This Week’s Events:

• Met with the leaders at Seattle Housing Authority. We continue to be aligned in our goals, which is so important as a means to support our students and families.

• Talked with Attuned to finalize next steps to support a stronger remote learning environment - stay tuned for the plan.

• Held my weekly FB live event and talked about our commitment to undoing systemic racism in our education system and gave a high-level overview of the work the Engagement Teams are currently doing.

• Convoked multiple times with other WA superintendents to align our work with legislatures and planning for learning in Fall 2020. I am humbled to be part of such a strong group of leaders that are laser focused on racial equity!

• Spoke at the League of Education Voters webinar and the Seattle Channel with other superintendents, including Chris Reykdal.
Responses to Remaining Strategic Plan Questions from 6/6 Board Retreat:

- **Question around moving our hiring process up sooner so we are not hiring after all the surrounding districts**
  - **Answer:** SPS’s hiring timelines are now in line with surrounding districts. In 2015 our hiring timelines were much later. A Board Goal prioritized this work and our timelines for hiring are not outside the normal timelines of surrounding districts.

- **How are we holding everyone at the building level accountable for carrying these goals out? Building leadership is so important, and the structure they report up through?**
  - **Answer:** As a part of our long-term work the past three years and focus work this school year with UW’s Center for Educational Leadership, we have now arrived at a place where we have aligned to the MTSS tiering model for 8 Learning Support Teams to closely partner with the 104 schools. Lots of work happened to get to this point, including with the assistance of the School Board to support district-wide efforts (i.e., common curricular texts and assessments, data management platform, release time for data-informed planning), with the purpose of our collective efforts to truly build a collaborative work culture with laser-like focus, anti-racist practices, improvement efforts and adult learning as aligned to the Strategic Plan.

  Each Learning Support Team will be comprised of 7-10 professionals selected across central office departments and will be coordinated by a Director of Schools. These teams will be directly working with their schools through a partnership and shared accountability. The details of their work will be contained in their CSIPs and action plans, including any updated guidance from our Continuous Learning Plan for the 2020-21 school year due to the necessary shifts from the Covid-19 pandemic. Additional oversight is provided by central office leadership using the qualitative and quantitative measures we have available to us.

- **I am concerned about the pattern of reports of physical abuse of kids becoming an HR incident for the reporter rather than a swift investigation into the conduct of the staff person being reported. Also wondering why there is a disconnect between what we heard at the HR oversight work session in the winter about reporting criminal action to CPS or police and the reality that staff is instructed to report to supervisors who do not always follow through appropriately. Would like to re-request one-pagers/flowcharts on who to call for various incidents and who to report what to, and that they be clearly displayed and followed in every building.**
  - **Answer:** A memo was recently sent to the Board outlining how/when staff are asked to call law enforcement.

- **Regarding 9th grade graduation, can we look at including piloting in schools where we have African American students in high schools where they are more isolated within majority white schools? Dr. Williams worked hard to include in her initial programming, and I worry about the 50% of African American students that are in white dominant schools and the differing issues and pressures they face.**
Answer: In response, we want to share that we recognize that the needs of our African American students differ across our high schools, and we are taking the following steps as a district and within our Goals 4 and 5 team to understand and address those needs:

- The Goals 4 and 5 Work Group had a plan to conduct focus groups with African American males at high schools in the north end of Seattle. This plan was postponed due to school closures, but we will resume our focus groups as soon as we can next school year. We will share our strategic goal initiatives with these students and ask them for their feedback on how the initiatives would impact students like them.

- We will work with Dr. Mia Williams to connect with her AAM Student Leadership Council, which has representatives from high schools across Seattle.

- We are building powerful new reports that will allow us to track disaggregated Goals 4 and 5 KPI data. We will be able to run reports that show us how well each school is serving African American students.

- And finally, we will roll out our initiatives to schools thoughtfully, balancing the desire to launch programming at schools with high numbers of African American students with the desire to reach students in white dominant schools. Ultimately, we plan to scale up our initiatives to serve African American males at every high school in Seattle.
Friday Memo to the Board
Equity, Partnerships & Engagement (EPE)
For the Week of June 8-12, 2020

EPE Division

• The National Academies of Sciences, Engineering, and Medicine has developed an ad hoc committee to provide states and districts with guidance about whether and how to safely reopen schools in the 2020-2021 school year. Dr. Keisha Scarlett was nominated and appointed as member of the eight-member committee.
  o For more information about the committee, please visit this link: https://www.nationalacademies.org/our-work/guidance-for-k-12-education-on-responding-to-covid-19#sectionWebFriendly
  o June 3, 2020 - Press Release from the National Academies: https://www.nationalacademies.org/news/2020/06/academies-study-will-give-guidance-to-k-12-schools-on-how-to-safely-reopen

Department of Racial Equity Advancement (DREA)


School and Community Partnerships

• On June 5, 2020, Kathlyn Paananen, Housing and Education Manager, presented with Seattle Housing Authority at the national Housing Is Summit (https://app.socio.events/NjI3NA/Agenda/68764/Session/2626200) hosted by the Council of Large Public Housing Authorities. This is the fourth year in a row SPS has been asked to participate in this annual summit to share the successes and lessons learned of our innovative partnership. This session included 51 participants and focused on using a systems-change approach to review the policies, practices, mindset shifts, and power dynamics that our partnership strives to change to better support our students furthest from educational justice.

Stakeholder Engagement

• Family Partnerships
  o We have had several planning meetings for the Fall Family Connectors University (FCU). Classes will be offered online. We are working closely with the early learning team to identify family connectors liaisons who will strengthen structures and programs at school sites to improve school climates and to advance racial equity strategies. We will begin with our thirteen (13) priority schools.
Friday Memo to the Board
Student Support Services
Essential Information for the week of June 8-12, 2020

Chief Concie Pedroza, Ed. D.
Chief Pedroza continues to prioritize community and family engagement in order to analyze the impacts of the work. Chief Pedroza attended remotely:

- Highly Capable/Racial Equity Services Advisory Committee – June 1st
- OSPI Reopening Washington Schools Stakeholder group – June 2nd
- Special Education PTSA general meeting – June 2nd
- Special Education PTSA board meeting – June 3rd

Special Education
The weekly Friday communications to families that have been in place since school closure will end on June 19. Families will still be able to continue to submit questions to specialed@seattleschools.org. We are anticipating sending a communication to families in August in preparation of the return to school, and two communications to families in September. We will then return to monthly communications starting in October, through the rest of the year. If needed, we will adjust frequency of communication in the fall.

Admissions
The admissions department will be closed to the public from July 10 – August 2, reopening Monday, August 3. This annual closure is in place as systems go through their annual maintenance. During this time, we will not be able to accept emails, phone calls or in-person enrollment requests. Our online registration form will also be temporarily closed during this period.

Advanced Learning
The Highly Capable/Racial Equity Services Advisory Committee (HC/RESA) met on June 1st. The group will meet over the summer to continue the work of the Advanced Learning Taskforce recommendations, information is on the district website.

In order to plan for remote or in-person assessments, the department has developed two plans to support in-person and online assessments for Early Entrance to Kindergarten for July 11, 18, & 25th; in-person testing will be determined by opening of buildings per district and state guidelines.

The Advanced Learning Department has postponed the opening of the 2020-21 referral window due to the possibility of COVID-19’s effect on Saturday testing. The Advanced Learning web page will be updated as new information becomes available. Tentative referral window dates are:

- Kindergarten: August 28 – Nov. 2
- Grades 1-8: August 28 – Oct. 1

Athletics
Many students and coaches are eager to start training and preparing for their next sports season. Several pieces still need to fall into place before any activity begins. Below is a timeline of events, information and key dates.

- Currently, no SPS coaching or student participation in practices, training or workouts is allowed until June 19th, at the earliest, per directive of our Governor and Superintendent Juneau.
The Washington Interscholastic Activity Association (WIAA) is the state rules body for all high schools. If allowed per the Governor’s orders and approved by its individual school district, the WIAA rules allow coaches and athletes to participate in an “open period” where coaches may coach their athletes starting June 1st through July 31st. As noted, Seattle Schools, as well as all other schools in King County, are not participating in any activity because we are in Phase 1, thus implementing the stay at home order through June 19th. Other school districts in the state have begun workouts based on what is allowed by the Governor due to their status within the Governor’s phases.

Seattle Parks has closed its facilities for use until June 30th, therefore no practice or training may happen on their fields until July 1st at the earliest. Many of our programs use Parks’ facilities.

The National Federation of High Schools (NFHS) is the national rules body for all high schools. NFHS has recently published some recommended guidelines for State Associations to consider.

Fall sports in high school include: Boys and Girls Cross Country, Football, Boys and Girls Golf, Girls Slow Pitch Softball, Girls Soccer, Girls Swimming, and Girls Volleyball. The WIAA is studying and reviewing fall sports and how they may be best operated. They are developing conditional plans to start on time (mid-August) with contingency plans, if necessary, to start late. Fall sports in middle school include: Girls Soccer and Ultimate Frisbee.

The Governor has implemented a phased approach (see link below) to returning athletic participation and contests. The WIAA is working with the Governor’s office and other state agencies to outline what schools may do during the different phases during the summer and fall. It is our understanding these updated guidelines will be released soon.

In addition to complying with any state directives from the Governor or his state agencies, SPS athletic programs will need the school district’s approval to allow coaches to work with athletes this summer.

Sources of Information:
- Governor Inslee’s Phased Approach Chart: https://www.governor.wa.gov/news-media/chart-washingtonts-phased-approach
- Seattle Parks: https://parkways.seattle.gov/2020/05/14/seattle-parks-and-recreation-amenities-whats-open-and-whats-closed/
Capital Projects and Planning, questions regarding a board action report for contract P5146, relating to pavement repairs at multiple schools

- **Question**: To what extent will the pavement repairs at North Beach improve surface water management and the collection of deep puddles?

  - The existing pavement is predominately cracked to its full depth throughout the repair area. The current degraded condition allows for surface water to carry away exposed and eroded soil material. The new pavement surface will protect the sub-surface soils from erosion and reduce the amount of sediment leaving the site. The improvement project also includes the installation of a series of underdrains to collect subsurface water, thereby minimizing the deep puddles.

- **Question**: Does the district employ any strategies to reduce the amount of impervious surfaces as it pursues these types of projects?

  - Yes. Pervious pavement was considered as a possible replacement of the existing impervious pavement. However, pervious pavement was determined to be not viable in this case due to high groundwater conditions at the site.
Essential Information for the week of 06/05/20– 06/12/20

Goal 1: Media Relations
- Associated Press – 6/10/20 – “Seattle schools to remove officers from campuses” [https://apnews.com/25c97438d8ee146564f821b68f2e7cb1](https://apnews.com/25c97438d8ee146564f821b68f2e7cb1)

Goal 2&3: District Messaging – Outbound Communications, Customer Service
- Continued promotion of The Summer of Learning included paid, targeted social media ads. The communications team supported Superintendent Juneau in hosting a Virtual Town Hall via Facebook Live focused on the planning process for the 2020-21 school year and student re-entry.
- Helped lift statements on the district's response to SPD using school property as a staging area in response to protests and the district's one-year suspension of the SEOs and SRO in our schools.
- Helped promote Student Town Hall event with Board directors on social media, in the family letter, and on our website.
- Remote Learning Survey Executive Summary and Full Results posted to website and shared on social media, in the family letter, and with media. [https://www.seattleschools.org/district/calendars/news/what_s_new/remote_learning_survey_results](https://www.seattleschools.org/district/calendars/news/what_s_new/remote_learning_survey_results)
- The video work of SPSTV is featured on the front page of the WATOA (Washington Association of Telecommunications Officers & Advisors) web site, [https://watoa.org/](https://watoa.org/)
- Supported or developed and distributed multiple family communications:
  - 06/08 Family Letter (2020 Graduation, Town Hall Info)
  - 06/09 Family Letter (Superintendent Juneau - SPD)
  - 06/11 Family Letter (family survey results, internet for families in need, graduation reminder, resources for talking about race with children)
CURRICULUM, ASSESSMENT, AND INSTRUCTION

Update on the Grading Policy and Data on Incompletes
The temporary grading policy approved by the Board on April 20th made "A " or "Incomplete" the only grading options for high school credit-bearing courses this semester to minimize the negative impact of the school closure on students, particularly those furthest from educational justice. The grading guidelines accompanying this policy indicate that in the rare case that a teacher thinks a student should receive an “Incomplete”, the teacher will need to follow a multi-step process before submitting the final grade. We started this process with a total of 294 potential Incompletes entered by the May 15th deadline. This total has been significantly reduced to 53 student entries as of June 10th given efforts to reengage students. The current number of unique students with incompletes is 47, with high school accounting for 44 student entries and middle school accounting for 3 student entries. There were 4 students who were entered for multiple “Incompletes” (2 students entered twice; 2 students entered three times). There was also a total of 20 teachers who entered incompletes. The chart below provides additional detail on the data as of June 10th:

<table>
<thead>
<tr>
<th></th>
<th># of Incompletes</th>
<th>% of the 47 unique students</th>
<th>% of Total District Enrollment for this Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td>14%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>19</td>
<td>40%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>26%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Asian American</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0</td>
<td>0.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.4%</td>
</tr>
<tr>
<td>Advanced Learning</td>
<td>0</td>
<td>0</td>
<td>10%</td>
</tr>
<tr>
<td>IEP</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td>14%</td>
</tr>
<tr>
<td>ELL</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td>12%</td>
</tr>
<tr>
<td>504</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td></td>
</tr>
<tr>
<td>504 &amp; Advanced Learning</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td></td>
</tr>
<tr>
<td>ELL &amp; IEP</td>
<td>&lt;10</td>
<td>&lt;20%</td>
<td></td>
</tr>
</tbody>
</table>

Students who receive an “Incomplete” will have the opportunity to appeal the decision by emailing the Department of College and Career Readiness (CCR@seattleschools.org). Finally, SPS staff verbally reviewed this data at the C&I Policy Committee meeting on June 9th and refined the presentation of this data based on additional information received from schools since then.

Strategic Plan Goals 4 and 5: 9th Grade On Track and Graduating Ready for College and Career
At the June 6th Board Retreat, there was a request for more information on how staff working on Strategic Goals 4 and 5 (9th grade on-track and graduating ready for college and career) are planning to support African American students who are in white dominant schools.
In response, we want to share that we recognize that the needs of our African American students differ across our high schools, and we are taking the following steps as a district and within our Goals 4 and 5 team to understand and address those needs:
- The Goals 4 and 5 Work Group had a plan to conduct focus groups with African American males at high schools in the north end of Seattle. This plan was postponed due to school closures, but we will resume our focus groups as soon as we can next school year. We will share our strategic goal initiatives with these students, and ask them for their feedback on how the proposed initiatives (e.g., mentoring).
- The College and Career Readiness team will work with Dr. Mia Williams to connect with her AAM Student Leadership Council, which has representatives from high schools across Seattle.
- We are building powerful new reports that will allow us to track disaggregated Goal 4 and 5 KPI data. We will be able to run reports that show us how well each school is serving African American students with respect to these metrics.
- And finally, we will roll out our initiatives to schools thoughtfully, seeking to launch programming at schools with high numbers of African American students as well as in white dominant schools. Ultimately, we plan to scale up our initiatives to serve African American males at every high school in Seattle.

Assessment Calendars
Following up on a Director’s request, the 2020-21 assessment calendars are attached below.

If you have any questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dmdedbacker@seattleschools.org.
Grades K-8
Assessment Calendar* 2020-2021

District Assessments

**MAP**
K- Required: January 11-29 (Optional: September 7- Oct 23 & May 3- June 14)
Grades 1 & 2 Required: September 7- Oct 23 and May 3- June 14 (Optional: January 11- February 5)
Grades 3 – 8 Required: September 7- Oct 23 (Optional: January 11- February 5 & May 3- June 14)

**Fountas & Pinnell**
K- Required: May 3-28 (Optional progress monitoring windows: November 9- December 4 & February 1 – March 5)
Grades 1-5- Required: Baseline- completed by October 16 and End of Year- May 3-28 (Optional progress monitoring windows: November 9- December 4 & February 1 – March 5)

**SPS Interim Assessment***
Grades 3-8- Required: February 1 – March 12 (Optional: October 19- November 20 & April 5 – June 11)
*Only required at identified schools and comprehensive middle schools

State Assessments

**WaKIDS**
K- Required: Checkpoint 1 completed by October 31

**Smarter Balanced or WA-AIM (ELA & Math)**
Grades 3-8- Required: March 1- June 4 (Smarter Balanced)
Grades 3-8- Required: October 12- April 9 (WA-AIM)

**Washington Comprehensive Assessment of Science (WCAS) or WA-AIM (Science)**
Grades 5 & 8- April 12- June 4 (WCAS)
Grades 5 & 8 - October 12- April 9 (WA-AIM)

**ELPA-21 or WIDA**
Grades K-8- Required: February 1– March 26

*Please note that this is a draft document and that there could be changes to this document.*
Grades 9-12
Assessment Calendar* 2020-2021

District Assessments

SPS Math Interim
Grade 9: Students enrolled in Algebra 1- February 1 – March 12 (Optional: October 19- November 20 & April 5 – June 11)
Grade 10: Students enrolled in Geometry- February 1 – March 12 (Optional: October 19- November 20 & April 5 – June 11)

College Entrance/Placement

PSAT
Grades 10 & 11: October 14

SAT
Grade 11: March 3

AP & IB
Grades 9 -12: May 3-14 (for students in these courses)

State Assessments

Smarter Balanced (SBA)
Grades 10: March 1- June 4
Spring 2020 Retakes for Grades 11-12: March 1- June 4

Washington Comprehensive Assessment of Science (WCAS)
Grade 11: April 12- June 4

WA-AIM (ELA, Math and Science)
Grades 10 & 11: October 12- April 9
Fall 2020 Retakes for Grade 12: September 7 - November 13

ELPA-21 or WIDA
Grades 9-12: February 1- March 26

*Please note that this is a draft document and that there could be changes to this document.