



Board Special Meeting
Curriculum and Instruction Policy Committee
Tuesday, March 13, 2018
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 p.m. by Director Burke. Directors Burke, DeWolf, and Patu were present. Director Geary joined over the phone. Director Harris joined the meeting at 4:45 p.m.

This meeting was staffed by Associate Superintendent for Teaching and Learning Michael Tolley, Chief of Curriculum, Assessment & Instruction Dr. Kyle Kinoshita, Executive Director of Curriculum & Instruction and Early Learning Cashel Toner, Satterberg Literacy Initiative Administrator Sharon Stone, Chief of Student Services Wyeth Jessee, Assessment Development Program Manager Audrey Roach, Chief Strategy and Partnerships Officer Brent Jones, Ethnic Studies Program Manager Andrea Drake, Director of Career and College Readiness Caleb Perkins, Director of Research and Evaluation Eric Anderson, International Education Administrator Michele Aoki, Director of Student Support Services, Kari Hanson.

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

Director Patu moved to approve the February 6, 2018 Curriculum & Instruction (C&I) Policy Committee meeting minutes. Director DeWolf seconded. The minutes passed unanimously.

Board Action Reports (Discussion and/or Action)

Amend Policy No. 2195, Kindergarten

Cashel Toner provided an overview of revision to Policy No. 2195. This Board Action Report is in response to the update from the last C&I Policy Committee meeting at which the committee had requested community engagement prior to the approval of any updates to the policy. Ms. Toner noted community engagement had occurred which included conversations with the Head Start Policy Council and the Learning Partners.

Director Burke asked if an equity analysis was performed. Ms. Toner noted with the State's commitment to subsidizing Full Day Kindergarten (FDK) ensures equal access to instruction for all children regardless of income. FDK is a critical tool for closing opportunity gaps that are already evident between children of families with disparate economic backgrounds. Director Burke asked if there is a process for families to request for Half Day Kindergarten. Ms. Toner noted there is an opportunity for families to request for Half Day Kindergarten, phasing into a Full Day model. Ms. Toner noted the decision to go from a Half Day to a Full Day Kindergarten is decided on a case by case basis. Ms. Toner noted the default for Kindergarten enrollment is Full Day Kindergarten.

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

Elementary Feeder School Grant

Sharon Stone and Cashel Toner provided history of the Satterberg Foundation Elementary Feeder School Grant. The Board Action Report detailed the grant to be received from the Satterberg Foundation Elementary Feeder School Grant funds in the amount of \$950,000. Ms. Stone noted there are 10 feeder elementary schools supported by this grant. The first full year of implementation of the Satterberg Initiative has been the 2017-2018 school year. For year two (2018-2019), Ms. Stone shared, after careful analysis of data and feedback from stakeholders, they are considering adopting the model to include a fourth literacy coach. Ms. Stone also shared the different components of the Satterberg Literacy Initiative.

Director DeWolf asked what the criteria is for the schools to receive this grant. Ms. Stone noted the Nesholm Foundation who has been providing literacy support since 2002 reached out to the Satterberg Foundation to discuss opportunities to partner together to expand the work at the three middle schools they currently work with which are Aki Kurose Middle School, Denny International Middle School, and Mercer International Middle School to the 10 of the highest needs elementary schools as per the results of the 2016-2017 Smarter Balanced and MAP results. Ms. Stone noted the high numbers of students of color who are starting 6th grade far below standard in literacy and math. Director Geary asked how many of the 10 schools were supported in the first year. Ms. Stone answered two of the 10 schools were provided with initial seed money to purchase literacy materials as per Executive Director Kelly Aramaki.

Ms. Stone noted their commitment to measuring progress in implementation and outcomes for students by tracking through Multi-Tiered System of Support (MTSS). Per Ms. Stone, some schools have their own data tracking in place. Ms. Toner noted looking at the current state of proficiency and setting reasonable goals. Ms. Toner noted they will get feedback from teachers this year and will look at results from school climate surveys. Director Harris added she would like to find a way to expand the feeder schools. Director Burke commented on the need to have a master strategy to invest these funds to increase success in a sustainable way.

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

Interim Assessments

Wyeth Jessee and Audrey Roach provided an overview of this item. Mr. Jessee noted the background of the interim benchmark assessments in Math and English Language Arts for grades three through ten (3-10). Mr. Jessee shared data showing results of the interim field tests completed in 20 schools. Mr. Jessee noted that these interim assessments are not formative and can be norm-based to meet State benchmarks. Director Burke expressed his wish to understand non-fiction experiments for Language Arts; to be able to see content to understand. Mr. Jessee and Ms. Roach demonstrated sample assessment questions. Director Harris asked if the current Kindergarten through grade 5 (K-5) English Language Arts (ELA) adoption didn't come with interim assessment. Mr. Jessee noted it didn't come with interim assessment but with formative assessment. Director Harris asked what benchmarking was done. Mr. Jessee noted following the RFP process and looking at other urban assessments. Director Harris noted some of the passages on the assessments were not appropriate and maybe offensive to some community. Mr. Jessee and Ms. Roach will give that feedback to the vendor. Director Geary noted concern on purchasing more

tests and the perception of giving more tests to teachers and lack of alignment of all the assessments. Directors Burke and Harris agreed with Director Geary. Director Harris further noted elements of the policy on assessment must be followed which includes reviewing the budget, engagement and piloting. Directors Burke and Harris asked how the framework fits with the policy and engagement with SEA/SPS Assessment Committee. Ms. Roach noted there is a meeting scheduled on March 15th with the SEA/SPS Assessment Committee.

Mr. Jessee noted following the process which is for the contract to go through the Board and engaging with the SEA/SPS Assessment Committee. Mr. Jessee further explained the need for Board approval in order for SEA/SPS Assessment Committee to include it on the assessment calendar. Mr. Jessee noted the school staff has to be notified of the assessment by early May at the latest. Mr. Jessee also noted the time constraint and next steps which includes a Board Action Report to be reposted and provide updates in the Friday Memo.

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

Standing Agenda Items

Formula for Success: Superintendent SMART Goal 2, Eliminating Opportunity Gaps

Dr. Brent Jones provided a summary to-date of the essential practices within Goal 2 and the six key Eliminating Opportunity Gaps (EOG) initiatives. Director DeWolf suggested having an Excel spreadsheet listing the 41 Racial Equity Teams. Director Geary asked how people are being trained on discipline data collection. She also asked how the data is being captured on incidents and not just the disciplinary actions. Dr. Jones noted systems errors and data entry have been an issue.

Director Patu asked about the mentoring program. Dr. Jones noted the Success Mentor Program has made a difference at Aki Middle School and is being modeled at Denny Middle School. The program has a mentor for absenteeism and is the baseline for the My Brother's Keeper (MBK). Director Burke shared his support of tools as a part of BLTs and C-SIPs, reaffirming these tools for professional development. Dr. Jones will share the link to the digital tool kit.

High School/24 Credits Update

Dr. Caleb Perkins shared a brief background around secondary re-visioning work and a draft communications plan for informing stakeholders on changes to high school graduation requirements and upcoming changes to high school schedules. He noted district staff have begun working with the Seattle Education Association (SEA) on a joint committee to move forward with secondary re-visioning.

Dr. Perkins noted there was a survey conducted in the spring of 2017 on the district's work of transitioning to the 24-credit requirement which he shared at a recent work session. Although there were some important takeaways from that survey, Dr. Perkins recommended developing a targeted survey designed to ask very specific questions about elements and scenarios with the goal of gauging more precisely whether educators agree that changing the high school schedule in the 2019-2020 school year is necessary for serving all students and their input on specific schedule scenarios. Dr. Perkins noted the pros and cons of offering an additional survey. The pros, Dr. Perkins shared, included enabling to survey a broader range of perspectives including students and parents as well as potentially more high school educators. In addition, it could tailor the survey to the specific questions for planning for the 2019-2020 school year, perhaps avoid the mixed messages from the results of the 2017 survey. The cons, Dr. Perkins shared, are that this additional survey may confuse some educators who responded to the first one as they

may feel that they already provided this input. Director Harris expressed concern of providing another survey and be “accused of not listening”.

Director Burke noted the survey to educators and building leaders around schedule was “murky” and can’t be disaggregated. Director Burke further expressed not wanting to repeat the last survey. Dr. Perkins noted to keep the School Board informed and updated of the joint committee sessions and proceed with developing the specific survey instrument and update the draft communications plan.

Dr. Perkins noted the Garfield High School student who wrote an article in the school newspaper about the transition to 24 credits has reached out to him to write an update correcting some inaccuracies in the original article.

Instructional Materials Update

Dr. Kyle Kinoshita shared a proposal to initiate adoption processes for designated curriculum areas for the 2018-2019 school year and the five-year planned instructional materials adoption sequence. The annual budget for instructional material expense is \$5 million. Dr. Kinoshita shared a revision of summary distributed at the February 6th C&I Policy Committee meeting, reflecting the additional allocation of \$2 million to the proposed budget for the 2018-2019 school year. Dr. Kinoshita explained the rationale for proposing the areas for adoption for next school year and the current state of instructional material. Dr. Kinoshita also shared a list of materials and the year they were adopted many of which had been prior to 2002. Director Burke noted many of the materials on the list must be updated as soon as possible.

Director DeWolf asked how the adoption will be sequenced. Dr. Kinoshita noted looking at the immediate needs with the new graduation requirements. Dr. Kinoshita named Science, World Languages, Ethnic Studies and Career Technical Education (CTE) as the priority. Dr. Kinoshita noted the idea is to parallel ethnic studies and embed in other content areas. Dr. Kinoshita noted the need to conduct an assessment of priority for program development to identify materials needs for CTE. Currently, Anna Box is working on the Request For Investment proposal for science as noted by Dr. Kinoshita. Director Burke highly recommended finding a way to fund “Since Time Immemorial”. Director DeWolf urged to make health and social emotional learning a priority as it relates to instructional materials adoption.

Dr. Kinoshita noted next steps are to get feedback from this committee and the Superintendent and return to this committee in April with a proposal to initiate adoptions.

Board Policies and Procedures

School Board Policy No. 2090, Program Evaluation & Assessment

Eric Anderson and Jessica Beaver presented an overview of the revision to the policy. Dr. Anderson noted the revisions reflect changes to the District’s approach to program review and evaluation, as well as to remove assessment language that is covered in Board Policy No. 2080. Director Harris asked if Budget and Finance have been involved as it relates to item B on the policy “Program Reviews: in-depth studies of existing district programs, services and initiatives”. Dr. Anderson noted they are working closely with Budget and Finance. Director Harris also emphasized the importance of working with all IB coordinators and principals “in the same room”.

Director DeWolf asked about the Superintendent not providing an annual report as it is being removed from the original policy. Dr. Anderson noted a small research brief will be provided for each component

of the action plan. He also noted each study will have a final deliverable. Dr. Anderson is nearly finished with a newsletter to key partners and school leaders detailing this information. Dr. Anderson noted on Director Burke's recommendation, Research, Evaluation & Accountability (REA) will be offering optional briefings for Board Members to discuss the proposed changes to Policy 2090, as well as answer any questions that the Board may have about program review policies or processes. Dr. Anderson noted community engagement will take place in the next couple of weeks. A full Board Action Report will be brought to the C&I Policy Committee in April.

Special Attention Items

SE High School Dual Language Immersion Pathway

Dr. Michele Aoki shared the history of the Dual Language Immersion (DLI) Pathway. Dr. Aoki noted the work plan for identifying a SE high school for the DLI Pathway for students at Mercer International Middle School, starting in the 2019-2020 school year. This would replace the currently identified high school DLI Pathway to Chief Sealth International High School in SW. Dr. Aoki noted as per the School Board's request, Franklin High School in the Central region be considered for the DLI Pathway and that the district engage the community in the process. Dr. Aoki shared that after contact with the principal, the school decided that DLI would not be a good fit for their school based on their mission. Dr. Aoki shared data showing the Spanish and Mandarin DLI cohorts at Mercer International Middle School are not large enough to sustain the high school they attend to offer the higher level language classes that DLI continuation students should have access to, unless the high school is able to provide a pipeline of heritage language and world language students who could join with the DLI cohort in Chinese 4 and Spanish 4 in the 2019-2020 school year and continue on to AP Chinese 5 and AP Spanish 5 in the 2020-2021 school year. Dr. Aoki noted, at this time, Cleveland is the only high school in SE that is likely to have the student demand and teaching capacity to offer the higher level language classes by the 2019-2020 school year.

Director Harris asked how to make DLI Pathway an option and make Cleveland High School an option school. Dr. Aoki commented that it is realistic to make Cleveland an option as a DLI Pathway considering the interplay of all the high schools. However, Dr. Aoki added that it is complex given the enrollment. Dr. Aoki also emphasized the DLI Pathway is not an international school program, therefore there is no conflict. Dr. Aoki offered to attend any community meetings with the Board Directors as a resource. Director Burke asked about community engagement that needs to happen in the next few weeks. Dr. Aoki provided a list of scheduled community meetings and communication to families.

Advanced Learning Update

Wyeth Jessee along with Kari Hanson provided an update around the Advanced Learning Task Force (ALTF) Charge. Mr. Jessee noted that the ALTF Charge is still in draft form. He added the Charge references district policy and a series of work streams which has been developed to guide the work of the task force. Director Burke requested to see a schedule of milestones for this work and scoping document to be shared with the entire Board. Director Burke noted the importance of having Board Resolutions with specific policies that govern this work and emphasized having a clear goal. Mr. Jessee noted Ms. Hanson is the lead of the task force.

Director Harris shared her distress over this process and noted what has been "in the past hasn't worked well". She expressed her concern about trust issues around this topic. Ms. Hanson noted next steps are the notification process beginning in May followed by the application process.

Course Catalog Update

In the interest of time, this item was not discussed.

Ethnic Studies Update

Andrea Blake introduced Ethnic Studies Task Force members, Tracy Castro-Gill, Social Studies teacher Denny International School and Jon Greenberg, Humanities teacher at The Center School. Dr. Brent Jones was also part of this presentation. Ms. Drake shared an overview of Black Lives Matter Week and the positive feedback she received. Ms. Drake noted a work group is currently writing a curriculum available on Schoology for any teachers interested in participating. Ms. Drake gave an overview of the Race and Equity Institute. There were over 75 teachers present. Ms. Castro-Gill and Mr. Greenberg shared their experiences at the Race and Equity Institute. They both received positive feedback from other participants. Ms. Castro-Gill noted there is high interest and demand for more training.

Dr. Jones noted the inventory of current social studies and English Language Arts offerings and located scope and sequence charts and resource lists that have been partially infused with ethnic studies content on Schoology has been completed. Dr. Jones added the Ethnic Studies work group is developing a curriculum framework. Six schools are in the process of piloting the framework. The work group will develop a summary of learnings and lesson materials as a result of implementation of the pilot. They have completed a first draft of scope and sequence charts for courses. Director DeWolf inquired about embedding Ethnic Studies in current courses. Director Patu expressed her support for ongoing training for the task force.

Ms. Castro-Gill shared that not all 41 Racial Equity Teams are “active”. Director Harris noted concerns of issues from a few people in the community around this topic, but did not specify the issues. Director Harris stressed on early intervention and having “our ear to the ground”. Director DeWolf commented on the need to know the issue for it to be addressed.

Mr. Kinoshita noted the next presentation to this committee will be around adoption. Mr. Kinoshita noted the title and description in the course catalog for the 2019-2020 school year will be aligned with School Board Policy No. 2026.

C&I Policy Committee Work Plan

In the interest of time, this item was not discussed.

The meeting was adjourned at 7:35 p.m.

Approved by: _____

Date: _____