

Board Special Meeting
Curriculum & Instruction Policy Committee
Tuesday, September 12, 2017, 4:30pm
Board Office Conference Room, John Stanford Center
2445 – 3rd Avenue South, Seattle WA 98134



Minutes

Director Burke called the meeting to order at 4:30pm. Directors Burke and Geary were present. Dir. Patu arrived at 5:10pm. The meeting was staffed by Associate Superintendent for Teaching & Learning Michael Tolley, Chief of Curriculum, Assessment and Instruction Kyle Kinoshita, Chief of Student Support Services Wyeth Jessee, Executive Director of Curriculum and Instruction Cashel Toner, Director of Career and College Readiness Caleb Perkins, Assistant Superintendent for Human Resources Clover Codd, Director of Policy & Board Relations Nate Van Duzer, Executive Director of Organizational Development & Equity, and STAR Program Manager Chris Drape.

Director Geary made a motion to approve the agenda. Dir. Burke seconded. The agenda was approved unanimously.

Director Geary made a motion to approve the minutes from the August 22, 2017 C&I Policy Committee meeting as published. Dir. Burke seconded. The minutes were approved unanimously.

Board Action Reports (Discussion and/or Action)

4:35pm

OSPI Beginning Educator Support Team (BEST) Grant Approval

Clover Codd and Chris Drape provided an overview of this item. He noted this grant is linked to the Peer Assistance Review (PAR) work and assisting new teachers in Seattle Public Schools (SPS). Mr. Drape noted the robust teacher induction program, 1-to-1 mentoring and coaching for new teachers, with 14 mentors who work with 200 new-to-profession teachers. Mr. Drape also note the short-term support for experienced, new to district teachers, who can opt in for this program. He noted also, that second year SPS teachers are able to opt in for four days of deeply focused instruction, and small group work with mentors. He noted each year 225-250 new-to-profession teachers are served, and second year support was to over 100 teachers this year.

Mr. Drape noted the grant is in its fourth year, which gives funding for the release days and extra time for the second year teachers. He discussed the details of the grant funding for this specific board action report as well as other grants associated with the BEST and Staff Training, Assistance and Reflection (STAR) mentor program.

Dir. Geary asked about the data on retention of these teachers. Mr. Drape noted the first year support is that they support every teacher, so it's unknown what the difference between teachers who were mentored or not. He noted a University of Washington (UW) study showing retention of teachers. Dr. Codd noted there is five-year retention rate of 67% and SPS is almost done with a new human resources (HR) data warehouse to be able to disaggregate the data and drill down farther in to the details on retention with three years of historical data.

Dir. Geary asked about the four release days and are they the same as other days out of school. Mr. Drape noted they are not the same dates, and although they want teachers in the class, the work they are doing is well worth them being out of the classroom for those four days. Dr. Codd noted the PAR pilot program is intended to look at years zero through 3 years of teaching and how do we support them in an intentional way. She noted it may look different in the future, but as of now it is part of a pilot to inform future work.

Dir. Burke asked about second year support, is it a new program or is this new funding. Mr. Drape noted it is new as of the BEST grant that began three years ago. He noted the STAR program is more intentionally weaved in to the PAR context and the strategic plan.

DECISION: Dir. Geary made a motion to move this item forward to the full Board with a recommendation for approval. Dir. Burke seconded. The motion passed unanimously.

Standing Agenda Items

Formula for Success

- Superintendent SMART Goal 2, Eliminating Opportunity Gaps (EOG)

Keisha Scarlett provided an overview of the handout provided. She noted the work across all departments and to de-silo the work of race and equity across the district by institutionalizing race and equity work across departments. Ms. Scarlett noted the EOG initiatives, as listed on the handout, as well as the building leadership team (BLT) trainings that will be coming up later in September and again in October. She noted the Racial Equity Team's expansion, working with the Seattle Education Association (SEA) to launch Saturday institutes starting November 4.

Ms. Scarlett noted high quality learning events at Time, Responsibility, or Incentives (TRI) day with school teams and central office in regards to institutionalize racial equity. She noted 200 central office leaders and staff joined a half day training, and the feedback received was that it was too short and staff wanted a longer discussion opportunities.

Ms. Scarlett noted that the African American Males Advisory Committee (AAMAC) final recommendations to the Superintendent are coming up on September 28th. She noted important recommendations coming from the team and highlighted the work with HR on the affirmative action plan to align Policy No. 0030, Racial Equity, with affirmative action plan. She outlined that the digital equity toolkit, with six modules have been completed and ready. Ms. Scarlett noted the Ensuring Educational and Racial equity posters that are posted around the district office and also up at each school. She noted instruction that was presented to school and district leaders at Leadership Learning Day (LLD) and will soon be translated in to the 9 top languages for families.

Ms. Scarlett noted the Ethnic Studies task force group meeting where they shared the curriculum overview that they are working on, including themes and essential questions. She noted culturally responsive teaching practices training to pull together a grand convening of the community and district staff to connect with each other. Dr. Anderson and Dr. Beaver are preparing to share the work with research findings and getting feedback across the country. She noted that SPS is leading the way in many ways per conversations she has had with other districts.

Dir. Geary noted on the EOG digital toolkit pilot, perhaps to include a community like Laurelhurst, to have a broad array of environments to anticipate a wide reaction of the materials, not just at the traditional closing the gap schools. Ms. Scarlett noted that was feedback to get a wider view of the potential feedback.

Dir. Burke noted trying to wrap his head around the different elements of the EOG work and understanding what the strengths and values of the applications of each of the elements. Dir. Burke asked if the Race and Equity sites have been identified. Ms. Scarlett noted the deadline next month, and noted they are looking at the City of Seattle's Race and Social Justice Initiative model of change management teams and leads, which may be replicated as a potential model to organize our upcoming Central Office Racial Equity team.

Board Policies and Procedures

5:05pm

Policies 2161, C62, C69, Special Education

Wyeth Jessee provided an overview of the handout provided. He noted the consolidation of the plans for better access for families, guardians and staff. This discussion is around collapsing of the two lettered policies and integrating in to Policy No. 2161.

Dir. Burke asked if there is any aspect of this that would raise concerns with the community Special Education Parent Teacher Association (PTSA). Mr. Jessee noted that it is taking the same content and moving it in to one policy. Dir. Geary noted that with any policy around special education that she feels that this will elicit a response. Dir. Burke noted that two of these use the old lettering system, and that this is a clerical merge, with no policy edits, and the desire to remove the old lettering format. Mr. Van Duzer noted that there has been direction from the Board to clean up the old lettering system with the clerical nature of consolidating rather than opening up the entire document for review. Mr. Van Duzer noted a need to remain disciplined to allow for that clerical work and changes to meet the needs of the Directors desire to clean up the policies.

Dir. Patu arrived at 5:10pm

Dir. Geary noted that in Policy No. 0030, Racial Equity that they include students with disabilities, and she feels that this would be an opportunity to note within these policies that special education students are to be included in the EOG work. Mr. Tolley is asking for clarity on the ask, and if she is wanting a cross reference notation, and a broad reference or explanation of the relation to the EOG work, perhaps a sentence at the bottom of the policy. Mr. Jessee noted that to open this up to what else could be added would create a large capacity issue with the level of work and engagement needed. Dir. Geary noted to add a sentence that notes the work, and that these students are at the bottom of the gap as well. Mr. Jesse noted that they will take this off line and work together on the language.

Policies F20.00, F20.01, F20.02, School Governance

Nate Van Duzer provided an overview of the handout provided. He noted this is a preview of what will be coming to the next meeting. He noted cleaning up of the lettered policies, since they were adopted in the mid-90s, the language in the collective bargaining agreement (CBA) provides more detail on BLTs and the structure. He noted that the CBA trumps policy, as such, the current language in the CBA is reflective of what is going on at the schools. Mr. Van Duzer noted the differences between these policies regarding the CBA language regarding bylaws, Open Public Meetings Act (OPMA) requirements, and principal interviewing.

Dir. Burked asked if there was another policy on principal hiring. Dr. Codd noted that it is in the Superintendent's goals, as it is his responsibility and authority. She noted discrepancies with the CBA, the policy, and the BLT function. Dr. Codd noted not to continue adding to the BLT purview, regarding decision making with selection of principals, as to not mix up the BLT structure as it exists in the CBA.

Dir. Burke asked if the existence of the BLT lives entirely within the authority of the CBA. Pat Sander confirmed this. Dr. Codd noted that practice is governed by the CBA, and the policy conflicts with that, which is where confusion in the community comes from. Ms. Sander noted some history on the bylaws of the site council and how it relates to the BLT as it is now. Mr. Van Duzer noted that the CBA legally trumps what the policy says, so there is a need to bring them in alignment with the CBA. He provided two options, as listed on the handout. Dr. Codd noted that what directors are faced with is the community's desire to follow this policy and the labor partners' need/desire to follow the CBA.

Dir. Burke asked if there is state law around school governance structures. Dr. Codd noted there is not, however, it does discuss principal hiring. Mr. Van Duzer noted the discussion with SEA and the Principals Association of Seattle Schools (PASS) in regards to this, and they recommend the second option, to align with the CBA

Dir. Burke asked if there are other areas with conflict between the CBA and policy. Dr. Codd noted there may be more, but this is the most controversial one that she has seen or can recall. Dir. Burke noted his concern with the stability of governance structure and recognizing it is not a district architecture, but an integral part of operations. Mr. Van Duzer noted that the district has a voice in the CBA and has a part of forming that. Ms. Sander noted the history where the teachers had more say with who comes in to the building to teach and the building leaders wanted more say in the professional development (PD) plan. Those desires formed what we have in practice today.

Dir. Burke would like to further discuss this topic, and does not feel he is at a level to make a decision. Dir. Geary noted that she would like to see a draft, and also wants to have something that is not confusing to the community, and we are making our own problems by not having clarity. Dr. Codd noted that there are people in the community who are passionate about this policy and that is SEA showing up to advocate over what has already been bargained, and those two communities may collide. Mr. Van Duzer noted that at the next meeting he will have a draft board action report and a draft policy change.

Special Attention Items

Career & Technical Education Resolution 2017/18-3

Directors Burke and Patu provided an overview of the handout provided. Dir. Patu noted discussions she has had with some youth advocates and looking at our apprentice programs in our Career & Technical Education (CTE) program, around getting training and guarantee a job when our students graduate from high school. She noted working with union partners to get funding, and to work out the details to recruit young people to get in to careers that have ageing populations.

Dir. Burke noted that in context of the resolution, for SPS to be serious about this type of program and to remove barriers to making this move forward with a unified voice and demonstrate the commitment that CTE is a critical part of learning, and we cannot do it without partners due to the funding. He noted the desire for classes to be ones that students want to go to, have relevant instructors, and is desirable. Dir. Burke noted wanting to add in a piece on workforce application of skills. He noted that this would come forward as a board action report to the next committee meeting. Mr. Tolley noted two pieces to add is to start in 6th grade to capture the interest and excitement earlier on in a student's education, not just our high schools. Also that the high school revisioning work that comes alongside this, and the increased opportunity for students to add additional credits.

Dir. Geary noted that she sees securing money as a complex thing and would like to talk to JoLynn Berge on how this would tax her department and if there is someone who can take on the level of work that it would take. She is also interested to see if HR has the capacity to recruit the teachers at the middle and

high school levels, are the principals ready to wrap around this and be responsive and is this taking us out of alignment from other work in the district. Directors discussed the needs, the funding and the capacity. Dir. Geary would like to see an example of the impact and the cost of disruption to people's stream of work. Dir. Burke asked staff to take a good look at the impact for each department, and emphasized this is a two prong process. He noted this is partly a message to the community that we need help.

Native American Credit Retrieval Program Update

Gail Morris provided an overview of the handout provided. She noted using Portable Assisted Study Sequence packets through Heritage, which allows students the time to do the work and earn credit. She noted that only two students finished the Portable Assisted Study Sequence packets, and noted that the time for completion was cut from six down to four weeks. Ms. Morris noted this is typical for summer credit retrieval across other districts as well. In addition, students were facing their own personal/home/life issues that affected some of the students from finishing. She noted going in to the high schools to find someone to proctor the Portable Assisted Study Sequence packet for the students to do this before/after school or during lunch to finish the packets during this school year. She noted the annual report coming in November or December to the full Board.

Dir. Burke asked what the subject matter is. Dir. Patu noted that the packets are aligned with what the district expectations are, and are district guided so that they are aligned with the current curriculum. Ms. Morris noted that if a student were to fail 11A in English Language Arts (ELA), then they would not move on to 11B, so this allows them to study and receive credit for 11A and allows them to move on. Ms. Morris discussed the dates and times of the program and the ways to be creative to help students finishing this program vs. signing up for online classes.

Seattle Public Schools Investment Partnership

Michael Tolley and Pat Sander provided an overview of the handout provided. Mr. Tolley noted the work with the Mayor, the City's Department of Education and Early Learning (DEEL), as well as the Gates and Casey families toward the eliminating opportunity gaps work. He noted the meetings and discussions to come together and now have a model to bring these various groups together. Mr. Tolley explained the funding model and the full time equivalents (FTEs) assigned to the work. Ms. Sander noted looking at case management with Multi-Tiered Systems of Supports (MTSS) and learning off the research when opening Meany, Mercer, Aki and Denny regarding case management and behavioral work at those schools. She further detailed the supports at each of the schools and the wrap around services model. Ms. Sander noted a training being put together for defining the case management piece, ingraining the MTSS work, and collaborating with community based organizations.

Dir. Geary asked why this is not coming to the full Board. Mr. Sander noted that the Casey group is sending their monies to the City of Seattle, and outlined the supports in the schools. Dir. Burke noted that he sees that it is coming to the committee for transparency, and the grant that comes to us is less than the \$250,000 threshold. Dir. Burke noted that we have to get kids to school, attendance and belonging is a priority, and to open the door to learning and having relationships that deliver/instruct/assess/grow. He asked if we are deliberately applying these resources. Ms. Sander noted using the weighted staffing standards (WSS) formula in these buildings and looking at what is currently at the schools, so as not to create a boutique position of a case management person, but to take staff we currently have that have soft skills, and train them with the soft skills necessary. She noted this is a field test to see what works, and show value to those individuals who are already supporting our students and for what makes sense at each of these schools.

Dir. Geary is concerned with what happens after this one year funding and transparency. Directors and staff discussed timelines and alternatives to share this information with a broader audience. Mr. Tolley noted this conversation has taken eighteen months, and that this program model is for the long haul, He noted that goal is to engage other foundations to assist in this work, and there is a commitment to that from all parties. Mr. Tolley noted that Brent Jones is in Buffalo, NY and he will provide the feedback to Dr. Jones and Dr. Nyland as soon as possible. Dir. Burke noted a level of commitment from partnerships by funding the work done in the second year. Mr. Tolley noted examples of multiyear grants that SPS already has.

Middle School Textbook Adoption Pilot Update

Anna Box and Patrick Gray provided an update to the committee regarding the Middle School Textbook Adoption pilot. Ms. Box noted previous suggestions on data gathering on the pilot that just launched, and she wanted to follow up that she met with Dr. Eric Anderson for guidance. The Department of Research and Evaluation suggested to use the Smarter Balanced Assessment (SBA) interim exams, as they are currently available, validated, and can be used for both pilot and control groups. She noted it will only be practical for grade 8 as there is not enough overlap at the 6/7 grade levels.

Dir. Burke appreciates the update and will be cautious from making interpretations from the data, but will be excited to see the outcomes. Dir. Geary noted not knowing if it will improve outcomes for kids in the pilot because we cannot compare what it was done last year, as it is not statistically valid. Ms. Box noted she had not thought of using last year as a control group. Staff made note to look in to this. Dir. Geary noted reporting across the state, which has been static in the last three years, which could be used as a control group. Ms. Box noted another option is to have the teachers to a pre/post test at each grade level, which would be locally created questions that could possibly show growth data. Mr. Grey noted that in looking for noticeable differences between the control and the pilot, they do expect all students to show growth. Ms. Box noted looking at repurposing the qualitative analysis work on the gap narrowing middle schools to get some qualitative data. Directors would like to see that, but also caution that a lot of the previous study was investigating systemic components based on the teams that they had established rather than simply the texts being used.

This meeting adjourned at 6:27pm.