

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
November 24, 2015

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>SUPERINTENDENT'S REPORT</u> | 6:00 pm |
| 2. | <u>STUDENT REPRESENTATIVE'S REPORT</u> | 6:35 pm |
| 3. | <u>STUDENT TESTIMONY</u> | 6:20 pm |
| 4. | <u>PUBLIC COMMENT</u> | 6:45 pm |
| 5. | <u>OMBUDSMAN QUARTERLY UPDATE</u> | 7:05 pm |
| 7. | <u>BUSINESS / CONSENT AGENDA</u> | 7:45 pm |
| 8. | <u>ADJOURN</u> | 8:00 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.



MEMO

To: Portland Public Schools Board of Directors

From: Judi Martin

Date: November 18, 2015

Re: Board Update

On Tuesday, Nov 24th I will be giving the Board an update on the work of the Ombudsman's Office over the last year. It has been a privilege to listen to families and community members and to learn more about the challenges they have experienced. I have been pleased with the willingness of PPS administrators to work closely with my office to assist in resolving concerns and to identify and address systemic issues. I look forward to sharing more with the Board next week.

Please find attached information regarding the work of the Ombudsman's Office.



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



BOARD POLICY
Complaint Policy

4.50.030-P

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



Complaint Resolution Process

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

The District is committed to making the complaint process accessible for our diverse population. Translation and interpretations services will be made available to complainants.

The District has an independent Ombudsman, whose job is to help families, community members, schools and the district resolve issues satisfactorily. The Ombudsman is available to assist all parties through the problem-solving process and the complaint resolution process.

The district encourages parties to meet to reach resolution at the school or department level whenever possible. The complaint process starts when the complaint is submitted in writing by letter, email, or by using the district complaint form as defined in Step 1, below.

I. SCHOOL/DEPARTMENT-BASED PROBLEM SOLVING

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. This type of collaboration is the best way to resolve concerns. While not part of the formal 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 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



Complaint Resolution Process

to the complainant's satisfaction, the principal shall inform the complainant of the complaint process.

- 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 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 Ombudsman for assistance. If the concern is not resolved to the complainant's satisfaction, the supervisor shall inform the complainant of the complaint process.

II. COMPLAINT PROCESS

If complainants are not able to resolve the concern at the school or departmental level, they may file a formal written complaint. The receipt of the written complaint starts the 90 day completion timeline for the purposes of state law. The complaint process concludes with the issuance of a written decision by the Superintendent at Step 2. As further outlined below, the complainant at that point can either accept the Superintendent's decision, request an appeal to the Board or appeal to the Oregon Department of Education.

Step1:

- A. The written complaint must be filed with the Ombudsman or the Office of the Superintendent via letter, email or the written complaint form. The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. In order to facilitate the resolution process, it would be helpful if the written 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 Ombudsman will ensure that resources are provided for complainants who request assistance in preparing a written complaint. The Ombudsman shall



Complaint Resolution Process

provide a written acknowledgement of receipt of the complaint within 5 days of receiving the written complaint.

- B. The goal at Step 1 is to reach a mutually-agreed upon resolution of the complaint. Upon receipt of the written complaint, the Ombudsman or his/her designee shall review the written complaint and gather additional information from involved parties in order to understand multiple perspectives regarding the concern. After gathering information, the Ombudsman will share information with all involved parties to identify possible solutions. In certain situations, the Ombudsman may set up a meeting to discuss options and work toward an acceptable outcome for all parties. The Ombudsman makes recommendations but does not make final decisions regarding complaints.
- C. If the parties cannot reach a mutually acceptable resolution, the Senior Director of Schools for the involved school, or the appropriate department supervisor, will have the responsibility for issuing a decision at Step 1. This supervisor or designee will also be responsible for investigation of the concern and will be involved in the discussions regarding possible mutually acceptable solutions. The Superintendent may assign a different decision maker at Step 1 as appropriate.
- D. When applicable, the Ombudsman will consult with district legal counsel regarding pertinent district policy, and relevant state and federal laws.
- E. All formal complaints will receive a resolution in writing within 30 days of receipt of the complaint. The resolution will include information about the next steps in the complaint process.

Step 2:

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 review will include the written complaint from Step 1, the written resolution from Step 1, any available documentation from the Step 1 process, and the request for Level 2 review.

- A. The request for review shall be submitted in writing within 10 days of the complainant receiving notice of resolution from Step 1.
- B. The Superintendent or designee will review the record, and may choose to meet with involved parties.



Complaint Resolution Process

- C. If significant new evidence is introduced at Step 2, the complainant will be referred back to Step 1 so as to ensure there is an opportunity for meaningful dispute resolution and investigation that includes the new evidence. "Significant, new evidence" is evidence that could have changed the outcome or investigation at Step 1.
- D. If a new, additional concern is raised at Step 2, the new concern will be referred back to Step 1. The concerns that were already addressed at Step 1 will continue to proceed through the appeal process.
- E. Following the review, the Superintendent shall decide that:
 - 1. No substantial evidence exists and no further action will be taken; or
 - 2. Specific remedial action will be taken.
- F. The Superintendent or designee shall provide copies of the written decision to the complainant. The written decision shall include findings of fact, conclusions of law and legal basis for the decision as required by OAR 581-022-1941. 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. All complaints appealed to the Superintendent will receive a resolution in writing within 30 days of receipt of the request for review. The superintendent or designee will include information on the next steps in the complaint process.
- G. The decision of the Superintendent is the final decision. Upon receiving the Superintendent's decision, if the complainant wants to continue to appeal, the complainant may choose to either request an appeal to the Board or appeal directly to the Oregon Department of Education.

Step 3:

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. The appeal will include the concerns and information included in the original written complaint. Any new concerns or substantive information not previously submitted will be referred back to Step 1.

- A. The request for a Board level appeal shall be submitted to the Board Office within 20 days of the Superintendent's decision. The Board will vote on whether to consider the appeal within 20 days following the receipt of the request for appeal. The Board will be provided with the written record of appeal, including documents submitted at Steps 1 and 2, and the decision of the Superintendent.



Complaint Resolution Process

- B. The Ombudsman will inform the complainant within two days after the Board vote as to whether the Board decided to consider the appeal.
- C. If the Board votes to consider the appeal, the Board will vote on the substance of the appeal within 30 days of the Board's decision to consider the appeal. The Board will have the full written record of the appeal. The complainant may submit additional written information to the Board, and may provide testimony during public comment.
- D. If the Board does not consider the appeal, the complainant may still choose to appeal to the Oregon Department of Education. If the Board considers the appeal, but does not vote to overturn the Superintendent's decision, the complainant can appeal to the Oregon Department of Education.

III. 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 to any meeting or proceeding.
- 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 one year of the incident leading to the complaint, or within one year of the complainant learning of the incident leading to the complaint, whichever is later. This one-year limitation does not bar the consideration of relevant evidence that is older than one year.
- 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.



Complaint Resolution Process

- D. If, during the course of the complaint process, concerns are raised that a specific employee has engaged in misconduct, the Ombudsman 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 in cases of harassment, the complainant may go directly to that employee's supervisor or contact the Chief Human Resources Officer. The Ombudsman is also available to 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 complainants seek to submit appeals after the time periods set forth in the process, the district may choose to accept those appeals if the complainants 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. 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."
- I. The Ombudsman is available to answer questions and concerns about the process. The Ombudsman will be responsible for providing information and training to staff on the implementation of the complaint process.



ADMINISTRATIVE DIRECTIVE
Complaint Resolution Process

4.50.031-AD

IV. 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.

Policy and Legal References: 4.50.030-P Complaint Policy; 4.30.061-AD Anti-Harrassment; OAR 581-022-1940; OAR 581-022-1941
Adopted: 11/2014

Portland Public Schools COMPLAINT RESOLUTION PROCESS*

***Please note:** Personnel complaints are subject to complaint procedures available through the Human Resources department. They are not subject to the process and timelines found in the Complaint Resolution Process.

School/Department-Based Problem Solving

- ◇ Concern addressed directly with teacher or staff member
- ◇ If not resolved, concern addressed with Principal or Department Supervisor

Complaint Process Step 1

- ◇ Complainant files written complaint with Ombudsman or Superintendent
- ◇ 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

Complaint Process Step 2

- ◇ Complainant files appeal with Superintendent within 10 days of receiving Step 1 resolution
- ◇ Superintendent or designee reviews complaint and issues written decision within 30 days of receipt of appeal
- ◇ Decision of Superintendent is final

Accept
Superintendent's
decision

Appeal directly
to Oregon
Department of
Education (ODE)

Request appeal to Board

- Board votes within 2 meetings on whether to consider appeal
- If considered, Board votes within 2 regular meetings on appeal

Appeal
to ODE

The PPS District Ombudsman has a neutral role and works informally and confidentially to assist all parties in finding possible solutions.
If you would like the assistance of the Ombudsman, please call 503-916-3045 or email ombudsman@pps.net.

Ombudsman
Complaint Policy
Complaint Resolution Process
Complaint Intake Form
Ombudsman Customer Satisfaction Survey



PPS Home > [Departments](#) > [Ombudsman](#)

Ombudsman

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

An ombudsman serves as an independent and confidential resource, assisting parents and community members in addressing complaints, conflicts and other school-related issues.

The ombudsman:

- Listens.
- Provides information and resources to help resolve your concern.
- Provides information about policies and procedures.
- Recommends policy or practice changes to make PPS more responsive to all families.

Addressing a school-based concern

- If possible, we encourage you to first discuss your concern with the teacher, staff person or principal involved. Many concerns can be resolved at the source.
- However, you may contact the ombudsman at any point during the course of your school-related concern. The ombudsman will help you determine the steps to take to address it.



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PPS Home > Departments > Ombudsman > Ombudsman Customer Satisfaction Survey

Ombudsman Customer Satisfaction Survey

Thank you for assisting the Ombudsman's Office in learning how we can better

[Edit this form](#)

Ombudsman Complaint Intake Form

Month : Day : 2015 :

Name

Email

Phone

Please briefly describe your concern:

What have you already done to try to resolve the problem?

What results would you like to achieve?

Thank you for sharing your concerns. The ombudsman will be in contact with you shortly and no later than 5 days.

Never submit passwords through Google Forms.

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This form was created inside of Portland Public Schools.

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Ombudsman Customer Satisfaction Survey

Thank you for assisting the Ombudsman's Office in learning how we can better assist our customers. Your responses will be kept confidential and will be used for the sole purpose of continually improving our services.

* Required

Contact Information (Optional)

First Name

Last Name

Date

Your Experience

Did you personally interact with the Ombudsman? *

- Yes
- No

If yes, how did you communicate with Ombudsman?

- by phone
- by Email
- in person

Please check the number that best reflects your response, from Strongly Agree (1) to Strongly Disagree (5).

The Ombudsman responded to my initial contact in a reasonable time period.

1 2 3 4 5

Strongly Agree Strongly Disagree

The Ombudsman treated me with respect.

1 2 3 4 5

Strongly Agree Strongly Disagree

I felt the Ombudsman listened carefully to my concern.

1 2 3 4 5

Strongly Agree Strongly Disagree

I felt comfortable sharing confidential information with the Ombudsman.

1 2 3 4 5

Strongly Agree Strongly Disagree

The Ombudsman acted in a fair and impartial manner in addressing my concerns.

1 2 3 4 5

Strongly Agree Strongly Disagree

I would use the services of the Ombudsman again.

1 2 3 4 5

Strongly Agree Strongly Disagree

The Ombudsman was culturally sensitive.

1 2 3 4 5

Strongly Agree Strongly Disagree

How did you learn of the Ombudsman services?

What recommendations do you have regarding the Ombudsman's services?

Please share any additional comments you may have regarding your interaction with the PPS Office of the Ombudsman.

Thank you for your responses!

[Submit](#)

Never submit passwords through Google Forms.



PORTLAND PUBLIC SCHOOLS

Addressing 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 addressing complaints, conflicts and other school-related issues.

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 changes to make PPS more responsive to families.

The district ombudsman will not:

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

Addressing 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.



What happens when a complaint comes to the Office of the Ombudsman that is clearly about a specific employee (or employees)?

- 1) If the complainant would like the assistance of the ombudsman in resolving their issue informally, the ombudsman will offer assistance
- 2) If the concern is unable to be resolved satisfactorily at the school or department level, the complainant may put their concerns in writing
- 3) The ombudsman refers their letter of complaint to the appropriate administrator for further review
- 4) The complainant receives notice from the ombudsman. An example of such a notice is below.

“Dear _____,

Thank you for sharing your concerns. PPS takes allegations of (employee) misconduct very seriously. Because your complaint regards alleged misconduct by a specific employee, your complaint will be addressed through our Human Resources process as a Personnel Complaint rather than through the complaint procedure outlined in the Complaint Resolution Process 4.50.031-Administrative Directive (AD). That AD provides that “[i]f, during the course of the complaint process, concerns are raised that a specific employee has engaged in misconduct, the Ombudsman will ensure that those complaints are referred to the Chief Human Resources Officer for resolution through the appropriate personnel process.” Your letter has been referred to the Chief Human Resources Officer and the Senior Director who is assigned to the school cluster. The Senior Director, (NAME), will be in contact with you to address your complaint.

Please feel free to call me at any time if you have any questions. Thank you again for bringing this matter to the attention of PPS.

Sincerely,

(Signature)”



RESOLVING CONCERNS IN PORTLAND PUBLIC SCHOOLS (PPS)



RESOLVING CONCERNS

- ✘ This training is offered by the Center for Intercultural Organizing (CIO), Portland, OR.
- ✘ The goals of the training are to:
 - + Prepare parents to use the PPS Problem Solving Process to resolve classroom or school and district department concerns
 - + Prepare parents to use the PPS Complaint Resolution Process
 - + Empower students and their families with the understanding that there is a process available to resolve their PPS concerns quickly.
- ✘ The source of the training content is the PPS website:
www.pps.k12.or.us

PROBLEM SOLVING PROCESS

Let's explore the first level of resolving a concern you may have about your student in a Portland Public School. This is called the Problem Solving Process.



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USE THE PROBLEM SOLVING PROCESS

- ✘ To resolve a classroom or school concern
- ✘ To resolve a district department concern

The district has an independent Ombudsman, whose job is to help families, community members, schools, and the district resolve issues satisfactorily. The Ombudsman is available to assist all parties through the Problem Solving Process and the Complaint Resolution Process.

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

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SCHOOL OR DISTRICT DEPARTMENT CONCERN

- 1 • SCHOOL/DEPARTMENT-BASED PROBLEM SOLVING
 - You may speak directly to the teacher or staff person involved
 - If not resolved, you may speak to the school principal or department supervisor
 - Contact the Ombudsman for help if needed
- 2 • Response may include an in person meeting
 - Any party can request an in person meeting
- 3 • If not resolved you may choose to continue to the Formal Complaint Process

5

SCENARIOS

Next, we use the steps of the Problem Solving Process with some realistic scenarios. Put yourself in the place of the parents and think about how you could use the process to address their concerns.



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SCENARIO 1: MARIANA

At a parent/teacher conference you receive feedback that your child, Mariana is acting out in class but it isn't severe and it doesn't happen often. In addition, she sometimes seems disinterested in class activities.

You know Mariana is smart, curious, and loves to learn. You think that she is probably bored because she isn't being challenged in this class.

You tell the teacher that you would like to enroll Mariana in the Talented and Gifted classes so that she is challenged. You suggest that perhaps Mariana could try out the classes to see if they spark her interest more.

The teacher disagrees due to the acting out behavior she has seen.

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SCENARIO 1: QUESTIONS TO ASK

- ✘ Is this a classroom or school concern or a district department concern?
- ✘ Who should you speak to next?
- ✘ How would you briefly describe your concern?
- ✘ How would you briefly describe the resolution you would like to see happen?
- ✘ What are some options or alternative actions that could help resolve your concern?
- ✘ Who could you contact if you need help with the process?
- ✘ What would your next step be if your concern is not resolved?

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RESPONSES TO SCENARIO 1 QUESTIONS

- ✘ This is a classroom or school concern.
- ✘ Begin completing the CIO worksheet Problem Solving Process to Resolve a Classroom or School Concern.
- ✘ You have spoken to the teacher, next you need to speak to the school principal. Be sure to record this information on the worksheet as well.
- ✘ You can contact the PPS Ombudsman if you need assistance with the process.
- ✘ If your concern is not resolved to your satisfaction using the Problem Solving Process, you can move to the Complaint Resolution Process.

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SCENARIO 2: RODRIGO

You get a call from the school letting you know that your son, Rodrigo has been suspended for getting in a fight with another student. This is upsetting because it is his second suspension this year and you learn that the other student in the fight was not suspended.

You and your family came here as refugees and the transition has been difficult, but Rodrigo is trying his best to fit in and get an education.

Talking with refugee families in other schools, you discover that you share similar experiences. Your sons have been harshly punished and missed class days due to frequent suspensions. This makes it challenging for them to keep up with coursework and puts them at risk of not graduating.

You, your family, and other families in the community feel that the punishments are delivered unfairly to refugee students in multiple schools and you would like to see if the policy could be changed.

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SCENARIO 2: QUESTIONS TO ASK

- ✘ Is this a classroom or school concern or a district department concern?
- ✘ Who do you need to speak to first?
- ✘ How would you briefly describe your concern?
- ✘ How would you briefly describe the resolution you would like to see happen?
- ✘ What are some options or alternative actions that could help resolve your concern?
- ✘ Who could you contact if you need help with the process?
- ✘ What would your next step be if your concern is not resolved?

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RESPONSES TO SCENARIO 2 QUESTIONS

- ✘ Even though you discovered that your concern is shared by parents in multiple schools, you need to begin with the Problem Solving Process.
- ✘ Complete the CIO worksheet Problem Solving Process to Resolve a District Department Concern.
- ✘ Include all pertinent information such as witnesses, names of other parties, dates of similar events, if appropriate.
- ✘ Follow the procedure for the District Department Concern on the PPS website and the CIO handouts.
- ✘ Contact the PPS Ombudsman for assistance if needed.
- ✘ If your concern is not resolved to your satisfaction, you can move to the Complaint Resolution Process.

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SCENARIO 3: AKELA

You and your family moved here from Laos three years ago, when your daughter Akela was nine years old. The transition to a new culture was hard and the family struggled to learn English.

Akela was placed in the English Language Learning (ELL) program. She learned English quickly with the help of TV and movies at home. Because of her progress, you feel she is ready for a regular English speaking classroom. This is especially important to prepare her for high school classes, it will help her feel more comfortable in her new country, and she will meet more people in regular classes.

You have talked to the ELL teacher and the principal requesting that Akela be placed in regular classes but they have refused to move her.

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SCENARIO 3: QUESTIONS TO ASK

- ✘ Is this a classroom or school concern or a district department concern?
- ✘ Who do you need to speak to first?
- ✘ How would you briefly describe your concern?
- ✘ How would you briefly describe the resolution you would like to see happen?
- ✘ What are some options or alternative actions that could help resolve your concern?
- ✘ What do you need to do next?
- ✘ Who could you contact if you need help with the process?

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RESPONSES TO SCENARIO 3 QUESTIONS

- ✘ You have spoken to the ELL teacher and the principal about moving Akela to regular classes and they have refused to move her.
- ✘ You can move to the Complaint Resolution Process to resolve your concern.
- ✘ Complete the worksheet Problem Solving Process to resolve a Classroom or School Concern to ensure you have all the information that pertains to your concern.
- ✘ Refer to the CIO handout and the PPS website for detailed information on how to proceed.
- ✘ Contact the PPS Ombudsman for assistance as needed.

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HELPFUL TIPS

- ✘ Whether you have a classroom or school concern or a district department concern, it is essential to follow the Problem Solving Process outlined on the Portland Public Schools website.
- ✘ Refer to the CIO handouts to help you understand the process.
- ✘ Use the CIO worksheet to record your information so you know where you are in the process.
- ✘ Be sure to include all of the pertinent information that relates to your concern on the worksheet and in any meetings with school or district personnel. *For example: names of other parties involved, names of any witnesses, and descriptions of your efforts to resolve the concern, dates/times of meetings, etc.*

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COMPLAINT RESOLUTION PROCESS



Let's say you have followed the Problem Solving Process but your concern was not resolved to your satisfaction. The next step is to move the Complaint Resolution Process.

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HELPFUL TIPS

- ✘ In the Complaint Resolution Process you are referred to as the "complainant."
- ✘ You may file on your own behalf or on behalf of your enrolled student.
- ✘ You may NOT file on behalf of another person or student.
- ✘ You may bring an advocate with you to any meeting or proceeding.
- ✘ Most complaints are resolved within 30 days, with an appeal the process can take no longer than 90 days.

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OVERVIEW OF THE COMPLAINT PROCESS

The Complaint Resolution Process has three steps. You will work with a different person and office for each step.



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STEP 1: RESOLUTION

It is hoped that step one will result in a resolution to your concern. Refer to the CIO handout for a detailed description of this step.

- ✘ **Your responsibility:** File a written complaint with the Ombudsman or the Office of the Superintendent. It is helpful to include all information from the Problem Solving Process.
- ✘ **Program Director's responsibility:** Review the complaint, speak with you about your concerns, speak with others to learn more, provide you with a written decision regarding your complaint.

Note: A written resolution is issued within 30 days after the receipt of the complaint. If this is not satisfactory, move to step two.

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STEP 2: REVIEW

In this step, your complaint is reviewed by the Office of the Superintendent. Refer to the CIO handout for a detailed description of this step.

- ✘ **Your responsibility:** File a written request for a review by the Office of the Superintendent. Be sure to include the complaint and resolution from step one.
- ✘ **Superintendent's responsibility:** The Superintendent, or someone she designates, reviews the record and may choose to meet with the involved parties.
- ✘ **Final decision:** Superintendent decides whether or not further action needs to take place.

Note: Written copies of the decision are provided within 30 days of the receipt of the request. If the final decision does not resolve the concern to your satisfaction, move to step three.

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STEP 3: APPEAL

In this step, you appeal the Office of the Superintendent's decision to the Board of Education (BOE). Refer to the CIO handout for a detailed description of this step.

- ✘ **Your responsibility:** Submit a written appeal to the BOE within 20 days of the Superintendent's decision. Include the information from steps one and two in your appeal.
- ✘ **BOE responsibility:** Board votes whether to consider the appeal within 20 days following receipt of the written appeal.

Note: If the Board votes to consider the appeal, the complainant may offer testimony. If it votes not to consider the appeal, the complainant may appeal to the Oregon Department of Education.

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OMBUDSMAN'S ROLE IN FORMAL PROCESS

- ✘ **Ombudsman's responsibility:** Acknowledge receipt of the complaint, review the complaint, gather and share information; ensure all timelines are met; ensure resources are provided to complainants who request assistance in preparing a written complaint.

Note: The Ombudsman is an informal, neutral and confidential resource. As such, the Ombudsman does not make decisions in the PPS Formal Complaint process. You may contact the Ombudsman at any time if you feel you have been treated unfairly in the process.

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RESOLVING CONCERNS



It is our hope that this training, the worksheets, and the handouts help you and your students feel empowered to resolve your concerns to your satisfaction. Remember, you are not alone - we are here to help you through the PPS Complaint Resolution Process!

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INFORMATION

For further information on the Portland Public Schools (PPS) problem solving and Complaint Resolution Processes:

www.pps.k12.or.us

The PPS Ombudsman:

Judi Martin

District Ombudsman

503-916-3045 ombudsman@pps.net

For further information on the Center for Intercultural Organizing:

700 N Killingsworth, Portland, OR 97217

(503) 287- 4117 www.interculturalorganizing.org

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

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November 24, 2015

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Personnel

The Superintendent RECOMMENDS adoption of the following items:

Number 5164 through 5171

RESOLUTION No. 5164

Election of Probationary Administrators (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the administrators listed below be elected as Probationary Administrators.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as Probationary Administrators for the school year 2015-16 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last
Allison	Adams
Alfredo	Belanger
Keylah	Boyer
Cleann	Brewer
Isaac	Cardona
Grace	Casale
Satrina	Chargualaf
Jennifer	Fontana
Klarissa	Hightower
Seth	Johnson
Kristy	Karsten
Christopher	Lewis
Andrea	Lockard
Elizabeth	Mahlum
Sean	Mailey
Daniel	Malone
Kiya	Masunaga
Emily	Mather
Darryl	Miles
Bradley	Parker
Kaveh	Pakseresht
Kristan	Parman
Alexa	Pearson
Teresa	Seidel
Kate	Silver

Claire	Skelly
Adam	Skyles
Rachel	Smith- Mosel
Scott	Wall
Ronald	Young

S. Murray

RESOLUTION No. 5165

Election of Temporary Administrators

RECITAL

The following person(s) have {has} served or will serve in administrative positions with the District, and the Superintendent recommends them to the Board of Education (“Board”) for election as Temporary Administrators.

RESOLUTION

The Board accepts the Superintendent’s recommendation and by this resolution hereby elects as Temporary Administrators for the school year 2015-16 the following person, according to the employment terms and conditions set out in the standard District contract, with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

First	Last
Debora	Bradway
Lauren	Page
Cynthia	Swingen
John	Ubik

S. Murray

RESOLUTION No. 5166

Election of Contract Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below who has been employed by the District as regularly appointed teachers for three or more successive school years be elected as Contract Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as Contract Teachers for the school year 2015-16 the following persons:

First	Last
Amanda	Carrigg
Kathy	Lloyd
John	Billups

S. Murray

RESOLUTION No. 5167

Election of First-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as a First-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2015-16 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-time

First	Last
Richard	Acuna-Lujan
Rose	Addis
Zandra	Ah Choy- Agusen
Elijah	Ajarapu
Evin	Aksay
Maleka	Allen
Richard	Almeida
Caryn	Anderson
Kimberly	Anderson
Aram	Ansell
Jonathan	Antonucci
Margaret	Appel
Marc	Appell
Robert	Appenzeller
Muna	Arafat
Michael	Archer
Kiera	Asay
Malaika	Askari-Tamu
Haukur	Astvaldsson
Steffanie	Audel
William	Backner
Cameron	Baker
Casey	Baker
Samuel	Balzer
Adam	Bander

Brian	Barnes
Candice	Barnhart
Everett	Barr-Hertel
Cherneisha	Batiste
David	Beckler
Jodi	Beeman
Randa	BenAziz
Cara	Benny
Henry	Benz
Whitney	Berger
Marcy	Berkowitz
Cory	Bettinger
Kellie	Bizer
Jai	Blair
Amanda	Blakemore
Heather	Botcheos
Megan	Bovee
Daniel	Bradach
Jason	Breaker
Kristina	Brinton-Anderson
Danielle	Brooks
Carrie	Brown
Kristen	Buhler
Erin	Burke
Nicholas	Burnett
Laurie	Bush
Michael	Cady Russell
Sandra	Campbell
Kali	Cardenas
Alisha	Chavez
Julie	Christopher
LaVettra	Clayton-Sosanya
Evening	Clemmer
Rebecca	Cohen
Kimberly	Condron
Andrew	Constantinescu
Ryan	Cook

Gabriel	Corona
Brian	Covey
LeAnne	Cox
Jacquelyn	Daniels
Gina	Daviso
Erin	Dec
Kelly	Decklar
Brendan	Deiz
Betsy	Dekker
Deanna	Delgado
Jenna	Devore
Diem-Han	Dinh
Karen	Dischner
Jacqueline	Dixon
Karen	Doersam
Christopher	Downie
Jessica	Dudley
Ashley	Echang
Nathan	Emerson
Christine	Emmanuelli
Jason	Enyeart
Danielle	Erickson
Justin	Fahey
Brynne	Falkowski
Brian	Fennema
Meggie	Feutrier
Elysia	Finear
Meghan	Finn
Bradley	Fleegle
Windy	Ford
Brad	Francis
Lauren	Fuentes
Greg	Garcia
Katherine	Gates
Lia	Gelrod
Emma	Georgetta
Jason	Gershuny
Amy	Gervais
Darshanpreet	Gill

Heather	Goldblatt
Jennifer	Goslin
Jessica	Griffith
Robyn	Griffiths
Gillian	Grimm
Robert	Gruber
Edith	Guitron
Stephen	Gunvalson
Marion	Hackman
Destini	Hagen
Erica	Hale
Ronald	Hall
Craig	Hallman
Kaley	Hambelton
Ann	Hanson
Christina	Hargaden
Phyllis	Harris
Aimee	Havens
Samuel	Hedine
Kevin	Helfman
Jaclyn	Herzog
Tara	Hiramatsu
Tracy	Hollister
Henry	Hooper
Branic	Howard
Ruth	Howard
Javier	Huerta
Jessica	Huls
Kyle	Hunter
Michele	Interian
Jeremy	Johnson
Nicholas	Johnson
Craig	Johnston
Ian	Johnstone
Belal	Joundeya
Meredith	Jue
Cecelia	Kauth
Osamu	Kawasaki
David	Kays

Kaleigh	Kelchner
Michele	Kellar
Adam	Kennybrew
Shawn	Kerr
Carissa	Kerrissey
Matthew	Kertesz
Addy	Kessler
Mariko	Kino Harris
Alexa	Kirk
Ian	Knauss
Pantelis	Kosmas
Joel	Laney
Melody	Lang
Jaime	Lange
Iris	Law
Michelle	Lefevre
Kieran	LeMeune
Michelle	Lenius
Kirsten	Letofsky
Rebecca	Levison
Stuart	Levy
Christina	Lincoln
Kimberly	Livesay
Sheridan	Long
Ursula	Loret de Mola
Jennifer	Lowery
Jennifer	Lowery
Kelly	Lumbard
Amy	Lumbreras
Quinn	MacDonald
Phyllis	Madison
Kelsey	Mahaney
Erin	Mahony
Benjamin	Malbin
Jessica	Mallare
Theresa	Mare
Jerardo	Marquez
Carissa	Marquis
Aaron	Martini

Jeremy	Matsen
Melody	McCracken
Spencer	McEwen
Diana	McKay
April	Mears
Forest	Menke-Thielman
Megan	Metcalf
Brian	Meyer
Stacy	Meyer
Seth	Miller
Claire	Millon
Eric	Mirsepassi
Melissa	Morgan
Robert	Morgan
Leigh	Morlock
Julie	Morris
Kenneth	Muraoka
Joanne	Musa
Noel	Musgnung
Surya	Nagarajan
Craig	Nelson
Kasey	Nelson
Catherine	Nguyen
Rebecca	Norman
Elizabeth	O'Leary
Ambar	Olivas
Emelia	O'Shanecy
Elena	Overvold
Courtney	Palmer
Megan	Palmer
Kathleen	Paradis
Shoko	Parker
Lucas	Partridge
Sara	Peloquin
Maya	Petersen
Anthony	Petraglia
Cristal	Phan
Sean	Pollock

Amy	Polzin
Alexandria	Prahl
Makenzie	Price
Yailine	Quiros
Dawn	Ray
Rachel	Reich
Melissa	Richman
Gary	Riler
Lindsay	Robblee
Michael	Rocha
Ian	Rolfe-Redding
Manpreet	Sadhal
Timothy	Salinas
Debra	Sankovitz
Stephanie	Satoorian
Rachel	Satter
Jeanette	Scantling
Kate	Schmuck
David	Scholten
Charles	Schultz
Michelle	Sechrest
Jessica	Segraves
Anna	Selivanova
Jane	Selkye
Deborah	Shepard
Lukas	Sherman
Lauren	Shiokari
Nataliia	Shudruk
Allison	Shutt
Kumar	Sichel
Alexandra	Smith
Michelle	Spohn
Cortney	Standish
Heathrina	Stanfield
Ashley	Staples
Alexander	Stegner
Christopher	Stevens
Stephen	Stone
Maren	Sturges

Saranya	Sureshkumar
Carolyn	Sykes
Christina	Thomas
Stephanie	Thomas
Sherree	Thomas-Coleman
Michael	Todd
Stephen	Tokarski
Connie	Tran
Tuan	Tran
Catherine	Tucker
Alesia	Valdez
Zulema	Valenzuela
Elizabeth	Van Winkle
Meagan	Vance
Cynthia	Velasquez
Esther	Vieira
Poeko	Waiwaiole
Sarah	Walden
Coral	Walker
John	Walker
Mo	Wang
Ronald	Waugh
Alissa	Weitz
Benjamin	White
Heather	Whitney
Morgan	Whitney
Ledah	Wilcox
Lefred	Wilson
Kelly	Wood
Yi-Hung	Wu
Nicholas	Yoder
Tracy	Zapf

S. Murray

RESOLUTION No. 5168

Election of Second-year Probationary Teachers (Full-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Second-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as Second-year Probationary Teachers for the school year 2015-16 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Full-Time

First	Last
Ashley	Agre
Daniel	Boettcher
Maureen	Bossard
Janelle	Boyle
Treothe	Bullock
Gregory	Burkhead
Angela	Bustamante- Jenkins
Suzanne	Cooper
Christina	Curran
Paul	Daigle
Stacy	Donin
Sarah	Flores
Ayn	Frazee
Salvatore	Frisina
Kathleen	Fuller
Susan	Gregoire
Michael	Harmon
Jennifer	Hopkins
Aimee	Jo
Alexandra	Kaplan
Joshua	Kessluk
Emily	Kinney
Annette	Koegler Idler
Sharon	Larson
Emily	Leonard
Jeremy	Lo
Erin	McCracken Ferro

Cynthia	Medina
Kesia	Micheletti
Kelly	Nichols
Kayla	Price
Juliana	Quastler
Erewyn	Remington
Elizabeth	Ruth
Catherine	Schaper
Ryan	Shipe
Shawn	Sloan
Aron	Steinke
Joshua	Stohl
Elsa	Tellez-Gomez
Trevor	Todd
Elizabeth	Tripp
Alexa	Welle
Amy	White
Steven	Whitewolff
Todd	Williams
Darlene	Zimbardi

S. Murray

RESOLUTION No. 5169

Election of First-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as First-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation, and by this resolution hereby elects as First-year Probationary Teachers for the school year 2015-16 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for

the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last
Kathleen	Allen
Kawaji	Armitage
Kellie	Baier
Rocio	Baker
Josephine	Benson
Julia	Brennan
Hillary	Brown
Andrea	Burke
Katherine	Clem
Peter	Conger
E	Cornett
Lisa	Cunningham
Susan	Dahinden
Nicole	Dalton
Sara	Deede
Natalie	Gardner
Anthony	Garza
Kathryn	Giffert
Susan	Goetz
Grace	Groom
Clinton	Harpster
Keira	Havner
Martina	Iniguez
Kathryn	Jaspers
Melanie	Jeudy
Gillian	Joshi
Lyn	Kennison
Carl	Larson
Rosalie	Lingo
Jay	Longfellow
Anna	Mafchir
George	Massey
Julie	McMillan
Demetrio	Mendez-

	Rodriguez
Erika	Moller
Denise	Montoya
Sean	Nowland
Sara	Power
Cynthia	Redmond
Angelica	Rodriguez
Susan	Sacks
Sylvia	Scott
Catherine	Sheppard
Anna	Sky
Elizabeth	Spiers
Amy	Steel
Alexander	Town
Jason	True
Olga	Volnycheva
Miranda	Weaver
Shawna	Wheeler
Sophia	White
Christine	Wulferdingen

S. Murray

RESOLUTION No. 5170

Election of Second-year Probationary Teachers (Part-time)

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Second-year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation, and by this resolution hereby elects as Second-year Probationary Teachers for the school year 2015-16 the following persons, subject to the employment terms and conditions set out in the standard form contract approved by legal counsel for the District and with all to be placed on the applicable Salary Guide that now exists or is hereafter amended:

Part-Time

First	Last
Elena	Barry

Tiffany	Giackino- Baisch
Sandeep	Kumar
Christina	Mosteller
Teresa	Roberts

S. Murray

RESOLUTION No. 5171

Appointment of Temporary Teachers and Notice of Non-renewal

RESOLUTION

The Board of Education accepts the recommendation to designate the following persons as temporary teachers for the term listed below. These temporary contracts will not be renewed beyond their respective termination dates because the assignments are temporary and District does not require the teachers' services beyond completion of their respective temporary assignments.

First	Last	Eff. Date	Term Date
Michelle	Alonzo	10/8/2015	6/9/2016
Michael	Andrews	9/23/2015	6/9/2016
Tracy	Austin	10/12/2015	6/9/2016
Theresa	Beck Van Heemstra	10/26/2015	6/9/2016
Jason	Bensley	8/27/2015	11/21/2015
Jean	Berg	9/3/2015	1/31/2016
Tamar	Berk	8/24/2015	6/9/2016
Susan	Berniker	10/12/2015	6/9/2016
Yvonne	Berry	8/24/2015	11/16/2015
Brooke	Bettencourt	8/24/2015	6/9/2016
Duane	Bickford	8/27/2015	1/3/2016
Scott	Blevins	8/24/2015	6/9/2016
Laura	Bullard	8/24/2015	12/18/2015
Dana	Bussey	8/24/2015	6/9/2016
Elizabeth	Cannon	11/5/2015	6/9/2016
Susan	Cary	10/12/2015	6/9/2016
Giles	Cattlin	8/24/2015	6/9/2016
Randy	Davis	11/3/2015	6/9/2016
Nicole	Deniston	8/24/2015	6/9/2016
Desiree	Diamond	9/28/2015	6/9/2016
Catherine	Eastman	8/24/2015	1/4/2016
James	Edwards	8/24/2015	6/9/2016
Amy	Ellingson	11/2/2015	6/16/2016
Aarika	Elwer	8/24/2015	6/9/2016
Maureen	Fitzgerald	8/24/2015	6/9/2016
Jason	Franz	8/24/2015	6/9/2016
Jason	Franz	12/1/2015	6/9/2016
Kenneth	Gadbow	8/24/2015	6/9/2016
Andrea	Guthrie	10/16/2015	6/9/2016
Rachael	Hall	8/24/2015	6/9/2016
Andrea	Hartz	8/24/2015	6/9/2016
Martha	Heard	10/20/2015	6/9/2016

Martha	Heard	10/20/2015	6/9/2016
Blair	Hennessy	9/25/2015	6/9/2016
Natalie	Hewitt	8/24/2015	6/9/2016
Mikalene	Hilbers	8/24/2015	6/9/2016
Jason	Horvat	9/21/2015	6/9/2016
Holly	Ingram	10/22/2015	6/9/2016
Jessica	Iser	8/24/2015	6/9/2016
Elizabeth	Ivester	11/3/2015	6/9/2016
David	Jacobson	8/31/2015	6/9/2016
Kimberly	Jarvis	9/25/2015	6/9/2016
Kenneth	Johnson	9/28/2015	1/3/2016
Rachel	Johnson	10/5/2015	2/23/2016
Morgen	Kelm	8/24/2015	6/9/2016
Heather	Kerbo	8/24/2015	6/9/2016
Maia	Kirkelie	11/9/2015	6/9/2016
Tim	Klee	8/24/2015	6/9/2016
Rachel	Kovel	8/24/2015	6/9/2016
Sarah	Lambro	11/6/2015	6/9/2016
Robert	Lichtinger	8/24/2015	6/9/2016
Daniel	Limb	8/24/2015	6/9/2016
Bud	MacKay	10/13/2015	6/9/2016
Ian	McCann	10/12/2015	6/9/2016
Marcia	McCubbin	8/24/2015	10/31/2015
John	McGowan	8/24/2015	6/9/2016
Sonja	Meadows-Cameron	8/24/2015	6/9/2016
David	Meeker	10/22/2015	6/9/2016
Haylee	Melzer	8/24/2015	3/31/2016
Elizabeth	Mick	8/31/2015	6/9/2016
Julie	Miller	9/30/2015	6/9/2016
Amy	Miner	9/21/2015	6/9/2016
Adrienne	Nasdor Jones Baghdadi	8/24/2015	6/9/2016
Timothy	Nicholas	8/24/2015	6/9/2016
Matthew	O'Connor	10/30/2015	6/9/2016
Reba	Parker	10/27/2015	6/9/2016
Adam	Peek	9/21/2015	6/9/2016
Janice	Peterson	8/24/2015	11/8/2015
Timothy	Petrocchi	9/17/2015	6/9/2016
Suzanne	Pinney	11/2/2015	6/9/2016
Wendy	Pires	8/24/2015	6/9/2016
Krista	Ravengael	10/28/2015	6/9/2016
Kathleen	Redmond	9/14/2015	11/25/2015
Karin	Reese	10/5/2015	6/9/2016

Laura	Sandgren	9/8/2015	11/27/2015
Terry	Schwartz	9/24/2015	11/30/2015
Stephanie	Scroggins	8/24/2015	6/9/2016
Roxanne	Sincich	8/24/2015	6/9/2016
Connie	Spieler Compton	8/24/2015	6/9/2016
Wendy	Steele	9/23/2015	6/9/2016
Anna	Steenlage	10/26/2015	6/9/2016
Haley	Thompson	8/24/2015	6/9/2016
Julie	Whitaker	8/24/2015	6/9/2016
Corey	Whitcomb	10/26/2015	6/9/2016
Rebecca	Wilcox	10/16/2015	6/9/2016
Kendra	Wisely	8/24/2015	6/9/2016
Cari	Woods	8/24/2015	6/9/2016
Megan	Young	8/31/2015	6/9/2016

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5172 and 5173

RESOLUTION No. 5172

Revenue Contracts that Exceed \$25,000 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 \$25,000 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 agreements in a form approved by General Counsel for the District.

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
David Douglas School District	9/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62441	DDSD will fund a 0 .75 FTE Teach Oregon grant coordinator.	\$79,616	S. Murray Fund 205 Dept. 9999 Grant G1550
Oregon City School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62446	OCSD will fund one student in a Deaf and Hard of Hearing classroom and one half-time interpreter for a mainstreamed student in a high school classroom.	\$63,400	H. Adair Fund 299 Dept. 5422 Grant S0031

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Y. Awwad

RESOLUTION No. 5173

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Sather Byerly & Holloway LLP	11/25/2015 through 11/15/2017	Legal Services LS 62440	Outside counsel for workers' compensation legal services. PPS-46-0525(3)	\$200,000	Y. Awwad Fund 601 Dept. 5540
Boora Architects	11/25/2015 through 6/30/2016	Architectural Services ARCH 62459	Lincoln High School master planning services. Bond 2012. RFP 2015-2015	\$360,000	J. Vincent Fund 451 Dept. 3120 Project DE116
Stagecraft Industries, Inc.	11/25/15 through 06/30/16	Construction C 62481	Construction services for the replacement of the stage rigging and electrical systems at Cleveland HS ITB-C No. 2015-1993	\$419,895	T. Magliano Funds 438 & 404 Dept. 5597 Projects J0188 & X0115

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
David Douglas School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62444	Columbia Regional will provide the funding for Contractor to obtain Autism Spectrum Disorder program support and supplementary aides and services including coaching, professional development, technical assistance and consulting for school personnel. Purchasing Rule PPS 46-0130(3)(a)(A)	\$196,800	H. Adair Fund 205 Dept. 5433 Grant G1499
Oregon City School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62482	Columbia Regional will provide the funding for Contractor to obtain Autism Spectrum Disorder program support and supplementary aides and services including coaching, professional development, technical assistance and consulting for school personnel. Purchasing Rule PPS 46-0130(3)(a)(A)	\$152,400	H. Adair Fund 205 Dept. 5433 Grant G1499

Multnomah County	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62466	Provide and oversee SUN Community School services and Early Kindergarten Transition program at multiple District schools. Purchasing Rule PPS 46- 0130(3)(a)(A)	\$689,610	L. Poe/H. Adair Fund 101 Depts. 5431 & 5453
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AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
In-Line Commercial Construction, Inc.	10/13/2015 through 12/31/2015	Construction C 61841 Change Order 2	Replace all wire glass at Cesar Chavez, Lee, and Sitton. Additional glass required. ITB 2015-1911	\$3,386 \$150,923	T. Magliano Fund 438 Dept. 5597 Project J0200

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following item:

Number 5174

RESOLUTION No. 5174

Minutes

The following minutes are offered for adoption:

November 3, 2015



Board of Education Informational Report

MEMORANDUM

Date: November 17, 2015

To: Members of the Board of Education

From: Jerry Vincent, Chief, School Modernization

Subject: Bond Program Status – November 2015

In the November 2012 election, the voters approved a \$482M capital improvement bond for Portland Public Schools. The District's Office of School Modernization Staff has developed a set of performance measures to provide management information for the staff and reporting tools for the Bond Accountability Committee and the Board's oversight role. Performance metrics for the 2012 bond program are based on the Balanced Scorecard (BSC).

Attachment 1: Balanced Scorecard Report – November 2015
Attachment 2: Project Management Cost Report – November 2015

Narrative Comments:

1. Roosevelt and Franklin are busy with construction activity both inside and outside the buildings.
2. Faubion School replacement has completed design and will be receiving bids for the work on November.
3. Master Planning efforts at Benson, Lincoln and Madison have begun.
4. Grant has held 2 successful public Design Work Shops and continues to hold DAG meetings and make progress on the design.
5. IP2015 elevator projects continue on schedule and the IP2016 design effort is well underway.



2012 Bond Projects

Project Name	Overall Project Performance	Budget	Schedule	Stakeholders	Equity
Improvements 2013	Green	Green	Green	Green	Green
Roosevelt HS	Green	Green	Yellow	Green	Yellow
Faubion K8	Green	Green	Green	Green	Green
Improvements 2014	Green	Green	Green	Green	Green
Franklin HS	Green	Green	Yellow	Green	Yellow
Improvements 2015	Green	Green	Green	Green	Yellow
Improvements 2015-SCI	Green	Green	Green	White	Green
Grant HS	Green	Green	Green	White	Green
Marshall Campus	Green	Green	Green	White	Yellow
Improvements 2015-Maple	Green	Green	Green	White	Green
Tubman	Green	Green	Green	White	Yellow
Program Contingency	Green	Green	Green	White	Green
Program Mgmt	Yellow	Yellow	Green	White	Yellow



Overall Project Performance



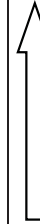
Budget



Schedule



Stakeholders



Equity

Perspective

Perspective

Perspective

Perspective

Narrative Comments:

1. Construction on both Roosevelt and Franklin High Schools remains on schedule for their planned openings.
2. Elevators at Woodlawn and Ainsworth are on track to complete no later than April of this year.
3. Summer 2016 project design activities continue and notices to proceed to contractors are expected in early May of 2016 for submittals and subsequent mobilization for the summer effort.
4. Faubion has selected an abatement contractor and will select a general contractor in November 2015.
5. Grant HS Master Planning continues toward completion in mid December. The re-compete for the design contract caused more than 4 weeks of delay reflected by the red assessment below. The design schedule has been

Schedule Perspective



2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015	SCI Improvements 2015	Grant HS	Marshall Campus	Maple Improvements 2015	Tubman	
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Establish Schedule Target & Strategy	1 Occupancy Date Goal Established	
	2 Project Execution Strategy Developed	
	3 Overall Project Schedule Established	

Objective B Planning, Permitting & Design Phases on Schedule	4 Design Contract Award	
	5 Schematic Design Completed	
	6 Design Development Completed	
	7 Land Use Permit Approved	
	8 Construction Contract Documents	
	9 Building Permit Approved	
		Green = < 0 weeks impact on scheduled design completion date. Yellow = 0 - 4 weeks Red > 4 weeks

Objective C Construction on Schedule	10 Prime Contract Notice to Proceed	
	11 Construction Started	
	12 Substantial Completion Date	
	Green = < 0 weeks impact on scheduled construction completion date. Yellow = 0 - 4 weeks; Red > 4 weeks	

Objective D Meet Occupancy / Completion Schedule Target	13 FF&E Ordered	
	14 FF&E Delivered and Installed	
	15 Projected Occupancy Date	
	Green = < 0 weeks impact on scheduled date. Yellow = 0 - 4 weeks; Red > 4 weeks	

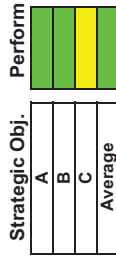
Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015	SCI Improvements 2015	Grant HS	Marshall Campus	Maple Improvements 2015	Tubman	
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Projected Occupancy Dates

09/13	09/17	09/17	09/14	09/17	09/15	09/15	09/15	09/19	12/14	09/15	08/15	
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Narrative Comments:

1. Stakeholder feedback continues to be largely positive with a handful of lower scores in the "yellow". OSM is currently reviewing options to increase constructive feedback.



Stakeholder Perspective

2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman		
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Strategic Objectives	Performance Measures	Performance Targets
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Objective A Meets Educational Needs	1 Project Scope Meets Educational Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	2 Design Meets Educational Needs	Yellow: 3.0 - 4.0
	3 Construction Meets Educational Needs	Red: < 3.0

Objective B Meets Maintenance / Facility Needs	4 Project Scope Meets Maint. / Facility Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	5 Design Meets Maint. / Facility Needs	Yellow: 3.0 - 4.0
	6 Construction Meets Maint. / Facility Needs	Red: < 3.0

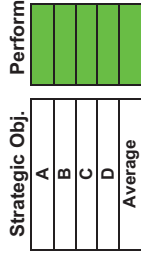
Objective C Design Advisory Group (DAG) Needs	7 Master Planning: Scope Meets DAG Needs	Green: Rating of ≥ 4.0 (1 - 5 scale)
	8 Design Meets DAG Needs	Yellow: 3.0 - 4.0;
	9 Construction Meets DAG Needs	Red: < 3.0



Narrative Comments:

1. Total bond program budget has remained constant at approximately \$550 million.
2. As Tubman, IP2015-Maplewood, IP2015-SCI, and the IP2014 elevators near closeout, all projects anticipate finishing under budget.
3. As noted last month, unforeseen conditions have caused the IP2015 project to exceed the current budget; however savings at the other summer 2015 projects will offset this overage.
4. Similarly Marshall also anticipates exceeding budget; budget from the program contingency will cover this additional cost.
5. Franklin has completed buyout. Roosevelt will finalize buyout in November.

Budget Perspective



2012 Bond Projects

Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Improvements 2013	Roosevelt HS	Faubion K8	Improvements 2014	Franklin HS	Improvements 2015	Improvements 2015-SCI	Grant HS	Marshall Campus	Improvements 2015-Maple	Tubman	Program Contingency	Program Mgmt
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Strategic Objectives	Performance Measures	Performance Targets
Objective A Project Budget and Scope Aligned	1 Initial Cost Estimate of Approved Scope	≥ 10% Contingency Available
	2 Master Plan	Within Budgeted Amount

Objective B Planning & Design Costs within Budget	3 Projected Total P & D Costs	Within Budgeted Amount
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Objective C Construction Costs within Budget	4 Construction Cost Award Price or GMP	Within Budgeted Amount
	5 Construction Cost Current Estimate thru 50% complete	>5% project level contingency

Objective D Project within Budget	6 Total Project Costs Within Budgeted Amount	Within Budgeted Amount
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Project Management Cost Report

Project Cost Summary Report for 2012 Capital Improvement Bond Program

Capital Program Start Date: Nov 2012

Report Run Date: 11.01.2015

Capital Program End Date: Nov 2020

Project Name	Original Project Budget	Project Budget Changes	Current Budget	Project Estimate At Completion	Forecasted Over/(Under)	Invoices Approved
Franklin HS Modernization	81,585,655	24,985,204	106,570,859	101,178,542	(5,392,317)	15,621,846
Grant HS Modernization	88,336,829	23,554,752	111,891,581	99,504,549	(12,387,032)	172,331
Roosevelt HS Modernization	68,418,695	28,198,736	96,617,431	89,487,431	(7,130,000)	13,240,824
Faubion Replacement	27,035,537	21,804,881	48,840,418	44,293,251	(4,547,167)	3,629,276
Improvement Project 2013	9,467,471	2,501,829	11,969,300	11,967,307	(1,993)	11,963,139
Improvement Project 2014	13,620,121	4,486,678	18,106,799	17,878,493	(228,306)	17,705,928
Improvement Project 2015	13,521,066	(72,924)	13,448,142	13,603,723	155,581	11,912,851
Improvement Project 2015 - Maplewood	1,122,050	522,477	1,644,527	1,547,677	(96,850)	1,456,303
Improvement Project 2015 - SCI	-	2,542,153	2,542,153	2,125,879	(416,274)	1,684,006
Improvement Project 2016	15,274,437	(1,708,654)	13,565,783	12,495,569	(1,070,214)	165,044
Improvement Project 2017	6,796,707	3,429,227	10,225,934	8,692,044	(1,533,890)	-
Improvement Project 2018	9,062,119	(8,419,808)	642,311	545,964	(96,347)	-
Improvement Project 2019	-	273,995	273,995	232,896	(41,099)	-
Master Planning - Benson HS	191,667	308,333	500,000	425,000	(75,000)	5,929
Master Planning - Cleveland HS	191,667	(191,667)	-	-	-	-
Master Planning - Jefferson HS	191,667	(191,667)	-	-	-	-
Master Planning - Lincoln HS	191,667	208,333	400,000	400,000	-	8,767
Master Planning - Madison HS	191,667	208,333	400,000	400,000	-	-
Master Planning - Wilson HS	191,667	(191,667)	-	-	-	-
Marshall Swing Site - Bond 2012	-	4,359,080	4,359,080	4,586,474	227,394	3,864,785
Tubman Swing Site - Bond 2012	-	2,335,000	2,335,000	2,128,867	(206,133)	473,291
Swing Sites & Transportation	9,550,000	(9,550,000)	-	-	-	-
Educational Specification	-	300,000	300,000	287,768	(12,232)	275,168
Debt Repayment	45,000,000	-	45,000,000	45,000,000	-	45,000,000
2012 Bond Program	92,059,311	(31,183,367)	60,875,944	40,181,236	(20,694,708)	12,804,310
	482,000,000	68,509,258	550,509,258	496,962,671	(53,546,587)	139,983,798