Friday Memo to the Board
Superintendent’s Highlights Jan. 27-31

I visited Robert Eagle Staff Middle School (RESMS) this week to learn more about how middle schools are providing HC services to students in and out of the cohort. Principal Campbell is a district expert in this work. She and staff are committed to providing high quality services to any student who needs them, with or without the official HC designation. This is the work that I know can happen in our schools with the right professional development. Thank you, Principal Campbell, and RESMS staff for your leadership and commitment to equity!

This week I visited two Professional Learning Networks (PLN) where I observed principals and directors of schools collaborating around the use of student data. The first group had observed a writing lesson and were identifying the highest leverage action steps and coaching moves they would use with the teacher to help improve her practices. They also analyzed 3rd grade writing exemplars. Thank you, Director Ruby, and Principals Moland, May, Bell, Gray and Bowman-White for your leadership!

In the other PLN, leaders were reviewing a data protocol they could use with staff. They reviewed SBA assessment data to guide their work and determine where students/teachers were successfully mastering standards and where they needed more learning time. This work was done through the lens of English Language Development (ELD) because their schools have dual language programs and many students receiving ELD services. Thank you, Director Ebert, and Principals Virga, Sansalone, Conte and the APs and interns who participated!

Other Happenings:

- I am meeting with the Student Advisory Board this week. They will be giving input to Eric Andersons, Dr. Pedroza, Chief Berge and the SCWA task force.
- I continue to meet with community members, share our great work and ask for their support. This week I met with Nate Miles, who is all in on supporting SPS.
- I met with Superintendent Aguirre from Seattle Parks. I am thrilled to continue our current partnership and look for ways to grow our work together.
- Many Small Cabinet members and I met with PASS leaders. We are so fortunate to have them helping us lead our Strategic Plan work.
- At Small Cabinet this week, Dr. Scarlett led the team in a protocol to reflect on our work through a racial equity perspective. The team was highly engaged in this learning. Thank you, Dr. Scarlett, for helping us reflect and chart our story!
- A team met with Seattle Police and Seattle Housing to collaborate so that we can support the SE community as they are experiencing an increase in gun violence. We are committed to this work and are thankful for our partners.
- I attended the Coalition of Schools Educating Boys of Color (COSEBOC). As you know, Seattle is hosting their national conference April 28-30. I am excited that we are a partner in this work and that we get to highlight the brilliance of our students!

Board Questions:

Directors DeWolf and Rivera-Smith asked about edits to SP 3121, Attendance. Mr. Boy is engaging stakeholders to review the proposed changes and seek feedback. Once Mr. Boy gets feedback, SP 3121 will be routed and posted. These changes will be more in line with state law.
CURRICULUM, ASSESSMENT AND INSTRUCTION

New High School Course Offerings in Ethnic Studies:
As we shared in the December 6th Friday Memo, members of the Curriculum, Assessment and Instruction Department (CAI), including English Language Arts (ELA), Native American, Social Studies, and Ethnic Studies, have been working to provide new course offerings to students that align both to the goals of Ethnic Studies and to courses required for graduation in ELA and Social Studies. While engaging in this work, we revised the process to ensure that we relied on the expertise of the Ethnic Studies Advisory Group in drafting these course offerings. We have now completed this work and Seattle Public Schools high schools will have the following new course titles to consider as they develop their master schedules for the 2020-21 school year: Ethnic Studies: Amer Lit Comp 11A, Ethnic Studies: Amer Lit Comp 11B, Ethnic Studies US History 11A, Ethnic Studies US History 11B, Ethnic Studies World History 2, and Ethnic Studies World History 3. These courses will enable students to meet core ELA and Social Studies courses required for graduation by learning critical skills, content, and perspectives of people and communities of Color and tribal sovereignties. The required US History courses will also still include the Since Time Immemorial curriculum following state law and Board-approved action submitted by the SPS Native American Education Program. To support these courses, CAI will provide professional development opportunities for teachers this summer. It is the expectation that teachers will have received formal, in-depth training on Ethnic Studies prior to teaching this course. There will also be coaching available to these teachers. CAI has communicated with registrars and counselors about these new offerings to inform course pre-registration. If you have any questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dmdebacker@seattleschools.org.
Friday Memo to the Board  
Business and Finance Department  
Essential Information for the week of January 27-31, 2020

Indirect Revenue and funding source – question from Jan. 15 Budget work session

The sum of fiscal year 2019-20 indirect is estimated at $4,995,177. Seattle Public Schools identifies grants in the following 3 categories, federal, state and local/other. Each category is estimated to generate the following estimated indirect for 2019-20:

- Federal: $1,646,161
- State: $780,234
- Local/Other $2,568,782

Rainier Beach and IB – question from Jan. 15 Budget work session

2019-20 – Funded 2.0 FTE + $14,000 for supply/fee costs. On track to spend $4,200 out of supply budget in 2019-20

2018-19 – Funded 1.0 FTE + $14,000 for supply/fee costs. Spent $4,278 out of supply budget

Weighted Staff Standards workgroup meeting notes, where are they located on the website – question from Jan. 15 Budget work session

1. From the District’s external website select “Budget” from the list of Departments and Services.
2. Once on the Budget Office website, navigate to the left selection bar and choose “Next Year Budget Development”
3. The WSS Work Group Meeting notes are provided by a hyperlink and arranged by date near the bottom page. Select the desired date and click to see the notes.
Friday Memo to the Board
Office of Public Affairs

Essential Information for the week of 01/24/19 – 01/31/20

Goal 1: Media Relations

- 1/22/20 Seattle Times “SPS to pay $475k to former student who says he was hospitalized....” [Link]
- 1/22/20 – KNKX, “SPS board votes to blend gifted and general education at one middle school” [Link]
- 1/22/2020 Seattle Times “SPS Board approves WMS partnership with STEM group, prompting changes to gifted education there” [Link]
- 1/27/20 – KUOW, “Seattle middle school students descend on principal’s office, demand teacher be removed” [Link]
- 1/29/20 – KUOW, “Seattle parents outraged by teacher abuse revelations, but superintendent remains silent” [Link]

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

- Supported kindergarten enrollment Facebook Live chat in partnership with Southeast Seattle Education Coalition. Parents were able to ask questions about enrolling into Seattle Public Schools or choice school requests.
- Open Enrollment for School choice process sent to all families
- 2020-21 approved school year calendar dates sent to all families
- Feature Story – Seattle School Board Adopts the Annual Black Lives Matter at School Week Resolution [Link]
- Feature Story – Bicycle and Pedestrian Safety Program, Let’s Go, Expands to Middle School Programs [Link]
- Feature Story – Dearborn Park International School Dance Troupe Helps the District Celebrate Lunar New Year [Link]
- Created and distributed School Choice Enrollment video which explains the School Choice Process and also tiebreakers. Video shared on the SPS website, social media, and SPS TV. [Link]

     Last 30 days in the Cust. Service Dept.:
     8.4 Cx Score: 108 positive experiences!

     ▪ “I was looking for college scholarships for students with disabilities knowing it was not your field but hoping for assistance. I received a reply with 24 hours - a website that was recommended. Thank you for taking the time to assist someone that is not a student/parent/teacher but someone who desires knowledge. Thank you, Robin.”
     ▪ “So helpful! I could not get my form for Natalie to submit and I spent hours reviewing it. I really appreciate the help. Daniel was able to resolve the issues in a very timely manner and he was so patient with me.”

- Entire Extended Cabinet and HR received review of the system and have been added to Let’s Talk Tool as new users bringing us to a total 175 Central Staff Users!
Facilities, no pesticides – response to question from School Board President Zachary DeWolf: What is our policy and/or procedure on the use or non-use of pesticides on our properties?

- SPS has a very strict policy (No. 6895) and procedures (No. 6895SP) as to the use of pesticides, applicators must have a pesticide license, and there are notification requirements.
- The Facilities Department banned the use of Roundup and other pesticides approximately two years ago. Gardeners manually weed or use mechanical means (small rototillers and torches) to remove weeds.
- Through the district’s Self-Help Projects program, we have hundreds of volunteers annually participate in Ground Stewardship work parties at schools. Typically, volunteers will apply arborist mulch after weeding, which helps squelch the sprouting of new weeds. We have removed many dozens of dumpsters full of weeds and applied hundreds of yards of mulch each year.

Facilities, trees – response to question from DeWolf: What is the “sex” of the trees we plant on school properties? Are we planting only “male” trees, or are we planting male and female trees on our properties? And if we know this, do we have a breakdown of each?

- SPS does not track gender of trees that are planted on school properties.
- Some types/varieties of trees and shrubs are either male or female, and both are needed in proximity to produce fruit. Some are hermaphroditic.
- The issue of male/female trees (and shrubs) is based in the nursery industry. Customers historically have not had much influence in specifying the sex of a tree, except in a few isolated cases. One example is the Ginkgo tree, whose female fruit is described as smelling like vomit, animal scat or rancid butter.
Admissions:

The Admissions department has completed 5 out of the 10 enrollment outreach events scheduled for the 2020-21 school year. The events were held at West Seattle, New Holly, Rainer Vista, Yesler Community and High Point Community (West Seattle) with a concerted effort to support our communities of color, families furthest from education and English as a second language. Over 120 families attended the events with an increase in volume of Somali, Oromo and Vietnamese presence; marking a significant increase from last year and past events.

The Admissions department has met with legal, communications and DoTS to discuss the race/ethnicity concerns from parents not wanting to complete this information on the registration form at the time of enrollment. The law supports these concerns even though OSPI still requires the data for reporting purposes. Going forward, DoTS will update the format to allow families to decline answering this question although Admissions and school staff will be responsible to fill in this section on behalf of the parent. This was standard practice from the past. Implementation is occurring and all translations have completed with immediate changes to go into effect by Open Enrollment, February 3 with a possibility of a few days sooner.

Lastly, the Legal Gender question will be removed from the registration form, keeping only the gender option (there were two options) to be in compliance with the law that the student and/or parent may elect the student gender as they see fit without proof.
School Enrollment Form Corrections:

The district removed the term “legal gender” from the school enrollment form on January 29, 2020. In the state of Washington, there are no legal requirements for how gender is collected for the purpose of maintaining student records, making the use of the term “legal gender” inaccurate. Seattle Public Schools records three gender identities (M, F, and X) and restroom/locker room use, participation in physical education, overnight trip accommodations, etc. all correspond to students’ gender identity, not sex assigned at birth. The remaining question on the enrollment form asks the user to select “gender” providing the options M, F, or X.

In addition, the question on the enrollment form regarding student race and ethnicity as a mandatory response question was corrected to an optional question on January 30, 2020. By law, a parent/guardian or student is not required to identify race and/or ethnicity on school forms. However, if the district does not receive a response, by law, district staff must use ‘observer identification’ to select the race and ethnicity of the student. When the new “decline to answer” option is selected on the race/ethnicity question, the user will be alerted that observer identification will occur.

If you have any questions, please contact Senior General Counsel Ronald Boy at rdboy@seattleschools.org.
Friday Memo to the Board  
Equity, Partnerships & Engagement  
For the Week of January 27 – 31, 2020

Department of Racial Equity Advancement (DREA)
- **Anti-Racism Policy**
  - DREA is compiling data from community engagement feedback to inform the development of the Anti-Racism Policy.

School and Community Partnerships
- **SHA/SU/SPS Local Improvement Network Presentation**
  - On January 24, Kathlyn Paananen, Seattle Public Schools’ Housing and Education Manager, co-presented at the Puget Sound Summit Series Virtual Convening hosted by the Bill and Melinda Gates Foundation. About 15 attendees were present who represent local and regional education initiatives funded by the Gates Foundation. Seattle University, Seattle Housing Authority, and SPS were asked to highlight their approach and progress in this current planning year of developing a Local Improvement Network. The Local Improvement Network is a new initiative that will focus on schools in and around the Central District and led by Seattle University acting as an intermediary for the Gates Foundation grant.