

First Name:	Last Name:	Topic of Comment:	Public Comment:
Cecilia	Menniti	EL curriculum	As a CCSD teacher that currently teaches the EL reading curriculum, I want to support our use of this curriculum. It has provided increased rigor, engagement and academic growth for all of my students. The topics are worldly but grade level appropriate and it is based on research in the science of reading and best teaching practices. Students benefit from this curriculum and it should remain a part of our school district.
Jennifer	Baez	EL Curriculum	I would like to share my support for the EL curriculum. It would be devastating to the district to remove it or alter it in any way. Please consider learning about it, going to see it in classrooms and reading the books before you decide. The educators of CCSD urge you to make an informed decision.
Lindsey	Grenda	EL Curriculum	I would like to address the concerns in regards to the EL curriculum. I am putting my voice here to advocate in favor of it. My school implemented it last year as has seen many positive outcomes with this program. It challenges students to think critically and discuss in collaborative groups which are necessary skills for the 21st century and ones our students are lacking, particularly post Covid. This curriculum also moves the focus from grouping students into reading levels and pushes all students to read grade level texts which aligns with CCSD's Vision 2027, to have all students read on grade level by 5th grade. Our students have enjoyed the topics studied and the required texts fostering student engagement. I do think more support and training is needed to help with implementation. I sincerely hope that CCSD does not decide to abandon yet another curriculum without giving it the proper time to be implemented and yield results (this takes multiple years of teaching with fidelity). I would also like to dismiss any claims or notions that anything related to CRT is a part of this; it is NOT! Please visit classrooms who have been teaching this for a year before making decisions! You will see engagement, critical thinking, in-depth discussion and improved writing.
Tammy	Flanagan	Keep EL curriculum	Please keep EL curriculum.
Gabrielle	Bonaparte	EL curriculum	I wanted to share my support for the EL curriculum. Our oldest will be starting kindergarten this fall and we're thrilled to CCSD has chosen a curriculum with such a well rounded and inclusive focus.
Dana	Gibson	I love EL	I love EL and i believe my child would benefit from whats being taught.
Katchia	Gethers	EL Curriculum for Special Called Meeting	Katchia Gethers
Sylvia	Weeks	I do not want to see the EL Curriculum eliminated or altered. Students at NCES have shown tremendous growth.	EL Curriculum should not be eliminated. Tremendous growth has been seen in schools. Engagement level among students is high. It gives us hope that we can close the achievement gap.
Loretta	Hart	EI Curriculum	EI curriculum
Taryn	Dew	EL Curriculum	The EL curriculum including the skills block component is not the best for our students. It does not allow us the opportunity to take into consideration the various levels of students and it does not provide books that are relevant to our students. Being at a Title 1 school, we have many students that are below their typical grade level and it is has been said this curriculum tailors to students on grade level. While I understand most curriculum will tailor to on grade level students, EL is not helping even these students. Too much time is spent on speaking and listening rather than reading comprehension and learning how to read. As a district we are expected to take part in LETRS training which is the opposite of what skills block is asking us to teach. This curriculum does not follow the science of reading approach. I am asking the board take away EL and allow teacher input to determine a new curriculum. Allow teachers to use curriculum best suited to their students. Not all students in the district are the same.
Francine	Brewer	EL Education	Thank you for your time. As a second grade teacher, I have major concerns about the EL Education curriculum. First, the curriculum does not put books into children hands for them to read. Instead, it is I that does all the reading from mentor texts. They have nothing to take home to practice reading. Secondly, the material taught is beyond the students understanding because they don't have any background knowledge. Next, the way the manuals are set up are ridiculous. Too many manuals to navigate, and many of the lessons don't line up with the student workbooks or assessments. Not to mention, it only covers about 40% of our state standards and doesn't include fiction standards. Lastly, the amount of time it takes to teach the lesson is too much for second graders to sit through. They end up tuning all learning out. Once again, thank you for your time!
Leah	Batiz	EL	As a second grade teacher, EL significantly misses the majority of our ELA standards. I acknowledge a few lessons that were interesting, however the vast majority of the time the lessons didn't fully cover the stated standards and often just barely brushed the concept. The curriculum fails to engage children and the phonics portion fails to follow the Science of Reading. Our literacy coverage is basically nonexistent. As an educated professional I believe I could pull lessons that help my students and cover our standard to a much higher degree.

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Karen	Urbanic	EL Curriculum	<p>Since the Board Meeting last week I have taken a deep look into the EL Modules that have been targeted as being potential inappropriate for our students. 5th Grade EL Module 3 was brought into question - Athlete Leaders of Social Change. Looking through the teachers guide, the supplemental materials, and 'Promises To Keep' by Sharon Robinson I found nothing that could harm our students in this day and age. After looking deeply at the materials and really thinking about the title of the module it dawned on me the problem is not with the curriculum, but with society as a whole. If a group of individuals believe that deeming a curriculum that is providing huge growth in reading unacceptable because it talks about real world happenings then those individuals need to take a deeper look at what they feel is important. Is their focus on sheltering students from the real world that they are very aware of or is their focus on helping students achieve the goals that CCSD set for all students to be reading on grade level by 2027. It is impossible to hide or shelter students from what is happening in the world today with social media, and would be more beneficial to expose them in the correct way to the world as it is and teach them to be kind and caring individuals that truly want to make an impact in our world as it is today.</p> <p>I invite you to come take a look at how the students are growing, flourishing, and taking ownership of their own learning. We have two great events coming up at Mt. Zion showcasing the students work from EL Module 2. First grade will be hosting a 'Sun'dae party on Friday February 24th from 2pm to 3pm where they will be reading the narrative poems they wrote about the sun. The following Friday, March 3rd second grade will be holding a 'Gallery Walk' from 9am to 10am displaying their fossils and their informational piece they wrote about those fossils will be shared.</p>
Kelly	Cooper	EL CURRICULUM	<p>Though I spent a few hours, 5 minutes on the EL Education website will show you how partisan this curriculum is. Our children should be learning from objective material, not material that is designed to influence them into a particular political ideology.</p> <p>Let me be clear, this curriculum website states that everyone is racist, and that we must "examin[e] how racism lives in each of us as individuals, and in the fabric of our organization and its policies, culture, and traditions."</p> <p>I am not racist. My children are not racist.</p> <p>This VICTIMHOOD and SHAME-BASED instruction is DISGUSTING. I can't even believe we allowed this New York based company into our community or around our children.</p> <p>Please, please, find a better curriculum platform that is more objective and allows our children to formulate their own thoughts and ideas.</p>

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			<p>As a retired career teacher in public schools, I am extremely worried about the negative impact of the EL Language Arts Program that is presently being taught in CCSD schools that my grandchildren are attending: Belle Hall Elementary, Laing Middle School and Lucy Beckham High School. Having taught Persuasive Writing and Speaking these many years, I am convinced by the concise comments of CCSD teachers that the EL Language Arts Program should be rejected immediately and completely. I am fully persuaded by teachers' informed comments, and hope that you are also convinced:</p> <p><b>GENERAL EVALUATION OF EL LANGUAGE ARTS PROGRAM:</b>                  EL is absolutely ridiculous.                  EL is the worst curriculum I have ever taught.                  I am very disappointed in this EL Language Arts Program..                  EL is the worst reading curriculum I have encountered in my 30 yrs. of teaching.</p> <p><b>TRAINING FOR TEACHING EL LANGUAGE ARTS:</b>                  The training provided by EL is just a sales pitch for EL.                  Pay someone to come and actually train us to teach reading and writing skills..                  The EL trainers "sold" the program instead instead of training us how to teach it.</p> <p><b>COMPARISON OF "OPEN COURT" PROGRAM VS. "EL" PROGRAM:</b>                  I had to pack up my Open Court stuff, and I really regret doing that.                  I wish Open Court had stayed.                  Teachers were given zero input in the selection of this EL curriculum.                  In 18 yrs. of teaching, I've not been as confused, frustrated and upset as I am over why this EL curriculum was chosen.                  Teachers should of had a choice to look at ELA curriculums, and choose which one we preferred.                  This EL Program is the absolutely worst curriculum I have ever had to use.                  The EL phonics curriculum is not nearly as good as Open Court.                  After using Open Court 3-4 yrs., we didn't get to see its effectiveness, before just dropping it, and starting something completely new.                  Brand new to EL, but so far we hate it. No room for creativity. Pure craziness!                  The EL program for Kindergarten is absolutely horrific.                  If teachers were given an input before changing a perfectly great phonics program (Open Court), the EL program would have never passed for any grade level.                  I have been teaching for 17 yrs., and I know how to teach reading, writing &amp; phonics. The EL program is a complete waste of time.                  EL Language Arts Program is a mess. EL does not meet the challenging needs.                  There was nothing wrong with Open Court Program.                  This EL is the worst program I have ever used.                  We should have never gotten rid of Open Court Program.</p> <p><b>TEACHER PREPARATION FOR TEACHING EL LANGUAGE ARTS PROGRAM:</b>                  EL Teacher preparation is too time-consuming (making posters for each lesson).                  EL Language Arts Program involves so much prep work.                  I feel very stressed and burnt out because of the extra workload in EL Program.                  EL Program is not teacher friendly nor student friendly to use.                  So much planning!!! EL has 30 lessons a week. Too much!!!                  It seems like I am always prepping with EL Program.                  The lack of EL assessments is problematic, as we have to create assessments.                  EL materials are unorganized, filled with errors, and it's very confusing to put together lesson plans for EL Program.                  Teacher guides are extremely poorly organized in EL Program.                  EL lessons are ridiculously time-consuming, and materials are all over the place.                  The subjective EL grading does not set students for success in real-world settings.                  We were not supplied necessary EL materials, but were expected to have enough for each student with no offer to provide any purchase money by the district.                  Teachers are forced to make, assemble, and gather everything for EL prep.                  EL prep time is ridiculous.</p> <p><b>SUITABILITY OF DIFFICULTY FOR EL STUDENTS' AGE/GRADE LEVELS:</b>                  The EL assignments are either too complicated or not complicated enough.                  The EL book 5th graders are forced to read is too difficult for students to read on their own or understand. EL module1 books are not appropriate for 5th graders.                  EL Language Arts Curriculum is not rigorous enough.                  EL does not teach reading skills fundamental to their reading development.                  Teachers on my grade level feel we are not teaching specific skills with EL.                  There is no rigor with this EL Language Arts Program.                  The EL curriculum is over the heads of many of my students.                  There are more meaningful reading strategies that I could be using than EL.                  This EL curriculum is not going to teach our children to read.                  This EL curriculum is very repetitive.</p>

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Alicia	Tackitt	EL Curriculum	<p>My name is Alicia Tackitt and I am the Literacy Coach at Stono Park Elementary. I am also the mother of two students in CCSD. This is my 22nd year in the district, and I was a classroom teacher for 13 of those years. The classroom teacher has the most IMPORTANT and the most DIFFICULT job in a school. As a Literacy Coach, I have worked with teachers for the past year and a half to support them in implementing the EL curriculum. Has it been easy? No. There have been bumps along the way but we worked through them because our teachers are determined to make this happen. Especially because we quickly began to see growth, not just with test scores, but with student engagement during instruction. Students were building knowledge and gaining confidence through their knowledge. It was rewarding for both teachers and students.</p> <p>At the previous board meeting, there was a comment implying that teachers in certain schools must not know how to teach without a curriculum. That is an insult to our teachers and our schools. The teachers I know and work with are all intelligent enough to realize the benefits of using one of the highest rated curricula in the country. The suggestion that "those" schools need this curriculum and that "their" students do not is extremely problematic. Are people really suggesting that black and brown students have different curricula than their white peers? ALL students should have access to EL. If we say we make decisions on what is best for our students then there really should be no debate. Honor the hard work that many teachers have already put in and support them by living up to your promise of consistency in the district. Otherwise, you risk teachers, parents, and students losing faith in you.</p>
Rosie	Herold	El education	<p>My name is Rosie Herold. I am a teacher librarian at James Simons Montessori. My goal as a librarian is to offer ALL children titles that are both windows and mirrors. This term was coined by Dr. Rudine Sims Bishop. Children should have books that mirror and validate their presence, windows to offer them experiences different from their own and finally books that are sliding doors which offer an opportunity to use their imagination to become part of another world. When children do not see themselves reflected in the books or curriculum in their classrooms they learn they are devalued and do not deserve to be a part of the society at large. Our classrooms need to be places that all students are welcome, and all cultures, races, religions etc are a valued part of our society.</p> <p>Representation matters and before EL Education curriculum a large majority of my students could not find themselves in books and curriculum. This is an equity issue and is damaging to all students.</p> <p>EL Education is an important and necessary step in showing students they ALL matter. With the access to diverse titles my students have the ability to flex muscles like critical thinking, empathic responses, and room to respectfully debate and disagree.</p> <p>EL Education is based on best practices and the science of reading. You will find the future of education embedded in the curriculum. This curriculum allows students to own their environment, participate fully, learn and identify necessary communication tools, and work to set up their learning conditions to best suit their needs. Our children thrive with EL activities. I have a letter here from Pam McKinney in which she states she is a very independent thinker and that while she is endorsed by the Moms of Liberty she makes her own decisions. I hope that is true of her and of you all, and that your decisions on the EL Education will be based on the science of reading.</p>
William	Hamilton	Prayer at Board Meetings, HANDS Initiative	<p>Our Charleston Public Schools Won't Have A Prayer without Science, History, Nurturing and Diversity                      Charleston, SC- Lowcountry Up is Good, PAC will be distributing handbills promoting the HANDS initiative before the special Charleston County School Board Meeting at 75 Calhoun Street, from 4:30 to 5:15 pm. The School Board will be voting on prayer at board meetings. Evidently a moment of silence isn't enough. Some members of the board are insisting on an explicit, religious prayer. This will lead to more disputes, as it has elsewhere and legal expenses for the district. It's legal to have prayers provided they're open to all sorts of groups. In other areas the Church of Satan and other non Christian groups have successfully sued in Federal Court to be allowed to participate, which makes the prayer time legal.</p> <p>All of this is a distraction from actually teaching children. Tomorrow night's meeting is unnecessary and burns up hundreds of hours in volunteer and civic participation time from citizens which could be better used elsewhere feeding the hungry, protecting our environment, supporting actual education and countless other issues. This isn't a Circus we need.</p> <p>The HANDS initiative is Lowcountry Up is Good's campaign to reinforce and energize the community's effort to keep valid Science, History, Nurturing and Diversity in the Charleston County School Curriculum. Full details can be found in this post on the Daily Kos-  <a href="https://www.dailykos.com/stories/2023/2/18/2153652/-HANDS-Effort-Resists-Right-Wing-Moms-for-Liberty-Charleston-SC-School-Takeover">https://www.dailykos.com/stories/2023/2/18/2153652/-HANDS-Effort-Resists-Right-Wing-Moms-for-Liberty-Charleston-SC-School-Takeover</a></p> <p>If you need to reach Lowcountry Up is Good on site during the event, call (843) 870-5299. We'll also be presenting all nine members of the board with our HANDS buttons so we can see who wears them.</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
Kiana	Brown	EL Education	<p>My public comment is to express my professional thoughts about the newly inherited EL Curriculum that is being used within Charleston County School District alongside Skills Block. The EL Curriculum is formatted around higher level and expository thinking skills where students are expected to have prior knowledge about the concepts. The modules that have been taught thus far have focused on student communication skills surrounding science based topics. I have found that the students in my current class struggle with this curriculum due to the prior knowledge that is expected. In order for my students to reach the learning target goals within each lesson, I have had to supplement numerous lessons to help build their background knowledge before addressing the content within the lesson. Adding in additional supports to help improve the growth of my students is beneficial to increase understanding of lesson content, however; extending lessons leaves myself and my students behind the district EL pacing calendar. Molding the curriculum to help meet the needs of my students while still following the EL protocols also increase the time that is needed to plan for the lengthy lessons.</p> <p>The time block in which the EL module lessons are taught is not beneficial to my students. The 60-75 minutes needed in order to present the lesson and content is too lengthy and my students tend to lose focus easily during the discussions protocols or may continue longer than time is allotted in order to fill in missing gaps of background knowledge. In order to 'mold' the lesson to fit the needs of my students, I extend lessons over various days which again leaves me behind the district EL pacing calendar. In addition, the ample amount of anchor charts needed to present the EL module lessons is difficult as there is limited space to hang charts within the classroom. Also, the EL module teacher manual fails to mention when anchor charts should be saved for future lessons or if they will be added to. This then requires more time to recreate an anchor chart. The information that is also provided within the EL module teacher manual can be incorrect and does not align with the online resources. It would be more beneficial if all acting parts of the EL curriculum were aligned in order to save time for planning and provide better organization when gathering materials for lessons.</p> <p>Both the EL module lessons and EL Skills Block have yet to focus on handwriting and writing conventions. Students were required to write independently within the first handful of EL module lessons but were not given proper primary lines to help aid letter formation when writing. Providing students that are just learning to write with primary lines is beneficial for them to learn proper letter formation. Proper letter formation is essential for beginning writers so as they move onto higher grade levels and use college ruled paper to write, they are able to do so in the correct manner. The curriculum also lacks focus on writing conventions. Lessons that require independent writing have needed to be supplemented with writing conventions lessons in order for students to understand how to properly form a sentence. There has yet to be a lesson in which students are taught how to write a complete sentence.</p> <p>Lastly, the EL Skills Block small group portion does not provide the proper materials for small group. Decodable books for each group have to be printed, cut, and stapled each week in order for them to be used by students. This is another lengthy aspect when planning. I have also found that the various decodables listed within the lessons do not match the lesson strategy focus. Skills Block also does not explicitly show students reading strategies. The decodables are phonics based and lack proper comprehension content. It is difficult to ask comprehension questions with the decodables given within the Skills Block curriculum. Skills Block also has too many resources that are difficult to sort through due to the amount of resources provided and little organization in which they are given.</p> <p>Overall, the EL Curriculum does match or fit the needs of the students in my class due to the additional supplementing of content that has to be done in order for students to have understanding of background knowledge, too many resources are provided and take longer to find exactly what is needed for the lesson, writing conventions is not provided, and reading strategies are not taught to students in a way that aligns with additional trainings such as LETRS that classroom teachers are required to take.</p>
Nancy	Beaver	Please stop purchasing curriculum without teacher input. One size does not fit all. Let teachers decide what works best for their students. Scripted curriculum is sucking the joy and creativity out of teaching. If accelerated schools are seeing growth and progress, let them keep using the curriculum.	EL

First Name:	Last Name:	Topic of Comment:	Public Comment:
Sheri	Ferguson	Opposition to district wide adoption of the EL curriculum	<p>Members of the Charleston County School District Board of Trustees,</p> <p>Thank you so much for taking the time to read this. I have more concerns than can be adequately addressed in 1-2 minutes during the public comment portion of the agenda for tomorrow's meeting. I have been teaching for 32 years, 22 of those in the Charleston County School District, and the last 16 as a kindergarten teacher at Stiles Point Elementary School. I have a bachelor's degree in special education and a master's degree in early childhood education. During my 16 years as a kindergarten teacher, I have taught reading and writing with many different ELA curriculums, some effective and some not as much.</p> <p>I have learned a lot over the years about what types of strategies are effective with beginning readers and writers. I have worked hard to help my young, energetic learners to be successful and to instill a love of reading and writing. It can sometimes be challenging to accomplish this while also having my students learn in ways that are developmentally appropriate. Young children need to move, manipulate, explore, question, create, discuss, and listen. They also need direct instruction and exercises in phonemic awareness, phonics, sight words, concepts of print, reading strategies, and comprehension strategies. They need a varied collection of age appropriate literature to listen to and explore as a read aloud and also books that can be read independently and to practice newly acquired skills. While the EL curriculum addresses some of these skills, it also falls short in many ways.</p> <p>In teaching the EL curriculum for the first time this year, I have found it to be very developmentally inappropriate for young students, especially in the amount of time the children are expected to sit, too many lessons focusing on only one mentor text, and poor phonics and phonemic awareness instruction. Our youngest students need a solid foundation in both reading and writing that EL lacks. I agree that students need to be able to collaborate about texts they read and respond with personal ideas in writing, but they cannot actually do this when they don't yet know how. The EL curriculum also does not adequately address our state standards and our students need direct instruction in the basics of reading and writing, and ways to practice these skills appropriately.</p> <p>It is extremely troubling that so many teachers do not feel respected by our board and district administrators. It is no wonder why so many are leaving this profession. We are the individuals who are with the children every day, who love them and want the best for them. We have seen what works for our group of students and know their needs well. We are professionals in our fields yet we feel that no one wants to hear what we have to say. Most of us have advanced degrees and many of us have extensive experience but are constantly given new curriculum to learn and spend countless hours preparing to use when we have been successful already in teaching our students. Charleston County is a very large, diverse district and it is unfair to assume that all of our students have the same educational needs. It is frustrating to constantly make changes, only to return to what we have found to be successful.</p> <p>I appreciate that EL allows children to collaborate and discuss ideas in literature but experienced teachers have been doing this all along. I rarely read a book in my classroom without giving my students a chance to respond. I structure my classroom so that all children feel comfortable in sharing ideas. I also teach my students all year to be respectful and to have empathy for each other, beginning the first week of school in teaching appreciation for individual differences. Is the focus of the EL curriculum to teach students to read and write or does it focus more on social emotional needs? I think EL attempts to do both, which is a great idea, but it fails in adequately teaching reading and writing.</p> <p>I can understand that some schools are seeing the excitement their students are now showing in collaboration and response to text, but why should we all need to make changes in the instruction that has already been shown to be effective with our group of students? Some schools are seeing an extreme rise in test scores, but please also remember that we are still rebounding from a pandemic. Can the increase in scores really be the result of one curriculum or are there multiple factors to consider? I taught kindergarten virtually to four diverse populations of students during the 2020-21 school year and saw personally the differences in the experience and support students received during this time.</p> <p>I urge you to take time to think about these concerns. Please look at the curriculum itself with an open mind. Consider that different populations of students, in addition to individual students, have different needs and that one curriculum is not a "one size fits all". Please talk to teachers on both sides of this debate and respect our knowledge and feelings. We all want to do what is best for our students. I love my students and want them to grow up with the skills to be successful, but also as respectful and empathetic adults.</p> <p>Sheri Ferguson, MEd Early Childhood Education Kindergarten teacher Stiles Point Elementary School</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
Kristin	Adams	Tuesday...2/21/23...#1...CCSD ...Vote NO for EL Education Program...Vision Is Focused On Skin Color NOT Educating ...Thanks!	<p>Tuesday - February 21, 2023 Charleston County School District (CCSD) CCSD - Board Of Trustees' Meeting Vote NO: For the EL Education Curriculum</p> <p>EL Education Curriculum: VISION is primarily focused on the COLOR of the children's skin NOT on actually teaching the children to LEARN</p> <p>Dear Charleston County School District - CCSD - Board Of Trustees: Ms. Leah Whatley: Ms. Carlotte Bailey: Mr. Edward Kelley: Mr. Keith Grybowski: Ms. Pamela McKinney: Mr. Daron Lee Calhoun II: Ms. Darlene Roberson: Ms. Courtney Waters: Dr. Carol Tempel:</p> <p>Please Vote: - NO: For the EL Education Curriculum</p> <p>As a mother of 3 CCSD Students I am extremely concerned that the: - EL Education Curriculum: VISION is primarily focused on the COLOR of the children's skin NOT on actually teaching the children to LEARN - As per EL Education's Website (Screen Shot Below): "...Our Commitment to Equity and Antiracism..." "...We believe in an anti-racist education..." "...We embrace a vision of education as a powerful engine for disrupting structural racism..." <a href="https://eleducation.org/who-we-are/our-commitment-to-equity-and-antiracism">https://eleducation.org/who-we-are/our-commitment-to-equity-and-antiracism</a></p> <p>In addition below are comments from the Teachers who actually taught the EL Education Curriculum. These Teachers did NOT like the EL Education Curriculum: 1) Teacher A: "...EL has tons of errors, is hard to manage and keep up with all of the books, Kiddom is a nightmare, no writing instruction for my kindergarten students..." 2) Teacher B: "...Curriculum is slow and not rigorous enough..." 3) Teacher C: "...EL is not engaging..." 4) Teacher D: "...I'm very disappointed in this curriculum. It involves so much prep work. It is so scripted that I feel it is very boring and monotonous..."</p> <p>Please Vote: - NO: For the EL Education Curriculum</p>
Kelly	White	EL Agenda 8A	<p>I tell my children all of the time to stand by their truth and to speak up when they see something wrong. I am standing by my truth and speaking up tonight as a parent of two children who attend Hunley Park. One is in second grade, and the other is in third grade. I am amazed what they are learning in reading. Christian, my second grader, has learned why schools are important. By reading books, he has learned how some families face challenges sending their children to school and how those challenges are solved. My son, Noah, has learned how geography and where one lives in the world can affect students' access to books. It is ironic that some places struggle to access educational resources or even adequate schooling, and here we are with a wonderful reading program, and we have to fight to keep it. I ask the board to reconsider eliminating EL from my child's school. Thank you for your time.</p>
Francyne	Nathaniel	EI Curriculum	<p>The EL Curriculum is a curriculum that is scripted and has all the teaching parts/materials. The learning targets are there, along with the "I Do/You Do" work. Also, there are many anchor charts that supports the lessons. Science is integrated in this curriculum. Students who love Science will be highly engaged in learning the learning targets.</p>

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Courtney	Hodges	Opposing EL Curriculum for all schools	<p>I am writing to urge you to adopt an alternative ELA curriculum for elementary students instead of EL. I have taught in the early childhood classroom for 22 years and do not believe that this curriculum provides the foundation needed to make my kindergartners successful. The lessons are not engaging and lack the explicitly taught phonics and phonological awareness skills that students need to become readers. The writing activities ask students to write, without guidance or support, to explain how to write such as progressing top to bottom, left to right, beginning with a capital letter, using spacing, and punctuation. I applaud EL for choosing books that are more inclusive, but the lessons on said text last for multiple days and are repetitive in nature.</p> <p>Our experience with our EL coach has also been concerning. When we asked her to please show us data on how schools test scores improved after implementing EL she said, "EL is not built on test scores, but rather on equity, inclusion, and diversity." While teachers are the first to say that test scores are not the only measure that should be used to evaluate students or a curriculum as a whole, they are.</p> <p>I am thrilled that some schools are having success with EL, it is just not addressing the needs of my students. As teachers are expected to differentiate for our learners to meet their individual needs, so should our curriculum. I encourage you personally to review a weeks' worth of EL lessons in a teacher's manual so you will see how the lessons flow, or in this case do not flow, and imagine how students may become uninterested and disengaged. Imagine being a 5-year-old who has never been to school before and sitting for a lesson that lasts 45-60 minutes which is developmentally inappropriate and is lifeless. Now, imagine being the teacher, leading a class of 22 students watching their eyes glaze over as you continue to implement a curriculum which you know is not giving your students what they need.</p> <p>I appreciate your willingness to serve as a school board member and sincerely appreciate your service. I thank you for taking the time to read my email and hope you will consider adopting a new curriculum.</p>
Ken	Burkeen	EL opinion as a parent, but I am also a CCSD teacher	<p>Last year, my children's school adopted EL in January. I noticed right away that the materials and information that we used to get ceased. One child was in reading intervention and the other in SAIL. I routinely had to rely on what my children told me about the curriculum. We saw neither study guides nor routine homework. It seems that they were expected to absorb all class content and we had no real way to help review or prepare for assessments. This proved to be challenging for not only my 3rd grader in Reading intervention, but also my 5th grade SAIL student. My daughter is now in Honors classes in Mount Pleasant. She is thriving with the more traditional curriculum. Classic novel studies and rich grammar expectations are just two things I never saw from EL. My son is now in 4th grade, and I still feel lost. I do not know how to help him prepare. I'm not sure if it is EL, teacher discretion, or school policy that led us (parents) to not have a firm grasp of the curriculum. Plan and simple, it seems the home connection was taken out. Having rich discussions about worldly topics does have its benefits. I feel a more rigorous curriculum, closer to what they see in middle school and beyond, will help our students academically once they leave the confines of elementary school</p>
Anna	Mims	EL feedback from 5th grade students	<p>I am submitting public comments on behalf of the 5th grade students at Mt. Zion Elementary.</p> <p>MZES 5th grade student A.E.V.: "What I like about EL Education is how the students collaborate throughout the units and modules. They help the student by helping them socialize and help them become teams to learn and collaborate about these topics. These topics let the children understand what big problems are happening right now in society. For example, the books. Esperanza Rising helps us learn about discrimination. The book The Most Beautiful Roof in the World talks about how we should protect it from harm because of climate, cutting down trees and other problems.</p> <p>MZES 5th grade student E.J.: What I like about EL Education is the rainforest. I like the writing process because before I did not know how to write a paragraph but now I do know how to write a paragraph.</p> <p>MZES 5th grade student L.L.: What I like about EL is that we do projects at the end of the unit, like at the end of a unit we did a monologue in front of the other fifth grade class. Also it helped me with almost being comfy with reading out loud.</p> <p>MZES 5th grade student D.C.T.: What I like about EL Education is the real world problems. Because it's interesting to learn about to see what cruel world we live in. For example, Esperanza Rising people wanted equal rights. This is why I like to learn about the real world problems.</p> <p>MZES 5th grade student S.E.: What I like about EL Education is collaboration. We work together in groups.</p>



First Name:	Last Name:	Topic of Comment:	Public Comment:
Anna	Mims	EL Education feedback from students	<p>I am submitting public comments on behalf of the 5th grade students at Mt. Zion Elementary. I am submitting these comments in batches, which is taking multiple submissions.</p> <p>MZES 5th grade student J.E.: What I like about EL Education is the projects we do at the end of the unit like the e-book we are going to do and the papers we wrote.</p> <p>MZES 5th grade student E.D.: What I like about EL Education is that it teaches me many things. For example, our class read a book named Esperanza Rising and it taught us a lot about equal rights.</p> <p>MZES 5th grade student S.R.: What I like about EL Education is that it talks about real world problems. Most people want to cover it up, but we can't hide from it and who we are. I also like that we talk about different topics and don't focus on one thing for the whole year. Because then that would be kind of boring.</p> <p>MZES 5th grade student M.C.: What I like about EL Education is that in the rainforest unit, we learn how to help and keep the rainforest healthy. In our Esperanza Rising unit, it teaches us about the human rights and how they're violated.</p> <p>MZES 5th grade student E.W.: What I like about EL Education is that it helps me on knowing what some colorful words are for the future. When I present something it needs some big and colorful words like collaborate or ethical.</p>
Anna	Mims	EL Education comments from students	<p>I am submitting comments from 5th grade students about EL Education. I am submitting these comments in batches, which is requiring multiple submissions.</p> <p>MZES 5th grade student P.W.: What I like about EL Education is making a better world.</p> <p>MZES 5th grade student K.H.: What I like about EL Education is about the real world problems like people being judge[d] because of their skin color.</p> <p>MZES 5th grade student J.B.: What I like about EL Education is how interesting the new books we read [are]. Something I like is how we read out loud to our classmates and that helps me get better at reading out loud.</p> <p>MZES 5th grade student J.R.: What I like about EL Education is tell me stuff that is happening today like how the rainforest is still shrinking and if it [is] still shrinking, what medicine will we have? Also racism is still happening and we need to know this information to understand what is going on before and now.</p> <p>MZES 5th grade student O.A.: What I like about EL Education is collaboration. Working together helps me understand what to add and what to work on.</p> <p>MZES 5th grade student J.K.: What I like about EL Education is the test we take so I can be a better reader. Also I have learned more vocabulary since the beginning to now.</p> <p>MZES 5th grade student J.L.: What I like about EL Education is collaboration because we scatter around and listen to people's ideas about our work.</p>
Reagan	Price	EL	<p>I am submitting public comments on behalf of the 5th grade students at Mt. Zion Elementary.</p> <p>MZES 5th grade student D.E.: What I like about EL Education is that we collaborate with other people. This will help me later in life because in jobs I will start getting into groups and start working together.</p> <p>MZES 5th grade student M.R.: What I like about EL Education is real world problems.</p> <p>MZES 5th grade student K.G.: What I like about EL Education is the writing process. It is very helpful. It help[s] me understand more how to do my work.</p> <p>MZES 5th grade student V.R.: What I like about EL Education is that we get to learn about the rainforest. We got to learn new things that we didn't know and it's fun to learn about th rainforest because we get to see the trees and do researching about the rainforest and it [is] cool to research about it like we get to see different plants and animals.</p>

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Reagan	Price	EL	<p>I am submitting public comments on behalf of the 5th grade students at Mt. Zion Elementary.</p> <p>MZES 5th grade student M.C.: What I like about EL education is the collaboration. What I like about collaboration is that everybody knows and like[s] everybody so there is no fighting!</p> <p>MZES 5th grade student R.W.: What I like about EL Education is how it helps me understand what's going on in the real world and the problems that occur. For example the rainforest is losing trees and with all those trees the resources we need will be gone.</p> <p>MZES 5th grade student C.T.: What I like about EL Education is work with my friends on writing.</p> <p>MZES 5th grade student P.W.: What I like about EL Education is the books we read in ELA, like the Great Kapok Tree, Esperanza Rising, etc. EL Education helps us learn to help prep us for the tests we take it helps us learn about real world things that if we didn't learn about we wouldn't understand them.</p>
Reagan	Price	EL	<p>I am submitting public comments on behalf of the 5th grade students at Mt. Zion Elementary.</p> <p>MZES 5th grade student T.H.: What I like about EL Education is the vocabulary. The vocabulary it teaches helps me use different words and learn about the meaning too. EL Education doesn't just smack the words in your face and tell you the meaning. It breaks it down for you and tells you the meaning of each part. For example: it taught us ethical. Ethical means to show goodness. I know all of this because of EL Education.</p> <p>MZES 5th grade student C.R.: What I like about EL Education is its showing us real world problems. Instead of clogging up the drain pipe and not knowing what's actually happening out in the world, they open up your eyes and you see what's going on out there. Some of these problems are big! Situations that have to be stopped even though there might not be a lot of people helping at least you are doing something.</p> <p>MZES 5th grade student B.R.: What I like about EL Education is how we got to keep the rainforest safe. Because there's so many cultures [to] learn about.</p>
Reagan	Price	EL	<p>I am submitting public comments on behalf of the 5th grade students at Mt. Zion Elementary.</p> <p>MZES 5th grade student S.L.: What I like about EL Education is I can learn what is happening in the real world.</p> <p>MZES 5th grade student A.K.: What I enjoy about EL Education is how we do projects at the end of the unit and how we write about different topics in EL. For example, in our first unit we wrote about "Esperanza Rising" for a project.</p> <p>MZES 5th grade student A.C.: What I like about EL Educaiton are books like Esperanza Rising because I learned about the immigration sweep. I also like EL Education because I learn lots of vocabulary words like entitled.</p> <p>MZES 5th grade student G.O.: What I like about EL Education is that it teaches me about sensitive topics that happen in the real world. For example we learned about immigration.</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
			<p>I am sharing some amazing student poems written by some of our 1st grade students from Mt. Zion based on the EL Education unit that focuses on the sun and the moon.</p> <p>What The Sun Sees By: Isaac</p> <p>It is morning. The fiery sun is going up. The sun see kids making beds.</p> <p>It is midday. The yellow sun is waiting. The sun sees little girls and boys sliding.</p> <p>It is dusk. The red sun is falling below the horizon. The sun sees black bats eating mosquitos.</p> <p>Day is over. It is night.</p> <p>-----</p> <p>What The Sun Sees By: Emery</p> <p>It is sunrise. The fiery sun is shining. The sun sees kids making neat beds.</p> <p>It is midday. The shiny sun is waiting. The sun sees loud kids playing ball.</p> <p>It is sunset. The red sun is falling below the horizon. The sun sees happy kids jumping on a trampoline.</p> <p>The day is over.</p> <p>-----</p> <p>What The Sun Sees By: Victoria</p> <p>It is sunrise. The orange sun is shining. The sun sees sleepy kids getting ready for school.</p> <p>It is afternoon. The shiny sun is pausing. The sun sees loud kids playing on the monkey bars.</p> <p>It is evening. The shiny sun is going down below the horizon. The sun sees happy kids riding their bikes.</p> <p>The sun is gone. It is night.</p> <p>-----</p> <p>What The Sun Sees By: Gabby</p> <p>It is morning.</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
			<p>These are poems written by first grade students at Mt. Zion at the end of EL Unit 2</p> <p>What The Sun Sees</p> <p>By: Thomas</p> <p>It is dawn. The fiery sun is rising. The sun sees kids eating healthy food.</p> <p>It is afternoon. The yellow sun is waiting. The sun sees crazy kids playing soccer.</p> <p>It is dusk. The dim sun is setting below the horizon. The sun sees kids roasting marshmallows.</p> <p>The day is over.</p> <p>What The Sun Sees</p> <p>By: Kaia</p> <p>It is dawn. The bright sun is rising. The sun sees sleepy kids waking up.</p> <p>It is midday. The big sun is pausing. The sun sees little kids playing ball.</p> <p>It is sunset. The dim sun is falling below the horizon. The sun sees hungry kids eating dinner.</p> <p>The day is over now. It is night.</p> <p>What The Sun Sees</p> <p>By: Hadley</p> <p>It is sunrise. The red sun is going up. The sun sees happy kids waking up.</p> <p>It is midday. The bright sun is shining. The sun sees little girls and boys playing.</p> <p>It is sunset. The red sun is falling below the horizon. The sun sees hot campfires crackling.</p> <p>The day is over.</p> <p>What The Sun Sees</p> <p>By: Frances</p> <p>It is sunrise. The fiery sun is rising.</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
			<p>More 1st grade work from Mt. Zion Elementary.</p> <p>What The Sun Sees</p> <p>By: Yoandri</p> <p>It is morning. The big sun is shining. The sun sees munching pizza for breakfast.</p> <p>It is noon. The big sun is shining. The sun sees little girls and boys sliding.</p> <p>It is sunset. The orange sun is setting. The sun sees silly kids jumping on beds.</p> <p>Day is over. What The Sun Sees</p> <p>By: Giselle</p> <p>It is sunrise. The red sun is rising. The sun sees kids that are happy making their beds.</p> <p>It is midday. The hot sun is pausing. The sun sees loud kids playing tag.</p> <p>It is sunset. The hot sun is setting below the horizon. The sun sees hungry kids eating yummy dinner.</p> <p>The sun is down and the stars are out. What The Sun Sees</p> <p>By: Tyler</p> <p>It is dawn. The fiery sun is going up. The sun sees a curious bunny wandering the streets of the city.</p> <p>It is noon. The white sun is pausing. The sun sees nice students playing freeze tag.</p> <p>It is dusk. The dim sun is sinking below the horizon. The sun sees sleepy kids brushing their filthy teeth.</p> <p>What The Sun Sees</p> <p>By: Shelby</p> <p>It is dawn. The fiery sun is rising. The sun sees frost melting and sparkling.</p> <p>It is midday.</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
			<p>Final student submissions from first graders at Mt. Zion. They will be sharing these Friday to their parents and community members at 2pm.</p> <p>What The Sun Sees</p> <p>By: Lexi</p> <p>It is morning. The yellow sun is rising. The sun sees children waking up.</p> <p>It is afternoon. The white sun is shining. The sun sees short kids sliding.</p> <p>It is evening. The shiny sun is dropping beneath the horizon. The sun sees hungry kids eating dinner.</p> <p>The day is over.</p> <p>What The Sun Sees</p> <p>By: Avery</p> <p>It is morning. The circular sun is rising. The sun sees kids making messy beds.</p> <p>It is midday. The fiery sun is pausing. The sun sees loud kids playing queens.</p> <p>It is sunset. The dim sun is setting below the horizon. The sun sees silly kids jumping on beds.</p> <p>The sun is down and the day is over.</p> <p>What The Sun Sees</p> <p>By: CJ</p> <p>It is dawn. The fiery sun is rising. The sun sees sleepy kids waking up.</p> <p>It is midday. The shiny sun is pausing. The sun sees loud kids playing dinosaurs.</p> <p>It is dusk. The orange sun is setting below the horizon. The sun sees happy kidding riding their fast bikes.</p> <p>The sun is gone and the day is over. It is night.</p> <p>What The Sun Sees</p> <p>By: Greyson</p> <p>It is dawn. The fiery sun is rising. The sun sees sleepy children eating breakfast.</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
Kristin	Adams	<p>Dr. George E. H. Chard, Ph.D...Grandfather of 3 CCSD Children...Commentary...CCS D...Vote NO for EL Education Program...Return to Reading, Writing, and Arithmetic...Thanks!</p>	<p>Tuesday - February 21, 2023 Charleston County School District (CCSD) CCSD - Board Of Trustees' Meeting Vote NO: For the EL Education Curriculum</p> <p>Teach children to read, to speak, to write and to calculate</p> <p>Dear Charleston County School District - CCSD - Board Of Trustees: Ms. Leah Whatley: Ms. Carlotte Bailey: Mr. Edward Kelley: Mr. Keith Grybowski: Ms. Pamela McKinney: Mr. Daron Lee Calhoun II: Ms. Darlene Roberson: Ms. Courtney Waters: Dr. Carol Tempel:</p> <p>Below is a commentary on the CCSD "Trial" EL Education Program/Curriculum from: - Dr. George E. H. Chard, Ph.D. - Retired professor of Speech, English, and Performance Studies - Grandfather of 3 CCSD Students</p> <p>"...This cacophony of ideas labeled the EL Education Program is merely a devilish diversion from the traditional education process that helped bring literacy to this nation.</p> <p>The evolution in education from the liberal tradition to social management/social engineering over the last seventy five years has already brought chaos and corruption into the public domain and the body politic, not to mention ignorance in the minds of those who have suffered, and will suffer, from its effects.</p> <p>Simply put: back off and return to reading, writing, and arithmetic.</p> <p>Teach children to read, to speak, to write and to calculate, and they will, as we did, learn to deal with the world around them.</p> <p>Thank you, Dr. George E. H. Chard, Ph.D. Retired professor of Speech, English, and Performance Studies..."</p>

First Name:	Last Name:	Topic of Comment:	Public Comment:
Shelby	Olinger	EL Education Curriculum	<p>Dear Members of the Board of Trustees,</p> <p>I am writing about my concerns with the EL Curriculum in Charleston County schools. Children are individuals with differing abilities, aptitudes, strengths, and weaknesses who learn at different rates and in different ways. A one size fits all program will not take that into consideration, and so will probably not be a very effective teaching program for all of the students. The EL Curriculum does not allow teachers any flexibility in teaching, so they cannot move ahead if their students have gotten the concepts and are ready to move on, and they cannot stay longer on topics if their students need extra time to fully understand the material. This is a disservice to the students who will become bored, uninterested, and disengaged in learning and to the students who aren't given the time they need to understand concepts before moving on to other topics. The teachers presumably know what pace their students can learn at and also what teaching methods will keep them engaged and learning. A third party, out of the box curriculum should not take the place of teachers actually knowing and teaching their students.</p> <p>In perusing the EL Education Curriculum website, a lot of emphasis is placed on equity, diversity, inclusion, and social and emotional learning. There is much less about excellence in reading and writing. I'm unclear on why a reading and writing curriculum that has as its focus things other than reading and writing would continue to be used. Half of the students in Charleston County schools do not meet the ELA standards. Taking away time spent learning how to read and write (hard skills that will be used for the rest of the students' lives that are most likely not going to be learned elsewhere) does a disservice to students across the district and does not adequately prepare students for the future.</p> <p>Thank you, Shelby Olinger</p>
Shelby	Olinger	EL Education Curriculum	<p>I am writing about my concerns with the EL Curriculum in Charleston County schools. Children are individuals with differing abilities, aptitudes, strengths, and weaknesses who learn at different rates and in different ways. A one size fits all program will not take that into consideration, and so will probably not be a very effective teaching program for all of the students. The EL Curriculum does not allow teachers any flexibility in teaching, so they cannot move ahead if their students have gotten the concepts and are ready to move on, and they cannot stay longer on topics if their students need extra time to fully understand the material. This is a disservice to the students who will become bored, uninterested, and disengaged in learning and to the students who aren't given the time they need to understand concepts before moving on to other topics. The teachers presumably know what pace their students can learn at and also what teaching methods will keep them engaged and learning. A third party, out of the box curriculum should not take the place of teachers actually knowing and teaching their students.</p> <p>In perusing the EL Education Curriculum website, a lot of emphasis is placed on equity, diversity, inclusion, and social and emotional learning. There is much less about excellence in reading and writing. I'm unclear on why a reading and writing curriculum that has as its focus things other than reading and writing would continue to be used. Half of the students in Charleston County schools do not meet the ELA standards. Taking away time spent learning how to read and write (hard skills that will be used for the rest of the students' lives that are most likely not going to be learned elsewhere) does a disservice to students across the district and does not adequately prepare students for the future.</p> <p>Thank you</p>
Ceasia	Williams	Exposure to High Quality Text	<p>EL Education provides students with access to high quality text, which allows them to expand their knowledge of the world, strengthened their language usage and vocabulary as well as strength their literary and information text skills. These high quality texts also allow students to see themselves in text; ultimately this instills character, self-respect, and high confidence within youth.</p>
Casey	Sullivan	EL	<p>EL has given my students the ability, no matter what their background is a chance to have a voice in learning. I love how EL gives the ability for students to converse with each other to solidify understandings and learning. My 2nd graders have a deeper understanding of content and have grown considerably in their writing and content knowledge using this curriculum. Teachers and students love the curriculum and have worked hard to have it implemented. If it is removed mid year we are sabotaging students in their learning as well as teachers in their preparation.</p>
Robyn	Kline	EL Curriculum	<p>Please let principles decide what ELA curriculum their school chooses. EL is not a curriculum for every school. The modules are long, repetitive, boring, lack rigor, and are not engaging. It is very hard keeping students engaged with the same topic for the length of a module. There is no explicit teaching how to read in primary. The skills block is confusing as well as the scope and sequence. There is only one decodable book for a whole cycle of skills block. There is also a HUGE lack of writing. If you consider kids finishing a sentence and copying from the board as writing then you might be fine with it, but in my opinion there is no explicit writing instruction. The workbooks are not engaging as well and not early childhood appropriate. CCSD can do better .... Please listen to ALL teachers in this matter. We did not have a choice or even get to preview the EL Curriculum. It is not a good fit for ALL schools.</p>



First Name:	Last Name:	Topic of Comment:	Public Comment:
Shanequa	Singletary	EL Curriculum	<p>As a mother, homeowner in the city of Charleston, and child advocate, I fully support the Expeditionary Learning ELA Curriculum. When we decide to implement new programs and curriculum, it is with the hope that our children/students are more successful and ready to move into being a productive member of society. Our hope is that they are mentally prepared to pick up job skills that contribute to the greater good of our society. And we hope that they are emotionally stable to move through the rigorous daily minutia that is a part of our world. In order to be successful and productive, they must first be EDUCATED! Our entire measurement of how well a student is educated is based on test scores of various kinds. Subject specific tests in class, state and local tests as a school, tests that measure aptitude, tests that measure attention span, etc. If the ultimate goal is to have productive and stable students that are ready to enter the workforce, and this is measured as a test score, then the ELA Curriculum is proving to be successful. If we've seen a 14% point increase in less than 5 months, THIS IS THE PATH TO SUCCESS! There is no need to reconsider another curriculum at this time if the current one is trending towards a successful outcome for our students. Please do not get rid of the ELA Curriculum as this will not only hurt our students, but our society as a whole.</p>
Mike	Cragg	EL Curriculum	<p>EL's foundation is built on the ideas of Ibram Kendi. The following are quotes by the man himself:</p> <ol style="list-style-type: none"> <li>1. "When I see racial disparities, I see racism." There are no other explanations or opinions – just his.</li> <li>2. Racism is defined as "a collection of racist policies that lead to racial inequity that are substantiated by racist ideas." According to Kendi, racism is what he says it is. And, if you don't agree with him – you are not "safe".</li> <li>3. "The life of racism cannot be separated from the life of capitalism...In order to truly be antiracist, you also have to truly be anti-capitalist." Kendi is a Marxist.</li> <li>4. Kendi argues that "the only remedy to past discrimination is present discrimination." An eye-for-an-eye is his remedy.</li> </ol> <p>EL brainwashes children to think that racism is everywhere, under every desk, every playground, school bus, and permeates everything in American culture. So, EL burdens minorities with millstones of despair, resentment, and pessimism blaming the elephant in the classroom - white children - never mentioned in the teaching, but we know who the elephant is. Kids know, too. Soon friendships in the classroom deteriorate and the resentment and suspicion spill over into the playground. Kendi would be proud.</p> <ol style="list-style-type: none"> <li>5. According to the New York Post, Kendi has proposed the establishment of a federal "Department of Antiracism," unaccountable to voters or legislators, with the power to suppress "racist ideas" and veto, nullify or abolish any law at any level of government not deemed "antiracist" — a policy that verges on the totalitarian." You are not safe from Mr. Kendi.</li> <li>6.. From the Post: Kendi states that "there is no debate about critical race theory" in one moment, then distancing himself from CRT in the next...claiming that critical race theory [is] "foundational" to his work.</li> </ol> <p>The EL website is replete that same kind of racist ideas, innuendo, and edu-speak disguised as intellectual thought worthy of discussion for 7, 8,9, 10 and 11 year-olds.</p> <p>If the board and Don Kennedy were interested in advancing the reading scores of all children, both would allow high performing schools to continue to do what they are doing with the ability to develop more advanced reading curricula for students who are reading above grade level - and there are a lot.</p> <p>In the absence of such freedom, the goal appears to be indoctrination - the Kendi kind.</p>
Robbie	Ledford	EL Curriculum	<p>The EL curriculum is what our children need. It is rigorous and teaches our young people communication and collaboration skills which are so greatly needed. The program develops students' understanding of appreciating different perspectives and how to use evidence to back up one's ideas. Apart from my feelings towards the program...use data to drive decision making. So far the data shows it's working.</p>