

DATE: October 17, 2019
TO: Michael Milliken, Superintendent
SUBJECT: Educational Services – Approval of Service Agreements and Out of County Field Trips

CONSENT ITEM

That the Board of Trustees approves the service agreements and out of county field trips as presented.

- San Mateo County Office of Education – SMEd Center
- Twig Science – Professional Development Training

BACKGROUND

The District regularly enters into, accepts, or issues agreements, contracts, memoranda of understanding, proposals, and letters of intent. This item provides the Board the opportunity to review the attached documents and approve them, as appropriate.

Vendor	Subject/Project	Type of Document	Term	Cost	Funding Source
San Mateo County Office of Education	To provide SMEd Center portal access at Redwood Shores Elementary	Agreement for service	7/1/19 – 6/30/20	\$1,992.60	Sites will provide funds
Twig Science	Professional Development Training	Agreement for service	10/14/19 and 1/6/19	\$8500.00	01-0998-0-1110-2100-5872-700-0000

School	Location	Type of Document	Date	Purpose
Fox Elementary School	Palo Alto Children's Theatre 1305 Middlefield Road Palo Alto, CA 94301	Field Trip Approval	February 4, 2020	Students will experience a Language and Fine Arts performance.
Redwood Shores Elementary	Columbia State Historic Park 11255 Jackson St. Columbia, CA 95310	Field Trip Approval	February 6, 2020	To have students' experience life during the gold rush.
Fox Elementary School	Mission Santa Cruz 120 Emmett St. Santa Cruz, CA 95060	Field Trip Approval	February 6, 2020	Students will learn about daily life on the mission and will also help with their own mission project.
Fox Elementary School	Mission Santa Cruz 120 Emmett St. Santa Cruz, CA 95060	Field Trip Approval	February 13, 2020	To get a better understanding of mission life.
Fox Elementary School	Wells Fargo History Museum 420 Montgomery St. San Francisco, CA 94104	Field Trip Approval	April 13, 2020	Learn about Wells Fargo history & connection to California Gold Rush.



SAN MATEO
COUNTY
OFFICE OF
EDUCATION

Excellence and Equity in Education

Nancy Magee • County Superintendent of Schools

2019-2020 SMEDCENTER PORTAL DISTRICT AGREEMENT

Redwood Shores Elementary School

THIS AGREEMENT is made and entered into by and between the San Mateo County Superintendent of Schools, hereafter called “SUPERINTENDENT,” **Redwood Shores Elementary School**, hereafter called “SCHOOL” and the governing board of the **Belmont Redwood Shores Elementary School District**, hereinafter called “DISTRICT.”

WITNESSETH

WHEREAS, pursuant to Education Code 1250, **SUPERINTENDENT**, may enter into an agreement with the governing board of any school district under his/her jurisdiction to provide for web portal services; and

WHEREAS, **DISTRICT** is a school district under **SUPERINTENDENT’S** jurisdiction;

NOW, THEREFORE, in consideration of the terms and conditions contained herein, it is mutually agreed as follows:

1. SERVICES

SUPERINTENDENT shall provide to SCHOOL access to the SMedCenter portal and its bundled educational resources via one custom designed access point.

2. COSTS AND PAYMENTS

In consideration for these services during the regular school year, SCHOOL shall pay SUPERINTENDENT the contract amount shown below for their selected service package(s) and any add-on services. ADA will be based on the most recent CBEDS Student Enrollment Data by Grade Level/School.

Total Contract Fees = \$1,992.60

For July 1, 2019 through June 30, 2020

(For a detailed listing of fees by school, please see *Appendix A*.)

SCHOOL shall pay SUPERINTENDENT the contract amount within 30 days of receipt of invoice.

SCHOOL shall provide SUPERINTENDENT with teacher and staff name, school and email addresses for all users on form provided.

3. EFFECTIVE PERIOD AND TERMINATION

This Agreement is effective for the period from July 1, 2019 to June 30, 2020.

This Agreement may be renegotiated with the mutual written consent of the parties prior to any expiration date as set forth above. No oral agreement shall be binding. Any amendments, addition to or change of any kind of subject to the terms of paragraph 4, below. This Agreement shall not be terminated by either party except by mutual written agreement.

4. HOLD HARMLESS/INDEMNIFICATION

DISTRICT shall indemnify and hold harmless SUPERINTENDENT and his/her employees, agents and assigns, as against any and all claims for damages and any other relief arising out of DISTRICT's receipt and use of services pursuant to this Agreement.

5. ALTERATION OF AGREEMENT

This Agreement is entire and contains all terms and conditions agreed upon between the parties. No alteration or variation shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement shall be binding.

6. ASSIGNABILITY

The materials shall not be subleased or assigned to any other party for any purpose.

7. POLICY

SCHOOL shall instruct its personnel that they must abide by the policies and regulations of SUPERINTENDENT'S Curriculum Services Department. SCHOOL shall assume full responsibility for proper use. SCHOOL agrees not to violate the laws of copyright.

SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS

By: _____
Date: _____

Redwood Shores Elementary School

By: Karen [Signature]
PRINCIPAL
Date: 9/13/19

Belmont Redwood Shores Elementary School District

By: _____
DISTRICT SUPERINTENDENT OR AUTHORIZED AGENT
Date: _____

**Appendix A – SMedCenter Portal Contract Costs by District School Sites
Redwood Shores Elementary School**

2018-19 TOTAL ADA	Bundle-3 BrainPOP Combo: comes with World Book eBooks (for Elementary) or Infobase eBooks (for Middle/High); The World Almanac or World Almanac for Kids \$2.66 ADA	Discovery Education Streaming add-on \$1.44 ADA	TOTAL
486	\$1,292.76	\$699.84	\$1,992.60



Overview of the Twig Science Professional Learning and Professional Development Offering

Twig Science is a TK–6 phenomena-based, investigation driven science program written to the California Next Generation Science Standards. As required by the CA NGSS Framework, Twig Science satisfies all NGSS standards and integrates all relevant ELD, ELA, and Math standards, helping all students from all backgrounds share the wonder of science and make connections between the classroom and their everyday experience of the real world.

Twig Science recognizes that the instructional shifts to NGSS requires accessible and modeled support for teachers and administrators, and the program includes various forms of on-the go and Professional Learning/Professional Development services to ease the transition.

These include:

- Video module introductions unpacking NGSS Performance Expectations
- Built-in Scope and Sequence, unpacking the CA NGSS Framework & Cross-Curricular Connections
- Model lesson videos for key hands-on activities
- Detailed lesson instructions decoding NGSS standards
- Access, Equity, and Cultural support, discussion prompts, and example student responses throughout Teacher Editions
- Subject knowledge background information for each investigative phenomenon and driving question/problem
- Regular webinars and tutorials covering key instructional shifts—accessible online
- Twig Science In-Servicing
- NGSS Professional Development topical workshops.

Twig Science's specialist team provides 24-7 telephone and email support for technical, implementation, and science topic issues.

Beyond the support included within Twig Science Teacher Editions and online, we offer a range of in-person training sessions, workshops, and courses for teachers and administrators who want to explore in more depth the freedom and richness of NGSS science education delivered via Twig Science. These opportunities are described on the following pages.

Please note that we offer consultation to customize and build out Professional Learning plans with your district. Package discounts apply when thresholds are met. See the pricing page for more information.

Twig Science Offerings:

Introduction to NGSS with Twig Science for Educators

3-hour workshop, up to 25 participants

The Next Generation Science Standards (NGSS) framework is the result of a multi-state effort to develop science standards. It signals an emphasis on STEM skills, engineering design, and scientific practices. This workshop covers the following topics:

- Three-dimensional learning explained—unpacking Crosscutting Concepts, and Disciplinary Core Ideas and Science and Engineering Practices and how these dimensions combine to form Performance Expectations,
- The importance of phenomena-based learning in helping students make sense of their world.
- Why the engineering-design process is central to NGSS success and career success.
- Twig Science and student engagement—ensuring all students love science.

Introduction to NGSS with Twig Science for Parents

2-hour workshop, up to 50 participants

The Next Generation Science Standards (NGSS) framework is the result of a multi-state effort to develop science standards. It signals an emphasis on STEM skills, engineering design, and scientific practices. This workshop covers the following topics:

- Three-dimensional learning explained
- The importance of phenomena-based learning in helping students make sense of their world.
- Why the engineering-design process is central to NGSS success and career success.
- Twig Science and student engagement—ensuring all students love science and see themselves as practicing scientists and engineers.

Twig Science Demonstration Lesson

2-hour workshop, up to 25 participants

Participants act as students during this demonstration of an investigation lesson. The workshop includes:

- Pre-lesson discussion: How do we build 3-D learning objectives into lesson planning
- Using and discussing video content
- Modules and Driving Questions
- Twig Science's easy-to-follow 5 E lesson structure:
 - o **Spark**
 - o **Investigate:**
 - o **Report**
 - o **Connect**
 - o **Reflect**

Relating hands-on investigations to real-life engineering

The engineering-design process in the classroom

Making the Most of Assessment in Twig Science (Online)

2-hour Online Course

Twig Science offers frequent opportunities to evaluate student progress against NGSS standards within each Twig Science module. This course examines the various forms of assessment used in the Twig Science CA NGSS assessment system, with numerous assessment examples, implementation advice, and guidance on scoring rubrics. The course covers the following options for assessment:

- **Diagnostic**—Pre-Explorations assess students' prior knowledge and misconceptions, as well as their ability to understand and apply Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs).
- **Informal**—drawings, observations, note-taking, oral questioning, and responses.
- **Formative**—KLEW charts, written reflections, annotated sketches, peer-to-peer discussions, and graphic checklists.
- **Summative**—Performance Tasks, including written tasks, engineering design challenges, and oral presentations.
- **Multiple Choice**—Multi-dimensional test items designed to reflect the standardized assessment.
- **Benchmarks**—Twig Science Benchmark Assessments (developed in partnership with SCALE) involve open-ended problems stressing application of learning in new contexts.

Making the Most of Assessment in Twig Science (Workshop)

2-hour workshop, up to 25 participants

In-person version of the online course, covering the various forms of assessment used in the Twig Science CA NGSS assessment system, with demonstrations of assessment strategies, implementation advice, and guidance on scoring rubrics. The course covers the following options for assessment:

- **Diagnostic**—Pre-Explorations assess students' prior knowledge and misconceptions, as well as their ability to understand and apply Science and Engineering Practices (SEPs) and Crosscutting Concepts (CCCs).
- **Informal**—drawings, observations, note-taking, oral questioning, and responses.
- **Formative**—KLEW charts, written reflections, annotated sketches, peer-to-peer discussions, and graphic checklists.
- **Summative**—Performance Tasks, including written tasks, engineering design challenges, and oral presentations.
- **Multiple Choice**—Multi-dimensional test items designed to reflect the standardized assessment.
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Digital Investigations in Twig Science

3-hour workshop, up to 25 participants

Twig Science investigation activities develop 21st century skills like collaboration, problem solving, and trial and error. Students experience science and engineering as a dynamic, creative, and collaborative process—just like real working scientists and engineers. A key part of this is the extensive investigations built into every Twig Science module. This workshop takes teachers through the digital investigations in Twig Science and how to make best use of them. Topics covered include:

- How digital investigations simulate learning, building, clarifying, and testing phenomena
- Using real-time data to bring digital investigations alive
- Twig Science investigations in action—step-by-step implementation plans
- Maximizing connections to real-world science and engineering
- Using interactives to see immediate results of changing variables
- Visualizing and identifying patterns in data
- Adapting understanding of phenomena to new situations

Hands-On Investigations in Twig Science

3-hour workshop, up to 25 participants

Twig Science investigation activities develop 21st century skills like collaboration, problem solving, and trial and error. Students experience science and engineering as a dynamic, creative, and collaborative process—just like real working scientists and engineers. A key part of this is the extensive investigations built into every Twig Science module. This workshop takes teachers through hands-on investigations in Twig Science and how to make best use of them. Topics covered include:

- How hands-on investigations support learning, building, clarifying, and testing phenomena in practice
- What's in the Twig Science Module and Essential Kits
- Classroom organization for hands-on investigations
- The engineering-design process in practice
- Twig Science investigations in action—step-by-step implementation plans
- Maximizing connections to real-world science and engineering
- Creative approaches to criteria and constraints
- Developing self-evaluation skills
- Ordering module replenishment kits for consumable items

Video Investigations in Twig Science

3-hour workshop, up to 25 participants

Twig Science investigation activities develop 21st century skills like collaboration, problem solving, and trial and error. Students experience science and engineering as a dynamic,

creative, and collaborative process—just like real working scientists and engineers. A key part of this is the extensive investigations built into every Twig Science module. This workshop takes teachers through the video investigations in Twig Science and how to make best use of them. Topics covered include:

- How video investigations demonstrate learning, building, clarifying, and testing phenomena
- What goes into a Twig Science video: world-class footage, visual learning, and our pedagogical approach
- Using video to kick off investigations
- Expanding the scope of classroom investigation
- Reinforcing key concepts with video
- Providing real-world context for science and engineering
- Seeing the engineering-design process in practice

Classroom Routines for Successful Science

3-hour workshop, up to 25 participants

Classroom routines help students become efficient at carrying out basic tasks and procedures, and they save valuable lesson time. Once a routine is automatic, you can concentrate on the learning, rather than wasting time on classroom management. Twig Science incorporates a range of classroom routines. This workshop takes teachers through these routines, including:

- Stop and Listen Routine
- Move Around the Room Routine
- Wash Your Hands Routine
- Clean-Up Routine
- Work with a Team Routine
- Science Tools Poster Routine

The Power of 3-D Performance Assessments with Stanford's SCALE Team

1-day (6-hour) workshop, up to 25 participants

NGSS has shifted the way science educators are thinking about and designing instruction and assessment. One way to address these shifts for California educators is to consider how 3-D performance assessments can help teachers chart their students' progress towards meeting the goals of NGSS. Topics covered include:

- Why the key to NGSS is three-dimensional learning—SEPS, DCIs, and CCCs.
- Maximizing three-dimensionality with assessment choice
- Performance assessment as assessment both for and as learning
- Three-dimensional aspects of investigation in Twig Science

Accelerating Language Acquisition for English Learners through Twig Science

1-day (6-hour) workshop, up to 25 participants

Twig Science recognizes ELs need specific attention in the design of instructional units, and it includes research-based strategies to address the needs of ELs consistent with the CA ELD Standards and ELPAC tasks. We have partnered with Understanding Language—Stanford Center for Assessment, Learning and Equity (UL-SCALE) and esteemed author Wiley Blevins to enable a new research-based approach to support language in action. This workshop explores key issues involved in ELD and how they are incorporated into the Twig Science program. Topics covered include:

- Using built-in access and equity graphic organizers and tools in Twig Science Levelled Readers & Twig Books
- Tier 1 vocabulary: the basic words of everyday speech
- Tier 2 vocabulary: words appearing frequently in a wide variety of texts and in the vocabulary of mature language users
- Tier 3 vocabulary: academic vocabulary, requiring specialized knowledge
- Access to Science Literacy
- Reading, Writing, Speaking, and Listening Domains and tasks through Science
- Scaffolding Emerging, Bridging, and Expanding levels of language acquisition in Twig Science

Benefits of Dual Immersion with Twig Science

1-day (6-hour) workshop, up to 25 participants

Twig Science supports Dual Immersion (DI) efficacy for a wide variety of students. Achievement of high levels of functional proficiency in a second language yields many benefits. This workshop explores the ways that Twig Science's use of Dual Immersion benefits students, including:

- Enhanced levels of meta-linguistic awareness (i.e., knowledge of how language works) which has proven to be important to reading acquisition
- Building 3-dimensional learning of the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.
- Improved performance versus monolingual students on tasks that call for divergent thinking, pattern recognition and problem solving that align to student centered instructional shifts.
- Additional knowledge and understanding of one's native language with STEM vocabulary.
- Ability to communicate and take advantage of STEM careers and opportunities that are available to other languages.
- Ability for Native Spanish Speakers to acquire strong literacy skills in Spanish which can be applied to the acquisition of English Literacy
- Practice and use appropriate levels in all domains in both Spanish and English
- Attain the same levels of achievement in Science and Engineering as English-speaking students in all-English programs.

Tier 2 Vocabulary, Tier 3 Vocabulary, and Language Routines

3-hour workshop, up to 25 participants

The aim of the six Twig Science language routines is to support questioning strategies as a tool for formative assessment and promote argumentation. Twig Science partnered with

UL-SCALE to enable a new approach to language in the delivery of science by developing these routines for NGSS. An important component of Twig Science's vocabulary strategy is the use of Word Walls, on which students collect Tier 2 vocabulary (challenging words) and Tier 3 vocabulary (scientific/academic words) as they encounter them. Repeated visits to the Word Wall embed these items in student vocabulary. This workshop takes teachers through these routines, which include:

- Whole-Class Questioning Routine
- Turn and Talk
- Stronger and Clearer Each Time
- Collect and Display
- Meta-Think-Aloud
- Critique, Correct, and Clarify
- Word Walls
- Study Aids, Graphic Organizers, Writing Frames, Speaking Frames
- Visual Representations

Text-based Investigations—Navigating Informational Text for Research

3-hour workshop, up to 25 participants

Informational text, also called *nonfiction* or *expository text*, provides facts. Its purpose is to explain, inform, or persuade. You may be surprised by how much informational text surrounds us every day—online newspapers, subway maps, recipes, student data reports, and more. Teaching students to read informational text, therefore, is essential as we teach them to develop as readers. This workshop explores ways of approaching informational text with students and tips on developing reading skills and strategies in students. Topics covered include:

- Whole-Class Questioning Routine
- Preparing students for the content demands of informational texts
- Choosing the right vocabulary
- Identifying text features
- Fundamentals of narrative structure
- Developing students' writing

Ready for Digital Implementation? Twig Science Has You covered!

2-hour workshop, up to 25 participants

Among the many ways that Twig Science adapts to the uniqueness of every classroom is

the flexibility it offers in terms of the degree of digital implementation in the class. Lesson content and digital investigations are easily adapted to work with individual and shared/non-exclusive device coverage. This workshop demonstrates how Twig Science delivers digital learning in schools with:

- 1:1 coverage—every student has their own device
- Computer labs—students have their own devices while in the lab, but they are not available for them to use at all times
- Small groups—students share devices

Administrator Observations Workshop

2-hour workshop, up to 25 participants

This workshop offers an introduction to what to look for in student-centered NGSS implementation, as teachers become the “guide on the side” in the classroom.

- Classroom argumentative discourse
- Investigations in action
- Using presentations to share learning in the classroom
- Guiding students to be more self-directed—why performance tasks are better than rote memorization
- Student self-evaluation

Pricing

Half-Day (Less than 3 hours) Professional Learning	\$2,500
Full-Day (More than 3 hours, Maximum 6 hours) Professional Learning	\$3,500

*Package Discount Pricing

Book 5-9 Sessions	15% Discount
Book 10-14 Sessions	20% Discount
Book 15 or more sessions	25% Discount

*Package discounts require full payment in order to activate discount

All sessions require payment before a consultant can be booked and sessions confirmed.

PD Session Selection	Full or Half Day	Number of Sessions	Cost Per Session	Total
Introduction to NGSS with Twig Science for Educators + Question and Answer Panel	Full	3	\$3500	\$10,500
Price Adjustment for Only 1 Trainer on 2 Half-Day Sessions (Oct. 14 and Jan 6)				-\$2,000
			Total	\$8,500

Notes

These charges reflect the following PD Schedule:

October 14th

- AM Session (8:30-11:30) for Kindergarten-1st Grade
- AM Session (8:30-11:30) for 2nd-3rd Grade
- PM Session (12:30-3:30) for 4th-5th Grade

January 6th

- AM Session (8:30-11:30) for Kindergarten-1st Grade
- AM Session (8:30-11:30) for 2nd-3rd Grade
- PM Session (12:30-3:30) for 4th-5th Grade



BRSSD

OVERNIGHT/OUT OF COUNTY/COUNTRY FIELD TRIP APPROVAL FORM

School: Fox Elementary Date: 9/18/19

Destination: Palo Alto Children's Theater

Dates of Trip: Tuesday Feb. 4, 2020

Leaving: 9 am Returning: 12:00 NOON

Statement of Purpose for the Trip: Language & Fine Arts
Performance of "Click Clack Moo
Cows That Type."

★ All Fox Kindergarten students will be in attendance
Detailed Itinerary: Dates and times of departure and return for location(s) to be visited. Please provide day-by-day listing.

We will be leaving Fox Elementary
School by bus (First Student Charter
(1300 St. James Rd.) ⇒ (991 E. Poplar Ave.
Belmont) San Mateo, CA

and arriving at Palo Alto Children's Theater
1305 Middlefield Rd. Palo Alto, CA 94301

Teacher's Signature: Jonis Strickland Date: 9/18/19

Principal's Approval: mlp Date: 9/19/19

Board's Approval: _____ Date: _____



BRSSD

OVERNIGHT/OUT OF COUNTY/COUNTRY FIELD TRIP APPROVAL FORM

School: Redwood Shores

Mon. Sept. 16, 2019
Date: ~~Thurs. Feb 6th, 2020~~

Destination: Columbia State Park

Dates of Trip: Thurs. Feb. 6, 2020

Leaving: 6:30 AM

Returning: 6:30 PM

Statement of Purpose for the Trip:

To learn about California History, the Gold Rush,
which is our social studies curriculum

Detailed Itinerary: Dates and times of departure and return for location(s) to be visited. Please provide day-by-day listing.

6:30 depart school

9:30 Arrive at Columbia State Park

10:00 - 3:00 Programs: One Room Schoolhouse

Town Tour

Panning for Gold

3:30 ~~depart~~ depart Columbia State Park ~~6:30~~

6:30 Arrive back at school

Teacher's Signature:

B. Stephens

Date: _

9/16/19

Principal's Approval:

Kale

Date: _

9/18/19

Board's Approval:

f

Date: _



BRSSD

OVERNIGHT/OUT OF COUNTY/COUNTRY FIELD TRIP APPROVAL FORM

School: FOX Elementary

Date: 9/23/19

Destination: Santa Cruz Mission

Dates of Trip: February 6, 2020

Leaving: 9:00am

Returning: 2:00pm

Statement of Purpose for the Trip:

Students will be learning about the Santa Cruz mission & daily life on the mission. Students will use the information to help them w/ their own mission project.

Detailed Itinerary: Dates and times of departure and return for location(s) to be visited. Please provide day-by-day listing.

9/23/19 Santa Cruz Mission
Departure: 9:00am
Return: 2:00pm

Teacher's Signature: *maria rayes*

Date: 9/23/19

Principal's Approval: *mlp*

Date: 9/30/19

Board's Approval:

Date: _



OVERNIGHT/OUT OF COUNTY/COUNTRY FIELD TRIP APPROVAL FORM

School: **Fox**

Date: **Sep. 20, 2019**

Destination: **Mission Santa Cruz**

Dates of Trip: **2/13/20**

Leaving: **8:35am**

Returning: **3:10pm**

Statement of Purpose for the Trip:

To get a better understanding of mission life.

Detailed Itinerary: *Dates and times of departure and return for location(s) to be visited. Please provide day-by-day listing.*

Leave Fox 8:35am

Arrive at Mission Santa Cruz 9:45am

Tour 10am-2pm

Return Fox 1pm

Teacher's Signature:

J Butleben

Date: _

9/20/19

Principal's Approval:

nt P

Date: _

9/20/19

Board's Approval:

Date: _



BRSSD

OVERNIGHT/OUT OF COUNTY/COUNTRY FIELD TRIP APPROVAL FORM

School: **Fox**

Date: **Sep. 20, 2019**

Destination: **Wells Fargo History Museum/San Francisco**

Dates of Trip: **4/13/20**

Leaving: **8:35am**

Returning: **1pm**

Statement of Purpose for the Trip:

Learn about WF history and the connection to the California Gold Rush.

Detailed Itinerary: *Dates and times of departure and return for location(s) to be visited. Please provide day-by-day listing.*

Leave Fox 8:35am

Arrive at Wells Fargo History Museum 9:35am

Tour 10am-12pm

Return Fox 1pm

Teacher's Signature:

Date: 9/20/19

Principal's Approval:

Date: 9/20/19

Board's Approval:

Date: _