



NORTH SLOPE BOROUGH SCHOOL DISTRICT

MEMORANDUM

TO: Board President Roxanne Brower
Members of the School Board

THROUGH: Kathy Ahgeak, Superintendent

THROUGH: Ronnie Stanford, Assistant Superintendent

FROM: Liz Noble, Director of Curriculum and Instruction

DATE: February 13, 2020

SUBJECT: Arts and Electives Pilot Materials

MEMO#: SB16-
Informational Item

NSBSD Strategic Plan Goal:

Goal 1: ACADEMIC SUCCESS/WHOLE CHILD: All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.

Background:

The Arts & Electives subcommittee is a subcommittee under the Curriculum Committee. This is year 1 of the three-year cycle in which the committee is doing research to put forth recommendations to the Curriculum Committee to accept and move forward to the Board.

The subcommittee consists of fourteen teachers that represent ten of the eleven sites. Below you will find the recommendations provided by the subcommittee.

Recommendation:

The Curriculum Committee recommends the following:

- Professional Development for several teachers to receive “train the trainer” type of training so that they can provide training to all teachers district-wide. The focus of this training would be based on modeling how to effectively integrate art into core content areas, supporting teachers throughout the academic year with arts integration, and how to properly make use of on-hand materials in order to integrate art successfully in the classroom.
 - Instead of being a pull-out program or activity, there are many ways that teachers can integrate the arts in their core content areas and supplement learning through these methods. Teachers are in need of this type of professional development and support.

- Materials and resources to support the Arts in STEAM initiatives. There are several sites already practicing STEAM initiatives with greater influence on the Arts, but there is a need for more support as well as providing access to materials and resources regarding STEAM initiatives.
 - Some examples include science classrooms studying tundra plants, more specifically arctic cotton and adding in art components using the arctic cotton to expand upon the scientific information students learn about.
- Inupiaq art, culture, and traditional skin sewing. There has been great interest in these areas from students at all levels, K-12. There is a need for materials and resources to support these electives and intensives. In addition to materials and resources, there is also a need to have local experts in the schools to assist with these initiatives. Not only would this provide community collaboration, but it would also increase our desire to support “the whole child” and their need for cultural context and place-based learning in school.

Issue Summary:

Art and elective instruction help children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. The arts and electives provide challenges for learners at all levels. Art education connects students with their own culture as well as giving them the opportunity to make connections with other parts of the world and other cultures. Focusing on traditional and local arts integration in general education classrooms as well as electives will support “the whole child” as well as provide students a space for healing, creativity, social-emotional learning, and trauma interventions through place-based learning and culturally responsive teaching practices.

Background:

As per BP 6161.1 Selection and Evaluation of Instructional Materials the Arts and Electives Sub-Committee through the Curriculum Committee presents research documentation to support Arts and Electives Pilot for SY 20-21. The recommendation also supports AR 6141 with reference to the Adoption Cycle.

Intent of the Pilot program is to determine student engagement and alignment with district initiatives such as the Inupiaq Learning Framework

Results from the Pilot program will be presented as Impact Data during the March 2021 school board meeting to identify student engagement and success with above noted materials.