

Meeting Minutes

January 13, 2026

Instructional Materials Committee

Facilitator: Jamie Prescott, Director of High School & Post Secondary • Secretary: Heather Ross, Teaching and Learning

Present

Loan Anie
Linnea Augustine
Scout Bates
Inaya Chandrakant
Ben Crandall
Kelly Flaherty
Katie Gallagher
Joby McGowan
Samantha Moseley
Jamie Prescott
Andreeves Ronser
Heather Ross
Charlotte Sackett
Paola Sanchez
Matt Steen
Janise Zayas

Absent

MaryJo Budzius
Kristen Bullington
Michelle Frisch
Stacy Hoisington
Tricia Jaffe
Sarah Karim
Alex Perry
Margaret Watson

The meeting was called to order at **4:03 PM** and held in person. All members present introduced themselves.

[Slide Deck Presented by: Andreeves Ronser](#)

[Overview of the IMC Roles and Responsibilities: Jamie Prescott](#)

[Senderos Spanish Textbook](#) and Online Curriculum for Grades 6-12– Textbook and supporting materials

For Spanish 7 (MS), Spanish 8 (MS), Spanish 1, Spanish 2, Spanish 3 and Spanish 4, – **Core Instructional Material**

Written by:

Published by: Vista Higher Learning

[Savvas Authentic Spanish Textbook](#) and Online Curriculum for Grades 6-12– Textbook and supporting

materials For Spanish 7 (MS), Spanish 8 (MS), Spanish 1, Spanish 2, Spanish 3 and Spanish 4, – **Core Instructional**

Material

Written by:

Published by: Saavas Learning Company

Proposal submitted by the 2025 Spanish World Language Review Committee: Andreeves Ronser, Becca Nitz, Lara Fitzgerald, Ben Crandall, Deana Wiatr, Osvaldo Ojeda, Kristina Getty and Jamie Cooke.

Jamie introduced herself and asked for participants to prioritize the couple of meetings, (3/10/26 and 5/12/26) as a higher need for curriculum reviews will be coming from staff. She presented a [Slide deck](#) and reminded the committee about the state policy governing curriculum changes in a school district. Introductions were conducted with the group present. Jamie further shared that the committee works to represent the district, looks out for biases in reviews, and ensures that the curriculum aligns with our learning targets. The committee member's job is to vet and ask questions, seek clarity, and make recommendations to the Superintendent to share with the Board. Once a recommendation has been presented to the School Board, the Spanish Language World Language Review Committee will go to a board meeting. The Review Committee will set the criteria, rubrics, grade level representation, and content area and will review the materials to ensure they are compatible with District Vision, Mission and Fundamentals.

The materials presented today will replace the Spanish curriculum last reviewed and implemented in 2019. A Spring Pilot

program will be conducted in IMS (Spanish 7&8) and at the MI (Spanish 1-4) classes.

Jamie explained slide 5 and shared the difference between Core vs Pilot materials. Reconsiderations are also looked at by the committee. Slide 6 was reviewed to educate the committee on today's process and the expectations for this Pilot Program, noting that later in the year, Core Materials will be considered.

Andreeves Ronser, Director of Information Technology, who will go over the pilot materials and then introduced Mr. Ben Crandall, Spanish Teacher at Islander Middle School, who can speak to the current curriculum.

The current curriculum was introduced 6 years ago by Wayside Publishing and serves over 770 students. See Slide #4.

The history of the current curriculum was discussed with supporting evidence on Slide 5 and Mr. Crandall spoke to the missing pieces in this curriculum. For example, Wayside does a good job of introducing cultural experiences but struggles in cultural references and does not provide formative assessments. Teachers are left gathering materials and consistency across classes and progression is lacking. They are left to download pdfs and the Level 4 and Ap classes don't have access to certain content.

Mr. Crandall shared that there are two ways of teaching Spanish, immersion or non-immersion. Introducing cultures and not presenting grammar until the end of the unit leaves students frustrated. There is no framework as to why you are speaking in a certain way, so 7th graders need more structure. While the current materials provide culture, they only cover Mexico and Spain and don't address other dialects or Spanish speaking countries. All of this can be a confusing start for 7th graders.

Potential Curricula (Slide 6)

The process for potential curriculum sought to identify and fill gaps and consider what is out there and what other school districts are using. Therefore, you will not see other offerings from Wayside. Savvas' Authentico and Vista Higher Learning – Senderos are the two Spanish curriculum projects that are recommended.

Review Process

Andreeves Ronser introduced the Curriculum Review Participants (MS and HS teachers as well as French Teachers, Instructional Tech Coaches, Special Education and Administrator). Noting that the diverse group was selected from prior IMC participation, stakeholders and teachers. He also mentioned that Cristina Martinez, current board member is also interested in participating and could address the parent side as well as leadership. Should anyone in the community like to view the materials, they will be in the District office during the pilot.

All review participants will look at sustainability and funding of this curriculum.

Timeline

Three month Pilot program (see slide deck for specifics) use in current classes and get authentic feedback from teachers as well as students.

January: *Approval* **February, March and April:** *Pilot* **May:** *Core Adoption* **June:** *School Board Presentation* **July:** *Purchase and receive materials over the summer* **August:** *Work with Teachers/Prep*

Questions and Answers

Jamie opened up the floor for Q&A and reminded the committee that they are just seeking approval to pilot at this time.

Samantha Mosely asked: What are the costs difference between programs?

Andreeves Ronser: This data hasn't been collected yet.

Samantha Mosely: How much are we able to look at the digital or the textbook?

Jamie Prescott: The materials will be available for viewing at the Administrative District Office. Also, noting that both curriculum options work well with Schoology.

Ben Crandall: Responding to the use of the book, Senderos' eBook is interactive; clicks prompts pop ups. As a middle school teacher, I'm conscientious about digital tech with students at this early age and appreciate the books usage.

Janise Zayas: Noted that you can start learning in middle school, but it doesn't apply to the high school graduation requirements.

Inaya Chandrakant: What is the biggest problem with our curriculum now?

Ben Crandall: The current curriculum doesn't approach the instructional model, students are putting language together on their own. They are not getting the grammar or context needed to help understand how the language works. Students are

getting frustrated with the development of the language structure.

Andreeves Ronser: The current curriculum doesn't fit into the models for all classrooms. Beyond the curriculum, the assessments are missing, and teachers are having to find supplemental materials that may not be consistent. Inaya (who is a current Spanish student), agreed that there is a difference in the levels. That teachers' supplements and interpretation of the text are not lining up when you move up. Scout (also a Spanish student) noted that was a similar experience for her.

Jamie Prescott: noted that when there is a strong core curriculum, they can tweak it. When there are minimal resources, they are more dependent on seeking out their resources. This difference in class structure is making consistency across instruction difficult. Samantha mentioned that those gaps will assist in transitions more smoothly.

Ben Crandall commented that the cultural difference is off when teachers have different backgrounds. From Spain, Mexico, Argentina ect. And that IMS and HS are in silos, they try to come together to work on the Spanish 1 and 2...but this is becoming more difficult.

In the Pilot materials, you can already see the technology changes, providing more relevant content in Spanish language commercials. Authentic has a Mariachi Band in Texas, making it more relatable. These curricula grab from different parts of the Spanish language learning and allow for more teacher engagement.

Linnea Augustine: What is the difference in the amount of time that is dedicated to learning and in relation to practicing speaking.

Ben Crandall: There is role playing and collaboration, and both curricula have the IPA Integrated (exam). Tests can be geared more toward the culture and maybe not as vocab-based. ACTFLA (k-12 standard were developed on the OSPI standards)

See the links in the agenda for links to the curriculum. The pilot would work with vendors to support how the schools could work together to make sure that all classes can be in synch.

VOTE: Joby McGowan motioned to approve the Pilot Program for both the Senderos and Authentic three month pilot timeline. Katie Gallagher seconded the motion. The motion passed.

Approved- Unanimous

Abstention - None

Not Approved - None

Vote: Liz Evans motioned to approve the update to the newest edition of the textbook currently in use by AP Biology students for the 2023-24 school year and beyond. Kristy Sieckhaus seconded the motion. The motion passed.

Vote: Jon Wollmuth motioned to approve the minutes from the January 17, 2023 IMC meeting. Alyson Burks seconded the motion. The motion passed.

The meeting adjourned at 4:59 PM.