

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

MINUTES TO THE AGENDA

February 23, 2016

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Action  
Number

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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

## 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

- 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 developmen

## Grades 6-12 Language Arts Curriculum and Materials Recommendations

MS Program	Curriculum Name
Chinese DLI	6th - Bargaining is a kind of enjoyment ; 7th - Junwei Goes to School ; 8th - Junwei Goes to School IBD Units Developed for Chinese with QTEL Training NG Magazine
Japanese DLI	6th, 7th, 8th - PL Textbook to be identified IBD Units Developed for Japanese with QTEL Training NG Magazine
Russian DLI	6th, 7th, 8th - Main textbook: Russian Without Borders. Literature, Grammar, Orthography.( ) 6th, 7th, 8th - Supplemental Student Reading: (ISBN 9785389033375) IBD Units Developed for Russian with QTEL Training NG Magazine
<a href="#">Spanish DLI</a>	<a href="#">6th - Calle de la lectura</a> ; 7th - <a href="#">En espanol 7</a> ; 8th - <a href="#">En espanol 8</a> <a href="#">NG Global Issues</a> ; 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)

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**HS Program**

**Curriculum Name**

**Novel Titles**

<b>MS Program</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
Chinese DLI	Mandarin Companion Level 1 1	Mandarin Companion Level 1 1	When I was in China 2
Japanese DLI	Vol,1  Vol,1 Plus single or double copies of a variety novels	Vol,2  Vol,2 Plus single or double copies of a variety novels	Vol,3  Vol,3  Vol,2 Plus single or double copies of a variety novels
Russian DLI	A. “ ” “ ”	A. “35” “ ”	“ ” “ ”

Spanish DLI

La leccion de August  
Un cóndor en Madrid

El pan de la guerra  
La ladrona de los libros  
A4499 02550.44 .962.52 re5299 02 .6T 167m



				+© < Æ • ³ Æ Ç Ù É ¶ È ð Vol,2 Single or double copies of a variety novels
Russian DLI	" > F h o Z f Z, ^ b " F Z e _ g v d Z y l h j ] h \ d Z k i b q d Z b l a D Z [ m ' e Z " F. F Z j i m j ] h "; h _ \ h d h g v	" D h j h e _ g k b _ i h c f m a u d Z g l " B L m j ] _ g : \ ` b g E m ]	" l h a g _ j H ^ g h w l Z ` g z : f _ j b d " Z " F. R h e h o " h K m ^ v [ Z q _ e h \ _ d Z	" B e v , n l _ l j h \ " H ^ g h w l Z \ g Z y : f _ j b d " Z " : . = j b g " : e u _ i Z j m k Z
Spanish DLI	" <u>Los americanos desconocidos</u> " <u>Contemporary Latin American Literature</u>	" El mar de las lentejas	- Lengua Fresca Antología Personal - Al sur de la Alameda	<u>Series</u> (link here) Nueva historia mínima de México (3 graphic novels) 1) México Antiguo; 2) La Independencia; 3) La Revolución
ELA	" Bone Gap " Boxers & Saints	" All the Light " Orphan Train	" Between the World & Me " Round House	" Station 11 " Unbroken

**RESOLUTION No. 5215**

Open Enrollment Transfers for 2016-17 School Year

**RECITALS**

A. In June 2011, the Oregon Legislature approv

- 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.