

# Board Special Meeting



2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

Work Session: Superintendent SMART Goal #2: MTSS-B; Executive Committee of the Whole  
Wednesday, February 17, 2016, 4:30-7:30pm  
Auditorium, John Stanford Center

## Minutes

The meeting was called to order at 5:03 PM.

Directors Patu, Burke, Pinkham and Harris were present. Directors Geary, Peters and Blanford were unable to attend.

Director Patu at 4:34 p.m. announced that we are without a quorum and awaiting to call the Special Meeting to order until we have one.

Director Harris made a motion to amend the agenda and delay the Executive Committee of the Whole portion of the meeting until a later date to be determined. Director Pinkham seconded. The motion to amend the agenda passed unanimously.

## **Work Session: Superintendent SMART Goal #2: MTSS-B**

Dr. Nyland appreciates the work that has been done by SPS staff. There is great work underway. Michael Tolley had a conversation with principals to look at the opportunity gap. There is a lot going well. We have shown continuous progress. There are some students we have not served well. SPS is working on and is committed to closing the opportunity gap. The framework with principals (positive beliefs, positive relationships and positive learning) sets the goal for a group of students that have the largest opportunity gaps. We are trying to do the work internally and know this is a high priority. The African American Think Tank Advisory Committee and community members are working together - What it looks like and how can we do this together.

Michael Tolley introduced Pat Sander, Executive Director of Coordinated School Health, and Bernardo Ruiz, Director of School & Family Partnerships/Equity & Race. We will be presenting information on MTSS-B, the document requested by a School Board Director (a briefing paper presented in September 2015 and PowerPoint presentation. This work session is around the rubric. There has been significant growth from SPS student throughout the years. There has not been a significant change for certain ethnic groups. We need to continue to support students and address the opportunity gaps.

- **SMART Goal #2 Overview:**

SMART Goal #2: MTSS-B = Attitudes, Beliefs and Belonging. There are six strands of work:

- Targeted Universalism
- Best practices for African American males
- School Racial Equity Teams
- Cultural Proficiency
- Continuous School Improvement Plans
- Community Engagement

- Closing Opportunity Gap Plan Signature Strategies:

This year we are focused on three signature strategies:

- 1.1: Positive Beliefs
- 1.2: Positive Relationships
- 1.3: Positive Learning

Over the years we have been focused on MTTSS-A. This is the first year we have focused on MTSS-B, which is the focus for this work session.

The biggest shifts will not come from changing our students; they must evolve from transformation of our teaching, leadership and organizational practices. Goals: Mastery of core academic subjects and elimination of disproportionality in discipline.

- Institutional Equity:

Institutional Equity:

- Cultural Responsive Pedagogy
- Cultural Proficiency Continuum
- Equity Leadership Development
- Strategic Plan
- Policy No. 0030, Ensuring Educational & Racial Equity

Michael Tolley explained that there is on-going professional development around this, however, it is not required by all staff at this time.

Pat Sander believes we are moving in the right direction.

Director Burke requested staff to look at the cost of education, work with community colleges to put together seminars that is not part of the district's professional development and work with the Human Resources Department, so teachers know this is important in order to become a teacher.

The MTSS is a framework for supporting students and staff as they work toward students' success. It will involve transformation of culture and climate. The goal is to have a MTSS-A (academics) and now focusing on MTSS-B (attitudes, beliefs and belonging) - Have positive intervention supports, focus on the whole child and look at core instruction, identify with the community, so that there is a set of consistent behaviors students can expect from adults.

MTSS Working Definition = MTSS is a culturally and linguistically responsive whole child framework that promotes on-going collaboration efforts to ensure every student receives evidence-based instructional, behavioral, and social-emotional supports needed to meet or exceed grade level expectations of development.

- MTSS-B Coordinated Strategy:

The foundation of MTSS has to be culturally responsive pedagogy which includes the race and equity modules as well as trauma informed practices.

- School Climate and Discipline:

The sense of belonging is around school climate. Pat Sander introduced David Lewis, Program Manager of Behavioral Health Services, who spoke about why school climate matters and how it works for Wing Luke Elementary School. Wing Luke Elementary

School is one of the schools that provide the School Climate survey three times a year.

The survey questions include:

- How do students feel?
- Do students feel they belong?

The survey shows that students feel they belong.

- Targeted Universalism:

Targeted Universalism is a framework through which to pursue justice:

- Recognizes that challenges face by particular segments of society are not individual problems or isolated circumstances
- Strategically and deliberately transforms systems and communities
- Embraces collective solutions

A Targeted Universalism strategy identifies a problem (one experienced by marginalized people) proposes a proactive solution with achievable outcomes, and then expands its scope to support as many people as possible.

- Best Practices for African American Males:

Fully implements and continuously refines supports for African –American males and other underserved groups. Develops a portfolio of proven culturally responsive pedagogical models; provides consistent and sustained capacity building based on research-proven practices; uses an action-research design to provide rapid feedback that enables course corrections.

- School Racial Equity Teams:

Michael announced there were community members/guests to speak. Bernard invited the school equity leaders to come to the front of the Auditorium. They were invited to provide a clearer picture and discuss the impact they have on the work that is being done.

Katie May, principal at T. Marshall Elementary School, spoke about the programs in her school. An equity team was formed in 2014. They realized they had to do something after reviewing the data and noticed disproportionality in discipline. The guidance of the district equity team helps focus the staff's efforts. The school is working towards closing the opportunity gaps, equity, reviewing student data, teacher learning communities, climate, creating schoolwide expectations for all students (common language), restructuring Building Leadership Team (BLT) to include parents and training.

The programs at T. Marshall Elementary School focus on all students to make sure they have what they need. The school is working on how to keep equity in the conversation. The equity team has been looking at classroom discipline – Created a discipline survey for teachers to complete. The school has also spent time developing community partnerships. The school is focusing now on making sure that their general education program is also equitably funded within the district.

Christina Zecha, Instructional Assistant at Olympic Hills Elementary School, spoke about the expansion of the school's equity team. The Saturday Institute and Bernardo's department did an excellent job providing support to the school. Being at the Saturday Institute and getting skills allowed the team to get together to support families. Family engagement at the school is stronger.

Tiffany Harris, teacher at John Muir Elementary School, spoke about the Saturday Institute and how helpful and energizing it was. Hearing the perspectives of others was important. It challenged their perspective. Bernardo's team provided the resources to take back to present and set effective goals. Staff was excited about the work. The school's goal is around increasing awareness of their own bias and find out more about each other in order to understand the lenses of how we view others including students. Having an equity team has opened up doors/opportunity, which includes partnering with the Seattle Art Museum.

Director Patu thanked the group and shared how she appreciates the positive things that are happening in schools.

Bernardo Ruiz thanked the equity teams for sharing their experiences and invited Zac Davis, African American Think Tank (AATT) Representative to speak. The team will be transitioning to an advisory committee and developing a work plan based on recommendations to develop an effective model.

Shedrick Johnson, student and Black Student Union President at Garfield High School, shared his experience of the trip to Oakland. He observed how much teachers in Oakland appreciated students on an academic and personal level. The staff acknowledges students as kings and queens. He believes it helps students with low self-esteem. We need teachers that have the mentality to help students in life situations. Two key points about his trip to Oakland are mentality and segregation. We need to carry this on. Shedrick feels the School Board needs to hear more from SPS students.

Directors Patu and Harris would like for the African American Think Tank to facilitate a workshop for the School Board Directors and thanked Shedrick and Zac for sharing their information.

- Community Engagement:

Bernardo spoke about the evidence of leadership in community engagement.

The Paradigm Shift – Transforming the attitudes, beliefs and behaviors of adults to look at every student and their family from a strength point of view.

Director Patu thanked staff for all of the work they do and looks forward to seeing more progress.

The Board Special meeting adjourned at 6:54 PM.