



Curriculum Advisory Council Meeting

Monday, September 20, 2021 | 3:30-5:00pm | Zoom

Meeting called by: Roberta Kramer, Assistant Superintendent

Members in Attendance: Jason Bledsoe, Stephanie Bray, Mimi Dissmore, Joni Ford, Grace Grow, Juston Pollestad, Amanda Tanner, JulieAnn Udy, Tina Zweigle, Mykal McDirmid Walters

Members Absent: Trish Blehm, Kellie Glaze, Cameron Grow, Sergey Lapin, Garren Shannon

Invited Guests: Tammy Sewell, Natalie Dobbins, Parker Ruehl

Meeting Minutes

- Review meeting minutes (June 7, 2021)
- Updates
 - Collaborative Literacy is up and running.
- Proposals
 - Natalie Dobbins & Tammy Sewell - [Character Strong](#)
 - Social emotional curriculum piloting/field testing at LMS.
 - Knowing that kids need help with developing relationships. Piloted Second Step in the science class prior to COVID, but students didn't like it, felt too immature. Dialectic Behavioral Therapy (DBT) was used through Palouse River Counseling, and they tested it but had some issues. Biggest issue: being in a group, but dealing with heavy things didn't work out well for the students.
 - Last spring, when kids were coming back, secondary kids were alone by themselves for a lot of COVID. There was way more anxiety, kids feeling depressed, participation in athletics was down.
 - CharacterStrong's strengths: user-friendly, appropriate for middle school
 - Use an assembly scheduled twice a month – CharacterStrong recommends it once a week – run it out of homeroom, and go through the lessons and try to build emotional health and relationships with their peers.
 - Tammy shared a video of CharacterStrong:
<https://curriculum.characterstrong.com/samples/>
 - CharacterStrong Secondary Demo.
 - Video shows the middle school version, as well as the distinct differences between the middle school version and high school version.
 - There are teachers who already do good classroom agreements, but we want to acknowledge that for some teachers it is hard.

- Natalie Dobbins – process reporting: plan to implement 6-12th grade. Will report back in December about LMS process and then the high school will hopefully have a plan for how to implement. Want to use this as a Tier 1 Social Emotional Learning material.
- Dialectic Behavioral Therapy – as a Tier 2 option for students who are still struggling
- Roberta opened the floor for questions:
 - Grace Grow: is there a cost for piloting?
 - Answer: Yes.
 - Roberta suggested the following:
 - We need a feedback process for staff and students
 - Focus groups for students is fine, as long as it has a wide range of students
- Stephanie Bray moved to vote, and Mimi Dissmore seconded.
 - Utilize CharacterStrong?
 - Yes: Grace Grow, Julieann Udy, Mimi Dissmore, Mykal McDirmid Walters, Stephanie Bray, Tina Zweigle
 - No: No one
 - More research: Jake and Juston
 - CharacterStrong will remain in field testing until December CAC meeting, where Tammy and Natalie will provide another update.
- Parker Ruehl, ELA Teacher at LMS – [March by John Lewis](#) – Supplemental Material proposal
 - A few years back, the high school got a grant to get two classroom sets of the Three-part series of *March* by John Lewis, a graphic novel.
 - Three part series: we've only taught the first part. It follows John Lewis' life as a child, a young Civil Rights Activist, ending with the inauguration of President Obama.
 - Accessibility: a student who struggles with block text can easily read and comprehend the small amount of words on each page
 - Concepts taught:
 - Elements of a graphic novel ([CCSS.ELA-LITERACY.RL.7.3](#), [CCSS.ELA-LITERACY.RL.7.7](#))
 - Using evidence from a novel to support a claim ([CCSS.ELA-LITERACY.RL.7.1](#))
 - Graphic novel vs. written text impact ([CCSS.ELA-LITERACY.RL.7.7](#))
 - Argumentative writing ([CCSS.ELA-LITERACY.W.7.1](#) A-E)
 - Sample Lessons
 - Historical Context – Children's March Learning for Justice
 - Graphic novel elements – create their own graphic novels
 - Narrative Structure – plotting the story on a diagram

- Argumentative – Speech analyzation
- Figurative language – “I Have a Dream” analyzation
- Guides to the Material
 - Principles of inclusion and equity from *Belonging through a Culture of Dignity*
 - Activity structure and principles through Dr. Ashley Boyd’s *Social Justice Literacies in the English Classroom: Teaching Practice in Action*.
- Roberta opened the floor for questions:
 - Stephanie Bray: has the book been vetted by any other teachers? Has it been used before? As a support for him?
 - Amy Bumpus left a lot of resources, and it’s a very popular graphic novel and so there are resources available
 - Are there any possible triggering language?
 - Yes, there is racial slurs and profanity. It’s a thing the class already talks about, starting with *The Outsiders*, but the conversations is provides is worth it.
 - From Jason Bledsoe to Everyone: 04:13 PM
 - So you have 60 copies of "March" already?
 - Answer: Yes
 - Roberta: *March*’s publishing date is 2013, so that’s kind of old. It also has not had any negative press, and the reading level is 4.6-5.9.
 - Parker: It is accessible to students at the lower reading level.
 - JulieAnn Udy added to the chat:
 - Lexile Score is 760L It won the Coretta Scott King Author Honor in 2014
 - Jake Bledsoe: Any issues with readability?
 - Parker: No
 - Grace Grow: What do the kids think?
 - When kids read it, they don’t stop at just the first one. Students enjoy graphic novels, some students enjoy them more than regular novels.
 - Roberta: this genre should be a way for students to get information in an accessible way. An important and different medium will help students.
 - Stephanie: Do we let parent/guardians know that the class is about to read it?
 - Yes, it’s part of the open house video Parker has made and let parents look at the physical copies.
- Mykal McDirmid Walters moved to vote, Grace and Juston seconded.
 - *March* by John Lewis was approved unanimously to be used as a supplemental ELA material for the 7th grade.

- Agenda items for next meeting (December 6, 2021)
 - CharacterStrong update from Tammy and Natalie
 - Collaborative Literacy check-in with Grace Grow
- No other items
- Meeting dismissed at 4:20pm