

MINUTES OF THE SPECIAL MEETING – MATH CURRICULUM REVIEW OF ST. MARIES JOINT SCHOOL DISTRICT NO. 41 held in the Board Room at the District Office, 240 S. 11th Street, St. Maries, Idaho, Tuesday, April 2, 2024, at 3:30 p.m.

TRUSTEES PRESENT: Trustees Beth Halvorsen and Paul Sotin

TRUSTEES ABSENT: Chair Jody Hendrickx, Vice-Chair Seth Stoke, and Trustee Joshua Harvey

STAFF PRESENT: Dr. Teresa Rensch, Principal Victoria Carson, Dave Atchison, Madysen Baldwin, James Buckler, Aaron Cloud, Megan Davis, Sabrina Ferris, Heidi Hodgson, Chelsea Hosford, Kyla Lyons, Sandy Smith, and Koreena Stowell

OTHERS PRESENT: Jeni Darnold, Courtney Greene, and Kristy Tucker

Victoria Carson, St. Maries Middle School Principal, convened the meeting/work session at 3:32 p.m., at the District Office, 240 S. 11th Street, St. Maries, Idaho, on Tuesday, April 2, 2024. Principal Carson addressed the agenda items and the four goals for tonight's Agenda. The first goal is for the K-5 teams to share out the numerical ranking for Singapore Dimensions.

Mrs. Stowell representing the 5th Grade students from UpRiver School stated the students liked this curriculum and it was not as distracting. She did not find any SEL or CRT.

Her scores are as follows:

Column 1 - Alignment to the Idaho Standards for Math: 1.5
Column 2 – Alignment to the research-based mathematics teaching practices: 2
Column 3 – Idaho's varying supports: No ranking (N/A)
Column 4 - High-quality Instructional Materials: 1

Mr. McMannis representing 5th Grade students from Heyburn Elementary School was absent.

Mr. Atchison representing 4th Grade students from UpRiver School stated the students liked it as much or more than Envision.

Standards with 4th grade level lined up well and the students were very engaged and not too busy for them.

Electronic component dismal at best and e-book was not interactive. No issues with SEL/CRT.

Scores are as follows:

Column 1 - Alignment to the Idaho Standards for Math: 2.5
Column 2 – Alignment to the research-based mathematics teaching practices: 2
Column 3 – Idaho's varying supports: 1.5 – didn't supply much
Column 4 - High-quality Instructional Materials: 2

Overall score is a 2.

Mrs. Davis representing 4th grade students from Heyburn Elementary School stated grading was different.

Column 1 - Alignment to the Idaho Standards for Math: 3

Column 2 – Alignment to the research-based mathematics teaching practices: 2.5 (not much variety and fluency)

Column 3 – Idaho’s varying supports: 2 (there were no tests nor progress monitoring)

Column 4 - High-quality Instructional Materials: 1

Did not like the lessons, they are not well laid out and nothing to print. The story problems lacked rigor.

Score was 8.5 out of 12.

My 12 students out of 16 voted, they would choose Singapore math.

Mr. Atchison shared Mrs. Mattox’s information who represents 3rd Grade students from UpRiver School. Mrs. Mattox had concerns with the alignment. The Singapore instructor stated a teacher would have to go backwards 1 to 2 grades. No story problems for the students.

Page 149 – not enough content for state requirements nor standards to be met.

The grading is difficult and materials online are not helpful. No more resources for parents. SEL/CRT in front of Teachers Edition – attitudes/thinking skills/concepts beliefs and regulations. Not recommended to move forward with Singapore.

Scoring as follows:

Column 1 - Alignment to the Idaho Standards for Math: 1

Column 2 – Alignment to the research-based mathematics teaching practices: 1.5

Column 3 – Idaho’s varying supports: 1

Column 4 - High-quality Instructional Materials: 1.5 (material is basic)

Overall score was 5.

Mr. Hamblin representing 3rd Grade students from Heyburn Elementary School was absent, but his scores were shared as follows.

Column 1 - Alignment to the Idaho Standards for Math: 3

Column 2 – Alignment to the research-based mathematics teaching practices: 2.5 (not engaging)

Column 3 – Idaho’s varying supports: 1 (no tests)

Column 4 - High-quality Instructional Materials: 1.5 (not a high-quality curriculum)

Mr. Hamblin did not support this curriculum.

Mrs. Hosford who represents the 2nd Grade students from UpRiver School stated students enjoyed the curriculum and loved the layout.

Column 1 - Alignment to the Idaho Standards for Math: 2 (Not aligned directly with Idaho standards and is very rigorous and will take a few years to catch up)

Column 2 – Alignment to the research-based mathematics teaching practices: 2 (not a lot of fluency and is basic – not a lot of materials)

Column 3 – Idaho’s varying supports: 2

Column 4 - High-quality Instructional Materials: 2 (digital materials non-existent and not a variety of engaging materials)

No evidence of CRT/SEL.

Committee member Jeni Darnold inquired if other criteria could be added to the evaluation tool. Mr. Atchison stated it is more than adding to the areas and may not be essential. Also, the amount of modifications you need to make may throw off the flow of the classroom. Mrs. Stowell stated she uses the digital platform due to a combo class. Mr. Atchison agreed.

Mrs. Hosford shared Mrs. Bailey’s information who represents 2nd Grade students from Heyburn Elementary School. Multi-tier systems not available and the materials are poor quality. The online component is lacking. This is a low quality curriculum, and she would not recommend this curriculum. No score was given at this time.

Mrs. Ferris represented 1st Grade students from the Heyburn Elementary School. Mrs. Ferris stated she prefers Envision, and her students liked Envision more. The digital version was boring and she really missed the videos. The Intro Lesson was very slow and not impressive. The independent page is very busy.

Column 1 - Alignment to the Idaho Standards for Math: 3

Column 2 – Alignment to the research-based mathematics teaching practices: 2 (no graphics and materials not engaging)

Column 3 – Idaho’s varying supports: 2 (unit test was tough)

Column 4 - High-quality Instructional Materials: 1.5

Overall: 8.5

Mrs. Smith represents the 3rd Grade students from UpRiver School. Seemed to target grade level, but had a lot of content. Easy to understand when I read to the students. Had to pull in what you needed for standards.

Column 1 - Alignment to the Idaho Standards for Math: 3

Column 2 – Alignment to the research-based mathematics teaching practices: 2 (variety was pretty good)

Column 3 – Idaho’s varying supports: 2 (Needed to help students with reading, but would be easiest to use down the road)

Column 4 - High-quality Instructional Materials: 2

Mrs. Davis inquired if today was our actual vote? Superintendent Rensch and Principal Carson both stated not at this time. This is a three week check in. There is still three more weeks to the pilot.

Ms. Hodgson representing the Kindergarten students from Heyburn Elementary School stated it was crucial to go backwards to learn number bonds to meet standards.

Column 1 - Alignment to the Idaho Standards for Math: 2

Column 2 – Alignment to the research-based mathematics teaching practices: 1 (no homework to send home and would need to do a lot of copying, but not price effective)

Column 3 – Idaho’s varying supports: 1.5 (have to choose either online or paper – no blend)

Column 4 - High-quality Instructional Materials: 1 (There was no intro to the video and the online component was not there. Answers were not given as the students went along. Very disconnected digital platform - no materials to send home to families and the representative said not to send home families, they would not understand)

Overall score was a 5.5

Ms. Hodgson shared Mrs. Kennard’s information who represents the Kindergarten students from UpRiver School. Her students did like it, but felt like it was lacking in the beginning.

Column 1 - Alignment to the Idaho Standards for Math: 2

Column 2 – Alignment to the research-based mathematics teaching practices: 2

Column 3 – Idaho’s varying supports: 3

Column 4 - High-quality Instructional Materials: 1

Mrs. Davis said the curriculum was too light for word problems, but the actual content was way above. (4th Grade)

Mrs. Smith stated 1st Grade was right on target and used diverse words. Is advanced, but not too hard.

Principal Carson asked for parent comments. Kristi Tucker stated her 6-year old said it was easy, but liked other one better.

Principal Carson shared three worksheets which were a compilation of feedback given regarding sensitive topics for following pilots:

HMH (gold)
Envision (pink)
Singapore (white)

Copies will be attached. Superintendent Rensch stated there will be a list created in google sheets and the sheets were displayed on the overhead.

Discussion ensued.

Superintendent Rensch asked if St. Maries High School (Ms. Baldwin/Mr. Buckler/Mr. Cloud) finished the pilot, or what they wanted to do.

Parent Jeni Darnold stated she would love to see if other curriculums were available that didn’t have SEL. Principal Carson replied by stating because of Courtney Greene’s intel that all

curriculums were going to have SEL, which is why the tables were created in order to flag sensitive material and mitigate the exposure.

Superintendent Rensch stated there were other concerns also mentioned such as the cost, professional development, student input, etc.

Discussion ensued.

Superintendent Rensch asked what high school wants to do. High school wants to recommend HMH for adoption. Ms. Baldwin and Mr. Buckler both agreed. Statements were given from Parents Brienne Watkins and Carrie Nordin they would back the decision of the educators. Parent Jeni Darnold stated she would like to look at a different curriculum yet none were stated at this time.

Five of six of the high school committee members voted to recommend move forward for adoption.

Mrs. Lyons representing 6th grade from St. Maries Middle School stated the following regarding Singapore.

Column 1 - Alignment to the Idaho Standards for Math: 1.5 (Lacking materials for St. Maries Middle School. K-5 is where their emphasis is. The teachers textbook was very different than the students textbook.)

Column 2 – Alignment to the research-based mathematics teaching practices: 2 (materials were high level of thinking, but not engaging. Had to take notes so they would engage. The students would not read math)

Column 3 – Idaho’s varying supports: 0 (No tests.)

Column 4 - High-quality Instructional Materials: 1 (sequences were in order, but not in order. No digital platform)

Score: 4.5 out of 12

Mr. Buckler representing 7th and 8th Grade from St. Maries Middle School stated the following regarding Singapore.

Column 1 - Alignment to the Idaho Standards for Math: 2

Column 2 – Alignment to the research-based mathematics teaching practices: 2

Column 3 – Idaho’s varying supports: 0

Column 4 - High-quality Instructional Materials: 1 (No digital platform – nothing for families)

Score: 6 out of 12

7/8th grade virtually identical. Great rigorous and very challenging.

Concur the teacher’s edition didn’t match student textbook. Downsides are significant and no systems of support. No online component. Not a lot of updates for last 8-10 years. Mr. Buckler stated he looked into the publishing date of the curriculum and it was 2012-2013. There is no development coming for the 6-80 curriculum.

Mrs. Stowell representing 6th grade from UpRiver School stated the following.

Column 1 - Alignment to the Idaho Standards for Math: 2

Column 2 – Alignment to the research-based mathematics teaching practices: 1

Column 3 – Idaho’s varying supports: 0

Column 4 - High-quality Instructional Materials: 1


Score: 6 out of 12

Mrs. Stowell have had her students start journaling. Student textbooks have answers in them.

Discussion ensued. St. Maries Middle School conferred they will stop piloting Singapore Dimensions and begin piloting HMH Into Math beginning April 8th until April 26th

The next meeting will be scheduled for Tuesday, April 30, 2024 at 3:30 p.m. At that time, K-5, and Upriver School will share the final rankings for Singapore Dimensions and their recommendations. St. Maries Middle School will share their new rankings for HMH Into Math.

There being no further business for which the meeting was called, the meeting/work session concluded at 5:30 p.m., Tuesday, April 2, 2024.



Tanna M. Wicks
Board Clerk