



BOARD OF EDUCATION
March 13, 2017
Administration Center Boardroom
525 Mill Street
Springfield, OR 97477

4:00 pm Work Session
6:00 pm Classified Employee Reception
7:00 pm Board Meeting

AGENDA	TAB
1. Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Tina DeHaven
2. School Presentation: Gateways High School	Principal Paul Weill
3. United Way Award	Ann Salminen, Anetra Brown Judy Newman
4. Work Session Summary	Chair DeHaven
5. Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
6. Consent Agenda	
A. February 13, 2017 Board Meeting Minutes	1
B. February 27, 2017 Work Session/Special Board Mtg Minutes	2
C. Financial Statement	Brett Yancey 3
D. Personnel Action, Resolution #16-17.043	Michael Henry 4
E. Personnel Action Addendum, Resolution #16-17.043a	Michael Henry 5
F. Board Policies, First Reading	Jenna McCulley 6
G. 2017-2018 Board Meeting Schedule, First Reading	Sue Rieke-Smith 7
H. Board Policy JBB, First Reading	Jenna McCulley 8
I. Text Book Adoption, First Reading	Dave Collins/Whitney McKinley 9
J. Out of State Trip SHS/THS DECA, Resolution #16-17.044	Kevin Ricker 10
K. Board Policy Approval, Resolution #16-17.045	Jenna McCulley 11
7. Action Items	
A. Lease Purchase Type C Propane School Bus, Res. #16-17.046	Tom Lindly 12
8. Reports and Discussion	
A. Student Communication	
B. Superintendent Communication	Sue Rieke-Smith
C. Board Communication	Chair DeHaven
9. Other Business	
10. Next Meeting: April 10, 2017, 5:30 pm Volunteer Reception; 7 pm Business Meeting	
11. Adjournment	Chair DeHaven

Springfield Public Schools is an equal opportunity educator and employer.
 Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent;
 525 Mill Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

BUSINESS MEETING MINUTES

14/A Regular Meeting of the Lane County School District No. 19 Board of Education was held on February 13, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 7:00 pm and led the Pledge of Allegiance.

Attendance

Board Members present included Chair Tina DeHaven, Erik Bishoff, Sandra Boyst, Laurie Adams and Dr. Emilio Hernandez.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brian Megert, Jenna McCulley, Kevin Ricker, Suzy Price, Michael Henry, Judy Bowden, Anne Goff, Linda Henry, Colleen Hunter, Tim Stephens, Kim Donaghe, Ken Kohl, Paul Weill, Trena Jayne, Patrick Elliott, Jeremiah Elliott, Joan Bolls, José da Silva, Jon Klorr, Chris Flaherty, Jacob Flaherty, Xavier Beauchamp, Dee Waltman, Cody Dempsey, Tina Wyatt, Isaiah Wyatt, Jacob Hingley, William Rooms, Craig Shelby, Scott Lohey, Veronica Titt, Shon Davis, Chad Towe, Emerald Crafton, Kevin Goad, Terry Rutledge, Jason Pickett, Dave Hulbert and Amy Page.

Student Board Representatives present included:
Aden Crafton/Academy of Arts and Academics (A3);
Delilah Berger/Gateways High School (GHS);
Nick Romig/Thurston High School (THS);
Tarah Pugh/Willamette Leadership Academy (WLA).

• Changes or Additions to the Agenda

There were no changes to the agenda.

2. CLASSIFIED EMPLOYEE APPRECIATION WEEK PROCLAMATION

Chair DeHaven asked Ms. Adams to read the following proclamation:

Classified Employee Appreciation Week Proclamation

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE BE IT RESOLVED that the Springfield Board of Education proclaims March 6 thru 10, 2017, to be Classified Employee Appreciation Week; and

BE IT FURTHER RESOLVED that the Springfield Board of Education strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

DATED this 13th day of February 2017.



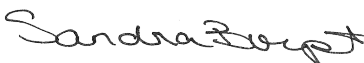
Tina DeHaven, Chair



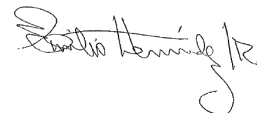
Erik Bishoff, Vice Chair



Laurie Adams



Sandra Boyst



Emilio Hernandez

3. SCHOOL PRESENTATION: WALTERVILLE ELEMENTARY SCHOOL (WES)

Principal Dave Hulbert introduced Amy Page, the WES library media specialist. They offered a PowerPoint presentation entitled *Walterville Wildcats—2016-2017 School Board Update*. Mr. Hulbert noted the WES Mission Statement: W.E. C.A.R.E.—Walterville: Commitment to Academics, Responsibility and Excellence. The presentation provided information on WES as a community of learners and a community that cares. Students responded to questions about the HEART program. Mr. Hulbert presented letters to Board members from second graders. Ms. Page provided information about Instructional Technology at WES.

4. CHECK PRESENTATION

Terry Rutledge introduced Jay Ward, Senior Community Relations Manager at Energy Trust of Oregon and Egan Bull, Account Manager for Existing Buildings with Energy Trust of Oregon. Mr. Rutledge explained that Springfield Public Schools (SPS) had collaborated with Energy Trust of Oregon in its efforts to do more with less. Energy Trust of Oregon had taken notice of energy reduction efforts SPS had done in the schools. Mr. Ward commended SPS on the conservation work it was doing. He introduced Jon Kloor from Northwest Natural Gas, which collaborated with Energy Trust of Oregon in conservation efforts. Mr. Ward acknowledged Senator Lee Beyer and Representative John Lively had been supportive of foresighted energy policies for the State of Oregon. Mr. Ward noted SPS had a goal of being a benchmark leader for energy efficiency for schools in the State and looked forward to a long-term partnership with Energy Trust of Oregon to achieve those goals. He presented a ceremonial check in the amount of \$145,000 to Dr. Rieke-Smith and

Ms. DeHaven, which represented Energy Trust of Oregon's contribution to SPS for savings of 61,793 therms of natural gas, which was enough natural gas to heat 125 Oregon homes for a year. Additionally, SPS' conservation efforts would save the District \$41,000 annually on energy bills.

5. PUBLIC COMMENTS

Ms. Adams acknowledged the Boy Scouts who were in the audience. They said they were attending tonight's Board meeting as a requirement towards a Citizenship in Community Merit Badge.

Colleen Hunter, a fourth grade teacher at Mount Vernon Elementary School, shared her concerns about the amount of time devoted to state assessments.

6. CONSENT AGENDA

A. January 23, 2017 Board Minutes

B. Financial Statement

C. Personnel Action, Resolution #16-17.032

Michael Henry recommended the Board of Directors approve the personnel action for licensed employees as reflected below:

Retirement

Ellen Leinbach

Change of Contract Status

Sarah Bowman

D. Board Policy Approval, Resolution #16-17.033

- JECBA Admission of International Study or Exchange Students
- JECB Intra-district (In-district) Transfer Students
- JECC Admission of Students to Schools
- JECF Inter-district (Out of District) Transfer of Resident Students

Jenna McCulley recommended the Board of Directors approve the policies.

E. Budget Calendar Adoption, Resolution #16-17.034

BUDGET CALENDAR

2017-2018

December 8, 2016	Budget Committee/Board Work Session at 6:00 PM (Cancelled)
January 12, 2017	Budget Committee/Board Work Session at 6:00 PM (Cancelled)
February 16, 2017	Budget Committee/Board Work Session at 6:00 PM
March 16, 2017	Budget Committee/Board Work Session at 6:00 PM
April 20, 2017	First Notice of First Budget Committee Meeting
May 4, 2017	Second Notice of First Budget Committee Meeting
May 11, 2017	First Budget Committee Meeting at 6:00 PM
May 18, 2017	Second Budget Committee Meeting at 6:00 PM
May 25, 2017	Third Budget Committee Meeting at 6:00 PM (If necessary)
June 1, 2017	Publish Notice of Budget Hearing
June 12, 2017	BUDGET HEARING*
Resolutions adopting the budget, making appropriations, and declaring the tax levy	
July 15, 2017	Deadline to certify tax levy to the county assessor (ORS 294.444 and ORS 310.060)

* Board of Directors may revise the approved budget by 10% in any one fund.

- Calendar built on the following assumptions:

Meetings of the Budget Committee on Thursday evenings and regular Board meetings are held on second and fourth Monday evenings.

F. Contract Renewals: HR Director, Chief Operations Officer, Resolution #16-17.035

Dr. Sue Rieke-Smith recommended the Board of Directors approve the contract agreements for the Director of Human Resources and the Chief Operations Officer for the 2017-2018 fiscal year.

G. Open Enrollment & Inter-District Transfers, Resolution #16-17.036

In keeping with House Bill 3681 (HB 3681) and House Bill 4007 (HB 4007), School Boards must decide whether to open enrollment to new out-of-district students annually. If the district opened enrollment, the Board must also determine how many Open Enrollment spaces were available, indicate any enrollment limits by school and/or grade level; and admission criteria or priorities that would be applied. Additionally, districts must also declare the number of Inter-District requests they would allow to leave.

In order to maintain consistent guidelines surrounding student transfers, the District attempted to align Open Enrollment/High Priority/Within-District Transfer guidelines with those for students that reside outside district boundaries.

Identifying Within-District Transfers assists the district in determining staffing for the 2017-18 school year.

Students enrolled in a Springfield school through High Priority and Open Enrollment guidelines were allowed to continue through the highest grade of that level. However, students that had moved, were changing school levels, i.e., elementary to middle or middle to high school, must reapply for the coming year.

Within-District and Inter-District Transfer approvals were valid until the end of the current school year. Students were notified to reapply through Open Enrollment or High Priority should they wish to request to attend a school outside their resident boundary school.

Springfield Public Schools would reopen Ridgeview Elementary, Thurston Elementary and Thurston Middle Schools to transfer requests for the 2017-18 school year.

David Collins recommended the Board of Directors approve up to 150 Open Enrollment spaces for the 2017-2018 school Year. He also recommended the Board of Directors approve up to 100 slots into and 60 slots out of the District for Inter-District Transfers.

MOTION: Ms. Adams moved, Mr. Bishoff seconded, for approval of the Consent Agenda. Motion carried 5:0.

7. ACTION ITEMS

A. Lane ESD Local Service Plan 2017-19 Year 1 Resolution #16-17.037

As required by ORS 334.175, Lane Education Service District had developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts. The Local Service Plan was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 24, 2017.

The Local Service Plan contained all services mandated by law. Local Service Plan services were intended to: improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operation and fiscal efficiencies.

The Board of Directors of Springfield Public Schools has completed their annual review of the Lane ESD 2017-19 Local Service Plan Year One which included services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2017-19 Local Service Plan provided a two-year framework which must be approved annually by Lane ESD and component district board.

Dr. Susan Rieke-Smith recommended the Board of Directors approve the Lane ESD 2017-19 Local Service Plan Year One and requested the Lane ESD to provide the services described during the 2017-2018 (year one) fiscal year in accordance with ORS 334.175.

Motion: Mr. Bishoff moved, seconded by Ms. Adams, for approval. The motion carried unanimously, 5-0.

B. Auditing Services, Resolution #16-17.038

This RFP was advertised in the Daily Journal of Commerce and posted on the Oregon Procurement Network (ORPIN) web site. Request for proposal packets were distributed to nine (9) firms on the current vendors list. One proposal response was received.

This contract provides “Audit Services” to include at a minimum the following services:

- Examination of the financial statements of the District as required by the Oregon Revised Statutes, Oregon Administrative Rules and all applicable state and federal regulations, including Minimum Standards for Audits of Oregon Municipal Corporations, Federal OMB Circular A-133 and applicable GASB statements;
- Assistance to District staff on various accounting and reporting issues and questions;
- Written recommendations to management.

This contract was renewable on an annual basis with the total contract period not exceeding five (5) years.

Board Member Erik Bishoff had reviewed the proposal response, evaluation team proposal scoring and contract award recommendation.

Joan Bolts recommended the Board of Directors approve the award of a contract for professional audit services to Pauly Rogers & Company PC for the amount of \$22,500.00 for the fiscal year ending June 30, 2017.

Motion: Ms. Adams moved, seconded by Dr. Hernandez, for approval. The motion carried unanimously, 5-0.

8. REPORTS AND DISCUSSION

A. Bond Oversight Committee Report

Ken Kohl reported that the Bond Oversight Committee recently toured Hamlin Middle School. Mr. Yancey had shared a report on the status of the District’s bonds. The committee thought staff was doing a great job of tracking the bonds. During a recent committee meeting, it been reported that the third year capital improvement projects had been dropped because the bond funds had been fully expended. The Board was encouraged to review the status of the bonds and provide the public with a rationale for not doing the third year projects included in the original bond proposal. Ms. DeHaven said the Board had not yet discussed the status of the bonds.

B. Student Communication

Nick Romig from Thurston High School reported that students recently took final exams, senior meetings had been taking place in preparation for graduation, and spring sports registration had occurred. The Thurston Girls Wrestling Team won the state wrestling championship team title. The Mr. and Ms. THS volleyball tournament was scheduled for February 28, 2017. The leadership class was planning the prom. Additionally, the HighLighter Dance was scheduled for April 14, 2017 and the freshmen were planning a freshman dance. The Honor Roll Dessert was scheduled for February 16, 2017 and the State Varsity Cheer competition was scheduled for February 18, 2017. The High Energy Choir had begun performing Valentines. THS students were attending

the Cesar Chavez Leadership Conference scheduled for March 3, 2017. Freshman were currently working on a presentation it would send to the Board that would allow underclassmen to go off campus.

Delilah Berger from Gateways High School reported that the school had started zero period, which was beneficial in many ways. Community meeting, which was held weekly, provided students an opportunity to discuss difficult topics, such as religion, race, age and other deep topics, in a respectful manner in a classroom setting. Leadership class was making an orientation video that would provide new students a feel for the downtown campus. Phoenix Flex Days offered special one day classes and/or field trips. A recent field trip to the Greenhill Humane Society gave students an opportunity to learn about animal behavior. On February 10, 2017, students took a field trip to the University of Oregon (UO) Museum of Natural History. The math and leadership teachers distributed work samples and offered a day where students could receive extra help. She had taken a sewing class where students made squares and assembled a quilt for the Brattain House.

Tarah Pugh from Willamette Leadership Academy reported the school recently held the winter awards ceremony where companies received awards. Students were promoted and recognized for having high grade point averages (GPAs). Students were planning for the prom. Seniors were planning and fund raising for graduation and for the senior trip. The crafts class was making blankets which they planned to donate to homeless shelters.

Aden Crafton from A3 said a progress report, which provided a summary of school accomplishments, and activities during 2015-2016, had been distributed to Board members. Semester 2 began February 1, 2017. Students would do presentations for their parents and writing group teachers about their activities during the first semester and J Term as part of the midyear review. Following midyear review, students would begin work on Confluence projects that would address environmental issues this year. Info nights were scheduled in February for parents and students interested in applying to A3.

C. Superintendent Communication

Dr. Susan Rieke-Smith reported 100 candidates, 15 of whom were diversity candidates, were interviewed at the recruitment fair held on February 11, 2017. Soft offers would be made to some people this week. She commended Dr. Henry and the Human Resources staff, Ms. McCulley and the communications staff, Mr. Collins, Mr. Ricker, Ms. Price, Ms. Bowden and building principals for their work on the event. She thanked Dr. Hernandez for staffing the League of United Latin American Citizens (LULAC) table, the Springfield Education Association (SEA), the Springfield Education Foundation (SEF) and the Chamber of Commerce for their support at the event.

D. Board Communication

Erik Bishoff shared he had volunteered in Mr. Cesmat's industrial education class at Hamlin Middle School. He read a letter from a Walterville student who asked for typewriters for a project the students were working on. He reminded Board members that the Budget Committee was meeting on February 16, 2017.

Laurie Adams asked for information on the Opt Out option. Ms. McCulley said letters had been sent to families in 3rd through 6th grades, and 8th through 11th grades. Information was also on the District website. She agreed to bring information back to the Board. In response to Ms. Adams, Ms. McCulley said the United Front trip was scheduled for May 2017. In response to Ms. Adams request to have the Hyland Construction sign at Hamlin Middle School replaced with a school identification sign, Ms. McCulley questioned whether there were funds to pay for the sign.

Tina DeHaven shared she had attended the Seventh Annual Blacks in Government Dinner on February 10, 2017. She asked that the school calendar be on the Board's February 27, 2017 agenda.

Sandra Boyst encouraged Board members to participate in the Hamlin Middle School winter run on February 25, 2017, which was a fund raiser for the school's Parent Teacher Organization (PTO). Hamlin and Briggs Middle Schools were participating in the Real Game of Life on February 15, 2017, and Agnes Stewart Middle School was participating in the Real Game of Life on February 23, 2017. The Chamber of Commerce Education Committee

was hosting a career fair on March 8, 2017. Middle School Career Night was scheduled for April 6, 2017 at Willamalane Park and Recreation District.

Dr. Emilio Hernandez shared the recruitment fair was well organized and a great success. He thanked Dr. Henry and Ms. McCulley for their excellent work. He commended Centennial Elementary School students and staff for a great musical presentation at a recent Board meeting. He was in contact with Carlos Sequeira from the Lane Education Service District (ESD), who attended the Oregon Association of Latino Administrators (OALA) on February 11, 2017. Dr. Hernandez was working with OALA in developing a proposal to coordinate the colleges in the State of Oregon to have a consistent admissions process for students from all over the State. Dr. Hernandez commended SPS teachers and staff for their great work. In response to Ms. DeHaven, he said the committee working on the dual language program could provide an update on the program at a future Board meeting.

9. OTHER BUSINESS

There was no other business.

10. NEXT MEETING:

Chair DeHaven said that the next meeting would be on February 27, 2017, with for a work session beginning at 4:00pm followed by a business meeting at 7:00pm

11. ADJOURNMENT

With no other business, Chair DeHaven adjourned the meeting at 8:30 pm.

(Minutes recorded by Linda Henry)

WORK SESSION MINUTES

15/A Work Session of the Lane County School District No. 19 Board of Education was held on February 27, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education Work Session to order in the Board Room at the District Administration Center at 4:06 pm.

Attendance

Board Members present included Chair Tina DeHaven, Laurie Adams, Erik Bishoff and Sandra Boyst.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Michael Henry, Jenna McCulley, Brian Megert, Kevin Ricker, Judy Bowden, Anne Goff, Tim Stephens, Linda Henry, Whitney McKinley, Hanalei Rozen, Susan Coleman, Kate Lode, Mary Harwood, Jonathan Light, Greg James, Laura Pavlat, Kim Donaght and Alisha Roemeling of *The Register Guard*.

2. WELCOME

Chair DeHaven welcomed the Board to the meeting. She noted the Board was scheduled to hold a Business Meeting at 6:30 pm.

3. INSTRUCTIONAL COACH UPDATE

David Collins, Assistant Superintendent, shared information regarding the additional full time equivalent (FTE) allocated by buildings for instructional Teachers on Special Assignment (TOSAs) and coaches. Buildings went through a process to identify how they would use the additional FTE at the building site.

He introduced Curriculum Coordinator Whitney McKinley. Ms. McKinley directed Board members to a handout entitled *SPS Coaching Model—2016-2017 School Year—Springfield Public School*, which supported the PowerPoint presentation she planned to offer today. She introduced Susan Coleman, who supported the District's middle school coaches, and Kate Lode, who supported the District's elementary school coaches. They would offer an update related to the instructional model the District had been supporting at many of the sites.

Dr. Hernandez arrived at 4:10 pm.

Ms. Coleman reviewed the Middle School Coaching Model which contained three essential components: District Vision, Principal Collaboration and Coaches. There were three coaches across four buildings: Katie Corwin (.5 FTE at Thurston Middle School (TMS)); Jeff Nicholson (.5 FTE at Agnes Stewart Middle School (AGMS)); and Ben Muir (.5 FTE at Hamlin Middle School). Ms. Coleman provided support for coaches by: coordinating weekly training and collaborating sessions for coaches; meeting weekly with Secondary Director Kevin Ricker; meeting monthly with each principal and coach; and meeting monthly with each individual coach. She reviewed the monthly Training and Support Focus and Schedule for Year Zero, the Calendar of Support for weekly meetings with coaches, monthly principal meetings, buildings meetings, and individual coach meetings. She also reviewed the Example of Work undertaken by the

February 27, 2017

Page 1 of 13

coaches in September and October, in which coaches learned how systems worked, and learned about a specific system, Teaming and Collaboration. Additionally, she reviewed the Example of Work that would occur in November through the next school year, in which principals, Ms. Coleman and coaches would develop and implement a plan for providing Teaming and Collaboration Professional Development to all staff with the goal of improving effectiveness so that teams were efficiently working toward improving teaching and learning, and ultimately, outcomes for all students.

Ms. Lode reviewed the Elementary Coaching Model. She said the SPS Elementary Coaching Model Focus 2016-2017 would consist of developing the Coaching Model; 21st century curriculum; and Enhance Multi-Tiered Systems of Support (MTSS). The six elementary coaches across six building were: Marisa Silver (.5 at Maple Elementary School); Sara Blackwell (.5 at Two Rivers Dos Ríos Elementary School); Amy Haley (.5 at Riverbend Elementary School); Crissy Buck (.5 at Riverbend Elementary School); Josh Metzger (.5 at Mt Vernon Elementary School); and Gail Ochsner (.5 at Douglas Gardens Elementary School). Ms. Lode provided support for coaches by coordinating building visits with each individual coach; developing and facilitating monthly professional learning with principals and coaches; and providing monthly training and collaboration sessions for coaches.

Ms. Lode explained the purpose of instructional coaching in Year Zero was to provide a non-evaluative support position for teachers in effective instructional strategies to insure quality, fidelity and consistency of multi-tiered systems of supports and instruction to improve student achievement, through trust, knowledge and skills.

Ms. Lode said trust was established through the following:

- Classroom visits
- Being visible
- School team participation
- Collaboration
- School community events and activities
- Providing professional development.

Ms. Lode stated knowledge was acquired through the following:

- MTSS
- Big 5 areas of reading
- Scaffolding and differentiation
- General instructional strategies
- Instructional planning
- Data analysis.

Ms. Lode added skills were acquired through the following:

- Coaching language
- Coaching cycle
- Conduction observations
- Providing constructive feedback
- Co-facilitating
- Co-leading.

Ms. Lode reviewed the training and support focus and schedule for Year Zero, which consisted of focusing on Year Zero Framework in September and October; alignment of school-wide planning and MTSS in November and December; building literacy instruction and facilitation of

Leadership skills in January through March; and Coaching Model Development and system evaluation in April and May. She noted elementary coaching would continue with ongoing embedded support at the buildings.

Kevin Ricker, Director of Secondary Education, explained the high schools were using a model similar to the elementary and middle school models, except there was a half-time building embedded coach at each high school. Josh Jordan and Jennifer Rogers supported the high school coaches. He noted system work was occurring across the District, with the elementary and middle schools working to align their systems. The high schools were also working to align their systems, which was a significant effort because of the size of the schools. When the systems were aligned across each building, coaches would work to align the systems kindergarten through 12th grade. Mr. Ricker emphasized the importance of the Board providing the coaches sufficient resources to enable them to support the staff in the buildings.

Ms. McKinley thanked the Board for providing them an opportunity to share the SPS Coaching Model with them. She noted staff would continue to review and refine this model, so that it would support all of the District's students and teachers.

In response to Ms. Adams, Mr. Collins said six elementary schools selected to have instructional coaches and six elementary schools decided to have behavior/instructional coaches/TOSAs. The District was attempting to support buildings as they identified their needs. As the District moved through the three-year program, the District hoped to have instructional coaches at all buildings. Some of the schools were challenged because they had the behavioral elements they were trying to work with. As additional resources became available, the schools would be able to solve more of their behavioral challenges.

Dr. Rieke-Smith emphasized the importance of honoring the desire of teachers and principals to have maximum flexibility. As the District moved forward with implementing coaching, it was important to start with those teachers who were most eager to do so, and allow them to work out the "bugs" at their schools. As the participating schools saw increased growth and progress, other schools would be eager to bring the new programs to their schools.

Ms. DeHaven commended Ms. McKinley, Ms. Coleman and Ms. Lode for their work in establishing the coaching model in District schools. In response to Ms. DeHaven, Ms. McKinley said all buildings in the District looked at their achievement data and intended outcomes when evaluating success in their buildings. This year's goals were related to training the coaches. However, when the program was fully in place, the District would set goals directly related to student achievement data.

Mr. Collins added the District had worked with level leadership groups which were representative of all buildings, and included teachers and administrators. The level directors had intentionally been discussing data sets from attendance to graduation rates to easyCBM data which were the benchmarks for literacy and the State assessments. The District was currently discussing how it should function with the data set, after which it would transition to specific data sets that would work best for each building as indicators for student outcomes and success.

Ms. DeHaven said it would be beneficial to have benchmarks by which to measure success for future efforts.

Dr. Hernandez noted Mr. Collins had addressed some equity/diversity/disability issues, but he wanted to see written documentation on how they would be addressed.

Mr. Collins said when staff talked about MTSS, they were deliberately talking about core students as well as sub-populations, which included all students, including special education (SPED) populations by ethnicity, by gender and by grade level.

Dr. Hernandez asked Mr. Collins to provide a breakdown of information to the Board on all subgroups, so that it would stay in front of everyone who was involved and concerned.

Mr. Ricker shared an update for the Board about the Outdoor School. He distributed the following document: *Outdoor School Summary* and *SPRINGFIELD PUBLIC SCHOOLS—Instruction Department—Request for Outdoor School Funds*. He explained there had not been much guidance provided regarding Ballot Measure (BM) 99. The Board had given each middle school in the District \$7,625 to use for Outdoor School this year. The District developed a process this year to provide all of the middle schools an opportunity to access the Outdoor funds the Board provided. He directed Board members to the *Outdoor School Summary* which provided information on how the middle schools were using those funds for their schools. He said he had been approached by Willamalane Park and Recreation District (WPRD) to partner with the District to offer the program. It was exciting that *all* District kids would be able to participate in the program, regardless of what school they attended.

Mr. Collins noted Mr. Ricker had been asked to be part of the State work group to create the Outdoor School program in collaboration with Oregon State University (OSU) and Team Springfield.

Brett Yancey, Chief Operations Officer shared an update for the Board about the 2017-18 budget. The District had finished enrollment forecasting, provided teacher/student ratio data, and brought forth information that would enable the District to build the budget. Every item in this year's budget had been rolled forward from the 2016-2017 budget, with the exception of the Silke Field repair, which was completed. Assumptions had been included for the Public Employees Retirement System (PERS) increase and a four percent minimum ending fund balance (EFB) had been maintained. At the State level, the co-chairs' budget included a reduction of approximately \$4 million and the Governor's budget included a reduction of approximately \$2.4 million for Springfield Public Schools in the first year of the biennium. The District had a lengthy budget process which would take time. Staff was meeting with schools and gathering information that would be presented to the Budget Committee in March. Staff were committed to supporting the Board's values related to the District's strategic plan. He noted staff had been advised by the State that BM 98, which established the career and technical education (CTE) programs across the state, was supplemental, not supplanted, and that funding was outside the General Fund (GF) formula. Thus, the District would receive CTE funding as a grant, rather than in a competitive process. Dr. Rieke-Smith noted the rules for CTE had recently been adopted by the State Board of Education.

Mr. Bishoff suggested that the District consider establishing a BM 98 Oversight Committee to help the District determine what schools needed to implement BM 98 for the District.

Dr. Rieke-Smith said the District had to address these issues: CTE, college and career readiness, chronic absenteeism/preventing drop out leading to higher graduation rates. The District had to look at the work it was currently doing and where there were synergies between those issues that it could leverage. It appreciated the help of the Board in ensuring the data accurately reflected the needs of the District. The State Superintendents discussed the expectation at a recent meeting that

districts were working closely and could demonstrate within their plans that they were working closing with their Chambers of Commerce and local governments.

4. 2016-2017 CALENDAR MODIFICATION

David Collins directed Board members to a document which contained information for two options for modifying the current school year calendar to make up the six snow days.

- Option A would extend instructional time at the end of the year by four days (providing no further days were lost). This action would add June 16, 19, 20 and 21 as student contact days and June 22 as a teacher workday. Any subsequent missed days would be added on a one-for-one basis to both student contact and teacher workdays from those dates forward.
- Option B would extend March 17 and May 26 as regular student contact days and instructional time at the end of the year by one day (providing no further days were lost). This action would add June 16 as a student contact day, and additionally, June 19, 20, 21 and 22 as staff (certified and classified) workdays. Additionally, the District would submit a state waiver to access 14 hours waived instruction time. Any subsequent missed days would be added on a one-for-one basis to both student contact and staff workdays from those dates forward.

In response to Ms. DeHaven, Mr. Collins confirmed that both Option A and Option B met the District's obligations under the teachers' contract.

Ms. Adams expressed dismay that adding days to the spring term would not actually make up for the classroom time lost during the fall term, and there was no reason for the District not to take advantage of the hours the State said the District could write off. She said the graduation date should be moved out if the school days were moved out. The Board had heard that some staff, who were not teachers, had not been paid for the days there was no school. She suggested the employees should be paid if the money had been budgeted. She wanted the Board to look at future graduation dates and suggested June 9 or June 10 may not be the best graduation dates if the District needed to make up classroom time.

Mr. Yancey said classified and certified employees were paid from different funding streams and it was more complicated for classified employees. The cost for classified employees was approximately \$95,000 per day, with the cost for school based employees being approximately \$55,000 to \$60,000 per day. Nutrition Services was more complicated because the Board had always held Nutrition Services to the standard of not being supported by the general fund. The District would lose \$16,500 per day in revenue or \$66,000 for four missed days of not being reimbursed for meals. This would likely result in Mr. Yancey asking the Board for authorization to transfer money from the general fund to Nutrition Services to support that action. Transportation costs were approximately \$15,000 per day and direct transportation revenue that the District would not receive would be approximately \$60,000. Total revenue lost was approximately \$125,000 to \$130,000.

Mr. Collins added the District would have to extend the school year further if there were additional school cancellation days.

Ms. DeHaven was concerned that the school year would be extended almost two weeks. It was challenging to see the benefit to extending the time during the spring term. She questioned whether meaningful content and instruction would occur.

Mr. Yancey noted kids would be in school until June 22 at the Eugene 4J School District. He added it would be challenging for day care for kids in Springfield for parents who lived in Springfield and worked in Eugene if SPS did not extend the school year.

Mr. Bishoff asserted it would be meaningful for lower income parents who depended on the school to provide food and a safe place for kids to go while parents were at work.

Ms. DeHaven did not feel that the Board would impact the school year by not adding the lost days, since parents already knew when the original final day would be. Kids had already lost the school days leading up to final exams for the fall term.

Mr. Bishoff felt an obligation to make up the days.

Dr. Rieke-Smith said 15 other districts in the Lane County were facing the same challenge and were struggling with how to manage it.

Mr. Collins noted other districts in the state had eight or nine weather related lost days. The schools were at the whim of changing weather patterns. The District was talking with leadership throughout the District around schedules and potential future calendars that could provide more flexible schedule adjustments.

Ms. DeHaven asked if the District could encounter substitute teacher resources for the last week for extending days. She added the District may want to consider a longer first semester to enable the District to deal with weather related closures.

Dr. Rieke-Smith noted the superintendents wanted to have conversations related to curriculum maps, particularly at the high school level, that could be more flexible.

Mr. Collins was working with the high schools to align their standards for year-end finals and other issues. He reviewed the various alternatives the District had considered.

Mr. Collins said there were 10 or 15 early release days in the District's bargaining agreement with the teachers that were used for professional development days. Staff had looked at all options before deciding on proposing Options A and B.

Dr. Hernandez asserted the District needed to take action to recapture the lost days.

Ms. Boyst stated she had spoken to parents who had questioned why the District would not give up the ½ days. She asked if there were options where students could come to school to receive sack lunches and have a safe place to stay.

Mr. Yancey said school needed to be open in order for there to be a valid nutrition services program. He noted the Food for Lane County summer food program did not start until July. Some employees were able to use vacation days for the lost snow days, and some employees received negative paychecks after they paid for insurance and other costs.

5. DUAL LANGUAGE UPDATE

Board member Dr. Emilio Hernandez was part of the Dual Language Workgroup. He shared an update for the Board about the progress the group was making regarding the Dual Language program at Guy Lee Elementary School. He said the group was preparing a proposal that would be distributed to Board members for a presentation at a future Board meeting. He asked that the

Board hold a work session on March 13, 2017, prior to the regular Board meeting. He said people in the group were interested in continuing their work.

Mr. Collins thanked Dr. Hernandez for representing the Board on the Dual Language Workgroup. He looked forward to hearing the final recommendation from the group.

Ms. McCulley said she was impressed with the group that came together and she was encouraged by how much they had accomplished.

Mr. Collins said there would be a district and building support structure for the Dual Language program.

Mr. Bishoff said the Dual Language program was important for the District and for his kids.

Ms. Boyst said it was important for the District to get information about the program out into the community.

Dr. Hernandez thanked Suzy Price, Dave Collins and Jenna McCulley for their support with moving the program forward.

Mr. Collins thanked Guy Lee Elementary School Principal Amber Mitchell for her efforts in providing support to students and their families through this process.

Ms. Adams and Dr. Rieke-Smith thanked Dr. Hernandez for his work on the program.

The Board took a short break.

6. LOBBY UPDATE

Board member Erik Bishoff shared his experience in Salem on February 20, 2017 for Lobby day in support of Measure 98. He thanked Mr. Ricker and Ms. McCulley for attending the event with him. He met with Senator Courtney's staff, who said they were feeling more pressure than they had ever felt in the past and were dedicated to balancing the budget and finding more revenue. He met with Senator Manning, who was a real ally to education. Senator Manning was ready to talk about testing reform and was pro-Head Start. Mr. Bishoff also met with Representative John Lively and Senator Lee Beyer, who were District allies. He also met with Representative Nancy Nathanson who had interesting stories to tell. She told about parents she had met, one of whom was from Arkansas and one of whom was from New York. Both of those parents said they would have moved to Washington if they had known the state of school funding in Oregon. Mr. Bishoff also met with Representative Tina Kotek, who listened carefully to people's personal stories. Mr. Bishoff said several people advocated for education at the recent co-chairs town hall meeting at Lane Community College (LCC). He encouraged everyone to attend the Oregon School Board Association (OSBA) lobbying day on March 13, 2017 in Salem.

Dr. Rieke-Smith thanked Mr. Collins and Springfield High School Principal José da Silva for testifying before the State Board of Education last week on BM 98. She noted Springfield Public Schools was recognized by the State Board of Education for the work it was doing on CTE. She directed Board members to an editorial from today's Register Guard entitled *Don't short-change CTE—Legislature should fund Measure 98 programs*.

7. IMMIGRATION STATUS

Superintendent Sue Rieke-Smith directed Board members to a packet of information related to Undocumented Students, Sanctuary Schools and Immigration Enforcement. She noted Jollee

February 27, 2017

Page 7 of 13

Patterson had provided the information to superintendents at the February 24, 2017 meeting of state school superintendents. She shared the information with Board members and presented information on the next steps the District was taking relative to a coherent response related to current immigration concerns being observed nationally. She reviewed the Executive Summary which provided information related to enforcement actions by federal agencies, schools, student rights, and recommendations for the District. Dr. Rieke-Smith reviewed a document entitled *What's a school to do? Undocumented students, sanctuary districts and ICE enforcement*—by Jollee Patterson—Miller Nash Graham & Dunn, LLP, Attorneys at Law.

Mr. Collins said the District was currently working with community partners in Lane County. Twelve District staff would attend a training related to empowering immigrant families this week. Staff would be provided information they could share with families if families came forward with questions. This was an example of differentiating between student advocacy and the political perspective, and how the District would support the District's position, student needs, and family needs.

Dr. Rieke-Smith said District staff would be trained on how to respond if there was an Immigration and Customs Enforcement (ICE) visit to a District site. District Administrators and the Springfield Association of Administrators and Confidentials were scheduled to hold a monthly meeting on March 6, 2017. They would participate in a hands-on-scenario training in which they would work through several scenarios. The District was in the process of developing a flow chart related to who District staff should contact if ICE agents visited schools.

Dr. Rieke-Smith noted over 1,000 students had been absent one day recently, some of whom were absent over concerns of Latino students about repercussions they may encounter. The Equity Cadre had taken ownership of the District's work related to equity issues. It was important for students to feel safe in school. She noted the District had followed Dr. Hernandez's recommendation that Springfield Public Schools (SPS) take the Beaverton School District's statement related to where SPS stood. SPS included its own elements in the statement, so that it would accurately reflect what SPS was doing, the District partnerships and policies. She directed Board members to the document entitled *A resolution in support of all students and their families*, which is a draft of a final resolution staff would bring to the Board at a future meeting. It was important for the District to allow staff to help solve a problem and take ownership of it, move it forward and then bring a policy forward to the Board for approval. She said the new policy would be brought to the Board for a first reading on March 13, 2017.

8. BOARD OPERATING AGREEMENTS

Community Engagement Officer Jenna McCulley shared a new version of Board Operating Agreements for the Board to review which was developed in response to work the Board did last year. She encouraged Board members to review the document in preparation for a discussion at a future Board meeting.

9. NEXT MEETING: March 13, 2017, 7:00 pm Business Meeting

10. ADJOURNMENT

With no other business, Ms. De Haven adjourned the meeting at 6:37 pm.

(Minutes recorded by Linda Henry)

BUSINESS MEETING MINUTES

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on February 27, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 6:38 pm and led the Pledge of Allegiance.

Attendance

Board Members present included Chair Tina DeHaven, Erik Bishoff, Sandra Boyst, Laurie Adams and Dr. Emilio Hernandez.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Michael Henry, Jenna McCulley, Brian Megert, Kevin Ricker, Judy Bowden, Anne Goff, Tim Stephens, Linda Henry, Trena Jayne, Kim Donaghe, Chris Reiersgaard, Laura Scrupps, Greg James, Chad Towe and Alisha Roemeling of *The Register Guard*.

2. PUBLIC COMMENTS

Tim Stephens, Chapter President of the Oregon School Employees Association (OSEA), said OSEA believed the District had an obligation to the District's students, staff and parents to promote Calendar Option A, which provided the best support and instruction for students. Option A provided students with four days of meals and instruction and would mean no loss of revenue for the District. Many of the District's less than 12-month hourly staff used their two personal leave days to enable them to receive full checks for the months of the snow days. Option A would provide the District reimbursement for loss of instructional revenue that it would otherwise request from the Board as reimbursement if Option B was chosen. Option A would leave the State's 14 hour waiver in place should any other inclement weather occur this year. OSEA felt it would be prudent to not access these hours if not necessary. OSEA felt Option B did not have the best interests of the community and the student based support staff in mind.

Georgia Kurks said she had kids at TRDR. She addressed the White Supremacist leaflets that were distributed at the Chifin Native Youth Center, adjacent to the school. She understood parents would be informed about the incident, and the information would be posted on social media to provide for widespread discussion in the community. She had not seen any information about the incident.

Dr. Rieke-Smith said Ms. McCulley would be available after tonight's meeting to talk with Ms. Kurks.

Anna Chorlton said she had the same issue as Ms. Kurks and was also concerned that it had not been addressed. She had learned about the racist hate flyers through friends. It was upsetting and disconcerting that she had not learned about it from the District or the Board, and she wanted assurance that it would not be swept under the rug or ignored. She had monitored local hate groups for several years with other local groups and as an individual. It was very disturbing to learn that the person community members thought was responsible for distributing the racist hate flyers lived across the street from TRDR. She wanted the Board, the District and the community to address this in the near future. She would connect with Ms. McCulley.

3. CONSENT AGENDA

A. Board Policy, First Read

Jenna McCulley recommended the Board of Directors review the following board policy as a first reading:

- EEBA District Vehicles

MOTION: Ms. Adams moved, Ms. DeHaven seconded, for approval of the Consent Agenda. Motion carried 5-0.

4. ACTION ITEMS

A. 2016-17 Calendar Modification Option A, Resolution #16-17.039

Each year, in accordance with board policy IC/ICA, Springfield Public Schools developed a school calendar balancing a commitment to a complete academic year that adhered to state requirements regarding student instructional minutes as well as honoring all collective bargaining agreements outlined in the association contracts. This calendar included the equivalent of two days of instructional time beyond state minimums should inclement weather, or other unforeseen event, create cause for students to be out of school allowing the district to still meet all obligations without making adjustments to the end of the school year.

Due to the unusual winter weather that the region had seen, without adjustment, student instructional time would fall below the state minimums and the time would need to be made up to continue to adhere to association contracts and state instructional time requirements. The District proposed that the approved academic calendar, Option A, be amended to extend instructional time at the end of the year by four days (providing no further days were lost). This action would add June 16, 19, 20 and 21 as student contract days and June 22 as a teacher work day. Any subsequent missed days would be added on a one-for-one basis to both student contact and teacher workdays from those dates forward.

Option A Modified Calendar recovered four (4) student contact days and four staff work days.

David Collins recommended the Board of Directors approve the proposed amendment to the current academic calendar, Options A or B, in adherence with policy IC/ICA extending the school year as outlined.

MOTION: Mr. Bishoff moved, Dr. Hernandez seconded, for approval of Calendar Modification Option A.

Mr. Bishoff noted the Board had discussed this issue during the Work Session held earlier today. He noted this was a tough decision for him. As he reviewed the two options, he felt one could potentially harm and one inconvenienced people. He hoped the District could extend the school year to accommodate some people who needed the District's support the most.

Ms. Adams felt the delay in addressing the lost school days limited the District's options in managing the problem.

Dr. Hernandez had faith in the District's teachers that they would use those days appropriately and students who needed extra time would benefit. The issue was not only about graduating seniors, but many other students who could benefit from that time in school.

Motion carried 4-1, with Ms. Adams, Mr. Bishoff, Ms. Boyst, and Dr. Hernandez voting in favor of the motion and Ms. DeHaven voting against the motion.

Ms. Adams felt the District needed to look at how school districts in North Dakota dealt with snow days.

Dr. Rieke-Smith said school districts that were located in states that received large amounts of snow, were equipped to plow roads and get things under control. The District was able to mitigate the number of days schools were closed after the last ice and snow event because of the partnership the District had with the City of Springfield, and was able to open schools on days when neighboring districts were not able to open the schools. She noted the City of Springfield was having conversations about how it could be better prepared moving forward after reviewing weather data that had been collected.

Ms. Adams said the District needed to look at its calendar in relation to graduation and when seniors expected to finish their classes. Some adjustment was needed so that seniors received the full benefit of the number of days required for graduation.

Mr. Collins said seniors often spent fewer hours in class because they had already met their graduation requirements.

B. 2016-17 Calendar Modification Option B, Resolution #16-17.040

Due to the unusual winter weather that the region had seen, without adjustment student instructional time would fall below the state minimums and as per policy the time would need to be made up to continue to adhere to association contracts, and state instructional time requirements, the District proposed that the approved academic calendar, Option B, be amended to extend March 17 and May 26 as regular student contact days and instructional time at the end of the year by one day (providing no further days are lost). This action would add June 16, as student contact days and June 19, 20, 21 and 22 as a staff (certified and classified) work days. Additionally, the District would submit a state waiver to access 14 hours waived instruction time. Any subsequent missed days would be added on a one-for-one basis to both student contact and staff work days from those dates forward.

Option B Modified Calendar recovered two (2) student contact days and four staff workdays.

David Collins recommended the Board of Directors approve the proposed amendment to the current academic calendar, Options A or B, in adherence with policy IC/ICA extending the school year as outlined.

MOTION: Ms. DeHaven moved, Ms. Adams seconded, for approval of Calendar Modification Option B. Motion failed, 1-4, with Ms. DeHaven voting in favor of the motion and Ms. Adams, Mr. Bishoff, Ms. Boyst, and Dr. Hernandez voting against the motion.

C. Mandatory Prequalification for Certain Public Improvement Contracts, Resolution #16-17.041

Mr. Yancey said the District was in process of beginning the renovation of the Administration Building located at 640 A Street in downtown Springfield. This project was a technically complex project with tight timelines and difficult anticipated coordination of trades. Additionally, the complexity of this project required potential contractors have the capacity to carry insurance levels adequate for coverage and be a large enough contractor to have the resources in place to meet timelines.

WHEREAS, the Springfield Public School Board of Education also acts as the local contract review board;

WHEREAS, ORS 279C.430 empowers a local contract review board to authorize mandatory prequalification for certain public improvement contracts, consistent with the prequalification process outlined in ORS 279C.430 and OAR 137-049-0220, as amended from time to time;

WHEREAS, mandatory prequalification offers the greatest benefit to the District on technically complex projects and on projects with a contract value of \$1 million or more;

BE IT RESOLVED that the Springfield Public School Board of Education, acting as the local contract review board authorizes, but does not require, mandatory prequalification for public improvement projects that are considered technically complex or have an expected contract value of \$1 million or more, consistent with the prequalification process outlined in ORS 279C.430 and OAR 137-049-0220, as amended from time to time.

IN WITNESS THEREOF, in accordance with Springfield Public Schools, as board members, we have hereunto set our hands and caused the official signatures of the school district of the City of Springfield, State of Oregon, to be affixed this 27th day of February, 2017.

MOTION: Ms. Adams moved, Mr. Bishoff seconded, for approval of the motion. The motion carried 5-0.

D. Pre-Qualification of General Contractors for Public Bidding on the Replacement Admin Bldg Renovation Project, Resolution #16-17.042

Mr. Yancey said this Request for Qualifications (RFQ) was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network (ORPIN). Four (4) potential general contractors attended the non-mandatory pre-qualification conference and job walk held on January 20, 2017. Seven (7) responses were received to this RFQ.

The purpose of this Request for Qualifications (RFQ) was to pre-select highly qualified General Contractors to participate in bidding on this project which was on a tight timeline and required excellent demonstrated past performance.

The original solicitation documents were developed by District staff, in cooperation with gLAs Architects. Board Member Erik Bishoff reviewed the procurement files.

Brett Yancey recommended that the Board of Directors approve the release of the Replacement Administration Building Renovation Project Manuals and Drawings to the following Pre-Qualified General Contractors for public bidding:

- Chambers Construction, Eugene, OR
- Essex General Construction, Eugene, OR
- GBC Construction, Corvallis, OR
- Inline Commercial Construction, Aloha, OR

MOTION: Ms. Boyst moved, Ms. Adams seconded, for approval of the motion. The motion carried 5-0.

In response to Ms. Adams, Mr. Yancey said staff would bring a plan for decommissioning the current Administration Building back to the Board for approval.

February 27, 2017

Page 12 of 13

5. NEXT MEETING

Ms. DeHaven said the next meeting was set for March 13, 2017.

6. ADJOURNMENT

With no other business, Chair DeHaven adjourned the meeting at 7:00 pm.

(Minutes recorded by Linda Henry)

**SPRINGFIELD PUBLIC SCHOOLS
2016-2017 Revenue/Expenditure Forecast
As of February 28, 2017**

****Please see attached report****

REVENUES:

- A majority of our (current year) property taxes were received during the month of November, with minor collections remaining throughout the remainder of the year. Additionally, it is estimated that approximately \$450,000 of prior year property taxes are to be received on behalf of the District. This report is based on the information received through the Lane County Tax and Assessment office.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments. According to Oregon Department of Education's estimate (dated 3/1/2017), the District is scheduled to receive approximately 100.47% of the adopted budget. This estimate includes the additional students enrolled in the SPS Online program, as well as Charter School enrollment at both A3 and Willamette Leadership Academy. This information also includes an assumption that the State of Oregon is allocating more resources than originally estimated based on higher tax collections.
- The District is anticipating receiving approximately \$190,000 in County School Funds. To date the District has not received anticipated funds.
- The District received approximately \$1.59 million in Common School Funds, which is approximately 52% more than originally anticipated.

EXPENDITURES:

- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements, which is resulting in an approximate 1.5% (\$800,000) savings from originally allocated resources.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries. It is projected that this area in the budget will be approximately 1.6% under budget (\$500,000).
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be between 3% - 5% underspent. Under expenditures of approximately 2% - 3% are consistent with previous years, however the District is increasing these savings between now and the end of the year in an effort to build the General Fund ending fund balance.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2016-2017 adopted budget.
- During the summer 2016 the District requested \$95,000 transferred from Contingency into Capital Outlay for the plumbing replacement at Page Elementary School. This transfer is reflected in these two line items.

Additional Notes: For the 2016-2017 budget year the current estimate of ending fund balance is \$7,397,263, which is approximately 7.4%. Included in this number is the audited ending fund balance from the 2015-2016 fiscal year (\$7,997,166).

Submitted by:
Brett M. Yancey
Chief Operations Officer

Reviewed by:
Dr. Sue Rieke-Smith
Superintendent

SPRINGFIELD SCHOOL DISTRICT 19
2016-2017 REVENUE/EXPENDITURE FORECAST
as of
2/28/17

	BUDGET	ACTUAL through 02/28/17	ESTIMATED from 02/28/17 to year end	PROJECTED 2016-2017	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	23,471,453	22,427,982	1,043,471	23,471,453	100.00%
Property taxes - prior years	450,000	233,468	216,532	450,000	100.00%
Other local sources	936,100	477,137	458,963	936,100	100.00%
Lane ESD Apportionment	1,607,785	875,892	731,893	1,607,785	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	70,872,711	46,499,894	24,707,960	71,207,854	100.47%
Common School Fund	1,048,399	1,591,241	0	1,591,241	151.78%
Total revenues	98,576,448	72,105,614	27,348,819	99,454,433	100.89%
Beginning fund balance	8,133,941	0	7,997,166	7,997,166	98.32%
Total Beginning fund balance	8,133,941	0	7,997,166	7,997,166	98.32%
Total resources	106,710,389	72,105,614	35,345,985	107,451,599	100.69%
EXPENDITURES:					
Personal services	52,025,705	27,112,229	24,163,476	51,275,705	98.56%
Employee benefits	31,493,037	16,374,204	14,613,833	30,988,037	98.40%
Purchased services	11,490,100	6,013,992	5,131,405	11,145,397	97.00%
Supplies & materials	3,098,500	1,813,179	1,130,396	2,943,575	95.00%
Capital outlay	265,000	251,448	302	251,750	95.00%
Other objects	723,295	720,889	2,406	723,295	100.00%
Fund transfers	2,631,577	2,631,577	0	2,631,577	100.00%
Total expenditures	101,727,214	54,917,518	45,041,818	99,959,336	98.26%
Unappropriated	4,000,000	0	0	0	-
Contingency	983,175	0	95,000	95,000	9.66%
Total appropriations	106,710,389	54,917,518	45,136,818	100,054,336	93.76%
Total resources		72,105,614	35,345,985	107,451,599	
Total appropriations		54,917,518	45,136,818	100,054,336	
Ending fund balance		17,188,096	(9,790,833)	7,397,263	
Less: contingency			0	0	
Net fund balance		17,188,096	(9,790,833)	7,397,263	

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations, retirements, contract renewals, and temporary non-renewals. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dr. Michael Henry is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations
- Retirements
- Administrative Contract Renewals
- Teacher Contract Renewals
- Probationary Contract Renewals
- Temporary Non-Renewals

SUBMITTED BY:

Michael Henry, Ph.D.
Director of Human Resources

APPROVED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

**ADDENDUM
PERSONNEL ACTION**

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached contract non-renewal. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dr. Michael Henry is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the personnel action for licensed employees as reflected in this addendum. Categories include:

- Contract Non-Renewal

SUBMITTED BY:

Michael Henry, Ph.D.
Director of Human Resources

APPROVED BY:

Susan Rieke-Smith, Ed.D..
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	CONTRACT NON-RENEWAL					
1	MATTHEW WOODFORD	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	RECOMMEND NON-RENEWAL

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES					
1	ANNALORA, DEVON	ADMIN BLDG	PROBATIONARY 1	FT	2017-18	NEW HIRE
2	BAINES, IAN	GATEWAYS	TEMPORARY	FT	3/2017-6/22/17	TEMPORARY NEW HIRE
3	HORAN-SPATZ, MARC	ADMIN BLDG	PROBATIONARY 1	FT	2017-18	NEW HIRE
4	MA'ASEIA, JOSEPH	TWO RIVERS-DOS RIOS	TEMPORARY	FT	2/17/17-6/30/17	HIRE TEMPORARY FROM CLASSIFIED
	RESIGNATIONS					
5	BORNEMAN, SHARIE	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	6/30/2017	RESIGNATION
6	WILLIAMS, JARED	GATEWAYS	PROBATIONARY 2	FT	2/24/2017	RESIGNATION WITHOUT 60-DAY NOTICE
	RETIREMENTS					
7	BERGER, KATHLEEN	MEMORIAL BLDG	CONTRACT TEACHER	FT	6/30/2017	RETIREMENT
8	GROTE, LAURIE	THS	CONTRACT TEACHER	FT	6/30/2017	RETIREMENT

	ADMINISTRATIVE CONTRACT RENEWALS					
9	BUTLER, JEFFREY G	YOLANDA	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
10	COLE, MICHELLE L	THS	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
11	COLLINS, DAVID D	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
12	CRIST, JAMES R	RIDGEVIEW	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
13	DA SILVA, JOSE N	SHS	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
14	FISHER, MICHAEL B	A3	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
15	FULLER, JEFFREY J	ASMS	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
16	GORHAM, NICKI L	THURSTON ELEM	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
17	GRAY, DENNIS M	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
18	HALEY, LESA J	BRIGGS	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
19	HULBERT, DAVID B	WALTERVILLE	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
20	LARY, LYNN M	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
21	LINDLY, THOMAS D	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
22	MATHER, JEFFREY K	BRIGGS	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
23	MCKINLEY, WHITNEY A	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
24	MEGERT, BRIAN R	ADMIN BUILDING	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
25	MINNEY, SHEILA O	MAPLE	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL

26	NEES, CYNTHIA M	MT VERNON	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
27	NGUYEN, HAI N	MEMORIAL BLDG	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
28	REIERSGAARD, CHRISTOPHER	MAINTENANCE	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
29	ROTHERHAM, EDWARD J	ASMS	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
30	STARCK, BRANDI L	THURSTON MIDDLE	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
31	TOWE, CHAD R	THS	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
32	WEILL, PAUL A	GATEWAY	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
33	WRIGHT, KEVIN J	HAMLIN	CONTRACT ADMINISTRATOR	FT	2017-2020	CONTRACT RENEWAL
	PROBATIONARY ADMINISTRATIVE RENEWALS					
34	ALLEN, RACHEL K	HAMLIN	PROBATIONARY 1	FT	2017-2018	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
35	DEAN, CALLI A	SHS	PROBATIONARY 1	FT	2017-2018	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
36	JETT, CHARLES H	TWO RIVERS-DOS RIOS	PROBATIONARY 1	FT	2017-2018	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
37	MITCHELL, AMBER R	GUY LEE	PROBATIONARY 1	FT	2017-2018	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
38	SMITH, CARLA A	DOUGLAS GARDENS	PROBATIONARY 1	FT	2017-2018	RECOMMEND MOVE TO PROB 2 ADMINISTRATOR
39	HENRY, MICHAEL S	ADMIN BUILDING	PROBATIONARY 2	FT	2017-2018	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
40	MOORE, JAMES A	THURSTON MIDDLE	PROBATIONARY 2	FT	2017-2018	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
41	RICKER, KEVIN J	ADMIN BUILDING	PROBATIONARY 2	FT	2017-2018	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR

42	STERLING, DAN M	CENTENNIAL	PROBATIONARY 2	FT	2017-2018	RECOMMEND MOVE TO PROB 3 ADMINISTRATOR
43	LANGE, DEBORAH K	RIVERBEND	PROBATIONARY 3	FT	2017-2020	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
44	MACDONALD, LACEY A	PAGE	PROBATIONARY 3	FT	2017-2020	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
45	MORGAN, REBECCA M	ADMIN BUILDING	PROBATIONARY 3	FT	2017-2020	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
46	PRICE, SUZANNE M	ADMIN BUILDING	PROBATIONARY 3	FT	2017-2020	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
47	SAETEURN, SUN C	THS	PROBATIONARY 3	FT	2017-2020	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
48	WILLIAMS, MARILYN A	SHS	PROBATIONARY 3	FT	2017-2020	RECOMMEND MOVE TO CONTRACT ADMINISTRATOR
	CONTRACT TEACHER RENEWALS					
49	CATHEY, JENNY A	A3	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
50	CROWELL, SCOTT M	A3	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
51	ELLISON, NISSIE S	A3	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
52	HOCK, ANDREW J	A3	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
53	MULLEN, KYLE A	A3	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
54	VALLEY, JASON R	A3	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
55	ZACHARIAS, WENDY R	A3	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
56	BOITA, JENNIFER C	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
57	BOLIVAR, JAMES K	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

58	BRENNAN, DARA K	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
59	CANAVAN, ALYCIA	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
60	CHILDERS, SHERI M	ADMIN BUILDING	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
61	COLEMAN, SUSAN E	ADMIN BUILDING	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
62	DICKISON, JIL M	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
63	GOSSLER, DAWN D	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
64	HAGENGRUBER, SHANNON K	ADMIN BUILDING	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
65	HARWOOD, MARY K	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
66	HUGHES, AMY ROWE	ADMIN BUILDING	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
67	ISHAM, KARI L	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
68	LEROY, AMY E	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
69	LILLEGARD, NICOLE J NAKAYAMA	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
70	LODE, KATHRYN A	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
71	PIFER, ERICA J	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
72	SMITH, MICHAEL D	ADMIN BUILDING	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
73	TOWE, ERICA L	ADMIN BUILDING	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
74	AUXIER, MATTHEW J	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
75	BARROTE, JOEY A	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

76	BROH, JOANNE C	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
77	CHAFFEE, DIANE K	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
78	CLEARY-EVANS, AMITY L	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
79	DEMANT, DANA C	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
80	GENTILE, CHRISTINE R	ASMS	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
81	GRIFFITH, HOLLY M	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
82	HOWELLS, GREG S	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
83	MACKENZIE, AMBER R	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
84	NELSON, LUCY M	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
85	NICHOLSON, JEFFREY N	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
86	OAKLEY, SUSAN E	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
87	OLDS, SCOTT M	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
88	PATTERSON, CARRIE C	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
89	RALEIGH, CATHERINE M	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
90	ROSE, JEANNE W	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
91	SCHUTTE, CLIFFORD R	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
92	SPERRY, JOHN D	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
93	STEPP, AUDREY P	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

94	STOLP, PATRICIA M	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
95	UTT, JENNIFER L	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
96	VANSCHOLTEN-CRAWFORD, GREGORY S	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
97	WOODWARD, KIRSTEN M	ASMS	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
98	ZRELIAK, JOHN C	ASMS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
99	GOFF, ANNE F	BRATTAIN HOUSE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
100	WEISS, LAURA C	BRATTAIN HOUSE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
101	ADLER, ZACHARY R	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
102	BAEHLER, SHERRY D	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
103	BROOKS, AMY M	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
104	CROUCH, JENNIFER L	BRIGGS	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
105	DANO, BOBBI L	BRIGGS	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
106	DAVIS, KATERI J	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
107	ERICKSON, LINDA K	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
108	HARSHBARGER, MIKELL E	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
109	HASS, JOSEPH N	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
110	HILL, AUSTIN T	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
111	HOKE, VIRGINIA W	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

112	JONES, STEPHEN L	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
113	KEOWN, DENISE A	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
114	MCCUMSEY, KATHLEEN J	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
115	NEWSON, ANGELA M	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
116	OLSON, MICHELLE R	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
117	RAY, JASON J	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
118	SCRUGGS, LAURA R	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
119	SMITH, CHARLES DAVE	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
120	STEINBAUGH, ELLY J	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
121	WITHROW-ROBINSON, JOHANNAH R	BRIGGS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
122	ASUMENDI, TIFFANY L	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
123	BARON, JOLENE N	CENTENNIAL	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
124	BURKE, WAYNE P	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
125	CLEMONS, LIONEL A	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
126	DRAGO, ASHLEY K	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
127	FOSTER, KRISTIN A	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
128	GALLOWAY, HILLARY B	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
129	GRANADOS, CAROL E	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

130	HERNANDEZ, KIMBERLY S	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
131	HUGO, JEREMY V	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
132	MAULDING, MICHAEL P	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
133	MINCHIN, KARA	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
134	NESTLER, ALYSSA M	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
135	SMITH, KATHY LYNN	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
136	TUNNELL, KAREN L	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
137	WHITE, PAMALA L	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
138	WUITE DE VALLE, JENIFER L	CENTENNIAL	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
139	BUTTACAVOLI, DORIAN E	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
140	DEPNER, RACHELLE J	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
141	DRATH, MICK C	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
142	EDWARDS, BRANDY J	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
143	ELICKSON, DONNA L	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
144	FERREN, SARAH L	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
145	GEORGE, TRACY L	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
146	GLAZIER, JENNIFER S	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
147	IHNAT, CHIARA R	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

148	MCNAMARA, TAMI S	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
149	OVERALL, RACHAEL L	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
150	PAGE, TERESA R	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
151	RIPLEY, MARK T	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
152	SCHLAADT, KATHERINE M	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
153	WATKINS, RUTH M	DOUGLAS GARDENS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
154	ALVARADO, KARLA J	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
155	BISBY, MISTY J	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
156	COONRADT, MARIE A	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
157	ELLINGSON, HOLLY E	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
158	HUNT, RUSSELL R	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
159	KANGAIL, SUSAN E	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
160	MERWIN, FREDRICK R	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
161	MOONEY, LINDA K	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
162	NELSON, JANET L	GATEWAY	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
163	HALLEY, AMY P	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
164	LEACH, STACIE L	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
165	LOVELL, TAWNEE I	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

166	NOOR, KRISTEN C	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
167	NORRIS, CURTIS J	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
168	PLASCENCIA, MANUEL	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
169	SASSER, BRENT M	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
170	SCHLOTTER, ELLEN E	GUY LEE	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
171	SKOOG, LAURIE L	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
172	STRONG, WAYNE A	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
173	VANBRUNT, HEIDI V	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
174	VERGARA, ANA M	GUY LEE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
175	ALLEN, ZACHARY J	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
176	BACKER, JENNIFER K	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
177	BERNATZ, SIMON P	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
178	BODEEN, KAREN J	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
179	BREWER, ANGELA J	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
180	BUTLER, JENNIFER A	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
181	CESMAT, PAUL R	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
182	DIXON, JASON A	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
183	DOWN, KESLIE M	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

184	FARRIER, NELSON J	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
185	GENDEL SATTLER, WAKEROBIN	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
186	HELM, ROBERT B	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
187	HERNANDEZ, LEO R	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
188	JAYNE, TRENA	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
189	KEELER, THOMAS J	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
190	KUYKENDALL, KRISTA L	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
191	MAYS, JENNIFER J	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
192	MOORE, BARBARA B	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
193	MUIR, BENJAMIN C	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
194	ORMSBEE, AMANDA R	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
195	PARKS, BRANDON L	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
196	SCOTTON, ZACHARY K	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
197	WEAVER, KATHLEEN B	HAMLIN	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
198	ACKER, MISTY C	MAPLE	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
199	BUTLER, GAIL C	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
200	CAMPBELL, KRISTINE A	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
201	GRAY, DEBORAH D	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

202	HOSHAW, CAROLYN G	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
203	LINDSEY, TRACY L	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
204	MARTIN, ANDRIA K	MAPLE	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
205	NESS, KRISTEN K	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
206	ORTON, HAYLEY S	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
207	RAMSEY, RINKU K	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
208	ROGERS, KRISTYL R	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
209	SILVER, MARISA S	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
210	STARLIN, SARA C	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
211	VANEEKEREN, MARIETTA E	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
212	VERKLER, AMBER R	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
213	WAREHAM, JONI L	MAPLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
214	BEATH, CHRIS A	MEMORIAL BLDG	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
215	MANN, SALLY L	MEMORIAL BLDG	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
216	MINCHOW, NAN F	MEMORIAL BLDG	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
217	ALMEIDA, PETER L	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
218	BROWN, TAMERA R	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
219	CARTER, DEBORAH M	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

220	CESMAT, CONSTANCE J	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
221	CHEEK, VERONICA LANAE	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
222	DURFEE, RHONDA D	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
223	EEDS, KAREN K	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
224	GAGNON, PATRICIA	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
225	GOLDEN, GRACE R	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
226	GRENZ, MELANEY N	MT VERNON	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
227	HENDERSON, MELINDA R	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
228	KEPPO, PAUL W	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
229	METZGER, JOSHUA D	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
230	ODEGAARD, WILLIAM J	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
231	OGAN, BRENDA M	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
232	OLSON, SHERRILL M	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
233	PETERS, ANNETTE R	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
234	ROWAN, TAMA E	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
235	SHANAHAN, MORIAH	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
236	SMITH, KATHY D	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
237	STERN, JENNIFER M	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

238	TAYLOR, LEAH A	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
239	TRANO, AMBERLY M	MT VERNON	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
240	ANDERSON, KARA L	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
241	BERNATZ, AMY N	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
242	BLACHLY, KAREN M	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
243	BOARDROW, BETHANY D	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
244	DEMPSEY-KARP, ANDREW	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
245	DOWN, JAMES R	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
246	FREDRICKSON, BRYN A	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
247	GRASSETH, JESSE A	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
248	GUILEY, JENNIFER J	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
249	HAGEL, STACIA A	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
250	HASS, ROBYN R	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
251	HORNFELT, LORI M	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
252	KEELER, KATIE A	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
253	KLYM, HEATHER J	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
254	NAYLOR, MITCHELL C	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
255	PENNICOTT, DEBRA A	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

256	ROSS, LAUREL J	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
257	SAUNDERS, HEIDI A	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
258	SHADDON, NICOLA A	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
259	SMITH, DWIGHT BURDY	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
260	THIELE, KARRI K	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
261	WEBSTER, PATRICIA G	PAGE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
262	BABCOCK, KAREN A	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
263	BAIRD III, ELERY N	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
264	BEACH, THERESA M	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
265	DAWSON, KERRI H	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
266	JAROS, ANGELA L	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
267	LANGER, CARRIE C	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
268	LOVDOKKEN, STEPHANIE L	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
269	MCKEE, SARAH C	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
270	MOORE, JULIE A	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
271	PRICE, KELSEY N	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
272	REIERSGAARD, MICHELE M	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
273	ROBBINS, LISA M	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

274	STEIN, MARY J	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
275	THOMPSON, TREVA J	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
276	THORSBY, CARRIE J	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
277	VANDERBUSH, DEAN A	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
278	VAUGHAN, TRACI L	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
279	WALKER, LARRY A	RIDGEVIEW	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
280	WEST, MARY JANE	RIDGEVIEW	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
281	BESSETT, ABBRIELLE L	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
282	BRAMHALL, CONNIE S	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
283	BUCK, CHRISTINE N	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
284	BURGIN, SARA L	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
285	DANZIGER, AMY	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
286	DOMAGALA, KATHERINE L	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
287	ERICKSON, AUTUMN D	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
288	GAYLE, KELLEY R	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
289	HAAS, RICHARD J	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
290	LAMAR-FRIDLUND, EVA D	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
291	MINNIS, EMILY J	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

292	PUDERBAUGH, ALEXIA C	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
293	REED, BRYAN W	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
294	REPOSA, HOLLY G	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
295	TROTTER, COLETTE M	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
296	VILLANUEVA, BELINDA A	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
297	WARD, MEEGAN K	RIVERBEND	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
298	ADAMS, MATTHEW R	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
299	BROWN, CARRIE C	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
300	CARPENTER, CAROLINE A	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
301	CLARK, SHANNON M	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
302	COBB, RENE J	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
303	COOK, TERRISA R	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
304	CORTES, MARIA C	SHS	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
305	DANNER, NICOLE M	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
306	DILLON, LISA M	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
307	FLEISSNER, STEVEN W	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
308	FROST, DAVID C	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
309	GREENE-CHACON, AMANDA J	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

310	HIMMELMAN, SEAN W	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
311	HOLT, CHRISTOPHER L	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
312	JORDAN, JOSHUA G	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
313	JUNGJOHANN, IAN G	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
314	LANSDON, ERIK M	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
315	LIDDLE, ARTHUR J	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
316	MARCH, JAMES P	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
317	MCCLINTICK, RYAN L	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
318	MCGRAW, ALICIA T	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
319	MILLER, IVAN N	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
320	MORBERG, CLARK T	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
321	ORTON, ERIC D	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
322	OSTBERG, ANNELISE	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
323	OTTERSTEDT, RONALD E	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
324	PARTRIDGE, KAREN J	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
325	PLUMB, JILL E	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
326	RYTLEWSKI, NATALIE D	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
327	SAUNDERS, GREGORY M	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

328	SAYRE-HEISS, MARIA T	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
329	SCHULL, DAVID C	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
330	SHELLEY, AUDREA D	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
331	SHIH-RANGELOFF, SUE ANN M	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
332	SIMMONS, MARK A	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
333	STAMBAUGH, SUSAN S	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
334	STEVENS, PAUL E	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
335	SWARTOUT-MCKEE, STACY A	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
336	TAUBENFELD, LESLIE L	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
337	TEUTSCHEL, SUZANNE M	SHS/ADMIN BLDG	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
338	THORNTON, SARA L	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
339	TOUCHETTE, SCOTT E	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
340	TRUNNELL, ROBERT G	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
341	TYSER, JAMES A	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
342	WAGNER, WILLIAM L	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
343	WATSON, LESLIE R	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
344	WHALEY, STACEY C	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
345	WHELAN, JESSICA M	SHS	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL

346	WILSON, RANDY R	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
347	WINKELMAN, KIMBERLY D	SHS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
348	ADAMS, MARY L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
349	CAIRD, DAWN M	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
350	CALICOTT, JENNIFER M	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
351	CANAGA, BENTON J	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
352	CARDWELL, JEFF R	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
353	CAREY, JOHN R	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
354	CUNNINGHAM, ALLISON M	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
355	DODDS, ALYSSA W-R	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
356	DORIE, SARINA A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
357	DURFEE, KEVIN B	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
358	ERICKSON, ROBIN N	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
359	EVANS, JEANNINE A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
360	GILLESPIE, KENNETH C	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
361	GREEN, SANDRA G	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
362	HAGEL, DAVID L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
363	HANSON, JAMES M	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

364	HASFORTH, DIONNE L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
365	HEACOCK, JEREMIAH L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
366	HELWIG, MEGAN L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
367	HERLANDS, RYAN P	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
368	HUISENGA, MARK A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
369	JESSER, CHRISTINE A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
370	KOOPFORD, CAROLINE E	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
371	LABOUNTY, MATTHEW J	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
372	LEE, JOHN N	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
373	LOVDOKKEN, JOHN L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
374	MACEMON, REBECCA M	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
375	MEDLEY, REBECCA L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
376	MOLASKI, CAROL J	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
377	MORALES, ROBERT L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
378	MOSBY, JOHN C	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
379	NEWELL, CHRISTOPHER A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
380	NICE, JOSHUA TYLER	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
381	NICHOLLS, NATALIE A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

382	NORDQUIST, MARK W	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
383	PIERSON, ERICA J	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
384	PIQUETTE, DOUGLAS D	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
385	PIQUETTE, KATIE J	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
386	PRODEN, GREGORY S	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
387	RAY, DIANE L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
388	REEDER, SUSAN J	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
389	RITTER, RAYMOND WILLIAM	THS	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
390	ROBERSON, JOSEPH C	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
391	RODGERS, KENNETH R	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
392	SIMONS, MICHAEL L	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
393	STARCK, JUSTIN M	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
394	STRANIERI, AMY C	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
395	TAYLOR, JARED A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
396	TUERS, STACEY M	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
397	UNDERWOOD, JAMES H	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
398	VIAN, TIMOTHY A	THS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
399	ANDERSON, KATHRYN D	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

400	ARCHER, KRISTIN M	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
401	BONAR, KURTIS A	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
402	COE, ROSEANN	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
403	CORGAIN, LORENE G	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
404	CROSSWHITE, CURTIS C	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
405	CULP, MARYLEE	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
406	DEWEY, JANET F	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
407	ESSMAN, NICOLE A	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
408	FEDERICO, HELEN M	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
409	JOHNSON, SARAH J	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
410	JORDAN, BRIAN H	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
411	KARI, NOLA KAY	THURSTON ELEM	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
412	MENDELSSOHN, JOCELYN C	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
413	NELSON, SANDRA L	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
414	ORME, SHARON L	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
415	REICHENBERGER, TONYA R	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
416	SMITH, APRYL M	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
417	STILES, KATIE E	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

418	TRUJILLO, JENNIFER D	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
419	WESTERKAMP, CHERI T	THURSTON ELEM	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
420	BETTELYOUN, SHARON L	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
421	BONAR, CYNTHIA A	THURSTON MIDDLE	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
422	COPELAND, ANGELA J	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
423	CORWIN, KATHLEEN J	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
424	DEAN, MARGARET M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
425	EDWARDS, KELLEY A	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
426	GUILEY, KRISTIN D	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
427	HUSER, JERRY R	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
428	KEENER, KEITH E	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
429	KERR, RHIANNON S	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
430	LYDDANE, CLIFTON W	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
431	NORMAN, PETER D	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
432	ORLINSKI, ERIC A	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
433	RASCHIO, MARY MEGGAN	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
434	ROBERTSON, KRISTY A	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
435	SAUER, BRETT M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

436	SELBY, BRANDY L	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
437	SHEPPARD, MEGAN C	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
438	SHERWOOD, JOANNA M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
439	SIMONS, KIMBERLEE A	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
440	THORSBY, TROY J	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
441	VAN HORN-MORRIS, NOAH	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
442	WOODFORD, MATTHEW M	THURSTON MIDDLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
443	BELSHAW, KAREN L	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
444	BLACKWELL, SARA R	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
445	BORNEMAN, SHARIE A	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
446	DIXON, CHERYL L	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
447	DONALDSON, JOSHUA R	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
448	DOPPS, REBECCA L	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
449	DRONZEK, MARY ELLEN	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
450	FERRIS, MELISSA M	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
451	KNAPP, DEBORAH L	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
452	MAHONEY, DANA L	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
453	MCGRAW, MICHAEL R	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

454	MCNURLIN, ERICA J	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
455	MINNEY, KYLE D	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
456	OPSAL, CONSTANCE S	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
457	ORLANDINI, JENNIFER A	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
458	PETERS, STEFFANIE L	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
459	SMITH, DANIELLE N	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
460	SORENSEN, ELIZABETH A	TWO RIVERS-DOS RIOS	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
461	BOSCH, SARAH M	WALTERVILLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
462	GARRELTS, SHEILA J	WALTERVILLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
463	GAULT, JONATHAN M	WALTERVILLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
464	PAGE, AMY E	WALTERVILLE	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
465	PATTERSON, HEIDI L	WALTERVILLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
466	WIEBE, CATHERINE A	WALTERVILLE	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
467	BADENOCH, DEANNA D	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
468	CASWELL, ANNE K	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
469	CHABOT, JEANETTE M	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
470	CORETTE, LEE A	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
471	CRAWFORD, JAYLENE R	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL

472	EVANS, CHRISTINE M	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
473	FINE, ADAM J	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
474	GIBSON, LISA R	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
475	HAZLEHURST, ALLYSON M	YOLANDA	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
476	JONES, BRYANNA N	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
477	MABUS, KEITH D	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
478	PASCHALL, AMY	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
479	PELHAM, RAYNE E	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
480	PRATT, HEIDI J	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
481	STRITZKE, VICKI L	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
482	WADDELL, TRUDY L	YOLANDA	CONTRACT TEACHER	FT	2017-2019	CONTRACT RENEWAL
483	WOODFORD, KRISTIN N	YOLANDA	CONTRACT TEACHER	PT	2017-2019	CONTRACT RENEWAL
	LICENSED PROBATIONARY RENEWALS					
484	ALJIAN, CORRIE E	SHS	PROBATIONARY 1	FT	2017-2018	RECOMMEND MOVE TO PROBATIONARY 2
485	ANDERSON, CONSTANCE H	DOUGLAS GARDENS	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
486	BARIL, JESSICA M	HAMLIN	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
487	BOWMAN, SARAH S	GUY LEE	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2

488	BROWN, TAMARA M	HAMLIN	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
489	BUSSE, TIFFANY L	ASMS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
490	CARLTON, JOSHUA S	A3	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
491	CAVE, KEVIN C	THURSTON MIDDLE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
492	CHAMNESS, ALICIA M	BRIGGS	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
493	DAVIDS, AUDREY	WALTERVILLE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
494	DIMOCK, ADAM S	SHS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
495	ETTEL, DEBORAH J	RIVERBEND	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
496	FISHER, GREGORY J JR	THS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
497	GONZALES, JENNIFER R	WALTERVILLE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
498	GRIFFITH, PAUL J	HAMLIN	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
499	GROCE, MAGGIE E	TWO RIVERS-DOS RIOS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
500	GUHIT, JOANNA MARI C	YOLANDA	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
501	HARDENBROOK, AIMEE L	ASMS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
502	HARRIS, JULIA A	THURSTON ELEM	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
503	HELMANDOLLAR, JONATHON B	SHS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
504	HOLMES, APRIL V	RIVERBEND	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
505	HOWELL, MALI M	MAPLE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2

506	HULING, RICCI C	ASMS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
507	JACOBSON, ALLISON L	GUY LEE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
508	JOHNSON, KYLE W	SHS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
509	KAISER, LAURA M	SHS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
510	KEMPF, MARIE C	GUY LEE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
511	KETCHUM, AMBER I	CENTENNIAL	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
512	KLINDT, MICHAEL P	SHS	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
513	KNUDSEN, SARAH A	MT VERNON	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
514	KOCH, JASON D	BRIGGS	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
515	KOHL, POLLY A	THS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
516	KRINSKY, DANIELLE G	TWO RIVERS-DOS RIOS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
517	LASHOT, KIRSTEN C	RIVERBEND	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
518	LAWRENCE, ASHLEY J	RIVERBEND	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
519	LIGHT, JONATHAN F	ADMIN BUILDING	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
510	LISOVSKIS, LAUREL	ASMS	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
511	LYONS, COLIN W	HAMLIN	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
512	MARTIN, TANYA	ADMIN BUILDING	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
513	MASTERSON, SHELBY L	GUY LEE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2

514	MCCLAIN, IVY V	PAGE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
515	MCCLAIN, KYLE E	HAMLIN	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
516	MCDOWELL, KARISSA B	DOUGLAS GARDENS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
517	MCNEE, TARA C	HAMLIN	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
518	MILLER, HANNAH E	ADMIN BUILDING	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
519	NOELL, ALEXANDRIA	TWO RIVERS-DOS RIOS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
520	OKRAY, DANA A	PAGE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
521	OLSON, JESSICA L	MAPLE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
522	PAGE-BOTELHO, KRISTIN L	THURSTON MIDDLE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
523	RAMIREZ, LIZBETH	WILLAMETTE LEADERSHIP ACADEMY	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
524	ROBERTS, ERIC M	THURSTON ELEM	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
525	SANDOVAL, FRANCESCA M	CENTENNIAL	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
526	SHANYFELT, JESSICA	THURSTON ELEM	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
527	SIEGFRIED, SAMARA KATE	TWO RIVERS-DOS RIOS	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
528	SMITH, JENNIFER R	RIVERBEND	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
529	SNYDER, KELSEY	PAGE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
530	SPAIN, MOLLY D	PAGE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
531	STEYDING, JULIE M	GATEWAY	PROBATIONARY 1	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2

532	STOLK, ASHLEY M	RIDGEVIEW	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
533	STROTHER-BLOOD, STELLA	ASMS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
534	SWARTZ, NAZIA A	THS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
535	THWAITES, RENAE D	TWO RIVERS-DOS RIOS	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
536	VETOR, MELANIE A	A3	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
537	WENDT, CASSIDY J	THURSTON MIDDLE	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
538	WILLOUGHBY, CHELSEA D	HAMLIN	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
539	WOLPE, BOAZ	RIDGEVIEW	PROBATIONARY 1	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 2
540	ANCELL, CHRISTINE N	RIVERBEND	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
541	ANDERSEN, CAITLIN G	PAGE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
542	AULAKH, BONNIE R	SHS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
543	BELDEN, GWENDOLYN GRAY	A3	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
544	BLAKE, TIFFANIE J	RIVERBEND	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
545	BOOTH, RYAN W	ASMS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
546	BUNKER, PHILLIP K	SHS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
547	CHISM, EUGENE	SHS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
548	COLLINS, TERESA M	ADMIN BUILDING	PROBATIONARY 2	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
549	DONALDSON, AMY L	CENTENNIAL	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3

550	EVANSON, SCOTT	THS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
551	FERGUSON, BRANDON J	HAMLIN	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
552	FUJI, JEANIE M	THS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
553	GIBSON, TANYA M	RIVERBEND	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
554	GORDON, CARISSA F	PAGE	PROBATIONARY 2	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
555	HALLWYLER, JAMES E	SHS	PROBATIONARY 2	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
556	JACOBSON, JEANETTE C	THURSTON MIDDLE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
557	JOHNSON, CARLY N	BRIGGS	PROBATIONARY 2	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
558	KNIGHT, MEGAN R	YOLANDA	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
559	KROP, SAMANTHA L	A3	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
560	LEAHY, STEPHANIE L	RIVERBEND	PROBATIONARY 2	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
561	LEE, JUSTINE R	CENTENNIAL	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
562	LEWIS, KAYLA M	TWO RIVERS-DOS RIOS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
563	MCKENNA, MOIRA K	HAMLIN	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
564	MCLAREN, ANDREW W	BRIGGS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
565	MCOMIE, SHANA D	TWO RIVERS-DOS RIOS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
566	MONROE, ROBERT P II	RIVERBEND	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
567	MONTOYA, AMANDA J	MAPLE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3

568	MOORE, KELSEY D	MAPLE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
569	MORGAN, DIANA K	DOUGLAS GARDENS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
570	NORRIS, NICOLE D	GUY LEE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
571	PLUMB, BROWYN D	GUY LEE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
572	POTTORF, RON	HAMLIN	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
573	RAGLE, SARAH B	THURSTON ELEM	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
574	REINEKE, JOELLE A N	HAMLIN	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
575	RICHNER, TARA R	MT VERNON	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
576	ROGERS, KAYLEE D	DOUGLAS GARDENS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
577	ROJAS DE RUSSELL, GLORIA	GUY LEE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
578	RUSH, KRISTIN J	GUY LEE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
579	SCHNEIDER, JANE B	SHS	PROBATIONARY 2	PT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
580	SHIMANOFF, SAUL M	SHS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
581	SLAUGHTERBECK, CHRISTINA	MT VERNON	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
582	SPRINGER, REBECCA J	CENTENNIAL	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
583	STRAHON, ALLIX M	THS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
584	THOMPSON, JEFFREY A	HAMLIN	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
585	THORPE, BRYNE A	RIVERBEND	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3

586	WHITTAKER, REBEKAH E	WALTERVILLE	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
587	WILSON, ANNIE JO	SHS/THS	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
588	ZIOLKOWSKI, CELINA M	MT VERNON	PROBATIONARY 2	FT	2017-18	RECOMMEND MOVE TO PROBATIONARY 3
589	ANGELOS-MATHER, KATHERINE	ASMS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
590	BOTTIMORE, AMANDA J	SHS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
591	BUCHHOLZ, ASHLEY M	YOLANDA	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
592	COURTNEY, DANIEL W	GUY LEE	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
593	DALY, RUTH E	RIDGEVIEW	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
594	DEFLURI, LISA M	BRIGGS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
595	DILLON, HEATHER	MT VERNON	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
596	GILCHRIST, GARRETT M	THS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
597	HINTZ, ALISON M	THURSTON ELEM	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
598	HUNT, ANDREW I	A3	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
599	INGRAM, KIMBERLY L	ADMIN BUILDING	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
600	KELLEY, PHUONG P	CENTENNIAL	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
601	KEMPE, JONATHAN A	THS	PROBATIONARY 3	PT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
602	KINGERY, SARAH A	BRIGGS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
603	KNIGHT, STEPHEN L	THURSTON MIDDLE	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER

604	KORINEK, ANNA C	CENTENNIAL	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
605	LAWLESS, STEPHANIE L	THS	PROBATIONARY 3	PT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
606	LIND, MICHELLE M	RIVERBEND	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
607	LJUNGDAHL, SONJA M	SHS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
608	LYMAN, ANTHONY C	SHS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
609	MILLER, MARI KAY	GATEWAY	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
610	MOORE, TIMOTHY S	GUY LEE	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
611	NGARIKI, KELLI S	BRIGGS	PROBATIONARY 3	PT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
612	OCHSNER, GAIL L	DOUGLAS GARDENS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
613	PIERSON, BLAKE N	HAMLIN	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
614	RAINES, NASTALIA E	YOLANDA	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
615	RIVERA-CARLSON, DAMARIS R	THS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
616	ROBINETTE, JENNIFER L	GUY LEE	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
617	RODRIGUEZ, BILLIE JO	MAPLE	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
618	RODRIGUEZ, FERNANDO R	SHS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
619	ROGERS, JENNIFER M	THS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
620	ROSSETTER, DOUGLAS E	HAMLIN	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
621	SABIN, JENNIFER E	SHS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER

622	SADIQ, KIRSTIN E	THS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
623	SHULTS, STEPHEN J	BRIGGS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
624	SMITH, MCKENZIE L	THS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
625	VOEKS, VERONICA M	HAMLIN	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
626	WARE, ELISABETH A	THURSTON MIDDLE	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
627	WHITE, SUSAN E	DOUGLAS GARDENS	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
628	WOODWARD, ELAINE K	MAPLE	PROBATIONARY 3	FT	2017-19	RECOMMEND MOVE TO CONTRACT TEACHER
	TEMPORARY NON-RENEWALS					
629	BEAN, MELISSA B	RIVERBEND	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
630	BENNETT, SAMANTHA L	MAPLE	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
631	BRAY, MARK T	THS	TEMPORARY	PT	6/22/2017	TEMPORARY NON-RENEWAL
632	DUMMER, MEYANA M	GUY LEE	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
633	ELY, LAUREN R	PAGE	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
634	GRIMSLEY, ZACKERY T	SHS	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
635	IRWIN, ANASTASIA K	TWO RIVERS-DOS RIOS	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
636	JACKSON, KYLE B	BRIGGS	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
637	MA'ASEIA, JOSEPH	TWO RIVERS-DOS RIOS	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL

638	MOORHEAD, CASSANDRA L	RIDGEVIEW	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
639	NEWSON, ALEXANDRA E	GUY LEE	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
640	PETTIT, CIERRA N	RIVERBEND	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
641	SPERRY, SARAH E	HAMLIN	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
642	TRANHAM, RANELL M	DOUGLAS GARDENS	TEMPORARY	PT	6/22/2017	TEMPORARY NON-RENEWAL
643	WALLE, MIRIHAM	GUY LEE	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL
644	WATERS, BRITTANY R	RIVERBEND	TEMPORARY	FT	6/22/2017	TEMPORARY NON-RENEWAL

FIRST READING / REVIEW

DATE: MARCH 13, 2017

BOARD POLICY FOR REVIEW

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools. Administrative Rules (ARs) are brought to the board for approval when required.

One current policy needs to be updated to reflect legislative changes.

Jenna McCulley is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors review the following board policy as a first reading:

- GCAB Personal Communication Devices and Social Media - Staff **

SUBMITTED BY:

Jenna McCulley
Community Engagement Officer



Code: **GCAB**
Adopted:

Personal Communication Devices and Social Media - Staff **

Staff possession or use of personal communication devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent. At no time, **whether on duty or off duty**, will a personal communication device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A “personal communication device” is a device, not issued by the district, ~~that~~**which** emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to, walkie talkies, ~~either~~ long- or short-range portable radios, portable scanning devices, cellular telephones, pagers, personal digital assistants (PDAs), laptop computers and similar devices with wireless capability. This also includes other digital audio and video devices such as, but not limited to, iPods, radios and TV.

Personal cellular telephones/pagers and other digital audio and video devices shall be silenced during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with work assignment. Cellular telephones which have the capability to take photographs or video shall not be used for such purposes while on district property or while a staff member is on duty in district-sponsored activities, unless as expressly authorized by the principal or designee. Laptop computers and PDAs brought to school will be restricted to classroom or instructional-related activities only. The district will not be liable for loss or damage to personal communication devices brought to district property and district-sponsored activities.

Staff members, **while on duty and off duty**, will utilize social network sites (e.g., Facebook, MySpace and Twitter), **public websites and blogs**, judiciously by not posting confidential information about students, staff or district business. Staff members, **while on duty and off duty**, will treat fellow employees, students and the public with respect while posting **in order to prevent substantial disruption in school**. Communication with students using personal communication devices will be appropriate, ~~and professional and related to school assignments or activities~~. **Communication with students using personal communication devices regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times**. If communicating with students electronically **regarding school-related matters**, staff should use district e-mail using mailing lists to a group of students rather than individual students. Texting students **during work hours is prohibited**. **Texting students while off duty is strongly discouraged**.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal communication device in any manner that is illegal or violates the terms of this policy. **Staff actions on social network sites, public websites, blogs and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A “disruption” for purposes of this policy includes but is not limited to, one or more parent threatens to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment.** The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

Legal Reference(s):

ORS 167.054
ORS 167.057
ORS 163.432
ORS 163.433
ORS 163.684

ORS 163.686
ORS 163.688
ORS 163.689
ORS 163.693
ORS 163.687

ORS 163.700
ORS 326.011
ORS 326.051
ORS 332.072
ORS 332.107

U.S. CONST. amend. XVIII, § 1466A

U.S. CONST. amend. XVIII, § 1470

U.S. CONST. amend. XX, § 7906

U.S. CONST. amend. XX, § 6777

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

2017-2018 BOARD MEETING SCHEDULE

RELEVANT DATA:

Board members are provided with copies of the proposed 2017-2018 Board Meeting Schedule, as a first reading.

The proposed meeting schedule reflects a similar schedule as was approved for the 2015-2016 and 2016-2017 school years. The format allows more time for in-depth conversation and engagement.

The schedule reflects one business meeting each month and periodic 4-hour planning meetings through the school year. Work sessions are proposed when a second monthly meeting is scheduled, except for dates when the planning meetings are noted.

Proposed meetings are adjusted as necessary due to federal holidays. Consideration was given to schedule meetings around the annual Oregon School Boards Association conference in November, the National School Boards Association annual conference in April, and the annual United Front trip in late January or early February, so that all board members are present. This year the proposed calendar would conflict with the NSBA Conference scheduled to take place April 7-9, 2018.

OSBA Conference	November 9-12, 2017	Portland, OR
NSBA Conference	April 7-9, 2018	San Antonio, TX
United Front	Late January or Early February 2017	Washington, DC

One business meeting is scheduled for the months of November, December, March, and May; no meeting is scheduled in July. Planning meetings are scheduled in August, October, January, and April. Budget work sessions are traditionally scheduled during the month of May.

RECOMMENDATION:

It is recommended that the Board of Directors review, as a first reading, the 2017-2018 Board Meeting Schedule as presented.

SUBMITTED BY:

Sue Rieke-Smith, Ed.D.
Superintendent



Board Meeting Schedule 2017-2018

Springfield Board of Education Business Meetings will typically be held one time per month beginning at **7:00 pm, unless otherwise noted on the district website: www.springfield.k12.or.us/boardmeetings**. Additional Work Sessions and/or Planning Meetings will be held throughout the 2016-2017 School Year. **Meeting dates are subject to change.** Only one meeting is scheduled for the months of November, December, March, and May; no meeting will be held in July.

<u>Dates</u>	<u>Locations</u>	
August 14	Admin Center	Business Meeting
August 25	Admin Center	Summer Planning Meeting
September 11	Admin Center	Business Meeting
September 25	Admin Center	Board Work Session
October 9	Admin Center	Business Meeting
October 23	Admin Center	Fall Planning Meeting
November 13	Admin Center	Business Meeting
December 11	Admin Center	Business Meeting
January 8	Admin Center	Business Meeting
January 22	Admin Center	Mid-Year Planning Meeting
February 12	Admin Center	Business Meeting
February 26	Admin Center	Board Work Session
March 12	Admin Center	Business Meeting
April 9	Admin Center	Business Meeting
April 23	Admin Center	Spring Planning Meeting
May 7	Admin Center	Business Meeting
June 11	Admin Center	Business Meeting
June 25	Admin Center	Business Meeting/Work Session

All meetings will be held at the Administration Center, 525 Mill Street, Springfield, Oregon.

Adopted:

FIRST READING / REVIEW

DATE: MARCH 13, 2017

BOARD POLICY FOR REVIEW

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools. Administrative Rules (ARs) are brought to the board for approval when required.

One current policy needs to be added to reflect legislative changes.

Jenna McCulley is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors review the following board policy as a first reading:

- JBB Educational Equity

SUBMITTED BY:

Jenna McCulley
Community Engagement Officer



Code: **JBB**

Adopted:

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

- 1. Systematically using district wide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility¹ to inform district decision-making.**
- 2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.**
- 3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation² and national origin in discipline, special education and in various advanced learning.**
- 4. Graduating all students ready to succeed in a diverse local, national and global community.**

In order to achieve educational equity for each and every student:

- 5. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.**

¹These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

6. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
7. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
8. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
9. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
10. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
11. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
12. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan strategies to implement this policy. The superintendent will report to the Board the progress of the strategic plan.

END OF POLICY

Legal Reference(s):

ORS 174.100(7)
ORS 332.075

ORS 332.107
ORS 342.437 to -342.449

FIRST READING AND REVIEW

DATE: MARCH 13, 2017

K-8 MATH
TEXTBOOK ADOPTION

RELEVANT DATA:

In accordance with Board Policy IIAA, Textbook Selection and Adoption, the title listed below is presented to the Board for approval as the basal textbook program for Elementary and Middle school Math.

This title provides math components correlated to the Common Core State Standards and reflect the recommendation of the Springfield Public Schools Math Adoption Committee. *Please see committee report for details.*

David Collins and Whitney McKinley are available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors review as a first reading the request of:

*Ready Mathematics with Teacher Toolbox and i-Ready Diagnostic & Instruction, 2017
Curriculum Associates, LLC*

for basal use in the Elementary and Middle School Math Program.

SUBMITTED BY:

David Collins
Assistenant Superintendent

In the spring of 2016, Springfield Public Schools identified math as the content area that would be the focus of a full adoption review. As such, the Instruction Department Leadership team reviewed current data and ongoing work at each level and determined that elementary and middle should be the focus of the adoption while ensuring continuity and cohesion with our high school program. Level Directors outlined parameters and approved guidelines for a math adoption team to follow when designing the curriculum review process. This report outlines the math team's background and process for finalizing a recommendation.

Background Providing In-Depth Understanding of Common Core Standards and Assessments

Between the 2014-16 school years, math support teachers, with guidance from SPS administrators, Lane ESD math specialists and math consultants from SMC Curriculum, focused on the following:

- Updating curriculum maps and pacing guides that focused on priority clusters in the Common Core State Standards while embedding the Math Practices
- Supporting their colleagues through the updated maps and materials during structured collaboration and District directed PD days
- Developing an understanding of the Depth of Knowledge levels used in Common Core assessments and applied in the classroom
- Identifying and sharing standards-based assessments to support Common Core
- Creating common assessments for horizontal alignment across middle schools
- Aligning report cards to new standards
- Designing scoring guides to support new report cards
- Creating planned course statements and aligning curriculum maps for horizontal alignment across middle schools
- Developing an articulated process for middle school students to receive algebra credit

Note: Department leads from each of the high schools have started the process of identifying key shifts in standards, learning progressions, and possible pathways for addressing the new CCSS.

Summary of Math Adoption Work 2016-17

Prior to bringing a group together to review math materials, we developed a complete plan for the process in order to guide the work. That plan is outlined below.

Purpose:

To evaluate current K-12 math programs and make recommendations for materials or adoptions which provide access to all learners, aligns K-12 and will improve outcomes for SPS students preparing them to be college and career ready.

Criteria for Committee:

The committee would represent all of the following criteria:

- Strong math content knowledge
- Math adoption experience

- Other adoption experience
- Pacing guide work
- Mid-level multiple assessment creation
- Selected for professional development offerings
- Planned Course Statement development
- Building math leaders
- Universal Design for Learning (SPED, ELD, TAG, etc.)
- All buildings, all grade levels

Member roles: (see appendix A list of all members)

Committee Facilitators

- Curriculum Coordinator and Lane ESD Math Specialist
- Lead all planning sessions with small committee
- Facilitate all the math adoption meetings
- Send communications out to all staff after each work session
- Secure meeting space at the ESD
- Inform District Leadership Team about math progress being made
- Ensure group agreements are followed at all times
- Responsible for ordering materials to be ordered and reviewed
- Arrange teacher viewings and feedback loops
- Arrange final publisher presentations
- Get cost proposal from program finalist
- Deliver a recommendation to the School Board

Teachers and Specialists

- Adhere to group agreements at all times
- Receive overview training on the IMET Scoring Tool and Equity Lens
- Mixed levels at times (grade bands K-2, 3-5, 6-8 and whole group)
- At least one member in each grade band will record in google docs summary of work
- Work in teams of at least two to evaluate the programs and record responses in review tool
- Use teacher expertise with the decision tools when deciding on a program to adopt

Small Committee (District TOSAs, Principals, level math leads and must include SPED/ELD)

- Join Curriculum Coordinator and Math TOSA in setting agendas and planning
- Adhere to group agreements at all times
- Receive overview training on the IMET scoring tool and equity lens
- Participate in initial review to narrow final programs to evaluate by large team (using parameters from District Leadership)
- Evaluate the programs with teachers
- Use expertise with the decision tools when deciding on a program to adopt
- Use leadership skills to keep the process on track and support teachers in the work

Rubrics/Tools

- The Oregon Instructional Materials Evaluation Toolkit (IMET) that was used by the State when identifying materials for the State list of recommended materials.
- Culturally Sustaining Instruction Framework in Mathematics (Math CSI Framework)
- Springfield IMET tool
- Guiding Principles
- Common Core State Standards Focus Document
- Depth of Knowledge

Process Overview

- District facilitators recruit and select committee members and finalize with building principals.
- Convene small committee
 - Review/revise Guiding Principles
 - Receive overview training on IMET tools
 - Receive training for consensus expectations and table facilitation
 - Identify programs that meet District parameters
- Convene large math committee for orientation (purpose, group agreements, expectations, training, initial questions, and calibration)
- Publisher visits (one program at a time)
 - Publisher presents for one hour
 - In grade specific teams, members collect evidence to support strengths and challenges
 - Technology staff meet with representatives from the publisher to determine possible technology impacts
 - Publisher returns for follow up questions
- Schedule open preview for all staff
- Large math committee meet for final recommendation
 - Establish protocols for disagreement and consensus
 - Strengths/Challenges with evidence to support claims
 - Determine possible areas that may need addressed or strengthened
 - Make recommendations for professional development to district leadership
- Present to the Board
- Purchasing team negotiate with publisher for best contract within budget
- Order materials and schedule professional development

Note: Details available upon request

All Math Adoption Committee Members

Instruction Department Leadership Team

David Collins, Assistant Superintendent
Brian Megert, Federal Programs Director
Whitney McKinley, Teaching and Learning Coordinator
Rebecca Morgan, Special Programs Coordinator
Suzanne Price, Elementary Director
Kevin Ricker, Secondary Director

Math Adoption, Small Committee

Jennifer Backer, Middle School Math Teacher Leader
Nicki Gorham, Elementary Principal
Dave Hulbert, Elementary Principal and Math Support Teacher Facilitator
Kari Isham, Instructional Coach
Whitney McKinley, Teaching and Learning Coordinator
Erica Pifer, Secondary Math Specialist
Marisa Silver, Instructional Coach
Brandi Starck, Middle School Principal
Laura Weiss, English Language Development Specialist
Marilyn Williams, High School Principal

Math Adoption, Large Committee (includes all members listed above)

Sarah Bosch (K)
Browyn Hood-Plumb (K)
Abbrielle Bessett (1)
Lorene Corgain (1)
Kerry Dawson (1)
Leah Taylor (1)
Adam Fine (2)
Kyle Minney (2)
Karen Tunnell (2)
Sheila Garrelts (3)
Hillary Galloway (4)
Heather Klym (4)
Heidi Pratt (4)
Heidi VanBrunt (4)
Larry Walker (4)
Peter Almeida (5)
Mel Droznek (5)
Brandon Parks (6)
Cathy Raleigh (6)
Megan Shepard (6)
Sarah Kingery (7)
Jeff Nicholson (7) and Instructional Coach

Appendix A – Committee Members

Pete Norman (7)
Zach Adler (8)
Eric Orlinski (8)
Cliff Schutte (8)

Misty Acker (SPED)
Lynn Lary, Instructional Technology Administrator
Tawnee Lovell (SPED)
Jennifer Wuite-DeValle (ELD)

High School Team Supporting Planned Course Statement Work

(also reviewed Guiding Principles and provided input)

Marilyn Williams (SHS)
Maria Sayer (SHS)
Dave Schull (SHS)
Dawn Caird (THS)
Allison Cunningham (THS)
Sun Saeturn (THS)
Russell Hunt (Gateways)

BOOK FORM I

BASAL TEXTBOOK SELECTION REQUEST

Please complete shaded areas and send to the curriculum office.

1.	Requested by:	Mathematics	Elementary/Middle	March 13, 2017
		Department/Program Area	School or Level	Date

2.	<i>Ready Mathematics with Teacher Toolbox and i-Ready Diagnostic & Instruction</i>	Curriculum Associates, LLC	2017
	Title	Author/Publisher	Copyright Date

Mathematics	K-8	Lexile N/A	Dist. Adoption	
Subject Course(s)	Gr. Level	Readability/Lexile	# Requested	Cost per book

3. List the primary authors and their credentials.

Dr. Mark Ellis, Professo of Education at California Stae University, Fullerton. He has served on the National Council of Teachers of Mathematics Board of Directors and Executive Committee. He has developed strategies that help students understand mathematics concepts, supported instruction around new standards, and addressed issues of equity in mathematics education.

Dr. Gladis Kersaint, Professor of Mathematics Education at the Univeristy of South Florida. She has served on the National Council of Teachers of Mathematics Board of Directors and Executive Committee. Received and facilitated over \$30 million of grant funding to support teacher professional development and research.

4. Indicate those who have favorably reviewed the book.

<input checked="" type="checkbox"/> State Approved Textbook	<input checked="" type="checkbox"/> Principal(s)
<input checked="" type="checkbox"/> Curriculum Department	<input checked="" type="checkbox"/> Subject Area Dept/Teachers
<input type="checkbox"/> Parents (Site Council Parents & others)	<input type="checkbox"/> Other (Identify:) _____

5. Comment on the book's credibility (validity) and reasons for its selection.

Ready/i-Ready is research-based and built from the ground up focusing on details, rigor and intent of the Common Core State Standards for college and career readiness. Independent and large-scale analyses prove they work to diagnose and accelrate performance against those standards for all students. This program also met a rigorous set of standards by the Oregon State Board of Education Adoption Committee as well as our District's Guiding Principles and review criteria.

6. Might this book be considered controversial? (Does it contain sexist, racist, liberal or conservative views, profanity or controversial topics?)

Ready/i-Ready does not contain controversial material.

Signatures:	<u>Whitney McKinley</u> Curriculum Specialist	and/or	<u>David Collins</u> Assistant Superintendent
--------------------	--	--------	--

Springfield School District
Guiding Principles for Mathematics Instruction
Updated Fall 2016

Guiding Principle 1: Implement a Standards Based Approach to Mathematics Instruction through Focus, Coherence and Rigor.

Focus: There is a major emphasis on critical concepts at a given grade. Students develop a strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Coherence: Carefully connect the learning within and across grades so students can build new understanding on foundations built in previous years. Solid conceptual understanding of core content occurs, is built upon; knowing that each standard is not a new event, but an extension of previous learning.

Rigor: A balance of solid conceptual understanding, procedural skill with fluency, and application of skills in problem solving. All three require equal intensity in time, activities, and resources.

Guiding Principle 2: Use a Comprehensive Framework of Core Instruction.

Guiding Principle 3: Provide rigorous math instruction: a balance of solid conceptual understanding, procedural skill with fluency, and application of skills in problem solving. All three require equal intensity in time, activities, and resources.

Guiding Principle 4: Instill in students the belief that they can be successful in math and encourage a high level of student effort.

Guiding Principle 5: Prioritize and establish sufficient time dedicated to daily mathematics instruction.

Guiding Principle 6: Provide ongoing, sustained professional development.

Guiding Principle 7: Utilize a comprehensive model of assessment to measure and monitor student growth and achievement.

Guiding Principle 8: STEAM -- being developed by smaller work team

BOOK FORM I

BASAL TEXTBOOK SELECTION REQUEST

Please complete shaded areas and send to the curriculum office.

1.	Requested by:	Mathematics	Elementary/Middle	March 13, 2017
		Department/Program Area	School or Level	Date

2.	Ready Mathematics with Teacher Toolbox and i-Ready Diagnostic & Instruction	Curriculum Associates, LLC	2017
	Title	Author/Publisher	Copyright Date

Mathematics	K-8	Lexile N/A	Dist. Adoption	
Subject Course(s)	Gr. Level	Readability/Lexile	# Requested	Cost per book

3. List the primary authors and their credentials.

Dr. Mark Ellis, Professo of Education at California Stae University, Fullerton. He has served on the National Council of Teachers of Mathematics Board of Directors and Executive Committee. He has developed strategies that help students understand mathematics concepts, supported instruction around new standards, and addressed issues of equity in mathematics education.

Dr. Gladis Kersaint, Professor of Mathematics Education at the Univeristy of South Florida. She has served on the National Council of Teachers of Mathematics Board of Directors and Executive Committee. Received and facilitated over \$30 million of grant funding to support teacher professional development and research.

4. Indicate those who have favorably reviewed the book.

<input checked="" type="checkbox"/> State Approved Textbook	<input checked="" type="checkbox"/> Principal(s)
<input checked="" type="checkbox"/> Curriculum Department	<input checked="" type="checkbox"/> Subject Area Dept/Teachers
<input type="checkbox"/> Parents (Site Council Parents & others)	<input type="checkbox"/> Other (Identify:) _____

5. Comment on the book's credibility (validity) and reasons for its selection.

Ready/i-Ready is research-based and built from the ground up focusing on details, rigor and intent of the Common Core State Standards for college and career readiness. Independent and large-scale analyses prove they work to diagnose and accelrate performance against those standards for all students. This program also met a rigorous set of standards by the Oregon State Board of Education Adoption Committee as well as our District's Guiding Principles and review criteria.

6. Might this book be considered controversial? (Does it contain sexist, racist, liberal or conservative views, profanity or controversial topics?)

Ready/i-Ready does not contain controversial material.

Signatures:	<u>Whitney McKinley</u> Curriculum Specialist	and/or	<u>David Collins</u> Assistant Superintendent
--------------------	--	--------	--

GUIDING PRINCIPLE 1

Implement a Standards Based Approach to Mathematics Instruction through Focus, Coherence and Rigor.

As a core instructional program written from scratch to address the Common Core State Standards (CCSS), *Ready Mathematics* authentically addresses the focus, coherence, and rigor of the CCSS.

Ready Mathematics lessons reflect the same **focus** as the CCSS. The majority of the lessons in each grade directly address the major focus of the year. There is at least one lesson for each standard and only lessons that address the CCSS are included.

Because the *Ready Mathematics* program was built from the ground up with no repurposed content, it is a **coherent** curriculum linked across the grades. *Ready Mathematics* lessons build on prior knowledge, making connections within and across clusters and domains, and within and across grade levels. Each lesson starts by referencing prior knowledge and connects to what students already know. These connections allow students to see math as more than just a set of rules and isolated procedures to develop a deeper knowledge of mathematics. Connections are highlighted in the Learning Progressions section of the *Teacher Resource Book*, so teachers can quickly see how the lesson connects to previous and future learning.

Ready Mathematics lessons match the **rigor and higher-order thinking skills** demanded in the CCSS. *Ready* provides a balance of conceptual understanding, procedural fluency, and application throughout the program. In addition, lessons with *Understand* in the title correspond to standards that begin with the word *Understand* and have a greater emphasis on exploring and connecting concepts. Throughout *Ready*, students are required to use different cognitive strategies as they respond to problem situations of varying difficulty levels. Students are encouraged to engage in mathematical discourse and asked higher-order thinking questions throughout the lessons as they discuss and interpret concepts, multiple representations, applications, and strategies. Students must be able to explain their thinking, critique the reasoning of others, and generalize their results.

Mastery of the **Standards for Mathematical Practice (SMP)** is vital for teaching students to recognize and be proficient in the mathematics they will encounter in college and careers. The eight SMPs are embedded into content instruction throughout the *Ready* program. Nearly every lesson of the *Student Instruction Book* encourages students to explain their reasoning, attend to precision, make sense of problems, and persevere in solving them. Other SMPs are highlighted in the *Student Instruction Book* as appropriate to the content, with all SMPs being addressed multiple times. In addition, every *Teacher Resource Book* lesson includes SMP Tips noting specific practice standards to highlight.

Practice and Problem Solving is a robust resource to reinforce lessons from the *Student Instruction Book*, giving students opportunities to reinforce conceptual understanding, apply what they have learned, and practice procedural fluency.

The practice pages in the *Practice and Problem Solving* student book include exercises to help teachers evaluate student understanding of the grade-level material, particularly to inform instructional decisions. Grade-level Fluency Practice, found in the back of the *Practice and Problem Solving* book, includes Repeated Reasoning resources to build number sense as well as fluency.

GUIDING PRINCIPLE 2

Use a Comprehensive Framework of Core Instruction.

Ready Mathematics presents content in a scope and sequence aligned with the CCSS that forms the centerpiece of a year-long mathematics curriculum for on-grade level, whole-class, daily instruction. A comprehensive core curriculum, *Ready Mathematics* authentically addresses the demands of the CCSS.

Every lesson in the *Ready Mathematics Teacher Resource Book* begins with two pages that provide background information on the standards, progressions and prerequisites of the lesson, as well as a multi-day pacing guide for each lesson. The pacing guide also includes resources that can be used to differentiate instruction and review prerequisite skills, if needed.

Each lesson within *Ready Instruction* takes about four or five days to complete so that students have time to develop deeper understanding and discuss the concepts of the lesson. The lessons within the *Ready Instruction* have a consistent structure that incorporates multiple parts. Each lesson starts with an Introduction, which makes connections to what students know and begins to explore how those topics relate to the new material of the lesson. The next part of most lessons is the Modeled and Guided Instruction.

These days of a lesson focus on solving problems using routines such as Think-Share-Compare (see where this is introduced in Lesson 0 on the online *Teacher Toolbox*) so that students think critically about their solutions, those of their peers, and the representations in the book. Students apply and discuss what they have learned in the Guided Practice section of the lesson and then evaluate their understanding in the Independent Practice section of the lesson. The Independent Practice day often provides opportunities for reteaching, reinforcing, and extending concepts. This organization provides a familiar framework for each lesson.

Ready Mathematics' Teacher Resource Book also provides educators with explicit guidance on diagnosing student needs and differentiating instruction for a diverse range of learners (including English language learners) and learning styles. Teachers can use the visual coherence chart at the beginning of each *Teacher Resource Book* unit—or the lessons identified in the Prerequisite Lesson column of the online *Ready Teacher Toolbox*—to easily identify prerequisite topics related to a specific lesson or to identify concept extensions and challenge activities for advanced learners.

The K-8 digital resources in the *Ready Teacher Toolbox* allow teachers to project the *Ready Instruction* and *Practice and Problem Solving* student books for classroom discussions and homework review. This is available for both on-level and prerequisite lessons, making it easy to project materials for use with the whole class or targeted small-group instruction.

Additional teacher-led small group instructional resources, digital tutorials, and activities in the online *Teacher Toolbox* further support on-level learning and differentiated instruction.

Ready Mathematics and *i-Ready Diagnostic & Instruction* also offer integrated and comprehensive support for **differentiated instruction and targeted intervention**. For example, to help teachers differentiate instruction, *Ready* Quick Check and Remediation features in the *Teacher Resource Book* highlight misconceptions and errors and provide suggestions for remediation to help students avoid these errors in the future.

Teachers can use *i-Ready* data and reports to identify which *i-Ready*, *Ready*, and *Teacher Toolbox* resources and lessons to use for individual and small group instruction, providing each student what he or she needs to progress to the next level.

GUIDING PRINCIPLE 3

Provide rigorous math instruction: a balance of solid conceptual understanding, procedural skill with fluency, and application of skills in problem solving. All three require equal intensity in time, activities, and resources.

Ready Mathematics is a comprehensive core curriculum that authentically addresses the demands of the CCSS, balancing conceptual understanding, procedural skills and fluency, and application. *Ready Mathematics* achieves this balance with lessons that develop understanding and procedural fluency in tandem, so students can easily apply what they have learned to new situations. *Ready Mathematics* has a clear, thoughtful pedagogy and research-based instructional model that supports a rich classroom environment in which mathematical reasoning, discourse, and standards for mathematical practice all thrive.

Built from scratch, *Ready Mathematics* develops **conceptual understanding** through reasoning, modeling, and discussion that explores the structure of mathematics, while also developing students' procedural fluency. *Ready* uses real-world problem-solving to develop deep conceptual understanding, have students see and make connections between multiple representations and compare solution strategies. The program also develops mathematical reasoning through lessons that provide ongoing opportunities for cooperative dialogue and mathematical discourse; embed the SMP to help students develop habits of mind; and strengthens students' ability to use higher-order thinking and complex reasoning through questions that focus on higher Depth of Knowledge (DOK) levels.

Ready Mathematics embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom discussions; activities to engage students in exploring concepts and skills; interactive writing and listening to encourage real-world connections; and opportunities for students to explain their thinking and demonstrate their understanding of concepts.

Ready materials are designed so that students attain the **fluencies and procedural skills** required by the standards. Computational fluency and fact fluency are both addressed throughout the *Ready* program.

For example, in grade three, students are expected to fluently add and subtract within 1,000 using various strategies, including the standard algorithm. Students also are expected to multiply and divide within 100 using inverse operation relationships and properties of operations. By the end of grade three, students are expected to know their multiplication facts up to 9×9 by memory. In addition to procedural problems and exercises in *Ready Instruction*, the *Practice and Problem Solving* student book also includes numerous opportunities for fluency practice, including practice with repeated reasoning.

In *Ready*, students and teachers spend a significant amount of time working with engaging **application of the mathematics**. In each lesson the Introduction and Modeled and Guided Instruction sections teach primarily through pedagogically-appropriate application. The Guided Practice and Independent Practice sections also provide sufficient time working on engaging applications. Application problems occur throughout *Ready* to give students concrete contexts in which to better understand mathematical concepts.

Ready uses a problem-based approach to drive much of the learning, with age-appropriate modifications for students in younger grades. The instruction routine Think-Share-Compare is used to help teachers facilitate learning and discourse while using *Ready*, particularly for the Modeled Instruction and Guided Instruction sections of a lesson.

In addition, in grades 2–5 each unit ends with a Math in Action lesson. These lessons guide students in developing sound responses to performance-based tasks involving complex problem solving. Students see an exemplar solution and are given guidelines and opportunities to practice writing robust responses to these multi-step application problems.

GUIDING PRINCIPLE 4

Instill in students the belief that they can be successful in math and encourage a high level of student effort.

Both *Ready* and *i-Ready* are designed to help students succeed in math—motivating them to put in their best effort and engaging them in the learning process.

Ready has a strong focus on engaging students in problem-solving situations, including routine and non-routine problems that are written to foster a growth mindset in teachers and students. The *Ready* Think-Share-Compare instructional routine provides additional support for teachers as they develop a classroom environment that promotes a growth mindset, discourse, student engagement, multiple entry points to problems, and exposes students to numerous problem-solving strategies and representations. (See Lesson 0 on the *Ready Teacher Toolbox* to learn more about teaching *Ready* using the Think-Share-Compare routine.)

This approach is designed to not only prepare students for the more challenging standards, but to support learning in a safe and encouraging environment, respect various solution strategies and entry points, and foster each student's success.

The web-based, digital *i-Ready Diagnostic* has the ability to adapt across grade levels so that students experience both success and challenge, thereby maximizing their engagement, encouraging their best effort, and yielding the most targeted prescription for online and teacher-led instruction. *i-Ready* meets students in their zone of proximal development, providing the guidance and scaffolding they need to advance.

Because student motivation is essential to maintaining engagement, the interactive lessons in *i-Ready Instruction* build on existing knowledge to teach new concepts, boost confidence, and encourage learners of all levels and learning styles. The result of this targeted and engaging instruction is that students quickly learn the foundational skills and concepts required to move up to grade level or beyond.

GUIDING PRINCIPLE 5

Prioritize and establish sufficient time dedicated to daily mathematics instruction.

Ready Mathematics, the *Ready Teacher Toolbox*, and *i-Ready* are designed to work together to provide comprehensive standards-based instruction and differentiation. *Ready Mathematics* provides core daily instruction, while *i-Ready* diagnoses student needs and provides a personalized plan for differentiated online instruction. Both *Ready* and *i-Ready* are linked to the resources on the *Ready Teacher Toolbox*, making it easy for teachers to access digital resources targeting the needs of a student, small group, or whole class. Below are our recommendations for instructional time for *Ready* and *i-Ready* implementation.

Whole-class instruction:

- *Ready Instruction*: 45-60 minutes per day, 1 lesson per week
- *Ready Practice and Problem Solving*: 20-30 minutes per day, in school or at home

Small-group differentiation (can be done as a station rotation on the Independent Practice day of a lesson—built-in—or one station at the end of each day of a lesson):

- Teacher-Led Activities: Tools for Instruction or portions of on-level or prerequisite lessons from *Ready Instruction Teacher Resource Book*, such as Hands-On Activities (*Teacher Toolbox*): 15-20 minutes
- Student-Led Activity: *Math Center Activity* (*Teacher Toolbox*): 15–20 minutes per activity
- Independent Student Activity: Independent Practice or *Practice and Problem Solving* (*Teacher Toolbox* and *i-Ready*): 15-20 minutes per activity

Personalized learning and intervention:

- *i-Ready Instruction* online lesson modules: aim for a total of 45 minutes per week
- Practice App for the iPad®—*Door 24® Plus*: Optional 30-45 minutes per week

Ready and *i-Ready*'s instructional efficacy is backed by research. The Educational Research Institute of America (ERIA) conducted a Blended Efficacy Study of the effectiveness of the *i-Ready* and *Ready* programs; the study included more than 4,000 students from 24 schools across ten districts in five states. Participating schools implemented a blended-learning program comprised of teacher-led classroom instruction for 30-45 minutes a day, and personalized online mathematics instruction for 60 minutes a week, supported by adaptive assessment (*Diagnostic* three times a year) and online reporting.

Growth of students in the study was compared with a large national normed sample with comparable initial performance levels. Growth was measured using *i-Ready Diagnostic*, comparing results from the fall 2013 and spring 2014 assessments.

The *i-Ready* and *Ready* blended program proved very effective. Gain scores from the fall *Diagnostic* to the spring *Diagnostic* were statistically significant, with effect sizes for all grades above a substantively important level. More significantly, the average scale score gains for students using the blended program exceeded the average gains from students in the comparison group. Scale score gains for students participating in the blended program surpassed average growth by **65 percent in mathematics**.

Additional research and efficacy information—by program—is available online at www.curriculumassociates.com/research.

GUIDING PRINCIPLE 6

Provide ongoing, sustained professional development.

Ready Mathematics offers comprehensive, point-of-use support for educators of all experience levels. For example, the *Teacher Resource Book* systematically guides teachers through the lessons, supporting them with a wealth of detailed information and providing step-by-step teacher support and teaching suggestions that build student understanding.

Mathematical Discourse questions in the student book as well as in the *Teacher Resource Book* are provided in every lesson, to help teachers ask questions that develop conceptual understanding and engage students in higher-order thinking. Suggestions for possible answers to those questions, as well as full solutions, are provided at point-of-use to support teachers as they listen to and review student responses. This teacher support leads to immediate and sustained impact in the classroom, and strengthens and expands teaching strategies by providing embedded professional support.

For each lesson, the *Teacher Resource Book* lists the lesson's objectives, and the Learning Progression section helps teachers understand the standard that is taught in the lesson and how it relates to the standards from other grades. Prerequisite skills required for success in the lesson are listed, as is vocabulary that is new and terms that should be reviewed.

Our comprehensive support websites, *i-Ready Central* and *Ready Central for Math*, offer users access to implementation support, best practices, tips, how to guides, sample classroom videos, planning tools, and additional resources. Featured articles provide in-depth coverage of key topics, curated by our implementation experts. All resources on *i-Ready Central* and *Ready Central for Math* are self-paced and available 24/7.

We also offer fee-based onsite professional development that goes beyond product orientation to address the everyday challenges of successfully launching a core mathematics program that engages students in rigorous discourse and will measurably move the dial on student learning and educator effectiveness across the District.

GUIDING PRINCIPLE 7

Utilize a comprehensive model of assessment to measure and monitor student growth and achievement.

Ready Mathematics offers multiple assessment measures—such as mid-unit and unit assessments, interim practice assessments, lesson quizzes, cumulative benchmark assessments, and performance tasks. *i-Ready* offers the ability to administer the full *Diagnostic* three times per school year, monthly adaptive *Growth Monitoring* assessments, and *Standards Mastery* fixed-form assessments—plus embedded progress monitoring via the grade quiz at the end of every *i-Ready Instruction* lesson module. Together, these print and digital assessment offerings provide educators and administrators with timely, actionable formative and summative data while providing students with self-assessment and meaningful practice for the statewide exams.

As *Ready Mathematics* was written from scratch to specifically address the CCSS, all assessments focus only on grade-level content and the materials provide teachers with frequent opportunities to assess grade-level content both formally and informally.

There are numerous classroom discourse questions, critical-thinking questions, activities, and practice problems that provide ongoing informal assessment of student understanding. Additional embedded assessments are available in the *Teacher Resource Book* to help teachers evaluate students' understanding of the standards. These include Hands-On Activities, Concept Extensions, Challenge Activities, and Intervention Activities. Differentiated Instruction pages at the end of each lesson in the *Teacher Resource Book* provide detailed support to check for understanding.

There are also several formal assessment options available in *Ready Mathematics* including interim unit practice assessments in the *Student Instruction Book*, unit practice in the *Practice and Problem Solving* book, and mid-unit assessments and unit assessments available only on the *Ready Teacher Toolbox*. All of these assessments, like the lesson quizzes that are available on the *Ready Teacher Toolbox*, provide grade-level specific questions with various DOK levels that are presented in different question formats, including many of the formats found on common state assessments.

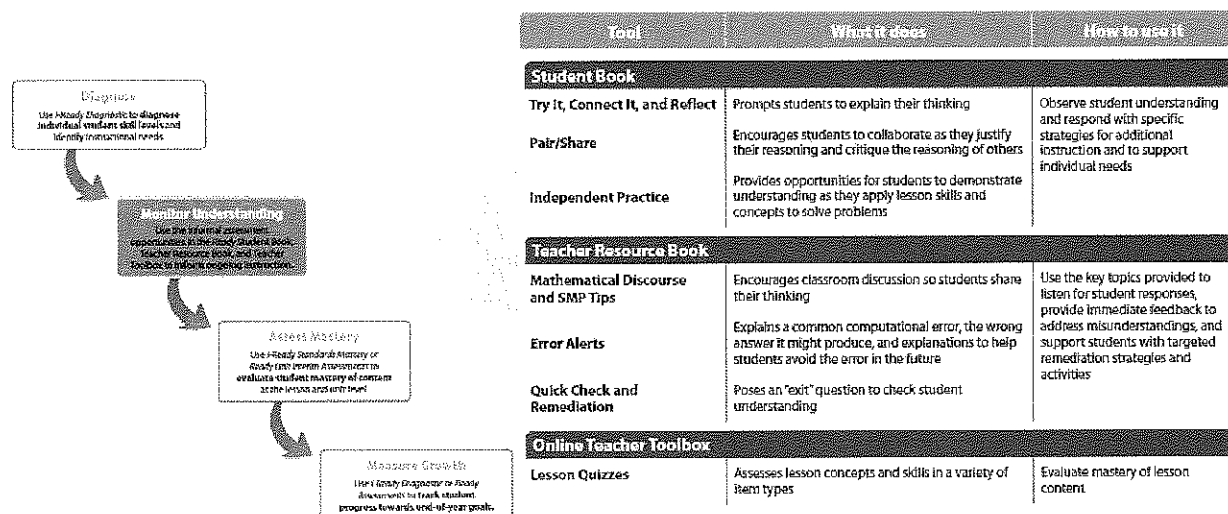


Figure 1. *Ready Mathematics* provides a comprehensive assessment system for each lesson, as shown here. This includes practical, easy-to-use progress monitoring tools embedded within *Ready* instruction, as well as quizzes at the end of each lesson.

Math In Action lessons at the end of each unit in grades 2–5 help students develop strong solutions to robust problem-based tasks. In addition, the *Ready Assessment Book* (available for grades 2–8 only in the *Ready Assessment Book* tab of the *Teacher Toolbox*) provides standards-based cumulative benchmark tests using question formats similar to those on common assessments. These can be used periodically throughout the year to monitor progress and as an end-of-year assessment.

The integrated *i-Ready* platform provides educators with a comprehensive model of assessment tied to instruction. *i-Ready Diagnostic* automatically and accurately identifies each student's overall and sub-skill needs by domain, providing a valid and reliable measure of student growth with detailed *Diagnostic* results and personalized next steps for instruction. From offering insight as to why students are struggling, to tracking their response to instruction and progress toward mastery of the standards, *i-Ready* presents all data in actionable, easy-to-read reports available as soon as students complete an activity in the program. Always up-to-date, reports are readily accessible at four levels: 1) district; 2) school/grade; 3) class; and 4) student.

At the student level, *i-Ready* provides teachers and parents with a detailed and easy-to-read analysis of every student's proficiency levels. Reports detail which skills students have mastered and those skills to prioritize next for instruction, thereby supporting success for every student.

Monthly adaptive *Growth Monitoring* assessments inform ongoing teacher-led refinement of individual instructional paths for students in chronological grades K–8. *Diagnostic* and *Growth Monitoring* items come from the same bank of rigorously developed and field-tested items. *i-Ready Standards Mastery* fixed-form assessments—available for grades 2–8—provide targeted, efficient assessment of specific grade-level standards—making it easy for teachers to obtain formative and benchmark information and quickly identify when re-teaching or remediation is needed as students progress throughout the year. In addition, the quiz at the end of every K–8 *i-Ready Instruction* lesson serves as embedded progress monitoring, so teachers can track how well students are grasping skills taught online.

Culturally Sustaining Instruction Framework in Mathematics (*Math CSI Framework)

Cultural/Community-based funds of Knowledge and Social Justice

Support: *The lesson supports students' use of mathematics to understand, critique, and change an important equity or social justice issue in their lives*

- Collective understandings about mathematics involve intricate connections to community/cultural knowledge and permeate the lesson. This would include hook/intro, main activities, assessment, closure and homework. Students are asked to analyze the mathematics within the community context and how the mathematics helps them understand that context.
- Deliberate and continuous use of mathematics as an analytical tool to understand an issue/context, formulate mathematically-based arguments to address the issues and provide substantive pathways to change/transform the issue.

Academic Language Support for Linguistically Diverse Students: *The lesson provides academic language support for English Language Learners*

- Deliberate and continuous use of language strategies, such as gesturing, use of objects (realia), use of cognates, revoicing, graphic organizers and manipulatives are observed during whole class and/or small group instruction and discussions. The main focus is the development of mathematical discourse and meaning making, not students' production of "correct" English.

Power and Participation: *The lesson distributes math knowledge authority, value student math contributions, and addresses status differences among students*

- The authority of math knowledge is **widely** shared between teacher and students. All mathematical contributions are valued and respected. Student mathematical contributions are actively elicited by teacher and among students. Multiple strategies to minimize status among students (and specific subgroups) are explicit and widespread throughout the lesson.

Cognitive Demand: *The lesson enables students to closely explore and analyze math concepts(s), procedure(s), and strategies.*

- The majority of the lesson includes task(s) that require close analysis of procedures and concepts, involves complex mathematical thinking, utilizes multiple representations AND demands explanation/justification. A large majority of the lesson sustains mathematical analysis.

Depth of Knowledge and Student Understanding: *The lesson makes student thinking/understanding visible and deep*

- Knowledge is very deep because the teacher successfully structures the lesson so that students do at least one of the following: sustain a focus on a significant topic; demonstrate their understanding of the problematic nature of information or ideas; demonstrate complex understanding by arriving at a reasoned, supported conclusion; explain how they solved a complex problem. In general, students' reasoning, explanations, and arguments demonstrate fullness and complexity of understanding.

Mathematical Discourse: *The lesson creates opportunities to discuss mathematics in meaningful and rigorous ways (e.g. debate math ideas/solution strategies, use math terminology, develop explanations, communicate, reasoning, and/or make generalizations)*

- The creation and maintenance of collective understandings permeates the lesson. This could include the use of a common terminology and the careful negotiation of meaning

Oregon Instructional Material Review Summary

Publisher:	Curriculum Associates LLC
Title:	Ready Common Core Mathematics
Publishing Date:	2014
Grade Band:	K-2
Review Date:	July 2015

Overall Ratings

Part 1: Key Criteria			
	Requirement Met?		
Legal Requirements	MEETS		
Section I: Alignment to the CCSS Mathematical Content	YES	100%	
Section II: Alignment to the CCSS Mathematical Practices	YES	100%	
Section III(B): Instructional Supports: The materials are responsive to varied <i>student learning</i> needs	YES	100%	

Part 2: Additional Criteria			
	Requirement Met?		
Section III(A): Instructional Supports: The teacher materials are responsive to varied <i>teacher</i> needs	YES	100%	
Section IV: Assessments	YES	100%	

Overall Rating	
MEETS	

Scoring Summary

Section I: Alignment to the CCSS Mathematical Content		
Metric	Description	Score
1	FOCUS: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.	4: Meets all Criteria
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	4: Meets all Criteria
3	APPLICATION: Provides opportunities for students to independently apply mathematical concepts in real-world situations.	4: Meets all Criteria
4	CONCEPTUAL UNDERSTANDING: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.	4: Meets all Criteria
5	PROCEDURAL SKILL AND FLUENCY: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	4: Meets all Criteria

Section II: Alignment to the CCSS Mathematical Practices		
Metric	Description	Score
6	The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.	4: Meets all Criteria
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) 	4: Meets all Criteria
8	Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)	4: Meets all Criteria
9	Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)	4: Meets all Criteria
10	Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)	4: Meets all Criteria

Section III(A): Instructional Supports***The teacher materials are responsive to varied teacher needs:***

Metric	Description	Score
11	Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.	2: Meets
12	Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.	2: Meets
13	Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).	2: Meets
14	Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.	2: Meets
15	Teacher materials are organized and easy to use.	2: Meets

Section III(B): Instructional Supports***The materials are responsive to varied student learning needs:***

Metric	Description	Score
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets
17	Uses technology and media to deepen learning.	2: Meets
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets

Section IV: Assessments

The instructional materials regularly assesses whether students are mastering standards-based content and skills:

Metric	Description	Score
20	Demonstrates grade-level CCSS (content and Mathematical Practices) and are rigorous.	2: Meets
21	Available in digital/non-digital formats and are accessible to all students.	2: Meets
22	Includes rubrics and proficiency criteria.	2: Meets
23	Uses varied modes which must include selected, constructed, extended response items, self-assessments and performances tasks to provide teachers with a range of formative and summative data to inform instruction.	2: Meets

Reviewer Comments

Section I: Alignment to the CCSS Mathematical Content

The instructional materials reflect evidence of key shifts that are reflected in the CCSS:

Metric	Description	Score	Comments
1	FOCUS: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.	4: Meets all Criteria	70% of the lessons are a major emphasis of the grade. The Table of Contents labels each lesson as Major Emphasis or Supporting/Additional Emphasis. Each lesson states both lesson objectives as well as the CCSS focus. Extensive work on grade level problems, around critical areas, is provided for all student performance levels. There is a Differentiated Instruction page in the Teacher Resource Book for each lesson.
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	4: Meets all Criteria	Learning progressions are clearly labeled at the beginning of each unit and as a narrative in each lesson. This supports connecting concepts to prior knowledge from earlier grade levels. Domains and clusters are connected naturally within lessons but are not explicitly stated in the teacher's guide.
3	APPLICATION: Provides opportunities for students to independently apply mathematical concepts in real-world situations.	4: Meets all Criteria	Problem solving questions are focused on real-world applications, stress the major works of the grade, and include both single- and multi-step problems. Language support is provided as needed in the form of unit/lesson vocabulary (word banks, sentence frames, family letters and ELL Support narratives in lessons).
4	CONCEPTUAL UNDERSTANDING: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.	4: Meets all Criteria	Deep conceptual understanding is built through a variety of models, strategies, and modes of learning. A variety of cognitive rigor levels is found in questions including in the Mathematical Discourse suggestions, student practice pages, and performance tasks.
5	PROCEDURAL SKILL AND FLUENCY: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and	4: Meets all Criteria	Lessons are designed with the gradual release model to support procedural skill development. Supports are also provided in the Differentiated Instruction page of each lesson, Practice and

	mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.		Problem Solving book, and ELL supports. Lesson titles communicate to teachers which lessons have a focus on procedural skills, fluency or conceptual understanding (when lessons start with the word "Understand"). There is a logical progression using strategies to build conceptual understanding before practicing for fluency (found in fluency practice sheets, iPad app Door 24)
--	--	--	--

Section II: Alignment to the CCSS Mathematical Practices

The instructional materials identify and utilize the Standards for Mathematical Practice (MP):

Metric	Description	Score	Comments
6	The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.	4 Meets all Criteria	Throughout the program, mathematical practices are explicit, central to the lessons, and connected to the content. Every lesson lists all mathematical practices and includes a narrative (labeled SMP Tip) that is specific to the lesson content and explains the role of mathematical practices in that lesson.
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) 	4 Meets all Criteria	Lessons include quality problem solving and a variety of thought-provoking tasks and question types that students have to persevere to solve. Evidence that activities use and encourage precise and accurate mathematics, academic language, terminology and concrete or abstract representations can be found in the variety of strategies and models taught (accurate mathematics and concrete or abstract representations) and vocabulary development (Teacher Resource Book and Student Instruction).
8	Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)	4 Meets all Criteria	The materials provide purposeful, frequent, and high-quality opportunities to reason abstractly and quantitatively, to construct viable arguments, and to critique the reasoning of others (an example would be "Do you think the answer was wrong or right and why?").
9	Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)	4 Meets all Criteria	Strategic use of concrete or abstract representations are not only encouraged but modeled and taught. Evidence of this can be found in the Model It component of the Guided Instruction part of each lesson and Practice and Problem Solving books. Throughout the lessons students are given multiple opportunities to select or choose appropriate tools when needed.

10	Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)	4: Meets all Criteria	Students are expected to look for and make use of structure. An example of this is seen in fluency practice pages when students notice patterns in the structure of problems to make generalizations. The conceptual development in the lesson supports discovery of patterns in the fluency practice pages. The gradual release model allows for rich classroom discussions around structure and regularity in repeated reasoning.
----	---	-----------------------	---

Section III(A): Instructional Supports

The teacher materials are responsive to varied teacher needs:

Metric	Description	Score	Overall Comments (#11-15)
11	Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.	2: Meets	Detailed narratives provide professional development for teachers (ELL support, implementation of mathematical practice standards, Mathematical Discourse, learning progressions, gradual release model, and error alerts).
12	Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.	2: Meets	
13	Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).	2: Meets	
14	Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.	2: Meets	
15	Teacher materials are organized and easy to use.	2: Meets	

Section III(B): Instructional Supports			
<i>The materials are responsive to varied student learning needs:</i>			
Metric	Description	Score	Overall Comments (#16-19)
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets	Materials use technology to deepen learning and aid in differentiation. The i-Ready diagnostic tool helps teachers meet all student needs through personalized learning and intervention. Other resources that support differentiation are the Interactive Tutorial and Differentiated Instruction page in the Teacher Resource Book.
17	Uses technology and media to deepen learning.	2: Meets	
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets	
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets	

Section IV: Assessments

The instructional materials regularly assesses whether students are mastering standards-based content and skills:

Metric	Description	Score	Overall Comments (#20-23)
20	Demonstrate grade-level CCSS (content and Mathematical Practices) and are rigorous.	2: Meets	Materials provide multiple modes of formative and summative assessments that serve to directly inform instruction. Assessments include a digital diagnostic screener, paper lesson quizzes, end of unit assessments, performance tasks, and individual digital standard mastery assessments.
21	Available in digital/non-digital formats and are accessible to all students.	2: Meets	
22	Includes rubrics and proficiency criteria.	2: Meets	
23	Uses varied modes which must include selected, constructed, extended response items, self-assessments and performances tasks to provide teachers with a range of formative and summative data to inform instruction.	2: Meets	

Oregon Instructional Material Review Summary

Publisher:	Curriculum Associates LLC
Title:	Ready Common Core Mathematics
Publishing Date:	2014
Grade Band:	3-5
Review Date:	July 2015

Overall Ratings

Part 1: Key Criteria			
	Requirement Met?		
Legal Requirements	MEETS		
Section I: Alignment to the CCSS Mathematical Content	YES	100%	
Section II: Alignment to the CCSS Mathematical Practices	YES	100%	
Section III(B): Instructional Supports: The materials are responsive to varied <i>student learning</i> needs	YES	100%	

Part 2: Additional Criteria			
	Requirement Met?		
Section III(A): Instructional Supports: The teacher materials are responsive to varied <i>teacher</i> needs	YES	100%	
Section IV: Assessments	YES	100%	

Overall Rating	
MEETS	

Scoring Summary**Section I: Alignment to the CCSS Mathematical Content**

Metric	Description	Score
1	FOCUS: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.	4: Meets all Criteria
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	4: Meets all Criteria
3	APPLICATION: Provides opportunities for students to independently apply mathematical concepts in real-world situations.	4: Meets all Criteria
4	CONCEPTUAL UNDERSTANDING: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.	4: Meets all Criteria
5	PROCEDURAL SKILL AND FLUENCY: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	4: Meets all Criteria

Section II: Alignment to the CCSS Mathematical Practices

Metric	Description	Score
6	The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.	4: Meets all Criteria
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) 	4: Meets all Criteria
8	Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)	4: Meets all Criteria
9	Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)	4: Meets all Criteria
10	Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)	4: Meets all Criteria

Section III(A): Instructional Supports***The teacher materials are responsive to varied teacher needs:***

Metric	Description	Score
11	Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.	2: Meets
12	Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.	2: Meets
13	Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).	2: Meets
14	Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.	2: Meets
15	Teacher materials are organized and easy to use.	2: Meets

Section III(B): Instructional Supports***The materials are responsive to varied student learning needs:***

Metric	Description	Score
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets
17	Uses technology and media to deepen learning.	2: Meets
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets

Section IV: Assessments		
<i>The instructional materials regularly assesses whether students are mastering standards-based content and skills:</i>		
Metric	Description	Score
20	Demonstrates grade-level CCSS (content and Mathematical Practices) and are rigorous.	2: Meets
21	Available in digital/non-digital formats and are accessible to all students.	2: Meets
22	Includes rubrics and proficiency criteria.	2: Meets
23	Uses varied modes which must include selected, constructed, extended response items, self-assessments and performances tasks to provide teachers with a range of formative and summative data to inform instruction.	2: Meets

Reviewer Comments

Section I: Alignment to the CCSS Mathematical Content

The instructional materials reflect evidence of key shifts that are reflected in the CCSS:

Metric	Description	Score	Comments
1	FOCUS: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.	4: Meets all Criteria	The Table of Contents clearly identifies how the program focuses the Major Work and supporting work of the grade. Materials give support to high and low-performing students in grade level content such as ELL support, concept extensions, remediation, and challenge activities. Each unit begins with a graphic, which describes the lessons of the unit. The student books begin with review of the previous lesson.
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	4: Meets all Criteria	Materials are consistent with the learning progressions of the standards. Learning objectives and language objectives (found in 2016 materials) are listed in each lesson. Content progression is present in the unit and lessons. Each unit begins with a graphic describing the lessons of the unit, what the students are building upon, and which lessons students are preparing for. Prerequisite skills are listed for each lesson.
3	APPLICATION: Provides opportunities for students to independently apply mathematical concepts in real-world situations.	4: Meets all Criteria	The materials provide extensive opportunities to independently apply mathematical concepts. There are quality real-world connections in the Teacher's Guide and Parent Letters. Multiple opportunities are provided each week for students to engage in multi-step problems of varying Depths of Knowledge (DOK). Materials include language supports for ELL students.
4	CONCEPTUAL UNDERSTANDING: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.	4: Meets all Criteria	The materials develop understanding through conceptual problems. The materials set explicit expectations for understanding through the use of the family letter, Explore It, and guided instruction each week. High quality questions can be found in the Mathematical Discourse in the Teacher Resource Book and the Pair-Share section in the Student Book.
5	PROCEDURAL SKILL AND FLUENCY: Expects,	4: Meets all	Materials support progress toward fluency and procedural skill

	<p>supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</p>	<p>Criteria</p>	<p>for individual student needs through iReady instruction. Additional fluency practice is available through the Door 24 iPad app. Fluency fact pages are available in the Practice and Problem solving book. Suggestion: Embed weekly fluency practice in each lesson for schools and students with limited or no access to technology.</p>
--	--	-----------------	--

Section II: Alignment to the CCSS Mathematical Practices

The instructional materials identify and utilize the Standards for Mathematical Practice (MP):

Metric	Description	Score	Comments
6	The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.	4: Meets all Criteria	The mathematical practices are explicit and central to the lessons and explained in the Teacher Resource Book. Standards for Mathematic Practices (SMP) Tips are listed at the beginning of each lesson. The iReady component provides multiple points of access to math practices during the year. The specific math practices are listed at the beginning of each lesson. The DOK chart (located in the Teacher Resource Book) naturally increases the rigor of math practices. Practice standards are explained at the beginning of the Teacher Resource Book.
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) 	4: Meets all Criteria	Materials include opportunities for students to engage in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. Examples include the Find Out More, Reflect, and Explore It sections. Materials relate models to more abstract understanding.
8	Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)	4: Meets all Criteria	This resource provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. This is supported by the DOK chart in Teacher's Guide. There are many opportunities to explain understanding and make connections between models and algorithms.
9	Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models,	4: Meets all Criteria	Materials encourage the strategic use of concrete or abstract representations. There are numerous opportunities for students to demonstrate how to solve problems (students choose model/tools). This resource connects a variety of models in each

	technology-based tools) in the discipline. (MP.4 & MP.5)		lesson and the Practice/Problem Solving book. The family letter provides models and solid examples.
10	Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)	4: Meets all Criteria	Materials effectively connect learning to prior knowledge. An example is found in the Gr. 4, Lesson 16 Connect It section. The structure of the lessons move from concrete guided instruction to abstract independent thinking by looking for patterns and structures of problems. The materials guide students to connect patterns in solving problems in different ways.

Section III(A): Instructional Supports

The teacher materials are responsive to varied teacher needs:

Metric	Description	Score	Overall Comments (#11-15)
11	Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.	2: Meets	The teacher materials are responsive to varied teacher needs. Materials are very organized. New online materials use color to enhance user navigation. The Teacher Resource Book includes a Learning Progression section. There are multiple representations such as models, "Study Buddy" Pair-Share, and explain understanding.
12	Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.	2: Meets	
13	Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).	2: Meets	
14	Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.	2: Meets	
15	Teacher materials are organized and easy to use.	2: Meets	

Section III(B): Instructional Supports

The materials are responsive to varied student learning needs:

Metric	Description	Score	Overall Comments (#16-19)
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets	The program clearly demonstrates gradual removal of supports. A suggested improvement is that the materials are made available in Spanish to improve access for dual language programs. This program has strong technology components (iReady and Door 24 Plus iPad app). The technology excels in meeting individual needs of students. Students can choose their own multicultural buddies on iReady. There is a strong scaffolding component in iReady. Differentiated learning centers are well established.
17	Uses technology and media to deepen learning.	2: Meets	
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets	
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets	

Section IV: Assessments***The instructional materials regularly assesses whether students are mastering standards-based content and skills:***

Metric	Description	Score	Overall Comments (#20-23)
20	Demonstrate grade-level CCSS (content and Mathematical Practices) and are rigorous.	2: Meets	The program includes varied modes of assessment including a student Self-Check at the beginning of each unit. The iReady student profile provides extensive detailed data for each student and provides resources for differentiation. Rubrics in the Teacher Resource Book correspond to Common Core Performance Task. Spanish versions are recommended for greater student access.
21	Available in digital/non-digital formats and are accessible to all students.	2: Meets	
22	Includes rubrics and proficiency criteria.	2: Meets	
23	Uses varied modes which must include selected, constructed, extended response items, self-assessments and performances tasks to provide teachers with a range of formative and summative data to inform instruction.	2: Meets	

Oregon Instructional Material Review Summary

Publisher:	Curriculum Associates LLC
Title:	Ready Common Core Mathematics
Publishing Date:	2014
Grade Band:	6-8
Review Date:	July 2015

Overall Ratings

Part 1: Key Criteria				Requirement Met?	
Legal Requirements				MEETS	
Section I: Alignment to the CCSS Mathematical Content	YES	100%			
Section II: Alignment to the CCSS Mathematical Practices	YES	100%			
Section III(B): Instructional Supports: The materials are responsive to varied <i>student learning</i> needs	YES	100%			
Part 2: Additional Criteria				Requirement Met?	
Section III(A): Instructional Supports: The teacher materials are responsive to varied <i>teacher</i> needs	YES	100%			
Section IV: Assessments	YES	100%			
Overall Rating				MEETS	

Section III(A): Instructional Supports		
<i>The teacher materials are responsive to varied teacher needs:</i>		
Metric	Description	Score
11	Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.	2: Meets
12	Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.	2: Meets
13	Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).	2: Meets
14	Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.	2: Meets
15	Teacher materials are organized and easy to use.	2: Meets

Section III(B): Instructional Supports		
<i>The materials are responsive to varied student learning needs:</i>		
Metric	Description	Score
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets
17	Uses technology and media to deepen learning.	2: Meets
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets

Reviewer Comments

Section I: Alignment to the CCSS Mathematical Content

The instructional materials reflect evidence of key shifts that are reflected in the CCSS:

Metric	Description	Score	Comments
1	FOCUS: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.	4: Meets all Criteria	By reviewing the table of contents, it is clear that the majority of instructional time is dedicated to the major work of the grade. The supporting work of the grade is taught using topics from the major work of the grade. For example, in grade 7, lesson 22, the student instruction book presents a lesson on scale drawings. Scale drawings are included in the supporting work of grade 7 and are taught using ratios and proportional relationships which is a major cluster. It also uses multiplication of fractions and decimals which are a part of the major work of the grade. Review of material from earlier grades is clearly referenced in the teacher edition and the learning progression listed there shows the current grade-level topic as well as linking topics from previous grades and subsequent grade levels to show where that learning progression started and where it is going next.
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	4: Meets all Criteria	The learning objectives in the lessons are clearly shaped by the CCSSM cluster headings. They are found in the teacher edition at the beginning of each lesson. The student materials explicitly link on grade-level topics to previous learning. For example, in grade 7, lesson 6, pg 44 of the student instruction book, students are asked to access prior knowledge about multiplying and dividing integers as they learn how to multiply and divide rational numbers.
3	APPLICATION: Provides opportunities for students to independently apply mathematical concepts in real-world situations.	4: Meets all Criteria	Looking at online and print materials, there are different ethnicities and cultures represented. The tasks for students are engaging and are developmentally appropriate for each grade level. The cultural diversity is much more evident within the

Section II: Alignment to the CCSS Mathematical Practices

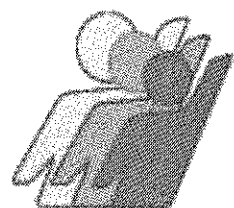
The instructional materials identify and utilize the Standards for Mathematical Practice (MP):

Metric	Description	Score	Comments
6	The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.	4: Meets all Criteria	The mathematical practices are imbedded throughout the instructional materials as well as specifically cited in the teacher materials as "SMP tips" for each lesson.
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) 	4: Meets all Criteria	Each lesson begins with a relevant question or problem that guides instruction. On page 129 in the 8 th grade student instruction book, students are asked to use precise language in their explanation of how to manipulate equations to fit certain criteria.
8	Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)	4: Meets all Criteria	Explaining thinking is prevalent throughout the curriculum. Critiquing others' work meets the standard but could be improved upon by providing more opportunities. An example of critiquing work is the grade 7 student instruction book, page 124.
9	Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)	4: Meets all Criteria	There is evidence of problems in the student materials that pose a question without giving specific scaffolding instructing them which tool(s) to use.
10	Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)	4: Meets all Criteria	The lesson flow in the student instruction book guides them through looking at a topic in different ways. For example in grade 6 page 92, students reason about multiplication of decimals using various representations to find patterns.

Section III(B): Instructional Supports

The materials are responsive to varied student learning needs:

Metric	Description	Score	Overall Comments (#16-19)
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets	The teacher materials have a strong emphasis on differentiation for sub-groups of learners. For example, the teacher edition has a section in each lesson titled ELL Support. Another section of the teacher's edition is dedicated to Remediation and Assessment and contains suggestions to help teachers remediate when students exhibit certain common errors. This section suggests specific activities to do with struggling students and then refers teachers to where they can find additional instructional materials targeted to that concept. At the end of each lesson there is an intervention activity, a challenge activity, and an on-level activity. Ways to use the technology component of the curriculum are referred to throughout the lesson. Also included in the curriculum is an extensive, technology-based diagnostic tool that provides item analysis as well as individualized remedial support for students.
17	Uses technology and media to deepen learning.	2: Meets	
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets	
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets	



Springfield
Public Schools

Curriculum Associates®

IMET Tool

Curriculum Name: Ready® Mathematics with Teacher Toolbox and i-Ready® Diagnostic & Instruction Date Reviewed: January 2017
Curriculum Publisher: Curriculum Associates, LLC Grade level/Course: K–8 Mathematics

LEGEND: SE = student edition, TRB = *Teacher Resource Book*, PPS = *Practice and Problem Solving*

Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
Content Element: Application	
Engages students in open-ended application scenarios to promote patient problem-solving/disequilibrium	K – 8: The <i>Ready</i> Think-Share-Compare routine, presented in lesson 0 on the <i>Teacher Toolbox</i> , establishes classroom behaviors that promote mathematical discourse and guides students to construct viable arguments and critique the reasoning of others. Students construct arguments as they engage in partner talk and whole-class discussions comparing models and strategies used by

	<p>others, as well as the multiple approaches presented in <i>Ready</i>. Teachers use this routine throughout the <i>Ready</i> lessons. For evidence, see Lesson 0 in the online <i>Teacher Toolbox</i> for each grade.</p>
<p>Application scenarios occur throughout lesson rather than only at end</p>	<p><i>Ready Mathematics</i> is designed so students and teachers spend a significant amount of time working with engaging applications. The Introduction and Modeled and Guided Instruction sections of each lesson teach through pedagogically appropriate applications. The intention is for these to be taught using the Think-Share-Compare routine introduced in Lesson 0 on the <i>Teacher Toolbox</i>. The Guided Practice and Independent Practice sections also provide sufficient time working on engaging applications. Application problems occur throughout <i>Ready</i> to give students concrete contexts in which to better understand mathematical concepts. See any lesson for engaging applications.</p> <p>In addition, some standards call for specific application. For example, see:</p> <ul style="list-style-type: none"> — Kindergarten: <i>Ready Mathematics</i> TRB lessons 15 and 17 — Grade 1: <i>Ready Mathematics</i> lessons 3, 5, and 15 — Grade 2: <i>Ready Mathematics</i> lessons 2, 6, 9, and unit 2 Math in Action lesson. — Grade 3: For applications related to 3.OA.A.3, see lesson 11 and the unit 3 Math in Action lesson — Grade 4: For applications related to 4.OA.A.3 see lessons 9 and 10 and unit 2 Math in Action lesson and unit 3 Math in Action lesson — Grade 5: For applications related to 5.NF.B.6 see lesson 16, unit 2 Math in Action lesson, and unit 3 Math in Action lesson — Grade 6: For applications connected to 6.RP.A.3, see lessons 3–5; for 6.NS.A.1, see lessons 6 and 7; for 6.EE.B.7, see lesson 19; for 6.EE.C.9, see lesson 21 — Grade 7: For applications related to 7.RP.A, see lessons 9–13; for 7.NS.A.3, see lesson 8; for 7.EE.B.3, see lessons 8, 16, and 17 — Grade 8: For applications related to 8.EE.C.8c and 8.F.B see lesson 17, (SE pp. 148–155 and TRB pp. 163–170); for 8.EE.C.8c and lessons 9 and 10 (SE pp. 74–95 and TRB pp. 82–103) for applications related to 8.F.B <p>K – 8: Rigorous questions, including Talk About It/Connect It questions that require higher-order thinking, occur throughout <i>Ready</i> and require students to interpret problems and analyze solution strategies. These questions allow teachers to evaluate students’ reasoning and understanding. For</p>

	<p>example, see:</p> <ul style="list-style-type: none"> — Kindergarten: Lesson 10 p. 60 Talk About It and lesson 3 TRB p. 18 – Step by Step and Concept Extension — Grade 1: Lesson 10 p. 63, lesson 19 p. 126, and lesson 24 p. 159 — Grade 2: Lesson 4 p.28, lesson 8 pp. 73 #5, lesson 10, p. 94, lesson 18 p. 174 — Grade 3: Lesson 2 p. 8 Concept Extension and lesson 18, p. 190 Step by Step — Grade 4: Lesson 6 p. 54 Concept Extension and lesson 15, p. 164 Step by Step — Grade 5: Lesson 10 p.97 Concept Extension and lesson 24 p. 246 Step by Step — Grade 6: Connect It, <i>Ready Mathematics</i> SE p. 182, #23 (TRB p. 196) and SE pp. 172–173 (TRB pp. 186–187) — Grade 7: Connect It, <i>Ready Mathematics</i> SE p. 12, (TRB p. 16) and SE p. 184 (TRB p. 197) — Grade 8: Connect It, <i>Ready Mathematics</i> SE pp. 62–63 (TRB pp. 69–70), SE 100–109 (TRB pp. 112–119), SE pp. 114–115 (TRB pp. 126–127)
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, unit/Module/Chapter Name, Lesson number and or page number as appropriate.
Content Element: Conceptual Development	
Develops procedural knowledge and fluency after conceptual understanding has been developed	<p>K – 2: <i>Ready</i> materials are designed so students attain fluencies and procedural skills required by the standards. Computational fluency and fact fluency are both addressed throughout the <i>Ready</i> program:</p> <ul style="list-style-type: none"> — In Kindergarten, students are expected to fluently add and subtract within 5. In unit 1, they relate counting to the relationship between numbers and quantities through comparing and composing and decomposing numbers. They expand that understanding to addition and subtraction concepts. These skills are practiced throughout <i>Ready</i> to develop fluency. See lesson 6 (p. 35), lesson 8 (p. 47), lesson 10 (p. 59), and lesson 13 (p. 77), as well as lessons 14–17 and lesson 20. — In grade 1, students are expected to fluently add and subtract within 10. In unit 1 they relate number pairs to addition and subtraction and develop conceptual understanding of

	<p>subtraction as an unknown addend. These skills are practiced throughout <i>Ready</i> to develop fluency. See lesson 4 (p. 24), lesson 6 (pp. 40–41), lesson 7 (pp. 44–45), lesson 9 (pp. 56–59), and lesson 11, (pp. 66a–72).</p> <ul style="list-style-type: none"> — In grade 2, students are expected to fluently add whole numbers within 100. In unit 1, they develop mental math skills with numbers to 20. These skills are practiced and applied to numbers within 100 in unit 2, and with measurement topics in unit 3 to develop fluency. See lesson 3 (pp. 20–21), lesson 7 (pp. 64–65), lesson 9 (pp. 84–85), lesson 15, (p. 135), lesson 21, (pp. 192–193), and lesson 25 (pp. 230–231). <p>3 – 5: Throughout <i>Ready</i>, students engage in an appropriate balance of the three aspects of rigor: 1) conceptual understanding, 2) procedural skill and fluency, and 3) application. Some examples that illustrate where two or more of the aspects of rigor are treated together include:</p> <ul style="list-style-type: none"> — Grade 3: In lessons 15 and 16 (pp. 162–173), students first build conceptual understanding of equivalent fractions and then apply what they have learned to find equivalent fractions in lesson 17 (pp. 174–185) and compare fractions in lesson 18 and 19 (pp. 186–199). — Grade 4: In lesson 5, students first build conceptual understanding of multiplication (pp. 46–51) and apply what they have learned to multiply whole numbers in lesson 11 (pp. 112–121). — Grade 5: In lesson 1, students first build conceptual understanding of place value to the hundredths (pp. 2–7) and apply what they have learned to read and write decimals in lesson 3 (pp. 14–23) and compare and round decimals in lesson 4 (pp. 24–33). <p>6 – 8: Standards that explicitly call for understanding are addressed in <i>Ready</i> lessons with titles that begin with the word “Understanding.” See the Table of Contents of any <i>Teacher Resource Book</i>. Throughout the lessons, conceptual understanding is developed in the Guided Instruction, Connect It, and Interim Assessment questions.</p> <ul style="list-style-type: none"> — Grade 6: SE p. 56 (TRB p. 63), SE p. 177 (TRB p. 189) — Grade 7: SE p. 57 (TRB p. 63), SE pp. 182–185 (TRB pp. 195–198) — Grade 8: SE pp. 70–73 (TRB pp. 77–81), SE pp. 100–109 (TRB pp. 112–119), SE pp. 114–115 (TRB pp. 126–127), SE pp. 142–143 (TRB pp. 158–159)
--	--

Leads students to connect previous topics to current learning, including why topic will be learned	<p>2 – 8: The introduction sections of most lessons, particularly in grades 2-8, help students make connections to previously learned concepts and skills. Sometimes, these topics connect to concepts or skills from previous grades to strengthen connections students make to the grade-level content. In addition, teachers also have access to materials from earlier grades on the online <i>Teacher Toolbox</i> to support them in evaluating and reteaching prerequisite skills.</p> <p>For example, see grade 4 lesson 15, which connects what students know about adding and subtraction whole numbers to what they are about to learn about adding and subtraction fractions.</p>
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
Content Element: Fluency	
Ample opportunities and strategies available to build fact fluency and procedural fluency	<p>K – 2: Materials are designed so students attain fluencies and procedural skills required by the standards. Computational fluency and fact fluency are both addressed throughout the <i>Ready</i> program:</p> <ul style="list-style-type: none"> — In Kindergarten, students are expected to fluently add and subtract within 5. Unit 1 relates counting to the relationship between numbers and quantities through comparing and composing and decomposing numbers. They expand understanding to addition and subtraction concepts. These skills are practiced throughout <i>Ready</i> to develop fluency. See lesson 6 (p. 35), lesson 8 (p. 47), lesson 10 (p. 59), and lesson 13 (p. 77), as well as lessons 14–17 and lesson 20. — In grade 1, students are expected to fluently add and subtract within 10. Unit 1 relates number pairs to addition and subtraction and develops conceptual understanding of subtraction as an unknown addend. These skills are practiced throughout <i>Ready</i> to develop fluency. See lesson 4 (p. 24), lesson 6 (pp. 40–41), lesson 7 (pp. 44–45), lesson 9 (pp. 56–59),

and lesson 11, (pp. 66a–72).

- In grade 2, students are expected to fluently add whole numbers within 100. Unit 1 develops mental math skills with numbers to 20. These skills are practiced and applied to numbers within 100 in unit 2 and with measurement topics in unit 3 to develop fluency. See lesson 3 (pp. 20–21), lesson 7 (pp. 64–65), lesson 9 (pp. 84–85), lesson 15, (p. 135), lesson 21, (pp. 192–193), and lesson 25 (pp. 230–231).
- Every *Practice and Problem Solving* section includes fluency practice in the back of the book (also found in the last row of the online *Teacher Toolbox*). Fluency Practice always includes patterns and regularity with repeated reasoning to build number sense. (See SMP 7 and SMP 8). For example, see any Repeated Reasoning fluency practice in *Practice and Problem Solving*.

Within *Practice and Problem Solving*: Six to twelve pages of lesson practice are provided for each lesson, depending upon the number of lesson sections. There are two pages of practice for each instructional section of a lesson and the Guided Practice section. There is also additional fluency practice in the back of *Practice and Problem Solving*. This practice includes pages with a focus on repeated reasoning to strengthen number sense and computational fluency.

In addition, cumulative unit practice and games provide additional opportunities for students to apply what they have learned. For *Ready Instruction* examples, see:

- Grade K: TRB lesson 13 (pp. 73–78)
- Grade 1: TRB lesson 9 (pp. 54–59)
- Grade 2: TRB lesson 11 (pp. 96–103)

For *Practice and Problem Solving*, see:

- Grade K: Lesson 13 (pp. 107–112), unit 3 (pp. 113–115), and Fluency Practice (pp. 285, 301, 308)
- Grade 1: Lesson 9 (pp. 75–80), unit 2 (pp. 97–103), and Fluency Practice (pp. 329, 343, 349)
- Grade 2: Lesson 11 (pp. 111–116), unit 2 (pp. 155–168), and Fluency Practice (pp. 307, 329, 334)

3 – 8: Materials are designed so students attain fluencies and procedural skills required by the

standards. Computational fluency and fact fluency are both addressed throughout the *Ready* program. In addition to procedural problems and exercises in *Ready Instruction*, the *Practice and Problem Solving* book contains six to ten pages of practice, including procedural practice. *Practice and Problem Solving* also includes numerous opportunities for fluency practice, including practice with repeated reasoning. (This is found in the back of the PPS book and in the last row of the *Teacher Toolbox* in the PPS column.)

Practice and Problem Solving includes fluency practice in the back of the book (also found in the last row of the online *Teacher Toolbox*). Fluency Practice always includes practice where students use patterns and regularity with repeated reasoning to build number sense (SMP 7 and SMP 8). For example, see any Repeated Reasoning fluency practice in *Practice and Problem Solving*.

- In grade 3, students are expected to fluently add and subtract within 1,000 using various strategies, including the standard algorithm. Students also are expected to multiply and divide within 100 using inverse operation relationships and properties of operations. By the end of grade 3, students are expected to know their multiplication facts up to 9×9 by memory. See lesson 2 (pp. 10–15), lesson 3 (pp. 22–25), lesson 6 (pp. 44–47), lesson 9 (pp. 82–87), lesson 10 (pp. 94–95), lesson 12 (pp. 126–129), and lesson 13 (pp. 136–139).
- In grade 4, students are expected to fluently add and subtract multi-digit whole numbers using the standard algorithm. Students are also expected to continue developing multiplication and division fluency skills through conceptual practice with various computational strategies and models based on place value understanding and properties of operations. See lesson 3 (pp. 18–21), lesson 10 (pp. 94–95), lesson 11 (pp. 114–117), lesson 12 (pp. 124–127), lesson 23 (pp. 242–245), lesson 24 (pp. 252–255).
- In grade 5, students are expected to fluently multiply multi-digit whole numbers using the standard algorithm. See lesson 5 (pp. 36–37).
- In grade 6, students are expected to fluently divide multi-digit numbers using the standard algorithm and perform operations with multi-digit decimals using the standard algorithm. Unit 2 develops conceptual understanding of division with fractions to divide fractions and then begins work with decimals. These skills are practiced throughout *Ready* to help students develop fluency. In addition, the Fluency Practice in the *Practice and Problem Solving* book provides procedural problems with a particularly emphasis on fluency standards. See *Practice and Problem Solving SE* (pp. 352–390), particularly pp. 359–376.

	<ul style="list-style-type: none"> — In grade 7, students are expected to fluently solve equations of the form $px + q = r$ and $p(x + q) = r$. Students begin this work with $px + q = r$ in earlier grades and connect it to $p(x + q) = r$ in lesson 16. These equation-solving skills are practiced throughout <i>Ready</i> to help students develop fluency. In addition, the Fluency Practice in the <i>Practice and Problem Solving</i> book provides procedural problems with a particularly emphasis on fluency standards. See <i>Practice and Problem Solving</i> SE (pp. 370–409), particularly pp. 394–403. — In grade 8, students are expected to fluently solve linear equations. Students build on equation solving from earlier grades and in grade 8 focus heavily on becoming efficient and flexible with all types of equation solving. See, for example, lessons 8–17. These skills are then practiced further in units 4 and 5. In addition, the Fluency Practice in the <i>Practice and Problem Solving</i> book provides procedural problems with a particularly emphasis on fluency standards. See <i>Practice and Problem Solving</i> SE (pp. 336 – 374), particularly pp. 360–374.
Spiral review of previous skills and ample resources for extra practice	<p>Students gain repeated exposure to foundational math facts via spiral review. The introduction of each lesson connects to previous learning and reviews key skills students will use in the new lesson. In addition, the first two pages of practice in each lesson of the <i>Practice and Problem Solving</i> book provides review of previous concepts and skills.</p> <p>The <i>Teacher Resource Book</i> contains progression charts at the beginning of each unit that show lessons from previous grades or parts of the on-level book that can be reviewed in support of the upcoming lesson. Because teachers have access to all K-8 materials on the <i>Teacher Toolbox</i>, they can easily access materials targeted specifically to the upcoming lesson, or review previously learned concepts and skills.</p>
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
Differentiation	

ELL/ELD

Throughout *Ready*, teachers are expected to use the Think-Share-Compare instructional routine introduced in Lesson 0 on the *Teacher Toolbox*. This routine begins with strategies to help students understand the problem, clarify language, and put the objectives of the problem in their own words. Later, students use pictures and oral communication to make connections between various representations and strategies. These conversations support ELL students by providing multiple entry points and communication methods to use to explain their thinking.

Some additional grade-band specific support is noted below.

K – 5: The language of *Ready* is presented in a student-friendly yet precise way to make accurate language accessible for students. The use of visual representations throughout the program supports ELLs and emerging readers. Students are encouraged to answer discourse questions, Talk About It questions, and other content questions orally and in written form—in an age-appropriate way—as they develop English, academic, and mathematical language skills.

ELL Support notes appear throughout the *Teacher Resource Book*. Suggestions include ways to address specific vocabulary that may be challenging or confusing for ELL students, as well as pedagogical tips for increasing comprehension. Also included is helpful advice for teachers to minimize language-related obstacles to participation in the social/interpersonal aspects of mathematical communication. Many of these supports can be helpful to other special populations as well, such as emerging readers. For examples, see:

- Grade K: TRB lesson 2 (p. 10), lesson 12 (p. 69), and lesson 14 (p. 83)
- Grade 1: TRB lesson 3 (p. 16), lesson 16 (p. 103), and lesson 20 (p. 133)
- Grade 2: TRB lesson 4 (p. 26), lesson 6 (p. 40), lesson 8 (p. 74), and lesson 14 (p. 125)
- Grade 3: TRB lesson 1 (p. 3), lesson 5 (p. 36), lesson 9 (p. 86), and lesson 26 (p. 273)
- Grade 4: TRB lesson 9 (p. 87), lesson 14 (pp. 150 and 155), and lesson 18 (p. 186)
- Grade 5: TRB lesson 15 (p. 137), and unit 2 Math in Action lesson, (p. 168)

Notes in the *Teacher Resource Book* for English Language Learners include examples that encourage teachers to integrate a student's native language and culture to make connections and facilitate learning. For example, see:

- Grade 3: TRB lesson 13 (p. 135) (Real-World Connection)

	<ul style="list-style-type: none"> — Grade 4: TRB lesson 24 (p. 254), lesson 25 (p. 260), and unit 6 Math in Action (p. 366) (Real-World Connection) — Grade 5: TRB lesson 30 (p. 301) (Real-World Connection) and TRB lesson 21 (p. 213) (ELL Note) <p>6 – 8: The language of <i>Ready Instruction</i> is presented in a student-friendly, yet precise, way that makes accurate language accessible for students. The use of visual representations throughout the program further supports ELLs and emerging readers. In the SE, Modeled Instruction almost always includes a visual representation of the problem to help support ELL students. Students can answer Mathematical Discourse questions and Connect It questions verbally and in their own words, as they develop English, academic, and mathematical language skills. In the TRB, ELL notes and Visual Models occur frequently and help teachers provide meaningful ways to explain concepts and vocabulary, particularly to ELLs.</p> <ul style="list-style-type: none"> — Grade 6: ELL Support occurs in each lesson, for example, see TRB (pp. 5, 13, 139). Visual Model connections occur throughout the TRB and support ELLs and students who struggle with language. For example, see TRB (pp. 43, 60, 173). — Grade 7: For an example of ELL Support in each lesson, see TRB (p. 86). Visual Model connections occur throughout the TRB and support ELLs and students who struggle with language, see TRB (p. 169). — Grade 8: For an example of ELL Support in each lesson, see TRB (pp. 58, 75, 112). Visual Model connections occur throughout the TRB and support ELLs and students who struggle with language, see TRB (pp. 25, 116).
Struggling learners and intervention/ re-teach (Tier II)	<p>K – 5: <i>Ready</i> identifies common student errors and misconceptions for teachers in numerous places within the <i>Teacher Resource Book</i> and within the lesson quizzes.</p> <p>Example 1: Error Alerts and Common Misconceptions appear throughout the TRB. These notes explain common errors or misconceptions, the incorrect answer it might produce, and explanations to help students avoid these errors in the future. See the following <i>Teacher Resource Book</i> pages for examples:</p> <ul style="list-style-type: none"> — Grade K: TRB lesson 14 (p. 83) and lesson 20 (p. 120)

- Grade 1: TRB lesson 7 (p. 47) and lesson 18 (p. 119)
- Grade 2: TRB lesson 7 (p. 63) and lesson 8 (p. 75 and p. 107)
- Grade 3: TRB lesson 1 (p. 4), lesson 2 (p. 14), lesson 24 (p. 255), and lesson 30 (p. 313)
- Grade 4: TRB lesson 7 (p. 69), lesson 11 (p. 115), lesson 13 (p. 146), and lesson 18 (p. 188)
- Grade 5: TRB lesson 1 (p. 4), lesson 2 (p. 10), lesson 12 (p. 115), and lesson 14 (p. 131)

Example 2: Quick Check and Remediation appears at the end of almost every lesson in the *Teacher Resource Book*. A Quick Check question is provided to monitor understanding of the lesson content.

Possible incorrect answers are provided, with information about what students likely did, followed by a suggestion for helping address the error or misunderstanding. Another question is then provided to assess understanding after remediation. This assessment can be used to determine which students may benefit from reviewing a prerequisite skill or doing an Intervention Activity, reteaching the concept through a hands-on activity, or extending the concept for students that are ready for a greater challenge. All of these resources are available in the *Teacher Resource Book*. For examples, see:

- Grade K: TRB lesson 15 (p. 90b)
- Grade 1: TRB lesson 15 (p. 99b)
- Grade 2: TRB lesson 11 (p. 102)
- Grade 3: TRB lesson 13 (pp. 142–143), lesson 22 (pp. 238–239), lesson 28 (pp. 294–295)
- Grade 4: TRB lesson 6 (pp. 60–61), lesson 9 (pp. 90–91), and lesson 12 (pp. 130–131)
- Grade 5: TRB lesson 6 (pp. 48–49), lesson 10 (pp. 102–103), and lesson 19 (pp. 188–189)

Example 3: The teacher version of each lesson quiz provides a list of common errors and misconceptions that may be exposed by student responses on the lesson quizzes, Mid-Unit Assessments, and Unit Assessments.

These misconceptions appear on the lesson quiz pages at the end of each lesson in the *Teacher Resource Book*. These pages are currently in all digital TRBs on the online *Teacher Toolbox*, and are being added to all printed TRBs. See grade K, lesson 12 (p. 72d) and grade 4, lesson 4 (p. 33c).

Example 4: *i-Ready Standards Mastery* is a digital collection of standards-based questions used to assess mastery of specific standards or collection of standards. When used with *Ready*, teachers in

	<p>grades 2-8 receive an Item Analysis Report. This report provides item-level information for each distractor and incorrect answer to show teachers where students have the greatest gaps toward mastering a given standard.</p> <p>Teachers can view an individual student's responses on the assessment, the correct response for each item, and guidance on interpreting the student's incorrect responses to inform future instruction. The class-level version of this report shows teachers how the students in their class or in an instructional group performed on individual questions of a given assessment.</p> <p>In addition to a summary of performance, this report will also help teachers identify common errors and misconceptions to guide future teaching.</p> <p>6 – 8: Every <i>Ready</i> lesson uses a gradual release model to provide all students the support they need to learn the content and eventually become independent thinkers and learners. See any lesson format, which includes Modeled Instruction, Guided Instruction, Guided Practice, and Independent Practice (Common Core Practice). Resources allowing all levels of students' ways to access on-level questions or problems to express their understanding in an appropriate way for their performance level:</p> <ul style="list-style-type: none"> — Mathematical Discourse questions (TRB, throughout) — Guided Instruction questions (SE, throughout) — Pair/Share questions (SE Guided Practice pages, throughout) — Center Activities — Basic, On-Level, and Challenge options (<i>Teacher Toolbox</i>) — Assessment "Exit Ticket" at the end of each lesson with detailed error analyses and remediation suggestions provided for the teacher <p>Examples of identification and assistance for struggling learners:</p> <ul style="list-style-type: none"> — Grade 6: An example of Exit Ticket examination is at TRB (pp. 77, 149). — Grade 7: An example of Exit Ticket examination is at TRB (pp. 93, 109), and Interim Assessment Performance Task (end of unit, SE and TRB pages). — Grade 8: An example of Exit Ticket examination is at TRB (pp. 120, 136, 162), and Interim Assessment Performance Task (end of unit, SE and TRB pages, SE (p. 50) (TRB pp. 52–53), SE (p. 98) (TRB pp. 106–107), SE (p. 158) (TRB pp. 172–173), SE (p. 238) (TRB pp. 266–267).
--	---

<p>Materials to support pull-out/sheltered SPED instruction (Tier III)</p>	<p>K – 8: <i>i-Ready Instruction</i> is an effective solution to help teachers meet the needs of a range of learners—including those who are struggling (e.g., Title I, Response to Intervention Tiers II and III, and students receiving Special Education services).</p> <p>Based on the results of the <i>i-Ready Diagnostic</i> assessment, <i>i-Ready</i> automatically places students into online instruction customized to student’s placement levels—even if that is well below their chronological grade level.</p> <p><i>i-Ready Instruction</i> provides highly scaffolded, engaging, interactive lessons that allow students to work independently on personalized goals and instructional paths to fill gaps in content knowledge, reinforce on-level skills or provide extensions and challenges for students who may be above grade level for certain topics. Delivery is flexible: pull-out/sheltered instruction, during school, before/after school, in-class, summer school, at home, computer lab, and a host of other settings. We recommend the differentiated online instruction be used for about 45 minutes per week, with more time for students needing the most intervention.</p> <p>Teachers and administrators receive easy-to-manage individual, class and school reports identifying students’ strengths and weaknesses, highlighting what they know and what they are ready to learn to further support teachers in addressing students’ various needs. Reports connect to resources within the <i>Teacher Toolbox</i> and <i>Ready Instruction</i> that are available for more in-depth small group or one-on-one instruction.</p> <ul style="list-style-type: none"> — See <i>i-Ready Diagnostic</i>, lessons, and reports at http://www.curriculumassociates.com/products/iready/diagnostic-instruction.aspx.
<p>Advanced learners/ enrichment</p>	<p>K – 5: Numerous opportunities to differentiate instruction are available to enable teachers to extend concepts for students, as appropriate.</p> <p>Example 1: The <i>Teacher Resource Book</i> provides Concept Extensions in almost every lesson. These provide concepts and activities for students to bring up to extend learning, particularly with students who are ready for an additional challenge. For examples, see:</p> <ul style="list-style-type: none"> — Grade K: TRB lesson 9 (p. 52), lesson 21, (p. 126) — Grade 1: TRB lesson 3 (p. 18) and lesson 7 (p. 46) — Grade 2: TRB lesson 4 (p. 25) and lesson 15 (p. 134)

	<ul style="list-style-type: none"> — Grade 3: TRB lesson 6 (p. 47), lesson 25 (p. 265), and lesson 32 (p. 339) — Grade 4: TRB lesson 7 (p. 67), unit 3 Interim Assessment (p. 142a) and lesson 23 (p. 245) — Grade 5: TRB lesson 5 (p. 36), lesson 8 (p. 62), lesson 10 (pp. 96–97) <p>Example 2: The Math Center Activities provided on the online <i>Teacher Toolbox</i> are available in on-level, below-level, and above-level versions. See any Center Activity on the <i>Teacher Toolbox</i>.</p> <p>For examples, see:</p> <ul style="list-style-type: none"> — Grade K: <i>Teacher Toolbox</i> lesson 13 — Grade 1: <i>Teacher Toolbox</i> lesson 9 — Grade 2: <i>Teacher Toolbox</i> lesson 3 — Grade 3: Lesson 7 — Grade 4: Lesson 7 — Grade 5: Lesson 19 <p>Example 3: At the end of each lesson in the <i>Teacher Resource Book</i>, teachers have access to a Challenge Activity related to the lesson content. This may be appropriate for students who easily and correctly answer the two questions in the Quick Check and Remediation, or have been identified by the teacher in other ways as being ready for an additional challenge. For examples, see:</p> <ul style="list-style-type: none"> — Grade K: TRB lesson 17 (p. 102b) and lesson 22 (p. 132b) — Grade 1: TRB lesson 14 (p. 93b), lesson 22 (p. 149b) and lesson 24 (p. 161b) — Grade 2: TRB lesson 5 (p. 37), lesson 9 (p. 89) and lesson 11 (p. 103) — Grade 3: TRB lesson 9 (p. 91) and lesson 28 (p. 295) — Grade 4: TRB lesson 9 (p. 91), lesson 17 (p. 185) and lesson 24 (p. 259) — Grade 5: TRB lesson 3 (p. 23), lesson 12 (p. 119), and lesson 29 (p. 263) <p>Example 4: Personalized goals and instructional paths within the <i>i-Ready Instruction</i> program provide additional extensions and challenges for students who may be above grade level in certain topics.</p>
Criterion:	<p>List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.</p>

Instructional Supports

<p>Vocabulary building tools</p>	<p>The first two pages of every Lesson Overview in the <i>Teacher Resource Book</i> covers math language and definitions. The Lesson Objectives in the TRB (grades K–5) include both Content and Language Objectives.</p> <p>The Content Objectives identify what the mathematical goals are for the lesson, while the Language Objectives identify how students will demonstrate achievement of these goals by using the language skills of reading, speaking, writing, or listening. The implementation of language objectives is one of the first steps teachers can take toward ensuring students build mathematical vocabularies.</p> <p>In addition, the unit vocabulary “cards” found at the end of each unit in the <i>Practice and Problem Solving</i> book can be used to summarize and visualize key vocabulary at the end of the unit, or used throughout the unit to reinforce new vocabulary, symbols, and notation.</p> <p><i>Ready</i> also uses appropriate vocabulary to refer to mathematical concepts, tools, and practice standards. The specialized language of mathematics is frequent, consistent, and accurate throughout student-facing and teacher-facing materials. This specialized language includes math content words such as “equal”, “fewer”, “addend”, etc.; words that refer to tools and structures, such as “bar model”, “area model”, and “base-ten blocks”; as well as key words used to describe the mathematical practices, such as “persevere”, “structure”, “precision”, and “critique”. <i>Ready</i> includes a <i>Mathematical Practices Handbook</i> that describes all practice standards in student-friendly language. This handbook is found in multiple places within <i>Ready</i> student and teacher editions.</p>
<p>Discourse strategies and prompts</p>	<p><i>Ready Mathematics</i> supports a rich classroom environment in which mathematical reasoning, discourse, and standards for mathematical practice all thrive. Built from scratch, <i>Ready Mathematics</i> develops conceptual understanding through reasoning, modeling, and discussion that explores the structure of mathematics, while also developing students’ procedural fluency.</p> <p>The program develops mathematical reasoning through lessons that use real-world problem solving as instruction; provides ongoing opportunities for cooperative dialogue and mathematical discourse; embeds the Standards for Mathematical Practice to help students develop habits of mind; and strengthens students’ ability to use higher-order thinking and complex reasoning through questions</p>

	<p>that focus on higher Depth of Knowledge (DOK) levels.</p> <p>The <i>Ready</i> Think-Share-Compare routine introduced in Lesson 0 on the <i>Teacher Toolbox</i> and used throughout <i>Ready</i>, establishes student protocols for discussing mathematical reasoning, comparing solutions and models, constructing arguments to articulate their thinking, and monitoring understanding. Students use hand-signals to identify the progress they have made and then monitor their strategies and answers based on the partner and classroom conversations that follow.</p> <p>The Connect It questions in the student book provide questions that guide students to critically evaluate different solution strategies. In addition, Mathematical Discourse questions in the <i>Teacher Resource Book</i>, as well as questions and support at www. http://readycentral.com/instructional-best-practices/ provide opportunities for students to deepen their learning through verbalizing their thinking and listening to others by engaging in partner, small group, and whole class mathematical discourse discussions.</p>
Mathematical Practices-Explicit student actions are listed when a problem is identified as meeting a certain Practice	<p><i>Ready</i> instructional materials identify and utilize the Standards for Mathematical Practice, and all practice standards are embedded into content instruction throughout the K-8 program. Almost every lesson of the student book encourages students to explain their reasoning, attend to precision, make sense of problems, and persevere in solving them. Other SMPs are highlighted in the student book as appropriate to the content, with all SMPs being addressed multiple times.</p> <p>The Lesson Overview in the <i>Teacher Resource Book</i> includes the CCSS focus and the SMPs for each lesson. In addition, every <i>Teacher Resource Book</i> lesson includes SMP Tips on specific practice standards. These tips do not reflect the only SMPs being addressed in the lesson, but rather those teachers want to highlight in that lesson.</p> <p>For all grades, the Standards for Mathematical Practice are referenced in the Table of Contents of the <i>Teacher Resource Book</i>, and descriptions appear in the front-matter. Key SMPs are incorporated into the <i>Ready Instruction</i> routine, Think-Share-Compare, found on the <i>Teacher Toolbox</i> for each grade.</p> <p><i>Ready</i> includes a Mathematical Practices Handbook that describes all the practice standards in</p>

	<p>student-friendly language. This handbook is found in multiple places within the <i>Ready</i> student and teacher editions.</p> <p>In grades 2–5, Math in Action lessons combine numerous standards in a robust problem-solving task. In each of these, students are specifically asked to Reflect on the Mathematical Practices.</p> <p>Every <i>Practice and Problem Solving</i> includes fluency practice in the back of the book (also found in the <i>Teacher Toolbox</i>). Fluency Practice always includes some practice where students use patterns and regularity with repeated reasoning to build number sense (SMP 7 and SMP 8). Lessons include questions with a range of DOK levels and questions that address the Standards for Mathematical Practice with a heavy emphasis on mathematical discourse.</p> <p>Practice pages in the student edition and <i>Practice and Problem Solving</i> Book provide opportunities for students to practice and apply what they have learned and give teachers opportunities to assess students' understanding of the grade-level material.</p>
Technology supports and enhances instruction	<p>All K–8 <i>Ready</i> resources are provided digitally to every teacher through the online <i>Teacher Toolbox</i>, at www.teacher-toolbox.com. Through the <i>Teacher Toolbox</i>, the same type of planning support provided in <i>Ready</i> books—integrating connections to ancillaries and technology resources—is available for prerequisite lessons and enrichment lessons.</p> <p>The clear design of the online <i>Teacher Toolbox</i> makes it easy for teachers to find a warehouse of resources at their fingertips. The resources in the <i>Teacher Toolbox</i> also allow teachers to project the <i>Ready Instruction</i> and <i>Practice and Problem Solving</i> student books for classroom discussions and homework review. This is available for both on-level and prerequisite lessons, making it easy to project materials for use with the whole class or for targeted small-group instruction. Access the <i>Teacher Toolbox</i> to see the on-level and prerequisite lessons for any grade level.</p> <p>The web-based <i>i-Ready Diagnostic & Instruction</i>—with intuitive interfaces for students, teachers, and administrators—incorporates numerous interactive tools, virtual manipulatives, and ways to further engage students in the mathematical practices. <i>i-Ready</i> is available for use on multiple platforms and browsers (see www.i-Ready.com/support). The <i>Door 24® Plus</i> computational fluency and fact fluency practice app is currently available for use on tablets and mobile devices, and Curriculum Associates is</p>

in the process of updating the functionality of *i-Ready* lessons to make them accessible on tablets.

i-Ready provides detailed screening/diagnostic, growth monitoring, standards mastery, and progress monitoring data to help teachers evaluate student understanding.

Based on each student's performance on the *Diagnostic* assessment (administered up to three times each academic year), *i-Ready* automatically prescribes a personalized plan for learning that includes student-driven and teacher-led instruction. Assessments evaluate students' mathematical understanding and knowledge of procedural skills through *i-Ready Diagnostic* and *i-Ready Standards Mastery*.

i-Ready Diagnostic is an adaptive diagnostic that pinpoints what students know and what they still need to learn, overall and down to the subskill level. The program measures student growth and is independently proven 85 percent accurate at predicting student performance on Common Core assessments (see www.curriculumassociates.com/research). The adaptive *i-Ready Diagnostic* evaluates students' mathematical understanding and knowledge of procedural skills. Comprehensive, intuitive reports for students, parents, teachers, and administrators make it easy to see how individuals, instructional groups, classes, schools, and the District overall are performing. Detailed information about what students, groups, and classes can do and what content they are ready to learn are provided.

i-Ready Instruction uses data gathered from the *i-Ready Diagnostic* to automatically develop a personalized online instructional path for each student. Online lesson modules provide instruction and practice in the students' zone of proximal development and evaluate their progress. Teachers also can choose lessons to add to students' instructional paths, based on classroom information or data from *Growth Monitoring* and *Standards Mastery* assessments.

Ongoing progress monitoring and growth reports help all parties know how well students are improving. *i-Ready Standards Mastery* provides ways to further evaluate students' understanding on targeted standards or groups of standards, via user-controlled, online assessments that evaluate proficiency against specific standards or groups of standards. These can be used to identify specific needs for whole-class or small-group instruction or identify misconceptions and errors.

See more at <http://www.curriculumassociates.com/products/iready/i-ready-standards-mastery.aspx#> and at <http://www.curriculumassociates.com/products/iready/i-ready->

	takethetour.aspx .
Supports/scaffolds are present and appropriately released (guiding questions, questions broken into multiple parts, open-ended questions, etc.)	<p><i>Ready</i> lessons have an instructional flow to allow all students the support they need to learn the content and eventually become independent thinkers and learners. Because each lesson takes about a week to complete, teachers can scaffold learning across the different parts of each lesson. Every <i>Ready</i> lesson opens with an introduction to help students connect to prior learning and use what they already know to bridge to the new learning.</p> <p>In Modeled and Guided Instruction, students work independently and together to solve problems and analyze and connect numerous representations and solutions to reinforce understanding of concepts and skills. Guided Practice provides carefully sequenced items that increase in complexity and allow students to compare and discuss answers and strategies. Finally, students work independently to apply what they have learned in the Independent Practice.</p> <p>In addition, Connect It questions throughout the program provide carefully scaffolded questions to help students understand various representations, make connections between them, and explain their thinking. The <i>Ready</i> Instructional Flow is described in the diagram below.</p>

	<div data-bbox="686 254 1589 823" data-label="Diagram"> <p>The diagram illustrates the roles of teachers and students across four instructional phases, organized into a funnel shape. The top of the funnel is labeled 'Teacher Role' and the bottom is labeled 'Student Role'. The phases are separated by horizontal lines.</p> <table> <tr> <th>Instructional Phase</th> <th>Teacher Role</th> <th>Student Role</th> </tr> <tr> <td>Introduction Activates prior knowledge, connecting what students already know with the new skills and concepts they will be learning.</td> <td>Facilitate</td> <td>Make Connections</td> </tr> <tr> <td>Modeled and Guided Instruction Explores ways to solve problems using multiple representations and prompts students to reason and explain their thinking.</td> <td>Facilitate</td> <td>Engage in productive struggles and discussion</td> </tr> <tr> <td>Guided Practice Models self-questioning and mathematical habits of mind as students solve problems and discuss their solution methods.</td> <td>Observe and guide</td> <td>Collaborate in problem solving</td> </tr> <tr> <td>Independent Practice Provides problems in a variety of assessment formats that integrate and extend concepts and skills.</td> <td>Observe and guide</td> <td>Apply learning</td> </tr> </table> </div> <p>Evidence: Any <i>Ready</i> lesson.</p>	Instructional Phase	Teacher Role	Student Role	Introduction Activates prior knowledge, connecting what students already know with the new skills and concepts they will be learning.	Facilitate	Make Connections	Modeled and Guided Instruction Explores ways to solve problems using multiple representations and prompts students to reason and explain their thinking.	Facilitate	Engage in productive struggles and discussion	Guided Practice Models self-questioning and mathematical habits of mind as students solve problems and discuss their solution methods.	Observe and guide	Collaborate in problem solving	Independent Practice Provides problems in a variety of assessment formats that integrate and extend concepts and skills.	Observe and guide	Apply learning
Instructional Phase	Teacher Role	Student Role														
Introduction Activates prior knowledge, connecting what students already know with the new skills and concepts they will be learning.	Facilitate	Make Connections														
Modeled and Guided Instruction Explores ways to solve problems using multiple representations and prompts students to reason and explain their thinking.	Facilitate	Engage in productive struggles and discussion														
Guided Practice Models self-questioning and mathematical habits of mind as students solve problems and discuss their solution methods.	Observe and guide	Collaborate in problem solving														
Independent Practice Provides problems in a variety of assessment formats that integrate and extend concepts and skills.	Observe and guide	Apply learning														
Access to materials from prior years/courses/standards	<p>All K–8 resources are provided digitally to every teacher through the online <i>Teacher Toolbox</i>, at www.teacher-toolbox.com. The same type of planning support, integrating connections to ancillaries, and technology resources are available for prerequisite lessons and enrichment lessons.</p> <p>The clear design of the online <i>Teacher Toolbox</i> makes it easy for teachers to find a warehouse of resources at their fingertips. The resources in the <i>Teacher Toolbox</i> also allow teachers to project the <i>Ready Instruction</i> and <i>Practice and Problem Solving</i> Books for classroom discussions and homework review. This is available for on-level, prerequisite, and upcoming lessons, making it easy to project materials for use with the whole class or targeted small-group instruction. Access the <i>Teacher Toolbox</i> to see the resources and lessons for any grade level.</p> <p>To learn more about <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/lp/ready-online-teacher-toolbox.aspx. For a test drive of <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx.</p>															

<p>Daily lessons have a variety of DOK levels</p> <p><i>Breakdown Observation #1</i></p> <p><i>Lesson: Grade 4, Lesson 11</i></p> <p><i>This includes the problems in Ready Instruction (throughout the lesson) and Ready Practice and Problem Solving, which represents corresponding homework practice for each lesson.</i></p>	<p>The entire mathematics development team at Curriculum Associates had two full-day workshops led by Dr. Norman Webb, who established the Depth of Knowledge levels. In these workshops, the team learned how to best develop questions with a variety of DOK levels and identify DOK levels for existing questions. This knowledge has been used developing content for each lesson and identifying the DOK level in the <i>Teacher Resource Book</i> for all questions in the Guided Practice and Independent Practice sections of each lesson. Note that in mathematics, DOK 4 questions are complex, multi-day projects, so it is not appropriate to have DOK 4 level problems in each lesson. <i>Ready</i> includes Math in Action lessons to help students with the more rigorous complexity of the DOK 4 questions. See DOK levels in the Guided Practice and Independent practice sections of <i>Ready Instruction Teacher Resource Book</i>. See Basic (DOK 1), Medium (DOK 2), and Challenge (DOK 3) guidance in the Teacher Guide of <i>Practice and Problem Solving</i>.</p> <p>Total # of Questions:</p> <table><tr><th></th><th>DOK 1</th><th>DOK 2</th><th>DOK 3</th><th>DOK 4</th></tr><tr><td>Instruction: 23</td><td>Inst: 5</td><td>Inst: 15</td><td>Inst: 3</td><td>Not applicable</td></tr><tr><td>PPS: 34</td><td>PPS: 9</td><td>PPS: 16</td><td>PPS: 9</td><td></td></tr></table>		DOK 1	DOK 2	DOK 3	DOK 4	Instruction: 23	Inst: 5	Inst: 15	Inst: 3	Not applicable	PPS: 34	PPS: 9	PPS: 16	PPS: 9	
	DOK 1	DOK 2	DOK 3	DOK 4												
Instruction: 23	Inst: 5	Inst: 15	Inst: 3	Not applicable												
PPS: 34	PPS: 9	PPS: 16	PPS: 9													
<p>Daily lessons have a variety of DOK levels</p> <p><i>Breakdown Observation #2</i></p> <p><i>Lesson: Grade 7 Lesson 9</i></p> <p><i>This includes the problems in Ready Instruction and Ready Practice and Problem Solving, which represents additional corresponding practice for each lesson.</i></p>	<p>As noted above, Curriculum Associates’ mathematics development team had two full-day workshops lead by Dr. Norman Webb. In these workshops, the team learned how to best develop questions with a variety of DOK levels and identify DOK levels for existing questions. This knowledge has been used developing content for each lesson and identifying the DOK level in the <i>Teacher Resource Book</i> for all questions in the Guided Practice and Independent Practice sections of each lesson.</p> <p>Note that in mathematics, DOK 4 questions are complex, multi-day projects, so it is not appropriate to have DOK 4 level problems in each lesson. <i>Ready</i> includes Math in Action lessons to help students with the more rigorous complexity of the DOK 4 questions.</p> <p>See DOK levels in the Guided Practice and Independent practice sections of <i>Ready Instruction Teacher Resource Book</i>. See Basic (DOK 1), Medium (DOK 2), and Challenge (DOK 3) guidance in the Teacher Guide of <i>Practice and Problem Solving</i>.</p> <p>Total # of</p>															

	<table><tr><td>Questions:</td><td>DOK 1</td><td>DOK 2</td><td>DOK 3</td><td>DOK 4</td></tr><tr><td>Instruction: 25</td><td>Inst: 6</td><td>Inst: 15</td><td>Inst: 4</td><td>Not applicable</td></tr><tr><td>PPS: 26</td><td>PPS: 10</td><td>PPS: 10</td><td>PPS: 6</td><td></td></tr></table>	Questions:	DOK 1	DOK 2	DOK 3	DOK 4	Instruction: 25	Inst: 6	Inst: 15	Inst: 4	Not applicable	PPS: 26	PPS: 10	PPS: 10	PPS: 6	
Questions:	DOK 1	DOK 2	DOK 3	DOK 4												
Instruction: 25	Inst: 6	Inst: 15	Inst: 4	Not applicable												
PPS: 26	PPS: 10	PPS: 10	PPS: 6													
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.															
Assessments																
Formative	<p>Various forms of informal assessments are included throughout the <i>Ready</i> program. There are numerous classroom discourse questions, critical-thinking questions, activities and practice problems that provide ongoing assessment of student understanding. Lessons include questions with a range of DOK levels and questions that address the Standards for Mathematical Practice, with a heavy emphasis on mathematical discourse. Some examples found throughout the program are highlighted below.</p> <ul style="list-style-type: none">— The <i>Ready</i> Think-Share-Compare routine introduced in Lesson 0 on the <i>Teacher Toolbox</i> and used throughout <i>Ready</i>, establishes student protocols for discussing mathematical reasoning, comparing solutions and models and constructing arguments to articulate their thinking. In addition, students use hand-signals to identify the progress they have made quickly and efficiently to the teacher. The routine provides numerous formative assessment opportunities as teachers evaluate student understanding through hand-signals, listening in to student conversations, and whole-class discussions.— Rigorous questions, including Connect It questions that require higher-order thinking, occur throughout <i>Ready</i>. These questions allow teachers to evaluate students’ reasoning and understanding.— Step by Step and Mathematical Discourse sections of the <i>Teacher Resource Book</i> provide teachers with questions to encourage classroom conversation and assess student understanding orally. In addition, for each question teachers are provided with guidance as to what to look for as they evaluate student responses, including key language to listen for															

	<p>and key concepts that should be in students' responses to illustrate accurate understanding.</p> <ul style="list-style-type: none"> — Pair/Share prompts on the Guided Practice pages for grades 2 – 8 provide opportunities for teachers to listen to and monitor student discussions of their problem solutions. — A Quick Check question at the end of each lesson can serve as an “exit ticket” to monitor understanding of the lesson content, determine whether reteaching or additional practice is necessary, and can be used to help form groups for differentiated instruction. — Practice pages in the <i>Student Book</i> (SB) and <i>Practice and Problem Solving</i> (PPS) books provide opportunities for students to practice and apply what they have learned and give teachers opportunities to assess students' understanding of the grade-level material. See the Guided Practice and Independent Practice sections in the <i>Teacher Resource Book</i> (TRB) of every lesson and the corresponding lesson pages in the PPS. <p>In addition to the Mathematical Discourse Questions and Step by Step questions described above, additional embedded assessments are available in the TRB to help teachers evaluate students' understanding of the standards. These include hands-on activities, concept extensions, challenge activities and intervention activities. Differentiated Instruction pages at the end of each lesson in the TRB provide detailed support to check for understanding</p> <p>The visual below shows some of these informal assessments available in each lesson.</p>
--	--

	<div><div><div>Diagnose Use <i>i-Ready Diagnostic</i> to diagnose individual student skill levels and identify instructional needs.</div><div>Monitor Understanding Use the formative assessments embedded in the <i>Ready, Learn It Book</i>, <i>Ready, Understand It Book</i>, and <i>Ready, Practice It Book</i> to monitor understanding.</div><div>Assess Mastery Use <i>i-Ready Standards Mastery</i> or <i>Ready Unit Interim Assessments</i> to evaluate student mastery of content at the lesson and unit level.</div><div>Measure Growth Use <i>i-Ready Diagnostic</i> or <i>Ready Assessments</i> to track student progress towards end-of-year goals.</div></div><div><table><tr><th>Tool</th><th>What it does</th><th>How to use it</th></tr><tr><td colspan="3">Student Book</td></tr><tr><td>Try It, Connect It, and Reflect</td><td>Prompts students to explain their thinking</td><td>Observe student understanding and respond with specific strategies for additional instruction and to support individual needs</td></tr><tr><td>Pair/Share</td><td>Encourages students to collaborate as they justify their reasoning and critique the reasoning of others</td><td></td></tr><tr><td>Independent Practice</td><td>Provides opportunities for students to demonstrate understanding as they apply lesson skills and concepts to solve problems</td><td></td></tr><tr><td colspan="3">Teacher Resource Book</td></tr><tr><td>Mathematical Discourse and SMP Tips</td><td>Encourages classroom discussion so students share their thinking</td><td>Use the key topics provided to listen for student responses, provide immediate feedback, address misunderstandings, and support students with targeted remediation strategies and activities</td></tr><tr><td>Error Alerts</td><td>Explains a common computational error, the wrong answer it might produce, and explanations to help students avoid the error in the future</td><td></td></tr><tr><td>Quick Check and Remediation</td><td>Poses an "exit" question to check student understanding</td><td></td></tr><tr><td colspan="3">Online Teacher Toolbox</td></tr><tr><td>Lesson Quizzes</td><td>Assesses lesson concepts and skills in a variety of item types</td><td>Evaluate mastery of lesson content</td></tr></table></div></div>	Tool	What it does	How to use it	Student Book			Try It, Connect It, and Reflect	Prompts students to explain their thinking	Observe student understanding and respond with specific strategies for additional instruction and to support individual needs	Pair/Share	Encourages students to collaborate as they justify their reasoning and critique the reasoning of others		Independent Practice	Provides opportunities for students to demonstrate understanding as they apply lesson skills and concepts to solve problems		Teacher Resource Book			Mathematical Discourse and SMP Tips	Encourages classroom discussion so students share their thinking	Use the key topics provided to listen for student responses, provide immediate feedback, address misunderstandings, and support students with targeted remediation strategies and activities	Error Alerts	Explains a common computational error, the wrong answer it might produce, and explanations to help students avoid the error in the future		Quick Check and Remediation	Poses an "exit" question to check student understanding		Online Teacher Toolbox			Lesson Quizzes	Assesses lesson concepts and skills in a variety of item types	Evaluate mastery of lesson content
Tool	What it does	How to use it																																
Student Book																																		
Try It, Connect It, and Reflect	Prompts students to explain their thinking	Observe student understanding and respond with specific strategies for additional instruction and to support individual needs																																
Pair/Share	Encourages students to collaborate as they justify their reasoning and critique the reasoning of others																																	
Independent Practice	Provides opportunities for students to demonstrate understanding as they apply lesson skills and concepts to solve problems																																	
Teacher Resource Book																																		
Mathematical Discourse and SMP Tips	Encourages classroom discussion so students share their thinking	Use the key topics provided to listen for student responses, provide immediate feedback, address misunderstandings, and support students with targeted remediation strategies and activities																																
Error Alerts	Explains a common computational error, the wrong answer it might produce, and explanations to help students avoid the error in the future																																	
Quick Check and Remediation	Poses an "exit" question to check student understanding																																	
Online Teacher Toolbox																																		
Lesson Quizzes	Assesses lesson concepts and skills in a variety of item types	Evaluate mastery of lesson content																																
Summative	<p><i>Ready Mathematics</i> offers multiple summative assessment measures, such as mid-unit and unit assessments, interim assessments, lesson quizzes, and performance tasks (see, for example, the Math in Action Lessons or the end of each unit). These are all available to view in the <i>Teacher Toolbox</i>.</p> <p>In addition, the Assessment Book tab on the <i>Teacher Toolbox</i> has three full-length benchmark tests designed to look and feel like the state summative test. This grade-level test measures all the information each student should have learned during instruction.</p> <p>When used with <i>i-Ready</i>, teachers and administrators can deliver the full adaptive <i>Diagnostic</i> three times per school year, monthly adaptive <i>Growth Monitoring</i> assessments, and <i>Standards Mastery</i> fixed-form digital assessments targeted at specific standards or groups of standards.</p> <p>With the reports generated from these assessments—which specifically target resources on the <i>Teacher Toolbox</i> (in addition to generating personal instructional paths within <i>i-Ready Instruction</i>)—teachers are able to better address student needs and increase achievement.</p>																																	

	<p><i>i-Ready Diagnostic</i> can also be used as a summative test at the end of the year. This tool has been independently proven to be correlated to and predictive of performance on statewide summative tests.</p> <p>Together, our print and digital assessment offerings will provide educators and administrators with timely, actionable formative and summative data while providing students with self-assessment and meaningful practice for the statewide exam.</p>
Performance Tasks	<p>K – 2: Performance tasks occur in numerous places within the <i>Ready</i> program. The Unit Reviews in grade 1 and Interim Unit Assessments in grade 2 both conclude with a performance-based task. In addition, Math In Action lessons at the end of each unit in grades 2-5 help students develop strong solutions to robust problem-based tasks. The last two pages of these lessons provide performance tasks that combine numerous concepts and skills from earlier in the unit. To see Performance Task Rubrics (Understand lessons and Interim Assessments), see the <i>Teacher Resource Book</i>:</p> <ul style="list-style-type: none"> — Performance Tasks: TRB lesson 4 (pp. 28–30); lesson 10 (pp. 94–95) — Interim Assessment, unit 3 TRB (pp. 246–246b) <p>3–8: Performance tasks with detailed rubrics are provided throughout <i>Ready</i>. These tasks occur at the end of every Understand lesson and at the end of every Interim Assessment in the Student Book. See, for example, these pages:</p> <ul style="list-style-type: none"> — Grade 3: SE and TRB lesson 4 (p. 35) and unit 1 Interim Assessment (p. 68a) — Grade 4: SE and TRB lesson 5 (p. 51) and unit 2 Interim Assessment (p. 110a) — Grade 5: SE and TRB lesson 17 (p. 157) and unit 3 Interim Assessment (p. 210a) — Grade 6: SE (p. 218), TRB (p. 232), SE (p. 264), TRB (pp. 280–281), and TRB (pp. 52–53, 152–153) — Grade 7: SE (p. 168), TRB (pp. 178–179) and SE (p. 124) TRB (pp. 132–133m), as well as TRB (pp. 262–263) — Grade 8: SE (p. 50) TRB (pp. 52–53), SE (p. 98) TRB (pp. 106–107), SE (p. 158) TRB (pp. 172–173), SE (p. 238) TRB (pp. 266–267) <p>These rubrics also highlight different Standards for Mathematical Practice that are used in the task.</p>

	<p>See, for example:</p> <ul style="list-style-type: none"> — Grade 3: TRB unit 3 Interim Assessment Performance Task (pp. 154–154a) — Grade 4: TRB unit 1 Interim Assessment Performance Task (pp. 44–44a) — Grade 5: TRB unit 1 Interim Assessment Performance Task (pp. 92–92a) <p>In addition, in grades 2–5, each unit ends with a Math in Action lesson, which helps support students as they learn how to provide complete solutions to more complex performance tasks that integrate the concepts of the unit. See, for example:</p> <ul style="list-style-type: none"> — Grade 3: TRB unit 3 Math in Action — Grade 4: TRB unit 2 Math in Action — Grade 5: TRB unit 2 Math in Action
Fluency only assessments (possibly timed)	<p>The Fluency Practice in <i>Practice and Problem Solving</i> (also found on the last column of the <i>Teacher Toolbox</i>), can be used to provide fluency-only assessments. Teachers have access to these pages for every grade, so they can assess students' fluency on topics from other grades, such as assessing multiplication fact fluency from third grade in another grade. It should be noted that most research now recommends that fluency assessments should not be timed. See, for example, these articles:</p> <ul style="list-style-type: none"> — https://www.youcubed.org/fluency-without-fear/ — http://www.uen.org/utahstandardsacademy/math/downloads/level-2/3-4-4-assessingbasicfactfluency.pdf
Rubrics present, easily aligned to SPS report cards	<p>Rubrics are provided in the <i>Teacher Resource Book</i> or <i>Teacher Toolbox</i>, as appropriate. See, in particular, the Performance tasks in grades 2–8 and the Math in Action lessons at the end of each unit in grades 2–8. Some references are below:</p> <ul style="list-style-type: none"> — Grade 3: SE and TRB lesson 4 (p. 35) and unit 1 Interim Assessment (p. 68a), and TRB unit 3 Math in Action — Grade 4: SE and TRB lesson 5 (p. 51) and unit 2 Interim Assessment (p. 110a), and TRB unit 2 Math in Action — Grade 5: SE and TRB lesson 17 (p. 157) and unit 3 Interim Assessment (p. 210a), and TRB unit 2 Math in Action

	<ul style="list-style-type: none"> — Grade 6: SE (p. 218) TRB (p. 232), and SE (p. 264) TRB (pp. 280–281), as well as TRB (pp. 52–53, 152–153) — Grade 7: SE (p. 168) TRB (pp. 178–179) and SE (p. 124) TRB (pp. 132–133m), as well as TRB (pp. 262–263) — Grade 8: SE (p. 50) TRB (pp. 52–53), SE (p. 98) TRB (pp. 106–107), SE (p. 158) TRB (pp. 172–173), SE (p. 238) TRB (pp. 266–267) <p>In addition, mid-unit and unit assessments all provide possible scoring recommendations for each item. All assessments on the web-based <i>i-Ready</i> platform are scored and analyzed automatically by the system, with no manual scoring required. The reports provide early-, mid-, and late-grade level designations for each domain for every student. These are accompanied by statements about what students can do, as well as the next steps for the student to work on. These reports further support teachers in communicating student performance.</p>
Diagnostic, Placement tests, Interim assessments, Progress Monitoring	<p>The blended <i>Ready</i> and <i>i-Ready</i> program has an integrated diagnostic and instruction system.</p> <p>The <i>i-Ready Diagnostic</i> (available K–12) provides a proven valid and reliable adaptive screening and assessment tool to diagnose student needs and abilities overall and to the subskill level in mathematics. Results from the <i>Diagnostic</i> yield a personalized plan for instruction for each student and instructional group. Included in the license fee and optional to administer, adaptive <i>Growth Monitoring</i> assessments (K–8) track student progress between <i>Diagnostics</i> and <i>i-Ready Standards Mastery</i> fixed-form assessments (2–8) provide targeted, efficient assessment of specific grade-level standards as taught in the classroom.</p> <p><i>i-Ready Instruction</i> is an effective solution to help teachers meet the needs of a range of learners—from gifted and talented students, to English learners, to those who are struggling (including Title I, Response to Intervention Tiers 2 and 3, and students receiving Special Education services).</p> <p>Based on the results of the <i>Diagnostic</i>, <i>i-Ready</i> automatically places students into online instruction customized to their placement levels.</p> <p><i>i-Ready Instruction</i> provides highly scaffolded, engaging, interactive lessons that allow students to work independently on personalized goals and instructional paths to fill gaps in content knowledge, reinforce on-level skills or provide extensions and challenges for students who may be above grade</p>

level for certain topics.

Teachers and administrators receive easy-to-manage individual, class and school reports identifying students' strengths and weaknesses, highlighting what they know and what they are ready to learn to further support teachers in addressing students' various needs.

Ready offers also numerous forms of formal assessment options available for use with *Ready Mathematics*. Because the program was written for the standards, the assessments focus on grade-level content.

- Unit Reviews (Gr 1) and Interim Unit Assessments (Gr 2) are available in the Student Book to assess cumulative unit understanding (see grade 1 unit 5 TRB (pp. 168–170b) and grade 2 (pp. 150–152b).
- Unit practice in the PPS provides additional cumulative unit review (available for grades K-2).
- Lesson quizzes provide grade-level specific questions with various DOK levels that are presented in different question formats. In grade 2 and above, question formats include those found on many common state assessments. Available on the *Teacher Toolbox* under the Assess column and with teacher support in the TRB. See grade K TRB lesson 15 (p. 90c–90d), grade 1 TRB (pp. 143d–143e), and grade 2, lesson 7 (69b–69c).
- Performance tasks occur in numerous places within the *Ready* program. The Unit Reviews in grade 1 and Interim Unit Assessments in grade 2 both conclude with a performance-based task. In addition, Math In Action lessons at the end of each unit in grades 2-5 help students develop strong solutions to robust problem-based tasks. The last two pages of these lessons provide performance tasks that combine numerous concepts and skills from earlier in the unit.
- Mid-Unit Assessments (available on the *Teacher Toolbox* only starting in fall 2016 with samples at the very end of this rubric) provide opportunities within the middle of a unit to assess student understanding on the standards presented thus far in the unit.
- Unit Assessments (available on the *Teacher Toolbox* only starting in Fall 2016 with samples at the very end of this rubric) provide opportunities at the end of each unit to assess student understanding of the unit standards.
- The *Ready Assessment Book* (available for grades 2-8 in the *Ready Assessment Book* tab of the *Teacher Toolbox* or in print) provides standards-based cumulative benchmark tests using question formats like those on common assessments. These can be used periodically

	<p>throughout the year to monitor progress and as an end-of-year assessment.</p> <ul style="list-style-type: none"> — When <i>Ready</i> is used with <i>i-Ready</i>, educators have access to <i>i-Ready Standards Mastery</i>, which provides opportunities to assess students' understanding of standards in a digital format, similar to digital state assessments. Standards can be selected to assess individual standards or groups of standards. <p><i>i-Ready</i> provides detailed diagnostic, instruction, and progress monitoring to help teachers evaluate student understanding. The program automatically identifies customized instructional plans and personalizes learning. Assessments evaluate students' mathematical understanding and knowledge of procedural skills through the <i>i-Ready Diagnostic</i> and <i>i-Ready Standards Mastery</i>.</p> <p><i>i-Ready Diagnostic</i> is an adaptive diagnostic that pinpoints what students know and what they still need to learn down to the sub-skill level. It measures student growth and is 85 percent accurate at predicting student performance on Common Core assessments.</p> <p><i>i-Ready Standards Mastery</i> provides user-controlled, digital assessments that evaluate proficiency against specific standards or groups of standards. These can be used to identify specific needs for whole class or small group instruction or identify misconceptions and errors.</p> <p>Both of these digital assessments provide details reports highlighting student performance, including reports for students, parents, teachers, and administrators. See more at:</p> <ul style="list-style-type: none"> — http://www.curriculumassociates.com/products/iready/i-ready-standards-mastery.aspx# — http://www.curriculumassociates.com/products/iready/i-ready-takethetour.aspx <p>The National Center for Intensive Intervention (NCII) evaluated <i>i-Ready Diagnostic</i> as an Academic Progress Monitoring Tool. The program received the highest designation ("Convincing Evidence" rating or "Yes") for evidence of reliability of performance level score, reliability of slope, validity of performance level, predictive validity of slope improvement, disaggregated reliability and validity data, bias analyses, alternate form equivalence, end-of-year benchmarks, and rates of improvement.</p>
--	--

	<p>Full results are posted to their website (www.intensiveintervention.org).</p> <p>Additionally, the Center on Response to Intervention reviewed <i>i-Ready Diagnostic</i> as a screener. Our assessment received the highest designation (“Convincing Evidence” rating) for classification accuracy, reliability, validity, and disaggregated reliability. The full results are posted online at http://www.rti4success.org/resources/tools-charts/screening-tools-chart.</p> <p>Please also refer to the answers about formative and summative assessments, above.</p>
<p>Student Self-Assessment (checklists, practice tests, inventories, etc.)</p>	<p>At the beginning of every unit in <i>Ready</i>, students evaluate their understanding of key lesson skills, and then as they work through the unit or after they have completed the unit. This allows students to develop self-inventory skills as they assess what they know and can do at various points in the learning progression. See the beginning of any unit, such as grade 3, unit 2 (p. 69), grade 4, unit 2 (p. 45) and grade 5, unit 1 (p. 1).</p> <p>The <i>Ready</i> Think-Share-Compare routine in Lesson 0 on the <i>Teacher Toolbox</i> establish student protocols for discussing mathematical reasoning, comparing solutions and models, constructing arguments to articulate their thinking, and monitoring their understanding. Students use hand-signals to identify the progress they have made and then monitor their strategies and answers based on the partner and classroom conversations that follow. See sample routine prompts, which encourage students to evaluate their own progress and understanding.</p> <p>When <i>Ready</i> is used with the <i>i-Ready Instruction</i> lessons, students’ monitor their progress on the My Progress tab. The My Progress screen shows each student the number of lessons passed and credits earned, and gives a breakdown of scores achieved for all lessons taken.</p>
<p>DOK Distribution #1 (Sample Unit or Chapter Test)</p> <p><i>Example from Grade 4, Unit 4</i></p>	<p>The Curriculum Associates’ mathematics development team had two full-day workshops lead by Dr. Norman Webb who established the DOK levels.</p> <p>In these workshops, the team learned how to best develop questions with a variety of DOK levels and identify DOK levels for existing questions. This knowledge has been put to use in developing the content for each assessment.</p> <p>Note that in mathematics, DOK 4 questions are complex, multi-day projects, so it is not appropriate to have DOK 4 level problems in each lesson. <i>Ready</i> includes Math in Action lessons to help students</p>

	<p>with the more rigorous complexity of the DOK 4 questions.</p> <p>In the <i>Teacher Guide</i> for each mid-unit and unit assessment on the <i>Teacher Toolbox</i>, we identify the DOK level of each test item.</p> <p>Total # of Questions</p> <table><tr><th>DOK 1</th><th>DOK 2</th><th>DOK 3</th><th>DOK 4</th></tr><tr><td>15</td><td>5</td><td>7</td><td>3</td></tr><tr><td></td><td></td><td></td><td>Not applicable</td></tr></table>	DOK 1	DOK 2	DOK 3	DOK 4	15	5	7	3				Not applicable
DOK 1	DOK 2	DOK 3	DOK 4										
15	5	7	3										
			Not applicable										
<p>DOK Distribution #2 (Sample Unit or Chapter Test)</p> <p><i>Grade 7 Unit 1</i></p>	<p>Total # of Questions</p> <table><tr><th>DOK 1</th><th>DOK 2</th><th>DOK 3</th><th>DOK 4</th></tr><tr><td>15</td><td>6</td><td>5</td><td>4</td></tr><tr><td></td><td></td><td></td><td>Not applicable</td></tr></table>	DOK 1	DOK 2	DOK 3	DOK 4	15	6	5	4				Not applicable
DOK 1	DOK 2	DOK 3	DOK 4										
15	6	5	4										
			Not applicable										
Parent/Family Support													
<p>Online help</p>	<p>Additional support for communicating about <i>Ready</i> with parents and caregivers can be found for all grades at http://readycentral.com/getting-to-know-ready/, including:</p> <ul style="list-style-type: none">— Email about <i>Ready</i> (Teachers to Families), a customizable letter that introduces families to <i>Ready Mathematics</i>.— Get to Know Curriculum Associates, a video describing the company, its people, and its mission.— Explaining <i>Ready Mathematics: An Overview for Your Community</i>, a blog article that provides helpful talking points and a solid basis for communicating the purpose and goals of <i>Ready Mathematics</i> with members of your community. <p>Also, online lesson modules in <i>i-Ready Instruction</i>—which parents/families may work on together with children as part of homework activities—include opening tutorials that explain the lesson and how to complete it.</p>												

Letters to go with Units/Modules	<p>Family Letters in <i>Ready Practice and Problem Solving</i> are available for every lesson. These letters provide support to parents and caregivers about the mathematics program as well as standards, strategies, and methods students will be using in that lesson.</p> <p>These letters are available in English and Spanish (in both print and digital formats) and include an activity that caregivers can do with students to further support learning. These activities do not require much time and use resources easily accessible in most households. Letters can easily be removed from the book or downloaded from the Online <i>Teacher Toolbox</i> and emailed to parents.</p> <p>See the beginning of any lesson in <i>Practice and Problem Solving</i>. English and Spanish versions of the Family Letter can be found for every lesson on the online <i>Teacher Toolbox</i> in the <i>Practice and Problem Solving</i> column. See, for example:</p> <ul style="list-style-type: none"> — Grade K: PPS lesson 8 (pp. 61–62), lesson 13 (pp. 105–106), and lesson 23 (pp. 193–194) — Grade 1: PPS lesson 12 (pp. 105–106), lesson 14 (pp. 121–122), and lesson 24 (pp. 217–218) — Grade 2: PPS lesson 4 (pp. 27–28), lesson 8 (pp. 81–82), and lesson 27 (pp. 281–282) — Grade 3: PPS lesson 3 (pp. 21–22) — Grade 4: PPS lesson 15 (pp. 165–166) — Grade 5: PPS lesson 14 (pp. 135–136)
Homework support	<p>Through family letters and online support, parents and students get a thorough review of what students are working on at school. This parental support is meant to open communication and help support the student with their work during the day, and with their homework.</p> <p>Within <i>Ready Practice and Problem Solving</i>, parents and students have a clearly worked out solution. This can be used to help support students as they do their homework. Parents also receive a list of questions they can use to help guide students as they do their homework.</p> <p>When students are given homework through <i>i-Ready Instruction</i> modules, each lesson begins with a tutorial that describes what will be learning and talks about how students should approach working through the lesson.</p>
Other Considerations for Different Grade Bands	

K-2	<p>Our solutions for grade levels K-2 help young learners meet the demands of the Common Core. We start by teaching students the “why” of mathematics at the early grade levels with highly scaffolded, age-appropriate lessons and fun practice activities in full color. The <i>Student Instruction Book</i> helps young learners build the conceptual understanding needed to tackle more complex mathematical concepts. Each lesson begins with an engaging group activity that draws upon prior knowledge, then moves to interactive pictorial representations of the same skill or concept, while encouraging students to show their thinking. The use of hands-on activities (found in the <i>Teacher Resource Book</i>) as well as discourse-based instructional routines (such as the Think-Share-Compare routines available for activities and problem-solving) encourage student engagement, conversation, and explanations.</p> <p>The <i>Student Practice and Problem Solving Book</i> extends learning with activities and games that provide repeated opportunities for students to develop understanding and fluency of key skills and concepts that they have learned in the <i>Student Instruction Book</i>.</p> <p>The <i>Teacher Resource Book</i> supports teachers with professional development right when they need it—while they are teaching a standard. The robust <i>Teacher Resource Book</i> delivers point-of-use guidance and easy-to-understand, step-by-step lesson support to help teachers learn how to teach the CCSS most efficiently.</p> <p>The online <i>Teacher Toolbox</i> differentiates instruction with a host of multi-level online resources to help teachers introduce a new concept or reteach a standard—all in one convenient place. This includes interactive animated tutorials as well as center activities and games.</p> <p>(To see sample lessons, go to: http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx. To learn more about <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/lp/ready-online-teacher-toolbox.aspx. For a test drive of <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx.)</p>
3-5	<p>Our solutions for grade levels 3-5 teach students the more rigorous mathematics standards in a highly supportive way. We build conceptual understanding while balancing procedural fluency—strengthening student ability to use higher-order thinking to solve complex problems.</p> <p>The <i>Student Instruction Book</i> provides rigorous instruction on the CCSS and develop mathematical</p>

	<p>reasoning through lessons that use real-world problem solving as instruction. It embeds Standards for Mathematical Practice to help students develop habits of mind.</p> <p>The <i>Student Practice and Problem Solving Book</i> reinforces the concepts and skills from the <i>Student Instruction Book</i> and encourages students to explain their thinking with increasingly difficult problems that require greater levels of higher-order thinking. It is flexible enough to be used for independent practice in class, after school, or at home. Includes a family letter for every lesson.</p> <p>The <i>Student Assessment Book</i> is aligned to the latest blueprints from SBAC—full-length practice tests provide students with multiple opportunities to practice. Questions that require the application of higher-order thinking skills ensure students are prepared for the more rigorous standards.</p> <p>The <i>Teacher Resource Book</i> delivers critical background knowledge with professional development at point of use in every lesson to strengthen and expand teaching strategies. It embeds best-practice teaching tips and integrates ongoing opportunities to monitor student progress and check for understanding. It also includes support for differentiated instruction.</p> <p>The online <i>Teacher Toolbox</i> gives teachers invaluable, easy-to-use online resources to differentiate instruction and reteach prerequisite skills that students may not have mastered at earlier grade levels.</p> <p>(To see sample lessons, go to: http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx. To learn more about <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/lp/ready-online-teacher-toolbox.aspx. For a test drive of <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx.)</p>
6-8	<p>Our solution for grade levels 6-8 teaches students the more rigorous mathematics standards in a highly supportive way. It builds conceptual understanding while balancing procedural fluency—strengthening students' ability to use higher-order thinking to solve complex problems.</p> <p>The <i>Student Instruction Book</i> provides rigorous instruction on the Common Core Math Standards and</p>

	<p>develops mathematical reasoning through lessons that use real-world problem solving as instruction. It also embeds Standards for Mathematical Practice to help students develop habits of mind.</p> <p>The <i>Student Practice and Problem Solving</i> Book reinforces the concepts and skills from the <i>Student Instruction Book</i> and encourages students to explain their thinking with increasingly difficult problems that require greater levels of higher-order thinking. It is flexible enough to be used for independent practice in class, after school, or at home. It includes a family letter for every lesson.</p> <p>The <i>Student Assessment Book</i> aligns to the latest blueprints from SBAC—full-length practice tests provide students with multiple opportunities to practice. Questions that require the application of higher-order thinking skills ensure students are prepared for the more rigorous standards.</p> <p>The <i>Teacher Resource Book</i> supports teachers with professional development at the point of instruction, including step-by-step lesson plans and best-practice tips to learn effective approaches to teaching the Common Core State Standards.</p> <p>The online <i>Teacher Toolbox</i> gives teachers invaluable, easy-to-use online resources to differentiate instruction and reteach prerequisite skills that students may not have mastered in earlier grade levels.</p> <p>(To see sample lessons, go to: http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx. To learn more about <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/lp/ready-online-teacher-toolbox.aspx. For a test drive of <i>Teacher Toolbox</i>, go to: http://www.curriculumassociates.com/products/ready-common-core-mathematics.aspx.)</p>
9-12	Not proposed
Essential Skills	Not proposed

Additional Notes:

RESOLUTION #16-17.044
OUT-OF-STATE TRIP REQUEST

DATE: March 13, 2017

SPRINGFIELD AND THURSTON HIGH SCHOOLS
DECA
(Amended Request)

RELEVANT DATA:

The objective of our trip is to motivate students to further develop their knowledge and job skills, develop professionally in their career area of their choice and to represent Springfield High and the State of Oregon by competing with the best in the nation.

Rationale for the amendment is to have both a female and male chaperone as there are female and male students participating in the conference.

RECOMMENDATION:

It is recommended the Board approve Springfield High School's DECA student's amended request to travel to Anaheim, California to include THS students and advisor. Students and advisors will travel to Anaheim to participate in the DECA International Career Development Conference. Dates of the trip will be Tuesday, April 25, 2017 through Sunday, April 30, 2017. Students will miss four (4) school days.

There is no cost to the district for this trip. All sub costs will be paid using SHS and THS funds.

Principals daSilva and Towe will report fundraising progress to the Board. It is understood trip approval is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip.

José daSilva, Susan Stambaugh, Chad Towe and Greg Fisher will be available to answer questions.

SUBMITTED BY:

Kevin Ricker
Secondary Director

RECOMMENDED BY:

Susan Rieke-Smith. Ed.D.
Superintendent

Springfield School District

OUT-OF-STATE TRAVEL REQUEST (Amended)

School: SHS & THS Contact: S Stambaugh & G Fisher Date: 3/6/17

Club/Organization Going on Trip: DECA # of Students (M/F): 4 / 2

Number of Faculty Chaperones: 2 Number of Parent/Other Chaperones: 0

Names of Chaperones:
School Staff: Susan Stambaugh, Greg Fisher
Parents/Others: _____

Destination: Anaheim, CA Dates of Trip: April 25-19, 2017

Estimated Total Cost: \$1300 Cost to the Program/Building*: \$0
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$0.00

Fundraising Activities: Students pay \$500/Fundraising activities TBD, Miller Mart subsidizes, scholarships.

Lodging: TBD

Food: Students provide own food

Method of travel: Airline & Taxi
(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: 4
(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) _____
Type of Coverage _____ Cost per Person _____

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form _____ Student Fundraising Agreement

Purpose for the trip and a tentative Itinerary must be included with this form.

Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Board no less than 30 days prior to the trip of the club/organization's status raising all required funds.

Approved: ✓ Denied: _____ Principals: José daSilva & Chad Towe Date: 3/6/17

Approved: ✓ Denied: _____ Secondary Director: Kevin Ricker Date: 3/6/17

IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.

***All costs must be paid by the program or building. The District assumes no costs for trips.**

**Springfield & Thurston High School, DECA
ICDC (International Career Development Conference) AKA DECA
Anaheim, CA
April 25-29, 2017**

**PURPOSE OF THE TRIP
Objectives**

The objectives of this trip are: 1. Motivate students to further develop their knowledge and job skills by providing them an opportunity to compete with the best in the nation.
2. To provide an opportunity to develop professionally in the career area of their choice by participating in high quality workshops, competition, and caucuses.
3. To represent the State of Oregon in the election of National DECA Officers and in competition in their respective competitive areas.

Opportunities for new skills and knowledge

The opportunity to compete at the national level will encourage students to take their knowledge to another level. They will meet students from all over America and even other countries with similar interests. The prospective of winning the “national title” in their event has been the motivating factor that has brought them the success at the state level.

Further Learning

To compete at the national level will require many hours of practice and study to prepare for competition.

Best use of money

Although it is expensive, it is the goal of every serious DECA member to quality and compete at the national level. It is the payoff for working hard to be the best and serves to motivate the new and upcoming DECA members.

Effect on other classes

All DECA students attending are extremely strong academically. They will consult with their teachers and make arrangements to complete make-up work.

Transportation and other arrangements

Parents will be responsible for getting their child to the Eugene airport, where they will meet Susan Stambaugh and Greg Fisher. From there, they will fly from Eugene to Los Angeles, CA. Round trip transportation is arranged from the airport to the Hotel. Oregon

DECA has a strict chaperone policy of 1 (Advisor):8 (students). At the conference, DECA hires security guards to assist chaperones and advisors for the safety of all students.

Fundraising

Fundraising efforts will be considered if students qualify for the National DECA competition.

Rationale

Attending ICDC (International Career Development Conference) is a once in a lifetime experience! Students learn valuable interviewing skills, gain knowledge in business, and begin formulating a viable career choice. Students interact with other students from around the country and must dress professionally to present a role play to adults. ICDC prepares students for the world of work, and education beyond high school.

Itinerary

Depart 4/25/17 9:25 am Alaska Air 2036 & 580 to Orange County/Santa Ana
Arrive Orange County/Santa Ana 2:13 pm

Return 4/30/17 9:52 am Alaska Air 587 & 2081 to Eugene
Arrive Eugene 1:28 pm



INTERNATIONAL CAREER DEVELOPMENT CONFERENCE

ANAHEIM | 2017

TUESDAY, APRIL 25

12:00 PM - 6:00 PM	REGISTRATION <i>For Chartered Association Advisors</i>	Hall B Foyer
12:00 PM - 9:00 PM	HEADQUARTERS + TOURS BOOTH	Hall B Foyer
12:00 PM - 9:00 PM	SHOP DECA <i>(including blazer sales)</i>	207
12:00 PM - 9:00 PM	DECA 5K RUN/WALK <i>Pre-Registration</i>	Hall B Foyer
6:00 PM	CHARTERED ASSOCIATION ADVISOR DINNER <i>(by invitation only)</i>	208A

WEDNESDAY, APRIL 26

7:00 AM - 10:00 PM	HEADQUARTERS + TOURS BOOTH	Hall B Foyer
7:00 AM - 10:00 PM	SHOP DECA <i>(including blazer sales)</i>	207
7:30 AM	DECA 5K RUN/WALK	Grand Plaza
9:00 AM	OFFICER CANDIDATE INTERVIEWS	Hilton Mezzanine 5/6
9:00 AM	DECA DAY AT DISNEY	
1:00 PM - 5:00 PM	EXHIBIT + CAMPAIGN BOOTH SET-UP	Hall B
5:00 PM	PARADE OF CHARTERED ASSOCIATIONS REHEARSAL	Hall D
6:00 PM	EXECUTIVE MENTOR WELCOME <i>(by invitation only)</i>	
6:30 PM - 10:30 PM	#DECAICDC NETWORKING SESSION	Grand Plaza
7:00 PM - 8:30 PM	GRAND OPENING SESSION	Hall D
9:30 PM - 11:00 PM	<i>Fashion Show sponsored by FIDM/Fashion Institute of Design & Merchandising</i>	
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

THURSDAY, APRIL 27

7:00 AM - 4:30 PM	HEADQUARTERS + TOURS BOOTH	Hall B Foyer
7:00 AM - 4:30 PM	SHOP DECA <i>(including blazer sales)</i>	207
7:30 AM	VIRTUAL BUSINESS CHALLENGE BRIEFING <i>(required)</i>	210
8:00 AM - 11:30 PM	SCHOOL-BASED ENTERPRISE ACADEMY FOOD OPERATIONS <i>Sponsored by Otis Spunkmeyer, an ARYZTA Brand</i>	Anaheim Marriott
8:00 AM - 4:00 PM	CAREER EXHIBITS + CAMPAIGN BOOTHS + DECA IMAGES <i>(Advisors only from 8:00 AM - 9:00 AM)</i>	Hall B
8:00 AM - 5:00 PM	COMPETITIVE EVENT TESTING + BRIEFING	
8:30 AM - 4:00 PM	EMERGING LEADER SERIES	Anaheim Marriott
9:00 AM - 3:30 PM	ADVISOR ACADEMY <i>(New and Developing Advisors)</i> <i>Sponsored by PepsiCo Chilled DSO</i>	204 B
9:30 AM - 1:00 PM	EXECUTIVE MENTOR PROGRAM	Anaheim Marriott
12:00 PM	MDA LUNCHEON <i>Sponsored by Muscular Dystrophy Association</i> <i>(by invitation only)</i>	208 A
12:30 PM - 4:00 PM	SCHOOL-BASED ENTERPRISE ACADEMY RETAIL OPERATIONS <i>Sponsored by Otis Spunkmeyer, an ARYZTA Brand</i>	Anaheim Marriott
4:00 PM	VOTING DELEGATES' BRIEFING + CANDIDATE CAMPAIGN SESSION	Anaheim Marriott
4:00 PM - 11:00 PM	DECA NIGHT AT UNIVERSAL STUDIOS HOLLYWOOD <i>(Advance ticket purchase required) Last buses depart at 11:00 PM.</i>	
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

FRIDAY, APRIL 28

7:00 AM - 7:00 PM	HEADQUARTERS + TOURS	Hall B Foyer
7:00 AM - 7:00 PM	SHOP DECA <i>(including blazer sales)</i>	207
7:30 AM	JUDGES' ORIENTATION	210 + 213
8:00 AM - 4:00 PM	CAREER EXHIBITS + CAMPAIGN BOOTHS + DECA IMAGES	Hall B
8:00 AM - 7:00 PM	COMPETITIVE EVENT PRELIMINARY COMPETITION	Halls A and C
8:30 AM - 10:30 AM	JOHNSON & WALES SCHOLARSHIP AWARD BREAKFAST <i>Sponsored by Johnson & Wales University (by invitation only)</i>	209 B
8:30 AM - 3:30 PM	EMERGING LEADER SERIES	Anaheim Marriott
9:00 AM - 2:00 PM	ADMINISTRATOR DAY	208
9:00 AM - 3:00 PM	ADVISOR ACADEMY <i>(New and Developing Advisors)</i> <i>Sponsored by PepsiCo Chilled DSD</i>	204 B
NOON - 1:30 PM	CHARTERED ASSOCIATION OFFICER/ADVISOR LUNCHEON <i>Sponsored by Piper Jaffray & Co. (by invitation only)</i>	210
12:30 PM	JUDGES' ORIENTATION	213
2:00 PM - 3:30 PM	LEADERSHIP RECOGNITION	209 A
3:30 PM - 4:30 PM	COMPETITIVE EVENTS UPDATE WORKSHOP <i>(Advisors Only)</i>	210
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

SATURDAY, APRIL 29

7:30 AM - 10:30 AM	JUDGES' ORIENTATION	210 + 213
7:30 AM - 6:00 PM	HEADQUARTERS + TOURS	Hall B Foyer
7:30 AM - 6:00 PM	SHOP DECA + YARD SALE	207
8:00 AM	ACHIEVEMENT AWARDS SESSION	Hall D
8:30 AM - 6:00 PM	FINALIST T-SHIRT + RECOGNITION ITEMS	Hall C Foyer
8:30 AM - 6:00 PM	COMPETITIVE EVENT FINAL COMPETITION	Hall C
11:30 AM	BUSINESS + ELECTION SESSION	204 B
2:00 PM - 3:00 PM	WRITTEN REPORT + CERTIFICATE RETURN <i>(Chartered Association Advisor or Designee Only)</i>	206 B
7:00 PM - 8:00 PM	SCHOLARSHIP + NATIONAL ADVISORY BOARD RECEPTION <i>Sponsored by National Advisory Board Partners (by invitation only)</i>	208
8:30 PM	GRAND AWARDS SESSION	Hall D
12:30 AM	CURFEW <i>Chapters and chartered associations may set earlier curfew times.</i>	

SUNDAY, APRIL 30

8:30 AM - 3:00 PM	NEW EXECUTIVE OFFICER ORIENTATION	Hilton Mezzanine 6
-------------------	-----------------------------------	--------------------

EVENTS WILL BE HELD IN THE **ANAHEIM CONVENTION CENTER** UNLESS OTHERWISE NOTED.

RESOLUTION: #16-17.045

DATE: MARCH 13, 2017

BOARD POLICY FOR APPROVAL

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools.

One board policy needs to be rewritten to meet legal standards. This policy was presented for first reading at the February 27, 2017 Board meeting.

Tom Lindly is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the following board policy:

- EEBA District Vehicles

SUBMITTED BY: RECOMMENDED BY:

Jenna McCulley
Community Engagement Officer

APPROVED BY:

Susan Rieke-Smith, Ed.D.
Superintendent



Code: **EEBA**
Adopted: 3/17/05
Readopted: 2/26/07
Orig. Code(s): EEBA

District Vehicles

The district maintains a fleet of vehicles for use by staff for work-related in-town and out-of-town travel. These vehicles may be driven only by district employees over 18 years of age having valid Oregon driver licenses. When transporting students, the employee must be 21 years of age or older. In addition, to operate district-owned vehicles with a gross vehicle weight (GVWR) exceeding 26,000 pounds, a school bus, or a vehicle carrying 16 or more passengers, employees must hold a valid commercial driver license.

The district shall deny use of district-owned vehicles to any employee who: 1) has not been authorized by the district to drive fleet vehicles; 2) has a restricted or suspended driver license for a cause involving the unsafe operation of a motor vehicle or because of driving record; 3) has a record of more than two moving violations within the past three years; 4) has been convicted for operating a vehicle under the influence of drugs or intoxicants.

The district reserves the right to deny use of district owned vehicles to any employee who has been cited for operating a vehicle under the influence of drugs or intoxicants; or who has been involved in a motor-vehicle accident when driving a district-owned vehicle.

Volunteers, parents, students, student teachers, sub-contracted workers, and workers leased through temporary service companies, are not authorized to operate district-owned vehicles. Lane Educational Service District employees may be allowed to operate district-owned vehicles on a case-by-case basis.

The superintendent or designee will develop procedures to support this policy.

All drivers operating district-owned vehicles shall use seat belts. Failure to do so is grounds for discipline, up to and including dismissal.

The driver of any district-owned vehicle, except school buses, is responsible for determining that the proper number of seat belts is available for the passengers and their use is required.

Additionally, all drivers operating district-owned vehicles or conducting district business while driving a privately-owned vehicle, shall ensure that children four or five years of age

or who weigh between 40 and 60 pounds, regardless of age, are properly secured in a child safety system that meets the minimum standards and specifications of law. The vehicle shall not be driven until the driver and all passengers are properly buckled and properly secured.

A district vehicle more than 10,000 pounds or equipped with a lap belt only is exempt from child safety system requirements.

END OF POLICY

Legal Reference(s):

[ORS 341.290 \(2\)](#)

[ORS 801.455](#)

[ORS 811.210](#)

[ORS 820.105](#)

[ORS 820.110](#)

[ORS 820.120](#)

[OAR 437-002-0220 to -0227](#)

LEASE PURCHASE OF TYPE C
PROPANE SCHOOL BUSES

RELEVANT DATA:

This purchase reflects pricing associated with an existing Eugene 4J permissive cooperative agreement for type "C" school buses. Pursuant to ORS Chapter 279A.215, government agencies may utilize an existing permissive cooperative agreement of another public agency if all of the statutory requirements covered under this section have been met.

As part of the Transportation Fleet Management Plan, we identified the need to establish a regular replacement cycle for district owned school buses. While the length of the replacement cycle was not set in stone, it was recommended that the district establish a replacement cycle somewhere between 10-15 years. It was also recommended that the district standardize on Type D transit style buses for all regular education routes. Since the time of the original fleet plan, there have been some changes in the school bus industry that have caused us take another look at using only Type D transit style buses.

All of the major manufacturers now produce a propane powered Type C (front engine) buses. Propane power has have greatly reduced emissions and are measurably less expensive to purchase and operate than the Type D buses. Two years ago we decided to pilot propane powered Type C buses. As the result of a successful pilot, last year we purchased an additional five propane powered buses. These buses have also worked out well leading us to add a propane fueling station at the Center to accommodate local refueling.

The Type C propane powered school buses should provide the district with a useful life of 12-15 years and up to 200,000 miles. Funding for this purchase will be provided through the District equipment replacement fund. Bus purchases are 70% reimbursable from the State over the first 10 years of ownership.

The district will be making arrangements to fund this bus purchase through a lease purchase at a market driven interest rate associated with municipal leases. Initial estimates indicate that we should see an interest rate around 3% for this lease, comparable to previous bus leases. A formal Board Resolution authorizing the issuance and negotiated sale of full faith and credit obligations to support this vehicle purchase will be presented to the Board at a subsequent board meeting.

Fleet maintenance and transportation staff have reviewed the Type C bus specifications and purchasing staff have reviewed the original solicitation document and cooperative agreement to assure alignment with statutory requirements.

Board Member Erik Bishoff reviewed the procurement file. Tom Lindly, Mike Schlosser, and Brett Yancey will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the purchase of six (6) Type C Propane Blue Bird Vision 54 passenger, wheelchair lift equipped, front engine school buses from Western Bus Sales, Inc. of Boring, OR for a total of \$849,702.00.

SUBMITTED BY:

Tom Lindly
Director of Technology & Transportation

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent