

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 6:01pm at the call of Co-Chair Martin Gonzalez in the Board Auditorium of the Blanchard Education Service Center, 501 N. Dixon St, Portland, Oregon.

There were present:

Pam Knowles
Ruth Adkins
Bobbie Regan
Trudy Sargent
Martin Gonzalez, Co-Chair
Matt Morton
Greg Belisle, Co-Chair

Alexia Garcia, Student Representative

Staff

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

PUBLIC COMMENT

Monique McClean spoke to the 6 of 8 high school schedule, with the perception of the neighborhood being that high school students do not have full-day school. Ms. McClean asked the Board to please look closely at the consequences of this schedule; adding that it was not all bad. As the Board plans for next year, continue to engage the people most affected by this, the community. Ms. McClean also asked that high schools be spared further cuts.

Amy Ambrosio, Roosevelt teacher, spoke on behalf of a group of teachers that came together over three articles that ran in the Portland Tribune. Elisa Schorr read an op-ed that the teachers would be submitting to the newspaper, adding that all educators believed in the equity work of the district and that it was a moral imperative. Susan Bartley, Franklin High School, read the list of names who contributed to the op-ed.

Co-Chair Gonzalez thanked the teachers. Board Members read an op-ed which they and the Superintendent would be providing to the Portland Tribune on the District's equity work.

Superintendent Smith introduced Sean Murray, the District's new Chief Human Resources Officer.

GRANT CLUSTER PRESENTATION

Trip Goodall, High Schools Director, reminded the Board that the intent of the cluster presentations are to provide insight around the challenges and accomplishments in neighborhood schools. Aligning our schools was of critical importance. Karl Logan, Regional Administrator, introduced the principals in the Grant Cluster.

Andrew Dauch, Principal of Sabin, stated that they have fabulous, enthusiastic kids who were eager to learn. Staff has been working hard on IB authorization and in closing the achievement gap. They have developed a family equity group (Black Family Night at Sabin), and continue to receive equity

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professional development. Black families have said that they need more support for their kids in math, and that one challenge at Sabin was resources.

Liz Casson-Taylor, Beaumont Principal, reported that Beaumont was one of nine middle schools in the District. Beaumont educators love and cherish the middle school-age kids. Alameda and Rigler were their feeder schools. They have grown from 456 students last year to 588 students this fall. 39.8% of their students are eligible for Free or Reduced Lunch. Ms. Casson-Taylor indicated that they could use an instructional coach in math, and that it would be wonderful to have a Restorative Justice program at Beaumont.

Vivian Orlen, Grant High School Principal, provided a PowerPoint presentation, stating that Grant students had won the "Democracy Cup" this year for registering the most voters. Ms. Orlen stated that the Grant Program impacts culture; if you have programs that kids are excited about, they tend to perform well. When she stepped in as principal, she felt teacher leaders were missing at Grant, so she realigned resources: she created instructional specialists, created department leads with formalized roles; and, considers the voice of counselors as critical. She instituted a community forum at the end of her first year at Grant. Last year, she hired a Restorative Justice Coordinator, and she mentioned Project 70, which are Grant's Academic Priority Students.

In response to a question from Director Adkins, Ms. Orlen explained the advanced classes at Grant, stating that some of their dual credit classes are with PCC and PSU. Instructors in those classes must have a master in the content area, which in turn limits her on the number of advance classes that she can offer. However, students were clamoring to get into those classes.

Director Sargent asked what Ms. Orlen's frustrations were. Ms. Orlen responded that her frustrations include budget cuts, increased graduation requirements, feeling unempowered in hiring good teachers, a lack of urgency in HR, and feeling unempowered about getting things done.

Co-Chair Gonzalez questioned what Ms. Orlen contributed to her success in milestones, attendance, etc. Ms. Orlen responded that she thinks that it has really been because of how the adults talk about the students and how she expects them to be there for all kids; Grant was creating opportunities and classes for all students.

In responding to a question from Director Regan regarding the new teacher evaluation process, the principals of the Grant Cluster stated that: they appreciate it; it is a significant improvement over what they have had for 20 years; it very clearly spells out the expectations; there are no gray areas; it recognizes the educators as professional and responsible for their growth; the goal setting piece was very important; the tool itself can be used as part of professional development.

Director Adkins asked why the K-8 model was so successful at Sabin. Mr. Dauch responded that all of their teachers work together collaboratively and all work to make the kids successful. The instructors know the kids really well and have a relationship with the families. In addition, the kids can walk down the hall and have access to all their teachers all the way down to kindergarten. It was a sense of community amongst the kids.

Co-Chair Belisle asked why a school would choose IB over AP; Co-Chair Gonzalez questioned what coordination was occurring between the K-8 schools and the high schools. Mr. Dauch responded that it was a very involved process to become an IB school. You need the buy-in from staff and the community, along with a rigorous process. There are specific benchmarks that must be met. Ms. Orlen commented that the District is not aligned as effectively as it could be. Every school has something a little different and that was confusing for parents. Mr. Goodall added that dual credit courses create a lot of interest from kids, and that AP and IB were not the only classes that required rigor; rigor was not relative to only certain program.

Ms. Casson-Taylor stated that we should not pit K-8 vs. middle schools. When the District is making decisions that will change the flavor of a school, that it should be a long, well-thought out plan. Principal Radi Lurie added that there are disparities between K-5s and K-8s. When you have a school

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that is not well-populated, then the kids there suffer. We need to equitably make sure that every school has the same opportunity.

At 7:50pm, the Board took a five minute break.

READY CHARTER SCHOOL APPLICATION

Kristen Miles, Charter School Manager, provided the process to date. The applicant was proposing a grade 6-12 charter school which will initially have 280 students. They will begin with the 6th grade and 40 students, and the school will focus on engineering and design and environmental sustainability. Ms. Miles commented that the application was determined to be complete and then was reviewed by a staff panel. The Board held a public hearing on the charter school on October 1st.

Mr. Evans, READY Charter School developer, provided an overview of what they have done to date and provided a brief history of the Portland Habilitation Center (PHCNW). PHCNW is an industry leader in green sustainable practices, and has reached out to communities within PPS. They wanted an open and inclusive process; they have translated their website into Spanish and Vietnamese, with the focus of southeast Portland as their target area.

Ms. Miles reported that on the review summary sheet, eight criteria were listed that are defined in state statute; four of the criteria were unmet by the applicant. Staff was recommending two courses of action: 1) the applicant may voluntarily withdraw its application to revise the areas that do not yet meet criteria for approval. Should the applicant choose to do this, the District would be willing to review the revised application in the 2013 cycle, despite the fact that the 2013 cycle is for applications without a high school component; or, 2) the Board may deny the application, but encourage the applicant to review the sections of the application that do not meet criteria and appeal to the Board for approval within 30 days of the denial. Co-Chair Belisle stated that he and Co-Chair Gonzalez, along with Director Morton, had represented the Board at the public hearing. While there were many impressive things about the application, the Board did not receive sufficient answers in detail of what the applicant's strategies would be. In addition, it did not seem like there was an overwhelming demand for the 6-12 program. Director Morton added that he was concerned around the demonstration of need, and also concerned about the impact the charter school could have on Benson High School.

Director Sargent asked what kind of demand the District looks for in order for a charter school to begin operation, and how could they manage to open a school with only 40 students in the first year. Ms. Miles responded that for 280 students, the plan did seem financially sound as they already have a building. As far as demand, we usually see an overwhelming demand for applications that are approved; at the public hearings, we usually see a lot of parents and community members attend and testify in favor. There was not a community contingency at the READY public hearing.

Director Regan commented that she was trying to understand PHCNW's motivation in wanting to provide a public charter school. Mr. Evans responded that their mission is to train and employ people with disabilities. Another mission is to serve underserved groups. It seemed to make sense to lend a helping hand in the southeast area of Portland where they are housed. They saw it as part of their mission to assist an underserved group. The reason behind wanting to start a 6-12 charter school is that you have to target the middle school age, and it made sense to provide a model that kept students in the same school. Director Regan asked what PPS schools would be most impacted by the proposed READY charter school. Ms. Miles responded that the most affected schools would be Arleta and Marysville.

Sharie Lewis, Director of Accounting, reported that in terms of the READY budget, PPS was concerned that roughly 43% of their budget was contributions from PHC. The District did not know if they could sustain on their own. They will receive \$200,000 in cash from PHCNW in their first year, along with janitorial and landscaping services. If PHCNW at some point did not want to contribute, READY could not afford the salaries of their staff.

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Director Knowles stated her admiration for PHCNW for taking this on, but she was concerned about the demand for the school and that she would like to hear what programs PHCNW would provide for low achieving students other than Special Education or ESL. Mr. Evans responded that they planned to have intervention time every day and would use a variety of methods to meet the needs of low achieving students. They would utilize various assessment tools and provide individualized instruction; each student would have an achievement plan.

ADJOURN

Co-Chair Gonzalez adjourned the Study Session at 8:44pm.

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Purchases, Bids, Contracts

The Superintendent RECOMMENDED adoption of the following item:

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Director Knowles moved and Director Sargent seconded the motion to adopt the above item. The motion was put to a voice vote and passed unanimously (vote: 7-yes, 0-no; with Student Representative Garcia voting yes, unofficial).

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RESOLUTION No. 4674

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

No New Contracts

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Smucker Foodservice, Inc.	07/01/12 through 06/30/13 Year 2 of Contract	Material Requirements MR 58860 Amendment 1	District-wide: One-year extension of contract for commodity processing (peanut butter sandwiches), as needed.	\$265,000 \$465,000	G. Grether-Sweeney Fund 202 Dept. 5570

N. Sullivan