

### **BOARD OF EDUCATION**

May 13, 2019

Administration Center Board Room 640 A Street • Springfield, OR 97477

# 5:00 pm Executive Session (non-public) pursuant to 192.660(2)(d) labor negotiations and 192.660(2)(e) property 7:00 pm Board Meeting

		7:00 pm board Meeting		
	AGENDA			<b>TAB</b>
1.		Order and Flag Salute itions to the Agenda	Board Chair Zach Bessett	
2.	Bra	elling Contest Winners ain Bowl Winners adent Board Representatives	Suzanne Price Whitney McKinley David Collins	
3.	School Presentat	ion: Mt. Vernon Elementary School	Principal Cindy Nees	
4.	Introduction: Dire	ector of Secondary Education	David Collins	
5.	Student V.O.I.C.I	E and Equity Update	Alyssa Dodds	
6.	Public Comment	s (Three (3) minutes each; maximum time 20 minutes. Speake	ers may not yield their time to other sp	eakers.)
7.	<ul><li>B. Financial Stat</li><li>C. Personnel Ac</li><li>D. Social Scienc</li><li>E. Board Policy</li><li>F. Out of State T</li><li>G. Out of State T</li></ul>	tion, Resolution #18-19.042 e Textbook Adoption, Resolution #18-19.043	Brett Yancey Dustin Reese David Collins Jenna McCulley David Collins Brian Megert	1 2 3 4 5 6 7
8.	Action Items A. Lease Purcha	ase of Propane School Buses, Res. #18-19.046	Brett Yancey	8
9.	D. Board Comm	ion Report munication nt Communication	David Collins & Laura Weis Bruce Smolnisky Chair Bessett	SS
10.	Other Business		Chair Bessett	
11.	Next Meeting:	June 10, 2019 Budget Hearing, 6:30pm June 10, 2019 Business Meeting, 7:00pm	Chair Bessett	
12.	Adjournment		Chair Bessett	

Springfield Public Schools is an equal opportunity educator and employer.

### **BUSINESS MEETING MINUTES**

14/ A Regular Meeting of the Lane County School District No. 19 Board of Education was held on April 8, 2019.

### 1. CALL MEETING TO ORDER

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

### Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Michelle Webber, Laurie Adams, and Naomi Raven. Dr. Hernandez was excused from the meeting.

District staff and community members identified included Superintendent Bruce Smolnisky, David Collins, Judy Bowden, Jenna McCulley, Whitney McKinley, Suzy Price, Brian Megert, Jeff Michna, Brett Yancey, Dustin Reese, Charlie Jett, Laughton Elliott-Deangelis, Kim Donaghe, Catherine Brothers, Colette Trotter, Kayla Lewis, Charlie Jett, Sherry Moore, Todd Mann, Mike Eyster, Josh Donaldson, Anne Goff, Lesa Haley, Ame Beard, Darcy Guhl, Chad Towe, Colleen Hunter, José da Silva, Chris Reiersgaard, Kate Lode and Marina Brassfield.

### CHANGES OR ADDITIONS TO THE AGENDA

There were no changes made to the agenda.

### 2. TEACHER APPRECIATION PROCLAMATION

Ms. Raven read the following proclamation:

## **Teacher Appreciation Week Proclamation May 6 – 10, 2019**

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

**NOW, THEREFORE BE IT RESOLVED** that the Springfield Board of Directors proclaims May 6 – 10, 2019 to be TEACHER APPRECIATION WEEK; and

**BE IT FURTHER RESOLVED** that the Springfield Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

DATED this 8<sup>th</sup> day of April 2019.

### 3. SCHOOL PRESENTATION: TWO RIVERS DOS RÍOS ELEMENTARY SCHOOL

Principal Charlie Jett and staff shared a PowerPoint presentation entitled, "Two Rivers Dos Ríos Elementary School: Prepared for a Bright and Successful Future."

Mr. Jett provided demographic data for Two Rivers Dos Ríos (TRDR). Demographic data included:

- 472 students currently enrolled at TRDR
- All of those students receive free and reduced lunch through the Community Eligibility Program (CEP)
- 15% of students have been identified as English Language Development students (ELD)
- 17% receive special education services
- 30% of students are newly enrolled this year (2018-19). Of the 472 students, 145 are brand new to the school this year.
- 21 new students receiving special education services
- 25 new students identified as ELD
- 42% of current fifth graders enrolled as kindergartners at TRDR

Mr. Jett said that all the work that takes place at TRDR connects to the three Board Goals:

- Provide personalized learning opportunities
- Support families so that every student is ready to learn
- Promote growth and success for every student

The Instructional Department worked toward:

- Guaranteed and viable curriculum
- Multi-tiered systems of support
- Quality instruction

Mr. Jett said the school's mission statement is, *Every day in every way a community inspired to learn and excel and celebrate success*. This mission supports the overall district goals and encourages actions that create a vibrant school community. One action was relationship building with students, community and families. TRDR supported the idea that no significant learning can occur without a significant relationship. TRDR wanted to create a destination school where all students, staff and families wanted to be.

Colette Trotter, a second grade teacher, said beyond the teacher-student relationship, collegial relationships were also very important. The school's action plan focused on collaboration and Professional Learning Communities (PLCs). Educators were a community of learners. They collaborated mindfully to plan high-quality learning experiences for students. In their collegial relationships, teachers are constantly learning from each other and building collective efficacy.

Ms. Trotter said staff worked on purposeful planning to provide personalized learning opportunities for all students. By looking deeply at instruction to provide those personalized learning opportunities, teachers in turn promoted growth and success for every student.

Ms. Trotter explained that PLCs are:

- An ongoing process in which educators worked collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.
- Each grade level PLC has a meeting every week for 50 minutes with the focus of the meeting determined by the needs of the students at that grade level.

Ms. Trotter provided a slide outlining principles of a teacher driven book study, titled *Professional Learning Communities at Work* as an example of PLCs at work. The book states that the Principal of a school's professional learning community:

- Leads through shared vision and values.
- Involves faculty in the school's decision-making processes and empowers individuals to act
- Provides staff with the information, training and parameters they need to make good decisions
- Focuses on attitudes rather than behaviors
- Establishes credibility by modeling behavior that is congruent with the vision and values of the school
- Is results-oriented
- Creates collaborative structures with a focus on teaching and learning
- Encourages teachers to think of themselves as leaders
- Recognizes that continuous improvement requires continuous learning.

Josh Donaldson, instructional coach, said TRDR worked hard to provide embedded and ongoing learning opportunities for all staff, including:

- Math Support Teachers (MSTs)
- Behavior Teacher on Special Assignment (TOSA)
- Instructional Coach
- Skillful Teacher RBT
- Intensive Learning Teams (ILT)
- Classified Meetings

Mr. Donaldson shared that benchmarks in student growth had improved significantly between fall and winter terms. Comparing the data between fall and winter they found that 56% of students had already met their annual growth mark. They felt confident that all students would meet the 100% mark by the end of the year.

Kayla Lewis, behavior specialist and TOSA, explained that in addition to collegial relationships, staff worked hard to create strong student relationships. These relationships helped support the needs of families so all students were ready to learn.

Methods to improve relationships included:

- Morning Meetings!
  - o 25 minutes of protected time every day in each classroom
- Students feel safer and more connected to school
- Investments in social-emotional learning payed off for individuals, schools and society
- Increased graduation rates

Moira McKenna, school psychologist, said Second Steps was a new, district-supported curriculum emphasizing skills for social, emotional and academic success. Each student received 30 minutes of instruction in Second Steps per week. The curriculum promoted growth and success through Social-Emotional Learning. That meant listening skills, empathy and more to create a common language and core foundation from which to draw. Additionally, there was a tiered system of supports -- intensive supports, targeted supports and universal supports.

Catharine Brothers, fourth grade teacher at TRDR, stated the school depended on community partnerships. Those partners included the Parent Teacher Organization (PTO), Pacific University, SMART, Looking Glass, Willamalane, Architect Foundation of Oregon, Oregon State University, Healthy Moves, the Arc, Migrant Education Oregon, Downtown Languages, the Child Center and the Eugene Symphony.

Mr. Jett reiterated relationships were vital in creating a school where kids wanted to be. Attendance data was a measurement of the relationship building efforts. The targeted attendance rate was 96% and TRDR was slightly below that at 95.7% at spring break. He concluded there were 175 days of school in a year which meant students would need to attend 168 days during the year to achieve 96% attendance. So the TRDR attendance slogan used with students became, "168! Be aboard and don't be late!"

Mr. Bessett noted that teams from each grade attended a PTO meeting monthly. He wondered if all the teams attended the PTO meetings each month or one grade level at a same time. Mr. Jett responded the grades rotated their attendance at the meetings. The first 10 minutes of each meeting was dedicated to students showcasing their work. He said it had been a wonderful motivational tool to encourage parents to get involved by attending the PTO meetings.

Ms. Raven noted that throughout the presentation Mr. Jett and his staff used the word *intentional*. She added that she could see that with all the staff comments tonight she could see how intentional they are with what they do everyday with their students.

Ms. Webber thanked Mr. Jett and his staff for all they do everyday for students, staff and families.

Mr. Jett concluded by thanking the Board for their time and all they do for Springfield Public Schools.

### 4. SAFE ROUTES TO SCHOOL UPDATE

Safe Routes to School (SRTS) Coordinator for Springfield Public Schools, Laughton Elliott-Deangelis shared a PowerPoint presentation entitled, "Eugene-Springfield Safe Routes to School - Looking Forward, Looking Back: Recent Accomplishments and Goals for the Future." He said that SRTS is a national program that has a goal of getting students to walk and bike safely to school.

Mr. Elliott-Deangelis first explained the program's structure, and how it was implemented. Safe Routes to School (SRTS) had created partnerships with the following entities to make the program possible: Springfield Public Schools, Eugene 4J School District, Bethel School District, LTD Point2Point, City of Eugene, City of Springfield, Lane County, Safe Routes to Schools Oregon, Central Lane Metropolitan Planning Organization (MPO), Lane Council of Governments (LCOG) and Willamalane as part of the education program.

Mr. Elliott-Deangelis explained SRTS is focused on getting kids to school via active modes of transportation such as walking and biking. How the program accomplished that goal was through "the 6 E's." The 6 "E's:"

- Equity
- Education
- Encouragement
- Enforcement
- Evaluation
- Engineering

Mr. Elliott-Deangelis listed SRTS recent accomplishments in each "E:"

- Equity
- Education

- o Partnered with and transitioned the bike safety education to Willamalane
- Created a distracted driving campaign with LCOG (currently only one set of signs to alternate around schools, but could be expanded in the future with bigger budget. Signs would be translated to Spanish). The signs are a reminder to parents not to be distracted by their devices while driving. These signs rotate throughout the district schools.
- o In 2018, Willamalane took over the education portion of the SRTS programs. They have worked in over 12 sixth grade PE classes for a two-week program where they talked about and practiced bike safety education skills. To date they have impacted 350 students with this program.

### Engineering

- o Received \$125,000 from MPO to support two enhanced crossings projects
- o Received \$30,000 in funding to enhance bike parking throughout SPS
- o Created ranking system for infrastructure needs

### Encouragement

- o Meant to make biking fun and accessible for students and families
- o Awarded Pacific Source grant-funded Walking School Bus program. This will be rolled out this spring at Guy Lee and Two Rivers Dos Ríos to provide encouragement programing.
- Created breakfast at the bike racks event
- o Had an adaptive bike open house with City of Eugene
- Evaluation 15 SRTS plans completed and updated
- Enforcement Assessment of crossing guard needs

### Mr. Elliott-Deangelis shared what's directly ahead for SRTS:

- Education
  - o Increased funding will allow the program to expand bike safety to all our middle schools with increased classes
- Encouragement
  - o Invitation to board and community members to participate in Walk & Roll events and safety education opportunities. This is a statewide event during the month of May.

Mr. Elliott-Deangelis specifically covered engineering during 2018 – 2019. SRTS would complete:

- S. 54th Path (Daisy St. Main St.)
- Rapid Flashing Beacon Conversions along EWEB Multi-use Path (for better stop compliance)

He shared anticipated construction and other activities for 2019 and beyond:

- Main Street 66th / 67th pedestrian crossing (pedestrian hybrid beacon)
- Thurston Middle School Rapid Flashing Beacon Crosswalk (Thurston Rd. in front of school)
- Agnes Stewart Middle School Rapid Flashing Beacon Crosswalk (S. 32nd St. to align with accessway into neighborhood)
- Riverbend Elementary School Raised Crosswalk Enhancement (51st St. crosswalk in front of school)
- Rapid Flashing Beacon Conversion at S. 42nd and Holly St Crosswalk (for better stop compliance)
- Additional enhanced school crossings (federal grant funding sources, SPS providing local match to leverage 90% of funding for one of the grants)
- Sidewalk infill on key walking routes to schools
- Virginia-Daisy Bikeway Project

Mr. Elliott-Deangelis noted if the Board or community members had questions or wanted more in depth information, the "Eugene-Springfield Safe Routes to School 2017-2021 Strategic Plan – Moving Youth Safely Forward" was published and is available to the public.

Mr. Yancey and Ms. Adams thanked him for all his work on this campaign.

Ms. Raven had a question about the distracted driving campaign that she originally learned about at a recent LCOG meeting. She said she loved the idea and wanted to know if there was more than one set of signs for the district and if it would be possible to get a set in Spanish? Mr. Elliott-Deangelis said that currently there is only one set, but he is exploring options to obtain additional sets of signs. They have also been translated in Spanish. Ms. Webber said that she had noticed them at Agnes Stewart.

#### 5. PUBLIC COMMENT

Chair Bessett read the following statement concerning public comment:

This is the portion of our agenda for public comment. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

Those wishing to make public comments must complete a "request to speak" form and speakers will be called upon in the order in which they are received. Audience members who wish to make public comments must state their name and address for the record.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called.

The board will not hear personal complaints concerning school personnel or against any person connected with the school system. Any complaints regarding a particular employee must be processed through the procedure set forth in policy, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues.

Speakers are reminded that their public comments will be limited to three (3) minutes.

Mike Eyster, 825 Mill Creek Ct. Springfield. Mr. Eyster said that his statement did not reflect the stance of any of the boards on which he serves, he was speaking only as a community member. He said he noticed an advertisement in a recent edition of the newspaper discouraging parents from having students engage in standardized assessments. Mr. Eyster thought a reader of the ad might have the impression this Board supported the ad. He was unsure of the Board's position, but he thought it was important for the Board to be clear about its position, even if it was simply that parents ought to have the right to choice, which is different from encouraging parents to opt out.

Colleen Hunter, 4921 Glacier Drive, Springfield represented Alpha Delta Kappa. She invited all to their annual fundraiser at Roaring Rapids Pizza. Funds raised would support two \$1,000 scholarships for SPS senior female students interested in becoming teachers.

- 6. CONSENT AGENDA
- A. February 11, 2019 Board Meeting Minutes
- B. March 11, 2019 Board Meeting Minutes
- C. Financial Statement
- D. Personnel Action, Resolution #18-19.036

### Resignations

Ileczandria Amador Karen Belshaw

Retirements

Janet Dewey Jane Schneider

### **Temporary Non-Renewal**

Robyn Louden

### E. 2019-2020 Board Meeting Schedule, Resolution #18-19.037

Board members were provided copies of the proposed 2019-2020 Board meeting Schedule, as a first reading, at the March 11, 2019 meeting.

The proposed meeting schedule reflects a similar schedule as was approved for the 2018-2019 and 2017-2018 school years. The format allows more time for in-depth conversation and engagement.

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

Proposed meetings are adjusted as necessary due to federal holidays. This year, Veteran's Day is on Monday, November 11, so the Board meeting will take place on Tuesday, November 12. Consideration was given to schedule meetings around the Oregon School Boards Association Annual Conference in November, the National School Boards Association Annual Conference in April, and the Annual United Front trip in the Spring, so that all board members are present.

OSBA Conference	November 7-10, 2019	Portland, OR
NSBA Conference	April 4-6, 2020	Chicago, IL
United Front	Spring 2020	Washington, DC

One business meeting is scheduled for the months of November, December, March, and May. An organizational meeting is scheduled in July. Planning meetings are scheduled in August, October, January, and April. Budget work sessions are traditionally scheduled during the month of May.

Bruce Smolnisky recommended that the Board of Directors approve the 2019-2020 Board Meeting Schedule as presented.

### **Board Meeting Schedule 2019-2020**

Springfield Board of Education Business Meetings will typically be held one time per month beginning at 7:00 pm, unless otherwise noted on the district website: <a href="www.springfield.k12.or.us/boardmeetings">www.springfield.k12.or.us/boardmeetings</a>.

Additional Work Sessions and/or Planning Meetings will be held throughout the 2018-2019 School Year.

Meeting dates are subject to change. Only one meeting is scheduled for the months of November,
December, March, and May. An organizational meeting will be held in July. The Business Meeting scheduled for November will be held on the Tuesday following Veteran's Day.

<u>Dates</u>	<b>Locations</b>	
July 22	Admin Center	Organizational Meeting
August 12	Admin Center	Business Meeting
August 26	Admin Center	Summer Planning Meeting
September 9	Admin Center	Business Meeting
September 23	Admin Center	Board Work Session
October 14	Admin Center	Business Meeting
October 28	Admin Center	Fall Planning Meeting

November 12	Admin Center	Business Meeting
December 9	Admin Center	Business Meeting
January 13	Admin Center	Business Meeting
January 27	Admin Center	Mid-Year Planning Meeting
February 10	Admin Center	Business Meeting
February 24	Admin Center	Board Work Session
March 9	Admin Center	Business Meeting
April 13	Admin Center	Business Meeting
April 27	Admin Center	Spring Planning Meeting
May 11	Admin Center	Business Meeting
June 8	Admin Center	Business Meeting
June 22	Admin Center	Work Session/Business Meeting

All meetings will be held at the Administration Center, 640 A Street, Springfield, Oregon

### F. Board Policy, First Read

As the district continues to work with the Oregon School Board Association to update district policies, the following sections are submitted for your review as a first reading.

- Section C/D
  - Linked at: bit.ly/SectionCD
- Section E
  - Linked at: bit.ly/SectionE-1

### G. Social Science Adoption, First Read

In accordance with Board Policy IIAA, Textbook Selection and Adoption, the title listed below is presented to the Board of Directors for a first reading as the integrated blended learning program for middle school Social Science

This title provides social science components correlated to the Oregon State Social Science Standards and Literacy Common Core Standards, and reflects the recommendation of the Springfield Public Schools Social Science Adoption Committee.

David Collins recommended that the Board of Directors review as a first reading the request of:

Cengage Learning, Inc. World Cultures and Geography; National Geographic World History Great Civilizations; National Geographic U.S. History American Stories

For basal use in the Middle School Science Program.

### H. Out of State Trip, SHS DECA, Resolution #18-19.038

The objective of this trip is to motivate students to further develop their knowledge and job skills by providing them an opportunity to compete with the best in the nation.

Rationale for missing four (4) school days: Students compete in business case studies to increase skills necessary to succeed in business along with valuable networking and presentation opportunities. The competition happens over three full days and two travel days are needed to attend.

Dr. Brian Megert recommended the Board of Directors approve Springfield High School DECA students' request to travel to Orlando, Florida to participate in the DECA International Career Development Conference. Dates of the trip will be Saturday, April 20, 2019 through Thursday, April 25, 2019. Students will miss four (4) school days.

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

Principal da Silva reports students have successfully fundraised all monies needed to cover the cost of the trip. It is understood trip approval is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip.

### I. A3 Magnet Application, Resolution #19-20.039

The Magnet Schools and Magnet Programs application is presented for Board Approval.

The objective of a magnet school or magnet program is to provide options and opportunities in areas such as, but not limited to, math, science, the arts and technical education. Magnet schools and magnet programs shall:

- a. Instruct all students according to the Oregon state standards in all content areas;
- b. Meet district program goals and scope in the required curriculum areas; and
- c. Adopt and utilize instructional materials consistent with the philosophy of the school and district guidelines.

David Collins recommended that the Board of Directors approve the Magnet Schools and Magnet Programs application as presented.

### J. Out of State Trip – SHS Music Programs, Resolution #18-19.040

The objective of the trip is to allow students to learn self-discipline, cooperation, responsibility and patience by spending four nights and five days with a large group of peers and chaperones.

They will be responsible for getting themselves up and ready for the day, their performances, their meals, etc. They will also need to manage their money so that they have enough to pay for meals throughout the trip.

Students will need to exhibit self-discipline by acting responsibly with good attitudes, correct language, and good hygiene.

Dr. Brian Megert recommended the Board of Directors approve Springfield High School Music students' request to travel to Anaheim, California to perform at Disneyland. Dates of the trip will be Friday, May 24, 2019 through Tuesday, May 28, 2019. Students will miss one (1) school day.

There is no cost to the district for this trip. All sub costs will be paid using SHS Music Program's funds.

Principal da Silva and Mr. Bridges were present to report on the status of fundraising progress.

It is understood trip approval is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip.

**Motion:** Ms. Webber moved and Ms. Adams seconded to approve the Consent Agenda. The motion passed, 4-0.

### 7. ACTION ITEMS

### A. Network Infrastructure Technology Upgrades, Resolution #18-19.041

This purchase reflects pricing associated with price agreement WSCA/NASPO Cooperative Contract AR233 (14-19) State of Oregon Participating Addendum NO. 4723 (Active June 1, 2014 – May 31, 2020). Springfield School District is authorized to utilize this joint cooperative agreement Pursuant to ORS Chapter ORS 279A.210.

This purchase will provide equipment supporting the upgrade of the District network infrastructure. Federal E-Rate funding will offset 80% of the total equipment purchase price. The remaining 20% will be provided through Bond proceeds.

District Technology Services staff led by Jeff Michna selected the equipment to support these infrastructure upgrades in alignment with the District technology and bond implementation plans. Equipment purchased as part of this resolution will be used to upgrade network infrastructure at Thurston High, Springfield High, Agnes Stewart Middle School, Hamlin Middle School, Briggs Middle School, Walterville, Mt Vernon, Riverbend, Ridgeview and Page elementary schools. This represents the last major purchase of network equipment required to complete the Core Network and Wireless Infrastructure portions of the 2014 general obligation bond.

Board Member Michelle Weber reviewed the procurement file.

Jeff Michna recommended the Board of Directors approve the award the Network Infrastructure Technology Upgrades to CVE Technologies of Tigard, Oregon for \$220,862.55 of which \$44,172.51 will be paid from Bond proceeds.

**Motion:** Ms. Adams moved and Ms. Webber seconded to approve the award of the Network Infrastructure Technology Upgrades to CVE Technologies of Tigard, Oregon for \$220,862.55 of which \$44,172.51 will be paid from Bond proceeds. The motion passed 4:0.

### 8. REPORTS AND DISCUSSION

### A. Student Communication

Mia Dumars, ASB Activities Director from Thurston High School filled in for Madisen Hill who was unable to attend the meeting. The cheer team was state champions, and also placed second at nationals in crowd leading. Additionally, theater and band were travelling all over the state for various competitions. Ms. Dumars shared the Mr. and Ms. THS pageant was the previous week and raised over \$27,000 for the NICU at Riverbend Hospital. May 9-11 there would be a musical, Urine Town. Finally, spring sport teams remained active during the months of April and May.

Ian Kerr, ASB President from Springfield High School said there was now a CNA course available to students through Lane Community College (LCC). Students took the exact same courses they would if enrolled in at LCC. The certification cost \$1,200 however, their teacher, Ms. Watson partnered with local businesses in order to create a renewable loan for up to 12 students. Currently, eight students were in the program. As far as Mr. Kerr knew, SHS was the only school in Lane County, and the State, offering the program. Mr. Kerr encouraged folks to come to a multicultural assembly on April 11 showcasing various types of performances. He shared that choir districts took place April. Mr. Kerr excitedly reported SHS recently renovated its courtyard by planting trees, installing new tables and placing decorative rocks over dirt pits.

### **B.** Superintendent Communication

Superintendent Bruce Smolnisky said it was a busy time of year with events at all of our schools. He highlighted some, including the Brain Bowl at 9:30 in the Board Room on Thursday, April 11. The Gift of Litracy would be on May 2 at LCC beginning at 9:30. Team Springfield would take place next week. Mr. Bessett would be attending with Mr. Smolnisky. There would be a discussion about the purpose of Team Springfield at the meeting. Mr. Smolnisky encouraged the Board to share their thoughts about the purpose of Team Springfield moving forward with Mr. Bessett prior to the meeting.

#### C. Board Communication

Naomi Raven attended the Agnes Stewart Elementary School "Be Nice" Assembly and was impressed. She said the focus and the way the community came together, especially following recent tragedy, was inspiring. She added that she continues to be impressed with how the staff and community come together to support each other. She also attended the Thurston Middle School band concert. Lastly, she was happy to be able to review the curriculum and the adoption process which she found to be thorough, well planned and inclusive. She thanked staff for their work on the process.

Michelle Webber also attended the "Be Nice" assembly and enjoyed watching all the students celebrating being nice. She also thought the curriculum adoption was well put together and she appreciated the information package. Ms. Webber toured CTE classrooms at Springfield High School. She was impressed by classrooms, teachers, and students.

Mr. Bessett said he had attended several Springfield High School baseball games. Unfortunately, he did not have any victories to report.

### 7. OTHER BUSINESS

There was no other business.

**8. NEXT MEETING:** April 22, 2019, 4:00pm Spring Planning Session meeting.

### 9. ADJOURNMENT

With no other business, Mr. Bessett adjourned the meeting at 8:00 pm. The board moved into executive session.

(Minutes recorded by Marina Brassfield)

BOARD REPORT May 13, 2019

### SPRINGFIELD PUBLIC SCHOOLS 2018-2019 Revenue/Expenditure Forecast As of April 30, 2019 \*\*Please see attached report\*\*

### **REVENUES:**

- Approximately 100.7% of our (current year) property taxes have been received during the month of November through April, with remaining collections throughout the remainder of the year. Additionally, it is estimated that approximately \$375,000 of prior year property taxes are to be received on behalf of the District. Prior year collections are estimated to be lower than originally anticipated. This report is based on the information received through the Lane County Tax and Assessment office.
- During the 2017-18 and 2018-19 fiscal year, a federal ruling was issued whereby Comcast was ordered to pay a significant amount in taxes. This has a positive impact on our District and the revenue is being received as a payment in lieu of property taxes. The total for the 2018-19 school year is approximately \$649,000, however this will be counted in local revenue and offset the Basic School fund payment in the equalization formula.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments. According to Oregon Department of Education's estimate (05/03/2019), the District is scheduled to receive approximately 100% of the adopted budget. Included in this budget report is the estimated High Cost Disability for the current year (\$458,776), as well as the final reconciliation from the 2017-18 fiscal year (\$298,151).
- The District is anticipating receiving approximately \$190,000 in County School Funds. To date the District has not received anticipated funds.
- The District is anticipating receiving approximately \$1.126 million in Common School Funds. To date the District has received approximately \$1,212,288 of the anticipated revenue. No further revenue is anticipated.

### **EXPENDITURES**:

- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. While historically the District has under spent these budget areas, reductions in discretionary budget no longer afford for significant underexpending. The stated under expenditure is due to WLA's drop in enrollment.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2017-2018 adopted budget.

Additional Notes: For the 2018-2019 budget year the current estimate of ending fund balance is \$8,577,295. Included in this number is the audited ending fund balance from the 2017-2018 fiscal year (\$10,235,350).

Submitted by: Brett M. Yancey Chief Operations Officer

# SPRINGFIELD SCHOOL DISTRICT 19 2018-2019 REVENUE/EXPENDITURE FORECAST as of 4/30/19

	BUDGET	ACTUAL through 04/30/19	ESTIMATED from 04/30/19 to year end	PROJECTED 2018-2019	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	25,236,816	24,894,288	527,788	25,422,076	100.73%
Property taxes - prior years	425,000	214,253	160,747	375,000	88.24%
Payment in lieu of property taxes	0	649,001	0	649,001	N/A
Other local sources	730,100	868,686	0	868,686	118.98%
Lane ESD Apportionment	1,806,126	1,736,144	69,982	1,806,126	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	75,893,821	69,146,706	7,456,917	76,603,622	100.94%
Common School Fund	1,065,886	1,212,288	0	1,212,288	113.74%
Total revenues	105,347,749	98,721,366	8,405,433	107,126,799	101.69%
Beginning fund balance	10,602,129	0	10,235,350	10,235,350	96.54%
Total Beginning fund balance	10,602,129	0	10,235,350	10,235,350	96.54%
Total resources	115,949,878	98,721,366	18,640,783	117,362,149	101.22%
EXPENDITURES:	57 40 4 000	00 000 000	17 110 177	F7 07F 4F7	00.070/
Personal services	57,494,622	39,962,980	17,112,177	57,075,157	99.27%
Employee benefits	36,886,691	24,813,979	10,791,839	35,605,818	96.53%
Purchased services	9,717,273	6,753,545	2,513,728	9,267,273	95.37%
Supplies & materials	3,216,751	2,102,595	1,080,732	3,183,326	98.96%
Capital outlay Other objects	143,000	118,282	23,482	141,764	99.14% 99.92%
Fund transfers	790,972 2,721,164	759,937 2,721,164	30,414 0	790,351 2,721,164	
runu tiansiers	2,721,104	2,721,104		2,721,104	100.00%
Total expenditures	110,970,473	77,232,481	31,552,373	108,784,854	98.03%
Unappropriated	4,000,000	0	0	0	-
Contingency	979,405	0	0	0	0.00%
Total appropriations	115,949,878	77,232,481	31,552,373	108,784,854	93.82%
Total resources		98,721,366	18,640,783	117,362,149	
Total appropriations		77,232,481	31,552,373	108,784,854	
Ending fund balance Less: contingency		21,488,885	(12,911,590)	8,577,295 0	
Net fund balance		21,488,885	(12,911,590)	8,577,295	

### PERSONNEL ACTION

DATE: MAY 13, 2019

### **RELEVANT DATA:**

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

### **RECOMMENDATION:**

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

- New Hire
- Resignations
- Retirements

SUBMITTED BY: APPROVED BY:

Dustin Reese Bruce Smolnisky
Director of Human Resources Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRE					
1	MICHELLE ALBRICH	A3	PROBATIONARY 2	PT	08/27/2019	TEMPORARY TO REGULAR
2	ELDA GALVAN	A3	PROBATIONARY 2	PT	08/27/2019	TEMPORARY TO REGULAR
3	MINDY LEROUX	ADMINISTRATION	PROBATIONARY 1 ADMINISTRATOR	FT	07/01/2019	NEW HIRE
3	AUBREY MASSEY	CENTENNIAL ELEMENTARY	PROBATIONARY 1	PT	08/27/2019	NEW HIRE
4	JARED MILLS	A3	PROBATIONARY 2	PT	08/27/2019	TEMPORARY TO REGULAR
5	TORREY NEWHART	A3	PROBATIONARY 2	PT	08/27/2019	TEMPORARY TO REGULAR
6	WENDY SHARA	TRDR	PROBATIONARY 2	PT	08/27/2019	TEMPORARY TO REGULAR
7	ARIANA SCHWARTZ	A3	PROBATIONARY 2	PT	08/27/2019	TEMPORARY TO REGULAR
	RESIGNATIONS					
8	ALYSSA DODDS	ADMINISTRATION	CONTRACT TEACHER	FT	06/17/2019	RESIGNATION
9	STEVE FLEISSNER	SPRINGFIELD HIGH SCHOOL	CONTRACT TEACHER	FT	06/17/2019	RESIGNATION
10	ANNA KORINEK	CENTENNIAL ELEMENTARY	CONTRACT TEACHER	FT	06/17/2019	RESIGNATION
11	TAWNEE LOVELL	GUY LEE ELEMENTARY	CONTRACT TEACHER	FT	06/17/2019	RESIGNATION
12	KYLE MCCLAIN	HAMLIN MIDDLE SCHOOL	PROBATIONARY 3	PT	06/17/2019	RESIGNATION
13	NATHAN POUKISH	RIVERBEND ELEMENTARY	PROBATIONARY 2	FT	06/17/2019	RESIGNATION

14	KORINNE ROSS	RIDGEVIEW ELEMENTARY	PROBATIONARY 1	FT	06/17/2019	RESIGNATION
	RETIREMENTS					

RESOLUTION: # 18-19.043 DATE: May 13, 2019

## 6-8 Social Science TEXTBOOK ADOPTION

### **RELEVANT DATA:**

In accordance with Board Policy IIAA, Textbook Selection and Adoption, the titles listed below are presented to the Board for approval as the integrated blended learning program for middle school Social Science courses.

These titles provide Social Science components correlated to the Oregon State Social Science Standards and Literacy Common Core Standards, and reflect the recommendation of the Springfield Public Schools Social Science Adoption Committee. *Please see committee report for details.* 

David Collins and Whitney McKinley are available for questions.

### **RECOMMENDATION:**

It is recommended that the Board of Directors approve the request of:

World Cultures and Geography Western Hemisphere with Europe National Geographic 2<sup>nd</sup> Edition + myNGconnect

World Cultures and Geography Eastern Hemisphere, National Geographic 2<sup>nd</sup> Edition + myNGconnect

U.S. History American Stories Beginnings to 1877, 1st Edition + MindTap, National Geographic

for basal use in the Middle School Social Science Program.

SUBMITTED BY:

David Collins Assistant Superintendent

# SPS 6-8 SOCIAL SCIENCE TEXTBOOK ADOPTION

### **Table of Contents**

Team Report	Pages 3-5
	Appendix A Team and Timeline
	Appendix B Standards and Criteria
	Appendix C SPS Review by Grade
Section 4	

### Social Science Report April 8, 2019

The Oregon State Board of Education adopted K-12 Social Sciences Academic Content Standards on May 17, 2018, and approved textbooks aligned to those standards for district's to review for use in classrooms Fall, 2019. In an effort to realign the SPS textbook adoption cycle to the State cycle, we identified Social Sciences as the content area that would be the focus of a full adoption review. The Instruction Department Leadership team reviewed current focus and planned course statement completion at each level and reviewed action plan priorities to determine that middle school would be the focus of the adoption, while ensuring standards alignment work at the high school level continues. Level Directors outlined parameters and approved guidelines for an adoption team to follow when designing the curriculum review process. This report outlines that process.

### **Summary of Social Sciences Adoption Work 2018-19**

### Purpose:

To evaluate current 6-8 Social Sciences programs and make recommendations for materials or adoptions which provide access to all learners, aligns with ELA CCSS and will improve outcomes for SPS students preparing them to be college and career ready.

### Criteria for Committee:

The committee represents all of the following criteria:

- Strong Social Studies and ELA CCSS content knowledge
- Textbook adoption experience
- Pacing guide work
- Mid-level multiple assessment creation
- Planned Course Statement development
- Building instructional leaders
- Universal Design for Learning (SPED, ELD, TAG, etc.)
- All buildings, all grade levels (6-8) represented

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

Committee Facilitators

### Teacher and Learning and Middle School Administrator

- Lead all planning sessions with small committee
- Facilitate all the adoption meetings
- Send communications out to all staff after each work session
- Secure meeting space
- Inform District Leadership Team about progress being made
- Ensure group agreements are followed at all times
- Responsible for ordering materials to be ordered and reviewed
- Arrange teacher viewings and feedback loops
- Arrange final publisher presentations

- Get cost proposal from program finalist
- Deliver a recommendation to the School Board

### Teachers and Specialists

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

Small Committee (District TOSAs, Principals, level content leads, building instructional coaches and must include SPED/ELD)

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

### Rubrics/Tools (See appendix B Standards/Criteria)

- The Oregon Instructional Materials Evaluation Toolkit (IMET) that was used by the State when identifying materials for the State list of recommended materials.
- Springfield Review tool
- Equity Tool
- Educational Equity Policy
- Materials Adoption Policy

### Process Overview (See appendix C SPS IMET)

- District facilitators recruit and select committee members and finalize with building principals.
- Convene small committee
  - o Review Guiding Principles
  - o Receive overview training on evidence collection tools
  - o Receive training for consensus expectations and table facilitation
  - o Identify programs that meet District parameters
- Convene large committee for orientation (purpose, group agreements, expectations, training, initial questions, and calibration)
- Publisher visits (one program at a time)
  - Publisher presents for one hour

- In grade specific teams, members collect evidence to support strengths and challenges
- Technology staff meet with representatives from the publisher to determine possible technology impacts
- Publisher returns for follow up questions
- Schedule open preview for all staff
- Large committee meet for final recommendation (See Appendix D Reviewer Notes)
  - Establish protocols for disagreement and consensus
  - o Strengths/Challenges with evidence to support claims
  - o Determine possible areas that may need addressed or strengthened
  - o Make recommendations for professional development to district leadership
- Provide recommendation to the Board
- Purchasing team negotiate with publisher for best contract within budget
- Order materials and schedule professional development

Note: Details available upon request

# SECTION 1 APPENDIX A TEAM AND TIMELINE

### All Social Science Adoption Committee Members

### **Instruction Department Leadership Team**

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

### Social Science Adoption, Small Committee

Alyssa Dodds, District Instructional Coach/Equity Facilitator Angela Brewer, Title Coordinator Amanda Ormsbee, 8th Brandy Selby, 7<sup>th</sup> Stella Strother, 6<sup>th</sup> Jeff Fuller, Principal Brandy Stark, Principal Whitney McKinley, Teaching and Learning Director

Science, Large Committee

ASMS	Briggs	Hamlin	TMS	Specialist/Coach/TOSA		
Stella Strother (6)	Sherry Baehler (6)	Veronica Voeks (6)	Steve Knight (6)	Alyssa Dodds/Equity		
John Sperry (7)	Kyle Jackson (7)	Brandon Ferguson (7)	Brandy Selby (7)	Jeff Nicholson, Inst. Coach		
Matthew Auxier (8)	Jason Ray (8)	Amanda Ormsbee (8)	Angela Copeland (8)	Angela Brewer, Title Clifton Lyddane, SPED		
				Lynn Lary, Technology		
				Johanna Jimenez (ELD)		

### **Science Adoption Committee Timeline**

January 30, 2019	Small committee narrows State approved materials
February 7, 2019	Large committee initial review and training
March 6, 2019	Publisher presentation, Cengage, National Geographic
March 13, 2019	Publisher presentation, HMH
March 18-19, 2019	Program review open to all for review
March 20, 2019	Large committee review and recommend next steps
April 8, 2019	First Reading

# SECTION 2 APPENDIX B CRITERIA, POLICY

### Springfield School District 19

Code: **JBB** Adopted: 4/10/17

### **Educational Equity**

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

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

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

To achieve educational equity the district will commit to:

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

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

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

<sup>&</sup>lt;sup>1</sup>"Sexual orientation" is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

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

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

### END OF POLICY

Legal Reference(s):

ORS 174.100(7) ORS 332.075

ORS 332.107

ORS 342.437 to -342.449

### Springfield School District 19

Code: IIA
Adopted: 1/22/96
Readopted: 6/25/07
Orig. Code(s): II/IIA

### **Instructional Resources/Instructional Materials**

As the district's governing body, the Board is legally responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library materials in accordance with the policy below.

Materials and technological equipment for school classrooms and school libraries will be selected by the appropriate professional personnel in consultation with the administration and staff. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of basic textbooks.

Library and instructional materials including software will be selected in accordance with the following criteria and procedures:

- 1. Materials should enrich and support the current curriculum, taking into consideration the varied interest, abilities and maturity levels of students served.
- 2. Materials should stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- 3. Materials should provide an informational background which will enable students to make intelligent judgments in daily life.
- 4. Materials should present opposing sides of controversial issues so young citizens may develop, under guidance, the practice of critical thinking and reading.
- 5. Materials should be representative of racial, religious, ethnic and cultural groups, emphasizing their valuable contributions to American heritage and should be as free as possible from sex-role stereotyping.
- 6. Books and instructional materials will be chosen considering values of interest to and enlightenment of all the students in the community. A book or instructional material will not be excluded because of the race, nationality or the political or religious views of the writer.
- 7. Since books and instructional materials are selected to provide for the interest and needs of the school community and the school program, they will be selected cooperatively by teachers, principals and librarians, and sometimes with the assistance of students and parents.
- 8. In the selection of books and other instructional materials, consideration should be given to factual accuracy, authoritativeness, balance and integrity. Aesthetic values also must be considered in selection of materials.

- 9. Books and instructional materials will be reviewed by members of the staff to assure their timeliness and continued appropriateness.
- 10. Contain appropriate readability levels;
- 11. Show consistency with the district's adopted curriculum content;
- 12. Provide for ease of teacher use;
- 13. Are attractive and durable;
- 14. Can be purchased at reasonable cost.

The above principles will serve as a guide in the selection of all instructional and library materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

The superintendent or designee will develop selection procedures and procedures for patron review or appeal regarding the selection of instructional materials.

### END OF POLICY

### Legal Reference(s):

ORS 336.035

ORS 337.120

ORS 337.141

ORS 337.150

ORS 337.260

ORS 339.155

OAR 581-011-0050 to -0119

OAR 581-021-0045

OAR 581-021-0046

OAR 581-022-1140

OAR 581-022-1520

OAR 581-022-1640

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

### Cross Reference(s):

IFA/IFB - Curriculum Research/Pilot Projects INB - Studying Controversial Issues KL - Public Complaints

What students need to learn K-12 Social Sciences Standards	Student Engagement; Instructional Support and Differentiation	Assessment & Measuring Progress
The instructional materials align with the concepts of the Social Sciences standards and grade level outcomes:	The instructional materials support instruction and learning for all students:	The instructional materials support monitoring student progress:
Focus  1. Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma which includes: the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.  2. Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences grade level standards.  a. 6th Grade: Primary and secondary sources, artifacts, timelines, and maps about peoples (including ethnic and social minorities) and civilizations (all facets) of the Western Hemisphere, with a supplemental Oregon focus.  b. 7th Grade: Primary and secondary sources, artifacts, timelines, and maps about peoples (including ethnic and social minorities) and civilizations (all facets) in the Eastern Hemisphere.	Student Engagement  19. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.  20. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.  21. Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.  22. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all students.  23. Utilize students' prior knowledge, skills, and experiences to provide	Assessment & Measuring Progress  46. Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.  47. Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).  48. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).  49. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.

- c. 8th Grade: Primary and secondary sources, artifacts, timelines, and maps representing the broad diversity of peoples (including ethnic and social minorities), and cultures in North America for the period between 1600 and 1880.
- d. All grades: Current events articles relating to historic approaches to systematic oppression.
- 3. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship.
  - a. Access to personal narratives of social minorities.
  - b. Links to, and suggestions for, community/civic involvement appropriate for middle school students.
  - c. Access to Civil Discourse
- 4. Recognize, reinforce, and strengthen the inherent dignity of all students.
- Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.
  - Links to current events issues and activities connected to historical and current people and cultures in grade-level geographic areas studied.

### Rigor

6. Support and guide in-depth exploration and

- a context for making sense of events and/or seeking solutions to problems.
- 24. Provide opportunities for varied activities (e.g. hands on learning, physical movement, simulations, research opportunities, integrated technology, and role play).
- 25. Provide activities that incorporate the arts.

### **Differentiated Instruction**

- 26. Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.
- 27. Address Oregon English Language Proficiency Standards in reading, writing, listening and speaking.
- 28. Provide direct access to equitable resources through various levels of technology.
  - a. Speech to text
  - b. Text to speech
  - c. Audio books
  - d. Digital copies

- 50. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.
- 51. Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).
- 52. Includes a scoring guide and/or rubric for essential question.
- 53. Includes test bank with:
  - a. manipulative documents, essay questions, maps, multiple choice questions
  - opportunity to add own questions to test bank material and to create an additional/alternative if needed
  - scoring guide/rubric for test bank essays
- 54. Student samples and model examples for possible short answer questions and/or essays.
- 55. Hands-on formative assessments that allow students the opportunity to practice a given concept

- integration of conceptual understandings.
- Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues.
- 8. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence.
  - a. Provide source references, especially for supplementary readings
- Encourage students to approach content through a disciplinary lens as social scientists.
- 10. Cultivate an exploration and problem solving of learning through higher level questioning.
- 11. Provide opportunities for open ended discussions (i.e., Socratic Seminars, Philosophical chairs)

#### Coherence

- Use developmentally appropriate activities and materials to cultivate active civic participation.
- 13. Encourage integration of history, economics, geography, civics, financial literacy, ethnic studies, and Social Science Analysis.
- 14. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology).
- 15. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and

- e. Available in various languages
- 29. Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).
- 30. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.

### **Instructional Materials**

- 31. Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.
- 32. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.
- 33. Aligned to the Oregon Social Science standards.

- 56. Formative checks for understanding/strategies
- 57. Provides a variety of exit tickets both written and electronic.
- 58. Embedded online performance tasks that are aligned to state required testing.

- addressing misconceptions.
- 16. Provide opportunities for instruction relating to recurring themes and patterns.
- 17. Provide clear purposes for learning experiences, including but not limited to:
  - a. essential questions
  - b. learning targets/objectives
  - c. alignment with state standards
- 18. Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.
- 34. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts)
- 35. Provide guidance on discussing controversial or sensitive topics.
- 36. Avoid tokenistic presentations of cultures
- 37. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to:
  - a. real-life situations or mirror real-life situations
  - b. highlight vocabulary
  - c. focused and clear graphics, illustrations, maps, and other multimedia
  - d. case studies
  - e. art
- 38. Emphasize academic vocabulary at all levels.
- Include objectives and learning targets written in student centered language.
- 40. Materials provide access to materials that address current events (digitally, magazine form, etc.)

 44 Provides at home satisfies with	
41. Provides at home activities with	
text translation to ensure access.	
42. Provides varied instructional	
materials including, but not	
limited to:	
a. Maps/atlases (print and	
interactive)	
b. picture books	
c. high-quality, accurate	
videos	
d. suggestions for integrated	
units (chapter books)	
e. supplemental group sets	
of books (chapter books,	
guided reading books)	
f. Online video to introduce	
topic	
g. Content presented	
through multiple means	
(art, music, etc.)	
h. Diverse and relevant	
supplemental readings.	
43. Supplemental texts, visuals, &	
primary sources that address	
Oregon history and geography.	
44. Access to developmentally	
appropriate materials and vetted	
websites for student research	
that are regularly updated.	
45. Digital resource of all types of	
maps that are updated regularly	
 (e.g. population, land use,	

religion, eco regions, trade,	
ethnicity, socio-economic	
regions, migration, cultural).	

Grade Level:	Program:	
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### **EQUITY AND ACCESSIBILITY RUBRIC**

Ways to Analyze Texts for Bias (adapted from the Council of Interracial Books for Children)<sup>1</sup>
Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes—expressed over and over in books and in other media—gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society's attitudes.

But if a child can be shown how to detect racism and sexism in a book or other multimedia materials, the child can proceed to transfer the perception to wider areas. The following guidelines are offered as a starting point in evaluating children's books from this perspective.

		Stereotypes
1	Check the illustrations	Look for stereotypes, or oversimplified generalization about a particular group, race or sex which usually carries derogatory implications. Some stereotypes can be overt – for example, depicting a male Latino teenager as a gang member. While stereotypes may not be this obvious, look for variations which may demean or ridicule characters because of their race or sex.
		Look for tokenism. If there are non-white characters in the illustrations, do they look like whites except for being tinted or colored in? Do all faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?
		Who's doing what? Do the illustrations depict non-whites in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers?
2	Check the story line	Making It  Does it take "white" behavior standards for a minority person to "get ahead"?  Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do persons of color have to exhibit extraordinary qualities—excel in sports, get A's, etc.? In friendships between white and children from developing countries, is it the child from the developing country who does most of the understanding and forgiving?
		<ul> <li>Resolution of problems</li> <li>How are problems presented, conceived and resolved in the story?</li> <li>Are minority people considered to be "the problem"?</li> <li>Are the oppressions faced by minorities and women represented as related to social injustice?</li> <li>Are the reasons for poverty and oppression explained, or are they accepted as inevitable?</li> </ul>

<sup>&</sup>lt;sup>1</sup> Cited from Washington Models for the Evaluation of Bias Content in Instructional Materials

		<ul> <li>Does the storyline encourage passive acceptance or active resistance?</li> <li>Is a particular problem that is faced by a racial minority person or a female resolved through the benevolent intervention of a white person or a male?</li> <li>Role of women</li> </ul>	
		Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed?	
		Look for inaccuracy and inappropriateness in the depiction of other cultures. Watch for instances of the "quaint-natives-in costume" syndrome (most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).	
3	Lifestyles	<ul> <li>Are persons from developing countries and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia?</li> <li>If the minority group in question is depicted as "different," are negative value judgments implied?</li> </ul>	
		<ul> <li>Are minorities depicted exclusively in ghettos or migrant camps?</li> </ul>	
4	Relationships	<ul> <li>Power &amp; Stereotypes</li> <li>Do the whites in the story possess the power, take the leadership, and make the important decisions?</li> <li>Do racial minorities and females function in essentially supporting roles? How are family relationships depicted?</li> <li>In black families, is the mother always dominant?</li> <li>In Latino families, are there always lots of children?</li> <li>If the family is separated, are societal conditions—unemployment, poverty, for example—cited among the reasons for the separation?</li> </ul>	
5	Note the Heroes	For many years, books showed only "safe" minority heroes—those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes (of both sexes) based on their own concepts and struggles for justice. When minority heroes do appear, are they admired for the same qualities that have made white heroes famous or because what they have done have benefited white people?  • Ask this question: "Whose interest is a particular hero really serving?"	
6	Consider the effects on a child's self-image	<ul> <li>Analyze known norms that limit the child's aspirations and self-concepts.</li> <li>What effect can it have on black children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.?</li> <li>Does the book counteract or reinforce this positive association with the color white and negative association with black?</li> <li>What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds?</li> <li>In a particular story, are there one or more persons with whom a minority child can readily identify to a positive and constructive end?</li> </ul>	

7	Consider the author's/ illustrator's background	Analyze the biographical material on the lacket flap or the back of the book.  It a story deals with a minority theore, what qualifies the author or illustrator to deal with the subject?  If the author and illustrator are not members of the minority being written about, is there anything in their background that would specificany recommend them as the creators of this book?
8	Multiple Perspectives	No author(s) can be wholly objective. All authors write out of a cultural lens, as well as a personal context. Texts in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated texts in the United States. With the book in question, read carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work.  • Is the perspective patriarchal or feminist?  • Is it solely Eurocentric or do minority cultural perspectives also receive respect?
9	Watch for loaded language	<ul> <li>A word is loaded when it has insulting overtones.</li> <li>Examples of loaded adjectives: are savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.</li> <li>Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: ancestors instead of forefathers; chairperson instead of chairman; community instead of brotherhood; firefighters instead of firemen; manufactured instead of manmade; the human family instead of the family of man.</li> </ul>

# SECTION 3 APPENDIX C SPS REVIEW NOTES BY GRADE

# SPS 6th Grade Social Studies Review Tool

Curriculum Name _World History ch 16-17_&World Cultures and Geography: Western Hemisphere Date Reviewed3/6/19_  Curriculum PublisherCengage6th SS		
	Teaching Strategies	
The lesson/unit infuses the strategies in the C3 Framework for Social Studies State Standards. Integrates content and skills purposefully: Thoughtfully introduces appropriate and relevant content for students to ground their inquiries and build disciplinary skills and conceptual knowledge.	<ul> <li>Each chapter has an introductory video for students that uses vocabulary that will be used in the unit.</li> <li>The Digital Library has several videos for each unit.</li> <li>Chapters feature interviews with real-world people related to the area of study.</li> <li>The first page of each chapter provides a preview of vocabulary for that chapter.</li> <li>The first page also has a picture with an icon that allows students to click on and a caption appears to explain what is happening in the picture.</li> <li>Several graphic organizers and assessments are provided.</li> </ul>	
Crafts questions that spark and sustain inquiry: Provides deeper-level questions and/or gives students the opportunity to construct compelling and supporting questions to initiate and sustain an inquiry.	SSB - Essential questions are located on the "Preview the Chapter" page (see p.32 in World Cultures and Geography: Western Hemisphere with Europe) and are then revisited in the Review (p.68-69). Review questions are provided at the end of each section as "Before You Move On" and "Ongoing Assessment" (see p.35). "Critical Viewing" questions, based on visuals, also appear frequently (see p.34).	
Students work collaboratively: Engages students in disciplinary content to develop, examine, and communicate ideas.	Speaking Lab: Utilizes Turn & Talk/Pair-Share to discuss content and prepare to present to the class.	

	Partners create Top Ten list of actions their peers can take to celebrate Earth Day and then make copies of their poster to put up around school.
The lesson/unit promotes literacy practices in the Oregon State Learning Standards in the following ways:  Credible primary and/or secondary sources: When applicable, resource includes multiple perspectives.	Additional resources are offered via videos and interactive activities that provide credible primary and secondary sources.
Grade-level texts: Resource includes readings that match grade band text complexity and are of sufficient quality and scope for the stated purpose.	<ul> <li>Online version of the textbook gives students the option to click on an icon that changes the reading level to two grades below grade level to allow students to access the same information at a more accessible level.</li> <li>Online version of the textbook also has options for students to listen to the text read aloud.</li> <li>Spanish version of the online textbook does not have below grade level options.</li> </ul>
Text-based evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions.	SSB - Text-based questions are located throughout the lessons and in the chapter review (see p.37 in World Cultures and Geography: Western Hemisphere with Europe).
Writing from sources: Routinely expects that students draw and properly cite evidence from texts to inform, explain, or make an argument in a written form (notes, summaries, short responses or formal essays).	Writing Labs generally require students to draw evidence from the text in order to adequately respond to the question or prompt.  Improvement: Citing evidence isn't explicitly asked for in many of the end of section labs.
Academic vocabulary: Focuses on building students' academic vocabulary in context throughout instruction using Tier 2 (general academic) and/or Tier 3 (domain/content area specific) words.	Academic Vocabulary is embedded throughout the chapter, both within the text itself, as well as additional descriptions using vocabulary captions to go along with images. There are also many Teacher Resources available giving students ample opportunities to practice their knowledge of the vocabulary terms.

Research: Builds and presents knowledge through the process of analysis and synthesis as appropriate.	<ul> <li>Most pages provide Viewing, Speaking, and Writing Labs which ask students to analyze information, compare and contrast, and make inferences based on the information provided on that page.</li> </ul>
Increase text complexity: Focuses students on reading a progression of complex texts where the learning is sequenced, scaffolded, and supported to advance students toward independent reading.	SSB - Chapters, sections, and lessons build upon each other in order to further students' learning. Online texts are available at grade-level as well as two grades below. Theoretically, this would allow students to grasp grade-level concepts while working towards reading at grade-level.
Make reading text closely and examining textual evidence a factor of the instructional focus.	End of section labs require students to closely read and examine the textual evidence before completing the assigned tasks.
Build disciplinary knowledge in one or more of the following Oregon State social studies strands (civics, economics, geography, history, and social studies skills).	Throughout the sections, disciplinary knowledge is built upon using the following social studies strands: Economics, Geography, History, Civics, Government, and Social Studies Skills
Provide state, tribal, and other perspectives, when applicable, while presenting or contrasting the unit within a global context.	Upon review of the materials, there is evidence that each unit looks at both the past and present to provide different perspectives on subject matter. An example of this can be seen on pages 214-216 where a chapter outline is provided. This outline shows that students will study the area from a variety of perspectives including: Indigenous Cultures and Languages, a comparison of governments, and a modern focus on events such as the Olympics.
Integrate 21st Century skills (creativity and innovation, critical thinking and problem solving, communication, and collaboration).	SSB - Students are asked to interpret information in critical and creative ways (see p.45 in <i>World Cultures and Geography: Western Hemisphere with Europe; question 2 and 3</i> ). On p.69, they are asked to create a visual overview using online resources. Periodically, students are also encouraged to "Turn and Talk" with a partner and then share with the class as a whole (see p.59).

Provide tangible opportunities for taking informed action: Students, where curricularly appropriate, have the opportunity to culminate their academic inquiries through civic engagement	Unit 1: Review and Extend Option 1: Students create a top ten list of actions students in their school can do to show appreciation for earth on the next Earth Day. They are encouraged to post copies around the school (w/ permission) for their peers to see.	
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.	
	Instructional Supports	
A Lesson or Unit is responsive to varied student learning needs.  Includes a clear and specific purpose for instruction as well as specific guidance to support teaching and learning of targeted standards.	At the beginning of each chapter differentiation strategies are offered, including Striving Readers, Inclusion, English Language Learners, Talented & Gifted, and Pre AP. In the introduction it states the purpose for the lesson's topic, as well as ideas on how to introduce this purpose to students. Essential Questions are also provided which allow students to understand why the given topic is of value to their learning.	
Cultivates student interest and engagement in history/social studies.	<ul> <li>Introductory videos on location are provided to introduce each unit.</li> <li>Student resources outside of the text include photographs, charts, maps.</li> <li>Interactive Whiteboard resources are provided.</li> </ul>	
ts learning of the core ideas, concepts, and practices of the C3 Inquiry Arc as appropriate: developing questions and planning inquiries; gathering, evaluating and using evidence; communicating conclusions and taking informed actions	SSB - Students do not appear to be prompted to ask questions but are encouraged to make inferences and to analyze information. They are not explicitly encouraged to cite their evidence in written responses. On p.68-69 in <i>World Cultures and Geography: Western Hemisphere with Europe</i> , students are asked to answer questions based on the chapter's main ideas, draw conclusions, analyze data, find main ideas and details, interpret maps, and synthesize. At the end of the units (see p.72), "Active Options" are also available that prompt students to further their learning.	

Recommends and facilitates a mix of instructional approaches and best practices for a variety of learners, such as modeling, questioning strategies, checking for understanding, flexible grouping, pair-share, and scaffolding.	Speaking, Writing, Data, Reading, Photo, Map, etc. Labs: Many use flexible grouping, pair-share  Before You Move On: Questions that check for understanding before progressing to the various types of end of lesson labs  Scaffolding- Graphic organizers are provided in many of the end of section labs. The differentiated text allows students reading below grade level to access the same information on demand and as needed.
Elicits students' prior knowledge and addresses common student conceptions/misconceptions.	At the beginning of each lesson, there is a section called Introduce & Engage, where students tell what they know about the topic.  I did not locate anything pertaining to student conceptions/misconceptions.
Supports students in making and/or evaluating evidence-based claims.	<ul> <li>There are a variety of Writing Lab opportunities including those that ask students to make inferences, explain human-environment interaction using a chart and evidence from the chapter.</li> <li>Data labs ask students to interpret charts and models to create claims.</li> <li>Chapters provide "Guided Writing" as a student resource. Students are given examples and instructions for using evidence to make claims. There are graphic organizers and charts for students to organize their thinking and writing.</li> </ul>
Uses digital tools and media as appropriate to deepen student learning.	SSB - Online Student Edition links to outside resources, allows manipulation of texts (zoom, pop-ups, highlight, etc). Also lets students interact with a variety of maps and videos.

Contains text features (e.g. captions, headings, index) as appropriate to support student learning.	Online Edition: There are plenty of images and maps with captions with useful explanations. Included in most captions are questions that guide and support student learning and understanding. The online edition is easy to navigate between sections, chapters, etc.
Requires student involvement in and responsibility for their learning.	At the end of each section, there is a Before You Move On component, as well as Ongoing Assessment checks where students are asked to summarize what they just studied prior to moving on to the next section.
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
	Assessment
The lesson/unit provides sufficient guidance for interpreting student performance.  Elicits evidence that a student can independently demonstrate that they can meet the targeted Oregon state or other standard(s) identified in the lesson/unit.	<ul> <li>Standardized test practice is provided for each chapter. These feature multiple choice questions, document based questions, constructed and extended responses.</li> <li>Section quizzes are provided both digitally and available to print.</li> <li>Two versions of formal assessments are provided at different reading levels.</li> <li>Tests can be modified by teachers.</li> </ul>
Includes aligned rubrics or assessment guidelines for interpreting student performance.	SSB - There are test banks provided for quizzes and tests in the Teacher's Edition <i>Essentials of Geography</i> spiral. Short responses, extended responses, etc. have one short example response available (see RB123-RB140). "Performance Assessment Rubrics" are available online. Students can earn a score between 1 and 3 based on three categories: planning/preparation, content/presentation, and participation/collaboration. These rubrics are not aligned with state standards. Writing Templates, Guided Arguments, and Graphic Organizers are also available for students to use online.

Measures progress of fundamental understandings through embedded formative assessments that focus on	The Before You Move On questions provide checks for understanding. The end of section labs assess thei learning before moving on to summative assessment.
learning target(s) and/or engage students in self-reflection.	There are section quizzes to assess learning prior to the end of unit tests.
Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative, and self-assessment measures.	There are a variety of assessment tools available, including Review and Assessments, Standardized Test Practice, and On-Level and Modified Chapter Tests. These are fully editable. Self-Assessments could include the Before You Move On at the end of each lesson.
Materials have a clear and documented research base, with evidence of usability and efficacy with a wide range of students.	
Content represents a wide array of cultures and experiences, allowing students to learn about situations similar to and different from their own personal experiences.	
Content is accurate and free of bias (social, religious, racial, gender, ethnic).	

Additional Notes:

## SPS 7th Grade Social Studies Review Tool

Curriculum PublisherNational	Geographic Learning/CengageGrade level/Course7
Criterion:	<b>List Evidence, Examples, and Evaluate for high quality.</b> Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
	Teaching Strategies
The lesson/unit infuses the strategies in the C3 Framework for Social Studies State Standards. Integrates content and skills purposefully: Thoughtfully introduces appropriate and relevant content for students to ground their inquiries and build disciplinary skills and conceptual knowledge.	This resource presents appropriate materials with regard to historical and cultural context. Some of the presented information is leading with regard to presented opinions on past world leaders without giving students the opportunity to form their own opinions.  Most of the content is supplemented by appropriate skills activities that encourage deeper thinking and practical application of knowledge.
Crafts questions that spark and sustain inquiry: Provides deeper-level questions and/or gives students the opportunity to construct compelling and supporting questions to initiate and sustain an inquiry.	The book presents the standard gloss of the subject matter that one might expect from a textbook, and the guiding questions are also fairly typical in that they do not necessarily provide deeper-level questions in the text itself.  The teacher edition, however, provides a much more deeper-level content and inquiry with supplementary activities.
Students work collaboratively: Engages students in disciplinary content to develop, examine, and communicate ideas.	There are DBQs, Interactive video and audio elements online, and critical thinking and writing activities in the chapter review sections.
The lesson/unit promotes literacy practices in the Oregon State Learning Standards in the following ways:  Credible primary and/or secondary sources: When applicable, resource includes multiple perspectives.	There are built-in modifications for lower readers in the online text. The text and supplementary materials provide a fair amount of primary and secondary resource material.

Curriculum Name \_\_World History Great Civilizations / World Cultures & Geography\_\_\_\_\_ Date Reviewed \_\_06 March 2019\_\_

Grade-level texts: Resource includes readings that match grade band text complexity and are of sufficient quality and scope for the stated purpose.	The general text is within the grade band, however, the online format provides a modified text for lower readers. It is also presented in Spanish, though the Spanish text is only available at grade level.
Text-based evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions.	The text periodically provides opportunity for DBQ discussion. There is also a significant amount of critical thinking, writing, reading, etc. activities.
Writing from sources: Routinely expects that students draw and properly cite evidence from texts to inform, explain, or make an argument in a written form (notes, summaries, short responses or formal essays).	As stated above, there are periodic opportunities for students to use and cite evidence for information, explanation, or argument within the text itself
Academic vocabulary: Focuses on building students' academic vocabulary in context throughout instruction using Tier 2 (general academic) and/or Tier 3 (domain/content area specific) words.	Key vocabulary (mostly Tier 3) is listed for each lesson and is highlighted and defined in the text of the lesson. Tier 2 vocabulary terms (Interpret, Inferences, Conclusions, etc.) are used in the context of lesson review questions but are not introduced in the beginning of the book. They are explained at the beginning of chapters throughout the book but students are asked to use terms they have not yet been exposed to from the get-go.
Research: Builds and presents knowledge through the process of analysis and synthesis as appropriate.	Lesson review questions are geared toward analysis and interpretation. Suggested improvement: Include Essential Questions in student version at beginning of each lesson/chapter to orient student's thinking. They exist in Teacher Version, but not Student Version.  Document Based Questions exist throughout the book.
Increase text complexity: Focuses students on reading a progression of complex texts where the learning is sequenced, scaffolded, and supported to advance students toward independent reading.	The online version provides two reading levels. Primary source documents are presented in small chunks and students are asked to make inferences, summarize, compare and contrast, etc. There is not necessarily a progression of difficulty for students at the upper end. If a student is using the simplified version of online texts, they would be presented with more complex texts by reading the standard version.

Instructional Supports	
Criterion:	<b>List Evidence, Examples, and Evaluate for high quality.</b> Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
Provide tangible opportunities for taking informed action: Students, where curricularly appropriate, have the opportunity to culminate their academic inquiries through civic engagement	I have not seen evidence of this in the World History book.
Integrate 21st Century skills (creativity and innovation, critical thinking and problem solving, communication, and collaboration).	Critical thinking is encouraged in each lesson through review questions, class discussions (for which there are prompts and suggestions for creating an active, collaborative classroom discussion environment in the front section of the book).
Provide state, tribal, and other perspectives, when applicable, while presenting or contrasting the unit within a global context.	Not applicable.
Build disciplinary knowledge in one or more of the following Oregon State social studies strands (civics, economics, geography, history, and social studies skills).	Strong in history, decent in geography and social studies skills. There are supports for teaching social studies skills in the digital version of the textbook.
Make reading text closely and examining textual evidence a factor of the instructional focus.	Students are asked to use evidence from the text to answer some review questions. They are also asked to use evidence in their argumentative writing, DBQs, etc.

A Lesson or Unit is responsive to varied student learning needs.  Includes a clear and specific purpose for instruction as well as specific guidance to support teaching and learning of targeted standards.	<ul> <li>There is a Chapter Planner</li> <li>Each Lesson provides clear differentiation for additional lessons ideas. There are sections for Struggling Readers, Inclusion, ELL, TAG, and pre-AP.</li> <li>Within the online text, every section has an icon that students can click to receive text that is two-grade levels lower. The text is also available as a read-aloud and is also differentiated.</li> <li>The Social Studies Skills Lessons sections are very clear and give step-by-step guidance for students.</li> </ul>
Cultivates student interest and engagement in history/social studies.	<ul> <li>There are many videos, pictures, interviews that are engaging. The personal connection with the explorers are meant to provide a connection from the text to real-life.</li> </ul>
Supports learning of the core ideas, concepts, and practices of the C3 Inquiry Arc as appropriate: developing questions and planning inquiries; gathering, evaluating and using evidence; communicating conclusions and taking informed actions	<ul> <li>The World History book gives opportunities to evaluate and use evidence with the DBQs.         There are also skills lessons that encourage writing and gathering evidence.     </li> <li>I have not seen evidence of opportunities of communicating conclusions and taking informed actions.</li> </ul>
Recommends and facilitates a mix of instructional approaches and best practices for a variety of learners, such as modeling, questioning strategies, checking for understanding, flexible grouping, pair-share, and scaffolding.	<ul> <li>There are many options for differentiation activities included, but not many ideas around modeling, questioning strategies, flexible grouping, pair-share, and scaffolding.</li> <li>There is a check for understanding for each lesson that consists of three questions.</li> </ul>
Elicits students' prior knowledge and addresses common student conceptions/misconceptions.	Not noted

Supports students in making and/or evaluating evidence-based claims.	<ul> <li>Each Unit has at least one DBQ (Document Based Question) that requires students to analyze documents and format a response based on the evidence.</li> </ul>
Uses digital tools and media as appropriate to deepen student learning.	In student physical text, there is no identifiable marker of when there are online resources available.  Student online text is rich and immersive with video links, additional photos, the ability to easily change text complexity, the ability to read ALL text, interactive maps.  Teacher online text does not have the same interactive abilities as the student text. What appears is not directly correlated with how the physical teacher edition is presented, but teachers have to navigate through a table of contents and drop down menus.
Contains text features (e.g. captions, headings, index) as appropriate to support student learning.	Headings, captions, small sections of each chapterseach lesson is only two pages; key vocabulary is highlighted in yellow; names and places are in bold; Main idea is explicitly stated for each lesson; Review and assess for each lesson; Units are color coded across the top; chapters are identified at the bottom of each page; some confusion of lessons per chapter (same color at top of page and could be same number as welli.e. Page 270 is 1.1 in blue at top, page 306 is 1.1 in blue at top but 270 is ch 10 and 306 is ch 11); table of contents is very clean and clear; Student References at back of the book contains english and spanish glossary and index which are all easy to use; no atlas for reference however there is a table of contents for maps on p xxiv
Requires student involvement in and responsibility for their learning.	Student involvement is definitely highlighted in the online edition and allows them to personalize the text and further explore items and events of interest; this is not available in the print edition. The field journal does require student involvement and responsibility for learning. The end of lesson "review and assess" and chapter review require critical thinking and student engagement.
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.

Assessment	
The lesson/unit provides sufficient guidance for interpreting student performance.  Elicits evidence that a student can independently demonstrate that they can meet the targeted Oregon state or other standard(s) identified in the lesson/unit.	Most standards are easily assessed; it is not clearly evident that some of the cross-unit, big idea standards are easily assessed in the materias; standards focused on the impact of history on current events does not seem to be assessed
Includes aligned rubrics or assessment guidelines for interpreting student performance.	Online quiz is provided for each lesson but not in the physical text; rubrics are provided for some of the project based activities; answers for each chapter review are provided
Measures progress of fundamental understandings through embedded formative assessments that focus on learning target(s) and/or engage students in self-reflection.	Online quizzes for each lesson and "review and assess" for each lesson can provide some information; both are linked to the main idea established at the beginning of the lesson; there are activities that encourage student reflection but not available for each lesson
Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative, and self-assessment measures.	Pre-assessment seem to be based on response to visual images and reflection; not sure what "Exam View" will look like and what it will make available to our teachers; on level and below level assessments are available online for each chapter; differentiated activities are provided that could be used for assessment

## SPS 8th Grade Social Studies Review Tool

Curriculum Name National Geographic Date Reviewed March 6, 2019
Curriculum Publisher: Cengage Grade level/Course: 8th Grade SS

Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.	
	Teaching Strategies	
The lesson/unit infuses the strategies in the C3 Framework for Social Studies State Standards. Integrates content and skills purposefully: Thoughtfully introduces appropriate and relevant content for students to ground their inquiries and build disciplinary skills and conceptual knowledge.	Unit 3, Chapter 5 "The Road to Revolution", p. 164-219.  This chapter introduces appropriate and relevant content by opening with an introductory section, p. 165-177, whereby it includes art during that time, a timeline, vocabulary, historical quotes by famous Patriots, an article "American Stories" (connecting context to the students' American identity, how they view themselves as American, as well to American symbols and themes p. 170-177). All this builds background information necessary for learning.  It also includes "Introduce and Engage" with each section to promote and generate learning.	
Crafts questions that spark and sustain inquiry: Provides deeper-level questions and/or gives students the opportunity to construct compelling and supporting questions to initiate and sustain an inquiry.	Poses essential questions for critical thinking, for example, introducing different elements of the American Revolution: economics, sacrifices, strategies, and political thinkers and ideas. Provides guided discussion questions for each section.  It also includes end of chapter questions that include a vocabulary component, reading strategies section, a main ideas and historical thinking and critical thinking questions.	

Students work collaboratively: Engages students in disciplinary content to develop, examine, and communicate ideas.	Students work collaboratively in 'Pair Partners for Dictation', p. 167, under the chapter 'Strategies for Differentiation'. There is also an 'Active Options' page for each subsection, which includes student collaboration.	
The lesson/unit promotes literacy practices in the Oregon State Learning Standards in the following ways:  Credible primary and/or secondary sources: When applicable, resource includes multiple perspectives.	Each section includes a 'Document Based Question', whereby it presents a primary or secondary source that includes the following: an objective, an essential question, preparing for the document based question, guided discussion questions, evaluate section, an Active Option, and a Differentiate section.	
Grade-level texts: Resource includes readings that match grade band text complexity and are of sufficient quality and scope for the stated purpose.	Yes, the chapter effectively covers the events, people and ideas leading to the Declaration of Independence. Sample submitted to Lexile Analyzer: Lexile Measure 1000L-1100L Mean Sentence Length 17-20 Mean Log Word Frequency 3.47 Word Count 258	
	<b>Grade</b> 7	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)* 925L to 1235L
	8	985L to 1295L
	9	1040L to 1350L
	10	1085L to 1400L
<b>Text-based evidence:</b> Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions.		chapter that are revisited every section with a new way to answer it. Each on" teaching options. Each section also has inference questions that are very

Writing from sources: Routinely expects that students draw and properly cite evidence from texts to inform, explain, or make an argument in a written form (notes, summaries, short responses or formal essays).	In Chapter 5, it asks for cited evidence specifically in one end of section question. All end of the chapter questions say "Support your answer with evidence from the text."
Academic vocabulary: Focuses on building students' academic vocabulary in context throughout instruction using Tier 2 (general academic) and/or Tier 3 (domain/content area specific) words.	Vocabulary words are introduced at the beginning of the chapter. In the text, vocabulary words are defined within the sentence, often as an appositive.
Research: Builds and presents knowledge through the process of analysis and synthesis as appropriate.	Asks interesting analysis and synthesis questions such as: "How did the Intolerable Acts backfire on the British Government?" And "What are the similarities and differences in two depictions of the Boston Massacre?"
Increase text complexity: Focuses students on reading a progression of complex texts where the learning is sequenced, scaffolded, and supported to advance students toward independent reading.	Most of the text appears to be at a similar level. There is a Document Based Question that uses a primary source, in this case the Declaration of Independence and scaffolds it well.
Make reading text closely and examining textual evidence a factor of the instructional focus.	In Chapter 5, it asks for cited evidence specifically in one end of section question. All end of the chapter questions say "Support your answer with evidence from the text."
Build disciplinary knowledge in one or more of the following Oregon State social studies strands (civics, economics, geography, history, and social studies skills).	Civics- Protest and the Declaration of Independence. Geography- Map skills History- Encourages analysis of cause and effect and making inferences. It is important to understand that this is the Road to Revolution which is all about white colonials fighting the British.

Provide state, tribal, and other perspectives, when applicable, while presenting or contrasting the unit within a global context.	In Unit 3 chapter 5 "Other perspectives" are barely touched upon State perspective not applicable. Native American perspective not given		
Integrate 21st Century skills (creativity and innovation, critical thinking and problem solving, communication, and collaboration).	Limited, standard questions, some critical thinking around modern identity, Star-Spangled Banner, pledge of Allegiance and symbols. Chapter presented as straight forward history		
Provide tangible opportunities for taking informed action: Students, where curricularly appropriate, have the opportunity to culminate their academic inquiries through civic engagement	No civic engagement opportunities presented in this chapter		
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.		
	Instructional Supports		
A Lesson or Unit is responsive to varied student learning needs.	The chapter text can be leveled for student understanding but captions, questions, biographies are not leveled.		
Includes a clear and specific purpose for instruction as well as specific guidance to support teaching and learning of targeted standards.	Does include "Strategies for Differentiation" with each chapter		
Cultivates student interest and engagement in history/social studies.	Nice visuals to draw student interest		

Supports learning of the core ideas, concepts, and practices of the C3 Inquiry Arc as appropriate: developing questions and planning inquiries; gathering, evaluating and using evidence; communicating conclusions and taking informed actions	Each section has inference questions, each chapter has 3 primary source DBQs at the end that requires gathering and using evidence.
Recommends and facilitates a mix of instructional approaches and best practices for a variety of learners, such as modeling, questioning strategies, checking for understanding, flexible grouping, pair-share, and scaffolding.	<ul> <li>Teacher edition has differentiated teaching strategies on about every page</li> <li>Strategies include movement, discussion, etc</li> </ul>
Elicits students' prior knowledge and addresses common student conceptions/misconceptions.	Entire first 8 pages is engaging the students in how they see themselves in relation to american identity and the symbolism of the flag Section questions revisit that theme  Questions like "how would you feel" abound
Supports students in making and/or evaluating evidence-based claims.	DBQs at the end of each chapter, inference questions in each section
Uses digital tools and media as appropriate to deepen student learning.	Expanding maps, differentiated reading online, video hooks etc.

Contains text features (e.g. captions, headings, index) as appropriate to support student learning.	Yes, and text is focused on important details, short and sweet with a broad focus. Vocab words are bold AND highlighted.
Requires student involvement in and responsibility for their learning.	The online tool allows students to interact with the text. It give the student the option to modify the text if they need it, highlight important information, collect notes, and access text to speech options. This is available for all units and chapters in the book. There is also a tool that collects their highlights and notes to look back on in one place. Students also get to interact with assignments online, complete and turn them in.  The workbook also has ongoing assignments for each lesson. Example: Unit 3, chapter 5- Road to
	Revolution. As students read a section on American identity, they have to pause and make inferences. They are asked to connect to the text and make it meaningful to them. Question types are varied to support many different skills.
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
	Assessment
The lesson/unit provides sufficient guidance for interpreting student performance. Elicits evidence that a student can independently demonstrate that they can meet the targeted Oregon state or other standard(s) identified in the lesson/unit.	Unit 3, chapter 5- Road to Revolution. The (student) History Notebook has comprehension questions for each lesson. There are 5 or 6 questions for each lesson. Questions are varied and make connections between the student and the text. The varied types of questions allow the teacher to evaluate what students know and don't know. There are also discussion prompts and activities on the online teacher edition.
	Example: for Chapter 5- Road to Revolution, there is an activity that both gets students out of their seats, and has them create true/false questions that they will then answer. This would be an effective formative assessment to see what students know and what they don't.

Includes aligned rubrics or assessment guidelines for interpreting student performance.	At the end of each unit, there are various types of assessments. For example, in Unit 3- Chapter 5 there are pretests, quizzes, tests, and keys for all of those things. In Unit 2, there is a project assignment that includes a rubric.  There are online versions that can be assigned online or printed.
Measures progress of fundamental understandings through embedded formative assessments that focus on learning target(s) and/or engage students in self-reflection.	Options for formative assessments for Unit 3, Chapter 5:  - History notebook questions and activities - Quizzes - Active options- get kids interacting and out of their seats - Discussion questions - Questions that have students make connections to their These different types get at skills like cause and effect, summarizing, evaluating, inferences, etc
Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative, and self-assessment measures.	There are assessments embedded in every unit. For Unit 3, Chapter 5:  - Essential questions are listed  - Vocabulary activities  - Pre-assessments  - Formative assessment activities  - Summative assessments: unit tests  Skills for Chapter 5 assessments: Vocabulary, cause and effect, citing evidence from text, synthesizing, inferences, opinions, interpreting maps, analyzing sources, connection to life.

Additional Notes:

## **SPS Social Studies Review Tool**

Curriculum Name	Date Reviewed3/6/19
Curriculum PublisherCengaç	ge National GeographicGrade level/Course6-8
Criterion:	<b>List Evidence, Examples, and Evaluate for high quality</b> . Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
	Equity/Differentiation
The program provides resources for supporting English Language Learners (ELL's) regular and active participation with grade-level text.	6th: Full Spanish translation of all materials hard copy and online, including workbooks. Hard to find the Spanish translation online. Did find the online Spanish glossary.  7th: Looked at Unit 4, Chapter 10 "The Roman Republic":  • Throughout this chapter (and all chapters in the eEdition) you can modify the text online to reduce it 2 grade levels. This occurs on nearly each and every page with text. You just click on the MT button and it will modify the text down 2 grade levels or back up to grade level  • Spanish is available in all books, workbooks, online, etc. for 7th grade.  • Spanish speakers are our largest ELL population so this is really helpful  • Audio is provided to read text aloud to students (pages 263, 273 for example). This occurs throughout the eEdition  • In the teacher's eEdition of for Chapter 10 (chapter planner 2/2) gives you specific differentiation strategies to use with ELL learners.
	8th: Reading- American Stories, Chapter 5:  Vocabulary is embedded within text (context clues)

• Comprehension: main idea identified at the beginning of passage, historical thinking includes check for understanding and comprehension questions.

#### History Notebook p.55-61 (student version)

- Evaluate, Make inferences, draw conclusions, form and support opinions, explore identity, connect to today, make predictions, evaluate, fact vs. myth, interpret maps, compare and contrast, describe, ask questions
- Strategies are provided for differentiation to our ELs pp166C-167D; creating word webs

#### Writing-

- Document-based question (American Stories, p. 210-211)
- History Notebooks (journal)- Students are able to write their notes by analysing artifacts
- Connect to your life -- Narrative Writing (American Stories, p.213 and page 28-29 in notebook)
- Projects for inquiry-based learning; recording and documenting (Page 18-19 History Notebook)
- Strategies are provided for differentiation to our ELs pp166C-167D; Use visuals to predict content

#### Listening-

- Intro video with key vocabulary embedded
- Text-to-speech with color-coding (online)

#### Speaking-

- American Stories online → write about history → differentiate →English Language Learners Pose and Answer Questions Arrange students at the Emerging and Expanding levels in mixed pairs and ask them to reread the American Story together. Instruct them to pause after each paragraph and ask one another who, what, when, where, or why questions about what they have just read. Suggest students use a 5Ws Chart to help organize their questions and answers. Ask students at the Expanding level to assist students at the Emerging level as needed.
- Strategies are provided for differentiation to our ELs pp166C-167D; Pair partners for dictation

This program provides supports for		
struggling learners and intervention/		
re-teach (Tier II)		

#### 6th:

- Highlighted vocabulary in the chapter (pg.54) as well as the main idea of the section (pg.52) Not a lot of heavy text, it is balanced with pictures and visuals as well. Graphic organizers available to print for students from the online module and in the teacher edition.
- Modified text is nice because it keeps the content online and just changes the text structure as referenced in presentation and online copy. Was easily able to have the woman read out loud, but not highlight at the same time. Also, not able to read aloud the modified text.
- Element of hard copy TE has section on differentiation and in the Teach section that look like good supports. Differentiation elements are mostly for vocabulary. Some of the differentiation elements
- Modified tests as referenced in the presentation that can be modified to meet accelerated student need: Test version A in TE seems to be more challenging and test version B is for struggling students.

#### 7th:

Looked at Unit 4, Chapter 10 "The Roman Republic":

- Throughout this chapter (and all chapters in the eEdition) you can modify the text online to reduce it 2 grade levels. This occurs on nearly each and every page with text. You just click on the MT button and it will modify the text down 2 grade levels or back up to grade level. This is a good support for struggling learners.
- Audio is provided to read text aloud to students (pages 263, 273 for example). This occurs
  throughout the eEdition. This is would be nice for struggling learners. I could not however find a
  way to get the text to highlight as it was being read, which was a feature we were told was
  embedded but we haven't seen that yet.
- The visuals provided and ability to interact with the pictures by clicking on them to enlarge them and get more information (page 286 for example). On this same page you can also get audio read aloud for the text as well.
- Highlighted vocabulary in the chapter (pg.266) as well as the main idea of the section (pg.270) Not a lot of heavy text, it is balanced with pictures and visuals as well.
- In the teacher's eEdition of for Chapter 10 (chapter planner 2/2) gives you specific differentiation strategies which in some cases could be used with struggling learners and/or intervention

## 8th: American Stories, Unit 3, Chapter 5, p. 168-213 Key vocabulary identified in the chapter introduction Key vocabulary highlighted in text with definitions as context clues Vocabulary highlighted online can be read aloud for students with definition provided Text-to-speech with color coding 3 differentiation strategies provided for our striving readers pp166C-167D Online resources include for striving readers and inclusive strategies Interactive maps online Lessons 1.1,1.3, 2.1, 2.3, 3.1, 3.4, 4.1, 4.4, 4.5 have strategies for striving readers on those specific lessons. This program provides materials to support 6th: pull-out/sheltered SPED instruction (Tier III) Similar with Tier II supports, we also found in the Teacher online edition that there is powerpoint materials, which include graphic organizers that would be helpful to working with students one on one. It can also be photocopied from the TE. Online materials to get those organizers not easy to find, many clicks in to finally download them. Element of hard copy TE has section on differentiation- some have time constraints. Text to speech component. 7th: Looked at Unit 4, Chapter 10 "The Roman Republic": Some online organizers are available. There are the differentiation suggestions in the eEdition as well. The text to speech is a nice feature that could be helpful/supportive (this is found throughout the eEdition pages). Interactive pictures, maps, etc. (page 268-269) Is there more to support sheltered SPED instruction in this unit? 8th: American Stories, Unit 3, Chapter 5, p. 168-213 Key vocabulary identified in the chapter introduction Key vocabulary highlighted in text with definitions as context clues

	<ul> <li>Vocabulary highlighted online can be read aloud for students with definition provided</li> <li>Text-to-speech with color coding</li> <li>3 differentiation strategies provided for our striving readers pp166C-167D</li> <li>Online resources include for striving readers and inclusive strategies</li> <li>Interactive maps online</li> <li>Lessons 1.1,1.3, 2.1, 2.3, 3.1, 3.4, 4.1, 4.4, 4.5 have strategies for striving readers on those specific lessons.</li> </ul>
The program provides resources for acceleration and extension of learning.	<ul> <li>6th:         <ul> <li>Differentiation section in hard -copy and online text supports pre-AP students and TAG opportunities.</li> <li>Modified tests as referenced in the presentation that can be modified to meet accelerated student need: Test version A in TE seems to be more challenging</li> <li>Active options might be a good fit for extension, and are in the TE for every section. Many of those could be a lot of pre-work and preparation, but they do give multiple options.</li> </ul> </li> </ul>
	<ul> <li>7th:         Looked at Unit 4, Chapter 10 "The Roman Republic":         In the teacher notes section in the eEdition they give you suggestions for differentiation, including for Talented and Gifted which would be accelerating. The specific suggestion in the teacher notes section in the eEdition says, "Build models: Have students build a 3D topographic model of the hills of Rome using the hills of Rome map and additional online resources. Discuss scale and proportion and encourage students to size the hills and bodies of water accurately. Use Online Atlas: The Hills of Rome. Also see the chapter planner for more activities.     </li> </ul>
	<ul> <li>8th:</li> <li>4 Differentiation strategies are provided for our Gifted and Talented and Pre-AP students pp166C-167D</li> <li>Pages 176-177 Teachers are provided with a strategy to support Pre-AP students: Investigate different versions of flags</li> <li>Lessons 1.1, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5 have activities for our Gifted and Talented and Pre-AP students on those specific selections.</li> </ul>

The program allows and encourages all students, regardless of aptitude or background, to work with rich and rigorous grade-level texts, questions, and writing prompts.	<ul> <li>6th:         <ul> <li>Large amount of pictures that connect to the text/content and they are accurate in representation. On page 97, it gives an example of a map for railroads, but it breaks it down for the NA tribes, which helps with representation of different cultures. Accurate languaging of NA populations in terms of Trail of Tears, etc.</li> <li>Current and relevant events that are portrayed accurately throughout the hard copy text that students can access and videos and other supplements online from the presentation.</li> </ul> </li> <li>7th:         <ul> <li>Looked at Unit 4, Chapter 10 "The Roman Republic":</li> <li>There are a large amount of interactive opportunities throughout the text to interact with that could encourage all students to dive into rich and rigorous texts and questions. (pg 271)</li> </ul> </li> </ul>
	<ul> <li>You have a bank of 500 test questions that could be used in the teacher eEdition.</li> <li>8th: American Stories, Unit 3, Chapter 5</li> <li>Our American Identity (p. 171) addresses American symbols and what they mean to the identity of each student. "What type of symbol represents your identity as an American? Why? (p. 174)</li> <li>Historical Thinking questions at the end of each reading section check for understand, and ask high order questions. For example, making inferences and analyze cause and effect (p. 183), form and support opinions and make generalizations (p. 191).</li> <li>Analyze Language Use: What is an "unalienable right," and how did the inclusion of these words in the Declaration point to a new philosophy of governing? (p. 209)</li> <li>Document-based Question (p. 210-211) include guided process to synthesize and write response to primary source.</li> </ul>
The materials and sections within books are arranged in a logically- ordered/organized,	<ul> <li>Ch. 5 Review (p.212-213) Historical Thinking Questions: support answers with evidence from the chapter</li> <li>6th:</li> <li>Chapter 1: The Geographer's Toolbox is helpful and logical start to the text.</li> </ul>
clear structure so that teachers and	<ul> <li>Compare Across Regions at the end of each sections is helpful to connect back before going forward. Also should align with curriculum map.</li> </ul>

students can easily access the content.	<ul> <li>7th: Looked at Unit 4, Chapter 10 "The Roman Republic": <ul> <li>Page 268 for example gives students the progression that they will follow during their learning in this unit. It seems very logical in how it is laid out. You are also given key vocab, strategies for comparing and contrasting and an interactive map so you can begin sparking interest in what you are about to learn by being able to tour or check out the region.</li> <li>8th: <ul> <li>Chapter 5 has its own planner/overview. Starts on Page 167A. The planner reminds you that you are in "A New Nation" unit and what the timeline, wrap-up, and what the inquiry for that unit is.</li> <li>The planner gives an overview (a glance) of what the chapter you are working with will look like and what skills you will be teaching to students.</li> <li>Unit 3; Chapter 5 is organized online by chapter and its lessons. Very easy to navigate!</li> <li>Historical Thinking on pages 179-191, 195-198, 203-211, : Activities are on the page of information. You don't have to flip through or flip back 6-8 pages.</li> <li>Formal assessments: Chapter 5 review is organized by vocabulary (with an example), the main ideas comprehension questions each tell you what lesson to find the answer in. Interpreting maps section have a map and questions to follow. Students are also given a narrative writing activity and they are given tips to get them started.</li> <li>TE online: Teachers have easy access to all quizzes and tests under the Resources drop down menu. In addition, there is a chapter checklist that teacher can check off as they teach the chapter to keep them organized.</li> </ul> </li> </ul></li></ul>
The teacher and student can reasonably complete the amount of content presented in the submission within a regular school year.	6th: Will need input from teachers who teach the content. It appears that Units/Chapters/Sections are broken into manageable chunks. Would want to take that into account for curriculum mapping.  7th: Will need input from teachers who teach the content. It appears that Units/Chapters/Sections are broken into manageable chunks.  Chapter 10: The Roman Republic  Section 1: Early Rome  Section 2: Society and Culture  Section 3: The Army and Expansion  Section 4: The End of the Republic

	8th: Will need input from teachers who teach the content. It appears that Units/Chapters/Sections are broken into manageable chunks. Chapter 5: The Road to Revolution Section 1: British Control Section 2: Rebellion in the Colonies Section 3: Lexington and Concord Section 4: Declaring Independence
As grade levels progress, materials reflect an increasing level of rigor to match the changing expectations of the Common Core State Standards.	6th: Aligned to state standards as per ODE adoption committee. 7th: Aligned to state standards as per ODE adoption committee. 8th: Aligned to state standards as per ODE adoption committee.  Based on lexile level and vocabulary, thumbs up and thumbs down element, timeline, infographics is super helpful to building that knowledge appropriately. 6th grade: big picture concepts and grade level vocabulary that is built into context clues. 7th grade connects well with 6th grade. 8th grade has some high level vocabulary, but the text to speech and modified text components will meet the elements of what students below grade level would need.
Strategies and activities are engaging, interactive, authentic, and of high- interest, using grade-appropriate content relevant to students' lives.	<ul> <li>Text and researchers reference current events that are relevant to student's lives, example of Syria from presentation.</li> <li>Interactive map tool element seems engaging for students</li> <li>Good balance of male and female perspectives, but could use more folks of color as the researchers or authors.</li> <li>Digital library component with photos and video clips, they can download them to create a powerpoint etc,</li> <li>Online textbook with links are engaging, relevant, and useful.</li> <li>Could add a consumable component like a field journal.</li> <li>7th: Text and Online supplements to the text are highly engaging. For example the interactive map and timeline on page 266. Each Section includes activities for vocabulary, reading and note-taking that are aligned to the content and tie back to the text. The beginning of each chapter includes Social Studies Skills Lessons that enhance thinking skills. Each section has "On your feet" activities to get kids up and moving.</li> </ul>

8th: American Stories, Unit 3, Chapter 5 Our American Identity (p. 170-177) addresses American symbols and how they build an identity, as well as questions that have 13 year old interpret symbols as part of their identity "Reid on the Road" video clips online are high-interest and interview historians, geologists, archaeologists currently working in the field. Curating History (p. 192-193) lends itself to partner work in the text or online. Images are also high-quality (from the National Geographic library) Online galleries and videos are high quality and already curated for teacher and student use Infographic (p.199) includes nicknames, famous patriots, daily rations, allies, pie chart and map Geology in History (p.204-205) authored by National Geographic Explorer Andrés Ruzo History Notebook allows students to practice the skills of a historian with guided questions and writing prompts including explore identity, connect to today, form and support opinions. All technology and media components serve 6th: Based on presentation and online TE and SE, they have many options for tech components such as: the crucial purpose of enhancing All textbook features included online instruction/learning and support Text-to-speech with color-coding scientifically-based instructional practices. Interactive maps Audio files **Images** Full-screen option available to limit distractions 7th: Technology components enhance the text and provide students the opportunity to delve deeper into information than just the photos in the text. Embedded audio files allow students the opportunity to access content or information they may not get from the text alone. 8th: Student portal allows students to access deeper learning through the following features: All textbook features included online Text-to-speech with color-coding Interactive maps Audio files American Gallery: Colonial Boston. Includes images with description (text-to-speech available) Full-screen option available to limit distractions

Materials have a clear and documented research base, with evidence of usability and efficacy with a wide range of students.

6th: ODE rubric approves this material, which is vetted for accuracy. Based on presentation, they referenced using Nat Geo photos and articles that are primary source to put into the textbook. Can't find a way to get to the link where they clicked on Nat geo.com for additional articles and resources.

7th: World History: Great Civilizations

- See pg iv-vii
- There are three program consultant which include College Professors and a K-12 teacher.
- There are three reviewers of religious content representative of multiple viewpoints
- 12 Unit Explorers and 10 Chapter Explorers lend their expertise and research to the text and technology
- There are 14 Featured Explorers that discuss their field work and tell the story of important and ongoing world events.

#### 8th: American Stories

- The senior consultants include a National Geographic Archeologist-in-Residence, former teacher/state social studies specialist/past president of National Council for Social Studies, as well as Chair Emeritus of the Board of Trustees of the National Council for History Education (p. iii)
- Program consultants, teacher reviewers, National Geographic Society, and National Geographic Explorers (p. iv-v)
- Artifacts used have been discovered by National Geographic Explorers, or reside in Museums cited in the text (p. 192-193).
- American Places referenced (p.195)
- National Geographic Learning presentation referenced the National Geographic library used in the photographs, artifacts, and authors.

Content represents a wide array of cultures and experiences, allowing students to learn about situations similar to and different from their own personal experiences.

6th: Covers a wide array of countries and cultures: NA-2 chapters, Europe-2 chapters, South America- 2-chapters, 2 chapters- Russia, Central America-2 chapters. Representation of NA and other indigenous populations are shown accurately and free of bias as far as we can tell. Current reference to those cultures in modern time also helps with personal experiences, etc.

7th: There are a wide array of cultures and experiences represented in the text.

UNIT 1 ORIGINS OF CULTURES AND CIVILIZATIONS

**UNIT 2 EARLY CIVILIZATIONS** 

**UNIT 3 GREEK CIVILIZATION** 

UNIT 4 THE WORLD OF THE ROMANS

UNIT 5 BYZANTINE AND ISLAMIC CIVILIZATIONS

**UNIT 6 AFRICAN CIVILIZATIONS** 

**UNIT 7 AMERICAN CIVILIZATIONS** 

**UNIT 8 EMPIRES OF ASIA** 

UNIT 9 MEDIEVAL AND RENAISSANCE EUROPE

**UNIT 10 REVOLUTIONS AND EMPIRES** 

UNIT 11 THE MODERN WORLD

8th: TE- On page 170 The image shows a collage of different ethnicities who are considered "Americans." The plan for the Our American Identity selection, students are able to write/create....

- Symbols they identify with
- How they identify themselves as Americans.
- Selfies in front a flag and writing sentences/essay describing what it means to be an American.
- KWL chart for pre and post informal assessment.

TE- Page 174-175 students are able to make personal connections about oaths they are familiar with when introducing the Pledge of Allegiance lesson. Also shows an image of families taking the oath during a citizenship ceremony.

TE- In lessons 1.1 students are learning about freedom and they are asked, "How would you feel and what might you do if freedoms that you enjoy, such as moving to a different city, were taken away?"

On page 180 in the student book, students are given a question to create personal connection before teaching about revenue and war debt.

	Making personal connection: On page 208, Drafting the Declaration lesson starts by making it clear for students the importance and why the air on 4th of July is filled with sounds of marching band and the night sky is illuminated with fireworks.
Content is accurate and free of bias (social, religious, racial, gender, ethnic).	6th: Chapter 3 when speaking about NA was accurate and not bias towards european culture. Include indigenous populations and cultural uniqueness without being spoken about as stagnant. Other chapters reinforce that throughout. Christian religion not shown as only one, or that others are bad. Page 303- great infographic, would like to know where that came from.  7th: UNIT 5 Chapter 12 Section 1.3 Beliefs and Laws This is fact based and neutral with regard to Islam and the Muslim culture.
	Chapter 10 has a section devoted to Men and Women of the Roman Empire and the roles they played in the patriarchy.
	<ul> <li>8th: American Stories</li> <li>American Voices Biographies are representative of different races, genders, backgrounds (p. 54, 102, 184, 308, 404, 518, 666, 752, 968)</li> <li>Includes World Religions Handbook online</li> <li>Citizenship Handbook in student text</li> <li>Images are representative of different races, genders, and backgrounds</li> </ul>
Criterion:	List Evidence, Examples, and Evaluate for high quality. Be sure to, include grade level, Unit/Module/Chapter Name, Lesson number and or page number as appropriate.
	Parent/Family Support
Online help	
Letters to go with Units/Modules	
Homework support	

Additional Notes:

# SECTION 4 APPENDIX D FINAL REVIEWER NOTES

# Plus/Delta Specialist/Equity

# Cengage-National Geographic

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+ Strengths of the Program  People of color heavily and well- represented in 8th grade text Access to Spanish materials online AND in print is great Text to speech and modified text options is a strong feature Great interactive for students: level of engagement with online component Units are concise in all three texts Infographics and photos were high quality and eye catching	<ul> <li>✓</li> <li>What does this program need to meet our expectations?</li> <li>Is there a modified field journal for 7th and 8th grades?</li> <li>Access to online materials in a more intuitive way</li> <li>People of color, in terms of researchers in videos, not as fully represented as other identities (women, etc.)</li> <li>Only one female National Geographic Explorer featured in the 8th grade text</li> </ul>
<ul> <li>Intros to the units were very student centered</li> <li>Personal connection for students to relate to was embedded throughout the text</li> <li>Giving them the identity of the explorers, scientists, archeologists, etc. with a field guide</li> <li>Online component materials are strong in terms of modified test questions, compatible with Google Classroom, bank of questions, etc.</li> <li>Pairs well with ELD materials that we already adopted for 6-12</li> </ul>	<ul> <li>Would love a 6th grade field journal of some capacity</li> <li>Support around navigating the online tools for student and teacher side</li> </ul>

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Strengths	of the	Program

- Sections are well-organized and consistently organized.
- Differentiated reading levels available in English
- Differentiated tests
- Great maps
- Engaging photographs and videos
- Note and highlighting features online
- We can push assignments to groups of students (if students are absent, teachers can assign them the missing work)
- End of the books are open-ended with current events.
- Interviews of people in the field makes material engaging and connected to real world
- Equal exposure of men and women professionals in the fields
- There are vocabulary activities and practice opportunities.
- Lots of project options with scoring guides and rubrics

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What does this program need to meet our expectations?

- Packaged to meet our needs Adding ch. 16-17 to the World Cultures book (additional question is whether these chapters will be added to the end, or split up so that the sections align and will the format be the same. For example, the World Cultures book has Essential Questions at the start of each chapter, but the World History does not)
- Guidance/time to determine how to meet standards with the material
- Will need access to text at the back of teacher's edition (resource bank) as an editable material online- found editable copies in teacher resources
- Spanish material is not differentiated (available below grade level)
- Have to transfer grades to Synergy manually? Another option is putting the PDF on Google Classroom and having students edit it using Read/Write then submitting through Google Classroom which may be able to be linked to Synergy
- 6.9-6.12 financial literacy standards not clearly met; could we supplement?
- Access PowerPoints without Smart Boards? Promethean might be able to be used it's not a subscription service
- 6th grade student access to both online editions (World Cultures and Geography & World History)
- Text to speech doesn't highlight as it reads and only starts from the beginning of the page
- You can not use text to speech for the modified text

# Plus/Delta 7th

# Cengage - National Geographic

+ Strengths of the Program	△ What does this program need to meet our expectations?	Possible Solutions
-Visually appealing -Photographic resources are beautiful and useful -Biographies of real people -Supplementary materials are useful -Online edition has a lot of options for customization, differentiation, etcDigital version is full of additional information, maps, interactive vocabulary, etcA good amount of primary source material for DBQs -Being able to push out assignments to students and have them auto-graded -Journalistic approach to writing is compelling and enjoyable to read -Levelled reading (modified text)	Lack of connection to current events in the World History book and lack of historical information in the Geography. Could be addressed by having access to both texts online to utilize the supplementary resources from either.  More financial literacy information  More differentiated questions in the text, not just in the chapter assessments.  Assessments don't assess OR standards but are more recall and fact based	Could we have online access to the World History book to supplement the historical content?  Create or find another resource to meet financial literacy standards  Teachers create and share assessments that are aligned to Oregon standards  PD for teachers around navigating online tools and providing instruction to students about navigating their online programs  6th and 7th grade field journal?  Need a way for students to have access to assessments that are aligned to OR standards  -Would be nice to have a way for teachers to collaborate on common assessments  -Having the ability to have a bank of assessment questions tied to OR standards would be great  Non-Publisher PD Needs:

	PD time to discuss standards changes with 7th grade teachers (ASAP to give time to address concerns, etc)  PD time to do a 'deep-dive' into the new standards along with the new text/resources to decide on 'standards-based' or 'regions-based' approach to structuring instruction
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## Plus/Delta 8th

## Cengage-National Geographic

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# Strengths of the Program

- Text can be modified 2 grade levels down (online)
- Good layout and structure is consistent
- Good aesthetically
- Each chapter has essential questions
- Sections are short and concise
- Everything comes in Spanish
- Active options in the textbooks
- Every unit has a hook
- Gives opportunities for student to connect to text
- DBQ's in each unit
- Asks students to question
- Embraces controversy and offers multiple perspectives
- Highlights women and people of color in their materials.
- Introductory videos for each unit.
- Good maps
- Shows many artifacts
- Vocabulary words are highlighted and bolded. Vocabulary are used in the text and in materials
- Materials have good questions
- Tests questions are leveled (test B)
- Online version text to speech.
- Has a focus on citizenship for students
- There are personal narratives from many different perspectives- creating empathy.
- Timelines are interesting

# Δ

What does this program need to meet our expectations?

Challenge: Currently no interactive maps for 8th grade text. However, if the district purchased the ability to have interactive maps. Or teachers will need to find and supplement on their own. (supplemental material) UPDATE: WE DO HAVE ACCESS

Challenge: There are no powerpoints available for the 8th grade curriculum. However, these can be teacher created. Possibly some work could be done by a team to create powerpoints. (Supplemental Material)

**Challenge:** Online component not super useful and intuitive. There might be some resources that we can access with more PD Needed / access to interactive maps

**Challenge**: didn't see any materials that focused on economics & Financial literacy. There may be more resources we didn't see. (Supplemental materials needed)

# **BOARD POLICY SECTIONS F FIRST READ**

**DATE:** May 13, 2019

## **RELEVANT DATA:**

As the district continues to work with the Oregon School Board Association to update district policies, the following sections are submitted for your review as a first reading.

Jenna McCulley is available for questions.

• Section F

Linked at: <u>bit.ly/SPS\_SectionF</u>

SUBMITTED BY: RECOMMENDED BY:

Jenna McCulley Bruce Smolnisky
Community Engagement Officer Superintendent

## THURSTON HIGH SCHOOL PUBLICATIONS

**DATE:** May 13, 2019

#### **RELEVANT DATA:**

In mid-May, Thurston High School Publications students were offered an opportunity to attend a summer workshop in San Diego, CA.

The objective of our trip is for students to plan next year's yearbook cover, theme and design. They will collaborate with other editors from around the country and enhance their understanding of yearbook production from the various workshops.

#### RECOMMENDATION:

It is recommended the Board of Directors approve Thurston High School's Publications students' request to travel to San Diego, California to participate in the Yearbook Camp. Date of the trip will be Monday, July 22, 2019 through Thursday, July 25, 2019. Students will miss no school days.

There is no cost to the district for this trip. Jostens Yearbooks consultant advisor will fund two students and an advisor to attend. The remaining costs will be covered by monies already fundraised by the Publications program.

Chad Towe and Joe Roberson will be available to answer questions.

SUBMITTED BY: RECOMMENDED BY:

David Collins Bruce Smolnisky Assistant Superintendent Superintendent

# Springfield School District



# OUT-OF-STATE TRAVEL REQUEST

School:	THS	Contact:	Joseph Roberson	Date:	3/20/2019
Club/Organ	lzation Going on Tr	ip: THS Publications	#	of Students (M/F):	0 / 2
Number of	Faculty Chaperones	: 1	Number of Parent/O	ther Chaperones:	1
Names of C School S Parents/	Staff: Joseph 1	Roberson n Tuntland			
Destination	: San Diego, CA		Dates of Tri	p: July 22 - 25	
Estimated T	otal Cost:	\$3,300 \$ 1,300	Cost to the Program/Bu	ilding*: \$0 (Includes substitute	teacher cost.)
Fundraising	; Activities:	Yearbook sales in June will c	over the remaining \$2,000.	,	
Lodging: Food:		San Diego, 5998 Alcala Park, ers food and lodging	San Diego, CA 92110	•	<del></del>
			The Art I have the state of the		to Donous
Method of t	ravel: Plane from	Eugene to San Diego & shutt (Note: District vehicles are	e not available for out-of-stat	n Diego Airpoit & pr e travel)	alle to Eugene
# of School (If more tha	Days Missed: in two school days v	None	Iditional rationale to justify a	bsences)	
Special insu	rance, if applicable	(Company) N/A Type of Coverage	·	Co	st per Person
Applicable	forms on file: (pleas	se check)			
Х	Parent Permission	Porm X Medica	al Release Form N/A	Student Fundr	aising Agreement
Purpose for	r the trip and a ten	tative Itinerary must be incl	uded with this form.		
Approvat stillstitute tile tripiot	eacher costs; assoc	ntingenti upon the club/orea lated syth the trip/sthe bull on s status raising all requit	ding principal will report to		
Approved:	$\checkmark$	Denied: Pri	ncipal:	# Vate;	14.139
Approved:	1	Denied: Second	ary Director:	A Date:	4-9-19

IMPORTANT NOTE

# Thurston High School Publications Yearbook Camp San Diego, California July 22 – 25, 2019

## PURPOSE OF THE TRIP

What are the objectives of the trip and how are the experiences provided related to class or school program?

Students will plan next year's yearbook cover, theme, and design. They will collaborate with other Editors from around the country, and enhance their understanding of yearbook production from the various workshops.

How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?

The students will gain new insights into what makes for an excellent yearbook, and apply that understanding by organizing and designing next year's book and production schedule, as well as creating an original and interesting design.

How will the experience motivate students for further learning?

Workshops often inspire students to work harder and think more creatively. This yearbook camp will do the same.

Does the trip make best use of available time and money?

This trip is expensive, but it is an excellent investment. The Publications program will have enough profits from sales and fundraising this year to pay for the trip. The trip's value in preparing and inspiring the Editors makes it worth the cost.

What effect does the trip have on other classes or programs?

This trip benefits the publications class because it organizes and enhances its product and production schedule. A better yearbook also serves the extra-curricular activities more effectively, because it makes them attractive and publicizes them to a wider audience, as well as reflecting well on the school; an excellent yearbook records and communicates the accomplishments of a school.

What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?

Since the destination is self-contained on a College campus, with an enforced curfew, students will be safe at the event. A parent chaperone plans to accompany the students in transit, to ensure their safety, and permission slips will be collected, to communicate with parents.

Has all monies required to cover the cost of this trip been fundraised?



# Schedule

While not final, the below schedule will give you a general overview of the week's activities.

Mon day	Tues day	n w	
		ay .	
8:30 - 11:00	8:30 - 9:15	<b></b>	8:30 - 9:30
Registration	General Session	8:30 - 9:15	Breakouts
Check in at		General	Select your
the Camino .	Shiley Theater	Session	choice of
Founders		Shiley Theater	breakout to
Courtyard	······································	· ·	attend.
,	9:30 - 11:30	<b>∴</b>	
_	Learning	9:30 - 11:30	
12:00 - 12:30	Tracks	Learning	9:45 - 11:15

Lunch & Check in	Attend your individualized	Tracks Attend your	Learning Tracks
Get settled	track	individualized	Attend your
into your	· –	track	individualized
dorms and enjoy lunch at	11:30 - 1:00	<del></del> .	track
the Student	Lunch	11:30 - 1:00	<b></b>
Life Pavilion.	Student Life	Lunch	11:30 - 12:00
_	Pavilion	Student Life	Awards
12:45 - 1:30	· _	Pavilion	Ceremony
Opening	1:15 - 3:00	-	Shiley Theater
General Session	Breakouts .	1:15 ~ 2:15	<u></u>
Shiley Theater	Select your	Breakouts	
_	choice of breakout	Select your choice of	·.
1:45 - 5:30	sessions to attend.	breakout sessions to	
Learning Tracks	_	attend.	
Attend your	3:15 - 6:00	—	
individualized track	Learning Tracks	2:30 - 5:30	
· <del>-</del> ·	Attend your	Learning Tracks	
5:30 - 7:00	individualized track	Attend your individualized	

- Dinner .	_	track
Student Life	6:00 - 7:30	_
Pavilion	Dinner	5:30 - 7:00
· <b>-</b>	Student Life	Dinner
7:15 - 8:30	Pavilion	Student Life
Staff Planning	-	Pavilion
& Work Session	8:00 - 9:30	·
Learning track	Entertainment	7:00 - 8:30
rooms	Shiley Theater	Staff Planning
· —	-	Learning
8:45 - 10:00	10:00	Track Rooms
Entertainment	In	***
Adviser	Dorms/Room Checks	9:00 - 10:00
Networking		Talent / No
Event	-	Talent Show
Student Social		Shiley Theater
priore ,		<del>-</del>
10:00		10:00
In Dorms/Room Checks		In  Dorms/Room  Checks

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#### SPRINGFIELD HIGH SCHOOL HOSA

**DATE:** May 13, 2019

#### **RELEVANT DATA:**

There are many opportunities for HOSA members and advisors to learn more about health and biomedical issues. The HOSA Leadership Conference teaches member leadership skills such as effective communication, goal setting, time management, teamwork and self-awareness. Professional partners will present workshops to provide information about current health-related issues. Topics cover a variety of interests. Past workshops have covered topics such as large vet dentistry, health careers in the Army, Mobile health technology, college readiness and leadership.

The competitive events that the students will participate in are designed to motivate HOSA members to study, work hard and achieve a high standard of excellence in a variety of leadership and skill disciplines.

#### **RECOMMENDATION:**

It is recommended the Board of Directors approve Springfield High School's HOSA students' request to travel to Orlando, Florida to compete in the International HOSA Leadership Conference. Dates of the trip will be Tuesday, June 18, 2019 through Sunday, June 23, 2019. Students will miss no school days.

It is understood trip approval is contingent upon the club/organization raising the additional \$2,500 required to cover all costs associated with the trip, arranging for ground transportation to and from PDX for the departing and returning flights and Board approval.

José da Silva and Leslie Watson will be available to answer questions.

SUBMITTED BY: RECOMMENDED BY:

Dr. Brian Megert Bruce Smolnisky Special Programs Director Superintendent

Cabinet Mtng Date/Decision:	
Board Mtng Date/Decision:	

# OUT-OF-STATE TRAVEL REQUEST

School:	Springfield High	h Contact:	Leslie Watson	Date:	5/8/19
Club/Orga	inization Going on	Trip: Springfield High l	HOSA	# of Students (M/F):	6 F
Number o	f Faculty Chaperor	nes:1	Number of	Parent/Other Chaperones;	00
Sch	Chaperones: 1001 Staff: Leslic 1s/Others:	Watson			
Destinatio	n: Orlando, Flor	rida	Dat	es of Trip: June 18-23, 201	.9
Estimated	Total Cost:	\$13,603	Cost to the Prog	gram/Building*: \$0	
Amount F Date:	undraised to	\$11,025		(Includes substitute t	eacher cost.)
Fundraisin	g Activities:	Writing grant proposals	to SEF and LEF, L	ane BloodWorks blood drive	;, sponsorships
Lodging:	Disney's Ca	ribbean Beach Resort; app	rox, \$3000	····	
Food:	Per diem in C	Orlando, FL = \$66/day x x	6 days x 7 (1 adviso	or + 6 students) = \$2772	<del></del>
Method of		approx. \$918/ticket x 7 (1 Note: District vehicles <u>are</u>			
# of School (If more the	ol Days Missed: nan two school day	0 days s will be missed, please at	ach additional ratio	nale to justify absonces)	
Special in	surance, if applicat	ole: (Company)			<del>,,</del>
Applicable	e forms on file: (pl	lease check)	Type of Covera	ige Cost	per Person
	Parent Permission	Form Medic	al Release Form	Student Fundrai	sing Agreement
	Physical	n sinculation militarem (disc	and open production	alitelijalesis vilkestias veikil	
including	substitute teacher		e trip. The buildi	ng all funds required to con ng principal will report to t ing all required funds:	
Approved	: 🔀 1	Denied: Pr	incipal: 480	Date Date	: <u>5/8/0</u> 9
Approved	1 <u>×</u> 1	Denied: Second		Date Date	: 5/9/19
		TACDODT	<b>ለእም እየ</b> ሰጥኮ		

IMPORTANT NOTE

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

# Springfield High HOSA International Leadership Conference Orlando, FLorida June 18-23, 2019

#### PURPOSE OF THE TRIP

# What are the objectives of the trip and how are the experiences provided related to class or school program?

I will be allowing seven students the great opportunity to compete in the International HOSA Leadership Conference. Springfield High School is continuing to expand the Health Science Professions CTE Program of Study. While I am at the conference, I will be connecting and collaborating with HOSA advisors and teachers around the world who are implementing Health Science CTE Programs of Study or similar programs at their schools. I plan to discuss ideas and strategies that they are using to develop their programs so that our own implementation of the Health Sciences CTE Program of Study will be a smoother transition. I also hope to open my eyes to other great ideas happening around the world.

# How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?

There are many opportunities for HOSA members and advisors to learn more about health and biomedical issues. The HOSA Leadership Conference teaches members leadership skills such as effective communication, goal setting, time management, teamwork and self-awareness. Professional partners will present workshops to provide information about current health-related issues. Topics cover a variety of interests. Past workshops have covered topics such as large vet dentistry, health careers in the ARMY, mobile health technology, college readiness, leadership and many more.

## How will the experience motivate students for further learning?

The competitive events that my students will participate in are designed to motivate HOSA members to study, work hard, and achieve a high standard of excellence in a variety of leadership and skill disciplines. These will be useful when these six exceptional individuals go on to college.

# Does the trip make best use of available time and money?

The trip is partly being funded by a Lane Education Foundation, which comes from Perkin's money through the Lane ESD, and Springfield Education Foundation. We have been fundraising for the leadership conferences all year through blood drives, pie sales, and sponsorships. We will not be going during the school year. Instead, we are going during summer break so we will not be missing school, nor will I have to get a sub.

# What effect does the trip have on other classes or programs?

As HOSA advisor and the Health Science Professions CTE Program of Study Coordinator, I will gain valuable information by attending the conference that will impact the classes/programs that I am involved in and the students that are in the classes/programs here at SHS. The HOSA Leadership Conference teaches advisors how to provide balanced academic, technical, leadership and teamwork skills through HOSA strategies and successful chapter activities.

# What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?

Students will meet me at the Portland airport on the day of our departure. We will all be traveling together. Shuttle/taxi will transport us to the hotel, to and from our conference site, and any other outings we choose to participate in. Students and I will be staying in the same hotel, different rooms. Students spread out in 2 rooms and me in another. The rooms will be close to each other to allow for best supervision. Students will be given rules to follow, must keep me informed of their location at all times, and will have a curfew.

Has all monies required to cover the cost of this trip been fundraised? No

#### RATIONALE\*

\*Rationale must be included if students will miss two or more school days.

(a)

# Springfield High School HOSA Chapter International HOSA Leadership Conference Orlando, FL June 18-23, 2019

# **ITINERARY**

Departure Date & Time: June 18, 2019/Time TBD

Return Date & Time: June 23, 2019/Time TBD

@

# 2018-19 Proposal: HOSA International Leadership Conference

Leslie Watson, Springfield High School

#### Needs Assessment:

The new Health Science Professions CTE Program of Study at Springfield High School is experiencing great success and is growing. One component of our program is our HOSA Future Health Professionals Chapter, a national Career Technical Student Organization (CTSO) that supports students interested in pursuing health professions as a career. This year, SHS HOSA has five students who have qualified for the HOSA International Leadership Conference in Orlando, Florida. I have attended the conference before and am excited to possibly be able to attend again. In 2017, I had the privilege of accompanying two HOSA students to the International Leadership Conference in Nashville, TN, and in 2018, I accompanied two more in Dallas, TX. The HOSA ILC taught these students leadership skills such as effective communication, goal setting, time management, teamwork and self-awareness. Professional partners presented multiple workshops to provide information about current health-related issues. Topics covered a variety of interests, such as large vet dentistry, health careers in the ARMY, mobile health technology, college readiness, baby catching and many more. The competitive events that my students will participate in are designed to motivate HOSA members to study, work hard, and achieve a high standard of excellence in a variety of leadership and skill disciplines. These will be useful when these five exceptional individuals go on to college. While I was at the conference, I connected and collaborated with HOSA advisors and teachers around the world who are implementing Health Science CTE Programs of Study or similar programs at their schools. I discussed ideas and strategies that they are using to develop their programs and incorporated some into our own Health Science Professions CTE Program of Study. It also opened my eyes to other great ideas happening around the world.

## **Description of Investment:**

The foundations for strengthening career readiness are evident through career and technical education (CTE), which offers a unique blend of skills through comprehensive programs of study. One of the most critical components of strong CTE programs is student participation in related leadership organizations, known as career and technical student organizations (CTSOs). CTSOs offer diverse strategies that are designed to enhance classroom instruction and four common organizational goals: leadership development; academic and career achievement; professional development; and community service. HOSA is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. Since its inception in 1976, HOSA has grown steadily reaching over 200,000 members through 51 chartered HOSA Associations, American Samoa, Canada, District of Columbia, Germany, Italy, and Puerto Rico. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for students enrolled in health science education programs or have interests in pursuing careers in health professions. Springfield High School is providing these opportunities for students in our Health Science Professions CTE Program of Study, which incorporates HOSA skills and goals, to improve personal management skills, including: heightened self-esteem; goal-setting; goal achievement; and career direction, education and training analysis. The cost for 6 students and an advisor to attend this conference is estimated at \$13,603.

ADVISOR:

Budget for HOSA Advisor (1)	Quantity	Unit Price	Total Price	
Plane Tickets	1	\$918	\$918	
Hotel	1 rm x 5 nights	\$200/night	\$1000	
ILC Conference Registration	1	\$115	\$115	
Advisor Workshop	1	\$50	\$50	
Food (per diem)	6 days	\$66/day	\$396	
Shuttle/Taxi (ie. to/from airport)			\$100	
TOTAL			\$2579	

**6 STUDENTS ATTENDING:** 

Budget for HOSA Students (6)	Quantity	Unit Price	Total Price
Plane Tickets	6	\$918	\$5508
Hotel	2 rm x 5 nights	\$200/night	\$2000
ILC Conference Registration	6	\$115	\$690
Student Workshop	6	\$25	\$150
Food (per diem)	6 x 6 days	\$66/day	\$2376
Shuttle/Taxi (ie. to/from airport)			\$300
TOTAL			\$11,024

TOTAL \$13,603

# Sources of \$

Lane Education Foundation	\$1975
Springfield Education Foundation	\$500
Dr. T. Matthew Jacks	\$500
Springfield Booster Club	\$1000
Lane BloodWorks	\$750
Jose-Donor (Stan Karotko)	\$4000
Health Science Account	\$500
HOSA Account	\$500
Talartha (Sponsor)	\$1300

TOTAL \$11,025 DIFFERENCE -\$2578

#### **Involved Students:**

In March, I accompanied 15 Springfield High School HOSA members to the Oregon State Leadership Conference (SLC) in Portland, Oregon. Five of our students qualified to compete at the International Leadership Conference (ILC) in Orlando, FL. Audrey McKinney placed 1st in Medical Assisting, Talartha Parkins placed 2nd in Medical Assisting, Jadzia Engle placed 2nd in Sports Medicine, Kate Bakken placed 3rd in Sports Medicine, and Danielle Archuleta placed 3rd in Nursing Assisting. We also had two other students place 4th in their events, one of which bumped up because someone dropped out and will be competing. These dedicated students are very interested in becoming health professionals and HOSA allows them to learn and research about health care as well as network with medical professionals.

#### 4-Year Plan:

Our 4-year plan for this investment is to develop these students and younger students into outstanding leaders for upcoming years in our SHS Health Science Professions CTE POS and HOSA Chapter. Our goals will be to increase membership numbers, create more volunteerism focused on healthcare, develop more community partnerships and internships, and improve our skills in the healthcare competitive events offered at the leadership conferences. These students would also be incredible representatives as State HOSA Officers. I will encourage them to become more involved in leadership opportunities throughout the organization, as well as here at Springfield High School. Because these students will influence all others in SHS HOSA, funds will benefit current students, as well as future students in our program of study for years to come. Furthermore, the skills and academics the students gain at the ILC will help prepare them for a successful future in college and beyond into their careers. Even if they don't pursue a career in healthcare, they will develop strength in leadership and collaboration that will carry them throughout their adult lives.

# Partnerships:

This year, I was able to get some funding to take my students to the HOSA SLC through Lane Bloodworks' scholarships by hosting multiple blood drives, students selling pies, receiving multiple grants, and a donation by the SHS Booster Club. I am also actively pursuing partnerships with McKenzie Willamette Medical Center, PeaceHealth Sacred Heart Medical Center at Riverbend, Lane Community College Nursing Program, and other medical/health care facilities. I am also in contact with local health professionals to act as advisors on our SHS Health Science Professions CTE Program of Study Advisory Committee. The idea is that they will be able to help steer the direction of our program, advise on new equipment/supplies/technology, come in as guest speakers to help teach our students healthcare skills and provide valuable information about their careers, help us place students in internships and job shadows, and donate to our program.

#### **Evidence Based Practices:**

HOSA is 100% health care! It provides students with training far beyond the basic technical skills needed for entry into the health care field. The rapidly changing health care system needs dedicated workers who, in addition to their technical skills, are people-oriented and capable of playing a leadership or followership role as a member of a health care team. CTSOs provide a unique program of career and leadership development, motivation and recognition. For students, participation in a local chapter includes activities designed to expand their leadership abilities, contextualize their academic instruction, encourage them to pursue their education and equip them with job-related skills in their career field of interest. Students participate in local, state, national and international career-based competitions designed to measure their academic understanding and skills development. Scholarships, prizes and awards also encourage students to continue their career-path education and assume personal responsibility for their own career readiness. Through professional development activities and competitive events, students participating in CTSOs can gain enhanced job-specific knowledge and skills critical to future careers. HOSA students demonstrate knowledge of medical terminology and medical careers, as well as laboratory procedures in areas like biotechnology. These events help students transfer knowledge gained in the classroom to authentic career-related situations.

#### Data:

- Students who participate in CTSOs demonstrate higher levels of academic engagement and motivation, civic engagement, career self-efficacy, and employability skills than other students, and the more students participate in CTSO activities, the better the results.
- Students who participate in school organizations in 10th grade have higher high school grade point averages and are more likely to be enrolled in college at age 21 than other students.
- CTSOs also have been shown to increase student engagement, better connecting students to academic classroom activities. A study of sophomore CTSO members found that "participation in career and technical student organizations produced a positive contribution to student achievement as measured by student grades in high school."
- According to the National Research Center for Career and Technical Education, participating in leadership and professional development activities in a CTSO raises students' educational aspirations.

# LEASE PURCHASE OF PROPANE SCHOOL BUSES

**DATE: MAY 13, 2019** 

## **RELEVANT DATA:**

This purchase reflects pricing associated with an existing Eugene 4J permissive cooperative agreement for school buses. Pursuant to ORS Chapter 279A.215, government agencies may utilize an existing permissive cooperative agreement of another public agency if all of the statutory requirements covered under this section have been met. Springfield purchasing staff reviewed the original solicitation document and cooperative agreement to assure alignment with statutory requirements.

As part of the Transportation Fleet Management Plan, we identified the need to establish a regular replacement cycle for district owned school buses. While the length of the replacement cycle was not set in stone, it was recommended that the district establish a replacement cycle somewhere between 12-15 years.

Since the time of the original fleet plan, there have continued to be improvements in the school bus industry that have continued to consider propane powered buses. Propane power reduces emissions and the buses are less expensive to purchase and operate than the currently available diesel powered buses. Over the past two years the District purchased thirteen propane powered buses and they have worked well. This year we are proposing adding two additional propane powered special education buses equipped with wheel chair lifts to the fleet, along with three 78 passenger propane powered route buses. School buses of this type should provide Springfield School District with a life cycle of 12+ years or 200,000 miles.

Funding for this purchase will be provided through the District equipment replacement fund. This expenditure is 70% reimbursable from the State at a rate of 7% annually for the first 10 years of ownership.

Again this year, the district will be making arrangements to fund this bus acquisition through a lease purchase at a market driven interest rate associated with municipal leases. Initial estimates indicate that we should see an interest rate of approximately 3.7% - 4.0% for this lease, slightly lower than previous bus leases. It is important to point out that just like the purchase cost of the bus, the interest associated with a bus lease is 70% reimbursable by the state. A formal Board Resolution authorizing the issuance and negotiated sale of full faith and credit obligations to support this vehicle purchase will be presented to the Board at a subsequent board meeting.

Board Member Michelle Weber reviewed the procurement file. Brett Yancey and Mike Schlosser will be available to answer questions.

# **RECOMMENDATION:**

It is recommended that the Board of Directors approve the purchase of the following school buses from Western Bus Sales, Inc. of Boring, OR for amounts indicated:

Qty	Description	Unit \$	Total \$
3 Each	Type C Propane Blue Bird Vision 78-passenger	\$128,925.00	\$386,775.00
	front engine school buses		
2 Each	Type C Propane Blue Bird Vision Special	\$133,800.00	\$267,600.00
	Education Wheel Chair Lift front engine school		
	buses		
		Grand Total	\$654,375.00

SUBMITTED BY: Brett Yancey Chief Operations Officer RECOMMENDED BY: Bruce Smolnisky Superintendent