Portland Public Schools Board of Education



Regular Mee ir March 8, 20

BOARD OF EDUCATION

Board Auditorium

Portland Public Schools Regular Meeting March 8, 2010 Blanchard Education Service Center 501 North Dixon Street Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens 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 citizens must abide by the Board's Rules of Conduct for Board meetings.

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

This meeting may be taped and televised by the media.

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______ 7:25 pm

4. **EXCELLENCE IN TEACHING AND LEARNING**

7:30 pm

High School System Design – (action item)

5. **COMMITTEE REPORTS**

9:30 pm

Charter School Committee

The next regular meeting of the Board will be held on <u>April 5, 2010</u> at 7:00 pm at the Blanchard Education Service Center.

NOTE: The Board's agendas are focused on the five strategic operatives of the District as found in the 2005-2010 Strategic Plan: Excellence in Teaching and Learning; Excellence in Operations and Services; Strong Partnerships with Families and Community; Leadership for Results; and Continuous Learning Ethic.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P

Roseway Heights Upper Grades Chorus

Terra Bohannon

Carson Cude

Melissa Dike

Devlin Farmer

Chelsea Houston

Baxter Marmen

Sophie Mobley

Nigel Nichols

Elliott Prehn

Kirsten Rydell

Nick Scheer

Emily Stephens

Trystan Stephens-Tregarth

Talia Surbrook

Daniela Rose

Steven Trout

Ella Slupseky

Crystal Meneses, Artist-in-Residence Music Teacher

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

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March 8, 2010

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Personnel

The Superintendent <u>RECOMMENDS</u> adoption of the following item:

Numbers 4231

Thompson, Becky Maplewood K-5 Teacher-ES Music 0.50 1/15/2010 6/18/2010

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RESOLUTION No. 4232

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority (Starbase Program)

RECITAL

Board Policy 8.90.010-P, "Contracts," requires the Board of Education ("Board") to enter into and approve contracts w0167 dm08 Tw[contract)4eardtractto

LIMITED SCOPE REAL PROPERTY AGREEMENTS

Contractor	Contract Term	Contract Type	Description of Services	Department	Contract Amount	Responsible Administrator
The Friends of Creston Children's Dental Clinic	04/01/10 through 03/31/15 with options to extend	License LA 57xxx	Creston K-7: Lease for use of dental clinic to provide dental services to low-income students.	General Fund	\$1/year	T. Magliano / K. Hampton

C.J. Sylvester / M. Gunter

RESOLUTION No. 4234

Expenditure Contracts that Exceed \$25,000 Limit for Delegation of Authority

Columbia Cascade Corporation	03/09/10 through 12/31/10	Construction C 57369	Green Thumb: Construction services for installation of double modular classroom, including foundation, and electrical and plumbing hook-up services.	Fund 205 Dept. 5414 Grant G0986	\$58,600 \$160,194	T. Magliano
Snyder Roofing of Oregon LLC	03/09/10 through 06/30/10	Construction C 57374	Roosevelt Campus: Construction services for wind-damaged roof replacement	Funds 191, 691 Depts. 5540, 5597 Project F0134	\$43,637 \$10,582	T. Magliano
TBD – based on lowest responsible bidder	03/09/10 through 12/31/10	Construction C 57xxx	Green Thumb: Construction services for double modular classroom electrical systems.	Fund 205 Dept. 5414 Grant G0986	Not-to-exceed \$30,000 TBD	T. Magliano
TBD – based on lowest responsible bidder	03/09/10 through 06/30/10	Construction C 57xxx	Foster Site: Construction services related to Site's renovation.	Fund 205 Dept. 5414 Grant G0986	Not-to-exceed \$17,000 TBD	T. Magliano
TBD – based on lowest responsible bidder	03/09/10 through 06/30/10	Construction C 57xxx	Foster Site: Construction renovation services, including IT and power systems.	Fund 205 Dept. 5414 Grant G0986	Not-to-exceed \$48,000 TBD	T. Magliano
TBD – based on lowest responsible bidder	03/09/10 through 06/30/10	Construction C 57xxx	Sunnyside K-8: Construction services for code compliance project .	Fund 101 Dept. 5597 Project F0133	Not-to-exceed \$32,800 TBD	T. Magliano
TBD – based on lowest responsible bidder	03/09/10 through 06/30/10	Construction C 57xxx	Hosford 6-8: Computer lab construction, including power, data, and switch gear services.	Fund 101 Dept. 2257	Not-to-exceed \$18,000 TBD	T. Magliano
TBD – based on lowest responsible bidder	03/09/10 through 06/30/10	Construction C 57xxx	BESC: Construction services related to relocating existing power and data poles for office reconfiguration.	Fund 191 Dept. 5597 Project F0166	Not-to-exceed: \$6,000 TBD	T. Magliano
TBD – based on lowest responsible bidder	03/09/10 through 02/28/11	Personal / Professional Services PS 57xxx	BESC: IT Data Center Renovation Design	Fund 407 Dept. 5581 Project A1003	Not-to-exceed \$87,775 TBD	T. Magliano
DSU Peterbilt & GMC, Inc.	02/22/10	Purchase Order PO 91386	BESC: Purchase of new cab-over-engine, refrigerated truck.	Fund 202 Dept. 5570	\$99,979 \$536 ugh 03/	Personal / Professional Service 30/10

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Fund, Department, Grant/Project	Amendment Amount, Contract Total, Payment Total*	Responsible Administrator
RMC Research Corporation	03/01/10 through 02/28/11	Personal / Professional Services PS 54451 Amendment 4	District-wide: One-year contract extension for on-going evaluation of the Striving Reader's Program and preparation of annual report to federal government.	Fund 205 Dept. 5407 Grant G0718	\$466,795 \$2,229,999 \$234,749	C. Brush
Catapult Learning, LLC	02/15/10 through 06/30/10	Personal / Professional Services PS 57096 Amendment 2	De La Salle North High School: Additional funds for Title I literacy and math tutoring services.	Fund 205 Dept. 6938 Grant G0987	\$8,384 \$462,622 \$194,768	S. Kosmala
RE:THINK	02/08/10 through 06/30/10	Personal / Professional Services PS 57105 Amendment 2	Mt. Scott School: Additional funds for Title I math tutoring services.	Fund 205 Dept. 6906 Grant G1001	\$8,850 \$139,488 \$44,063	S. Kosmala
Portland Patrol, Inc.	07/01/09 through 06/30/10	Personal / Professional Services PS 55524 Amendment 3	District-wide: Additional funds for security services, as- needed.	Various	\$30,000 \$66,500 \$ 12,713	G. Ross

^{* &}quot;Payment Total" is the total amount actually paid to the vendor since July 1, 2009, and thus may be more or less than the "Contract / Amendment Amount" or "Contract Total." Payment Total is not included for IGAs.

M. Gunter

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Nine Solar Roof Projects 2009			Total Budget: \$15,827,500		
Contractor	Contract Terms	Project Number(s)	Description of Contract / Amendment	Previously Committed Amount / This Amendment Amount	
McDonald & Wetle, Inc.	03/09/10 through 06/30/10 Construction C 57375	C0709	Woodstock K-5: Construction services, including drain additions to roof.	\$30,250	
TBD – based on lowest responsible bidder	03/09/10 through 06/30/10 Construction C 57xxx	C0701 and C0708	Atkinson K-5 and Scott K-8: Fencing installation for the roof access prevention project.	Not-to-exceed \$10,000	
			Total Project Budget This Resolution Request Previously Committed Amount Remaining Budget	\$15,827,500 \$40,250 <u>\$13,673,105</u> \$2,114,145	

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Modern Building Systems, Inc.			Sunnyside K-8: Purchase of a double modular classroom building.	\$125,086
			Total Project Budget This Resolution Request Previously Committed Amount Remaining Budget	\$1,954,000 \$841,984 <u>\$8,100</u> \$1,103,916

Office of Scho	ool Modernization	 Professional Ser 	vices Total Bu	dget: \$8,194,204
Contractor	Contract Terms	Project Number(s)	Description of Contract / Amendment	Previously Committed Amount / This Amendment Amount
Crandall Arambula	03/09/10 through 02/28/11 Personal / Professional Services PS 57371	C0100	Faubion PK-7: Urban design, planning, and economic consulting services related to joint capital planning with Concordia University to determine and enter into space-sharing and land use partnership opportunities.	\$60,000
Milstead & Associates, Inc.	03/09/10 through 06/30/10 Personal / Professional Services PS 57325 Amendment 1	C0100	District-wide: Assessment services related to siting feasibility of additional modular buildings.	\$15,000 \$10,000

Total Project Budget
This Resolution Request
Previously Committed Amount

Other Matters Requiring Board Action

The Superintendent <u>RECOMMENDS</u> adoption of the following item:

Numbers 4236

American schools (with Jefferson High School's dance program, or early childhood education centers, for example) and by voluntarily busing African-American students into predominantly white areas. These efforts were supported by additional funding – which has since ended – and did not create a lasting or widespread integration.

3) The effects of a liberal school choice policy have further skewed the demographics at many schools. Research has shown that t

- access to an AP or IB program and 49% of free and reduced lunch students have access to these programs in the schools they attend.
- There are also significant inequities in required course offerings, which includes math, science, world language, and social studies. Those most adversely impacted from these inequities tend to be students who live within the attendance boundary of PPS' higher poverty schools. For example, in 2008-9, five schools (Cleveland, Grant, Franklin, Lincoln and Wilson) offered at least 3 world languages. All other schools offered one world language.
- 7) Under PPS' transfer system, some schools responded to their lower neighborhood enrollment and demand for specific programs by accepting more transfers into their schools. While each neighborhood PPS school has between 1,100 and 1,500 students living in its attendance area, the liberal transfer system allowed shifts that have created schools of vastly different sizes.
- 8) Lottery priorities mandated at the local and federal level, including the No Child Left Behind or Elementary and Secondary Education Act, have exacerbated the divergence in enrollment and program offerings across the system.
- 9) As of the 2009-10 school year, student enrollment across the high school campuses ranged from a low of 435 students to a high of 1610 students.
- E. Portland citizens have expressed a number of specific values for our high school system.
 - 1) In January of 2009, Davis, Hibbitts & Midghall, Inc., conducted a survey about Portland's high schools. Key findings include:
 - a) Portlanders believe high schools need to improve, but most want to make changes over time instead of immediate, wholesale reform. The public does not perceive a financial or educational crisis in PPS or its high schools. 65% of staff and 57% of the public believe that some changes have to be made over time to improve high schools (28% of staff and 30% of the public believe wholesale reform is needed).
 - b) The biggest obstacle to Portland's high schools being more successful, according to both staff and the public, is a lack of money and funding.
 - c) PPS staff and the public were asked to rate the most important elements that should be part of any high school redesign effort.
 - i. The top rated element for the public was "guarantee that students can attend their neighborhood school if they choose to." (67% of the public strongly agreed and 21% somewhat agreed).
 - ii. The number one priority for staff was a desire for resources and buildings to be distributed equitably.
 - d) The public rated "students achieving high academic standards regardless of ethnicity or household income" as the most important indicator of educational quality along with students being excited, engaged and challenged by school.
 - 2) An intensive community and staff engagement process over the last 12 months, in which over 10,000 individuals have engaged, has affirmed:

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PPS recognizes the strong value Portland residents place on neighborhood schools.

a)

4. This resolution is intended to address the foundational structural issues in PPS. To that end the Superintendent has identified and the Board endorses the following elements of the high school system:

a. Neighborhood Guarantee

Every student shall be guaranteed access to a community comprehensive high school as defined by their attendance area.

b. Portfolio of Options Available

Recognizing the importance of choice to Portland citizens and the value of providing a diverse set of learning environments to meet the varied needs of our students, the PPS high school system shall offer a portfolio of schools. This portfolio shall include community comprehensive, focus, and education option schools. Each school in the system shall be designed to meet the explicit outcomes of the high school system: to increase student engagement, close the achi

- g. **Every School and Program is in High Demand by Students and Staff**Policies, strategic decisions and incentives will support the creation of a system where each school is in high demand by students, has a viable student enrollment range, and where professionals choose to work.
- h. Every School Better Reflects the Diversity of the Broader Community

 Policies and strategic decisions shall reflect a value that students from varying socioeconomic backgrounds and educational status should be more equitably represented
 across all schools, to the extent possible within the limitations imposed by Portland's
 geographic and neighborhood socioeconomic differences, except when the mission of a
 program is designed to provide targeted supports to a particular student population, such
 as students who need specialized English language development, Special Education
 services, or alternative education services.
- 5. Schools in the portfolio of options shall have common definitions as follows:
 - a. A community comprehensive high school shall be defined as:
 - i. A neighborhood school in accordance with the PPS Board Policy on Student Assignment, which ensures that students will have guaranteed enrollment to a neighborhood school through a defined attendance area.
 - ii. Community comprehensive high schools will provide a comprehensive program that assures every enrolled student has access to:
 - (a) Courses required by PPS and the State of Oregon for receipt of a Diploma,
 - (b) Student supports during and outside of the student academic day, designed to ensure all students, especially those who are struggling, can accelerate their learning and graduate with skills necessary to succeed at the next level.
 - (c) Rigorous options to gain post-secondary exposure and credit, accelerate learning where appropriate, build a sequenced knowledge of higher level content, and include appropriate courses and services for talented and gifted students.
 - (d) A broad offering of elective courses which provide students the opportunity to engage in areas of personal interest and the development of essential skills in alignment with Oregon's personalized learning requirements.
 - (e) Expanded offerings to further student knowledge and engagement through on-line, experiential or hands-on, and other non-traditional learning opportunities that assess student proficiency as a primary mechanism for acknowledging completion and awarding credit.
 - iii. Community comprehensive high schools will be integrally connected to community organizations specifically designed to provide students and their families with additional supports- academic, social, and economic.
 - iv. Community comprehensive high schools will offer a broad array of extracurricular activities including, but not limited to, athletics programs in accordance with OSAA.

- b. Focus high schools, which will include District-operated schools as well as charter schools, shall be defined as:
 - A District-wide school available to students through a defined enrollment and transfer process. Enrollment criteria (such as a particular skill requirement, an expressed interest, or an interview process) may be defined by the Superintendent for individual schools.
 - ii. Focus high schools will provide a focused program that assures every enrolled student has access to:
 - (a) Courses required by PPS and/or the State of Oregon for receipt of a Diploma,
 - (b) Student supports during and outside of the student academic day, designed to ensure all students, especially those who are struggling, can accelerate their learning and graduate with skills necessary to succeed at the next level.

c. Student Stability:

- i. Priority will be given to options that are most likely to maintain a target enrollment range to ensure equitable, rigorous programs on each comprehensive high school campus, and minimize the number of transitions that students will have to make.
- ii. To the extent possible within the prescribed elements of the high school system, consideration will be given to ensuring program and enrollment stability on each high school campus.

d. Optimal Campus Utilization:

i. While anticipating the potential for future

- d. Providing a plan for ensuring appropriate curricular articulation of pre-kindergarten through eighth grade programs to increase readiness of every student for high school, such as:
 - Stable feeder patterns, school structures and boundaries that will ensure adequate enrollment and as such, enhanced program breadth and depth at the K-8 level across the system,
 - ii. Curricular definition to align standards and expectations from K-8 to 9-12 in core subject areas including math, science, social studies, language arts, world language, and the arts, and
 - iii. Strategic actions to resolve program gaps in core subject areas in order to ensure all students are prepared to benefit from the core high school program. These may include investments in additional staff and facilities improvements, changes to school or program configuration and location, or other actions necessary to resolve significant unintended differences in opportunity that can be offered between and among schools.
- e. Providing a process for designing and initiating specific enrollment and transfer changes that create stable and balanced enrollment parity across community comprehensive schools. Transfers between community schools

- iii. Community focus: Boundaries shall be drawn to maximize the possibility that students attend their closest community comprehensive, and to move together to the greatest extent possible from middle grades into high school.
- iv. Enrollment stability: New attendance boundaries will account for other enrollment choices that high school students make, as well as the target