

# **Friday Memo to the Board**

## **Superintendent's Office**

### **for the week of October 19-23, 2020**

#### **Happenings:**

- Discussed partnership opportunities for journalist students with Emily Parkhurst at Puget Sound Business Journal
- Held monthly meeting with SCPTSA
- Convened PASS Equity team to ensure we are serving Black boys and teens in our remote setting – this ad hoc group of school leaders has a long history of racial equity work in our system and will help problem solve and think through how we live our strategic plan in remote as well as looking forward to our eventual return to in-person learning
- Met with all PASS members twice this week to share our communication plan for remaining in remote learning stance until at least second semester and celebrated the collaboration between PASS and Central Office. We were able to provide an update to the positive collaborative approach central office is taking across departments and divisions to provide support to our school leaders. i.e. the change to the Directors of Schools role in leading a team of central administrators from different departments in service to school leader needs, communication streamlining and creating a “bank” of regular family-type letters school leaders can access, etc.
- Spoke with WA state and National Superintendents about the work to-date in remote learning
- Participated on a panel in Seattle Chamber Regional Leadership Conference “How We Unite” – discussed SPS equity initiative and strategic plan
- Closing speaker at WestEd board meeting – talked about Native Education
- Hosted Reopening in Person Leadership team to determine next steps in the process
- Small Cabinet presented at several PTA/PTSA meetings
- Spoke at SESEC community engagement session

#### **ANNOUNCEMENT OF RULES:**

Section 8 of Policy No. 6890 gives the Superintendent authority over appeals under the State Environmental Policy Act (SEPA). I am announcing that the District has adopted rules of practice and procedure for the Seattle Public Schools Hearing Examiner and protocols for remote hearings that will now be used in SEPA appeals. Adoption of these guidance documents is necessary at this time when, because of COVID, we are conducting virtual hearings. The rules will be posted on the SEPA page of the Seattle Public Schools website, in ADA-accessible format, on Monday, October 26, 2020.

# **Friday Memo to the Board**

## **Teaching and Learning Division**

### **Essential Information for the week of October 19-23, 2020**

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#### **CURRICULUM, ASSESSMENT, & INSTRUCTION**

##### **Preschool Technology Update**

In alignment with grades K-2, all preschool students are going to be using iPads for remote learning. The Early Learning Department ordered over 1000 iPads for all programs including Head Start, Seattle Preschool Program (SPP), and Special Education. Unfortunately, we encountered delays from Apple as affected by COVID demands for devices as well as shipment issues. As of October 22, 350 iPads have been received, processed, and distributed to schools.

We are thrilled to announce that the remaining 650 iPads have arrived from Apple and are being processed this week, for an estimated distribution of early to mid-next week. iPads and cases are being disseminated to classrooms in order of priority as stated in the district's strategic plan, starting with students furthest from educational justice, including students with disabilities, as well as Head Start programs.

Communications to school leaders, teachers and families are going out this week. The Early Learning Department will contact preschool teachers directly to let them know when their iPads are ready. Teachers will have the option to pick up their classroom devices or have them delivered to their schools.

Despite this delay in getting technology to students, enrollment is strong across all three programs. Head Start is 67% enrolled with 242 students, Special Education programming is 85% enrolled with 352 students and SPP is 87% enrolled with 337 students.

##### **Native American Education, Indigenous Peoples Day Resource Webpage**

To inspire educators, students, and the wider Seattle Public Schools community and embrace Indigenous Peoples' Day, SPS's Native American Education staff launched an Indigenous Peoples' Day Resources webpage. It went live on October 7, and within 10 days it had 3,818-page views (excluding SPS staff with district IP addresses).

It's a hit because there's a need for easy-to-access, relevant, Native American knowledge. Our staff tapped their collective knowledge, collaborated, and delivered.

Curated resources are organized by grade level and include interviews with contemporary Native American influencers; read-aloud stories; lesson ideas along with articles, videos, hip hop music; current book lists; Indigenous Peoples' Day virtual events; and more.

## **Annual Report to School Board Regarding Superintendent Procedure No. 2110 Department of English Language Learners and International Programs**

### **Transitional Bilingual Instruction Program**

The District will provide English language learners appropriate core academic instruction in addition to language instruction. The District's Department of English Language Learners and International Programs is intended to supplement core academic instruction.

### **Program Application and Description**

On July 30, 2020, the District submitted its annual application to the Office of Superintendent of Public Instruction (OSPI) requesting funding to support its Transitional Bilingual Instruction Program. The District provided a description of its research-based program models including staffing and implementation strategies.

### **Eligibility**

All schools in Washington state use the English Language Proficiency Assessment for the 21st Century (ELPA21) screener to determine the eligibility and placement of possible English Learner (EL) students for English language development services. Possible students are identified by their answers to Questions 2 and 3 on the Home Language Survey given at the time of enrollment. The screener is a computer-based test that takes approximately one hour to administer. As of March 12, we have been unable to screen new students using the ELPA21 screener. OSPI has advised that during remote learning, all possible EL students will be "Provisional" EL students and will be provided EL services within 10 days of enrollment/attendance. Once a student attends in-person learning, we have 30 days to administer the screener to that student.

### **Parent/Guardian Notification**

All parents/guardians have been called and will be notified in writing of their child's initial eligibility in the Transitional Bilingual Instructional Program. Phone calls were made by the Central Office Translation Team at the beginning of the school year and translated letters will be mailed. For students already in the program, translated notification letters with assessment results, if available, will be mailed to parents/guardians.

### **Continued Eligibility/Annual Assessment**

Each eligible English learner, including English learners under a parent waiver, must be assessed annually, using the state-approved language proficiency test (ELPA21 annual assessment) to determine continued eligibility. Students remain eligible until they score at a "proficient" level on the annual state-approved language proficiency test.

The 2020 testing window to administer the annual assessment was February 3 through March 27. Testing was interrupted on March 12 due to building closures caused by COVID-19. Seventy-two percent (72%) of EL students completed testing in the 2019-20 school year. Based on guidance from OSPI, all students who completed the assessment and scored proficient have been exited from the program. Students who scored emerging or progressing, or did not complete the assessment, will continue to receive EL Services.

Table 1. ELL Enrollment (October 1<sup>st</sup> Counts)

<b>School Year</b>	<b>Total ELL</b>	<b>Waived</b>	<b>Exited</b>
2015-16	6,065	395	978
2016-17	6,372	384	976
2017-18	6,356	407	952
2018-19	6,433	395	918
2019-20	6,659	147	613*
2020-21	6,433	117	

Notes:

\*Interrupted testing.

The next testing window for the annual assessment is February 1 to March 22, 2021. It is too soon to know how building closures will impact our annual testing.

On October 5, 2020, State Superintendent Reykdal notified all school districts that OSPI plans to fully transition from the current English Language Proficiency Standards and ELPA21 assessments to the WIDA K–12 English Language Development Standards for the 2021–22 school year, and the first administration of the annual WIDA assessments will be in spring 2022.

### **Expected Graduation Year**

For students, including eligible English learners who require extended time to meet high school graduation requirements, the District may set an expected graduation year beyond the typical four years of high school through the school year in which a student turns 21. For an EL program to be reasonably calculated to ensure that EL students attain equal participation in the standard instructional program within a reasonable length of time, if an EL student enters the ninth grade with beginner-level English proficiency, the District should offer EL services that would enable him or her to earn a regular high-school diploma in four years. Most students successfully exit the program within 3.46 years. The expected 4-year graduation rate is 61.7% and the extended year graduation rate is expected to be 68.1% among high school students who participate in this program.

### **Record Keeping and Documentation**

The District maintains records of eligible students and complies with state reporting requirements. Original documents are kept at the John Stanford Center for Educational Excellence. These documents include the home language survey, parent notification letters, parental waiver (if applicable), and language proficiency test assessment data.

### **Communication Plan**

A description of our program, including the process for identifying and serving English learners, and contact information, is included on the District's English Learners Department webpage. In addition, brochures are translated in the top nine languages.

### **Professional Development**

English learners are among the students in SPS who are furthest away from educational justice. Our department's program of professional development focuses on increasing our teachers' capacity and skills in recognizing the linguistic and cultural assets of English learners and leveraging those assets to support students' English language growth and academic success. We also provide specific professional development on translation and interpretation skills to more intentionally support our multilingual and emergent bilingual students and families in accessing SPS curriculum and resources. Additionally, we offer professional development courses that are OSPI and/or Department of Education compliance requirements for English Learner Programs.

### **Report to the Board**

This report shall fulfill the annual requirement to report to the Board on the status of the District's Transitional Bilingual Instruction Program.

## Annual Report to School Board Regarding Superintendent Procedure No. 2409 Competency/Proficiency High School Credit for World Languages Procedure

Seattle Public Schools is in its 10th year of offering Competency-Based World Language Credit testing opportunities to students who speak, understand, read and write in a world language other than English. Since 2011, thousands of students, including several 8th grade Dual Language Immersion and English Language Learner (ELL) students, have qualified to earn 1-4 World Language credits in a number of languages spoken in our District.

### 2019-2020 Test Results Summary

Despite testing being interrupted by the Covid-19 pandemic, we tested many students before March 2020 and were also able to complete 57 tests remotely during the Spring of 2020. Remote testing provided one way to offer world language credit testing to students during the pandemic, but also proved challenging and to be a barrier for some. Below is a summary of World Language Competency-Based Credit test results for Seattle Public Schools for 2019-2020. This year, despite the interruption of the Covid-19 pandemic, 318 students tested in 33 languages. Of those, 253 completed their testing and earned credits: 53% of them qualified for 4 credits, 30% for 3 credits, 14% for 2 credits, and 3% for 1 credit. Total credits earned was 840 at a testing cost of \$13,111.80 or \$41.23 per credit. The high number of students earning 4 credits qualify as “Proficient” in that language for the Seal of Bilingualism.

This past year we increased our focus on students of color furthest from educational justice. Of the 253 students that completed their testing, 68 of those students identified as African or African American. All 68 earned credits and 34 of those 68 qualified for the Seal of the Bilingualism. Of the 253 students that completed their testing, 105 of those students identified as Latina or Latino. All 105 earned credits and 47 earned the Seal of Bilingualism. We will continue to increase our focus on students furthest from educational justice in future years.

Table 1. List of Languages and Credits Earned

Language	1 Credit Count	2 Credits Count	3 Credits Count	4 Credits Count	Total Count	1 Credit %	2 Credits %	3 Credits %	4 Credits %	Total %	Total Credits Earned	% of Credits Earned
Amharic	0	2	6	6	14	0%	14%	43%	43%	100%	46	5%
Arabic	2	3	1	0	6	33%	50%	17%	0%	100%	11	1%
French	0	0	2	6	8	0%	0%	25%	75%	100%	30	4%
German	0	2	0	2	4	0%	50%	0%	50%	100%	12	1%
Japanese	0	3	2	10	15	0%	20%	13%	67%	100%	52	6%
Mandarin-Simp Char	0	3	7	5	15	0%	20%	47%	33%	100%	47	6%
Somali	1	9	6	18	34	3%	26%	18%	53%	100%	109	13%
Spanish	2	8	33	59	102	2%	8%	32%	58%	100%	353	42%
Tagalog	0	0	6	3	9	0%	0%	67%	33%	100%	30	4%
Vietnamese	1	4	3	4	12	8%	33%	25%	33%	100%	34	4%
23 other languages*	2	2	10	20	34	6%	6%	29%	59%	100%	116	14%

\*Other languages include Bengali, Bisaya, Danish, Fula, Hebrew, Hindi, Italian, Kizigua, Korean, Kunama, Krio, Mandinka, Nepali, Oromo, Polish, Portuguese, Russian, Serbian, Slovak, Swahili, Thai, Tigrinya, Tongan.

Table 2. Credits Earned

Credits Earned	1 Credit Count	2 Credits Count	3 Credits Count	4 Credits Count*	Total Count
Count of Students:	8	36	76	133	253
% of Students:	3%	14%	30%	53%	100%

\*Level for Seal of Biliteracy

### **2020-2021 World Language Credit Testing Plan**

This year for the first time we will offer a custom language test for indigenous language speakers of Haida and Lakota. These custom assessments are in the final stages of development in partnership with the Native American Education department and Gail Morris and we expect students to take them and earn credits this school year.

As we continue to navigate the remote learning environment, this has a direct impact on access to world language credit testing for students. We have two current options for remote testing: 1) Students can schedule a test date with the testing companies and complete the test in an individual, remote proctoring environment; 2) Students can register with the International Education Department and sign up for a date to take a remote world language test with Seattle Public School proctors. As a department we are working to identify other approaches to increase access to testing for students. This starts with prioritizing juniors and seniors for testing and exploring options for scheduling in winter or spring. For updates please visit the [World Language Credit Testing page on the Seattle Public Schools Website](#).

For additional information, please contact Dr. Diane DeBacker at [dmdebacker@seattleschools.org](mailto:dmdebacker@seattleschools.org).

# **Friday Memo to the Board**

## **Schools & Continuous Improvement**

### **for the week of October 19-23, 2020**

#### **Family Services - McKinney-Vento**

##### **Continuation of Service Support and Collaboration**

The Family Services McKinney-Vento (MKV) and Family Support program staff continue to support families remotely and in-person to ensure students have their essential basic needs met and have access to actively participate in online learning. Our MKV team are fielding enrollment questions and concerns and connecting with parents and schools to maintain positive relationships. We also continue to support parents, students, and unaccompanied youth with enrollment disputes, troubleshooting technology/internet issues, and working with teachers when they are unable to connect with families. As we learn about online school connection and attendance issues, we have been able to be nimble and rely on department contacts made last year with DoTs - thinking outside the box to quickly resolve technology problems that occur.

For instance, one school's MKV building point of contact could not figure out how to get a hold of a student's parent to resolve an issue with their technology. Our staff worked with the school and DoTs to resolve the issue. The student had a broken microphone and therefore could not fully participate in their synchronous class effectively. We shared this unique situation with DoTs customer service staff, they were able to call into the class when the student logged on and work with the student to figure out the technology issue. DoTs determined that the student was not using her own issued Chromebook. The student borrowed her sister's laptop as her student specific assigned laptop was broken. In response, school staff quickly worked with her sister's school to replace the broken laptop and get both students back in their online classrooms. This is one example of our collaborative effort working to support our students.

##### **Building Human Capital and Providing Support**

In addition to our focus on connection and enrollment in schools, the MKV team has provided support with building an effective team of educators willing to be a part of the MKV team. We recently interviewed and hired a McKinney-Vento Coordinator who will work directly with the District Liaison to assist in implementation of practices and provide administrative support. Family Support Specialists are continuing to work with shelter partners to ensure students have a safe workspace to participate in remote learning. Our staff worked with SPS Warehouse to deliver desks to one of our shelter partners who had nowhere for their students to sit. We also met with DEEL and the YWCA to support our collaborative housing resource contact established last year. We continue to collect and provide community resource support to share with schools across the district and actively process financial assistance requests. So far, we have mailed out grocery store gift cards to fourteen MKV households in October alone.

We also understand the importance of encouraging parent and student involvement in the Superintendent's Reopening Task Force and to ensure our ELL families receive this important information in their own languages. We sent out communication in five languages encouraging our students to participate in the development of our reopening plan. Data and streamlining processes were another focus for the MKV team this reporting period, staff attended an attendance data platform training, and tested a case management tool in PowerSchool that our staff will begin using to track parent/student contacts.

## **MKV data for the week 10/19/20:**

- 2,085 total students enrolled in the MKV program
- 1,158 (55.5%) Doubled-up families
- 357 (17%) in Transitional housing
- 228 (11%) in shelters for families (including DV shelters)
- 201 (10%) Unaccompanied youth (doubled-up (184) / group home & youth shelter (17))
- 53 (2.5%) in hotel/motel
- 38 (2%) Unsheltered (on streets (15)/vehicle (23))
- 50 (2%) Blank - no housing status given

## **Student Supports and Family Support Services in Buildings**

Family Support Program staff continues to provide ongoing social emotional support and engagement with families to ensure their specific individual needs are being met at the building level. Many families are currently in need of assistance with rent, utility, food and technical assistance with online learning and connectivity. I would like to highlight an amazing article that KUOW reported recently on ***Gerald Donaldson, Leschi Elementary School Family Support Worker*** <https://www.kuow.org/stories/mr-d-and-his-babies-a-veteran-educator-and-the-toughest-year-of-his-career>. This article is a reminder of the great work that all SPS Family Services staff have been doing for many years and continues still to do so even during the pandemic when we have the option to work remotely. All staff are working remotely and have maintained communication with Central office management, building leaders and other SPS support staff. This week, we completed virtual site visits with *all* FSWs where we discussed and reviewed their role, responsibilities, goal setting, evaluation criteria and caseload development (35 students for each FSW) as we continue to work remotely.

Family Support Management continues to provide case consultation to schools without Family Support Workers and provides leadership and consultation to social workers on behalf of students in foster care. There have been several meetings with the DCYF Regional Education Lead to discuss SPS enrollment, attendance, tech devices, etc. for students residing in foster care. Best Interest Determination (BID) meetings also continue to occur frequently with SPS departments and the Department Children Youth and Families to resolve issues around school placement.



**Friday Memo to the Board**  
**Equity, Partnerships & Engagement (EPE)**  
**For the Week of October 19-23, 2020**

**EPE Division**

- In continued partnership with the Department of Technology Services (DoTS), an initial interview panel was hosted by Dr. Keisha Scarlett and Carlos Del Valle for the new Digital Equity Program Manager position. The panel included district staff from multiple departments, community advocates, student leader and a sea.citi representative.

**Department of Racial Equity Advancement (DREA)**

- Director of DREA is meeting with Seattle Council PTSA (SCPTSA) to discuss collaborating on final phase of Community Engagement of Policy 0040. In addition, the Director of DREA met with Dr. Gholdy Muhammad to discuss Ethnic Studies/Black Education Program.

**School and Community Partnerships (SCP)**

- Tara Hoffman (Math Department) led a collaboration with Kathlyn Paananen (SCP) to create the third Somali Children's book authored and illustrated by SPS Somali-speaking families. The latest book features animals and high-frequency early Elementary words. This project is in partnership with the Somali Family Safety Taskforce, Seattle Housing Authority, and Seattle Public Library. SPS will receive 300 books and every Elementary school will receive one for their libraries and classrooms.
- On October 15<sup>th</sup>, the English Language Learner and School and Community Partnerships Departments convened a meeting with approximately 20 community-based organizations that specifically focus on supporting English Language Learner students. This meeting was a follow-up to a July meeting. SPS staff shared information on supports for students and families that were developed in part based on feedback from the community organizations, including the use of Talking Points and the technology resource centers. Additional SPS Departments that supported and presented at the meeting included Communications and Technology Services.
- On October 21<sup>st</sup>, Family Works and Nathan Hale High School launched a new partnership to provide on-site basic needs navigation through the help of Family Works' staff. Once a week, families can now visit Nathan Hale to not only pick up meals or address their technology concerns, but also sign-up for rental assistance and receive support navigating other social services and resources they may need. The School Community Partnerships Department spearheaded this partnership in response to the socioeconomic impacts families may be facing due to COVID-19.

**Stakeholder Engagement**

- Kirk Mead, Director of SE, partnered with Sherri Kokx, Chief of Staff, and Rivka Burstein-Stern, Manager – Partnership Alignment (SCP), to facilitate a Community Conversation hosted by Erin Okuno and the Southeast Seattle Education Coalition (SESEC) on Friday, October 23. These sessions, initiated and steered by Superintendent Juneau, are an opportunity to address community concerns, intentionally engage and honor their experience, and answer questions with a clear plan for follow-through and continued engagement.

# **Friday Memo to the Board**

## **Business and Finance Department**

### **Essential Information for the week of October 19-23 2020**

At the September 30 Budget Work Session staff were asked to provide background and talking points to board members regarding transportation and enrollment funding impacts.

## **Transportation**

### **Background**

State transportation revenue is the lesser of the state funding formula for current year ridership or prior year expenses. For the first half of the school year, school districts receive revenue based on prior year data.

The state recalculates transportation allocations after school districts submit bus rider and destination counts for fall and winter. The state formula based on actual (current) school year counts is compared to prior year transportation spending in February. The lesser of the two amounts then becomes what is funded for the school year. Starting in spring, the state adjusts monthly payments up or down to reflect the updated transportation allocation.

### **2021 -22 Transportation Revenue Current Estimate**

This assumes that K-2 students return to school buildings part time, starting January 2021 after Winter break. If this does not occur both revenue and expenses would be reduced.

\$27.6 million – Expected revenue if no change in allocation rules

**(\$51.9 million)** – Expected transportation cost with return to in-person school

**(\$24.3 million)** – Unfunded transportation expenses

### **Legislative Talking Points - Transportation Hold Harmless**

Pupil transportation allocations to school districts are based on student counts and prior year spending. Without changes, the current formula will result in uneven and impractical funding levels for school years 2020-21 and 2021-22, due to drastic interruptions in ridership during the pandemic.

## **Enrichment Levy**

### **Background**

Based on Prior year enrollment.

Example: FY2021 levy collection is based on FY2019-20 enrollment

## **Operations Levy Authority Background**

\$2,500 per prior fiscal year student enrollment for districts with less than 40,000 students, \$3,000 per prior fiscal year student enrollment for districts with more than 40,000 students.

Consumer price index is applied to the per student amounts beginning 2020.

Seattle's estimated 2022 calendar year per student amount is \$3,177.

For calendar year 2022 levy authority, each 1,000 decrease in 2020-21 student enrollment has the following estimated fiscal impacts on school years 2021-22 and 2022-23.

**(\$1,726,064)** Spring of 2021-22 levy authority

**(\$1,450,936)** Fall of 2022-23 levy authority

**(\$3,177,000)** Currently estimated impact of 1,000 student enrollment decrease (\$3,177 times 1,000 student enrollment decrease)

## **Legislative Talking Points - Enrollment and Levy Hold Harmless**

Due to the pandemic, the district saw unprecedented declines in student enrollment in 2020-21, especially in kindergarten. We ask the legislature to hold our enrollment at the same levels for state funding and for levy calculations that were used for funding in 2019-20.

**Friday Memo to the Board**  
**Department of Technology Services**  
**for the week of October 19 - October 23, 2020**

**EPR System Replacement**

As part of BEX V funding was identified to start work on replacing our Enterprise Resource Planning (ERP) system. This includes the HR, Payroll, Accounting and Purchasing systems for the district. As a first step we had a contractor (Unify) who helped us review and transform our current business process. The next step is to contract for a feasibility study that will identify scope, requirements and produce an RFP for this system replacement. We are currently in process of developing the RFP for this feasibility study, which will come to the board for approval.

# Friday Memo to the Board

## Operations

### for October 19-23, 2020

#### Capital Projects and Planning

- **Questions raised by Director Leslie Harris at Buildings, Technology, and Academics/Athletics (BTA) V School Board work session on Oct. 14**

1. **Question (Q):** Why has there not been a seismic inventory since 2012?  
**Answer (A):** Seismic assessments were last updated in 2012 with higher priority seismic improvements identified at that time implemented under the Building Excellence (BEX) IV Capital Levy (2013-2019). Capital is updating their seismic assessments due to greater knowledge surrounding seismic events, subsurface conditions, including the Cascade Fault, and proposed building code revisions. Also, the City of Seattle has made the district aware that they are considering updating code requirements related to unreinforced masonry (URM) buildings. Updated assessments are anticipated in spring 2021.
2. **Q:** Can we include the schools that were “left on the bubble” in BEX V, such as North Beach, in the decision-making process and guiding principles for BTA V planning?  
**A:** Capital will develop a recommendation on how to best incorporate this into the scoring and ranking of the levy projects. Projects on the BEX V bubble included North Beach, Wedgwood, Washington, and Whitman.
3. **Q:** Regarding Lincoln lacking fields and using West Woodland, did we take a vote about putting athletic fields at Fort Lawton? I don’t recall a vote regarding that’s what we wanted to do with the land versus an environmental center.  
**A:** During the planning process for the BEX V Capital Levy, the opportunity of acquiring property at the Fort Lawton site for the purpose of creating athletic fields was discussed at several board work sessions. This was identified in the presentations as a proposed one-off project and was approved by the board in the final levy list. The board will be required to authorize a potential acquisition of property at Fort Lawton and, if acquired, provide input prior to the development of any improvements at the site.
4. **Q:** Was the technology plan approved by the board?  
**A:** During the BEX V planning process, the proposed implementation of the technology projects was discussed at multiple work sessions in varying levels of detail but not formally approved by the board.
5. **Q:** Recognizing the need for PreK and childcare, did we vote to do two classrooms for PreK per elementary schools in the elementary ed specs?  
**A:** Since 2012, the elementary school educational specification has required two rooms be constructed for PreK and/or childcare (before/after care) in the district’s new and modernized schools. PreK includes Developmental Preschool. The School Board approves all site-specific educational specifications. PreK positions the district to better achieve its strategic plan goal of all students reading at grade level by third grade.

## Facilities

- **John Muir Elementary:** Preventive maintenance crews have been working since August and are almost complete with exterior masonry cleaning and repair, exterior painting, and replacement of exterior door hardware. This undertaking extends the lifespan of the exterior for at least another 10 years and significantly helps to avoid future costs of any critical or reactive efforts to keep the building warm, safe, and dry.
- **Custodial Update:** The City of Seattle requires a licensed boiler operator to operate boilers in our schools. During October, the Custodial Department conducted an 80-hour Boiler Operators Training Course to prepare employees for the City of Seattle Boiler License exam. Nine employees completed the class, passed the City of Seattle license exam and received their license. Three more classes are being scheduled during fall/winter with social distancing measures in place.
- **Boiler Inspections:** Facilities' chief boiler engineer has been working with the City of Seattle boiler inspector to ensure inspections and repairs are completed timely in order to pass annual inspections.

## Transportation

- Transportation is working on state reports due at the end of the month and staff continue to assist at the Technology Resource Centers.
- Transportation models are being developed to help assist decision making for in-person learning, and the department continues to work with vendors to establish transportation for McKinney-Vento students and Non-Public Agencies.
- Transportation services for 54 students began Oct. 19 for the Experimental Education Unit program at the University of Washington.

# **Friday Memo to the Board**

## **Student Support Services**

### **for the week of October 19-23, 2020**

#### **Chief Dr. Concie Pedroza:**

Student Support Services departments have been retooling and refining this entire month changes to their plans for our services in support of families and students. I want to thank our stakeholder and department partners in the supporting and improving our planning to ensure triangulation between academics, safety and service.

Please note the articles highlighting two Special Education staff members this month in honor Disability Awareness and National Physical Therapy month. Staff member Emily openly discusses her personal and professional experiences with disabilities and discusses her passion and advocacy for her position as a program specialist. The article is highlighted here [Disability Awareness Month](#).

We have partnered with Special Education PTSA by providing translators in Spanish, Somali and ASL for their parent series for families. This Monday's event is October 26<sup>th</sup> from 7-8:30- Intersectionality and Disability Justice: Bringing Our Full Selves to Schools and Communities presented by Carrie Basas, Director of the Governor's Office of the Education Ombuds. Information and link is on the district calendar from 7-8:30pm and on the Special Education PTSA website.

#### **Enrollment Planning:**

**Mercer Capacity Engagement:** Letters were sent via school messenger on 10/21 to all families living within the Mercer attendance area in grades K-8 with information on the capacity issue at Mercer and how to provides their ideas, questions, and concerns regarding a solution. Additionally, large posters with information on how to provide feedback have been posted at the meal sites within the Mercer boundary. Enrollment Planning is continuing to work with schools and community partners to get additional feedback in order to generate a solution.

#### **Special Education:**

The Special Education department, in collaboration with Operations, Schools and Continuous Improvement, Human Resources, Health Services, Transportation, and Nutrition Services, has prepared a coordinated plan to support a phased-in approach for students with IEPs who have been determined to need in-person services in the upcoming weeks.

All in-person services are pending Health Services evaluations and may be adjusted if it is determined that additional safety measures are needed to mitigate risk for students and staff.

A staggered approach was chosen because it will allow our teams time to administer appropriate PPE and relevant training on health and safety protocols to support individual students.

A reminder that individual IEP teams are making the determination, using an educational lens, about which students require in-person services to make progress on their IEP goals. That educational decision is then followed with a health and safety discussion and ways to minimize risk while providing services.

# Friday Memo to the Board

## Office of Public Affairs

### Essential Information for the week of 10/16/20– 10/23/20

#### Goal 1: Media Relations

- Seattle Times – 10/20/20 - “NAACP says SPS superintendent has exacerbated racism, must be replaced” <https://www.seattletimes.com/education/lab/local-naacp-chapter-wants-a-new-seattle-schools-superintendent/>
- KING 5 – 10/20/20 – “NAACP leaders call for firing of SPS superintendent” <https://www.king5.com/article/news/education/naacp-leaders-call-for-removal-of-seattle-school-superintendent/281-2cc026e2-5cf0-44ed-899f-98197c3e8329>
- KOMO tv – 10/20/20 – “Local NAACP chapters call for ouster of SPS superintendent Denise Juneau” <https://komonews.com/news/local/local-naacp-calls-for-ouster-of-seattle-schools-superintendent-denise-juneau>
- KIRO 7 – 10/20/20 – “NAACP calls on SPS to terminate contract of its superintendent” <https://www.kiro7.com/news/local/naacp-calls-sps-terminate-contract-its-superintendent/IZMM32UQW5CKVNGXR2QPSCFTY/>
- The Seattle Medium – 10/20/20 – “NAACP calls for removal of SPS Supt. Denise Juneau” <https://seattlemedium.com/naacp-calls-for-removal-of-sps-supt-denise-juneau/>
- KCPQ – 10/20/20 – “NAACP calls for firing of SPS superintendent” <https://www.q13fox.com/news/naacp-calls-for-firing-of-seattle-public-schools-superintendent>
- KNKX – 10/20/20 – “Local NAACP leaders push for ouster of SPS Superintendent Denise Juneau” <https://www.knkx.org/post/local-naacp-leaders-push-ouster-seattle-superintendent-denise-juneau>
- KIRO 7 – 10/19/20 – “SPS to expand flu shot clinics” [https://www.kiro7.com/home/seattle-public-schools-expand-flu-shot-clinics/KPICIZSBBJB0BNTZTUI64H2MPQ/?\\_website=cmg-tv-10090](https://www.kiro7.com/home/seattle-public-schools-expand-flu-shot-clinics/KPICIZSBBJB0BNTZTUI64H2MPQ/?_website=cmg-tv-10090)
- The Wall Street Journal – 10/19/20 – “Hackers smell blood as schools grapple with virtual instruction” [https://www.wsj.com/articles/hackers-smell-blood-as-schools-grapple-with-virtual-instruction-11603099802?reflink=share\\_mobilewebshare](https://www.wsj.com/articles/hackers-smell-blood-as-schools-grapple-with-virtual-instruction-11603099802?reflink=share_mobilewebshare)

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

- Chief Campbell presented work of the Public Affairs division at a School Leader meeting and presented strategic plan updates at Decatur Elementary School with Chief Kokx.
- Prepared talking points and staff/family communication that SPS will stay in remote learning through the first semester for most students.
- Last 90 days in Let’s Talk we have closed 6237 dialogue and our dist response time has been 24hours.
- This Thursday, we sent out our weekly newsletter to school leaders, staff, families, and partners. The newsletter was translated and sent out in our top six languages, including English, to families. Over 100,000 people receive these weekly newsletters. Last week, over 40% of families read the email.
- *Feature Story:* King County’s Lock It Up Program to Promote the Safe Storage of Firearms [https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/promote\\_the\\_safe\\_storage\\_of\\_firearms](https://www.seattleschools.org/district/calendars/news/what_s_new/promote_the_safe_storage_of_firearms)
- *Feature Story:* Website Redesign Project Underway [https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/website\\_redesign](https://www.seattleschools.org/district/calendars/news/what_s_new/website_redesign)
- *Feature Story:* Supply Kits for CTE Culinary Students [https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/culinary\\_supply\\_kits](https://www.seattleschools.org/district/calendars/news/what_s_new/culinary_supply_kits)
- *Feature Story:* Apply for the Superintendent’s Parent Advisory Council [https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/parent\\_advisory\\_council](https://www.seattleschools.org/district/calendars/news/what_s_new/parent_advisory_council)
- The Web Team
  - Created application form and posted invitation for the Superintendent Parent Advisory Council. [https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/parent\\_advisory\\_council](https://www.seattleschools.org/district/calendars/news/what_s_new/parent_advisory_council)
  - Refined SEPA webpage with new calendar for hearings for improved usability and posted SEPA procedural changes. <https://www.seattleschools.org/sepa>
  - Planning meetings and cleanup work continues in preparation for the MySPS migration
  - Kick-off between SPS and our vendor, Domain7 to start the planning for the work on the public district and school sites with a focus on outreach to families furthest from educational justice
  - Met with HR to plan the creation of an onboarding plan for new employees and how to orient them to resources to better introduce them to SPS
  - Met with PASS leadership to plan a presentation to SPS school leadership to inform them of our plans for the MySPS, district public and school websites
  - Held a web editing online training class for website editors