



# Board Special Meeting

## School Board Retreat

September 9, 2017 10:00 am – 3:00 pm

Auditorium, John Stanford Center

2445 3<sup>rd</sup> Avenue South, Seattle, WA 98134

### Agenda

10:00-10:15am	<b>Welcome and Icebreakers</b>
10:15-11:15am	<b>Board Professional Development: Serving LGBTQ Students</b>
11:15-11:30am	<b>2017-18 Major Initiatives Preview</b>
11:30am-12:00pm	<b>Lunch</b>
12:00-1:30pm	<b>Student Assignment Plan</b>
1:30-2:00pm	<b>Board – Superintendent and Public Communications: Exploration of Alternatives</b>
2:00-2:10pm	<b>Break</b>
2:10-2:40pm	<b>Board Code of Conduct</b>
2:40-3:00pm	<b>Board Community Engagement Goal Reports</b>
3:00pm	<b>Adjourn</b>

Start times for each topic are estimated. Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda.

# Identity Safety: Creating Safe and Welcoming Schools for LGBT Youth

Lisa Love  
Manager, Health Education

# OBJECTIVES

- Understand the common experiences of LGBTQ youth in schools
- Know and understand the link between LGBTQ students, staff and families and specific initiatives within SPS:
  - Identity Safety
  - EOG
  - Positive Beliefs/Relationships/Learning/Partnerships
  - MTSS
  - Knowing students' stories, strengths and needs

# Today's Approach

1. Who are we talking about and what are our LGBTQ students experiencing? (LGBTQ overview)
2. What LGBTQ-specific work is being done in SPS?
3. What should SPS do to support transgender young people? (Youth and parent voice)

# Why address this population?

- Not about our personal politics
- In a Public School System, it is our role to help create a safe and welcoming environment for ALL students in our schools, so they can reach their social and academic potential



- Attraction → Sexual Orientation  
Gay, Lesbian, Bisexual, Queer,  
Asexual, Pansexual
- Identity → Gender Identity  
Transgender, Gender Queer, Cisgender  
Two-Spirit, Non-Binary
- Expression → Gender nonconforming  
Tomboy, Femme, Feminine Boy, Girly  
Girl, Androgynous, etc.

# What is Gender?



# (Trans)Gender Identity Development

0-5



**Gender Identity established**

6-10



**May begin living as other gender**

**May begin hormone blockers**

11-17



**May begin hormone therapies**

**Risk of adverse outcomes high**

18 and beyond



**Transgender kids with good support go on to do well**

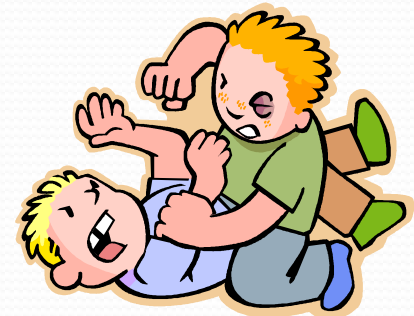
**Others continue to face adverse outcomes**



# What do our LGBT students experience?



- Higher rates of drug and alcohol use
- Higher rates of anxiety, depression and suicide
- Greater victimization
- Higher rates of homelessness



# 2016 SPS Healthy Youth Survey

Question		% Straight	% LGB
30 day any tobacco use	MS	5	14
	HS	20	38
30 Day Alcohol Use	MS	5	11
	HS	*	*
30 Day Marijuana Use	MS	3	9
	HS	24	32
Ever had Sex	MS	5	12
	HS	31	49
Forced Sexual Activity	MS	8	19
	HS	14	33

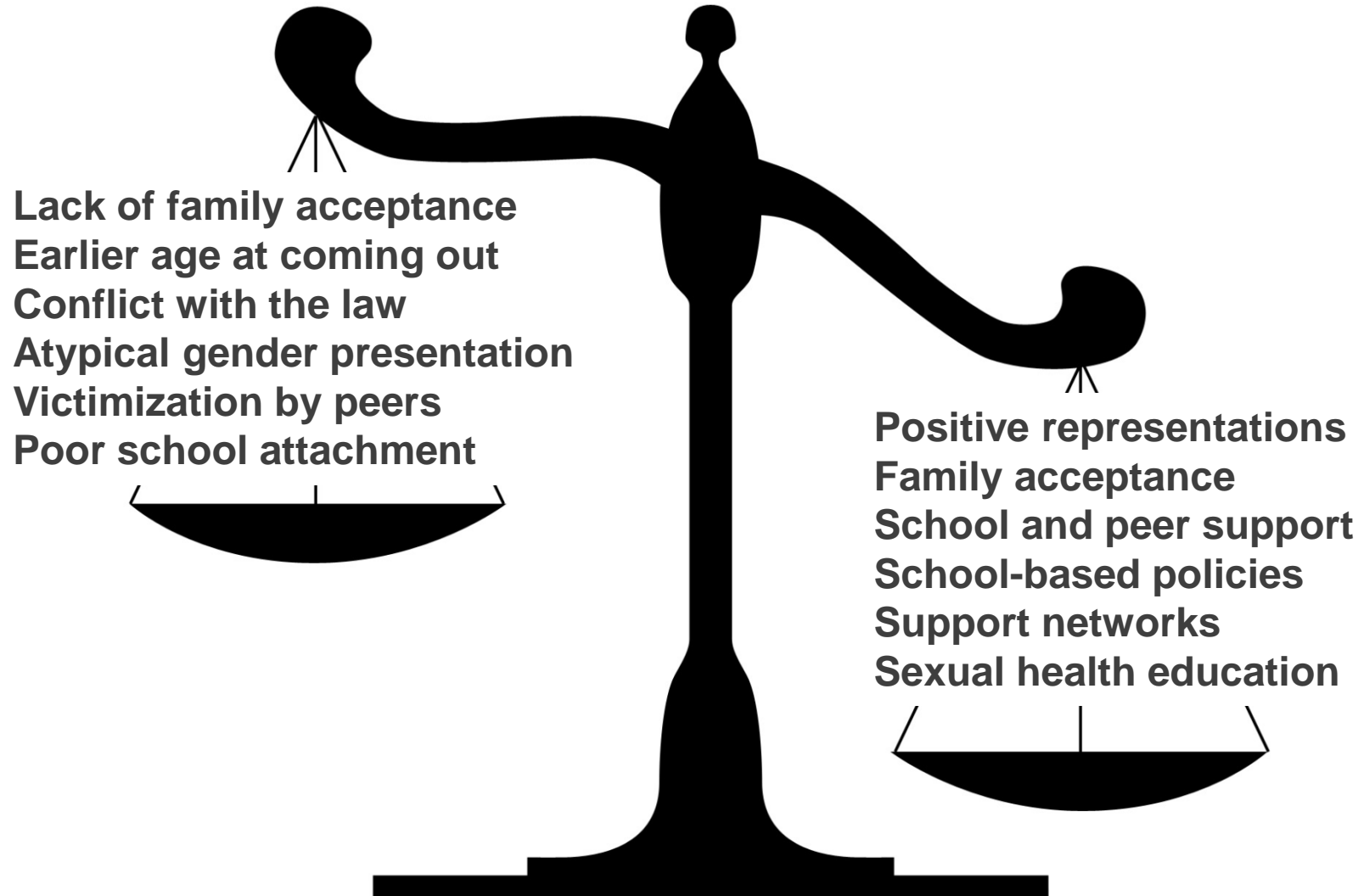
# 2016 SPS Healthy Youth Survey

Question		% Straight	% LGB
Physical Abuse by an Adult	MS	16	28
	HS	17	33
Bullied in past 30 days	MS	20	36
	HS	11	22
Cyberbullied in past 30 days	MS	9	19
	HS	*	*
Low Commitment to School	MS	29	50
	HS	*	*
Boyfriend/Girlfriend has threatened or limited activities	MS	11	25
	HS	10	19

# 2016 SPS Healthy Youth Survey

Question		% Straight	% LGB
Nervous Anxious or on edge (several or more days past 2 weeks)	MS	50	83
	HS	62	86
Can't stop/control worrying (several or more days in past 2 weeks)	MS	34	74
	HS	46	74
Feel Safe at School	MS	86	77
	HS	91	87
Feeling Depressed last 12 months	MS	17	53
	HS	24	50
Suicidal Ideation	MS	9	40
	HS	11	36

# Risk and Protective Factors



# Protective Factors

Certain protective factors have significant impact especially on suicidality



Family  
Connectedness




Caring  
Adult




School  
Safety

# What are we doing to promote Identity Safety?

- Developing inclusive policies and procedures (3207, 3208, 3210)
- Providing Gay/Straight Alliances
- Implementing Family Life and Sexual Health (FLASH curriculum grades 5-9)
- Offering LGBTQ-specific staff trainings
- Supporting all-gender bathrooms
- Providing in-school and community resources
- Creating “K-5 Gender Book Kits” for all elem (2015)

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- Identity Safety
  - EOG
  - Positive Beliefs/Relationships/Learning/Partnerships
  - MTSS
  - Knowing students' stories, strengths and needs





More than one in three people in the United States identifies as a person of color—over 113 million people...

33% of adults who identify as lesbian, gay, bisexual, and/or transgender are people of color.

# What About Cultural Differences?

- Address universal values
- Discuss school-appropriate norms/rules/expectations
- Know that there are LGBT people in every culture/country/community...intersectionality
- Link to other oppressions that may be comparable, easier to understand or relatable \*caution here\*

# Key Messages

- Our district supports ALL students. This includes our LGBT students.
- Our primary charge is to create safe and welcoming school environments so the whole child can develop fully.
- We cannot debate or deny the existence of a group of people.
- Our beliefs and our behavior may or may not align.
- Invisibility contributes to poor outcomes and a lack of connectedness and engagement in our schools.

# What Can You Do?

- Keep the needs of LGBTQ students staff and families in mind as you make decisions and create policies
- Learn about the needs of LGBTQ students staff and families by inviting and seeking out input
- Be present and visible at LGBTQ student and family events

# Panelists

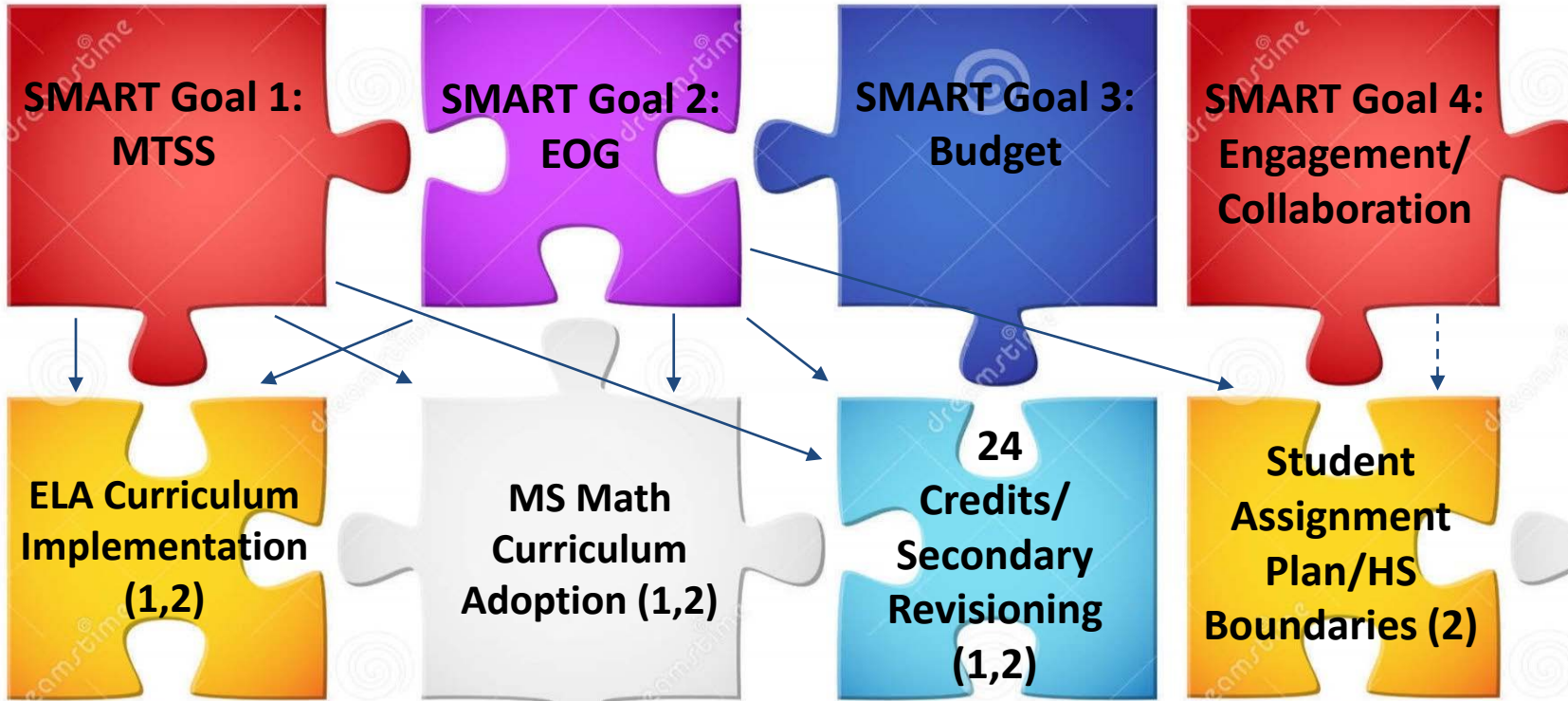


# Questions?



# Interrelated Initiatives coming before the Board in 2017-18

## SMART Goals and Related Initiatives



## Cyclical Board Work



**CRITERIA:** 1) Significant size/Impact; 2) Needs Board approval or Board approval already given (and so providing an update on work); 3) Board work session; 4) Tied to Formula for Success

# Interrelated Initiatives Considered by Board in 2016-17 School Year







# Seattle Public Schools



Photos by Susie Fitzhugh

## Student Assignment Plan 2018-19 School Year Changes

Last updated: 09/8/2017

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# Today's Purpose

- Review requested changes to the Student Assignment Transition Plan – 3 areas
- Gather feedback on the School Choice Process
- Surface interrelated work (HS boundaries)
- Determine next steps including high school HCC pathways
- Gather feedback on draft community engagement plan

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# SAP Updates for 2018-19

## Three areas:

- Special Education language updates
- School Choice
  - ✓ Clarify language regarding seats available and capacity
  - ✓ Review school choice process in order to address equity and capacity concerns
- Address equity and capacity concerns with high school HCC pathways in advance of high school boundary changes (2019-20)

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# School Choice Process Activity

**Review planned seats available and capacity  
language changes**

**Review current School Choice Process**

- ✓ Individually
- ✓ In pairs – what works well, what needs to be adjusted?
- ✓ Share out - what changes do you want made?

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# Next Steps

- Staff will analyze requested changes to School Choice Process
- Determine what is feasible (budget, time, equity) and bring back to the Ops Committee on October 5

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# High School HCC

## Challenges:

- Projected enrollment data for GHS in 2020-21 could be comprised of 60% HCC
- Right-size capacity for GHS is 1594 compared to 2017-18 projection of 1874
- Address HCC pathways at HS level while redrawing HS boundaries
- Conflict between Advanced Learning (2190) and Ensuring Educational and Racial Equity (0030)
- Equitable pathways for AP/IB courses across all SPS comprehensive high schools

# Projected HCC Enrollment

High School	Actual Enrollment	Projected Enrollment			
	2016-17	2017-18	2018-19	2019-20	2020-21
Garfield	559	752	914	1,101	1,348
Ingraham	331	363	363	393	398
<b>Subtotal</b>	890	1,115	1,277	1,494	1,746

Source: Five-Year Projections, Enrollment Planning (10/19/2016)

# HCC Enrollment by School

HCC Site	Home Attendance Area									
	Ballard	Chief Sealth Intl	Franklin	Garfield	Ingraham	Nathan Hale	Rainier Beach	Roosevelt	West Seattle HS	Grand Total
<b>Garfield</b>	<b>74</b>	<b>21</b>	<b>85</b>	<b>144</b>	<b>16</b>	<b>27</b>	<b>38</b>	<b>81</b>	<b>73</b>	<b>559</b>
Grade 9	29	5	21	36	5	9	8	23	12	148
Grade 10	16	9	27	48	5	6	16	23	21	171
Grade 11	21	6	21	37	3	6	8	26	18	146
Grade 12	8	1	16	23	3	6	6	9	22	94
<b>Ingraham</b>	<b>101</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>50</b>	<b>52</b>		<b>118</b>	<b>1</b>	<b>331</b>
Grade 9	39		1		13	18		41	1	113
Grade 10	26	1		1	17	14		27		86
Grade 11	24		1		7	15		30		77
Grade 12	12		1	4	13	5		20		55
<b>Grand Total</b>	<b>175</b>	<b>22</b>	<b>88</b>	<b>149</b>	<b>66</b>	<b>79</b>	<b>38</b>	<b>199</b>	<b>74</b>	<b>890</b>

Source: 2016-17 Actual Enrollment



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# Recommendations and Next Steps

- Engage stakeholder groups in exploring HCC services and AP/IB course offerings at the high school level
- Study the AP/IB offerings and participation rates at all comprehensive high schools
- Develop an action plan that would detail the required steps to meeting a shared vision for advanced learning opportunities at all SPS high schools
- Integrate changes into 2018-19 SAP in sync with new high school boundaries

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# High School HCC Activity

## Discussion questions:

What are the benefits of a new High School HCC service model?

What are some of the challenges/constraints?

Are there other critical issues/related topics we need to consider for High School HCC?

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# SPS COMMUNITY ENGAGEMENT Model

**Tier 3: COLLABORATE**  
(HS Boundaries)

Partner with stakeholders in development and identification of preferred solutions

**TIER 2: CONSULT/INVOLVE**

(HCC and AL/IB Service Delivery Model)

Obtain public feedback and or work directly with stakeholders throughout the process to ensure perspectives are understood and considered.

**TIER 1: INFORM**

(Student Assignment Plan Adjustments)

Provide accurate, objective and timely information to stakeholders.

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# Communications and Engagement Timeline

## (DRAFT – Subject to change based on Board feedback)

### INFORM

- Webpage with purpose, process, and eventually outcomes, launch Sept
- SPS homepage posts, social media and media (Sept – Nov)
- Initial communication out to all families and key partners (translated email & phone call), Sept

Key partners: SCPTSA, SEA, PASS, City, SESEC, YDECK

- Five SAP meetings across the city from October to Early November
  - ❖ Open House style with representation from all relevant departments available to answer questions regarding changes
- Final outcome communicated to all families (translated email & phone call), TBD

### CONSULT

- HCC & Advanced Learning Engagement: Use ThoughtExchange (top 5 languages) and focus groups with partners – 6 to 7 week process

Operations Committee – October 5, 2017

Board Introduction – November 1, 2017

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# What data will you need to make decisions?



# Seattle Public Schools: Every Student. Every Classroom. Every Day.



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# Board – Supt Communications

- Email updates on hot topics
- Alerts on media stories (or potential ones)
- Friday Memos, including:
  - Superintendent Updates
  - Department-level Updates
- Supt Comments at Board Meetings

Purpose: 1) to provide information on items that may require Board action; or 2) to provide information on items that may not require immediate action but are important for directors to know

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# District – Public Communications

- District news stories on webpage
- Superintendent's Blog
- Media releases / earned media
- Social media
- Posted Friday Memos
- Direct email and phone messages
- SchoolBeat Newsletter
- Communications through partners
- NewsBrief communications to staff
- School-based communications



# Board – Supt Communications

- Email updates on hot topics
- Alerts on media stories (or potential ones)
- Friday Memos, including:
  - Superintendent Updates
  - Department-level Updates
- Supt Comments at Board Meetings

## For Discussion:

1. What do you appreciate most about Board - Supt communications?
2. What are the most challenging aspects of the current communication structure?
3. What specific ideas might you have to help address these challenges and improve communications?

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# Board Code of Conduct

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# School Board 2017

## Engagement Goal

**Community Engagement.** Each quarter, each Director will aim to:

- a. Reach out to and meet with a community group s/he has not met with before.
- b. Meet with a school leader s/he hasn't met with before to hear about the joys and challenges of that particular school community.
- c. Meet with a group of students s/he hasn't met with before. This could be observing and participating in a classroom activity, meeting with students in a particular club, or in some other environment.

At each quarterly Board retreat, a short amount of time will be set aside so that each Director can take a few minutes to report on the meetings that were held and any insights or perspectives from the individuals with whom the Director met.



# Seattle Public Schools: Every Student. Every Classroom. Every Day.



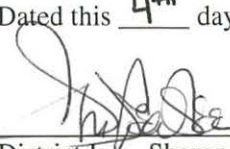
## Board of Directors 2015 Code of Conduct



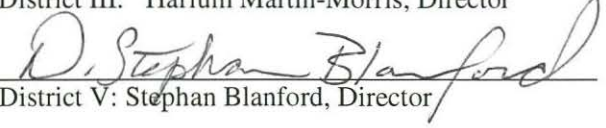
As an elected member of the Board of Seattle Public Schools, I accept the great honor and trust that has been placed in me to ensure that the students of this district receive the best education possible. In accepting this position, I hold the pursuit of that goal as my paramount duty. To that end, I do hereby affirm that I will:

1. Put student interests first, represent all school district constituents honestly and equitably, and refuse to surrender my responsibilities to special interests or partisan groups.
2. Uphold Board Policy No. 5251, Ethics, and avoid any conflict of interest or the appearance of impropriety which could result from misuse of my position.
3. Uphold all applicable federal and state laws and regulations. I will acknowledge that decisions can be made only by a majority vote at a Board legislative session and I will not represent myself as having individual legal authority within the district.
4. Refrain from publicly impugning the integrity or credibility of fellow School Board Directors, the Superintendent, or staff.
5. Respect the confidentiality of privileged information, including information provided in Executive sessions.
6. Respect majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels in order to improve student success.
7. Encourage and respect the free expression of opinion by my fellow Board members and participate in Board discussions in an open, honest, and respectful manner, honoring differences of opinion or perspective, including dissenting or minority opinions.
8. Prepare for, attend, and actively participate in School Board meetings.
9. Be sufficiently informed about, and prepared to act on, the specific issues before the Board; remain reasonably knowledgeable about local, state, national, and global education issues; and base my decisions on reliable facts and data.
10. Listen respectfully to those who communicate with the Board, seeking to understand their views while fulfilling my responsibility to represent the interests of the entire community. I will aim to seek input equitably from all groups, regardless of barriers.
11. Strive for a positive working relationship with the Superintendent and staff, respecting the Superintendent's role to implement Board policy, and administer the district.
12. Refer complaints, requests, and concerns to the Superintendent or appropriate staff members.
13. Strive to keep the Board focused on its duties of setting shared goals, providing oversight, holding the district and Superintendent accountable, and representing the interests of the public.
14. Model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my state and national school board associations.
15. Expect the Board President to ensure collaboration and transparency with all Board members.
16. Hold myself and my colleagues accountable for abiding by this Code of Conduct, Board policy, and law; and understand that a motion of Censure may be brought for an egregious violation.

Dated this 4<sup>th</sup> day of Mar., 2015.

  
District I: Sharon Peaslee, Director

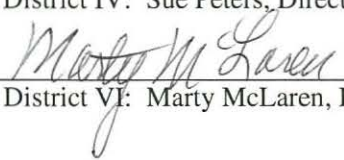
  
District III: Hariun Martin-Morris, Director

  
District V: Stephan Blanford, Director

District VII: Betty Patu, Director

  
District II: Sherry Carr, Director

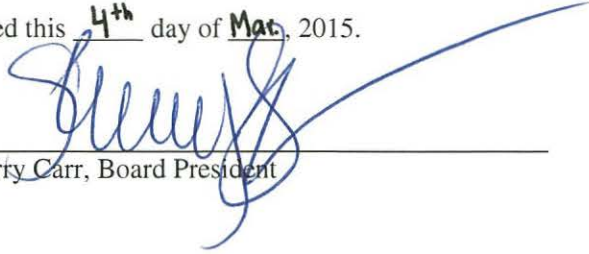
  
District IV: Sue Peters, Director

  
District VI: Marty McLaren, Director

As President of the Board of Seattle Public Schools, I do hereby affirm that I will:

1. Ensure collaboration and transparency with all Board members; my actions will be guided by Policy No. 1220 and the majority decisions of the Board, and I will make no independent commitments or take any independent actions that may compromise the Board as a whole.

Dated this 4<sup>th</sup> day of Mar., 2015.

  
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Sherry Carr, Board President