

Board of Directors Meeting
School District 4J, Lane County
200 North Monroe Street
Wednesday, April 6, 2005 – 7 p.m.

TO: Board of Directors
FROM: George Russell
Superintendent of Schools
RE: Reports and Recommendations

VII. ITEMS FOR INFORMATION

1. **Receive a Report on the Crest Drive Elementary Science Curriculum on Watersheds** (Staff: Joe Alsup)

Crest has developed a two-year environmental science curriculum on watersheds. The first year curriculum has been printed and is being taught this spring. The impetus was a drainage pipe on the west lot that drains the hillside just to the east of our school. The book follows the water from the campus to the neighborhood's Spencer Creek, then on to Coyote Creek where it empties into Fern Ridge. From there, it goes to the Long Tom River, merging with the Willamette north of Monroe. Finally, the water joins the Columbia at Sauvie Island, joining the Pacific at Clapsop Spit. These eight waterways are the "sponsors" of the eight chapters in each year's curriculum. The lessons cover water tables; water testing; flora & fauna; micro/macroinvertebrates; erosion; and eleven other major environmental science concepts. The curriculum has been formatted so other schools can easily adapt it. The only pages they would need to alter would be the opening pages of each chapter that has a historical vignette about the "host" waterway. Field trips; partnerships with other schools on the waterways; speakers; labs; graphing and a wide variety of multi-disciplinary activities are included in the program. This will become a cornerstone of the Crest identity and continue our students' outstanding school experience.

Principal Joe Alsup and some students will be present at the meeting to share the curriculum with the board.

2. **Receive a Report on the Wallace Grant** (Staff: Kay Mehas)

This is the third year in the five-year Wallace Foundation LEAD project. Following the Wallace Foundation expectations the district work has been designed around two breakthrough ideas and activities: The following major strategies were used to address our breakthrough ideas.

1. **Develop leadership at every level of the district, from superintendent to principals and teachers, so they will be able to create schools and classrooms that produce significant improvement in student achievement.**

- *Expand training for all staff, regular and special education in research-based instruction and in using data for instructional decisions.*
 - *Focus site councils, parents and community groups on student achievement.*
 - *Provide literacy training for all staff.*
 - *Develop K-12 Learning Communities.*
 - *Expand mentoring program for new administrators.*
 - *Training for Administrators in Residence/Wallace Interns.*
 - *Training with SAELP on statewide literacy initiative.*
 - *District work with universities on the development of administrative licensure course work.*
 - *Targeted resources to special identified schools.*
2. **Define, develop and institutionalize the concept of cultural competence among school leaders and ultimately all staff to address the needs of diverse learners and create a school culture that ensures all students and staff can reach their full potential:**
- *Provide cultural competence training.*
 - *Recruit administrators and teachers of color (Now “from underrepresented groups”).*
 - *Participate in the Minority Student Achievement Network.*
 - *Collaborate to convene a statewide summit on cultural competence in partnership with Oregon Department of Education, Teacher Standards and Practices Commission, LEAD and the Oregon University System to develop the statewide definition and proficiencies of cultural competence.*
 - *Collaborate with universities on curriculum design to include cultural competence.*
 - *Allocate Time and Resources for site-specific trainings.*
 - *Support strategies to create a positive school climate for student and staff success.*

Last year Wallace funded three Administrators in Residence. All three are presently holding administrative positions in our district. Jeff Johnson, Principal Coburg Elementary, Tasha Katsuda, Assistant Principal at Jefferson Middle School and Allan Chinn, Assistant Principal at Cal Young Middle School. The three new Wallace funded Administrators in Residence are Javier Gonzales, Cheryl Linder and Larry Williams.

Presently we have submitted a report and proposal for our fourth year of funding. That report and proposal are included in your packet.

3. Review the Progress the Superintendent is Making Toward His Annual Goals

On October 13, 2004, we agreed upon my goals for the 2004-2005 and 2005-2006 school years, along with the other criteria that will be used in my annual evaluation. The goals deal with closing the achievement gap, funding and fiscal accountability, schools of the future, legislative issues, and communication and intergovernmental relations. A copy of my progress report is in the packet. I will give a brief overview at the April 6 meeting, but ask that you review the report and let me know if you have any questions or concerns.

VIII. CONSENT GROUP - ITEMS FOR ACTION

1. **Approve Grant Application: Oregon Department of Education** (Staff: Diane Howard)

Staff in the Educational Support Services Regional Programs for Students with Visual Impairment office has submitted a \$10,000 grant application to the Oregon Department of Education. This is for a two-part training grant for low incidence disabilities of visual impairment. This would provide training for Orientation and Mobility Instructors that will involve hands-on training on using the K-Sonar cane. The second part of training will involve all teachers of the visually impaired throughout the state and will focus on assessment issues of students with multiple disabilities, which include visual impairment.

The superintendent recommends approval of the grant application. A copy of the grant description form is included in the packet.

2. **Approve Board Meeting Minutes**

The superintendent recommends approval of the minutes of the regular board meetings held February 23, 2005, March 2, 2005 and March 9, 2005, as well as the minutes of the board retreat held February 25 and 26, 2005.

3. **Approve the Purchase of Five (5) School Buses** (Staff: Susan Fahey)

In accordance with the provisions of ORS 279A.025 (2) (a), 4J staff wishes to enter into a contract under the terms and conditions of the Reynolds School District #7 Bid dated June 28, 2004. The contract is for the provision of Type D passenger school buses, and under the terms of the contract, Eugene School District is able to order buses from Western Bus Sales, Inc. with specifications that are unique to our district's needs.

This purchase would allow the district to replace four buses that have exceeded the district's 10-year replacement cycle and one damaged bus that was not repairable. A minimum of six (6) months is the expected lead-time for delivery of the buses. The proposed purchase would be for five each – 2005, Blue Bird Model AAFE540042 Type D transit buses at \$84,853 each.

District staff has carefully considered all components in this process and believe that the prices obtained by Reynolds' invitation to bid are as good as, or better than, we could obtain through a new solicitation. The Reynolds contract includes language that allows other public agencies to purchase under the contract's terms and conditions, which encourages bidders to offer very competitive pricing in anticipation of receiving additional orders. In less than a year, eleven other districts have purchased thirty buses using this contract.

The superintendent recommends approval of a cooperative purchase agreement with Reynolds School District #7 and contracting with Western Bus Sales, Inc. for the purchase of five (5) school buses at a total contract price of \$424,265.

4. Approve Personnel Items (Staff: Wally Bryant)

The superintendent recommends approval of the personnel items included in the packet. These cover employment, resignations, and other routine personnel matters. The board may adjourn to executive session for matters dealing with employment if it desires to do so. ORS 192.660 (1) (a)

IX. ITEMS FOR ACTION AT A FUTURE MEETING

1. Approve Social Science Textbook Adoption (Staff: Yvonne Curtis)

The Eugene School District follows the Oregon State textbook and instructional materials adoption cycle, which includes the social sciences for the adoption year 2005. The following materials are recommended for the elementary, middle, and high school social science programs. The Oregon Department of Education does not make textbook recommendations for sociology, psychology, advanced placement and International Baccalaureate courses.

The adoption committee represented 26 schools and consisted of 35 teachers: 14 elementary teachers, 7 middle school teachers and 14 high school teachers. The committee formed three sub-groups to review materials at the elementary, middle and high school levels. The adoption process began in the spring of 2004 when social science teachers were provided with the Oregon State Social Science Standards. In fall 2005, members of the district team attended the state caravan and began reviewing materials for the three levels. The review process included materials not on the State Adoption List. School teams can review all of the materials at the Lane ESD. A district, scoring guide was developed and used to evaluate materials in addition to the State Textbook Criteria. The committee identified the following primary focus questions:

- Are the instructional materials sensitive to the values and concerns of a democratic society?
- Do the materials advance critical thinking skills?
- Is the readability level appropriate for each grade level?
- Are the texts accurate?
- Are the texts organized in a clear readable format?
- Do the teacher resources allow for curricular flexibility?

Though several texts from the State Adopted List are listed below as recommendations for adoption, the middle school and elementary teachers ranked the Teacher Curriculum Institute (TCI) History Alive texts and supplemental resources the highest and request an independent adoption of the entire series. In addition, they recommended inclusion of the Nystrom supplemental materials on our district adoption list. The elementary teachers evaluated Houghton-Mifflin and Harcourt texts above the Scott Foresman texts. The high school teachers recommended texts for independent adoption they considered more advanced than those recommended by the state.

Elementary Social Science Adoption

Harcourt School Publishers

- Harcourt Horizons, c. 2003, 2005

Houghton Mifflin

- Houghton Mifflin Social Studies, c. 2005

Pearson Education, Inc. (Published as Pearson Scott Foresman)

- Scott Foresman Social Studies, c. 2003, 2004, 2005

***Teachers Curriculum Institute, History Alive!**

- Kindergarten: Me and My World.
- First grade: My School and Family
- Second grade: My Community
- Third grade: Our Community and Beyond
- Fourth grade: Regions of our country
- Fifth grade: America's Past

Nystrom

Middle School Social Science Adoption

World Geography, World Culture, and World History

Glencoe/McGraw-Hill,

- The World and Its People, c. 2005
- The World and Its People, Eastern Hemisphere, c. 2005
- The World and Its People, Western Hemisphere with Europe and Russia, c. 2005

Holt, Rinehart, & Winston, a division of Harcourt, Inc.,

- Holt People, Places, and Change: An Introduction to World Studies, c. 2003, 2005;
- Holt People, Places, and Change: An Instruction to World Studies, Eastern Hemisphere, c. 2005
- Holt People, Places, and Change: An Introduction to World Studies, Western World, c. 2005

McDougal Littell - A division of Houghton Mifflin Company

- World Cultures and Geography, c. 2005;
- World Cultures and Geography: Eastern Hemisphere, c. 2005
- World Cultures and Geography: Western Hemisphere and Europe, c. 2005

Pearson Prentice Hall

- World Explorer: People, Places, and Cultures, c. 2003

***Teachers' Curriculum Institute (TCI)**

- History Alive! The Ancient World
- History Alive! The Medieval World and Beyond.

United States History

McDougal Littell

- Creating America: A History of the United States, c. 2005
- Creating America: A History of the United States, Beginnings through Reconstruction, c. 2005
- Creating America: A History of the United States, Beginnings through World War I, c. 2005

- ***Oxford University Press**,
 - A History of US series
- ***Teachers' Curriculum Institute**
 - History Alive! The United States

***Nystrom**

High School Social Science Adoption

Civics

Pearson Prentice Hall

- Magruder's American Government
- Civics: Government and Economics in Action

***Pearson Longman**

- ^Government in America

***Pearson Allyn and Bacon**

- ^Criminal Justice

***Glencoe/McGraw-Hill**

- Street Law

Economics

Glencoe/McGraw-Hill

- Economics: Principles and Practices

***Southwestern/Thomson Learning**

- ^Principles of Economics

Geography

McDougal Littell

- World Geography

Prentice Hall

- **World Geography**

US History

McDougal Littell

- The Americans: Reconstruction to the 21st Century

Oxford University Press

- A History of U.S. series

Glencoe/McGraw-Hill

- American Vision: The American Republic Since 1877

World History

McDougal Littell

- World History: Patterns of Interaction
- Modern World History: Patterns of Interaction

***Teacher Curriculum Institute History Alive**

***Nystrom**

- * Indicates texts recommended for independent adoption
- ^ Indicates texts intended for honors and advanced classes.

The superintendent will recommend adoption of the Social Science textbooks and instructional materials as outlined above.

X. Comments and Committee Reports by Individual Board Members

XI. Adjourn

CALENDAR FOR BOARD MEMBERS

April

Wednesday, April 6	Board Meeting	7 p.m.
Wednesday, April 20	Board Meeting	7 p.m.
Monday, April 25	Budget Committee Meeting	7 p.m.
Tuesday, April 26	Principal/Teacher for a Day luncheon Ed Center -auditorium	11: 45 a.m. – 1:00 p.m.

May

Wednesday, May 4	Board Meeting	7 p.m.
Wednesday, May 18	Board Meeting	7 p.m.
Thursday, May 26	District Retirement Reception Ed Center Auditorium	3 – 5 p.m.