

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

INDEX TO THE MINUTES  
REGULAR MEETING

November 5, 2012

Board

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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 6:01pm at the call of Co-Chair Martin Gonzalez in the Board Auditorium of the Blanchard Education Service Center, 501 N. Dixon St, Portland, Oregon.

There were present:

Pam Knowles  
Ruth Adkins  
Bobbie Regan  
Trudy Sargent  
Martin Gonzalez, Co-Chair  
Matt Morton  
Greg Belisle, Co-Chair

Alexia Garcia, Student Representative

Staff

Carole Smith, Superintendent  
Caren Huson-Quiniones, Board Senior Specialist

**PUBLIC COMMENT**

Monique McClean spoke to the 6 of 8 high school schedule, with the perception of the neighborhood being that high school students do not have full-day school. Ms. McClean asked the Board to please look closely at the consequences of this schedule; adding that it was not all bad. As the Board plans for next year, continue to engage the people most affected by this, the community. Ms. McClean also asked that high schools be spared further cuts.

Amy Ambrosio, Roosevelt teacher, spoke on behalf of a group of teachers that came together over three articles that ran in the Portland Tribune. Elisa Schorr read an op-ed that the teachers would be submitting to the newspaper, adding that all educators believed in the equity work of the district and that it was a moral imperative. Susan Bartley, Franklin High School, read the list of names who contributed to the op-ed.

Co-Chair Gonzalez thanked the teachers. Board Members read an op-ed which they and the Superintendent would be providing to the Portland Tribune on the District's equity work.

Superintendent Smith introduced Sean Murray, the District's new Chief Human Resources Officer.

**GRANT CLUSTER PRESENTATION**

Trip Goodall, High Schools Director, reminded the Board that the intent of the cluster presentations are to provide insight around the challenges and accomplishments in neighborhood schools. Aligning our schools was of critical importance. Karl Logan, Regional Administrator, introduced the principals in the Grant Cluster.

Andrew Dauch, Principal of Sabin, stated that they have fabulous, enthusiastic kids who were eager to learn. Staff has been working hard on IB authorization and in closing the achievement gap. They have developed a family equity group (Black Family Night at Sabin), and continue to receive equity

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professional development. Black families have said that they need more support for their kids in math, and that one challenge at Sabin was resources.

Liz Casson-Taylor, Beaumont Principal, reported that Beaumont was one of nine middle schools in the District. Beaumont educators love and cherish the middle school-age kids. Alameda and Rigler were their feeder schools. They have grown from 456 students last year to 588 students this fall. 39.8% of their students are eligible for Free or Reduced Lunch. Ms. Casson-Taylor indicated that they could use an instructional coach in math, and that it would be wonderful to have a Restorative Justice program at Beaumont.

Vivian Orlen, Grant High School Principal, provided a PowerPoint presentation, stating that Grant students had won the "Democracy Cup" this year for registering the most voters. Ms. Orlen stated that the Grant Program impacts culture; if you have programs that kids are excited about, they tend to perform well. When she stepped in as principal, she felt teacher leaders were missing at Grant, so she realigned resources: she created instructional specialists, created department leads with formalized roles; and, considers the voice of counselors as critical. She instituted a community forum at the end of her first year at Grant. Last year, she hired a Restorative Justice Coordinator, and she mentioned Project 70, which are Grant's Academic Priority Students.

In response to a question from Director Adkins, Ms. Orlen explained the advanced classes at Grant, stating that some of their dual credit classes are with PCC and PSU. Instructors in those classes must have a master in the content area, which in turn limits her on the number of advance classes that she can offer. However, students were clamoring to get into those classes.

Director Sargent asked what Ms. Orlen's frustrations were. Ms. Orlen responded that her frustrations include budget cuts, increased graduation requirements, feeling unempowered in hiring good teachers, a lack of urgency in HR, and feeling unempowered about getting things done.

Co-Chair Gonzalez questioned what Ms. Orlen contributed to her success in milestones, attendance,

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that is not well-populated, then the kids there suffer. We need to equitably make sure that every school has the same opportunity.

At 7:50pm, the Board took a five minute break.

### **READY CHARTER SCHOOL APPLICATION**

Kristen Miles, Charter School Manager, provided the process to date. The applicant was proposing a grade 6-12 charter school which will initially have 280 students. They will begin with the 6<sup>th</sup> grade and 40 students, and the school will focus on engineering and design and environmental sustainability. Ms. Miles commented that the application was determined to be complete and then was reviewed by a staff panel. The Board held a public hearing on the charter school on October 1<sup>st</sup>.

Mr. Evans, READY Charter School developer, provided an overview of what they have done to date and provided a brief history of the Portland Habilitation Center (PHCNW). PHCNW is an industry leader in green sustainable practices, and has reached out to communities within PPS. They wanted an open and inclusive process; they have translated their website into Spanish and Vietnamese, with the focus of southeast Portland as their target area.

Ms. Miles reported that on the review summary sheet, eight criteria were listed that are defined in state statute; four of the criteria were unmet by the applicant. Staff was recommending two courses of action: 1) the applicant may voluntarily withdraw its application to revise the areas that do not yet meet criteria for approval. Should the applicant choose to do this, the District would be willing to review the revised application in the 2013 cycle, despite the fact that the 2013 cycle is for applications without a high school component; or, 2) the Board may deny the application, but encourage the applicant to review the sections of the application that do not meet criteria and appeal to the Board for approval within 30 days of the denial. Co-Chair Belisle stated that he and Co-Chair Gonzalez, along with Director Morton, had represented the Board at the public hearing. While there were many impressive things about the application, the Board did not receive sufficient answers in detail of what the applicant's strategies would be. In addition, it did not seem like there was an overwhelming demand for the 6-12 program. Director Morton added that he was concerned around the demonstration of need, and also concerned about the impact the charter school could have on Benson High School.

Director Sargent asked what kind of demand the District looks for in order for a charter school to begin operation, and how could they manage to open a school with only 40 students in the first year. Ms. Miles responded that for 280 students, the plan did seem financially sound as they already have a building. As far as demand, we usually see an overwhelming demand for applications that are approved; at the public hearings, we usually see a lot of parents and community members attend and testify in favor. There was not a community contingency at the READY public hearing.

Director Regan commented that she was trying

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Director Knowles stated her admiration for PHCNW for taking this on, but she was concerned about the demand for the school and that she would like to hear what programs PHCNW would provide for low achieving students other than Special Education or ESL. Mr. Evans responded that they planned to have intervention time every day and would use a variety of methods to meet the needs of low achieving students. They would utilize various assessment tools and provide individualized instruction; each student would have an achievement plan.

**ADJOURN**

Co-Chair Gonzalez adjourned the Study Session at 8:44pm.

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Purchases, Bids, Contracts

The Superintendent RECOMMENDED adoption of the following item:

Number 4674

Director Knowles moved and Director Sargent seconded the motion to adopt the above item. The motion was put to a voice vote and passed unanimously (vote: 7-yes, 0-no; with Student Representative Garcia voting yes, unofficial).

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**RESOLUTION No. 4674**

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**

No New Contracts

**NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")**

No New IGAs

**AMENDMENTS TO EXISTING CONTRACTS**

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
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