

The Scoop on Bridges, with an Emphasis on Number Corner

Stephanie Bray, Franklin Elementary Principal

Last year, the Pullman School District adopted the Bridges mathematical curriculum material for our elementary schools. The math adoption committee was comprised of teachers, district staff and administrators, our district Math TOSA **Joni Stevens**, and Assistant Superintendent **Roberta Kramer**. This committee went through rigorous investigation of various math curriculum materials. There was one material, that seemed to rise above the rest, Bridges! This material includes mathematical emphasis to address the Common Core State Standards (CCSS). This program is aligned to the critical areas of focus and major instructional shifts, and also addresses the eight mathematical practices as outlined in the CCSS.

The Bridges curriculum includes Number Corner which is an important component for our students and the Pullman School District. Number Corner is a skills program that is an essential part of the Bridges curriculum. Number Corner is organized by each month of the school year. This collection of quick daily skills activities makes use of a classroom display featuring a calendar, growing collections, number lines, and more. These displays contribute to a math-rich environment that promote both procedural fluency, conceptual understanding, and most importantly Number Corner positively engages our students. The Number Corner is a daily 20-minute "workout" that introduces, reinforces, and extends skills and concepts related to the critical areas of students at each grade level.

Over the course of a month, depending on the student's grade level, students participate in a wide variety of activities. Many of these activities include, but are not limited to: predict and post new markers on the calendar grid, find patterns, count and record on a 100's grid, analyze data, record/build arrays, use/explore fractions, engage in problem strings, solve problems with multiple steps, and participate in activities to increase a student's understanding of mathematical operations and the relationships between numbers. With many of these being new terms to many of us who attended grade school earlier in life, often told to "just inverse and multiply" when dividing fractions, each element of the number corner has a defined purpose. These elements focus on a more in-depth understanding of mathematics, rather than to just "get an answer." There are several components to Number Corner that are based on the student's grade level (from Bridges teacher's guide), please see below:

- The Calendar Grid uses algebraic patterns and structures that introduce and reinforce a variety of key number concepts, number combinations and geometry skills.
- The Calendar Collector promotes a deep understand of estimation, counting, value, measurement, and data through the use of a

variety of visual organizers.

- Computational Fluency uses activities, games, and practice pages designed to develop and maintain fluency.
- The Number Line promotes counting skills and number sense, skip counting, comparing and ordering numbers.
- The Daily Rectangle provides a yearlong exploration of rectangular arrays and equations (2nd)
- Solving Problems include activities that promote mathematical reasoning and writing equations, problem solving designed to elicit strategies and ideas
- Problem Strings carefully deliver a series of related problems designed to bring out certain strategies and ideas through discussion and modeling.

Various learning models are also addressed through Number Corner and are practiced throughout the year. Models help our learners to understand, construct, and apply ideas in mathematics. Each model is introduced, then practiced in both discussion and written form. These models include: the use of five and ten frames, fingers, number grids, number lines, base ten blocks, rectangles, arrays (whole numbers, fractions, and decimals), ratio tables, fraction models, clocks, and money value pieces.

There are two other important elements to address when not only discussing the Number Corner in Bridges, but math in general. The mindset of our young learners and the value of questioning and discussion are vital. We continually promote a growth mindset, "a belief that a person's basic ability can be developed through dedication and hard work—brains and talent are just the starting point". This mindset around continual growth promotes a love of learning and resilience that is essential for learning. Questioning and discussion allow for students to not only apply and articulate what they know, but also develop new understandings based on discussion with one another.

Even through a year of uncertainty, one thing is certain, Pullman School District is dedicated to the implementation of the Bridges curriculum material and Number Corner. Our dedicated staff continue to refine their practices, showing "growth mindset" in the process, which ultimately impacts our students. Implementation will continue and we are committed to our continual learning, and we are excited about how this material and our instruction will shape the math-minds of tomorrow.

For information on the Common Core State Standards please visit: <http://www.corestandards.org/>

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BOARD REPORT

Gratitude or Resilience: What is More Important During a Pandemic?

Jim Evermann, School Board Member, District 3

As I reflect back on 2020, I am constantly thinking about all that has transpired, and how the COVID-19 pandemic has affected our students and schools. It was about this time last year that the reality of a global viral infection by SARS-CO 2 was beginning to resonate with me and the community of Pullman. We began by trying to gather as much information as we could through our state Office of Public Instruction (OSPI), the Spokane area schools, and the Spokane area and Whitman County Public Health (WCPH) offices. The information was varied on its preciseness, and timeliness. It is no wonder, since we had never experienced anything like this before. It is vital for me to remind myself daily that this was an unprecedented event. There were no prior guidelines, no set protocols, and no risk analysis or decision tree to follow when something like this happened.

Initially, Pullman School District went online per the Governor's executive order to close schools, OSPI's guidance, and the scientific advice of the WCPH. This enabled us to navigate through the remainder of the spring 2020 school calendar. During the summer, through the leadership of **Dr. Bob Maxwell**, a District Reopening Plan was developed with the input of many. Dr. Maxwell stated that, "I recognize these are uncertain times for everyone, but I also know our community is supportive and resilient. We want to bring assurance to our families that we are ready to provide high quality education that meets our students where they are, and that we are prepared to adapt as conditions change." Indeed, the conditions did change, but nonetheless, the District Reopening Plan was completed in the summer of 2020. Through the efforts of the Reopening Steering Committee, and the ten subcommittees (check the Pullman School District website for the Reopening Plan in its entirety at www.pullmanschools.org). The District Reopening Plan provided the needed structure, and recommends a time frame for the district schools to open. We were fortunate to start the implementation of the plan on January 4, 2021. It began slowly with staggered in-school participation by students Kindergarten-1st grade at all the elementary schools, and slowly-carefully expanded to grades 2nd and 3rd grade. Grades 4th and 5th are on schedule for February, 2021.

Dealing with the pandemic has been problematic for many of the aforementioned uncertainties. However, we are fortunate to have increased availability of testing and the future offers the real possibility for vaccines to be available for teachers, and those individuals working with the students in the classrooms. As we begin the New Year, it is natural to reflect back to where we were, but just as importantly, it is vital to recognize where we are at, and continue to plan for – to hope for, the reopening of all of our schools. The opening question I posed was "gratitude or resilience: what is more important during this pandemic?" I would contend that both are essential for us as we move forward.

Gratitude, a huge thank you to our community, but this starts with the students, who have witnessed what a natural disaster can do to a community, a nation, and the world! Then a big thanks to parents, teachers, administrators, and all the district staff, who have been supportive and provided input on what they think is best. Also thank you to fellow Board Members, who have the heart of the school district on their minds constantly!

Dr. Maxwell mentioned resilience in his reopening plan introduction – the strength to endure hardships under stressful times. Resilience is a learned behavior as was cited by **Nancy Willard** in her opinion piece "How to Find Resilience During this Difficult Time." Nancy wrote this at the beginning of the pandemic, but the points she brought forward for students and teachers, applies to us all now as well. Nancy writes, "learning how to cope with adversity is an important part of healthy child development." I might add that this applies to me as well, as I try to cope with the effects of the pandemic on our families, our schools, and our community. Nancy offers a few hints for us as we move through 2021 and beyond. They are: Make positive connections with friends and trusted adults; reach out to be kind – as there are many benefits to the doer as to the one who received such kindness; use our strengths – working well together since we all have different skills; focus on the good – since this will offset negative feelings during the stress brought about by the pandemic; and think things through – involve others in problem solving.

In essence we have been using these skill sets off and on during this crisis, we just have to remember to say thank you a little more often. Try it with your students, whether they be youngsters or college age – it works!!!

Nancy Willard, Positively Powerful: A guide for Teens on Achieving Resilience and Empowerment


In This Issue . . .

Pullman School District	1-3
Alternatives to Violence of the Palouse	5
Pullman Community Montessori	5
Pullman Regional Hospital	6-7
Community Action Center	9
Community Calendar	10-11
Gladish Community & Cultural Center	12
Whitman County Humane Society	13
Pullman Community Council on Aging	14
Community Colleges of Spokane	15
Pullman Chamber of Commerce	16-17
Washington State University	18

PULLMAN
Community Update


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PULLMAN SCHOOL DISTRICT PRESENTS
HIGHLY CAPABLE PROGRAM INFORMATION NIGHT
 This event will be held virtually.



There will be videos posted to the district website on Monday, February 16th that will explain the program and referral process. The videos will be viewable by the public until Tuesday, March 2nd.

Questions? Please contact us at:
 Email: instructionalprograms@psd267.org
 Phone: (509) 332-3144



Highly Capable Program Referrals Will Be Accepted March 3 - March 5, 2021

Referral forms for current K-11th grade students to receive highly capable services during next school year will be accepted March 3 – March 5. Parents/guardians, teachers, students, and anyone else with direct knowledge of a student’s abilities may refer a student for highly capable services.

For more information on the referral process or to obtain a referral form, contact the school psychologist at the student’s school or the Instructional Programs Office at (509)332-3144. Additional information, as well as the referral form, can also be found at https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

قبول الإحالات لبرنامج المتفوقين (نوي القدرات العالية) سيبدأ في الفترة بين 3 مارس - 5 مارس

سيتم البدء في قبول طلبات الإحالة لبرنامج المتفوقين (نوي القدرات العالية) في الفترة بين 3 مارس - 5 مارس وذلك للطلاب المقيدون حالياً بمرحلة الروضة وحتى الصف 11 لتلقي الخدمات خلال العام الدراسي المقبل ويستطيع كل من لديه دراية أو معرفة بقدرات التلميذ كالمعلم أو ولي أمر أو الوصي أو الطالب أن يتقدم بطلب إحالة من أجل الحصول على هذه الخدمات.

للحصول على المزيد من المعلومات عن عملية الإحالة أو للحصول على نموذج إحالة الرجاء الإتصال بالأخصائي النفسي في المدرسة أو بمكتب البرامج التعليمية على الرقم (509) 332-3144. يمكنك أيضاً الحصول على المزيد من المعلومات ونموذج الإحالة عن طريق الرابط التالي

https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

将在 3 月 3 日至 3 月 5 日间接接受能干的推荐生

我们将在 3 月 3 日至 3 月 5 日间接接受推荐当前 K-11 年级学生在下学期加入高能精炼计划的表格。父母/监护人、老师、学生以及任何直接了解学生能力的人都可推荐该学生获得高能精炼计划的服务。

有关更多推荐过程的信息或获取推荐表，请联系学生所在学校的校园心理学家或致电教育计划办公室：(509)332-3144。其他信息以及推荐表也可在这网址找到：

https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

Se aceptarán referencias para el Programa de estudiantes altamente capaces del 3 al 5 de marzo

Del 3 al 5 de marzo, se aceptarán los formularios de referencia para el Programa de estudiantes altamente capaces de los estudiantes actuales de los grados K-11. Los padres/tutores, maestros, estudiantes y cualquier otra persona con conocimiento directo de las habilidades de un estudiante pueden referir al estudiante a los servicios para estudiantes altamente capaces.

Para obtener más información sobre el proceso de referencia o para obtener un formulario de referencia, comuníquese con el psicólogo escolar de la escuela del estudiante, o llame a la Oficina de Programas de Instrucción al (509) 332-3144. También puede obtener información adicional, así como el formulario de referencia, visitando: https://www.pullmanschools.org/departments/instructional_programs/highly_capable_program

The Pullman School District Board of Directors and the Pullman School District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities programs without regard to race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation (including gender expression or identity), marital status, the presence of any sensory, mental or physical disability, participation in the Boy Scouts of America or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

The following employee has been designated to handle questions and complaints of alleged discrimination: **Roberta Kramer**, Assistant Superintendent, Pullman School District Administrative Offices, 240 SE Dexter Street, Pullman, WA 99163, 509.332.3144. Applicants with disabilities may request reasonable accommodations in the application process by contacting the Personnel Coordinator at (509) 332-3584.



Linda Tippett named 2020 “Excellence in Education” Recipient

Linda Tippett, Lincoln Middle School Special Education Paraprofessional, has been named the recipient of the “Excellence in Education” honor from our school board! Each year, the board selects one classified employee to receive this recognition. Linda was recommended for this recognition by Lincoln Middle School Science Teacher, **Marla Haugen** who was

so inspired by Linda’s commitment and ability to build personal relationships with every single student in the room.

Linda has served the Pullman School District for 30 years! Cameron Grow, LMS Principal, shared “at LMS we pride ourselves on how much we care for kids. There is not another adult in the building that cares for kids more than Linda Tippett. Her passion and concern for students, and their education, shows through each and every day. Linda regularly works with many staff members on how she can help make students successful at Lincoln Middle School. Whether it is small group instruction or helping students individually, Mrs. Tippett focuses on our plan which is to ensure learning for all kids. Staff love her, parents love her, but most importantly our students love working with her.”

Congratulations Linda and Pullman School District thanks you for your many years of service!

2020 Excellence in Education Nominees:

- **Claudia Bishop-Haynes**, Special Education Paraprofessional at Franklin Elementary. Claudia has served the Pullman School District for 7 years!
- **Claudia Mickas**, Office Paraprofessional at Sunnyside Elementary. Claudia has served the Pullman School District for 9 years!
- **Debbie Wright**, Certified Occupational Therapy Assistant. Debbie has served the Pullman School District for 22 years!
- **Rouhullah Salamjohn**, Custodian at Lincoln Middle School. Rouhullah has served the Pullman School District for 11 years!
- **Eve Strongoni**, Library Paraprofessional at Pullman High School. Eve has served the Pullman School District for 10 years!

Pullman School District thanks you for your many years of service!

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Jefferson Elementary:

www.facebook.com/PullmanJES

Sunnyside Elementary:

www.facebook.com/PullmanSES

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Pullman High School:

www.facebook.com/PullmanHS

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