

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDED adoption of the following item:

Number 5209

Director Anthony moved and Director Esparza Brown seconded the motion to adopt the above numbered item. The motion was put to a voice vote and passed unanimously (yes-7, no-0), with Student Representative Davidson voting yes, unofficial.

RESOLUTION No. 5209

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Ferrelgas, Inc.	3/1/2016 through 7/31/2017	Material Requirement MR 62721	Provide Propane HD-5 fuel suitable for use in motor vehicle/school bus to District on a keep-full basis. Initial term through 7/31/2017 with options to renew for three one-year terms. ITB 2015-2046	Estimated not-to-exceed \$500,000 for the initial contract term.	T. Magliano Fund 101 Dept. 5560

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	8/31/2015 through 6/30/2016	Intergovernmental Agreement IGA 62712	Provide education services to three District students in a functional living skills program.	\$200,440	C. Russo Fund 101 Dept. 5414

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDED adoption of the following items:

Numbers 5210 through 5212

During the Committee of the Whole, Director Anthony moved and Director Kohnstamm seconded the motion to adopt Resolution 5210. The motion was put to a voice vote and passed unanimously (yes-7, no-0), with Student Representative Davidson voting yes, unofficial.

Director Anthony moved and Director Esparza Brown seconded the motion to adopt Resolutions 5211 and 5212. The motion was put to a voice vote and passed unanimously (yes-7, no-0), with Student Representative Davidson voting yes, unofficial.

RESOLUTION No. 5210

Adopting Board Priority Metrics for the 2015-16 and 2016-17 School Years

RECITALS

- A. Starting in July 2015, the Board of Education and Superintendent met over the course of four retreats to identify priorities and metrics for the 2015-16 and 2016-17 school years.
- B. On December 1, 2015, the Board of Education approved Resolution 5177 to adopt the Board priorities.
- C. In January and early February, the Board Committees met and developed recommendations for metrics for each of the priorities.
- D. These metrics were finalized at the Board retreat on February 5, 2016.

RESOLUTION

The Board of Directors of Portland Public Schools approves and adopts the attached Board Priority Metrics for the 2015-16 and 2016-17 school years.

A. Whalen

FULL BOARD

Priority	Draft Metric	Measurement	How/When will this come to the Board?	Staff Lead
Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools	Enrollment balancing values framework adopted by the board	Values framework adopted by the Board of Education	Completed by Full Board in October 2015	Jon Isaacs
	Plan and timeline for implementation of enrollment balancing for right sized schools is adopted by the board	Resolution voted on	March 2016	Jon Isaacs/ Tony Magliano
	Develop a plan for equitable middle grades programming across schools	Plan prepared	Spring 2016	Harriet Adair/Antonio Lopez/Chris Russo
	Define and disseminate core programming	Core programming requirements reviewed, revised where applicable and disseminated	Spring 2016 Spring 2017 as part of staffing/budget process	Harriet Adair/Antonio Lopez/Chris Russo
Create an environment in which supports are in place for teachers to thrive and have a voice in district-wide decision making.	School climate survey shows increased teacher satisfaction	2015-16: Work with PAT to identify questions that represent teacher satisfaction and identify goals	School Climate Survey Results Spring 2017	Jon Isaacs
	Retention of new teachers supported by the New Teacher Mentor program increases	See evaluation provided Retention rates of new teachers by race	Report on retention rates provided to the Board Summer 2017	Antonio Lopez
	Increased teacher participation in key district work groups	2015-16: Prepare report in collaboration with PAT and look for additional opportunities for 2016-17	Provided to the Full Board in July 2016 and July 2017	Amanda Whalen

PPS/PAT team trained in Interest Based Bargaining	Training occurred Potentially more needed based on team identification	Completed November 2015	Sean Murray
Interest Based Bargaining utilized for PAT negotiations	IBB partially or fully utilized	Spring 2016	Sean Murray

TEACHING AND LEARNING COMMITTEE

Priority	Draft Metric	Measurement	How/When Presented to the Board	Staff Lead
Each student prepared for life, college and career and to meaningfully contribute to their communities.	Acceleration in 4 year and 5 year graduation (includes modified diploma) and completion data	2015-16: 4 Yr Grad Rate <ul style="list-style-type: none"> All students 4% pt (disaggregate modified diploma) Males of Color: 8% pt 	Graduation/ Completion Rates in late January	Antonio Lopez
		5 Yr Completion Rate <ul style="list-style-type: none"> All students 2% pt Males of Color: 4% pt 		
	Increased participation and completion rates in advanced (college/career) programming, specifically AP, IB, Dual Credit and CTE in 11 th and 12 th grades	2015-16 Goals: <ul style="list-style-type: none"> All students: 2% pt Males of Color: 4% pt Develop system for tracking CTE completion 	Summer 2016	Antonio Lopez
		2016-17 Goals: <ul style="list-style-type: none"> All students: 2% pt Males of Color: 4% pt Baseline data for CTE enrollment 	Summer 2017	
	Increase in ACT scores meeting college readiness benchmarks			Antonio Lopez/Chris Russo
Increase in percentage of students entering 10 th grade on track to graduate (6 or more credits)	2015-16 Goals: <ul style="list-style-type: none"> All students 3% pts Males of Color 7% pts 	October 2016	Antonio Lopez	
	2016-17 Goals: <ul style="list-style-type: none"> All students 3% pts Males of Color 7% pts 	October 2017		

	Increase in the number of students who completed Reconnection Services Intake and are placed in a school.	2015-16 Goal: <ul style="list-style-type: none"> • 5% increase 	Fall 2016	Antonio Lopez
		2016-17 Goal: <ul style="list-style-type: none"> • 5% increase 	Fall 2017	
Create a system of quality education and supports to increase literacy rates for all children.	Kindergarten attendance rates increase	Increase in number of students who achieved the good/acceptable rate of attendance (90% and above) 2015-16 Goal: <ul style="list-style-type: none"> • All students 1% increase • Males of Color: 2% increase 	Summer 2016	Harriet Adair
		2016-17 Goal: <ul style="list-style-type: none"> • All students: 1% increase • Males of Color 2% increase 	Summer 2017	
	100% of students will read at grade level by the end of 3 rd grade Students with significant support needs and new to the country make significant progress toward appropriate literacy goals		Mid-year report to Teaching and Learning committee in the Spring.	Chris Russo
	Students demonstrate mastery on common core standards in English Language Arts	2015-16 Goals: <ul style="list-style-type: none"> • All students in grades 3-5 and combined and grade 8 achieving Level 3&4 on ELA SBA increase of 2% pts • Males of Color in Level 3&4 increase by 4% pts 	Results of SBA shared in August 2016 and 2017	Chris Russo
2016-17 Goals: <ul style="list-style-type: none"> • All students in grades 3-5 combined and grade 8 achieving Level 3&4 on ELA SBA increase of 2% pts • Males of Color in Level 3&4 increase by 4% pts 				

	<p>Growth on DIBELS and interim assessments</p>	<p>80% of students in grades K-3 in core (low risk) as measured by DIBELS and IDEL by spring 2021.</p> <p>Goal to decrease the percent of students in strategic/intensive (higher risk) by 4% per year for all students and by 8% per year for Males of Color.</p> <p>Data disaggregated by program.</p> <p>2016-17 Goal (subject to adjustment based on baseline data):</p> <ul style="list-style-type: none"> • All students: 32% • Males of Color: 47% 	<p>Summer 2016 and Summer 2017</p>	<p>Chris Russo</p>
	<p>Implementation of 6-12 literacy materials and resources adoption in 2015-16</p>	<p>Summative Implementation Metric:</p> <ul style="list-style-type: none"> • Adoption selection process completed and materials recommended by February 2016 	<p>Share work plan with T&L committee in February 2016</p>	<p>Chris Russo</p>
	<p>Plan for PK-5 literacy materials and resources adoption completed in 2015-16 for implementation in 2016-17</p>	<p>Summative Implementation Metric: Adoption selection process completed and materials recommended by May 2016</p>	<p>Share work plan with T&L committee in May 2016</p>	<p>Chris Russo</p>
	<p>Implementation of the Multi-Tiered Systems of Support (MTSS) framework in all schools resulting in a statistically proportionate measure of students in strategic, intensive and core categories of the framework</p>	<p>(See literacy goals above and climate plans below).</p> <ul style="list-style-type: none"> • Disaggregated data 		<p>Chris Russo & Lorenzo Poe</p>

	Increased numbers of schools and students being served within the CBELD (Content Embedded ELD) and QTEL (Quality Teaching for English Language Learners) instructional models of inclusive ELL practice	<p>2015-16:</p> <ul style="list-style-type: none"> Develop baseline data for teachers receiving professional development in CBELD and QTEL <p>2016-17:</p> <ul style="list-style-type: none"> Increase professional development opportunities for teachers 	Data shared with T&L committee in Summer 2016 (post budget approval)	Chris Russo
	Number of classes offered at the high schools for students at English language proficiency levels 1-3	2016-17 Goal: Increase number of classes	Fall 2016	Chris Russo
Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions	Implementation of the Multi-Tiered Systems of Support (MTSS) framework in all schools resulting in a statistically proportionate measure of students in strategic, intensive and core categories of the framework	(See literacy goals above and climate plans below) <ul style="list-style-type: none"> Disaggregated data 		Lorenzo Poe/ Chris Russo
	Reduce disproportionality of exclusionary discipline	<p>2015-16 Goal:</p> <ul style="list-style-type: none"> Reduce overall exclusionary discipline by 50% and disproportionality in exclusionary discipline for our historically underserved students by 50% (2012-13 baseline data) <p>2016-17 Goal:</p> <ul style="list-style-type: none"> Reducing overall exclusionary discipline by 10% and reducing exclusionary discipline for Males of Color by 20% (2015-16 baseline data) 	<p>Mid-year update March 2016 and March 2017 to T&L Committee</p> <p>End of year report August 2016 and August 2017</p>	Lorenzo Poe

	PBIS Implemented district-wide	2015-16 Goal <ul style="list-style-type: none"> School Climate Plans completed (IBB) 	Present to the Teaching and Learning Committee Summer 2016 and 2017	Antonio Lopez & Lorenzo Poe
		2016-17 Goal <ul style="list-style-type: none"> Implementation of work from IBB 		
	IBB process utilized to address discipline	IBB process completed	Update to the full board when completed	Sean Murray

Additional Information to the Teaching and Learning Committee

FAFSA or Oregon Promise completion rates increase	Work with All Hands Raised to develop tracking system for FAFSA completion including disaggregating by race.	Antonio Lopez/Harriet Adair
More 4 year old students enrolled in full day Early Learning Programs	Share enrollment report with Teaching and Learning Committee in October 2016	Harriet Adair

SCHOOL IMPROVEMENT BOND COMMITTEE

Priority	Draft Metric	Measurement	How/When Presented to the Board	Staff Lead
Ensure the bond continues tracking on time and on budget and delivers innovative 21st century schools	Balanced Score card tracking Bond Projects as on time and on budget	Monthly Balanced Score card reflects progress on metrics	Monthly board packets and a quarterly report to the Board	Jerry Vincent
	Feedback from the Design Advisory Group for each school modernization project upon completion of design process	Report completed for each DAG	Presented to Bond Committee and full Board when completed	Jerry Vincent
	Implementation of MWESB utilization tracking software for public improvement and architecture and engineering contracts that provides data to show progress towards meeting PPS aspirational goal of 18% MWESB participation	Complete implementation of B2G tracking software by June 30, 2016 Provide year-end narrative report summarizing progress	Present to the Bond committee quarterly on our progress	Jerry Vincent/ Yousef Awwad
	On public improvement projects, meet or exceed Workforce Equity goal of 20% available apprentice trade hours worked by apprentices	Track progress based on individual public improvement contracts and cumulatively	Present to the Bond committee quarterly on our progress	Jerry Vincent/Yousef Awwad

Narrative Comments:

- Total bond program budget has remained constant at approximately \$550 million.
- The IP2015 projects and Tubman are all finishing up with budget savings. IP2016 has received pricing exceeding current budget. The project team is reviewing options for reducing pricing and the possible need for additional funding.
- Faubion received three bids for the general contractor scope of work. The 3 bids were close in price (which is a good indicator of the quality of the construction documents). The low bid was over the budgeted amount but contingency within the project will be used to cover the cost. No additional funds are needed at this time to support Faubion.
- Franklin and Roosevelt are proceeding through construction. Project budgets are tight and the teams are keeping a close eye on them.

Color Key

	Good
	Concerns
	Difficulty

Budget Perspective

Strategic Obj.

A	
B	
C	
D	
Average	

2012 Bond Projects												
Improvements 2016	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt

BUSINESS AND OPERATIONS COMMITTEE

Priority	Metric	Measurement	How/When Presented to the Board	Staff Lead
Ensure a strong principal and vice principal/assistant principal in every building who is well matched to the school community.	Increase in satisfaction with administration team reflected in annual school climate survey (students, teachers, parents)	2016-17 Goal: 5% increase in “Agree” or “Strongly Agree” for identified questions	Climate survey results in 2017	Antonio Lopez
		Include questions regarding administration for students.		
	Leadership Changes	Report that indicates schools with changes in leadership (includes any mid-year changes)	Summer 2016	Antonio Lopez and Sean Murray
	Evaluation Completion	2015-16 Goal: Develop baseline data indicating on-time completion of administrator goal setting, mid-year check ins and finalized evaluations of school administration	Summer 2016	Antonio Lopez
	Review the principal hiring process	Discussed in Business and Operations Committee	Spring 2016	Sean Murray/ Antonio Lopez

RESOLUTION No. 5211

Adopting Board Member Expectations and Operating Protocols

RESOLUTION

The Board of Directors of Portland Public Schools approves and adopts the attached *Board Member Expectations and Operating Protocols*.

A. Whalen

MEMORANDUM

Date: February 5, 2016

To: Members of the Board of Education
Superintendent Carole Smith

From: Amanda Whalen, Chief of Staff
Rosanne Powell, Board Manager
Caren Huson-Quinones, Board Office

Subject: Board Operating Protocols

This memorandum provides an update on the Operating Protocols for the Portland Public Schools Board of Education based on discussions at the Board retreats in Fall of 2015.

Board Meeting Materials

- In order for Board members to be adequately prepared for staff presentations and to take action on an agenda item, the Board office will provide, by messenger service, meeting materials to all Board members on the Thursday or Friday prior to a Board meeting. This information will also be sent electronically.
- If a PowerPoint presentation will be given by staff during a Board meeting, it will be included in the Board packet as well, with the understanding that there may be changes at the final Board presentation. Copies of final PowerPoint presentations will be available at Board member seats at the meetings.
- For contracts listed in the Business Consent Agenda, staff will provide copies of these contracts. These will not be posted as part of the meeting materials.
- Board members will continue to work with staff to ask questions in advance of Board meetings. If staff is unable to answer a question that comes up during Board discussion, the Board office will note the question and provide follow up to the Board.
- For items heard at a Committee meeting, Committee members should ask the question during the Committee meeting where reasonable.

Public Comment Protocols

- Each person wishing to make public comment must contact the Board office directly providing both contact information and the topic they wish to speak on. The Board Office will no longer allow for slots to be "held" for others.
- Individuals wishing to sign up the day of the meeting can do so, if slots are available, up until public comment is complete.
- If a commenter is late to a meeting, the spot is forfeited, unless public comment is still occurring and the Chair requests that the name(s) be called again.
- Student testimony slots will now be a part of each Board meeting.
- The Board may ask clarifying questions of people making public comment, but will not engage in dialogue.
- If an individual making public comment uses that time to disparage staff, it is the responsibility of the Chair to interrupt and to let the commenter know the Board office will follow up with that concern on behalf of the Superintendent.
- There will continue to be six slots reserved for public comment and each action item and five slots for student testimony. If there are additional public comment slots requested beyond the six, it will be at the discretion of the Chair to decide whether or not additional slots will be added.

Meeting Protocols

- The agenda is co-developed by the Chair and the Superintendent and is distributed to the rest of the Board for feedback.
- Notes from agenda setting meetings are sent out to the entire Board by the Board office. Board agendas are made up of action and discussion items, with monthly reports from the Student Representative and Superintendent.
- The majority of items that require Board action are first reviewed in a Board Committee meeting, an executive session, or a Board meeting.
- The times allotted for each agenda item are estimates and are to be used as a guideline by the Chair in managing the meeting; however, there are not specific end times.
- During Board meetings, only presenters may address the Board and Superintendent from the table.

Committee Protocols

- The agendas for Committee meetings are co-developed by the Committee Chair and staff lead[s]. Committee meeting materials should be provided at least 48 hours in advance of the meeting. Committee meetings will be publicly noticed 48 hours ahead of time and agendas will be posted prior the meeting.
- Each Committee Chair will determine when to hear comments from the public during a committee meeting.
- Recommendations coming from a Committee are referenced in staff reports for discussion items and resolutions for action items before the full Board.
- All resolutions and action items will progress through the Committee structure and then a full Board vote. Exceptions to this would be at the discretion of the Chair of the Board.
- The Committee chair will review all minutes before they are sent to the rest of the Committee and posted on the Committee web page.
- All Committee meetings will be audio recorded for record keeping purposes and are available upon request.

Communication Protocols

- Board members should contact the Superintendent's Direct Reports with information requests.

Information Requests of Staff

1. When Board members have formal information requests of staff (but do not require any particular decision to be made), the Board member should feel free to communicate their request to any member of Direct Reports or through the Board Office Manager.
 2. If the request for information is of such a nature that it will take significant time to compile a response (i.e., more than two hours), the Board member should communicate his/her request to the Superintendent or designee for further direction. The Superintendent can then work with the Board member to determine the most efficient way to provide the information requested.
- The Board is committed to modeling respectful behavior and civil discourse for our students and our community.

RESOLUTION No. 5212

Minutes

The following minutes are offered for adoption:

February 3, 2016