

BOARD OF EDUCATION
Portland Public Schools
REGULAR MEETING
October 14, 2014

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

Public comment on all other matters will be limited to three minutes. ~~Public comment on~~

Public comment related to an action item on the agenda will be heard during that issue. Public comment on all other matters will be heard during

This meeting may be taped and televised by the media.

AGENDA

1. SUPERINTENDENT'S REPORT 6:00 pm
2. STUDENT TESTIMONY 6:20 pm
3. STUDENT REPRESENTATIVE'S REPORT 6:35 pm
4. PUBLIC COMMENT 6:45 pm
5. 2014-15 ACHIEVEMENT COMPACTS – action item 7:05 pm
6. BUDGET PRIORITIES 7:30 pm
7. UPDATE: CAREER TECHNICAL EDUCATION / CAREER LEARNING 8:30 pm
8. BUSINESS AGENDA 9:00 pm
9. ADJOURN 9:15 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.

Student Representative's Report October 14, 2014

Superintendent Smith, fellow Board members, and the Public:

Thank you for giving me this opportunity to address you all tonight. This first month of school has inspired me through the many new student leaders who have joined the Superintendent's Advisory Council. We began this school year with just four members in SuperSAC, three of whom were from Lincoln. We now have student leaders from Franklin, Madison, Roosevelt, Wilson, Grant, and Lincoln. It is with great excitement that I can say that we have three student leaders from Madison.

Student voice throughout PPS is growing, as students are choosing more and more to shape their own education, and in turn their own future. This is immensely exciting. This year there is a heavy emphasis on serving the community in SuperSAC. On Thursday, December 4 SuperSAC will be hosting a Student Leadership Forum for the Associated Student Bodies, and Leadership classes at all the comprehensive high schools. Through this event SuperSAC hopes to provide the opportunity for student leaders within individual schools to connect with other student leaders and discuss effective leadership. Students will share ideas on leading assemblies, promoting school spirit, and acting as positive role-models in person and online. From this we hope student leaders can return to their respective schools with new skills, fresh ideas on events such as dances and assemblies, and a continuing network across all PPS high schools. This type of event has never taken place before and this year's SuperSAC believes that this is year to do so. There is so much knowledge on leadership in all the high schools that should be shared district wide.

At our last meeting students also wrote a recommendation for how the \$13 million dollar windfall should be spent. Students emphasized the importance of having a full-time librarian at every school. Not only do students need access to the internet for class work, but it has now become the method of applying to colleges and jobs. As a school board we can't expect to see graduation rates increase if students don't have a faucet to connect to their future. It should be top priority to give students the chance to apply to college and jobs. Students also talked about the importance of having working water fountains in each school. As a district we should be encouraging students to use reusable water bottles and we need to ensure students have access to water to fill those bottles while at school.

In conclusion I have great confidence in the student leaders in SuperSAC this year. Students are excited to join committees within PPS, and to be active in the community. SuperSAC hopes to do lobbying for a full week of Outdoor School, as this is something that we feel is valuable for both sixth graders and high school students. It's an opportunity for sixth graders to do hands-on learning in a community in which they feel accepted, and for high schoolers to be role-models and teach science to those sixth-graders in the rustic forests of the Northwest. As a Student Leader myself I have grown as both a leader, and a person.

Thank you for your time tonight, and I'm very excited for the direction in which student leadership across PPS is heading.

Minna Jayaswal



B E I

E A D

- D** : 10/3/14
- : Members of the Board of Education
- F** :

targets for the other metrics, including graduation and completion rates, attendance and college credit attainment.

2017 18 Sub group Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (Not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (Not included in Disadvantaged)	TAG (Not included in Disadvantaged)
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent									
8th Grade Math Proficiency									
9th Grade On Track to Graduate									
9th Grade Not Chronically Absent									

KEY for 20142 015 ACHIEVEMENT COMPACT
<i>Italics Bold = District provided goal</i>
Bold = ODE provided outcome
<i>Italics = District provided optional field</i>
NA = Not Available



Board of Education Informational Report

MEMORANDUM

Date: 10.9.14

To: Members of the Board of Education

From: Carole Smith, Superintendent

Subject: Priority Investment Plans

On September 26, 2014 the Board of Education directed me to develop plans to:

- a. add up to \$4.0 million investment in the three priorities:
 - i. ensuring that all students are reading at benchmark by the end of third grade
 - ii. improving high school graduation and completion rates
 - iii. eliminating disproportionality in out of school discipline between white students and students of color and reducing out of school discipline for all students by 50 percent.
- b. add up to \$5.5 million in one time investments that support the improvement of outcomes for PPS students and effective operations.

In developing these budget plans, staff received feedback from the Board of Education regarding the following items: /TT69ob.2275 0 TD .0003(ed)]TJ /TT

Coalition of Black Men
Community Education Partnership.

Staff has developed plans that call for \$3.5 million in on going spending for the three priorities and almost \$6 million in one time spending, including \$2.85 million in one time resources around

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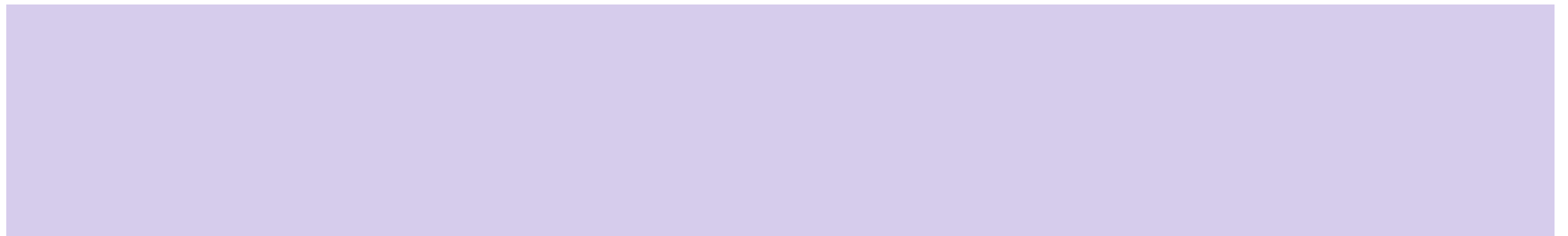
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Superintendent's Key Priority #3: Accelerating Graduation and Completion Rates
 Proposal for Targeted Investment in SY 2014-2015
 October 7, 2014

Context

This proposed plan builds upon the work of the existing Diploma Plus College Career Team, a group of parents and district staff and the former High School Action Team (a 30 person team comprised of community parents, school-based staff, higher education representation, PPS central office administrators, parents and industry partners).

Proposed investments align to the below two overarching themes:

1. Design a system that prepares students for college and career readiness as the goal, as opposed to the high school diploma.
2. Implement an early response system that sounds the alarm sooner for students at risk of dropping out and not being ready for post-secondary success; accompany this with concrete interventions to support these students.

Proposed Investments

Goal	2014- 15 Actions
Increase graduation rates by focusing on credit recovery and boosting attendance	Support the development of an early response system: <ul style="list-style-type: none"> • Focus on credit recovery as a critical intervention within the early response system. This includes providing resources so schools can offer credit recovery at their school, paying for tuition and transportation costs for students to attend summer or evening school and adding counseling and technology support to Summer Scholars and Portland Evening Scholars. • Increase attendance system-wide – Share promising practices to increase attendance across the system as well as provide two full time program managers to work across the Roosevelt cluster. • Collaborate with families and students, especially from historically underserved communities, with the goal of boosting student attendance and better communicating student progress.
Increase the	

learning. Fund equipment, supplies, and technology to support career exploration and preparation programs and hands-on learning in grades 6-12. Also, include an audit assessing existing infrastructure needs. Provide opportunity for teachers and industry professionals from high wage / high

Superintendent's Key Priority #2: Exclusionary Discipline

Proposal for Targeted Investment in SY 2014-2015

October 6, 2014

SCHOOL CLIMATE & PRACTICE

Integration of PBIS, Restorative Justice and CARE work. While each of these three programs provide unique system supports and skill development, the integration of three are required to improve school climate and create culturally responsive learning environments for students. The following activities are proposed:

- (1) Administrator Action Research Meetings. Building administrators from the twelve target schools will meet five times during the school year for half-day sessions. They will learn how to help building staff connect PBIS, Restorative Justice & CARE work to eliminate discipline disparities. They will also jointly monitor progress and share challenges and successful practice. This investment will provide dedicated time for building administrators to create and monitor plans, and learn from colleagues. It will also help central office administrators understand how to better support schools.
- (2) Expansion of CARE Summer Institute to include PBIS and Restorative Justice (RJ) strands. In order to (a) expand internal capacity to support PBIS in schools (b) integrate our PBIS and CARE work, the CARE Summer Institute will be expanded, adding cadre members with a PBIS & Restorative Justice focus. Cadre members are teacher and counselor leaders who develop expertise in coaching fellow teachers and counselors in the areas of CARE, PBIS and Restorative discipline practice. This investment will result in an increased capacity across the district to provide building support while providing meaningful leadership development opportunities for teachers and counselors.

Expand and deepen CR-PBIS work.

- (1) Provide 2-day CR-PBIS training for 12 target schools and 24 schools already engaged in CR-PBIS. Teams are guided through a process to (a) develop school Action Plans and (b) create and plan activities to engage their building staff.
- (2) Hold School Climate Leadership meetings. 36 school climate teams will gather for early evening meetings six times during the year. These meetings will build capacity and community among PPS schools implementing CR-PBIS. Teams will monitor progress and share challenges and successful practice. Coaches provide schools with technical support.
- (3) Support for CR-PBIS teams in target schools. CR-PBIS teams in target schools will receive funds to pay team members to work outside contract hours on elements targeted in Action Plans.

Provide target schools with Tier 2, K-12 Student Intervention Team training. SIT (Student Intervention Team) teams in target schools to receive training and coaching support from PBIS coaches. This work connects with the ERS (Early Responsive System) work at the middle and high school levels. Teams apply an equity lens to a data-based decision making process in order to provide students with both classroom and non-classroom based supports. The ultimate goal is to divert a student from being referred for special education evaluation.

Expand and deepen professional development on culturally responsive instruction.

- (1) Add one Equity TOSA to support twelve target schools. We currently have four Equity TOSAs supporting implementation of the CARE work in 82 schools in 2014-2015. We propose adding one

Superintendent's Key Priority #1rd Grade Reading
Proposal for Targeted Investment in SY 2014-2015

October, 2014

CULTURALLY RELEVANT LITERACY INSTRUCTION
PPS has an established literacy framework, establishing core inst

- x Through partnership with union leadership and community based organizations, providing in-classroom teacher instructiona



Board of Education Informational Report

MEMORANDUM

Date: October 8, 2014

To: Members of the Board of Education

From: Antonio Lopez, Assistant Superintendent, Office of School Performance

Subject : Career Learning (CL) & Career & Technical Education (CTE) Programs

This Memorandum provides an update on Career Learning/Career & Technical Education Programs, the District's CTE Revitalization grant, Benson's STEM/CTE grant, General Fund investments for Career Learning/CTE, data, planning for a 9-12 Career Learning/CTE framework, and information about the District's Career Learning/CTE Advisory Workgroup.

PROCESS/COMMUNITY ENGAGEMENT

During the 2013-14 school year the District continued work to develop a college and career ready system and strengthen Career Learning / CTE programming. District staff convened various stakeholder groups to provide guidance and recommendations. These included:

- x Diploma+ College & Career Parent Coalition
- x District Industry Visioning Committee
- x High School Principals
- x District CTE teachers
- x District Career Coordinators

UPDATES

Career & Technical Education

State-approved CTE Programs of Study provide a rigorous framework to ensure program quality and broad opportunity for students. During 2013-14 we successfully increased the number of CTE Programs of Study from 19 to 29, an increase of 65%. We also added 13 new CTE certified teachers, an increase of 67%. Programs were added in the following areas:

- x Drafting/Architecture
- x Culinary Arts
- x Computer Technology
- x Video Production (2)
- x Performing Arts
- x Visual Arts
- x Business & Management
- x Digital Media
- x Construction

PPS' CTE programs articulate with Portland Community College and Mt. Hood Community College. During the 2013-14 school year, 2,095 dual credits were awarded to PPS CTE students.

Career Learning Electives

Schools also added a variety of Career Learning Electives. A partial list follows:

- x Tech Algebra
- x Graphic Design
- x Media Production
- x Coding / Digital Media
- x Cinematography
- x Sports Entertainment & Marketing
- x Engineering Design/Drafting
- x Intro to Computer Programming
- x Introduction to Education
- x Exploring Computer Science
- x Introduction to Web Coding
- x Anatomy & Physiology
- x Culinary Arts
- x Intro to Computer Tech
- x Intro to Engineering
- x STEM Engineering
- x Publishing/Broadcasting
- x Intro to Teaching
- x Principles of Bio Medical Science
- x Sound/Audio Production
- x Health Occupations
- x Robotics

CTE Revitalization Grant

PPS received a \$343,000 CTE Revitalization Grant during the 2013-14 school year. The grant is a catalyst to jumpstart the district's efforts to establish a 7-12 system for career pathways and CTE in all schools. This includes developing system-wide frameworks, protocols and procedures, growing career electives, pathways, and CTE Programs of Study, and expanding partnerships with industry, labor, and postsecondary education. Projects that are underway include:

9th Grade Careers Class

- x Pilot classes underway at 4 schools: Benson, Franklin, Grant, Wilson
- x Focus includes career awareness and exploration, goal setting, self-awareness, high school success, diploma requirements, personal finance, technology literacy.

Construction Bond Summer Interns

- x During the summer, 10 PPS students participated in construction bond internships at the PPS District Office and several industry partners. Interns were mentored by staff from Facilities & Asset Management, Communications, Planning & Asset Management, and the Office of School Modernization, Oh Planning and Design Architects, and Boora Architects.

Educator Industry Partnership Series

- x The district is partnering with the Portland Workforce Alliance to launch the Educator Industry Partnership Series (EIPS) focusing in Healthcare and Engineering/Manufacturing on November 19, 2014. School teams (administrator, counselor, career coordinator, core and elective teachers) will participate in industry site visits, presentations from postsecondary partners and team planning time to develop programs for their schools.

Girls Construction Club

- x The district is partnering with the Oregon Tradeswomen to establish a Girls Construction Club at Wilson High School. The club will meet 12 times during the grant, and provide hands-on construction-based activities, include basic math and measurement, construction (i.e. measuring wood, using a skill saw, hammering nails), tools use and safety, as well as team-building activities.

Benson STEM/CTE Grant

PPS received a \$220,000 a STEM/CTE Grant for Benson High School during the 2013-14 school year. The following grant activities are complete:

- x Establishing a state-approved CTE Design, Mechanical Drafting and Architecture Program of Study
- x Launching a TechAlgebra class to parallel and build upon on last year's successful TechGeometry class

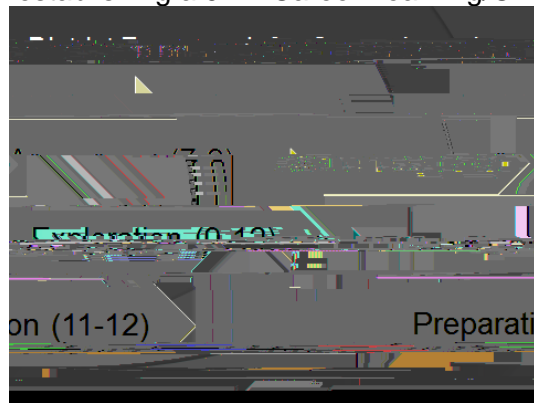
PPS General Fund Investments

For the 2014-15 school year, the PPS School Board approved a one-time investment of \$400,000 to support Career Learning/CTE programs and provide equipment and materials. Schools were awarded funds based upon a formula that took into account enrollment, existing CTE Programs of Study, program expansion and equity. Thus far, funds have been used to purchase technology, expand programming in Engineering, Architecture, Culinary Arts, Video Production and Audio Production, support field trips for students, and provide curriculum development time for teachers.

2014-15

Planning for 9-12 Career Learning/CTE System

The District's Career Learning framework (Career Awareness, Career Exploration, Career Preparation) is the basis for establishing a 9-12 Career Learning/CTE System.



PPS is looking to systematize a student's CL/CTE experience. The District Career Learning/CTE Workgroup will give input on the system design. An example for high school could be:

9 th Grade	10 th Grade
<ul style="list-style-type: none"> x Take a required college/career readiness class x Explore a minimum of 2 broad career pathway areas x Participate in 1 career learning experience (site visits, informational interviews) x Create a Personal Education Plan 	<ul style="list-style-type: none"> › Take one or more career-focused electives/courses x Explore a minimum of 2 broad career pathway areas x Participate in 1 career learning experience (Career Expo, mock interviews, site visits) x Revisit and revises Personal Education Plan x Identify a focus/pathway area

11 th Grade	12 th Grade
<ul style="list-style-type: none"> x Take one or more electives/courses aligned to chosen focus/pathway area; May be a CTE Program of Study x Begin post-high school planning (university, community college, apprenticeship, trade school, etc.) x Participate in 1 career learning experience (career highlight, job shadow, mentorship) x Revisit and revise Personal Education Plan 	<ul style="list-style-type: none"> › Take one or more electives/courses aligned to chosen focus/pathway area; May be a CTE Program of Study x Begin post-high school planning (university, community college, apprenticeship, trade school, etc.) x Participate in 1 career learning experience (career highlight, job shadow, mentorship, internship) x Revisit and revise Personal Education Plan

District Career Learning/CTE Advisory Workgroup

Building upon the work of the prior workgroups, the District will convene a District Career Learning (CL) / CTE Advisory Workgroup. Participants will include:

- x Industry (sectors)
- x Labor
- x Community
- x Postsecondary
- x Teachers
- x Administrators
- x Parents
- x Students
- x Board Liaison[s]

The CL/CTE Workgroup will support the district by:

- x Helping to guide the district's comprehensive 3-5 year plan for Career Learning/CTE
- x Making recommendations for system development, focus areas and experiential learning spaces, such as makerspaces
- x Making recommendations to inform budget cycles

The CL/CTE Workgroup will form and hold its first meeting as soon as possible. Staff advocates for the Workgroup to meet monthly, however, meeting frequency and schedule will be determined by the Workgroup at their first meeting.

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

INDEX TO THE AGENDA

October 14, 2014

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4968

RESOLUTION No. 4968

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

Other Items Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4969 through 4972

RESOLUTION No. 4969

RESOLUTION No.

Resolution to Approve Portland Public Schools Achievement Compact Targets

RECITALS

- A. In February 2012, the Legislature directed all K-12 districts to enter into annual achievement compacts with the Oregon Education Investment Board (OEIB) in order to focus funding and strategies at the state and local level on the achievement of the statewide education goals.
- B. As part of the achievement compacts, each district is required to set targets on a number of indicators every year.
- C. The Achievement Compact Advisory Committee, made up teachers, principals, community members, and central office staff, created a methodology and made recommendations to the Board for setting achievement compact targets.
- D. For the Achievement Compacts, Portland Public Schools has set ambitious targets for all indicators that reflect our belief that 100% of PPS students can meet each target, our commitment to the State's 40-40-20 goal and our urgency to close the achievement gap for our historically underserved students.
- E. We also recognize that in order to meet these ambitious targets, there needs to be a greater investment in K-12 education. For the 2013-15 biennium, the state legislature funding appropriation into State School Fund is only 75% of the amount required to fund the Quality Education Model.
- F. Three of the indicators on the Achievement Compact have been based on the Oregon Assessment for Skills and Knowledge (OAKS): 3rd grade reading, 5th grade math and 8th grade math. For the 2014-15 school year, the Smarter Balanced Assessment (SBA) will replace the OAKS test.
- G. In July, 2014 the Board unanimously passed resolution 4943 on the implementation of the Smarter Balanced Assessment. In that resolution, the Board requested that the "State not use the Smarter Balanced Assessment for punitive labeling or sanctioning of students, teachers, schools or districts. There must be assurances on the reliability and validity of the assessment. Use of an unreliable or invalid Smarter Balanced Assessment could undermine student enthusiasm for learning, could create devastating outcomes for schools, and could set schools and communities back years if not managed well at the state and local levels."
- H. The Board also called upon the "State to establish a transitional or pilot status for the Smarter Balanced Assessment starting with its initial implementation in 2015, to provide sufficient time to ensure the reliability of the test, to provide additional teacher professional development, and to provide students and families the opportunity to understand and learn from the results of the new assessment without the high-stakes consequences that may have the unintended outcome of undermining student success."

RESOLUTION

1. The Board of Education adopts the attached Achievement Compact and its targets for the 2014-15 school year.
2. The Board has declined to set targets for 3rd grade reading, 5th grade math and 8th grade math indicators (the three metrics that would employ the Smarter Balanced Assessment and for which PPS does not have baseline data) until we receive assurances that the assessment is reliable, valid and free from cultural, linguistic, and socioeconomic bias. .

..

3. In order to maintain accountability for Portland Public Schools students' success especially around the District's 3rd grade reading priority, the Board directs the forming Assessment Workgroup to make recommendations for alternative measurements around 3rd grade reading as part of their update to the Board in November.

A. Whalen

RESOLUTION No. 4970

Approving the Priority Investment Plan

RECITALS

- A. On September XX, 2014, The Board directed the Superintendent use ending fund balance resources immediately to support schools in the 2014-15 school year.
- B. Specifically, the Board directed the Superintendent to:
 1. increase school staffing and support by \$3.5 million immediately
 2. develop a plan to add up to \$4.0 million investment in the three priorities:
 - a. ensuring that all students are reading at benchmark by the end of third grade
 - b.. improving high school graduation and completion rates
 - c. eliminating disproportionality in out of school discipline between white students and students of color and reducing out-of-school discipline for all students by 50 percent.
- C. Develop a plan to add up to \$5.5 million in one-time investments that support the improvement of outcomes for PPS students and effective operations.

RESOLUTION:

1. The Board directs the Superintendent to implement the plans for investment around the three priorities and the one-time investments to improve outcomes for PPS students and effective operations.
2. The Board acknowledges that these increased investments will be funded by a beginning fund balance that is higher than that in the

RESOLUTION No. 4971

Approving Board Member Conference Attendance

RECITAL

- A. Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.
- B.. Portland Public Schools has a contract with Pacific Education Group which holds its National Summit for Courageous Conversations in October of 2014 in New Orleans, Louisiana.

RESOLUTION

The Board affirms Director Belisle to attend the conference as a representative of the Board of Education.

RESOLUTION No. 4972

Settlement Agreement

RESOLUTION

- 1. The authority to pay \$65,000 is granted in a settlement agreement for employee P.M. to resolve claims brought under Workers' Compensation.
- 2. This expenditure will be charged to the District's self-insurance fund 601.

J. Patterson / S. Harper