



# Seattle Public Schools

Whole Child - Whole Day - Whole System

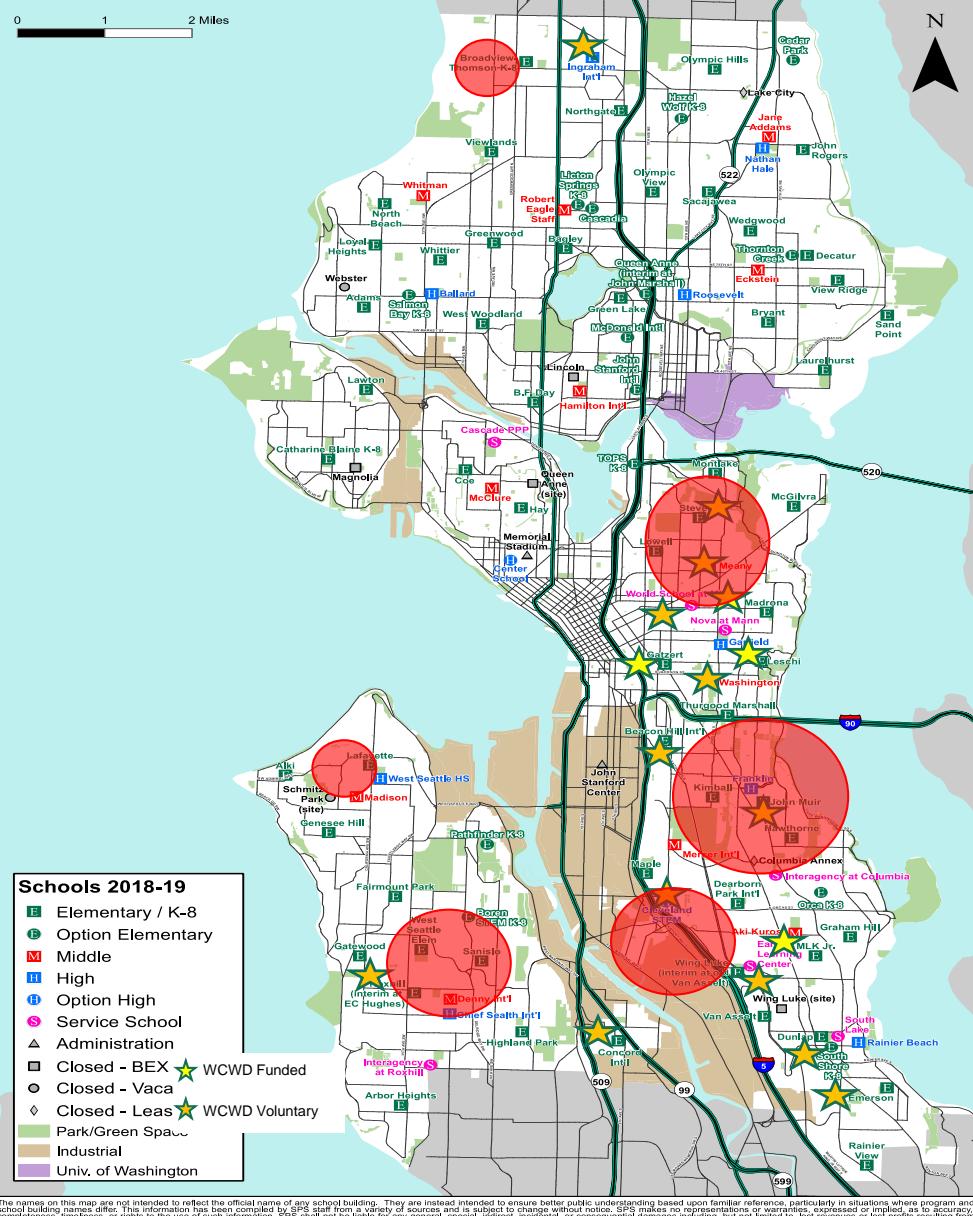
“Culture of Care” for 21-22





## All District Schools

Map Data:  
2018-19  
Last updated:  
6/20/2018



# Project Description:

Whole Child Whole Day (WCWD) provides staff with high-quality training to create safe and welcoming environments and supports to **improve school climate** and **keep students in school**, which **increases instructional time** and **academic outcomes**. WCWD is a tiered, wraparound model of support for students within Tier 2, specifically students of color furthest from educational justice with an intentional focus on African-American boys and youth.

- Comprehensive care coordination wraparound model at 32 schools
- Site-specific family and community partnerships aligned and strengthened
- Improved culture and climate in school communities
- Reduced disparities and improved outcomes for African-American boys and youth
- Scaling of wraparound care coordination at additional schools

# SPS Strategic Plan: A Whole Child Commitment

While SPS outperforms other urban districts in academic performance and social emotional indicators, we still need to address racism in our educational system so that students of color can thrive.

**Priority:**  
High-Quality Instruction and Learning

**Approach:**  
Whole child approach that accelerates growth for students of color

**Goal:**  
Students of color, specifically African-American boys and youth will feel safe & welcome in school

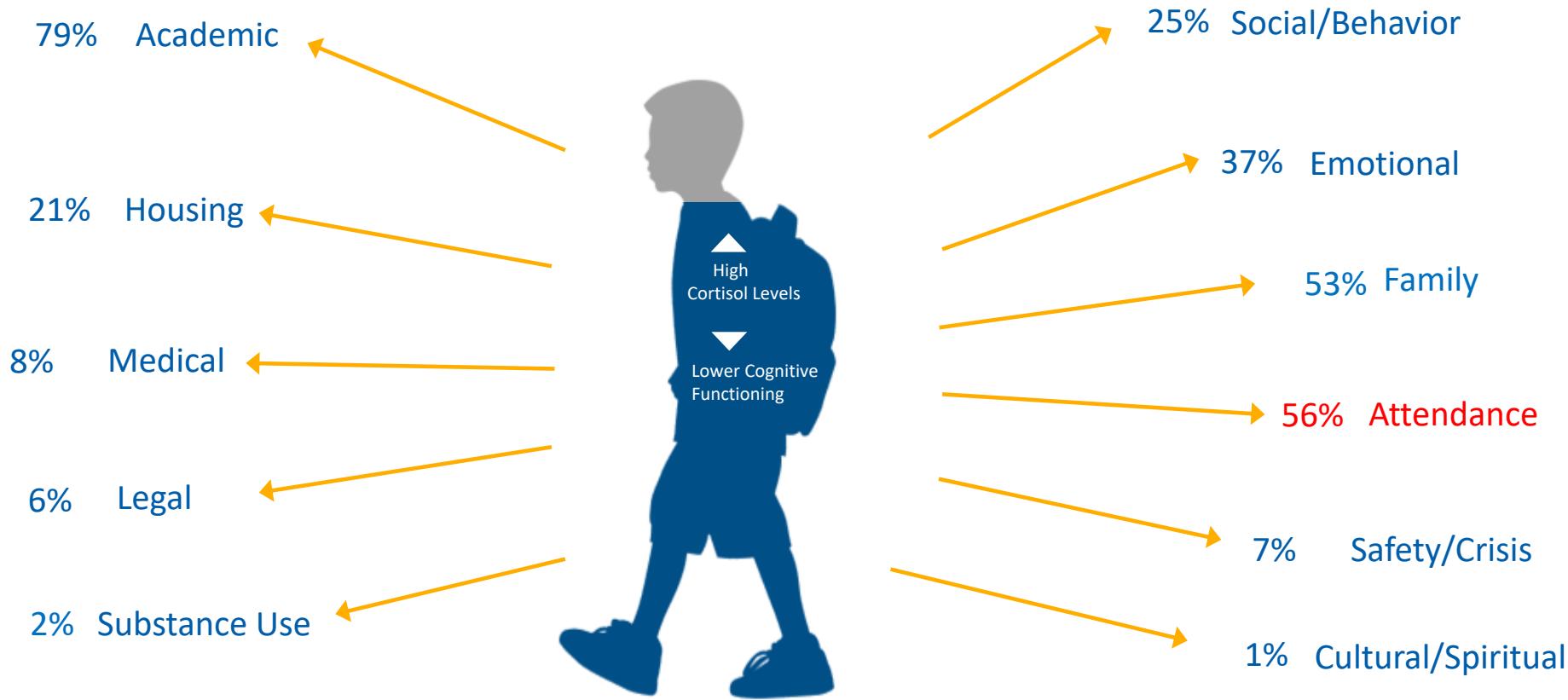
**Action:**  
Whole Child Whole Day care coordination & wraparound services (among other initiatives)

**Outcomes:**  
Safe and welcoming schools, increased attendance and decreased suspensions



# Presenting Student Risk Factors 2020 -2021

*\*Derived from 224 Whole Child Whole Day Care Plans in School Year 2020-21*



\*African American 46%

\*Multi-Racial 9%

\*Hispanic 19%

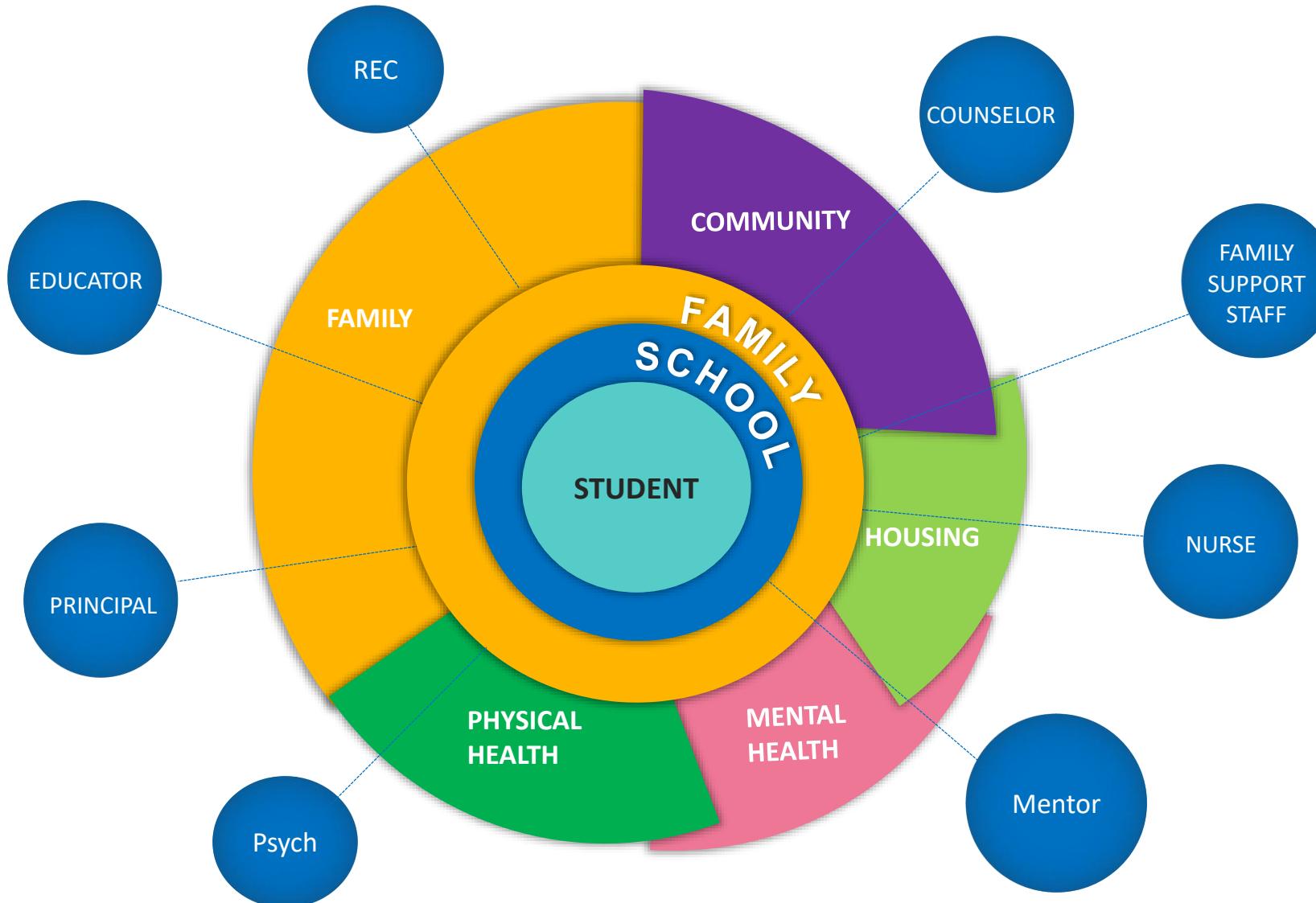
\*Unknown 13%

\*Caucasian 6%

\*Pacific Islander 2%

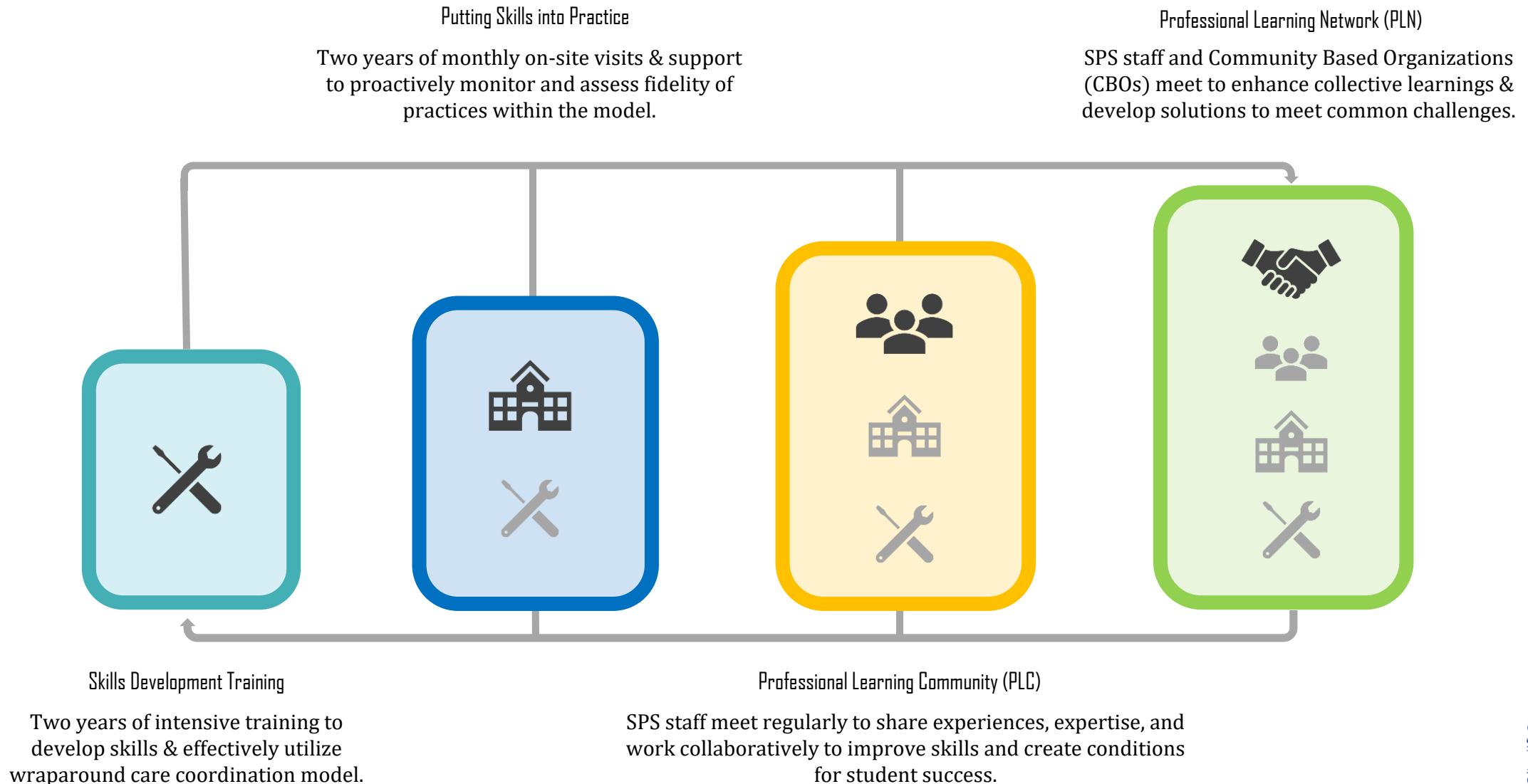
Out of all students reflected, 26% are AA Males

# Care Coordination Partnerships



\*Adapted from Bronfenbrenner Ecological Model

# Comprehensive Training Model



# MTSS: Levels of Care Coordination



## High Level Support

- Multiple risk factors identified
- More complex needs
- Co-design support plan (*i.e. referrals to Housing, Community mental health, recreation service providers, etc.*)

## Mid Level Support

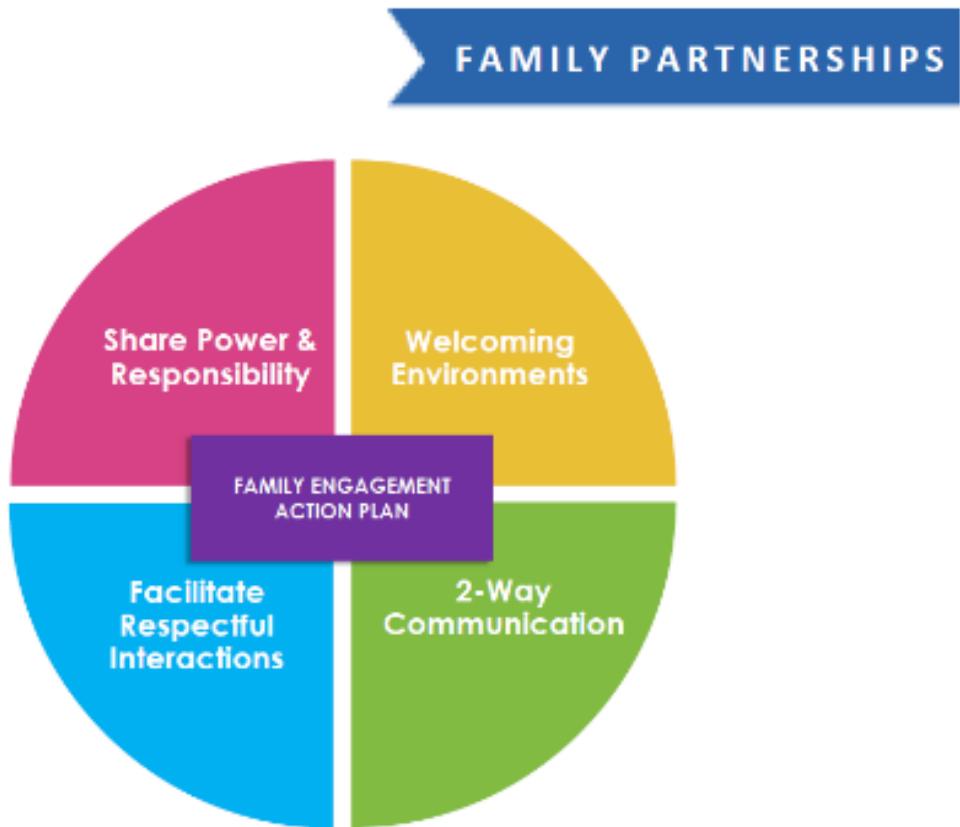
- Intentional scaffolding supports
- Assessment and regularly scheduled check-ins
- Involvement in groups (*i.e. Affinity/Social Emotional Learning groups*)

## Low Level Support

- Consultation and Exploratory dialogue
- Assessment and referrals made (*i.e. Eye glasses*)
- Attending student related meetings

*\*Each Tier is an additional level of support; and does not negate previous supports or interventions in the progression.*

# Family Engagement Plan



## District-wide Framework to Improve Student Outcomes:

- Build family and school staff capacity to create welcoming environments
- Strengthen two-way communication to facilitate and encourage respectful interactions
- Increase shared power and responsibility (family, student voice amplified and respected)

## WCWD aligns by:

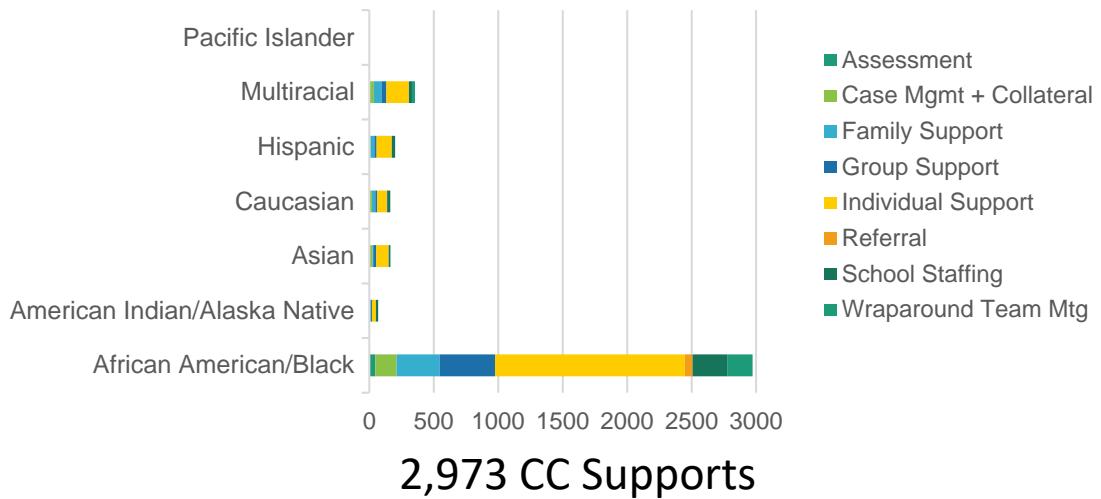
- Connecting students and families to school-based and community resources
- Building connections that foster a welcoming environment
- Brings our strategic plan engagement goal to life through 1:1 respectful interactions

# Intentional Focus on African-American Boys and Youth: Targeted Universalism

2019 – 2020



- 181 African-American boys and youth received care coordination by mid-year
- 62% of African American boys and youth receiving WCWD supports had no disciplinary incidents this school year.



2020 – 2021

September to November



- \* 718 Total males have received supports by mid-year
- 374 African-American boys and youth have received Care Coordination services by mid-year.

52% of All males served are AA boys.

## Family Survey Data



Gerald Donaldson, Family Support Worker at Leschi Elementary

### What our families “said”

\*Ms. Jones was happy that the communication between her and the school has gotten better over time. She stressed that the relationship between her and the school was "rocky" towards the beginning of the school year and gradually improved. She believes the improved relationship was due to the willingness of the school to help during certain situations and the improved communication between her and school staff.

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“ I really appreciated the support my child received this year! She received a check in weekly, and it was clear that the family support worker wanted my child to be successful”

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“ I've seen great changes in my child and the counselor was always working hard to help her, and always followed up.”

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“I was impressed with how fast my child was able to receive supports when the pandemic hit.”

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“I had a very positive experience in working with the counselor and support team to build a plan for my child”

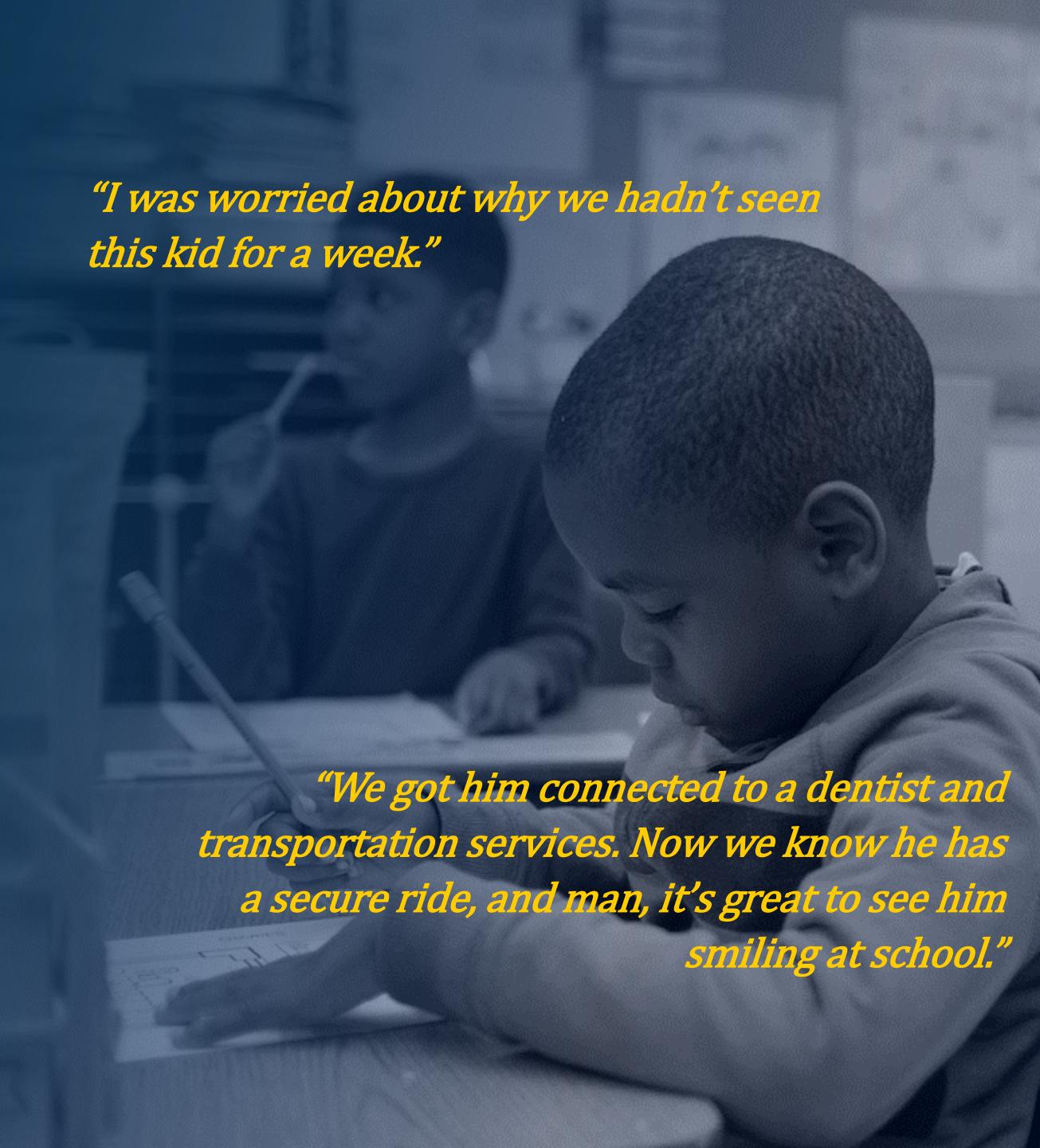
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“ The school did great things for my child this year and I am very happy she attends there!”

# CULTURE OF CARE

Seattle Public Schools is developing a comprehensive plan for well-being of all students **“A Culture of Care”**. Components of this plan will include:

- Tier 1 supports -monthly community circles, restorative practices, social emotional and trauma informed lessons and/or supports incorporated into **daily instruction**
- Processes to identify **students in crisis** and access appropriate acute or longer-term supports.
- Strengthening of **partnerships** with community-based organizations and culturally relevant agencies
- Evaluation of supports using SPS **racial equity analysis tool**



*"I was worried about why we hadn't seen this kid for a week."*

*"We got him connected to a dentist and transportation services. Now we know he has a secure ride, and man, it's great to see him smiling at school."*

**“**  
*It wasn't always easy, but I kept calling to follow-up with everybody. The family really appreciated that, because language was a barrier to getting some of their basic needs met.*  
**”**

— Keith Ervin, Family Support Worker and Care Coordinator at Bailey Gatzert Elementary



# Thank you!

Dr. Concie Pedroza, Chief of Student Support Services

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