

**Northshore School District
Curriculum Materials Adoption Committee Minutes
December 2, 2019
3:15 PM
Administrative Center Room 208**

CALL TO ORDER

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, December 2, 2019 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:18 p.m.

ATTENDANCE

Present: Obadiah Dunham (Chair), Rebecca Nielsen (Co-Chair), Tracy Patterson, Niki Smith, Adra Davy, Shelby Reynolds, Tiffany Rodriguez, Anne Nielsen, Shannon Colley, Nancy Dodson, Jennifer Ellis, Kim Osgood, Janine Schmoll, and Eli Yim

Absent: Jacqueline Probst, Carlos Lazo

OLD BUSINESS

Review and Approval of Minutes

Obadiah asked committee members to review the minutes from the October 7, 2019 CMAC meeting.

It was MOVED by Niki Smith and SECONDED by Nancy Dodson to approve the October 7, 2019 CMAC minutes as written.

Obadiah called for the question. The motion carried.

NEW BUSINESS

CONSENT AGENDA

Gente Nivel Basico – District Core Curriculum for CHS Spanish, Grades 9-12. New edition of previously approved textbook, with minor changes.

It was MOVED by Shannon Colley to approve the consent agenda. The motion was SECONDED by Adra Davy.

Obadiah called for the question. The motion carried.

INFORMATION PRESENTATIONS

Obadiah explained that the two presentations on the agenda today are just informational presentations, no action will be taken today.

Ethnic Studies

Curriculum Pilot

Dr. Chris Bigelow - Director, Equity and Diversity, and Ayva Thomas, Equity and Diversity Specialist

Dr. Bigelow shared that the Equity and Diversity team has been working on an ethnic studies course for about a year, and are ready to start piloting second semester. Accompanying Chris were teachers Saskia Mizushima (NCHS), Ellie Swanson (AH), and Valerie Olson (LMS). These teachers will be piloting Ethnic Studies at their respective levels. Chris began the presentation by asking members to read the Ethnic Studies purpose statement:

The purpose of Ethnic Studies is to transform student lives by promoting healing from historical trauma, humanizing and empowering all students, and promoting civic and community engagement through action in solidarity with others. Ethnic Studies pedagogy promotes collaboration in learning, higher level thinking and critical analysis of racism and other forms of oppression. Ethnic Studies further provides students with the opportunity to understand themselves and their intersectionality in relation to society.

Chris mentioned that districts who have an ethnic studies program see reductions in student discipline, and also an increase academically for at-risk students. He believes this is because students recognize themselves in the curriculum and feel connected. Ethnic studies integrates three elements into the curriculum: Multicultural Education, Culturally Responsive Teaching, and Critical Pedagogy.

The curriculum review team consisted of:

- Chris Bigelow, NSD Director of Equity and Diversity
- Ayva Thomas, NSD Equity and Diversity Specialist
- Wayne Au, University of Washington Bothell, co-author of *Rethinking Ethnic Studies*
- Jesse Hagopian, Ethnic Studies teacher at Garfield High School, co-author of *Teaching for Black Lives*, (used by Seattle Public Schools in their Ethnic Studies program)

Wayne and Jesse have helped to guide the team through this process. The pilot teachers attended Seattle Public Schools' Ethnic Studies Institute in July. They started with the SPS Ethnic Studies framework and have adapted it for NSD, creating draft frameworks for elementary, middle school and high school.

NSD Ethnic Studies Framework:

- Themes that will guide the work: Identity, Healing, Power and Oppression, History of Resistance and Liberation, Reflection and Action.
- Definitions
- Learning Targets
- Essential Questions

Resources will include lessons from *Rethinking Ethnic Studies* (co-authored by Wayne Au), in addition to some other resources that teachers may already be familiar with, such as lessons from *TeachingTolerance.org* and *TeachingforChange.org*.

Chris noted that ethnic studies provides not only students of color but white students a different perspective, as so often curriculum is saturated by European culture. Ethnic studies also provides students an opportunity to learn more about their own backgrounds.

Feedback will be collected from students who take the course, though it will not necessarily be easy to measure. They are still working on how the feedback will be collected, and what it will look like. They will look at student discipline data – how has it been affected for students who have taken the course? How has the climate and culture of a pilot school been affected? These are things that are difficult to measure on paper.

Questions:

- **Q:** How will you collect feedback from Kindergartners?

A: Most of the “assessment” will be through observation and discussion. The biggest focus in Kindergarten is on family and community, done through read-alouds and art projects.

- Q: Will you collect information from Kindergarten parents also?

A: A lot of the projects will include information collected from the families, and they will connect with families throughout the process.

Chris noted that Ethnic Studies will not be a required course – that has not yet been done in Washington. At the secondary level, schools can choose to offer this course as an elective option. Currently at North Creek High School the course is open to all students, although about half the students in the class are in 9th grade, as it fits well as a social studies elective option for 9th grade students. One of the concerns at middle school was that this course would take an elective option away, so LMS is planning to offer it as part of their Leading for Change leadership course. In elementary it will be taught as part of the social studies curriculum.

The pilot group will consist of the three teachers present today, plus two additional elementary teachers so that primary and intermediate levels, as well as kindergarten, are represented.

A committee member asked for clarification of “creating” curriculum versus “piloting” curriculum? Most other pilots CMAC is familiar with have specific curriculum that is being piloted.

They will be piloting the framework, with essential questions and learning targets, and using the identified resources to teach the themes. One of the things that differentiates ethnic studies from other curricula is that it is a living, interactive experience that centers the lives of students in the process. There is not a specific “ethnic studies” formal curriculum. OSPI is in the process of developing best practices for ethnic studies.

Obadiah explained that NSD is trying to develop an ethnic studies experience for students. The pilot team will be using the frameworks and developing the teaching materials as they pilot. This process could take a year or two before they have a curriculum package in the form that CMAC is accustomed to seeing. Rebecca added that the group is bringing CMAC in very early in the process. Niki commented that the team is also being assisted by TOSA John Helgeson, as well as Wayne Au and Jesse Hagopian, as mentioned earlier. As the pilot progresses they anticipate adding more teachers to the pilot process.

Northshore Family Partnership Program

Supplemental Materials Curriculum Field Test

Christy Clausen – Assistant Director, Curriculum and Instruction and Leslie Connor – Lead Teacher, NFP

The Northshore Family Partnership Program (NFP) is an alternative learning experience (ALE) program. The teaching staff meets with parents and provides monthly progress reports, making sure that learning is happening at home. Students attend anywhere from 45 minutes to 3 days a week. The program allows flexibility and options for families – students are learning, but don’t have to be on a school campus for a particular period of time.

This is the second year of the program, which started as K-5th grades, adding 6th grade this year. There are about 125 students participating. Next year they plan to expand the program to grades K-8. NFP is a recognized school of the Northshore SD. Christy shared the NFP program mission:

Northshore Family Partnership aims to establish an inclusive, supportive community of families that seek alternative educational opportunities for their children, where parents serve as the primary educators. NFP is a place where parents/families collaborate in a true partnership with teachers as both plan for instruction, observe student growth, and prepare learning activities that excite and motivate each child. We seek to create a learning environment where students learn with peers and participate in meaningful, real-world learning experiences.

There are currently five NSD teachers onsite, who teach in partnership with parents, who are the primary educators.

Building Blocks of the Program:

- Parents/guardians as Primary Educators
- Site-Based Model
- Variety of Core and Elective Courses
- Multi-age classes (except Kindergarten)
- “Fundergarten” Class (full day Kindergarten class)
- Parent Volunteers

Parents are required to teach their children reading, writing, math, social studies, and physical education. District curriculum is available to parents, but they may use any curriculum they choose. Most of the teaching onsite is meant to enhance the curriculum taught at home (there is some stand-alone curriculum, such as art classes). Students can collaborate and also sometimes lead the learning.

Leslie displayed a sample schedule and noted that they teach about 80 different classes in a semester. There is a comprehensive selection of classes so that all the curricular topics are covered. Due to the way the program is arranged, teachers need entire units that can be taught in one or two class periods. Leslie had to research resources for their teachers to use in these unique types of classes. Teachers write syllabi for every class for parents to review to determine if they are classes they want their children to take. Leslie mentioned as an example a class called “Diversity Book Clubs”, which uses picture books to teach diversity. Another class is “Science Projects You Can Eat”, a class that has students making food and learning the science behind it while they cook. Classes change every semester.

Leslie is working with parents on the field test process. She shared the anticipated timeline for the field test:

- May-June 2019
 - Identification of new/additional courses for 2019-20
 - Selection of materials for NFP classes
- September 2019-May 2020
 - Field test materials for 1st and 2nd semester
- October 2019-January 2020
 - Feedback gathered on future NFP courses at Fall Family Forum and winter survey
- January and May 2020
 - Surveys administered to teachers, parents, and students
- May 2020
 - Recommendation to CMAC

Professional Development:

- This past summer the teachers met together to review their courses and write syllabi using the field test curricula as a guide.
- The teachers work together to create the lessons, then determine which classes each teacher will teach, based on their skills and interests. Lessons must align to the state standards.
- Every Friday NFP teachers have PLC time to make adjustments, share concerns and ideas, etc.

Obadiah commented that this type of program will require CMAC members to think a little differently than we are accustomed to. It was also noted by a member that having data to provide to CMAC will help the committee understand the scope of the program and teaching requirements.

PROPOSED FORM CHANGES

Obadiah noted that with the push to 1:1 technology devices, most of the devices available to students will be Chromebooks. Sponsors will need to address the technology needs of curriculum materials and student access to them, so the F-1 form should be revised to collect that information. Shelby suggested several types of devices that CMAC might see as necessary technology devices or supports required for curriculum materials. There was discussion regarding how best to word the questions on the form to cover all categories of curriculum and usage. Shelby and Anne will work together to refine the questions and bring another draft back to CMAC.

Rebecca asked about the presentation that Allen Miedema shared last spring with CMAC regarding the Technology Plan, and whether that information is still accurate. OB noted that the plan has changed since that time, and that it is continuing to evolve. There have been discussions in Cabinet and a plan will be communicated in the near future.

ASSIGN REVIEWERS FOR NEXT MEETING

Reviewers and liaisons were assigned for projected submissions for the February 3, 2020 meeting. The deadline for submissions for the February meeting is January 6th, so it's possible that reviewer assignments could change once materials are received.

Obadiah informed the committee about a parent he and Rebecca have been working with regarding *The Merchant of Venice*, which contains anti-semitic language. It is currently approved for use in grades 8 through 10. The parent was initially intending to bring through a reconsideration request, but after working with the parent, OB and Rebecca will more likely bring the play to CMAC in February to suggest reclassification and parameters for teaching. The parents are being very thoughtful and constructive, and have provided resources that will also be shared with CMAC members.

ADJOURNMENT

Meeting adjourned at 4:50 PM.