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Oregon Department of Education

SEPTEMBER 2005



From the desk of Susan Castillo State Superintendent of Public Instruction

When I was a student, I used to await each new school year with a mix of emotions—both excitement and anxiety. I was challenged to focus on the opportunities and unknowns of the coming fall. Today, I continue to anticipate each unfolding September. I am filled with renewed hope about the opportunities to come.

I believe passionately in the remarkable opportunities that public education offers for children of all backgrounds. We are closing the achievement gap that holds back poor and minority students; building strong leaders in our schools; working to improve middle and high school programs, and involving parents and communities in new ways. Our students are making gains in core subjects, such as reading, writing, and math. We can all be proud of these accomplishments, set against a backdrop of resource scarcity in both human and fiscal terms.

We have also helped our students succeed despite the pressures of confusing federal requirements. Even while we celebrate our test results, we know that not everything that happens in the classroom is measured by a test. We know that kids need to learn more than just the core subjects; some students stay in school because of their passion for art, music, physical education, or foreign languages.

In Washington, D.C. and Salem, these facts are not always as obvious as they are to our educators. That is why I am fighting at both the state and local levels for what is best for children is a well-rounded education that gives students a reason to stay in school, and that enriches and inspires them every day of their academic careers.

I will make a promise to you: to keep up this good fight to bring common sense reforms to the education laws that put pressure on states, school districts and our education work force. I would like to ask you for a promise as well: to pledge to send me your ideas and suggestions about how to best serve the needs of Oregon's school children. I am depending on you to help shape the ongoing review of public education in the areas of high school reform, testing, electives, funding, and other issues. Your perspectives matter to me and inspire me as I continue to travel this great state, spotlighting the exceptional work going on each day in classrooms in Oregon.

I know the new school year will renew our hopes, spark some dreams, and render more successes of which we will all be proud. Best of luck to you all in the new year.

Send your thoughts and ideas to superintendent.castillo@state.or.us.

Sincerely,



Susan Castillo

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Animal Dissection: Districts Must Provide Alternatives, Notification

Governor Kulongoski signed a bill into law that allows students to opt out of dissection and directs districts to offer an alternative method for students to demonstrate coursework competency. Senate Bill 383 allows K-12 students, or parents/legal guardians on their behalf, to refuse to dissect any animal as part of a public school course.

The bill requires school districts that include dissection as part of the curriculum to provide alternatives to the dissection of invertebrate or vertebrate animals. Alternative methods may include models or simulations using materials such as:

computer programs on the Internet, DVDs or CD-ROMs; clay modeling; depictions on film, transparencies or video; or books.

Furthermore, school districts must notify students, and their parents/guardians, who have dissection as part of their coursework about these provisions. This measure took effect July 1. The complete text and history of SB383 is available on the Oregon Legislative website, <http://landru.leg.state.or.us/05reg/measures/sb0300.dir/sb0383.en.html>.

For more information, contact [Cheryl Kleckner](#).

Oregon Delegates to Be Selected for the U.S. Senate Youth Program

Two outstanding Oregon high school students will be selected to spend a week in Washington observing the federal government in action. Oregon Senators Ron Wyden and Gordon H. Smith announced that the U.S. Senate Youth Program (USSYP) has begun its statewide selection process. The two Oregon students will join 102 other delegates Mar. 4-11 for the program's 44th Annual Washington Week.

More than 4,300 students have participated in this unique leadership program. Each year, this program brings two students from each state, the District of Columbia and the Department of Defense Education Activity to Washington to experience an intensive week-long governmental study. USSYP is fully funded by the William Randolph Hearst Foundation—no government funds are utilized.

Each of the 104 student delegates will receive a \$5,000 undergraduate college scholarship, in addition to the all-expenses paid trip to our

nation's capital. The student delegates will visit Capitol Hill, the White House, the Pentagon, the State Department, the Supreme Court, and other highlights in Washington. They will meet with senators, cabinet officers, government leaders and policy-makers. The delegate selection is administered by each state's chief school officer in cooperation with high school principals. Delegates must be junior or senior elected student officers for the 2005-06 academic year and reside in the state where they attend school. Eligibility considerations may also be made for student representatives elected or selected (selected by a panel, commission or board) to district, regional or state-level civic or educational organizations.

Program brochure with detailed rules, selection process and the 2005 program annual yearbook may be accessed on the USSYP website www.ussenateyouth.org.

Contact [Winston Cornwall](#), 503-378-3600 ext. 2708.

Leadership Opportunity in Portland, Nov. 1-2

The Next Step in Engaging Your Entire Learning Community is cosponsored by the Oregon Department of Education and State Action for Education Leadership Project (SAELP).

Register now to share with and learn from some of the highest caliber researchers and practitioners in education at the Hope Foundation's Second West Coast Summit. This will be a highly interactive working gathering with:

Andy Hargreaves, co-author with Michael Fullan, "What's Worth Fighting For..." series, author of *Teaching in the Knowledge Society*

Pedro Noguera, professor in the Steinhardt School of Education at New York University, author of *City Schools and the American Dream*

Alan M. Blankstein, author of *Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools*

Steve Edwards, author of *Conflict Resolution*, award-winning former administrator, assistant professor of educational leadership and expert on building a system of interventions

Learn about and share the latest research and best practices on what is working to sustain achievement and close gaps.

For registration information please see www.hopefoundation.org/events/GO_Portland_Oregon.pdf or contact Stan Gould at the HOPE Foundation, 812-355-6004 or sgould@hopefoundation.org.

State School Fund Claims for Home-schooled Students

During the fall of 2004, Oregon Department of Education staff visited selected publicly funded programs serving home-schooled students. As a result, the Department identified the need to clarify when ADM may be claimed for home-schooled and other pupils who are exempted from compulsory school attendance by ORS Chapter 339 and access publicly funded schools or programs part time.

1. "Resident Pupil" Requirement

Only resident pupils may be claimed for ADM. Consistent with ORS 327.006, a pupil is a "resident pupil" if:

- the pupil is a resident of the district, and
- the district is legally responsible for the pupil's education.

Districts must determine residency consistent with ORS 339.133 through 339.137.

Districts must maintain an attendance accounting system consistent with OAR 581-023-0006(3) that enables the district's chief administrator to certify in writing the accuracy of data reported to the Department of Education on enrollment, attendance, and membership.

At a minimum, each district must apply these criteria when determining its legal responsibility for a pupil's full- or part-time education. The pupil is enrolled in a district's regular, charter, or alternative school or program that is operating pursuant to the Oregon Revised Statutes and Oregon Administrative Rules governing the school or program; and the pupil's attendance is recorded and monitored consistent with other enrolled students; and

- the pupil is expected to meet the state and district academic,

behavioral, and other standards established for all students in such schools or programs; and

- the district creates and maintains the pupil's education records as required by OAR 581-022-1660(3); and
- the district includes the pupil's participation, performance, attendance, dropout, and other data in its state school and district report card and adequate yearly progress reports.

2. When ADM May be Claimed for Pupils Exempted from Compulsory Full Time Public School Attendance

Exempted students enrolled as part-time resident pupils in a district's regular or alternative schools or programs under the conditions described in 1 above may generate ADM based on hours of instruction as permitted by Oregon Administrative Rules and the Oregon Student Personnel Accounting Manual. They may be enrolled part-time in a charter school if the charter school has at least 25 students enrolled for the comprehensive instructional program prior to the enrollment of any part-time students. A district may not claim an exempted student for ADM if the student is not a resident of the district or if the district does not have legal responsibility for the student's education.

3. Alternative Education Programs: Accountable Activities

Together, ORS 336.615 through ORS 336.637 and OAR 581-022-1350 require instruction in public and private alternative education programs that assists students in achieving the academic standards of the district and the state. To be eligible for payments of state school funds, an activity must be described in OAR 581-023-0008,

must be approved by the school district by contract, and must assist the students in achieving the local and state academic standards. For example, instruction and activities offered by a registered private alternative program must meet the requirements of the ORS and OAR and be approved by each contract with a school district.

4. Tuition

A district school board may determine who is not a resident of the district, admit nonresident students, fix rates of tuition for nonresident students, and fix tuition for students receiving instruction in programs which are not part of the regular school program. Districts may charge tuition for services provided to exempted students who do not qualify as resident pupils. Even if tuition is not charged, ADM may not be claimed for those students.

5. Students with Disabilities

A district may include a student with disabilities who is home schooled in its calculation of ADM if the student is currently eligible to receive service, has a current IEP, and is receiving special education services from the district. ADM would be calculated as it would be for any other student in the district with similar disabilities.

Implementation Timeline

Compliance with 1-5 above is required under Oregon state law and administrative rule. Any adjustments to future claims for state school funds necessary to comply with 1-5 above must be implemented no later than July 1, 2005.

Please submit general requests for information or technical assistance to [Cliff Brush](#), 503-378-3600 ext. 2285.

Health Education Professional Development Opportunities

The Oregon Department of Education/Department of Human Services Healthy Kids Learn Better (HKLB) partnership is offering a number of free trainings related to health education. The HKLB trainings are available free of charge to any interested persons: teachers, instructional assistants, administrators, other school staff, parents, community members, and others.

These state-of-the-art trainings, led by a professional cadre of Oregon trainers, are based on effective practices for professional development. The following health education training opportunities are available:

Curriculum specific (all research-based curricula)

- Comprehensive Health (K-12)
- Substance Abuse (K-12)
- HIV/AIDS and Sexual Health (Grade 6-12 curricula included free)
- Violence Prevention (K-12)

Using Health Education Standards and Assessments in the Classroom (K-12)

Mapping and alignment—this is transferable to any content area (K-12)

HECAT (Health Education Curriculum Analysis Tool)

- analyzing current curricula for gaps; identifying strategies to fill the gaps
- using the HECAT for a Curriculum Review Process for the selection of new curricula

For a list of available trainings, visit the HKLB website, www.HKLB.org; look for the 2005-2006 *Healthy Kids Learn Better Cadre Trainings* calendar. In addition to the scheduled trainings, the HKLB trainers will

come to your community when ten participants are identified.

Contact [Jess Bogli](#) or [Tamara Kuenzi](#).

Free Health Education Trainings

Since the passage of the new Oregon Health Education Content Standards, we are hosting mapping and alignment trainings to assist districts and schools in aligning their curriculum.

School districts have two years to complete this process. If you would like support, please send any K-12 teachers and your district curriculum specialist to a training.

Trainings will be:

- Oct. 6-7**—Ashland, Phoenix High, Library Conference Room
- Nov. 1-2**—Portland, David Douglas School District Building
- Dec. 8-9**—Salem, Public Service Building, Basement A and B
- Feb. 16-17**—Bend, Bend-LaPine School District Building
- Mar. 16-17**—Roseburg, Douglas ESD
- April 17-18**—La Grande, Eastern Oregon University

Standards and assessment 3-day training is also available free of charge as well. Trainings will be:

- Oct. 10-12**—Springfield, Springfield School District Building
- Oct. 25-27**—Salem, North Santiam School District Building
- Jan. 11-13**—Ashland, Southern Oregon University
- Jan. 18-20**—La Grande, Eastern Oregon University
- Mar. 1-3**—Portland, NW Regional ESD
- Mid-April** (TBA): Bend, location TBA

For more information, please contact [Jess Bogli](#).

Reading First

The Reading First Statewide Outreach plan will provide support for K-3 reading improvement in schools not currently receiving Reading First funds. The focus of the plan will be:

- Instructional leadership,
- DIBELS training,
- School-based professional development, and
- Mentor/coach training.

There will be three opportunities statewide to learn about this plan. Overview meetings will be held:

- Oct. 4**—12-4 p.m., Clackamas ESD, Milwaukie
- Oct. 7**—12-4 p.m., Community Justice Center, Medford
- Oct. 10**—12-4 p.m., Umatilla-Morrow ESD, Pendleton

For further information, contact [Vikki Ricks](#), 503-378-3600 ext. 2347.

REAL is Now Online

The Department of Education's Office of Educational Improvement and Innovation's newest web pages are now online. REAL (Resources for Educational Achievement and Leadership), which went public in mid-August, is a resource for Oregon administrators and teachers that showcases Oregon's Content Standards.

The features located within REAL were designed to assist members of Oregon's educational community in providing students with a quality education. These applications are the Searchable Standards, Strategies for Student Success, Online *Oregon Standards* newspaper, and Teaching and Learning Resources.

A Back to School guide that details the purpose and function of each REAL feature will be mailed to Oregon teachers in October. The new site is located at www.ode.state.or.us/go/REAL.

Evolution, Creationism and Intelligent Design

The Oregon Department of Education has received a number of questions about the teaching of "creationism" and "intelligent design." These questions have increased since the President's comment to reporters last month that "intelligent design should be taught along with evolution, so people can understand the debate."

Here is Oregon's position on the issue:

The Oregon Science Content Standards adopted in April of 2001 clearly require the teaching of evolution. All content standards are adopted through the legislative process and are required in the public schools in Oregon. In addition, each of these standards has underlying benchmarks and eligible content that can be addressed in statewide testing.

The following Oregon Common Curriculum Goals (CCG) and Content Standards (CS) relate most directly to evolution:

Life Science

- CCG: Heredity and CS: Understand the transmission of traits in living things.
- CCG: Diversity/ Interdependence: Understand the relationships among living things and between living things and their environments.
- CS: Describe and analyze diversity of species, natural selection and adaptation

Earth and Space Science

- CCG: The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.
- CS: Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.

The Oregon Department of Education's reference handbook,

Science Teaching and Learning to Standards, includes the Oregon science standards and provides resources for science educators. In the section on Teaching Evolution in Oregon Classrooms (pages 21-23), we include the following excerpt from the document, "Religion in the Public Schools: A Joint Statement of Current Law," published by the U.S. Department of Education.

"Schools may teach about explanations of life on earth, including religious ones (such as "creationism"), in comparative religion or social studies classes. In science class, however, they may present only genuinely scientific critiques of, or evidence for, any explanation of life on earth, but not religious critiques (beliefs unverifiable by scientific methodology). Schools may not refuse to teach evolutionary theory in order to avoid giving offense to religion nor may they circumvent these rules by labeling as science an article of religious faith. Public schools must not teach as scientific fact or theory any religious doctrine, including "creationism," although any genuinely scientific evidence for or against any explanation of life may be taught. Just as they may neither advance nor inhibit any religious doctrine, teachers should not ridicule, for example, a student's religious explanation for life on earth."

The full text of the report can be found on the Internet at www.ed.gov/Speeches/04-1995/prayer.html. The Teaching and Learning to Standards: Science reference handbook is published annually and available to the public on the Oregon Department of Education website at www.ode.state.or.us/search/results/?id=246.

There are no plans to incorporate Intelligent Design in the Oregon science standards. The current Oregon science standards were

adopted by the State Board of Education in April 2001. Student accountability on statewide assessments for these standards began in 2002-03.

EGMS Electronic Claim Submission Effective Oct. 3

The electronic claim submission feature of the Electronic Grants Management System (EGMS) will be ready for customers to use Oct. 3. Access will be through the Department's district website.

Beginning Oct. 3, customers will submit claims electronically when requesting funds for subgrants issued by the Department. At that time, the Oregon Department of Education will no longer send Subgrant Claim Statements to BusMgr generic e-mail addresses and the grants staff will no longer enter claims into EGMS that are mailed to the Department.

For EGMS purposes, anyone who submits a claim will be identified as a claim administrator. Each customer must identify their claim administrator(s) so the Web-Claims feature will appear on their menu when they log in. To do this, a form must be completed and signed by the superintendent.

To receive a copy of the Claim Administrator form, contact Melinda Weinmann, ODEGrantsMgr@ode.state.or.us.

Training will be provided in the near future.

Contact Melinda Weinmann, ODEGrantsMgr@ode.state.or.us or 503-378-3600 ext. 4460.

October Submission of Continuous Improvement Plan

The time for the Oct. 17 submission of the CIP is rapidly approaching. Districts must also resubmit their revised Budget Narrative and Spending Workbook on the same date.

You will need to revise the budget numbers and actual funding according to the actual allocations for each program, as well as add or revise any other information, particularly with regard to contacts, that has changed since the preliminary budget narrative was submitted in May.

The Oregon Department of Education held Lead Reader training sessions in Salem and in Eugene for reading the CIPs in November. The trainings were well attended and very valuable to the Department in relation to the feedback received from attendees and consequent improvement of the Review Guide.

EGMS Available Sept. 19

Effective Sept. 19 the Electronic Grants Management System (EGMS) will be available for external customers to access.

To access EGMS, go to the Department's District website <https://district.ode.state.or.us/>. Once there, go to Central Login. To enter, you will need a user name and password which is obtained from your security administrator. To identify your security administrator, click on "Locate your District Security Administrator".

When you are able to login, "E-Grant Management System (EGMS)" will be listed. Click and you will enter EGMS.

Training information will follow in the near future.

For questions, contact Melinda Weinmann, ODEGrantsMgr@ode.state.or.us.

We look forward to many more district personnel joining us as we organize the regional meetings over a three-week period in November.

The Department will send further information on the regional Reading Review sessions once dates and venues are verified.

Contact [Cathryn Gardner](#), 503-378-3600 ext. 2221.

Looking for Lexiled Reading Material?

Access to the Oregon School Library Information System (www.oslis.k12.or.us/)—featuring Lexiled informational text databases—is provided FREE to every school in the state and to every student at home through a partnership between the Oregon State Library and the Oregon Department of Education. Check with district librarians for passwords.

It could not come at a better time. Aware that Lexile measures are now available on student reports, educators are looking for sources of Lexiled text to provide differentiated classroom materials to support student learning. A rich resource of Lexiled articles, the databases also provide secure arenas for elementary and secondary research.

Staff development on Lexiles and Lexiled resources is now available through the ESDs. Find out more about this Lexile resource and others at the "Lexiles in Oregon" website, www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/lexiles/.

For information on how to access student Lexile measures, contact your district assessment director or [Julie Anderson](#), 503-378-3600 ext. 2294.

National Congress on School Transportation

In May, Warrensburg, Missouri was the site of the National Congress on School Transportation Specifications and Procedures. Every five years since 1939, transportation officials attend this National Congress to determine school bus standards. Over the years, the delegation has agreed on items that make school buses unique and safe, but uniform. For example, all school buses across the nation are yellow.

Items of controversy this year were requiring all school buses to have mandatory crossing arms on the front bumper. While Oregon allows this as a local option, we oppose the mandatory requirement because we feel that driver training is the real key to safety. Oregon statute requires that we adopt rules that are consistent with the National Congress.

The delegation was made up of Department of Education staff, district personnel, and contracted personnel. Delegates were Chuck Beck, Beaverton School District; George Ehmer, City of Milton-Freewater; Steve Hendrickson, Mid-Columbia Bus; David Farley, Salem-Keizer School District; Craig Pruitt, Steven Huillet, Deborah Lincoln, Oregon Department of Education.

05-06 School Directory to Arrive Early October

The 2005-06 Oregon School Directory has gone to print and will be available for distribution in early to mid-October. The directory has been posted to the Department's website, www.ode.state.or.us/search/results/?id=227.

A school directory will be sent to each superintendent and principal. Additional copies will be available for \$10 each.

Contact [Ann Lucas](#), 503-378-3600 ext. 4485.

Update on Adequate Yearly Progress and Report Card

What changes are planned for the 04-05 school and district report cards?

A list of changes for the 04-05 report card are posted at www.ode.state.or.us/initiatives/nclb/pdfs/anticchangesayprc0405_03152005.pdf.

In addition, student performance on CLRAS and extended assessments will be included in the reporting of statewide assessment results on the district report card.

What report card data elements will be posted for validation during the fall window?

Report card data elements validated this month are:

- School size
- Expulsions due to weapons

- Students attending from/in another district
- SAT scores
- English language learners
- Class size
- Special education
- Classes taught by highly qualified staff
- Emergency certification

Definitions of each data element can be found in the Validation help Document for 04-05 posted at <https://district.ode.state.or.us/apps/info/DataClctnDetail.aspx?id=10>.

What key dates should I know about right now?

- Sept. 7:** Validation of non-rated report card data elements begins; draft report card detail

sheets available for district information only

Sept. 28: Last day for validation of non-rated report card data elements

Oct. 10: District preview of school and district report cards, including final AYP designations and report card detail sheets, on Department of Education's district website

Oct. 13: 2004-05 Oregon school and district report cards, including final AYP designations and report card detail sheets, posted to Department of Education's public website

Oregon Technology Educator of the Year

The Software Association of Oregon Foundation values the contributions of all teachers, so we are pleased to continue our annual tradition of highlighting the work and contributions of one Oregon teacher through the Technology Educator of the Year award. Nominations will be accepted through Oct. 15. The award will be presented at the Software Association of Oregon Gala Benefit Nov. 11 at the Tiffany Center in Portland. In addition to honor, prestige, and recognition, the Oregon Technology Educator of the Year Award comes with a \$1,000 stipend.

Eligibility requirements:

- (1) Must work as (or be recently retired from) a high school educator in the State of Oregon
- (2) Must teach at least one Information Technology related topic, examples include: computer programming, networking, digital media, and robotics
- (3) Must be/have been employed in an Oregon school

Criteria:

- (1) An effective, engaging instructor that inspires passion and commitment from her or his students while advancing their critical thinking ability, skills, and knowledge in challenging, meaningful ways
- (2) An advocate for the study of Information Technology, making IT accessible to all students and building an inclusive culture
- (3) A role model for colleagues; committed to ongoing person and peer professional development; establishes/evolves/communicates best practices and pedagogy

If you would like to nominate someone (or yourself), please send a brief statement why you feel this person (or you) should receive this award. Nominations may be e-mailed, mailed, or delivered to Kathryn Schwartz, kschwartz@sao.org, 111 SW Fifth Ave., Ste. 120, Portland 97204.

Need Lexile Training?

Staff development training, "Differentiating Instruction Using Lexile Measures and OSLIS," is now available through education service districts.

K-12 teachers will learn how to use Lexile measures to differentiate instruction, how to use the Lexiled databases through the Oregon School Library Information System (OLIS) (www.oslis.k12.or.us), and how to use OSLIS research tools with students. Learn more about this Lexile resource and others at the Lexiles in Oregon website, www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/lexiles/.

These staff development modules were designed through a partnership with the education service districts, the Oregon Education Media Association, the Oregon State Library, and the Oregon Department of Education.

For additional information, contact [Julie Anderson](mailto:Julie.Anderson@ode.state.or.us), 503-378-3600 ext. 2294.

Hurricane Katrina Aid for Student and Teacher Victims: Project Backpack

State School Superintendent Susan Castillo is joining with others to help hurricane victims in Alabama, Mississippi, and Louisiana. The focus will be on helping schools, teachers, and students get back on their feet and into safe learning environments.

Superintendent Castillo is asking local schools and communities to prepare individual student and teacher "resource kits" that can be given out during this transition time. That means getting students backpacks filled with pencils/pens, paper, construction paper, scissors, calculators, etc. It means getting teacher backpacks filled with pencils/pens, paper, storybooks, resource books, lesson plans, etc. The Council of Chief State and Territorial School

Officers will coordinate the state efforts and ensure that the materials are appropriate for teachers and students in the affected states.

To find specific lists of what students and teachers need, go to www.ode.state.or.us/.

Take the kits to your local armory, and the Oregon National Guard will transport the donations to wherever the need is greatest.

Anyone wishing to make financial donations should contact the American Red Cross, Mercy Corps, or Northwest Medical Teams.

For more information, please contact [Ed Dennis](#).

Last Call: Who Will Be the 2006 Oregon Teacher of the Year?

The Oregon Department of Education is accepting applications for the 2006 Oregon Teacher of the Year award. **The deadline for application is Oct. 1.** Applicants from public schools throughout Oregon submit a written application and testimonials of support from their principals, superintendents, and colleagues.

Applicants are judged on leadership, instructional expertise, understanding of educational issues, professional development, and vision. Candidates are selected for face-to-face interviews conducted by representatives of Superintendent Susan Castillo's office and previous Teachers of the Year.

The 2006 application is online (in MS Word format) at www.ode.state.or.us/groups/teachers/awards/teacheroftheyear/.

For more information, contact [Gene Evans](#) at 503-378-3600 ext. 2237.

Numbered Memoranda Overview

Numbered memoranda sent out since the August *Pipeline* are listed below.

DATE	MEMO NO.	BRIEF DESCRIPTION
Sept. 8	03-2005-06	Districts Must Provide Alternatives and Notification for Animal Dissection
Sept. 8	04-2005-06	Alternative Programs Serving Home-Schooled Students

If you have questions or comments about this publication, please contact [Gene J. Evans](#), communications director, at 503-378-3600 ext. 2237.