Instructional Materials Committee Meeting Agenda and Minutes
Date: Monday, March 13, 2023
Time: 4:00 pm

Present (via Microsoft Teams):

Thad Williams, International Education Administrator, Presenter
Bethany Sjoberg, Science Program Manager, Presenter
Darcy Brixey, Chair, IMC (Instructional Materials Committee)
Caleb Perkins, Co-chair, IMC
Patrick Gray, Principal Representative, IMC
Andrea Young, Notetaker, Instructional Materials Specialist, IMC
Jen Beatty, Parent Representative, IMC

Agenda:

- **4:00-4:05, Reminder on importance of IMC, Caleb Perkins, Executive Director College and Career Readiness**
- **4:05-4:20, New Module in Amplify Science, Bethany Sjoberg, Science Program Manager**
- **4:20-4:25, Reminder on Alternative Processes, Darcy Brixey**
- **4:25-4:45, Materials Selection for Kiswahili and Somali language classes, Thad Williams, International Education**
- **4:45-4:55, Action item: Motion that the classes above (Kiswahili and Somali) have satisfied the requirements of the alternative process section in the request of materials**

MINUTES

Informational:

New Module in Amplify Science, Bethany Sjoberg, Science Program Manager

Bethany presented new supplementary materials for 7th grade science, which is being added via Policy 2015 (re: supplementary materials). Each course/year of Amplify Science (grades 6-8) consists of 9 units, and there are 3 types of units: Launch, Core, and Engineering Internship. Units are modular and school districts decide the order of teaching the units. Amplify, the currently adopted science curriculum, has developed a new unit, titled *Coding Science Internship*, which became available during the 2022-23 school year. The new unit is aligned to NGSS from 7th grade scope and sequence, and it uses a code-to-learn experience to solve real-world problems. It provides opportunities for students to use coding as a tool for addressing real-world problems. Two schools are testing the module this spring, and they'll collect teacher and student survey data afterwards. Patrick asked if this would replace any science units or if it would just be an add-on, optional for teachers. It will just be used as an optional add on for teachers.

For Approval:

Alternative Process regarding materials in New Board Approved Courses:

- Somali Heritage Language 1A & 1B

- Kiswahili 1A & 1B

Thad Williams presented the materials selection for recently board approved language courses: Kiswahili, and Somali Heritage. Board policies 0030 and 2015 were used in the selection process. The purpose of policy 0030 is ensuring educational and racial equity, and as outlined by Thad, they concluded the following about the materials chosen: "Racial equity analysis tool used to examine course materials and planning", "Opportunities for multilingual educators of color to teach the courses", "Professional development provided in partnership with OneWorld Now! and other curriculum development support", "Home language validation for students in welcoming environment", "Partnerships with language communities and academic communities (UW)", and "Recognizes language diversity". Policy 2015 is for the approval of supplementary instructional materials, and per their evaluation, the materials are "consistent with district-adopted curriculum approaches for language courses, provides materials for varied instructional needs, language levels, and learning styles", "Reflects authentic language use and culturally appropriate forms of language and tasks", and "Contributes to the development of an understanding of the populations it is including and also the development of self-respect, pride and an appreciation of differences". Kiswahili is for any high school student, with an ideal class size of 25 students across the district. It's a less commonly taught language so there are limited resources available. To think about the rationale, etc., Somali Heritage Language is designed for students who have some background, and it's designed for biliteracy, for students to grow and learn in reading and writing in their home language. Somali is the second most common language spoken by students in the district. Ideal class size would also be 25 students across the district.

Swahili is Africa's most spoken language (over 200 million people speak it), and it is Africa's international language, adopted by the African Union. Why Kiswahili and not Swahili – it's synonymous – Kiswahili is the word the language speakers use to refer to their language. Kiswahili, 2nd edition, by Thomas J. Hinnebusch and Sarah M. Mirza is one of the books they'll be using, along with supporting materials and activities from online sources.

Patrick asked if there are enough students to fill a 25-student course, and Thad said it might be an evening course offered online.

Somali is the second largest multilingual learner demo and language group at SPS. They want to increase the number of Somali speaking students earning the Seal of Biliteracy at graduation, which is a state award. They want students to be able to earn high school credit for their home language. The materials are not a specific textbook, but they have an online source (Scansom Publisher?) for various materials, and they've been collaborating with parents in the community to develop some Somali bilingual picture books. Thad stressed the "importance of partnering with Somali community members and educators to identify materials."

Patrick also asked (before the meeting) how many schools will be using Kiswahili and Somali. Thad said it's been in the virtual space so far so they could offer it across multiple schools, but there has been a lot of conversation about it at Sealth, Rainier Beach and Franklin.

Patrick asked if they went through an ADA accessibility process for the materials. Thad said they have not yet gone through the process. The materials will live in Schoology, so he did say they would want to go through the ADA process. Thad added that in the review of the materials, mainly for Somali, but also

a bit for Kiswahili, they noticed that there is a certain regional focus for certain topics, and the anti-bias tool shed some light on that issue, and they weren't sure how to move forward on that. Caleb said the class was approved by the board in January, and they are now taking next steps to figure out how to support it. Darcy showed a copy of the anti-bias checklist used for both courses on her screen. The anti-bias checklist is a tool used in the alternative process the IMC uses per Board Policy 2015 for courses under 1000 students. Patrick asked if there is software for either course. Thad said there is audio software for Kiswahili, and in a newer edition there will be a platform with MP3s.

Darcy motioned to vote on whether the Kiswahili and Somali language courses satisfied the alternative process – Patrick seconded. The vote passed unanimously, and the course materials selection process was approved. The meeting was adjourned.