

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
**August 25, 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. | <b><u>PUBLIC COMMENT</u></b>  | 6:00 pm |
| 2. | <b><u>PRESENTATION: GOVERNMENT FINANCE OFFICER'S ASSOCIATION BEST PRACTICES IN SCHOOL BUDGETING</u></b> | 6:20 pm |
| 3. | <b><u>UPDATE: DISPROPORTIONATE DISCIPLINE DATA</u></b>  | 6:50 pm |
| 4. | <b><u>BUSINESS AGENDA</u></b>   | 7:45 pm |
| 5. | <b><u>ADJOURN</u></b>   | 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.



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** August 18, 2015  
**To:** Members of the Board of Education  
**From:** David Wynde, Deputy Chief Financial Officer & Budget Director  
**Subject:** Best Practices in School Budgeting

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At the board meeting on Tuesday August 25, 2015 staff will present an overview of the GFOA best practices in school budgeting framework. This follows a presentation to the Budget and Operations Committee on August 4, 2015.

The GFOA is the Government Finance Officers Association, which represents federal, state/provincial, and local finance officials throughout the United States and Canada. The GFOA's mission is to enhance and promote the professional management of governmental financial resources by identifying, developing, and advancing fiscal strategies, policies, and practices for the public benefit.

GFOA has developed this best practices framework in collaboration with school district officials from across the country.

This is an opportune time for PPS to make use of this. For example, in its report to the board on the superintendent's 2015/16 proposed budget the Citizen Budget Review Committee recommended that PPS take steps to continue to improve budget transparency and demonstrate the linkage between budgetary allocations and outcomes. Staff presented an outline of the GFOA framework to CBRC, and the committee recognized it as a way to meet these objectives.

The framework provides a roadmap for PPS to develop practices to improve budgeting. The incorporation and adoption of the best practices will be a multi-year process. Our goal is to receive the GFOA Award for Best Practices in School Budgeting by June 30, 2020.

The long-term benefits that we see include:

- Improved alignment between budget and instructional priorities.
- Improved communications internally and externally.
- Examples of best practices for policies and procedures.
- Increased clarity of goals and use of measurements to track progress.
- Development of cost-effectiveness measurements to prioritize spending.
- Strategies for sustainability and accountability.
- A cohort of school districts doing this work, who can serve as partners as we move forward.





# Board of Education Informational Report

## MEMORANDUM

**Date:** August 25, 2015  
**To:** Members of the Board of Education  
**From:** Lorenzo Poe, Chief Equity & Diversity Officer and Partnership Director  
**Subject:** Update on Disproportionate Discipline Data

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This Memorandum provides an informational update on our commitment to the Superintendent's Priority to reduce exclusionary discipline throughout the District with a focus on reducing disproportionate discipline for our students of color.

### Goals to Reduce Exclusionary Discipline

Superintendent Smith established the following goals to reduce levels of exclusionary discipline and increase instructional time for students in Portland Public Schools:

- (1) Reduce both *disproportionality in exclusionary discipline* and *overall exclusionary discipline* by 50% by June 2016 system-wide.
- (2) In Year 1 (2014-2015), we will focus on the following twelve schools\*: Franklin HS, Jefferson HS, Madison HS, Roosevelt HS, Beaumont MS, George MS, Boise-Elliott/Humboldt K-8, Chief Joseph/Ockley Green K-8, Harrison Park K-8, Lee K-8, Vernon K-8, Vestal K-8.

\*These twelve schools were chosen based on the large numbers of historically underserved students they serve, their current stage of implementation of restorative justice practices, and existing infrastructure for wrap-around supports.

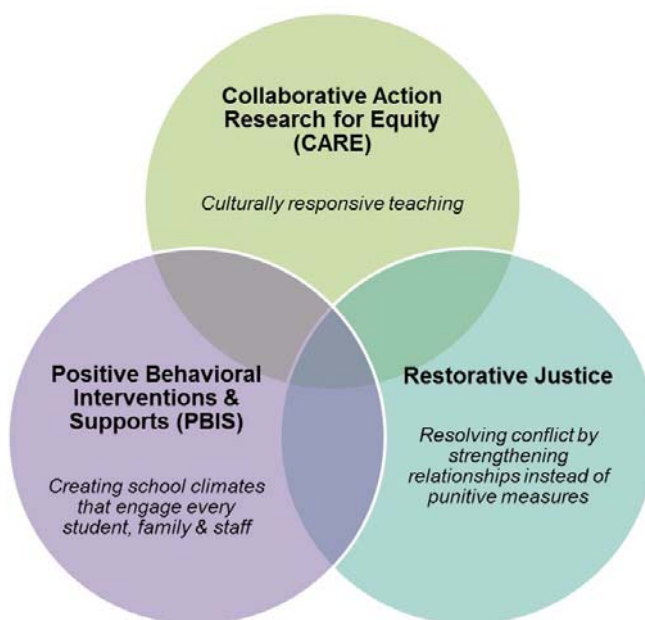
Measurement will focus on both (a) unique students experiencing out-of-school suspensions and expulsions and (b) number of incidents of out-of-school suspensions.

Disproportionality is defined as the difference between the magnitude of exclusionary discipline experienced by racially historically underserved students—those who identify as Black, Latino/Hispanic, Native American or Pacific Islander—and that experienced by those not racially historically underserved.

## Key Strategies

In order to eliminate disproportionality in exclusionary discipline while also decreasing overall exclusionary discipline district-wide, a cultural transformation is required both at the individual school level as well as the system level. In addition, a focus on culturally specific strategies is necessary. Our key strategies include:

### **Foundation for an Inclusive School Culture**



*Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)*. CR-PBIS engages students, families, and staff in establishing an organized framework of culturally responsive, effective school climate practices. The following article provides an overview of CR-PBIS. [http://www.equityallianceatasu.org/sites/default/files/CRPBIS\\_Matters.pdf](http://www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf)

*Restorative Justice*. Restorative Justice (RJ) emerged as an alternative discipline model to reduce exclusions, as well as decrease police and juvenile justice involvement. RJ includes a variety of proactive and reactive processes such as restorative inquiry, mediation, conferencing, dialogue, etc. There are three fundamental underpinnings found in restorative practices: understanding the impact and repairing the harm, engaging community and empowering all involved.

*Collaborative Action Research for Equity (CARE)*. Racially conscious teacher leaders engage in collaborative classroom research to *discover, develop, document, deliver, and disseminate culturally relevant learning and teaching practices*. CARE Teams accelerate responsiveness to the learning needs of students who are historically in the lowest performing student groups: our African American, Latino, American Indian, Alaska Native, Pacific Islander and Southeast Asian students. In collaboration with their school administrator, CARE Teams explicitly and intentionally design, plan and deliver culturally relevant pedagogical practices that improve engagement and achievement for underserved students of color.

*Culturally specific partners in target schools.* We have expanded contracts with various culturally specific partners to provide culturally specific mentors, healing circles, mental health services and leadership development programs that support African American, Native American and Latino students.

### Board Presentation

Our Board presentation will begin with a brief overview of the Superintendent's Priority to reduce exclusionary discipline, followed by an update on 2014-2015 progress towards goals.



# Board of Education

## Superintendent's Recommendation to the Board

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**Board Meeting Date:** August 25, 2015

**Executive Committee Lead:** Sean L. Murray

**Department:** Human Resources

**Presenter/Staff Lead:** Sean L. Murray

**Agenda Action:**  Resolution  Policy

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<b>SUBJECT: Wage authorization for new classification</b>
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### BRIEF SUMMARY AND RECOMMENDATION

The District has created a new classification to perform and oversee asbestos abatement and repair work in district buildings. Abatement procedures are regulated and administered by multiple compliance agencies including the Environmental Protection Agency (EPA), Oregon Department of Environmental Quality (DEQ), Oregon Occupational Safety and Health Association (OSHA), and must comply with the Asbestos Hazard Emergency Response Act ("AHERA"). The new classification will also perform general labor within the maintenance department.

The classification is represented by the Laborers Union Local 296. Laborers Union Local 296 and the District have engaged in bargaining as required by law (through the Human Resources/Labor & Employee Relations Unit) and reached a tentative agreement on wages subject to Board approval. The District recommends the Board authorize the wage rates set forth in the resolution.

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### BACKGROUND

Large asbestos abatement work is currently done by qualified hazardous abatement contractors. There is a significant amount of smaller asbestos repair work that can be done much more cost effectively using qualified maintenance workers. Having a trained, certified and experienced asbestos abatement worker will ensure that localized asbestos damage is repaired promptly and will result in safer, healthier schools.

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### RELATED POLICIES / BOARD GOALS AND PRIORITIES

This new classification aligns with board policy, 5.10.110-P Occupational Safety and Health Program by ensuring more effective management of asbestos materials in our schools.

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### PROCESS / COMMUNITY ENGAGEMENT

The Maintenance and the Environmental Health and Safety department developed a class specification for the new classification of "Laborer/Asbestos Journeyman". The class specification has been reviewed and approved by the Human Resources Senior Compensation and Classification Manager, and the proposed wage

<b>Reviewed and Approved by Superintendent</b>
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rate gave consideration to the market rate and benchmarking against existing classifications. The wage proposal has been reviewed with the Laborers Local Union 296 and the union has agreed to the proposed rate of pay.

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### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

As is the case with all PPS positions, this new classification will be subject to the PPS Racial Equity Policy, part C. *The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement.*

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### **BUDGET / RESOURCE IMPLICATIONS**

For the 2015-16 school year, there will be one FTE position funded by district general fund staffing.

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### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Memorialize the agreement to establish the wage of the new classification with the Laborers Local Union 296 in a letter of agreement.

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### **ATTACHMENTS**

Resolution  
Class Specification

Reviewed and Approved by  
Superintendent





## LABORER/ASBESTOS JOURNEYMAN

### **BASIC FUNCTION**

Under general supervision, perform journey-level work in the repair and maintenance of a wide variety of labor related tasks; provide work direction and oversight, and perform the repair, abatement and disposal of non-friable and friable asbestos; perform related duties as assigned.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Assist skilled maintenance workers with projects, including transporting and/or securing materials, completing specific tasks, for the purpose of completing projects in a safe, efficient manner. “E”
- Coordinate with skilled tradesmen and/or assigned supervisor(s) for the purpose of completing projects and work orders efficiently. “E”
- Prepare and update written materials such as work orders, repair status, activity logs and similar documents to document activities. “E”
- Respond to emergency situations for the purpose of resolving immediate safety concerns. “E”
- Perform asphalt repair of trip-and-fall hazards on playgrounds and school parking areas. “E”
- Clean out storm water drainage and sumps by hand or with trailer-mounted vacuor-pump. “E”
- Remove glass, rocks, leaves and other parking lot and playground debris hazards utilizing sweeper vacuum truck. “E”
- Build steel frame scaffolding for various crafts in stairwells and places that regular ladders cannot reach. “E”
- Repair and/or abate damaged asbestos-containing materials. “E”
- Support trades’ staff working with, abating or repairing asbestos containing materials; oversee, provide work direction and guidance, and lead designated staff in the abatement, removal and/or repair of asbestos, in accordance with District, state and Federal rules, laws and guidelines. “E”
- Collect air samples as needed in accordance with District environmental health and safety rules and procedures. “E”
- Manage temporary storage of asbestos waste; schedule and transport waste to qualified landfill and document waste manifest. “E”
- Empty sawdust hoppers around the district. “E”
- Transport and distribute wood chips to school playgrounds. “E”
- Use a variety of power and hand tools necessary to complete assigned work; remove hazardous materials identified in the course of work, in compliance with District policy, local, state and Federal laws. “E”
- Move, load, unload and drive a district vehicle to transport office, school and classroom furniture, special education equipment, instruments, heavy equipment, maintenance tools and other materials necessary to complete assigned projects. “E”
- Maintain work order, repair status, activity logs, timekeeping records and similar documents; keep records of labor and materials of work performed, as directed. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy. Participate in staff development,

in-services and trainings related to diversity, equity and inclusion in the workplace and in K-2 education; model appropriate behaviors; develop, recommend and implement improvements to business and school practices and student achievement with awareness and understanding of their impact in a racially and culturally diverse community. “E”

- Handle Class I asbestos repair or removal in accordance with District policy and local, state and Federal law.
- Maintain a safe working environment for fellow employees and students; maintain assigned vehicles, work areas, shop area, equipment and tools in a safe, clean and orderly condition; perform routine maintenance, repairs and modifications to assigned equipment, as necessary. “E”
- May perform duties as a grounds/gardener or as a multi-craft rover, as necessary.
- May provide hod service to masons.
- Perform related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

### **DISTINGUISHING CHARACTERISTICS OF THE CLASS**

The Laborer/Asbestos Journeyman typically performs a wide variety of work maintaining and repairing school district plant facilities and holds specialized expertise and licensure to perform Class I asbestos removal work. Employees work with a variety of building trades in the repair, replacement and preventive maintenance of District facilities. Employees are expected to maintain a high level of proficiency standards in accomplishing the work performed. This classification differs from the Laborer by the skill, oversight and licensure requirements for asbestos abatement.

### **EMPLOYMENT STANDARDS**

#### Knowledge of:

Proper methods, common materials, tools and equipment used in the building maintenance trades including carpentry, painting, plumbing, electrical, and other maintenance areas.

Basic shop math.

Asbestos work procedures.

Federal, state and local laws pertaining to asbestos abatement, repair and asbestos in schools.

Appropriate safety precautions and procedures.

Principles of effective customer services.

#### Ability to:

Perform building maintenance and repair work.

Perform or learn to perform a wide range of general maintenance and repair.

Perform and supervise asbestos work both alone and in teams.

Maintain DEQ asbestos abatement supervisor level certification.

Erect and work from rigging and scaffolding.

Assist in estimating costs of labor and materials for a work project.

Work from blueprints and sketches.

Drive vehicles and mechanized equipment, such as trucks, forklifts, passenger vehicles, trailers and similar equipment.

Provide information by telephone, in written form, e-mail, and in person.

Identify hazards and implement safety precautions associated with the work.

Handle hazardous materials associated with the job in accordance with established laws and policies.

Understand and execute oral and written instructions.

Use hand and power tools in the performance of work.

Read and apply information from diagrams, schematics and repair manuals.

Understand and follow oral and written directions.

Establish and maintain effective relationships with those contacted in the course of work.

Deliver a high-level of customer service to district stakeholders.

Advocate, model, learn and implement Portland Public School’s Racial Equity Initiative, Equity in Public Purchasing and Contracting and other board policies.

Maintain routine records and reports.

Meet schedules and timelines.

**Education, Training and Experience:**

Equivalent to graduation from high school and at least three (3) years of experience in which an incumbent has acquired the competence in performing Class I asbestos abatement and building and related maintenance work. Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

**Special Requirements:**

Employees in this classification are required to obtain and maintain, throughout the course of employment, certification of successful completion of a DEQ Asbestos Abatement Supervisor course meeting EPA requirements for training local education agency maintenance and custodial staff [40 CFR 763.92(a)(2)].

Positions in this classification require a valid State of Oregon or Washington driver’s license at time of appointment. A Commercial Driver’s license (CDL) must be acquired within the probationary period and must be maintained throughout the course of employment in this classification. For the purpose of insurability and district liability, employees must meet and maintain the District’s safe driving standard throughout the course of employment.

Employees in this classification will be required to be medically cleared and physically able to wear negative pressure respirator and perform asbestos abatement in accordance with local, state and Federal law.

Employees in this class will be required to meet state and defined medical standards wear protective clothing, gear and equipment as required by District policy and local, state and Federal law, including but not limited to negative pressure respirator and Tyvek coveralls, and other protective items.

**WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** District buildings, school sites, construction/reconstruction sites, maintenance shops, and other district owned and operated facilities; driving a district vehicle on public roads and highways; indoor and outdoor worksites; exposure to extreme cold and hot weather conditions.

**Hazards:** dust, noise and vibration; insulation fibers, hazardous materials such as asbestos, solvents, adhesives, epoxies, sealers, caulking, acid cleaners; exhaust fumes from gas- and/or diesel-powered equipment; lead, iron, cadmium, zinc, manganese, aluminum, chromium, nickel, copper, heavy metals, chlorinated compounds, tungsten, welding fumes, ultraviolet light; ammonia and hydrochloric acid gases from the use of ammonium chloride in soldering.

**Physical Demands:** Constant use of fingers, hands, arms, legs and back muscles to handle, install, position, move and manipulate construction equipment and materials; kneeling, bending at the waist, climbing, lifting, balancing, bending, crouching, walking, stooping, and standing for extended periods of time; reaching overhead; climbing and descending ladders; wear negative pressure respirator and other protective clothing and gear to perform asbestos abatement; lifting objects weighing up to 75 pounds; standing on ladders and scaffolding at heights and in tight spaces; dexterity of fingers and hands to operate hand and power tools; hearing and speaking to exchange information in person and on the telephone; seeing to read a variety of schematic diagrams and maintenance manuals, inspect buildings and materials for damage and safety deficiencies; mental acuity to concentrate while performing driving duties.

FLSA: Non-Exempt  
Bargaining Unit: DCU  
Salary Grade: Appendix “D”

Approval Date: July 28, 2015

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Board of Education Policy 1.80.020-P

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

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August 25, 2015

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5133 and 5134

**RESOLUTION No. 5133**

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”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Gladstone School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62109	Columbia Regional Program will provide classroom services to deaf and hard of hearing regionally eligible children.	\$37,225	H. Adair Fund 299 Project S0031
Canby School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62111	Columbia Regional Program will provide classroom services to deaf and hard of hearing regionally eligible children.	\$68,900	H. Adair Fund 299 Project S0031
North Clackamas School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62113	Columbia Regional Program will provide classroom services to deaf and hard of hearing regionally eligible children.	\$200,950	H. Adair Fund 299 Project S0031
Centennial School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62114	Columbia Regional Program will provide classroom services to deaf and hard of hearing regionally eligible children.	\$200,950	H. Adair Fund 299 Project S0031
David Douglas School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62115	Columbia Regional Program will provide preschool classroom services to deaf and hard of hearing regionally eligible children ages 3-5 years.	\$243,250	H. Adair Fund 299 Project S0163
Gresham-Barlow School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62116	Columbia Regional Program will provide classroom services to deaf and hard of hearing regionally eligible children.	\$200,950	H. Adair Fund 299 Project S0031

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

No Amendments to Existing Revenue Contracts

Y. Awwad

## RESOLUTION No. 5134

### 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

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
CDW Government	8/26/2015	Purchase Order PO 127200	Technology refresh of High School labs and libraries.	\$900,000	J. Klein Fund 407 Dept. 5581 Project A1024
CDW Government	8/26/2015	Purchase Order PO 127206	Refresh of all Virtual Scholars Technology	\$400,000	J. Klein Fund 407 Dept. 5581 Project A1023
Pro View Foods	8/6/2015	Purchase Order PO 126977	Purchase chicken products on an as-needed basis.	\$240,000	T. Magliano Fund 202 Dept. 5570
Math Learning Center	7/29/2015	Purchase Order PO 126883	Math curriculum classroom expansions and refresh.	\$159,301	C. Russo Fund 191 Dept. 5555 Project B5421
Northwest Textbook Depository Co.	7/29/2015	Purchase Order PO 126882	Curriculum consumables refresh.	\$238,637	C. Russo Fund 191 Dept. 5555 Project B5410
Albina Head Start Inc.	8/27/2015 through 6/30/2016	Personal Services PS 62088	Provide child care program for 28 infants and toddlers whose parents are students enrolled in PPS Teen Parent Services at Roosevelt or Madison.	\$200,000	A. Lopez Fund 101 Dept. 4306
Petro-Card, Inc	7/1/2015 through 6/30/2016	Co-Operative Agreement COA 62112	Purchase fuel for school buses and other District vehicles on an as-needed basis.	\$195,000	T. Magliano Fund 101 Dept. 5560
Self Enhancement Inc.	9/1/2015 through 6/30/2016	Personal Services PS 62077	Provide support and advocacy services directed toward on-time promotion and on-time graduation to 337 students at Jefferson.	\$1,180,000	L. Poe Fund 205 Dept. 5431 Grant G1321
Open Meadow	7/30/2015 through 6/30/2016	Personal Services PS 62078	Step-up services for the High School Graduation Initiative at Grant, Franklin, and Roosevelt.	\$1,265,000	L. Poe Fund 101 Dept. 5431

Self Enhancement Inc.	7/1/2015 through 6/30/2016	Personal Services PS 62079	Provide culturally specific family engagement services to 100 Jefferson Cluster families.	\$155,000	L. Poe Fund 101 Dept. 5431
Latino Network	7/1/2015 through 6/30/2016	Personal Services PS 62120	Provide culturally specific family engagement services to 75 Chavez, Lent, Madison, and Jefferson families.	\$231,836	L. Poe Fund 101 Dept. 5431
Talbot, Korvola & Warwick, LLP	7/15/2015 through 6/30/2016	Personal Services PS 62XXX	Provide performance audit services to, and as requested by, the Board of Education.  IRFP 2015-1914	\$200,000	A. Whalen Fund 101 Dept. 5401

### NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
TriMet and City of Portland	8/27/2015 through 6/25/2016	Intergovernmental Agreement IGA 62087	Three-way agreement to provide free transportation on regular TriMet and Portland Streetcar service routes to students enrolled at District high schools and designated alternative programs.	\$966,666	T. Magliano Fund 101 Dept. 5560

### AMENDMENTS TO EXISTING CONTRACTS

<b>Contractor</b>	<b>Contract Amendment Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract Total</b>	<b>Responsible Administrator, Funding Source</b>
Trident Seafood Corp.	7/1/2015 through 6/30/2016	Material Requirements MR 58843 Amendment 4	Purchase commodity processed products on an as needed basis.	\$45,000 \$160,000 RFP 2010-1318	T. Magliano Fund 202 Dept. 5570

Y. Awwad



Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5135 through 5137

**RESOLUTION No. 5135**

Recommendation to Approve the District Performance Auditor

**RECITALS**

Talbot, Korvola &Warwick, LLP (TKW) submitted the highest scoring proposal based on the written and interview evaluations by the Board Audit Committee for Informal RFP No. 2015-1914.

**RESOLUTION**

The Board of Education approves the recommendation of the Board Audit Committee to recommend Talbot, Korvola &Warwick, LLP (TKW) as the Performance Auditor for Portland Public Schools.

*J. Patterson*

**RESOLUTION No. 5136**

Laborer/Asbestos Journeyman Classification

The District has established a new classification of "Laborer/Asbestos Journeyman," conducted a review through the Human Resources Compensation and Classification Division, and engaged in collective bargaining with the labor organization that represents this work. The Board authorizes the pay rates for this classification at a rate equal to \$23.54 per hour.

*S. Murray*

**RESOLUTION No. 5137**

Minutes

The following minutes are offered for adoption:

August 4, 2015



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** August 12, 2015  
**To:** Members of the Board of Education  
**From:** Antonio Lopez, Assistant Superintendent of the Office of School Performance  
**Subject:** Library Media Specialist Staffing

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This Memorandum provides an update on Library Media Specialist staffing progress.

The School Board approved funding to add full-time Library Media Specialists at every school in the District for the 2015/2016 school year. Library Media Specialists are licensed by the Teacher Standards and Practices Commission (TSPC). The addition of so many full-time positions exceeded the pool of qualified candidates. Currently, there are 7.5 positions that have not been filled, 5 full-time and 5 half-time positions.

Staff from the Office of School Performance, Human Resources and the Library TOSA developed guidance on both staffing and the role of the Licensed Library Media Specialist that was sent to principals. Both memos are attached here.

**MEMO:**

**To:** All Principals

**From:** Assistant Superintendents Antonio Lopez and Chris Russo

**Subject:** Guidance for Licensed Library Media Specialist role

**Date:** 8/12/15

As the District expands its Library Media program, clarification for administrators on Library Media Specialists' role is as follows:

In PPS, we are committed to providing fully operational libraries across our schools. With this commitment also comes a belief that libraries are more than a place to get books. Research indicates that strong school libraries positively impact student achievement, but in order to build strong libraries the role of the teacher-librarian must shift. Teacher-librarians have a whole-school curriculum perspective in addition to their managerial experience. Long gone as "keepers and organizers" of library material, teacher-librarians are full instructional partners with classroom teachers. They are truly at the heart of student learning. Some of the many services and support teacher-librarians provide are:

- Working with students to help them with any information-related task.
- Developing students' information literacy skills (e.g., creating good research questions; identifying and using research tools that meet the needs of specific assignments; searching the web strategically).
- Partnering with classroom teachers to design exciting inquiry-based projects involving reading, writing, oral presentations, media literacy, and technology in any discipline.
- Offering reader's advisory for inter-disciplinary curriculum connections (e.g. find a selection of historical novels about World War II and provide context for a history unit).
- Designing inquiry-based learning assessments that include both the content and the research process.
- Offering ideas for technology-involved teaching to address learning challenges in a differentiated classroom.

- Cultivating a love of reading by providing suggestions for readers with any interest and at any reading level: from picture books, to novels, nonfiction books, magazines, graphic novels, to animated picture books, online chapter books and audio books.
- Creating a library with a warm, welcoming atmosphere for all students and staff.
- Facilitating activities that promote reading (e.g., Oregon Battle of the Books, Beverly Cleary Award, graphic novels, and literature circles.)
- Building print and digital library collections based on the culture, interests and needs of the students, staff and community.
- Leading staff professional development in information literacy and educational technology.

Check out these additional resources that will assist you in supporting your school's teacher-librarian.

- PPS's [Library Services](#) provides support and guidance for building strong library programming in our schools, including collaboration for instruction and protocol for the managerial responsibilities of our teacher-librarians and library assistants.

Contact Susan Stone, [ssstone@pps.net](mailto:sstone@pps.net), x63406.

Find the website: [PPS Home](#) > [Departments](#) > Library Services

- [Oregon School Library Standards](#) were approved in January 2015, and can guide program and instruction expectations in the areas of information literacy/research, targeted reading engagement, infused use of technology with students and staff, and improved digital citizenship, also known as social responsibility.
- Job Descriptions (OASL): [Teacher-librarian](#) and [Library Assistant](#)

**MEMO:**

**To:** Principals with unfilled Library Media Specialist positions

**From:** Assistant Superintendents Antonio Lopez and Chris Russo

**Date:** 8/10/15

The School Board approved funding to add full time Media Specialists at every school in the District for the 2015/2016 school year.

If you have not been able to fill your Library Media Specialist position with a licensed Library Media Specialist, you must use the following guidance as you make alternate arrangements:

1. Maintain an open library during the full student day
2. Support the normal function of the library to the greatest extent possible
3. Meet elective schedule needs
4. Support student literacy

If you need the Library as part of your elective schedule rotation, you will need a licensed staff person to work with students in some alternate capacity during student elective time. Please notify your Senior Director for approval if this is the case.

You may:

1. Hire library assistants to supplement existing library services.
2. Hire certified teachers to supplement existing library services, provided TSPC certification rules are followed. (Advice available from your HR specialist.)
3. Apply any remaining FTE to support student Literacy as long as the library is open full time.

Any FTE hired for these purposes will be temporary for this school year. All positions will be filled by certified Library Media Specialists next year. The Office of Teaching and Learning is

working with local universities to accelerate certification for interested candidates to increase the pool.

Please contact your Senior Director with any questions.

Antonio and Chris

# Oregon Association of School Libraries

## Sample Job Description

### Title: Teacher-Librarian\*

#### Position Purpose:

*The teacher-librarian is a school leader who collaborates with administration and building staff to support district initiatives. The teacher-librarian integrates information and digital literacies and emerging innovative technologies to shape learning and instruction. The teacher-librarian leads the school community in becoming critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information through the development and administration of a strong school library program.*

#### Duties and Responsibilities:

##### Instruction

- Design and deliver curriculum aligned to Oregon and national school library and technology learning standards, and which supports the delivery of content standards
- Evaluate, promote, and model the use of innovative technologies and instructional strategies
- Teach and collaborate on the instruction of research, information literacy, and digital literacy
- Teach students to be effective consumers, producers, and presenters of information and ideas and to leverage technology in those pursuits
- Teach students and school staff to be safe, ethical, and responsible digital citizens
- Teach students how to choose appropriate reading materials to meet their needs, interests, and skill levels
- Assess and document student learning

##### Literacy Promotion and Advocacy

- Collaborate with teachers and administrators on school and district literacy goals and plans
- Promote and maintain a school-wide culture of reading and literature appreciation
- Reinforce literacy instruction with resources in a variety of formats and genres including informational texts
- Design and facilitate meaningful on-site or virtual experiences to promote a love of reading and lifelong learning, such as OBOB, ORCA, author visits, literacy fairs, book clubs, and more

##### Program Administration

- Establish policy aligned to professional library program standards, best practices, and the needs of the school community
- Create an inviting, respectful, and safe learning environment
- Develop, implement, and promote school library program goals and objectives
- Plan and manage programming and events to support library, school, and district goals
- Develop, maintain, and provide equitable access to a collection of diverse informational and recreational resources in multiple formats
- Develop and administer a library budget aligned to library, school, and district goals and objectives
- Train and direct library support staff; participate in hiring decisions
- Recruit, train, and supervise student assistants and community volunteers



## **Leadership**

- Advocate for the school library program and its role in the instructional program
- Lead professional development to support the integration of information and digital literacies, the use of technology, and collaboration across the curriculum
- Model innovative strategies and technologies to support classroom teachers in their instructional practice
- Share trends and emerging research related to education and technology
- Engage as a leader and learner on school, district, state, and national committees and professional organizations

## **Minimum Qualifications:**

Current Oregon teaching license

Library Media endorsement

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\*The titles for licensed school library staff may vary by district, e.g. teacher-librarian, school librarian, or media specialist.

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The following documents and resources informed the language and content of this job description:

- OAR 584-018-0150
  - OAR 581-022-0606
  - OAR 581-022-1520
  - <http://www.schoollibrarymonthly.com/cert/oregon.html>
  - [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/sample\\_job\\_description\\_L4L.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/sample_job_description_L4L.pdf)
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Created in 2014-15 by an ad hoc committee of the Oregon Association of School Libraries

# Oregon Association of School Libraries

## Sample Job Description

### Title: School Library Assistant\*

#### Position Purpose:

*The library assistant works under the supervision of a licensed teacher-librarian or administrator in maintaining and providing access to the library collection. The library assistant encourages a love of reading among students; maintains a safe, welcoming, and respectful library environment; and works with staff to support student learning.*

#### Duties and Responsibilities:

##### Maintenance of and Access to Library Collections

- Maintain an organized library collection, which includes processing, inventorying, shelving, and repairing materials and resources in accordance with approved district library policies and procedures  
*Note: Selecting materials, cataloging, and deselecting materials should be done by or under the supervision of a licensed teacher-librarian.*
- Circulate library materials, which includes creating overdue notices, preparing reports, managing patron accounts, and finding materials on behalf of patrons
- Facilitate access to digital resources such as educational subscriptions, online databases, and e-book collections
- Schedule and facilitate the use of library resources and equipment

##### Support for Student Learning

- Maintain order by monitoring and supervising student behavior
- Assist with teacher-directed and student-selected learning activities
- Guide library patrons in locating and using library materials and related technology
- Identify and gather materials requested by the teaching staff to support instruction
- Support reading engagement activities, which may include read-alouds, book talks, reading promotion programs, book fairs, and displays

##### Additional Responsibilities

- Maintain organized and thorough library records
- Maintain confidentiality regarding student and staff records and transactions
- Communicate clearly and appropriately with students, school staff, parents and community
- Train and direct the work of volunteers and student assistants in the library

#### Minimum Qualifications:

- High school diploma
- Strong clerical abilities
- Technology and computer skills
- Experience with office software
- Ability to work with others
- Strong communication skills
- Ability to perform physical duties required by the position

- Ability to perform duties for an extended period of time without direct supervision
- At least 18 years of age

**Preferred Qualifications:**

- Knowledge of library organization and procedures
  - Prior library work experience, training, or coursework
  - Prior experience working with children and young adults
  - General knowledge or interest in children's or young adult literature
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\*Job titles for non-licensed library staff may vary by district, e.g., library assistant, library aide, classified library staff, library technician, media assistant, or library clerk.

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The following documents and resources informed the language and content of this job description:

- OAR 581-037-0006
  - OAR 581-037-0015
  - OAR 584-020-0040(4)(i)
  - OAR 584-020-0040(4)(c)
  - OAR 581-022-0421(1)(l)
  - OAR 581-022-1520
  - ORS 342.120(5)
  - ORS 342.120(6)
  - ORS 342.120(9)
  - ORS 342.173(1)
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