

Portland Public Schools Board of Education



2010-2011



Agenda

Regular Meeting
February 28, 2011

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
February 28, 2011

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All citizens must abide by the Board's Rules of Conduct for Board meetings.

Citizen comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Citizen comment on all other matters will be heard during the "Remaining Citizen Comment" time.

This meeting may be taped and televised by the media.

AGENDA

1. **STUDENT PERFORMANCE** 5:30 pm
 - Writers in the Schools: Student Readings

2. **STUDENT TESTIMONY** 5:45 pm

3. **PRESENTATION** 6:00 pm
 - "Communities of Color in Multnomah County: An Unsettling Profile" a presentation by the Coalition of Communities of Color (*information item*)

4. **STUDENT REPRESENTATIVE'S REPORT** 6:20 pm

5. **SUPERINTENDENT'S REPORT** 6:25 pm

6. **EXCELLENCE IN TEACHING AND LEARNING** 6:30 pm
 - Classified Employee Recognition (*action item*)
 - Grades 6-12 Science Curriculum Adoption (*action item*)
 - Middle College Presentation and High School System Design Update (*information item*)

7. **STRONG PARTNERSHIPS WITH FAMILIES AND COMMUNITY** 7:45 pm
 - Memorandum of Understanding: City of Portland and Portland Public Schools – Transportation Improvements (*action item*)

8. **EXCELLENCE IN OPERATIONS AND SERVICES** 8:00 pm
 - Budget Amendment No. 2 to the 2010-11 Adopted Budget and Establishment of Five New Funds (*action item*)
 - Citizens Budget Review Committee Appointments (*action item*)

9. **BOARD COMMITTEE REPORTS** 8:20 pm

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| 10. | <u>BUSINESS AGENDA</u> | 8:30 pm |
| 11. | <u>OTHER BUSINESS</u> | 8:35 pm |
| | • 10-Year Charter Review Committee Report | |
| 12. | <u>CITIZEN COMMENT</u> | 8:45 pm |
| 13. | <u>ADJOURN</u> | 9:00 pm |

The next regular meeting of the Board will be held on **March 14, 2011**, at 5:30 pm at the Blanchard Education Service Center.

NOTE: The Board's agendas are focused on the five strategic operatives of the District as found in the 2005-2010 Strategic Plan: Excellence in Teaching and Learning; Excellence in Operations and Services; Strong Partnerships with Families and Community; Leadership for Results; and Continuous Learning Ethic.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P

Writers in the Schools

Krishna-Leela Hickman
Renaissance Arts Academy, Marshall Campus

Nick Markovic
Wilson High School

Karla Carballo
Meek Professional Technical School

Dylan Tingley
Grant High School

Andrew Proctor, Executive Director
Mary Rechner, Program Director

Executive summary

Communities of Color are a vital presence in Multnomah County. Our leadership has strengthened efforts to improve community health and well-being in many areas. Our roles have stretched from being a sounding board to policy makers, to sitting on philanthropic boards, to staffing committees and advisory groups on matters of importance like child welfare, community development, funding patterns and growing the green economy. Our voice is valued. Yet progress of our peoples is far from assured.

Communities of color are a growing portion of Multnomah County's population. Today, the official count is that communities of color comprise 26.3% of the County's numbers and this number is growing much more quickly than that of Whites, due to high fertility rates and migration. Yet we do not really know how large our communities of color really are.

Official measures to enumerate our community members are plagued by legacies of distrust and cynicism. They are also plagued by the whiteness that pervades all forms of data collection and interpretation. As a result, population measures chronically undercount our numbers. This is due to an array of factors such as ongoing invisibility for some communities of color – for the African immigrant and refugee community, and for the Slavic community, no data are routinely collected. Also at issue are survey question dilemmas, such as the failure to count the Latino community as a community of color, or outdated practices such as allowing only one racial identity to be selected. In addition, language accessibility renders participation impossible for the estimated 5.1% of the county's population who cannot communicate in either English or Spanish.²

Traditional research practices undermine our very existence as our experiences are omitted from routine data reporting in many areas. We have had to use up a significant amount of political capital just to collect the data in this report. A key message is that our communities of color have tolerated invisibility for long enough, and insist that research and reporting practices change sufficiently to make the data on all our communities routinely available in the public arena.

Our communities themselves contribute to the undercounting, as many are reticent to participate and to identify as a person of color. While the larger context for this shame or reticence may have been created by mainstream society, we have work to do inside the community to encourage prideful identification as a member of a community of color.

This project is the result of determination among many leaders in our communities, members of the Coalition of Communities of Color, who defined the need for expanded research, and asserted our leadership and capacity to define the reach, interpret the findings, and consolidate recommendations for change. This report, *"Communities of Color in Multnomah County: An Unsettling Profile"* is the result of that determination. Before you today are the fruits, as sour and as bruised as they are, of the first two years of a research partnership with Portland State University.

This report documents the experiences of communities of color in Multnomah County. The results are indeed unsettling, as many key insights emerge from the data. First, disparities with White communities exist across all institutions addressed in the report. The magnitude of these disparities is alarming. Consider some of the data findings:

- Communities of color earn half the incomes of whites, earning \$16,636 per year, while white people earn \$33,095 annually. Disparities close to this magnitude exist regardless of one's family and household configuration.

- Poverty levels among our communities are at levels at least double those of whites. Our child poverty rate, collectively, is 33.3%, while that of white children is 12.5%.
- Educational attainment is stratified by race. While only 7% of Whites did not graduate high school, 30% of communities of color did not.
- Disparities exist at the preschool level. By the time children enter kindergarten, there is a disparity that, depending on the measure, averages between 5% and 15% in readiness for learning scores. Most children of color are unable to access preschool programs, though they are overrepresented in Head Start initiatives.
- One-quarter of public school students of color were racially harassed in a 30-day study period, either at school or on the way to school. The figure is constant for both students in grade 8 and grade 11.
- Educational disparities in our local public schools are deeply entrenched and gains made earlier in the decade have been lost, and the achievement gap is widening.
- The labor market is similarly bruised by disparities. Communities of color access management and professional positions at half the levels of Whites. One of every two Whites access such high status and high paid work, while less than one of every four people of color access these positions.
- Communities of color have unemployment rates that are 35.7% higher than whites.
- Health disparities, while unevenly distributed across communities of color, average out to result in significant disproportionality. Low birth weights among communities of color are 37% worse than for White babies.
- Child welfare disproportionately removes African and Native American children from their homes and places them in foster care. The longer children are in care, the much greater likelihood they are African American and Native American.
- Juvenile detention rates are much worse for children of color. They are 50% more likely to be held than released into the community once they engage with the police.
- Even systems designed to improve the challenges facing communities of color, such as the protected contracting practices at the City, County and Metropolitan levels fail to deliver sufficient benefits to our communities of color. Less than one-tenth of 1% of the City of Portland's contracting dollars goes to minority-owned businesses.³

In every system we looked at, there are significant disparities. The breadth and depth of these disparities is deeply unsettling. Our best understanding of this is that institutional, ideological, behavioral and historic racism intersect to create these harrowing results. Add to this dynamic that of whiteness and white privilege, and we create the one-two punch that leads to the horrors of racism coexisting with the privileges of whiteness. Undoing such inequities must occur at all levels of every system.

Second, communities of color in Multnomah county suffer more than similar communities of color nationally. In the measures explored in this report (incomes, poverty, occupation and education), communities of color have between 15% and 20% worse outcomes. It is more difficult to get ahead here in Multnomah County than it is more generally across the USA. When we tally the disproportionate "hit" or additional income losses for communities of color living in the county, the average tally of such costs is \$8,362/year.

This inequity does not hold true for White people. On average, one's income is enhanced by living in Multnomah County. The average benefit to a White person living in Multnomah County is \$689/year. While not a large benefit, it illustrates that the harms of being a person of color in the county is additionally disparaging when Whites have a correlated benefit.

Third, we looked to a local comparison group to see how communities of color here fared in relationship to those in a western nearby city. In comparison with King County (home to Seattle), we have worse disparities and worse outcomes on every measure examined: child poverty, those who get a university degree, incomes, occupation, and renters who pay more than 30% of their incomes on rent. In King County, the child poverty rate for children of color is 21.5%, while here it is 33.3%.

This must inform our thinking about what is possible. For King County to have better conditions for people of color, while having relatively similar concentrations of people of color (30.9% compared to ours at 26.3%), should spark our sense of possibilities.

Fourth, we wondered if local conditions were improving or deteriorating for communities of color. We examined disparities in two ways – generational changes in incomes, and a contemporary examination of the last two years of available data on a wider array of disparities. In the first instance, we found that the generational picture on incomes of White families and families of color has changed markedly. Only the wealthiest 40% of White families have gained significant ground over the last generation (at an average of \$47,663/year) while that same grouping among families of color have lost income (facing an average loss of \$1,496 per year). While it is not surprising that there has been a significant growth between rich and poor (as this fact has received considerable attention at the national level over recent years), it is disturbing that this growth between rich and poor is considerably racialized (meaning that benefits seen by White families are not shared by families of color). The net impact is that there is a significant decay of income equality between Whites and communities of color across the generation.

Our second view on changes across time was a thorough view of changes that occurred in the last year (from 2007 to 2008, as the most recent data available). In 26 measures, we found that 16 measures were worse, 6 were better, and 4 stayed the same. The crucial measures of incomes, obtaining a university degree, all poverty measures and health insurance had all deteriorated. Four of the positive gains (in home ownership, mortgage burden, unemployment and dropout rate) were due not to an improved situation for communities of color, but due to a more rapidly deteriorating situation for white people, thus narrowing disparities. We can thus conclude that there were clear gains in only two of the 26 measures – clearly demarking that current disparity reduction efforts are ineffective in achieving key positive outcomes for communities of color.

Fifth, we have learned an important lesson about our Asian communities. Many may know that these communities fare quite well in national studies, typically outperforming Whites on measures such as incomes, occupations, education, poverty and housing. That is not the situation for this community in Multnomah County. Here, the characteristics of the Asian community much more closely resemble those of other communities of color than they do of Whites.

Sixth, for the first time, two additional communities of color are profiled – the Slavic community and the African Immigrant and Refugee community. Separate sections of the report profile these communities. Overall, these two communities are very highly educated but are mostly unable to access occupations, incomes and reductions in poverty rates that are typically associated with high education levels. Within the African community, poverty levels parallel those of the African American community as the depths of racism, social exclusion, and inadequate income support programs result in more than 50% of children living in poverty. In the Slavic community, the employment barriers that prevent the community from accessing good jobs results in high levels of poverty, unemployment and income disparities among families.

Seventh, the need for expanded support for culturally-specific services is in evidence in this report. Our leaders and organizations have an array of effective services customized to meet the specific and unique needs of communities of color. The failings of mainstream institutions to address the needs of communities of color are abundant and must create the impetus to act, to act holistically, and to act under the leadership of communities of color who have the legitimacy and the urgency to remedy many of the shortcomings that besiege Multnomah County.

Eighth, we have determined that there is an undercount of youth in the 2007 American Community Survey that is in the magnitude of 4.8% and further that there is a miscoding of communities of color by an additional 14.9%. We derived these figures from the more robust and more comprehensive data from public school records (centralized at the Oregon Department of Education). This is the first “hard” evidence that there is an undercount issue within ACS. While we do not advocate modifying ACS figures with these numbers, we do highlight that counting our communities is riddled with challenges. As a solution, we are developing “culturally-verified community counts” that better reflect what we believe our accurate numbers to be.

Ninth, we affirm the following commitments and directives that aim to advance racial equity.

1. ***Affirm culturally-specific services funding.*** We affirm and appreciate Multnomah County’s dedicated funding pool within the Department of Human Services, SUN Service System and seek to expand this commitment, urging all funding units in all levels of government to make such allocations a priority.
2. ***Support equity initiatives in existence.*** At the County-level, initiatives such as the Equity Council, Undoing Institutional Racism, and Multnomah County Health Department’s Health Equity Initiative hold promise to reduce disparities.

Tenth, we make the following recommendations for addressing the needs of communities of color.

1. ***Expand funding for culturally-specific services.*** Designated funds are required, and these funds must be adequate to address needs. Allocation must recognize the size of communities of color, must compensate for the undercounts that exist in population estimates, and must be sufficiently robust to address the complexity of need that are tied to communities of color.
2. ***Implement needs-based funding for communities of color.*** This report illuminates the complexity of needs facing communities of color, and highlights that Whites do not face such issues nor the disparities that result from them. Accordingly, providing services for these communities is similarly more complex. We urge funding bodies to begin implementing an equity-based funding allocation that seeks to ameliorate some of the challenges that exist in resourcing these communities.
3. ***Emphasize poverty reduction strategies.*** Poverty reduction must be an integral element of meeting the needs of communities of color. A dialogue is needed immediately to kick-start economic development efforts that hold the needs of communities of color high in policy implementation. Improving the quality and quantity of jobs that are available to people of color will reduce poverty.
4. ***Reduce disparities with firm timelines, policy commitments and resources.*** Disparity reduction across systems must occur and must ultimately ensure that one’s racial and ethnic

identity ceases to determine one's life chances. The Coalition urges State, County and City governments and school boards, to establish firm timelines with measurable outcomes to assess disparities each and every year. There must be zero-tolerance for racial and ethnic disparities. Accountability structures must be developed and implemented to ensure progress on disparity reduction. As a first step, plans for disparities reduction must be developed in every institution and be developed in partnership with communities of color. Targeted reductions with measurable outcomes must be a central feature of these plans.

5. **Count communities of color.** Immediately, we demand that funding bodies universally use the most current data available and use the "alone or in combination with other races, with or without Hispanics" as the official measure of the size of our communities. The minor over-counting that this creates is more than offset by the pervasive undercounting that exists when outsiders measure the size of our communities. When "community-verified population counts" are available, we demand that these be used.
6. **Prioritize education and early childhood services.** The Coalition prioritizes education and early childhood services as a significant pathway out of poverty and social exclusion, and urges that disparities in achievement, dropout, post-secondary education and even early education must be prioritized.
7. **Expand the role for the Coalition of Communities of Color.** The Coalition of Communities of Color seeks an ongoing role in monitoring the outcomes of disparity reduction efforts and seeks appropriate funding to facilitate this task.
8. **Research practices that make the invisible visible.** Implement research practices across institutions that are transparent, easily accessible and accurate in the representation of communities of color. Draw from the expertise within the Coalition of Communities of Color to conceptualize such practices. This will result in the immediate reversal of invisibility and tokenistic understanding of the issues facing communities of color. Such practices will expand the visibility of communities of color.
9. **Fund community development.** Significantly expand community development funding for communities of color. Build line items into state, county and city budgets for communities of color to self-organize, network our communities, develop pathways to greater social inclusion, build culturally-specific social capital and provide leadership within and outside our own communities.
10. **Disclose race and ethnicity data for mainstream service providers.** Mainstream service providers and government providers continue to have the largest role in service delivery. Accounting for the outcomes of these services for communities of color is essential. We expect each level of service provision to increasingly report on both service usage and service outcomes for communities of color.
11. **Name racism.** Before us are both the challenge and the opportunity to become engaged with issues of race, racism and whiteness. Racial experiences are a feature of daily life whether we are on the harmful end of such experience or on the beneficiary end of the spectrum. The first step is to stop pretending race and racism do not exist. The second is to know that race is always linked to experience. The third is to know that racial identity is strongly linked to experiences of marginalization, discrimination and powerlessness. We seek for those in the

White community end a prideful perception that Multnomah County is an enclave of progressivity. Communities of color face tremendous inequities and a significant narrowing of opportunity and advantage. This must become unacceptable for everyone.

Advancing racial equity depends on eliminating the multitudes of disparities profiled in this report. We aspire to catalyze an understanding of the challenges facing communities of color and to provide us all impetus to act, to act holistically, and to act under the leadership of communities of color who have the legitimacy and the urgency to remedy many of the shortcomings that besiege Multnomah county.

Student Representative's Report

The Superintendent's Student Advisory Council, which we are hoping to rename to the Portland Public Student Union (PPSU), has met a few times since the last Student Report I gave. Since then, we have discussed the state budget, the Open Option Levy, Capitol Bond, and our priorities we see as students. At our last SuperSAC meeting on February 8th, we had students from Wilson, Grant, Marshall, Jefferson, Sunnyside, Benson and Lincoln attend, which is the largest number of schools we've had represented at SuperSAC this year.

Because it is legislative session, we saw it appropriate to talk about the two measures being referred to voters in May here in Portland: the Capitol Bond, which would modernize and rebuild some of our schools, and the Open Option Levy which would fill \$19 million of the \$41 million dollar hole this school district could face under Governor Kitzhaber's Budget plan. We have no doubt that the Open Option Levy is a must in order to soften the blow from cuts to funding for education. This year we saw increase in class sizes, our electives, and teachers get cut, and we have no doubt that we will see this be reflected in lower achievement scores than last year. We flinched at the thought of what would happen to our schools, and our education, if the open option levy isn't passed. However there were more diverse opinions toward the Capitol Bond. Overall, the best way to describe the student's attitude toward the capitol bond is hesitant. Some students expressed that fixing our turf fields isn't nearly as important as saving our teachers from being laid off, and why the bond is being introduced now while Oregon is facing a deficit, and a staggering high unemployment rate. One question brought up by a Grant student, that I've failed to hear an answer, is how the school district determined which schools should be rebuilt. Some of us are very confused by the choices made. At the same time, we acknowledge that our schools are in poor shape, and that every school needs improvement.

We also discussed the school issues we think are the most important, that we would categorize in the red zone, the, don't-cut-funding-zone-put-as-a-priority-zone. Some issues we thought are really important in order to improve the graduation rate and education for all are effective teachers, wrap-around-services, and "core electives", which is a term coined by our Benson representative. We consider core elective classes to be the arts, music, and social science classes that all are only offered in a few of our high schools, all of which happen to have high graduation rates, so we consider there to be a correlation. We see electives as important to keep students in school because students are more likely to come to school if they actually are interested in their classes—and all of students know, that some of our favorite classes are our electives. Core electives, from our interpretation, would include any art or music class, journalism, workshop, psychology, etc.

Effective teachers were once again on our mind, and this was definitely number one on our list of priorities that the school district needs to take on. Students strongly believe that there needs to be a stronger evaluation system in place, one that would actually amount to action if a teacher is consistently not performing well, and includes student input. We put effective teachers before classroom sizes, because a good teacher will be able to overcome classroom sizes like how we're expected to.

One moment that really struck me at the SuperSAC meeting is when we split into small groups to talk about which schools issues we want to prioritize. I'm from Lincoln, and I was in a group with a student from Marshall and Jefferson. The student from Jefferson bluntly pointed out that there are no classes you can cut from Jefferson; it has the bare minimum of classes offered. And Marshall—well, Marshall's being closed. However at Lincoln, we have tens of electives. This moment is a glimpse toward our next discussion revolving around equity at our next SuperSAC meeting.

Also, I want to congratulate LEP Charter School for having the largest North District delegation and second largest overall at the 2011 Student Legislative Session. The bills they proposed to the session range from net neutrality to community service as a graduation requirement, and out of the seven they proposed, they were able to pass two at the legislative session. The legislative session is a great experience for high school students to gain hands on experience with the political system and have an opportunity to write, and pass bills, in which have the potential to materialize. Just wanted to bring this up because the accomplishments of our small schools aren't highlighted enough, so a big props to LEP Charter!

Dina Yazdani
February 28, 2011

CLASSIFIED RECOGNITION HONOREES 2010-2011

NAME	WORK SITE	JOB TITLE	HIRE DATE
Kirsten Andersen	Woodlawn	Paraeducator	8/31/2006
Colleen Beckmeyer	Cleveland	Data Clerk	12/5/1994
Michael Fried	Cleveland	Paraeducator	9/2/1998
Cathy Harvey	Alliance Portland Night School	Secretary	10/5/1998
Kaye Johnson	Renaissance Arts Academy	Secretary	11/20/1995
Sara Lange	Community Involvement and Public Affairs	Senior Administrative Secretary	7/11/2005
Penny Machado	Faubion	Principal's Secretary	11/16/1992
Andrea Mathews	Portland Evening Scholars	Principal's Secretary	4/1/1987
Alice Morgan	Atkinson	Paraeducator	12/4/1995
Kathy Muir	Pioneer Programs/Holladay/Youngson	Secretary	10/14/1985
Diane Newton-Pryor	Sitton	Library Assistant	9/17/1999
Jennifer Pettit	Tubman	Paraeducator	9/11/2007
Joy Rozee	Lee	Paraeducator	10/29/1979
Darlene Shanks	Special Education	Secretary	10/10/1983
Felicia Tovar Nollette	Scott	Secretary	8/28/1991
Sharie Conrad	Nutrition Services	Lead Food Services Assistant	9/10/2003
Lynn Halvorson	Maintenance	Rover Lead Man	3/27/1990
Herman Kahaloo	Special Education	Data Specialist	8/17/2009
Barbara Rodgers	Student Transportation	Bus Driver	9/3/1985
Daniel Alexander	Richmond	Head Custodian	4/6/2007

CONGRATULATIONS!



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT TO BOARD OF EDUCATION

DATE: February 1, 2011

TO: Superintendent Smith

FROM: Marcia Arganbright

SUBJECT: Mid-Level Science Instructional Materials Adoption

ISSUE STATEMENT

Science is a core curriculum area in Portland Public Schools. Three credits of science are required for graduation from high school. Mid-level science prepares students to successfully complete these credits, as well as become scientifically literate citizens. It has been eleven years since the District has adopted new instructional materials. Schools were able to self-select textbooks during the last adoption, so different schools have different instructional materials. In addition, the creation of K-8 schools has contributed to inequity of resources at schools around the District since materials were purchased for new K-8 schools but not middle schools. Lastly, the State of Oregon has adopted new science standards. These standards explicitly tie the processes of science inquiry and engineering design to the content. It is the expectation of the state that students will learn science content by the process standards. The current adoption does not use the inquiry model of instruction. This creates a situation where the district cannot ensure an appropriate science core curriculum for all its students.

We are undergoing a pedagogical paradigm shift in science education. From teachers as repositories of all the knowledge we are seeing classrooms as communities of young scientists employing the tools of science to learn together. In Portland Public Schools this paradigm shift is slowly occurring, but is thwarted by the lack of an inquiry-based common core curriculum at the middle grades.

Additionally, expectations have evolved to include proficiency-based assessment practices, access to content for all learners, and integration of literacy in the content areas. The recommended instructional materials have been specifically chosen to align to district expectations for sound assessment practices, access for all learners (including ELL, TAG and Special Ed.) and literacy with an inquiry-based science curriculum.

There are many fine inquiry-based curricula available that address all these needs. Mid-Level Science CMAAC closely examined four of them. Employing a nationally used evaluation tool from the Education Dissemination Center, the CMAAC looked at every aspect of the programs (science content, inquiry-strategies, literacy, differentiation, technology, and user-friendliness). The CMAAC added another pre-requisite component -science kits. All programs under consideration needed to provide materials; the reason for this was equity. Not all schools in the district have the same science equipment base, the same access to yearly monies, or even the same classroom facilities. Choosing kit-based inquiry programs was the best equalizer for all these resource deficits.

BACKGROUND AND PROCESS

The State of Oregon adopted new K-12 science standards in 2009. The Mid-level Science Curriculum Materials Adoption Committee (CMAAC) Steering Committee was initially formed beginning in January 2010. The Steering Committee was composed of six science teacher-leaders who have been trained extensively in sound assessment practices and inquiry-based teaching. The Committee reviewed research, best practices in science education, inquiry-based instruction, sound assessment practice and alignment to standards. The evaluation criteria adopted by the Committee was used to evaluate the alignment of instructional materials in the areas of program organization, assessment, universal access, and instructional planning and support. Criteria for selection also included how well the resources supported the teaching and learning of Oregon Science Standards, how the materials supported best practices in the teaching of science, how interesting and engaging the products were for students, and how much the activities promoted higher level thinking skills. The Steering Committee narrowed the selection of programs down to four.

The full CMAAC was formed and started meeting in October of 2010. The Committee was comprised of 13 classroom teachers and three parents. Achievement Coordinators in Technology, Literacy, Media and TAG were also involved in the review. The CMAAC also reviewed research, best practices in science education, inquiry-based instruction, sound assessment practice and alignment to standards. The Committee observed classroom demonstration lessons from teachers who used materials from each of the programs under review. The evaluation tool was applied to each of the four complete programs and discussed extensively.

Instructional materials were on display for the community to review, evaluate, and provide comments on October 25 (50 teachers attended), November 16 (5 community members attended), and November 18 (6 community members attended). This

opportunity was published in the Administrative Connection and principals were asked to send the announcements to their communities. The CMAAC reviewed the community comments as part of their decision-making process.

Final recommendations were made to the Director of Curriculum in December 2010.

FISCAL IMPACT

The potential range of fiscal impact assumes the following:

1. Purchase during the 2011-12 fiscal year.
2. Use of current pricing and enrollment estimates.
3. All schools will implement in fall 2012-13 after one year of teacher leader cadre using, modeling, and demonstrating. Purchase of materials for 12 teachers for fall 2011. Teacher guides for all teachers by summer 2011.
4. Negotiation for digital rights.
5. Need for printing or consumable print materials each year.
6. Annual overview training costs are included in purchase price range.
7. Additional training needed to support curriculum development are not included.

The estimated cost for materials for all students in grades 6-8 is estimated between \$750,000 and \$900,000.

Along with the curriculum purchase, the CMAAC recommends the following professional development:

Summer 2011	Summer Institute for all teachers	\$100,000
2011-12	Monthly learning session for all	(district PD time)
	Cadre extended hours	\$ 30,000
	Demonstration lessons	\$ 20,000
Summer 2012	Summer Institute	\$ 50,000
2012-13	Teacher PD	\$ 50,000
Summer 2013	Summer Institute	\$ 50,000

RELEVANT POLICIES

No Child Left Behind legislation considers science as a core academic subject. The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [NCLB, Title IX, Section 9101(11)].

Oregon and PPS require three credits in the science for graduation.

The Oregon State Science Standards include the processes of Science Inquiry and Engineering Design; with the expectation that these processes will be used to teach all science content.

PPS Board Policy 6.40.010P and Directive 6.40.011AD were reviewed and used as guides in this process.

STAFF RECOMMENDATION

Staff recommends Board approval for the adoption of the following instructional materials:

Life Science:

Issues and Life Science; Science Education for Public Understanding Program, Developed by Lawrence Hall of Science, published by Lab-Aids.

Physical Science:

Issues and Physical Science; Science Education for Public Understanding Program, Developed by Lawrence Hall of Science, published by Lab-Aids.

Earth/Space Science:

Issues and Earth Science; Science Education for Public Understanding Program, Developed by Lawrence Hall of Science, published by Lab-Aids.

RELEVANT POLICIES

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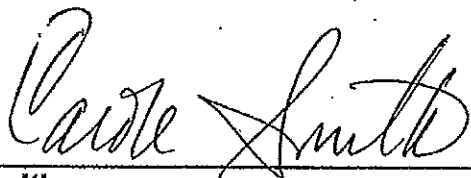
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PPS Board Policy 6.40.010P and Directive 6.40.011AD were reviewed and used as guides in this process.

BOARD COMMITTEE REVIEW

The Student Achievement Committee is scheduled to review these recommendations on February 10, 2011.

I have reviewed this staff report and concur with the recommendation to the Board.



Carole Smith
Superintendent
Portland Public Schools

1.31.2011

Date

ATTACHMENTS
Attachment A: Evaluation Criteria

SEPUP: Issues in Science

We, the mid-level science CMAAC, recommend the above program because:

1. Inquiry: The SEPUP curriculum is inquiry based. Materials are engaging and are based in current and relevant science issues. Lesson components encourage critical thinking skills and follow the inquiry cycle.

2. Standards: SEPUP meets the Oregon science standards for the three main content areas of life science, earth science, physical science as well as engineering and design. The curriculum includes opportunities to design and build models that solve real world problems. Open ended investigations allow students to engage with the topics, building from a basic foundation to more advanced understanding. The teacher resources include a wide variety of literacy tools to help students from emerging readers to advanced readers access the information.

3. Assessment: A variety of methods are used to assess student understanding, from written answers to open ended questions, to visual depictions of concepts and building models. SEPUP includes a variety of rubrics aligned with specific science skills for use with formative and summative assessments.

4. Instructional techniques: Prior knowledge is assessed and shared before students begin lessons. Each lesson begins with an essential question and students learn material through engaging in investigations, laboratory experiments, reading, modeling, role play, and discussions that address the question. (System thinking) Diverse learners needs are addressed with scaffolding built in to the text and activities for ELL, non-readers, and TAG students.

5. Technology: Simulations and animations that support and deepen student understanding are included. Readings, teacher resources, and updated activities and issues are available in digital format on line and on disc. It is possible to use this curriculum with limited access to technology.

6. User friendliness: The student text is easy to read and flows in a logical progression. The lab material is adequate, appropriate and organized in an accessible format. The physical version of the teachers guide is massive and will require professional development to become proficient with its use. There is a great deal of teacher friendly material and the teacher guide is available on line and as a disc.

PORTLAND PUBLIC SCHOOLS

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RECOMMENDATION TO STUDENT ACHIEVEMENT COMMITTEE

To: Superintendent Smith
From: Marcia Arganbright
Date: February 1, 2011
Subject: High School (10-12) Science Adoption

Issue Statement

Portland Public Schools and the State of Oregon currently require high school students to earn three science credits to graduate. In 2007, this district adopted textbooks and materials for both 9th and 10th grade science including Biology and Foundations of Physics and Chemistry. This adoption will complete the core high school science adoption including the following courses: general chemistry, general physics, AP/IB biology, AP/IB chemistry, and AP/IB physics. As a result, students will have resources for further growth toward college and career readiness in STEM (Science, Technology, Engineering and Mathematics) fields.

With high school system design, PPS intends to standardize course options so that students throughout the district have equal opportunities. Currently, there are a plethora of different textbooks being used across these content areas of varying age and condition. By adopting new textbooks, the district will insure equitable access to textbook materials in all high science classrooms and those materials will be use to assure an equitable curriculum.

Background and Process

The following recommendations were derived from the work of a **High School Science Steering Committee** and a **Curriculum Materials Adoption Advisory Committee (CMAAC)**. The key components of this process are listed below.

A **High School Science Steering Committee** was formed in the spring of 2010 consisting of seven classroom teachers. These science teachers represent roughly

half of the high schools in Portland Public School District and include the content areas of chemistry, physics, AP/IB biology, AP/IB chemistry and IB physics. Some of the people on the steering committee would also serve as members of the adoption committee. Their mission was to review the new state science standards, create a vision for K-12 science education in PPS, and provide choices of curriculum materials for the science CMAAC that fit within that vision. This included providing leadership within their science department, instructional facilitating and giving input on a wide range of available textbooks that would be presented to the CMAAC.

The Steering Committee attended four half-day meetings and received extensive professional development that included the following topics:

1. K-12 Science Core Curriculum
2. Embedding Inquiry with Science Content
3. Elements of a Good Lessons
4. Instructional Materials Review by National Science Resource Center

As a result, the Steering Committee made several recommendations for the CMAAC including the following textbooks to review:

Course	Publisher	Title
AP/IB Biology	Cengage	<i>Biology: The Unity and Diversity of Life</i>
	Pearson	<i>Campbell's Biology</i>
	Kendall-Hunt	<i>Insight in Biology</i>
General Chemistry	Pearson	<i>Chemistry</i>
	Holt McDougal	<i>Modern Chemistry</i>
	Zumdahl	<i>Introductory Chemistry</i>
AP/IB Chemistry	Pearson	<i>Chemistry: The Central Science</i>
	Pearson	<i>Chemistry: A molecular Approach</i>
	Wiley	<i>Chemistry and its Changes</i>
General Physics	Glencoe	<i>Physics: Principles and Problems</i>
	Pearson	<i>Conceptual Physics</i>
	Holt McDougal	<i>Physics</i>
AP Physics B & IB Physics	Pearson	<i>Physics: Principles with Applications</i>
	Wiley	<i>Cutnell & Johnson Physics</i>
	Brooks/Cole Publishing	<i>College Physics</i>
AP Physics C	Pearson	<i>Physics for Scientists and Engineers</i>
	Pearson	<i>Giancoli's Physics for Scientists</i>
	John Wiley & Sons	<i>Fundamentals of Physics</i>

Other recommendations included the following:

- Review the same textbooks for AP/IB courses with the intent to supplement materials if there are any discrepancies with their scope and sequence. If the discrepancies are too great, then separate adoptions will take place.
- In trying to meet our 21st century goals, most textbooks are available in digital format and so we shall adopt both versions. Unfortunately, PPS is not ready to implement an adoption that would be 100% digital, and doing so would be inequitable across the district.
- Technology, inquiry and engineering design standards will be a large focus, but college readiness standards within each content area will take precedence.

The **Curriculum Materials Adoption Advisory Committee (CMAAC)** began in the fall of 2010. This committee consisted of 12 representatives including 11 PPS teachers from seven different high schools (representing 78% of PPS high schools and about 1/3 of all chemistry and physics teachers), one parent, and one TAG specialist. This group began its work by identifying the most important criteria for adopting both general and advanced high school science curricula. Their evaluation process included standards alignment, best practices, equity, technology, and differentiation. The state adoption review form was used as a guide.

See the attached Evaluation Criteria Form for more information.

Through this lens, the committee made a final recommendation in December 2010. Below is a list of the scheduled meetings.

Date	Location / Time	Notes
Wednesday, October 28, 2010	Rice – room 5 4:00 – 8:00	Introduction to CMAAC Process Selection of Criteria
Wednesday, November 17, 2010	Rice – room 5 4:00 – 8:00	Review Selections for General Chemistry, General Physics, AP Biology
Thursday, December 2, 2010	Rice – Gym 4:00 – 8:00	Review Selections for AP Chemistry, AP/IB Physics, IB Biology.
Thursday, December 9, 2010	Rice – Gym 4:00 – 8:00	Review Selections for IB Chemistry, AP Physics C
Thursday, December 16, 2010	Rice – Room 5 4:00 – 8:00	Final Recommendation

From December 13th 2010 to January 28th 2011, all textbooks were available for public viewing and feedback at Rice from 8:30 to 5:30. Information was posted both

on Administrative Connections and PPS Pulse. Community members were given the opportunity to evaluate each and every textbook from the above list:

Again, the high school science committee made further recommendations on the use of technology within these content areas:

- Each adoption will include eText versions that will bridge towards 21st century schools and the use of computers and eReaders.
- PPS should purchase both textbook and teacher resources with *digital access* where materials will become available through the Edbox Curriculum Planner.
- These adoptions will further incorporate technology in high school classrooms by utilizing the Vernier equipment purchased during the 2007-08 high school science adoption.

Fiscal Impact

The potential range of fiscal impact assumes the following:

1. Purchase and implementation in 2011-2012 school year
2. Use of current pricing and enrollment estimates.
3. As enrollment increases in advanced science classes there will be a need for additional purchases in the future.
4. Negotiation for digital rights.
5. Equipment and technology currently exists at the schools.
6. Need for printing or consumable print materials each year
7. Annual overview training costs are included in purchase price range.
8. Additional training needed to support curriculum development are not included.

The estimated cost for seven different textbooks for ten different classes for approximate 3000 students enrolled in science classes is from \$400,000 - \$600,000.

Along with this textbook adoption, the CMAAC recommends the following professional development:

Proposed PD Plan for General Chemistry and Physics

Four after school sessions (2 hours) that include:

1. Overview of textbook adoption
2. Inquiry-based instruction
3. Classroom Resources and Technology Integration
4. Edbox Curriculum Planner

Total approximate cost: \$10,000

Proposed PD Plan for AP/IB Science Programs

Teachers who are new to teaching either AP or IB science would attend either an online or regional training institute. The following are maximum estimated costs for teachers attending these workshops:

Note: AP schools include Madison, Jefferson, Roosevelt, Wilson, Grant, Benson, and Franklin. IB schools include Cleveland and Lincoln.

Total approximate Cost for AP/IB Programs: \$20,000

Staff Recommendation

Staff recommends that the Board of Education approve the recommendation of the CMAAC and vote to adopt following textbooks:

Course	Publisher	Author	Title
AP Biology	Cengage (2010)	Taggart, Starr	<i>Biology: The Unity and Diversity of Life</i>
IB Biology	Pearson (2008)	Campbell, Reese	<i>Biology</i>
General Chemistry	Pearson (2012)	Wilbraham, Staley, Matta and Waterman	<i>Chemistry</i>
AP Chemistry	Pearson (2009)	Brown, LeMay	<i>Chemistry: The Central Science</i>
IB Chemistry	Pearson (2009)	Brown, LeMay	<i>Chemistry: The Central Science</i>
IB Chemistry HL	Pearson (2009)	Brown, Ford	<i>Higher Level Chemistry Developed Specifically for the IB Diploma (hard cover)</i>
General Physics	Glencoe (2009)	Zitzewitz, Elliott, Haase, Harper, Herzog, Nelson, Schuler, Zorn	<i>Physics: Principles and Problems</i>
AP Physics B	Pearson (2009)	Giancoli	<i>Physics: Principles with Applications</i>
IB Physics	Pearson (2009)	Giancoli	<i>Physics: Principles with Applications</i>
AP Physics C	Pearson (2009)	Knight	<i>Physics for Scientists and Engineers</i>

These recommendations are considered both appropriate for upper-level science courses within high schools and have been endorsed by the Oregon Department of Education. All AP/IB selections are considered college-level textbooks, and are accredited by either the College Board or International Baccalaureate.

Relevant Policies

No Child Left Behind legislation considers science as a core academic subject. The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [NCLB, Title IX, Section 9101(11)].

Oregon and PPS require three credits in the science for graduation.

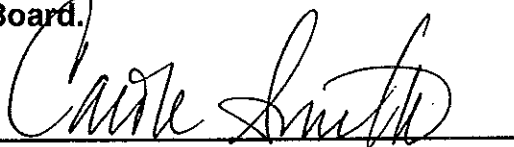
The Oregon State Science Standards include the processes of Science Inquiry and Engineering Design; with the expectation that these processes will be used to teach all science content.

PPS Board Policy 6.40.010P and Directive 6.40.011AD were reviewed and used as guides in this process.

Board Committee Review

This recommendation was first reviewed by the Student Achievement Committee on January 27, 2011.

I have reviewed this staff report and concur with the recommendation to the Board.



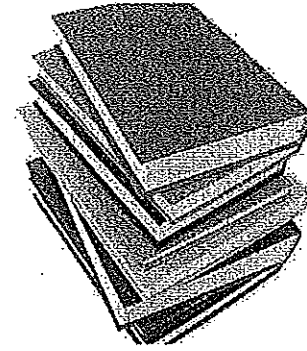
**Carole Smith
Superintendent
Portland Public Schools**

1.31.2011
Date

ATTACHMENTS

Attachment A: CMAAC Evaluation Criteria

Science Textbook/Materials Evaluation Form



Name: _____

Name of material(s): _____

Publisher: _____

Please rate the following criteria from 1 (low) to 4 (high).

I. Addresses important goals of high school science teaching and learning

- *Engages students in concrete experiences with science phenomena.*
- *Enables students to investigate an important science concept in dept over an extended periodic of time.*
- *Contributes to the development of scientific reasoning and problem-solving skills.*

<i>Low</i>				<i>High</i>
1	2	3	4	

Notes:

II. Materials focus on inquiry and activity as the basis of learning experiences

- *Engages students in the processes of science.*
- *Engages students in planning and conducting scientific investigations.*
- *Provides opportunities for students to develop questioning skills related to scientific investigations.*
- *When appropriate, provides students opportunities to use mathematics in the collection and treatment of data.*

<i>Low</i>				<i>High</i>
1	2	3	4	

Notes:

III. Modes of instruction are developmentally appropriate

- *Presents a logical sequence of related activities to help students build conceptual understanding.*
- *Suggested instructional sequence takes into account students' prior knowledge and experiences.*
- *Suggested student activities develop critical thinking and problem-solving skills.*
- *Incorporates examples of technological applications of science and interactions among science, technology and society.*

<i>Low</i>				<i>High</i>
1	2	3	4	

Notes:

IV. Accurate science content

- *Covers all course standards and objectives.*
- *Provides a comprehensive understanding of key concepts.*
- *Subject matter covered in an unbiased manner that is open to inquiry and free of dogmatism.*
- *Writing style is interesting and engaging, respecting scientific language, and uses vocabulary to facilitate discussion rather than an end in itself.*

<i>Low</i>				<i>High</i>
1	2	3	4	

Notes:

V. Effective and appropriate organization and format of teacher materials	<i>Low</i>				<i>High</i>
<ul style="list-style-type: none"> • <i>Background material provides sufficient information for the teacher on the scientific content.</i> • <i>Background material provides sufficient information on common student misconceptions.</i> • <i>Directions for conducting laboratory activities and investigations are clear.</i> 	1	2	3	4	
Notes:					
VI. Effective and appropriate organization and format of student materials	<i>Low</i>				<i>High</i>
<ul style="list-style-type: none"> • <i>Print materials for students are well-written, age-appropriate and compelling.</i> • <i>Illustrations and photographs reinforce the concepts.</i> • <i>Overall readability of the materials appropriate for high school students.</i> 	1	2	3	4	
Notes:					
VII. Effective and appropriate organization and format of textbook	<i>Low</i>				<i>High</i>
<ul style="list-style-type: none"> • <i>Major concepts, principles and ideas adequately developed.</i> • <i>Major concepts, principles, and ideas presented in logistical sequence throughout textbook.</i> • <i>Chapters are well organized.</i> • <i>Vocabulary is accessible, introduced, reinforced and continuously reviews. Similar terms and/or synonyms are presented when appropriate.</i> 	1	2	3	4	
Notes:					
VIII. Equity Criteria	<i>Low</i>				<i>High</i>
<ul style="list-style-type: none"> • <i>Provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, gender, or disability.</i> • <i>Avoid stereotyping.</i> 	1	2	3	4	
Notes:					
IX. Differentiation (TAG, ESL and SpEd)	<i>Low</i>				<i>High</i>
<ul style="list-style-type: none"> • <i>Materials provide multiple tools for assessment including ongoing formative, summative, diagnostic, and cumulative assessment materials for various levels of learners.</i> • <i>Materials can be differentiated by content or process depending on the rate and level of student learning.</i> • <i>Provides instructional strategies and resources materials that are based on current research for teachers and deliver safe, effective, efficient and appropriate instruction for all learners.</i> 	1	2	3	4	
Notes:					
X. Technology	<i>Low</i>				<i>High</i>
<ul style="list-style-type: none"> • <i>Provides digital access to the textbook and resource material.</i> • <i>Materials include tools and suggestion for incorporating instructional technology such as websites, CD-ROMs, electronic lessons, virtual labs, simulations and technology enhanced lessons.</i> 	1	2	3	4	
Notes:					



PORTLAND PUBLIC SCHOOLS

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The Benson Design Team, consisting primarily of the 19 member Benson site council, has addressed several topics of interest over the past three months. These include: 1) assessing overall strengths, weaknesses, threats, opportunities of Benson High School; 2) assessing advantages/disadvantages of having three academies versus two academies (current academies include Health Sciences, Industrial and Engineering and Communications Technology); 3) developing an entry process for students so that they enter into Benson informed, interested in and committed to Benson's programs and 4) developing a marketing plan and materials to promote Benson's programs.

Summary of group's progress

- In preparation for the 2011-12 enrollment and transfer cycle, the group first focused on enrollment size and on securing the number of academies Benson will offer. The design team recommended that Benson be larger (closer to the 850 number), and offer three as opposed to two academies. This recommendation was made primarily because there is solid demand for CTE programs at the high school level. Furthermore, the principal at Benson feels that he can sustain three academies with an enrollment of 850 students. Offering three academies provides a wider range of opportunities for students in varying fields. The disadvantage of more as opposed to fewer academies is that not as many majors per academy can be offered. The Superintendent and Deputy Superintendent approved these recommendations.
- The group also developed a marketing plan and materials with assistance from the District. To support Benson, the District:
 - Responded to the request that each Deputy Superintendent send a letter to all K-8 or middle school counselors and administrators affirming that focus high schools (Benson, Jefferson and the Leadership Academy for Young Women) be able to recruit and therefore have access to all of their 8th grade students. Historically, certain middle and K-8 schools had not allowed Benson access to all of their students. This letter was distributed via email and through the administrator's connection. Benson is in the process of visiting 31 middle and K-8 schools and has reported that these schools have in fact allowed them to promote to all of their students.
 - Held a breakfast at Benson for all counselors that promoted the focus school system. Seventy-five counselors attended, and a tour of Benson was given after the event.
 - Assisted Benson in creating informational flyers and a seven minute video that will be shown during Benson promotional events. District staff provided copy editing services for the Benson website and transportation for students to visit Benson. Additionally, district staff directed grant money toward the promotion of Benson (which helped pay for the materials and transportation).
- The Benson Design team created several drafts of an application process for students who wish to enter Benson. This application included multiple choice questions and an essay. Drafts of the application process were presented to the Executive Committee and the Superintendent. In general, Executive Committee members expressed reservation about implementing this particular version of an application process and

ultimately rejected their proposal. Their primary concern was that the policy would result in inequitable access to Benson over the long term. Specifically, there was concern that the process too heavily focused on whether students were prepared for high school rather than assessing their passion for Benson's particular programs. There was also concern that other focus programs would request an application process. This begged the question of whether the application for Benson should be viewed through a broader lens of focus schools in general. Ultimately, the Executive Committee did approve an admission process in which students express their interest for Benson through a non-evaluative application or form. Thus, interested students will complete an application with no evaluative component that includes multiple choice questions and a 200 word essay. The application is not a requirement to enter into the lottery. This process will be reviewed to determine if changes should be made for next year.

Summary of next steps

- The Benson Design team will write a summary report of all work completed within the last three months as well an outline of all next steps to be explored.
- The Benson Design team has requested that the staffing process take into account that certain CTE programs require smaller class sizes; therefore, there the ratio for Benson should differ from other schools. This recommendation has been brought to the District staffing team.
- The District recommends that it partner with industry leaders to provide a detailed assessment of Benson's current CTE programs and in particular to ensure that programs are relevant and provide skills needed for the 21st century. Specifically, the District is seeking funds to pay an external contractor (at a reduced rate) to conduct an assessment of one of the career academies currently offered at Benson. This work would occur in late spring and early summer. The industry partners would be asked to volunteer their time to assess which programs and content Benson should be offering given the needs of the 21st Century labor market. These partners would then develop the findings, which would be documented by an external party, thus ensuring that those closest to industry standards have the greatest say and that these findings be impartial from the opinions of the District. If this process is successful, we recommend a similar analysis for the other two academies on the Benson campus.



PORTLAND PUBLIC SCHOOLS

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Date: 2/23/11

This memo summarizes the progress, concerns and next steps related to the Marshall Campus closure. The focus of this memo is on those events that have occurred within the past month or will occur in the upcoming month.

Monitoring Student Achievement

There is a strong need to monitor both the immediate and long term progress of Marshall students including student graduation rates, one year retention rates, credits earned, attendance rates, and discipline rates.

In the immediate term, we are monitoring Marshall student achievement data and have noted that absenteeism is on the rise. Strategies for addressing this issue are three-fold: 1) stronger utilization and coordination of resources and services already present on the Marshall campus 2) providing of additional supports, such as the Community School Outreach Coordinator and student incentives for positive behavior and 3) changing current practice so as to effectively respond to the unique situation the Marshall campus faces.

The Deputy Superintendent is monitoring student achievement on a weekly basis and is holding sessions with principals to discuss student outcomes. It should be noted that Marshall principals and counselors expressed that once students understood where they would attend school next year, student morale significantly increased. This is not unexpected according to best practices on school closures. Our research indicates that students should be reassigned as *soon as possible* (Surmacz, 1982, as cited by Carter, 2006, p. 115; CII, n.d., p. 1). "Providing students and families with this information helps to alleviate the fear of not knowing where the student will be the following year."

Evaluating progress over the longer term will require District staff to track former Marshall students over the next three years regardless of the school they attend. We are currently working with the research and evaluation department to develop a process to do so. We believe that it is vital to include a robust "lessons learned" analysis of the Marshall closure process to inform the implementation of other closures or large-scale reform efforts. For this reason, we will conduct an assessment of how Marshall students fare pre and post closure.

PPS is also operating under the assumption that wrap-around social and emotional supports, such as a health clinic and childcare, are key strategies to improve graduation rates. Thus, even though providing these services will result in greater implementation complexity, the District has opted to provide these supports to the fullest extent possible at Madison and Franklin, beginning next school year.

Specific Supports for Students

- **Attendance incentives:** Operating with the belief that rewarding good attendance is as important if not more important than punishing poor attendance, Marshall and District staff have developed a process to reward good or improved attendance. Specifically, District staff has secured items from donors to reward students for good or improved attendance, including Harlem Globetrotter tickets, coupons, and merchandise. Similarly, the District will use grant money to pay for monthly pizza parties for students with 95%

or above attendance. The board generously donated five Netbooks, which will also be used to reward good or improved attendance. (The small school administrators will buy one additional Netbook so that each school can distribute two Netbooks to their schools).

- **Additional Community outreach coordinator and director through the Partnership for Graduation grant:** An Outreach Coordinator and Director will be placed at Marshall to provide support to academic priority students (or those identified as at risk to not graduate). The Director has been hired and has met with each of the small school principals. Her first priority has been to map out a process to increase attendance rates. She has also met with community partners and Marshall staff to assist in curbing absenteeism. The Community Outreach Coordinator has been hired and should be located at Marshall by next week.
- **Coordination and alignment of already existing services on the Marshall campus:** Marshall already has many existing supports for students located on the campus. Some of the key community partners include SUN, Step Up, Mental Health Counselors from Multnomah County, PSU Masters in Social Work (MSW) interns, a High School Graduation Initiative Director, a soon to be named High School Graduation Outreach Coordinator, a teen parent and childcare program, and the Story Project. Biz Tech also has an Attendance Clerk. These partners have begun meeting with the purpose of improving attendance of Marshall students. Each partner has identified which students of the ones they serve are chronically absent. They will then develop aligned and coordinated strategies to improve attendance for identified students working in conjunction with Marshall and District staff. Interventions to increase attendance include home visits, setting up a student contract, referring students to mental health counseling and ensuring they don't miss appointments, calling home, setting up a system of incentives so that students feel more motivated to attend school and others to be determined.
- **Mental health counselors:** Multnomah County has expanded the capacity of mental health counseling on the Marshall campus. Currently, a mental health counselor is present Monday mornings and all day on Wednesday. Another counselor will be present on Friday. However, it has come to our attention that the current mental health counselor is not at full capacity. Thus, as stated above, we will be working with our partners (SUN, Step Up and the Community Outreach Coordinator) and Marshall staff to ensure students who are in need of mental health services are referred to the services offered. Furthermore, the County has stated that next year Franklin High School, will receive additional mental health counseling capacity (currently, they have a counselor who works 2 days per week; capacity will be increased to 4.5 days per week). Madison has a mental health counselor who works 3.5 days per week. The County will maintain this level of service for next year but if it becomes clear that more service is needed, they will re-deploy an existing resource to fill this need.
- **Portland Evening Scholars:** Marshall students who are on track to potentially graduate early have been given the opportunity to take evening classes for credit at no cost to themselves this school year. They have the opportunity to do so through the Portland Evening Scholars program, which is located at Benson. Fourteen students have taken advantage of this opportunity; we are working with Marshall counselors to increase this number.
- **Student Drop-In Center:** PSU Master of Social Work Interns provide a drop-in group on Tuesdays and Thursdays so students have an opportunity to ask questions and voice their concerns regarding the closure process. PSU staff document student questions, which will then be used in student FAQs as completed by District staff.

- **Forecasting:** On February 11th, Madison counselors and administrators visited Marshall to begin the forecasting process or the process in which students select their courses. Madison counselors, working in conjunction with Marshall counselors held a follow-up session on February 15th to answer individual questions of students. On February 22nd, Franklin counselors visited Marshall students to discuss their forecasting process as well. During this session, Marshall students were split into grade levels so as to receive more personalized attention from staff. The Marshall counselors will be individually reviewing student's forecasting sheets after students have filled them out to ensure they in fact signed up for the appropriate courses.
- **Multnomah County health clinic at Franklin:** Both PPS and Multnomah county have agreed to place a health clinic at Franklin High School. Madison High School already has a health clinic. The facilities department in conjunction with the principal at Franklin is determining what space is most suited to house the health clinic on the Franklin campus.
- **Teen parent programs:** A teen parent program will be located at Madison. We are currently determining whether space will allow for a teen parent program to be located at Franklin.
- **Athletics and Activities:** Athletic directors from Franklin, Madison and the Marshall campuses met to discuss key transition activities to ensure that Marshall students have an equal opportunity to participate in athletics at receiving schools. District staff is assisting the athletic directors in drafting a plan that incorporates among other items, communicating try-out dates to Marshall students, and determining where Marshall specific memorabilia (i.e. trophies, plaques, etc...) will be relocated. Activities directors from Franklin and Biz Tech also met and will create a similar plan. Madison, Renaissance Arts and Pauling activities directors will be meeting within the next two weeks.

Student Assignment

- **Assignment of current Marshall students for next year:** Biz Tech students were assigned to Franklin and Pauling and Renaissance Arts students to Madison. Biz Tech students were allowed to apply to Madison and Pauling and Renaissance Arts students to Franklin (if space allowed). Overall, we were able to accommodate 60% of transfer requests with Franklin being the more popular choice among students. All 10th and 11th grade applicants from Pauling and Renaissance who applied to Franklin with sibling or distance preference were approved as were all students who will be seniors next year. These students were approved because Marshall staff, students and parents had requested that we give priorities within the lottery to students who will be seniors next year, those furthest away (more than 5 miles) and those with sibling related issues. All other applicants at 9th and 10th grade were wait-listed. While 70 students were approved to attend the schools of their choice (between Madison and Franklin), this meant that 46 students were denied their request. There were a total of 116 students who requested to be in the special Marshall lottery (other students did not request to be in this lottery).

Marshall students still have the option to attend a charter school, an alternative or enter the general lottery, which opened on February 4th. Additional slots that Marshall students will be able to apply for include: Jefferson, Benson, Roosevelt, the Harriet Tubman Young Women's Leadership Academy (6-12) and Madison.

Some families of students have submitted requests to appeal their assignment to Madison. We have been collecting this information and ensuring that these students are placed on the wait-list. In cases where students have been assigned to Franklin but would like to attend Madison, their request is automatically approved. This then opens additional slots at Franklin, which can be filled by a Madison- assigned student on the wait-list for Franklin. Also, later in the spring after the regular lottery has been completed and we have more information about total enrollment at each of our schools, the Deputy Superintendent in charge of Marshall will re-evaluate whether, Franklin can accommodate additional students.

- **Assignment of incoming students who are currently 8th graders:** The Portland School Board established new high school attendance areas for students who would have been assigned to Marshall for high school. These areas are based on students' neighborhood elementary or K-8 schools:
 - Students in the Harrison Park K-8 School area will attend Madison High School.
 - Students in the Kelly and Woodmere Elementary School areas, and the Bridger, Lent and Marysville K-8 areas, will attend Franklin High School.
 - Students in the Whitman Elementary School area will attend Cleveland High School.
- **Students wishing to enroll at Marshall:** In general, students entering the system after the announcement of the Marshall campus closure who ask to enroll at Marshall are directed to the enrollment and transfer center. The enrollment and transfer center then assigns this student to their new community school, which is based on home address. However, in the case of homeless students, we have asked Marshall staff (generally administrative assistants) to immediately call the community agent for families in transition. In some cases, it may make sense for the homeless student to stay at Marshall. Also, a student who has previously attended Marshall, is a senior and is on track to graduate is allowed to remain at Marshall.

Supports and Updates regarding Staff

- **General supports for staff:** On January 10th, a representative from the Employee Assistance Program (EAP), and the PPS Mental Health Coordinator, met with staff at the Marshall campus during their staff meetings per the request of the school administrators and the District. Approximately 6 staff from Pauling, 20 from Biz Tech, and 20 from Renaissance Arts joined the discussion. The representatives from EAP and the district brought handouts describing the services offered by the EAP, and covering topics dealing with uncertainty and change, managing grief and loss and supporting colleagues experiencing change. Staff expressed their concerns over the lack of emotional support offered to students and families at Marshall and requested more attention be given to this issue. Staff communicated their frustration regarding the lack of information about their future and inquired about time lines for information from Human Resources.
- **Staffing process:** Looking forward to next year, research on best practices in closing schools indicates that when students are transferred to new schools, they should be immediately connected with any staff from the former school. Research suggests that students transferring to new schools after their school had been closed felt that their relationships with teachers at the new schools were not as strong and this deterred them from asking questions or seeking additional help on assignments. In light of this research, PPS' goal is to ensure that as many Marshall staff as possible have the opportunity to work at Madison or Franklin and therefore be reunited with the students whom they know. While the process itself is complex and the budget is not yet certain, there is reason to believe that many but not all of the Marshall teachers will be

reassigned to Madison and Franklin. PAT leadership and the Human Resources Department have developed a Marshall-specific staffing process, which is estimated to initiate in late April or early May. This process has been communicated to Marshall teachers; the process will be communicated to PFTCE on February 9th. Other affected schools, Madison, Franklin and Cleveland, will also receive visits from Human Resources.

Specifically, Marshall campus teachers, in seniority order, will chose a vacancy (or slot) at Franklin, Madison or Cleveland.¹ The number of slots at each school is determined by the projected increase in enrollment at the schools. Teachers must also be appropriately licensed and highly qualified for the identified vacancy. After each teacher (in seniority order) has had an opportunity to choose or if there are no vacancies left, the remaining Marshall teachers will be unassigned. Cleveland, Madison and Franklin administrators will then finalize their 2011-12 staffing using the combined seniority list (Marshall transfers and existing staff). If there is still a reduction in staff needed for the 2011-12 school year, the principal(s) will ask for voluntary un-assignments first (per the PAT/PPS bargaining agreement (Art. 10E.2. pg 28) and then finalize their 2011-12 staffing by assigning teachers and where necessary making un-assignments based on the program for 2011-12. If a vacancy opens up at any of the 3 schools during the staffing process, and a Marshall teacher is still unassigned, they will have a right to that position (they must be appropriately licensed and highly qualified).

- **Meet and Greet Marshall and Franklin Staff Events:** On February 22nd, Franklin administration provided an optional tour for Marshall staff to learn more about the Franklin campus. Topics covered included: programming, curriculum, forecasting information, building culture and transition planning.

Communication and Outreach

- **“Quaker Conversations”:** Franklin held an information night for incoming 9th grade students and current Marshall students who are slated to attend Franklin next year. To promote the meeting, District staff sent developed a flyer be distributed to all Biz students, mailed home the promotional flyer and ensured all promotional information was posted on the website.
- **“Madison Shadow Event”:** On March 1st, Madison will organize a day in which Marshall students can shadow other Madison students to learn more about their new school.
- **Marshall Transition Advisory Committee:** The Committee has met in November, December, January and February. Initially, this group requested that the District provide more updates, and clearer accountability systems. In response, District staff has included within its implementation plan detailed information about who is responsible for what action item. To see a draft of the implementation plan contact Sarah Singer (ssinger@pps.k12.or.us).
- **Development of a communication plan:** this plan covers from February through August of 2011. The Marshall Transition Advisory Committee reviewed this plan on February 22nd. Included in this plan are specific outreach activities to students, families, staff and alumni. If you would like to see a draft of this plan, contact Sarah Singer (ssinger@pps.k12.or.us).

¹ The Marshall Closure in 2011-12 will result in Biz Tech students transferring to Franklin and Renaissance and Pauling transferring to Madison. The Enrollment and Transfer department will finalize projected students assignments. In addition, incoming 9th graders for 11-12 will go to Madison, Franklin or Cleveland based on the new boundaries.

- **Ceremony for Marshall:** PPS has identified staff that will assist in coordinating a closing ceremony for the Marshall campus. Several Marshall Transition Advisory Committee members have also expressed interest in serving on this sub-committee.



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT SUPERINTENDENT RECOMMENDATION TO BOARD

To: Superintendent Smith

Thru: C.J. Sylvester, Chief Operating Officer

From: Paul Cathcart, Project Manager

Date: February 17, 2011

Subject: PPS and City of Portland Transportation MOU

Issue Statement

Portland Public Schools and the City of Portland seek to work more collaboratively in the identification, prioritization and funding of transportation improvements at PPS facilities. PPS needs to target limited capital resources to a transportation improvement process that assesses and ensures the safety of all students, staff and parents at all schools, and prioritizes project funding on overall District need. Adoption of the attached MOU provides PPS and the city with clarity of funding priorities for transportation improvements at PPS sites and how the City of Portland's development review process will affect transportation improvements.

Background

In 2009, the City's Planning Commission (now the Planning and Sustainability Commission) initiated the Schools and Parks Conditional Use Code Refinement Project to address concerns regarding the use of public schools and parks in the City of Portland. The zoning code changes city staff recommended in this project were designed to streamline city permitting related to school and field use, easing requirements for conditional use review of enrollment fluctuations, grade level change, and the use and development of sports fields (all of these reviews require, expensive land use reviews). The City Bureaus of Planning and Development Services initiated the proposed zoning code changes with the Planning Commission in response to several zoning code violations filed against public schools in the City for alleged misuse of sports fields and grade level changes related to PPS's K-8 conversion process.

During the public hearing for the code refinement process, the Planning Commission raised a concern about the adequacy of transportation infrastructure near schools with younger students. In particular, the Planning Commission wanted to know whether PPS conducted an adequate assessment of transportation infrastructure when grades K-5 are added to any school as was done through the District's K-8 conversion process.

The Planning Commission adjusted the staff recommendation code refinement package. The Planning Commission suggested a provision requiring the addition of any combination of grades K-5 to a school with higher grades require a Type III conditional use review (a process entailing over \$11,000 in land use review fees and a three to six month process). Superintendent Smith responded to the Planning Commission's recommendation (see attachment) by suggesting that the City's Safe Routes to School program be used to evaluate the transportation safety around all PPS schools and that the City and PPS find adequate funding for the program to ensure transportation projects around school sites are addressed at all schools.

City Council then tabled the zoning code refinement package and directed City staff to work with PPS to develop a mechanism to adequately assess and address transportation improvements at PPS sites. PPS and city staff proposed the development of an intergovernmental agreement (IGA) that would establish a process to identify and evaluate all transportation improvements proposed at PPS schools through the City's Safe Routes to School program as well as prioritize how projects are funded.

The attached memorandum of understanding (MOU) provides details of how this IGA would work. Funding priority would be directed to transportation projects associated with schools sites receiving full modernization in a voter-approved capital bond program; middle schools that added younger grades (K-5) through the District's K-8 conversion process; and transportation projects that would improve the most significant transportation deficiencies throughout the District.

The MOU proposes to commit (through the IGA) \$5 million to fund transportation improvements associated with PPS's proposed capital bond work. The Mayor's Office is proposing that the zoning code refinement package move forward to a City Council vote on February 23rd provided the MOU that commits PPS and the City to the development of an intergovernmental agreement within six months of its passage is also adopted. The Mayor's recommendation would allow grade level changes at schools with any combination of grades K-8 without city review and eliminate the required conditional use review of enrollment fluctuations at all schools. The MOU commits PPS participation to a subsequent intergovernmental agreement for the duration of the proposed capital bond program (six years) with extension if amenable to both parties.

Related Policies/Fiscal Impact

8.90.010-P Contracts

8.80.15-P Capital Improvements

Costs associated with transportation improvements commensurate with development review by the City of Portland can vary depending on the disparity between existing improvements and city codes and requirements for specific sites. Relatively small site alterations can trigger city requirements for significant transportation infrastructure improvements. In an effort to target the District's limited capital resources for transportation improvements, Staff proposes that a maximum of \$5 million of the proposed future capital bond program be devoted to transportation related improvements. The MOU proposes to give funding priority to improvements to schools receiving full modernization in the capital bond program, have the greatest need relative to all District schools, and to schools involved in the Districts' K-8 conversion process that added elementary school grades (K-5) to middle schools.

Board Options

If the Board did not approve the memorandum of understanding with the City of Portland related to transportation improvements, the District would lose the ability to prioritize transportation project funding and would be required to completely fund all transportation improvements required at the time of development review for all school improvements. This MOU provides a dependable, fair and less bureaucratic process of fulfilling the city's development review requirements.

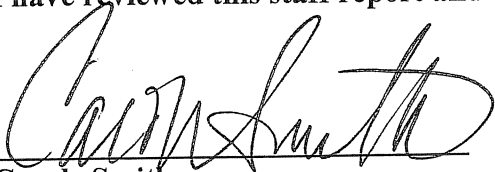
Staff Recommendation

Staff recommends that FAO recommend Board approval of the Memorandum of Understanding with the City of Portland and commit a maximum of \$5 million in future voter-approved capital bond funding for transportation improvements as defined in the MOU and subsequent inter-governmental agreement.

Board Committee Review

This item will reviewed by FAO on February 17, 2011, and by the Board of Education on February 28, 2011.

I have reviewed this staff report and concur with the recommendation to the Board.



**Carole Smith
Superintendent
Portland Public Schools**

2.17.2011
Date

ATTACHMENTS

- A. Letter from Superintendent Smith to Portland City Council and Planning Commission dated April 7, 2010
- B. Memorandum of Understanding
- C. Resolution to Adopt Memorandum of Understanding with the City of Portland Regarding Funding of Transportation Safety Improvements



PORTLAND PUBLIC SCHOOLS

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Carole Smith
Superintendent

OFFICE OF THE SUPERINTENDENT

April 07, 2010

Mayor Sam Adams and Members of the Portland City Council
c/o Council Clerk Office
1221 SW 4th Avenue, Room 140
Portland, OR 97204

And

The City Portland Planning Commission
c/o Bureau of Planning and Sustainability
1900 SW 4th Ave., Suite 7100
Portland, OR 97211

Dear Mayor Adams, Members of the Portland City Council, and Members of the Portland Planning Commission:

As you know, the Portland Planning Commission and the Bureau of Planning and Sustainability have spent more than a year working on the Schools and Parks Conditional Use Code Refinement Project. Portland Public Schools appreciates this work and the opportunity to be involved in the process to clarify and streamline City regulations related to school uses.

However, despite this significant and valuable work, we want to share our significant concern about a revision the Portland Planning Commission made earlier this year. In a January 12 hearing, the commission voted to require a Type III conditional use review when schools serving 6th grade and higher add any combination of grades K through 5 to their buildings. This was contrary to bureau staff recommendations, and I believe the Portland Planning Commission did not provide sufficient basis for the change.

Portland Public Schools requests the Schools and Parks Conditional Use Code Refinement Project remove the Planning Commission's requirement for a Type III conditional use review for the addition of grades K-5 to a school with older students and return to the staff recommendation to require a Type III conditional use review for the addition of grades 9-12 to a school with younger grades and a Type II conditional use review for the additional of grades K-8 to a school with older grades.

The Planning Commission has received considerable testimony through the Portland Plan process and the Code Refinement Project expressing disappointment with PPS's K-8 school conversion process. The reconfiguration of many schools to become K-8s and the resulting closures were controversial, rushed and unevenly and inadequately implemented. We know that despite many families' embrace of the new school model many others are left with significant concerns and greater distrust of the district. However, these are school programming issues and fall squarely under the jurisdiction of the Portland Public Schools duly elected Board of Education; board directors are both responsible for the decisions and directly accountable to the public. The appropriate venue for discussion of these issues is the Board of Education and PPS's public involvement efforts regarding educational program changes.

The City's land use review process is not the appropriate avenue to debate or overturn public school programming decisions. Doing so interferes with the educational mission of public schools, the jurisdictional responsibilities of the elected school board, and the ability of schools to meet the education needs of an ever changing school age population.

No Basis for Recommended Conditional Use Review

As the second largest land owner in the City of Portland, PPS recognizes that the changing use of our facilities can impact the neighborhoods where schools are located. Thus, the City's zoning code currently and appropriately requires a conditional use review for changes of school level (elementary, middle, junior high and high school). But the zoning code does not address changes of grades within a school level.

As has been documented in the work of the Schools and Parks Conditional Use Code Refinement Project, PPS had been using the State of Oregon's definition of elementary school (grades K-8) and high school (grades 9-12) in our grade level change process. As the City's Zoning Code does not define what grades constitute a school level, PPS did not seek a conditional use review when grade level changes were made to implement the K-8 conversion as we did not believe this review was required. PPS did not knowingly attempt to circumvent City land use review process.

PPS has sought clarification of this zoning code language related to school and grade levels changes through the Code Refinement Project. Up until the January 12th hearing, the Bureau of Planning and Sustainability staff recommendation had been to require a Type III conditional use review for the addition of grades 9-12 to a school with grades K-8 and a Type II conditional use review for adding any combination of grades K-8 to a school with grades 9-12. PPS recognizes that these particular grade level changes could have impacts to the surrounding neighborhoods, and supports that level of review in these cases.

However, at the January 12th public hearing on grade level changes component of the Code Refinement Project, the Planning Commission inserted the requirement to require a Type III conditional use review for adding grades K-5 to schools with grades 6-8. The Planning Commission members discussed their concern that transportation systems and pedestrian connections be examined when younger students are added to a school with older students. In deliberating whether this review should be a Type II or Type III, the Planning Commission opted for the more rigorous and expensive Type III process. In their reasoning, commissioners

expressed a desire to have greater public involvement in these grade level changes, but they did not identify how the conditional use criteria of the zoning code would ensure greater safety of younger children.

My understanding of the City's zoning code regulations related to schools is that they are largely designed to protect surrounding neighborhoods from the impacts of schools – including the traffic and other activities that schools bring. I am not aware of City conditional use regulations that are designed specifically to protect students within our schools – and none aimed at protecting younger children differently than others. I submit the care and safety of students at school is the role and responsibility of public school districts and the building and fire codes (also enforced by the City of Portland) that require school properties provide safe facilities for students, educators, and the public.

We share the Planning Commission's concern for the safety of all children as they travel to and from school. I suggest that concerns regarding transportation safety for younger children in our public schools are better addressed by fully funding and implementing the Safe Routes to Schools Program for all public schools in the City.

Currently all but two of our elementary, middle and K-8 schools participate in Safe Routes to School. The program offers a range of services, from bicycle and pedestrian safety education to federally funded improvements in the public right-of-way to address unsafe traveling conditions for pedestrians and cyclists. Bureau of Transportation staff, school staff and teachers, parents, and non-profit organizations that specialize in bicycle and pedestrian safety education work together to develop a unique plan for each school to improve the ability of students, parents, and staff to travel safely to each school. I believe this collaborative, flexible approach better serves transportation safety concerns for younger children on an on-going basis.

We have better and more appropriate ways to improve the safety of our school children than subjecting PPS to a Type III conditional use review process for this particular grade level change. The Type III review appears to be an attempt to punish PPS for not seeking conditional use reviews of previous grade level changes. This is not an appropriate motivation or basis upon which to adopt additional land use regulations.

Educational Programming Decision Making

The PPS Board of Education is the elected governing body for the Portland Public School District which is a corporate body under state law. The board makes and is accountable for the district's educational programming decisions. The board holds public hearings whenever significant program changes are proposed, and board directors weigh comments received through the public involvement process and make decisions they believe are in the best interest of educating children, with the resources that are available.


The use of PPS facilities to support these decisions is also the purview and responsibility of the board. Given the vital importance of schools to students, families and the community, board members are often called upon to make difficult decisions with real and immediate impacts on the community. But that is their legal duty as elected board members.

The ability to second guess these decisions through the City's land use review process would significantly interfere with the school board's ability to govern the affairs of the school district. PPS has and will continue to partner with the City of Portland to continually improve the achievement of public school students in the city. To do so, PPS and other public school districts need the ability to autonomously plan, adopt, and implement strategies to meet our educational missions.

It is unfortunate the Code Refinement Project to date has not clearly articulated the distinction between public school programming, which is the sole responsibility of public school districts, and the City of Portland's land use role and zoning code authority in regulating impacts from schools on surrounding neighborhoods. This distinction needs to be made. Opening school program changes such as grade level changes to reconsideration through the City's land use process will continue to blur these distinct roles.

Portland Public Schools must continue to work through difficult issues, and to do so in ways that better engage the community in the decision-making. Rebuilding and maintaining public confidence is a priority, now and into the future. There is more we can and will do to this end. But having to address programmatic decisions through the City's land use review process will be counter-productive to our planning efforts, might undermine the School Board's authority as elected leaders of an independent jurisdiction, and could place City staff in the role of making educational program decisions based on criteria entirely unrelated to educational objectives.

There are so many ways PPS and the City of Portland can work together to strengthen the education opportunities for our citizens and improve student achievement. Please don't let these opportunities to work together be clouded by a confusing and unnecessary regulatory process.

Sincerely,


Carole Smith
Portland Public Schools Superintendent

C. Board of Education
Jollee Patterson, General Counsel - Portland Public Schools

BC. Paul Cathcart, Project Manager – Office of School Modernization

MEMORANDUM OF UNDERSTANDING
BETWEEN PORTLAND PUBLIC SCHOOLS
AND
THE CITY OF PORTLAND

This memorandum of understanding (MOU) is made and entered into on _____, by and between Portland Public School District No. 1J, Multnomah County, Oregon ("District") and The City of Portland ("City").

PURPOSE

The purpose of this MOU is to identify areas of agreement between the City and the District concerning the review, prioritization and implementation of transportation safety improvements concerning District schools.

RECITALS

- A. In 2009 the City initiated the Schools and Parks Conditional Use Code Refinement Project to address concerns regarding the regulation of schools and parks. Through this process the Planning Commission raised a concern about the adequacy of transportation infrastructure near schools with younger students. In addition to other recommendations, the Planning Commission recommended to the City Council that a Type III Conditional Use Review be required when grades K-5 are added to a school containing grades 6-8. The Planning Commission's intent of the requirement was to "allow for a public review of the safety of adding younger children to a school (and transportation system) designed for older students."

Transportation Safety Goals

- B. As many impediments and barriers to transportation safety occur in the public-right-of way, the District and City have a strong interest in identifying and addressing impediments to ensure the safety of District students and the surrounding community.
- C. Barriers to safe transportation may include needed physical improvements to eliminate safety hazards or lack of knowledge of alternative transportation options or routes.
- D. School administration, teachers, parents, and students are well positioned to identify transportation barriers because they live with the consequences of the barriers every day. Portland Bureau of Transportation staff possesses expertise related to the tools available to remove those barriers.
- E. Reducing the number of students brought to school in private vehicles mutually benefits the City, the District, and the community by decreasing traffic and parking congestion, reducing traffic and parking complaints, increasing efficiencies, reducing environmental impacts and creating safer traffic flow around schools.

District Wide Assessment of Transportation Safety

- F. Most schools in Portland are in residential zones. As such, they are not allowed by right and are subject to the Zoning Code's Conditional Use Review process. Through the Review, the applicant must demonstrate that the transportation system can support the school uses, in addition to the existing uses in the area.
- G. The Conditional Use Review process provides a prescriptive approach to transportation safety improvements that can impose requirements through conditions of approval that are difficult for a resource-constrained public school district to meet. The evaluation of transportation adequacy on a case by case basis and solely through the City's Conditional Use Review process does not capture the relative need of transportation safety throughout the District. The District and City need an assessment of needed transportation improvements for all District schools that allows a prioritization of the relative need of improvements throughout the District, not just on a school-by-school basis provided by the conditional use review process.

Safe Routes to School Program

- H. Portland SRTS Program is a partnership of the City of Portland, schools, neighborhoods, community organizations and agencies that advocates for and implements programs that make walking and biking around our neighborhoods and schools fun, easy, safe and healthy for all students and families while reducing our reliance on cars.
- I. SRTS has a proven track record of providing school communities with educational resources for improving the safety of commutes to and from school, as well as access to resources to make needed infrastructure improvements to the public right-of-way to improve safety. Use of the SRTS program to evaluate transportation and traffic safety for all District schools would provide a consistent assessment of where funding for transportation safety improvements should be targeted within the District.

Proposal

- J. This MOU outlines the District's and the City's intent to use the City's existing Safe Routes to School (SRTS) program to prioritize needed transportation improvements district-wide. This proposal allows decisions of when and where to devote limited capital resources to transportation safety improvements to be based on an evaluation and prioritization of needed transportation improvements District wide. It also provides an alternative to requiring a Conditional Use Review for adding grades K-5 to a school that currently contains grades 6-8. This MOU does not replace any adopted Conditional Use Review requirements in the Zoning Code or any conditional use proposals, including conditions of approval, that have been approved and are currently effective.

PRELIMINARY AGREEMENT

- 1. The City and District intent to use of the City's SRTS program as the primary mechanism to address student transportation safety concerns throughout the District may include:
 - a. Developing an intergovernmental agreement (IGA) between the District and the City to further refine the preliminary agreement set forth in this MOU.

- b. Seeking full funding and implementation of the City's SRTS program at all District schools containing any combination of grades K through 8 and the development of Safe Routes Engineering Strategy Reports (ESRs) and Continuous Service Plans (CSPs) or project lists at District high schools. More specifically:
 - i. SRTS has developed many ESRs and CSPs for schools that are part of the program. The studies are completed by the City's Bureau of Transportation with the help of staff, parents and students at each school. These studies identify desirable and/or necessary on and off-site infrastructure improvements to improve traffic and pedestrian safety around schools. The City's SRTS program would also assist in the development of ESRs and CSPs for District high schools. At the time of this MOU, a majority of District schools do not have completed Safe Routes ESRs. As of the date of this MOU, the District operates 72 elementary, K-8, and middle schools. Of those, 32 have completed CSPs of which 22 have completed ESRs.
 - c. Developing a Master Project List that annually prioritizes, on a district-wide basis, schools with the most needed transportation/traffic issues and identify funding for projects that would address these issues at those schools.
2. District and Bureau of Transportation staff intend to propose a process for developing the Master Project List to be presented to the Planning and Sustainability Commission for approval and/or amendment. The process for developing a Master Project List may include the following steps:
- a. District and City staff may conduct a non-ranked assessment of known, needed transportation improvement projects. This assessment would identify improvements within Safe Routes ESRs, as well as other projects known to the District and the City.
 - b. A joint District/City Advisory Committee may establish criteria by which to determine the most significant transportation improvements within the District.
 - c. District/City staff may use the criteria to develop a ranked/prioritized Master Project List of improvements for all District schools. The Master Project List would identify the order in which the most significant infrastructure projects within the District would be completed as funding is available. The Master Project List may include projects from existing ESRs as well as projects at schools awaiting reports. As additional ESRs are completed for schools in the District, the Master Project List may be updated and reprioritized to reflect the further refinement of district-wide projects. At a minimum, the City and District intend the Master Project List will be updated once a year.
 - d. Evaluation of transportation impacts by the City of Portland in the Conditional Use Review process may also allow the projects on the Master Project List to be placed as higher priorities as updated.
 - e. Placing the priority for the funding and development of ESRs and CSPs on schools that receive full modernization improvements through a voter-approved capital bond for the District as well as the five schools involved in the District's K-8 school conversion process that added some combination of grades K-5. ESRs developed

for the high schools involved in any District capital bond program may not use federal SRTS program funding unless there is future federal authorization to do so.

3. The ESRs and CSPs are intended to provide a mechanism by which the transportation criterion may be evaluated and addressed when the District applies for conditional use approval. The District may include the ESR and/or CSP as a primary resource in their Conditional Use Review application. The District and City intend to use the Engineering Strategy Report as a primary resources for determining whether the transportation system is capable of supporting the change that required the conditional use review as well as existing uses in the area (currently PCC 33.815.105.D.2).
4. The District and City intend that projects identified in ESRs and/or Continuous Service Plans for individual schools subject to Conditional Use Reviews could be used (through conditions of approval) to meet the approval criteria. The District and City recognize that funding to address transportation infrastructure improvements is a limited resource and should be devoted to addressing the most significant transportation infrastructure improvement needs District-wide.
5. Funding of projects by the District requires the projects to be eligible for authorized capital bond funding. Projects on the Master Project List may be used to satisfy transportation criteria of Conditional Use Reviews at individual schools. However, the City and District intend that the installation of the Master Project List project(s) to meet Conditional Use Review requirements will be based on the relative priority of the project within the District's overall list and funding availability. Projects will be funded on the basis of mutually agreed upon priorities district-wide.
6. The District and the City intend to lobby existing funding sources, including Oregon Department of Transportation (ODOT) and the Federal Highway Administration (FHWA) to increase the share of funding from the national program for Oregon/Portland and explore additional funding for the program through (but not limited to) Metro's Regional Transportation Plan and Metropolitan Transportation Improvement Program.
7. The City and District intend to fund infrastructure improvements identified in the Master Project List through funding available to the SRTS program, District contributions from future voter-approved capital bond programs and other available District funding as well as any available City resources, including urban renewal districts.

Rationale

8. The development of the Master Project List through a partnership of the City and District using the City's SRTS program provides a comprehensive evaluation of transportation and traffic safety at all District schools.
9. A mutually agreed upon prioritization of transportation/traffic safety issues and projects throughout the District allows the District and City to better target and leverage funding for these projects.
10. Transportation safety should be addressed at all schools, not just when grades K-5 are added to a school. The evaluation of transportation safety at District schools should be an ongoing partnership between the District and City.

11. Maximizing the benefits of the SRTS program provides resources to address many of the transportation/traffic safety issues typically required as part of a Conditional Use Review, including many of the elements found in transportation demand management plans.

12. Proposed Joint Obligations:

- a. Use the City's SRTS program to jointly evaluate transportation and traffic safety at District schools.
- b. Understand the District's funding of transportation improvements, ESRs, and CSPs will come from future voter-approved capital bond programs.
- c. Understand that the implementation of the Intergovernmental Agreement (IGA) anticipated by this MOU is contingent on the passage of voter-approved capital bond program for the District.
- d. District and City intend to pursue obtaining and leveraging additional stable funding for the SRTS program.
- e. District and City intend to propose a process for developing a district-wide ranked Master Project List. The process will be presented to the Planning and Sustainability Commission
- f. District and City understand that future capital bond work conducted by the District will involve the modernization and rebuilding of some schools. Modernization of schools will involve existing buildings. Depending on the site characteristics, this may preclude the installation of transportation infrastructure improvements adjacent to existing buildings.
- g. District and City intend that the development of an IGA implementing this MOU would be for the duration of any voter approved capital bond program for the District with an automatic extension of the IGA provided both parties agree.
- h. District and City recognize that the City and the SRTS program have obligations to all of Portland's school districts. Outside of the District's capital bond funds, District and City intend that this agreement will not prioritize SRTS funding to Portland Public Schools to the detriment of service to Portland's other school districts.

13. Proposed City obligations:

- a. Evaluate the components of existing CSPs to determine how they could be modified to better address the transportation criteria of the Conditional Use Review requirements.
- b. Agree to use CSPs developed (and modified based on evaluation above) as part of the SRTS program to address the transportation criteria of Conditional Use Reviews and prioritize projects (both infrastructure and educational) within the CSPs that would meet conditional use criteria.

- c. Contingent upon voter approval of a capital bond program for the District, give funding priority to infrastructure projects identified in CSPs for those schools subject to Conditional Use Reviews.
- d. Contingent upon voter approval of a capital bond for the District, prioritize capital bond funding in support of District schools to meet conditional use review requirements through the installation of Master Project List projects. Federal SRTS funding would not be used to install Engineering Strategy Report projects identified to meet conditional use requirements for high schools unless there is federal authorization to do so.
- e. Leverage city resources, including urban renewal funding, to match contributions from future voter-approved capital bonds as part of an IGA related to transportation improvements.
- f. Actively seek additional funding for SRTS program through regional, state and federal transportation mechanisms.
- g. Design, construction and management of projects identified in the Master Project List prioritized through the IGA.
- h. Recommend City Council adoption of the schools portion of the Schools and Parks Conditional Use Code Refinement Project with the original staff (Bureau of Planning and Sustainability) proposal regarding grade level changes concurrent with the approval of this MOU. The City and District intend to move forward to develop an IGA to implement this MOU within four months of City Council adoption of the schools portion of the Schools and Parks Conditional Use Code Refinement Project.
- i. Contingent upon voter approval of a capital bond for the District, develop ESRs for five (5) mutually agreed upon, top priority District schools.

14. Proposed District Obligations:

- a. Contingent upon voter approval of a capital bond for the District, the District intends to provide \$5 million between May 2011 and May 2017 to fund transportation improvement projects identified in the Master Project List. District funding of the projects is contingent on project eligibility for capitalization as identified in the voter authorized capital bond. This \$5 million is intended to represent the District's financial obligation for transportation improvements over the life of the 6-year capital bond program
- b. District financial contributions to these projects will be administered by the District on a reimbursement basis to the City of Portland.
- c. Support individual schools in the follow-through of ESRs and/or CSPs and the creation of the Master Project List.
- d. Pursue the development and adoption of District policy promoting walking and biking to school.

- e. Support SRTS education and encouragement efforts including the walk and bike to school day designed to encourage and raise awareness of students and families to use safe, active transportation to get to and from school.
 - f. Allow voluntary classroom time for bicycle and pedestrian safety training through the SRTS program.
 - g. Promote SRTS educational programming via PPS Pulse and school newsletters.
 - h. Contribute a maximum of \$5,000 per high school toward the development of ESRs for those four schools receiving design or modernization work as part of the 2011 voter approved capital bond program for the District.
15. This MOU is not intended to and does not obligate any party to take any particular action and is not legally binding. The District and the City recognize this MOU is of mutual benefit to each party, and the safety of PPS students. By executing this MOU, District and City are intend to negotiate, in good faith, a fully binding Intergovernmental Agreement for the program of prioritized transportation projects outlined in this MOU..

BY:

Sam Adams
Mayor
City of Portland

Carole Smith
Superintendent
Portland Public Schools



PORTLAND PUBLIC SCHOOLS

Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107
Telephone: (503) 916-3741 • FAX: (503) 916-2724

STAFF REPORT SUPERINTENDENT RECOMMENDATION TO FAO

To: Superintendent Smith
Thru: Neil Sullivan, CFO
From: Mark Murray, Budget Director
Date: February 10, 2011
Subject: Budget Amendment #2 to the FY 2010-11 Adopted Budget

Issue Statement

Amend the FY 2010-11 Adopted Budget incorporating direction from the Superintendent including updated Beginning Fund balances and other technical budget updates.

Background

School districts are allowed and sometimes required by law (ORS 294.480) to amend the budget during the fiscal year. The District has experienced changes in its financial position that require updating the budget to better reflect the current status.

- On June 21, 2010 the Board voted to adopt an annual budget as required under Local Budget Law.
- On September 27, 2010, the Board by way of Resolution No. 4344 amended the Fiscal Year 2010-11 budget.

Related Policies/Fiscal Impact

An amended budget is necessary to ensure effective financial management of the District's programs and priorities and to remain in compliance with State statute. Specifically, the District is required to ensure legal appropriation of expenditures by program area as defined in the State Chart of Accounts.

General Fund

- The proposed amendment results in a net increase in the General Fund of \$25.4 million.
 - Recognizes repayment of the interfund loan: \$25.75 million.
 - Increase Contingency by \$20.8 million.
 - Increase Support Services by a net of \$2.1 million. This includes adjustments to

the Special Education budget (\$2.3mm); increase in fringe rates for PERS and Unemployment (\$1.4mm); move \$2.3mm Whitaker Ponds sale proceeds from Support Services to Facilities Acquisition and Construction; and, allocate sufficient funds for Equity training (\$1mm).

- Reduce Instruction by a net of \$838,000. This includes a \$3 m reduction in health benefits; \$2.5 m increase in fringe benefits costs for PERS and Unemployment
- Increase Facilities Acquisition and Construction by a net of \$3.0 m. Includes the transfer of Whitaker Ponds sale proceeds to this program area, allocation of \$630,00 for Ten Great Fields, and true-up of carryover funds for Facilities projects begun in fiscal year 2009/10, but not completed until fiscal year 2010/11.
- Allocate \$274,000 for the first interest payment on the Recovery Zone Bonds issued in September 2010.

Student Body Activity Fund (201)

- True-up Beginning Balance to match FY 2009/10 year-end audit figures and adjust expenditures' to balance.

Cafeteria Fund (202)

- True-up Beginning Balance and other anticipated revenue sources.
- Balance the fund by increasing Contingency and Ending Balance.

Full Faith and Credit Debt Service Fund (320)

- Establishes this new fund, recognizes a \$274,000 transfer from the General Fund, and appropriate \$274,000 interest payment for the Recovery Zone bonds.

Construction Excise Tax (404)

- True-up Beginning Balance by adding \$473,000 and appropriate funds to Facilities Acquisitions and Construction.

School Modernization Fund (405)

- Increase Beginning Balance by \$2.1 million and recognize loan proceeds of \$25.75 million – the amount of the interfund loan.
- Transfer \$25.75 million to the General Fund to repay the interfund loan, and increase Facilities Acquisition and Construction by \$2.0 million.

IT System Project Fund (407)

- Increase Beginning Balance by \$713,000.
- Appropriate \$131,000 to Support Services and \$581,000 to Contingency.

Full Faith and Credit Fund (420)

- Establish this new fund and recognize the Recovery Zone bond proceeds of \$11.0 million and interest of \$35,000.
- Allocate \$10.5 million for Facilities Acquisition and Construction, \$500,000 to Contingency and \$36,000 for Support Services to fund the costs of issuance.

Recovery Funds (480)

- Establish this new capital projects fund and transfer \$3.0 million in insurance

proceeds from the Self Insurance fund.

- Allocate \$3.0 million for Facilities Acquisition and Construction.

Self Insurance Fund (601)

- Reduce Beginning Balance by \$332,000.
- Move \$3.0 million from Support Services to Transfers Out and transfer \$3.0 million to the Recovery Fund capital projects fund.

Board Options

This action requests that the Board amend the FY 2010-11 budget.

The Board may choose not to amend the budget however; the District is still required, under State statute, to limit spending to the amount of funds actually available. Also under State statute, no fund is allowed to end the year in a negative position. Without these changes the District would be at risk of ending the year with some funds in a negative position.

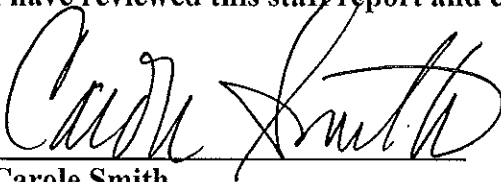
Staff Recommendation

Staff recommends the Board authorize the proposed changes to the FY 2010-11 budget as summarized below and in the authorizing resolution.

Board Committee Review

This action is scheduled for discussion and deliberation by the FAO committee on February 17, 2011.

I have reviewed this staff report and concur with the recommendation to the Board.



Carole Smith
Superintendent
Portland Public Schools

2.14.2011
Date

ATTACHMENTS

- A. Resolution – Amendment No. 2 to the 2010-11 Budget for School District No. 1J, Multnomah County, Oregon



PORTLAND PUBLIC SCHOOLS

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STAFF REPORT SUPERINTENDENT RECOMMENDATION TO FAO

To: Superintendent Smith
Thru: Neil Sullivan, Chief Financial Officer
From: Mark Murray, Budget Director
Date: February 10, 2011
Subject: Establish five (5) New Funds

Issue Statement

The need for effective financial control and transparency dictates that capital expenditures tied to a debt obligation be tracked separately in a capital projects fund and that the debt payment (principal and interest) also be tracked separately.

As the District expands its capital program and the sources of revenues it is necessary to establish the systems to ensure proper financial control and reporting. Staff therefore recommends establishing five (5) new funds: three capital project funds and two debt service funds.

- Capital Project Funds
 - Fund 420 – Full Faith and Credit Funds
 - Fund 450 – GO Bonds
 - Fund 480 – Recovery Funds
- Debt Service Funds
 - Fund 320 – Full Faith and Credit Debt Service fund
 - Fund 350 – GO Bond Debt Service Fund

Background

The need for effective financial control and transparency dictates that capital expenditures tied to a debt obligation be tracked separately in a capital projects fund.

Government Accounting Standards also require a method to ensure proper segregation of debt service payments for each debt issue.

Portland Public Schools (PPS) is engaged in numerous capital projects funded from a variety of sources that include but are not limited to insurance proceeds and Full Faith and Credit borrowing instruments. PPS anticipates funding additional capital projects that will be funded using debt proceeds from the issuance of General Obligation (GO) Bonds.

On February 23, 2009, by way of Resolution No. 4043 the Board authorized \$25.75 million in interim funding to be repaid from resources that may include debt proceeds from the issuance of general obligation bonds and/or Certificates of Participation ("COPs") proceeds, funds from the Construction Excise Tax, transfers or interfund loans from other District funds or discretionary general fund resources.

On May 24, 2010, by way of Resolution No. 4275 the Board authorized Recovery Zone Borrowing for 2010 Energy and Water Conservation Capital Projects.

Related Policies/Fiscal Impact

Establishing new funds entails identification of resources and requirements necessary for effective financial control and transparency. Three of the new funds specifically address the effective financial control of capital expenditures funded through the issuance of debt or other resources (insurance proceeds). Two new funds address the need to separately manage and track principal and interest payments tied to debt obligation.

Board Options

The Board may choose not to establish the new funds. Without the new funds there is risk the District may be out of compliance with State of Oregon Local Budget law, ORS 294, as well as government accounting standards as published by the Government Accounting Standards Board (GASB).

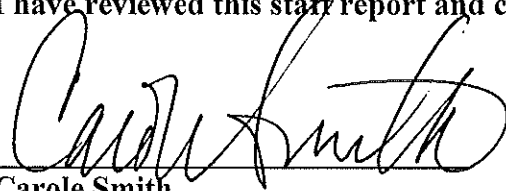
Staff Recommendation

Staff recommends the Board establish the new funds to ensure effective financial management of District resources and requirements.

Board Committee Review

This action is scheduled for discussion and deliberation by the FAO committee on February 17, 2011.

I have reviewed this staff report and concur with the recommendation to the Board.


Carole Smith
Superintendent
Portland Public Schools

2.14.2011
Date

ATTACHMENTS

- A. Resolution –Establishing Five New Funds



PORTLAND PUBLIC SCHOOLS

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Telephone: (503) 916-3741 • FAX: (503) 916-2724

STAFF REPORT SUPERINTENDENT RECOMMENDATION TO FAO

To: Superintendent Smith
Thru: Neil Sullivan, CFO
From: Mark Murray, Budget Director
Date: February 10, 2011
Subject: Citizen's Budget Review Committee Membership

Issue Statement

Each year the Board appoints citizens to membership on the Citizen's Budget Review Committee (CBRC). A resolution that will officially appoint the members for the FY 2011-12 budget cycle has been prepared.

Background

The mission of the Citizen Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education ("Board") regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board.

The CBRC is composed of eight to twelve volunteer members. From an applicant pool, the Board of Education ("Board") appoints members to two-year terms with a student member appointed to a one-year term.

The District engaged in outreach through informal methods such as the use of district contact lists, personal contact by Board members and District employees; posting on Internet sites such as Facebook, and, posting the volunteer positions on the District web site.

Six existing members will return to serve the second year of their two year term.

The District received applications from ten citizens not previously engaged with the CBRC. The District also received applications from three previous members indicating interest in serving an additional term, and applications from two Portland Public School students.

Related Policies/Fiscal Impact

There is no direct fiscal impact to the District from the Board policy to engage a citizen

budget review committee. As an advisory committee the CBRC may, through it's deliberations and recommendations, affect decisions of the District regarding its finances and operations

Board Options

The Board may choose not to appoint new members. A decision to not appoint additional members would result in a membership of six persons, below the minimum policy level of eight.

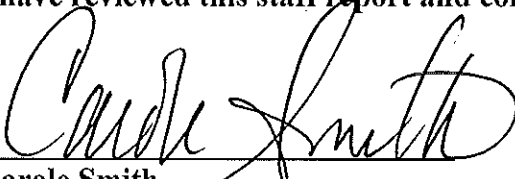
Staff Recommendation

Staff recommends the Board appoint additional members as reviewed and recommended by the Finance, Audit and Operations (FAO) committee.

Board Committee Review

This action is scheduled for discussion and deliberation by the FAO committee on February 17, 2011.

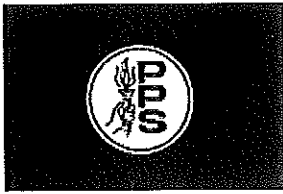
I have reviewed this staff report and concur with the recommendation to the Board.


Carole Smith
Superintendent
Portland Public Schools

2.14.2011
Date

ATTACHMENTS

- A. Resolution – Appointment of Citizen Budget Review Committee Members



PORTLAND PUBLIC SCHOOLS – CITIZEN BUDGET REVIEW COMMITTEE

MISSION

The mission of the Citizen Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (“Board”) regarding the Superintendent’s Proposed Budget and other budgetary issues identified by the CBRC or the Board.

STRUCTURE

The CBRC is composed of eight to twelve volunteer members. From an applicant pool, the Board appoints members to two-year terms. A single student member is appointed to a one-year term. The CBRC is currently composed of eight continuing members. We are therefore looking to fill up to four additional positions.

CHARGE

- (1) A Citizen Budget Review Committee will be established for the purpose of budget review and recommendations.
- (2) Members may be appointed by the Board or selected by the superintendent or designee from volunteer applicants. Wide geographical representation is preferred.
- (3) The Board will determine CBRC composition and terms of service.
- (4) The CBRC shall appoint a chair from among the members. The chair, with the assistance of the committee, shall review pertinent background materials, current and proposed district budget and prepare an annual budget recommendation for presentation to the Board

The CBRC receives its charge from the Board. The Finance, Audit, and Operations Committee (FAO) may assign additional projects to the CBRC, as well. The Citizen Budget Review Committee is charged with reviewing the Superintendent’s Proposed Budget and making recommendations to the Board. The Board’s Finance, Audit and Operations Committee also charge the CBRC with studying specified budget areas.

The CBRC will monitor and advise the Board on the allocation and expenditure of Local Option Levy funds. No other specific charge has yet been chosen for 2011/12 budget cycle. If a special project is chosen, the FAO Committee will meet directly with the CBRC to discuss the charge in more detail. Members of the CBRC are invited and encouraged to attend FAO Committee meetings.

The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest and their appearance, and exercise care in performing their duties and making recommendations from which they may personally benefit.

APPLICATION PROCESS – due November 22, 2010

Interested citizens complete a written application. If you are interested in applying for a position on the Citizen Budget Review Committee, please submit an application using the attached form. The form is available in Word or PDF versions. The form must be returned to the Portland Public Schools Budget Office, attention D. Stone, as follows:

- Regular Mail: Portland Public Schools, Budget Office, 501 N Dixon Street, Portland, OR, 97227.
- Email: to dlstone@pps.k12.or.us
- Fax: to the Portland Public Schools Budget Office at: (503) 916-2209.

PPS CONTACT PERSON

Mark Murray, Budget Director, at (503) 916-3364

CURRENT MEMBERS

Adrienne Enriquez , chair

Phyllis Snyder

Kathleen Taylor

Roger Kirchner

Phillip Johnson

Ralph Leftwich

Oregon University System, College Access Challenge

Business Manager, Law firm

Management Auditor

Retired

Small Business Owner

Retired Engineering Manager

Report

Expenditure Contracts Exceeding \$25,000 and through \$150,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200(6) (Authority to Approve District Contracts; Delegation of Authority to Superintendent) requires the Superintendent to submit to the Board of Education (“Board”) at the “Board’s monthly business meeting a list of all contracts in amounts over \$25,000 and up to \$150,000 approved by the Superintendent or designees within the preceding 30-day period under the Superintendent’s delegated authority.” Contracts meeting this criterion are listed below.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
The Platinum Packaging Group	01/01/11 through 12/31/11	Material Requirements MR 58096	District-wide: School cafeteria disposable products, as needed; RFP 03-09-038.	\$122,000	G. Grether-Sweeney Fund 202 Dept. 5570
Organization for Educational Technology & Curriculum	02/01/11	Purchase Order PO 99583	District-wide: Purchase of 150 multimedia cards for the Spring 2011 Tech Bundles Project.	\$40,500	N. Jwayad Fund 407 Dept. 5581 Project A1007
Open Meadow Alternative School	11/15/10 through 06/30/11	Personal / Professional Services PS 57474	Roosevelt Campus: Expansion of intensive Step-Up, after-school services and programming.	\$60,000	C. Williams Fund 205 Depts. 3330-3333 Grants G1108-1110

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Van Pelt Construction Services	02/15/11 through 06/30/11	Personal / Professional Services PS 57880 Amendment 1	District-wide: Additional funds for increased scope of services, including program management plan development, procedure and process evaluation, document drafting, project scoping, and cost estimating services.	\$100,000 \$150,000	S. Schoening Fund 405 Dept. 5511 Project C0100

INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

N. Sullivan

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

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February 28, 2011

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 4410

RESOLUTION No. 4410

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding \$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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Merchants Paper Company	01/01/11 through 12/30/11	Material Requirements MR 58097	District-wide: School cafeteria disposable products, as needed; RFP 03-09-038.	\$254,000	G. Grether-Sweeney Fund 202 Dept. 5570
Organization for Educational Technology & Curriculum	02/02/11	Purchase Order PO 99605	District-wide: Purchase of one enterprise Microsoft Office and Microsoft Windows license for District-wide student and staff use.	\$166,933	N. Jwayad Fund 101 Dept. 5581
Western Bus Sales, Inc.	02/02/11	Purchase Order PO 99626	District-wide: Purchase of five 2011 Collins Super Bantam propane-powered school buses.	\$394,145	A. Leibenguth Fund 101 Dept. 5560

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Albina Fuel Company	03/12/11 through 03/11/12	Material Requirements MR 57114 Amendment 1	District-wide: One-year contract extension for heating oil, as needed; RFQ Q08-1126.	\$2,727,689 \$7,799,426	T. Magliano Fund 101 Dept. 5596

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

No IGAs

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4411 through 4418

RESOLUTION No. 4411

Resolution to Recognize Classified Employees
Appreciation Week March 7-11, 2011

RECITALS

- A. Portland Public Schools' Classified employees are essential members of our educational team. They are often our ambassadors to the public as well as caring, familiar people in the lives of our students. On the front lines and behind the scenes, they create a positive learning environment for our students by assisting them in the classroom; preparing and serving meals; caring for their physical needs; transporting them; keeping them safe, and aiding their families. They keep our administrative and school offices humming; attend to our buildings and grounds; help us communicate with each other and our community; shepherd supplies and equipment, and so much more. We are grateful for their support.
- B. The Board of Education for Portland Public Schools acknowledges and applauds Portland Public Schools' Assistive Tech Practitioners, Attendance Monitors, Book Clerks, Bookkeepers, Bus Drivers, Campus Monitors, Clerks, Community Agents, CNA's, Custodians, Educational Assistants (ESL, Headstart, Gen Ed), Food Service Assistants, Instructional Tech Assts., Library Assistants, Maintenance Workers, Nutrition Services, Orthopedic Equip Techs, Occupational and Physical Therapists, Para Educators (Special Ed), Secretaries, Security Techs, Sign Language Interpreters, and Transportation Route Schedulers.
- C. For their efforts on behalf of the 47,000 students in our Portland Public Schools, the classified employees deserve recognition and thanks.

RESOLUTION

- 1. The Board of Education declares March 7-11, 2011 Classified Employees Appreciation Week in recognition of the myriad of daily services provided toward enriching and ensuring student achievement in Portland Public Schools.

H. Harris

RESOLUTION No. 4412

Middle Level Science Materials Adoption

RECITALS

- A. An aligned, demanding curriculum ensures every student at every school has the opportunity and access to a rigorous education that prepares them for a career and college. Core curriculum is a hallmark of high performing school districts across the nation that are raising achievement for all students and closing the achievement gap.
- B. For Portland Public Schools, a core curriculum includes four key elements:
1. Standards and benchmarks aligned with state and national standards defining both the academic skills and the course content students should master.
 2. Curriculum materials for teachers and students, such as textbooks, guides, novel sets, lab materials and technology.
 3. Instructional strategies for our teachers to use in the classroom, based on research and data on how students learn best.
 4. Common assessments and assignments to allow schools to periodically evaluate students' progress against the standards
- C. This recommendation is the product of 10 months of extensive professional development and research by groups and individuals representing constituencies throughout PPS. This included a Middle Level Science Steering Committee and Curriculum Materials Adoption Advisory Committee (CMAAC) that met regularly and utilized a rigorous evaluation matrix to review and determine the best materials for students and teachers. This CMAAC committee consisted of representatives from various constituencies and schools throughout the district. This included 13 PPS teachers from multiple regions, 3 parents, and university faculty. Achievement Coordinators in Technology, Literacy, Media and TAG were also involved in the review.
- D. The Middle Level Science Steering Committee considered all materials endorsed by the Oregon Department of Education. This advisory group reviewed and recommended four full curricula for a more extensive evaluation by the CMAAC. By utilizing the ODE and National Science Resource Center instructional materials review criteria, the CMAAC evaluated them during October through December 2010. CMAAC teachers completed a thorough final evaluation of the materials using a rigorous matrix.
- E. During the time of the science CMAAC, Portland Public School staff provided multiple opportunities for public viewing and community input. Instructional materials were on display for the community to review, evaluate, and provide comments on October 25 (50 teachers attended), November 16 (5 community members attended), and November 18 (6 community members attended).
- F. The CMAAC charged with reviewing middle level science curricula has completed an evaluation resulting in a clear recommendation to the Superintendent on the materials to be adopted.
- G. On February 7, 2011 the Student Achievement Committee of the Board accepted the recommendation of the Superintendent and the CMAAC and voted 3-0 to recommend this adoption to the full board.

RESOLUTION

1. The Board of Education accepts the Superintendent's recommendation to adopt and purchase the following curriculum materials for mid-level school science:

Life Science:

Issues and Life Science; Science Education for Public Understanding Program, Developed by Lawrence Hall of Science, published by Lab-Aids.

Physical Science:

Issues and Physical Science; Science Education for Public Understanding Program, Developed by Lawrence Hall of Science, published by Lab-Aids.

Earth/Space Science:

Issues and Earth Science; Science Education for Public Understanding Program, Developed by Lawrence Hall of Science, published by Lab-Aids.

2. The Board of Education notes that the budgetary impact for the 2011-12 school year is approximately \$750,000 - \$900,000 for materials and \$50,000- \$100,000 per year for professional development. Funds for curriculum materials were specifically identified in the November 2006 "Local Option" property tax levy. The board also notes that technology such as computers, projectors and digital cameras will need to be updated for some middle level science teachers. The Curriculum and Instruction Department will work with IT Department regarding securing technology for classrooms.
3. The Board of Education acknowledges that an adoption of this scale requires a commitment to ongoing teacher professional development to ensure consistent implementation. Curriculum and Instruction Department will budget \$50,000 - \$100,000 per year for professional development and phase-in implementation.
4. The Board of Education encourages, welcomes, and supports creativity in teaching and learning by the teachers and principals across the District and recognizes that such innovation and creativity, coupled with up-to-date curriculum materials, are at the heart of educational excellence.
5. The Board of Education thanks the members of the Mid Level Science Steering Committee, CMACC, and other participating teachers for their work and the time commitment it represented and commends them for their service to the students of Portland Public Schools.

C. Randall

RESOLUTION No. 4413

High School Science Materials Adoption

RECITALS

- A. An aligned, demanding curriculum ensures every student at every school has the opportunity and access to a rigorous education that prepares them for a career and college. Core curriculum is a hallmark of high performing school districts across the nation that are raising achievement for all students and closing the achievement gap.
- B. For Portland Public Schools, a core curriculum includes four key elements:
1. Standards and benchmarks aligned with state and national standards defining both the academic skills and the course content students should master.
 2. Curriculum materials for teachers and students, such as textbooks, guides, novel sets, lab materials and technology.
 3. Instructional strategies for our teachers to use in the classroom, based on research and data on how students learn best.
 4. Common assessments and assignments to allow schools to periodically evaluate students' progress against the standards
- C. This recommendation is the product of 10 months of extensive professional development and research by groups and individuals representing constituencies throughout PPS. This included a High School Science Steering Committee and Curriculum Materials Adoption Advisory Committee (CMAAC) that met regularly and utilized a rigorous evaluation matrix to review and determine the best materials for students and teachers. This CMAAC committee included 12 PPS teachers representing schools from multiple regions.
- D. The High School Steering Committee considered all materials endorsed by the Oregon Department of Education for which recommendations are being made. This advisory group reviewed all ODE approved curricula in detail and recommended three (3) per content for a more extensive evaluation by the CMAAC. By utilizing the ODE and National Science Resource Center instructional materials review criteria, the high school science CMAAC evaluated them during October through December 2010. CMAAC teachers completed a thorough final evaluation of the materials using a rigorous matrix.
- E. During the time of the science CMAAC, Portland Public School staff provided multiple opportunities for public viewing and community input. This includes public viewings, a display of the recommended materials at Rice, inviting all high school teachers to participate in the advisory committee, and posting on the PPS website latest information on the proposed curriculum materials. Public viewing included:
- December 13th to December 17th, 2010 from 8:00 – 5:30
 - January 3rd to January 7th, 2011 from 8:00 – 5:30
 - January 24th to January 28th, 2011 from 8:00 – 5:30
- F. The CMAAC charged with reviewing high school science textbooks for chemistry, physics, AP/IB biology, AP/IB chemistry and AP/IB physics has completed an evaluation resulting in a clear recommendation to the Superintendent on the materials to be adopted.
- G. On February 7, 2011 the Student Achievement Committee of the Board accepted the recommendation of the Superintendent and the CMAAC and voted 3-0 to recommend this adoption to the full board.

RESOLUTION

- The Board of Education accepts the Superintendent's recommendation to adopt and purchase the following curriculum materials for high school science:

Course	Publisher	Author	Title
AP Biology	Cengage	Taggart, Starr	<i>Biology: The Unity and Diversity of Life</i>
IB Biology	Pearson	Campbell, Reese	<i>Biology</i>
General Chemistry	Pearson	Wilbraham, Staley, Matta and Waterman	<i>Chemistry</i>
AP Chemistry	Pearson	Brown, LeMay	<i>Chemistry: The Central Science</i>
IB Chemistry	Pearson	Brown, LeMay	<i>Chemistry: The Central Science</i>
IB Chemistry	Pearson	Brown, Ford	<i>Higher Level Chemistry Developed Specifically for the IB Diploma (hard cover)</i>
General Physics	Glencoe	Zitzewitz, Elliott, Haase, Harper, Herzog, Nelson, Schuler, Zorn	<i>Physics: Principles and Problems</i>
AP Physics B	Pearson	Giancoli	<i>Physics: Principles with Applications</i>
IB Physics	Pearson	Giancoli	<i>Physics: Principles with Applications</i>
AP Physics C	Pearson	Knight	<i>Physics for Scientists and Engineers</i>

Materials include textbooks, eTexts, teacher resources, interactive student activity resources (Virtual Labs), assessment resources, and AP/IB test preparation resources.

- The Board of Education notes that the budgetary impact for the 2011-12 school year is approximately \$400,000 to \$600,000 for materials and \$30,000 for professional development. Funds for curriculum materials were specifically identified in the November 2006 "Local Option" property tax levy. The board also notes that technology such as computers, projectors and digital cameras will need to be updated by 2011-2012 for some high school science teachers. The Curriculum and Instruction Department will work with IT Department regarding securing technology for classrooms.
- The Board of Education acknowledges that an adoption of this scale requires a commitment to ongoing teacher professional development to ensure consistent implementation. The approximate cost for 2011-12 professional development is \$30,000.
- The Board of Education encourages, welcomes, and supports creativity in teaching and learning by the teachers and principals across the District and recognizes that such innovation and creativity, coupled with up-to-date curriculum materials, are at the heart of educational excellence.
- The Board of Education thanks the members of the High School Science Steering Committee, CMACC, and other participating teachers for their work and the time commitment it represented and commends them for their service to the students of Portland Public Schools.

C. Randall

RESOLUTION No. 4414

Resolution to Adopt Memorandum of Understanding with the City of Portland
Regarding Funding of Transportation Safety Improvements

RECITALS

- A. In 2009 the City of Portland initiated the Schools and Parks Conditional Use Code Refinement Project to address concerns regarding the regulation of schools and parks. Through this process the City's Planning Commission raised a concern about the adequacy of transportation infrastructure near schools with younger students. In addition to other recommendations, the Planning Commission recommended zoning code language to the City Council requiring a Type III Conditional Use Review when grades K-5 are added to a school containing grades 6-8. The Planning Commission's intent of the requirement was to "allow for a public review of the safety of adding younger children to a school (and transportation system) designed for older students."
- B. In response to the Planning Commission's proposed zoning code changes, PPS staff recommended the City's Safe Routes to School program be used to evaluate and address the transportation safety at all schools, not just schools that add younger grades.
- C. At the City Council hearing of the Planning Commission's recommended zoning code changes related to schools, City Council tabled the zoning code proposal and directed City staff to work with PPS to develop a mechanism to adequately assess and address transportation improvements at PPS sites.
- D. The developed mechanism is a memorandum of understanding (MOU) that provides details for a subsequent intergovernmental agreement that would establish a process to identify, evaluate and fund transportation improvements at PPS schools.
- E. The attached staff report and MOU outline the District's and the City's intent to use the City's existing Safe Routes to School (SRTS) program to prioritize and fund needed transportation improvements district-wide.
- F. The Finance, Audit and Operations Committee has reviewed this plan and unanimously recommends its adoption by the Board of Education.

RESOLUTION

- 1. The Board of Education reaffirms its commitment to providing safe and secure routes to and from school for every student, parent, and staff member in the District at every school and facility within the District. The Board also reaffirms its obligation to meet the City's Conditional Use Review requirements to ensure the District's school facilities can be supported by the transportation infrastructure in the vicinity of each school.
- 2. The Board affirms the development of a process, also to be affirmed by the City of Portland's Planning and Sustainability Commission, to establish criteria by which to evaluate and prioritize known transportation safety improvement projects around District school sites.
- 3. The Board affirms the development of and the District's participation in an advisory committee to establish a Master Project List of transportation safety improvement projects. The Board understands the intent of developing a Master Project List is to prioritize transportation safety projects for funding by the City's Safe Routes to School program. The Board understands priority for funding of projects on the Master Project List will be given to school facilities to receive full modernization as proposed by the District's capital bond campaign, schools integrating grades

K-5 as part of the District's K-8 conversion process and schools with the greatest unmet need for transportation safety.

4. The Board affirms its intent to fund up to \$5 million in transportation improvement projects identified in the Master Project List to be developed jointly between the District and City. This funding commitment is contingent upon voter approval of a capital bond for the District and would be for the duration of the bond period. This \$5 million is intended to represent the District's financial obligation for transportation improvements over the life of the 6-year capital bond program.
5. The Board approves the attached memorandum of understanding and authorizes the Superintendent or her designee to develop a draft intergovernmental agreement executing the intent of the adopted MOU and return to the Board for its approval.

C. Sylvester / P. Cathcart

RESOLUTION No. 4415

Amendment No. 2 to the 2010-11 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 21, 2010, the Board by way of Resolution No. 4297 adopted a budget approved by the Finance, Audit and Operations (“FAO”) Committee on May 10, 2010.
- B. Board Policy 8.10.030-AD, “Budget Reallocations – Post Budget Adoption,” establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board of Education (“Board”). Communication is essential under circumstances that could result in significant reductions or reallocations of funding after the Board has adopted the budget.
- C. Oregon Local Budget Law, ORS 294.480, allows budget changes after adoption under prescribed guidelines.
- D. On September 27, 2010, the Board by way of Resolution No. 4344 amended the Fiscal Year 2010-11 budget.
- E. This Amendment No. 2 will further revise the FY 2010-11 Adopted Budget under ORS 294.480 guidelines, which states the budget may be amended at a regular meeting of the governing body.
- F. Amendment No. 2 adjusts Beginning Balances to match the FY 2009-10 actual Ending Balances as reflected in the Comprehensive Annual Financial Report for that fiscal year.
- G. Amendment No. 2 adjusts program allocations for funds to more accurately reflect intended expenditures.
- H. The Finance, Audit and Operations committee of the Board reviewed this resolution on February 17, 2011, and recommends approval to the Board.

RESOLUTION

The Board hereby amends budgeted revenues and expenditure appropriation levels as summarized by fund and appropriation level in Attachment A for the fiscal year beginning July 1, 2010.

N. Sullivan / M. Murray

Attachment "A"

Fund 101 - General Fund	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Beginning Fund Balance	24,430,606	3,900,000	28,330,606	(308,404)	28,022,202
Revenue from Taxes	229,753,199	3,140,667	232,893,866	-	232,893,866
Tuition	350,000	-	350,000	-	350,000
Earnings on Investment	700,000	-	700,000	-	700,000
Extra-curricular Activities	1,119,000	-	1,119,000	-	1,119,000
Other Local Sources	9,859,000	7,999	9,866,999	-	9,866,999
Intermediate Sources	7,446,629	-	7,446,629	-	7,446,629
State Sources	176,650,492	(36,096,574)	140,553,918	-	140,553,918
Federal Sources	5,261,500	9,107,500	14,369,000	-	14,369,000
Other Sources	100,000	1,236,901	1,336,901	25,750,000	27,086,901
Total Resources	455,670,426	(18,703,507)	436,966,919	25,441,596	462,408,515
Requirements					
Instruction	265,225,322	(11,653,870)	253,571,452	(838,451)	252,733,001
Support Services	174,199,520	(2,497,559)	171,701,961	2,162,732	173,864,693
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	1,180,606	83,000	1,263,606	3,028,873	4,292,479
Debt Service & Transfers Out	7,857,978	2,071,922	9,929,900	274,124	10,204,024
Contingency	7,207,000	(6,707,000)	500,000	20,814,318	21,314,318
Ending Fund Balance	-	-	-	-	-
Total Requirements	455,670,426	(18,703,507)	436,966,919	25,441,596	462,408,515

Fund 201 - School Fund	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Beginning Fund Balance	3,500,000	-	3,500,000	(295,553)	3,204,447
Extra-curricular Activities	7,800,000	-	7,800,000	-	7,800,000
Total Resources	11,300,000	-	11,300,000	(295,553)	11,004,447
Requirements					
Instruction	8,000,000	-	8,000,000	(295,553)	7,704,447
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	3,300,000	-	3,300,000	-	3,300,000
Total Requirements	11,300,000	-	11,300,000	(295,553)	11,004,447

Fund 202 - Cafeteria Fund	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Beginning Fund Balance	1,568,631	-	1,568,631	1,019,804	2,588,435
Local Sources	3,587,572	20,000	3,607,572	97,503	3,705,075
State Sources	64,453	-	64,453	(2,519)	61,934
Federal Sources	12,136,544	122,800	12,259,344	62,393	12,321,737
Total Resources	17,357,200	142,800	17,500,000	1,177,181	18,677,181
Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	16,040,741	139,082	16,179,823	(91,079)	16,088,744
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	400,000	400,000
Ending Fund Balance	1,316,459	3,718	1,320,177	868,260	2,188,437
Total Requirements	17,357,200	142,800	17,500,000	1,177,181	18,677,181

Fund 320 - Full Faith & Credit Debt Service Funds	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Other Sources	-	-	-	274,124	274,124
Total Resources	-	-	-	274,124	274,124
Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	274,124	274,124
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total Requirements	-	-	-	274,124	274,124

Fund 404 - Construction Excise Fund	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Beginning Fund Balance	2,750,000	-	2,750,000	472,972	3,222,972
Revenue from Taxes	817,000	-	817,000	-	817,000
Total Resources	3,567,000	-	3,567,000	472,972	4,039,972
Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	3,317,000	-	3,317,000	472,972	3,789,972
Debt Service & Transfers Out	-	-	-	-	-
Contingency	250,000	-	250,000	-	250,000
Ending Fund Balance	-	-	-	-	-
Total Requirements	3,567,000	-	3,567,000	472,972	4,039,972

Fund 405 - School Modernization Fund	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Beginning Fund Balance	7,874,056	1,249,377	9,123,433	2,090,859	11,214,292
Earnings on Investment	-	-	-	20,000	20,000
Long Term Debt Financing Sources	-	-	-	25,750,000	25,750,000
Total Resources	7,874,056	1,249,377	9,123,433	27,860,859	36,984,292
Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	7,874,056	12,476	7,886,532	2,010,859	9,897,391
Debt Service & Transfers Out	-	1,236,901	1,236,901	25,750,000	26,986,901
Contingency	-	-	-	100,000	100,000
Ending Fund Balance	-	-	-	-	-
Total Requirements	7,874,056	1,249,377	9,123,433	27,860,859	36,984,292

Fund 407 - IT System Project Fund	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Beginning Fund Balance	7,755,696	-	7,755,696	712,719	8,468,415
Earnings on Investment	30,000	-	30,000	-	30,000
Total Resources	7,785,696	-	7,785,696	712,719	8,498,415
Requirements					
Instruction	-	-	-	-	-
Support Services	4,937,037	-	4,937,037	131,255	5,068,292
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	-	-
Contingency	2,848,659	-	2,848,659	581,464	3,430,123
Ending Fund Balance	-	-	-	-	-
Total Requirements	7,785,696	-	7,785,696	712,719	8,498,415

Fund 420 - Full Faith & Credit Funds	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Earnings on Investment	-	-	-	35,000	35,000
Long Term Debt Financing Sources	-	-	-	10,993,400	10,993,400
Total Resources	-	-	-	11,028,400	11,028,400
Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	36,360	36,360
Enterprise & Community Services	-	-	-	-	0
Facilities Acquisition & Construction	-	-	-	10,492,040	10,492,040
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	500,000	500,000
Ending Fund Balance	-	-	-	-	-
Total Requirements	-	-	-	11,028,400	11,028,400

Fund 480 - Recovery Funds	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Other Sources	-	-	-	3,000,000	3,000,000
Total Resources	-	-	-	3,000,000	3,000,000
Requirements					
Instruction	-	-	-	-	-
Support Services	-	-	-	-	-
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	3,000,000	3,000,000
Debt Service & Transfers Out	-	-	-	-	-
Contingency	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-
Total Requirements	-	-	-	3,000,000	3,000,000

Fund 601 - Self Insurance Fund	Adopted Budget	Budget Amendment #1	Amended Budget #1	This Amendment	Amended Budget #2
Resources					
Beginning Fund Balance	8,000,000	-	8,000,000	(331,955)	7,668,045
Earnings on Investment	75,000	-	75,000	-	75,000
Other Local Sources	6,102,391	-	6,102,391	-	6,102,391
State Sources	62,500	-	62,500	-	62,500
Total Resources	14,239,891	-	14,239,891	(331,955)	13,907,936
Requirements					
Instruction	-	-	-	-	-
Support Services	11,239,891	-	11,239,891	(3,000,000)	8,239,891
Enterprise & Community Services	-	-	-	-	-
Facilities Acquisition & Construction	-	-	-	-	-
Debt Service & Transfers Out	-	-	-	3,000,000	3,000,000
Contingency	3,000,000	-	3,000,000	(331,955)	2,668,045
Ending Fund Balance	-	-	-	-	-
Total Requirements	14,239,891	-	14,239,891	(331,955)	13,907,936

RESOLUTION No. 4416

Establishing Five New Funds:

RECITALS

- A. School Districts should maintain only those funds that are required to meet legal and operating requirements.
- B. Portland Public Schools (PPS) is engaged in numerous capital projects funded from a variety of sources that include but are not limited to insurance proceeds and Full Faith and Credit borrowing instruments.
- C. PPS anticipates funding additional capital projects that will be funded using debt proceeds from the issuance of General Obligation (GO) Bonds.
- D. The need for effective financial control and transparency dictates that capital expenditures tied to a debt obligation be tracked separately in a capital projects fund.
- E. Government Accounting Standards also require a method to ensure proper segregation of debt repayments for each debt issue.
- F. On February 23, 2009, by way of Resolution No. 4043 the Board authorized \$25.75 million in interim funding to be repaid from resources that may include debt proceeds from the issuance of general obligation bonds and/or Certificates of Participation ("COPs") proceeds, funds from the Construction Excise Tax, transfers or interfund loans from other District funds or discretionary general fund resources.
- G. On May 24, 2010, by way of Resolution No. 4275 the Board authorized Recovery Zone Borrowing for 2010 Energy and Water Conservation Capital Projects.
- H. Fund 420, the "Full Faith and Credit Funds", will be used to manage capital expenditures for specifically authorized projects, including those projects funded through proceeds from the Recovery Zone Borrowing.
- I. Fund 450, the "GO Bonds", will be used to manage capital expenditures for specifically authorized projects funded by General Obligation bonds.
- J. Fund 480, the "Recovery Funds", will be used to manage capital expenditures for specifically authorized projects, funded using insurance proceeds, including projects such as rebuilding at Marysville Elementary School.
- K. Oregon Local Budget Law (ORS 294.326) requires a debt service fund to manage the repayment of principal and interest on long-term debt issues.
- L. Fund 320, the "Full Faith and Credit Debt Service Funds", will be used to manage the repayment of principal and interest for debt incurred using funds borrowed under the full faith and credit of the District.
- M. Fund 350, the "GO Bonds Debt Service Funds", will be used to manage the repayment of principal and interest for debt incurred using funds borrowed through the issuance of General Obligation bonds.
- N. The Finance, Audit and Operations committee of the Board reviewed this resolution on February 17, 2011, and recommends approval to the Board.

RESOLUTION

1. The Board hereby establishes Fund 420, the “Full Faith and Credit Funds”, which will be used to manage resources and capital expenditures for specifically authorized projects.
2. The Board hereby establishes Fund 450, the “GO Bonds”, which will be used to manage resources and capital expenditures for specifically authorized projects.
3. The Board hereby establishes Fund 480, the “Recovery Funds”, will be used to manage resources and capital expenditures for specifically authorized projects.
4. The Board hereby establishes Fund 320, the “Full Faith and Credit Debt Service Funds”, which will be used to manage the repayment of principal and interest for debt incurred using funds borrowed under the full faith and credit of the District.
5. The Board hereby establishes Fund 350, the “GO Bond Debt Service Funds”, which will be used to manage the repayment of principal and interest for debt incurred using funds borrowed through the issuance of General Obligation bonds.

N. Sullivan / M. Murray

RESOLUTION No. 4417

Appointment of Citizen Budget Review Committee Members

RECITALS

- A. The mission of the Citizen Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (“Board”) regarding the Superintendent’s Proposed Budget and other budgetary issues identified by the CBRC or the Board.
- B. The CBRC receives its charge from the Board. The Finance, Audit, and Operations Committee may assign additional projects to the CBRC, as well.
- C. In November 2006 the voters of Portland Public School District passed Local Option Levy, Measure 26-84 which mandates independent citizen oversight to ensure tax dollars are used for purposes approved by local voters - teachers, classrooms, learning materials, educational programs and curriculum.
- D. Measure 26-84 further mandates that no Local Option Levy funds will be used for district administration.
- E. The CBRC is composed of eight to twelve volunteer members. From an applicant pool, the Board of Education (“Board”) appoints members to two-year terms with a student member appointed to a one-year term.
- F. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest and their appearance, and exercise care in performing their duties and making recommendations from which they may personally benefit.

- G. The District engaged in outreach through informal outreach methods such as the use of district contact lists, personal contact by Board members and District employees; posting on Internet sites such as Facebook, and, posting the volunteer positions on the District web site.
- H. The District received applications from ten citizens who had not served previously.
- I. The District also received applications from three previous members indicating interest in serving an additional term.
- J. The District received applications from two students.
- K. Six existing members will complete the second year of their terms, serving through June 30, 2011.

Adrienne Enriquez
Phyllis Snyder
Ralph Leftwich
Kathleen Taylor
Roger Kirchner
Phillip Johnson

- L. The Finance, Audit, and Operations (FAO) Committee has reviewed the applications and recommends Denise Carty and Steve Holland be appointed to the CBRC for a two-year term, serving through June 30, 2012:
- M. The FAO recommends Judy Asa be appointed to the CBRC as the student member for a one-year term, serving through June 30, 2011:
- N. The Finance, Audit and Operations committee of the Board reviewed this resolution on February 17, 2011, and recommends approval to the Board.

RESOLUTION

1. Denise Carty and Steve Holland are hereby appointed members of the Citizen Budget Review Committee beginning February 28, 2011, and continuing through June 30, 2012:
2. The Judy Asa is hereby appointed as the student member of the Citizen Budget Review Committee beginning February 28, 2011, and continuing through June 30, 2011:
3. The CBRC members shall, at their first meeting, elect a Chairperson or Co-Chairpersons for the 2011-2012 budget cycle.

N. Sullivan / M. Murray

RESOLUTION No. 4418

Minutes

The following minutes are offered for adoption:

January 10 and February 7, 2011