

## **Maria L. Baldwin School Council**

**85 Oxford Street, Cambridge, MA 02138**

***June 16, 2026***

### **Baldwin School Council Minutes June 2026**

**7:00 - 8:00 p.m. (Virtual Meeting)**

#### **School Council Members in Attendance**

*Parent Members:* Jackie Hayes, Jen Nigro, Andrew Verardo, Chunying Yue (co-chair)

*School Staff Members:* Heidi Cook (principal chair), Elena Haro, Corianne LaBounty, Sara Oliveira, Susan Tiersch

*Absent Members:* Ben Geiger, Karin Kugel, Matt Meyersohn, Eugenia Schraa Huh

*Also in attendance:* Julie Curti, Sarah Happel, Alice Izumo, Jayne Lynch, Anna Shin

#### **Agenda**

Supporting Student Learning - Math

#### **Housekeeping**

Notes for the April meeting were submitted to be reviewed by co-chairs Heidi and Chunying. They were approved, sent via the June 12th Baldwin Brief and will be posted on the School Council website.

Awaiting notes for the May meeting.

School Council [website](#).

#### **Gratitude**

Thank you to Eugenia for her time on the Baldwin School Council. We are grateful to you for your wisdom and guidance. We will miss you and wish you luck. Thank you to Friends of Baldwin for helping with the School Council elections. One parent representative was needed to replace Eugenia. Welcome to Sarah Happel for volunteering to be on the School Council. We are grateful to you for your commitment to our school and look forward to you joining the school council.

Thank you to district ELA leader Emily Bryan for her presentation at the May meeting. It was incredibly insightful.

Thank you to Friends of Baldwin for all the fun things these last few weeks, especially for funding the new Home Depot buckets for music class.

This has been a busy year. Our teachers and staff manage to balance the hallmark of what makes Baldwin special ... joy, fun, play ... and continuous academic achievement.

#### **Public Comment**

There has been discussion in parent chat circles about the change to the new food policy. Recommending that be a topic to review at the August (virtual meeting prior to the start of the school year).

#### **Presentation: What Math Looks Like at Baldwin**

*By Jayne Lynch, Baldwin School Math Coach*

Jayne's background: Jayne started at Baldwin in 1981 as a kindergarten intern when she was an undergraduate at Lesley University. Jayne has held several positions in Cambridge Public Schools including at the district level. Jayne returned to Baldwin 10 years ago as the Math Coach. She's also had 4 children, 7 grandchildren, ages infants to 2nd grade so she is a parent with a "grand" title.

Just like the "science of reading" transformed how literacy is taught by focusing on proven, evidence-based strategies, math has gained in popularity in terms of research, highlighting the critical role that early, real-world math exposure plays in building long-term academic success.

**Building Blocks** is a preschool curriculum, and has been in place for over 10 years. It is a nice balance between guided play and instructional teaching. You may see a small-group activity - the teacher introducing a game, then going to centers to explore and play games. One of the centers is with the teacher and a small group of students. This allows for more effective teaching. This makes for a very joyful classroom.

### ***Illustrative Math (K-12)***

This is the third year of implementation of IM at Baldwin. It is a problem-based curriculum. Students are given real life problems. The teacher is the facilitator of the learning.

If you take for example 3rd grade, multiplication, it is equally important to know how you know, not just knowing the facts.

$8 \times 8 = 64$  - there are different ways to come up with the answer of 64 like knowing  $4 \times 8 = 32$  and then doubling that, or using a visual, a cube of 8, or sequential, skip counting of 8 - 8, 16, 24 ...

The 'cool down' at the end of the lesson is to show what you know, as individual accountability.

Kindergarten is still play-based with storytelling, games on the rug.

The students like watching the video of each unit that shows real life connections.

**STMATH (K-5)** is a digital platform the district uses. It is problem-based. You watch the penguin and then play in a digital format. Gigi the penguin needs to get across the area. They are visual math problems solved by clicking and observing, spatial cause and effect. It gives immediate feedback and reports. It is meant to provide some productive struggle.

**iReady (grades 3 - 5)** is a diagnostic assessment taken three times a year and adjusts questions' difficulty. Every student gets different problems. The program offers personalized instruction based on the data. It is one data point used by faculty.

Students are always at the center at Baldwin. We are always asking, how do we best serve and differentiate for our students.

### ***Forefront Screener (K-2)***

Done three times a year, a short, one-on-one interview with Jayne, Alicia (math interventionist), or the teacher. Paper and pencil tasks, 10 - 15 minutes, and kids love to show what they know. These are helpful for progress monitoring.

**WIN Block** was implemented two years ago in conjunction with the extended day. 30 minutes of time was added, so 4 times a week, *WIN - What I Need* - is scheduled into the day. It is math or ELA. It is super flexible. Students may be meeting with a special educator, an interventionist, or at a Math Olympiad meeting. Planning is based on the data from the screeners. Teachers meet as a team once a week for 40 minutes to talk about what they are noticing on assessments, in class, etc.

**Excel Tutoring** is for students who need extra support to get to grade level. This is done before or after school, twice a week for 10 weeks.

### **What Can I Do at Home?**

Anyone can do applied mathematics over the summer. Parents can easily support their child's math development by taking everyday activities like measuring ingredients for a recipe, calculating change, estimating the shopping bill, graphing daily temperatures. It's fun, real-world math.

We are always looking to build a stronger bridge with our families to partner with them with the goal of student's academic success. Please let us know your ideas.

### **Questions**

*Is STMath embedded in the screen-time conversation?*

If the kids think STMath is a game, that's good. It's not. It is problem solving. It is a mathematically sound program with time limits used twice a week for 15 minutes. Many kids want to be on the computer more. It is a complement to the curriculum.

*What is the intervention?*

*Math Recovery* is the intervention program. It is research based. Alicia Horowitz is our Math Interventionist. She is trained in *Math Recovery*. *Math Recovery* uses diagnostics and pinpoints what kids need. Students may see Alicia twice a week for 30 minutes.

*How much time is devoted to math lessons versus instructional time?*

One hour of math a day for K-5 for IM. Center time is included and STMath can be included.

*What would you say about Beast Academy?*

I'm a fan of whatever motivates a student in math. Beast Academy helps kids think. Grades 1-5 use some of the puzzles from Beast Academy workbook for WIN block.

*Can you talk about advanced math? Are there options to mix up the students within a grade because there are 3 classes in each grade?*

Within IM, there are different opportunities for advanced learners. Teachers are able to differentiate. Everyday work will be more accelerated. Megan Papparlardo, district level math leader, is focusing district attention on advanced learners in Tier 1 instruction. Teachers being able to differentiate is a skill set that takes time to master. Some of the best teachers in the district are at Baldwin, teaching with parallel things going on within one lesson. That's a feat. In Common Planning Time (CPT), we are finding ways of doing that. Also 4x a week during WIN, all students, including advanced learners, are getting what they need. We do have a few outliers ... students who are very advanced. There are specialty plans to work individually with those students and families.

### **Next Meeting**

Ms. Heidi and Chunying will send out a Doodle poll to see what date/time in August is the best for a virtual school council meeting. We had a meeting last August and it was a great way to start the year off.

School council meetings follow Open Meeting Law. Meetings are open to all.

For morning meetings, students are always welcome to come to the library and may go to the cafeteria for breakfast at 8:00 or they may stay in the library until the bell rings at 8:30. Parents are welcome to come when they can, leave when they wish.