

Portland School Committee

Business Meeting – 7pm

Wednesday, February 6, 2008

Room 250
Casco Bay High School

Assuring that all students are learning for their future

Call to Order

Pledge of Allegiance

Report of the Chair

Report of the Superintendent

1. Resignations:
Effective Feb, 28, 2008 - Alice Gruba Psychological Examiners/Special Services
2. Safety and security presentation – Scott Wyman, Michael Clifford, Chanda Turner, Dana Allen
3. Update on Ocean Ave. School Site progress

Report of the Secretary

1. Consideration and action to approve the meeting minutes of January 23, 2008 meeting

Moved _____ Seconded _____ Voted _____ to approve the meeting minutes of January 23, 2008.

Report of Committees

1. Policy Committee/Legislative Affairs
2. Finance Committee
3. Personnel Committee
4. Portland Education Partnership
5. Other Committees and/or member concerns

Consent Items -None

Old Business - None

New Business

1. Consideration and action to remove an item from the table.

Moved _____ Seconded _____ Voted _____ to remove an item from the table.

2. Consideration and action to authorize a site plan for the Nathan Clifford Project for State Board of Education contingent upon cost approval by City Council

Moved _____ Seconded _____ Voted _____ to authorize a site plan for the Nathan Clifford Project for State Board of Education contingent upon cost approval by City Council.

3.Consideration and action to authorize the hiring process to begin for the vacancies listed:

| Position | FTE | Location | Annual Salary (pro-rated) | Funding Source | Rationale |
|----------------------|------|------------------|---------------------------|----------------|--|
| Payroll Coordinator | 1.0 | Human Resources | 13,253.33 | Local | Position required to assure compliance with state and federal regulations and labor laws. One of three positions who process payroll for 2000 employees. |
| Psych Examiner | .5 | Special Services | \$6,191.00 | Local | Imperative due to the large numbers of psych evaluations that need to be completed in order to meet compliance mandates. We are behind on completing evals., mostly due to the influx of private school and parental requests for testing. |
| Building Custodian 2 | 1.00 | Deering | \$8,390 | Local | clean and maintain building |

***All listed positions are currently in the FY 08 budget**

Moved _____ Seconded _____ Voted _____ to authorize the hiring process to begin for the vacancies listed.

Personnel - None

Committee Focus on Educational Issues

Public Comment Prior to 11:00 PM on any items not on the evening's agenda

Adjournment

Moved _____ Seconded _____ Voted _____ to adjourn the meeting at _____

Upcoming School Committee Meetings – Room 250, CBHS

February 13 7pm School Committee Workshop
February 27 7pm School Committee Business Meeting

Upcoming Finance Committee meetings – Room 321, PATHS

Feb. 6, 2008 5:30pm FY08 budget projections and budget status
Feb. 13, 2008 5:30pm Budget discussions
Feb. 27, 2008 5:30pm Special Education and Budget discussion

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets

- | | |
|--------------------------------------|--|
| Support | <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. |
| Empowerment | <ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. |

Internal Assets

- | | |
|-------------------------------|--|
| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future. |