

April 8, 2019 Administration Center Board Room 640 A Street Springfield, OR 97477

7:00 pm Board Meeting

Executive Session (non-public) pursuant to ORS 192.660 (2)(e) immediately following the Board Meeting

	AGENDA	ТАВ	3		
1.	Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Zach Bessett			
2.	Teacher Appreciation Proclamation	Board Chair Bessett			
3.	School Presentation: Two Rivers Dos Ríos Elementary School	Principal Charlie Jett			
4.	Safe Routes to School Update	Laughton Elliott-Deangelis			
5.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speaker	s may not yield their time to other speakers.	s.)		
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 E. 2019-2020 Board Meeting Schedule, Resolution #18-19.037 F. Board Policy, First Read G. Social Science Adoption, First Read H. Out of State Trip, SHS DECA, Resolution #18-19.038 I. A3 Magnet Application, Resolution #18-19.039 J. Out of State Trip, SHS Musical Programs, Res. #18-19.040 	12Brett Yancey3Dustin Reese4Bruce Smolnisky5Jen McCulley6David Collins7Brian Megert8David Collins9Brian Megert10	2 3 4 5 6 7 8 9		
7.	Action Items A. Network Infrastructure Technology Upgrades, Res. #18-19.041	Jeff Michna 11	1		
8.	 Reports and Discussion A. Student Communication B. Superintendent Communication C. Board Communication Agencies & Civic Organizations Reports 	Bruce Smolnisky Chair Bessett			
9.	Other Business	Chair Bessett			
10.	Next Meeting: April 22, 2019, 4:00 – 8:00 pm, Spring Planning Meeting				
11.	Adjournment	Chair Bessett			
	Executive Session (non-public) pursuant to ORS 192.660(2)(e) r	eal property transactions			

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BUSINESS MEETING MINUTES

11/A Regular Meeting of the Lane County School District No. 19 Board of Education was held on February 11, 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 7:01 pm and led the Pledge of Allegiance.

Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Michelle Webber, Dr. Emilio Hernandez and Naomi Raven.

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, Laura Scruggs, Monica Rose, Jessica Chalette, Lloyd Brass, Kim Donaghe, Lana Dishner, Kimberly and Kyrene Goman, Tina Zonres-LeFever, Anne Goff, Elliott Imeyon, Kirsten Woodward, Talicia Brown-Crowell, Liam Woodward, Colleen Hunter, Sherry Moore, Branden D., Ammeen Gallope, Ame Beard, Andy Hock, Darcy Guhl, Monica Rose, Jessica Chalette, Ben Cooley, Bruce Cooley, Marissa Morse and Kathy Savelich.

CHANGES OR ADDITIONS TO THE AGENDA

There were no changes made to the agenda.

2. CLASSIFIED EMPLOYEE APPRECIATION WEEK PROCLAMATION

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE BE IT RESOLVED that the Springfield Board of Education proclaims March 4 through 8, 2019, to be Classified Employee Appreciation Week; and

BE IT FURTHER RESOLVED that the Springfield Board of education strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

3. SCHOOL PRESENTATION: ACADEMY OF ARTS AND ACADEMICS (A3)

Principal Ame Beard and Andy Hock, teacher and administrative intern at A3, shared a PowerPoint presentation about the Academy of Arts and Academics. Mr. Hock started by saying that A3 is unique in the Springfield Public Schools system because it is a school of choice. He said they had invited a few A3 students and parents to share why they chose to attend A3, or in the case of parents, chose to send their children to A3. The parents and students who spoke were: Darcy Guhl, Monica Rose, Jessica Chalette, Ben Cooley, Bruce Cooley and Marissa Morse. They shared the following reasons for their decision to choose A3:

- Confluence night
- Integration of all subjects
- Alternative teaching and learning methods that are the rule not the exception
- Welcoming learning environment
- Student is able to feel accepted in the A3 culture
- Love of the arts
- Desire for a different experience than a large high school setting
- Feeling of community
- Teachers take the time with students and develop their individual skills
- Groups and project-based learning, real world learning experiences
- Opportunity to be a leader
- Internship program
- Kind, compassionate and caring staff
- Teaches communication skills
- Proud to say that "I attended and graduated from A3

Mr. Hock concluded by saying that when A3 was in crisis, the District brought together students, staff and parents to hear about what was good about A3 and kept many of the features about A3 which make it a unique place to learn. He also commented that the new principal, Ms. Beard was a great leader.

Next, Mr. Hock shared how A3's programs support the SPS Board goals. The first goal he addressed was that the Board is *committed to supporting families so that every student is ready to learn*. At A3, they hold student led conferences. He said that A3 was one of the first schools in the District to implement this practice. Students share their progress, goals and challenges with parents and teachers three times a year. A3 then creates a team to help each student get the most out of their high school experience. A3 also had the highest graduation rate for any high school in the SPS system.

The next Board goal he addressed was that the Board is *committed to providing personal learning opportunities for every student*. Every January is J-term. During the month of January, students follow a schedule which allows them to work for a full month. Students are able to earn college credit through Lane Community College for their work during this time. Last January, 44 students interned at Lane County businesses. Some of these internships became job or mentorship opportunities for students beyond the J-term.

Ms. Beard spoke to the Board goal to *promote growth and success for every student*. She said that the attendance rates had been at about 67% for the last two years and that there was room for growth. To address this concern, they researched best practices, worked closely with District staff, formulated a plan to increase attendance which included creating an attendance team that met weekly. They looked at Tier I, II and III supports, including individual plans for students who were struggling and meetings with their families to create plans so that they could meet their attendance goals. Strategies were looked at on a weekly basis. The

outcomes for these strategies were very impressive. Last semester, their attendance rates were over all up to 88% and up to 92% some of the weeks.

Mr. Hock concluded the presentation by stating that he felt it was very important to publicly acknowledge that the School Board and the Leadership team from the District took extraordinary measures to help sheppard A3 through a difficult time. The additional resources that were authorized to hold their program harmless provided real relief to their community and offered them a time to reflect on what makes A3 special. One important thing they learned was that A3 is an important alternative in our educational community because of how we teach rather than what we teach. Externally, people probably think of A3 as a place where kids go to get great training in the visual and performing arts. It is, but so are Thurston and Springfield High Schools. What makes A3 truly unique is the integration of the curriculum, the engaging projects, the collaboration of students and staff and the public demonstrations of learning that the students experience at A3.

Mr. Hock said that these practices create a powerful invitation to kids from all over Lane County who haven't found a home in the conventional system. He said they were proud to tell the Board that two weeks ago they submitted an application for magnet status to the District leadership so that they could preserve these practices for generations of students to come. Once this document is strengthened through collaboration with the District leadership, we will be back to share it with the Board and take the next steps towards A3's brave new future together.

Ms. Webber said she was happy to hear that the A3 students and staff were doing so well. She also said that she was pleased to hear about parent involvement because that is a huge piece of our children's understanding of the importance of education.

Dr. Hernandez wanted to thank all the students and staff for working through such a difficult time. He added that he wished there had been a school like A3 when he was a student.

Dr. Hernandez asked how the students were working towards the improvement of attendance. Ms. Beard explained that they meet regularly with student consultants, and use individualized actions rather than punitive actions to work towards solving barriers to attendance. She added that the student response had been overwhelmingly positive. She felt that it was a different way of looking at attendance. Dr. Hernandez added that having the students understand that you are behind them and supporting them is critical for a positive increase in attendance rates. He concluded by thanking Ms. Beard and her staff for making great progress in a short period of time. She responded by saying that she felt very fortunate to be working with this staff at A3.

Mr. Smolnisky added that the next time A3 holds their Confluence, the Board should try to attend. The students do a wonderful job with their projects.

Dr. Hernandez complimented student board representative Cadance Rose for her role at the Board meetings and he thanked all the students who are moving forward with their goals and next steps.

Ms. Raven thanked the parents who came to share tonight about wanting the best for their child's education and thinking outside the box about what might be the best fit for their child.

Mr. Bessett also thanked the parents and students for attending the meeting to share about the positive educational experience that is offered at A3. As a board member, he said it is great to hear the positive things going on at A3.

Dr. Hernandez expressed his concern about the use of the word alternative as associated with an educational program. He said he would like to see the District come up with a different word. He would like an adjective that described a different direction, not an alternative.

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4. 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.

Laura Scruggs of 2749 Burlington Ave., Springfield, OR 97477, shared her high regards for the A3 School and their approach to teaching. She said she has students who attend Yolanda and Thurston Elementary schools, she is a Language Arts and Social Studies teacher at Briggs Middle School and she is the Bargaining Chair for the Springfield Education Association (SEA). Her reason for attending the meeting stems from her role as the Bargaining Chair. She said she would like to speak to the resolution in Support of Funding Education to the Level of the Quality Education Model (QEM) that the Board has on the Consent Agenda and read the following statement:

For years, she has heard that the District, the School Board and the teacher's union are a collaborative and trusting group. Actions today called that into question for her and actions speak louder than words.

She continued by saying that months ago a representative from the SEA brought to the school board a resolution for funding, one similar to the one which was brought forward today. She said the language in the SEA resolution offered an opportunity to work collaboratively and draft a final version that would represent Springfield Public Schools (SPS) and our community beliefs. Instead of working together, the School Board is poised to adopt boiler plate language from the Oregon School Boards Association (OSBA). This language has no connection to Springfield. It neither represents the needs of our students, nor illustrates the compounding challenges we have faced since the recession. While similar to the resolution the SEA brought forward, there is one glaring difference. The OSBA language alludes to and comes close to recommending rollbacks in health care and retirement for District employees. Springfield employees took rollbacks repeatedly after the recession. We have repeatedly worked collaboratively with the District when faced with challenges in funding. Now, when we ask to work together to advocate for funding, the School Board turns away from us and towards an outside entity. This action is not collaborative. If you value collaboration as you say you do, then we should work together to draft a resolution that tells the story of our schools and our students, a resolution that values our District employees. I'm asking the school board to postpone action on the resolution in Support of School Funding to the Level of the QEM until this collaboration occurs.

Colleen Hunter, who resides at 4921 Glacier Dr., Springfield, 97478, spoke of her requests made regarding parent notification about the state tests and whether or not smarter balanced scores were being used as criteria for Talented and Gifted (TAG) identification. She said she made these requests to staff and the Board at the

February 11, 2019 Page 4 of 16 December 10th Board meeting. She returned to the January 14th Board meeting to receive an update. She would like to know about the District's compliance with the Oregon Student's Bill of Rights for Assessment, formerly known as HB 2655. She added that this gives parents the right to opt students out of taking the state assessments, but equally important it ensures that students receive information about the tests that are to be administered in grades 3-8 and 11. She said that according to the law, districts must send to parents all required information regarding the test. She said that in order to provide transparency and equity to all families, the information should be sent in a form that is accessible to all families and understandable to parents.

She said that representatives from the Community Alliance for Public Education (CAPE), an organization to which she belongs, have met with the Superintendent of 4J and his administrative team to gain information about the parent notification process in 4J. They learned that 4J only sent email communication to families. SPS did send hard copy letters to families for the first two years of the testing. She expressed concern that having the information available on the District's website or sending emails does not follow the letter of the law in an equitable manner. She added that she and representatives of CAPE have met with legislators and ODE to understand the letter of the law and to discuss equity to all families when distributing the required information. They also talked about a more balanced assessment model with the use of performance based assessments as part of the model in the future. She expressed concern that she had not received information about notification that is required to be sent out 30 days prior to testing.

She concluded by saying that time is of the essence for notification because the window for testing opened on January 1. As a former teacher and advocate for families, she said she respectfully requests that action be taken by the District.

5. CONSENT AGENDA

A. January 14, 2019 Board Meeting Minutes

B. January 28, 2019 Board Meeting Minutes

C. Financial Statement

D. Personnel Action, Resolution #18-19.023

<u>New Hires</u>	Carla Smith	Hai Nguyen
Carson Hickox	Administrator Contract	Suzanne Price
Tony Mueller	Renewals	Christopher Reiersgaard
Resignation	Jeffrey Butler	Kevin Ricker
Gregory Yarabinec	Michelle Cole	Edward Rotherham
Retirement	David Collins	Sun Saeteurn
Allyson Hazlehurst	James Crist	Brandi Starck
Cynthia Nees	José da Silva	Chad Towe
Termination	Jeffrey Fuller	Paul Weill
Miranda Wilborn	Nicki Gorham	Marilyn Williams
Probationary Administrator	Dennis Gray	Kevin Wright
Renewals	Lesa Haley	Teacher Contract Renewa
Amethyst Beard	David Hulbert	Jenny Cathey
Jeremy Hugo	Lynn Lary	Scott Crowell
Dustin Reese	Lacey Macdonald	Nissie Ellison
Andrew Price	Jeffrey Mather	Andrew Hock
Rachel Allen	Whitney McKinley	Kyle Mullen
Calli Dean	Brian Megert	Jason Valley
Charles Jett	Sheila Minney	Wendy Zacharias
Amber Mitchell	Rebecca Morgan	Jennifer Boita

Dara Brennan Susan Coleman Teresa Collins Lorene Corgain Jil Dickison Alyssa Dodds Dawn Gossler Shannon Hagengruber Mary Harwood Amy Rowe Hughes Kari Isham Amy Leroy Nicole Nakayama Lillegard Kathryn Lode Alyssa Nestler Erica Pifer Erica Towe Noah Van Horn-Morris Katherine Angelos-Mather Matthew Auxier Joev Barrote **Diane Chaffee** Shannon Clark Christine Gentile Holly Griffith Greg Howells Lucy Nelson Jeffrey Nicholson Susan Oakley Scott Olds Carrie Patterson Catherine Raleigh **Clifford Schutte** John Sperry Audrey Stepp Patricia Stolp Jennifer Utt Gregory Vanscholten-Crawford Kirsten Woodward John Zreliak Anne Goff Zachary Adler Sherry Baehler Amy Brooks Bobbi Dano Kateri Davis Lisa Defluri Joseph Hass Austin Hill Stephen Jones

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Denise Keown Sarah Kingery Kathleen McCumsey Andrew McLaren Angela Newson Kelli Ngariki Michelle Olson Jason Ray Laura Scruggs Stephen Shults Charles Smith Elly Steinbaugh Johannah Withrow-Robinson Tiffany Asumendi Wavne Burke Lionel Clemons Amy Donaldson Ashley Drago Hillary Galloway Carol Granados Browyn Hood Phuong Kelley Anna Korinek Justine Lee Kara Minchin Karen Tunnell Meegan Ward Jenifer Wuite Rachelle Depner Mick Drath Brandy Edwards Donna Ellickson Sarah Ferren Tracy George Jennifer Glazier Melaney Grenz Chiara Ihnat Tami McNamara Diana Morgan Rachael Overall Teresa Page Kaylee Rogers Katherine Schlaadt Gail Strickland **Ruth Watkins** Karla Alvarado Holly Ellingson Russell Hunt Susan Kangail Fredrick Merwin Mari Hay Miller

Janet Nelson Laurie Betz **Daniel Courtney** Katherine Domagala Stacie Leach Tawnee Lovell Kristen Noor **Curtis Norris** Nicole Norris Agnes Picard Manuel Plascencia Jennifer Robinette Gloria Rojas de Russell Kristin Rush Brent Sasser Ellen Schlotter Wayne Strong Heidi Van Brunt Ana Vergara Zachary Allen Jennifer Backer Simon Bernatz Karen Bodeen Angela Brewer Jennifer Butler Jason Dixon Keslie Down Brandon Ferguson Jonathan Gault Wakerobin Gendel Sattler Robert Helm Leo Hernandez Andrew Hunt Trena Jayne Thomas Keeler Krista Kuykendall Jennifer Mays Benjamin Muir Amanda Ormsbee **Brandon Parks Ron Pottorf** Joelle Reineke **Douglas Rossetter** Jeffrey Thompson Veronica Voeks Kathleen Weaver Misty Acker Gail Butler Kristine Campbell Sheri Childers Deborah Gray

Carolyn Hoshaw Tracy Lindsey **Emily Minnis** Amanda Montoya Kelsey Moore Kristen Ness Rinku Ramsey Bryan Reed Kristyl Rogers Sara Starlin Marietta Vaneekeren Amber Verkler Joni Wareham Elaine Woodward Chris Beath Sally Mann Linda Mooney Michael Smith Peter Almeida Deborah Carter Veronica Cheek Heather Dillon Tamara Dillon James Down Karen Eeds Grace Golden Kimberly Ingram Paul Keppo Stephanie Leahy Brenda Ogan Annette Peters Tama Rowan Moriah Shanahan Kathy Smith Jennifer Stern Leah Taylor Celina Ziolkowski Kara Anderson Amy Bernatz Karen Blachly Bethany Boardrow Dorian Buttacavoli Bryn Fredrickson Jesse Grasseth Jennifer Guiley Stacia Hagel **Robyn Hass** Heather Klym Mitchell Naylor Debra Pennicott **Dwight Smith**

Karri Thiele Karen Babcock Elery Baird III Theresa Beach Ruth Dalv Kerri Dawson Angela Jaros Carrie Langer Stephanie Lovdokken Andria Martin Sarah McKee Julie Moore Jaylene Morton Michele Reiersgaard Lisa Robbins Mary Stein Treva Thompson Carrie Thorsby Dean Vanderbush Traci Vaughan Larry Walker Mary Jane West Christine Ancell Abbrielle Bessett Tiffanie Blake Christine Buck Sara Burgin Autumn Erickson Kellev Gavle Tanya Gibson **Richard Haas** Eva Lamar-Fridlund Bryne Thorpe Matthew Adams Amanda Bottimore Carrie Brown Terrisa Cook Maria Cortes Jennifer Craig Nicole Danner Lisa Dillon Steven Fleissner **David Frost** Amanda Greene-Chacon James Hallwyler Sean Himmelman Joshua Jordan Ian Jungjohann Jonathan Kempe Michael Klindt Erik Lansdon

Arthur Liddle Sonja Ljungdahl Anthony Lyman James March **Rvan McClintick** Alicia McGraw Ivan Miller Clark Morberg Jessica Orsini Eric Orton Annelise Ostberg Ronald Otterstedt Jill Plumb Mary Meggan Raschio Fernando Rodriguez Natalie Rytlewski **Gregory Saunders** Maria Savre-Heiss Jane Schneider David Schull Audrea Shellev Sue Ann Shih-Rangeloff Saul Shimanoff Mark Simmons Paul Stevens Stacy Swartout-McKee Leslie Taubenfeld Sara Thornton Scott Touchette Robert Trunnell James Tyser Leslie Watson Stacey Whaley Kimberly Winkelman Mary Adams Allix Baker Dawn Caird Jennifer Calicott Benton Canaga Jeff Cardwell John Carey Allison Cunningham Sarina Dorie Robin Erickson Jeannine Evans Scott Evanson Jeanie Fuji Garrett Gilchrist Kenneth Gillespie Sandra Green David Hagel

James Hanson **Dionne Hasforth** Jeremiah Heacock Megan Helwig Ryan Herlands Mark Huisenga Christine Jesser Caroline Koopford Mattthew LaBounty Stephanie Lawless John Lovdokken Rebecca Macemon Rebecca Medley Carol Molaski **Robert Morales** Christopher Newell Joshua Tyler Nice Natalie Nicholls William Odegaard Erica Pierson **Douglas** Piquette Katie Piquette **Gregory Proden** Diane Ray Raymon Ritter Damaris Rivera-Carlson Joseph Roberson Kenneth Rodgers Jennifer Rogers Michael Simons McKenzie Smith Justin Starck Amy Stranieri Jared Taylor Stacey Tuers James Underwood Timothy Vian Kathryn Anderson Kristin Archer Kurtis Bonar Roseann Coe Curtis Crosswhite Marylee Culp Janet Dewey Nicloe Essman Helen Federico Alison Hintz Sarah Johnson Brian Jordan Nola Kay Kari Jocelyn Mendelssohn

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Sharon Orme Sarah Ragle Tonya Reichenberger Apryl Smith Katie Stiles Cheri Westerkamp Pamala White Cynthia Bonar Angela Copeland Kathleen Corwin Margaret Dean Kelley Edwards Kristin Guiley Christopher Holt Jerry Huser Jeanette Jacobson Keith Keener Stephen Knight Clifton Lyddane Peter Norman Eric Orlinski Kristy Robertson Brett Sauer Brandy Selby Megan Sheppard **Kimberlee Simons** Troy Thorsby Elisabeth Ware Susan White Karen Belshaw Amy Danziger Joshua Donaldson Rebecca Dopps Mary Ellen Dronzek Vicki Stritzke Trudy Waddell Kristin Woodford **Probationary Teacher** Renewals Erinn Ernst Rebecca Krop Robyn Louden James Olsen Cody Rosenberg Ileczandria Amador Lindsey Antone **Tiffany Beattie** Stacy Wiedenman Jarek Bartels Johanna Jimenez Thrarin Mankofsky

Kevin Odea Teresa Blake Ginger Latta Aaron Kyle Mowery Valeri Rankins Annie Omeara Matthew Valenzuela Hope Zima **Tashina** Davis David King Anna Coddington Yesica Meza Leah Price Savannah Butler Emily Johnson Kimberly McLennan Annie Jo Wilson Jennifer Shelton Bradford Weyand Angela Gonzalez Haely Damian Rachel Knabe Amanda Koen Katherine Waugh Mark Bond Chiffonia Lam Korrinne Ross Chelsea Anderson Louis Deville Dana Grant Alexa Huschka-Toennis Tina McClellan Chelsea Mckinnon Danielle Sabo Carrie Strauch Ian Bartels Blaine Conley Jonathan Heagy Pauline Pham Shelley Powers Katelyn Schroeder Sergio Cano-Soto Natasha Colson Nathaniel Horwood Sarah Huppert Sarah Steele Tyler Timm Dana Holladay Samuel Kenney Victoria Scheuerell Kendra Litalien

Steven Twomey Francesca Wilson **Tiffany Brown** Sierra Cochrane Wendy Shara Lisa Marxer Hannah Mason Erica Milkovich Mccall Habermehl Sarah Heacox-Jackson Tracy Conaghan Nancy Williams Devon Annalora Sarah Dement Alexandra Newson Diana Reyes Retana Rodriguez Amanda Rosenfelt Rebecca Rupnow Zachery Grimsley Elissa Barton Katrina Coleman Amy Lehm Christine Grosse Kassidi Heinle Kathryn Hughes Christine Sales Erin Allman Samantha Bennett Robvn Eicks Jennifer Hermens Amber Howe Lane Littlefield Brittani Maddoux Melissa Morgenlaender Nathan Poukis Sandra Roach Sara Rogers Thomas Schra Kristen Setliff Heather St Louis Jonathn Bridges Laura Farrelly Vernonica Landeros Thomas Lemonds Nicolle Ng

Raina Teke Silva Andrea Smith Kimverly Thompson Alexandra Wood Jan Hampton Brenda Joseph Phoebe Slocum Ashley Banks Jerami Campbell Stacy Carpenter David Carter Catherine Brothers Joseph Ma'Aseia Chole Shilaos Paula Tereault Kelsey Thompson Rebekah Weast Melanie Vetor Tanva Martin Ryan Booth Tiffany Busse Aimee Hardenbrook **Ricci Huling** Laurel Lisovskis Eric Roberts Stella Strother-Blood Kyle Jackson Jason Koch Sarah Sperry Amber Ketchum Franchesca Sandoval **Constance** Anderson Julie Steyding Meyana Dummer Allison Jacobson Marie Kempf Shelby Masterson Tamara Davis Paul Griffith Colin Lyons Kyle McClain Tara McNee Chelsea Willoughby Mail Howell Sarah Knudsen

Danelle Krinsky Ivy McClain Kelsey Snyder Molly Spain Ashley Stolk Boaz Wolpe April Holmes Kirsten LaShot Jennifer Smith Corrie Aljian Adam Dimock Kyle Johnson Laura Kaiser Jonathan Light Dana Okrav Gregory Fisher Jr Polly Kohl Nazia Swartz Cassidy Wendt Jessica Shanyfelt Alexandria Noelle **Renae** Thwaites Audrey Davids Jennifer Gonzales Sarah Bowman Joanna Mari Guhit **Temporary Non-Renewals** Michelle Albright Jennifer Boatwright Elda Galvan Jared Mills Torrey Newhart Ariana Schwartz Melissa Duarte Sidney Davie Tami Lux Morgan Rees Evan Stone Elizabeth Ashworth Christina Coombs Haley Perry Joel Duran Patricia Gagnon Miranda Wilborn Mary Laplante

E. Contract Renewals: Chief Ops Officer & Assistant Superintendent, Resolution #18-19.024 In accordance with Board Policy CCD, Bruce Smolnisky recommended that the Board of Directors approve the contract agreements for the Assistant Superintendent and the Chief Operations Officer for the 2019-2020 fiscal year.

F. Lane ESD Local Service Plan 19-21, Resolution #18-19.025

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The 2019-21 Local Service Plan Year One was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 8, 2019.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Lane ESD 2019-21 Local Service Plan Year One includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2019-21 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

Bruce Smolnisky recommended that the Board of Directors authorizes the approval of the Lane ESD 2019-21 Local Service Plan Year One and requests the Lane ESD to provide the services described during the 2019-20 (year one) fiscal year in accordance with ORS 334.175.

G. Student Transfers, High Priority and Inter-District, Resolution #18-191.026

In planning for the sunset of Open Enrollment on July 1, 2019, Springfield Public Schools, will determine how many transfer spaces are available; indicate any enrollment limits by school and/or grade level; and admission criteria or priorities that will be applied. Additionally, the District will also declare the number of Inter-District requests they will allow to leave.

Specific guidelines for Inter-District Transfers (IDT) will be finalized after Oregon Legislators give notice of their decision surrounding Open Enrollment and Inter-District Transfers.

In order to maintain consistent guidelines surrounding student transfers, the district attempts to align High Priority/Within-District Transfer guidelines with those for students that reside outside district boundaries.

Identifying student transfers assists the district in determining staffing for the 2019-20 school year.

Transfer students approved through January or March High Priority Transfer windows are allowed to continue through the highest grade of that level. However, students changing school levels, i.e., elementary to middle or middle to high school, must reapply for the coming year.

IDT approvals are valid until the end of the current school year. New students approved through IDT guidelines require the approval of both the resident and receiving districts. IDT Students are notified to reapply through High Priority should they wish to request to attend a school outside their resident boundary school.

David Collins recommended the Board of Directors approve up to 250 High Priority transfer spaces for the 2019-2020 school year. Additionally, he recommended the Board of Directors accept up to 200 Inter-District Transfer and will release up to 75 slots Inter-District Transfers.

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H. Resolution in Support of Education Funding to the Level Recommended by the Quality Education Model, Resolution #18-19.027

WHEREAS, since the passage of Measure 5 in 1990 this state has consistently underfunded its schools and failed to adopt a means of sustainably paying for public services; and

WHEREAS, we believe funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian; and

WHEREAS, we support a well-rounded curriculum that meets the needs of Oregon's students, including: art, music, PE, career and technical training, and co-curricular activities; and

WHEREAS, we must ensure that efforts to close the academic achievement gap and supports for students who have been historically underserved are expanded; and

WHEREAS, Oregon's public schools have experienced a prolonged period of unstable and inadequate funding that has resulted in dire consequences: teacher and staff layoffs, program cuts, unacceptably large class sizes, and one of the shortest school years in the country; and

WHEREAS, the Quality Education Model has consistently defined what a high-quality educational system should look like for Oregon students, but the Legislature has never provided the funding to meet it; and

WHEREAS, the Legislature has made progress and reinvestments in K-12, but funding momentum is fragile due to looming costs increases related to health care and PERS; and

WHEREAS, Oregon's political leaders have embarked on an ambitious effort through the Joint Committee on Student Success to define what our schools can be and find the means of sustainably paying for them; and

WHEREAS, school board members need to help shoulder the responsibility for making the case to Oregon's voters that the Legislature needs to prioritize investing to the level of the QEM to assure educational opportunities for every student in every district in our state.

NOW THEREFORE, BE IT RESOLVED, that the Springfield Public Schools Board of Education pledges to join and support the efforts of "Oregonians for Student Success" campaign to ensure that Oregon's lawmakers prioritize investments to improve the educational outcomes for Oregon's greatest natural resource: our children.

I. 2019-2020 School Calendar, First Read

The attached 2019-2020 academic calendar includes 175 school days for students, one (1) full day collaboration for staff (January 6), 15 early release/collaboration days.

This calendar is for first reading, and as such, may require adjustments to fit projected budget conditions prior to Board approval in June.

David Collins recommended that the Board of Directors review, as a first reading, the 2019-2020 academic calendar as presented.

J. Out of State Trip, SHS Baseball, Resolution #19-20.028

The objective of our trip is to participate in the 'Anaheim Lions Tournament' in Anaheim, California.

This is a great opportunity for our baseball student athletes to play in the sunny weather during the spring and allows our kids to play against tougher teams and have exposure to college coaches.

The level of play at this tournament is quite a bit higher level than any teams we would play here in Oregon. This gives our kids every opportunity to advance to the next level in playing baseball at college. We are requiring all the student athletes to have passing grades of a D or higher in order to go on the trip and forces then to continue to strive for good grades.

Students will miss a half day of school.

Dr. Brian Megert recommended the Board of Directors approve Springfield High School's Baseball Team's request to travel to Anaheim, California to participate in the Anaheim Lions Tournament. Dates of the trip will be March 22 - 26, 2019.

SHS Baseball has fundraised all monies needed to cover the cost of this trip. There is no cost to the district for this trip.

Dr. Hernandez moved, Ms. Webber seconded for approval of the Consent Agenda.

Mr. Bessett called for discussion.

Ms. Raven asked for a little more clarification on item H, the resolution in Support of Education Funding to the Level Recommended by the Quality Education Model, Resolution #18-19.027.

Following Ms. Raven's comment, Mr. Bessett pulled item H from the consent agenda for further discussion under item 6, Reports and Discussion.

Mr. Bessett called for another motion to approve the Consent Agenda except for Item H.

Motion: Ms. Webber moved and Dr. Hernandez seconded to approve the Consent Agenda with the exception of Letter H. The motion passed, 5-0.

6. REPORTS AND DISCUSSION

A. Resolution in Support of Education Funding to the Level Recommended by the Quality Education Model

Mr. Smolnisky shared that the resolution before the Board was put together by the OSBA and was based upon the OSBA Legislative Priorities resolution the Board approved at the November 13, 2018 Board meeting following the OSBA Fall Annual Conference. Mr. Smolnisky added that, as Ms. Scruggs pointed out, the resolutions are similar and the OSBA resolution does talk about health care and PERS. Obviously this is a concern for some people. He said this resolution is what the Board's professional organization is supporting. Mr. Smolnisky asked what specific questions the Board had in regards to the resolution as presented?

Dr. Hernandez was concerned about how the decision was made to go with the OSBA resolution instead of the SEA resolution.

Mr. Bessett answered that the information was presented to the Board at the Annual Fall Conference in November.

Ms. Raven asked to see a copy of the SEA resolution. Ms. Goff provided copies for the Board. Ms. Raven said that the reason she wanted more clarification was related to the collaboration piece because that is important to her. She said there are decisions that are going to be made where not everyone will be happy with the outcome.

February 11, 2019 Page 12 of 16 She continued that, as a new Board member, she would like clarity on what collaboration had taken place. For her the key is the collaboration, it doesn't always mean everyone is happy with the outcome, but at least the collaboration took place.

Mr. Smolnisky stated again that the resolutions are very similar. He said he was presented with the SEA's resolution and was asked to consider it. He consulted with staff and didn't see it as diametrically opposed to the other resolution, so he continued to move forward with the OSBA's resolution.

Mr. Bessett said that he and Vice Chair Webber had approved the agenda prior to it being posted.

Mr. Yancey said that he had reviewed both resolutions and he said that the District and the SEA would begin the collective bargaining process the next day. He suggested that the Board table this so that he could check with the District's legal counsel about the considerations and concerns of the SEA. He added it might be too early to move forward with either of the resolutions due to the inferences in both of the resolutions.

Dr. Hernandez agreed with Mr. Yancey's recommendation, but he wanted it to be clear that additional clarity between the SEA process, the OSBA process and how the Board works locally is a huge concern for him. Mr. Yancey agreed with Dr. Hernandez's comments.

Mr. Bessett concurred that he did not want it to appear that the Board was not willing to work collaboratively. He suggested that this item be tabled until a later time.

Dr. Hernandez said he appreciated the input from the SEA and from Mr. Yancey.

B. Student Communication

Jacob Sieczkowski from Thurston High School (THS) shared about the push to finals and teacher support in study time. 150 students turned out to take advantage of the extra time prior to finals.

Friday, February 15th will be the Mr. & Mrs. THS basketball game with students playing against staff. This will take place at 7:30 in the gym.

On February 27th there will be an Honor Roll Dessert. This event will honor students for their hard work and to celebrate a job well done.

This week there was a visit from an Accreditation Team. They spoke to students about their different experiences at Thurston High School. Jacob was one of the students who was asked to share. He enjoyed hearing that students feel that THS is a welcoming community, no matter what your interests are.

He said that in the first semester of this school year, 1258 students utilized the student tutoring center. This was a huge increase over last year when 1606 students used the center during the entire school year. The hours where changed giving more students an opportunity to use the center during the day and on Saturdays as well. Dr. Hernandez asked if students felt stigmatized by using the center? Mr. Sieczkowski replied that when he was a freshman that was the case. Now, it is no longer seen as a place a student goes for punishment, but rather it is seen as a growth opportunity for all students.

He concluded by sharing that the Cheer squad would be competing in the Nationals in California on February 22nd and three female wrestlers qualified for their state tournament. The boys state wrestling tournament would take place February 22-23 in Portland.

Ian Kerr from Springfield High School (SHS) shared that the boys wrestling team finished 4th at the District wrestling meet in Ashland and had three wrestlers qualify for the state tournament. The girls swim team took

February 11, 2019 Page 13 of 16 the district title for the second year in a row. SHS and THS swim teams tied for the sportsmanship award which is voted on by all the teams in the district. Thirteen swimmers qualified for the state tournament. This was the largest state team in recent history. The meet will take place in Beaverton on February 16th.

The SHS theater group will perform Crimes of the Heart February 14, 15 and 17.

February 12th, the boys and girls basketball teams from SHS and THS will play against each other.

He concluded by saying that the Annual Valentine's Day blood drive will take place on February 13th.

Davin Orengo from Gateways High School (GHS) introduced herself as a new representative from GHS. She added that she was the newly elected ASB President. She said that new students were arriving at the school for the start of the second semester and all seemed to be settling in and feeling at home in their new school.

Davin said that there had been a couple of interesting field trips lately. Holly Ellingson took some students to the water treatment plant and Janet Nelson took students to the beauty school. Students are also excited about Karla Alvarado's Paths to the Future class that is taught in conjunction with the University of Oregon and Janet Nelson's Career Exploration class which have the students learning about themselves and possibilities for their futures. She said it was exciting to learn about college and different opportunities.

Cadence Rose from the Academy of Arts and Academics (A3) shared that their maintenance crew has been visiting all the local middle schools to share about the A3 experience. Students are back on their regular schedule following J Term. This year, 44 A3 students were placed in internships throughout Lane county. Students, parents and community members enjoyed a night of watching students demonstrate their work experience.

Two A3 students won all state choir honors.

Students and staff posed for pictures that went up in the A3 lobby to represent "I am A3."

Upcoming events in February will include the Town Hall Symposium field trip, an all school testing day and a New Student Information Night.

The Student Representative from Willamette Leadership Academy was unable to attend the meeting.

B. Superintendent Communication

Superintendent Bruce Smolnisky reminded the Board of his upcoming vacation time. He will be out of the office February 25-March 17. Leadership responsibilities in the District during his absence will be covered by Brett Yancey and David Collins. Mr. Smolnisky proposed that the Board consider canceling the February 25th Board Work Session because he will be out of town and Board Chair Bessett will be participating in the United Front Trip in Washington, D.C. on that date. He added that he will also miss the Business meeting on February 11th, but feels that District staff could carry on in his absence.

Mr. Smolnisky passed out to all Board members a copy of the legislative priorities the Board adopted in November. He said there is an OSBA sponsored lobbying day in Salem on March 5th. He asked board members to let him know if any of them planned to attend so that staff could assist with any support.

Dr. Hernandez asked if the student representatives could receive a copy of the OSBA's Legislative Priorities. Mr. Smolnisky responded that Jen McCulley would ensure that each student received a copy.

Mr. Smolnisky said that we are just beginning the budget process. We have set up a couple of regional meetings to talk about the Governor's proposed budget. These will just be informational meetings. It is still too early to talk about priorities. He said that when he returns in March, the Co-Chair's budget should be available. Brett, Jenna and Bruce will attend the regional meetings.

Mr. Smolnisky also wanted to be sure that the Board members had a chance to view the video on the District's Facebook page about the process the District uses when there is a prediction for inclement weather. The video has been viewed over 18,000 times and has received very positive comments about our process. The video was put together by the Community Engagement Department.

Next, Mr. Smolnisky gave a brief overview of the next steps in the superintendent hiring process. The Board meet in Executive Session to narrow the field of candidates to be interviewed. On February 20th, three panels will interview the candidates. The three panels will consist of community stakeholders, staff and the Cabinet team. Following those interviews, Mr. Smolnisky will debrief with all the panel members. The Board will interview the candidates on February 21st and hold February 22nd for second interviews if necessary.

C. Board Communication

Ms. Webber said she thought the video about the inclement weather team was great. She said she agreed that canceling the Feb. 25th meeting would be a good idea since Mr. Smolnisky and Mr. Bessett would not be able to attend the meeting.

Mr. Bessett asked for a motion to cancel the Work Session on February 25th.

Motion: Ms. Raven moved and Dr. Hernandez seconded to cancel the Work Session on February 25th because Mr. Smolnisky and Mr. Bessett would be unable to attend.

The motion passed 5-0.

Dr. Hernandez updated everyone about the "Achieving Excellence through Equity Summit" taking place on April 17th at The Hotel Eugene, formerly the Eugene Hilton. The keynote speaker will be Pedro Noguera. He added he would like to have information available about the substitute process for certified and classified at the next meeting.

Dr. Hernandez also thanked Mr. Collins for the information regarding the number of different languages represented by families in our District. He added that moving forward, we need to be prepared as to how we would handle communication with all the families. He said he would be happy to work with Mr. Reese to ensure we have the best outreach possible.

Ms. Raven spoke of her visits to the district schools and thanked the staff members in those schools for their programs and creativity in providing excellent education for our students. She said she saw very innovative use of space to accommodate these programs. She thanked the teachers and administrators for the work they do.

Ms. Raven added that she enjoyed attending the Town Hall and was pleased to see that everyone was encouraged to speak.

She concluded by thanking the District staff for what they do on the snow days and the procedures that are in place to protect our children.

7. OTHER BUSINESS

There was no other business.

February 11, 2019 Page 15 of 16 **8. NEXT MEETING:** Mr. Bessett shared that the next meeting would be a business meeting on March 11th at 7:00 pm.

9. ADJOURNMENT

With no other business, Mr. Bessett adjourned the meeting at 8:20 pm.

(Minutes recorded by Kathy Savelich)

SPRINGFIELD PUBLIC SCHOOL SPRINGFIELD, OR 97477

SCHOOL BOARD MEETING MONDAY, MARCH 11, 2019

BUSINESS MEETING MINUTES

13/A Business Meeting of the Lane County School District No. 19 Board of Education was held on March 11, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order at 7:02 p.m. in the Board Room at the District Administration Building and led the Pledge of Allegiance.

Chair Bessett asked if there were any changes or additions to the agenda. None were offered.

Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Michelle Webber, Laurie Adams, Dr. Emilio Hernandez and Naomi Raven.

District staff and community members identified included Brett Yancey, Jenna McCulley, Dustin Reese, David Collins, Whitney McKinley, Suzanne Price, Brian Megert, Jeff Michna, Judy Bowden, Roberta Howard, Todd Mann, Carla Smith, Anne Goff, Laura Pavlat, Lesa Haley, Ame Beard, Brenda Holt, Joan Bolls, José da Silva, Kate Klontz, Kim Donaghe, Sherry Moore, Chad Towe, Kelsey Cunningham, Madisen Hill, Ian Kerr, Cadence Rose, Isabelle Roman, Jeff Fuller, EJ Rotherham, Brandi Starck, Mike Eyster, Brenda Hansen and Marina Brassfield.

2. SCHOOL PRESENTATION: AGNES STEWART MIDDLE SCHOOL

Principal Jeff Fuller and Vice Principal EJ Rotherham presented a PowerPoint entitled "Every Student, Every day: Agnes Stewart Middle School."

Mr. Fuller shared how Agnes Stewart Middle School (ASMS) staff worked toward three unified goals, previously identified by the board:

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

Mr. Fuller stated the District Instructional department offered a multitiered system of support, quality instruction and guaranteed viable curriculum. Administration looked at the three district-wide goals and provided direction for leadership to undergo a process to create three building-wide supportive action plans.

Each of the ASMS action plans:

- Had clear expectations taught (at the beginning of the year) and posted in every classroom and common area where appropriate.
- Allowed teachers to state and post daily learning targets for expected student learning.

• Asked teachers to use formative assessment data to direct and inform instruction to meet the needs of students.

Mr. Fuller introduced Action Plan for Goal 1 - Promote Growth and Success for Every Student:

- 1. Clear expectations taught and posted in every classroom and common area
 - a. Targeted goal was 20% reduction in behavioral referrals.
- 2. Teachers would state and post daily learning targets for expected student learning.
 - a. Targeted goal was for 100% of teachers to post targeted learning outcomes.
 - b. Targeted goal was for 100% of students to be able to articulate what they were learning and why in any given lesson.
- 3. All teachers would use formative assessment data to direct and inform their instruction to meet the need of students.
 - a. Targeted goal was for improved student achievement as evidenced through student growth in iReady lessons and diagnostics, EasyCBM, OSAS growth, and classroom assessments.

Mr. Fuller explained that to reach the referral reduction, administration partnered with the University of Oregon (UO) to implement an Instructional Suspension Learning Alternative (ISLA). ISLA was for non-safety discipline issues and offered re-connection and re-entry for the student. Students went to a reset room rather than an in-school suspension (ISS) room. The child underwent a student-guided Functional Behavior Assessment (FBA) and skills coaching with a staff member. In September 2019, ASMS had a 42% decrease in referrals and the overall year to date rate was down by 30%. Mr. Fuller added that when looking at the data, the highest rate of referrals was for disrespect and defiance.

All of the work done for Goal 1 was supported by:

- Full time instructional coach
- Collaboration time
 - Facilitation training
- Public practice
 - Peer observations
 - o Learning walks

Next steps to support Goal 1 were:

- Continued peer observation/learning walks
- Formative assessment work
- Content area collaboration time
- Lesson studies
- Differentiated instruction

Dr. Hernandez asked what path was taken by students with higher risk issues. Mr. Fuller said staff followed the student rights and responsibilities handbook. Higher risk behaviors generally involved violence, weapons, and/or drugs on campus. Discipline also depended upon the location of the offense and whether it was repeated. Dr. Hernandez wondered if the paths included SPED students. He was told yes, SPED students took the same path, however, their individual needs were also considered.

Mr. Fuller shared Goal 2: Support Families, So Every Student was Ready to Learn. Some of that work included hiring school social workers, at 1.5 FTE, as well as a full-time instructional specialist. The social workers offered mental health support, acted as a resource to students and families and provided a connection to community agencies.

Ms. Adams asked when Ms. Kate Mather, lead social worker, was hired. Mr. Fuller replied Ms. Mather was in her fourth year of employment with the District.

Mr. Fuller noted that Measure 98 provided funding toward mental health, as well as funding for a specialist who focused on the transition for students between middle and high school.

Mr. Fuller highlighted some of the school's community partnerships. Those partnerships included:

- Direction Services
- Ophelia's Place
- Courageous Kids
- Cahoots
- First Baptist Church

Mr. Fuller transitioned into Goal 3, Provide Personalized Learning Opportunities for Every Student. Some ways to meet individual student interests included:

- STEM
- FACS
- ELD
- Dreamcatchers
- Media Team
- Art
- Band/Orchestra
- PE/Health
- Outdoor education

Mr. Fuller explained ASMS was awarded an Oregon Country Fair grant, known as Music Matters. The program had a partnership with the Shedd Institute and funded instrumental instructors to provide weekly small group lessons for students. Outcomes included students continuing to play their instruments and participate in high school programs.

Mr. Fuller invited the board to Be Nice! Week Celebration on April 4, 2019 at 8:30 a.m.

Ms. Adams wondered when the Music Matters grant expired. Mr. Fuller said the school worked with the Shedd Institute to fund the program through different means.

Chair Bessett asked what a day in the life of a school social worker was like. Mr. Fuller said they were similar to a school counselor, but with slightly different training. The staff members attended group meetings, individual meetings, and more.

3. SCHOOL PRESENTATION: WILLAMETTE LEADERSHIP ACADEMY

March 11, 2019 Page 3 of 12 Executive Director Roberta Howard and Program Director Katharine Klontz shared a PowerPoint presentation entitled, "*Willamette Leadership Academy: A Military Style Charter School.*"

Ms. Howard explained that Willamette Leadership Academy (WLA) was a military style charter school providing a rigorous academic, social and emotional instruction to at-risk and challenged youth in grades 6-12.

Ms. Klontz shared some background on WLA and the routine and consistency that contributed to student success. WLA consisted of a middle school (grade 6-8) and a high school (grades 9-12), averaging 300 cadets between both schools. The model for WLA was successful for at-risk, underserved, and marginalized youth. She explained "at-risk" was often the term used to describe students or groups of students with a higher probability of failing academically or dropping out of school. Initially, WLA began as a high school and with successful outcomes, expanded to the middle school level, which demonstrated even greater outcomes. Over the past few years, WLA expanded to a second 6th grade class. There was currently a waiting list to enroll in the school.

Ms. Adams asked what caused a waiting list. Ms. Howard said that at the Goshen Building, WLA was challenged to find additional space.

Ms. Klontz stated the WLA mission: "The mission of WLA is to provide cadets with academic skills that will enable them to reach their personal career goals, provide the leadership skills and positive character traits that will enable them to be responsible, productive citizens."

Ms. Klontz said the WLA key leaders were:

- Roberta Howard Executive Director
- Katharine Klontz Director of Programs
- Sheryl Moss Financial Manager
- Melanie Green Head Registrar
- Tyson Migliaccio High School Principal / Battalion Commander
- Daniel Cayton High School Dean of Discipline
- Katie Nunes Middle School Principal / Battalion Commander
- James Brainard Middle School Dean of Discipline

Ms. Klontz explained WLA had introduced a targeted program to reduce chronic absenteeism. The program implemented increased attendance monitoring and a phone call home when attendance slipped, as well as increased positive rewards and incentives for cadets with good attendance.

The attendance incentive protocol relied heavily on cadets promoting each other as a company. On the first Thursday of every month, any student with an average attendance of 96% or more was entered into a drawing for a large prize. On the first Thursday of every new quarter, any cadet with an average attendance of 96% or more for an even larger prize. Each company competed for a monthly "Best Attendance" prize, to be measured by the whole company's average attendance. Company attendance counted as part of the scoring metric for the Top Company award at each quarterly award ceremony. WLA had two pizza parties for cadets who maintained an average attendance rate of 96% or more. One would be held at the end of first semester and the second at the end of the school year.

Ms. Klontz explained current WLA demographics. There were approximately 321 total students. Asian, Pacific Islander, American Indian, and Black students made under 2% of the population. Multi-racial students were at 8% and white students made up 74% of students. Overall, teachers were of similar demographics.

Ms. Klontz shared further demographic information. Six percent of students were English language learners. In total, two languages were spoken, English and Spanish. Of all students, 24% of cadets had disabilities, and 64% were on free and reduced lunch. Teaching staff included 15 certified teachers and 15 educational assistants. Ms. Klontz acknowledged that within the teaching staff there was a high turnover rate, about 28%,

In response to Dr. Hernandez, Ms. Klontz said there was a lower entry-level salary for teachers at WLA. However, those teachers who chose to work at WLA realized how incredibly powerful and successful the model was.

Ms. Adams asked why teachers were paid less since they set the salary. Ms. Howard explained it was because WLA was a charter school. Although WLA set the salary, there was less funding directed toward the charter school.

Ms. Klontz explained the middle school implemented new, advanced course work, including economics, STEM and money matters. The high school implemented an advanced placement track.

Career exploration at the middle school level included rocketry, criminal justice and military science. Career exploration at the high school level used CIS, which included marketing, public safety, criminal justice, beginning foods, home maintenance, mechanics, automobiles and introduction to agriculture.

Ms. Klontz moved onto extracurricular activities, which were held weekly on Thursdays during the ninth period. The period helped encourage kids to enjoy and excel in school. Ninth period was critical because the activities motivated students.

WLA worked to rebuild a Parent Teacher Association (PTA) to support cadets and the school. The middle school also worked on setting up guest speakers throughout the year so cadets were engaged in a multitude of ways. The high school provided several opportunities for parents to volunteer. WLA also recruited community members to become ASPIRE (Access to Student Assistance Programs in Reach of Everyone) mentors.

Ms. Klontz shared WLA assessments and indicators:

- ECBM (only grades 6-8)
- Smarter Balance
- OSAS for Science
- OAKS for Literacy
- PSAT
- ASVAB
- ACT Work Keys

- Work Samples
- Sample Common Core Assessments
- Benchmark Indicators
- Matrix Indicators

Ms. Klontz explained it was challenging to meet graduation bench marks for the statewide High School Success plan, as many students came to WLA with zero credits. A total of 37.5% students graduated and a total of 22 students had zero credits as 11th graders. Ms. Howard clarified WLA accepted all students despite the number of credits earned.

Finally, the dropout rate at WLA was 4.57%, and the absentee rate was 47.64%. Ninth grade on track was 68.52%.

Dr. Hernandez asked if students who didn't graduate were redirected. Ms. Howard said some aged out and attended LCC, while others stayed for another year. Some students attended a summer program to graduate.

Ms. Klontz shared statistics on WLA's environment:

- Median class size = 23 students
- Cadets attending more than 90% of school days = 68%
- 9^{th} graders on track to graduate = 76%
- 4-year graduation rate = 72%
- 5-year graduation rate = 76%

Ms. Klontz said WLA piloted a Career and Technical Education (CTE) program. Expanding the program would promote greater program completion rates, result in a higher number of cadets engaged in a personalized CTE program of study and entering second-level courses, lower drop-out rates, and increased graduation rates. Ms. Howard added that cadets who complete a program of study may earn a vocational Certificate of Skill Attainment and the National Career Readiness Certificate.

Ms. Howard moved onto to explain WLA's mission in enrolling historically underserved students. WLA was created to engage and support underserved, marginalized, at risk and adjudicated youth, including youth of color, low income, Special Education, English Language Learners, homeless and other youth who could be considered historically underserved. It was the purpose and niche of WLA to produce positive outcomes. Upon graduation, students enlisted in the military, went to college, or entered the work place.

Ms. Howard shared that WLA would be undergoing some changes in the 2019-2020 academic year. Prior to fall term, administration would merge the middle and high schools into one location.

Ms. Raven asked how many students enlisted in the military. Ms. Howard said about 12% of graduates.

Ms. Raven asked whether students stayed with their companies the entire day. Ms. Howard said students stayed together at the middle school level. In high school, that changed due to electives and

honors courses.

Dr. Hernandez asked if WLA received funding from the Department of Human Services (DHS). Ms. Howard said no, they did not.

4. PUBLIC COMMENT

There were no public comments offered.

5. CONSENT AGENDA

- A. March 1, 2019 Emergency Board Meeting Minutes
- **B.** Financial Statement

C. Personnel Action, Resolution #18-19.030

Dustin Reese 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:

Retirement

Kathryn Anderson **Temporary Administrative Non-Renewals** Amy Halley Whitney McKinley Laura Weiss **D. 2019-2020 Board Meeting Schedule, First Read**

Board members were provided with copies of the proposed 2019-2020 Board Meeting Schedule, as a first reading.

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 with 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.

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.

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:** <u>https://www.springfield.k12.or.us/boardmeetings</u>. Additional Work Sessions and/or Planning Meetings will be held throughout the 2019-2020 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.

Dates	Locations	
July 22	Admin Center	Organizational Business 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 (Tuesday)	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 were at the Administration Center, 640 A Street, Springfield, Oregon.

David Collins recommended the Board of Directors review as a first reading, the 2019-2020 Board meeting schedule as presented.

E. Board Policy Sections A and B Approval, Resolution #18-19.031

As the district continues to work with the Oregon School Board Association to update district policies, the following sections have completed the review process and are presented for Board approval and district adoption.

Jenna McCulley recommended the Board of Directors approve the following policy sections:

- Sections A/B
 - (https://goo.gl/Twnkqy)

F. 2019-2020 Academic Calendar, Resolution #18-19.032

The calendar includes 175 school days for students, which represents a continued commitment to a full academic calendar, one (1) full day collaboration for staff (January 6) and 15 early release/collaboration days.

David Collins recommended that the Board of Directors approve the 2019-2020 academic calendar as presented.

G. A3 Magnet Application, First Read

The Magnet Schools and Magnet Programs application is being presented for the Board's consideration and review.

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.

This application is for first reading, and as such, may require adjustments prior to Board approval.

David Collins recommended the Board of Directors review, as a first reading, the Magnet Schools and Magnet Programs application as presented.

MOTION: Ms. Adams moved, seconded by Ms. Webber, for approval of the Consent Agenda. The motion carried unanimously.

6. ACTION ITEMS

A. PACE – Joinder Trust Agreement, Resolution #18-19.033

The Springfield School District is a member of PACE, a self-insured public entity program that provides liability insurance coverage district-wide. This organization is under the direction of OSBA, which the District is also a member of. The PACE insurance program has been approved by OSBA, however they are requesting that all member district Board of Directors approve the agreement as well.

Included with this cover memo is a full description of the required board action, an explanation of frequently asked questions, the trust agreement requested for signature (page 4), and the entire restated trust agreement for approval.

Brett Yancey recommended that the Springfield School District Board of Directors approve the PACE Joinder Trust Agreement.

MOTION: Ms. Webber moved, seconded by Dr. Hernandez, for approval of the PACE Joinder Trust Agreement. The motion carried unanimously.

B. 2018-2019 Academic Calendar – Amended, Resolution #18-19.034

As a result of school days missed due to weather, the amended calendar recaptures hours from early release days and shifts the June Early Release/Collaboration Day to the last day of school on June 14 as a full day. The amendment recaptured 21.5 hours total.

The calendar represented a continued commitment to a full academic calendar.

David Collins recommended that the Board of Directors approve the amended 2018-2019 academic calendar as presented.

MOTION: Ms. Adams moved, seconded by Dr. Hernandez, for approval of the amended 2018-2019 academic calendar. The motion carried unanimously.

C. Recommendation to Hire Superintendent and Approve Employment Contract Effective July 1, 2019, Resolution #18-19.035

With Springfield Superintendent Sue Rieke-Smith's resignation effective at the end of the 2017-2018 school year, the Springfield Board of Education engaged the services of MacPherson and Jacobson, L.L.C. on October 22, 2018 to conduct a nation-wide search for a new superintendent.

Throughout the winter months the search firm conducted focus groups and posted the vacancy. Simultaneously, the School Board finalized an interview process that included cross-stakeholder involvement in the form of three interview panels. On January 16, the position closed, and the search firm conducted initial screenings and recommended top candidates to the board for their review. Four candidates rose to the top and during the week of February 19, 2019 three rounds of interviews were held.

With the help of thoughtful feedback from the stakeholder panels, the School Board held three Executive Sessions to review and thoroughly vet the candidates. Upon reaching a unanimous decision, the Board proceeded with additional site visit interviews, and began a background check and contract negotiations.

It is recommended that the Board of Directors hire Todd K. Hamilton as Superintendent of Springfield Public Schools, effective July 1, 2019 and authorize Chair Bessett to negotiate and execute the Employment Contract between Mr. Hamilton and the Governing Board of Springfield School District #19, for the 2019-2020 fiscal year.

MOTION: Ms. Adams moved, seconded by Ms. Raven, for the Board of Directors to hire Todd K. Hamilton as Superintendent of Springfield Public Schools, effective July 1, 2019 and authorize Chair Bessett to negotiate and execute the Employment Contract between Mr. Hamilton and the Governing Board of Springfield School District #19 for the 2019-2020 fiscal year. The motion carried unanimously.

Ms. Adams asked if the contract was for one year. Mr. Yancey replied it was a three-year contract.

7. INTRODUCTION OF THE NEW SUPERINTENDENT

Board Chair Zach Bessett introduced Todd Hamilton as the district's new superintendent.

Mr. Hamilton introduced himself and thanked the board and community. He was honored to serve SPS and its students.

8. REPORTS AND DISCUSSION

A. Student Communication

Madisen Hill from Thurston High School shared that counselors had started a suicide prevention campaign. Also starting that month were spring sports. Band, orchestra and choir had concerts in March 2019. Due to inclement weather in February 2019, the Thurston High School gym roof collapsed. She thanked District staff for the professional way they handled the collapse of the gym in keeping students and staff safe. A remodel was scheduled to be completed September 2019.

Ian Kerr from Springfield High School shared exciting news in student extracurriculars. Swimming, girl's basketball, and DECA performed well at state competitions.

Isabelle Roman from Gateways High School shared teachers were dedicating time to meet with individual students about graduation. So far that year, 14 students had completed GEDs. Recent events included a logging convention, an attendance contest, and two job fairs. History class wrapped up a unit on rock music, and careers class had guest speakers who discussed different jobs and resume writing. Students were also preparing for math work samples.

Cadence Rose from the Academy of Arts and Academics (A3) shared the school received Governor Brown's attention due to a class held during J Term called *A3 Scouts* and which was funded in part by Springfield Education Foundation. Governor Brown would highlight the course in an upcoming Office of Emergency Management newsletter. Ms. Rose said testing would be in late March 2019, as well as a new student information night. Mid-year reviews were postponed due to the snow, but were now well under way. A Poetry Out Loud event was held where students recited famous poetry.

The student representative from Willamette Leadership Academy was unable t attend the meeting.

B. BOARD COMMUNICATION

Mr. Bessett thanked the board for attending Oregon Battle of the Books (OBOB). All board members reported enjoying the event.

Ms. Raven and Ms. Webber attended the Stand for Children lobby day in Salem on February 18, 2019. Ms. Raven said there were good conversations with legislators and was happy to see a large

student turnout. She added that it was a great day to learn how the government functions and how the organization, Stand for Children, gets involved.

9. OTHER BUSINESS

There was no other business.

10. NEXT BOARD MEETING

Mr. Bessett said the next Board meeting was scheduled for April 8, 2019 at 7:00pm.

11. ADJOURNMENT

Mr. Bessett adjourned the meeting at 8:26 p.m.

(Minutes recorded by Marina Brassfield)

BOARD REPORT

SPRINGFIELD PUBLIC SCHOOLS 2018-2019 Revenue/Expenditure Forecast As of March 31, 2019 **Please see attached report**

REVENUES:

- Approximately 100.7% of our (current year) property taxes have been received during the month of November through February, 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 (10/24/2018), the District is scheduled to receive approximately 100.7% of the adopted budget. This estimate includes the additional students enrolled in the SPS Online program, as well as a slightly declining Charter School enrollment at Willamette Leadership Academy.
- 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 under-expending.
- 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 \$7,841,690. 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 3/31/19

			ESTIMATED		
		ACTUAL	from		PROJECTED
		through	03/31/19	PROJECTED	as % of
	BUDGET	03/31/19	to year end	2018-2019	BUDGET
REVENUES:	05 006 016	24,807,166	614 010	05 400 076	100 729/
Property taxes - current Property taxes - prior years	25,236,816 425,000	24,807,188 198,080	614,910 176,920	25,422,076 375,000	100.73% 88.24%
Payment in lieu of property taxes	425,000	649,000	0	649,001	N/A
Other local sources	730,100	735,655	0	735,655	100.76%
Lane ESD Apportionment	1,806,126	1,349,130	456,996	1,806,126	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	75,893,821	63,104,292	13,334,268	76,438,560	100.72%
Common School Fund	1,065,886	1,212,288	0	1,212,288	113.74%
	1,000,000	1,212,200		1,212,200	
Total revenues	105,347,749	92,055,611	14,773,094	106,828,706	101.41%
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	92,055,611	25,008,444	117,064,056	100.96%
EXPENDITURES:					
Personal services	57,494,622	35,117,632	21,957,525	57,075,157	99.27%
Employee benefits	36,886,691	21,789,750	13,816,068	35,605,818	96.53%
Purchased services	9,717,273	5,956,148	3,761,125	9,717,273	100.00%
Supplies & materials	3,216,751	1,688,818	1,482,095	3,170,913	98.58%
Capital outlay	143,000	118,282	23,482	141,764	99.14%
Other objects	790,972	756,208	34,069	790,277	99.91%
Fund transfers	2,721,164	2,721,164	0	2,721,164	100.00%
Total expenditures	110,970,473	68,148,002	41,074,364	109,222,366	98.42%
Unappropriated	4,000,000	0	0	0	-
Contingency	979,405	0	0	0	0.00%
Contingency					0.0070
Total appropriations	115,949,878	68,148,002	41,074,364	109,222,366	94.20%
Total resources		92,055,611	25,008,444	117,064,056	
Total appropriations		68,148,002	41,074,364	109,222,366	
			<u> </u>		
Ending fund balance		23,907,609	(16,065,920)	7,841,690	
Less: contingency			0	0	
Net fund balance		23,907,609	(16,065,920)	7,841,690	

PERSONNEL ACTION

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 resignations, retirements and temporary non-renewal. 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.

<u>RECOMMENDATION</u>:

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:

- Resignations
- Retirements
- Temporary Non-Renewal

SUBMITTED BY:

APPROVED BY:

Dustin Reese Director of Human Resources Bruce Smolnisky Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	RESIGNATIONS					
1	ILECZANDRIA AMADOR	ADMIN BUILDING	PROBATIONARY 1	FT	06/17/2019	RESIGNATION
2	KAREN BELSHAW	TRDR	CONTRACT TEACHER	FT	06/17/2019	RESIGNATION
	RETIREMENTS					
3	JANET DEWEY	THURSTON ELEMENTARY	CONTRACT TEACHER	FT	06/17/2019	RETIREMENT
4	JANE SCHNEIDER	SHS	CONTRACT TEACHER	FT	06/17/2019	RETIREMENT
	TEMPORARY NON-RENEWAL					
5	ROBYN LOUDEN	A3	TEMPORARY	FT	06/17/2019	TEMPORARY NON-RENEWAL

2019-2020 BOARD MEETING SCHEDULE

RELEVANT DATA:

Board members were provided with 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.

RECOMMENDATION:

It is recommended that the Board of Directors approve the 2019-2020 Board Meeting Schedule as presented.

SUBMITTED BY:

Bruce Smolnisky Superintendent



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: https://www.springfield.k12.or.us/boardmeetings. Additional Work Sessions and/or Planning Meetings will be held throughout the 2019-2020 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.

Dates	Locations	
July 22	Admin Center	Organizational Business 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
(Tuesday) 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.

BOARD POLICY SECTIONS C/D, E FIRST READ

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.

- <u>Section C/D</u>

 Linked at: <u>bit.ly/SectionCD</u>
- <u>Section E</u>

 Linked at: <u>bit.ly/SectionE-1</u>

SUBMITTED BY:

RECOMMENDED BY:

Jenna McCulley Community Engagement Officer Bruce Smolnisky Superintendent

FIRST READING AND REVIEW

DATE: April 8, 2019

6-8 Social Science TEXTBOOK ADOPTION

RELEVANT DATA:

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

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. *Please see committee report for details.*

David Collins and Whitney McKinley are available for questions.

RECOMMENDATION:

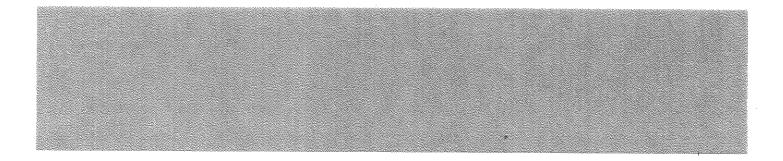
It is recommended that the Board of Directors review as a first reading the request of:

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 Social Science Program.

SUBMITTED BY:

David Collins Assistant Superintendent



SPS 6-8 SOCIAL SCIENCE TEXTBOOK ADOPTION

Table of Contents

Team Report	Pages 3-5
Section 1	Appendix A Team and Timeline
Section 2	
Section 3	
Section 4	Appendix D Final Review Notes

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
 - Review Guiding Principles
 - Receive overview training on evidence collection tools
 - Receive training for consensus expectations and table facilitation
 - 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

- $\circ~$ 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
 - Determine possible areas that may need addressed or strengthened
 - 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, 7th Stella Strother, 6th 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
			970-10-10-10-10-10-10-10-10-10-10-10-10-10	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

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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 orientation¹ 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.

¹"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

 Description
 ORS 332.107
 ORS 342.437 to -342.449

 ORS 332.075
 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 2018 OR Social Sciences Grades 6-8 Criteria

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

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sources, artifacts, timelines, and	a contrext for making sense of events and/or seeking solutions	50. Assessments employ use of higher level thinking (e.a., svnthesis.
maps representing the broad diversity	to problems.	evaluation, and analysis) with
of peoples (including ethnic and social minorifies) and cultures in	24. Provide opportunities for varied	accompanying scoring guides.
North America for the period between	activities (e.g. hands on learning,	 Assess student proficiency using a variety of methods that recognize
1600 and 1880.	priysical movement, simulations, research opnortunities	various perspectives, and are
All grades: Current events articles relating to historic approaches to	integrated technology, and role	accessible, adaptable, and culturally unhiased for all students (a d
systematic oppression.	play). 25 Drovido octivition that income	Talented and Gifted (TAG). English
Focus on equity, identity, diversity, justice,	23. FLOVIDE ACTIVITIES ITIAL INCORPORATE the arts	Language Learners (ELL), Special
civic engagement, and traits essential for		Education (SPED) students, and
democratic citizenship.	Differentiated Instruction	Alternative Education Students).
Access to personal narratives of	26. Facilitate planning and	52. Includes a scoring guide and/or rubric
social minorities.	implementation of differentiated	tor essential question.
Links to, and suggestions for,	instruction addressing the needs	53. Includes test bank with:
community/civic involvement	of Talented and Gifted (TAG),	a. manipulative documents, essay
appropriate for middle school	English Language Learners	questions, maps, multiple choice
students.	(ELL) and Special Education	
c. Access to Civil Discourse	(SPED), and Alternative	b. opportunity to add own
Recognize, reinforce, and strengthen the	Education students.	questions to test bank material
inherent dignity of all students.	27. Address Oregon English	and to create an
Foster students to develop empathy for	Language Proficiency Standards	
attitudes and cultures whose worldview is	in reading, writing, listening and	c. scoring guide/rubric for test
different from their own.	speaking.	bank essays
Links to current events issues and	28. Provide direct access to	54. Student samples and model examples
activities connected to historical and	equitable resources through	tor possible short answer questions
current people and cultures in	various levels of technology.	and/or essays.
grade-level geographic areas studied.	a. Speech to text	55. Hands-on formative assessments that
	b. Text to speech	allow students the opportunity to
	c. Audio books	practice a given concept
Support and guide in-depth exploration and	d. Digital copies	

2018 OR Social Sciences Grades 6-8 Criteria

6-8 Criteria	 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.
2018 OR Social Sciences Grades 6-8 Criteria	 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. Instruction 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.
2018 OR Soc	 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. 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. Cultivate an exploration and problem solving of learning through higher level questioning. Provide opportunities for open ended discussions (i.e., Socratic Seminars, Philosophical chairs) Coherence Use developmentally appropriate activities and materials to cultivate active civic participation. Encourage integration of history, economics, geography, civics, financial liferacy, ethnic studies, and Social Science Analysis. Forming progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and

es Grades 6-8 Criteria	Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts) Provide guidance on discussing controversial or sensitive topics. Avoid tokenistic presentations of activities 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 in traditions) including but not limited to: a. real-life situations b. highight vocabulary c. focused and clear graphics, illustrations, maps, and other multimedia d. case studies e. art Emphasize academic vocabulary at all levels. e. art Emphasize academic vocabulary at all levels.
2018 OR Social Sciences Grades 6-8 Criteria	addressing misconceptions. 34. Include high interest materiation relating to the obortunities for instruction relating to the obortunities for instructions and patterns. 16. Provide opportunities for instruction relating to experiences, including but not limited to: a. essential questions b. learning targets/objectives constructions including to the value v

es 6-8 Criteria	with cess.		rated sets bks, uce	<u>δ</u>	s hy. etted	of larly
2018 OR Social Sciences Grades 6-8 Criteria	 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,

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

EQUITY AND ACCESSIBILITY RUBRIC

Ways to Analyze Texts for Bias (adapted from the Council of Interracial Books for Children)¹ 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? Resolution of problems
		 How are problems presented, conceived and resolved in the story? Are minority people considered to be "the problem"? Are the oppressions faced by minorities and women represented as related to social injustice? Are the reasons for poverty and oppression explained, or are they accepted as inevitable?

¹ Cited from Washington Models for the Evaluation of Bias Content in Instructional Materials

		 Does the storyline encourage passive acceptance or active resistance? 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? Role of women 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?
3	Lifestyles	 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). 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? If the minority group in question is depicted as "different," are negative value judgments implied? Are minorities depicted exclusively in ghettos or migrant camps?
4	Relationships	 Power & Stereotypes Do the whites in the story possess the power, take the leadership, and make the important decisions? Do racial minorities and females function in essentially supporting roles? How are family relationships depicted? In black families, is the mother always dominant? In Latino families, are there always lots of children? If the family is separated, are societal conditions—unemployment, poverty, for example—cited among the reasons for the separation?
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	 Analyze known norms that limit the child's aspirations and self-concepts. 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.? Does the book counteract or reinforce this positive association with the color white and negative association with black? What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds? In a particular story, are there one or more persons with whom a minority child can readily identify to a positive and constructive end?

7	Consider the author's/ Illustrator's background	 Analyze the biographical material on the tacket flap or the back of the book. If a story deals with a minority theore, what dualifies 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 specifically recommend them as the creators of the 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	 A word is loaded when it has insulting overtones. Examples of loaded adjectives: are savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward. 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.

SECTION 3 APPENDIX C SPS REVIEW NOTES BY GRADE

Curriculum Name _World History ch 16-17_&Wo	SPS 6th Grade Social Studies Review Tool Curriculum Name World History ch 16-17 & World Cultures and Geography: Western Hemisphere Date Reviewed 3/6/19
Curriculum PublisherCengage_	eth 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.	 Each chapter has an introductory video for students that uses vocabulary that will be used in the unit. The Digital Library has several videos for each unit. Chapters feature interviews with real-world people related to the area of study. The first page of each chapter provides a preview of vocabulary for that chapter. 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. Several graphic organizers and assessments are provided.
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 <i>World Cultures and Geography: Western Hemisphere with Europe</i>) 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.

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	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.	 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. Online version of the textbook also has options for students to listen to the text read aloud. Spanish version of the online textbook does not have below grade level options.
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 <i>World Cultures and Geography: Western Hemisphere with Europe</i>).
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. In provement: 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.
	Cengage 6th grade page 2

 Increase text complexity: Focuses students SSB - Chapters, sections, and lessons build upon each other in order to furth texts are available at grade-level as well as two grades below. Theoretically, and supported to advance students toward Make reading text closely and examining text are available at grade-level concepts while working towards reading at grade-level. Make reading text closely and examining the assigned tasks. Make reading text closely and examining the assigned tasks. Make reading text closely and examine the textual textual textual evidence a factor of the instructional textual evidence a factor of the instructional the assigned tasks. Build disciplinary knowledge in one or more this tory, clvics, Government, and Social Studies Skills history, and social studies skills). Puovide state, tribal, and other perspectives. Upon review of the materials, there is evidence that each unit looks to provide different perspectives on subject matter. An example of 2.14-2.16 where a chapter outline is provided. This outline shows that foron and problement, and collaboration and collaboration. Starads (creativity and social studies skills). Provide state, tribal, and other perspectives. Upon review of the materials, there is evidence that each unit looks. to provide different perspectives on subject matter. An example of 2.14-2.16 where a chapter outline is provided. This outline shows that foron applicable, while grade and cative and an addern focus on events such as the olympics. 	Research: Builds and presents knowledge through the process of analysis and synthesis as appropriate.	 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.
End of s anal the assigned ore Through ies Econom ves, • wt. • and Geo in). visual ov a partne	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.
ere Through ies Econom ves, • ves, • od SSB - Stu and Geo in). visual ov a partne	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.
ves, • ext. od SSB - Stu and Geo in). visual ov a partne	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
pu (u	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.	 Introductory videos on location are provided to introduce each unit. Student resources outside of the text include photographs, charts, maps. Interactive Whiteboard resources are provided.
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.

odeling, pair-share, nd or	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.
73	lding- Graphic organizers are provided in many of the end of section labs. The differentiated ows students reading below grade level to access the same information on demand and as l.
At the b what the I did not	
I did not	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.
	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.
Cr Dr ● ●	Data labs ask students to interpret charts and models to create claims. 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.
Uses digital tools and media as appropriate SSB - Onlin to deepen student learning. highlight, ϵ	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.

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Th Requires student involvement in and responsibility for their learning. As	
n and	The online edition is easy to navigate between sections, chapters, etc.
	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.	 Standardized test practice is provided for each chapter. These feature multiple choice questions, document based questions, constructed and extended responses. Section quizzes are provided both digitally and available to print. Two versions of formal assessments are provided at different reading levels. Tests can be modified by teachers.
Includes aligned rubrics or assessment SSE guidelines for interpreting student RB performance. RB bet bet bet bet brg	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.

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Measures progress of fundamental understandings through embedded formative assessments that focus on learning target(s) and/or engage students in self-reflection. Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative, and self-assessment measures.	The Before You Move On questions provide checks for understanding. The end of section labs assess their learning before moving on to summative assessment. There are section quizzes to assess learning prior to the end of unit tests. 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:

Cengage 6th grade page 7

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	Too	Grade Social Studies Review	S Jh

 Curriculum Name
 World History Great Civilizations / World Cultures & Geography
 Date Reviewed
 06 March 2019

 Curriculum Publisher
 National Geographic Learning/Cengage
 Grade level/Course
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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	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
their inquiries and build disciplinary skills and conceptual knowledge.	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	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.

Cengage 7th grade page 1

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.

linary knowledge in one or more wing Oregon State social studies vics, economics, geography, a social studies skills). te, tribal, and other perspectives, cable, while presenting or the unit within a global context. Ast Century skills (creativity and critical thinking and problem munication, and collaboration). glible opportunities for taking ction: Students, where appropriate, have the 'to culminate their academic rough civic engagement	to use evidence in their argumentative writing, DBQS, etc.
ves, rxt.	history, decent in geography and social studies skills. There are supports for teaching social kills in the digital version of the textbook.
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•	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).
	e World History book.
Criterion: List Evidence, Examples, and Evaluate for hi Unit/Module/Chapter Name, Lesson numbe	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	st

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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.	 There is a Chapter Planner Each Lesson provides clear differentiation for additional lessons ideas. There are sections for Struggling Readers, Inclusion, ELL, TAG, and pre-AP. 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. The Social Studies Skills Lessons sections are very clear and give step-by-step guidance for students.
Cultivates student interest and engagement in history/social studies.	 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.
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	 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. I have not seen evidence of opportunities of communicating conclusions and taking informed actions.
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.	 There are many options for differentiation activities included, but not many ideas around modeling, questioning strategies, flexible grouping, pair-share, and scaffolding. There is a check for understanding for each lesson that consists of three questions.
Elicits students' prior knowledge and addresses common student conceptions/misconceptions.	Not noted

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Supports students in making and/or evaluating evidence-based claims.	 Each Unit has at least one DBQ (Document Based Question) that requires students to analyze documents and format a response based on the evidence.
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 chapters-each 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. Cengage 7th grade page 5
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	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.	ictation', p. 167, under the chapter 'Strategies ' page for each subsection, which includes
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.	reby it presents a primary or secondary source stion, preparing for the document based 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	d ideas leading to the Declaration of
	Grade Read perce	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)* 925L to 1235L
	985L	985L to 1295L
	9 1040 1055 1085	1040L to 1350L 10851 to 14001
Text-based evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions.	Essential questions for every chapter that are revisited every section with a new way to answer it. Each section has "Guided Discussion" teaching options. Each section also has inference questions that are very thought provoking.	ery section with a new way to answer it. Each ection also has inference questions that are very

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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.	 Teacher edition has differentiated teaching strategies on about every page O Strategies include movement, discussion, etc
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 <u>the student</u> 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. Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative, and self-assessment measures.	 Options for formative assessments for Unit 3, Chapter 5: History notebook questions and activities Active options- get kids interacting and out of their seats Active options- get kids interacting and out of their seats Discussion questions Ouestions that have students make connections to their Questions that have students make connections to their Questions that have students make connections to their Questions that have students make connections to their Destions that have students make connections to their Cuestions that have students make connections to their Cuestions that have students make connections to their These different types get at skills like cause and effect, summarizing, evaluating, inferences, etc There are assessments embedded in every unit. For Unit 3, Chapter 5: Essential questions are listed Vocabulary activities Pre-assessments Pre-assessments Formative assessments: unit tests Skills for Chapter 5 assessments: unit tests Skills for Chapter 5 assessments: Uncabulary, cause and effect, citing evidence from text, synthesizing, inferences, opinions, interpreting maps, analyzing sources, connection to life.

Additional Notes:

Cengage 8th grade page 7

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SPS Social Studies Review Tool	Date Reviewed 3/6/19	Cengage National GeographicGrade level/Course6-8	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.	Equity/Differentiation	6th: Full Spanish translation of all materials hard copy and online, including workbooks. Hard to find the n with Spanish translation online. Did find the online Spanish glossary.	 7th: Looked at Unit 4, Chapter 10 "The Roman Republic": 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:
S	Curriculum Name	Curriculum PublisherCen	Criterion:		The program provides resources for supporting English Language Learners (ELL's) regular and active participation with grade-level text.		

History Notebo • Evalua connec connec • Strateg Writing- • Docum • History • Connec • Project • Strateg • Project • Strateg	History Notebook p.55-61 (student version) Evaluate, Make inferences, draw conclusions, form and support opinions, explore identity,
 Strateg Strateg Strateg History Connection Project Strateg Strateg Intro v 	connect to today, make predictions, evaluate, fact vs. myth, interpret maps, compare and
Writing- Docum History Project Strateg Listening- Intro v	Strategies are provided for differentiation to our ELs pp166C-167D; creating word webs
Project Project Project Strateg Itstening- Intro v	ocument-based question (American Stories, p. 210-211) istory Notebooks (journal)- Students are able to write their notes by analysing artifacts
Listening-	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
Text-tc	g- Intro video with key vocabulary embedded Text-to-speech with color-coding (online)
Speaking-	g- American Stories online → write about history → differentiate →English Language Learners 300
Pose a	Pose and Answer Questions Arrange students at the Emerging and Expanding levels in mixed
pairs a	pairs and ask them to reread the American Story together. Instruct them to pause after each
paragr	paragraph and ask one another who, what, when, where, or why questions about what they have
just rea	ist read. Suggest students use a 5Ws Chart to help organize their questions and answers. Ask
studen	students at the Expanding level to assist students at the Emerging level as needed.
Strateg	trategies are provided for differentiation to our ELs pp166C-167D; Pair partners for dictation

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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 how toot is is holocool with situate section (section /li>
	 Modified 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.
	Zth:
	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 eFdition This is would be nice for struggling learners. I could not how one find a struggling learners.
	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

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8th: / Bth: / This program provides materials to support pull-out/sheltered SPED instruction (Tier III) 7th: Zth:	 8th: American Stories, Unit 3, Chapter 5, p. 168-213 Key vocabulary highlighted 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, 5. have strategies for striving readers on those specific lessons. 6th: 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.
8th:/	 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) 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

	•	Vocabulary highlighted online can be read aloud for students with definition provided
		Fext-to-speech with color coding 3 differentiation strategies provided for our striving readers pp166C-167D
		onnie resources include for striving readers and inclusive strategies nteractive maps online escons 1:1:1:2:2:1:2:2:1:2:2:1:2:2:1:2:2:1:2
	•	בספטווס ביבו ביני ביבו ביני ביבו סיבו, פיבו פינו מעב או מעש אין מעש אין איש וואווא ושמשרא טון נווער איש באפנותכ פאסחא.
The program provides resources for acceleration and extension of learning.	6th:	Differentiation section in hard -copy and online text supports pre-AP students and TAG poportunities.
	ê ê	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 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.
	7th: Looked a • I	 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
	P C N O	eacher notes section in the eEdition says, "Build models: Have students build a 3D topographic nodel 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.
;	8th:	· Differentiation strategies are provided for our Gifted and Talented and Pre-AP students p166C-167D
		Pages 176-177 Teachers are provided with a strategy to support Pre-AP students: Investigate different versions of flags 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 Pre-AP students on those specific selections.

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The program allows and encourages <i>all</i> students, regardless of aptitude or background, to work with rich and rigorous grade-level texts, questions, and writing prompts.	 6th: 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. 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.
	 7th: Looked at Unit 4, Chapter 10 "The Roman Republic": 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) You have a bank of 500 test questions that could be used in the teacher eEdition.
	 8th: American Stories, Unit 3, Chapter 5 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) 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). 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) Document-based Question (p. 210-211) include guided process to synthesize and write response to primary source. Ch. 5 Review (p.212-213) Historical Thinking Questions: support answers with evidence from the chapter
The materials and sections within books are arranged in a logically- ordered/organized, clear structure so that teachers and	 6th: Chapter 1: The Geographer's Toolbox is helpful and logical start to the text. Compare Across Regions at the end of each sections is helpful to connect back before going forward. Also should align with curriculum map.
	Cengage Specialist/Equity page 6

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students can easily access the content	
	 7th: Looked at Unit 4, Chapter 10 "The Roman Republic": 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.
	 information. You don't have to flip through or flip back 6-8 pages. 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. 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.
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

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Cengage Specialist/Equity page 7

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	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 up to the doments built into context clues.
Strategies and activities are engaging, interactive, authentic, and of high- interest, using grade-appropriate content relevant to students' lives.	 6th: Text and researchers reference current events that are relevant to student's lives, example of Syria from presentation. Interactive map tool element seems engaging for students Good balance of male and female perspectives, but could use more folks of color as the researchers or authors. Digital library component with photos and video clips, they can download them to create a powerpoint etc, Online textbook with links are engaging, relevant, and useful. Could add a consumable component like a field journal.
	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. There
	Cengage Specialist/Equity page 8

All technology and media components serve the crucial purpose of enhancing instruction/learning and support scientifically-based instructional practices.	 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. 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. 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. 6th: Based on presentation and online TE and SE, they have many options for tech components such as: Audio files Iteractive maps Haulo files Interactive maps Furt-to-speech with color-coding Interactive maps Hule-screen option available to limit distractions
	information than just the photos in 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 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). Antional Geographic Learning presentation referenced the National Geographic library used in the
Content represents a wide array of cultures and experiences, allowing students to learn about situations similar to and different from their own personal experiences.	photographs, artifacts, and authors. 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
	Cengage Specialist/Equity page 10

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 themselves as Americans. 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.
Cengage Specialist/Equity page 11

	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.
	 8th: American Stories American Stories American Voices Biographies are representative of different races, genders, backgrounds (p. 54, 102, 184, 308, 404, 518, 666, 752, 968) Includes World Religions Handbook online Citizenship Handbook in student text Images are representative of different races, genders, and backgrounds
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	

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Additional Notes:

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Cengage Specialist/Equity page 13

SECTION 4 APPENDIX D FINAL REVIEWER NOTES

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Plus/Delta Specialist/Equity

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Cengage-National Geographic

+ Strengths of the Program	Δ What does this program need to meet our expectations?
 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 Intros to the units were very student centered Personal connection for students to relate to was embedded throughout the text Giving them the identity of the explorers, scientists, archeologists, etc. with a field guide Online component materials are strong in terms of modified test questions, compatible with Google Classroom, bank of questions, etc. Pairs well with ELD materials that we already adopted for 6-12 	 Is there a modified field journal for 7th and 8th grades? Access to online materials in a more intuitive way People of color, in terms of researchers in videos, not as fully represented as other identities (women, etc.) Only one female National Geographic Explorer featured in the 8th grade text Would love a 6th grade field journal of some capacity Support around navigating the online tools for student and teacher side

Plus/Delta 6th

Cengage-National Geographic

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+	Δ
Strengths of the Program	What does this program need to meet our expectations?
 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 	 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 Geograph		
+ 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, etc. -Digital version is full of additional information, maps, interactive vocabulary, etc. -A 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

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

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Cengage-National Geographic

+ Strengths of the Program	Δ What does this program need to meet our expectations?
 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 	 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)

OUT OF STATE TRIP: SPRINGFIELD HIGH SCHOOL DECA

RELEVANT DATA:

The objective of our 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.

RECOMMENDATION:

It is recommended the Board 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.

José da Silva and Kimberly Thompson will be available to answer questions.

SUBMITTED BY:

RECOMMENDED BY:

Dr. Brian Megert Special Programs Director Bruce Smolnisky Interim Superintendent

Springfield School District	Cabinet Mtng Date/Decision: Board Mtng Date/Decision:						
OUT-OF-STATE TRAVEL REQUEST							
School: SHS Contact:	Kim Thompson	Date: <u>3/2/19</u>					
Club/Organization Going on Trip: DECA	# of Students	s (M/F): <u>1 / 4</u>					
Number of Faculty Chaperones: 2	Number of Parent/Other Chap	perones: 0					
Names of Chaperones: School Staff: Kim Thompson, TBD Parents/Others:							
Destination: Orlando, FL	Dates of Trip: April	20-25, 2019					
Estimated Total Cost: \$10,000	Cost to the Program/Building*:						
Amount Fundraised to Date: \$10,000.00	(Includ	es substitute teacher cost.)					
Fundraising Activities: Students pay \$500/Fundr	aising activities TBD, Miller Mart s	ubsidizes, scholarships					
Lodging: Double Tree Sea World							
Food: Students provide own food							
Method of travel: <u>Airline & Taxi</u> (Note: District vehicles <u>are r</u>	101 available for out-of-state travel)						
# of School Days Missed: 4 (If more than two school days will be missed, please attach additional rationale to justify absences)							
Special insurance, if applicable: (Company)	Type of Coverage	Cost per Person					
Applicable forms on file: (please check)	Type of Coverage	Cost per reison					
X Parent Permission Form X Medica	l Release Form Stude	ent Fundraising Agreement					
Purpose for the trip and a tentative	ltinerary must be included with th	is form.					
Approval, once granted, is contingent upon the club/o including substitute teacher costs, associated with the less than 30 days prior to the trip of the club/organiza	e trip. The building principal will	report to the Director no					
Approved: $$ Denied: Prin	ncipal: José da Silva	Date: <u>3/11/19</u>					
Approved: $$ Denied: Second	ary Director: Brian Megert	Date: 3/19/19					
<u>IMPORTANT_NOTE</u> Out of State Trip request forms must be submitted and approved at least 90 days prior to date of							
<u>proposed trip before any commitment can be made to parents, students, etc</u> . Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.							
*All costs must be paid by the program or building. The District assumes no costs for trips. **\$7,500 paid by Program monies fundraised. Students will each pay \$500 to total \$10,000.							

Springfield High School DECA International Career Development Conference (ICDC) Orlando, Florida April 20 – 25, 2018

PURPOSE OF THE TRIP

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

The objectives of this trip are: 1. Motivate students to further develop their knowledge and job skills by providing them an opportunity to compete with the best in the nation.

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 opportunity to compete at the national level will encourage students to take their knowledge to another level. They will meet students from all over America and even other countries with similar interests. The prospective of winning the 'national title' in their event has been the motivating factor that has brought them the success at the state level.

How will the experience motivate students for further learning?

To compete at the national level will require many hours of practice and study to prepare for competition.

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

Although it is expensive, it is the goal of every serious DECA member to qualify and compete at the national level. It is the payoff for working hard to be the best and serves to motivate the new and upcoming DECA members.

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

All DECA students attending are extremely strong academically. They will consult with their teachers and make arrangements to complete make-up work.

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

We are all flying together and riding in taxi from the airport together. All events are within walking distance from our hotel. DECA has sponsored bus transportation to all events and activities as well. Kids never need to ride alone.

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

Yes. The program will cover \$7,500 for airfare, hotel, transportation, one team dinner and sub costs. Students will each pay \$500.

RATIONALE

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.

Springfield High School DECA International Career Development Conference (ICDC) aka DECA Orlando, Florida April 20-25, 2019

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RESOLUTION #18-19.039

MAGNET SCHOOLS AND MAGNET PROGRAMS

RELEVANT DATA:

The attached 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 will be available to answer any questions the Board may have about the Magnet Schools and Magnet Programs application.

RECOMMENDATION:

It is recommended that the Board of Directors approve the Magnet Schools and Magnet Programs application as presented.

SUBMITTED BY:

RECOMMENDED BY:

David Collins Assistant Superintendent Bruce Smolnisky Interim Superintendent

A3 Magnet Application

Mission Statement

The Springfield Academy of Arts and Academics is a small, four-year magnet high school of choice. We serve students who seek a non-traditional education and who wish to be part of a diverse and supportive community. A3 staff, students, and families are committed to developing a collaborative learning environment through programming that includes project based learning, integrated content, and the arts. To help students self-actualize future success, our school promotes acceptance, reflection, and perseverance.

Vision Statement

Every graduate empowered to create, innovate, collaborate, think deeply, and succeed.

Curriculum & Instruction

Curriculum and instruction is teacher-created or district adopted, and delivered collaboratively, often through teaching teams. Collaboration is the cornerstone of A3's curriculum and instruction; teaching teams and student learning groups drive semester long instruction and projects.

A3 Curriculum is:

- Teacher-created and based on state standards.
- Problem and project-based.
- Developed with student interest and real world application in mind.
- Integration may include content from core academic areas: Science, Social Studies, Language Arts, and performing/visual arts.
- Scaffolded to provide multiple opportunities to show improvement and learning through alternative assessments and feedback.
- Differentiated according to need (e.g.: learning disability, TAG, English language learner).

Instruction is centered around:

- Project and problem-based learning.
- The Explore-Design-Create-Refine-Own (EDCRO) process a cycle of stages that incorporates critical thinking, refinement, rigor, problem solving, and reflection.
- Educating students as a whole person the scholar, the community member, and the artist.
- Multiple opportunities for students to demonstrate proficiency of skills throughout the course, including alternate assessments on skills.

• Public demonstrations of knowledge.

Courses Offered

Humaniquieries: An interdisciplinary core academic course that integrates Language Arts, Social Studies, and Science. Teaching teams develop curriculum driven by national Common Core and state standards. Students present their learning at the culminating event known as Confluence. Confluence is a public demonstration that features work from the integrated core academic classes. The event is multiple nights and features work from all students.

Integrated Math: A three-year, project and/or problem-based Math program, to be completed 9th through 11th grade year. While the course topics are clearly aligned with the Common Core Math standards (covering Algebra, Geometry, and Statistics), coursework may not be sequential. Each of these projects culminates in an Oregon Department of Education approved work sample that can be counted toward the Math essential skills graduation requirement.

Writing Group: An advisory period for elective credit where students receive one-on-one mentorship in a small group setting. Students' academic successes towards college and career readiness are monitored. Advisors aid in the creation of student-led conferences, mid-year reviews, and end-of-year reviews, as well as the creation and completion of Capstone Projects. Students are given opportunities to meet Essential Skills in Reading and Writing through work samples.

Electives: Students will have the opportunity to select from a wide-range of electives in various art forms, theater, dance, and academic enrichment. Electives include courses in the Arts CTE programming, Health and Science Campus, Internships, CollegeNow courses, and college coursework. Electives may also include credit recovery courses, online coursework, and participation in sports or music programming at other schools.

Arts CTE: A3 is currently developing two CTE programs of study focused on fine and performing arts: The **Art, Media and Design Program of Study** and The **Performing Arts Program of Study**. These pathways are intended to prepare students for careers in the arts and creative industries with emphasis on 21st century skills such as technology, literacy, collaboration, and communication. The **Art, Media and Design Program of Study** includes drawing, painting, photography, digital arts, and design. The **Performing Arts Program of Study** includes dance, music, and theater. Students will participate in arts-based internships.

Health and Sciences Campus: STEM-focused integrated core academic and elective are offered through our Health and Sciences Campus (HSC). These include: multiple levels of computer science and robotics, evolutionary biology, microbiology, geology, astronomy, CollegeNow Medical Terminology, Math 95, and Math 97. Additionally, students can get STEM internships at U of O labs and in technology businesses around Lane County.

Internships: Students work in professional settings of interest, experiencing a full-time work schedule while learning about career options they might want to pursue after high school. Additional skills that internships provide include creating resumes, interviewing, completing career assessments, working for clients and the public, and producing written and oral reflections on their growth, skills and abilities.

CollegeNow: Lane Community College's CollegeNow program allows students to earn college credits while in high school. Some examples of CollegeNow credit offered at A3 are English Literature and Writing, Art History, Math, Anatomy and Physiology, and Theater Performance.

College coursework: Students are able to take coursework at the University of Oregon and Lane Community College through partial funding from the Expanded Options program partnership with A3.

May-term and J-term: Month-long programs that takes place in January and May, as a part of the first and second semester. Students participate in day long specialized intensive classes that combine academics with art and/or physical education. Examples of these courses include: The Anatomy of Rock Climbing, A3 Scouts, Voices of the Sixties, and The Science of Science Fiction.

Course Assignment

Math: Students are placed into an appropriate math section based on their grade and prior math course completion. Students may elect to take the college now courses MTH 95 and MTH 97 upon completion of Integrated Math C or by demonstrating mathematical proficiency.

Writing Group: Students are in age-diverse groups and remain in the same cohort all four years at A3 while earning elective credit..

Electives: Students are in age-diverse groupsbased on interest, skill, and/or academic need. Some upper-level elective courses require prerequisites or auditions.

Arts CTE: Students are in age-diverse groups based on interest, skill, and/or academic need. Some upper-level arts CTE courses require prerequisites or auditions.

Internships: Assigned based on student interest and portfolio development. Students must complete an application, obtain a letter of recommendation from an A3 teacher, complete orientation and training series, and successfully interview with the participating business.

CollegeNow: Students are in age-diverse groups based on interest, skill, and/or academic need. Some upper-level CollegeNow courses require prerequisites or placement testing.

College coursework: Students are in age-diverse groups based on college entrance testing and prerequisite work completed at the high school level.

Grading Policies

A3 assesses student performance and awards grades through proficiency grading. Per state language, in a proficiency-based classroom, students start a course knowing exactly what concepts they need to learn and must demonstrate proficiency in the subject.

Proficiency Grading

Proficiency grading focuses on measuring student performance of specific skills. It allows the teacher and student to compare the student performance against a set standard. This gives the student more clarity about their own understanding, and it helps the teacher understand better how to support the needs of the student. Students learn at different speeds, and some might need multiple opportunities to successfully demonstrate a skill. Because proficiency grading is focused on specific standards, it allows for students to re-assess as they learn more.

Granting Credit by Proficiency

In accordance with the Springfield School Board Policy IKH, students can get credit by proficiency by one or more of the following options:

1. Successfully completing classroom or equivalent work (e.g., supervised independent study, career related learning experiences, project based learning) that meets Common Curriculum Goals and academic content standards required by Oregon Administrative Rule (OAR) 581-022-1210.

2. Successfully completing classroom or equivalent work, in class or out of class, where hours of instruction may vary.

- 3. Successfully passing an appropriate exam.
- 4. Providing a collection of work or other assessment evidence.
- 5. Providing documentation of prior learning activities or experiences.

Rigor and Assessment

All curriculum developed by teachers is based on national Common Core and state standards. Learning targets are based on those standards.

Assessment at the Course-Level

Rubrics: All summative projects and coursework are assessed using rubrics.

Panels: Community members and field experts participate and provide feedback to students' progress as they develop projects and public performances. Panels are scaffolded as opportunities for students to demonstrate their process and receive critical feedback on ongoing projects.

Confluence: Public performances that are summative assessments of student learning in Humaniquiries. Students demonstrate their proficiency of skills and knowledge by creating a performance or interactive presentation that synthesizes what has been learned throughout the semester.

Multiple opportunities to show improvement and learning: Students work on coursework at their own pace until they achieve proficiency through the refinement process. Teachers, often working in teams, use formative assessments built on state standards every step of the way to measure learning and to gauge and adjust instruction.

Assessment at the Grade-Level

Student-led Conferences and Mid-Year Reviews: Students are required to reflect on their coursework, attendance and academic accomplishments in a presentation that is delivered to parents and teachers.

Major portfolio review: As part of the A3 experience, students declare a major in an area of study by the end of their 10th grade year, either in an art or academic discipline. 10th grade and 11th grade students present annual end-of-year juried reviews before committees of teachers and professionals in their chosen major field. Current major areas include:

- Theater Arts (Performance or Technical)
- Creative Writing
- Music (Vocal, Instrumental, or Composition)
- Media Arts
- Dance
- Visual Arts
- Science, Technology, Engineering, & Math (STEM)
- Liberal Arts

End-of-year reviews: All students develop a presentation that highlights their academic achievements, significant classroom projects, and personal growth. The end-of-year review is presented to parents, community members, and teachers during the final weeks of school.

Essential Skills

Work Samples: Students are systematically offered opportunities to attempt work samples in Math, Reading, and Writing throughout all grade levels.

ACT: All 11th grade students will be given the opportunity to take the ACT. Students who meet the cut score declared by ODE demonstrate proficiency on those Essential Skills.

Work Keys: Available for all students, per ACT and district policy. Students who meet the cut score declared by ODE demonstrate proficiency on those Essential Skills.

Smarter Balanced: All students will be given an opportunity to take the Smarter Balanced Assessment in the spring of their 11th grade year. Students who meet the cut score declared by ODE demonstrate proficiency on Essential Skills.

Capstone Project: To meet their Personalized Learning Essential Skill, 12th grade students will complete a capstone project. Their project must be independently planned and executed and will be assessed by their advisory teacher. They will present their evidence in their final senior end-of-year review.

Unique Calendar

A3's calendar has traditionally utilized extended breaks to create longer school days to support the needs of project based learning at the school.

Special Calendar Events

Headwaters: A special event which occurs off-site at the beginning of the calendar year. Headwaters focuses on establishing the school culture and climate, reviewing the unique school qualities, and providing memorable educational experiences.

School Climate

At A3 we work in all classes to establish a community environment that invites all members equally. We have identified three community agreements that define the expectations of interaction within our community: Be Present, Be Open to Outcome, and Speak Up.

A3 actively and consciously works with parents, staff, and students to create a school climate that maximizes peer relationships that encourage student success. Whole school activities are designed to get us all thinking and communicating about issues that are important to our school community.

Career Education Opportunities

Opportunities for students to receive various career training are available through:

- CTE Pathways
- Internship program
- Career fairs, career assessment software, and college visits

Organizational Planning

The school-based planning structures include: Leadership team, Student Advisory, and PSTA.

Leadership Team

A3 maintains a licensed principal. In addition, a leadership group that includes parents, students, and staff members (Classified and Certified) participate in the collaborative decision making process.

Student Advisory

Student voice is highly valued and is communicated to school leadership through Student Government and other avenues. Student Government is a representative cohort of elected students and meets on a monthly basis. Maintenance Crew is a volunteer student organization that serves the school community by supporting school events.

Parent Involvement

Parent involvement includes membership and participation in PTSA, Leadership team, and volunteering. Parents and guardians are also asked to be present three times a year for conferences with teachers and students.

Education Services Providers and Partnerships

Many programs at A3 are centered around partnerships with businesses and members of the wider community. Teachers invite guest speakers into the classroom to share their expertise, as well as for panels. These guest speakers range from University of Oregon professors and graduate students, to local entrepreneurs, politicians, scientists, and renowned artists.

Community partnerships benefit the following programs:

- Humaniquiries
- Electives
- Panel participation
- Confluence
- Headwaters
- CollegeNow courses
- CTE pathways
- Internships
- College classes at U of O and LCC

Professional Development Planning

Professional development (PD) plans are submitted for consideration to District staff prior to the new fiscal year. Focuses are influenced by district initiatives, needs of the building/staff, or recommendations of district staff. Other needs for PD, such as teacher to teacher learning, is managed on site. A3 staff will be given the opportunity to access district PD.

SPRINGFIELD HIGH SCHOOL Band, Choir, Mariachi, Theater, Orchestra

RELEVANT DATA:

The objective of our 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.

RECOMMENDATION:

It is recommended the Board 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 will be 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.

José da Silva and Jon Bridges will be available to answer questions.

SUBMITTED BY:

RECOMMENDED BY:

Dr. Brian Megert Special Programs Director Bruce Smolnisky Superintendent

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

OUT-OF-STATE TRAVEL REQUEST

School:	Springfield High	Contact:	Jon Bridges		Date:	12/3/18
Club/Orga	nization Going on T	Trip: Band/Choir/Mariachi	Theater/Orchestra	# of St	udents (M/F):	69 / 96
Number o	f Faculty Chaperone	es: 6	Number	of Parent/Other	Chaperones:	6
Names of Chaperones: School Staff: Marilyn Williams, Stacy Swartout-McKee, Jon Bridges, Jill Plumb, James Hallwyler, Tony Lyman Parents/Others: Scott McKee, Keri Davis, Chris Plumb, Kathy Harrington, James Brown (student teacher), Marisa Finlayson (student teacher)						
Destinatio	n: Anaheim, CA		I	Dates of Trip:	May 24-28, 20	19
	Total Cost:	\$107,520	Cost to the P	rogram/Buildin (I	-	ute teacher cost.)
Amount F	undraised to Date:	\$34,222				
Fundraisin	g Activities:	Fight song fundraiser, sa catalogues; sponsorship	•			
Lodging:	Holiday Inn,	Anaheim CA				
Food: Continental breakfasts, 1 meal provided at Magic Mountain & Medievel Times. Students purchase others.						
Method of travel: MTR Western Charter Bus (Note: District vehicles <u>are not</u> available for out-of-state travel)						
# of School Days Missed: 1 (If more than two school days will be missed, please attach additional rationale to justify absences)						
Special in	surance, if applicabl	e: (Company) <u>N/A</u>				
Type of Coverage Cost per Person Applicable forms on file: (please check) Cost per Person						per Person
Х	Parent Permission	Form X Medic	al Release Form	X	Student Fundra	ising Agreement
	Purpose for	r the trip and a tentative	Itinerary must	be included w	ith this form.	
Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Director no less than 30 days prior to the trip of the club/organization's status raising all required funds.						
Approved	: <u>X</u> D	enied: Pr	incipal: José d	a Silva	Dat	e: <u>12/3/18</u>
Approved	: <u>X</u> D	enied:	Director:	Brian Megert	Dat	e: <u>12/11/18</u>
<u>IMPORTANT NOTE</u> <u>Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any</u> <u>commitment can be made to parents, students, etc</u> . Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.						

*All costs must be paid by the program or building. The District assumes no costs for trips.

Springfield High School Fine Arts Departments (Choir, Marching Band, Orchestra, Theater, and Mariachi) Disneyland Performing Arts Disneyland Resort Anaheim, CA 5/24-28/2019

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 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.

They will need to work on cooperation and patience by living very closely with three other people in their hotel room and sitting next to someone on the bus. They will need to continue to follow directions given by directors and chaperones as well as bus, hotel and theme park representatives.

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

Self-discipline, cooperation, responsibility and patience are things that students are asked to work on in their classes as well. Learning these things is an ongoing process. By taking students out of their normal environment and entering another environment, students are challenged to put what they have learned at school with people skills as well as musical skills to the test.

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?

Activities on the trip will help students learn many different things.

Being in close proximity to other students for an extended amount of time will provide students with the opportunity to learn a different type of cooperation and flexibility than they are used to.

Performing at Disneyland will give students the opportunity to perform for a professional company and be treated as professionals. Disneyland has certain rules for performers that are to be followed. There are consequences if the rules aren't followed.

Students will have the opportunity to observe other performing groups and see how others view the importance of stage presence, literature and musicality.

Most students will have a bank of skills to pull from in order to be successful on this trip. Others may need to work very hard. This trip will enable them to develop those skills.

How will the experience motivate students for further learning?

Students will gain motivation for further learning by having a positive social, as well as working experience with a large group of peers. Also, motivation and inspiration may be gained by observing high-quality performing groups, as well as delivering a successful performance themselves.

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

The cost of the trip has been kept to a minimum by personally researching hotels, bus costs, etc. We chose to avoid using a travel company because the cost of the trip per person would be too high.

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

The trip is scheduled over a holiday weekend, with overnight travel in order to have the smallest impact possible on other classes and programs.

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

At least one chaperone per 15 students will be provided to ensure maximum supervision. Chaperone's room will be spread out between students' rooms. Chaperones will be on each bus. Tour buses will transport students to and from parks and activities.

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

Each program is still actively fundraising in order to meet our fundraising requirements. Parents and student have been given a monthly payment/fundraising goal in order to stay on track.

Springfield High School Fine Arts Departments (Choir,Marching Band,Orchestra,Theater,and Mariachi) Disneyland Performing Arts Disneyland Resort Anaheim, CA 5/24-28/2019

ITINERARY

Friday, MAY 24, 2019 6:00 PM Leave for Southern California

Saturday, MAY 25, 201910:00 AMArriveSixFlagsMagicMountain7:00PMLeaveSixFlagsMagicMountain9:00PMCheckintoHotel in Anaheim

Sunday, MAY26, 20198:30 A.M.Arrive at Disneyland
Perform between 9:00 and 3:00 pm (Disneyland will not tell us our
performance time until 2 weeks before the trip)MidnightDepart for hotel - park closes

Monday, May 27, 2019

 9:00 A.M. Leave for Disneyland Perform between 9:00 and 3:00 pm (Disneyland will not tell us our performance time until 2 weeks before the trip)
 5:00 P.M. Leave for Medievel Times

9:00 P.M. Leave for Springfield

Tuesday, May 28, 2019

2:00 P.M. Arrive at Springfield High School

NETWORK INFRASTRUCTURE TECHNOLOGY UPGRADES

RELEVANT DATA:

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, Hamlin, Briggs, 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 will be available to answer questions.

RECOMMENDATION:

It is recommended that 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.

SUBMITTED BY:

RECOMMENDED BY:

Jeff Michna Director of Technology & Transportation Bruce Smolnisky Interim Superintendent