

Friday Memo to the Board
Superintendent's Office
for the week of October 26-30, 2020

Happenings:

- Continue to meet in various capacities with our labor partners SEA and PASS on all issues related to remote learning and necessary supports
- Small cabinet continues to meet daily to discuss remote learning and other topics so there is awareness and cohesion across all divisions.
- Talked with superintendents across the nation, the state, as well as regional superintendents, to discuss upcoming work in Olympia, the elections, remote learning and COVID response
- Collaborated with Seattle Libraries to ensure they are aligned to our work in 3rd grade reading, specifically focused on Black boys, and our 13 priority schools
- Held quarterly media roundtable to share the good work happening within SPS and engage in Q and A about various topics
- Met with a micro team of school leaders who have been leading racial equity work to continue discussing equity in remote learning. What should we be doing to support work in schools so students of color furthest from educational justice are being engaged? How do we make sure we are engaging families and supporting them as much as possible? Example: As a result of our discussion this week, we will begin offering later hours for the tech hub at Rainier View so families can more easily access services after work hours. This micro team will continue to help us problem solve.
- Visited the Halloween Bash at Denny International MS during their lunch service

Strategic Plan Goal Updates-Did you know...

- Transportation is going to build routes using racial equity and ridership?
- Nutrition services plans to build more menus with local, fresh ingredients and continue to expand their menu options?
- We are in partnership with North Seattle College to expand Family Connector University, which is a parent leadership class to enhance parents' skills and so they can work as equal partners in their child's education?
- 76% of eligible teachers participated in majority of STI 101 coursework (our target was 70%)?
- The PreK-12 Social Emotional Learning Framework (SEL) provided the foundation for the 20 strong start lessons in each grade band to kick off the 2020-21 school year?
- HR hiring team exceeded its' POC hiring goals for teachers, school leaders and central office leaders?
- All 13 priority schools are hiring a Family Connector to strengthen their family engagement strategies for African American families?
- The Department of AAMA is hiring mentors for 9th grade On-Track graduation?
- Ingraham, Rainier Beach, Cleveland, Franklin and Garfield have been identified for year one case management/care coordination sites?

There is a great deal of work going on to lift and support the nine 2020-21 strategic plan goals and I look forward to sharing more of the work at the December retreat.

Friday Memo to the Board

Operations for Oct. 26-30, 2020

Capital Projects and Planning

- **Questions raised by Director Eden Mack regarding Rainier Beach High School (RBHS):**
 1. **Question (Q):** How does the education specification (Ed Spec) for RBHS accommodate the Skill Center?
Answer (A): The 2016 High School Educational Specification does contemplate including program space for Skills Center programs at a high school but recognizes that this will need to be a site-specific decision. It states, “Design teams should seek guidance on which site-specific Skills Center programs are selected for each site.” In planning for the Building Excellence (BEX) V levy, the planning team met with the school community several times to explore high-level concepts for a replacement school, including the idea of continuing the Skills Center programs at the site. Based on these discussions, as well as discussions with Career and Technical Education (CTE) and Skills Center leadership, Skill Center space and costs were added to the RBHS project scope and budget prior to board approval of the BEX V capital levy. The RBHS site-specific educational specifications will describe the Skills Center space specific to this school.
 2. **Q:** Given that the Skill Center is a separate school, do we have a complete Ed Spec for RBHS as a comprehensive high school and a separate specification for the Skill Center?
A: Capital Projects and Planning uses the 2016 High School Educational Specification as the baseline educational specification for the high school. In planning for the BEX V Capital Levy, Capital worked with CTE and Skills Center leadership to develop up-to-date program descriptions specifically for the Skills Center program. Ultimately, there will be a site-specific educational specification that will address the spatial needs of both RBHS and Skill Center.
 3. **Q:** Does our plan for the Skill Center allow for growth in the construction trades program as envisioned by the Student and Community Workforce Agreement?
A: Yes, the future program’s needs and anticipated growth were considered when developing the CTE and Skills Center program descriptions and when developing the project budget for RBHS.
 4. **Q:** Does the International Baccalaureate program at RBHS have any special implications for the Ed Spec or the RBHS project?
A: The International Baccalaureate program is represented in the RBHS project School Design Advisory Team meetings and departmental meetings. Although there is nothing specific being proposed for the International Baccalaureate program, their interest in exterior learning spaces, group learning spaces, and flexible spaces is something that we are including and benefits all the students at the school.
- **Rising Star Elementary School Roof Replacement:** Construction is expected be complete for the school’s roof replacement project on Oct. 30. The Facilities Department intends to deep clean the school the week of Nov. 2, and furnishings will be moved back into the building later that week.

Facilities

- **Grounds Outdoor Use:** Playgrounds and fields remain closed for public use due to limited staff resources available to monitor the playgrounds and fields to ensure visitors follow health and safety protocols. Families will be updated on any changes.

- **Secondary fields** are open to district athletic directors, coaches, and for practice sessions for high school students. Synthetic fields are open in alignment with Seattle Parks and Recreation Department and must be booked through Seattle Parks and Recreation. Under Phase 2 guidelines, user groups must submit a sport specific “return to play” safety plan, as required by the governor’s office. Groups may not have scrimmages at this time.
 - **Playgrounds** are open for onsite childcare providers only. Childcare providers and children enrolled in the childcare program are screened daily in alignment with the Department of Health guidelines.
- **Boiler Repairs:** At Eckstein Middle School, Aki Kurose Middle School, and John Stanford Center for Educational Excellence (JSCEE) repairs have been made to the brick refractories, and the burner cones were replaced. At Cleveland High School, repairs were made to the safety relief valves. At JSCEE, 82 internal fire tubes were replaced. Boiler maintenance increases the efficiency and lifespan of the boiler and helps prevent boiler related accidents.

Transportation

- Transportation staff is finalizing the fall reporting to the Office of Superintendent of Public Instruction. They also continue to assist with attestations at the Technology Resource Centers, revise lunch routes, and schedule transportation services for McKinney-Vento, students attending Non-Public Agencies, and for in-person evaluations and services.
- Transportation leads will receive training on using the Equity Toolkit to assist in distributing ORCA cards to middle school students.

Warehouse

- iPads for preschoolers have been delivered. Receiving is working on asset tagging 1,000 laptops for backup/replacement distribution as needed. As of Oct. 28, 650 have been completed.
- In addition, the Warehouse delivered supply kits to 350 Career and Technical Education students at eight drop sites and supported the City of Seattle COVID test sites during the windstorm to keep the Rainier Beach and Sealth sites open.
- The Warehouse also is:
 - Delivering food to 40 district meal sites, five shelter partners, and three city partners
 - Supporting district sites with bottled water service under the governor’s new directive
 - Continuing to distribute the new Amplify Science kits and Legacy kits as the Science Material Center prepares to close
 - Delivering 4,000 lbs. of fresh fruits and vegetables twice a week with coordination through the Central Kitchen
 - Delivering 550 meal boxes daily to our Amazon distribution site
 - Continuing to distribute 3,000 to 4,000 Backpack Brigade parcels weekly to reduce weekend hunger

Friday Memo to the Board

Equity, Partnerships & Engagement (EPE)

For the Week of October 26-30, 2020

EPE Division

- In continued partnership with the Department of Technology Services (DoTS), a second interview panel was hosted by Dr. Keisha Scarlett for the new Digital Equity Program Manager position. This panel for the group of finalists included the CEO of sea.citi and the City of Seattle's Digital Equity Program Manager.
- Working with Global Citizen's Development, we have received a preliminary trend analysis from the several months of community feedback gathered for Draft Policy 0040. The report is yet being refined and will be shared with constituents to support final development of the policy and procedures.
- Principal Dedy Fauntleroy has skillfully led facilitated conversations between SCPTSA leadership and district staff to support greater collaboration on Draft Policy 0040. The SCPTSA has requested outside facilitation to continue facilitating the policy merger process.

Department of Racial Equity Advancement (DREA)

- DREA, as part of Research Practice Partnership (RPP), met with University of Washington partners to develop a new draft of the Community Engagement Data Report.
- The Partnership Committee, as part of DREA, met with Seattle Education Association (SEA) partners to develop a new equity team guidebook.

Responses to Questions from Board

Question 1 – Requested list of all Creative Advantage Schools

- Creative Advantage Schools:
https://www.seattleschools.org/academics/curriculum/arts/the_creative_advantage/history_and_progress/creative_advantage_schools
- Creative Advantage
Website: https://www.seattleschools.org/academics/curriculum/arts/the_creative_advantage

Friday Memo to the Board
Department of Technology Services
for the week of October 26 - October 30, 2020

Technology Resource Centers and Student & Staff Support

The 8 Technology Resource Centers have been open for 7 weeks now and have served 6,227 families and staff. The numbers at most sites show the number of visits continuing to decline. The number of visits this week was 51% lower than the weekly average in the first 2 weeks the centers were open.

On October 14, we changed to later hours to accommodate families at 3 sites and staff at 2 sites. About 115 families have taken advantage of the later hours over the last 2 weeks. Two weeks ago, we began having families complete exit surveys to assess their level of satisfaction with the service and to collect ideas they had for other services they would like to see at the sites.

Leaders will review the numbers and feedback next week to evaluate whether adjustments may be indicated in the service offerings, hours, or locations of the Resource Centers.

Additionally, our TechLine staff have processed nearly 29,000 staff support requests and more than 20,000 student support requests since August 20. Volumes in both areas have declined substantially during October. We are reviewing our current staffing and systems to determine how to streamline and speed up service, as well as ways to reduce the need for support requests overall.

Friday Memo to the Board
Office of African American Male Achievement
for the week of October 26 – October 30, 2020

The theme for our work has been centered around Healing the Fish while Curing a toxic ecosystem. Under Dr. Williams’ leadership and vision; Kings Emery Walters and Will King curated and recorded the first series of Kingmakers of Seattle Extended (KOSE) learning digital series (healing the fish). Simultaneously, our office has collaborated with SEA leader Marquita Prinzing and HR leader Kendrick (KO) Wilson to give life to SPS’ first African American Male Affinity Group (BMAG). Additionally, many young kings both from the Kingmakers of Seattle classes and the Student Leadership Council engaged in a Virtual Historically Black College and University Tour on Tuesday Oct. 27th. All participants are extremely excited to say the least, and further announced emergent college aspirations. Similarly, youth leaders from the Student Leadership Council showed up in an enormous fashion articulating the joys and perils of learning via virtual platforms. Equitably great we received this message form a parent today “**Man, I am having a proud mom moment... I’m listening to August talk to recruiters, adding excellent questions, thanking them for their time. He’s learning so much! Thank you for making these opportunities possible...**” Student Leadership Council Parent.

KOSE- Progress is moving forward in preparation of a 2nd quarter launch of Kingmakers of Seattle Extended (KOSE), the foundation is set. With an intention to serve as many Kings as possible throughout the remainder of school year, KOSE will operate in 5-week cohorts. 8 cohorts in total (4 middle school and 4 high school) are scheduled for the entire school year. We have partnered with the communications department to have KOSE facilitators record an informational video invitation that will go out to families. We are excited to announce that registration for KOSE will go live Friday, October 30, 2020.

Team AAMA (Adam, Kevin and Will) College and Career (Harvey and Marcel) met with Jon Bersche from the City of Seattle and discussed the opportunities that the SCWA creates for the Seattle Schools community, including families and former students. **Pathway to opportunities for 18+ in the community** in real time on the ground:

Kingmakers of Oakland (KOO) Learning Collaborative members:

Student	Trevon Mitchell
Parent	Amber Ladd and Nichelle Page
Teacher	Emery Walters
Principal	Jeff Clark and Caine Lowery
Senior Administrators	Dr. Mia Williams, Dr. Keisha Scarlett, Dr. Diane DeBecker, Adam Haizlip and Will King
Data Analyst	Ashley Davies, Dr. Eric Anderson, Dr. Jessica Beaver
School Board Member	Director Brandon Hersey
Community Member	Dr. Donald Felder and Delbert Richardson
City Official	Anthony Shoecraft and Dwane Chapelle

Last Thursday, October 22, 2020, I participated on the hiring team for the Research & Evaluation’s Senior Research Associate to support several critical initiative efforts, with a special focus on the work of the Office of **African American Male Achievement** and our continuing support our **3rd grade reading goal** for the Strategic Plan. Over time, we hope this position will contribute to other research projects, including our work with the **Advanced Learning** department and our support this year for the **Superintendent Task Force on Remote Learning**.

EPE and AAMA Teams Joint Professional Learning

We’re working on AAMA Newsletter which we’re hoping to launch by the end of November.

Friday Memo to the Board
Office of Public Affairs
Essential Information for the week of 10/23/20– 10/29/20

Goal 1: Media Relations

- KOMO tv – 10/23/20 - “SPS will remain remote through Jan. 28, 2021” <https://komonews.com/news/coronavirus/seattle-public-schools-will-remain-remote-through-january-28>
- Seattle Times – 10/23/20 – “SPS won’t return for in-person learning until at least the end of Jan. 2021” <https://www.seattletimes.com/seattle-news/education/seattle-public-schools-wont-return-for-in-person-learning-until-at-least-the-end-of-january-2021/>
- KING 5 – 10/23/20 – “SPS will continue remote learning through Jan. 2021” <https://www.king5.com/article/news/education/seattle-public-schools-will-continue-remote-learning-through-jan-2021/281-19b2d468-9b6e-4f79-a1c1-7d79e4ee281a>
- KIRO 7 – 10/23/20 – “SPS will stay remote through January” https://www.kiro7.com/news/local/seattle-public-schools-will-stay-remote-through-january/H3CM2GY2CRBO3EFFTPGRLWBMOE/?_website=cmg-tv-10090
- Hosted the Superintendent’s quarterly media roundtable on 10/28. This is the 4th time we have held this meeting with media. The next one is planned for January. Format: opening by Supt. Juneau and then each media outlet gets one question plus a follow up. On 10/28 there were 15 media representatives in attendance. Topics discussed: NAACP concerns, technology platforms/internet access, enrollment/budget, special education, student engagement and attendance, outdoor education pilots, re-entry leadership team. Follow up questions after the event have focused on budget, special education, TEAMS chat functionality, and diversity hiring.
- Press release issued for SCPTSA 0040 Engagements issued on Sat., October 24; social media posts to amplify opportunities.

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

- In partnership with Human Resources team, finalized a RFP for Strategic Plan Goal 7 Culturally Responsive Workforce marketing firm to support a recruitment and retention.
- 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, around 40% of families read the email.
- *Feature Story:* Apply for ITAC
https://www.seattleschools.org/district/calendars/news/what_s_new/information_technology_advisory_committee
- *Feature Story:* School Building Reopening Update
https://www.seattleschools.org/district/calendars/news/what_s_new/school_building_reopening_update
- *Feature Story:* College Preparation Events 2020-21
https://www.seattleschools.org/district/calendars/news/what_s_new/college_preparation_events
- *Feature Story:* Share Your Feedback on Addressing Mercer Middle School Capacity
https://www.seattleschools.org/district/calendars/news/what_s_new/mercer_capacity
- *Feature story:* Virtual Meetings Scheduled for Construction Planning Updates
https://www.seattleschools.org/district/calendars/news/what_s_new/levies_updates/more_community_meetings_scheduled
- *Feature Story:* Principals Appreciation Month
https://www.seattleschools.org/district/calendars/news/what_s_new/principals_appreciation_month
- *Feature Story:* Family and Student Surveys
https://www.seattleschools.org/district/calendars/news/what_s_new/family_and_student_surveys
- The Web Team
 - Launched a card sort exercise to engage with staff to help solidify the navigation for MySPS
 - Started discovery with Domain7, our website design firm for our public district and school websites which includes creating a plan for how to best engage with students and families.
- Developed and distributed multiple family and staff communications:
 - 10/27 – Voting Reminder
 - 10/28 – Superintendent Election Letter to families and staff; created election external website post; created MySPS election post with teaching materials and election guidance
 - Multiple crisis communication supports for various schools and leaders this week
- Chief Campbell and Rachel Nakanishi attended Director Hersey’s District 7 Racial Equity meeting on Tues., Oct. 27 to discuss translation supports, school-based communications, and how we can support reaching families furthest from educational justice. We have committed to continuing this engagement and parents were invited to provide feedback on the new external website. Really appreciate the opportunity to speak directly with families and discuss possible solutions.

Friday Memo to the Board

Student Support Services

for the week of October 26-30, 2020

Chief Dr. Concie Pedroza:

I want to thank the Student Support Services leadership team for their commitment to anti-racist actions. We continue to bridge our learning on anti-racist policy development through Ibram Kendi's work with our reading of Seattle native Ijeoma Oluo's 'So You Want to Talk about Race?' Each leader has been creating plans and implementing for in-person services for Admissions, Special Education and Athletics. Designing and coordination requires intense collaboration and reaching into ourselves to ensure we are not creating more inequities. I am proud of our team and their commitment and I want to thank the staff and other departments for keeping the focus on our students.

A big thanks to the Special Education PTSA for hosting two sessions for community. The district provided American Sign Language (ASL), Spanish and Somali interpreters for the event and both were highly attended. The Special Education PTSA has recorded the events and when in receipt we will be posting them on our website for those who missed these informative sessions:

- 'Supporting Students' Executive Functions'; presented by Olivia Willingham and Josie Jarvis, occupational therapists
- '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.

Communications to the Board: Just a reminder that all emails to the school board or myself regarding concerns or inquiries in regard to 504 Student Accommodation, Special Education, Advanced Learning, Athletics, Admissions or Enrollment are forwarded to staff immediately and I work with staff to follow up and respond. We also have been dedicated and have been increasing number of staff being trained for our Let's Talk features in order to further improve our customer service. If there are questions, please let me know.

Media requests: Superintendent Juneau held a media event on Thursday, with Chief Jessee and I in attendance, to answer questions. The Enrollment Planning and Special Education sections are our responses to follow up data requested by media and that may be of interest to the school board.

Enrollment Planning:

October 1 Enrollment:

- 52,381 students enrolled
- 1,646 K-12 students under projected enrollment overall
- 687 kindergarten students under projected enrollment

Special Education:

Special Education Evaluations:

In March of 2020, in person assessments could not be conducted due to the Governor's orders for closures. Remote evaluations continued; however, this did pose a delay for evaluations due to the closure and because of parent requests. In the summer, we ensure that staffing was in place and protocols established to conduct in person assessments, here is the data we have compiled.

- August 2020- Approximate evaluations outstanding 800
- October 2020 – 285 total Evaluations outstanding including current evaluations for September/October 2020

We will continue to monitor this our progress and the following are due up to December 2020:

- Due between 10/29 and 11/30: Re-evaluations: 233
- Due between 11/30 and 12/31: Re-evaluations: 142

Special Education In-Person Services:

- School based IEP teams that have identified 65 students for in-person services.
- Health & Safety Assessment have been completed for 8 students
- School staffing plan for remote and in person and training have been completed for 2 students including one elementary student who started this week and one high school student scheduled to start next week.
- 27 students are receiving in-person services locally through non-public agencies (NPA) and 6 students are receiving residential out of state services.

Friday Memo to the Board
Teaching and Learning Division
Essential Information for the week of October 26-30, 2020

CURRICULUM, ASSESSMENT, & INSTRUCTION

Annual Report for Policy 3123, Withdrawal Prior to Graduation, 2019-20 School Year

As per School Board Policy 3123, Withdrawal Prior to Graduation, the Board directs the Superintendent to submit an annual early withdrawal report which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn. The attached report indicates the age as well as grade and the reason for withdrawal. Also attached is the list of codes, reasons for withdrawal and a brief description. Please note, at this time the District does not collect follow-up data after the student has withdrawn.

Attachments:

- Policy 3123
- Withdrawal Policies and PowerSchool Exit Codes
- Withdrawal Reasons by Age of Student, Grade

For additional information, please contact Dr. Diane DeBacker at dmdebacker@seattleschools.org.

Annual Report for Policy 3123, Withdrawal Prior to Graduation, 2019-20 School Year

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Attachments:

- Policy 3123
- Withdrawal Policies and PowerSchool Exit Codes
- Withdrawal Reasons by Age of Student, Grade

	<p>WITHDRAWAL PRIOR TO GRADUATION</p>	<p>Policy No. 3123 December 7, 2011 Page 1 of 2</p>
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Students age 16 or older identified by themselves or staff as potential dropouts shall become a focus of attention in the following manner:

- A. Each student and his/her counselor shall meet for the purpose of discussing the reason for desiring to withdraw from school and the student's plans for the future, including the educational, counseling and related services which are available within the school and/or community.
- B. The counselor and the student's teachers shall meet to discuss the student's present status and to identify program modifications and/or options that will meet the student's present and future needs.
- C. The student, parent, counselor, and principal shall review all pertinent information and the options that are available to the student and his/her parents.

Reasonable efforts shall be made to persuade the student to remain in school and complete requirements for a diploma. If unsuccessful, staff shall attempt to find placement in an appropriate alternative educational setting. Failing that, the principal shall determine if there is sufficient ground to excuse the student from continued compulsory attendance. If there is, the principal shall recommend to the Superintendent that the student be excused from further school attendance. No student under the age of 18 will be permitted to withdraw unless he or she is lawfully and regularly employed and either a parent agrees that the student should not be required to attend school, or the student has been emancipated in accordance with RCW Chapter 13.64. No student under the age of 16 will be permitted to withdraw from further school attendance unless another exception to compulsory attendance has been met.

The Board directs the Superintendent to submit an annual early withdrawal report which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn.

Adopted: December 2011
Revised:

Cross Reference: Policy Nos. 2090; 2108; 2121; 2140; 2163; 3121

Related Superintendent Procedure:

Previous Policies:

Legal References: RCW 28A.225.010 Attendance mandatory — Age — Persons having custody shall cause child to attend public school — When excused; 28A.225.020 School's duties upon juvenile's failure to attend school

Management Resources:

Withdrawal Policies and PowerSchool Exit Codes

For questions regarding appropriate code uses, contact DoTS at (252-0145) or email [Data Reporting](#).

Graduation Codes:

Code	Withdrawal Reason	Description for when to use	Determining the Date
G0	Graduated with regular high school diploma	Use when the student completes all requirements for graduation from high school. Also enter the date of graduation in Demographics > Graduation Year (MM/DD/YYYY) so that a graduation date will appear on the student's transcript.	Exit date is the first date of non-attendance. The graduation date (see description to the right) is the date when all graduation requirements have been met.

Transfer Codes:

- If you receive a request for records after a student has been exited, even months later, **updating a Dropout code to a Transfer code for confirmed transfers removes students from subsequent dropout reports for your school and the District.**

Code	Withdrawal Reason	Description for when to use	Determining the Date
T0	Confirmed transfer to another school within Washington State	Use when you receive a request for records from a school within Washington State or receive confirmation that a student has received a GED outside SPS. Also use when a request for records is received from a full-time on-line school within WA; or when an administrator or responsible adult confirms that the student is in a detention center inside or outside of Seattle.	The exit (transfer out) date is the student's first day of non-attendance.
T1	Confirmed transfer out of the school to a school within the district	Use when you receive a request from the student's newly assigned SPS school via email or phone. A transfer to the Cascade Parent Partnership Program is a T1 transfer. If you receive a request for records after a student has been exited, the student's exit code may need to be change.	The exit date (transfer out) is the student's first day of non-attendance.
T2	Confirmed transfer to private or homeschool within Washington State	Use when you receive a request for records from a private school within Washington State or receive confirmation that a student has opted to homeschool without registering with a district.	The exit date (transfer out) is the student's first day of non-attendance.

T3	Confirmed transfer out of Washington State	Use when a parent or other responsible adult who has sufficient knowledge of the family confirms that a student is being withdrawn to move outside Washington or the United States, even if you do not receive a written request for records from another school.	The exit date (transfer out) is the student's first day of non-attendance.
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Dropout Codes:

- **Note: Updating a student’s withdrawal reason from a dropout to a confirmed transfer where applicable removes students from subsequent dropout reports for your school and the District.**

Code	Withdrawal Reason	Description for when to use	Determining the Date
D1	Expelled or suspended and did not return ** Do not use this code for emergency expulsions. See definition of emergency expulsion below.	Use when it is determined that the student should be expelled from the District or if the student is suspended and does not return. If a student who has been suspended or expelled is later verified to be registered in another school district , send an email to Data Reporting with the student's ID, name, date of withdrawal, and the revised withdrawal reason. In most cases the exit date should not be changed.	Exit date is determined by the principal and is the date the expulsion or suspension became effective, usually three days after the incident occurred. In most cases, this is finalized after the hearing process has been completed as specified in the Discipline Manual.
D2	Attended 4 years or more and did not graduate (student drops or ages out)	Use when a student has attended high school for four years but has not completed graduation requirements, and leaves without receiving a high school diploma or when student attains the maximum age of 21.	Exit date is the first day of non-attendance. A student who turns 21 during the current school year has the option to finish out the school year.
D4	School not for me	Use when the student indicates to a staff member that ‘school is not for me’.	Exit date is first day of non- attendance.
D5	Married or needs to support family	Use when student leaves to marry or support a family.	Exit date is first day of non- attendance.
D6	Pregnant or had baby	Use when student leaves for maternity reasons.	Exit date is first day of non- attendance.
D7	Offered training or chose to work	Use when school administrator learns from a responsible adult or the student he or she is seeking or has obtained work outside school and will not return. Such work also includes enlisting in the Armed Forces. If you receive a request for records after a student has been exited, even months later, the student’s exit code may need to be changed.	Exit date is first day of non- attendance.

U1	Unknown	<p>Use when the whereabouts of a student is unknown, when none of the listed withdrawal reasons are appropriate, or when the student has been reported as enrolled in a non K-12 school.</p> <p>Students withdrawn with Code U1 will be counted in dropout reports.</p> <p>If you receive a request for records at a later date from inside or outside the district, revise the exit code. In most cases the exit date should not change.</p> <p>Revising the U1 withdrawal code to a confirmed transfer code removes students from subsequent dropout reports for your school and the District.</p>	<p>Exit date is first date of non-attendance and should be entered when it is determined that the student cannot be located.</p> <p>Students with 20-days of non-attendance must be exited.</p> <p>Do not wait 20 days if it can be determined sooner that the student will not return to your school.</p> <p>Note: At the start of school, use Code U2 (no show/last SPS school attended was this school) for no-show students who attended your school the previous school year.</p>
U2	Enrolled in prior year, but no show this year	<p>Use when a student is assigned to your school but does not show and whose previous enrollment was your school.</p>	<p>Exit (transfer out) date should be equal to the entry date.</p> <p>8-Day Rule - Transfer Out all non-arriving students who were expected by the first day of school with an exception made for families who have notified the school principal of a late-arrival date. Late arriving students must have prior approval from the school principal and must arrive by October 1. Pre-arranged students must be Transferred Out on or before October 1 by 5:00 PM if they have not arrived.</p>

Other Codes:

Code	Withdrawal Reason	Description for when to use	Determining the Date
NS	No show. Last SPS attended was not this school or never attended SPS.	When assigned student does not show up to your school and last school the student attended was not your school.	Exit (transfer out) date should be equal to the entry date.
E0	Used at year end process ONLY – enrolled next year at same school	Not for school use. Students will receive an exit date at the end of every school year during the year end process.	Not for school use. Students will receive an exit date at the end of every school year during the year end process.

ZZ	Deceased	When verbal or written notification is received from a responsible adult.	Exit date is date of death or as close as can be reasonably determined.
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****Definition of Emergency Expulsion** – An immediate removal of a student from a school that is authorized where there is good and sufficient reason to believe, based on prior behavior, that the student’s presence poses an immediate and continuing danger to the student, other students, or school personnel, or an immediate and continuing threat of substantial disruption of the educational process exists.

For State enrollment purposes, an Emergency Expulsion can be no more than 20 consecutive school days. During this time, students in this situation are **NOT** withdrawn. However, if the Emergency Expulsion exceeds 20 consecutive school days, the student **MUST** be withdrawn. Withdraw the student with a D1 code on the 21st day of absence if the final disciplinary action decided was a suspension or expulsion. Otherwise, withdraw using the next most appropriate withdrawal code.

Dropout Reasons by Age of Student – October 1, 2019 to October 1, 2020

Age	Exit Reason	Number of Students:
5	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	83
	Enrolled Last Year but No Show This Current School Year	32
	Transfer reported by parent/guardian or student (Not confirmed) *	104
6	Unknown or Unable to Locate	94
	Enrolled Last Year but No Show This Current School Year	29
	Transfer reported by parent/guardian or student (Not confirmed)	70
7	Unknown or Unable to Locate	84
	Enrolled Last Year but No Show This Current School Year	19
	Transfer reported by parent/guardian or student (Not confirmed)	70
8	Unknown or Unable to Locate	88
	Enrolled Last Year but No Show This Current School Year	22
	Transfer reported by parent/guardian or student (Not confirmed)	58
9	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	78
	Enrolled Last Year but No Show This Current School Year	24
10	Transfer reported by parent/guardian or student (Not confirmed)	77
	Unknown or Unable to Locate	213
	Enrolled Last Year but No Show This Current School Year	38
	Transfer reported by parent/guardian or student (Not confirmed)	133
11	Expelled or Suspended and Did Not Return	<10
	Unknown or Unable to Locate	66
	Enrolled Last Year but No Show This Current School Year	19
	Transfer reported by parent/guardian or student (Not confirmed)	79
12	Student Indicated 'School Not for Me'	<10
	Unknown or Unable to Locate	51
	Enrolled Last Year but No Show This Current School Year	21
	Transfer reported by parent/guardian or student (Not confirmed)	68
13	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	105
	Enrolled Last Year but No Show This Current School Year	21
	Transfer reported by parent/guardian or student (Not confirmed)	107
14	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	36
	Enrolled Last Year but No Show This Current School Year	<10
	Transfer reported by parent/guardian or student (Not confirmed)	54
	Student Indicated 'School Not for Me'	<10
	Exited for Medical Reasons, Not Receiving Educational Services	<10

15	Unknown or Unable to Locate	45
	Enrolled Last Year but No Show This Current School Year	10
	Transfer reported by parent/guardian or student (Not confirmed)	38
16	Received GED from Open Doors Program	<10
	Attended 4 Years or More and Did Not Graduate	<10
	Student Indicated 'School Not for Me'	<10
	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	51
	Enrolled Last Year but No Show This Current School Year	12
	Transfer reported by parent/guardian or student (Not confirmed)	36
17	Received GED from Open Doors Program	<10
	Attended 4 Years or More and Did Not Graduate	48
	Student Indicated 'School Not for Me'	<10
	Offered Training or Chose to Work	<10
	Unknown or Unable to Locate	54
	Enrolled Last Year but No Show This Current School Year	10
	Transfer reported by parent/guardian or student (Not confirmed)	14
18	Received GED from Open Doors Program	<10
	Attended 4 Years or More and Did Not Graduate	19
	Student Indicated 'School Not for Me'	<10
	Offered Training or Chose to Work	<10
	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	67
	Enrolled Last Year but No Show This Current School Year	10
	Transfer reported by parent/guardian or student (Not confirmed)	<10
19	Received GED from Open Doors Program	<10
	Attended 4 Years or More and Did Not Graduate	<10
	Offered Training or Chose to Work	<10
	Unknown or Unable to Locate	22
	Enrolled Last Year but No Show This Current School Year	<10
	Transfer reported by parent/guardian or student (Not confirmed)	<10
20	Received GED from Open Doors Program	14
	Attended 4 Years or More and Did Not Graduate	25
	Student Indicated 'School Not for Me'	<10
	Married or Needs to Support Family	<10
	Offered Training or Chose to Work	<10
	Unknown or Unable to Locate	26
	Enrolled Last Year but No Show This Current School Year	<10
	Transfer reported by parent/guardian or student (Not confirmed)	<10

Dropout Reasons by Grade – October 1, 2019 to October 1, 2020

Grade	Exit Reason	Number of Students:
K	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	79
	Enrolled Last Year but No Show This Current School Year	29
	Transfer reported by parent/guardian or student (Not confirmed) *	101
1	Unknown or Unable to Locate	101
	Enrolled Last Year but No Show This Current School Year	26
	Transfer reported by parent/guardian or student (Not confirmed)	66
2	Unknown or Unable to Locate	86
	Enrolled Last Year but No Show This Current School Year	20
	Transfer reported by parent/guardian or student (Not confirmed)	80
3	Unknown or Unable to Locate	86
	Enrolled Last Year but No Show This Current School Year	23
	Transfer reported by parent/guardian or student (Not confirmed)	53
4	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	78
	Enrolled Last Year but No Show This Current School Year	27
	Transfer reported by parent/guardian or student (Not confirmed)	78
5	Unknown or Unable to Locate	220
	Enrolled Last Year but No Show This Current School Year	41
	Transfer reported by parent/guardian or student (Not confirmed)	110
6	Expelled or Suspended and Did Not Return	<10
	Unknown or Unable to Locate	59
	Enrolled Last Year but No Show This Current School Year	18
	Transfer reported by parent/guardian or student (Not confirmed)	103
7	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	45
	Enrolled Last Year but No Show This Current School Year	20
	Transfer reported by parent/guardian or student (Not confirmed)	63
8	Student Indicated 'School Not for Me'	<10
	Unknown or Unable to Locate	111
	Enrolled Last Year but No Show This Current School Year	26
	Transfer reported by parent/guardian or student (Not confirmed)	122
9	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	39
	Enrolled Last Year but No Show This Current School Year	<10
	Transfer reported by parent/guardian or student (Not confirmed)	45
	Received GED from Open Doors Program	<10
	Student Indicated 'School Not for Me'	<10

10	Offered Training or Chose to Work	<10
	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	51
	Enrolled Last Year but No Show This Current School Year	<10
	Transfer reported by parent/guardian or student (Not confirmed)	46
11	Received GED from Open Doors Program	<10
	Student Indicated 'School Not for Me'	<10
	Married or Needs to Support Family	<10
	Offered Training or Chose to Work	<10
	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	54
	Enrolled Last Year but No Show This Current School Year	17
	Transfer reported by parent/guardian or student (Not confirmed)	31
12	Received GED from Open Doors Program	23
	Attended 4 Years or More and Did Not Graduate	100
	Student Indicated 'School Not for Me'	15
	Offered Training or Chose to Work	10
	Exited for Medical Reasons, Not Receiving Educational Services	<10
	Unknown or Unable to Locate	154
	Enrolled Last Year but No Show This Current School Year	25
	Transfer reported by parent/guardian or student (Not confirmed)	14

* **NOTE:** The dropout code "Transfer reported by parent/guardian or student (Not confirmed)" was added during the 2019-2020 school year.