



Yukon Public Schools
Board of Education Regular Meeting Monday, December 4, 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

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 6:03 PM.

Mr. Jeff
Behyme Absent
r:

Suzann
e Cannon Present
:

Mr.
Brian
Coulson Present
:

Mr.
Cody
Sanders Absent
:

Mr.
Leonard Present
Wells:

3. Reports/ Comments from Superintendent and/or Staff

TOY and Character Strong student of the month introduction to board.

4. Board Member Communications and Announcements

4.A. Individual Board Member Comments

Mrs. Cannon: The extra-curriculars are sometimes the only reason students come to school and get grades - so they can participate in the extra-curricular of their PASSION.

Mr. Coulson: Great to see amazing things going on. The article about the transition house is a great thing for students.

Mr. Wells: I support all the extra-curricular activities we have here at Yukon. We have several spectacular extra-curricular activities, and they are great for our students.

4.B. Upcoming Meetings/ Events:

December:

- 5 Legislative breakfast - 7am
- 25-January 5 Winter Break

January:

- Board Appreciation Month
- 8 Board Meeting 6pm
- 15 Martin Luther King Holiday

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.

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. Leonard Wells and a second by Mr. Brian Coulson.

Mr. Jeff
Behyme Absent
r:

Mr.
Cody Sanders Absent
:

Mr.
Brian Coulson Yes
:

Mr.
Leonard Wells: Yes

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.

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

Mr. Jeff
Behyme Absent
r:

Mr.
Cody Absent
Sanders
:

Mr.
Brian Yes
Coulson
:

Mr.
Leonard Yes
Wells:

Suzann
e Yes
Cannon
:

7.A. Minutes of the November 10, Special Board Meeting

7.B. Out of State Travel

- M. Hale requests permission to travel to Las Vegas, NV, December 10-13, 2023, to attend the PLC Math Conference. Expenses for this travel will be covered by general funds earmarked for professional development.
- W. Green requests permission to travel to San Antonio, TX, February 7-10, 2024, to attend the Texas Music Educators Association National Convention. This travel will cost the district only for a substitute.
- R. Shoaf requests permission to accompany two students to Washington, DC, February 4-7, 2024, to attend the Special Olympics. There is no expense for this travel.
- M. Barlow requests permission to travel to Washington, DC, March 10-14, 2024, to attend the National School Leaders Advocacy Conference as president of the state association of secondary school principals. There is no expense for this travel.

7.C. YFAC contracts

7.D. Surplus

7.E. Fund raisers

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 not convene in executive session Passed with a motion by Mr. Brian Coulson and a second by Mr. Leonard Wells.

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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. Brian Coulson.

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Mr.
Leonard
Wells:
Yes

Suzanne
Cannon:
Yes

10. Adjournment

Time: 7:12pm

I move we adjourn Passed with a motion by Mr. Brian Coulson and a second by Mr. Leonard Wells.

Mr. Jeff
Behyme Absent
r:

Mr.
Cody
Sanders Absent
:

Mr.
Brian
Coulson Yes
:

Mr.
Leonard Yes
Wells:

Suzanne
Cannon Yes
:

PONumber	FD	PROJ	FUNC	OBJ	PROG	SUBJ	JOE	SITE	Amount	PODate	OrderName	AcctDescription	Budget
241420	11	52	1000	619	100	0	0	752	131.80	11/2/2023	AMAZON	SUPPLIES AND MATERIALS	Curriculum dept
241421	11	76	2220	619	0	0	0	135	389.45	11/2/2023	DEMCO	SUPPLIES AND MATERIALS	Slyview
241423	11	32	1000	619	100	1050	0	105	216.00	11/2/2023	LAKESHORE LEARNING MATERIALS	SUPPLIES AND MATERIALS	Curriculum materials
241424	11	53	2213	860	239	0	0	753	1,980.00	11/2/2023	OKLA SCHOOL PSYCHOLOGICAL ASSO	STAFF REGISTRATIONS	SPED
241425	11	53	2135	653	239	0	0	753	89.00	11/2/2023	Continued.com, LLC	TECHNOLOGY - RELATED SUPPLIES	SPED
241427	11	53	2152	530	239	0	0	753	396.36	11/3/2023	Ultimate SLP	COMMUNICATION & SOFTWARE SERVICES	SPED
241429	11	80	2220	619	0	0	0	150	102.33	11/6/2023	DEMCO	SUPPLIES AND MATERIALS	Redstone
241430	11	82	1000	580	100	2800	0	705	400.00	11/6/2023	YPS TRANSPORTATION	STAFF TRAVEL	YHS
241431	11	82	1000	619	100	5000	0	705	440.75	11/6/2023	Science Take-Out	SUPPLIES AND MATERIALS	YHS
241432	11	54	2720	810	0	0	0	54	18.00	11/6/2023	Daliece Steffen	DUES & FEES	Transportation
241434	11	541	2213	860	0	0	0	750	950.00	11/7/2023	ACT	STAFF REGISTRATIONS	Title II-A
241435	11	63	1000	619	251	0	0	140	40.48	11/7/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241436	11	32	1000	644	100	2200	0	110	1,484.86	11/7/2023	HEINEMANN	SUPPLEMENTAL TEXTBOOKS (NON-STATE ADOPTED)	Curriculum materials
241436	11	32	1000	644	100	2200	0	120	480.36	11/7/2023	HEINEMANN	SUPPLEMENTAL TEXTBOOKS (NON-STATE ADOPTED)	Curriculum materials
241436	11	32	1000	644	100	2200	0	125	845.62	11/7/2023	HEINEMANN	SUPPLEMENTAL TEXTBOOKS (NON-STATE ADOPTED)	Curriculum materials
241436	11	32	1000	644	100	2200	0	140	2,398.06	11/7/2023	HEINEMANN	SUPPLEMENTAL TEXTBOOKS (NON-STATE ADOPTED)	Curriculum materials
241436	11	32	1000	644	100	2200	0	145	845.62	11/7/2023	HEINEMANN	SUPPLEMENTAL TEXTBOOKS (NON-STATE ADOPTED)	Curriculum materials
241436	11	32	1000	644	100	2200	0	150	1,758.82	11/7/2023	HEINEMANN	SUPPLEMENTAL TEXTBOOKS (NON-STATE ADOPTED)	Curriculum materials
241436	11	32	1000	644	100	2200	0	520	662.98	11/7/2023	HEINEMANN	SUPPLEMENTAL TEXTBOOKS (NON-STATE ADOPTED)	Curriculum materials
241437	11	367	1000	619	427	1110	0	120	192.24	11/7/2023	Literacy Resources LLC	SUPPLIES AND MATERIALS	RSA
241439	11	541	2573	580	0	0	0	752	450.00	11/8/2023	CAPITAL ONE/SOUTHWEST AIRLINES	STAFF TRAVEL	Title II-A
241440	11	53	1000	619	239	0	0	753	204.24	11/8/2023	Laminating and Binding Solutions	SUPPLIES AND MATERIALS	SPED
241441	11	541	2213	580	0	0	0	752	241.50	11/8/2023	Michelle R Hale	STAFF TRAVEL	Title II-A
241442	11	65	2132	619	0	0	0	50	110.00	11/8/2023	Zoll Medical Corporation	SUPPLIES AND MATERIALS	Student Health
241443	11	53	2140	580	239	0	0	753	206.50	11/8/2023	Ivy Boyce	STAFF TRAVEL	SPED
241444	11	53	1000	580	239	0	0	705	100.00	11/8/2023	Jaclyn Taylor Payne	STAFF TRAVEL	SPED
241445	11	53	2213	860	239	0	0	753	280.00	11/8/2023	Attachment & Trauma Network Inc	STAFF REGISTRATIONS	SPED
241447	11	82	2620	619	0	0	0	705	100.00	11/8/2023	MACGILL & CO.	SUPPLIES AND MATERIALS	YHS
241448	11	53	1000	530	239	0	0	135	175.00	11/8/2023	Generation Genius Inc	COMMUNICATION & SOFTWARE SERVICES	SPED
241449	11	53	1000	530	239	0	0	753	270.00	11/8/2023	Speech Room New LLC	COMMUNICATION & SOFTWARE SERVICES	SPED
241450	11	53	1000	653	239	0	0	140	175.00	11/10/2023	MobyMax LLC	TECHNOLOGY - RELATED SUPPLIES	SPED
241451	11	53	2170	653	239	0	0	753	359.98	11/10/2023	Pink Oatmeal LLC	TECHNOLOGY - RELATED SUPPLIES	SPED
241452	11	63	1000	653	251	1050	0	763	69.00	11/13/2023	Breakout EDU	TECHNOLOGY - RELATED SUPPLIES	Gifted
241453	11	541	2573	860	0	0	0	752	1,425.00	11/13/2023	Maria Ruth Pankratz	STAFF REGISTRATIONS	Title II-A
241454	11	541	2573	580	0	0	0	752	992.07	11/13/2023	Capital One/ Cosmopolitan of Las Vegas	STAFF TRAVEL	Title II-A
241455	11	455	1000	619	239	0	0	705	240.00	11/13/2023	AMAZON	SUPPLIES AND MATERIALS	Rehab Services
241456	11	51	2511	310	0	0	0	50	680.00	11/13/2023	TYLER TECHNOLOGIES	SUPPLIES AND MATERIALS	District admin
241457	11	53	2140	614	239	0	0	753	70.40	11/13/2023	WPS	TESTING SUPPLIES & MATERIALS	SPED
241458	11	455	1000	619	239	0	0	705	300.00	11/13/2023	WALMART / CAPITAL ONE TRADE CREDIT	SUPPLIES AND MATERIALS	Rehab Services
241459	11	88	1000	619	430	0	0	711	172.05	11/14/2023	AMAZON	SUPPLIES AND MATERIALS	VALE
241461	11	63	1000	619	251	0	0	763	172.06	11/15/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241464	11	541	5500	320	0	0	0	199	320.00	11/15/2023	GLOBAL COMPLIANCE NETWORK	PROF EDUCATION SERVICES	Title II-A
241465	11	81	1000	320	100	3071	0	520	1,000.00	11/15/2023	MARY CYLENE PELLEGRIN	PROF EDUCATION SERVICES	YMS
241466	11	53	1000	320	239	0	0	753	1,849.00	11/15/2023	Crisis Prevention Institute Inc	PROF EDUCATION SERVICES	SPED
241467	11	53	1000	653	239	0	0	753	1,071.00	11/15/2023	LessonPix Inc	TECHNOLOGY - RELATED SUPPLIES	SPED
241468	11	541	2213	359	0	0	0	752	13,270.00	11/15/2023	MAX Teaching Inc	PROF EE TRAINING & DEV SERVICES	Title II-A

PONumber	FD PROJ	FUNC	OBJ	PROG	SUBJ	JOE	SITE	Amount	PODate	OrderName	AccDescription	Budget
241468	11	541	2213	580	0	0	0 752	1,100.00	11/15/2023	MAX Teaching Inc	STAFF TRAVEL	Title II-A
241469	11	53	2135	619	239	0	0 753	338.50	11/15/2023	Michael J Roosen	SUPPLIES AND MATERIALS	SPED
241470	11	53	2140	580	239	0	0 753	367.00	11/15/2023	Hotel Indigo	STAFF TRAVEL	SPED
241471	11	795	1000	653	100	0	0 520	7,000.00	11/15/2023	Limnrex Inc	TECHNOLOGY - RELATED SUPPLIES	ARP ESSER III
241472	11	54	2720	810	0	0	0 54	96.50	11/15/2023	William Biggs	DUES & FEES	Transportation
241473	11	412	1000	653	315	8700	0 705	80.00	11/15/2023	AMAZON	TECHNOLOGY - RELATED SUPPLIES	Career Tech
241474	11	412	1000	530	312	8600	0 705	260.00	11/15/2023	DECA Inc	COMMUNICATION & SOFTWARE SERVICES	Career Tech
241475	11	63	1000	619	251	0	0 150	288.87	11/15/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241476	11	63	1000	619	251	0	0 150	108.78	11/15/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241478	11	541	2213	580	0	0	0 752	535.00	11/15/2023	HILTON TULSA	STAFF TRAVEL	Title II-A
241479	11	412	1000	619	315	8104	0 520	677.24	11/16/2023	CDW GOVERNMENT INC	SUPPLIES AND MATERIALS	Career Tech
241480	11	82	1000	619	100	4019	0 705	560.00	11/16/2023	AMAZON	SUPPLIES AND MATERIALS	YHS
241481	11	82	1000	619	100	4019	0 705	200.00	11/16/2023	WALMART / CAPITAL ONE TRADE CREDIT	SUPPLIES AND MATERIALS	YHS
241482	11	82	1000	619	100	4019	0 705	300.00	11/16/2023	HOBBY LOBBY	SUPPLIES AND MATERIALS	YHS
241483	11	82	1000	619	100	4019	0 705	300.00	11/16/2023	AMAZON	SUPPLIES AND MATERIALS	YHS
241484	11	53	1000	580	239	0	0 705	300.00	11/16/2023	Karen Mack	SUPPLIES AND MATERIALS	YHS
241485	11	797	2720	511	425	0	0 750	600.00	11/16/2023	YPS TRANSPORTATION	STAFF TRAVEL	SPED
241486	11	53	2140	580	239	0	0 753	88.50	11/16/2023	Margarita Mingura	STUDENT TRANSP BY ANOTHER DIST IN STATE	ARP Emergency
241487	11	53	2140	580	239	0	0 753	88.50	11/16/2023	Jordan Hale	STAFF TRAVEL	SPED
241488	11	53	2140	580	239	0	0 753	88.50	11/16/2023	Stacey Paddock	STAFF TRAVEL	SPED
241489	11	53	2140	580	239	0	0 753	88.50	11/16/2023	Misty Busche	STAFF TRAVEL	SPED
241490	11	53	2140	580	239	0	0 753	44.25	11/16/2023	Angela Fletcher	STAFF TRAVEL	SPED
241491	11	53	2140	580	239	0	0 753	44.25	11/16/2023	Bailee Ford	STAFF TRAVEL	SPED
241492	11	51	2573	860	0	0	0 51	9,600.00	11/16/2023	TYLER TECHNOLOGIES	STAFF REGISTRATIONS	District admin
241493	11	412	1000	619	315	8720	0 705	350.00	11/20/2023	AMAZON	SUPPLIES AND MATERIALS	Career Tech
241494	11	561	2199	619	429	0	0 61	650.00	11/20/2023	AMAZON	SUPPLIES AND MATERIALS	Title IV
241495	11	561	2199	619	429	0	0 61	300.00	11/20/2023	WALMART / CAPITAL ONE TRADE CREDIT	SUPPLIES AND MATERIALS	Title IV
241496	11	51	2573	580	0	0	0 51	7,980.00	11/28/2023	Indianapolis Marriott Downtown	STAFF TRAVEL	District admin
241497	11	561	2199	619	429	0	0 61	550.00	11/29/2023	AMAZON	SUPPLIES AND MATERIALS	Title IV
241498	11	75	2220	619	0	0	0 115	258.00	11/29/2023	DEMCO	SUPPLIES AND MATERIALS	Sheddeck
241499	11	561	2199	619	429	0	0 61	973.50	11/29/2023	Lee & Low Books	SUPPLIES AND MATERIALS	Title IV
241500	11	63	1000	619	251	0	0 145	82.49	11/29/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241501	11	63	1000	619	251	0	0 145	54.00	11/29/2023	AMAZON	SUPPLIES AND MATERIALS	Gifted
241502	11	52	1000	619	100	0	0 752	165.92	11/29/2023	AMAZON	SUPPLIES AND MATERIALS	Curriculum dept
241503	11	31	2573	860	271	0	0 125	747.00	11/29/2023	CORWIN PRESS	STAFF REGISTRATIONS	Prof Dev
241504	11	82	1000	580	100	3071	0 705	500.00	11/29/2023	HYATT REGENCY TULSA	STAFF TRAVEL	YHS
241505	11	82	1000	860	100	3071	0 705	250.00	11/29/2023	OMEA	STAFF REGISTRATIONS	YHS
241506	11	82	1000	580	100	3071	0 705	150.00	11/29/2023	DARIN CHAPIN	STAFF TRAVEL	YHS
241507	11	82	1000	580	100	3071	0 705	210.00	11/29/2023	DARIN CHAPIN	STAFF TRAVEL	YHS
241508	11	82	1000	810	100	2800	0 705	1,000.00	11/29/2023	Oklahoma State Univ.	DUES & FEES	YHS
241509	11	82	1000	580	100	3071	0 705	150.00	11/29/2023	Colin Bannon	STAFF TRAVEL	YHS
241510	11	82	1000	580	100	3071	0 705	210.00	11/29/2023	Colin Bannon	STAFF TRAVEL	YHS
241511	11	541	2213	860	0	0	0 750	12,474.00	11/29/2023	ACT	STAFF REGISTRATIONS	Title II-A
241512	11	58	1000	619	100	4019	0 758	1,000.00	11/29/2023	AMAZON	SUPPLIES AND MATERIALS	Auditorium

89,334.83

PONumber FD PROJ FUNC OBJ PROG SUBJ JOE SITE Amount PODate OrderName AcctDescription Budget

241426 22 763 3140 438 700 0 0 55 5,000.00 11/2/2023 Allied Refrigeration LLC Other Building Repairs and Maintenance Maintenance

5,000.00

241433 31 231 2620 732 0 0 0 764 412,242.07 11/7/2023 VIDEO REALTY AUDIOVISUAL IT - stadium video

241438 31 241 2220 641 0 0 0 110 131.88 11/7/2023 FOLLETT CONTENT SOLUTIONS LLC BOOKS (eBooks) Media

241460 31 224 2620 438 0 0 0 54 6,250.00 11/14/2023 Phoenix Paint Co. LLC Other Building Repairs and Maintenance Maintenance

241462 31 241 2220 619 0 0 0 150 343.16 11/15/2023 DEMCO SUPPLIES AND MATERIALS Media

241463 31 241 2220 641 0 0 0 150 3,621.19 11/15/2023 FOLLETT BOOK CO BOOKS (eBooks) Media

241477 31 241 2220 641 0 0 0 145 1,190.52 11/15/2023 PERMA-BOUND BOOKS (eBooks) Media

423,778.82

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

October-23

Assets	Balance	Total Deposits And Collections	Transfers In/<Out>	Drawn and Warrants Paid	Balance
Cash					
0101 YNB	1,870,264.79	5,142,145.01	19,959,000.00	23,409,742.77	3,561,667.03
0102 Bank of Oklahoma - Checking	250.38	0.00	0.00	20.00	230.38
0103 Bank of Oklahoma - Money Market	9,711,916.34	50,189.83	1,707,000.00	0.00	11,469,106.17
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	0.00	-424.83	0.00	-444.83	20.00
Total Cash	11,582,431.51	5,191,910.01	21,666,000.00	23,409,317.94	15,031,023.58
Investments					
0104 CD - Bank of Oklahoma	41,976,764.31	667,279.89	-21,666,000.00	0.00	20,978,044.20
0104 CD - Bank of Ok. Investment in Transit	0.00	0.00	0.00	0.00	0.00
0105 CDAR's	6,000,000.00	0.00	0.00	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
Total Investments	47,976,764.31	667,279.89	-21,666,000.00	0.00	26,978,044.20
Total Assets	59,559,195.82	5,859,189.90	0.00	23,409,317.94	42,009,067.78

Liabilities and Fund Balances

2023-24 General Fund	4-11	16,880,359.28	5,383,013.50	0.00	7,008,328.03	15,255,044.75
2022-23 General Fund	3-11	568,773.35	0.00	0.00	90,012.91	478,760.44
2021-22 General Fund	2-11	0.00	0.00	0.00	0.00	0.00
2023-24 Building Fund	4-21	2,876,786.14	114,488.84	0.00	267,287.68	2,723,987.30
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	3,021,731.17	336,675.53	0.00	374,663.92	2,983,742.78
2022-23 Child Nutrition Fund	3-22	77,600.00	0.00	0.00	15,800.00	61,800.00
2021-22 Child Nutrition Fund	2-22	0.00	0.00	0.00	0.00	0.00
2021 Building Bond	4-31	15,649,770.38	0.00	0.00	112,355.33	15,537,415.05
2021 Building Bond	3-31	457,290.51	0.00	0.00	405,792.53	51,497.98
2021 Building Bond	2-31	0.00	0.00	0.00	0.00	0.00
2018 Building Bond	4-37	214,459.55	0.00	0.00	143,820.96	70,638.59
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	1,383,645.33	0.00	0.00	2,453.45	1,381,191.88
2013 Transportation Bond	3-39	0.00	0.00	0.00	0.00	0.00
2023-24 Sinking Fund	4-41	17,830,647.08	25,012.03	0.00	14,988,803.13	2,866,855.98
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
Total Liabilities and Fund Balances		59,559,195.82	5,859,189.90	0.00	23,409,317.94	42,009,067.78

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

FY24 CUMULATIVE

Assets		Balance	Total Deposits	Transfers	Drawn and	Balance
		Beq. Of Year	And Collections	In/<Out>	Warrants Paid	
Cash						
0101	YNB	3,811,369.81	17,171,083.73	35,459,000.00	52,879,786.51	3,561,667.03
0102	Bank of Oklahoma - Checking	250.25	0.13	0.00	20.00	230.38
0103	Bank of Oklahoma - Money Market	5,775,180.15	164,697.81	5,529,228.21	0.00	11,469,106.17
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	-15,005.32	0.00	-15,282.06	20.00
	Total Cash	9,589,825.83	17,317,493.99	40,988,228.21	52,864,524.45	15,031,023.58
Investments						
0104	CD - Bank of Oklahoma	54,975,900.16	913,600.29	-34,911,456.25	0.00	20,978,044.20
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
	Total Investments	66,975,900.16	990,372.25	-40,988,228.21	0.00	26,978,044.20
	Total Assets	76,565,725.99	18,307,866.24	0.00	52,864,524.45	42,009,067.78
Liabilities and Fund Balances						
2023-24 General Fund	4-11	0.00	16,760,899.74	16,302,936.85	17,808,791.84	15,255,044.75
2022-23 General Fund	3-11	27,158,545.27	0.00	-16,072,823.01	10,606,961.82	478,760.44
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	481,110.14	6,622,825.96	4,379,948.80	2,723,987.30
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	807,230.85	2,890,267.00	713,755.07	2,983,742.78
2022-23 Child Nutrition Fund	3-22	2,995,986.77	0.00	-2,875,914.04	58,272.73	61,800.00
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	751,248.46	15,537,415.05
2021 Building Bond	3-31	15,291,214.54	0.00	-13,487,626.20	1,752,090.36	51,497.98
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	1,110,101.25	70,638.59
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	10,104.31	1,381,191.88
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	258,625.51	17,597,033.60	14,988,803.13	2,866,855.98
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
	Total Liabilities and Fund Balances	76,565,725.99	18,307,866.24	0.00	52,864,524.45	42,009,067.78

Oklahoma State Department of Education

Child Nutrition Programs

NSLP Site Claim List

- YUKON

600 Maple Street

Yukon, OK 73099

Claim Month/Year: 10/2023

<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	351	0	1243	3263	289	0	\$11,979.31
INDEPENDENCE INTERMEDIATE SCHL	786	0	2962	9142	124	0	\$35,979.50
LAKEVIEW INTERMEDIATE SCHOOL	625	0	3057	8070	212	0	\$28,752.30
MYERS ES	409	0	1883	4323	333	0	\$17,667.09
PARKLAND ES	333	0	1064	3415	386	0	\$12,431.99
RANCHWOOD ES	456	0	2071	5077	535	0	\$18,098.94
REDSTONE INTERMEDIATE SCHOOL	744	0	4231	8576	0	0	\$30,414.91
SHEDECK ES	354	0	3158	4255	161	0	\$22,864.61
SKYVIEW ES	449	0	1560	4599	596	0	\$16,643.79
SURREY HILLS ES	774	0	2841	7533	0	0	\$23,346.82
YUKON MS	1411	0	5935	16273	0	0	\$55,367.29
YUKON HS	2925	0	4279	15723	0	0	\$51,120.61
Totals: Sites Claimed: 12	9617	0	34284	90249	2636	0	\$324,667.16

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="11/2/2023"/>	Revision	<input type="text" value="Original"/>		
Claim Date	<input type="text" value="11/2/2023"/>	Claim Month	<input type="text" value="October"/>	Claim Year	<input type="text" value="2023"/>
Number of Days In Operation	<input type="text" value="19"/>	Number of Sites	<input type="text" value="12"/>	Number of Children Enrolled	<input type="text" value="9617"/>

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="3829"/>	Reduced	<input type="text" value="964"/>	Paid	<input type="text" value="4782"/>
------	-----------------------------------	---------	----------------------------------	------	-----------------------------------

Average Daily Participation

Breakfast	<input type="text" value="1805"/>	Lunch	<input type="text" value="4750"/>
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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	20978	\$2.73	\$57,269.94
Reduced	3705	\$2.43	\$9,003.15
Paid	9601	\$0.38	\$3,648.38
Total	34284		\$69,921.47

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

Breakfast - Sub-Totals

Total Breakfast Reimbursement:	\$69,921.47
Total Adjustments:	\$0.00
Warrant Amount:	\$69,921.47

Lunch

Type	Meals	Rate	Reimbursement
Free	44712	\$4.25	\$190,026.00
Reduced	10493	\$3.85	\$40,398.05
Paid	35044	\$0.40	\$14,017.60
Performance Incentive	90249	0.08	\$7,219.92
Total	90249		\$251,661.57

After School Snack Program (ASSP)

Over 50%

Meals	Rate	Reimbursement
2636	\$1.17	\$3,084.12

Under 50%

<u>After School Snack Program Sub-Total</u>	
Total Meals	2636
Reimbursement	\$3,084.12

Lunch / Snack Sub-Totals

Total Lunch/Snack Reimbursement:	\$254,745.69
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="\$324,667.16"/>		

Claim Management

SFA Claim Submitted by: TARA COSBY on 11/2/2023

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-
-

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



Yukon Public Schools
Board of Education Special Meeting
Friday, November 10, 2023 1:30 PM
Yukon Public School District ISD #27 Administration Bldg.
Board Room, 600 Maple Dr., Yukon, OK 73099

1. Call to Order and Roll Call

Attendance Taken at 1:30 PM.

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

2. Minutes of the November 6, 2023, board meeting.

I move we approve the minutes of the November 6, board meeting. Passed with a motion by Mr. Cody Sanders and a second by Mr. Leonard Wells.

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

3. Personnel

3.A. Vote to convene, or vote not to convene, in executive session pursuant to State 25 O.S. 307 (B)(1) of the Open Meeting Act 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 not enter into executive session Passed with a motion by Mr. Cody Sanders and a second by Mr. Leonard Wells.

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

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

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

I move we approve all personnel items as listed on Exhibit A Passed with a motion by Mr. Cody Sanders and a second by Mr. Leonard Wells.

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

4. Adjournment

No vote is required to adjourn meeting. The board left at 1:31pm.

Out of State Travel Request



YUKON PUBLIC SCHOOLS
Office of Human Resources
600 Maple Street, Yukon, OK 73099 | 405.354.2587



This form must be submitted to the Board secretary by 12:00 p.m. on Wednesday, prior to the monthly Board of Education meeting regularly scheduled the first Monday of the month.

Full Name required

Renee

Shoaf

School employee requesting trip.

Date of Request required

11/16/2023



Allowed format is MM/DD/YYYY Ex: 11/27/2023

Name of Organization, Grade required

Special Olympics

Departure Date of Trip required

02/04/2024



Allowed format is MM/DD/YYYY Ex: 11/27/2023

Return Date of Trip required

02/07/2024



Allowed format is MM/DD/YYYY Ex: 11/27/2023

Departure Time required

TBD

Departure Location required

TBD

Number of Days required

4

Means of Transportation required

- Airline
- School Vehicle
- Private Vehicle

Number of Students Participating required

2

Number of Parents/Guardians Attending required

0

Age of Students required

17 and 18

Place, Purpose, and Nature of the Trip required

We have been asked to represent Special Olympics Oklahoma in Washington DC for Capital Hill Day.

COST ANALYSIS

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

Registration Costs /PO Number: required

0

Lodging Cost/PO Number: required

0

Transportation Costs/PO Number: required

0

Airfare or Personal or District Vehicle

Per diem (meals, taxi/uber, parking): required

0

Cost of a Substitute: required

Sub paid with Site PD Funds; Strategic Plan #16

Will Participation Lead to Further Competition?

Yes

No

If Yes, Explain

Educational Benefits required

Students will learn about government and how to advocate for Special Olympics

Attachments

Upload Schedule of Events: Capitol Hill Day 2024 Invitation.pdf

Upload Itinerary: Capitol Hill Day 2024 Invitation.pdf

Workflow

Attached Workflow

Out of State Travel Request

Current Status

Submitted

Submitted By

Renee Shoaf

Workflow Steps

 Completed	1	Signed by Renee Shoaf on 11/16/2023 at 05:03 PM Signature: Renee Shoaf
 Completed	2	Approved by Melissa Barlow on 11/16/2023 at 06:41 PM
 Current	3	Review by Group: Superintendent's Office
 Forthcoming	4	TBD
 Forthcoming	5	Approval by William Simeroth
 Forthcoming	6	Review by Group: Superintendent's Office

Renee Shoaf

----DRAFT----

OUT OF STATE TRAVEL REQUEST

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

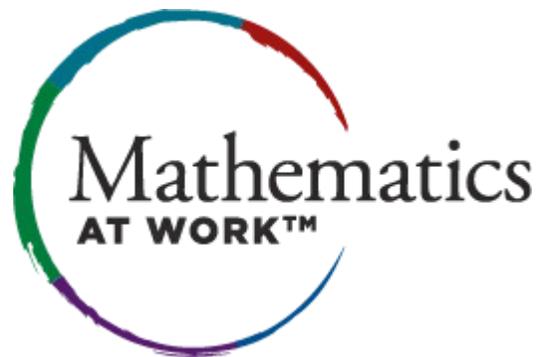
Workflow Steps

- | | |
|---|--|
| 1 | Signed by Michele Hale on 10/27/2023 at 10:53 AM
Signature: Michele Hale |
| 2 | Approved by Desarae Witmer on 10/31/2023 at 9:14 PM |
| 3 | Reviewed by Deanne Rowe on 11/01/2023 at 3:17 PM
Comments: This will be on the November 6, board agenda.
Thanks,
D |
| 4 | Skipped: No Condition Met |
| 5 | Approved by William Simeroth on 11/07/2023 at 10:11 AM |
| 6 | Review Group: |

Mathematics in a PLC at Work® Summit

Las Vegas, NV • December 11-13, 2023

Agenda	2
Breakouts at a Glance	4
Key Concepts for Mathematics in a PLC at Work®	6
Keynote Session Descriptions	9
Working Session Descriptions	10
Breakout Session Descriptions	11



Agenda

Monday, December 11

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

11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time <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.	Working Session Georgina Rivera & Mona Toncheff <i>Sustaining Systemic Change in Mathematics (PreK-12)</i>	Celebrity 7–8
	Working Session Bill Barnes & Sarah Schuhl <i>Team Actions That Lead to Effective Interventions (PreK-12)</i>	Melrose 3–4
	Working Session 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.	Closing Session: Celebration and Ignite! The Power of Your Story <i>Join presenters in a celebration of your work and growth!</i> <ul style="list-style-type: none"> • Sarah Schuhl—What <i>If</i>? • 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 ... 	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.
Bill Barnes				
Solving the Grading/Learning Dilemma: Effective Grading Practices (PreK-12)	Celebrity 8			
Developing Procedural Fluency Through Conceptual Understanding (6-8)		Celebrity 8		
Engaging Students as Learners Through Actionable Formative Feedback (6-12)			Celebrity 8	
Leveraging High-Quality Mathematical Tasks to Gather Evidence of Student Thinking (6-12)				Celebrity 8
Brian Buckhalter				
Designing Common Mathematics Assessments for Teacher and Student Learning (3-5)			Celebrity 5	
Exploring the Power of Feedback and Action With Mathematics Assessments (PreK-5)				Celebrity 5
Jennifer Deinhart				
Developing Procedural Fluency Through Conceptual Understanding (PreK-5)	Celebrity 6			
Student Goal Setting: Planning and Implementing Targeted Instruction (PreK-5)		Celebrity 6		
Facilitating Mathematics Team Meetings Through Progress Monitoring (PreK-5)			Celebrity 6	
Planning Effective Mathematics Units Designed to Maximize Student Learning (PreK-5)				Celebrity 6
Timothy D. Kanold				
Creating Relevant and Meaningful Lessons: The First Three Lesson Design Elements of the Mathematics at Work Instructional Framework (High School)	Celebrity 1-4			
Knowing the Power of Teaching High School Mathematics Well: It's a Matter of Balance! (High School)		Celebrity 1-4		
Designing Common Mathematics Assessments for Teacher and Student Learning (High School)			Melrose 3	

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

Agenda is subject to change.

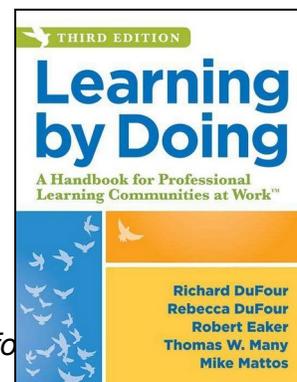
Key Concepts for Mathematics in a PLC at Work®

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?

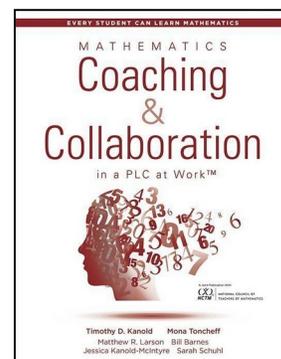
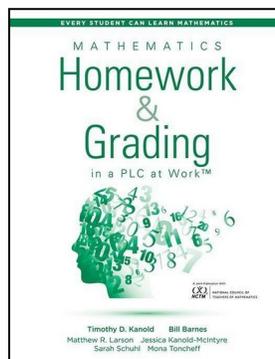
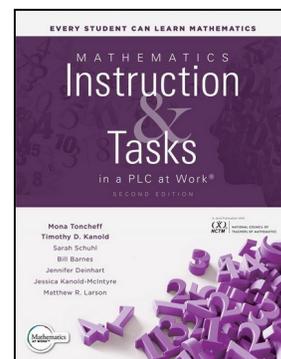
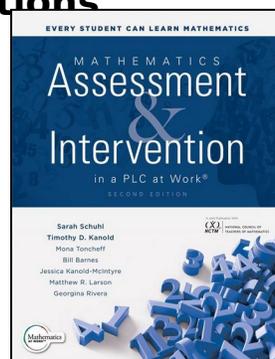


The four critical questions are featured in *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 3rd ed. (DuFour, DuFour, Eaker, Many, & Mattos, 2016).

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

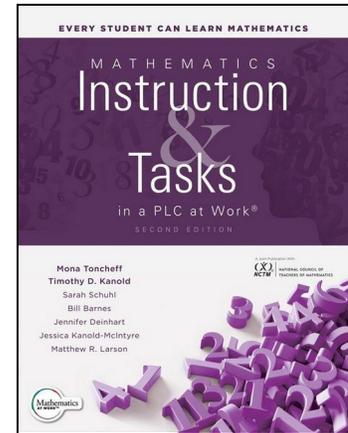
- **Coaching action 1:** Develop PLC structures for effective teacher team engagement, transparency, and action.
- **Coaching action 2:** Use common assessments and lesson-design elements for teacher team reflection, data analysis, and subsequent teacher and student intervention action.

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.

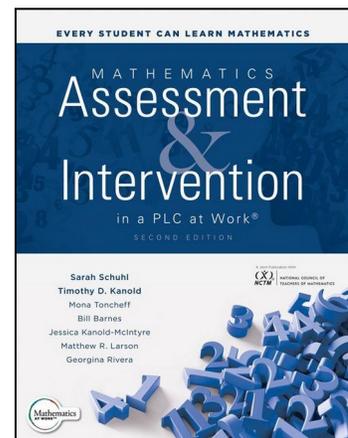
1. Essential learning standards: the *why* of the lesson
2. Prior-knowledge warm-up activities
3. Academic language vocabulary as part of instruction
4. Lower- and higher-level-cognitive-demand mathematical task balance
5. Whole-group discourse and small-group discourse balance
6. Lesson closure for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

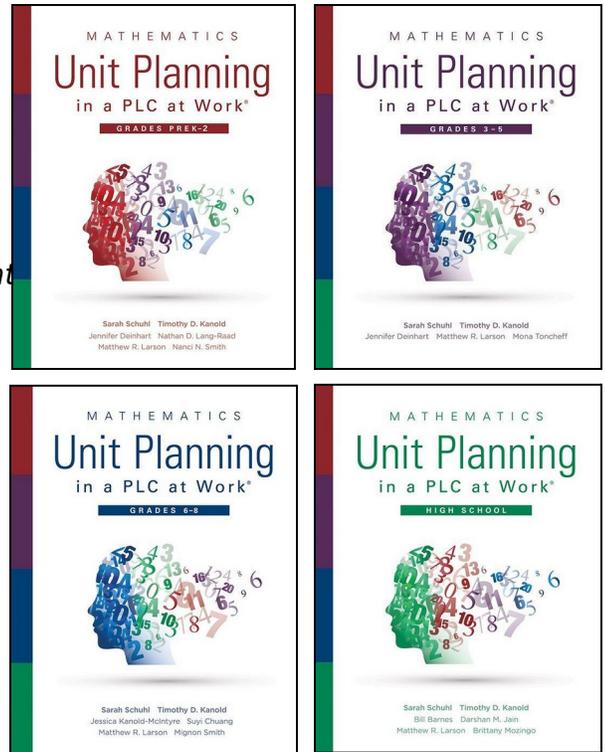
1. Agreed-on essential learning standards for the unit
2. Common high-quality unit assessments
3. Calibration routines
4. Teacher data analysis and action routines
5. Student self-assessment and action routines
6. Team response to student learning using Tier 2 intervention criteria



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.

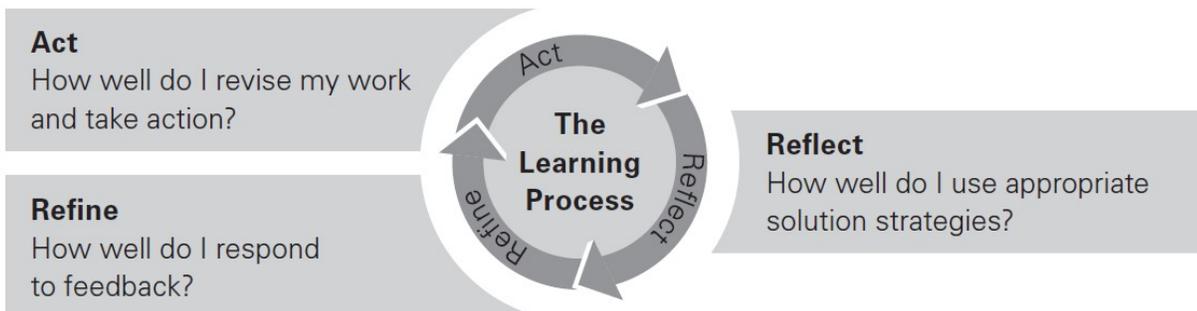


6. Reflect, Refine, and Act Cycle

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)

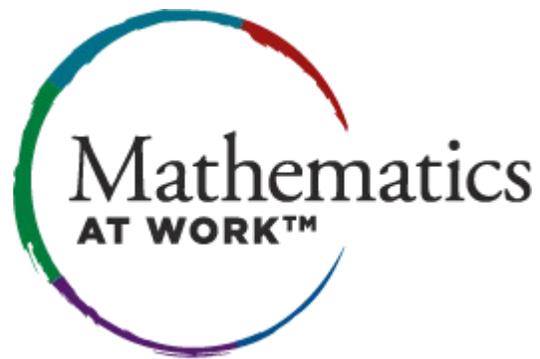
High-quality assessments provide teachers and students with evidence of learning content and process standards. Mona Toncheff shows how assessments, evidence of student thinking, and feedback work in tandem as a process to promote learning for all students.

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.	Keynote 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.	Breakout Sessions	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Role-Alike Networking Meeting <i>Educators meet with others who have similar responsibilities. Come ready to share experiences, discuss practices, and find solutions to student learning issues.</i>	
	Elementary School Facilitators: Jennifer Deinhart & Georgina Rivera	Celebrity 6
	Middle School Facilitator: Sarah Schuhl	Melrose 3
	High School Facilitator: Bill Barnes	Celebrity 8
	Building Administrators & District Leaders Facilitator: Timothy D. Kanold	Melrose 4
	Instructional Coaches & Departmental Chairs 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.	Keynote 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.	Breakout Sessions	See pages 3–4.

11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See pages 3–4.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Team Time <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.	Working Session Georgina Rivera & Mona Toncheff <i>Sustaining Systemic Change in Mathematics (PreK-12)</i>	Celebrity 7–8
	Working Session Bill Barnes & Sarah Schuhl <i>Team Actions That Lead to Effective Interventions (PreK-12)</i>	Melrose 3–4
	Working Session 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.	Closing Session: Celebration and Ignite! The Power of Your Story <i>Join presenters in a celebration of your work and growth!</i> <ul style="list-style-type: none"> • Sarah Schuhl—What <i>If?</i> • 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 ... 	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.
Bill Barnes				
Solving the Grading/Learning Dilemma: Effective Grading Practices (PreK-12)	Celebrity 8			
Developing Procedural Fluency Through Conceptual Understanding (6-8)		Celebrity 8		
Engaging Students as Learners Through Actionable Formative Feedback (6-12)			Celebrity 8	
Leveraging High-Quality Mathematical Tasks to Gather Evidence of Student Thinking (6-12)				Celebrity 8
Brian Buckhalter				
Designing Common Mathematics Assessments for Teacher and Student Learning (3-5)			Celebrity 5	
Exploring the Power of Feedback and Action With Mathematics Assessments (PreK-5)				Celebrity 5
Jennifer Deinhart				
Developing Procedural Fluency Through Conceptual Understanding (PreK-5)	Celebrity 6			
Student Goal Setting: Planning and Implementing Targeted Instruction (PreK-5)		Celebrity 6		
Facilitating Mathematics Team Meetings Through Progress Monitoring (PreK-5)			Celebrity 6	
Planning Effective Mathematics Units Designed to Maximize Student Learning (PreK-5)				Celebrity 6
Timothy D. Kanold				
Creating Relevant and Meaningful Lessons: The First Three Lesson Design Elements of the Mathematics at Work Instructional Framework (High School)	Celebrity 1-4			
Knowing the Power of Teaching High School Mathematics Well: It's a Matter of Balance! (High School)		Celebrity 1-4		
Designing Common Mathematics Assessments for Teacher and Student Learning (High School)			Melrose 3	

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

Agenda is subject to change.

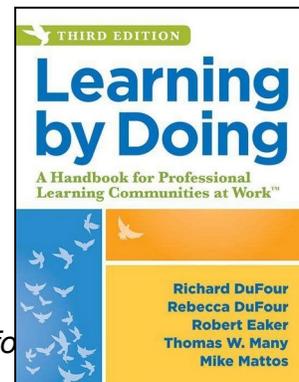
Key Concepts for Mathematics in a PLC at Work®

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?

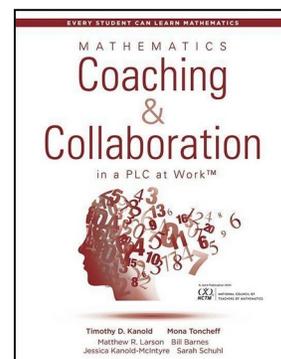
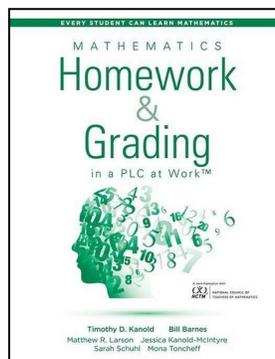
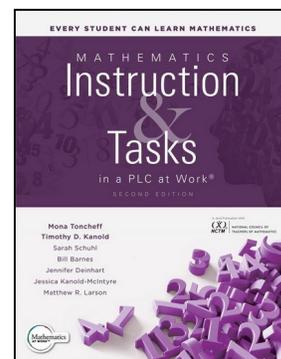
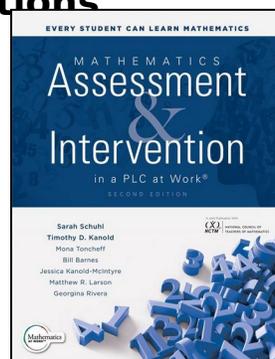


The four critical questions are featured in *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 3rd ed. (DuFour, DuFour, Eaker, Many, & Mattos, 2016).

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

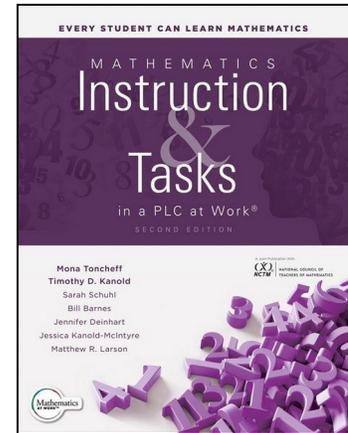
- **Coaching action 1:** Develop PLC structures for effective teacher team engagement, transparency, and action.
- **Coaching action 2:** Use common assessments and lesson-design elements for teacher team reflection, data analysis, and subsequent teacher and student intervention action.

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.

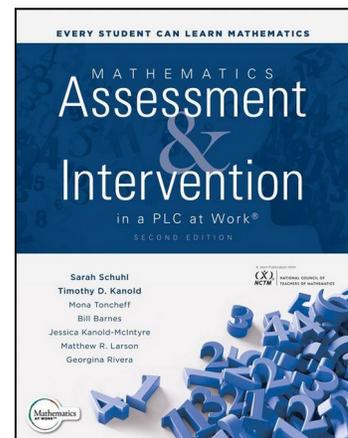
1. Essential learning standards: the *why* of the lesson
2. Prior-knowledge warm-up activities
3. Academic language vocabulary as part of instruction
4. Lower- and higher-level-cognitive-demand mathematical task balance
5. Whole-group discourse and small-group discourse balance
6. Lesson closure for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

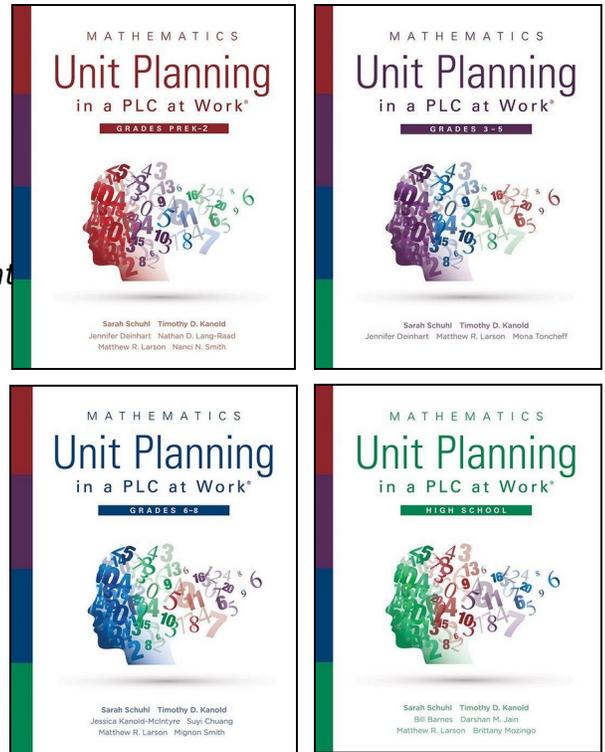
1. Agreed-on essential learning standards for the unit
2. Common high-quality unit assessments
3. Calibration routines
4. Teacher data analysis and action routines
5. Student self-assessment and action routines
6. Team response to student learning using Tier 2 intervention criteria



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 team 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.

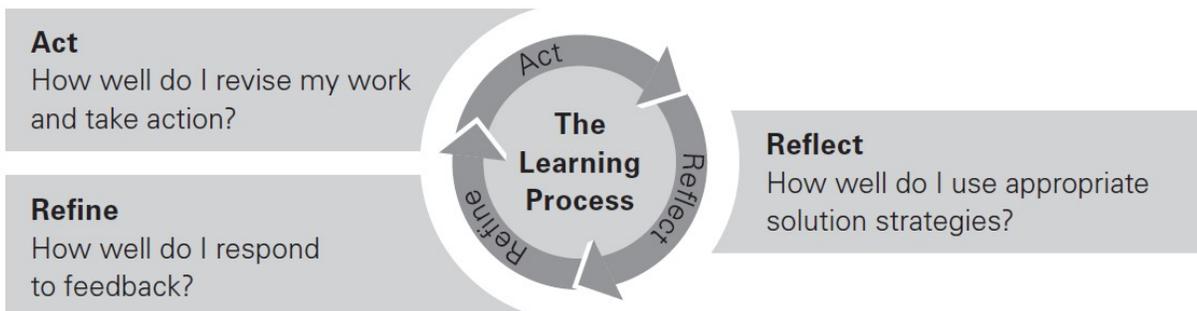


6. Reflect, Refine, and Act Cycle

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.

OUT OF STATE TRAVEL REQUEST

School employee requesting trip.

Full Name Wendy Green
Date of Request 11/13/2023
Name of Organization, Grade Myers Elementary Music Teacher
Departure Date of Trip 02/07/2024
Return Date of Trip 02/10/2024
Departure Time 6:55 AM
Departure Location Oklahoma City - Will Rogers Airport
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 NA

Place, Purpose, and Nature of the Trip

Texas Music Educators Association National Convention - San Antonio, Texas
 I will be attending the nations largest music convention to learn from the nation's best music educators. I know that I will come away with new ideas and insights that I can use to meet the needs of my students and be the best music teacher I can be for my students. This nature of the trip is in accordance with the YPS strategic plan #15. Implement customized training to meet the needs of educators and students.

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: 0
Lodging Cost/PO Number: 0
Airfare or Personal or District Vehicle
Transportation Costs/PO Number: 0
Per diem (meals, taxi/uber, parking): 0
Cost of a Substitute: \$225 - will be paid from Myers Professional Development fund

Will Participation Lead to Further Competition?

- Yes
- No

No

If Yes, Explain

Educational Benefits

I will be attending the largest national music conference with 290+ clinics and over 500 exhibitors. I will be able to learn from master teachers and learn proven music methods and strategies which I will be able to take to my classroom. My goal is to attend as many clinics as I can, gain new ideas to energize my classroom, and share this information with our other Yukon elementary teachers.

Attachments:

Upload Schedule of Events: Convention Schedule.docx

Upload Itinerary: Itinerary for Wendy Green.docx

Attached Workflow

Out of State Travel Request

Current Status

Submitted

Workflow Steps

- | | |
|---|---|
| 1 | Signed by Wendy Green on 11/13/2023 at 2:11 PM
Signature: Wendy Green |
| 2 | Approved by Shannon Dutton on 11/13/2023 at 3:07 PM |
| 3 | Review Group: |
| 4 | TBD |
| 5 | Approval |
| 6 | Review Group: |

Convention Schedule

Here is a link for the Dec 2022 convention schedule. Page 21 of the magazine begins the schedule from last year. The schedule for this year has not been released yet.

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

Itinerary for Wendy Green

2024 Texas Music Educators Convention

You're going to San Antonio on 02/07 (4NZRPD)!  [Inbox x](#)

Oklahoma City to Phoenix – WN 380

Feb 7, 2024, 6:55AM–8:30AM



Take-off

Feb 7, 2024, 6:55AM



Landing

Feb 7, 2024, 8:30AM



Flight duration

2 hr, 35 min



Passenger name

Wendy Y Green



Confirmation number

4NZRPD

Phoenix to San Antonio – WN 391

Feb 7, 2024, 9:50AM–12:50PM

San Antonio to Houston – WN 942

Feb 10, 2024, 6:30PM–7:30PM

Houston to Oklahoma City – WN 203

Feb 10, 2024, 8:20PM–9:45PM

OUT OF STATE TRAVEL REQUEST

School employee requesting trip.

Full Name Melissa Barlow
Date of Request 11/29/2023
Name of Organization, Grade Yukon High School
Departure Date of Trip 03/10/2024
Return Date of Trip 03/14/2024
Departure Time 3:55pm
Departure Location Will Rogers World Airport
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

2024 National School Leaders Advocacy Conference; Washington DC; I will be attending as President of Oklahoma Association of Secondary School Principals

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: paid by NASSP

Lodging Cost/PO Number: paid by NASSP

Airfare or Personal or District Vehicle

Transportation Costs/PO Number: paid by CCOSA

Per diem (meals, taxi/uber, parking): paid by CCOSA

Cost of a Substitute: n/a

Will Participation Lead to Further Competition?

- Yes
 No

If Yes, Explain

Educational Benefits

During this Advocacy conference, I will be able to collaborate with school administrators from across the country as well as have the opportunity to share with our state elected officials on Capitol Hill.

Attachments:

Upload Schedule of Events: 2024 Advocacy Conference Registration.pdf

Upload Itinerary: 2024 Advocacy Conference Registration.pdf

Attached Workflow

Out of State Travel Request

Current Status

Submitted

Workflow Steps

- | | |
|---|---|
| 1 | Signed by Melissa Barlow on 11/29/2023 at 0:49 PM
Signature: Melissa G Barlow |
| 2 | Approved by Adam Jewell on 11/29/2023 at 2:46 PM
Comments: So exciting! What an honor! Congratulations. |
| 3 | Review Group: |
| 4 | TBD |
| 5 | Approval |
| 6 | Review Group: |



National School Leaders Advocacy Conference March 10-13, 2024

Registration and Hotel Request Form

The 2024 National School Leaders Advocacy Conference will take place Sun., March 10 - Wed., March 13, at the Doubletree Crystal City in Arlington, VA.

Please read the following registration instructions carefully:

The National School Leaders Advocacy Conference programming is fully joint with NAESP, but there is a separate registration process. NASSP members should use this form to RSVP, and elementary members should follow NAESP's registration guidance.

State association executive directors are asked to designate a team of attendees who will attend the event and represent the state. **Designated attendees should fill out this form no later than Wednesday, January 10, 2024.** There is no limit on the number of attendees each state can send, and there is no registration fee. **NASSP will cover the specific expenses for the following groups:**

- NASSP State Coordinators | Hotel and travel expense covered
- One (1) board officer from each state association (selected by state association executive director) | Hotel expense only covered

Onsite registration will be open on Sunday, March 10, from 2:00 PM to 6:00 PM. Programming begins at 9:00 AM on Monday, March 11, with a warm welcome and opening general session. Conference programming will continue through Monday and all day Tuesday, March 12. The joint NASSP-NAESP Capitol Hill Day will take place on Wednesday, March 13. A draft agenda will be shared with registered attendees in the coming weeks.

The hotel conference rate is \$175/night + tax. You will find the link to book a hotel room on the **HOTEL RESERVATION INFORMATION** page of this online registration.

I am registering as a (PLEASE SELECT ONLY ONE): *

- NASSP State Coordinator (hotel and flight expense covered)
- Executive director of a NASSP affiliated state association
- Other state association staff

Designated state association board officer (hotel expense covered)

Other attendee

Save Progress

Next >>



National School Leaders Advocacy Conference March 10-13, 2024

Registration and Hotel Request Form

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- NASSP State Coordinator (hotel and flight expense covered)
- Executive director of a NASSP affiliated state association
- Other state association staff

Designated state association board officer (hotel expense covered)

Other attendee

Save Progress

Next >>

RENTAL CONTRACT

YUKON FINE ARTS CENTER (Gene Cranfill Auditorium)

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

wes.mcatee@yukonps.com

OFFICE COPY

Organization: Primrose School of Yukon

Program: **Graduation**

Street: 725 N. Mustang Road

City: Yukon

State: OK

Zip: 73099

Contact: Alicia Abla

Phone: 405 467-5100

Cell: 405 496-8327

Email 1: aabla@primroseyukon.com

Email 2: kwaterman@primroseyukon.com

Director: Kimberly Waterman

Phone:

Cell: 405 201-3682

Number in Program: 180

Estimated Attendance: 400

Ticket Price: NA

Date(s) Requested: 1/20/2024

Origination: 11/28/2023

FOR APPROVAL: CONTRACT AND DEPOSIT MUST BE RECEIVED NO LATER THAN: 12/28/2023

School Board:	<input type="checkbox"/>	Approve	<input type="checkbox"/>	Deny	Date: _____	
Director Review	<input type="checkbox"/>	Approve	<input type="checkbox"/>	Deny	Date: _____	*See Attachment
Insurance Certificate Due: 1/10/2024 Certificate Received: Date: _____						

Level 2

RATE PER HOUR	HOURS USED		TOTAL		
	Estimated	Actual	Estimated	Actual	
\$275.00	3		\$825.00	\$0.00	
(DEPOSIT PAID BY CASHIERS CHECK ONLY)			DEPOSIT	75%	
CK# 1527 11-29-23 - \$1025.00			\$618.75	DEP. 1	\$0.00 / 1025.00
CK# _____				DEP. 2	\$0.00
CK# _____					
Balance Due At Close of Program					\$0.00
Paid By Company Check or Cash					\$200.00
					\$0.00
					\$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: _____	Ck #: _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Acknowledgement Statement

AP 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 11/29/23

RENTAL CONTRACT

YUKON FINE ARTS CENTER (Gene Cranfill Auditorium)

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

wes.mcatee@yukonps.com

OFFICE COPY

Organization: **Primrose School of Yukon** Program: **Graduation**

Street: **725 N. Mustang Road** City: **Yukon** State: **OK** Zip: **73099**

Contact: **Alicia Abla** Phone: **405 467-5100** Cell: **405 496-8327**

Email 1: **aabla@primroseyukon.com** Email 2: **kwaterman@primroseyukon.com**

Director: **Kimberly Waterman** Phone: Cell: **405 201-3682**

Number in Program: **180** Estimated Attendance: **400** Ticket Price: **NA**

Date(s) Requested: **1/20/2024** Origination: **11/28/2023**

FOR APPROVAL: CONTRACT AND DEPOSIT MUST BE RECEIVED NO LATER THAN: 12/28/2023

School Board:	<input type="checkbox"/>	Approve	<input type="checkbox"/>	Deny	Date: _____	
Director Review	<input type="checkbox"/>	Approve	<input type="checkbox"/>	Deny	Date: _____	*See Attachment
Insurance Certificate Due: 1/10/2024	Certificate Received: Date:					

Level 2

RATE PER HOUR	HOURS USED		TOTAL	
	Estimated	Actual	Estimated	Actual
\$275.00	3		\$825.00	\$0.00
(DEPOSIT PAID BY CASHIERS CHECK ONLY) DEPOSIT			75%	
CK# 1527 11-29-23 - \$1025.00 Paid By _____			\$618.75	DEP. 1 \$0.00 / 1025.00
CK# _____				DEP. 2 \$0.00
CK# _____				\$0.00
Balance Due At Close of Program				\$200.00
Paid By Company Check or Cash				\$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: 11-29-23	Ck #: 1528	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Acknowledgement Statement

AA 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 11/29/23

FUND RAISING OR SOLICITATION REQUEST

Date: 11/29/2023

Organization: Lakeview Choir

Employee making request:

Full Name Samuel Summers

Describe the Fund-Raising event:

Choir will be hosting a concession stand through the end of the year on Fridays between 6th and 7th hour for students to raise money for choir trips/shirts. They will also be selling stuff from Century Resources as a fundraiser to help raise money for choir trips.

Beginning Date: 11/01/2023

Ending Date: 05/20/2023

If items are to be sold, when will they be distributed, and by whom? When they are received - by choir students and choir teacher.

Can items be purchased locally? Yes/No

Where will they be purchased? Walmart/Century Modern

Will students be utilized?

Yes

No

If so, how & when?

Selling and distributing items to family members

Who will handle the money? Mrs. Christensen,

Will money be deposited in Student Activity Account? Yes

Percentage of Profit? 40

Estimated Revenue 2000

How are proceeds to be used? (Be specific)

Proceeds will be used to fund choir trips and music festivals

Fund raising events to date: (current school year) none

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

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

Current Status Submitted

Workflow Steps

- 1 Signed by Samuel Summers on 11/29/2023 at 1:04 PM
Signature: Sam Summers
 - 2 Approved by Adam Jewell on 11/29/2023 at 2:44 PM
 - 3 Approval Group:
-

FUND RAISING OR SOLICITATION REQUEST

Date: 10/25/2023

Organization: Redstone Intermediate

Employee making request:

Full Name Tracy Sowinski

Describe the Fund-Raising event:
Around the World YO-Yo Entertainment

Beginning Date: 10/23/2023

Ending Date: 10/23/2023

If items are to be sold, when will they be distributed, and by whom? Sold on Oct. 24, 2023

Can items be purchased locally? no

Where will they be purchased? Redstone

Will students be utilized?

Yes

No

If so, how & when?

Sales were held by staff

Who will handle the money? Redstone

Will money be deposited in Student Activity Account? yes

Percentage of Profit? 10%

Estimated Revenue \$150.00

How are proceeds to be used? (Be specific)
Classroom supplies

Fund raising events to date: (current school year) 3

Fund raising planned for remainder of year: (only 1 product sale) 0

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

Current Status Submitted

Workflow Steps

1 Signed by Tracy Sowinski on 11/30/2023 at 3:09 PM
Signature: tracy sowinski

2 Approved by Adam Jewell on 11/30/2023 at 3:11 PM
3 Approval Group:

PERSONNEL REPORT

EXHIBIT A

RECOMMENDATION TO HIRE:

ADMINISTRATIVE CONTRACT			
Name	Position	Site/Dept	Effective
NONE			

RECOMMENDATION TO HIRE:

CERTIFIED TEMPORARY CONTRACT			
Name	Position	Site/Dept	Effective
	SpEd 3 y/o		11/27/2023

RECOMMENDATION TO HIRE:

SUPPORT			
Name	Position	Site/Dept	Effective
	Paraeducator		11/15/2023
	Bus driver in training		11/13/2023
	Pre K 4 year old SpEd		11/6/2023
	Intern Teacher		1/8/2024
	Intern Teacher		1/8/2024
	Bus driver		11/29/2023
	Intern Teacher		1/8/2024
	Paraeducator		11/27/2023
	Paraeducator		11/30/2023

Seasonal Student and/or Adult:

Name	Position	Site/Dept	Effective
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CHANGE FORM POSITION/HOURS/LOCATION/RATE OF PAY:

Name	Position	Site/Dept	Effective	Explanation of Change
Stell, Marquis	Para (one-on-one)	IIS	11/27/2023	from Para (RISE)
Niederschuh, Noah	8th Boys Basketball Coach	IIS	10/2/2023	taking over stipend from Michael Morey who resigned
Rowan, Lexi	MS Conference Girls Basketball Coach	YMS	10/23/2023	from non-conference
King, Alyssa	Interpreter	IIS	11/1/2023	from Level I to Level II
Barton, freedom	Paraeducator	LIS	11/1/2023	from 7 to 7.5 hours

STIPEND ASSIGNMENT: EXTRA DUTY/2ND JOB:

Name	Position	Site/Dept	Effective
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RESIGNATIONS/RETIREMENTS/SEPARATIONS:

Name	Position	Site/Dept	Effective	Explanation
Korstjens, Erin	SpEd Teacher	Parkland ES	11/17/2023	Health Reasons
McConahay, Christina	Paraeducator	LIS	11/17/2023	Leaving Education
Welch, Audrey	Paraeducator	LIS	11/8/2023	Personal Reasons
Williams, James	IIS Cafeteria Monitor	Transportation	11/3/2023	Personal Reasons
Raper, Greg	Substitute	Administration	10/9/2023	Going to another school in state
Rhodes, Tim	8th Boys Basketball coach	LIS	11/6/2023	Health Reasons
Parker, Jennifer	Paraeducator	Central ES	11/17/2023	Personal Reasons
Wilkerson, Natalia	Playground Monitor	Parkland ES	11/10/2023	Personal Reasons
Lee, Chris	Reading Specialist	Parkland ES	5/23/2024	Retirement
Weldon, Rayann	Paraeducator	Parkland ES	12/22/2023	personal Reasons
Johnson, Latoya	SpEd Teacher	LIS	11/27/2023	unable to accept full position
Ogletree, Amy	3rd grade teacher	Myers ES	11/27/2023	Personal Reasons

PERSONNEL REPORT

EXHIBIT A

RECOMMENDATION TO HIRE:

ADMINISTRATIVE CONTRACT			
Name	Position	Site/Dept	Effective
NONE			

RECOMMENDATION TO HIRE:

CERTIFIED TEMPORARY CONTRACT			
Name	Position	Site/Dept	Effective
	SpEd 3 y/o		11/27/2023

RECOMMENDATION TO HIRE:

SUPPORT			
Name	Position	Site/Dept	Effective
	Paraeducator		11/15/2023
	Bus driver in training		11/13/2023
	Pre K 4 year old SpEd		11/6/2023
	Intern Teacher		1/8/2024
	Intern Teacher		1/8/2024
	Bus driver		11/29/2023
	Intern Teacher		1/8/2024
	Paraeducator		11/27/2023
	Paraeducator		11/30/2023

Seasonal Student and/or Adult:

Name	Position	Site/Dept	Effective
-------------	-----------------	------------------	------------------

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

Name	Position	Site/Dept	Effective	Explanation of Change
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King, Alyssa	Interpreter	IIS	11/1/2023	from Level I to Level II
Barton, freedom	Paraeducator	LIS	11/1/2023	from 7 to 7.5 hours

STIPEND ASSIGNMENT: EXTRA DUTY/2ND JOB:

Name	Position	Site/Dept	Effective
------	----------	-----------	-----------

RESIGNATIONS/RETIREMENTS/SEPARATIONS:

Name	Position	Site/Dept	Effective	Explanation
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Ogletree, Amy	3rd grade teacher	Myers ES	11/27/2023	Personal Reasons