) for staff access to email and Office 365. District computers will automatically work with using regular sign in procedures as the device itself is the second factor as it is controlled by the district. However, users using personal devices will be required to utilize a text, mobile app, or phone call to authenticate their account when they are outside the district. District staff laptops, including the new teacher laptops, will not require MFA when connecting remotely.

Enrollment Services and Archives Complete Digital Transformation and Go Paperless

Last week Archives and Enrollment Services celebrated transitioning from paper enrollment records to electronic. Traditionally, Enrollment Services filled up to 35 archival boxes with alphabetized paper enrollment records. This year, that number will drastically drop with the only paper records being exceptions. Once records are put into Archives, they are kept, searched, copied and refilled for 6 years until they can be securely destroyed by Archives staff. This systems improvement will help reduce the number of boxes kept within Archives and with each passing year, that number will decrease. Enrollment Services began its Digital Transformation to streamline work and enable better use of employee skills and time by launching Online Enrollment last year (see article below).

Upcoming Items requiring School Board Approval

Telecommunications Upgrade
Technology Services recently completed a Request for Proposal (RFP) related to the upgrade/replacement of the District’s existing Telecommunications system. Because of age, availability of repair parts and old software that does not align with current technology, the system was identified to receive an upgrade/replacement as part of the Capital Levy (BTA IV) approved in February 2016. Engagement began with the RFP being sent to Principals in the hopes that they reviewed the features being requested with their staff to ensure their input was factored into the final decision. The RFP went through normal procurement processes.
Black Box was selected with final approval of a 5-year software and hardware support contract along with equipment scheduled for May 9, 2018. An estimated 9,100 new phones will be installed at a total of 108 sites along with switches and software to run the system. The completion of the network upgrade/replacement is expected to take approximately two to three years from start.

The item went to Board for introduction on April 25, 2018 and will be considered for approval at the next Board meeting. DoTS is preparing answers to questions and comments that came up at introduction.

**PowerSchool Maintenance and Support plus Online Registration**

PowerSchool is the district’s Student Information System used to manage, track and report student information including demographics, classes, attendance, grades and transcripts. Online Registration is a subscription offered by PowerSchool that allows for forms including the SPS Enrollment form and SPS Student Verification form to be accessed online. Being able to access the forms via the web allows families to enter information online and saves $100,000.00 annually in Enrollment Services staff overtime and substitute time. Furthermore, accessing the Student Verification form online saves time for school staff who previously entered data after collecting physical forms while making the process quicker and more secure.

**School Visits**

In support of Strategic Plan Goal Three to engage with schools, Chief Information Officer, John Krull visited John Rogers Elementary, Jane Addams Middle School, Nathan Hale High School, Queen Ann Elementary, Frantz Coe Elementary, and McLure Middle School in the last week to better understand the use of technology for teaching and learning and data for Multi-Tiered Systems of Support (MTSS).