

**Northshore School District
Curriculum Materials Adoption Committee Minutes
October 7, 2019
3:15 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, October 7, 2019 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:17 p.m.

ATTENDANCE

Present: Obadiah Dunham, Tracy Patterson, Niki Smith, Adra Davy, Shelby Reynolds, Tiffany Rodriguez, Anne Nielsen, Rebecca Nielsen, Shannon Colley, Nancy Dodson, Jennifer Ellis, Carlos Lazo, Kim Osgood, Janine Schmoll, Jacqueline Probst, and Eli Yim

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the June 3, 2019 CMAC meeting.

It was MOVED by Nancy Dodson and SECONDED by Adra Davy to approve the June 3, 2019 CMAC minutes as written.

Obadiah called for the question. The motion carried.

INTRODUCTION OF NEW MEMBERS

Obadiah asked committee members to introduce themselves and welcomed the following new members to the CMAC:

- Anne Nielsen - Principal, Crystal Springs Elementary
- Janine Schmoll - Sunrise Elementary teacher
- Jennifer Ellis - Inglemoor High School Visual Arts teacher
- Jacqueline Probst - parent/community member
- Eli Yim - parent/community member

Obadiah shared some background regarding board policy and procedure, and the purpose for the committee. He stated that the responsibility of the committee is to recommend materials to the School Board for approval.

A member requested a discussion about start time for the committee meetings, as start and dismissal times have changed at the schools this year. It was suggested that the start time be changed, or middle school members be given the grace to arrive a few minutes late, if necessary. Members all agreed to leave the start time at 3:15, recognizing that if a quorum isn't present a vote on approval of the minutes could be delayed until additional members have arrived and a quorum is achieved.

NEW BUSINESS

ASSIGN REVIEWERS FOR NEXT MEETING

Reviewers and liaisons were assigned for projected submissions for the December 2, 2019 meeting. The deadline for submissions for the December meeting is November 1st, so it's possible that reviewer assignments could change.

PRESENTATIONS FOR APPROVAL

Writing That Works: Communicating Effectively on the Job

Submitted as School Supplemental Curriculum for Grade 12 English

Presented by Emily Birch - Teacher, Bothell High School

This textbook is intended for the English 12: Focus on Communication for Careers course, a class that was created to give seniors more options for senior English. The class has proven to be a popular choice with students. A classroom set of books is requested, funded by the building. Emily intends to introduce the materials over the next two years, and then assess the effectiveness of the materials in year three. This text fills a hole in the current ELA curriculum, as it focuses on strategies for effective communication in the world of business, with an emphasis on the role of technology in business today.

Emily will evaluate the materials on students' ability to comprehend and apply what they have learned to a variety of tasks. She chose this book because there are a number of scenarios in this book that apply to the current workplace environment. Emily also had some of her TA's last year review the text and they found it to be engaging. The core ELA standards are taught in this course, but this text will be used as a supplement to the core ELA curriculum to focus those standards more on workplace applications.

There was some discussion about whether this text should be recommended for approval as a supplemental text for any English 12 course, as it appears it might be useful for other courses. There is a new edition of this text dated 2020, and Emily asked if this version were approved, would she be able to purchase the newer edition? The process for approval of a new version of a previously approved text was discussed. It was suggested that BHS purchase a copy of the new edition and assess the changes. If it was determined that the changes are not substantial and they would prefer the new edition, the newer edition could be purchased and used in "field test" status, then submitted to CMAC for approval as a new version of a previously approved text.

It was MOVED by Nancy Dodson to approve *Writing That Works: Communicating Effectively on the Job* as district supplemental curriculum for Grade 12 English courses. The motion was SECONDED by Shannon Colley.

Members confirmed that they would prefer that the newer edition is purchased, and are satisfied with the process discussed to do that.

Obadiah called for the question. The motion carried.

Virtual Business - Retailing

Submitted as School Supplemental Curriculum for Marketing/Retail Operations, Grades 9-12

Presented by Thomas Olsen – Teacher, North Creek High School

Tom distributed some materials to members illustrating the online program. Tom explained that the program contains lessons and actual simulations for retailing classes. This program uses math and reading skills, in addition to providing the simulations. In every simulation students will conduct research, collect data, and make decisions based on the scenarios presented in the lessons. The simulations require students to start their "store"

from scratch, using everything they have learned from all the lessons to that point. This program will build on what students learn in running the student store at the school, allowing students to apply skills at a different level. Tom used this program when he taught in another state and found that the students were very engaged and it proved to be a valuable tool.

A member asked if other district high schools would also be interested in the program? Yes, definitely. Tom believes it would be valuable for both retail and marketing classes. Would there be any overlap between different classes in the same school using the program? No, Tom doesn't foresee that happening. Would the math components require any pre-requisites to make it accessible to students? No, it is just business math that is used, basic math skills. Tom believes that this program would be applicable to Business & Marketing and Retail Operations classes.

It was MOVED by Shannon Colley to approve Virtual Business - Retailing as district supplemental curriculum for Marketing and Retail Operations courses, Grades 9-12. The motion was SECONDED by Nancy Dodson.

Obadiah called for the question. The motion carried.

EXTENSION OF EXISTING APPROVAL

Phono-Graphix

Request to extend approval to LAP students at Fernwood Elementary
Presented by Kate Bradshaw - Principal, Fernwood Elementary

Kate was joined by Colleen Johnson, Fernwood LAP teacher and Frank Marterelli, Fernwood Special Education teacher. Phono-Graphix was approved in May 2018 for special education students who qualify in the area of reading. Fernwood Elementary field tested this material in the 2018-19 school year with third grade students qualifying for LAP (Learning Assistance Program) services. Frank, who was trained in Phono-Graphix as a special education teacher, ran the before-school program with students who had demonstrated a lack of progress in reading since the beginning of the year. Kate provided data to illustrate the growth experienced by the students who participated in the field test. Fernwood has experienced a cut in funding for LAP students, and feels that this program would be instrumental in providing the needed services to LAP students at Fernwood and compensate for the reduced funding. Fernwood has used building funds to train Colleen in the use of the materials, as training is necessary to use the curriculum.

Frank shared his personal experience with the program, noting that two thirds of the special needs students he worked with gained a year to two years of growth using the curriculum. Colleen also shared her plans for using Phono-Graphix within the LAP program, and expects results in just 12 weeks, as their previous experience has shown.

Obadiah explained that since Phono-Graphix has already been approved as a curriculum, the CMAC charge is only whether to extend that approval to this additional population of students. He also noted that since Phono-Graphix was adopted, the district has adopted iReady, which also contains a curriculum component. He shared that Phono-Graphix is more focused on phonics and phonemic awareness, while iReady is broader in focus.

There was discussion regarding whether middle school students would benefit from expanding this approval? Adra mentioned that three middle schools are currently participating in a Phono-Graphix field test.

There was discussion regarding the funding source and implications of using special education funds versus building funds. Tracy cautioned that funding source will have to be considered going forward – there could be a supplanting issue if special education funds and general education funds have both been used to purchase the

materials. Adra also mentioned that Phono-Graphix requires training, and that should be part of the consideration for approval.

It was MOVED by Rebecca Nielsen to extend the approval of Phono-Graphix to elementary students who qualify for LAP services in reading. The approval shall be conditioned on LAP instructors being trained by Phono-Graphix trainers prior to using the materials. The motion was SECONDED by Carlos Lazo.

Obadiah called for the question. The motion carried.

INFORMATION PRESENTATION

Edgenuity

Alternative Core Curriculum Pilot

Presented by Katie Bjornstad - Assistant Principal, Virtual/Blended Learning Options

Highly capable students who are singly qualified in math and receiving services in their general education classrooms require that teachers differentiate sometimes several grade levels above the classroom curriculum. To address this, Dr. Reid has approved a pilot at Wellington Elementary School, with strong support from the principal and several teachers there. Participants include:

- Brian Matthias, Wellington Principal
- Wellington students who are singly qualified for highly capable math services and their families
- Teachers of those singly qualified students
- Katie Bjornstad, Assistant Principal of Virtual Learning Options
- Amity Butler, Director of Highly Capable Services
- Rick Ferrell, Director of Student Services
- Virtual teacher – the teacher of record for the virtual learning student programs

One of the ways the National Association for Gifted Children (NAGC) suggests supporting these students is with online programs. Students will be typically two or more years ahead of their grade level in math. This program will provide a push-in model to support these students in a virtual, self-paced program.

Four curricula were screened: Apex Learning, Edgenuity, Odysseyware, and Pearson Learning. Edgenuity was chosen as the curriculum to pilot based on:

1. Edmonds School District, where Katie was Principal of Online Learning, went through the curriculum adoption process, weighing the pros and cons between the top three choices.
2. Edgenuity was chosen for the following reasons:
 - a. Video based, more kid-friendly than text based curricula
 - b. Translation, close-caption, glossary, eNotes tools
 - c. Customizable to meet student needs
 - d. Standards-based learning with pre- and post-testing options
 - e. Local representatives, responsive customer service
 - f. On the list of OSPI approved online providers

Timeline for the pilot:

- September/October 2019:
 - Share details of the pilot, answer questions, demo software with Wellington teachers
 - Hire and train virtual teacher
 - Verify and train teacher participants
 - Meet with interested students/families, enroll students
 - Participants complete pre-pilot survey

- November-February 2019-20
 - Continue enrolling students
 - Weekly check-ins with participating teachers and students
 - Mid-point check in using *iReady* and *Edgenuity* data
 - Consider expansion of pilot to other schools (February 2020)
 - CMAC visit to discuss Phase I pilot data and discuss implementation of Phase II

Criteria to be used to evaluate the *Edgenuity* curriculum include ease of use by teachers and students, differentiation in the classroom, monitoring tools (parent and teacher), data gathering and comparison with *iReady* data, engagement of students (probably most important), and how well it supports the general education classroom teacher in easing, not adding to, their workload. Evaluation of the pilot program will consider the blended learning model vs. the current model, the effectiveness of the differentiation and individualized education, and how well students' individualized math needs are supported.

Obadiah clarified that the first phase of the pilot is the model for the program, which is to have a virtual teacher (a NSD employee) working with the student participants, while the classroom teacher serves as a mentor. It was decided that limiting this phase of the pilot to one school will help to work out any issues with the program model before expanding it to other schools. The second part of the pilot is focused more on the curriculum itself, and may include other schools. *Edgenuity* will be considered alternative core curriculum for this defined group of students (students who are singly qualified for highly capable services in math only). Although the scope of this pilot is specifically math, *Edgenuity* also has curriculum in other content areas.

Questions from members:

- Are there any technology concerns? They have already addressed with technology the need for these students to have access to computing devices.
- How is this defined as “blended learning”, it seems as if students will be getting all their instruction from a screen? Students will not be getting all of their instruction virtually. The mentor (classroom) teachers will have access to monitor the student in the classroom and support them in staying on task, helping them if they are stuck on something, etc. The virtual teacher will grade the assignments, communicating with the student bi-weekly through Zoom, by phone, or other tools.
- Will the virtual teacher connect with the child during the school day? It could be during the school day, or typically the virtual teacher will work a staggered schedule to also support families in the evening if needed. *Edgenuity* has an internal chat feature that allows students to access help from the virtual teacher as needed. If students need additional support, virtual teachers can schedule a webinar-type meeting with the student.
- Has the virtual teacher been hired yet? Yes, the teacher has been identified and is an in-district staff person. There were some questions as to how the hiring process was handled, but Katie and Obadiah did not have information about how the teacher was selected.
- Is the virtual teacher licensed in upper level mathematics? The virtual teacher is a math major.
- Is this enrichment or acceleration? This is not enrichment, it is acceleration that the typical classroom teacher isn't able to accommodate. It will also help with any gaps in learning that students experience if they have skipped any levels in math.
- Are there any students in the pilot who are also qualified with IEPs? Students who have IEPs can potentially also qualify for highly capable math services, as well as students whose first language is not English. *Edgenuity* has closed captioning tools and translation capabilities which can be beneficial to these students.
- Would this program also be useful for students who are not qualified as highly capable in math but have language barriers and would benefit from the translation abilities of this program? That is something to consider for the future, as we progress with the pilot and program model.

CONSENT AGENDA

Obadiah explained the consent agenda process for the benefit of new members. These submissions are typically curricula that have been approved by another body, such as International Baccalaureate (IB), Advanced Placement (AP), or OSPI. New editions of previously approved textbooks with minor changes also qualify for this process. Sponsors submit the same documentation as other materials, but do not need to present at the meetings. The CMAC chairperson completes the F4 review for CMAC members.

Building Java Programs – District Core Curriculum for AP Computer Science, Grades 10-12. New edition of previously approved textbook, with minor changes.

English B Course Companion – District Core Curriculum for IB English B course, Grades 11-12

The Boy Who Harnessed the Wind – School Supplemental Curriculum for IB English B course, Grades 11-12

In Thinking: IB Psychology – District Core Curriculum for IB Psychology, Grades 11-12

It was MOVED by Janine Schmoll to approve the consent agenda. The motion was SECONDED by Niki Smith.

Obadiah called for the question. The motion carried.

ADJOURNMENT

Meeting adjourned at 5:24 PM.