

Teaching and Learning Committee Agenda  
April 19, 2016  
3:30 pm

Mazama Conference Room

- |                              |         |
|------------------------------|---------|
| 1. K-5 Adoption Update       | 3:30 pm |
| 2. Middle School             | 4:05 pm |
| 3. Climate Change Resolution | 4:30 pm |
| 4. Ethnic Studies            | 4:50 pm |
| 5. Movement in the Classroom | 5:05 pm |
| 6. Public Comment            | 5:20 pm |

# Board of Education Informational Report

## MEMORANDUM

**Date:** 4/19/2016

**To:** Teaching and Learning Subcommittee

**From:** Angela Hubbs, Assistant Director, Instruction, Curriculum and Assessment

**CC:** Ewan Brawley, Senior Director, Instruction, Curriculum and Assessment  
Chris Russo, Assistant Superintendent, Teaching and Learning

**Subject:** PK-5 Language Arts Adoption Update

### **Background**

Since Superintendent Smith has put forward her proposal for \$2.2M to support the Pk-5 literacy adoption roll-out for 2016-17, Office of Teaching and Learning (OTL) and Office of School Performance (OSP) staff have identified 10 schools for this initial phase of implementation. **They will receive adopted materials, training and coaching in 2016-17:**

**Arleta  
Whitman  
Forest Park  
Laurelhurst  
Vestal**

### **Mt. Hood Cable Regulatory Commission (MHCRC) TechSmart schools:**

**Sitton  
Lewis  
Bridger  
Grout  
Vernon**

### **Phase 1 School Selection Criteria**

Schools were chosen in April based on school interest and responses to the following criteria determined collaboratively by the Office of Teaching and Learning and Office of School Performance:

- Principal and teacher interest and willingness to lead the effort in the building
- The current number and scope of initiatives happening at the school

- Teacher and leadership experience with balanced literacy and the workshop model
- Strong and effective PLC teams
- A willingness to share knowledge and experiences with other schools
- Priority and focus status
- Distribution across clusters and geographic areas of the city

### **ESL and SPED Engagement**

The departments of English as a Second Language (ESL) and Special Education (SPED) have been intentionally included as partners in this work from its inception; ESL and SPED teachers, TOSAs, and administrators have served on the 2014-15 Literacy Advisory Committee and the Fall 2015 Curriculum Materials Adoption Advisory Committee. Both of those committees engaged in professional development around supporting students on the dyslexia continuum. In addition, over this school year, ICA has partnered with SPED on professional development for Speech Language Pathologists (SLPs) around early literacy development. ESL TOSAs have partnered with Language Arts TOSAs around the Spring 2016 curriculum pilots. As a part of the implementation plan for the newly-adopted materials, SLPs, Learning Center and ESL teachers will attend professional development side-by-side with classroom teachers in an effort to foster inclusive practices to support all students in the core program.

### **Implementation Timeline**

Past practice has generally been that adoptions have been implemented district-wide in one year. That is the plan for the 6-12 LA adoption. Phase 1 of the implementation of the PK-5 Language Arts adoption, however, will begin with an initial cohort of 10 schools. Given that this adoption represents significant instructional shifts using new materials, our smaller initial phase affords us the opportunity to use the experience of both the TechSmart and non-TechSmart schools to inform implementation for the rest of the district. For example, if specific blended learning practices (and materials) prove to be particularly effective, we could recommend blended learning components beyond the 20 TechSmart schools funded by the grant.

In addition, each of the 10 selected schools will receive professional development related to specific components of the adoption both before and during the 2016-17 school year. The goal is to have the schools implementing the major components of the core program (diagnostic assessment, guided reading, word work, independent reading) by the end of the first year. This rollout plan could either be accelerated or extended based on the experiences of the first cohort.

Dual Language materials will be piloted in the Fall of 2016, along with Pre-K, with the intention of identifying materials to adopt in these areas in the 2017-18 school years. These pilots are the product of Curriculum Adoption Advisory Committee (CMAAC) subcommittee work that has represented significant collaboration and engagement with staff in the departments of Dual Language and the Office of Early Learners.



# Board of Education Informational Report

## MEMORANDUM

**Date:** April 18, 2016  
**To:** Teaching and Learning Committee  
**From:** Antonio Lopez, Assistant Superintendent of School Performance  
**Subject:** Middle School Schedules in PPS

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In 2010-11, the District united middle schools in implanting a six period schedule to allow for 55 minutes for core subjects. The rationale was that students needed more time to master content in core subjects. Seven and eight period schedules were not providing enough time.

As the District moves toward opening more middle schools, a committee of stake holders will be examining the middle school program and making recommendations for changes.

In 2017-18, HB 3141 requires 225 minutes of PE per week for all middle school students. A seven period day will not provide enough minutes to meet this requirement.

The following schools have a six period day:

- Beaumont
- DaVinci
- George
- Gray
- Jackson
- Sellwood
- West Sylvan

Hosford has a seven period day that includes a short nine minute 1<sup>st</sup> period Advisory.

Mt. Tabor has a seven period day that includes a 30 minute Advisory.

Lane has an eight period schedule.

- Math, Science, Language Arts and Social Studies are double period classes of 87 minutes.
- Electives, Intervention, Lunch, Planning, PLCs, are single period classes of 42 minutes.
- This schedule provides needed intervention for students as well as longer periods to allow students to master the content of core subjects while maintaining access to engaging elective classes.

Teacher	Time	9:10-10:10	10:13-11:08	11:11-12:06	12:06-1:04 (lunch 12:09-12:50)	12:54-1:49 (lunch 1:07-1:48)	1:52-2:47	2:50-3:45
AKHIA/BIN	LA/SS/Math 6	1 MATH	2 EX: Our World	3 SS	4 LA	5 Lunch/Duty	6 PLAN	7 Writing/PE
MEADOWS	LA/SS/Math 6	SS	EX: Poetry	MATH	LA	Lunch/Duty	Writing/PE	PLAN
LEBERE	LA/SS/Math 6	PLAN	EX: Cultural Heritage	MATH	Lunch/Duty	Writing/PE	SS	LA
SNOW/ADSKI	LA/SS/Math 6	MATH	EX: Graphic Novel	PLAN	Lunch/Duty	Writing/PE	SS	LA
SCOTT	LA/SS/Math 6	MATH	Book Club: Study Skills	SS	Lunch/Duty	PLAN	LA	Writing/PE
MUDANANA	LA/SS/Math 6	SS	Math Mimos: Study Skills	MATH	PLAN	Lunch/Duty	SPLA	ELA
TEMPLE	SCI 6 & 7	SCIENCE 7	PLAN	SCIENCE 7	Lunch/Duty	SCIENCE 6	SCIENCE 6	SCIENCE 6
COYNE	LA/SS	LA	SS	PLAN	French 8	Lunch/Duty	LA	SS
WORTHAM	LA/SS 7	LA	SS	7/8 Poetry and Social Justice	Lunch/Duty	LA	SS	PLAN
RUIHLMAN	LA/SS 7	LA	SS	ELA for INM7	PLAN	Lunch/Duty	LA	SS
7 <sup>TH</sup> AQUINO	LA/SS IM 7	LA	SS	PLAN	ELA INM 8	Lunch/Duty	SPLA	SPSS
8 <sup>TH</sup> AQUINO	LA/SS IM 8	LA	SS	PLAN	Lunch/Duty	LA	SS	7/8 Creative Expression
TURNER	LA/SS 8	LA	SS	PLAN	Lunch/Duty	PLAN	LA	SS
PARROTT	LA/SS 8	LA	SS	7/8 Mirroring Masterpieces	Lunch/Duty	PLAN	LA	SS
ROSE	LA/SS 8	LA	SS	Yearbook 7/8	Lunch/Duty	LA	SS	7/8 Film Appreciation
BENNETT	Yearbook 7/8	SCIENCE 8	SCIENCE 8	SCIENCE 8	Lunch/Duty	Lunch/Duty	PLAN	AVID 8
GLAZE	Science 8/AVID	SCIENCE 8	SCIENCE 8	SCIENCE 8	Lunch/Duty	Lunch/Duty	PLAN	PLAN
MOULE	SCI 7	Logic & Critical Thinking 7/8	SCIENCE 7	SCIENCE 7	SCIENCE 7	Lunch/Duty	PLAN	SCIENCE 7
CARR	SCI 6/8	SCIENCE 6	PLAN	SCIENCE 6	Science 6 INM	Lunch/Duty	SCIENCE 8	SCIENCE 8
HANSEN	Math 7	COMP 2	CC8	CC8	Lunch/Duty	PLAN	CC8	COMP 2
MEZA	Math 8	CC7	COMP 1	PLAN	Lunch/Duty	CC7	CC7	COMP 1
ELTAGONDE	Math 7/8	CC8	CC7	CC8	Lunch/Duty	CC7	CC8	PLAN
PLANK	Music	7/8 BEG BAND	Beg Band 6	Symphonic Band 8	Concert Band 7	Lunch/Duty	7/8 CHOIR	PLAN
BRINTON(5)	Spanish 8					SPANISH 8	SPANISH 8	SPANISH 8
GERALD	PE7 & HC7/8	7/8 Healthy Choices	7/8 Healthy Choices	PE 7	LUNCH/Duty	PLAN	PE 7	PE 7
SMITH	PE 6 & 7	PE 7	PE 7	PLAN	LUNCH/Duty	PE 6	PE 6	PE 6
WIXON	ESL 6/78	ESL 3/4	ESL 1/2	ESL Study Skills 7/8				
DULIO (5)	SPED	PLAN						
SCHULTZ	SPED	Math	Academic Support	Reading	Academic Support	Lunch/Duty	Academic Support	Academic Support
EWERS	SPED	Math	Academic Support	Reading	Lunch/Duty	Writing	Academic Support	Pull Out/Testing/Planning
DONKERS	SPED	Academic Support	Academic Support	Math	READING	Lunch/Duty	Academic Support	Social Skills
8 <sup>TH</sup> PRAK A	PreK 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	PLAN
8 <sup>TH</sup> TA	TA 8th	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8
8 <sup>TH</sup> CAFE	Cafe				ELECTIVE 8	ELECTIVE 8		
8 <sup>TH</sup> Peer Helper	Peer Helper	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8
MEDIA SECC(5)p.m	MS ELECTIVE	PLAN	7/8 Technology	7/8 Technology	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8	ELECTIVE 8



George

	1	2	3	4	5	6	7	
LA 6 Helfman	LA 6-1	LA 6-2	LA 6-3	Lunch	6th Advisory	LA 6-5	LA 6-6	PREP
SS 6 Barnes	SS 6-1	SS 6-2	SS 6-3	Lunch	6th Advisory	SS 6-5	PREP	SS 6-7
Sci 6 Henderson	PREP	SCI 6-2	SCI 6-3	Lunch	6th Advisory	SCI 6-5	SCI 6-6	SCI 6-7
Math 6 Siprian	MTH 6-1	PREP	MTH 6-3	Lunch	6th Advisory	MTH 6-5	MTH 6-6	MTH 6-7
SS 7 TBA	SS 7-1	SS 7-2	PREP	Lunch	7th Advisory	SS 7-5	SS 7-6	SS 7-7
LA 7 Johnson	LA 7-1	LA 7-2	LA 7-5	Lunch	7th Advisory	PREP	LA 7-6	LA 7-7
Mth 7 Rossington	MTH 7-1	MTH 7-2	MTH 7-3	Lunch	7th Advisory	MTH 7-5	MTH 7-6	PREP
Sci 7 Morgan	PREP	SCI 7-2	SCI 7-3	Lunch	7th Advisory	SCI 7-5	SCI 7-6	SCI 7-7
SS 8 Evans	SS 8-1	SS 8-2	SS 8-3	8th Advisory	Lunch	PREP	SS 8-6	SS 8-7
LA 8 Evers	LA 8-1	LA 8-2	LA 8-3	8th Advisory	Lunch	LA 8-5	PREP	LA 8-7
SCI 8 Gill	SCI 8-1	SCI 8-2	PREP	8th Advisory	Lunch	SCI 8-5	SCI 8-6	SCI 8-7
Mth 8 Daigle	MTH 8-1	PREP	C Math 8	8th Advisory	Lunch	MTH 8-5	Math 8-6	Math 8-7
6th Grade LC--Sandman	6th grade Learning Center	6th grade Learning Center	6th grade Learning Center	Lunch	6th Advisory	6th grade Learning Center	6th grade Learning Center	6th grade Learning Center
7th Grade LC--Wilson	7th grade Learning Center	7th grade Learning Center	7th grade Learning Center	Lunch	7th Advisory	7th grade Learning Center	7th grade Learning Center	7th grade Learning Center
8th Grade LC---Sheridan	8th grade Learning Center	8th grade Learning Center	8th grade Learning Center	8th Advisory	Lunch	8th grade Learning Center	8th grade Learning Center	8th grade Learning Center
ELD--Kerfesz	ELD 2	ELD 3	ELD Support	Lunch	7th Advisory	ELD 4	ELD Support	ELD 4
ELD	ELD 3	ELD 3	ELD 4	Lunch	Duty			
Reading Support	Reading Support	Reading Support	Assessment					



GRAY

	1	2	3	4
	9:15-10:15	10:19-11:15	11:19-12:15	12:49-1:45
Adams, 107	LA 6 Block 1	SS 6 Block 1	LA 6 Block 2	SS 6 Block 2
Michael, 106	LA 6 Mead Block 4	LA 6 Block 5	LA 6 Block 6	LA 6I Supported
Mead, 100	SS 6 Block 5	SS 6 Block 4	SS 6 Supported	SS 6 Block 6
Parr, 126	LA 7	LA 7	LA 7	Plan
Kennedy, 113	SS 7	Technology (6)	Plan	SS 7 in 117
Kapranos, 120	SS 7 Supported	SS 7	SS 7	Plan
McMillan, 118	Plan	LA 8 block 5	LA 8 block 6	LA 8 block 7
Hicks, 124	LA 8 block 1	SS 8 block 1	SS 8 block 5	LA 8 block 2
Andronesco, 119	LA 8 block 3	SS 8 block 3	Plan	SS 8 block 6
Letner, 123	SS 7 Supported	Plan	AcSp 7 SL76-M3	LA 6I Supported
Kaiser, 111 (SLC-B)	Soc Skills SL08-04	Math 6 Supported	SS 6 Supported	Soc Skills SL08-04
Mercer, 121	AcSp 6 SL76-M1	Math 7/8 CC Supported	AcSp 7 SL76-M3	Plan
Cornett, 121, 123	AcSp 6 SL76-M1 (121)	Flex	AcSp 6 SL76-M1 (111)	
Lammert, 105	Math 6	Math 6 Supported	Math 6	Plan
Fleegle, 125	Math 7 CC	Plan	Math 8 CC	Math 7 CC
Spring, 115	Plan	Math 7 CC Supported	Math 7 CC	Math 7 Comp
Wages, 103	Sci 8	Sci 7	Plan	Sci 7
Kennedy, 116	Math Comp 8	Math 8 CC Supported	Math Comp 8	Math Comp 8
Yago, 222	Plan	Sci 6	Leadership	Sci 6
Collins, 102	Math 6	Plan	Sci 6	Sci 6
Hook, 104	Sci 7	Sci 7	Sci 7	Sci 7
Powell, 101	Plan	Sci 8	Sci 8	Sci 8

GRAY

5	6
1:49-2:45	2:49-3:45
Plan	SS 6 Block 3
LA 6 Block 3	Plan
Plan	SS 8 block 7
LA 7	LA 7
Technology (6)	Technology 2
SS 7	SS 7
LA 7	LA 7
SS 8 block 2	Plan
LA 8 block 4	SS 8 block 4
AcSp 8 SL76-M3	AcSp 6/7/8 SL76-L6
Plan	AcSp SLC-B SL76-L6
AcSp 8 SL76-M3	AcSp 6/7/8 SL76-L6
Math 6	Math 6
Math 8 CC	Math 8 CC
Math 7 Comp	Math 7 Comp
Sci 8	Study Hall
Plan	PE 5501-05 5501-55
Sci 6	Sci 6
Sci 6	Math 6
Plan	Sci 7
Sci 8	Sci 8

Gray

Berg, 207	Choir	Choir	Plan	Concert Band
Hardin, 217	Plan	Art 59011-02 59012-02	Art 59011-03 59012-03	Art 59011-04 59012-04
Hudson, gym	PE 5501-01 5501-11	PE 5501-02 5501-22	PE 5501-03 5501-33	PE 5501-04 5501-44
Rojas, 122	Span 2	Plan	Span 1	Span 1
Wheeler, 117	French 1	French 1	French 2	Technology (6) Rm 113
Hagen, 117				
Kniep, 95				ELD E111-04
Hyde, 114R				
Sturges, office				

622

Choir	Cadet Band (6)
Art 59011-05 59012-05	Art 59011-06 59012-06
PE 5501-05 5501-55	Plan
Span 2 1201A2-05	Span 2 1201A2-06
Span 1	
ELD EL.12-02	



Jackson

Teachers	1 (9:15 – 10:10)	2 (10:14 – 11:09)	3 (11:13 – 12:08)	4 (12:52 – 1:47)	5 (1:51 – 2:46)	6 (2:50 – 3:45)
Cameron – 6	LA 02 02	AW 02 02	LA Support 6 01/02	Plan	AW 01 01	LA 6 01 01
Coats – 6 & 8	Math 6:CC 01 01	Life Science 01 01	Earth Science 05	Plan	Math 6:CC 02 02	Life Science 02 02
Palmer – 6	Math 8:CC 05 05	Life Science 05 05	Plan	Math Support 7 01/02	Math 6:CC 05 05	Life Science 05 05
Perdue – 6				Core Support 6 01/02	LA 6 05 05	AW 05 05
Roser – 6	LA 6 07 07	AW 07 07	Duty	Plan	Math 6:CC 07 07	Life Science 07 07
Sams – 6	Math 6:CC 03 03	Life Science 03 03	Math Support 6 01/02	Plan	Math 6:CC 04 04	Life Science 04 04
Wierth – 6	AW 05 05	LA 6 05 05	LA Support 7 01/02			
Wilson – 6	AW 04 04	LA 6 04 04	LA Support 8 01/02	Plan	AW 03 03	LA 6 03 03
McNabb – 7	MW 02 72	LA 7 02 72	LA 7 01 71	MW 01 71	Plan	MW 07 77
Nelson – 7	Plan/Bernstein	LA 7 04 74	MW 04 74	MW 03 73	LA 7 03 73	Plan/Bernstein
Van Lehman – 7	LA 7 07 77	Plan	LA 7 06 76	MW 05 76	LA 7 05 75	MW 05 75
Molloy – 8	Plan	LA 8 01 81	LA 8 02 82	US 05 85	US 02 82	US 01 81
Walker – 8	LA 8 03 83	Plan	US 03 83	LA 8 04 84	US 04 84	US 05 85
Brislin – 7	Math 7:CC 01	Math 7:CC 02	CY1 01	Math 8:CC 04	CY1 02	Plan
White – 7/8				Physical Science 07	Physical Science 05	Math Support 8 01/02
Halvorson – 7/8				Math 7:CC 05	Math 7:CC 04	Math 7:CC 03
Lang – 8	Math 8:CC 02	Plan	CY2 02	CY2 01	Math 8:CC 01	Math 8:CC 03
Barnes - 7	Physical Science 03	Physical Science 05	Physical Science 04	Physical Science 01	Plan	Physical Science 02
Parrott – 8	Earth Science 01	Earth Science 02	Earth Science 05	Earth Science 04	Plan	Physical Science 02
Cywinski – 6/7/8	Concert Band 01	Symphonic Band 01	Beq Band 01			
Doslu – 7/8	Plan / Art 78 05	Art 78 01 / Art 78 04	Art 78 02 / Plan	Art 6 01 / Art 6 02	Art 78 03 / Art 78 06	
Hayter – 6/7/8	LA 8 05 85	LA 8 06 86	ESL Beg-Early Int 01	ESL Adv 01	ESL Int 01	Plan
Maddocks – 6/7/8	ED 78 01 / ED 78 04	ED 78 02 / ED 78 05	ED 6 01 / ED 6 03	ED 6 02 / ED 6 04	Plan	ED 78 03 / ED 78 06
Murdock – 6/7/8	Plan	Concert Choir 01	Choir 6 01 / Choir 6 03	Choir 6 02 / Choir 6 04	Ensemble 01	B to R 01 / B to R 02
Niebergall – 6/7/8	PE 78 01 / PE 78 05	PE 78 04 / PE 78 07	Plan / PE 6 03	PE 6 02 / PE 6 04	PE 78 02 / Plan	PE 78 03 / PE 78 08
Roth – 6/7/8			PE 6 01 / PE 78 09	PE 6 05 / PE 6 05	PE 78 05 / PE 78 10	
Rainey – 7/8	Spanish 3-4 01	Spanish 1-2 02	Spanish 1-2 01			
Rehm – 6/7/8	Drama 78 01 / Drama 78 04	Plan	Drama 6 01 / Drama 6 03	Drama 6 02 / Drama 6 04	Drama 78 02 / Drama 78 05	Drama 78 03 / Drama 78 06
Dorobek – 6/7/8	SKDV 06 / SKDV 06	SKDV 05 / SKDV 05	SKDV 07 / Plan	Plan / SKDV 07	SKDV 04 / SKDV 04	Csmgmt
Terry – 6/7/8	Csmgmt	Plan	SKDV 03 / SKDV 03	SKDV 02 / SKDV 02	SKDV 08 / SKDV 08	SKDV 01 / SKDV 01
Kroswek – 6/7/8	ComLivStrat 11	ComLivStrat 12	Plan	ComLivStrat 14	ComLivStrat 15	ComLivStrat 16
Smith – 6/7/8	ComLivStrat 01	ComLivStrat 02	Plan	ComLivStrat 04	ComLivStrat 05	ComLivStrat 06

# LANE

Period	1	2	3	4	5	6	7	8	9
Grade 6	9:15-9:57	10:00-10:42	10:45-11:27	11:30-12:12	12:15-12:45	12:48-1:30	1:33-2:15	2:18-3:00	3:03-3:45
Grade 6	Sollman	Gates				C.C. Math	6300CC-	C.C. Math	
Grade 6	Data	C.C. Math	6300CC-	Math Int.	Plan	Math Int.	Math Int.	C.C. Math	
Grade 6	Thomas								
Grade 6	Burgoine	Plan	Math Int.	Lunch	C.C. Math	Math Int.	Math Int.	C.C. Math	
Grade 6	L.A. 6100-	S.S. 5200AW-	Data	Lunch	L.A. 6100-	S.S.	L.A. 6100-	S.S.	Plan
Grade 6	Anderson	L.A. 6100-	S.S. 5200AW-	Data	L.A.	S.S.	Plan	L.A. 6100-	S.S. 5200AW-
Grade 6	Reiter	Science	Science 6400-	Lunch	Science	Data	Plan	Science	
Grade 6	Wright	Science	Science 6400-	Lunch	Science	Data	Science	6400-	Plan
Grade 6	1	2	3	4	5	6	7	8	9
Grade 7	9:15-9:57	10:00-10:42	10:45-11:27	11:30-12:12	12:15-12:45	12:48-1:30	1:33-2:15	2:18-3:00	3:03-3:45
Grade 7	Skybak	Raspone		L.A. 7100-	Lunch	S.S.	Plan	L.A. 7100-	S.S.
Grade 7	L.A.	S.S.	Data	L.A. 7100-	Lunch	S.S.	Plan	L.A. 7100-	S.S.
Grade 7	L.A. 7100-	S.S.	Lunch	Library					
Grade 7	Science	Science	Plan	AVID	Lunch	Data	AVID	Science	
Grade 7	Miller			5403-	Lunch	Data	Plan	Science	
Grade 7	Hibbert	Science	Science	5403-	Lunch	Data	Plan	Science	
Grade 7	Peterson	Plan	Compacted Math 7300CP-	Lunch	C.C.Math	C.C.Math	7300CC-	C.C.Math	
Grade 7	Boeve	Plan	C.C. Math	7300CC-01	Lunch	C.C. Math	7300CC-	C.C. Math	
Grade 7	1	2	3	4	5	6	7	8	9
Grade 8	9:15-9:57	10:00-10:42	10:45-11:27	11:30-12:12	12:15-12:45	12:48-1:30	1:33-2:15	2:18-3:00	3:03-3:45
Grade 8	L.A.	S.S. 5200US-	Data	Plan	Lunch	L.A. 8100-	S.S. 5200US-	L.A. 8100-	S.S. 5200US-
Grade 8	81001-01	03	Data	Plan	Lunch	L.A. 8100-	S.S. 5200US-	L.A. 8100-	S.S. 5200US-
Grade 8	Kavanaugh	Wastradowski							
Grade 8	L.A.-8	S.S.-8	Data	Plan	Lunch	L.A.-7100-	S.S.-77	L.A.-8 8100-	S.S.-8
Grade 8	Ankeny	Plan	C.C. Math	8300CC-	Lunch	Compacted Math 8300CP-	8300CC-	Compacted Math	
Grade 8	Penland	Plan	C.C. Math	8300CC-	Lunch	C.C. Math	8300CC-	Math Int.	Math Int.
Grade 8	Barry	Science	Plan	AVID	Lunch	Data	AVID	Science	
Grade 8	Satourian	Science	Plan	AVID	Lunch	Data	Plan	Science	
Grade 8	1	2	3	4	5	6	7	8	9
Electives	9:15-9:57	10:00-10:42	10:45-11:27	11:30-12:00	12:03-12:45	12:48-1:30	1:33-2:15	2:18-3:00	3:03-3:45
Electives	Rose	Jazz Band	B. Band (6)	Lunch	Duty	Strings	Int. Band 7/8	Choir Ens.	Beg. Choir
Electives	Quintero	Art 59011-	Art 59011-03	Duty	Lunch	Art 59011-	Art 59011-	Plan	Art 59011-
Electives	Jones-tha8	P.E. 55002-	P.E. 55001-J3	Lunch	Duty	P.E. 55002-	P.E. 55002-	Plan	P.E. 55002-
Electives	Carntwell	P.E. 55001-	P.E. 55001-02	Duty	Lunch	P.E. 55001-	P.E. 55001-	Plan	P.E. 55001-
Spanish NL	Families	Families	Spanish NL	Lunch	Spanish NL	Spanish NL 5	Spanish NL	Plan	Spanish NL
Spanish WL	TBD	Spanish WL-1	Spanish WL-1	Lunch	Spanish WL-2				
Russian	TBD	Spanish WL-1	Spanish WL-1	Lunch	Spanish WL-2				
Russian	Timmerman	Spanish WL-1	Spanish WL-1	Lunch	Spanish WL-2	Russian L.A.-	Russian S.S.-6th	Russian	Russian S.S.
Support	Angell	Spanish WL-1	Spanish WL-1	Lunch	Spanish WL-2	C/D-7th/8th	C/D-7th/8th	Tier II T.A.	HS Consult
Support	Angell	Spanish WL-1	Spanish WL-1	Lunch	Spanish WL-2	B.5-6th	B.5-6th	ISD	Paperwork

LANE

Period	1	2	3	4	5	6	7	8	9
Support	Whitaker	B-6th/7th	Tier III Math	Lunch	Plan	Ext. Tier II 7/	Tier III Math	Paperwork	ISD
Support	Dickenson	A.5-6th/7th	Tier I-6th-NG 5102	Lunch	Plan				
Support	Wisdom	ELD 3/4	Data	Lunch	Plan	ELD 1	ELD 1-2	ELD 3/4	ELD 3/4 EL
Support	Silas	Leadership							
Func Life Skills									

# Mt. Tabor Middle School

## 2015-2016 Master Schedule

IMMERSION	Teacher	FTE	Subject	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
	Bacon-Brenes	1	JMP	103	SS 8	Japanese 8	Japanese 8	8	Lunch	SS 8	Plan	SS8
	Sumiya	1	JMP	105	Japanese 8	Japanese 6	SS 6	6	Lunch	Japanese 6	Plan	Japanese 6
	Pickett	1	JMP	101	SS 6	SS 6	SS 7	Lunch	7	SS 7	Plan	SS7
	Watzke	0.5	JMP	112	Japanese 7	Japanese 7	Japanese 7					
	Seguro-la-Calderon	1	SIP	205	Spanish 6	SS6	Intro to Span 6 / Q	Lunch	7	Plan	Spanish 7	SS7
	Walz	0.5	SIP	204	Spanish 8	SS8	Plan					
NEIGHBORHOOD												
	Arras	1	Science	208	7th	7th	Plan	8	Lunch	7th	8th	8th
	Durocher	1	Science	213	7th	7th	Plan	Lunch	7	7th	7th	7th
	Groom	1	Science	214	6th	6th	Plan	6	Lunch	6th	6th	WEB 8 / Year
	Ordway	1	Science	109	6th	6th	Plan	6	Lunch	6th	Ecology 6 / Sem	6th
	Valenti	1	Science	212	8th	8th	Plan	8	Lunch	8th	Plan	8th
	Blackford				Plan	6th math (111)				6th science (136)	7th science (213)	7th science (213)
	Fields	1	Math	201	Compacted 1 (7th)	7th	Plan	Lunch	7	7th	Engineering 8 / Q	7th
	Gernhart	1	Math	113	6th	Plan	6th	6	Lunch	6th	6th	Compacted 1 (7th)
	Sullivan	1	Math	209	8th	8th	Compacted 2 (8th)	lunch	8	Compacted 2 (8th)	Plan	8th
	Elwer	1	Math	111	6th	Plan	6th	6	Lunch	8th	8th	6th
	Massey	0.5	Math	204								
	Bailey	1	SS	107	Plan	LA 6	SS 6	6	Lunch	LA 6	SS 6	7th
	Dawson	1	SS	215	Plan	SS8	SS8	Lunch	8	SS8	Pub Tech 8 / Q	Creative Writing 6 / Q
	Higginbottom	0.5	LA	112							LA 8	SS8
	Kutasz	1	LA	130	LA 6	SS 6	Plan	6	Lunch	LA 7	LA 8	LA 8
	Llewellyn	1	LA/SS	202	LA7	LA7	LA7	Lunch	7	SS7	LA 6	SS 6
	Tripp	1	LA	135	LA 6	Plan	Drama 6 / Q	6	Lunch	LA 6	LA 6	Plan
	Walker	1	LA	210	LA8	LA8	LA8	8	Lunch	LA8	LA 7	LA 6
	Wall	1	LA/SS	200	LA7	LA7	LA7	Lunch	7	Plan	SS7	Plan
												SS 7
ENRICHMENT												
	Ackerman-Harvie	1	EL	203	Spanish 1/2 8 / Year	Plan	Spanish 3 8 / year	Lunch	7	Spanish 2,7,8 / Year	Spanish 2,7,8 / Year	Spanish 3 8 / Year
	Brannon	1	EL/PE		SMS	SMS	PE 6 / Q	Duty	Duty	Planning / lunch	PE 8 / Q	PE 6 / Sem
	Lasley	1	EL/PE		PE 7 / Sem	PE 7,8 / Sem	PE 7 / Q	Duty	Duty	Plan	Well. 8 / Q	PE 6 / Sem
	Licurse	1	EL/LIB.				Media Lit. 7 / Q	Duty	Duty	Lunch		WEB 8 / Year
	Renauer	1	EL / Art	136	Art 7 / Sem	Art 7,8 / Sem	Ceramics 7 / Q	Lunch	7	Plan	Art 6 / Sem	Ceramics 6 / Q
	Soto	1	EL/ Band	131	Beg Band 6,7,8 / Y	Adv. Band 7,8 / Y	Adv. Band 7,8 / Y	Lunch	8	Beg Band 6,7,8 / Y	Beg Band 6,7,8 / Y	Plan
	Cao	1	EL/Mand.	138	Mandarin 3	Plan	Intro to Mand. 6 / Q	Lunch	Hall Duty	Mandarin 3	Mandarin 2	Mandarin 2
	Cady Russell / Counselor	0.5	EL	122B			Leadership 7 / Q					
SPED/ELL												
	Duilio	0.5	SPED	211								
	Mahaney	1.	DHH	206								
	Sorensen	1	SPED	108				Advisory				
	Speer	1	SPED	115				Lunch	Advisory			
	Wixon	0.5	ELD	211						ELD	Plan	ELD

# Sellwood

1st	2nd	3rd	4th	5th	6th	7th
9:15-10:12	10:16-11:12	11:16-12:12	11:50-12:46	12:50-1:46	1:50-2:46	2:50-3:45
(6th lunch) (7/8 lunch)						
11:12-11:46 12:12-12:46						

## Teacher

Russell	LA-6	SS-6	Lunch	LA-6	Plan	SS-6	AVID
A. True				DUTY	LA-6	SS-6	LA Supp-6
Kriska	LA-6	SS-6	Lunch	LA-6	SS-6	Plan	CPD
King	LA-6	Plan	Lunch	SS-6	ART	LA-6	SS-6
Lossner	Plan	LA-7	SS-7	Lunch	LA-7	ZINES	SS-7
Cusack	Plan	LA-7	SS-7	Lunch	VIDEO	LA-7	SS-7
Adkisson	LA-7	SS-7	Plan	Lunch	LA-7	ENVYRON	SS-7
Eisen	LA Supp-7	LA-7	SS-7	DUTY			
Souther	LA-8	SS-8	YR BOOK	Lunch	Plan	LA-8	SS-8
Sossel	Plan	LA-8	SS-8	Lunch	LA-8	SS-8	MODEL
McCulloch	LA-8	JOURNAL	SS-8	Lunch	LA-8	SS-8	Plan
White	M-6	M-6	Lunch	M-6	Plan	M-6	M-6
Bond	M-8	M-8	Lunch	M-6	M-8	Plan	M-8
Sherman	CP-7	CP-8	Plan	Lunch	CP-8	CP-7	M-Supp
Reisman	M-7	Plan	M-7	Lunch	M-7	M-7	M-7
Hall	Sci-6	Sci-6	Lunch	Sci-6	Sci-6	Plan	Sci-6
Dahl	Sci-7	Sci-7	Sci-8	Lunch	Sci-7	Sci-7	Plan
Olsen	Sci-7	Sci-6	Plan	Lunch	Sci-6	Sci-7	Sci-7
Oleksak	Sci-8	Sci-8	Sci-8	Lunch	Plan	Sci-8	Sci-8
Bauer	ART	Plan	ART	Lunch	ART	ART	ART
O'Neill	PE	PE	Lunch	Plan	PE	PE	PE
Beck	MARIMBA	Plan	Lunch	M-6	MARIMBA	MARIMBA	MARIMBA
Arrayan	INT	BEG	ADV	Lunch	INT	Plan	ADV
Hall-Ramirez	SP 2	SP 1	SP 1	Lunch	SP 1	SP 2	Plan
Fisher	Plan	LC-7	LC-7	Lunch	LC-8	Consult	LC-6
McMahon	LC-6	Plan	LC-8	Lunch	LC-6	Consult	LC-7
Kanz							ELD

West Sylvan

Astraldsson	IMM.LA 8 01	30	PLAN	IMM.SS 8 01	30	IMM.LA 8 02	30		IMM.SS 8 02	30	IMM.ELA 8 01	30
Wessinger	LA 8 01	30	SS 8 01	LA 8 02	30	SS 8 02	30		W/ Acad. SLSL6-05	15	PLAN	30
Matano	LA 8 03	30	SS 8 03	Rd/ Acad. SLSL6-06	15	PLAN			LA 8 04	30	SS 8 04	30
R. Morris	PLAN		IMM.ELA 8 02	LA 8 05	30	SS 8 05	30		LA 8 06	30	SS 8 06	30
Campbell	LA 8 07	30	SS 8 07	PLAN		LA 8 08	30		SS 8 08	30	AVID 8th	30
Mack	Math 8 CP-01	30	Math 8 CP-02	Math 8 CP-03	30	Math 8 CP-04	30		Math Acad SLSL5-02	15	PLAN	30
Enfield	Math 8 CC-01	30	Math 8 CC-02	Math 8 CC-03	30	PLAN			Math 8 CC-04	30	Math 8 CC-05	30
M. Monroe	Science 8 01	32	Science 8 02	Science 8 03	32	Science 8 04	32		PLAN		Science 8 05	32
Keith	Science 8 06	32	Science 8 07	Science 8 08	32	Science 8 09	32		PLAN		Science 8 10	32
Metz	PLAN		Tech 6 01/02	Band 6th Beg.		Band 8th	50		Tech 6 05/06	30	Tech 6 07/08	30
Gibson	6th Grade Music01/02	30	Band 7th	Band 6th Beg.	35				PLAN		Band 6th Adv.	35
Muchow- Martens	P.E. 6 01/02	40	P.E. 6 03/04	P.E. 6 05/06	40				PLAN		P.E. 6 07/08	40
(Larsen)									Art 6 01/02	30	Art 6 03/04	30
Schweitzer									Art 6 05/06	30	Art 6 05/06	30
Hargaden	Span. 1 01	30	French 1 01	French 2 01	30	Span. 1 02	30		Choir 6	40	Choir 7/8	40
Petersen			Span. 2 01	Span. 2 02	30	Span. 2 03	30		Choir 7/8	40	Choir 7/8	40
Liu			Mand. 2-3	Mand. Independent					Span. 1 03	30	Choir 7/8	40
Alsubhaini	PLAN		Arabic 1 01	Arabic 2 01	30				Mand. 2	30	Mand. 1	30
McFarland	P.E. 7/8 01/02	40	P.E. 7/8 03/04	P.E. 7/8 05/06	40	PLAN			Arabic 1 02	30	Arabic 2 02	30
Hollyfield	PLAN		Dance 2 01	R/F 01 R/F 02	40	Dance 1 01 R/F 03	40		P.E. 7/8 07/08	40	P.E. 7/8 09/10	40
Gilley	Tech Ed./ 01 Media/01	32	Media/02 Tech Ed. 02	Tech Ed./ 03 Media 03	32	Ybook - 01 Media 04	32		R/F 04 Dance 1 02	40	Dance 2 02	40
Sesar									Media/ 05 Tech Ed. 04	32	PLAN	
Storm van Leeuwen									ELD 01		ELD 02	
Vance	PLAN		Study Skills	Study Skills		Lunch			ELD 03		ELD 03	
									Study Skills Push-in		Study Skills Push-in	
									Study Skills		Study Skills	

West Sylvan

PERIOD	1	2	3	4	5	6	7
Grant-Molina	LA 6 IMM 01 30	SS 6th IMM 01 30	LA 6 IMM 02 30		SS 6 IMM 02 30	ELA 6 IMM 01 30	PLAN 30
Gaede	PLAN 30	LA 6 01 30	SS 6 01 30		LA 6 02 30	SS 6 02 30	AVID 6th 25
Fitzgerald	LA 6 - 03 30	PLAN 30	SS 6 03 30		LA 6 04 30	SS 6 04 30	ELA 6 IMM 02 30
Johanson	Rd Acad SL16-01 15	PLAN 30	LA 6 05 30		SS 6 05 30	LA 6 06 30	SS 6 06 30
Zibelman	LA 6 07 30	SS 6 07 30	PLAN 30	LA 8 09 30		SS 8 09 30	PLAN 30
M. Morris	LA 6 08 30	SS 6 08 30	W/r Acad SL16-02 15		LA 6 09 30	SS 6 09 30	PLAN 30
Larsen	LA 6 10 30	SS 6 10 30	PLAN 30		ART 30	ART 30	ART 30
Chin	Math 6 01 30	PLAN 30	Math 6 02 30		Math 6 03 30	Math 6 04 30	Math 6 05 30
Varlott	PLAN 30	Math 6 05 30	Math 6 07 30		Math 6 08 30	Math 6 09 30	Math Acad SL15-01 15
Wierth	Math 6 11 30	Math 6 12 30	PLAN 30		Science 6 01 30	Science 6 02 30	Math 6 10 30
Fitzwater	Science 6 03 30	Science 6 04 30	Science 6 05 30		PLAN 30	Science 6 06 30	Science 6 07 30
Goldstein	Science 6 08 30	Science 6 09 30	Science 6 10 30		Science 6 11 30	PLAN 30	Science 6 12 30
Francis	PLAN 30	IMM: LA 7 01 30	IMM: SS 7 01 30	IMM: LA 7 02 30		IMM: SS 7 02 30	IMM: ELA 7 01 30
Rouse	IMM: ELA 7 02 30	PLAN 30	LA 7 01 30	SS 7 01 30		LA 7 02 30	SS 7 02 30
Quinn	W/r Acad SL16-03 15	PLAN 30	LA 7 03 30	SS 7 03 30		LA 7 04 30	SS 7 04 30
Tate	LA 7 05 30	SS 7 05 30	PLAN 30	Drama 30		Drama 30	AVID 7th 25
Polzin	LA 7 06 30	SS 7 06 30	LA 7 07 30	SS 7 07 30		PLAN 30	
Lacaden	LA 7 08 30	SS 7 08 30	Rd Acad SL16-04 15	PLAN 30		LA 7 09 30	SS 7 09 30
Prakken	Math 7 CC-01 30	Math 7 CC-02 30	Math 7 CC-03 30	Math 7 CC-04 30		PLAN 30	Math 7 CC-05 30
Stark	Math 7 CP-01 30	PLAN 30	Math 7 CP-02 30	Math 8 CP-05 32		Math 7 CP-03 30	Math 8 CP-06 30
Grant	PLAN 30	Science 7 01 32	Science 7 02 32	Science 7 03 32		Science 7 08 32	Science 7 04 32
Conroy	Science 7 05 32	PLAN 32	Science 7 06 32	Science 7 07 32		Science 8 11 32	Science 7 09 32
Oesterle	Science 7 10 32	Science 7 11 32	Math 7 CP-04 30	Math 7 CP-05 30		PLAN 30	Math 7 CP-06 30



April 18, 2016

1  
2  
3 *At a time when the science of global warming has prompted governments around the world to begin*  
4 *redefining our economies and to call for an end to the fossil fuel era, it is time for school districts to redefine*  
5 *what it means to educate students for a future of certain climate change. Climate literacy is essential for the*  
6 *success of Portland Public Schools students, both as members of their communities and citizens of the world.*  
7

8 WHEREAS, climate change is already having an enormous negative impact on nature and people around the  
9 world—which will only become worse—including present and future Portland Public Schools students; and  
10

11 WHEREAS, there is overwhelming consensus in the scientific community that the climate crisis is created  
12 by human beings releasing greenhouse gases by mining and burning fossil fuels (coal, oil, and natural gas);  
13 through deforestation; and with environmentally damaging agricultural practices; and  
14

15 WHEREAS, it is urgent that humanity end the use of fossil fuels and embrace a future of renewable energy,  
16 such as solar and wind power, and develop an economy that works within our finite resources; and  
17

18 WHEREAS, the City of Portland has gone on record in opposition to the “expansion of infrastructure whose  
19 primary purpose is transporting or storing fossil fuels in or through Portland or adjacent waterways”; and as  
20 fossil fuel transportation threatens the well-being of Portland Public Schools students and staff—by  
21 exacerbating the climate crisis, through increasing the dangers of air and water pollution, the risks of  
22 catastrophic fossil fuel spills and fires, and other actual or potential harmful consequences; and  
23

24 WHEREAS, it is essential that in their classes and other school activities students probe the causes and  
25 consequences of the climate crisis—as well as possible solutions—in developmentally appropriate ways,  
26 and, from pre-K through 12th grade, become “climate literate”; and  
27

28 WHEREAS, all Portland Public Schools students should develop confidence and passion when it comes to  
29 making a positive difference in society, and come to see themselves as activists and leaders for social and  
30 environmental justice—especially through seeing the diversity of people around the world who are fighting  
31 the root causes of climate change; and  
32

33 WHEREAS, it is vital that students reflect on local impacts of the climate crisis, and recognize how their  
34 own communities and lives are implicated; and  
35

36 WHEREAS, the sole Portland Public Schools-adopted textbook for the only course about the world available  
37 to all high school students—*Modern World History* [Holt McDougal]—sows doubt about the certainty of  
38 human-caused climate change, with misleading statements such as “not all scientists agree with the theory of  
39 the greenhouse effect”—and other adopted text materials are similarly inadequate; and  
40

41 WHEREAS, Portland Public Schools does not currently have a strategy for helping district educators to  
42 develop or to implement curriculum on the climate crisis; and  
43

44 WHEREAS, Portland Public Schools’ oft-stated commitment to equity requires us to investigate the unequal  
45 effects of climate change and to consistently apply an equity lens as we shape our response to this crisis; and  
46

47 WHEREAS, there are Portland teachers who are eager to share their experiences teaching about fossil fuels,  
48 climate change, ecology, and potential solutions; as well as schools, such as Sunnyside Environmental

49 School, which have a history of engaging their students in powerful ways around climate issues, and whose  
50 expertise could be tapped by Portland Public Schools; and

51  
52 WHEREAS, in implementing its commitment to prepare students for college and careers, Portland Public  
53 Schools recognizes that as our society moves rapidly and definitively away from fossil fuels, we will need to  
54 prepare our students for robust job opportunities in green technologies, construction, and restoration efforts;

55  
56 NOW, THEREFORE, BE IT RESOLVED, that Portland Public Schools goes on record supporting the City  
57 of Portland’s resolution to oppose the “expansion of infrastructure whose primary purpose is transporting or  
58 storing fossil fuels in or through Portland or adjacent waterways”; and

59  
60 BE IT FURTHER RESOLVED, that Portland Public Schools will abandon the use of any adopted text  
61 material that expresses doubt about the severity of the climate crisis or its root in human activities, nor will it  
62 adopt such material in the future; nor will it engage in any partnerships with fossil fuel companies, which  
63 offer legitimacy to these companies; and

64  
65 BE IT FURTHER RESOLVED, that Portland Public Schools commits itself to providing teachers,  
66 administrators, and other school personnel with professional development, curricular materials, and outdoor  
67 and field studies that explore the breadth of causes and consequences of the climate crisis as well as potential  
68 solutions that address the root causes of the crisis; and do so in ways that are participatory, imaginative, and  
69 respectful of students’ and teachers’ creativity and eagerness to be part of addressing global problems, and  
70 that build a sense of personal efficacy and empowerment; and

71  
72 BE IT FURTHER RESOLVED, that Portland Public Schools commits itself to drawing on local resources to  
73 build climate justice curriculum—especially inviting the participation of people from “frontline”  
74 communities, which have been the first and hardest hit by climate change—and people who are here, in part,  
75 as climate refugees; and

76  
77 BE IT FURTHER RESOLVED, that Portland Public Schools recognizes that our schools must play a  
78 leadership role in modeling for students climate- and environmentally friendly practices when it comes to  
79 building design, energy use (including the use of solar panels), land use, waste disposal, and composting and  
80 recycling; and

81  
82 BE IT FURTHER RESOLVED, that the PPS curriculum will make students aware of training opportunities  
83 and living-wage jobs in the just transition away from fossil fuels—e.g., retrofitting old buildings to make  
84 them more energy efficient, the installation of solar panels, and more sustainable agricultural practices; and

85  
86 BE IT FURTHER RESOLVED, that on a regular basis Portland Public Schools will sponsor activities that  
87 bring together teachers, students, and members of the community who are working for a future free of fossil  
88 fuels and for just solutions to the climate crisis, to share knowledge, resources, curriculum, and opportunities  
89 for students to become active in responding positively to the climate crisis, including learning job skills that  
90 will be needed in the transition away from fossil fuels; and

91  
92 BE IT FURTHER RESOLVED, that in developing a climate action plan for the school district, planners be  
93 mindful of proceeding in a way that reflects the ethnic and racial diversity of our student population; and

94  
95 BE IT FINALLY RESOLVED, that Portland Public Schools will support each school as it endeavors to  
96 effect this policy in response to the climate crisis.

97	<b>Endorsing Organizations:</b>
98	
99	350PDX
100	BARK
101	Beyond Fossil Fuels
102	Climate Change for Families
103	Climate Change Recovery
104	Climate Jobs PDX
105	Columbia Riverkeeper
106	Community for Earth of the First Unitarian Church of Portland
107	Earth Guardians
108	EcoFaith Recovery
109	Ecology in Classrooms and Outdoors (ECO)
110	Greater Portland Education Sustainability Network
111	Havurah Shalom Tikkun Olam Committee
112	HOPE (Heal Our Planet Earth)
113	Leaven Community Board of Directors
114	Madison High School ECO Club
115	Occupy St. Johns
116	Office of Neighborhood Involvement
117	Onward Oregon
118	Oregon Physicians for Social Responsibility
119	Our Children's Trust
120	Portland Area Rethinking Schools
121	Portland EcoFilm Festival
122	Portland Rising Tide
123	PSU Institute for Sustainable Solutions
124	Raging Grannies
125	Sierra Club
126	Sunnyside Environmental School middle school students
127	Sunnyside Environmental School staff
128	Trash for Peace
129	University of Portland



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** 4/11/2016  
**To:** Teaching and Learning Committee  
**From:** Christopher Russo, Assistant Superintendent of Teaching and Learning  
**Subject:** Ethnic Studies Review/State of the District

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On February 4<sup>th</sup> and March 29<sup>th</sup>, high school administrators met and discussed Ethnic Studies offerings in high schools throughout the District. Below are compiled notes from those meetings. It sets up the inquiry as to what the district offers and lists out those classes/offering by respective high school.

### **2/4/16 High School Cluster Meeting**

#### **Current Reality:**

- What are the current offerings at each of our high schools?
  - See below

#### **Aspirations:**

- What are the systems and structures that are paramount for successful race and ethnicity implementation?
  - A need to see race and ethnicity incorporated into core curriculum and teaching strategies
  - Would like to have teachers trained to deliver race and ethnicity curriculum/strategies through core and elective opportunities for all students
  - Further conversations on race and ethnicity courses offered including AP and IB courses

#### **Systems/Structures:**

- What do we all agree on and want for our students?
  - Race and ethnicity incorporated into all core curriculum with the appropriate training
  - Board support for the implementation of a standard Race and Ethnicity Course for ALL students across our system

### 3/29/2016 High School Cluster Meeting

#### **Update**

- Six comprehensive high school principals felt it is important to focus on Ethnic Studies through core content curriculum as oppose to “one-off courses” in an effort to maintain heterogeneous groupings, not track, and to avoid other unintended consequences. They feel that Ethnic Studies content can be thoughtfully added as a part of the curriculum for all students.
- Two comprehensive high school principals felt strongly that they should have autonomy to add as many culturally responsive and Ethnic Studies courses regardless of structure, elective or core configuration and also believe this should be for all grades as approved by the Principal and staff.
- 1 comprehensive high school principal thought that both of the above was correct.
- Due to a significant increase in course offerings from Lincoln, Grant, Wilson and Franklin this year, it has been more difficult to approve many of these courses for a variety of reasons including resources, consistency, clear alignment to standards and an equity lens which is determined by schools.

#### **Current Reality at our High Schools:** Information from each of our high schools:

##### Jefferson

- Ethnic studies look different in a school where the majority of students are students of color
- Required Senior inquiry course with a Race and Social Justice theme
- There are currently no stand-alone Ethnic Studies courses offered
- Currently exploring stand-alone courses vs. incorporating Ethnic Studies in core courses for all ethnic/racial groups
- Students have access to Ethnic Studies and other courses with this focus, through PCC.

##### Wilson

- Social Justice will be offered for 2016-17
- Spanish For Heritage Learners is a World Language courses offered for Latino students

##### Grant

- Ethnic Studies elective for 11<sup>th</sup> and 12<sup>th</sup> grades
- African American Literature
- Living in US is a requirement for all 11<sup>th</sup> grade students
- AP Human Geography
- Feminism Gender Studies
- Ethnic Studies embedded in Social Studies

##### Franklin

- Courageous Conversations elective for juniors
- Human Geography elective in 9<sup>th</sup> grade
- Native Heritage Speakers Spanish course
- Piloting a Latino History of US as a dual language class

#### Benson

- Native Spanish speakers class
- Latino clubs (grades 9-10 and grades11-12) designed to give students community and voice

#### Roosevelt

- One section of Senior Inquiry with Race and Social Justice theme
- Spanish Native speakers class

#### Madison

- Working on culturally relevant practices in core courses
- Ethnic studies class
- History of Portland Class with ethnic focus
- AP Human Geography
- Dual Language Immersion

#### Lincoln

- Critical Race Studies
- Ethnic Studies
- Hip Hop: Culture Exploration

#### Cleveland

- All students enrolled in IB Junior English
  - Although not a race and ethnicity course, it is a strategy to target equitable practice for all students



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** 4/19/2016

**To:** Portland Public Schools School Board

**From:** Jenny Withycombe, PhD, Health and PE TOSA  
Julie Rierson, Assistant Director, Instruction, Curriculum & Assessment

**CC:** Chris Russo, Assistant Superintendent, Office of Teaching & Learning  
Ewan Brawley, Senior Director, Instruction, Curriculum & Assessment

**Subject:** Movement Throughout the Day in Portland Public Schools

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### **Current methods of implementation of movement throughout the day:**

- Go Noodle (K-8)
  - Go Noodle allows students to participate in a variety of purposeful movements designed to get the wiggles out and refocus the classroom — all in five minutes or less. The program includes movement activities that develop memory and fluency in math, spelling, and vocabulary. Go Noodle has enough unique content to keep students engaged for the entire school year.
- Brain Breaks (K-12)
  - Variety of activities inserted throughout the school day by general education teachers. Examples include: Breathing and Stretching, Chair Aerobics, and Music/Dance.
- Mindfulness (K-12)
  - Variety of activities inserted throughout the school day by general education teachers. Examples include: Mindful Movement (Yoga), Tai Chi, Belly Breathing, and Meditation. Mindful Studies classes are offered at Wilson, Madison and Cleveland.
- Integration of Health and PE (9-12)
  - Benson and Grant combined their health and PE courses to facilitate the Fit2Live&Learn program. In doing so they ensured that their students are getting 225 minutes of physical activity each week, more than half of which is in the moderate to vigorous zone.
- Exam Preparation (9-12)
  - Implementing the latest findings in brain research, Benson and Grant students engage in a short physical warm up, followed by a healthy snack before each health and PE exam.

### **In Progress and Next steps:**

- Planning for HB3141
  - Meetings have already begun to discuss plans for supporting and implementing HB3141

- PEP Grant
  - The district is in the process of applying for the Carol M. White Physical Education Program grant which would provide up to \$800,000 in support for physical activity and nutrition programming and professional development. Physical Activity Programs included in the PEP grant that would occur outside of the traditional PE class minutes include:
    - Fit2Live&Learn – Expansion of the integrated Health and PE program to an additional 4 high schools using Benson and Grant as models
    - SPARK Curriculum – ABC Fast Breaks – Support our current PE curriculum (SPARK), Go Noodle and other Brain Break activities within the classroom.
- Teacher Leader Teams
  - Beginning in the 2016-17 school year, teacher leaders from the Portland Community and District will meet to plan for HB3141, align and map the new PE standards, and provide recommendations for the future of physical activity and education in PPS.