

Board Special Meeting
Curriculum & Instruction Policy Committee
Tuesday, August 22, 2017, 4:30pm
Board Office Conference Room, John Stanford Center
2445 3rd Avenue South, Seattle, WA 98134



Minutes

Call to Order

This meeting was called to order at 4:30. Directors Burke, Geary and Patu were present. Director Harris arrived at 4:31pm.

The meeting was staffed by Associate Superintendent for Teaching & Learning Michael Tolley, Chief of Curriculum, Assessment and Instruction Kyle Kinoshita, Chief of Student Support Services Wyeth Jessee, Executive Director of Curriculum and Instruction Cashel Toner, Director of Career and College Readiness Dan Gallagher, Executive Director of Government Relations & Strategic Initiatives Erinn Bennett, Director of Career & College Readiness Caleb Perkins, Director of Grants Michael Stone, Justin Hendrickson and Kristin DeWitte from Southshore PreK-8 and Jennifer Flood from the League of Education Voters Foundation.

Director Burke noted that Principal Gonder will be here to present, and asked that we amend the agenda to allow him to present upon his arrival. Director Patu moved to approve the agenda as amended. Director Geary seconded. This amended agenda passed unanimously.

Director Geary moved to approve the June 12, 2017 C&I Policy Committee meeting minutes as published. Director Burke seconded. The meeting minutes passed unanimously.

Board Action Reports (Discussion and/or Action)

League of Education Voters Foundation (LEVf) grant to South Shore PreK-8 for \$1,000,000 for the 2017-2018 and \$1,000,000 for the 2018-2019 school year.

Michael Stone provided an overview of this item. He noted the partnership formed over 14 years ago to bring in a strong Pre-K to K early learning program including a social and emotional program. He noted the change from a partnership to a grant agreement, with short term, maintenance goals. Ms. DeWitte noted in the past two years she has been encouraged by this grant and meeting the goals to ensure all kids get an equal start, and noted the demographics have changed at Southshore PreK-8. She noted the donor has asked to broaden the grant to include the data work around standards in math and robust Multi-Tiered Systems of Supports (MTSS) for social, emotional and academic growth. Ms. DeWitte noted the goal is to have Southshore be a lab school and to spread the success to schools in the southeast and beyond to accelerate the growth for students.

Dir. Geary asked about her comment on shared practices outside of Southshore and has the work been done. Mr. Stone noted that RULER started at Southshore and then the work rolled out throughout the rest of the district. Ms. DeWitte noted that the Pre-K program started at Southshore and then extended

through the district as well. Mr. Hendrickson noted the math coaches at Southshore and the partnership with UW started at Southshore before rolling out to schools in the district.

Dir. Harris asked how do we deal with the fact that Southshore gets more money than other schools, and how is it that there is a go fund me for a librarian when the school gets \$1M in grant funding. Ms. DeWitte noted that her view on equity means that the kids are getting to standard. She noted that her school is not a part of the Satterberg grant and feels fortunate to have the LEVF donor, and that her school does have that much need. For the go fund me, she has not heard of this going on. She noted that they lost a lot of positions and they had to make hard choices between counselors and librarians, and noted there is no perfect answer for that. Ms. DeWitte noted that until all kids are excelling, they need resources at their school, which they would not have without this grant.

Dir. Burke asked about the program evaluation report, and if it will be shared with the district, and asked if the evaluation reports are mandatory or part of the districts history. Mr. Hendricks noted a comprehensive report from years ago, but it has not been used recently. Ms. DeWitte noted that with bringing in homeroom, the data collection process will be easier to compile a report and noted that they are just wanting to ensure equity. Dir. Burke noted the principal selection process and asked if this is accurate. Ms. Flood noted that LEVF was informed both times Principals were selected. Dir. Harris noted if LEVF is not at the table with the vote in the principal selection, where is that stated clearly in our documents. Ms. Flood noted that the community groups have input in the selection process, and that LEVF's intention is not to have a seat at the table.

Dir. Harris asked about the two-year cycle instead of one year. Mr. Stone noted the funders request was to extend this for two years. Dir. Harris asked if this is introduction and action at the same meeting. Mr. Stone noted it is on as both at the same for funding in place for the start of school. He noted that the letter of intent did not come in until after the last committee meeting in June and that there was no July committee meetings. Dir. Patu asked if this is the largest amount that they have offered at one time. Mr. Stone noted it is the same yearly amount, but now it is a two-year cycle, it is the same amount per year. Mr. Stone noted new attachments with a draft agreement for the Introduction.

DECISION: Director Geary made a motion to move this item forward to the full Board with a recommendation for consideration with the corrected contract attached and the requested language changes. Director Patu seconded. This motion passed unanimously.

Cascade Parent Partnership Program (CPPP) Update

Owen Gonder, principal at CPPP. He noted the school is listed as a K-12 program and is requesting to truncate to a K-8 program. It has been an acting K-8 for several years, only working with home based instruction students that are accessing running start. The 9-12 students they work with is all paperwork that is being processed for running start. Mr. Gonder noted they came up on priority status with the Office of Superintendent of Public Instruction (OSPI) due to low graduation rates, although their students were just running start students and it is a coding issue that made it look like students were dropouts. Principal Gonder discussed the three options as listed on the handout, and noted the pros and cons under each option.

Directors asked questions on the efficiency of all schools versus one school processing the paperwork. They also asked about the 9-10 grade students and the services that they receive through CPP. Mr. Gonder confirmed that no services are provided to 9-10 grade students. Directors also asked about potentially rolling out a combination of two of the options provided in the handout.

Principal Gonder noted that there can be around forty students to process paperwork, and that many neighborhood schools currently do process paperwork as well. He noted it is more about messaging to the community and that the 9-12 students can access services at other high schools that they cannot get at CPPP. Mr. Tolley noted to gather additional information on who access running start through all of our schools and how many are accessing these services with other neighborhood schools already that are doing home based instruction. Mr. Gonder noted they we not know who all of the Home Based Instruction (HBI) students are, only if they submit a declaration of intent statement. If we do not receive a letter of intent for home based instruction, we would not know who those students are. He noted there is a small part of the community who would like high school component added back. However, he noted the history of why it was let go in the past as it wasn't a quality product for all students. Mr. Gonder is looking to inform the community and further the discussion.

Dir. Burke reiterated that this is not for action, this is for information only. Dir. Harris asked for them to reach out to Carri Campbell for the communication piece. Dir. Patu asked if they are not accepting any more high school students. Mr. Gonder noted that they are processing paperwork for the home based students to access running start programs, but that those student do not have access to any further services at the school.

Directors asked for a Friday Memo update when additional information is received and an update to provide. Mr. Tolley noted they will gather additional information and provide the update. Dir. Burke asked that this be a part of the high school revisioning and 24 credit discussion in the future.

Standing Agenda Items

Superintendent SMART Goals 1- Multi-Tiered Systems of Supports

Wyeth Jessee noted the building off the work from last year and noted the continued work streams and revisions, according to the handout provided. He noted the MTSS work streams and the work being continued. Mr. Jessee noted Homeroom is off and running and all the 2016/17 school year data has been loaded, and this has been an opportunity to follow up on learning walks in the school to see the work in action. He noted standardized Professional Learning Community (PLC) structures and ways to collaborate. Mr. Jessee noted the Professional Development (PD) calendar is updated and central office has been working collaboratively to avoid overlap and building on that process to have a productive system and help with prioritization. He noted the tiered system for 24 schools, the work on Continuous School Improvement Plan (C-SIP) goals and using Homeroom to make this process more effective and to eliminate opportunity gaps. He noted the updates presented at School Leaders Institute (SLI) in August. Mr. Jessee noted they collected evidence last year and found the schools that needed additional supports and noted the work on coaching and support for those schools. He noted the field test for the contracting process, and noted the delay for the assessments contracts. Mr. Jessee noted that schools are excited and on board to tee up everything, so when the contract goes through, that the execution can roll out immediately.

Dir. Burke wants to recognized that there are areas, strategies and PD that need to be funded and that there is attention paid to these areas, and asked that it be written in to the updates provide. Dir. Burke asked if we have a finalist for the interim assessment contract. Mr. Jessee noted it was CenterPoint, which other surrounding districts use are using. He will provide feedback once the contract is solidified. Mr. Starosky noted in the Peer Assistance Review (PAR) work this year, they will be clearly defining what high quality instruction looks like, and noted that there is another team working on this and that is why Mr. Jessee did not have that on his handout.

Board Policies and Procedures

Policies 2415, 2420, C16- High School Graduation Requirements and credits

Caleb Perkins provided an overview of this item and discussed the handout provided. He noted the previous conversations at this committee surrounding this and pointed out a September work session that will discuss these policies. Mr. Perkins noted the relevance to the larger picture with revisioning high school and the 24 credit requirement and making sure all students graduate career and college ready. He noted the community engagement that is planned surrounding this topic.

Dir. Burke asked about the content being at the granular level, and not having the overarching vision of the work with the 24 credit task force recommendations, for example. He does not feel there was a conclusion at the high level and is concerned about dabbling in the details without having a clear overarching vision. Mr. Tolley noted there are two work session, in both September and October. September will focus on the secondary revisioning work and the work of the principals in the past year. The October work session will be reviewing the policies.

Special Attention Items

Math Adoption Update

Anna Box provided an overview of the middle school math textbook adoption and noted they are on time to deliver a recommendation in the winter, on track with policy, and they are excited with the prospect of having new textbooks in the near future. She noted that teachers and community members both seek a textbook that is aligned with state expectations and meets teachers' needs to differentiate and be flexible. Ms. Box noted the previous Friday memo updates that outlined the recommendations from the adoption committee and community feedback for two programs: EnVision and Glencoe. She noted that there will be a pilot of these programs in approximately 30 classroom in the fall. She noted that both finalists seem to be culturally responsive and noted the deep grounding of the committee in policy and vision to closing opportunity gaps. Ms. Box noted teacher training this week and the pilot to begin at the start of school and conclude at the end of October. She noted in early November there will be panel discussions to listen to what the community, teachers and principals have to say about the textbooks that were piloted, and that a final recommendation will presented in December.

Dir. Geary asked if in the review process are we tracking growth on standards and against growth at schools of distinction. Ms. Box noted we could gather data on the standards that the schools will be teaching in these books. During the pilot students will have access to the first several units and we will be able to assess their progress toward mastery of material.

Dir. Harris asked if any of the 30 classrooms are also Nesholm Grant funding sites, and would like to see the overlay. Ms. Box said she was not looking at that as a variable, they were looking for teachers that were ready and comfortable and she will look in to that information. Dir. Harris asked if high school math teachers and University of Washington (UW) math teachers were at the table to engage in these conversation. Ms. Box noted a high school math teacher from Franklin is on the committee, and made note of the request.

Dir. Burke suggested the pre/post assessment component be coordinated in conjunction with the research assessment team to see what factors to control for and how to reach a conclusion on a short pilot program, and how to set up the units and be thoughtful of that process.

Dir. Burke asked if both finalists are within the \$2M request for proposal (RFP) limit. Ms. Box noted that we were looking within \$2M limit and reserved the right to not include proposals that were well outside. She noted working with the business and finance department on these parameters.

Ms. Box noted if Directors would like additional information, there will be walk throughs at schools, upcoming professional development and the adoption website. She also noted the upcoming 2x2s with Board Directors to go in to more detail.

Seattle Preschool Program (SPP) Update

Cashel Toner noted that jump start is starting this week, 57 schools have Kindergarten students come for a week of half day class to get to know the teacher and learn the school. She noted that 3500 kindergarten students attended this jump start program. Ms. Toner noted that the 3 day family connections will be held in the first three days of school, where the teacher and the families can sit down and have discussions. She noted the PD to prepare staff for those conversations. Ms. Toner noted at the UW Pairing center, where the Experimental Education Unit (EEU) is, there was an Inclusion Summit regarding the SPP + programs, where staff received special training on inclusion in August. She noted in June the Early Learning Department worked with the Gates foundation, and has received the 2 year grant awards of \$224K and \$225K respectively, to fund the 17 Pre-K classrooms. Ms. Toner noted the Early Learning Summit held last week, which was specialized PD for Pre-K teachers- developmental, head start, SPP and community partner teachers, all learning together. She noted the PD was developed from data collected from surveys that went out in spring on their needs. Ms. Toner noted that an update will be included in this week's Friday memo.

Dir. Harris asked about the Gates foundation grant, and if that was supposed to be on this agenda. Ms. Toner noted that it was not supposed to be on today's agenda, as it came to the C&I Committee in June for information only. Dir. Geary asked how we paid for the summit. Ms. Toner noted SPP dollars and Early Learning Grant funds. She noted the SPP has teacher orientation, but that goes against the Collective Bargaining Agreement's (CBA) mandated TRI days, and the teachers cannot be in two places at one time, so they built something new and was able to align with the community organizations.

Dir. Harris asked how many are SPP inclusion classrooms for this year and next. Ms. Toner noted there are seventeen SPP funded classrooms, and four of those are SPP+ (Boren, Original Van Asselt, Bailey Gatzert and Thornton Creek). Ms. Toner is not sure of what next year will look like, a capacity analysis needs to be done, and it will be a high priority with planning for next year. She noted needing to get feedback and make course corrections first. Dir. Patu as asked about enrollment numbers. Ms. Toner noted as of August 10, there are 329 seats across 17 classrooms. The city enrolls most of the classrooms, and are on track for enrollment. As of August 10, ten out of fifteen seats for SPP+ were filled, and on track. She noted they had done some heavy lifting with the city partners to streamline the enrollment process.

Dir. Burke noted he would like to see a summit for the Career and Technical Education (CTE) staff and a way to get unity and excitement that the Early Learning Department has around their summit.

Assessment Calendar Update

Audrey Roach noted her new role in assessment and noted the documents that she has provided for the committee's review regarding the Assessment Calendar approved by Superintendent Nyland last week. Dir. Harris asked if this was more difficult this year after the new assessment policy was approved. Ms. Roach noted it was not, as the policy is for new district-wide assessments only, and there were none new this year.

Dir. Burke noted this does not include the pilot and the school chosen assessments, and the public may perceive that their child's assessment is not on the approved list. Mr. Jessee noted there are many out

there, formative, teacher crafted assessments, and noted we can put language on the form to notify the difference between formal and school based assessments. Mr. Jessee noted in the procedure, it states that the schools will publish their own information, and noted there will be a transition time as the schools add information on to their own calendar.

Dir. Harris asked for clarification on changing assessments. Mr. Jessee noted assessments can get very technical and are not always use as intended, or to its full fidelity as on the label. Dir. Harris asked about oversight, asked how we address those issues. Mr. Jessee noted that it is not an issue, there is gradation and levels at which assessments are used for instructional purposes and are a part of teacher craft.

Continuous School Improvement Plans (C-SIP) Update

Mike Starosky provided an update on the C-SIP's from the last update in June at the C&I Policy Committee meeting. He noted that the process has been moved forward about five months from where it was in the past to allow principals time to give peer to peer feedback in May, then revised and turned in on June 15, and from there the intention was to bring to the full Board in July and have them published. He noted that issue arose around the Americans with Disabilities Act (ADA) compliance piece of the documentation/forms, and when the forms came back from principals they were not ADA compliant anymore. Dr. Starosky noted that they are now including sections on English Language Learners (ELL), Special Education, Advanced Learners, homework policy, etc. Dr. Starosky noted the next hurdle was loading the budgets, which lagged compared to previous years due to the budget shortfall, and that 60% of them have budgets loaded, and that all will be loaded by next Wednesday, and they will be published for public consumption. Dr. Starosky noted that the Annual Approval of Schools Board Action Report will be introduced to the full Board on August 30 and then for approval from the Board on September 20. He noted with PowerSchool and data they are seeing, principals can more easily update the C-SIPs in the future. Dr. Starosky noted the benefit as a system being pushed to be in alignment with budgets and staffing is that we can now start the school year running and the C-SIPs are done and can align supports and priorities in the schools when school year starts.

Dir. Geary asked if this is what the Board saw in December/January timeframe. Dr. Starosky confirmed. Dir. Geary asked if we have seen an attitude change about the document from the people on the ground since this Board has come in and made it a priority. Dr. Starosky noted that it is happening, and the principals are starting to see the personal relevancy of it and that different department leaders are talking about the document more frequently and it is becoming an active document that is aligned to the Superintendent SMART goals. Dr. Starosky noted some feedback from principals at SLI this summer and sees a shift.

Clover Codd noted to use C-SIP for equity piece with the Building Leadership Team (BLT) and to oversee development of the budget and PD planning and decision making matrix. Dr. Starosky noted the priority at central office and using C-SIPs to start the conversation. Mr. Tolley noted to thank Dir. Burke with his push toward process improvement regarding C-SIPs.

Advanced Learning Program Review Update

Dr. Eric Anderson and Anna Cruz provided an overview of this program review update. Dr. Anderson noted Goal 3 was program mapping and review, and they undertook two pilot program review studies this year, Dual Language Immersion and Advanced Learning/Spectrum. Because Spectrum is not that robust of a program it was not an implementation study. He noted phase one study was provided in the June 30 Friday memo, and was primarily descriptive and gave a background about the program, enrolment and achievement data, and a thematic evaluation of the program, including a summary of principal interviews. Dr. Anderson noted choosing seven sites based on the growth we were able to

detect based on smarter balanced, those who had the highest overall growth, who were already high achievers. He noted compiling the information now in Phase 2. There will be a work session on October 11 around the two studies.

Dir. Harris asked if we have any spectrum programs left that are not blended and how many did we blend last year, versus self-contained. Dr. Anderson noted there are no more self-contained classrooms in elementary or K-8 schools. He noted in middle school there are some honors courses. Dr. Anderson noted there is some differentiation and the walk to model, where students move to other grade levels, which is done at all spectrum designated sites, which is an intentional approach to ability grouping.

Dir. Harris asked with the work session of the Board, will budget and finance be at the table so we do not make promises that we cannot keep. Mr. Tolley noted around International school discussion, that is the intent of the program review, for budget considerations, and the timing of the report is to have that information inform the FY19 budget planning.

Dir. Geary asked how we are assessing the social/emotional impact of that acceleration, which can be powerfully detrimental to kids. Dir. Harris said we could not determine how many AL are testing now and going to HCC, but can we identify how many families are leaving the district to go private or charter? Ms. Cruz noted we can look at the kids who apply and do not get in, and what do they do after, but we cannot tell where they go, just that they left the district. Mr. Tolley noted enrollment planning knows how many school-aged children live within a boundary area and attend our schools, so we know how many there are versus who are enrolled here. Mr. Jessee noted we have to look at a stance on which metrics we can place value on, but we can only attend to so much otherwise we get lost in the weeds. He noted in the study is what works best for those who are advanced learners, and so if that is what we value we measure and try to find what that is. Alternatively, are we worried about are people leaving the district, and want to focus there.

Dir. Patu asked about recruiting more kids of color, as she has not seen that data that she requested. Mr. Jessee noted that information has been included in the Friday Memo, as requested.

C&I Policy Committee Work Plan

Mr. Tolley noted the recent changes with the sequencing of the policy work. He noted the timeline of the Board work sessions and bringing back the high school policies, and noted that it may need to shift further, as the time between work sessions and the next committee meeting might be too tight if there are multiple changes requested.

Dir. Burke suggested that if the policy work comes out of the work sessions, it can come to any committee if needed to push it forward. He also noted the school governance policy that Nate Van Duzer is working on, the content has been mostly eclipsed by the CBA, so it trumps policy. He noted there are some things that will need to be modified or repealed after there are some decisions made. He wants to emphasize his request for a responsibility matrix, and it ties in to Policy A02, performance management, which relates to how district and school interact, and the guidance was to look at all of these policies to build the content in to A02.

Adjourn

This meeting adjourned at 6:25 pm.