

FOUNDATIONAL SKILLS CURRICULUM COMMITTEE

Date: August 12, 2021

Time: 12:30-1:15

Location: District Office Board Room and Zoom link

Facilitators: Charisse Berner and Stephanie Korn

In Attendance

Stephanie Korn, Administrator, Wade King and Bellingham Family Partnership

Charisse Berner, Director of Teaching and Learning, District Office

Pam Pottle, Principal, Northern Heights

Sharece Steinkamp, Principal, Geneva

Melissa Peterson, Literacy Specialist, Roosevelt

Megan Cooley, Kindergarten, Birchwood

Kyla Stefani, Kindergarten Teacher, Northern Heights

Sara Rose, Kindergarten Teacher, Alderwood

Sarah Snyder, 2nd grade Teacher, Lowell

Julie Johnson, 1st Grade Teacher, Parkview

Jennifer Wilkinson, 2nd Grade Teacher, Alderwood

Quinn Reno, 2nd grade Teacher, Cordata

Jenny Lawrence, Assistant Director of Teaching and Learning, District Office

Mike Copland, Deputy Superintendent, District Office

Debora Haney, Assistant Director of Early Learning and Family Partnerships, District Office (guest)

Tom Gresham, Director of Teaching and Learning, District Office (guest)

Topics

1. Welcome (Charisse Berner)
 - a. Reminder of where we left things in June
2. Update on process (Mike Copland)
 - a. Shared an increased urgency for curriculum
 - b. Results of feasibility study (ease of implementation, professional learning support, and available budget and costs)
3. Emails have been sent to PK-2 teachers regarding August 24 professional learning session for the new early literacy screener and foundational skills curriculum. These two components of early literacy will be melded together into one important body of work moving forward.
4. Support for recommendation of *Really Great Reading*
 - a. Poll question– Do you support the recommendation for *Really Great Reading*?
90% supported to recommend.
5. Questions from committee members:
 - What is the timeline?
 - We have an implementation team led by Jenny Lawrence. We plan to get the first professional learning underway on August 24. The embedded professional learning modules (videos) will also be helpful for teachers unable to attend that session. Literacy specialists will also support staff throughout the year and we will use some early dismissal days to support teachers.
 - Charisse also shared there is a supply chain problem getting the student kits at the beginning of the year. But we will be provided with interim phonemic awareness activities, and we will have access to the tiles/kit materials virtually on student and teacher devices.
 - Will there be an online or virtual training?
 - The implementation team is working on options for training. Teachers will be supported, and we are developing plans for partner schools throughout the first year of implementation.
 - What about handwriting curriculum?
 - *Handwriting without Tears* will continue to be our curriculum
 - Do teachers need a wireless mouse for *Really Great Reading*?
 - Charisse will find out and our team will work on this (if needed). Editor's note: A wireless mouse is recommended for ease of moving throughout the room while teaching this curriculum. We will study costs and work on solutions.
6. Thanks, and appreciation for work of committee.

Decision

The Zoom poll showed 90% support to recommend *Really Great Reading* as our selection for foundational skills curriculum. While some members expressed potential for concern about pushback, nearly all expressed an overwhelming sense of excitement to have a curriculum that checked off our list of desirable elements for teachers and students and can be used this fall.

Summary

- Committee members were welcomed and reminded of where we left things in June when we completed a comparison of *Foundations*, *Really Great Reading* and *CKLA* (first and second editions). Committee members unable to attend in June were welcomed in to see the semi-finalists and two members did so. Over the summer, DTL members worked on feasibility issues.
- Mike Copland shared information about the feasibility study that included ease and effectiveness of implementation, budget implications, professional learning, and procurement. He also shared the growing and shared sense of urgency about implementation of a curriculum (along with early literacy screener) this fall throughout the organization. He expressed appreciation for the committee and identified *Really Great Reading* as the program identified as most feasible.
- Through a Zoom a poll, 90% of the committee members present (3 were absent) stated their support for a recommendation to adopt *Really Great Reading*.
- We will continue to implement *Handwriting without Tears* as our handwriting curriculum.
- The committee recommended that we send additional communication to PK-2 teachers to share that they will be able to see the new curriculum on August 24, which may increase the number of teachers in attendance.
- With this strong level of support, this decision ends the official work of this committee. Members were thanked for their incredible dedication throughout the challenges of the process experienced during the global pandemic. There will be additional tasks that may be of interest to committee members and Jenny Lawrence will reach out.