

**School Administration Unit #101
Wakefield School District Board
Meeting: SAU Office**

Conference Room

76 Taylor way, Sanbornville, NH

**Date: Tuesday, August 17, 2021, at
6:00pm**

1. **CALL TO ORDER** - Chair, followed by **FLAG SALUTE**
2. **PRESENTATIONS, PUBLIC HEARINGS**
3. **PUBLIC COMMENTS**: Public's opportunity to speak to items on the agenda.
4. **CONSENT AGENDA**
 - a. AP Manifest- Batch # 34950, \$147,484.60
 - b. Payroll Manifest- Batch # 34939, \$121,528.73
5. **MEETING MINUTES**
 - a. 8/3/2021 Non-Public Minutes (draft)
 - b. 8/3/2021 Public Minutes (draft)
6. **REPORTS**
 - a. Student Services Report
 - b. Business Administrator's Report
 - c. Transportation Director's Report
 - d. Facilities Manager Report
 - e. Math Program
7. **OLD BUSINESS**
 - a. Response to Covid Plan
8. **NEW BUSINESS**
 - a. Judy Nason Bridge
 - b. Emergency Operations Plan (EOP)
9. **NOMINATIONS/HIRES/RESIGNATIONS**
10. **PUBLIC COMMENTS**
11. **OTHER BUSINESS**
12. **CORRESPONDENCE**
13. **NON-PUBLIC**: RSA 91-A:3 II, if required.
14. **ADJOURNMENT:** _____ **PM**

Upcoming: The next Wakefield School Board meeting will be held Tuesday, September 7, 2021

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Statutory Reasons cited as foundation for the Nonpublic Sessions.

91-A:3, II (a): The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted.

91-A:3, II (b): The hiring of any person as a public employee.

91-A:3, II (c): Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

91-A:3, II (d): Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are averse to those of the general community.

91-A:3, II, (e): Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against this board or any subdivision thereof, or by or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled.

91-A:3, II (i): Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

91-A:3, II (j): Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

91-A:3, II (k): Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.

91-A:3, II (1): Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 53427

Check Batch: 34950
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
34950	20390	08/12/2021	2957	BENEFIT STRATEGIES, LLC	0.00	866.51
	20391	08/12/2021	575	BERNARD J WILLIAMS	0.00	53.76
	20392	08/12/2021	9457	BROBST, SUSAN	0.00	300.00
	20393	08/12/2021	9470	CASSIE YACKLEY PSYD, PLLC	0.00	1,250.00
	20394	08/12/2021	1190	CLEAN-O-RAMA	0.00	197.80
	20395	08/12/2021	9469	CONWAY DAILY SUN	0.00	318.50
	20396	08/12/2021	913	CONWAY OFFICE TECHNOLOGY GROUP	0.00	840.81
	20397	08/12/2021	363	DIPRIZIO GMC TRUCKS INC.	0.00	498.09
	20398	08/12/2021	9088	ELDRIDGE TRANSPORTATION SERVICE	0.00	10,088.00
	20399	08/12/2021	9415	FOLLETT	0.00	3,721.39
	20400	08/12/2021	2909	GPS FLEET TRACKING LLC	0.00	4,319.88
	20401	08/12/2021	585	HEALTH TRUST	0.00	11,017.88
	20402	08/12/2021	2161	HOWE TWO LAWN CARE & LANDSCAPING LLC	0.00	2,800.00
	20403	08/12/2021	9193	JEAN NELSON-BUCK	0.00	1,760.52
	20404	08/12/2021	23	JP PEST SERVICES INC	0.00	605.00
	20405	08/12/2021	1005	LONGMEADOW FARM & HOME SUPPLY	0.00	281.74
	20406	08/12/2021	9191	LUIS TORRES	0.00	579.60
20407	08/12/2021	9095	MAINSTAY TECHNOLOGIES	0.00	3,838.95	
20408	08/12/2021	75	MAYRAND COMPUTER SERVICES	0.00	710.00	
20409	08/12/2021	533	MCINTIRE BUSINESS PRODUCTS	0.00	399.00	
20410	08/12/2021	9376	MICHAEL MARSHALL	0.00	500.00	
20411	08/12/2021	596	NH SCHOOL HEALTH CARE COALITION	0.00	81,819.00	
20412	08/12/2021	1340	NHASEA	0.00	560.00	
20413	08/12/2021	604	NHSAA	0.00	1,131.00	
20414	08/12/2021	371	PAMELA L. CLARK	0.00	330.00	
20415	08/12/2021	260	PARKER EDUCATION	0.00	3,807.91	
20416	08/12/2021	2910	PHD COMMUNICATIONS, INC.	0.00	75.00	
20417	08/12/2021	8827	POWERSCHOOL GROUP LLC	0.00	2,297.51	

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WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 53427

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	20418	08/12/2021	1209	SALMON PRESS, INC	0.00	270.00
	20419	08/12/2021	1119	STAPLES CREDIT PLAN	0.00	98.76
	20420	08/12/2021	762	STAFFORD LEARNING CENTER	0.00	4,600.32
	20421	08/12/2021	9084	STUDENT TRANSPORTATION CONSULTING OF N.E	0.00	581.35
	20422	08/12/2021	9293	UNION LEADER	0.00	311.00
	20423	08/12/2021	9109	UNIVERSITY OF NEW ENGLAND	0.00	1,945.00
	20424	08/12/2021	101	UNIVERSITY OF OREGON	0.00	350.00
	20425	08/12/2021	2164	W.B. MASON COMPANY	0.00	3,316.71
	20426	08/12/2021	2164	W.B. MASON COMPANY	0.00	0.00
	20427	08/12/2021	2164	W.B. MASON COMPANY	0.00	0.00
	20428	08/12/2021	834	WASTE MGMT OF NH-ROCHESTER	0.00	161.02
	20429	08/12/2021	2243	WEST MUSIC	0.00	441.80
	20430	08/12/2021	9467	WHITE, KRISTEN	0.00	128.45
	20431	08/12/2021	2254	WILSON LANGUAGE TRAINING CORP	0.00	312.34
Totals:					0.00	\$147,484.60

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WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 53427

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT APPROVALS

Robert Ouellette, School Board Chairperson	
Relf Fogg, School Board Vice Chairperson	
Mary Collins, School Board Member	
Sheena Robbins, School Board Member	
Caitlin Gelinias, School Board Member	
Pamela Stiles, Superintendent	

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42 Checks Listed.

WAKEFIELD SCHOOL BOARD
8-3-21 Public Minutes
Held in the SAU Conference Room
Draft

In attendance:

Board: Bob Ouellette, Relf Fogg, Mary Collins, Caitlin Gelinias and Sheena Robbins

Administration: Superintendent Pamela Stiles and Financial Manager Michael O'Neill
Audience: Mary Soares with Clearview TV.

Mr. Ouellette called the meeting to order at 6:00. Those present joined in the flag salute.

Mrs. Collins asked that policy JLF be moved from New Business to Old Business and that a new heading, Polices, be added to the agenda. The Board by consensus agreed.

Presentations/Public Hearings

Granite State Testing

Mrs. Stiles told the Board that she had gone through the students State test scores and Star testing scores to see the impact that Covid had and what needs to be addressed. She said the numbers are very concerning but the grant money is all student centered and will address this. Her power point presentation is below.



Learning Levels



Goal

Did students experience learning loss as a result of covid?



Tools

How would student achievement be measured?



Apples to Apples

Looking at data over time

results

The Results

Reviewing K-B spring assessment results



Addressing Need

Possible solutions and resources



Timeline

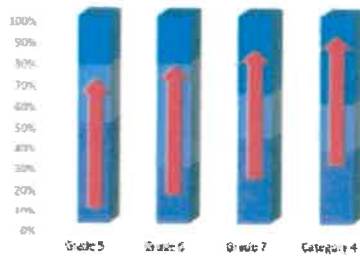
Anticipating Growth

LOOKING AT RESULTS IN A MEANINGFUL WAY

Not All Grades Are The Same



Looking At One Group Over Time



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From Title I:

“The data is showing us that this is a consistent trend and although COVID has impacted some this data goes back to 2017 where 2/3 of students were not meeting level in reading by the end of the year”.

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NH State Assessment System:

Four Levels of Mastery

- 4 Proficient with Distinction = Above Grade Level
- 3 Proficient = On Grade Level
- 2 Partially Proficient = Approaching Grade Level
- 1 Substantially Below Proficient = At least one grade level below

4	3	2	1
Proficient with Distinction	Proficient (on grade level)	Partially Proficient (approaching grade level)	Substantially below Proficient

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PARTICIPATION RATE

Participation rate for the NH State Assessment was between 58% to 89%.

Participation rates can impact results.

	ELA	Math	Science
Grade 3	78.85%	76.92%	
Grade 4	89.80%	89.80%	
Grade 5	75.93%	75.93%	72.22%
Grade 6	60.34%	58.62%	
Grade 7	82.50%	82.50%	
Grade 8	88.46%	88.46%	86.54%

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Grades 3-8 Historical

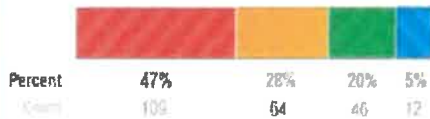
Historical	2017	2018	2019	2021
ELA	41	43	46	25
Math	41	36	47	22
Science	21	25	23	9



SAS Summative ELA

Grades Tested: 3, 4, 5, 6, 7, 8

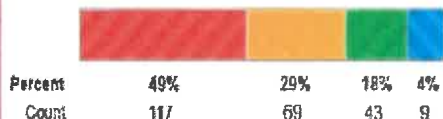
Tests Taken: 231 Date Last Taken: 06/07/2021



SAS Summative Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 238 Date Last Taken: 06/08/2021



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ENGLISH LANGUAGE ARTS 2021 RESULTS

	4 Proficient with Distinction	3 Proficient (on grade level)	2 Partially Proficient (approaching grade level)	1 Substantially below Proficient	Total Percentage Proficient
English Language Arts (by percent)					
Grade 3- ELA	5	5	30	60	10%
Grade 4-ELA	5	24	42	48	29%
Grade 5-ELA	2	17	29	51	19%
Grade 6-ELA	11	40	17	31	51%
Grade 7-ELA	7	23	27	43	30%
Grade 8-ELA	2	11	33	49	13%

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MATHEMATICS 2021 RESULTS

	4 Proficient with Distinction	3 Proficient (on grade level)	2 Partially Proficient (approaching grade level)	1 Substantially below Proficient	Total Percentage Proficient
Mathematics (by percent)					
Grade 3-Math	0	28	28	45	28%
Grade 4-Math	2	18	32	48	20%
Grade 5-Math	3	13	28	58	16%
Grade 6-Math	6	35	26	32	41%
Grade 7-Math	9	6	39	45	15%
Grade 8-Math	4	9	24	62	13%

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English Language Arts

A Vertical Look

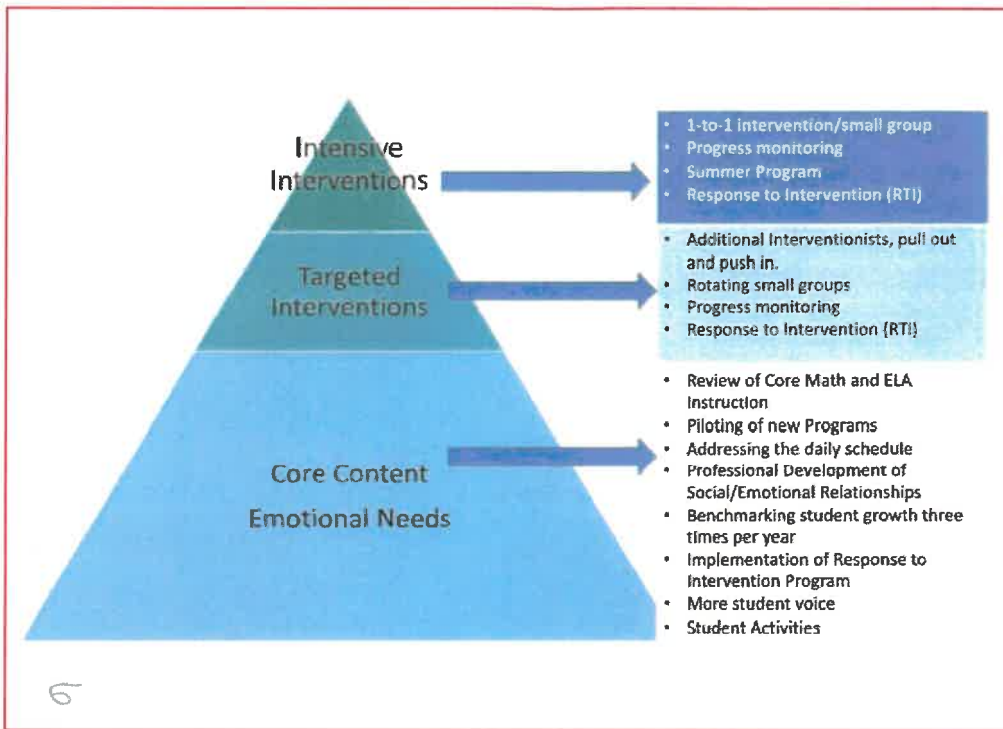
Grades in 2021						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021	10%	29%	19%	51%	30%	11%
2020	Covid		No Testing			
2019			49% (Gr. 3)	35% (Gr. 4)	29% (Gr. 5)	44% (Gr. 6)
2018				46% (Gr. 3)	19% (Gr. 4)	37% (Gr. 5)
2017					28% (Gr. 3)	10% (Gr. 4)
2016						44% (Gr. 3)

Mathematics

A Vertical Look

Grades in 2021						
Mathematics						
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021	28%	20%	16%	41%	15%	15%
2020	Covid		No Testing			
2019			46% (Gr. 3)	41% (Gr. 4)	17% (Gr. 5)	10% (Gr. 6)
2018				28% (Gr. 3)	23% (Gr. 4)	20% (Gr. 5)
2017					41% (Gr. 3)	25% (Gr. 4)
2016						30% (Gr. 3)

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Mrs. Stiles will come back to the Board in the Spring after the three tests are complete. She said this will give them the benchmarks they need and will set them up for the RTI program. This will have professional development in it and this will provide the targeted and intensive interventions they need. This is a multi-faceted approach. They will be looking at core instruction and re-writing the standards so every teacher has what they need for their grade level. This will also be part of administrative evaluations to see how teachers are meeting the needs of all of their students using differentiated instruction. She told the Board that Response to Intervention will be enacted. Daily schedules will change to get equity of instruction. Each grade will have 100 minutes of ELA and 100 minutes of math every day. There will be 20 minutes of personal learning time for extra help each morning at the beginning of the day. Benchmarking will take place three times a year. Kindergarten will do the Brigance test. Grades 1-2 will take the STAR test and Grades 3-8 will take the NWEA in the fall and the state test in the spring. Targeted Interventions will take place. All teachers will have their required prep time. She wants to have more student voices in their learning. They are working on the duty schedule to make it equitable so it's not always paras. The Board had some questions on the Personal Learning Time. Mrs. Stiles said that they want the individually needs of the students to be met.

Public Comment

None

Consent Agenda

Mrs. Robbins made a motion, seconded by Mrs. Gelinis, to approve the consent Agenda. (Vote 5-0)

Meeting Minutes

Mrs. Robbins made a motion, seconded by Mrs. Collins, to approve the public minutes of 7-20-21 with any amendments offered. (Vote 5-0)

Reports

Superintendents Report

Mrs. Stiles said all the grants have been written and sent in. She has met with representatives from both Unions. Five of the nine needed teachers have been hired. Two that are still needed are general classroom positions. The Emergency Operations Plan will come before the Board at the next meeting. There will be a community Meet and Greet outdoors on August 10th from 5:30 to 6:30 to meet the new Principal, Assistant Principal and Superintendent. The back to school barbeque will be coming up on August 30th from 4:30 to 6:00. They are looking for donated items. Please contact Jen Hayward. Music, Health and Art will now travel to classrooms as room is at a premium and another 5th grade teacher will be hired because of the student numbers.

Old Business

Re-Entry Plan

Mrs. Stiles went over the changes in the Plan and presented the most up to date information. By consensus, the Board agreed to lunch in the lunchroom and rotating to IA's. Kindergarteners will continue to eat in their classrooms. Currently there are no cases of Covid in Wakefield and the

Carroll County rate is at 1.8% in positivity with approximately 60 new cases out of 100,000 people over the last fourteen days. The CDC is requiring masks to be worn on buses and all forms of public transportation, Assigned seating on the buses is being discussed. Mrs. Gelinis asked if there will be something in place to make sure kids are wearing masks on the bus because last year that wasn't the case. Mrs. Stiles said absolutely. Students should be mindful of social distancing when possible. The Board had a discussion about the CDC recommendations. The Board felt that they should wait two more weeks before approving the re-entry plan so they have the most up to date information.

Policies

DFA- Investment: (1st reading) Mrs. Collins said they have adopted the NHSBA Policy. There are no changes. This policy has to be reaffirmed every year.

Mr. Fogg made a motion, seconded by Mrs. Collins, to reaffirm Policy DFA. (Vote 5-0)

IHBAA – Evaluation Requirements for Children with Specific Learning Disabilities: (2nd reading) Mrs. Collins said they have adopted the NHSBA Policy. There are no changes.

Mrs. Gelinis made a motion, seconded by Mr. Fogg, to approve Policy IHBAA. (Vote 5-0)
Mrs. Robbins first name is spelled incorrectly.

JLDBA – Suicide Prevention/Behavior Management and Intervention: (2nd reading) Mrs. Collins said this policy is replacing the Wakefield School Board policy. This policy will be revised and we will get the new policy at a later date. The letters for the new policy will be JLDBB and will be called Suicide Prevention and Response.

Mr. Fogg made a motion, seconded by Mrs. Robbins, to approve the policy as presented at this meeting. (Vote 5-0)

JLF- Reporting Child Abuse or Neglect: (1st reading) Mrs. Collins said they have adopted the NHSBA Policy. There are no changes. The reporting procedure will be different. There will be a new form (JLF-R) and will come to the Board at a later date.

New Business

Transportation

Mrs. Stiles referred to the Co-Bus Coordinator job description in the Board packets. She said she and Mr. Fogg met with all the drivers and they all had input in the job description. She said everyone at the table had a chance to step up if they wanted to be a Co-Coordinator. One person has stepped forward and one is still thinking about it. She hopes to hear from her tomorrow and if not, they have a plan B. Right now, there are enough drivers to do the job but have no movement. One person is in training. One woman came in and would like to drive the van and a gentleman has expressed interest in being a substitute. Routes are being worked on and the plan is to have the routes released to the parents on August 15th.

2021/20122 Calendar

Mrs. Stiles asked the Board to approve Friday, December 17th as an early release day. That time would be spent on the RTI program. Also, to approve February 11th as an early release day. This date is right after benchmarking and it would be for staff to gather together and look at the data.

Mr. Fogg made a motion, seconded by Mrs. Collins, to grant the request by the Superintendent for two early release days. (Vote 5-0)

2021/20122 General Assurances

Mrs. Gelinas made a motion, seconded by Mr. Fogg, to approve the 2021/2022 General Assurances. (Vote 5-0)

Committee Lists

Mrs. Stiles asked the Board members to look at the list and come up with some days and times to meet. Mrs. Collins said the Curriculum Committee has been meeting at 6:00pm via Zoom. She said her concern is that the public is not able to listen. Mrs. Gelinas said perhaps we can find a way to broadcast that and offer the link. Mrs. Collins said the Technology Committee has been meeting on Wednesdays at 11:00am. That day and time will change when they're back in school. CIP has not met. Mrs. Stiles asked that the CIP Committee be rolled into Facilities as an agenda item. Mrs. Collins suggested Facilities/CIP and she wouldn't be part of it. She could be an alternate. Transportation will be at 5:15 prior to the first School Board meeting of the month. Facilities will meet at 5:15 prior to the second meeting of the month. Negotiations are TBD. The Wellness Committee is TBD. Mrs. Stiles said when the times and dates are decided this will go out to staff so they can decide what they want to be part of. Mrs. Stiles said by law there must be a Joint Loss Committee with two employers and two employees. They must be equal. Mrs. Stiles explained that this is a plan to make sure the building is safe and things are repaired. Mrs. Gelinas suggested having the daytime custodians be part of this committee. Mrs. Stiles agreed.

Current Committees

Mrs. Collins and Mrs. Robbins Policy Committee.

Mr. Ouellette and Mr. Fogg Facilities Committee

Mr. Fogg and Mrs. Gelinas Transportation Committee

Mrs. Collins CIP Committee. Mr. Ouellette as the alternate.

Mrs. Gelinas and Mrs. Robbins \ Wellness Committee.

Mrs. Gelinas Professional Development Committee and Mrs. Robbins as the alternate.

Mr. Fogg and Mrs. Robbins Negotiations Committees. Mrs. Collins as an alternate.

Mr. Fogg Budget Committee. Mr. Ouellette as an alternate.

Mrs. Collins Tech Committee and Mr. Ouellette as the alternate.

Mrs. Gelinas and Mrs. Collins Curriculum Committee

DocuSign

This is a program where the Superintendent approves something then the document is sent to the Chair. When the Chair signs it automatically goes to the next Board member for their signature. If they choose not to sign, they send it on to the next Board member. This is a way to see that the manifest is signed and bills are paid when there are three weeks between meetings.

Public Comment

None

Resignations/Nominations

Mr. Fogg made a motion, seconded by Mrs. Collins, to approve the new hires, Julianna Purvis for Grade 3 and Kate Kelley for Title 1 Interventionist. (Vote 5-0)

Mr. Fogg made a motion, seconded by Mrs. Gelinias, to accept the resignation of Molly Brackett with regret. (Vote 5-0)

Judy Nason Memorial Bridge

Mr. Fogg said he reached out to Steve Wolfe and by reducing the size of the culvert to a length of six feet we would save \$1,600. The 10 gauge would cost \$4,454.08 and the 12 gauge would cost \$3,704.16. Delivery is included in these prices. There would be additional expense for the cosmetics. There is \$10,100 in that fund. The family would like to see this completed. Tom Dube, who is in this field and is Chairman of the Planning Board has offered to help.

Mrs. Gelinias made a motion, seconded by Mr. Ouellette, to come up with a plan, design and estimated cost for the project to present to the Board at the next meeting. (Vote 4-0-1)

Non Public Session

Mr. Ouellette made a motion, seconded by Mr. Fogg to enter non public session at 7:40 under RSA 91-A 3:II (c) Roll Call: Ouellette aye, Colins aye, Fogg aye, Gelinias aye, Robbins aye (Vote 5-0)

The Board returned to Public Session at 8:25. During non public the Board read and resealed the minutes of 1-19-21. The Board also discussed a student and the School Board Secretary position and no action was taken.

Adjournment

Mr. Ouellette made a motion, seconded by Mrs. Gelinias, to adjourn the meeting at 8:25. (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

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Transportation Report
August 17, 2021

1. The buses are in the process of going through the required inspections. Howie Anderson completed a bus audit and made some recommendations for painting and cleaning. The cameras on the buses have been reformatted and we are finishing up with a few repairs to radios, which should be done for the start of school. Thank you to Mike, Kelley and DiPrizios for getting our buses ready for August 31.
2. Bus routes have been put together and should have been distributed on Monday, August 16. The routes were difficult to create this year due to communication systems that were incomplete or inaccessible. Thank you to Stephanie Stewart and the drivers for taking the time to review all the information that was sent in—during the first 2-3 weeks of school, adjustments will be made.
3. All the drivers have received their required training and have been rostered. The district is in the process of working with three new perspective drivers.

Submitted-
Pamela Stiles

Math Curriculum

Beginning Phases
August 2021

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Phase 1- Research

- Number Sense Screeners 2016-2020
- SAS Results 2016/17 vs 2017/18
- Survey 2019

Number Sense Screeners- BVSD-1 year, GLOSS/IKAN (Georgia Numeracy Project)-2 ½ years

Takeaways after 3 years-

Lack of strategies for different operations/only know how to use:

Counting on for addition

Skip counting for multiplication

Standard algorithms

Place Value Misunderstandings:

Only use standard algorithms

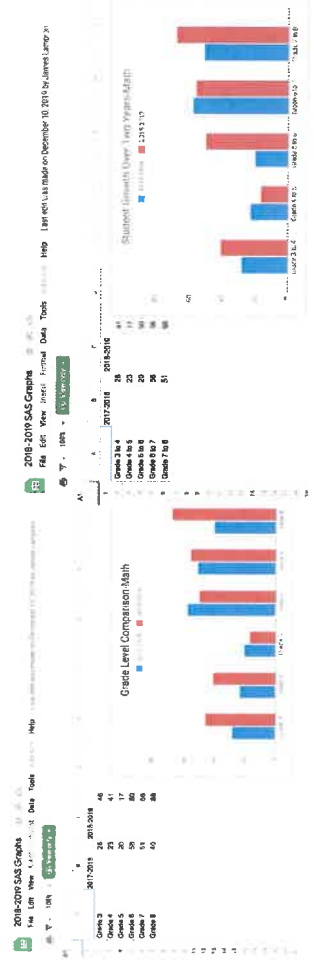
Subtraction/division harder

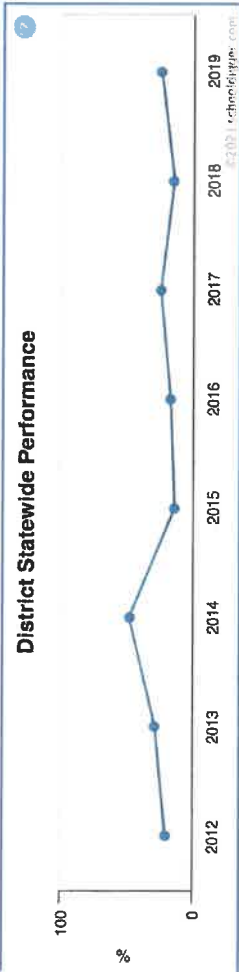
Decimals become an issue

Fractions

SAS Results (graphs by Jenn Spector)

https://docs.google.com/spreadsheets/d/1f2GanDL7JrkZBoIY2BqXUNIAqVON_42UOs0MgqITo/edit#gid=687766597





Source: <https://www.schooldatacenter.com/go/NH/district/06780/search.aspx>

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Classroom Teacher Survey 2/2019

https://www.surveymonkey.com/analyze/RUeccsthF3kHdAH97Vc7GU6DVBWqblt-ax3XXEnkumgM_3D

Phase 2-Program Development

Professional Development Opportunities

*Title 1 purchased Math in Practice series K-5, which included a training session with the author; Sue O'Connell for 1 staff member from each grade level.

*Free access to Build Math Minds annual Summer Summit

*Brought in consultant recommended by the state's Department of Education, Ann Elise Record in 2019/2020. She completed her visits online due to the pandemic. <https://www.anneliserecord.com/>

On top of her in-person sessions, she created a padlet for staff to use.

Other supporting reasons for a new program

- Math in Focus no longer supports the edition we use. Does allow access to new materials through website for now.

Research for New Programs

Pilot-Attempt 1

- 1) 2019/20: Two 2nd grade teachers wanted to pilot iReady and Ready Math. Money had been put in the budget for Chromebooks to use iReady (digital resource). One cart to share. Sample materials (Teacher guides, workbooks etc.) were sent for 2nd grade as well as some for other grade levels Then, come October. Chromebooks were not purchased. SAU wanted to wait. Principal nixed the pilot altogether.
- 2) Superintendent suggested visit to successful school in Somersworth (Idlehurst Elementary), who is using the program from which I took my number sense screeners. Principal said math wasn't a priority at that point, so put it off and then Covid-19.

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Curriculum Focal Points by Grade Level (National Council of Teachers of Mathematics, 2006)

Kindergarten

- Number and Operations**- Representing, comparing and ordering whole numbers and joining and separating sets.
- Geometry**- Describing shapes and space
- Measurement**- Ordering objects by measurable attributes

1st Grade

- Number and Operations and Algebra**- Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts.
- Number and Operations**- Developing an understanding of whole number relationships, including grouping in tens and ones.
- Geometry**- Composing and decomposing shapes

2nd Grade

Number and Operations-Developing an understanding of the base-ten numeration system and place-value concepts

Number and Operations and **Algebra**-Developing quick recall of addition facts and related subtraction facts and fluency with multidigit addition and subtraction.

Measurement-Developing an understanding of linear measurement and facility in measuring lengths

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3rd Grade

Number and Operations and **Algebra**- Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts.

Number and Operations-Developing an understanding of fractions and fraction equivalence.

Geometry-Describing and analyzing properties of two-dimensional shapes.

4th Grade

Number and Operations and **Algebra**- Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication.

Number and Operations-Developing an understanding of decimals, including the connections between decimals and fractions.

Measurement-Develop an understanding of area and determining the area of two-dimensional shapes.

5th Grade

Number and Operations and **Algebra**-Developing an understanding of and fluency with division of whole numbers.

Number and Operations-Developing an understanding of and fluency with addition and subtraction of fractions and decimals.

Geometry and **Measurement** and **Algebra**-Describing three-dimensional shapes and analyzing their properties, including volume and surface area.

6th Grade

Number and Operations- Developing an understanding of and fluency with multiplication and division of fractions and decimals

Number and Operations- Connecting ratio and rates to multiplication and division.

Algebra- Writing, interpreting and using mathematical expressions and equations.

27

7th Grade

Number and Operations and **Algebra** and **Geometry**-Developing an understanding of and applying proportionality, including similarity.

Measurement and **Geometry** and **Algebra**-Developing an understanding of and using formulas to determine surface areas and volumes of three-dimensional shapes.

Numbers and Operations and **Algebra**- Developing an understanding of operations on all rational numbers and solving linear equations.

8th Grade

Algebra- Analyzing and representing linear functions and solving linear equations and systems of linear equations.

Geometry and **Measurement**- Analyzing two- and three-dimensional space and figures by using distance and angles

Data Analysis and **Number and Operations** and **Algebra**- Analyzing and summarizing data sets.

200

-199

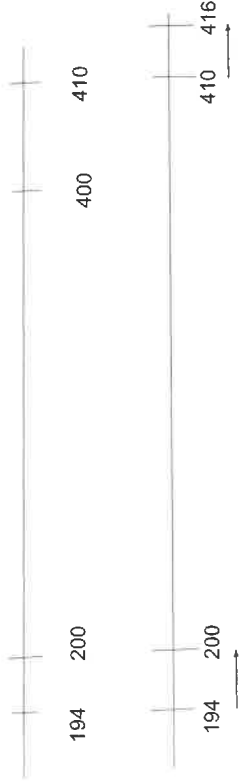
410

-194

$$\begin{array}{r} 11010 \\ \cancel{200} \\ -199 \\ \hline 001 \end{array}$$

$$\begin{array}{r} 31010 \\ \cancel{4010} \\ 410 \\ -194 \\ \hline 216 \end{array}$$

23



Depth of Knowledge Questions (complexity)

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nhsas-v2-part1-tech-report-2018-19.pdf>

Table 28: Blueprint Proportion of Items by DOK, Mathematics

Grade	DOK 1	DOK 2	DOK 3
3-8	15-23%	50-65%	15-25%

Table 30: Observed Proportion of Items by DOK, Spring 2019 Mathematics

Grade	DOK 1	DOK 2	DOK 3
3	15-27%	53-64%	16-28%
4	16-24%	51-66%	17-30%
5	14-21%	51-65%	17-32%
6	15-24%	50-64%	16-32%
7	16-26%	51-65%	16-28%
8	15-24%	54-66%	16-26%

NECAP Released Items

3rd grade

<https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/NECAP/Released-Items/NECAP-2009-Gr3-Math-Released-Items.pdf>

4th grade

<https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/NECAP/Released-Items/NECAP-2005-Gr4-Math-Items.pdf>

NHSAS Practice Items

19
GUEST

A parallelogram is shown. Part of the parallelogram is shaded.



What fraction is represented by the shaded part of the parallelogram?

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

24

18
GUEST

An expression is shown.

$$30 \div 3$$

What is the value of the expression?

- A 10
- B 27
- C 33
- D 90

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

15
GUEST

Select all of the numbers that round to 710 when rounded to the nearest ten.

- A 700
- B 703
- C 706
- D 708
- E 720

Research on Programs

*Used Edreports as a jumping off point:

<https://www.edreports.org/>

*Talked to multiple people about their experiences with programs, including several social media groups.

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More Traditional with Book Sets

Bridges K-5

Singapore Math

Hybrids

Carnegie Mathia 6-8, Zorbit's-digital only

Illustrative Math 6-8 McGraw-Hill

Ready Math (I-Ready)

Reveal Math K-5, 6-8

Free Online

EngageNY/Eureka (print available for a cost)

Illustrative Math K-5, 6-8

Match Fishtank (3-8) Extra add-ons available for a cost

SFUSD

Zearn (print available for a cost)

Digital Platforms

ALEKS-(McGraw-Hill)

Happy Numbers

IXL

BRIDGES

THE MATH LEARNING CENTER

Bridges Math- The Math Learning Center



Building Mathematical Thinkers[®]

Bridges in Mathematics is a comprehensive PK-5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.

The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is linguistically, visually, and kinesthetically rich as it is mathematically powerful.

As educators, you strive to make well-informed curriculum adoption decisions. We fully support this goal and invite you to read [What you need to know about Bridges](#).



What you need to know about Bridges in Mathematics

As educators, you strive to make well-informed curriculum selection decisions. We fully support this goal and offer the following summary of the philosophy, assumptions, and expectations inherent in Bridges in Mathematics.

We believe...

Learning is a collaborative and social endeavor.
Learning is a process of constructing meaning to make sense of concepts.
Learning requires persistence and willingness to experience disequilibrium.

Bridges teachers...

Encourage students to be responsible for their own learning.
Use good questioning strategies and draw out student thinking.
Promote discourse while creating a safe learning environment.

Bridges students...

Solve problems using visual models and manipulatives.
Make and test conjectures while recording their thinking.
Talk and move around the classroom as they actively engage in learning.

Bridges administrators...

Provide time and resources for professional development and collaboration.
Allocate funds for resource items not included as well as for copying needs.
Plan for and expect a full implementation with fidelity.

Bridges calls for...

30 minutes each day for math.
A minimum of one year of implementation for first year.
Well spaced to the calendar, 60 and other anchor dates.

COMPRISED OF TWO SEPARATE PARTS:

- Bridges in Mathematics (core curriculum)
- Number Corner (supplemental everyday practice)

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Cost:

*Bridges in Mathematics:

\$1500/30 students- app. \$50/student

*Number Corner:

\$500/30 students- app. \$17/student

*Manipulatives: Should have most of what we need

ILLUSTRATIVE MATH 6-8

MCGRAW-HILL

Illustrative Mathematics 6–8 A Middle School Math Curriculum

The Power of Problem-Based Instruction

Students learn best when they solve problems. Decades of research show that traditional models of direct instruction and follow-up practice are flawed. Students tend to forget procedural skills and do not develop strategies for tackling non-routine problems or engage in productive struggle.

Our problem-based curriculum designed to address content and practice standards to foster learning for all. Students are encouraged to take an active role to see what they can figure out before having things explained or being told what to do. Teachers can shift their instruction and facilitate student learning with high-leverage routines that guide them in understanding and making connections between concepts and procedures.



Learn more about our perfect ALL GREEN ratings from

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COST:

Student workbooks-\$24/student
Student digital access-\$6.66/student

Teacher Guides (one-time)-\$99/ea, 2 required
Teacher digital access-\$46/teacher each year



Student Edition, Two Volumes

The write-in Student Editions come as a two-volume set and are full-color, perforated, and 3-hole punched.



Student Digital Center

The Student Center includes all student materials delivered online for complete digital interactive functionality.

[VIEW SAMPLER](#)

[SAMPLE PROGRAM ONLINE](#)

Grade 6 Teacher Components



Teacher Edition, Two Volumes

The spiral-bound Teacher Editions come as a full-color, two-volume set. Pedagogy Pacing Guide



Teacher Digital Center

The Teacher Center includes all teacher materials delivered online for complete digital interactive functionality.

[SAMPLE PROGRAM ONLINE](#)

HAVE

DIMENSIONS MATH PK-5 AND 6-8

SINGAPORE MATH INC.
MARSHALL CAVENDISH EDUCATION PTE. LTD

Our Story

We believe the highest quality math education should be accessible to all. Our commitment to this mission began over twenty years ago when we introduced the world to Singapore math, and it remains our guiding principle as we develop new and affordable Singapore Math® programs.

When we moved from Singapore to the U.S., we found our daughter's public school math program lacking. We began to supplement her education with the math curriculum used at her previous school in Singapore. Through this process, we realized that the Singapore math method was uniquely effective and that it would be useful to other parents and teachers in our community. We started selling the original Singapore Math program, Primary Mathematics, from our home in 1998 to share this powerful approach.

Since those early years, Singapore Math has become an established part of national and international conversations about math education. We've continually improved and expanded our programs to suit the diverse and ever-evolving needs of students and educators. Our latest series, Dimensions Math® PK-5, makes the Singapore math approach more accessible, affordable, and engaging.

One thing that will never change is our core belief that everyone deserves an excellent math education, regardless of their situation. We know that a foundation in Singapore Math creates the conditions for future success, and our goal is to make the finest math education in the world available to as many students as possible. We intentionally develop and price all our offerings with this in mind.

Thank you for growing with us as we raise math standards for all!

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PROGRAM BROCHURE

https://www.singaporemath.com/wp-content/uploads/2021/04/DM_BROCHURE-2021_web.pdf

COST: (Insufficient stock at this time)

Complete Set/teacher \$137; \$165 for 7 & 8

Textbooks-\$12 each; 2 for each student

Workbooks-\$12 each consumable (need to purchase each year)

CARNEGIE LEARNING

ZORBITT'S AND MATHIA

orbit's (K-5): New, just digital right now.

Uniting play and rigorous pedagogy like no one else.

Some resources drive rich learning while others deliver the playfulness kids crave – but it's rare to see both simultaneously...**until now!** Our curriculum-aligned resources merge play and pedagogy like no one else.

It all starts with our research-proven games, **Zorbit's Math** for K-3 and the new **Mathstoria** game for 4-6 (coming Fall 2021) where kids explore targeted math concepts within an exciting narrative.

30

Mathia (6-8): Hybrid (software as well as books)

 <p>Engage</p> <p>Make learning meaningful for your students. Our materials help you to engage them with real-world examples, encourage them to collaborate, and leverage personal experiences to make learning real for them.</p>	 <p>Develop</p> <p>Prepare them for the future. Independent learning opportunities help students get the specific 1-to-1 support they need, while group activities help them refine important social skills.</p>	 <p>Demonstrate</p> <p>You know that math is more than memorization, and so do we. Our ongoing formative assessments demonstrate what students are (or aren't) learning, so you can make adjustments to accommodate their needs.</p>
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[Home / Core Mathematics Curriculum](#)



Core Mathematics Curriculum

Our Philosophy

We imagine mathematics classrooms with a focus on thinking and reasoning, instruction that is accessible and equitable, and a place where learners are doing most of the talking and teachers are consistently providing high-impact tasks and opportunities to collaboratively problem solve. Only then will students become strong, independent thinkers and active contributors in mathematics conversations. Engaged mathematicians thrive when:

- Research-based mathematics routines are integrated into instruction
- Problems with real-world application are at the heart of each lesson
- The teacher facilitates and encourages active student questioning and discussion
- Students at all levels of language proficiency are given opportunities to listen, speak, read, and write about mathematics

READY MATH

CURRICULUM ASSOCIATES



Helping All Students Connect and Engage with Mathematics

Program Components

i-Ready Classroom Mathematics (K-8) is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways. The program includes:

- An instructional design that allows students to take ownership of their learning
- Rigorous practice opportunities that build students' conceptual understanding and procedural fluency
- In-depth reports that enable instructional decisions so teachers can help students reach their greatest potential
- A wide range of accessibility features to maximize usability for all students
- Support and resources for remote learning

Author Bios

Professional Development

Cost:

I-Ready-\$30/student

Student Workbooks and Problem Solving-\$19

Teacher Guides- \$30

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Reveal Math K-5 An Elementary Core Math Curriculum Reveal the Full Potential in Every Student

Reveal Math®, a balanced elementary math program, develops the problem solvers of tomorrow by incorporating both inquiry-focused and teacher-guided instructional strategies within each lesson.

In order to uncover the full potential in every student, *Reveal Math* champions a positive classroom environment, explores mathematics through a flexible lesson design, and tailors classroom activities to student need. These guiding principles allow student to take ownership of their mathematical journey!

REVEAL
MCGRAW-HILL

RESEARCH

<https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20M0/research.html>

PROGRAM BROCHURES

<https://s3.amazonaws.com/ecommmerce-prod.mheducation.com/units/school/explore/sites/reveal-math/reveal-program-overview-k-5.pdf>

<https://s3.amazonaws.com/ecommmerce-prod.mheducation.com/units/school/explore/sites/reveal-math/program-overview-6-8.pdf>

<https://s3.amazonaws.com/ecommmerce-prod.mheducation.com/units/school/explore/sites/reveal-math/reveal-digital-experience-guide-k-5.pdf>

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COST:

SET OF TEACHER EDITIONS: \$275/TEACHER

SET OF STUDENT BOOKS AND CONSUMABLES + DIGITAL ACCESS: \$36/STUDENT
ANY MANIPULATIVES NEEDED

ENGAGENY/ EUREKA MATH

GREAT MINDS

New York State Math Curriculum

[Click here to view all curriculum materials for English Language Arts and Mathematics.](#)

Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. The time required to complete a curriculum module will depend on the scope and difficulty of the mathematical content that is the focus of the module (first priority cluster area for a given grade level). For example, the curriculum module relating to Grade 3 multiplication and division introduces initial ideas of multiplication and division in a brief period at the start of the year, continues to develop strategies and problem solving throughout the year, and includes materials to be used throughout the year for helping students reach fluency by the end of the year with single-digit multiplication and related division.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The [Standards for Mathematical Practices](#)⁴ describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology intelligently to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

“Students learn to think, strategize and solve problems... not just get answers.”

- JILL DINIZ, CHIEF ACADEMIC OFFICER, EUREKA MATH

Math Minus Memorization

Thoughtfully constructed and designed like a story, *Eureka Math* is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year.

Print Materials

Eureka Math offers a full complement of PreK-12 print materials including Teacher Editions, Student Workbooks, and more. New Learn, Practice, Succeed student workbooks (Grades K-8) offer teachers multiple ways to differentiate instruction, provide extra practice, and assess student learning, and are available in Armenian, Arabic, French, Korean, Mandarin, and Spanish.

[LEARN MORE](#)

[LEARN MORE](#)

Eureka Math In Sync

Built to be flexible in today's fluid learning environment, *Eureka Math In Sync* allows you to access all the *Eureka Math* resources you need, anytime, anywhere. Featuring digestible video lessons and downloadable and fillable PDFs, *Eureka Math In Sync* makes toggling between home and the classroom seamless.

ORIGINS

Fishtank Learning was originally founded as Match Fishtank. As a part of [Match Education](#), we developed the curriculum to be used in [Match Charter Public School](#) classrooms, and began sharing the resources with teachers around the world via the Match Fishtank website in 2016.

Our partnership with the teachers and instructional leaders at Match Charter Public School was invaluable as we developed the Fishtank curriculum. We are grateful to the teachers who taught the curriculum and helped us refine it over the years. The opportunity to pilot new units and receive feedback directly from classrooms has shaped the curriculum in fundamental ways.

Our math curriculum includes problems carefully curated from the incredible breadth of available OER materials, which include but are not limited to:

- [Engage NY](#)
- [Illustrative Mathematics](#)
- [Open Middle](#)
- [SERP](#)
- [Math Mistake](#)
- [MARS](#)

FISHTANK LEARNING

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Cost: Free but can add on

Fishtank

Fishtank Plus

- ✓ Online Unit and Lesson Plans
- ✓ Downloadable Curriculum PDFs
- ✓ Problem Sets for Each Lesson
- ✓ End-of-Unit Assessments

- ✓ Online Unit and Lesson Plans
- ✓ Downloadable Curriculum PDFs
- ✓ Problem Sets for Each Lesson
- ✓ End-of-Unit Assessments
- ✓ Expanded Assessment Packages
- ✓ Daily Word Problems
- ✓ Fluency Activities
- ✓ Student Handout Editor
- ✓ Google Classroom Integration
- ✓ Vocabulary Package
- ✓ Unit Launches (5th Grade)

SHTANK PLUS PRICING

Individual Teachers

All subscriptions for 5th-8th Grade Math are available for \$15 per course. Fishtank Plus subscription are sold for 2 months from the base date and auto-renew annually.

The IM 9-12 course more than 1 course and save 20% on each additional course.

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ILLUSTRATIVE MATH

The IM Certified® Experience

Integrating curriculum, professional learning and community

We understand that it's challenging for teachers to find resources to support students in building an enduring understanding of mathematics. Only the IM Certified Experience helps teachers catalyze mathematical proficiency with an engaging and inclusive approach that lifts students up to the skills, understandings, and practices that will stay with them for a lifetime. IM K-12 Math gives you exclusive access to engaging content and professional learning and to an inclusive community.

Help students become lifelong math learners. [Preview IM K-12 Math.](#)

Our Purpose

Founded in 2011 at the University of Arizona, Illustrative Mathematics is guided and inspired by educators who work in spirited teams to do extraordinary things.

The result is a comprehensive suite of math curricula, designed to encourage engaging mathematical discussion, supported by tasks, lesson plans, professional learning, and community.

IM 6-8 Math™ v. III and IM 9-12 Math™ v. I certified by Illustrative Mathematics are available as open educational resources (OER) and free to access by anyone. IM K-5 Math will be available in 2021. To be assured that you are accessing the most current versions authored by IM, we created an IM Certified designation that highlights the organizations with whom we have an ongoing partnership. Additionally, the aligned professional learning certified by Illustrative Mathematics is designed to be interactive and engaging to ensure the immersive experience and best practices needed to seamlessly implement the curricula in your classrooms.

The IM Certified Difference

Highly-rated: According to EdReports, an independent nonprofit that reviews K-12 instructional materials, IM 6-8 Math™ and IM 9-12 Math™ certified by Illustrative Mathematics® meet all expectations across all three gateways for focus, coherence, rigor, mathematical practices, and usability. K-5 reports coming soon.

Grounded in best practices for effective mathematics education: Our programs are rooted in well-respected pedagogy and methodology to form a rigorous, standards-aligned curriculum.

Expert authoring team: Read more about the educators and mathematicians who developed our curricula and professional learning: [K-5](#), [6-8](#), [9-12](#).

Full-service experience: By combining the curricula with IM Certified Facilitator-led professional learning and an active online community provides educators with 24/7 support, districts receive support at every level to create effective mathematics classrooms.

Cost: Free



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HOME SFUSD MATH CURRICULUM TOOLKIT STUDENTS EDUCATORS FAMILIES + COMMUNITY

SFUSD

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Our Vision

All students will make sense of rigorous mathematics in ways that are creative, interactive, and relevant in heterogeneous classrooms.

Our Premises

- All students are mathematically brilliant.
- Math is web (not a ladder).

Our Guiding Principles

As a department, we are deeply committed to these guiding principles:

- All students can and should develop a belief that mathematics is sensible, worthwhile, and usable.
- All students are capable of making sense of mathematics in ways that are creative, interactive, and relevant.
- All students can and should engage in rigorous mathematics through rich, challenging tasks.
- Students' academic success in mathematics must not be predictable on the basis of race, ethnicity, gender, socioeconomic status, language, religion, sexual orientation, cultural affiliation, or special needs.

SFUSD Mathematics Core Curriculum

The SFUSD Math Core Curriculum began full implementation 2014-2015. It has been developed and revised by SFUSD teachers with expert advice from our vendors.

- What does it mean to use the SFUSD Math Core Curriculum?
- Highlights of the 2017-2018 revision are here.
- More about district assessment plans.
- For information about TK and PreK units, please contact the [Curriculum Department](mailto:curriculum@sfusd.net).

About our Core Curriculum

Unit Design

Entry Task: *What do you already know?*

Apprentice Task: *What's new or what makes you think you are learning?*

Expert Task: *How can you apply what you have learned to go to a new situation?*

Milestone Task: *Did you learn what was expected of you from this unit?*



Find out more about:

Teachers, students, and families may access our Core Curriculum, including unit plans and student pages through our Math Toolkit.

Math Toolkit

SFUSD teachers can get any grade level or course plan in Google Classroom to get announcements and notifications.

Learning Goals Overview

Feedback for our Core Curriculum may be given here.

Using Feedback

- All units are built around **standards**. These are the primary teaching units and are coded to teachers who require them. All units are available electronically.
- Some materials are **copied centrally** and returned to the teacher.
- **Translations** of the student materials are provided in **Spanish** and **Chinese** for the target languages of instruction.
- Except for the materials that are included in the curriculum system on the **District Assessment Plan**, our **Standards based report cards** for Elementary reflect the CCSS. Please see the [District Assessment Plan](https://www.sfusd.net/DocumentCenter/View/1000134/18-19-Elementary-Report-Cards) for more information.

Cost: Free



Zearn is the nonprofit educational organization behind Zearn Math, the top-rated math learning platform used by 1 in 4 elementary students nationwide. Everything we do is driven by the belief that every kid is a math kid.

ZEARN MATH

ZEARN

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Overview

Zoom is a non-profit curriculum publisher and a tech company. Our best-in-class math lessons are used by millions of kids around the country and we use the billions of data points from those lessons to continuously improve our curriculum and inform the field. We believe that every student can love learning math — and we're on a mission to help every child realize their potential.

Zoom's K-5 math program, **Zoom Math**, is designed by teachers to be an engaging and accessible math learning experience for all kids. It offers frequent checks for understanding, interactive visuals to keep lessons fun and entertaining, and precise feedback at the exact moment a student begins to struggle.

Our mastery based lessons ensure students only continue to new lessons after they have demonstrated understanding of a concept. This research-proven approach makes math concepts accessible and fosters deep understanding.

Zoom Math has been field-tested for the past 8 years to keep kids engaged and is the only elementary math program that includes top-rated materials for both hands-on instruction and digital learning. We've been top-rated by **Falmer**, and by state Departments of Education across the country — from Louisiana to New Mexico.

Watch the overview video below to see a guided walk-through of our program. For more detailed information about Zoom Math, download our 20-page [Reaching 3rd Learning Approach](#)

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COST:

Free
Printed materials can be purchased

ALEKS:

ALEKS Math for Grades 3–12

ALEKS is an online math assessment and adaptive learning program for grades 3–12 that helps students review and successfully master the skills needed to meet critical mathematical benchmarks and standards. Using adaptive questioning, ALEKS precisely identifies which math concepts a student knows and doesn't know within a course. Then, through individualized instruction, each student is provided with a personalized learning pathway that focuses on the exact topics they are most ready to learn, allowing ALEKS to effectively target any unfinished learning while minimizing frustration, accelerating momentum, and building confidence.

Using an automatic cycle of assessment, ALEKS ensures individualized learning pathways are continually refreshed based on each student's unique needs. These assessments also provide instructors with visibility at a granular level with reports measuring progress by student, topic, or standard.

ALEKS course content spans from Grade 3 to Precalculus which allows students to work on lesson-level content at their own pace while still acquiring prerequisite skill support or extending their learning, making it ideal for remediation, intervention, or enrichment settings.

Subscription Length	Current Product ISBNs	Price Per Student	Order Online on ALEKS.com
12 Months	978-0-03-104735-0	\$18.00	Order Here
48 Weeks	978-0-03-104742-1	\$42.00	Order Here
40 Weeks	978-0-03-104750-2	\$36.00	Order Here
Every Month	978-0-03-104826-4	\$1.25	Order Here
Five Month	978-0-03-104833-7	\$7.50	Order Here
Three Month	978-0-03-104864-5	\$39.00	Order Here
Two Month	978-0-03-104814-0	\$22.00	Order Here
One Month	978-0-03-104837-1	\$20.00	Order Here

ONLINE PRACTICE

HAPPY NUMBERS:

Math Centers that Deliver — Differentiation Done Right

While you teach small groups, Happy Numbers individualizes instruction for the rest of the class, and gives you actionable insights about student growth.

Teacher license
\$14.50 per student per year
Includes 1 student's content
Includes 1000+ math problems
Includes 1000+ math activities
Includes 1000+ math games
Includes 1000+ math worksheets
Includes 1000+ math videos
Includes 1000+ math audio clips
Includes 1000+ math images
Includes 1000+ math animations
Includes 1000+ math interactive activities
Includes 1000+ math interactive games
Includes 1000+ math interactive worksheets
Includes 1000+ math interactive videos
Includes 1000+ math interactive audio clips
Includes 1000+ math interactive images
Includes 1000+ math interactive animations
Includes 1000+ math interactive interactive activities
Includes 1000+ math interactive interactive games
Includes 1000+ math interactive interactive worksheets
Includes 1000+ math interactive interactive videos
Includes 1000+ math interactive interactive audio clips
Includes 1000+ math interactive interactive images
Includes 1000+ math interactive interactive animations

School license
\$14.50 per student per year
Includes 1000+ math problems
Includes 1000+ math activities
Includes 1000+ math games
Includes 1000+ math worksheets
Includes 1000+ math videos
Includes 1000+ math audio clips
Includes 1000+ math images
Includes 1000+ math animations
Includes 1000+ math interactive activities
Includes 1000+ math interactive games
Includes 1000+ math interactive worksheets
Includes 1000+ math interactive videos
Includes 1000+ math interactive audio clips
Includes 1000+ math interactive images
Includes 1000+ math interactive animations

District license
\$14.50 per student per year
Includes 1000+ math problems
Includes 1000+ math activities
Includes 1000+ math games
Includes 1000+ math worksheets
Includes 1000+ math videos
Includes 1000+ math audio clips
Includes 1000+ math images
Includes 1000+ math animations
Includes 1000+ math interactive activities
Includes 1000+ math interactive games
Includes 1000+ math interactive worksheets
Includes 1000+ math interactive videos
Includes 1000+ math interactive audio clips
Includes 1000+ math interactive images
Includes 1000+ math interactive animations

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Next steps:?

IXL:

IXL Math

Gain fluency and confidence in math! IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards.

COST- STARTS AT \$299/25 STUDENTS

Response to Covid

Paul School
Wakefield, NH

DRAFT

August, 2021

March 13, 2020, marked the start of events that placed children and their families in jeopardy of lost jobs, health was at risk and isolation put learning and emotional well-being in a compromised position.

Now, nearly 18 months later, much has been learned about the coronavirus and our response to it. As preparations are made for the start of the 2021-2022 school year, the top priority of the Paul School is to keep students and staff safe while being physically present in the school building. The following plan outlines a multi-layered approach to protecting students and staff that reflects the level of infection in our community and county. It is recognized that there continues to be various levels of individual risk and the school will make every effort to accommodate need and help where needed.

In July, 2021, a survey was conducted regarding the level of comfort that families and staff had about covid and school precautions. Below are the results of the highest percentage of responses:

Question	STAFF	FAMILIES
	Percentage	Percentage
For Staff: Mask wearing optional in all places	90.5%	N/A
For Students: Mask wearing optional in all places	81%	54.2%
No special distancing anywhere on school grounds	57.1%	68.3%
Breakfast should be served in the cafeteria	58.5%	67.5%
Lunch served in cafeteria	80.5%	83.3%
I'd like my child to attend school in person	N/A	99.2%
Provide extra support to students struggling emotionally	76.3%	68.5%
Staff would like more professional development regarding students needing emotional support	57.9%	N/A
Restore usual access to the building for visitors and volunteers	59.5%	62.4%

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The School Board, Administration, Families, Teachers, Staff, Teachers' Union, Paraeducators' Union, and the bus drivers have all had input into this plan. Although Emergency Order #89 states that all education partners, public and private, are to comply with the DHHS requirements and the CDC requires a few federal regulations, the decisions made about the Paul School plan comes from those involved with the school.

This document will be amended if there is a change in the number of covid cases in the town and/or county. The CDC's Community Transmission and Community Characteristics will help guide decisions about the levels of protection to use.

Table 1. Level of mitigation needed by level of community transmission and community characteristics

Level of Community Transmission	Community characteristics and description	Level of mitigation
Substantial, uncontrolled transmission	Large scale, uncontrolled community transmission, including communal settings (e.g., schools, workplaces)	Shelter in place
Substantial, controlled transmission	Large scale, controlled community transmission, including communal settings (e.g., schools, workplaces)	Significant mitigation
Minimal to moderate community transmission	Sustained transmission with high likelihood or confirmed exposure within communal settings and potential for rapid increase in cases	Moderate mitigation
No to minimal community transmission	Evidence of isolated cases or limited community transmission, case investigations underway; no evidence of exposure in large communal setting	Low mitigation

K-12 schools are not considered "high risk" locations but we at the Paul School are committed to keeping our students in school, where there is support and encouragement. Communication to all constituents will be timely as we make our way through this pandemic.

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THE PROTOCOLS

Let's start with **General Hygiene**

1. Masks will be optional in all areas for all students and staff.
2. Hand sanitizing will take place throughout the day at specified times.
3. We will continue to teach how to cover coughs and sneezes.
4. Students/staff will stay mindful of distancing when possible.
5. Classroom furniture will be placed in a pre-covid format with a goal of providing 3' distancing.
6. Sharing of materials will be minimized.
7. Classrooms will be disinfected nightly.

What Happens When Someone Is Not Feeling Well?

Response to **Illness/Symptoms** has been updated by the NH DPHS. What does that mean for your family?



Last year, there was an extensive list of ailments that required a ten-day quarantine. The NH Department of Public Health has narrowed that list to two types of potential infections - viral or respiratory:

- A **viral infection** would show symptoms of fever, chills, loss of taste and smell, nausea/vomiting/diarrhea, sore throat, runny nose/congestion, cough and body aches.
- A **respiratory viral** infection would include sinus congestion, a sore throat, a runny nose and a cough.

If someone is feeling ill with these symptoms, it is important to stay home--this is good practice pre- and post-covid. Anyone showing symptoms of being ill with a viral or respiratory infection, will be sent to the nurse's office for evaluation, will wear a mask, will be kept separate and will be sent home. Anyone with a temperature of 100.4 or greater will be dismissed.

When can someone return who was showing symptoms of a viral or respiratory infection, were untested or who tested negative for Covid-19?: When....

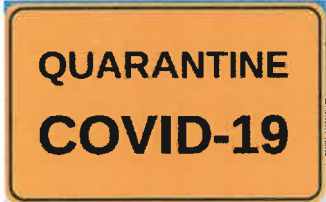
1. The person receives an approved COVID-19 test that is negative, **AND** the person's symptoms are improving. **OR**
2. The person is fever free without the use of fever reducing medication for 24 hours; **AND**
3. Is symptom free for 24 hours--they may return to school **the following school day after the symptom free 24 hours.**

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It is very important that parents/guardians provide documentation to the school nurse regarding known/chronic/predictable symptoms.

If someone presents with viral/respiratory symptoms during school, and it is unclear (or undocumented in the person's medical record) if the symptoms are new or unexplained, than they will be excluded until they have met the return to school criteria **or** a healthcare provider can document a chronic/stable condition that accounts for the symptoms that are not new or unexplained symptoms of COVID-19.

When will a student/staff member be required to **Quarantine?**



1. Anyone who is unvaccinated living with a family member with COVID-19 will be required to quarantine for 14 days after being exposed.
2. If you test positive and have symptoms of Covid, you must stay home until at least 10 days have passed since your symptoms first started **AND** at least 24 hours have passed since you had a fever (without using fever-reducing medications) **AND** your symptoms are improving.
3. If you have a positive test but have no symptoms, you must stay home until 10 days have passed since the date of collection of your positive test, assuming you don't develop symptoms. If you develop symptoms, then follow the instructions above.

Are there times when someone **would not** need to quarantine?

of note* The NH Department of Public Health is no longer requiring contact tracing for positive cases in schools. Administration from Paul School will notify families when a positive case has been reported in a classroom but no one will be excluded from school as a result. Families should self-monitor for symptoms as a precaution.

A positive case identified in someone's home will not require a 10 day quarantine for household members if:

- A staff member or student tested positive in the past 90 days. However, they should self-monitor for new or unexplained symptoms.
- Those who are 14 days beyond the second dose of Moderna or Pfizer vaccine or receipt of Johnson & Johnson COVID-19 vaccine (i.e., 14 days after full vaccination)--considered "fully vaccinated".

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Instruction

1. Paul School is prepared to meet students where they are in their learning and address those lost opportunities as the school year begins. Combined with a sensitivity to the social and emotional needs that have arisen, instruction will be approached in a multi-faceted way. Reading and math programs will be examined, grade level standards will be aligned, benchmark assessments will take place three times a year to monitor growth, targeted interventions will be provided and professional development will be offered to staff.
2. We will utilize Google Classroom and/or Dojo as the sole platform for managing teaching and learning at all grade levels.
 - a. Teachers will utilize Google Classroom to provide remote instruction (e.g. videos/resources) and assignments to students from their class who are engaged in temporary remote learning.
3. Field trips and school events that involve large crowds will be reviewed on a case by case basis to ensure that they can occur in the safest manner possible.
4. Barring an emergency order from the Governor's Office, all decisions to resort to a platform other than in-person instruction will be made in collaboration with the school board, school nursing professionals, school administration, and representatives of school personnel. These decisions will be further informed by the NH Division of Public Health, NH Department of Education, the Office of the Governor, and local public health officers.

Remote Instruction

1. Paul School will not be offering a remote learning option on a long-term basis. Those who may wish to learn remotely should contact the Virtual Learning Academy Charter School (VLACS).
2. Students in grades 3-8 who are generally in-person but in temporary quarantine will engage in remote learning under the supervision of a teacher at times that work for the student. Assignments will be found on Google Classroom and those who are not experiencing symptoms but are in quarantine, are expected to complete assignments and turn them in upon their return. Teachers can be contacted via Google Classroom or email with any questions.
3. Students in grades K-2 who are generally in-person but in temporary quarantine will receive a packet of work. Materials can be picked up or mailed and completed if the child is not experiencing symptoms.

Meals/Food/Recess

1. Students will eat breakfast in the cafeteria.
2. All grades, except Kindergarten, will eat lunch in the cafeteria.
3. All meals for the 2021-22 school year will be free of charge.
4. Homemade food may be brought in for special occasions.



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5. All students will sanitize (or wash) hands before and after lunch. Tables will be washed before and after eating by students with sanitizing materials.
 6. Students will not be required to wear masks at recess/outdoors, but will be taught to be socially responsible/distant (as part of the PBIS program). All students and staff will sanitize their hands upon re-entering the school.

Transportation

1. Bus routes and schedules will be communicated via email and the SAU 101 website.
2. Students will have assigned seats.
3. Students will not be limited in their seating. The buses will continue to be cleaned and disinfected thoroughly between runs.
4. When possible, families are encouraged to pick up and drop off their children.

of note* Regardless of the mask policy at school, passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in CDC's Order (per federal guidelines, US Department of Transportation, 2021).



Distancing

1. Student desks will be placed at a 3' distance from each other in the classroom.
2. As a layer of protection, students and staff will be encouraged to keep at 3' distance when possible.

Staff

1. In the event that a staff member must quarantine while his or her students remain in the building, a substitute teacher will supervise students. If the teacher is healthy and in quarantine, the teacher will utilize Google Classroom/Dojo to provide instruction remotely to the students in the building (under the supervision of a sub).
2. If the teacher is sick or caring for a sick family member and is unable to provide remote instruction, the teacher will provide sub plans and the substitute will carry out the instruction for students.
3. Staff who are out for covid related reasons will use administrative leave time. This must be approved by the building principal.

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Reporting

1. The school nurse and/or principal will immediately report any person suspected or confirmed with COVID-19 to DHHS by calling 603-271-4496.

Nursing

1. The nurse's office is stocked with masks, gloves, and other safety materials.
2. Anyone entering the nurse's office must wear a mask. Masks will be available in the nurse's office.
3. Social distancing will be in effect in the nurse office. (CDC)
 - a. Only two students at a time will be seen.

Social/Emotional Support

1. Paul School will continue to:
 - a. utilize PBIS to model, explicitly teach, and reinforce expectations on a regular basis.
 - b. incorporate best practices for building a positive environment in the classroom (ex, greeting each child as they enter the building/classroom, speaking to students low and slow, giving four compliments to one redirection, validate).
2. The Student Support Team (SST) will provide information to families and establish a Google Classroom for parents to use to gain up-to-date info.
3. Practices that enhance support and encouragement will be reinforced throughout the day in all classes. Teachers will create opportunities that allow students to practice these skills.
4. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; children with autism spectrum disorder; and students in early education who may be particularly sensitive to disruptions in routine and caregivers.
5. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing inequities may benefit from additional support and assistance.
6. We will provide continued staff professional development on trauma informed teaching throughout the school year.

Visitors/Volunteers/Meetings

1. Visitors will be screened using a questionnaire as provided by the CDC/DHHS and have their temperature checked. Anyone with a temp of 100.4 or greater will be immediately dismissed from the building.
 - a. Persons who have come in close contact with someone who has been infected will be immediately dismissed from the building.

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- b. Persons with symptoms of COVID-19 indicated on the screening questionnaire will be immediately dismissed from the building.
 2. Substitute Teachers will not be required to wear a mask.
 3. All meetings including but not limited to IEP and 504 Team meetings, parent-teacher meetings, activity or athletic meetings, and others can be conducted in person or using an online format such as Zoom or Google Meets. All public meetings such as school board and school board committee meetings will take place in person only.

Sanitizing

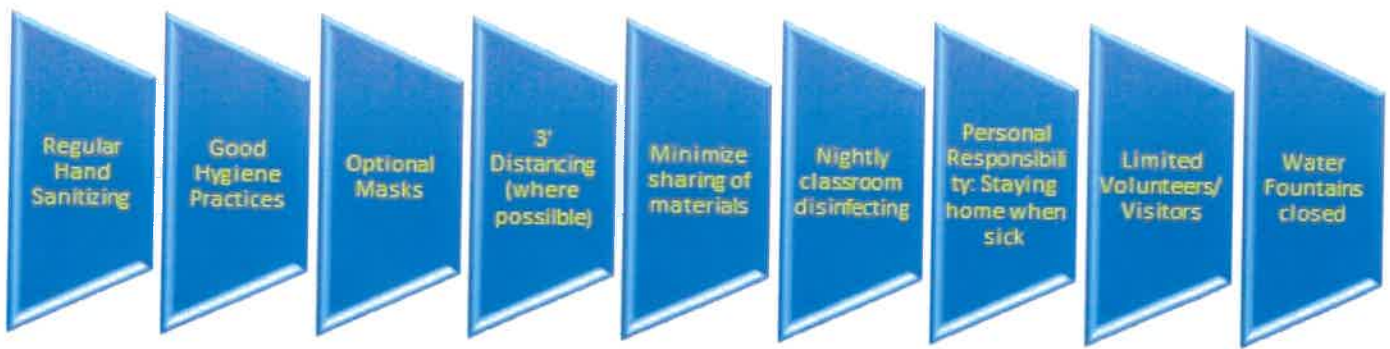
1. Alcohol-based hand sanitizers will be installed in all classrooms and at entrances.
2. Students will need to wash/sanitize their hands before eating (snack too when possible).
3. When hand washing is not an option, hand sanitizer should be used instead.
4. Water fountains will be unavailable for any use, except the bottle filler function.
 - a. Students will need to utilize water bottles.
5. Surfaces will be cleaned daily within all spaces.
6. Hallways and common use areas will be regularly sprayed with disinfectant.
7. The school will be disinfected nightly.
8. In the event of a positive covid case in a classroom:
 - a. Areas used by the person who is sick will be closed off.
 - b. If possible, the children remaining in the classroom will be moved to another environment until cleaning protocols can be implemented.
 - c. If possible, wait up to 24 hours or as long as possible before cleaning or disinfection to allow respiratory droplets to settle before cleaning or disinfecting. (CDC)
 - d. Exterior doors and windows should be opened to increase air circulation in the areas.
 - e. Clean and disinfect all areas used by the sick person such as offices, bathrooms and common areas.

In Conclusion:

This document provides guidance to respond to Covid in its current state as of August, 2021.

As we approach the start of the school year, the current layers of protection will be:

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It is the responsibility of the school and district to maintain a careful watch on community transmission and the occurrence of outbreaks to determine what layers are necessary to respond to the virus. Changes to positivity and infection rates will dictate the steps that need to be taken to keep our school community safe.

References:

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/> American Academy of Pediatrics

Kansas Department of Health and Environment

NH Department of Health and Human Services, Division of Public Health Services Education Partner
FAQ COVID-19, Bureau of Infectious Disease Control -23- June 4, 2021

<https://www.cdc.gov/coronavirus/2019-ncov/community/index.html>

The mitigation steps have been recommended by the NH Public Health Department, the CDC and the Academy of American Pediatrics.

Exeter Region Cooperative School Board, August 3, 2021, Exeter, NH

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Wakefield School District
SAU 101

Staff New Hires			
Name	Title	Effective Date	Salary
Lori Cook	Grade 7&8 ELA	8/25/2021	\$65,682
Lindsay Reynolds	Grade 3 Teacher	8/25/2021	\$38,605

Resignations			
Name	Title	Effective Date	Salary

Retirements			
Name	Title	Effective Date	Salary