



District Instructional Materials Committee (DIMC)

December 11, 2025
4:00 pm – 6:00 pm
District Conference Room 221

Agenda

[Welcome and Introductions](#)

[Quorum Report](#)

[Purpose](#)

[New Course Proposals](#)

[Closing](#)

[Next Meeting](#)

[Adjournment](#)

Welcome and Introductions | Jon Stadler

Dr Jon Stadler called the meeting to order at 16:04.

Attendees

Committee Member	Role	In Attendance
Aurora Palmer	Student	absent
Bob Ettinger, Ed.L.D.	Department of Learning and Teaching	X
Carlee Wyatt	Elementary Interim Principal	X
Colin Knight	Secondary Teacher, Language Arts	X
Gardenia Romero	Intermediate Teacher	X
Jala Rivera	Student	X
Jen Pinkowski	Special Education Facilitator	<i>response submitted via email in advance</i>
Jon Stadler, Ed.D.	Chair	X
Justin Booker	Renton School Board Member	X
Karmonda Pearson	Librarian	X
Kevin Smith	Department of Learning and Teaching	<i>response submitted via email in advance</i>
Ophelia Steiger	Student	absent
Sheila Redick	Human Resources	<i>response submitted via email in advance</i>
Stephen Rencher, Ed.D.	Middle School Principal	X
Taylor Morrell	Primary School Teacher	X
Thomas Caudle	High School Principal	X
Trina Gratrix	High School Teacher, Math	X
Yohaly Barragan-Mazon	Student	<i>response submitted via email in advance</i>
Secretary		
Megan Farmer	Parent	X
Guests/Presenters in Attendance		
Malcolm Collie	Presenter, District IB DP Coordinator	
Kara Crum	Presenter, ECE Teacher, CTE Facilitator	
Renee Crow	Presenter, CTE Business Teacher	
Sharon Stevenson	Presenter, Spanish Teacher	
Katie Rombauer	Presenter, German Teacher	

Lisa Richards	Presenter, ELA & Journalism Teacher	
Cheryl Luttrell	Facilitator, CTE Business & Marketing	
Aurora McKinney	Presenter, Art Teacher	
Jannah Bentley	Presenter, Art Teacher (Zoom)	

Quorum Report

13/19 members are present. 4 members were unable to attend in person; all reviewed materials and submitted their votes in advance. 2 members are absent. Quorum is met. Review of voting by consensus procedures.

Purpose of Evening | Jon Stadler

Overview of curriculum perspective provided by the variety of roles committee members bring to curriculum development before courses move on to the School Board for adoption. Generally, new course proposals are presented in the fall and curriculum presentations in the spring for the following school year. Note that the committee hears core material recommendations. Sub-committees handle intervention, alternative core, supplemental, and temporary supplemental materials.

In addition to course proposals and curriculum recommendations, the committee hears challenges to instructional materials submitted through the Protest Procedure for Instructional Materials process. Challenges follow a specific process and timeline laid out in School Board Policy Code 2020 and Procedure 2020P.

Per agreement with REA and RSD, the website has been updated to provide more information, including past minutes and current members with position and term. Generally, the commitment to this committee is a three-year term.

NEW COURSE PROPOSALS

RTC ECED& 105 Intro to Early Childhood Education

Building: Lindbergh HS | **Grades:** 10-12 | **TRI:** 1 | **Subject:** 1.0 CTE or General Elective

Presenter: Kara Crum, CTE Facilitator, ECE Teacher

Review of Washington Early Childhood Education Stackable Certification. Long term vision is to allow high school students to earn their Initial ECE Certificate while in high school, graduating firmly into the second tier Short ECE Certificate with Specialization.

Intro to ECE is the first introductory, exploratory class in Early Childhood Education. In working with our partners at RTC, the choice was made to begin with Health Safety and Nutrition, which piloted last year, to gauge student interest in the program with more fun, hands-on learning to pull students in. Running at the three comprehensive high schools this year, the class has been popular.

Adding Intro to Early Childhood Education will allow students to take:

- 10th or 11th Grade: Intro to Early Childhood Education (5 credits) and Health Safety and Nutrition (5 credits)
- Practicum Focus on Relationships & Communication (2 credits) over the summer through RTC Running Start; earn their Initial ECE Certificate
- 11th or 12th Grade: Child Development (5 credits)
- Choose 3 credit specialization course after high school, which completes the Short ECE Certificate

Questions/Discussion

- Do these classes give students the opportunity to experience interactions with children, tours? Most programs like this require an externship of some sort.
A: Yes, students get more worksite experiences in Health Safety and Nutrition and through the Practicum course that will be available to students during the summer through RTC Running Start.

Vote 17-0-0

AP Business with Personal Finance

Building: Hazen HS | **Grades:** 9-12 | **TRI:** 2 | **Subject:** CTE or General Elective

Presenter: Renee Crow, CTE Business & Marketing Teacher

This is a new class from College Board in their new Career Kickstart program. Built in partnership with Jump\$Start to help students develop career ready skills while improving financial literacy. Hazen has been accepted as a pilot partner for the 2026-2027 school year.

Career Kickstart is a new career ready area of focus for College Board. Intentional courses built through collaborative efforts provide students with opportunities to develop professionally while exploring possible future careers. Hazen was able to pilot the new AP Career Kickstart Cybersecurity this year and will add AP CK Networking next year.

Course structures and resources available through course materials are highly adaptable, having shown success with differently abled students, non-traditional learners, and language learners. In addition, the course teaches using entrepreneurship related demos and labs. The majority of students have interest in entrepreneurship type jobs and feel ill-prepared in terms of financial literacy.

Curriculum and training are provided by College Board at no cost to teachers, at least for the pilot years.

Questions/Discussion

- Does this course use an Engineering Design approach to teaching?
A: Trained in Design Thinking (developed by Stanford) that compliments the Engineering Design approach.
- As a brand-new course, is there information on the score required for different types of college credit (eg – a score of 3 equates to an elective where a 4-5 is granted college level equivalencies)?
A: To the teacher's knowledge, alignment has not yet been presented. Primary focus is on the experience for students.
- Based on other AP courses taught, any idea of the numbers on access by non-traditional learners enrolled and success rates?
A: Happy with representation of populations in class. Does not track which students took the text, vs those who did not.

Vote 16-1-0

MYP Spanish

Building: Dimmitt MS | **Grades:** 6-8 | **TRI:** 3 | **Subject:** World Language

Presenter: Malcom Collie, District Coordinator, IB Diploma Programme

Last year, McKnight Middle School was approved as an IB Middle Years Programme (MYP) school. IB MYP is designed for students aged 11-16. The Programme requires 50 hours (1 trimester) of instruction in each subject area every year.

IB Language Acquisition classifies fluency as emergent, capable, and proficient. Curriculum is grouped by topics (A/B/C) rather than grade. Instead of Spanish 6/7/8, IB MYP uses Spanish A/B/C. This year, all grades learn content in Group A, next year Group B, then Group C, then back to Group A. This model allows placement at the proper fluency level at any entry point.

Questions/Discussion

- How many yearlong Spanish I courses are currently offered?
There is currently one Spanish teacher teaching 1 yearlong Spanish I course. That leaves 12 sections to rotate the rest of the student body through. Noted the challenges in scheduling that will create.
- Will classes be of mixed fluency levels?
Most likely, most classes will be mixed. It is estimated that most students will place as emergent learners based on the rigorous fluency standards. The logistics of fluency placement and class offerings for each grade are still being worked on, but it is expected that most classes will have some level of mixed fluency. Note that the topic-based model is very accommodating to varying levels of skill.
- How much of a burden is varied skill level going to be on the teacher?
Still expanding knowledge on expected span of skills and how that will be used in scheduling.
- How does the model apply when students don't join in 6th grade?
Students enter at the topic grouping in place for the school year, they are not grouped sequentially. Joining students are placed based upon fluency into existing classes, learning vocabulary, concepts, etc.
- How does topic-based learning in MYP fit with students who want to go above and beyond or continue into IB Spanish in high school?
Students will begin acquiring language skills earlier. They will still have the option of taking Spanish I in 8th grade and continuing in high school. By starting earlier, there is anticipation that more students will be ready for Spanish I in 8th grade, allowing high school to add a second year of IB Spanish.
- How do differentiated materials fit into Scope and Sequencing to support the teacher?
IBO has a curriculum center, sequencing ideas, activities, moderated chat rooms, IB training, etc supports for teachers among the IB community that will support the curriculum currently used in middle schools. Topics for each section are still being defined and evaluated.

Vote 12-5-0

BC SPAN& 221 Spanish IV

Building: Lindbergh HS | **Grades:** 11-12 | **TRI:** 2 | **Subject:** World Language

Presenter: Sharon Stevenson

When students start with Spanish I in 8th grade, they are maxing out on language opportunities by 10th grade. The addition of this course will strengthen student pathway, community, and fluency. It will also help students meet postsecondary completion requirements at no cost while still in high school.

Curriculum takes fluency beyond immediate surrounding to make comparisons and connections with other academic studies and the world beyond the classroom. Vista Higher Learning curricula is compatible with curriculum used by Bellevue College as well as the curriculum under consideration for adoption.

Questions/Discussion

No discussion or questions.

Vote 17-0-0

EWU GERM 103 First-Year German III

Building: Hazen HS | **Grades:** 9-12 | **TRI:** 3 | **Subject:** World Language

Presenter: Katie Rombauer, German Teacher

This 5 credit college course allows German students the access their peers in French and Spanish languages already have. In addition, it allows students to further learning in their high school rather than leaving to attend Running Start, keeping students together in their growing community.

Students will meet intermediate low fluency with an aim to reach proficient low through this course, meet their first year college requirement for language, and build cultural awareness. Current AP language courses require Year 4 or 5 to score well enough to earn college credit, making it very difficult for students who don't begin German before high school. This class would situate students for higher success on the AP course in their 4th year.

This class is a yearlong, where current German III is only two trimesters.

Questions/Discussion

- Spanish is a more commonly used language in our region, making real-world practice more attainable. What opportunities exist for our German speaking students?
Collaborative community and regional events are available to 1st and 2nd year students. German-American partnership program provides an immersive experience to have a German student visit and for students to visit Germany in two-week increments. 3rd year students have opportunity for immersion camp in Carnation.
- Curious why EWU was chosen. Are the other languages offered through EWU? Was BC explored?
The choice of institution was complete by the time the presenter joined the team. Unsure which programs were considered or what courses are available at each.
- A note that yearlong courses can be difficult to keep students in with other requirements, consider designing class such that the content required to earn college credit can be covered in two trimesters, allowing a more flexible first or third section.

Vote 17-0-0

Journalism Communications

Building: Hazen HS & Renton HS | **Grades:** 11-12 | **TRI:** 3 | **Subject:** CTE, 1.0 ELA 11/12 equivalency

Presenter: Lisa Richards, English & Journalism Teacher

Advanced Journalism students can continue their passion for Journalism while developing business skills and earning their 11th or 12th grade ELA credit. Review of current Scope and Sequence progress planned for pilot year, including career exploration.

Questions/Discussion

- Notice that there is only one writing standard, why is that?
Journalism is largely narrative and writing skills tend to fall heavily into the Writing: Science and Technical standards. Students will still take either ELA 11 or ELA 12 and have the option to take this course as CTE or elective and take both ELA 11 and ELA 12.

Vote 17-0-0

AP 3D Art & Design, Ceramics

Building: Hazen HS | **Grades:** 10-12 | **TRI:** 2 | **Subject:** CTE or Fine Arts

Presenter: Aurora McKinney, CTE Art Teacher

The addition of this course allows students to take a third year of arts in the AP Art curriculum. AP Drawing and 2D Art & Design are currently offered. AP 3D Art & Design is offered with a fashion perspective. This would allow students to have another medium to choose from. Skills from working with 3D material carries over to design, sculpture, metals, architecture, wood working, etc through exploration of the design process.

Questions/Discussion

- Is this an established course?
Yes, AP Art is well established. Currently, students have the option of submitting Drawing or 2D Art & Design portfolios. This would allow for development of a 3D Art & Design portfolio. Although all are under the same AP Course, each focuses on its own set of skills and criteria.
- Any information on success stats of AP? Like that art transcends language barriers.
No specific statistics on AP off hand but agreement that art allows success for students with language and other barriers. The portfolio is less about skill in art and more about design and ability to discuss choices, reasoning, etc.
- How large is the design process compared to the portfolio?
Design is the foundation of each portfolio, requiring thoughtful analysis of the choices the student makes, documenting design and development throughout their process. Writing to record learning and writing formal critiques helps students learn to defend their choices which all goes into the evaluation process.
- Engineering Design process is supposed to be the equalizer among all students.
Agreed, the learning is transferrable to other disciplines, future careers, and higher education.

Vote 17-0-0

BC ART 111 Design Color

Building: Lindbergh HS | **Grades:** 11-12 | **TRI:** 1 | **Subject:** 1.0 CTE or Fine Arts

Presenter: Jennah Bentley, Art Teacher

Theory and practice of color in fine arts and design. Review of topics, medias, and sample projects covered in this 5 credit College in the High School course for advanced art students.

Questions/Discussion

No discussion or questions.

Vote 17-0-0

Closing Notes

Thank you for your commitment and giving your time to better the educational experiences of our youth.

Currently, there is one course for consideration at the next meeting. Depending on submissions, it may be moved to Zoom. Information will follow closer to the date.

Spanish Adoption committee is currently aiming to present at the April meeting, maybe May. Curriculum adoption is a more formal process. The presenters will walk through the committee's process, evaluation, determination, make their recommendation and give an example lesson with that curriculum. Curriculum adoption uses majority voting practices rather than consensus.

Next Meeting February 12, 2026 | 4:00 pm – 6:00 pm | KEC Conference Room 221

Adjournment Dr. Stadler adjourned the meeting at 17:40.