

**Northshore School District
Curriculum Materials Adoption Committee Minutes
April 16, 2018
3:15 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, April 16, 2018 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:15 p.m.

ATTENDANCE

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

Absent: Shannon Colley, Carlos Lazo and May Pelto.

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the March 19 CMAC meeting.

It was MOVED by Janice Rendahl and SECONDED by Kim Osgood to approve the March 19 CMAC minutes as written.

Obadiah called for the question. Motion carried.

Review 2020P Revisions

Obadiah shared draft copies of the 2020P revisions. At the May meeting, we will gather suggestions and feedback.

2018-19 CMAC Meeting Dates and Timeline

Obadiah distributed the draft meeting dates and timeline for next year's CMAC meetings. We have reduced the number of meetings for next year as it seems every year we cancel one or two meetings. Currently we meet every month with the exception of November and December. We are recommending to have a September/October, November/December and a January/February combined meetings and meet monthly in March, April, and May. We will reserve June for carryover business items only. The reason to change the June meeting process is that if someone presents in June, and we need additional information the material will not get approved until September. This is problematic and puts pressure on CMAC to approve materials. We will use our June meeting this year for carryover business as well. Meetings will begin at 3:15 PM.

Meeting Date	Sponsor Materials Due	CMAC Member Reviews Due	Submission to School Board
October 1, 2018	September 7, 2018	September 24, 2018	October 22, 2018
December 3, 2018	November 2, 2018	November 26, 2018	January 14, 2019
February 4, 2019	January 4, 2019	January 28, 2019	February 25, 2019
March 18, 2019	February 1, 2019	March 11, 2019	April 22, 2019
April 15, 2019	March 15, 2019	April 5, 2019	May 13, 2019
May 20, 2019	April 5, 2019	May 13, 2019	June 10, 2019
June 3, 2019 (if needed – carryover business only)	N/A	N/A	June 24, 2019

Alternative Text and Usage Guidelines for *The Absolutely True Diary of a Part-Time Indian*

Background

At the September 2017 CMAC meeting, CMAC conducted a reconsideration hearing for *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie. As a result of the meeting CMAC made three changes to the use of *Absolutely True Diary of a Part-Time Indian*. The changes were as follows:

- The use of the novel was restricted to 9th grade and above.
- A written statement about the mature nature of high school novels must be shared with families at the start of each school year. The statement to be included on novel lists is “Note: There are elements of these novels that could be sensitive to some students. We encourage parents to read these selections, as they are rich in themes for discussion.”
- Ensure that there is a viable alternative novel and assignment for students and families that want to opt out of *Absolutely True Diary of a Part-Time Indian*. The alternative option should be clear and communicated to both the teacher and the building principal.

The committee reviewed the recommended alternative text and usage guideline recommendations as a result of the September 2017 CMAC meeting. Below is the initial recommended process presented for the committee to review:

Directions

The subsequent pages of this packet are a description of the alternative assignment for students wishing to opt out of *Absolutely True Diary of a Part-Time Indian*. The alternative novel is *The Joy Luck Club* by Amy Tan. The novel was selected because it covers many of the same themes that are addressed in *Absolutely True Diary of a Part-Time Indian*. Students should be excused from class when the more sensitive portions of *Absolutely True Diary of a Part-Time Indian* are being discussed. However, students choosing to opt out should be included in class discussions and activities when they are of a more general nature and are focused on the common themes of the two novels. Should you need additional information or clarification please reach out the Curriculum, Instruction and Assessment (CIA) Department or the Chair or Co-Chair of CMAC. Key points of contact with in the CIA Department are the Assistant Director in charge of ELA and the Secondary ELA TOSA.

Alternative Novel: *The Joy Luck Club* by Amy Tan

About the Novel: Four Chinese immigrant women form a mahjong club in the late 1940s in San Francisco, dubbing themselves *The Joy Luck Club*. Over the course of 40 years, their stories unfold as they raise their daughters in a country quite different from their own. Mothers and daughters learn to navigate relationships as they imperfectly translate one another and the opposing cultures. Seeking to find their identities as women, mothers, daughters, and wives, they find joy in the lives they create.

Purpose: By reading this novel, students will explore the themes of:

- Identity: Finding out how the characters discover who they are, who they want to be, and how their perspective of who they are meshes with society's expectations
- Hope: How the characters maintain hope in the face of despair and setbacks
- Escape: Studying how the characters attempt to free themselves from circumstances in their life that may limit their potential or drag them down
- Values: The role family, friends, and education plays in the lives of the characters

Questions to Consider: As you read, please consider the following questions:

- How did Chinese history (circa 1920s to 1940s) affect the lives of the Chinese mothers, and how they raised their American-born daughters? How do you think the experiences your parents have had, influence the way they raise you?
- Reconciling two different cultures can be challenging for the children of immigrants. How did the families in the story navigate these challenges? How do you think a person can find harmony between the culture of your family heritage and the culture of the place you're living in?
- Mother-daughter relationships can be fraught with tension and strong bonds. What are some of the ways family values were communicated through conflict? How does this compare to your experiences as you establish your identity?
- *The Joy Luck Club* is considered an important novel for high school age students to read. Why do you think that is?

Dialectical Journal: As you read the novel, please keep a dialectical journal.

1. Divide your book into three equal sections, and place a post-it note at the end of each section.
2. Closely read the first section of the text. Using post-it notes, mark the text while you read. Identify important passages that connect to one of the themes. When you reach the end of the first section, stop reading.
3. Select two important passages from the section you read. Your important passage should make you think, should be no longer than a quarter of a page, and should relate to one of the identified themes. Complete a dialectical journal for each of your important passages. (*See description and example*)

Continue reading. Complete the process for all three sections. You will have a total of six entries in your dialectical journal. (There is a sample of a dialectical journal for students to follow attached to the alternative assignments.)

The above is designed for teachers that may need to provide an alternative option for a student that has requested to opt out of reading the *The Absolutely True Diary of a Part-Time Indian*. This is a draft plan and we will address this topic at our May and/or June CMAC meeting.

The Joy Luck Club is currently not an approved novel by CMAC. Some of the items that need to be considered or addressed are:

- What is the best process?
 - Does CMAC need to approve *The Joy Luck Club* if it will only be used for a handful of students?

- Do we approve the novel for use an alternative curriculum or building level supplemental?
 - If approved for use as a building level supplemental title and a teacher begins using it in their classroom, then we no longer have an alternative novel for use.

It was suggested that we take this issue to high school teachers to help determine whether this should be used as an alternative novel or approved for open use. High school teachers have been asked this question and they were open to suggestions.

In addition to the above, there have been allegations brought against the author, Sherman Alexie, that have surfaced since our hearing in September. There has been quite a bit of talk about it in the news and the literary world. Obadiah and Rebecca will gather information and links for the CMAC committee to review, and a statement of how we may proceed. This information will be shared prior to the May meeting.

Reviewers and CMAC Liaisons for May

Politics and the English Language – District Supplemental Curriculum for Grade 12 ELA– John Helgeson, 6-12 English TOSA

Liaison: Obadiah Dunham

Reviewers: Janice Rendahl, Nancy Dobson, Sarah Takayoshi, Dave Wellington, and Becky Anderson.

Policy Debate: A Guide for High School and College Debaters - District Core Curriculum for Grades 11 and 12 – Hannah Bryant, Teacher, North Creek High School

Liaison: Carlos Lazo

Reviewers: Dave Wellington, Heather Miller, Kelly Griffin, Rebecca Nielsen, and Carlos Lazo.

Unique Learning Systems (ULS) – District Alternative Core Curriculum for Grades 6-12 – Natalie Pullen, Secondary Special Education TOSA

Liaison: Becky Anderson

Reviewers: Shannon Colley, Angie Maynard, Kim Osgood, Janice Rendahl, and Tiffany Rodriguez.

Reclassification Requests

Middle School Novel Designation Changes – Rebecca Nielsen, NMS Teacher

The Middle School ELA Work Team is requesting recharacterization of *Stargirl* by Jerry Spinelli from District Supplemental Curriculum for Grades 7, 8, and 9 to District Supplemental Curriculum for Grade 6 and *Thin Wood Walls* by David Patneade from District Supplemental for Grade 7 to District Supplemental for Grade 6. This approval would amend/replace that of May 2, 2008 for *Stargirl* and would that of October 12, 2010 for *Thin Wood Walls*.

Middle school ELA teachers have voiced concern regarding the lack of novels at the 6th grade; currently, the only novel assigned to Grade 6 is *Walk Two Moons*. The ELA Work Team is continuing the process of selecting an additional district-provided novel for Grade 6; however, *Stargirl* and *Thin Wood Walls* are optional novels and will continue to be supported at the building level only (many buildings have copies already).

Questions

Q: If the novels do not exist in a building then a building would be responsible for purchasing?

A: Yes. The 6th grade team is working on a district support novel for next fall.

In theory, buildings staff can talk with other buildings to see if they are willing to share their sets of novel.

It was MOVED by Nancy Dobson to reclassify *Stargirl* and *Thin Wood Walls* to 6th grade ELA courses as District Supplemental Curriculum and SECONDED by Angie Maynard.

Obadiah called for the question. Motion carried.

INFORMATIONAL PRESENTATION

Highly Capable Screening and Assessment - Jen Benson, Director of Intervention Programs

Jen presented on this topic at the December 2017 CMAC meeting. She is sharing their progress to date on implementing the new screening and assessment tools and process.

Why are the Revisions Necessary?

Administrative Procedure 2190P:

*Highly capable students are students who perform, or show potential for performing, at significantly advanced academic levels when compared to others of their age, experiences or environments. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, **and/or creative productivities** within a specific domain.*

New Law: EHB 2242, Signed June 30, 2017:

"...makes equitable identification of low-income students a priority..."

Northshore's Action Steps to address equitable identification:

- Universal screening – screening all students in specific grade levels.
- Modification of tools – unbiased tools and creativity assessment
- Modification of administration of assessments – no longer testing on Saturdays.

Universal Screening Tool

The Naglieri Nonverbal Ability Test (NNAT2) is a universal screening tool. It is a nonverbal measure of general ability. The NNAT2 is intended to assess cognitive ability independently of linguistic and cultural background. A measure of cognitive potential, rather than what has been mastered through access to instruction.

Naglieri Assessment Delivery

The administration was in January. It was an online assessment and students were assessed in a group setting. Certificated staff proctored the exam. Students scoring in the 85th percentile and above moved on to assessment.

Screening to Assessment

There were two path ways in which a student could be identified as eligible for the program:

Immediate Qualification Process

Students that scored in the 95th percentile on Naglieri, were eligible for immediate qualification if they met the additional following criteria for their grade level:

- Kindergarten students that scored above the 95th percentile on the Naglieri were given immediate holistic designation. There is not administration on the ITBS in kindergarten because students are identified as "holistic," rather than content area designation. The academic achievement measure

is administered to all holistic students in the spring of first grade for services beginning in second grade.

- Students in grades 1-3:
 - Received highly capable reading qualification if they scored two or more grade levels above in achievement on the IRR or STAR reading achievement data;
- Students in grade 4-8 received immediate designation if they scored at or above the 95th percentile on on the Smarter Balanced Assessment.

Assessment Process for Qualification

Students that scored between the 85th and 94th percentile on the Naglieri were eligible for assessment for identification. The next steps included the Torrance and the ITBS assessments.

We are currently in the middle of this process:

- Grades 1-2 – Torrance is completed. Scheduling and conducting ITBS testing.
- Grades 3-4 – Scheduling and conducting the Torrance and ITBS.
- Grade 5 – To be determined. This is the final grade to assess.
- Grades 6-8 – Torrance is complete. Currently scheduling and conducting the ITBS for students in grades 6-7.

Scoring

- 4-6 weeks for us to receive the scores back from the vendors.
- Multidisciplinary Selection Team (MST)
 - Determine and apply eligibility criteria
- Notification to families
 - Acceptance of service offer
- Notification to school

Results of Naglieri for Grades K-8

4,784 students, about 30% of students, scored at the 85th percentile of above. This data includes currently qualified highly capable students.

Breakdown of students screened by special populations:

(A student may appear in more than one category)

Low Income

- Of the 2,009 students screened, 254 moved forward to assessment, which mirrors the District's total percent of low income for Grades K-8

ELL

- Of the 1,567 students screened, 303 were moved forward for assessment, which is 19% and is higher than the District's total percent for Grades K-8 which is 10%.

Special Education

- Of the 1,252 students screened, 142 moved forward for assessment, which is 11.34% and is higher than the district total percent for Grades K-8 which is 8%.

Section 504

- Of 903 students screened, 275 are moving forward for assessment, which is 30% and is higher than the District total percent for Grades K-8 which is 5.785.
- Data suggests that we may not have considered a structure, prior to this year, that included an equitable system for potential qualification of our students who require accommodations.

Jen request that the data shared at this meeting remain with CMAC members as the information and data has not been shared with Cabinet and other district leaders as this information is hot off the press.

Questions

Q: How does the group feel about using STAR and SBA data?

A: It is important to not only memorialized what we have done, but watch and monitor students as they move forward. The decision to use specific data was a Cabinet level decision. If we have enough data to predict how a student will do and it is important to watch the data over the next couple of years.

Q: Will this mean that EAP will be shifting to a true gifted program and not an accelerated program?

A: We are not there yet. We recently signed a contract with Dr. Hannigan and we will be working with her on service delivery models and professional develop support for staff. We have unique demographics and we want to make sure that the decisions that we make fit our students and our families.

Jen will be back next year for assessment approval when we have finished the initial pilot testing.

NEW BUSINESS PRESENTATIONS FOR APPROVAL

Core Focus on Math – District Core Curriculum 6-8 Math – Patty Stephens, K-12 Math and Niki Arnold-Smith, Assistant Director Curriculum and Instruction

As CMAC may recall the Math Pilot Team piloted two curriculums this past year and as a result they are here to request approval of *Core Focus on Math*.

Intended Courses for the curriculum: 6th-8th grade math and 4th and 5th EAP classes. This curriculum will replace *Holt Math Course 1, 2, and 3*.

Materials are aligned to the content standards for grades 6-8 Common Core State Standards (CCSS) for Mathematics, and is also aligned to the Standards for Mathematical Practices which focuses on how students engage in mathematics in a particular way.

Each lesson has a variety of different student activities for teachers use. Each lesson has an Explore! activity; student text assignment; worksheets that are differentiated for students that need intervention, on-level or challenge; additional skill practice; Tic-Tac-Toe activities that allow students to engage in the material in different ways; extended response tasks, teacher Gems; Student Gems and a narrated lesson video. Teacher Gems and student Gems tie in outside resources that help support the learning.

The material provides four different ways to structure a lesson:

	Option 1	Option 2	Option 3	Option 4
Part 1 Lesson	<ol style="list-style-type: none"> 1. Complete the Explore as a Masterpiece. 2. Students work with teacher on guided notes and examples. 3. Exit card is given to guide Part 2. 	<ol style="list-style-type: none"> 1. Teacher uses slide show to teach concept while students take notes. 2. Teacher uses Extra Examples from the slide show to gauge student understanding. 3. Students participate in a Relay using textbook problems 4. Students received Focused Assignment. 	<ol style="list-style-type: none"> 1. Students work in groups to figure out Extra Example 1 and 2 using textbooks (prior to taking notes). 2. Students participate in a Partner Math activity using strategies discussed from entry task. 3. Students write summary notes about the process in their math notebooks. 	<ol style="list-style-type: none"> 1. Students watch lesson video or use textbooks to independently take notes. 2. Table groups compare notes and improve their notes (if possible). 3. Teacher gives exit card to students to gauge their understanding. 4. Teacher forms small groups in class with students doing exercises from text.
Part 2 Lesson	<ol style="list-style-type: none"> 4. Students receive leveled worksheet based on exit card. 5. Teacher guides students receiving the Tiered worksheet. 6. Students regroup to complete selected application problems from student text in small groups. 	<ol style="list-style-type: none"> 5. Selected problems from the Focused Assignment are graded. 6. Struggling students use IXL practice to work on entry level skill while proficient students complete their choice of a Tic-Tac-Toe or Challenge worksheet. 7. Gem Challenge given (if applicable). 	<ol style="list-style-type: none"> 4. Exit card given. 5. Students participate in a Stations activity at their level (based on their results on exit card). 	<ol style="list-style-type: none"> 5. Students complete a Ticket Time activity using EdGems, worksheet or Smarter Balanced questions. 6. Teacher guides a "My Favorite No" activity from the exit tickets as an exit activity.

There are online resources and narrated lessons that students can access from home.

Pilot Process

In 2016-17, the committee established the criteria and vision. Publishers demonstrated their curriculum and the team completed their initial screening. The pilot team narrowed it down to three curricula. Materials were sent to buildings for teacher feedback and by the end the year the team chose two curricula for piloting in the 2017-18 school year – *CMP3* and *Core Focus on Math*. Teachers piloted the first part of the year and then met in February to review teacher feedback, survey data, and to select a curriculum.

Selection Criteria and Teacher Feedback (20 responses) on Each Criteria Area (Rating scale was 0-Low to 4-High):

- Alignment to Common Core State Standards (CCSS) for grades 6-8 math
 - Content Standards – Rating of 4 - 80%
 - Standards for Mathematical Practice – Rating of 4– 90%
- Supports National Council of Teachers of Mathematics (NCTM) Guiding Principles for excellent mathematics programs
 - Teaching and Learning – Rating of 4 - 85%
 - Curriculum – Rating of 4 - 85%
 - Access and Equity – Rating of 4 - 80%
 - Tools and Technology - Rating of 4 – 40%, Rating of 3 – 45%
 - Assessment – Rating of 4 – 85%

We had mixed reviews on the Tools and Technology. The team ran into a few issues with the technology when piloting. They worked with the tech department to make sure that the resources that students were accessing were properly vetted. The publisher is going to create an online EdGems site for Northshore School District that only contains resources that have been vetted by us. This should fix the concerns in this area.

Core Focus on Math was recommended for adoption by to Math Adoption Team and the teachers piloting the curriculum.

Q: Did you review student progress data?

A: We reviewed a few things. Teachers completed a survey in all those areas outlined earlier. We reviewed parent Google survey data. We did not collect student data. One of the problems with student data is that grading practices vary widely across schools in our District.

Q: Was there was a pre- and post-test on the different units or skill sets?

A: No. There were some issues with the first pilot – *CMP3*. There were teachers that were concerned that the curriculum was actually harming students learning and so they may have stopped the *CMP3* pilot early. All teachers piloted the all the same units in *Core Focus*, but teachers have may have started at different times.

Q: Were the pilot teachers at different grade levels?

A: We had teachers at every middle school. Some schools had more teachers participating than other schools. For example, CPMS's math department had every teacher that taught math in 6th, 7th or 8th grade piloted. We piloted in special education classrooms. We intentionally did not pilot 7th Challenge at any school because we wanted to keep them on track for Algebra in 8th grade. We piloted this curriculum with 8th grade Algebra and this curriculum was not recommended. We piloted at Bear Creek and Sunrise Elementary in the 4th grade and 5th grade EAP classes

Q: For students that are not making progress, what are the resources built into this curriculum?

A: There is an intervention piece built into the curriculum but it only goes above or below one grade level. If we need curriculum that focuses on skills below a grade level, there is a supplemental resource

called “Digging into Math” that we could look into accessing. These are skills-based workbooks for grades 3-5 that could be used but we would need to review and seek approval.

PD Plan - Implementation Timeline

All 6-8 math teachers and 4-5 EAP teachers will implement Core Focus instructional materials in Fall 2018.

Focus: Use of instructional materials to support research-based Math Teaching Practices

- Training with the publisher
 - 2 days at the 2018 Summer Institute
 - 1-day mid-year
- TOSA support during implementation: model lessons, instructional coaching
- Quarterly meetings to review Scope & Sequences

PD Plan – Refinement

Focus: Assessment literacy and creation of common assessments

- Training with the publisher at 2019 Summer Institute
 - Additional days as needed
- Create common assessments aligned to grade-level standards
- Refine Scope & Sequences as needed based on student data

PD Plan - Maintenance

Focus: Assessment literacy and creation of common assessments

- Training with the publisher
 - At 2019 Summer Institute, additional days as needed
- Create common assessments aligned to grade-level standards
- Refine Scope & Sequences as needed based on student data

Q: Would it be possible to have a teacher training in June before school is out?

A: It is something that we can consider. We understand that it can be unsettling to start the year without the professional development training when implementing a new curriculum. We can certainly explore a June training.

Q: What about make-up sessions?

A: Yes, we will plan make-up training sessions in the fall.

Estimated Costs

Core Focus Instructional Materials	\$510,312.50
• Student textbooks	
• Teacher Materials	
• Online Subscriptions	
Tax and Shipping	<u>\$102,062.50</u>
Total	\$612,375.00

The estimate cost shows the cost for each student to have a textbook. If we purchase only class sets the price would be approximately \$350,000-\$400,000.

Q: Classroom sets?

A: We should consider classroom sets because students don’t usually carry textbooks back and forth and they sit on the shelf. They also have online access. We also need to consider that we are purchasing intellectual property.

Potential Upgrade

Copyright date of the curriculum is 2014. The publisher is currently preparing to release a 2018 version. With the 2014 version there are three books per grade level. This allows us to move content around and gives us more flexibility. The 2018 version is one book for each grade level. The teachers did not feel that they had enough time to properly evaluate the newer version. The publisher is allowing us to upgrade to the newer version for \$5.00 per student at any time during this adoption process. If we only want the online version of the 2018 edition, there would be no change.

Concerns due to the outdated pictures, outdated information, lack of diversity in the images, and stereotypical images. The teachers liked the math content, but there are things that are dated looking and feeling in the material. Niki will share concerns with the publisher.

Q: Did all of Allen Miedema issues get addressed?

A: Yes. Allen had valid concerns about the online resources meeting COPPA standards especially in the OER resources. The EdGems access for NSD will only have sites that have been vetted by NSD and meets tech standards.

Q: Can we approve it for use with 4th grade and 5th grade highly capable students versus 4th and 5th grade EAP classes? This would allow the curriculum to be used with any highly capable student regardless of the program.

A: If a teacher only has one student that is highly capable, would the teacher then be expected to use this curriculum for that student? This is an important question. We are hearing that service models will be different next year. We may need to re-characterize the curriculum in the future should we find that our approval does not meet our needs.

Q: What is the reading level of the books?

A: The reading level is two years below because they did not want reading to be the barrier for access for students.

Discussion

Q: Is there a reason that we did not vet the intervention materials that are more than one year below?

A: Part of what we have to remember is that we are aligning with 6th grade math standards and students below are learning a very different math curriculum. We were looking for curriculum to replace 6th grade Holt.

The professional development training only at Summer Institute is a concern. This training is held outside of the teacher's annual contract. There are staff that cannot attend Summer Institute and waiting until fall is troubling. There should be a June training for teachers so that they are prepared.

Q: Did the team review the 2018 version?

A: No, as it is not ready. Patty has talked with the publisher and the publisher has said that there are not significant content changes, the changes are mainly structural. The teachers like the current structure. The team did not want to pursue the 2018 version as it is not done as of yet and they wanted to have time to review and vet it.

Q: Could it be a condition that we don't purchase all the books?

A: Yes, we can add the condition that we purchase only classroom sets as opposed to one to one student copies.

Q: Any concerns from the parents from the community viewing?

A: No, there was not a good representation of parents. Most of the parents that attended their students were more advanced – Algebra, Geometry, or Algebra II/Trig.

It is recommended that we add the condition of the purchase of class sets only. We can also recommend but not as a condition of approval that there be June, Summer Institute and fall professional development training for staff.

We need to re-think our adoption cycle process so that we can adopt materials earlier enough in the year that enables us to train teachers on the new material during their contract time. This would also allow teachers that piloted to continue using the materials for the remainder of the year.

It was MOVED by Kelly Griffin that we table this discussion until after the other presentation. The motion failed.

It was then MOVED by Heather Miller that we approve *Core Focus on Math* as District Core Curriculum for 6-8 math, and EAP for 4-5 in the content area of math as classroom sets only for budget purposes, and we recommend that professional development be provided in June, Summer Institute and fall. Motion was SECONDED by Kelly Griffin.

Obadiah called for the question. The motion carried.

Phono-Graphix – Grade K-5 and REWARDS-Intermediate – Grades 4-5

District Supplemental Curriculum, Adra Davy, Assistant Director of Elementary Special Education

Adra Davy and her team, Radhika Shyamsundar, Cottage Lake Elementary; Meghan Crane, Kokanee Elementary; Nichole Halvorson, Crystal Springs Elementary; and Renita De Graff, Arrowhead Elementary attended today's meeting.

Adra and her team are requesting approval of two supplemental reading curricula to supplement the K-5 general education literacy curriculum. They would like to use these supplemental reading materials for students in kindergarten through 5th grade that qualify for special education in the area of basic reading (decoding, phonemic awareness and phonics). These materials provide targeted interventions in basic reading skills and will target these Common Core State Standards. These materials would not replace any current supplemental curriculum. REWARDS also addresses fluency and vocabulary. Both programs also improve spelling which falls under Language Standards K-5.

Process

The team completed a two-year pilot process. The committee was made up of learning center special education teachers from small, medium and large schools and blended teachers, as well as two speech-language pathologists, one principal and herself. The process started with research, training and defining their purpose. The purpose of special education is access to and progress in general education curriculum. The team's purpose was to identify supplemental curriculum that would enable students across the district who receive specially designed instruction in reading to receive the targeted interventions needed to access and make progress in the general education curriculum.

ADJOURNMENT

Building level security entered the meeting and we were requested to evacuate the building due to a possible gas leak.

The meeting ended at 5:40 PM.