

September 9, 2014

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

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OFFICE OF THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
BLANCHARD EDUCATION SERVICE CENTER
PORTLAND, OREGON

The Study Session of the Board of Education came to order at 6:05pm at the call of Co-Chair Pam Knowles in the Board Auditorium of the Blanchard Education Service Center, 501 N. Dixon St, Portland, Oregon.

There were present:

Pam Knowles, Co-Chair
Ruth Adkins, Co-Chair
Bobbie Regan
Tom Koehler
Steve Buel
Matt Morton
Greg Belisle - *absent*

Minna Jayaswal, Student Representative

Staff

Carole Smith, Superintendent
Caren Huson Quiniones, Board Clerk

PUBLIC COMMENT

Jacqueline Leong stated that the District needed to improve access to the Mandarin Immersion Program, but asked how the District plans to staff those classrooms with highly qualified Mandarin teachers. Teachers were unable to obtain visas to teach in PPS. We need to remove the barriers for qualified dual language immersion teachers..

David Porter stated that he was excited about the Dual Language Immersion interim recommendations before the Board, but the Spanish immersion proposal was too wishy-washy, and none of the recommendations did anything for native English-speaking students who wish to study a different language. Mr. Porter suggested that PPS locate additional immersion programs in vacant schools; opening Kellogg was imperative for the Vietnamese Immersion Program.

Andrea Sanders stated that there was a huge issue with transportation. There is a 30-day gap for a high school student to receive a TriMet pass if they do not sign up before school begins. Ms. Sanders asked what the contingency plan was for those high school students who do not have transportation for those 30 days.

Greg Burrill commented that it was great to be a substitute teacher and described his first week of classes. Mr. Burrill added that he will be performing research on how schools are doing this year.

Jade Chan reported that 123 students had applied for the 56 kindergarten spots in Mandarin at Woodstock. The competition was fierce. Ms. Chan stated that she served on the Dual Language Immersion Expansion Committee and offers the following three comments: slots are reserved for native speakers but PPS should also consider heritage speakers; she is concerned about high qualified Mandarin teachers; and, PPS should use the Vietnamese Program as an example.

Lisa Lyon stated that her son attends a PPS school and has dyslexia. Many children who have dyslexia were not getting the evidence-based instruction that they need in order to read. Approved teacher training was needed. Ms. Lyon invited PPS teachers to attend their October 10th Dyslexia 101 class.

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UPDATE: FIRST WEEK OF SCHOOL

Superintendent Smith thanked everyone who participated in Community Care Day, and reported that she had spent the first day of school at Sitton where a third of their staff is new and they have a counselor for the first time in five years. Superintendent Smith also welcomed the new principals across the District and stated that 500 new educators were recently hired. 181 of the 500 instructors were new positions. PPS enrollment numbers were up and we opened the first Vietnamese Immersion Program in the State of Oregon.

PRESENTATION: TEACHER EVALUATION

Sascha Perrins, Senior Director of Schools, stated that this is the fourth year that PPS has collaboratively worked with the Portland Association of Teachers (PAT) on the teacher evaluation process. John Berkey, PAT Consultant, reported that it has been difficult work due to the ever- changing state and federal requirements. Mr. Perrins and Mr. Berkey provided a PowerPoint presentation which explained the evaluation cycle and the process flow. The goal of the teacher evaluation process was to improve education.

Director Morton stated that he was always concerned about creating consistency among the evaluators as personality and relationships could create a challenge. To him, it seemed like we were trying to minimize the subjectivity, and the goals seem to be somewhat subjective. He would like to know what the process looks like in a school. Mr. Berkey commented that the evaluation is a self-reflection of the teacher of what is appropriate, but it must be school-wide. Teachers must work with their colleagues across the grade, and the goal is collaborative with the principal. Director Koehler asked where teachers working with each other came into play. Mr. Perrins responded that teachers may work with other teachers, or they could choose a subject that no one in their group is doing. However, there is no requirement in the process that teachers build goals in collaboration. Mr. Berkey added that teachers can provide input to other teachers, but teachers are not the evaluators.

Director Regan commented that in terms of principals as instructional leaders and having dozens of teachers in their building, what type of supports are we providing to the principals to have the time and capacity to be in the classrooms to do the evaluation work. Mr. Perrins responded that there wasn't much more important work for a principal to do than teacher evaluations, so it is priority work. Staff is working with Human Resources to determine how we can support principals more. Mr. Berkey stated that the training that is provided to the principals should help them in making the evaluation process easier.

Director Buel questioned what state law required on how many times a teacher must be evaluated. Mr. Perrins responded that teachers are required to be evaluated every year, and PPS teachers are constantly evaluated. PPS is in line with what is required. Director Buel stated that he would like to see an evaluation one year and the next year be a year of support. Director Buel asked how PPS decides to place a teacher on a Plan of Assistance. Mr. Berkey responded that the process used to be more loosely defined, but the evaluation tool today addresses those aspects on why a teacher is placed on a Plan of Assistance. The evidence must exist and there must be a specifically stated problem. Mr. Perrins added that no teacher should be saying that they don't know why they are on a Plan as evidence is always presented to them. Director Buel questioned if a principal sits down and talks with each teacher about their curriculum. Mr. Perrins and Mr. Berkey responded yes. Mr. Berkey commented that they encourage informal check-ins on a regular basis.

Co-Chair Adkins stated that having both the District and PAT present the report was inspiring.

Student Representative Jayaswal mentioned that to make the teacher evaluation more objective, why don't we have two evaluators per teacher. Mr. Perrins responded that it would be cost prohibitive. Mr. Berkey added that the handbook requires that there be only one main evaluator.

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PRESENTATION: COMPLAINT POLICY

Judi Martin, Ombudsman, provided a PowerPoint presentation and stated that an Ombudsman does not take sides; they are a neutral party looking for a fair solution.

Jollee Patterson, General Counsel, stated that staff has begun the revision of the District's Complaint Policy to make it more transparent and accessible. Ms. Patterson provided an overview of the draft policy which establishes the specific complaint process. Most concerns are resolved at the school or department level. The new policy will indicate that a written complaint will begin the process and the Ombudsman would then be involved and try to solve the problem between the parties involved. Ms. Patterson provided a flow chart of the complaint process and added that the Citizen Complaint Policy currently on record would be revoked by the Board.

Director Buel asked for clarification of when a complaint goes to Human Resources or not. Ms. Patterson responded that when staff investigates the concern, and there are allegations of misconduct by an employee, that would go to Human Resources; however, the complainant is not entitled to know information through the process on the teacher. Director Buel stated that we need to think more about what we can tell a parent in order to close the issue. Director Buel questioned who would investigate the various complaints. Ms. Patterson responded that staff would clarify that at Step 1 of the process on who will be responsible for the investigation. Every investigation will look different based on the nature of the allegation. Director Buel stated that we need to think about who will investigate complaints.

Director Morton commented that there were underserved communities who do not have the experience with shepherding complaints/concerns throughout the District. There was frustration with the process as they continue to be thrown into another voicemail system or bounced around. How will we be sure we are hearing their voices? Director Morton stated that he is interested in how we will implement the process equitably across the District. Ms. Martin responded that she was very experienced in working with the underserved and a large organization like PPS. They need a trusted member in the community before they will come forward and she will work with the community organizations that work with those families. She will make sure the organizations are aware of the District's process, and she will also be out in the schools to let the community know she is available.

Director Regan asked whether it was required to go through the teacher or principal first if a parent had a complaint. Ms. Patterson responded that it was not a requirement of starting the process; the word "should" was used as we want to encourage problem-solving at that level. Director Regan commented that in terms of a written complaint, the way it is described was pretty detailed. Ms. Patterson stated that staff was asking for a lot of information in writing to try to get as much information up front as possible to move the process quickly. If that seems too burdensome, then staff can take that back and look at how much information we are actually asking for. The goal is not to make this an exclusionary or difficult part of the process. Director Buel suggested using the Work "may" instead of "should". Director Regan commented that she would be more comfortable with everything going to a single contact, like the Ombudsman, as we need to track how successful we are with the policy and new practice.

Director Regan shared her frustration that the Board was not involved in the writing of the policy. If a request for a Board appeal comes to them, the Board will vote on whether to accept the appeal. If four Board members informally talk and say they will not hear the appeal, then it is not heard. Director Regan asked what the process was for the Board in deciding on whether or not to hear the appeal. Ms. Patterson responded that the policy was written to separate the work of the Superintendent and the work of the Board. If an appeal is filed with the Board on the Superintendent's decision, the Board would review the record and vote on whether or not to hear the appeal. Co-Chair Knowles questioned whether staff considered a process similar to the Board's Charter Committee where a panel of three members would make a recommendation to the Board on whether or not to hear an appeal. Ms. Patterson responded that that could be a possibility; the question is, does the Board hear every appeal that comes before them. Director Regan commented that right now the process feels cumbersome and the Board should discuss it.

Director Buel stated that staff needs to spell out the exact process for the appeal and asked would there be a summary provided from the Superintendent and the Complainant. It must be clear.

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Student Representative Jayaswal mentioned that she feels empowered as a student that she could file a complaint and have a facilitator present.

Director Morton mentioned that regardless of the process, Board members hear about what is going on. If the process is creating frustration for a complainant, that is not acceptable. We want a smooth, clear process.

Co-Chair Adkins stated that she did not want to have an automatic hearing on every appeal. Whether we have an ad hoc committee or a clear process, she is concerned about the large priorities the Board has to work on this year. She wants to make sure the Board stays in its governance role and hopes a middle ground can be reached.

Co-Chair Knowles suggested that the wording in the policy should not mention Board meeting titles; instead, it could state a number of days. She also asked that a committee of the Board could hear an appeal and recommend a decision to the remainder of the Board. The Ombudsman should be stated in the policy itself, and we need a diagram of the process. Also, we should include a definition of "retaliation" in the policy. Ms. Patterson responded that she would send revised language to all Board members.

Director Regan commented that she would like to handle all parent complaints at the District level instead of bumping it up to the state. Also, she would like language added to the resolution on how often the Board will receive updates on the policy. Director Buel added that we should also add language that indicates all decisions will be in writing.

At 8:50pm, the Board took a five minute break.

DUAL LANGUAGE IMMERSION INTERIM (DLI) RECOMMENDATIONS

Debbie Armendariz, Dual Language Program Senior Director, and Michael Bacon, Dual Language Programs Assistant Director, provided a PowerPoint presentation and gave an overview on the current Dual Language Immersion programs at PPS.

Ms. Armendariz suggested the following recommendations:

- Continue to review enrollment data in Fall 2014 to identify demand for program and potential sites for Spanish DLI in outer southeast and north/northeast Portland.
- Identify a strategy for serving Somali speakers in their native language in Fall 2015 or Fall 2016 in Wilson, Madison or Roosevelt clusters.
- Consider creating an additional Chinese Dual Language Immersion program in outer southeast/Harrison Park area in Fall 2015.
- Identify a permanent home for Vietnamese DLI program to outer southeast.
- Working with the Russian speaking community, develop a collaborative partnership with the home districts of the Russian speaking EBs currently in our Russian immersion program. This partnership would identify strategies to better serve students and improve access to the program.
- Initiate and support DLI programs in PreK and Head Start prioritizing access for emerging bilinguals and historically underserved students.

Director Koehler stated that the District should do a lot more than what we are doing and more than what is being proposed. He would like to offer DLI to all students. Director Koehler questioned the additional cost to provide immersion programs. Ms. Armendariz responded that cost would depend on the language, recruitment efforts, and materials in the language. It is fairly easy to open another class in Spanish, but beginning the Vietnamese program was quite costly.

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Co-Chair Adkins commented that she was very excited about the information presented and added that we need to work with the state on visa issues in order to obtain qualified dual language instructors. We need to do this right and with fidelity.

Director Regan questioned where the evidence was of how this is making a difference for our students. What are we seeing in PPS in closing the achievement gap, and is it doing what it is supposed to be doing? Ms. Armendariz responded that the District was part of a three-year research study that will provide the answers. What we know so far is that families who enter the immersion programs stay with our District. Director Regan suggested that the District proceed with caution until we have the data; we need to know that the programs are working well.

Director Buel asked if the District had a three-year recruitment plan in trying to reach juniors in college now so that we can hire them two years down the road as a dual language instructor. Ms. Armendariz responded that staff was currently developing a one-year and three-year recruitment plan. Sean Murray, Chief Human Resources Officer, added that staff was also in the process of developing relationships with colleges and universities when we recruit.

Co-Chair Knowles stated her concern about capacity for kindergarten and pre-K level of immersion.

ADJOURN

Co-Chair Knowles adjourned the meeting at 9:55pm

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Purchases, Bids, Contracts

The Superintendent RECOMMENDED adoption of the following items:

Numbers 4956 and 4957

Director Adkins moved and Director Morton seconded the motion to adopt the above numbered item. The motion was put to a voice vote and passed unanimously (yes-6, no-0; with Director Belisle absent and Student Representative Jayaswal voting yes, unofficial).

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RESOLUTION No. 4956

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
Multnomah County	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61086	Various: Funds to implement the Early Childhood and Schools PBIS Collaboration Project component of the Early Learning Multnomah Kindergarten Readiness Partnership and Innovation Program at Clarendon RELC, James John, and Cesar Chavez.	\$174,567	H. Adair Fund 205 Dept. 9999 Grant G1442
Portland Water Bureau	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61032	Various: Funds to remediate lead-based paint in various schools.	\$50,000	T. Magliano Fund 205 Dept. 9999 Grant G1408
Columbia Regional Programs	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 60983	District will provide 7.56 FTE Autism Consultant/Specialist to regionally eligible students from birth to age 21.	\$948,000	L. McConachie Fund 205 Dept. 5433 Grant G1342
Estacada School District	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61066	Columbia Regional Program will provide regionally eligible school-age children with deaf and hard of hearing classroom services.	\$37,225	L. McConachie Fund 299 Dept. 5422 Grant S0031
David Douglas School District, on behalf of MECP	7/1/2014 through 6/30/2015	Intergovernmental Agreement/Revenue IGA/R 61067	Columbia Regional Program will provide regionally eligible children ages 3-5 with deaf and hard of hearing pre-school classroom services.	\$243,250	L. McConachie Fund 299 Dept. 5422 Grant S0031

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AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
The University of Oregon	6/1/2014 through 5/31/2015	Intergovernmental Agreement/Revenue IGA/R 59539 Amendment 2	Funding for year three of the three year K-12 Oregon Chinese Flagship grant project.	\$400,000 \$1,250,000	D. Armendariz Fund 205 Dept. 9999 Grant G1273

LIMITED SCOPE REAL PROPERTY REVENUE AGREEMENTS AND AMENDMENTS

No Limited Scope Real Property Revenue Agreements or Amendments

R. Dutcher

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RESOLUTION No. 4957

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
CDW-G	9/10/2014	Purchase Order PO XXXXX	District-wide: Purchase of 202 tech bundles for Phase I of the Tech Bundle project.	Not-to-exceed \$500,000	J. Klein Fund 407 Dept. 5581 Project A1007
Open Meadow Alternative School, Inc.	8/1/2014 through 6/30/2015	Personal Services PS 61059	Various: Provide mentoring, tutoring, counseling and advocacy for 165 freshmen and 94 sophomores at Franklin, Madison, and Roosevelt for the 2014-2015 school year.	\$220,000	K. Duron Fund 205 Depts. 3215, 3218 & 3124 Grant G1188
J. C. Ehrlich Co., Inc. dba, Eden Advanced Pest Technologies	10/1/2014 through 1/13/2022	Cooperative COA 60945	District-wide: Provide integrated pest management service for all District buildings and properties per PPS Integrated Pest Management Program Manual.	\$500,000	T. Magliano Fund 101 Dept. 5593
Albina Head Start	9/1/2014 through 8/31/2015	Personal Services PS 61093	Roosevelt & Madison: Provide child care program for 28 infants and toddlers.	\$200,000	K. Wolfe Fund 101 Dept. 4306

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
North Clackamas School District	7/1/2014 through 6/30/2015	Intergovernmental Agreement IGA 60980	Provide 2.46 FTE Autism specialists for students eligible for low incidence Autism services.	\$308,400	L. McConachie Fund 205 Dept. 5433 Grant G1342

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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
Mojo's Transportation, Inc.	8/20/2014 through 6/30/2015	Services SR 58939 Amendment 3	District-wide: Provide specialized transportation services on a requirements basis. RFP 2011-1421	\$225,000 \$325,000	T. Brady Fund 101 Dept. 5560
Washington High School LLC	8/30/2014 through 10/31/2014	Services GS 60714 Amendment 1	Provide funds for the demolition of the heating plant building.	\$30,000 \$167,765	T. Magliano Fund 445 Dept. 5597 Project K0108

R. Dutcher

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Other Items Requiring Board Action

The Superintendent RECOMMENDED adoption of the following item:

Number 4958

Director Adkins moved and Director Morton seconded the motion to adopt the above numbered item. The motion was put to a voice vote and passed unanimously (yes-6, no-0; with Director Belisle absent and Student Representative Jayaswal voting yes, unofficial).

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RESOLUTION No. 4958

2014-15 Inter-District Student Transfer Slot Increase

RECITALS

- A. In May, 2014, the PPS Board of Directors authorized 800 slots for students to transfer into PPS from other districts and 30 slots for students who live in the PPS boundary to transfer to schools in other districts. The slots and lottery placement procedures were established in accordance with House Bill 2747 and House Bill 4007.
- B. An initial application and lottery process was held in June. While there have been enough transfer releases from students approved in to PPS to accommodate most new applicants, there have been few releases of transfers out of PPS. As a result there is still unmet interest in transfers out, particularly from families who recently moved into the PPS boundary but would like their students to remain at their former non-PPS schools.
- C. Superintendent Smith recommends ten additional transfer slots be available to students seeking transfer to schools outside of the PPS boundary.
- D. If approved, staff will accept applications for a limited period of time. If more than 10 applicants apply for the new slots, priority will be given to students applying to remain at the schools they attended in the 2013-14 school year, as well as siblings of students enrolled in the requested school. A random tie breaker will be used as needed.

RESOLUTION

- 1. The Board of Directors for Portland Public Schools accepts the Superintendent's recommendation to open 10 additional slots for PPS resident students to transfer out to other districts beginning in the 2014-15 school year.
- 2. The Board directs the Superintendent and staff to open an application process, conduct a lottery and provide results to families by September 19, 2014.

H.Adair