

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
December 1, 2015

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time.

This meeting may be taped and televised by the media.

AGENDA

- | | | |
|-----|---|---------|
| 1. | <u>STUDENT TESTIMONY</u> | 6:00 pm |
| 2. | <u>PUBLIC COMMENT</u> | 6:15 pm |
| 3. | <u>MULTNOMAH EDUCATION SERVICE DISTRICT ANNUAL ACCOUNTABILITY REPORT</u> | 6:35 pm |
| 5. | <u>PANASONIC FOUNDATION PARTNERSHIP</u> | 6:45 pm |
| 6. | <u>UPDATE: ENROLLMENT BALANCING</u> | 7:15 pm |
| 7. | <u>BOARD 2015-2016 AND 2016-2017 PRIORITIES AND OPERATING PROTOCOLS</u> | 7:45 pm |
| 8. | <u>REPORT: PROPERTY TAX UPDATE</u> | 8:15 pm |
| 9. | <u>OPT OUT INFORMATION</u> | 8:35 pm |
| 10. | <u>OREGON SCHOOL BOARD ASSOCIATION BALLOT</u> | 8:55 pm |
| 11. | <u>BUSINESS/CONSENT AGENDA</u> | 9:00 pm |
| 12. | <u>ADJOURN</u> | 9:10 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: November 24, 2015

To: Members of the Board of Education

From: Jon Isaacs, Chief of Communications & Public Affairs
Sarah Singer, Senior Director for System Planning & Performance
Judy Brennan, Director, Enrollment and Transfer

Subject: District Wide Enrollment Balancing Process Report

Background

(I think we need to start with the BOARD resolution stating that we need to do district wide boundary review)

In October of 2014 the Portland State University Center for Public Service delivered a report titled, "A Values, Growth, and Equity Strategy for District wide Boundary Review" to PPS staff and the school Board that made several recommendations for engaging the broader community in a districtwide boundary review process. These recommendations were used as a roadmap by staff to building, managing, and implementing the district wide enrollment balancing process. A little over a year later we are in the advanced stages of the process, which now proposes using several levers to help PPS to prepare for ongoing enrollment growth and seize the opportunity growth provides to improve educational program equity in neighborhood schools. To date, over 8,000 PPS parents, teachers, students and community members have participated in this process.

The following statistics clearly show the need to adopt a growth management plan:

- PPS has experienced seven consecutive years of student enrollment growth.
- PPS already has 3029 more students this year than in October 2008, and is projected to add about 5,000 more by 2025. PPS enrollment is projected to grow until at least 2030.
- Since 2008, PPS has seen an overall enrollment increase of 6.6%, and an average of 433 new students per year or about enough students to fill a standard elementary school.
- District wide K-12 enrollment varies from the most recent PSU Population Research Center forecast by 35 students-- an error rate of seven out of every 10,000 students.

This report, along with a previous readiness assessment, outlines the steps taken to engage the community in this process based on the PSU recommendations and describes the measurable outcomes.

Review of Boundary Review Process Recommendations, Implementation, and Outcomes

The report stated the following:

- There is a widely held belief that boundary review can be an effective tool in “right sizing” schools in order to create more equitable offerings under the current staffing formula.
- Several groups noted that historical school boundaries have contributed to racial inequity in opportunities and outcomes, and that boundary review is an important tool to correct those inequities.
- There are enrollment hot spots, meaning some schools are significantly over or under enrolled, and those boundaries need immediate attention.
- Staff and School Board members agreed that a broad community conversation about boundaries should look at and discuss PPS issues, policies, and challenges wholistically.

Further, in a readiness assessment delivered to the staff and Board in May, 2014, the PSU Center for Public Service outlined four steps a boundary review process should go through:

- **Step I: Values and Core Principles**—Prior to developing or discussing any proposed maps or a long-term framework for future boundary reviews, it is important for PPS to first identify and articulate a set of underlying values, core principles, and decision-making criteria against which actual boundaries and related policies will ultimately be judged.
- **Step II: Decision-Making Framework**—At the end of Step I – and again, prior to any specific boundary maps or related policies being recommended by PPS officials— the PPS Board should formally adopt the framework that will be used to evaluate subsequent proposals on specific boundary lines and a long-term boundary review framework.
- **Step III: Boundary Maps and Framework Options**—Based on the Step II Framework adopted by the Board, PPS officials should solicit community input that will result in specific recommendations on boundary-related strategies that are deemed consistent with and designed to help achieve PPS’s mission and adopted educational goals.
- **Step IV: Formal Adoption of New Boundaries and Long-Term Boundary Review Framework**—After one or more recommended boundary maps, frameworks, and ancillary policies are identified and the public is provided ample time and opportunity for input, the PPS Board should make its final decisions.

These statements, specific steps, and detailed implementation recommendations were used by staff to develop and implement the current process. We are currently in Step III.

Recommendation: PPS should establish a District-wide Boundary Review Advisory Committee (D-BRAC) that reports to the Superintendent and is charged with monitoring and evaluating enrollment issues and proposing changes, as necessary.

Recommended D-BRAC Decision-Making Process 2014-15:

- The Superintendent should appoint the Chair of the committee;
- D-BRAC should have a PPS-designated lead staff person;
- D-BRAC should be facilitated by a professional external facilitator;
- The committee should establish the principles that it will apply to re-drawing boundaries for the schools with acute enrollment issues, consistent with the process outlined for boundary changes in PPS Administrative Directive 4.10.049-AD School Assignment Review & School Boundary Changes;
- D-BRAC should rely on and ask for PPS data, as necessary;
- New boundaries for the schools with acute enrollment problems should be recommended to the Superintendent by February 1, 2015; and
- New boundaries should be approved for implementation in time for the 2015-2016 school year.

Implementation: D-BRAC was formed following the exact recommendation of the PSU CFPS in November of 2014. The committee was charged with leading and completing step I in the process by examining current PPS policy and developing a values framework for guiding districtwide boundary review. The committee chose to recommend that their values framework be applied to all enrollment balancing levers. This framework was adopted by the Superintendent and endorsed by the PPS Board in September, 2015, which completed step II. PPS staff also clearly outlined the decision making process for the committee and the community, and this process has been described in detail at all community feedback meetings.

Recommendation – Develop a comprehensive and user-friendly website to support community engagement

Implementation: PPS System Planning and Performance and Communications teams built the “Growing Great Schools” website to meet this recommendation. On this site, community members can access information, reports, videos, and data related to district wide enrollment balancing. Most notably, we created a “key data and technical documents” page, which allows the community to access all data, analysis, and reports related to school enrollments, boundaries, building capacities, and long term planning. This page contains all of the newly developed analysis previously reported to the PPS Board regarding preferred enrollment ranges, optimal facility capacities, and links to school by school profiles. These three reports were also recommended by PSU in the May, 2014 readiness assessment (page 28-30) as crucial analysis that must be completed prior to engaging the community in a district wide process.

Once PPS moves to a more modern website technology in early 2016, our website will be more user-friendly. We are planning to implement an online tool which will allow community members to access visual profiles and maps of each school or cluster in PPS.

Recommendation – Ensure baseline program offerings are provided at every school and available to every student

Implementation: PPS has defined and published the required core program in each school type – K-5, K-8 and middle schools. We have reported to both DBRAC and to the community the fact that some schools have to use other funds – either foundation, equity funding, title funds, or grants – to ensure that every school can meet the core program.

In accordance with the DBRAC values framework staff made it a stated outcome of the draft scenarios that every school in PPS would have an enrollment size that allows funding the core program without using “extra funds” so those dollars can be used for their intended purpose of funding electives, enrichments or extra supports.

Recommendation – Engage the community to establish values that will guide and influence PPS’s decisions across programs and departments

Implementation: In accordance with the values framework the staff adopted the following values to guide the community engagement process:

- **Equity** in access to information and opportunities to participate
- **Transparency** in communicating information, how community input will be used, and how decisions will be made.
- **Openness** to all views and feedback critical, affirming, positive, and negative.

To meet the recommendation and complete step III of the process, we implemented the following strategies, which have resulted in very strong levels of engagement from families and community members:

1. **PPS 2025 Survey** – as has been previously reported to the board, staff collaborated with DBRAC and partnered with the PSU Oregon’s Kitchen Table program to develop and make available the PPS 2025 survey of community values. Over 4,000 community members completed the survey and results were reported to DBRAC weighted to match the demographics of the school district and disaggregated by race, school, and cluster. The survey results were used in different ways to develop the values framework and guide the development of the two draft enrollment balancing scenarios.
2. **Empower DBRAC** – DBRAC was originally asked to evaluate and give feedback on the draft enrollment balancing scenarios. Based the PSU recommendations and a push by the committee, DBRAC was empowered to be the lead evaluator of public feedback on the first two draft scenarios and recommend improved plans to the Superintendent for district wide enrollment balancing. DBRAC took formal action to agree to this increased role.
3. **Community Wide Feedback Meetings** – PPS staff recently completed holding 12 community feedback meetings. 11 were for parents and community members, and one

was for school administrators. Two teacher feedback meetings will be completed by the time of the board meeting, and a student meeting is scheduled for December 2nd.

Four meetings were co-hosted by community partner organizations to provide a more accessible format for historically underserved communities and were well attended. All materials have been translated into all supported languages and interpretation was available at all meetings. Most meetings have included public comments from non-English speaking families.

Meetings were facilitated to ensure that parents from all schools were given an opportunity to participate, resulting in greater voice and participation from Title 1 schools than we have historically experienced. Overall, over 4,000 people have participated in all in-person meetings, and PPS has received over 500 oral and written public comments on the two draft scenarios.

To ensure transparency all meetings have been recorded both in video and in detailed notes by a professional note taker. All videos and notes are being provided to DBRAC and posted on the PPS website. All meetings have included a detailed explanation of how feedback will be recorded and used to impact the process.

4. **Online survey** – We launched and have been promoting a second online survey about the scenarios, which will close on December 3rd. Over 1,500 surveys have been completed to date.
5. **PPS Grows e-mail** – Community members could also submit public comment via e-mail. Comments have been summarized weekly and provided to DBRAC along with a full PDF print out of all e-mails for transparency. Over 1,000 e-mail comments have been received to date.

Recommendation - Combine D-BRAC and SACET in the future

Implementation: The establishment of a permanent enrollment management advisory committee was included in DBRAC's recommendation to the Superintendent.

Next Steps

DBRAC will now consider community input, further data analysis as they have requested, and push toward the target date of making a recommendation to the Superintendent by December 17th. If they need more time, staff are prepared to work with the committee in early January as well.

As the process moves forward and we draw closer to the final step as outlined by the PSU CFPS, PPS staff are ready to support additional community engagement as requested by DBRAC, the

Superintendent or the Board. We will continue to be focused on the following values in all community engagement efforts –

- **Equity** in access to information and opportunities to participate
- **Transparency** in communicating information, how community input will be used, and how decisions will be made.
- **Openness** to all views and feedback critical, affirming, positive, and negative.



Board of Education Informational Report

MEMORANDUM

Date: November 20, 2015

To: Members of the Board of Education
Superintendent Carole Smith

From: Amanda Whalen, Chief of Staff

Subject: Strategic Framework and Board Priorities 2015-16 and 2016-17
Board Operating Protocols

Over the course of three retreats, the Board and Superintendent developed the attached Board Priorities that are organized based on the PPS Strategic Framework.

The Board identified seven priorities:

- 1) Ensure a strong principal and vice principal/assistant principal in every building who is well-matched to the school community.
- 2) Create an environment in which supports are in place for teachers to thrive and have a voice in district-wide decision making.
- 3) Prepare students to be college and career ready.
- 4) Create a system of quality instruction to increase literacy rates for all children.
- 5) Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions.
- 6) Ensure the bond continues tracking on time and on budget and delivers innovative 21st century schools.
- 7) Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools.

These priorities will be used to develop the budget for the 2016-17 school year.

For each priority, the Board and staff identified a number of metrics. Once approved, staff will create a work plan for bringing data and information to the Board Committees or the full Board.

At the retreats, the Board also identified the attached Operating Protocols.

If you have any questions, please let me know.

PORTLAND PUBLIC SCHOOLS
Strategic Framework and Board Priorities for 2015-16 and 2016-17

VISION	EQUITY and EXCELLENCE : Every student, every teacher, every school succeeding.					
MISSION	Every student by name , prepared for college, career and participation as an active community member, regardless of race, income or zip code.					
Values Guiding CULTURAL TRANSFORMATION	Equity	Excellence	Collaboration	Service	Accountability	Sustainability
I. EFFECTIVE EDUCATORS						
Board Priorities 2015-16 and 2016-17:						
1.	Ensure a strong principal and vice principal/assistant principal in every building who is well-matched to the school community.	To be measured by:	Included in 2015-16 budget:	Executive Sponsor	Board Committee	Partners
		<ul style="list-style-type: none"> Increase in satisfaction with schools reflected in annual school climate survey (students, teachers, parents) School based student achievement data 	<ul style="list-style-type: none"> Office of School Performance Coaching Support for Principals New Principal leadership support 	Antonio Lopez, Assistant Superintendent, Office of School Performance	Full Board Business and Operations Committee	District wide Screening Committee PAT Chalkboard Project Effective Principal

	<ul style="list-style-type: none"> demonstrates growth Increase in satisfaction reflected in TELL survey Develop plan for principal 360 evaluation 	<ul style="list-style-type: none"> Expansion of New Teacher Mentor program School-based consolidated budgets: sustained increase to allow principals opportunity to pay for extended responsibility for Teacher Leaders (\$300,000) School Climate Survey PPS portion of shared cost for IBB training and facilitation 	<p>Sean Murray, Chief Human Resources Officer</p> <p>Chris Russo, Assistant Superintendent, Office of Teaching and Learning</p> <p>Antonio Lopez Assistant Superintendent, Office of School Performance</p>	<p>Business and Operations Committee Paul Anthony Mike Rosen Tom Koehler</p>	<p>Supervision Project</p> <p>Portland Association of Teachers</p> <p>Oregon Department of Education, Teacher Mentor Grant</p> <p>Miller Foundation, Teacher Mentor Grant</p>
<p>2.</p> <p>Create an environment in which supports are in place for teachers to thrive and have a voice in district-wide decision making.</p>	<ul style="list-style-type: none"> Annual school climate survey shows increased teacher satisfaction Retention of new teachers supported by the New Teacher Mentor program increases Increased teacher participation in key district work groups Annual equity survey of teachers demonstrates greater satisfaction Increase in satisfaction reflected in TELL Survey PPS/PAT team trained in Interest Based Bargaining Interest Based Bargaining utilized for PAT negotiations 		<p>Sean Murray, Chief Human Resources Officer</p>		

II. RIGOROUS, RELEVANT PROGRAMS FOR ALL

Board Priorities 2015-16 and 2106-17:		Included in 2015-16 budget:	Executive Sponsor:	Board Committee	Partners
<p>3. Prepare students to be college and career ready.</p>	<p>To be measured by:</p> <ul style="list-style-type: none"> Acceleration in 4 year and 5 year graduation and completion data Increased participation rates in advanced (college/career) programming, specifically AP, IB, Dual Credit and CTE FAFSA completion rates increase Increase in percentage of students entering 10th grade on track to graduate (6 or more credits) Increase in number of students reconnected to school 	<ul style="list-style-type: none"> Increased elective offerings – Art/Music/AVID/College and Career Readiness - in middle grades (K-8 and MS) (17.0 FTE) CTE Middle Grades: added hands on learning experience (\$500,000) Increased high school teachers (20 FTE) College and Career Readiness /AVID coordination and teachers (HS): 13.5 FTE Add VP for HS over 1600: (2 FTE) Early Warning System 	<p>Antonio Lopez, Assistant Superintendent, Office of School Performance</p>	<p>Teaching and Learning Committee: Steve Buel Amy Kohnstamm Julie Esparza Brown</p>	<p>CTE Advisory Committee</p> <p>Portland Community College</p> <p>Portland State University</p> <p>Workforce Alliance</p> <p>Portland Business Alliance</p> <p>NIKE School Innovation Fund and Miller Family Foundation (AVID)</p> <p>All Hands Raised</p> <p>Gear Up Grant</p> <p>EPIC</p>

					PAT
<p>4. Create a system of quality instruction to increase literacy rates for all children.</p>	<ul style="list-style-type: none"> • K attendance rates increase • 100% of students will read at grade level by the end of 3rd grade <ul style="list-style-type: none"> ◦ Increase in students meeting benchmark on Smarter Balance English/Language Arts portion ◦ Growth on DIBELS and Interim assessments • Increase in % of incoming 10th graders who have passed 9th grade English/Writing class • More students enrolled in Headstart or other Early Learning Programs • Implementation of 6-12 literacy materials and resources adoption in 2015-16 • Plan for K-5 literacy 	<ul style="list-style-type: none"> • Educational Assistant support for Kindergarten for schools with 50% or more combined underserved (21.5 FTE) • Targeted Early Literacy support for Focus and Priority Schools (8 FTE) • Full Day Kindergarten • Added Library Media Specialists (\$3.1M) • Literacy curriculum materials adoption implementation and planning • Instructional coaching PLCs in 30 schools 	<p>Chris Russo, Assistant Superintendent, Office of Teaching and Learning</p> <p>Antonio Lopez, Assistant Superintendent, Office of School Performance</p> <p>Harriet Adair, Assistant Superintendent, Office of Early Learners, School and Student Support</p>	<p>Teaching and Learning Committee: Steve Buel Amy Kohnstamm Julie Esparza Brown</p>	<p>SMART Readers Reading Results Multnomah Co Library Shadow Project Black Parent Initiative Children's Book Bank Portland Council PTA Mount Hood Cable Regulatory Comm Panasonic Foundation Portland Association of Teachers Portland Association of Public School Administrators</p>

					<p>materials and resources adoption completed in 2015-16 for implementation in 2016-17</p> <ul style="list-style-type: none"> • Implementation of the RTI framework in all schools resulting in a statistically proportionate measure of students in strategic, intensive and core categories of the framework • Increased numbers of schools and students being served within the CBELD (Content Embedded ELD) and QTEL (Quality Teaching for English Language Learners) instructional models of inclusive ELL practice • Per new legislation, all Kindergarten and first grade students will be screened using the universal screener for Dyslexia 																																												

III. INDIVIDUAL STUDENT SUPPORTS

Board Priorities 2015-16 and 2016-17:		To be measured by:	Included in 2015-16 budget:	Executive Sponsor:	Board Committee	Partners
5.	Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions.	<ul style="list-style-type: none"> Reduce disproportionality of exclusionary discipline by 50% (baseline year 2012-13); Annual School Climate Survey (students, teachers, parents) reflect increase in satisfaction with school climate IBB process utilized to address discipline PBIS implemented district-wide 	<ul style="list-style-type: none"> Counselors in K-5; 400:1 ratio, minimum of 1 FTE (14.5 FTE) Counselors in K-8 and Middle Schools; 400:1 ratio with minimum of 1.0 FTE. (21.5 FTE) Educational Assistant support for Kindergarten (FTE included in Early Literacy) \$1.1M for Professional Development and support for Teachers, Counselors and Administrators on School Climate and Restorative 	<p>Lorenzo Poe, Chief Equity Officer and Director of Partnerships</p> <p>Chris Russo, Assistant Superintendent Office of Teaching and Learning</p> <p>Sean Murray, Chief Human Resources Officer</p>	<p>Teaching and Learning Committee: Steve Buel Amy Kohnstamm Julie Esparza Brown</p>	<p>Portland Association of Teachers</p> <p>CEP: Community Education Partners</p> <p>Portland Parents Union</p> <p>Resolutions Northwest</p> <p>All Hands Raised: Eliminating Disparities Collaborative</p> <p>Coalition of Communities of Color</p> <p>Oregon Leadership Network</p> <p>Pacific Educational</p>

			Practices. • School-based CARE Teams focused on Culturally Responsive Instructional Practices			Group
IV. COLLABORATION WITH FAMILIES AND COMMUNITIES						
<i>See Partners Column for each priority.</i>						
V. FOUNDATIONAL ELEMENTS: MODERNIZE INFRASTRUCTURE						
Board Priorities 2015-16 and 2016-17:						
6.	Ensure the bond continues tracking on time and on budget and delivers innovative 21 st century schools.	To be measured by:	<ul style="list-style-type: none"> Balanced Score card tracking Bond Projects as on time and on budget Feedback from the Design Advisory Group for each school modernization project upon completion of design process Implementation of an MWESB tracking system for public improvement and architecture and engineering contracts that provides data to 	Included in 2015-16 budget:	<ul style="list-style-type: none"> 2012 School Improvement Bond 	<p>Executive Sponsor: Jerry Vincent, Chief of School Modernization</p> <p>Board Committee: School Improvement Bond Committee: Amy Kohnstamm Pam Knowles Paul Anthony</p> <p>Partners Design Advisory Groups (DAGs) Bond Accountability Committee Bond Development Committee Bond Auditors</p>

		<ul style="list-style-type: none"> show progress towards meeting PPS aspirational goal of 18% MWESB participation for each of these two areas. Establishment of MWESB advisory committee. Community participation in all RFP evaluation committees. 				
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VI. FOUNDATIONAL ELEMENTS: STABLE OPERATING MODEL

Board Priorities 2015-16 and 2016-17:		To be measured by:	Included in 2015-16 budget:	Executive Sponsor:	Board Committee	Partners
7.	Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools.	<ul style="list-style-type: none"> Enrollment balancing values framework adopted by the board Plan and timeline for implementation of enrollment balancing for right sized schools is adopted by the board Develop a plan for equitable middle grades programming across schools Define and disseminate 	<ul style="list-style-type: none"> GIS mapping support for building enrollment balancing scenarios Staff support for D-BRAC process 	Jon Isaacs, Chief of Community Involvement and Public Affairs Tony Magliano, Chief Operating Officer Antonio Lopez, Assistant Superintendent of Office of School Performance	Full Board Board Liaisons: Pam Knowles Julie Esparza Brown Teaching and Learning Committee: Steve Buel Amy Kohnstamm	District-wide Boundary Review Advisory Committee (D-BRAC)

	core programming		Julie Esparza Brown
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Annual Work of the Board			
What	Board Committee	Executive Staff	Notes
Budget	Board (all) as Budget Committee	Yousef Awwad, CFO David Wynde, Dep CFO	
GFOA Strategic Budgeting process • Policy Development	Business and Operations Committee: Paul Anthony Mike Rosen Tom Koehler	Yousef Awwad, CFO Tony Magliano	
Charter Renewals and Applications	Charter Committee: Pam Knowles Julie Esparza Brown Amy Kohnstamm	Antonio Lopez Korinna Wolfe Kristen Miles	
Performance Audits	Audit Committee: Mike Rosen Julie Esparza Brown Paul Anthony	Jollee Patterson Amanda Whalen	
Board Development and Training	Tom Koehler, Board Chair Amy Kohnstamm, Vice Chair	Amanda Whalen Rosanne Powell	
Board Communication and Community Engagement; representation of PPS at community events	ALL	Jon Isaacs Rosanne Powell	

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

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December 1, 2015

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5175 and 5176

RESOLUTION No. 5175

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")

No New IGA/Rs

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
State of Oregon, Department of Education	7/1/2015 through 6/30/2017	Intergovernmental Agreement IGA/R 59939 Amendment 2	Funding for Columbia Regional Program to provide educational services for children birth to age 21 who have severe low-incidence disabilities and live in Clackamas, Multnomah, Hood River and Wasco counties.	\$19,021,029 \$37,722,929	H. Adair Fund 205 Grants G1498 & G1499

Y. Awwad

RESOLUTION No. 5176

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
CDWg	12/2/2015 through 2/28/2018	Cooperative Agreement COA 61262	Pricing agreement for the purchase of software on an as-needed basis. The Association of Educational Purchasing Agencies (AEPA), on behalf of Intermountain Education Service District, is the administering contracting agency for the cooperative contract.	\$150,000	J. Klein Various based on department use
Keystone Contracting Inc.	12/2/2015 through 03/31/2016	Construction C 62500	Remove and dispose of all identified accessible and inaccessible asbestos containing material throughout Faubion. Bond 2012. ITB 2015-2022	\$284,900	J. Vincent Fund 453 Dept. 1248 Project DA004

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5177 and 5178

RESOLUTION No. 5177

Adopting Board Priorities for 2015-16 and 2016-17

RESOLUTION

The Portland Public Schools Board of Education adopts the Board Priorities for fiscal years 2015-16 and 2016-17 as attached in Exhibit "A".

PORTLAND PUBLIC SCHOOLS
Strategic Framework and Board Priorities for 2015-16 and 2016-17

VISION	EQUITY and EXCELLENCE : Every student, every teacher, every school succeeding.					
MISSION	Every student <u>by name</u> , prepared for college, career and participation as an active community member, regardless of race, income or zip code.					
Values Guiding CULTURAL TRANSFORMATION	Equity	Excellence	Collaboration	Service	Accountability	Sustainability

I. EFFECTIVE EDUCATORS

Board Priorities 2015-16 and 2016-17:		To be measured by:	Included in 2015-16 budget:	Executive Sponsor	Board Committee	Partners
1.	Ensure a strong principal and vice principal/assistant principal in every building who is well-matched to the school community.	<ul style="list-style-type: none"> Increase in satisfaction with schools reflected in annual school climate survey (students, teachers, parents) School based student achievement data 	<ul style="list-style-type: none"> Office of School Performance Coaching Support for Principals New Principal leadership support 	Antonio Lopez, Assistant Superintendent, Office of School Performance	Full Board Business and Operations Committee	District wide Screening Committee PAT Chalkboard Project Effective Principal

	<ul style="list-style-type: none"> demonstrates growth Increase in satisfaction reflected in TELL survey Develop plan for principal 360 evaluation 		<p>Sean Murray, Chief Human Resources Officer</p>	<p>Business and Operations Committee Paul Anthony Mike Rosen Tom Koehler</p>	Supervision Project
<p>2. Create an environment in which supports are in place for teachers to thrive and have a voice in district-wide decision making.</p>	<ul style="list-style-type: none"> Annual school climate survey shows increased teacher satisfaction Retention of new teachers supported by the New Teacher Mentor program increases Increased teacher participation in key district work groups Annual equity survey of teachers demonstrates greater satisfaction Increase in satisfaction reflected in TELL Survey PPS/PAT team trained in Interest Based Bargaining utilized for PAT negotiations 	<ul style="list-style-type: none"> Expansion of New Teacher Mentor program School-based consolidated budgets: sustained increase to allow principals opportunity to pay responsibility for Teacher Leaders (\$300,000) School Climate Survey PPS portion of shared cost for TBB training and facilitation 	<p>Chris Russo, Assistant Superintendent, Office of Teaching and Learning</p> <p>Antonio Lopez Assistant Superintendent, Office of School Performance</p>	<p>Full Board</p>	<p>Portland Association of Teachers</p> <p>Oregon Department of Education, Teacher Mentor Grant</p> <p>Miller Foundation, Teacher Mentor Grant</p>

II. RIGOROUS, RELEVANT PROGRAMS FOR ALL

Board Priorities 2015-16 and 2106-17:	To be measured by:	Included in 2015-16 budget:	Executive Sponsor:	Board Committee	Partners
<p>3. Prepare students to be college and career ready.</p>	<ul style="list-style-type: none"> Acceleration in 4 year and 5 year graduation and completion data Increased participation rates in advanced (college/career) programming, specifically AP, IB, Dual Credit and CTE FAFSA completion rates increase Increase in percentage of students entering 10th grade on track to graduate (6 or more credits) Increase in number of students reconnected to school 	<ul style="list-style-type: none"> Increased elective offerings – Art/Music/AVID/College and Career Readiness - in middle grades (K-8 and MS) (17.0 FTE) CTE Middle Grades: added hands on learning experience (\$500,000) Increased high school teachers (20 FTE) College and Career Readiness /AVID coordination and teachers (HS): 13.5 FTE Add VP for HS over 1600: (2 FTE) Early Warning System 	<p>Antonio Lopez, Assistant Superintendent, Office of School Performance</p>	<p>Teaching and Learning Committee: Steve Buel Amy Kohnstamm Julie Esparza Brown</p>	<p>CTE Advisory Committee Portland Community College Portland State University Workforce Alliance Portland Business Alliance NIKE School Innovation Fund and Miller Family Foundation (AVID) All Hands Raised Gear Up Grant EPIC</p>

					PAT
<p>4. Create a system of quality instruction to increase literacy rates for all children.</p>	<ul style="list-style-type: none"> • K attendance rates increase • 100% of students will read at grade level by the end of 3rd grade <ul style="list-style-type: none"> ◦ Increase in students meeting benchmark on Smarter Balance English/Language Arts portion ◦ Growth on DIBELS and interim assessments • Increase in % of incoming 10th graders who have passed 9th grade English/Writing class • More students enrolled in Headstart or other Early Learning Programs • Implementation of 6--12 literacy materials and resources adoption in 2015-16 • Plan for K-5 literacy 	<ul style="list-style-type: none"> • Educational Assistant support for Kindergarten for schools with 50% or more combined underserved (21.5 FTE) • Targeted Early Literacy support for Focus and Priority Schools (8 FTE) • Full Day Kindergarten • Added Library Media Specialists (\$3.1M) • Literacy curriculum materials adoption implementation and planning • Instructional coaching PLCs in 30 schools 	<p>Chris Russo, Assistant Superintendent, Office of Teaching and Learning</p> <p>Antonio Lopez, Assistant Superintendent, Office of School Performance</p> <p>Harriet Adair, Assistant Superintendent, Office of Early Learners, School and Student Support</p>	<p>Teaching and Learning Committee: Steve Buel Amy Kohnstamm Julie Esparza Brown</p>	<p>SMART Readers Reading Results Multnomah Co Library Shadow Project Black Parent Initiative Children's Book Bank Portland Council PTA Mount Hood Cable Regulatory Comm Panasonic Foundation Portland Association of Teachers Portland Association of Public School Administrators</p>

materials and resources	adoption completed in	2015-16 for	implementation in 2016-	17	<ul style="list-style-type: none"> Implementation of the RTI framework in all schools resulting in a statistically proportionate measure of students in strategic, intensive and core categories of the framework Increased numbers of schools and students being served within the CBELD (Content Embedded ELD) and QTEL (Quality Teaching for English Language Learners) instructional models of inclusive ELL practice Per new legislation, all Kindergarten and first grade students will be screened using the universal screener for Dyslexia 																																																																																																																																																		

III. INDIVIDUAL STUDENT SUPPORTS

Board Priorities 2015-16 and 2016-17:	To be measured by:	Included in 2015-16 budget:	Executive Sponsor:	Board Committee	Partners
<p>5. Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions.</p>	<ul style="list-style-type: none"> Reduce disproportionality of exclusionary discipline by 50% (baseline year 2012-13); Annual School Climate Survey (students, teachers, parents) reflect increase in satisfaction with school climate IBB process utilized to address discipline PBIS implemented district-wide 	<ul style="list-style-type: none"> Counselors in K-5; 400:1 ratio, minimum of 1 FTE (14.5 FTE) Counselors in K-8 and Middle Schools; 400:1 ratio with minimum of 1.0 FTE. (21.5 FTE) Educational Assistant support for kindergarten (FTE included in Early Literacy) \$1.1M for Professional Development and support for Teachers, Counselors and Administrators on School Climate and Restorative 	<p>Lorenzo Poe, Chief Equity Officer and Director of Partnerships</p> <p>Chris Russo, Assistant Superintendent Office of Teaching and Learning</p> <p>Sean Murray, Chief Human Resources Officer</p>	<p>Teaching and Learning Committee: Steve Buel Amy Kohnstamm Julie Esparza Brown</p>	<p>Portland Association of Teachers</p> <p>CEP: Community Education Partners</p> <p>Portland Parents Union</p> <p>Resolutions Northwest</p> <p>All Hands Raised: Eliminating Disparities Collaborative</p> <p>Coalition of Communities of Color</p> <p>Oregon Leadership Network</p> <p>Pacific Educational</p>

			Practices. • School-based CARE Teams focused on Culturally Responsive Instructional Practices			Group		
IV. COLLABORATION WITH FAMILIES AND COMMUNITIES								
<i>See Partners Column for each priority.</i>								
V. FOUNDATIONAL ELEMENTS: MODERNIZE INFRASTRUCTURE								
Board Priorities 2015-16 and 2016-17:								
6.	Ensure the bond continues tracking on time and on budget and delivers innovative 21st century schools.	To be measured by:	<ul style="list-style-type: none"> Balanced Score card tracking Bond Projects as on time and on budget Feedback from the Design Advisory Group for each school modernization project upon completion of design process Implementation of an MWESB tracking system for public improvement and architecture and engineering contracts that provides data to 	Included in 2015-16 budget:	<ul style="list-style-type: none"> 2012 School Improvement Bond 	<p>Executive Sponsor: Jerry Vincent, Chief of School Modernization</p>	Board Committee	Partners
						Design Advisory Groups (DAGs) Bond Accountability Committee Bond Development Committee Bond Auditors		

- show progress towards meeting PPS aspirational goal of 18% MWESB participation for each of these two areas.
- Establishment of MWESB advisory committee. Community participation in all RFP evaluation committees.

VI. FOUNDATIONAL ELEMENTS: STABLE OPERATING MODEL

Board Priorities 2015-16 and 2016-17:	To be measured by:	Included in 2015-16 budget:	Executive Sponsor:	Board Committee	Partners
<p>7. Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools.</p>	<ul style="list-style-type: none"> • Enrollment balancing values framework adopted by the board • Plan and timeline for implementation of enrollment balancing for right sized schools is adopted by the board • Develop a plan for equitable middle grades programming across schools • Define and disseminate 	<ul style="list-style-type: none"> • GIS mapping support for building enrollment balancing scenarios • Staff support for D-BRAC process 	<p>Jon Isaacs, Chief of Community Involvement and Public Affairs</p> <p>Tony Magliano, Chief Operating Officer</p> <p>Antonio Lopez, Assistant Superintendent of Office of School Performance</p>	<p>Full Board</p> <p>Board Liaisons: Pam Knowles Julie Esparza Brown</p> <p>Teaching and Learning Committee: Steve Buel Amy Kohnstamm</p>	<p>District-wide Boundary Review Advisory Committee (D-BRAC)</p>

	core programming		Julie Esparza Brown
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Annual Work of the Board			
What	Board Committee	Executive Staff	Notes
Budget	Board (all) as Budget Committee	Yousef Awwad, CFO David Wynde, Dep CFO	
GFOA Strategic Budgeting process • Policy Development	Business and Operations Committee: Paul Anthony Mike Rosen Tom Koehler	Yousef Awwad, CFO Tony Magliano	
Charter Renewals and Applications	Charter Committee: Pam Knowles Julie Esparza Brown Amy Kohnstamm	Antonio Lopez Korinna Wolfe Kristen Miles	
Performance Audits	Audit Committee: Mike Rosen Julie Esparza Brown Paul Anthony	Jollee Patterson Amanda Whalen	
Board Development and Training	Tom Koehler, Board Chair Amy Kohnstamm, Vice Chair	Amanda Whalen Rosanne Powell	
Board Communication and Community Engagement; representation of PPS at community events	ALL	Jon Isaacs Rosanne Powell	



RESOLUTION No. 5178

Adopting Board Member Operating Protocols

RESOLUTION

The Board of Directors of Portland Public Schools approves and adopts the *Board Member Operating Protocols* as attached in Exhibit "A".

Board Member Operating Protocols

Board Meeting Materials

- In order for Board members to be adequately prepared for staff presentations and to take action on an agenda item, the Board office will provide, by messenger service, meeting materials to all Board members on the Thursday or Friday prior to a Board meeting. This information will also be sent electronically.
- If a PowerPoint presentation will be given by staff during a Board meeting, it will be included in the Board packet as well, with the understanding that there may be changes at the final Board presentation. Copies of final PowerPoint presentations will be available at Board member seats at the meetings.
- For contracts listed in the Business Consent Agenda, staff will provide copies of these contracts. These will not be posted as part of the meeting materials.
- Board members will continue to work with staff to ask questions in advance of Board meetings. If staff is unable to answer a question that comes up during Board discussion, the Board office will note the question and provide follow up to the Board.
- For items heard at a Committee meeting, Committee members should ask the question during the Committee meeting where reasonable.

Public Comment Protocols

- Each person wishing to make public comment must contact the Board office directly providing both contact information and the topic they wish to speak on. The Board Office will no longer allow for slots to be "held" for others.
- Individuals wishing to sign up the day of the meeting can do so, if slots are available, up until public comment is complete.
- If a commenter is late to a meeting, the spot is forfeited, unless public comment is still occurring and the Chair requests that the name(s) be called again.
- Student testimony slots will now be a part of each Board meeting.
- The Board may ask clarifying questions of people making public comment, but will not engage in dialogue.
- If an individual making public comment uses that time to disparage staff, it is the responsibility of the Chair to interrupt and to let the commenter know the Board office will follow up with that concern on behalf of the Superintendent.
- There will continue to be six slots reserved for public comment and each action item and five slots for student testimony. If there are additional public comment slots requested beyond the six, it will be at the discretion of the Chair to decide whether or not additional slots will be added.

Meeting Protocols

- The agenda is co-developed by the Chair and the Superintendent and is distributed to the rest of the Board for feedback.
- Notes from agenda setting meetings are sent out to the entire Board by the Board office. Board agendas are made up of action and discussion items, with monthly reports from the Student Representative and Superintendent.
- The majority of items that require Board action are first reviewed in a Board Committee meeting, an executive session, or a Board meeting.
- The times allotted for each agenda item are estimates and are to be used as a guideline by the Chair in managing the meeting; however, there are not specific end times.
- During Board meetings, only presenters may address the Board and Superintendent from the table.
- The Board will not call up external speakers during presentations.

Committee Protocols

- The agendas for Committee meetings are co-developed by the Committee Chair and staff lead[s]. Committee meeting materials should be provided at least 48 hours in advance of the meeting. Committee meetings will be publicly noticed 48 hours ahead of time and agendas will be posted prior the meeting.
- Each Committee Chair will determine when to hear public comment during a committee meeting.
- Like public comment at a Board meeting, Committee members will not engage in dialogue.
- Recommendations coming from a Committee are referenced in staff reports for discussion items and resolutions for action items before the full Board.
- The Committee chair will review all minutes before they are sent to the rest of the Committee and posted on the Committee web page.
- All Committee meetings will be audio recorded for record keeping purposes and are available upon request.

Communication Protocols

- Board members should only contact the Superintendent's Direct Reports with questions or concerns. Information received as a result, will be provided to the full Board.
- The Chief of Staff and Board Manager should be copied on communication to the Superintendent's Direct Reports requesting data or other information.
- The Board is committed to modeling respectful behavior and civil discourse for our students and our community.

