

January 6, 2015

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

The Study Session of the Board of Education came to order at 6:02pm at the call of Co-Chair Pam Knowles in the Board Auditorium of the Blanchard Education Service Center, 501 N. Dixon St, Portland, Oregon.

There were present:

Pam Knowles, Co-Chair
Ruth Adkins
Bobbie Regan

January 6, 2015

make sure SPED instruction is of high quality in the least restrictive environment. The goal is to enroll students in a regular classroom first.

Robert Cantwell gave an early childhood update and the plan to expand early learning initiatives. Successful transitions from early childhood and kindergarten additional staff. This year there was an "all hands on deck" approach for the first 6 weeks of school for all kindergartners to provide successful transitions. Next year will have a summer institute for targeted school staff.

Ed Krankowski gave an update on culturally responsive PBIS and Restorative Justice practice. There is a shift in the School Psych model. PPS has been acknowledged nationally by how to operationalize this model for putting systems in place. They have increased number of school psychologists, increased testing kits and access to individual software for scoring. This was a result of the SPED department consulting with school psychologists to get their input on what is going on in schools.

Annette Kleppel gave testimony on her experience working in another district on where RTI and PBIS supports resulted in a reduced need for SPED services to school. She says we need to create a comprehensive model that will support all tiers of support needed for students.

Esther Harris walked the Board through an exercise in identifying the types of SPED students we support.

Ed Krankowski gave an update on Pioneer Programs and the move to a continuum of services rather than just a specific location base. Look to reallocate to support inclusive practices district wide.

Mary Pearson spoke on the Reach 2020 instruction and assessment plan. They are looking to align IEP's to Common Core state standards. She spoke on co-teaching as a service delivery model for Learning Specialists and Speech Language Pathologists with a focus on K-2 and HS.

Katie Lee an Speech Language Pathologist at Irvington advocated for co-teaching and currently is doing this in several classrooms at Irvington. Her biggest challenges right now are to find time to co-plan, learn all grade level curriculums and getting the cooperation of the classroom teacher.

Mary Parson spoke on staff investments this year where they added 30 certified FTE which lowered learning center ratios and SLP ratio and increased Family and Community engagement.

Ester Harris gave a presentation on how to increase Family and Community engagement to gain better outcomes with parents.

Michelle Markle with the Community Transition Program gave an update on PLCs within Regional Support Teams. She spoke on the Community Transition Program and especially the community partnerships including PSU and New Seasons and many other businesses that provide internships for students. There is also a desire to incorporate STEM programs. Some of her challenges are increases in attendance, the Employment First Initiative and space challenges that are a result of the PSU space being temporarily unavailable to them.

SPED continues to work with parent advisory groups and the Workload Committee. This work required TOSA support to implement these programs. There is not consistent practice in all buildings.

Director Belisle inquired about whether there was the practice of students not exiting students out of SPED so they can remain at school and whether or not transportation could still be provided for those students so they can remain in the school that would provide them with the most stability. Mary Pearson said they would still receive it. Director Belisle also asked about English Language Learners and the rate of SPED referrals

January 6, 2015

Director Buel asked if they are taking into account how developmentally appropriate these standards are. Mary Pearson said they would be aligned to the strand of Common Core standards. Director Buel asked if this was communicated to principals. Mary Parson stated that staff have been made aware of trainings available on this. He asked what her opinion is on the SBAC testing and how students will be affected by the results. She said Oregon is looking at what the extended assessment will be and staff has been trained on those accommodations.

Director Adkins gave thanks for the presentation. Mary Pearson thanked her colleagues in the Office of Teaching and Learning.

Pam Knowles thanked her for including budget implications in the presentation.

Director Morton brought that right now we face disproportionate discipline within student services. He is concerned by poor response by or ESD and believes we need to address the use of rooms and seclusion booths. We need to be clear on why and when we use them. He hears stories that teachers are requesting para support in the classroom before even meeting their students.

Director Buel asked if they have committees with current teachers in schools that meet regularly. Mary Pearson said there are currently 17-18 teachers on a SPED committee. SPED is waiting PAT to recommend some teachers for this committee. They have reached out but are still waiting. Director Buel asked if the SACET recommendation would affect SPED services offered. Mary Pearson stated that there is every effort made to reduce transitions for students. Director Buel asked what role does space play in this. Mary Pearson said it plays a big role and they are working with Facilities on forecasting space needs. Mary says that best practice is that all students receive services in their neighborhood schools. She cited the SWIFT program and how this inclusive model is working. Director Buel brought up Dyslexia and concerns about how it is being addressed. Mary Pearson brought up that the model to work with Dyslexia is really a reading strategy and stated they are working with OTL to address this.

Director Regan asked how school determine staffing for School Psychologists. Ed Krankowski stated he will send formula to her.

The Board took a 3 minute recess.

UPDATE: SCHOOL CLIMATE COMMITTEE

Jon Isaacs stated this was a result of the Board adopted Work Plan for this year. This is the first of two surveys: The Climate survey will begin at at end of January open until March. Immediately following the Climate survey will be the Equity Growth and Values survey that will influence the boundary survey.

Elyse Christensen talked about what makes up the measures of school climate. April Arevalo talked about redaryf]TJ 2ake

January 6, 2015

Director Buel asked about directing surveys specifically at Principals. He wanted to know if it is appropriate to put that information out in the public. Director Morton stated that while that may be valuable, that would essentially be publicly evaluating one of our staff. Sean Murray a Climate survey is different than a 360. It would be a matter of public record and it would be available.

Director Belisle brought up the concern to get authentic information on all staff without making it public. He asked if we have proportionality worked in there to account for all groups of families at each school. Jon Isaacs said we are driving equity in participation at all levels. Director Belisle asked how we could keep the survey valid while making changes to it. April Areval

January 6, 2015

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5007 and 5008

Director Adkins moved and Director Regan seconded the motion to adopt the above numbered item. The motion was put to a voice vote and passed unanimously (yes-7, no-0, with Student Representative Jayaswal voting yes, unofficial).

January 6, 2015