

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
 August 15, 2017

Board Auditorium

Blanchard Education Service Center
 501 N. Dixon Street
 Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

- | | | |
|-----|--|----------|
| 1. | <u>STUDENT AND PUBLIC COMMENT</u> | 6:00 pm |
| 2. | <u>UPDATE: SUPERINTENDENT RECRUITMENT</u> | 6:30 pm |
| 3. | <u>UPDATE: ANTI-HARASSMENT POLICY</u> | 6:35 pm |
| 4. | <u>UPDATE: MIDDLE SCHOOL PLAN</u> | 7:00 pm |
| 5. | <u>DISCUSSION: SERVICES TO FAMILIES AND COMMUNITY/
DRAFT COMPLAINT POLICY AND PROCESS</u> | 8:00 pm |
| 6. | <u>UPDATE: COMMITTEE WORK PLANS</u> | 9:00 pm |
| 7. | <u>BOARD COMMITTEE AND CONFERENCE REPORTS</u> | 9:30 pm |
| 8. | <u>OTHER BUSINESS / COMMITTEE REFERRALS</u> | 9:40 pm |
| 9. | <u>BUSINESS AGENDA</u> - vote
<i>(public comment accepted)</i> | 9:50 pm |
| 10. | <u>ADJOURN</u> | 10:00 pm |

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Chinese, Russian, Somali, Spanish and Vietnamese Interpreters available at meeting.



Board of Education Informational Report

MEMORANDUM

Date: August 15, 2017

To: PPS Board of Directors

From: Dr. Laura Parker, *Chief Strategic Officer*

Subject: Middle School Implementation Plan Overview, Harriet Tubman & Roseway Heights

The process for opening Harriet Tubman and Roseway Heights Middle Schools by the 2018-19 school year is a significant effort that engages nearly every department across PPS. In order to achieve this goal, Interim Superintendent Awwad recently appointed a Project Team—with Chief Strategic Officer, Laura Parker, as the Executive Sponsor—to carry out the next phases of cross-departmental planning and execution towards this goal. The Project Team was tasked with the following:

1. Leading the development of the Implementation Plan for opening Tubman/Roseway Heights;
2. Identifying financial commitments needed to successfully open the two middle schools by the 2018-19SY, including technical assistance, programming, infrastructure and facilities needs;
3. Identifying risks to delayed action on specific work streams and decision points
4. Connecting the planning and opening of Tubman & Roseway Heights to finalizing PPS's vision of an exemplary PPS Middle Grades Model

The Project Team will move forward the work of the Middle School Implementation Team (MSIT) that was established in 2016-17 to lead the process of designing a research-based exemplary Middle Grades Model. This work is the ultimate driver of the academic, student supports, family engagement and community partnership frameworks for Harriet Tubman and Roseway Heights Middle Schools.

In order to move this vision forward, the Project Team developed a master project plan for the implementation of the middle grades framework and the successful opening of Harriet Tubman and Roseway Heights Middle Schools. Project leads and project managers from key operational teams contributed to the Implementation Plan and will continue to serve as leaders in their respective departments charged with oversight and completion of identified tasks and work streams. The Implementation Plan was presented to Interim Superintendent Awwad on August 1st and includes 472 individual projects and timelines from June 2017-September 2018 necessary to execute on this plan and successfully open the two middle schools, reconfigure eight K8s to K5s, and relocate special programs operating at the impacted sites. An overview of the Implementation Plan, inclusive of budget requests, is outlined in the following presentation.



Middle School Implementation Plan *Harriet Tubman & Roseway Heights Middle Schools*

Project Plan Overview
PPS Board of Directors
August 15, 2017

Tubman & Roseway Heights MS Implementation – Project Plan Overview

- The opening of Harriet Tubman & Roseway Heights Middle Schools will be the first implementation of PPS's Middle School framework; a framework inclusive of academic programming, student supports, and educational specifications for facilities and technology
- **472** tasks are identified in the Master Project Plan developed through solicited input with all major departments.
- The original development of the plan was completed by the MSIT during 2016-17; revisions and updates were made in July following the establishment of a new Project Team for 2017-18 to complete the work
- The Implementation Project Plan identifies work streams, deliverables, and key decision points, with associated timelines for each task
- The complete budget request for the Implementation of Tubman and Roseway Heights Middle Schools is **\$10,587,995.80**



Tubman & Roseway Heights MS Implementation – Critical Decisions

- At this juncture, there are 3 critical decisions that most impact work streams and resources:
 - 1) Board approval of naming the MS Feeder Schools - **by October 3rd**
 - 2) Board approval of Feeder Pattern Implementation Plan – **by October 3rd**
 - 3) Identification of financial resources needed to execute – **by September 12th**

- There is broad recognition that the feeder pattern and feeder pattern implementation plan must be determined by October 2017 in order to successfully open the two schools. It is highly recommended that these decisions are made by **October 3rd**, with **October 17th** being identified as the latest possible date for Board approval of the two feeder patterns and implementation plan.

Risks to Mitigate

Delay of Feeder School Decisions

The following work streams are already compressed and at risk due to the delay in determining the feeder pattern. Should the feeder patterns not be determined by October, then the issues below become the primary reasons that PPS will not be able to open the 2 middle schools by Fall 2018.

- Overall: If the scope of the project is changed, the district will not have financial or operational capacity to institute additional work streams or decision points.
- Facilities: The risk of not knowing the feeder schools and the specific program required for each site until October, 2017 is that design will be underway for several months and any adjustments to that design will impact the overall permit, bidding and construction schedule ahead of the opening of school in fall, 2018.
- Budget/Staffing: Budget SMT technical leads and HRIS technical leads are very wary of the timeline accommodating the changes in school codes and SMT organization, especially given the numerous school reconfigurations and the creation of new school codes for the reconstituted entities.
- Teaching & Learning: Much of OTL's work is dependent of the selection of the feeder patterns, and the delay is already compressing identification and completion of Framework design and Committee work by Dec 2017. Each of the committees should have representation from each school impacted by reconfiguration, yet their assignments are delayed at this juncture.
- Community Engagement: Family, community engagement events cannot be scheduled until feeder schools have been identified.



High-Level Project Plan

KEY WORK STREAMS

Feeder Pattern Planning

- i. Tubman Feeders, Boundaries, Program Placement, & Implementation Plan**
 - i. Finalize feeder schools and related boundary changes
 - ii. Develop enrollment and transfer Implementation Plan
 - iii. Engagement with Administrators & key community stakeholders
- ii. Roseway Heights Feeders, Boundaries, Program Placement, & Implementation Plan**
 - i. Finalize feeder schools and related boundary changes
 - ii. Develop enrollment and transfer Implementation Plan
 - iii. Engagement with Administrators & key community stakeholders
- iii. Rose City Park – Opening of Neighborhood School**
 - i. Determine Implementation Plan with boundary changes with neighboring schools
 - ii. Determine Implementation Plan within context of Board policies
- i. Humboldt – Re-locating ACCESS Program**
 - i. Move of ACCESS Program: need to evaluate impact on enrollment projections, facilities/IT/transportation needs
 - ii. Determine necessary re-location of current programs
 - iii. Engagement with key community stakeholders
- i. Next Phase Planning**
 - i. Internal analysis of future K8 to K5/6-8 conversion
 - ii. Draft planning scope for future phase work

Facilities & IT Infrastructure Upgrades

- i. Tubman Facilities & IT Upgrades**
 - i. N. B. a roof replacement (as a separate project)
 - ii. Converting 2 classrooms into science labs (based on MS Ed Spec requirements) with 3 existing science labs; total of 5 labs
 - iii. Upgrades/Moves for Special Education Classrooms
 - iv. Several smaller interior upgrades including new acoustics, window film, closure of library mezzanine, and upgrade of annex to a dance/aerobic space.
 - v. IT Network/Phone Infrastructure upgrades are needed to meet current standards for staff and student support
 - vi. Physical Security upgrades are needed to meet current standards
 - vii. Purchase of new instructional tech bundles and new student device carts
 - viii. Determination of MakerSpace Experience per available space
- ii. Roseway Heights Facilities & IT Upgrades**
 - i. converting 3 classrooms into science labs (based on MS Ed Spec requirements) with 2 existing science labs; total of 5 labs
 - ii. Upgrades/Moves for Special Education Classrooms
 - iii. IT Network/Phone Infrastructure upgrades are needed to meet current standards for staff and student support
 - iv. Physical Security upgrades are needed to meet current standards
 - v. Purchase of new instructional tech bundles and new student device carts
 - vi. Determination of MakerSpace Experience per available space
- iii. Rose City Park Facilities & IT Upgrades**
 - i. ADA Upgrades
- iv. Humboldt Facilities & IT Upgrades**
 - i. IT Network/Phone Infrastructure upgrades are needed to meet current standards for staff and student support
 - ii. Physical Security upgrades are needed to meet current standards
 - iii. Purchase of new instructional tech bundles and new student device carts

Transportation & Nutrition Services

- i. **Transportation Routes:**
 - i. Plan new routes based on the updated feeder patterns, bell schedules, and attendance boundaries for each school.
 - ii. Assess the loading zones at each impacted site to see if changes need to be implemented in parking, loading zones and other traffic patterns.
- ii. **Nutrition Services:**
 - i. Assess each school's expected demographic changes based on (October) adoption of Feeder School Implementation Plan
 - ii. Cost impact of changes, including impacts to Title I funding
 - iii. Determine communication about anticipated changes to parents and families

Finance & Human Resources

- i. **Data Systems Updates**
 - i. Enrollment / student assignment projections
 - ii. Analysis for FTE allocation and hiring
 - iii. Updates to SIS, ERP systems
- ii. **Staffing Timeline**
 - i. Determine allocation of FTE to schools
 - ii. HR completes decisions about seniority, placement
 - iii. HR makes decisions and initiates recruitment efforts
 - iv. Updates into SMT
- iii. **School Conversion Budget**
 - i. Identify the incidental costs of conversion for the affected schools (community outreach, facilities work, IT work, nutrition services conversions) and budgeted for
 - ii. Budget team transfer and journaling of funds to develop and track budget for conversion
 - iii. Prepare updates in school codes for the reconstituted entities
- iv. **Re-allocate Student Body Funds Balances between the affected schools (Accounting Dept)**
 - i. This work is done between April and August preceding the effective school year of the change. Since this happens so late in the process, delays should not cause any significant risks or issues.

Communications & Community Engagement

- i. **Determine Messaging Plan**
 - i. Identify tools for communicating feeder pattern key messages
 - ii. Identify tools for communicating middle school implementation key messages
- ii. **Engagement with Culturally Specific Partners**
 - i. Engage around feeder pattern proposal
 - ii. Engage around participation in Site Councils/Committees for program development
- iii. **Development of Feeder Pattern Proposal for Board Adoption**
 - i. Development of content surrounding middle school vision
 - ii. Development of content surrounding focus/options, program articulation
 - iii. Development of comprehensive narrative
 - iv. Development of Implementation Plan
 - v. Development of Q&A regarding technical aspects of proposal and implementation
- iv. **Engagement with School Site Councils, Staff & School Communities**
 - i. Develop communications strategy pending adoption of feeder schools and implementation plan
 - ii. Support targeted communication for program work with school site councils
 - iii. Support messaging with school staff

Teaching & Learning

- i. **MS Framework Implementation - MS Program Committees**
 - i. Complete vetting of and communication of MS Framework
 - ii. Develop scope and sequence of course offerings
 - iii. Determine MS Schedules
 - iv. Determine student supports
- ii. **Support Site Councils**
 - i. Create and plan site council work
 - ii. Identify community programs and key partners
- iii. **Determine Curriculum Materials**
 - i. Identify and procure new materials
 - ii. Prepare transfer of existing materials based on FTE and student count
 - iii. Develop and execute library plan for Tubman
- iv. **Determine Staff Roles & PD**
 - i. Hire Planning Principals
 - ii. Develop staff roles, initiate recruiting with HR once FTE is determined
 - iii. Prepare and execute on professional development needs
- v. **Determine Program Placement & Articulation**
 - i. Confirm focus/option and program placement facilities & IT needs
 - ii. Determine and plan for articulation of DL, IB programs

High-Level Project Plan

MAJOR DELIVERABLES

The MSIT logo consists of the letters "MSIT" in a bold, sans-serif font, followed by a stylized diamond shape formed by four overlapping lines.

Fall 2017 Milestones

- August 2017 - Hiring of Planning Principals
- September /October 2017 - Development & Board Adoption of MS Feeder Proposal & Implementation Plan
- October 2017 - Creation of Site Councils
- October/November 2017 - Determine & Allocate Staffing
- November 2017 - Finalize & Communicate Re-Location of Programs & Services in affected schools
(Focus/Option Programs, Special Education, PreK, ChildCare Services, Charter Schools, Community Partnerships)

Winter 2017-18 Milestones

December 2017 - MS Framework Committees complete design work

January 2018 – Enrollment Projections trigger Transportation & Nutrition Services Planning

January/February – Initiate Staff Recruitment/Hiring

February 2018 – Facility Design & Student Technology Plans Completed

February 2018 – Facility/IT Moving Plans Completed

Spring 2018 Milestones

March 2018 – Complete School Schedules

March/April 2018 – Complete Curriculum Materials/Library Procurement

April 2018 – Complete IT Procurement

April/May 2018 – Phase 1 Facility & IT Upgrades Completed

May 2018 – Complete Site Council Work

Summer 2018 Deliverables & Decision Points

June – Begin IT & Furniture Moves, Tear-Down/Set-Ups

June/July 2018 – Complete Facilities Upgrades

June/July 2018 – Complete Hiring

June/July/August 2018 – Staff PD

June/July/August 2018 – Teachers/Admin Pack and Move



Operational Project Budget

DEPARTMENTAL BUDGET NEEDS

Budget Request – FAM/Ops

Operations (Facilities, Transportation, Nutrition Services) = \$7,793,800

- Tubman Upgrades (with roof) = \$4,227,400
- Roseway Heights Upgrades = \$1,587,400
- Humboldt Upgrades = \$936,000
- Transportation = \$660,000
- Nutrition Services = \$343,000

Budget Request - OTL

Office of Teaching & Learning = \$1,144,370

- Development of Framework = \$36,000
- Special Education = \$304,000
- Curriculum Materials = \$200,000
- Library Materials = \$150,000
- MakerSpace Program = \$185,000
- IB Program = \$70,000
- Professional Development = \$232,000
- Site Councils & Engagement Activities = \$37,300

Budget Request - IT

Information Technology = \$1,273,861

- Project Management = \$56,000
- Tear Down/Set-Up = \$60,800
- Enterprise System Configurations = \$36,000
- Classroom Tech Bundles = \$177,600
- Student 2:1 Devices = \$210,000
- Tubman Infrastructure = \$426,621
- Roseway Heights Infrastructure = \$419,947
- Humboldt Infrastructure = \$274,493

Budget Request- Communications & Community Engagement

CIPA/SPP = \$191,000

- Proposal & Report Development = \$75,000
- Extended Communications Support = \$65,000
- Community Engagement Events = \$16,000
- Direct Mail Communications = \$35,000

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Complaint Process: Complaint Services Coordinator & Hotline

PPS Complaint Process

Portland Public Schools believes students, families, staff and people who reside in the district are essential partners in the educational process. These important partners must have the opportunity to make their concerns known to the district and a fair, accessible process in which complaints can be addressed in a timely manner. The district encourages those with complaints to first contact the professional involved and attempt to find a solution. However, a person may file a complaint at any time by filling out a written complaint form.

All Languages Hotline

To improve the accessibility and clarity of the complaint process Portland Public Schools has added Lighthouse Services Inc., a reporting hotline, staffed by a third-party provider whose representatives are trained to receive reports impartially, thoroughly and with sensitivity in more than 140 languages and to report complaints in a confidential manner. Since 2003, Lighthouse Services has specialized in providing independent third-party ethics hotline services to private and public nationwide. Lighthouse Services provides a toll-free number or a web-based form, all of which are available 24 hours a day, seven days a week 365 days a year.

Complaint Services Coordinator

Portland Public Schools has created a new position called complaints services coordinator, who will assist in receiving and tracking from Lighthouse complaints, and collaborate with the correct department to ensure that the complaint reported and appropriately addressed. This position will log activity logs and ensure departments are actively working to resolve concerns and complaints. The complaint services coordinator will also keep records of complaint outcomes and if complaints are not resolved whether the complaint has advanced to the next level of the process.

Communication Plan

Issue to communicate:

- Policy & AD
- Lighthouse hotline
- PPS website

Audiences

- Staff (principals, teachers, central office)

Families and students

Tactics & Tools

- The Pulse
- Flyers/Postcards
- Social Media
- PPS website & FAQ

Timeline

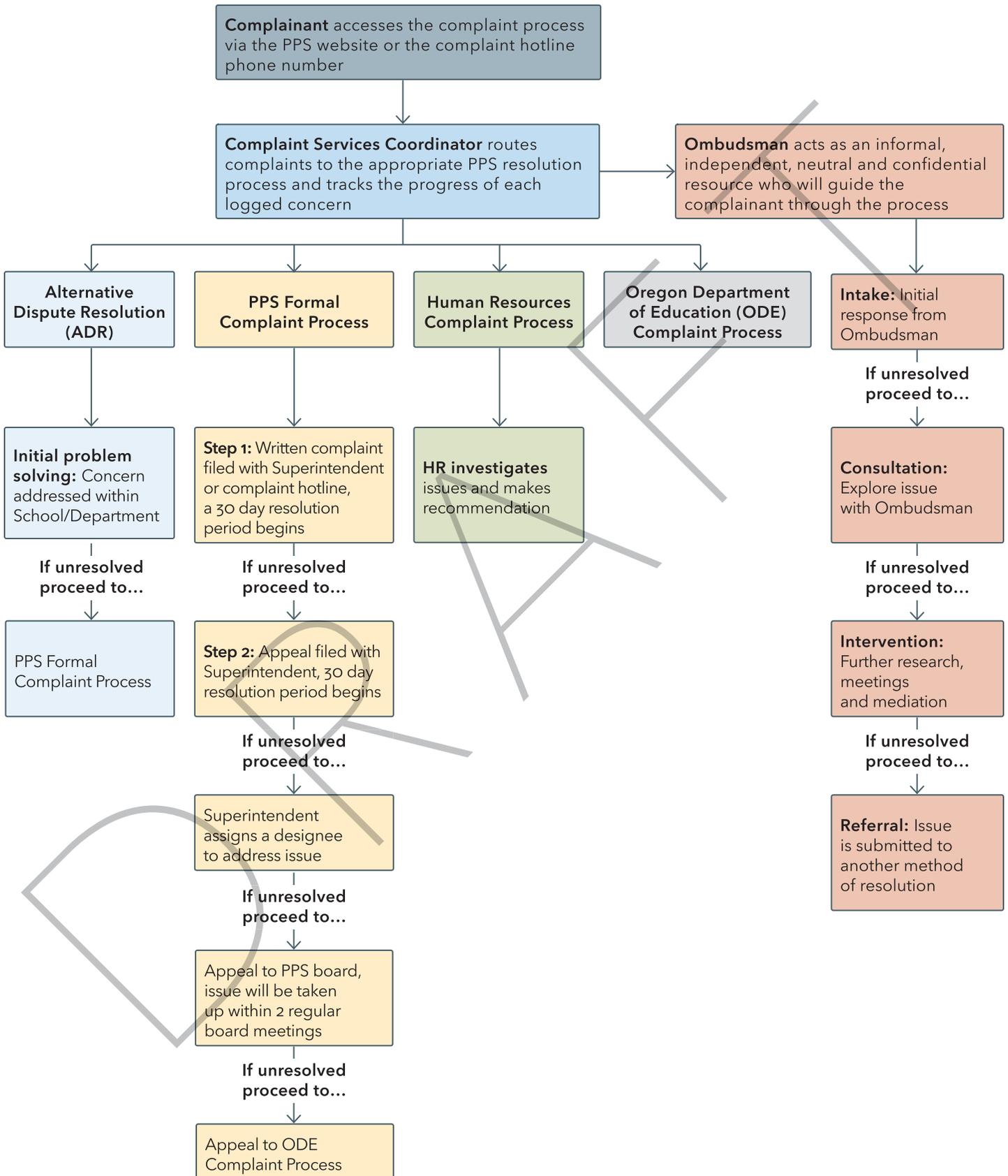
- Board Presentation: August 15th
- Website Live (contingent on Board agreement)
- Briefing of school leaders 8/16
- Announce in “The Pulse” (August 22nd)
- Flyers & FAQ’s (back to school – September)

Outstanding Questions

- PPS website live
- Launching Lighthouse website



Complaint process flowchart



Types of Complaints

<p><u>Alternative Dispute Resolution</u></p>	<p>If the concern is related to a classroom/school, the complainant is encouraged to first speak to the teacher or staff person involved. If the concern is not resolved through direct communication, the complainant is encouraged to speak with the principal of the school. Principals have ten (10) calendar days to respond to concerns, which may include an in-person conference if requested by any involved party. If the concern is not resolved to the complainant's satisfaction, the principal shall inform the complainant of the formal complaint process.</p>
<p><u>Formal Complaint:</u></p>	<p>Complainant files written complaint with Superintendent or complaint hotline. Principal or Department Supervisor works with complainant to learn facts and problem solve with the goal of finding a mutually acceptable resolution If no mutually acceptable resolution, the designated decision-maker provides written resolution within 30 days of filing written complaint</p>
<p><u>Personnel:</u></p>	<p>A personnel complaint is any allegation of misconduct or improper job performance by a PPS employee that, if true, would constitute a violation of district or professional standards reasonably expected of the employee, whether those expectations are communicated orally or in writing.</p>
<p><u>School Board or Appeal to Oregon Department of Education</u></p>	<p>The decision of the Superintendent is the final decision. The complainant at that point can either accept the decision of the Superintendent's Office, request an appeal to the Board or appeal to the Oregon Department of Education</p>

There are circumstances that are governed by state or federal law that may require alternate complaint process, examples are:

- Nutrition Services
- Homeless Students



INTERNATIONAL
OMBUDSMAN
ASSOCIATION

IOA CODE OF ETHICS

PREAMBLE

The IOA is dedicated to excellence in the practice of Ombudsman work. The IOA Code of Ethics provides a common set of professional ethical principles to which members adhere in their organizational Ombudsman practice.

Based on the traditions and values of Ombudsman practice, the Code of Ethics reflects a commitment to promote ethical conduct in the performance of the Ombudsman role and to maintain the integrity of the Ombudsman profession.

The Ombudsman shall be truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies.

ETHICAL PRINCIPLES

INDEPENDENCE

The Ombudsman is independent in structure, function, and appearance to the highest degree possible within the organization.

NEUTRALITY AND IMPARTIALITY

The Ombudsman, as a designated neutral, remains unaligned and impartial. The Ombudsman does not engage in any situation which could create a conflict of interest.

CONFIDENTIALITY

The Ombudsman holds all communications with those seeking assistance in strict confidence, and does not disclose confidential communications unless given permission to do so. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm.

INFORMALITY

The Ombudsman, as an informal resource, does not participate in any formal adjudicative or administrative procedure related to concerns brought to his/her attention.

Frequently Asked Questions: K-12 Ombuds Programs

Compiled by the American Bar Association Dispute Resolution Section Ombuds Committee in collaboration with K-12 Ombudsmen including the Portland Public Schools District Ombudsman

What is an [Ombuds] Ombudsman?

An Ombuds [or Ombudsman] is an independent, neutral, informal and confidential resource who assists parents and other members of the District community in surfacing issues and in resolving complaints, conflicts, and other school related issues in the District. The Ombuds will listen to your concern, help you obtain necessary information, and offer impartial guidance on how you may raise or resolve your issue. The Ombuds also helps identify systemic issues for the District without disclosing your confidential communications with the Ombuds.

Who can use the Ombuds program?

- Parents
- Students
- Residents of the District
- Teachers and other staff

What does the Ombuds do?

- Provides confidential, neutral, independent, and informal assistance to constituents
- Listens to concerns and provides guidance, information, and individual coaching
- Serves as a resource by providing information, helping locate the appropriate person who can assist with an issue, clarifying processes, and seeking options for resolution
- Explains District policies and procedures and how they relate to an individual situation
- Helps identify a range of resolution options, including formal and/or informal channels
- Increases social capital by enhancing communication and mitigating conflict

- Helps bridge communication between visitors and others in the organization
- Identifies trends and makes recommendations for organizational improvement and policy or practice changes to prevent recurring issues
- Assists in achieving outcomes consistent with fairness and established policies
- Facilitates communication through a variety of techniques including shuttle diplomacy

What does the Ombuds not do?

- Act as a place to receive notice of formal complaints against the District (PPS currently revising Complaint Resolution Process to reflect this)
- Act as an advocate for any individual or cause
- Breach confidentiality by revealing anything that could disclose the identity of a visitor
- Maintain permanent records of confidential communications
- Conduct formal or in-depth investigations
- Make management decisions for the District or school administration
- Create, change or set aside established policies
- Replace existing formal channels of communication or reporting
- Testify or otherwise participate in grievances or other formal processes
- Offer legal advice
- Answer questions about visitors with whom the Ombuds may have spoken or disclose an individual visitor's name or specific issue with anyone outside of the Ombuds Office, unless in the course of their confidential communications, the visitor gives the Ombuds consent and the Ombuds agrees to do so
- Determine guilt/innocence, right/wrong, etc.

Is visiting the Ombuds Office voluntary or required?

Visiting the Ombuds Office is completely voluntary. It is not a required step in any other complaint or dispute resolution process.

Is there a charge for going to the Ombuds?

There is no charge to contact or meet with an Ombuds or otherwise utilize the services of the Ombuds Office.

How is going to the Ombuds different from using other District channels or resources?

- The Ombuds is a voluntary and informal process
- It is not part of any formal process for investigation and resolution of claims
- The Ombuds is not authorized to receive notice of claims against the District, but the Ombuds can assist visitors in identifying formal channels for raising or giving notice of claims
- The Ombuds will not serve as anyone's advocate, lawyer, or counselor
- The Ombuds is committed to a fair process for raising issues and resolving conflicts
- The Ombuds Office and its published materials will provide information about formal processes if a visitor wants to put the District on formal notice of a claim or resolve claims through a formal process

Are communications with the Ombuds confidential?

Confidentiality is essential to the effective functioning of the Ombuds Office. Ombuds assert that communications with the Ombuds are privileged with the privilege being held by the Ombuds Office. In addition, because the Ombuds program was created to be a purely voluntary, confidential, informal, impartial, and independent resource for District constituents, visitors to the Ombuds Office will be understood to have agreed to abide by the principles on which the office was established and made available to them, including not calling the Ombuds to testify in formal or legal proceedings with respect to confidential communications.

Are there exceptions to confidentiality?

Ombuds are required by law to make a disclosure when the Ombuds determines that disclosure is necessary to prevent an imminent threat of serious harm to an individual. Ombuds are generally required by law to report what they determine is suspected child abuse. Ombuds will endeavor to protect the confidentiality of communications with visitors but state or federal laws may, in some cases, mandate disclosure or limit the ability of Ombuds to keep certain discussions confidential.

Who does the Ombuds report to and what types of reports are made to the District?

While the Ombuds Office was created to be an independent, impartial, and confidential resource, the Ombuds reports for administrative purposes to the District Superintendent. In doing so, however, the Ombuds does not disclose the identity of the visitors to the Ombuds Office or the substance of confidential communications unless required by law to do so. In addition, the Ombuds will regularly report trends and systemic issues to administrators.

Does the Ombuds maintain permanent records on behalf of the District?

Because the Ombuds Office is an independent and informal resource, Ombuds do not maintain permanent records of confidential communications on behalf of the District. Ombuds take very limited notes, which are used solely as a memory aid for the Ombuds and not disclosed outside the Ombuds Office. To the extent permitted by state and federal law, these notes are not kept once a matter is concluded. The only permanent records maintained by the Ombuds relate to non- confidential documents about the general operations of the Office and statistical summaries and reports.

Can the Ombuds work with union member employees?

The Ombuds cannot and will not participate in collective bargaining discussions or activities, but in many cases the Ombuds can work with employees who are members of a union with a collective bargaining agreement with the District. For matters within the scope of the collective bargaining agreement, the Ombuds will refer union members to their respective union resources. For matters outside the scope of the collective bargaining agreement, the Ombuds may be able to work with individual employees to answer questions and help resolve issues.

ROLE OF THE PPS OMBUDSMAN

Judi Martin
Portland Public Schools District Ombudsman
Co-Chair of the Education Chapter of the
United States Ombudsman Association

WHAT IS AN OMBUDSMAN



FOUR BASIC PRINCIPLES

- **Neutrality**
- **Independence**
- **Confidentiality**
- **Informality**

DEFINITION



The Organizational Ombudsman—Role and Function

The primary duties of an organizational ombudsman are

- (1) to work with individuals and groups in an organization to explore and assist them in determining options to help resolve conflicts, problematic issues or concerns, and
- (2) to bring systemic concerns to the attention of the organization for resolution.

ORGANIZATIONAL OMBUDSMAN ROLE IN PPS

An organizational ombudsman DOES

- Listen to and discuss concerns
- Clarify policy
- Help define options that are available
- Informally look into concerns
- Open avenues of communication; facilitate conversations
- Recommend changes to PPS policy, rules, or procedures
- Refer individuals toward appropriate formal processes and resources within PPS

ORGANIZATIONAL OMBUDSMAN ROLE IN PPS

An organizational ombudsman DOES NOT

- Advocate for any individual or group
- Share information with others without an individual's knowledge or permission
- Conduct formal investigations
- Make or change policy
- Learn more at: [International Ombudsman Association](#)

OFFICE OPERATIONS

GUIDING PRINCIPLES

- Complaints are healthy for an organization and inform where improvements can be made
- People can hear another person's perspective if they feel valued and understood
- Optimum solutions are found by working together rather than in isolation
- Most people are trying to do their best
- There is always more to the story
- Problems can be solved

WHAT DOES A VISITOR EXPERIENCE?

The ombudsman will

- Listen
- Share information regarding PPS policies and procedures
- Review and discuss possible options
- Keep information confidential as permitted by law unless requested to do otherwise
- Assist in contacting the appropriate person who can help with the problem
- Upon request, will assist in facilitating difficult conversations
- Make referrals to any appropriate PPS formal process

WHAT DOES PPS STAFF EXPERIENCE?

The ombudsman will:

- Listen
- Contact the appropriate person when a complainant is requesting assistance
- Work with staff to find possible solutions
- Meet with administrators to give input into process and system improvement
- Keep administrators informed of common issues and concerns that could indicate a system change is needed
- Train staff on issues regarding PPS complaints including:
 - listening skills and empathy
 - how to effectively problem solve
 - the PPS Complaint Resolution Process

FAST FACTS

OMBUDSMAN'S OFFICE

- Over 800 visitors have accessed the services of the Ombudsman since July of 2014, when the current office was established
- In the past 3 school years, there have been a total of 53 Formal Complaints addressed by Portland Public Schools.
- In the past 3 school years, the Oregon Department of Education has addressed 0 appeals from Portland Public Schools.

CONTACT INFORMATION

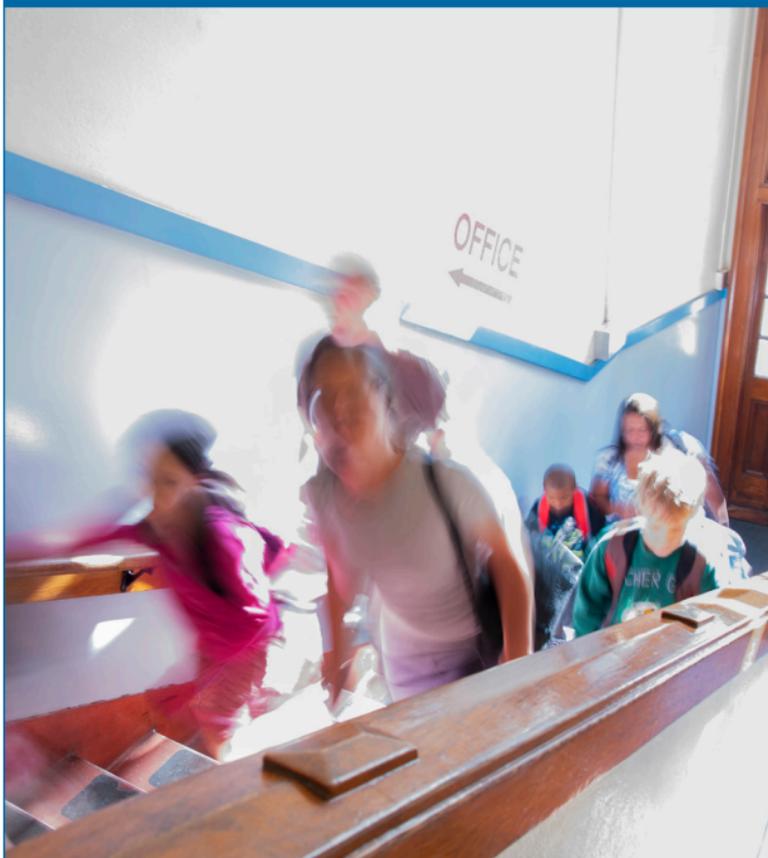
Judi Martin
Portland Public School
District Ombudsman
ombudsman@pps.net
503-916-3045

Co-Chair Education Chapter of the
United States Ombudsman Association
www.usombudsman.org



PORTLAND PUBLIC SCHOOLS

Resolving school-based concerns



PPS Office of the Ombudsman

An ombudsman is a liaison who serves as an independent, neutral and confidential resource, assisting parents and community members in resolving complaints, conflicts and other school-related issues.

Judi Martin District Ombudsman
503-916-3045 • ombudsman@pps.net
www.pps.net/departments/ombudsman

Judi Martin
District Ombudsman
503-916-3045
ombudsman@pps.net



www.pps.net/departments/ombudsman

The district ombudsman will:

- Listen to families' concerns.
- Provide a confidential place to explore options in order to make an informed decision.
- Serve as a neutral fact finder to assist families in solving problems.
- Assist families in navigating administrative processes.
- Facilitate communication between parties.
- Accept confidential requests for information and provide referrals.
- Conduct informal interventions and mediations.
- Recommend policy/practice change to make PPS more responsive to families.

The district ombudsman does not:

- Address employee grievances.
- Make, set or change policy.
- Act as an advocate, as the ombudsman is a neutral party.

Resolving school-based concerns

Where possible, first discuss your concern with the teacher, staff person or administrator involved. Most concerns can be resolved at the source. If you are unable to resolve your concern, or you need guidance at any point in the process, the ombudsman is available to assist you.

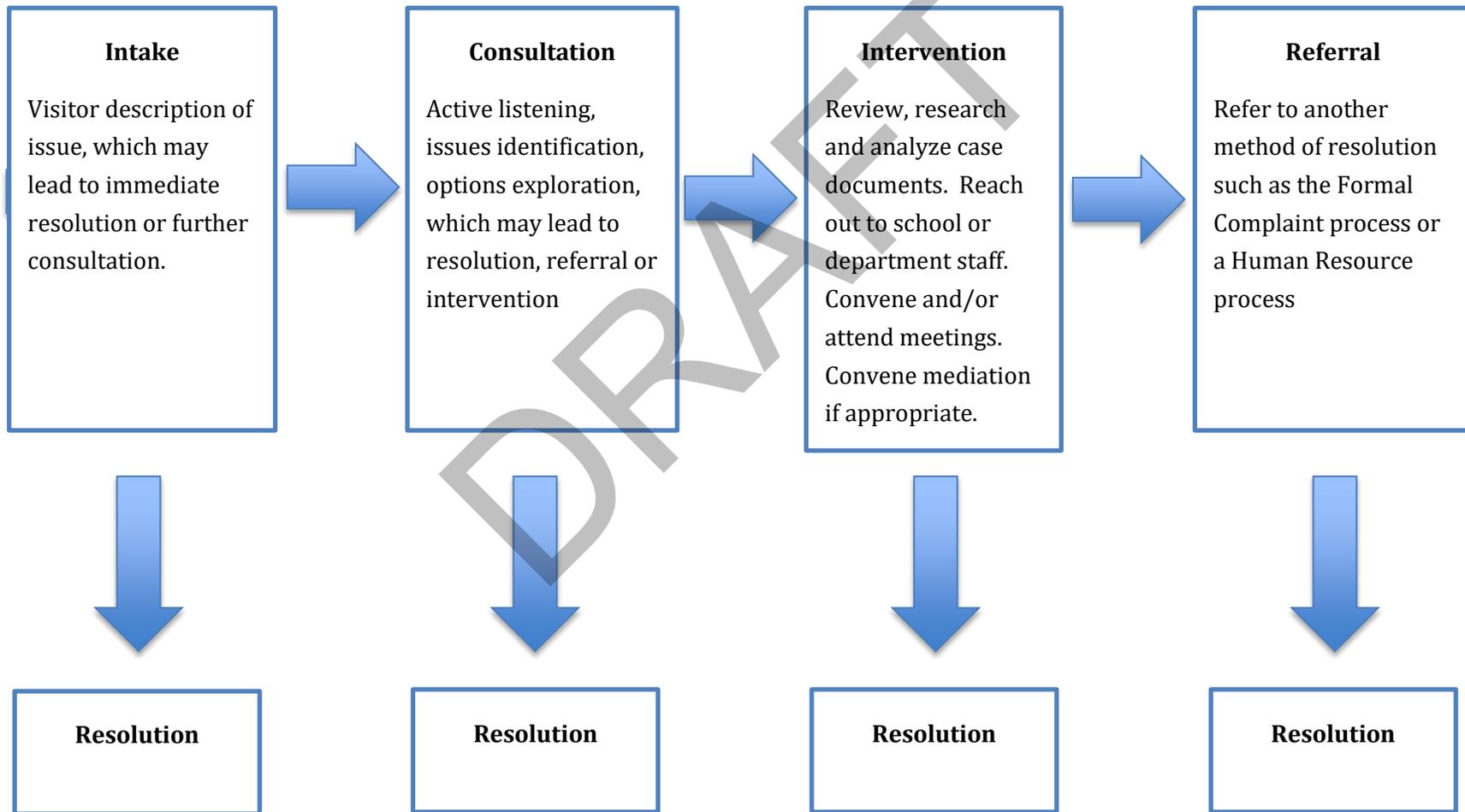
You can view the complaint policy and the complaint resolution process at www.pps.net/departments/ombudsman

Portland Public Schools is an affirmative action and equal opportunity employer.



Ombudsman Process

The Ombudsman process has four basic steps. Some steps may be repeated.





BOARD POLICY
Complaint Policy

4.50.030-P

Portland Public Schools recognizes students, parents/guardians and people who reside in the district as essential partners in the educational process. These important partners must have the opportunity to make their concerns known to the district. Maintaining strong relationships includes having a fair, accessible process in which complaints can be addressed in a timely manner.

Whenever possible, concerns should be resolved by communication with the school or department directly involved in the issue. If the concern is not resolved through communication with the parties directly involved, the District provides a complaint process. This process shall include the opportunity for students, parents/guardians and people who reside in the district to appeal up to the Superintendent, and if appropriate, the Board. In general, the Board is responsible for policy-level issues, while the Superintendent is charged with the management and operations of the District. The complaint resolution process must include the opportunity for the parties involved to explain their experience and viewpoint of the matter so that multiple perspectives are considered. It is the intent of the Board that complaints be resolved as expeditiously as possible.

The District serves a diverse community of students and parents/guardians. The Racial Educational Equity Policy 2.10.010-P provides: "The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community." The complaint process must be implemented in a manner that is accessible to, and welcoming of, all of our students, parents/guardians and community members. All parties to the complaint process will be treated, and will treat others, with dignity and respect.

The district has an Ombudsman whose role is to assist in dispute resolution, and to help ensure that the complaint process is accessible to the public. The Ombudsman also makes recommendations directly to the Superintendent regarding areas of improvement for the district.

School board members who receive complaints shall direct the complainant to contact the appropriate school or department in order to address the complaint. Complainants

	<p>BOARD POLICY</p> <p>Complaint Policy</p>	<p>4.50.030-P</p>
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can also be referred to the Ombudsman for assistance with the process. Complaints regarding specific employees will be referred to the Chief Human Resources Officer for resolution through the appropriate personnel process.

No District employee, student or Board member may engage in retaliation against any person who files a complaint or participates in the complaint process. Any employee or student who engages in any form of retaliation for filing a complaint, or for participation in an investigation, will be subject to disciplinary action up to and including dismissal.

As provided by state law, students, parents/guardians and people who reside within the district may appeal to the State Superintendent of Public Instruction under OAR 581-022-1940 relating to certain violations of Oregon Administrative Rule and Oregon law.

The Board directs the Superintendent to implement an administrative directive that sets forth the specific process and procedure for complaint resolution. The Board further directs the Superintendent to provide information regarding the complaint process to members of the school community in a manner that is accessible and user-friendly, and to provide training for school staff in the implementation of the policy and administrative directive.

Adopted 11/2014



Stakeholder Input Requested

August 14, 2014

Re: Draft Revised Student/Parent Compliant Policy

Dear (Community Partner),

We are contacting your organization because you are a valuable partner of Portland Public Schools. We are seeking your input in the development of our updated Student/Parent Complaint Policy. The district has a Policy 4.50.030 that provides a process for students and parents to raise concerns with the district. The policy has not been updated in many years, and many stakeholders found it overly complicated.

The goal of the policy and administrative directive are to provide an accessible, fair and equitable process through which students and parents can raise concerns about issues that arise in school. We have been updating the Student/Parent complaint process so that it is clearer, easier to navigate, and reflects current state law. Attached is a draft of the revised policy and a new administrative directive, as well as a summary of the applicable ODE Standards. In developing the drafts, staff researched policies and best practices in other districts in Oregon and across the country. The district Ombudsman, Judi Martin, will take a lead role in the implementation of the complaint process.

We want to provide you with the opportunity to review the draft and provide input. We will bring a revised version based on additional feedback to the Board work session on September 9th and for first reading on September 23rd that will reflect Board input. We welcome any comments you might have before it goes to the Board. Please feel free to send comments by Wednesday, September 3rd to Jollee Patterson (jpatters@pps.net), or our new Ombudsman, Judi Martin (jmartin@pps.net).

Thank you for your assistance as we continuously strive to improve our services to children and families.

Sincerely,

Judi Martin, District Ombudsman
Jollee Patterson, General Counsel

Outreach for Input Into Draft Complaint Policy

Draft Version	When	Who	Delivery	Response
Initial Draft Prior to July 31 st	7/24	Direct Reports	Email from Office of the Superintendent	
	7/24	School Leadership Team	Email from Office of the Superintendent	8/20 Verbal feedback from Antonio Lopez and Sascha Perrins
	7/24	Administrators of Color	Email from Office of the Superintendent	7/28 Written feedback from Debbie Armendariz, Director of Dual Language Immersion Programs
1 st Draft to Board on July 31 st	8/21	Black Parent Initiative (BPI) Charles McGee	Email from the Equity Office	
	8/21	Coalition of Communities of Color (CCC) Inger McDowell; Jason Trombley; Mary Li; Julie Latimer; Julia Meirs	Email from the Equity Office and follow-up conversation with CIPA	
	8/21	Immigrant Refugee Community Organization (IRCO) Lee Po Cha	Email from the Equity Office	
	8/21	Kairo Kali Ladd	Email from the Equity Office	
	8/21	Latino Network Carmen Rubio	Email from the Equity Office and follow-up conversation with CIPA	
	8/21	Native American Youth and Family Center (NAVYA) Cori Matthew Ashley Thirstrup	Email from the Equity Office	

	8/21	Self Enhancement, Inc. (SEI) Gerald Deloney	Email from the Equity Office	
	8/20	Our Portland Our Schools (OPOS) Rita Moore; Paul Anthony	Email from Ombudsman and follow-up conversation	
	8/21	Portland Parents Union Sheila Warren	Email from Equity Office	
	8/19	Advocacy groups for ESL Students Van Truong (ELL students)	Email from Ombudsman	
	8/19	Special Education Mary Pearson (Special Ed Advisory Council) Ed Krankowski (SPED)	Email from Ombudsman Mary Pearson referred email to Suzy Harris (Special Education Legal Counsel) and Esther Harris (Special Education Parent/Family Liaison)	8/20 Written feedback from Suzy Harris 8/22 Ombudsman met with Suzy Harris and Esther Harris to verbally review policy
	8/19	Erika Gillis (TAG)	Email from Ombudsman	
	8/19	Portland Council PTA (will distribute to school PTA's)	Email from Ombudsman	
	8/21	School Site Councils (sent to principals to forward)	Email from CIPA to Senior Directors	
	July 31	Parent Coalition	Email from Office of the Superintendent	8/6 Written feedback

	7/31-9/3	Best efforts will be made to contact individuals who filed formal complaints about PPS from Jan. 2013-July 2014 and potentially others	Email and personal conversations with Ombudsman	9/2 Written feedback via email
	8/21	Parent and Family Involvement Committee	Email from Coordinator-School Outreach	9/3 Parent Feedback received via email
	8/14	Parents for Excellent Portland Principals (PEPP) Kim Sordyl; Bruce Scherer; Aaron Smirl; Paul Anthony	Email and personal conversations with Ombudsman	8/18 Written feedback 9/4 Verbal feedback to Ombudsman
	9/1	PAT Sean Murray and Brock Logan	Email from General Counsel	9/2 Email response from Brock Logan suggesting to wait to share with PAT

Complaint Resolution Processes 4.50.031-AD

In accordance with Board Policy 4.50.030, this administrative directive sets forth the specific procedure for resolution of complaints by students, parents/guardians and people who reside in the district (“complainant”).¹ The District is committed to resolving complaints in a fair and timely manner through a process in which all parties will have an opportunity to present their perspective and be treated with respect and dignity.

The District encourages those with complaints to first contact the professional involved and attempt to find a solution. However, a person may file a complaint at any time by filling out a written complaint form. The processes listed below are for Alternative Dispute Resolution (“ADR”) and Oregon Department of Education (“ODE”) administrative complaints. Translation and interpretation services will be made available to complainants. To receive a translated copy of these procedures please contact (503) 916-3254.

The District will also ensure that resources are provided for complainants who request assistance in preparing a written complaint. Please contact:

Toll-Free Telephone:

- o English: 844-440-0031
- o Spanish: 800-216-1288
- o Toll-free 1-844-301-0005 for callers speaking languages other than English or Spanish

School/Department-based Problem Solving (an ADR complaint process)

In classrooms, schools and departments, our staff, parents and students work together frequently to problem solve issues and improve our processes with the goal of creating the best possible educational experience for students. While not part of the ODE administrative complaint process, the following procedure applies to this type of problem-solving work.

A. If the concern is related to a classroom/school:

1. The complainant is encouraged to first speak to the teacher or staff person involved.
2. If the concern is not resolved through direct communication, the complainant is encouraged to speak with the principal of the school. Principals have ten (10) calendar days to respond to concerns, which may include an in-person conference if requested by any involved party. If the concern is not resolved to the complainant’s satisfaction, the principal shall inform the complainant of the ODE complaint process (below).

¹ When PPS employees have a complaint they will utilize the applicable complaint or grievance procedure in the appropriate collective bargaining agreement or the Non-Contractual Grievance Procedure (5.40.020-P).

B. If the concern is related to a district department:

1. The complainant is encouraged to first speak to the staff person involved.
2. If the concern is not resolved through direct communication, the complainant is encouraged to speak with the staff person's supervisor. Supervisors have ten (10) calendar days to respond to concerns, which may include an in-person conference if requested by any involved party. If a complainant is not sure who the appropriate supervisor is, the complainant may contact the following:

If the concern is related to the district or a district department:

1. Choose the most appropriate office or department for your concern from the list below and call the number next to it. If you need help selecting the appropriate area, need more information, or do not understand the process, call the district Ombudsman at (503) 916-3045.

- Human Resources.....503-916-3544
- Enrollment and Transfer.....503-916-3205
- Athletics503-916-3223
- Student Transportation503-916-6901
- Nutrition Services 503-916-3399
- Student Services.....503-916-3360
- Funded Programs.....503-916-3789
- Talented and Gifted503-916-3358

Or, the complainant may contact The Ombudsman (an ADR complaint process, see below) for assistance.

If the concern is not resolved to the complainant's satisfaction, the complainant may file a complaint under the ODE administrative complaint process.

Note: as stated above, School/Department-based Problem Solving works through the ADR complaint process. Thus, the ODE administrative complaint process does not commence with a complaint to School/Department-based Problem Solving nor is School/Department-based Problem Solving ADR process appealable to the Oregon Department of Education (ODE) unless the complaint alleges a violation involving Division 22 Standards, Restraint and Seclusion, Discrimination, or Retaliation, then, that portion of the complaint must be processed as an ODE Administrative Process (see below). So it is possible that a portion of the complaint may remain

in the School/Department-based Problem Solving (an ADR complaint process) while a portion of the complaint is processed as an ODE Administrative Process (appealable to the ODE).

Ombudsman (an ADR complaint process)

The District has an independent Ombudsman, who can provide **confidential, neutral, independent and informal** assistance to students, staff and community members through the ADR complaint process. The Ombudsman can help complainants' access appropriate staff and resources and assist in resolving concerns in an informal manner, if that better meets the needs of the complainant. To contact the Ombudsman, call (503) 916-3045 or email mbudsman@pps.net.

Note: If a complaint to the Ombudsman alleges a violation involving Division 22 Standards, Restraint and Seclusion, Discrimination, or Retaliation, the Ombudsman is not obligated to utilize the ODE Administrative Process due to the confidential, neutral, independent and informal nature of the Ombudsman's role.

For more information regarding the Ombudsman see the web at: <https://www.pps.net/Domain/76>

ODE Administrative Process (the ODE administrative complaint process is appealable to the ODE)

An ODE administrative complaint may be filed at any time.

Unless another District process applies, the receipt of the written complaint starts the ninety (90) day completion timeline for the purposes of state law. The Written Complaint Form provided by PPS must be filed electronically or in hard copy.

A formal complaint form may be obtained at:

1. On the web at: Website: www.lighthouse-services.com/pps
2. Toll-Free Telephone:
 - o English: 844-440-0031
 - o Spanish: 800-216-1288
 - o Toll-free 1-844-301-0005 for callers speaking languages other than English or Spanish.

A formal complaint form may be filed at:

1. On the web with the Office of the Superintendent at: Website: www.lighthouse-services.com/pps
2. With Lighthouse Services, Inc., a reporting hotline, staffed by an impartial third-party provider whose representatives are trained to handle reports expediently, thoroughly and with sensitivity that will allow any person to report complaints in a confidential manner at:

- Toll-Free Telephone:
 - o English: 844-440-0031
 - o Spanish: 800-216-1288
 - o Toll-free 1-844-301-0005 for callers speaking languages other than English or Spanish

The complaint may be anonymous if so desired.

BENEFITS:

- The service will be available 24 hours a day, 7 days a week, 365 days a year.
- Multilingual services are available in English and Spanish as well as over 140 languages with our interpreter services.
- Toll-free access eliminates concerns over confidentiality and any barriers over cost.
- Open exchange allows users to reconnect with our hotline and add information to an existing report or obtain a status update of a previously submitted report.
- Retention: all our reports are permanently retained and easily retrieved.
- Specialized operators are professionally trained and accustomed to dealing with caller concerns, stress, and frustration.
- The service includes web, fax, mail, e-mail, and toll-free 1-800 live telephonic services.

Complaints will be delivered daily to the Superintendent’s office

The complaint process concludes with the issuance of a written decision by the Superintendent’s Office at Step 2 (below). The complainant at that point can either accept the decision of the Superintendent’s Office, request an appeal to the Board or appeal to the Oregon Department of Education. Note: Portland Public Schools does not determine which complaints the ODE will review. If a complainant appeals to the ODE, the ODE will determine if the complaint will be accepted for review.

There are three (3) steps in the ODE administrative complaint process, each is designed to mediate the problem before moving to the next.

ODE Administrative Complaint Process - Step 1

The complaint should include:

The name and contact information of the complainant and the student’s name, if applicable. In order to facilitate the resolution process, it would be helpful if the

complaint also included the names of any other parties involved, including witnesses, a description of efforts to resolve the concern, and suggestions for resolution.

The complainant shall receive a written acknowledgement of receipt of the complaint within five (5) days of submitting the complaint.

In most situations, the Senior Director of Schools for the involved school, or the appropriate department supervisor, will be responsible for investigating and responding to the complaint at Step 1. The Superintendent may assign a different decision maker at Step 1 as appropriate.

When applicable, the Senior Director or department supervisor will consult with district legal counsel regarding pertinent district policy, and relevant state and federal laws.

All ODE administrative complaints will receive a response in writing within thirty (30) days of receipt of the complaint. The response will include information about the next steps in the complaint process.

ODE Administrative Complaint Process - Step 2 (Appeal to Superintendent)

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review in writing by the Office of the Superintendent. The Step 2 appeal will include the written complaint from Step 1 and the written response from Step 1, any available documentation from the Step 1 process, and the request for Level 2 appeal.

The request for an appeal must be submitted in writing within ten (10) days of the complainant receiving notice of resolution from Step 1.

The complainant shall receive a written acknowledgement of receipt of the complaint within five (5) days of submitting the written complaint.

The Superintendent or designee will review the record, and may choose to meet with involved parties. Any new evidence, concerns or information not previously submitted will be referred back to Step 1. The concerns that were already addressed at Step 1 will continue to proceed through the appeal process.

Following the review, the Superintendent shall decide that:

- A. The original response is appropriate and sufficient, and no further actions will be taken; or
- B. Specific remedial action will be offered or taken.

The Superintendent or designee shall provide copies of the written decision to the complainant. The written decision shall include:

- A statement of facts;

- Addresses each allegation in the complaint;
- Reasons for the district’s decision;
- A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;
- Conclusions of law and legal basis for the decision as required by OAR 581---022-1941. Note: The Oregon Department of Education has explained that “legal basis” and “conclusions of law” mean applying the statute, Oregon Administrative Rule or district policy applicable to the facts;
- Description of the complainant’s appeal rights and timeline.

The decision of the Superintendent is the final decision. The complainant at that point can either accept the decision of the Superintendent’s Office, request an appeal to the Board or appeal to the Oregon Department of Education.

Note: Portland Public Schools does not determine which complaints the ODE will review. If a complainant appeals to the ODE, the ODE will determine if the complaint will be accepted for review.

ODE Administrative Complaint Process - Step 3 {Appeal to the Board or to the Oregon Department of Education (ODE)}

If the complainant is not satisfied with the final decision of the Superintendent, the complainant may request an appeal in writing to the Board of Education.

1. The request for a Board level appeal shall be submitted to the Board Office within ten (10) days of the Superintendent’s decision.
2. The Board will vote on whether to consider the appeal.
3. The Board will have the full written record of the appeal, including documents submitted at Steps 1 and 2, and the decision of the Superintendent.

The complainant will be informed within twenty (20) days after receipt of the appeal as to whether the Board decided to consider the appeal.

If the Board votes to consider the appeal, the Board will vote on the substance of the appeal within thirty (30) days of the Board’s receipt of the appeal. The Board will have the full written record of the appeal. The complainant may provide written information and testimony to the Board during public comment. Any new evidence, concerns or information not previously submitted will be referred back to Step 1. The concerns that were already addressed at Steps 1 and 2 will continue to proceed through the appeal process.

- If the Board does not consider the appeal, the complainant may still choose to file an appeal with the Oregon Department of Education (ODE). *
- If the Board considers the appeal, but does not vote to overturn the Office of the Superintendent's decision, the complainant can file an appeal with the ODE.*
- In addition, there may be instances where complaints may be filed directly with ODE or the State Superintendent and bypass the internal District complaint process. *

*Note: Portland Public Schools does not determine which complaints the ODE will review. If a complainant appeals to the ODE, the ODE will determine if the complaint will be accepted for review.

Further Appeal

Oregon state law (OAR 581---022-1940) allows complainants to appeal a final decision by a school district to the State Superintendent of Public Instruction if the complaint alleges (1) a violation of the standards of the Oregon Administrative Rules, Chapter 581, Division 22, or (2) a violation of other statutory or administrative requirements for which the State Superintendent has appeal responsibilities. Complainants will receive written notice of this right when the decision of the school district is final.

Additional Provisions

A. Complainants may file formal complaints on their own behalf, or on behalf of their enrolled student, or about district policies or practices. Complainants cannot file complaints on behalf of another person or student. This does not restrict the ability of complainants to bring an advocate or support group to any meeting or proceeding. Complainants are encouraged to notify the district that they are bringing an advocate or support group so that accommodations may be made. A meeting or proceeding may be rescheduled in order to accommodate an advocate or support group. The District reserves the right to be represented by counsel. In the event the Complainants are represented by an attorney, the District reserves the right to postpone or suspend any meeting or proceeding until such time as counsel for the District can be present.

B. The goal of the complaint process is to bring timely resolution to issues of concern to complainants. Complaints become more difficult to investigate and resolve if they are not brought forward promptly. At the same time, the District recognizes that there can be legitimate reasons for delay in filing complaints. In order to both promote timely resolution of complaints and ensure the complaint process remains accessible, complaints must be brought within two (2) years of the incident leading to the complaint or within one (1) year of the student leaving the school, whichever is later. This limitation does not bar the consideration of relevant evidence that is older than one (1) year. For incidents that are continuing

in nature, the time limitation must run from the date of the most recent incident or discovery.

C. In some cases, District policies or administrative directive provide a specific complaint resolution and/or appeal process. For instance, the Administrative Directive regarding Student Transfers 4.10.054-AD establishes the process by which student transfer decisions may be appealed. In such instances, the specific procedure shall apply rather than the general complaint procedure.

D. If, during the course of the complaint process, concerns are raised that a specific employee has engaged in misconduct, the Ombudsman, Superintendent or designee will ensure that those complaints are referred to the Chief Human Resources Officer for resolution through the appropriate personnel process. These personnel processes will include provisions in collective bargaining agreements if applicable to the employee. Allegations of employee misconduct are taken seriously and will be investigated.

E. If a complainant does not feel safe addressing a concern directly with an employee, such as in cases of harassment, the complainant may go directly to that employee's supervisor, contact the Chief Human Resources Officer or the Lighthouse Services, Inc. reporting hotline. The Ombudsman is also available to confidentially assist.

F. No District employee, student or Board member may engage in retaliation against any person who files or participates in the complaint process. Any employee or student who engages in any form of retaliation against a person(s) for filing a complaint and/or for participation in an investigation or inquiry will be subject to disciplinary action. As defined in 4.30.061-AD Anti-Harassment, "retaliation" is generally understood to mean: "experiencing an adverse impact after making or supporting a claim of harassment if the impact would deter a reasonable person from making such a claim."

G. The timelines set forth above may be extended by the mutual consent of the complainant and the district. In particular, if a complainant seeks to submit appeals after the time periods set forth in the process, the district may choose to accept those appeals if the complainant agrees to extend the overall time period for resolution for the same number of days as the extension granted to the complainant. If complaints are submitted during a school break, such as Winter Break or summer, during which relevant staff and witnesses may not be available, the District will work with the complainant on the timeline. If the time

limit for a written resolution falls on a non-work day, the limit may be extended to the next business day. In all cases, the district will seek to resolve complaints as expeditiously as possible.

H. As used in this administrative directive, “days” will be counted as “calendar days.”

Policy and Legal References: 4.50.030-P Complaint Policy; 4.30.060-P Anti-Harassment; OAR 581-022-1940; OAR 581-022-1941

Adopted: 11/2014; Amended 5/2016; Amended 8/2017

DRAFT

To: All Employees, Stakeholders, and Affiliates,

As General Counsel of Portland Public Schools, I strongly believe that our core values are not simply words written in an employee manual or on a website page. They are something that we all must live by each and every day while striving to make them a cornerstone of our district culture.

By ensuring that we make every effort to incorporate values such as honesty, integrity, respect and cooperation into our culture, we also ensure that Portland Public Schools lives up to the high ethical standards that make each of us proud to be associated with our organization and recognized as a beacon of ethical behavior throughout our agency.

I also believe that nothing is more important to the long-term success of our organization than the well-being of our employees. With your efforts, Portland Public Schools can achieve the goals that will lead to a bright and prosperous future for all of us. As General Counsel, I realize that I bear responsibility to provide a work environment where employees feel safe and can report unethical or improper behavior in complete confidence.

With this in mind, I am pleased to announce that, effective August 1, 2017, we have engaged Lighthouse Services, Inc. to provide all Portland Public School employees and the general public with access to an anonymous ethics and compliance hotline for reporting possible ethics violations. The purpose of this service is to ensure that any employee wishing to submit a report can do so anonymously and without fear of retribution

Since 2003, Lighthouse Services has specialized in providing independent third-party ethics hotline services to organizations of all types and sizes, with a roster consisting of more than 2,000 clients.

Lighthouse Services provides a toll-free number along with several other reporting methods, all of which are available 24 hours a day, seven days a week for use by employees and staff.

- **Website:** www.lighthouse-services.com/pps
- **Telephone:**
 - English: (844) 440-0031
 - Spanish: (800) 216-1288
 - Toll-free 1-844-301-0005 for other than English or Spanish.

Once again, I want to thank each of you for your efforts and I look forward to continuing our work together in building a company culture based on strong core values and the highest ethical principles.

Regards,

James Harris
General Counsel
Portland Public Schools



Complaint Hotline Policy

SCOPE:

This policy applies to all Portland Public Schools staff, including part time, temporary and contract employees.

PURPOSE:

Portland Public Schools is committed to the highest possible standards of ethical, moral and legal business conduct. In conjunction with this commitment and Portland Public Schools commitment to open communication, this policy aims to provide an avenue for employees and families to raise concerns and reassurance that they will be protected from reprisals or victimization for whistleblowing in good faith. However, if an employee feels that their anonymity is not required then they should follow our existing grievance procedure.

POLICY:

The whistleblowing policy is intended to cover serious concerns that could have a large impact on Portland Public Schools, such as actions that:

- May lead to incorrect financial reporting
- Are unlawful
- Are not in line with company policy, including the Code of Business Conduct; or
- Otherwise amount to serious improper conduct.

Regular business matters that do not require anonymity should be directed to the employee's supervisor and are not addressed by this policy.

SAFEGUARDS:

Harassment or Victimization

Harassment or victimization of individuals submitting hotline reports will not be tolerated.

Confidentiality

Every effort will be made to protect the reporter's identity by our hotline vendor. Please note that the information provided in a hotline report may be the basis of an internal and/or external investigation by our organization into the issue being reported. It is possible that as a result of the information provided in a report the reporter's identity may become known to us during the course of our investigation.

Anonymous Allegations

The policy allows employees to remain anonymous at their option. Concerns expressed anonymously will be investigated, but consideration will be given to:

- The seriousness of the issue raised
- The credibility of the concern; and
- The likelihood of confirming the allegation from attributable sources.

Malicious Allegations

Malicious allegations may result in disciplinary action.

PROCEDURE:

Reporting

The whistleblowing procedure is intended to be used for serious and sensitive issues. Serious concerns relating to financial reporting, unethical or illegal conduct, should be reported in either of the following ways:

- Website: www.lighthouse-services.com/pps

- English: (844) 440-0031
- Spanish: (800) 216-1288
- Toll-free 1-844-301-0005 for callers speaking languages other than English or Spanish

Reporters to the hotline will have the ability to remain anonymous if they choose. Please note that the information provided by you may be the basis of an internal and/or external investigation into the issue you are reporting and your anonymity will be protected to the extent possible by law.

Employment-related concerns should continue to be reported through your normal channels such as your supervisor, HR representative, or to the Chief Human Resources Officer (503-916-3428).

Timing

The earlier a concern is expressed, the easier it is for us to take action.

Evidence

Although you are not expected to prove the truth of an allegation, the person submitting a report needs to demonstrate in their hotline report that there are sufficient grounds for concern.

HOW THE REPORT WILL BE HANDLED:

The action taken will depend on the nature of the concern. The complaint services coordinator received a copy of each report and follow up on actions taken by Portland Public Schools.

Initial Inquiries

Initial inquiries will be made to determine whether an investigation is appropriate, and the form that it should take. Some concerns may be resolved by agreed upon action without the need for an investigation.

Feedback to Reporter

Whether reported directly to Portland Public Schools personnel or through the hotline, the individual submitting a report will be given the opportunity to receive follow-up on their concern:

- * Acknowledging that the concern was received
- * Indicating how the matter will be dealt with
- * Giving an estimate of the time that it will take for a final response
- * Telling them whether initial inquiries have been made
- * Telling them whether further investigations will follow, and if not, why not.

Further Information

The amount of contact between the individual submitting a report and the body investigating the concern will depend on the nature of the issue, the clarity of information provided, and whether the employee remains accessible for follow-up. Further information may be sought from the reporter.

Outcome of an Investigation

At the discretion of the organization and subject to legal and other constraints the reporter may be entitled to receive information about the outcome of an investigation.

Portland Public Schools reserves the right to modify or amend this policy at any time as it may deem necessary.



Guidelines for Internal Personnel Complaint Investigations

The internal personnel complaint process is meant to communicate best practices related to internal investigations conducted by district staff. This document can be utilized as a guide in establishing and maintaining procedures of an investigation. After considering factors such as; staff capacity, possible conflict of interest, and sensitivity of the matter being investigated, the district may engage an external investigator to investigate a personnel complaint. The specific process used for each investigation may vary at the discretion of the investigator assigned.

A personnel complaint is any allegation of misconduct or improper job performance by a PPS employee that, if true, would constitute a violation of district or professional standards reasonably expected of the employee, whether those expectations are communicated orally or in writing. Examples of ways in which expectations are communicated in writing might be a written memo, policy, administrative directive, federal, state or local law, and/or professional standards required by a licensing entity.

The Assistant Superintendent and/or Chief Human Resources Offices (or designee) will determine who will be assigned to investigate the personnel complaint. A thorough investigation is not subjected to a timeline, and the time frame of the investigation may vary depending upon the allegation. In preparation for conducting the investigation, the assigned investigator will review Board policies, administrative directives or other workplace expectations to determine if the alleged conduct possibly violates district expectations. When alleged conduct possibly violates the district expectations, an investigative process will be followed. Below are best practices for conducting effective personnel investigations for Portland Public School district staff.

In certain serious situations where potential harm to students has been alleged, the staff member will be removed from contact with any students, until the issue is resolved. Portland Public Schools collaborates with the Department of Human Services and notify police as needed.

I. Best Practices in Internal Investigations for Complainant(s) and Witness(es)

- If the employee is represented by a union, let the person know they have the right to arrange for a union representative to be present.

The requirement to notify the individual of his/her right to union representation is limited to meetings that could reasonably result in discipline being issued to the person interviewed. If the employee refuses representation, it is best practice to have that employee sign a Waiver of Representation form.

If the employee refuses representation but during the course of the interview indicates s/he now wants representation, all questioning must stop and union representation must be secured before the meeting can proceed.

If at the time of the meeting there is no expectation that the meeting could result in discipline (and therefore a notice of the individual's right to union representation was not given) but the individual shares information which could in turn reasonably result in his/her

discipline, the meeting must stop and notice of the employee's right to representation must be given.

- Interview the complainant(s) and/or witness(es) through a fact finding process which allows the investigator to determine the issue(s) and concern(s) by discovering and establishing the facts of the complaint.
- Employee is advised of confidentiality expectations and, if necessary, is provided with any available support services such as those provided through the district's Employee Assistance Program (EAP).
- Provide employee with a copy of the Board Policy and/or Administrative Directive, as appropriate via email or in person prior to the scheduled interview.
- Gather the facts: who, what, when; identify witness(es); consider whether the responding employee should be temporarily reassigned in duties or location (or placed on paid administrative leave) while conducting the investigation.

II. Best Practices in Internal Investigations for Alleged Wrong Doer(s)

- Contact/inform the person who has allegedly engaged in the reported wrongdoing that a complaint has been filed and that the district is investigating the complaint.
- If the employee is represented by a union, let the person know they have the right to arrange for a union representative to be present.

The requirement to notify the individual of his/her right to union representation is limited to meetings that could reasonably result in discipline being issued to the person interviewed. If the employee refuses representation, it is best practice to have that employee sign a Waiver of Representation form.

If the employee refuses representation but during the course of the interview indicates s/he now wants representation, all questioning must stop and union representation must be secured before the meeting can proceed.

If at the time of the meeting there is no expectation that the meeting could result in discipline (and therefore a notice of the individual's right to union representation was not given) but the individual shares information which could in turn reasonably result in his/her discipline, the meeting must stop and notice of the employee's right to representation must be given.

- Provide a copy of the Board Policy and/or Administrative Directive as appropriate, related to the alleged violation to the employee via email. Be sure to include the employee's direct supervisor and the building or program director on your email to the employee. Include information regarding the district's expectation related to retaliation.

- Interview the person responsible for the alleged violation using a fact finding process which allows the investigator to determine the issue(s) and concern(s) while discovering and establishing the facts of the complaint.

III. Best Practices for Formulating and Documenting Investigation Findings

- Review and analyze all of the information obtained to determine what can be considered factual and likely to have occurred, and what should not be considered in formulating the findings. Review any relevant documentation (texts, email messages, social media, written statements, etc.).
- Consult with the Chief Human Resources Officer and/or Legal Department, if needed, to determine if a policy, administrative directive or workplace expectation was violated.
- Reach conclusion and write the report to include findings of the investigation. Include whether the specific allegations were substantiated, unsubstantiated or inconclusive.
- Communicate to the complainant, the alleged wrong doer and to the alleged wrong doer's supervisor whether the findings showed the allegation(s) to be substantiated, unsubstantiated or inconclusive. These meetings will occur individually.
- Send a memo to the complainant(s) and the alleged wrong doer(s) which communicates the findings of the investigation (substantiated, unsubstantiated, or inconclusive).
- Recommend appropriate personnel action based on findings. The supervisor will work with the Human Resources department with respect to personnel actions taken as a result of the investigation. Personnel actions are considered confidential and will not be shared with the complainant(s), the witness(es) or with any outside third party.



Board of Education Informational Report

MEMORANDUM

Date: 8/10/2017

To: PPS Board of Directors

From: Dr. Van Truong, Interim Assistant Superintendent
Office of Teach and Learning

Debbie Armendariz, Director of Elementary Education
Instruction, Curriculum, and Assessment

Subject: Booksource Contract Update

This contract expenditure falls within an already approved budget for the K-5 Language Arts adoption.

- This contract is a “spend up” contract that secures the prices, discounts, and services listed for the life of the adoption.
- The texts selected will provide our students with culturally appropriate books as well as expanding their exposure to experiences other than their own.
- Currently 20 schools will be adopting the new language arts materials. This plan, which can be adjusted, assumes that in year 2 of the contract we would implement in 20 more schools. In year 3 of the contract, we would implement in the final 18 schools.
- The contract assumes the purchase of 3 classroom libraries per grade level per school. This is an approximation. We know that some schools have more/less than this.
- The contract includes the following:
 - Shipping directly to schools
 - Customization of libraries
 - Labeled storage solutions
 - Accounts and access to digital tools
 - 2 professional development sessions per year for participating schools

Ultimately, the change in vendor will provide a better, more effective product for our classrooms and students, while allocating resources more efficiently, as well.



Board of Education Informational Report

MEMORANDUM

Date: August 10, 2017

To: BOARD OF DIRECTORS, PORTLAND PUBLIC SCHOOLS
Yousef Awwad, Interim SUPERINTENDENT

From: Sharon Reese, Interim Chief Human Resources Officer

Subject: Increasing the wages of Bus Drivers

Introduction:

This resolution increases the wages of District bus drivers to assist in recruiting to fill xx vacant positions.

Background:

The current wages for bus drivers are inadequate to attract a sufficient number of drivers; the District’s wage rate is not competitive with other jurisdictions, and most jurisdictions are having difficulty in attracting candidates.

District	Current starting wage	2017-18 starting wage
Portland Public Schools	\$14.89	Proposed \$16.25
Sherwood	16.77	Not finalized
Beaverton SD	15.61	\$16.56
David Douglas	\$15.75	
Eugene SD	\$14.60	\$14.92
Hillsboro SD	\$15.72	\$16.03
Oregon City SD	\$13.93	not finalized
Salem Keizer SD	\$14.50	2.5% increase

The District currently has 10 vacant positions out of 81 bus driver positions. Robert Kilian Director of Transportation and the District’s external transportation consultant (TransPar) recommended that the District increase its current hourly rate (steps and longevity rates) for bus drivers by \$1.67 per hour.

The bus drivers are represented by the Amalgamated Transit Union (ATU), and the District is currently in bargaining with ATU for a successor contract for the one that expired June 30, 2017. The ATU is willing to allow the District to increase the bus driver salaries immediately without objection, but does not want to sign an MOA or waive the right to propose higher wages in the current contract negotiations.

Summary:

Due to the severity of the bus driver shortage and the need to hire immediately for the school year, District staff is recommending the Board adopt the new higher rates effective August 14, 2017 without a final agreement with the ATU.

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

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Purchases, Bids, Contracts

The Interim Superintendent RECOMMENDS adoption of the following items:

Numbers 5497 and 5498

RESOLUTION No. 5497

Revenue Contracts that Exceed \$150,000 Limit 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”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor 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 the following agreements.

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Oregon Commission for the Blind	7/1/17 through 6/30/18	Intergovernmental Agreement / Revenue IGA/R 64811	Columbia Regional Program will provide transition services for blind and visually impaired students.	\$277,000	V. Truong Dept. Varies Fund 205 Grant G1686
Oregon Department of Education	7/1/17 through 6/30/19	Intergovernmental Agreement / Revenue IGA/R 64777	Provides state and federal funds for program support for regionally eligible children, birth to 21 years of age, with severe low-incidence disabilities. ODE Contract #11046	\$20,741,569	V. Truong Dept. Varies Fund 205 Grant G1700
State of Oregon Department of Human Resources	7/1/17 through 6/30/19	Intergovernmental Agreement / Revenue IGA/R 64923	Provides funds for Youth Transition Program to assist students with disabilities successfully transition from high school to employment, post-secondary education or training. District will provide matching funds in the amount of \$147,443.	\$294,887	V. Truong Dept. Varies Fund 205 Grant G1710
Multnomah County	7/1/17 through 6/30/22	Intergovernmental Agreement / Revenue IGA/R 64957	Provides funding for PPS to provide Attendance Case Work Services at Roosevelt and Kindergarten Teacher Family Visiting Services at Creston, Kelly, James John, Lee, Peninsula, Rigler, Vestal, Whitman and Woodlawn.	\$323,125	J. Fukuda Dept. 5431 Fund 205 Grant G1708

AMENDMENTS TO EXISTING REVENUE CONTRACTS

NO AMENDMENTS TO EXISTING REVENUE CONTRACTS

RESOLUTION No. 5498

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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
ACT, Inc.	9/1/17 through 7/31/18	Personal Services PS 64857	Provide ACT testing to all juniors in Spring 2018. Direct Negotiation PPS-46-0525 (4)	\$159,900	L. Parker Dept. 5405 Fund 101
myON, LLC	9/1/17 through 9/1/18	Digital Resources DR 64850	Provide licenses and programs for 16 elementary schools, two middle schools, & one high school. Contractor will provide six days of on-site professional development and four webinar days. Special Class Exemption Copyrighted Material and Creative Works PPS-47-0288 (4)	\$173,500	A. Lopez Dept. 5407 Fund 205 Grant G1591
Catapult Learning West	9/1/17 through 6/15/18 Option to renew for four additional one-year terms through 6/15/22	Personal Services PS 64922	Design and implement supplemental instructional programs for Title I eligible students enrolled in private schools. RFP 2017-2206	Original Term \$198,703 \$993,515 if renewed for maximum contract length	A. Lopez Dept. Varies Fund 205 Grant G1591
NW Industrial Mechanics	8/16/17 through 11/30/17	Construction C 64895	Replace condensate tank systems at six schools: Markham, Kenton, Cesar Chavez, West Sylvan, Arleta, & Creston. ITB-C 2017-2267	\$171,162	J. Vincent Dept. 5597 Fund 191 Project F1266
Latino Network	8/16/17 through 6/30/18	Personal Services PS 64953	Provide a rigorous, high engagement, after school program for students currently enrolled in High School. Direct Negotiation PPS-46-0525 (4)	\$201,080	J. Fukuda Dept. 5431 Fund 101

Latino Network	8/16/17 through 6/30/18 Option to renew for six additional one-year terms through 6/30/24	Personal Services PS 64952	Colegio de Padres/Parent College engages families in a series of bi-monthly workshop sessions that build skills and provide tools to proactively address student discipline, graduate high school, and reinforce a college-going culture. RFP 2016-2199	Original Term \$164,348 \$1,150,436 if renewed for maximum contract length	J. Fukuda Dept. 5431 Fund 101
Professional Service Industries, Inc.	8/16/17 through 12/31/19	Related Services RS 64687	Special inspection and material testing on the Grant High School Modernization project. Informal RFP 2017-2288	\$178,920	J. Vincent Dept. 3217 Fund 452 Project DA001
Native American Youth Association (NAYA)	8/16/17 through 6/30/18 Option to renew for six additional one-year terms through 6/30/24	Personal Services PS 64958	Provide youth advocates to build relationships with youth participants, families and educators. RFP 2016-2199	\$200,000 \$1,400,000 if renewed for maximum contract length	J. Fukuda Dept. 5431 Fund 101
Greenwood Publishing Group, LLC	8/29/17 through 8/29/21	Digital Resources DR 64981	K-5 Literacy Adoption resources and professional development. Special Class Exemption Copyrighted Material and Creative Works PPS-47-0288 (4)	\$1,200,000	V. Truong Dept. Varies Fund 191 Project B1001
Estrellita, Inc.	8/16/17 through 8/16/20	Digital Resources DR 64930	Dual Immersion Adoption resources and professional development. Special Class Exemption Copyrighted Material and Creative Works PPS-47-0288 (4)	\$500,000	V. Truong Dept. Varies Fund 191 Project B1001
Western Bus Sales, Inc.	8/16/17	Purchase Order PO 137606	Purchase of one 27-passenger walk on school bus and two 20-passenger buses with wheelchair stations. COA 60560 Administering Contracting Agency: Lane County School District	\$190,439	J. Vincent Dept. 5560 Fund 101
Book Source	8/16/17 through 8/7/21	Digital Resource DR 64984	Classroom libraries in both hardcopy and digital form. Copyrighted Material and Creative Works PPS-47-0288 (4)	\$2,178,387	V. Truong Dept. 5555 Fund 191 Project B1001
Playworks	8/30/17 through 6/30/18	Personal Services PS 64988	Provide student management & behavior supports during recess and after school at Sabin, King, Cesar Chavez, Kelly, Rigler, Vestal, Beach, and Boise Eliot – Humboldt. Direct Negotiation PPS-46-0525 (4)	\$ 218,000	A. Lopez Dept. Varies Fund Varies Grant Varies

Inline Commercial Construction	8/16/17 through 11/30/17	Construction C 64975	Abate entire steam tunnel, replace steam pipe, patch, repair and paint walls that have been damaged at Vernon. ITB-C 2017-2272	\$273,273	J. Vincent Dept. 5597 Fund 404 Project X0143
The I AM Academy	8/16/17 through 6/30/18	Personal Services PS 65005	Provide group and individual sessions to schools identified in need of the program. Objectives include improved school attendance, decreased rates of discipline and engagement in extra-curricular activities. Direct Negotiation PPS-46-0525 (4)	\$193,500	J. Fukuda Dept. 5431 Fund 101
Self Enhancement Inc.	8/16/17 through 6/30/18 Option to renew for six additional one-year terms through 6/30/24	Personal Services PS 65007	Provide family engagement services to participating families at Jefferson Cluster Schools. RFP 2016-2199	\$155,000 \$1,085,000 if renewed for maximum contract length	J. Fukuda Dept. 5431 Fund 101

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Multnomah Education Service District	7/1/17 through 6/30/18	Master Contract MSTR 64870	Master contract covering all services MESD provides to District.	\$2,000,000	Y. Awwad Dept. Varies Fund Varies
North Clackamas School District	7/1/17 through 6/30/18	Intergovernmental Agreement IGA 64877	Columbia Regional Program will provide autism support services.	\$330,000	V. Truong Dept. 5433 Fund 205 Grant G1700
Portland Public Schools	7/1/17 through 6/30/18	Intergovernmental Agreement IGA 64820	Columbia Regional Program will provide autism support services.	\$976,800	V. Truong Dept. 5433 Fund 205 Grant G1700
Multnomah County	7/1/17 through 6/30/22	Intergovernmental Agreement IGA 64955	Provide SUN services and programming to be delivered at Bridger, Harrison Park, King, Vernon, Boise-Eliot Humboldt, Scott, Peninsula, Vestal, Beach and Creston.	\$3,051,952	J. Fukuda Dept. Varies Fund 101

Y. Awwad

Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDS adoption of the following items:

Numbers 5499 and 5500

RESOLUTION No. 5499

Revising the Wages for Bus Drivers effective August 14, 2017.

RECITALS

- A. The current wages for bus drivers are inadequate to attract a sufficient number of drivers because the District's wage rate is not competitive with other jurisdictions, and most jurisdictions are having difficulty in attracting candidates.
- B. The District currently has 10 vacant positions out of 80 bus driver positions.
- C. The District's external transportation consultant recommended that the District increase its current hourly rate (steps and longevity rates) for bus drivers by \$1.67 per hour.
- D. The bus drivers are represented by the Amalgamated Transit Union (ATU), and the District is currently in bargaining with ATU for a successor contract for the one that expired June 30, 2017.
- E. The ATU is willing to allow the District to increase the Bus Driver salaries immediately without objection, but does not want to sign an MOA or waive the right to propose higher wages in the current contract negotiations.
- F. Due to the severity of the bus driver shortage and the need to hire immediately for the school year, District staff is recommending the Board adopt the new higher rates effective August 14, 2017 without a final agreement with the ATU.

RESOLUTION

The new wage rates for bus drivers will be as follows:

STEP	DESCRIPTION	HOURLY RATE
1		\$16.25
2		\$17.10
3		\$17.96
4		\$18.82
5	FIVE (5) YEAR LONGEVITY	\$20.14
6	TEN (10) YEAR LONGEVITY	\$21.11
7	FIFTEEN (15) YEAR LONGEVITY	\$22.02
8	TWENTY (20) YEAR LONGEVITY	\$23.03
9	TWENTY-FIVE (25) YEAR LONGEVITY	\$23.84

HOURLY PREMIUMS (over base rate):

DRIVER/TRAINER (DT)	\$1.50
DRIVER/DISPATCHER (DD)	\$2.00
RADIO OPERATOR (RO)	\$2.00
DESIGNATED DRIVER/TRAINER	\$1.50
CASUAL DRIVER TRAINER	\$2.00
(only for hours so worked)	

S. Reese / L. Cusack

RESOLUTION No. 5500

Minutes

The following minutes are offered for adoption:

July 11 and 25, and August 11, 2017