

**Fairbanks North Star Borough School District
Curriculum Advisory Committee**

Minutes of September 5, 2019

Ms. Hadaway called the meeting to order at 5:34 p.m. in the Administrative Center, Curriculum Library, 520 Fifth Avenue, Fairbanks, Alaska.

Each member introduced themselves.

Members Present:
Maxine Dibert
Patrick Frymark
Aimee Hart
Sharon Hildebrand

Earnest Kincade
Allyson Nicholson
Deborah Rinio
Sue Wilken

Nonvoting Members
Chyra Sanderson
Melanie Hadaway

Member Excused
Earl Peterson

Members Absent
Christina Sinclair
Graham Storey

Staff Present
Jennifer Morgan
Kristina Roehrig

APPROVAL OF THE AGENDA

Ms. Sanderson moved to accept the September 5, 2019, agenda; Ms. Wilken seconded. Hearing no objection or comment, the motion was approved.

APPROVAL OF THE MINUTES

Ms. Hildebrand moved to accept the April 4, 2019, minutes; Ms. Sanderson and Mr. Kincade seconded. Members reviewed the minutes. Hearing no objection or comment, the motion was approved.

CAC BYLAWS

Committee members were provided a copy of the bylaws and Mrs. Hadaway briefly went over each section. She mentioned a quorum is no longer needed for the committee to meet, but asked members to contact Ms. Morgan if they are unable to attend a meeting.

CURRICULUM UPDATE

Develop and Define

Ms. Hadaway explained the curriculum is on a six-year cycle, and the process was recently revised. Members were given a chart of the 2018-2025 revision cycle and Ms. Hadaway described each of the phases: research and review, develop and define, implement, and measure-refine-revise. She mentioned that one of the changes in the process is the review and research stage now starts with community input. Mr. Frymark stated it was valuable for the research and revision groups to see all the community responses.

Ms. Hadaway informed the committee that we are working on the 7-12 English/Language Arts and K-12 Social Studies curricula, and then drew the committee's attention to the handouts in their packets. Each member was given a list of proposed K-12 Social Studies competencies developed by the research and revision groups. The research groups looked at the responses from the community survey and came up with competencies for each grade level. Then, the revision groups used these to start writing the curricula. The handouts were provided as examples of the Social Studies competencies. Ms. Morgan explained the core competencies are almost the same in kindergarten through twelfth grade, however, the curricular competencies are different for each grade/subject and have specific objectives. Ms. Roehrig mentioned the K-12 groups met at the same time and were able to discuss how the competencies would progress through elementary, middle, and high school. Mr. Frymark mentioned that during curriculum research and revision there was a lot of discussion about what is a competency, and that not everyone agreed on the definition. He suggested that during future revisions there be stronger guidance on this topic. He also stated having K-12 meet at the same time resulted in some valuable discussions.

Ms. Hadaway let the committee know that when the first draft goes out to teachers and the public, it will contain a cover letter with details about the big changes. Mr. Frymark asked about formal opportunities for teachers to provide feedback, and what professional development will be available after the curricula is adopted. Ms. Hadaway

mentioned the draft curricula will be sent to principals with the suggestion that teachers look at it during professional learning communities (PLC). Also, after receiving feedback, the revision groups will meet again and this might expand to include teachers who were not available in August but would like to participate. Then, once the curriculum is adopted by the School Board, there will be professional development opportunities and Ms. Hadaway is hopeful that teachers will help guide what this looks like.

Ms. Hadaway also let the committee know that English/Language Arts (ELA) is working through the same process as the Social Studies groups. The ELA groups looked at what it means for students to read and respond to grade-level literature. The high school group spent a lot of time discussing what is required. For example, does the community feel that not passing American and British literature courses is a reason to deny students a diploma? They also discussed whether other courses could count for American literature (e.g. *Native American Literature*), and whether all students need to read the same books. They discussed how to make sure we are meeting the needs of all students.

In regards to CTE curriculum, Ms. Hadaway explained it does not follow the same cycle as the rest of the subject areas; CTE has to comply with Carl Perkins rules, with competencies established by national organizations. The plan this year is to work on the CTE Computer Science and STEM clusters.

Ms. Hadaway also mentioned there used to be a separate technology curriculum, which the district decided was no longer needed as technology is embedded in all other curricula. Discussion ensued.

Research and Review

Ms. Hadaway let the committee know that we will soon start the research and review stage for math, and updates will be given as we go through this process. The company Math Solutions will do a baseline walkthrough, take a look at classrooms, and provide information to the math group. Also, K-6 English/Language Arts will begin to have conversations about competencies.

The Math and K-6 ELA research groups have not yet be created. Ms. Hart inquired if a committee member could be a part of the group. Ms. Hadaway stated that in the past it has only been teachers, but it doesn't necessarily have to remain this way, and feels it would be appropriate to have committee members as part of the research stage. She asked for time to consider this request.

GENERAL COMMENTS/ QUESTIONS

Ms. Roehrig thinks this is an exciting process, and it is nice the committee takes part and ensures the community's voices are heard.

Ms. Rinio is excited to see the Social Studies curriculum.

Ms. Hildebrand is glad to be back. She asked about the curriculum cycle and whether School Board members are a part of the whole process. Ms. Hadaway clarified the Board adopted the policies around the curriculum process, and a Board member is on this committee, so they receive updates as we go through the process. However, the Board usually only ways in when we get to a final document. Ms. Hildebrand asked if only teachers are a part of the measure-refine-revise stage, and Ms. Hadaway clarified that we have not yet got to this stage with any adopted curricula, because this is a new process. Ms. Hildebrand appreciates that the minutes are very detailed, and feels like she was at the previous meeting.

Ms. Nicholson inquired if CTE is going to be offered at the elementary level. Ms. Hadaway stated this is something the district is trying to figure out. Traditionally, CTE has only been at the middle and high school levels, however, Perkins funding now allows CTE courses at the elementary level. Ms. Nicholson pointed out that with sixth grade still at most elementary schools, it would be helpful to get students ready for this.

Mr. Kincade mentioned that part of his program is using technology in classrooms. One point of contention when it comes to technology is some students might be more advanced than teachers. We have to keep up and stay ahead of where students are, and professional development helps with this. The challenging part it that technology changes so quickly.

Ms. Dibert asked about the new standards mentioned early in the meeting, and Ms. Hadaway explained the state recently adopted new Science and Computer Science Standards. Ms. Rinio mentioned there are new National School Library Standards, and a committee is working on state library standards. Ms. Hadaway also stated that there are ISTE standards available, which the writers will need to look over. Ms. Dibert asked how the cultural standards fit into the curriculum, and Ms. Hadaway confirmed the writers reviewed the Alaska Standards for Culturally Responsive Schools. Ms. Dibert stated she also wants to advocate for CTE courses at the elementary level. She has had some students who, even in third grade, say they do not plan to go to college and it would be nice to provide alternate pathways.

Mr. Frymark commented that when the curriculum research and revision started last year, someone mentioned the curriculum should be more of a living document, instead of adopting and staying solid for several years. He asked about the curriculum cycle and what the process for change is during the measure-refine-revise stage. Ms. Hadaway stated the curriculum is adopted by the School Board, and the line between a big and small change has not yet been defined. However, she would like to see some flexibility. Mr. Frymark likes the idea of having a living document with the option for change and flexibility, but does not want to see big changes to the curriculum every year. Ms. Hadaway commented that teachers are trying to learn the new curriculum during the first year, and constant changes makes this difficult. However, this stage allows for the flexibility to reconvene a group if the curriculum is not working for teachers and a big change is needed. She sees the living document more for adding resources and tools that teachers find helpful.

Ms. Wilken pointed out that a lot can happen in six years, and having flexibility built into the cycle will help teachers. The idea of looking at the curriculum should be entertain earlier than every six years. Ms. Hadaway stated the intent is to have a yearly check-in. Ms. Wilken also commented that she is excited to look at the draft.

Ms. Hart appreciates Mr. Frymark's input during the meeting. She mentioned the committee did not have a member of the revision group last year, and appreciates having this input now. She thinks it is helpful to have a representative from the revision group on the CAC, and that a committee member should be a part of the writing group. Also, she is glad to be back and see everyone.

Ms. Sanderson stated that, as a School Board member, she is on the committee to hear what is being said so when the curriculum goes before the Board she be an advocate for it. All Board members are on different committees to gather input on various topics.

Ms. Hadaway mentioned it is helpful to have check points to determine if the curriculum is working for teachers and the community. She also thanked the group and stated her appreciation of them.

ADJOURNMENT

Ms. Hildebrand moved to adjourn the meeting; Mr. Kincade seconded. Hearing no objection or further comment, the meeting was adjourned at 6:49 p.m.