

# Board Special Meeting

## Student Services, Curriculum & Instruction Committee

October 13, 2020, 4:30 to 6:30pm

*Meeting to be held remotely*

By [Microsoft Teams](#)

By Teleconference: (Conference ID: 304 375 579#)



### Agenda

1. **Call to Order** 4:30pm
  - a. Roll Call
  - b. Approval of Agenda
  - c. Approval of September 15, 2020 C&I Policy Committee Meeting Minutes
  
2. **Board Action Reports** 4:35pm
  - a. Approval of the 2020-21 District Educational Research & Program Evaluation Plan (Anderson)
  
3. **Special Attention Items** 4:50pm
  - a. Dyslexia (Toner)
  - b. Superintendent Procedure 3231SP, Student Records (Boy)
  - c. Advanced Learning Update (Pedroza)
  - d. Board Policy 3246, Restraint, Isolation, and Other Uses of Physical Intervention (Pedroza)
  - e. Outdoor/Community Education Pilots (DeBacker)
  - f. Student Online Accounts for Spanish (Perkins)
  
4. **Standing Agenda Items** 6:00pm
  - a. Since Time Immemorial (Morris)
  - b. Science Instructional Materials (Toner)
  - c. Strategic Plan Goal: 3<sup>rd</sup> Grade Reading Level (Toner)
  - d. C&I Policy Committee Work Plan
  
5. **Board Policies and Procedures** 6:20pm
  - a. Quarterly Report: Board Policy No. 2200, Equitable Access to Programs and Services (Jessee)

### Adjourn

### Upcoming C&I Policy Committee Meetings

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. 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](mailto: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  
September 15, 2020  
*Meeting held remotely*



Minutes

1. Call to Order

- a. **This meeting was called to order at 4:32pm. Directors Rankin, Hersey, and Rivera-Smith, participated with Microsoft Teams or by phone.**

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 Policy and Board Relations Ellie Wilson-Jones, Counselor on Special Assignment Krista Rillo, Communications Specialist Braxton Kellogg, Skills Center Principal Dan Golosman, Executive Director of Schools Dr. Michael Starosky, Chief of Student Support Services Dr. Concie Pedroza, Senior Legal Counsel Ronald Boy, Advanced Learning Program Manager Deenie Berry, School Counseling Program Manager Terra McFarlin, Director of Student Support Services Kari Hanson, Chief Human Resources Officer Dr. Clover Codd, and Summer School Program Coordinator John Hughes.

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

b. **Approval of agenda**

Director Rivera-Smith moved to approve the agenda. Director Hersey seconded. This motion passed unanimously (Directors Hersey, Rivera-Smith, and Rankin voted yes).

c. **Approval of meeting minutes**

Director Hersey moved to approve the August 18, 2020 meeting minutes. Director Rivera-Smith seconded. This motion passed unanimously. (Directors Hersey, Rivera-Smith, Rankin voted yes).

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

a. **Annual Approval of Schools per WAC 180-16-220**

Dr. Starosky provided background of the annual approval of schools which certifies to the State that each school has a school improvement plan in place. Dr. Starosky explained that the District Strategic Plan drives the work of the Continuous School Improvement Plans (CSIPs) and that there are multiple progress checks throughout the year as per the CSIPs implementation timeline. Directors and staff discussed the CSIPs and the CSIPs process, where questions were asked and answered.

Director Rivera-Smith requested an offline conversation on how to involve students in the CSIPs process.

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 (Directors Hersey, Rivera-Smith, and Rankin voted yes).

**b. Approval of Annual Highly Capable Program Plan for 2019-2020**

Ms. Berry presented the Annual Highly Capable Program Plan for submission to OSPI for the 2019-2020 school year to support Highly Capable Services and the District's gifted eligibility identification process. Ms. Berry explained that the plan is a look back from the 2019-2020 school year. Discussion ensued between Directors and Ms. Berry regarding the plan, where questions were asked and answered.

Director Rivera-Smith asked what is being implemented and strategies for this fall. Ms. Berry will provide a response in a Friday Memo.

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 (Directors Hersey, Rivera-Smith, and Rankin voted yes).

**c. Renew Three-year Contract with Hobson's Naviance for College and Career Readiness Software Services and Support**

Dr. Perkins presented the renewal of the Naviance contract for software services and support. Directors and Dr. Perkins discussed the contract, where questions were asked and answered.

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 (Directors Hersey, Rivera-Smith, and Rankin voted yes).

**d. Amending Board Policy No. 2015, Selection and Adoption of Instructional Materials**

Mr. Boy provided background of the request to amend Board Policy No. 2015, to add additional components that must be present in an Adoption Committee's Selection Criteria, and to improve clarity for the end user. Mr. Boy clarified the distinction of the roles of the Adoption Committee and the Instructional Materials Adoption Committee. Discussion ensued between Directors and Mr. Boy where questions were asked and answered. It was determined that there is a need for further conversation and community engagement around the use of the term "Latinx" and the historical context of the term.

It was determined that there is a need for a conversation around specific digital platform in the current policy and procedure, in relations to the current remote learning setting. Director Rivera-Smith and Mr. Boy will continue the conversation offline and subsequently have a conversation with the full Board.

Director Rivera-Smith made a motion to move this item forward to the full Board with a recommendation for consideration. Director Hersey seconded. This motion passed unanimously (Directors Hersey, Rivera-Smith, and Rankin voted yes).

**e. Resolution No. 2020/21-7, Requesting a Waiver from the 180-Day School Year Requirement for Remote Learning Professional Development**

Mr. Boy provided background of the Resolution requesting a waiver from the Washington State Board of Education of two days from the 180-day school year requirement to allow instructional staff

to receive remote learning professional development. Directors and Mr. Boy discussed the Resolution, where questions were asked and answered.

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 (Directors Hersey, Rivera-Smith, and Rankin voted yes).

### 3. **Special Attention Items**

#### a. **Summer Staircase Report**

Mr. Hughes reported on the 2020 Summer Staircase program. He provided highlights including positive outcomes and feedback from students, staff, and families as well as improvements for next year. Mr. Golosman provided highlights of the Seattle Skills Center. Discussion ensued between Directors and staff where questions were asked and answered.

Director Hersey requested data analysis on the program's student demographics. Mr. Hughes will provide the requested information in a Friday Memo. Director Hersey inquired about the implementation of lessons learned from the summer. It was determined that there is a need to continue the conversation. Director Hersey requested further conversation under Special Attention Item at the next C&I Committee meeting.

#### b. **Social Justice Standards**

Dr. DeBacker provided background of a potential Board Action Report for the adoption of the Teaching Tolerance Social Justice Standards and Anti-Bias Framework in support of the ethnic studies curriculum. Discussion ensued between Directors and Dr. DeBacker where questions were asked and answered.

It was determined that student involvement is imperative to moving forward, along with robust community engagement.

Director Hersey left the meeting at around 6:30pm

### 4. **Standing Agenda Items**

#### a. **Special Education Update**

Dr. Pedroza provided an update on the progress with regards to Special Education. Dr. Pedroza explained that more information will be shared at the September 22 Work Session. Discussion ensued between Directors and Dr. Pedroza where questions were asked and answered.

#### b. **Science Instructional Materials**

Ms. Toner provided an update on the progress with regards to the Science Instructional Materials Adoption. Discussion ensued between Directors and Ms. Toner where questions were asked and answered.

#### c. **Strategic Plan Goals 4 and 5: On Track Graduation and College and Career Ready**

Dr. Perkins provided an update on the progress with regards to the Strategic Plan Goals. Discussion ensued between Directors and Dr. Perkins where questions were asked and answered.

#### d. **C&I Policy Committee Work Plan**

Director Rankin noted that moving forward, Ethnic Studies and Since Time Immemorial have been removed from the agenda as Standing Agenda Items. They will be added to the agenda when new information develops.

**Adjourn**

This meeting adjourned at 6:57pm.

**Minutes submitted by:**

*The Office of Chief Academic Officer Dr. Diane DeBacker*

# **SCHOOL BOARD ACTION REPORT**



**DATE:** October 2, 2020  
**FROM:** Denise Juneau, Superintendent  
**LEAD STAFF:** Diane DeBacker, Chief Academic Officer,  
[dmdebacker@seattleschools.org](mailto:dmdebacker@seattleschools.org), 252-0180;  
Eric Anderson, Director of Research & Evaluation  
[emanderson@seattleschools.org](mailto:emanderson@seattleschools.org), 252-0844

**For Introduction:** November 18, 2020  
**For Action:** December 2, 2020

## **1. TITLE**

Approval of the 2020-21 District Educational Research & Program Evaluation Plan.

## **2. PURPOSE**

This Board Action Report introduces the 2020-21 District Educational Research & Program Evaluation Plan for formal review and approval by the School Board.

## **3. RECOMMENDED MOTION**

I move that the Board approve the 2020-21 District Educational Research & Program Evaluation Plan as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

### **a. Background**

Substantial revisions to Board Policy No. 2090 were approved by the School Board in December 2018. Consistent with the revised policy, the District has made substantive changes to its annual educational research and evaluation processes, prioritizing a number of different types of studies that contribute to the continuous improvement of programs and initiatives aligned to District strategic goals and objectives. The revised Policy No. 2090 detailed two elements of the program evaluation and review process:

- 1) The District shall submit to the School Board an annual District Educational Research and Program Evaluation Plan for formal approval each year; and
- 2) The District shall annually report to the School Board findings pertaining to each study included in the Plan.

Consistent with the revised policy, the District has developed and attached to this Board Action Report the 2020-21 District Educational Research and Program Evaluation Plan for review and approval by the School Board.

b. **Alternatives**

**Not applicable.** The policy requires the Superintendent to submit to the School Board a District Educational Research and Program Evaluation Plan for approval each year.

c. **Research**

To inform revisions to Policy No. 2090, the District engaged in a 2016-17 pilot of new processes and procedures for research and evaluation. This pilot year, which was conducted with guidance from the School Board, began with a systematic review of other Districts' research policies and practices. Building upon these initial efforts, the District has in subsequent years developed its processes for conducting evaluation studies consistent with Board priority goals and District objectives for improving its educational programs.

Consistent with Policy 2090, the District is committed to leveraging rigorous research and evaluation to support evidence-based decision making, continuous improvement, and public transparency and accountability. In order to meet these goals and to further develop its internal competencies for conducting evaluation studies, the District continues to consult with School Board Directors, District and school leaders, community partners, and expert outside researchers in developing its annual plan for research and evaluation.

5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be **none**, beyond the current staffing of the Research & Evaluation Department. The revenue source for this motion is **not applicable**.

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

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

6. **COMMUNITY ENGAGEMENT**

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

In developing the 2020-21 Plan, the Research & Evaluation Department conducted initial outreach and engagement involving district staff, community stakeholders, and outside research partners. With guidance from the District's Community Engagement Toolkit, the action to develop the 2020-21 Plan was determined to merit the *Tier 2: Consult/Inform* level of

community engagement. Outreach for this engagement is ongoing and has to date included consultation with District staff and stakeholders that represent families and communities.

Community stakeholders who were engaged (to date) in developing the 2020-21 Plan include:

- Erin Okuno, Executive Director, Southeast Seattle Education Coalition
- Marquita Prinzing, Director, SEA Center for Racial Equity
- Shelby Cooley, Research Director, Community Center for Education Results
- Min Sun, Assistant Professor, University of Washington College of Education
- Zithri Saleem, Contractor (Lead for Superintendent Task Force on Remote Learning )

Note: additional external engagement is still planned during the month of October 2020, and will be documented in this BAR prior to Board Intro on November 18, 2020

Senior District staff who were engaged (to date) in developing the 2020-21 Plan include:

- Diane DeBacker, Chief Academic Officer
- Keisha Scarlett, Chief of Equity, Partnerships and Engagement
- Concie Pedroza, Chief of Student Support Services
- Wyeth Jessee, Chief of Schools and Continuous Improvement
- Mia Williams, Executive Director, African American Male Achievement
- Cashel Toner, Executive Director, Curriculum, Assessment and Instruction
- Caleb Perkins, Executive Director, Curriculum, Assessment and Instruction
- Pat Sander, Executive Director, Coordinated School Health
- Kirk Mead, Director of Stakeholder Engagement
- Lindsay Berger, Director of Professional Growth & Evaluation, Human Resources
- Mike Simmons, Director of Talent Management, Human Resources

Following Board approval of the 2020-21 Plan, Research & Evaluation will work collaboratively to develop detailed research designs for each study *in consultation with District staff who lead the programs and initiatives to be studied*. In planning the research studies, *key District partners and community stakeholders will continue to be consulted*– including participants in Strategic Plan goal work groups, district and school-based practitioners, and outside researchers.

## 7. EQUITY ANALYSIS

The Racial Equity Analysis Tool was used to develop the 2020-21 District Educational Research & Program Evaluation Plan. That analysis is **attached** for reference to this Board Action Report.

## 8. STUDENT BENEFIT

The intent of all instructional research and evaluations is to provide actionable information regarding educational programs and initiatives, including design, implementation and outcomes so that stakeholders can improve outcomes for students.

## 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. 2090, District Educational Research & Program Evaluation, provides the Board shall approve this item.
- Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

Per Board Policy No. 2090, the Superintendent shall provide an Annual District Educational Research and Program Evaluation Work Plan for review and approval by the School Board each year.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion [will be] discussed at the October 13, 2020 Curriculum & Instruction Policy Committee meeting. The Committee reviewed the motion and \_\_\_\_\_.

**12. TIMELINE FOR IMPLEMENTATION**


Upon approval of this motion, detailed planning and preparations to implement the 2020-21 District Educational Research & Program Evaluation Plan will be initiated. The general timeline for research and evaluation studies included in the 2020-21 annual plan is as follows:

- Fall 2020: Detailed research plans developed for each project
- Winter/Spring 2021: Data collection activities (quantitative and qualitative)
- Spring/Summer 2021: Data analysis and report development
- Fall 2021: Final reports shared with the School Board

Formative research findings will be shared with District staff during the year to inform continuous improvement efforts. Quarterly updates on the progress of research projects will be provided to the Board Curriculum & Instruction Policy Committee and/or the full Board via Friday Memos. Final reports will be disseminated to the School Board by Fall 2021.

**13. ATTACHMENTS**

- Board Policy No. 2090, District Educational Research & Program Evaluation (for reference)
- 2020-21 District Educational Research & Program Evaluation Work Plan (for approval)
- Racial Equity Analysis Tool Report for Policy 2090 (for reference)

	<p style="text-align: center;"><b>DISTRICT EDUCATIONAL RESEARCH AND PROGRAM EVALUATION</b></p>	<p style="text-align: center;">Policy No. 2090 December 5, 2018 Page 1 of 1</p>
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The Board shall provide for District capacity to conduct continuous and rigorous research and evaluation focused on its educational programs, services and initiatives in order to determine the degree to which the District is successfully meeting its priority goals and objectives based on the Strategic Plan. Accordingly, the Superintendent shall provide an Annual District Educational Research and Program Evaluation Work Plan for review and approval by the School Board each year.

The Annual Plan shall include in-depth evaluation studies of specific District programs, services and initiatives. The Annual Plan may also include strategic research studies of broader educational focus not limited to specific programs or services. The Annual Plan may include projects conducted by District staff and/or by external researchers, either contracted for or in partnership with District staff.

The Superintendent shall develop the Annual Plan with input from Board Directors, and will present the Plan to the full School Board for formal approval each year. The Superintendent shall communicate key research and evaluation findings to District leadership and School Board Directors in a timely manner, and will provide a summary to the School Board of all studies in the project portfolio on an annual basis. The Superintendent or designee will develop procedures to implement this policy.

Adopted: December 2011  
Revised: December 2018; July 2013  
Cross Reference: 4280 and 4280SP, 2200 and 2200SP  
Related Superintendent Procedure: 2090SP  
Previous Policies: C40.00; C42.00; C42.01; C45.00  
Legal References:

# Department of Research & Evaluation

## 2020-21 District Educational Research & Program Evaluation Plan

Prepared for Approval by the School Board

October 2020



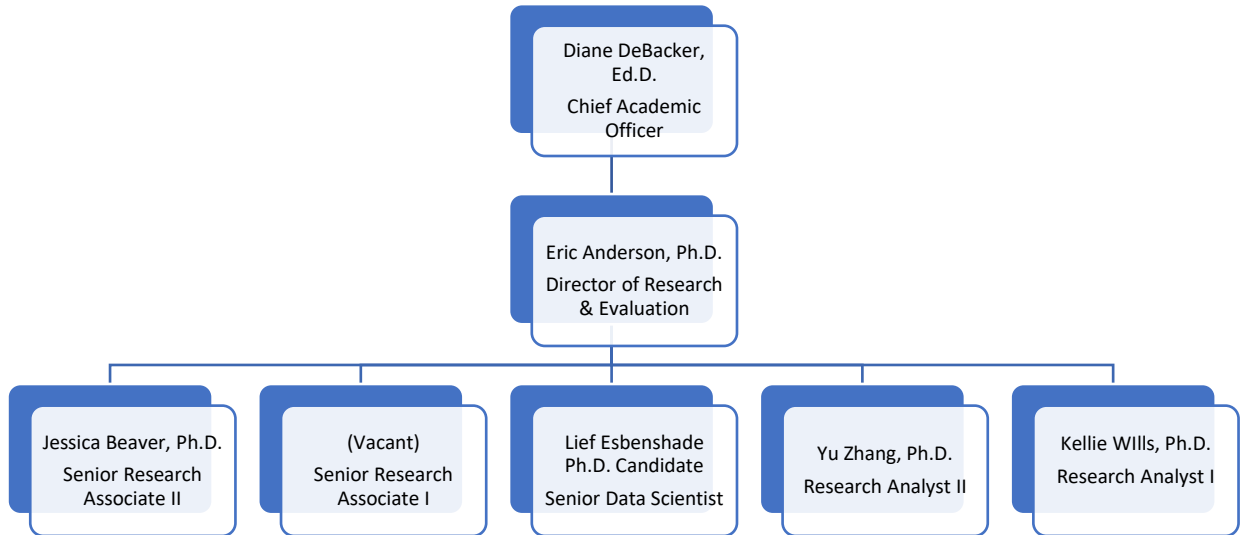
## About the Department of Research and Evaluation

**The mission of Research & Evaluation (R&E)** is to support evidence-based decision-making, organizational learning and continuous improvement aligned to District priority goals in the Strategic Plan, *Seattle Excellence*. Consistent with *Board Policy No. 0030*, R&E is committed to Ensuring Educational and Racial Equity, and endeavors to provide research and evaluation services that support the success of every student and the District mission of ensuring that all students graduate ready for college, career and life. Research and Evaluation activities are focused on closing opportunity gaps so that every student has an equitable educational experience within Seattle Public Schools.

Department areas of responsibility include:

- **Educational Research & Program Evaluation Studies:** Consistent with *Board Policy No. 2090, District Educational Research & Evaluation*, R&E partners with district leaders, program managers, practitioners and outside researchers to conduct in-depth studies aligned to District goals.
- **Performance Measurement & Accountability:** Consistent with *Board Policy No. A02.00, Performance Management*, R&E supports the development of annual district and school performance reports for accountability and continuous improvement. Conducted in partnership with Teaching & Learning and the Business Intelligence department, this work includes reporting annually to the School Board and public on District and School progress toward Strategic Plan goals.
- **Dedicated Support for Strategic Plan Goals:** R&E team members are assigned to provide dedicated research support for each of priority goal areas specified in the Strategic Plan. This support includes defining measures and targets and providing background research and data analyses to support the work of Strategic Plan Workgroups and Goal Leads.
- **District Surveys:** R&E is responsible for the design, administration and data reporting of districtwide surveys that support performance measurement and continuous improvement. Current surveys include school climate surveys of students, staff and families; employee engagement surveys for central office staff; community partners survey; and customer satisfaction surveys.
- **Other Department Functions:**
  - **Research Review:** Consistent with *Board Policy No. 4280, Research Activity*, R&E manages the review of external research applications, evaluating proposals to ensure they are rigorous, relevant to district priorities, and low risk and burden for study participants.
  - **Research Requests:** R&E provides on-demand research and data analysis requested by the Superintendent and Chief Academic Officer, and for other district and school leaders.
  - **Data Sharing:** R&E executes data sharing agreements and provides data to external researchers conducting formally approved research studies in partnership with SPS
  - **Technical Assistance:** R&E advises and supports central office departments seeking to conduct their own surveys, analyze data and/or evaluate their programs and initiatives.

## Research & Evaluation Organization Chart for 2019-20



## 2020-21 District Educational Research & Program Evaluation Plan

### Context for the Annual Plan

In accordance with *Board Policy No. 2090* governing educational research and program evaluation in Seattle Public Schools, the **2020-21 District Educational Research & Program Evaluation Plan** was prepared for review and approval by the School Board. The plan identifies key programs and initiatives within Seattle Public Schools that will be supported by R&E during the 2020-21 school year.

### Projects & Timelines

The 2020-21 Educational Research & Program Evaluation Plan includes several multi-year projects, which are described below. This table below shows the planned duration for each project:

PROJECT	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Strategic Plan 2019-2024 Evaluation			Year 1	Year 2	Year 3	Year 4	Year 5
K-5 ELA Curriculum Evaluation (CCC) **	Year 1	Year 2	Year 3				
MS Math Curriculum Evaluation (enVision)		Year 1	Year 2	Year 3			
K-12 Science Curriculum Evaluation			Year 1	Year 2	Year 3	Year 4	
African American Male Achievement				Year 1	Year 2	Year 3	
Highly Capable Services ***		Year 1	Year 2	Year 3			

\*\* Formal evaluation completed in 2019-20. (CCC will continue to be studied as part of the 3<sup>rd</sup> grade reading Strategic Plan goal.)

\*\*\* Formerly referred to as "Detracking" research, this project is now focused on continuous improvement of HC services.

## 2019-20 District Educational Research & Program Evaluation Plan

Upon approval of the 2020-21 Plan by the School Board, detailed planning and preparations to implement the research and evaluation studies will be conducted in the Fall of 2020. Research & Evaluation will develop detailed research designs for each project in consultation with District staff leading the programs and initiatives to be studied. Key partners and community stakeholders will also be consulted during the planning process – including, for example, participants in Strategic Plan Workgroups, District equity leaders, school-based practitioners, and outside researchers.

The general timeline for 2020-21 research and evaluation projects is as follows:

- **Fall 2020:** Detailed research plans developed for each project
- **Winter/Spring 2021:** Data collection activities (quantitative and qualitative)
- **Spring/Summer 2021:** Data analysis and report development
- **Fall 2021:** Final reports shared with the School Board

Formative research findings will be shared with District staff during the year to inform continuous improvement efforts. Quarterly updates on the progress of research projects will be provided to the Board Curriculum & Instruction Policy Committee and/or the full Board via Friday Memos. Final reports will be disseminated to the Board by Fall 2021.

### Project Descriptions

#### Strategic Plan - Year 2

Research & Evaluation will conduct research and evaluation projects to support the **2019-2024 District Strategic Plan**. The purpose is to support ongoing systematic analysis of the implementation of Strategic Plan initiatives aligned to priority goals. In future years, we expect to employ rigorous statistical techniques to estimate the longitudinal impact of district investments on student outcomes.

Research and evaluation projects will focus principally on how district initiatives are benefitting *students of color furthest from educational justice, and especially African American male students*. Evaluations will aim to authentically incorporate the views and lived experiences of these students and their families and will employ strengths-based approaches that acknowledge the assets of communities of color.

The Year 2 projects outlined below will extend and build upon research efforts from Year 1 and continue to be centered around “Focus Goals” selected as Board priorities for 2020-21. A detailed research plan for each project will be developed collaboratively in consultation with Goal Leads and other partners and community stakeholders– including Strategic Plan Workgroups and outside researchers.

#### *Strategic Plan Focus Goal: 3<sup>rd</sup> Grade Reading*

Project Supervisors: Jessica Beaver, Senior Research Associate II  
Goal Lead: Cashel Toner, Executive Director, Curriculum Assessment & Instruction  
Executive Sponsor: Diane DeBacker, Chief Academic Officer

#### Description

A priority focus goal is for *students of color furthest from education justice to read at grade level by 3<sup>rd</sup> grade*. In 2020-21, we will build off the first year of research support, and will include approaches such as design research (e.g. literature reviews, national scans, alignment to comprehensive literacy

frameworks); emergent best practices in Seattle Public Schools (e.g. case studies); descriptive data analyses (e.g. student assessment data); and focused implementation studies. Planned research activities for 2020-21 are shown in the four priority areas below:

- **Engaging Families and Communities** – Continued partnership in study of the Academic Parent Teacher Teams (APTT) program, as well as implementation study for the planned Family Connectors program.
- **Building P-3 Practitioner Capacity** – Implementation research to support the district’s investment in instructional literacy coaches.
- **Establishing a P-3 Assessment Portfolio** – Continued design and analytic support for the adoption and implementation of an aligned P-3 assessment portfolio, inclusive of the dyslexia screener as required by OSPI.
- **Establishing Early Learning Pathways** – Research support (design, descriptive work) as needed to support early learning pathways.

In all cases, emphasis will be placed on study of the 13 priority schools (selected in Spring 2019 as those school representing the greatest numbers of African American male students in grades K-3).

### *Strategic Plan Goal: 5<sup>th</sup> and 7<sup>th</sup> Grade Mathematics*

Lead Researcher: Jessica Beaver, Senior Research Associate II  
Goal Lead: Elissa Farmer, Mathematics Program Manager  
Executive Sponsor: Diane DeBacker, Chief Academic Officer

#### *Description*

A new focus goal for 2020-21 is for *students of color furthest from education justice to achieve math proficiency in 5<sup>th</sup> grade and 7<sup>th</sup> grade*. The bulk of research work for mathematics currently planned for 2020-21 will focus on the MS Math curriculum adoption evaluation (described below). R&E will also partner with the Mathematics department to provide research and data analysis support for the development of goal initiatives and the future efforts of the Strategic Plan Workgroup, once constituted.

### *Strategic Plan Goal: 9<sup>th</sup> Grade On-Track Credits*

Lead Researcher: Lief Esbenshade, Senior Data Scientist  
Goal Lead: Caleb Perkins, Executive Director of Curriculum, Assessment & Instruction  
Executive Sponsor: Diane DeBacker, Chief Academic Officer

#### *Description*

A priority focus goal is for *Students of color who are furthest from educational justice will finish 9th grade on track for on-time graduation*. Research & Evaluation will continue to provide research and data analysis support for goal leads and Strategic Plan Workgroup constituted beginning last year. A detailed work plan is still in development, but research projects for this year will likely include:

- **Credit Waivers (for 24 credit requirement)**: This research seeks to determine which students will be able to benefit from 2 credit waivers (for those who have not met the 7 elective credits) by examining credit earning by subject, grade level, demographic group, and school.
- **Academic Acceleration Policy**: This research and analysis of historical student data SPS will help shape District implementation of new State policy that will require all students who meet standard on state exams be placed into honors courses in high school.
- **Credit Accumulation (including impacts of COVID-19)**: R&E will continue its analysis of semester level credit accumulation by students, including research on the impacts of COVID-19.

- **Early Warning Indicators (EWI) initiative:** R&E will build upon the design research conducted last year and begin development of an evaluation plan for the implementation of EWI systems.

### *Strategic Plan Goal: Safe & Welcome Schools*

Lead Researcher: Eric Anderson, Director of Research & Evaluation  
 Goal Lead: Pat Sander, Executive Director, Coordinated School Health  
 Executive Sponsor: Wyeth Jessee, Chief of Schools and Continuous Improvement

#### Description

A second priority focus goal is for *students of color furthest from education justice to feel safe and welcome in school*. To meet this goal, multiple strategic investments are planned across four categories: (1) Shifting adult beliefs and practices; (2) Systems and structures to support the whole child; (3) Family and community partnerships; and (4) Equity in discipline and special education referrals. In 2020-21, we will build off the first year of research support, and plan to focus efforts on the following initiatives.

- **Promoting Adolescent Health (Centers for Disease Control and Prevention grant):** R&E will support the Health Education office in the evaluation of grant initiatives focused on sexual health education and services, and safe and supportive environments. Research activities will include analyzing data (e.g., Youth Risk Behavior Survey, school climate surveys, attendance), as well as mixed methods evaluation of professional development and new programs, including virtual health education offerings, with emphasis on supports for LGBTQ students.
- **School Climate Transformation Grant (US Department of Education):** The SCTG is a collaborative effort between SPS, Sound Supports, and the University of Washington SMART Center to further develop MTSS and PBIS systems for supporting students and creating safe and welcoming school climates. R&E will serve on grant planning teams and provide technical assistance and support for the grant evaluation in collaboration with external researchers.
- **School Climate Surveys:** Last year, R&E initiated the redesign of school climate surveys (students, staff, and families) to closely align to Strategic Plan goals, with emphasis on Safe & Welcome Schools. These new surveys will be critical to measuring perceptions of school climate and classroom practices. Field testing will occur this Fall/Winter in advance of annual spring surveys. R&E will prepare a technical report describing the survey design and validation process

### *Strategic Plan Goal: Culturally Responsive Workforce*

Lead Researchers: Eric Anderson, Director of Research & Evaluation  
 Professor Min Sun, University of Washington College of Education  
 Goal Leads: Lindsay Berger, Director of Professional Growth & Evaluation  
 Mike Simmons, Director of Talent Management  
 Executive Sponsor: Clover Codd, Chief of Human Resources

#### Description

A third priority focus goal is for *educators to improve their culturally responsive practice to improve educational outcomes for students of color furthest from education justice*. The strategy for ensuring staff improve culturally responsive practices has four initiatives: (1) Teacher Leader Cadre; (2) Culturally Responsive Teaching Cadre; (3) Foundational Coursework; and (4) Building Leadership Teams (BLT).

In 2020-21, we will continue to build upon last year's extensive research support provided through a collaboration with a research team from the UW College of Educations. Specific research activities will include survey research, including Professional Growth Educator Supports (PGES) survey, school climate



surveys (including focused questions about culturally responsive teaching), and professional developments surveys of teacher experiences with the Foundational Coursework series.

In addition, R&E and UW researchers will continue to provide in-depth research and analysis of educator diversity and retention trends, and also “working conditions” in SPS, and will also initiate a planned evaluation of district programs to recruit educators of color, with a focus on the Academy of Rising Educators (ARE) and other alternative pathway programs for becoming a teacher in SPS.

## District Curriculum Adoption Evaluations

Research & Evaluation will continue to conduct multi-year evaluations of major District curriculum adoptions. The purpose is to support ongoing systematic analysis of the implementation of new curriculum across schools. Where appropriate, the evaluation studies may employ rigorous statistical techniques to estimate the longitudinal impact of district investments on student outcomes.

### **K-5 ELA Curriculum Adoption (Center for the Collaborative Classroom)**

Lead Researcher: Jessica Beaver, Senior Research Associate II  
Program Lead: Cashel Toner, Executive Director, Curriculum, Assessment and Instruction  
Program Manager: Kathleen Vasquez, ELA Program Manager  
Cabinet Sponsor: Diane DeBacker, Chief Academic Officer

#### Description

In spring 2017, the School Board approved a \$5.6 million investment in districtwide implementation of Center for the Collaborative Classroom (CCC). Research & Evaluation is partnering with Curriculum, Assessment & Instruction (CAI) in a three-year review of the curriculum. The 2019-20 school year marks the third year of implementation. In Year 3, the study will continue to examine implementation and student achievement trends, with a focus on early literacy as per the Seattle Excellence’s core goal of ELA proficiency by 3<sup>rd</sup> grade for students of color furthest from educational justice, particularly African American males. Year 3 will also include a rigorous impact analysis of the curriculum on reading achievement. Deliverables include continuous improvement reporting to CAI and school leaders, updates at School Board Curriculum and Instruction Committee, and other reports as requested.

### **Middle School Math Curriculum Adoption (enVision)**

Project Supervisor: Jessica Beaver, Senior Research Associate II  
Program Lead: Cashel Toner, Executive Director, Curriculum, Assessment and Instruction  
Program Manager: Elissa Farmer, Math Program Manager  
Cabinet Sponsor: Diane DeBacker, Chief Academic Officer

#### Description

In 2018, the School Board approved a \$2 million investment in enVisionmath2.0 for grades 6-8. R&E has embarked on a three-year study of the implementation and impact of the math curriculum adoption, and the 2020-21 school year marks the third year of implementation. The study will continue the implementation work of past years, though some changes to the study plan will account for the newly upgraded “enVisionmath 2021” resources (approved by the Instructional Materials Committee in Summer 2020), remote learning environments due to school closures, and the lack of standardized test data. Research this year will focus on implementation of the new remote learning technology tools, needed professional development supports, and student engagement. Emergent findings will be shared with the CAI department on a regular basis to inform possible shifts in planning during the year.

## K-12 Science Curriculum Adoption

Project Supervisors: Jessica Beaver, Senior Research Associate II  
Program Lead: Cashel Toner, Executive Director, Curriculum, Assessment and Instruction  
Program Manager: MaryMargaret Welch, Science Program Manager  
Cabinet Sponsor: Diane DeBacker, Chief Academic Officer

### Description

In spring 2019, the School Board approved the adoption of science instructional materials for grades K-5, 6-8, and 9-12. Approval was contingent upon rigorous review and evaluation of curriculum implementation and effectiveness. We are therefore embarking on a four-year evaluation of the respective curriculum adoptions, with Years 1-3 focusing on implementation and alignment to the Next Generation Science Standards (NGSS), progress monitoring, and descriptive reporting of student outcomes. In Year 4, we will conduct a quasi-experimental impact analysis of curriculum effectiveness. The elementary adoption study will be mainly consultative in scope, as SPS will participate in a Networked Improvement Community (NIC) with the University of Washington School of Education, as funded through the Discovery Research K-12 Grant from the National Science Foundation. The middle school and high school studies will be conducted internally by the Research & Evaluation department.

Research for the 2020-21 school year will focus on continued implementation study of the Amplify Science and various high school curricula, with specific emphasis on implementation in remote learning environments. Data collection and analysis strategies may include surveys, focus groups, and classroom observations, and analysis of student engagement and other student-level data.

## Additional Research Projects

### African American Male Achievement

Lead Researcher: Senior Research Associate [vacant – to be hired]  
Cabinet Sponsor: Mia Williams, Chief of Office of African American Male Achievement

### Description

Research & Evaluation will enhance its ongoing partnership with the Department of African American Male Achievement (AAMA) to support focused strategic efforts and to help build a comprehensive multi-year implementation and evaluation plan to ensure “Seattle Public Schools has the culture, conditions, competencies, and community connections needed for all Black and African American boys and young male students to be successful.” (AAMA website). R&E will work collaboratively with AAMA and external partners to develop and execute a multi-year research, evaluation and data plan aligned to the goals of the Department of AAMA and the priorities of Seattle Excellence. Specific activities may include: logic model development with aligned, validated key performance indicators; data collection and analysis to support planning and decision making; statistical analysis and data visualizations to identify data trends and patterns; qualitative data collection and analysis, including surveys and field research (e.g., interviews, focus groups, classroom observations, analysis of student work);

### Advanced Learning/Highly Capable Services

Lead Researcher: Senior Research Associate [vacant – to be hired]  
Program Manager: Deenie Berry, Advanced Learning Program Manager  
Cabinet Sponsor: Concie Pedroza, Chief of Student Support Services

## Description

Research & Evaluation will continue to provide background research (e.g., literature reviews, national scans) and mixed methods evaluation support for District efforts to redesign its service model for Highly Capable students. Research activities in 2020-21 will include analysis and evaluation of new assessments and processes for the identification of HC students, with emphasis on increasing program diversity and equitable access to advanced learning opportunities. In addition, R&E will support continuous monitoring and evaluation of new program models as they are developed in piloted in SPS, including, for example, Schoolwide Enrichment models and augmenting districtwide MTSS systems to ensure high achieving students receive targeted acceleration in specific subject areas based on identified needs.

## Remote Learning

Lead Researchers: Research & Evaluation Team

Cabinet Sponsors: Diane DeBacker, Chief Academic Officer  
Wyeth Jessee, Chief of Schools and Continuous Improvement

## Description

To support evidence-based planning and continuous improvement during the pandemic, the Research & Evaluation team will provide research support for monitoring the implementation of remote learning. These efforts will be synchronized to support the **Superintendent Task Force on School Reopening**, which will convene from October 2020-June 2021 to develop key performance indicators and other tools to evaluate student outcomes, student/family engagement and satisfaction. Although a progress monitoring and evaluation plan has not yet been formally developed by the Task Force, R&E has initiated two research projects it expects will support the work of the Task Force this year:

- **Remote Learning Pulse Surveys:** R&E has developed pulse surveys that will be administered in the Fall and Winter for students, families, and staff to share their feedback on their remote learning school experience so far. Key research questions for these surveys include:
  - Are students equitably accessing instruction using technology tools?
  - Are students equitably engaged in remote learning?
  - Are families equitably informed and engaged to support remote learning?
  - Are educators adequately trained, supported and equipped to provide high quality instruction during remote learning?
- **Student Participation & Engagement in Remote Learning:** R&E is exploring the use of online learning data from districtwide platforms (e.g. Schoology, Teams, Seesaw) and from curriculum specific platforms (e.g. the Savvas platform for EnVision) to measure student participation and engagement aligned to strategic plan goals and to support ongoing curriculum evaluations. R&E has begun work with the Business Intelligence department to ensure that data from the online learning platforms are thoroughly understood and that any limitations of measures based on this data are responsibly and accurately communicated to stakeholders. Once the data is better understood and validated for research and reporting purposes, R&E anticipates it will develop specific research questions to leverage platform data for in-depth analysis.

# Racial Equity Analysis Tool: Policy 2090

## Step 1: Set Outcomes, Identify and Engage Stakeholders

### 1. What does your department/division/school define as racially equitable outcomes related to this issue?

The goal of district educational research and evaluation is to

- a. Provide a **rigorous, systematic process** for evaluating programs, services, and initiatives
- b. Produce **actionable formative data** to improve student outcomes
- c. Improve **decision-making** by deepening understanding of program and initiative design, implementation, results/outcomes, and cost/benefits.

At a broad level, racially equitable outcomes for Policy 2090 would be defined as using a conscious racial equity lens in all research and evaluation studies. In developing the **2020-21 District Educational Research & Program Evaluation Plan**, we sought to select programs and initiatives for study that are aligned to District goals to improve outcomes for *students of color furthest from educational justice* or which might benefit from deeper inquiry into effective practices for reducing racial disparities in outcomes and equitable learning experiences. In conducting the studies, we aim to disaggregate student outcomes by race/ethnicity/language learner status; and authentically center the perspectives and lived experiences of students and their families during all phases: research design, data collection, analysis, and reporting findings.

We hope to design and implement high quality studies that systematically evaluate the degree to which programs and initiatives benefit outcomes for *students of color furthest from educational justice*. Key outcomes examined will be aligned to measures specified in the 2019-2024 Strategic Plan, and may include for example: attendance, advanced course completion, test scores, graduation rates, and college-going rates. An equity-focused lens includes examining student and family perceptions of school climate and culture, and disproportionality (under-representation or over-representation) in discipline outcomes and access to services.

### 2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

Policy 2090 stipulates that the District must engage with key stakeholders in preparing the annual District Educational Research and Evaluation Plan for review and approval by the School Board and follow up each year with an annual report of findings from approved research and evaluation projects. In developing and implementing the annual Plan, the Research & Evaluation Department will authentically engage with key stakeholders – including district leaders/staff and community partners who help guide racial equity work in Seattle Public Schools – to inform the evaluation design, including development of specific research questions, data collection and analysis, and summarizing research findings and recommendations in final reports.

### 3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English

## **language learners and students who have special needs?**

Research & Evaluation has close professional relationships with key District leaders and departments who provide leadership and guidance for improving racial equity – including the Department for Racial Equity Advancement (DREA), the Department of African American Achievement, and the Department for Stakeholder Engagement. Accordingly, R&E will continue to consult with leaders and staff from these departments during the research design phase and solicit feedback about how best to authentically engage key stakeholder groups for communities of color, students who are English language learners and students who have special needs. In conducting research studies, community partners will continue to be consulted– including, for example, are community members participating in Strategic Plan Workgroups.

### Step 2: Engage Stakeholders in Analyzing Data

- 1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?**

As stated above, all research and evaluation projects are aimed at providing decision-makers with research findings that inform the design and effective implementation of SPS programs and initiatives for improving student outcomes, with specific attention to outcomes for students of color furthest from educational justice. The design of evaluation research, and findings from evaluation studies, will in all cases primarily consider the impact of district programs and initiatives on eliminating opportunity gaps and ensuring equitable educational conditions for students and communities of color.

- 2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?**

No negative impacts are anticipated for student demographic groups, including English language learners or students with special needs. We acknowledge that research which does not lead to specific actions to improve the educational experiences for students and families is of little value to stakeholders, particularly for students and families furthest from educational justice. R&E will therefore continue to promote and develop research and evaluation practices and processes that ensure research findings are used in a proactive way, and meaningful way.

### Step 3: Ensuring Educational and Racial Equity

- 1. What are the potential benefits or unintended consequences?**

Policy 2090 explicitly states the commitment as a District to examine “district improvement in priority areas,” which is inclusive of the District’s commitment to eliminate opportunity gaps

and improve outcomes for students of color furthest from educational justice. There is a clear benefit to evaluating programs and initiatives that impact the quality of education for every student, and students of color furthest from educational justice, in particular.

Given limited resources for implementing program evaluation studies, it is however possible that evaluation projects may in some cases focus on programs or schools serving a comparatively high proportion of students of color (e.g., Title I schools). Ideally, the research teams implementing the studies would have adequate capacity to fully examine implementation of district programs and initiatives across the District – in *all* schools and *all* educational settings, including those that serve fewer students of color in more isolated environments.

**2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?**

The intent of the 2020-21 District Educational Research & Program Evaluation Plan is to provide decision-makers with valid, reliable, and actionable information to inform the future design and improvement of programs and initiatives. The requirement under Policy 2090 to develop and implement an annual plan is intended as a *catalyst* for improved decisions in service of ensuring educational and racial equity in SPS. To be fully effective, Policy 2090 would benefit from robust funding to ensure rigorous study of all district programs and services serving all students.

#### Step 4: Evaluate Success Indicators and/or Mitigation Plans

**1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?**

Policy 2090 stipulates that the District must engage with the School Board to present an annual District Education Research and Evaluation Plan, and then follow up with an annual report of findings from those projects. Research & Evaluation will engage with key leaders and stakeholders for racial equity to inform the evaluation design, including data collection, analysis, and presentation of findings. These processes are detailed in Policy 2090SP.

**2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?**

The Research & Evaluation department will continue to advocate for adequate funding to implement a robust, comprehensive District research and evaluation plan each year. As described above, a racial equity lens will guide the work during the research design and conducting research activities. R&E will continue to reach out to relevant stakeholders to help make sense of findings consistent with the District goal of improving racial equity.



To: Student Services, Curriculum & Instruction Committee

From: Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction,  
[cctoner@seattleschools.org](mailto:cctoner@seattleschools.org)

Date: October 13, 2020

Re: Dyslexia Literacy Screening Implementation (2021-22 School Year)

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Beginning in the 2021-22 school year, each school district must use multi-tiered systems of support (MTSS) to provide interventions to students in kindergarten through second grade who show indications of below grade level literacy or indications of, or areas of weakness associated with dyslexia (RCW 28A320.260). Therefore, Seattle Public Schools will select an OSPI-approved screener and plan appropriate tiered supports for students identified with characteristics associated with dyslexia.

The Dyslexia Workgroup is a cross-departmental team led by the Curriculum, Assessment, and Instruction department. This Dyslexia Workgroup was formed and began convening in October 2019 and meets monthly. The departments working collaboratively in this group include Special Education, 504, Early Learning, and English Language Learners (ELL). The purpose of this group is to evaluate the list of approved screeners from OSPI and plan the implementation of screener and multitiered systems of supports for the 2021-22 school year.

The Dyslexia Workgroup planned to conduct a field test of OSPI-approved dyslexia screeners during the 2020-21 school year. The field test's purpose was to provide the district the opportunity to pilot screeners and gain data around implementation to inform the selection of a screener for 2021-22. However, due to the recent decision to start this school year 100% remote in response to COVID-19, the committee decided to put the field test on hold. The workgroup has shifted its focus to engage internal and external stakeholder groups and gather feedback to help inform the decision-making process.

Authentic engagement is an integral focus of the Dyslexia Workgroup during the 2020-2021 school year. We plan to meet and partner with internal and external stakeholders during this time and engage families and community members. Some of our planned engagement includes Special Education, LatinX, and African American community affinity groups. Our goal is to implement the early literacy dyslexia screener, keeping our students who are furthest from educational justice at the forefront of our work. We want to ensure all voices are heard as we plan for the mandatory implementation of the dyslexia screener in the 2021-22 school year.

The Dyslexia Workgroup has formed a Dyslexia Practitioner Committee, comprised of principals, teachers, and reading interventionists. The committee's first meeting was held on September 17, 2020, and will meet every two weeks. The purpose of this committee is to provide feedback to the Dyslexia Workgroup, which will be utilized during the planning process for the district-wide rollout of the required dyslexia screener. Upcoming planned engagement includes participating in the October 2020 Special Education family forums.



The Washington Office of Superintendent of Public Instruction (OSPI), on behalf of their Dyslexia Advisory Council, has released the following resources as required by [RCW 28A.300.720](#):

- [Understanding Academic Screening Tools](#)
- [Dyslexia Fact Sheet](#)
- Best Practices for Literacy Screening Implementation
  - [For Administrators](#)
  - [For Educators](#)
- [Educational Information for Parents and Families](#)

We are pleased to share that the Puget Sound Educational Service District (PSESD) is offering Literacy Assessment PLCs (Professional Learning Networks) throughout the 2020-2021 school year, which will focus specifically on supporting the implementation, roll out and communication of the dyslexia screener in preparation for a mandatory administration beginning with the 2021-2022 school year. Seattle Public School staff from several departments have signed up to participate in the upcoming PLCs. Some of the proposed topics are: understanding the meaning and implications of [Early Screeners for Dyslexia E2SSB 6162](#), selecting a screener, best practices and challenges in implementation, and other topics the group suggests. The content is curated with mostly-district level leadership in mind.

**The proposed dates of the PLC are:**

- Thursday, October 8, 2020, 9 am-12 pm
- Thursday, December 3, 2020, 9 am-12 pm
- Thursday, February 4, 2021, 9 am-12 pm
- Thursday, April 1, 2021, 9am-12pm
- Thursday, June 3, 2021, 9 am-12 pm

Also, a free webinar was hosted by Becca Horowitz, ELA Program Manager, PSESD, on September 2 to review the basics of the law and share resources for districts to consider when planning. Link: Understanding the Early Screeners for Dyslexia Law Webinar <https://www.pdenroller.org/psesd/catalog/event/106720>

Finally, we are currently developing a family-facing Dyslexia Screener webpage on the Seattle Public Schools website. The webpage will be used as a communication tool to provide updates to our families and the community about Seattle Public Schools' work around the Dyslexia Screener legislation and process, as well as provide resources. This is an excellent opportunity to be transparent with our families and the community, where they can read about the districts progress, and surface questions through the contact information provided on the website.

We look forward to your feedback and discussion about the information provided in this update at the C&I Policy Committee meeting.





To: Student Services, Curriculum & Instruction Committee  
From: Ronald Boy, Senior General Counsel  
Date: October 13, 2020  
Re: SUPERINTENDENT PROCEDURE 3231SP, STUDENT RECORDS

The attached Superintendent Procedure 3231SP, Student Records, has the following edits to update the procedure to reflect current district practices:

- Added definition for student record contacts: “people who may be contacted when parents/guardians are unavailable to respond to the student’s school in the case of emergency.” Currently, it is common for contacts in student records to not have the ability to pick up a student from school in the case of an urgent situation due to location of residence, work, or lack of transportation. The new definition clarifies who should be recorded as a contact for students.
- Corrections to the contents of the cumulative folder.
- Added information about recording student preferred name that corresponds with gender identity upon request of a student or parent/guardian acting on their behalf.
- Added information about changing student gender upon request of a student or parent/guardian acting on their behalf.



To: Student Services, Curriculum & Instruction Committee

From: Dr. Concie Pedroza, Chief of Student Support Services  
[clpedroza@seattleschools.org](mailto:clpedroza@seattleschools.org)

Date: October 13, 2020

RE: Update: Advanced Learning

Dear Committee Members,

The Advanced Learning department is committed to designing and implementing a framework for services that provides access to all students.

1. Identification of students eligible for Highly Capable (HC) and Advanced Learning (AL) during remote learning is a focus of our attention in October. The AL team has met with researchers, OSPI officials, and Directors of Highly Capable from surrounding districts to gather information pertinent to the plan for identification. A practitioners' work group will join with our AL team as alternatives for traditional testing are determined. A report of the recommended plan(s) will be routed through the Chief of Student Support Services. Upon approval, the plan will be shared out with families through multiple communication pathways.
2. The AL referral window opened on August 28<sup>th</sup> and continues through December 7<sup>th</sup>. A video of the referral process has been created and will be finalized and translated in the next few weeks. This information will be routed to communities furthest from educational justice and will be posted on the AL website.
3. Family engagement, with the purpose of sharing the department work directly related to the Advanced Learning task force, will launch in late October and November.
4. The Highly Capable/Racial Equity Services Advisory has been meeting monthly since February. The committee is tasked with reflecting on the work of the AL department and advising on the work to develop an improved system of Highly Capable service delivery that is accessible to all students who need HC services. Connections to each meeting and minutes from the meetings are found [here](#).
5. AL has begun a field study at Thurgood Marshall Elementary, grades 4 & 5, to engage with families around the development of the Schoolwide Enrichment model and increased differentiation within the math curriculum. Information regarding this work will be shared in the News section of AL website in October. A principal chat on October 1<sup>st</sup> was focused on an AL presentation with questions and answers. Families had access to interpreters in four languages.



To: Student Services, Curriculum & Instruction Committee  
From: Dr. Concie Pedroza, Chief of Student Support Services  
[clpedroza@SeattleSchools.org](mailto:clpedroza@SeattleSchools.org)  
Date: October 13, 2020  
RE: Update: Policy 3246 and 3246SP Procedure - Restraint, Isolation, and Other Uses of Physical Intervention

Dear Committee Members,

This is an update to the committee regarding progress on the updating of Restraint, Isolation, and Other Uses of Physical Intervention; School Board Policy No. 3246 and Superintendent's Procedure 3246SP. There have been several planning meetings to discuss next steps including:

**September 17, 2020:**

Meeting held with Chief Pedroza, Director Rankin, Executive Director Pat Sander, Supervisor Erin Romanuk, and Kasha Arora from Children's Hospital to learn how Children's Hospital changed their policy and practice regarding isolation and restraint with the Behavioral Medicine Unit in moving their practice towards a hands-free philosophy.

**September 23, 2020:**

Established lead for the SPS Internal Workgroup including staff from Departments of Special Education, Discipline, McKinney Vento, Security, Behavioral Health, School Leaders, SEA representative, African American Male and Legal. They will be meeting monthly to begin drafting policy and procedure outlines.

**September 29, 2020:**

Meeting with Chief Pedroza, Director Rankin, Director Hersey and Executive Director Pat Sander to discuss review information, Director Hersey requested representation of Transportation and AA Male Advisory student representation. Next steps in planning are to begin the internal workgroup and establish a community engagement forum that could include members of the community such as the NAACP, Somali Mother, Great Horn of Africa, ERAC, Special Education PTSA, family and youth.

**School Board Policy No. 3246 and Superintendent Procedure 3246SP may be found here:**  
<http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15279>

TO: Student Services, Curriculum & Instruction Committee  
FROM: Dr. Diane DeBacker, Chief Academic Officer  
DATE: October 8, 2020  
SUBJECT: Update on Outdoor/Community Education Pilots



Educators interested in conducting outdoor/community education pilots will have the opportunity to do so as a result of Resolution No. 2020/21-4 approved by the Seattle Public Schools (SPS) Board of Directors on August 12, 2020. A webpage introducing Outdoor/Community Education pilots was debuted on October 1 and also announced in School Beat. The webpage can be found here [https://www.seattleschools.org/district/calendars/news/what\\_s\\_new/outdoor\\_and\\_community\\_education](https://www.seattleschools.org/district/calendars/news/what_s_new/outdoor_and_community_education)

Proposals for outdoor/community education pilots will be submitted electronically. At the time of this memo, the proposal form was still under development. It is anticipated the form will be available by the October meeting of the C&I Policy Committee. Educators interested in conducting an outdoor/community education pilot will begin the process by completing the electronic proposal. Once completed, proposals will be sent to the building principal for review. The final step in the process will include a review by relevant departments at the John Stanford Center for Educational Excellence. As SPS is still under restrictions for in-person learning due to COVID-19, special attention will be made to the health and safety of our students and educators, while following guidance from the Department of Health and King County and Seattle Public Health.

The outdoor/community education pilots are being led by Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction. Ms. Toner and Dr. DeBacker will brief the C&I Policy Committee on the outdoor/community education pilots at the October meeting.



To: Student Services, Curriculum & Instruction Committee

From: Dr. Caleb Perkins, Executive Director of College and Career Readiness, [cbperkins@seattleschools.org](mailto:cbperkins@seattleschools.org)  
Dr. Thad Williams, International Education Administrator, [twilliams@seattleschools.org](mailto:twilliams@seattleschools.org)

Date: October 13, 2020

Re: Update on Access to Student Online Accounts for Spanish

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Dear Committee Members,

This memo is an update to the Friday Board Memo posted on September 18, 2020 regarding the plan and purchase of Spanish Senderos student online SuperSite access. Initially we were able to secure some funding for students accounts for the 2020-2021 school year. We purchased student accounts for levels 1 and 2 at the following high schools: Rainier Beach, Chief Sealth, Franklin, Nathan Hale, Garfield High School, Ingraham, and Cleveland STEM. We made this decision based on prioritizing high schools because of the importance of credits and graduation for high school students and using the district's approach to equity tiering. Now that additional funding is available from the district's 24 credit budget, Curriculum, Assessment, and Instruction (CAI) will purchase additional accounts per the plan described below. The total for this additional purchase is projected to be less than \$250,000.

### **Purchasing and Distributing of Senderos Online Accounts**

We are prioritizing high schools in this approach because of the importance of credits and graduation for high school students and considering middle schools based on the district's approach to equity tiering.

- Extension of Spanish levels 1 and 2 at Tier 1-3 high schools for 7 years - This includes the following schools: Rainier Beach, Chief Sealth High School, Franklin, Garfield, Ingraham, Nathan Hale, Cleveland.
- One-year licenses for Spanish levels 1 and 2 for Equity Tier 4 high schools - This includes the following high schools: Ballard, Roosevelt, Lincoln, West Seattle High School, Nova, the Center School, Middle College.
- One-year licenses for Spanish level 3 classes for all high schools Tiers 1-4
- One-year licenses for Spanish 1 classes for middle schools Tiers 1 and 2 - This includes the following middle schools: Aki Kurose, Denny, Washington, South Shore.

### **Plan for Schools without Online Accounts**

- Unfortunately, due to limited funding, we are unable to purchase accounts for all middle school Spanish classrooms and for high school Spanish classrooms for levels 4 and 5.
- For middle school teachers who do not have students accounts, we are supporting them in a variety of ways. This includes access to a Microsoft OneNote that is a master notebook of resources with embedded Senderos activities and textbook pages and a bank of practice activities for each chapter the same as on the SuperSite in Schoology for teachers to use and add to their own Schoology courses. These materials are currently on Schoology and being developed out for the later chapters.

- For high school Spanish levels 4 and 5, there is not adequate funding to purchase online student accounts so we will support these classrooms by providing Schoology or OneNote resources that align with the adopted curriculum.

I look forward to discussing this update and answering any questions at the C&I Committee meeting in October.



To: Student Services, Curriculum & Instruction Committee

From: Gail T. Morris, Manager of Native American Education Program  
[gtmorris@seattleschools.org](mailto:gtmorris@seattleschools.org)

Date: October 13, 2020

Re: Since Time Immemorial, Adoption

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Dear Committee Members,

I am writing to share outcomes for the September 2-3 Tri-days, and Professional Development for elementary 4/5th grade schoolteachers, on September 30.

**High School:**

We had 69 high school teachers attend our September 2, informational session on Since Time Immemorial. We showed them the updated Office of Superintendents Public Instruction, social studies scope and sequence to be implemented for the 2020-2021 school year, and the Seattle Public School, Since Time Immemorial scope and sequence The Native American Education Department created for social studies. We gave them resources from our American Indian Studies: Since Time Immemorial page, as well as from our American Indian Resource Library.

**Middle School:**

We had 102 middle school teachers attend our September 2, informational session on Since Time Immemorial. We showed them the updated Office of Superintendents Public Instruction, social studies scope and sequence to be implemented for the 2020-2021 school year, and the Seattle Public School, Since Time Immemorial scope and sequence The Native American Education Department created for social studies. We gave them resources from our American Indian Studies: Since Time Immemorial page, as well as from our American Indian Resource Library. We also recruited four middle school teachers to help build the new Washington State History, with an emphasis on Since Time Immemorial, scope and sequence for one full year, to be implemented for the 2020-2021 school year.

**Elementary School:**

We held a four-hour Professional Development session on September 30, for 4/5<sup>th</sup> grade teachers. We had 187 teachers in attendance, from across the district. It was a success, and teachers now have appropriate curriculum to use when teaching, and resources as well.

**Future Trainings**

- High School, 12<sup>th</sup> grade Civics
- 3<sup>rd</sup> grade World



To: Student Services, Curriculum & Instruction Committee

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

Date: October 13, 2020

Re: Update on Science

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Due to the hard work and dedication of several K-12 science teacher leaders, the modifications necessary to provide common instructional resources for all K-12 science classrooms in the digital environment were ready as we started school this fall. These professionals created digital tools, using our adopted materials, that are readily accessible to all teachers of science. We cannot stress enough the importance of having these common instructional tools has been to our successful preparation.

Following up on the request from educators, we have prepared a robust professional development schedule for all secondary science teachers. Staff will meet monthly on early release Wednesdays to deepen our practices using culturally responsive pedagogical tools. We will also continue to share strategies on digital tools and methodologies to help maintain these important culturally responsive teaching (CRT) practices in the digital environment. Just-in-time support is offered to all teachers on MS Teams. Teams is monitored by our teams of teacher leaders and curriculum specialists.

The science department is supporting our elementary colleagues with pacing guides, links to digital resources, and responsive replies through MS Teams. Our professional development supports this year will take place during smaller three-hour segments with more frequency that will focus on culturally responsive pedagogy, deepening content knowledge and learning how to use the tools of our adopted materials. Teachers have reported great success using the tools that have been provided.





To: Student Services, Curriculum & Instruction Committee

From: Cashel Toner, Executive Director of Curriculum, Assessment, and Instruction,  
[cctoner@seattleschools.org](mailto:cctoner@seattleschools.org)

Date: October 13, 2020

Re: Update on Early Literacy; 100% African American boys reading by 3<sup>rd</sup> grade

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	<p><b>Academic Parent Teacher Teams</b></p> <ul style="list-style-type: none"> <li>• Last year, three schools piloted Academic Parent Teacher Teams (APTT). Rather than roll this out to the remaining Priority Schools in 20-21, we have contracted with WestEd (the creator of the model) to make this a planning year for a wider rollout in 21-22.</li> </ul> <p><b>Family Connectors</b></p> <ul style="list-style-type: none"> <li>• All the Priority Schools are working on hiring one Family Connector to strengthen their family engagement strategies. Connectors will be well-connected members of the school's family/parent community who are can help establish better connections between families and school. The goal is to create a stronger system of engagement around in-home literacy strategies. The priority focus is on supporting African American families.</li> </ul> <p><b>Classroom Libraries</b></p> <ul style="list-style-type: none"> <li>• A work group convened to source a list of titles to augment existing classroom libraries with a range of authentic texts, including those</li> </ul>

	<p>featuring Black Excellence and a range of diverse protagonists. Our goal is to make it easier for students to take home high-quality texts, strengthening our ability to partner with families on the 3rd Grade Goal. Each K-2nd grade classroom was provided with decodable texts to enhance foundational skill practice and each 2nd-5th grade classroom was provided with trade books consisting of titles that were high interest and at, above, and below grade level. Schools are in the process of developing plans to distribute these books and engaging community partners to help do so. Family Connectors will participate in supporting the distribution of these books to families.</p> <p><b>Seattle Super Readers</b></p> <ul style="list-style-type: none"> <li>• This summer, over 30,000 books were distributed to students through the Seattle Super Readers Summer Book Swap. Books for all ages, both fiction and nonfiction, were available at all summer meal pick up sites across the city.</li> <li>• Students and their families were able to pick up books and then return them for new books throughout the summer. An intentional focus was put on highlighting authors of color and books that mirrored the lived experience of SPS students.</li> <li>• In addition, every meal site staffed a "Super Readers Sidekick" who helped students pick out books that would fit their interests and reading levels. New books were added each week, which kept students and families excited about coming back to browse new titles.</li> <li>• While libraries were closed across the city, this book swap provided access to books for students so they could continue building their literacy skills throughout the summer.</li> </ul>
<p>P-3 Practitioner Capacity &amp; Belief</p>	<p><b>Early Literacy Coaching</b></p> <ul style="list-style-type: none"> <li>• Eight Early Literacy Coaches have been hired and assigned to support Tier 1 ELA instruction across the 13 Priority Schools.</li> <li>• All coaches come from SPS, have at least 10 years of experience, and most have served in other leadership roles such as interventionist, school-site lead for other programs, admin certification or principalship, Title I, etc.</li> <li>• Coaches will support schools by providing monthly professional development (see below), supporting grade-level team meetings, and conducting 1:1 coaching cycles.</li> <li>• The Early Literacy Coaching team will be undertaking a book study of <i>Cultivating Genius, An Equity Model for Culturally and Historically Responsive Literacy</i>, by Gholdy Muhammad.</li> </ul>

## Professional Development

- We completed a hugely successful Early Literacy Summer Institute with 300 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 three leading national experts to deliver recorded keynotes on each topic and then facilitated 1.5-hour long sessions on each topic through a mix of whole-group and breakout rooms over Zoom.

On Racial Equity, we heard from **Lacey Robinson, President and CEO, UnboundED**. Lacey Robinson has more than 20 years in education as an educator, teacher, principal, and staff development specialist with a focus on literacy, equity and school leadership. Her life's work focuses on eradicating the student achievement gap, predictable by race, in addition to creating adult learning experiences that honor us as professionals in school system leadership, teaching, and learning.

On the Science of Reading, we heard from **David Liben, Advisor, Student Achievement Partners**. David has taught elementary, middle school and high school students in public and private schools, as well as community college and teacher preparation courses, in New York City and Vermont. David synthesized the research behind the Common Core State Standards in ELA, and, with his wife Meredith, was part of the research team that determined the complexity levels for the standards.

On nurturing the whole child, we heard from **Marc Brackett, Yale Center for Emotional Intelligence**. Marc Brackett, Ph.D., is the Founder and Director of the Yale Center for Emotional Intelligence and a Professor in the Child Study Center of Yale University. He is the lead developer of RULER, an evidence-based approach to social and emotional learning that has been adopted by nearly 2,000 pre-K through high schools across the United States and in other countries. He also serves on the Board of Directors for the Collaborative for Academic, Social, and Emotional Learning (CASEL).

- The Summer Institute began a year-long, 20-21 comprehensive “course of study” on foundational literacy skills and The Science of Reading for PK-3 teachers in our 13 Early Literacy Priority Schools. Teachers will be organized into grade-level cohorts and receive PD on a new topic each month during every Early Release Green Day until May
- In response to the time and connection constraints posed by remote learning, we issued new Foundational Skills Guidance for the 13

	<p>Priority Schools that encouraged the use of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for small group instruction on foundational reading skills.</p> <ul style="list-style-type: none"> <li>○ Nearly all homeroom teachers were trained in SIPPS between August and September and a majority of IAs and ELL staff also joined.</li> <li>○ SIPPS Kits were purchased for every classroom, along with supplemental copies of SIPPS Story Books to send home with kids.</li> </ul>
P-3 Assessment Portfolio	<ul style="list-style-type: none"> <li>● The Assessment Review workgroup has paused due to the 100% online learning for next year. The group will begin again in the Fall 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.</li> </ul>
P-3 Pathways	<ul style="list-style-type: none"> <li>● All pre-school teachers will be joining the K cohort of teachers during the Green Days for the course of study on the Science of Reading. Pre-K teachers will have their own dedicated PD on three of those days.</li> </ul>

## 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 (based on 2018-19 enrollment data)

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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade reading. The evidence base for how to teach students to read is well-established; 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  
Student Services, Curriculum & Instruction 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
<b>BOARD ACTION REPORTS</b>	<b>REMOTE MEETING</b>  Open Doors Contract	<b>REMOTE MEETING</b>  Annual Approval of Schools, Continuous School Improvement Plans (C-SIPs)  Annual Highly Capable Program Plan  Naviance Contract Renewal  (Policy 2015) Selection & Adoption of Instructional Materials  Waiver for Remote Learning Professional Development	<b>REMOTE MEETING</b>  (Policy 2090) 2020-21 District Educational Research & Program Evaluation Plan	<b>REMOTE MEETING</b>  Annual Review of Alternative Learning Experience (ALE) Programs  (Policy 2020) Waiver of Basic Instructional Materials	(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 2409) Competency/Proficiency Based Credit  (Policy 2413) Equivalency Credit for Career and Technical Education		(Policy No. TBD) Academic Acceleration		(Policy 2170) Career and Technical Education Annual Report	2021-22 Student Rights & Responsibilities	<b>NO MEETING</b>
<b>SPECIAL ATTENTION ITEMS</b>	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	Dyslexia  Superintendent Procedure 3231SP, Student Records  Advanced Learning Update  (Policy 3246) Restraint, Isolation, and Other Uses of Physical Intervention  Outdoor/Community Education Pilots  Student Online Accounts for Spanish	Summer Staircase Update	Advanced Learning Update  2021-22 Student Rights & Responsibilities  Prioritize for following year work plan	Career & Technical Education Update  Recess	Advanced Learning Update  Assessments Update  C-SIPs Process		Advanced Learning Update		Advanced Learning Update	
<b>STANDING AGENDA ITEMS</b>	Ethnic Studies  Since Time Immemorial  Science Instructional Materials  Strategic Plan Goal: 3 <sup>rd</sup> Grade Reading Level  C&I Work Plan	Special Education Update  Science Instructional Materials  Strategic Plan Goals 4 & 5: On Track Graduation and College and Career Ready  C&I Work Plan	Since Time Immemorial  Science Instructional Materials  Strategic Plan Goal: 3 <sup>rd</sup> Grade Reading Level  C&I Work Plan	Special Education  Science Instructional Materials  Strategic Plan Goals 4 & 5: On Track Graduation and College and Career Ready  C&I Work Plan	Science Instructional Materials  Strategic Plan Goal: 3 <sup>rd</sup> Grade Reading Level  C&I Work Plan	Special Education  Science Instructional Materials  Strategic Plan Goals 4 & 5: On Track Graduation and College and Career Ready  C&I Work Plan	Science Instructional Materials  Strategic Plan Goal: 3 <sup>rd</sup> Grade Reading Level  C&I Work Plan	Special Education  Science Instructional Materials  Strategic Plan Goals 4 & 5: On Track Graduation and College and Career Ready  C&I Work Plan	Science Instructional Materials  Strategic Plan Goal: 3 <sup>rd</sup> Grade Reading Level  C&I Work Plan	Special Education  Science Instructional Materials  Strategic Plan Goals 4 & 5: On Track Graduation and College and Career Ready  C&I Work Plan	Science Instructional Materials  Strategic Plan Goal: 3 <sup>rd</sup> Grade Reading Level  C&I Work Plan	
<b>BOARD POLICIES AND PROCEDURES</b> (Report or Review)			(Policy 2200) Equitable Access Quarterly Report	Discussion: (Policy 2140) (2140SP) Guidance, Counseling & Support Services	Discussion: (Policy 2409) Competency/Proficiency Based Credit	(Policy 2200) Equitable Access ANNUAL Report	Discussion: (Policy 2195) Academic Acceleration		(Policy 2200) Equitable Access Quarterly Report  Discussion: (Policy 2170)	Discussion: 2021-22 Student Rights & Responsibilities	(Policy 2200) Equitable Access Quarterly Report	



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				Discussion: (Policy 2190) Highly Capable Services	Discussion: (Policy 2413) Equivalency Credit for Career and Technical Education				Career and Technical Education Annual Report	Superintendent Procedure 2185SP – Physical Education Annual Review		

*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**

## MEMORANDUM



**Date:** October 1, 2020

**To:** Denise Juneau, Superintendent

**From:** Wyeth Jessee, Chief of Schools & Continuous Improvement

## **SCHOOLS & CONTINUOUS IMPROVEMENT**

### **SCHOOL BOARD POLICY NO. 2200, EQUITABLE ACCESS TO PROGRAMS AND SERVICES OCTOBER QUARTERLY REPORT:**

- "...delegates to the Superintendent the authority to make all program placement decisions."
- "On a quarterly basis the Superintendent or designee shall provide an update to the School Board on decisions made during the previous quarter and a preview of upcoming decisions, if known. These quarterly updates should be provided to the School Board in April, July and October."
- "The fourth quarterly update shall be an annual report that provides detail about all the decisions that were made in the prior year, and how those decisions relate to the eight decision making criteria outlined in this policy. The annual report should be provided to the School Board in January."

#### **Program Changes:**

##### **Skills Center Planning for future years:**

As the Skills Center continues to explore how best to serve students and prepare them for viable college and career pathways, while at the same time making the Seattle Skills Center financially self-sufficient, staff will continue to utilize these criteria to determine courses and locations for future years:

- Historical enrollment data from previous years of school year programs
- Survey data from families and students
- Registration and "interest forms" for our summer courses (one predictor of school year course popularity)
- Reports from Washington Roundtable/Boston Consulting Group report, 2016, and ongoing job forecasting from partners at UW, WASTEM, and others
- Community support (e.g., opportunities for grants, internships and other work-based learning, and collaboration with labor, non-profit, and industry partners)

#### **Skills Center Changes for 2020-2021**

- Media Arts class moved from Seattle World School to Nova HS
- Medical Office Assisting/Health Sciences was increased from PM classes to include an AM class.
- Auto Technology was increased from one location to two, with the addition of the West Seattle HS site (both PM classes)

A more general update: the Skills Center is, of course, using remote learning, but we are working with district partners to plan for some in-person learning with teachers and students who want to volunteer to do this.

**Service Changes:**

The following Special Education Service changes were made since the June Quarterly Report for the 2019-2020 school year. The changes were made in collaboration with Special Education, the Seattle Public Schools/Seattle Education Association Task Force, Special Education PTSA, Enrollment Planning, Capital Planning and Facilities, Human Resources, and Budget departments, as well as with Principals. In addition, these services were designated to schools based on capacity and/or additional locations relative to where students reside and in compliance with the Seattle Public Schools/Seattle Education Association collective bargaining agreement and the agreed upon full continuum of services model. Information about Service Placements and the Continuum are posted on the District's webpage.

School	Service	Cert	After Adjustments
Robert Eagle Staff	Access	1.0	2.0
Franklin	Mod/Int	-1.0	2.0
Meany	Mod/Int	1.0	2.0
Aki Kurose	Mod/Int	1.0	3.0