Board Special Meeting

School Board Retreat
March 6, 2021 8:30 am – 1:30 pm
Meeting to be held remotely
By Microsoft Teams
By Teleconference: +1 206-800-4125 (Conference ID: 517 063 170#)

Agenda

8:30 am. – *8:40 a.m.	**Welcome and Meditation**
*8:40 a.m. – 10:40 a.m.	**Discussion of Board Priorities** *AJ Crabill, Council of Great City Schools*
*10:40 a.m. – 10:50 a.m.	**Break** (10 minutes)
*10:50 a.m. – 12:20 p.m.	**Staff Presentation and Discussion:** Design for In-Person School Planning for 2021-22 and Beyond
*12:20 p.m. – 12:30 p.m.	**Break** (10 Minutes)

*12:30 p.m. – 1:20 p.m.　　**Board and Staff Discussion:** Family and Community Engagement
- **Breakout Room 1:**
  - By Microsoft Teams
  - By Teleconference: 206-800-4125 (Conference ID: 149 277 854#)
- **Breakout Room 2:**
  - By Microsoft Teams
  - By Teleconference: 206-800-4125 (Conference ID: 292 390 871#)
- **Breakout Room 3:**
  - By Microsoft Teams
  - By Teleconference: 206-800-4125 (Conference ID: 454 433 016#)

1:20 p.m. – 1:30 p.m.	**Timeline and Next Steps**
*1:30 p.m.	**Adjourn**

*Times indicated are approximate

<mark>**Agenda updated 3/5/21 – Tracked Changes Comparison to Prior Agenda Posting Follows**</mark>

Start times for each topic are estimated. This meeting will be held remotely without an in-person location per the Governor's proclamation allowing public agencies to conduct meetings subject to the Open Public Meetings Act remotely 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.

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*8:40 a.m. – 10:~~10~~40 a.m.   ~~Staff Presentation~~**Discussion of Board Priorities**
AJ Crabill, Council of Great City Schools

*10:~~10~~40 a.m. – 10:~~20~~50 a.m.   **Break** (10 minutes)

*10:~~20~~50 a.m. – ~~11:50 a~~12:20 p.m.   ~~Board and~~ **Staff Presentation and Discussion:** Design for In-Person School Planning for 2021-22 and Beyond

*~~11:50~~*12:20 p.m. – 12:~~00~~30 p.m.   **Break** (10 Minutes)

*12:~~00 p.m. – 1:~~30 p.m. – 1:20 p.m.   **Board and Staff Discussion**~~, continued~~: Family and Community Engagement

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School Board Office

Student Outcomes Focused Governance Framework
for March 6, 2021 Board Retreat

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

Julia Warth, Director of Board Relations and Strategic Initiatives
jcwarth@seattleschools.org

Overview

Student outcomes don't change until adult behaviors change. Or said differently when placed in the context of governing, patterns of behavior that are exhibited in the boardroom can reasonably be expected to be found paralleled in the classroom. This concept, which offers a summation of the current literature on board behaviors and their relationship to improving student outcomes, is as simple as it can be confounding. The intention of the Council of the Great City Schools' (CGCS) Student Outcomes Focused Governance framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes.

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes: Vision & Goals, Values & Guardrails, Monitoring & Accountability, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

How To Use

This document is best used by the full board and superintendent with guidance from a facilitator specifically trained in its application. After receiving an orientation to the framework, each individual board member and the superintendent should fill out the Board Quarterly Self Evaluation. Using the self evaluation instrument will reveal a score between 0 and 100, where a 0 indicates that the Board is not at all focused (yet) on its goals for student outcomes and a 100 which indicates that the Board has mastered the behavior of focusing on its goals for student outcomes. Then the facilitator should lead the board through a process of collectively completing the self evaluation for the first time. This will create the Board's starting point data which, in addition to providing a measurable score, provides the board with clarity about its strengths and weaknesses relative to being focused on improving student outcomes.

Once a baseline has been set, the board should schedule time during a public meeting every three months to complete the self-evaluation again as a means of monitoring the board's progress over time. Ideally each quarter the board's focus on improving student outcomes meaningfully increases -- a process tracked for the first two years using the Board Continuous Improvement Evaluation.

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt goals that are student outcomes focused.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (10)**	**Meeting Student Outcomes Focus (25)**	**Mastering Student Outcomes Focus (35)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted **goals**.	The Board has adopted, in collaboration with the Superintendent, goals.	The Board's goals all pertain to desired **student outcomes**.	The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted goals.
The Board has not consistently demonstrated the ability to distinguish between **inputs**, **outputs**, and **outcomes**.	The Board has adopted only **SMART** goals that include a specific **measure, population, starting point**, an **ending point**, a **starting date,** and an **ending date**.	In addition to the goal/interim goal ending points and the ending dates, the Board has adopted goal/interim goal ending points for each year leading up to the ending dates.	All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim goal and the goal.
The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.	The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.	All interim goals pertain to **student outputs** or student outcomes.	Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of the inputs the interim goal is measuring.
	The Superintendent has adopted, in collaboration with the Board, one to three **interim goals** to progress monitor each goal, and each interim goal is SMART.	The Board included students, parents, staff, and community members in the goal development process.	
		All Board goals last from three to five years; all interim goals last from one to three years.	The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential goals.
	The Board publicly posted the goals and interim goals for public comment prior to adoption.	The goals and interim goals will challenge the organization and will require change in adult behaviors.	

VALUES & GUARDRAILS: The Board will, in collaboration with the Superintendent, adopt guardrails in alignment with the goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (5)**	**Meeting Student Outcomes Focus (10)**	**Mastering Student Outcomes Focus (15)**
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted goals. The Board has not hosted opportunities to listen to the **values** of the community during the previous thirty-six month period.	*No items from the Not Student Outcomes Focused column, and:* The Board has adopted, in collaboration with the Superintendent, **guardrails** based on the community's values and that are aligned with the vision and goals. Each guardrail describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals. The Board has adopted no fewer than one and no more than five guardrails. Fewer guardrails allow for more focus; more allow for less. The Superintendent has adopted, in collaboration with the Board, one to three **interim guardrails** for each guardrail, and each interim guardrail is SMART. The Board publicly posted the guardrails and interim guardrails for public comment prior to adoption.	*All items from the Approaching Student Outcomes Focus column, and:* The Board's guardrails relate to the Board's goals. In addition to having ending points and ending dates for the interim guardrails, the Board has adopted interim guardrail ending points for each year leading up to the ending date. The Board included students, parents, staff, and community members in the guardrail development process. The Board has considered adoption of one or more **theories of action** to drive the district's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory selection process. All Board guardrails last from three to five years; all interim guardrails last from one to three years. The guardrails, interim guardrails, and theories of action will challenge the organization and require change in adult behaviors.	*All items from the Meeting Student Outcomes Focus column, and:* The Board used a process that included students, parents, staff, and community members in a way that leads them to express ownership of the adopted guardrails and, if applicable, theories of action. All of the interim guardrails are predictive of their respective guardrails, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim guardrail and the guardrail. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of whatever the interim guardrail is measuring. In addition to the guardrails on the Superintendent's authority, the Board has adopted one to five guardrails on its own behavior and evaluates itself against them at least quarterly.

MONITORING & ACCOUNTABILITY: The Board will devote significant time monthly to monitoring progress toward the goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (10)**	**Meeting Student Outcomes Focus (20)**	**Mastering Student Outcomes Focus (30)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals or guardrails.	The Board invests no less than 10% of its total Board-authorized public meeting minutes **monitoring** its goals and interim goals.	The Board invests no less than 25% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.	The Board invests no less than 50% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.
The Board does not schedule each goal to be monitored at least four times per year.	The Superintendent led the interim goals/guardrails and monitoring calendar development processes while working collaboratively with the Board.	No more than two goals are monitored per month.	Only **Board work** was discussed and/or acted on during Board-authorized public meetings.
The Board does not schedule each guardrail to be monitored at least once per year.		Every goal is monitored at least four times per year.	The Board modifies its goals, guardrails, interim goals/guardrails, and monitoring calendar no more than once during the span of the Board's adopted goals (unless they are met sooner). A longer period allows for more focus; shorter allows for less.
The Board has not adopted a **monitoring calendar**.	The Board has a Board-adopted monitoring calendar.	Every guardrail is monitored at least once per year.	
The Board does not track its use of time in **Board-authorized public meetings**.	The Board's monitoring calendar spans the length of the Board's goals. A longer span allows for more focus; shorter allows for less.	The Board has been provided copies of -- but, unless required by law, did not vote to approve / disapprove -- the Superintendent's plan(s) for implementing the Board's goals and worked to ensure that the plan included both an implementation timeline and **implementation instruments**.	
The district has not achieved any of its annual ending points or ending date ending points for any of its interim goals during the previous twelve month period.	The Board has received **monitoring reports** in accordance with its monitoring calendar.		The district has achieved the annual ending point or the ending date ending point for at least half of its interim goals during the previous twelve month period.
	The Superintendent is evaluated only on performance regarding the Board's goals, guardrails, and interim goals/guardrails. The Board considers Superintendent performance to be indistinguishable from district performance.	The most recent annual Superintendent evaluation took place no more than twelve months ago.	If the Board approves an annual budget, it does so only after determining that the Board's goals are the first priority for resource allocation.

COMMUNICATION & COLLABORATION: The Board will lead transparently and include stakeholders in the pursuit of the goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (1)**	**Meeting Student Outcomes Focus (5)**	**Mastering Student Outcomes Focus (10)**
The Board is Not Student Outcomes Focused if any of the following are true: The Board has not adopted goals. The Board did not receive the final version of materials to be voted on at least three calendar days before the Board-authorized public meeting during which the materials would be considered. There were more than six Board-authorized public meetings in a single month during the previous twelve month period (Board committees are counted in this total). Any meeting of the Board lasted more than eight hours during the previous twelve month period. The Board does not use a consent agenda. The Board has not hosted opportunities to listen to the vision and values of the community during the previous thirty-six month period.	*No items from the Not Student Outcomes Focused column, and:* All **consent-eligible items** were placed on the consent agenda and all but a few were voted on using a consent agenda. The Board tracks its use of time in Board-authorized public meetings, categorizing every minute used as one of the following: - **Goal Setting:** reviewing, discussing, and/or selecting goals - **Goal Monitoring:** reviewing, discussing, and/or approving/not approving goal monitoring reports - **Guardrail Setting:** reviewing, discussing, and/or selecting guardrails - **Guardrail Monitoring:** reviewing, discussing, and/or approving/not approving guardrail monitoring reports - **Leadership Evaluation:** Board self eval, Board time use eval, and Superintendent eval - **Voting:** debating and voting on any item (these activities are never a form of goal/guardrail monitoring) - **Community Engagement:** two-way communication between the Board and community members - **Other**	*All items from the Approaching Student Outcomes Focus column, and:* There are no more than four Board-authorized public meetings per month and none lasts more than three hours. The Board schedules no more than five topics for discussion during any one Board-authorized public meeting. The Board limits its adoption of Board policies regarding district operations to matters that are 1) required by law or 2) an appropriate exercise of the Board's oversight authority as defined by the Board's adopted goals and/or guardrails. Existing policies that do not meet one of these criteria have been removed from the Board's policy manual (though the Superintendent may retain them as administrative policy/regulation). The Board made no edits to the Board's regularly scheduled meeting agenda during the meeting and during the three business days before the meeting unless a state of emergency was declared.	*All items from the Meeting Student Outcomes Focus column, and:* There are no more than two Board-authorized public meetings per month and none lasts more than two hours. The Board schedules no more than three topics for discussion during any Board-authorized public meeting. The Board has adopted few enough policies that the full Board as a whole is able to review every policy at least once during every length of time equal to a Board Member's term of office. The Board received the final version of materials to be voted on at least seven calendar days before the Board-authorized public meeting during which the materials would be considered. The Board used a process that included students, parents, staff, and community members in a way that led them to express ownership of the adopted goals, guardrails, interim goals/guardrails, and theories of action.

UNITY & TRUST: The Board will lead with one voice in its pursuit of the goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (1)**	**Meeting Student Outcomes Focus (3)**	**Mastering Student Outcomes Focus (5)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals. The Board has not adopted policies that establish Board operating procedures. Any Board Member voted on an item on which they had a conflict of interest, as defined by law, during the previous three month period. Board Members serve on committees formed by the Superintendent or staff without approval of the Superintendent and a majority of the Board.	Attendance at all regularly scheduled Board meetings was over 80% during the previous three month period. The Board has adopted a policy or procedure requiring that information provided by the Superintendent to one Board Member is provided to all Board Members. The Board reviews all policies governing Board operating procedures at least once during every length of time equal to a Board Member's term of office. The Board has adopted an Ethics & Conflicts of Interest Statement and all Board Members have signed the statement during their current term of office. All Board Members agree that if the Board has committees, their role is only to advise the Board, not to advise the staff.	The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members do not give operational advice or instructions to staff members. The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members are responsible for the outcomes of all students, not just students in their region of the district. The Board has included language in its Ethics & Conflicts of Interest Statement requiring that Board Members fully recuse themselves from matters involving individuals or organizations who made campaign contributions to them or who appointed them. The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members have honored the three aforementioned ethical boundaries during the previous three month period.	The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members adhered to all policies governing Board operating procedures during the previous three month period. All Board Members and the Superintendent agreed during the most recent quarterly self-evaluation that none of the Board Members have given operational advice or instructions to staff members. All Board Members have memorized all of the Board's goals and the current status of each. The Board conducted a quarterly self-evaluation during the previous three month period and unanimously voted to adopt the results.

CONTINUOUS IMPROVEMENT: The Board will invest time and resources toward improving its focus on the goals.			
Not Student Outcomes Focused (0)	**Approaching Student Outcomes Focus (1)**	**Meeting Student Outcomes Focus (3)**	**Mastering Student Outcomes Focus (5)**
The Board is Not Student Outcomes Focused if any of the following are true:	*No items from the Not Student Outcomes Focused column, and:*	*All items from the Approaching Student Outcomes Focus column, and:*	*All items from the Meeting Student Outcomes Focus column, and:*
The Board has not adopted goals. The Board has not conducted a self-evaluation during the previous twelve month period. The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results. The Board has not participated in a **governance team** training or retreat where all members of the governance team were present, during the previous twelve month period.	The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board's goals and interim goals. The Board tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings. The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals. The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.	The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation. The Board has hosted and the Board Members have led or co-led at least one training session on Student Outcomes Focused Governance during the previous twelve month period. The Board has continuously updated the status and targets of all goals, guardrails, and interim goals/guardrails, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings. The Board conducted the most recent quarterly self-evaluation and voted to adopt the results.	The Board included students as presenters in at least one of the Student Outcomes Focused Governance training sessions during the previous twelve months. Prior to being selected, all newly selected Board Members received training on Student Outcomes Focused Governance from fellow Board Members on their Board or from a certified Student Outcomes Focused Governance Coach. The Board conducted the most recent quarterly self-evaluation and unanimously voted to adopt the results.

BOARD RETREAT
In-Person Learning 2021-22

March 6, 2021

Schools and Continuous Improvement Division
Wyeth Jessee, Chief

Leadership Team
Pat Sander, Ex. Director of Coordinated Behavioral Health
Mike Starosky, Ex. Director of Schools
Kari Hanson, Director of Student Support Services
Sara Mirabueno, Director of School-Based Operations

PREPARE FOR RETURN TO IN-PERSON: CURRENT STATUS
Schools and Continuous Improvement

Where are we now? What decisions have been made?

Health and Safety:
- Developed and implemented 21 Health and Safety Protocols
- Oversight of all SPS buildings to mitigate the transmission of COVID-19
- Averaging 3.5 confirmed COVID-19 cases per week, over the last 8 weeks, district-wide

Guidance on Re-entry:
- Work committees comprised of central office and school leaders
- Multi-methods of communications and trainings for school leaders
- MYSPS site with updated protocols, guides and tools for in-person services
- Cross-departmental teams developing and providing adult professional development that supports both remote and in-person learning models

Site Preparation:
- In-Person Guide for school leaders to plan and use as an orientation tool with students, families and staff
- Walkthrough procedures to ensure each school is in compliance with state, local and district requirements

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Where are we now? What decisions have been made?

Social-Emotional:

- Posted 30 social-emotional lessons per grade band (preK-2, 3-5, MS, HS) with an essential practices guide to support district and state learning standards in social-emotional learning
- Provided online training modules for educators regarding LGBTQ supports, social-emotional learning and gender book kits
- Ongoing development of social-emotional liaisons at each school site to help with training and fidelity of implementation
- Hosted a successful Strong Start that helped transition students and staff into remote learning

McKinney-Vento (MKV) and Foster Care

- Identified 279 foster youth enrolled at SPS in the 2020-21 school year to provide outreach and support with basic needs and accessing remote learning.

- In addition to ongoing housing stability efforts, 2,300 MKV students and families were surveyed in five languages on food insecurity in April 2020. Students and families were signed up for the SPS/Amazon Lunch delivery program and/or the United Way food delivery program. In addition, 600 students were provided with Amazon promo codes for online groceries.

What flexibility is being considered if need to shift?

- Partnership with Public Health and local healthcare providers regarding guidance and vaccines
- The In-Person Guide designed as an adaptive tool to support any in-person model

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PREPARE FOR RETURN TO IN-PERSON: REMAINING WORK
Schools and Continuous Improvement

What work still needs to be done?

- Scale out in-person services

- Training for all impacted school staff, students and families - part of scale out

- Ongoing conversations with state and local agencies

- Communications with all stakeholders

- Updating any protocols, guides or tools as necessary

- Refine contact tracing as a part of scale out

- Adjustments and walkthroughs following any established MOUs

What decisions still need to be made?

- Bargaining

- Staffing

- Vaccinations

Student Support Services Division
Dr. Concie Pedroza, Chief

Leadership Team

Trish Campbell, Ex. Director of Special Education

Pat McCarthy, Ex. Director of Athletics

Ashley Davies, Director of Enrollment Planning

PREPARE FOR RETURN TO IN-PERSON: CURRENT STATUS
Student Support Services

Where are we now? What decisions have been made?

Special Education:

- Forty-six school sites are providing in-person services since Oct. 2020
- Expanding NPA contracts to support students (medical impacts/other)

Athletics:

- High School Athletics start date February 22nd
- Middle School Athletics start date April 15th

Enrollment Planning:

- 1st Intent to Enroll Survey sent out and data compiled
- Appeal form for families who have mitigating circumstances

What flexibility is being considered if need to shift?

- 2nd Intent to Enroll Survey – K, 1st grade (Community Engagement)

- Future Surveys – Fall Planning

- PK program and PK-12 Intensive Service Pathways: Planning and implementation

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PREPARE FOR RETURN TO IN-PERSON: REMAINING WORK
Student Support Services

What work still needs to be done?

- Survey for families and follow up (K and 1st)

- Training for all impacted school staff – follow up/coordination

- Mitigations planning for students with specific health considerations in coordination with Health Services

- Staffing – individual IEP process and intensive service pathway options for remote and in person learning

- Recovery/Compensatory Services/ESY Planning for Summer and Fall

What decisions still need to be made?

- Bargaining – 20/21 & 21/22

- Staffing – Enrollment Impacts

- Budget – Impacts from Recovery/Compensatory Education

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OFFICE OF ACADEMICS
Dr. Keisha Scarlett

Leadership Team

Dr. Caleb Perkins, Executive Director CAI

Cashel Toner, Executive Director CAI

Dr. Eric Anderson, Director Research & Evaluation

PREPARE FOR RETURN TO IN-PERSON: CURRENT STATUS
OFFICE OF ACADEMICS

Where are we now? What decisions have been made?

- Established Priority Standards for each grade level and course

- Revised Elementary Progress Report to align with Priority Standards

- Revised secondary grading scale and grading practice guidance

- Developed draft PK/K/1 AABB Flex, Specialist and Support Services Models Schedules

- Approved # of Outdoor and Community Learning Pilots

- Convened Workgroups/Committees

  - Return to In-Person Learning School Leader Workgroup Focused on Instruction and Lessons Learned (e.g., Strong Start, Family Engagement)

  - Convened Assessment Steering Committee and drafted the scope of work for new Assessment Advisory Committee

  - Convened School Leader Summer Learning Workgroup

- Continued to implement professional development to support recent curricular adoptions (e.g., K-12 Science, K-5 ELA, 6-8 Math, 6-12 Spanish)

What flexibility is being considered if need to shift?

- Additional spring 2021 data collection

- PK program and PK-12 Intensive Service Pathways: Planning and implementation

- Standards-aligned instructional resources to support in-person, hybrid and remote learning

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PREPARE FOR RETURN TO IN-PERSON: REMAINING WORK
OFFICE OF ACADEMICS

- **What work still needs to be done?**

  - Develop guidance and protocols related to the design of the instructional day for in-person instruction, the continuation of remote learning and professional development

  - Develop systemwide assessment opportunities for SY 2021-2022

  - Develop family/student engagement pathway (Strong Start 2021-2022) to

    support transitioning into a new school year

  - Communicate and help implement new state-approved waivers for graduating seniors

  - Develop ongoing digital literacy and improvement of educator capacity to deliver integrated digital instructional model

- **What decisions still need to be made?**

  - Bargaining – 20/21 & 21/22

  - Assessment Plan for Spring 2021 and beyond

  - Additional family and student data collection

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SCHOOLS

Office of Academics

Slides for March 6, 2021 Board Retreat

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

Chief Dr. Keisha Scarlett
kdscarlett@seattleschools.org

3rd Grade Reading Educational Equity Model

Measurable INPUTS: Family & Community Engagement Strategy, P-3 Practitioner Capacity (Beliefs and Practice), P-3 Assessment Portfolio, Early Learning Pathways

Good Data

- P-3 Family Survey
- C&I Teacher Survey
- WAKIDS/TSG
- Kindergarten Enrollment Preschool Data
- Dyslexia Screener
- Talent Development Plans
- New Future Data?

Thoughtful Analysis

- Within-group analysis
- Thoughtful Comparison
- Growth indicators
- Strength-based Unbiased

Compassionate Understanding

- Holistic
- Culturally aware
- Empathetic
- Social justice-oriented
- Humanistic

Measurable OUTPUTS: 100% of AA/Black Boy Reading At/Above Grade Level, >Advanced Learning Enrollment, <SpEd Referrals, Positive Identity Development, Student Engagement, Attendance, Parent Satisfaction, Student Satisfaction

Dr. Ivory A. Toldson, 2019

3rd Grade Reading Goal
COMMUNITY STAKEHOLDER VOICES

"A strategic plan [reading goal] for African American males is bold and is one of the most courageous I've supported as a partner with SPS. In my 47 years with the district…I've served on many committees to close educational gaps…every time there's a change in leadership, a new plan is adopted. For the sake of our African American scholars, let's not start over again!"   **- Dr. Donald Felder, Community Leader**

"The 3rd grade literacy initiative is a key component of our institutional partnership and leverages the foundational roles that housing and education play in the lives of young people. Seattle Housing Authority supports nearly 10% of the district's overall population and 46% of the district's black male scholars. We applaud the intentional focus on equity in literacy and we are counting on continued action in this area." **- Andrew Lofton Executive Director, Seattle Housing Authority**

"Great untapped potential resides among Black children and will be manifest, in part, when Black students start with a foundation of strong literacy. I applaud the SPS board's vision laid out in its five-year strategic plan for our African American 3rd graders. The work is a start in the right direction, and we must commit to seeing it through to end. " **- David Sarju, Rainier Scholars**

Through my participation and leadership in the community workgroup for the 3rd-grade reading goal, I see that SPS has an opportunity to indemnify Black children and support school, family, and community partnerships in service of the whole child. To deviate from this critical work now would be devastating towards any potential reconciliation and restoration of relationships with community. We owe it to our children to stay the course. **- Jaycee Coleman, Seattle University and Seattle Housing Authority**

"As Seattle Public Schools continues its work to ensure that all scholars receive quality educational instruction, I encourage the district to continue focusing on what scholars furthest from educational justice need for success as a result of their historical exclusion. " **– LaKesha Kimbrough, Seattle University**

SEATTLE PUBLIC SCHOOLS

PRIORITIES FOR RETURN TO IN-PERSON

OPPORTUNITIES AND PRIORITIES FOR IN-PERSON

- **Supporting students' academic growth**

  - Summer Programming – building off last summer's success and utilization of what we've learned this year to further expand options available for students and number of students served (including outdoor education)

  - General Education – training on inclusionary practices for all teachers and continuing this focus and coordination with other departments which has resulted in an increase of general educations teachers in IEP teams meetings

  - Assessment Plan for 2021 and beyond

  - Continue to implement and progress monitor our investment in aligned instructional materials (i.e. Science, ELA, Spanish, 6-8 Mathematics)

- **Supporting students social and emotional well-being**

  - Teen Hubs – continued partnership with Seattle Parks and Recreation and secondary school leaders to attract and retain students in this drop-in service model

- **Prioritizing students furthest from educational justice and those most impacted**
  - Support for families who opt out of in-person learning
    - e.g. Remote Learning Academy, homeschooling options

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OPPORTUNITIES AND PRIORITIES FOR IN-PERSON

- **Engaging families and students**
  - Provide families choice and opportunities for input
  - Additional data collection in early Spring 2021 and beyond
  - Community forums support ongoing continuous improvement for department and family engagement goals specifically for families of color

- **Collaborating between SPS/SEA/PASS to ensure needs of students are being met, including training**

  - Bargaining

  - Agreements on systemwide assessments with SPS/SEA for mathematics and ELA to establish new baselines and monitor progress

- **Budget**

  - Extended school year (ESY Special Education Services)

  - Staffing

- **Health and Safety**

  - Vaccinations

CRITICAL RACIAL DATA LITERACIES
OFFICE OF ACADEMICS

THE NEED FOR DATA FROM BIPOC FAMILIES AND COMMUNITIES

Both across the country and in Seattle specifically, a number of Black parents have noted happier and less stressed children schooling from home with fewer racial microaggressions and negative interactions with educators and administrators.

GATHERING CRUCIAL INSIGHTS FROM BLACK FAMILIES AND JUSTICE-FOCUSED EDUCATORS

The purpose of this report is to share aspects of the experiences and priorities of Black families — including their culturally-affirming practices — and of educators to enable SPS to improve instruction, support, and equity for students and families during remote learning (and beyond).

CENTERING BLACK FAMILIES AND JUSTICE-FOCUSED EDUCATORS DURING PANDEMIC REMOTE SCHOOLING
(Spring - Fall 2020)

FEBRUARY 2021

SEATTLE PUBLIC SCHOOLS

W COLLEGE OF EDUCATION
UNIVERSITY of WASHINGTON

CENTER FOR RACIAL EQUITY
SEATTLE EDUCATION ASSOCIATION

"This is a prime opportunity to create innovative safe and brave spaces for ALL children but specifically scholars of color." - Community member from State of the Black Genius Community Event

Equity, Partnerships & Engagement
James Bush, Chief

Dept. of Racial Equity Advancement

- Beginning Spring Quarter, CAI, AAMA and DREA worked together to offer two Black Studies courses, currently serving a total of 58 students remotely and city-wide.

- The most prevalent partnerships supporting the development of this course and decisions regarding future developments include our community partner the Africana Institute, Educator Alekzandr Wray, the enrolled students, DREA and CAI.

- The COVID closure required an innovative approach to programming. We are excited to explore the potential of replicating this work moving forward.

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School Community Partnerships

- Ongoing support to childcare providers operating in 45 SPS buildings, serving up to 2,000 students on any given day and enabling students to successfully access and engage in their remote learning.

- [Monthly remote trainings](#) and quarterly check-ins for community partners on a variety of topics, including providing programming through Microsoft Teams

- [Development of remote learning guidelines](#) for community partners

- Ongoing engagement with community partners through fall kick-off, quarterly meetings and monthly emails, including meetings with specific groups of partners such as those supporting ELL students and mental health providers.

SEATTLE PUBLIC SCHOOLS

Stakeholder Engagement

- **Start of School** engagement work in collaboration with Office of Public Affairs and School and Community Partnerships**.** Three-phase internal and external engagement approach – Campaign Development, Launch, and Ongoing Support

- Engagement with families and community partners is being developed to reestablish critical one- and two- way communications, gain insights into the concerns of FFEJ regarding in-person instruction and provide effective communication of district rationale for reopening and risk-mitigation efforts.

- Hosted first meeting on Monday, February 22, with two Superintendent-led convenings for School, Family and Community Based Organization leadership.

- Continued translation of communications to families of PreK-1 students and students enrolled in Intensive Service Pathways, including social media, traditional press releases and video segments.

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Opportunities for Innovation

- Continued partnerships with CAI and AAMA to explore sustained implementation of current remote citywide culturally responsive online courses (e.g. Black Studies) once SPS returns to in-person instruction.

- Maximize the use of technology to expand and re-define engagement with students, families and community partners while maintaining current critical one- and two-way communication.

- Explore opportunities to expand collaboration and partnerships with community-based organizations that currently support school operations and interventions.

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Budget/IT
JoLynn Berge

PREPARE FOR RETURN TO IN-PERSON: CURRENT STATUS
Budget/IT

- Budget

  - Funding source for Covid related costs has been identified (ESSER II)

  - Until an MOU is reached an estimate of other costs is indeterminate

- IT

  - Devices/iPads have been provided to students

  - Hotspots to all who have requested them

  - Tech centers continue to run with later hours

  - Working on how to bring devices/iPads back and forth to school

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PREPARE FOR RETURN TO IN-PERSON: REMAINING WORK
Budget/IT

- Working on piloting technology to support remote/in person simultaneously

- Student device fees (all were waived through 2020-21)

- Process for check in/out of devices for the summer

OPPORTUNITIES FOR INNOVATION
Budget/IT

- Ability to teach simultaneously as an option

- Ability for high school students to attend classes offered in any one of our schools remotely

Operations Division
Fred Podesta, Chief

Richard Best, Director of Capital Projects and Planning
Gary Deitz, Distribution Services/Warehouse Manager
Frank Griffin, Director of Facility Operations
Hunter Maltais, Transportation Services Manager
Aaron Smith, Director of Nutrition Services
Mike Wells, Safety and Security Manager

PREPARE FOR RETURN TO IN-PERSON: CURRENT STATUS
Operations Division

Where are we now? What decisions have been made?

- Buildings configured to support physical distancing

- Ventilation systems tested and tuned

- Enhanced cleaning plans in place

- Yellow bus routes developed supporting physical distancing of riders

- Meal distribution plans in place

What flexibility is being considered if need to shift?

- Additional routes will be developed to serve Pre-K -1 and additional grade bands

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PREPARE FOR RETURN TO IN-PERSON: REMAINING WORK
Operations Division

What work still needs to be done

- HVAC and cohort mapping for secondary schools

- Transportation route finalization for PreK – 1

- Transportation route development for 2 - 12

What decisions still need to be made?

- In-person model for grades 2 -12

- Cohort models for secondary schools

OPPORTUNITIES FOR INNOVATION
Operations Division

What innovations or learnings for your department in the remote environment do you believe could and should be included in the design of in-person school?

- Centralized meal production supports better supply chain management

- Use of Teams platform offered advantages for some departments could also assist with capacity and issues at JSCEE

What general innovations or opportunities for your department could and should be included in the design of in-person school and beyond?

- Enhanced HVAC management practices and additional cleaning support better air quality

- Soliciting information for students to opt-in to transportation and nutrition services supports better planning and resource allocation

Office of African American Male Achievement

Slides for March 6, 2021 Board Retreat

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

Dr. Mia Williams
Chief of the Department of African American Male Achievement
mparker@seattleschools.org

Attached is a copy of the 2019-2022 Collective Bargaining Agreement between Seattle Public Schools ("the District") and Pacific Northwest Regional Council of Carpenters (the Carpenter").

OFFICE OF AFRICAN AMERICAN MALE ACHIEVEMENT

Dr. Mia Williams

Where We Are – Listen and Learn Forums
Office of AAMA

We're listening

- AAMA launched our Listen and Learn forum in February 2021 to continue to listen to Black families and students as we reconstruct our educational system to celebrate the brilliance and excellence of Black boys and teens. We are hosting six family forums and many student forums. Family and student voice will help build the office's intentional, long-term plan. Learn more at www.seattleschools.org/aama-forums

- In the Listen and Learn forums, we are asking families: "What has been the best and most difficult part of remote learning? And what must be in place for you to send your child back to school?"

- AAMA will publish and share the findings with our larger community, including professional development for staff, later this year. **These findings can help guide the district in centering the voices of our Black families and students in return to school planning and beyond.**

Heard at AAMA Listen and Learn Forums:

"After a long day, during this time of pandemic, probably I wouldn't have had time to really give this a lot of attention before, but I'm grateful that I do now. So I'm feeling empowered. Just the fact that I'm here, continuing to be a part of making our educational system better for black males"

"I'm a teacher and a parent of four, two girls and two boys. Teaching is very much an act of love."

Where We Are – Transforming Systems
Office of AAMA

We're transforming

- AAMA is a driver of systemic change across our district. We are working in partnership with other departments to **reconstruct our school system and structures** to meet the unique needs of Black boys and teens. This work includes:

    - Creating more equitable access to advanced learning opportunities in partnership with **Equal Opportunity Schools**

    - Providing guidance on **district workgroups** including: Updating our restraint policy, creating more culturally responsive math curriculum, building a culturally responsive workforce, and more

- AAMA staff are working with district and school-based staff to **identify and fill gaps.** Staff have supported work on African American Parent Involvement Day, met with Black Student Unions, sat on IEP meetings, and provided professional development at schools.

We're building brotherhood

- Continue to provide **Kingmakers of Seattle** program at four schools and extended the opportunity virtually through **Kingmakers of Seattle Extended** (KOSE) during the pandemic.

- Our AAMA **Student Leadership Council** continues to guide district leadership on key initiatives of AAMA. Watch the video of the Kings on Black History Month.

We're centering student voice

- Developed new AAMA **quarterly newsletter** (view here and here) with student-written pieces

- **AAMA SLC** provided student voice on remote learning, return to in-person, and grading policies

What We're Working On + Where We're Going
Office of AAMA

What we're working on

- Reimagining the **Whole Child Whole Day** model

- **Expanding the AAMA Student Leadership Council** to have a representative for each middle, high, and K-8 school

- From our listen and learn tour, we will build a **multi-year plan** that informs the office's and system's work. We'll share our listen and learn findings later this year.

- Building a "one-stop shop" on the AAMA webpage using **Let's Talk** to provide increased access to resources for Black families

- **Expand Kingmakers of Seattle** to two more schools in 2021-22 school year.

- Continue the successful **Kingmakers of Seattle Extended** virtual program in an in-person model

- Building on the success of KOSE, creating an **Elementary Virtual Brotherhood programing** to start in the third trimester of this school year

Where we're going

- Build a school system that attends to the social, emotional, and educational needs of Black male students

Heard at AAMA Listen and Learn Forums:

"A healthy space for me looks like ... if the teachers look like him, first of all, but teachers who exude this attitude that I know you're fully capable of great things. I've heard this expression that says 'the soft bigotry of low expectations'. I feel like that is so on point, right? If your standards for my child is down here and he knows that, then what is he going to aspire to?"

About AAMA

The Office of African American Male Achievement (AAMA) works to ensure that the educational environment across the system supports the brilliance and excellence of Black boys and teens. AAMA is a driver of systemic change, not a program. By listening to the experiences and solutions of students and inviting engagement from families and the greater community, AAMA works to dismantle the systemic racism embedded in the public education system.

We acknowledge the harm that Seattle Public Schools has inflicted on Black boys, teens and families for many generations. AAMA is committed to the long journey of dismantling a legacy of systematic racism.

Learn more on our website: https://www.seattleschools.org/departments/aama

Photo from our AAMA Student Leadership Council Orientation in Feb. 2020

Where We Are
Office of AAMA

Our mantra for community engagement is "Listen. Act. Repeat." We're actively involving Black students, families, partners, community elders, and the greater Seattle community in building a system that celebrates the brilliance of Black boys and teens throughout SPS. AAMA is currently in phase one of our three-phase strategic plan, which is outlined below.

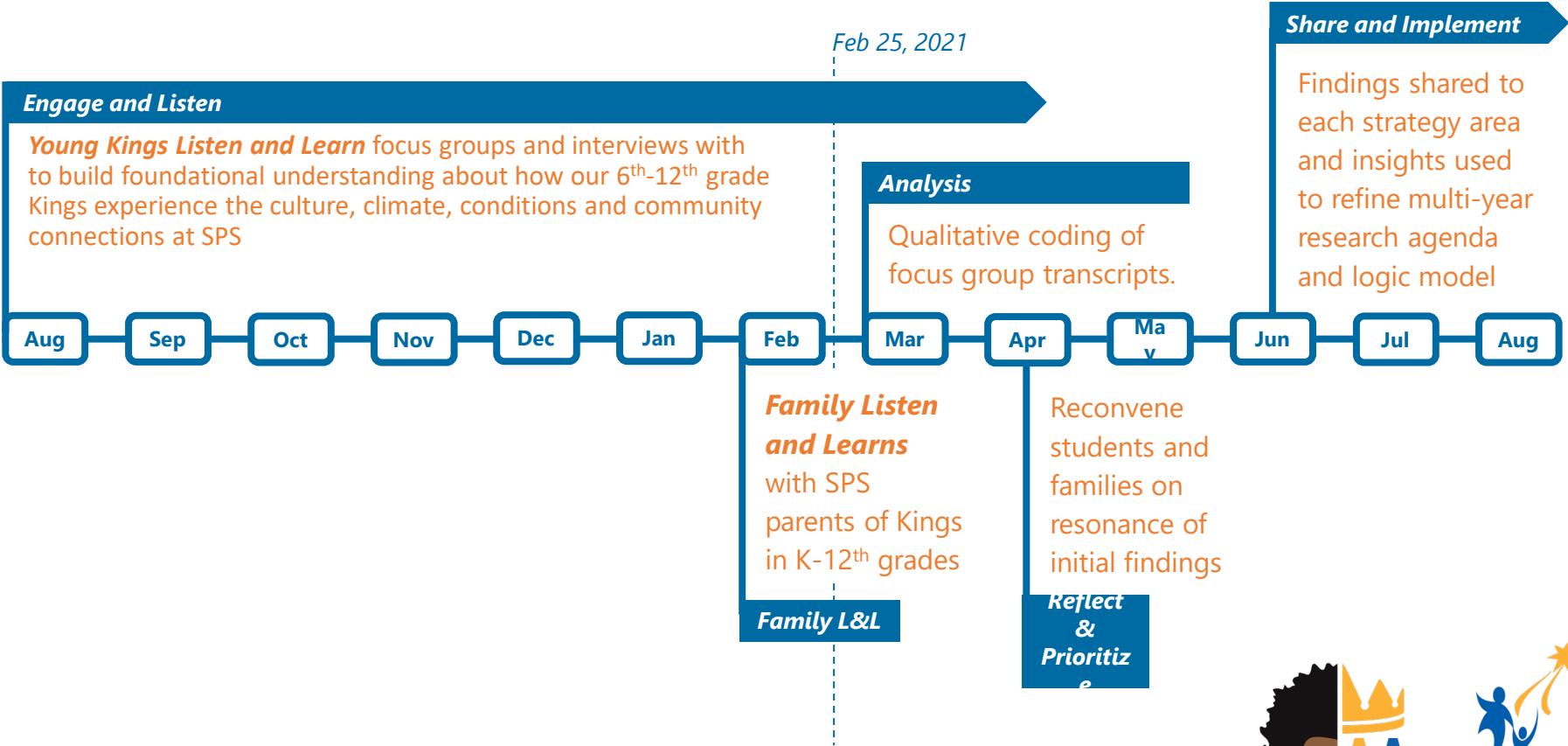| Phase 1: Discovery	Phase 2: Research and development	Phase 3: Strategy Development
•Launch of AAMA Student Leadership Council •Building the foundation of the Office of AAMA, including fundraising and hiring staff •Virtual classroom visits •Listen and Learn Tour	•Landscape review of effective practices & research •Review of national models for educating Black male students •Interviews with national practitioners and system leaders that are changing the trajectories of Black male students.	•Gap analysis of SPS resources for Black male students •Pilot-test and refine programs •Black Excellence campaign •Training and convenings on competencies and strategic work.

AAMA
SEATTLE PUBLIC SCHOOLS

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Where We Are- Listen and Learn Forums
Office of AAMA

Listen and Learn Campaign Project Timeline
Listen. Act. Repeat.

Feb 25, 2021

Share and Implement

Findings shared to each strategy area and insights used to refine multi-year research agenda and logic model

Engage and Listen

Young Kings Listen and Learn focus groups and interviews with to build foundational understanding about how our 6th-12th grade Kings experience the culture, climate, conditions and community connections at SPS

Analysis

Qualitative coding of focus group transcripts.

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug

Family Listen and Learns with SPS parents of Kings in K-12th grades

Reconvene students and families on resonance of initial findings

Family L&L

Reflect & Prioritize

Thank you!

www.seattleschools.org

555-555-5555

Seattle, WA

Data on Remote Learning and Other Metrics for 2020-21

March 6 Board Retreat – Communications Update

Strategic Plan Priority: Inclusive and authentic engagement

o Consistent and streamlined communication from the District and its schools to students/families

o Virtual Focus Groups / Town Halls, or other direct outreach methods

School Beat:

- The district surveyed stakeholders about their experience last spring including communications. Community feedback (families, students, and staff) identified a need for a central source for district updates. In response we re-purposed our School Beat newsletter. In the beginning of the year we began running the newsletter once a week on Thurs. We now distribute every other Thurs. Through segmentation of audiences, regular honing of content, and adjusted tactics in response to data, we have increased open rates from an average of 25% in the 2018-19 school year and 35% in the 2019-20 school year to **44.2% in the 2020-21 school year.** The industry average for Primary/Secondary education according to Constant Contact is 25.32%.

    Seattle Public Schools sends our School Beat newsletter to over 100,000 recipients in six languages including English. By segmenting our audiences, we have learned that, on average, our EL families open School Beat at a higher rate than our English-speaking families -- an average of 51% compared to 43%. Again, the industry open rate benchmark is 25.32%, meaning that our EL families open our newsletter at double the industry average rate. However, we've also learned that our Somali families have a relatively low click rate. We are now working with our translation team to better reach our Somali families through work with partners, translated audio options, and text messages, in addition to gathering direct feedback from Somali families.

    We continue to use metrics to increase open and click rates. For example, we've learned that families open and click on operational updates the most. Before COVID-19, new school year calendars, transportation, and report card updates were among our top-clicked items. During COVID-19, return to in-person learning planning updates are by far our most engaging content. However, meal delivery and technology continue to be of great interest, especially among our EL families. As a result, we have kept these resources in each edition of School Beat. With the Dec. 17 board directive, we also created a special "in-person" section in addition to remote learning resources section.

    Finally, this data has also allowed us to write more engaging subject lines, highlighting of-interest updates. When we switched from a generic subject line to this approach, we saw a 47.2% increase in open rates.

Family Letters:

In addition to School Beat we send a regular every other Thurs. communication to prioritized families/students about in-person learning (robocalls, translated email) and post the archive on the

website. Information reflects most recent in-person learning updates and responses to top questions that have come in.

Additional communications about a variety of topics are scheduled into an editorial calendar. Each week the communications team meets to plan out the cadence of communications working to ensure we don't have too many direct communications per week. Emergency and crisis communications is also sent as needed, for example weather or power outage school schedule changes.

Social Media Strategy

- Virtual Town Halls: As part of Seattle Public Schools' COVID-19 response, the communications team created a Virtual Town Hall series on our social media channels to share important updates and offer an opportunity for staff, families, and community to ask questions in real time. We initially hosted these events via Facebook Live and shared the video in our newsletter and on our website after the event. These events had very high engagement with over 200 comments on many of the posts. However, families and staff asked that we expand access beyond Facebook.

  We now host the events on Microsoft Teams Live and stream the event to Facebook, YouTube, and our SPSTV channel. This allows for users to use live captions with the option for translation. We also include an ASL interpreter at each event for accessibility.
  From April-September 2020, we held these live events weekly with Superintendent Juneau and district leaders. After September, we held these on an as-needed basis. We average around 300 live viewers and 5,000 total viewers for each of the events. We measure success by engagement and how well our families are informed. Our most-attended event was the in-person learning update in August with 709 viewers and over 8,000 total views. In addition to high engagement on each event, we have noticed a shift in tone on our Facebook page after each event. We continue to share these Town Hall videos via School Beat. While it is difficult to measure how informed families are on each new update, we have seen less confusion after events.

- Social Media Strategy During COVID-19: Since the COVID-19 pandemic, we have seen a sharp increase in followers and engagement across our social media channels. From Feb. 2020- Feb. 2021, we have gained over 4,000 followers on Facebook and Twitter and over 3,000 followers on Instagram, doubling our followers on the platform. We also gained 5,173 new subscribers on our SPSTV YouTube channel. This tells us that increasingly our families and staff our using our social media platforms as a place for more immediate updates. In response, we have been posting more often across channels. On Facebook and Twitter, we are posting an average of four more posts each week during the pandemic compared to the year before. We have also worked to increase focus on Instagram, since more of our students are on that platform compared to Twitter or Facebook. We have doubled our posts each week on Instagram and added a "link in bio" feature so that we can provide link to more information on our website in each post. We are also reaching more people on average and getting higher engagement.

  We are seeing highest engagement on in-person learning updates. After those posts, device distribution, nutrition services, and kudos to specific staff members perform best.

Explainer Videos

Explainer videos - # and engagement data from Vimeo.com

Tech Lift

Seesaw **2322 views**

- Family App and translated versions
- Logging into SeeSaw and translations views

Student Access to Online Tools Through Clever **882 views on Vimeo.com**

iPad: Initial Setup Instructions and translations **5618 views on Vimeo.com**

Translating SPS Websites translations **811 views on Vimeo.com**

Join Teams Meetings from Schoology and translation **1902 views on Vimeo.com**

In-Person

Return to In-Person Learning and translations **2807 views on Vimeo.com, 2653 views on Facebook, 1934 views on Instagram**

Return to In-Person Discussion **1029 views on Vimeo.com**

Daily Health Screenings **451 views on Vimeo.com, 7704 views on Facebook, 505 views on Instagram**

In-Person Cohorts **163 views on Vimeo.com, 3253 views on Facebook, 1107 views on Instagram**

Website:

Throughout the pandemic the web team has implemented design improvements to increase parent, student, and family access to information. We make adjustments in response to engagement data. Recent changes have included: building pages for the In-Person Learning plan including graphics, creating a large button on the home, creating short links we can use for social to direct people to specific plan components, and lifting a bargaining tab and site.

The web team also makes content adjustments any time new information becomes available.

Digital Ads:

SPS uses search ads to point families directly to resources (K enrollment, food, laptops)a as well as YouTube teasers. These tactics have been used for levies, for start of school, strategic plan updates, and now during our pandemic response. For example, on Jan. 4 SPS launched ads centered on kindergarten and new student enrollment. These ads are holding a very strong engagement rate of 26%. The responsive search ads are continuing to drive the most traffic. On Feb. 15 ads have driven 5,432 clicks to the site and served 21,049 impressions – we are closing out this campaign the end of March. The top keywords are Seattle public schools & SPS enrollment. SPS You Tube preroll ads (16 sec) are also doing very well 51% of viewers watching the full video. Industry standard is 15%.

We are now working on 7 sec. clips to further increase engagement.

News Releases/Media Relations:

We have been increasing the output of news releases. The primary purpose of a news release is to inform media outlets of significant programs, events, etc., within the district. The media outlets, in turn, will most often utilize the information to create their own story about the topic for their viewers, readers, or listeners. When we disseminate a news release, it is often in support of an overall Public Affairs communications strategy. News releases can also be used as a "stand alone" communication strategy to apprise media of a specific district program, event, etc. Apart from news releases, media is regularly apprised of district programs, events, etc., through targeted phone calls, emails, etc.

Staff Communications/SLC:

Public Affairs worked with PASS leadership and principals to streamline communications during remote learning/working. Public Affairs manages and coordinates the School Leader Communicator. SLC used to go out only on Thurs. We have now increased SLC to twice a week. We send SLC on Tues. and Fridays at 9 a.m. and it is archived on MySPS. In addition, working with Mike Staroksy and Chief Jessee we implemented and communicated an emergency, out-of-cycle approach for school leaders. Anything NOT included in the SLC must be approved before it has been sent and include specific subject language so that principals can search past communications by key words.

In order to streamline all staff communications a staff section was added to School Beat. It directs staff to key information they need archived on MySPS. NewsBrief continues to be sent on Wed. and includes operational/HR related information.

The web team has also imbedded Yammer (internal social media channel) into the MySPS homepage.

Depts. do continue to send direct communications to all staff or subsets of staff including CAI, Human Resources, and DoTs as the primary examples.

In-Person Learning Comms Supports – School Leaders:

Common Reopening PPT Deck/Infographic doc for school leaders/talking points and translated videos. This same information is made available for staff who are presenting or gathering feedback in community.

Partnership with Equity, Partnerships, and Engagement Division

Public Affairs works closely with the Division of Equity, Partnerships, and Engagement to distribute content to community partners & share directly with families. We are also in the process of helping to inform an engagement structure, including a feedback loop, with families as we work to increase in-person learning and plan for summer and fall.

Other Virtual Focus Groups/Engagements:

- The Special Education Department held 15 forums with various special education families so far this school year. Families were invited to share their experiences during the pandemic response.
- The Office of African American Male Achievement has hosted six Listen and Learn Forums held across the city of Seattle. Five were regional and one was focused on English Learner families and offered interpretation in four languages. 150 registered participants.

Special Education Data Updates as of March 4, 2021

Special Education Information	Where the data lives
• Progress Reports- All case managers are required to provide IEP goal progress reports at the same frequency as report cards are issued. • Professional Development- remote learning institute, • Task Force-Developed Pathway Teacher support groups • Service Pathway PLCs • In Person services (based on IEP team decisions) • Special educator Office Hours	• Student Progress Reports • Teacher feedback • Program specialist and supervisor feedback
Student Engagement	Online Platform Daily Utilization rates across all Platforms • ALL STUDENTS: 93.6% • Special Ed: 87.1% What this tells us is that students with IEPs are engaging, but all are not able to access remote instruction at the same level of their peers. Thus we now have students receiving in person services per IEP team decision • 144 students currently receiving in person instruction
October PD Offering- Accommodations and Modifications strategies for educators with a focus on supporting students in the remote setting • Co-hosted by WEA Special Education Support Center and SPS Special Education Department	More than 300 educators attended. Average 4.7/5 Course Evaluation feedback score across all domains. Sample teacher feedback about their most valuable learning about providing remote supports to students: • remember how your student responds in the real classroom and understand how the behaviors will relates in the remote world • using it to teach my students in a way that will engage them during remote learning • The importance of team communication and making sure all of our views on success are in line also including how it translates to online learning. • Actual, practical techniques for engaging students in school and through remote learning.

504 Data Updates as of March 4, 2021

504 Modules/Compliance	504 Module has 95% of students in the system – some issues are getting parents to sign during this time – we have been mailing forms if we receive no response.
Tutoring Support	• Tutoring (remote) has been 90% effective for students who received the support during the 1st semester. Some parents/students dropped due to not wanting more time on the computer and quite few SPS tutors quit and there were challenges with getting new tutors. We are now contracting with TutorMe 24/7 tutor access in over 15 languages with the goal of 100% effectiveness as the use of this program increases.
Resources/Supports	Weighted Blankets, noise cancelling headphones, school desks, fidget tools, timers and slant board are 96% effective for those that have received these types of supports. Looking for a lighter weighted blanket for small students.

Count of Student ID # Status	School the student attends12 Elementary	K-8	Middle School	High School	Grand Total
Receiving In-Person Services	84	17	22	21	144
Date set	10	1	1	1	13
Waiting for training	11	1	1	7	20
Elevate to Chiefs	1				1
Waiting for staff Identification	21	2	5	6	34
Waiting for Principal Meeting				1	1
Pending Medical Orders	3			2	5
On Pause	6		1	1	8
No longer interested in in-person	2			1	3
Grand Total	**138**	**21**	**30**	**40**	**229**

Office of Schools and Continuous Improvement, Office of Academics, and Office of Student Services

Data for March 6, 2021 Board Retreat

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

Chief Wyeth Jessee, Chief Dr. Keisha Scarlett, and Chief Concie Pedroza
rwjessee@seattleschools.org kdscarlett@seattleschools.org clpedroza@seattleschools.org

Remote Learning 2020-2021 Data & Practices Summary

March 6, 2021

Seattle Public Schools

Strategic Plan Priority: High-Quality Instruction and Learning Experiences

Data and Remote Learning Practices Updates
Effectiveness of Instruction: Synchronous & Asynchronous

Synchronous 'live'

Routine and consistent observations by Directors, LSTs of:

- Practices in place for students in need of tiered instruction and support

- Classroom instruction as evidence of Remote Learning Playbook Practices

- Family engagement practices in support of instruction

Asynchronous

Review and feedback by Directors of Schools of:

- Asynchronous lessons on Schoology and other platforms

- Consistent and accessible content based in Schoology and other platform data

- Attendance and engagement data

- School actions and plans in response

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Data and Remote Learning Practices Updates
Effectiveness of Instruction: Data Sources

Data reviewed by Task Force

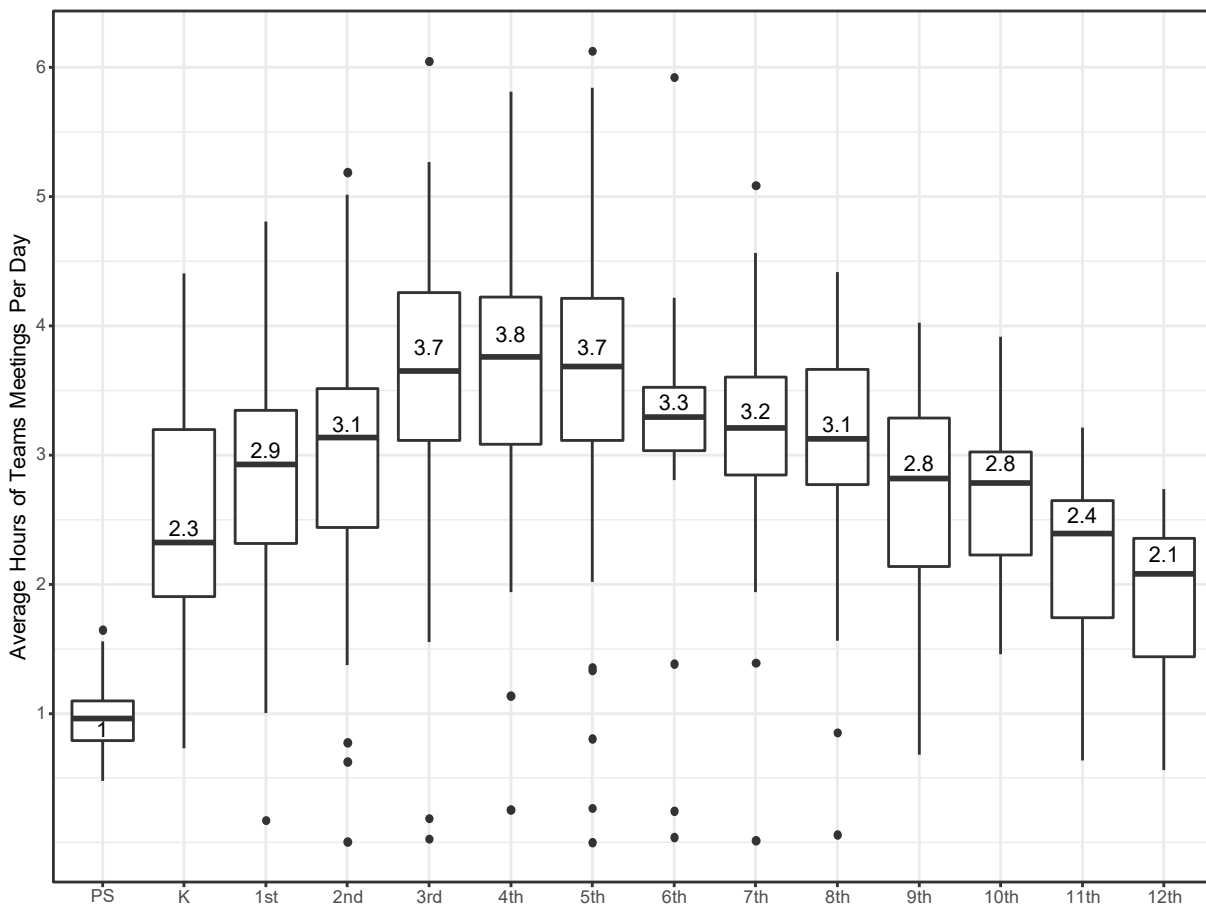- February Report to School Board from Remote Learning Task Force

- Task Force has reviewed district EPR data, secondary grading data and policy guidelines, behavior data, attendance and online platform utilization data, student town hall (director Rivera-Smith), pulse survey, remote learning report (TechAlliance), district scorecard, and playbook content.

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Data and Remote Learning Practices Updates -
Effectiveness of Instruction: Synchronous Engagement

Daily School Synchronous Time by Grade Level

Average Hours of Teams Meetings, By School
School days from 9/1/2020 - 1/27/2021

Schools with unusually low rates include: TOPS K-8 School, Leschi Elementary, Private School Services, Cascade Parent Partnership, Non-Public Agencies

- Upper elementary students are spending the most synchronous time, while 11th and 12th graders are receiving substantially less.

- *Reading Boxplots: The thick middle bars show the median school, the upper and lower limits of the 'boxes' show the 25th and 75th percentiles (¼ of schools are below the box, and ¼ are above).*

- *Important Note: Not all schools use Microsoft Teams to deliver synchronous instruction, the numbers presented here are inaccurate for schools that use alternative technical tools like Zoom.*

Data and Remote Learning Practices Updates -
Effectiveness of Instruction: Synchronous Engagement

Appendix: Disaggregated Hours of Teams Meetings by Student Groups

Student Group	Elementary Schools	K8 Schools	Middle Schools	High Schools	Self-Contained Schools
All Students	3.3	3.2	3.4	2.7	2.9
Native American	3.1	3.4	3.0	2.5	n < 10
Asian	3.5	3.3	3.8	2.8	3.6
Black	3.2	3.1	3.4	2.6	3.1
Hispanic	3.2	3.1	3.4	2.6	n < 10
Multiracial	3.3	3.2	3.4	2.7	n < 10
Pacific Islander	3.2	3.5	3.6	2.6	n < 10
White	3.2	3.2	3.3	2.8	2.8
Students of Color FFEJ	3.2	3.1	3.5	2.6	2.9
African American Males	3.1	3.1	3.3	2.6	3.0
Special Education Students	3.2	3.2	3.3	2.7	2.4
Section 504 Students	3.7	3.1	3.2	2.7	n < 10
ELL Served Students	3.3	3.3	3.6	2.7	n < 10
Homeless Students	3.1	2.9	3.2	2.4	n < 10
Highly Capable Students	3.9	3.4	3.6	2.9	n < 10

Averages are based on student level data and are aggregated by school reporting type. Cells with fewer than 10 students are suppressed.
For this table we exclude schools with low rates of Teams usage, which suggests that they are using alternative tools. Excluded schools include: Alan T. Sugiyama High School, BRIDGES Transition, Cascade Parent Partnership, Concord International School, IN/Tandem, Interagency Academy, Interagency at KC Youth Service, Interagency Open Doors, Leschi Elementary, Non-Public Agencies, Nova High School, Open Doors Youth Reengagement (1418-SVI), Private School Services, Roosevelt High School, Seattle World School, TOPS K-8 School, and West Seattle Element. Schools were excluded based on meeting any of the following criteria – the average student has one or more Teams meetings on 40 days or less, the average student has fewer than 100 total hours of Teams use, the average student has fewer than 60 days with a record in the Teams log. These criteria were developed by examining the distribution of these variables across schools and selecting empirically occurring gaps in the distributions.

Data and Remote Learning Practices Updates -
Effectiveness of Instruction: SPED, 504, ELL Students

English Learners:
- All schools are required to provide updated service reports: how each EL student is being served, by whom, and when
- Achievement Level Descriptors (ALDs) available to monitor individual student progress
- Instructional Coach classroom observations

Special Education:
- Progress Reports: All case managers are required to provide IEP goal progress reports at the same frequency as report cards are issued.
- Professional Development- Remote Learning Institute, Accommodations and Modifications in Remote Setting
- Task Force-Developed Pathway Teacher support groups
- Service Pathway PLCs
- In Person services (based on IEP team decisions)
- Special educator Office Hours

Data sources:
- English Learners: Log-in rates for EL students
- Special Education: IEP Progress Reports; Post PD survey results; Teacher feedback

Opportunities for peer-to-peer interactions, with a focus on relationships and SEL

Examples:

- English Learners:
  - School-based PD offered on effective use of breakout rooms to increase peer to peer interactions; "Talk Moves"
  - High-interest clubs at various buildings promote oral discourse

- SEL Lessons
  - Most of the 30 SEL lessons developed per grade band include opportunities for students to share thoughts and reflections, as well as build healthy relationship skills.

Data and Remote Learning Practices Updates
Effectiveness of Instruction: Social and Emotional Learning

Educator Instruction and Support for SEL and Participation Data

- SEL foundations online training module is now online at www.seattleschools.org/sel

- 30 lessons per grade band (pre-K-2, 3-5, MS, HS) developed in collaboration with school staff and community partners and distributed to 104 schools

- SEL liaisons identified in 70% of our schools and received training in January

- Online training modules developed and made available for LGBTQ supports, SEL, and Gender Book Kits

- 3 Health Teacher Trainings occurred this year, covering curriculum mapping for remote learning, sexual health education, mental health, and referral systems

- FLASH training occurred in December 2020. Approximately 100 staff (5th – 8th grade teachers) participated

Grading and Progress Reporting Policies & Practices - Data

- 4-5 weeks reports on secondary grading to each school leader

- Quarter 1 and Quarter 2 summary data shared with the Board

- Weekly tracking of Incomplete district data

- Grading townhall discussions with educators

- Distribution of real-time grading data to other SPS departmental partners

Data and Remote Learning Practices Updates
Effectiveness of Instruction: Feedback

Meaningful feedback provided to students and families

Examples:

- English Learners:

  o Provide interpreters for parent/teacher conferences

  o Cluster of schools participating in Academic Parent Teacher Teams – Rising Star BF Day, Southshore, Wing Luke, Marshall – grade level meetings with parents with interpreters.

  o Reframed EPR comments for remote learning (new revised parent/guardian comments)

Inventory of guidance docs and resources supplied to educators

Remote Learning Playbook Contents

CAI

- Curriculum
- Instructional Practices
- Assessment
- Counseling & CCR
- English Learners
- Grading

Special Services

- SEL
- Special Education
- Tiered Support
- Title I and LAP

School-Based Operations

- Attendance
- Engaging Families
- Health and Safety
- HR and Substitute Guidance
- PD
- Technology

SEATTLE PUBLIC SCHOOLS

Summary of Support for Teaching Remotely - Professional Development

Professional Development for Remote Learning

- 2020 – 2021 Course Catalogue ☒
- 2020 – 2021 Early Release PD Menu ☒
- 2020 – 2021 Early Release Calendar ☒

Remote Learning	›
Health and Safety	›
CAI	›
Special Education	›
SEL and Behavioral Health	›
Digital Learning	›
EL and Translation	›

Summary of CAI Support for Teaching Remotely - Efficacy of Priority Standards, CAI Guidance, and Curricular Resources

- When there are recently-adopted set of digital resources, we have been able to do deeper analysis of data on the effectiveness of instruction.

- Examples

  - K-12 Science

  - 6-8 Math

  - K-5 ELA

  - 6-12 Spanish

Data and Remote Learning Practices Updates
Effectiveness of Instruction – CAI PD & Support

Educator Feedback from 2021 Teacher Surveys

In February 2021, Research & Evaluation administered surveys to teachers of middle school math content (enVision**Math**2.0) and secondary science (Amplify **Science**, high school science adoptions). These surveys help us better understand curriculum implementation, including how teachers use the materials, what instructional strategies they use to support student success, and what supports teachers need to implement materials in a remote learning environment. **Findings will be available in April.**

Preview: Survey core areas of focus

	Secondary Science Questions	Middle School Math Questions
Opportunities for peer-to-peer interactions, with a focus on relationships and SEL	Teachers' opportunities to promote student engagement and learning during remote learning through student-to-student discourse, online collaboration, student self-assessment.	Student opportunities to collaborate and interact during math in the remote learning instructional environment.
Educator instruction support (guidance, PD/training)	Teacher satisfaction with remote learning supports provided by the SPS Science Department, as well as attendance of district-provided PD sessions.	PD teachers have received, as well as PD they would like in the future, including probes on remote instruction, culturally responsive and anti-racist teaching practices in math. Includes questions on teacher preferences on how and when they would like to receive PD support and training.
Culturally Responsive Curriculum and Instruction	Teacher confidence and strategies to promote student-to-student discourse.	Degree to which the textual materials are culturally and ethnically relevant, promote culturally responsive pedagogical strategies.
Efficacy of priority standards, CAI guidance, and curricular resources	Teacher satisfaction with remote learning supports provided by the SPS Science Department.	PD received and PD that teachers would like in the future.

Summary of CAI Support for Teaching Remotely - Professional Development

- [2020 – 2021 Course Catalogue](#) & CAI Professional Development Offerings on Red Wednesdays in the Arts, Health Education, Physical Education, Career & Technical Education, Science, Math, English Language Arts, Social Studies, Since Time Immemorial, and other areas and in support of English Learners and students with IEPs.

Examples:

- Science PD: 8 sessions were provided this past Wednesday (March 3rd) alone. All sessions are optional. Over 300 teachers in attendance K-12.
- ELA PD: The ELA department has offered 68 PD opportunities this year aligned to remote learning.
- Math PD - Fifty-hour 4th and 5th grade educators explore how digital tools can provide opportunities for differentiation and develop conceptual understanding.
- The Arts PD - Training to introduce best practices for remote instruction and resources to support student learning provided to 180 Arts educators.
- Counselor PD: School counselors are taught use data and evaluate the planning of the implementation of their program and evaluation of chosen interventions.
- Physical Education PD: Instructional Services Coach/Demonstration Teachers and Teacher Leader Team run job-alike sessions.

Summary of CAI Support for Teaching Remotely - Culturally Responsive Curriculum and Instruction

Example: Professional Development from CAI's ELA Team: *Culturally Responsive Teaching in a Remote Learning Environment*

- **Theme: Creating an intellectually and socially safe space**
  - Instructional Practices:
    - Developing norms for partnership and group collaboration
    - Creating processes for clarifying, questioning, and problem solving
    - Using facilitation techniques to ensure inclusive and respectful academic discourse
- **Theme: Building Community and Honoring Diverse Perspectives**
  - Instructional Practices
    - Offering multiple opportunities to share thinking and collaborate daily
    - Using open-ended questions
    - Using protocols to ensure authentic, culturally inclusive, and safe engagement
- **Theme: Providing Asset-Based Feedback**
  - Instructional Practices
    - Citing standards-based evidence and growth using evidence from students' learning
    - Analyzing integrated reading and writing tasks with students to determine what they know and can do first
    - Giving students specific actions they can take to improve their reading/writing
    - Providing follow-up and progress monitoring toward self-selected goals

Data and Remote Learning Practices Updates
Effectiveness of Instruction – Targeted Support for Remote Instruction

Course	Number of hours	Number of attendees	Number of educator attendees	% of teachers attending	Total number of courses offered	Evaluations
Distance Learning Playbook Series - Part 1 Elementary	1.5	1913	1913	54%	2	Not available
Distance Learning Playbook Series - Part 2 secondary	1.5	927	927	26%	2	Not available
Distance Learning Playbook Series - Part 3, K-12	1.5	599	599	17%	2	Distance Learning Playbook Session 3 course evaluation
Remote Learning Institute, PreK-12	12	7667	4023* (3376 designated teachers)	95%	2 full days	Remote Learning Institute 9/2-9/3 course evaluation
Digital Learning webinars	110	6000	**	*	25 Total Courses, 09.2020 - 03.2021	
Enhanced Online Teaching and Learning Support 2019-20 (asynchronous)	27	1464	**	*	1 Schoology Course with 27 hours of content	
SPS Remote Learning Course 2020-2021 (asynchronous)	44	7586	**	*	1 Schoology Course with 44 hours of content	
Digital Learning Schoology Courses 2020-21 (asynchronous)	17	7379	**	*	1 Schoology Course with 17 hours of Content	

Data and Remote Learning Practices Updates
Attendance and Engagement Procedures

Attendance

- Remote Learning Playbook- provided state guidance, expectations, required practices and resource support.

- Remote Learning Attendance Codes and Definition of Student Absence.

- Remote Learning Attendance QRD for Teachers and Attendance Specialists.

- Attendance Training and Support: 710 Attendance policy/practice, PowerSchool, PowerTeacher, and Teams inquiries.

- Weekly Attendance Q & A sessions to support attendance taking procedures (attendance specialist, elementary assistants, secretaries, registrars and support staff).

- Actively worked to strengthen the districts attendance and truancy office connection with OSPI, BECCA, and KCSC to support the process of redesigning attendance guidance and truancy law.

Engagement Support

- Central office- Integrated delivery support: attendance and homelessness response team applied culturally responsive support.

- Case consultation and guidance provided for multi-layered student and family situations due to COVID 19.

- Supported with enrollment issues, identification of homelessness, language translation, and attendance challenges do to COVID 19.

- Coordinated equity and inclusion- transportation assistance to in-person education enhancement site.

- Provided MKV verification letter for childcare scholarship to ensure online learning participation.

- Supportive Outreach Practices- attendance letter, contactless home visit, language support, internet codes, hot spots, troubleshooting assistance.

- Counseling manual updates: OSPI's *On Time Grade level Progression and Graduation for Highly Mobile* students RCW28A.320.192.

SEATTLE PUBLIC SCHOOLS

Data and Remote Learning Practices Updates
MTSS

Schools have applied MTSS and progress monitoring practices this year using alternatives to shared, system-wide data. Learning Support Teams were surveyed on 3/3/21 with a 70% response rate. LSTs are assigned to every school and have worked to observe, consult, and provide support to delivery of high-quality remote learning practices grounded in MTSS and cultural responsiveness.

Progress Monitoring Practices

Practice observed and supported *LSTs report multiple practices observed including:*	% of LSTs reporting practice
Use of curricular-based assessments	83%
Teacher conferring to check progress	64%%
Small group instruction and progress ✓	82%
Family connection meeting to ✓ progress	68%
Use of alternative program-based assessment	36%

Other observed and supported practices reported by LSTs:
- *MTSS Team discussion of progress & action planning*
- *Use of screeners at school level & action planning*
- *IEP Meetings*
- *Student support meetings for EL students to obtain additional support*
- *Home visits*
- *Use of Homeroom and Atlas to share progress and available data (Levy schools primarily)*
- *SPS Modified F&P*
- *Review of attendance and platform data & action steps*
- *Classroom visits to monitor and support action toward student progress*
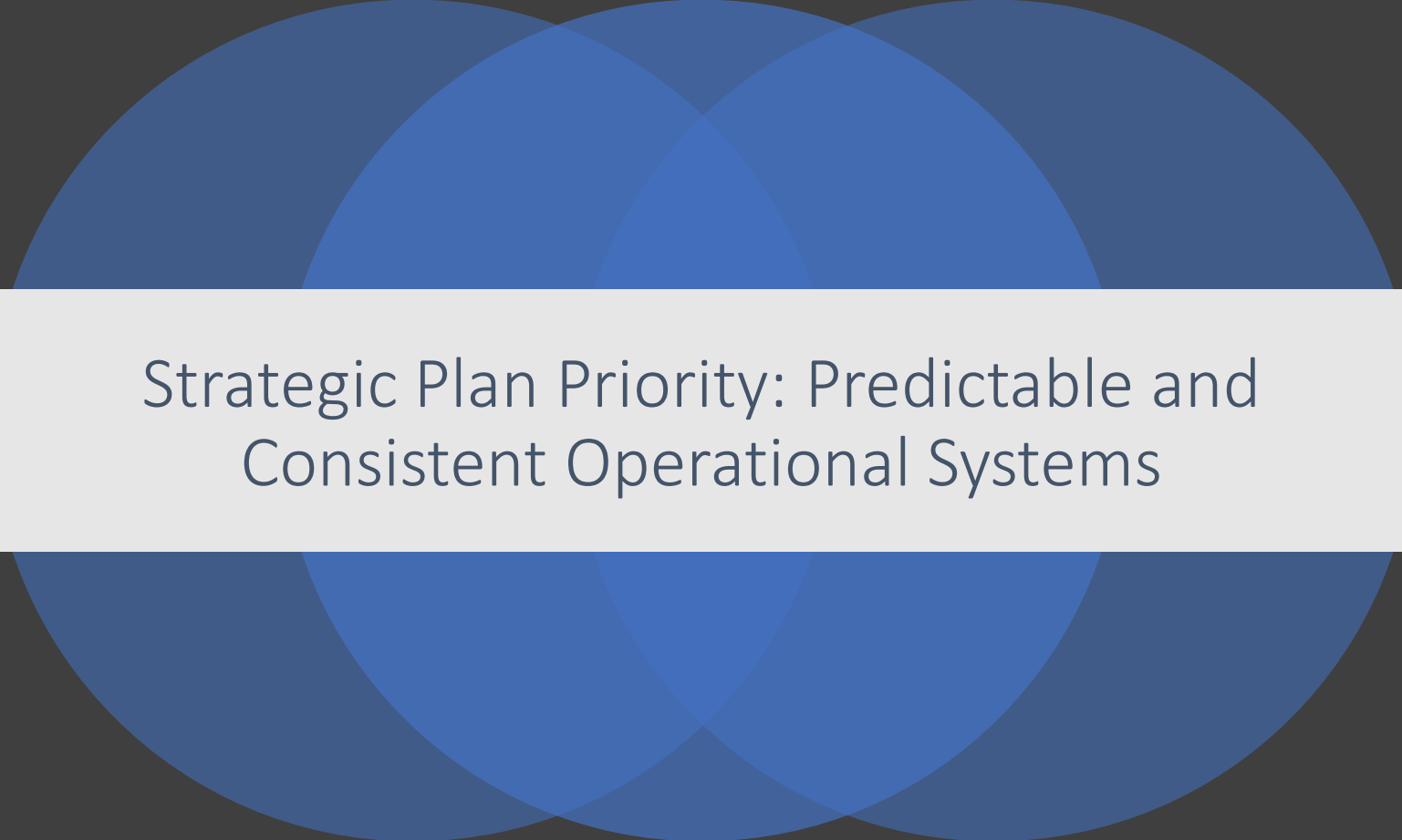
Collaboration & Tiered Support

Practice observed and supported *LSTs report multiple practices observed including:*	% of LSTs reporting practice
Collaboration in MTSS Teams and/or Staff Meetings	65%
Teacher data discussion in PLCs	80%
Grade Level Meetings	60%
Tier 1 Instruction and aligned to standards, engaging, supporting academic & SEL	90%
Tier 2 supports through small groups, use of additional adults, family check ins, etc.	85%
Tier 3 supports through 1:1 meetings, use of additional adults, curricular-based supports such as SIPPS and BAR	79%

Data and Remote Learning Practices Updates
MTSS delivery of Tier 3, Intensive Support

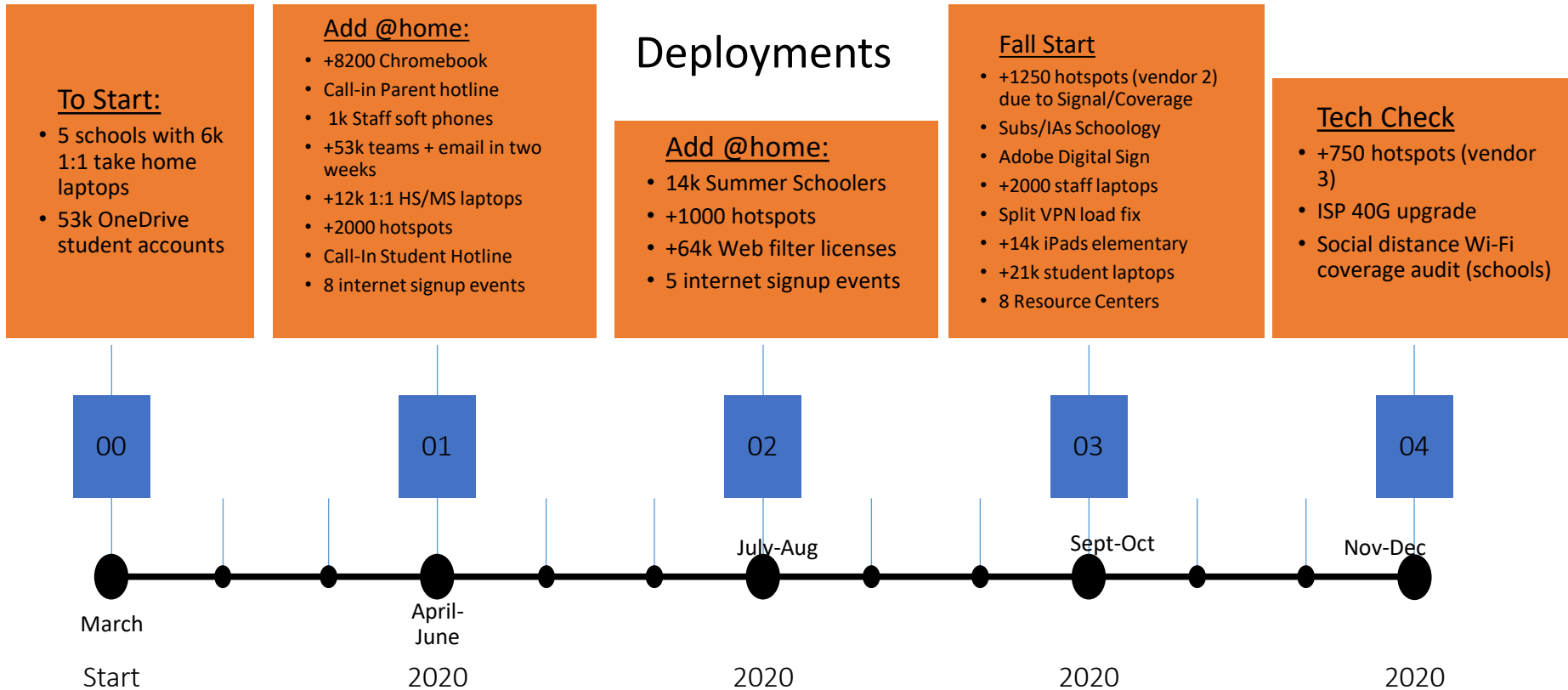| Tiered Support Practices for	Data & Evidence
MKV: • Monthly Family Service department, weekly strategy sessions, bi-weekly FSS MKV monitoring meetings, building points of contact identified and supported. • Active identification of unstably housed students- 782 students • FSS collaborated with building points of contact to provide technology and connectivity assistance. • Provided Amazon promo codes ($50/student) to 600 students. • Surveyed 2,300 MKV students in five languages on food insecurity in April 2020.	**MKV Student and Service Data** 2,174 currently Identified $449,235 donated funds served 3,252 students/households 11 Shelters impacting 591 students (3/20-6/20) $32,500 online grocery support 21 schools, 63 referrals, 38 students enrolled into the program, 100% exited to permanent housing
Foster: • Students in Out of Home Care • DCYF Collaboration: SPS-Interlocal Agreement, School Notification Forms, CHET-Screeners for obtaining Health/Education records supporting foster care youth • Advocacy for Foster Youth in over 25 convenings	**Foster Service Data** 279 Identified and monitored 104 building points of contact identified
Students w/high absence pattern: Ongoing consultation with tier III Central office Family Support team: • Instructed schools to implement supportive outreach strategies • provide resources directly to students and families with chronic attendance challenges in collaboration w/schools	**Family Support in Schools Supporting Attendance:** 14 FSW 459 caseload/756 non-caseload- 1,215 students served 20 FSW 672 caseload/875 non-caseload- 1,547 students served

SEATTLE PUBLIC SCHOOLS

Strategic Plan Priority: Predictable and Consistent Operational Systems

Data and Remote Learning Practices Updates
Predictable and Consistent Operational Systems

Student Access to Resources, Timeline -2020

To Start:
- 5 schools with 6k 1:1 take home laptops
- 53k OneDrive student accounts

Add @home:
- +8200 Chromebook
- Call-in Parent hotline
- 1k Staff soft phones
- +53k teams + email in two weeks
- +12k 1:1 HS/MS laptops
- +2000 hotspots
- Call-In Student Hotline
- 8 internet signup events

Deployments

Add @home:
- 14k Summer Schoolers
- +1000 hotspots
- +64k Web filter licenses
- 5 internet signup events

Fall Start
- +1250 hotspots (vendor 2) due to Signal/Coverage
- Subs/IAs Schoology
- Adobe Digital Sign
- +2000 staff laptops
- Split VPN load fix
- +14k iPads elementary
- +21k student laptops
- 8 Resource Centers

Tech Check
- +750 hotspots (vendor 3)
- ISP 40G upgrade
- Social distance Wi-Fi coverage audit (schools)

| 00 | 01 | 02 | 03 | 04 |

July-Aug

Sept-Oct

Nov-Dec

March

April-June

Start

2020

2020

2020

2020

Data and Remote Learning Practices Updates
Predictable and Consistent Operational Systems

Student Access: Supporting Remote Learning Hardware

Hardware	Brief Description	Total count
Elementary	iPads (preK-2)	13,570
Elementary	Laptop (3-8)	13,326
HS & Middle Schools	Laptops for secondary students	20,893 plus 6,000 pre-existing
Hotspots (all grades)	Internet Access for students and families in need	5,316
Subs and IA's	Devices for student support staff	2,000

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Student Access - Supporting Online Resources

Resource	Brief Description	Link
Student Portal	Online access to Tools for Students and Families to Support Student Academics. This is a direct link access to The Source, Clever, Seesaw, Schoology, Office 365.	Portals
Technology Supports for Families	Videos Tutorial and digital tools to support student learning. (Available on 6 Languages)	Videos
Student Email and Meeting Tools	Student tutorial support on email and MS TEAMS Support (Available on 6 Languages)	Email
Student 1:1 Laptop Program	Student videos and other support for iPads and laptops initial set-up, returns, repairs and BYOD program.	1:1 Program
1:1 Starting packets	Video and translated tutorials. It provides starting Packets for Student Laptops (Grades 3-12) and iPads (Grades PreK-2) (Available on 6 Languages)	Packets
Academic Tools	Most popular online resources for students. Resources include eBooks, online versions of selected textbooks and more.	Tools
The Source	The Source parents, guardians, and students may view attendance, secondary student grades and schedules, and tools such as the student data verification form.	Source
Clever	Clever is the student portal to access Office 365, Schoology, SeeSaw and other services.	Clever
Seesaw	Seesaw is an online platform for PreK-5th students. Students access Seesaw through the Student Portal (Clever)	Seesaw video tutorial
Office 365	Office 356 offers students and staff email, One Drive storage space, Word, and more.	Office
Online Safety and Responsibility	Online Safety Tips for Families and Students. Resources about internet safety and cyber security	Cybersecurity
Student Usernames and Passwords	Resource to find questions about usernames and passwords	Usernames/Passwords
Technology Resource Centers	In-person technology support for Laptop and SPS device support, Hot spots support, Support with remote learning software (e.g., Seesaw, Schoology) and other educational resources, General technology resource information and support, and Language help for remote learning tools. 8 Tech Center currently operating.	Tech Centers
Right Now Needs Funds	Funds are available and designed to directly benefit students and families with internet accessibility challenges, as well as other basic needs. Digital Equity Manager is working directly with school leaders to help facilitate fund distribution for families in need.	RNNF
Student Resources System Status	Available resource to student and families to check status of applications and systems and networks used by Seattle Public Schools.	System Status

Student Access: Supporting Service Contracts

Major Contract	Brief Description	Contract Amount
Enterprise Microsoft Licensing	Windows, Office, Antivirus, Cybersecurity, TEAMS	$987,000 annual
Schoology	Learning Management System	$700,825 over 3 years
SeeSaw	LMS Elementary School	$155,000 annual
Homeroom	Student data portal licensing	$302,000 annual
Verizon/MobileBeacon/T-Mobile	Hotspots	$228,000 annual
PowerSchool	Student Information System Licensing	$207,000 annual
Naviance	Career and College Readiness Software	$594,067 over 3 years
School Messenger Presence New – Pantheon	Web Content Management System	$80,000 annual – current $154,000 annual – new
JAMF	Remote Apple Device Management	$145,000 annual
Hewlett-Packard (HP)	Central Data Facility equipment maintenanceConsortium (network Infrastructure)	$187,000 annual
City of Seattle	Emergency Radios and Fiber Consortium (network Infrastructure)	$178,000 annual

SEATTLE PUBLIC SCHOOLS

Strategic Plan Priority: Inclusive and Authentic Engagement

Data and Remote Learning Practices Updates
Inclusive and Authentic Engagement

School Level Communication Practices

- Weekly Principal Updates to all families

- Implementation of social media, as approved, for quick updates and information

- Regular school website updates

- School Messenger announcements and calls

- Family and Engagement 'Nights'

- Family/parent/student conferences

- Connections with Community-based organizations to promote communication with some families (cross promotion)

Data and Remote Learning Practices Updates
Inclusive and Authentic Engagement

Excerpted practice data reported by schools as of 3/3/21:

"To engage our families, we hold monthly family night sessions, that are either fairly cut and dry Q & A sessions, or Q & A with something built in such as "How to be empathetic with your child," hosted by myself and the counselor. We've had anywhere from 15 – 25 show up for these sessions."

"I [school principal] conduct home visits, once every two weeks along with the Family Support Worker"

"We've hosted a pickup your supplies day, Halloween costume drive by and pick up your treat day, Pick up your free t-shirt, ball and pedometer for our walk-a-thon day, and are hosting a future day to celebrate reading where kids can pick up free books

"We are holding a monthly Family Fun Night with different activities, We have had a Family Trivia Night, Family Bingo Night, a Family Dance Party. They have been fun and really successful.   We also hold a monthly Native Story telling Wednesday Morning Meeting with Roger Fernandes and this has become a family event and parents are loving this and asking with the next WMM is being held."

"At the beginning of the school year, all of our K teachers went to each child's home in person and staying a safe distance away, said hello and dropped off a very cute (as only K teachers can do) kit including curricular materials and school supplies. This in person short visit really thrilled many parents."

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Data and Remote Learning Practices Updates
Inclusive and Authentic Engagement

Excerpted Practice data from our schools:

"We have been holding Academic Parent Teacher Team meetings (sort of like a curriculum night, but focusing into activities parents can use at home to support learning and why they are important) – 3x this year. We will have a Community Literacy Night this Spring, We have had principal "coffees" about different topics (i.e. "Strategies for Success in on-line learning), and PTA sessions with speakers.

"At the end of each lesson MANY teachers stay on to interact with students, answer questions, providing support, or to just chat. I observed an art lesson yesterday and the teacher gave students time to share and talk more (more than what was provided in class) about the piece of art they had created after the lesson ended.   The teacher had taught about Jacob Lawrence and his art, using a picture of a neighborhood as an example. Students then drew a picture of their neighborhood. "

"At the start of the year, we did listening sessions with Black & African American Families, ELL families, and other smaller groups. I [the school principal] also broke the whole school up into small "Family Learning Groups" of about 6-8 families per group so they could support each other. We did a kick-off event for this. Additionally, some of our teachers hold a monthly session with their class to answer questions, brainstorm and problem-solve."

"At [high school] we have a Latinx focused program called Familias Unidas (FUN). We have had 5 meetings this year. Each meeting has a specific topic of concern (importance of parental support for high schoolers, mental health perceptions and resources, accessing academic support, etc.) 10-15 families attend each session and it is growing each month!"

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Data and Remote Learning Practices Updates
Inclusive and Authentic Engagement

Consistent and streamlined communication from the District and its schools to students/families

CAI items (grading, progress reports, priority standards, outdoor education, dyslexia, etc.) added to School Beat newsletter, translated in top 6 languages, and delivered every other week to all staff, families, and community partners (prior to January 2021, every week). Items for school leaders to communicate to families, including learning expectations and resources, are added to the SLC every week.

- August-December, 2020: School Beat newsletter (staff, families, community partners) delivered every week.

- January 2021-Present: School Beat newsletter (staff, families, community partners) delivered every other week. In between weeks have a targeted letter for <u>families with students in PreK-1 grades + Special education intensive service pathways</u> to prepare for a return to buildings with important CAI-related updates. Open rate average of 44.2% (industry average is 25.32%). EL families, on average, open School Beat at a higher rate (Chinese, Vietnamese, Amharic, and Spanish speaking families are consistently the top openers of School Beat). Currently exploring additional ways to reach communities with lower open rates, including translated recorded audio options.

- School Leader Communicator (SLC) historically sent every week (Wednesdays). Starting January 2021, SLC started being delivered twice a week (Tuesdays and Fridays).

- Monthly Facebook Lives with Supt. Juneau and CAI staff (outdoor ed, priority standards, remote learning playbook, etc.), averaging 100-300 live viewers + additional viewership of recorded versions, depending on the topic.