

Elementary Overview

5/11/26

Oregon's K-5 Content Standards

The Arts (Dance, Media Arts, Music, Theatre, Visual Arts)

English Language Arts (Reading, Writing, Language, Speaking & Listening)

Health (Wellness & Health Promotion, Safety & First Aid, Substance Use, Misuse & Abuse, Food, Nutrition, and Physical Activity, Social, Emotional, and Mental Health, Health Relationships and Violence/Abuse Prevention, Growth & Development, Sexual & Reproductive Health)

Library & Media (Standards & Learning Goals: Information Literacy, Reading Engagement & Social Responsibility)

Math (Algebraic Reasoning, Numeric Reasoning, Geometric Reasoning & Measurement, Data Reasoning)

Oregon's K-5 Content Standards

Physical Education (Domain 1: Develops a variety of motor skills, Domain 2: Applies knowledge related to movement and fitness concepts, Domain 3: Develops social skills through movement, Domain 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity)

Science (Dimension 1: Science & Engineering Practices, Dimension 2: Crosscutting Concepts, Dimension 3: Disciplinary Core Ideas including Earth & Space, Engineering, Technology, and the Application of Science, Life Science, Physical Science)

Social and Emotional Learning (Self-Awareness & Identity, Self-Management & Agency, Social-Awareness & Belonging, Relationship Skills & Collaborative Problem-Solving, Responsible Decision-Making & Curiosity)

Social Science 24 (Civics, Geography, Economics, History & 10 Essential Disciplinary Practices)

Who, What, Where ...

Classroom Teacher - All standards and areas

Library EA - Library & Media, Arts, Social Science & Science

Specialists:

- PE Teacher (Arts, Health, PE, SEL)
- Music Teacher (Arts, SEL, Social Science)
- Behavior Interventionist (SEL)
- Academic Interventionist (ELA & Math)
- Special Education Staff (Specially Designed Instruction)

Scheduling Considerations

Daily Schedule:

- 8:35am-2:50pm (**6 hours, 15 minutes**)
- Early release 8:35-12:30 (**3 hours, 55 minutes**)

Non Instructional Considerations:

Student Lunch: 20 minutes

Recess: 30 minutes

Teacher Lunch: 30 minutes

Teacher Prep: 45 minutes per day during student contact time x 4 days per week

Instructional Needs:

Literacy Block:

- 90 minutes Core Instruction
- 30 Tiered Instruction

Mathematics:

- 60 minutes

PE/Music/Library

- 45 minutes

Science, Social Science, Health, PE (remaining minutes), SEL, Art (standards not covered by others)

- 60 minutes:

Other Activities (Caring connections, morning welcoming, iReady independent pathway)

- 45 minutes

Sample Schedules:

Maple

Ability to create thematic weeks agreed upon by staff to allocate multiple days to Science/SS/Writing/Health which can connect to the Literacy block and is detailed in curriculum maps

Visual arts integrated throughout the day

Additional PE block co-taught beginning at 8am by a Licensed Specialist in conjunction with a community partner

A, B Rotation Weeks for Specials

Flexibility to adjust the classroom schedule as needed

Walterville

Visual Art & Science integrated throughout the week with increased focus within Library time

Morning blocks devoted to Health, SEL and Writing

CORE subjects covered before 1:15 with afternoon blocks devoted to other subjects

Emphasis on field trips which enhance instructional content

Maple 2nd Grade Schedule



Morning Routine

-  8:00–8:25 — Healthy Moves / PE Minutes
-  8:25–8:35 — Student Arrival & Welcome
-  8:35–9:00 — Morning Meeting



Core Instruction (Morning Block)

-  9:00–9:45 — Math
-  9:45–10:00 — Recess
-  10:00–10:30 — Tier 2 Reading Intervention (Literacy Activities, targeted groups)
-  10:30–11:00 — Whole Group Reading: Magnetic
-  11:00–11:30 — Small Group Reading



Midday

-  11:30–11:50 — Lunch
-  11:50–12:05 — Recess
-  12:05–12:25 — Math (iReady)
-  12:25–1:10 — Specials Rotation (Music, PE,)



Afternoon Integrated Learning

-  1:10–1:40 — Writing (Science, Health, Social Studies, SEL, Second Step, Art)
-  1:40–2:10 — Whole Group Reading (Wonders)
-  2:10–2:45 — Themed Units (Science, Health, Social Studies, Library, SEL)
-  2:45–2:50 — Pack Up & Dismissal

Walterville's Schedule



Morning Routine (8:10-9:00)

- 8:10–8:35 Arrival & Welcome
- 8:35–9:00 Integrated studies



Core Instruction and Specials (9:00-11:30)

- 9:00-11:30
- 90 minutes of core reading
- 45 minute specials
- 15 recess



Lunch/ Recess 11:30-12:10

- 20 minutes lunch
- 15 minutes recess



Math and Reading (12:15-1:45)

- 60 minutes Math
- 30 minutes Reading groups



Integrated Studies (1:45-2:50)

- 60+ minutes per day
- Health, Science, Social Studies, SEL, Art, Technology, Writing.



In Person/Virtual Oral Public Comment
May 11, 2026

The following in person oral public comments will be shared at the meeting:

Heather Quaas-Annsa – Board Responsibilities

Naomi Raven – Board Accountability

James Stegall – Board member use of social media to solicit parent opinions

Ryan Herlands – Teacher Appreciation and Current Budgeting Process

Brandon Ferguson – Proposed Budget

Lisa Barrager – Board Cohesiveness



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

REQUEST TO ADDRESS THE BOARD

Name Zach Bessett Date May 11 2026
District Residency SPS Phone 541 229 9148
Email Zbessett@gmail.com
Agenda Item or Topic Child Centered leadership

• • • • •
The meeting is being tape recorded. Please limit your comments to three minutes.



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

REQUEST TO ADDRESS THE BOARD

Name Sheila Garrelts Date May 11

District Residency Springfield Phone 541 206 4003

Email sheila.garrelts@springfield.k12.or.us

Agenda Item or Topic Walterville Elementary principal reduction
to .5

• • • • •
The meeting is being tape recorded. Please limit your comments to three minutes.



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

REQUEST TO ADDRESS THE BOARD

Name Sandy Miller Date May 11 2026

District Residency _____ Phone 541-146-0266

Email Miller10213@comcast.net

Agenda Item or Topic Boys Volleyball Funding -

No show

• • • • •
The meeting is being tape recorded. Please limit your comments to three minutes.

Good evening,

My name is Heather Quaas-Annsa. I am a parent in this district and a former member of this Board.

I ultimately resigned because the environment surrounding service on this Board had become unhealthy and, frankly, unsafe for my family and me. I had hoped my resignation would encourage reflection, accountability, and a recommitment to professional governance practices. Unfortunately, many of the same troubling patterns continue as is evidenced by behaviors we've seen on the dais this evening.

At the center of many of those concerns is Jonathan Light. While on the Board, I witnessed and personally experienced repeated bullying, patronizing behavior, and a lack of professionalism; efforts to address those concerns constructively did not result in meaningful change. I am not the first Board member whose resignation was influenced, in part, by these dynamics, but I sincerely hope I will be the last.

Six formal complaints have been filed against Mr. Light in the last 3 years, in addition to three recently filed with the Oregon Government Ethics Commission, regarding his lack of professionalism and compliance with board policy, and refusal to adhere to ethical governance expectations and public meeting laws. By comparison, the previous five Board chairs had zero complaints filed against them.

Tonight, there will be another discussion about Board Policy BG on Board-staff communication, which was revised and adopted just last spring. Policies around board-staff communication and school visits exist for important reasons. They protect instructional time, maintain clear lines between governance and administration, support student privacy, and prevent interference in day-to-day district operations. Individual board members do not supervise schools or staff. The Board governs collectively through policy and through the superintendent.

Attempts to weaken these boundaries undermine trust and create confusion about roles and authority. Changing this policy while the district is between permanent superintendents is especially concerning and feels deeply underhanded.

What actual problem is being solved by changing this policy? Coordinating visits through district leadership is not burdensome. It is standard governance practice and demonstrates respect for staff, students, and administrators.

After my resignation, a parent sent me a message thanking me for helping connect them with the right staff so their child could transfer schools and finally thrive. This is what your time on the Board is supposed to be focused on: students, not politics or personal power.

Our students deserve adults who can govern with professionalism, accountability, and integrity. I hope this Board chooses that path moving forward.

her breath, as other concerned community members spoke before me.

My name is Naomi Raven. I am a parent of SPS students and former Springfield School Board member. I served five years on the Board, including two years as Vice Chair and two years as Chair. I served through the COVID-19 pandemic and the hiring of a Superintendent. I understand this role and its ethical obligations.

I am here because I am deeply concerned by the conduct of this Board.

Current board members have misrepresented information and conducted themselves in ways that contributed to the resignation of two top district leaders. This toxic environment continues and is a substantial deterrent for qualified candidates considering application to these critical roles. This places our district in a vulnerable position that is not just concerning, but damaging.

It is unacceptable that this Board elected a Chair in February who had been removed from that same position and formally censured just weeks prior. Electing a leader with recent substantiated misconduct, who was undergoing multiple ethics reviews, and who currently has an open complaint filed with the Oregon Ethics Commission reflects a failure of accountability.

The April 27 meeting demonstrated these governance concerns clearly. At this meeting, the Board Chair presented a policy change that directly affects the role of the Superintendent, while we do not have a permanent Superintendent in place to participate in that conversation. Also at this meeting, the Board Chair publicly dismissed The Oregon School Boards Association. Lastly, counsel from our interim superintendent along with community member concerns were disregarded in favor of advancing board member preferred outcomes. When a board member raised concerns about a censured member serving in a leadership role, it was clear the majority of the board was uninterested in having that conversation and holding this board member accountable. This is not only concerning, it is damaging. Unethical board governance poses its greatest risk to a district when there is not a permanent Superintendent in place, and for Springfield Public Schools that time is now.

Board behavior has eroded trust within the Springfield Public Schools community. Misrepresentation of key information, refusal to engage in honest public dialogue, and disregard for Board policy have created division and confusion. Board misconduct has cost our district thousands of dollars, is undermining district progress, burdening staff, and pulling focus away from students. I believe that at this point, you are our district's greatest liability.

During my last two years on the board, I experienced first hand how the conduct of Director Light monopolized the time and efforts of administrators and board members and how it negatively impacted our students.

As a former Board member, I call on you to meet the standard of professionalism and integrity this community deserves. Follow policy, hold yourselves accountable, and elect a new board chair that will do the same.

Thank you.

Lisa Barrager Public Comment 5/11/2026

My name is Lisa Barrager and I live in Springfield school district. I am a former SPS board member and grandmother to a new SPS student who is a kindergartner in the Spanish Language immersion program at Guy Lee School. My Granddaughter is a 4th generation student of Springfield schools. It's important to me that our district have a cohesive board of directors, as well as a strong superintendent. In the recent past I have witnessed evidence of discord and confusion among board members. This has included one director walking out of a meeting before it was adjourned, public animosity between board members including snide comments directed at each other, as well as members constantly stumbling for words and looking to chairperson Light for what looks like approval. These, and many other unprofessional and inappropriate behaviors continue to make me lose trust and confidence in the current board. One director has publicly stated that this board cannot be trusted, and while I tend to disagree with some of her egotistical behaviors, I have to agree whole heartedly. I would like to formally express my concerns regarding the leadership and conduct of this board, especially, board chairman Light. I think one thing we can all agree on is that in order to be an effective leader one must be committed to serving the best interests of their constituents. This does not seem to be the case with Chair Light. One example of this is a recent special session that was called on April 27 that should have been focused on the most important task at hand – finding a superintendent. Chair Light made this special session all about his desire to change a policy making it allowable for him and other board members to enter schools without going through the proper channels. Frankly, this concerns me. If Chair Light had his way, he – who has in the past been censured by fellow board members – who has proven he can't be trusted – could just walk into my granddaughter's school without reason, without permission. Chair Light, you seem to have a skewed sense of the "authority" that comes with being a board member. I for one, would not feel safe knowing that the members of this board could bypass the very simple task of gaining permission, to have access to our children. I don't say these things as a personal attack on Chairman Light, or any specific board members. Director Brew, I realize you're fairly new to this position, and I thank you for your service, and wish you the best. I'm speaking my mind in hopes that there can be a focus on a stronger, more collaborative board with more open transparency and leadership that proves that the values and goals of your mission are what is important. My hope is that this board will carefully consider these concerns and act to restore accountability and confidence as you move forward in prioritizing decisions that serve our students, families, and community. I ask that you make it your top priority to focus on finding a strong, capable superintendent who can take the reign of a very broken school district. I have seen evidence of these mentioned unprofessional behaviors this evening in Director Langworthy in eye rolls, head nodding, and commenting under

I'm donating a collection of books on school board governance and best practices, and I sincerely hope this Board takes the time to read them and apply the principles they contain.

Thank you.

Members of the Springfield Board,

When I was selected as Acting Superintendent of Springfield Public Schools, Assistant Superintendent David Collins had recently departed the district.

During contract negotiations, I requested an additional stipend in recognition of the fact that I would be assuming the responsibilities of both the Assistant Superintendent and Superintendent. At that time, I was informed that we could revisit the requested additional stipend once my work with the district got underway.

My original request to revisit the additional stipend was discussed with Chair Light on Tuesday, April 14. I then sent the same request to the full school board on Tuesday, April 21. On Wednesday, April 29, after hearing no response from the board, I requested to have this item added to the May 11 board agenda.

I have been filling the role of both Superintendent and Assistant Superintendent since March 2, 2026. I am working extremely hard to manage both responsibilities, but it is a substantial undertaking. I ask to be appropriately compensated for the additional effort required to keep operations running smoothly and help restore stability to the district.

I understand this may not seem like a great time to be asking for additional pay, but this request was originally discussed during my initial contract negotiations.

I respectfully request that the Board revisit this aspect of the contract negotiations.

Since April 13th board meeting:

Weekly scheduled meetings individually with District Leaders and as a District Leadership Team.

Monthly one-on-one meetings with each board member

We have filled some of the vacant administrative positions for next year and are working to wrap that up in the next couple of weeks.

Visits:

1. Facilities visit at transportation, maintenance, food service, and warehouse *Brett*
2. Attended SEF Board Meeting
3. Thurston Elementary – Amber Mitchell
4. Douglas Gardens Elementary – Carla Smith
5. EEAC Meeting
6. Coffee and Conversation at Crème and Bloom AND Starbucks at Gateway
7. YTP Farm Visit with Joyce Douglas
8. Met with SEA Union Leadership
9. Brattain Campus and Cosmetology Program – Lesa Haley
10. Mt. Vernon Elementary – Brady Cottle
11. Agnes Stewart MS – Angela Landy
12. SHS – student tour
13. Maple Elementary – Megan Knight
14. Met with Karen Babcock about school libraries and the amazing work they are doing
15. SHS Multicultural Assembly

16.

Willamette Leadership Academy - Lisa Arellano, Kathryn

Nunes

17.

AANHPI Heritage Celebration at Guy Lee

This week is Gateways Cosmotology Avante Garde on Thursday and
A3 Confluence is Tuesday and Wednesday from 8:40-10:25am and
5:30-7:30pm

At every board meeting I've been present for, it has been stated in public that board members are not being provided the opportunity to visit schools. That is a direct reflection on the office of the superintendent and I would like to address this concern with the public and the board.

As the Board stated in my interview, each of you were looking for someone to come in and heal the district, calm the waters, build trust and put students first. To do that, I needed to be visible in the schools and community. Therefore, scheduling my school visits have taken priority over board member visits.

In addition, I did some research and found that board member school visits were postponed beginning in November due to the status of certified bargaining at the time. Following the conclusion of bargaining and the ensuing mid-year layoffs, it was felt that schools needed time to adjust to the changes before resuming board member school visits. There is no intentional preferential treatment of board members happening in relation to scheduling board member school visits.

After beginning my job on March 2nd, I realized the magnitude of the role I was taking on. I was hired as the Superintendent; but I was also having to fill the role of Assistant Superintendent. To do that, I have had to lean heavily on district leadership, including Martie. While I realize Martie is also the Board Secretary, that should only be a fraction of her role in the district. Unfortunately, with the board having two board meetings a month, along with other additional duties she has for the interim superintendent search, Martie's job as Board Secretary has doubled in size. I applaud her for the adjustment she has made mid-year.

I also applaud the amazing adjustment all of the students and staff made this year as they navigated mid-year cuts, changes to schedules and staffing adjustments. There is a saying that comes to mind “You don’t know how strong you can be until being strong is the only choice you have.” So thank you to everyone who has worked hard to minimize the impact of mid-year changes on our students.

One of the first tasks I completed when was hired was to restructure the district leadership team. This was out of necessity since the two main district leaders were no longer with the district. And when they left, they took decades worth of institutional knowledge with them, as well as an understanding of the operational structure of the district. As a Leadership team we have been working through a new division of roles and responsibilities to get through the remainder of the school year. All the while, working to bring a divided community together through community meetings.

With the amazing support from the district leadership team: Brett Yancey, Dustin Reese, Brian Richardson, Martie Steigleder, Brian Megert, Whitney McKinley, Joyce Johnson, Mindy LeRoux, Melissa Stalder, Taylor Madden and Jeff Michna, we have been able to ensure that our focus remains on our students first and foremost.

I ask the board’s patience and understanding as all of us in the District are navigating uncertain times with developing a balanced budget, adjusting to a different leadership style and structure at the District Office, budget and staffing reductions, and an interim superintendent search all the while keeping our focus on what’s most important, the students!

May 8, 2026

To the Members of the Springfield Public Schools Board of Education,

My name is Cassandra Moorhead, and I am a teacher at Walterville Elementary. I am writing to formally express my strong opposition to the decision to reduce the principal position at our school to a half-time (0.5 FTE) role.

While I understand the board faces difficult budgetary decisions, reducing the leadership of our school is not an effective way to balance the budget. It is a decision that will have immediate, negative consequences on the school's daily operations and long-term academic success.

The reduction of this position will negatively affect our school in the following ways:

- **Loss of Essential Instructional Leadership:** Research shows that effective, full-time principals are crucial for promoting student achievement and supporting teachers. A part-time principal cannot provide the necessary instructional mentoring, teacher evaluations, or feedback required to improve academic outcomes.
- **Safety and Operations Risks:** A school requires a consistent, full-time leader to manage the safety of students during arrival, dismissal, and unexpected crises. A half-time principal will result in diminished supervision.
- **Student Support and Climate:** A half-time principal will likely reduce access for students and parents, harming the school culture and our ability to support students' social-emotional learning.

A school's success is directly linked to the stability of its leadership. Reducing our principal to part-time, especially when other schools might not face the same, is inequitable and detrimental to our children's education.

I urge the board to reconsider this decision and find alternative solutions that do not involve compromising the safety, structure, and academic leadership of Walterville Elementary.

Thank you for your time and your service to our community.

Sincerely,

Cassandra Moorhead
Third Grade Teacher
Walterville Elementary

cassandra.moorhead@springfield.k12.or.us

Board Meeting May 11th, at 7:00pm

Good Evening Members of the Board, my name is Hunter Murphy, I am the ASB President representing Thurston High School. Thank you for allowing me to speak here today. Tonight I am joined by ASB President Elect, Teagan Roche.

We are all Colts

Colt Night was a huge success with nearly all of our CTE pathways, art pathways, and over a dozen clubs including GSA and *Be the Light* Bible Study being represented, all while supported by our ASB Leadership. Leadership conducted "Colt races," and 5 *Powers* leaders shared opportunities for affinity spaces. Thank you and congratulations to everyone who showed up to make Colt Night a success.

Caring - looking out for our community

Our Mental Wellness Student Union led by Hope Huie, passed out Mental Health resources and many other Clubs made appearances.

Our campus affinity groups and 5 *Powers* are looking ahead to Jubilee Week beginning on May 18th and culminating with BSU's annual Block Party on May 22nd.

Brave - showing up, making our voices heard

Elections for next year's **ASB Leadership** began on April 6th and concluded with votes being cast on April 27 and 28th. Congratulations to ASB President elect Teagan Roche, ASB Vice President Annie Robison, ASB Financial Advisor Layla Sierra, Assemblies Director Lillian Blair, and Communications Director Kali West on winning their respective elections. We want to congratulate and wish our incoming ASB Leaders luck. They will take office this September and serve during the 2026-2027 school year.

We also want to thank this year's ASB Leadership for their hard work this year. This included Hunter Murphy as ASB President, Jasmine Rojas as ASB Vice President, as well as Channing Contreras, Teagan Roche and Rosie Montes. This team also included our Class Officers, Curtis Johnson, Wyatt Hillsberry, Taylor Roberts, Mallory McGuire, Chris Urie and Evan Lillibridge. Congratulations on an amazing and productive year for our ASB Leadership.

Our **theater** performance *Dracula* - opened Friday, April 24th and went for two weekends. Congratulations to our actors and actresses on an amazing show!

Spring **sports** are wrapping up with dominant performances by Golf, Track and Field and Flag Football. Girl's Flag Football is the league champion and will host a round 1

Student Name: [REDACTED]
 Student ID: [REDACTED]
 Teacher: [REDACTED]
 Principal: [REDACTED]

[REDACTED] Elementary

[REDACTED]

Springfield, OR 97478

Phone: (541) 744-[REDACTED]

Performance Key

- 4 = Advanced** Consistently exceeds and extends grade level standard.
3 = Proficient Consistently demonstrates understanding and has met the grade level standard.
2 = Developing Making progress towards the grade level standard.
1 = Limited Working well below grade level. Needs significant support to reach the standard.

Effort Key

- C** = Consistently Demonstrates Effort
I = Inconsistently Demonstrates Effort
AC = Area of Concern
G = Group Instruction - Skill and content not individually assessed
NA = Not Assessed at this Time

ENGLISH LANGUAGE ARTS	Trimester		
Reading Foundational Skills	1	2	3
Print Concepts			
Recognizes and names all uppercase and lowercase letters			
Understands the organization and basic features of print			
Phonological Awareness			
Recognizes and produces rhyming words			
Blends and segments syllables in spoken words			
Isolates beginning, middle, and ending sounds in consonant/vowel/consonant words (e.g., c/a/t)			
Phonics & Word Recognition			
Produces all letter sounds			
Recognizes the differences between similarly spelled words			
Reads high frequency words			
Fluency			
Reads Kindergarten text independently			
Reading Literary Text	1	2	3
Key Ideas and Details			
Asks and answers questions about key details in text			
Retells a story and identifies parts of a story (e.g. characters, settings, major events)			
Craft and Structure			
Discusses unknown words in texts			
Recognizes types of text, author, and illustrator			
Integration of Knowledge and Ideas			
Understands how illustrations connect to a story			
Compares and contrasts characters in stories			
Reading Informational Text	1	2	3
Key Ideas and Details			
Asks and answers questions about key details in a text (e.g., main topic, individuals, events)			
Craft and Structure			
Finds evidence in a text that supports understanding (e.g., pictures, author's purpose)			

Integration of Knowledge and Ideas			
Understands how illustrations connect to a story			
Identifies evidence an author gives in a text			
Identifies similarities and differences between two texts on the same topic			
Demonstrates effort in Reading			
Writing	1	2	3
Text Types and Purposes			
Writes opinion text, includes: piece of text by writing, drawing, and / or dictating, states an opinion			
Writes informative text, includes: piece of text by writing, drawing, and / or dictating; names topic and supplies information			
Writes narrative text, includes: piece of text to tell about an event by writing, drawing and/or dictating			
Production and Distribution of Writing			
With adult and peer support, adds details to strengthen writing			
Research to Build and Present Knowledge			
Recalls and writes (with a group and individually) information about shared research project			
Demonstrates effort in Writing			
Language	1	2	3
Conventions of Standard English			
Prints all upper and lower case letters			
Spells simple words			
Demonstrates proper use of grammar, vocabulary, capitalization, and punctuation			
Vocabulary Acquisition and Use			
Identifies and uses unknown and multiple meaning words			
Speaking and Listening	1	2	3
Comprehension and Collaboration			
Participates in discussions with partners and groups			
Presentation of Knowledge and Ideas			
Expresses thoughts, feelings, and ideas clearly			
Demonstrates effort in Speaking & Listening			

Elementary Report Card

2025-2026

Student:

Student ID:

Attendance

Trimester	1	2	3
Days Absent			
Tardies			
Excessive Tardies*			

*Student arrival is more than 15 minutes late

To The Parents/Guardians Of:



Springfield, OR 97478

Purpose Statement

The purpose of this report card is to give information about the student's achievement and learner characteristics. Academic marks show proficiency with grade level standards. "Characteristics of a Successful Learner" marks show how consistently these habits are demonstrated during a grading period. Student progress on IEP goals will be provided in a separate report.

MATHEMATICS	Trimester		
Counting and Cardinality	1	2	3
Counts to 100 by ones and tens, beginning from a given number			
Writes numbers from 0 to 20			
Counts to tell the number of objects			
Compares numbers between 1 and 10			
Operations and Algebraic Thinking	1	2	3
Understands addition as putting together and adding to, and subtraction as taking apart and taking from			
Represents and solves addition problems within 10; fluently within 5			
Represents and solves subtraction problems within 10; fluently within 5			
Number and Operations in Base Ten	1	2	3
Works with numbers 11-19 to gain foundations for place value			
Measurement and Data	1	2	3
Describes and compares measurable attributes			
Classifies objects and counts objects in each category			
Geometry	1	2	3
Identifies and describes shapes			
Analyzes, compares, creates, and composes shapes			
<i>Demonstrates effort in Math</i>			

Characteristics of a Successful Learner	1	2	3
Organized Is prepared and ready to learn			
Attentive Listens and responds appropriately to directions			
Respectful Shows consideration toward self, peers, adults, and property			
Responsible Follows rules, accepts responsibility for own behavior and actions, works independently			
Cooperative Works and interacts well with others			
Work Quality Strives to produce quality work			
Work Ethic In-class assignments and homework are completed and turned in on time			
Persistent Uses time wisely, stays on task			

CONTENT AREA	1	2	3
Art			
Health/PE			
Library/Media			
Music			
Science			
Social Studies			
Technology			
Writes Legibly			

Term 1 Comments:	Term 2 Comments:	Term 3 Comments:

Student Name:

Student ID:

Teacher:

Principal:

Elementary

Springfield, OR 97478

Phone: (541) 744-

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Effort Key

- C** = Consistently Demonstrates Effort
- I** = Inconsistently Demonstrates Effort
- AC** = Area of Concern
- G** = Group Instruction - Skill and content not individually assessed
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ENGLISH LANGUAGE ARTS	Trimester		
Reading Foundational Skills	1	2	3
Print Concepts			
Recognizes basic features of print			
Phonological Awareness			
Distinguishes long from short vowel sounds;			
breaks words into beginning, middle, and ending sound segments;			
orally blends/segments sounds			
Phonics & Word Recognition			
Knows and uses the spellings for consonant			
diagrams (e.g. th, sh), final -e, and long vowel teams (e.g. oa, ay, ee)			
Decodes one syllable words			
Reads first grade irregularly spelled words			
Fluency			
Reads first grade text with accuracy, appropriate rate, and expression to support comprehension			
Reading Literary Text	1	2	3
Key Ideas and Details			
Asks and answers questions and retells stories; describes characters, settings, and events			
Craft and Structure			
Explains the differences between literary and informational text; identifies the story narrator			
Integration of Knowledge and Ideas			
Uses text tools (illustrations, text details); compares and contrasts characters			
Reading Informational Text	1	2	3
Key Ideas and Details			
Asks and answers questions and retells main topic and key details			
Craft and Structure			
Asks and answers questions to clarify meanings of words; knows and uses text features (e.g. headings, table of contents) to locate information			
Integration of Knowledge and Ideas			
Uses illustrations and details to describe key ideas; identifies author's purpose; identifies similarities and differences between texts			
Demonstrates effort in Reading			

Writing	1	2	3
Text Types and Purposes			
Writes opinion text, includes:			
Introduction/topic sentence; reasons, facts, or details to support opinion; conclusion/ending sentence			
Writes informative text, includes:			
Introduction/topic sentence; reasons, facts, details, and appropriate transition words to support topic; conclusion/ending sentence			
Writes narrative text, includes:			
A beginning, middle, and end; events, details, and appropriate transition words; conclusion/ending sentence			
Production and Distribution of Writing			
Focuses on a topic and adds details to strengthen writing			
Research to Build and Present Knowledge			
Gathers information from print/sources and personal experiences; collaborates in a shared research and writing project			
Demonstrates effort in Writing			
Language	1	2	3
Conventions of Standard English			
Identifies and uses English grammar correctly			
Uses capitalization and punctuation correctly			
Applies and uses spelling patterns correctly			
Vocabulary Acquisition and Use			
Uses context and text clues, prefixes, suffixes, and root words as clues to determine the meanings of words			
Speaking and Listening	1	2	3
Comprehension and Collaboration			
Participates in discussion with partners and in groups; follows rules for discussion; shows understanding of texts read aloud			
Presentation of Knowledge and Ideas			
Produces complete sentences and expresses ideas clearly			
Demonstrates effort in Speaking & Listening			

Attendance

Trimester	1	2	3
Days Absent			
Tardies			
Excessive Tardies*			

*Student arrival is more than 15 minutes late

To The Parents/Guardians Of:


 Springfield, OR 97478

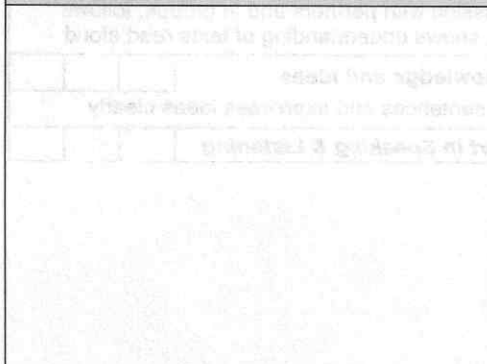
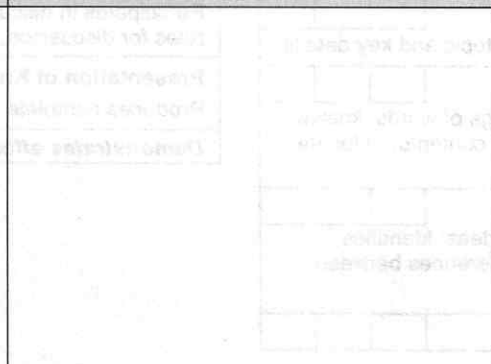
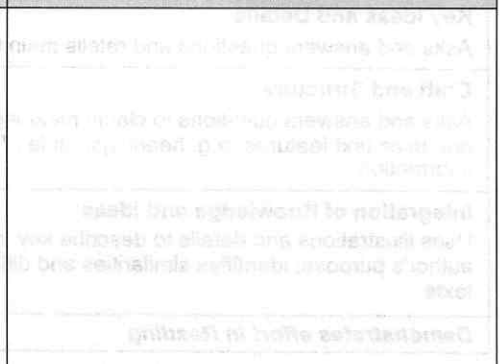
Purpose Statement

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MATHEMATICS	Trimester		
Operations and Algebraic Thinking	1	2	3
Uses addition and subtraction to solve problems within 20 in a variety of ways (i.e. using objects, drawings, equations)			
Understands and applies the relationship between addition and subtraction			
Adds within 20, demonstrating fluency through 10			
Subtracts within 20, demonstrating fluency through 10			
Number and Operations in Base Ten	1	2	3
Reads, writes, and counts numbers to 120			
Demonstrates place value concepts for two-digit numbers			
Use place value understandings to add and subtract multiples of 10			
Measurement and Data	1	2	3
Compares and measures units of length			
Tells and writes time in hours and half-hours			
Represents and interprets data			
Geometry	1	2	3
Composes geometric shapes and describes their attributes			
Partitions shapes into two and four equal shares			
<i>Demonstrates effort in Math</i>			

Characteristics of a Successful Learner		1	2	3
Organized	Is prepared and ready to learn			
Attentive	Listens and responds appropriately to directions			
Respectful	Shows consideration toward self, peers, adults, and property			
Responsible	Follows rules, accepts responsibility for own behavior and actions, works independently			
Cooperative	Works and interacts well with others			
Work Quality	Strives to produce quality work			
Work Ethic	In-class assignments and homework are completed and turned in on time			
Persistent	Uses time wisely, stays on task			

CONTENT AREA	1	2	3
Art			
Health/PE			
Library/Media			
Music			
Science			
Social Studies			
Technology			
Writes Legibly			

Term 1 Comments:	Term 2 Comments:	Term 3 Comments:
		

Student Name:

Student ID:

Teacher:

Principal:

Elementary

Springfield, OR 97478

Phone: (541) 744-

Performance Key

- 4 = Advanced** Consistently exceeds and extends grade level standard.
- 3 = Proficient** Consistently demonstrates understanding and has met the grade level standard.
- 2 = Developing** Making progress towards the grade level standard.
- 1 = Limited** Working well below grade level. Needs significant support to reach the standard.

Effort Key

- C** = Consistently Demonstrates Effort
- I** = Inconsistently Demonstrates Effort
- AC** = Area of Concern
- G** = Group Instruction - Skill and content not individually assessed
- NA** = Not Assessed at this Time

ENGLISH LANGUAGE ARTS		Trimester		
Reading Foundational Skills		1	2	3
Phonics & Word Recognition				
Reads words with long vowels, short vowels, and vowel teams				
Decodes two-syllable words that may include prefixes and suffixes				
Reads second grade sight words				
Fluency				
Reads second grade texts orally with accuracy, appropriate rate, and expression to support comprehension				
Reading Literary Text		1	2	3
Key Ideas and Details				
Asks and answers questions to demonstrate understanding of text				
Retells key details of text and determines central message of story				
Craft and Structure				
Describes story structure				
Acknowledges points of view of characters				
Integration of Knowledge and Ideas				
Uses text and illustrations to understand characters, setting, or plot				
Compares and contrasts versions of the same story				
Reading Informational Text		1	2	3
Key Ideas and Details				
Asks and answers questions to demonstrate understanding of text				
Identifies main ideas in multi-paragraph text				
Describes connections between events, ideas, and steps in technical procedures				
Craft and Structure				
Knows and uses text features (e.g., captions, bold print, and subheadings) to locate key information				
Identifies the main purpose of a text, including what the author wants to answer, explain, or describe				
Integration of Knowledge and Ideas				
Explains how images (e.g., diagram, table) clarify text				
Compares and contrasts texts on the same topic				
Demonstrates effort in Reading				

Writing	1	2	3
Text Types and Purposes			
Writes opinion text, includes: introducing a topic and stating an opinion; supplying reasons to support the opinion; and providing a concluding statement			
Writes informative text, includes: introducing a topic; using facts and definitions to support topic; and providing a concluding statement			
Writes narrative text, includes: recounting events; details, thoughts and appropriate transition words; and providing a sense of closure			
Production and Distribution of Writing			
With guidance and support, plans, revises, edits and publishes written pieces			
Research to Build and Present Knowledge			
Participates in shared research and reflects knowledge, observations, and experiences through writing			
Demonstrates effort in Writing			
Language	1	2	3
Conventions of Standard English			
Uses appropriate grammar, spelling, and punctuation when writing or speaking			
Knowledge of Language			
Compares formal and informal conventions of uses of English			
Vocabulary Acquisition and Use			
Acquires and uses grade level vocabulary			
Speaking and Listening	1	2	3
Comprehension and Collaboration			
Participates in conversations and follows rules for discussions (e.g., listening to others, speaking one at a time)			
Presentation of Knowledge and Ideas			
Speaks in complete sentences and expresses ideas clearly			
Demonstrates effort in Speaking & Listening			

Attendance

Trimester	1	2	3
Days Absent			
Tardies			
Excessive Tardies*			

*Student arrival is more than 15 minutes late

To The Parents/Guardians Of:


 Springfield, OR 97478

Purpose Statement

The purpose of this report card is to give information about the student's achievement and learner characteristics. Academic marks show proficiency with grade level standards. "Characteristics of a Successful Learner" marks show how consistently these habits are demonstrated during a grading period. Student progress on IEP goals will be provided in a separate report.

MATHEMATICS	Trimester		
Operations and Algebraic Thinking	1	2	3
Represents and solves word problems involving addition and subtraction within 100			
Fluently adds within 20			
Fluently subtracts within 20			
Uses repeated addition to gain foundations for multiplication			
Number and Operations in Base Ten	1	2	3
Understands place value			
Uses place value understanding to add within 1000			
Uses place value understanding to subtract within 1000			
Measurement and Data	1	2	3
Measures and estimates lengths in standard units			
Relates addition and subtraction to length			
Tells and writes time to the nearest five minutes			
Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies			
Represents and interprets data			
Geometry	1	2	3
Identifies shapes by their attributes			
Partitions shapes to gain an understanding of area and fractions			
Demonstrates effort in Math			

Characteristics of a Successful Learner	1	2	3
Organized Is prepared and ready to learn			
Attentive Listens and responds appropriately to directions			
Respectful Shows consideration toward self, peers, adults, and property			
Responsible Follows rules, accepts responsibility for own behavior and actions, works independently			
Cooperative Works and interacts well with others			
Work Quality Strives to produce quality work			
Work Ethic In-class assignments and homework are completed and turned in on time			
Persistent Uses time wisely, stays on task			

CONTENT AREA	1	2	3
Art			
Health/PE			
Library/Media			
Music			
Science			
Social Studies			
Technology			
Writes Legibly			

Term 1 Comments:	Term 2 Comments:	Term 3 Comments:

Student Name: [REDACTED]
Student ID: [REDACTED]
Teacher: [REDACTED]
Principal: [REDACTED]

[REDACTED] Academy
[REDACTED]
 Springfield, OR 97478
 Phone: (541) 121-[REDACTED]

Performance Key

- 4 = Advanced** Consistently exceeds and extends grade level standard.
3 = Proficient Consistently demonstrates understanding and has met the grade level standard.
2 = Developing Making progress towards the grade level standard.
1 = Limited Working well below grade level. Needs significant support to reach the standard.

Effort Key

- C** = Consistently Demonstrates Effort
I = Inconsistently Demonstrates Effort
AC = Area of Concern
G = Group Instruction - Skill and content not individually assessed
NA = Not Assessed at this Time

ENGLISH LANGUAGE ARTS

Trimester

Reading Foundational Skills	1	2	3
Phonics & Word Recognition Knows meanings of common prefixes and suffixes Decodes multi-syllabic words Reads third grade irregularly spelled words			
Fluency Reads orally with accuracy and fluency to support comprehension			
Reading Literary Text	1	2	3
Key Ideas and Details Asks and answers questions referring to the text Determines main idea and key details Describes characters in a story and explains their actions			
Craft and Structure Determines meaning of words in a text Refers to parts of stories to explain how they fit together Distinguishes point of view in text			
Integration of Knowledge and Ideas Explains how illustrations contribute to the story Compares and contrasts themes, settings, and plots by the same author			
Reading Informational Text	1	2	3
Key Ideas and Details Asks and answers questions referring to the text Determines the main idea and key details Describes the sequence and cause/effect of events, ideas, and concepts			
Craft and Structure Determines meaning of content specific words Uses text features and search tools Distinguishes personal point of view compared to the author			
Integration of Knowledge and Ideas Uses illustrations to understand the text Describes connection between sentences and paragraphs in a text Compares and contrasts main ideas and details from two texts on the same topic			
Demonstrates effort in Reading			

Writing

1 2 3

Text Types and Purposes	1	2	3
Writes opinion text, includes: introduces a topic and states an opinion; supplies reasons to support the opinion; provides a concluding statement			
Writes informative text, includes: introduces a topic; uses facts and definitions to support the topic; provides a concluding statement			
Writes narrative text, includes: recounts event(s); details, thoughts, and appropriate transition words; provides a sense of closure			
Production and Distribution of Writing	1	2	3
Produces writing which addresses the appropriate task, purpose, and audience Plans, revises, edits, re-writes, and publishes			
Research to Build and Present Knowledge	1	2	3
Conducts short research projects and uses a variety of sources to support research			
Demonstrates effort in Writing			
Language	1	2	3
Conventions of Standard English Demonstrates correct grammar skills when writing or speaking Demonstrates correct spelling, capitalization, and punctuation when writing			
Knowledge of Language Demonstrates understanding of differences in conventions of spoken and written language			
Vocabulary Acquisition and Use Acquires and uses third grade vocabulary			
Speaking and Listening	1	2	3
Comprehension and Collaboration Participates in discussions with partners and groups Asks and answers questions from a speaker Understands main ideas and details from oral presentations and diverse media			
Presentation of Knowledge and Ideas Presents information with facts and descriptive details Speaks clearly with appropriate pace, volume, and expression			
Demonstrates effort in Speaking & Listening			

Elementary Report Card

2025-2026

Student:

Student ID:

Attendance			
Trimester	1	2	3
Days Absent			
Tardies			
Excessive Tardies*			
*Student arrival is more than 15 minutes late			

To The Parents/Guardians Of:

Bartholomew Simpson
279 S 35th St
Springfield, OR 97478

Purpose Statement

The purpose of this report card is to give information about the student's achievement and learner characteristics. Academic marks show proficiency with grade level standards. "Characteristics of a Successful Learner" marks show how consistently these habits are demonstrated during a grading period. Student progress on IEP goals will be provided in a separate report.

MATHEMATICS	Trimester		
Operations and Algebraic Thinking	1	2	3
Represents and solves problems involving multiplication and division			
Demonstrates an understanding of properties of multiplication and the relationship between multiplication and division			
Fluently multiplies within 100			
Fluently divides within 100			
Solves problems involving the four operations and identifies and explains patterns in arithmetic			
Number and Operations in Base Ten	1	2	3
Uses place value understanding and properties of operations to do multi-digit arithmetic within 1000			
Number and Operations - Fractions	1	2	3
Demonstrates an understanding of fractions as numbers			
Measurement and Data	1	2	3
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects			
Represents and interprets data			
Demonstrates an understanding of the concepts of area and perimeter			
Geometry	1	2	3
Reasons with shapes and their attributes			
<i>Demonstrates effort in Math</i>			

Characteristics of a Successful Learner		1	2	3
Organized	Is prepared and ready to learn			
Attentive	Listens and responds appropriately to directions			
Respectful	Shows consideration toward self, peers, adults, and property			
Responsible	Follows rules, accepts responsibility for own behavior and actions, works independently			
Cooperative	Works and interacts well with others			
Work Quality	Strives to produce quality work			
Work Ethic	In-class assignments and homework are completed and turned in on time			
Persistent	Uses time wisely, stays on task			

CONTENT AREA	1	2	3
Art			
Health/PE			
Library/Media			
Music			
Science			
Social Studies			
Technology			
Writes Legibly			

Term 1 Comments:	Term 2 Comments:	Term 3 Comments:

Student Name:

Student ID:

Teacher:

Principal:

Elementary

Springfield, OR 97478

Phone: (541) 744-

Performance Key

- 4 = Advanced** Consistently exceeds and extends grade level standard.
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Effort Key

- C** = Consistently Demonstrates Effort
- I** = Inconsistently Demonstrates Effort
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ENGLISH LANGUAGE ARTS	Trimester		
Reading Foundational Skills	1	2	3
Phonics & Word Recognition			
Decodes grade level words using multiple strategies			
Fluency			
Reads orally with accuracy and fluency to support comprehension			
Reading Literary Text	1	2	3
Key Ideas and Details			
Refers to details and examples in text			
Determines and summarizes theme of text			
Describes characters, setting, and events of a story			
Craft and Structure			
Determines meaning of words and phrases in text			
Explains differences between structural elements			
Compares and contrasts points of view of narrators in a story			
Integration of Knowledge and Ideas			
Connects to text using visual or oral representation			
Compares and contrasts similar themes in stories			
Reading Informational Text	1	2	3
Key Ideas and Details			
Refers to details and examples in text			
Determines and summarizes main idea/theme of text			
Uses text evidence to explain events, ideas, or concepts in text			
Craft and Structure			
Determines meaning of content specific words			
Describes the structure of events in text			
Compares and contrasts first and secondhand accounts			
Uses text features to locate and identify key information			
Integration of Knowledge and Ideas			
Integrates information from multiple texts to present information on a subject			
Interprets information presented visually, orally, or quantitatively (chart, graph, website)			
Demonstrates effort in Reading			

Writing	1	2	3
Text Types and Purposes			
Writes opinion text, includes:			
supports a point of view with reasons and information			
Writes informative text, includes:			
examines a topic and conveys ideas/information			
Writes narrative text, includes:			
develops real or imagined experiences or events using technique, transitional words and phrases, descriptive details, and event sequences			
Production and Distribution of Writing			
Uses the writing process (planning, revising, and editing)			
Uses technology to collaborate, produce, and publish			
Research to Build and Present Knowledge			
Conducts research projects to build knowledge			
Demonstrates effort in Writing			
Language	1	2	3
Conventions of Standard English			
Uses correct grammar when writing or speaking			
Uses correct capitalization, punctuation, and spelling when writing			
Knowledge of Language			
Adapts spoken and written language purposefully			
Vocabulary Acquisition and Use			
Acquires and uses fourth grade vocabulary			
Interprets figurative language			
Acquires and uses 4th grade-level vocabulary			
Speaking and Listening	1	2	3
Comprehension and Collaboration			
Participates in discussions; stays on topic; links to remarks of others; explains own ideas			
Presentation of Knowledge and Ideas			
Reports on a topic or text, tells a story or recounts an experience with facts and relevant descriptive details that support main ideas or themes, speaking clearly at an understandable pace			
Demonstrates effort in Speaking & Listening			

Attendance

Trimester	1	2	3
Days Absent			
Tardies			
Excessive Tardies*			

*Student arrival is more than 15 minutes late

To The Parents/Guardians Of:



Springfield, OR 97478

Purpose Statement

The purpose of this report card is to give information about the student's achievement and learner characteristics. Academic marks show proficiency with grade level standards. "Characteristics of a Successful Learner" marks show how consistently these habits are demonstrated during a grading period. Student progress on IEP goals will be provided in a separate report.

MATHEMATICS	Trimester		
Operations and Algebraic Thinking	1	2	3
Uses the four operations with whole numbers to solve problems			
Finds all factor pairs and multiples for a whole number between 1-100			
Generates and analyzes patterns			
Number and Operations in Base Ten	1	2	3
Reads, writes, rounds, and compares multi-digit numbers within 1,000,000			
Fluently adds and subtracts multi-digit whole numbers			
Solves, illustrates, and explains multi-digit multiplication calculations			
Calculates, illustrates, and explains four-digit division problems			
Number and Operations - Fractions	1	2	3
Extends understanding of fraction equivalence and ordering			
Understands addition and subtraction of fractions with like denominators			
Multiplies a fraction by a whole number			
Understands decimal notation for fractions and compares decimal fractions			
Measurement and Data	1	2	3
Solves problems involving measurement and conversion of measurements			
Represents and interprets data			
Understands concepts of angles and measures angles			

Geometry	1	2	3
Draws and identifies lines and angles and classifies shapes by their lines and angles			
<i>Demonstrates effort in Math</i>			

Characteristics of a Successful Learner	1	2	3
Organized Is prepared and ready to learn			
Attentive Listens and responds appropriately to directions			
Respectful Shows consideration toward self, peers, adults, and property			
Responsible Follows rules, accepts responsibility for own behavior and actions, works independently			
Cooperative Works and interacts well with others			
Work Quality Strives to produce quality work			
Work Ethic In-class assignments and homework are completed and turned in on time			
Persistent Uses time wisely, stays on task			

CONTENT AREA	1	2	3
Art			
Health/PE			
Library/Media			
Music			
Science			
Social Studies			
Technology			
Writes Legibly			

Term 1 Comments:	Term 2 Comments:	Term 3 Comments:

Student Name:

Student ID:

Teacher:

Principal:

Elementary

Springfield, OR 97478

Phone: (541) 744-

Performance Key

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Effort Key

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- NA** = Not Assessed at this Time

ENGLISH LANGUAGE ARTS	Trimester		
Reading Foundational Skills	1	2	3
Phonics & Word Recognition			
Decodes grade level words using multiple strategies			
Fluency			
Reads orally with accuracy and fluency to support comprehension			
Reading Literary Text	1	2	3
Key Ideas and Details			
Uses text to make inferences and support answers			
Uses key details to determine theme and to summarize			
Compares/contrasts characters, settings, or events			
Craft and Structure			
Uses text to determine the meaning of words and phrases			
Analyzes the structure of texts			
Integration of Knowledge and Ideas			
Explains and analyzes visual/text elements			
Compares/contrasts stories in the same genre			
Reading Informational Text	1	2	3
Key Ideas and Details			
Accurately quotes text to explain and infer			
Determines main idea and key details to summarize			
Explains the relationships between individuals, events, or concepts in a text			
Craft and Structure			
Determines meanings of content-specific words			
Compares/contrasts the structure of two or more texts			
Assesses point of view in multiple accounts of the same event or topic			
Integration of Knowledge and Ideas			
Uses a variety of sources to find an answer quickly or solve a problem			
Explains how an author uses evidence to support particular points			
Uses multiple texts on the same topic to write or speak about the topic			
Demonstrates effort in Reading			

Writing	1	2	3
Text Types and Purposes			
Writes opinion pieces: supporting a point of view with reasons and information			
Writes informative/explanatory texts: to examine a topic and convey ideas/information			
Writes narrative text, includes: develops real or imagined experiences or events using technique, transitional words and phrases, descriptive details, and event sequences			
Production and Distribution of Writing			
Uses the writing process (planning, revising, and editing)			
Uses technology to collaborate, produce, and publish			
Research to Build and Present Knowledge			
Conducts research projects to build knowledge			
Demonstrates effort in Writing			
Language	1	2	3
Conventions of Standard English			
Uses correct grammar when writing or speaking			
Uses correct capitalization, punctuation, and spelling when writing			
Knowledge of Language			
Adapts spoken and written language purposefully			
Vocabulary Acquisition and Use			
Determines the meaning of unknown / multiple-meaning words and phrases			
Interprets figurative language, determines word relationships (synonyms, antonyms)			
Acquires and uses 5th grade vocabulary			
Speaking and Listening	1	2	3
Comprehension and Collaboration			
Participates in discussions; stays on topic; links remarks to others; summarizes key points			
Presentation of Knowledge and Ideas			
Effectively presents a topic, sequencing ideas logically, using appropriate facts, and details, speaking clearly at an understandable pace			
Demonstrates effort in Speaking & Listening			

Attendance

Trimester	1	2	3
Days Absent			
Tardies			
Excessive Tardies*			

*Student arrival is more than 15 minutes late

To The Parents/Guardians Of:



Springfield, OR 97478

Purpose Statement

The purpose of this report card is to give information about the student's achievement and learner characteristics. Academic marks show proficiency with grade level standards. "Characteristics of a Successful Learner" marks show how consistently these habits are demonstrated during a grading period. Student progress on IEP goals will be provided in a separate report.

MATHEMATICS	Trimester		
Operations and Algebraic Thinking	1	2	3
Writes and interprets numerical expressions			
Analyzes patterns and numerical relationships			
Number and Operations in Base Ten	1	2	3
Understands the place value system			
Fluently multiplies multi-digit whole numbers			
Solves, illustrates, and explains division calculations with four-digit numbers			
Solves, illustrates, and explains calculations using decimals to hundredths $[+, -, \times, \div]$			
Number and Operations - Fractions	1	2	3
Adds and subtracts fractions with unlike denominators			
Applies and extends understanding of multiplication to multiply fractions			
Applies and extends understanding of division to divide fractions			
Measurement and Data	1	2	3
Converts like measurement units			
Represents and interprets data			
Understands concepts of volume			
Geometry	1	2	3
Graphs point on the coordinate plane			
Classifies 2-D figures into categories based on their properties			

Demonstrates effort in Math

Characteristics of a Successful Learner		1	2	3
Organized	Is prepared and ready to learn			
Attentive	Listens and responds appropriately to directions			
Respectful	Shows consideration toward self, peers, adults, and property			
Responsible	Follows rules, accepts responsibility for own behavior and actions, works independently			
Cooperative	Works and interacts well with others			
Work Quality	Strives to produce quality work			
Work Ethic	In-class assignments and homework are completed and turned in on time			
Persistent	Uses time wisely, stays on task			

CONTENT AREA	1	2	3
Art			
Health/PE			
Library/Media			
Music			
Science			
Social Studies			
Technology			
Writes Legibly			

Term 1 Comments:	Term 2 Comments:	Term 3 Comments:



2026-27 Calendar

Scheduled Regular Board Meetings and Work Sessions

Lane Education Service District Board of Directors

July 1, 2026 - June 30, 2027

Meeting Date	Meeting Type
Tuesday, July 28, 2026 (organization)	Regular Board Meeting Work Session (possible Board retreat)
Tuesday, September 1	Regular Board Meeting
Tuesday, October 6	Regular Board Meeting
November - two proposed options out of consideration for Election night: - Monday, November 2 - Tuesday, November 10	Regular Board Meeting
December - two proposed options as December 1 immediately follows the Thanksgiving Holiday) - Tuesday, December 1 - Tuesday, December 8	Regular Board Meeting
Tuesday, January 5, 2027	Regular Board Meeting
Tuesday, February 2	Regular Board Meeting
Tuesday, March 2	Regular Board Meeting
Tuesday, April 6	Regular Board Meeting Budget Committee Orientation



2026-27 Calendar

Tuesday, May 4	Regular Board Meeting Budget Committee Meeting
June - two options as June 1st is the Tuesday immediately following Memorial Day ○ Tuesday, June 1 ○ Tuesday, June 8	Regular Board Meeting

BOARD POLICY BG: Board-Staff Communications Review & Discussion 4-27-26

OPERATING AGREEMENTS (prior to 3/9/20):

No language specific to board member visits to schools.

OPERATING AGREEMENTS (10/15/22):

School Visits by Board Members (see Policy BG)

1. School visits will be conducted according to Board policy. ~~and will be coordinated through the Office of the Superintendent.~~
2. Board members will be informed of unofficial visit opportunities (i.e., sporting events, plays, concerts). Board members may choose to attend these events as their schedules allow. Attendance at these events does not need to be coordinated through the Office of the Superintendent.

OPERATING AGREEMENTS (proposed):

School Visits by Board Members (see Policy BG)

1. School visits will be conducted according to Board policy and ~~will~~ **may** be coordinated through the Office of the Superintendent.
2. Board members will be informed of unofficial visit opportunities **(i.e., sporting events, plays, concerts)**. Board members may choose to attend these events as their schedules allow. Attendance at these events does not need to be coordinated through the Office of the Superintendent.

POLICY BG Reviewed / Readopted: 4/28/25

The Board desires to maintain open channels of communication between itself and the district staff. ~~The basic line of communication will be through the superintendent.~~

Staff Communications to the Board (current)

All formal communications or reports to the Board, or any Board committee, from staff members will be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district. In addition, this procedure does not restrict protected labor relations communications of bargaining unit members. **Informal communications with board members is allowed but should be outside of the work day and off of district property. Staff members are invited to Board meetings, which provide an opportunity to observe the Board's deliberations on matters of district operation.**

† Legal opinion - Eakins (11/13/23) The board cannot be prohibited from speaking to any district employee outside of school hours assuming the employee agrees and is not coerced, or prohibit any employee from speaking to board members when outside of school hours or off of district premises.

Board Communications to Staff (current)

All official Board communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will provide appropriate communication to keep staff fully informed of the Board's policies, priorities and actions. Unofficial communications (notes of thanks, congratulations, scheduling, response to questions, etc.) is not subject to restrictions and may be copied to the superintendent.

Visits to Schools (current policy)

Visits by Board members will be conducted with the full knowledge of staff, including the superintendent, principals and other supervisors. School visits by Board members will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Proposed Revision:

Visits to Schools

Visits to address specific concerns from staff members will be considered official visits. Official visits by Board members will be carried out only under Board authorization and with the full knowledge of staff, including the Superintendent, principals and other supervisors. Unofficial school visits by Board members will be regarded as informal expressions of interest in school affairs and are encouraged. These visits are not "inspections" or visits for supervisory or administrative purposes. *Unofficial visits may be directly scheduled by contacting building leadership, with a courtesy notification to the superintendent.*