This Week’s Events:

- Worked on plans to strengthen remote learning practices
- Met with partners and families including the new director at CCER, Bernadette Merikle, Chinese Information Service Center, SPS Partner Alignment Summit, PASS, and regional superintendents
- Shared updates about our work on FB Live and on KOMO

Graduation Update: Some questions came in as to why the dates of graduation changed. First, OSPI changed the last day of school to June 19. Graduations cannot take place more than 5 days before the last day of school. Also, the timeline had to be adjusted for the virtual ceremony production. Here are the production timeline and website: https://www.seattleschools.org/district/calendars/news/what_s_new/graduation_dates_and_locations:

- **May 22:** Photo portal goes live; Each school will have a unique portal.
- **Week of June 1:** School production days. Up to 5 speeches will be recorded at each school site.
- **June 1:** Deadline for student photo upload
- **June 2:** Names of submitted students provided to each school by Life N Light
- **June 4, 3 p.m.:** Final submission of all students’ photos
- **June 9-10:** School review of productions and requested edits
- **By June 14:** Final pre-recorded graduation ceremony provided to SPSTV for captioning; upload to SPSTV YouTube – hidden; and programming of broadcast
- **June 15:** Alternative/smaller school graduations
- **June 16-18:** Comprehensive school graduations
- **June 19:** Alternative/smaller school graduations
Responses to Questions from Board Directors

**Question 1:** Wouldn’t students trying to make up an incomplete from this semester have different course requirements than what students’ classmates completed to earn an A?

- **Answer:** As noted in the grading guidelines in April, options that this plan could reference include summer learning or online learning. Therefore, Apex could be referenced as the way in which a student would be able to convert the “Incomplete” to an “A” for a particular course. We expect few students will receive an “Incomplete” for this semester so it is more likely that students will use the Apex option to make up credits for courses they did not pass in prior semesters.

**Question 2:** Is this the way that students are being advised to complete their courses, or do they have the option of submitting work to the teacher of the class they are currently enrolled in?

- **Answer:** Apex course work is just one option teachers can consider including in the individual student learning plan they need to develop when assigning an “Incomplete” for this semester. Each school-based team is supporting students with “Incompletes” so there are a range of options that fit the needs of the students, which does include submitting missing assignments.

**Question 3:** Why are we calling these “Bridge” courses since the Bridges Program already exists and is something different?

- We are using the bridge metaphor for these ‘Summer Bridge Courses’ which are open to all 5th and 8th grade students who will be transitioning to the next grade level. Descriptions for these courses will be available to families on the [Summer Learning](#) page, starting June 3rd.

**Question 4:** In general, there seems to be confusion from parents about who is eligible to enroll and what the expectation for participation is, (e.g., grades, penalty if work isn’t completed, problem with inconsistent participation). Can you provide any more clarity?

- Answers to questions from families that have been captured from the Facebook Live event as well as to our Communications team are being developed on exactly these topics, currently under review by various departments. Answers will be posted to the website in the form of “Frequently Asked Questions” (FAQ). Thank you for routing any questions directly to us since many are individual to their student and we can see patterns where our broader communications can be revised.
Friday Memo to the Board
Equity, Partnerships & Engagement
For the Week of May 25-29, 2020

Department of Racial Equity Advancement (DREA)
- Anti-Racism Policy Development
  - DREA facilitated two engagements with leaders in educational policy, racial equity movement, and anti-racist systems change to discuss and develop SPS Policy 0040: Anti-Racism Policy. Each participant was invited in response to their leadership, lens, loyalty to Black and Brown children and families, and expertise. In our meetings, Policy 0040 was examined for both line edits and substantive feedback. In the coming weeks, feedback from these engagements will be analyzed alongside Community feedback collected over the last year, and a draft of Policy 0040 will be prepared for presentation to the School Board.

School and Community Partnerships
- Childcare Summer Expansion
  - Seattle Public Schools has worked with current childcare providers to identify up to 35 school sites where providers will open for summer programming (including 19 sites that are already open for emergency childcare). These sites all have access to a dedicated space, which will enable programs to continue operating even while building retrofitting takes place. Providers will be supported to bring Summer Staircase content into their programs.
- Community Alignment Initiative Annual Summit
  - The Community Alignment Summit took place on May 28 and was attended by over 100 licensed childcare providers who work in Seattle Public Schools sites. It was organized by the School and Community Partnerships Department. The Summit featured Superintendent Juneau discussing SPS’s COVID supports for students and ongoing planning for summer and fall, John Hughes sharing information on the Summer of Learning and how licensed childcare providers can plug in, and Anuska Chorba presenting a resource that the ELA Department developed for childcare providers to support literacy in their summer programs.

Stakeholder Engagement
- Community Engagement Toolkit (CETK)
  - On Monday and Tuesday morning of this week, Small Cabinet reviewed a critical resource for establishing effective best practices for engagement: The Community Engagement Toolkit. The review was part of an ongoing planning conversation regarding District reopening amidst the COVID-19 crisis. Central Office leadership reviewed the Toolkit's planning guidelines leading from ideation to execution and follow-up. The resource emphasizes that engagements are not one-time singular events but recurrent and existing on continuums. The Toolkit is also most effective when embedded within an existing and robust planning process for initiatives. Most importantly, the CETK facilitates thoughtfully inclusive and authentic planning -- critical components for recognizing communities-as-resource-partners and realizing our shared District commitments to delivering equitable outcomes for students.
  - The CETK is available now for all department personnel. For information about integrating the toolkit into your work planning process, please contact Kirk Mead, Director of Stakeholder Engagement - kpmead@seattleschools.org.
Internet Access Update

During past weeks, the DoTS network engineering team, in collaboration with the City of Seattle and Comcast, were involved in negotiations on how best serve the needs of students requiring Internet access.

Thanks to this collaboration, it looks like SPS is about to start a brand new partnership to better support our homeless and other students furthest from educational justice. It appears we will be the first district in the US to spin up a "WiFi on Demand" agreement providing Comcast Xfinity WiFi service for our students.

Starting in June, Comcast will be offering WiFi on-demand coupons to SPS at a heavily discounted rate, and the district will be able to distribute these to qualified students for a "free" renewable 30-day single-device wireless pass on ANY residential Comcast Xfinity WiFi guest network.

This service is a massive help to our families with the greatest need. Lack of internet access at home is contributing to the digital divide, and this offering will help bridge that gap. SPS students without a home address will be able to get internet access anytime and from multiple locations.

Comcast is also working with us to provide inexpensive "internet essentials" high-speed broadband internet for low-income students who do have fixed home addresses.
Friday Memo to the Board
Operations
for the week May 25-29, 2020

Solicitation of a General Contractor/Construction Management for Van Asselt/Asa Mercer International Middle School and Rainier Beach High School

- An addendum was issued for both the Van Asselt/Asa Mercer International Middle School and Rainier Beach High School General Contractor/Construction Management (GC/CM) solicitation advising contractors that Seattle Public Schools is considering entering into a Student and Community Workforce Agreement (SCWA) and had formed in 2019 a SCWA Task Force, charged with examining and making recommendations to the School Board regarding a possible SCWA.

- The addendum noted that the task force convened in October 2019 and held several public meetings in the fall of 2019 and in January of 2020. It further noted that the School Board was originally scheduled to conduct a work session to hear the task force’s recommendations and to begin discussion of a possible SCWA in March 2020, but that meeting was postponed due to restrictions placed on meetings of public agencies imposed by Gov. Jay Inslee in response to the COVID-19 pandemic. Those restrictions remain in effect until May 31, 2020, and the board is tentatively planning to conduct its rescheduled work session in June.

- Capital Projects and Planning suspended the GC/CM solicitation process for both schools when Gov. Inslee issued his “Stay Home, Stay Healthy” proclamation and recommenced GC/CM solicitation for both projects when such activities were again allowed. The GC/CM solicitation should not be confused with bidding the projects, which will occur in the fall of 2021 for Van Asselt/Asa Mercer International Middle School and spring of 2022 for Rainier Beach High School. Capital Projects and Planning actions are consistent with board direction that these projects are to be delivered as scheduled.

- Furthermore, Capital Projects and Planning anticipates exploring with the selected GC/CM expediting completion of the Rainier Beach High School project as requested by the board. Delaying the GC/CM solicitation while awaiting board approval of the SCWA would add costs to both projects as project escalation is currently calculated at $510,000 per month for Van Asselt/Asa Mercer International Middle School and $780,000 per month for Rainier Beach High School.
Friday Memo to the Board
Office of Public Affairs
Essential Information for the week of 05/22/20– 05/29/20

Goal 1: Media Relations
• 5/21/20 Seattle Times - “School as usual is unlikely as WA officials weigh options for next fall amid coronavirus” [Link]

Goal 2&3: District Messaging – Outbound Communications, Customer Service
• The communications team supported Superintendent Juneau in hosting a Virtual Town Hall via Facebook Live on Tuesday, May 26. The next Town Hall will be June 2 at 4:30 p.m.

• Supported or developed and distributed multiple family communications:
  o 05/26 Family Letter (Covered the use of Zoom, Graduation info & Summer learning)
  o 05/28 Supported Advance Learning announcements
  o 05/26 & 05/27 Outreach to families about tech support
  o 05/28 School Beat (Student Emails, summer learning and latest updates)

• Supported The Summer of Learning registration including launch of live links, updates to information about high school offerings, and development of a joint flyer. The flyer includes SPS summer learning programming, Seattle Public Libraries, the City’s Office of Arts & Culture, and virtual field trips from various partners. The flyer will be distributed to all families, partners, and at the student meal sites.

• Met with all small school principals to design virtual graduation ceremony options, run of show, and schedule filming beginning the week of June 1. Developed and distributed information on how to upload student photos and film remotely, if needed, to all small school leaders. Facilitated virtual ceremony support for the 10 comprehensive high schools including contract scope. Created detailed “run of show” for school leaders helping transition in-person activities to online.
CURRICULUM, ASSESSMENT, AND INSTRUCTION

Additional Update on the Grading Policy and Data on Potential Incompletes

This entry is a follow up to last week’s Friday Board memo that provided a summary of the preliminary data on students being considered for "Incomplete" grades during this semester. There were a few additional questions from Board Directors about the process. First, there was a request for clarification on whether a student can still be considered for an "Incomplete". Our grading guidelines indicate that students can only be considered for an “Incomplete” if they received notice of this possibility by the May 15th deadline. This is also noted in the public-facing FAQs. As we discussed at last week’s Curriculum & Instruction Policy Committee meeting, there were only 294 potential Incompletes submitted via the SharePoint site we developed to document this process by the May 15th deadline. We anticipate that this number will go down as we go through each step of the process and students have the opportunity to reengage. We already see evidence of this decrease.

There was also a question on the role principals are playing in the "Incomplete" process and the communications we have shared with them. The Seattle Public Schools’ College and Career Readiness team has had regular communication with principals on the “Incomplete” process. In addition to multiple emails and School Leader Communicator entries sent in prior weeks, we also recently reached out to each of the principals at the high schools that submitted potential Incompletes. Based on these conversations, we anticipate that the large majority of the 294 entries will not result in a final submission of “Incomplete” at the end of the semester. Teachers have been able to reengage with these students in many cases and the school leadership has been helpful in facilitating these reengagement efforts.

The College and Career Readiness team would also welcome the opportunity to look into cases of any potential miscommunication on the "Incomplete" process and to follow up with the specific schools when necessary. We have appreciated the opportunity to collaborate with Board Directors on this important topic over the past several weeks.

If you have any questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dmdebacker@seattleschools.org.
Chief Concie Pedroza, Ed. D.
Dr. Pedroza has been working with various state stakeholder groups in support of Seattle Public Schools. She has been selected as a member of OPSI’s Reopening Washington Schools group and has attended two all convenings. She is working with Superintendent Juneau and Cabinet to bridge critical information and learning.

Regarding questions about responses to questions posed by the community, I would like to share our staff’s process. Any question or inquiry provided to the Division of Student Support Services through Let’s Talk, department or school board email, FaceBook Live, community events or other means are considered through this process:

- What is applicable to the general population versus situational?
- What needs clarification or further information?
- What other departments do we need to collaborate or consult with?
- Which communities are we not hearing from and how do we prioritize them?

We thoughtfully consider each question or comment; then update our Friday communication to families, staff or our website FAQs for special education. Other departments respond to the community or school that we are working with to support.

Advanced Learning
In response to Director Hersey and Director Rankin’s email inquiry about the meeting for 6th grade HC families entering Washington Middle School last week:

Following the virtual Advanced Learning Family Forum on Thursday (5/21), the Advanced Learning department is collaborating with Curriculum & Instruction to clarify the information about course sequence for rising fifth grade families. A follow up to families will be sent on 5/28 and a more detailed communication is being developed for next week. Next week's communication will explain that, beginning with sixth graders in the fall of 2020-21 all students, district-wide, will be engaging in aligned and consistent curriculum. This will allow us to provide more predictable, high-quality, and rigorous instruction for our students, and more robust differentiation professional development for our staff.

Special Education
In response to Director Rivera-Smith’s email and questions:

Summer School versus ESY (Extended School Year): The Special Education department has always provided Extended School Year (ESY) services in compliance with federal law. Not every Individualized Education Program (IEP) student qualifies for ESY under the Individuals with Disabilities Education Act (IDEA), so that is to be considered with the IEP team. We are coordinating with other departments as well as our team to offer other summer school opportunities as we recognize more students need that support; our goal is to support students with an IEP or 504 accommodation, as is similar to past years (such as CTE, summer school, JumpStart, etc).

The following clarification will be included in our May 29th Special Education Letter to Families:
“All students are welcome and encouraged to register for the Summer of Learning. No one will be turned away from the general “Summer of Learning” programming. Also, if you register your child for the district-wide summer learning program, they will receive their IEP and 504 supports and services to the greatest extent possible, consistent with federal and state guidance regarding the rights of students with disabilities while school buildings are closed.

All our related service providers have met as teams to clarify the services they can provide remotely, based on their disciplines. All questions around ESA services should be directed to the student's case manager, as this answer will vary based on the unique needs of each student.

The department has created ‘Special Education IEP Guidance document for Families’ that will be shared with the Special Education PTSA, General PTSA and families in this week’s Friday letter (sent on Friday afternoons). As a courtesy, the Board received an early copy of this document within an email sent to them on Wednesday, May 27.