



Portland Public Schools

Portland School Committee

Workshop – 7pm

Wednesday, March 10, 2010

Room 250, Casco Bay High School

Assuring that all students are learning for their future

7:00 pm – 7:45pm Workshop

- 1. Security Plan – Scott Wyman

BREAK

8:00 pm - Workshop

- 1. Central Office Organizational Chart

Upcoming School Committee Meetings

- | | |
|------------------|---|
| March 24, 7:00pm | Business Meeting – First Read of FY11 Budget, <u>Room 250, CBHS</u> |
| March 31, 7:00pm | Business Meeting – Second Read and Vote of FY11 Budget,
<u>Room 250, CBHS</u> |

Upcoming Workshops

- | | |
|------------------|------------------------|
| March 17, 7:30pm | Workshop – FY11 budget |
|------------------|------------------------|

Upcoming Subcommittee Meetings

- | | |
|------------------|---|
| March 9, 6:30pm | Joint Finance Committee meeting, <u>Room 321, PATHS</u> |
| March 10, 5:45pm | Curriculum/Ed Planning, <u>Room 321, PATHS</u> |
| March 11, 7:00pm | Finance Committee (<i>tentative</i>), <u>Room 321, PATHS</u> |
| March 15, 7:00pm | Finance Committee, <u>Room 321, PATHS</u> |
| March 16, 7:00pm | Finance Committee (<i>tentative</i>), <u>Room 321, PATHS</u> |
| March 17, 6:00pm | Facilities/Transportation Subcommittee, <u>Room 321, PATHS</u> |
| March 18, 7:00pm | Finance Committee (<i>tentative</i>), <u>Room 321, PATHS</u> |
| March 24, 5:45pm | Curriculum and Ed Planning Committee, <u>Room 321, PATHS</u> |
| March 25, 6:00pm | Joint City/Finance Committee, <u>City Council Chambers</u> |
| March 29, 7:00pm | Finance Committee, <u>Room 321, PATHS</u> |
| March 30, 7:00pm | Finance Committee (<i>tentative</i>), <u>Room 321, PATHS</u> |

State of Maine
SCHOOL PREPAREDNESS ASSESSMENT: ARE YOUR SCHOOLS READY?

How well would your schools respond to a disaster? How would people respond in the first few minutes? Do people know what to do? Schools and communities in Maine face all kinds of potential hazards, both natural (winter storms, tornadoes, fires, floods, earthquakes) and man-made (hazardous material spills, acts of violence). Being prepared to address such hazards requires thorough and comprehensive planning. How ready are your schools?

Take this test to find out!

	QUESTION	YES	NO	PARTIAL
1.0	General			
1.1	Does the school emergency plan ("the plan") have a clear table of contents that agrees with the content and page numbering of the document?	X		
1.2	Does the plan address the four phases of emergency management, which are - mitigation/prevention, preparedness, response, and recovery?	X		
1.3	Does the plan include a system for at least one annual update of the plan to reflect changes and updates?	X		
	Planning is ongoing			
2.0	Mitigation/Prevention			
2.1	Does the plan reflect that an all-hazards analysis was conducted for both natural and man-made hazards that could result in injury or death to students, staff, or visitors or that could result in significant damage to school property?	X		
2.2	Does the plan address response procedures for those hazards identified in the all-hazards analysis?			
2.3	Did the all-hazards analysis team include experts in various fields such as facilities management (engineer or senior custodian), physical security, fire prevention, safety, insurance adjuster, emergency management, etc.?	X		
2.4	Does the plan address a plan-of-action and a timeline for eliminating hazards that can be eliminated? If not, does it refer to a separate document that serves this same purpose?	X		
2.5	Does the plan address measures taken to mitigate against those hazards that cannot be eliminated?	X		
3.0	Preparedness			
3.1	PLAN DEVELOPMENT: Is there evidence in the plan that the following people were involved with the plan's development: local/county emergency responders (i.e. fire, law enforcement, EMS, emergency managers, etc.); SAU transportation supervisor; school nurse; school counselor; school resource officer (SRO); facilities manager/custodian; athletic administrator; food service staff; and others such as parents of students, teachers, and volunteers.	X		
3.2	RESPONSE ORGANIZATION: Has a school emergency or crisis team been identified with alternates and have their roles and responsibilities been clearly outlined in the plan?	X		
3.3	Does the school emergency or crisis team include key staff such as the principal, assistant principal, nurse, school counselor, school resource officer, facility manager/chief custodian, selected teachers, athletic	X		

State of Maine School Preparedness Assessment

	administrator, and food service staff? Each school has			
3.4	Is the school emergency or crisis team organized in accordance with the Incident Command System* (ICS)?			
3.5	Does the plan integrate the responsibilities of the school emergency team into the ICS structure of the local/county emergency responders? Training planned for 100 people ICS – 100-	X		
3.6	EMERGENCY SUPPLIES AND EQUIPMENT: Are emergency supplies and equipment available and easily accessible to school administrators? Purchasing GO kits			X
3.7	Are emergency supplies and equipment available to each teacher in a classroom for use during shelter-in-place or evacuation procedures? For example, a classroom go-bag. Planning in process			X
3.8	TRAINING, DRILLS AND EXERCISES: Does the plan include a schedule of training and exercises to ensure that all students and staff are familiar with emergency response and recovery procedures?	X		
3.9	Does the schedule of training and exercises include drills for evacuation, lock-down, and shelter-in-place procedures?	X		
3.10	Do scheduled drills test the systems for accounting for all students and staff? Elementary vs. Secondary			X
3.11	Do scheduled evacuation drills, periodically block primary exits to test the secondary evacuation routes?	X		
3.12	Does the plan address a training system or a buddy system for new staff, substitutes and itinerant staff to ensure their knowledge of the school's emergency procedures? In progress			X
3.13	Do scheduled drills test internal and external communication systems?	X		
3.14	Are drills scheduled during different times of the day and different times of the year in order to vary the conditions under which emergency procedures are tested?	X		
3.15	Are non-school emergency responders included in school training, drills and exercise schedules?	X		
3.16	After training, drills, and exercises, is an after action review (AAR) held and information collected and used to upgrade the school emergency plan or to modify future training? In progress			X
3.17	Does the plan address the identification and care of students and staff with special needs during an emergency? (Ongoing assessment and implementation)	X		
4.0	Response			
4.1	Does the plan include emergency phone numbers to local emergency responders, key school staff, and key SAU staff?	X		
4.2	Does the plan include a system for notifying, instructing, and updating parents when an emergency or disaster occurs at school or away from school?	X		
4.3	Does the plan include a system to account for all students and adults in the affected area?	X		
4.4	Does the plan include a system for releasing students to their parents or designated adult?			
4.5	Does the plan include both primary and secondary evacuation routes?	X		
4.6	Does the plan include both student and staff response procedures for evacuation, lock-down, and shelter-in-place?	X		
4.7	Does the plan identify primary and alternate evacuation assembly areas both on campus and off campus?	X		
4.8	Does the plan show staging areas for groups such as the School's command post, emergency responders, and other responders? A work in progress			X

State of Maine School Preparedness Assessment

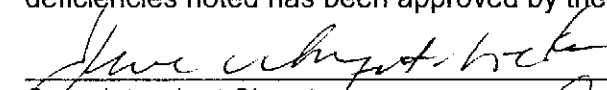
4.9	Does the plan identify alternative sites that can be used for shelter?	X		
4.10	Does the plan have a communications section that addresses internal communications to students and staff and external communications to parents, the SAU, the media, local officials, and emergency responders?	X		
4.11	Do emergency responders (fire and police) have access to school floor plans, blue prints, and a site plan?	X		
4.12	Does the plan address how to respond to bus incidents that may occur on regular routes or while en route to/from school activities, and if not, does it refer the reader to the SAU plan where these items are addressed?	X		
4.13	Does the plan require bus drivers and/or bus chaperones to have knowledge of any medical conditions and allergies and appropriate response strategies for all students on board?			X
5.0 Recovery We are working on Recovery/Reunification				
5.1	Does the plan outline procedures and responsibilities for the emotional management of students, staff and faculty in the wake of a traumatic event?	X		
5.2	Have emotional management procedures been coordinated with local or area counseling and/or crisis intervention specialists?	X		
5.3	Is there a plan for managing memorials and funeral services of deceased students and/or staff?	X		
5.4	Does the plan describe how the school will resume normal operations after an emergency-related school closure?	X		
5.5	Does the plan address how to capture and apply lessons learned from the emergency or disaster?	X		

* Training on the Incident Command System (ICS) is available at no cost by your local emergency manager or county emergency management agency.

SCORING:

If you were able to respond "YES" to all of these questions, congratulations, your school is probably well prepared to respond to almost any type of disaster. Obviously, any "NO" or "PARTIAL" responses point to areas where present plans and systems might be improved. If you had more than five "NO" or "PARTIAL" responses, your school quite likely would face serious problems in the event of a real disaster.

*The above School Preparedness Assessment has been reviewed by the School Committee/Board and an action plan to correct any deficiencies noted has been approved by the School Committee for Portland Public Schools (SAU and name of school)



 Superintendent Signature

09/30/08

 Date



 Chairperson, School Committee/Board

09/30/08

 Date

*As of Oct. 1, 2008: In process of formally adopting Emergency Management Plan upgrade. New plan being printed. ICS training for administration begins in October. Areas indicated as partial are being refined and implemented through the course of the year. Final review and sign off of assessment planned for Dec. 3, 2008.



Portland Public Schools

196 Allen Avenue
Portland, ME 04103

Portland Public Schools Emergency Management Plan

Crisis Lockdown Drill Amendment

Narrative

On January 4, 25, and 26, 2010 lockdowns of the Lyman Moore Middle School occurred. Predictably, due to the notoriety that Lyman Moore received, Portland High School experienced a "copy cat" situation and was locked down on January 27, 2010. The reason why the schools were locked down is due to a city/school approved Emergency Preparedness Plan that calls for a lockdown when a specific threat is discovered – as was the case on the Lyman Moore bathroom walls.

As we've discovered, lockdowns are disruptive; first to the children's education, second to the school climate, and third to the parents and the community at large causing concern and distress.

As a result, I am proposing a change in practice. Currently, the Portland Public Schools adopted Emergency Preparedness Plan is limited to one intervention when a specific, detailed threat is perceived and that option is to "lockdown," which is decided at the individual school building level.

Conversations with Portland Police Chief James Craig resulted in the following recommendations:

1. That all decisions to lockdown will be made by the Portland Police Department;
2. That an interim step be created at the school level called, "securing the campus" as a temporary intervention pending the Portland Police Department's assessment and evaluation.
3. The Principal or Building Administrator, through the Superintendent or Central Office designee will discuss any perceived threat and make the decision to secure the campus.

The mission of the Portland Public Schools is to educate children. The Portland Police Department's mission is to keep the citizens of Portland safe. Educators in the Portland Public Schools are not trained professionals in public safety. Therefore, the Portland Public Schools and the Portland Police Department enter into a memorandum of understanding to support each other in assuring that the children and staff are kept in a safe and educationally sound environment.

Feb. 4, 2010



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Portland Public Schools Emergency Management Plan

RE: Lockdown (Revised February 2010)

Definition

Lockdown – the children and staff are in their classroom under supervision of staff and are not allowed to leave the space. A lockdown may only be called by the Portland Police Department.

Secure Campus – a temporary “lockdown” called by the Superintendent and/or his/her designee until the Portland Police Department comes on site to assess and evaluate risk.

Procedure

- I. In the event an administrator deems it necessary to secure a school campus, the administrator will communicate with the Superintendent and/or his/her designee who will make the final determination as to whether securing the campus is warranted. The Portland Police Department will be notified immediately.

In the event that an administrator must secure the campus without prior permission if student/staff safety warrants they may do so and then the administrator will follow up with the Superintendent and/or his/her designee and the Police Department as soon as it is safe to do so.

- II. Securing the campus is temporary until the Portland Police Department arrives on site to assess and evaluate the situation and makes a determination of what, if any, risk is involved.
- III. If the Portland Police Department recommends a lockdown, the building will be secured and control of the site will be transferred to the Portland Police Department.



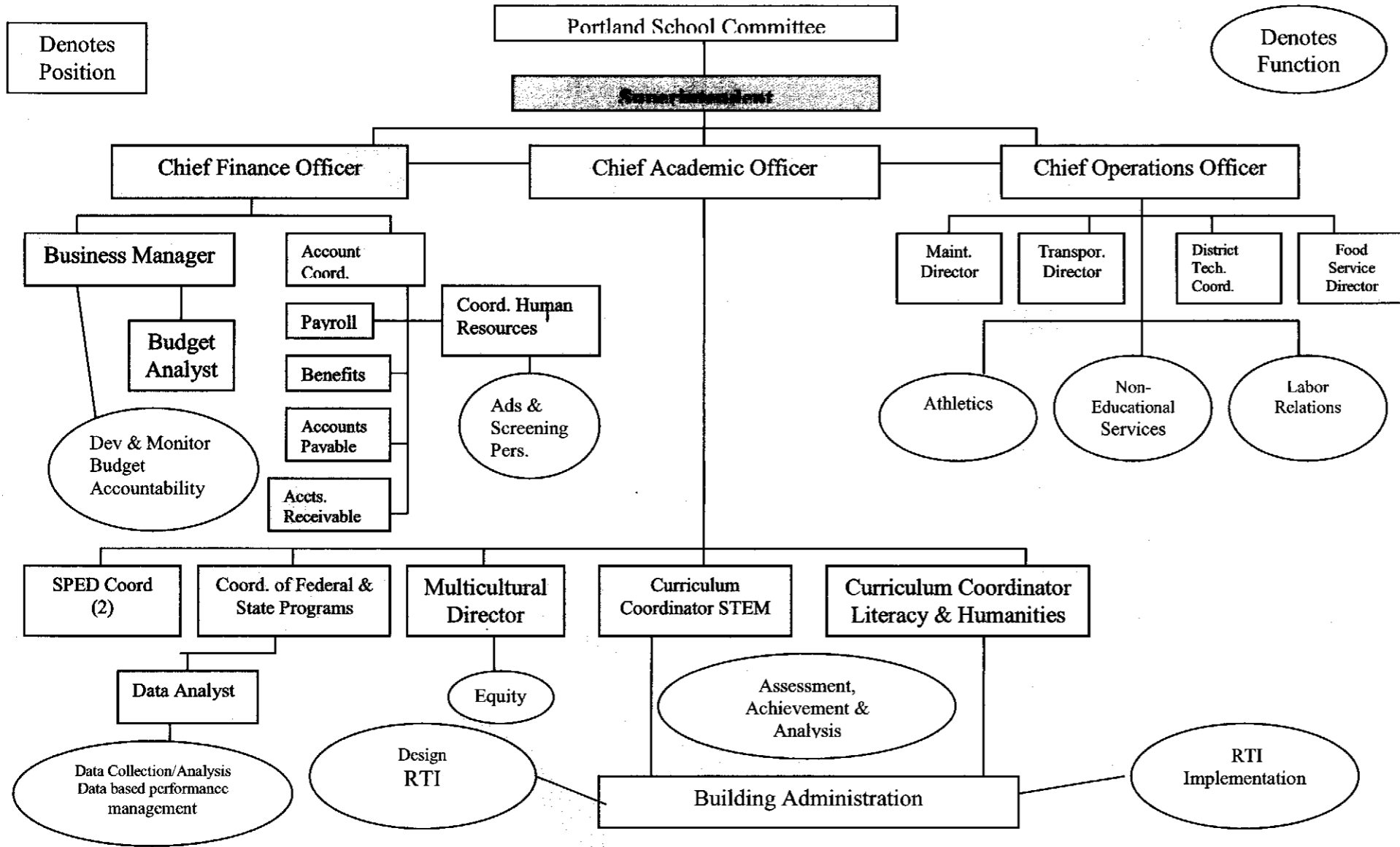
Portland Public Schools

- IV. If the Portland Police Department does not recommend lockdown, then school officials maintain control of the facilities and follow less stringent protocols.
- V. Communications
 - a. If the campus is locked down, parents will be communicated with by use of reverse 9-1-1 and in writing.
 - b. Follow-up communication with parents and students will occur in public meetings.



Portland Public Schools

CENTRAL OFFICE REORGANIZATION PLAN





Portland Public Schools

POSITION

Chief Financial Officer

DEPARTMENT

Central Office

Position Purpose

To oversee the financial and budgetary functions of the Portland Public Schools to ensure that the Superintendent and School Committee execute their fiduciary responsibilities.

Qualifications

Education Required: MA/MS, Business, Finance, or Education or related job experience

Education Preferred: MA/MS, Business, Finance, or Education

Experience Required: Experience as an administrator in an educational or business environment, with knowledge of all phases of financial management.

Work experience: Experience in education and/or business and demonstrated ability to facilitate change in large urban school system. The Chief Financial Officer will be a strong leader, customer and performance oriented, and have a willingness to be involved in community activities.

Skills – Technical: In depth understanding of state/federal regulations concerning school budget and finance. Demonstrated knowledge of financial systems development, implementation, and operations including general ledger, purchasing, accounts payable and payroll. Demonstrated knowledge of labor relations procedures and practices. Proficiency with a wide variety of technical/software applications including Microsoft Office, Excel, Pentamation

Skills – Managerial: Demonstrated experience in working effectively in an accountability/performance-driven environment. Demonstrated ability to improve effective delivery of services in an urban school system.

Skills – Human Relations: Demonstrated organizational and human relations skills. Demonstrated ability to lead and motivate staff. Demonstrated ability to communicate effectively, to engage in creative problem solving, and to contribute to effective team building. Ability to collaborate with a wide variety of stakeholders.

Primary Customer: Superintendent, School Committee, Central Office Staff
The Finance and Budget function both impacts and is impacted by virtually all who come in contact with the Portland Public Schools. Primary responsibility is to support the Superintendent and School Committee in meeting their obligation to appropriately align



Portland Public Schools

the financial resources of the district with our educational mission. Secondary responsibility is to support schools and departments. This is achieved by and through providing appropriate support to school leaders, City agency staff, departmental leaders, vendors who provide services and products to the PPS, and other external stakeholders.

Supervisory Responsibility : Proposed FY11 Budget - \$89,319,834

Task Responsibilities

- Serves as a member of the Superintendent's Leadership Team
- Oversees and supports the effective operation of the Budget Office and Business Services. Represents the Finance & Budget Team at all internal and external forums, as necessary and appropriate.
- Oversees the maintenance of accurate and complete financial records through sound accounting and auditing procedures. Responsible for meeting all financial reporting requirements of the Portland Public Schools. This includes, but is not limited to, insuring that the Financial Reports are filed accurately and on time.
- Provides fiscal accountability for the Portland Public Schools. This means that the Chief Financial Officer is the primary person responsible for insuring the Portland Public Schools conducts its operations within budget by presenting appropriate strategies and options to the Superintendent and School Committee that would result in that end.
- Collaborates with the Superintendent, School Committee and the City on budget development. Provides justification and support for funding proposals made to School Committee and the City. Facilitates budget development discussions with the Superintendent and his leadership team resulting in the Superintendent's annual budget recommendation to the School Committee.
- Oversees the budget development process. With the support of the Budget Director and Budget Office staff, facilitates the budget planning process resulting in a clear alignment of financial resources with educational priorities. This includes: estimating resources needed to implement initiatives and sustain ongoing efforts, projecting revenues from city and external sources, benchmarking present expenditure levels.
- Ensures the coordination of budget/financial services to schools. Assures that budget information is presented in a timely, easily understandable, and accessible way for planning, management and reporting purposes. Assures responsiveness to school requests and facilitation/support for school based decision making. Supports school-identified initiatives, while assuring compliance with federal and state mandates and collective bargaining provisions. Advises, assists, and enables team leaders and principals to engage in school-level and team-level budget planning, budget control, expenditure monitoring and reporting.
- Monitors expenditures of the Portland Public Schools and performs financial analyses on a periodic basis. Assures that system wide spending aligns with planned spending. Assures that the system's financial practices are of the highest quality and that appropriate procedures are developed to ensure that all school department managers understand their legal and fiscal responsibilities.



Portland Public Schools

- Leads Portland Public Schools in representing the needs of the finance & budget functions in the design, development and implementation of financial systems that are appropriate to support the system and building level leadership.
- Works with the Budget Office and Business Services to insure a level of service to schools that is characterized by continuous improvement and responsiveness.
- Advise negotiating teams on the financial impact of proposed collective bargaining agreements.
- Attend Portland School Committee meetings. Represent the Superintendent as needed.

Terms:

- The Chief Financial Officer works beyond the forty-hour (40) hour work week including additional hours and weekends as required to carry out all the duties and responsibilities. The CFO is employed 12 months.



Portland Public Schools

POSITION

Chief Operation Officer

DEPARTMENT

Central Office

Reports to: Superintendent, Portland Public Schools

Position Purpose

To assist the Superintendent in oversight of Portland Public Schools Operations Support Services Departments: Employee and Labor Relations, Office of Information Systems, Athletics Department, Transportation, Maintenance and Food Service

Qualifications

Education Required: MA/MS, Academic experience: Bachelor's and graduate degree in human resources, education and/or business (required).

Work experience: Experience in education and/or business and demonstrated ability to facilitate change in large urban school system. The Chief Operation Officer will be a strong leader, customer and performance oriented, and have a willingness to be involved in community activities.

Experience Required: General management experience in education or business and strong communication and interpersonal skills. Support public relations/media activities, support fund raising activities and support labor relations/negotiations activities.

Skills – Technical: Strong computer skills. Management experience in education or business and demonstrated ability to use technology to support Portland Public Schools' direction.

Skills – Human Relations: Strong leader, customer and performance oriented, effective in team-based organization, strong commitment to educational excellence, willingness to be involved in community activities.

Primary Customer: Superintendent and School Committee

Task Responsibilities:

- Participate in Portland Public Schools leadership activities. Serve on Superintendent's Leadership Team. Attend Portland School Committee meetings. Represent the Superintendent as needed.



Portland Public Schools

- Oversee central operations/administrative groups. Select, supervise and support Team leaders. Set and monitor performance standards. Provide ad hoc assistance and support.
- Work with Chief Financial Officer and Chief Academic Officer to improve central services to schools. Initiate and support cross-team improvements.
- Support school based system and principals. Assist principals/directors to create efficiencies. Support communications across schools. Provide ad hoc assistance and support (e.g. emergencies).
- Oversee Managerial Plan. Meet annually with managerial group. Settle job ratings disputes. Support Chief Financial Officer in management of all Central Office employees.
- Represent Portland Public Schools to external stakeholders. Support public relations/media activities. Support Portland Public Schools fund raising activities. Maintain relations with community leaders. Oversee the development and implementation of new technologies to improve Portland Public Schools services and support as requested.
- Support labor relations/negotiations activities.
- Represents the Superintendent as required.
- Oversee the development and implementation of new technologies to improve Portland Public Schools services and support
- Supervises Food Service, Transportation, and Maintenance departments

Terms:

- The Chief Operation Officer works beyond the forty-hour (40) hour work week including additional hours and weekends as required to carry out all the duties and responsibilities. The COO is employed 12 months.



Portland Public Schools

POSITION

Chief Academic Officer

DEPARTMENT

Central Office

Reports to: Superintendent

Position Purpose

The Chief Academic Officer has primary authority and accountability for the academic performance of all of the district's schools. The Chief Academic Officer drives the educational performance of the district. The Chief Academic Officer will be a strong leader, customer and performance oriented, and have a willingness to be involved in community activities.

Work experience: This position requires a strong academic leader who has deep experience in the design, integration, and implementation of large complex systems to improve student results, as well as knowledge of curriculum, instructional practices, school improvement, professional development, and leadership development. The candidate should have experience in education and/or business and demonstrated ability to facilitate change in large urban school system.

Responsibilities :

- To advance the school system's goals and Portland Public Schools to the next level in educating all students.
- Providing leadership, vision and strategic direction for the district's curriculum and instruction; launching and managing school improvement initiatives; overseeing professional development for all teachers and principals; and overall academic management of the schools.
- Provide a rigorous school experience that prepares students for college.
- Serves as leader of all areas aligned to academic outcomes, includes but not limited to academic improvement, curriculum and professional development.
- Builds and supports a high-performing educational team integrating and aligning the academic work of the district.
- Supervises a team that includes two K-12 Curriculum Coordinators – one in S.T.E.M. and one in Literacy and Humanities. Additionally, coordinators in Special Education and Title programs report to the Chief Academic Officers.
- Provides the required supports and leadership to improve student achievement and narrow the achievement gap between racial, ethnic and economic groups.
- Collaborates with school departments, community agencies, local universities, research laboratories, etc. Seeks advice from, as well as shows interest with each group, maintains contact with other systems to share ideas and information.
- Develops and oversees professional development programs for teachers and principals.



Portland Public Schools

- Evaluates and supervises principals and directors along with the Superintendent and Curriculum Coordinator.
- Attend Portland School Committee meetings. Represent the Superintendent as needed.

Minimum Qualifications

Required education and experience:

- Master's Degree in education, doctorate degree preferred
- Hold or eligible to hold appropriate Maine licenses or has relevant job experience
- Ten or more years of experience in systems thinking that includes knowledge of academic and accountability testing.
- Demonstrated success leading strategic educational initiatives

Required knowledge and skills:

- Ability to direct the work of several administrators and professional employees.
- Ability to manage a budget and make sound fiscal decisions.
- Ability to monitor and develop accountability systems.
- Ability to mediate and resolve conflicts.
- Ability to interact with teachers, parents, outside agencies and central office staff.
- Excellent interpersonal and problem solving skills.
- Ability to prioritize and manage multiple tasks.

Preferred:

- Demonstrated ability leading effective change that results in increased student performance.
- Planning and conducting professional development activities for staff.
- Fiscal management and contracted services.
- Contract negotiations, mediation and arbitration dispute settlement.

Terms:

- The Chief Academic Officer works beyond the forty-hour (40) hour work week including additional hours and weekends as required to carry out all the duties and responsibilities. The CAO is employed 12 months.