



SCHOOL BOARD ACTION REPORT

DATE: September 14, 2020
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Wyeth Jessee, Chief of Schools & Continuous Improvement;
Kari Hanson, Director of Student Supports: Schools & Continuous Improvement;
Tyra Williams, Student Support Services Manager, twilliams@seattleschools.org;
Alesia Jessie, Family Support Program Manager, amjessie@seattleschools.org

For Introduction: October 21, 2020
For Action: October 21, 2020

1. TITLE

The Assistance League of Seattle (ALS) is donating gift cards to fund its Operation School Bell (OSB) shopping program for new school clothes for fall quarter of the 2020-2021 school year.

2. PURPOSE

This Board Action Report authorizes Seattle Public Schools (SPS) to accept a donation of \$350,000 from Assistance League of Seattle (ALS) to benefit students who wish to participate in its Operation School Bell (OSB) program for the 2020-21 school year. Funding will support the purchase of new back-to-school clothes and supplies for Seattle Public School students who are the most in need. Students at 83 Seattle elementary, middle and K-8 schools will receive a gift card worth \$125.00 to shop for basic need items to prepare for the 2020-21 school year in remote learning.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept a donation of \$350,000 from Assistance League of Seattle to benefit students who wish to participate in its Operation School Bell program for the 2020-21 school year. Immediate action is in the best interest of the district.

4. BACKGROUND INFORMATION

- a. Background:** SPS Family Support Worker Program (FSP) has partnered with ALS since 1990. The all-volunteer ALS has historically focused on helping students and families who are most in need – usually those furthest from educational justice. Many of the students qualify for free and reduced lunch (FRL). Through their OSB program, ALS and SPS’s FSP have provided thousands of elementary children new coats, hats, gloves, pants, shirts and shoes, originally from ALS’s School Bell House in Wallingford. Due to overwhelming demand in recent years, ALS has shifted its OSB focus to organizing “shopping sprees” at retail locations, partnering with Target and JC Penney for in-store shopping events exclusively for SPS students.

Last fall (2019) we served approximately 2,400 students. This year, because of COVID-19, OSB has opted to provide each participating student with a gift card to purchase new clothes and supplies in-store or online. Students at all participating elementary, middle and K-8 schools will have an opportunity to sign up to receive a gift card.

- b. Alternatives:** Decline the proposed opportunity to meet our families' needs. We strongly recommend against this option as the loss of funds would severely impact the social emotional mental health of SPS students and their families. Currently, as we navigate this dual/triple pandemic, families need assistance in a variety of areas. This support would help us stabilize the education front for families, so they continue to find ways to experience stability with basic needs. This partnership, while not highly visible in our district, has been a powerful program of support for our students and families furthest from educational justice.
- c. Research:** OSB has confidently partnered with our district to provide services to families since 1990. At that time, SPS's FSP had over 50 staff members. Because of the reach of Family Support Workers (FSW), their impact within the district was and continues to be great. They supported families with needs from basic to high needs. They have dealt with grief support, community development, student specific supports, academic supports, learning supports and so many other things. As a result, they are honored and esteemed as great connectors and bridge builders.

This BAR is necessary because of the current pandemic status that requires a social distance remote distribution of financial assistance (gift cards) to students through 83 of our school sites. The previous arrangement did not require on-site distribution of cards, however, SPS is now ALS's preferred physical distribution partner. We have school-based FSWs at 20 sites and rely on building points-of-contact at the remaining 63 sites.

- d. Community Engagement Analysis:** The ALS-OSB's proposed gift is essential to the social emotional health of students and contributes to their academic success. New clothes and school supplies allow students to feel proud and to have a deeper sense of belonging within their peer groups. In the original model of the program, students would go shopping with a school district staff during the school day. This was sometimes challenging for both the students and staff. In the current proposed model, children will shop with their parents or trusted adult/guardian in-store or have the option to order clothing online and have items delivered to their home to comply with social distancing guidelines. This encourages family relationships and builds self-esteem. ALS and FSP's enduring partnership has enriched and strengthened our community since 1990, having provided thousands of SPS elementary school children with new clothing and shoes.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$350,000.

The revenue source for this motion is the Assistance League of Seattle (ALS). These funds are considered a Private-Purpose Trust Fund donation, as the funds are meant to be donated to individual students.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement: The Family Support Services department met as a group to support the gift proposal.

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

Review of current Seattle School Board Policy No. 0030, Ensuring Educational and Racial Equity, and School Board Policy No. 4129, Family Engagement. SPS requires us to conduct a racial equity analysis. We utilized the racial equity analysis tool to guide this BAR process. Our intended outcome is to provide support for students in need to ensure that students’ basic needs are being met equitably especially due to COVID-19.

The support of ALS for the past 30 years has been very instrumental in serving our vulnerable population and students furthest away from educational justice. Many schools that have a high population of FRL students have received clothing and basic needs resource support. The 83 schools that will participate have either FSWs or SPS staff members that serve as building points-of-contact. They will support the distribution of gift cards for students in need. Since schools are not in session due to the COVID-19 pandemic, this resource will continue with a different service delivery model that has been developed by ALS in conjunction with the SPS FSP. Clothing and basic need support has been critical with helping students access learning, attend school consistently and thrive despite the pandemic.

8. STUDENT BENEFIT

Elementary, middle and K-8 SPS students benefit directly from the support of the gift cards funded by the ALS gift.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of gift exceeds \$250,000 in a single fiscal year (Policy No. 6114)

- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Per Board Policy No. 6114, Gifts, Grants, Donations and Fundraising Proceeds, the acceptance of gift funds in excess of \$250,000 requires School Board approval.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Audit & Finance Committee meeting on October 12, 2020. The Committee reviewed the motion and made a motion to move this item forward to the full Board with a recommendation for approval. This motion pass unanimously.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, Superintendent Juneau will sign the agreement, and specific allotment of gift cards will be transferred as soon as possible to each participating elementary, K-8, and middle school.

13. ATTACHMENTS

- ALS-OSB Letter of Intent (for reference)
- OSB Gift Card Program Proposal (for reference)
- OSB School Monthly Tally Report for 2017 – 2018 (for reference)
- Racial Equity Analysis Tool (for reference)



To Whom it May Concern:

The Assistance League of Seattle's program, Operation School Bell, would like to continue to provide Seattle Public School elementary and middle school students the opportunity to purchase new school clothes during this unprecedented COVID-19 school year.

For a little background, Assistance League of Seattle is an all-volunteer organization serving Seattle since 1962. Our objective is to help remove the barriers to education for students. We believe new clothing has the power to elevate self-esteem, encourage school attendance and improve academic performance. Since 1962 we have clothed 21,336 Seattle Public School students.

Number of Seattle Public School students served over the last three years:

- 2017-2018: 3,111 students visited our store in Wallingford, or received a bag of new clothes through our "Bag and Deliver" program.
- 2018-2019: 2,079 students and their families joined us at OSB hosted shopping events at JCPenney or Target to choose their own clothes and get that perfect fit. (We outgrew our little OSB store in Wallingford and switched to shopping events at box stores to grow the number of students we hope to serve.)
- 2019-2020: 3,142 students and their families joined us at OSB hosted shopping events at JCPenney and Target.

Due to COVID-19, we will not be hosting on-site shopping events for the 2020-2021 school year. Instead, we would like to provide \$125 gift cards to Target or JCPenney (which ever store is closest to their school) to students who could use new clothing assistance during this difficult time. We are working closely with OSB School Contacts at each school to identify those students who would most benefit.

This fall we are providing 2,804 JCPenney or Target gift cards, valued at \$125 each, to 83 elementary and middle schools, for a total value of \$350,500.

Attached please find a table showing the breakdown of number of gift cards allocated for each school. The number of cards for each school is based on 20%+ of OSPI's low-income reports for the schools.

If fundraising goes well, **next March we would like to provide another 600 gift cards to schools, valued at \$125 each, for a total value of \$75,000.** We imagine COVID-19 social distancing will be in place at that time too.

We plan to meet our OSB School Contact at their school and pass on their allotted number of gift cards. We ask for two people from the school to sign off for the receipt of the cards. We will provide an excel sheet for each school to track the card numbers, name of the student and grade level for accountability of the distribution of the cards.

We believe this strategy for the Operation School Bell program to be the best solution to assist families during these challenging times. In the future year we hope to get back to seeing students and families at our OSB Shopping Events, but we will of course adapt our program to whatever is appropriate for the times.

Thank you in advance for your help, in helping us to continue to serve your Seattle Public School students.

Warmest Regards,

Teri LeClair and Nancy McManamin
Operation School Bell Co-Chairs

Assistance League of Seattle
www.assistanceleague.org/seattle

Assistance League of Seattle removes the barriers to education for at-risk, disadvantaged students, giving them hope and inspiration for a brighter tomorrow.

OSB School Allotments Fall 2020

SPS Elementary School Allotments 2020-21	
Elementary Schools	FALL 2020
Adams	12
Alki	8
Arbor Heights	25
B F Day	14
Bailey Gatzert	57
Beacon Hill International	46
Broadview-Thomson K-8	79
Bryant	6
Cascadia	5
Catharine Blaine K-8	7
Cedar Park	8
Concord International	69
Daniel Bagley	12
Dearborn Park International	32
Dunlap	60
Emerson	59
Fairmount Park	17
Frantz Coe	7
Gatewood	13
Genesee Hill	12
Graham Hill	40
Green Lake	10
Greenwood	9
Hawthorne	51
Hazel Wolf K-8	25
Highland Park	45
John Hay	13
John Muir	67
John Rogers	28
John Stanford International	8
Kimball	41
Lafayette	14
Laurelhurst	18
Lawton	6

Leschi	35
Licton Springs K-8	19
Louisa Boren STEM K-8	38
Lowell	42
Loyal Heights	7
Madrona	27
Magnolia	7
Maple	60
Martin Luther King Jr	50
McGilvra	4
North Beach	7
Northgate	41
Olympic Hills	63
Olympic View	38
Orca K-8	25
Pathfinder K-8	14
Queen Anne	4
Rainier View	41
Rising Star	84
Roxhill	43
Sacajawea	14
Salmon Bay K-8	15
Sand Point	68
Sanislo	30
South Shore K-8	82
Stevens	15
Thornton Creek	8
Thurgood Marshall	37
TOPS K-8	27
View Ridge	8
Viewlands	29
Wedgwood	6
West Seattle	94
West Woodland	9
Whittier	7
Wing Luke	50
TOTALS	2071

OSB School Allotments Fall 2020

SPS Middle School Allotments 2020-21	
Middle Schools	FALL 2020
Aki Kurose MS	101
Denny International MS	114
Eckstein MS	32
Edmond S. Meany MS	50
Hamilton International MS	19
Jane Addams MS	60
Madison MS	29
McClure MS	20
Mercer MS	134
Robert Eagle Staff MS	40
Seattle World School	66
Washington MS	49
Whitman MS	21
Totals	733

Total students served:	2804
-------------------------------	-------------

2017-18 School Year	June	July	August	September	October	November	December	January	February	March	April	May	Totals
Shelters													
Mary's Place Shelter						77		34					111
Sacred Heart Shelter			9						10				19
Sand Point			84	3			4						91
Solid Ground - Broadview	7	7	32	8	13			4	1				72
Shelters Monthly Total	7	7	125	11	13	77	4	38	11	0			293
FSW Visits to OSB:													
Bailey Gatzert				16	13	3							32
Beacon Hill						3			2				5
BF Day				2		3							5
Lechi				8	6	2	8	10					34
Martin Luther King					7	2							9
McKinney Vento					6	1		1	6				14
Northgate				4	12	19	10	9					54
Pathfinder					1	2							3
West Woodland						1							1
Whitman						2							2
Wing Luke					8	15							23
FSW Visits Monthly Total	0	0	0	30	53	53	18	20	8	0			182
Bags Filled for FSW's:													
Bailey Gatzert				3	4								7
Leschi						4		1					5
Martin Luther King						2							2
Northgate	1				2	2	1		7				13
Pathfinder					1								1
West Woodland						1							1
Whitman						1							1
Whittier	1												1
Wing Luke	1					12							13
FSW Bags Monthly Total	3	0	0	3	7	22	1	1	7	0			44
Ambassador Schools:													
Adams				2									2
Alki							1						1
Arbor Heights				12			1						13
Assisteens/MKF					1								1
Beacon Hill						35							35
Broadview-Thomson				2	3	5	2	3	99				114
Concord						8	4	8	25				45
Daniel Bagley									14				14
Dearborn Park						123		9					132
Dunlap				22	11	75	33	5		74			220
Emerson				10	74	11			17				112
Gatewood					2	4	2		1	4			13
Graham Hill					88	10	2						100
Green Lake				3									3
Greenwood					6		2		1				9
Hawthorne					30	12	65	2	39				142
Hazel Wolf					3								3
Highland Park						3	2						5
John Hay					5	10	1	3	1				20
John Muir				99	21	11	3	1					135
John Rogers				12	3	2		3	5				25
Kimball					13	13	5						31
Lafayette	1			1	3								5
Laurelhurst					4								4
Louisa Boren STEM K-8				7			2	50	13				72
Lowell				12	3	1		13					29
Madrona							29	15					44
Maple					5	7	2						14
Martin Luther King Jr.							68	3					71
McKinney Vento				12	34	47	31	20	19	30			193
Northgate	1												1
Olympic Hills				11	41	22	4	1	3				82
Olympic View									1				1
Orca							5	2	2				9

2017-18 School Year	June	July	August	September	October	November	December	January	February	March	April	May	Totals
Rainier View				22	3	3	1	2	5				36
Roxhill						1		2	55				58
Sand Point						60							60
Sansilo				2	4								6
Seattle World School					7	19	59						85
South Shore				4	1	5	2		2				14
Stevens					3								3
Thurgood Marshall				5	3	5	10		24				47
Tops K-8						1	7						8
Van Asselt					7	70	9	10	9				105
View Ridge					13	7							20
Viewlands					3	7							10
West Seattle					20	74	25	12	3				135
Wing Luke					5		64	6	12	2			87
Ambassador Monthly Total	2	0	0	238	419	651	441	171	350	110			2382
In-Store Shopping Events													
Shelters													
Broadview Shelter										22			22
Mary's Place										26			26
Monthly Total										48			48
Schools													
Beacon Hill										16			16
Broadview Thomson										15			15
Emerson										16			16
Hawthorne										19			19
Maple										20			20
Northgate										34			34
McKinney Vento										7			7
Olympic Hills										5			5
South Shore										10			10
Van Asselt										20			20
Monthly Total										162			162
In-Store Shopping Total										210			210
Grand Monthly Total	12	7	125	282	492	803	464	230	376	320			3111
Aggregate Total	12	19	144	426	918	1721	2185	2415	2791	3111			



School Board Action Report

The Assistance League of Seattle (ALS) is donating gift cards to fund its Operation School Bell (OSB) shopping program for new school clothes for fall quarter of the 2020-2021 school year

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

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

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

Tyra Williams
Student Support Services Manager
twilliams@seattleschools.org

This Board Action Report contains a Tally Report document that has a lot of detail showing the use of funds from this organization for the 2017-2018 school year.

Racial Equity Analysis Tool

It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our educational and administrative system.

Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race and racism are pervasive and significantly affect key life indicators of success. The **Racial Equity Analysis Tool** lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices and budget issues to address the impacts on racial equity. To do this requires ending **individual racism, institutional racism and structural racism**.

The concept of **racial equity** goes beyond formal racial equality — where all students are treated the same — to fostering a barrier-free environment where all students, regardless of their race have the opportunity to achieve. This means differentiating resource allocations, within budgetary limitations, to serve students with the support and opportunities **they need** to succeed academically.

Why and when should I use it?

- **Use** this tool to create an equity lens for educational leaders:
The Racial Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, professional development and instructional practices are likely to close the opportunity gap for specific racial groups in Seattle Public Schools.
- **Apply** the tool to decrease the opportunity gap, and increase positive outcomes for students of color.

Department/Region/School _____

Facilitator: _____ Date _____

Committee/Community members: _____

Decision/Policy: _____

Are you: Making a new decision? _____ Reviewing an existing decision? _____

Expected Outcomes: _____

Have you had any Equity Training from SPS? _____

How many times have you used the Racial Equity Analysis Tool? _____

Please mark the type of decision below:

- | | |
|--|---|
| <input type="radio"/> Applicable Policy | <input type="radio"/> Procedure |
| <input type="radio"/> Program | <input type="radio"/> Budget Issue |
| <input type="radio"/> Professional Development | <input type="radio"/> Hiring and Staffing |



Racial Equity Analysis Tool

Glossary:

Race: Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

Individual racism: Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

Institutional racism: When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently.

Structural racism: The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups. This occurs within the context of racialized historical and cultural conditions.

Accountable: Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

Educational and Racial Equity: Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

Racial Inequity: When communities of color do not have access to opportunities and a person's race can predict their social, economic and political opportunities and outcomes.

Stakeholders: Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, staff and families.

Culture: The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

Expected Outcomes: A measurable result that is planned for, using the racial equity tool.





Racial Equity Analysis Tool

STEP 1: Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)

1. What does your department/division/school define as racially equitable outcomes related to this issue?
2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?
3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

STEP 2: Engage Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?
2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?



Racial Equity Analysis Tool

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden
Stakeholders (SPS staff and community members) collaborate to analyze how this policy/ decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?
2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

STEP 4: Evaluate Success Indicators and/or Mitigation Plans
Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?