I am deeply saddened to share the news of Tuesday’s tragic shooting at a Seattle Parks and Rec track meet in West Seattle. The victim, who passed away, is a parent/family member of Seattle Public Schools (SPS) students and staff. It impacts many families, students and our communities. This was not a SPS event. However, many students participating in the track meet are SPS students and families, including staff. We are providing counseling support for students and families who are affected by this event.

May 2018 Celebrations:
We have many celebrations happening in May. Here are a few that I would like to highlight:

- **Teacher Appreciation Week**: This week teachers are celebrated across the country. As a fellow educator, I want to extend my appreciation to the staff, who are the heart of this organization. I have visited classrooms nearly every week of my four years in Seattle, and it has been the highlight of my professional career to see our educators working diligently to support students. I continue to be inspired and proud of the work taking place in our classrooms, and the progress we are making as a district, and it is thanks to the remarkable instruction provided by our educators. Our educators work to create engaging and supportive learning environments for every student, applying the craft of teaching to provide individualized support and adapt to changing demands and political landscapes. I am so thankful for the education I received from SPS teachers (a proud Roosevelt grad!) and for the gains we have made for the students in Seattle. Please join me in thanking a teacher who has had an impact on your life and sharing appreciation for the educators of our district.

- **National School Nurse Day**: On May 9, we celebrated National School Nurse Day. I want to share my gratitude for these health professionals who work to support a healthy environment for all students in our district. Our school nurses provide health services that increase attendance, and train staff to identify emergency symptoms and manage students with chronic conditions, so students may access their education. Across the district, there have been 24,078 visits to a school nurse, 5,203 individual care plans written by nurses and 5,248 medications given since the start of this school year. Please join me in thanking these care providers for their tireless work to make sure SPS is a healthy and safe district! We also will be recognizing nurses who have met big goals this year at the May 23 board meeting.

- **Celebrating Asian/Pacific American Heritage Month**: Asian/Pacific American Heritage Month is a celebration of Asians and Pacific Islanders in the U.S. It is a time for us to reflect and pay tribute to the generations of Asian and Pacific Islanders who have enriched America’s history and have been instrumental to its success and diversity.

- **Digital Inclusion Week (DIW2018), May 7-11**: The SPS and local communities are working to raise awareness about the digital divide that exists. We are working to increase equity in access to digital resources. More information is included in this week’s Department of Technology Services (DoTS) update.

- **May is National Bike to School Month!** SPS partners with Seattle Department of Transportation and Cascade Bicycle Club to eliminate opportunity gaps and accelerate learning for all students through the joint program, Let's Go. Let's Go is a bicycle and pedestrian safety curriculum for 3rd, 4th and 5th grade students delivered in physical education classrooms across the district. During a three-week program, students learn how to properly wear and fit a bike helmet, how to walk and bike safely, how to communicate with others along streets and trails, and what "right of way" means.
Recognitions at the May 9 School Board meeting:
On Wednesday night, we recognized two of our District’s premiere partners:

- **The Vietnamese Friendship Association (VFA) actively works to mitigate inequality for refugee and immigrant youth.** Through Project R.I.S.E. (Refugee and Immigrant Student Empowerment), VFA’s flagship youth and family program, they directly support 300 immigrant and refugee students and families at Seattle World School and other Seattle Public middle and high schools in academics and leadership, employment training, and family and civic engagement during the school year, on Saturdays and during the summer months. Director of Racial Equity Advancement Dr. Concie Pedroza shared a few thoughts before introducing Executive Director James Hong.

(Pictured: School Board Directors, Dr. Nyland, Dr. Concie Pedroza, VFA Executive Director James Hong, and Rainier Beach High School students Gian Rosario and Essence Roberso)

- **Seattle-Chongqing Sister City Partnership:** Seattle and Chongqing have been sister cities for 35 years. SPS partners with the Chongqing Municipal Education Commission (6M students) through the Confucius Institute of the State of Washington (CIWA). The school relations between Chongqing and Seattle have strengthened through:
  - Chief Sealth International High School and Nankai Secondary School in Chongqing
  - Beacon Hill International School and Renmin Primary School in Chongqing
  - And new sister school relationships developing with Dearborn Park International School and Pathfinder K-8

Hundreds of students in SPS have developed caring relationships with our visiting teachers from Chongqing. And SPS educators have gained a broader sense of how education is conducted in other countries through these collaborations across the ocean. China recognized the strength of the Seattle – Chongqing connection by naming Chongqing Municipal Education Commission “Chinese Partner of the Year” at the Global Confucius Institute Conference in China in December 2017.

Michele Aoki, International Education Administrator, shared a few thoughts before introducing members from Chongqing and CIWA. I also thanked Wenqiu Wang, Chinese director for the CIWA for arranging the district delegations to Chongqing. Thank you for her tireless work to ensure that our least advantaged students in the district can learn Chinese, enjoy Chinese culture and see themselves as globally connected. I am truly thankful for the recognition award from CIWA for my service on the CIWA Board of Directors.
Board Actions at the May 9 School Board meeting:

• To better support Native American students in SPS, the board approved $250,000, beginning of the 2018-19 school year, to expand the current Native American Educational Programming to additional sites in the district, including the addition of: a Šeqačib Program in the North; staff for after-school programs; and a secondary liaison case manager in the North.

• The board approved as amended the 2018 Career and Technical Education (CTE) Annual Plan. CTE is a planned program of courses and standards that begins with exploration of career options, supports academic and life skills, and enables achievement of high academic standards, leadership development and preparation for career and college. The CTE Annual Plan includes analysis of enrollment in high school, middle school and Skills Center CTE courses; participation by demographic subgroups; performance target attainment; college credits earned; and academic cross-crediting provided.

• The board approved the Guiding Principles for the Building Excellence (BEX) V Capital Levy. SPS has two capital levies on alternating six-year cycles. The BEX V Capital Levy is slated to go to voters for renewal in February 2019. As part of the Capital Levy Planning process outlined in Policy No. 6901, the board shall adopt guiding principles to inform the board’s decision making on the selection of projects for the levy. These principles, combined with the priorities laid out in Policy No. 6901, are to be used to create a scoring and relative ranking of all proposed projects within each criterion or guiding principle.

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. Community Visits/Presentations
4. 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

   - **Board Work Sessions**: Last week, the board held work sessions on enrollment and capacity, the 2018-19 SMART goal planning and our district’s budget. Thank you to the board for great discussions of district SMART goals for the coming year. At this point, the highest board interest is in: Excellence/MTSS; Equity/EOG; High Schools for the 21st Century/24 Credits; and Engagement/Collaboration. The board raised good questions, including what the costs would be for individual items related to the goals. Staff plans to work with the board to provide this information. The next step is to bring this item to the executive committee and have it go to the board for introduction on May 23 and action on June 6.

   - **Ethnic Studies is critical work that is part of our District’s SMART goals.** Thank you to:
     - The group of 25 educators who comprise the Ethnic Studies Work Group has worked throughout the year to develop ethnic studies curriculum.
     - The group of approximately 40 teachers from around the district has piloted draft ethnic studies core content developed by the teacher workgroup. The teachers who piloted the materials will be summarizing their learning in the coming weeks.
     - Our board for funding this work as part of our SMART Goals.
     - The City of Seattle's contributions for the grant that purchased the supplemental materials to support this work.

   See the Teaching and Learning update for more information.

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.

   - **Certificated Staff Laptop Rollout Complete**: On May 10, the laptop deployment for all certificated staff concluded with the following schools receiving computers: Olympic Hills, West Woodland, Seattle World School, Hazel Wolf and Blaine. This deployment started at the end of January with approximately 10 schools per week receiving computers along with 450 central office represented certificated staff. With each deployment, DoTS Technical Support Specialists and Instructional Technology (IT) Resource Teachers worked with teachers to ensure: Staff know how to use the new laptop to continue their current work and are aware of how to use the laptop in new ways not possible before to benefit student learning, enhance instruction and increase collaboration. Additionally, the IT group also developed an initial online module that teachers can take as part of the eight hours of paid tech time for this year. The group is developing additional modules to support deeper instructional use that can also be used by teachers as part of their eight hours of tech time. DoTS is investigating how to continue the professional learning next year.

   - **Transportation**: We continue to be short bus drivers and therefore although most buses are arriving on time, there continue to be a few buses arriving to and from school late. Our Transportation Department continues to work with First Student. Schools are working to reduce the impact on the education of our students, including state testing.
• **Athletics:** Eric McCurdy, Executive Director of Athletics, has been working to align our arrows and coordination in regard to athletic uniforms and programs. Part of that effort has been to align access to discounts for uniforms. Currently, schools and programs and booster clubs have made individual purchasing arrangements with vendors, depending on their size, budget, and popularity. Eric has been working with our contracting office and legal department to standardize that process and obtain bulk purchasing prices the way we do for instructional materials; based on our joint purchasing volume district wide. Recent articles in the Seattle Times have reported on similar processes by the University of Washington and Peninsula School District.

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

• **Family Partnerships Task Force:** The Family Partnerships Task Force met April 28 at JSCEE. Task force members worked on creating a comprehensive definition of family engagement that is unique to Seattle’s context, as part of a larger multiyear plan objective. They also reviewed SPS’ policies and nationally recognized best practices frameworks and documents. The final task force meeting is scheduled for May 15.

• **WE Day Seattle:** The Community Partnerships team attended the 6th annual WE Day Seattle on May 3. More than 16,000 students and educators from across the state attended to celebrate young people committed to making a difference. This event featured speakers, thought leaders and celebrity performers, including Ciara, Russell Wilson, Doug Baldwin, Noah Cyrus, Ann Curry, Diane Guerrero and many more. WE Day is connected to the free, yearlong educational program WE Schools. In the 2017-18 school year, approximately 30 SPS schools have led WE Schools initiatives. The program provides schools and community groups with curriculum, educational resources and action campaigns designed to enhance a school's existing social initiatives or spark new ones. During the 2016-17 school year, more than 700 schools and groups across Washington improved their communities through WE Schools, volunteering more than 657,000 hours and raising more than $1,800,000 in support of more than 610 local and global causes including hunger, homelessness, poverty and bullying.

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

• **May 10 Seattle Schools Scholarship Fund (SSSF) annual awards ceremony:** Graduations and other student celebrations are upon us as we approach the end of the school year! Last night I attended the annual SSSF awards ceremony and it was exceptional. Thank you to Directors Harris and Mack, members from the Superintendent leadership team, families, and school counselors for celebrating our 26 scholarship recipients (graduating seniors) who have overcome significant life challenges to pursue their dreams. We heard students’ stories of their challenges and how they had persevered. The scholarship is funded largely by an annual contribution from the Seattle School Retirees Association, as well as generous donations from community members. Please see the Seattle Schools Scholarship Fund page to learn more about the recipients and to find the donation form.

• **President Obama’s Mother, Stanley Ann Dunham, graduated from Mercer Island.** Each year scholarships are given in her name to recognize strong up-coming young women. This year, two of the four $5000 scholarships went to Rainier Beach students: Gabriela Jimenez and Michelle King!

• **12th in U.S.! Congratulations to the Garfield Chess Team** for competing in the 2018 National High School Chess Championship! The team finished in 12th place.

• **Duke Ellington Festival:** Congratulations to Roosevelt High School and Ballard High School’s’ jazz bands, who have been chosen out of 109 high school bands across the nation as finalists at the 2018 Essentially Ellington High School Jazz Band Competition and Festival! On May 10, Ballard and

Superintendent Larry Nyland

May 11, 2018
Roosevelt’s jazz bands attended innovative workshops, jam sessions, rehearsals and dynamic performances in New York City.

- **Gov. Jay Inslee and Concord Students.** 4th and 5th-grade students from Concord recently joined Gov. Inslee at the dedication ceremony of the new Sea Mar Museum of Chicano/Latino/a Culture! The students spoke about the importance of studying history and understanding cultural identity. They performed an original musical selection they wrote inspired by Dr. Martin Luther King. Gov. Inslee wrote on his social media accounts: “One of my favorite parts of the visit was the performance by students from Concord Elementary School” (4/26/2019). The classroom at this event was led by their teacher, Ms. Monserrat Delavigne; their music teacher, Ms. Jessica Stair; their Principal Dr. Norma Zavala; and other Concord staff.

- **Naramore Art Exhibition:** This exhibition at the Seattle Art Museum celebrates more than 200 artworks by Seattle Public Schools students – and it’s FREE! Congratulations to the young artists whose tremendous talent shines.

- **IGNITE = Inspiring Girls Now in Technology Evolution.** IGNITE honors two Seattle teachers with Best Practice Awards. Broadview Thomson Middle School’s Michele Amato and Franklin High School’s Julie Gattie are IGNITE program providers that exemplify outstanding skill, enthusiasm and passion in providing excellent programming for the students they serve.

- **Congratulations to Corinne Manning,** a third grader at McDonald International Elementary, whose perfect Google Doodle, “The Curious Cat,” is in the running as Washington’s state finalist for the national "Doodle 4 Google" contest! A public vote will determine the five national finalists (one in each grade group). The National Winner will be announced on June 8 and will take home a $30,000 college scholarship and his or her school will receive a $50,000 Google for Education grant toward the establishment and improvement of a computer lab or technology program.

- **Kudos to Mr. Zetterberg’s class** at Thurgood Marshall Elementary for having participated in the Facing Difference Challenge. The challenge helps educators worldwide empower young people to reflect and take action toward building understanding, empathy and peace.

- **Culinary Summit.** 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.

- **Congratulations to Zhen Williams of Chief Sealth International High School** for her 1st place win with "Voice Through My Hands" at this year's 7th District Congressional Arts competition!

**Community Visits/Presentations:**

- **Alliance for Education** recognized the Seattle Teacher Residency (STR) program last Wednesday. German Moreno (Lowell Teacher) and Justin Hendrickson (South Shore Principal) stole the show. Executive Director Lisa Chick, Mayor Durkan, Chamber Executive Strickland and Sally Yates, Kaiser vice president all shared good messages about what we can do together to ensure that “with all of us, THEY (our students) CAN!” Thank you to our Board Directors and staff for their attendance.

- **CIWA 8th Anniversary:** I had a wonderful time celebrating the anniversary of CIWA with our partner schools from Seattle, other Washington districts, the University of Washington and universities statewide. The CIWA provides a unique collaboration with the University of Washington/Seattle Public Schools in growing our dual language Chinese partnerships statewide. There are 525 Confucius Institutes worldwide.

- **Professional Development.** This past week was a really big day for more than a half-dozen Seattle Schools administrators … closing in the completion of their doctoral program. More to come as we share their great success. And on Monday, I had the opportunity to share some of our equity “lessons learned” at the annual superintendent’s conference in Chelan.

- **Principal Leadership Learning Day (LLD):** School leaders participated in a guided peer to peer review of their building C-SIP's for the upcoming school year. Central office leaders were on hand to provide support
and guidance to plan alongside principals as they continue to create and refine SMART goals connected to our Formula for Success Key Performance Indicators (KPIs).

Community Engagement/Highlights:

- **Huchoosedah Parent Advisory Committee (PAC) Meeting, May 14, 5:30-7:30 p.m., Boren STEM – Cafeteria at 5950 Delridge Way SW**: Do you have a Native, Seattle Public Schools student? Come and be a part of this Native Parent Advisory Committee! Potluck, bring something to share if you can. All are welcome.

- **Family Partnerships Task Force, May 15, 2018, 5-8 p.m., JSCEE Auditorium**: Seattle Public Schools and the SPS Board of Directors believe family engagement and two-way communication are essential to improving district decisions and outcomes for students. In support of this commitment, Superintendent Larry Nyland and the SPS School Board have made systemic and transparent family engagement a district goal for 2017-18. Click here to read about the role of the task force.

- **Roosevelt HS Portables Departure Public Meeting, May 22, 6-9 p.m., Roosevelt HS Library**: Roosevelt High School departures public meeting regarding portables and on-site parking reduction.

Thank you,
Larry

**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 Engagement Officer Update**: Included in this packet please find Sherri Kokx on behalf of Chief Engagement Officer Carri Campbell’s update for this week.

**Chief Information Officer Update**: Included in this packet please find Chief Information Officer John Krull’s update for this week.
Date: Thursday, May 10, 2018
To: Dr. Larry Nyland, Superintendent
From: Michael F. Tolley, Associate Superintendent for Teaching & Learning
Re: Friday Memo for May 11, 2018

TEACHING AND LEARNING

CURRICULUM, ASSESSMENT & INSTRUCTION

Ethnic Studies:

The ethnic studies curriculum development process journey which began in the spring of 2017 and is a part of the Seattle School Board and Superintendent SMART Goal 2 Eliminating the Opportunity Gap for the 2017-2018 school year. Ethnic curriculum development and implementation studies is also a part of the draft Superintendent SMART Goal 2 for the 2018-2019 school year, again making it a district organizational priority pending Board approval. Below is a brief summary of the ethnic studies work for the 2017-2018 school year, as well as, a timeline for the 2018-2019 school year.

In the summer of 2017 a taskforce of teachers, students and community members worked on defining ethnic studies and creating seven guiding principles that would be the foundation for instruction in Seattle Public Schools. Ethnic studies workgroup teachers, partnering with university professors, developed an ethnic studies curriculum framework designed to be used across all content areas in the elementary, middle and high school. Upon completing frameworks, the workgroup began working on the scope and sequence for ethnic studies. As a result, in the spring of 2018, 35 teachers participated in an ethnic studies pilot at John Muir Elementary, Orca K-8 School, Denny International Middle School, Cleveland High School, Garfield High School and The Center School. With the support of a grant from the City of Seattle, supplemental materials are now in the process of being ordered and will be available for use in piloting schools in the fall of 2018.

Next proposed steps for ethnic studies include taking the frameworks along with the scope and sequence outlines and developing them into more detailed units this summer. Lessons, units of study and the format of the materials will be modeled after the “Since Time and Immemorial” curriculum. Curriculum writing teams for Middle School English Language Arts and Elementary Social Studies will conduct professional development on written curriculum over the next three years. With feedback from school staff, students, and community surveys, we will continue to learn how to perfect our work with ethnic studies, as well as capture its impact on enhancing the success of all students. After completion, the units may be considered for Board adoption alongside instructional materials used in units during the 2018-2019 school year. In addition, we will propose to adopt “Since Time Immemorial” as a core instructional material.
Attached is a draft of a timeline of proposed next steps in developing ethnic studies curriculum (see Appendix A). The tentative timeline will be shared with the School Board’s Curriculum and Instruction Policy Committee at their meeting on May 15, 2018.

**Civics:**

Since the last update in December 2017, the Curriculum, Assessment and Instruction (CAI) Department has focused on the following strategies to improve equal access to Tier 1 social studies instruction in the civics strands of the Washington State Standards for Seattle Public Schools students.

1) Communication to school leaders and social studies teachers encouraging students to participate in civic-minded activities

2) Professional development and support for secondary social studies teachers focused on the content area of civics

3) Vetted supplementary instruction resources to support civics education and foundational work for the implementation of Senate Bill 1896

The Kindergarten through Grade 12 (K-12) efforts listed below have resulted in a greater depth of knowledge about civics instruction from our teacher corps and have served to engender a greater commitment from our students to become more active and responsible citizens who participate in our nation’s government.

**Communication About Civics-minded Opportunities for Students:** Earlier in the year, our communication efforts were focused on encouraging participation in the Mock Election, hosted by the Office of Superintendent of Public Instruction (OSPI) in partnership with the King County Elections Office. As was expected, statewide participation rates decreased, as did the numbers of student voters from Seattle Public Schools (SPS). After the election, all civics-focused activities made available to students have been advertised through multiple sources: School Leaders Communicator, Schoology main announcement page, and all grade level Schoology social studies pages. The following activities were vetted and advertised to encourage participation: *The Power of Dissent: Justice Thurgood Marshall Spoken Word Competition, Ninth Circuit Civics Contest,* and *Youth Decide: Your Vote. Your Future.*

**Professional Development for Middle School Teachers:** OSPI has released new resources for administering the required social studies assessments that provide teachers with stronger instructional tools to administer the civics assessments. To encourage teachers to use the optional civics resources, the CAI Department offered a full day professional development training for middle school teachers. The session focused on using the OSPI materials and weaving in primary source documents focused on civics instruction entitled, *The Constitution and New Government.* Twelve teachers participated in the session, and their work products will be vetted, edited and posted to Schoology for district-wide consumption.
**Professional Support for High School Teachers:** This year, the steady focus of high school department chairs instructional leadership has been focused on civics. Each department head began the school year by developing a civics goal for the school year. Each month, department heads receive information to support the implementation of their civics goal, such as facilitated discussion about getting social studies staff members informed and aware of mock elections, project-based learning models centering on civics, changes to the new Advanced Placement (AP) Government course, implication of Senate Bill 1896, and student challenging use of social media and online resources as a means of getting news. Department heads are strongly encouraged to replicate discussions they’ve had in meetings with social studies staff in the school building.

**Supplementary Instructional Resources for K-12 Teachers:** New content for civics instruction is released frequently in K-12 communications. The CAI Department vets resources prior to sharing them with teachers for broad consumption. This process enables teachers to readily utilize resources that align by grade level and content. This school year, the following resources have been posted to the SPS grade level folders, where social studies instructional support can be found: lesson plans for Constitution Day, Eagle Eye Citizen, Engaging Congress, iCivics Washington State and updated OSPI-Developed Social Studies Assessments resources.

**Foundational Work for Senate Bill 1896:** The Senate Bill requires Washington State school districts to provide a mandatory stand-alone civics course for all high school students beginning with or before the 2020-2021 school year. The CAI Department has analyzed the bill with focus toward implementation in the 2020-2021 school year. To ensure all impacted parties are aware of the changes, an implication document was created and shared with district administrators and high school social studies department heads, who in turn, shared it with all social studies teachers. The document highlights the need for: a stand-alone civics course for Grade 12, a new course description that encompasses state, local and federal governments including tribal government, expanded civics-education teacher training program and completion of the civics portion of the naturalization test.

**Seattle Promise College Tuition Program:**

In November 2017, Mayor Durkan signed an executive order directing the City of Seattle to create the Seattle Promise College Tuition Program, Seattle Promise. When fully implemented, the Seattle Promise will provide two years of free college for all Seattle public high school graduates, removing financial barriers to higher education facing many Seattle Public Schools students. Seattle Promise students will have the opportunity to obtain up to 90 credits of instruction towards a degree, credential, certificate or pre-apprenticeship program. In March 2018, Seattle Mayor Jenny A. Durkan, along with Seattle Colleges Chancellor Shouan Pan and Seattle Public Schools Superintendent Larry Nyland, signed a partnership agreement entering into a collaborative partnership to implement the Seattle Promise Program in the upcoming years.
On April 20, 2018, CJ Dancer from the City of Seattle Department of Education and Early Learning (DEEL) began convening the Seattle Promise Design Team meetings so that staff members from Seattle Colleges, Seattle Public Schools, and the City of Seattle can jointly determine the details of the Seattle Promise program. They shared a few framing documents at the first meeting of the committee including a Fiscal and Policy analysis for the Seattle Promise. It synthesizes research on other Promise Programs across the country as well as considerations and recommendations for program designers. Finally, there will be specific design decisions the DEEL staff will ask the committee to weigh in (and even vote) on at each meeting (e.g., student eligibility, program design) and plan to send out an alert on what decisions will be made at which monthly meeting. The next meeting is scheduled for May 23, 2018.

Attached are the documents (see Appendices B and C) that were shared at the first Seattle Promise Design Committee meeting organized by CJ Dancer and DEEL. They include a Fiscal and Policy analysis for the Seattle Promise which was developed by DEEL staff to support the Design Team.

**Washington State Legislature House Bill 2224:**

As we shared in two prior Friday memo entries, the state legislature passed in 2017 the Engrossed Substitute House Bill (ESHB) 2224 which provides students who do not meet standard on statewide assessments with more pathways to high school graduation. At the same time, it eliminated state scored “Collections of Evidence” as an alternative way to meet state testing requirements. Students in the Class of 2018 who would have completed a Collection of Evidence prior to this law may need now to get a waiver and if so, are in the process of doing this with support from their schools’ Academic Intervention Specialists.

Starting with the Class of 2019, students will have other options as an alternative to any state test that they did not pass. The Office of Superintendent of Public Instruction (OSPI) is in the process of developing a website to address specific questions and to provide guidance on these alternatives: [http://www.k12.wa.us/assessment/GraduationAlternatives/LAA-LDC/default.aspx](http://www.k12.wa.us/assessment/GraduationAlternatives/LAA-LDC/default.aspx). Staff from Curriculum, Assessment, and Instruction (CAI) is also developing the district’s plans in response to this guidance to inform course registration for the 2018-2019 school year.

For more information on this law and how it affects state testing requirements, please go to the OSPI website: [http://www.k12.wa.us/Assessment/StateTesting/ESHB2224.aspx](http://www.k12.wa.us/Assessment/StateTesting/ESHB2224.aspx).
**Progression and tentative timeline of Ethnic Studies curriculum development, 2017-2019, v. 3**

Timeline details the development of Ethnic Studies curriculum instructional materials from 2017-2022. This tentative timeline specifies the different groups in the development process, their roles, and time span of work. The scope of ethnic studies work integrates with the subject areas of secondary social studies, middle school English-Language Arts, and elementary social studies. The timeline should be considered a working draft, as adjustments are a natural process of a long-range plan.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
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| Ethnic Studies Task Force, May-August 2017 | **Ethnic Studies definition**  
|                              | Ethnic Studies Guiding Principles  
|                              | • Foundational reference documents for all Ethnic Studies work             |
| Ethnic Studies Working Group, November 2017-June 2018 | Ethnic Studies Frameworks—Secondary subject areas and elementary grade-levels  
|                              | Black Lives Matter Week curriculum  
|                              | • General curriculum and content guidelines for pilot  
|                              | • Supplemental instructional materials (grant from City of Seattle)       |
| Ethnic Studies Working Group, November 2017-June 2018 | Ethnic Studies Scope and Sequence Outlines—Secondary subject areas and elementary grade-levels  
|                              | • Based on curriculum frameworks  
|                              | • Foundational outlines for curriculum unit development                   |
| Ethnic Studies Curriculum Writing Teams and Ethnic Studies Working Group | Ethnic Studies Units for Existing Courses and Grade-levels: Secondary Social Studies  
| June 2018-August 2019, continue into 2019-20 school year and beyond | • Units written in format similar to Since Time Immemorial and other model ethnic studies curriculum  
|                              | • Professionally written and reviewed  
|                              | • Units copyrighted as “intellectual property of district”  
|                              | • Potential for Board Adoption alongside “Since Time Immemorial, and instructional materials used in units  
|                              | • Units assessed for quality by a panel including higher education ethnic studies faculty, SEA, community representatives associated with effort  
|                              | • Curriculum writing team process used for subsequent adoptions in Middle School ELA and Elementary Social Studies in years 2019-2022 |
| Ethnic Studies Working Group, June 2018-August 2019, continue into 2019-20 school year and beyond | Ethnic Studies piloting of scope and sequence outlines, and drafted curriculum units  
|                              | • Role of Ethnic Studies Working Group changes from mainly writing curriculum materials to piloting developed material and providing feedback for curriculum writers to refine units |
Appendix A

- Convening of Working Group to summarize experience, provide feedback to curriculum writers takes place for subsequent adoptions in Middle School ELA and Elementary Social Studies in years 2019-22
- May play role in advising non-humanities subject areas (such as math, science, etc.) on incorporating ethnic studies content, 2018-2022

<table>
<thead>
<tr>
<th>Ethnic Studies Curriculum Adoption Committee (TENTATIVE)</th>
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<tbody>
<tr>
<td>June 2019-August 2020, continue into 2020-22 school year and beyond</td>
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</table>
- Separate Ethnic Studies Curriculum Adoption Committee formed as required by Board Policy 2015, composed of staff, parents, community
- Units developed in summer 2018 and 2018-19 school year potentially for Board Adoption alongside instructional materials used in units
- Recommendation to adopt “Since Time Immemorial” as core instructional material
- Continued adoption of Ethnic Studies Units for existing courses and grade-levels starting in summer 2019, proceeding into 2019-20 school year for Middle School English-Language Arts and in 2020-22 school years for Elementary Social Studies

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<tr>
<th>Ethnic Studies Writing Teams and Ethnic Studies Working Group, June 2018-August 2019, continue into 2019-20 school year and beyond</th>
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<tr>
<td>Ethnic Studies Professional Development on Ethnic Studies Curriculum</td>
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</table>
- Professional development session outlines written by unit authors (and Native Ed., in the case of “Since Time Immemorial”)
- Delivered by authors and others
- Curriculum writing teams in subsequent Middle School ELA and Elementary Social Studies in years 2019-2022 conduct professional development on written curriculum
Date: Thursday, May 10, 2018
To: Dr. Larry Nyland, Superintendent
From: Pegi McEvoy, Assistant Superintendent for Operations
Re: Friday Memo for May 11, 2018

**Media Operations Center (MOC):**

Technical upgrades to the Media Operations Center and John Stanford Center auditorium are underway! Outdated cameras and control room equipment are being replaced and new fiber has been installed. Unstable broadcasts and channel outages should be a thing of the past as we get ready to launch our new hi-def cable channel by mid-June. Starting with the May 9th Board meeting it is no longer necessary to take breaks at the 3-hour mark to change digital recordings.

![Image of Media Operations Center](image1.jpg)

**Nutrition Services:**

On Friday May 4th Nutrition Services was invited to participate in the Washington State Farm to School Network Launch. Held at Central Washington State University, our Registered Dietitian Lindsey Danner attended the event along with Washington State farmers, community organizations, stake holders, and other school districts. We powered through the day, setting strategic priorities, voting on a network structure and discussing important topics such as local food sourcing, school gardens and farm-based programs, food and nutrition education, and farm to early childhood education. At the end of the day the Washington State Department of Agriculture had a well-structured program and all the stakeholders left with the satisfaction of a job well done and trust in a robust and well-organized program!

This week Nutrition Services leadership had the opportunity to walk through the new kitchens under construction at Loyal Heights and McGilvra elementary schools. Both projects are nearing completion and we look forward to our staff operating in these beautiful facilities in the fall.

This week, Nutrition Services was invited to participate in a School Nutrition Focus Group with the Washington State Dairy Council. Our Registered Dietitian, Lindsey Danner, attended this event to represent Seattle Public Schools. During the event, 6 school districts from around the state were able to come together to express our successes in child nutrition and share ideas with one another to hopefully better the nutrition of children throughout the state. We were also able to share areas that need more support so the Dairy Council could find applicable ways to support us.
Also for your information, it is with sadness that I report that Teresa Fields, the Nutrition Services Director, has accepted a position with another school district effective June 1, 2018. While we are sorry to see her go, we wish her the best in her new endeavors. The position will be posted for her replacement immediately.
Education and Housing

Council of Large Public Housing Authority News
Brent Jones, Chief Strategy and Partnerships Officer and Kathlyn Paananen, Housing and Education manager recently returned from the Council of Large Public Housing Authorities conference held in Washington, DC on May 3 and May 4. In conjunction with Seattle Housing Authority (SHA) leadership, Brent and Kathlyn presented on the topic, “The ABCs of FERPA: Education and Housing Data Sharing.” Initial response to the SPS/SHA partnership work has been extremely positive; the partnership has been recognized as a pioneer in providing collaborative, wrap-around services between a large urban school district and a public housing authority. One feedback comment specifically appreciated the deep focus on data that was presented and expressed an interest in continuing the partnership between SPS, SHA and the Department of Education. The conference presentation also resulted in an invitation to Kathlyn and Roy Chan, Strategic Advisor for Education at SHA, to present on the SPS/SHA family engagement work at a conference in Memphis in June, sponsored by the Annie E. Casey Foundation.

Strategy and Partnerships

School Climate and Culture Initiative
Over the last 18 months, SPS has been working in collaboration with the Bill & Melinda Gates Foundation, Casey Family Programs, and the City of Seattle to address the disproportionalities outlined above. These partners share our interest in improving outcomes for Seattle’s youth and our commitment to invest in efforts aimed at eliminating opportunity gaps. Our aims are to create, implement, and sustain a tiered system of support within designated PK-8 school feeder patterns, with an intentional focus on improving school climate for African-American males and other students of color. This initiative is officially titled School Climate and Culture but is also referred to by its working name Whole Child, Whole Day (WCWD).

The purpose of the initiative is to provide staff with the appropriate training to create a sense of belonging, safe environments and adequate supports to keep all our students in school which increases instructional time and drives outcomes in academic achievement. Through WCWD, we are field testing a tiered system of support to eliminate opportunity gaps for all students with an intentional focus on improving school climate for African-American males and other students of color.

Desired outcomes from the Whole Child Whole Day project include:
- Implementation of a comprehensive case management wrap-around service model at selected schools
- Establish and/or strengthen site-specific family engagement and community partnerships
- Influence culture and climate in participating school communities
- Reduction of disparities and improve outcomes for African-American boys and other students of color.
- Increase collaboration and alignment among schools and partner organizations

There are seven elementary schools participating in the initiative: Bailey Gatzert Elementary, John Muir Elementary, Leschi Elementary, Madrona Elementary, Martin Luther King, Jr. Elementary, Meany Middle School and Stevens Elementary. Objectives across all the participating schools are:
- Enhance a tiered delivery model and system of support (MTSS) that builds upon students’ strengths and supports their complex needs
- Create conditions that build stronger, more intentional cross-sector teams that enable continuous learning and data-driven improvement throughout a student’s day

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• Collect school-specific data regarding chronic absenteeism, discipline, missed lost instructional time, as well as reading and mathematics
• Cultivate a positive school climate and culture that creates conditions for students:
  • to access high quality instruction and experience success
  • to reduce lost instructional time
  • to enhance students’ sense of belonging and confidence for their success
• Build the capacity of staff through aligned professional development opportunities within and across the PreK-8 feeder pattern
• Establish and/or strengthen site specific family engagement and community partnerships within and across feeder patterns
• Establish and/or strengthen Pre-K to Kindergarten transitions
Strategic Plan Goal 3: School, Family and Community Engagement

Somali Parent Education Board (SPEB) Regional Institute Meeting: April 24 the Family & Community Partnerships Director James Bush attended SPEB’s regional institute planning meeting along with Puget Sound Educational Service District (PSESD) and other Roadmap Region representatives. SPEB is working with Roadmap leaders to develop and design an institute format and structure to bring together Somali parents and educators from around the region that will meet monthly September through June. The SPEB Institute aims to: “Build the capacity of parent leaders and educators who mobilize and collaborate to interrupt and change norms in our education system so that shared decision making, accountability to the community, and honoring cultural assets are embedded.” SPS has been asked to help identify a few school central office staff to participate or possibly facilitate the delivery of content.

Annual Community Alignment Summit: April 26 the Community Partnerships team attended and helped support SPS’s Annual Community Alignment Summit. More than 90 people attended the summit, and aligned partners were introduced to the Formula for Success and other SPS priorities and initiatives by the Family & Community Partnerships Director James Bush. They also learned about resources and tools in development that will allow them to have better access to data to help support our shared students by Nick Hernandez, Partnership Data & Systems manager.

Community Lunch & Learn: April 26 Communities in Schools (CIS), in partnership with the Family & Community Partnerships and Nutrition Services Departments, organized the second Lunch and Learn event. All staff from JSCEE were invited, and more than 40 people attended. The purpose of this Lunch and Learn was to provide a space where colleagues could eat and connect with one another across departments, learn about each other’s work and interests and gain exposure to the work of community partners serving SPS students.

Reaching out to Muslim families: The family partnerships team offered a professional development (PD) session on May 2 in partnership with the music and arts curriculum department and the Center for Arab and Islamic Resources (CAIR). The PD at Garfield High School was created in response to teacher requests and addressed providing identity-safe spaces in schools for Muslim families and improving relationships through communication. Strategies were shared with more than 63 attendees on how to support students during Ramadhan. For example, students who choose to fast could be given tasks where they are productive and engaged instead of sitting in the lunchroom while their peers eat. Also, if you notice that a child is unwell or dehydrated, they can drink water. Other strategies included planning important school engagement activities, such as testing, around important days, such as Eid ul Fitr (the day after fast ends). Schools also can engage with Muslim families in focus groups or methods that
work best for the families to learn more about their practices and customs and how they fit into the school.
Digital Inclusion Week, May 7-11

Digital Inclusion Week 2018 (DIW2018) was May 7th-11th. DIW2018 is sponsored by the National Digital Inclusion Alliance and supported by the Community Technology Advisory Board (CTAB) on which our CIO, John Krull, is a board member. An online survey in last week’s “tech tip” to teachers was also emailed to CTAB technology matching fund community organizations asking them how they defined Digital Equity. Results of the survey were shared at the May 8th CTAB meeting as part of its Digital Equity initiative to help shape the direction of CTAB’s and the district's efforts regarding digital equity.

CA&I and DoTS Engage on Technology to Support Teaching and Learning

In support of the district’s Strategic Goal 3: Strengthen School, Family and Community Engagement and Goal 1 of the Formula for Success to develop high quality teachers and leaders, DoTS and Curriculum, Assessment and Instruction (CA&I) facilitated separate work sessions with key stakeholders to gather feedback on how technology in our classrooms can help support teaching and learning. On May 8th a team of CA&I leaders met in a facilitated discussion to define a model for the "Why" and "How" of our work. On May 9th, teachers from Elementary, Middle and High Schools came to the John Stanford Center for Educational Excellence (JSCEE) to participate in a facilitated discussion and offer feedback regarding how the use of technology currently supports instruction and student learning and what they would like to see going forward. Later that day, DoTS and the IT team visited Denny Middle School where they were able to meet with a group of students to gather their perspective on how technology in the classroom can help support their learning. With the feedback and a lot of other input, DoTS will use it in crafting its technology plan.