



Board Special Meeting

School Board Retreat

December 5, 2020 9:00 am – 3:00 pm

Meeting to be held remotely

By [Microsoft Teams](#)

By Teleconference: +1 206-800-4125 (Conference ID: 208 594 72#)

Agenda

9:00 a.m. – 11:00 a.m.	Welcome and Strategic Plan (120 minutes)
11:00 a.m. – 11:15 a.m.	Break (15 minutes)
11:15 a.m. – 1:10 p.m.	In-Person Learning (115 minutes)
1:10 p.m. – 1:20 p.m.	Break (10 minutes)
1:30 p.m. – 2:30 p.m.	2021 Board Goals (60 minutes)
2:30 p.m. – 3:00 p.m.	2021 Board Committee & Liaison Assignment Preferences (30 minutes)
3:00 p.m.	Adjourn

Start times for each topic are estimated. This meeting will be held remotely without an in-person location per the Governor's proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19. The public is being provided remote access through Microsoft Teams and teleconference as noted above. There is a maximum capacity of 350 meeting participants and other attendees for this remote meeting, and a "waiting room" may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits. Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30.



SEATTLE
PUBLIC
SCHOOLS

December 5, 2020 School Board Retreat

2019-2024 Seattle Public Schools Strategic Plan Presentation

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

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School Board Office
boardoffice@seattleschools.org

Presentation for the December 5, 2020 School Board Retreat on the Seattle Public Schools Strategic Plan covering the following topics: Overview/Opening Remarks; New Focus Goals in 20-21; and 19-20 and 20-21 Focus Goals

2019-2024
SEATTLE PUBLIC SCHOOLS
STRATEGIC PLAN
Board Retreat
12/5/2020



SEATTLE EXCELLENCE
Educate. Engage. Empower.



- A. Overview/Opening Remarks
- B. New Focus Goals in 20-21
- C. 19-20 and 20-21 Focus Goals

2019-24 STRATEGIC PLAN

Mission: Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Vision: Every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community.

Theory of Action:

WHEN WE FOCUS on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

- BY doing the following:
 - Allocating resources strategically through a racial equity framework
 - Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
 - Creating healthy, supportive, culturally responsive environments from the classroom to central office
 - Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
 - Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

STRATEGIC PLAN PRIORITIES



High-Quality Instruction and Learning Experiences



Predictable and Consistent Operational Systems



Culturally Responsive Workforce



Inclusive and Authentic Engagement





High-Quality Instruction and Learning Experiences

- 3rd grade reading
- Safe & welcoming schools



Predictable and Consistent Operational Systems

- Transportation



Culturally Responsive Workforce

- Culturally responsive professional practice

FOCUS GOALS FOR 20-21



High-Quality Instruction and Learning Experiences

- 9th grade on track for on-time graduation
(Early warning indicators and family engagement)
- Graduating ready for college and career
(Mentorship)



Predictable and Consistent Operational Systems

- Nutrition services



Culturally Responsive Workforce

- Diversity of staff and leadership at schools and central office



Inclusive and Authentic Engagement

- Family engagement



High-Quality Instruction and Learning Experiences

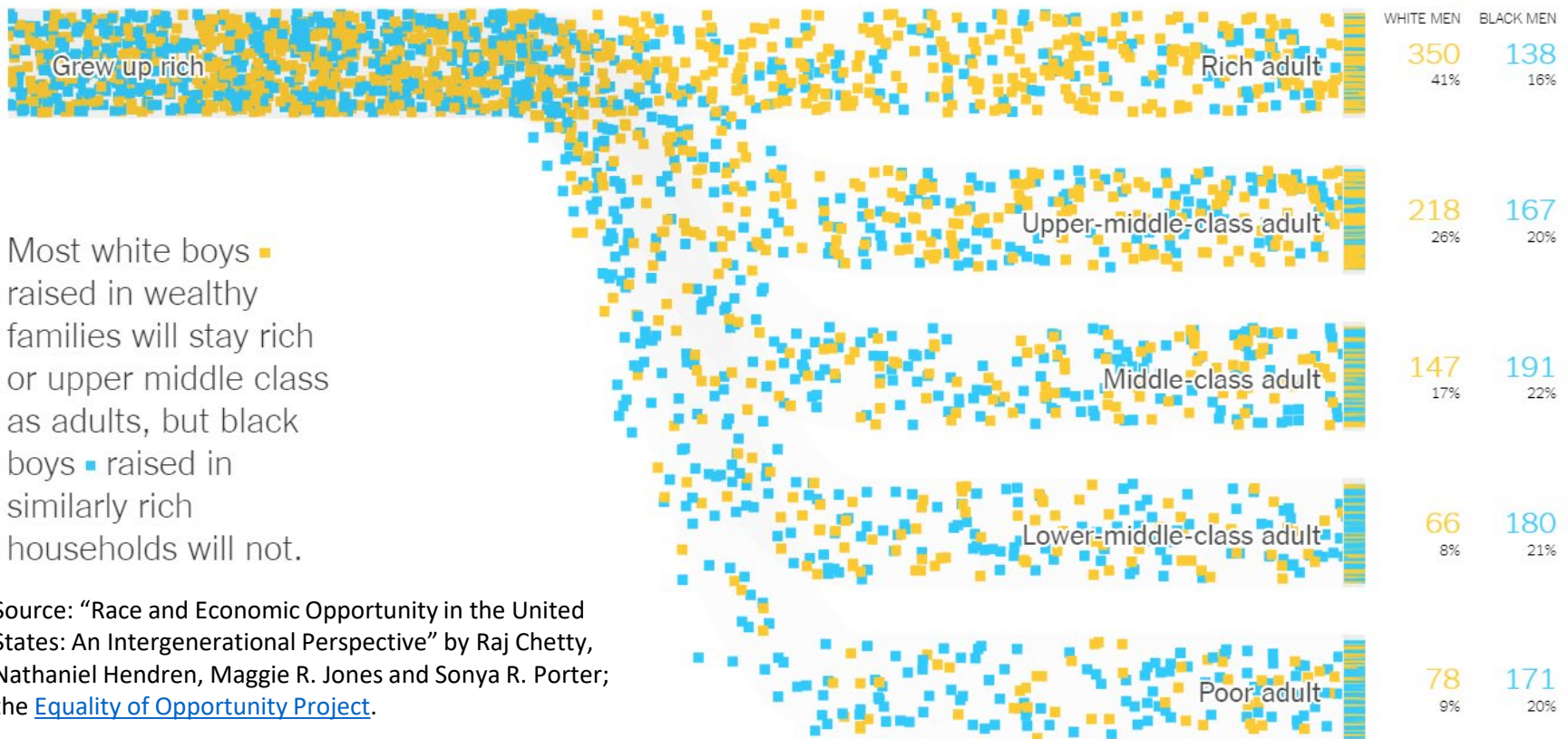
- 9th Grade On Track for On-Time Graduation
 - Early Warning Indicators
 - Family Engagement
 - Case Management
- Graduate Ready for College and Career
 - Mentoring



We have an urgent need for Targeted Universalism to impact the lives of our students of color furthest from educational justice

Extensive Data Shows Punishing Reach of Racism for Black Boys **The New York Times**

Follow the lives of 4,398 boys who grew up in rich families ...



Most white boys raised in wealthy families will stay rich or upper middle class as adults, but black boys raised in similarly rich households will not.

Source: "Race and Economic Opportunity in the United States: An Intergenerational Perspective" by Raj Chetty, Nathaniel Hendren, Maggie R. Jones and Sonya R. Porter; the [Equality of Opportunity Project](#).

Adult outcomes reflect household incomes in 2014 and 2015.



Engaging Student Voices

Students report that real-world, one-on-one interactions – like college visits and fairs, mentoring programs, and job shadowing – have had the most impact on their postsecondary planning.

“I feel like **if we had opportunities to go out in the real world and explore more**, it would better prepare us—”

“—And it would give us better knowledge for what we want to do when we get older.”

“[Especially] **if we relate to a person** we could ask them how they got there...and what we can do to get where we want to be. I have to figure everything out by myself

– **I have to reach out myself**, without the school’s help.”



Initiative: Mentoring

Progress Made:

- Hired the first mentoring coordinator.
- Engaged the African American Male Student Leadership Council and other African American male students to provide feedback on plans for the mentoring program
- Conducted a landscape analysis of current mentoring programs being offered at various SPS schools
- Researched national models for successful mentoring programs

Next Steps:

- Asked the Board to approve a contract with Equal Opportunity Schools to increase African American male/SoCFFEJ enrollment in advanced courses. CCR/AAMA chose EOS through an RFP process.



Initiative: Case Management

Progress Made:

- Sites have been identified for year 1: Ingraham, Rainier Beach, Cleveland, Franklin, and Garfield
- Department staff reached out to principals to discuss case management/care coordination and staffing for these positions. The position has been posted, and candidates will be interviewed (November 24, 2020).
- Department staff created a training calendar with modules.

Next Steps:

- Convene school leaders to emphasize expectations such as shared evaluations, meeting deliverables, tracking data (attendance and discipline), KPIs along with online tools
- Set up meeting with key central staff to set up collaboration between care coordinators, mentors, counselors and social workers

9TH GRADE ON TRACK TO ON-TIME GRADUATION



Initiative: Family Partnership

Key Areas of Work in 20-21:

- Leverage student and family data collected from AAMA Listen and Learn sessions to focus engagement strategies on their priorities, interests, concerns, knowledge and resources.
- Recruit an advisory group of families, middle and high school staff (pilot schools), and Black-led community-based organizations to co-design the initiative building equitable collaborations with families and communities and develop initiative metrics.
- Launch initiative Spring-Summer 2021 through continuous improvement model to refine program for 2021-22 school year.



Initiative: Family Partnership

Progress Made:

- Small Cabinet approved funding for family partnerships at 5 high schools for 2020-21, and funding to hire a program manager.
- Our Project Manager was hired at the start of the 2020-21 school year. Nichelle Page, Project Manager for High School Transition Success and Stakeholder Engagement.
- Mrs. Page is already working with community partners on engagement with the families of African American Males in 8th and 9th grade.

Next Steps:

- Our Program Manager is collaboratively planning a remote engagement day for the families of African American Male 9th graders.



9TH GRADE ON TRACK TO ON-TIME GRADUATION



Initiative: Early Warning Indicators

Progress Made:

- Researched best practices for EWI from across the country, and identified Seattle specific variables, such as attendance and course grades, that can be used to predict student success.
- Enhanced the A-B-C Indicators Report in Atlas to show which students are not earning at least 3 credits per semester, the minimum required to stay on track, and school staff have been instructed to use this report until the EWI report is ready.
- Developed a report to track student progress towards and completion of graduation pathways.

Next Steps:

- Complete the EWI report and protocol and begin piloting.
- Complete a report that will allow school counselors to track student completion of each graduation credit requirement.
- Take steps to ensure the first iterations of the Early Warning (EWI) reports are asset-based and system-focused. Consider rebranding the EWI.
- Consult with African American families and other key stakeholders on how to shape the first iterations of the EWI reports and their use.



Other Ongoing Work

- Providing additional credit earning opportunities to students through programs like world language credit testing
- Closely tracking the number of potential “Incomplete” grades and providing guidance on equitable grading practices to minimize the number of “incompletes”
- Organizing events and lessons to help students understand the college application and financial aid processes
- Delivering outreach and support to College Bound Scholars
- Building a report that allows counselors to track student progress towards and completion of graduation pathways

9TH GRADE ON-TRACK AND FOUR-YEAR GRADUATION RATE



Targets

9th Grade On-Track & Four-year Graduation Rate

Metric Name		Metric Calculation						
9th Grade On-track Rate		<i>Of students enrolled in ninth Grade as of June 1, the percentage earning 6 or more credits by the end of the second semester.</i>						
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1 Target	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	71%	73%	88%	76%	80%	85%	90%	100%
Students of Color FFEJ	76%	78%	87%	80%	84%	88%	92%	100%

Metric Name		Metric Calculation						
On-Time Graduation		Percentage of students who graduate within 4 years as determined by their cohort year. The basic formula for calculating the graduation rate for a given cohort (the 'class of') is: <i>Graduation Rate = Number of graduates / (Beginning 9th graders + Transfers In - Transfers Out).</i>						
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1 Target	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	74%	74%	76%	70%	TBD	TBD	TBD	100%
Students of Color FFEJ	76%	76%	80%	72%	TBD	TBD	TBD	100%

GRADUATE READY FOR COLLEGE AND CAREER



Targets



College & Career Readiness Advanced Coursework

Metric Name		Metric Calculation						
ELA College and Career Readiness: Advanced Coursework		Percentage of students in 4-year graduating cohort demonstrating college and career readiness in ELA by earning a C+ or better in a qualifying AP or IB course; earning a score qualifying for college credit on an associated AP or IB exam (3 or better in AP; 4 or better in IB); or passing a qualifying dual credit ELA course.						
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1 Target	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	38%	38%	34%	42%	47%	52%	57%	100%
Students of Color FFEJ	44%	44%	45%	47%	50%	53%	56%	100%

Metric Name		Metric Calculation						
Math College and Career Readiness: Advanced Coursework		Percentage of students in 4-year graduating cohort demonstrating college and career readiness in Mathematics by earning a C+ or better in a qualifying AP or IB course; earning a score qualifying for college credit on an associated AP or IB exam (3 or better in AP; 4 or better in IB); or passing a qualifying dual credit Math course.						
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1 Target	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	14%	14%	17%	18%	23%	28%	33%	100%
Students of Color FFEJ	25%	25%	30%	28%	31%	34%	37%	100%

GRADUATE READY FOR COLLEGE AND CAREER



Targets



College & Career Readiness Assessment (SBA, SAT, or ACT)

Metric Name		Metric Calculation						
Math College and Career Readiness: Standardized Assessment		Percentage of students in 4-year graduating cohort demonstrating college and career readiness in mathematics by meeting readiness benchmarks on a standardized assessment (SBA, SAT, or ACT).						
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1 Target	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	25%	25%	22%	28%	31%	34%	37%	100%
Students of Color FFEJ	39%	39%	37%	41%	43%	45%	47%	100%

Metric Name		Metric Calculation						
ELA College and Career Readiness: Standardized Assessment		Percentage of students in 4-year graduating cohort demonstrating college and career readiness in ELA by meeting readiness benchmarks on a standardized assessment (SBA, SAT, or ACT).						
Focus Groups (if applicable)	"Baseline" [2018-19]	Year 1 Target	Year 1 Actual	Year 2	Year 3	Year 4	Year 5	Anchor Goal
African American Males	49%	49%	42%	52%	55%	58%	61%	100%
Students of Color FFEJ	62%	62%	57%	64%	66%	68%	70%	100%



Initiative: Nutrition Services

Key Areas of Work in 2020-21:

- Safe and Welcoming Cafeteria Experiences
 - Implement training, professional development and marketing programs to improve customer service
- Community Outreach
 - Collaborate with SPS departments to inform families about Nutrition Services (NS) programs and participation
- Streamline Operations
 - Manage department supply chain, such as the purchasing, managing and storing of food and kitchen supplies
- High Quality, Fresh Ingredients
 - Connect with local farms to source more local, fresh ingredients for meals



Initiative: Nutrition Services

Key Areas of Work in 2020-21: Safe and Welcoming Cafeterias

- One-on-one customer service training
- Scenario training
 - How to de-escalation situations
- Partnerships
 - FareStart
 - Trophy Cupcake
 - Backpack program
 - City of Seattle
 - Sodium grant to allow virtual training from chefs across the country
- Upgrading kitchen specs (modernize)
- Professional appearance





Initiative: Nutrition Services





Initiative: Nutrition Services

Key Areas of Work in 2020-21: Community Outreach



- Community Connections
 - Parent groups
 - Student groups
 - Community organizations
- Communications
 - Each meal site has a marketing plan geared toward their community
 - Strengthening social media presence



Initiative: Nutrition Services

Key Areas of Work in 2020-21: Streamline Operations

Teaching Kitchen:

- Increase culinary training for staff and students
- Test Kitchen

Onsite Food Growing:

- NS Greenhouse
- Farm to school
- Learning opportunities for students

Cook 100% From Scratch

Improve inventory control

Student & School Involvement:

- CTE program
- Real life café real experience



Initiative: Nutrition Services

Key Areas of Work in 2020-21: High Quality, Fresh Ingredients

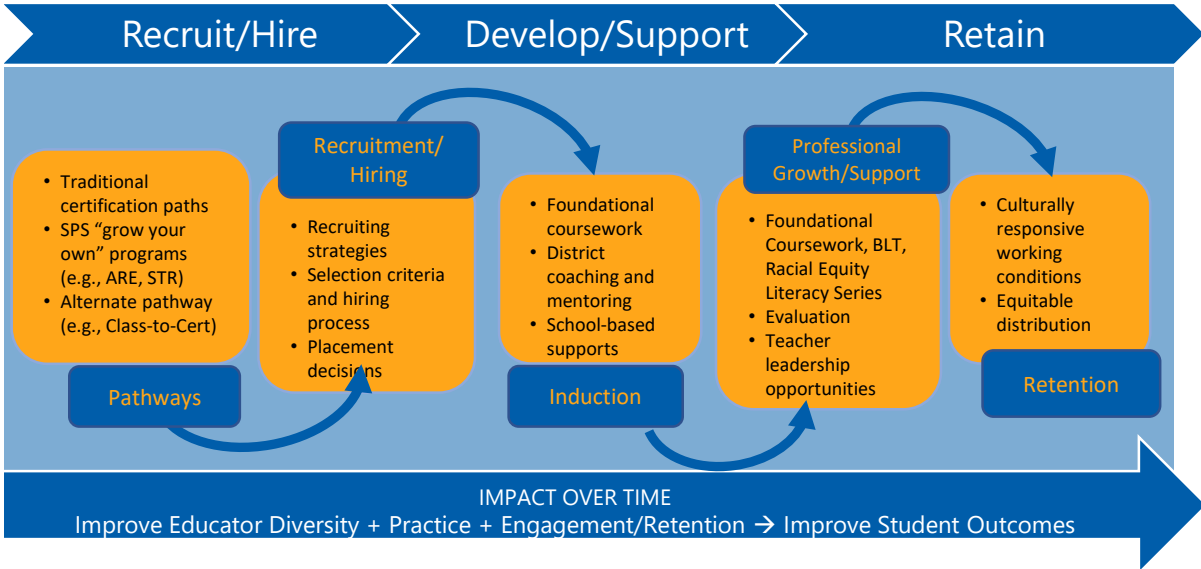
- Increase in scratch cooking
 - Improving central kitchen efficiency and operational flow
- Puget Sound Food Hub
 - 100% locally sourced fruits and vegetables
- Adding a Supper Program
 - Implementing a third meal options for students furthest from education justice, including access to fresh, high quality food and ingredients
- New food contracts
 - Increase the availability of culturally relevant foods



Initiative: Nutrition Services



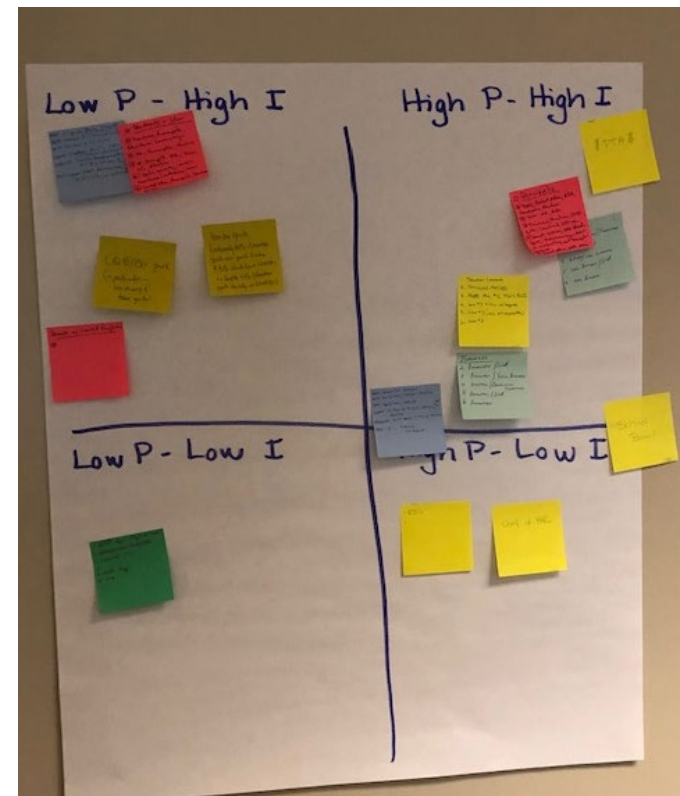
Theory of Action Goal 6 and Goal 7



Culturally Responsive Workgroup

Monthly/bi-monthly workgroup meetings

- Contributed to redesign of PGES staff surveys and family/student survey items
- Visited BPC and met with NAACP Youth Coalition
- Defined stakeholder narratives
- Reviewed PD course survey and provided feedback
- Provided input and feedback into implementation



Foundational Beliefs

- Teaching is **intellectually complex** and requires **collaborative inquiry**.
- By **collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential.
- **"Intelligence" is not a fixed, inborn trait**, therefore, our work is to build students' academic mindsets.
- By recognizing and **cultivating the gifts and strengths of every student** we will remove barriers and implicit biases that impede student self-actualization, fostering learning environments where students transcend racial stereotypes and thrive.
- **Racism** exerts a downward force on the experiences and achievement of students of color that **must be met with active countermeasures**.

Seattle Public Schools Foundational Beliefs For Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with the focus on student learning.

As such, we believe that...

- 1 Teaching is intellectually complex**, difficult and demanding work, and the development of a skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
This requires **collaborative inquiry** — educators working together to examine practice through a cycle of planning, teaching, reflecting and applying.
The total environment of a school has a powerful effect on students' learning, which reinforces their need for collaborative inquiry.
- 2 By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of their students.
We believe:
 - All families have dreams for their children and seek success for them.
 - All families have the capacity to support their children's learning.
 - Families and school staff are equal partners.
 - The responsibility for cultivating and sustaining partnerships rests primarily with school staff.

3.0

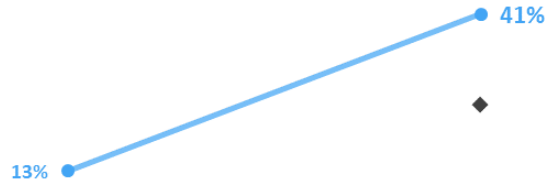
www.seattleschools.org



Cultural Responsiveness Training

Overall Culturally Responsive Training

(Annual percentage of certificated staff completing any culturally responsive training**)

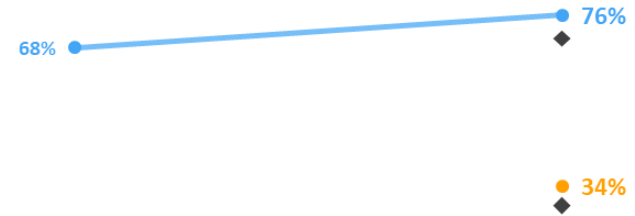


2018-19 (Baseline) 2019-20 (Year 1)*

● All school-based staff ◆ Target

Foundational Coursework

(101 Series: Annual percentage of 1st year certificated teachers completing;
201 Series: Annual percentage of 2nd and 3rd year certificated teachers completing***)



2018-19 (Baseline) 2019-20 (Year 1)*

● Course 101 ● Course 201 ● Course 301 (TBD)

*2019-20 measures impacted by COVID19 and subsequent building closures and policy changes.
** Some staff may be counted more than once in the totals due to current limitations in tracking completion across different trainings.
*** 201 Series not currently offered to all 2nd & 3rd year teachers due to capacity limitations.



Goal 6 Key Initiatives

Teacher Leader Cadre

- 100% of TLs have completed orientation
- All but 7 schools have completed hiring
- 26% of TLs are educators of color, up from 20% last

Foundational Coursework

- 12 FCFs receiving stipends to lead ST 201
- ST 301 launched
- Updated S&S for ST 101 that aligns training with 1:1 work organized around 6 racial equity outcomes

Building Leadership Teams

- 2 Foundational Coursework Facilitators receiving stipends to lead BLT
- 2 cohorts of BLT 101 – 21 schools
- 4 cohorts of BLT 102 – 16 schools signed up to date



Key Focus Areas 20-21

- LMS adoption and launch of course surveys and PD tracking – likely not until fall of 2021
- Ensure successful launch of virtual coursework for Foundational Coursework and BLT courses
- Continue to work with REA to evaluate course effectiveness measures
- Deploy common survey across PD courses



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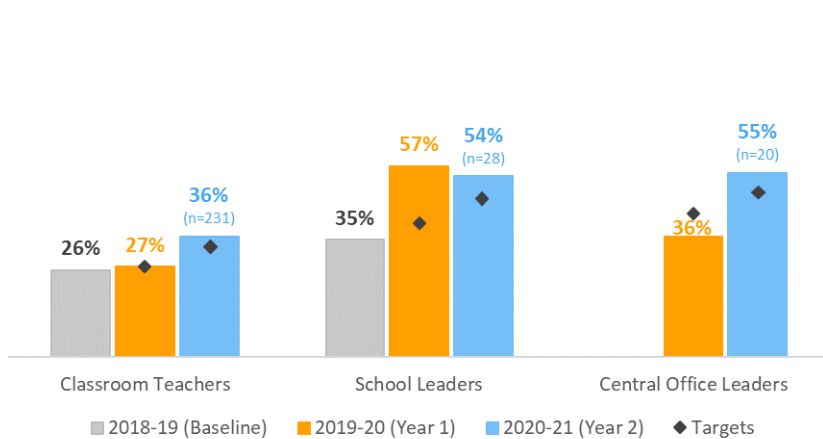
Goal 7 Updates



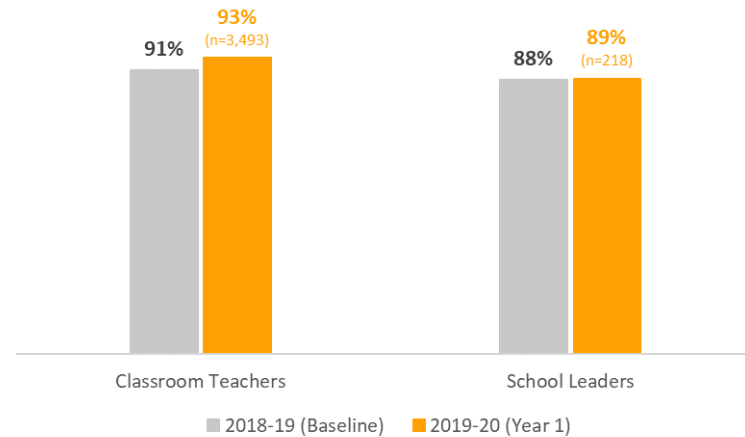
Recruitment, Hiring and Retention

Targeted and focused recruitment and hiring of teachers and staff of color have led to large gains in the past three years. Additionally, a greater percentage of those staff are staying with the district. These factors combined contribute to the overall increase in the number and percentage of staff of color teaching and leading in Seattle Public Schools.

Recruitment and Hiring of Staff of Color
(Percent of new hires who are staff of color)



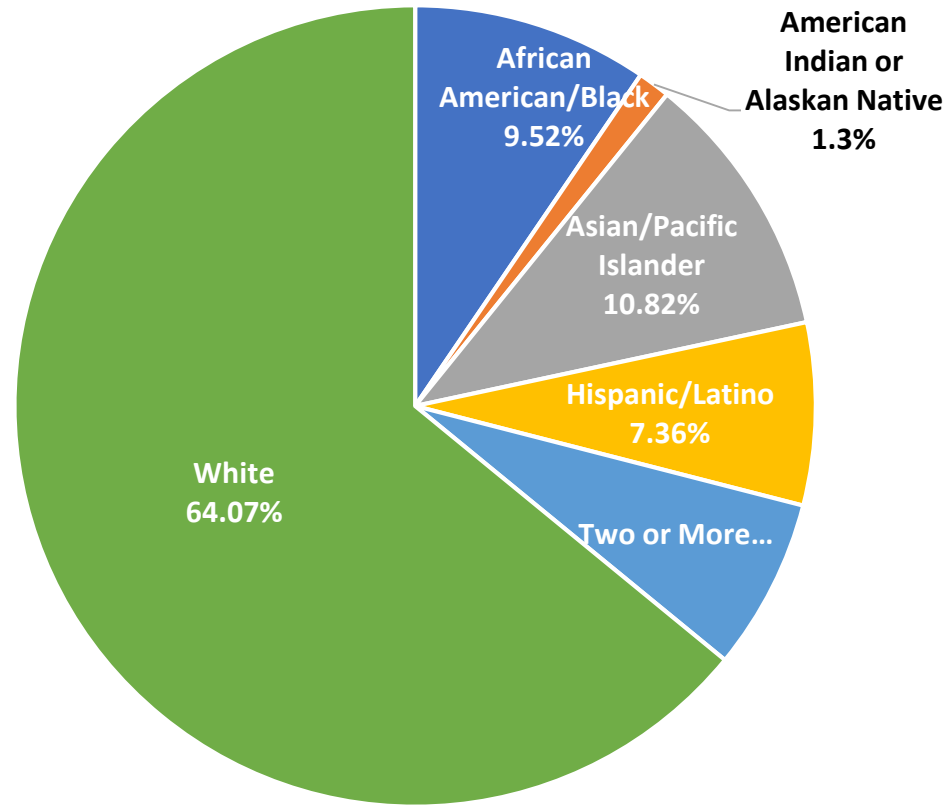
Retention of Staff of Color
(Percent of staff retained from October 1 of the previous year)



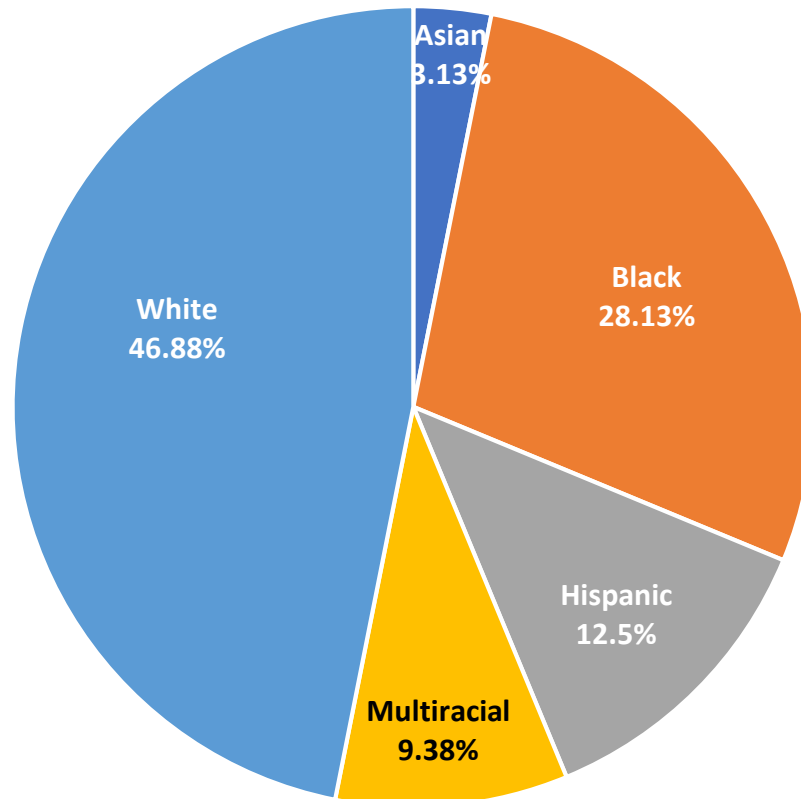
Staff of Color – African American/Black, American Indian or Alaskan Native, Asian/Pacific Islander, Latinx, Two or More Races
Note: Some HR metrics are calculated in the summer prior to the start of new school year; data for 2020-21 (Year 2) is shown where available.



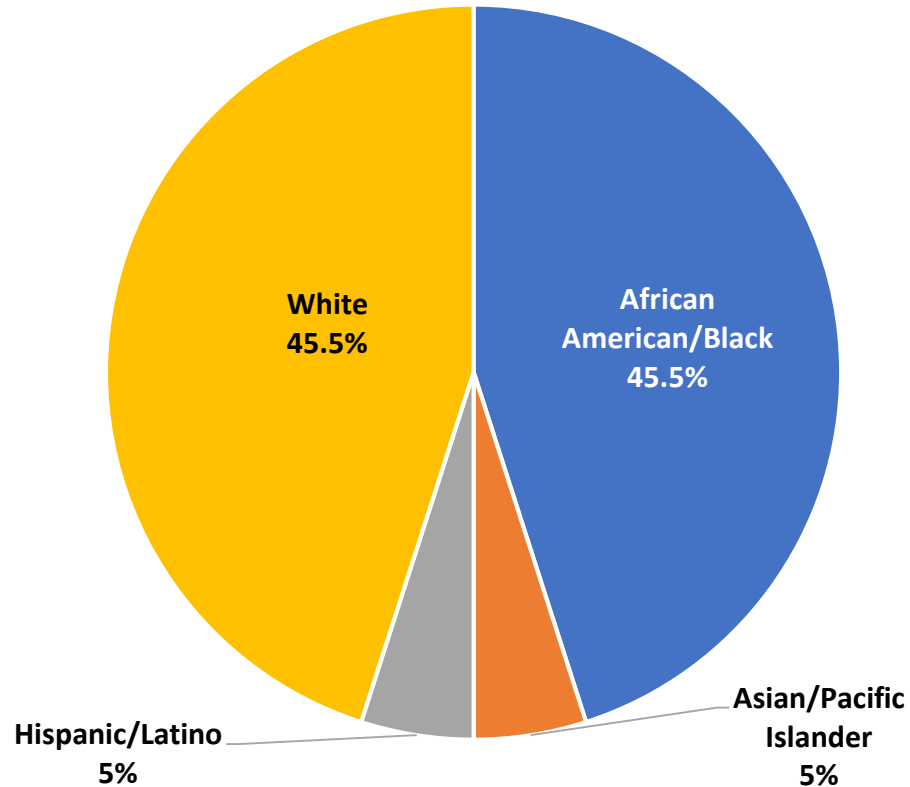
Diversity in New Teacher Hires



Diversity in New School Leaders



Diversity in New Central Office Leadership



Goal 7 Key Initiatives

Grow Your Own

- Grow Your Own Collective (GYOC) – mentorship & PD (Teach 4 Liberation) for retention
- Partnering with teacher education programs on anti-racist curriculum.
- City of Seattle DEEL contract renewal

Revamping School Based Hiring & Selection

- Enhancing pre-employment onboarding requirements to include Mandatory Racial Equity & Anti-Racism Training.
- Neogov enhancements

Recruiting Staff of Color

- Continued targeted recruitment for 14 focus schools
- Enhanced relationships with HBCUs
- Student Teacher pool recruiting process

Key Initiatives

Retention of Staff of Color

- New Teachers of Color cohort
- Implement common definition of retention
- Employee engagement survey – perception of culturally responsive environment
- Implement “stay” surveys
- UW research on outlier schools
- Extended cabinet to pilot equity-focused competencies

Staffing for Black Excellence

- ARE roadshows and recruiting efforts
- #TeachSeattle campaign centers Black Excellence
- Recognition campaign centers Black Excellence in our schools

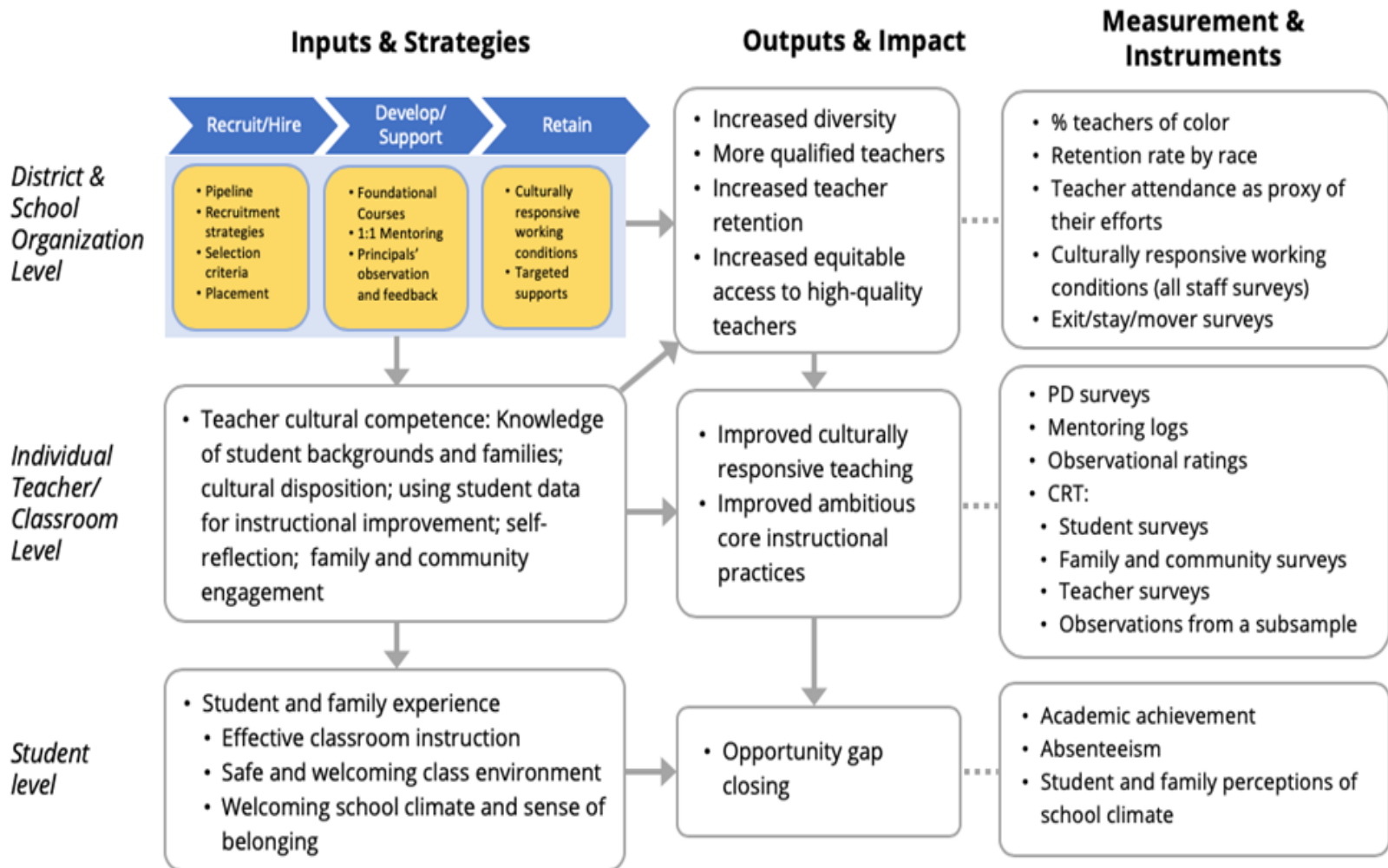
Key Focus Areas

- Teach for Liberation 16-part Professional Development Series
- City of Seattle DEEL contract renewal
- NeoGov systems enhancements to provide more detailed data on ethnicity of hires as they move through the process
- Redesign and develop SPS Marketing/Recruitment materials
- Retention strategy execution and continued UW partnership
- Extended Cabinet to pilot development and use of revised evaluation competencies focused on leading for racial equity
- Continue to build out Academy for Rising Educators (ARE)



Research-Practice Partnership

Culturally Responsive Workforce Logic Model



STRATEGIC PLAN PRIORITIES



High-Quality Instruction and Learning Experiences



Predictable and Consistent Operational Systems



Culturally Responsive Workforce



Inclusive and Authentic Engagement



FOCUS GOALS FOR 20-21



High-Quality Instruction and Learning Experiences

- 9th grade on track for on-time graduation
(Early warning indicators and family engagement)
- Graduating ready for college and career
(Mentorship)



Predictable and Consistent Operational Systems

- Nutrition services



Culturally Responsive Workforce

- Diversity of staff and leadership at schools and central office



Inclusive and Authentic Engagement

- Family engagement



Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.

Strategic Goal: Families and communities who represent students of color who are furthest from educational justice will have meaningful voice in school and district initiatives.

FAMILY ENGAGEMENT

Family Engagement is the collaborative interaction between educators and families in activities that promote student learning, and positive child and youth development at home, in school, and in the community.

Essential Core Beliefs of Family Engagement

- All parents have dreams for their children and ***want the best*** for them
- All parents have the ***capacity*** to support their children's learning
- Parents and school staff are ***equal partners***
- The responsibility for building partnerships between school and home ***rest primarily with school staff***, especially school leaders.

FAMILY ENGAGEMENT

School-based and central office initiatives that build family-school partnerships*

- **Capabilities:** skills, knowledge, tools, and resources
 - **Confidence:** self-efficacy
 - **Connections:** build, broaden, and strengthen community-family networks and relationships
 - **Cognition:** fostering and reinforcing student-family centered mindset, beliefs & values changes
 - ***Counternarratives (Seattle Excellence):*** Black Excellence as a mental model and frame

* The Dual Capacity-Building Framework for Family-School Partnerships - <https://www.dualcapacity.org>



Family Engagement Strategies

1. Academic Efficacy and Family Leadership Development
2. Building School Teams Partnership Capacity
3. Family Leadership Innovation
4. Central Office Workplan Alignment



Academic Efficacy and Family Leadership Development

Initiative	What has been accomplished to date?
Early Literacy Family Engagement Liaisons	<p>Partnership with Curriculum Assessment and Instruction Lead Staff: Anita Koyier-Mwamba, Manager – Family Engagement</p> <p>Tiered approach to provide 13 Family Engagement Liaisons to support 13 Priority Schools with literacy work primarily focused on African American boys.</p> <p><i>Update:</i> We have a newly created hourly opportunity to support third (3rd) grade literacy goal. A central office-based coordinator to be hired to support all liaisons. Twelve (12) schools have completed the hiring process</p>

FAMILY ENGAGEMENT



Academic Efficacy and Family Leadership Development Building School Teams Partnership Capacity

Initiative	What has been accomplished to date?
Academic Parent Teacher Teams (APTT)	<p>Partnership with CCER-Roadmap, WestED/Stolte Foundation Lead Staff: Anita Koyier-Mwamba, Manager – Family Engagement</p> <p>Year 2 of a three-year pilot to implement Academic Parent Teacher Teams (APTT), a research-based family engagement practice with coaching and support. The model aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. Our three pilot schools: Rising Star, South Shore PK-8, Thurgood Marshall.</p> <p><i>Update:</i> 11/17 APTT Session @Thurgood Marshall - families practiced a gamified literacy skill, reviewed student data, learned the importance of sight words, fluency, and setting SMART goals for their students' learning. The training calendar for 2020-2021 has been developed.</p>



Academic Efficacy and Family Leadership Development

Initiative	What has been accomplished to date?
Family Connectors University	<p>Partnership with North Seattle Community College Partnership Lead Staffer: Asosa Sailiai</p> <p>FCU is a parent leadership and education class. It is a partnership between NSC and SPS with the primary goals of supporting parents to enhance their leadership skills and work as equal partners in their child's education and develop their skills to advocate effectively for their students, their school district and their community. Participants become members of the NSC Parent Education Program.</p> <p><i>Update:</i> Fall session launch in October 2020. Week six (6) of FCU Family cohort being co-taught by Principal Janine Roy--focused on literacy, SEL pandemic strategies, talking to children about race, intersectionality. Sessions end December 15th.</p>



Building School Teams Partnership Capacity

Initiative	What has been accomplished to date?
School Leadership Professional Learning	<p>Partnership with Schools and Continuous Improvement, Department of Racial Equity Advancement Lead Staff: Anita Koyier-Mwamba</p> <p>Ongoing development and implementation of the Family Engagement professional development coursework. A curricular offering grounded in the critical foundational beliefs and frameworks necessary for supportive, generative school-family partnerships.</p> <p><i>Update:</i> All school leaders were trained on <i>Family Engagement 101</i> during August SLI. A plan for 201 training was submitted to the Schools and Continuous Improvement team in October for school leader professional learning 2020-2021.</p>



Family Leadership Innovation

Initiative	What has been accomplished to date?
9th Grade High School Transition - Family Partnership	<p>Partnership with School and Continuous Improvement, Office of AAMA, College and Career Readiness Lead Staff: Nichelle Page, Project Manager</p> <p>Ongoing development and implementation of strategies and institutional structural designed to support the educational success of African American boys transitioning from 8th to 9th grade and beyond.</p> <p><i>Update:</i> Planning year - Recruit an advisory group of families, middle and high school staff (pilot schools), and Black-led community-based organizations to codesign the initiative and develop metrics.</p>



Targets

Key Performance Indicators

Academic Parent Teacher Teams

- **Teachers:** 100% of participating teachers will respond to surveys and debrief sessions.
- **Families:** 70% of participating families can create SMART goals for their students' learning
- **Families:** 30% increase in Black/African-American family participation in APTT
- **Students:** significant progress from baseline between each meeting.
- **All:** stronger relationships between families and teachers. Increased confidence in learning at home.

Family Connectors University

- 50 Parents/Guardians trained in 2020/2021

School Leadership Professional Learning

- 100% of School Leaders trained on FE 101, 201

School Leader Survey

- 100% of School Leaders reporting increased confidence in their understanding/implementation of family partnership and engagement strategies.





Engagement

- Supplemental Data Collection/Focus Groups
- Special Education Community Forums
- Parent Advisory Council Recruitment
- Affinity Group Partner Outreach & Coordination
 - Chinese Information & Service Center
 - Southeast Seattle Education Coalition
- Full District School Tour & Outreach Program



Next Steps

- School Leader Performance Management for Family Engagement
- Convene Parent Advisory Council
- Support Family Engagement Goals within divisional work plans
- Increase school-based resources to support site-based work – stipends, etc.





High-Quality Instruction and Learning Experiences

- 3rd grade reading
- Safe & welcoming schools



Predictable and Consistent Operational Systems

- Transportation



Culturally Responsive Workforce

- Culturally responsive professional practice



3rd Grade Reading Goal Update

12/5/2020



High Quality
Instruction and
Learning Experiences



High Quality Instruction and Learning Experiences

3rd Grade Reading Goal

1. Context setting: Past, present, and future
2. Comprehensive system of professional learning & support
3. Family Connectors
4. Assessment and program evaluation
5. Classroom libraries
6. Practitioner testimonials





High Quality Instruction and Learning Experiences

100% of African American boys will read at or above grade level by 3rd grade.



- **Initiative 1: Family & Community Engagement**

- Academic Parent Teacher Teams
- Family Connectors

- **Initiative 2: P-3 Practitioner Capacity**

- PD on the Science of Reading & CCC (K-3 teachers)
- Literacy Coaching (K-3 teachers)

- **Initiative 3: P-3 Assessment Portfolio**

- Systematic review of P-3 literacy assessments + dyslexia screener

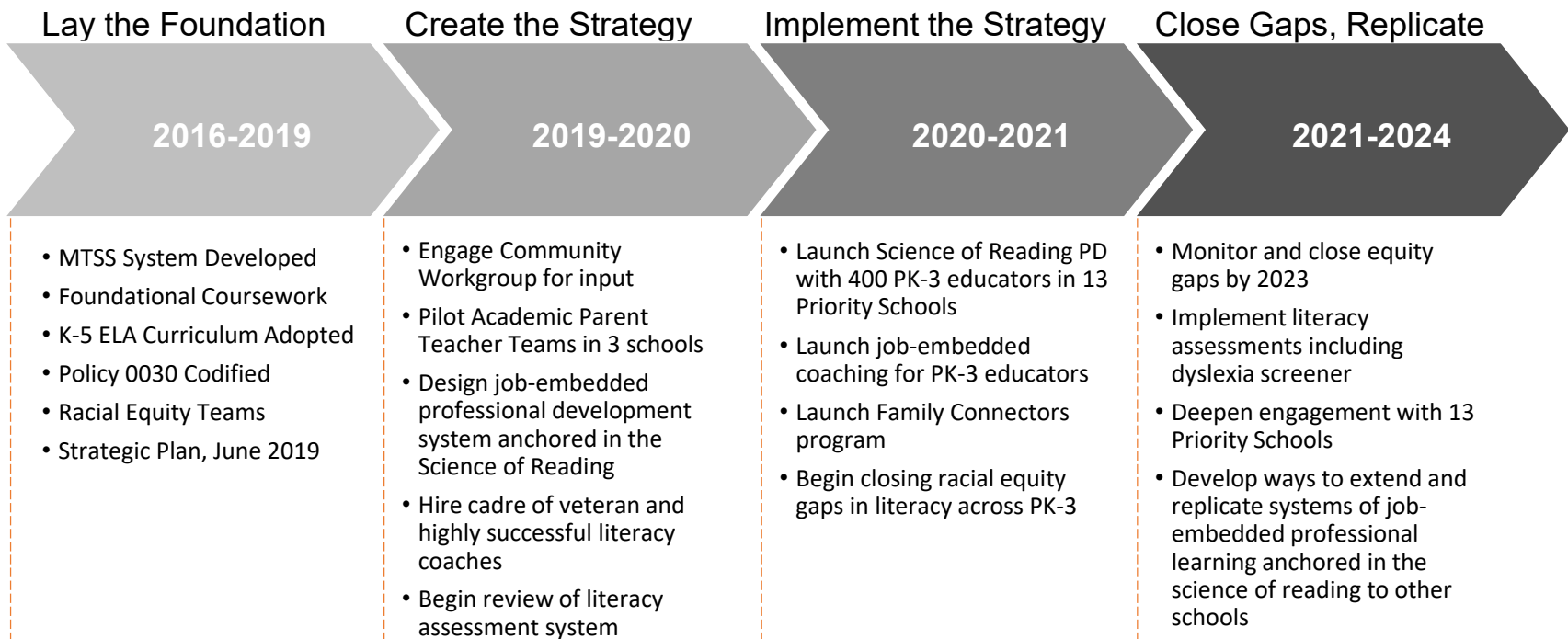
- **Initiative 4: Establish Early Learning Pathways**

- Ongoing efforts to grow access to high quality, full day, and inclusive pre-school inside our elementary buildings

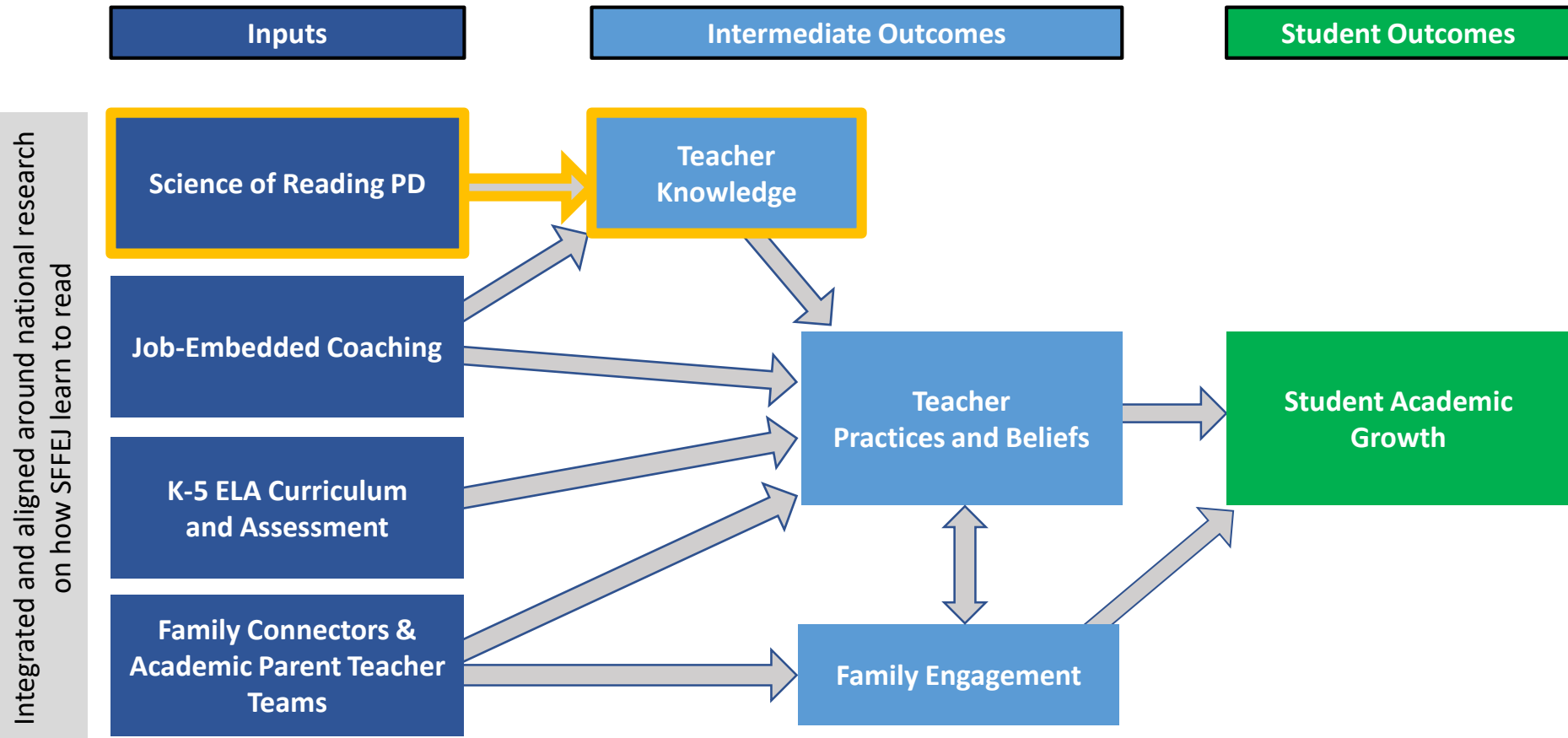
Areas of focus for today's discussion



Significant investments in systems have enabled this work. Staying the course will yield significant outcomes for students



Improving teacher practice requires layered and sustained focus



Reading = Word Recognition (aka decoding) x Language Comprehension

Unlike like learning to speak, learning to read is not a natural human process. To become proficient readers, students need both a strong foundation in oral language and the ability to decode the written system for that language. Helping students become rapid and automatic decoders of the written word requires a systematic approach to teaching foundational skills in the early grades.

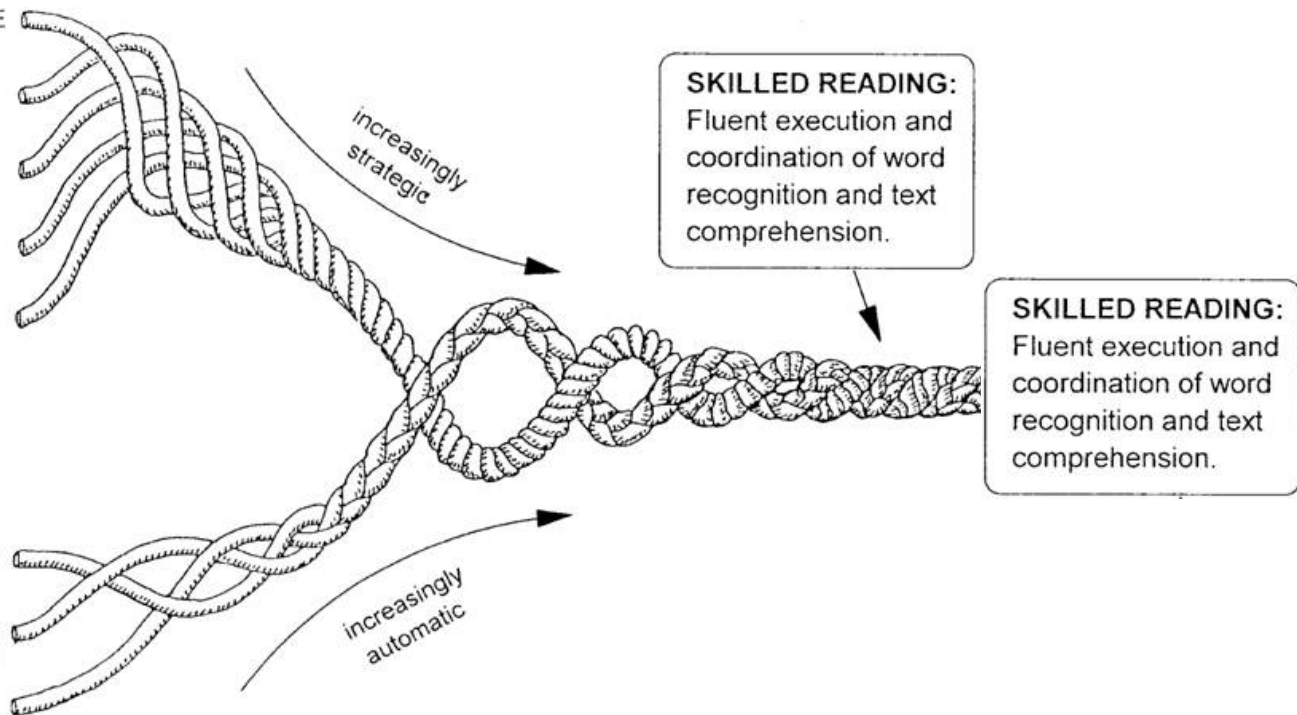
LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

Case Study: [Hard Words. Why aren't kids being taught to read?](#)

WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)

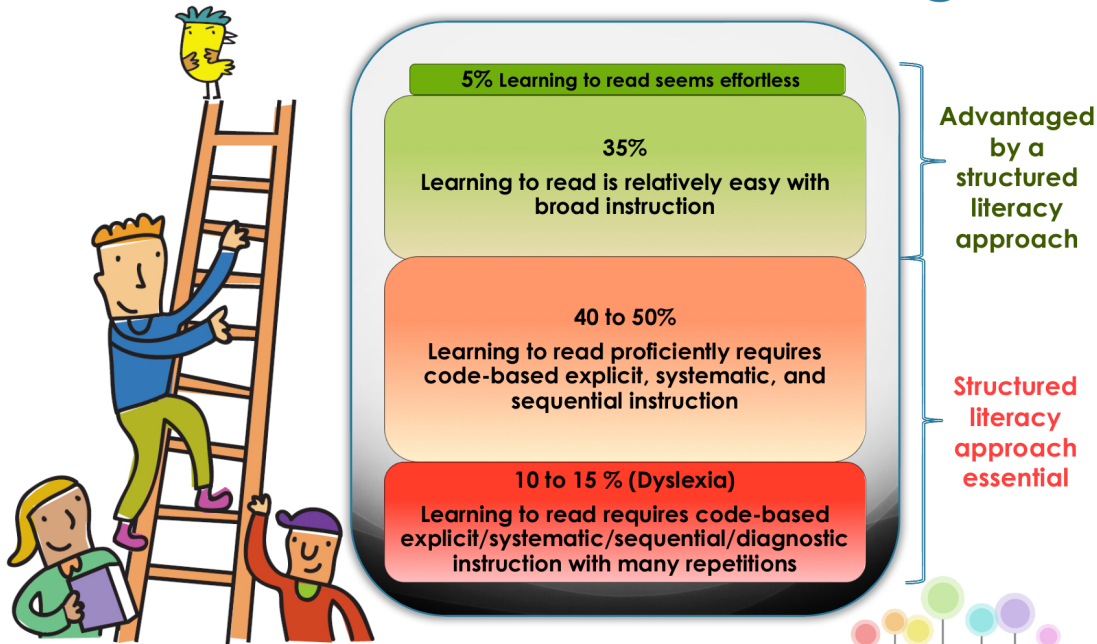




“Racial justice lies in the details of teaching and learning”

*- Lacey Robinson,
President and CEO of UnboundEd*

The Ladder of Reading



© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

www.nancyyoung.ca

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

- Research is clear: Most students require structured literacy to become proficient readers.
- And ALL students benefit from structured literacy. That means explicit instruction on a defined scope & sequence of phonics skills and timely opportunities to practice those skills with decodable texts.
- CCC and SIPPS are structured literacy curriculums. Though we know not all schools/teachers are implementing these well.
- Teachers are being given PD & coaching on the research to answer the “why” behind our instructional and curricular choices, build their knowledge, and improve their instructional practices.



Scope & Sequence

Racial Equity, Green Days, 2:15-3:45

PK-3rd Grade Educators in the 13 Priority Schools

Session Date Green Wednesdays	Monthly Topic
July/August	Early Literacy Summer Institute - Science of Reading
September	SIPPS Training
October 21	Vocabulary
December 16	Phonological Awareness and Phonics
January 20	Fluency
February 24	Comprehension
March 24	Building Knowledge
April 28	Writing for Understanding
May 19	Academic Language and Comprehension

All educators must be aligned when supporting students

- Remote Learning makes alignment non-negotiable and has underscored the power of adopted curriculum.
- The Science of Reading PD is delivered monthly to 400 PK-3 educators of all types across the 13 Priority Schools.

Interventionists



Homeroom

**Instructional
Assistants**

ELL Teachers

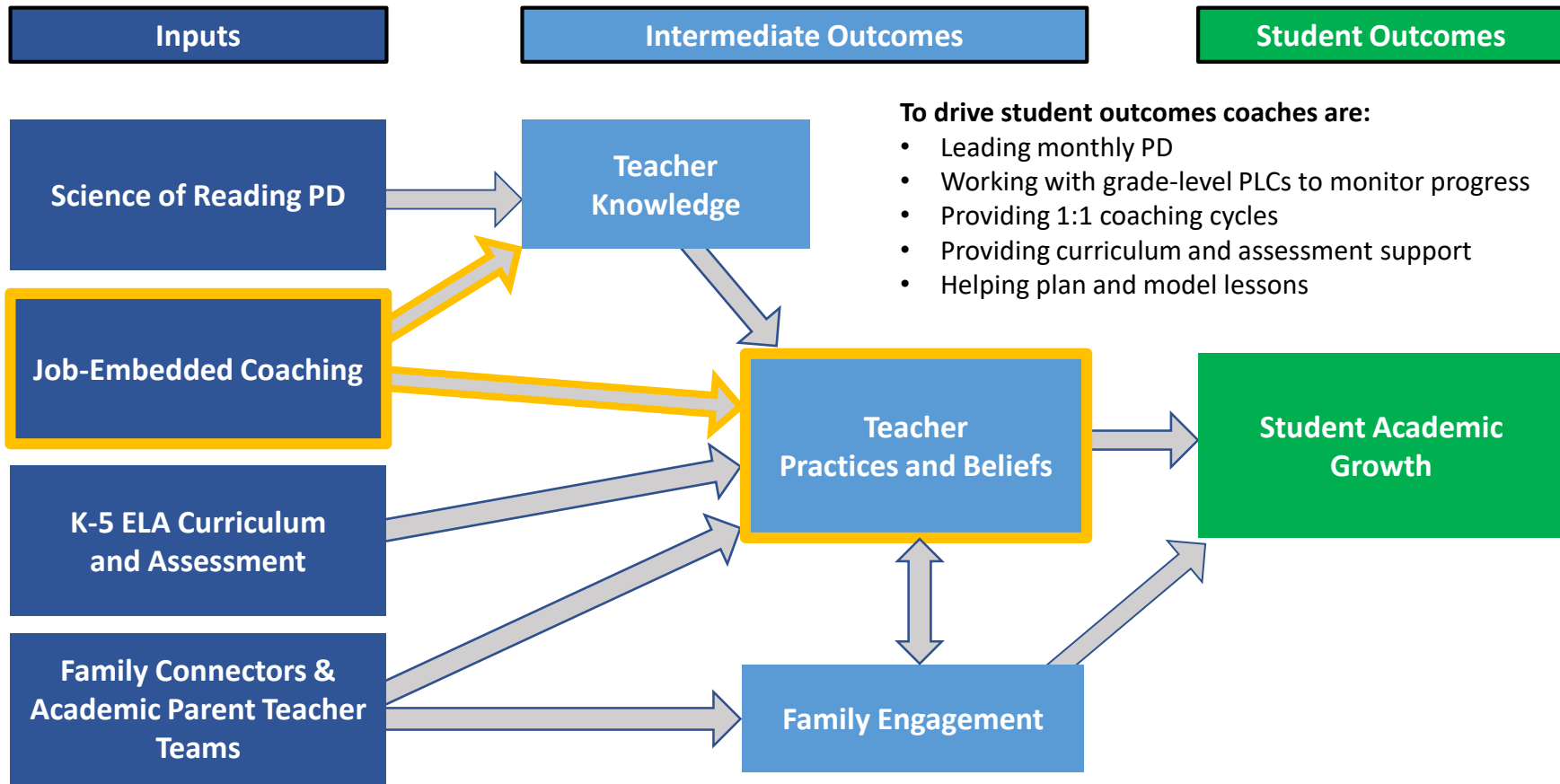
Teacher

**Special Education
Teachers**

Tutors

Improving teacher practice requires layered and sustained focus

Integrated and aligned around national research on how SFFEJ learn to read



The effects of coaching are comparable to the difference between a novice and a veteran teacher

2018 Meta-Analysis of Teacher Coaching

Note: vast majority of studies in this meta-analysis were randomized controlled trials

A. For elementary school, coaching produced pooled effect size estimates of

- 0.56 Standard Deviation (SD) effect size on *instruction*
- 0.22 SD effect size on *student outcomes*

B. Pairing coaching with workshops increases the effect size for those trainings by

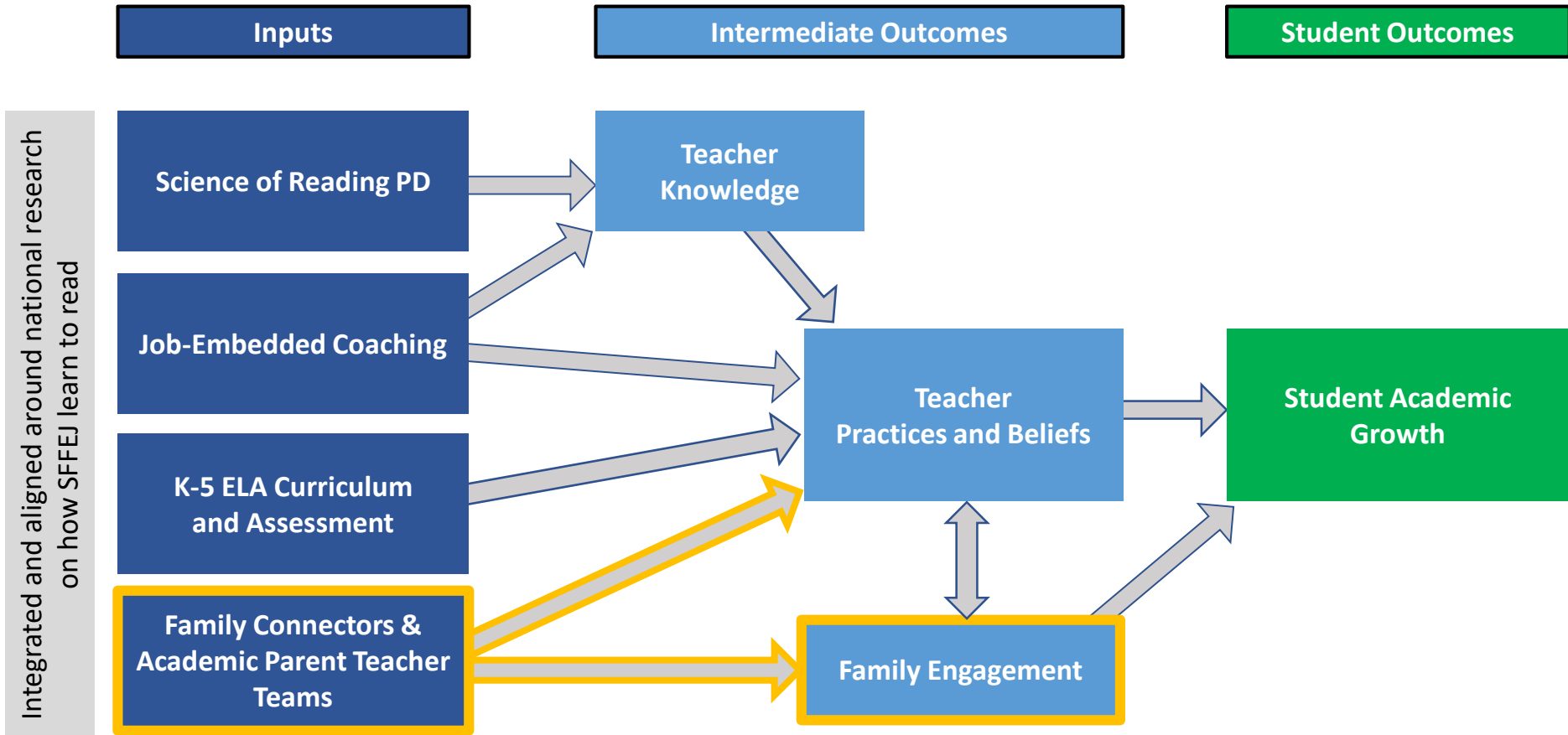
- 0.31 SD on *instruction*
- 0.12 SD on *student outcomes*

C. General coaching is 2/3 less effective than content-specific coaching (0.07 SD vs. 0.20)

Kraft, M.A., Blazar, D., Hogan*, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.
Primer on standard deviation effect sizes: <https://www.leeds.ac.uk/educol/documents/00002182.htm>



Family engagement is *integrated* within the rest of the strategy, not on the side





Family Connectors Strengthening Family Engagement

2019-24 SPS Strategic Plan, 3rd Grade Reading Goal

Goal: All students will read at grade level by 3rd grade

We will educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color furthest from educational justice with an intentional focus on African American males.

This role supports the first of our four initiatives of the 3rd grade reading goal, Family & Community Engagement.

Initiative 1: Family & Community Engagement

Initiative 2: Teacher Capacity

Initiative 3: High Quality Assessment

Initiative 4: Pre-School

Community Work Group

Learning Labs

- Welcoming literacy environments
- Teacher-student relationships
- Aligned literacy supports across home-school-community

Outcome

- Launched Family Connectors and integrated Learning Lab recommendations into the design

Family Connector Role Objectives

The Family Connector is a school-based family engagement liaison responsible for:

- Helping schools build welcoming literacy environments for families
- Bridging literacy instruction and practices between school and home
- And by extension, improving student-teacher relationships

Role Updates

- Connectors at 11/13 schools have been hired!
- Orientation complete!
- Goal setting with Principals happening throughout November
- Connectors will be integrated with literacy coaching and science of reading PD system.



Hello, my name is Grace Floyd and I will be the new Family Connector at Rising Star Elementary School. I am also the parent of a fifth-grade student at Rising Star and a PTA Board Member as the Family Engagement Coordinator. I am a wife and the mother of two daughters who both attend schools here in Seattle. I first began working with children as the Lead Teacher at We Are the World/Right Start Child Care in 2010. There I would observe and assess children’s development, as well as plan daily curriculum activities. I have been a Nanny for two amazing families, volunteered at Children’s Hospital, taught as a Church School Teacher and have spent many hours chaperoning for both my daughter’s school events and activities. I enjoy implementing learning activities and watching children grow.

Current Status

Progress Monitoring

- Decoding and sight words using curriculum-embedded assessment
 - Data entered in CCC portal and transferred to Atlas (forthcoming) for school and district level reporting
- Student reading levels from Epic! (F&P proxy)

Formative Data

- Student work and other assessments within the curriculum
- Student read alouds recorded in Seesaw

Other indicators

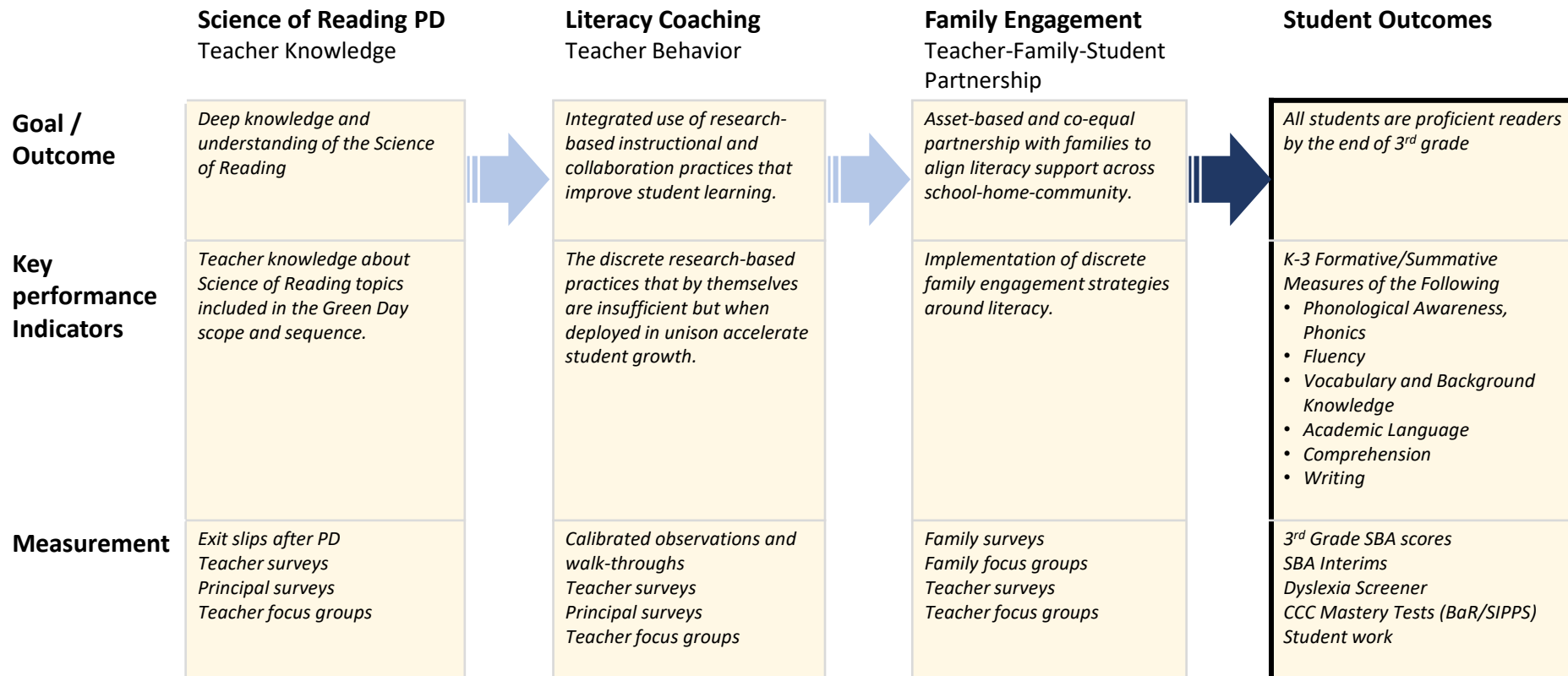
- Attendance and login data

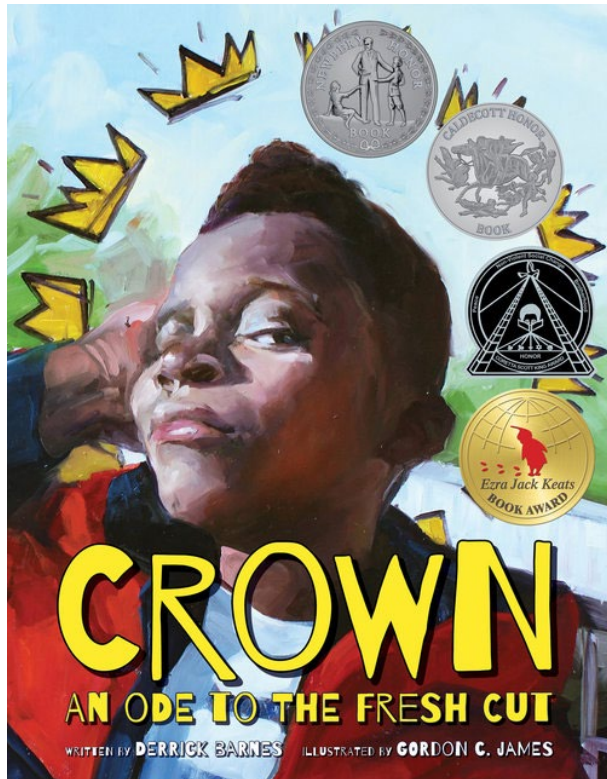
Building a Better Portfolio for Next Year

Research-based PK-3 literacy assessment system

- Dyslexia screener
- Refine existing portfolio







Classroom Library Makeup:

- \$300K used to purchase new books to enhance K-5 classroom libraries across the 13 Priority Schools
- Decodable books for K-2 that reinforce foundational skills, and high-interest trade books for 2-5
- Almost 200 new titles for students to choose from
- 52% Fiction / 48% Non-Fiction texts
- Diversity in protagonists, authors, illustrators, and content

Katie May, Principal of Thurgood Marshall

Thurgood Marshall is so fortunate to be benefitting as an Early Literacy Priority School this year! The SIPPS curriculum has allowed teachers to provide strong, targeted instruction to all of our K-3 students, and we are already seeing the pay-off as students gain skills and pass mastery tests. Pairing the Science of Reading PD with literacy coaching allows teachers to ask questions, get help with resources, and receive job-embedded training that is specifically customized to their needs and based in research. Our Family Connector is known to our school community as a parent of 2 TM graduates and as a literacy tutor. I think this position will be a game-changer for us as we think about how to better engage with our African-American families. These are powerful interventions that will support us in meeting our 3rd grade literacy goal for our African-American boys!



Sample responses from Vocabulary PD in October

What are your top 1-3 takeaways from today's session?

Providing space for teachers to share ideas with each other is vital and valuable. There are lots of great ideas to show students the meaning and context of vocabulary words. The videos also showed different ways to use Seesaw and technology that many teachers can still learn from.

- Leader at Leschi Elementary

Share a strategy for vocabulary instruction you plan to implement.

I'm going to make image webs and have the students help me make them. Pre-teach vocab words. I did this in the class all the time, but it's been more difficult with teaching virtually.

-Teacher at Olympic Hills Elementary

After viewing of the videos and discussions with colleagues, in what ways are you thinking about adapting vocabulary instruction to remote learning?

I was inspired by the turn and talk - I have been afraid of it and now see how it could work, such an important element in ELL instruction

- ELL Instructional Assistant at Wing Luke Elementary

Please share any ways that you are planning to engage with families around vocabulary

Each week I send families a list of the words we have learned. I would like to add the movement that we learn in class as well as translated word lists.

-Teacher at South Shore K-8





2020-21 Adjusted Initiatives in Response to COVID-19

- Health, Safety and Wellness - Protocols, Procedures and Guidance
- Attendance and Learner Engagement
- Social Emotional Learning
- MTSS - Climate and Culture



Health, Safety and Wellness

Progress Made

- Mitigated the spread of COVID-19 within our community
- Implemented electronic daily Health Screening and Attestation for staff
- Health and safety protocols, procedures, and signage for every building
- Wellness and readiness family check-in tool and questions for educators to use to connect with every student or their family
- Delivered trainings for Strong Start, wellness, health and safety
- Small group direct services to support student mental health



Attendance and Learner Engagement

Progress Made

- A 95% average district-wide attendance rate
- Strong Start activities, guidance, supplies and materials
- Live dashboard to help schools analyze participation for their students
- Web-based Remote Learning Playbook accessible on MySPS
- Revised attendance and participation procedures in alignment with Board policy 0030
- Phased student re-entry planning team and process



Social Emotional Learning

Progress Made

- High ratings by students and families in providing positivity and warmth within remote learning
- Revised Student Rights and Responsibilities for remote learning
- Eighty + culturally responsive, online K-12 Social Emotional Learning lessons and activities
- Proactivity intervening in situations regarding ideation of self-harm by students
- SEL work group reconvened and actively expanding SEL materials and supports to all 104 schools



MTSS – Culture and Climate

Progress Made

- Utilization of school-based MTSS teams to monitor student participation and wellness screening data to support student learning
- Targeted universalism to distribute technology, basic supplies and services, including connectivity
- Weekly communication to families that includes translation
- Expansion of Learning Support Teams to cover all 104 schools and support achievement of CSIP goals
- Internal and external professional culture experts to support the improvement of school-based staff climate

SAFE & WELCOMING SCHOOLS



Online Platforms Utilization ?

School Name:
 School Category:
 Grade:

Support Team Group:
 Attendance Type Selection:
 Gender:
 Students of Color FFEJ:

African American:
 Asian:
 Latinx:
 Multiracial:
 Native American:
 Pacific Islander:
 White:

African American Males:
 English Language Learners:
 Special Education:
 Homelessness:

13 Focus Schools

	District	School
Average Daily Attendance	96.4%	96.4%
Average Daily Any Platform	95.9%	95.9%
Average Daily Schoology	50.1%	50.1%
Average Daily Teams	91.5%	91.5%
Average Daily SeeSaw	80.7%	80.7%

School Name	Current Students	Avg Daily Attendance %	Avg Daily Use on Any Platform %	Avg Daily Use on Schoology %	Avg Daily Use on Teams %	Avg Daily Use on SeeSaw* %
Adams Elementary	430	98.3%	97.9%	52.2%	94.8%	61.3%
Aki Kurose Middle School	718	96.1%	95.8%	90.1%	94.3%	
Alan T. Sugiyama High School	44	37.1%	52.8%	33.7%	46.6%	
Alki Elementary	320	98.3%	97.4%	0.8%	95.6%	86.2%
Arbor Heights Elementary	532	97.8%	96.2%	0.5%	92.0%	93.8%
B.F. Day Elementary	360	98.9%	97.6%	36.7%	94.4%	58.3%
Bailey Gatzert Elementary	286	93.4%	93.1%	0.4%	89.4%	77.1%
Ballard High School	1,663	97.3%	97.5%	93.9%	95.6%	
Beacon Hill International School	392	98.9%	98.2%	3.4%	96.2%	95.0%
BRIDGES Transition	157	94.4%	53.8%	10.2%	51.6%	
Broadview-Thomson K-8 School	573	94.5%	95.8%	56.4%	90.5%	54.7%
Bryant Elementary	514	99.7%	98.4%	0.3%	95.6%	86.7%
Cascade Parent Partnership	191					
Cascadia Elementary	500	99.7%	99.4%	26.2%	97.0%	72.2%
Catharine Blaine K-8 School	532	99.2%	98.8%	59.6%	92.5%	58.6%
Cedar Park Elementary	185	97.0%	98.2%	0.5%	92.3%	90.1%
Chief Sealth International High School	1,068	90.7%	93.2%	84.3%	91.7%	
Cleveland STEM High School	869	96.6%	93.6%	1.9%	93.5%	
Concord International School	312	94.9%	92.4%	0.6%	81.9%	86.5%
Daniel Bagley Elementary	367	99.3%	97.8%	0.6%	93.7%	93.1%
Total	52,433	96.4%	95.9%	50.1%	91.5%	80.7%

Attendance and usage data refreshed once a week on Monday mornings for the prior week.

Note: Because teachers have 48 hours to finalize attendance, values shown here are subject to change.

*SeeSaw is only used by students in grades K-5.



Next Steps

- Daily health screening attestation process for students receiving in person supports and services this year
- Examination of discipline practices through restorative justice practices work group, equity review, revision of policies and potential moratorium
- Social emotional learning work group to implement liaisons and district-wide resourcing and training model
- Behavioral health/wellness model work group
- Family friendly version of remote learning playbook



Initiative: Transportation

Key Areas of Work in 2020-21:

- Safe and Welcoming Transportation Experience
 - Provide professional development to staff and vendors with a focus on special needs riders. Training may include Positive Behavior Interventions and Supports (PBIS), Right Response, Love & Logic, etc., which will improve customer service.
- Community Outreach
 - Create a Transportation Leadership Team with school staff and community stakeholders for continuous improvement processes, including reviewing and revising the Transportation Service Standards using the equity toolkit.
 - Partner with schools to increase communication.
 - Partner with families to increase two-way communication.



Initiative: Transportation

Key Areas of Work in 2020-21:

- Streamline Operations
 - Build Efficient and Equitable 2021-22 School Year Route Sets:
 - Redesigned routes using the Racial Equity Analysis Tool.
 - Build routes using historical ridership data, not eligibility data, to improve efficiency and reduce costs.
- Analyze McKinney-Vento (MKV) Service Standards
 - Use the equity toolkit.
 - Transition away from cab service to one of the alternative service providers: ALC, Hop Skip Drive, or ZUM for all MKV transportation.
 - Work toward having the same driver transporting MKV riders to establish relationships.



Initiative: Transportation

Key Areas of Work in 2020-21:

- Improved Communication
 - Use Let's Talk to streamline communications with community members.
 - Develop and deploy a customer experience management (CEM) system to track feedback, improve communication, and ensure calls and messages are responded to in a timely manner.
- Implement New Technology
 - Deploy Versatran's "My Stop" app that will:
 - Allow families to see their student's bus location in real time.
 - Allow families to receive "Push Notifications" whenever there is any service delay or interruption.



SEATTLE
PUBLIC
SCHOOLS



SEATTLE
PUBLIC
SCHOOLS

Board Retreat

2020-21 In-Person Learning

December 5, 2020

Agenda

- Data requested on 11/30
- Superintendent/Staff Recommendation for In-Person Reopening
- Timeline
- Risks

Assumptions: The health and safety of our staff and students is a top priority and includes social emotional health, academic health and physical health. We will ensure the Department of Health's health and safety measures are implemented at each site to mitigate and manage the transmission of COVID, while supporting the social emotional and academic health of our students.

PreK-2 In-Person Daily

3-12 Special Education
Resource/Access services for
in person determined by IEP
teams

PreK-12 Special Education
Intensive Service Pathways
are in person



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Strengths:

- Allows for parents to work (equity)
- K-2 most in need of in-person support and learning
- Supports our value of relationship and connection
- Flexible expansion/contraction response to COVID-19 without closing schools
- Enough staff to implement this option
- Aligned with June engagement teams' recs
- Requires full preparation of 75 schools

Challenges:

- Not all students who need in-person services will get it
- Different expectations for teachers (remote/onsite)
- Teacher coverage of cohorts (re-assign staff and students)
- Mid-year disruption to student schedules – continuity
- Impact on childcare providers without dedicated space



Enrollment Data:

- PreK-approx. 1100 students in PowerSchool (PS)
- K approx. 4000 students in PS
- 1st and 2nd approx. 4400 students in each grade

Special Education Intensive Service Pathways:

- Focus-(formerly SM2) Elementary - 332 students
- Moderate/Intensive (formerly SM2) Secondary - 425 students
- Social Emotional Learning (SEL) - 339 students
- Distinct - 370 students
- Medically Fragile - 25 students
- Bridges - 161 students
- Preschool (Developmental/Seattle Pre-School Program) - 375 students

Other Student Service/Programs

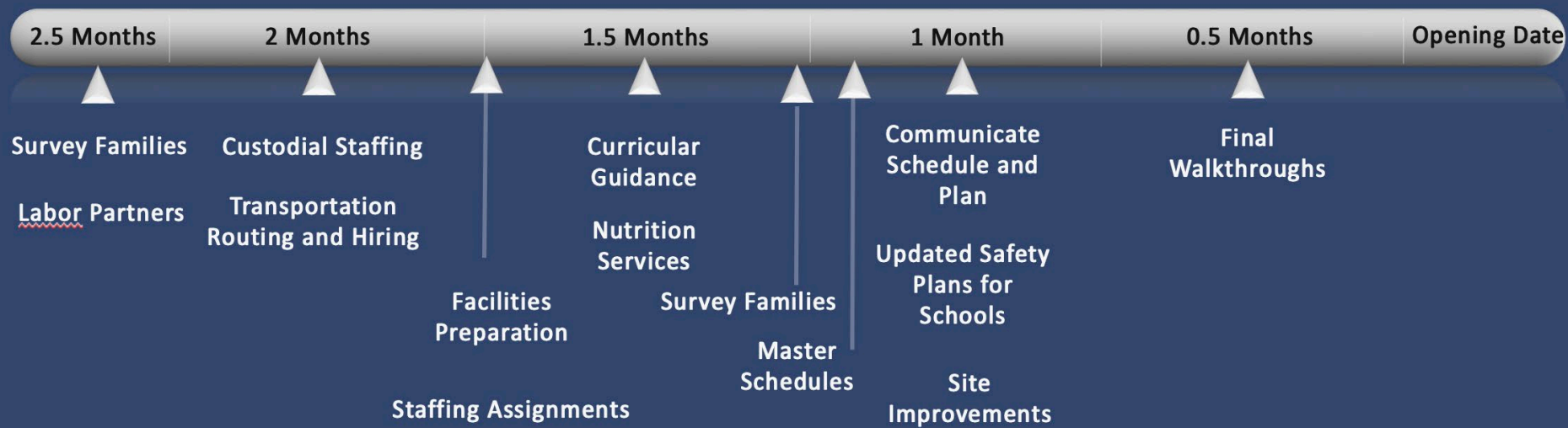
- ELL – Bilingual
- McKinney Vento

Steps from Decision to Implementation



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Timeline for Operational Requirements



Mitigating Factors



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- Requires strong School Board support
- Uncertainty of the virus causing schools/classes to open and close-unpredictability for families, staff and students
- Budget for additional needs like PPE, staff, etc.
- Work with labor partners
- Transportation-routes and hiring drivers
- Prepare 75 facilities for PreK-2 students, plus space in every building for intensive services classrooms
- Adherence of safety protocols by all humans in a school
- Many families may opt to remain in remote learning
- Staff with health concerns

This is not a comprehensive list.

Questions?

Small Cabinet

SmallCabinet@seattleschools.org



Summary of Staffing Analysis for In-Person Learning

HR was asked to analyze if current school staffing levels of classroom teachers, math and reading interventionists and ELL certificated staff would allow for full-time, in-person instruction for various grade bands while keeping with current social distancing guidelines and factoring in the likely number of employees who may seek a medical accommodation due to being at increased risk of severe infection from COVID-19.

Assumptions:

- We used a class-size of 15 students per teacher, which has been recommended by facilities planning to maintain the 6 feet of social distancing in most schools.
- We looked only at current classroom teaching FTE along with Academic Interventionist FTE and ELL FTE to calculate the number of overall FTE in each building. We did not include specialists, Special Education teachers, counselors, social workers, librarians or other staff in these calculations.
- We assumed 80% of families would opt for in-person learning.
- We were able to identify all staff who are over 65 and accounted for their requesting and receiving an accommodation in our calculations.
- We estimated an additional 7% of staff may request an accommodation due to an underlying health condition. The District does not have access to employee health records and cannot say for certain who will or will not request accommodation. The 7% number was based on the percentage of the population that receives the pneumonia vaccine each year, which has been cited as a likely correlation to those at-risk for severe infection for COVID-19.
- All other grades and 20% of each analyzed grade band would continue to be served 100% online, except for students with IEPs requiring in-person services.
- Student enrollment data was based on the Oct. 1 count.
- Students would need to be reassigned from current classrooms in order to meet the 15:1 student teacher ratios required. Currently the student teacher ratio for K-3 is ~20:1.

The grade bands analyzed were:

- Kindergarten only
- Kindergarten through first grade
- Kindergarten through second grade

Pre-School could not be analyzed due to lack of student enrollment numbers, however, pre-school class sizes are typically at or lower than 15:1. Our assumption is that all of Pre-School could come back full time.

Summary of Findings

Kindergarten through First Grade: Based on the assumptions listed above, we would have enough staff to support all kindergarteners and first graders to return to in-person school at a ratio of 15 students per teacher.

Kindergarten through Second Grade: Based on the assumptions listed above, we would be unable to support all kindergarteners, first graders and second graders to return to in-person school at a ratio of 15 students per teacher. Approximately 142 FTE would have to be added to support in-person learning for all kindergarten through second grade students.

Second and Third Grade Hybrid A/B Model: Based on the assumptions listed above, we would not have enough staff to bring all 2nd graders back to school full time in the spring. We could consider bringing 2nd and 3rd graders back in a hybrid model. Classrooms would be split into an A cohort and a B cohort. Each cohort would go to school (with their same teacher) two days per week, and three days per week would be

remote/asynchronous. Teachers would use the 4th day of the week for individual check ins with students, small groups, and planning for asynchronous instruction.

Timelines:

- **Phase in students with special needs in the following service pathways:** Distinct, Focus, Med Fragile, SEL and individual students IEP Team determinations for all other service pathways. Phasing in of service pathways begins **February 1, 2021 (second semester)**.
- Proposal to bring back PreK-1 back in person full time (4 days per week) beginning **February 22nd, 2021 (after mid-winter break)**.
- Potential to bring back 2nd and 3rd graders in a hybrid model (A/B – 2 days per week each cohort) **February 22nd, 2021 (after mid-winter break)**.

Staff Requesting Accommodations:

Per the MOU with SEA, employees who have health conditions, as defined by CDC, that lead to increased risk for severe illness from COVID-19 and have documentation from a health care professional, will have the opportunity to request remote accommodations or an alternative assignment. Employees may also access leave provisions as outlined in their CBA if no accommodations can be made. Accommodations include, but are not limited to:

- Allowed to continue remote instruction for students who are still remote
- Provide for additional PPE or space for working where interaction with others is less likely
- Provide an alternative assignment
- Allowed use of all leave (sick, personal, accrued vacation etc.).

[Impacts on Bargaining with the Seattle Education Association](#)

Directors have asked about bargaining impacts, if any, on decisions to bring back more students for in-person services.

MOU Reopener Language:

“The parties will meet to bargain modifications to the MOU prior to implementing changes in the working conditions and expectations of SEA represented employees”.

Should the District, via a Board Approved Resolution, determine that we will phase in an in-person instructional model for students beyond individual IEP Team decisions, (SPED Service pathways, PreK-1 or PreK-1 with a hybrid model for grades 2 and 3, or other cohorts of students), we will need to bargain the impacts of the changed working conditions for SEA employees. This does not mean an entire new MOU needs to be negotiated. We will need to make “modifications” to the existing MOU.



To: School Board
From: Dr. Concie Pedroza, Chief of Student Support Services
clpedroza@seattleschools.org
Date: December 4, 2020
RE: Special Education Response to November 30, 2020 Board Work Session

Dear School Board,

Below is the Special Education department's response to questions posed at the November 30, 2020 Board Work Session.

With respect to current status of in-person services and the next steps to review operational requirements so that the student can start:

The September 21 Special Education Work Session stated on the PowerPoint slide 4 (posted on the School Board website) the requirements for IEP in-person services which has not changed. Case Managers were trained in August of 2020 the IEP process and the Special Education Department have sent monthly updates to staff and families. Specific FAQs regarding in-person services are available here: https://www.seattleschools.org/resources/faq/sped_faq

- *If students are not making meaningful growths on IEP goals, IEP teams can convene to determine if additional supports or trainings are needed. IEP meetings will be conducted with families, students (if appropriate), and school staff to ensure an amended IEP and learning plans are in place to support the student.*
- *If in-person services are determined by the IEP team after a review of data, the IEP team will coordinate with the Special Education Department and utilized a decision-making protocol in alignment with OSPI's guidance.*

With respect to the question about requirements of weeks of data collection before approving in-person services and the requirements for protocols for safety and trainings:

*Parent and Staff Communication in our October 2020 newsletter stated: **Please note that there is no required data collection timeline.** IEP teams can make decisions around how much and what kinds of data are needed to determine if a student should receive in-person services.*

The Seattle Public Schools/SEA Memorandum of Understanding has outlined required PPE and operational processes that have been communicated to all district staff through the Public Affairs Office and has been posted on our district website linked here: https://www.seattleschools.org/district/calendars/news/what_s_new/special_education_update

With respect to the question about why the process in Seattle has been so much more restrictive than neighboring school districts in King County that are subject to the same health and safety guidelines:

Below is a sampling of school districts as to where they are with special education in-person services as of December 1, 2020:

Everett (Snohomish) – 10 students

Bellevue (King) – 100+ students

Edmonds (Snohomish) – 20 students

Highline (King) – 151 students

Shoreline (King) – 0 students

Lake Washington (King) – 400+ students

Kent (King) – 0 students

Seattle (King) – 40+ students (see below)

*OSPI and the Governor's Office provided **guidance** for in-person services and considers county public health recommendations which vary depending on the number of cases within city/town limits. OSPI has authorized districts to work with union partners in negotiating conditions to return for in-person services that also vary across the state. Comparing district to district, while understandable, also requires triangulation of labor negotiations, city and county health guidelines in alignment with IDEA legal requirements.*

With regards to the slide Remote Learning in Action (p. 12), there was questions about prioritizing of students receiving special education/504 services and questions about strategies, Instructional Assistants and data metrics:

The Remote Learning Playbook outlines clear guidance for general education and special education staff for supporting students. The IEP progress monitoring as required by IDEA is still in place to support remote learning and in addition, if students are struggling as written in IDEA an IEP team meeting can be reconvened at any time to amend and/or adjust strategies or the IEP. Instructional Assistants continue to serve students in general education and special education classrooms and are utilizing asynchronous times to work with students in 1:1 session and/or in small groups. Teachers continue to receive training and coaching. Our team monitors special education and 504 data in tracking student attendance, grades and other metrics.

With regards to the questions about how many students are receiving in-person services:

In consideration of FERPA and HIPPA legal guidelines, the department cannot share identifiable information on students. Information can be shared with N-size of 10 or higher.

As of December 1, 2020, we have approximately 40 students receiving in person services through a combination of NPA and school-based teams. Additional data includes:

- 11 students have a start date communicated to families and all steps have been completed*
- 35 students have completed health assessments*
- 95 students identified through IEP process, waiting for health assessment*



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WORK SESSION

2020-21 In-Person Learning

November 30th , 2020

Agenda

- Today's Outcomes
- Values and Strategic Plan Priorities
- Current State
- COVID-19 Update
- Options and Considerations
- Sample Timeline and Next Steps

Outcomes

What direction are we taking for the rest of 2020-21?

- Do we stay with the current remote learning model?
- Should we commit to resourcing a hybrid model?
- If so, what grade bands?
- If not, what steps can we take to uphold our values and objectives?

Mutual understanding and agreement on the supports, resources, and in-person services planned for students furthest from educational justice

The direction we take must uphold the goals and practices of our Strategic Plan



High-quality instruction and learning experiences

- African American boys and teens will feel safe and welcome in school
- African American boys and teens will read at grade level by 3rd grade
- African American boys and teens will be proficient in mathematics in 5th grade and 7th grade
- African American boys and teens will finish 9th grade on track for on-time graduation
- African American boys and teens will graduate ready for college and career



Predictable and consistent operational systems

- Operational functions will identify main customers and increase satisfaction
- Operational functions will improve communication to school leaders, families, and students
- Operational functions will improve overall performance in support of student learning



Culturally responsive workforce

- Educators will improve their culturally responsive instruction to make sure every student at Seattle Public Schools feels safe, valued, and ready to learn
- The diversity of staff and leadership at schools and central office will increase



Inclusive and authentic engagement

- African American boys and teens will have meaningful voice and leadership in school and district initiatives
- Families and communities who represent African American boys and teens will have meaningful voice in school and district initiatives

The plan is also informed by our foundational beliefs for supporting student learning

- 1 Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- By **collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.
- “Intelligence” is not a fixed, inborn trait.** All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards.
- By recognizing and **cultivating the gifts and strengths of every student**, we will remove barriers and implicit biases that impede student self-actualization, fostering learning environments where students transcend racial stereotypes and thrive.
- 5 Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Engagement Groups: Thematic Values



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A. Health and Safety

- Protective equipment
- Following CDC requirements
- Social-emotional supports
- Anti-racist
- Basic needs
- Access to nursing

B. Technology

- Internet access
- Hardware
- Professional development (educators and family)
- Universal Technology for ALL
- Reframing ideas around educational technology

C. Prioritize Students Furthest From Educational Justice

- African American Males
- Special Education/504
- Experiencing homelessness (MKV)
- English Language Learners
- Historically underserved students/comms

D. Family

- Option to learn at home - Choice
- Partnership
- Ongoing engagement opportunities
- Consider childcare needs
- Career/work balance
- Parents as instructors

E. Training/Professional Development

- Technology (staff)
- Technology (parents)
- Educators providing virtual learning/curriculum (staff)
- Health and safety guidelines (staff)
- Educator prep time/PLCs
- Family Choice
- Option to learn at home

F. Community Collaboration

- Facilities Use
- Mental Health
- Coordination of supports
- Advocacy through action – Collaborative Mindful Process.
- Transparency
- Data informed
- Student-focused – Students and student needs need to be at center

G. Transportation

- Flexible, accessible transportation
- Prioritize most vulnerable students

H. Equity through Access and Resources:

- Materials, Education, Health, Basic Needs, etc .
- IF possible, some in-person education for as at least one option for all students

I. Instruction

- Some in-person necessary
- Culturally responsive
- Professional Development/PLCs

J. Face-to-Face (in-person) Priority Grade Levels

- K-3
- Transition grades (6th, 9th)
- Some in-person necessary for as many students as possible
- Culturally responsive

Engagement Teams: Model Agreements & Design Principles



**** Compliance with CDC and OSPI guidelines ****

Prioritizing students furthest from educational justice (e.g., AAM, Special Ed, EL, MKV)
Accountability and consistency for decision-makers and leaders

PHASE 4 – In-Person Learning

1. Need for **anti-racist** practices
2. Need for collaboration between **SPS/SEA/PASS** to ensure needs of students are being met including training
3. The importance of having support for students both inside and outside of buildings and online including **physical safety and mental health**
4. Ensure communication that has **transparency and clarity** including closing the gap around specific communication preferences
5. We need to make sure we have strong **community and family partnerships**

PHASE 2/3 – Online and In-Person Learning

1. Need for **anti-racist** practices
2. We need to make sure we have **strong community and family partnerships**
3. Preference for some **in-person education** being part of the solution along with choice for those who may want to stay home
4. **Opportunities to develop** multiple models and flexibility to support students furthest away from educational justice.
5. Explicit consideration for **English Learners students and families** including translations services across communications

★ 100% Online Option

1. Need for **anti-racists** practices
2. Need consistent, high-level stakeholder led professional development for effective **delivery of online education**
3. Need to support difference in education level, familiarity, and comfort level of use of **technology tools for parents**
4. Need to provide **family choice** around what model(s) are available.
5. Effective two-way communication with students and families, especially those who need **language support** and may have access barriers.

IMPORTANT NOTE: The values and need statements presented in each phase are not comprehensive or mutually exclusive. Rather, the statements reflect high-level needs and systemic points-of-emphasis based on agreed upon values across SPS stakeholders. Collectively, these statements shall guide the ongoing design and implementation of SPS's Fall 2020 Learning Plan in sustained collaboration with SPS stakeholders.

Current State



Current State: Remote Learning Model



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SPS REMOTE LEARNING PLAYBOOK

Design Principles Established by Steering Committee



Current State: Remote Learning in Action



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Kindergarten 1st Grade 2nd Grade **3rd Grade** 4th Grade 5th Grade

Third Grade Schedule (Mondays, Tuesdays, Thursdays, Fridays)

8:30-9:00 Classroom Meeting Community Building - This block includes Social Emotional teaching and learning.

9:00-10:00 Math - This one-hour block does not mean a one-hour lesson online. Instead it may include a whole group lesson, independent practice, small group math instruction, meeting one on one with the teacher.

10:00-10:30 Recess

10:30-11:30 Literacy: Reading and Writing - This one-hour block does not mean a one-hour lesson online. Instead it may include a whole group lesson, independent reading, read aloud, small group reading/writing instruction, meeting one on one with the teacher.

11:30-12:15 Specialists Art, Music, PE, STEAM - Specialists are on rotating schedule, allowing students to engage with two live online specialist sessions per week, and three independent sessions per week to further engage in the learning.

12:15-1:00 Lunch and Recess

1:00-1:30 Science or Social Studies

1:30-2:30 Independent Work and Small Group Instruction. This one hour block provides time for students to work independently on classroom assignments. It may also include small group instruction from the classroom teacher, intervention specialists, English language support teachers and Special Education teachers.

Mindful Moment: Reminders

What is a reminder for yourself that you would like to keep?

Send your reminder to your teacher or a trusted friend.



Technology Resource Centers: 6,100+ visits

District

School

Average Daily Attendance

97.8%

97.8%

Average Daily Any Platform

95.1%

95.1%

Current State: Remote Learning in Action



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Strengths:

- Student schedules are rigorous and supports access to grade level content and social-emotional learning
- Student schedules represent a balance between synchronous and asynchronous instruction
- Student schedules represent Washington State basic education requirements (ELA, Math, Science, Social Studies, Physical Education, Music, Art, World Languages, Career and Technical Education)
- Student schedules allow student to meet graduation requirements – the schedules allow students to continue to earn 6 credits for the year, including advanced coursework and CTE options
- Recently adopted instructional materials provide clear structure for teachers and students
- Digital tools (e.g., Teams) have facilitated increased educator collaboration, particularly in areas where there are recently adopted instructional materials

Challenges:

- Balancing instruction and educator planning time on Wednesdays
- Developing assessments for learning practices in a remote setting
- Ensuring that students get access to instruction in all required content areas on a consistent basis
- Determining how to pare down content and prioritize standards so that students can stay on track within the constraints of the remote learning schedule
- Keeping students engaged with the classroom community and making progress towards standards
- Creating frequent, authentic opportunities for students to socialize that support social-emotional wellness



A few notable *Preliminary* survey findings:

Students

- + Schoolwork that is at my level
- + Positivity and warmth from school staff
- More opportunities to be social during the day
- Clearer expectations or directions for doing schoolwork outside of live class time

Families

- + Positivity and warmth from school staff
- + Support by educators to help my child learn
- More opportunities for my child to connect with other students
- More opportunities to connect with other families in the school community

School staff

- + Support for communicating and building relationships with my students
- Better technology tools, especially related to Teams
- More access to useful curricular materials for remote learning

Overall, very few students and families reported *major challenges* connecting to remote learning

Current State: Re-Entry Process for In-Person Services



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In-person service is requested for an individual student (e.g. special education) or group of students (e.g. outdoor school pilot)

Central team begins phased re-entry operational checklist and evaluation of student requirements

- Health
- Staffing
- Transportation
- Facilities and operational requirements

Completion of required staff training in health and safety protocols and fitting for PPE

Communication and education provided to family

- District-family agreement
- Daily health screenings
- Updating contact information

Student(s) can receive in-person services once all pieces are confirmed to be in-place

COVID-19 Rates and Mitigation



COVID-19: Public Health Guidance



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Department of Health

- K-12 Fall Health and Safety Guidance
- K-12 School Decision Tree

Should your community provide in person learning and for whom? <small>For School Administrators, Local Health Officers, and Community Stakeholders</small>		
The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.		
COVID-19 Activity Level	Education Modality*	Extracurricular**
HIGH >75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> • Trend in cases or hospitalizations • Test positivity, ideally <5% • Other health and education risks and benefits to children and their families 	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing most in person extracurricular activities, including sports, performances, clubs, events, etc. with the option to allow extracurricular activities in small groups of 6 or fewer students.
MODERATE 25–75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> • Trend in cases or hospitalizations • Test positivity, ideally <5% • Other health and education risks and benefits to children and their families 	Recommend careful phasing in of in-person learning, starting with elementary students. Over time, if schools can demonstrate the ability to limit transmission in the school environment, add in-person learning for middle and high school students.	Consider cautious phasing in of low then moderate risk in person extracurricular activities. Activities that can be done online, should continue in that format.
LOW <25 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> • Trend in cases or hospitalizations • Test positivity, ideally <5% 	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school. Over time, if physical space allows, add full-time in-person learning for middle and high school.	Consider low, moderate, or high risk in-person extracurricular activities.

Can the school(s) implement recommended COVID-19 health and safety measures? <small>School Administrators and Staff</small>	
The risk of COVID-19 spreading in schools depends on the ability of the school to implement DOH's K-12 health and safety measures , and LNI employer safety requirements	
<i>Does the school have the plans, staff, space, and supplies to do the following?</i>	
✓	Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning
✓	Transport or facilitate drop-off and pick-up of students
✓	Group students (required in elementary, recommended for middle and high school)
✓	Practice physical distancing of ≥6 feet among students and staff.
✓	Promote frequent hand washing or sanitizing
✓	Promote and ensure face covering use among students and staff
✓	Increase cleaning and disinfection
✓	Improve ventilation
<i>Are all staff trained on health and safety practices?</i>	

Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19? <small>Schools and Local Public Health</small>	
COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.	
✓	Can the school ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
✓	Is the school prepared to manage students and/or staff who get sick onsite?
✓	Does the school have letters drafted to inform families and staff about confirmed cases or outbreaks?
✓	Is there adequate access to testing in the community health system for ill students and staff?
✓	Is there capacity in your local health department to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
✓	Can local public health monitor the level of community spread to determine when a change in education modality is needed?

When any in-person

When all YES



When all YES

Begin Learning Model and Monitor

*Staff may work in school at any COVID-19 activity level if the school follows DOH and LNI health and safety guidance
 **Where possible do extracurricular activities outdoors, wear face coverings, and maintain physical distance of 6 feet.

COVID-19: Public Health Guidance



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Should your community provide in person learning and for whom?

For School Administrators, Local Health Officers, and Community Stakeholders

The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.

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HIGH >75 cases/100K/14 days Other considerations: <ul style="list-style-type: none">• Trend in cases or hospitalizations• Test positivity, ideally <5%• Other health and education risks and benefits to children and their families	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing most in person extracurricular activities, including sports, performances, clubs, events, etc. with the option to allow extracurricular activities in small groups of 6 or fewer students.

COVID-19: Rates



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King County

Key Indicators of COVID-19 Activity in King County, Washington

Updated:
11/16/2020
3:58 PM

Hover over the circles to get more details on the criteria or visit our blog:
<https://publichealthinsider.com/2020/05/27/public-health-publishes-new-covid-19-key-indicators-dashboard/>

Legend
Meeting target 
Not meeting target 

Key question	Criteria	 Hover for data info	Target	Current status	Target met?	Trend from 3/1 to most recent date (grey bands are the days of interest)
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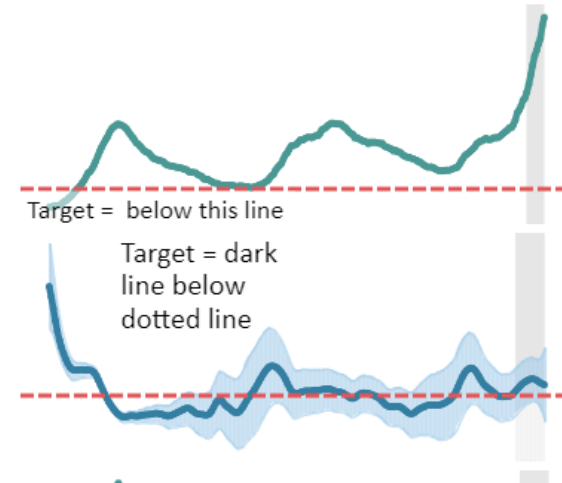
COVID-19 Activity

What are the trends in the numbers of reported cases?

Total number of cases for the last 14 days per 100,000 residents. Recent 3 days are excluded to ensure completeness of data.

<25 per 100k

262 per 100k



Is the outbreak growing, shrinking or stable?

Effective reproductive (Re) number calculated by the Institute for Disease Modeling and Microsoft AI for Health team.

Best estimate below 1

1.2



Updated on Wednesdays



Implementing Recommended COVID-19 Health & Safety Measures

Can the school(s) implement recommended COVID-19 health and safety measures? School Administrators and Staff	
The risk of COVID-19 spreading in schools depends on the ability of the school to implement DOH's K-12 health and safety measures , and LNI employer safety requirements <i>Does the school have the plans, staff, space, and supplies to do the following?</i>	
✓	Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning
✓	Transport or facilitate drop-off and pick-up of students
✓	Group students (required in elementary, recommended for middle and high school)
✓	Practice physical distancing of ≥6 feet among students and staff.
✓	Promote frequent hand washing or sanitizing
✓	Promote and ensure face covering use among students and staff
✓	Increase cleaning and disinfection
✓	Improve ventilation
<i>Are all staff trained on health and safety practices?</i>	



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The risk of COVID-19 spreading in schools depends on the ability of the school to implement DOH's K-12 health and safety measures , and LNI employer safety requirements <i>Does the school have the plans, staff, space, and supplies to do the following?</i>	
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✓	Promote and ensure face covering use among students and staff
✓	Increase cleaning and disinfection
✓	Improve ventilation
<i>Are all staff trained on health and safety practices?</i>	

COVID-19: Summary



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At our current level of COVID-19 transmission, DOH guidance recommends distance learning for the vast majority of students, with limited in-person instruction to be considered only for those with the highest need, such as students with disabilities, students living homeless, those farthest from educational justice and younger learners. (PHSKC, 2020)

- There is currently an overall increase in active COVID-19 cases in King County
- The projected timeline for wide vaccinations for COVID-19 is mid 2021 and will not be developed in time to impact the 2020-21 school year
- There may be multiple “waves” of virus outbreak may necessitate an immediate closure

New York City to Close Public Schools Again as Virus Cases Rise

The shutdown in the nation’s largest school system was prompted by the city reaching a 3 percent test positivity rate over a seven-day rolling average.

NY Times, Nov. 18, 2020

Options and Considerations



INSTRUCTIONAL MODELS

2020-21 SCHOOL YEAR

ON-SITE



Students Safely Learn In School

All students have access to in-person instruction in accordance with public health requirements.

HYBRID



Students Safely Learn In School and Away from School

Student groups have access to in-person instruction using staggered schedules and/or prioritizing certain grades, courses, and/or programs, in accordance with public health requirements. On-Site instruction is supplemented by Comprehensive Distance Learning.

COMPREHENSIVE DISTANCE LEARNING



Students Safely Learn Away from School

All students are engaged in learning through Comprehensive Distance Learning. Instruction occurs remotely with very limited exceptions for in-person supports.



RESPONSE TO OUTBREAK

Districts, schools, and programs need to flexibly plan to use multiple models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid learning model, Short-Term Distance Learning may be required due to outbreaks.

Assumptions of Expanding In-Person or Selecting Hybrid



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In-person services provides a greater opportunity for student learning on the priority standards

Some parents will want an alternative to on-campus instruction during part, or the entirety, of the crisis

Providing in-person services safely requires alignment of student enrollment and limited building capacity

Mid-year changes to student and staff assignments will be required to accommodate low class sizes for in-person instruction

Shifts in work conditions and responsibilities will be required of staff

Lead time will be required to successfully implement any district-wide changes to services

Assumptions of Expanding In-Person or Selecting Hybrid



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Some non-core District functions may be curtailed, postponed or eliminated

There will be a cost in dollars, time, supplies and increased operational friction to reduce the risk of transmission

Child-care sites without dedicated spaces will likely be displaced

There will be an outbreak of COVID-19 in King Co/Seattle that that will require at least a temporary school closure for one or more schools

Schools will need to be prepared to quickly pivot between delivery models as the transition rates of COVID-19 change



Essential Questions

- How do we provide a sufficient number of educators in each building and still ensure physical distancing requirements are met?
- How do we prepare to provide in-person services given staff who are at high-risk or take leave? How do we handle reassigning those employees to other roles?
- What steps do we take to ensure equitable service of students furthest from social justice while ensuring safety of the whole community?
- What types of adjustments are we able to make to current roles and responsibilities of essential staff (609, SEA, PASS)?
- How do we resource sanitation, technology, transportation and staffing needed to sustain the changes for a portion of 2020-2021 school year?
- What additional accountability measures are needed in order to uphold strict safety standards with larger numbers of students and staff on-site?
- How do we provide high-quality services for both remote learning and in-person learning models?

PreK-2 In-Person

3-12 Special Education In-Person Services determined by IEP teams

PreK-12 Special Education Intensive Pathways are in person

Strengths:

- Allowance for parents to work (equity)
- K-2 most in need of in-person support and learning
- Supports our value of relationship and connection
- Flexible expansion/contraction response to COVID-19 without closing schools
- Enough staff to implement this option

Challenges:

- Not all students who need in-person services will get it
- Different expectations for teachers (remote/onsite)
- Teacher coverage of cohorts (re-assign staff and students)
- Mid-year disruption to student schedules – continuity
- Impact on childcare providers without dedicated space

PreK- 12 A/B Rotation

PreK-12 Special Education
In-Person as determined by
IEP team

PreK-12 Special
Education Intensive
Pathways are in-person

Strengths:

- All students get some in-person instruction
- Spreads out the instructional load

Challenges:

- Lower flexibility to respond to COVID-19
- Less social distancing and not as safe as the pure cohort model
- Effective sanitation of each classroom between A/B rotations
- Parents (non-remote workers) cannot go back to work consistently (equity)
- Sustainability in teaching model – Dual services teaching model expectations – Remote/In-Person
- Staffing is contingent on the number of families opting for in-person services
- Shift in student schedules to support a cohort model
- Impact on childcare providers without dedicated space

Pre K-12 A/B Schedules: Sample for Illustrative Purposes



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A/B SCHEDULE


Based on:

- Physical distancing & safety requirements
- Capacity constraints
- Choice for in-person
- Prioritizing in-person instruction for Special Education, SFFEJ, and PreK


GRADES PreK

PARTICIPATION	Monday	Tuesday	Wednesday	Thursday	Friday
In School	All Students	All Students	All Students *Early Release	All Students	All Students

GRADES K-5 (contingent on enrollment and staffing)

PARTICIPATION	Monday	Tuesday	Wednesday	Thursday	Friday
In School 	Group A	Group A	All groups remote with some in-person instruction *Early Release	Group A	Group A
Remote	Group B	Group B		Group B	Group B

GRADES 6-12 Block Schedule

PARTICIPATION	Monday	Tuesday	Wednesday	Thursday	Friday
In School 	Group A	Group A	All groups remote with some in-person instruction *Early Release	Group B	Group B
Remote	Group B	Group B		Group A	Group A

Remote Learning

Strengths:

- Continues to focus attention and support for the remote model
- Supports the continuity and routine students need to thrive
- Provides the lowest risk of transmitting COVID-19
- Commits less resources to other options pinned to variables with low / no control (e.g. regional transmission rate)

Challenges:

- Parents (non-remote workers) cannot go back to work consistently (equity)
- Wellness and social needs of students and staff
- Sustainability in teaching model at elementary level

Note: In-Person Re-Opening Leadership Team is recommending this model until at least March 2021

Alternatives: Summer Programming and Outdoor Education

If we were to stay with primarily a remote learning model, there are alternative options we can enhance and expand.

Summer Programming:

- Recognized as a successful program by students, staff & families
- Creates a seamless, relational bridge for students between the 2020-21 and 2021-22 school years
- Opportunity to address additional priority standards
- Further expand enrollment from 15,000 in 2020
- Timing of vaccination could be favorable for in-person services
- Provides a targeted universal approach

Outdoor Education:

- Additional spaces as weather improves in spring and summer
- Balance between core academics and enrichment
- Provides a targeted universal approach
- Partnering with community-based partners
- Possible link with childcare sites and teen hubs

Sample Timeline and Next Steps

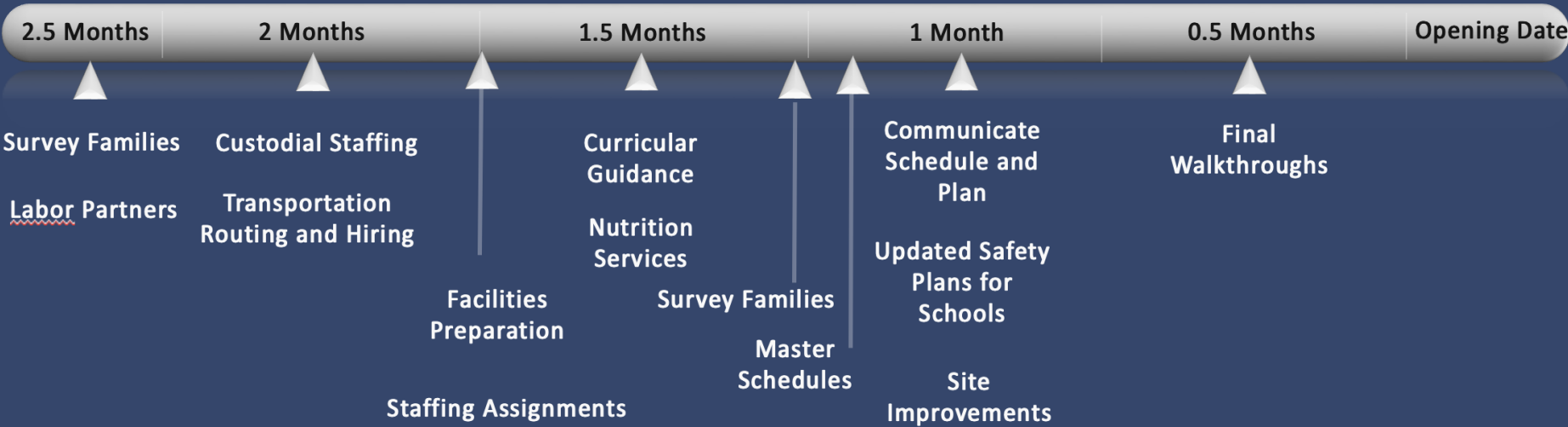


Steps from Decision to Implementation



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Timeline for Operational Requirements



Preparing for Operations



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Operations can only begin preparation after details have been determined about In-person education:

- How many students?
- Which specific students in which specific locations?
- What is the schedule?
- Facilities
 - Hire additional custodial staff
 - Contract for ancillary custodial services
 - Hire laborers
 - Establish cohort spaces, in-building traffic patterns, ingress/egress, and train staff on related procedures
 - Procure and install storage containers at schools
 - Reconfigure classrooms and other spaces: move furniture, install additional plexiglass shields and spot air filters where needed
- Transportation
 - Hire bus drivers
 - Develop routes

Next Steps

- Conversation at the Board Retreat scheduled for December 5, 2020
- Direction from the School Board
- Communication with stakeholders regarding services for the remainder of the 2020-21 school year
- Revise, approve and submit any changes to the Continuous Learning Plan to OSPI
- Continue to focus on successfully implementing remote learning and in-person special education services



Thank you!

Small Cabinet

SmallCabinet@seattleschools.org



**Seattle School District #1
Board Resolution**



Resolution No. 2020/21-4

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington adopting a reopening plan and remote learning model for the 2020-2021 school year.

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

WHEREAS, Superintendent Juneau and Seattle Public Schools staff have continued to monitor the increasing number of COVID-19 cases in our community; have been in close communication with King County Public Health, OSPI, and the Governor's office; have reviewed new research from around the world on school safety experiences; have reviewed updated health guidelines from national and state agencies; and have heard and considered the concerns of educators and families;

WHEREAS, having considered the foregoing information, Superintendent Juneau and Seattle Public Schools staff have concluded that it is not possible to open schools without risking significant transmission of COVID-19 cases among Seattle Public Schools students, families, staff and community;

WHEREAS, Superintendent Juneau has recommended that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the risk of significant transmission of COVID-19 cases has decreased enough to support in-person instruction;

WHEREAS, Seattle Public Schools is focused on centering students furthest from educational justice;¹

WHEREAS, curricular foci in the 2020-2021 school year will include existing Since Time Immemorial Curriculum, Black Studies and additional Ethnic Studies programming;

WHEREAS, Seattle Public Schools recognizes that “[o]ur nation’s students of color and their families find themselves enduring a pandemic that disproportionately impacts their health and safety, mired in an economic crisis that disproportionately affects their financial well-being, and living in a country that too often still struggles to recognize their humanity”;²

WHEREAS, the COVID-19 pandemic, and the ongoing health and safety constraints associated with public school opening and operations, present our country and public education systems with an unprecedented challenge, creating an opportunity to *reimagine* education and *re-center* education on students, *particularly* on students furthest from educational justice;

WHEREAS, Seattle Public Schools aspires to respond to the most difficult education challenge of our time not through fear and status-quo thinking, but with courage and creativity, engaging with families, community and nature in co-designed solutions based in hope and connection, drawing on the strengths of our communities and families;

WHEREAS, Seattle Public Schools has the opportunity to lead the way and demonstrate that real partnerships can quickly evolve to stand up innovative education models in support of students’ social-emotional *and* academic needs, with care and safety, affording parents the ability to keep their employment and family lives stable and, hopefully, thriving;

WHEREAS, during the closure of schools in the spring of 2020, Seattle Public Schools conducted engagement with teams of students, families, community-based organizations, labor partners and school leaders, and from that process emerged common values that should be associated with any prospective adaptive educational model in Seattle Public Schools: an anti-

¹ https://www.seattleschools.org/district/district_quick_facts/strategic_plan

² John B. King, President and CEO of The Education Trust, June 22, 2020 testimony to United States House Committee on Education and Labor, “*Inequities Exposed: How COVID-19 Widened Racial Inequities in Education, Health and the Workforce*” (<https://edtrust.org/press-release/john-b-king-jr-testimony-before-house-committee-on-education-and-labor-concerning-racial-inequity-during-covid-19/>).

racist³ focus prioritizing delivery that is flexible and supports family and community partnerships, while optimizing student safety and well-being;⁴

WHEREAS, today's students inhabit a planet dangerously at risk not just because of COVID-19 and civil unrest, but also because of climate change. They face environmental impacts that disproportionately impact low-income black, indigenous and people of color.⁵ They enter educational environments where, survey results show, parents of color are worried their students will be subject to racism from other students, staff and unjust police actions;⁶

WHEREAS, an education model for the 2020-2021 school year that addresses the health and safety concerns impacting families and educators should be community-delivered and place based,⁷ delivered through some combination of (1) remote/distance learning, (2) community schools, (3) in-person provision of some special education services, (4) innovative school models, and (5) outdoor education;

WHEREAS, a disproportionate number of families of color are concerned about the safety of sending their students back to school given current health and safety concerns, including the impacts of systemic racism, both in Seattle and nationwide;⁸

WHEREAS, remote learning is a new education delivery mechanism in our nation's schools that presents equity concerns,⁹ and access to high-speed internet remains problematic for thousands of SPS students;¹⁰

WHEREAS, COMMUNITY SCHOOLS are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success,¹¹ and a framework for addressing inequities, providing opportunities, and helping students navigate barriers to boost their academic performance and increase their motivation and engagement in learning;¹²

WHEREAS, community schools can provide critical supports our students by serving as a place, a hub and a set of partnerships between the school and community resources in which an integrated focus on academics, health and social services, youth and community development

³ <https://www.theatlantic.com/education/archive/2020/06/how-be-anti-racist-teacher/613138/>

⁴ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20agendas/June%2030/20200630_Agenda_Packet_Updated%2020200630.pdf

⁵ <https://e360.yale.edu/features/unequal-impact-the-deep-links-between-inequality-and-climate-change>

⁶ https://www.aei.org/wp-content/uploads/2020/06/UPDATED-Bailey-COVID-Impact-Survey-PP.final_.pdf

⁷ https://en.wikipedia.org/wiki/Place-based_education

⁸ https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/19-20%20agendas/June%2030/20200630_Agenda_Packet_Updated%2020200630.pdf

⁹ <https://www.edweek.org/ew/articles/2020/03/23/how-effective-is-online-learning-what-the.html?r=1893536019>

¹⁰ <https://www.seattletimes.com/seattle-news/disconnected-in-isolation-how-the-coronavirus-pandemic-shed-light-on-the-digital-divide/>

¹¹ <https://communityschools.futureforlearning.org/>

¹² <http://www.communityschools.org/assets/1/AssetManager/CS%20Equity%20Framework%20-%20Final%20Working%20Draft.pdf>

and community engagement may lead to improved student learning, stronger families and healthier communities;¹³

WHEREAS, schools provide the most equitable access point for youth physical activity and active play;¹⁴

WHEREAS, community-based environmental and outdoor education programs exist locally and nationally, and can help to address dire needs and discrepancies through innovative partnerships and educational investments and policies;

WHEREAS, a study published by the University of California, Berkeley, and supported by the National Science Foundation, found that to “increase the capacity of schools to educate learners in-person while safely following local government-mandated social distancing guidelines, outdoor science and environmental educators can, in partnership with school districts, engage more learners in outdoor learning, thus expanding the space limits of school classrooms;¹⁵

WHEREAS, OUTDOOR LEARNING, or outdoor education, refers to a broad set of activities that include discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and recreational activities in an outdoor setting;¹⁶

WHEREAS, Washington law supports the development of curricula that “links student learning with engagement in seasonal or nonseasonal outdoor-based activities,”¹⁷ and supports the expansion and inclusion of outdoor education and environmental education as a mandatory area of study;¹⁸

WHEREAS, on June 25, 2020, the American Academy of Pediatrics (AAP) stated that it “strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present,” *and* to “utilize outdoor spaces when possible” as a high-priority for all age groups and necessary for activities, since “outdoor transmission of virus is known to be much lower than indoor transmission”,¹⁹

WHEREAS, on July 10, 2020, the AAP issued a follow-up statement, advocating that decisions about reopening schools should be based on “evidence, not politics” and that “[w]e should leave it to health experts to tell us when the time is best to open up school buildings, and listen to educators and administrators to shape how we do it,” while continuing to recognize that “children learn best when physically present in the classroom”²⁰ and the August 4, 2020

¹³ http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx

¹⁴ King County Play Equity Coalition (<https://kcplayequity.org/>)

¹⁵ https://www.lawrencehallofscience.org/sites/default/files/EE_A_Field_at_Risk_Policy_Brief.pdf

¹⁶ <https://naace.org/eepro/research/eeworks/student-outcomes>

¹⁷ RCW 28A.320.173

¹⁸ <https://www.k12.wa.us/student-success/resources-subject-area/environment-sustainability>

¹⁹ <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

²⁰ <https://services.aap.org/en/news-room/news-releases/aap/2020/pediatricians-educators-and-superintendents-urge-a-safe-return-to-school-this-fall/>

guidance from the Washington State Department of Health²¹ states that “outdoor activities are safer than indoor activities” and that schools consider distancing strategies that includes, “Keep students outside more, as weather and space permit”;

WHEREAS, outdoor education is demonstrated to have substantial benefits for student well-being, and a systematic review of published research of regular compulsory school- and curriculum-based outdoor education programs found that they promote students’ social, academic, physical and psychological development;²²

WHEREAS, inclusive education models benefit children with and without disabilities, and accessibility and inclusion champion organizations and Seattle and King County parks can be local resources and partners for developing best practices for inclusive outdoor education; and

WHEREAS, physical activity and play are conduits for community centered healing and learning; the benefits of movement for youth are well-studied and can be deeply healing, promote resiliency and mitigate the effects of trauma; and physical activity can enhance students’ readiness to learn, attention, and behavior, and serve as a protective mechanism against illness and infection.²³

WHEREAS, the Joint Use of Facilities Agreement (JUA) between Seattle Public Schools and the City of Seattle Department of Parks and Recreation (SPR) provides benefits including giving first priority between SPS and SPR in reciprocal scheduling of each other’s facilities, encouraging school principals and community center coordinators to work together, and providing opportunities for joint planning, problem solving and information sharing;

WHEREAS, the JUA’s purpose is to maximize use of Seattle Public Schools and SPR facilities for mutual and offsetting benefit, with the understanding the approximate cost of use of the facilities offset each other’s use and provides our students priority use of Parks facilities, expanding resources and opportunities for participation;

NOW, THEREFORE BE IT RESOLVED, that Board of Directors of Seattle School District No. 1 (the Board) has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction’s June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board has reviewed and hereby adopts Superintendent Juneau’s recommendation that Seattle Public Schools start the 2020-2021 school year remotely, with exceptions for students receiving special education services in alignment with Individualized Education Programs and 504 plans if it is determined on an individual basis that services can be provided safely in-person and services cannot be accessed successfully through remote learning, and has recommended that Seattle Public Schools continue this model until the

²¹ <https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/FallGuidanceK-12.pdf>

²² <https://naaee.org/cepro/resources/ee-guidance-reopening-schools>

²³ King County Play Equity Coalition, COVID-19 Coalition Response (<https://kcplayequity.org/covid19/>)

risk of significant transmission of COVID-19 cases has decreased enough to resume in-person instruction.

BE IT FURTHER RESOLVED that in the implementation of remote learning in the 2020-2021 school year, online instructional spaces should not be limited to geographic school catchment or building enrollment but rather open to reimagination and reconfiguration as determined through direct family and community engagement. With specific foci on students furthest from educational justice Seattle Public Schools should seek to support family and community hubs, whether geographic or virtual. In alignment with the Strategic Plan, Seattle Public Schools shall strive to foster virtual affinity school(s) environments where black, brown and students furthest from educational justice may opt in to learn with peers and educators who share the same identity.

BE IT FURTHER RESOLVED that the Board directs that the reopening plan be posted on the district's website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and both the reopening plan and the decision to start the 2020-2021 year remotely will require monitoring and possible revision. Therefore, the Superintendent will monitor the reopening plan and remote learning model throughout the 2020-2021 year, and the district will revise and update the reopening plan and remote learning model as needed with approval from the Board.

BE IT FURTHER RESOLVED that the Board directs the Superintendent to convene a Task Force comprised of students, family members, educators and other Seattle Public Schools staff, and community members to monitor progress, implementation and efficacy of the reopening plan and remote learning model, and to advise the Board and Superintendent throughout the 2020-2021 school year on possible revisions and continuous improvements. The Board directs the Superintendent to present a Board Action Report creating this Task Force for introduction no later than September 2020.

BE IT FURTHER RESOLVED that the Board directs the formation of a separate Board Task Force, comprised of students, family members, educators (including outdoor education providers), Seattle Public Schools staff, community-based organizations, labor partners, and educational foundations to study with urgency the feasibility of, and make recommendations related to, the implementation of community schools and outdoor education in Seattle Public Schools. The work of the Task Force will be centered in the Seattle Public Schools Strategic Plan and in the principles of being an anti-racist organization, and will specifically focus on the interests of students furthest from educational justice. The Board resolves to prepare for introduction a Board Action Report creating this Task Force.

BE IT FURTHER RESOLVED that the Superintendent is directed to begin a process of collaboration with state and local government agencies to explore development of curricula focused on outdoor-based activities, on applicable health and safety measures, and on the ability of Seattle Public Schools to use public outdoor spaces for educational purposes.²⁴

²⁴ https://www.google.com/maps/d/viewer?mid=1SkhM0-xWQGJfjM-E0LBPX_TvR7uZpAg&ll=47.61497811608162%2C-122.3360884000001&z=11

BE IT FURTHER RESOLVED that Seattle Public Schools will use its best efforts to make all historically Community Alignment Initiative spaces available for full-day childcare, with consideration for expansion as student need warrants and alternative spaces are unavailable.

BE IT FURTHER RESOLVED that Seattle Public Schools will support, with necessary health and safety protocols, beginning of the year pilot programs for blended outdoor and/or community schools or class models, with priority for K-2 and rising years (6th, 9th, and 12th grades), determined in collaboration with community, building leadership and educators.

BE IT FURTHER RESOLVED that the Superintendent is directed to continue to pursue a revised JUA with SPR, subject to Board approval, that will include appropriate clauses related to student and staff safety in shared facilities, is consistent with the Seattle Public Schools Strategic Plan, and provides flexibility and maximized opportunity to expand safe spaces so that Seattle Public Schools students and families can access outdoor education and physical and mental well-being.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

ADOPTED this 12th day of August, 2020

Zachary DeWolf, President

Chandra N. Hampson, Vice President

Leslie Harris, Member-at-Large

Brandon K. Hersey

Eden Mack

Liza Rankin

Lisa Rivera-Smith

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

APPROVED DURING THE AUGUST 12, 2020 BOARD SPECIAL MEETING – SIGNED
COPY TO BE POSTED ONCE SIGNATURES ARE FINALIZED

Washington Schools 2020 Reopening Plan Template

Each school district, charter school, and state-tribal education compact school (“local education agency” or “LEA”) must adopt a reopening plan for the 2020–21 school year through local board resolution. The Office of Superintendent of Public Instruction (OSPI) developed this Washington School 2020 Reopening Plan Template in consultation with the State Board of Education (SBE).

[LEAs must use the 2020 Reopening Plan Template and file their plan with OSPI and the SBE within two weeks of the LEA’s fall starting date by completing the online survey.](#)

The LEA’s reopening plan must be approved by its governing body and posted on the LEA’s publicly available website prior to the opening of school. There are three major sections of the template with attestations or descriptions required for the components of each major section. Please fill out the template completely.

Each LEA should continue to monitor its reopening plan throughout the year and update as needed. We strongly urge you to continue your work engaging your parents, families, students, employees, and community partners while developing your reopening plan.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

2020 SCHOOL REOPENING PLAN:

Seattle Public Schools

Planned school reopening date: September 02, 2020

Planned last day of the 2020–21 school year date: June 15, 2021

Part I - MANDATORY Health Requirements

The local educational agency (LEA) must use the [Department of Health \(DOH\) and Labor and Industries \(L&I\) guidance](#) to create reopening plans aligned to health and safety requirements. All LEAs should maintain consistent communication with their local health authorities as reopening plans evolve.

Please attest (and describe where appropriate) to the health mandates below.

- 1) Our district has identified our primary **local health officer(s)**.

Yes

Please list the name(s) of your primary local health officer(s): Sara Rigel, Jeff Duchin, and Patty Hayes

- 2) Our district has identified a primary **district-level point of contact** for our reopening effort.

Yes

Please list the name and contact information for your primary district-level point of contact: Sherri Kokx, skkokx@seattleschools.org

- 3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of **high-risk employees** and we have clearly communicated with staff their opportunity to identify themselves as high-risk.

Yes

- a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.

Yes

- 4) We have reviewed our **drop-off and pick-up plans** to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.

Yes Health Services will provide guidance to schools on social distancing and guidance on building entry to be applied by School Leaders in developing an operational plan in their Covid-19 plan to be submitted.

- 5) We have a **daily health screening plan** in place for students and staff.

Yes

- a. Please identify which health screening protocol best fits your school district planning.

o Our plan will rely primarily on a screening process conducted at school or on buses.

Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.

6) We have altered our indoor classroom and common spaces and reconfigured our processes to ensure **six feet of physical distance** between all persons in our school facilities as a planning framework.

Yes

a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.

Yes

No

c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.

Yes

d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.

Yes

7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide **meals to students** that ensures six feet of physical distance between all persons as a planning framework.

Yes

8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff.

Yes

9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing **face coverings** consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.

Yes

- a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a facecovering.
 - Yes
 - No
- b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.
 - Yes

10) We have developed busing plans to maximize **physical distancing** on our buses as much as possible on a given bus route.

Yes

- a. We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.

Yes

11) We have developed a **cleaning regimen** in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.

Yes

12) We have clearly established procedures, in coordination with our local health authority, to **report any suspected or known cases of COVID-19**.

Yes

- a. We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.

Yes

Part II – Statutory Education Requirements

13) We have established a school calendar to accommodate **180 instructional days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180-16-200](#).

Yes

┘ No

- a. We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.

Yes

┘ No

- b. Please upload a copy of your school calendar. Attached is a copy of the school calendar approved by the School Board in January 2020. The district is currently in negotiations with our labor partners. If there are any changes to the calendar as a result of the negotiations, an amended calendar will be sent.

14) In order to accommodate the instructional hours requirements, please describe your typical **weekly schedule** for students and professional collaboration. Include any reasonable options to maximize **cohorts** of students to reduce the risk of possible virus transmissions.

- i. For elementary, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly elementary schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, and Library. The schedules also include a combination of dedicated block instruction and flexible small group instruction. In addition, scheduling guidance includes dedicated time for Social Emotional Learning. At the elementary level we have developed a K-3 schedule and a 4-5 schedule that takes developmental stages into consideration. In order to promote family engagement, K-5 schedules include time to connect with families to monitor social, emotional, and academic growth. The expectation is for our educators to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.
- ii. For middle school, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly middle school schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, Career and Technical Education, World Languages, and Library. The schedules also include a combination of live instruction, offline work, and office hours so that educators have opportunities to engage students individually and in small groups, as well as in whole classes. In addition, the schedule has time for advisory, office hours, and other activities on Wednesdays so that students have time for academic supports, social and emotional learning, and high school and beyond planning. The expectation is for our educators to have time to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.

- iii. For high school, please describe: Seattle Public Schools has developed student schedules to support a generally remote model. The typical weekly high school schedule includes both live instruction and independent learning opportunities. The schedules support high quality, standards aligned instruction including ELA, Math, Social Studies, Science, Music, Art, Physical Education, Career and Technical Education, World Languages, and Library.
- The schedules also include a combination of live instruction, offline work, and office hours so that educators have opportunities to engage students individually and in small groups, as well as in whole classes. In addition, the schedule has time for advisory, office hours, and other activities on Wednesdays so that students have time for academic supports, social and emotional learning, and high school and beyond planning. The expectation is for our educators to have time to collaborate with Special Education Educators and English Learner Educators. It is also the expectation that the components of SEL instruction be embedded inside of each instructional opportunity.

15) We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.

Yes

- a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school.

Yes

16) We have identified **learning standards** across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

Yes

No

17) We have determined our 2020–21 **grading policies**.

Yes

No

- a. If yes: We have reviewed our grading practices, learned from decision-making this spring, and established the following grading system:

- a. For elementary, please describe: SPS plans to utilize grade level student progress reports that include traditional standards marking using power standards with robust comments. Marking the standard and providing comments will allow families to better understand their student’s progress toward the grade-level standard.

- b. For middle school, please describe: A-D or Incomplete are the proposed grading options. This model allows teachers to communicate student progress towards standards while supporting all students, especially students of color furthest from educational justice, to graduate on-time and career and college ready during the modified school re-opening.
- c. For high school, please describe: A-C or Incomplete are the proposed grading options. This model allows teachers to communicate student progress towards standards while supporting all students, especially students of color furthest from educational justice, to graduate on-time and career and college ready during the modified school re-opening.

Part III – Additional Expectations

18) Our district has a specific plan to support students who received **“incompletes”** in the spring of 2020.

- Yes
- No

- a. If yes: Please briefly describe that plan: SPS developed detailed grading guidelines in the spring for how to support students who receive “Incompletes” for any of their second semester courses. First, these guidelines stipulated that before entering a final “Incomplete” grade for a student, the teacher would need to develop and share with the student and their family a specific individual learning plan to help the student receive an “A” instead of an “Incomplete.” The guidelines also included a list of options for teachers to consider in developing these plans for students to address “Incompletes,” including summer school, competency-based courses, or online courses. Educators and relevant building teams were also asked to work with the student and family to help implement a student’s individual learning plan to help the student receive an “A” instead of an “Incomplete.” These plans needed to articulate what the adults (teacher, principal, district) must do and when, as well as what the student must do. For students with IEPs and 504 Plans, case managers and 504 coordinators were asked to coordinate efforts to help students complete their plans to address “Incompletes.”

19) Our district developed summer learning and services opportunities for **students who needed additional support** to be ready for success this fall.

- Yes
- No

- a. If yes: What percentage of your students did you provide services to? 30%
- b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports: Families that were registered by their building for the Tier 2 services were contacted by a learning coach to ensure that they had a device and could connect to the internet. If families reported a need for a device or connectivity, our team worked to get them what they needed so they could fully participate in this virtual program. Additional staffing (lower staff to student ratios) and small group and 1:1 check-ins were provided for the students getting Tier 2 services.
- c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: We worked directly with school staff to identify students for small group and individual experiences. Where possible, paired them with adults they knew. We are also partnering for the month of August with School-based Health Care providers to utilize their school-based clinics. Our focus for service was African American students as well as those furthest from educational justice. Additional outreach and services, including devices and hotspots were provided to African American boys and teens as part of our summer learning program.

20) We have a plan to perform a **universal screening** of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.

- Yes
- No

- a. If no: Please briefly describe the efforts you are engaging in with respect to screening students when they return to school in the fall:

21. Our district has developed a **family and community engagement** process that includes strategies to reach non-English speaking families to inform our reopening plan.

- Yes

- a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort: An initial brainstorm session was co-hosted by the SPS Department of English Learners, Department of Community Partnerships, and Department of Public Affairs & Communications to improve outreach to ELL families. Approximately 35 organizations were invited to attend. The participants included: Denise Louie Education Center; Seattle Housing Authority; Families of Color; Team Read; REWA; El Centro de la Raza; Consejo; East African Community Services; Somali Family Safety Task Force; Kandelina; and One America. In addition, the English Learners Department

consulted with the Migrant Parent Advisory Committee to discuss engagement strategies for Migrant students.

The Public Affairs Division, including Communications, are in the process of implementing a two-way communication tool which includes human translation for text messaging to reach families, in addition to our current use of School Messenger (one-way). Family communications are sent in top five home languages, and include email, robocall, text message, and audio recording. Home language webpages with resources for families have been created, and instructional videos in home language have been and will be created to demonstrate how to use SPS technology tools, how to plan a school day schedule, health tips, and other operational guidance. A workflow to disseminate talking points and timely information to CBOs is in development, so partners with relationships with families will have access to the information families receive.

22) Our district has invested in additional accessible **technology, hardware, or connectivity** for students and educators as we have prepared for fall reopening.

Yes
 No

- a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.
- 0 – 30%
 - 31 – 40%
 - 41 – 50%
 - 51 – 60%
 - 61 – 70%
 - 71 – 80%
 - 81 – 90%
 - 91 – 100%
- b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely: We entered the pandemic in the middle of phasing in 1:1 devices at our high schools. During the 19-20 school year, we accelerated and deployed devices to all high school students requesting a device, and we expanded this to also include middle school students. In particular, we focused outreach (devices, hotspots, internet connectivity) to our students furthest from educational justice, black male students and students experiencing homelessness. For school year 20-21 we will have in place a 1:1 device program for all students. A Bring Your Own Device option will also be available for

students. District devices are on order and due to be received in August. We will operate “tech events” the two weeks prior to school, again focusing on students furthest from educational justice, black male students and students experiencing homelessness. These events will focus on making sure students have their tech needs met to start the school year. In addition, we will be asking all schools to have a “tech check” to make sure all students are participating in online learning. “Pop up” resource centers will be staffed the first few weeks of school for those families and students wanting to come in person and ask technology questions. Staff and students will have access to help lines for tech support as well.

23) Our district has provided **professional learning** for our educators to prepare them for effective instruction during the 2020–21 school year.

Yes

No

a. If yes: Please briefly describe the professional learning provided or facilitated by the district: Seattle Public Schools has provided professional learning to educators on how to teach in a remote setting since the beginning of school closure in March 2020. Over 1,400 educators participated in Schoology training; over 400 educators participated in training on how to record videos for student use in remote learning; over 300 educators took the culturally responsive online training; over 200 educators took a course on using assistive technology; and nearly 200 educators took a course on student emails and digital citizenship. Seattle Public Schools’ Digital Learning Team developed and taught these courses. All courses are housed in Schoology and available for educators on demand. The District has planned professional development for educators prior to the start of school. The topics include: racial equity, culturally responsive teaching, remote instruction, and professional development on technology platforms. We will continue to develop additional courses in the coming year.

b. If no: Please briefly describe the professional learning the district will provide or facilitate prepare staff for effective instruction during the 2020–21 school year.

24) Our district has selected a primary **learning management system** for consistent use with students across the district during the 2020–21 school year.

Yes

No

a. If yes: Please select or write-in the primary learning management system the district is using with students:

- i. Google Classroom
- Microsoft Teams
- Schoology
- ii. Canvas
- iii. Seesaw
- iv. Moodle
- v. Other (write-in):



Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic

Updated October 16, 2020; DOH 821-120

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

School Board Office
boardoffice@seattleschools.org

This framework can assist local health officers and school administrators in deciding whether to resume in-person instruction for public and private K-12 schools during the COVID-19 pandemic.

Decision Tree for Provision of In Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic

Summary of October 16 changes:

- Under **COVID-19 Activity Level**, DOH clarified and made consistent across all three activity levels that health and education leaders should look at the trends in COVID-19 cases and hospitalizations and test positivity should ideally be lower than 5%.
- Under **Education Modality**, DOH clarified that in communities with Moderate COVID-19 Activity we recommend careful phasing in in-person learning, starting with elementary. Then, over time, if schools can demonstrate the ability to limit transmission in the school environment, schools should add in-person learning for middle and high school.
- Under **Extracurricular**, DOH created flexibility for schools and districts to cautiously phase in extra-curricular activities as they phase in in-person learning to create more parity between school-related and community related activities based on disease activity level. DOH continues to prioritize educational opportunities over extracurricular or other activities in the surrounding community.

Introduction

This framework can assist local health officers and school administrators in deciding whether to resume in-person instruction for public and private K-12 schools during the COVID-19 pandemic. This tool is added to the Department of Health's (DOHs) [K-12 Fall Health and Safety Guidance](#). Both will be updated as the COVID-19 pandemic evolves and additional scientific information is available.

School administrators face challenging decisions about how to operate their schools during a pandemic, and should consult with their local health officer, local elected leaders, teachers, school staff, families, and other stakeholders to weigh the risks and benefits of various locations and modes of education based on local COVID-19 activity. In particular, health officers and school administrators should engage staff and families of students at risk for severe COVID-19. In addition, they should engage the families of students with disabilities, English language learners, students living in poverty, students of color and young students to determine how to best meet the health and education needs of these students and the community.

While DOH encourages local health officers and school administrators to work together to choose the best setting(s) for their students, school administrators are ultimately responsible to establish appropriate education services. The local health officer should advise the school administrator and the school community on the level of COVID-19 activity, the community's access to testing, and the health department's capacity to respond to cases or outbreaks in schools with time investigations and contact tracing.

Local health officers are responsible for controlling the spread of communicable disease like COVID-19 in the community. County-level COVID-19 activity is measured by the number of cases per 100,000 people over a 14-day period, along with other key health indicators such as the percentage of positive tests and trends in cases or hospitalizations. The local health officer should inform the school administrator of significant changes in indicators. You can also find county and statewide indicators on [Washington's Risk Assessment Dashboard](#) (cases per 100K over 14 days and percentage of positive tests) and [Department](#)

of Health’s [COVID-19 Dashboard](#) (epidemiologic curves for cases and hospitalizations). The local health jurisdiction may further disaggregate these indicators, or use other data to guide recommendations for in-person learning.

If a local health officer determines that the opening of a school or the continuation of in-person learning poses an imminent public health threat to the community, they have the legal power and duty to direct or order an interruption of in-person learning ([WAC 246-110-020](#)). School administrators must cooperate with investigations, directives, and orders made by the local health officer ([WAC 246-101-420](#)).

Background

To help develop this guidance, DOH reviewed the experiences of countries that resumed some degree of in-person instruction this year. These countries generally had low and decreasing community rates of COVID-19 cases. Table 1 shows that the incidence rates in several countries that resumed in-person instruction were below 35 cases per 1,000,000 population, per day. As of July 23, 2020, Washington State had an incidence rate almost three times higher at 92 cases per 1,000,000 population, per day. In addition, the rate of COVID-19 in Washington slightly increased during the prior 20 days, whereas the trend in the rate of COVID-19 decreased in most other countries in the 20 days before reopening schools.

Table 1: School Re-Openings: Country Comparisons on Key Metrics Compared to Current U.S. Data

	Date of Reopening	Daily Cases (7-day average)	Daily Cases Per Million Population	Test Positive Rate (%) (7-day average)	Estimated Cases Per 100,000 Population Per 14 days
United States	—	65,750.4	198.6	8.3	278.0
Washington	—	711	92.9	5.6	130.1
Belgium	5/18/2020	291.3	25.1	2.1	35.1
Denmark	4/15/2020	205.7	35.5	6.2	49.7
France	5/11/2020	1,110.9	17.0	1.1	23.8
Germany	5/4/2020	1,140.3	13.6	2.4	19.0
Greece	6/1/2020	5.6	0.5	0.1	0.7
Israel	5/3/2020	126.7	14.6	1.4	20.4
Japan	4/24/2020	439	3.5	8.7	4.9
South Korea	6/8/2020	44.4	0.9	0.3	1.3
New Zealand	5/14/2020	1.1	0.2	0	0.3
Norway	4/20/2020	93.3	17.2	3.8	24.1
Switzerland	5/11/2020	57.1	6.6	1.3	9.2
Taiwan	2/25/2020	1.1	0.0	0.2	0
Vietnam	5/18/2020	4.6	0.0	0	0

This table was adapted from the Kaiser Family Foundation “What Do We Know About Children and Coronavirus Transmission?” website accessed on August 2, 2020 at: <https://www.kff.org/coronavirus-covid-19/issue-brief/what-do-we-know-about-children-and-coronavirus-transmission/>

NOTES: U.S. estimates calculated based on most recent data. France positivity rate from May 24. Vietnam positivity rate from April 29. Data represent 7-day average, as of re-opening date (unless other date noted).

SOURCES: COVID-19 data from: Department of Health [COVID-19 Data Dashboard](#) retrieved August for data

In addition to having lower and decreasing community rates of disease, these countries took a very cautious approach to resuming in-person instruction. Most countries first resumed in-person instruction for a portion of their students, and many implemented health and safety measures like physical distancing, frequent hand washing, use of face coverings, and frequent environmental cleaning to reduce the spread of COVID-19 in the schools.¹

There is limited data on the health impacts of resuming in-person learning when community incidence rates are as high as the current rates in the United States. With limited data, states are taking a wide range of approaches. The Oregon Health Authority recommends in-person instruction for K-3 students if rates are less than 60 cases per 100,000 over a 14-day period, and test positivity is <5%². The Minnesota Department of Health uses a staggered approach for K-12 students beginning at 100 cases per 100,000 population over 14 days, using local epidemiological information and the health and safety provisions of the school, to move from in-person elementary and hybrid secondary, through hybrid elementary and distance-learning for secondary, to fully distance-learning at 500 cases per 100,000. Once school has opened, they tailor the learning model based on the presence of cases in the school community³.

The decision to resume in-person learning is complex and requires weighing both the risks and benefits. When choosing thresholds to resume in-person learning, DOH considered both the health risks of COVID-19 to students, school staff, and the surrounding community; as well as the benefits of in-person school to children and their families.

Health risks of COVID-19 to students, school staff, and the community

The risk of COVID-19 entering schools depends on the level of COVID-19 spread in the community. At this time, any degree of in-person instruction presents some risk of infection to students and staff. It is hard to predict the number of infections that might occur under different in-person models and levels of transmission in the community.

The full spectrum of illness due to COVID-19 is not fully understood. While children generally have mild COVID-19 disease, serious infections have occurred⁴. Teachers and school staff are at risk for more serious disease, especially older adults and those with [certain underlying health conditions](#). Students and staff that acquire COVID-19 at school can transmit to others in the school setting as well as to their households and the community. DOH recommends comprehensive and strict [health and safety measures \(PDF\)](#) to minimize the risk of transmission within schools.

¹ Summary of School Re-Opening Models and Implementation Approaches During the COVID 19 Pandemic. July 6, 2020. Available at: <https://globalhealth.washington.edu/sites/default/files/COVID-19%20Schools%20Summary%20%28updated%29.pdf>

² Ready schools, safe learners: Guidance for school year. Version 3.0.1 July 29, 2020. Available at: https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf?utm_medium=email&utm_source=govdelivery

³ Safe Learning Plan for 2020-2021: A Localized Data-Driven Approach. Accessed August 1, 2020 at: https://mn.gov/covid19/assets/safe-learning-plan_tcm1148-442202.pdf

⁴ Götzinger F, Santiago-García B, Noguera-Julián A, et al. COVID-19 in children and adolescents in Europe: a multinational, multicentre cohort study. *Lancet Child Adolesc Health* 2020. Available at: <https://www.thelancet.com/action/showPdf?pii=S2352-4642%2820%2930177-2>.

Benefits of school for children

In-person learning has a broad range of benefits for our children. In addition to educational instruction, schools support the development of social and emotional skills; create a safe environment for learning; address nutritional, behavioral health and other special needs; and facilitate physical activity⁵. The absence of in-person learning may be particularly harmful for children living in poverty, children of color, English language learners, children with diagnosed disabilities, and young children, and can further widen inequities in our society⁶.

The decision tree on the following page can assist local health officials and school administrators in determining the degree of in-person learning that is advisable in their school. It can also help ensure the school is able to implement comprehensive health and safety measures, and respond swiftly if a person with confirmed COVID-19 is identified in the school environment. DOH favors a cautious, phased-in approach to resuming in-person instruction that starts with staff, small groups of our youngest learners, and students who are unable to learn or receive critical services asynchronously. Over time, schools can add additional students to in-person models. In-person learning should be prioritized for elementary school students because they may be less likely to spread COVID-19 than older children⁷, have more difficulty learning asynchronously, and may otherwise need to be in a childcare setting if their parent(s) work. While important to a child's growth and development, DOH prioritizes educational opportunities over extra-curricular activities in schools or other activities in the surrounding community.

More COVID-19 Information and Resources

Stay up-to-date on the [current COVID-19 situation in Washington](#), [Governor Inslee's proclamations](#), [symptoms](#), [how it spreads](#), and [how and when people should get tested](#). See our [Frequently Asked Questions](#) for more information.

A person's race/ethnicity or nationality does not, itself, put them at greater risk of COVID-19. However, data are revealing that communities of color are being disproportionately impacted by COVID-19- this is due to the effects of racism, and in particular, structural racism, that leaves some groups with fewer opportunities to protect themselves and their communities. [Stigma will not help to fight the illness](#). Share accurate information with others to keep rumors and misinformation from spreading.

- [WA State Department of Health 2019 Novel Coronavirus Outbreak \(COVID-19\)](#)
- [WA State Coronavirus Response \(COVID-19\)](#)
- [Find Your Local Health Department or District](#)
- [CDC Coronavirus \(COVID-19\)](#)
- [Stigma Reduction Resources](#)

Have more questions about COVID-19? Call our hotline: **1-800-525-0127**, Monday – Friday, 6 a.m. to 10 p.m., Weekends: 8 a.m. to 6 p.m. For interpretative services, **press #** when they answer and **say your language**. For questions about your own health, COVID-19 testing, or testing results, please contact a health care provider.

To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 ([Washington Relay](#)) or email civil.rights@doh.wa.gov.

⁵ CDC. The Importance of Reopening America's Schools this Fall. Accessed August 1, 2020 at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

⁶ Levinson M, Phil D, Cevik M, Lipsitch M. Reopening Primary Schools during the Pandemic. *New Eng J Med* 2020.

⁷ Park YJ, Choe YJ, Park O, Park SY, Kim YM, Kim J, et al. Contact tracing during coronavirus disease outbreak, South Korea, 2020. *Emerg Infect Dis* 2020. Available at: <https://doi.org/10.3201/eid2610.201315>

Decision Tree for Provision of in Person Learning among Public and Private K-12 Students during COVID-19

Should your community provide in person learning and for whom? For School Administrators, Local Health Officers, and Community Stakeholders

The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.

COVID-19 Activity Level	Education Modality*	Extracurricular**
HIGH >75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Trend in cases or hospitalizations Test positivity, ideally <5% Other health and education risks and benefits to children and their families 	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing most in person extra-curricular activities, including sports, performances, clubs, events, etc. with the option to allow extracurricular activities in small groups of 6 or fewer students.
MODERATE 25–75 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Trend in cases or hospitalizations Test positivity, ideally <5% Other health and education risks and benefits to children and their families 	Recommend careful phasing in of in-person learning, starting with elementary students. Over time, if schools can demonstrate the ability to limit transmission in the school environment, add in-person learning for middle and high school students.	Consider cautious phasing in of low then moderate risk in person extra-curricular activities. Activities that can be done online, should continue in that format.
LOW <25 cases/100K/14 days Other considerations: <ul style="list-style-type: none"> Trend in cases or hospitalizations Test positivity, ideally <5% 	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school. Over time, if physical space allows, add full-time in-person learning for middle and high school.	Consider low, moderate, or high risk in-person extra-curricular activities.

When any in-person



Can the school(s) implement recommended COVID-19 health and safety measures? School Administrators and Staff

The risk of COVID-19 spreading in schools depends on the ability of the school to implement [DOH's K-12 health and safety measures](#), and LNI employer safety requirements

Does the school have the plans, staff, space, and supplies to do the following?

✓	Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning
✓	Transport or facilitate drop-off and pick-up of students
✓	Group students (required in elementary, recommended for middle and high school)
✓	Practice physical distancing of ≥6 feet among students and staff.
✓	Promote frequent hand washing or sanitizing
✓	Promote and ensure face covering use among students and staff
✓	Increase cleaning and disinfection
✓	Improve ventilation
<i>Are all staff trained on health and safety practices?</i>	

When all YES



Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19? Schools and Local Public Health

COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.


✓	Can <u>the school</u> ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
✓	Is <u>the school</u> prepared to manage students and/or staff who get sick onsite?
✓	Does <u>the school</u> have letters drafted to inform families and staff about confirmed cases or outbreaks?
✓	Is there adequate access to testing in the community <u>health</u> system for ill students and staff?
✓	Is there capacity in your <u>local health department</u> to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
✓	Can <u>local public health</u> monitor the level of community spread to determine when a change in education modality is needed?

When all YES



Begin Learning Model and Monitor

*Staff may work in school at any COVID-19 activity level if the school follows DOH and LNI health and safety guidance
 **Where possible do extracurricular activities outdoors, wear face coverings, and maintain physical distance of 6 feet.

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>ANNUAL GOALS & OBJECTIVES</p>	<p>Policy No. 1810 June 1, 2011 Page 1 of 1</p>
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Each year the Board will formulate goals and objectives. The goals and objectives may include but are not limited to the Board functions of vision, structure, accountability and advocacy.

At the conclusion of the school year the Board shall reflect on the degree to which the goals and objectives have been accomplished by conducting a Board self-evaluation and engaging in Board development activities where needed.

Adopted: June 2011

Revised:


Cross Reference: Policy Nos. 1005; 1820; 1822

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>EVALUATION OF THE BOARD</p>	<p>Policy No. 1820 June 1, 2011 Page 1 of 1</p>
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At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board's self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

Adopted: June 2011

Revised:

Cross Reference: Policy Nos. 1005; 1810; 1822

Related Superintendent Procedure:

Previous Policies:

Legal References:

Management Resources:

Seattle Public Schools Board Performance Self-Evaluation

Board Policy No. 1820 – Evaluation of the Board, states in its entirety:

“At the conclusion of each school year, the Board shall evaluate its own performance in terms of generally accepted principles of successful Board operations and in relation to its annual goals and objectives. The Board’s self-evaluation shall address performance in the key functions of school Boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.”

On March 11, 2020, the Board unanimously approved four categories to focus our goals on:

- ✓ Alignment with Strategic Plan
- ✓ Community Engagement
- ✓ Continuous Improvement (Operational)
- ✓ Board-Staff Relations

Goal 1: Alignment with Strategic Plan

The Board recognizes that all board and/or district initiatives, actions and projects should be done with a focus on our Strategic Plan: Seattle Excellence, which centers on having a Pro-Black agenda and modeling anti-racism, both of which require a commitment to applicable education and training.

To achieve this goal, our board members attended conferences and trainings focused on racial equity and inclusion, including but not limited to trainings on Since Time Immemorial and those offered by the Coalition of Schools Educating Boys of Color (COSEBOC). Additional trainings remain to be scheduled, as, due to a larger than normal number of institutions requesting anti-racism trainings this year, we were unable to book all the ones we had hoped to. Such trainings will be in modeling anti-racism via policy making and on the SPS Ethnic Studies Framework being developed by the Equity, Partnership and Engagement department.

The board also read “We Dare Say Love” [Nasir, N. S., Givens, J. R., Chatmon, C. P. (2019) *We Dare Say Love*. New York: Teachers College Press], and “You Failed Us: Students of Color Talk Seattle Schools,” [Savage, A. (2019) *You Failed Us: Students of Color Talk Seattle Schools*. Self-Published: Lulu Press] sharing our reflections and learnings at the June 6, 2020 Board Retreat, as well as at the November 12, 2020 Board Self-Evaluation and 2021 Board Goals Work Session.

Directors connected their learnings and reflections from the trainings and books to the work of the district and role of the Board. In some of our most honest and candid moments, the board held conversations around our individual journeys in anti-racism, and in developing our duty to the fight for racial justice and equity. Through these conversations, Directors coalesced around our commitment to eliminating institutionalized racism and classism in our school district and ensuring that every child in our care receives access to a quality education that recognizes, reflects and celebrates their identities.

Individually, each director also developed personal qualitative and quantitative goals that would contribute to our personal growth in the work of the Strategic Plan. Examples of these goals included:

- Deepening understanding of equity via anti-racist books and webinars (Director Harris)
- Attending the Northwest Teaching for Social Justice Conference (Director Rivera-Smith)
- Attending a Paul Gorski Equity Literacy institute Teach-in (Director DeWolf)
- Revisiting learnings from the National School Boards Association Equity Symposium, with a commitment to seeking out BIPOC education leader perspectives (Director Mack)
- Prioritizing families, particularly Black families, furthest from educational justice in utilization of time spent responding and advocating for constituents (Director Hampson)
- Attending and participating in COSEBOC webinars and online events (Director Rankin)

Board members reported on the progress of these goals at the November 12, 2020 Board Self-Evaluation and 2021 Board Goals Work Session, with plans to discuss further at the December Board Retreat.

The overarching achievement in this category will be our board's vote on an Anti-Racism policy (BP 0040), which will charge the Superintendent with developing an accompanying procedure that commits Seattle Public Schools to becoming an Anti-Racist organization and – consistent with Policy 0030: Ensuring Educational and Racial Equity – prioritizes the cultural and systemic changes necessary to eliminate racism in Seattle Public Schools. The board held an intensive anti-racism work session on August 19, 2020, facilitated by Erin Jones, Independent Education and Systems Consultant, to help the board plan for Policy 0040. She supported them in prioritization of policies that will strengthen the new policy. In addition, the board collaborated with Seattle Council PTSA to increase engagement opportunities for multiple communities of color on the development of the policy. The draft policy is currently on track to come before the full Board in December.

This goal is near completion, but the Board will continue pursuing anti-racist trainings and educational opportunities, whether identified as a Board Goal or not.

Goal 2: Community Engagement

This goal committed the board to developing a system/practice to collect and analyze incoming community communications with the Board, tracking unique interactions, relationships and how those each align with the Strategic Plan.

At the time of this narrative's drafting, Board President Zachary DeWolf was creating a template that directors can use post-engagement, to describe and document communications with community representatives, topics that were discussed, any action items to be followed up on. The expectation is that his tool will allow the Board to aggregate and summarize the topics and demographics of those who we are communicating with and provide a data baseline to inform future conversations. President DeWolf will present the template at the December 9, 2020 Executive Committee meeting.

Additionally, Directors committed to and held a meeting to engage with dual and multilingual families. This meeting was held on April 1, 2020, in a Board Special Meeting: Oversight Work Session on English Learners (notably, our first-ever remotely held work session).

The meeting included a presentation by SPS Director of English Learners, Michelle Ota. While developing a deeper understanding of our English Learners populations, we learned that SPS has approximately

6,500 EL students, or about 12% of our student enrollment; more than 150 languages are spoken in the district; and the top five languages of which are Spanish, Somali, Chinese, Vietnamese, and Amharic.

This goal is on-track to be completed by end of year, but the Board that will continue to prioritize engagement with our BIPOC and Furthest From Educational Justice communities.

Goal 3: Continuous Improvement (Operational)

The board acknowledges that progress in creating an anti-racist organization can only be accomplished by attending to the continuous improvement of our systems and structures. Goal #3 sought to focus on three operational goals:

- 1) The Executive Committee was tasked with reviewing all committee work plans to ensure alignment with strategic plan and calendaring. This was completed.
- 2) Each Committee Chair, in collaboration with their committee's Board Directors and appropriate staff, participated in one Racial Equity analysis toolkit completion for a Board Action Report. This was completed.
- 3) The Board reviewed, considered changes and revised as needed the Board Action Report, meeting format, retreat, work sessions, committee and other process function reviews to ensure maximum alignment to strategic plan. The Board also developed criteria for work sessions. This was completed.

Goal 4: Board-Staff Relations

Similar to the 2019 *Board Collaboration & Governance* goal, this year's board agreed that the work on that area needed to continue, and created the 2020 goal of **Board-Staff Relations**, which focused on creating an opportunity for board and staff socialization, and on continuing work on Board Policy 1620 and the accompanying Board Procedure 1620. This work had gone uncompleted last year

At its June committee meeting, the Executive Committee designated Director Lisa Rivera-Smith to be the lead in developing and proposing recommendations for an update of Board Policy 1620 and Board Procedure 1620. Director Rivera-Smith utilized the notes, documents and drafts compiled in 2019 by then-Director Rick Burke.

While Director Rivera-Smith held meetings and had several conversations with Superintendent Juneau, work on this policy was delayed as our collective attentions were focused on the immediate COVID-related impacts on our school district this summer and early fall. However, Director Rivera-Smith will continue to engage with fellow board directors and the Superintendent to review, and if needed, bring revisions to Board Policy 1620 and Board Procedure 1620 before the Board for a vote.

Also delayed due to COVID, the Board has yet to initiate a Board/SPS staff social event (sports, talent show, etc.), but will prioritize this when safe to do in-person.

This goal has not been completed but will be discussed at the November 12 Board Self-Evaluation and 2021 Board Goals Work Session.

Board Committees for 2021



Audit & Finance Committee

Board Members: 1 chair, 2 other members

Executive Committee

Board Members: President
Vice President
Member-at-Large

Operations Committee

Board Members: 1 chair, 2 other members

Curriculum & Instruction Policy Committee

Board Members: 1 chair, 2 other members

Liaisons:

- **Building Excellence (BEX) and Buildings, Technology and Academics (BTA) Capital Programs Oversight Committee:** Two School Board Directors serve as members of the Committee.
- **Capacity, Enrollment and Facility Master Planning (CEAFMP) Advisory Committee:** Serve as the Board's designee to collaborate with the Superintendent's designee on membership selection and committee processes.
- **Capital Change Orders Review:** Meets with Capital staff to review construction change orders and design modifications each month.
- **City/FEPP/DEEL:** Serve as the Board's representative on the Families, Education, Preschool, and Promise Levy Oversight Committee and serve as the primary Board point of contact for other interactions with City government including the Department of Education and Early Learning.
- **Head Start Program:** Serve as the Board point of contact for the Head Start early learning program.
- **Outdoor and Community Education Task Force (pending Board approval of Task Force)**
- **State, Federal & WSSDA liaison (two-year appointment):** Serve as the primary Board point of contact for policy work at the state and federal level. Per Board Policy 1220, the legislative representative serves as the Board's liaison with the Washington State School Directors' Association Legislative Assembly. The legislative representative shall attend Washington State School Directors' Association Assemblies, conveying local views and concerns to that body and participating in the formulation of state legislative programs. The legislative representative shall monitor proposed school legislation and inform the Board of the issues.
- **Scholarship Committee:** Serve on this committee of current or former Board members and community members that raise funds and allocate scholarships to graduating seniors at the end of each year
- **2020-21 Superintendent Remote Learning Task Force:** Serve as the Board's liaison to the task force.
- **Tribal Nations:** The Tribal Nations Liaison is tasked with working with our regional Tribal Nations and all of Washington's federally recognized tribes in developing mutually beneficial relationships in the spirit of collaboration and consultation for the advancement of both our Native students and all of our students in Seattle Public Schools.