Board Special Meeting
Curriculum & Instruction Policy Committee
August 18, 2020, 4:30 to 6:30pm
Meeting to be held remotely
By Microsoft Teams
By Teleconference: 206-800-4125 (Conference ID: 429 893 394#)

Agenda

1. **Call to Order**   4:30pm
   a. Roll Call
   b. Approval of Agenda
   c. Approval of June 9, 2020 C&I Policy Committee Meeting Minutes

2. **Board Action Reports**   4:35pm
   a. Approval of contract to support the Open Doors Youth Reengagement Program for the 2020-21 school year (Perkins)

3. **Special Attention Items**   4:50pm
   a. Music Program Report (Toner, Sehlhorst)
   b. Annual Assessment Report (Roach)
   c. Naviance Contract Update (Perkins)
   d. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Toner)
   e. Board Policy No. 3246, Restraint, Isolation, and Other Use of Physical Intervention (Pedroza)

4. **Standing Agenda Items**   5:50pm
   a. Ethnic Studies (DeBacker, Scarlett, Al-ansi)
   b. Since Time Immemorial (Morris)
   c. Science Instructional Materials (Toner)
   d. Strategic Plan Goal 3: 3rd Grade Reading Level (Toner)
   e. C&I Policy Committee Work Plan

Adjourn

Upcoming C&I Policy Committee Meetings
Tuesday, September 15
Tuesday, October 13
Tuesday, November 10
Tuesday, December 8

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor's proclamations prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19, and consistent with School Board Resolution 2019/20-29. The public is being provided remote access through Microsoft Teams and teleconference as noted above. There is a maximum capacity of 350 meeting participants and other attendees for this remote meeting, and a "waiting room" may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

As School Board Committees are working committees, the documents presented to the Board can change up to the time of the meeting. The Board Executive Committee has approved a pilot program to post to the website committee agendas and approved minutes only. Full meeting materials for Regular Board Meetings will still be posted. If you would like access to any of the materials for this meeting, you may call 206-252-0040 or email boardoffice@seattleschools.org and the Board Office staff will send committee materials to you promptly. Special meetings of the Board may contain discussion and/or action related to the items listed on the agenda.

Board Special Meeting
Curriculum & Instruction Policy Committee
June 9, 2020, 4:30 to 6:30pm
Meeting held remotely

<u>**Minutes**</u>

1. Call to Order

a. Roll Call
This meeting was called to order at 4:31 p.m. Directors Rankin, Hersey, and Rivera-Smith participated with Microsoft Teams or by phone. Director Mack joined the meeting at 4:49 p.m.

Directors Mack and Rivera-Smith left the meeting at 6:30 p.m.

This meeting was staffed by Chief Academic Officer Dr. Diane DeBacker, College and Career Readiness Executive Director Dr. Caleb Perkins, Chief General Counsel Greg Narver, Curriculum, Assessment, and Instruction Executive Director Cashel Toner, Executive Assistant to the Chief Academic Officer Maria Gonzales-Millsap, Director of Investigations and Compliance Tina Meade, Board Office Administrator Tina Loeffelmann, Director of Policy and Board Relations Ellie Wilson-Jones, Executive Director of Government Relations and Strategic Initiatives Erinn Bennett, Chief of Schools and Continuous Improvement Wyeth Jessee, Chief of Human Resources Clover Codd, Assessment Development Program Manager Audrey Roach, Student Support Services Supervisor Erin Romanuk, Special Education Executive Director Trish Campbell, Emergency Management Specialist Benjamin Coulter, Communications Specialist Emily Nitz-Ritter, Highly Capable Services and Advanced Learning Program Supervisor Deenie Berry, Executive Director Coordinated School Health Pat Sander, Senior Legal Counsel Ronald Boy, and Chief of Student Support Services Dr. Concie Pedroza.

Director Rankin noted that the meeting was being held remotely consistent with the Governor's Proclamation prohibiting the meeting from being held in person due to COVID-19. Director Rankin noted that the public had been provided remote access.

b. Approval of agenda
Director Rivera-Smith moved to approve the agenda. Director Hersey seconded via text (due to audio technical difficulties). This motion passed unanimously.

c. Approval of meeting minutes
Director Rivera-Smith moved to approve the May 19, 2020 meeting minutes as corrected. Director Hersey seconded. This motion passed unanimously.

Director Rivera-Smith corrected the minutes under Item 2a "Board Action Reports – Amend Board Policy No. 3207, Prohibition of Harassment, Intimidation, and Bullying" as follows: "Director Rivera-Smith suggested adding restorative practices under the list of interventions." It was previously noted that Director Rankin made the request.

2. Board Action Reports (Discussion and/or Action)

a. **2019-20, Student Rights & Responsibilities**
Ms. Romanuk corrected the agenda to note the school year of the document as 2020-21 and not 2019-20. Ms. Romanuk provided a background of the Board Action Report. She highlighted that this year's document focused on student voice and engagement with over 175 students from grades 2 to 12, to provide input on the existing document and its implementation. Discussion ensued.

Director Rankin expressed appreciation in engaging with students. She asked how this document can be elevated and easily accessed. Ms. Romanuk provided examples of how it can be shared on a broader scale. Director Rivera-Smith asked for clarification of contradicting disciplinary procedures between the use and possession of marijuana in the Student Rights & Responsibilities and the new Board policy on parent/guardian administration of marijuana for medical purposes. Ms. Romanuk will work with General Counsel Ronald Boy to clarify this and remove any contradicting disciplinary procedures between the SR&R document and the Board policy on marijuana use for medical purposes.

Director Hersey made a motion to move this item forward to the full Board with a recommendation for consideration to discuss changes made. Director Rivera-Smith seconded. This motion passed unanimously.

b. **Board Policy No. 3211, Gender-Inclusive Schools: Transgender and Gender-Expansive Student Rights and Supports (3210SP.C), Nondiscrimination and Affirmative Action: Transgender and Gender Nonconforming Students**
Mr. Boy presented a stand-alone policy as a result of a new state law and to expand the rights and supports for gender-expansive students. He explained that if this policy is approved, a Superintendent Procedure will be created under the new policy. Discussion ensued.

Director Rankin read an excerpt from an email written by a parent expressing their appreciation for the new inclusive policy.

Director Rivera-Smith referred to page 2 of the Superintendent Procedure on Interscholastic Athletic Teams. She asked about the work we have done with the Washington Interscholastic Activities Association (WIAA) on this issue. Mr. Boy explained his work with a WIAA committee, charged with updating definitions and terminology in their current policy to align with their other policies acknowledging rights for students in sports.

Director Hersey made a motion to move this item forward to the full Board with a recommendation for approval. Director Rivera-Smith seconded. This motion passed unanimously.

c. **Amend Board Policy No. 3207, Prohibition of Harassment, Intimidation, and Bullying**
Ms. Meade presented the amended Board Action Report based on the discussion at the last meeting. The proposed revisions to Policy 3207 are as follows:
- Change the title of policy to Prohibition of Harassment, Intimidation, *or* Bullying – *Students* (emphasis added) to highlight the delineation that harassment, intimidation, or bullying are three different behaviors, rather than promoting a conflation of all three behaviors into one category of HIB or "bullying"; and to differentiate between Policy 3207 and Policy 5207.

- Differentiating between Policy 3207 and Policy 5207 whereby Policy 3207 applies when students are the targeted person and Policy 5207 applies when the targeted person is a District employee or volunteer.
- Providing reference RCW 28A.642.010, the statute identifying the protected classes, rather than listing out the specific protected classes;
- Providing reference to RCW 28A.640.010, the statute prohibiting discrimination based on sex and inequality in the educational opportunities afforded to women and girls;
- Explicit statement that "harassment," "intimidation," and "bullying" are separate, but related behaviors and that each behavior must be addressed appropriately;
- Change of the label of person allegedly engaging in the negative behavior as "aggressor" versus "perpetrator";
- Requirement to convene a 504 Team or Individualized Education Program (IEP) Team if the aggressor or targeted student is a qualified student with a disability to determine whether the alleged incident had an impact on the provision of a free appropriate public education (FAPE);
- Addition of the protected activity of participating in an investigation as possible grounds for a retaliation claim;
- Inclusion of explicit reference to restorative practices as a possible intervention;
- Mandatory training requirement for the designated HIB Compliance Officer to attend a training opportunity offered by the Office of Superintendent of Public Instruction (OSPI); and
- Alignment with language of other District policies "directing" versus "authorizing" Superintendent to develop an associated procedure.

Discussion ensued. Director Mack asked if the Superintendent Procedures will be provided when the amendment returns to Committee. Director Rankin clarified that the policy must first be approved before the Superintendent Procedures could move forward. Director Mack remarked that the practice of policy revision has shifted a little whereas procedures in the past were presented alongside the policy. Director Rankin suggested to table the conversation and to have a discussion with the Executive Committee regarding current practice. Discussion ensued including explicit language in the policy about reporting and the investigation process. Director Rankin recommended moving the BAR for consideration and discussing the Superintendent Procedures as a full Board with Superintendent Juneau at a regular Board meeting. Ms. Bennett noted that she will flag this topic with Director DeWolf under Board Policy 1310, Policy Adoption and Suspension; Manuals and Superintendent Procedures.

Director Hersey made a motion to move this item forward to the full Board with a recommendation for consideration. Director Rivera-Smith seconded. This motion passed unanimously.

d. **Approval of contract with Northwest Education Association (NWEA) to increase Measures of Academic Progress (MAP) testing and professional development**
Ms. Roach presented the Board Action Report proposing an increase in MAP licenses and professional development to ensure there are common assessments in English Language Arts and Mathematics in grade levels 1-8. The contract extension will result in a cost of $425,000 for the 2020-21 school year. Discussion ensued.

Dr. DeBacker explained that with the absence of Smarter Balanced Assessment (SBA) data, there is a lack of baseline data point and recommended administering the MAP test district-wide to establish a baseline data point that will measure student learning and provide guidance in developing instructional strategies, plans, and tiered supports for all students in alignment with the Strategic Plan.

Director Rankin expressed her understanding of the absence of data, but also shared concerns about penalizing teachers, students, and schools, based on these data. She cautioned about using comparative data. Ms. Roach emphasized that these are low-stake tests, not a qualifier for services, and not be used for staff evaluation. Director Rankin asked for an update once the tests are completed.

Director Rivera-Smith asked if there was an assessment plan in place if the district is 100% remote in the fall. Ms. Roach responded that her team continues to have conversations and will pivot as necessary in support of students. Director Rivera-Smith requested a copy of the assessment calendar. Ms. Roach will provide the Board with the assessment calendar.

Director Rivera-Smith made a motion to move this item forward to the full Board with a recommendation for approval. Director Hersey seconded. This motion passed unanimously.

3. Special Attention Items

a. **Advanced Learning Update**
Dr. Pedroza provided an update for Advanced Learning services. Her report covered areas of focus related to the Strategic Plan and updates regarding the Student Support Services' response to COVID-19.

Director Rankin asked for clarification around Early Entrance to Kindergarten and middle school alignment. In the interest of time, Dr. Pedroza will provide information to the Board in a Friday Memo.

Director Mack expressed appreciation to Director Rankin for raising the question around scope and sequence for elementary and the alignment for middle school around math and science. Dr. Pedroza will schedule meetings to continue the conversation. She will also provide written communication to the Board via Friday Memo. Director Rivera-Smith also requested clarification around Highly Capable Cohort (HCC) to be included in the Friday Memo. Director Rivera-Smith asked which schools are piloting HCC. Ms. Berry replied that schools have not been chosen. Her team is developing a matrix to guide the decision. She explained that a school will be chosen from every five regions. Ms. Berry shared that piloting will begin in the 2021-22 school year.

b. **High School Grading Update: Incompletes and Preview of Board Action Report Extending Temporary Grading Policy to Summer 2020**
Dr. Perkins provided a verbal update on incompletes and a preview of a Board Action Report extending the temporary grading policy to summer 2020. Dr. Perkins reported that as of May 15, there have been 294 incompletes and as of the June 5 deadline, that number had decreased to 60 total incompletes. Those students will receive a letter for an opportunity to appeal. Discussion ensued.

Director Rivera-Smith expressed the importance of learning the geographic data of those numbers. She asked if there is a way to see the disaggregated data. Dr. Perkins replied that he will work with Mr. Narver and will share it with the Board via Friday Memo.

Director Hersey shared concerns he heard from West Seattle High School parents around the grading policy. Dr. Perkins will reach out to West Seattle High School to address the concerns.

Dr. Perkins alerted the Committee that a BAR requesting an extension of the temporary grading policy will be presented at the June 10 School Board Regular meeting. The Office of Superintendent of Public Instruction (OSPI) issued guidelines after the Board had already passed the grading policy

and the deadline for the BAR to be presented at the May C&I Policy Committee had also passed. Director Rankin supported the introduction of the BAR at the June 10 School Board Regular meeting to extend the opportunity for public reading.

Director Rivera-Smith emphasized the importance of having conversations about fall and the engagement process. Director Rankin agreed with Director Rivera-Smith.

4. Standing Agenda Items

a. **Special Education Update**
Dr. Pedroza provided a verbal update on Special Education. She highlighted the work of the Special Education team and their engagement on anti-racist work and their weekly communication to families and Special Education staff. Additionally, the Special Education team also engaged with the Special Education PTSA Board, and local, regional, and national organizations to hear impacts on students. Dr. Pedroza reported on summer learning, opening schools, and hiring for open positions. Discussion ensued.

Director Rivera-Smith asked if the five Special Education teams Dr. Pedroza mentioned included teachers or only central office staff. Dr. Pedroza responded that they are central office staff working on supports for students and schools.

Director Rivera-Smith requested an update on laptop distribution to Instructional Assistants. Dr. Pedroza responded that the goal is to provide a laptop for all Instructional Assistants, and they are currently working on this goal. They prioritized distribution to Special Education and English Learners Instructional Assistants. Chief JoLynn Berge is working on acquiring more laptops. Dr. Pedroza will provide the Board with an update via Friday Memo.

b. **Since Time Immemorial Update**
Ms. Morris provided an update on the first year of Since Time Immemorial (STI) on its first year of adoption. She reported on the success of professional development for middle school teachers in the 2019-20 school year. Ms. Morris also provided a look-ahead for professional development for the 2020-21 school year.

Director Rankin asked current measures to ensure that outdated and damaging materials are removed from schools. Dr. DeBacker explained that there has not been a middle school social studies curriculum adoption in many years. She added that the best ways to make sure schools have relevant and appropriate materials are to have approved curriculum materials similar to the science instructional materials adoptions, and not to allow waivers. Director Rankin asked for further discussion on this topic. Ms. Morris added that she is working with other content managers on approved lessons and story paths.

c. **Science Instructional Materials**
Ms. Toner provided an update on the Science Instructional Materials. She expressed her appreciation to the Board for supporting the K-12 Instructional Materials Adoptions. Ms. Toner provided some recent highlights including the creation of over 200 videos for students in grades K-11. The videos received over 100,000 views. Director Rankin expressed appreciation for the regular updates. Ms. Toner explained that for transparency on usage and implementation, they were encouraged to provide a monthly update. Director Rankin suggested having a conversation soon on the frequency of the updates, possibly repurposing that allocated time.

d. **Strategic Plan Goals 4 & 5: On-Track Graduation and College and Career Ready**
Dr. Perkins provided an update on the progress of the Strategic Plan Goals 4 and 5, On-Track and On-Time Graduation and Graduating Ready for College and Career. He reported on the work group's final meeting of the 2019-20 school year and a look-ahead for the 2020-21 school year.

e. **C&I Policy Committee Work Plan**
Dr. DeBacker and Director Rankin reported no changes at this time.

5. Board Policies and Procedures

a. **Board Policy No. 2200, Equitable Access Quarterly Report**
Mr. Jessee reported that no program changes occurred due to the COVID-19 pandemic.

Directors Mack and Rivera-Smith left the meeting at 6:30 p.m.

b. **Discussion: Board Policy No. 3246, Restraint, Isolation, and Other Uses of Physical Intervention**
Dr. Pedroza provided an update on Policy 3246 and Superintendent Procedure 3246P. Director Rankin noted that as she and Director Hersey reviewed the 2020-21 committee work plan, they determined this policy to be a priority as it relates to current issues on police violence and racism. Dr. Pedroza highlighted an update on current practices and data. Ms. Romanuk emphasized that data collection has improved. She explained that before 2019, data collection was done manually. With improved data collection, they can better identify which students are significantly impacted. Discussion ensued around accountability, resources, and supports where questions were asked and answered.

Director Rankin expressed her wish to ban isolation completely and is opposed to using isolation as a form of discipline or punishment. She stated that the focus should be on supporting students and not on corrective behavior. She stated that trauma-informed teaching and restorative practice should be in the policy.

Director Hersey agreed with Director Rankin's position around accountability on constraints and access to data. He requested further conversations with Director Rankin and an opportunity to review data before deciding on the support of removing isolation from the policy. Director Rankin suggested meeting with Drs. Pedroza and DeBacker to determine the next steps. Dr. Pedroza will report back to the Committee with recommendations for the next steps.

Director Hersey left the meeting at 7:05 p.m. With Director Hersey's departure and with only one Director present, Mr. Narver advised Director Rankin to adjourn the meeting.

Adjourn
This meeting adjourned at 7:05 p.m.

SCHOOL BOARD ACTION REPORT

DATE: August 7th, 2020
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Dr. Diane DeBacker, Chief Academic Officer, (206) 252-0180; Dr. Caleb Perkins, Director of Career and College Readiness; cbperkins@seattleschools.org, (206) 252-0062

For Introduction: August 26th, 2020
For Action: September 9th, 2020

1. TITLE

Approval of contract to support the Open Doors Youth Reengagement Program for the 2020-21 school year.

2. PURPOSE

The purpose of this Board action is to approve the scope of work agreement between Seattle Public Schools and Seattle Central College in support of the Open Doors Youth Reengagement Program. Open Doors is a state-wide program that provides education and services for youth, ages 16-21, who have dropped out or are not expected to graduate before the age of 21. This contract supports the current, state approved allocation for Open Doors FTE of $964.40 for 1 FTE/month. Based on the enrollment for 19-20 which averaged 50.89 FTE/month (Oct-Mar), the total of this contract is estimated to be $516,000 for the 2020-21 school year.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute a contract with Seattle Central College for a total Not-To-Exceed amount of $516,000 over fiscal years 2020-21, in the form of the draft Agreement attached to the School Board Action Report, with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. BACKGROUND INFORMATION

a. **Background** Seattle Public Schools' 19-24 Strategic Plan focuses on helping students furthest from educational justice meet the Washington State graduation credit requirements and graduate ready for college and career pathways among other skills. The District's efforts to help students get ready for college and career pathways includes GED prep and college-level coursework.

The Open Doors program was first approved by the Washington State Legislature in 2010 via House Bill 1418 which established a state-wide reengagement initiative. Open Doors seeks to offer multiple pathways for students to achieve educational success through high school completion, GED attainment, work preparation and training, and college-level coursework. The program is especially focused on mitigating barriers that

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hinder engagement in the education system by providing students with support through multiple agencies. SPS has administered an Open Doors program, known as Learning Center Seattle (LCS), in partnership with Seattle Central College since 2016. LCS supports the objectives of the Open Doors program by placing students in a college setting and creating a pathway for those who are credit deficient to receive GED prep instruction with the goal of earning a GED. Students can continue at LCS after earning a GED and take college classes toward an Associate degree. The program is offered to students with no out of pocket costs. Open Doors addresses the unique needs of youth at risk for dropping out by maintaining a focus on students' future after high school; allowing individualized academic programs; and by involving the full range of community services.

To enroll in the Open Doors program through LCS, students must a) be between the ages of 16 and 21 (as of September 1), b) not have met high school graduation requirements, and c) have been found credit deficient in accordance with WAC 392-700-035(c). Additionally, a student must have been withdrawn from their last high school and have been released from their resident district and accepted by the SPS District, if SPS is not the student's resident district. A student retains eligibility in the program until a) the student earns a high school diploma, b) the student earns an Associate degree, or c) the student has turned 21 before September 21.

All students participating in the program are included in SPS' total enrollment counts since they are enrolled in a District program. While the Open Doors program is similar to Running Start in that SPS students generally take classes in a college setting, Running Start is generally restricted to students in grades 11 and 12, and students who participate in Running Start are expected to pay for college entrance tests and books out of pocket and receive up to five college credits per class. The Open Doors program does not incur direct financial costs for participants and enrollment eligibility is based on age, instead of grade level, which opens the program to a broader population.

Key indicators of academic progress for the Open Doors program include: earning of high school or college credit, passing one or more high school equivalency tests, significant gains in core academic skill level, and enrollment in college courses. Over the life of the program at LCS, enrollment has increased each year and GED attainment remains steady (60-65%), higher than national averages.

For the 2018-19 school year, 136 students have participated in the LCS Open Doors program of which 61% earned a GED during the school year. For 2019-20, a total of 144 students have participated in the LCS Open Doors program. Of this number, 29 have earned a GED during the year.

Since its launch, Learning Center Seattle has:
- Served over 252 youth and young adults since the launch in July 2016
- Helped over 140 opportunity youth and young adults earn their GED certificates
- Supported six students in earning their AA/AAS degrees at the Seattle Colleges, four of who transferred to 4-year colleges and universities

Table 1 - LCS Open Doors Academic Achievement

School year	Total number of students	Number of GEDs earned	Number taking college courses
2017-18	119	51	41
2018-19	136	82	52
2019-20	144	29	45

b. **Alternatives** Do not approve this action. This is not recommended. Open Doors provides an alternative pathway for students who are credit deficient or at-risk of dropping out of school an opportunity to earn their high school diploma, GED, or an Associate Degree which increases rates of student post-secondary success in line with the 2019-24 Strategic Plan.

c. **Research** Open Doors cannot function alone but works instead as part of a larger SPS system that seeks to keep older youth engaged in planning for their future through individualized learning experiences. In fact, most students come directly from an SPS high school and have not dropped out when they enter the program highlighting the important role SPS schools play in ensuring the Open Doors program succeeds. Students who participate in Open Doors prior to dropping out are twice as likely to go back to school and finish their high school diploma.[1] Programs like Open Doors provide students who might not graduate with their peers an opportunity to complete a degree and prepare for college and work.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action is estimated to be $516,000 over the 2020-21 School Year. This estimate is based on 2019-20 enrollment in this program. This is a multi-year, continuing program. Funding to administer the LCS Open Doors program will be provided from the state directly to the District at a rate of $964.40 per FTE/month, so the District incurs no direct cost as a result of this action. The District retains seven (7) percent of the funding to cover administrative processes. Seattle Central College receives ninety-three (93) percent of the funding, paid quarterly by the District.

The standard reimbursement rates are the statewide average annual nonvocational and vocational rates as determined by OSPI. The revenue source for this motion is state basic education apportionment funding through OSPI, pursuant to WAC 392-700-165.

Expenditure: ☐ One-time ☒ Annual ☐ Multi-Year ☐ N/A

Revenue: ☐ One-time ☒ Annual ☐ Multi-Year ☐ N/A

6. COMMUNITY ENGAGEMENT

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[1] Education Research and Data Center. (2019). Outcomes of the Open Doors Youth Reengagement Program. Washington Office of Financial Management. Retrieved from https://erdc.wa.gov/file/464/download?token=Sr_jMZkV

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

☐ Not applicable

☐ Tier 1: Inform

☒ Tier 2: Consult/Involve

☐ Tier 3: Collaborate

As this is re-approval of a current program authorized by OSPI and approved after public review by the Washington State legislature, our focus is on informing the public about the continuation of the program within SPS. Our emphasis has also been to work with high school counselors within SPS and program staff to promote and refer students to the program. In addition, students as well as internal and external stakeholders will be involved in subsequent program reviews in order to assess the effectiveness and need for continued program support.

The Open Doors program administrators conduct direct outreach to students who would benefit from the program through various entities such as the Reconnect to Opportunity program, The King County Re-engagement Provider network, and Bellevue College. During campus closures, program administrators and instructors have maintained contact with students and families through phone/video conferencing and email.

7.   EQUITY ANALYSIS

The following is a summary of the analysis we did in reviewing the LCS Open Doors program using the four steps of the district's Racial Equity Analysis Tool as part of School Board Policy #0030.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

In consultation with the SPS Racial Equity Analysis Tool, and the SPS Strategic plan, our focus this year has been building supports within the LCS Open Doors program to help students furthest from educational justice. Our efforts this year include:

- Conducting direct outreach to students of color through the Reconnect to Opportunity program, which helps young people in King County complete high school/college and prepare for a career. The Reconnect to Opportunity program relies on peer connections to better identify students who want to re-engage in school.
- Collaborating with re-engagement partner organizations (Bellevue/Auburn/Kent school districts; Seattle Education Access) across the region through the King County Re-engagement Provider Network as part of plan to support African American males
- Partnering with Interagency Academy's Open Doors program to provide additional socioemotional and academic resources to SPS students

STEP 2: Engage Stakeholders in Analyzing Data

Information and data from SPS students who participate in the Open Doors program is collected in PowerSchool and reported annually to CEDARS. This data is used to create annual reports on the effectiveness of the state's Open Doors program.

At the District level, the CCR team reviews student outcome and enrollment data with the LCS Open Doors team on a quarterly basis to determine how best to serve students and evolve the program. Over the course of this last year, our work to revamp the program has centered on amplifying outreach to students on digital platforms as well as specifically developing processes that can be implemented across the District (and the larger King County region) to grow awareness about the program (particularly among African American males) and help more of the students in our program earn college credit.

STEP 3: Ensuring Educational and Racial Equity /Determine Benefit or Burden

Students in the LCS program have direct access to a case manager from King County's Employment and Education Resources Division, comprehensive tutoring on-site, morning and afternoon class options, and referrals to on-campus support programs. The program also provides students of color, who are less likely to have equitable access to higher education and who make up the majority of program participants (58%), an opportunity to take classes in a college setting and work towards a postsecondary degree. Currently, our team is coordinating with ELL Programs to provide instructional support to the SPS instructors who teach multilingual students in the Open Doors program.

The program does not generate any out of pocket costs for students is centrally located at Seattle Central near accessible light rail and bus lines. Students in the program receive an Orca Pass to support transportation costs.

In addition to testing prep and college coursework, LCS provides support including employment and social services through a case manager at King County's Employment and Education Resources Division and access to a full-time AmeriCorps member for coordinated tutoring providing one on one academic and career prep.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Each year, race and socioeconomic demographic information will be used in disaggregating program data to understand the impact and implications of the Open Doors program at LCS for priority populations in the District including African American males (5.3% of program students this year compared to 9.6% from 2018-19) and other students of color (58 % of program students this year vs. 60% last year). This data will be especially necessary to measure student outcomes such as attainment of a high school degree or GED and progress into postsecondary education and in-demand jobs and to ensure the program is meeting its goal of reengaging those at-risk of dropping out of the educational system.

Based on the data this year, we know that there are is a smaller percentage of Black male students and students of color in the LCS program than last year. This data might correlate to fewer black male students and students of color becoming credit deficient or falling off track in their home school program.

It's not clear right now what long-term effects the COVID-19 pandemic and school closures will have on enrollment. Comparing Spring Quarter 2019 to Spring Quarter 2020, we see that there was a more than 50% drop in the FTE count for the months of April, May, and June (72.7 avg FTE vs. 35.98 avg FTE). To support student learning during Seattle Central's campus shutdown, multiple SPS LCS students were provided with laptops and hotspots directly from DoTS at the District. SPS students at SPS continue to require socioemotional supports during the crisis and program administrators have focused on maintaining communication with families in need.

8.   STUDENT BENEFIT

Students in Seattle Public Schools benefit from having access to programs that enable them to earn credentials in a setting that differs from that of a comprehensive high school. The Open Doors Program at Learning Center Seattle provides an individualized approach to learning for participating students and enables them to earn a GED or Associate degree.

9.   WHY BOARD ACTION IS NECESSARY

☒ Amount of contract initial value or contract amendment exceeds $250,000 (Policy No. 6220)

☐ Amount of grant exceeds $250,000 in a single fiscal year (Policy No. 6114)

☐ Adopting, amending, or repealing a Board policy

☐ Formally accepting the completion of a public works project and closing out the contract

☐ Legal requirement for the School Board to take action on this matter

☐ Board Policy No. _____, [TITLE], provides the Board shall approve this item

☐ Other: _____

10.   POLICY IMPLICATION

This action is being proposed pursuant to the following policies:

- School Board Policy C54.00, Alternative Education, directs the District to provide assistance in areas such as communications, budget, or technology designed to maintain and expand effective alternative schools at all grade levels. Staff is requesting support for the Open Doors program in line with this policy.
- Per Policy No. 6220, Procurement, any contract over $250,000 must be brought to the Board for approval.
- Policy No. 2415, High School Graduation Requirements

11.   BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on August 18th, 2020. The Committee reviewed the motion and _____.

12.   <u>**TIMELINE FOR IMPLEMENTATION**</u>

Upon approval of this motion, the Superintendent will sign the Agreement and the District will report to OSPI that the 2020-21 Scope of Work Agreement has been approved so that we can continue to receive funding for this program.

For future years, it is planned that a a board action report for the Learning Center Seattle (LCS) Open Doors program will be presented to the Board for approval triennially rather than annually. The LCS Open Doors program reports will otherwise be delivered in the annual Alternative Learning Experiences BAR that goes before the Board each Fall Quarter.

13.   <u>**ATTACHMENTS**</u>

- Scope of Work Agreement related to the operation of an Open Doors 1418 Youth Reengagement Program between Seattle Central College and Seattle Public School District (for approval)

SCOPE OF WORK Agreement related to the operation of
an Open Doors [1418] Youth Reengagement Program

Seattle Central COLLEGE
(hereinafter referred to as College)

AND

Seattle Public SCHOOL DISTRICT
(hereinafter referred to as District)

A. Purpose.

It shall be the purpose of this Scope of Work to:

1. Support the statewide youth reengagement system as defined in RCW 28A.175.100.
2. Comply with requirements outlined in WAC Chapter 392-700 to provide education
   opportunities for eligible students enrolled in the Learning Center Seattle Open Doors [1418]
   Youth Reengagement Program (hereinafter referred to as Program) operated by the
   College.

* NOTE: The language in this Scope of Work is based on WAC and RCW as of September 2018. The
College, District and Program will comply with any WAC or RCW modifications.

B. Duration of Scope of Work.

This Scope of Work agreement will be in effect from September 1, 2020 through August 31,
2021.

The Office of Superintendent of Public Instruction's (OSPI) will be responsible for notifying the
College, District, and Program when they are required to be reapproved and of the re-approval
process. The College and District are responsible for notifying OSPI if they decide to
discontinue the Program. OSPI will examine a minimum of two years of data in the re-approval
process.

C. Student Eligibility.

1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418]
   youth reengagement program when they meet the following criteria

   a. Under twenty-one (21) years of age, but at least sixteen (16) years of age, as of
      September 1.

   b. Has not yet met high school graduation requirements, and

   c. Has been found to be credit deficient pursuant to WAC 392-700-035(c):

      i. A student who, based on their original expected graduation date, has participated or could

have participated in up to two (2) full years of high school must have an earned to attempted credit ratio that is sixty-five (65) percent or less. (Earned credits divided by attempted credits ≤ sixty-five (65) percent); OR

   ii. A student who, based on their original expected graduation date, has participated or could have participated in more than two (2) full years of high school must have an earned to attempted credit ratio that is seventy-five (75) percent or less. (Earned credits divided by attempted credits ≤ seventy-five (75) percent).

   iii. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been recommended for enrollment by case managers from the Department of Social and Health Services (DSHS), the juvenile justice system, district approved school personnel, or staff from community agencies which provide educational advocacy services. Learning Center Seattle will direct any requests for exceptions to the credit eligibility measure to the office of the Chief Academic Officer.

   2. Additionally, prior to enrollment in the Program, an eligible student must:

      a. Have been withdrawn from their last high school, AND

      b. Have been released from their resident district and accepted by the District, if the District is not the student's resident district.

   3. Students will not be enrolled in the Program by the College until the College receives confirmation of enrollment from the District. All students need completed admission packets except students who actively attended a school within the District in the last school year. If the student is not a resident of the District, a choice transfer request by their current district (Interdistrict release) is also required. The District recognizes the need to limit delay in student enrollment and will respond to inquiries within a reasonable time frame. Faauu Manu, Enrollment Services Manager, 206-252-0205, fmmanu@seattleschools.org. In the event that Ms. Manu is not available, the College will contact Joy Turner ay jgturner@seattleschools.org

   4. The District will not enroll new students into the District for participation in the Program during the months of July and August.

   5. Once determined eligible for the Program, a student will retain eligibility, regardless of breaks in enrollment, until the student does one of the following:

      a. Earns a high school diploma. NOTE: A student who earn a high school equivalency certificate retains their eligibility and may continue to participate in the Program,

      b. Earns an Associate Degree, or

      c. Becomes ineligible because has turned age twenty-one (21) on or before September 1of a new school year.

D. Outreach.

99   The District will provide a list of students who have withdrawn from the District biannually for the
100   purpose of Learning Center Seattle to contact parent/guardians or eligible students (over 18)
101   and provide information regarding reengagement options. The listing will include: student name,
102   parent/guardian name, student date of birth, home address, phone number, email address,
103   grade, and total credits obtained.
104
105   **E. Instruction.**
106
107   The College will be responsible for the provision and oversight of all instruction under this
108   Scope of Work pursuant to WAC 392-700-065 which includes the following
109   All Program instruction will be designed to help students acquire high school credits, acquire at
110   least high school skills, and be academically prepared for success in college and/or work.
111
112   All instruction will be provided in accordance with the skill level and learning needs of individual
113   students and not the student's chronological age or associated grade level. Therefore:
114
115   1. All Program instruction will be designed to help students acquire high school credits, acquire
116   at least high school skills, and be academically prepared for success in college and/or work.
117
118   2. All instruction will be provided in accordance with the skill level and learning needs of
119   individual students and not the student's chronological age or associated grade level.
120   Therefore:
121
122   a. All instruction that is at the ninth (9th) grade level or higher shall generate credits that can
123   be applied to high school diploma, and
124
125   b. All instruction that is below the ninth (9th) grade level shall not generate high school credits
126   but will be counted as part of the Program's instructional programming for the purposes of
127   calculating FTE and will be designed to prepare students for coursework that is at the
128   ninth (9th) grade level or higher.
129
130   c. All instruction that is at or above the 100 level is considered dual credit and must be
131   designated with the Y code when transcribing to high school credit.
132
133   3. The Program may restrict or deny enrollment into classes if a student's academic
134   performance or conduct does not meet established guidelines
135
136   4. The Program will administer standardized tests within one (1) month of enrollment or secure
137   test results from no more than six (6) months prior to enrollment in order to determine a
138   student's initial math and reading level upon entering the Program. A commonly accepted
139   standardized academic skills assessment tool will be used. All required assessments will be
140   provided to the students free of charge. Seattle Central will use either the standardized
141   Comprehensive Adult Student Assessment System (CASAS) or the Official GED Ready
142   tests to assess Reading and Math skills. Students will be assessed before completion of the
143   first 12 hours of instruction.
144
145   5. The College will provide instruction, tuition, and required academic skills assessments at no
146   cost to the students, but may collect mandatory fees as established by the Program.
147

148   a. Consumable supplies, textbooks, and other materials that are retained by the student do
149   not constitute tuition or a fee.
150
151   b. The Program will establish a waiver/scholarship process for qualifying students. Eligible
152   Program students will have access to WIOA or local college funds that can help support
153   students with needs such as transportation, food, or emergency costs related to staying in
154   school. Additional budget has been built in to support students with costs such as books,
155   materials, and fees at the rate of $300 per student per quarter if eligible based on income.
156
157   6. Instruction will be provided through courses approved by college, identifiable by course title,
158   course number, quarter, number of credits, and, for vocational course, the Classification of
159   Instructional Programs (CIP) code number assigned by OSPI to the approved Career and
160   Technical Education (CTE) course.
161
162   7. The following instruction will be offered to all students, as appropriate for their goals, skills
163   levels, and completion of prerequisites:
164
165   a. Basic skills remediation courses and high school equivalency certificate preparation
166   courses,
167
168   b. Courses that lead to a postsecondary degree or certificate,
169   c. Coursework that will lead to a high school diploma, and
170
171   d. College and work readiness preparation coursework.
172
173   8. The College will ensure that all instruction will be provided by instructors who are employed
174   or appointed by the College whose required credentials are established by the College.
175
176   9. Instructor to student ratio for any course open to both Program students and non-Program
177   students will be determined by the College.
178
179   10. Instructor to student ratio for classes designed exclusively for Program students will not
180   exceed a 1:35 ratio.
181

E. Case Management and Student Support.

    The Program will be responsible for the provision of case management services to all enrolled
    students pursuant to WAC 392-700-085 which include the following:

187   1. Case management staff will be assigned to the College to provide accessible, consistent
188   support to students as well as, academic advising, career guidance information, employment
189   assistance or referrals, and referrals to DSHS.
190
191   2. The Program will maintain a case management staff to student ratio not to exceed 1:75 (one
192   case manager FTE to seventy-five (75) enrolled students) on a full-time continuous basis
193   throughout the school year.
194
195   3. Only the percent of each staff member's time that is allocated to fulfilling case management
196   responsibilities will be included in the calculation of a Program's case management staff FTE

197   to student ratio
198
199   4. Even though the provision of case management services will require case management staff
200   to work in the community to meet client needs, case management staff will be primarily
201   based at the Program's instructional site(s).
202
203   5. The Program will ensure that case management services and instruction are integrated and
204   coordinated, and that procedures are established that facilitate timely relevant
205   communication about student progress.
206
207   6. All case management staff will be employed by the College, or be formally assigned to the
208   Program through a contract. Case management staff will have at least a Bachelor's degree
209   in social work, counseling, education, or a related field, or at least two (2) years of
210   experience providing case management, counseling or related direct services to at-risk
211   individuals or sixteen to twenty-one (16-21) year old youth.
212
213 **F. Award of Credit.**
214
215   In accordance with RCW 28A.175.100, high school credit will be awarded for all College
216   coursework in which Program students are enrolled, including high school equivalency
217   certificate preparation, in accordance with the following:
218
219   1. High school credit will be awarded for Program instruction provided by the College in
220   accordance WAC 392-700-137.
221
222   2. The District is responsible for reporting high school credits earned by Program students per
223   OSPI regulations. College transcripts and other student records requested by the District will
224   be provided by the College as needed to facilitate this process.
225
226   3. The District will ensure that the process for awarding high school credits under this Scope of
227   Work agreement is implemented as part of the District's policy regarding award of credits per
228   WAC 180-51-050(4), (5) and (6).
229
230 **G. Statewide Student Assessment.**
231
232   Pursuant to WAC 392-700-152:
233
234   1. The District will work with the College to ensure that all Program students have the
235   opportunity to participate in the statewide student assessment and understand that this
236   assessment, or an approved alternative, is a high school graduation requirement.
237
238   2. The District will include reengagement students when calculating districtwide statistics in
239   relation to the statewide assessments
240
241 **H. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act**
242 **Accommodations, and Transitional Bilingual Instructional program.**
243
244   1. The District will be responsible for the provision of special education services to any Program
245   student who qualifies for special education in accordance with all state and federal law and

246   pursuant to WAC chapter 392-172A.

247

248   2. The District will provide the same accommodations to any enrolled students under Section

249   504 of the 1973 Rehabilitation Act as it provides to all students of the district.

250

251   3. The resident district is responsible for the provision of services to students who are eligible

252   for transitional bilingual services, and are otherwise qualified for participation in the program.

253

254 **I. Annual School Calendar.**

255

256   The following requirements will be met in relation to the school calendar:

257

258   1. The school year begins September 1 and ends August 31.

259

260   2. The College will provide the District with a calendar of school year prior to the beginning of

261   the Program's start date.

262

263

264   3. The school year calendar must meet the following criteria:

265

266   a. The specific planned days of instruction will be identified.

267

268   b. There must be a minimum of ten (10) instructional months.

269

270   4. The number of hours of instruction must meet the following criteria:

271

272   a. A standard instructional day may not exceed six (6) instructional hours per day even if

273   instruction is provided for more than six (6) hours per day.

274

275   b. A standard instructional day may not be less than two (2) hours per day.

276

277   5. The Program's total planned hours of instruction for the school year:

278

279   a. Is the sum of the hours of instruction for all instructional months of the Program's school

280   year.

281

282   b. Must have a minimum of one thousand (1,000) annual planned hours of instruction.

283

284 **J. Reporting of Student Enrollment.**

285

286   Programs will report to the District their Program enrollment using the Form P223-1418 each

287   month on the monthly count day. Count day is defined in WAC 392-121-119. The Program will

288   certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form

289   P223-1418 is due to the District by the fifth (5th) business day of the month.

290

291   In accordance with WAC 392-700-160, the following criteria must be met for each student

292   claimed by the Program for state funding on each monthly count day:

293

294   1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent,

295
296   2. Is enrolled in a Program, as well as, the District,
297
298   3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
299
300   4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
301
302   5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
303
304   6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly
305   count day,
306
307   7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
308
309   8. Is not currently enrolled in a high school program, including Alternative Learning Experience,
310   College in the High School or another reengagement program excluding Jobs for
311   Washington's Graduate (JWG) program,
312
313   9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding
314   the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
315
316   10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior
317   months' enrollment in a high school, at a state institution, and in JWG program, and
318
319 **K. Funding and Reimbursement.**
320
321   The District and the College will receive state basic education apportionment funding through
322   OSPI, pursuant to WAC 392-700-165 and according to the procedures set forth below:
323
324   1. Each eligible student that the requirements of Section J. can be claimed for state funding
325   using the following FTE calculation:
326
327   a. For college level classes (100 level and above), the student's FTE is determined by the
328   enrolled college credits.
329
330   i. Fifteen (15) college credits equal 1.0 FTE.
331   ii. Students enrolled in less than fifteen (15) credits will be reported as a partial FTE. The
332 FTE reported will be calculated by dividing the number of enrolled credits by
333 fifteen (15).
334   iii. Enrollment in college classes over fifteen (15) college credits is limited to 1.0 FTE.
335   iv. Enrollment in state approved vocation college level classes and taught by a certified
336 vocation instructor can be claimed for enhanced vocational funding as a vocational FTE.
337
338   b. For below 100 level classes,
339
340   i. The student's FTE is based on the Program total planned hours of instruction. Provided
341 that the Program's annual calendar shows at least nine hundred (900) total
342 planned hours of instruction, a student enrolled in a below 100 level class, can be
343 claimed as a 1.0 FTE.

344   ii. After claiming a student's below 100 level class enrollment for three months, a
345 student must show academic progress by either earning an indicator of academic
346 progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-
347 700-015(11).
348   iii. Enrollment in below 100 level classes cannot be claimed for enhanced vocational
349 funding.
350
351   2. The Program standard reimbursement rates are the statewide average annual non-
352   vocational and vocational rates as determined by OSPI pursuant WAC 392-169-095.
353
354   3. Distribution of funding will be as follows:
355
356   a. The District will retain seven (7) percent of the basic education allocation
357
358   b. The College will receive ninety-three (93) percent of the basic education allocation.
359
360   c. By October 1, the District shall provide a written schedule to the College identifying the
361   dates that the College shall submit invoices for reimbursement to the District. Invoices will
362   correlate to the enrollment reported monthly on the P223-1418 form submitted by the
363   College to the District. The District shall remit payment within thirty (30) days of the receipt
364   of an invoice, except for the final payment for the year which will be made by October 31.
365   Payment will be contingent upon the College's submittal of all required reports as defined
366   in Section L.3.
367
368   4. The District may report and retain Special Education funding from OSPI for eligible students
369   receiving special education services.
370
371   5. The Program may provide transportation for students but additional funds are not generated
372   or provided.
373   6. Program students enrolled in a state-approved K-12 transitional bilingual instructional
374   program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced
375   funding. Funding may retained by the district if the district is providing the services or passed
376   through to the college if the college is providing the services.
377
378 **L. Required Documentation and Reporting.**
379
380   1. Student Documentation:
381
382   a. The Program shall maintain student documentation to support eligibility as specified in
383   Section C. and enrollment as specified in Section J.
384
385   b. The Program shall, on behalf of the District, request school records for each student from
386   the last school they attended.
387
388   c. The Program shall maintain documentation of case management, student assessment,
389   basic skills gains, attainments of credentials, earned indicator of academic progress, and
390   award of credit.
391
392   d. The Program will comply with all state and federal laws related to the privacy, sharing, and

393   retention of student records.

394

395   e. Access to all student records will be provided in accordance with the Family Educational

396   Rights and Privacy Act (FERPA).

397

398   2. Monthly Student Reporting:

399

400   a. The District will ensure that all required Program student information is reported in the

401   student information system; and in CEDARS in accordance with OSPI's standard

402   procedures.

403

404   b. The District will work with the College to determine whether District or the Program staff

405   will be responsible for performing required data entry following OSPI's standard

406   procedures for all Reengagement Programs.

407

408   i. If the Program is responsible for data entry, the District will provide access to the

409 student information system, as well as, training and technical assistance.

410   ii. If the District is responsible for data entry, the District will define the data elements

411 the Program must provide for each student, as well as, the format and required

412 reporting dates for the submission of data.

413

414   3. Annual Reporting:

415   a. The College will prepare and submit an annual performance report to the District no later

416   than October 1st.

417

418   b. The District will review and submit the annual performance report to OSPI no later than

419   November 1st.

420

421   c. The annual report will include the following:

422

423   i. Program's total number of students by gender, age, and race/ethnicity who were

424 enrolled, who were dismissed by the Program, and who voluntarily withdrew.

425   ii. Program's total number of students by gender, age, race/ethnicity, and credential type

426 who earned a credential as defined in WAC 392-700-015(10).

427   iii. Program's total number of students by gender, age, race/ethnicity, and indicator of

428 academic progress types who attained an indicator of academic progress as defined in

429 WAC 392-700-015(14). For high school and college credit, detail the subject area.

430   iv. Total number of instructional staff assigned to the Program.

431

432 **M. District Administrative Responsibilities.**

433

434   1. Upon OSPI's determination that this Scope of Work contains approved standard language

435   that delineates responsibility for all the required elements of a Reengagement Program as

436   outlined in RCW 28A.175.100, and WAC Chapter 392-700, OSPI will assign a code to be

437   used by the District, the College, and OSPI to exclusively identify the Program. The District

438   will use this code in its student information system and in Comprehensive Education Data

439   and Research System (CEDARS) to identify all students enrolled in the Program.

440

441   2. The District will work cooperatively with the College to implement this Scope of Work and to

442   ensure that quality reengagement services are provided in accordance with WAC 392-700.
443
444   3. The District will designate a primary contact person to work with the College in implementing
445   this Scope of Work and to provide oversight and technical assistance.
446
447 **N. Longitudinal Performance Goals.**
448
449   1. Longitudinal performance data for the Program and the statewide reengagement system as
450   a whole will be reported through the Washington's P-20 (pre-school to post-secondary and
451   workforce) longitudinal data system, the Education Research and Data Center (ERDC).
452
453   2. The District will work with the College to collect and report student data requested by the
454   ERDC in order to accomplish the longitudinal follow-up of reengagement students.
455   Specifically, the following unique identifier data points will be collected, to the extent
456   possible, by the Program, reported by the College, and verified by the District, for each
457   enrolled reengagement student:
458
459   a. Full legal name.
460   b. Birth date.
461   c. State student identifier number (SSID).
462   d. Social security number.
463   e. College student identification number (SID), if applicable.
464
465   3. While Program students will be encouraged to provide the data needed for longitudinal
466   follow-up, the Program will ensure that a student's unwillingness or inability to provide the
467   requested data will not be a barrier to enrollment.
468
469 **O. Records.**
470
471   All operations of, and accounting by, either party pertaining to this Scope of Work shall be open
472   to the inspection of either party.
473
474 **P. Indemnification.**
475
476   As part of the terms of this Scope of Work, each party shall each be responsible for the
477   consequences of any act or failure to act on the part of itself, its directors, employees, and its
478   agents. Each party shall be responsible for its own negligence, and neither party shall indemnify
479   or hold the other party harmless; neither party assumes responsibility to the other party for its
480   consequences of any act or omission of any person, firm or corporation not party to this Scope
481   of Work. In the event of fiscal recapture due to inconsistencies or misinterpretation of law, both
482   parties agree to collaboratively address the issue or issues and seek a collaborative solution.
483
484 **Q. Applicable Law.**
485
486   This Scope of Work is entered into pursuant to and under authority granted by the laws of the
487   state of Washington and any applicable federal laws. The provisions of this Scope of Work shall
488   be construed to conform to those laws. In the event of any inconsistency in the terms of this
489   Scope of Work, or between its terms and any applicable statue or rule, the consistency shall be
490   resolved by giving precedence in the following order:

491
492   1. Applicable state and federal statutes and rules.

493
494   2. Statement of work herein.

495
496   3. Any other provisions of the Scope of Work, including materials incorporated by reference.

497
498 **R. No Separate Entity Created.**

499
500   No separate legal or administrative entity is intended by this Scope of Work.

501
502
503 **S. Amendment and Waiver.**

504
505   This approved Scope of Work may be waived, changed, modified, or amended only in
506   writing by authorized individuals of both parties. If any provision of the Scope of Work shall
507   be deemed in conflict with any statute or rule of law, such provision shall be modified to be
508   in conformance with said statute or rule of law.

509
510 **T. Entire Agreement.**

511
512   This Scope of Work constitutes the entire agreement of the parties and supersedes any
513   previous written or oral Scope of Works. Any other Scope of Work, representation, or
514   understanding, verbal or otherwise, relating to the services of College and the District, or
515   otherwise dealing in any manner with the subject matter of this Scope of Work, is hereby
516   deemed to be null and void and of no force and effect whatsoever.

517
518 _____
519 **Scope of Work for Open Doors [1418] Youth Reengagement Program**

520
521 _____
522 District Superintendent or Designee (print name)

523
524 _____ _____
525 Signature   Date

526
527
528 _____ _____
529 College Program Administrator (print name)

530
531 _____ _____
532 Signature   Date

533
534
535 _____
536 OSPI Open Doors [1418] Program Administrator (print name)

537
538 _____ _____
539 Signature   Date

540
541 _____
542 OSPI Assistant Superintendent (print name)
543
544
545 _____ _____
546 Signature   Date

To: Curriculum and Instruction Policy Committee

From: Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction,
        cctoner@seattleschools.org

Date: August 18, 2020

Re: Music Program Report

_____

We will be updating you on Music Programs in Seattle Public Schools. The items reported on
are:
1) Overview of Music programs at elementary, middle, and high school levels
2) Progress on arts goals in elementary General Music and Visual Art
3) Report on racial equity issues in secondary Music programs
4) Overview of curriculum materials

Attachments:
- A: Race/Ethnicity Data for Music, High School – all district
- B: Race/Ethnicity Data for Music, EIM – grades 4-5
- C: Program Counts - Visual & Performing Arts Program Database
- D: Summary Program Counts - Visual & Performing Arts Program Database

Music Program Report

1) **Overview of Music programs at elementary, middle, and high school levels**

   Elementary Instrumental Music (EIM)
   - Each elementary/K-8 receives .1 FTE – one half day of instruction per week
   - A half day, serves up to 40 students in up to 4 sections with up to 12 students in each section, for 30 minutes of instruction in each section
   - Schools can fund-up FTE for more instructional time
   - 5th grade is prioritized for entry into middle school. 4th grade possible with additional FTE.
   - Opt-in model where students register to be in the program
   - Programs are provided by 12 itinerant teachers that travel to different sites and 6 that teach EIM in addition to general and/or middle school music.

   General Music
   - PK-5 music foundations in content that ranges from vocal music, percussion, recorders, composition, etc. learning music concepts such as steady beat, rhythm, tempo, dynamics, etc.
   - SPS goal is for every elementary/K-8 to have both Music and Visual Art Programs.

   Middle School
   - Course offerings include band, orchestra, choir, jazz band, vocal jazz, percussion, eclectic strings, guitar, and piano.
   - Schools make site-based decisions based on FTE allocations, student demand, and pre-registrations.
   - At the middle school level, SPS is committed to students beginning an instrument for the first time. Beginning level classes and/or differentiation by the teacher are critical to fostering academic mindsets in music.
   - SPS is committed to leveled courses so that students can progress in their musicianship starting at middle school.
   - Every student who needs an instrument is provided an instrument.

   High School
   - Course offerings include band, marching band, jazz band, orchestra, choir, vocal jazz, percussion, eclectic strings, guitar, and piano.
   - Everything else is similar to middle school.

2) **Progress on arts goals in elementary General Music and Visual Art**
   - More than doubled the number of Music and Visual Art programs since The Creative Advantage began: Music 24 to 56 and VA 24 to 61. Schools with both Music and Visual Art is 45. Schools with Music or Visual Arts and another arts discipline is 6.
   - Strategies to achieve this goal are the Gold Book Guideline for WSS PCP allocations requiring they are used for Music, Visual Art, and to meet the 100 minute PE requirement, as well as, academic assurances funds for the Washington/Meany and Denny pathway elementary General Music programs.

3) **Report on racial equity issues in secondary Music programs**
   - VPA analyzes course taking patterns by race and ethnicity. One trend that persists is the disproportionality of African American students under-represented in Music programs.
   - **Strategies to change outcomes:**
     o Elementary General Music: Gold Book Guideline; Academic Assurances in Washington/Meany and Denny feeder schools
     o Elementary Instrumental Music: Race/Ethnicity analysis; assessment of Music Books, which are 84% Eurocentric; changed enrollment model from first come, first serve to lottery; developed standards and practices for all EIM teachers to ensure the quality and level of instruction and numbers of students; produced a video of Southeast middle and high school music students to share with elementary students.
       ▪ Need to evaluate the model to ensure racial equity and access across the system and provide alternative models.
     o High School Fine Arts Student Satisfaction Survey
     o Development of a Culturally Responsive and Relevant Arts Framework that is Anti-racist
     o Middle and High School Course Description revisions to reduce barriers for entering into instrumental music courses and to communicate a welcoming environment.

4) **Overview of curriculum materials**
   - Elementary General Music Adoption: 2012, Silver-Burdett Making Music by Pearson (2008 Edition)
   - Middle School General Music only: Culp & Others, WORLD OF MUSIC, Book 6, 1991. (grade 6)
   - High School: No district-adopted curriculum

NUMBER OF MUSIC TEACHERS
- Total Number of Teachers: 115
- General Music 47 (44 K-5 only; 2 MS/EIM/K-5; 1 MS/K-5)
- EIM 20 (13 EIM only; 5 MS/EIM; 2 MS/EIM/K-5)
- Middle 35 (20 MS only; 7 MS/HS; 5 MS/EIM; 2 MS/EIM/K-5; 1 MS/K-5)
- High 27 (20 HS only; 7 MS/HS)

NUMBER OF VISUAL & PERFORMING ARTS TEACHERS: 267
- In 2014-2015 we had 190 teachers. This is an increase of 77 teachers.

5 Year Art Indexes by Ethnicity
All Seattle High Schools

Population by Year

Year	
2012–13	13,624
2013–14	13,776
2014–15	13,975
2015–16	13,925
2016–17	14,246

Ethnicity Mix by Year

Year	Asian	Black	Hispanic	White	2+ Races	Amer. Indian	Pac. Islander
2012–13	21.7%	20.5%	11.9%	40.0%	3.8%	1.5%	0.7%
2013–14	20.8%	19.7%	12.3%	40.7%	4.6%	1.3%	0.6%
2014–15	19.9%	18.8%	12.5%	41.6%	5.5%	1.1%	0.6%
2015–16	19.1%	17.8%	12.5%	42.8%	6.1%	1.0%	0.6%
2016–17	18.6%	17.2%	12.8%	43.4%	6.7%	0.9%	0.4%

All Art Index - All Seattle High Schools
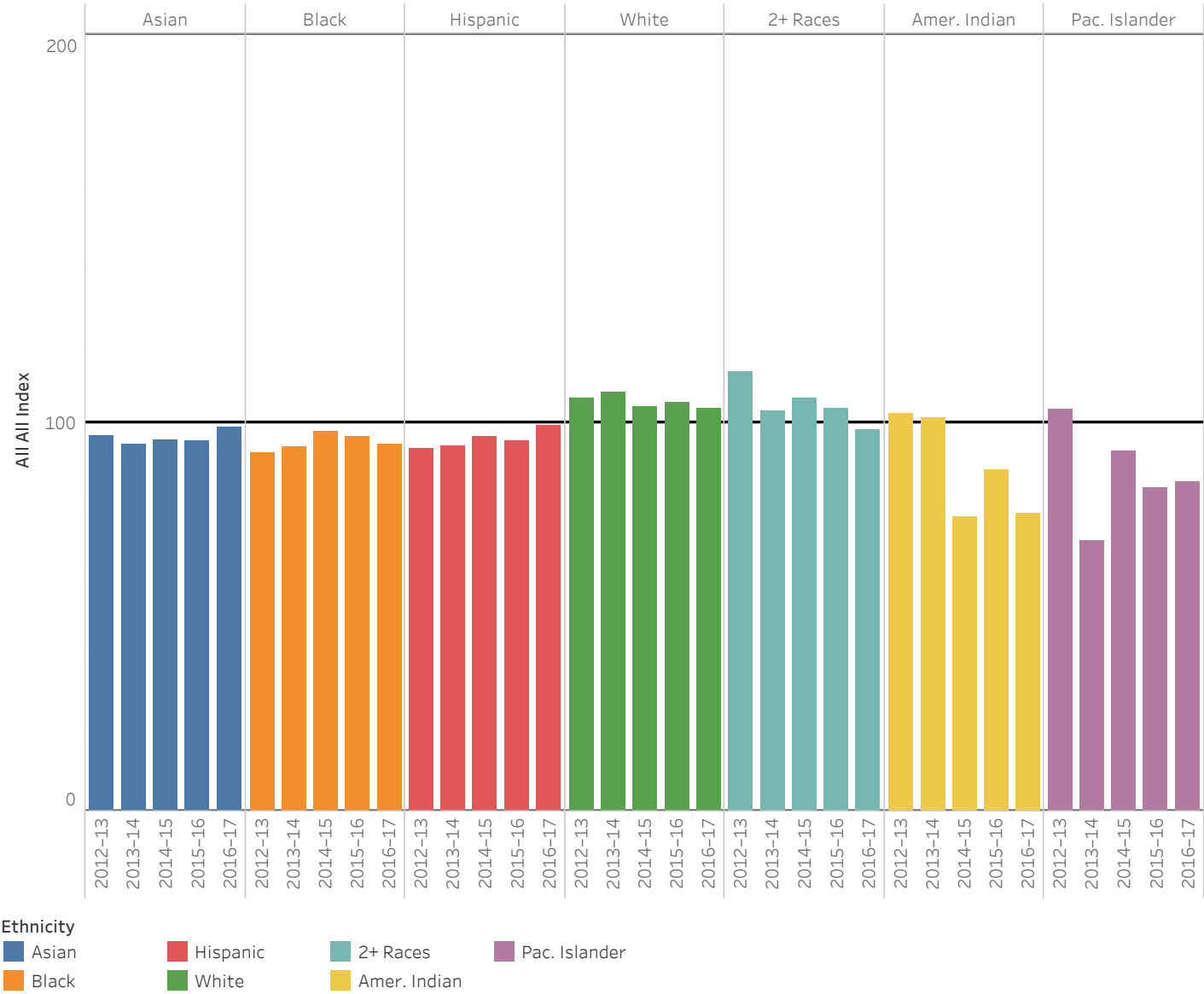
Music Index - All Seattle High Schools
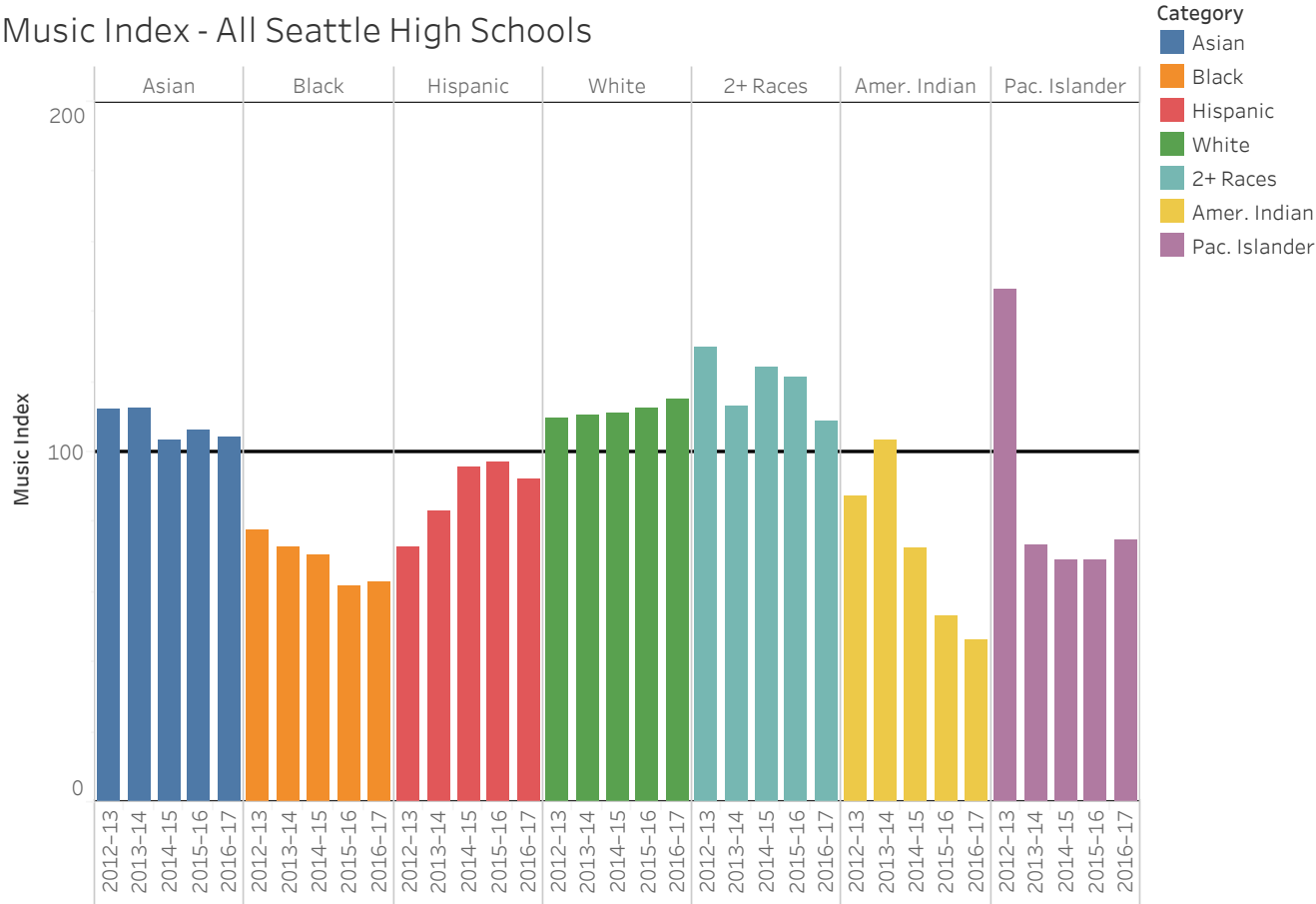
Visual Arts Index - All Seattle High Schools
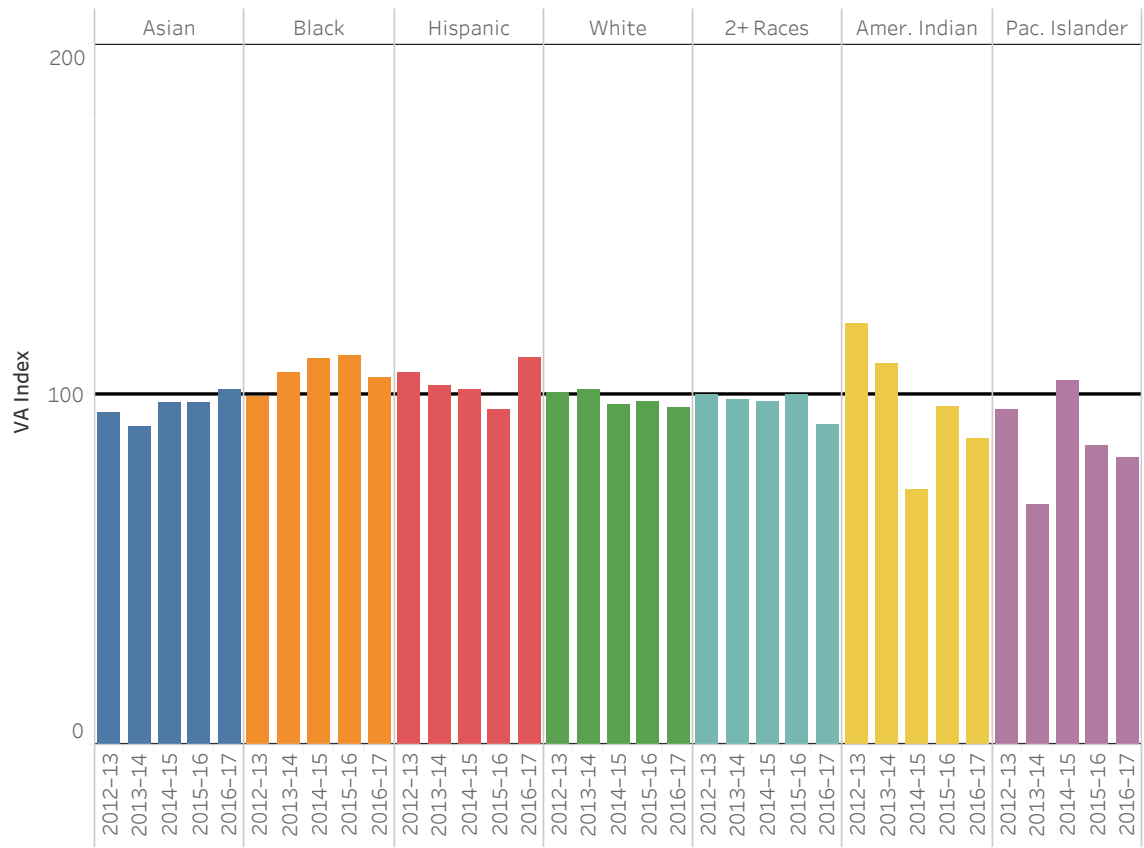
Attachment B

**ELEMENTARY INSTRUMENTAL MUSIC
RACE/ETHNICITY INDEX for 2019-2020**

PROPORTIONAL REPRESENTATION IN EIM BY RACE/ETHNICITY

- Percentage of EIM students represented in each race/ethn
- Percentage of all SPS 4th and 5th graders by race/ethn

	Asian	Black	White	Hispanic	Native American	Multi-racial	Pacific Islander
EIM students	11%	8%	55%	10%	0%	15%	0%
All SPS 4th/5th	12%	14%	48%	12%	0%	14%	0%
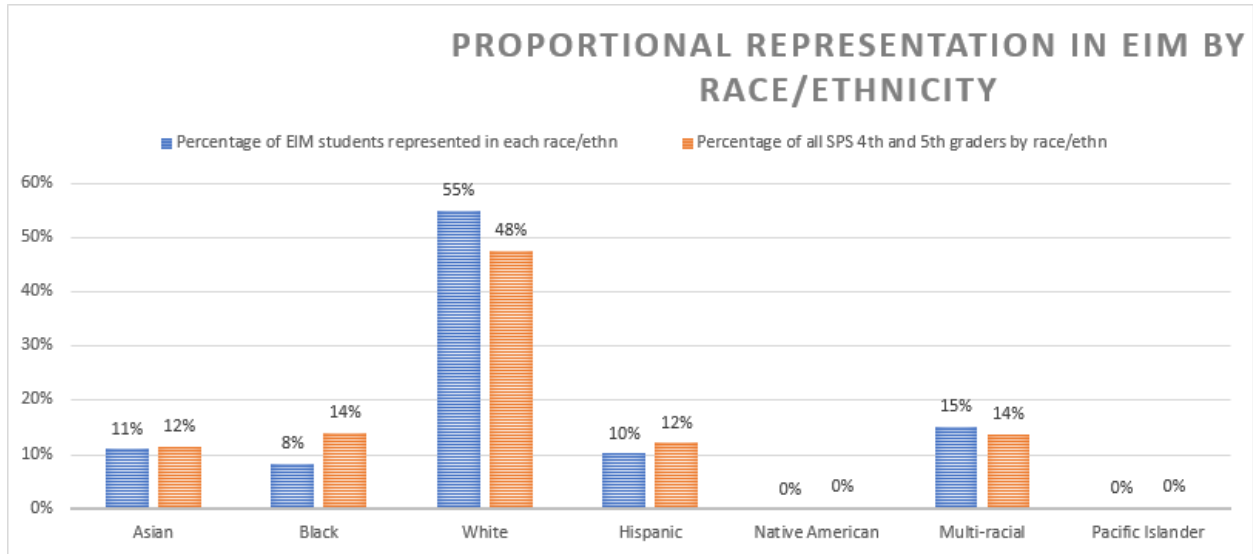
Attachment C: Program Counts - Visual & Performing Arts Program Database

Elementary School

73 ELEMENTARY (K-5, INLCUDING K-5 from K8 schools)

CA Goal columns: Schools with general music; Schools with Visual Arts; Schools with BOTH general music and visual art

Schools with Dance (1)	Schools with Multi-Arts (5)	Schools with instrumental music (73)	Schools with general music (56)	Elem & K8 Schools with NO general Music (17)	Schools with Theatre (2)	Schools with Visual Arts (61)	Elem & K8 Schools with NO general Vis Art (12)	Schools with BOTH general music and visual art (45)	Elem & K8 Schools with NO general music or visual art (2)
Genesee Hill Elementary	Alki Elementary	Adams Elementary	Adams Elementary	Alki Elementary	Orca K-8 School	Adams Elementary	Alki Elementary	Adams Elementary	Alki Elementary *
	Frantz Coe Elementary	Alki Elementary	Arbor Heights Elementary	Beacon Hill International Elementary	Salmon Bay K-8 School	Arbor Heights Elementary	Bailey Gatzert Elementary	Arbor Heights Elementary	Laurelhrst Elementary
	Olympic View Elementary	Arbor Heights Elementary	B.F. Day Elementary	Dunlap Elementary		B.F. Day Elementary	Boren STEM K-8	B.F. Day Elementary	
	Whittier Elementary	B.F. Day Elementary	Bailey Gatzert Elementary	Frantz Coe Elementary		Beacon Hill Intl ES	Catharine Blaine K-8	Broadview-Thomson K-8	
	Wedgwood Elementary	Bailey Gatzert Elementary	Boren STEM K-8	Greenwood Elementary		Broadview-Thomson K-8 Sc	Cedar Park Elementary	Bryant Elementary	
		Beacon Hill Intl ES	Broadview-Thomson K-8 Sc	Laurelhurst Elementary		Bryant Elementary	Dearborn Park International Elementary School	Cascadia Elementary	
		Broadview-Thomson K-8 Sc	Bryant Elementary	Magnolia Elementary		Cascadia Elementary	Graham Hill Elementary	Concord International Elementary School	
		Bryant Elementary	Cascadia Elementary	Northgate Elementary		Concord International ES	Laurelhurst Elementary	Daniel Bagley Elementary @ MAR	
		Cascadia Elementary	Catharine Blaine K-8 School	Orca K-8		Daniel Bagley Elementary	Lawton Elementary	Emerson Elementary	
		Catharine Blaine K-8 School	Cedar Park Elementary	Queen Anne Elementary		Decatur Elementary	Martin Luther King Jr Elementary	Fairmount Park Elementary	
		Cedar Park Elementary	Concord International ES	Rainier View Elementary		Dunlap Elementary	McGilvra Elementary	Gatewood Elementary	
		Concord International ES	Daniel Bagley Elementary	Sacajawea Elementary		Emerson Elementary	Olympic View Elementary	Green Lake Elementary	
		Daniel Bagley Elementary	Dearborn Park Intl ES	Thornton Creek Elementary		Fairmount Park Elementary		Hawthorne Elementary	
		Dearborn Park Intl ES	Emerson Elementary	TOPS K-8 School		Frantz Coe Elementary		Hazel Wolf K-8 (@ Pinehurst)	
		Decatur Elementary	Fairmount Park Elementary	Viewlands Elementary		Gatewood Elementary		Highland Park Elementary	
		Dunlap Elementary	Gatewood Elementary	Wedgwood Elementary		Genesee Hill Elementary		John Hay Elementary	
		Emerson Elementary	Genesee Hill Elementary	Whittier Elementary		Green Lake Elementary		John Muir Elementary	
		Fairmount Park Elementary	Graham Hill Elementary			Greenwood Elementary		John Rogers Elementary	
		Frantz Coe Elementary	Green Lake Elementary			Hawthorne Elementary		John Stanford International Elementary	
		Gatewood Elementary	Hawthorne Elementary			Hazel Wolf K-8 School		Kimball Elementary	
		Genesee Hill Elementary	Hazel Wolf K-8 School			Highland Park Elementary		Lafayette Elementary	
		Graham Hill Elementary	Highland Park Elementary			John Hay Elementary		Leschi Elementary	
		Green Lake Elementary	John Hay Elementary			John Muir Elementary		Licton Springs K-8	
		Greenwood Elementary	John Muir Elementary			John Rogers Elementary		Lowell Elementary	
		Hawthorne Elementary	John Rogers Elementary			John Stanford Intl ES		Loyal Heights Elementary	
		Hazel Wolf K-8 School	John Stanford Intl ES			Kimball Elementary		Madrona Elementary	
		Highland Park Elementary	Kimball Elementary			Lafayette Elementary		Maple Elementary	
		John Hay Elementary	Lafayette Elementary			Leschi Elementary		McDonald International Elementary School	
		John Muir Elementary	Lawton Elementary			Licton Springs K-8 School		Montlake Elementary	
		John Rogers Elementary	Leschi Elementary			Lowell Elementary		North Beach Elementary	
		John Stanford Intl ES	Licton Springs K-8 School			Loyal Heights Elementary		Olympic **Hills** Elementary	
		Kimball Elementary	Louisa Boren STEM K-8 School			Madrona Elementary		Olympic **View** Elementary	
		Lafayette Elementary	Lowell Elementary			Magnolia Elementary		Pathfinder K-8 School	
		Laurelhurst Elementary	Loyal Heights Elementary			Maple Elementary		Rising Star (formerly Van Asselt)	
		Lawton Elementary	Madrona Elementary			McDonald Intl ES		Roxhill Elementary	
		Leschi Elementary	Maple Elementary			Montlake Elementary		Salmon Bay K-8 School (Monroe)	
		Licton Springs K-8 School	Martin Luther King Jr Elementary			North Beach Elementary		Sand Point Elementary	
		Louisa Boren STEM K-8 School	McDonald Intl ES			Northgate Elementary		Sanislo Elementary	
		Lowell Elementary	McGilvra Elementary			Olympic Hills Elementary		South Shore PK-8 School	
		Loyal Heights Elementary	Montlake Elementary			Orca K-8 School		Stevens Elementary	
		Madrona Elementary	North Beach Elementary			Pathfinder K-8 School		Thurgood Marshall Elementary	
		Magnolia Elementary	Olympic Hills Elementary			Queen Anne Elementary		View Ridge Elementary	
		Maple Elementary	Olympic View Elementary			Rainier View Elementary		West Seattle Elementary	
		Martin Luther King Jr Elementary	Pathfinder K-8 School			Rising Star Elementary		West Woodland Elementary	
		McDonald Intl ES	Rising Star Elementary			Roxhill Elementary		Wing Luke Elementary	
		McGilvra Elementary	Roxhill Elementary			Sacajawea Elementary			
		Montlake Elementary	Salmon Bay K-8 School			Salmon Bay K-8 School			
		North Beach Elementary	Sand Point Elementary			Sand Point Elementary			
		Northgate Elementary	Sanislo Elementary			Sanislo Elementary			
		Olympic Hills Elementary	South Shore PK-8 School			South Shore PK-8 School			
		Olympic View Elementary	Stevens Elementary			Stevens Elementary			
		Orca K-8 School	Thurgood Marshall Elementary			Thornton Creek Elementary			
		Pathfinder K-8 School	View Ridge Elementary			Thurgood Marshall Elementary			
		Queen Anne Elementary	West Seattle Elementary			TOPS K-8 School			
		Rainier View Elementary	West Woodland Elementary			View Ridge Elementary			
		Rising Star Elementary	Wing Luke Elementary			Viewlands Elementary			
		Roxhill Elementary				Wedgwood Elementary			
		Sacajawea Elementary				West Seattle Elementary			
		Salmon Bay K-8 School				West Seattle Elementary			
		Sand Point Elementary				Whittier Elementary			
		Sanislo Elementary				Wing Luke Elementary			
		South Shore PK-8 School							
		Stevens Elementary							
		Thornton Creek Elementary							
		Thurgood Marshall Elementary							
		TOPS K-8 School							
		View Ridge Elementary							
		Viewlands Elementary							
		Wedgwood Elementary							
		West Seattle Elementary							
		West Woodland Elementary							
		Whittier Elementary							
		Wing Luke Elementary							

Attachment C: Program Counts - Visual & Performing Arts Program Database

Middle School

20 MIDDLE SCHOOL (6-8, INCLUDING -6-8 from K8 schools)

Schools with Dance	Schools with Instrumental Music (CA Goal)	Schools with No Instrumental Music	Schools with Vocal Music (CA Goal)	Schools with Vocal NO Music	Schools with Theatre (CA Goal)	Schools with No Theatre	Schools with Visual Art (CA Goal)	Schools with NO Visual Art	Schools with Media Arts
0	20	2	10	9	7	9	10	1	2
	Aki Kurose Middle School	Licton Springs K-8 @ Robert Eagle Staff	Aki Kurose Middle School-.2 Cho	Broadview-Thomson K-8 School	Catharine Blaine K-8 School	Aki Kurose Middle School	Aki Kurose Middle School	McClure Middle School	Hazel Wolf K-8 School
	Broadview-Thomson K-8 School	Orca K-8	Catharine Blaine K-8 School	Madison Middle School	Hamilton International Middle Sc	Broadview-Thomson K-8	Denny Intl MS		McClure Middle School
	Catharine Blaine K-8 School		Denny Intl MS-has .4 choir (Britta	Meany Middle School	Hazel Wolf K-8 School	David T. Denny International Middle School	Eckstein Middle School		
	Denny Intl MS		Eckstein Middle School-has .4 Ch	Mercer Intl MS	Jane Addams Middle School	Eckstein Middle School	Hamilton Intl MS		
	Eckstein Middle School		Hamilton Intl MS	Robert Eagle Staff Middle School	Louisa Boren STEM K-8 School	Licton Springs K-8 @ Robert Eagle Staff	Jane Addams Middle School		
	Hamilton Intl MS		Hazel Wolf K-8 School	Salmon Bay K-8 School	Orca K-8 School	Madison Middle School	Madison Middle School		
	Hazel Wolf K-8 School		Jane Addams Middle School	South Shore PK-8 School	Robert Eagle Staff Middle School	McClure Middle School	Meany Middle School		
	Jane Addams Middle School		Louisa Boren STEM K-8 School	TOPS K-8 School	Salmon Bay K-8 School	Meany Middle School	Mercer Intl MS		
	Louisa Boren STEM K-8 School		McClure Middle School	Whitman Middle School		Mercer Middle School	Robert Eagle Staff Middle School		
	Madison Middle School		Pathfinder K-8 School			Pathfinder K-8 School	Washington Middle School		
	McClure Middle School		Washington Middle School			South Shore PK-8 School			
	Meany Middle School					TOPS K-8 School (Seward)			
	Mercer Intl MS					Washington Middle School			
	Pathfinder K-8 School					Whitman Middle School			
	Robert Eagle Staff Middle School								
	Salmon Bay K-8 School								
	South Shore PK-8 School								
	TOPS K-8 School								
	Washington Middle School								
	Whitman Middle School								

High School

14 HIGH SCHOOLS (9-12)

Schools with Dance	Schools with Instrumental Music (CA Goal)	Schools withNo Instrumental Music	Schools with Vocal Music (CA Goal)	Schools with No Vocal Music	Schools with Theatre (CA Goal)	Schools with No Theatre	Schools with Visual Art (CA Goal)	Schools with No Visual Art	Schools with Media Arts (CA Goal)	Schools with No Media Arts
1	11	6	10	7	11	6	16	1	11	7
Roosevelt High School	Ballard High School	Center School High School	Ballard High School	Center School High School	Ballard High School	Cleveland STEM High School	Ballard High School	South Lake High School	Ballard High School	Cleveland STEM High School
	Chief Sealth Intl HS	Interagency Academy High School	Chief Sealth Intl HS	Cleveland STEM High School	The Center School	Interagency Academy High School	The Center School		The Center School	Interagency Academy High School
	Cleveland STEM High School	Middle College High School	Franklin High School	Interagency Academy High School	Chief Sealth Intl HS	Middle College High School	Chief Sealth Intl HS		Chief Sealth Intl HS	Middle College High School
	Franklin High School	Nova High School	Garfield High School	Middle College High School	Franklin High School	Nova High School	Cleveland STEM High School		Franklin High School	Nova High School
	Garfield High School	South Lake High School	Ingraham High School	Nova High School	Garfield High School	South Lake High School	Franklin High School		Garfield High School	Rainier Beach High School
	Ingraham High School	World School High School	Lincoln High School	South Lake High School	Ingraham High School	World School High School	Garfield High School		Ingraham High School	South Lake High School
	Lincoln High School		Nathan Hale High School	World School High School	Lincoln High School		Ingraham High School		Lincoln High School	World School High School
	Nathan Hale High School		Rainier Beach High School		Nathan Hale High School		Interagency at Beacon Academy		Nathan Hale High School	
	Rainier Beach High School		Roosevelt High School		Rainier Beach High School		Lincoln High School		Roosevelt High School	
	Roosevelt High School		West Seattle High School		Roosevelt High School		Middle College		Seattle Skills Center	
	West Seattle High School				West Seattle High School		Nathan Hale High School		West Seattle High School	
							Nova Alternative HS			
							Rainier Beach High School			
							Roosevelt High School			
							Seattle World School			
							West Seattle High School			

Attachment D: Summary Program Counts - Visual & Performing Arts Program Database

Summary of 2019-20 Arts Programs (* Creative Advantage Goal)

Elementary and K-8 Schools (K-5 programs only)

	2019-20	
	Number of Programs	Percentage of Schools with Programs
Total # of Elementary and K8 Schools	73	
Elem and K8 schools meeting goal of **BOTH general music and vis art pr**	45	62%
Elem and K8 Schools with **Elementary Instrumental Music**	73	100%
*Elem and K8 Schools with **Visual Art**	61	**84%**
*Elem and K8 Schools with **General Music**	56	**77%**
Elem and K8 Schools with **Multi-Arts**	5	7%
Elem and K8 Schools with **Theatre**	2	3%
Elem and K8 Schools with **Dance**	1	1%

Middle and K-8 Schools (6-8 programs only)

	2019-20	
	Number of Programs	Percentage of Schools with Programs
Total # of Middle and K8 Schools	22	
*Middle and K8 Schools with **Instrumental Music (Band, Orchestra)**	20	**91%**
*Middle and K8 Schools with **Visual Art**	10	**45%**
*Middle and K8 Schools with **Vocal Music**	10	**45%**
Middle and K8 Schools with **Theatre**	7	**32%**
*Middle and K8 Schools with **MediaArts**	2	**9%**
Middle and K8 Schools with **Dance**	0	0%

High Schools

	2019-20	
	Number of Programs	Percentage of Schools with Programs
Total # of High Schools (10 comprehensive and 7 alternative schools)	17	
*High Schools with **Visual Art**	16	**94%**
*High Schools with **Instrumental Music (Band, Orchestra)**	11	**65%**
*High Schools with **Theatre**	11	**65%**
*High Schools with **MediaArts**	11	**65%**
*High Schools with **Vocal Music**	10	**59%**
HIgh Schools with **Dance**	1	6%

Progress Toward Goals

	2017-28	2018-19	2019-20
Total number of Elem and K8 Schools	71	71	73
Number of schools with both general music and visual art classes	32	42	45
Percentaage of schools meeting The Cretaive Advnatage Goal	45%	59%	62%
Number of schools with no arts classes (other than EIM)	2	1	2

Visuals

Elem and K8 schools meeting goal of **BOTH general music**
*Elem and K8 Sc
*Elem and K8 School

Elem and K8 Sc
Elem and K8
Elem and K

Percentage of Schools with Arts Programs

Gorwth in VPA teachers

	2014-15
All VPA teachers	190
Visual art teachers	

Growth in VPA Teachers
(all grades and arts disciplines)

2014-15	2018-19	2019-20
190	260	267

To: Curriculum and Instruction Policy Committee

From: Audrey Roach, Assessment Development Program Manager
        amroach@seattleschools.org

Date: August 18, 2020

RE: Present final assessment report and 19-20 assessment calendar

Dear Committee Members,

I plan to come to the August 18th C&I Policy Committee meeting to share this year's assessment report and the 2020-21 assessment calendar.

The assessment report outlines the work done by the 2019-20 Assessment Committee. Our work focused on developing recommendations for assessments in Seattle Public Schools (SPS). The committee also developed the 2019-20 assessment calendar which establishes windows for district assessments and communicates the windows set by the Office of Superintendent of Public Instruction (OSPI) for state assessments.*

I am bringing these documents to ensure you are aware of the work of the committee to improve assessments in the district and to provide test guidelines and timeframes. I look forward to addressing your questions.

* Both the report and assessment calendar were created in spring when there was an expectation that districts would be back to in-person instruction in the fall. The administration of district assessments is suspended while SPS is in a remote learning environment. This will be messaged on the Assessment Department's external website. Any changes to state assessments will be made by OSPI and communicated out accordingly.

To: **Curriculum and Instruction Policy Committee**

From: Dr. Caleb Perkins, Executive Director of College and Career Readiness
   cbperkins@seattleschools.org

Date: **August 18, 2020**

Re: **Naviance Contract Renewal**

Dear Committee Members,

The Curriculum, Assessment, and Instruction (CAI) team is planning to bring back a proposed renewal of the 3-year contract with Hobsons Naviance given the important role this tool plays in supporting the district's efforts to promote high school and beyond planning and college and career readiness. Naviance is the electronic college and career readiness and planning tool the district utilizes to meet the state High School & Beyond Plan graduation requirement. This tool is available to students in grades 6-12 and their counselors, teachers, parent/guardians, and school administrators. The current three-year contract will end on January 31, 2021. We are seeking a new 3-year contract that will run from February 1st, 2021 to February 1st, 2024, given the work we have been able to accomplish thus far using this tool. The rest of this memo provides a summary of this work and the background for this potential renewal request. Specifically, the memo includes the following components:

- Original three-year implementation goals.
- Outcomes from the first two years of Naviance usage, showing how much progress we've made towards achieving the initial goals.
- Goals for the next three years of Naviance implementation, setting the vision for how Naviance can be implemented in the district.
- Racial equity analysis which explores the ways we can continue to work on strategies to reach students furthest away from educational justice.

First, we started this work by developing an implementation process that would focus on outcomes for students, particularly those furthest from educational justice. As part of the initial implementation process, schools created implementation plans in the first year to deliver the Naviance grade level scope and sequence lessons to students annually as well as tier 2 and 3 interventions to ensure students furthest from educational justice are supported. Monthly reports were sent to schools with disaggregated Naviance task completion rates for African American males.

The implementation goals were as follows:
- Increase college and career readiness for SoCFFEJ.
- All schools will deliver the 6th-12th grade Naviance lessons.
- Counselors will be trained on how to run Naviance reports and identify opportunity gaps.

- Counselors will review lesson completion data and create closing the gap action plans.
- Increase family engagement in high school and beyond planning through the implementation of Naviance Parent Accounts.
- Turn on Naviance Course Planner lessons in grades 8-11 to support students with developing plans of study that are aligned to their post-secondary goals.

As a result of this work:
- In year one, counselors, career center specialists, career connected learning coordinators, and high school registrars were trained on Naviance and all middle and high schools delivered the grade level target lessons. Naviance Leads were designated at each high school and received ongoing training and support to lead the implementation efforts in their buildings.
- Schools received monthly lesson completion reports, that included completion rates for African American males to support their targeted outreach efforts to close the gap.
- In alignment with our family engagement goal, parent accounts were configured and turned on during the 2019-20 school year. Parents were invited to activate their accounts through translated school messenger invitations. Schools were also given flyers, letters and slides to promote Naviance parent accounts. Since sending out the Naviance survey in June, parent accounts have grown by more than 30%. To date, 1850 parents have accounts.
- In year two, we also successfully partnered with several community-based organizations and delivered Naviance end user training. In addition, we provided customized curriculum and training for students and staff at Seattle World School. These efforts were in alignment with our goal of increasing college and career readiness for Students of Color Furthest from Educational Justice (SoCFFEJ).
- Schools also worked on tier 2 interventions to reach students that missed the classroom lessons as well as the Naviance senior exit survey lesson. A Naviance HSBP Schoology course was created to support schools with delivering lessons remotely. Paper lessons and handouts were also provided to students that do not have computer access.

The targets for next year are as follows:
- Increase program usage among SoCFFEJ during the 2020-21 school year.
- Increase school-based staff knowledge and usage of Naviance reports to identify opportunity gaps and develop targeted interventions to support students furthest from educational justice.
- Fully Implement Naviance Course Planner lessons grades 8-11 to support students with developing plans of study that are aligned to their post-secondary goals.
- Deliver Naviance parent information sessions and awareness campaigns to increase parent knowledge and involvement in high school and beyond planning.

Racial Equity Analysis:

Through our Naviance implementation process we uncovered several barriers/issues to the software implementation process. We learned that in order to successfully implement the software, our school system would need to reengineer several legacy processes and have a shift in its culture. One such barrier is the lack of dedicated time and space for counselors to deliver Naviance lessons. This was a contributing factor in the slower district-wide adoption rate. One issue uncovered by the ERDC and NSC reports, was that 63% of African American students and 60% of Latinx students in the class of 2018 in South Seattle directly enrolled in college. The College and Career Climate survey that students at Cleveland, Franklin and Rainier Beach completed found that over 94% of their students wanted to go to college. This data identifies a gap that needs to be closed.

We used a tiered approach with our engagement strategy. The first step was to create and administer a district-wide survey that was sent to staff, students and families. We sent the survey out electronically and solicited the help of ELL coordinators, SPED PTSA, and Counselors to help in delivery to students and families. The survey was translated into the top 6 SPS languages and was posted on the external facing SPS website. The second tier to our approach consisted of meeting with key stakeholder groups who support and represent SoCFFEJ. A few of those groups included Counselors, Student Services, and ELL representatives. The third tier of our engagement strategy was to directly engage our SoCFFEJ.

Tier 3:

To get in-depth feedback from students on their experience with Naviance, we partnered with the leadership team at Franklin High School. Franklin was selected as our partner for two reasons. First, the Franklin student body is diverse and allows us to hear the opinions, feelings and feedback from SoCFFEJ. Second, Franklin has historically had a strong record of Naviance usage.

The aim of the focus group was to explore three areas:
- What are students' overall impressions of Naviance
- In what areas (or what features) do students find particularly helpful or lacking
- What, if any, are things that can be improved about Naviance to help students make the most out of the tool

Methodology:
The focus group was conducted with incoming 9th graders who participated in the PowerUp Summer Bridge Program at Franklin. Of the 52 students in the PowerUp program, 36 participated in the focus group. As a part of the PowerUp program, students were required to complete three Naviance career and strengths inventories and present their results/learnings to both their families and peers.

The focus group was conducted on July 30, 2020. A representative from the central office Naviance team gave a short presentation to students via Zoom about the purpose and goals of the

focus group, and the instructions and questions that they would be answering. Team leads from the PowerUp program then facilitated discussion with the students in small breakout groups.

A few of the findings:
- One in three students in the focus group named career exploration as the most helpful aspect of Naviance. One student said, "after using Naviance it helped me understand that there are a lot of careers that suit my interests."
- Over 50% of students think Naviance is a helpful tool for preparing for high school and for life after graduation. In the words of one student, "Naviance can be used in high school by helping you know how you learn and apply that to helping you in your classes, also really starting to shape your idea of what you want to do in life."
- Though Naviance provides students with copious assessment results, many students still struggle to digest the new information. In the words of one student, "I'd say the most complicated thing about Naviance is when you're reading about your learning style inventory results and get a bit confused on about what is what."
- Students think teachers should use the inventory assessments to better meet individual student needs. This is embodied in one student's words, "I think Naviance can be helpful for teachers, so they know what environment students learn best in. And it's helpful for students knowing what their skills/interests are and how to develop them."

Summary:
Renewing the Naviance contract will provide schools with continued access to data and tools that will allow them to do the work of the current strategic plan's guiding principle of "Targeted Universalism" to ensure the district goal "students of color who are furthest from educational justice will graduate ready for college and career" is met. Findings from the Road Map Project 2019 "Let Us Succeed Report" confirm that students of color and first-generation students rely on school staff for college and career knowledge and supports. Without a comprehensive approach available to all students, we are systematically creating inequity. The tools in Naviance support schools with building a comprehensive system to interrupt inequity. This electronic platform can be accessed from home via the student portal and is cell phone compatible. The lessons are designed to be delivered during the school day by school staff to ensue all students have access. For situations like COVID-19- supplemental paper lessons can be created for students that did not have wi-fi access.

As we continue to implement Naviance, we recognize there will be additional opportunities to grow and improve our use of data as a system to better support students furthest from educational justice. We believe that Naviance is an important tool that will aid in this system improvement, allowing District and school staff to identify college and career opportunity and achievement gaps and develop targeted interventions to ensure students furthest form educational justice successfully transition from high school to the post-secondary option that aligns with their interests, strengths, and goals.

I look forward to discussing the information in this memo at the August C&I Policy Committee meeting.

To: Curriculum and Instruction Policy Committee

From: Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction,
        cctoner@seattleschools.org

Date: August 18, 2020

Re: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

In the Fall of 2019, a Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) inventory was collected from each K-5 and K-8 building in Seattle Public Schools, and those without any SIPPS materials were offered access to SIPPS Intervention Suite, which has multi-sensory supports. Over the years, the kits that were purchased were funded through English Learners (EL), Title I, and Learning Assistant Program (LAP) funds at the building level and central office level. Currently, 70 of the 72 elementary schools have SIPPS resources and curriculum. SIPPS is aligned to the SPS core English Language Arts (ELA) instructional material, Center for the Collaborative Classroom (CCC). The SIPPS suite follows the same scope and sequence and categories as the core curriculum provided in Being A Reader (BaR). In response to meeting the needs of students identified with dyslexia, SIPPS came out with an optional instructional supplement, Intensive Multi-sensory instruction guide. If you would like further details on the *Effectiveness of SIPPS for Students with Dyslexia,* please follow this link.

The schools that currently do not have SIPPS materials are **Alki Elementary** (do not have a Reading Interventionist at their site), and **Daniel Bagley** (opted out). Emerson Elementary, Rising Star, and Wing Luke Elementary are purchasing additional SIPPS materials with EL funds this year.

The Curriculum, Assessment, and Instruction and Special Education departments are working collaboratively to purchase SIPPS materials. This includes the purchase of 80 SIPPS kits, with training provided to Special Education teachers in August 2020. Priority for this training is given to K-3, Resource, Access, and SEL (Social Emotional Learning) teachers. The *SIPPS Special Education Virtual Professional Learning* training will be conducted by the Center for the Collaborative Classroom (CCC), through five – two-hour sessions. The learning in these sessions also includes a session on teaching SIPPS remotely. These training sessions will be recorded and made available to our educators for continued reference and training.

In addition to the August 2020 training for Special Education teachers, Curriculum, Assessment, and Instruction, Special Education, and the EL departments are collaborating to create a guidance document to provide to teachers on using SIPPS for classroom instruction. We plan to record the upcoming training and upload it to Schoology, so our educators can utilize this training as we continue to use SIPPS to support our students' foundational reading skills.

August 18, 2020

To: Curriculum & Instruction Committee

Fr: Dr. Concie Pedroza, Chief of Student Support Services
clpedroza@seattleschools.org

Re: Policy 3246 and 3246SP Procedure - Restraint, Isolation, and Other Uses of Physical Intervention

In coordination and collaboration with the Departments of Security, Discipline, Civil Rights, Special Education and Legal, will be a conversation to update regarding 3246 policy and procedures for the 20-21 school year.

Shared Values:
1) **Safety** of students who are escalated, safety for staff attempting to de-escalate, and safety for other individuals in proximity, to the student and staff member.
2) **Anti-Racist Actions and Racial Equity Analysis** to ensure that we continue to take on systemic improvement to respond appropriately to cultural and racial bias.
3) **Data Collection** informs our practices and sheds light on disproportionate use with students with 504, IEPs, trauma or social emotional impacts.
4) **Impact on Students** and the goal to support and improve our systems in support of students (and families) in order to provide appropriate supports or accommodations.

Update School Board Resolutions since May 2020:
- Adoption of Resolution No. 2019/20-38: a resolution to affirm Seattle Public Schools' commitment to Black students
- Adoption of Resolution No. 2020/21-4, Adopting a Reopening Plan for the 2020-21 School Year and Amendment 1: Proposed Substitute Resolution No. 2020/21-4

Current Practices and Data:
- Policy 3246:
  https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Policies/Series%203000/3246.pdf
- Superintendent Procedure 3246SP:
  https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Procedures/Series%203000/3246SP.pdf
- OSPI Website Restraint & Isolation:
  https://www.k12.wa.us/student-success/health-safety/school-safety-center/school-safety-resource-library/restraint-and-isolation

TO: Curriculum & Instruction Policy Committee

FROM: Dr. Diane M. DeBacker, Chief Academic Officer

DATE: August 18, 2020

SUBJECT: Ethnic Studies – Moving Forward

As of August 1, we began the transition of the Ethnic Studies program to the Department of Racial Equity and Advancement (DREA) under the leadership of Manal Al-ansi, Director of DREA, and in the division of Equity, Partnerships, and Engagement led by Chief Keisha Scarlett. The decision to move the Ethnic Studies program to DREA was carefully examined and discussed with Superintendent Juneau, Director Al-ansi, and Chief Scarlett. As we considered the critical importance of Ethnic Studies for our students and educators, examined the journey over the past three years of Ethnic Studies in Seattle Public School (SPS), and looked to the future of SPS becoming an even more anti-racist education system, we all agreed the Ethnic Studies program had the greatest potential to flourish and grow within DREA.

Director Al-ansi, Chief Scarlett, and I have worked closely to examine the work that has already been done within the Ethnic Studies program and plan for the future work. We've reviewed the Ethnic Studies Frameworks, the curriculum units, and the timeline for completion of the future work. The immediate work includes:
- Hiring a program manager for Ethnic Studies
- Deciding on a staffing plan for the Ethnic Studies program
- Bringing the Social Justice Standards Board Action Report (BAR) to the C&I Policy Committee and, eventually, the school board
- Beginning the official adoption process of the completed Ethnic Studies curriculum units as outlined in Policy 2015
- Continuing professional development for our SPS educators in collaboration with the Anti-Racist Pedagogy series co-developed and delivered by DREA, Ethnic Studies, and the Seattle Education Association's Center for Racial Equity

The C&I Policy Committee will be updated by Director Al-ansi, Chief Scarlett, and myself on the transition of the Ethnic Studies program to DREA and the plans for future work at the August 18 meeting.

To: Curriculum and Instruction Policy Committee

From: Gail T. Morris, Manager of Native American Education Program
         gtmorris@seattleschools.org

Date: August 18, 2020

Re: Update on Since Time Immemorial

Dear Curriculum, Assessment, and Instruction Members,

I am writing to share our intended outcomes for the 2020/2021 Professional Development for elementary school teachers, for the recent adoption of the *Since Time Immemorial* curriculum, and the most recent high school training.

High School:

We held a high school training July 27-29, 2020, from 1:00-3:00pm, we had seventeen teachers attend for all three days. The teachers were engaged, receptive, and excited to learn the adopted curriculum. We found that many have already created curriculum and were eager to share with us. We were able to tell them if they should continue to use it, revise it, or scrap it. We also have an, Anti-Indian Bias tool, that we will share with principals and teachers. Links below.

Since Time Immemorial Professional Development 2020-21:

1. We will conduct four one-hour webinars guiding teachers through our library. Dates will be determined for late August, Renee Remlinger-Tee will facilitate the webinars, I will co-facilitate:
    a. PreK -2
    b. 3rd-5th
    c. Middle school
    d. High school
2. Upper elementary 4/5 grade, we two sets of dates dependent upon Wednesday early release:
    a. September 23, 30, October 7
    b. September 26 two sessions, October 3
        i. The cost of training is 38.69 per hour per certificated teacher
        ii. Four hours per teacher is 154.76
        iii. Total of 46,428, for three hundred teachers
        iv. This is for elementary only; we will conduct other grade level Since Time Immemorial training as well and will update the cost
3. High school: we will conduct one more high school training for 20/21
4. Robert Eaglestaff Middle school has a Since Time Immemorial (STI), Professional Learning Community, that meets monthly on the implementation of STI, we will help create this in other middle schools so that we can answer questions. Due to COVID-19, this work was halted last school year with middle school teachers

5. We are changing our schoology group page to a schoology course page, to better serve our teachers for remote learning. It will be called, *American Indian Studies: Since Time Immemorial*
6. Implementation of the new social studies scope and sequence, and seventh grade Washington State History will be implemented in 21/22 school year. We will work with social studies manager, Caleb Perkins, and middle school teachers to create scope and sequence for middle school teachers. This is a work in progress and we will keep the school board updated.

The funding that is mentioned, only covers 4/5 grade teachers, we will be doing trainings throughout the year. We will also purchase books for teachers as well, we will use the 100,000. Adoption money to facilitate more online trainings.

Links:

Since Time Immemorial Scope and Sequence:
https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=90527534&

Attachment:
Anti-Indian Bias Tool

SUPPLEMENTAL NATIVE AMERICAN RESOURCES PROTOCOL
Seattle Public Schools, 2020

Effective September 2020, all PK – 12 Seattle Public School social studies teachers are required to implement the *Since Time Immemorial: Tribal Sovereignty in Washington State* (STI) curriculum in their classrooms under the following legislation and policies:

- ▪ RCW 28A.320.170
- ▪ Board Policy No. 0030 "Ensuring Educational and Racial Equity"
- ▪ BAR June 26, 2019
- RCW 28A.320.170 further mandates that school districts partner with local federally recognized tribes to adapt content to reflect the history of those partner tribes.
- The partner tribes of Seattle Public Schools are The Muckleshoot Indian Tribe link to treaties (Medicine Creek and Point No Point treaty) and the Suquamish Tribe

To ensure compliance, all building principals are accountable for making sure all of their social studies teachers:

- **attend** SPS district STI Training. Principals may ask for clock hours or attendance verification of SPS trainings held 2015 and later. *Note: STI training provided through the Office of the Superintendent of Public Instruction's Office of Native Education is optional and <u>does not satisfy the specific the SPS STI training requirement</u>*;
- **know** how to access required STI curriculum and SPS Recommended Supplemental Resources, and
- **implement** STI curriculum according to OSPI's 2020 social studies scope and sequence and the district's Native Education Scope and Sequence.

  All of the classroom resources and materials teachers need to successfully fulfill the requirements of STI have already been identified and created. Teachers can explore them in the following locations:
  - o SPS Social Studies Website
  - o Native American Education Schoology Course and Group Pages
  - o SPS American Indian Studies Website
  - o SPS Native American Library Website and Catalog
  - o OSPI Office of Native Education Website
  - o The Smithsonian National Museum of the American Indian's Native Knowledge 360° (in partnership with OSPI)
- **obtain** building principal approval via district protocol if they wish to use unvetted materials.

Teacher Protocol for Using Unvetted American Indian Classroom Resources or Materials

To the Teacher: OSPI or Seattle Public Schools have made available to you vetted, reliable resources. Should you seek to use American Indian classroom resources or materials that have not been vetted by OSPI or Seattle Public Schools, you must adhere to the following protocol . **Use of unvetted materials requires building principal approval.**

1. **Focus Your Search**: Identify the unit, skills and content area standard(s), and the OSPI STI student outcome(s) you intend to teach.
2. **Evaluate What Is Already Available to You:** Examine the relevant expanded materials required or recommended by Seattle Public Schools or OSPI. We are confident you will find suitable, engaging materials to meet your objectives and standards. **If after examining vetted American Indian resources you still cannot find suitable materials, move to Step 3 below.**
3. **Execute** the following procedures for use of unvetted American Indian Classroom Resources or Materials**:**
   1) **identify** an alternate resource;
   2) **submit** a completed, online Supplemental Native American Resources Review Request form to your building principal;
   3) **submit** a photocopied, DVD, or digital copy of the proposed alternate materials to your building principal (documents will remain on file with the building principal);
   4) **obtain** building principal approval **or** follow next steps as directed by your building principal.

from Evaluating American Indian Materials and Resources and How to Tell the Difference: A Guide for Evaluating Children's Books for Anti-Indian Bias

Anti-Indian Bias Tool

Before completing the online Supplemental Native American Resources Review form, use this helpful tool to determine whether you should begin the request process. Most of the questions appear on the review request form.

If materials contain any anti-Indian bias, <u>do not use the materials</u>.
Seek building or district assistance.

Section A : Publication Information

Title of Resource:				
Type of Resource:		Fiction	Nonfiction	
Publisher or Website:				
Creator (author, illustrator, director):				
Brief description of the resource:				
Standard(s) and/or Outcome(s) the resource addresses:				
List the SPS or OSPI vetted materials intended for this lesson, issue, or topic:				
Please explain why the vetted materials are not suited to your outcomes, standards, or objectives:				

Section B : General Questions

Please respond to each question as completely as you can.		
1. Which tribe or tribes are identified in this resource?		
1. If the creator of this resource is not a tribal member, were tribal members, cultural committees, or knowledgeable experts consulted about the American Indian content in this resource?	No	If yes, list consultants:
2. Has this resource been reviewed by a tribal cultural committee, tribal historian, or other well-qualified reviewer?	No	If yes, list reviewers:
3. Is there anything about this resource that leads you to question the validity, accuracy, or authenticity of the information it presents about American Indians?	No	If yes, please explain:
Other relevant information:		

from Evaluating American Indian Materials and Resources and How to Tell the Difference: A Guide for Evaluating Children's Books for Anti-Indian Bias

Evaluating American Indian Resources and Material

Do the materials…	Yes	No	Unsure (seek another opinion)
appropriate or label art or designs only as "Native American"?			
present cartoon-like or illustrated images of historical events or people rather than actual photos or other primary documents?			
imply American Indian people or cultures are inferior, irrelevant, or bad?			
justify [or glorify] Euro-American conquest of Native homelands? Portray American Indians as responsible for their own "disappearance?" Is the U.S. government portrayed as only "trying to help?" [Are invaders portrayed as innocent settlers or courageous pioneers who "tame the Wild West" in the midst of violent "savages"?]			
omit, avoid, or minimize indigenous histories, people, or experiences?			
[use biased language to define historical time and eras, such as the use BC and AD rather than BCE and CE, or the use of terms like "Pre-Columbian," "Pre-colonial," or "Pre-history"?]			
[present erroneous information or a singular perspective as fact?]			
[misrepresent Indian resistance as unwarranted or excessive?]			
present only a non-Indian point-of-view of history or events?			
avoid controversial or complex issues or gloss over harm inflicted by the policies, non-Indian citizens, military, or government of the United States?			
deny or seek to undermine tribal sovereignty, cultural self-worth, or linguistic value?			
contain any material that would cause any student to think American Indians or indigenous cultures are inferior, bad, or unimportant?			
correctly locate and identify tribes?			
acknowledge the cultural, physical, and linguistic diversity between and among tribes?			
[correctly credit the name(s) and tribal affiliation(s) of characters, historical figures, artists, performers, and storytellers?]			
acknowledge tribal sovereignty and promote a better understanding of the unique relationship between tribes and the federal government?			
recognize and honor the intrinsic value of indigenous cultures as well as the importance of continued cultural and linguistic survival?			
acknowledge indigenous contributions to American society, history, politics, and culture?			
include American Indian perspectives and experiences in a respectful manner?			
address controversial or complex subjects by giving equal voice to all sides, including American Indian people?			
depict the cultural, religious, political, and economic diversity among present-day American Indians?			
nurture cultural and personal pride in American Indian students?			
provide positive American Indian role models for all students?			
encourage all students to respect American Indian people, histories, and cultures?			
inspire all students to learn more about American people, histories, and cultures?			

Anti-Indian Bias Tutorial

A) LOOK AT PICTURE BOOKS:

A.1) In ABC books, is "E" for "Eskimo" or "I" for Indian present?

A.2) In Counting books, are "Indians" counted?

A.3) Are children shown as "playing Indian"?

A.4) Are animals dressed as "Indians"?

A.5) Do "Indians" have ridiculous names, like "Indian Two Feet," or "Little Chief"?

B) LOOK FOR STEREOTYPES:

B.1) Are Native peoples portrayed as savages, or primitive craftspeople, or simple tribal people, now extinct?

Select Only Books in which Native peoples are shown as human beings, members of highly defined and complex societies.

B.2) Are Native societies oversimplified and generalized? Are Native people all one color, one style?

Select Only Books in which Native societies are presented as separate from each other, with each culture, language, religion, dress, unique.

B.3) Is the art a mishmash of "generic Indian" designs?

Select Only Books which pay attention to accurate, appropriate design and color, and in which are clothes, dress, houses drawn with careful attention to detail.

C) LOOK FOR LOADED WORDS:

C.1) Are there insulting overtones to the language in the book? Are racist adjectives, like "primitive," "pristine," "simple," "Injun" or "savage" used to refer to Indian peoples?

Select Only Books in which the language is respectful and worthy of use in reference to any other technologically advanced person or group of people.

D) LOOK FOR TOKENISM

D.1) Are Native people depicted as stereotypically alike, or do they look just like whites with darker faces?

Select Only Books in which Native people are depicted as genuine individuals, having unique and complex qualities and characteristics.

E) LOOK FOR DISTORTION OF HISTORY

E.1) Is there manipulation of words like "victory," "conquest," or "massacre" to justify Euro-American conquest of the Native homelands? Are Native Nations presented as being responsible for their own "disappearance?" Is the U.S. government only "trying to help?"

Select Only Books in which is history put in the proper perspective: the Native struggle for self-determination and sovereignty against the Euro-American drive for conquest...

F) LOOK FOR VICTIMIZATION

F.1) Does the story encourage students to believe that Native peoples accepted defeats passively?

Select Only Books in which the story shows the ways in which Native people actively resisted the invaders or continue to work for self-determination and sovereignty today.

F.2) Are Native heroes limited to those who, in some way or another, are believed to have aided Europeans in the conquest of their own people (Examples include some popular depictions of Pocahontas, or La Malinche)?

Select Only Books in which Native heroes are admired because of what they do for their own people.

from Evaluating American Indian Materials and Resources and How to Tell the Difference: A Guide for Evaluating Children's Books for Anti-Indian Bias

G) LOOK AT THE LIFESTYLES

G.1) Are Native cultures presented in a condescending manner? Are there paternalistic distinctions between "them" and "us?" Are Native peoples depicted as needing aid from outsiders and having no ability to govern their own land and people effectively?

Select Only Books that focus on respecting Native peoples and understanding of the sophistication and complexity of their societies.

G.2) Are Native peoples discussed in the past tense only, supporting the "vanished Indian" myth? Is the past unconnected to the present? (Be thorough – use of the past tense is a pervasive issue in books about Native peoples. Remember that any general reference to a tribe which is not explicitly to historical events, should be written in the present tense. For example, the sentence "Many California tribes *used* acorn in their meals" should actually have been written in the PRESENT tense, as this is still a widely consumed food among many California Natives.)

Select Only Books in which the continuity of cultures represented. Look for values, religions, and morals, as an outgrowth of the past, connected to the present, and taking the people into the future.

G.3) Is a society portrayed in a distorted or limited way? Are religions described as "superstitions," with backward or primitive connotations?

Select Only Books in which Indian religions and traditions are described accurately, in the context of their civilizations, and commanding as much recognition and legitimacy as any practice or belief in the Christian or any other major religion.

G.4) Is there an ethnocentric Western focus on material objects, such as baskets, pottery, rugs? Examples include depicting these objects strictly as "art," or as a means to trade with Euro-Americans.

Select Only Books in which the writer shows an understanding of the relationship between material and non-material aspects of life.

G.5) Are Native peoples shown as "relentlessly ecological"?

Select Only Books in which Native societies are described as coexisting with nature, having achieved such delicate balance as a result of their advanced understanding of Earth systems, scientific process, and principles of sustainability.

H) LOOK AT DIALOG

H.1) Do the People speak in either a sort of "early jawbreaker," broken English, or in the oratorical style of the "noble savage"?

Select Only Books in which the People use language with the consummate and articulate skill of those who come from an oral tradition.

I) LOOK FOR STANDARDS OF SUCCESS

I.1) In modern times, are Indian people portrayed as childlike and helpless? Does a white authority figure – pastor, social worker, teacher – [act as a savior, or] know better than Native people themselves what is "good for them?" Are Indian children "better off" away from their families?

Select Only Books in which Native adults seen as mature individuals who work hard and make sacrifices in order to take care of their families and…the well-being of their People.

I.2) Do Native people and their communities contrast unfavorably with the "norm" of white middle-class suburbia?

Select Only Books in which Native people and their communities are seen as their own cultural norm.

I.3) [Do] Native people…adhere to "white" values and standards in order to get ahead or experience success?

Select Only Books in which Native values of cooperation, generosity, sharing, honesty, and courage are seen as integral to growth and development.

J) LOOK AT THE ROLE OF WOMEN

J.1) Are women completely subservient to men? Do they do all the work, while the men loll around, waiting for the next hunt? [Are women portrayed as mysterious, exotic, or otherwise sexually objectified?]

Select Only Books in which women are portrayed as the integral and respected part of Native societies that they really are.

K) LOOK AT THE ROLE OF ELDERS

K.1) Are elders [only] treated as a dispensable burden upon their People, to be abandoned in times of trouble or famine? Are they portrayed as querulous, petulant, demanding, nagging, irritating, or boring?

Select Only Books in which elders are treated as loved and valued custodians of the People's history, culture, and life ways. They should be depicted as active members of the community, whose contributions are valued and appreciated. They should be as cherished in the words of the writer as they were and are in the lives of the People depicted.

L) LOOK FOR THE EFFECTS ON A CHILD'S SELF-IMAGE

L.1) Is there anything in the story that would embarrass or hurt a Native child? Are there any explicit or implicit lessons that would be harmful if instilled upon a child, Native or non-Native?

Select Only Books in which there is one or more positive role models with which a Native child can identify. Children should feel empowered and inspired by the literature they read.

M) LOOK AT THE AUTHOR'S OR ILLLUSTRATOR'S BACKGROUND

M.1) Is the background of the author and illustrator devoid of qualities that enable them to write about Native peoples in an accurate, respectful manner? Is there an ethnocentric bias that leads to distortions or omissions?
Select Only Books for which the author's and illustrator's background qualifies them to write about Native peoples. Their perspectives should strengthen the work.

[N) LOOK AT CULTURAL APPROPRIATION

M.1) Are students asked to create their own "Indian costumes," totem poles, tipis, or other representations of tribal artistry or regalia out of context? Are the activities just "for fun"? Do they rely on generic "Indian designs"? Do they mimic, generalize, or trivialize American Indian ceremonial practices, such as naming or vision quests? Do they ask children to identify their "spirit animals"?
Select Only Books that accurately identify and emphasize the tribe-specific significance of the topic, activity or object. Children should come away from the activity with accurate and rich knowledge about the cultural meaning and purposes of particular objects or practices.]

To: Curriculum and Instruction Policy Committee

From: Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction,
        cctoner@seattleschools.org
        Caleb Perkins, Executive Director of College and Career Readiness,
        cbperkins@seattleschools.org

Date: August 18, 2020

Re: Science Update

Our Summer Science Institutes, which run for three weeks from August 3-21, will focus on training our teachers on Culturally Responsive Pedagogy in Science and how to use our adopted instructional materials in an online platform. The week of August 3-7, we trained 375 K-2 teachers. The week of August 10-14, over 150 secondary teachers will join us and the week of August 17-21, we will host another 350, grades 3-5 teachers for their training. Our Amplify Science materials have been an exception platform for this transition to online learning for our children grades K-8. Our partners at Amplify have worked to convert many of their tools to a digital platform that can be used for online learning at home. Our HS adopted instructional materials have been modified to provide online resources for all of our science students in 9-11th grades in our core science subjects.

We want to recognize the hard work and dedication of the teacher leaders who have worked tirelessly this summer to help make the modifications necessary to provide common instructional resources for all science teachers grades K-11. Many teachers have joined to help in this effort, but it is the leadership of 12 colleagues who have clocked well over 150 hours each this summer, to modify our instructional materials for online use.   These professionals have created digital tools, using our adopted materials, that are readily accessible to all teachers of science. Additionally, my colleagues will lead the Summer Science Institute sessions for their peers.

It is imperative, in the name of equitable science experiences for all of our SPS children, that teachers of our core science classes be expected to learn and use these important resources. It is also imperative that time be allocated to science for our elementary students so as not to lose the momentum that focuses us on educational justice for our student have been historically unserved by science education. We need to invest in our youngest learners, bringing diverse perspectives to the fore, to reshape the future of who is served by science in our global community.

To: Curriculum and Instruction Policy Committee

From: Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction
        cctoner@seattleschools.org

Date: August 18, 2020

Re: Update on Early Literacy; 100% African American Males reading by 3rd grade

Dear Committee Members,

I am writing to share our monthly update on the Seattle Public Schools' goal that 100% of African American boys will be able read at or above grade level by 3rd grade. Section I describes our plans by initiative for the coming year in an online learning environment.

I.   Progress Updates by Initiative (evolving material)
II.   Background (standing material)
III.   13 Priority Schools (list)
IV.   Theory of Change (standing material)
V.   Theory of Action (standing material)


I.   Progress Updates by Initiative

Initiative	Updates
Family & Community Engagement	• In collaboration with The Department for Racial Equity and Advancement we are in the process of determining how Academic Parent Teachers (APTT) will work an online environment. Last year, three schools piloted APTT, an innovative model of family engagement that rebalances powers and puts collaboration at the center of practice. Our original plans were to expand this work to the other 13 schools but are working on how to adapt to new realities. • We are preparing to launch a new Family Connectors program with the 13 Priority Schools in September and have received strong interest from school leaders. Within each school community, the program aims to hire one parent/family members who is well connected to and can build relationships and trust with other families. This "connector" will work with the school to strengthen their family engagement strategies and systems in support of improving K-3 literacy. Connectors will serve as a trusted liaison for families, connecting them to resources and people in the school, and help schools connect with hard to reach families.

P-3 Practitioner Capacity & Believe	• We have hired 3 new Early Literacy Coaches and have open positions for 4 more. We are conducting another round of interviews in early August.
	• We just completed a hugely successful Early Literacy Summer Institute with K-3 educators in our 13 Priority Schools. The Institute covered three topics:
	    1. Racial Equity
	    2. The Science of Reading
	    3. Nurturing the Whole Child
	
	We sourced leading national experts on all three topics to deliver recorded keynotes and then facilitated 1.5-hour long sessions on each topic through a mix of whole-group and breakout rooms over Zoom.
	
	300 educators from the 13 schools and the district office attended all three sessions and the feedback has been exceptionally strong. Data from our feedback survey is included below.
	
	• The Summer Institute begins a year-long, 20-21 comprehensive "course of study" on foundational literacy skills and The Science of Reading for K-3 teachers in our 13 Early Literacy Priority Schools. Teachers will be organized into grade-level cohorts and receive PD on new topic each month during early release days.

P-3 Assessment Portfolio	• The Assessment Review workgroup has paused due to the 100% online learning for next year. The group will begin again in September to finish its work and be prepared to launch changes to the K-3 literacy assessment portfolio when SPS returns in person. We continue to stay closely integrated with the dyslexia screener workstreams (also on pause).
P-3 Pathways	• We are working with Early Learning to integrate pre-school teachers into the year-long course of study on the Science of Reading described above.

Survey data from participants in The Early Literacy Summer Institute

How likely is it that you would recommend the Early Literacy Summer Institute to other colleagues in SPS?
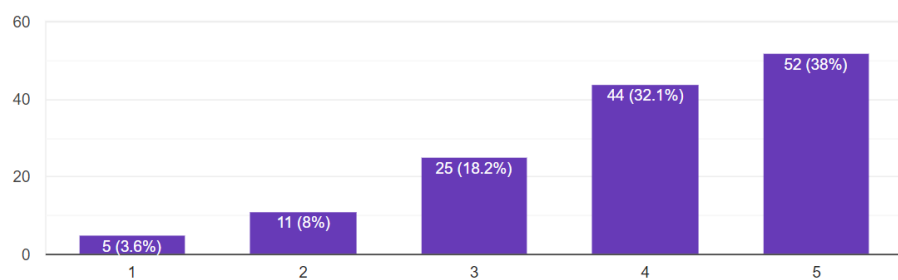
142 responses
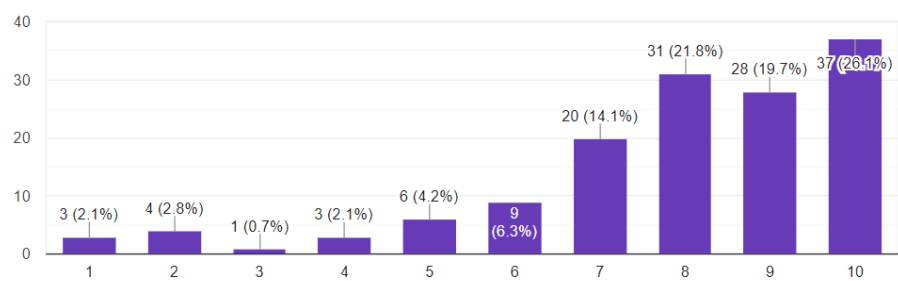
Note: Net promoter score 28

Did this learning opportunity help you think about the intersections between racial equity and the Science of Reading?
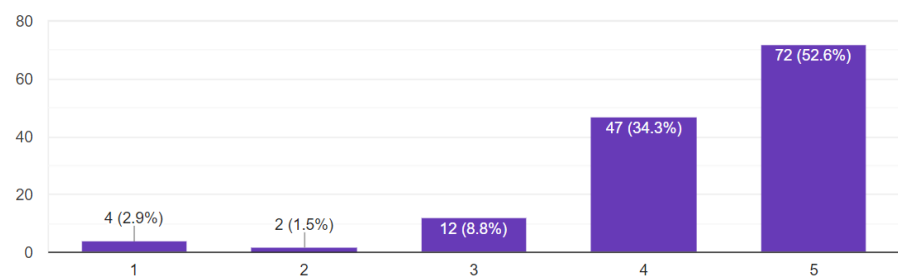
137 responses

Note: 70% of survey takers reported a favorable response to the learning opportunity helping them think about the intersections between racial equity and the science or reading.

Did this learning opportunity help you think about the implications that the science of reading has on your instruction?

137 responses

Note: 87% of survey takers reported a favorable response to the learning opportunity helping them think about the implications the science of reading has on their instruction.

Participants said:

"Talking about the science of reading and providing studies to support why phonological awareness is

crucial as well as the other components on day 1 and day 2 was quite useful background information."
        -K-3 Teacher at a SPS 13 Priority School

"The training was great! I loved the speakers and their knowledge and perspectives. It refueled my knowledge and updated it. Spoke to the core skills of what we must have or can have to be effective, conscientious instructors. The science of reading, math etc should be in SPS library for viewing anytime."
        -K-3 Teacher at a SPS 13 Priority School

II.   Background

Empirical evidence strongly points to the importance of meeting early literacy benchmarks by the end of 3rd grade. In preschool and grades K-3, students are learning to read – they become familiar with the value of reading and practice foundational literacy skills such as phonemic awareness, vocabulary, and fluency. By 4th grade, students are reading to learn, where they apply their early literacy skills to more technical and specialized texts, both in ELA and other content areas. In a longitudinal study, the Casey Family Foundation found that "those who don't read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers" and that missing early proficiency benchmarks predicted higher dropout rates for students of color and students living in poverty.

Seattle Public Schools (SPS) trend data show that 3rd grade proficiency levels have increased slightly over time, but large achievement gaps for students of color have not only persisted but have increased. In 2018-19, 80% of white students were proficient in reading. In contrast, only 28% of African American 3rd grade students demonstrated ELA proficiency.

Over the summer, SPS analyzed its enrollment data to identify where African American boys are most likely to attend elementary school. More than 50% of these students are enrolled in the 13 schools listed below. This list of schools will inform where to target our supports the most.

III.   13 Priority Schools

School Name	Total AAM	K	1	2	3
Bailey Gatzert Elementary	56	12	11	13	20
Broadview-Thomson K-8 School	38	9	12	7	10
Emerson Elementary	58	20	17	9	12
John Muir Elementary	60	17	12	17	14
Leschi Elementary	46	12	11	12	11
Martin Luther King Jr. Elementary	44	12	10	12	10
Olympic Hills Elementary	40	9	11	11	9

Rainier View Elementary	34	8	8	9	9
South Shore PK-8 School	56	15	11	10	20
Thurgood Marshall Elementary	33	8	6	10	9
Van Asselt Elementary	59	16	17	11	15
West Seattle Elementary	102	30	30	19	23
Wing Luke Elementary	62	14	18	14	16

IV.   Theory of Change

To be able to read at grade level by 3rd grade, all students need the following:

- ***Social-emotional well-being***: *students feel safe, welcome, and a sense of belonging at school. As a result, they are emotionally available for learning, engaged, and motivated.*

- ***Oral language comprehension:*** *students become successful readers by building on a strong foundation in oral language, which includes background knowledge and vocabulary.*

- ***Evidence-based and culturally responsive reading instruction***: *classroom practice is consistent with the essential elements of reading instruction established by The National Reading Panel (phonemic awareness, phonics, oral fluency, vocabulary, and comprehension) and CRT best practices.*

- ***Instruction time***: *SPS recommends schools provide 120 minutes of ELA instruction to all students in K-5. The CCC curriculum recommends 150 minutes for grades 1 and 2.*

Students furthest from educational justice need the above, **and more**.

V.   Theory of Action

To ensure African American boys can read at grade level by 3rd grade we will need to improve the quality of our system in several important ways. We will pursue outcomes under the following four initiatives. Some of this work is universal (district-wide), much of it is targeted (13 Priority Schools).

It is important to note that our work is made possible largely because of two important innovations within Seattle Public Schools. The first is the adoption of a common K-5 ELA curriculum. For a whole host of reasons, a common curriculum dramatically boosts our ability as a system to provide tailored supports to schools and practitioners. The second is the creation of the Multi-Tiered System of Supports, which organizes how schools provide tiered support to students and how the district provides tiered support to schools. Working together, these two innovations are a major step forward for SPS and provide the foundation for doing the deeper improvement work described below. In that sense, we already have significant momentum in our improvement journey.

1) *Family & community engagement*

Through the Super Readers campaign, we are creating consistent and universal messaging to excite families and community members about the importance of reading. The campaign establishes a foundation of engagement upon which we can build other engagement efforts.

Students furthest from educational justice **require higher levels of social-emotional well-being at school AND additional reading time outside the core school day** to be able to read at grade level by 3rd grade. To enable this, we must improve our engagement with families and community partners, starting at our 13 Priority Schools.

- With families, we seek to increase the frequency of conferences (long-term) and ensure those conferences a) empower families as co-equal partners in students' learning and b) create mutual ownership over jointly established student-learning goals.

- We will pair family engagement with classroom libraries so that students have access to high quality texts at home.

- With community partners, we will codify a model that ensures the work community partners are doing after school is well-coordinated and in continuous alignment with students' instructional experiences during the school day. We will also leverage community partners that do not work at school sites, such as Seattle Public Libraries and the Seattle Housing Authority.

2) *Practitioner belief & capacity*
Improving the **quality of instruction** for AA boys requires working directly with teachers to do three things:

- Increase teachers' access to high-quality professional development organized through the new district-wide **Literacy Framework**;

- Continue the essential work of implementing a groundbreaking district-wide K-5 ELA curriculum through ongoing training of school site teams;

- Provide targeted coaching for teachers in our 13 Priority Schools. High-quality coaching is an evidence-based strategy for improving teacher practice and boosting student outcomes. What's more, coaching is an essential tool for ensuring other methods of professional development take root.

3) *P-3 assessment portfolio*
Improving the quality of instruction also requires **improving the quality and use of SPS's assessment data**. Teachers must have access to timely, valid, reliable, and aligned data about student performance throughout P-3 AND they must know how to use it to maximum effect. High quality data will allow teachers to gauge whether instructional strategies are working, refer students for additional support, and collaborate more effectively with their peers in PLCs. In addition, a coherent and high-quality assessment system (with district-wide guidance / training) underpins MTSS, the district's perpetual "improvement engine". We will therefore:

- Review the P-3 Assessment Portfolio and develop a plan for improving its makeup and use

- Engage teachers and school leaders in high-impact professional development around best practice use of assessment tools and data

4) *Early learning pathways*

Pre-school is an essential strategy for ensuring students acquire the building blocks of successful reading, including **social-emotional well-being, language and cognitive skills, and emergent literacy skills (e.g., print awareness)**. There is ample evidence that high-quality early learning (pre-school) affects 3rd grade reading. We need to do two things in SPS in this area:

- Develop a roadmap for ensuring students have access to a high-quality pre-school in the elementary school which they will attend, thereby maximizing the physical continuity of their P-3 experience;
- Develop a vertically aligned and integrated programmatic and instructional experience across P-K. This is heavily enabled by physical continuity.

During this initial year of our 5-year strategic plan, we are both implementing targeted supports and interventions that aim to have short-term impact in 3rd grade, as well as laying the groundwork for long-term, durable success. As a district, we must continue finding ways to be flexible in our decision making so that we can make the necessary strategic tradeoffs as we learn and evolve our work in 3rd grade reading. The evidence base for how to teach students to read is well-establish; strategies for definitively closing the achievement gap in reading, however, are not. We welcome this committee's and the board's thinking and support in maintaining a learning posture.

Seattle Public Schools
Curriculum & Instruction Policy Committee
2020-21 Committee Work Plan

Charter guided by Policy 1240, *Committees* **& Policy 1010,** *Board Oversight of Management*: • Develop, review and recommend academic policies • Review status, consistency, and availability of curriculum and assessments • Ensure leveraged use of Policy 0030, *Ensuring Educational and Racial Equity* • Review academic program performance • Review processes and status for training all certificated staff in curriculum, standards and the district's Theory of Action • Oversee the instructional materials adoption process • Develop an annual committee work plan

	Aug 18, 2020	Sep 15, 2020	Oct 13, 2020	Nov 10, 2020	Dec 8, 2020	Jan 12, 2021	Feb 2, 2021	Mar 16, 2021	Apr 6, 2021	May 11, 2021	Jun 8, 2021	Jul 2021
BOARD ACTION REPORTS	REMOTE MEETING **Open Doors Contract**	**Annual Approval of Schools, Continuous School Improvement Plans (C-SIPs)** **Annual Highly Capable Program Plan** **(Policy 3246) Restraint, Isolation, and Other Uses of Physical Intervention** **(Policy 2015) Selection & Adoption of Instructional Materials** **(Policy 3231) Student Records**	**Annual Review of Alternative Learning Experience (ALE) Programs** **2020-21 District Educational Research & Program Evaluation Plan**	(Policy 2195) Academic Acceleration	**(Policy 2140) (2140SP) Guidance, Counseling & Support Services** **(2026SP) Approval of courses with new content** **(Policy 2190) Highly Capable Services** **Creative Advantage Arts Partnership**	**New Course Catalog** **(Policy 2020) Waiver of Basic Instructional Materials**				**(Policy 2170) Career and Technical Education Annual Report**	**2021-22 Student Rights & Responsibilities**	NO MEETING
SPECIAL ATTENTION ITEMS	Music Program Report Annual Assessment Report Naviance Contract Update SIPPS (Policy 3246) Restraint, Isolation, and Other Use of Physical Intervention	Summer Staircase Report Social Justice Standards Recess	Advanced Learning Update Dyslexia		Advanced Learning Update 2021-22 Student Rights & Responsibilities Prioritize for following year work plan	Career & Technical Education Update	Advanced Learning Update Assessments Update C-SIPs Process		Advanced Learning Update		Advanced Learning Update	
STANDING AGENDA ITEMS	Ethnic Studies Since Time Immemorial Science Instructional Materials Strategic Plan Goal: 3rd Grade Reading Level C&I Work Plan	Special Education Update Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goal: 3rd Grade Reading Level C&I Work Plan	Special Education Update Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goal: 3rd Grade Reading Level C&I Work Plan	Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goal: 3rd Grade Reading Level C&I Work Plan	Special Education Update Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goal: 3rd Grade Reading Level C&I Work Plan	Special Education Update Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goal: 3rd Grade Reading Level C&I Work Plan	Special Education Update Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goals 4 &5: On Track Graduation and College and Career Ready C&I Work Plan	Since Time Immemorial Ethnic Studies Science Instructional Materials Strategic Plan Goal: 3rd Grade Reading Level C&I Work Plan	
BOARD POLICIES AND PROCEDURES (Report or Review)			(Policy 2200) Equitable Access Quarterly Report Discussion: (Policy 2195) Academic Acceleration	Discussion: (Policy 2140) (2140SP) Guidance, Counseling & Support Services	Discussion: (Policy 2409) Competency/Proficiency Based Credit	(Policy 2200) Equitable Access ANNUAL Report			(Policy 2200) Equitable Access Quarterly Report Discussion: (Policy 2170) Career and Technical Education Annual Report	Discussion: 2021-22 Student Rights & Responsibilities Superintendent Procedure 2185SP – Physical Education Annual Review	(Policy 2200) Equitable Access Quarterly Report	

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				Annual Report: (Policy 2020) Waiver of Basic Instructional Materials Discussion: (Policy 2190) Highly Capable Services	Discussion: (Policy 2413) Equivalency Credit for Career and Technical Education							

Please note that this is a working document. This Work Plan may change before and/or during the meeting, as deemed necessary by the Committee, the Committee Chairperson, and District Staff.

PARKING LOT:

- **Black Studies curriculum for grades K-5**
- **Black Studies stand-alone course for middle school and high school required for graduation from Seattle Public Schools**