Friday Memo to the Board
Superintendent’s Highlights
For the Week of April 6-10, 2020

Celebrations:
- Thousands of learning packets have been delivered throughout the City-Principals requested that this continue.
- Computers are being distributed to students who need them by our amazing staff and volunteers.
- Over 1600 teachers were trained on technology
- Meals are getting to those who need them thanks to our Nutrition Services team
- Construction projects will start early at Rising Star and Franklin HS.
- New partnerships with the City are forming to help us reach out into the community thanks to the EPE team.
- The website was redesigned to support this new situation-huge shout out to our web team
- 18 childcare sites are opened in our schools
- 200 art kits delivered to homeless shelters
- Launched Education Equity Fund with the Alliance
- Secured 8,200 computers for elementary students who do not have a device thanks to Amazon
- The list goes on and on.

This Week’s Events:
- Media: Kiro and Vox-Quibi
- Small Cabinet and I held a Teams meeting with all principals and assistant principals
- Hosted two Facebook Live events-will continue to have one/week for 30 minutes on Tues. at 4:30.
- Talked to local legislatures to share our needs-Thanks Directors Hersey and Hampson for joining that call
- Shared our work with Challenge Seattle in hopes that they find ways to support our work.
- Continue to talk 3X per week with PSESD superintendents and once per week with Council of Great City Schools superintendents to align our work.
- Met with HS school leaders to discuss graduation ceremonies, and other issues around graduation and grading

Next week is spring break. We will continue to provide meal service and distribute computers. I have asked my team to take some time off and encourage their teams to take time off next week. We are in this for the long haul and it is important we rest and rejuvenate. These are stressful times. I am thankful to have your support and the support of my team. We will not lose sight of our strategic plan, Seattle Excellence, and will continue to focus on students/families furthest from educational justice, especially African American boys and young men in our system.
Friday Memo to the Board  
Human Resources  
Essential Information for the week of April 6-10, 2020

Culturally Responsive Workforce; Goal - Diversity of Staff

Engagement with NAACP Youth Coalition

- Representatives from Seattle Public Schools central office responsible for Strategic Plan Goal #7 (Increase the Diversity of Staff) met with members of the NAACP Youth Coalition this week to discuss strategies for engagement of the group to inform the goal workplan. In addition to nearly two dozen student members, the attendees included:
  - Jon Greenberg and Virginia Betha on behalf of the NAACP-YC
  - Clover Codd, Kenderick Wilson, Uti Hawkins, Mike Simmons and Sheila Redick on behalf of SPS
- To kick off the meeting, the NAACP-YC stated that their goals were to:
  - Ensure the group had a regular forum in which they could share their feedback on Goal #7 in an effective way
  - Strengthen the relationship between SPS and the NAACP-YC
  - Establish agreed upon processes/metrics for holding the District accountable for achieving the desired outcomes in Goal #7.
- SPS shared updates on the goal related to the Academy for Rising Educators, SPS’s “grow your own” teacher pipeline program. Kendrick “K.O.” Wilson provided data on the number of recruits for the upcoming 2020-21 cohort, sharing that there are more than 60 teacher of color candidates slated to enroll this summer into Seattle Central and 40 teachers of color enrolling in City University, Seattle University, Seattle Teacher Residency and the University of Washington High Incidence program.
- NAACP-YC asked about retention efforts for teachers of color. SPS shared that the District is working to analyze the issue of retention both across the district and school-by-school in partnership with researchers at the University of Washington. To date, a set of “outlier” schools has been identified that appear to be retaining teachers of color at a higher rate than would be expected based on district averages. The hope is to dig into the climate and culture data at these schools and conduct focus groups with staff members at the schools to better understand what makes those buildings warm and welcoming places where teachers of color want to stay. Additionally, Uti Hawkins shared that ongoing efforts to ensure that all teachers are trained in culturally responsive teaching practices should result in improved climates and cultures at the school level. Finally, KO discussed the partnership between SPS and the Grow Your Own Collective to provide mentoring and PD supports for Seattle Central College cohort participants to set them up for early success in their careers as a means to prepare and retain candidates.
- Next Steps:
  - The NAACP-YC and SPS agreed that SPS would provide the group with the 6-week updates on the goal as one way of being transparent and accountable for the goal. Clover Codd also suggested that the list of demands provided to SPS by the NAACP-YC could be a useful framework for accountability. Additional accountability frameworks will be discussed at future meetings.
  - SPS NAACP-YC will work to engage youth in the ARE: High School Pathways workgroup (meeting twice a month, starting in May) and support ARE in teacher candidate screening by participating in mock classroom exercises as part of selection. Additional opportunities for engagement will be discussed at future meetings.
  - Schedule additional, regular meetings specifically focused on Goal 7.
Friday Memo to the Board
Operations
For the week of April 6-10, 2020

Here is a summary of what each department in Operations has been working on:

**Capital Projects and Planning:**
- The team started Building Condition Assessment work by coordinating facility information needed by the consultant. Assessments will start when the stay-home order is lifted.
- They also gathered space square foot and marked up facility maps needed by Early Learning for setting up childcare facilities during school closures.
- The department reviewed and provided comment on draft nomination landmarks reports and is drafting a Board Action Report and Board Resolution opposing landmark nomination of Rainier Beach High School.
- Short-term capacity planning for 2020-21 continued by gathering full-time employee counts, confirming work scopes for summer projects and tracking open items. Back-up plans are being developed for capacity projects if there are construction delays. Postponed projects include Lafayette Elementary School HVAC, fire suppressions and seismic improvements; McClure and Washington Middle School seismic and science classroom improvements; Garfield High School door and cladding repairs. However, bid documents for the West Woodland Elementary Classroom and Gymnasium Addition are being prepared to allow construction to begin July 2020.

**Facilities:**
- The custodial staff has been disinfecting and cleaning the 26 student meal sites, provided deep cleanings of the 19 childcares before their startup and setting up five childcare sites with 10 classrooms for first responders.
- Also, the staff is spraying schools with disinfect in response to COVID-19 reports at schools and providing systematic deep cleanings of each school, which involves stripping and waxing floors, washing furniture, walls, and windows, etc.
- The maintenance staff has been responding to emergencies and participating in Safe Schools training.

**Safety and Security:**
- Security has supported different Operational programs the district is providing by ensuring there is security support at each site. The department has shifted security teams around to make this happen.
- The department continues to monitor building access to ensure our buildings are secured and that social distancing guidelines are maintained.
- Emergency Management Specialist Benjamin Coulter continues to work closely with the Emergency Operations Center to provide the district with the latest updates and coordinate support.

**Science Materials Center/Fleet:**
- With schools closed for the rest of the academic school year, the Science Materials Center began the process of retrieving and refurbishing elementary science kits for the 2020-21 school year.
- Fleet vehicle replacements have been ordered through Purchasing.

**Transportation:**
- Transportation is running 18 school bus routes to distribute prepared lunch sacks to students/families at bus stops for Alki, Aki Kurose, Beacon Hill, Eckstein, Highland Park, Maple, North Beach and Northgate.
- The team is preparing their Spring Ridership Report to submit to OSPI. Ridership counts are required to be submitted three times a year and are used to determine transportation allocation for the district.
- The department is also preparing their database for next year’s routing and reviewing all the current routes to look for areas of improvement or efficiencies.

**Warehouse:**
- The team has been busy delivering thousands of meals and Backpack Brigade grocery bags. They also are delivering and picking up learning packets.
Friday Memo to the Board
Office of Public Affairs

Essential Information for the week of 04/03/20– 04/10/20

Goal 1: Media Relations

- 4/10/20 Seattle Times “Many families in WA are waiting on special education services during coronavirus closures” [https://www.seattletimes.com/education-lab/many-families-in-washington-state-are-waiting-on-special-education-services-during-coronavirus-closures/]


- 4/6/20 – KUOW - “WA schools will not reopen this school year, Gov. Inslee says” [https://www.kuow.org/stories/governor-inslee-closes-k-12-schools-through-june]


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

- Launched Superintendent Virtual Town Hall on Facebook Live on Tuesday and Thursday with over 3,000 views and 175 comments in the first 24 hours.

- Created videos for families of elementary, middle, and high school students to detail supports for continuity of learning and expectations. These videos were also boosted on Facebook to reach more families.

- Family Letter Sent – M, W, F (April 6, 8 & 10)

- On Sunday, April 6, 12 a.m., the web team launched the revised district home page to prioritize COVID-19 school closure resources and information. The revisions, which were based on end-user engagement and testing as well as web traffic analysis, reorganized the home page to make COVID-19 updates and resources, like meal distribution and continuous learning, front and center.
Friday Memo to the Board  
Equity, Partnerships & Engagement  
For the Week of April 6-10, 2020

School & Community Partnerships

- Opened **18 community partner-led childcare sites** across the city. These childcare sites support first responders including medical personnel, EMTs, firefighters, essential SPS staff, childcare workers, grocery workers, and pharmacy workers. Thank you to The Boys and Girls Club, Launch, Latona School Associates, Creative Kids Learning Center, and Whittier Kids for supporting these efforts.

- Delivered 200 art kits to students in homeless shelters. 2,000 to be delivered on 4/13 to students in affordable rental housing.
Essential Information for the week of April 6-10, 2020

Friday Memo to the Board

Student Support Services

Chief Concie Pedroza, Ed. D.

Since mid-March, the Division of Student Support Services have been meeting weekly with the OSPI and Puget Sound ESD in consulting, coordinating and alignment set forth by the Governor and State Superintendent’s guidance. Our various departments have been developing new processes and procedures in order to triangulate to district policy and legal guidance during our COVID-19 closure. Our number one goal is to ensure that students and families continue to be supported. In order to do that, we continue to collaborate with each division to ensure students who have 504s and IEPs are centered in other department’s planning. I met with Dr. Scarlett and our Seattle Council PTSA leadership last week and am currently working with our departments to support planning for remote meetings to continue community and stakeholder engagement in order to continue current advisory and district committees that support our various department goals including Special Education PTSA and HC & Racial Equity Advisory Committee.

Admissions

Admissions has restarted the assignment process for the new incoming students to attend SPS for this school year who were temporarily on hold to start in late April. The mandate from OSPI for districts to provide continuing distance learning to all enrolled students effective March 30, supported the need to move 140 students to their respective schools to be registered at their assigned school effective April 6. Proficiency testing at McDonald and John Stanford International schools has been cancelled for new incoming students to maintain Center for Disease Control regulations with social distancing and for equity reasons. Open enrollment results will be available online Tuesday, April 21 with email notifications sent to families or by mail for those without an email address on file. Letters will be translated in the top nine languages for both modes of notification.

Enrollment Planning

Enrollment Planning has been continuing all work except for external community engagement around potential boundary changes. We just finished entry and clean-up of open enrollment data in preparation of results to be sent to schools and families. Schools will be notified of new assignments on Friday, April 10 and families notified of new assignments on Tuesday, April 21. There has been no change to this timeline or process. Even though we are not able to do community engagement around boundary changes at this time, we have been working with Capital Planning on reviewing our capacity needs and conducting initial principal conversations regarding potential boundary changes.

Athletics

During our physical buildings’ closure, our office is working remotely to monitor federal, state and local officials’ guidance regarding COVID-19, as it pertains to the impact on educational-based athletics. Because the school year has closed, we are working with the Washington Interscholastic Activities Association and Seattle Parks Department to establish options for high school programs this summer. Additionally, we are establishing contingency plans for both middle and high school athletics if programs cannot reopen or are delayed this fall. We are also prioritizing our accounting, staffing and payroll processes to continue so there is little disruption for our coaches, event staff, and various vendors. Additionally, we are completing a detailed audit of athletic transportation for the 2019-2020 school year. The Athletic Department is also rescheduling its annual events (Hall of Fame, 101 Club, etc.) and Memorial Stadium clients.

Advanced Learning

The Advanced Learning Team is preparing for the opening of the referral window for the 2020-21 identification process for working on COVID-19 related plans for early entrance to kindergarten, access to data for highly capable identification, and family/community engagement. Communication with the Highly Capable/Racial Equity Advisory has been through e-mail, with suggested readings and studying of the recommendations from the Task Force. We hope to move into a digital conference mode in May or June. Middle school alignment work includes researching effective and sustainable professional development models centered around differentiated instruction and collaboration with the Curriculum Assessment & Instruction/Math team to draft guidance to schools regarding math course enrollments for 5th and 6th grade. Advocating for more equitable support for students at high risk for canceling their Advanced Placement Exam this year has been on-going work with the College Board. Finally, we provide behind-the-scenes support to Curriculum, Assessment and Instruction and Continuous Improvement teams as they draft guidance documents for schools and families.

504 Accommodations

The Student 504 Department has been at the forefront for the State of Washington in data collection regarding 504 evaluations provided/missed during the shutdown through the 504 Electronic Module. As a part of the Washington State Advisory Team, SPS Student 504 has been setting the standard regarding electronic forms and processes. Districts in other states have been reaching out to discuss how to do go electronic.

Special Education

The Special Education Department is updating the COVID-19 IEP Guidance Document in compliance and support of the latest OSPI guidance shared on Tuesday, April 7th in accordance with the closure set to the end of the year. The Directors will meet with the School Leaders when the document is updated. The Special Education Taskforce which includes members from the district and the Seattle Education Association are co-developing supports and collaboration professional learning for special education staff during COVID-19. Communication to Special Education families and staff go out each Friday and we will continue to communicate weekly throughout the closure. Those communications are sent to the School Directors on Friday and School Leaders receive them in their weekly FAQs. All communications to families are posted on our district webpage. Due to the large amount of content, the Special Education update will not be within this Friday Memo; rather, it is all within the Friday school leaders and staff FAQ and the Friday letter. Link is here: https://www.seattleschools.org/.
CURRICULUM, ASSESSMENT, AND INSTRUCTION

The Department of Curriculum, Assessment and Instruction (CAI) has been hard at work to support students, teachers, and our community over the past three weeks of school closure. We are thinking about this time as phase one of our work. As we move into a prolonged closure, we will adjust the strategies below to provide sustained support. Our strategies center on students furthest from educational justice and are designed to be accessible, engaging, and supportive. Phase one strategies were designed to engage students in home activities and, as OSPI continues to change their guidance, CAI will continue to evolve our strategies to support students, teachers, and community.

**Student Video Lesson**
CAI, along with Public Affairs, has designed and implemented a coordinated approach to “supplemental learning” during the school closures. Staff has developed standards-aligned, teacher-generated learning videos in core subject areas. We are so fortunate to be able to collaborate with the SPS TV studio to create high-quality videos that have the closed captioning feature, which can be translated into any language. On the first day, through various channels, 14,300 students engaged in learning. After the first two weeks, the SPS YouTube channel has had over 109,000 views and over 2,800 new subscribers. During the initial four-week production period, a total of 235 videos will be shared. We estimate that it takes about five to six hours to design, film, edit, and produce each lesson. A very rough estimate would show that CAI, SPS teachers, and Public Affairs spent about 1,410 hours on this amazing project.

**Student Learning Packets**
CAI has developed and distributed over 28,000 aligned learning packets to all 26 food distribution sites and across 25 affordable housing sites and community organizations over three weeks. The packets are aligned to Washington state learning standards and are aligned to the CAI-produced video lessons. Imagine being able to watch a video lesson on SPSTV showing an SPS teacher teach a lesson and then being able to complete an activity from your learning packet. These packets have been intentionally designed to include a whole child approach including reading, writing, math, physical education, arts, and social emotional lessons. Families, educators, and principals have given positive feedback and appreciation for these aligned resources. Translated supports are available for families at each distribution site.

**Curriculum, Assessment, and Instruction Guidance for Educators**
CAI has developed a number of resources to support the SPS Educator Expectations for the Continuity of Learning. CAI has developed guidance documents for Preschool, K-5, 6-8, and 9-12, broken down by content area, that help teachers address the following questions about power standards, scope and sequence, instructional materials, student supports, and how to connect with content specialists.

Additionally, given the recent guidance to educators on accessing their buildings starting on April 6th, CAI developed the companion document “CAI Guidance on Instructional Materials” to help SPS educators figure out what to prioritize when gathering materials from their schools. CAI also developed an email address caiprogrammanagers@seattleschools.org for educators to surface questions.

**Remote Learning Professional Development**
The CAI Digital Learning Team is providing live webinars, getting started videos and self-guided courses that cover multiple remote learning strategies. Each session is designed and guided by the Principles of Effective Digital Learning that allow students and teachers to connect, communicate, and collaborate. 1,820 teachers have participated in the training over the past three weeks.
Support for Seniors
The CAI College and Career Readiness (CCR) team coordinated the development and launch of a plan for supporting the Class of 2020. Working with counselors and other school-based staff, more than 2,700 contacts to seniors were made and logged during the week of March 30th for an initial check in on their well-being, tech needs, credits, and path towards graduation. This information was shared with the Department of Technology Services to inform their rollout of devices and other technology to high school students. On April 1st, a senior focused webpage and FAQ was distributed broadly to families. The CCR team is now working with counselors, academic intervention specialists, and other school-based staff to develop plans for ensuring seniors have access to credit waivers available via a new state law (HB 2965) to ensure students are being given every opportunity to graduate on time. Staff are also identifying and providing additional opportunities for credit recovery for seniors who are not on track to graduate. They are also working with the African-American Male Achievement Department to coordinate next steps in our outreach efforts and to ensure we are practicing targeted universalism in our implementation of these supports. Finally, this team has developed additional resources and lessons in Schoology to help counselors and other educators guide High School and Beyond planning remotely.

Elementary Trimester 2 Standards Marking Deadline Guidance to Educators
CAI developed guidance for elementary educators and extended the elementary second trimester Elementary Progress reporting window. The deadline to complete standards marking for Elementary Trimester 2 is this Friday, April 10, 2020. Educators will enter markings for all elementary grade-level standards. We are exploring how to print and communicate Elementary Progress Reports with families.

Secondary Grading Update to Educators
The district has been drafting high school grading guidelines with input from a number of stakeholders, including principals, department heads, teacher leaders, the Department of Racial Equity Advancement, and SEA leadership. This engagement has included conversations on draft guidelines and baseline expectations for courses and content areas required for graduation. The State Superintendent announced on Tuesday, April 7th that they plan to issue new guidance on high school grading which we expect to be released next week. In addition, the state's colleges and universities recently released new guidance related to high school grading. Given the need to review carefully this guidance and to engage additional stakeholders in developing our district guidelines, we plan to release guidelines after Spring Break.

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