

FOUNDATIONAL SKILLS CURRICULUM COMMITTEE

Date: April 19 ,2021

Time: 3-5 pm

Location: Zoom

Facilitator: Stephanie Korn and Charisse Berner

In Attendance

Stephanie Korn, Director of Teaching and Learning, District Office

Charisse Berner, Director of Teaching and Learning, District Office

Nina Ballew, Assistant Director of Early Childhood, District Office

Pam Pottle, Principal, Northern Heights

Melissa Peterson, Literacy Specialist, Roosevelt

Megan Cooley, Kindergarten, Birchwood

Kyla Stefani, Kindergarten Teacher, Northern Heights

Sara Rose, Kindergarten Teacher, Alderwood

Julie Johnson, 1st Grade Teacher, Parkview

Julie O'Connell, 1st Grade Teacher, Geneva

Jennifer Wilkinson, 2nd Grade Teacher, Alderwood

Quinn Reno, 2nd grade Teacher, Cordata

Sarah Snyder, 2nd Grade Teacher, Lowell

Stephanie Strachan, Parent/Community Member, Wade King

Analisa Ficklin, Special Education Administrator, District Office

Topics

- **CKLA feedback and next steps**

Committee members reviewed feedback from the deep dive session on CKLA. Members responded to a poll. The results were: 38% continue to review; 62% do not continue to review CKLA. The rationale for this decision:

First, the time commitment for teaching CKLA is 60 minutes per day—too long.

Second, the use of workbooks. There were many workbooks and many pages for each level. This did not align with our vision of developmentally appropriate, joyful, and engaging.

Third, concerns by some members about the content in the decodable readers. Both about match to science and social studies standards as well as concerns about alignment with our focus on being culturally responsive and on equity, diversity, and inclusion.

- **Foundations feedback and next steps**

Committee members reviewed the feedback from the deep dive into Foundations. The committee strongly recommended that we put Foundations in front of staff and community for feedback? That said, committee members are hoping to be able to provide two options for consideration.

- **From Phonics to Reading** (Wiley Blevins, author). This is a new curriculum that appeared in Ed Reports recently. It is rated highly (all “green”) and the committee was asked if we recommend screening this curriculum into the process. After breakout room discussions, the committee unanimously agreed (100%) to screen From Phonics to Reading using the same process as with other programs.
- A new timeline/calendar of meeting dates for committee work was presented for adding a new program and continuing with the review process this year.

Summary

- We will discontinue the review of CKLA.
- We will continue to review Foundations including questions about supplementing for phonological awareness and decodable texts.
- The committee agreed to screen From Phonics to Reading (the new curriculum).
- Additional dates have been added for future meetings to continue the review process.

- **Next Meeting:** April 26, 2021, 3-5 via Zoom