

Friday Memo to the Board

Superintendent's Highlights

For the week of Sept. 9-13

Seattle Super Reader Update: Emerson elementary hosted a Super Reader Kick Off assembly. An illustrator of a children's book and some Seahawk Legends shared their love of reading with the students. A huge shout out to the Seahawks, BECU, Embassy Suites and AARP for supporting Emerson students and their reading!

Culturally Responsive Workforce and Safe & Welcoming Environments:

- Leschi hosted a "High Five" event. SPS staff, community and many partners greeted students with cheers and high 5s. What a positive way to start a day!

Community and Partnerships:

- I attended the first annual 9/11 memorial event in partnership with Seattle Police and Seattle Fire departments. Thank you, Chief Best, for inviting the SPS into these spaces with community.
- Chris Chatmon from Oakland Unified School District shared his wisdom to help our launch of the Department of African American Achievement. I look forward to his continued mentorship as we grow this workstream to better serve our African American boys.
- I met with Gerrit Kirschner and Michael Tamayo for a Peer Assistance Review (PAR) panel update. This work continues to progress, and I am thankful for the partnership with PASS and SEA to improve teacher efficacy, which will ultimately create better outcomes for students.
- I met with President Dr. Raymond Tymas-Jones from Cornish Institute. I am excited about the possibility of future work together.
- Chancellor Pan, Mayor Durkan and I discussed Seattle Promise. I am excited about this work together, as I know it will change outcomes for SPS students and families.

Questions from Directors:

Here is the link to the newest [Org Chart](#)

Friday Memo to the Board Business and Finance

Essential Information for the week of Sept 9-13, 2019

Responses to Questions from Board

Question 1 – Garfield enrollment and staffing

- Garfield enrollment is currently projected to be over budgeted by 54 students (see table below). Additional staff were allocated to them last week. The chart shows changes to enrollment staffing from 2017-18.

Garfield			
Enrollment (Headcount)			
Budget	1874	1769	1488
Actual (as of Oct 1, 2019-2 is still a projection)	1774	1658	1542
Difference	-100	-111	54

Staffing (FTE)	2017-18	2018-19	2019-20
Budget	69.4	66	53.6
Actual (includes all add/reductions due to enrollment)	69.6	63	57.6
Difference	0.2	-3	4

- JoLynn has called Corinne Crabs (parent/PTSA member) and has offered to attend a PTSA/Booster meeting this fall to provide a forum for feedback.
- We will be using this data in our responses to parents.

School Actions –

- The principal of Garfield notified parents and students that the school has already posted and in the process of hiring new certificated staff with a plan to make schedule changes at the same time.

Friday Memo to the Board

Operations – Nutrition Services

for the week of September 9-13, 2019

United Way Universal Breakfast Grant

- In 2018-2019, United Way of King County maintained a grant with Seattle Public Schools (SPS) to support student nutrition. The objective of the grant was to increase breakfast participation in schools. The planned mechanism for increasing breakfast participation was to provide funds for students who were not eligible for free or reduced meals, so they could access breakfast at no charge.
- Eligible pilot schools had to have at least 50% of students eligible for free or reduced-price meals (FRL) and were able to serve breakfast after the start of the school day. The nine participating SPS schools included:
 - Aki Kurose Middle School
 - Beacon Hill Elementary School
 - Concord International Elementary School
 - Dearborn Park International Elementary School
 - Lowell Elementary School
 - Northgate Elementary School
 - Olympic Hills Elementary School
 - Sanislo Elementary School
 - Wing Luke Elementary School
- During the 2018-19 school year, United Way expressed concerns to SPS staff about disappointing results from the program, with only Aki Kurose Middle School showing an increase in breakfast participation. Wing Luke Elementary School's participation results were comparable to the prior year and the other seven schools all saw decreases in breakfast participation.
- United Way also expressed concern that the district had not migrated to a practice that encouraged students to eat breakfast after the bell in the classroom, either by serving meals in class or supporting a "grab and go" model where students pick up meals in building corridors outside classrooms. From an operational standpoint, the district is not prepared to integrate meal service into classrooms and does not have the custodial capacity to maintain a clean and healthy environment with widespread meals service in classrooms.
- Because of these concerns, United Way informed the district in late August that the grant would not be renewed in its current form for the 2019-20 school year. They have offered to maintain universal free breakfast in two of the pilot schools, Concord Elementary School and Wing Luke Elementary School, where United Way supports other program activities. In addition, it has offered to fund free breakfasts at the other seven schools through October to allow non-FRL students and families time to adjust to the change.
- SPS will continue to serve breakfast at all the schools, both before and after the bell for purchase or free of charge for students who qualify for FRL.

Friday Memo to the Board
Operations – Capital Projects and Planning
for the Week of September 9-13, 2019

Replacement roof for Rising Star Elementary

- Rising Star Elementary School at the African American Academy is currently under construction with a roof replacement project that was scheduled to take place during the 2019-20 summer break. While implementing the work this past summer, problems were identified with the condition of the existing metal roof deck that were significantly greater than anticipated and necessitated replacement of this construction component in lieu of implementing contract identified repairs. Replacement of the metal roof deck component necessitated the vacation of 10 second floor classrooms and a nearby administrative area and has caused the project to extend into the school year. Completion of the first phase roof replacement work is now anticipated for mid-November 2019.
- Knowing that the building gets some seismic stability from the existing metal roof deck, the district proactively worked with the architect, structural engineer and contractor to implement investigative test cuts in areas where the roof was to be replaced in the summer 2020. The purpose of these test cuts was to examine the condition of the existing metal roof deck. One area was found to have significant deterioration of the metal deck and was subsequently repaired. All other areas where investigative test cuts were performed were in normal wear condition. The building is structurally safe for students and staff.
- The contractor has completed all first phase construction demolition activities and efforts are now focused on installing the specified materials for the new roof. Capital Projects and Planning staff continue to work closely with the building principal and vice-principal and representatives from the architect and contractor to monitor the progress of the work, discuss issues that arise and confirm that the school building remains safe for students and staff during the roof replacement project. Every member of the project team recognizes that the safety of students, staff, and community is their number one priority.
- Rising Star Elementary School at the African American Academy has previously sent communication to staff, students and their families and are providing an update this week that will be translated into Somali, Spanish, Chinese and Vietnamese languages.

Friday Memo to the Board

Office of Public Affairs

Essential Information for the week of 8/7/19 – 9/13/19

Goal 1: Media Relations

- 9/10/19, Seattle Times, “WA set a high bar for students to pass standardized...”
<https://www.seattletimes.com/education-lab/washington-set-a-high-bar-for-students-to-pass-standardized-exams-by-2027-new-results-suggest-theres-more-work-to-do/>
- 9/6/19, KNKX, “Ride-hailing startup aimed at transporting kids...” <https://www.knkx.org/post/ride-hailing-startup-aimed-transporting-kids-launches-seattle-area>
- 9/4/19, Seattle Times, “Seattle students walk out on first day of school to demand equitable school funding” <https://www.seattletimes.com/seattle-news/education/seattle-students-walk-out-to-demand-equitable-school-funding-on-first-day-of-school/>

Goal 2&3: District Messaging – Outbound Communications, Customer Service

- Proactive social media in response to OSPI’s 2018-19 state assessment press release
- Continued Support for Undocumented Students – communicated on website and across our social media channels.
https://www.seattleschools.org/district/calendars/news/what_s_new/superintendent_procedure_4310sp
- Supported the District VII Candidate Forum with online web form for submitting questions prior to the forum and feedback after the forum – both communicated to all families and staff via SchoolMessenger:
https://www.seattleschools.org/district/calendars/news/what_s_new/school_director_appointment
- Supported the District VII Candidate Forum by filming, recording, and posting to the web, including the use of Facebook Live.
- Supported Van Asselt Elementary and capital team in communicating roof repair progress

Friday Memo to the Board

Schools and Continuous Improvement for the week of September 9-13, 2019

Continuous School Improvement Plan (C-SIP) Process

Each school year, school leaders and their Building Leadership Teams (BLT) work together to develop, monitor and revise their C-SIP plans. The C-SIP serves both as a strategic plan, as well as an action planning document that guides the work of the staff. Further, the strategies, goals and professional development contained in each school's C-SIP is being nested in the District's new Strategic Plan. The current work performed by leaders and staff is centered on each school's C-SIP and is a far leap away from the compliance oriented, unaligned, unaccountable document the C-SIP was just a couple of years ago.

Below are some key activities throughout the school year that support the development and implementation of C-SIPs:

- Each school's Building Leadership Teams (BLT) and principal make revisions to their C-SIP during action planning sessions in August.
- BLTs and principals monitor the implementation of the C-SIP and progress for students based on established goals and make adjustments as necessary.
- Directors of schools directly support principals and guide Principal Learning Networks (groups of principals) in connection to each school's C-SIP throughout the entire school year.
- During the budgeting process, BLTs and principals work to plan their staffing needs and professional development in connection to their C-SIP.
- Principals and directors of schools conduct a review and feedback process in the spring to increase the quality of each school's C-SIP.

Friday Memo to the Board
Advanced Learning
For the week of September 9-13, 2019
Responses to Questions from Board

Question 1: A task force member requested a racial caucus. Why has this not been honored, in light of our strategic plan?

- Racial caucusing is a specialized skill that requires a skilled facilitator. Currently, SPS does not have a trained facilitator in racial caucusing so this would require hiring an outside contractor/consultant. When the idea of racial caucusing was introduced this summer, the ALTF only had two remaining sessions which were set to complete policy and procedure recommendations. Moving forward, we will have an opportunity to coordinate with the Department of Racial Equity Advancement to attempt racial caucusing in the next phase of this work.

Question 2: Task force members have expressed concern that recommendations have been presented in the Friday memo, but that these were not drafted by members or voted on yet. When will the ALTF be deliberating and voting? Will this occur prior to the September 25th Work Session?

- The Advanced Learning Task Force spent the August 20th meeting developing recommendations on policy. The Task Force is still finalizing recommendations on policy and will continue deliberations around procedural agreements on September 17th. An update from that meeting will be provided at the September 25th work session.
- As part of the process for keeping the school board informed, regular updates will continue to be included in Friday Memos. Additionally, Advanced Learning Task Force Meeting Minutes are public record.

Question 3: Current Policy 2190 specifically states that Highly Capable Cohort (HCC) will be a guaranteed service option for students identified as highly capable. The ALTF is asked to provide recommendations about potential policy changes, and specifically directs, "Defining and/or re-developing Advanced Learning Programs and Highly Capable services: The task force will review high quality research and best practices about specific program elements and student services, which include clear expectations and guidelines that will be provided within neighborhood schools and/or within a HCC setting." When will the ALTF be formulating recommendations to this end?

- Repeated from the September 2, 2019 Friday Memo: Recommendations for Board Policy #2190 were formally discussed and collectively supported by the Advanced Learning Task force at the August 20, 2019 retreat and procedural recommendations are in the final stage of gathering agreement and approval. Procedural recommendations are anticipated to be completed on time this next month. An update that includes the policy recommendations are included in this memo and will be the topic of conversation in upcoming meetings with Board Directors.

Question 4: I've been told that teachers in multiple settings have been told in trainings this year that the Highly Capable Cohort will be dissolved after next year. Why is this being communicated when the ALTF has not yet provided recommendations and the board policy has not been revised to that end?

- There are no trainings being conducted where HCC dissolution is either being discussed or speculated. ALTF updates are provided to the Board and superintendent. ALTF minutes are posted publicly. No communications were provided to school leaders or central office staff that would allude or provide content for training as described above. Should the origin of the information be made available, we will contact the school site or central department directly to inquire and follow up.

Friday Memo to the Board

Teaching and Learning Division

Essential Information for the week of September 9-13, 2019

CURRICULUM, ASSESSMENT AND INSTRUCTION

Since Time Immemorial Professional Development Opportunity

Seattle Public Schools' adoption of Since Time Immemorial (STI) brings professional development opportunity for ongoing training, beginning with middle school social studies teachers. School Board Directors are welcome to attend any of the following training dates at the John Stanford Center:

Friday, September 27, 8:00 am to 3:30 pm
Tuesday, October 1, 8:00 am to 3:30 pm
Thursday, October 17, 8:00 am to 3:30 pm

If you have questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dmdebacker@seattleschools.org.

Department of Education and Early Learning (DEEL) K-12 School-Based Investments

The Department of Education and Early Learning's (DEEL) announced the release of the Families, Education, Preschool & Promise (FEPP) Levy K-12 School-Based Investment, Request for Investments (RFI) to the schools that submitted an Intent to Apply (ITA) application in June 2019.

The School-Based Investment funds of the FEPP Levy support the goal of closing race-based opportunity gaps by ensuring Seattle students have equitable access to increased academic preparation, expanded learning, social-emotional skill-building opportunities, and college and job readiness experiences that promote high school graduation.

The Request for Investment (RFI) application is now available and can be found [here](#). An application template can be found [here](#). With the application, schools are also required to submit a grade level specific workplan: Elementary and K-8 [Workplan](#), Middle School [Workplan](#), High School [Workplan](#).

The following are the range amounts per grade level for the school-based investment RFI funding awards. Annual award size will be contingent upon services provided and students served.

Level	Range Amount
Elementary Schools & K-8 Schools	\$200,000 to \$345,000
Middle Schools	\$350,000 to \$480,000
High Schools	\$475,000 to \$560,000

DEEL will be holding information sessions on filling out the RFI application on the following dates: Monday, September 16 (Webinar), Monday, September 23 (Elementary and K-8), Monday, September 30 (Middle and High School). Along with the information sessions, there will be opportunities for schools to receive technical assistance September through November to get their application ready for the deadline on **Friday, December 13, 2019 by 5:00 p.m.** If you have questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dmdebacker@seattleschools.org.