

January 2015 Minutes

Second Vice Chair Martinez called the meeting to order at 9:05 am.

Henry and Summer excused.

Public Comment

Morgan Allen, Oregon School Boards Association

- Thanked ODE for work on this proposal.
- Written comments outline the three remaining areas of concern: increasing instructional time at k-3; delay adoption until we have more information on funding for schools next year; and collective bargaining impact.
- Asked board to do the following today: (1) adopt revisions to 581-022-1131 (credit options); (2) adopt revised definition of instructional time (581-022-0102); and (3) table the decision on 581-022-1620 (required instructional time) for time to gather more feedback.
- Shared experience as a Portland Public Schools parent and how this will impact high schools in Portland. Unintended consequences for this proposal will include shifting of resources away from kids who need it most.

Laurie Wimmer, Oregon Education Association

- Some of the unintended consequences of this rule: forces a choice between lay off members or ask teachers to work for free; some alternative schools will be forced to close; and outdoor school will go away.
- Asking the board to slow down.

Colonna: Asked for clarification on outdoor school.

- Staff explained outdoor school could be counted as instructional time if it meets the definition in 581-022-0102(30).

Darla Musen, Sauvie Island Academy Charter School

- Here to respond to comments from board during the last meeting in anticipation of board meeting this spring to consider charter school policies.
- Asked the board to consider equity in funding and equity in access as those issues rise in the charter school world.

Board Member Reports

Jerome Colonna

- Shared article in _____ magazine

If you are more focused on being grateful for what you have than want you want

Mary Morton

- Introduced herself. Happy to be an advisor and honored to be asked.

Angela Bowen

- Updated board on recent AIAN Oregon State Plan Advisory Board Meeting in Portland

Charles Martinez

- Sat on a panel reviewing movie Standardized and appreciated local discussion.
- Thanked people for reaching out to board to give comment before this meeting.

Deputy Superintendent Report:

- Shared results of ODE customer service survey
- Discussed Instructional time proposal and reasons driving the department to propose these revisions.

Public Comment

Gwen Sullivan, President, Portland Association of Teachers

- Kids need a better year before they have a longer year. More instructional time does not necessarily lead to better outcomes without other things in place such as more reading specialists and librarians.
- Portland is a very diverse school district. These changes would predominantly hurt students of color. Field trips and assemblies are one example. They will lose out on opportunities to attend the symphony and opera. Creates equity issues.
- Study hall with a teacher is a tie for students to work one on one with teachers on issues they are struggling with. Kids get one on one instruction when working with a teacher in study hall.
- Teachers want more instructional time, but they want that time to be better as well.

Consent Agenda

Bowen moved; Colonna seconded.

Passed 4-0 (Summer and Henry excused)

Native American Mascots: Public Comment

No comment

Native American Mascots / OAR 581-021-0047

Cindy Hunt, ODE

April Campbell, ODE

Robin Butterfield

Johnny Lake

Hunt provided background on the issue.

Hunt introduced workgroup facilitators. Facilitators explained process

Colonna: Asked staff and facilitators to get feedback on proposed rules from tribes who did not participate in workgroup and share that with board.

- Campbell explained plan to reach out to all tribes for feedback.

Bowen: Tribes are sovereign nations. The State board makes decisions for public schools only. When we talk about ceded lands we need to be clear that some ceded lands overlap.

Saxton: Talked about government to Government relationship in Oregon – process by which Oregon State Government meets with Tribal Governments.

Bowen: Clarified this is not an ODE ask. Direction to adopt these rules came from Legislature. Clarified tribes never ceded land to federal government. Land was taken by federal government.

Hunt walked board through proposed rules.

Schild: Asked about something

Bowen: AIAN Oregon State Plan will address student achievement that is not in the context of mascots.

Martinez: Plans should focus on more than just academic achievement.

Veliz: Board discussed the issue last year and his opinion has not changed. Process should have ended in 2012. Grew up in community where they played against a school with a native American mascot. Portrayal was not positive. How many native Americans were involved in original decisions to adopt mascots or name schools? Later, when owning a minor leaguer baseball team, never considered naming it for a people. What if we built a new high school in Oregon? Would we give it a native American mascot? An African American mascot? A Latino mascot? At least maybe today people of color would be at the table when the decision is made. We should not be engaged in this process. We should stick with decision made in 2012.

Bowen:

- Experiences of native American men in family and tribe are nowhere near the behavior related to mascots. And images do not reflect men in her family or tribe. Many tribes are matriarchal or matrilineal.
- When mascots were first adopted, many tribes had a history of trail of tears. Mascots may have served a purpose at the time for people to have identities to cling to. Tribes have come a long way now. Tribes have cultural departments to share cultural information about tribes. Portrayal

of mascots are very surface and incorrect. If you want a real education on cultural people, contact cultural departments of tribes.

- Thanked last school board who made the decision in 2012. Brenda Frank was chair. Thank her personally for getting the work out into the public.
- We need to show more respect for our cultures. Mascots may have served a purpose but they are no longer useful.
- Thanked all those involved in this process for their work.

Martinez: Appreciates comments by Veliz and Bowen. There is a sentiment of slipping backward after the courageous action by previous board members. Important to be more declarative on what is not included. For example, this rule allows for use of mascots approved by tribes and all other uses are banned. Concerned about the ten year duration for agreements. Need a shorter increment where school districts must show progress on achievement gap. Should there be a revocation of agreement provision so that parties can petition to end agreement if agreement not being met. Appreciates more time built into our process to pursue feedback from tribes through Government to Government process.

Veliz: Asked for clarification on what would happen if the rules are adopted and a school cannot reach an agreement with a tribe, do they have to change their mascot?

Surrogate Parents / OAR 581-015-2320

Claudette Rushing, ODE

Mitch Kruska, ODE

Rushing explained proposed revisions.

Corporal Punishment, OAR 581-021-0061

John English, ODE

English explained proposed rule change.

Veliz: Asked for clarification on who qualifies as school personnel.

Oregon School Discipline Advisory Council Update

John English, ODE

Explained committee and provided update to board on the group.

Bowen: what steps are being taken? Are you working to get more counselors in schools?

- English provided board with copies of committees specific recommendations for policies and practices.

Morton: Ask for clarification on training requirement for restraint and seclusion.

Saxton: Appreciated the clarification on training for restraint and seclusion.

Schild: Asked if the advisory group was a part of ODE.

- English explained it is not, it's just an advisory group.

Saxton: Made comments on how students of color are disproportionately expelled and provided comments on a few solutions that have been undertaken by other groups. Specifically restorative justice.

Martinez: **[Watch this]** Important to distinguish policy and practice. The intriguing thing about this group is it is not fettered by practice. Preference is for the group to be more provocative. Applauds creative thinking and bringing cutting edge evidence base regarding disparities and seclusion. As a board, we should support that work.

Schild: We need to be a little bit cautious when answering questions about where law is now versus where we want the law to be. We have dealt with that with ODE in the past, so we need to be careful about that.

Veliz: Advocates for diversity and inclusivity in the process. Those involved in the committee should reflect the kids these policies impact. Shared experience of being on a committee that had no Latino parents on the committee.

Saxton: Clarified the three issues that are being discussed: Restraint and seclusion law which required ODE to adopt OARs; corporal punishment changes that English presented on earlier; and school discipline advisory group that can make recommendations to ODE regarding discipline. English explained school discipline bill.

Schild: Impression in field is that school discipline bill was focused on disproportionality.

English offered to come back and share information with board about the school discipline bill.

Grade 11 Smarter Balanced Achievement Standard for Essential Skills Graduation Requirement

Derek Brown, ODE

Cristen McLean, ODE

Brown provided background on essential skills requirements.

McLean explained the methods behind the essential skills requirements.

Colonna: This is a crucial point that we often do talk about how students do not take test at their potential because of motivation. We need to figure out how to motivate students to test at their potential.

Saxton: I hope to tackle that particular issue as this does influence entrance into postsecondary education. The door is open to this and am hopeful.

McClellan provided more information on the transition time line and how stakeholders would be engage.

Schild: This is the first time that OAKS testing will be incorporated into Smarter Balance. It is the first time I've heard of this.

Brown explained that this is a common practice to make the test shorter.

Schild: Asked for clarification on when the numbers will be available.

Schild: We are just trying to figure out where we are. What this will give us an inclination of much changes we need to make. When we know to have those conversations.

Brown explained that the conversation should start now.

Martinez: It's good that we are getting clarification.

Saxton: This is an appropriate conversation because we have a set of requirements for students to graduate from high school and an expectation of students going to college.

Colonna: I am in favor of assessments and I like them. I wondering about the PSAT and ASAT plan and if they qualify as part of the assessment. If it's not, then that needs to be explained.

Bowen: I appreciate what Rob said.

Milken Award Presentation

Second Vice Chair Martinez presented the Milken Award to Julie Cleave.

Instructional Time: Public Comment

Michelle Zundel, Principal, Ashland High School

- Thanked ODE for process.
- Concerned we are narrowing definition of instructional time in Oregon. How are we helping students in high school connect to many opportunities to learn? Ashland has taken steps to

increase access to internships. Schools looking at middle college models. Definition of instructional time should not have chilling effect on these efforts.

- Ashland student senate asked her to pass along a message. Seniors in 2015 are under a lot of pressure. Process of applying for colleges is a part time job. Some students have an out period to work on those. Need time to work. Being competitive athlete means they need time to get homework done during day because no time in evenings. They are not slacking off but are working hard to accomplish many things.

Chuck Bennett, Confederation of Oregon School Administrators

- COSA supports state's commitment to reversing disinvestment in education. Support adding time to the student calendar through added targeted instructional time.
- Response from Oregon school leaders has reflected deep concerns that these rules are being promulgated without reference to the impact. For example, do not address fiscal instability, rules make substantial changes that will require months is not years of work. Many school districts will have to add classes and teachers without any additional funding. Collective bargaining agreements will be impacted.
- Board should step back and spend time with school administrators working through problems in this proposal.

Cordelia Elsewhere

- Concerned proposal will result in closing of her son's school. Son has autism and epilepsy. Kids at this school have jobs, siblings to care for, and families to care for. If only time they have to do homework is during study hall, that should be counted as instructional time.
- Proposal will hurt kids who do not have resources.

Susan Duncan, Teacher

- Learned of proposal this week. Concerned about definition of instructional time. Asks board to retain definition of instructionally related activities from the current rule.

SW Charter School (State Sponsored Charter School) Annual Report

Kate Pattison, ODE

Ann Gurnee, SW Charter School

Pattison explained requirement that state sponsored charter schools present annual report and introduced Ann Gurnee.

Gurnee presented annual report PowerPoint presentation on SW Charter School. They have exceeded expectations and students are achieving.

Saxton: I was curious about IEP identification and service. Who does the identification?

Gunree: some already come identified and some come with high identifications. We have a good relationship with PPS with students of disability. We attract people who want an alternative schooling for their children. But specifically, teachers do evaluations and parents request evaluations.

Saxton: Glad that you are using multi-tier system for identification. It is important that we identify students appropriately.

The Ivy School (State Sponsored Charter School) Annual Report

Kate Pattison, ODE

Pattison explains that this is a renewal year for the Ivy school. This will be an annual report including a renewal request. This is a first read for the request. Also provided an overview of how the charter school is governed. There was a recommendation for a five year contract but asking the school address increasing math and reading student performance.

Bowmen: Is ODE coming up with their plan not their own?

Pattison: ODE and the equity unit would support them in that process. There are no dates as to when we will implement but they will provide dates once we get that process. There is a hearing after their presentation.

Ivy school staff made an over presentation on the Ivy School, focusing on response to intervention, equity and diversity, curriculum, instruction and assessment; teacher staffing and retention; and community.

The Ivy School (State Sponsored Charter School) Renewal Request and Hearing

Kate Pattison, ODE

Several staff members presented on the Ivy school and their practices. Also presented data on special education. Explained that diversity is important but complex.

Pattison: explained that with some tweaking, the school can provide proper outcomes.

Colonna: After having seen all the classes at Montessori school, it appears that the curriculum does not fit the standards that we have adopted. So we have to realized that different students learn differently. Unless, you have the ability to see these charters schools in action, it can be hard to comprehend why charters are not fitting the new standards.

Martinez: I have more of a comment. In regards to the disparities by sub groups, particularly in math, it seems to be a trend to appear in the data. It would be nice to be discussed this more as you continue this process. Also recommend a year report instead of a three year report, especially when there is a commitment to equity.