

**Northshore School District
Curriculum Materials Adoption Committee Minutes
September 18, 2017
2:00 PM
Administrative Center Boardroom**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, September 18, 2017 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 2:00 p.m.

ATTENDANCE

Present: Obadiah Dunham, Heather Miller, Dave Wellington, Becky Anderson, Nancy Dodson, May Pelto, Rebecca Nielsen, Gavin Molitor, Tiffany Rodriguez, Janice Rendahl, Kim Osgood, Kelly Griffin, Shelby Reynolds, Sarah Takayoshi, and Angie Maynard.

Late Arrival (2:35 PM): Gavin Molitor

Absent: Shannon Colley.

Mr. Dunham reviewed the agenda for tonight's meeting.

Members of the CMAC committee introduced themselves to the group as a refresher and welcomed our new members, Nancy Dodson and Tiffany Rodriguez.

CMAC Purpose and Review:

Under state rules and regulations, we are to have a process for review of instructional materials. In our District, we are governed by policy 2020 and procedure 2020P. CMAC is the body that makes instructional materials adoption recommendations to the School Board based on established procedures (NSD Procedure 2020P). The School Board ultimately makes the decision whether to move forward on our recommendations.

The team reviewed CMAC responsibilities as outlined in 2020P.

- Ensure the selection of appropriate instructional materials.
- Make recommendations for approval of core, alternative core, intervention, district and school supplemental materials, and assessments to the Northshore School District Board of Directors.
- Identify and prioritize content areas and/or instructional programs and the training necessary for successful implementation.
- Recommend an estimated budget, timeline, and process to support implementation of an adoption.
- Establish and monitor the procedures for selecting, piloting, adopting, and discarding print and digital media instructional materials.
- Review the curriculum refresh cycle.
- Establish and monitor the procedure for eliminating bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal in all textbooks and instructional materials.

- Ensure that the terms and conditions of use of web-based instructional materials comply with COPPA and FERPA; federal policies that protect student privacy and data.
- Inform all parties of the policy and procedures regarding the selection of instructional materials.
- Communicate the decisions of the committee to the school community at large.

The curriculum refresh cycle, generated from the Curriculum and Instruction Department, is an interesting process as there are many factors that influence it. Budgetary resources are a key factor in this process. This year, our Northshore Strategic Plan was created that includes a needs-based allocation of resources. This is a new layer for us to consider as we plan the curriculum refresh cycle. We will bring our updated curriculum refresh plan through CMAC for review this fall.

This past year we wrestled with budget issues--not our budget or budget oversight--but sponsor requests for curriculum approval without budgets determined. The CMAC team asked, "How does the request fit into the budget and, if so, whose budget will cover costs of the materials"? While we don't want to get too detailed in the budget, we do need to be aware of costs and the impact.

There was discussion around how to communicate decisions of the committee to the school community at large. We have the materials directory, as well as a link on our website, for materials approved by the School Board. After every board meeting in which we have submitted materials for approval, there is a list of curricula on our CMAC website that contains titles of materials approved by the School Board. Along with the list, you'll find the type of curriculum, grade levels the resource was approved for, and approval conditions, if any.

Q: Once a resource is approved, is it always approved and do we remove the curriculum from the website?

A: Our current database contains information from the previous database as it was directly imported into the new database. There has not been a system established for years about replacing curriculum. We now ask on our sponsor forms if the material being reviewed is replacing a curriculum and, if so, how is the older curriculum being disposed of – should it be supplemental, teacher resource, surplus, etc. The data is slowly being cleaned up. In addition, we are working to identify a better way to store the data. When we find a new system, we will clean up the database.

Q: Can teachers locate core curriculum for a specific grade level?

A: No, teachers have to weed through the data. For instance, you may search for the core curriculum for science at 5th grade and you will have several hits for science core curriculum. However, the search will not tell you which one is the current core content. Anne still has access to the former IMC system and can check on older materials if there is a question.

Mr. Dunham shared information regarding our Strategic Plan around equity. Equity will be a focal point and we may need to work through concerns around this. If materials are not representative of all students, what does that mean and how do we proceed? If materials are supplemental, we then ask, "How does the teacher ensure that equity is addressed?"

COPPA and FERPA may also be an issue. Shelby Reynolds is here to advise and guide us through these concerns when they arise.

CMAC Participant Roles:

- Presence and active participation in CMAC meetings
 - Review submitted CMAC paperwork prior to attending CMAC Meeting.
 - Listen to presentations.
 - Ask questions of presenters.

- Participate in discussions around the materials in question.
- Review materials to ensure they meet the needs of NSD students and staff as outlined in Policy 2020P.
- CMAC Reviewers
 - Complete F4 form on materials to be presented at future CMAC meetings on a rotational basis.
- CMAC Liaison
 - Serve as the key ambassador to NSD staff coming to CMAC for a presentation including:
 - Reviewing paperwork and presentation.
 - Checking in ahead of time to offer support and answer questions.

The role of a liaison is an important role for us and new last year. We want to check in with our sponsors and provide information to them so that they feel informed and supported in the process. We may ask difficult questions, but that is okay as we are seeking information to clarify and to make our decision. We want to have the best and important materials in front of our students. The liaison role continues to develop.

Another role to add is being a good ambassador of CMAC. There is a perception that CMAC is an intimidating place/process. We want to dispel those perceptions. Our desire is to make CMAC a welcoming environment for presenters

The team reviewed the norms.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Be on time and prepared • Actively engage • Focus work within CMAC's areas of responsibilities • Unplug • Monitor your air time | <ul style="list-style-type: none"> • Listen to understand • Presume positive intent • Invite respectful debate • Be efficient • Be kind |
|---|--|

OLD BUSINESS

Review and Approval of Minutes

Mr. Dunham asked committee members to review the minutes from the June 12, 2017 CMAC meeting.

It was MOVED by Kelly Griffin and SECONDED by Becky Anderson to approve the June 12, 2017 CMAC minutes as written.

Mr. Dunham called for the question. The motion was carried and minutes approved as written.

INFORMATIONAL, RECLASSIFICATION and EXTENSION PRESENTATIONS

SEL Curriculum – District Core Curriculum – Ann McGowan, Middle School Counselor/COSA

The committee welcomed Ann McGowan to the meeting.

The Social Emotional Learning (SEL) committee is piloting two curricula and will recommend one curriculum to CMAC to be used in advisory classes for grades 6th-12th. The curriculum will align with the District SEL standards and Strategic Plan.

High School is looking at the following curricula:

- School Connect
- Currently researching additional options
- Characters Strong

It has been challenging finding high school SEL curriculum.

Middle School:

- Character Strong
- Second Step

These are all online resources which is important as it updates and refreshes more often than written materials.

SEL Core Competencies:

- Self-Management
- Social Awareness
- Relationship Skills
- Self-Awareness
- Responsible Decision-Making

We are working to align our SEL standards with the SEL core competencies. The committee is seeking to find curriculum that aligns with the standards, core competencies, and Memorandum of Understanding (MOU).

Participants:

All secondary school staff members, in each of the schools who have an advisory, will teach the curriculum.

- Each building has chosen an advisory lead implementation team to help with professional development and implementation at their buildings.
- These teams meet monthly to provide feedback to the committee and Assistant Superintendent.
- The advisory leads provide oversight of professional development with staff and advisory activities.

They are collecting immediate feedback throughout the process. They are also aligning to the MOU.

Vision

The vision is to have a standard SEL curriculum for middle and high schools to implement in school advisory classes.

The pilot will provide feedback from students and staff on the recommendation for adoption. Once adoption has occurred, professional development will be provided into next year's implementation.

Curriculum Adoption Timeline

- Present to CMAC in September
- Monthly meetings
- Pilot 4 lessons (HS) and 6 lessons (MS) from Character Strong (September/October)
- Pilot 4 lessons (HS) School Connect and 6 lessons (MS) from Second Step (November/December)
- Feedback from staff and students via survey
- January present recommendation to CMAC
- Implement curriculum

High schools only have advisory two times per week.

Funding and Cost

- No cost to pilot the curriculum for both high schools and middle schools.
- Each school has a paid Advisory Team to oversee:
 - Monthly meetings
 - Time for implementation
 - Collecting feedback from staff.
- District COSA .4 to lead pilot work:
 - Connecting with publishers
 - Providing access to curricula
 - Creating surveys for feedback
 - Communication with lead teams, district administration and CMAC

SEL curriculum and advisory are both new to the secondary level. While we are searching for SEL curriculum, we are also teaching what SEL is and supporting teachers in understanding SEL as well as implementing the curriculum. One area the committee will be looking at is how easy does the curriculum come off the page for a teacher that went to school for a math degree and not an SEL degree.

Ms. McGowan will return in January to present a chosen curriculum to CMAC as a district core adoption with the intent to begin implementation in February, 2018.

Questions

Q: Are all high school and middle school teachers that teach advisory part of this pilot?

A: Yes, it is a broad pilot. This curriculum adoption is unique.

Q: Is the SEL curriculum the primary reason for Advisory?

A: The SEL component is only part of the make up for the Advisory classes. There are four components to Advisory – academic, connections, SEL and movements. Every school should meet the four components, yet it's up to each school to determine how their Advisory classes will meet those components.

Q: Is there a rubric that students and teachers are using to show engagement and quality of the curriculum?

A: The standards will be used to develop the survey which staff will complete after each pilot. For students, we are also needing to ask specific questions that align with both curricula as there are differences in the resources.

Q: Is teaching SEL a new state law or a district initiative? Why are we implementing SEL curriculum?

A: There is an increased focus across the nation and within our state on SEL. Because of grade reconfiguration, two task force groups recommended that we focus on SEL instruction for students due to the mental health needs we are seeing, and the lack of general executive functioning skills students need at the secondary level. How do we make sure that we are teaching those skills to our students? The work is governed by the Memorandum of Understanding (MOU) from the 2016-19 NSEA Collective Bargaining Agreement. It was important to determine the best way to make this manageable for teachers yet still ensure that we are meeting students' needs.

A few years ago, when leadership teachers went to a conference on preparing to become middle schools, it was clear that an advisory component with SEL and connection pieces were necessary for successful middle schools. It is one of the four key components of the middle school model.

Q: It is important that the SEL committee recognizes and addresses how the curriculum chosen fits the contract language or has a recommendation as to how the MOU needs to be revised. The committee needs to consider the impact on teachers.

A: As part of the pilot process, the committee has already begun looking at how the MOU fits with the curriculum as well as how the curriculum aligns with the SEL standards.

Q: A committee member would like to see survey results from students on how the curriculum is impacting them. Is the information transferring to the students and is it of value to them?

A: Absolutely, it is important that we connect with the students and what we provide is of value to them.

Q: What research is there around a “grab and go” type of approach?

A: There isn’t necessarily research. We don’t want to pick a certain curriculum because it is easy to implement; we to ensure that it ties to the SEL standards. We are trying to find a balance in the curriculum and implementation for teachers. The “grab and go” term is something that the team has used in their Advisory meetings.

We want to make sure that we implement the curriculum with fidelity. If it is not implemented with fidelity, we will not have the same results as the curriculum intends.

Q: In our middle school, the lessons have been modeled before teachers are having to teach the lesson. Is it the intent that we implement modeling professional development for teachers in all the middle schools?

A: The District professional development days have been given to us and every Advisor group has their way that they are implementing it. For the first lesson, all schools were to host a training where teachers were shown the curriculum and received modeling on the lesson. The District has carved out District days for us to address advisory needs and professional development.

There was discussion around how each school is providing professional development. If the schools are implementing the curriculum in a consistent fashion within their buildings, we should receive consistent feedback regardless of how implemented. We will look at the trend in the individual buildings. We will also be evaluating which professional development was most successful.

There are several issues at each level that schools are wrestling with. Part of this process is looking at the vertical integration of SEL curriculum. We are looking to align, vertically, and allow for ease of transition between schools.

There is a nice connection between the SEL work and Goal 2 of the Strategic Plan. It will be important to tie the work of Advisory to the Strategic Plan.

NEW BUSINESS

Competition University (CU) – School Supplemental Curriculum, Doug Hakala, Teacher BHS/NCHS. This is a CTE curriculum and falls under the Fast Track process. CMAC reviewer was Mr. Dunham Dunham.

Review Team

Damen Schuneman - Director Career and College Readiness

Allen Miedema - Director IT

Elizabeth Cano - Assistant Principal BHS

Paul Glenovich - Marketing Instructor, WHS

Tom Olsen – Marketing Instructor, HIS/NCHS

Doug Hakala - Marketing/STEM Instructor, BHS/NCHS

DECA Class Goals

Mr. Hakala shared pictures of his DECA students and explained how DECA helps students present their idea to groups. This curriculum helps students prepare for these presentations. Mr. Hakala wants to help students prepare for their future and be confident in themselves. He wants them to be aware of business issues, to be critical thinkers and know how to access business opportunities. They need to know how to get their ideas across because their true value in the future are their ideas and how will their employer be able to hear their ideas if they can't present them. Marketing and DECA really helps our students do that. This is in alignment with our District Strategic Plan.

DECA is a means to an end. It allows students to see what they are capable of and what their future could look like. DECA gives students an incentive to make a valiant effort to learn.

Competition University is an online program that is deep and broad. It is adaptable, and supports classroom and individual learning.

CU has 13 Core Instructional areas

- | | |
|---------------------------|-------------------------------|
| 1. Business Law | 8. Human Resources Management |
| 2. Communications | 9. Information Management |
| 3. Customer Relations | 10. Marketing |
| 4. Economics | 11. Operations |
| 5. Emotional Intelligence | 12. Professional Development |
| 6. Entrepreneurship | 13. Strategic Management |
| 7. Financial Analysis | |

There are many lessons and practice tests which adapt to individual interests which are specific to different industries.

Cost and Funding

The cost is \$10.00 per student per year. Mr. Hakala would like to purchase this curriculum to use with his marketing students.

A valid question arose about every student and equality. There are many examples where all students are represented in the curriculum. Since Mr. Hakala began teaching he has strived for all students to be able to see themselves as business professionals. In his classroom, Mr. Hakala has decorated it with pictures that represent different ethnic groups.

Mr. Hakala wants all of his students to be able to participant in DECA and marketing. With approximately 200,000 members annually, DECA is the premiere student organization to compete in. DECA helps students...

- | | |
|--|---|
| • build confidence and learn about themselves, | • acquire a head start on life after high school, |
| • learn about careers and earn scholarships, | • build high school memories, and |
| | • it's fun. |

It was appreciated that Mr. Hakala addressed the equity concerns, explaining it makes a big difference when students can see themselves in a program.

Questions

Q: Is DECA at BHS a class or a club?

A: It is both. It is a class and a club. Students in marketing are required to participate in DECA.

Q: Is Mr. Hakala seeking approval for all business and/or career technical education courses, being approved?

A: Yes.

Q: What is the core curriculum? Is this supplementing a core curriculum?

A: *Marketing Essentials* is the core that was approved many years ago. Last year, he sought approval for *Leadership, Attitude and Performance (LAP)* materials, which are supplemental materials used at high schools in our district. *CU* goes more in-depth and has more breadth than the core or the *LAPs* materials. No student will be able to go through all of the material.

Q: Have you assessed the reading level of the materials? Does it have text to speech capabilities for students?

A: This is specifically designed for high school and DECA students. The vocabulary is very challenging. Mr. Hakala would need to consider the speech to text capability and get back to the committee.

Q: Are most students that participate in DECA higher performing students or is there a continuum of students that participant in DECA?

A: There is a continuum of students, but some students are underrepresented. He tries to recruit students for his programs.

Q: Are you using this in your Sports and Entertainment class and the Student Store at BHS?

A: The requirement is in Sports and Entertainment. The syllabus for the Student Store says optional. Mr. Hakala has talked with Mr. Stewart about this. At IHS the Student Store has a pre-requisite of Intro to Marketing or Advanced Marketing. The Student Store class at BHS is different. The strategy is to get more students interested in business and to help them graduate. Many students in his Student Store class are not high-achievers.

Mr. Hakala is seeking approval for *Competition University* as district supplemental material. It would be available to programs at the other high schools as well. He will be using building and CTE budgets to fund. The other schools that want to purchase it would need to use building funds.

When Mr. Dunham reviewed the curriculum, he did not see many minorities represented. Mr. Hakala is clearly mindful of addressing the equity concern. Janice wants to ensure that if we approve this curriculum the equity issue is addressed.

Gavin Molitor MOVED to approve *Competition University* as District Supplemental Curriculum for grades 9-12 for marketing classes at all four high schools with the condition that it be taught with an eye towards equity representation. We want to make sure that teachers are aware of the need to ensure that all students have access and to bring more diverse learning abilities to the programs. SECONDED by Kelly Griffin.

Discussion

It is not just the diversity of the ethnicity, but it is also how you accommodate and modify for students with different learning styles and needs. If the system itself does not do that, then how does the teacher adjust for those needs in an effort to bring more diverse abilities into the program? Equity representation includes all kinds of abilities.

Mr. Dunham called for the question. The motion approved.

TenMarks – District Supplemental Curriculum, Margaret Mueller, Teacher Kokanee Elementary

Kokanee has been field testing *TenMarks*. The need arose for a new supplemental math curriculum as our current math supplemental materials were not meeting the need of some of our students. They are asking that CMAC approve *TenMarks* as an online supplemental resource.

TenMarks allows for differentiation for individual students, provides teachers with useful data to inform teaching, and prepares students to take the Smarter Balanced Assessment. “Personalized Learning means...transforming the system so the focus is on the learner first” (Barbara Bray and Kathleen McClaskey, Education Week).

TenMarks aligns with Strategic Plan Goal 3: Growth for Every Student. It provides differentiation and can be used for remedial students as well as for challenge and highly capable students. The program provides home access to Common Core State Standards aligned with math content for all students that are linked to classroom work.

TenMarks allows for the following:

- Personalized work is assigned based on a pre-test and performance on tasks.
- Teachers can assign classwork *and* personal work.
- A teacher can push out lessons for individual students or as a class.
- Students who score less than 70% on an assignment are automatically given “amplifiers” to review and practice.
- Challenge work assigned to students who show mastery of assignments.
- Data on progress and reports available to teachers via dashboard.
- Videos and hints available for students who need explanations or for students that are pushing ahead.
- Detailed explanations of correct method when answers are wrong.

Much of the format and tools in *TenMarks* are similar to the SBA.

Additional benefits:

- Significantly higher SBA scores in classrooms that participated in the field test last year.
- Students can be assigned specific lessons that tie into what is being taught in class, or that they need re-teaching on, vs. random selection of content (IXL).
- Parent interface strengthens home-school connection.

Questions:

Q: Did you have a certain time every day that students accessed *TenMarks*?

A: Ms. Mueller ran a math lab in her room every day and one of the rotation stations was *TenMarks*. She had six iPads in her room and was able to utilize those for the program to run on.

Q: Does the math level go up to Algebra II/Trig?

A: It goes up through Algebra II/Geometry according to the sponsorship paperwork.

TenMarks has speech to text, video capturing and other accommodations built into the program.

It can be used with iPads or tablets. For iPads, you download an app.

Funding

There is a cost for the premier package and each school will need to find a way to purchase it. Kokanee has received funds from PTSA for the purchase of TenMarks.

Q: Do schools have enough technology to access?

A: Some classrooms do not have devices in their room and were only able to access on a weekly basis. Teachers could check out a cart of devices once or twice a week, if they choose to.

We are seeking approval for use in kindergarten through Algebra II. This program could be a way to support instruction for highly capable students, special education students, ELL students - a broad range of students could access this program.

Q: If a student wanted to use *TenMarks*, could the parent access the program if the school does not purchase it? Is it only offered to schools?

A: The free version only allows you to access one grade level. It may be possible for a parent to purchase but there wouldn't be the teacher level of interaction with the program.

Q: Is there any reason middle school students couldn't access *TenMarks*? Middle schools have similar needs for differentiation.

A: The program allows for access for all students from kindergarten through Algebra II. It is appropriate for students in various math levels within the math range defined. We would not restrict program access to a certain grade level at school, but we would utilize it for students needing supplemental instruction in math levels kindergarten through Algebra II.

The program could be used in the middle schools during the academic days in advisory.

Questions around funding arose.

Q: If we, the District, are going to make *TenMarks* part of a recommended program. then does the funding come from the District budget as opposed to a school's budget?

A: If this is approved and the highly capable program recommends that *TenMarks* be purchased as supplemental curriculum for use with highly capable students in their cluster classrooms, then how does the highly capable program fund it? If that is the source and the recommendation from the highly capable program, then we (the District or the program) need to let the individual schools know that they have 10 licenses for use with highly capable students.

TenMarks is approved curriculum and you may purchase it for use; however, you need to find a funding source.

Q: Why do we pay for highly capable students and not all students? Kokanee went to their PTSA and sought funds so that they could have it for all students.

A: That is part of the reason Kokanee is here presenting today. At one time they had *Dream Box* funded by the highly capable program and is no longer funded. Kokanee began looking for a placement supplemental program for their highly capable students. They found *TenMarks* and determined that it was valuable for all students. Kokanee then went to their PTSA for funding as they desired having it for all students.

If supplemental materials are identified and approved as materials for a specific population of students, such as highly capable, Title I, Special Education, LAP, or ELL, then the program seeking approval funds the curriculum.

Each building is different but there are equity issues in different buildings. Not all buildings have PTSAs that raise funds and they would not be able to purchase the supplemental curriculum. How do we address this? There are discussions occurring at the cabinet level regarding equity between schools. Needs-based allocations and funding is part of the Strategic Plan and as a District we are working our way through this process. We need to continue to have this discussion as some schools do not have the funds to purchase.

In our procedure, we cannot ask parents to pay for subscriptions.

We are approving curriculum if we believe the curriculum is the right curriculum. The budgetary and equity pieces work their way out.

Gavin Molitor MOVED to approve *TenMarks* as District Supplemental Curriculum for all Northshore students based on their academic needs in mathematics. SECONDED by Kelly Griffin.

There was discussion about adding “from kindergarten math to Algebra II,” or “up to Algebra II.” The committee decided against adding Algebra II in case *TenMarks* adds Calculus to their program.

Q: If a teacher were to determine that their child has a need, then would they go to their building principal or a director to access the curriculum?

A: Yes.

We need a more streamlined communication process for all teachers to receive the information. We have the information on our website. We could work with the communication department to ensure that CMAC approvals are captured in Employee eNews with a descriptor that could then be linked back to the CMAC website for further information.

Mr. Dunham called for the question. All approved but one member abstained. The member abstained because the motion did not specify the math levels that it could be used for. Currently, *TenMarks* is only through Algebra II; it does not go through Calculus. The sponsorship paperwork only says Algebra II.

Collect, Interpret, Apply (C.I.A.) Unit of Study – School Supplemental Curriculum - District Supplemental Curriculum, Kristie Ortman Ortman and Erin Chargualaf Chargualaf – Crystal Springs Elementary

Erin Chargualaf reviewed the process for *Collect, Interpret, Apply (C.I.A.) Unit of Study*. It is based on the book *Raising the Standards*, which walks you through the four main components for reading a book. *CIA* is a stand-alone strategy that teachers can use with any chapter book. It is about dividing your text into quadrants so that when you are reading you are focusing on different pieces at different times.

The first quadrant of the book is about collecting information.

- Who is the main character?
- What is the setting?
- What is the problem?

The second quadrant of the book is interpreting phrases, collecting ideas, and figuring the author’s line of thinking, and what their message is.

The third quadrant involves locating evidence to support your line of thinking. How do I know I am on the right track?

The fourth quadrant is that homerun feeling where you get to read and enjoy the rest of the book. This is where you confirm if your prediction was right or you revise your prediction. What is the bigger message that you are taking away from the book?

Today, Erin Chargualaf and Kristie Ortman are seeking approval for teacher guides that can be used with many books that teachers read aloud. The guides can be used by teachers to assist them in the classroom for collecting, interpreting and applying what they are reading. There is a gradual release of structure and modeling. It uses turn and talk throughout the instruction and allows all students to participate as the teacher determines the pair groupings. Every step is intentional. There is scaffolding for all levels of learners. It is important to note that every student has a copy of the book.

There is also vocabulary that is embedded into the lessons. The whole book is mapped out and goes into deeper-level thinking for students.

In conjunction to the main program, there is a book club that has the same structure and strategy that allows differentiation for all reading levels.

This material is not replacing any curriculum. This is a stand-alone teacher support for more in-depth read alouds. It is designed to make the read aloud just as intentional and as powerful as the other components of balanced literacy.

Common Core Connection

Ms. Ortman and Ms. Chargualaf distributed a handout that addresses the Common Core State Standards (CCSS) for literacy. By the end of the year, through the Unit of Studies, you will meet all CCSS in literacy.

Overview of the Materials

The *Read Side by Side* program is a supplemental reading comprehension program for grades 3-6 based on units.

- There are 5 units for grades 3-5, and 3 units for grade 6.
- Each unit contains 1 read aloud and 1 book club.
- Each unit lasts about 8 weeks.
- Units are genre focused with a variety across the school year.
- All units include nonfiction articles.
- At least one nonfiction read aloud and one nonfiction book club are available at every grade.
- Writing about reading is embedded in the program: expository, opinion and persuasive writing.

Data

- Schools that have piloted 2 CIA units have averaged 20% growth on the SBA.
- An average of 1.8 years of growth in one school year on the STAR assessment.

Professional Development

- 3 core classes are held at the *Read Side by Side* office in Lynnwood.
 - Classes are offered Saturdays during the school year, and during the week throughout June and August.
- Teachers receive 7 clock hours per class.
- Schools using the program can pay for a trainer to come to the school to teach a class.
- Teachers can train themselves and have access to free videos and webinars on the readsidebyside.com website.

Funding and Cost

- Professional development classes are \$189 per class
- Pilot kits – Read Aloud Units (2), Book Club (2), Student Books, Student Workbooks and Classroom posters
 - 3rd Grade - \$809.00 per classroom
 - 4th Grade - \$1,134.00 per classroom
 - 5th Grade - \$1,153.00 per classroom
 - 6th Grade - \$1,260.00 per classroom

They are seeking approval for *Collect, Interpret, and Analyze Unit of Study* as District Supplemental Literacy Curriculum for grades 3-6.

Questions

Comment: One does not have to buy all the materials as listed above. They have chosen to use the teacher's guide and have each student use a copy of the book.

A: Yes, that is what they have done.

Q: If we approve this request, then do we run into another problem because teachers are using more than 6 copies of a title of book? We would have to ensure that the title of the book that a teacher has selected has been approved, or by approving this request, are we approving all of the novels?

Q: It sounds like the teacher guide is one piece and the novel another piece of the curriculum. Can the teacher's guide be used with any book or is each teacher guide specific to each individual book?

A: The teacher guides are specific to a certain book. The strategies can be used with any book.

If a specific book is not approved by CMAC then the book would need to be approved by CMAC prior to the book being used in the classroom if you are using more than 5 copies.

Comment: If a teacher is providing a read aloud in a classroom (even it is not one of the books in this program) and the teacher wants to do a shared reading lesson so that all students have access to the text, the teacher would need CMAC approval of the book if he/she wants every student to have the text. If a teacher has a read aloud and places the text under the document camera, then CMAC approval is not required.

There was a discussion previously in a different context of trying to organize novels between elementary, middle schools and high schools, as there were concerns because students would say that they had already read a specific book. This created an issue for teachers that had an approved novel in the upper levels. A read aloud as described above is directly instructing on a particular novel; it is not a casual read. It is literally teaching students how to read a novel by engaging in this process. The 6 or more copies applies when there is going to be a study with the whole class. The "five copies or less" guideline was originally developed due to literature circles. When direct instruction occurs with a novel to a full class of students, that is where CMAC language applies and the novel needs to be approved.

Is it six copies or six students? The 2020P states "set of six or more supplementary texts or novels...."

This conversation is bringing up an interesting loophole in the language. If we are using a book for an entire class, then CMAC approval is needed as six or more students are accessing the curriculum.

Q: If that is the case, then that completely impacts how elementary schools do their read aloud because we are reading aloud to the entire class that one text. Teachers are doing the reading, and students using the books for turn and talks which may be different than at the middle school or high school level.

A: Now that this has come before us, CMAC needs to address this issue.

Q: Would every book, in every grade, then have to go through CMAC?

A: As a teacher, you want to know that the books you are using have been approved through the CMAC process if you are going to be using them with the whole class. Read alouds are an important strategy at the elementary level and we need to discuss this more in depth.

Q: These materials are grade level kits and each kit contains a certain number of books. If we approve the kits, then are we also approving the books that go with those kits?

A: No, we need to read and approve each book as this was the process we followed with *SpringBoard*. The committee had to review and approve each novel for every grade.

We are not saying that any time a teacher does a read aloud book, the book has to have CMAC approval. But if each student has a copy of the novel, then it does need CMAC approval.

The concern is that the language as it is currently written does not support the way this strategy is being used in the classrooms. The language is not supporting common practice.

Q: If there is a book that you are using for instruction for 8 weeks, is there not an “opt out” option for students?

A: As this part of the instruction, it would be important for teachers to be able to say that there is a process for approval and the novel has been approved by CMAC.

The worry then would be that any book a teacher reads aloud would need to go through CMAC. That is not possible. What do we do?

2020P says for sponsors seeking six or more copies of core, alternative core, intervention, district and/or school supplemental materials CMAC is needed.

In interpreting this language, it sounds like if a teacher reads a book aloud to the whole class or places it under the document camera, as long as there are not more than five copies, CMAC approval is not necessary. If the teacher provides a copy of the book to each student, then CMAC approval is necessary.

It is apparent that we need to discuss the language further.

Q: What core are you using that this is supplementing?

A: *Lucy Calkins* and it aligns very nicely with this curriculum.

Q: Are you using the assessment piece that is in the kit?

A: Not requesting approval of the assessment piece, but we are using the writing piece of the *C.I.A. Unit of Study*.

Q: How long is your reading instruction?

A: There is 90-minute block for reading. This is only one element of a balanced literacy program.

Q: Are you addressing the other elements of the reading?

A: Yes.

Concerns arose regarding this supplemental reading program supplementing an approved supplemental curriculum and not the core curriculum.

As part of the balanced literacy program, read aloud is one component of the five elements. Our current core does not have a read aloud component that meets the needs of our students.

When 2020P was written, it was with best intent and we thought we'd identified everything clearly. It looks like we've discovered a hole in our procedure. Mr. Dunham's recommendation is that we continue to allow the teachers to field test the curriculum as the issue is more with our language than with the curriculum. We will set up a subcommittee that will include elementary staff to help us define and determine the appropriate language. If we need more information, we will bring them back to share or provide additional information at our October or November meeting.

It was MOVED by Rebecca Nielsen that we approve continued field testing use of *Collect, Interpret, and Analyze Unit of Study* curriculum at Crystal Springs for grades 3-5. SECONDED by Janice Rendahl.

Mr. Dunham called for the question. Motion approved.

Request for Reconsideration Hearing

The Absolutely True Diary of a Part-Time Indian – Lisa Bennett, Parent

Lisa Bennett shared a little information about herself. She is requesting that we remove *The Absolutely True Diary of a Part-Time Indian* from our list of approved curricula. Ms. Bennett also shared with the committee a letter from a friend that supports the removal of the novel. Ms. Bennett was introduced to this book when her daughter was in 9th grade; she is now in 11th grade. Ms. Bennett acknowledges receiving a list of the novels that students would be reading but she did not read all novels on the list. Ms. Bennett's daughter is a special education student and has difficulty with comprehension. Her daughter was struggling to keep up with the reading so Ms. Bennett went to the library to checkout a copy of the book. Ms. Bennett chose to companion-read the text with her daughter as this was a strategy often used at home to help with reading.

Ms. Bennett was very offended by Sherman Alexie's writing. The book is written in the first person. There is extensive crass language throughout the text. Ms. Bennett had to edit words as she and her daughter read to avoid use of that type of language. The author condones masturbation and teenage sexuality. He portrays these more as a rite of passage, which Ms. Bennett does not agree with. Arnold, who is the main character, is made to sound hip and cool as he talks about masturbation and sexual things. These sexual references also refer to women's bodies in a disrespectful way. She feels that it takes away from the message that the author is trying to convey. The references are detailed in her documentation for Request for Reconsideration.

Ms. Bennett feels very strongly that the negative impacts of this book far outweigh the benefits that it has to offer to our children. Ms. Bennett shared additional issues that she felt supported why this novel should not be approved instructional material in Northshore.

In the school Student Rights and Responsibilities Handbook, under the Code of Conduct, the Northshore School District has identified the following as being prohibited in school, on campus, and on buses:

- Inappropriate language which is defined as swearing or use of language in an inappropriate way;
- Sexually inappropriate conduct which is defined as obscene acts or expressions whether verbal or non-verbal.

At school, it is a violation of the Code of Conduct to use inappropriate language or discuss masturbation. Yet we are offering our students required reading in which these things exist. In her daughter's class, the learning center class, they listened to the book on tape. All of that language and sexual content was voiced in her child's classroom. This is a double standard and teaches our children that hypocrisy is okay.

Some might say that 14-year-olds talk that way and if you walk down the halls of school you might hear this type of language. One might say, "What is the harm?" She disagrees. Many people are taught to avoid crude language; to treat members of the opposite sex with respect and honesty; and to abstain from sexual relationships until married. This book seems to glorify these behaviors and encourage such conduct.

Sherman Alexie in an interview stated, "There is nothing in my book that compares to what kids can find on the Internet." That may be true, but does it make it okay to use this offensive content as instructional materials in a classroom setting? No, it is not.

NSD puts restrictions on material that students are able to view on the Internet while at school, yet we offer this type of text for students to read. This a double standard again and not appropriate.

Ms. Bennett is curious as to what the goal is for this book in our instruction. The children may be interested because it is written in their time, about their age, it is current in some ways, and it is very edgy. She believes that educators can find other ways to teach students and stimulate their minds without using the vulgar and crass language. It is not needed.

Ms. Bennett recommends *To Kill a Mockingbird* by Harper Lee be used in place of this book. It is an excellent book. It touches on many of the same topics such as prejudice, racial injustice, hope, loss, forgiveness, alcoholism, friendship, bullying and family bonds. It is delivered in a much more appropriate and meaningful manner.

Her daughter's class spent 7 weeks on *The Absolutely True Diary of a Part-Time Indian* book and only two and a half weeks on *To Kill a Mockingbird*. A more in-depth study of *To Kill a Mockingbird* would have been more beneficial.

Ms. Bennett did consider if this book was made into a movie what would it be rated? Most likely at least PG-13 or maybe R due to the F-word in it and sexual references. In NSD, parents are given the opportunity to opt their children out of movies that are PG-13 and R. She appreciates that option.

In this situation, she did receive a list of books, but did not read all the texts. She would have appreciated knowing it was controversial because there have been many, many schools that have been asked to ban the book from their libraries. She is only requesting that the book be removed as instructional material. Ms. Bennett is not asking for the book to be removed from the library.

It is necessary for parents to be given the opportunity to opt out of books such as this and to have their child read another novel, but it needs to happen well before the reading begins. In her daughter's case, the class was halfway through the book or more, her daughter was struggling through the class, and they needed time to make a decision.

Books may not have ratings like movies, but the content is surely known by the committee and the School Board. At a minimum, she would like to have an "opt out" form for this book and other books like it. The "opt out" form gives parents and teachers time to develop an alternative plan.

In her situation, after emailing her daughter's teacher and discussing the concerns she had with the book, the teacher responded that an alternative assignment could be provided in an independent study setting. Both Ms. Bennett and the teacher agreed that this type of setting and assignment would not have worked for her daughter. She would have had to study independently in the library for seven weeks and it would not have been beneficial for her student. It was not a good option. It is also contrary to her rights as a student in the Rights and Responsibilities portion of the handbook. It states that she should receive "high-quality instruction that is comprehensible and appropriate to her level of academic development".

Ms. Bennett suggests that we pick literature that is intelligently stimulating for our students without being overly sexualized and crass. She has confidence that our teachers can take the literature and make it a good, deep learning experience for our kids without the shock factor involved.

She strongly requests that we remove *The Absolutely True Diary of a Part-Time Indian* from the approved instructional materials of the Northshore School District. She appreciates us carefully considering her request.

Are there any clarification questions?

Comment

Appreciation was shared on how clear Ms. Bennett's information was, along with her point of view.

District's Presentation

Assistant Superintendent, Heather Miller presented on the original sponsorship documents and current practice.

Original Paperwork

The book was brought to the Instructional Materials Committee (IMC) which was the previous governing body for curriculum and instructional materials approval before CMAC was established. The sponsorship paperwork and reviews listed various grade levels for recommendation for us of *The Absolutely True Diary of a Part-Time Indian*. The various grade levels were 7th/8th grade, 7th-9th grade, etc.

In the end, the book was recommended for use by the Instructional Materials Committee (IMC) on May 19, 2008 for use in advanced 8th grade and 9th grade ELA.

The book was approved by the Northshore School District Board of Directors on May 27, 2008 as supplementary instructional material for use in ELA, Grades 8 and 9.

Current Approval Status

Currently, it is used as approved supplemental material for 8th and 9th grade students. It is exclusively used in 9th grade at this time. 8th grade does not use this novel. There are no restrictions placed on the novel currently. We do offer an alternative text upon request of the parent or student. The alternative text is *Picture Bride* by Yoshiki Uchida.

Presently, *The Absolutely True Diary of a Part-Time Indian* has become one of the primary novels for 9th grade and has been used in almost all 9th grade classes over the past nine years. There may be differences in the length of the instruction time spent on the novel – 3 weeks, 4 weeks, and 7 weeks.

Teachers use the novel to teach the following:

- Finding out who I am, who I want to be, trying to fit in: IDENTITY

- Maintain HOPE in the face of despair
- Attempting to free myself from circumstances in my life that limit my potential or drag me down: ESCAPE
- Importance of family, true friends and education: VALUES

Ms. Miller shared excerpts from the meeting minutes in 2008 as it provides us with guidance for why the teachers were on board to request the novel as supplemental curriculum:

“Every Language Arts teacher hopes that sometime in their career, a current and local author would publish something engaging for the junior high level. We couldn’t be any more fortunate than to have someone like Sherman Alexie take the positive risk to share his autobiographical, painful, and hilarious teenage experience with the only audience that can truly appreciate it.”

It goes on to say,

“The humor is the entry point into a poignant, insightful look at local Native American culture and history, identity, family, adolescence, rejection, friendship, community, racism, prejudice, drug and alcohol abuse, stereotypes, death, and dreams.”

In 2012, a teacher wrote a note back to a parent who had concerns, and that was forwarded on to me as it outlined why teachers use this novel to teach (see above bulleted list).

Ms. Miller also shared the following from the sponsorship paperwork:

“Although this is only one window into the Native American experience, it does elicit compassion and a sometimes-disturbing emotional response that will create unlimited classroom discussion.”

Sometimes it is hard to get students engaged in classroom discussions and to pull thinking from them. This novel is something that students can relate to. It elicits their interest and enthusiasm. It is appropriate for 14 and 15 year-olds as it deals with complex life issues that kids can relate to and deal with. At some point in their lives they will be faced with these issues, are going to need to make decisions, and will be forced to deal with such issues. If students have a classroom where it is a safe environment where they can do some of that with their peers and their friends and is monitored by teachers, I think that is why the teachers wanted to press forward with recommending the novel.

With all literary novels, there are certain qualities, subjects, language, etc. that might be sensitive to some parents. In any grade level there could be information in textbooks, novels or classroom discussion that are or could be potentially sensitive. I believe our teachers are very conscientious and work very hard to make sure that they are setting the tone and the stage for students to be able to discuss those materials. This doesn’t mean it’s difficult for students.

Teachers present potentially sensitive materials in the following ways:

- Calmly and with discussion (when students are about to read something that might be misinterpreted or confusing),
- Background or contextual information if called for (use of the n-word, crass words, racist jokes, historical reference),
- Avoidance or subtlety when it doesn’t need to be addressed at school (masturbation).

There is discretion on the part of the teacher. Teachers really do set the stage and think about what is the make-up of the class. They consider who the kids are and what needs to be set in front of them to make

sure that the discussion is appropriate, meaningful and will provide purpose connected to the outcome of the lesson.

Communication with Families

Ms. Miller appreciates what Ms. Bennett said about communicating with parents through their syllabus at the beginning of the year. Teachers do the following to communicate about novel use:

- Teachers communicate with parents through their syllabus the required reading novels for the course.
- Teachers reference the novel at curriculum night
- Any student or parent/guardian objecting to and not wishing to read, watch, and/or be a part of the use of these materials shall receive an equivalent alternative assignment (2331P).

Procedure 2020, the procedure that governs CMAC, created after 2008, states:

“In literary work of recognized significance (regional and national awards and reviews), the use of profanity, sexual or other sensitive/controversial content is not in itself adequate reason for eliminating the materials from consideration for approval.”

Materials should be reviewed for “contribution, relevance and meaningfulness to the curriculum, content standards, and appropriateness for the age of intended students.”

Though the above language was written after the novel was approved in 2008, it is now part of our procedure. The sponsorship paperwork submitted addresses the above mentioned items.

Questions:

Q: In health, when are we currently teaching students about the topic of masturbation? If we have that content in our curriculum already, is there a way we can leverage this as an inter-disciplinary topic with guidance? In reading the note about avoidance, I am curious as to how we might connect those.

A: Mr. Dunham may be able to look that up as we have our discussion.

Q: Is there information on the syllabus that currently indicates that this book may be controversial so that the parents may have prior notification?

A: No. However, every piece of literature could potentially cause concern for individuals or groups depending upon what they believe including “*To Kill a Mockingbird*.”

The Request for Reconsideration process allows for teachers that are currently using the curriculum in their classroom to speak at the hearing. Cheryl Lindgren (former teacher from Leota Junior High School, yet now a 9th grade teacher at North Creek High School) has taught 9th grade and has used this novel. Ms. Lindgren shared her perspective with the group.

Ms. Lindgren currently teaches English 9 and a Pre-AP section of English 9. She knows that English teachers are supportive of this novel as there are a number of teachers who have used this text for many years.

Ms. Lindgren expressed that Ms. Bennett’s daughter’s experience was not a typical experience. The novel is generally taught in 3-4 weeks in a general education English 9 or Pre-AP English 9 class. Ms. Lindgren has been using the novel since it was adopted and has had excellent results. She feels this is a perfect book to start the year with her 9th graders, and would be disappointed for her students if they were unable to use it.

To address the issue of sensitivity to the content, Ms. Lindgren does acknowledge with the class the author's use of foul language and that there are some topics of a sexual nature. She refers to this as mature content and lets students know that in the lower grades they were sheltered from such content--which was appropriate. However, now that students are in high school and entering into young adulthood, the filters are not as restrictive. Students should expect that because they are high school students now. Ms. Lindgren perceives that the students appreciate being treated more maturely, and they treat those moments in the book (which are brief) sensitively. Students/teachers do not read out aloud or listen to the audio or even discuss out loud the parts on masturbation. This is not an issue that we even talk about. Students participate in lots of discussion around other content in the book. Ms. Lindgren supports the use of the book and it being used for 9th graders--with a clear opportunity to "opt out" if it is offensive to families.

What is valuable about this novel?

One of the main reasons teachers use this text is related to how 9th graders connect, relate and engage with this novel as compared to other novels. We do read *To Kill a Mockingbird* and some teachers read *Lord of the Flies*, *Animal Farm*, *Peace Like a River*, and *Romeo and Juliet*. This novel is one students can immediately relate to as the storyline involves a 9th grade boy keeping a personal diary of his experiences, his hopes, his dreams, and his fears. It is right where 9th grade students are at this time of their lives.

To Kill a Mockingbird is also read across 9th grade. *The Absolutely True Diary of a Part-Time Indian* is a good foundation for when we re-visit those themes of stereotypes, prejudice, and inequality which is central in both novels. *To Kill a Mockingbird* is quite an extensive unit. It is typically a 6-7 week study with a research component.

The level of engagement observed with *The Absolutely True Diary of a Part-Time Indian* translates to a willingness to do the reading which is not always universal. Students engage in the following skills:

- Close reading and passage analysis
- Deep thinking about themes and how they are developed
- Analyzing the author's use of literary elements
- Emulating the author's style and try new writing moves

There are formal and informal discussions. In the Northshore School District most of the English and social studies teachers have been trained in Socratic Seminar. This is one of many books that is particularly effective for hosting student-led discussions.

The secondary English teachers are working toward getting more diversity in authors and the titles that are read in class. Equity and diversity is a district goal. *The Absolutely True Diary of a Part-Time Indian* is the kind of novel that we want more of, not less.

Ms. Lindgren recently heard an author say that, "Reading is a form of listening and when we listen to authors that are different from us and stories of people whose lives are different than ours, that is how we begin to understand them and have empathy for them." It is pretty clear that we need more of that in the world today.

Committee Discussion

As a committee, we need to consider *The Absolutely True Diary of a Part-Time Indian* and how we want to proceed on this matter.

There are a variety of outcomes for CMAC to consider for *The Absolutely True Diary of a Part-Time Indian*. The most obvious are:

- Remove it from the district approved instructional material list.
- Maintain its status as an approved supplemental novel for 8th and 9th grade ELA classes.
- Require teachers to send a letter to notify parents of its use prior to asking students to read it.
- Restrict its use to students in 9th grade or above.

There are any number of potential outcomes; the above are only a few.

Q: When the novel was approved for 8th and 9th grades, those grades were in the same building. Now 8th and 9th grades are in separate buildings and are using the SpringBoard curriculum in the middle schools. Would there ever be a time this novel would be used in 8th grade?

A: It never was used in 8th grade. In practice, we have only used it in 9th grade as it immediately found its place in 9th grade curriculum. Middle schools have already returned the text to Support Services for re-distribution to high schools. Bullet number four has already happened in practice, but not formally.

An additional potential outcome could involve two teachers each using a different book so that the issue which happened to Ms. Bennett's daughter does not happen again. This may not be appropriate, yet could be a possible solution.

Rebecca Nielson has had parents who've opted their student out of reading the novel and it has been successful. It is a discussion that needs to happen between the parents, the teacher and the student. There are many possible solutions. Communication is key.

Ms. Nielsen shared that she has had experience teaching this novel and was part of the core group that adopted this novel with Ms. Lindgren. Ms. Nielsen added it's been one of the greatest honor's in her career of teaching literature to teach this novel and collaborate alongside with her colleagues on planning and addressing challenging curriculum for students. Personally, she feels strongly about her experiences and for her colleagues that have developed this successful curriculum that they have implemented for the past nine years. From a CMAC role perspective, Ms. Nielsen feels it is important that we recognize the professional expertise by which this has been handled for almost a decade. There are exceptions, and she has had families opt out of other books as well. What makes something sensitive is different for each of our families. This is where the expertise, professionalism, care, sensitivity and collaboration all come into play. The collaboration around teaching of this novel is also something that she has never experienced before in making sure that their experience is rich and focused.

Q: Does the collaboration include the mid-level teachers and the special education teachers that work with the sub-groups of our students?

A: It was an organic beginning to our teaching of the novel as there was not a lot of support material for instruction. Now, material is plentiful. When the novel was first approved, teachers participated in a shared, collaborative teaching document that was shared with all teachers that taught the novel.

Different families are going to find different things sensitive and we, as a district, need to acknowledge that and honor it. It was easy to see how some students can find a connection with the text and engage with it. Communicating with families is important.

Q: What types of notifications go home? We send home a list of the books and engaged parents will read the books. Other parents may not have time to do so. Are there additional parent supports that we can address such as the following?

- How to read this book with your child

- Here are discussion questions that you may discuss with your child at the dinner table; or
- Use these talking points with your child.

Do we supply materials to parents on how to read the book with their student?

A: This type of information is available online for anyone to access. Most families either read the book or understand they will be treated with respect, diligence, and sensitivity as they do not have time to read the books.

Q: Can we provide information to families that lets them know that these are the topics that we are going to be discussing with these books?

A: The topics that we are discussing are not the topics that we are referring to. On the book list, it would be *Romeo and Juliet* – suicide, *The Absolutely True Diary of a Part-Time Indian* – this topic. One can go through the list yet that’s not what we are dealing with.

Q: Could we have a general statement that “we are getting into deeper topics this year” and not necessarily calling out suicide but a statement that brings more awareness to the parents about deeper topics? The general statement could be along the lines of “Some of these books may bring out sensitive topics for you or your family.”

A: Every year and on every list.

A committee member commented:

It appears we are venturing into new territory, where I, as a teacher, am responsible for educating parents. It is not our responsibility to educate parents. Part of me understands the value of providing resources, but I would not want to do that without the district having understood where those resources were coming from and by taking the time to evaluate the resources for the individual novels. For example, teaching parents how to talk to their child about suicide is outside of a teacher’s scope.

However, with all the work that we are doing around the work of social and emotional learning, in today’s lesson on character, I look for opportunities of teaching my students about different cultures.

With all of our advancement in technology and all the tools at our resources, we could use Synergy to send out emails and notification to our families with important information. The district or a committee would need to vet and create those resources provided to families.

Our Strategic Plan references parent and school partnerships, making connections with families and building a strong connection between school and home. We all need to make those connections. There are real advantages when we build and maintain a strong connection with our families.

- There is a new state mandate to be connected to the tribes in our area. Books like these that are clear and current, help us make that connection for students. Sherman Alexie is talking tomorrow at 3rd Place Books. There are a group of teachers planning to attend the event to make that connection.
- We are part of the Native American Consortium. Becky Anderson contacted our representative, who is Native American, regarding the novel. She had read the novel and she expressed that it may make people uneasy at times, but the author was exposing truths that many are unable to speak and that need to be said. She was very much in support of the novel.
- This novel does not shy away from important conversations about poverty, substance abuse, death, and alcoholism. Yes, there is crass language and it is shocking but it also about an underdog that a lot of students will identify with that can help them get through a troubling time. We don’t let our students use

this kind of language, yet looking at the age level of 9th grade it seems appropriate with the guidance from a teacher.

- It is difficult to hear a correlation between the conduct we expect for students at school and the conduct in the literature. Literature and conduct at school does not connect. There does not seem to be an issue about their behavior and what they read in books as being acceptable. Students are not confused by it.
- We have had families opt their students out of the book because of the language and sexual content prior to reading the book. We have had feedback from parents *after their child has read the book* about their amazing experience after diving into the literature.
- One member spoke about the experience her daughter, now 24 years old, had with the book and how much she liked it. She did not talk about the crass language or the sexual content. It was all the about themes of the book, not the things that are controversial. She believes that can be attributed to the professionalism of the teachers and how they treat the book themselves.
- Students seemed to be most shocked about their new understanding of poverty and what a lack of resources mean. They are also more aware of the fact that people still exist with this struggle.
- The developmental responsiveness and how 9th graders use it is an opportunity to grow and learn. It is not about the swearing and but how they can connect to Arthur and the things he is experiencing. It is amazing to see kids talk about the connection and how they relate to it.
- These types of novels are not always taught in school. It is an incredibly valuable piece of literature written by a minority about a minority. It is engaging and powerful. For this book to not be a learning opportunity for our students would be a shame. It develops empathy in our students.

Mr. Dunham located the health standards for 8th grade students. The standard did not specifically state masturbation. It indicated puberty and development; and described the social, physical, mental and emotional changes that occurred during adolescents. Mr. Dunham did not know if they'd specifically cover the term masturbation.

Parents have the right to opt their child out of these health discussions as per 2331P. There was also discussion on healthy relationships. The team reviewed the 9th grade health standards. This will be our first-year teaching health in high school. Students do not have to take health in 9th grade, they can take it in 10th, 11th, or 12th. The intent of the initial question was to find a way to talk about certain topics across disciplines and can refer to discussion from one class into another class. In other words, are there things that we want students to hear and discuss across curricula that would support each other?

Recommendations

It was recommended we approve the novel for 9th grade or above. There was discussion around limiting it to 9th grade only as this is our current practice. With novels, we have attached them to grade levels so that resources are shared and that teachers don't get missed in that collaboration. In future years, if we decide to move the novel to 10th grade, we would need to go back through CMAC. The high school teachers are still working their way through their four-year program.

We need to do a better job of communicating to parents about books that are sensitive or controversial. Is this part of the syllabus or a letter sent home prior to reading the novel? There was discussion regarding the formation of a general statement and that the statement be from the district and not the teachers. We want to make sure that all parents are receiving the same statement.

It was suggested that parents have access to the reading list so that they can educate themselves on a novel; and that the statement is specific enough to be attached to a novel so that we know if that is a novel that applies to my student or child in their classroom.

If when Romeo and Juliet is taught suicide is going to be a topic of discussion and we have that noted on the list of novels, and there is a connection between the topics being discussed in the parental resources that the district going to provide around topics that are sensitive or controversial.

Concerns about the language being very specific. As a parent, she will feel good with a general statement that says, "Your child is now a 9th grader, please assume that the depth of conversation in the Socratic seminars in this class will be nearing an adult level" or something along those lines. We can also add "If you have any questions, please contact your child's teacher." Parents have quick access to topics that may be controversial in the novels. We may not cover all the topics that might offend a parent if we get too specific. The things that we talk about are not the things that we discuss.

We need to do a better job of letting parents know that there is an opt out option. The system needs a viable option for parents and families. We need an option that is legitimate and appropriate. The opt out provision needs to be included in information be provided to parents.

All teachers need to be included in the collaboration of materials so that special program teachers are included in the resources available and are teaching the materials a similar manner.

Recap

- We restrict its use to students in 9th grade or above.
- A statement written around the use of high school novels and how these novels go more into depth of adult level conversations. This would be a statement that teachers could use at the beginning of the school year or when they are going to hand out a novel.
- Make sure we have a viable option that is clear and communicated to the teacher and the principal if parents to choose to opt out.

There may be some language we can use from the honors summer reading program regarding students reading more adult-level content and bringing an awareness to parents of the questions or conversations their child might want to have.

All teachers need to be informed and collaborated with so that all teachers have access to the supplemental materials.

There was discussion surrounding the opt out option being included in the general statement as this option is allowable for any material.

Angie Maynard MOVED that we approve the use of *The Absolutely True Diary of a Part-Time Indian* for students in 9th grade or above in ELA with the following conditions: a statement to be added to the district approved novel list regarding the maturity level of novels for high school students; a viable alternative option to be provided for students who choose to opt out of any novels; and all teachers who teach the novel will be included in any professional development and collaboration regarding teaching strategies. Motion as SECONDED by May Pelto.

Discussion was held.

We have mechanisms in place that we did not have in place when we originally approved this novel. We have addressed the issues that were raised.

Mr. Dunham called for the question. Motion carried.

REVIEWERS AND CUSTOMER SERVICE LIAISONS FOR OCTOBER

Street Law: A Course in Practical Law – District Core Curriculum, Jen Ligot, Teacher NCHS

CMAC Liaison: Gavin Molitor

Reviewers: Gavin Molitor, Rebecca Nielsen, Sarah Takayoshi, Shannon Colley, and Heather Miller.

ADJOURNMENT

It was MOVED by Kelly Griffin and SECONDED by Janice Rendahl to adjourn the meeting.

The meeting was adjourned at 7:06 PM

The next meeting is October 16, 2017 at 3:00 PM in room 208.