



Seattle School Board Retreat

Saturday, December 3, 2016 10:00 am - 3:00 pm

Auditorium, John Stanford Center

Agenda

- 10:00 am **WELCOME**
- Welcome and Goals for the day
- 10:15 am **BUDGET**
(Discussion and/or action, 90 minutes)
- Recap of discussion and/or decisions (if any) to date
 - Compilation of recommendations from stakeholders and staff
 - Discussion of additional/new information
 - Recommendations and consensus for pessimistic and optimistic budget scenarios, pending legislative action for 2017-18 school year
- 11:45 am **BREAK & LUNCH**
- Noon **ELIMINATING THE OPPORTUNITY GAPS (EOG)**
(Discussion, 90 minutes)
- Progress and Movement of EOG
 - Discuss EOG Infrastructure
 - Collection of EOG Projects
 - What's Next
- 1:30 pm **BREAK**
- 1:35 pm **COMMUNITY ENGAGEMENT**
(Discussion and/or action, 75 minutes)
- Overview of the work completed by the Community Engagement Task Force
 - Recommendations of the Task Force including:
 - Revisions to the selected Community Engagement Model
 - Resources
 - Practices
 - Next steps and a request for guidance from the Board
- 2:50 pm **2017 BOARD COMMITTEE ASSIGNMENT PREFERENCES**
(Discussion, 10 minutes)
- 3:00 pm **ADJOURN**

* Start times for each topic are estimated. Discussion of the next topic will begin at the conclusion of the prior topic (with the exception of breaks).



Board Retreat Materials

December 3, 2016

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School Board Office
206-252-0040

The following pages are materials distributed at the December 3, 2016 Board Retreat.

Board Retreat

December 3, 2016



Agenda

1. Objective
2. Review of Budget Deficit Projection
3. Review of Timeline Update
4. Communication Plan Update
5. Remainder of Budget Deficit to Solve
 - List of ideas
6. Data Analysis on achievement gap and poverty
 - Alignment to Goals
 - Mitigation of budget reductions
7. Recommendation to board on Central Office target, 24 credits, mitigation reductions

Objective for Today

- Better understanding of scope and breadth of the budget cuts and how devastating they will be if the legislature does not fix its problem.
- Continue to build a worst case scenario budget.

Review of Projected Deficit

		as of Nov 22
Consensus	Total projected deficit	(\$74,200,000)
	Levy amount is not reduced (levy cliff goes away, levy authority stays at current level)	\$0
✓	Change board policy 6022 and use 50% of economic reserve fund	\$11,500,000
✓	Shift bond interest back to Capital	\$1,801,375
✓	Implement indirect policy on all grants and Capital	\$1,000,000
✓	Utilize all unrestricted fund balance amounts	\$5,000,000
✓	2015-16 Year End savings	\$3,365,634
✓	Potential 2016-17 salary savings	\$7,000,000
		\$29,667,009
	Remainder to solve	(\$44,532,991)

Review of Timeline

- Moving final worst case scenario decisions to January 11th.
- Work plan for the Start of School (the technical planning work) could be impacted.
- September staffing reductions/add backs if possible, will be disruptive to all.

Communication Plan Update

- Three joint meetings with PTSA scheduled for December and early January
- Outreach to school and central staff
- Budget staff available to speak to other stakeholders/parents

Review of Prototypical School to WSS

(state funding for allocation purposes only)

Category	Status Compared to State	OSPI/Prototypical Model	SPS - WSS Model	Difference	Percentage
Teachers	Red	2,463.8	2,426.7	(37.1)	-1.5%
Principals	Green	160.2	193.9	33.7	17.4%
Librarians	Red	71.3	61.5	(9.8)	-15.9%
Nurses	Green	9.0	40.8	31.8	78.0%
Counselors	Red	113.3	81.2	(37.4)	-46.0%
Social Worker		3.7			
Psychs		1.5			
Other Cert	Green	-	47.6	47.6	100.0%
School Office/Support	Yellow	265.1	272.4	7.2	2.7%
Parent Involvement Coor	Red	6.4	-	(6.4)	-100.0%
Instructional Aides	Red	98.2	4.7	(93.5)	-1989.3%
Custodians	Yellow	224.7	223.0	(1.7)	-0.8%
Student/Staff Security	Green	10.7	42.0	31.3	74.5%
Total Staffing		3,427.9	3,393.7	(34.2)	
MSOC Prototypical					
Curriculum	Yellow	\$ 7,045,219	\$ 7,000,000	\$ (45,219)	-0.6%
Library and Other Supplies	Green	\$ 14,983,803	\$ 17,434,093	\$ 2,450,290	14.1%
WSS Discretionary Funding					
Elementary	Red	\$ 6,875,872	\$ 4,945,489	\$ (1,930,383)	-39.0%
K-8	Yellow	\$ 1,609,353	\$ 1,431,948	\$ (177,405)	-12.4%
MS	Green	\$ 2,594,961	\$ 3,515,407	\$ 920,446	26.2%
HS	Green	\$ 3,387,910	\$ 5,026,609	\$ 1,638,699	32.6%
Non-trad	Green	\$ 489,365	\$ 2,514,639	\$ 2,025,274	80.5%
Total MSOC		\$ 14,957,461	\$ 17,434,093	\$ 2,476,631	14.2%

Recent Additions to WSS

		2017-18 Estimated Net Costs
2017	Class size reduction K-3	\$ 2,461,000
	Class size reduction 4th and 5th grade from 28:1 to 27:1	\$ 1,457,820
	Class size reduction 9th thru 12th grades from 30:1 to 29:1	\$ 1,620,944
	Reserve to hold staff in place with enrollment losses	\$ 2,000,000
	Increase elementary counselors	\$ 770,330
2016	Class size reduction K-3	\$ 1,120,000
	Froze core staffing despite significant over staffing of counselors and assistant principals	\$ 1,569,456
	Added staffing for elementary schools over 600 students (1.0 Asst Sec, .5 librarian,.1 nurse and House Administrator for schools over 751)	\$ 898,400
	Increased mitigation fund	\$ 2,000,000
		\$ 13,897,951

Increasing Class Size Scenarios – estimated savings

WSS 16-17	K-3	K-3 High Pov
K	22	20
1	24	20
2	25	21
3	25	24

\$7.0m Savings			\$8.0m Savings			\$12m Savings		
WSS 17-18	K-3	K-3 High Pov	WSS 17-18	K-3	K-3 High Pov	WSS 17-18	K-3	K-3 High Pov
K	23.5	21.5	K	25	23	K	26	26
1	25.5	21.5	1	26	23	1	26	26
2	26	22.5	2	26	24	2	26	26
3	26	25.5	3	26	26	3	26	26

Guiding Questions for remaining recommendations

1. Are people more essential than other non-staff items in eliminating opportunity gaps?
2. While reducing the budget, how can we continue our goal to address opportunity gaps?
3. Because we will need to reduce school funding, how should we identify schools that need the most help/funding?
4. How do we ensure “bang for the buck” with fewer resources?

Data Analysis

- Refer to attachment - Prepared by Eric Anderson
- African American male gap
- Student of color gap
- Poverty

WSS Items

1. All schools are reset to WSS staffing standard (Option, K-8's, Montessori, Dual Language, Non-traditional)
2. Class size for K-3 is rolled back (bigger class sizes) to contract amounts (26:1)
3. Class size for Gr 4-5 and High School is rolled back
4. Assistant principals and counselors are reduced
5. Reduce school office staff
6. Free and reduced discretionary is reduced
7. Eliminate discretionary core staffing allocation
8. Reduce nurses, librarians
9. Use data analysis to identify schools that would receive fewer cuts (very limited number)

DRAFT List for Reducing the \$74m

(WSS areas still pending committee recommendations)

Other Items for Consideration	
Non - WSS Items	
Reduced ALE audit recovery amount	\$410,000
Reduce 24 credit enhancements (Balance = \$500K)	\$6,600,000
Central operations and central admin efficiencies	\$4,000,000
Eliminate District contingency request reserve	\$2,000,000
Eliminate Fall enrollment adjustments	\$2,000,000
Eliminate funding to reduce school splits	\$1,800,000
<i>Total of Non-WSS Items</i>	<i>\$16,810,000</i>

DRAFT List for Reducing the \$74m

(WSS areas still pending committee recommendations)

WSS Items (includes savings from ALL schools going back to base WSS funding)	
Roll back K-3 class sizes	\$8,000,000
Reduce F/R discretionary funding	\$1,000,000
Grades 9-12 class size back to 30:1	\$1,900,000
Revert back to Gr 4-5 class size of 28:1	\$900,000
Reduce elementary school counselors	\$400,000
Reduce School Office Staff	\$400,000
Reduce elementary school assistant principals	\$2,000,000
Eliminate discretionary "core" staffing for all schools	\$1,400,000
Reduce nurses	\$300,000
Reduce librarians	\$200,000
Legislature delays levy cliff	\$0
<i>Total of WSS Items</i>	<i>\$16,500,000</i>

DRAFT List for Reducing the \$74m

(WSS areas still pending committee recommendations)

<i>Total of WSS Items</i>	<i>\$16,500,000</i>
<i>Total of Non-WSS Items</i>	<i>\$16,810,000</i>
<i>Total of Non WSS and WSS Items</i>	<i>\$33,310,000</i>
Approximate amount left to solve	\$11,500,000
2017-18 Planning Year for Cedar Park	??
Eliminate curriculum funding through 17-18	??
Additional cuts to WSS	??

Recommendations to Board

1. 24 credit plan – recommend cutting \$6.6m, leaving \$500k for 2017-18
2. Central Office target - \$4m, after consideration of compliance and non-flexible costs are considered
3. Mitigations – elimination of additional resources for enrollment/splits

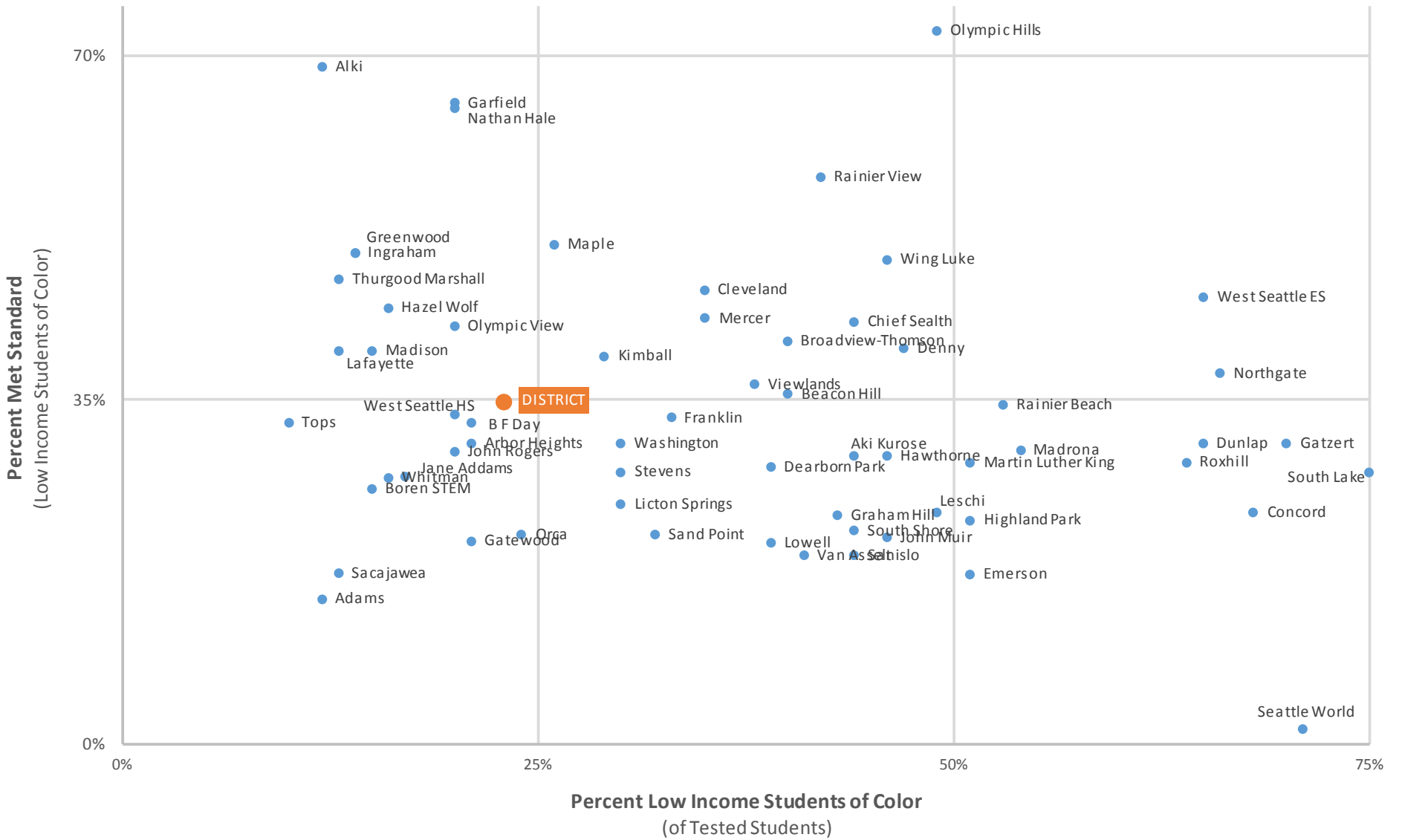
Next Steps

- WSS recommendations brought forward
- Finalize worse case scenario budget

Student Achievement for Target Student Groups

(Smarter Balanced ELA, 2015 & 2016 Combined)

Low Income Students of Color

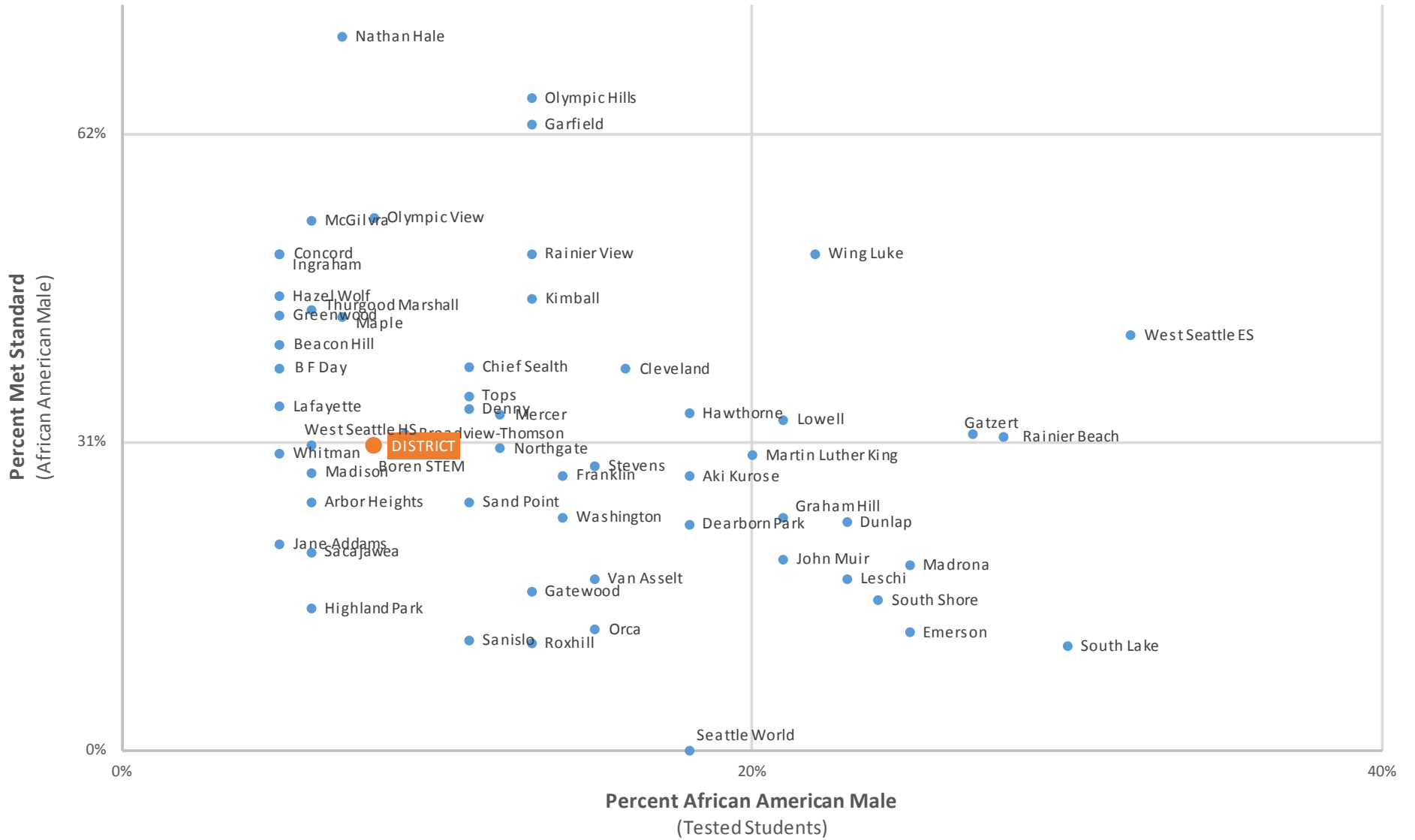


(Only Includes Schools with 10% or More Low Income Students of Color)

Student Achievement for Target Student Groups

(Smarter Balanced ELA, 2015 & 2016 Combined)

African American Males



(Only Includes Schools with 5% or More African American Males)



Seattle Public Schools



Photos by Susie Fitzhugh

**Eliminating Opportunity Gaps:
Presentation to School Board
December 3, 2016**

Purpose of Today:

1. Show the progress of EOG
2. Display the alignment and coordination of EOG
3. Build understanding of the collection EOG projects

Three Years; Three Goals

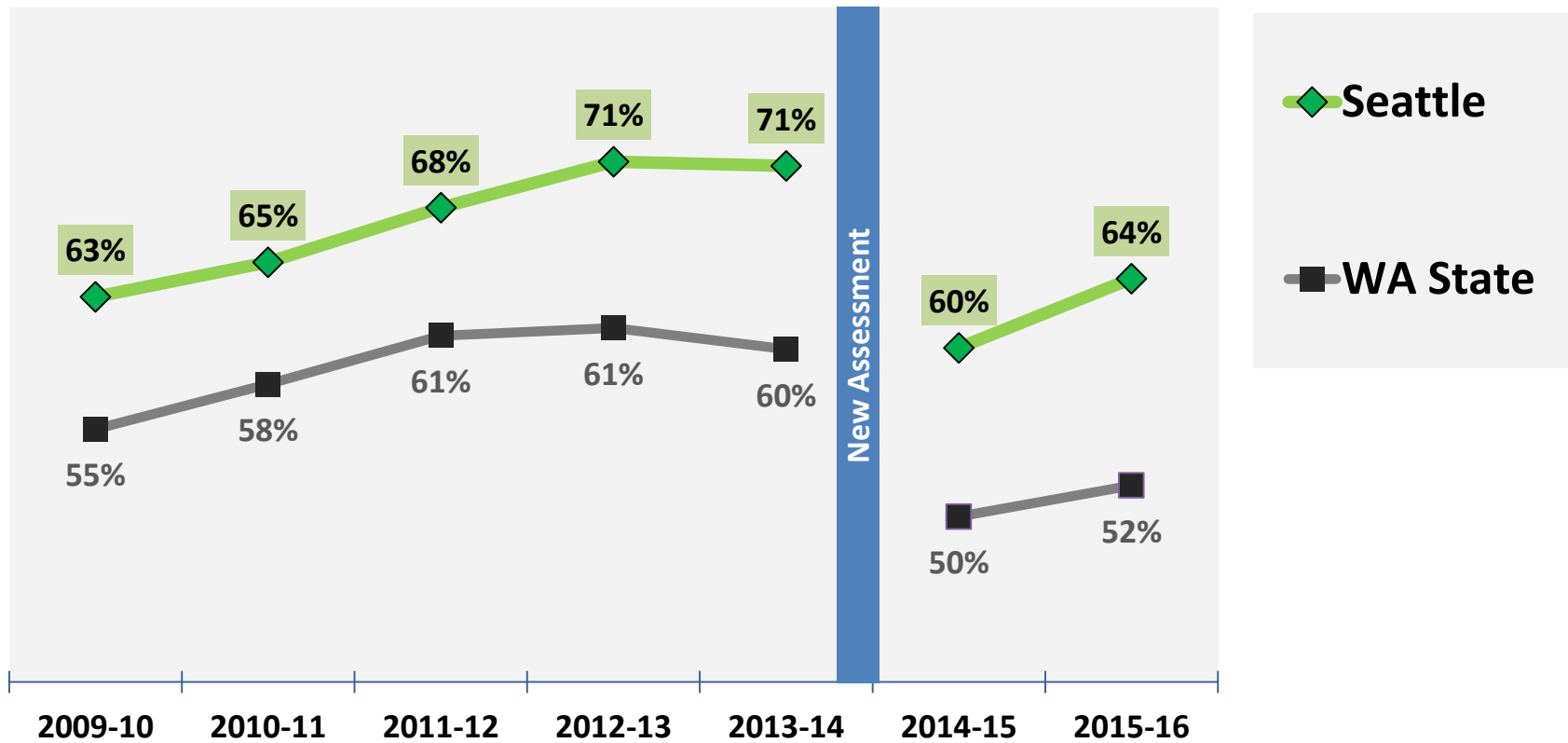
Consistent focus, leadership and investment from the board:

1. Excellence for Every Student
2. **Eliminating Opportunity Gaps**
3. Community Engagement



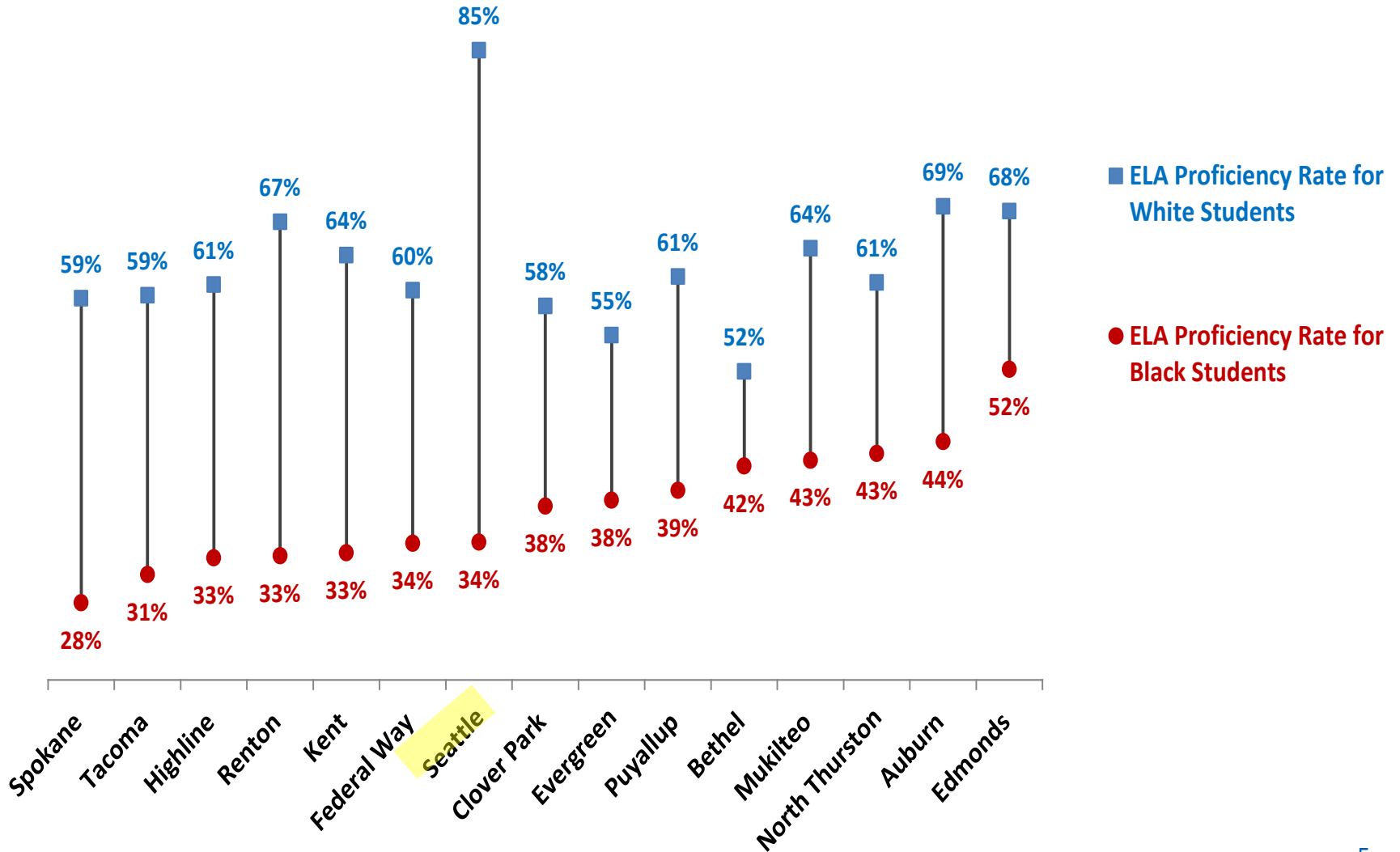
State Assessment Results: ALL Students

Proficiency in Mathematics (Grades 3-8 Combined)



Our Challenge

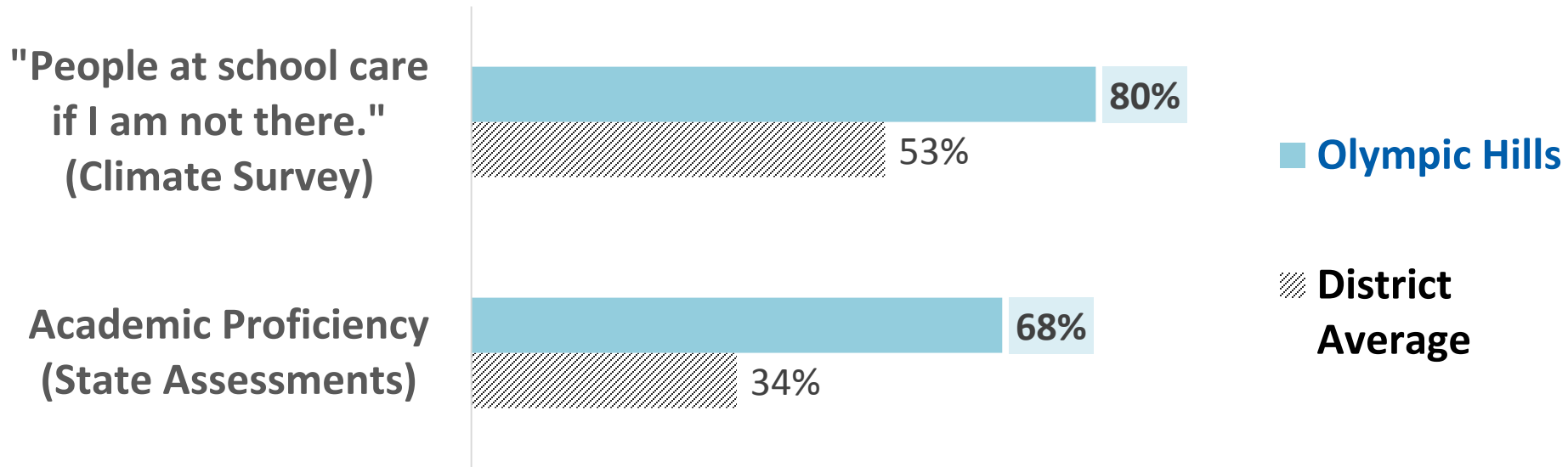
(Grades 3-8 State Assessment Data, Black-White Achievement 2015)



Districts in Washington State w/ largest African American student populations

Gap Eliminating School Example: Olympic Hills

Results for African American Students



Olympic Hills is ranked #1 in both

EOG is an Aligned and Cohesive Approach to Supporting Student Success:

1. Focus on changing adult attitudes, beliefs and actions
2. Target key gaps to create highest returns on student achievement
3. Create a sense of urgency by providing awareness
4. Research and replicate high-impact practices of positive outlier schools
5. Secure necessary internal and external resources



Objective:
Systemic
change

Turn and Talk (10 min)

What are 3-5 ways in which your leadership has positively transformed the District's efforts in Eliminating Opportunity Gaps?

Progress

Before “Issue of our Time” Declaration:

- Variety of race and equity efforts
 - Handful of “equity guardians” dispersed throughout the district and central office
- Incoherent and varied EOG implementation
 - Focus was on what students need to do differently
- Limited buy-in/acceptance
 - Responsibility of a single department: Department of Equity and Race Relations
- Lack of system-wide focus

After “Issue of our Time” Declaration:

- **Alignment and organization**
 - EOG Steering Committee
 - EOG portfolio aligned to SMART goals and the 4Ps
- **Resourced**
 - Approximately \$2M directed to support EOG initiatives
- **Awareness and understanding of gaps**
 - Targeted actions are being done
- **Community engagement**
 - Community input/voice guides strategy
- **Accountability**
 - Priority number one
 - Focus is on what adults/system need to do differently

Examples of EOG related progress

Before

- Racial and equity teams were a concept
- No comprehensive social emotional learning training
- Minimal professional development on racial equity with principals
- Some schools had success closing gaps
- No focus on EOG at employee onboarding

Now

- 31 school racial equity teams have been implemented
- 60 RULER schools have been implemented
- Monthly racial equity focused professional development at principal LLD
- Active learning from gap-closing schools
- New employee orientation focused on EOG and Racial Equity

Example #1: Positive Relationships/Beliefs

My Brother's Keeper

A Success Mentor for every chronically absent student:

- 94% of students missed less than 5 days
- 66% of students made progress
- 50% of students were proficient for the first time



Example #2: Positive Partnerships

SEA/PASS/SPS Race and Equity Teams

- 31 Race and Equity teams established
- 20 teams have completed racial equity institute (approximately 180-200 educators)
- 11 teams are now participating in the racial equity institute
- 950-1020 school staff have begun racial equity training provided by their racial equity team



Example #3: Positive Learning *PSAT/SAT*

Registrations for PSAT and SAT

2015-16:

PSAT: 7058

SAT: 3409

2014-15:

PSAT: 3320

SAT: 3249



Example #4: Positive Learning

Creative Advantage Arts

- Student growth demonstrating 21st century skills: 21% in perseverance
- Eliminated the K-5 music gap in the Washington and Denny feeder patterns
- Evidence of Culturally Responsive practice in 59% of Central Arts Pathway classrooms: 31% higher than the average across the State



3 Year Progress

2016

- Gap identification
- Coordination
- Alignment
- Acceptance

2017

- Gap elimination
- Integrated
- Targeted gap elimination
- Accountability
- Performance measures

2018

- Transformational systemic changes for students of color
- District-wide impacts
- Sustainable progress
- National model

Challenges/Next steps

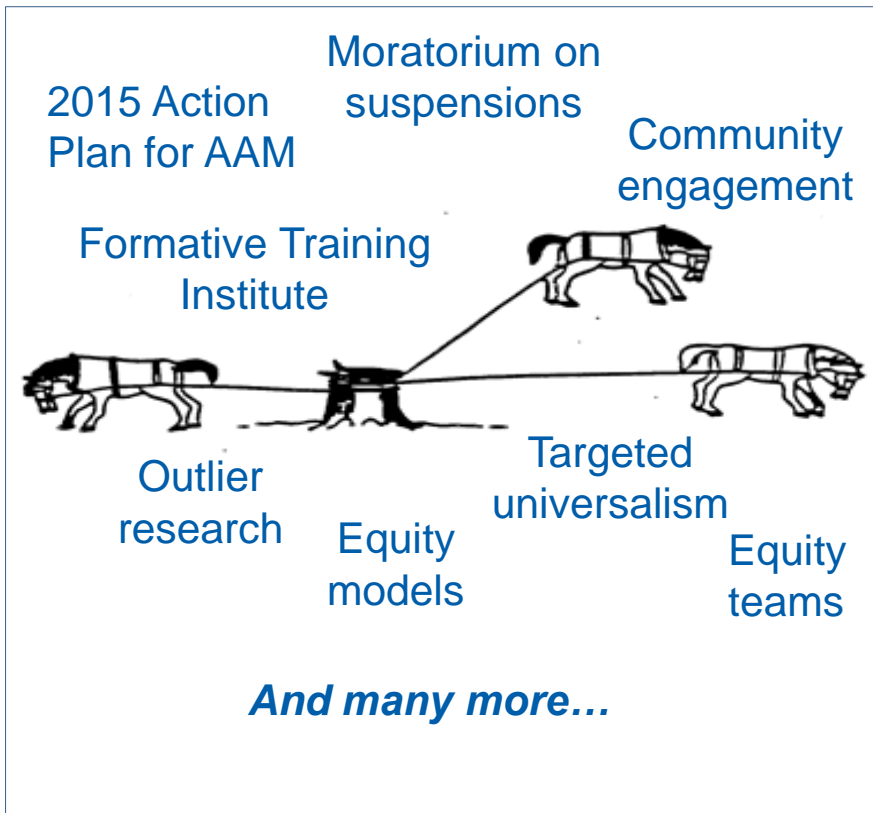
- Leveraging interim school climate surveys
- Refining measures
- Continuing relationship work
- Navigating site-based vs central office
- Developing measures for adults' beliefs (partnership with UW)
- Coordinating professional development

Turn and Talk (10 min)

What are some short term and long term ways in which staff and the board can improve our collective efforts to further advance the district's EOG work?

Alignment and Coordination

Alignment and Coordination



TOGETHER ...

WE ARE STRONGER THAN WE ARE ALONE

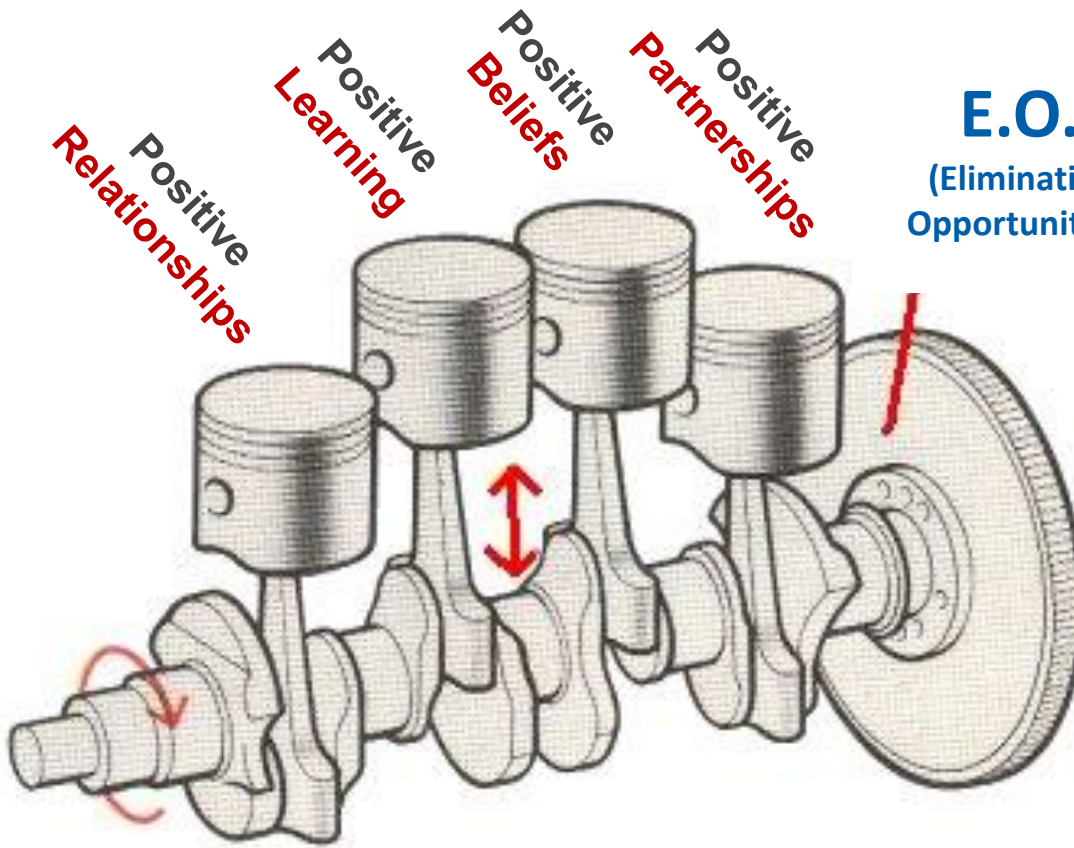
**EOG Steering
Committee**

EOG Steering Committee

Formed in spring of 2016, it is charged with:

1. Aligning and bringing coherence to the various EOG efforts. Recommending strategy and yearly priorities
2. Providing visibility for EOG
3. Becoming a learning organization
4. Achieving the goals and objectives of the priority EOG projects
5. Proposing the realignment of resources to support EOG

MTSS
(Multi Tiered
System
of Supports)



E.O.G.
(Eliminating the
Opportunity Gaps)

4P's- 17 Projects

Positive Beliefs	Positive Relationships	Positive Learning	Positive Partnerships
<p>Transforming Attitudes, Beliefs and Behaviors <i>Veronica Gallardo & Bernardo Ruiz</i></p>	<p>Positive Relationships with Effective Discipline <i>Pat Sander</i></p>	<p>Positive Learning: Formative Training Institute <i>Cashel Toner</i></p>	<p>Engaging Families Initiative <i>Adie Simmons</i></p>
<p>Cycle of Inquiry – Schools & Central Office <i>Michael Starosky</i></p>	<p>MENDR Research Partnership for Discipline Proportionality <i>Eric Anderson</i></p>	<p>Identity Safety <i>Kyle Kinoshita</i></p> <p>C-SIP/ School Plan Improvement <i>Michael Stone</i></p>	<p>Whole Child Success Framework <i>James Bush</i></p> <p>Community Engagement <i>Carri Campbell</i></p>
<p>Partnership Committee for Equity Teams <i>Pat Sander</i></p>	<p>My Brother's Keeper <i>Sarah Pritchett</i></p>	<p>Learning Management System <i>Nikka Lemons</i></p>	<p>Family University <i>Bernardo Ruiz</i></p> <p>African American Male Advisory Committee <i>Nikka Lemons</i></p> <p>Equity and Race Advisory Committee <i>Bernardo Ruiz</i></p>

Innovation Born out of EOG Work

- “4P’s”
- MBK – first national cohort
- Established the EOG portfolio
- Equity Initiatives and Outcomes Office
- Positive outlier schools study
- “Seattle Ready”
- “EOG” branding
- Race and Equity teams
- Authentic community engagement
 - AA Think Tank/ AA Male Advisory Committee
- Implementation of EOG Steering committee
- Gap identification

Turn and Talk (10 min)

What are some ways
in which your leadership
and the District's EOG work
can be utilized to transform
Seattle Public Schools?

Key takeaways? Next steps?





Community Engagement Update

Board Retreat

December 3, 2016

SPS Community Engagement Task Force,
Carri Campbell, Director Harris

Photos by Susie Fitzhugh



WHY: *Seattle Public Schools and the SPS Board of Directors believe community engagement and two-way communication are essential to improving district decisions and outcomes for students.*

Improved and transparent community engagement a district goal for 2016-17.

Today's Purpose:

Provide up update on progress

Introduce Task Force recommendations and discussion

- Model/Tool Revisions
- Practices/Strategies
- Other Considerations

Receive guidance from the Board and next steps



PROGRESS

- Development of a Community Engagement task force
- Collective Learning and community building
- Board approved one-time investments in community engagement
- Central office training on draft tools

QUESTIONS?



Review of CE Model

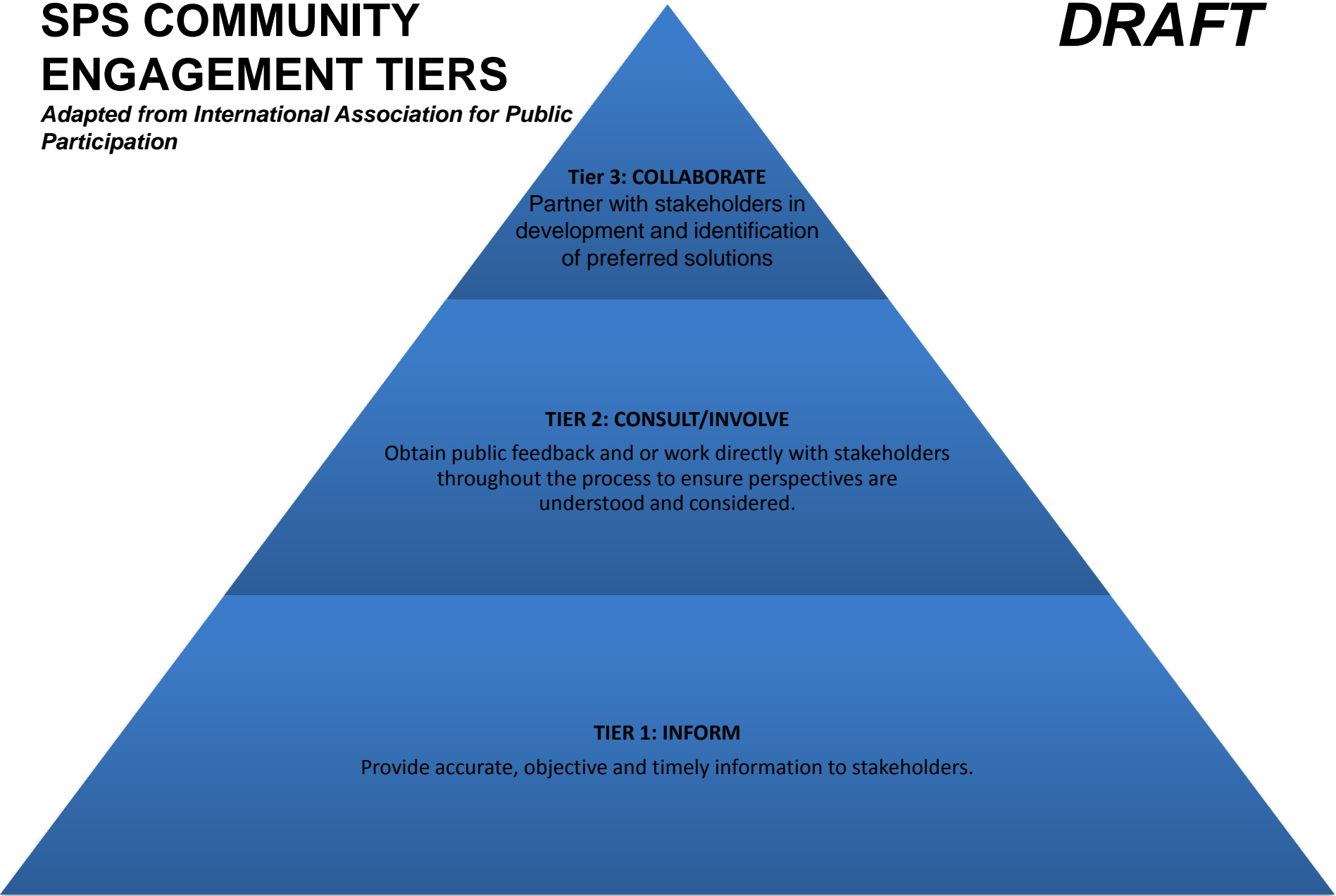
5 STEPS to Community Engagement

STEP	ACTION	TASKS
1	Gain Internal Commitment	<p>Activity 1: Identify the decision maker(s)</p> <p>Activity 2: Profile the sponsor's historical approach to community engagement</p> <p>Activity 3: Clarify the scope of the decision</p> <p>Activity 4: Identify preliminary stakeholder and issues</p> <p>Activity 5: Assess sponsor's expectations of the community engagement level</p>
2	Learn from the Public (identify stakeholders)	<p>Activity 1: Understand how people perceive the decision</p> <p>Activity 2: Develop a comprehensive list of stakeholders</p> <p>Activity 3: Correlate stakeholders and issues</p> <p>Activity 4: Review/refine the scope of the decision</p>
3	Select the Level of Participation	<p>Activity 1: Assess internal and external expectations</p> <p>Activity 2: Select appropriate tier on the Community Engagement Model</p> <p>Activity 3: Assess "readiness" of sponsor and or decision maker</p>
4	Define the Decision Process and Identify Community Engagement and Communication Objectives	<p>Activity 1: Understand the existing decision process</p> <p>Activity 2: Set community engagement and communication objectives for each step in the process</p> <p>Activity 3: Compare decision process with community engagement and communication objectives</p> <p>Activity 4: Check to confirm objectives meet needs</p>
5	Design the Community Engagement and Communications Plan	<p>Activity 1: Determine the plan format</p> <p>Activity 2: Integrate baseline data into plan format</p> <p>Activity 3: Identify the community engagement techniques</p> <p>Activity 4: Identify support elements for implementation</p> <p>Activity 5: Plan for evaluation</p>

SPS COMMUNITY ENGAGEMENT TIERS

*Adapted from International Association for Public
Participation*

DRAFT



TIER 1: INFORM
Provide accurate, objective and timely information to stakeholders.



Task Force Goals/Outcomes

The community engagement task force will provide the following recommendations to the Superintendent and SPS School Board:

- ✓ Revisions to the draft SPS Community Engagement Model and tools
 - ✓ Culturally responsive practices and engagement strategies
 - ✓ SPS community engagement training for staff
 - ✓ Additional recommendations that have developed out of our learning together
-

Current Recommendations - Purpose

Need to be explicit about why engagement matters in Seattle Public Schools.

Questions that we (the district, staff and the board) need to continue to ask ourselves:

- 1) Why are we engaged?
- 2) What is the purpose of engagement?
- 3) Assuming engagement requires relationship, do we have what it takes for a authentic relationship with community?

Key messages:

- ✓ Authentic engagement is the sharing of power
- ✓ For true engagement to be realized, we have to address institutionalized racism

Current Recommendations – Model/Tools

GENERAL:

- Modify phrasing of community engagement model internal/external expectation worksheets – too damage control focused.
- Keep the tool as general as possible – so it can be applied to a variety of decisions
- Clarify how types of decisions are run through the CE tools (e.g. internal, external, degree of impact)
- Have a list of concrete steps to take under Tiers (e.g., Tier II – survey, 2 community meetings, mailing, flyer)
- For each tier provide sample Community Engagement budgets, timelines including how to reach a decision point.

EVALUATION/OUTCOMES:

- Outcome/objective needs to be integrated as a pre-step to selecting the engagement tier – start with the end in mind.
- Include evaluation as part of the planning toolkit.

Current Recommendations – Model and Tools

STAKEHOLDERS:

- Stakeholder prompts prior to selecting level of engagement (e.g. different regions, communities) – a checklist?
- Prompt to identify who is the most impacted (all district or targeted group) – will influence engagement strategies and breadth of engagement .
- Students need to be included as a stakeholder and part of the community.

RACE AND EQUITY:

- Need a check for biases in final toolkit. How will the race and equity tool/questions be integrated?

Current Recommendations – Model and Tools

ENGAGEMENT STANDARDS:

- Include a prompt in the toolkit: If you are speaking on behalf of a another group, you must show evidence of input.
- Have a standard for the type of input (how done, how many, when etc.)
- Related to the above recommendation – strong number or clear percentage of stakeholders engaged (e.g. 75% of all families; 65% of POC) so it is clear to our community.

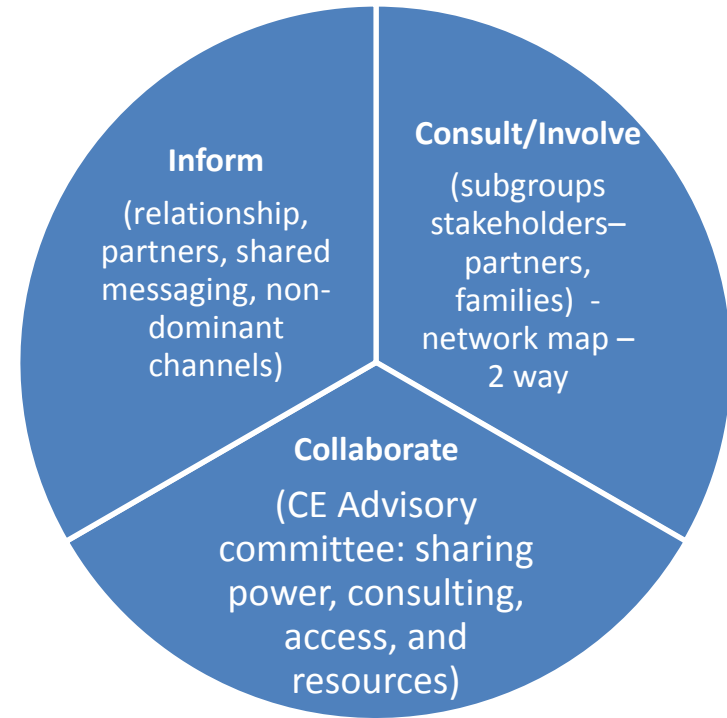
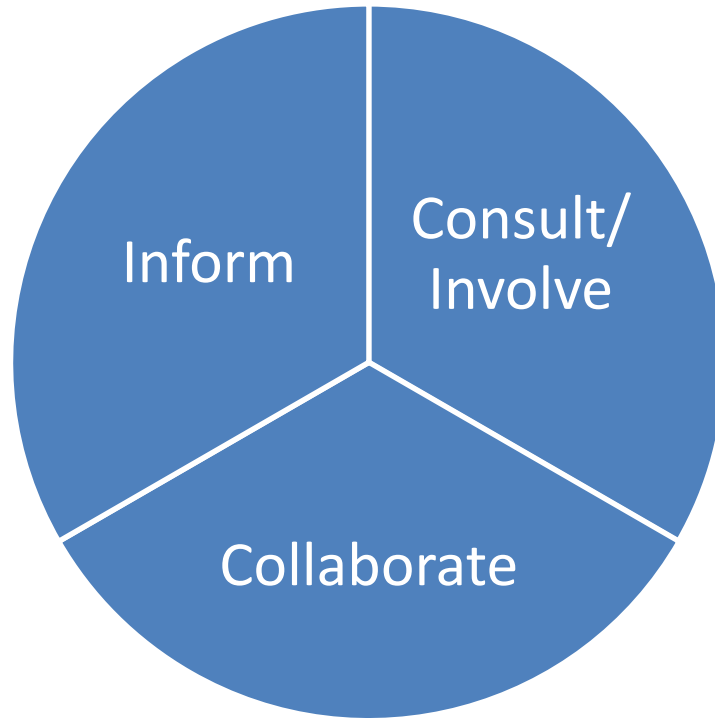
Current Recommendations – Practice and Strategies

- Gather community priorities (e.g. every other year). Ask the community what matters to them. Consider home visits to gather input.
- Develop a list of “typical” district activities the community needs to be part of before a decision can be made. Consider grade band and relative impact.
- Need a feedback loop to stakeholders . Feedback loop builds trust.
- Phone call survey options for families rather than electronic or paper-based.
- Maintain a Community Engagement group after this task force has ended to provide accountability to community and guidance to board and Superintendent.
- Student focus groups or a way to consistently bring student voice to the forefront of decisions and process.
- Standard of having two or more people complete internal/external expectation sheets . This may reduce bias and improve final decision s.
- Post internal/external worksheets to show level of engagement – related to feedback loop.
- Each community “subgroup” should have a direct relationship with the Communication department.

Current Recommendations – Other Considerations

- Clarify how community engagement will be budgeted for. A pot of funds, dept./division budgets, or will staff be asked to rework current budgets?
- Annual engagement plan for the district. What are the most significant changes/impacts on families and how can these engagement opportunities be better coordinated?
- Engagement plan for the District/schools must explicitly address Title I, III, VI, migrant, foster, and students receiving specialized services per ESSA.
- This work is dependent on relationship. Recommend mapping the district's social networks.
- Consider using the SESEC/UW Collaboration model (e.g. Tier III).
- Break out building versus district tools/supports. The practices will vary.

Possible Model Revision: Cycle of Engagement





Activity and Discussion



Next Steps - Timeline

- ✓ **Task Force Meetings: August 2016 – January 2017**
 - Learning together, engaging with the tool, recommendations on strategies and tools

 - ✓ **Reviewing Community Engagement: End of Sept – November**
 - Ways in which our community wants to be engaged/engagement data

 - ✓ **Board Retreat: December 3, 2016**
 - Introduction of the task force recommendations/tools – ARE WE ON THE RIGHT TRACK?

 - ✓ **Last Task Force Meeting: January 2017**
 - Finalize model, training, sustainability and accountability – celebrate!

 - ✓ **SPS Staff and Other Stakeholder Training: Feb – June 2017**
 - In person and online
-



Thank you

Community Engagement Updates

Board Retreat, December 3, 2016

Seattle Public Schools and the SPS Board of Directors believe community 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 School Board have made improved and transparent community engagement a district goal for 2016-17.

Since selection of the Community Engagement model and support tools in June 2016, the following actions to revise the model and support improved engagement have taken place:

- **Development of a Community Engagement task force.** The role of the task force is to provide recommendations to staff and the board on ways to improve the community engagement model and associated tools; provide recommendations on culturally responsive strategies for each tier of the model; support design of professional development for staff; and offer other suggestions on how the district, board and school staff can improve authentic engagement that ensures representative perspectives, clarity on influence and decision-making, increased transparency of decisions and builds trust with our community.

Most importantly, the Task Force has been asked to share the work underway with stakeholders, colleagues and friends, acting as both a conduit for additional feedback into the process and as an ambassador for the work.

The Community Engagement Task Force was developed using the racial equity tool. Representatives reflect the diverse perspectives of our community. Members include: community based partners, the Seattle PTSA council, school leaders, central office leaders, and parents. It is staffed by the communication team and co-chaired by Director Harris and Carri Campbell. The list of Task Force members can be found on [here](#)

- **Collective Learning and Community Building.** The Task Force has been meeting once a month since August and will officially conclude in January 2017. There is a recommendation to extend either this group or evolve into an ongoing Community Engagement advisory committee to the Superintendent and Communication Department. Related meeting agendas, presentations and notes may be found on the Task Force updates [webpage](#)

High level actions of the Task Force have included:

- ✓ Review and use of the communication model (a framework for selecting the level of engagement to conduct) and the associated tools.
- ✓ Recommended adjustments to the model and tools.
- ✓ Review of the district's 2016 Family climate survey data including perspectives on the district's responsiveness, engagement and communication with stakeholders. Data was disaggregated by race/ethnicity, income level and education. This presentation was conducted by the Research and Evaluation team.
- ✓ Introduction to a collaborative cycle of engagement by the South East Seattle Education Coalition (SESEC) and Executive Erin Okuno. In addition, data was presented on how majority communities versus dominant communities in South Seattle want to be

engaged. This information was used to shape additional recommendations to SPS staff and the board.

- **Board approved one-time investments in Community Engagement:**
 - ✓ Funding was allocated to support documentation of a Community Engagement toolkit for SPS staff and related training. Once recommendations are finalized by Task Force, SPS staff will work with Media Operations and a contractor to develop the professional development plan and toolkit/training.
 - ✓ Funding was allocated to enhance the website refresh design. The website will launch in June and final revisions made by September 2017. The SPS website is one of our primary tools for informing and communicating (Tier 1) with stakeholders. For example in October, there were 400,000 visits to our website. Contract revisions are already underway, with the first agreed upon enhanced deliverable the icalendar – so district and home calendars can sync. This was one of the requests from the community engagement conducted earlier in the year.
 - ✓ Funding for 2-way communication. This will most likely result in a RFP process in which the board has final approval. Criteria on the requirements will be gathered from the Community Engagement Task Force. Language(s) availability and functionality to help us reach underrepresented communities will be one of the lenses used for selection. Many of our current “engagement” vehicles – email, website, board testimony, School Beat, social media, phone calls are 1-way and don’t support learning, relationship building, and aren’t always culturally appropriate.

- **Central Office Training on Draft Tools**
 - ✓ Extended cabinet (Director level and above) were trained on the draft tools in September. Extended cabinet also provided feedback for revisions to the model/tools. The model and tools are available on the Task Force webpage for staff use. Full training on the revised documents will be available to staff from February – June 2017. Online learning modules will be available for ongoing support and new staff.
 - ✓ The communication team has also provided technical assistance to central office colleagues in selection of the most appropriate community engagement tier and development of engagement/communication plans.