

**School District No. 1J, Multnomah County, Oregon
Board Work Session of December 4, 2018**

INFORMAL MINUTES

A Work Session of the Board of Directors came to order at 6:08 pm at the call of Chair Rita Moore in the Board Auditorium at the Blanchard Education Service Center, 501 N. Dixon Street, Portland, Oregon, 97227.

There were present:

Board

Rita Moore-Chair
Paul Anthony
Scott Baily
Julie Brim-Edwards
Amy Kohnstamm
Mike Rosen
Julie Esparza Brown
Nick Paesler, Student Representative - *absent*

Staff

Guadalupe Guerrero-Superintendent
Liz Large-Interim General Counsel
Stephanie Soden-Chief of Staff
Dr. Yvonne Curtis-Deputy Superintendent, Instruction and School Communities
Claire Hertz-Deputy Superintendent, Business and Operations
Harry Esteve- Director, Strategic Communications & Outreach
Dani Ledezma- Interim Special Advisor to the Superintendent on Equity
Luis Valentino, Chief Academic Officer
Kregg Cuellar, Chief of Schools
Oscar Gilson, Area Assistant Superintendent of Schools
Ryan Dutcher, Interim Financial Officer
Molly Bradley, Finance Consultant
Cynthia Le, Chief Financial Officer
Kimberly Matier, Senior Director, Professional Learning
Sarah Davis, Senior Director, STEM

Financial Quarterly Update

Mr. Dutcher, Ms. Bradley and Ms. Le provided an overview of the Financial Quarterly Update. Director Brim-Edwards indicated that she would like information on levy utilization in the current year. Director Bailey suggested that as we go through the budget process that a one-page explanation for each fund could be provided.

Guaranteed and Viable Curriculum

Dr. Valentino and Dr. Matier provided a PowerPoint presentation on Guaranteed and Viable Curriculum (GVC). The purpose of the presentation was to provide board members with an update on the GVC implementation. A Guaranteed and Viable Curriculum gives students access to a comprehensive, equitable, rigorous, and standards-based education. Guaranteed means that all teachers are aware of the content they are responsible for teaching and are, in fact, teaching that content. Viable means that the amount of content is teachable in the time available for instruction.

Vice-Chair Esparza Brown stated that MTSS was not embedded; it is an over-arching system to get kids as close to standards as they can. Dr. Valentino commented that MTSS was a framework.

Director Baily indicated that he would like to see all the pages connected to a scope and sequence of a topic. Dr. Curtis responded that staff would bring back smaller components throughout the year.

Chair Moore commented that she did not have the confidence that the decisions that were made in terms of curriculum were the best. Dr. Curtis responded that the materials are good and we have a good start. There are elements we have to fill in, but we can do that. We are in the middle of identifying how to support teachers in using the materials.

Director Brim-Edwards questioned what we were doing for principals to be educational leaders. Dr. Valentino responded that principals are the instructional leaders at each school; we have to do a lot to support that. We are working together with the Office of School Performance and the Office of Student Supports to support the principals. We also have regular administrator institutes which are designed to assist principals into being instructional leaders.

Overview of District Formative Assessments

Dr. Davis provided a PowerPoint presentation and asked the Board to perform an assessment exercise. Regarding the 5-year Plan, Chair Moore questioned what was meant by Year 1 successful implementation. Dr. Davis responded that, after reviewing the data, staff realized we needed to get time to test numbers way down. The original plan was to test for math from Grade 3 through Algebra, and by Year 3, expand to K-12.

Division 22 Update

Dr. Curtis provided an overview of the Division 22 Report, stating that Library Systems will be in compliance.

Public Comment

Rebecca Levison: teacher, stated that in layman terms this is standardized testing gone wild. She was trained to go out and teach teachers how to use the test. It was not useful for instruction, there was loss of instructional time, and it was extremely stressful for kids. You operate under the assumption that teachers don't know how their students are doing. Kids of color and poor kids are getting over tested. It is inappropriate and disgusting. We were told to group kids and we should not be tracking kids of color and low income kids.

Caroline Coholan: teaches 3rd grade at Llewellyn, commented that the Board conversations tonight were the same ones teachers were having in the hallway. The scope and sequence information you saw in GVC are working well. Workload, staffing levels, and the staffing model have to stay at the forefront of the conversation as all the assessments are impacting us. MAP is only a piece of how she grades her students. She looks at how and what the students are doing. MAP is not a priority for her in grading. The focus needs to change in terms of what is happening in math and how we are measuring and how the Board receives information.

Suzanne Cohen, PAT President, stated that there was a feeling of failure for students when they are given a test that they know they can't answer the questions. So now every student at PPS is experiencing that failure. PAT brought up the MAP testing concerns with the Superintendent in November. No one can answer, as of today, why a student has to take a test in two different languages.

Elizabeth: as part of the committee who created the balanced assessment, MAP testing is not a formative assessment; it is an interim assessment. MAP testing required logging in for an hour, but kids