

# Wakefield School Board Public Minutes

July 9, 2024

Held in the SAU Conference Room

Approved



BOARD MEMBERS		ADMINISTRATORS	
Robert DeColfmacker, Chair	✓	Anne Kebler, Superintendent	
Bob Ouellette, Vice Chair	✓	Frank Markiewicz, BA	✓
Mary Collins	✓	Carol Keenan, Student Services Director	✓
Brennan Peaslee via Zoom	✓	Norma DiRocco, Principal	✓
Sandrea Taliaferro	✓	Ivy Levitt-Carlson, Assistant Principal	✓

Others Present: John Powers, Joe Jewell and Mary Soares of ClearView TV.

Mr. DeColfmacker led those present in the salute to the flag at 6:05.

## Agenda Review

Mrs. Colbath asked that the sealed minutes of 6-26-24 be added to non public.

## Presentations, Public Hearings

Curriculum Presentation – Mrs. Levitt-Carlson

### Our Standards for ELA

- Mass State Standards 2024
- Encompass 40+ standards for each grade level
- Complex language
- Targeted instruction needed for those that are most critical, however...
- All still need to be taught

*Last year's work and this year's work....*

### Grade 7 Literature- March 17th 2024 PD Day

Reading Standards for Literature Grade 7			
Key Ideas and Details	Decoded/Chaperoned "I can" statement	How are you currently teaching this standard?	How can students demonstrate they have learned this standard?
<b>RL.1</b> Cite several pieces of textual <b>evidence</b> to <b>support</b> analysis of what the <b>text</b> says explicitly as well as <b>implicitly</b> drawn from the <b>text</b> .	I can cite evidence that supports my analysis of what the text says and implies.	Close reading, Novel Studies, Citation practice, Research papers	Questions, projects, summative assessment, Persuasive essay.
<b>RL.2</b> <b>Analyze</b> central <b>ideas</b> or <b>themes</b> of a <b>text</b> and <b>analyze</b> how <b>development</b> over the course of the <b>text</b> , <b>events</b> , or <b>characters</b> <b>contribute</b> to the <b>text's</b> overall <b>meaning</b> or <b>purpose</b> .	I can tell you what happened in a text and discuss its central ideas.	Reading short stories, Novel studies	Discussion, Writing projects.
<b>RL.3</b> <b>Analyze</b> how particular <b>details</b> of a <b>story</b> or <b> drama</b> <b>contribute</b> (e.g., how <b>setting</b> shapes the characters or plot).	I can understand how plot, setting characters and point of view, work together to create a complete story	Reading, watching films	Film, plot diagrams, writing projects, Plot diagrams
Craft and Structure	Decoded/Chaperoned "I can" statement	How are you currently teaching this standard?	How can students demonstrate they have learned this standard?
<b>RL.4</b> <b>Analyze</b> the <b>structure</b> of <b>texts</b> and <b>analyze</b> how they are <b>used</b> in a <b>text</b> , <b>including</b> <b>figurative</b> and <b>nonfigurative</b> language, <b>stylistic</b> devices, and other <b>features</b> of <b>texts</b> (e.g., <b>form</b> or <b>genre</b> ) on a <b>specific</b> , <b>local</b> or <b>global</b> level of a <b>story</b> or <b> drama</b> .	I can use and understand figurative language and how we can change the interpretation of a text.	Reading through poetry, Poaching figurative language, Writing projects.	Poetry study at the beginning and end of the year.

## Grade Span Documents

Reading Standards for Literature: Grade Span 3-5		
Key Ideas and Details: Grade 3	Grade 4	Grade 5
<b>RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>RI.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>RI.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>RI.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>RI.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>RI.3</b> Compare and contrast two or more characters, settings, or events in a story or drama; drawing on specific details in the text (e.g., how characters interact).
Craft and Structure: Grade 3		
Grade 3	Grade 4	Grade 5
<b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing those from nonliteral language.	<b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters, events, or situations in a text.	<b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Standard RI-2	I Can Statement- Initial
<b>Pre-K</b> With prompting and support, retell a sequence of events from a story read aloud.	<b>I</b> can put events from a story in order.
<b>K</b> With prompting and support, retell familiar stories, including key details.	<b>I</b> can retell a story I know.
<b>1</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>I</b> can retell stories using important details.
<b>2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>I</b> can recount stories (including fables and folktales from diverse cultures) and determine their central message, lesson, or moral.

## I Can Statements

At our next curriculum meeting we will examine whole-faculty feedback on these to create a guide on how to do this work.

## Our Paul School Definitions

**Assessment:** The measurement of student ability to show what they know in order to drive instruction

∞ **Standards:** Universal language that sets our foundation for our scope and practice, approached with accountability and fidelity

**Instructional Resources:** Materials and people that support and enhance learning

**Curriculum:** Planned experiences based on grade level standards

**Instructional Practices:** The way information is delivered to support and enhance learning

## This year's work

- Continued fluency with our definitions
- Identification of Power Standards as a whole staff

Procedure:

- Started with Spaulding and what students will need to demonstrate as they move through their first two years of ELA instruction
- Rolled those backwards through all of ours
- Asked staff to examine and add additional power standards as needed

## What it looked like

Reading Standards for Literature: Grade Span 3-5		
Key Ideas and Details: Grade 2	Grade 3	Grade 4
<b>RI.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RI.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>RI.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>RI.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>RI.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>RI.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>RI.3</b> Compare and contrast two or more characters, settings, or events in a story or drama; drawing on specific details in the text (e.g., how characters interact).
Craft and Structure: Grade 2		
Grade 2	Grade 3	Grade 4
<b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing those from nonliteral language.	<b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters, events, or situations in a text.	<b>RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>RI.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>RI.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using words such as chapter, scene, and stanza; describe how each section pertains to the overall section.	<b>RI.5</b> Analyze major differences between stories, dramas, and poems; refer to the structural elements of genre (e.g., comic, short story, novel, and drama) (e.g., such as characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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## Overview of our Power Standards Identification

	PK	K	1	2	3	4	5	6	7	8	9-10
RI.1											
RI.2											
RI.3											
RI.4											
RI.5											
RI.6											
RI.7											
RI.8											
RI.9											
RI.10											
RI.11											
RI.12											

Key  
 N/A  
 Spaulding  
 Paul School additions

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**Power Standards Identified- CHECK! ✓ What's next?**

Writing Standards Grade Span 2-4		
Grade 3		
W1	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	* Collapse standards with common language  * Put into I-can statements for students and families
W2	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol>	

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Mrs. Levitt-Carlson gave a presentation about the work the Curriculum Committee had done over the year and what they plan to complete over the summer and the next school year. She explained that they have been working on standards to put them in understandable language. They are aligning the curriculum with Spaulding's. They are working on making the documents user friendly with universal language. Mrs. Levitt-Carlson praised the committee for their hard work. She was pleased to have so many experts on that committee. Mrs. Collins and Mrs. Taliaferro, who served on that committee, said they were very impressed with the committee and the work they had done.

### **Public Comment**

None

### **Reports**

#### **Discipline Report**

Mrs. Levitt-Carlson presented graphs for the Board showing the marked improvement in discipline this year. Bus behavior also significantly improved over last year. They have procedures in place and an intervention team. Tier 1 and 2 have been strengthened. Tier 1 supports everyone and Tier 2 supports the individual. Mrs. Taliaferro asked if a student goes to the office do they get a write-up. Mrs. Levitt-Carlson said they do. The teachers and staff handle minor behavior incidents.

#### **Facilities**

Mr. DeColfmacker said that Paving of Taylor Way will begin next week. The shed will be demolished. The RFP for the customizable building will go out soon. The flooring for the kindergarten and partners room will begin August 12<sup>th</sup>. The kindergarten playground is here and will be erected. Inspections have and continue to take place. Mrs. Taliaferro said the Facilities Manager would like to replace the gym divider curtain and motor and the bleachers. The skirting on the modulars needs replacing.

## Finance

Mr. Markiewicz said that at the moment we are still receiving invoices and the Spaulding tuition needs to be paid. He said right now we have approximately \$292,000 underspent but that could change. Typically, it's mid-august when they feel comfortable with the revenues. Some we are still waiting for from the town. He said in early April he did impose a spending freeze. . He said that there was \$300,000 overspent on special education for unanticipated placements. We were able to reclassify some Special Ed contracted services to ESSER 3. There were also other areas that were overspent.

Food service is -\$18,358. There was a \$35,000 negative balance for student accounts. He said kids are fed regardless of whether they have the money. No child can be denied a meal. We can't have a negative balance in food service so that money has to be transferred from the general fund. Mr. Markiewicz said they were looking very carefully at food service to try and figure out why that number is so high and will be working on looking at those who qualify for free and reduced. Maine and Massachusetts and perhaps Vermont are now covering the costs of school lunches. Mrs. Collins asked some questions about the food service contract.

## Consent Agenda

**Mrs. Collins made a motion, seconded by Mr. Ouellette, to approve the Consent Agenda. (Vote 4-1)**

## Meeting Minutes

**Mrs. Collins made a motion, seconded by Mr. Ouellette, to approve the non public minutes of 6-11-24 Session 1. (Vote 5-0)**

**Mrs. Collins made a motion, seconded by Mr. Ouellette, to approve the non public minutes of 6-11-24 Session 2. (Vote 5-0)**

**Mrs. Collins made a motion, seconded by Mr. Ouellette, to approve the public minutes of 6-11-24. (Vote 5-0)**

**Mrs. Collins made a motion, seconded by Mr. Ouellette, to approve the public minutes of 6-26-24 public. (Vote 5-0)**

## New Business

### IT Management RFP's

There were two responses to the RFP; Acapella for \$42,000 and Benjamin Lane for \$40,000. \$42,000 has been budgeted.

**Mr. Ouellette made a motion, seconded by Mrs. Collins, to approve Acapella's IT Contract. (Vote 5-0)**

## Policies

Mrs. Collins asked that policies IGD and IGA be sent to the policy workshop. The Board agreed by consensus.

## Nominations/Hires/Resignations

None

**Follow Up**

**Policy Workshop**

The Board chose to have the Policy Workshop at 6:00 on July 23<sup>rd</sup>.

**Follow Up**

Mr. Markiewicz will bring to the Board the latest information on ESSER Funds and the amount left to spend and also stipend amounts.

**Transportation**

This will be discussed in non public.

**Public Comment**

None

**Non Public**

**Mrs. Collins made a motion, seconded by Mrs. Taliaferro, to enter non public at 7:20 under RSA 91-A;3ll (c). Roll call: Taliaferro aye, DeColfmacker aye, Collins aye, Ouellette aye, Peaslee aye.**

The Board reentered public session at 9:00.

**Mrs. Collins made a motion, seconded by Mr. Ouellette, to seal the non public minutes for four years. (Vote 5-0)**

**Adjournment**

**Mrs. Collins made a motion, seconded by Mr. Ouellette, to adjourn the meeting at 9:00. (Vote 5-0)**

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath

School Board Secretary