

**Northshore School District
Curriculum Materials Adoption Committee Minutes
May 21, 2018
2:00 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, May 21, 2018 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, Becky Anderson, Rebecca Nielsen, Carlos Lazo, Nancy Dodson, Tiffany Rodriguez, Janice Rendahl, Kim Osgood, May Pelto, Kelly Griffin, Heather Miller, and Angie Maynard.

Absent: Shannon Colley, Sarah Takayoshi, Shelby Reynolds, and Dave Wellington.

Late: Kelly Griffin.

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the April 16 and April 26 CMAC meetings.

There is a correction on the April 16 minutes. The meeting adjourned at 5:40 PM, not 4:40 PM. Minutes will be corrected.

It was MOVED by Janice Rendahl and SECONDED by Angie Maynard to approve the April 16 CMAC minutes as corrected.

Obadiah called for the question. Motion carried.

It was MOVED by Becky Anderson and SECONDED by Angie Maynard to approve the April 26 CMAC minutes as written.

Obadiah called for the question. Motion carried.

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

At our June 12th meeting, we will discuss:

- Is *The Joy Luck Club* an adequate alternative to *The Absolutely True Diary of a Part-Time Indian*?
- How do we handle Sherman Alexie and other authors that face similar allegations?

We have shared two articles with the committee, one regarding the allegations surrounding Sherman Alexie, and the other one on things to consider in responding to allegations about an author. We will share additional resources regarding Sherman Alexie.

We have novels in our libraries that are on banned book lists. Are we going to discuss these novels as well? We want to make sure that we are not stepping over district policies and procedures for novels in the library. The difference is when novels are required for students to read versus books in the library available for check out. Our discussion will focus on required novels for reading and how we respond when allegations are brought regarding one of these authors.

Update on 2020P Revisions

Obadiah and Rebecca have a meeting with Dr. Reid on May30 and depending on the outcome there may be information to share at the June meeting.

CONSENT AGENDA

The Earth and Its Peoples: A Global History – District Core Curriculum for AP World History – Grade 10

It was MOVED by Becky Anderson to approve the consent agenda. Motion was SECONDED by Carlos Lazo.

Obadiah called for the question. Motion carried.

INFORMATIONAL PRESENTATION

AVID – Scott Leick, Assistant Director On-Time Graduation

AVID provides resources for teachers and curriculum materials for students.

AVID Curriculum Library is an online curriculum that is aimed at increasing college readiness in underrepresented students.

Pilot Process

Scott is recommending, based on our learning thus far, for Kenmore Middle School to offer 6th grade “Jump Start” as a component to their course wheel as well as a 7th grade “AVID Elective”. The 6th grade “Jump Start” will lay the foundation for school wide strategies around note taking and organization. The 7th grade “AVID Elective” will support approximately 25 selected students with college readiness skills.

Throughout the process, they will gather teacher feedback in quarterly check-ins with the AVID elective teachers.

Implementation Timeline:

- Fall 2018- 6th grade “Jump Start” and 7th grade “Elective”
- Fall 2019- 6th grade “Jump Start and 7th and 8th grade “Elective”

Professional Development:

- AVID Summer Institute- Team of 7 required for Implementation year, recommended 5 each year following implementation year
- Regional and district trainings- ongoing
- AVID District Leadership Training- Five mandatory trainings in the first two years
- Coordinator workshops and site team conference- ongoing

Additional Resources:

- On Demand Modules, AVID Weekly, Tutorial Videos, Summer Institute Launches & Boots

Funding:

- Applied for a Northshore School Foundation Grant
- Requesting Intervention Funds from the Northshore School District

Cost:

- Library Fee- \$4,740 (one time). Includes:
 - Online books and student guide CDs with printable handouts necessary for implementing and supporting the AVID College Readiness System
 - AVID tutorial DVD and the AVID Focused Note-Taking CD
 - A full year of access to AVID Weekly, AVID's electronic critical reading source
 - Additional materials such as WICOR posters, AVID pencils, and an AVID pennant

Questions

Q: Who will pay for all the AVID training?

A: The grant and/or district funds.

Q: How will you identify the students?

A: The target group is the academic middle as per AVID criteria. At this point, we would identify 50 students and recruit them to apply. Based on the application and information that they share, we would then identify those to be in the program. Kenmore has been studying the AVID program for the past year and will be working through the identification process after they receive their site training.

The Association and Administration Leadership Team have been discussing the AVID program. The AVID program will be used school wide. Every student and teacher would be using the same teaching note taking strategies. Every student will keep the same kind of notebook for consistency and support across all classrooms.

The second step is to identify 25-30 students that participate in an AVID course. In this class they learn additional strategies and skills to help them be successful. Kenmore is also working on a jump start component for 6th graders with targeted strategies of how to be successful in middle school.

This is core curriculum for the AVID elective. Everyone on the staff will be trained on strategies to use with students. All teachers will receive professional development on the strategies that are chosen, such as Cornell Notetaking.

Q: Will every 6th grader take the AVID elective wheel?

A: Yes, that is the goal.

Q: Are the Kenmore teachers that are attending the training this summer being paid for attending the training?

A: No, they are not paid to attend the training.

Feedback and information that members would like Scott to provide as part of the CMAC update/approval process:

- Staff commitment to the program.
- Student profile of who fits into the program and the benefits for that particular group of students.
- What is the goal for those students in AVID?
- How do the students feel that AVID is helping them on their content classes?
- Share student and teacher survey results.
- What is the need for this group of students?
- How are students identified for the 7th grade elective wheel?

Update on SEL Curriculum – Ann McGowan, COSA and Niki Arnold-Smith, Assistant Director of Curriculum, Instruction and Assessment

In September of 2017 our vision was to have a standard SEL curriculum for Middle Schools and High Schools to implement in the school Advisories.

- The pilot was to provide feedback from students and staff on recommendation for adoption
- Once adoption has occurred PD would be provided into the next year's implementation.

The team extended the pilot in January to gather more feedback.

Our Initial Charge

As part of the grade reconfiguration work and NSEA MOU, all NSD secondary schools will implement an advisory class. Part of the advisory class will be lessons on Social Emotional Learning (SEL). The addition of SEL requires a core adoption process that considers both the social emotional needs of students, and the ability of teachers to competently and confidently deliver lessons. To this end, work needs to be done to:

- Define the social and emotional needs of students at each grade level
- Develop a series of standards that creates continuous learning 6th thru 12th grade
- Select prepared lessons that can be delivered in a 25-30-minute timeframe and that did not require any teacher prep

Our work was focused on lessons and not “what is SEL.” We needed to determine what SEL is and staff needed to understand what SEL is. Teachers needed training as they did not feel prepared or comfortable with the lessons.

Our charge really had good intent. We know that SEL is important for teaching the whole child. We had a good plan, but we learned we neglected to communicate the why and the need.

Research This Year

- Met with Tacoma, Everett, Bellevue, and Austin SD
- Conference with (Collaborative for Academic Social and Emotional Learning) [CASEL](#)
- Conference with OSPI [SEL Recommendations](#)
- Pilot *Why Try* (MS/HS), *CharacterStrong* (MS/HS), *Second Step* (MS)

One of the questions that kept coming up as they talked with successful schools was “why are you teaching SEL curriculum and how is it aligned with your PBIS work.”

Findings

- Priority Setting Needed
- CASEL Implementation
- Determine Timeline
- Work to Support PBIS

Purpose

Advisory/mascot time is to create a specific and consistent time and structure where every student is known by at least one caring adult and where students can create connections (e.g. clubs), receive academic support (tutorials), or have an opportunity for physical activity (open gym). Each SDLT will determine the purpose of advisory time based on the needs of their building.

We want to take SEL out of advisory. It can happen in advisory, but it should be integrated throughout the school day in everything that we do. It should also be a part of PBIS implementation. Schools need to determine what their big pillars are around their PBIS work and we need to tie in the SEL lessons around PBIS.

Many of our middle schools are nearing into their 3rd and 4th years of positive behavior intervention systems and our multi-tiered systems of support. If we are striving to support our students with behaviors and academics, we can add in the social-emotional learning. If students are not prepared socially and emotionally, they won't be successful in their academics.

Needs Assessment

Niki reviewed the CASEL priorities and had staff complete the CASEL needs assessment to see how we were doing. OSPI has also identified SEL standards. In looking at our needs assessment, we have done quite a bit of work but we still have work to do.

SEL is so much more than a canned lesson. It is about connecting with kids and building relationships. We have recommended pulling back because SEL was being tied to the curriculum that we were piloting. We teach these skills every day. Teachers teach pieces of social emotional learning without realizing it.

SEL has to be K-12 not only 6-12. We really need to look at the different SEL components and recommendations to determine the standards we will target at each grade level.

Based on the teacher feedback, it has been determined that more time is needed to explore SEL.

Questions

Q: What do you think that would look like to get staff more knowledge?

A: We should have communicated with staff, students and parents about SEL learning. It could look different in each building. We have some presenters that could come in and work with staff. If we bring someone in to present on SEL, how will that work continue throughout the year? We need to talk about adult SEL as well as student SEL.

Q: If buildings are going to have access to lessons, will these lessons be supported?

A: Yes.

Q: As schools go through the PBIS process, part of tier 1 is social emotional learning and whole child. As you beef up tier 1 then you will have less students in tier 2 and tier 3. As we look at the three curriculums some of the curriculums did not target SEL.

A: All students will receive SEL learning at the tier 1 level. We will be looking at other curriculums. Depending on the need at each building, we will look into specific lessons to meet the needs in the building. *CharacterStrong* is more of a character building curriculum. *CharacterStrong* is currently identifying how their curriculum overlaps and provides SEL support. It is important to tie the SEL work with the PBIS work in each building.

Q: Who is doing the work?

A: We will still have the K-12 SEL Lead Team and each building will have an Advisory stipend to continue the work.

Q: Are the three curriculums still open for schools to continue to pilot?

A: That is a building SDLT decision. It needs to be tied into where buildings are in the PBIS implementation.

NEW BUSINESS PRESENTATIONS FOR APPROVAL

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

This essay supports the core curriculum, *Writing Analytically*. It includes:

- Core Instructional Strategies
 - Unpack a variety of texts/genres
 - Use writing as a means to think more deeply (analysis)
 - Includes all steps/stages to the writing process
- Core Text for 9-12

This will be the anchor text for 12th grade students.

Purpose of Anchor Texts

These texts become a thematic lens during the high school experience to explore the importance of language in the construction of systems of oppression and inclusion. These short literary works will be used to teach close reading skill expectations through the application of heuristics in *Writing Analytically*.

Politics and the English Language is:

- rigorous
- thought-provoking
- purpose of language
 - ability to accurately read and analyze texts
 - ability to communicate truthfully and inclusively
- college and career ready
 - democratic citizen

Questions

Q: Is this a supplemental curriculum or a core curriculum?

A: Anchor texts are core curriculum because it is a text that all teachers will be required to use. We have identified anchor texts in grades 9, 10 and 11.

Q: Are there enough teachers using the curriculum?

A: Yes.

Q: Do all students have to take 12th grade English?

A: Yes.

Q: What do you do for the students that are not at the reading level of the text?

A: It is a text that will have to be scaffolded. The teachers did feel that all high school texts would have to be scaffolded. Teachers would have to use the same strategies: chunking of the text, giving background on the rich vocabulary, and extra time. It is a challenging piece, but they felt that this text is quite relevant.

Q: Did the staff that have been using the text comment on students not being successful?

A: There was no mention of students being unsuccessful or frustrated, but they did mention the need for scaffolding.

Q: What about the semester only courses?

A: After reviewing course catalogs, it does not appear that there are any semester only 12th grade English courses. The expectation is that anchor texts are used in all courses. This could be something ELA departments at buildings may need to wrestle with to make sure that students are having access to it if they offer semester only English courses.

There was discussion regarding supplemental versus core and if *Politics and the English Language* will be required of all 12th English courses such as Creative Writing, Debate, etc. Does this text only supplement courses that use *Writing Analytically*? If yes, then is it only core to the courses that use *Writing Analytically*. It was John's understanding that the text would be taught to all the students in 12th grade regardless of the English course. The idea is that the skills and strategies that are taught in *Writing Analytically* can be used in all their English courses.

CMAC can approve the text as supplemental and not core. This allows schools to choose how to use it.

It was MOVED that we approve *Politics and the English Language* as District Supplemental Curriculum for 12th grade ELA with a note that we would consider approving it for core once the understanding of its use is clear. Motion was SECONDED by Nancy Dodson.

There were concerns regarding our motion and the impact on the professionals that brought it to CMAC. The concern is requiring *Politics and the English Language* as a required anchor text which would make it core versus supplemental curriculum. Are we doing a disservice to the teachers? We are trying to prevent a disservice to the teachers and the professionals that are requesting the approval. The current motion would give them the freedom to use the text and allows them to bring it back through for approval as District Core should they decide that that was their intent.

Obadiah called for the question. The motion carried.

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

This textbook is intended for the course “Debate & Society: Critical Lenses” at North Creek High School. This is the core text for this class. The text guides students in various forms and techniques of debate and rhetoric.

The purpose of adopting this text is to serve as a supplemental reference text for “Debate & Society: Critical Lenses,” because it will strengthen students’ ability to understand and construct arguments, to build claims, and to develop rhetoric to support these claims

Key Skills & Concepts:

- Underlying structure & questions of Policy Debate
- 5 Frameworks
- Speaker Duties
- Judging Paradigms
- Critical Argumentation
- Establishing Credibility
- Cross-Examination

Hannah highlighted each of the key skills and concepts as they relate to building student skills in the art of debate.

Potentially sensitive or controversial aspects of the curriculum (if applicable)

None noted. However, in Chapter 8, “Critical Argumentation,” there is the following:

- Discussion of the “kritik,” in which students are learning the skill of critically analyzing and rebutting their opponent, discusses the techniques students can use to analyze the structural inequities of a policy (regarding gender, minorities, etc.), and push back against these structures to strengthen their own position.
- “Some debaters have even argued that the very activity of debate and the structure of policy debate entrench dominant white norms and disenfranchise minority students” (109-110).

Implementation Timeline

- Order books - May/June 2018
- Deliver books to North Creek - August 2018
- Use in classrooms - September 2018

Funding

The funding for this text is coming from the Curriculum and Instruction Department. NCHS needs two class sets. They have 172 students registered and 2 teachers that will teach the course.

Costs:

\$25 per text * 65 texts = \$1625.00 + shipping and fees.

Questions

Q: Were other texts piloted and how did you decide on this text?

A: BHS has used this as a reference text and suggested it for use. Hannah and her group looked at three options. The other options seemed too simplistic.

Q: This is core? Do you have other texts? Does it have a teaching guide?

A: Hannah has been working with teachers at WHS and will draw on other resources that these teachers have shared with her. She is looking forward to building the materials for this course.

It was MOVED by Rebecca Nielsen that we approve *Policy Debate: A Guide for High School and College Debates* as District Core Curriculum for grades 11 and 12 for ELA Debate & Society Lenses courses. Motion was SECONDED by Carlos Lazo.

Obadiah called for the question. The motion carried.

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

Who are our FSA students?

Students in functional Skills and academics (FSA) programs. These are students with severe disabilities:

- **80 secondary students** served in district’s FSA Programs
 - Have **IEP Determined** Diplomas – earn credits in different buckets. Students may not be able to participate in Gen Ed classes, such as science and social studies
- Disabilities that significantly impact their **mastery of skills**
 - Require **systematic** and gradual approach to **instruction** - students with significant disabilities need much longer time and specific instructional approaches to learn
 - Receive **specially designed instruction** in many areas: academics, communication, behavior, occupational therapy, adaptive, and vocational skills.
 - Work on IEP **Transition** Plan skills: secondary programs have vocational emphasis since students need so much time to learn and master skills

Program Characteristics

Teachers in FSA Programs

- 10 secondary FSA teachers
- Prepare students to graduate school and live **productively and independently** as possible
- Support students' ongoing growth in **academic and life skills**
 - Provide instruction within **zone of proximal development**
 - Design accessible instruction using **Universal Design for Learning**
- Engage in **collaborative instruction** with therapists, peer models, and Paraeducators

About ULS

It is an “online, standards-based curriculum specifically designed for students with special needs to access the general education curriculum” It is the same publisher as *News2U*, which we already use in district and have found great success in teaching current events with that program.

List of Subjects Covered by ULS:

- **Math:** computation, budgeting, time, measurement, statistics, problem solving, algebra
- **Reading:** comprehension, vocabulary/word study
- **Writing:** writing process (prewriting, drafting, revising, editing)
- **Social Studies:** current events, civics
- **Science:** physical science, earth and space science, life science (experiment + activity)
- **Life Skills:** leisure skills, independent living skills
- **Vocational Skills:** job applications, schedules/times, transition passport, career research

This curriculum is based on Common Core and Next Gen Science standards. Our current curriculum *Styer Fitzgerald* focuses on functional academics, based on vocational outcomes for students.

Lessons:

All subjects are delivered in a monthly “package”

- Most lessons are tied into a monthly theme
 - For example, February included ELA and math work on Winter Olympics, this month included ELA and science on going to camp + summer activities.

Each lesson has differentiation lessons built in for teachers to use. It is very easy to follow.

Pilot Process

September - Identified student needs

- Surveyed materials: comprehensive and content specific
- Selected pilots

October-March - Training and implementation of pilots

March - Decision making: data review and vote. It was a unanimous decision to choose ULS.

Teacher Feedback:

- Curriculum for academic areas: reading, writing, math, social studies, science, life skills, and transition
- Literacy instruction for variety of reading abilities: each grade band has 3-4 levels: symbol supported
- High student interest
- Flexible instruction: whole group, small group, and 1:1
- Technology: Web-based, not as much “stuff” or paper, and accessible on iPads
- Creates vocational assessment

Full Implementation in 2018-2019

It will be used by all FSA teachers.

Expectations:

- Complete Student Characteristics Inventory for each student on caseload
- Complete three or more monthly units
- Academic areas taught: reading, writing, math, social studies, and science
- Use in variety of instructional settings: small group, whole group, 1:1
- Data collection system for at least one skill per student
- Optional: Transition assessments and life skills lessons

Initial Training (All but two teachers have already been trained because of the pilot.)

- Training + hands-on workshop/planning time

Follow-up Meetings

- PLC Model

On-Going 1:1 Support

- Variety of supports: modeling, practice-based coaching, office work session, etc.
- Periodic check-ins

Years 2 and 3:

On-Going PD

- PLC model
- Teacher-selected topics, based on assessment of last year's implementation

On-Going 1:1 Support

- Variety of supports: modeling, practice-based coaching, office work session, etc.
- New teachers will receive extra support

Initial Training

- New hires

Special Education Budget

Materials (5-year subscription + tax) = \$41,917

Training (Trainer + sub coverage) = \$20,841

Total = \$62,758

Questions

Q: Is the \$41,000 for 5-years?

A: Yes.

Q: Is there additional PD costs after the first year?

A: Yes.

Q: Are their neighboring districts that are using this curriculum?

A: No, we have talked with them and they are excited about us using it.

Q: The Student Characteristics, did it impact or relieve workload?

A: Yes, both. It took time on the front end, but then it tracks everything for you.

It was shared that students enjoy the content and that it is at their level. They feel good about their learning. *ULS* was helpful during advisory classes as they were able to work on their *ULS* assignments so they felt like they fit it and were inclusive.

It was MOVED by Rebecca Nielsen that we approve *Unique Learning Systems* as District Alternative Core Curriculum for grades 6-12 and the Adult Transition Programs for Functional Skills and Academics classes in the content areas of math, reading, writing, social studies, science, life skills, and pre-vocational skills. Motion was SECONDED by May Pelto.

Obadiah called for the question. The motion carried.

ADJOURNMENT

It was MOVED by May Pelto to adjourn the meeting. Motion was SECONDED by Becky Anderson.

Obadiah called for the question. Motion carried.

Meeting adjourned at 5:04 PM.