



## **SCHOOL BOARD ACTION REPORT**

**DATE:** May 22, 2019  
**FROM:** Ms. Denise Juneau, Superintendent  
**LEAD STAFF:** Gail Morris, Native American Education Program Manager  
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**For Introduction:** June 12, 2019  
**For Action:** June 26, 2019

### **1. TITLE**

Tribal History and Culture Extended Core Instructional Materials Adoption

### **2. PURPOSE**

This Board action will waive Board Policy No. 2015 while maintaining compliance with state law and approve the Instructional Materials Committee's recommendation to adopt Tribal History and Culture Instructional Materials for all PK-12 Seattle Public Schools classrooms. The waiving of Board Policy No. 2015 in this manner is for the sole instance of expediting the adoption of the Since Time Immemorial curriculum; thus fulfilling the intent of the legal mandate of RCW 28A.320.170, "Tribal History and Culture."

### **3. RECOMMENDED MOTION**

I move that the Seattle School Board waive Board Policy No, 2015, which was designed to adopt instructional materials from commercial sources, for the sole instance of expediting the adoption of the Since Time Immemorial curriculum, thus fulfilling the intent of the legal mandate of RCW 28A.320.170, "Tribal History and Culture"; and,

I further move that the School Board approve the Seattle Public Schools Instructional Materials Committee's recommendation to adopt Since Time Immemorial as extended core instructional materials for all K-12 Seattle Public Schools' classrooms.

### **4. BACKGROUND INFORMATION**

#### **a. Background**

In 2015, RCW 28A.320.170 was amended to require that "when a school board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally-recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors." The law indicates school districts will be able to meet the requirements of the law by using curriculum that is developed and made available free of charge by the Washington State

Office of the Superintendent of Public Instruction (OSPI). The recommendation of the district's Tribal History and Culture Instructional Materials Adoption Committee is an adoption of Since Time Immemorial, the curriculum made available free of charge by OSPI.

Because the use of Since Time Immemorial (STI) is supported by state law, the first motion before the Board is to waive the portions of Board Policy No. 2015 that are not required by law. This policy was developed to solicit submissions from commercial sources, and to form an adoption committee to develop criteria and review multiple submissions for potential adoption. STI adoption is recommended via a non-competitive process, but must still comply with state law regarding instructional materials adoptions. RCW 28A.320.230 dictates that an instructional materials committee (IMC) be appointed and that "Recommendation of instructional materials shall be by the district's instructional materials committee in accordance with district policy. Approval or disapproval shall be by the local school district's board of directors."

For this unique case of formally adopting an instructional material specified by statute, a formal adoption and implementation plan was evaluated by Seattle Public Schools' standing IMC. The multi-year implementation plan included professional development, budgetary impact, and implementation feedback process. Since Time Immemorial was recommended for adoption by the IMC in accordance with this plan.

Since Time Immemorial will be considered by district staff to be an extended core instructional material for the students of Seattle Public Schools. Extended core instructional materials are used in conjunction with the board-adopted core instructional materials to provide instruction in established learning standards or statutory requirements that are not fully addressed by, or absent from, the core instructional materials. Since Time Immemorial will be used by teachers across the district to fill the gap in our instructional materials to ensure that we are able to educate our students on the history, culture, and government of our Indian tribes using School Board-approved instructional materials.

**b. Alternatives**

Not waive Board Policy No. 2015 relating to the sourcing of instructional materials from commercial sources. This alternative is not recommended as the processes specified in the current policy would add additional cost and time to form an adoption committee, and there would only be a single candidate program to evaluate.

Not approve the adoption of Since Time Immemorial. This alternative is not recommended because Native Education is a priority of our district and a requirement of Washington state law.

**c. Research** A 2012 research review of 92 refereed bodies of literature (Sleeter 2012) cited 13 studies of mainstream social studies curricula that found that a Eurocentric perspective was predominant.

The research review documented positive benefits to students of color studying their own heritage on grades, graduation and college attendance as compared to students who did not. This general finding is confirmed in studies specifically examining students from Native

American communities. A 2015 research anthology (McCardle, P., and Berninger, V. 2015) documents case studies of benefits to Native American students of culturally aligned curriculum.

The Sleeter review accessed a large body of studies that illustrated multiple positive benefits to white students in indices of empathy, reduction of bias, intercultural skills, and “democracy outcomes” for curricula such as Since Time Immemorial, that looked at history and society from the outlook of peoples other than those of European origin.

McCardle, P., and Berninger, V. 2015. *Narrowing the achievement gap for Native American students: Paying the educational debt*. Routledge: New York.

Sleeter, C. 2012. “The academic and social benefits of ethnic studies: A research review”. *National Education Association Research Department: Washington D.C.*

## 5. **FISCAL IMPACT/REVENUE SOURCE**

Fiscal impact to this action will be \$100,000 for each of the 2019-20, 2020-21, and 2021-22 school years (\$300,000 over three years). In each of the years, the amount of the annual allocation will be reviewed to ensure implementation is carried out at the highest capacity. Although Since Time Immemorial is accessible on-line at no cost, resources will be needed to provide professional development over a multi-year period. The revenue source for this motion is the annual curriculum budget. The allocations should be earmarked in subsequent annual curriculum budgets. The capacity of the Native Education team for professional development allows for training 250-300 teachers per year. The annual volume of professional development is balanced with the Native Education team’s daily responsibility to serve students. The cost of training 300 teachers would be \$90,000, with \$10,000 reserved for materials and other training items; calculations are for an approximate cost of \$50.00 per hour teacher compensation for six hours of training or \$293.00 per substitute teacher on release days.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

## 6. **COMMUNITY ENGAGEMENT**

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

The federal Title VI grant mandates that the District maintain an advisory body of parents of

Native American students within Seattle Public Schools. The adoption of Since Time Immemorial has long been a priority of the Native American Parent Advisory Committee because of the benefits to a strong school and life identity of Native American Students. Other entities supportive of adoption have been the Ethnic Studies Task Force, African American Male Advisory Committee, Equity and Race Advisory Committee, and the NAACP and NAACP Youth Coalition, which have all expressed support of the adoption of Since Time Immemorial and other instructional materials which would break the monopoly of Eurocentric perspectives on curriculum.

**7. EQUITY ANALYSIS**

Seattle Public Schools’ policy supports the adoption of instructional materials reflective of the composition of the local community and nation, that deal with issues of racial and social justice. This is charged by Board Policy No. 0030, Educational and Racial Equity:

**Equitable Access**—The district shall provide every student with equitable access to a high-quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;

Due to a long history of institutional racism in education, the story of the original peoples of Washington state has been consistently omitted from the overall curriculum. The adoption of Since Time Immemorial provides ALL Seattle Public Schools students with the background history and current state of affairs of the 29 sovereign nations within the boundaries of Washington State. The teaching of Since Time Immemorial fulfills the legal mandate of RCW 28A.320.170, “Tribal History and Culture” that remedies the omission.

**8. STUDENT BENEFIT**

As noted above in the “Research” section, the students of Seattle Public Schools will benefit by having quality, approved, and thorough instruction in Washington State and local Indian tribes that will enable them to have a full and balanced view of our local history.

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. 2015, Selection and Adoption of Instructional Materials, provides the Board shall approve this item
- Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

Board Policy No. 2015, Selection and Adoption of Instructional Materials, requires the Board to formally adopt instructional materials for the district. Additionally, Board Policy No. 6220, Procurement, requires Board approval for all expenditures over \$250,000.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on May 21, 2019. The Committee reviewed the motion and moved forward for consideration at the June 12, 2019 School Board meeting.

**12. TIMELINE FOR IMPLEMENTATION**

2019-20 School Year:

- Communication to all District staff—Spring 2019
- Presentation of adoption decision and legal and ethical mandate to PK-12 principals—Fall 2019
- Focused professional development to district mentor teacher staff—Fall 2019
- Focused professional development for 250 middle and high school social studies teachers

2020-21 School Year:

- Focused grade-level professional development for 250 4<sup>th</sup> grade teachers and district librarians

2021-22 School Year:

- Focused professional development for 225 5<sup>th</sup> grade teachers

**13. ATTACHMENTS**

- Racial Equity Analysis Tool (for reference)
- RCW 28A.320.170, “Tribal History and Culture” (for reference)

# Racial Equity Analysis Tool

**It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our educational and administrative system.**

Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race and racism are pervasive and significantly affect key life indicators of success. The **Racial Equity Analysis Tool** lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices and budget issues to address the impacts on racial equity. To do this requires ending **individual racism, institutional racism and structural racism**.

The concept of **racial equity** goes beyond formal racial equality — where all students are treated the same — to fostering a barrier-free environment where all students, regardless of their race have the opportunity to achieve. This means differentiating resource allocations, within budgetary limitations, to serve students with the support and opportunities **they need** to succeed academically.

## Why and when should I use it?

- **Use** this tool to create an equity lens for educational leaders:  
The Racial Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary decisions, programs, professional development and instructional practices are likely to close the opportunity gap for specific racial groups in Seattle Public Schools.
- **Apply** the tool to decrease the opportunity gap, and increase positive outcomes for students of color.

Department/Region/School: Native Education

Facilitator: Gail Morris and Dr. Kyle Kinoshita Date May 17, 2019

Committee/Community members: N/A, however, input was prioritized from the Native American Parent Advisory Committee. Other entities supportive of adoption have been Ethnic Studies Task Force, African American Male Advisory Committee, Equity and Race Advisory Committee, and the NAACP and NAACP Youth Coalition have all expressed support of the adoption of Since Time Immemorial.

Decision/Policy: The waiving of Policy 2015, "Selection and Adoption of Instructional Materials", and the adoption of Since Time Immemorial

Are you: Making a new decision? XX Reviewing an existing decision? \_\_\_\_\_

Expected Outcomes: The implementation of the Since Time Immemorial curriculum.

Have you had any Equity Training from SPS? Yes

How many times have you used the Racial Equity Analysis Tool? 4 times

## Please mark the type of decision below:

- |                                                   |                                              |
|---------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Applicable Policy        | <input type="checkbox"/> Procedure           |
| <input type="checkbox"/> Program                  | <input type="checkbox"/> Budget Issue        |
| <input type="checkbox"/> Professional Development | <input type="checkbox"/> Hiring and Staffing |



# Racial Equity Analysis Tool

## Glossary:

**Race:** Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

**Individual racism:** Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

**Institutional racism:** When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color, usually unintentionally or inadvertently.

**Structural racism:** The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups. This occurs within the context of racialized historical and cultural conditions.

**Accountable:** Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

**Educational and Racial Equity:** Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

**Racial Inequity:** When communities of color do not have access to opportunities and a person's race can predict their social, economic and political opportunities and outcomes.

**Stakeholders:** Those student, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, other institutions like Seattle Housing Authority, schools, community-based organizations, staff and families.

**Culture:** The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

**Expected Outcomes:** A measurable result that is planned for, using the racial equity tool.





# Racial Equity Analysis Tool

## STEP 1: Set Outcomes, Identify and Engage Stakeholders

**Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)**

1. What does your department/division/school define as racially equitable outcomes related to this issue?

Seattle Public Schools' policy supports the adoption of instructional materials reflective of the composition of the local community and nation, that deal with issues of racial and social justice. This is charged by Policy 0030, Educational and Racial Equity:

**Equitable Access**—The district shall provide every student with equitable access to a high-quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;

Due to a long history of institutional racism in education, the story of the original peoples of Washington state has been consistently omitted from the overall curriculum. The adoption of Since Time Immemorial provides ALL Seattle Public Schools students with the background history and current state of affairs of the 29 sovereign nations with the boundaries of Washington State.

2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?

Upon approval of the adoption, communicate to the District's staff, parents, surrounding community and the partner Tribal governments the intention to implement the instruction of Since Time Immemorial, the instructional material that fulfills the legal mandate of RCW 28A.320.170, "Tribal History and Culture".

A part of the communication will be a professional development plan which will encompass all teachers who would instruct Since Time Immemorial in their classrooms.

3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?

The federal Title VI grant mandates that the District maintain an advisory body of parents of Native students within Seattle Public Schools. The adoption of Since Time Immemorial has long been a priority the Native American Parent Advisory Committee because of the benefits to a strong school and life identity of Native American Students. Other entities supportive of adoption have been Ethnic Studies Task Force, African American Male Advisory Committee, Equity and Race Advisory Committee, and the NAACP and NAACP Youth Coalition have all expressed support of the adoption of Since Time Immemorial and other instructional materials which would break the monopoly of Eurocentric perspectives on curriculum.

## STEP 2: Engage Stakeholders in Analyzing Data

**Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.**

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?



# Racial Equity Analysis Tool

Evaluation tools will be developed to help determine the impact of curriculum on knowledge, attitude and beliefs of students. The Research, Evaluation and Assessment department is engaged for selected adoptions in order to measure impact. The community regularly gives feedback in many ways to register whether the curricula serves the interest of students.

2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?

No. The adoption of *Since Time Immemorial* is beneficial to the understanding of equity for these students, as well as mainstream white students. A 2012 research review of 92 refereed bodies of literature (Sleeter 2012) cited 13 studies of mainstream social studies curricula that found that a Eurocentric perspective was predominant.

The research review documented positive benefits to students of color studying their own heritage on grades, graduation and college attendance as compared to students who did not. This general finding is confirmed in studies specifically examining students from Native communities. A 2015 research anthology (McCardle, P., and Berninger, V. 2015) documents case studies of benefits to Native American students of culturally aligned curriculum.

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# Racial Equity Analysis Tool

## **STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden**

**Stakeholders (SPS staff and community members) collaborate to analyze how this policy/ decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.**

1. What are the potential benefits or unintended consequences?

Waiving Policy 2015 will allow for the timely adoption of Since Time Immemorial, and will bring Seattle Public Schools into alignment with the intent of RCW 28A.320.170, "Tribal History and Culture". The benefits to students have been detailed in the above sections.

2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?

The policy 2015 waiver and adoption of Since Time Immemorial would allow the district to adopt that could specifically benefit both underserved student populations as well as white mainstream students, benefits to student achievement could occur. Emerging research has demonstrated that the study of ones' own identified group has a positive impact on student academic identity, which in turn has an impact on graduation and college attendance. This is especially important for Native Students, who have been disproportionately impacted by the lack of curriculum that reflects their history, culture and role in current-day society. The benefits of a diversified curriculum for white students has been well-documented as well, in increasing empathy, intercultural ability, and reduction of bias. The goal that every student in SPS would receive access to curricula that support social justice in society.

## **STEP 4: Evaluate Success Indicators and/or Mitigation Plans**

**Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts**

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?

The Native Education department will engage in evaluation planning for adopted curricula, Since Time Immemorial, and other content developed to fulfill the mandate to teach Tribal history and culture..

2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?

The Native Education department has multiple partnerships with local tribes that will be a source of constant feedback on progress made in both diversifying curricula as well as increasing its rigor and adherence to standards. As well, Native studies benefit from higher education partners who ensure the quality and rigor of the adopted instructional materials.

## **RCW 28A.320.170**

### **Curricula-Tribal history and culture**

(a) Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors.

(b) School districts shall meet the requirements of this section by using curriculum developed and made available free of charge by the office of the superintendent of public instruction and may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.

(2) As they conduct regularly scheduled reviews and revisions of their social studies and history curricula, school districts shall collaborate with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges.

(3) School districts shall collaborate with the office of the superintendent of public instruction on curricular areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes. The program of Indian education within the office of the superintendent of public instruction shall help local school districts identify federally recognized Indian tribes whose reservations are in whole or in part within the boundaries of the district and/or those that are nearest to the school district.

**[2015 198 1 2005 205 1]**

### **NOTES:**

**Findings-Intent - 2015 c 198:** "The legislature recognizes the need to reaffirm the state's commitment to educating the citizens of our state, particularly the youth who are our future leaders, about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the state of Washington. The legislature recognizes that this goal has yet to be achieved in most of our state's schools and districts. As a result, Indian students may not find the school curriculum, especially Washington state history curriculum, relevant to their lives or experiences. In addition, many students may remain uninformed about the experiences, contributions, and perspectives of their tribal neighbors, fellow citizens, and classmates. The legislature finds that more widespread use of the Since Time Immemorial curriculum developed by the office of the superintendent of public instruction and available free of charge to schools would contribute greatly towards helping improve school's history curriculum and improve the experiences Indian students have in our schools. Accordingly, the legislature finds that merely encouraging education regarding Washington's tribal history, culture, and government is not sufficient, and hereby declares its intent that such education be mandatory in Washington's common schools." **[2015 198 1]**

**Findings-Intent - 2005c 205:** "It is the intent of the legislature to promote the full success of the centennial accord, which was signed by state and tribal government leaders in 1989. As those leaders declared in the subsequent millennial accord in 1999, this will require "educating the citizens of our state, particularly the youth who are our future leaders, about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the state of Washington." The legislature recognizes that this goal has yet to be achieved in most of our state's schools and districts. As a result, Indian students may not find the school curriculum, especially Washington state history curriculum, relevant to their lives or experiences. In addition, many students may remain uninformed about the experiences, contributions, and perspectives of their tribal neighbors, fellow citizens, and classmates. The legislature further finds that the lack of accurate and complete curricula may contribute to the persistent achievement gap between Indian and other students. The legislature finds there is a need to establish collaborative government-to-government relationships between elected school boards and tribal councils to create local and/or regional curricula about tribal history and culture, and to promote dialogue and cultural exchanges that can help tribal leaders and school leaders implement strategies to close the achievement gap." [ **2005 205 1** ]