

Public Healthcare and Human Services Committee

My name is Tammy Holland and our son attends Byers School District 32J

The Common Core standards are the third organized, coordinated attempt in the US history referred to as fundamental/radical Ed reform. The testing and the schools are being used to drastically change and restructure the American economy, society, and how we function politically. It is a tool for reshaping the types of human beings we are. Changing our society and what it values and dramatically shifting our political arrangements. Twice before our communities, local gov.'s and parents have come together and shut down these governmental attempts for fundamental reform.

My husband and I based our decision to refuse testing for our son on much research and contemplation. And ever since, have been treated with contempt and had intimidation tactics used against us and have suffered a great deal of distress by our Superintendant and School District. They continue to urge us to *find a new school*. One letter from the school states that the school will, a second time, intentionally violate our express wishes and test our child despite the legal ramifications this may cause. We are primarily concerned for the emotional position this puts our 10 year old in. The school is pitting itself against the **parents as the primary authority. By directly contradicting our clear instruction to our child**, the school is putting our child in a morally, emotionally and mentally distressful situation. Surely this amounts to some level of psychological abuse on behalf of the school. I have brought some of this evidence for you to review. We made a decision in November to refuse DIBELS testing based on what we have learned about that assessment. DIBELS was designed for those students having the most trouble reading. After much deliberation we decided that DIBELS testing is inappropriate for him and he is essentially being slowed down by the school's excessive use of this assessment. The students are required to take the DIBELS 12 times throughout the year! It is not beneficial for our son and we know this, but since our attempt to protect him from this assessment, he **has been coerced and forced** to take it 4 more times! He tried to tell his teacher, *whom he loves*, that he is not suppose to do it but she replied, "I have to or I will lose my job". Our son was terrified that his favorite teacher might get fired if he didn't cooperate.

We are the type of Parents who teach, who nurture, who cares more about the quality of the heart and the integrity of character of those that we will leave this world to, then, the quest for profit and insanity of dominance, that those who are destroying education today command.

The Common Core Agenda is heartless, calculating and meant to do no more than build the machinery of a slave labor market to make use of the "human capita" it needs to survive...at the expense of the humanity and the freedom we as people have sought to nurture for over 200 years.



Byers School District 32-J

444 East Front Street
Byers, CO 80103
303-822-5292

September 15, 2014

Mr. and Mrs. Justin Holland
60301 E. 112th Avenue
Strasburg, CO 80136

Re: Opt-Out Request

Dear Mr. and Mrs. Holland,

This letter responds to your directive that your child be excused from Transitional Colorado Assessment Program (TCAP) testing and standardized testing in general, as well as your request that the District not collect or share any personally identifiable information about your child. As set forth below, we are unable to grant these requests.

As you know, the TCAP is Colorado's standards-based assessment designed to provide a picture of student performance to schools, districts, educators, parents, and the community, with the goal of determining the level at which Colorado students meet state standards in the content areas assessed. The District administers the TCAP and a number of assessments to District students to gauge their progress and to improve instruction.

State law provides that every Colorado student enrolled in a public school is required to take the TCAP (or CoAlt alternative assessment) in the appropriate grade levels and content areas. State law further requires Byers School District to administer the TCAP in accordance with the schedule established by the Colorado Department of Education (CDE). If, despite legal requirements, you elect to keep Jacob at home on testing days and test make up days, then District staff will mark Jacob absent on those days. The District does not provide alternative activities for students whose parents refuse TCAP testing or other assessments.

With respect to your request regarding the collection and sharing of personally identifiable information, the District collects such information as part of its enrollment procedures and stores it in Infinite Campus, which is the District's student information system. Infinite Campus is the digital equivalent of a file cabinet. Student information is stored on a server and is only accessible by District employees with a username and password. You may access your child's information (but not other students' information) through the use of your username and password. The information stored in Infinite Campus is necessary for the District to carry out its educational operations in accordance with applicable law. The District does not have an alternative student information system and parents may not opt out of having personally identifiable information stored in Infinite Campus if they choose to enroll their child in the District.

To nurture and encourage people of all ages to become well rounded, productive, self-sufficient members of society who will experience the continuing achievement of excellence in a safe environment. We will accomplish our vision of tomorrow by responding to the challenges of today.

Byers School District 32-J

444 East Front Street
Byers, CO 80103
303-822-5292

The District discloses personally identifiable information only when permitted under the Family Education Rights and Privacy Act (FERPA) and other applicable law. A copy of the District's policy regarding student records is enclosed for your reference, as is a copy of the District's annual notice regarding FERPA rights. As you will see, you have the right to opt out of having the District designate certain categories of Jacob's information as Directory Information. If you would like to exercise this right, please follow the procedures set forth in District policy. If you have questions about the circumstances in which the District shares personally identifiable information without prior written consent, please contact me.

We believe we offer a free, quality education for students who choose to enroll here, including your child. However, we are not the only educational choice available to your family and you are not legally required to enroll your child in the District. If you disagree with the legal framework within which our District is required to operate, as well as the educational philosophy of our Board of Education, then it is your prerogative to explore enrollment elsewhere.

Please contact me if you have any questions.

Regards,



Tom Turrell

December 1, 2014

VIA CERTIFIED MAIL, RETURN RECEIPT REQUESTED

Tammy Holland
60301 East 112th Avenue
Strasburg, Colorado 80136

Re: Final Response to Opt-Out Requests

Dear Ms. Holland:

This letter serves as the District's final response to your repeated requests to opt-out of all Common Core-aligned assessments, including state-, District-, and classroom-level assessments.

As a preliminary matter, I believe it is important to clarify that Common Core State Standards cover just two content areas – mathematics and English language arts. As we have discussed, the State Board of Education has adopted model content standards in ten content areas. These standards are known as the Colorado Academic Standards. The Colorado Academic Standards for English language arts (reading, writing, and communicating) and for mathematics incorporate the Common Core State Standards. To comply with No Child Left Behind, the State Board of Education also has adopted state assessments, which align to the Colorado Academic Standards in the content areas that are assessed (English language arts, mathematics, science, and social studies).

Under the Colorado Constitution, the Byers School District Board of Education is vested with control of instruction for Byers School District. As required by law, the Byers School District Board of Education has adopted the Colorado Academic Standards, as well as curriculum and programs of instruction that align with such standards. As part of its curriculum, the District administers assessments to measure student progress toward meeting the Colorado Academic Standards. Among other things, the results of such assessments help the District to improve instruction and tailor education to each student's needs.

In addition to the administration of classroom- and District-level assessments, the District is required by law to administer state assessments to all students enrolled in its schools. The Colorado Department of Education has informed local school districts that a failure to administer state assessments in accordance with the law may result in loss of accreditation status and/or loss of funding.

As I have explained to you previously, parents who voluntarily enroll their children in public school do not have a right to opt out of state-, District-, or classroom-level assessments. Though you have chosen to keep your son home on state assessment dates, thereby preventing the District from administering those tests to him, your request to opt out of District- and classroom-assessments is denied.

I understand that you disagree with the legal framework adopted by the Colorado General Assembly and the State Board of Education regarding the adoption of state standards and the administration of assessments designed to measure progress toward those standards. You are free to lobby your local representative and the State Board for changes to the laws that govern Byers School District. You are also free to enroll your child in private school. However, the District's denial of your requests is final, and neither I nor other District staff will continue to engage with you on this subject. The District will no longer respond to your requests to opt out of curriculum or assessments.

Regards,

A handwritten signature in black ink, appearing to read "Tom Turrell". The signature is fluid and cursive, with a long horizontal stroke at the end.

Tom Turrell

Byers School District 32-J

444 East Front Street
Byers, CO 80103
303-822-5292

November 3, 2014

Re: Response to phone message 11/3/2014, 8:56 am

Dear Mrs. Holland,

This responds to your phone message from earlier this morning. NWEA/MAPS is not a state assessment; rather, it is a district formative assessment used to measure student growth and inform student-specific instructional adjustments for teachers and para-professionals. MAPS is an integral part of the District's curriculum and parents cannot opt their students out of it. As I have stated before, if you disagree with the District's curriculum, including the District's methods for measuring student growth to inform instruction, then you are welcome to explore educational alternatives to Byers School District.

Thank you,

Tom Turrell, Superintendent of Schools
Byers School District 32J

*like the 5th time he has
urged us to leave the
school - should be Against
the Law -
He wins! We are
going to get out
one way or another.*

morning conversation

From: tjolee@1791.com

Sent: Fri, Nov 14, 2014 at 1:43 pm

To: Tom Turrell

Cc: Gloria Mitchell

Dear Mr. Turrell,

As per our conversation this morning witnessed by Mrs. Mitchell, I came to deliver new forms and to re-iterate my parental right to refuse the MAPS testing for our son.

- During our conversation you asked me to stop bullying you and your staff. I need clarification, please give me specific examples of this?
- During our conversation you indicated that you believed I have been wandering the halls of the school and told me to stop. Please provide me with specific examples of when I have wandered the halls of the school?
- At the end of our conversation shortly after I told you I was unwilling to argue with you about the MAPS being the interim assessment for PARRC, that, "I was leaving"; Why then did you ask me if you needed to have me escorted from the building?

Please respond to these allegations as soon as possible to resolve these concerns. I anticipate moving forward in a positive manner.

Sincerely,

Justin and Tammy Holland

Time line of Correspondence concerning Common Core 2013-2014

Justin and Tammy Holland

Byers School District 32J

This is the time-line of events recorded after bringing my concerns to the Principal and Superintendent of Byers Elementary 3 or 4 times during the 2013-2014 school years. Each set of articles and information I presented to the Principal was highlighted with my concerns about CC and the Data Collection and methods used to collect, store and review PPI. I was assured by Mrs. Mitchell during each meeting that she would share the information with Mr. Turrell and get back with me. Each response from Mr. Turrell indicated that this did not apply to our school or in some instances that my articles were unreliable. Once I was told that it would not happen "here". I inquired about opting our son from MAPS and Standardized testing and was told I could not.

- August 19-** Attended August 21 Board Meeting day after school began 2014 and asked two questions, what purpose all of this assessing and testing served and why last year, (2013-2014), I was told we could not opt our son out of the Standardized Testing and Common Core aligned Assessments. They couldn't answer the first question but I was told by Mrs. Olson-Sage that we could opt out of the testing.
- August 22-** Called and made appointment to meet with Mrs. Mitchell to take board advice and opt our son from testing. Appt. made for Thursday August 28.
- August 28th-** Met with Mrs. Mitchell and explained we wanted our son out of all the Standardized Testing and CC aligned Assessments. She handed me the Colorado Statute explaining that all students as Public Schools who were using CC must test and at the bottom it said, "ALL MEANS ALL". I explained to Mrs. Mitchell that I was going to find a way to get our son out of that testing and we did not want any of his information collected or shared!
- Sept. 4-** Called Mr. Turrell, according to Board Meeting Procedures and asked to be put on September Board Meeting Agenda for a formal Presentation. He said he would.
- Sept. 8-** Met with Mrs. Mitchell to deliver my formal "Refusal to Test" Forms. I asked her to sign them in acknowledgement of receipt and she refused until she had time to look them over. I then said, "We are going to do that right now." We sat down and I read them to her, she again refused to sign in acknowledgment of receipt until she had time to review with Superintendent. She said she didn't believe the MAPS data would be collected or shared and would let me know what Mr. Turrell said.

They had already begun MAPS testing that week but had not informed parents, we knew from our son telling us. They had one more set of tests,(science), to do

the next day, I informed her that he would not be taking it and the data from the our son's testing earlier that week was under no circumstances to be downloaded into the computer and sent to be analyzed. I left her with copies of refusal forms for Mr. Turrell and the Teacher. I also mailed copies to each Board member and two state CDE Board members and Colorado State Legislatures. Two days later Mrs. Mitchell sent my copies home with ou son unsigned. Later that day she called me at home around 11:00 a.m. to confirm to me that Mr. Turrell said in fact it was not shared information but school property and would not leave our campus.

Sept. 10- I Received phone call from Tom Thompson President of the Byers School Board regarding my presentation. He encouraged me to not speak at the meeting and asked what my problem was. I asked him if he had ever thought about how it feels to be raped. When something that is valuable to you is taken and you can't get it back. I then said that I felt I had been raped by this administration and our son's PPI was in the hands of some big corporations and we could not get it back. He then informed me that he was only giving me 5 minutes to speak.

Sept. 11- Called Mr. Thompson and said that I was sorry if I had offended him in any way and told him my presentation would only take about 12 minutes and he still said I would only have 5 minutes.

Sept. 12- Received a call from Mr. Thompson requesting a preview of my presentation and any resources that I intended on sharing with the Board for review. I agreed to bring the information to the school business office for the members to pick up and review. He also reminded me I would only have 5 minutes to speak. I included the letter to the Board Members of the correspondence from August 28th meeting with Mrs. Mitchell and updated them on the current set of events. Reiterated that our son was not taking MAPS testing and they were not to allow his data to be downloaded or collected or shared. Asked for an investigation of the administration's actions toward me and indicated that we thought they were negligent in their understanding of collection of Assessments and Testing and either were misinformed or deliberately misleading or even lying to us.

Sept. 13- Called Mr. Turrell to re-affirm that I was put on the agenda as a formal presentation rather than public comment. He told me that the word it was all in the way you interpret "formal presentation", I said I didn't care if it was in the interpretation or not I wanted the agenda to read "formal Presentation". I requested he ask the President to change the agenda to include me as formal presenter and was only following the Byers District Meeting Procedures listed on their website.

- Sept. 16- Met with Mr. Turrell concerning our refusal to test forms, he gave me his denial to refuse testing letter. Telling me if our son is at school he will be tested. Also shared with me that the school had inadvertently not shared with parents their right to opt out of image publishing and gave me that paper work and said it would be sent home to parents that day.
- Sept. 16- Emailed Mrs. Bright school Counselor regarding Anti-bullying lessons. I had requested the syllabus for this class and she sent me one lesson's material so I thanked her and requested the dates of future time with the 5th grade class that I may come and observe.
- Sept. 18- Our son explained to me, on our way home, in tears, an incident in the cafeteria at school while waiting with the walkers at the end of day with a teacher. I left an emotional message with the Principal, concerning the incident worried that this teacher was acting in unreasonable manner toward our son in retaliation after the many conversations with the administration concerning my presentation and their opposition to it for the Board Meeting that night.
- Sept. 18- Board meeting agenda had me listed under public comments and one member voted I be allowed to be moved to the formal presentation place on the agenda, the board voted it down. Mr. Turrell, however, was listed under formal presentation and spoke for 45 minutes. After 5 minutes the President stopped me at which time five public attendees stood and relinquished their 3 minutes to me at which time I spent 20 more minutes completing my presentation.
- Sept. 18- At about 7:30, one half hour after the meeting began, the teacher involved in the incident earlier with our son entered the board meeting and sat down on the first row and positioned herself so that she had direct eye contact with me sitting on the top row in the lecture hall. Two or three times she moved around the lecture hall as if to get my attention. After the meeting I asked Mrs. Mitchell if she had gotten my message and she said she did but had not time to investigate, meanwhile, the teacher was provoking me to confront her.
- Sept. 18- Put the "Diversion" letter to the editor in the local paper.
- Sept 22- Called Mrs. Mitchell concerning cafeteria incident, she assured me after watching footage of cafeteria cameras and speaking with teacher that our son was not retaliated against.
- Sept. 23- Email from Mrs. Mitchell regarding our concerns of retaliation toward our son.
- Oct. 1- Email from Mr. Turrell article of "continued conversation" and "Colorado State Board of Education Meeting, October 8, 2014"

- Oct. 1- Observed 5th grade Anti-bully lesson with Mrs. Bright
- Oct. 2- Response to his email- invite him to presentation for parents and teachers to get informed at a future date. Also link to article about parent winning after being bullied.
- Oct. 2- Email response from Mr. Turrell about article
- Oct. 6- Met with Mrs. Mitchell and delivered request for educational records. Received her signature for acknowledgement of receipt.
- Oct. 8- Email from Mr. Turrell with link to article on "14 companies pledge to protect student's data online".
- Oct. 8- Observed 5th grade Anti-bully lesson with Mrs. Bright
- Oct. 9- Email from Mr. Turrell regarding "testing and the amount we have" article from Keith Owen.
- Oct.9- My response, "No matter our son will not be testing."
- Oct. 10- Email from Mr. Turrell, if our son is present during the testing, "I will test him". Option to remove him from school.
- Oct. 12,13,14 Emailed every teacher in Byers School the flyer for Stop CC presentation to be held on Oct. 15 speaker Anita Stapleton. Walked door to door in Byers and Strasburg inviting community to attend the presentation and leaving flyers on doors, approximately 400 in all.
- Oct. 15 Acted as a greeter at the door of the presentation, welcomed our superintendent and a board member teachers and community members.
- Oct. 16- Gave 3 minute public comment at Board Meeting.
- Oct. 17- Called Mrs. Bright, left voice mail request for procedure needed to excuse our son from anymore of the Anti-bully, "Steps to Respect Program."
- Oct. 17- Email to Mr. Turrell, Mrs. Mitchell requesting a meeting regarding cafeteria incident and the teacher's account of the incident and review of the footage both of them had already seen. Notified them of the letter regarding retaliation by the Acting Assistant Secretary for Civil Rights and steps that can be taken to ensure compliance in the future; Inquired about review of digital file.
- Oct. 19- Email to Mrs. Bright requesting procedure to excuse our son from her lessons.

- Oct. 20- Email response accepting email as written request to excuse our son from Anti-bully program.
- Oct.22- Email from Mrs. Mitchell notification our son's records were ready for review and she did not have time to meet with me over Sept. 18th incident until the next week.
- Oct. 23- Email to Mrs. Mitchell agreeing to meet after parent teacher conferences to review our son's records and setting tentative date of Oct. 30 to meet regarding cafeteria incident. Re-iterating that all I was truly interested in was an assurance that our son would not suffer retaliation in the future and in order to do that with confidence she would have to provide teachers and staff with the information listed in the letter from the Secretary of the OCR.
- Oct. 23- Parent/Teacher conference 5:30. At the end of conference I asked the teacher what days MAPS would be given in November so that I could be sure to make arrangements for our son when she assured me that during the upcoming MAPS testing that she would be happy to accommodate our son in her room while other students were testing, was not sure of the dates.
- Oct. 23- Reviewed our son's records with Mrs. Mitchell after P/T conference. Made known that our son's MAPS testing was not to be sent for analysis but according to the results in his file it was.
- Oct. 26- Email to Mrs. Mitchell and Mrs. Sutton regarding Dibel's Assessments, Daze Progress Monitoring and the AIMSweb Progress Monitoring. Expressed my desire to remove him from them and any other monitoring that is reviewed by someone other than his teacher and his parents.
- Oct. 27- Email from Mrs. Mitchell stating she does not have access to the state's files that we had requested but was happy to have been able to go over what she did have access to. She re-affirmed that she and the Superintendent had investigated the matter in the cafeteria and did not uncover any wrong doing. They consider the matter resolved and declined a meeting to allow us to hear the teachers account or review the footage of the cafeteria cameras.
- Oct. 29- Email from Mr. Turrell; "Information on the Assessment Task Force".
- Oct. 30- Response, to Mr. Turrell and Mrs. Mitchell-forward information concerning CDE agreements with 12 new agencies sent to me form mom and pleaded with them to step up and stand against this insanity. Included concern for the need to now refuse these according to the new wording used in these contracts.

- Nov. 3- Called Mrs. Mitchell and left voice mail requesting the dates and times those MAPS was to be given this month as stated by Mr. Turrell at the Oct. Board Meeting. After receiving no response I left voicemail with Mr. Turrell asking the same thing.
- Nov. 3- Email from Mr. Turrell in response to my phone message telling me that MAPS was not a state assessment and we could not refuse testing for our son and urging us again to explore other districts for our son to attend.
- Nov. 4- Email response to Mr. Turrell and Mrs. Mitchell still in need of testing dates that our son would NOT be taking MAPS.
- Nov 4- Email to Mrs. Sutton, (son's teacher), apologizing to her for the nonsense the administration is causing and let her know our son is to call us if he is sat in front of the MAPS testing. Shared correspondence with her.
- Nov. 4- Email from Mr. Turrell on NWEA forward from Nivarni Narayan
- Nov. 4- Mailed letters to each board member with Mr. Turrell and my email correspondence asking for them to review and know that they cannot force our son to test.
- Nov. 6- Received email from Mr. Jerry Sauer, Byers School Board Vice President, urging us to go to another school.
- Nov. 6- Email response to Mr. Sauer that our son will graduate from Byers School. Asked them to just please honor our wishes.
- Nov. 6- Email from Mr. Turrell notifying us of upcoming CDE Meeting Nov. 12-13.
- Called Mr. Turrell about dates, he said MAPS would only be for k-2 in November and 5th would be January. They had decided fifth grade had too much going on and they would only be tested twice instead of three times.
- Nov. 14- Email TT, "Morning Conversation
- Nov. 25- Email TT, MAPS/NWEA
- Nov. 30- Email G. Mitchell-car pick up cards
- Dec. 9- Email G. Mitchell-January dates
- Dec. 11- Mrs. Mitchell opened door at car pick up for Jacob and said Jan. MAPS had been moved to the spring.

- Dec. 11-** Email G. Mitchell-forward Mr. Turrell's email that stated MAPS would be given in January, asked for confirmation on new spring date according to their discrepancies.
- Jan. 13-** Email to teacher regarding next dibbles assessment for 5th grade
- Jan. 14-** Response from teacher said she follows her schedule but did not explain of when they would be assessed.
- Jan. 13-** Email Mrs. Mitchell requesting review of our son's file after Feb. P/T conferences, particularly interested in fact that last time we reviewed them did not include Refusal forms for testing or accidents reports etc.
- Jan. 15-** Presented formal public comment at District Board Meeting, restated that we do not consent to testing; PARCC, CMAS, MAPS or DIBELS.
- Jan. 16-** Email response to request to review records, after P/T conf. would be fine. Says she keeps our refusal forms separate from his data file.
- Jan. 28-** Email from Mr. Turrell regarding practice tests, PARCC availability.
- Feb. 3-** Email Mrs. Bright school counselor requesting schedule changes to anti-bully class because Valentine party conflict and any future changes due to upcoming testing.
- Feb. 4-** Our son has been tested with Dibels fluency monitoring twice and three sections of MAPS were downloaded after direct verbal instruction to not send.
- Feb. 4-** Called District office Secretary and asked for confirmation of date of upcoming Board meeting, requested dates of MAPS testing, Prep or Practice testing dates for PARCC, Make-up testing dates and if possible the times that 5th grade would be tested.
- Feb. 4-** Called left message with Mrs. Mitchell regarding anti-bully class and Mrs. Bright schedule. Received email response stating she left message with Mrs. Bright and I should get response soon.
- Feb. 10-** Meet with Mrs. Mitchell re: testing dates, file review for Thursday. She confirmed that she instructed the computer lab teacher to send Jacob to the office during prep-testing next week. She said she is working on dates and times schedule for 5th grade testing. Will have for me soon.
- Feb. 12-** P/T Conference-teacher explained it was mid-term and not much to report. She said that Mrs. Eiman had not finished with the Dibbles results. I asked that she would be sure to send me a copy when they were ready.

Feb. 12- Met with Mrs. Mitchell to review his file. This time she had not made me a copy, said that nothing had changed since my last review. It looked about the same but not sure (medical, less test results). She showed me the refusal forms we submitted in a separate file, explaining that they are kept with her testing stuff. She informed me that we have no rights to review Mrs. Bright's, (Counselor), files on our students but was sure that she had not needed to make a file for Jacob. I shared with her the book I was reading by, Eubanks, "Credentialed to destroy". She said she would like to have a look and I let her borrow it excited that she may actually read it. Asked that she would be sure that I receive a copy of the Dibbles results when they become available. Shared with her the "Healthy Kids Survey info I had received earlier, she said she had never heard of it.

Feb 13/17th- Spoke with Mrs. Mitchell by phone and in person about prep testing dates, she informed me that Jakes class would be prep testing in the lab this Thursday. Feb. 19th at 1:30-2:05 and that would be it until testing. She gave me PARCC testing dates for 5th grade and said since he did social studies portion of the CMAS last year would only be doing the Science portion this year. She said make-up days consist of the next day or two following testing-however long it takes to get all students tested who missed. We agreed that keeping him home those days was a good idea because if he is there they could pull him from class at any time for make-ups. Testing ELA begins for 5th grade-March 10th from 12:15-1:30, 11th from 12:00-1:30, 12th from 12:30-1:30. Make-up days tentatively all day 13th and 16th. Testing Math begins March 17th from 10-11:20, 18th from 10:00-11:10 Make-up days all day the 19th and 20th tentatively. She added that CMAS would be 3 periods and MAPS would be 4 periods end of year.

Feb. 16th- Testified before Senate Ed Committee about Parents Rights to direct our children's ed and raise according to our beliefs.

Feb. 18th- Protested outside the CDE against testing all day, testified before State Board of Ed regarding testing and parents rights. Included the unjust response from our school to give us less than 24 hour notice of practice testing after had inquired for the dates for 2 weeks. Still no dates for PARCC after been inquiring since before Christmas break.

Feb. 19th- Attended Byers School Board meeting/ presented board with book, challenged them to read it and expand the depth of their understanding of Colorado State Standards and Common Core. Challenge them to replace those standards with better ones and implement any curricula they want.

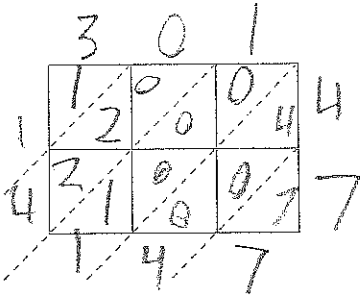
- Feb. 19th Picked Jacob up at 1:30 before prep for PARCC, spoke with Mrs. Mitchell and asked if this was the only day for prep or should I expect more dates for practice testing. She assured me this was the only day for prep testing.
- Feb. 24th- called Mrs. Sutton, asked if she would mind filling out a recommendation for Jacob as application for new private Christian school next year. She agreed.
- Feb. 25th- Sent Mrs. Sutton email concerning prep testing that Jacob told me about. After Jacob reminded her on the way to the computer lab that he was not testing she allowed him to go to the office to read a book. I thanked her and apologized that she had to be involved in protecting Jacob, I was under the impression the prep testing was only one day the week before per Mrs. Mitchell.
- Feb. 25th Sent the recommendation form with addressed envelope and stamp to his teacher.
- Feb. 26th- Received phone call from Mrs. Mitchell around 8:30 a.m. She apologized **for not knowing** that prep testing was continuing and that Jacob was sent to office by the teacher, "failsafe". She informed me that prep testing would continue next week on Wed. March 4th at 1:30-2:05. I thanked her and said I would be there to pick him up, that I felt it necessary after Mr. Turrell's declaration to me that, "if he was at school he would be tested." I must take him at his word. Re-Expressed my desire that our son not be put in a position that he should have to refuse authority after having always told him to do what he is told by his teachers and my desire that the teacher not be put in a position to have to be involved in our decisions to refuse testing on behalf of our son. **Note: Mrs. Mitchell is in charge of testing!**
- Feb. 27th - Received email from Mrs. Mitchell, will send Dibels home with Jake today.
- March 16th - Still waiting for the rest of the testing dates and times so I can re-schedule my weekly responsibilities. Unfair!



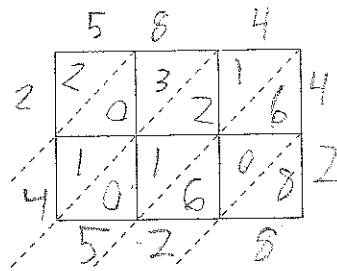
Use the Lattice Multiplication to solve each problem.

Answers

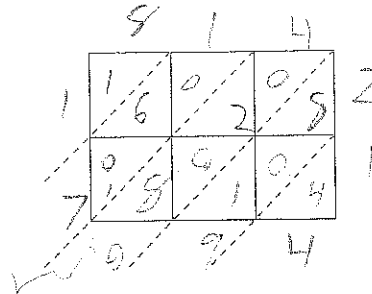
1) $301 \times 47 = 14147$



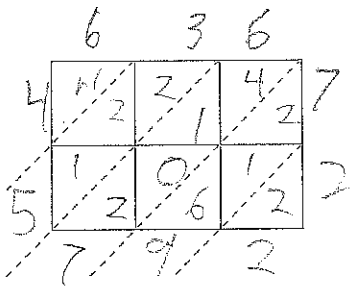
2) $584 \times 42 = 24528$



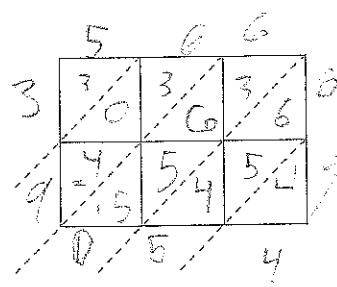
3) $814 \times 21 = 17094$



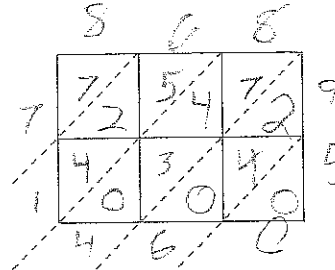
4) $636 \times 72 = 45792$



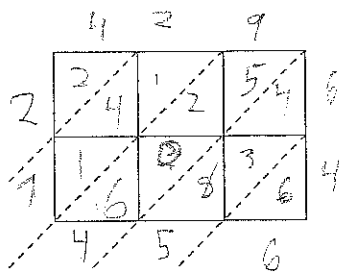
5) $566 \times 69 = 39054$



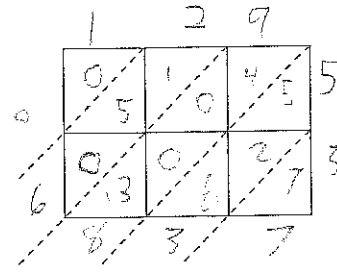
6) $868 \times 95 = 71460$



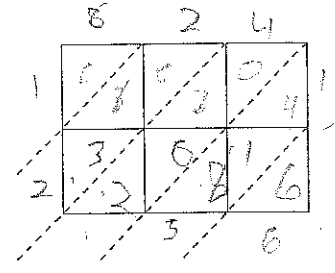
7) $429 \times 64 = 27456$



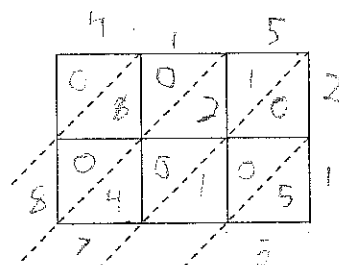
8) $129 \times 53 = 6827$



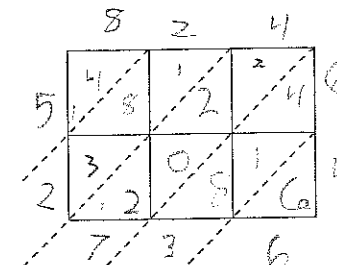
9) $824 \times 14 =$



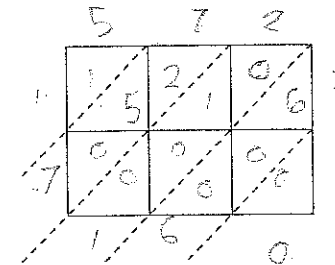
10) $415 \times 21 = 8715$



11) $824 \times 64 = 52736$



12) $572 \times 30 = 17160$



1. 14147

2. 24528

3. 17094

4. 45792 ✓

5. 39054

6. 71460 ✓

7. 27456

8. 6827

9. 11536 ✓

10. 8715

11. 52736

12. 17160

LESSON
7.8

Using Counters to Show Account Balances

Use your $\boxed{+}$ and $\boxed{-}$ counters.

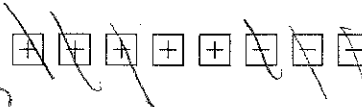
- ◆ Each $\boxed{+}$ counter represents \$1 of cash on hand.
- ◆ Each $\boxed{-}$ counter represents a \$1 debt, or \$1 that is owed.

Your **account balance** is the amount of money that you have or that you owe.

If you have money in your account, your balance is **in the black**.

If you owe money, your account is **in the red**.

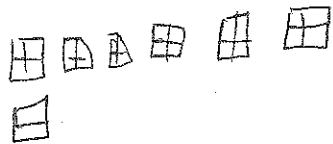
1. Suppose you have this set of counters.



a. What is your account balance? +\$2

b. Are you in the red or in the black? black

2. Use $\boxed{+}$ and $\boxed{-}$ counters to show an account with a balance of +\$5. Draw a picture of the counters below.



3. Use $\boxed{+}$ and $\boxed{-}$ counters to show an account with a balance of -\$8. Draw a picture of the counters below.



4. Use $\boxed{+}$ and $\boxed{+}$ counters to show an account with a balance of \$0. Draw a picture of the counters below.



Name _____

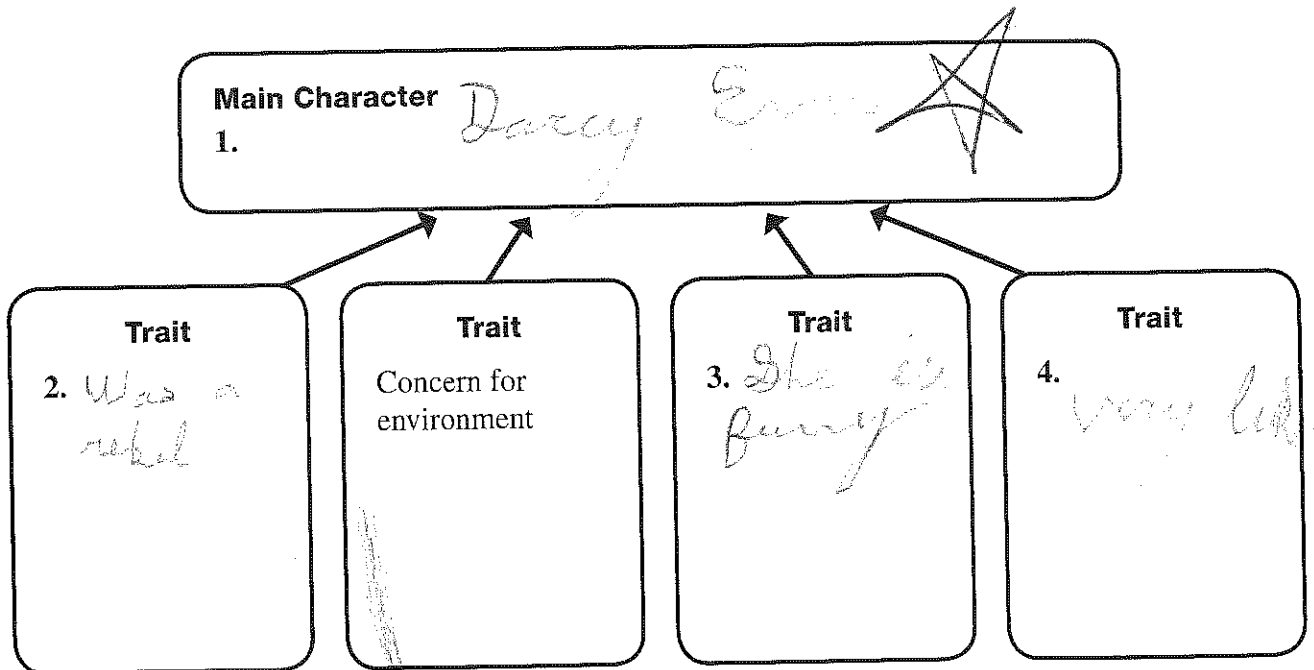
Character and Plot

- **Traits** are the qualities, such as bravery or shyness, of **characters**, or the people and animals in a story. We see characters' traits in their words and how other characters treat them.
- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to finish.

Directions Read the following passage. Then fill in the diagram.

Darcy Evans had been a rebel all her life. As a young woman, she marched for civil rights. She protested a plan to build the first mall in her small hometown. She was at the first Earth Day celebration in the 1970s, supporting efforts to protect the environment. Save the dolphins, save the whales, save the trees: Darcy could always find a good

cause to support, no matter how old she was. So nobody was surprised when 83-year-old Darcy Evans was leading the fight to save the 200-year-old City Hall building in her hometown. "I'm nearly as old as City Hall," she joked. But everyone knew that if Darcy was fighting for it, the building must be worth saving.



5. Why does Darcy fight on behalf of various causes?

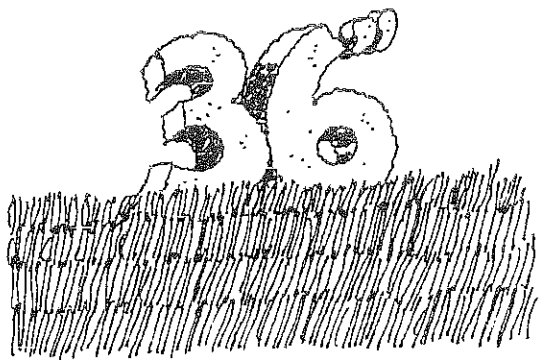
She cares



Home Activity Your child answered questions about characters and plot in a fictional passage. Have him or her describe to you a favorite character from a book.



Jacob



Riddle 25

What do 36 inches and grass have in common?

What to Do

Find the answer by completing the next step in the pattern. Then use the Decoder to solve the riddle by filling in the blanks at the bottom of the page.

- 1 □ □ △ □ □
- 2 ○ △ □ ○ △
- 3 ○ △ □ □ △
- 4 ★ △ ○ ★ △ △ ○ ★ △ △ △ ○
- 5 △ △ △ △ △ △ △
- 6 □ □ △ △ □
- 7 ½ □ ½ □ ½ □ ½ □
- 8 六 △ △ 六 六 △ △ 六 六
- 9 心 心 心 □ 心 心 □ □
- 10 ½ □ × □ □ □ × × □ □ □

- △
-
-
- ★
- △
-
- ½
- 六
- 心
- ½

Decoder

- E..... ★
- L..... ▲
- Y..... 心
- U..... 六
- A..... ○
- O..... ■
- R..... □
- A..... △
- B..... ●
- M..... ½
- S..... 六
- A..... □
- D..... △
- K..... ½

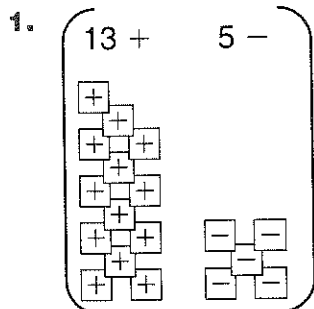
EACH M A K E S A Y A R D.
 10 3 7 4 8 2 9 1 6 5

LESSON
7.9

Adding and Subtracting Numbers

You and your partner combine your \oplus and \ominus counters. Use the counters to help you solve the problems.

took class over an hour

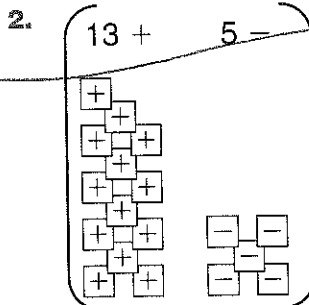


Balance = 8

If 4 \ominus counters are subtracted from the container, what is the new balance?

New balance = 12

Number model: $8 - (-4)$

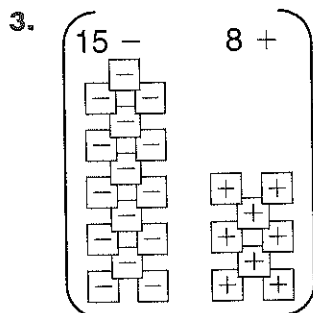


Balance = 8

If 4 \oplus counters are added to the container, what is the new balance?

New balance = 12 ★

Number model: $8 + 4$

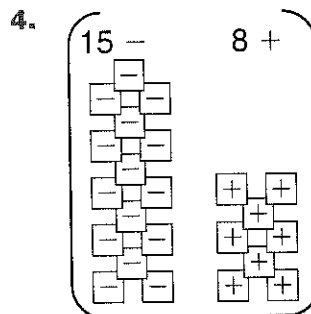


Balance = -7

If 3 \oplus counters are subtracted from the container, what is the new balance?

New balance = -10

Number model: $-7 - 3 = -10$



Balance = -7

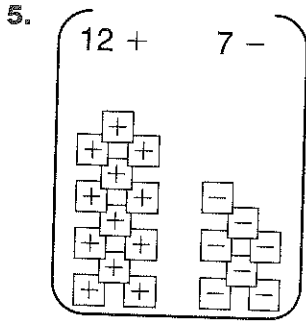
If 3 \ominus counters are added to the container, what is the new balance?

New balance = -10

Number model: $-7 + (-3)$

LESSON
7-9

Adding and Subtracting Numbers *continued*

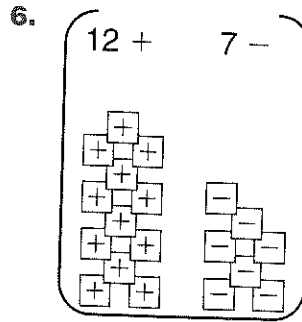


Balance = 5

If 6 \square counters are subtracted from the container, what is the new balance?

New balance = 11

Number model: $15 - (-6)$

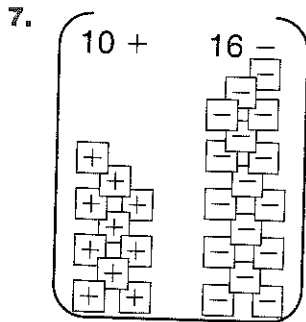


Balance = 5

If 6 \square counters are added to the container, what is the new balance?

New balance = 11

Number model: $5 + 6$

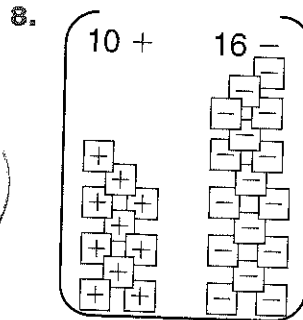


Balance = -6

If 2 \square counters are subtracted from the container, what is the new balance?

New balance = -4

Number model: $-6 - (-2) = ???$



Balance = -6

If 2 \square counters are added to the container, what is the new balance?

New balance = -4

Number model: $-6 + 2$

9. Write a rule for subtracting positive and negative numbers.

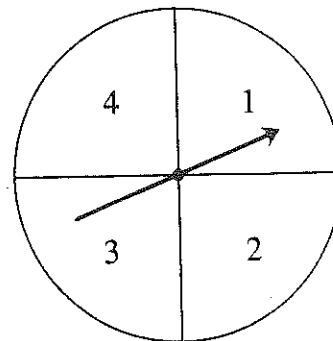
Put -s h ().

Name Jacob

Equally Likely Outcomes

- Spin a spinner similar to the one at the right 50 times. Keep a tally of how many times the pointer lands on an even or odd number.

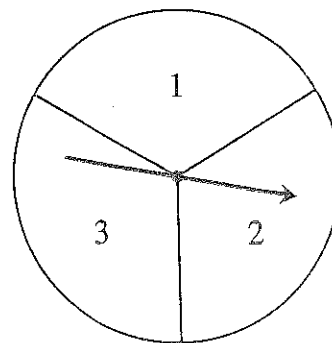
Even number	$\frac{1}{2}$
Odd number	$\frac{1}{2}$



Are the outcomes equally likely? Yes

- Next spin a spinner similar to the one at the right 50 times. Again keep a tally of how many times the pointer lands on an even or odd number.

Even number	$\frac{1}{3}$
Odd number	$\frac{2}{3}$



Are the outcomes equally likely? NO

- Now toss two coins 50 times. Keep a record of the outcomes in the chart below.

Coin 1: Heads, Coin 2: Heads	
Coin 1: Heads, Coin 2: Tails	
Coin 1: Tails, Coin 2: Tails	
Coin 1: Tails, Coin 2: Heads	

Is an outcome of 2 heads as likely as an outcome of 2 tails? NO As likely as an outcome of 1 head and 1 tail? Yes

Name _____

Subject and Object Pronouns

Directions Write *S* if the underlined word is a subject pronoun. Write *O* if the word is an object pronoun.

1. In *Weslandia*, Wesley is the main character. He has problems. _____
2. Wesley doesn't act like the other kids, and they pick on him. _____
3. His parents worry that they have raised an odd son. _____
4. Wesley creates a new civilization, and it fascinates everyone. _____
5. I really enjoyed reading this story. _____
6. Wesley's ingenious uses for his crop amused me. _____
7. My friend Winnie said the suntan oil was funniest to her. _____
8. You should read this story too! _____
9. Our teacher, Mr. Su, asked us about civilizations. _____
10. Native peoples create them based on climate and crops in their region. _____

Directions Underline the correct pronoun in () to complete each sentence.

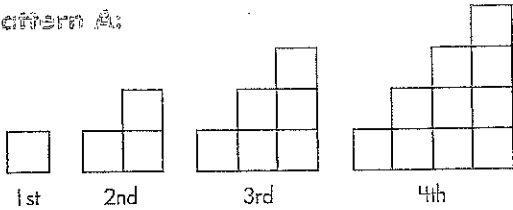
11. Corn has many uses. Many farmers plant (it, they).
12. (They, Them) can sell the grain as a food or as a raw material for fuel.
13. The stalks can be ground up. There are several uses for (it, them) as well.
14. John and (I, me) have learned about soybeans.
15. (We, Us) get nutritious foods from them.
16. Do you like tofu? (It, Them) is a curd made from soybeans.
17. Mom served tofu to Karl and (I, me).
18. She didn't tell (us, we) what we were eating.
19. When (he, him) found out it was bean curd, Karl laughed.
20. Mom had disguised it in pudding. That was clever of (her, she)!

Properties

Directions: Use the patterns below to answer the questions that follow.

1. Look for a pattern in the following shapes. Fill in the table.

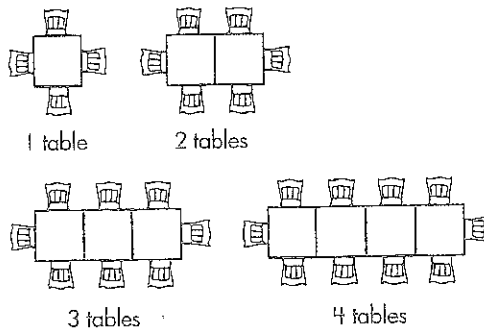
Pattern A:



Shape	Number of Tiles
1st	1
2nd	3
3rd	6
4th	10
5th	15
6th	21
7th	28
8th	36

4. Kaleb is planning a party. He has to plan where to seat people. He can seat one guest on each open end of a table. He must group the tables in rectangles. Look for a pattern, and fill in the table below.

Pattern B:



Number of Tables	1	2	3	4	5	6	7	8
Number of Guests	4	6	8	10	12	14	16	18

2. Explain how the pattern grows.

It was going up by 2, 3, 4, 5, 6, 7, 8.

5. Explain how the pattern grows.

The number of guests goes adding 2

3. If the pattern continues, how many tiles will be in the 10th shape?

55 tiles

6. If the pattern continues, how many guests will be able to sit at 10 tables?

22

Jacob

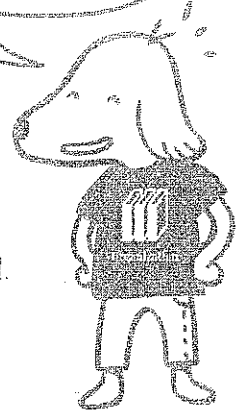
Warm-Up 12

How is this paragraph's structure?

We put the cans in the red bin. Recycling helps the environment. Our science teacher takes the bins to the recycle center once a week. Separate the glass from the cans. New products can be made from recycled material. We put glass in the green bin. We recycle paper, too.

Revise the paragraph here or on a separate sheet.

Recycle this paragraph into something readable...please!



Handwriting practice lines for revising the paragraph.

Think About

- Have I shown the reader where to slow down and where to speed up?
- Do all the details fit where they are placed?
- Will the reader find it easy to follow my ideas?
- Does the organization help the main idea stand out?

Organization: Structuring the Body



Opening Doors

All students deserve access to a world-class education that will prepare them for success in college and careers. To work toward that goal, Colorado voluntarily adopted new, more rigorous academic standards in 2010. Local school districts have developed their own curriculum to meet the new standards, and teachers have enhanced their daily instruction to help our students stay on track.

However, higher standards alone are not enough to ensure that our students receive the excellent education they are entitled to. We also need high-quality assessments to measure students' progress toward the new standards. The organization that is responsible for developing the assessments in our state is the Partnership for Assessment of Readiness for College and Careers (PARCC).

These assessments serve as an educational GPS system, identifying where a student is excelling and where they may need extra help to get where they need to be. High-quality assessments help us ensure that all students, regardless of income or family background, have equal access to an education that will prepare them for success in college and careers.

Your student will take his/her first PARCC assessment on Tuesday, March 10, 2015. Here are some key facts about PARCC assessments for you to keep in mind:

- PARCC assessments were developed by educators. Classroom teachers from elementary, middle and high schools and educators from universities in Colorado have contributed thousands of hours over the past four years to develop the test that is replacing our previous state tests.
- PARCC assessments test students in grades 3-11 in math and English language arts.

My son brought this home March 16th

Save the Date!

Testing window begins in March for PARCC part 1:
The performance-based open-ended response assessment.

Testing window begins in April for PARCC Part 2:
The end-of-year assessment.

- These tests not only evaluate a student's progress, but show teachers and parents exactly where a student needs help so they are able to **personalize instruction** to meet individual student needs.
- PARCC assessments do NOT test rote memorization. Instead, they measure **the skills that really matter** for college and career success: reasoning, critical thinking, problem solving and writing.
- Technology is changing the way today's students learn, and it's crucial that students develop computer skills. That's why many PARCC assessments are taken on the **computer**, instead of on paper.
- PARCC assessments are **more engaging** than traditional standardized tests. The math section contains multi-step problems that ask students to reason through real-world situations. The language arts section asks students to read passages from real texts – fiction and non-fiction – and sometimes watch video or listen to audio. All of the skills assessed on the test are based on age-appropriate standards.

PARCC