

Math Curriculum Adoption K-5, 6-8, High School 2025-2026 Committee Meeting

Thursday, August 21, 2025
Mohave District Annex

Call to Order



Brain Activity

Brain Activity

Using the numbers 1 to 10, and each operations $+$, $-$, $\times$, $\div$ once, PLUS another one of these operations as a wild card, create five number sentences that have the following solutions:

17 2 21 3 2

So, for example ... $\underline{\hspace{2cm}}$ $\square$ $\underline{\hspace{2cm}}$ = 17 (you select the operation)
 $\underline{\hspace{2cm}}$ $\square$ $\underline{\hspace{2cm}}$ = 2
 $\underline{\hspace{2cm}}$ $\square$ $\underline{\hspace{2cm}}$ = 21, etc.

Brain Activity... continued

If you got that one try these:

3, 3, 3, 3, 24

10, 14, 1, 20, 16

Agenda and Minutes

Agenda for Thursday, August 21, 2025

1. Call to Order
2. Brain Activity

Information/Discussion and Possible Action

3. Approval of Agenda for August 21, 2025 - **Action Item**
4. Approval of Minutes for April 24, 2025 - **Action Item**
5. Introductions
6. Open Meeting Laws and Public Records
7. Committee Goals
8. Committee Norms and Expectations
9. Committee Timeline
10. Brain Activity Recap
11. A Review of our Work So Far...
12. Vendor Materials Submitted
13. Year 1 Implementation Non-Negotiables
14. Rubrics and Reviewing
15. Future Meetings

Action Item

Discussion and Approval of Meeting Agenda for August 21, 2025

Action Item

Discussion and Approval of Meeting Minutes for April 24, 2025

Introductions

Committee Support

Dr. Tamara Jagodzinski - Director of Teaching and Learning

- Committee Co-Chair

Carrie Chapman - Elementary Math Academic Coach

- Committee Co-Chair

Carline Fried - Secondary Math Academic Coach

- Committee Co-Chair

Dede Johnston - Instructional Materials Coordinator

The Committee: Phase 1

K-5

Julie Ballard- principal
Andrew Banister- teacher
Christine Bonow- Director of Community Education
Laura Batko- teacher
Melissa Caramucci- teacher
Carrie Chapman- teacher
Sierra Connell- teacher
Edie Dolan- parent
Silvia Estrada- teacher
Colleen Felix- gifted coach
Nicole Hamilton- teacher
Laura Henry- ELD coach
Amber Lindsey- teacher
Brianna Maxwell - teacher
Carrie Miller- teacher
Dana Moore- teacher
Karen Pescatore- teacher
Danica Pohl- special education coach
Alyson Sawkiw- teacher
Lauren Schollenberger- parent
Stephanie Shamy- teacher
Raquel Thomas- teacher
Kim Vallejo- teacher
Nichole Viderman- teacher
Megan Zweig- parent

6-8

Jessica Angelo- special ed mentor teacher
Adrienne Bass- teacher
Abby Brown- parent
Jesus Curiel- teacher
Sarah Dorn- parent
Nicole Fagan- gifted coach
Tamara Jagodzinski- principal
Michelle Miller- teacher
Fred Rabach- teacher
Sara Ruggeri- teacher
William Williams- teacher
Audie Wyatt- teacher

High School

Ted Anderson- teacher
Sherry Belcher- teacher
Casey Boerner- teacher
Sarah Boustilla- teacher
Jacquelyn Buckley- teacher
Stephanie Carver- teacher
Kellen Castillo- teacher
Trey Checkett- community member
Jason Foster- teacher
Kelsey Maslowski- teacher
Christina Murray- teacher
Tim Reckell- community member
Gladis Roa- teacher
Mike Topczewski- teacher
Shannon Yoesle- teacher

The Committee: Phase 2 - **K-5 Members**

Julie Ballard- principal
Andrew Banister- teacher
Laura Batko- teacher
Melissa Caramucci- teacher
Edie Dolan- parent
Colleen Felix- Gifted coach
Nicole Hamilton- teacher
Laura Henry- ELD coach
Amber Lindsey- teacher
Carrie Miller- teacher
Dana Moore- teacher
Karen Pescatore- teacher
Danica Pohl- Special Education coach
Alyson Sawkiw- teacher
Stephanie Shamy- teacher
Raquel Thomas- teacher
Kim Vallejo- teacher
Nichole Viderman- teacher
Megan Zweig- parent

Beth Greene - teacher
Blair Wilkins - parent
Yina Mejina - parent
Jordan Wilson - parent
Tomasi Moustafa - parent
Mary Alvarez-Jackson - teacher
Anna Arikat - parent
Ross Bennett-Kennett - parent
Matthew Ruth - parent
Gregory Puckett - parent
Debbie Roffino - teacher
Katie Vogel - parent
Michael Bridges - parent
Brianna Maxwell - teacher

The Committee: Phase 2 - 6-8 Members

6-8

Adrienne Bass- teacher

Jesus Curiel- teacher

Nicole Fagan- gifted coach

Michelle Miller- teacher

Fred Rabach- teacher

Sara Ruggeri- teacher

William Williams- teacher

Pascale Godart - teacher

Jessica Rabbers - parent

Jacqueline Kincer - parent

Kristin Nelson - parent

Ryan Panos - parent

Suzanne D'Avino - teacher

Jay Hester - Special Ed teacher

Weston Toste - parent

Sandra Orland Erickson - parent

The Committee: Phase 2 - High School

High School

Ted Anderson- teacher

Casey Boerner- teacher

Sarah Boustilla- teacher

Jacquelyn Buckley- teacher

Stephanie Carver- teacher

Kellen Castillo- teacher

Trey Checkett- community member

Jason Foster- teacher

Kelsey Maslowski- teacher

Christina Murray- teacher

Tim Reckell- community member

Gladis Roa- teacher

Mike Topczewski- teacher

Shannon Yoesle- teacher

Jessica Angelo- Special Ed mentor teacher

Billie Henning- parent

Mara Kurasch- parent

Suzanne Weinberg- teacher

Lauren McFarland- teacher

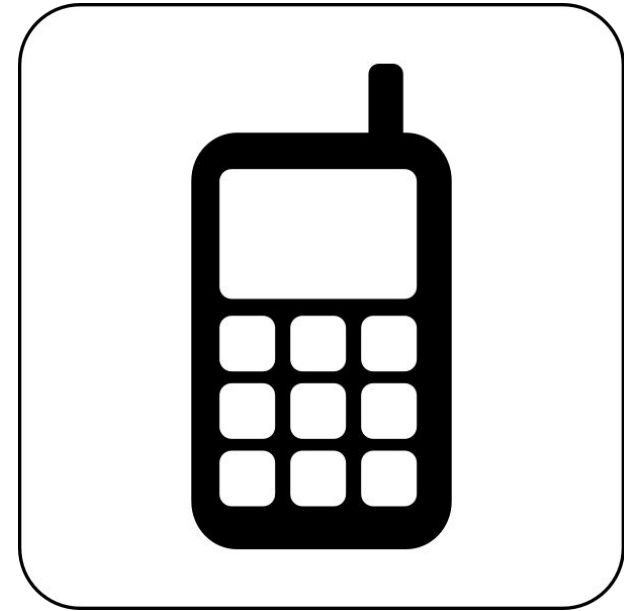
Rebecca Holmes- parent

Eniola O Ayanlola - parent

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



Open Meeting Laws

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Results. Relationships. Reputation.

Open Meeting Law and Public Records Law

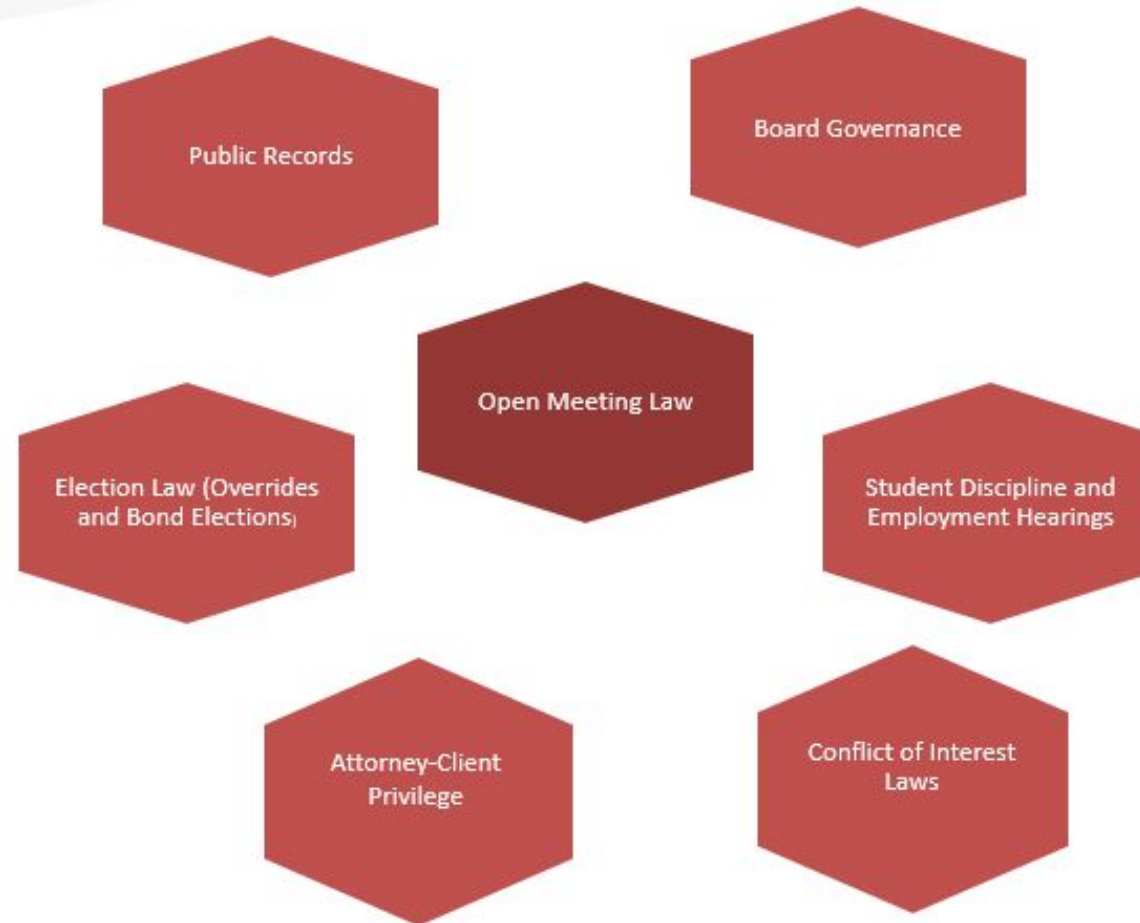
Jennifer MacLennan
Gust Rosenfeld



Goal for this presentation

- Address frequently encountered situations, issues and problems.
- Discuss requirements of public records laws.
- Discuss legal requirements of the Open Meeting Law

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Public Records

- 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."

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

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Open Meeting Laws

- Part of the “sunshine” laws
- Stated purpose is to create a public policy that official public business be transacted with transparency
- Limited exceptions for closed door meetings (known as executive sessions)



OML & Committees

- 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.



Curriculum Committees

- All curriculum committees must be compliant with OML as per state law
- Resulted from litigation out of Washington Elementary School District
- Statutory changes – ARS § 15-721 and ARS § 15-722

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Quorum Must be Present

- Majority of the committee
- 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..
- Must stick to the topics listed on the agenda
- Can only discuss items that are reasonably related to the listed topics



OML in the Age of Technology

- Can violate the OML through technology (emails, social media messaging, group texts)
- If the emails are about committee work and include a quorum, could violate OML
- Use mechanisms to avoid replying to all

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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 K-5, 6-8 and High School 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:

- Learn about current best practices in math instruction developed by National Council of Teachers of Mathematics (NCTM):
- Learn about Arizona Math Standards and the progression through grade levels.
- 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

Norms

Listen to
understand
and ask
questions for
clarification.

Be open to
new ideas.

Invite and
welcome the
contributions of
every member.

Support the
group's
recommendation
after consensus is
reached.

Be mindful of
how often and
how long you
speak.

Questions and
challenges are
welcomed.
Question and
challenge the
idea, not the
person.

Be fully
present.

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.

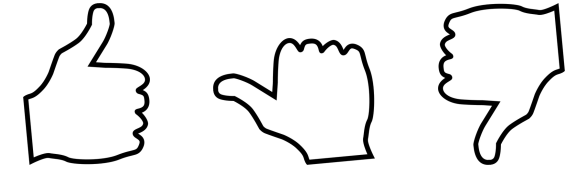
If all members of a committee/group must agree - or if every member of a committee can veto taking action - groups will be subjected to constant inaction... a state of perpetual status quo.

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, March 20, 2025	Math Meeting #1
Thursday, April 3, 2025	Math Meeting #2
Thursday, April 10, 2025	Math Meeting #3
Thursday, April 17, 2025	Math Meeting #4
Thursday, April 24, 2025	Math Meeting #5
Monday, April 28, 2025	Vendor Letter Distributed
Thursday, August 21, 2025	Math Meeting #6, Review of Spring Work, Material Review Starts
Thursday, August 28, 2025	Math Meeting #7, Material Review Continues
Thursday, September 4, 2025	Math Meeting #8, Material Review Continues

Proposed Timeline - Continued

Date	Description
Thursday, September 11, 2025	Math Meeting #9, Material Review Continues
Thursday, September 18, 2025	Math Meeting #10, Material Review Continues
Thursday, September 25, 2025	Math Meeting #11, Materials for Final Consideration Selected
Thursday, October 2, 2025	Vendors of Finalists Notified
Monday, October 20, 2025	Public Review Window opens
Thursday, October 23, 2025	Plan and Organize Try-and-Apply
October 27 - December 12, 2025	Try-and-Apply All Quarter 2
Thursday, January 15, 2026	Math Meeting #12, Discuss Try-and-Apply Experience
Thursday, January 22, 2026	Math Meeting #13 - Vendor Presentations, Reach Consensus

Proposed Timeline - Continued

Date	Description
~~Thursday, January 29, 2026~~	~~Math Meeting #14 - Committee Reaches Consensus~~
February 10, 2026	SUSD Governing Board Meeting, 6:00 pm, Presentation/Information Session, 1st Read
March 10, 2026	SUSD Governing Board Meeting, 6:00 pm, 2nd Read, Action Item

Brain Activity Recap

Brain Activity

WHY did we start with this activity?

17 2 21 3 2

It encouraged...

- . collaboration,
- . math talk,
- . productive struggle,
- . critical and logical thinking,
- . a non-curricular task,
- . development of number sense

A Review of our Work So Far...

As a committee, we have...

- Explored effective teaching practices (Meetings 1 and 2)
- Reviewed Arizona State math standards (Meeting 3)
- Analyzed district data to look at math scores and achievement (Meeting 3)
- Discussed the Balanced Approach to Learning (Conceptual, Procedural, Application) (Meeting 3)
- Established criteria for selecting a high quality instructional material (Meeting 4)
- Created vendor criterion list and scoring rubrics (Meeting 5)

Vendor Materials Submitted

We have received materials from ...

Amplify
Carnegie Learning
Cengage
Curriculum Associates
Great Minds
HMH
Imagine Learning
Innovamat
IXL Learning
McGraw Hill
Open Up Resources
Savvas
EdGems
MidSchoolMath
Math Medic
Pearson
Rational Reasoning

Year 1 Adoption Non-Negotiables

During Year 1 of the Adoption, it is expected that

...

- 80% of Tier 1 instruction comes from the adopted resource
- Each content will teach in **book order** throughout the entire year.
- Each grade level from Grade 6 - Algebra 2 will have a common benchmark/final
- Teachers will use components of curriculum with fidelity

Rubrics and Reviewing

Curriculum Design

- Aligns with Arizona State Mathematics Standards with logical scope, sequence, and spiral learning.
- **Lessons broken into manageable segments with stepped-out problems and adaptable pacing.**
- Emphasizes conceptual understanding, procedural fluency, and scaffolded support for diverse learners (EL, SPED, gifted).
- **Provides K-3 Mandarin and Spanish options and varied question types with DOK levels.**
- Clear learning objectives, success criteria, and varied digital/paper assessments.



Teacher Resources

- Clear, user-friendly instructional guides, videos, and manuals explaining key concepts.
- **Wide range of editable materials: digital tools, printed resources, slides, assignments, and assessments.**
- Supports differentiation and includes guided notes, manipulatives, and digital teaching aids.
- **Includes guiding questions and unit summaries to promote student discourse.**



Student Resources

- Perforated consumables (paper and digital), practice pages, and manipulatives for hands-on learning.
- **Opportunities for self-reflection and fluency practice.**
- Accessible design with appropriate visuals, spacing, fonts, and user-friendly digital platforms.
- **Digital skill practice with large question banks, immediate feedback, and re-attempt options.**
- Short, supportive videos and worked examples.



Technology

- Digital homework, translated resources, and online assessments enhancing accessibility.
- **User-friendly platforms with help features and direct textbook links.**
- Shareable, editable digital assessments districtwide.
- **Real-time feedback and step-by-step guidance; supports digital fluency practice.**



Assessment

- Varied, editable assessments aligned with standards and real-world contexts (written, digital, project-based, exit tickets).
- **Formative and summative tools including checkpoints and assessment banks (digital and paper).**
- Supports retesting, remediation, enrichment, and continuous progress monitoring.
- **Targeted, adaptive feedback for diverse learners; randomized digital assessments for individualization.**



Rigor and Real World Relevance

- Tiered, scaffolded tasks with built-in remediation and extension.
- **Connects learning to real-life applications, career paths, and daily living skills.**
- Encourages critical thinking, problem-solving, productive struggle, and student choice through collaboration and open-ended tasks.
- **Promotes rigor, perseverance, and reflection.**



Family and Community Resources

- Multilingual family letters, guides, task analyses, and instructional videos.
- **At-home applications (games, real-world skill use) and community documents explaining student learning.**
- Easy access to translated online resources supporting home and community engagement.



Professional Development and Support

- On-demand, tiered, and asynchronous PD aligned to gifted, ELD, and students with disabilities.
- **PD specific to digital tools and instructional materials, including video banks.**
- Bilingual family and community resources integrated with PD offerings.



Templates for Rubrics

K-5 Rubric Template: <https://bit.ly/3RZhv3R>

6-8 Rubric Template: <https://bit.ly/4jMlo7a>

High School Rubric Template: <https://bit.ly/3YLjigL>

Future Meetings

Next Meeting

Thursday August 28, 2025 from 4:00 - 6:00 pm at Mohave District Annex.

Meeting adjourned!

