

Board Special Meeting  
**Curriculum & Instruction Policy Committee**  
Tuesday, January 9, 2018, 4:30pm  
Board Office Conference Room, John Stanford Center  
**2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134**



## Minutes

This meeting was called to order at 4:30pm. Directors Burke, DeWolf and Geary were present. Dir. Patu arrived at 4:37pm. Dir. Harris arrived at 4:51pm.

This meeting was staffed by Associate Superintendent for Teaching & Learning Michael Tolley, Chief of Curriculum, Assessment & Instruction Dr. Kyle Kinoshita, Chief of Student Support Services Wyeth Jessee, Director of Career & College Readiness Caleb Perkins, Director of Policy and Board Relations Nate Van Duzer, Executive Director Government Relations & Strategic Initiatives Erinn Bennett, Math Program Manager Anna Box, Chief Strategy and Partnerships Officer Dr. Brent Jones and School Operations Manager Sherri Kokx.

Director DeWolf moved to approve the agenda. Director Burke seconded. This motion passed unanimously.

Director DeWolf moved to approve the December 12, 2017 Curriculum & Instruction (C&I) Policy Committee meeting minutes. Director Burke seconded. The minutes passed unanimously.

### **Board Action Reports (Discussion and/or Action)**

Adopting Resolution No. 2017/18-10 to establish an equitable vision for advanced coursework in all high schools by replacing highly capable pathways at the high school level with a localized assignment model by 2021-22.

Directors DeWolf and Dir. Geary presented their School Board Resolution. Dir. Geary noted this comes out of the discussions on Highly Capable (HC) pathways, and their extensive public outreach where families noted their desire to have regional services. Dir. Geary noted finding a way to do that without impacting capacity and fairly distributes the program, equitable access and being culturally responsive. She noted this resolution gives the district a plan to reach the equity goal and for planning and is for the long-term vision on where we want to go.

Dir. Burke asked staff if this has been vetted to mutual satisfaction in regard to what they typically look for. Nate Van Duzer noted that it has not gone through the internal routing process, but has been sent out to staff for review. Dir. Burke noted that mostly this is a question of how do we do this, is this aspirational with unintended consequences. Wyeth Jessee noted a document in the handouts and noted the natural tension that comes with this work. He noted the community engagement, the vision statement, and when you get down to the details to realize how complex something is. Mr. Jessee noted that putting this vision out for September 2021, there is a lot of planning and stakeholder engagement to consider. He provided some examples at schools with their vision and their student schedules and the complication of the master scheduling from year to year. Director Patu arrived at 4:37pm. Mr. Jessee noted to engage the school communities, school staff, central office staff, etc. on how to standardize across the district to ensure that all students are college and career ready.

Dir. Burke asked if this was a roll up or the grandfathering would roll up. Mr. Jessee confirmed the grandfathering would roll up. Dir. Burke asked for examples at Franklin and Mr. Jessee provided a pathway example.

Dir. Patu asked about the 2021 school year for Rainier Beach and Franklin. Mr. Jessee noted they would continue on their feeder pattern until 2021 and when Ingraham becomes an option and Lincoln opens, they can enroll in their attendance area schools, and provided further examples of the scheduling. Mr. Tolley noted that next year, in the Rainier Beach attendance area, the students would default to Garfield, and the same would be the case for the 2019-20 school year. He noted that the 2020-21 school year would be the first-year freshman students would be assigned to Rainier Beach and receive their HC services there.

Dir. Burke would like to see this document continued in the conversation in committee, and asked for this to become a standing agenda item for future meetings.

Dir. Geary noted questions that have gone unanswered, and asked when there would be an economic analysis of the Board Action Report. Mr. Jessee noted that we cannot project something when we have not done the full engagement. He noted an estimate with a pathway, a need for 2.0 FTE, textual materials, summer institute for 16 staff members and coursework training. Mr. Tolley noted this is not happening in isolation and there is also High School revisioning work going on and professional development (PD) involved. Dir. Harris arrived at 4:51pm.

Dir. Burke summarized the timeline as listed in the Board Action Report, asked what that would look like and for the definition of those services as a part of core instruction. Dir. Geary noted this is a big change and creating a district that says we believe this should be available regionally for students in a city that is hard to get around in, and does not have a history of serving students in certain geographical regions. She noted the vision to getting kids of color in to the program in a way that is accessible to their families and where the students feel safe; that this is our commitment to do this work. Dir. DeWolf noted the obligation to do something to show that we are committed and thoughtful for the future and the vision for our district.

**DECISION: Dir. DeWolf made a motion to move this forward to the full Board for approval. Dir. Patu seconded. This motion passed unanimously.**

### **Standing Agenda Items**

#### **Formula for Success**

- Superintendent SMART Goal 2, Eliminating Opportunity Gaps

Dr. Brent Jones introduced Keisha Scarlett and Dr. Concie Pedroza as part of the Race and Equity Advancement team. He discussed leading along with members of Eliminating Opportunity Gaps (EOG) efforts under SMART Goal 2. Dr. Jones noted that Seattle Public Schools (SPS) has been leading an initiative to Eliminate Opportunity Gaps which has been a concerted effort to provide access and opportunities to our underserved populations. He noted the funding has been allocated to EOG initiatives over the past three years and is targeted to specific initiatives and strategies. Dr. Jones noted that contrary to previous years, the overall effort is focused on adult practices and beliefs rather programs that fix children. He noted the professional development (PD) focused on the adults, growing stronger the past several years. Dr. Jones noted the Equity Institute last weekend in conjunction with the Seattle Education Association (SEA) facilitated by the Race and Equity Advancement Department, where there were over 70 in attendance. He noted on February 10<sup>th</sup>, cohorts 1, 2, 3, 4 will participate in an Equity Institute. Dr.

Jones noted that case manager training is underway, which is a result of a collaborative grant we received from Casey Family programs, Gates foundation and City of Seattle's Department of Education and Early Learning (DEEL) to improve school climate using a case management model.

Dr. Jones noted the Research and Evaluation (RAE) Department is doing a math study to find out how Denny and Emerson has had such great growth gains, and the initial viewpoint is that a combination of positive relationships, positive beliefs and the innovation that we are learning with the social and emotional piece, all lead to these gains.

Dr. Jones noted still using targeting universalism as a strategy for overall system improvement. He noted that if we can change the system improvement for African American (AA) males, that it will rise the improvement for all students. He noted a previous debate that if we focus on AA, that we are not focusing on other students that have been historically underserved are not having their needs meet, and that as a district, we need to revisit what targeted universalism truly means.

Regarding Policy No. 0030, Ensuring Racial Equity, Dr. Jones noted they have placed posters all around the district, and out of the 8 tenets within the policy, the current focus is equitable access, multiple pathways, and a welcoming environment.

Dr. Jones noted the attendance campaign with the Seattle Housing Authority (SHA) where nudge letters went out to families in the beginning of the year to show benefit to attendance. He noted data has shown that there was a 7% increase in attendance from the previous year. He believes the SHA and SPS partnership is growing into a model partnership to focus on student and family needs. He noted the partnership with the African American Males Advisory Committee (AAMAC), and noted that representatives will come to a Board meeting to share insights for the future. He noted partnership with the city's Department of Education and Early Learning (DEEL), and the initiatives to be more intentional and aligned.

Dr. Patu is happy with the 7% increase and would like to see what progress was made with the AA males at the three middle schools. Dir. Harris asked about targeted universalism and noted those that championed it are no longer here, and would like a learning package for the new Board. She asked for which three middle schools were included in the study. Dr. Jones noted they were the three Nesholm schools and Interagency as well. Dir. Harris asked for a learning package on this as well.

Dir. Burke asked what do we want to look back on in December of next year, what is the lofty goal. Dr. Jones noted that if Board members and staff have a clearly articulated north star- if we can articulate that together, we will get there. He brought up targeted universalism because we need to ensure that we are on the same page to get to where we want to be.

### **Board Policies and Procedures**

#### **School Board Policy No. 2200, Equitable Access Annual Report**

Sherri Kokx presented the annual report to the Board. She noted this is a backwards looking report, from the 2016/17 school year to the current school year. She noted the only new big change listed was due to Special Education staff adjustments that are based purely on enrollment numbers on page 5. Ms. Kokx reviewed the chart further and noted that we continue to roll out the continuum services model and intensive service models. She noted the growth this year, 22 elementary/K-8 schools, and discussed the history as listed in the report. Ms. Kokx noted program changes in this report were presented in the three previous quarterly reports. She noted that the Skills Center had planned to add courses, but in September after seeing enrollment numbers, changes were made due to low enrollment, as listed on page 8.

Dir. Burke noted around the pathways, is there a protocol that we can edit the new information. Ms. Kokx noted that since this is a draft that we can make edits prior to when it is posted to the full Board. Ms. Kokx noted she will edit and send to Dir. Burke and Mr. Tolley. Dir. Burke noted that if Mr. Tolley has reviewed it, he is happy with that. Dir. Patu noted her concern is that these are low enrollment, how can we do better. Ms. Kokx noted that will be included by the Career & Technical Education (CTE) team later in this meeting agenda.

Dir. Harris noted relationships with organized labor partners who are not impressed with our partnering ability, as they are family wage jobs, and have well-funded union that are ageing out and retiring. Ms. Kokx noted that while enrollment was low, in that specific instance, that a teacher had retired the day before school started.

Dir. Patu asked for clarification on page 7. Ms. Kokx noted that in the April report, they were going to add a course, but that due to enrollment the class was cancelled. They tried to open 5 new courses but only 2 filled. Dir. DeWolf asked when students begin to start learning about these classes, how does the word get out. Mr. Kokx noted the counselors start those conversations, and that summer school program has been increasing at the skills center, which will hopefully lead to more familiarity. Dir. DeWolf as for the designation on the “low to very low.” Ms. Kokx noted determining if the number of students generating enough FTE dollars to get funding from the state. Not all classes do meet that, but they also look at the general advisory council. Dan Golosman noted that 15 students would be breaking even.

Ms. Kokx noted three things not on this report, but they are coming up in the near future. Contemplating the HC pathway for students in the Southeast due to space considerations. Also move all services out of the Old Van Asselt building, as we are moving Wing Luke in to that building as their new building is being built. She noted another issue is that we are already bumping in to capacity issues at Robert Eagle Staff and Licton Springs sites, but those are budding conversations to be resolved.

Dir. Burke asked about Southeast language immersion pathway to high school. Mr. Tolley noted a briefing paper has been provided to the School Board Directors in which staff are recommending the move from Ingraham to Lincoln.

#### School Board Policy No. 2170, Career and Technical Education (CTE) Procedure

Dir. Burke noted the timing of the annual report and that to align work streams and budget, this is not the formal report, it is an interim to help guide the annual report.

Caleb Perkins confirmed and noted the collaborative process. On slide 2, this update is to review the draft plan and share initiatives and questions that have arisen. He noted a recent article on the state audit and the need for students to have pathways outside of the four-year college. Mr. Perkins noted the general advisory council and the work with the city to come up with this plan. He noted the goal is to give a sense of where we are now and to look ahead at goals for next year. Mr. Perkins noted strategies listed on the slide to improve the program- pathways, rigor, work site experiences, skill center, internal efficiency, expanding partnerships, recruitment, and branding/marketing. He further discussed enrollment numbers for the various CTE programs. Jane Hendrickson noted the November enrollment might change due to attrition and possibly more in trend with previous years, and noted the middle school program offerings have been increased, which relates to the growth seen in that area. She noted Principals had to make difficult choices with funding and many positions were reduced and noted with restored funding many brought back their CTE programs or other pathways at their schools and provided examples.

Mr. Golosman discussed the enrollment at the Skills Center and provided an overview of the Seattle Public Schools (SPS) skills center. He noted the summer program in exploratory courses and noted the

increase in enrollment, as listed on slide 9. He noted the increase in summer school enrollment and credit earning opportunities. A significant of them were incoming 9<sup>th</sup> graders to get career and college readiness skills prior to entering high school.

He noted marketing feedback from parents- feedback surveys, fliers, welcome events for new students, etc. They used the radio station advertisement, posters, email blasts, robo calls and many other strategies that helped increase enrollment overall. Mr. Perkins noted also working directly with the counselors to continually market the programs and discuss the opportunities. He noted positive growth in summer school and in middle school and using those strategies to use across the board.

Mr. Perkins noted that if students concentrate in certain focus areas, there are better attendance and better student outcomes. He noted having in depth conversations with partners to get college credit to transition to Seattle area colleges and the college promise scholarship partnership for additional opportunities. Mr. Perkins noted discussions with principals for viable pathways that will take time to provide throughout the district. Mr. Perkins noted the great interest to have students learn in our classrooms and also outside the classroom in the field. He noted the possibility to restore CTE career center specialists at the High Schools to provide more comprehensive services. Mr. Perkins noted to do worksite learning, it takes an immense amount of partnering and additional support that cannot be done without these additional supports in the schools.

Mr. Perkins discussed expanding partnerships, building out how to engage in schools, having a common language and common framing. He noted that we want to build out what was in the Board resolution in November to build a framework on different levels of partnership and investments the program. Mr. Perkins discussed how we can connect with the community to show that career pathways are for every student.

Dir. Burke noted to discuss the profile of a graduate with other key stakeholders or actually state who they are to bucketize them and frame the message. Dir. Harris noted confusion that the Department of Teaching & Learning does not have a communications professional attached to that department. Dr. Kinoshita noted that we had one in years past and was unfortunately cut in the budget adjustments last year.

Dr. Perkins noted in conclusion there is more work to be done before the final report in April and that there are more conversations to be had between now and then to move the work forward in CTE.

Dir. Harris asked what meetings we have had with labor partners in the last year. Mr. Golosman noted he and Mr. Hendricks attend monthly meeting in the past two years that collaborate with labor representatives directly and follow up with them. He noted other side meetings with the Port Tour and other building trade unions. He noted the biggest challenge is getting the students involved in coursework even before they get involved with the apprenticeship programs. He noted a partnership to build tiny houses for the homeless and other examples.

Dir. Burke asked for a list appendix with partners and their names be provided in the full report. Mr. Tolley noted that in prior conversations, none of this work is done in isolation, and noted the work to increase credit earning opportunities and the high school revisioning. As we expand these CTE courses, it will assist in other areas as well.

## **Special Attention Items**

### **Math Adoption Update**

Anna Box and Patrick Gray noted the update since last meeting. He noted the last official step has been done and the committee has recommended to adopt Envision from Pearson in a consumable format. The text books can be written in by students, each student will go through two books in one year. Ms. Box noted that this will not be like in the past where there was a hard-back book that stayed with the teacher.

Dir. Harris asked if there are website links for assistance for parents to homework. Staff confirmed. Mr. Gray provided a recap of the process to date, which started 11 months ago. He noted the feedback that was considered throughout the process and the compliance with the Americans with Disabilities Act (ADA), and the next steps to get to full compliance, family feedback, teacher feedback, student feedback, and the student outcomes data collected. Ms. Box noted the various demographic represented groups in the pilots, and more gains were found from the Envision materials.

Dir. Burke asked when this comes back, how are these new materials used as an intervention resource and for differentiation. Ms. Box noted some feedback received from the one individual and her team met directly with that parent and took notes on her feedback and discussed alternatives to the roadblocks that she felt. Ms. Box provided examples of resources and differentiation that can be made accessible to teachers through PD and communications channels. Dir. Harris noted a confidence in the team to handle the issues with the parent.

Mr. Gray noted that action report is being routed internally, and to come to C&I in February to move it forward to the full Board. Dir. Harris asked if this can be updated on to the Math Adoption website prior to introduction to provide the public with high level summaries. Mr. Box noted that she can look in to that and she will talk to communications regarding a press release with the committee recommendation and as well at the vote. Mr. Gray asked if Dir. Harris is asking for comparative data or just for the one we are choosing. Dir. Harris noted for transparency to have comparative analysis.

Dir. Burke asked with this decision with the consumable book, does our allocation cover that for multiple years. Ms. Box noted the breakdown over 7 years. Dr. Kinoshita also noted expenses in the adoption and the remainder could be utilized for PD.

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

Dir. Burke asked for a HC pathway update as a special attention item every other month and including the document presented today. Dir. DeWolf asked about the African American Males Advisory Committee updates. Staff let him know that is included with Dr. Jones' EOG update every other month. Dir. Harris noted buy-in from the Executive Committee that the work plans be braided together and set deadlines and backwards map. Dir. Kinoshita noted the timeline with Ethic Studies Update, and that there will be a work session the day after the next committee meeting. Directors agreed to move it to a future month.

The meeting adjourned at 6:24pm.