

September 16, 2013

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

A Meeting of the Board of Education came to order at 6:07pm at the call of Co-Chair Greg Belisle 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
Bobbie Regan
Tom Koehler
Steve Buel
Matt Morton
Greg Belisle, Co-Chair

Andrew Davidson, Student Representative

Staff

Carole Smith, Superintendent
Caren Huson-Quiniones, Board Senior Specialist

PUBLIC COMMENT

Dr. Martin Pall, Washington State University Professor, stated that he has worked in Environmental Medicine since 2007, and that there was a lack of safety with wi-fi. Electromagnetic fields can attack channels in the plasma membranes of cells which can cause autism, Timothy Syndrome, Type 2 Diabetes, and cardiovascular disease.

Merry Callahan commented that wi-fi was atomic radiation. Wireless radiation health effects are the same as nuclear radiation exposure. The large electronic firms lie to you.

Holly Henning, a teacher at Sitton, asked the Board to stay at the table and bargain with the Portland Association of Teachers (PAT). The Board needs to build a partnership with them. Teachers are not supported in raising achievement and closing the gap. PAT asked the District to talk to them about class sizes, but you refused to talk to them, stating it wasn't the right venue. The District will not discuss equity with them.

Aubrey Pagenster requested the Board reconsider the plan to limit face-to-face bargaining and mediation. She has been a teacher for nine years in PPS and has rarely felt honored, supported or trusted by central staff. Her employer has decided to craft a strategy over management rights. She would like to see Board members at bargaining sessions.

Mike Bauer commented that he has worked at Roosevelt for 10 years and that PPS teachers are committed to their students. He was concerned about mediation and how it will affect the kids. The District has made it clear that they want to follow the bargaining laws. Mediation means we are not working together.

Director Buel thanked the teachers for their comments and stated that he hoped they would be compensated. Director Buel proposed that a majority vote of the Board should be allowed to put issues on the agendas of future board meetings. At this point, he would follow the current procedure. He felt there was a usurpation of power by the Board Chair. Board members meet in

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small meetings behind the scenes. His motion would be one of just an announcement to be a responsible government body. Bad government makes bad decisions. Co-Chair Belisle indicated that he would be happy to discuss Robert's Rules with Director Buel at a later date and thanked Director Buel for recognizing that we do have Board policies and protocols for our meetings.

PORTLAND ASSOCIATION OF TEACHERS (PAT)

Gwen Sullivan, PAT President, stated that she did not know the District's plan or playbook, but she was asking the Board to stop using it. Face-to-face conversations are needed for bargaining; that's when you start making progress. If the union knew what the District's interests are and why you want to address it, then maybe we can have change. The aggressive approach that has been used is not in the best interest of the District and students. We should be working together on behalf of the kids. Co-Chair Belisle stated that the District also wanted to work towards agreement and hopes that progress is made in the mediated sessions.

PRESENTATION: OREGON DEPARTMENT OF EDUCATION (ODE)

Jesse Parsons of ODE reported on the work with the SIG program at Roosevelt. Roosevelt had applied and won an award in the amount of \$7 million over the last three years. He highlighted the accomplishments that Roosevelt has made. ODE was expecting Roosevelt to hit average/above average for schools in a couple years.

Director Buel commented that of the 11 appraisal teams that ODE sent to PPS schools that not one thing was directed at the uniqueness of a school.

IN-PROCESS UPDATE: SUPERINTENDENT'S ADVISORY COMMITTEE ON ENROLLMENT AND TRANSFER (SACET)

Jason Trombley and Allison Burnett. Co-Chairs of SACET, reported that their charge was to review the current enrollment and transfer policy using the racial equity lens, and participate in the boundary review process. SACET was comprised of a broad cross-section of the community. The staff support assigned to the committee has been outstanding. The Committee was currently in the inquiry phase of their work, and will be having a meeting with the Superintendent in the fall to tell her of their work to date and moving forward.

Director Regan questioned if the Committee has discussed immersion programs. Mr. Trombley responded no, but that it was in the pipeline.

Co-Chair Knowles commented that she hopes that SACET would complete their studies as soon as possible so that parents and students will know of any new policies and where boundaries may be. She was interested in seeing a timeline on when the Committee might have a decision.

Director Buel thanked the Committee for working on the issues and questioned if special education was being discussed in the committee. Mr. Trombley responded that concerns have been raised many times in early committee conversations; their job is to try to establish a system that serves all students.

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IN-PROCESS UPDATE: DUAL LANGUAGE IMMERSION EXPANSION

Debbie Armendariz, Interim Director of Dual Language Programs, reported that the materials provided to the Board were very raw and staff has not landed on a specific decision. Ms. Armendariz stated that staff was moving ahead with feasibility studies. There are expansions of programs that we would like to do, and we have applied for a grant from ODE for a Vietnamese dual immersion program.

Director Regan noted that there have been tensions between having immersion programs vs. a neighborhood school strand. What are the challenges and opportunities of a full school model? Melissa Goff, Executive Director of Teaching and Learning, responded that the challenge was around neighborhood school attendance and opportunities to site programs in communities where you have high native speaking populations and sustainability in those neighborhoods as they change over time. Groups may no longer live in the neighborhood that has a neighborhood school strand.

Director Morton commented that he was inspired that we were creating a process to look at this in the future. Also, the sense he gets is that this is a community driven interest as well.

Director Regan stated that she would like the Board to think about a process issue of allowing public comment on non-action items. Director Regan suggested looking at making a preference to allow heritage students to attend immersion program if their neighborhood school does not have one. Currently, our enrollment and transfer policy will not allow it. Ms. Armendariz responded that staff could take a look at that and try to leverage their decisions in the best interest of the students. Co-Chair Belisle stated that a factor could not be race or ethnicity. Ms. Armendariz responded that staff would not use race, but rather the fact if the student was a native speaker.

Co-Chair Knowles mentioned that she would like to know the cost for implementing each recommendation that is proposed. She would also like to know all of our language magnet programs. Ms. Armendariz responded that Richmond was the only magnet program, all others are neighborhood schools. Co-Chair Knowles reminded staff that it was important to think about parents and travel to the immersion programs and asked what we were doing to consider attrition. Ms. Armendariz responded that staff wants to have programs that are so strong that kids want to stay in them. Sometimes families move outside the District and there was nothing we could do about that. When we are beginning programs, our preferred way is to start a program with two Kindergarten classrooms so that you have enough children to sustain a program, even with attrition. Staff was partnering with SACET so that we are aligned and collaborative with their thinking. We are also looking with Human Resources to see if we can staff the programs differently and have a more aggressive recruitment.

Director Buel asked if we were making sure the children were getting a good, solid education in the immersion programs. Ms. Armendariz responded that there are benefits to our students that go way beyond what we can put on a graph with testing. They tend to have teachers that are diverse who bring their cultures to the classroom. Director Buel questioned if there were teachers on the committee. Ms. Armendariz responded yes, and that they were listed in the Board packet.

ADJOURN

Co-Chair Belisle adjourned the meeting at 7:50pm.