

## **Instructional Materials Committee Meeting Agenda and Minutes**

Date: Thursday, June 24, 2021

Time: 2:00 pm

### **Present (via Microsoft Teams):**

Darcy Brixey, Chair, IMC

Caleb Perkins, co-chair, IMC

Jen Beatty, Parent Representative

Andrea Young, Notetaker, Instructional Materials Specialist

Charmaine Marshall, Principal Representative

Antoinette Harrison, Project Manager, CAI

Cashel Toner, Executive Director of Curriculum and Instructional Support

Elissa Farmer, Presenter, Math Program Manager

Lisa Love, Presenter, Health Education Manager

### **Agenda:**

1. 2:00 - Welcome and agenda
2. 2:05-2:25 - Math K-5 Adoption Presentation, Elissa Farmer, Math Program Manager
3. 2:25-2:30 - Questions for Elissa
4. 2:30-2:50 - Feedback/Information Item: SEL (Social Emotional Learning) Instructional Materials, Lisa Love, Manager, Health Education
5. 2:50-2:55 - Questions for Lisa
6. 2:55-3:00 - Action items: Asynchronous Voting Process, Poll for Fall meeting, Darcy

### **Minutes**

#### **Math K-5 Adoption Presentation, Elissa Farmer, Math Program Manager**

Elissa introduced herself and outlined what she will talk about during this meeting. Background: Why a K-5 math adoption? Needs assessment. Current adopted material: Math In Focus, in 7<sup>th</sup> year of adoption. Not chosen by the adoption committee, but approved by the school board over the vote of the adoption committee. Current material does not have a robust digital component and is no longer aligned to national standards. Student performance has remained stagnant, and decreased in some cases between 2015 and 2019 while using Math In Focus. 22 schools or 30% of schools using MIF have approved waivers to use other curricula. Average cost for waived material adds up to about \$250,000 of their own building budgets to use something other than Math In Focus. 69% of respondents to a survey are \*not\* using Math In Focus.

Elissa said they're hoping to implement a new adoption in 2022-23 school year. Elissa showed a proposed timeline for the adoption. Adoption Committee applications are now open until July

16<sup>th</sup>, and hoping to approve membership by the end of July so the committee can begin work immediately. Proposed date for IMC to approve selection criteria – mid-September. RFP September 15<sup>th</sup>.

Elissa shared an overview of the Communication/Engagement Plan. Elissa said that they started a 'cross departmental K-5 math adoption steering committee', with representatives from various departments (communications, special education, multilingual education, advanced learning, family engagement, community partnerships, office of AAMA, Title I/LAP, digital learning). Firstly, they will leverage various pages on the public website to communicate, as well as School Leader Communicator, School Beat, News Brief, SPS social media, direct emails to families and students (translated), emails to targeted groups, robocalls/texts, as well as asking for community partners to help reach out using their channels. They'll be putting out a survey in the fall. Open houses will be held in late fall/November. Field Test process will be announced in January and more open houses will be held in February. Committee makes a final selection in March, presentation to SSC&I and full board in April. This information will all be on the adoption website.

Darcy asked if the website would be translated or they would use auto-translate – Elissa said yes, but any documents posted would be translated (non-automatically).

Jen Beatty asked if there are teachers on the Adoption Committee and if Elissa could describe the Field Test phase. Elissa described how they will choose the Adoption Committee: representing diverse voices of the community. They'll be looking for approximately 20 members, comprising educators, staff, teachers, parents, guardians of current or former students from a wide range of programs, current members of the community at large with expertise in the field. Applications are available in Microsoft Forms in the top 5 languages used in the district except for Somali and in PDF form in the top 5 languages. Will be doing direct outreach to underrepresented communities. The Steering Committee will determine the final make-up of the Committee and review/select members to ensure representation of a wide range of educators, family and community members. Elissa also briefly described the field test process.

Caleb asked about where racial equity analysis will be applied in the process. Elissa said they will be using the district racial equity analysis tool. Cashel said there is a formal tool that will be used, but the principles of REA would be used throughout the adoption process. The internal steering committee is part of an effort to consider a cross-departmental process, so they can consider materials in context of considerations like how ELL students learn. Cashel also mentioned that they'll be analyzing whether communications channels are working as expected.

Charmaine asked what they would do if they don't get enough responses to the call for committee applications. Elissa said they would re-open applications, and the committee doesn't meet until September, so they would have time to make sure they have enough

members. Elissa said they were going to reach out directly to principals, asking if they will reach out to 1 or 2 families who speak our top 2 languages. They're also going to reach out to families of students who participate in special education. They'll be reaching out to African American family groups as well. They'll be working with Rivka, who has a newsletter of community partners, as well as community partners they have direct relationships with, etc.

Jen asked what the role of teachers will be on the committee. Elissa said that teachers will probably make up the majority of the committee. (Principals and IA's will also be on the committee, however). Cashel said it's important for the district to commit to teacher voices being heard on this committee.

At the end of the presentation, Darcy reminded the committee that an email would be sent after the meeting to remind members to vote on the timeline and the communications plan for the proposed K-5 Math adoption.

**Feedback/Information Item: SEL (Social Emotional Learning) Instructional Materials, Lisa Love, Manager, Health Education**

Darcy then introduced Lisa Love, who will be presenting information on Social Emotional Learning (SEL) curriculum. Lisa gave some background on SEL. The current conversation about SEL is about teaching skills and strategies that help students recognize and manage their feelings. Their intention is to look at what they've done in the past, and look at what they need to do in the future, especially this fall.

Many elementary schools have been using Ruler training, and some school shave been using Second Step. Middle/high schools have sort of a spotty use of materials (there is no "SEL class" per se at middle/high school level). They're looking at re-entry in fall after students come back having experienced trauma due to the pandemic. They want to make sure students are school-ready, emotionally, and able to connect with students and adults. Many people are asking 'what are we going to use?' for this purpose. They've been reviewing materials over the past few months. What they want to do is ask schools to not reinvent the wheel, but they want to give them a 'menu' and say 'every school is different' but here's a process by which a school could select a program or material that fits their building. For secondary, they have a menu of about 5 programs they want to suggest as supplementary materials.

Darcy said that Board Policy 2015 points out that supplementary materials don't need to be approved by the school board, but wants the IMC to give some feedback, especially in case there is a formal adoption in the future. Darcy asked what screening (i.e. anti-bias, racial equity analysis tool, etc.) have they used on the materials. Lisa said they've been reviewed by the state/nationally vetted, they align with national standards, they're age appropriate, they've been reviewed and been given feedback by teachers, counselors, and students in the district. A smaller subset of the materials have gone through the anti-bias checklist. They'll be going through the checklist with a larger group of materials. Andrea asked where funding will come from – Lisa said there are some grants, as well as title 4 funding, that will be used to purchase

materials. They also have some Ruler funding that may or may not continue through next year. Darcy clarified for the group that one reason why this is considered supplementary materials is because there's no "class" per se, and no assessments. Lisa said it's sometimes a matter of the teacher embedding the materials into a lesson, and every school does it slightly differently. Jen asked if Lisa could talk a bit about the communication strategy to schools. Lisa said they've been communicating to schools that they've secured some funding and vetted some options so that schools don't feel like they have to do their own thing. Lisa said they are working on developing training for teachers. Caleb asked if there is a source related to CASEL (Collaborative for Academic, Social and Emotional Learning) that addresses how SEL is interpreted by different ethnic groups. Lisa said that CASEL has sought a lot of input from different groups and redefined the very definition of SEL, since in the past, their focus has been very narrow and biased towards white people.

There being no further business the meeting was adjourned.

Addendum, June 28<sup>th</sup>:

The IMC voted asynchronously June 25-28, 2021 to **approve** both the timeline and the communication plan for the K-5 math adoption.