

BOARD OF EDUCATION

Portland Public Schools

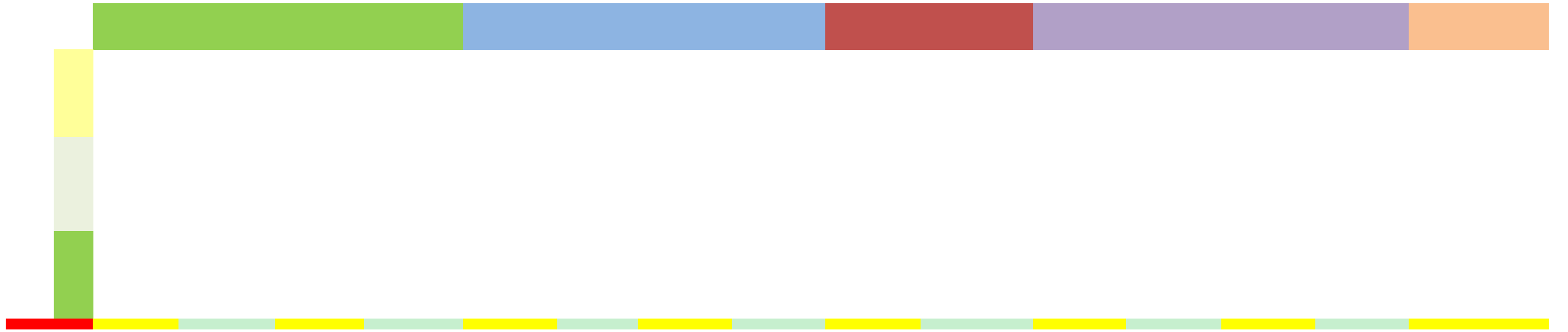
REGULAR MEETING

Ag~~2~~5, 2015

Board Aditorn

Blanchard Education Service Center

501 N. Dixon Street



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

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

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

BRIEF SUMMARY AND RECOMMENDATION

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 that the Board authorize the wage rates set forth in the resolution.

BACKGROUND

Large asbestos abatement work is currently done by specialized hazardous abatement contractors. There is a significant amount of smaller asbestos repair work that can be done much more cost effectively using qualified

Reviewed and Approved by
Superintendent

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.

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 ~~skills~~ for eliminating racial and ethnic disparities in achievement.

BUDGET /1alent. port

Reviewed and Approved by
Superintendent

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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)].

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

INDEX TO THE AGENDA

August 25, 2015

Board
Action
Number

Page

Purchases, Bids, Contracts

5133	Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority.....	3
5134	Expenditure Contracts that Exceed \$6.242 c27c -5Br7xpent73174 0 TD.	

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

RESOLUTION No. 5134

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



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

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: _____ on for administrators on Library

Specialists' role is as follows:

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 materials and teacher-librarians are full instructional partners in the classroom. They are truly at the heart of student learning. Some of the many ways that teacher-librarians provide support 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, ssone@pps.net, x63406.

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



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

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

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

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
-

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