



Board Special Meeting

School Board Retreat

March 7, 2020 9:45 a.m. – 1:50 p.m.

Auditorium, John Stanford Center

2445 3rd Avenue South, Seattle, WA 98134

Minutes

Upon building entry Gail Morris invited all to participate in a tribal practice called smudging, where participants “bathe” in the smoke from burning sage bundles in order to cleanse themselves spiritually and ready themselves for an event.

Call to Order

Director DeWolf called the School Board Retreat to order at 9:54 a.m. All Directors were present. Staff present: Denise Juneau, Keisha Scarlett, Carri Campbell, Sherri Kokx, Clover Codd, Wyeth Jessee, Diane DeBacker, Fred Podesta, Erinn Bennett, Greg Narver, Gail Morris, and Shana Brown. Mia Williams arrived at 10 a.m.

District Data Dashboard

Director DeWolf turned the meeting over to the Superintendent regarding the Operations Data Dashboard. The Superintendent explained the documents in the packet. She explained the purpose of the dashboard revision is for it to be streamlined and focused on the strategic plan. She discussed the anticipated timeline and the reference documents. Ms. Kokx talked about the focus on the last sentence of the priority’s description when thinking about which elements to put on dashboard. The Superintendent described the dashboard measures on the streamlined table view. Ms. Kokx clarified that departments will have other measures they are tracking, but these are the measures that will be publicly tracked. The Superintendent called out the focus of the first year on school leaders. Ms. Kokx clarified there will be multiple questions on transportation this year in the school leader survey because it is a focus goal. Ms. Kokx explained Strategies 360 is working on the visual representation of the dashboard so the scorecard and dashboard will have the same visual aesthetic.

Directors asked clarifying questions:

- Should the capital planning measure be about identifying which projects need to be done rather than what is done on budget? Facilities – Should it be appropriate maintenance rather than emergency work orders? Mr. Podesta explained the measure selection was because emergency work orders is a leading indicator for the other measures. He stated the capital planning measure was about whether the district was in compliance with the education specifications. Mr. Podesta said he will consider the feedback.
- Should there be special education questions on the dashboard? Mr. Jessee answered that Research & Evaluation (REA) is adding questions to the surveys related to special education.
- Director Hampson noted surveys produce a non-representative sample and the need to qualify that information so that it is not presented as representative. Dr. Scarlett talked about her department working in partnership with Erin Okuno and the Southeast Seattle Education Coalition (SESEC) and that REA has a work group that has been established to review surveys.

She mentioned the next pivot is figuring out the way families want to engage in this work. Dr. Williams added the work with SESEC has been very powerful. SPS is partnering with community-led organizations in their spaces to collaborate and learn. A Director asked to not forget about the north-end pockets who also need to be engaged.

- Director DeWolf asked about next steps and the Superintendent clarified.

Since Time Immemorial (STI) Training

Entry Task: each participant was asked to draw a picture of a physical space they hold sacred.

Director DeWolf welcomed and introduced Gail Morris, Program Manager, Native American Education, and Shana Brown, Teacher, Chief Curriculum Writer, Robert Eagle Staff Middle School.

Ms. Brown explained the first rollout is with middle schools and shared stories about the impact of the curriculum,. For example, STI engages all students, particularly those furthest from educational justice.

Entry task led to the first lesson. The group shared their sacred spaces pictures.

Ms. Morris and Ms. Brown introduced themselves. Staff and Directors were asked to introduce themselves by sharing their name, cultural identity, position, and their personal goal or outcome for today's training.

Ms. Morris and Ms. Brown identified the tribal protocol of meeting in a circle, waiting until everyone is present to begin, allowing time for elaborate introductions, and setting the tone for the training.

Ms. Morris and Ms. Brown modeled a strategy for sharing personal identity to promote identity safety within the classroom and other educational settings.

Ms. Morris recalled the history of the Native American Education department and the progress the district has made since 2013. Among the many achievements, SPS is the first district to officially adopt the curriculum with line item funding for K-12 professional development and materials.

Director DeWolf recessed the meeting for lunch at 12:03 p.m. Director DeWolf called the meeting back to order at 12:17 p.m.

Ms. Morris made a recommendation for the district to use an inclusive acknowledgment to represent the many tribes within our region: *We would like to acknowledge that we are on the ancestral lands and traditional territories of the Puget Sound Coast Salish People.*

Ms. Brown identified and explained Washington tribes' ceded lands. Ms. Brown explained myths and facts about tribal homelands. For example: *Myth: Tribal territorial boundaries were absolute and distinct. Facts: Tribal boundaries were "overlapping," based on such criteria as families; fishing, hunting, and gathering grounds; and languages. Tribes had permanent villages over vast geographic areas; there was rarely a singular territory of a singular people. The term "tribe" comes from Old French and Latin.*

The Board Directors asked questions about federal funding of American Indian education, and Ms. Morris reviewed how Title VI funding works, specifically the economics of the BIA (Bureau of Indian Affairs). It was noted that is not related to the conversation today and so staff could answer that at another time.

The group discussed how students who identify themselves on legal documents as “multiracial,” which would be most of the Native students in our district, gives an artificially low number of Native students currently enrolled in Seattle Public Schools.

Ms. Brown and Ms. Morris explained that Duwamish history has multiple perspectives to consider as the district moves forward with the curriculum implementation.

Ms. Brown explained the RCW 28A.320.170(3), Modifications & Required State Collaboration.

Ms. Brown explained that nearly 87% of history textbooks portray Native Americans in a pre-1900s context only. She gave examples in the district’s current textbook of misinformation, inaccuracies, and offensive word choices that teachers need to be made aware of.

Ms. Morris explained how the Native Education Program impacts and is impacted by several other departments, such as McKenny-Vento, family support workers, highly capable, truancy, transportation, and enrollment.

Ms. Morris and Ms. Brown modeled a teaching strategy for promoting identity safety and knowledge gaps in a given topic. The group played a form of “bingo,” where participants needed to know critical Washington State tribal history to be able to succeed at the task.

Directors asked about how STI integrates into other disciplines. Ms. Morris explained the current collaboration between her department and English Language Arts and science, noting that Native Education could potentially work with nutrition services, exploring food sovereignty. Ms. Brown explained the concept of food sovereignty by using local maps.

Director Mack asked about funding. Ms. Berge clarified there is a line item for STI in the curriculum budget.

Ms. Brown discussed treaties – they never granted sovereignty, they limited it. Ms. Brown discussed the articles of the Constitution that define the government-to-government relationship between treaty tribes and the federal government. Ms. Brown talked about the powers retained by tribes. Ms. Brown explained the Boldt Decision of 1974 and its impact, including the founding of several organizations. Ms. Brown explained the treaty language “Usual and Accustomed” and “In Common.”

Director DeWolf asked for some context around Billy Frank Jr. Day on Monday, March 9. Ms. Morris explained the resources that would be posted on the website.

The Boldt-Duwamish Connection was explained, as well as criteria for Federal Recognition.

Ms. Brown and Ms. Morris explained the rollout of the STI Adoption in Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22). Year 1 focuses on middle school social studies teachers. Year 2 continues elementary support, grades 3-5, and Year 3 is training all high school social studies teachers.

Directors asked questions about the relationship between STI and the Seattle Teacher Residency program, and whether the state should be coordinating the professional development, not districts.

Ms. Brown explained the elements that are being focused on – “Elementary Big 5, Middle School Big 5, and High School Big 5,” as well as the STI aligned required Civics CBA (classroom based assessments).

Dr. Scarlett asked about the difference between STI and Ethnic Studies, and it was explained that Federally Recognized Tribes are not ethnic groups but Sovereign governments.

Ms. Brown explained and demonstrated a middle school STI lesson, *Why Do the Foods We Eat Matter?* part of Native Knowledge 360°, an online initiative by the Smithsonian's National Museum of the American Indian.

Ms. Morris and Ms. Brown explained the resources and materials available on Seattle Public Schools' external sites: American Indian Studies, Native Education Resource Library, and the Native American Education / Huchoosedah websites and the internal Native American Education Schoology page. Directors asked for links to be sent out regarding the websites shown during the retreat.

Adjourn

Director DeWolf adjourned the meeting at 2:04 p.m.