Friday Memo to the Board
Superintendent’s Highlights
for the week of February 10-14, 2020

Happenings:

• I continue to get out and meet with community leaders. This week I met with the Nesholm Foundation and our school leaders from Aki, Mercer and Denny. This partnership is changing outcomes for our students. I am thankful for this aligned, important work.

• I held the monthly SEA/SPS meeting. We continue to build this partnership through our shared values.

• Small cabinet celebrated the work our school nurses did to get vaccine records up to date this fall. What a great team!

• Extended cabinet continued its’ book study of “We Dare Say Love.” Thank you, Dr. DeBacker, Chief Jessee and Dr. Scarlett, for leading in this space.

• We held a JSCEE staff meeting this week. Thank you, Director Rankin, for stopping by. Chief Berge gave a quick budget update and Chief Campbell led a rousing game of Strategic Plan Jeopardy. We also honored our central office health services staff for their work with vaccine records. It was a packed auditorium and several others joined via Teams.

• Thank you Directors DeWolf and Hersey for inviting me and Dr. Codd to participate in the meeting at Garfield High School.

Board Question:
President DeWolf asked about communication to Board from ITAC member.

• There is nothing in policy or procedures that prevents such communication.
Coordinated School Health Update

The Department of Coordinated School Health is providing the following update regarding School Board Policy No. 3246, Restraint, Isolation and Other Uses of Physical Intervention.

Professional Development: In order to ensure student and staff safety, Nonviolent Crisis Intervention® training (CPI) is provided to school staff who may be involved in restraint, isolation or other uses of physical intervention. The District currently has 18 certified trainers across multiple departments. From July 2018 to July 2019, 443 staff members were trained in CPI. In addition, this school year (August 2019 – December 2019) 251 staff members were trained in CPI. There are multiple ways that staff can access the training. Classes are offered nearly every month of the school year, the week of Thanksgiving, after the school year ends in June and during the month of August before school starts.

Data of Incidences Involving Restraint or Isolation: For the 2018-2019 School Year, there were 50 incidents of isolation and 668 incidents of restraint documented across the District. Twenty-eight students at 20 schools were isolated and 163 students at 55 schools were restrained. Approximately 96% of students isolated and approximately 97% of students restrained were students with Individualized Education Plans (IEPs). Students who display repeating patterns of behavior that interferes with accessing the educational environment may also have a Behavior Intervention Plan (BIP). A BIP is designed by the IEP or school team to explicitly teach and reinforce positive behaviors, based on individual student needs, and is often a part of an effort to prevent isolation or restraint. The Coordinated School Health department continues to provide guidance to School Leaders on mandatory reporting requirements and best practices in the use of isolation and restraint.

Schools and Continuous Improvement

Update to the Continuous School Improvement Plan (CSIP) process:

In an effort to improve the current CSIP process, there has been a team of school and central office staff meeting to collaborate on making changes. Some of the main updates to the CSIP process is to ensure that the plans align to the Strategic Plan, use common language, carry forward in 3-year cycles, and provide as a binding plan driving actions. Within the CSIP there will also be detailed action plans and focus goal(s) which will increase the focus and shared expectations for meeting goals that are listed in the Strategic Plan. These changes will help to document the shared accountability for schools and central office teams.

Tiered Supports

We are now in our third year of providing tiered supports to schools through a Multi-Tiered Support System (MTSS) and are currently assigned cross-departmental teams to 37 schools. These schools were chosen for support in one or more of the following areas: Every Student Succeeds Act (ESSA), Early Literacy 13, and Comprehensive Coordinated Early Intervention Services (CCEIS) with the Office of the Superintendent of Public Instruction (OSPI).

We are working to transform central office structures to address silos, increase authentic partnerships with a laser focus to achieve increases in student outcomes outlined in the Strategic Plan. As we transform our structures, there will be a shift in roles and responsibilities across Curriculum, Assessment and Instruction, Student Support Services, and Schools and Continuous Improvement, where we assign cross-departmental teams to all 104 schools that are focused on implementing CSIPs.
Friday Memo to the Board
Operations
for the week of February 10-14, 2020

Water Quality at Bryant Elementary

At a recent PTSA meeting at Bryant Elementary, a concern about water quality was raised by a childcare provider who leases space in the building.

- We have reviewed the drinking water test results for Bryant and found that water quality is consistently very good throughout the building. No drinking water fixtures or classroom sinks have been found to exceed 2 parts per billion of lead (our district standard is 10 ppb or lower, which is more stringent than the EPA’s action level of 15 ppb). Of 53 sources tested, 47 were below 1 ppb on the first draw and all 53 were below that level after 30 seconds.

- The district historically has not tested fixtures within tenant-controlled spaces, so we will be working with the provider to determine what specific circumstances may be of concern, including any special regulatory requirements.

- We also will revise our procedure to include tenant-controlled space in future rounds of testing at all our sites. This should help prevent any future confusion about water quality in those facilities.
School & Community Partnerships

- **2/11 Training with Sean Goode (Choose 180)**
  - On February 11th, 20 community partners of SPS participated in the workshop “I Don’t Know Why She Swallowed a Fly: Connecting with Students and Families Through Stories.” This workshop was offered as part of the Professional Development Calendar for Education Partners, organized by the School and Community Partnerships Department. It focused on equipping participants with the skills necessary to honor their personal narrative while also fully embracing the stories that are found in the communities they serve in order to support more authentic connections. The workshop was led by Sean Goode, Executive Director of Choose180.

- **FEPP Levy Updates**
  - Notification of the following Levy Investments is tentatively scheduled to be released to central office staff and schools by March 2nd:
    - K-12 School Based Investments. 45 schools (27 elementary and K-8, 7 middle schools, 11 high schools)
    - Seattle Preschool Program Expansion
  - DEEL and SPS central office leadership finalizing SPS/DEEL Workgroup Partnership Structure and workgroups. Purpose is to inform executive level decision making regarding FEPP investments, ensure strategic alignment, and support Levy-funded schools.
  - Proposed Board Action Timeline for FEPP Levy Partnership Agreement and funding:
    - March 4th – March 6th: Board two-by-twos
    - March 18th: Executive Committee:
    - March 25th: Introduction
    - April 7th: Action
Friday Memo to the Board  
Student Support Services  
Essential Information for the week of February 10-14, 2020

Chief Concie Pedroza
Since the beginning of the year, the Chief has listened and learned from various stakeholder groups; including the monthly Special Education PTSA meetings, a Deaf and Hard of Hearing community meeting, Advanced Learning Task force meetings, Racial Equity and Advanced Learning Advisory Committee meetings, Bilingual Education Advisory Board monthly meetings, Southeast Seattle Education Coalition meeting, and evening community engagement meetings in several schools regarding enrollment planning and Southeast boundaries.

Open Enrollment
Due to the recent system outages and in the best interest of our students being assured they have ample opportunity to apply on time, open enrollment has been extended one week. The window closing date is now February 21. This extension is posted on the enrollment webpages.

Advanced Learning
The Advanced Learning Department is currently reading Azure Savage’s book as part of our on-going Racial Equity training, working on Highly Capable (HC) and Advanced Learning (AL), preparing for the March universal testing for all 2nd grade students, continuation of data collection based on this year’s work and planning for educators to join the Advanced Learning team in March and April for work as a practitioners work group for development of a draft model in collaboration with the High Capable/Racial Equity Services Advisory (HS/RESA) committee.

Additional work includes Studying the Advanced Learning Task Force Recommendations, in preparation for the March 3 advisory committee meeting and planning site visits to observe three models of teaching and learning for TAF (Technology Access Foundation), International Baccalaureate and the Renzulli Enrichment models that will assist in identifying a model that will bring all teaching and learning staff together around one model that engages students in high level learning in a differentiated manner.

Advanced Learning – Secondary Schools staff
Middle School plans include developing a team of central office instructional coaches and specialists across multiple departments to co-design a middle school teacher professional development course. This course will be centered around differentiating instruction to meet the needs of students eligible for highly capable, advanced learning, special education, and English language learning services within the general education classroom. Upon development, it will be offered to middle school teachers beginning late spring 2020 and continue throughout summer and fall of 2020. This partnership work is part of a larger effort to internally promote more consistency and support for students, families and staff across Seattle Public Schools as well as aligning with the 2019-2024 Strategic Plan.

High school plans include visiting high schools in March to meet with teachers of Advanced Placement courses to review the new College Board teaching tools available and discuss the upcoming professional development opportunities for spring and summer 2020. Now that the SPS high school Advanced Placement Courses and International Baccalaureate Program pages are live, the advanced learning secondary schools team is coordinating with high schools to ensure that these new pages are also linked to each high school’s AP & IB testing pages. The coordination of AP and IB programs is done in partnership with the College and Career Readiness (CCR) team and the Curriculum, Assessment & Instruction (CAI) team to ensure consistent programming and messaging that aligns with the 2019-2024 Strategic Plan as well as the House Bill 1599, which offers new pathways to high school graduation.

Athletics
The 4th annual Seattle Public Schools’ Athletic Hall of Fame will be Wednesday, March 18 at the Washington Athletic Club. The event was created to identify outstanding SPS High School student-athletes and to celebrate their accomplishments. Our vision for Hall of Fame is dedicated to connecting and engaging the larger Seattle community with SPS athletics; empower current students with a rich history, pride and local role models; and to encourage and facilitate financial support of high school athletics. For tickets, and a list of this year’s 2020 inductees, visit us at http://www.spsathletichalloffame.org/

Special Education
The Special Education department met with the Deaf/Hard of Hearing (D/HH) community on Monday, February 10. This long-awaited meeting went very well with both parties looking forward to improving Deaf Education at Seattle Public Schools. Attendance from the D/HH community was high with many members stating they are excited about our joint partnership and looking forward to our next meeting (exact date yet to be settled upon).
Friday Memo to the Board
African American Male Achievement Initiative
Essential Information for February 10-14, 2020

The AAMA Team attended the 1st Annual Black Male Academic Achievement conference “Changing the Narrative”

Opening Keynote: Dr. Edward C Bush, President Consumnes River College

Key points:
- If you must give up who you are (identity) to get what you want; then you are out of alignment with success
- BE courageous; Ask for help
- BE unapologetically Black and proud 24 hours/7 days a week
- Don’t make long term decisions based on your short-term circumstances
- EQ- Emotional Intelligence is a defining character of manhood
- Identify a theme song; e.g., “I ain’t never scared” to aid you through your tough times
- Participants were additionally introduced to African American Male Theory

Dinner Keynote: Antwone Fisher

Closing Keynote: Jahmad Canley, Culture Transformation Consultant

- Growth Mindset Messages “Let every student know they are college material…”
- Our education system is perfectly designed to do what it’s doing to our young men right now!
- As you find a mentor explore who your mentor’s mentors are
- WE must redefine the social norms around “Good Students”
- Habits-Attitudes- emotional response to a belief. Beliefs- the most important categories which influences one’s attitude. Expectations- Beliefs forecasted into the future.
  - Expose our young brothers to college campus tours and Brown people (students and admin) on campus
  - Turn the Possible into Probable

Our very own SPS Kendrick Wilson, Program Manager of the Academy of Rising Educators co-presented a session called Hostility Trauma and Critical Race Theory: Nourishing Resistant Voices in Colonial Spaces.
Goal 1: Media Relations

- 2/12/20 Seattle Times “5 Seattle-area bands make finals of prestigious Essentially Ellington”
- 2/12/2020 KUOW “Seattle teacher abuse: what two school principals knew”
- 2/12/2020 KUOW “Seattle Schools 'rethinking' teacher misconduct policies following KUOW classroom abuse investigation
  https://www.kuow.org/stories/kuow-investigation-into-teacher-abuse-has-seattle-schools-rethinking-hr-procedures

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

- Feature Story: 2020 Pan-African Flag Raising Ceremony

- Customer Service: We have 200+ Staff Signed up as Let’s Talk users ready to go if a dialogue is delivered to them. In the last 30 days:
  - 8.1 Average Score (out of 10): 126 positive experiences!
    - “Thank you so much for your prompt and very informative response! It's so helpful as a parent trying to navigate a large system.”
    - “The person I spoke with in the Advanced Learning office (Anna?) was very helpful. She reviewed my student's situation carefully, was very patient with all of my questions, and gave me clear and helpful guidance. Thank you!”
  - 1.7 days response rate (national average XX). Dialogue volume continues to grow. In January 2020 we received the most dialogues since launching the Let’s Talk pilot in April 2019 (861 Dialogues). We are halfway through February and have received almost as many dialogues as the month of November and December combined.

- Denny International Middle School Engages Students in Black Lives Matter at School Week
  https://www.seattleschools.org/district/calendars/news/what_s_new/black_lives_matter_at_denny

- Changes for Middle School Courses for 2020-21 School Year and updated FAQ; helped respond to parent questions stemming from the letter.
  https://www.seattleschools.org/district/calendars/news/what_s_new/middle_school_courses

- 2020 Census: The communications staff and Ashley Davies have been meeting with the Census Seattle Program Specialist. We have agreed to share informational documents with our school leaders and launch an educational campaign for our families in March. The campaign will include information on what the census is, how the district is impacted, and where people can find more information. In addition, the Native American Education Department will be hosting two informational sessions in April. These sessions will be focused on reaching families furthest away from educational justice.

- 2/11/2020 Public Affairs hosted the JSCEE meeting. Microsoft Teams (audio only) live chat room were made available to those who could not attend, 65 people participated online, an estimated 150 people in attendance, played Strategic Plan Jeopardy, provided a budget update, and celebrated the nursing staff.
CURRICULUM, ASSESSMENT AND INSTRUCTION

Seattle Public Schools’ Response to House Bill 1599
In 2019, the Washington State Legislature passed House Bill (HB) 1599, a bill that significantly changed graduation requirements along with other aspects of school programming. Documents in the February 11th Curriculum and Instruction Policy Committee packet provide information on HB 1599 and an overview of how Seattle Public Schools (SPS) is responding to the changes in this law. The packet includes a Board Action Report that proposes changes to Board Policies 2415 (High School Graduation Requirements) and 2420 (High School Grade and Credit Marking) in response to the bill and lists the graduation pathways outlined in the bill. There is also a memorandum in this packet providing an update on the strategic plan work we are doing with respect to on-time graduation (Goal 4) and college and career readiness (Goal 5). This memorandum reviews the supports we have developed to help schools in their support of students in the Class of 2021, the first class that needs to complete one of the new graduation requirements outlined in HB 1599 without access to a waiver, and includes data on students in the Class of 2021. In addition, the SPS Career and College Readiness (CCR) team has drafted a frequently-asked-questions document to succinctly synthesize all of the guidance on the HB 1599 for school staff as they work to support students in the Class of 2021. We continue to refine this document and other guidance through regular consultation with SPS school counselors, academic intervention specialists, registrars, principals, and other educators.

Ethnic Studies Update
The Request for Proposal (RFP) for the Ethnic Studies Consultant was posted on February 12. Please share with individuals who might be interested in this temporary position.

Guidance on Work-site Learning
In response to a question on school-based work-site learning experiences, we are sharing an overview of how Seattle Public Schools (SPS) supports this important component of career-connected learning.

To prepare students for college and career readiness, the SPS Career and Technical Education (CTE) team has created an internship program that allows all students to earn high school credit for completing an internship that is within their CTE pathway and aligns to their high school and beyond plan. The program supports all secondary students, including our special education, providing meaningful, authentic learning experiences.

All districts must document the same information on students who are completing coursework related to these internships. Required state documentation includes the following:

- Contract for the work site - expectations are outlined for all parties who enter into the contract
- Work-site learning plan with learning goals that are assessed throughout the 180 hours
- Safety assessment of the work site

Students must meet the following for an academic grade:

- 180 hours of employment
- Learning goals/assessment (each quarter, a minimum of 2 assessment visits to work site). Because work-site learning provides students with an academic credit, work-site learning teacher and student work with employer to set learning goals. They are assessed in meeting those goals by submitting a brief weekly learning reflection, monthly time sheets, and a final assessment essay.

With respect to the latter, many districts use different assessments to meet the requirements of this academic grade beyond the hours documentation, including employability assessment and reflections. SPS supports student leadership growth by asking students to complete a formative assessment each week and a summative assessment at the end of their experience. These assessments support collaboration with the supervising employer, work-site Learning Coordinator, and student to provide the best learning environment for our students.

The SPS CTE team looks forward to sharing more information on our efforts to support work-site learning and other career connected learning work when they present the annual CTE report to the Board at the April Curriculum and Instruction Policy Committee meeting.

Please contact Dr. Diane DeBacker, Chief Academic Officer at dmdebacker@seattleschools.org with any questions.