



Yukon Public Schools  
Board of Education Regular Meeting Monday, November 6, 2023 6:00 PM  
Yukon Public School District ISD #27 Administration Bldg., Board Room  
600 Maple Street  
Yukon, OK 73099

1. Invocation/Moment of Silence and Flag Salute

Pastor Tom Arnould, Good News Church, provided the invocation.

2. Call to Order and Roll Call

Attendance Taken at 6:01 PM.

Mr. Jeff Behymer: Present

Mrs. Suzanne Cannon: Present

Mr. Brian Coulson: Absent

Mr. Cody Sanders: Present

Mr. Leonard Wells: Present

3. Reports/ Comments from Superintendent and/or Staff

Attendance Update Taken at 6:05 PM.

Mr. Brian Coulson: Present

Teacher of the Year has been awarded across the district.  
Thursday the bids will open for civil work to begin on the new buildings at the high school.  
Character Strong, a new program implemented in the district - tonight we will recognize the character strong winners from the sites.

4. Board Member Communications and Announcements

4.A. Individual Board Member Comments

Mr. Sanders: Congratulations to Yukon pom squad regional champs!  
Mrs. Cannon: Our yearbook won state this year - Congratulations to the staff!  
Mr. Coulson: Congratulations to all of the teachers of the year!  
Mr. Wells: The marching band had an exceptional year this year!  
Mr. Behymer: No comment.

4.B. Upcoming Meetings/ Events:

**NOVEMBER:**

- 20-24 Thanksgiving Break

**DECEMBER:**

- 4 Board Meeting - 6pm
- 5 Legislative Breakfast
- 5-7 open filing for board post #4
- 25-29 Winter Break

5. Communications - Request for patrons to address the board - Pursuant to Board Policy AF, comments can be made only by district patrons concerning items listed on this agenda.

Kathryn Johnson and Amy Taylor addressed the board about their concerns with an item on the personnel docket.

6. Finance Consent Docket- All of the finance consent items will be discussed, considered and approved or disapproved by one vote unless a board member desires to have a separate vote on any or all of the consent items.

I move we approve all business items on the Finance Consent Docket as listed Passed with a motion by Mr. Cody Sanders and a second by Mr. Jeff Behymer.

Mr. Jeff  
Behymer: Yes

Mr. Brian  
Coulson: Yes

Mr. Cody  
Sanders: Yes

Mr.  
Leonard  
Wells: Yes

Mrs.  
Suzanne  
Cannon: Yes

- 6.A. Encumbrances and Change Orders as recommended by Dr. Jason Simeroth, Superintendent, and Jim Fenrick, Chief Financial Officer

- 6.B. Treasurer's Report(s) and General Fund Report(s)

- 6.C. Child Nutrition Report

7. Business Consent Docket: All of the consent items will be discussed, considered and approved or disapproved by one vote unless a board member requests to have a separate vote on any or all of the consent items.

Dr. Simeroth laid out the opioid settlement and reason for the letter.

Mrs. Rowe indicated the board meeting date changed for September from Labor Day to September 9.

After the vote to move item K to a separate vote and the vote on items A-J, Dr. Simeroth and Coach Hinson went through the board members questions and the bids we received, explaining the reason for the choice Dr. Simeroth proposed.

I move we remove item K for a separate discussion and vote. Passed with a motion by Mr. Cody Sanders and a second by Mr. Jeff Behymer.

Mr. Jeff Behymer: Yes

Mr. Brian Coulson: Yes

Mr. Cody Sanders: Yes

Mr. Leonard Wells: Yes

Mrs. Suzanne Cannon: Yes

I move we approve items 7A-7J Passed with a motion by Mr. Jeff Behymer and a second by Mr. Brian Coulson.

Mr. Jeff Behymer: Yes

Mr. Brian Coulson: Yes

Mr. Cody Sanders: Yes

Mr. Leonard Wells: Yes

Mrs. Suzanne Cannon: Yes

I move we approve the superintendent's recommendation on item 7K Passed with a motion by Mr. Cody Sanders and a second by Mr. Brian Coulson.

Mr. Jeff Behymer: Yes

Mr. Brian Coulson: Yes

Mr. Cody Sanders: Yes

Mr. Leonard Wells: No

Mrs. Suzanne Cannon: Yes

7.A. Board meeting dates for calendar year 2024

There was a presentation by Dr. Simeroth concerning the video board. He went over the details that drove the decision on which vendor to choose.

7.B. Board of Education Election Resolution, Legal Notice, and Press Release

7.C. Minutes of the October 2, 2023, board meeting

7.D. Surplus

10" Radial Arm Saw age 25 Years  
Replaced with miter saw for safety.

10" Table Saw age 26 years  
Model Number I13.298843  
Replaced by Saw Stop Saw for safety

7.E. Letter to Oklahoma State Department of Education authorizing Jason Johnson to sign on behalf of the LEA during Fiscal year 2024.

7.F. Out of State Travel

- Dustin Mason requests to accompany 30 wrestlers to Lee Summit, MO, for a wrestling tournament December 14-16, 2023. The expenses for this trip will be covered by boosters.
- Tyler Haisten, A Shirley, and Sage Snow request to accompany 8 students to Clever, MO, for the Clever Invitational academic team tournament from November 10-11, 2023. The expenses for this trip will be covered by boosters.
- Charissa Spruill requests to attend the Texas Music Educators Assoc. annual convention in San Antonio, TX, February 7-10, 2024. The expenses for this trip will be covered by a professional learning grant.
- Joy Bjerk requests to accompany 24 students to Dallas, TX, for the NCA Nationals, January 19-21, 2024. The expenses for this trip will be covered by boosters.
- Michelle Hale requests to attend the Math PLC Conference in Las Vegas, NV, December 10-13, 2023. The expenses for this trip will be covered by general funds allocated for professional development.

7.G. 2023-2024 CV Tech Syllabi

CV Tech Syllabus

**The OSDE requires we approve the academic courses offered by Canadian Valley Technology Center. The syllabi can be viewed by clicking on this link.**

7.H. Fundraiser

7.I. Contract for use of YFAC

7.J. Contact information for designated representative and chief financial officer for opioid abatement grant award application.

7.K. Video board for Miller Stadium

A yes vote on this item will agree with Dr. Simeroth's recommendation to approve the bid from Video Reality.

8. New Business: this business, in accordance with Oklahoma Statutes, title 25-311 (A)(9) is limited to any matter not known about or which could not have been reasonably foreseen prior to the time of posting this agenda.

There is no new business.

9. Personnel Docket:

9.A. Personnel-Vote to convene or not to convene in executive session pursuant to 25 O.S.307 (B)(1) to discuss the resignations, employment of support and certified personnel, promotions, recommendation of change of assignment, and/or transfers as listed on the attached Exhibit A.

I move we convene in executive session to discuss the personnel docket Passed with a motion by Mr. Jeff Behymer and a second by Mr. Brian Coulson.

Mr.  
Jeff  
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Yes

9.B. Acknowledge the board has returned from executive session. Executive session minutes compliance announcement.

9.C. Discussion and possible action on the attached Exhibit A, Personnel items.

I move we table the personnel docket Passed with a motion by Mr. Cody Sanders and a second by Mr. Brian Coulson.

Mr.  
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10. Adjournment

Time:

I move we adjourn Passed with a motion by Mr. Jeff Behymer and a second by Mr. Brian Coulson.

Mr. Jeff  
Behymer: Yes

Mr. Brian  
Coulson: Yes

Mr. Cody  
Sanders: Yes

Mr.  
Leonard Yes  
Wells:

Mrs.  
Suzanne Cannon: Yes

PONumber	FD	PROJ	FUNC	OBJ	PROG	SUBJ	JOE	SITE	Amount	PODate	OrderName	AcctDescription	Budget
241295	11	51	2321	619	0	0	0	51	145.00	9/28/2023	WALKER STAMP & SEAL CO	SUPPLIES AND MATERIALS	District admin
241296	11	628	1000	619	239	0	0	753	1,800.00	9/29/2023	AMAZON	SUPPLIES AND MATERIALS	ARR - SPED
241297	11	628	1000	619	239	0	0	753	10,411.96	9/29/2023	CDW GOVERNMENT INC	SUPPLIES AND MATERIALS	ARR - SPED
241298	11	628	1000	619	239	0	0	753	8,307.46	9/29/2023	DELL MARKETING L P	SUPPLIES AND MATERIALS	ARR - SPED
241299	11	82	1000	653	100	2800	0	705	503.00	9/29/2023	IPEVO	TECHNOLOGY - RELATED SUPPLIES	YHS
241300	11	412	1000	810	315	8874	0	705	25.00	9/29/2023	OKLAHOMA TSA	DUES & FEES	Career Tech
241301	11	628	1000	619	239	0	0	753	23,015.86	9/29/2023	SCHOOL OUTFITTERS	SUPPLIES AND MATERIALS	ARR - SPED
241302	11	67	1000	653	100	1050	0	520	6,193.90	9/29/2023	VIDEO REALITY	TECHNOLOGY - RELATED SUPPLIES	Technology
241303	11	412	1000	580	311	8000	0	705	743.63	9/29/2023	Dustin Beams	STAFF TRAVEL	Career Tech
241304	11	412	1000	580	311	8000	0	705	400.00	9/29/2023	Jaycie Heath	STAFF TRAVEL	Career Tech
241305	11	412	1000	619	315	8852	0	705	100.00	9/29/2023	WALMART / CAPITAL ONE TRADE CREDIT	SUPPLIES AND MATERIALS	Career Tech
241306	11	51	2560	810	0	0	0	51	510.00	9/29/2023	Capital One/LaborLawCenter LLC	DUES & FEES	District admin
241307	11	628	1000	619	239	0	0	753	10,000.00	9/29/2023	APPLE INC	SUPPLIES AND MATERIALS	ARR - SPED
241308	11	628	1000	619	239	0	0	753	20,000.00	9/29/2023	LOWE'S COMPANIES INC	SUPPLIES AND MATERIALS	ARR - SPED
241309	11	628	1000	619	239	0	0	753	10,060.90	9/29/2023	WALMART / CAPITAL ONE TRADE CREDIT	SUPPLIES AND MATERIALS	ARR - SPED
241311	11	82	1000	619	100	0	0	705	450.00	10/2/2023	ODP Business Solutions	SUPPLIES AND MATERIALS	YHS
241312	11	63	1000	619	251	0	0	763	104.44	10/3/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241313	11	63	1000	619	251	0	0	763	35.99	10/3/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241314	11	63	1000	619	251	0	0	140	1,890.00	10/3/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241315	11	541	2213	580	0	0	0	752	265.74	10/3/2023	Capital One/Double Tree Suites by Hilton	STAFF TRAVEL	Title II-A
241316	11	412	1000	810	315	8828	0	150	500.00	10/3/2023	NATIONAL TSA	DUES & FEES	Career Tech
241316	11	412	1000	810	315	8869	0	140	500.00	10/3/2023	NATIONAL TSA	DUES & FEES	Career Tech
241317	11	54	5600	930	0	0	0	54	5,866.27	10/3/2023	OKLAHOMA SCHOOL INSURANCE GROUP	REIMBURSEMENT	Transportation
241320	11	541	2213	860	0	0	0	750	175.00	10/3/2023	OKSTE	STAFF REGISTRATIONS	Title II-A
241321	11	53	1000	580	239	0	0	145	300.00	10/3/2023	Marcia Newhardt	STAFF TRAVEL	SPED
241322	11	31	2213	580	271	0	0	705	125.00	10/3/2023	Capital One/Courtyard Dallas Richardson	STAFF TRAVEL	Prof Dev
241323	11	541	2213	580	0	0	0	752	1,082.54	10/3/2023	Capital One/The Westin Tempe	STAFF TRAVEL	Title II-A
241325	11	56	2660	657	0	0	0	56	839.25	10/5/2023	AMAZON	UNIFORMS	Security
241326	11	63	1000	619	251	0	0	140	1,890.00	10/5/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241327	11	82	2620	619	0	0	0	705	424.28	10/5/2023	AMAZON	SUPPLIES AND MATERIALS	YHS
241329	11	82	2220	619	0	0	0	705	400.00	10/5/2023	DEMCO	SUPPLIES AND MATERIALS	YHS
241330	11	82	2620	619	0	0	0	705	105.00	10/5/2023	LOWE'S COMPANIES INC	SUPPLIES AND MATERIALS	YHS
241331	11	53	2140	614	239	0	0	753	992.25	10/5/2023	NCS PEARSON, INC	TESTING SUPPLIES & MATERIALS	SPED
241332	11	53	2152	614	239	0	0	753	2,166.57	10/5/2023	NCS PEARSON, INC	TESTING SUPPLIES & MATERIALS	SPED
241333	11	541	2213	860	0	0	0	750	1,000.00	10/5/2023	OASCD	STAFF REGISTRATIONS	Title II-A
241336	11	53	2152	614	239	0	0	753	168.00	10/5/2023	SUPER DUPER PUBLICATIONS	TESTING SUPPLIES & MATERIALS	SPED
241337	11	53	2152	614	239	0	0	753	115.98	10/5/2023	Say It Right LLC	TESTING SUPPLIES & MATERIALS	SPED
241338	11	541	2213	580	0	0	0	752	351.40	10/5/2023	Capital One Bank/American Airlines	STAFF TRAVEL	Title II-A
241339	11	81	1000	619	100	0	0	520	500.00	10/5/2023	Playscripts Inc	SUPPLIES AND MATERIALS	YMS
241340	11	56	2660	657	0	0	0	56	955.00	10/5/2023	Accurate Safety Compliance LLC	UNIFORMS	Security
241342	11	795	1000	653	100	0	0	705	15,500.00	10/5/2023	Limninx Inc	TECHNOLOGY - RELATED SUPPLIES	ARP - ESSER III
241343	11	11	2199	737	0	0	0	705	6,445.00	10/5/2023	Loonie Times Inc	UNIFORMS	YPS mascot
241344	11	424	1000	653	332	8700	0	705	150.00	10/5/2023	Capital One/Meta	TECHNOLOGY - RELATED SUPPLIES	CT Tech Grant
241345	11	80	1000	619	100	0	0	150	200.00	10/6/2023	AMAZON	SUPPLIES AND MATERIALS	Redstone IS
241346	11	51	2620	810	0	0	0	51	60.00	10/6/2023	SWOSU - CAREER SERVICES	DUES & FEES	District admin
241347	11	53	1000	580	239	0	0	705	44.25	10/6/2023	RENEE A SHOAF	STAFF TRAVEL	SPED
241348	11	53	2152	653	239	0	0	753	1,989.12	10/6/2023	Ultimate SLIP	TECHNOLOGY - RELATED SUPPLIES	SPED
241349	11	613	2213	860	239	0	0	753	200.00	10/6/2023	OK-APSE	STAFF REGISTRATIONS	SPED Discretionary

PONumber	FD	PROJ	FUNC	OBJ	PROG	SUBJ	JOB	SITE	Amount	PODate	OrderName	AcctDescription	Budget
241350	11	53	1000	580	239	0	0	753	44.25	10/6/2023	Samuel D Burnett	STAFF TRAVEL	SPED
241351	11	53	1000	580	239	0	0	753	44.25	10/6/2023	Mistie Dawn Turner	STAFF TRAVEL	SPED
241352	11	53	1000	580	239	0	0	753	44.25	10/6/2023	Rachel Allred	STAFF TRAVEL	SPED
241353	11	412	1000	619	315	8855	0	145	192.98	10/9/2023	AMAZON	SUPPLIES AND MATERIALS	Career Tech
241356	11	56	2660	657	0	0	0	56	2,099.50	10/9/2023	SmartSign	UNIFORMS	Security
241357	11	53	1000	653	239	0	0	753	99.00	10/9/2023	Really Great Reading Company, LLC	TECHNOLOGY - RELATED SUPPLIES	SPED
241358	11	541	2213	860	0	0	0	750	275.00	10/9/2023	Arizona State University	STAFF REGISTRATION	Title II-A
241359	11	63	1000	619	251	0	0	145	480.00	10/9/2023	Capital One/Lego Education US	SUPPLIES AND MATERIALS	Gifted
241360	11	53	1000	320	239	0	0	753	2,150.00	10/9/2023	TeachTown	PROF EDUCATION SERVICES	SPED
241360	11	53	1000	619	239	0	0	753	1,904.82	10/9/2023	TeachTown	SUPPLIES AND MATERIALS	SPED
241360	11	53	1000	653	239	0	0	753	1,800.00	10/9/2023	TeachTown	TECHNOLOGY - RELATED SUPPLIES	SPED
241361	11	32	1000	619	100	0	0	705	1,937.68	10/9/2023	Midwest Sporting Goods	SUPPLIES AND MATERIALS	Curriculum materials
241362	11	67	1000	653	100	2500	0	750	798.00	10/10/2023	UNITED SYSTEMS, INC.	TECHNOLOGY - RELATED SUPPLIES	Technology
241363	11	78	2620	619	0	0	0	140	250.00	10/11/2023	AMAZON	SUPPLIES AND MATERIALS	Independence IS
241364	11	51	2319	580	0	0	0	51	1,800.00	10/11/2023	CAPITAL ONE/SOUTHWEST AIRLINES	STAFF TRAVEL	District admin
241365	11	412	1000	619	315	8874	0	705	231.87	10/12/2023	AMAZON	SUPPLIES AND MATERIALS	Career Tech
241366	11	412	1000	619	315	8700	0	705	90.00	10/12/2023	AMAZON	SUPPLIES AND MATERIALS	Career Tech
241367	11	412	1000	619	315	8700	0	705	100.00	10/12/2023	PITSCO EDUCATION LLC	SUPPLIES AND MATERIALS	Career Tech
241368	11	412	1000	619	315	8700	0	705	150.00	10/12/2023	SAM'S CLUB DIRECT	SUPPLIES AND MATERIALS	Career Tech
241369	11	76	2220	619	0	0	0	135	107.11	10/12/2023	Follett School Solutions, Inc	SUPPLIES AND MATERIALS	Skyview Elem
241370	11	82	1000	619	100	4019	0	705	550.00	10/12/2023	Heuer Publishing	SUPPLIES AND MATERIALS	YHS
241371	11	51	2319	580	0	0	0	51	3,600.00	10/12/2023	Capital One/Embassy Suites NOLA	STAFF TRAVEL	District admin
241372	11	53	1000	580	239	0	0	753	478.80	10/12/2023	Holiday Inn Express- Glenpool	STAFF TRAVEL	SPED
241374	11	53	2152	653	239	0	0	753	3,199.20	10/13/2023	SUPER DUPPER PUBLICATIONS	TECHNOLOGY - RELATED SUPPLIES	SPED
241376	11	53	2152	653	239	0	0	753	900.00	10/13/2023	Stephen Sacks	TECHNOLOGY - RELATED SUPPLIES	CT Tech Grant
241377	11	469	1000	653	314	8803	0	520	677.24	10/16/2023	CDW GOVERNMENT INC	TECHNOLOGY - RELATED SUPPLIES	SPED
241378	11	32	1000	641	100	0	0	752	90.00	10/17/2023	AMAZON	BOOKS (ebooks)	Curriculum materials
241379	11	367	1000	619	427	1050	0	125	391.75	10/17/2023	CDW GOVERNMENT INC	SUPPLIES AND MATERIALS	RSA
241381	11	52	2120	580	0	0	0	752	297.50	10/17/2023	Desarae Ann Witmer	STAFF TRAVEL	Curriculum dept
241382	11	51	2319	580	0	0	0	51	1,800.00	10/17/2023	Capital One/Marriott Marquis Washington	STAFF TRAVEL	District admin
241383	11	31	2213	580	271	0	0	520	103.58	10/17/2023	Linda Diane Franklin	STAFF TRAVEL	Prof Dev
241384	11	53	2152	614	239	0	0	753	59.50	10/18/2023	NCS PEARSON, INC	TESTING SUPPLIES & MATERIALS	SPED
241385	11	412	1000	653	314	8434	0	705	1,049.00	10/18/2023	REALITY WORKS INC	TECHNOLOGY - RELATED SUPPLIES	Career Tech
241386	11	571	1000	653	410	1310	0	752	6,500.00	10/18/2023	Global Online Language Services US Inc	TECHNOLOGY - RELATED SUPPLIES	Title III
241387	11	53	2170	580	239	0	0	753	300.00	10/18/2023	Kassidy Ann Batt	STAFF TRAVEL	SPED
241389	11	81	1000	653	100	2500	0	520	599.00	10/24/2023	IXL LEARNING	TECHNOLOGY - RELATED SUPPLIES	YMS
241390	11	54	2720	580	0	0	0	54	541.90	10/24/2023	Darin Robert Park	STAFF TRAVEL	Transportation
241391	11	561	2199	619	429	0	0	61	1,361.00	10/25/2023	A/C/E Media Supply, Inc	SUPPLIES AND MATERIALS	Title VI
241392	11	51	2511	310	0	0	0	50	28,065.00	10/25/2023	TYLER TECHNOLOGIES	OFFICIAL ADMIN SERVICES	District admin
241393	11	54	2720	439	0	0	0	54	2,900.00	10/25/2023	City Trailer Inc	Other Equipment/Vehicle Repairs and Maintenance	Transportation
241394	11	54	2720	810	0	0	0	54	96.50	10/25/2023	Brian Lee Hartgrove	DUES & FEES	Transportation
241395	11	52	1000	619	100	0	0	752	135.00	10/27/2023	AMAZON	SUPPLIES AND MATERIALS	Curriculum dept
241396	11	18	1000	611	100	0	0	750	25,368.00	10/27/2023	CONTRACT PAPER GROUPS INC	COPY PAPER ONLY	Copy Paper
241397	11	412	1000	810	314	8415	0	705	900.00	10/27/2023	FCCIA	DUES & FEES	Career Tech
241400	11	78	2220	641	0	0	0	140	3,269.81	10/27/2023	PERMA-BOUND	BOOKS (ebooks)	Independence IS
241402	11	412	1000	580	315	8874	0	705	25.00	10/27/2023	YPS TRANSPORTATION	STAFF TRAVEL	Career Tech
241403	11	63	1000	653	251	2500	0	763	90.00	10/27/2023	Pixel Press Technology LLC	TECHNOLOGY - RELATED SUPPLIES	Gifted
241404	11	412	1000	810	315	8874	0	705	120.00	10/27/2023	Air Force Association	DUES & FEES	Career Tech

PONumber	FD	PROJ	FUNC	OBJ	PROG	SUBJ	JOB	SITE	Amount	PODate	OrderName	AcctDescription	Budget
241405	11	52	1000	619	100	1130	0	752	606.80	10/31/2023	AMAZON	SUPPLIES AND MATERIALS	Curriculum dept
241406	11	88	1000	619	430	0	0	711	129.99	10/31/2023	AMAZON	SUPPLIES AND MATERIALS	VALE
241407	11	469	1000	619	311	8000	0	705	1,350.00	10/31/2023	AMERICAN PLANT PRODUCTS & SERV	SUPPLIES AND MATERIALS	CT Tech Grant
241408	11	76	1000	653	100	1050	0	135	1,047.60	10/31/2023	B & H PHOTO VIDEO	TECHNOLOGY - RELATED SUPPLIES	Skyview Elem
241409	11	81	1000	619	100	1170	0	520	150.00	10/31/2023	BLICK ART MATERIALS	SUPPLIES AND MATERIALS	VMS
241410	11	81	1000	619	100	0	0	520	200.00	10/31/2023	LOWE'S COMPANIES INC	SUPPLIES AND MATERIALS	VMS
241411	11	541	2213	860	0	0	0	750	779.00	10/31/2023	SOLUTION TREE INC	STAFF REGISTRATIONS	Title II-A
241412	11	541	2213	580	0	0	0	752	88.50	10/31/2023	Amanda Oneth	STAFF TRAVEL	Title II-A
241413	11	541	2213	860	0	0	0	750	172.50	10/31/2023	Ivy Boyce	STAFF REGISTRATIONS	Title II-A
241414	11	81	1000	619	100	0	0	520	300.00	10/31/2023	WALMART / CAPITAL ONE TRADE CREDIT	SUPPLIES AND MATERIALS	VMS
241415	11	421	1000	653	340	8700	0	705	2,808.57	10/31/2023	Aircraft Spruce & Specialty	TECHNOLOGY - RELATED SUPPLIES	Carl Perkins
241415	11	424	1000	653	332	8700	0	705	3,000.00	10/31/2023	Aircraft Spruce & Specialty	TECHNOLOGY - RELATED SUPPLIES	CT Tech Grant
241416	11	71	1000	619	100	0	0	105	660.00	11/1/2023	SCHOOL SPECIALTY LLC	SUPPLIES AND MATERIALS	Central Elem
241417	11	412	1000	580	311	8000	0	705	241.50	11/1/2023	Dustin Beams	STAFF TRAVEL	Career Tech
241418	11	412	1000	580	311	8000	0	705	241.50	11/1/2023	Jaycye Heath	STAFF TRAVEL	Career Tech
241419	11	469	1000	653	315	8803	0	520	8,928.72	11/1/2023	Makerbot Industries LLC	TECHNOLOGY - RELATED SUPPLIES	CT Tech Grant
									<u>256,778.96</u>				
											General Fund		
241310	21	66	2620	619	0	0	0	66	3,912.00	10/2/2023	YUKON TROPHY & AWARDS INC	SUPPLIES AND MATERIALS	Yukon Miller flags
									<u>3,912.00</u>				
											Building Fund		
241341	22	763	3140	657	700	0	0	55	975.00	10/5/2023	Shoes for Crews LLC	UNIFORMS	CN safety wear
									<u>975.00</u>				
											Child Nutrition Fund		
241318	31	241	2220	641	0	0	0	150	306.04	10/3/2023	OVERDRIVE INC	BOOKS (ebooks)	Media materials
241319	31	241	2220	641	0	0	0	115	3,377.43	10/3/2023	PERMA-BOUND	BOOKS (ebooks)	Media materials
241324	31	229	2650	760	0	0	0	66	12,500.00	10/3/2023	Phil's Cycle & ATV LLC	VEHICLES	Maint vehicle
241328	31	241	2220	641	0	0	0	130	1,003.60	10/5/2023	CAPSTONE	BOOKS (ebooks)	Media materials
241334	31	241	2220	641	0	0	0	130	1,981.82	10/5/2023	PERMA-BOUND	BOOKS (ebooks)	Media materials
241335	31	241	2220	641	0	0	0	135	4,109.00	10/5/2023	PERMA-BOUND	BOOKS (ebooks)	Media materials
241354	31	241	2220	641	0	0	0	150	1,776.22	10/9/2023	PERMA-BOUND	BOOKS (ebooks)	Media materials
241355	31	241	2220	641	0	0	0	150	601.65	10/9/2023	PERMA-BOUND	BOOKS (ebooks)	Media materials
241373	31	251	1000	653	100	0	0	767	1,485.00	10/13/2023	IPEVO	TECHNOLOGY - RELATED SUPPLIES	Document cameras
241375	31	251	1000	653	100	0	0	767	5,474.55	10/13/2023	VIDEO REALITY	TECHNOLOGY - RELATED SUPPLIES	SMART board
241380	31	241	2220	641	0	0	0	705	2,034.94	10/17/2023	PERMA-BOUND	BOOKS (ebooks)	Media materials
241388	31	231	4300	450	806	0	0	705	600,500.00	10/18/2023	General Sports Surfaces LLC	CONSTRUCTION (OUTSIDE CONTRACTORS)	Baseball infield
241398	31	241	2220	641	0	0	0	705	2,925.32	10/27/2023	JUNIOR LIBRARY GUILD	BOOKS (ebooks)	Media materials
241399	31	241	2220	641	0	0	0	705	2,925.32	10/27/2023	JUNIOR LIBRARY GUILD	BOOKS (ebooks)	Media materials
241401	31	241	2220	641	0	0	0	140	3,269.81	10/27/2023	PERMA-BOUND	BOOKS (ebooks)	Media materials
									<u>644,270.70</u>				
											2021 Bond Fund		

YUKON PUBLIC SCHOOLS  
DISTRICT I-27, CANADIAN COUNTY  
TREASURER'S GENERAL LEDGER  
2023-2024

FY24 CUMULATIVE

Assets		Balance Beg. Of Year	Total Deposits And Collections	Transfers In/<Out>	Drawn and Warrants Paid	Balance
<b>Cash</b>						
0101	YNB	3,811,369.81	12,028,938.72	15,500,000.00	29,470,043.74	1,870,264.79
0102	Bank of Oklahoma - Checking	250.25	0.13	0.00	0.00	250.38
0103	Bank of Oklahoma - Money Market	5,775,180.15	114,507.98	3,822,228.21	0.00	9,711,916.34
0106	Oklahoma Liquid Asset Program	0.00	0.00	0.00	0.00	0.00
0108	Bank of Oklahoma - Insured Cash Sweep (ICS)	0.00	0.00	0.00	0.00	0.00
	Deposits/Checks in Transit	3,282.36	-3,282.36	0.00	0.00	0.00
	Bank Adjustment	-256.74	-14,580.49	0.00	-14,837.23	0.00
	<b>Total Cash</b>	<b>9,589,825.83</b>	<b>12,125,583.98</b>	<b>19,322,228.21</b>	<b>29,455,206.51</b>	<b>11,582,431.51</b>
<b>Investments</b>						
0104	CD - Bank of Oklahoma	54,975,900.16	246,320.40	-13,245,456.25	0.00	41,976,764.31
0104	CD - Bank of Ok. Investment in Transit	0.00	0.00	0.00	0.00	0.00
0105	CDAR's	12,000,000.00	76,771.96	-6,076,771.96	0.00	6,000,000.00
0107	CD - YNB	0.00	0.00	0.00	0.00	0.00
	CD -YNB CDARs	0.00	0.00	0.00	0.00	0.00
	<b>Total Investments</b>	<b>66,975,900.16</b>	<b>323,092.36</b>	<b>-19,322,228.21</b>	<b>0.00</b>	<b>47,976,764.31</b>
	<b>Total Assets</b>	<b>76,565,725.99</b>	<b>12,448,676.34</b>	<b>0.00</b>	<b>29,455,206.51</b>	<b>59,559,195.82</b>
<b>Liabilities and Fund Balances</b>						
2023-24 General Fund	4-11	0.00	11,377,886.24	16,302,936.85	10,800,463.81	16,880,359.28
2022-23 General Fund	3-11	27,158,545.27	0.00	-16,072,823.01	10,516,948.91	568,773.35
2021-22 General Fund	2-11	230,113.84	0.00	-230,113.84	0.00	0.00
2023-24 Building Fund	4-21	0.00	366,621.30	6,622,825.96	4,112,661.12	2,876,786.14
2022-23 Building Fund	3-21	6,814,008.84	0.00	-6,622,825.96	190,918.02	264.86
2021-22 Building Fund	2-21	44,821.40	0.00	0.00	44,821.40	0.00
2023-24 Child Nutrition Fund	4-22	0.00	470,555.32	2,890,267.00	339,091.15	3,021,731.17
2022-23 Child Nutrition Fund	3-22	2,995,986.77	0.00	-2,875,914.04	42,472.73	77,600.00
2021-22 Child Nutrition Fund	2-22	14,352.96	0.00	-14,352.96	0.00	0.00
2021 Building Bond	4-31	0.00	0.00	16,288,663.51	638,893.13	15,649,770.38
2021 Building Bond	3-31	15,291,214.54	0.00	-13,487,626.20	1,346,297.83	457,290.51
2021 Building Bond	2-31	3,171,603.66	0.00	-2,801,037.31	370,566.35	0.00
2018 Building Bond	4-37	0.00	0.00	1,180,739.84	966,280.29	214,459.55
2018 Building Bond	3-37	432,733.17	0.00	-356,660.86	76,072.31	0.00
2018 Building Bond	2-37	824,078.98	0.00	-824,078.98	0.00	0.00
2013 Transportation Bond	4-39	0.00	0.00	1,391,296.19	7,650.86	1,383,645.33
2013 Transportation Bond	3-39	1,391,296.19	0.00	-1,391,296.19	0.00	0.00
2023-24 Sinking Fund	4-41	0.00	233,613.48	17,597,033.60	0.00	17,830,647.08
2022-23 Sinking Fund	3-41	17,597,033.60	0.00	-17,597,033.60	0.00	0.00
2023-24 Vision Insurance Plan	4-82	0.00	0.00	323,032.63	0.00	323,032.63
2022-23 Vision Insurance Plan	3-82	323,032.63	0.00	-323,032.63	0.00	0.00
2023-24 Workers Comp Fund	4-83	0.00	0.00	29,277.63	0.00	29,277.63
2022-23 Workers Comp Fund	3-83	29,277.63	0.00	-29,277.63	0.00	0.00
2023-24 Unemployment Comp	4-87	0.00	0.00	247,626.51	2,068.60	245,557.91
2022-23 Unemployment Comp	3-87	247,626.51	0.00	-247,626.51	0.00	0.00
	<b>Total Liabilities and Fund Balances</b>	<b>76,565,725.99</b>	<b>12,448,676.34</b>	<b>0.00</b>	<b>29,455,206.51</b>	<b>59,559,195.82</b>

YUKON PUBLIC SCHOOLS  
DISTRICT I-27, CANADIAN COUNTY  
TREASURER'S GENERAL LEDGER  
2023-2024

September-23

Assets	Balance	Total Deposits And Collections	Transfers In/<Out>	Drawn and Warrants Paid	Balance
<b>Cash</b>					
0101 YNB	1,441,921.89	5,119,238.87	7,000,000.00	11,690,895.97	1,870,264.79
0102 Bank of Oklahoma - Checking	250.29	0.09	0.00	0.00	250.38
0103 Bank of Oklahoma - Money Market	10,554,834.10	50,854.03	-893,771.79	0.00	9,711,916.34
0106 Oklahoma Liquid Asset Program	0.00	0.00	0.00	0.00	0.00
0108 Bank of Oklahoma - Insured Cash Sweep (ICS)	0.00	0.00	0.00	0.00	0.00
Deposits/Checks in Transit	0.00	0.00	0.00	0.00	0.00
Bank Adjustment	44.48	-7,747.33	0.00	-7,702.85	0.00
<b>Total Cash</b>	<b>11,997,050.76</b>	<b>5,162,345.66</b>	<b>6,106,228.21</b>	<b>11,683,193.12</b>	<b>11,582,431.51</b>
<b>Investments</b>					
0104 CD - Bank of Oklahoma	41,976,764.31	29,456.25	-29,456.25	0.00	41,976,764.31
0104 CD - Bank of Ok. Investment in Transit	0.00	0.00	0.00	0.00	0.00
0105 CDAR's	12,000,000.00	76,771.96	-6,076,771.96	0.00	6,000,000.00
0107 CD - YNB	0.00	0.00	0.00	0.00	0.00
CD -YNB CDARs	0.00	0.00	0.00	0.00	0.00
<b>Total Investments</b>	<b>53,976,764.31</b>	<b>106,228.21</b>	<b>-6,106,228.21</b>	<b>0.00</b>	<b>47,976,764.31</b>
<b>Total Assets</b>	<b>65,973,815.07</b>	<b>5,268,573.87</b>	<b>0.00</b>	<b>11,683,193.12</b>	<b>59,559,195.82</b>

Liabilities and Fund Balances

2023-24 General Fund	4-11	19,105,888.00	4,697,804.08	0.00	6,923,332.80	16,880,359.28
2022-23 General Fund	3-11	623,291.77	0.00	0.00	54,518.42	568,773.35
2021-22 General Fund	2-11	0.00	0.00	0.00	0.00	0.00
2023-24 Building Fund	4-21	6,599,144.30	116,800.67	0.00	3,839,158.83	2,876,786.14
2022-23 Building Fund	3-21	264.86	0.00	0.00	0.00	264.86
2021-22 Building Fund	2-21	0.00	0.00	0.00	0.00	0.00
2023-24 Child Nutrition Fund	4-22	2,901,392.45	389,730.24	0.00	269,391.52	3,021,731.17
2022-23 Child Nutrition Fund	3-22	92,800.00	0.00	0.00	15,200.00	77,600.00
2021-22 Child Nutrition Fund	2-22	0.00	0.00	0.00	0.00	0.00
2021 Building Bond	4-31	15,886,316.76	0.00	0.00	236,546.38	15,649,770.38
2021 Building Bond	3-31	471,090.51	0.00	0.00	13,800.00	457,290.51
2021 Building Bond	2-31	0.00	0.00	0.00	0.00	0.00
2018 Building Bond	4-37	543,251.27	0.00	0.00	328,791.72	214,459.55
2018 Building Bond	3-37	0.00	0.00	0.00	0.00	0.00
2018 Building Bond	2-37	0.00	0.00	0.00	0.00	0.00
2013 Transportation Bond	4-39	1,386,098.78	0.00	0.00	2,453.45	1,383,645.33
2013 Transportation Bond	3-39	0.00	0.00	0.00	0.00	0.00
2023-24 Sinking Fund	4-41	17,766,408.20	64,238.88	0.00	0.00	17,830,647.08
2022-23 Sinking Fund	3-41	0.00	0.00	0.00	0.00	0.00
2023-24 Vision Insurance Plan	4-82	323,032.63	0.00	0.00	0.00	323,032.63
2022-23 Vision Insurance Plan	3-82	0.00	0.00	0.00	0.00	0.00
2023-24 Workers Comp Fund	4-83	29,277.63	0.00	0.00	0.00	29,277.63
2022-23 Workers Comp Fund	3-83	0.00	0.00	0.00	0.00	0.00
2023-24 Unemployment Comp	4-87	245,557.91	0.00	0.00	0.00	245,557.91
2022-23 Unemployment Comp	3-87	0.00	0.00	0.00	0.00	0.00
<b>Total Liabilities and Fund Balances</b>		<b>65,973,815.07</b>	<b>5,268,573.87</b>	<b>0.00</b>	<b>11,683,193.12</b>	<b>59,559,195.82</b>

# Oklahoma State Department of Education

## Child Nutrition Programs

### NSLP Site Claim List

- YUKON

600 Maple Street

Yukon, OK 73099

Claim Month/Year: 8/2023

<u>Name</u>	<u>Enrolled</u>	<u>B</u>	<u>SNB</u>	<u>L</u>	<u>S</u>	<u>Milk</u>	<u>Amount</u>
CENTRAL ES	394	0	485	1605	142	0	\$5,350.54
INDEPENDENCE INTERMEDIATE SCHL	962	0	1255	4855	136	0	\$18,570.12
LAKEVIEW INTERMEDIATE SCHOOL	732	0	1347	4319	126	0	\$15,610.35
MYERS ES	531	0	930	2184	142	0	\$9,212.86
PARKLAND ES	394	0	532	1593	156	0	\$5,833.97
RANCHWOOD ES	537	0	1075	2491	355	0	\$9,038.58
REDSTONE INTERMEDIATE SCHOOL	880	0	1953	4365	0	0	\$15,402.29
SHEDECK ES	451	0	990	2369	109	0	\$10,790.40
SKYVIEW ES	535	0	799	2301	345	0	\$8,196.50
SURREY HILLS ES	894	0	1196	3052	0	0	\$9,938.49
YUKON MS	1430	0	2448	9356	0	0	\$30,925.57
YUKON HS	3338	0	1358	8742	0	0	\$26,378.05
<b>Totals: Sites Claimed: 12</b>	<b>11078</b>	<b>0</b>	<b>14368</b>	<b>47232</b>	<b>1511</b>	<b>0</b>	<b>\$165,247.72</b>

# National School Lunch Program - School Food Authority Claim Summary

09-I027 YUKON  
600 Maple Street  
Yukon, OK 73099-2533

## General Information

Date Signed	<input type="text" value="9/14/2023"/>	Revision	<input type="text" value="Original"/>		
Claim Date	<input type="text" value="9/14/2023"/>	Claim Month	<input type="text" value="August"/>	Claim Year	<input type="text" value="2023"/>
Number of Days In Operation	<input type="text" value="11"/>	Number of Sites	<input type="text" value="12"/>	Number of Children Enrolled	<input type="text" value="11078"/>

This district is claiming students who are not enrolled (i.e., visiting students, adult education students, or out-of-home placement students).

This district is claiming preprimary students who are not enrolled (preprimary children under the age of four).

Comments

## Number of Enrolled Students On Site

Free	<input type="text" value="4328"/>	Reduced	<input type="text" value="1454"/>	Paid	<input type="text" value="5636"/>
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## Average Daily Participation

Breakfast	<input type="text" value="1307"/>	Lunch	<input type="text" value="4294"/>
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## Adult and Contract Meals

Adult Lunches	<input type="text" value="0"/>	Contract Lunches	<input type="text" value="0"/>
Adult Snacks	<input type="text" value="0"/>	Contract Snacks	<input type="text" value="0"/>
Adult Breakfast	<input type="text" value="0"/>	Contract Breakfast	<input type="text" value="0"/>
Adult SNB	<input type="text" value="0"/>	Contract SNB	<input type="text" value="0"/>

Provision 2

Provision 3

CEP

Breakfast

Type	Meals	Rate	Reimbursement
Free	0	\$2.28	\$0.00
Reduced	0	\$1.98	\$0.00
Paid	0	\$0.38	\$0.00
Total	0		\$0.00

**Note:** Regular breakfast served – do not include severe need breakfast (SNB) sites.

Severe Need Breakfast

Type	Meals	Rate	Reimbursement
Free	8778	\$2.73	\$23,963.94
Reduced	1708	\$2.43	\$4,150.44
Paid	3882	\$0.38	\$1,475.16
Total	14368		\$29,589.54

**Note:** Regular Severe Need Breakfast served – do not include severe need Severe Need Breakfast (SNB) sites.

Breakfast - Sub-Totals

Total Breakfast Reimbursement:	\$29,589.54
Total Adjustments:	\$0.00
Warrant Amount:	\$29,589.54

Lunch

Type	Meals	Rate	Reimbursement
Free	23722	\$4.25	\$100,818.50
Reduced	5765	\$3.85	\$22,195.25
Paid	17745	\$0.40	\$7,098.00
Performance Incentive	47232	0.08	\$3,778.56
Total	47232		\$133,890.31

After School Snack Program (ASSP)

**Over 50%**

Meals	Rate	Reimbursement
1511	\$1.17	\$1,767.87

**Under 50%**

<u>After School Snack Program Sub-Total</u>	
Total Meals	1511
Reimbursement	\$1,767.87

Lunch / Snack Sub-Totals

Total Lunch/Snack Reimbursement:	\$135,658.18
Total Adjustments:	\$0.00

Warrant Amount:

[Special Milk - Non Pricing](#)

[Special Milk - Option 1](#)

[Special Milk - Option 2](#)

[Special Milk - Sub-Totals](#)

[NSLP SFA Summary Total](#)

**Advances and Payments**

Advance Amount	<input type="text" value="\$0.00"/>	Adjusted Amount	<input type="text"/>
Payment Plan Amount	<input type="text" value="\$0.00"/>	Previous Claim Amount	<input type="text" value="\$0.00"/>
Amount Paid	<input type="text" value="\$165,247.72"/>		

**Claim Management**

SFA Claim Submitted by: TARA COSBY on 9/14/2023

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If you have questions or need assistance, please contact our office at 405-521-3327.

# Yukon Public Schools

## SCHOOL BOARD MEETINGS 2024

Administration Building  
600 Maple, Yukon, OK 73099  
Dixie Ritz Memorial Board Room

**January 8, 2024**

6:00 P.M. School Board Meeting

**February 5, 2024**

6:00 P.M. School Board Meeting

**March 4, 2024**

6:00 P.M. School Board Meeting

**April 1, 2024**

6:00 P.M. School Board Meeting

**May 6, 2024**

6:00 P.M. School Board Meeting

**June 3, 2024**

6:00 P.M. School Board Meeting

**July 1, 2024**

6:00 P.M. School Board Meeting

**August 5, 2024**

6:00 P.M. School Board Meeting

**September 2, 2024**

6:00 P.M. School Board Meeting

**October 7, 2024**

6:00 P.M. School Board Meeting

**November 4, 2024**

6:00 P.M. School Board Meeting

**December 2, 2024**

6:00 P.M. School Board Meeting

# BOARD OF EDUCATION ELECTION RESOLUTION

TO: Canadian County Election Board

FROM: The Yukon School District, Independent School  
District No. 27 of Canadian County, Oklahoma

The Board of Education of the Yukon School District has approved the following resolution calling for an election to be submitted to the voters of the district.

## Date of the Election:

A Board of Education Primary Election shall be held on February 13, 2024, only if three or more candidates file for the Board of Education position scheduled to be on the ballot or for a Board of Education position appearing on the ballot as an unexpired term. A Board of Education General Election shall be held on April 2, 2024, under the following circumstances: if only two candidates file for a position scheduled to be on the ballot or for a position on the ballot for an unexpired term or if no candidate in the Board of Education Primary Election receives more than 50% of the votes cast. The polling places shall be open from 7:00 a.m. to 7:00 p.m.

## Board Member Position on Ballot:

The voters shall elect a board member for board position No. 4, which has a 5-year term of office.

## Qualifications of Candidates for Office:

To be eligible to be a candidate for member of the board of education of a school district, a person must have resided in the district for at least six months preceding the first day of the filing period, and have been a registered voter registered with the county election board at an address located within the geographical boundaries of the district for six months preceding the first day of the filing period. In school districts that have been divided into election districts, a candidate must have resided in the district for six months preceding the first day of the filing period and have been a registered voter registered with the county election board at an address located within the geographical boundaries of the election district for six months preceding the first day of the filing period.

No person shall be eligible to be a candidate for or elected to be a member of the board of education of a school district unless the person has been awarded a high school diploma or certificate of high school equivalency.

A person who has been convicted of a misdemeanor involving embezzlement or a felony under the laws of this state or of the United States or who has entered a plea of guilty or nolo contendere to such misdemeanor involving embezzlement or felony or who has been convicted of a crime in another state which would have been a misdemeanor involving embezzlement or a

felony under the laws of this state or has entered a plea of guilty or nolo contendere to such crime shall not be eligible to be a candidate for or be elected to any school board office for a period of fifteen years following completion of his sentence or during the pendency of an appeal of such conviction or plea.

No person shall be eligible to be a candidate for or serve on a board of education if he or she is currently employed by the school district governed by the board of education or is related within the second degree by affinity or consanguinity to any other member of the board of education or to any employee of the school district. The following are relatives within the second degree: A candidate's spouse, child, parent, grandchild, grandparent, brother, sister, spouse's child, spouse's grandchild, spouse's brother, spouse's sister, spouse's grandparent, grandchild's spouse, parent's spouse, and child's spouse. The prohibitions in this paragraph shall not apply if the board member candidate is related within the second degree of affinity or consanguinity to an individual employed as a substitute teacher by the school district or as a temporary substitute support employee if the school district has an Average Daily Membership of less than five thousand (5,000).

Candidates must affirm that upon being elected as a new member of the Board of Education, within fifteen (15) months of election, they will complete at least twelve (12) hours of instruction on education issues, including school finance, Oklahoma education laws, and ethics, duties and responsibilities of district board of education members. Three (3) of these twelve (12) credits must be earned as follows: one (1) credit in ethics, one (1) credit in open meeting act and open records act, and one (1) credit in school finance. Incumbents must affirm that they will complete six (6) hours of instruction within fifteen (15) months of election emphasizing changes in school law. Three (3) of these six (6) credits must be earned as follows: one (1) credit in ethics, one (1) credit in open meeting act and open records act, and one (1) credit in school finance.

Voters Eligible to Vote:

To be eligible to vote, a voter must be registered with the county election board at an address within the geographical boundaries of the district.

Ballot Titles:

The ballot to be submitted to the voters shall call for the voters to:

1. Select one candidate for Yukon School Board Position No. 4:

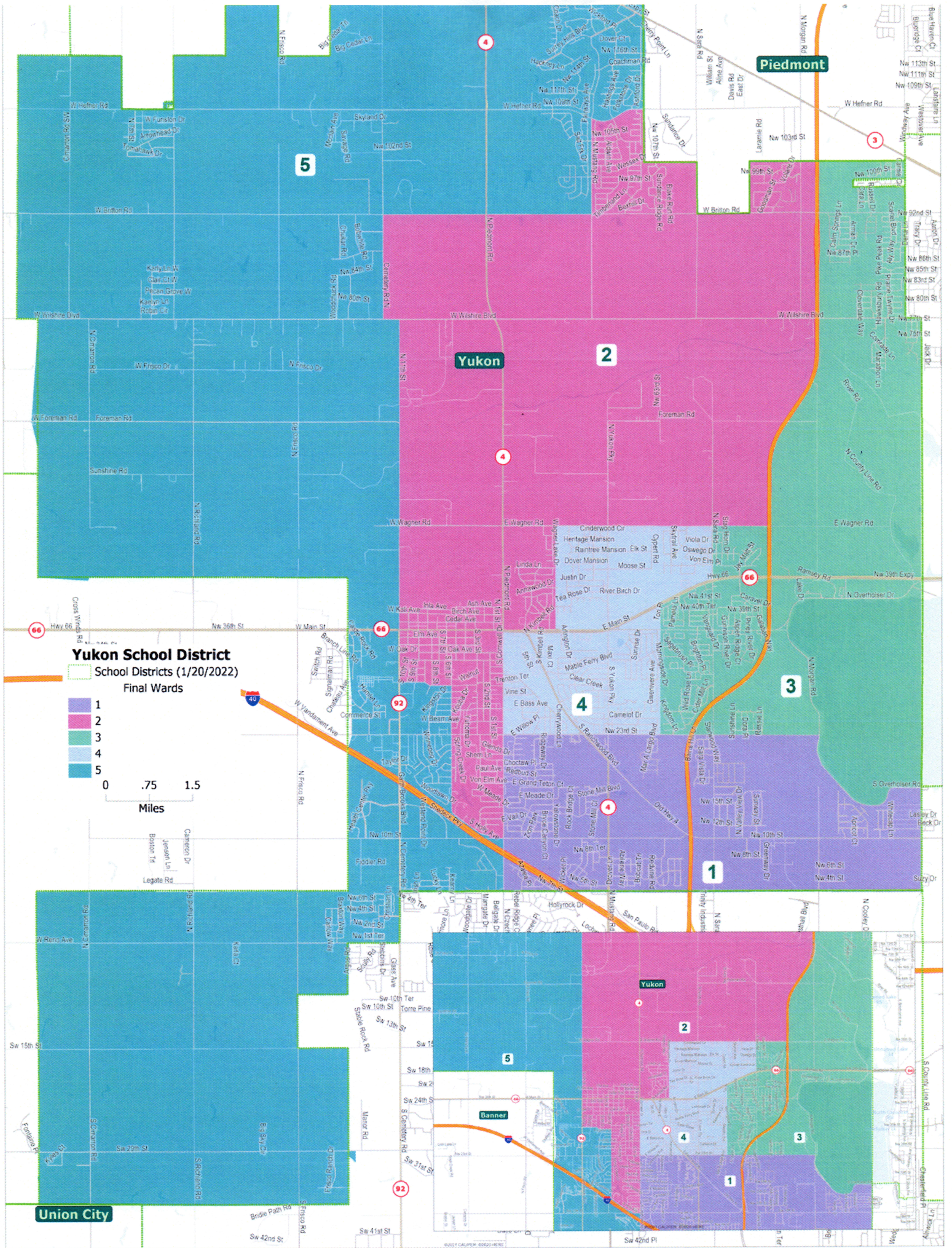
Approved by the Yukon Board of Education this 2 day of October, 2023.

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President of the Board of Education

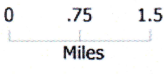
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Clerk of the Board of Education



**Yukon School District**  
**School Districts (1/20/2022)**  
**Final Wards**

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- 2
- 3
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- 5



# Legal Notice

The Board of Education of Yukon Public School District hereby provides legal notice that the school board election filing period for candidates will open on Monday, December 4, 2023 at 8:00 a.m. and will end at 5 p.m. on Wednesday, December 6, 2023.

## Board Member Position on Ballot:

The voters shall elect a board member for board position No. 4, which has a 5-year term of office.

## Press Release

The Board of Education of Yukon Public School District hereby announces that statutorily qualified individuals interested in running as a candidate for the #4 seat on the Yukon Board of Education may file to run as a candidate for this seat at the Canadian County Election Board between the hours of 8 a.m. and 5 p.m.. on each of the following days: Monday, December 4, through Wednesday, December 6, 2023.



Yukon Public Schools  
Board of Education Regular Meeting  
Monday, October 2, 2023 6:00 PM  
Yukon Public School District ISD #27  
Administration Bldg., Board Room  
600 Maple Dr., Yukon, OK 73099

1. Invocation/Moment of Silence and Flag Salute

Please join me in a moment of silence. The moment of silence is a time to reflect, meditate, pray or engage in any other silent activity that does not interfere with others. The moment of silence shall begin now.

2. Call to Order and Roll Call

Attendance Taken at 6:02 PM.

Mr. Behymer – Present Mrs. Cannon – Present Mr. Coulson – Present Mr. Sanders – Present Mr. Wells - Present

3. Reports/ Comments from Superintendent and/or Staff

4. Board Member Communications and Announcements

4.A. Individual Board Member Comments

Mr. Sanders: Thank you principals - for being here.

Mrs. Cannon: Band contest in Indianapolis during fall break.

Mr. Coulson: Cross country experiences for the first time ever. It's been fun to watch.

Mr. Wells: Great band performance Friday night.

Mr. Behymer: Aaron Rios did a great job with the glow run fundraiser. Shoutout to coach and school.

4.B. Upcoming Meetings/ Events:

OCTOBER:

- 3 Legislative Breakfast
- 12, 16, and 17 Parent-Teacher Conferences
- 19-23 Fall Break

NOVEMBER:

- 6 Board Meeting
- 7 Legislative Breakfast
- 20-24 Thanksgiving Break

5. Communications - Request for patrons to address the board - Pursuant to Board Policy AF, comments can be made only by district patrons concerning items listed on this agenda.

There were no requests to speak to the board.

6. Finance Consent Docket- All of the finance consent items will be discussed, considered and approved or disapproved by one vote unless a board member desires to have a separate vote on any or all of the consent items. I move we approve all business items on the Finance Consent Docket as listed Passed with a motion by Mr. Jeff Behymer and a second by Mr. Cody Sanders.

v Mr. Behymer – yes; Mr. Coulson – yes; Mr. Sanders – Yes; Mr. Wells – Yes, Mrs. Cannon – Yes

6.A. Encumbrances and Change Orders as recommended by Dr. Jason Simeroth, Superintendent, and Jim Fenrick, Chief Financial Officer

6.B. Treasurer's Report(s) and General Fund Report(s)

6.C. Child Nutrition Report

7. Business Consent Docket: All of the consent items will be discussed, considered and approved or disapproved by one vote unless a board member requests to have a separate vote on any or all of the consent items.

I move we approve all items on the Business Consent Docket as presented Passed with a motion by Mr. Jeff Behymer and a second by Mr. Brian Coulson.

Mr. Behymer – yes; Mr. Coulson – yes; Mr. Sanders – Yes; Mr. Wells – Yes, Mrs. Cannon – Yes

7.A. Contract with Ok. Dept. of Career and Technology Education

7.B. September 11, Board Meeting minutes

7.C. Out of state travel requests

J & W Schneider to accompany 20 students to Lee Summit, MO, December 14-16, for a wrestling tournament. The cost of this trip will be covered by boosters.

A Beams to attend Special Education Congress in LA, CA, September 30, through October 3, 2023. The cost of this trip will be covered by general funds allocated for professional development.

A Bowles to accompany 30 students to Fayetteville, AR, September 29 and 30, 2023, to attend the Chile Pepper Cross Country Meet. The cost of this trip will be covered by boosters.

B. Hinson to attend NADC2023 in Denver, CO, December 15, through 19, 2023. The cost of this trip will be covered by athletics.

D Chapin and C Bannon to accompany 90 students to Minneapolis, MN, April 11, to 14, 2023, for the choir enrichment trip. The cost of this will be covered by fundraising.

I Boyce to Tempe, AZ, November 15, to 18, 2023, to attend the TECBD. The cost of this will be covered by general funds budgeted for professional development.

7.D. Yukon Fine Arts Center Contract

7.E. Contract with CV Tech for student transportation

7.F. Following a 30-day public comment and review of the updated or new policies listed below are ready to be voted on.

[Policy GK and Regulations GK-R1 & GK-R2](#)

7.G. Adjunct application for Caitlynn Sterling / Elementary Education

7.H. Pay scale adjustment

7.I. Surplus items

7.J. Fundraisers

7.K. Sanctioning

8. New Business: this business, in accordance with Oklahoma Statutes, title 25-311 (A)(9) is limited to any matter not known about or which could not have been reasonably foreseen prior to the time of posting this agenda.

There is no new business.

9. Personnel Docket:

9.A. Personnel-Vote to convene or not to convene in executive session pursuant to 25 O.S.307 (B)(1) to discuss the resignations, employment of support and certified personnel, promotions, recommendation of change of assignment, and/or transfers as listed on the attached Exhibit A.

I move not convene in executive session to discuss the personnel docket Passed with a motion by Mr. Jeff Behymer and a second by Mr. Cody Sanders.

Mr. Behymer – yes; Mr. Coulson – yes; Mr. Sanders – Yes; Mr. Wells – Yes, Mrs. Cannon – Yes

9.B. Acknowledge the board has returned from executive session. Executive session minutes compliance announcement.

9.C. Discussion and possible action on the attached Exhibit A, Personnel items.

I move we approve all personnel items as presented on Exhibit A. Passed with a motion by Mr. Leonard Wells and a second by Mr. Jeff Behymer.

Mr. Behymer – yes; Mr. Coulson – yes; Mr. Sanders – Yes; Mr. Wells – Yes, Mrs. Cannon – Yes

10. Adjournment

Time: 6:20 PM

I move we adjourn Passed with a motion by Mr. Jeff Behymer and a second by Mr. Cody Sanders.

Mr. Behymer – yes; Mr. Coulson – yes; Mr. Sanders – Yes; Mr. Wells – Yes, Mrs. Cannon – Yes

CURRICULUM Surplus Item Spreadsheet			YPS Library/Media	
Item Scu # or ISBN #	Title of Book or Name of Resource	# of items	Site	Reason for Surplus
ISBN: 0-698-11894-4	Comet's nine lives	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 0-06-444059-1	Frog and Toad all year	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 978-0-06-236742-6	My weird school goes to the museum	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 0-06-093547-2 (pb)	Old Yeller	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 0-14-240403-9	Skippyjon Jones	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 978-0-425-28892-4	Skippyjon Jones class action	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 978-1-60686-418-0	Skippyjon Jones in mummy trouble	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 0-14-240749-6	Skippyjon Jones in the dog house	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 978-0-525-47965-9	Skippyjon Jones-- lost in spice	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 0-15-269954-6	Smoky night	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 978-0-06-236743-3	Talent show mix-up	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 978-0-06-236749-5	Teamwork trouble	1	LIS	Outdated/damaged/redundancy/non-relevance
LCCN: 66-30699 //r944	Adventures of Huckleberry Finn	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 0-679-88931-0 (pbk)	Junie B. Jones is a beauty shop guy	1	LIS	Outdated/damaged/redundancy/non-relevance
ISBN: 0-395-79755-1 (hard)	Martha blah blah	1	LIS	Outdated/damaged/redundancy/non-relevance
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ISBN: 0-7862-3046-0 (U.S)	Brian's return	1	LIS	Outdated/damaged/redundancy/non-relevance

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cisco	WS-C2960S-24PS-L V02	FOC1602W4JQ	D4A02A94F600	100
cisco	WS-C4507Re V02	FOX1517G6M4		300
cisco	WS-X4712-SFP+E V02	CAT1521L020		100
cisco	WS-X4712-SFP+E V02	CAT1521L004		100
cisco	WS-X45-SUP7-E V01	CAT1522L0AL		35
dell	powerconnect 3448	8D4FSB1	001C2373F249	30

Item Description	Serial #/YPS Tag #	Reason for Surplus
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Dell Latitude 3500	1FPCJX2	Outdated
Dell Latitude 3500	8MPCJX2	Outdated
Dell Latitude 3500	HLPCJX2	Outdated
Dell Latitude 3500	6BPCJX2	Outdated
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Apple Macbook	IT000003	Outdated
Apple Macbook	X77853	Outdated
Apple Macbook	X66904	Outdated
Apple Macbook	No Barcode	Outdated
FlashForge 3D Printer	No Barcode	No longer working.....this is one of the light blue colored FlashForge Finders that does not printer properly.....filament either doesn't come out or it is stringy. We've tried working on them with no success.
FlashForge 3D Printer	No Barcode	No longer working.....this is one of the light blue colored FlashForge Finders that does not printer properly.....filament either doesn't come out or it is stringy. We've tried working on them with no success.
FlashForge 3D Printer	No Barcode	No longer working.....this is one of the light blue colored FlashForge Finders that does not printer properly.....filament either doesn't come out or it is stringy. We've tried working on them with no success.
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Samsung Tablet	R52J40RA1CX	Outdated
Samsung Tablet	R52J40R9KMD	Outdated
Samsung Tablet	R52J40R9MBZ	Outdated
Samsung Tablet	R52J40RAG1H	Outdated
Samsung Tablet	No Barcode	Outdated
Samsung Tablet	R52J40RA12M	Outdated
Samsung Tablet	R52J40RAM7P	Outdated
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Samsung Tablet	R52J40RAMCR	Outdated
Samsung Tablet	R52J40RAF6M	Outdated
Samsung Tablet	No Barcode	Outdated
Samsung Tablet	R52J40R9RTY	Outdated
Samsung Tablet	R52J40R9L6R	Outdated
Samsung Tablet	R52J40R98DL	Outdated
Samsung Tablet	R52J40R9TAZ	Outdated
Samsung Tablet	No Barcode	Outdated
Samsung Tablet	R52J40R9KPV	Outdated
Samsung Tablet	No Barcode	Outdated
Samsung Tablet	Can't Read	Outdated
Samsung Tablet	No Barcode	Outdated

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Samsung Tablet	No Barcode	Outdated
Samsung Tablet	R52J40RAPYB	Outdated







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10/31/2023	This is my America	Johnson, Kim, 1979-	ISBN: 978-0-593-11876-4	2020	20.98	damaged/outdated/redundancy/nonrelevance
10/26/2023	Ghost dog	Jones, Marcia Thornton.	ISBN: 0-7868-1550-7 (pbk.)	2001	10.00	damaged/outdated/redundancy/nonrelevance
10/26/2023	Playground bully	Jones, Marcia Thornton.	ISBN: 0-7868-1547-7	2001	10.00	damaged/outdated/redundancy/nonrelevance
10/26/2023	Snow day	Jones, Marcia Thornton.	ISBN: 0-7868-1551-5 (pbk.)	2001	10.00	damaged/outdated/redundancy/nonrelevance
10/25/2023	Game on! 2020 : the ultimate guide to gaming		ISBN: 978-1-33857569-9	2019	12.99	damaged/outdated/redundancy/nonrelevance
10/17/2023	Bats on the bedstead	Johnson, Norma Tadlock.	ISBN: 0-395-43022-4	1986	2.50	damaged/outdated/redundancy/nonrelevance
10/17/2023	The bookstore mouse	Christian, Peggy.	ISBN: 0-15-200203-0	1995	20.15	damaged/outdated/redundancy/nonrelevance
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10/17/2023	December secrets	Giff, Patricia Reilly.	ISBN: 0-440-41795-3	1984	8.56	damaged/outdated/redundancy/nonrelevance
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9/22/2023	Carnival at candlelight	Osborne, Mary Pope.	ISBN: 978-0-375-83033-4	2005	11.95	damaged/outdated/redundancy/nonrelevance
9/22/2023	Dark day in the deep sea	Osborne, Mary Pope.	ISBN: 0-375-93731-5	2008	11.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Dingoes at dinnertime	Osborne, Mary Pope.	ISBN: 978-0-679-99066-6 (lib.	2000	9.84	damaged/outdated/redundancy/nonrelevance
9/22/2023	Dinosaurs before dark	Osborne, Mary Pope.	ISBN: 0-375-86988-3	2012	4.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Dinosaurs before dark	Osborne, Mary Pope.	ISBN: 0-375-86988-3	2012	4.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Dinosaurs before dark	Osborne, Mary Pope.	ISBN: 0-375-86988-3	2012	4.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Dinosaurs before dark	Osborne, Mary Pope.	ISBN: 0-375-86988-3	2012	4.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Dogs in the dead of night	Osborne, Mary Pope.	ISBN: 978-0-375-86824-5 (tra	2011	12.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Eve of the Emperor penguin	Osborne, Mary Pope.	ISBN: 0-375-83734-5	2009	12.00	damaged/outdated/redundancy/nonrelevance
9/22/2023	High tide in Hawaii	Osborne, Mary Pope.	ISBN: 0-375-80616-4 (pbk.)	2003	8.30	damaged/outdated/redundancy/nonrelevance
9/22/2023	Hour of the Olympics	Osborne, Mary Pope.	ISBN: 0-679-99062-3 (lib. bdg.	1998	7.85	damaged/outdated/redundancy/nonrelevance
9/22/2023	Hour of the Olympics	Osborne, Mary Pope.	ISBN: 0-679-99062-3 (lib. bdg.	1998	7.25	damaged/outdated/redundancy/nonrelevance
9/22/2023	Hurry up, Houdini!	Osborne, Mary Pope.	ISBN: 978-0-307-98045-8 (tra	2013	14.00	damaged/outdated/redundancy/nonrelevance
9/22/2023	Leprechaun in late winter	Osborne, Mary Pope.	ISBN: 0-375-85651-X	2012	12.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Leprechaun in late winter	Osborne, Mary Pope.	ISBN: 0-375-85651-X	2012	15.12	damaged/outdated/redundancy/nonrelevance
9/22/2023	Monday with a mad genius	Osborne, Mary Pope.	ISBN: 978-0-375-83730-2	2009	11.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Monday with a mad genius	Osborne, Mary Pope.	ISBN: 978-0-375-83730-2	2009	11.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Night of the living dummy	Stine, R. L.	ISBN: 0-590-46617-8	1993	5.99	damaged/outdated/redundancy/nonrelevance
9/22/2023	Polar bears past bedtime	Osborne, Mary Pope.	ISBN: 978-0-679-88341-8 (pbk	1998	7.73	damaged/outdated/redundancy/nonrelevance
9/22/2023	Revolutionary War on Wednesday	Osborne, Mary Pope.	ISBN: 0-679-89068-8 (pbk.)	2000	7.85	damaged/outdated/redundancy/nonrelevance
9/22/2023	Summer of the sea serpent	Osborne, Mary Pope.	ISBN: 0-375-82735-8	2004	11.95	damaged/outdated/redundancy/nonrelevance
9/22/2023	Thanksgiving on Thursday	Osborne, Mary Pope.	ISBN: 0-375-80615-6 (trade pt	2002	8.07	damaged/outdated/redundancy/nonrelevance
9/22/2023	Tigers at twilight	Osborne, Mary Pope.	ISBN: 0-679-99065-8 (lib. bdg.	1999	8.75	damaged/outdated/redundancy/nonrelevance
9/22/2023	Viking ships at sunrise	Osborne, Mary Pope.	ISBN: 0-679-89061-0 (pbk.)	1998	8.36	damaged/outdated/redundancy/nonrelevance
9/22/2023	Warriors in winter	Osborne, Mary Pope.	ISBN: 978-0-525-64764-5	2019	17.51	damaged/outdated/redundancy/nonrelevance



**Office of the Superintendent**

600 Maple Street, Yukon, OK 73099

Ph: 405.354.2587 | Fax: 405.354.4208

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TO: Oklahoma State Dept. of Education  
Office of Federal Programs

FROM: Dr. Simeroth

DATE: November 6, 2023

SUBJECT: Local Education Agency (LEA) Authorized Representative

The following personnel are authorized representatives to sign on behalf of the LEA all fiscal year 2024 expenditures, reports, disbursements, and cash receipts filed with OSDE for the purpose and objectives set forth in the terms and conditions of the federal award(s). [2CFR 200.415(a)]

**Jason Johnson, Chief Financial Officer**

This authorization will remain in effect until the end of the fiscal year, or at which time during the fiscal year OSDE is notified in writing of any change. I am aware that LEAs are required to submit a new form each fiscal year in the Grants Management System.

I further certify that the authorized personnel listed above are employees of Yukon Public Schools.

---

Superintendent

---

Date

Dr. W. Jason Simeroth

# OUT OF STATE TRAVEL REQUEST

---

*School employee requesting trip.*

*Full Name* Dustin Mason  
*Date of Request* 10/06/2023  
*Name of Organization, Grade* Yukon High School Wrestling  
*Departure Date of Trip* 12/14/2023  
*Return Date of Trip* 12/16/2023  
*Departure Time* 4:00 pm  
*Departure Location* Yukon High School  
*Number of Days* 2

*Means of Transportation*

- Airline
- School Vehicle
- Private Vehicle

*Number of Students Participating* 30  
*Number of Parents/Guardians Attending* 5  
*Age of Students* 9th-12th grade

*Place, Purpose, and Nature of the Trip*

Lee Summit Missouri Varsity wrestling tournament

*If booster club is paying an amount is required. If activity fund is being used, a PO number and amount is required.*

## Cost Analysis

*Registration Costs /PO Number:* covered by athletics  
*Lodging Cost/PO Number:* Covered by wrestling booster club  
*Airfare or Personal or District Vehicle*  
*Transportation Costs/PO Number:* covered by wrestling booster club  
*Per diem (meals, taxi/uber, parking):* covered by wrestling booster club  
*Cost of a Substitute:* Athletics

*Will Participation Lead to Further Competition?*

- Yes
- No

*If Yes, Explain*

*Educational Benefits*

Team bonding, cooperation, dealing with adversity.

---

*Attachments:*

Upload Schedule of Events: Lee Summit Trip 2023 .pdf

Upload Itinerary: 2023 Holiday Tournament.pdf

---

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*Attached Workflow*

Out of State Travel Request

*Current Status*

Submitted

*Workflow Steps*

1	Signed by Dustin Mason on 10/06/2023 at 0:01 PM <b>Signature:</b> Dustin L Mason
2	Approved by Melissa Barlow on 10/09/2023 at 10:32 AM
3	Review <span style="float: right;">Group:</span>
4	TBD
5	Approval
6	Review <span style="float: right;">Group:</span>

## **Lee Summit Trip 2023**

**What to Bring-** Great Attitude- Ability to be Coached- Great Work Ethic, Your Black backpack Lots of “Yukon” workout gear- T-shirts and Shorts Socks & Underwear- Yukon Black Jacket- This year’s Red shirt, Toothbrush, Tooth-paste, Deodorant, White Personalized Singlet (if you have it)- Wrestling Shoes, Tennis Shoes, Phone charger, etc.

**What Not to Bring-** Bad Attitude- Any type of drugs or alcohol, large amounts of cash, expensive jewelry or electronics. The wrestling program and Yukon Public Schools will not be liable for any loss or theft of personal property.

### **Thursday Dec. 14th-**

- **Meet At 4:30pm** Yukon High School Wrestling room, Door #8
- **LEAVE at 5:00pm** for Lee Summit (5.5 hour drive)
- **ARRIVE between 10:30pm and 11:00pm** to Holiday Inn, Lee Summit

### **Friday Dec. 15th**

\*\*Be prepared to have a morning workout to be sure weight is in check and readiness for competition. Have different clothes to practice in other than what is required to wear for the tournament.

**Friday Competition Attire** - Black Jackets, this year’s Red team shirt and Black shorts

- Weigh-in 3:00pm
- Competition starts 4:30pm (Wrestle 4 Rounds Pool Matches)

### **Saturday Dec. 16th**

**Saturday Competition Attire** - Black Jackets, last year’s Gray t-shirt and Red shorts. Red Singlets. White Singlets will be available for placing matches.

- Weigh-in 8:00am Competition starts 10:00am (This will be round 5 of Pool wrestling)
- 10:30am-1:30pm will be consolation brackets and championship side thru the semifinals.
- 2:00pm-4:00pm Placement rounds (1st- 3rd- 5th place matches wrestled)
- 5:00pm Team Meal- Restaurant determined upon arrival of tournament
- 6:30pm- Depart Lee Summit area and head for Yukon Ok.
- 11:30pm- Arrive at Yukon High School.

**Please complete this page with signatures and return to the coaching staff:**

We have gone to tournaments like this many times without any incidents and we expect the same this year. The ability for Yukon teams in the future to be able to attend out of state events depends upon the behavior of those within this group. That is why there will be NO Tolerance for misbehavior or the student/athlete could be removed from the team and sent HOME at the expense of the parent.

I acknowledge that I have been informed about the expectations and consequences for my son to attend this event. I give permission for him to participate in this event.

---

Student Signature/Date

---

Parent Signature/Date

Lee's Summit High School 400 SE Blue Parkway  
 Lee's Summit High School  
 Lee's Summit, Missouri 64063  
(816) 986-2000

DECEMBER 15 & 16, 2023

<b>Jefferson City</b>	<b>Pleasant Hill</b>	<b>Lindbergh</b>	<b>Park Hill South</b>
<b>Marquette</b>	<b>Jackson</b>	<b>Rockhurst</b>	<b>Columbia Hickman</b>
<b>Centerville IA</b>	<b>Kickapoo</b>	<b>Liberty North</b>	<b>BS South</b>
<b>Blue Springs</b>	<b>Leavenworth, KS</b>	<b>Oak Grove</b>	<b>Columbia Battle</b>
<b>Olathe North</b>	<b>Lee's Summit</b>	<b>DeSmet</b>	<b>Yukon OK</b>
<b>Excelsior Springs</b>	<b>Lee's Summit North</b>	<b>Oak Park</b>	<b>North Kansas City</b>
<b>Francis Howell</b>	<b>Lee's Summit West</b>	<b>Republic</b>	

<b>Admission</b>	Friday	Saturday	Tourney Pass (on site only)
Adults	\$6.00	\$6.00	\$10.00
Students	\$4.00	\$4.00	\$6.00

[Campus Map](#)

**SEEDING: Seeding is by committee**

**TENTATIVE SCHEDULE. ALL TIMES ARE APPROXIMATE AND MAY BE ADJUSTED**

**WEIGH-IN TIMES**

Friday	3:00 p.m.
Scratch meeting	4:00 at the head table
Saturday	8:00 a.m.

**FRIDAY** Wrestling tentatively begins at 4:30pm. We will wrestle four rounds in the pools. There are no scheduled breaks between pool rounds.

**SATURDAY** 9:00 AM – 10:00 AM Round 5 (two gyms – 8 mats)  
Break  
10:30 - 3:00 PM Consolation Bracket (A Gym)  
10:30 - 12:00 PM Quarterfinals (6 mats)  
12:00 - 1:30 PM Semi – Finals (3 mats) & Wrestleback (3 mats)  
BREAK  
2:00 - 4:00 PM 1<sup>st</sup>, 3<sup>rd</sup> & 5<sup>th</sup> place matches (3 mats)

**Officials:** Bob Glasgow, John Defries, John Hatfield, Chris Maggard, Cameron Gonzalez, Devin White, Matt Moore (Springfield), Tyler Kline, Vic Everett, Tony Philpott (Springfield), Kyle Dickmeyer, Mark Mundell

Tournament Director: Jay McGovern  
Computers and Scoring: Tracy Maloy  
Announcer/Match-Maker: Roy Martin  
Hospitality Room: Varsity Wrestling Parents

**PASS LIST:** No pass list will be issued, instead floor passes will be given to the head coach prior to the beginning of the tournament. Without a pass you will have to pay admittance. This includes all wrestlers, coaches, cheerleaders, sponsors, statisticians, bus drivers, and administrators.

**SEATING:** Only two persons representing each team will be allowed at matside. Floor passes will be required of anyone needing access to the floor. These will be issued to wrestlers and coaches only.

**HOSPITALITY ROOM:**

A hospitality room will be available for coaches, officials and administrators only. Located in the Lecture Hall by the concession stand.

**FOOD /DRINK:**

Coolers may be taken to the cafeteria, but not in the gymnasium.

**LOST/STOLEN ITEMS:**

Lee's Summit High School will not be responsible for lost or stolen articles. You may wish to bring a lock to secure your valuables.

**ENTRY FEES:** \$300 is due to Lee's Summit by **December 21, 2022**. Please make checks payable to: Lee's Summit R-7 Athletic Department.

**WEIGHT**

<b>CLASSES:</b>	106 LBS.	132 LBS.	157 LBS.	215 LBS.
	113 LBS.	138 LBS.	165 LBS.	285 LBS.
	120 LBS.	144 LBS.	175 LBS.	
	126 LBS.	150 LBS.	190 LBS.	

**PLEASE CONTACT TRACY BERTONCIN IF YOU HAVE A DUAL THURSDAY PRIOR TO THE TOURNAMENT FOR WEIGHT ALLOWANCE NOTIFICATION**

**MEDICAL:** Certified Athletic Trainers will be available. Medical supplies such as athletic tape are your responsibility.

**BUSES:** Park in the NW corner lot on the north side of the B building after dropping athletes off. On the map, it is the lot marked as [‘tennis/event parking’](#). PLEASE, tell your driver in advance. This is very important, as they will be asked to move!

**CONTACTS:**

Name	Position	Email	Phone
Kit Anderson	Athletic Director	<a href="mailto:kit.anderson@lsr7.net">kit.anderson@lsr7.net</a>	816-986-2115
Jay McGovern	Head Coach	<a href="mailto:Jay.McGovern@lsr7.net">Jay.McGovern@lsr7.net</a>	816-519-3304
Tracy Maloy	Computers/ Scoring	<a href="mailto:tracy.maloy@raytownschools.org">tracy.maloy@raytownschools.org</a>	816-589-6350

# **LEE'S SUMMIT HOLIDAY INVITATIONAL TOURNAMENT**

## Pool Procedures

### ROUND ROBIN:

Rounds 1-5 will be used to determine the best two wrestlers in each pool. Wrestlers will be awarded “good points” in each round robin match. These “good points,” besides serving as team points, may also help determine advancement. The top two wrestlers in each pool will advance to the eight-man championship bracket. The 3<sup>rd</sup> and 4<sup>th</sup> place finishers in the pool will be placed in a single elimination 8 man bracket that will be wrestled in the A gym.

### Pool Rounds Pairing

<b>Round 1</b>	<b>Round 2</b>	<b>Round 3</b>	<b>Round 4</b>	<b>Round 5</b>
A vs. B	A vs. C	A vs. D	A vs. E	A vs. F
C vs. D	B vs. E	B vs. F	B vs. D	B vs. C
E vs. F	D vs. F	C vs. E	C vs. F	D vs. E

**Criteria for advancement to the medal rounds are as follows. In the event that wrestlers have the identical pool record, head-to-head competition in the pool determine the order of advancement. If three wrestlers have identical records, criteria below will be followed until the top wrestler is identified and then head-to-head competition will be used to determine the order of the successful wrestlers.**

1. Record
2. Head to Head
3. Good Points
4. Unsportsmanlike conduct
5. Most Falls
6. Most Nearfall Points
7. Most Takedowns
8. Most Reversals
9. Most Escapes

## Tournament Scoring

GOOD POINTS AND TEAM POINTS IN THE ROUND ROBIN:

TYPE OF WIN	POINTS
FALL OR DQ, FORFEIT, OR ANY DEFAULT	2.0
TECHNICAL FALL	1.5
MAJOR DECISION	1.0
DECISION	.5

CHAMPIONSHIP BRACKET TEAM POINTS AFTER THE ROUND ROBIN

ROUND	DECISION	MAJOR DEC	TECHFALL	FALL/DQ/Def
QUARTER FINALS	9.5	10	10.5	11
SEMI – FINALS	7.5	8	8.5	9
CONSOLATION-SEMI'S	4.5	5	5.5	6
CONSOLATION 5TH	2.5	3	3.5	4
CONSOLATION 3RD	2.5	3	3.5	4
CHAMPIONSHIP FINALS	4.5	5	5.5	6

CONSOLATION BRACKET TEAM POINTS AFTER THE ROUND ROBIN

TYPE OF WIN	POINTS
FALL OR DQ, FORFEIT, OR ANY DEFAULT	2.0
TECHNICAL FALL	1.5
MAJOR DECISION	1.0
DECISION	.5

## OUT OF STATE TRAVEL REQUEST

---

*School employee requesting trip.*

*Full Name* Tyler Haisten  
*Date of Request* 10/12/2023  
*Name of Organization, Grade* Yukon High School Academic Team, 9th-12th  
*Departure Date of Trip* 11/10/2023  
*Return Date of Trip* 11/11/2023  
*Departure Time* 4pm, 11/10/2023  
*Departure Location* Yukon High School  
*Number of Days* One night (Friday night) and one day (getting back on Saturday night)

*Means of Transportation*

- Airline
- School Vehicle
- Private Vehicle

*Number of Students Participating* 8  
*Number of Parents/Guardians Attending* 0  
*Age of Students* 15-18 years old

*Place, Purpose, and Nature of the Trip*

Clever, Missouri (Clever High School)

Clever High School is hosting the Clever Invitational, an academic team tournament

We would bring two teams to compete in the tournament

*If booster club is paying an amount is required. If activity fund is being used, a PO number and amount is required.*

### Cost Analysis

*Registration Costs /PO Number:* \$135 / 640924

*Lodging Cost/PO Number:* Lodging Costs N/A (Students paying for hotel) / Transportation PO: 641012

*Airfare or Personal or District Vehicle*

*Transportation Costs/PO Number:* Two Suburbans

*Per diem (meals, taxi/uber, parking):* N/A

*Cost of a Substitute:* N/A

*Will Participation Lead to Further Competition?*

- Yes

No

*If Yes, Explain*

We will be the only Oklahoma team representing the state at this massive Missouri quiz bowl tournament, which will get us invited to more tournaments in the future. Missouri has a robust quiz bowl culture, and more tournaments either in Missouri or with Missouri teams will help us improve tremendously.

*Educational Benefits*

Academic team has incredible educational benefits by encouraging students to study history, science, literature, mythology, and a plethora of other areas in academia; Yukon's academic team has had huge success competing in big tournaments in recent years and has enriched our students' educational career.

---

*Attachments:*

Upload Schedule of Events: YHS Academic Team - Clever Invitational Itinerary.docx

Upload Itinerary: YHS Academic Team - Clever Invitational Itinerary.docx

---

---

*Attached Workflow*

Out of State Travel Request

*Current Status*

Submitted

*Workflow Steps*

- |   |  |
|---|--|
| 1 | Signed by Tyler Haisten on 10/12/2023 at 08:59 AM<br><b>Signature:</b> Tyler Haisten |
| 2 | Approved by Melissa Barlow on 10/15/2023 at 6:27 PM                                  |
| 3 | Review <span style="float: right;">Group:</span>                                     |
| 4 | TBD  |
| 5 | Approval   |
| 6 | Review <span style="float: right;">Group:</span>                                     |

## Friday, Nov. 10, 2023

Leave YHS at 4pm (2 Suburbans)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive at our hotel around 9pm (Clever, MO)

## Saturday, Nov. 11, 2023

Compete in Clever Invitational (app. 8am-4pm)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive back at YHS around 9pm

## Friday, Nov. 10, 2023

Leave YHS at 4pm (2 Suburbans)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive at our hotel around 9pm (Clever, MO)

## Saturday, Nov. 11, 2023

Compete in Clever Invitational (app. 8am-4pm)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive back at YHS around 9pm

## OUT OF STATE TRAVEL REQUEST

---

*School employee requesting trip.*

*Full Name* Charissa Spruill  
*Date of Request* 10/17/2023  
*Name of Organization, Grade* Skyview music teacher  
*Departure Date of Trip* 02/07/2024  
*Return Date of Trip* 02/10/2024  
*Departure Time* 6:50 am  
*Departure Location* OKC airport  
*Number of Days* 4 days, 3 nights

*Means of Transportation*

- Airline  
 School Vehicle  
 Private Vehicle

*Number of Students Participating* none

*Number of Parents/Guardians Attending* none

*Age of Students* n/a

*Place, Purpose, and Nature of the Trip*

Texas Music Educators Association annual convention. I am attending through a professional learning grant funded by Oklahoma Arts Education Association. TMEA will provide 28 hours of professional development over 4 days.

*If booster club is paying an amount is required. If activity fund is being used, a PO number and amount is required.*

### Cost Analysis

*Registration Costs /PO Number:* funded through grant money

*Lodging Cost/PO Number:* funded through grant money

*Airfare or Personal or District Vehicle*

*Transportation Costs/PO Number:* funded through grant money

*Per diem (meals, taxi/uber, parking):* funded through grant money

*Cost of a Substitute:* 3 days: \$225

*Will Participation Lead to Further Competition?*

- Yes  
 No

*If Yes, Explain*

*Educational Benefits*

This conference provides unparalleled professional development from nationally renowned clinicians, on a scale that simply cannot be provided locally. Clinics cover latest music technology and deeper dives into learning theories and music pedagogy. They spur on further study and research, guide future PD choices, and also provide dozens of strategies, games and activities that I can incorporate in my instruction the very next Monday morning. This year's schedule will not be released until December but I have included last years schedule for reference.

---

*Attachments:*

Upload Schedule of Events: link to 2023 conference preview.docx

Upload Itinerary: Youre going to San Antonio on 02\_07 (4NGBMQ)!.eml

---

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*Attached Workflow*

Out of State Travel Request

*Current Status*

Submitted

*Workflow Steps*

1	Signed by Charissa Spruill on 10/18/2023 at 08:55 AM <b>Signature:</b> Charissa Spruill
2	Approved by Carla Smith on 10/18/2023 at 08:57 AM
3	Review <span style="float: right;">Group:</span>
4	TBD
5	Approval
6	Review <span style="float: right;">Group:</span>

<https://www.tmea.org/southwestern-musician/issues/December-2022/>

Unable To Convert Document: YouregoingtoSanAntonioon02\_07(4NGBMQ)!.eml

## OUT OF STATE TRAVEL REQUEST

---

*School employee requesting trip.*

*Full Name* Sage Snow  
*Date of Request* 10/23/2023  
*Name of Organization, Grade* Yukon High School Academic Team, 9th - 12th  
*Departure Date of Trip* 11/10/2023  
*Return Date of Trip* 11/11/2023  
*Departure Time* 4pm , 11/10/23  
*Departure Location* Yukon High School  
*Number of Days* 1 night, 1 day

*Means of Transportation*

- Airline
- School Vehicle
- Private Vehicle

*Number of Students Participating* 8  
*Number of Parents/Guardians Attending* 0  
*Age of Students* 15 - 18 years old

*Place, Purpose, and Nature of the Trip*

Clever, Missouri (Clever High School)

Clever High School is hosting the Clever invitational, an academic team tournament.

We would bring two teams to compete in the tournament.

*If booster club is paying an amount is required. If activity fund is being used, a PO number and amount is required.*

### Cost Analysis

*Registration Costs /PO Number:* \$135 / 640924

*Lodging Cost/PO Number:* Lodging Costs N/A (Students paying for hotel / Transportation PO: 641012

*Airfare or Personal or District Vehicle*

*Transportation Costs/PO Number:* Two Suburbans

*Per diem (meals, taxi/uber, parking):* N/A

*Cost of a Substitute:* N/A

*Will Participation Lead to Further Competition?*

- Yes

No

*If Yes, Explain*

We will be the only Oklahoma team representing the state at this massive Missouri quiz bowl tournament, which will put us invited to more tournaments in the future. Missouri has a robust quiz bowl culture, and more tournaments either in Missouri or with Missouri teams will help us improve tremendously.

*Educational Benefits*

Academic team has incredible educational benefits by encouraging students to study history, science, literature, mythology and a plethora of other areas in academic; Yukon's academic team has had huge success competing in big tournaments in recent years and has enriched our student's educational career.

---

*Attachments:*

Upload Schedule of Events: YHS Academic Team - Clever Invitational Itinerary.pdf

Upload Itinerary: YHS Academic Team - Clever Invitational Itinerary.pdf

---

---

*Attached Workflow*

Out of State Travel Request

*Current Status*

Submitted

*Workflow Steps*

- |   |   |
|---|---|
| 1 | Signed by Sage Snow on 10/23/2023 at 3:02 PM<br><b>Signature:</b> Sage Snow |
| 2 | Approved by Melissa Barlow on 10/24/2023 at 07:14 AM                        |
| 3 | Review <span style="float: right;">Group:</span>                            |
| 4 | TBD   |
| 5 | Approval  |
| 6 | Review <span style="float: right;">Group:</span>                            |

## Friday, Nov. 10, 2023

Leave YHS at 4pm (2 Suburbans)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive at our hotel around 9pm (Clever, MO)

## Saturday, Nov. 11, 2023

Compete in Clever Invitational (app. 8am-4pm)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive back at YHS around 9pm

## Friday, Nov. 10, 2023

Leave YHS at 4pm (2 Suburbans)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive at our hotel around 9pm (Clever, MO)

## Saturday, Nov. 11, 2023

Compete in Clever Invitational (app. 8am-4pm)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive back at YHS around 9pm

## OUT OF STATE TRAVEL REQUEST

---

*School employee requesting trip.*

*Full Name* Alexander Shirley  
*Date of Request* 10/23/2023  
*Name of Organization, Grade* Yukon High School AcademicTeam, 9th - 12th  
*Departure Date of Trip* 11/10/2023  
*Return Date of Trip* 11/11/2023  
*Departure Time* 4pm, 11/10/2023  
*Departure Location* Yukon High School  
*Number of Days* One night (Friday, 11/10/2023), one day (Saturday, 11/11/2023)

*Means of Transportation*

- Airline  
 School Vehicle  
 Private Vehicle

*Number of Students Participating* 8

*Number of Parents/Guardians Attending* 0

*Age of Students* 15-18

*Place, Purpose, and Nature of the Trip*

Clever, Missouri (Clever High School)

Clever HS is hosting the Clever Invitational, an academic team tournament

We would bring 2 teams to compete in the tournament

*If booster club is paying an amount is required. If activity fund is being used, a PO number and amount is required.*

### Cost Analysis

*Registration Costs /PO Number:* \$135 / 640924

*Lodging Cost/PO Number:* Lodging costs -- N/A (Students paying for their own hotel room) /  
Transportation PO: 641012

*Airfare or Personal or District Vehicle*

*Transportation Costs/PO Number:* 2 Suburbans

*Per diem (meals, taxi/uber, parking):* N/A

*Cost of a Substitute:* N/A

*Will Participation Lead to Further Competition?*

Yes

No

*If Yes, Explain*

We will be the only Oklahoma team representing the state at this massive Missouri quiz bowl tournament, which will get us invited to more tournaments in the future. Missouri has a robust quiz bowl culture, and more tournaments either in Missouri or with Missouri teams will help us improve tremendously.

*Educational Benefits*

Academic Team has incredible educational benefits by encouraging students to study history, science, literature, mythology, and a plethora of other areas in academia; Yukon academic team has had huge success competing in big tournaments in recent years and has enriched our students' educational careers.

*Attachments:*

Upload Schedule of Events: YHS Academic Team - Clever Invitational Itinerary.pdf

Upload Itinerary: YHS Academic Team - Clever Invitational Itinerary.pdf

*Attached Workflow*

Out of State Travel Request

*Current Status*

Submitted

*Workflow Steps*

1	Signed by Alexander Shirley on 10/23/2023 at 7:41 PM <b>Signature:</b> Alexander Shirley
2	Approved by Melissa Barlow on 10/24/2023 at 07:14 AM
3	Review <span style="float: right;">Group:</span>
4	TBD
5	Approval
6	Review <span style="float: right;">Group:</span>

## Friday, Nov. 10, 2023

Leave YHS at 4pm (2 Suburbans)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive at our hotel around 9pm (Clever, MO)

## Saturday, Nov. 11, 2023

Compete in Clever Invitational (app. 8am-4pm)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive back at YHS around 9pm

## Friday, Nov. 10, 2023

Leave YHS at 4pm (2 Suburbans)

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Compete in Clever Invitational (app. 8am-4pm)

Stop and eat dinner in Tulsa (they'll pay for themselves)

Arrive back at YHS around 9pm

## OUT OF STATE TRAVEL REQUEST

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*School employee requesting trip.*

*Full Name* Joy Bjerk  
*Date of Request* 10/23/2023  
*Name of Organization, Grade* Yukon High School School  
*Departure Date of Trip* 01/19/2024  
*Return Date of Trip* 01/21/2024  
*Departure Time* 8:00am  
*Departure Location* Yukon High School  
*Number of Days* 3

*Means of Transportation*

- Airline  
 School Vehicle  
 Private Vehicle

*Number of Students Participating* 24

*Number of Parents/Guardians Attending* 2

*Age of Students* Freshman to Seniors (14-18)

*Place, Purpose, and Nature of the Trip*

We will be traveling to Dallas Texas for NCA Nationals. This is our Cheer Nationals we attend every year.

*If booster club is paying an amount is required. If activity fund is being used, a PO number and amount is required.*

### Cost Analysis

*Registration Costs /PO Number:* \$199 per cheerleader (Paid by our booster club)

*Lodging Cost/PO Number:* \$175 per cheerleader (Paid by our booster club)

*Airfare or Personal or District Vehicle*

*Transportation Costs/PO Number:* Approx. \$1500 (School bus and driver paid by our booster club)

*Per diem (meals, taxi/uber, parking):* Bus Driver meals (Paid by our booster club)

*Cost of a Substitute:* \$280

*Will Participation Lead to Further Competition?*

- Yes  
 No

*If Yes, Explain*

*Educational Benefits*

This will teach the girls about the competitive mind and working towards an end goal of winning. We are excited about the team bonding that will occur throughout the this process and look forward to bringing home awards that will represent Yukon Athletics

---

*Attachments:*

Upload Schedule of Events: 2024 Schedule of events for NCA Competition.docx

Upload Itinerary: 2024 Yukon High School Cheer NCA Itinerary.docx

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*Attached Workflow*

Out of State Travel Request

*Current Status*

Submitted

*Workflow Steps*

1	Signed by Joy Bjerk on 10/23/2023 at 3:11 PM <b>Signature:</b> Joy Bjerk
2	Approved by Melissa Barlow on 10/24/2023 at 07:13 AM
3	Review <span style="float: right;">Group:</span>
4	TBD
5	Approval
6	Review <span style="float: right;">Group:</span>

2024 Schedule of events for NCA Competition

Dates: January 19-21<sup>st</sup>, 2024

Location: Kay Bailey Hutchison Convention Center

650 Griffin St.

Dallas, TX 75202

January 19<sup>th</sup>: Travel and Practice Day

January 20-21<sup>st</sup>: Competition Days

January 21<sup>st</sup>: Travel Home

## **2024 Yukon High School Cheer NCA Itinerary**

January 19<sup>th</sup>: Leave the school at 9am to travel to Dallas, Texas

Stop for lunch in Gainesville, Texas

Arrive at the hotel for approx. 1pm

Check in and get settled

Practice at assigned time. (Will be given once the competition has set the times.)

Team dinner that evening approx. 7pm

January 20<sup>th</sup>: Compete (Times have not yet been set by the competition)

We will compete in 2 divisions. (Competitive and Game Day)

Lunch will be at the convention sight

We will practice that evening and dinner will be brought to the hotel by our booster club.

January 21<sup>st</sup>: Pack up rooms and check out of the hotel before heading to the arena

Compete (Times will be determined off of placement from the day before.)

We will stay at the arena till after the awards.

Departure times and arrival home time are TBA depending on competition time and awards.

## OUT OF STATE TRAVEL REQUEST

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School employee requesting trip.

*Full Name* Michele Hale  
*Date of Request* 10/27/2023  
*Name of Organization, Grade* Yukon Public Schools  
*Departure Date of Trip* 12/10/2023  
*Return Date of Trip* 12/13/2023  
*Departure Time* morning  
*Departure Location* OKC  
*Number of Days* 4

*Means of Transportation*

- Airline  
 School Vehicle  
 Private Vehicle

*Number of Students Participating* 0

*Number of Parents/Guardians Attending* 0

*Age of Students* N/A

*Place, Purpose, and Nature of the Trip*

Las Vegas -PLC Math Conference

If booster club is paying an amount is required. If activity fund is being used, a PO number and amount is required.

### Cost Analysis

*Registration Costs /PO Number:* \$779.00

*Lodging Cost/PO Number:* \$986.40

Airfare or Personal or District Vehicle

*Transportation Costs/PO Number:* \$997.96

*Per diem (meals, taxi/uber, parking):* \$316.50

*Cost of a Substitute:* N/A

*Will Participation Lead to Further Competition?*

- Yes  
 No

*If Yes, Explain*

*Educational Benefits*

Strategies to help students persevere in, understand, and apply mathematics every day.  
 Identify high-quality assessment criteria and Tier 2 intervention strategies to target students who struggle to learn mathematics.  
 Examine teacher teams' actions that lead to significant increases in mathematics achievement.  
 Create a network of new colleagues and acquire new ideas and promising practices during the role-alike session.  
 Discover how to become a highly effective and relational collaborative mathematics team.

*Attachments:*

Upload Schedule of Events: CFF747\_100423.pdf

Upload Itinerary: CFF747\_100423.pdf

*Attached Workflow*

Out of State Travel Request

*Current Status*

Submitted

*Workflow Steps*

- |   |  |
|---|--|
| 1 | Signed by Michele Hale on 10/27/2023 at 10:53 AM<br><b>Signature:</b> Michele Hale |
| 2 | Approved by Desarae Witmer on 10/31/2023 at 9:14 PM                                |
| 3 | Review <span style="float: right;">Group:</span>                                   |
| 4 | TBD  |
| 5 | Approval   |
| 6 | Review <span style="float: right;">Group:</span>                                   |

# **Mathematics in a PLC at Work® Summit**

## **Las Vegas, NV • December 11-13, 2023**

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<b>Keynote Session Descriptions</b>	9
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# Agenda

## Monday, December 11

7:00–8:00 a.m.	Registration	Celebrity Foyer
	Continental Breakfast	Celebrity 1–4
8:00–9:45 a.m.	<b>Keynote</b> Timothy D. Kanold <i>Teaching and Learning Mathematics: Using the Four Critical Questions of a PLC at Work!</i>	Celebrity 1–4
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Role-Alike Networking Meeting</b> <i>Educators meet with others who have similar responsibilities. Come ready to share experiences, discuss practices, and find solutions to student learning issues.</i>	
	<b>Elementary School</b> Facilitators: Jennifer Deinhart & Georgina Rivera	Celebrity 6
	<b>Middle School</b> Facilitator: Sarah Schuhl	Melrose 3
	<b>High School</b> Facilitator: Bill Barnes	Celebrity 8
	<b>Building Administrators &amp; District Leaders</b> Facilitator: Timothy D. Kanold	Melrose 4
	<b>Instructional Coaches &amp; Departmental Chairs</b> Facilitator: Mona Toncheff	Celebrity 7

## Tuesday, December 12

7:00–8:00 a.m.	Registration	Celebrity Foyer
	Continental Breakfast	Celebrity 1–4
8:00–9:45 a.m.	<b>Keynote</b> Sarah Schuhl & Mona Toncheff <i>Mathematics Assessment in Action</i>	Celebrity 1–4
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 3–4.

11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Team Time</b> <i>Presenters are available to aid in team discussions.</i>	Celebrity 1–4

### Wednesday, December 13

7:00–8:00 a.m.	Continental Breakfast	Celebrity 1–4
8:00–9:45 a.m.	<b>Working Session</b> Georgina Rivera & Mona Toncheff <i>Sustaining Systemic Change in Mathematics (PreK-12)</i>	Celebrity 7–8
	<b>Working Session</b> Bill Barnes & Sarah Schuhl <i>Team Actions That Lead to Effective Interventions (PreK-12)</i>	Melrose 3–4
	<b>Working Session</b> Brian Buckhalter, Jennifer Deinhart, & Timothy D. Kanold <i>Creating Higher- and Lower-Level-Cognitive-Demand Mathematical Tasks (PreK-12)</i>	Celebrity 1–4
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Closing Session: Celebration and Ignite! The Power of Your Story</b> <i>Join presenters in a celebration of your work and growth!</i> <ul style="list-style-type: none"> <li>• Sarah Schuhl—What <i>If</i>?</li> <li>• Georgina Rivera—Warm Demanders</li> <li>• Bill Barnes—No Regrets!</li> <li>• Jennifer Deinhart—The Mirror</li> <li>• Brian Buckhalter—Moises’s Story</li> <li>• Mona Toncheff—Be Bold!</li> <li>• Timothy D. Kanold—You Never Know ...</li> </ul>	Celebrity 1–4

**Agenda is subject to change.**

# Breakouts at a Glance

Presenter & Title	Monday, December 11		Tuesday, December 12	
	10:00-11:30 a.m.	1:00-2:30 p.m.	10:00-11:30 a.m.	1:00-2:30 p.m.
<b>Bill Barnes</b>				
Solving the Grading/Learning Dilemma: Effective Grading Practices <b>(PreK-12)</b>	Celebrity 8			
Developing Procedural Fluency Through Conceptual Understanding <b>(6-8)</b>		Celebrity 8		
Engaging Students as Learners Through Actionable Formative Feedback <b>(6-12)</b>			Celebrity 8	
Leveraging High-Quality Mathematical Tasks to Gather Evidence of Student Thinking <b>(6-12)</b>				Celebrity 8
<b>Brian Buckhalter</b>				
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(3-5)</b>			Celebrity 5	
Exploring the Power of Feedback and Action With Mathematics Assessments <b>(PreK-5)</b>				Celebrity 5
<b>Jennifer Deinhart</b>				
Developing Procedural Fluency Through Conceptual Understanding <b>(PreK-5)</b>	Celebrity 6			
Student Goal Setting: Planning and Implementing Targeted Instruction <b>(PreK-5)</b>		Celebrity 6		
Facilitating Mathematics Team Meetings Through Progress Monitoring <b>(PreK-5)</b>			Celebrity 6	
Planning Effective Mathematics Units Designed to Maximize Student Learning <b>(PreK-5)</b>				Celebrity 6
<b>Timothy D. Kanold</b>				
Creating Relevant and Meaningful Lessons: The First Three Lesson Design Elements of the Mathematics at Work Instructional Framework <b>(High School)</b>	Celebrity 1-4			
Knowing the Power of Teaching High School Mathematics Well: It's a Matter of Balance! <b>(High School)</b>		Celebrity 1-4		
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(High School)</b>			Melrose 3	

Planning Effective Mathematics Units Designed to Maximize Student Learning <b>(High School)</b>				Melrose 3
<b>Georgina Rivera</b>				
Increasing Student Discourse: How to Build Mathematical Language Routines Into Your Daily Lessons <b>(PreK-5)</b>	Celebrity 7			
Improving Student Engagement Through Questioning and Task Selection <b>(6-8)</b>		Celebrity 7		
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(PreK-2)</b>			Celebrity 7	
Planning for REACTiOn Days: How to Collectively Respond to Student Learning <b>(PreK-8)</b>				Celebrity 7
<b>Sarah Schuhl</b>				
Teaching Middle School Mathematics: Lessons That Matter! <b>(6-8)</b>	Melrose 3			
Exploring Instructional Strategies That Deepen Student Learning of Mathematics <b>(PreK-5)</b>		Melrose 3		
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(6-8)</b>			Celebrity 1-4	
Planning Effective Mathematics Units Designed to Maximize Student Learning <b>(6-8)</b>				Celebrity 1-4
<b>Mona Toncheff</b>				
Building a Community of Learners <b>(6-12)</b>	Melrose 4			
Doing the Math: Learning Together Through Lesson Design Action Research <b>(PreK-12)</b>		Melrose 4		
Coaching and Leading a Collaborative Team in Your Mathematics Program <b>(PreK-12)</b>			Melrose 4	
Exploring the Power of Feedback and Action With Mathematics Assessments <b>(6-8)</b>				Melrose 4

**Agenda is subject to change.**

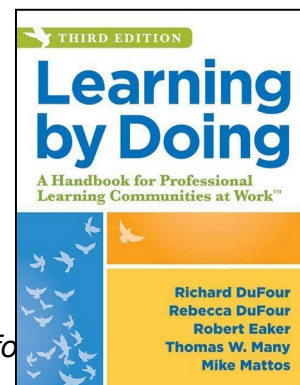
# Key Concepts for Mathematics in a PLC at Work®

These key concepts are a handy reference throughout this mathematics Summit. Presenters refer to these concepts repeatedly in sessions. Please take a moment to become familiar.

## 1. The Four Critical Questions of a PLC

Collaborative teams within schools that function as PLCs focus their work on the four critical questions:

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

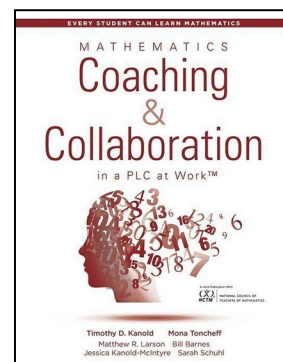
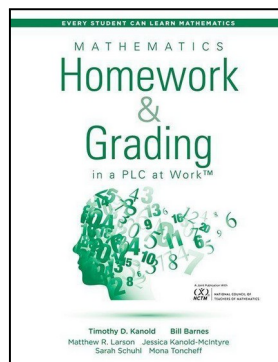
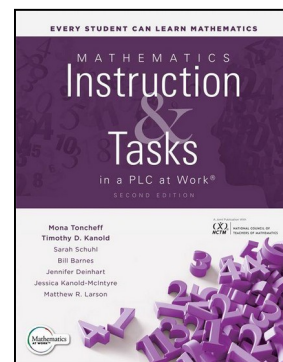
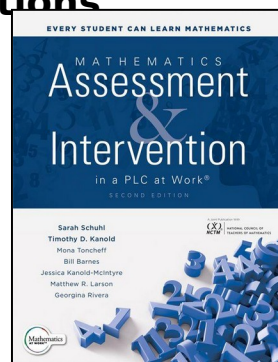


The four critical questions are featured in *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 3rd ed. (DuFour, DuFour, Eaker, Many, & Mattos, 2016).

## 2. Mathematics Team and Coaching Actions

Timothy D. Kanold, Sarah Schuhl, Mona Toncheff, and their colleagues have developed a research-affirmed mathematics framework built on five team and two coaching actions for adult collaborative behavior. These actions increase the likelihood of more equitable and successful mathematics learning experiences for PreK–12 students.

- **Team action 1:** Develop high-quality common assessments for the agreed-on essential learning standards.
- **Team action 2:** Use common assessments for formative student learning and intervention.
- **Team action 3:** Develop high-quality mathematics lessons for daily instruction.
- **Team action 4:** Analyze and use effective lesson designs to provide formative feedback and build student perseverance.
- **Team action 5:** Develop and use high-quality common grading components and formative grading routines.



## Coaches

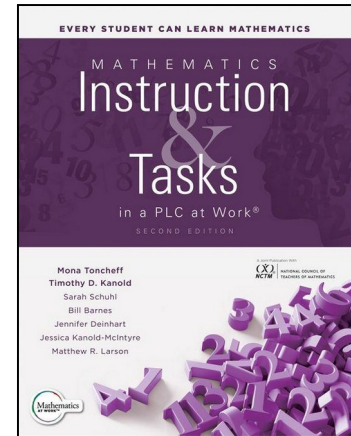
- **Coaching action 1:** Develop PLC structures for effective teacher team engagement, transparency, and action.
- **Coaching action 2:** Use common assessments and lesson-design elements for teacher team reflection, data analysis, and subsequent teacher and student intervention action.

The five team and coaching actions are featured in Solution Tree's *Every Student Can Learn Mathematics* series. The Mathematics in a PLC at Work series includes second editions of *Mathematics Instruction & Tasks* and *Mathematics Assessment & Intervention* (2021).

### 3. Six Essential Lesson-Design Elements

In Solution Tree's *Every Student Can Learn Mathematics*, teachers reflect on current lesson planning and design practice. They examine six essential elements of every mathematics lesson they design and use with students daily.

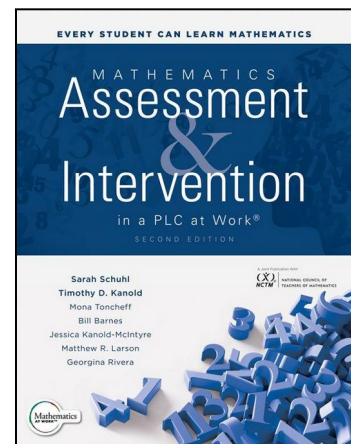
1. Essential learning standards: the *why* of the lesson
2. Prior-knowledge warm-up activities
3. Academic language vocabulary as part of instruction
4. Lower- and higher-level-cognitive-demand mathematical task balance
5. Whole-group discourse and small-group discourse balance
6. Lesson closure for evidence of learning



### 4. Six Essential Assessment-Design Elements

In Solution Tree's *Every Student Can Learn Mathematics*, teachers examine their current assessment planning, design, and formative process routines. They examine six essential research-affirmed elements for the collaborative and effective use of their ongoing unit assessments.

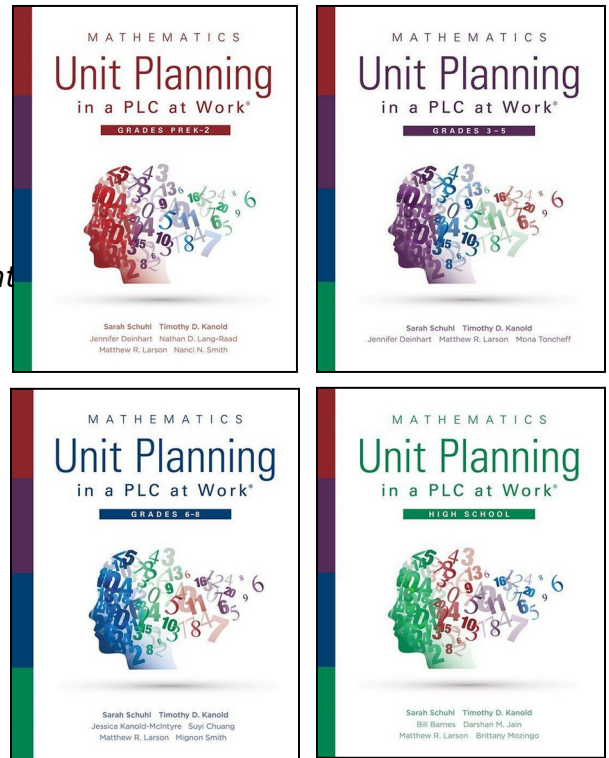
1. Agreed-on essential learning standards for the unit
2. Common high-quality unit assessments
3. Calibration routines
4. Teacher data analysis and action routines
5. Student self-assessment and action routines
6. Team response to student learning using Tier 2 intervention criteria



## 5. Unit Design and Planning

Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Mona Toncheff, Jessica McIntyre, Bill Barnes, and colleagues developed unit planning books specific to grade bands PreK–2, 3–5, 6–8, and high school. Each book in the Mathematics Unit Planning in a PLC at Work series highlights the team dialogue and foundational planning needed as a framework when teams address the research-affirmed actions described in the *Every Student Can Learn Mathematics*. Mathematics teams build a shared understanding and record the following in each unit plan before the unit begins.

1. Generate essential learning standards.
2. Create a unit calendar.
3. Identify prior knowledge.
4. Determine vocabulary and notations.
5. Identify resources and activities.
6. Agree on tools and technology.
7. Record reflections and notes.

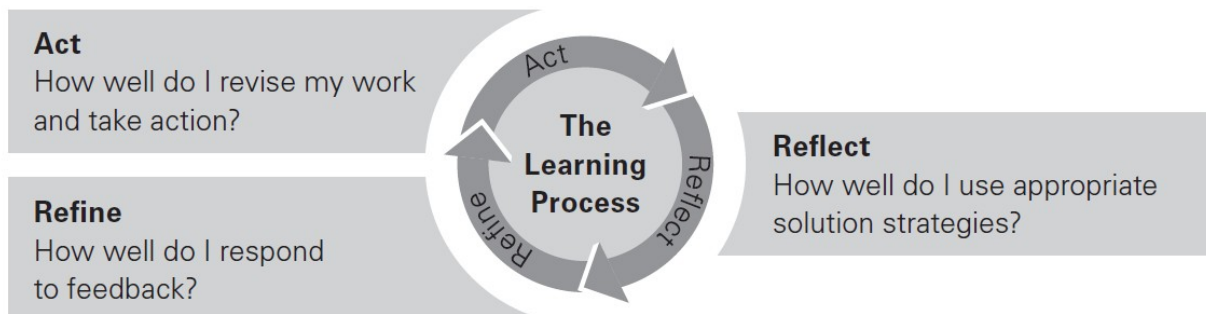


## 6. Reflect, Refine, and Act Cycle

The *reflect, refine, and act cycle* is the perspective of Dr. Kanold and his colleagues toward the process of lifelong learning—for teachers and students. The very nature of the profession is about developing skills for learning. Those skills are part of an ongoing process teachers pursue with colleagues.

When teachers embrace mathematics learning as a collaborative *process*, teachers, and students:

- **Reflect**—How well do I determine: Is this the best solution strategy for this mathematics task?
- **Refine**—How well do I respond to and learn from feedback?
- **Act**—How well do I persevere, revise my work, and take action to try again?



The intent of Solution Tree’s *Every Student Can Learn Mathematics* and the *Mathematics Unit Planning in a PLC at Work* series is to provide educators with a systemic way to structure and facilitate deep team discussions to lead an effective and ongoing adult and student learning process each and every school year.

# Keynote Descriptions

## Timothy D. Kanold

### Teaching and Learning Mathematics: Using the Four Critical Questions of a PLC at Work

Timothy D. Kanold sets the stage for the Mathematics in a PLC at Work Summit. He examines fundamental beliefs about student learning that PreK–12 teachers and leaders embrace while pursuing the PLC life in their mathematics instruction, assessments, and interventions.

Dr. Kanold also explores the *what* and *why* of the PLC life, and inspires attendees to stay connected to their work lives through a fully engaged and high-energy effort built upon the foundation of the four PLC At Work critical questions.

Dr. Kanold emphasizes, “The collaborative teacher team is the engine that drives the PLC process, erases inequities in student learning experiences, and empowers teachers and leaders to make great decisions for mathematics learning.”

## Sarah Schuhl & Mona Toncheff

### Mathematics Assessment in Action

How can common assessments motivate and engage each and every learner? How can they be used for learning and assess the critical thinking required of students learning mathematics? High-quality assessments, when intentionally designed and used, inform both teachers and students about what has been learned and what has not been learned *yet*. Sarah Schuhl and Mona Toncheff share team actions needed to create meaningful assessment processes.

## All Presenters

### Ignite! The Power of Your Story

In this high-energy, risk-taking format, the mathematics Summit faculty strives to ignite the *power of story* in your mathematics teaching and leading lives. *There is one caveat*: Each presentation is five minutes, with twenty slides that advance every fifteen seconds, whether the presenter is ready or not! The margin for error is thin. The presentations and titles are as follow:

- Sarah Schuhl—What *If*?
- Georgina Rivera—Warm Demanders
- Bill Barnes—No Regrets!
- Jennifer Deinhart—The Mirror
- Brian Buckhalter—Moises’s Story
- Mona Toncheff—Be Bold!
- Timothy D. Kanold—You Never Know ...

The audience is the judge and beneficiary of these seven six distinctive, fast-paced sessions—launching pads for a new chapter in your mathematics teaching and leadership life. Be prepared to clap, cheer, cry, and reflect as you join in the excitement, energy, and compassion of *Ignite!*

# Working Session Descriptions

## Georgina Rivera & Mona Toncheff

### **Sustaining Systemic Change in Mathematics**

Urgent calls for reform in mathematics education date back at least four decades. Despite all the reforms, there is still an implementation gap between the recommendations for improvements and the meaningful systemic change needed to ensure high levels of mathematics learning for all. Mathematics leaders and educators need to identify, confront, and make long overdue changes to the structures, policies, instructional approaches, and focus on meaningful and relevant mathematics.

In this working session, participants network with mathematics leaders to analyze current systemic structures, identify potential barriers, and determine supports needed to improve a shared vision of equitable mathematics teaching and learning. Participants collectively explore how to build a culture of learning for all, discuss beliefs about mathematics learning, and conduct impactful conversations on how to align practices and policies with the shared vision and productive beliefs.

## Bill Barnes & Sarah Schuhl

### **Accelerating Student Learning Through Effective Mathematics Interventions**

Mathematics collaborative teams are made of teachers who work tirelessly to grow student learning. Yet, despite every effort, there are students still struggling. Why, and what can be done? What are the teacher and team actions needed to accelerate student learning to grade level and beyond?

In this working session, attendees consider *how* teachers and teams can plan to grow the critical reasoning of students during core instruction and through targeted interventions. What are effective strategies to strengthen Tier 1 and Tier 2 instruction? Participants share with others and explore strategies to accelerate learning of mathematics to grade level and beyond. Together, teams can ensure higher levels of mathematics learning for every student.

## Brian Buckhalter, Jennifer Deinhart, & Timothy D. Kanold

### **Creating Higher- and Lower-Level-Cognitive-Demand Mathematical Tasks (PreK-12)**

In this working breakout session, participants create higher-level and lower-level-cognitive-demand tasks that are grade- or course-specific by standard and usually taught during January.

Working in small-group teams, participants develop mathematical tasks or problems with guidance from presenters. They post the tasks by standard on poster paper as part of a gallery walk, and participants can take pictures of the mathematical tasks during the rotation. Brian Buckhalter, Jennifer Deinhart, and Timothy D. Kanold empower participants from all grade levels or courses to write mathematical tasks they can own for future units of study.

# Breakout Session Descriptions

## Bill Barnes

### **Solving the Grading/Learning Dilemma: Effective Grading Practices (PreK-12)**

Grades are intended to communicate a measure of success to students and their families. Unfortunately, grades derived from scoring systems can vary greatly from one classroom to the next. Teachers are often left alone to decide which course elements to include and the weighting of each when determining the final grade..

In this interactive session, participants discuss the nature of grading and how to establish a clear and common purpose for grades. Participants reflect on current practice, consider how to improve collaborative grading procedures, identify strengths, and develop plans for transforming and improving professional practice. Participants reflect on how both formative (homework, classwork, etc.) and summative (tests, quizzes, performance assessments, etc.) elements influence practices.

Bill Barnes helps attendees focus on leveraging discussion tools, examining student trackers, and considering how grading can support formative assessment processes.

### **Developing Procedural Fluency Through Conceptual Understanding (6-8)**

There has been a conscious and deliberate shift in focus for mathematics teaching and learning. This shift requires that mathematics instruction be designed to develop the critical thinking, reasoning, and creative problem-solving skills of students. Generations of overemphasis on procedural fluency served as a barrier to accessing mathematics for many students.

In this interactive session, Bill Barnes explores how to help students engage in learning mathematics at the appropriate level of rigor. Participants consider the conceptual development for procedures and application, as well as design and discuss instructional strategies that leverage concrete-representational-abstract mathematical models that are likely to lead to deeper understanding.

### **Engaging Students as Learners Through Actionable Formative Feedback (6-12)**

In *Visible Learning*, an influential text on seeing through the eyes of students—John Hattie describes feedback as one of the most “powerful influences on student achievement.” Bill Barnes explores feedback as an integral part of formative assessments in this hands-on session. Participants examine student work to practice providing meaningful and actionable input.

Attendees use discussion tools and resources to enhance collaborative team actions and student learning. As teachers improve feedback quality, they also can engage students to improve self-efficacy and learning.

### **Leveraging High-Quality Mathematical Tasks to Gather Evidence of Student Thinking**

Formative assessment is an ongoing process in which teachers collect evidence of learning and use it to deepen student understanding. In this hands-on session, Bill Barnes shows how to design or select mathematical tasks that elicit meaningful evidence of learning.

Bill reviews strategies to improve task design, selection, and implementation. Participants work together to explore a common definition of higher-level- and lower-level-cognitive-demand tasks, and they develop strategies to engage students in mathematical learning. By determining strategies to improve feedback from teachers and peers, participants leave with resources, including common scoring expectations, to support collaborative planning and task implementation.

## Brian Buckhalter

### **Designing Common Mathematics Assessments for Teacher and Student Learning (3-5)**

High-quality assessments provide evidence to teachers and students about what students have learned and not yet learned. What are the elements needed to strengthen team-created common assessments? How are students involved in the assessment process so they *learn* from each one? Participants in this session learn how to build common assessments that can be used formatively for continued learning and create equity across classrooms.

Brian Buckhalter shows how collaborative teams create common mid-unit and end-of-unit assessments *before a unit begins* to prepare students for success. He examines student reflection structures, exploring ways to use assessments to promote student learning, and provides insights for how teacher teams use assessments to determine next instructional steps.

### **Exploring the Power of Feedback and Action With Mathematics Assessments (PreK-5)**

High-quality assessments provide teachers and students with evidence of content learning and process standards. A vital component of the assessment process is the reflection on learning by both teachers and students. Through feedback from teachers, students are afforded opportunities to support and document their own learning. Brian Buckhalter shows how assessments, evidence of student thinking, and feedback work in tandem as a process to promote learning for all students.

Participants explore team actions to establish these processes, including reflection of assessment item alignment, progressions to proficiency, types of feedback that promote reflection and action, and tools and strategies to engage young students in acting on feedback when reflecting on their learning.

## Jennifer Deinhart

### **Developing Procedural Fluency Through Conceptual Understanding (PreK-5)**

Procedural fluency—skill in carrying out arithmetic and algebraic procedures flexibly, accurately, and efficiently—is a key component of mathematical proficiency. It also reflects the first critical question of a PLC: What do students need to know and be able to do?

Many students fail to develop fluency despite best efforts. Connecting procedures to underlying concepts is essential. Jennifer Deinhart examines content progressions for multiplication and division that build procedural fluency from conceptual understanding. Teachers and collaborative teams can identify tasks and strategies to aid in this work. Participants also discover common pitfalls to avoid and instead learn routine teaching and progress monitoring practices.

## **Student Goal Setting: Planning and Implementing Targeted Instruction (PreK-5)**

Jennifer Deinhart explores how teams—through the lens of student goal setting—can answer the four critical questions of a PLC:

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

As teams dig deeply into essential standards and quality assessments, they see how goal setting leads to targeted instruction. By helping students reflect on their work after an assessment, teachers can guide students' next steps in learning. Jennifer Deinhart provides manageable structures for engaging students in setting goals, reflecting on progress, and actively working toward mastering specific learning targets. Participants explore how teams develop content and learning progressions centered on essential standards. Along the way, they learn to have data discussions that yield productive results.

## **Facilitating Mathematics Team Meetings Through Progress Monitoring (PreK-5)**

In a PLC at Work, educators use common assessment results to answer the last two critical questions of learning: How will we respond when students do not learn? How will we extend the learning for students who demonstrate proficiency?

Jennifer Deinhart explores meeting structures and data discussion protocols to help teams determine student needs as well as to identify strengths and weaknesses within team practices for instruction. Participants learn to engage as teams in the formative assessment process by gathering evidence of student learning, analyzing student work to gauge level of proficiency, and determining a reengagement plan that targets specific learning needs. Educators process how to be reflective and transparent during collaborative time and consider plans of action.

## **Planning Effective Mathematics Units Designed to Maximize Student Learning (PreK-5)**

Through the unit planning process, mathematics teams engage in collaborative discussions to build a shared understanding of the standards students need to learn and a plan to ensure that learning. Unit planning provides mathematics teams an opportunity to determine the equitable learning experiences students will engage in within a unit and guides the design of effective common assessments processes. Strong foundations are established to guarantee what students will learn across a team. Participants explore the elements of high-quality unit planning—beginning with clear essential learning standards as drivers for common assessments and student learning and reflection.

Participants learn a process for making sense of the content students must learn and clarifying the pacing within each unit of instruction. Unit planning is an essential part of the collaborative team process. Jennifer Deinhart shares examples, tools, and protocols for effective unit planning that teams can readily use back at their schools.

## Timothy D. Kanold

### Creating Relevant and Meaningful Lessons: The First Three Lesson Design Elements of Mathematics at Work Instructional Framework (High School)

In the *Every Student Can Learn Mathematics* (2018, 2023), Timothy D. Kanold writes, “Teaching mathematics, so each and every student in the PreK–12 college and career preparatory mathematics curriculum, develops a positive mathematics identity, and becomes empowered by mathematics is a complex and challenging task.”

The right criteria for mathematics instruction are certain, but not prescriptive. Educational research provides the freedom to act and teach within well-defined boundaries.

In this inspirational session for high school mathematics teachers and leaders, Dr. Kanold establishes three essential research-affirmed lesson design indicators: 1) knowing the relevance and context—or the *why* of the lesson—through essential standards, 2) making a lesson *meaningful* to students through prior knowledge activities, and 3) using mathematical language routines effectively to build into student self-efficacy and perseverance during the mathematics lesson.

### Knowing the Power of Teaching High School Mathematics Well: It’s a Matter of Balance (High School)

In this second energizing session on highly effective mathematics instruction for high school teachers and leaders, Timothy D. Kanold examines with depth the research-affirmed “balance” issues for highly effective lesson design: *the daily choice of tasks and discourse*. It is the power of the teacher every day, and it is a power that, if not measured, results in inequity, rigor variance, and unbalanced learning for high school students. Using balanced levels of cognitive-demand tasks and whole-group and small-group discourse will maximize student engagement, efficacy, perseverance, and learning. This work becomes our daily lesson design challenge.

### Designing Common Mathematics Assessments for Teacher and Student Learning (High School)

At the heart of every professional learning community is the design and use of highly effective mathematics assessment routines and formative processes. In this inspiring session, Dr. Kanold asks, “How do all members of your mathematics department and collaborative teams respond to demonstrations of student learning? Are your unit-by-unit tests and quizzes of high quality, modern, and used for the purpose of formative learning? Do all teachers score the assessment tests with fidelity and accuracy? *How do you know?*” Dr. Kanold then answers the most important assessment question of all, “What happens when you return graded assessments to your students?”

Participants examine eight specific unit-by-unit actions for designing a highly effective mathematics assessment process and learn how to score unit assessments accurately. Finally, they explore how to use common assessments as a tool for student reflection, self-efficacy, goal setting, perseverance, and engagement.

### Planning Effective Mathematics Units Designed to Maximize Student Learning (High School)

Through the unit planning process, PLC at Work mathematics teams engage in collaborative discussions to build a shared understanding of the standards students need to learn, and create a plan to ensure that learning. Unit planning provides mathematics teams an opportunity to determine the equitable learning experiences

students will engage in within a unit and guides the design of effective common assessment processes. Strong foundations are established to guarantee what students will learn across a team and the pacing guidelines each team member will follow. Throughout this session, participants explore the elements of high-quality unit planning—starting with clear essential learning standards as drivers for common assessments, student learning, and reflection.

Participants learn a process for making sense of the content students must learn and clarifying the pacing within each unit of instruction. Unit planning, and then delivering that plan, is an essential part of the collaborative team process, especially for the new teachers in a team. Dr. Timothy Kanold shares examples, tools, and protocols for effective unit planning that teacher teams can readily use during their PLC work back at their schools.

## **Georgina Rivera**

### **Increasing Student Discourse: How to Build Mathematical Language Routines Into Your Daily Lessons (PreK-5)**

Are you looking for ways to get your students talking and problem solving together? All students are mathematics language learners, and using intentional routines helps amplify students' voices and build their mathematical vocabulary, which are critical to learning mathematics.

Participants in this session learn how to embed opportunities for student talk into lessons focused on applying mathematical thinking and collaborative problem solving. Mathematical language routines that support sense making and vocabulary are also explored, including the strategies Collect and Display, Three Reads, and Clearer and Stronger.

### **Improving Student Engagement Through Questioning and Task Selection (6-8)**

Have you ever been excited to use a task with groups of students in your lesson, only to find students fall silent? The situation may not be representative of the task. When a question doesn't spark student engagement, it's simply time to ask, "What could I have done differently?" In this session, Georgina Rivera explores the power of questioning within a lesson, specifically when implementing a higher-level task.

Rivera focuses on questioning strategies that support student-centered dialogue and promote perseverance through a rigorous task. Participants learn how to use questions worth answering, paired with high-cognitive-demand tasks, to support student engagement and perseverance while balancing the use of whole-group and small-group discourse.

### **Designing Common Mathematics Assessments for Teacher and Student Learning (PreK-5)**

High-quality and culturally relevant assessments provide teachers and students with evidence showing what students have learned and not learned yet. What are the elements needed to strengthen team-created common assessments? How are students involved in the assessment process so they learn from each one?

Georgina Rivera shows how collaborative teams create common mid-unit and end-of-unit assessments before a unit begins. She also examines student reflection structures, exploring ways to assess where students are in their learning progression and reveal misconceptions so teams can develop next steps.

## **Planning for REACTion Days: How to Collectively Respond to Student Learning (PreK-8)**

As part of the PLC process, it is critical for collaborative teams to engage in creating and administering common assessments designed for formative feedback. Once the common assessment has been given, what do you and your teacher team do with the collected data and student work? How do you use student results to design your team's next steps?

Georgina Rivera explores how to analyze and sort student work from common assessments to be able to design REACTion days which collectively respond to student learning. Participants examine who can be part of the collective response, what strategies to use, and how to structure a REACTion day in order to ensure all students have mastered the essential learning.

### **Sarah Schuhl**

#### **Teaching Middle School Mathematics: Lessons That Matter! (6-8)**

When planning mathematics lessons, what are essential elements to consider to maximize student engagement, communication, and perseverance? In this session, Sarah Schuhl explores how teachers plan for the six elements of lesson design in the Mathematics at Work Instructional Framework to grow student learning. Teachers learn about the importance of instructional routines using examples focused on deepening student understanding in a lesson through discourse, multiple representations, and problem solving. Participants reflect on the elements of lesson design and consider how to strengthen their own instructional practices to meet the needs of all middle school mathematics students.

#### **Exploring Instructional Strategies That Deepen Student Learning of Mathematics (PreK-8)**

Sarah Schuhl explores ways to engage students using strategies focused on process standards—the habits of mind students develop to reason and problem solve. How can student content knowledge deepen through inferences, multiple representations, or strategies to solve tasks? Which literacy strategies might also be effective when teaching mathematics? Participants examine strategies to build conceptual understanding of mathematics that can readily be applied to daily lessons.

#### **Designing Common Mathematics Assessments for Teacher and Student Learning (6-8)**

High-quality assessments provide evidence to teachers and students about what students have learned and not yet learned. What are the elements needed to strengthen team-created common assessments? How are students involved in the assessment process so they *learn* from each one? In this session, participants learn how to build common assessments that can be used formatively for continued learning and create equity across classrooms.

Sarah Schuhl shows how collaborative teams create common mid-unit and end-of-unit assessments *before a unit begins* prepare students for success. She examines student reflection structures, exploring ways to use assessments to promote student learning, and provides insights for how teacher teams use assessments to determine next instructional steps.

#### **Planning Effective Mathematics Units Designed to Maximize Student Learning (6-8)**

Through the unit planning process, mathematics teams engage in collaborative discussions to build a shared understanding of the standards students need to learn and a plan to ensure that learning. Unit planning provides mathematics teams an opportunity to determine the equitable learning experiences students will

engage in within a unit and guides the design of effective common assessment processes. Strong foundations are established to guarantee what students will learn across a team. Throughout this session, participants explore the elements of high-quality unit planning—beginning with clear essential learning standards as drivers for common assessments and student learning and reflection.

Participants learn a process for making sense of the content students must learn and clarifying the pacing within each unit of instruction. Unit planning is an essential part of the collaborative team process. Sarah Schuhl shares examples, tools, and protocols for effective unit planning that teams can readily use back at their schools.

## **Mona Toncheff**

### **Building a Community of Learners (6-12)**

How do you build rich and meaningful discussions into your daily lesson design? How do you transition from 32 (or more) individual students to a community of learners that support each other in the learning process? How do you support developing students' mathematical identity and agency? Mona Toncheff examines strategies for how to make student thinking visible to promote critical thinking, as well as strategies to positively promote students who defend their thinking and critique that of others.

Participants identify the foundations for building a classroom culture that promotes a focus on student collaboration, and understand the core factors for establishing a student-centered community and how to balance small-group and whole-group discourse. Participants analyze strategies to engage each and every student in daily mathematics conversations, and they leave the session armed with strategies and tools to build a community of learners.

### **Doing the Math: Learning Together Through Lesson Design Action Research (PreK-12)**

One of the greatest achievement inequities for students is the variance in mathematics learning experiences from classroom to classroom. How can a team of teachers work together to build a shared vision for high-quality instruction to improve the mathematics learning of every student? How can teachers and teams break down the isolation of traditional teaching and make teaching a public event? In this session, Mona Toncheff explores how mathematics teams engage in action research related to student learning through team-designed lessons and student observations during instruction.

In this interactive session, teachers, coaches, and administrators explore tools and structures to create and reflect upon lesson design that promotes grade-level mathematics understanding. Participants reflect on their instructional math vision and examine strategies to support intentional lesson design that connect the mathematical content standards, process standards, and high-yield instructional strategies.

### **Coaching and Leading a Collaborative Team in Your Mathematics Program (PreK-12)**

How does a mathematics coach work with teams to strengthen the learning of both teachers and students? What are the foundational elements a coach employs to support each and every learner? A mathematics coach can support teams and teacher capacity focused on increased student learning. In this session, participants experience the power of using protocols during coaching cycles to assist teams with equitable instruction to meet the needs of each and every learner.

Participants identify the elements of a strong mathematics coaching program and examine strategies and protocols to support coaching cycles. Mona Toncheff shares how to effectively monitor and support both individual and team actions to build collective teacher efficacy.

### **Exploring the Power of Feedback and Action With Mathematics Assessments (6-8)**

High-quality assessments provide teachers and students with evidence of learning content and process standards. Mona Toncheff shows how assessments, evidence of student thinking, and feedback work in tandem as a process to promote learning for all students.

Participants explore team actions to establish these processes, including reflection of assessment item alignment, progressions to proficiency, and the types of feedback that promote reflection and action. Mona Toncheff shares tools and strategies to engage students in acting on feedback that engage and motivate learners.

# **Mathematics in a PLC at Work® Summit**

## **Las Vegas, NV • December 11-13, 2023**

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# Agenda

## Monday, December 11

7:00–8:00 a.m.	Registration	Celebrity Foyer
	Continental Breakfast	Celebrity 1–4
8:00–9:45 a.m.	<b>Keynote</b> Timothy D. Kanold <i>Teaching and Learning Mathematics: Using the Four Critical Questions of a PLC at Work!</i>	Celebrity 1–4
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Role-Alike Networking Meeting</b> <i>Educators meet with others who have similar responsibilities. Come ready to share experiences, discuss practices, and find solutions to student learning issues.</i>	
	<b>Elementary School</b> Facilitators: Jennifer Deinhart & Georgina Rivera	Celebrity 6
	<b>Middle School</b> Facilitator: Sarah Schuhl	Melrose 3
	<b>High School</b> Facilitator: Bill Barnes	Celebrity 8
	<b>Building Administrators &amp; District Leaders</b> Facilitator: Timothy D. Kanold	Melrose 4
	<b>Instructional Coaches &amp; Departmental Chairs</b> Facilitator: Mona Toncheff	Celebrity 7

## Tuesday, December 12

7:00–8:00 a.m.	Registration	Celebrity Foyer
	Continental Breakfast	Celebrity 1–4
8:00–9:45 a.m.	<b>Keynote</b> Sarah Schuhl & Mona Toncheff <i>Mathematics Assessment in Action</i>	Celebrity 1–4
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakout Sessions</b>	See pages 3–4.

11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakout Sessions</b>	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Team Time</b> <i>Presenters are available to aid in team discussions.</i>	Celebrity 1–4

### Wednesday, December 13

7:00–8:00 a.m.	Continental Breakfast	Celebrity 1–4
8:00–9:45 a.m.	<b>Working Session</b> Georgina Rivera & Mona Toncheff <i>Sustaining Systemic Change in Mathematics (PreK-12)</i>	Celebrity 7–8
	<b>Working Session</b> Bill Barnes & Sarah Schuhl <i>Team Actions That Lead to Effective Interventions (PreK-12)</i>	Melrose 3–4
	<b>Working Session</b> Brian Buckhalter, Jennifer Deinhart, & Timothy D. Kanold <i>Creating Higher- and Lower-Level-Cognitive-Demand Mathematical Tasks (PreK-12)</i>	Celebrity 1–4
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Closing Session: Celebration and Ignite! The Power of Your Story</b> <i>Join presenters in a celebration of your work and growth!</i> <ul style="list-style-type: none"> <li>• Sarah Schuhl—What <i>If</i>?</li> <li>• Georgina Rivera—Warm Demanders</li> <li>• Bill Barnes—No Regrets!</li> <li>• Jennifer Deinhart—The Mirror</li> <li>• Brian Buckhalter—Moises’s Story</li> <li>• Mona Toncheff—Be Bold!</li> <li>• Timothy D. Kanold—You Never Know ...</li> </ul>	Celebrity 1–4

**Agenda is subject to change.**

# Breakouts at a Glance

Presenter & Title	Monday, December 11		Tuesday, December 12	
	10:00-11:30 a.m.	1:00-2:30 p.m.	10:00-11:30 a.m.	1:00-2:30 p.m.
<b>Bill Barnes</b>				
Solving the Grading/Learning Dilemma: Effective Grading Practices <b>(PreK-12)</b>	Celebrity 8			
Developing Procedural Fluency Through Conceptual Understanding <b>(6-8)</b>		Celebrity 8		
Engaging Students as Learners Through Actionable Formative Feedback <b>(6-12)</b>			Celebrity 8	
Leveraging High-Quality Mathematical Tasks to Gather Evidence of Student Thinking <b>(6-12)</b>				Celebrity 8
<b>Brian Buckhalter</b>				
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(3-5)</b>			Celebrity 5	
Exploring the Power of Feedback and Action With Mathematics Assessments <b>(PreK-5)</b>				Celebrity 5
<b>Jennifer Deinhart</b>				
Developing Procedural Fluency Through Conceptual Understanding <b>(PreK-5)</b>	Celebrity 6			
Student Goal Setting: Planning and Implementing Targeted Instruction <b>(PreK-5)</b>		Celebrity 6		
Facilitating Mathematics Team Meetings Through Progress Monitoring <b>(PreK-5)</b>			Celebrity 6	
Planning Effective Mathematics Units Designed to Maximize Student Learning <b>(PreK-5)</b>				Celebrity 6
<b>Timothy D. Kanold</b>				
Creating Relevant and Meaningful Lessons: The First Three Lesson Design Elements of the Mathematics at Work Instructional Framework <b>(High School)</b>	Celebrity 1-4			
Knowing the Power of Teaching High School Mathematics Well: It's a Matter of Balance! <b>(High School)</b>		Celebrity 1-4		
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(High School)</b>			Melrose 3	

Planning Effective Mathematics Units Designed to Maximize Student Learning <b>(High School)</b>				Melrose 3
<b>Georgina Rivera</b>				
Increasing Student Discourse: How to Build Mathematical Language Routines Into Your Daily Lessons <b>(PreK-5)</b>	Celebrity 7			
Improving Student Engagement Through Questioning and Task Selection <b>(6-8)</b>		Celebrity 7		
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(PreK-2)</b>			Celebrity 7	
Planning for REACTiOn Days: How to Collectively Respond to Student Learning <b>(PreK-8)</b>				Celebrity 7
<b>Sarah Schuhl</b>				
Teaching Middle School Mathematics: Lessons That Matter! <b>(6-8)</b>	Melrose 3			
Exploring Instructional Strategies That Deepen Student Learning of Mathematics <b>(PreK-5)</b>		Melrose 3		
Designing Common Mathematics Assessments for Teacher and Student Learning <b>(6-8)</b>			Celebrity 1-4	
Planning Effective Mathematics Units Designed to Maximize Student Learning <b>(6-8)</b>				Celebrity 1-4
<b>Mona Toncheff</b>				
Building a Community of Learners <b>(6-12)</b>	Melrose 4			
Doing the Math: Learning Together Through Lesson Design Action Research <b>(PreK-12)</b>		Melrose 4		
Coaching and Leading a Collaborative Team in Your Mathematics Program <b>(PreK-12)</b>			Melrose 4	
Exploring the Power of Feedback and Action With Mathematics Assessments <b>(6-8)</b>				Melrose 4

**Agenda is subject to change.**

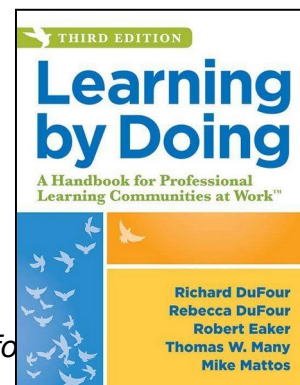
# Key Concepts for Mathematics in a PLC at Work®

These key concepts are a handy reference throughout this mathematics Summit. Presenters refer to these concepts repeatedly in sessions. Please take a moment to become familiar.

## 1. The Four Critical Questions of a PLC

Collaborative teams within schools that function as PLCs focus their work on the four critical questions:

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

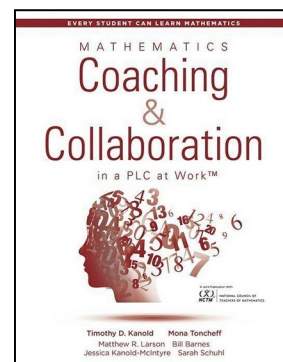
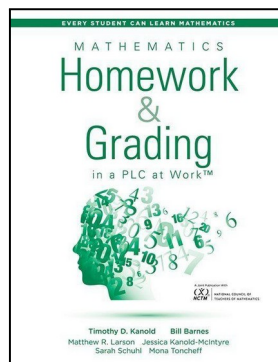
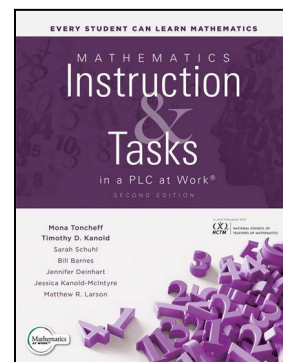
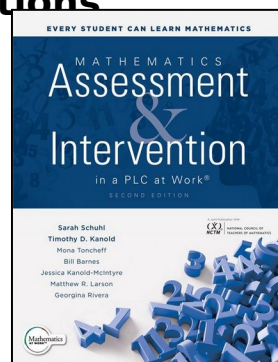


The four critical questions are featured in *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 3rd ed. (DuFour, DuFour, Eaker, Many, & Mattos, 2016).

## 2. Mathematics Team and Coaching Actions

Timothy D. Kanold, Sarah Schuhl, Mona Toncheff, and their colleagues have developed a research-affirmed mathematics framework built on five team and two coaching actions for adult collaborative behavior. These actions increase the likelihood of more equitable and successful mathematics learning experiences for PreK–12 students.

- **Team action 1:** Develop high-quality common assessments for the agreed-on essential learning standards.
- **Team action 2:** Use common assessments for formative student learning and intervention.
- **Team action 3:** Develop high-quality mathematics lessons for daily instruction.
- **Team action 4:** Analyze and use effective lesson designs to provide formative feedback and build student perseverance.
- **Team action 5:** Develop and use high-quality common grading components and formative grading routines.



### Coaches

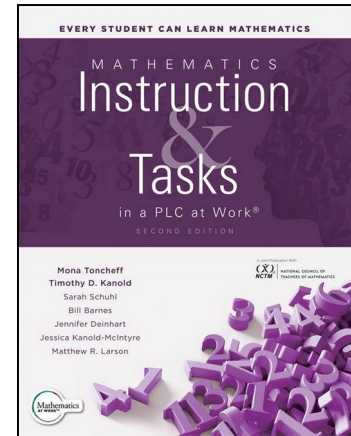
- **Coaching action 1:** Develop PLC structures for effective teacher team engagement, transparency, and action.
- **Coaching action 2:** Use common assessments and lesson-design elements for teacher team reflection, data analysis, and subsequent teacher and student intervention action.

The five team and coaching actions are featured in Solution Tree's *Every Student Can Learn Mathematics* series. The Mathematics in a PLC at Work series includes second editions of *Mathematics Instruction & Tasks* and *Mathematics Assessment & Intervention* (2021).

### 3. Six Essential Lesson-Design Elements

In Solution Tree's *Every Student Can Learn Mathematics*, teachers reflect on current lesson planning and design practice. They examine six essential elements of every mathematics lesson they design and use with students daily.

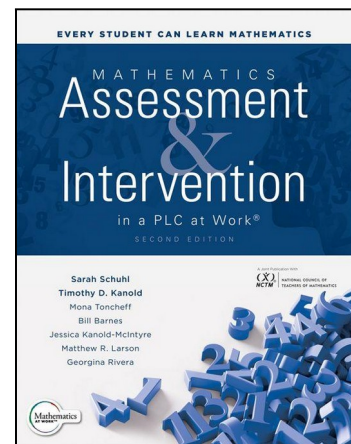
1. Essential learning standards: the *why* of the lesson
2. Prior-knowledge warm-up activities
3. Academic language vocabulary as part of instruction
4. Lower- and higher-level-cognitive-demand mathematical task balance
5. Whole-group discourse and small-group discourse balance
6. Lesson closure for evidence of learning



### 4. Six Essential Assessment-Design Elements

In Solution Tree's *Every Student Can Learn Mathematics*, teachers examine their current assessment planning, design, and formative process routines. They examine six essential research-affirmed elements for the collaborative and effective use of their ongoing unit assessments.

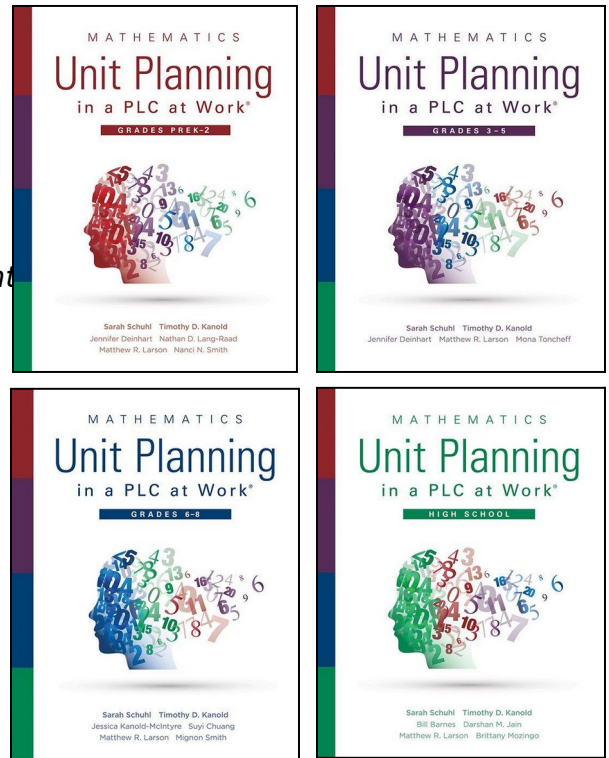
1. Agreed-on essential learning standards for the unit
2. Common high-quality unit assessments
3. Calibration routines
4. Teacher data analysis and action routines
5. Student self-assessment and action routines
6. Team response to student learning using Tier 2 intervention criteria



## 5. Unit Design and Planning

Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Mona Toncheff, Jessica McIntyre, Bill Barnes, and colleagues developed unit planning books specific to grade bands PreK–2, 3–5, 6–8, and high school. Each book in the Mathematics Unit Planning in a PLC at Work series highlights the team dialogue and foundational planning needed as a framework when teams address the research-affirmed actions described in the *Every Student Can Learn Mathematics*. Mathematics teams build a shared understanding and record the following in each unit plan before the unit begins.

1. Generate essential learning standards.
2. Create a unit calendar.
3. Identify prior knowledge.
4. Determine vocabulary and notations.
5. Identify resources and activities.
6. Agree on tools and technology.
7. Record reflections and notes.

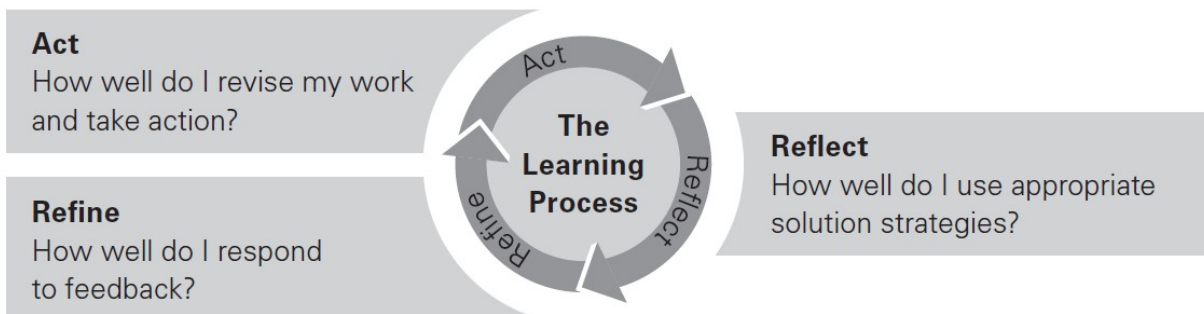


## 6. Reflect, Refine, and Act Cycle

The *reflect, refine, and act cycle* is the perspective of Dr. Kanold and his colleagues toward the process of lifelong learning—for teachers and students. The very nature of the profession is about developing skills for learning. Those skills are part of an ongoing process teachers pursue with colleagues.

When teachers embrace mathematics learning as a collaborative *process*, teachers, and students:

- **Reflect**—How well do I determine: Is this the best solution strategy for this mathematics task?
- **Refine**—How well do I respond to and learn from feedback?
- **Act**—How well do I persevere, revise my work, and take action to try again?



The intent of Solution Tree’s *Every Student Can Learn Mathematics* and the *Mathematics Unit Planning in a PLC at Work* series is to provide educators with a systemic way to structure and facilitate deep team discussions to lead an effective and ongoing adult and student learning process each and every school year.

# Keynote Descriptions

## Timothy D. Kanold

### Teaching and Learning Mathematics: Using the Four Critical Questions of a PLC at Work

Timothy D. Kanold sets the stage for the Mathematics in a PLC at Work Summit. He examines fundamental beliefs about student learning that PreK–12 teachers and leaders embrace while pursuing the PLC life in their mathematics instruction, assessments, and interventions.

Dr. Kanold also explores the *what* and *why* of the PLC life, and inspires attendees to stay connected to their work lives through a fully engaged and high-energy effort built upon the foundation of the four PLC At Work critical questions.

Dr. Kanold emphasizes, “The collaborative teacher team is the engine that drives the PLC process, erases inequities in student learning experiences, and empowers teachers and leaders to make great decisions for mathematics learning.”

## Sarah Schuhl & Mona Toncheff

### Mathematics Assessment in Action

How can common assessments motivate and engage each and every learner? How can they be used for learning and assess the critical thinking required of students learning mathematics? High-quality assessments, when intentionally designed and used, inform both teachers and students about what has been learned and what has not been learned *yet*. Sarah Schuhl and Mona Toncheff share team actions needed to create meaningful assessment processes.

## All Presenters

### Ignite! The Power of Your Story

In this high-energy, risk-taking format, the mathematics Summit faculty strives to ignite the *power of story* in your mathematics teaching and leading lives. *There is one caveat*: Each presentation is five minutes, with twenty slides that advance every fifteen seconds, whether the presenter is ready or not! The margin for error is thin. The presentations and titles are as follow:

- Sarah Schuhl—What *If*?
- Georgina Rivera—Warm Demanders
- Bill Barnes—No Regrets!
- Jennifer Deinhart—The Mirror
- Brian Buckhalter—Moises’s Story
- Mona Toncheff—Be Bold!
- Timothy D. Kanold—You Never Know ...

The audience is the judge and beneficiary of these seven six distinctive, fast-paced sessions—launching pads for a new chapter in your mathematics teaching and leadership life. Be prepared to clap, cheer, cry, and reflect as you join in the excitement, energy, and compassion of *Ignite!*

# Working Session Descriptions

## Georgina Rivera & Mona Toncheff

### **Sustaining Systemic Change in Mathematics**

Urgent calls for reform in mathematics education date back at least four decades. Despite all the reforms, there is still an implementation gap between the recommendations for improvements and the meaningful systemic change needed to ensure high levels of mathematics learning for all. Mathematics leaders and educators need to identify, confront, and make long overdue changes to the structures, policies, instructional approaches, and focus on meaningful and relevant mathematics.

In this working session, participants network with mathematics leaders to analyze current systemic structures, identify potential barriers, and determine supports needed to improve a shared vision of equitable mathematics teaching and learning. Participants collectively explore how to build a culture of learning for all, discuss beliefs about mathematics learning, and conduct impactful conversations on how to align practices and policies with the shared vision and productive beliefs.

## Bill Barnes & Sarah Schuhl

### **Accelerating Student Learning Through Effective Mathematics Interventions**

Mathematics collaborative teams are made of teachers who work tirelessly to grow student learning. Yet, despite every effort, there are students still struggling. Why, and what can be done? What are the teacher and team actions needed to accelerate student learning to grade level and beyond?

In this working session, attendees consider *how* teachers and teams can plan to grow the critical reasoning of students during core instruction and through targeted interventions. What are effective strategies to strengthen Tier 1 and Tier 2 instruction? Participants share with others and explore strategies to accelerate learning of mathematics to grade level and beyond. Together, teams can ensure higher levels of mathematics learning for every student.

## Brian Buckhalter, Jennifer Deinhart, & Timothy D. Kanold

### **Creating Higher- and Lower-Level-Cognitive-Demand Mathematical Tasks (PreK-12)**

In this working breakout session, participants create higher-level and lower-level-cognitive-demand tasks that are grade- or course-specific by standard and usually taught during January.

Working in small-group teams, participants develop mathematical tasks or problems with guidance from presenters. They post the tasks by standard on poster paper as part of a gallery walk, and participants can take pictures of the mathematical tasks during the rotation. Brian Buckhalter, Jennifer Deinhart, and Timothy D. Kanold empower participants from all grade levels or courses to write mathematical tasks they can own for future units of study.

# Breakout Session Descriptions

## Bill Barnes

### **Solving the Grading/Learning Dilemma: Effective Grading Practices (PreK-12)**

Grades are intended to communicate a measure of success to students and their families. Unfortunately, grades derived from scoring systems can vary greatly from one classroom to the next. Teachers are often left alone to decide which course elements to include and the weighting of each when determining the final grade..

In this interactive session, participants discuss the nature of grading and how to establish a clear and common purpose for grades. Participants reflect on current practice, consider how to improve collaborative grading procedures, identify strengths, and develop plans for transforming and improving professional practice. Participants reflect on how both formative (homework, classwork, etc.) and summative (tests, quizzes, performance assessments, etc.) elements influence practices.

Bill Barnes helps attendees focus on leveraging discussion tools, examining student trackers, and considering how grading can support formative assessment processes.

### **Developing Procedural Fluency Through Conceptual Understanding (6-8)**

There has been a conscious and deliberate shift in focus for mathematics teaching and learning. This shift requires that mathematics instruction be designed to develop the critical thinking, reasoning, and creative problem-solving skills of students. Generations of overemphasis on procedural fluency served as a barrier to accessing mathematics for many students.

In this interactive session, Bill Barnes explores how to help students engage in learning mathematics at the appropriate level of rigor. Participants consider the conceptual development for procedures and application, as well as design and discuss instructional strategies that leverage concrete-representational-abstract mathematical models that are likely to lead to deeper understanding.

### **Engaging Students as Learners Through Actionable Formative Feedback (6-12)**

In *Visible Learning*, an influential text on seeing through the eyes of students—John Hattie describes feedback as one of the most “powerful influences on student achievement.” Bill Barnes explores feedback as an integral part of formative assessments in this hands-on session. Participants examine student work to practice providing meaningful and actionable input.

Attendees use discussion tools and resources to enhance collaborative team actions and student learning. As teachers improve feedback quality, they also can engage students to improve self-efficacy and learning.

### **Leveraging High-Quality Mathematical Tasks to Gather Evidence of Student Thinking**

Formative assessment is an ongoing process in which teachers collect evidence of learning and use it to deepen student understanding. In this hands-on session, Bill Barnes shows how to design or select mathematical tasks that elicit meaningful evidence of learning.

Bill reviews strategies to improve task design, selection, and implementation. Participants work together to explore a common definition of higher-level- and lower-level-cognitive-demand tasks, and they develop strategies to engage students in mathematical learning. By determining strategies to improve feedback from teachers and peers, participants leave with resources, including common scoring expectations, to support collaborative planning and task implementation.

## Brian Buckhalter

### **Designing Common Mathematics Assessments for Teacher and Student Learning (3-5)**

High-quality assessments provide evidence to teachers and students about what students have learned and not yet learned. What are the elements needed to strengthen team-created common assessments? How are students involved in the assessment process so they *learn* from each one? Participants in this session learn how to build common assessments that can be used formatively for continued learning and create equity across classrooms.

Brian Buckhalter shows how collaborative teams create common mid-unit and end-of-unit assessments *before a unit begins* to prepare students for success. He examines student reflection structures, exploring ways to use assessments to promote student learning, and provides insights for how teacher teams use assessments to determine next instructional steps.

### **Exploring the Power of Feedback and Action With Mathematics Assessments (PreK-5)**

High-quality assessments provide teachers and students with evidence of content learning and process standards. A vital component of the assessment process is the reflection on learning by both teachers and students. Through feedback from teachers, students are afforded opportunities to support and document their own learning. Brian Buckhalter shows how assessments, evidence of student thinking, and feedback work in tandem as a process to promote learning for all students.

Participants explore team actions to establish these processes, including reflection of assessment item alignment, progressions to proficiency, types of feedback that promote reflection and action, and tools and strategies to engage young students in acting on feedback when reflecting on their learning.

## Jennifer Deinhart

### **Developing Procedural Fluency Through Conceptual Understanding (PreK-5)**

Procedural fluency—skill in carrying out arithmetic and algebraic procedures flexibly, accurately, and efficiently—is a key component of mathematical proficiency. It also reflects the first critical question of a PLC: What do students need to know and be able to do?

Many students fail to develop fluency despite best efforts. Connecting procedures to underlying concepts is essential. Jennifer Deinhart examines content progressions for multiplication and division that build procedural fluency from conceptual understanding. Teachers and collaborative teams can identify tasks and strategies to aid in this work. Participants also discover common pitfalls to avoid and instead learn routine teaching and progress monitoring practices.

## **Student Goal Setting: Planning and Implementing Targeted Instruction (PreK-5)**

Jennifer Deinhart explores how teams—through the lens of student goal setting—can answer the four critical questions of a PLC:

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

As teams dig deeply into essential standards and quality assessments, they see how goal setting leads to targeted instruction. By helping students reflect on their work after an assessment, teachers can guide students' next steps in learning. Jennifer Deinhart provides manageable structures for engaging students in setting goals, reflecting on progress, and actively working toward mastering specific learning targets. Participants explore how teams develop content and learning progressions centered on essential standards. Along the way, they learn to have data discussions that yield productive results.

## **Facilitating Mathematics Team Meetings Through Progress Monitoring (PreK-5)**

In a PLC at Work, educators use common assessment results to answer the last two critical questions of learning: How will we respond when students do not learn? How will we extend the learning for students who demonstrate proficiency?

Jennifer Deinhart explores meeting structures and data discussion protocols to help teams determine student needs as well as to identify strengths and weaknesses within team practices for instruction. Participants learn to engage as teams in the formative assessment process by gathering evidence of student learning, analyzing student work to gauge level of proficiency, and determining a reengagement plan that targets specific learning needs. Educators process how to be reflective and transparent during collaborative time and consider plans of action.

## **Planning Effective Mathematics Units Designed to Maximize Student Learning (PreK-5)**

Through the unit planning process, mathematics teams engage in collaborative discussions to build a shared understanding of the standards students need to learn and a plan to ensure that learning. Unit planning provides mathematics teams an opportunity to determine the equitable learning experiences students will engage in within a unit and guides the design of effective common assessments processes. Strong foundations are established to guarantee what students will learn across a team. Participants explore the elements of high-quality unit planning—beginning with clear essential learning standards as drivers for common assessments and student learning and reflection.

Participants learn a process for making sense of the content students must learn and clarifying the pacing within each unit of instruction. Unit planning is an essential part of the collaborative team process. Jennifer Deinhart shares examples, tools, and protocols for effective unit planning that teams can readily use back at their schools.

## Timothy D. Kanold

### **Creating Relevant and Meaningful Lessons: The First Three Lesson Design Elements of Mathematics at Work Instructional Framework (High School)**

In the *Every Student Can Learn Mathematics* (2018, 2023), Timothy D. Kanold writes, “Teaching mathematics, so each and every student in the PreK–12 college and career preparatory mathematics curriculum, develops a positive mathematics identity, and becomes empowered by mathematics is a complex and challenging task.”

The right criteria for mathematics instruction are certain, but not prescriptive. Educational research provides the freedom to act and teach within well-defined boundaries.

In this inspirational session for high school mathematics teachers and leaders, Dr. Kanold establishes three essential research-affirmed lesson design indicators: 1) knowing the relevance and context—or the *why* of the lesson—through essential standards, 2) making a lesson *meaningful* to students through prior knowledge activities, and 3) using mathematical language routines effectively to build into student self-efficacy and perseverance during the mathematics lesson.

### **Knowing the Power of Teaching High School Mathematics Well: It’s a Matter of Balance (High School)**

In this second energizing session on highly effective mathematics instruction for high school teachers and leaders, Timothy D. Kanold examines with depth the research-affirmed “balance” issues for highly effective lesson design: *the daily choice of tasks and discourse*. It is the power of the teacher every day, and it is a power that, if not measured, results in inequity, rigor variance, and unbalanced learning for high school students. Using balanced levels of cognitive-demand tasks and whole-group and small-group discourse will maximize student engagement, efficacy, perseverance, and learning. This work becomes our daily lesson design challenge.

### **Designing Common Mathematics Assessments for Teacher and Student Learning (High School)**

At the heart of every professional learning community is the design and use of highly effective mathematics assessment routines and formative processes. In this inspiring session, Dr. Kanold asks, “How do all members of your mathematics department and collaborative teams respond to demonstrations of student learning? Are your unit-by-unit tests and quizzes of high quality, modern, and used for the purpose of formative learning? Do all teachers score the assessment tests with fidelity and accuracy? *How do you know?*” Dr. Kanold then answers the most important assessment question of all, “What happens when you return graded assessments to your students?”

Participants examine eight specific unit-by-unit actions for designing a highly effective mathematics assessment process and learn how to score unit assessments accurately. Finally, they explore how to use common assessments as a tool for student reflection, self-efficacy, goal setting, perseverance, and engagement.

### **Planning Effective Mathematics Units Designed to Maximize Student Learning (High School)**

Through the unit planning process, PLC at Work mathematics teams engage in collaborative discussions to build a shared understanding of the standards students need to learn, and create a plan to ensure that learning. Unit planning provides mathematics teams an opportunity to determine the equitable learning experiences

students will engage in within a unit and guides the design of effective common assessment processes. Strong foundations are established to guarantee what students will learn across a team and the pacing guidelines each team member will follow. Throughout this session, participants explore the elements of high-quality unit planning—starting with clear essential learning standards as drivers for common assessments, student learning, and reflection.

Participants learn a process for making sense of the content students must learn and clarifying the pacing within each unit of instruction. Unit planning, and then delivering that plan, is an essential part of the collaborative team process, especially for the new teachers in a team. Dr. Timothy Kanold shares examples, tools, and protocols for effective unit planning that teacher teams can readily use during their PLC work back at their schools.

## **Georgina Rivera**

### **Increasing Student Discourse: How to Build Mathematical Language Routines Into Your Daily Lessons (PreK-5)**

Are you looking for ways to get your students talking and problem solving together? All students are mathematics language learners, and using intentional routines helps amplify students' voices and build their mathematical vocabulary, which are critical to learning mathematics.

Participants in this session learn how to embed opportunities for student talk into lessons focused on applying mathematical thinking and collaborative problem solving. Mathematical language routines that support sense making and vocabulary are also explored, including the strategies Collect and Display, Three Reads, and Clearer and Stronger.

### **Improving Student Engagement Through Questioning and Task Selection (6-8)**

Have you ever been excited to use a task with groups of students in your lesson, only to find students fall silent? The situation may not be representative of the task. When a question doesn't spark student engagement, it's simply time to ask, "What could I have done differently?" In this session, Georgina Rivera explores the power of questioning within a lesson, specifically when implementing a higher-level task.

Rivera focuses on questioning strategies that support student-centered dialogue and promote perseverance through a rigorous task. Participants learn how to use questions worth answering, paired with high-cognitive-demand tasks, to support student engagement and perseverance while balancing the use of whole-group and small-group discourse.

### **Designing Common Mathematics Assessments for Teacher and Student Learning (PreK-5)**

High-quality and culturally relevant assessments provide teachers and students with evidence showing what students have learned and not learned yet. What are the elements needed to strengthen team-created common assessments? How are students involved in the assessment process so they learn from each one?

Georgina Rivera shows how collaborative teams create common mid-unit and end-of-unit assessments before a unit begins. She also examines student reflection structures, exploring ways to assess where students are in their learning progression and reveal misconceptions so teams can develop next steps.

## **Planning for REACTion Days: How to Collectively Respond to Student Learning (PreK-8)**

As part of the PLC process, it is critical for collaborative teams to engage in creating and administering common assessments designed for formative feedback. Once the common assessment has been given, what do you and your teacher team do with the collected data and student work? How do you use student results to design your team's next steps?

Georgina Rivera explores how to analyze and sort student work from common assessments to be able to design REACTion days which collectively respond to student learning. Participants examine who can be part of the collective response, what strategies to use, and how to structure a REACTion day in order to ensure all students have mastered the essential learning.

### **Sarah Schuhl**

#### **Teaching Middle School Mathematics: Lessons That Matter! (6-8)**

When planning mathematics lessons, what are essential elements to consider to maximize student engagement, communication, and perseverance? In this session, Sarah Schuhl explores how teachers plan for the six elements of lesson design in the Mathematics at Work Instructional Framework to grow student learning. Teachers learn about the importance of instructional routines using examples focused on deepening student understanding in a lesson through discourse, multiple representations, and problem solving. Participants reflect on the elements of lesson design and consider how to strengthen their own instructional practices to meet the needs of all middle school mathematics students.

#### **Exploring Instructional Strategies That Deepen Student Learning of Mathematics (PreK-8)**

Sarah Schuhl explores ways to engage students using strategies focused on process standards—the habits of mind students develop to reason and problem solve. How can student content knowledge deepen through inferences, multiple representations, or strategies to solve tasks? Which literacy strategies might also be effective when teaching mathematics? Participants examine strategies to build conceptual understanding of mathematics that can readily be applied to daily lessons.

#### **Designing Common Mathematics Assessments for Teacher and Student Learning (6-8)**

High-quality assessments provide evidence to teachers and students about what students have learned and not yet learned. What are the elements needed to strengthen team-created common assessments? How are students involved in the assessment process so they *learn* from each one? In this session, participants learn how to build common assessments that can be used formatively for continued learning and create equity across classrooms.

Sarah Schuhl shows how collaborative teams create common mid-unit and end-of-unit assessments *before a unit begins* prepare students for success. She examines student reflection structures, exploring ways to use assessments to promote student learning, and provides insights for how teacher teams use assessments to determine next instructional steps.

#### **Planning Effective Mathematics Units Designed to Maximize Student Learning (6-8)**

Through the unit planning process, mathematics teams engage in collaborative discussions to build a shared understanding of the standards students need to learn and a plan to ensure that learning. Unit planning provides mathematics teams an opportunity to determine the equitable learning experiences students will

engage in within a unit and guides the design of effective common assessment processes. Strong foundations are established to guarantee what students will learn across a team. Throughout this session, participants explore the elements of high-quality unit planning—beginning with clear essential learning standards as drivers for common assessments and student learning and reflection.

Participants learn a process for making sense of the content students must learn and clarifying the pacing within each unit of instruction. Unit planning is an essential part of the collaborative team process. Sarah Schuhl shares examples, tools, and protocols for effective unit planning that teams can readily use back at their schools.

## **Mona Toncheff**

### **Building a Community of Learners (6-12)**

How do you build rich and meaningful discussions into your daily lesson design? How do you transition from 32 (or more) individual students to a community of learners that support each other in the learning process? How do you support developing students' mathematical identity and agency? Mona Toncheff examines strategies for how to make student thinking visible to promote critical thinking, as well as strategies to positively promote students who defend their thinking and critique that of others.

Participants identify the foundations for building a classroom culture that promotes a focus on student collaboration, and understand the core factors for establishing a student-centered community and how to balance small-group and whole-group discourse. Participants analyze strategies to engage each and every student in daily mathematics conversations, and they leave the session armed with strategies and tools to build a community of learners.

### **Doing the Math: Learning Together Through Lesson Design Action Research (PreK-12)**

One of the greatest achievement inequities for students is the variance in mathematics learning experiences from classroom to classroom. How can a team of teachers work together to build a shared vision for high-quality instruction to improve the mathematics learning of every student? How can teachers and teams break down the isolation of traditional teaching and make teaching a public event? In this session, Mona Toncheff explores how mathematics teams engage in action research related to student learning through team-designed lessons and student observations during instruction.

In this interactive session, teachers, coaches, and administrators explore tools and structures to create and reflect upon lesson design that promotes grade-level mathematics understanding. Participants reflect on their instructional math vision and examine strategies to support intentional lesson design that connect the mathematical content standards, process standards, and high-yield instructional strategies.

### **Coaching and Leading a Collaborative Team in Your Mathematics Program (PreK-12)**

How does a mathematics coach work with teams to strengthen the learning of both teachers and students? What are the foundational elements a coach employs to support each and every learner? A mathematics coach can support teams and teacher capacity focused on increased student learning. In this session, participants experience the power of using protocols during coaching cycles to assist teams with equitable instruction to meet the needs of each and every learner.

Participants identify the elements of a strong mathematics coaching program and examine strategies and protocols to support coaching cycles. Mona Toncheff shares how to effectively monitor and support both individual and team actions to build collective teacher efficacy.

### **Exploring the Power of Feedback and Action With Mathematics Assessments (6-8)**

High-quality assessments provide teachers and students with evidence of learning content and process standards. Mona Toncheff shows how assessments, evidence of student thinking, and feedback work in tandem as a process to promote learning for all students.

Participants explore team actions to establish these processes, including reflection of assessment item alignment, progressions to proficiency, and the types of feedback that promote reflection and action. Mona Toncheff shares tools and strategies to engage students in acting on feedback that engage and motivate learners.

## FUND RAISING OR SOLICITATION REQUEST

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Date: 08/28/2023  
Organization: Yukon Alternative Learning Experience

Employee making request:

Full Name Sandra Jody Pendleton

Describe the Fund-Raising event:

Local Carwash sales percentage

Beginning Date: 08/28/2023

Ending Date: 05/23/2024

If items are to be sold, when will they be distributed, and by whom? percentage of carwash sales

Can items be purchased locally? yes

Where will they be purchased? carwash

Will students be utilized?

Yes

No

If so, how & when?

To invite family and friends to participate.

Who will handle the money? Jody Pendleton, Elizabeth Powell

Will money be deposited in Student Activity Account? yes

Percentage of Profit? 10-20%

Estimated Revenue dependent on sales

How are proceeds to be used? (Be specific)

For Alternative student rewards, activities, graduation luncheon, field trips, teacher appreciation, holiday parties.

Fund raising events to date: 0  
(current school year)

Fund raising planned for remainder of year: (only 1 product sale) 4

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Attached Workflow Direct Rpt -> Supervisor -> Supt. Office

Current Status Submitted

Workflow Steps 1 Signed by Sandra Jody Pendleton on 10/09/2023 at 10:57 AM

**Signature:** Sandra J. Pendleton

2 Approved by Adam Jewell on 10/09/2023 at 1:13 PM

3 Approval Group:

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# RENTAL CONTRACT

## YUKON FINE ARTS CENTER (Gene Cranfill Auditorium)

850 Yukon Avenue, Yukon, OK 73099 (405) 354-8356

[wes.mcatee@yukonps.com](mailto:wes.mcatee@yukonps.com)

**OFFICE COPY**

Organization: **Central Oklahoma Ballet**

Program: **Nutcracker**

Street: **3804 Skyward Circle**

City: **Yukon**

State: **OK**

Zip: **73099**

Contact: **Allie Overton**

Phone: **405 412-1722**

Cell:

Email 1: **allie.overton1@gmail.com**

Email 2: **danvossen@cox.net**

Director: **Debra Doran-Vossen**

Phone: **405 354-1743**

Cell: **405 473-7145**

Number in Program: **70**

Estimated Attendance: **1500**

Ticket Price: **\$15.00**

Date(s) Requested: **12/1/2023, 12/2/2023, 12/3/2023**

Origination: **9/18/2023**

**FOR APPROVAL: CONTRACT AND DEPOSIT MUST BE RECEIVED NO LATER THAN: 10/18/2023**

School Board:	<input type="checkbox"/>	Approve	<input type="checkbox"/>	Deny	Date: _____	
Director Review	<input checked="" type="checkbox"/>	Approve	<input type="checkbox"/>	Deny	Date: <u>10-25-23</u>	*See Attachment
Insurance Certificate Due:	11/21/2023		Certificate Received:	Date:		

### Level 1

RATE PER HOUR	HOURS USED		TOTAL		
	Estimated	Actual	Estimated	Actual	
175	28		\$4900.00	\$0.00	
(DEPOSIT PAID BY CASHIERS CHECK ONLY) DEPOSIT			75%	DEP. 1	\$0.00
CK# 119910 \$4,900.00 10-19-23 Rec# 608769				DEP. 2	\$0.00
			\$3675.00		
<i>Balance Due At Close of Program</i>			Balance Due	\$0.00	
<i>Paid By Company Check or Cash</i>			Cleaning Fee	\$200.00	
			Additional Charges if any	\$0.00	
			FINAL BALANCE	\$200.00	

Rates charged on an hourly basis. First 30 minutes are 1/2 the hourly rate. After 30 minutes, the full hourly rate will be charged.

(3) CLEANING DEPOSIT	DEPOSIT PAID		DEPOSIT RETURNED	
\$400	Date: <u>10-19-23</u>	Ck #: <u>119911 Rec# 608770</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

#### Acknowledgement Statement

\_\_\_\_\_ I have read this contract in entirety. I acknowledge that any questions concerning this contract have been answered and explained to my complete satisfaction. I acknowledge this contract to be a binding agreement between myself and Yukon Public Schools. I further agree to pay the final balance due at the end of my program which is determined by the actual time of facility rental, not any previous estimate.

Signature \_\_\_\_\_

Date \_\_\_\_\_

November 6, 2023

Oklahoma Opioid Abatement Board  
c/o Office of the Attorney General  
ATTN: Thomas Schneider  
313 NE 21<sup>st</sup> ST  
Oklahoma City, OK 73105

Dear Members of the Board:

This letter serves as notification that Yukon Public Schools intends to submit an opioid abatement grant award application. The BOARD OF EDUCATION voted on November 6, 2023, to authorize the undersigned to submit this letter of intent on its behalf.

In support of its letter of intent, Yukon Public Schools submits the following information:

1. Contact Information for Designated Representative for Yukon Public Schools.  
(This person will be the point of contact for this application and throughout the opioid abatement grant award process.)

Dr. W. Jason Simeroth, Superintendent  
600 Maple St.  
Yukon, OK 73099  
Jason.simeroth@yukonps.com  
405-354-2587

2. Contact Information for Chief Financial Officer or equivalent position for Yukon Public Schools.

Jason Johnson, Chief Financial Officer  
600 Maple St.  
Yukon, OK 73099  
Jason.johnson@yukonps.com  
405-354-2587

3. Population or enrollment for Yukon Public Schools  
Student population: 9,518  
11/1/2023

Company	Board Size	Pixel Pitch	Display Size	Warranty	Graphics	TOTAL COST
Ace Sports	20'H x 35'W	8mm	20'H x 35'W	10 year warranty	Bolt Live	\$402,071.60
Nevco	25.7'H x 34.65'W	6mm	25.7'H x 34.65'W	10 yr warranty with 3% parts (replenished when used), Computers - 5years	80hr Nevco credit	\$426,456.00
Ace Sports	20'H x 35'W	6mm	20'H x 35'W	10 year warranty with parts	Bolt Live	\$443,511.60
Video Reality	30'H x 40'W	4.8mm	29.52'H x 39.36'W	7yr parts with 5% extra parts	Pro Presenter	\$412,242.07
Metro Sign	24'H x 30'W	10mm	24'H x 30'W	yr (can upgrade to 7 or 10 for additional fe	Watchfire	\$464,250.00

The following is information provided from vendor and research by athletic department.

Vendor	Installation Turnaround Time	Locations used for sporting events
Ace Sports	120 days	Bixby
Nevco	February (Early February)	Poteau, Piedmont, Langston University, Noble, Owasso Indoor (under construction not in use yet)

4 level catwalk installed; \$40K more for 6mm (10K NIT)

Willing to double graphics for free; Motion Rocket \$16K (typically \$28K); Will provide six (6) locker room clocks at no extra charge

Metro Signs

12-15 weeks

**Metro Signs- no  
6mm for sports**

Mustang,  
(The  
following two  
are in  
construction  
not in use)  
Chickasha,  
Bartlesville

Video Reality

12 weeks, 2-3 weeks

**Great service  
feedback from  
Jeremy Stinnet; Parts  
package and local  
supply and installers;  
agreement to  
Platinum Sponsor for  
7 year agreement;  
quote includes a  
video mixer**

Putnam City

SQFT	Per SQ
700	\$574.39
890	\$479.16
700	\$633.59
1161	\$355.07
720	\$644.79

<b>Refresh Rate (Hz)</b>	<b>Brightness (NIT)</b>
3,840	10000
3,8400	7500

Not provided

7000

7500

**PERSONNEL REPORT**

**EXHIBIT A**

**RECOMMENDATION TO HIRE:**

<b>ADMINISTRATIVE CONTRACT</b>			
<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
NONE			

**RECOMMENDATION TO HIRE:**

<b>CERTIFIED TEMPORARY CONTRACT</b>			
<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
	2nd grade		1/8/2024
	Counselor		11/2/2023

**RECOMMENDATION TO HIRE:**

<b>SUPPORT</b>			
<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
	Cafeteria monitor		9/1/2023
	PTA		10/9/2023
	Paraeducator		10/16/2023
	SLPA		10/16/2023
	Paraeducator		10/6/2023
	Paraeducator		10/24/2023
	Bus Aide-driver in training		10/11/2023
	Bus Aide		10/11/2023
	cafeteria monitor		10/16/2023
	Paraeducator		10/12/2023
	Paraeducator		10/16/2023
	crosswalk monitor		10/16/2023
	Paraeducator		11/2/2023
	Paraeducator		10/30/2023
	Paraeducator		10/30/2023
	Playground monitor		11/3/2023
	Paraeducator		11/6/2023

**SEASONAL STUDENT AND/OR ADULT:**

<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
	Security		10/2/2023
	Security		9/1/2023
	Gate Worker		9/27/2023
	Security		10/10/2023
	Gate Worker		10/2/2023
	custodian		7/1/2023
	ESSER Tutor		10/30/2023
	Asst Wrestling Coach		7/1/2023
	Asst Wrestling Coach		7/1/2023
	Student Tech Crew		10/1/2023
	Student Auditorium Crew		8/1/2023
	Adjunct boys soccer coach		11/1/2023

**CHANGE FORM POSITION/HOURS/LOCATION/RATE OF PAY:**

Name	Position	Site/Dept	Effective	Explanation of Change
Ruddle, Pamela	Cook	YMS	8/11/2023	from LIS
Grochow, Corey	SpEd ABLE teacher	Myers ES	10/2/2023	from para at YHS
Guerra, Abner Vasquez	Bilingual Asst.	YMS	8/9/2023	from YMS/IIS
Bush, Jessica	MAS Supervisor	Community Engagement	10/2/2023	from 3.5 to 4 hrs
Mills, Leah	Virtual Counselor	YHS	10/24/2023	from Counselor @ YMS
Alvarado, Alexia	Kindergarten	Surrey Hills ES	9/1/2023	from Long term sub
Bevans, Nicole	2nd grade teacher	Surrey Hills ES	9/1/2023	from long term sub
Kolar, John	Business elective teacher	YHS	9/1/2023	from long term sub
McCasin, Keely	5th grade	IIS	9/1/2023	from long term sub
Pierce, Wesley	English teacher	YHS	9/1/2023	from long term sub
Williams, Jordan	PE Teacher	Myers ES	9/25/2023	from long term sub
Yniguez, Hope	Math teacher	YMS	9/1/2023	from long term sub
Walter, Randy	bus driver	Transportation	11/1/2023	6 to 8 hours
Long, Stacey	paraeducator	LIS	10/17/2023	7.5 to 7 hrs
Walter, Randy	bus driver	Transportation	10/1/2023	from bus aide
Davis, Zachary	Social Studies Teacher	YMS	9/1/2023	from long term substitute
Miller, Abigail	SpEd teacher	RIS	8/9/2023	from long term substitute
Romero, Ashley	paraeducator	LIS	10/31/2023	new start date
Steffen, Donna	bus aide	Transportation	10/25/2023	from 6 to 4 hours
Aguilar, Yocelyn	Spanish Teacher	YHS	10/1/2023	from long term sub
Powell, Emersyn	1st Grade	Skyview ES	9/1/2023	from long term sub
Welch, Audrey	paraeducator	LIS	11/9/2023	new start date

**STIPEND ASSIGNMENT: EXTRA DUTY/2ND JOB:**

Name	Position	Site/Dept	Effective
Jarvis, Bryan	MS Game Manager	Athletics	8/1/2023

**RESIGNATIONS/RETIREMENTS/SEPARATIONS:**

Name	Position	Site/Dept	Effective	Explanation
Vander Meulen, Carol	Bus Aide	Transportation	9/25/2023	personal reasons
Crites, Stacy	Cafeteria Monitor	Transportation	9/6/2023	no reason given
Steffen, Donna	Bus Aide	Transportation	11/1/2023	termination
Adomaitis, Joanna	Substitute	Administration	10/18/2023	personal reasons
Martin, Amber	basketball stipend only	YMS	8/9/2023	never started/no reason given
Martindale, Steven	elective teacher	YMS	10/30/2023	no reason given

**PERSONNEL REPORT**

**EXHIBIT A**

**RECOMMENDATION TO HIRE:**

<b>ADMINISTRATIVE CONTRACT</b>			
<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
NONE			

**RECOMMENDATION TO HIRE:**

<b>CERTIFIED TEMPORARY CONTRACT</b>			
<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
	2nd grade		1/8/2024
	Counselor		11/2/2023

**RECOMMENDATION TO HIRE:**

<b>SUPPORT</b>			
<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
	Cafeteria monitor		9/1/2023
	PTA		10/9/2023
	Paraeducator		10/16/2023
	SLPA		10/16/2023
	Paraeducator		10/6/2023
	Paraeducator		10/24/2023
	Bus Aide-driver in training		10/11/2023
	Bus Aide		10/11/2023
	cafeteria monitor		10/16/2023
	Paraeducator		10/12/2023
	Paraeducator		10/16/2023
	crosswalk monitor		10/16/2023
	Paraeducator		11/2/2023
	Paraeducator		10/30/2023
	Paraeducator		10/30/2023
	Playground monitor		11/3/2023
	Paraeducator		11/6/2023

**SEASONAL STUDENT AND/OR ADULT:**

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<b>Name</b>	<b>Position</b>	<b>Site/Dept</b>	<b>Effective</b>
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**RESIGNATIONS/RETIREMENTS/SEPARATIONS:**

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