Yuma Union High School District #70
SEI Curriculum/Textbook Review Committee
Public Meeting

The SEI Curriculum/Textbook Review Committee of Yuma Union High School District #70 held a public meeting on October 28, 2026, in the YUHSD PD Board Room, 3150 South Avenue A, Yuma, Arizona.

Call to Order
Associate Superintendent Derek Bosch called the public meeting to order at 4:00 p.m.

Introductions
Mr. Derek Bosch introduced himself and then turned it over to members of the SEI Curriculum/Textbook Review Committee to introduce themselves, including their current role and any connections they have to SEI. Introductions were made by Mr. Mike Sharp, Director of Strategic Projects; Ms. Kaisa Taber, Instructional Coach at Kofa High School and former SEI teacher, Level I; and Ms. Estefania Torres Iniguez, SEI III teacher and former SEI II teacher in both reading and writing at San Luis High School.

Review of the purpose and responsibilities of the Structured English Immersion (SEI) Curriculum/Textbook Review Committee
The purpose is to review and discuss the SEI curriculum for Yuma Union High School District, including the steps that were taken to arrive here today. Mr. Bosch requested that the committee members give a rundown of how we got here and information about a proposed curriculum. Mr. Sharp shared that the purpose and responsibilities of the committee were to understand the current circumstances of SEI within our district as it relates to curriculum and scope and sequence. During today's meeting, we will share what we have learned for SEI I, II, and III, based on this review. We will consider if the materials fit what the students need. We will answer questions from the public as well as the committee. The committee might make a recommendation but the governing board makes the final adoption decision.

Review of SEI instructional needs and Arizona standards
Mr. Sharp stated the committee spoke to SEI teachers across the district to assess the need for curriculum. We heard that a consistent and coherent instructional curriculum across all SEI courses and campuses was needed. Also, alignment to Arizona ELP standards- reading, writing, listening, speaking, vocabulary, grammar, and academic communication was needed. As English proficiency grows, more vertical alignment was needed to ensure meaningful progression across SEI I, II, and III. These are the initial screening requirements that were used to identify potential SEI curriculum.

Review and discussion of proposed SEI instructional materials, including HMH English 3D
The comprehensive programs looked into were HMH English 3D, Language Tree Online, National Geographic Reach, Inside, and Edge programs, Vista Higher Learning Program, and Summit K12. We also took a look at the supplemental tools for equipping English Language Learners, IXL and Rosetta Stone, but quickly found that these supplemental tools would not be as good as a full-on curriculum. So moving from there, the committee developed non-negotiables that we needed the curriculum to adhere to that would provide a great opportunity for our teachers and for our students. The screening curicula that we identified were (1) it needed to be aligned to the Arizona state standards with reading, writing, and SEI I through III, (2) rigor and grade level expectations were wanted, (3) multilingual learner supports, (4) teacher resources, (5) financial sustainability, (6) our instructional framework alignment to the Yuma Union High School District instructional framework, (7) make sure that the assessments were quality within the program, (8) made sure we had special education supports, (9) professional learning supports for the teachers, and (10) scaffolds for learnings that weren't mastered. The committee members reviewed each of the seven curricula independently, and then we came

together in a meeting to discuss. HMH English 3D best met the needs that were our non-negotiables. Their curriculum was built for English language development, academic language literacy, and clear SEI I through III progressions. Key components of HMH English 3D were the student materials. After review and the vendor presentation, the student materials really stood out to us. They have robust digital resources. The assessments were high quality. The teacher's guidance was exceptional. The implementation support and the online coaching that's available for us were great. What really stood out to us was the professional learning that is associated with bringing this curriculum on board. HMH English 3D is under consideration as a primary instructional resource for SEI I, II, and III.

Committee discussion regarding alignment, instructional quality, support for multilingual learners, and vertical alignment across SEI courses

Mr. Bosch asked the committee to share any evidence from the materials that supports the recommendation, features that would best meet our students' needs, questions or implementation concerns that should be addressed, and whether the committee has enough information to determine whether the recommendation meets teacher and student needs. He reiterated that this is only part of the process and is not a final approval. There are still additional steps that need to be taken if this curriculum were to be adopted.

Mr. Sharp presented these questions to the committee.

Question: Under alignment, do the materials meet Arizona ELP standards and the SEI needs?

Ms. Tabor responded: Yes, when we reviewed the curriculum, we saw that not only does the HMH curriculum meet the Arizona state standards for SEI levels I, II, and III, but it showed alignment for those students once exiting the program to enter into what we would consider the mainstream English curriculum. There was a clear alignment between what they were doing in SEI leading into those 9th grade, 10th grade, 11th grade, and 12th grade English standards as well.

Ms. Torres Iniguez responded: Another thing was, when looking at the materials, for example, in the teacher guide, there was a clear alignment with the needs of our students, especially regarding the English proficiency assessment that they do towards the end of the year, and those were the four domains. So there are plenty of activities and resources for reading, writing, listening, and speaking.

Question: As far as instructional quality goes, is the instruction rigorous, and do the students have real chances to use English?

Ms. Tabor responded: Yes. So throughout the program, as mentioned, the program is all-encompassing, covering the four domains of English acquisition, which are reading, writing, speaking, and listening throughout every lesson and component. There is a spiraling of those skills so that students are having a well-rounded introduction to English and then also implementation of it throughout their practice and assessment. So they're getting multiple opportunities to read, then write about what they've read, to have discussion in English, and to even participate in some of those digital platforms that would allow them to listen or to watch content and then respond to that content in English.

Ms. Torres Iniguez responded: And another great feature of this curriculum is that not only does it have those opportunities for conversations, but it's very strategic and very specific on what that conversation is. It has a lot of supports for academic conversations to take place. It's not just like partner talk or other activities like those, but it is very rigorous. It requires students to use specific vocabulary, which will benefit them and help them as they go into the mainstream English classroom.

Question: Are the scaffolds and differentiation appropriate?

Ms. Tabor responded: There are three levels of structured English immersion instruction that happen. We have our SEI I, which is our beginning-level students. They're very brand new to the language. SEI II is for students who have maybe been in the States for a while and have an understanding of English but not necessarily at that deep academic discourse. And then SEI III are those kids who just need a little bit more

support before heading out into the mainstream English population. Within the program, it is strategically built so that each level is individually addressed, which was something that was very important to us as a committee. We wanted to make sure that it wasn't a one-size-fits-all package. We wanted to make sure that there was specific instruction that could be offered at each individual level so that students were getting the best opportunity for where they currently are in their language progression. There were multiple scaffolds and supports put in place for those students so that they could engage in the instruction at the level that they specifically were at.

Ms. Torres Iniguez responded: Yes. For example, for SEI I, the program showed us that teachers would use Volume 1 plus the code books, which focus on the foundational reading and writing skills. SEI II could still use Volume 2 and also Course B Volume 1, which is for students who made that transition and are using a little bit more sophisticated English. And then for SEI II, it's Course B Volume 2 or Course C, which focuses on students who are approaching proficiency within these programs. They have activities for writing, but the program/curriculum itself also has something additional called Writable, which is additional writing practice. It's targeted. It gives them immediate feedback, and it's additional to what's already in the program or the curriculum itself.

Question: So we heard about these scaffolds and from within SEI I, SEI II, SEI III, but then in all the conversations with SEI teachers, the vertical alignment was a real concern. For example, between SEI I prepping for SEI II, prepping for SEI III. So do we see that with HMH?

Ms. Tabor responded: The great thing about finding a program like HMH that does build on itself is that vertical alignment is very clear because it is meant for students to grow through the program and be able to move from level to level so that they are able to get that structured support as they move up within. And then the other really nice thing is we do occasionally have students who make really large gains within one school year who could potentially jump from SEI I to SEI III, and because skipping that SEI II level and because the strategies and the systems that are in place within the program are cohesive across, those students aren't necessarily going to hit a large learning curve when jumping a level because the structure is similar throughout. The content advances, but the structure is the same. So students can then focus their attention on that language acquisition versus focusing on how do they manage learning in this new environment with all these new strategies.

Ms. Torres Iniguez responded: Even with those kids who might stay in that same level the following year. The program allows for teachers to use a different version of the program that is recommended for that level. So that if a student remains in that same level the following year, they don't go through that same program, but they have a different opportunity to still keep developing their English skills while learning new material.

Question: A big part of implementing the curriculum is the teacher support that's associated with that. Are the resources, assessments, and training that are set up for us going to help us out?

Ms. Tabor responded: HMH provides multiple pathways for teacher support and training. They do in-person coaching. They also have virtual coaching that is available for every teacher who is using the HMH program. The in-person coaching could be done in two ways: through HMH sending their own representatives who would then come and work with teachers in a group setting, and then also individually through one-to-one coaching scenarios or small group coaching scenarios. They also have a train-the-trainer program, which was something that we were also pleasantly surprised by because if this curriculum is adopted and we continue forward with this curriculum in future years, it might be beneficial to train our own district employees to be able to give that same level of support and coaching. So that was one of the perks of some of the professional development that they offer. They also have a wide digital platform that teachers can refer to with strategies, guides, and additional resources and videos for them to dive into beyond the professional development that would be provided by HMH itself.

Ms. Torres Iniguez responded: What Ms. Tabor is referring to, I believe it was called HMH Coachly. Another great feature of this HMH Coachly is that they mentioned that if, as teachers, we go into the platform to speak to one of their coaches, we would always get the same person. And so it would be incredible for us to have this conversation with the coach and then go back in, and that person would have a record of the conversation or the strategies or skills that we would implement. And so it would be a follow-up: “Hey, so last time we talked about this. This is a skill or a strategy that I recommended. How did it go?” So you're always meeting with that same person. It could be through meetings. It could be through chat, but you're working with the same coach throughout the year.

Question: Is there any further evidence that could support this recommendation that we haven't discussed?

Ms. Tabor responded: One thing that we did talk about with the vendors when we met with them was how successful the program has been with other districts with similar dynamics to ours. They were able to provide us with some of the research-based background and results that they have seen with other districts in the state of Arizona and also in California that have a similar dynamic of students who have used this program and the growth that they have seen through students who have used that program. That was really good confirming evidence for us to see when looking at this curriculum to see that similar populations are showing the gains and the growth that we would also like to see through using this platform.

Ms. Torres Iniguez responded: Another thing I would say is that, as part of the committee, we reviewed the material that was provided to us from HMH, and we went back to our campuses. We showed our teachers these materials. We talked to them about the program, and everybody seems to be on board. They're actually eagerly awaiting for something like this. So, it was that extra nod that our teachers like the curriculum, and they're looking forward to something like this.

Question: What further questions or implementation concerns do we have?

Ms. Tabor responded: There was some question about the work that we do with standards-based grading or scope and sequence and how that would align. What's really great is that this program does clearly align to the Arizona state standards, specifically to the structured English immersion standards provided by the state of Arizona. We don't foresee there being a large gap between what the curriculum would offer and the way that we have built our standards-based grading platform. That clear alignment is there. With the scope and sequence, I think the largest concern was that vertical alignment, as well as that progression of if we have students that maybe have to take SEI II two years in a row, would they be getting the same content two years in a row? Because of the different volumes and the different avenues that are provided by HMH, we found that that would not be the case. Some of those concerns that were raised, we can see ways that we can still use this to our benefit with our students.

Ms. Torres Iniguez responded: Another question or concern that came up is that we do have a school that has multiple SEI teachers, and the program, as it looks like, could be delivered by one teacher on their own. I did reach out to a representative from HMH, and they said that there are other schools that have adopted a different method of delivering this curriculum. It would just require teachers to divide the work and work in conjunction to make sure that the whole program was delivered, but with strategic planning in mind. There are other options that could be taken into consideration, but it's definitely something that can be worked out.

Question: Does the committee have enough information to make a decision?

Both Ms. Tabor and Ms. Torres Iniquez replied yes.

Mr. Bosch recapped the questions and responses and thanked the committee for going through the process thus far and for providing the information.

Consideration and possible action regarding a recommendation of instructional materials to the YUHSD Governing Board

A motion to recommend HMH English 3D as the proposed primary instructional resource for SEI I, SEI II, and SEI III, subject to completion of the district's required public review and approval process, was made by Mr. Sharp and seconded by Ms. Tabor. No additional discussion was given by the committee or public. The motion passed unanimously 3-0 in favor of moving forward with the next steps. Mr. Bosch clarified that the committee recommendation is not the final adoption. The required public review steps and governing board approval are the next steps in the adoption process.

Mr. Sharp shared that the next step is to provide a 60-day window where the public can view the materials. They can view them online or here at the district office. We will also have a form available online for public comment on the SEI curriculum. This will be located on the district website under the Teaching and Learning area. After 60 days, we will review the comments and take this information to the governing board for their decision.

Adjournment

A motion to adjourn the Public Meeting was made by Mr. Sharp and seconded by Ms. Tabor. The public meeting adjourned at 4:28 p.m.