

Instructional Materials Committee Meeting Agenda and Minutes

Date: Thursday, June 29, 2023

Time: 4 pm

Present (via Microsoft Teams):

Darcy Brixey, Chair, IMC

Caleb Perkins, Co-chair, IMC

Patrick Gray, Principal Representative

Jason Sciarrone, Principal Representative

Andrea Young, Notetaker, Instructional Materials Specialist

Kyle Wang, Parent Representative

Shana Brown, Native American Curriculum Specialist, presenter

Elissa Farmer, Math Program Manager, presenter

Mae Pontano, Math Specialist, presenter

Kathleen Vasquez, ELA Program Manager, presenter

Agenda:

- **4:00-4:10, Welcoming Jason Sciarrone**
- **4:10-4:25, Native Education Department AIS Natives in Media Class (Shana Brown)**
- **4:25-4:55, Math Adoption for Algebra 1/Geometry/Algebra 2 (Elissa Farmer)**
- **4:55-5:25, ELA Adoption for grades 6-8 (Kathleen Vasquez)**
- **5:25-5:30, IMC Action items votes:**
 - **Alternative Process for New Board Courses: AIS Natives in Media Course has satisfied the**
 - **Approval on Timeline/Communication Plan/Adoption Committee for Algebra 1/Geometry/Algebra 2**
 - **Approval on Timeline/Communication Plan/Adoption Committee for ELA 6-8**

MINUTES

- **4:00-4:10, Welcoming Jason Sciarrone**

Caleb Perkins convened the meeting after a quorum was established. He presented a summary of the agenda and action items. New IMC member Jason Sciarrone was introduced to the committee and presenters.

- **4:10-4:25, Native Education Department AIS Natives in Media Class (Shana Brown)**

Shana Brown introduced several books that will be used for the new course "AIS Natives in Media." She described the course and the general topics it would cover. Shana introduced and summarized the seven books that will be used in the course:

Main texts:

1. Ganteaume, C. R. (2017). *Officially Indian: Symbols that Define the United States*. National Museum of American Indian.
2. Keene, A. (2021). *Notable native people: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present*. Ten Speed Press.

3. Treuer, A. (2021). *Everything You Wanted to Know about Indians But Were Afraid to Ask: Young Readers Edition*.

Supplementary/ancillary texts:

1. Robinson, G. (2021). *Native actors and filmmakers: Visual Storytellers*. 7th Generation.
2. Schilling, V. (2009). *Native musicians in the groove*. Seventh Generation Books.
3. Allaire, C. (2021). *The power of style*. Annick Press.

Other texts introduced in the meeting:

Dunbar-Ortiz, R., & Gilio-Whitaker, D. (2016). *"All the real Indians died off": And 20 Other Myths About Native Americans*. Beacon Press.

The course was proposed through the fine arts department and is approved via the alternative process for courses that will serve less than 1,000 students. Kyle Wang asked if SPS has had similar courses in the past. Caleb said the course is unique and is part of an effort to have more courses about Native Americans in the curriculum.

- **4:25-4:55, Math Adoption for Algebra 1/Geometry/Algebra 2 (Elissa Farmer/Mae Pontano)**

Elissa introduced Mae and said Mae will be the official adoption coordinator for this new secondary math adoption. Paraphrased from Elissa and Mae's presentation: Algebra 1, Geometry, and Algebra 2 are the topics that will be covered in this new adoption. These three courses are initial high school math courses. First, they did a needs assessment and looked at previous math adoptions. The last adoption happened before the creation of common core math standards, so it is not aligned with current standards and practices. Since SPS (Seattle Public Schools) has rolled out 1-to-1 laptops for all students, the math department wants the new adoption to have a mostly digital interface. Because the currently adopted materials are so old, teachers end up creating their own materials, and individual schools have been purchasing their own materials as well. Money was set aside in the recent BTA Levy for new math materials. Under the current adoption, SPS purchases digital licenses so students and teachers can look at the e-text online. It is old, non-interactive technology, and the price goes up every year. The math department conducted a survey in December 2021, asking teachers in the district what resources/strategies they have found useful, and received valuable feedback from that survey.

Elissa presented a summary of their **adoption timeline**: In March they were told the funds were available and put out an RFI. The RFI closed in April. The adoption website was launched in May. They reviewed the adoption plan using the district's racial equity analysis and community engagement toolkits in May/June. In June, adoption committee applications closed, and committee members were selected. They also did a needs assessment in May. They have set meeting dates throughout fall 2023 for the adoption committee. Selection criteria will be approved by the IMC in September. The RFP closes in October. October/November will be when the committee narrows down materials and selects finalists. November: Materials displayed online for community review. December: Field testing. February: Final recommendation from committee. Feb/March: IMC approves final recommendation. March: BAR developed. April/May: Board presentation and prof dev planning and scheduling. May: Purchasing finalizes contract.

Elissa then presented their **communication plan**: Routes of communication include the public website, SPS Communications department (School Leader Communicator, School Beat, NewsBrief), SPS social media, direct emails to families and students, which will be translated, emails to math department chairs and teachers, robocalls/text messages, requests for community partnerships to include info in their newsletters. The math department will also be submitting a biweekly board bulletin to update the school board on their progress. Elissa showed a timeline of the community and staff engagement communication plan. It provides opportunities for students and teachers to provide feedback on needs. They will update the website regularly, updating stakeholders throughout the field-testing phase, and will go through the normal announcement processes in Spring 2024. Patrick asked when the field test would start, and who would participate. Elissa responded that field testing would be in January & February 2024 and said they would be reaching out to teachers to do field testing. Andrea asked what grade levels the materials are for, and Elissa responded that the materials are mostly for grade 7-9.

Elissa showed a list of the **adoption committee members** and summarized how they were selected. The committee consists of twenty-five members with subject matter expertise or perspectives of students or family members with current and/or past students in high school. They selected members from different regions of Seattle. The application form was in MS forms (except Somali) and downloadable PDF application in all five languages. Thirty-eight applications were received, and twenty-five members were selected. Applications were open for approximately 3 weeks in May and June. Sixteen staff members and nine community/family members were selected. Elissa showed a breakdown of the demographics (region, student services: multilingual/SPED/HCC/AI, ethnicity).

Patrick asked about the timeline: When will DoTS do the ADA evaluation of digital instructional materials? Elissa said it is in the timeline but not spelled out as to when. Elissa said each vendor must submit a VPAT form and meet certain criteria as part of the RFP. In short, vendors will not get past stage 1 of the RFP part of the process if they do not submit the VPAT and pass the standards set (WACAG?).

- **4:55-5:25, ELA Adoption for grades 6-8 (Kathleen Vasquez)**

Kathleen told the IMC she would be the official adoption coordinator. The last 6-8 ELA adoption was in 1998. In 1998 they adopted an anthology for middle school, and it was very unpopular. In 2006 some staffers wanted to adopt Readers and Writers workshop and a lot of schools unofficially adopted that curriculum. The Nesholm family foundations funded three schools (and still do) with these materials. Five schools are still using Readers and Writers Workshop and the remaining schools are using a variety of other materials. Some are free online resources, some are teacher developed, but because there is no district adoption, it has created inequitable access to core curriculum. Elissa and Kathleen synchronized their **adoption timelines**. The only difference is that the ELA adoption is starting a little bit later because funding had to be settled in April, slightly later than math. In the RFI, Kathleen asked for pre-ADA-approved vendors. They ran a needs assessment in June. In late June, adoption committee applications closed, and members were selected. In mid-September, the adoption committee will start meeting and developing criteria, hopefully by September 25, according to Kathleen. The RFP closes in early October. Field testing will be conducted in January. In February, the adoption committee will make their final recommendation. Kathleen presented the **communication plan**. The communication plan includes outreach to all constituents, English speaking or not. Translation services will be utilized. They created an adoption website and are also using social media engagement and School Leader Communicator. Kathleen presented a **timeline** of the communication plan. Schoology, the webpage, and grades 6-8

teacher email list were used to collect teachers and staff for the adoption committee. Family/community members were recruited via the ELA adoption webpage, social media, community-based organization email lists. They reached out to several community groups to recruit members. Kathleen said they are using Saturdays for committee meetings, which is inconvenient for school staff, but this schedule was adopted due to substitute teacher shortages and the need to get enough community members, who may not be able to attend weekday meetings. Kathleen presented a list of the applicants from teachers/staff and showed an overview of each person's endorsements, and the school where they work. They tried hard to get an ethnically diverse committee of staff, which was difficult. Despite all their attempts, they only received two applications for adoption committee members from the community. Kathleen asked if the community members' application could be open through the summer to get more applicants.

- **5:25-5:30, IMC Action items votes:**

- **Approval on Timeline/Communication Plan/Adoption Committee for ELA 6-8: Darcy moved to approve the timeline/communication plan/adoption committee, provided they will continue recruiting community members approved in September.** All IMC members present voted yes and the resolution passed unanimously.
- **Approval on Timeline/Communication Plan/Adoption Committee for Algebra 1/Geometry/Algebra 2:** Darcy moved to approve the plan/committee. All IMC members present voted yes and the resolution passed unanimously.
- **Alternative Process for New Board Courses: AIS Natives in Media Course has satisfied the criteria:** Darcy moved to approve the alt process for new courses for less than 1,000 students for the AIS Natives in Media Course. All IMC members present voted yes, and the resolution passed unanimously.

Patrick has one last question about all-digital access – will this serve all students? Caleb said some of the budget would have to be reserved for print materials.

Darcy thanked the members and presenters and adjourned the meeting at 5:21 pm.