

**Northshore School District**  
**Curriculum Materials Adoption Committee Minutes**  
**March 15, 2021**  
**3:30 PM**  
**Meeting Held Remotely via Zoom**

**CALL TO ORDER**

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held remotely on Monday, March 15, 2021 via Zoom, and simultaneously broadcast publicly. Chairperson Obadiah Dunham called the meeting to order at 3:33 p.m.

**ATTENDANCE**

**Present:** Obadiah Dunham (Chair), Rebecca Nielsen (Co-Chair), Ayva Thomas, Anne Nielsen, Greg Cox, Ashley Andrews, Shannon Colley, Nancy Dodson, Kim Osgood, Janine Schmoll, Carolyn Urrutia, Jacqueline Probst, and Eli Yim

**Absent:** Adra Davy, Tracy Patterson, Shelby Reynolds, Niki Smith,

**OLD BUSINESS**

**Approval of Minutes**

Obadiah asked committee members to review the minutes from the February 1, 2021 CMAC meeting.

It was MOVED by Nancy Dodson and SECONDED by Shannon Colley to approve the February 1, 2021 CMAC minutes as written.

Obadiah called for the question. The motion carried.

**NEW BUSINESS**

**Approval of Consent Agenda**

**Introductory Craft Skills** – Request for approval as Core Curriculum for College in the High School Intermediate Data Programming course, grades 11-12  
Sponsor: Jeff Stride, Teacher / North Creek High School

It was MOVED by Rebecca Nielsen to approve the consent agenda as presented. The motion was SECONDED by Carolyn Urrutia.

Obadiah called for the question. The motion carried.

**CMAC Purpose and Roles**

One of the responsibilities of CMAC members is to review curriculum for bias. The current CMAC anti-bias form results in very disparate responses by different reviewers of the same materials. We want to create a document that does a better job of covering the information needed and prepares sponsors for the questions they will be asked by CMAC members. A draft document is ready to review tonight, but there

is some language in the document that all members might not be familiar with. In preparation, Ayva will provide equity training tonight so members all have the same context with which to review the document.

### **Equity Training**

Ayva Thomas, Assistant Director of Racial and Educational Justice and CMAC member led the committee members in training about what we should be looking for when reviewing materials with an equity lens. Ayva noted that in addition to reviewing materials, CMAC members also need to consider how the materials will be used, and ensure that the classroom is a space of belonging for each and every student.

Ayva shared three overarching themes that are the basis for the new anti-bias form:

- Intersectionality
  - Intersectional Diversity Flower:
    - 12 petals each with a diverse identity represented
    - Race is in the middle because it intersects with all of the other petals in the flower
    - Should be used to help educators consider how diverse characters and communities are presented within curriculum materials
  - Reflection: Which of your identities do you think about the most? The least?
  - Bridging intersectionality and critical self-reflection: It's not just about the presence of these identities, but how they inform our experiences. It is important we understand how our identities shape us, how we are seen, and how we teach and learn.
  - Critical Self-Reflection – how can we adjust CMAC practices based on the reflections we continue to have on these topics?
- Culturally Responsive Pedagogy
  - Recognizing the varied and rich cultural knowledge students bring into the classroom
  - Creating a nurturing environment where students can thrive
- Critical Pedagogy
  - Teaching students to conform to the current practice or system versus allowing students the freedom to critically and creatively discover how to participate in the transformation of their world.

Ayva asked members to think about the following as a closing reflection:

- One thing I learned about myself is...
- One thing I learned about culturally responsive pedagogy and/or critical pedagogy is...
- One thing that I'm thinking about in terms of reviewing curriculum materials is...

CMAC members shared some of their reflections using the prompts "I used to think..." and "Now I think..."

- I used to think of this primarily as a pedagogical approach, but it's intriguing to apply this to curriculum.
- I used to think of culturally responsive pedagogy as a set of tools and strategies, but within the context of intersectionality I am seeing it more as a way of thinking.
- I used to think that pedagogy discussions could be separated from evaluating materials, now I think that there can be a specific, constructive place to include that in our process.
- I used to not think about these things so much, but now I love that it will be a focus as we review curriculum.
- I used to think we were looking more specifically at the materials, now we need to also consider how the materials will be used. It would be valuable to hear student perspectives, too, although we don't want to add more to the CMAC process, as it is already pretty involved from a teacher's perspective.

- I used to NOT think about this in relation to CMAC, it was only addressed when there was a specific concern about equity or bias in the materials being reviewed. Now we will have a platform for these questions to always be part of our process and give sponsors of materials a prompt to pause and think about these topics before they come to CMAC.
- I was confronted by cultural responsiveness – it needs more than just representation, the representation needs to come from a place of strength and value.

Obadiah noted that we don't want to create such barriers that teachers don't want to bring materials to CMAC. We do need to balance that with the need to ensure that there is critical reflection about the materials brought before us, and that we apply that same reflection in our review of the materials. We owe that to the teachers and students who will be using those materials.

This will also become a tool for pilot teams to use and become part of the broader conversation at the district level, too. Over time we will get to a point where the materials teachers use will have already been reviewed with equity in mind. CMAC is just one layer of the process – we are also trying to establish this in the process of selecting curriculum before it gets to CMAC, as well as using this criteria after the CMAC process is complete.

Members viewed the draft anti-bias F1 sponsor's form and added their thoughts and questions in the comments area. It was also noted that there will be support for sponsors if they have questions about completing the form, including a glossary of terms and CMAC liaison support. It was suggested that the new forms be "piloted" for practical functionality before finalizing. The comments and suggestions will be reviewed and modifications made for review at the April meeting.

## **ADJOURNMENT**

Meeting adjourned at 4:45 PM.