Friday Memo to the Board
Superintendent’s Highlights
For the week of August 26–30, 2019

Seattle Super Reader Update: Camps around the city and our jump start program wrapped up last week so I did not get to share a book with anyone. Next week I am so looking forward to greeting students throughout the City as they return to our schools. It’s going to be a great year!

Culturally Responsive Workforce and Safe & Welcoming Environments:

- We welcomed back teachers and various staff groups this week. I kicked off the week with visual and performing arts teachers at Chief Sealth International HS. Gail Selhorst, the arts managers, steeped their day-long session in racial equity and the strategic plan. She asked them to be mindful of their role in ensuring all 3rd graders are reading at or above grade level.

- Staff across the district attended a district-wide training on Safe & Welcoming Environments. This is the 3rd year of a training that all certificated staff participate in. This training is done in partnership with SEA. Here is a link to some of the videos used: https://www.thinglink.com/scene/1220445398712188935

- I ended the week speaking to our nutrition services men and women. Our wonderful Director, Aaron Smith, grounded their day of training in racial equity and welcoming environments. I shared how important their role is to support our students well-being. I am excited to see the changes Mr. Smith has planned for the upcoming school year.

Community and Partnerships:

- I attended two ribbon cuttings this week. We are so fortunate to have such a supportive community. The work to lift these projects, have them serve students, come in on time and at budget is huge. Chief Podesta, Director Best and their teams deserve a huge thank you.

- I met with the SCPTSA for our first meeting in preparation for the upcoming school year. I am excited to build on our partnership and find ways we can partner to enhance our work around racial equity. I appreciate their support!

- I attended the ice cream social at Licton Springs K8. Principal Butler-Ginolfi continues to welcome families into the community at LSK8. I met several students who will be new to the school.

- I had the amazing opportunity to meet former Superintendent Forbes Bottomly. He was the superintendent of SPS from 1965-1973. He is a young 98 years old and had some good wisdom to share with me.
Friday Memo to the Board
Office of Public Affairs

Essential Information for the week of 8/24/19 – 8/30/19

Goal 1: Media Relations

- 8/27/19, KCPQ, “Seattle public school teachers agree to contract…”
- 8/26/19, KIRO 7, “SPS seeking crossing guards for 122 locations”
- 8/26/19, KUOW, “White kids usually get the most recess….”
  https://www.kuow.org/stories/white-students-tend-to-get-the-most-recess-in-seattle-black-students-the-least
- 8/25/19, Seattle Times, “Seattle teachers get 11% pay raise over 3 years….”

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

- Drafted and published several Budget and Bargaining updates for families and staff on the SPS website, social media, and SchoolMessenger, including translated versions.
- Let’s Talk training on 8/28 for 12 new users from Central Office. Let’s Talk now has a total of 1018 dialogues. The overall customer satisfaction score is an 8.4, with a response time average of 1.1 days.
- Hired an Information and Referral Coordinator who is currently being onboarded. She will work closely with the Ombuds, mainly supporting low-level complaints so families don’t escalate further while trying to navigate the large SPS system.
- Web team participated in a training for Librarians on Monday, August 26, 2019 at Robert Eagle Staff school library. Librarians were given an overview of how to edit the school library web pages and for new librarians, confirm they have access.
- Added principal photos to the school websites “About our School” page. Also helped ensure principal profiles contain the proper job title and photo.
- In August, Seattle Public Schools added a new cloud-based service to monitor website content quality and ADA accessibility. Site Improve will enable the three-member web team to increase effectiveness of their work to ensure website quality assurance, improve web reader experience and ensure ADA accessibility for more than 100 district and school websites.
- Supported coverage of ribbon-cutting events at Magnolia School and Ingraham High School by taking photos and posting to social media.
- Fixed audio in auditorium – there was no audio coming through the auditorium speakers. The connection was reseated and synced with the live feed, and it is working again.
- For the 2019 TRI Day, six videos were produced including: a welcome to the training; a presentation by Superintendent Juneau; a presentation by David Lewis; and 3 stories filmed from around the district focusing on “Welcoming Environments,” “Common Expectations,” and “Community Circles.”
- Printed, packaged, and delivered 1-page school year calendars (including translated versions) to all schools for First Day Packets.
Advanced Learning Task Force

- In May 2018, the Superintendent of Seattle Public Schools established an Advanced Learning Task Force (ALTF) to review and make recommendations to the Superintendent and School Board related to the policies, procedures, and practices of advanced learning programs and highly capable services. This task force was formed to support the district’s work on equitable access to advanced learning as directed in School Board Resolution No. 2017/18-10.

- The ALTF has been convening since May 2018 and devoted more than 100 hours of working together during 20 formal sessions and multiple subgroup study sessions.

- On July 9, the ALTF formally recommended the Vision, Mission and Commitments (VMC) for Superintendent approval. The VMC were first presented to the Board and Superintendent in November 2018. Feedback from that work session was included in revisions and the subsequent document. See attached.

- On August 20, 2019, the ALTF formally recommended Foundational Recommendations to inform the revision of School Board Policy #2190. The ALTF developed these recommendations anchored to School Board Policy #0030, Washington State Highly Capable Law, and aligned content and recommendations to the priorities of the 2019-2024 SPS Strategic Plan. The unanimously supported recommendations are attached.

- On August 20, 2019, The ALTF drafted agreements on initial recommendations to the Superintendent regarding Superintendent Procedure 2190 that would align to the policy recommendations referenced above. The agreed upon recommendations are attached for review. Discussion and formal voting on the procedural recommendations are scheduled to occur at the September 17, 2019 ALTF Meeting.

- This item will be discussed at the September 10 and October 8 Curriculum, Assessment and Instruction Committee meeting in addition to a Board work session scheduled for September 25, 2019.

Responses to Questions from Board

Question 1: The board has been receiving lots of personalized e-mails from parents of students who receive Highly Capable (HC) services that are under the impression that the ALTF/district is considering eliminating the cohort model. Should emails from families sent to the board be provided to the Task Force?
• In consultation with the Legal Department upon learning of the letter campaign, acceptance of outside letters by the Task Force would not be appropriate in keeping with the same protocol that disallows guests from engaging at ALTF meetings. The parent representatives on the ALTF from Cascadia have been encouraged to gather the collective thinking and intentionally represent their constituency at meetings. In addition, the practice of soliciting and organizing outside input was addressed with the Task Force to ensure members respect the norms of the group, and avoid misrepresentation of information by using ‘we’ statements vs. ‘I’ statements.

Question 2: Can you please correct [the Resolution] on the website and update the Task force appropriately?

• The link to the resolution on the main Advanced Learning Task Force Page is correct. The incorrect document was in the link found within the Charge and was corrected on 8/14/19 per Director Mack’s request. The Task Force has always used the correct resolution in their work over the last year and a half.

Question 3: What is the timeline for the ALTF’s recommendations per the language in the Resolution?

• 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.
Recommended Vision, Mission, Commitments for Seattle Public Schools for Advanced Learning Services

Advanced Learning Department

Vision:
All students receive the academic challenge and whole child support needed to develop their full potential.

Mission:
The Advanced Learning Department actively disrupts the institutional racism and other systemic inequities that limit access to advanced learning opportunities. The Advanced Learning Department ensures that students who need, or show potential to benefit from, enhanced and/or accelerated instruction within, and across, disciplines are served according to their unique strengths and needs, with a focus on those furthest from educational justice.

In the Advanced Learning Department, we will:

- **Eliminate** racial disproportionality in all facets of advanced learning services, from eligibility to participation to outcomes.
- **Design** services and processes to reveal potential and remove barriers to accessing advanced learning offerings.
- **Apply** advanced learning opportunities equitably to establish consistent practices and minimum offerings across all schools.
- **Offer** engaging and challenging curriculum delivered with high-quality, effective instruction.
- **Provide** a variety of accelerated and enhanced instructional models that serve learners with atypical needs.
- **Support** social-emotional needs of students accessing advanced learning offerings.
- **Deliver** high-quality professional development for relevant staff to achieve these commitments.

7.9.19
Foundational Recommendations to School Board Policy #2190

The following Foundational Recommendations to SPS School Board Policy #2190 were approved unanimously by the ALTF on August 20, 2019.

A. To realize the vision, mission, commitments and recommendations of the Task Force, the District must commit to establishing procedures consistent with state guidelines as well as Policy #0030, and to the prioritization of equitable access to advanced learning services, including but not limited to:

- Using multiple sources of data to identify student needs for advanced learning services (Align to Board Policy #2080 - Assessment)
- Delivery of an array of equitable services framed within a Multi-Tiered System of Support (MTSS) at every elementary, middle, and high school and alternative placements, as needed to meet the needs of students. (Align to Board Policy #2163 - Supports & Interventions)
- Use of equitable assessment practices that are accessible to and evaluate the needs of all students (Align to Board Policy #2080 - Assessment and #0030 - Race/Equity)

B. We recommend prioritizing equitable identification of low-income students and students historically underserved (Fed 7, 2E, single domain, outliers) in Seattle’s approach to advanced learning services and eliminating racial disproportionality in all facets of advanced learning services.

C. We recommend procedures and practices designed to support and hold every school accountable for providing a consistent array of equitable advanced learning services.
Drafted Agreements to Procedural Recommendations in Support of ALTF Foundational Policy Recommendations to #2190 (above).

The following list of recommendations have been formally agreed upon by a majority of the ALTF members on August 20, 2019. Voting to establish formal recommendations for future procedural development is scheduled to occur at the September 17, 2019 meeting.

Agreement 1: **We recommend that the District engage and deliver required ongoing and meaningful professional development, in partnership with other Central Departments, to all help all school staff:**

a) identify and serve students who have the potential to benefit from advanced learning services, especially students from historically underrepresented populations and help them fulfill all of the commitments and recommendations stated above.

b) engage in the identification and selection of students who have potential to benefit from advanced learning services, and to

c) educate them about the ways bias has been ingrained and sustained systemically.

Agreement 2: **We recommend that each school have a multi-disciplinary selection committee and establish a consistent, equity-based process that incorporates multiple data sources, including using observations from people such as parents/guardians, teachers, principals, and community partners to identify the strengths of students with potential to benefit from advanced learning services.**

a) Measures will be evaluated for bias and selected to ensure equitable access to services. Any formal testing shall happen during school hours at the student’s school. Other data sources can include curriculum-based and summative assessments, developmental history, cognitive assessment, inconsistent performance across classes or years, self-referral and self-advocacy, English proficiency scores and rate of acquisition, diversity at school/class level, and discrepancies between achievement scores and class performance.

Agreement 3: **We recommend that decision-making practices and delivery of services align to the district MTSS framework; identifying, targeting and delivering services informed by district and classroom data and responsive to the unique needs of students, with commitment to enriched tier one services for all students as well as tier 2 and 3 supports designed to elevate, accelerate, and respond to more intensive needs as demonstrated by routine and systematic review of outcome data. This review should also evaluate whether all racial disproportionality is being eliminated in all facets of advanced learning services, from identification to participation to outcomes.**
Agreement 4: We recommend that the Advanced Learning Procedural Guide be developed to support recommendations and include guidance to schools based on traditional and non-traditional learning characteristics, including but not limited to the learning characteristics of highly capable students as defined in the WAC 392-170-036.

Agreement 5: We recommend that once students’ needs for or potential to benefit from advanced learning services are identified:

a) Students receive appropriate, tiered instruction at their level of proximal development immediately, regardless of the structures established for testing/selection
b) Parents/guardians are notified and engaged
c) Students receive a learning plan (tier 3 service-need only) that acknowledges their strengths, needs and preferences.
d) Schools will report participation in services and partner with Central office to review student’s participation in tiers 2 and 3 to ensure that there is proportionate participation across tiers, using the Fed 7 categories and focusing on historically underserved students of color and especially African American students.

Implications: Approval of this recommendation includes sunsetting of Spectrum sites and formal designation of (AL) Service identification. Services will align to state coding 32 (general education) and will be provided, formally, at all schools.

Agreement 6: We recommend that all students participating in tier 2 and tier 3 advanced learning services are reported to the state as receiving highly capable services.

Agreement 7: We recommend developing a clear, transparent and accessible process for community/family referral for advanced learning services.

Agreement 8: We recommend ending discriminatory referral practices, including but not limited to, hard to access electronic referral forms, use of The Source as main referral, burdensome parent rating scale, and private testing for appeals.