

# Friday Memo to the Board

## Office of Public Affairs

### Essential Information for the week of 10/19/19 – 10/25/19

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#### Goal 1: Media Relations

- 10/22/19 Seattle Times “What’s next for SPS gifted programs?”  
<https://www.seattletimes.com/education-lab/faq-whats-next-for-seattle-schools-gifted-programs/>
- 10/21/19 KIRO 7 “SPS awarded \$500,000 for youth safety, stopping school violence”  
<https://www.kiro7.com/news/local/seattle-public-schools-awarded-500-000-for-youth-safety-stopping-school-violence/999916371>
- 10/13/19 KNKX “SPS faces additional criticism for its food service and menu options”  
<https://www.knkx.org/post/seattle-public-schools-faces-additional-criticism-its-food-service-and-menu-options>

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

- Customer Service updated their Contact Us Q&A form on the website to help explain the function of *Let’s Talk!* and why it helps improve customer service district-wide:  
<https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=89254504>
- The Media Operations Center (MOC) is being rebranded and will now be referred to as Seattle Public Schools TV (SPS TV). These changes will be reflected on the website and across our social media.
- Seattle Public Schools TV (SPS TV) filmed and produced a video called **Food Tasting at Thurgood Marshall Elementary**. The video showcases how students are finding their voices and how Nutrition Services is engaging their schools, students, and families. Video will be promoted on our website, social media channels, and air on SPS TV. Video will be live on YouTube and social media later today.
- Strategic Plan posters finalized – Next steps: send to printer and distribute to all 104 schools + JSCEE.
- Feature Story - Building Integrated Support Systems at South Shore PreK-8 School:  
[https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/building\\_integrated\\_student\\_support\\_systems](https://www.seattleschools.org/district/calendars/news/what_s_new/building_integrated_student_support_systems)
- Feature Story & Video Series - Physical Therapy Month:  
[https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/physical\\_therapy\\_month](https://www.seattleschools.org/district/calendars/news/what_s_new/physical_therapy_month)
- Launched Website Feedback Survey:  
[https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/website\\_improvement\\_project](https://www.seattleschools.org/district/calendars/news/what_s_new/website_improvement_project)

# Friday Memo to the Board

## (Operations)

### Essential Information for the week of Oct. 21-25, 2019

#### Capital Projects and Planning

- Progress continues on phase 1 of **Rising Star Elementary School at African American Academy's** roof replacement project by Wayne's Roofing. The west-facing slope of the north classroom wing is nearing completion as work begins on the east-facing slope.
- Classrooms 220-223 are available for re-occupancy, but only two are in use while computers, furniture and equipment are returned to the other two. The target date to complete all 200-level interior spaces is Nov. 16.
- Some exhaust-emitting equipment utilized to stock material on the roof created an indoor air quality issue for building staff and students. This generated numerous occupant and parent concerns and complaints. Capital Projects and Planning staff worked with the contractor to identify and remove the suspected exhaust emitting equipment from the school site. In addition, Capital hired an industrial hygienist firm, Rose Environmental, who conducted an air quality evaluation of the north wing classroom areas. Rose Environmental's findings said, "the results of the tests were unremarkable; measurements of common indoor environmental parameters were generally within ranges recommended by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). Overall, indoor environmental quality conditions were comparable to other problem-free office buildings we have similarly evaluated." This information will be presented to the community at 5 p.m. Oct. 30 in the school gym. Also, an air quality test will be performed prior to re-occupancy.

#### Nutrition Services

- Director Aaron Smith met with the **Olympic Hills** principal and cafeteria staff about breakfast options. Nutrition Services provides a variety of offerings that meet USDA nutritional guidelines. Kitchen managers have the option of selecting what they would like to serve from a list of daily options. Nutrition Services will continue to work with the school to assist with the nutritional needs of the students.
- Smith also met with **Beacon Hill** to address parents' concerns of a food shortage based on a Facebook post and old news articles. There is not a food shortage at Beacon Hill. Nutrition Services is working with students to expand vegetarian options. Due to issues with a distributor, there is limited availability of some products. More hot, vegetarian options will be available in November, in addition to the cold, daily vegetarian meals.

#### Transportation

- Director Jeff Bronstein attended the **SPED PTSA meeting** on Oct. 22 to answer transportation questions, present an overview of Special Ed transportation and provide steps the district is taking to continue to enhance service for these students, so parents are involved in developing solutions to transportation challenges. As a follow-up, Bronstein will provide an update on snow route planning prior to their November meeting; update parents on the status of the First Student FirstView app; work with First Student to further integrate the district into their driver training program; and form a sub-group of parents willing to participate in the discussion and review of driver training specific to working with our special needs students. Bronstein also will discuss the issue of selective program cancellation when snow delays are called and exploring strategies for enhancing communication practices with Special Education Director Trish Campbell.

# Friday Memo to the Board

## Equity, Partnerships, and Engagement

### Essential Information for the week of October 21-25

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#### Kingmakers of Oakland

- Dr. Mia Williams, Executive Director for the Department of African American Male Achievement and Kirk Mead, Director of Stakeholder Engagement attended the Kingmakers of Oakland (KOO) Collaborative and the Man Up African American Male Achievement Fall Forum.
- Just this week a new [article](#) in Education Weekly highlighted the impact of Oakland's African American Male Achievement Program – Kingmakers of Oakland.
- Our district central office leadership and EPE Division are reading the book by the Kingmakers of Oakland team – *We Dare Say Love*; learning more about their ten years of work implementing target universalism strategy and how we can leverage it for our own Seattle Excellence strategic plan.

#### STEMbyTAF Engagement

- STEM by TAF Engagement event at Washington Middle School on October 19, 2019
- The event was opened by Supt. Juneau and Director Harris. There were over 100 attendees.
- The FAQs document are posted online and were shared and new questions collected and transcribed for the planning team to respond to and update the FAQs.

# Friday Memo to the Board

## Schools and Continuous Improvement

### Essential Information for the week of 10.21.19

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#### Safe and Welcoming School Environments

- A priority goal of the District's new strategic Plan, [Seattle Excellence](#), is to ensure students furthest from educational justice feel safe and welcome at school. A stakeholder work group, made up of SPS staff, educators, families and community members meet regularly to define what safe and welcoming environments look, feel, and sound like, as well as what practices will create this.
- This year's district-wide professional development kicked off in August and is focused on our new strategic plan and the adult practices that will create a safe and welcoming school environment that allows students to succeed. Every school was asked to make a commitment of what they will do at their building to positively impact climate for our staff and students.
- Eighteen schools have a focused goal to reduce discipline incidents for students of color. These schools partner with central office staff to align supports and resources, such as training, coaching, and social-emotional learning materials, to achieve their goal.
- Seattle Public Schools was recently awarded two large grants that will directly impact safe and welcoming school environments for students. These grants are focused on School Climate Transformation and Threat Assessment and will go before the board for review in the next month or so.
- [Click here](#) to read an example of how South Shore PreK-8 is striving to integrate support systems that foster a safe and welcoming school environment.

# Friday Memo to the Board

## Teaching and Learning Division

### Essential Information for the week of October 21-25, 2019

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#### CURRICULUM, ASSESSMENT AND INSTRUCTION

##### **School-Based Health Services at Nova**

Planning for school-based health services at Nova is underway and progressing as planned in the Families, Education, Preschool and Promise (FEPP) IP. Public Health – Seattle & King County (PHSKC) has partnered Cardea to help ensure effective stakeholder convening and feedback, synthesize existing and new background information, to provide specific recommendations for the service delivery model, and to identify additional fund sources. Cardea has conducted a dozen or more key information gathering sessions within Nova and in the broader community to achieve these aims. Before the end of October, Cardea will produce a report and other final deliverables that will inform the Request for Application (RFA) for PHSKC to identify the sponsor health care agency for Nova. We expect to release this RFA in November 2019 with the goal of services to be available in Spring 2020. This is an ambitious timeline but was set forth in collaboration with school and community leadership to respond quickly to presenting needs of the students. In addition, Cardea's work will also provide some funding scenarios presented with the proposed model of service options. Public Health is also working with Seattle Schools Facilities team to help determine the costs and scope for the capital build out of a clinic at Nova. Financial resources for the capital build have not yet been identified.

##### **Alternative Learning Experience (ALE) BAR Introduction Follow-up**

The Board Action Report for the annual approval of programs or schools using the alternative learning experience (ALE) model and review of Board Policy No. 2255, Alternative Learning Experience Schools or Programs was introduced to the school board on October 16, 2019. This is in response to a question raised by Director Pinkham during Introduction.

##### **How is the reporting of small numbers in our ALE programs governed by Family Educational Rights and Privacy Act (FERPA)?**

While the enrollment chart is governed by FERPA, the information identified by Director Pinkham is already publicly available on the Office of Superintendent of Public Instruction's (OSPI) website via the District's Report Card. These are program-wide figures that do not include grade level or additional student characteristics beyond race and gender. Therefore, we believe it is appropriate to include these smaller numbers in this report.

##### **Spanish Adoption BAR Introduction Follow-up**

The Board Action Report for the 6-12 Spanish Instructional Materials Adoption in Seattle Public Schools was introduced to the school board on October 16, 2019. This is in response to three questions raised by members of the school board during Introduction.

##### **What was the number of heritage / native-Spanish speakers on the Spanish Adoption Committee?**

When the committee was formed, the members of the committee were asked to identify racially or ethnically but were not asked to identify as a native or non-native Spanish speaker. In response to this question, an email was sent out to committee members asking them if they identified as a native or non-native Spanish speaker. The following responses were received: Out of 14 teachers and staff, 6 responded - 2 identified as native Spanish-speakers. Out of 7 community members, 2 responded - 1 identified as a native Spanish-speaker.

##### **How is the Spanish adoption accounting for heritage Spanish-speakers and access to levels 4 and 5, as well as access to competency testing and the Seal of Biliteracy?**

This adoption accounts for Dual-Language Immersion students in its current numbers and course trajectories. Additionally, heritage Spanish-speakers could also access higher level Spanish courses and adopted materials as a way to further develop Spanish proficiency and prepare for attaining the Seal of Biliteracy.

##### **Have we looked at this adoption to see if authors represent Latinx or Hispanic backgrounds? / What is the diversity of authors included in the Vista materials to ensure that there are a diverse range of heritage speakers and writers of color represented?**

The adoption committee conducted an Evaluation of Bias Content (see Attachment H: Pilot Teacher Feedback). During this process committee members found an average of strong evidence for Category 4: Evaluation of Bias. The committee

examined 4.1 Range of Races, 4.2 Different gender identities, 4.3 Disabilities, 4.4 Social Classes, 4.5 Perspectives, 4.6 National Origin, and 4.7 Family Groups. The field-testing feedback and results are in Attachment H: Pilot teacher Feedback.

In response to this specific question, the Vista Higher Learning curriculum proposed for purchase covers levels 1 -5. This response is two part: The first part focuses on levels 1-3. The second part focuses on levels 4 and 5.

For levels 1 -3, the textbook is *Senderos 1*, *Senderos 2* and *Senderos 3*. These textbooks have limited exposure to literature and larger authentic texts because they are introductory to the language. However, these textbooks still have a range of native Spanish-speaking authors and some authors of color throughout the textbook. Here are a few takeaways from an analysis of these textbooks:

- Limited information is available about the editors of the textbook so unsure if they are native Spanish speakers or authors of color or their background.
- In *Senderos 1* there are short literature sections - there are over 11 different native Spanish-speaking authors. These authors represent a range of Spanish-speaking countries and cultures, including Mexico, Argentina, Spain, Ecuador, Puerto Rico and Cuba.
- In *Senderos 2* there are short literature sections - there are over 13 different native Spanish-speaking authors. These authors represent a range of Spanish-speaking countries and cultures, including Perú, Guatemala, Mexico, Chile, Costa Rica, Argentina, Spain, and Panamá.
- In *Senderos 3* there are a variety of literature sections - there are over 16 different native Spanish-speaking authors. These authors represent a range of Spanish-speaking countries and cultures, including Guatemala, Mexico, Colombia, Chile, Costa Rica, Argentina, and Spain.

*Imagina* is the textbook for Spanish 4 and *Temas* is the textbook for Spanish 5. There is an increase in the types and amount of literature and authors in both of these books because of the advanced level of language. The lead authors and publishers are José A. Blanco and C. Cecilia Tocainaza-Hatch. Here are a few takeaways from an analysis of these textbooks:

- The literature sections in each textbook are much longer and more complex than *Senderos 1*, *2*, and *3*. The featured texts are also authentic Spanish literature covering a range of topics, genres, and countries.
- In *Imagina* there is a range of Spanish-speaking authors from different countries and regions of the world. There are over 10 native Spanish-speaking authors featured in the literature sections representing the following countries: Chile, Spain, Honduras, México, Uruguay, Argentina and Columbia.
- In *Temas* there is a range of Spanish-speaking authors from different countries and regions of the world. There are over 18 native Spanish-speaking authors featured in the literature sections representing the following countries: Spain, Perú, México, Uruguay, Argentina, Cuba, and Venezuela.

One observation in response to this question is that based on available analysis it appears in this curriculum along with others considered for this adoption, there is a lack of representation of non-Eurocentric Spanish authors and voices, as well as a lack of representation of indigenous Spanish authors and voices. Along with the adoption of Spanish instructional materials it will be important to consider an ethnic studies framework for teaching world language, as Seattle Public Schools is considering across other content areas and how to include more authors of color and perspectives of underrepresented communities. To that end the Curriculum, Instruction and Assessment team plans to develop this framework to inform the implementation of these curriculum materials if adopted.

### **Annual Report Regarding 2409SP Competency-Based Credits**

Seattle Public Schools is in its ninth year of offering Competency-Based World Language Credit testing opportunities to students who speak, understand, read and write in a world language other than English. Since 2011, thousands of students, including a number of 8th grade Dual Language Immersion, as well as English Language Learner (ELL) students, have qualified to earn 1-4 World Language credits in a number of languages spoken in our district.

### **2018-2019 Test Results Summary**

Below is a summary of World Language Competency-Based Credit test results for Seattle Public Schools for 2018-2019. This year, more than 900 students tested in 51 languages. Of those, **786 completed their testing and earned credits**: 47% of them qualified for 4 credits, 27% for 3 credits, 18% for 2 credits, and 8% for 1 credit. Total credits earned was 2,469 at a testing cost of about \$32,444, or \$13.14 per credit. The high number of students earning 4 credits, which will qualify them as “Proficient” in that language for the Seal of Biliteracy, is noteworthy given that 46% of the students tested this year were 8<sup>th</sup> graders (mainly Dual Language Immersion students, plus ELL-qualified students in several middle schools).

Table 1. List of Languages and Credits Earned

Language	1 Credit Count	2 Credits Count	3 Credits Count	4 Credits Count	Total Count	1 Credit %	2 Credits %	3 Credits %	4 Credits %	Total %	Total Credits Earned	% of Credits Earned
Amharic	0	4	4	26	34	0%	12%	12%	76%	100%	124	5%
Arabic	2	9	7	2	20	10%	45%	35%	10%	100%	49	2%
French	6	6	8	8	28	21%	21%	29%	29%	100%	74	3%
German	1	1	6	11	19	5%	5%	32%	58%	100%	65	3%
Japanese	6	45	10	15	76	8%	59%	13%	20%	100%	186	8%
Mandarin - Simp Char	0	16	29	41	86	0%	19%	34%	48%	100%	283	11%
Somali	1	14	17	18	50	2%	28%	34%	36%	100%	152	6%
Spanish	38	18	79	141	276	14%	7%	29%	51%	100%	875	35%
Tagalog	1	3	15	20	39	3%	8%	38%	51%	100%	132	5%
Vietnamese	3	14	19	17	53	6%	26%	36%	32%	100%	156	6%
36 other languages*	2	11	19	73	105	2%	10%	18%	70%	100%	373	15%

Other languages include Albanian, Bosnian, Bulgarian, Cantonese, Czech, Danish, Dutch, Farsi, Finnish, Haitian-Creole, Hebrew, Hindi, Italian, Korean, Krio, Lao, Mandinka, Nepali, Norwegian, Oromo, Polish, Portuguese, Punjabi, Romanian, Russian, Samoan, Slovak, Soninke, Swahili, Swedish, Thai, Tigrinya, Tongan, Turkish, Twi, Urdu.

Table 2. Credits Earned

Credits Earned	1 Credit Count	2 Credits Count	3 Credits Count	4 Credits Count	Total Count
<b>Count of Students:</b>	60	141	213	372	786
<b>% of Students:</b>	8%	18%	27%	47%	100%

\*Level for Seal of Biliteracy

### Annual Report Regarding Superintendent Procedure No. 2110 Department of English Language Learners and International Programs

**Placement and Services:** On August 15, 2017, Seattle Public Schools implemented the new Washington State requirement to test students using the revised version of the English Language Proficiency Assessment 21 (ELPA21). This is the third year we have used the revised screener to determine the eligibility and placement of new students for English Language Learning (ELL) services. The results from the screener are getting returned much faster than the initial year we launched the new screener. We will continue to monitor the potential advantages and/or disadvantages of the new screener and will be giving feedback to the Office of Superintendent of Public Instruction (OSPI).

**Enrollment:** This year, our ELL enrollment projection was 6,415 ELL students. Our ELL enrollment numbers continue to fluctuate, but as of today we have a total of 6,659 ELL students who speak 141 different languages. We continue to be the largest ELL program in the State.

#### ELL Enrollment (October 1<sup>st</sup> Counts)

School Year	Total ELL	Waived	Exited
2015-16	6,065	395	978
2016-17	6,372	384	976
2017-18	6,356	407	952
2018-19	6,433	395	918
2019-20	6,659	147	

**Cross Department Professional Development:** The demands on English Language Learners (ELLs), coupled with the language-rich performance expectations in Common Core State Standards and English Language Proficiency Standards are daunting for all students but particularly for ELLs. It is critical that our departments work collaboratively to understand the numerous and specific language demands for all students, but particularly for ELLs, so that we can appropriately prepare academic leaders and teachers who serve ELLs. The ELL staff co-developed and co-lead professional development that infuse language acquisition and language development into core content. Our department's focus is to provide all teachers research-based, high-leverage practices for effective language learning and teaching. We continue to provide professional development on Guided Language Acquisition Development, as well as classes offered in conjunction with Special Education to teach staff about appropriate measures for identification and better support of dual-identified students. We have worked hard to develop successful collaborative partnerships with other departments and plan to offer several more co-led professional development opportunities throughout the academic school year. We look forward to many more opportunities to work with our colleagues across departments.

### **Annual Report Regarding Board Policy No. 2020 – Waiver of Basic Instructional Materials**

As per Board Policy No. 2020, Waiver of Basic Instructional Materials, the School Board shall be informed about the number and type of waivers requested and the disposition, including rationale, of those requests. There are existing waivers for Mathematics and World Language. Currently, there are no English-Language Arts waivers due to the adoption of the Center for the Collaborative Classroom instructional materials. There are similarly no Science waivers due to the adoption of the Amplify instructional materials.

Mathematics waivers address unique program needs in elementary schools, the elementary school grades of some K-8 schools, and one high school. There are no middle school Mathematics waivers at this time due to the recent adoption of the enVisionmath 2.0 instructional materials. The World Language waivers provide replacements for curriculum materials that are considerably outdated. The district-adopted material was so out of date that it was no longer available, so, a 2017 version of another program was obtained for three middle schools. Below is a document outlining schools by content area and the verified current status as of October 2019.

If you have questions regarding any of the above items, please contact Dr. Diane DeBacker, Chief Academic Officer at [dmdebacker@seattleschools.org](mailto:dmdebacker@seattleschools.org).



**CURRICULUM WAIVERS – MATH**

<u>SCHOOL</u>	<u>PRINCIPAL</u>	<u>OFFERED CURRICULUM</u>	<u>APPROVED WAIVER</u>	<u>APPLICATION YEAR</u>	<u>APPROVED YEARS</u>	<u>FUNDING SOURCE</u>
<b>Daniel Bagley</b>	Carla Holmes	Math in Focus	Montessori	2017	2017-2020	Already purchased at time of waiver request
<b>Daniel Bagley</b>	Carla Holmes	Math in Focus	enVision 2-5	2019	2019-2022	F&R Budget
<b>Decatur</b>	Rina Geoghagan	Math in Focus	Glencoe Middle School	2017	2017-2020	PTA
<b>Emerson</b>	Erin Rasmussen	Math in Focus	San Francisco USD Math	2019	2019-2022	Open source
<b>Fairmount Park</b>	Julie Breidenbach	Math in Focus	enVision K-5	2017	2017-2020	PTA
<b>Graham Hill</b>	Patricia Nesbitt	Math in Focus	Montessori 2-5	2017	2017-2020	PTA/Title I
<b>Graham Hill</b>	Patricia Nesbitt	Math in Focus	Bridges in Mathematics	2017	2017-2020	PTA/Title I
<b>Hazel Wolf K-8</b>	Deborah Nelson	Elem: Math in Focus Middle: enVisionmath2.0	enVision K-5	2019	2019-2022	General Fund
<b>Highland Park</b>	Adam Dysart	Math in Focus	Bridges in Mathematics	2019	2019-2022	Levy performance/Equity
<b>Lafayette</b>	Cynthia Chaput	Math in Focus	enVision K-5	2019	2019-2022	PTA
<b>Leschi</b>	Lisa Moland	Math in Focus	Montessori	2017	2017-2020	PTA
<b>Lincoln</b>	Ruth Medsker	Discovering Series	enVision AGA	2019	2019-2022	Capital
<b>Lowell</b>	Sarah Talbot	Math in Focus	San Francisco USD Math	2019	2019-2022	Open source
<b>Magnolia</b>	Katie Cryan Leary	Math in Focus	Ready Math and iReady Math	2019	2019-2022	Capital; due to ADA/consumables and digital combo
<b>Martin Luther King, Jr.</b>	Christopher Thomas	Math in Focus	enVision 2.0	2019	2019-2022	Levy performance
<b>Montlake</b>	Julia Pearson	Math in Focus	enVision	2017	2017-2020	General Fund-CAI
<b>Olympic Hills</b>	Elizabeth DeBell	Math in Focus	EngageNY	2019	2019-2022	Open source - Creative Commons
<b>Pathfinder K-8</b>	David Dockendorf	Elem: Math in Focus Middle: enVisionmath2.0	Bridges in Mathematics K-5	2018	2018-2021	PTSA
<b>Queen Anne</b>	Janine Roy	Math in Focus	Ready Math and iReady Math	2019	2019-2022	Capital, partial/PTA remainder
<b>Sacajawea</b>	Rachel Friesen	Math in Focus	Ready Mathematics K-5	2019	2019-2022	PTA
<b>Sand Point</b>	Kirsten Roberts	Math in Focus	Ready Mathematics K-5	2018	2018-2021	PTA
<b>Thornton Creek</b>	Doug Ouellette	Math in Focus	Bridges in Mathematics	2017	2017-2020	Capital/PTA

**CURRICULUM WAIVERS – WORLD LANGUAGE – SPANISH**

<b>Robert Eagle Staff</b>	<b>Marni Campbell</b>	<b>n/a</b>	<b>Avancemos</b>	<b>2017</b>	<b>2017-2020</b>	<b>Capital</b>
<b>Meany</b>	Chanda Oatis	n/a	Avancemos	2017	2017-2020	Capital
<b>Mercer</b>	Cindy Watters	n/a	Avancemos	2017	2017-2020	Capital

NOTE: No current waivers for ELA or Science

Revised 10/23/19