

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

MINUTES TO THE AGENDA

February 23, 2016

Board
Action
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Other Matters Requiring Board Approval

The Superintendent RECOMMENDED adoption of the following items:

Numbers 5213 through 5216

During the Committee of the Whole, Director Esparza Brown moved and Director Anthony seconded the motion to adopt Resolution 5213. The motion was put to a voice vote and passed unanimously (yes-6, no-0), with Director Koehler absent and Student Representative Davidson voting yes, unofficial.

During the Committee of the Whole, Director Anthony moved and Director Esparza Brown seconded the motion to adopt Resolution 5214. The motion was put to a voice vote and passed unanimously (yes-6, no-0), with Director Koehler absent and Student Representative Davidson voting yes, unofficial.

During the Committee of the Whole, Director Anthony moved and Director Knowles seconded the motion to adopt Resolution 5215. The motion was put to a voice vote and passed unanimously (yes-6, no-0), with Director Koehler absent and Student Representative Davidson voting yes, unofficial.

Director Anthony moved and Director Knowles seconded the motion to adopt Resolution 5216. The motion as put to a voice vote and passed unanimously (yes-6, no-0), with Director Koehler absent and Student Representative Davidson voting yes, unofficial.

RESOLUTION No. 5213

Annual Multnomah Education Service District Resolution Process

RECITALS

- A. The 2016-17 Multnomah Education Service District (“MESD”) Local Service Plan (“LSP”) is essentially an annual menu of options offered to the MESD Superintendents’ Council for the Council’s review, modification(s), and approval.
- B. The services offered in the LSP require approval of the component districts’ boards by March 1, annually. The Services offered in the LSP must be adopted by two thirds of component districts’ boards.
- C. A separate list of the specific services for Portland Public Schools, or the District Service Plan, will be included in the 2016-17 budget development process.
- D. The actual selection and use of resolution funds to pay for selected services remains at the discretion of each individual district. This Resolution does not commit Portland Public Schools to each of the specific services offered by MESD; it affirms the overall services offered to all of the local component districts and contains the terms of the LSP offered by the MESD.

RESOLUTION

- 1. The Board of Directors of Portland Public Schools, School District No. 1J, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2016-17 Local Service Plan – Multnomah Education Service District with no exceptions.
- 2. In the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

Y. Awwad

RESOLUTION No. 5214

Grades 6-12 Language Arts Curriculum Materials Adoption

RECITALS

- A. Standards-aligned instruction supported by a balanced curriculum ensures every student has the opportunity to access a rigorous education that prepares them for college and career. An inquiry-based, student-centered approach to curriculum and instruction has proven effective across the nation in school districts that are working to close the opportunity gap.
- B. For Portland Public Schools, strong 6-12 Language Arts curriculum and instruction includes four key elements:
1. Standards aligned with state and national standards defining both the academic skills and the course content students should master.
 2. Curriculum materials for teachers and students, such as texts, resources, novel sets, and technology.
 3. Instructional strategies, resources, and frameworks for our teachers to use in the classroom, based on research and data on how students learn best.
 4. Standards-aligned assessments and assignments to allow educators to periodically evaluate student progress towards the standards.
- C. Collaboration across three departments (Instruction Curriculum and Assessment, Department of Dual Language, and English as a Second Language) with educators and community was at the core of this 2-year adoption process. This work included prioritizing English Language Arts (ELA) Common Core State Standards, selecting materials to pilot/field test, participation in product-specific professional development, piloting materials by a number of groups and individuals representing constituencies throughout PPS, and inviting feedback from multiple perspectives (e.g. educators, students, parents, and community members).
- D. The Curriculum Materials Adoption Advisory Committee (CMAAC) identified four (4) ELA curricula for a more extensive evaluation by the CMAAC. Two text-based and two digital-based resources were then piloted by teachers during September through December 2015. Pilot teachers completed a thorough final evaluation of the materials consistent with the initial criteria used from the beginning of the process. Part of this work included a parallel process by the Novel Committee, who reviewed, evaluated, and selected two titles to add to the Core Works List at each grade level.
- E. Throughout this collaborative process, Portland Public School staff conducted informational meetings with the community, displayed the recommended materials at public events, updated the School District website with latest information on the proposed curriculum materials, and held open meetings throughout the district, so that the public and PPS staff could have an opportunity to see the materials and to ask questions about them and provide feedback.
- Public meetings included: Thursday, 5/7/15, 4:00 pm-7:00 pm Jackson MS
 - Wednesday, 5/13/15, 3:00 pm-6:30 pm: BESC Foyer
 - Wednesday, 12/9/15, 2015 4:30 pm -5:30 pm BESC (Pilot teachers shared their firsthand knowledge about the final two programs.)
 - Pilot Parent Focus Groups:
 - Dec. 1 - Lincoln HS, Dec. 2 - King, Dec. 8 - Chavez, Dec. 15 - Bridge

- F. The CMAAC and the Novel Committee have reviewed grades 6-12 Language Arts materials and completed an evaluation resulting in a specific recommendation to the Superintendent on the materials to be adopted and the essential work to support the implementation of a balanced curriculum.
- G. The Teaching and Learning Subcommittee reviewed this recommendation on February 18, 2016 and recommended to forward to the full Board for approval.

RESOLUTION

1. The Board of Education accepts the Superintendent's recommendation to adopt and purchase the attached Language Arts curriculum materials for Grades 6-12.
2. The Board of Education acknowledges that a balanced adoption of this scale requires ongoing teacher professional development, instructional resource development (e.g. assessments, scaffolding resources, unit plans) to ensure a reflective and responsive implementation that is standards-aligned, balanced, and provides the necessary supports and scaffolding for all students to engage in these learning opportunities.
3. The Board of Education encourages, welcomes, and supports creativity in teaching and learning by the teachers and principals across the District and recognizes that such innovation and creativity, coupled with up-to-date curriculum materials and consistent collaboration with Equity, Special Education, Department of Dual Language, English as a Second Language, and Talented and Gifted Education, are at the heart of educational excellence.
4. The Board of Education thanks the members of the CMAAC, Novel Committee, and pilot teachers for their work and the time commitment it represents, and commends them for their service to the students of Portland Public Schools.

C. Russo

Grades 6-12 Language Arts Curriculum and Materials Recommendations

MS Program	Curriculum Name
Chinese DLI	<ul style="list-style-type: none"> ● 6th - Bargaining is a kind of enjoyment 砍价是一种享受; 7th - Junwei Goes to School 君伟上小学; 8th - Junwei Goes to School 君伟上小学 ● IBD Units Developed for Chinese with QTEL Training ● NG Magazine
Japanese DLI	<ul style="list-style-type: none"> ● 6th, 7th, 8th - PL Textbook to be identified ● IBD Units Developed for Japanese with QTEL Training ● NG Magazine
Russian DLI	<ul style="list-style-type: none"> ● 6th, 7th, 8th - Main textbook: Russian Without Borders. Literature, Grammar, Orthography.(Русский без Границ. Литература. Грамматика. Орфография) ● 6th, 7th, 8th - Supplemental Student Reading: Полная Хрестоматия для Средней Школы (ISBN 9785389033375) ● IBD Units Developed for Russian with QTEL Training ● NG Magazine
Spanish DLI	<ul style="list-style-type: none"> ● 6th - Calle de la lectura; 7th - En espanol 7; 8th - En espanol 8 ● NG Global Issues; NG Magazine ● IBD Units Developed for Spanish with QTEL Training
ELA	Inquiry by Design
English Language Development (ELD)	Cengage Inside
Digital Component	Newsela (Language Arts & ELD)

HS Program	Curriculum Name
Chinese DLI	<ul style="list-style-type: none"> ● 9th - Easy Steps to Chinese 6 轻松学汉语 6; 10th - Easy Steps to Chinese 7 轻松学汉语 7; 11th - Easy Steps to Chinese 8 轻松学汉语 8; 12th - Memories of Peking: South Side Stories 城南旧事 ● IBD Units Developed for Chinese with QTEL Training
Japanese DLI	<ul style="list-style-type: none"> ● 9th, 10th, 11th, 12th - Textbooks to be identified ● IBD Units Developed for Japanese with QTEL Training
Russian DLI	<ul style="list-style-type: none"> ● 9th -10th Russian For Russians (Русский Для Русских) Olga Cagan.; ● 11th & 12th - to be developed ● Supplemental Student Reading: ● Полная Хрестоматия для Средней Школы (ISBN 9785389033375) ● IBD Units Developed for Russian with QTEL Training
Spanish DLI	<ul style="list-style-type: none"> ● 9th - El mundo 21 Hispano; 10th- Intrigas 2nd Edition; 11th- Enfoques; 12th- Azulejos ● IBD Units Developed for Spanish with QTEL Training
ELA	<p>Inquiry by Design (as part of a larger context) This adoption must include the following support from the vendor OR from within PPS OR from another source to collaboratively design:</p> <ul style="list-style-type: none"> ● Equity Toolkit and PD for LA ● PD support from vendor <ul style="list-style-type: none"> ○ introductory - experiencing it as a student - connect to practice and adapt to block schedule <ul style="list-style-type: none"> ■ specific strategies/scaffolding for how to facilitate and participate in rich, student-led discussions <ul style="list-style-type: none"> ○ continuous embedded support (e.g. Peer Learning Labs, Student Work Study, coaching etc.) ○ check-in after the first year to identify and address challenges/gaps ● Standards Mapping and Deconstruction ● Standards-Based Rubrics ● Common Assessments - Standards-Based (mapped to standards) (developed in collaboration with teachers) ● Writing Instruction ● Reading Interventions and Assessments (<i>urgently needed</i>) ● Scaffolding and Support for Adopted Resources ● New units utilizing the IbD pedagogy ● Strategies/methods to identify texts worth running through the IbD cycle. ● Developing partnership with New Teacher Mentors to support new teachers with these components
ELD	EDGE (Cengage)
Digital Component	Newsela (Language Arts & ELD)

Novel Titles

MS Program	6th Grade	7th Grade	8th Grade
Chinese DLI	Mandarin Companion Level 1 普通话读物 1级	Mandarin Companion Level 1 普通话读物 1级	When I was in China 我在中国的那些日子 2
Japanese DLI	レベル別日本語多読ライブラリーレベル 2 Vol,1 レベル別日本語多読ライブラリーレベル 3 Vol,1 Plus single or double copies of a variety novels	レベル別日本語多読ライブラリーレベル 2 Vol,2 レベル別日本語多読ライブラリーレベル 3 Vol,2 Plus single or double copies of a variety novels	レベル別日本語多読ライブラリーレベル 2 Vol,3 レベル別日本語多読ライブラリーレベル 3 Vol,3 レベル別日本語多読ライブラリーレベル 4 Vol,2 Plus single or double copies of a variety novels
Russian DLI	<ul style="list-style-type: none"> ● А. Экзюпери “Маленький принц” ● Жвелевский, Пастернак “Время всегда хорошее” 	<ul style="list-style-type: none"> ● А.Гавальда “35 кило надежды” ● Ю. Кузнецова “Дом П” 	<ul style="list-style-type: none"> ● К. Паустовский “Тёплый хлеб” ● Г. Троепольский “Белый Бим Чёрное ухо”
Spanish DLI	<ul style="list-style-type: none"> ● La leccion de August ● Un condor en Madrid 	<ul style="list-style-type: none"> ● El pan de la guerra ● La ladrona de los libros ● ...y su corazon escapo para convertirse en pajaro (?) 	<ul style="list-style-type: none"> ● Barro de medellin ● Entre condor y leon
ELA	<ul style="list-style-type: none"> ● Lizzie Bright ● Long Walk to Water 	<ul style="list-style-type: none"> ● The Crossover ● I am Malala 	<ul style="list-style-type: none"> ● Brown Girl Dreaming ● Book Thief

HS Program	9th Grade	10th Grade	11th Grade	12th Grade
Chinese DLI	Chinese People Like to Speak the Truth 中国人有趣的实话实说	Chinese Like to Dance 中国人喜欢跳舞	Searching for the Happy Forest 寻找快活林	The Scarecrow 稻草人
Japanese DLI	レベル別日本語多読ライブラリーレベル 3 Vol,1,2,3 Plus single or double copies of a variety novels	レベル別日本語多読ライブラリーレベル 4 Vol,1,2,3 Plus single or double copies of a variety novels	多読ブック レベル3,4,5 Plus single or double copies of a variety novels	レベル別日本語多読ライブラリーレベル 4 Vol,1 レベル別日本語

				多読ライブラリー レベル 4 Vol,2 Single or double copies of a variety novels
Russian DLI	<ul style="list-style-type: none"> • Д. Мохамеди, "Маленькая торговка спичками из Кабула" • М. Марпурго "Боевой конь" 	<ul style="list-style-type: none"> • Короленко "Слепой музыкант" • И. Тургенев "Бежин Луг" 	<ul style="list-style-type: none"> • Познер "Одноэтажная Америка" • М. Шолохов "Судьба человека" 	<ul style="list-style-type: none"> • Ильф, Петров "Одноэтажная Америка" • А. Грин "Алые паруса"
Spanish DLI	<ul style="list-style-type: none"> • Los americanos desconocidos • Contemporary Latin American Literature 	<ul style="list-style-type: none"> • El mar de las lentejas 	<ul style="list-style-type: none"> - Lengua Fresca Antología Personal -Al sur de la Alameda 	<ul style="list-style-type: none"> Series (link here) Nueva historia mínima de México (3 graphic novels) 1) México Antiguo; 2) La Independencia; 3) La Revolución
ELA	<ul style="list-style-type: none"> • Bone Gap • Boxers & Saints 	<ul style="list-style-type: none"> • All the Light • Orphan Train 	<ul style="list-style-type: none"> • Between the World & Me • Round House 	<ul style="list-style-type: none"> • Station 11 • Unbroken

RESOLUTION No. 5215

Open Enrollment Transfers for 2016-17 School Year

RECITALS

- A. In June 2011, the Oregon Legislature approved House Bill 3681, which offered a new option for enrolling students from other districts, commonly referred to as “Open Enrollment”. The new option allows a district to accept non-resident students without consent of their resident district. It requires:
- A spring timeframe for announcing space, accepting applicants, running a lottery (if more applicants than space) and providing results,
 - Approval through 12th grade, without the need for annual renewal, that cannot be revoked by the non-resident or resident district,
 - Resident applicants must be accepted before non-resident applicants,
 - No weighting, preference or denial can be given based on student demographics, including race, gender and family income level, or special program status, including disability, English language proficiency or athletic ability.
- B. By March 1, 2016, the School Board must determine whether PPS will participate in the “Open Enrollment” option for the 2016-17 school year. If the district chooses to participate, PPS must also announce the spaces available by school on that date.
- C. 442 PPS resident students have transferred to other districts through open enrollment in the four years since the program was initiated. Participating in “Open Enrollment” has the potential to offset enrollment loss of students approved to other districts. However, in past years PPS has opted-out of “Open Enrollment”, to avoid undermining our existing resident transfer system.
- D. The Vietnamese Dual Language Immersion program at Roseway Heights K-8 School was launched in 2014. Enrollment continues to grow as awareness increases. However, the current kindergarten classrooms are not full and there is space for additional students to join the program at 1st grade in 2016-17. Once resident students have been approved to Vietnamese Dual Language Immersion kindergarten through the PPS lottery there will likely be space for non-resident students, as well.
- E. Kelly Dual Language Russian Immersion is a two section per grade level program that continues to see strong interest from families who live in PPS, as well as those who have migrated outside of the district attendance boundary
- F. Due to changes in State laws governing the standard interdistrict transfer process, some families who live outside of PPS boundaries have been unable to receive permission from their resident districts to enroll in the PPS Vietnamese and Russian Immersion program. As a result, both programs have smaller cohorts at kindergarten this year, which may impact long-term sustainability.
- G. Providing Open Enrollment slots for kindergarten and 1st grade Vietnamese and Russian Dual Language Immersion programs will build enrollment at the program without having a negative impact on PPS neighborhood schools, and will be responsive to the interest of non-resident families.
- H. Superintendent Smith recommends that PPS participate in the “Open Enrollment” program for the 2016-17 school year by opening 20 kindergarten and 20 1st grade slots for Vietnamese Dual Language Immersion at Roseway Heights K-8 School, and by opening 20 kindergarten and five 1st grade slots for Russian Dual Language Immersion at Kelly Elementary School.

- I. Community partners will be involved in communicating information about the Open Enrollment application process to interested families.
- J. The Business and Operations Committee reviewed a draft of this resolution and supporting documentation on February 18, 2016 and unanimously agreed to move forward to the full Board for approval.

RESOLUTION

- 1. The Board of Directors for Portland Public Schools accepts the Superintendent's recommendation to participate in "Open Enrollment" for the 2016-17 School Year.
- 2. The Board agrees to open 20 slots for kindergarten and 20 slots for 1st grade in the Vietnamese Dual Language Immersion program at Roseway Heights K-8 School.
- 3. The Board further agrees to open 20 slots for kindergarten and 5 slots for 1st grade in the Russian Dual Language Immersion program at Kelly Elementary School.
- 4. The Board directs staff to work closely with community partners to reduce barriers to applying for "Open Enrollment" transfer for interested families.

T. Magliano

RESOLUTION No. 5216

Minutes

The following minutes are offered for adoption:

February 17, 2016