This Week’s Events:

- Spoke with our state legislator delegation. Thank you, Directors Hersey, Rankin, and Hampson, for joining the meeting.
- Met with various superintendents from across the region and state.
- Shout out to our athletics team, who worked with WIAA, to get athletics ready for Fall 2020.
- Checked in with the Attuned team to ensure their work with us is aligned with our goal of leading with racial equity in our decision making.
- Participated in the North Carolina Alliance of Black School Educators and NABSE Virtual Townhall with other amazing leaders.

Here are some more of our accomplishments for the year.

- Implemented special education transportation improvements, including the district’s snow response plan. Nearly ALL students are now provided a bus route or alternative transportation during inclement weather.
- During our COVID-19 response we hosted Facebook Live for 11 weeks; FB live videos were viewed over 54,000 times.
- Updated school meal menus to include more culturally specific foods and vegetarian options in response to student taste tests and community engagement.
- Launched a School Beat “explainer” video series.
- More than 60 schools participated in training to improve classroom climates, support students’ social-emotional wellbeing, and minimize lost instructional time.
- Registered 125 people for the 2020-21 Academy of Rising Educators, an innovative “grow your own” program in partnership with Seattle Colleges. 89 of whom are people of color.
- 12,000 books will be distributed to the 26 meal sites to support Seattle Super Readers this summer. Students at the 13 literacy priority schools will receive books to take home.
- In 2019-20, 57% of school leaders hired self-identify as people of color compared to 35% in 2018-19.
- Created a family technology help line managed by volunteers and staff.
- Hosted the first ever virtual Naramore Art Show and 17 high school graduations.
- Continued to reduce first day vacancies. In 2019, 1.9% positions were unfilled compared to 10.6% in 2016.
- Conducted equity workshops with architects selected for BEX V levy projects.
- Opened two landmarked schools that were closed for decades, adding 2,100 high school seats and 660 elementary seats. Construction continues at three schools and planning for nine schools. Other accomplishments:
  - Fourteen smaller construction projects such as seismic improvements, roof replacements, and HVAC upgrades took place.
  - A total of 75 work orders were completed, providing additional capacity for enrollment growth, class size reduction, and changing special education service needs.
- Accounting processed 37,531 invoices/employee reimbursements since September 2019.
- During COVID, the payroll team is on-site processing payroll ensuring all employees are paid on time. As of June, Payroll has processed over 85,000 paychecks this school year and 11,369 W2’s were processed in January this year.
Safety and Security, questions from directors relating to Seattle Public Schools (SPS) calls to police.

- **Question**: Can we cross reference nurse reports to determine which calls are medical emergencies?
  - Yes, nurses note EMS/911 calls in their records.
- **Question**: Is there a record at the school level of police visits to buildings kept by the administration (may be the same as above)?
  - Schools do not maintain separate records of police visits.
- **Question**: When the administration calls police on parents or students, are they required to make a report?
  - Administrative staff is not required to make a special district report when police are called, but they are directed to notify Safety and Security.
RESEARCH & EVALUATION

SPS Climate Surveys: Asking About Student LGBTQIA+ Status and Gender Identity

Research & Evaluation is coordinating the effort to redesign our annual school climate surveys of students, school staff and families to align to the goals and priorities of our Strategic Plan. As part of the redesign, we are updating the respondent background questions that enable us to disaggregate the data for important student groups. This effort has included retooling our student survey question about gender and adding a new question about sexual orientation (for secondary students, grades 6-12). These new student survey questions are not yet finalized, but they are currently drafted as follows:

*What is your gender identity?*
  a. Male  
  b. Female  
  c. Transgender male  
  d. Transgender female  
  e. Non-binary/Gender expansive  
  f. Other

*Which of the following best describes you?*
  a. Heterosexual (straight)  
  b. Gay or lesbian  
  c. Bisexual  
  d. Not sure  
  e. Prefer not to say

These questions will be used to disaggregate survey data to help focus attention on LGBTQIA+ student needs and supports. We will continue to engage our partners and stakeholders to get input and feedback on the design of these questions, which will be finalized for the 2020-21 survey administration.

We are not currently planning to include a question about students’ LGBTQIA+ status or gender identity on the family climate survey. Based on our consultations with the Coordinated School Health department, we believe the student survey will generate the most critical data to support planning and improving supports for these students, and we are mindful of the complexities and risks of asking family members about students’ LGBTQIA+ status. A final decision however has not yet been made, so we welcome School Board and community input on the importance of asking parents/families about the LGBTQIA+ status of their child to enable data disaggregation of districtwide family surveys.

Per Board Policy 3232, we will inform parents/guardians (in the back to school PPRA notice) that the 2020-21 student climate survey will explicitly ask about sexual orientation and gender identity and remind them of their parental rights to review and/or opt out of district surveys.

If you have any questions, please contact Dr. Diane DeBacker, Chief Academic Officer at dmddebacker@seattleschools.org.
Friday Memo to the Board
Office of Public Affairs
Essential Information for the week of 06/19/20– 06/26/20

Goal 1: Media Relations
  https://www.kuow.org/stories/i-can-t-breathe-a-2nd-grader-a-security-guard-a-seattle-school

• Seattle Times – 6/24/20 – “Police presence at SPS halted indefinitely”

• Seattle Times – 6/24/20 – “Keeping kindergartners apart, distanced desks and lots of cleaning: what we know so far about WA's next school year”

• Seattle Times – 6/22/20 – “School year over, worn-out WA parents analyze what worked, what didn't in at-home lessons”

Goal 2&3: District Messaging – Outbound Communications, Customer Service
• Feature Story – Summer Reading with Seattle Super Readers
  https://www.seattleschools.org/district/calendars/news/what_s_new/summer_reading
  Communications team sent out the monthly newsletter School Beat to 87,956 families, partners, and staff. We will continue this communication in July to provide any 2020-21 school year planning updates.

• High School Graduation videos have been viewed 45,500 times in the last 7 days (Wed. – Wed.) The highest day was last Wednesday with 16,500 views. The virtual graduation support team is putting together a “lessons learned” document in case we need to produce similar supports next spring. We are also identifying components of the videos that we may want to produce every year for students and families.

• Supported or developed and distributed multiple family communications:
  o 06/22 SPED Translations (Special Education COVID-19 Update)
  o 06/22 Advance Learning (Middle School Course Offering Update for 2020-2021)
  o 06/24 SPED (SPS Meal Delivery Throughout Summer)
  o 06/25 Family Letter (Re-entry Planning & intent to enroll questionnaire)
Chief Concie Pedroza, Ed. D.
The Division of Student Support Services leadership team wrapped up this year of firsts with some deep reflection on the work. The team has read several throughout this year, but we capped our year with two articles to reflect on our year that I would highly recommend:

- Dr. Bettina Love, “Dear White Teachers: You Can’t Love Your Black Students If You Don’t Know Them” in EdWeek
- National Equity Project, “What if We… Don’t Return to School as Usual” in the Medium

The articles highlight the work needed to think about unlearning and relearning new structures and systems for racial equity; to move beyond words and lip service with renewed focus on the impact on our students that needs us the most. The team highlighted successes and continued challenges during this pandemic as we implement summer planning and begin to think what fall will look like with a lens on antiracism and students at the core of what we do.

504 Accommodation
The Student 504 Department would like to acknowledge the hard work and flexibility of all of the District’s School 504 Building Coordinators during this first full year of the 504 Electronic Module and Covid-19. There are over 150 staff members that are appointed by their principal to this un-stipend position of 504 Building Coordinator. With the implementation of the electronic 504 Module for PowerSchool, PowerTeacher, and The Source, 504 Building Coordinators were able to monitor 504 accommodations oversite during the Covid-19 School Closure and able to continue with 504 Process and Timelines for annual reviews with close oversight with the Student 504 Department. News: In preparation for coming back to school with masks, the Student 504 Department is currently looking into local sources for masks that have a clear plastic piece. This is most important for our students and staff that are Hard of Hearing or Deaf, so students and staff may be able to see lips and facial expressions.

Admissions
The admissions department processed 12,600 enrollment registrations, 800 transfer appeals, and investigated 30 fraudulent address reports for the 2019-20 school year. During COVID-19, the admission staff prepared themselves to work from home by acquiring 10 laptops and work cell phones within a week to minimize disruption for families. New contact information was added to its webpage to include bilingual staff’s work cell numbers for our ELL families needing further assistance and to support district language needs in translations and interpretation for the general public as well as the rest of the enrollment staffs cell numbers for general enrollment inquiries. Let’s Talk has been implemented to be the primary email for all enrollment inquiries to Admissions. The team adapted well throughout the transition and production increased greatly as a result.

Advanced Learning
The 2019-20 school year has been a year of growth for the Advanced Learning Department. The transition from a testing and identification department to a teaching/learning department began with workstream systematization and clarification of team member roles. Racial Equity training was prioritized at weekly department meetings throughout the school year. One equity-based decision was the development of a new whole child student checklist for use in the referral process that is available to all staff members and community members, overcoming potential bias in past practice of having only the teacher of record provide this important data for decision-making. The secondary Advanced Learning team has streamlined processes for students to receive high school Advanced Placement Exam Fee Waivers and developed an Advanced Placement and International Baccalaureate district web pages, which helps students, staff and families access timely information.

Athletics
The Athletic Department had an exciting year across our K-8, middle school and high school programs. Our K-8 and middle school programs had a steady increase in their participation numbers. In high school sports, not only did we welcome Lincoln High School’s athletic programs, but we also introduced Girls Bowling to our winter season. In the program’s first year, our West Seattle HS team went to State and one of their students earned herself a college scholarship for bowling. (Go Evan!) We want to recognize all our student-athletes, especially our spring athletes and seniors: they continue to achieve academically and athletically, and to showcase their resilience and strength during this pandemic and defining moment for racial justice and equality.

Enrollment Planning
The Enrollment Planning Department worked with the southeast community and School Board to approve boundary changes to reduce overcrowding at Maple Elementary School.

Additionally, the Enrollment Planning Department worked with the Licton Springs leadership and community and the School Board to identify and approve for Licton Springs to have its own space at the Webster building beginning in the 2020-21 school year.

Special Education
The Special Education Department are finalizing plans for summer in support of summer learning and ESY. Interviews for the Director of Special Education took place with representatives from parents, the department, central office and school leaders. Final interviews will be next week. Communication for the 19-20 school year will be posted on the district website.
Friday Memo

For the week of June 22-26, 2020

As an office we have moved into the next phase of support of A.A. male seniors and their graduation achievement. This approach is twofold 1. We worked extensively to develop a survey to be administered to recent African American male graduates; 2. We are now preparing to reengage with High School building Principals to garner their graduation data from the source. Additionally, we have forged an awesome partnership with the Research & Evaluation department in route to revamping the scope, and scope of our listening and learning campaign. While simultaneously engaging in steering committee meetings; Fall reopening committees; and data extraction workgroups.

AAMA Collaborations and Committee Work

- Attuned Digital Steering Committee
- Academy of Rising Educators
- Summer School Development Team Committee
- Outreach to all SPS regional High Principals in support of African American Male Seniors
- Student Support Services & Coordinated School Behavioral Health
- Coordinated School Health Service Improvement Interview Committee
- Title I/ELP Student Support Services
- DREA Policy 0040
- Revisiting communication strategies between AAMA and the Communication Team
- We are currently working with Directors Dr. Pritchett and Jon Halfaker, HS principals on a solution to support desegregation of high school advanced academic pathways, with particular focus on AP and IB courses.
- Kingmakers Alignment between SPS, DEEL, Kingmakers of Oakland and A Line In the Sand
- Presented to the Data Geek group sponsored by Dr. Scarlett
- Partnered with leadership from West Seattle Elementary, DEEL, Pre-school and Head Start about access and opportunities.

AAMA Activities

- We have been delivering to Kings our new logo swag and we also have new Kingmakers of Seattle gear too. Soon we will be selling swag to raise funds to get AAMA shirts in the hands of Black Boys and Teens.

- We’re trying to plan a celebration of the AA male seniors to give them African Stoles straight from Ghana and take their picture for a feature story. Stay tuned.
• We did an inspirational cameo in the Interagency Graduation video.

• Engagement during Juneteenth Black Grad March with Africatown.

Student Leadership Council Weekly Virtual Meeting

• Process- 1.) Establish learner outcomes/intention; activities and supplies needed 2.) Email kings and parents 3.) Follow up call to kings, and their family 4.) Drop off supplies, Establish meeting share link; 5.) Engagement- virtual meeting 6.) Track Engagement in log.

• AAMA managers conducted academic, social and spiritual wellness checks (boredom is impacting all student leaders in varying ways).

• Student leaders participated in discussions about character, and positive self-thinking and were engaged in positive self-thinking activities.

• Students were challenged to track their thought about activities they would engage in over the next week in their journals; and positive self-concept activities.