

Cheyenne K-5 Math Curriculum Adoption 2023-2024 Committee Meeting

Thursday, November 2, 2023
Cheyenne Traditional School

Call to Order



Roll Call and Introductions

The Committee

Lindsey Barnsley- parent

Lauren Bengert- parent

Cher Fesenmaier- administrator

Stephanie Haeggquist- teacher

Deborah Harris- teacher

Alisha Kellum- administrator

Katie Kunitzer- parent

Jenna LeVault- teacher

Michelle Miller- teacher

Christina Najera- teacher

Travis Prikryl- parent

Anita Rawlings- parent

Lindsey Saylor- teacher

Casey Solem- parent

Micaela Stump- teacher

Lisa Tetlow-Hennessey- parent

Committee Support

Dr. Kim Dodds Keran - Director of Teaching and Learning

- Committee Co-Chair

Donna Dempsey- Math Academic Coach

- Committee Co-Chair

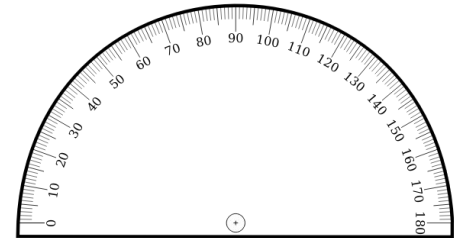
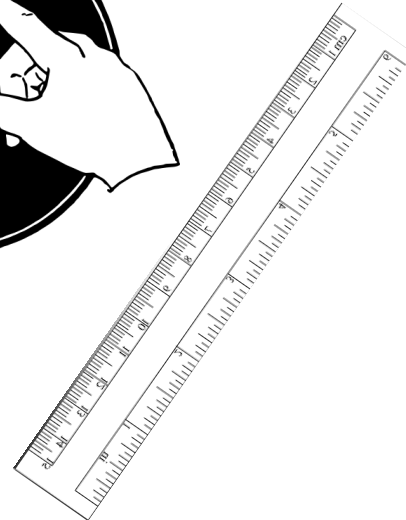
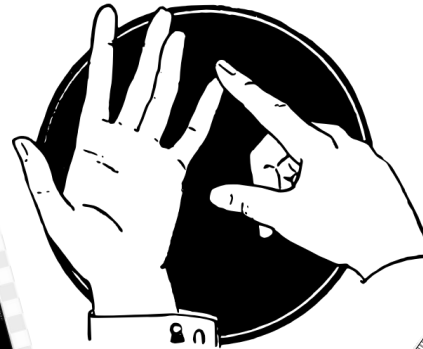
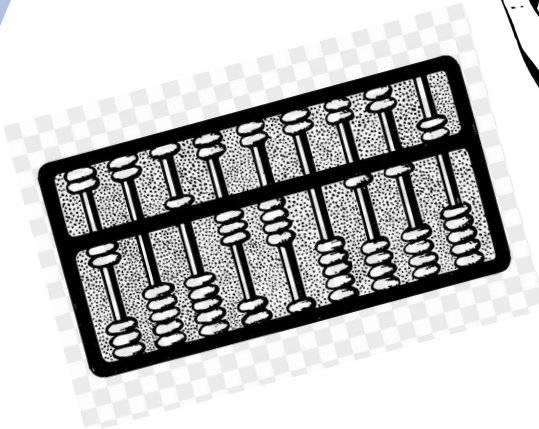
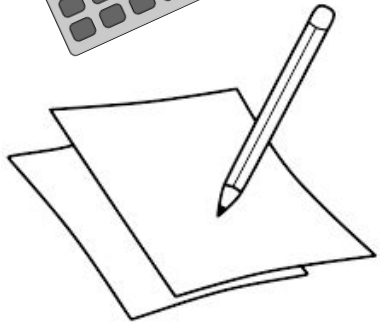
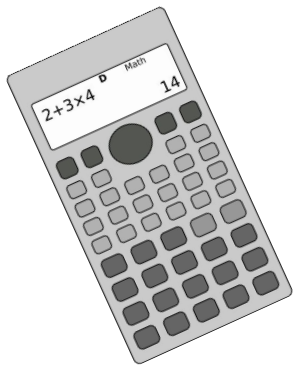
Dede Johnston - Instructional Materials Coordinator

Roll Call - Introductions

Name:

Role: (teacher, parent, administrator, etc.)

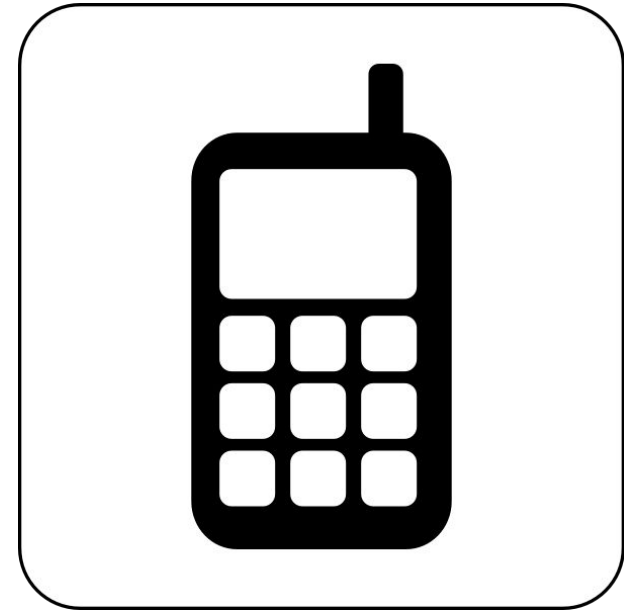
I am most like a _____ because _____.



Sign In Sheets

Please record arrival time on the sign-in sheet as you arrive. Record departure time if you are leaving before the meeting officially adjourns.

Housekeeping



Agenda

Agenda for Thursday, November 2, 2023

1. Call to Order
2. Welcome
3. Roll Call and Introductions
- Information/Discussion and Possible Action**
4. Approval of Agenda - **Action Item**
5. Open Meeting Laws, Public Records, and Conflict of Interest
6. Committee Goals
7. Committee Norms and Expectations
8. Committee Timeline
9. Cheyenne Traditional Cornerstones
10. NCTM's Effective Teaching Practices
11. Arizona Mathematics Standards
12. Future Meetings



Scottsdale *Unified* School District

Engaging all students in world-class, future-focused learning

**NOTICE and AGENDA
CHEYENNE K-5 MATH CURRICULUM ADOPTION
COMMITTEE 2023-2024
SCOTTSDALE UNIFIED SCHOOL DISTRICT NO. 48**

Date: Thursday, November 2, 2023 Time: 3:30 - 5:30 pm

Pursuant to A.R.S. §38-431.02, notice is hereby given to the members of the Cheyenne K-5 Math Curriculum Adoption Committee and to the general public that on **Thursday, November 2, 2023, at 3:30 PM**, at the **Cheyenne Traditional School, 13636 N 100th St, Scottsdale, AZ 85260**, the Cheyenne K-5 Math Curriculum Adoption Committee 2023-2024 will hold a meeting. One or more members of the Committee and non-member participants will participate in the meeting in-person.

The Agenda for the meeting is:

1. Call to Order
2. Welcome
3. Roll Call and Introductions
- Information/Discussion and Possible Action**
4. Approval of Agenda - **Action Item**
5. Open Meeting Laws, Public Records, and Conflict of Interest
6. Committee Goals
7. Committee Norms and Expectations
8. Committee Timeline
9. Cheyenne Cornerstones
10. NCTM Effective Teaching Practices
11. Introduction to Arizona Mathematics Standards
12. Future Meetings

CHEYENNE K-5 MATH CURRICULUM ADOPTION COMMITTEE 2023-2024 MATERIALS WILL BE AVAILABLE TWENTY-FOUR (24) HOURS IN ADVANCE OF THE MEETING, AT THE SCOTTSDALE UNIFIED SCHOOL DISTRICT, MOHAVE DISTRICT ANNEX, 8500 E. JACKRABBIT ROAD, SCOTTSDALE, AZ 85250-6768.

Date Posted: November 1, 2023

Action Item

Discussion and Approval of Meeting Agenda for November 2, 2023

Open Meeting Laws, Public Records, and Conflict of Interest

Open Meeting Law & Public Records Law*

*This presentation was created by Jennifer MacLennan of Gust Rosenfeld and is being used with her permission.

Nicholas B. Buzan, Esq.

General Counsel

Scottsdale Unified School District



Agenda

Presentation title

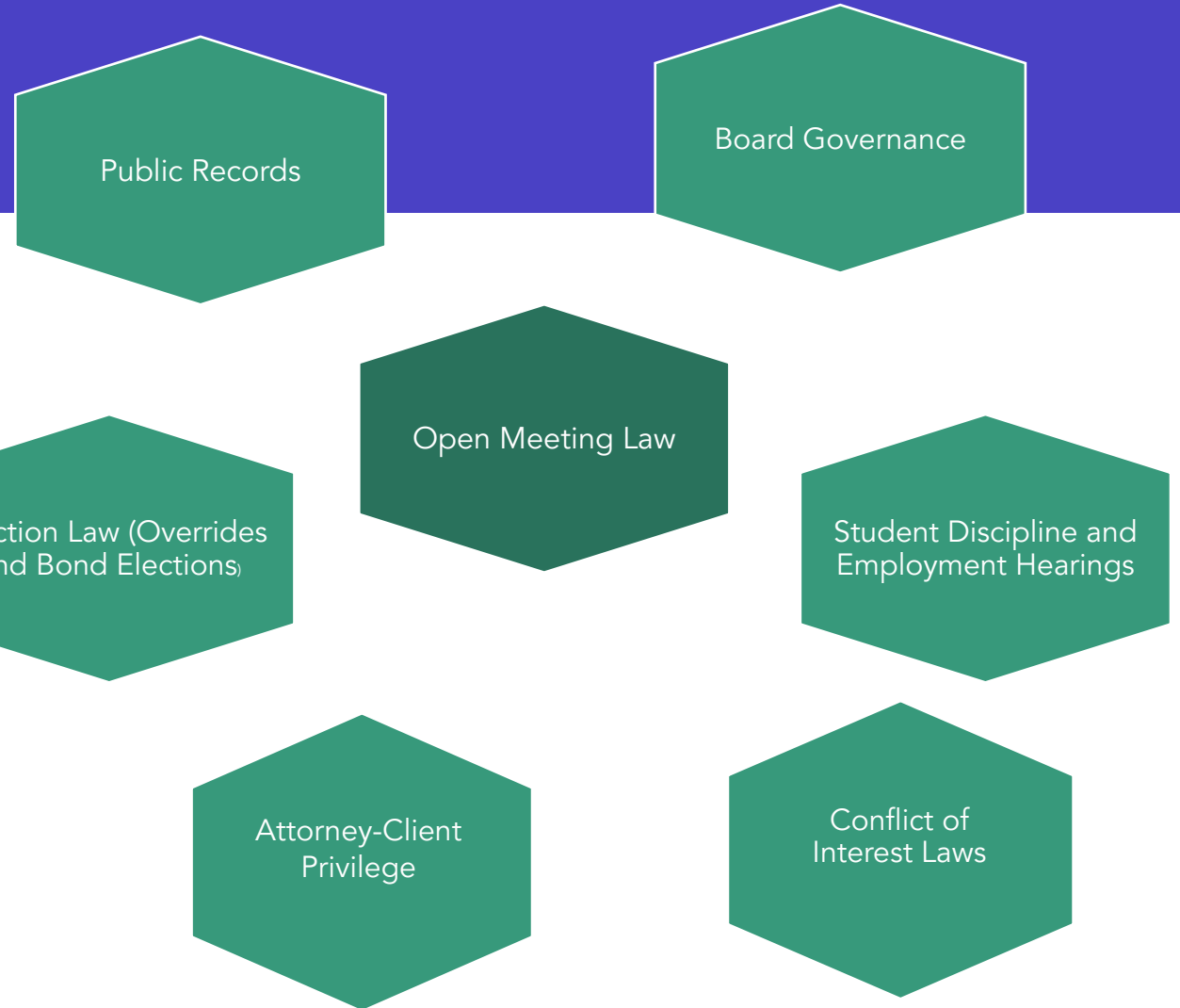


- Public Records Law
- Open Meeting Law- what is it? why comply?
 - Notice
 - Agenda
 - Executive Sessions
- Questions?

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Introduction



Public Records



Public Records Law

- The general policy of this State with respect to public inspection of governmental records is set forth in A.R.S. § 39-121: "Public records and other matters in the custody of any officer shall be open to inspection by any person at all times during office hours."

Public Records Law

- Personal Documents
- Although most documents in a public officer's possession are public records, documents that relate solely to personal matters and have no relation to official duties are not public records even if a public officer or agency possesses them or uses public funds to create them.
- Emails one specific example

Confidentiality Concerns/Best Interests

- Although there is a presumption in favor of access to public records, this presumption may be outweighed by legitimate government considerations of privacy and the best interests of the State.
- Scottsdale USD v. KPNX- teacher's dates of birth example

Confidential by Statute

- Over 300 laws in Arizona protecting confidentiality
- Teacher evaluations
- Medical data
- Student records
- Executive session minutes
- DCS records

Cumbersome Requests

- If the custodian of public records does not promptly respond to record requests and promptly furnish records that are subject to disclosure, access will be deemed denied. A.R.S. § 39-121.01(E).
- “‘Prompt,’ . . . mean[s] ‘quick to act or to do what is required,’ or ‘done, spoken, etc. at once or without delay.’” *W. Valley View, Inc. v. Maricopa County Sheriff’s Office*, 216 Ariz. 225, 230, ¶ 21, 165 P.3d 203, 208 (App. 2007)

Who is subject to OML (Besides a quorum of the Board)?

- All standing , special, or advisory committees or subcommittees of, or appointed by the Board.
- “Advisory Committee”
 - Officially established by motion or order of the public body or by the presiding officer.
 - Appointed to make a recommendation concerning a decision to be made or considered by the public body.

Does not include a committee established by the Superintendent.

Who is subject to OML (Besides a quorum of the Board)?

What if we direct the superintendent to establish an advisory committee?

What if we direct who is on the committee?

What if Board members serve on the committee?

A quorum

- Majority
- Vacancies count in determining what your quorum is.

Agendas

- How specific does it have to be? Be as specific as possible, but if it is for executive session, don't defeat the purpose..
- Lists of employees and vouchers.
 - Available at a public place at least twenty-four hours ahead of the meeting.

Agendas

Superintendent and Board Reports.

- Notwithstanding subsection H of this section, the chief administrator, presiding officer or a member of a public body may present a brief summary of current events without listing in the agenda the specific matters to be summarized, if:
 1. The summary is listed on the agenda.
 2. The public body does not propose, discuss, deliberate or take legal action at that meeting on any matter in the summary unless the specific matter is properly noticed for legal action.

OML in the Age of Technology

Emails.

One member to all Board members generally a bad idea but okay if:

- From superintendent
- No ongoing discussion;
- one member replies to you personally without sharing;
- But NOT okay if Board member proposes legal action.

OML in the Age of Technology

Text Messages.

- Public record or no? Probably.
- Sending and receiving them during the meeting
- public thinks you are up to something.

OML in the Age of Technology

Twitter, Facebook, and Statements to the press.

Public statement on a position you are going to take is not a violation.

BUT commenting between a quorum would be a violation.

Call to the Public

- Reasonable time, place and manner.
- Crowd control.
 - Recess, recess, recess.
 - Give opportunity to register support or opposition without talking.
- Responding:

At the conclusion of an open call to the public, individual members of the public body may respond to criticism made by those who have addressed the public body, may ask staff to review a matter or may ask that a matter be put on a future agenda. This does not mean a discussion.

Executive Sessions 38-431.03(A)

(A)(1) Personnel.

(A)(2) Confidential records.

(A)(3) Legal advice.

(A)(4) Instruct your attorney(s).

(A)(5) Instruct your representatives regarding negotiations with employee organizations regarding salaries, salary schedules or compensation.

(A)(6) international and interstate negotiations.

(A)(7) Instruct your representatives regarding negotiations for the purchase, sale or lease of real property.

Executive Sessions 38-431.03(A)

Who may attend—only those persons “whose presence is reasonable necessary in order for the public body to carry out its executive responsibilities.”

Executive Sessions 38-431.03(A)(1)

Personnel

1. Does the employee have a right to attend? No. Just a right to have matter discussed in public.
2. Does the employee have a right to minutes? Yes.
3. Can this paragraph be used to discuss reorganization? Not unless specific employees are discussed.
4. 24 hour notice to employee—does this also apply to non-employee applicants? Yes.

Executive Sessions 38-431.03(A)(2)

Confidential Records

1. Student Records.
2. Teacher Evaluations.
3. Medical records

Executive Sessions 38-431.03(A)(3)

Legal Advice

Cannot be used as a ruse to talk to each other.

“Once the members of the public body commence any discussion regarding the merits of enacting the legislation or what action to take based upon the attorneys' advice, the discussion moves beyond the realm of legal advice and must be open to the public.”

City of Prescott v. Town of Chino Valley

Executive Sessions 38-431.03(A)(4)

Instructing your Attorney

- When is a vote not a vote?
- Applies to:
 - contracts that are the subject of negotiations,
 - pending or contemplated litigation or
 - settlement discussions conducted in order to avoid or resolve litigation.
- But you should also take the (silly?) step of voting in public.
Johnson v. Tempe Elementary.
- Minutes should reflect instructions.

Legal Advice . . .

- Of course, e-session discussions are confidential.
- But . . . What happens if attorney advice gets out?
- Only the Board may waive attorney-client privilege.



Nicholas B. Buzan
nbuzan@susd.org

Thank you





Scottsdale *Unified* School District
Engaging all students in world-class, future-focused learning.

Teaching and Learning
 Secondary Science Curriculum Adoption Committee
 8900 East Jackrabbit Road
 Scottsdale, AZ 85250

Telephone: 480-484-9009
 Web site: www.susd.org

Dear Committee Member:

You have been selected to participate in the evaluation of the above referenced Invitation for Bid/Request for Proposal. Your selection was based upon your technical qualifications in this area and your ability to develop an objective/subjective analysis of each bid/proposal.

It is essential that the integrity of this process be maintained to ensure that each bidder/officer is given fair and equal consideration. Your familiarity with particular brands, types of products, material, or firms may tend to influence your evaluation; however, you are required in this specific instance to be particularly objective and guard against any tendency that might skew your evaluation in favor of a personal preference.

You are required to report to the Committee Chair, Dr. Kimberly Dodds Kerns, any actual or potential conflict of interest as defined in A.R.S. 38-503.

An additional consideration is the legal mandate to maintain strict security and confidentiality regarding the content of any bid/proposal, as well as the proceedings of the Evaluation Committee meetings during the evaluation process. Now that this process has started, it is essential that any contact with the officer by through, and by, the Chairman of the Evaluation Committee.

In addition, the Evaluation Committee Member shall not communicate, except during formal Committee meetings, with any officer or potential sub contractor to that officer prior to award nor shall that Member discuss bid/proposals or their evaluation with anyone other than the Chairperson and Evaluation Committee Members. This statement is **mandatory**.

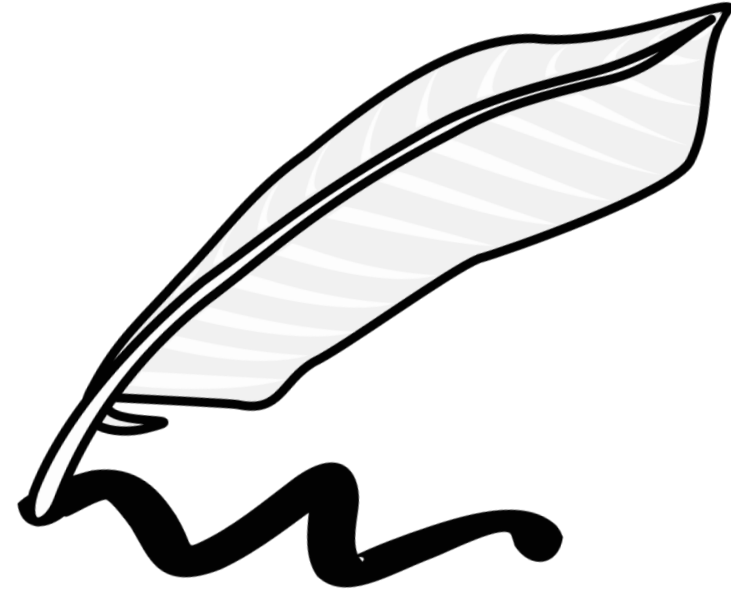
To emphasize the importance of the above considerations, you are asked to sign the following statement:

I have read and understood the above and agree to be bound by the rules and principles represented. I know of no conflict of interest on my part nor have I committed any inducements or accepted any gratuities or favors that would compromise my impartiality. I will maintain all deliberations of the Evaluation Committee in strict confidence during this process. My recommendations shall be based upon objective/subjective review of the bid(s)/proposal(s) and the appropriate award criteria from the bid/proposal in accordance with the School District Procurement code.

Printed Name _____ Signature _____

Position _____

Use of Form Recommended by Attorney General's Office
 Source: State Procurement Office
 D-56 (10/2000)



Committee Goals

SUSD Strategic Plan

GOAL 1: **ACADEMIC EXCELLENCE**

Challenge and inspire students to reach high levels of achievement so they thrive as confident, dynamic, future-ready learners equipped to pursue their passions and ambitions. Commitments:

1.1: Provide learning opportunities that ensure all students graduate prepared for relevant and viable postsecondary higher learning and careers.

1.2: Cultivate critical and creative thinking by integrating problem-based learning opportunities throughout the curriculum.

GOAL 5: **OPTIMIZED RESOURCES**

Generate and utilize resources to maximize educational opportunities in order to ensure organizational health.

5.3 *Ensure equitable distribution of resources to meet the needs of our students.*

Committee Purpose and Objective

Purpose

The purpose of the Cheyenne K-5 Math Curriculum Adoption Committee is to review, evaluate, and recommend quality and appropriate textbooks and instructional resources for approval by the district Governing Board.

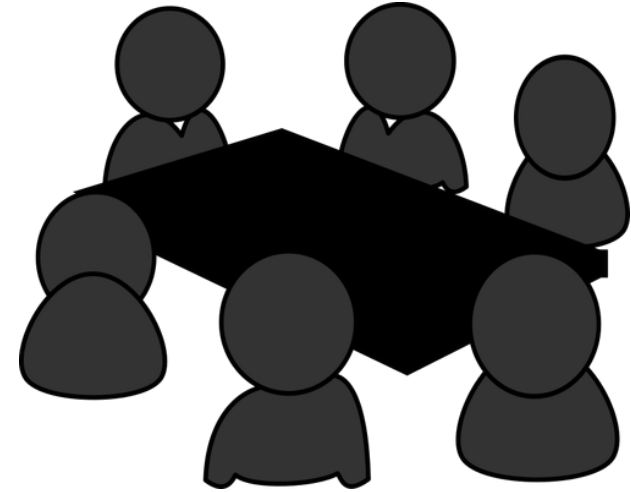
Objective

The committee will:

- Review and discuss the Cheyenne Cornerstones
- Learn about current best practices in math instruction developed by National Council of Teachers of Mathematics (NCTM):
- Learn about Arizona Math Standards
- Review rubric criteria to be used to evaluate math textbooks and resources.
- Review and evaluate math textbooks and instructional resources.
- Recommend textbooks and instructional resources to the Governing Board for formal approval and adoption.

Committee Norms and Expectations

Committee Norms



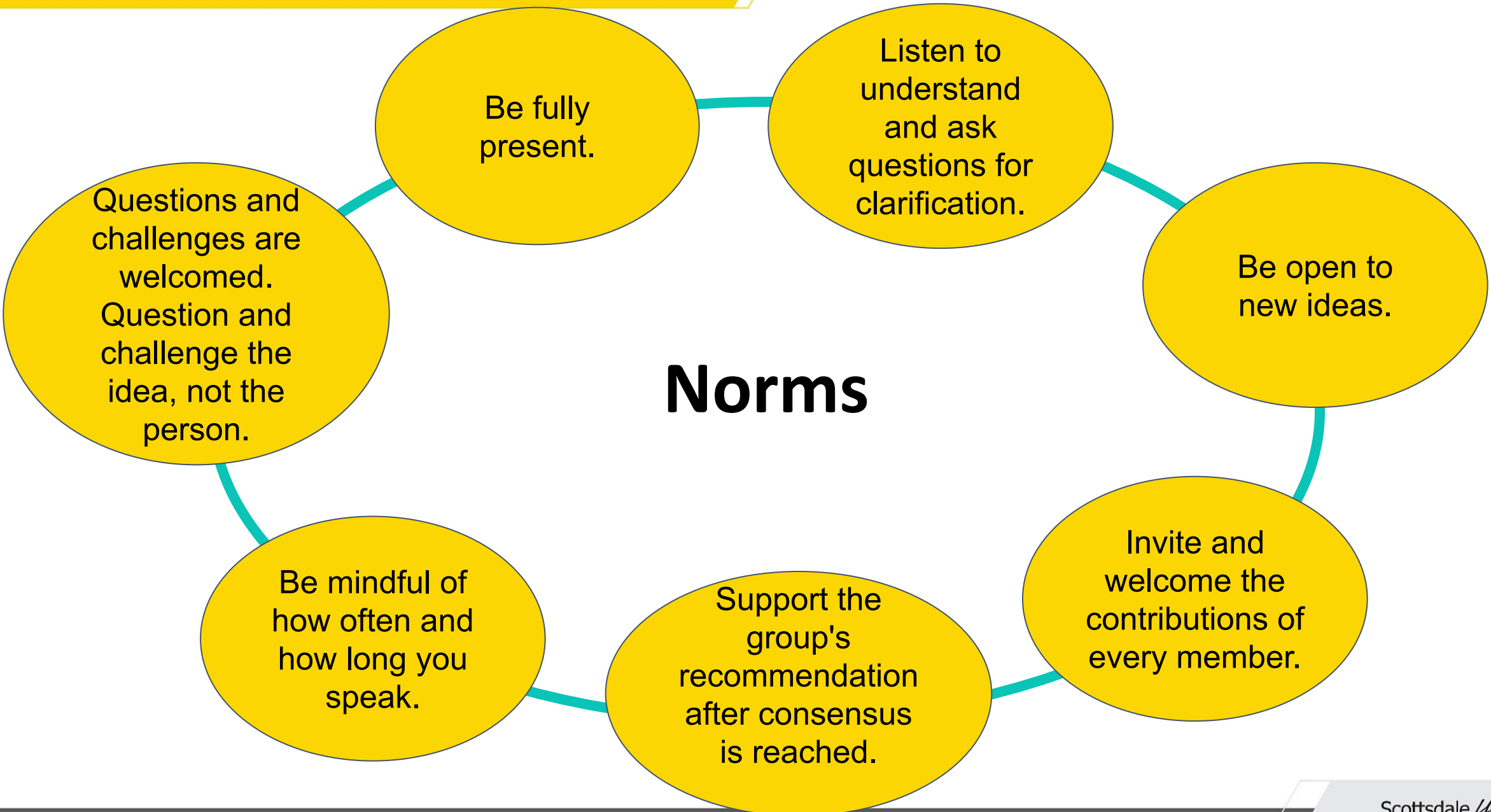
Establishing norms:

- Encourages behaviors that allow groups to work together successfully.
- Allows groups to dialogue, engage productively in conflict, discuss and decide, invent and problem solve.
- Make it safe to examine one's practice and talk about difficult to discuss topics.

Key Question:

How must we conduct ourselves to allow us to work together most successfully to accomplish our goals?

Norms



Clarifying Decision-Making Process

Defining Consensus

Defours et al - Definition of Consensus:

All points of view have been heard.

The will of the group is evident even to those who most oppose it.

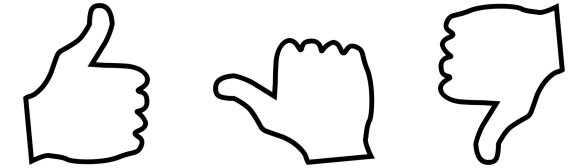
If all members of a committee/group must agree - or if every member of a committee can veto taking action - groups will be subjected to constant inaction... a state of perpetual status quo.

Without a shared understanding of consensus, persons determine their own standards.

Consensus decision making is a group decision making process that seeks consent of all participants where everyone's opinions are heard and understood. It is an acceptable resolution; one that can be supported, even if it is not the "first choice" or "favorite" of each individual.

Clarifying Decision-Making Process

Defining Consensus



Consensus is...

- Consenting to a proposal because **group members choose to cooperate** with the direction of the **group rather than insist on their personal preference.**
- ***“Is this proposal something you can live with?”*** While group members may be willing to go along with a proposal, **they do not actually need to favor it above another choice.**
- To ***“consent”***. This means that even if group members disagree, **there is still overall consent to move forward** in order to settle the issue.

Committee Timeline

Proposed Timeline

Date	Description
Thursday, November 2, 2023	Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School
Thursday, November 8, 2023	Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School
Thursday, November 16, 2023	Committee Meeting, *3:45 - 5:30 pm, Cheyenne Traditional School
<i>Thursday, November 30, 2023</i>	<i>Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School- Possible rubric review</i>
Friday, December 14, 2023	Vendor materials due date
Monday, January 8, 2024	Public Review of Materials Window Opens
Thursday, January 11, 2024	Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School- Material Review
Thursday, January 18, 2024	Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School- Material Review
Thursday, January 25, 2024	Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School- Material Review

Proposed Timeline - Continued

Date	Description
Thursday, February 1, 2024	Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School- Material Review
Thursday, February 8, 2024	Committee Meeting, 3:30 - 5:30 pm, Cheyenne Traditional School- Material Review
Friday, February 9, 2024	Finalist vendors notified and invited to participate in Vendor Presentation Days
Thursday, February 22, 2024	Vendor Presentations 8:00 am-3:00 pm, Cheyenne Traditional School
Tuesday, April 9, 2024	SUSD Governing Board Meeting, 6:00 pm, Coronado High School Presentation/Information Session, 1st Read
Tuesday, April 30, 2024	SUSD Governing Board Meeting, 6:00 pm, Coronado High School 2nd Read, Possible Action Item

Cheyenne Traditional School Cornerstones

Vision:

Creating a culture of **shared and active leadership** so that each member brings their own areas of expertise and works collaboratively to sustain improvements in teaching, in learning, and throughout the community.

Mission:

We guide and challenge learning for all students through a learning environment that gives priority to **basic traditional skills and values.**

Values: Nine Traditional Cornerstones

1. School of Choice
2. Focus on Academics
3. Linear Sequential Curriculum PreK-8+
4. Teacher-Directed, Textbook Based Instruction
5. Elevated Grading Scale
6. Maximum Use of Academic Time
7. Parental Commitment, Involvement and Support
8. High Expectations for All
9. School Uniform

SINCE 1995



**A SCHOOL OF
CHOICE IN SUSD**

CHEYENNE



Qualities of Traditional School Curriculum

- Based in **sequential** progress, meaning that mastery of each area is reached before moving forward.
- **Spiral** reviews of mastered material at various milestones
- Consideration given to plentiful **practice** material at each level
- Adequate material given to **critical thinking** (reading) problems in all areas of study.
- If books are required, move toward high level classics and **unabridged** material
- Use as much **paper/pencil** practice as possible.
- Strong test materials considered, which cover **all** areas of the chosen curriculum.



Introduction to NCTM Effective Teaching Practices

NCTM's Effective Teaching Practices

Effective Mathematics Teaching Practices

Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.

Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Future Meetings

Next Meeting

Thursday November 9, 2023 from 3:30 - 5:30
at Cheyenne Traditional School

Meeting
adjourned!

