

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
November 19, 2012

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.

STUDY SESSION AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **CAPITAL BOND DEBRIEF** 6:20 pm
3. **CREATIVE ADVOCACY NETWORK INTERGOVERNMENTAL DISCUSSION** 6:35 pm
4. **PORTLAND VILLAGE SCHOOL DISCUSSION** 6:50 pm
5. **EQUITY IMPLEMENTATION PLAN UPDATE** 7:10 pm
6. **ESL/DUAL LANGUAGE UPDATE AND FORUM DISCUSSION** 7:40 pm
7. **ENROLLMENT BALANCING UPDATE** 8:10 pm
8. **DRAFT TRANSPORTATION INTERGOVERNMENTAL AGREEMENT** 8:40 pm
9. **ADJOURN** 8:55 pm

The next meeting of the Board will be held on **November 26, 2012**, at **6:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

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



Board of Education Informational Report

MEMORANDUM

Date: November 19, 2012

To: Members of the Board of Education

From: Jim Owens, Director Capital Operations, Office of School Modernization

Thru: C.J. Sylvester, Chief Operating Officer

Subject: 2012 Capital Construction Bond Proposed Program Execution Plan

Staff has developed a proposed execution plan based on voter approval of the capital construction ballot measure 26-144. This memo is intended to describe, at a strategic level, staff recommendations for Board discussion as the District develops its plan to accomplish the very ambitious capital improvement program. Staff will prepare additional materials for Board discussion over a series of meetings from January thru March 2013 designed to review execution details of the materials outlined below.

Concept of Operations

- PPS' Board of Education (Board) is charged with overall execution of the proposed \$482M capital construction bond program (Program) approved by voters on Nov 6, 2012.
- The Office of School Modernization (OSM) will be responsible for managing the Program under the direction of the Chief Operating Officer and Superintendent.
- The proposed Program's capital improvements are planned to be completed over an eight year timeframe. If another capital construction bond measure is planned and approved by voters prior to the end of the eight years, that additional work would be integrated into the execution plan.
- Construction activities will be planned and executed to minimize disruption to students and staff and ensure safety at all times. Completed public improvements must be "complete and usable" for PPS' intended use.
- OSM project teams will be responsible for organizing and executing projects through the complete project lifecycle: planning, design, bid, construction and post occupancy phases. See attached organizational chart.

- OSM expects to engage a program/construction manager (PM/CM) consultant to assist with program execution primarily during the construction phase.
- Building level staff will have primary contact thru OSM's project manager. A principal liaison will also be engaged to assist.
- OSM will use Board approved public contracting rules for all contracted services.
- Use of bond funds for PPS staff and public contracts must be deemed "capitalizable" as defined by GASB accounting rules and will be audited for compliance on an annual basis.

Project Framework & Sequencing

- OSM staff expects to establish 16 or more public improvement projects over the course of the eight year program: The full modernization of three high schools (Roosevelt, Franklin and Grant) and Faubion K-8 school; the master planning of six high schools (Benson, Jefferson, Lincoln, Madison, Cleveland and Wilson); and at least six "Group" projects. See attached project list including preliminary cash flow projections. The sequencing of the work is also displayed depicting the project start dates and relevant phases.
- The "Group" projects will be planned & designed for construction activities over at least six consecutive summer periods starting summer 2013 aka "Group 1". "The Group 1" project includes roofing, seismic, accessibility and/or science classroom improvements at Alameda, Laurelhurst, Lewis, Bridlemile & Wilson. "Group" projects will accomplish the approved roofing, seismic, accessibility, science lab and other building system improvements at approximately 63 schools. More details regarding the sequencing of the schools in each of the Groups, beyond Group 1, will be provided at a later date.
- Project planning and design will be fully informed by community engagement as well as PPS' educational specifications and construction design guidelines. PPS internal stakeholders include building level staff and students, District administrators, and technical expertise from operational departments including maintenance and custodial. PPS will fully comply with the City of Portland's land use process and building code requirements.
- Project Teams - Each project will have a designated OSM Project Manager and capital project specialist who will be accountable and responsible for achieving established project outcomes including safety, scope/quality, budget

and schedule over the entire duration of the project. For projects with construction phases, a construction manager will be provided by the PM/CM consultant. Project teams will use the web-based project management information system "e-Builder" for all assigned projects.

- Project Budgets - Each project will have an established budget that will include soft, hard, contingency and Furniture, Fixtures & Equipment (FF&E) components, as appropriate. In addition, program embedded costs including construction escalation, bond issuance, swing site improvements, and transportation improvements will "allocate" to project budgets as adopted by the Board during each annual budget process. A "program contingency" budget will also be developed that can only be used based on approval by the School Board.

Board and Community Engagement and Oversight

- PPS will staff the Board chartered seven member bond accountability committee (BAC) to help ensure the objectives of the voter-approved Program are met. The BAC will report directly to the School Board and will meet at least quarterly. BAC meetings will be noticed and open to public participation.
- Project Design Advisory Groups (DAGs) – The four projects which fully modernize or replace schools (Roosevelt, Franklin, Grant & Faubion) will each have a Design Advisory Group unique to that community. Members may include teachers, students, parents/guardians, neighbors, community business leaders and other interested parties. Extensive community engagement will be accomplished through a variety of design charrettes, open houses and other forums as a standard practice with each of these projects.
- Bond progress reporting - OSM expects to report progress of work to the Board at regular intervals and update the community on bond program and specific project status through a newly constructed web page on PPS' public website. The BAC will also provide updates to the Board on a regular schedule. Other bond related activities such as "project briefings", use of "program contingency", "Board work sessions", "ground breakings", "ribbon cutting" and other significant events may be addressed separately.

Internal Stakeholder Engagement

- OSM project teams will engage a variety of internal District staff during planning, design and construction phases of work. These groups include but are not limited to: Building level staff, Academic Departments, Facilities and

Asset Management, Nutrition Services, Transportation, Security, and Information Technology.

- During the planning and design phases of work the internal groups along with the Project Design Advisory Group will meet to review project details at pre-established milestones such as master plan, schematic design, and 100% design development.

Budget/Finance

- Bond issuance – Staff is developing plans to issue bonds. The “puzzle” we have to solve has several parameters: the voters authorized PPS \$482 million total face value of debt; we have indicated a maximum tax rate of \$1.10/\$1,000 in year 1; continuing for 8 years, then reducing to \$0.30/\$1,000 thereafter; we can raise funds that we have a reasonable expectation to spend in 3 years based on tax law and arbitrage criteria; and all of this against the backdrop of the cash needs forecast.
- Financial advisor – Finance staff are working with the District’s financial advisor and considering multiple options for combinations of long and short-term bond issues. The good news is that the market is very favorable right now with interest rates that are low and likely to stay that way for at least two years. In addition, our proposed structure, that combines a number of short and long-term issues, gives us considerable flexibility to respond to changing market conditions and circumstances.
- We have adequate funds available under our \$45 million line of credit which allows us to move forward with the projects identified for immediate action.
- Although budget law does not require it, we will have a budget amendment in January/February to reflect expected 2012/13 spending and debt issuance.

Procurement Strategies

- PPS’ adopted Public Contracting Rules will guide contracting efforts. Division 48 – Consultant selection: Architectural, Engineering, Land Surveying and Related Services rules will be used to obtain services needed to support public improvement construction contracts. Division 49 – Public Improvements rules will be used to acquire contractor services to construct public improvements.

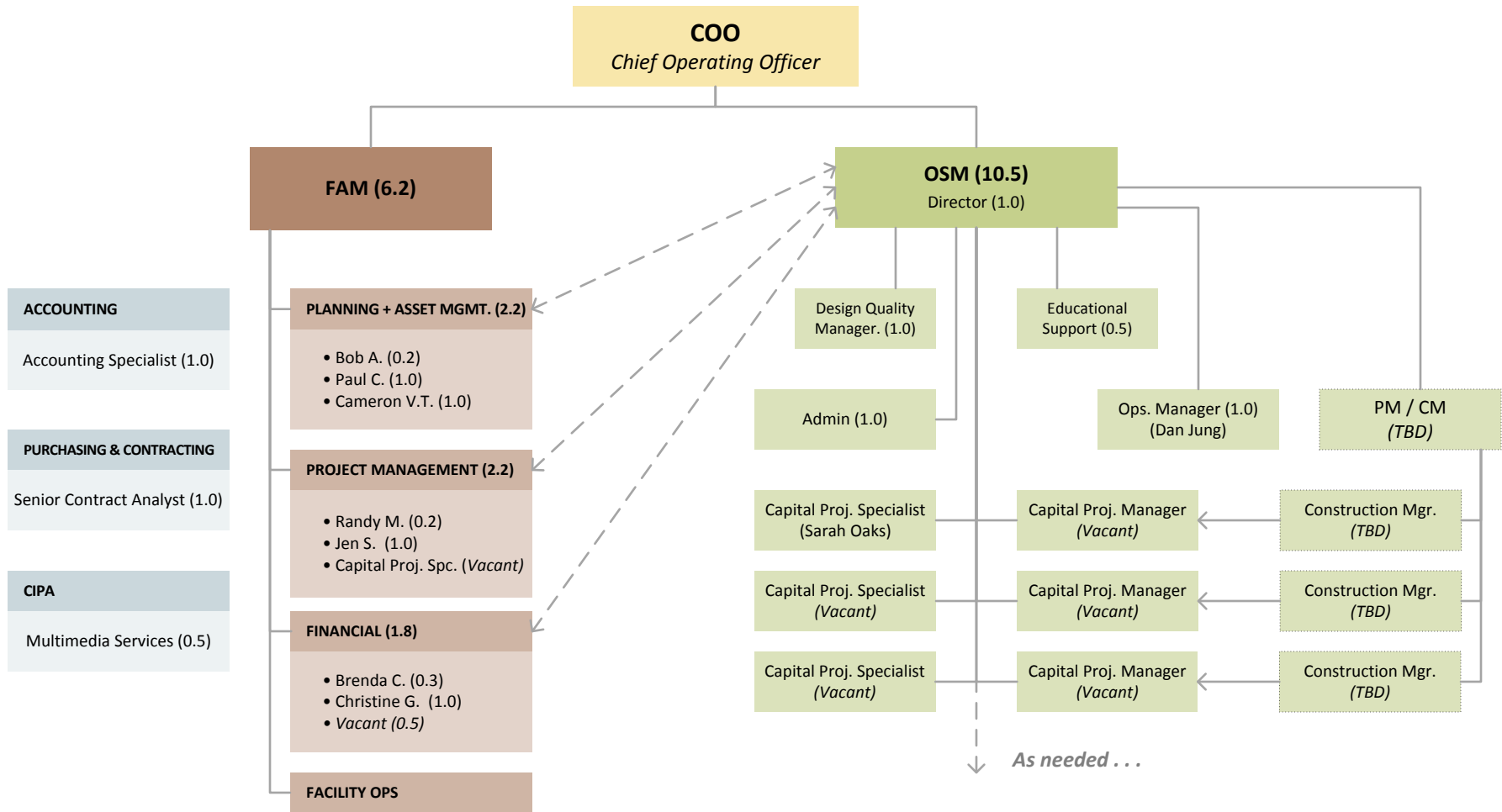
- Bond funded contracts will fully comply with the District's Policy 8.50.095, Equity in Public Purchasing and Contracting including aspirational goals for minority, women and emerging small business; apprentice trade participation; and student participation. In addition, District staff will engage in proactive outreach activities to maximize MWESB business participation and ensure full and open competition.
- Staff expects to request use of alternative contracting authority (Construction Manager/General Contractor) for the construction phase work at Roosevelt, Franklin and Grant due to the complexity and phased schedule requirements. Other projects will likely utilize the traditional design, bid and build method such as is being used for the Summer 2013 Group 1 projects. Finally, Division 47 – Goods and Services rules will be used to acquire FF&E items not considered "intrinsic" to the building and therefore not a part of the construction contract itself.

Attachments:

- A. Organization Chart – Blended OSM/FAM Team
- B. GO Bond Conceptual Schedule

BLENDING OSM/FAM TEAM

10.25.2012



NOTES

- ✓ Bond funded FTE ()
- ✓ Bond funded contract (○)
- ✓ OSM positions all Bond funded

BOND FUNDS

- ✓ PPS FTE ~ 19.2
- ✓ Consult FTE ~ 4.0
- 23.2**

DRAFT

May contain estimations or errors
Not for Publication



Board of Education

Staff Report to the Board

Board Meeting Date: November 19, 2012

Executive Committee Lead: Neil Sullivan

Department: Finance

Presenter/Staff Lead: David Wynde

SUBJECT: City of Portland Arts Education and Access Fund - Intergovernmental Agreement

BACKGROUND

In the recent election, City of Portland voters approved Measure 26-146 which creates a \$35 limited income tax that will be used to increase arts education and access to the arts in the City, with almost 62% of the vote.

This City of Portland initiative creates an Arts Education and Access Fund to distribute the proceeds from the limited income tax. There are four primary uses to which the Fund will support.

1. The first is to pay for certified arts education teachers in the six school districts in the City with the goal that every student in grades K-5 has access to arts education in their school. [For the purposes of this agreement every reference to an arts teacher encompasses art, music, dance and drama.]
2. The second is to award grants to arts organizations and schools to provide access to high-quality arts experiences for students in grades K-12.
3. The third is to fund four positions focused on multi-district arts education coordination (teachers on special assignment ["TOSAs"]).
4. The fourth is to fund grants to arts organizations to provide arts experiences to underserved communities and improve access to the arts for low-income families.

This Intergovernmental Agreement ("IGA") will be executed with each of the six school districts and will govern the administration of the fund for pass through funding of certified arts teachers for K-5 students. The IGA will be executed by the City with each of the six school districts, and it is hoped that the form of the agreement will be the same for all districts.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

The Board goals for 2012/13 (as adopted by resolution 4641 on August 20, 2012) include the following:

Portland Public Schools advocates effectively for stable and adequate funding.

**Reviewed and Approved by
Executive Committee Lead**

The Board adopts a budget aligned with the educational vision and prioritizes the allocation of resources to improve student achievement and provide a core curriculum to all students.

The Arts Education and Access Fund improves the stability and adequacy of funding for PPS because it increases funding and it is a steady source of funds for arts teachers that is not going to fluctuate from year-to-year. The funding of arts teachers is prioritized and will be the first use of the Arts Education and Access Fund before funds are allocated for any of the other purposes.

PPS' ability to provide a core curriculum to all students is improved to the extent that the Fund significantly supports PPS ability to offer arts education to all K-5 students.

PROCESS / COMMUNITY ENGAGEMENT

The Arts Education and Access Fund was approved by a vote of the people. Over the past several years there was significant community engagement by the City and the arts community in the development of the proposal.

PPS decisions over the exact use of the funds and the level of arts education staffing that can be supported in schools serving students in grades K-5 will be part of the annual budget process.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Research shows that art and music are an essential part of a core curriculum for students, especially in the elementary school years. Studies link access to arts education to improved attendance, increased participation in math and science, higher test scores, increased graduation rates and college admittance. The impact is even greater among low-income students and students of color.

This Fund will increase the equitable provision of arts education in all schools and will help support access by all students to arts experiences in school and in the broader community.

BUDGET / RESOURCE IMPLICATIONS

The Arts Education and Access Fund will provide PPS with funds to pay the total compensation cost of one teacher for every 500 K-5 students. The IGA includes the aspirational goal of at least one FTE at each school serving students in grades K-5.

PPS has 58 such schools and our estimate is that the Arts Education and Access Fund will support 44/45 positions. In order to meet the minimum goal of 1 FTE in each school we will have to fund 13/14 positions from our general fund.

For context, in the 2012/13 school year we have 32.5 arts FTE in these schools, of which 14.4 FTE are funded with one-time money as part of the deal among PPS, PAT and the City, and 18.1 FTE that were in the budget before the one-time funds were secured. The 13/14 FTE that PPS will be required to fund to meet the aspirational goal is less than the amount of FTE we had funded in the budget for the current school year before the one-time deal with the City and PAT.

Given the uncertainty surrounding funding for K-12 in Oregon and the budget for 2013/14 the IGA includes language designed to avoid unnecessary fiscal hardship. [Section 13 includes: *"This agreement regarding the use of the Arts Education & Access Fund has been developed collaboratively between the two signatories to this agreement. In that spirit of partnership, and to*

ensure flexibility to respond to an ever-changing fiscal environment and any unforeseeable hardships, both parties (City and District) agree to develop any amendment necessary to this agreement to preserve the ability of the District to deliver maximal arts education services to students without causing undue difficulties for either party.”]

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board will discuss this IGA at the November 19 work session and will receive the Superintendent’s recommendation and will vote on a resolution to approve the IGA at the November 26 regular Board meeting.

Funding and staffing for the K-5 arts teachers will be part of the annual budget process.

QUESTIONS FOR BOARD DISCUSSION

Do you have any changes to the draft resolution?

ATTACHMENTS

1. Draft intergovernmental agreement
2. Draft resolution authorizing the superintendent to enter into an IGA

10.09.12 DRAFT

**INTERGOVERNMENTAL AGREEMENT
BETWEEN _____ SCHOOL DISTRICT AND THE CITY OF PORTLAND
FOR ONE-TIME FUNDS AND ONGOING PARTNERSHIPS**

This Intergovernmental Agreement (“IGA”), authorized pursuant to ORS 190.110, is entered into between _____ School District (“District”) and the City of Portland (“City”). District and City may be referred to individually as a “party” and collectively as “the parties.”

RECITALS

- A. Education is one of the top four overarching goals of the City’s Portland Plan.
- B. Arts and music are essential to a high quality, well-rounded education.
- C. National research links access to arts and music education to improved test scores, graduation rates and college admittance, particularly for lower-income students and students at risk. And, as of 2010, 44% of Portland’s high school students did not graduate with their class.
- D. Budget cuts have resulted in a steep decline in arts and music education in Portland schools leaving over 11,500 students in 26 schools with no access to certified instruction in art, music, dance or drama as of 2012.
- E. Portland schools have fallen well behind the national average with only 18% of our elementary schools offering art instruction (compared to 83% nationally) and 58% of our elementary schools offering music (compared to 94% nationally).
- F. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.
- G. A complete arts and music education includes instruction by in-school teachers, arts experiences such as field trips and artist residencies, and arts integration in core subject areas that helps teachers utilize creativity to help children learn.
- H. Providing arts and music education for all students at the elementary school level ensures each student, regardless of means and background, is given equal opportunity to develop skills and grow, and that some students are not disadvantaged in this area as they enter middle school and high school.
- I. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and grow for all students from the beginning of student experience and prevent early disparities in access.

J. Cities with thriving arts and culture communities attract businesses, develop a creative workforce and create economic development opportunities across multiple sectors.

K. This IGA will assist in restoring arts and music education to our schools by providing stable, long-term funding for certified arts and music teachers – ensuring access to the arts for every Portland elementary school student.

L. The City’s Revenue Bureau is authorized to receive gross revenues collected as a result of the Arts Education and Access Income Tax and distribute a portion of the Net Revenues to the District.

M. District has agreed to spend the money to ensure that funds are used to pay for the costs of providing certified arts teachers and music teachers to students in elementary schools within the District.

AGREEMENT

1. Recitals. The recitals above are hereby incorporated by reference.

2. Effective Date/Term. This IGA is effective from the date that all parties have executed this IGA. The term of this IGA is until June 30, 2014. It shall automatically renew each year for a period of three years thereafter so long as the Arts Education and Income Tax is in effect.

3. Definitions:

a. “Average teacher salary” means the average of all certified K-5 teachers’ salaries within the District who are actually teaching school and not in full time administrative positions, calculated on the teachers’ base pay, including associated employer-paid payroll costs, such as taxes, insurance and PERS, but excluding premium or differential pay, or any other sums that may be paid for the performance of duties outside of teaching classes during regular school hours. “Average teacher salary” does not include income imputed to, but not actually received by, a teacher as a result of the receipt of a taxable benefit, such as domestic partner insurance or long term disability insurance provided by the employer.

b. “Bureau” means the Revenue Bureau of the City of Portland.

c. “Catchment” means the geographical area from which an elementary school within a District draws its students.

d. “Gross Revenues” means the total of all revenue received by the City of Portland from the Arts Education and Access Income Tax without regard to collection, administrative or other costs.

e. “K-5 students” means children in the School Districts in grades Kindergarten through 5th grade. “Portland K-5” students shall mean students that reside within the geographical boundary of the City of Portland.

f. "Net Revenues" means the revenue remaining after collection, administrative and other costs and refunds are deducted from Gross Revenues.

g. "Schools" means those educational institutions defined as schools by the Oregon Department of Education, but do not include on-line schools.

4. Payment Calculation and Distribution of Funds: If the Arts Education and Access Income Tax is approved by City voters, the City's Revenue Bureau will receive the money collected and distribute a portion of Net Revenues to District as follows:

a. On or before October 15, 2013, District shall provide to the Bureau the number of K-5 students from schools within the District's catchment and the current teacher salaries of certified K-5 teachers. The number shall include only Portland K-5 students attending Charter Schools within District that have a Portland catchment and no other Charter School students. The number shall not include (i) students attending elementary schools within the School District that have no Portland K-5 students; and (ii) students attending elementary schools, including Portland K-5 students, if the school's catchment does not overlap with the City of Portland's geographical boundaries. In any event, distribution shall be made in conformance with City Code Section 5.73.030, if adopted by voters.

b. Based on the correct number provided by District, the Bureau will calculate the amount of Net Revenues owed to District as follows:

Average teacher salary X (the correct number of students provided by the District) ÷ 500) (hereafter "the Calculation.")

c. Bureau shall then promptly pay 50% of the Net Revenues determined by the Calculation to District.

d. On or before January 31, 2014, the parties anticipate the Oregon Department of Education (ODE) will provide the Bureau with an updated and revised number of students, calculated in the same manner as specified in paragraph (a) above (hereafter referenced as "the revised number").

e. Based on the revised number provided by ODE, the Bureau will recalculate the amount of Net Revenues owed to District (hereafter "the Revised Calculation").

f. On or about March 15, 2014, the Bureau shall subtract the money already paid to District from the Revised Calculation and pay District the remaining Net Revenues owed to District.

g. In the event ODE fails to provide a revised number in order for the Bureau to pay the District the remaining Net Revenues owed by March 15, 2014, the parties agree to mutually discuss an acceptable alternative method of determining the revised number.

5. Provision of Services. District shall provide arts and/or music education through certified arts and/or music teachers to all K-5 students in each of its elementary schools.

6. Supplemental Funding. It is the intention of this IGA to add to the number of existing certified arts and music teachers without creating financial problems for District. To that end, District will ensure there will be a least one full time equivalent (FTE) of certified arts and/or music instruction at each non-charter school within the district that educates K-5 students and whose catchment overlaps with the City of Portland’s geographical boundaries.

7. Audit. District will provide its Comprehensive Annual Financial Report (CAFR) each year to the Bureau for the purpose of tracking compliance with this IGA. The CAFR shall specifically identify the funds received and expended pursuant to this program.

8. Sequential Curriculum. District must maintain an articulated, sequential course of study in arts and/or music education for students from Kindergarten through 12th grade.

9. Minority Teacher Act. ~~District shall comply~~In accordance with ~~the Oregon’s~~ Minority Teacher Act, the District will ~~and~~ strive, within the bounds of the law, to ensure that hired teachers reflect the student population.

10. Coordination with RACC. District will coordinate with the Regional Arts and Culture Council (RACC) to ensure that District is providing high-quality arts and music education based on the resources available including those provided by the Arts Education and Access Fund. In the event that RACC notifies the City that District is not meeting the expectations of this provision, the parties will consider this to be a “dispute” under this IGA and the City and District shall engage in dispute resolution as required by Paragraph 23.

11. Arts Education Coordination Meetings. The District agrees its superintendent shall attend an annual meeting convened by City Commissioner-in-Charge of arts and culture to discuss the state of arts education in Portland schools, the effects of Arts Education & Access Fund investments and any plans for continuous improvement. The meeting shall take place at minimum on an annual basis. District also agrees to provide high-level staff to attend quarterly meetings on arts education convened by RACC to monitor progress and plan for continuous improvement.

12. Use of Funds/Indemnification. District will use the Net Revenues it receives from the City in accordance with this IGA and shall not use the funds for any other purpose whatsoever. District shall hold harmless, indemnify and pay back the City for any expenditure of funds that is not in accordance with the requirements of this IGA.

13. Amendments. The terms of this IGA shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or designee, is authorized to amend this IGA provided it does not increase the cost to the City. This agreement regarding the use of the Arts Education & Access Fund has been developed collaboratively between the two signatories to this agreement. In that spirit of partnership, and to ensure flexibility to respond to an ever-changing fiscal environment and any unforeseeable hardships, both parties (City and District) agree to develop any amendment necessary to this agreement to preserve the ability of the District to deliver maximal arts education services to students without causing undue difficulties for either party. The current term of the IGA is one-year in order to formalize the goal of continuous

improvement around the use of these funds and the delivery of arts and music education in schools, and this provision is intended to further document that intent.

14. Captions. The captions or headings in this IGA are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this IGA.

15. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this IGA and all rights, obligations and disputes arising out of the IGA. Venue for all disputes and Litigation shall be in Multnomah County, Oregon.

16. Severability/Survival. If any of the provisions contained in this IGA are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this IGA for any cause.

17. No Third Party Beneficiary. City and District are the only parties to this IGA and as such, are the only parties entitled to enforce its terms. Nothing contained in this IGA gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.

18. Merger Clause. This IGA constitutes the entire IGA between the parties. No waiver, consent, modification or change of terms of this IGA shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, IGAs, or representations, oral or written, not specified herein regarding this IGA.

19. Counterparts/Electronic Signatures. This IGA may be executed in any number of counterparts, all of which when taken together shall constitute one IGA binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.

20. Assignment. No Party shall assign or transfer any interest in this IGA, nor assign any claims for money due or to become due under this IGA, without the prior written approval of the other Parties. This IGA shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.

21. Subsequent Years. After the school year 2013/2014, the parties shall take the actions required above by the same dates in subsequent school years so long as the Arts Education and Access Income Tax remains in effect.

22. Termination. This IGA may be mutually terminated at any time by written consent of the parties. The City may unilaterally terminate this IGA if District fails to use the Net Revenues in accordance with this IGA. The District may unilaterally terminate this IGA if City fails to distribute the Net Revenues in accordance with this IGA.

23. Dispute Resolution. In the event a dispute arises regarding the use of the Net Revenues by District or any other matter covered by this IGA, the parties agree to have high level representatives of City and District engage in discussions before taking any legal action. If discussions fail to resolve the issue, the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation, the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter, either party may take any legal action permitted to it under the law of the State of Oregon.

IN WITNESS WHEREOF, the duly authorized representatives of City and District have executed this Contract as of the date and year first above written.

DATED this _____ day of _____, 2012.

CITY OF PORTLAND

SCHOOL DISTRICT

By: _____
Name: _____
Title: _____

By: _____
Name: _____
Title: Superintendent

APPROVED AS TO FORM:

City Attorney

RESOLUTION No. XXXX

Authorizing the Superintendent to enter into an Intergovernmental Agreement with the City of Portland for the Arts Education and Access Fund

RECITALS

- A. Arts and music are essential to a high quality, well-rounded education.
- B. National research links access to arts and music education to improved test scores, graduation rates and college admittance, particularly for lower-income students and students at risk.
- C. Budget cuts have resulted in a steep decline in arts and music education in Portland schools leaving thousands of students with no access to certified instruction in art, music, dance or drama in the 2012/13 school year.
- D. Portland schools have fallen well behind the national average in terms of schools offering art instruction and offering music.
- E. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.
- ~~F. A complete arts and music education includes instruction by in-school teachers, arts experiences such as field trips and artist residencies, and arts integration in core subject areas that helps teachers utilize creativity to help children learn.~~
- ~~G. Providing arts and music education for all students at the elementary school level ensures each student, regardless of means and background, is given equal opportunity to develop skills and grow, and that some students are not disadvantaged in this area as they enter middle school and high school.~~
- H.F. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and grow for all students from the beginning of student experience and prevent early disparities in access.
- ~~I.G. Recognizing these factors, the City of Portland placed Measure 26-146 on the ballot this November and voters approved a \$35 income tax to provide funding for more arts education and improved access to the arts for underserved communities.~~
- ~~J.H. Portland Public Schools staff has been engaged with the Mayor and the City staff for some time and has developed an intergovernmental agreement to codify the implementation and operation of some of the provisions of the Arts Education and Access Fund that was created by the passage of Measure 26-146.~~

RESOLUTION

1. The Board of Education records its appreciation to Mayor Adams for his advocacy for the arts in Portland and for funding for Portland's schools, and its appreciation to the City Council for giving Portland voters the opportunity to demonstrate their support for arts education in the city's elementary schools and for improving access for underserved communities within the City.
2. The Board of Education expresses its gratitude to the voters of the City of Portland who approved this measure and demonstrated, yet again, the consistent support for public education in Portland.
3. The Board of Education hereby authorizes the Superintendent, or her designee, to execute the intergovernmental agreement between Portland Public Schools and the City of Portland that will guide and govern the operation of the Arts Education and Access Fund as it pertains to school district activity and obligations.

RESOLUTION No. XXXX

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- D. Portland schools have fallen well behind the national average in terms of schools offering art instruction and offering music.
- E. Certified in-school arts and music instruction is the cornerstone of a complete arts education, providing students with the opportunity to develop skills in creative and critical thinking, collaborating, and communicating.
- F. Elementary school is the most strategic point in the public education continuum to invest in arts education in order to ensure equal access and opportunity to develop skills and grow for all students from the beginning of student experience and prevent early disparities in access.
- G. Recognizing these factors, the City of Portland placed Measure 26-146 on the ballot this November and voters approved a \$35 income tax to provide funding for more arts education and improved access to the arts for underserved communities.
- H. Portland Public Schools staff has been engaged with the City to develop an intergovernmental agreement to codify the implementation and operation of some of the provisions of the Arts Education and Access Fund that was created by the passage of Measure 26-146.

RESOLUTION

1. The Board of Education records its appreciation to Mayor Adams for his advocacy for the arts in Portland and for funding for Portland's schools, and its appreciation to the City Council for giving Portland voters the opportunity to demonstrate their support for arts education in the city's elementary schools and for improving access for underserved communities within the City.
2. The Board of Education expresses its gratitude to the voters of the City of Portland who approved this measure and demonstrated, yet again, the consistent support for public education in Portland.
3. The Board of Education hereby authorizes the Superintendent, or her designee, to execute the intergovernmental agreement between Portland Public Schools and the City of Portland that will guide and govern the operation of the Arts Education and Access Fund as it pertains to school district activity and obligations.



Board of Education

Staff Report to the Board

Board Meeting Date: November 19, 2012

Executive Committee Lead: Korinna Wolfe

Department: Charter Schools

Presenter/Staff Lead: Kristen Miles

SUBJECT: Portland Village Public Charter School and PPS have been unable to mutually-agreeable terms on a contract, which, according to statute, places them in nonrenewal. The only remaining contested item in the contract is the enrollment cap.

BACKGROUND

- January 2, 2012, PVS submitted a request for charter renewal, including a request that the District agree to increase PVS's enrollment capacity to 500 students.
- On February 28, 2012, the Board held a public hearing in consideration of PVS's renewal request.
- On March 21, 2012, the Board adopted Resolution No. 4570 approving PVS's request to renew its charter. Resolution No. 4570 also included a number of conditions to be included in the renewal charter agreement, including a condition that the enrollment of PVS not exceed 400 students. This was recommended by staff for several reasons:
 - PVS's initial application was for a two-track K-8 and enrolling a maximum of 396 students.
 - There is precedent for a 400 student cap, as the first renewal contract was also capped at 400 students.
 - Not including the amount withheld by the district, the allocation to PVS next year would have resulted in a projected net increase of \$454,446.98.
 - Because of the impact that this financial loss would have had on the district during a severe funding shortfall, the staff recommended that the Board approve the renewal of Portland Village, and include a continuing cap of 400 students. In the staff recommendation, PVS was also invited to return with its request during the term of its contract in a better budget situation.
- Throughout the spring and summer, the District and PVS worked to negotiate the renewal charter, and extended the length of the current contract four times to accommodate these discussions. All issues were resolved with the exception of the enrollment cap.
- At the time of PVS's initial request, the question that was presented was whether or not a district has a right to negotiate any enrollment cap into a charter contract, and PVS's request at this time was to remove the enrollment cap language from the contract in its entirety. Portland Village now acknowledges the enrollment cap language in the contract, but requests that it be increased.

**Reviewed and Approved by
Executive Committee Lead**

- Even though the District granted PVS's renewal request, OAR 581-020-0359(7)(b) provides that if a sponsor and a charter school fail to enter into a new charter agreement within the timeline agreed by the parties, the sponsor will be treated as having not renewed the charter and the sponsor must send the charter school a notice of nonrenewal. The District sent this required notice of nonrenewal on September 5, 2012. PVS submitted a revised renewal request on October 5, 2012, stating that its sole request was that the District agree to increase PVS's enrollment capacity to 492 students. It has since also asked that the Board consider a maximum enrollment of 444 students.
- Following receipt of the revised renewal request, the District has 45 days to hold a public hearing regarding the revised renewal request, which it did on November 7, 2012. Within 10 days after the public hearing, the District must notify PVS of the District's intent to renew or not renew the charter and, within 20 days of the hearing, the District must either renew the charter or state in writing the reasons for denying the renewal of the charter. PVS has informally agreed to join the District in a waiver request to ODE for extension of this timeline to accommodate already-scheduled Board meetings.
- PVS is currently open and operating under the Existing Charter and will remain open and operating under the Existing Charter during any appeal to the State Board of Education by PVS.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

This process is aligned with Board Policy 6.70.010-P, and the Board priority of supporting student success.

PROCESS / COMMUNITY ENGAGEMENT

The community is invited to take part in the process by submitting letters of support for the renewal applicant, and/or testifying in support or opposition at the public hearing or the public Board meeting.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The charter school renewal review process aligns specifically with the following District equity goals: A.) Achieve equitable student access to high quality, culturally relevant instruction and resources; B.) Create multiple pathways to success and expect high achievement for every student.

BUDGET / RESOURCE IMPLICATIONS

The budget projection for this request is as follows:

District Sponsored Schools	Year	Total Students				ADMr K-8	ESL K	1-8	ADMw K-8	SSF Alloc @ K-8	Alloc to School K-8	Alloc to PPS K-8
		K	1-8	9-12	ADM							
Portland Village Charter School	170	45	320	-	365	342.5	-	2	357.6	2,097,947	1,678,358	419,589
Portland Village Charter School v1(2013-14)	170	44	375	-	419	397.0	-	2	414.4	2,430,848	1,944,678	486,170
Portland Village Charter School v1.5 (2014-15)	170	44	400	-	444	422.0	-	2	440.4	2,583,554	2,066,843	516,711
Portland Village Charter School v3	170	44	448	-	492	470.0	-	2	490.4	2,876,751	2,301,401	575,350

Note that the projection for v1 and v1.5 represent two phases of the same request. PVS proposes to increase its enrollment to 419 next year, and to finalize its increase at 444 in the year following.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

As a matter of note, staff believes that this request did not necessitate a nonrenewal process. As stated in the staff recommendation at the time of renewal, the District invited PVS to return with a request to increase its enrollment cap during the term of the renewal contract. Since the Board renewed PVS's charter according to statutory criteria and since all other contractual issues were resolved through negotiations, we could, by now, have executed a renewal contract with PVS and be processing this request through a formal request for an increase, as other charter schools have done in the past. However, since the question at hand caused an impasse during the renewal period, we must finish processing it through the nonrenewal process.

If the District grants the revised renewal request, the parties will have 90 days to execute a new charter agreement. If the parties fail to execute a new charter agreement within the 90-day period, the District will again be considered to have denied the charter renewal request. If the District denies the revised renewal request, PVS will have 30 days to appeal the decision to the State Board of Education. The State Board of Education will review the District's decision to deny PVS's renewal request to determine whether the District used the process required by ORS 338.065.

QUESTIONS FOR BOARD DISCUSSION

Please note: all quotes passages attributed to Portland Village are from Portland Village's written responses to follow-up questions after the hearing.

- Portland Village states: "we are working hard to diversify our revenue and hope that we can prevent increasing class sizes. If we need to revisit class size, we will come back to you and have that conversation." Given that charter schools are expected to remain

financially stable and build a diversified portfolio of revenue streams to do so, and given that PPS would not typically plan to negotiate increasing a school's enrollment cap as a common or repeated way of addressing a charter school's financial instability, why does Portland Village already project the possibility of making another enrollment capacity increase?

- Portland Village states: "we cannot fulfill our chartered mission of providing a robust, dual-track K-8 within our current cap of 400 students." Portland Village's initial application specified a model of 396 students in a 2-track K-8 school at 22 students per classroom. Since its opening, it has increased its class size beyond this capacity and now faces exceeding its enrollment capacity next year when it adds the second track of 7th grade. The District negotiates enrollment caps into all of its contracts with charter schools, but only specifies total school size, not classroom capacity. Why did PVS put itself at risk of not being able to add a second track in 7th grade by filling out its enrollment capacity before it was a fully built-out 2-track school? What assurances could PVS provide that this would not happen again?
- Portland Village states: "PVS's ability to meet student performance and other goals will improve if enrollment is increased by 2015-15 to 444 students." How? What specific strategies and/or instructional materials will become available to meet PVS's educational and other goals?
- Portland Village states: "If the enrollment cap remains at 400 students, PVS financial stability will be impaired both directly and indirectly. Directly, the expenses related to managing the school will continue to increase without a corresponding increase in students and student-related revenue." PPS's Director of Accounting, Sharie Lewis, and Charter Schools Manager have met with PVS's principal and business manager. Ms. Lewis has also been reviewing PVS's financial records for several years. Portland Village has been, and still remains, one of PPS's most fiscally stable charter schools, even though its sources of funding outside its State School Fund allocation have decreased. PPS staff have found no evidence that the school would be in imminent financial jeopardy if the enrollment cap were not increased. Additionally, given that all other charter schools' and district schools' expenses have continued to increase without a corresponding increase in students, what evidence does PVS have to support the statement above?
- Portland Village states: "In the fall of 2011, PVS reworked our grant writing approach to include substantial volunteer support from the parent community. We have successfully secured over \$100,000 in grants since initiating this strategy." How does the acquisition of substantial grant funds support PVS's argument that it will become financially unstable if its enrollment is not increased?

ATTACHMENTS

- **Portland Village's request for an increased enrollment cap**
- **Portland Village's written responses to follow-up questions from the hearing**



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TO: Portland Public Schools Board of Education
FROM: Ethan Medley, Portland Village School Board Chair
RE: Follow-Up to November 7, 2012 Hearing
DATE: November 19, 2012
CC: Kristen Miles, Korinna Wolf, Sharie Lewis

Introduction

We appreciated the opportunity to speak with Directors Belisle, Knowles, and Sargent at the hearing they held on our revised request for an increased enrollment cap. At the request of Kristen Miles, we are submitting in this memo written responses to the questions she provided us. We look forward to answering questions from the full board at your November 19th study session.

Before addressing the additional questions forwarded to us by Kristen, we would like to recap the main points from our presentation at the hearing:

- We are proud to be part of Portland Public Schools, and share your goals for student success. We are striving to make Portland Village School a strong asset to the district by offering a unique and effective educational option; one that helps attract and retain families in Portland Public Schools (as acknowledged today, the percentage of our students who would otherwise not be enrolled in PPS is significant).
- We are modifying our revised request regarding our enrollment cap in a good-faith effort to support the larger goals and needs of the district. Having talked with members of your staff and board and attending some Jefferson cluster enrollment meetings, we have come to appreciate more fully the district's enrollment issues. We recognize that this is not an ideal time to request a large bump in our enrollment. We want to support and respect the district's needs.
- Despite our concern that continued declines in the State School Fund will require us to look at increasing class size above our current projections, we are working hard to diversify our revenue and hope that we can prevent increasing class sizes. If we need to revisit class size, we will come back to you and have that conversation.
- We believe a cap of 444 over the next two years (419 students in 2013-2014 and 444 in 2014-2015) represents a win-win between Portland Village School's completion of a full dual track K-8 and the district's overall enrollment picture.
- We appreciate the staff and board resources this process requires (for both parties) and are eager to bring the process to a mutually satisfactory resolution. To that end, our treasurer, Travis Southworth-Neumeyer, is seeking a meeting with Sharie Lewis at her earliest opportunity to go over our books and address the questions she raised.
- We look forward to continued conversations about creative ways we can work together to advance our mutual missions, for the benefit of all students in the district.

Following are our responses to the additional questions presented by Kristen.

1. How would increasing the enrollment limit over time resolve PVS's concerns?

As presented on November 7, 2012, we cannot fulfill our chartered mission of providing a robust, dual-track K-8 within our current cap of 400 students. In order to complete the second track, next year we will need to grow to 419 students, and the following year we need to grow to 444 students. At that point we would have 16 first to eighth grade classes of 25 students each, two Kindergartens of 22 students each, and will have completed our chartered vision of a dual track K-8 program.

The class sizes envisioned seven years ago, at the time of our initial charter, do not fit today's fiscal reality. Like most schools facing stagnant or reduced SSF, we have had to increase class size. We believe that from both a fiscal and an academic standpoint, that our present class size – on which we are basing our revised request of 444 students by 2014-15 – is both sound and sustainable. Our faculty is in support of class sizes of 25.

2. Would PVS be unable to meet or work towards meeting the student performance goals and agreements specified in the Existing Charter or any other written agreements between the District and PVS if its enrollment is limited to 400 students?

While we are working to diversify our revenue, operating under our current limit of 400 students would have detrimental consequences to our academic program and the families currently enrolled. These are the scenarios under consideration if we are unable to increase enrollment as requested:

- Reduce class sizes to 22: This would result in a financial hardship for PVS and require the exiting of a number of families. The smaller student to teacher ratio would require salary reductions making staff retention challenging and negatively impacting school performance growth.
- Admit only single Kindergarten classes for the next two years: this disrupts the 2 track pattern, and impacts our ability to recruit a diverse student body by eliminating the most advantageous entry point for students. It also impacts our ability to offer supplemental classes like Spanish, which not only provide enrichment for students, but build breaks into teachers' days for curriculum development and assessment. Finally this would also risk family disruptions for families unable to enroll younger siblings.
- Eliminate Kindergarten or develop a private model for it: this directly impacts our charter as a K-8 school and affects our ability to grow a more diverse population.
- Blend or collapse classes: this would impact both students and families who cannot be retained in shrunken classes, and curriculum or salary options that would not be supported by smaller classes. Additionally, the Waldorf curriculum is comprised of a sequential progression of themes, the blending of which would compromise the model that Portland Village School was chartered to offer.

3. Would PVS's ability to meet or work towards meeting the student performance goals and agreements specified in the Existing Charter or any other written agreements between the District and PVS be improved if its enrollment is increased to 444 students? How?

Yes, PVS's ability to meet student performance and other goals will improve if enrollment is increased by 2015-15 to 444 students. This increase would prevent the disruptions or reductions in program described in the prior question. Our ability to meet student performance targets would remain on track. We would expect to better retain faculty and see faculty proficiency grow with increased stability and experience. Our ability to disseminate information to the Portland community, a key component of charter law, would be improved through faculty retention. Our capacity to attract additional revenue and a more diverse community of families will both benefit from the ability to fully enroll our dual-track K-8 program.

4. Would increasing PVS's enrollment capacity to 444 students improve PVS's fiscal stability or improve its use of sound financial management systems?

Yes, PVS' s fiscal stability and use of sound financial management systems is closely linked to being a fully enrolled K-8 dual track school for three reasons.

- First, the additional student revenue generated by an increase to 25 students per class supports a robust and fully diversified revenue structure. It allows us to retain current staffing and salary levels, contributing to overall stability in the school, whereas eliminating staff or reducing salaries has the potential to destabilize and generate a fiscal downward spiral that will impact our ability to provide students a robust program. Being a fully enrolled dual track K-8 school also increases the number of families connected to our school, and broadens our community. This additional reach is a critical part of our long-term fundraising strategies.
- Second, the additional revenue may allow for increased time allocated for financial support staff and additional financial management training for staff and board members.
- Finally, a resolution of the enrollment cap issue that allows for the long-term stability of Portland Village School will allow the board of directors and principal to focus on student performance and financial management.

5. Would PVS be fiscally unstable or have impaired or unsound financial management systems if the enrollment capacity remains at 400 students? Please describe in detail.

If the enrollment cap remains at 400 students, PVS financial stability will be impaired both directly and indirectly. Directly, the expenses related to managing the school will continue to increase without a corresponding increase in students and student-related revenue. This will impact our ability to compensate staff, impacting our ability to recruit, train and retain staff, including financial management staff. Indirectly, the options available to PVS to remain a 400 student school described above will have a negative impact on our image and community support, further impairing our financial stability by limiting our ability to fund raise.

6. What is PVS doing to diversify its revenue streams?

In the fall of 2011, PVS reworked our grant writing approach to include substantial volunteer support from the parent community. We have successfully secured over \$100,000 in grants since initiating this strategy.

In addition, in the 2011-2012 school year we began to contract our aftercare program to the Vermont Hills Family Life Center because we recognized that we had been operating the in-house program at a loss. This appears in our fiscal reporting to be a decline in non-SSF revenues, when in actuality we have increased our fundraised revenue year-to-year . We continue to look at our extended day kindergarten program and our school lunch program as areas where we can reduce our net expense, and potentially generate revenue.

Finally, we have begun this year to implement a community engagement program based on the Benevon model. This structured program brings potential donors into the school to see first hand the work we are doing, builds relationships and leads to a donation opportunity. We are hopeful that this program will both increase our fund raising income and reduce burnout among staff, board and the community related to event-based fundraising.

7. How would increasing the enrollment cap of PVS benefit the district and PPS students?

PVS students are PPS students. Having a strong Waldorf-inspired program within the district benefits not only the students currently attending, but future students for whom this might be the best match for their academic and social development. Well-educated PVS graduates will enrich PPS high schools with high skills and unique perspectives.

The number of students PVS enrolls from home schools and private schools – acknowledged in the hearing as significant – bring money to the district, benefitting the district as a whole.

Finally, PVS is a healthy source for curriculum development and dissemination. Our Waldorf-inspired model offers many strengths in terms of its integrated approach, storyline units and arts infusion. The continued health of our school allows for summer workshops for teachers in these areas. Our ability to develop and host summer institutes is strongly affected by our security and fiscal health.

8. How could increasing the enrollment cap potentially impact the education of other students in the district?

We do not believe the gradual and moderate increase we are now requesting will negatively affect other students in the district. On the contrary, given the fact that 40-50% of our students would likely not attend PPS schools if PVS were not an option, the contribution PVS makes to the district represents a net positive for PPS. By far the greatest number of new PVS students will enter as Kindergarteners, and historically greater than half of these have been siblings – siblings of families which would not attend a PPS school if PVS were not an option. PVS continues to attract students city-wide and not draw heavily from any one school.

We recognize that there are schools in PPS facing declining enrollment, and that this creates a difficult situation for students, families, and the district. We understand that the actual impact and the appearance of an impact are not the same thing and that increasing our school's size while closing or changing boundaries for other schools is challenging. For this reason we reduced the size of our request.



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Revised Request for Cap Increase to Complete Dual-Track K-8
November 7, 2012

Portland Village School Enrollment Projections

2012-2013 Current enrollment K-8

Grade	K	1	2	3	4	5	6	7	8	
Class size	22	25	25	25	25	25	25	25	25	222
Class size	22	25	25	25	25	25	25			172
Total										394

2013-2014 Full enrollment dual-track K-8

Grade	K	1	2	3	4	5	6	7	8	
Class size	22	25	25	25	25	25	25	25	25	222
Class size	22	25	25	25	25	25	25	25		197
Total										419

2014-2015 Full enrollment dual-track K-8

Grade	K	1	2	3	4	5	6	7	8	
Class size	22	25	25	25	25	25	25	25	25	222
Class size	22	25	25	25	25	25	25	25	25	222
Total										444



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October 5, 2012

Dear Portland Public Schools Board of Education, Superintendent Smith and Ms Miles:

We are pleased to submit this revised request for contract renewal. Portland Village School is grateful for Portland Public School's sponsorship over the last five years. We regret that we were unable to negotiate mutually agreeable terms in our initial renewal effort this Spring and Summer. While several issues were on the table then, we now have a sole request regarding our enrollment cap. Other than the cap, we have determined a mutually acceptable contract with the Portland Public Schools Office of Charter Schools.

We ask that you raise our enrollment cap to 492 students, nearly the District's standard for a K-8 program, so that we can fulfill our chartered mission and better serve Portland Public Schools' students:

- **A 500 student minimum is the District's K-8 standard:** We share the District's belief that a robust K-8 program requires 500 students. We share your commitment to ensuring that every student meets or exceeds academic standards and is fully prepared to make life decisions. Raising our cap to 492 students will enable us to deliver an even stronger academic program. As well as spreading fixed costs and the costs of varied support classes, a dual track K-8 leads to effective teacher and class teaming, sharing of resources and program consistency.
- **Portland Village School was founded on an expectation of a delivering a robust, dual-track K-8:** Providing a dual-track K-8 program was the intention of the school's founders and the District from the beginning. It cannot be done under the enrollment cap currently imposed by PPS. We now have 394 students, averaging 25 students per class except kindergarten. As our students age over the next two years, we will add our second 7th and 8th grade classes. With the addition of new kindergartners we will grow to approximately 450 students. In case per-student funding continues to fall over the duration of the contract, our request allows for the possibility of increasing class sizes by up to three more students per class. With the exception of class size we are in line with our original plans and have no desire to expand otherwise.
- **Portland Village School is an asset to students in Portland Public Schools and the District:** A review of four urban public schools using Waldorf methods found that in their final year, students matched their top ten peer sites statewide. In addition to a pedagogically effective program, we offer a unique curriculum and school culture that provides an incentive for families to bring their students into the public schools, and to PPS in particular. A high percentage of our transfer students come from private schools, home schools or out of district. Raising our cap to 492 students will provide an even more attractive option for families who might otherwise not be enrolled in a PPS school.

Please see the addendum for further detail and responses to concerns we've heard raised during the renewal process. We appreciate Portland Public School's commitment to providing strong educational options and look forward to fulfilling the aligned missions of PPS and PVS through a dual-track, 492-student K-8 program.

Sincerely,

Ethan Medley
Portland Village School Board President

Addendum:

In Support of Portland Village School Contract Renewal with Enrollment Cap of 492

Issue: Basis for revised request regarding enrollment cap. As outlined in our letter, we are in line with our original plans, with the exception of class size, and have no desire to expand otherwise.

- Original enrollment estimates were created two years before the school opened in a very different economic climate, based on class size estimates of 22 students. Like school districts everywhere we have increased our class sizes to compensate for falling per-student funding.
- We now have 394 students, averaging 25 students per class except kindergarten. As our students age over the next two years, we will add our second 7th and 8th grade classes. With the addition of new kindergartners we will grow to approximately 450 students.
- A 492-student cap allows for the possibility of increasing class sizes by up to three more students per class in case per-student funding continues to fall over the duration of the contract.

Issue: Impact on other schools in Portland. We heard concerns at last March's School Board Meeting that raising PVS's cap would have a detrimental financial effect on other PPS schools. Portland Village School students *are* Portland Public School students – rather than seeing our school in competition with other PPS schools, we see ourselves as expanding the rich portfolio of effective educational experiences available to the city's children. From a strictly financial standpoint, PVS is an asset to the district because we bring families into PPS – or retain them – who otherwise would opt for private school, home schooling, or a school outside the district:

- Anecdotally, of 174 parental responses on a recent survey, only 18% reported that they would likely enroll their child in a PPS public school if they were not at Portland Village School. (36% would seek to attend another charter; 22% would enroll in private school; 14% would home school; 6% would attend a public school in another district.)
- We are working with the district to obtain and analyze ESIS data from the last five years to better understand the origin of our transfer students, and where our students matriculate to. We expect this data will reveal that of our transfer students about 40% come from private or home school settings supporting the anecdotal evidence that Portland Village School is an asset to the district in attracting and retaining students – increasing the SSF coming to the district (only 80% of which is passed through to PVS).

Issue: Fiscal responsibility. Portland Village School has been a model of financial responsibility since our founding. Like all public schools, we rely on the State School Fund (albeit at 80%) for our core program. That said, Portland Village School is committed to diversifying our revenue to provide the richest, most academically sound program to our students – and we are showing increasing success in fundraising:

- We were able to turn reserves built up over four years into a \$250,000 expansion of our current rental site, when we were unable to find an adequate site for purchase.
- We raised over \$300,000 in private donations over the last 5 years.
- In addition, we secured two significant foundation commitments in the last year: \$50,000 dollars from the Miller Foundation for staff professional development, and \$50,000 from the Alice Tyler Trust to help secure a permanent site.
- We are in continued discussion with the Tyler Trust for a \$100,000 general purpose grant.

- In the last two years a significant part of our donations have been to our Capital Campaign, building a dedicated fund for a site purchase.

Issue: Diversity and academic performance. We provide a unique, Waldorf-inspired curriculum and school culture that has proved effective for urban district students in other locations. While our ability to recruit specific students is limited by the lottery system, we are fully committed to complete eradication of all gaps in achievement by race, ethnicity and household income. Our overall test scores reflect positively on our program and contribute to positive scores for the District; we expect with continued attention to academic performance that every PVS student will meet or exceed state and District benchmarks.

- An Edutopia article, "Waldorf-Inspired Public Schools Are on the Rise," cites the study "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform," (originally published in 2008 in the journal *Encounter: Education for Meaning and Social Justice*). Edutopia reports: "researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman found that students tested below peers in language arts and math in the second grade, but they matched or tested above their peers in the same subjects by eighth grade. Observers note that second-grade students gain a love of learning through kid-friendly classroom activities that pay off academically in later grades. Oberman says [Sacramento Waldorf-inspired] John Morse [school] has also successfully followed California state standards and trained and retained teachers at an impressive level."
- In the state's most recent school report card, Portland Village School earned a 4 on a 5-point scale (36 PPS schools received a 4; ten received a 5). While some of our scores reflect the order in which topics are introduced in our distinct sequencing of curriculum (see Oberman study above), some present clear areas of needed improvement.
- To address academic performance outcomes, including closing achievement gaps, we've hired a new principal with a distinguished record of academic leadership. Mr. Berg is leading improvements in teacher evaluation, coordination of school and state assessment methods, and ongoing staff development. We have secured a two-year \$50,000 grant for staff professional development.
- Although much of our school demographics continues to reflect our roots in traditional private Waldorf schools, our choice in location and our outreach has led to increased diversity: 38% of our students receive Free or Reduced Lunch, 18% of our students come from minority groups. We are committed to increasing the diversity of our students, staff and board to more closely match the district profile.



Board of Education Informational Report

MEMORANDUM

Date: Tuesday, November 13, 2012
To: Members of the Board of Education
From: Lorenzo Poe, Chief Equity Officer & Partnership Director
Subject: Racial Educational Equity Policy Implementation: Progress Update

This Memorandum provides an update on our Racial Educational Equity Policy implementation plan.

BACKGROUND

On June 13, 2011, Portland Public Schools Racial Educational Equity Policy (2.10.010-P) was adopted by Resolution No. 4459. This Policy directs the Superintendent to develop action plans with clear accountability and metrics, including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the policy's stated goals. These action plans must identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent was directed to present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent is to report progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

While the Superintendent and her Executive Cabinet are responsible for execution of the Equity Plan, the Office of Equity was tasked with leading the development and implementation of the Racial Equity Policy and monitoring District progress towards equity outcomes.

We last reported to the Board in June 2012.

UPDATE

Attached you will find the following:

(1) Appendix A: 2011-2012 Annual Work Plan: Year-End Progress Report

This chart gives an overview of key strategies and actions which were implemented in SY 2011-2012 along with year-end progress. For the purpose of this report, "year-end" is defined as work happening through September 30, 2012 which allows us to include work that takes place over the summer months.

(2) Appendix B: 5-Year Racial Equity Plan (Narrative)

This is our 5-year plan in a narrative format. No changes have been made since you last viewed this document in June 2012. Once we finalize Achievement Compact, Milestones, Cradle to Career and Racial Equity KPI targets, this document will be completed to reflect accountability measures.

(3) Appendix C: 5-Year Racial Equity Plan--Revised (Chart)

This is the chart version of our 5-year plan which provides more detail for planning purposes. This 5-year plan runs from SY 2012-2013 through SY 2016-2017. The priority strategies identified in this plan will drive resource allocation, budget considerations and annual work plans.

(4) Appendix D: Equity Key Performance Indicators (KPIs)—DRAFT

These key performance indicators (KPIs) are meant to help us evaluate our systems-level progress with our racial equity work. These specific KPIs identify some of the most significant opportunity gaps we have identified in our system—which we believe contribute to the racial achievement gaps observed in our Milestones. For consistency, these data points will be disaggregated according to the racial/ethnic reporting categories used for our Achievement Compact targets.

These KPIs are aligned with the work of the Department of Education Office for Civil Rights' Civil Right Data Collection initiative which looks at district-wide opportunity gaps in the areas of discipline, seclusion & restraint, college and career readiness, pathways to success and teacher equity. Over time, as we identify additional opportunity gaps, we will add new KPIs.

We are in the process of collecting 3-year historical data for each of these indicators and plan to set targets by January 2013.

(5) Appendix E: 2012-2013 Annual Work Plan

This is our SY 2012-2013 Annual Work Plan. Priority Strategies from the 5-Year Plan drive key actions, progress indicators and year-end outcomes for our equity work. This plan is a working document which evolves as our understanding of this complex work increases.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

(1) 2012-2013 Annual Work Plan: We will monitor progress towards year-end progress indicators and report back in February 2013.

(2) Equity Key Performance Indicators & 5-Year Equity Plan: We will complete data analyses and set targets for the Equity Key Performance Indicators. Recommendations will be presented in January 2013. The 5-Year Equity Plan narrative will be amended to reflect these changes.



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Portland Public Schools Racial Equity Plan (DRAFT)

September 24, 2012



WHY RACIAL EQUITY?

PPS Racial Educational Equity Policy

On June 13, 2011 the Portland School Board unanimously approved the Portland Public Schools Racial Educational Equity Policy. The policy calls out race-based disparities in schools, identifies the district's role in erasing them and holds up high expectations to ensure that all students reach their academic potential.

“The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools’ historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.¹

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all children can achieve.

The responsibilities for the disparities among our young people rest with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Portland Public Schools will significantly change its practice in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.² The concept of educational equity goes beyond



formal equality—where all students are treated the same—to fostering a barrier-free environment where all students, regardless of race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.”

The policy establishes six goals to achieve racial equity for our students:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees’ knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- F. The District shall welcome and empower families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student’s education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

In the policy, the Portland School Board commits to holding the Superintendent and all central and school leadership staff accountable for making measurable annual progress towards meeting these goals. The Board directs the Superintendent to develop action plans with clear accountability—including prioritizing staffing and budget allocations—to achieve these goals. The Superintendent will report on progress towards these goals twice a year, and will provide the Board with updated action plans each subsequent year.



5-YEAR RACIAL EQUITY PLAN

In order to successfully achieve the stated goals in its Racial Educational Equity Policy, Portland Public Schools has developed a 5-year plan. This plan directly addresses the six stated goals in the policy with the ultimate goal of educational equity: raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

The 5-year plan outlines key strategies to achieve racial equity, along with metrics to evaluate progress. These key strategies will drive annual action plans which outline more detailed department-level work.

Racial Equity Strategies

Portland Public Schools identified the following four key areas that require significant investment and attention in order to achieve racial equity in the district.

1. Culturally Responsive Teaching & Learning

In order for the district to achieve educational equity, we must provide students of color with rigorous, culturally responsive, and engaging learning environments which accelerate their academic achievement and personal growth.

We believe:

If we provide students of color with equitable access to common core courses and high quality teachers who demonstrate culturally responsive instructional practices, they will achieve academic and personal success.

If we enroll emerging bilingual students in effective dual language programs, they will experience increased academic and personal success while preserving their native language, cultural identity and cultural heritage.

If we provide school and central leadership with professional development on culturally responsive positive behavior support systems, then referral rates for exclusionary discipline and special programs will decrease markedly for students of color.

If we partner with culturally-specific community organizations to provide personalized supports for students and families of color, then students of color will experience more inclusive and culturally relevant learning environments and ultimately, increased success.



2. Culturally Responsive Workforce

In order for the district to achieve educational equity, we must recruit, hire, promote and retain racially conscious and culturally responsive employees at every level across the organization.

By “cultural responsiveness” Portland Public Schools means “the knowledge, beliefs, skills, attitudes and practices that allow individuals to form relationships and create learning environments that support academic achievement and personal development of learners from diverse racial and cultural groups.”³

We believe:

If every employee is racially conscious and culturally responsive, then every staff member will exhibit the knowledge, attitudes, skills and practice to interrupt institutionalized racism and better meet the unique needs of students, families and staff of color.

If our workforce mirrors the student & family population we serve, then our organization will be better able to provide role models for students of color, better understand the needs of our students and families of color, and make better decisions for our families and students of color. Increasing the racial, ethnic, and linguistic diversity of our organization increases the cultural responsiveness of our organization.

3. Culturally Responsive Family & Community Engagement

In order for the district to achieve educational equity, we must empower both families and communities of color to advocate for their children and give them meaningful access to both school- and district-level decision-making.

We believe:

Because of the District’s focus on majority culture communication style and pathways, families of color experience an information gap. If we provide families of color with equitable access to school and district information and practices, they will be empowered to better navigate the system, advocate for their children and support their academic and personal success.

If every PPS school develops a parent engagement plan which focused on connecting families of color to the instructional goals of their school, there will be an increase in the number of culturally-specific family engagement opportunities at each school and ultimately, increased engagement with families of color.

Historically there was no established protocol for district stakeholder engagement, and the voice of students, families and communities of color was often marginalized. If we develop and implement a framework for equitable, transparent and consistent stakeholder



engagement—which clarifies roles and responsibilities and reduces barriers to participation for underserved communities—then we will see increased participation from students, families and communities of color.

4. Cultural & Organizational Transformation

In order for the district to achieve educational equity, we must undergo a cultural and organizational transformation to build a culture of inclusion and acceptance—one that actively challenges institutional racism. District leadership must actively examine and dismantle systemic policies, programs and practices that serve to perpetuate racial achievement disparities.

We believe:

If goals at every level in the district are based on data disaggregated by race and ethnicity, there will be increased accountability for meeting the needs of specific communities of color.

If we adopt culturally relevant data and research practices, we will be able to more accurately represent, assess and evaluate the needs and behaviors of students and families of color.

If we apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas—with an intentional focus on “equal outcomes” rather than “equal inputs”—students and families of color will experience more equitable outcomes.

If we establish an Equity in Public Contracting (EPC) policy and implement an EPC program, we will demonstrate annual growth in the number of contracts secured with minority-owned, women-owned and emerging small businesses, promoting diversity and equal-opportunity.

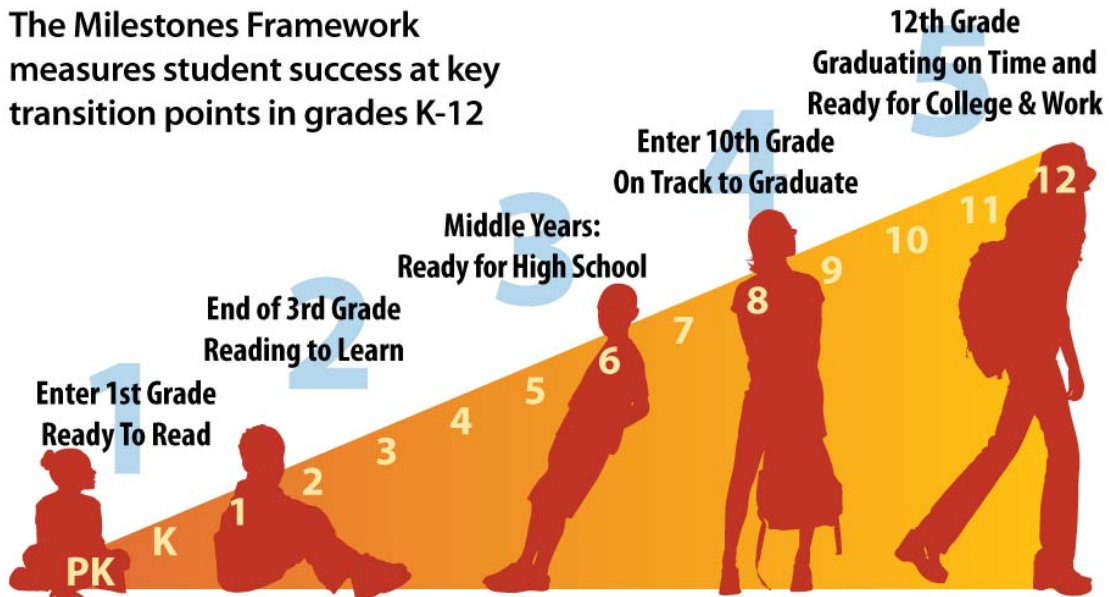
Currently student enrollment is not balanced across the district, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program. If we balance enrollment through boundary changes and grade reconfigurations using a Racial Equity Lens, every PPS school will have enrollment within the target range and every student will have access to a strong core program.



MEASURE OF SUCCESS

As a result of implementing these key strategies, Portland Public Schools will significantly improve achievement outcomes for students of color as measured by the Milestones Framework.

The Milestones Framework measures student success at key transition points in grades K-12



Focus is on a few critical measures

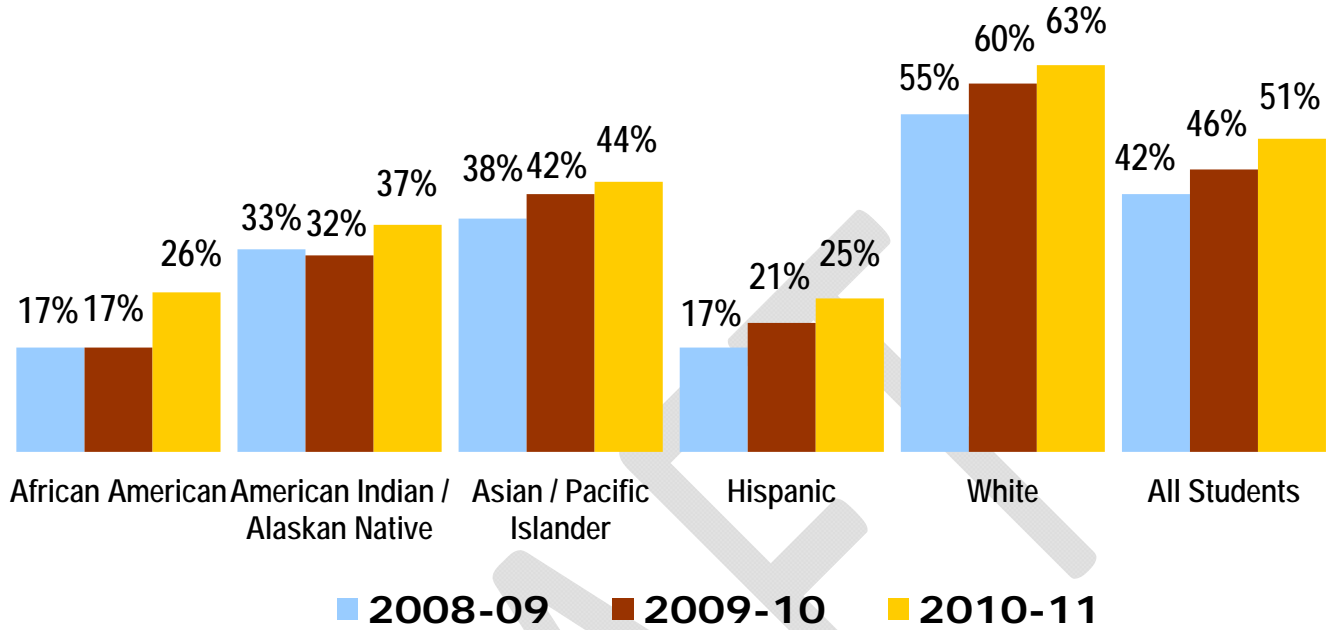
The district will track progress at Milestones targets for specific communities of color with the goal of increasing annual performance by **X%** each year.

(We need to discuss which specific Milestones and measures make sense—taking into consideration evolving Cradle to Career and Achievement Compact targets. Current thinking would point to: 3rd Grade Reading to Learn, Ready for High School & Enter 10th Grade On-track to Graduate.)

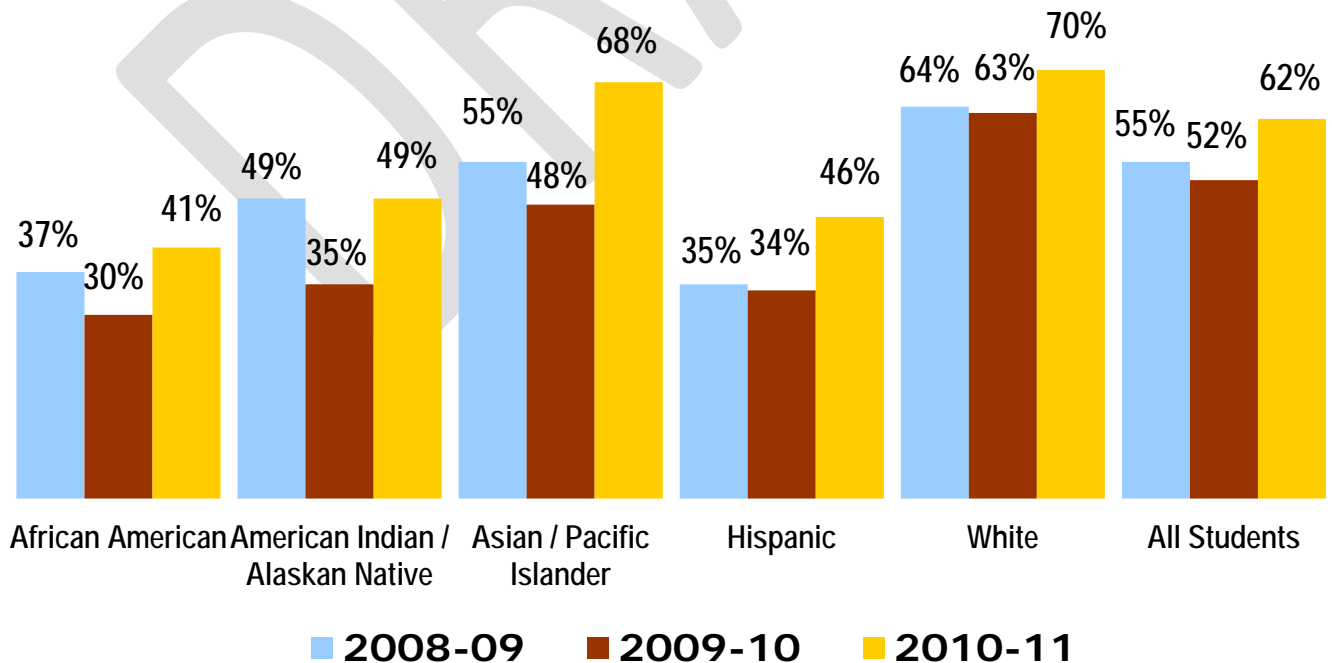
The following are our current 3rd Grade Reading to Learn, Ready for High School & Enter 10th Grade On-track to Graduate Milestones data disaggregated by race and ethnicity.



3rd Grade Reading to Learn: % of Students Exceeding OAKS Benchmark

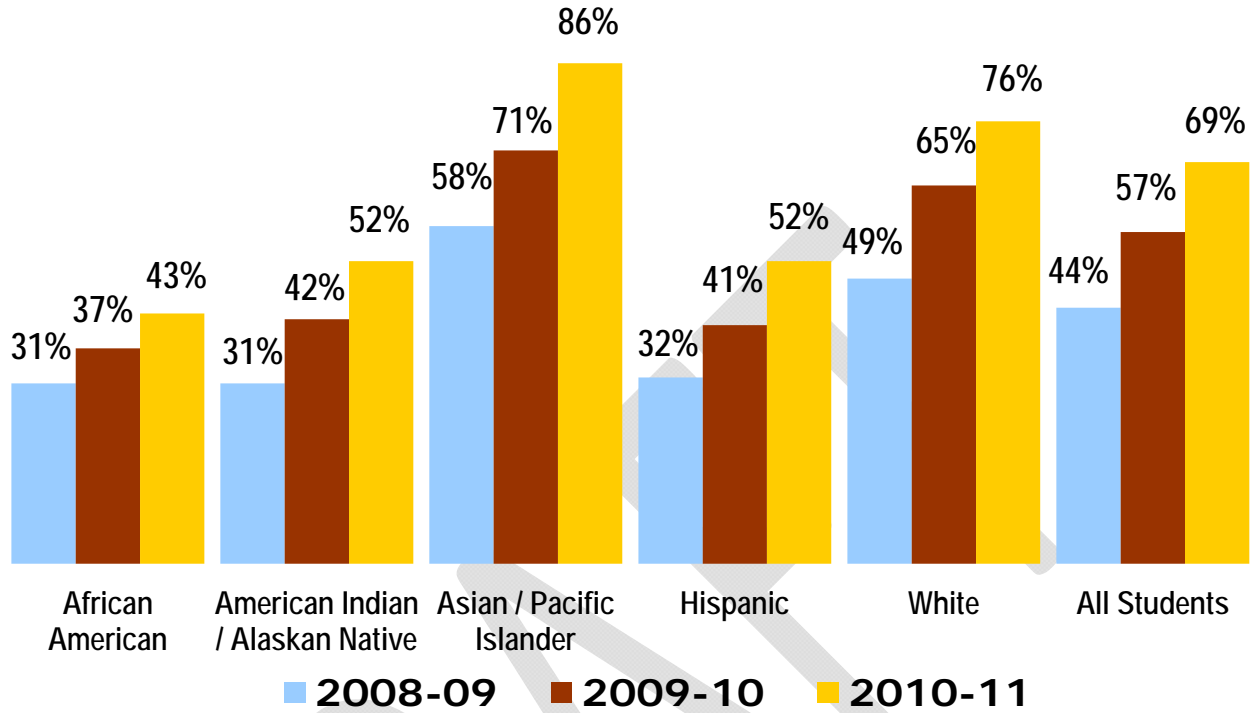


Ready for High School: % of Students Meeting 7th Grade OAKS Writing Benchmark

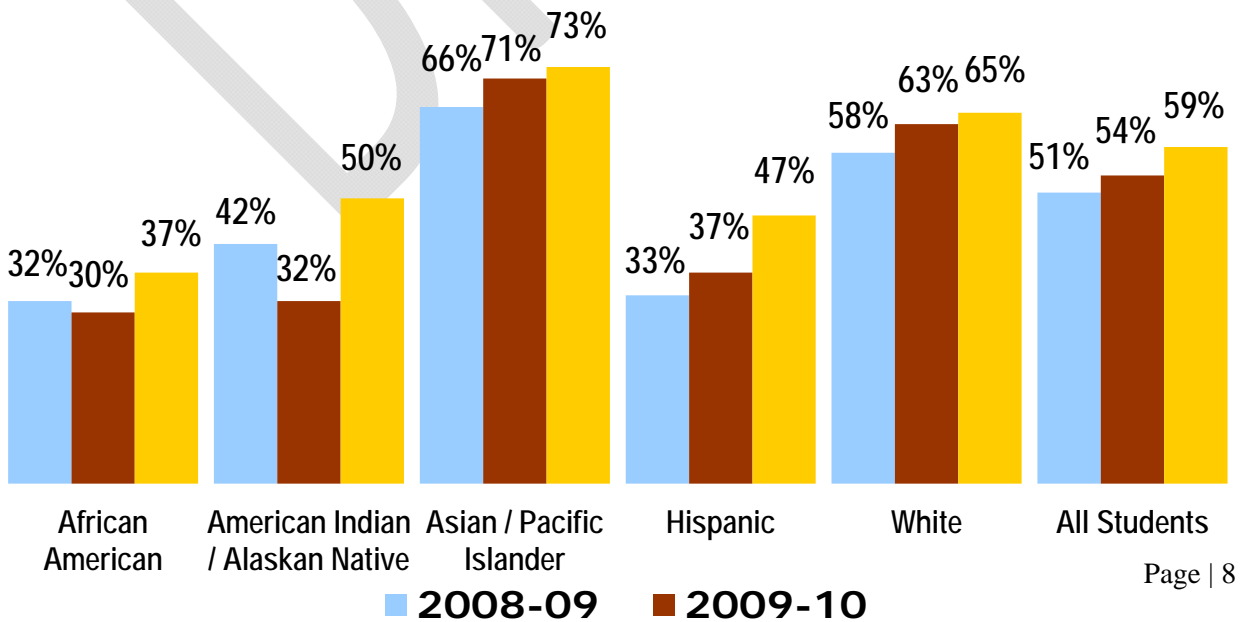




Ready for High School: % of All 8th Graders Passing Algebra



Enter 10th Grade Ready to Graduate: % of Students with 6+ Credits, C or Above in Core Subjects









ENDNOTES

- 1 For the purpose of this policy, “race” is defined as “A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.” Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors (2007). *Teaching for Diversity and Social Justice: A Sourcebook*.
- 2 Singleton, Glenn & Linton, Curtis (2006). *Courageous Conversations About Race*.
- 3 Adapted from Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Corwin Press, 1999, 2003). *Cultural Proficiency*.

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Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012

	Indicates "Completed as intended"
	Indicates "Partially completed"
	Indicates "Not completed"
	Indicates "n/a"

Note: In this document, for "Lead" and "Sponsor" roles, the first name listed indicate the person responsible for the work during SY 2012-2013 while the name listed in parentheses indicate the person who was responsible during SY 2011-2012.

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
A1	Design and implement district-wide use of a Racial Equity Lens to provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity.	(1) Practice use of Equity Lens Tool with operational department staff	Increased capacity & confidence of operational support departments' leadership to use the Equity Lens Tool	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making	2-hour training sessions were held monthly at Leadership Academy meetings where operational support leadership practiced application of Equity Lens Tool on live cases. Senior Equity Manager was hired to develop and deliver professional development around the lens tool and to provide personalized coaching for departments.	Lorenzo Poe & Jeanine Fukuda	Lorenzo Poe
		Increased consideration of race in decision-making with operational support departments' leadership	Feedback from participants indicates that practice sessions are useful in helping managers purposefully consider race in decision-making				
(2) Design process of roll out for Equity Lens Tool		Strategic implementation plan developed	Equity Lens Tool ready for Phase I implementation		Lorenzo Poe & Jeanine Fukuda		
A2	Integrate core instruction and differentiate supports to all students including students with disabilities, English Language Learners, and TAG.	(1) Provision of core math and reading content materials and professional development for all K-5 classroom teachers, including special education	Lower percentages of K-5 students, in particular students of color, will be in need of intensive math or reading services	K-5 teachers will have curriculum background knowledge necessary for implementation of common core standards	K-5 teachers and administrators are continuing to develop their background knowledge in CCSS. This will be an ongoing professional development process over the course of the next two years.	Kimberly Matier (Melissa Goff)	Sue Ann Higgins (Carla Randall)
(2) Provision of Sheltered Instruction training for all K-12 teachers and administrators		Increased percentage of ELL students meeting Milestone benchmarks; increased percentage of ELL students meeting AMAO's	Year Two Sheltered Instruction professional development plan is in place for appropriate cohort of schools; Observable data is noted in observations of teachers, reflecting implementation of sheltered instruction techniques	The OTL team is working with individual schools to customize support for Sheltered Instruction, depending upon where schools are in professional development and requests by leaders for support beyond embedded modeling of sheltering practices within job alike professional development sessions.			Melissa Goff & Kimberly Matier (Bob Tourtillot)

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	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
A2	Integrate core instruction and differentiate supports to all students including students with disabilities, English Language Learners, and TAG.	(3) Provision of teacher professional development in differentiation for talented and gifted students	Increased engagement of TAG students as indicated by TAG student surveys	Professional development offerings scheduled for staff for 2012-13 school year	These sessions have been scheduled. In addition, a TAG survey has been administered to parents (in August/Sept) and will be administered again later in the year for comparison of effectiveness in service to our Talented and Gifted Students.	Melissa Goff (Pat Thompson)	Sue Ann Higgins (Carla Randall)
A2	Integrate core instruction and differentiate supports to all students including students with disabilities, English Language Learners, and TAG.	(4) Implementation of Professional Learning Communities to address racial achievement gap at remaining 7 K-8 schools	Increased achievement for all students in targeted subject area; closure of racial achievement gap in targeted subject area	School Improvement Plans for every K-8 school in PPS indicate learner-centered problem, an associated problem of practice, and instructional strategies selected for implementation to address the racial achievement gap	All School Improvement Plans reflected the Data-wise cycle with equity focused strategies.	Regional Administrators (Melissa Goff)	Sue Ann Higgins (Carla Randall)
A3	Develop the PPS Response to Intervention (RtI) model with a racial equity lens--with a primary focus on quality core instruction for every student.	(1) Regional Administrators review implementation of RtI in 2011-12 zone schools	Zone schools' schedules are aligned with minimum requirements for core curriculum in reading and mathematics	RAs and staff from Teaching and Learning have reviewed all 2012-13 master schedules for Zone Schools	Office of Teaching and Learning (OTL) staff has not reviewed Master Schedules for Zone Schools nor for the additional Priority and Focus Schools. OTL is unclear whether RA's have reviewed these schedules. This a goal we fall short in and should remedy our status by the end of October.	Melissa Goff & Kimberly Matier (Ewan Brawley)	Sue Ann Higgins (Carla Randall)

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2011-2012 Annual Work Plan Update: Through September 30, 2012**

Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
A3 Develop the PPS Response to Intervention (RtI) model with a racial equity lens--with a primary focus on quality core instruction for every student.	(2) Provide schools with core curriculum and screening and benchmarking assessments for reading and math	Zone schools have access to core curriculum in reading and mathematics and corresponding professional development	Zone schools (including immersion programs) have appropriate curriculum and a professional development calendar	This item remains yellow as, though we have appropriate curriculum for literacy and math in English, we do not have the complementary curricula in immersion programs and/or student Native languages. We do have a PD calendar developed to support staff both in our immersion and non-immersion "Zone" schools, expanded to meet some of the needs of our Priority and Focus schools, as well.	Melissa Goff & Regional Administrators (Ewan Brawley)	Sue Ann Higgins (Carla Randall)
A4 Implement the common agreements in the High School System Redesign plan.	(1) Clearly define the effective integration of Career & Technical Education (CTE) programs at Benson and articulate how they support graduation requirements.	Students have access to rigorous career and technical education program and there is growth in the percentage of students of color on track to graduate.	Revisions, if any, to program are implemented.		Trip Goodall	Sue Ann Higgins (Carla Randall)
	(2) Develop and implement the new middle college program at Jefferson High School.	Middle college program has created growth in percentage of students of color on track to graduate and with college credit.	Additional students and better retention at Jefferson High School.		Trip Goodall	Sue Ann Higgins (Carla Randall)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
A5	Increase culturally responsive academic interventions in math and reading.	(1) Conduct a needs assessment and gap analysis for core instruction's cultural responsiveness and alignment with the common core	Common core state standards are implemented across schools in phase 1 grades	Teachers are ready to implement common core state standards in phase 1 grades	Teachers are prepared to implement CCSS in phase 1 grades.	Melissa Goff (Ewan Brawley)	Sue Ann Higgins (Carla Randall)
		(2) Evaluate current intervention and assessment systems	Alternative assessments are in place across the District	Decision made regarding pilot assessments	Pilot is continuing for the 2012-13 school year. Financial limitations have prevented expansion at this time, which may become advantageous as we look more critically at our needs for assessments to serve all students, including our emerging bilingual students.		Sue Ann Higgins (Carla Randall)
		(3) Support zone schools to implement Response to Interventions	School Improvement Specialists' support is embedded into zone school practices	Tool is developed to assess school's readiness to sustain RtI practices	We have a tool developed to assess readiness to sustain RtI practices, but we have not evaluated that tool through a culturally relevant lens. Thus, we have not completed the tool to our expectations.		Sue Ann Higgins (Carla Randall)

Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012

Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
A6 Balance enrollment (with a racial equity lens) through boundary changes, grade reconfigurations, etc. to ensure that every student has access to a strong core program.	(1) Involve community partners that serve students & families of color as part of enrollment balancing process	Greater involvement of families and community organizations that support students of color in enrollment balancing process	Stakeholder protocol improved and ready for implementation through the next enrollment balancing cycle	Culturally-specific community partners serving students and families of color were invited to participate in the Jefferson PK-8 cluster enrollment balancing planning process beginning in July 2012. The planning group was instrumental in developing the stakeholder participation process for the Jefferson PK-8 cluster, as well as a set of guiding principles for enrollment balancing work. Partnership efforts continue, as district and partnership staff work together to involve families in the process through partner-sponsored meetings and telephone survey campaigns.	Robb Cowie, Regional Administrators & Judy Brennan	Robb Cowie (Zeke Smith)
	(2) Analyze boundary change & reconfiguration proposals using equity lens	Equity lens used regularly to shape process and decisions throughout enrollment balancing work	Ready for equity lens to be included early and consistently in enrollment balancing work	Still training staff; using culturally responsive parent engagement using Racial Equity Policy.	Regional Administrators & Judy Brennan	Sue Ann Higgins (Zeke Smith)
	(3) Commence policy change discussions in light of recent Federal guidance on student assignment	Impact of boundary and configuration changes by race is analyzed and reported on as part of enrollment balancing work	New policy changes incorporated into enrollment balancing process	The school board will be asked to add student assignment and transfer policy changes to its 2013-2014 priority list, providing an opportunity to add specific language that advances the goals of the Racial Educational Equity Policy while meeting legal parameters.	Judy Brennan	Sue Ann Higgins (Zeke Smith)

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2011-2012 Annual Work Plan Update: Through September 30, 2012**

Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor	
A7	Develop a long range facilities plan with a racial equity lens.	(1) Conduct series of public meetings and gather stakeholder input	Board Approved methodology for capital investment decisions that takes historically underrepresented stakeholders into account.	District has a comparison of facility conditions matched to program needs.	Bob Alexander	CJ Sylvester	
	(2) Board Adoption of Long Range Facilities Plan	Board Approved methodology for capital investment decisions that takes historically underrepresented stakeholders into account.	District has a comparison of facility conditions matched to program needs.	Bob Alexander	CJ Sylvester		
A8	Establish a MWESB (Minorities, Women & Emerging Small Business) program.	(1) Board adoption and implementation of MWESB Policy/Administrative Directive	Increased consideration of race in procurement decision-making with operational support departments' leadership.	1. PPS Sponsored Outreach Event - Minority Contractors 2. MWESB Program activities/procurement process changes/ data collection and reporting ongoing 3. Hire MWESB Program and Outreach Manager	(1) PPS Sponsored Outreach Event postponed until 2013. (2a) EPPC Policy approved on July 2012. (2b) MWESB Program activities/procurement process development/ data collection and reporting ongoing. (3) Allocated 1 FTE to lead program development efforts. Additional budget and resources will be determined.	David Wynde (Dave Fajer)	Neil Sullivan
B1	(See A4 above)	See A4 above.	See A4 above.		See A4 above.	See A4 above	
B2	Establish a data-driven process for identifying needs and potential locations for additional dual language immersion programs.	(1) Establish a data-driven process for identifying needs and potential locations for additional dual language immersion programs.	Strategic and systemic program in place for current dual language immersion programs and community process begins for additional locations.	Additional locations for dual language immersion programs have been identified.	Continued study of program alignment and review of impacts on community programs. Expansions being explored include kindergarten expansions.	GM Garcia, Judy Brennan & Regional Administrators (Carla Randall & Antonio Lopez)	Sue Ann Higgins (Carla Randall)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
C1	Facilitate development, adoption and implementation of an affirmative action policy.	(1) Facilitate development & adoption of an affirmative action policy	Affirmative Action Policy adopted by the Board which reflects the goals and values of our Racial Educational Equity Policy and takes into account our desire to implement the Oregon Minority Teachers Act.	Affirmative Action Policy adopted by the Board.	Consultant hired. Baseline workforce analysis underway.	Jollee Patterson & Lorenzo Poe	Jollee Patterson & Lorenzo Poe
C2	Employ recruitment and retention strategies to increase the racial and linguistic diversity of our workforce.	(1) Human Resources will interview newly hired teachers with a focus on teachers of color to inform our recruitment strategies	Use the analysis to inform future recruitment strategies	Data analysis completed and themes identified	Interviewed 35 new teachers and 8 principals. Themes to be shared with executive leadership and principals.	Bonnie Gray	Sean Murray (Michelle Riddell)
		(2) Human Resources will conduct exit interviews with a focus on teachers of color to identify retention strategies	Use the analysis to inform future recruitment strategies	Data analysis completed and themes identified	Survey sent to all exiting teachers. 28% response rate. Themes will be used to identify retention strategies.	Bonnie Gray	Sean Murray (Michelle Riddell)
		(3) Human Resources will purposefully track and support a pool of teacher applicants who are culturally competent through the application and hiring process	Determine if this strategy improves our hiring and selection process of racially and linguistically diverse teachers.	Identify the number of teachers hired from this pool	The recruitment department supported a pool of teachers in the hiring process. A representative group were interviewed to identify what strategies and supports would improve our hiring and onboarding practices.	Bonnie Gray & Regina Stanton	Sean Murray (Michelle Riddell)

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Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
C2	Employ recruitment and retention strategies to increase the racial and linguistic diversity of our workforce.	(4) Increase the number of early letters of intent for elementary and immersion teachers who demonstrate strong understanding of cultural competency.	Teachers will be more prepared for their new positions and satisfied with the hiring process	Offered 4 letters of intent to elementary teachers. With our earlier staffing timeline we were able to offer early jobs (vs. letters of intent) this year for immersion and Special Education teachers.	Bonnie Gray & Regina Stanton	Sean Murray (Michelle Riddell)
C3	Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions.	(1) Revise initial screening process so that all principal applicants respond and share their professional work experience related to the goals outlined under the Equity Policy.	Principals hired in 12-13 will be able to identify how the district equity goals connect to building level equity initiatives	Revised equity writing prompt. Regional administrators and Human Resources anonymously rated the prompts using a rubric to identify who moved forward to the next step in the process.	Bonnie Gray (Bonnie Gray & John Blanck)	Sean Murray (Michelle Riddell)
		(2) All Principal candidates must pass the Equity Focused assessment in order to move forward in the hiring process.	We are hiring principals who can sustain and grow the school based on district equity work.	Candidate equity videos were assessed by regional administrators and Human Resources using a rubric and only successful candidates moved forward in the process.	Bonnie Gray (Bonnie Gray & John Blanck)	Sean Murray (Michelle Riddell)
C3	Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions.	(3) HR to partner with the Regional Administrators to jointly screen and interview Principal candidates.	RA's will have a higher level of involvement with the principal screening and interview process	The Regional Administrators' perspective, feedback and ideas were extremely valuable to the screening and interview process.	Bonnie Gray (Bonnie Gray & John Blanck)	Sean Murray (Michelle Riddell)

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Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
C3 Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions.	(4) Develop value added equity components to the AP/VP interview and screening process	We will have hired AP/VP's who can engage and sustain in the equity work at their buildings		This year the Assistant Principal/Vice Principal process included an equity writing prompt, equity-focused screening interview questions, and a panel of principals that identified the best candidates and determined who moved forward in the process.	Bonnie Gray (Bonnie Gray & John Blanck)	Sean Murray (Michelle Riddell)
	(5) Develop and integrate cultural responsiveness as part of the Non-Represented hiring processes	Hiring Managers will understand and integrate cultural responsiveness as a factor in the interview and selection process in all vacant positions	Identify a hiring process that includes cultural competency as a factor in the hiring process.	Human Resources worked with Hiring Managers as positions became vacant. Strong focus on positions of Senior Manager, Assistant Director and above. Human Resources supported hiring managers by jointly creating equity-focused questions and writing prompts, and facilitating interviews and final selections as needed.	Ramon Diaz & Bonnie Gray	Sean Murray (Michelle Riddell)
Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions.	(6) HR will define a set of core organizations and publications to post positions that reflect and represent diverse communities.	Identified open positions will be posted consistently in diverse organizations and publications.	Begin to post identified positions consistently in diverse organizations and publications	We consistently posted to a set of diverse organizations and publications.	Bonnie Gray & Regina Stanton	Sean Murray (Michelle Riddell)
	(7) HR will provide building administrators with training, support and resources for equity focused teacher interviews	Building Administrators will have sharpened their ability to identify culturally competent responses during interviews with teachers	All Building administrators will use equity focused teacher interview questions.	Training was completed and we continue to expand our questions and resources for building administrators.	Sean Murray & Bonnie Gray (Michelle Riddell & Bonnie Gray)	Sean Murray (Michelle Riddell)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
C3	Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions.	(8) Continue to improve our Substitute Teacher interview process with a focus on cultural competency.	Building Administrators will be more involved in the substitute teacher hiring process and we will hire more culturally competent substitute teachers		Targeted principals who are deeply engaged in the equity work participate in the interviews at school sites.	Patty Blanchard & Bonnie Gray	Sean Murray (Michelle Riddell)
C4	Establish common understanding and utilization of the new performance rubric for teacher effectiveness which includes cultural competence.	(1) Implement the new evaluation tool across all schools	Pilot evaluation data demonstrates common utilization of new performance rubric.	Principals have received additional professional development to ensure effectiveness of the new performance rubric	Ongoing training and deeper calibration continues. Launching trainings with teacher/pupil teams.	Sascha Perrins (Carla Randall)	Sue Ann Higgins (Carla Randall)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
C5 All schools not yet at Beacon status will engage in Equity Team seminars and coaching support to develop a racial lens for decisions at their school.	(1) School staff participate in Courageous Conversations about Race seminars	School Equity Teams have practiced enough with the tools that they can engage their staff in Courageous Conversations about race	Schools have 2 hour equity time built into PD calendar	All Pre k-12 schools are using the 2-hour Wednesday late opening for Courageous Conversations professional development. The professional development, led by each school's Equity Team (e-team), focuses on the use of the Courageous Conversations Four Agreements, Six Conditions and the Compass to deepen the racial consciousness of school staff.	Cynthia MacLeod & Regional Administrators (Carla Randall)	Sue Ann Higgins (Carla Randall)
	(2) Equity work is prioritized for 2 hours per month of staff PD time	School Equity Teams have practiced enough with the tools that they can engage their staff in Courageous Conversations about race	Schools have 2 hour equity time built into PD calendar		Regional Administrators (Carla Randall)	Sue Ann Higgins (Carla Randall)
C6 All administrators who supervise principals will engage in Coaching for Equity seminars with Pacific Educational Group to develop standard conversations to have with principals to assess and move the quality of equity work at each school.	(1) Coaching for Equity Seminars	RAs have engaged principals in conversations that have resulted in improved access and higher academic standards.	Staff are engaging in common conversations with their principals around equity and excellence	Regional Administrators conduct monthly data reviews with principals.	Regional Administrators (Carla Randall)	Sue Ann Higgins (Carla Randall)
	(2) Applying tools from Coaching for Equity	Schools are embedding coaching for equity tools in their coaching practices	Coaches are trained in coaching for equity tools		Five trainings were held--three with a focus on Special Education.	Regional Administrators (Carla Randall & PreK-12 Cabinet)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
C7	Teams of teachers from each of the 12 Beacon Schools will develop their skills in implementing culturally relevant instructional strategies through engagement with Pacific Educational Group seminars, coaching, and action research.	(1) Collaborative Action Research for Equity (CARE) teams are created in order to look at culturally relevant instructional practice and pedagogy in individual classrooms within the 12 Beacon Schools.	Beacon School CARE teams will have applied a lens of equity to their classroom instruction & pedagogy, and have shared practice school-wide.	CARE teams will have started the next year of professional development on culturally relevant instructional practice & pedagogy.	All Beacon School CARE teams are engaged in the final three culturally relevant seminars this year. In addition the teams are scheduled to meet with the Equity Professional Development team and the Pacific Educational Group consultant for 5 coaching days this year. Some CARE teams are sharing culturally relevant instructional strategies schoolwide.	Cynthia MacLeod (Carla Randall & Regional Administrators)	Sue Ann Higgins (Carla Randall)
D1	Increase the capacity in school leaders and central support staff to implement culturally responsive positive behavior support systems in the Academic Priority Zone Schools.	(1) Provide targeted supports to schools with high rates of exclusionary discipline and over-representation	Capacity is built within first cohort of schools to implement PBIS and evidenced-based classroom management strategies	New schools are targeted for additional support	New schools have been invited into additional support for PBIS implementation. In addition, expansion of Restorative Justice within our schools further supports the work of PBIS, giving staff and students both tools for how to eliminate discipline disparities and increase student attendance in school.	Melissa Goff & Tammy Jackson	Sue Ann Higgins (Carla Randall)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
D2 Special Education administrators will engage in seminars & coaching with a consultant from Pacific Educational Group to establish a new focus on instruction with a racial lens and integration with teaching and learning rather than compliance.	(1) Special Education Staff and Regional Administrators participate in professional development together and form teams to support schools.	SPED Program Administrators and Regional Administrators establish a team approach to support schools to improve services to students with disabilities.	Special Education Program Administrators and Regional Administrators share a plan with PreK-12 Cabinet for how to support each of their schools as a team in collaboration with each principal to improve Special Education service delivery models to meet the needs of students with disabilities.	Special Education continues to work with RA's in supporting schools. As we analyze how to most effectively capitalize on our time together in PreK-12 Cabinet, we are crafting problems of practice which specifically address disproportionality in special education identification and over-exclusionary practices (disciplinary or other) of special education students. This work, however, is far from completed, as we do not have formal plans for every school. Finally, any plan for the school will be done in concert with the principal. Our first such meeting is scheduled for Wednesday, October 31st, at Ockley Green.	Melissa Goff & Mary Pearson (Carla Randall & Robert Ford)	Sue Ann Higgins (Carla Randall)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

Strategy		2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
D3	Each school will include an equity plan with their school improvement plan.	(1) Regional Administrators work with their schools to develop equity plans with their School Improvement Plans	Equity plans are implemented and effective	Baseline metrics are in place for School Improvement equity plans	All schools are updating their equity plans annually.	Regional Administrators (Toni Hunter & Regional Administrators)	Sue Ann Higgins (Carla Randall)
D4	Work with community partners around discipline data at specific schools to provide supports for students of color.	(1) Develop a process to collaborate with CEP	Process with CEP has lead to reduction in over-representation of students of color in 10 identified schools	Staff and CEP meet at least once over the summer in preparation for 2012 school year	Staff have met twice with CEP since July 1. We agreed to narrow the focus of CEP to fewer schools in order for their work to be most impactful. We expanded Restorative Justice into a third CEP school. Office of Teaching & Learning, principals, the Superintendent, and Family Engagement staff participated in a community Restorative Listening Session with Portland Parent Union to begin the greater conversation of how our community and schools together may provide the support our children need to feel welcome and be engaged in our schools.	Melissa Goff & Tammy Jackson	Sue Ann Higgins (Carla Randall)
E1	Every staff member engages in the Courageous Conversations work in a differentiated model.	See C5, C6, C7	See C5, C6, C7	See C5, C6, C7		See C5, C6, C7	See C5, C6, C7

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
E2	School administrators, central instructional administrators and central office leadership engage in monthly equity professional learning communities (PLCs).	(1) Operational support leadership participate in Courageous Conversations about Race seminars and establish departmental equity teams.	Operational support leadership will display increased capacity and confidence to engage their staff in courageous conversations about race, and equity teams will be established to lead monthly departmental training sessions.	Equity teams will be prepared to engage their department staff in courageous conversations about race.	E-teams created in every operational support department: CIPA, Human Resources, Operations, Finance, Equity & Partnerships, & General Counsel. Teams attended three PEG seminars and met monthly between sessions.	Cynthia MacLeod & Hector Roche (Carla Randall & Lorenzo Poe)	Sue Ann Higgins (Carla Randall) & Lorenzo Poe

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
F1	Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities.	(1) Develop stakeholder engagement framework.	PPS stakeholder engagement is more transparent, consistent and effective, as measured by established qualitative and quantitative methods.	Framework is used on all major district-level initiatives; at least 4 different departments intend to use it in 2012-13. School leaders have been trained.	Framework developed and piloted in enrollment balancing, school bond and Equity in Public Purchasing & Contracting policy.	Robb Cowie	Robb Cowie (Zeke Smith)
		(2) Implement and evaluate framework on a pilot basis.	Regular evaluation of framework as it is applied to different initiatives. Evaluations shared with User Group and available online.		Framework has been piloted in enrollment balancing, facilities bond and MWESB development.	Robb Cowie	Robb Cowie (Zeke Smith)
		(3) Develop easy-to-use online tools to facilitate application of framework by departments and schools.	Online tools and video training are finalized. User Group supports use of framework by PPS staff.	Online tools are in process of being developed so they are readily available to departments and schools. Video training is also being developed. User group supports use of framework by PPS staff.	Did not have department capacity to complete this work.	Robb Cowie	Robb Cowie (Zeke Smith)
		(4) Institutionalize use of framework.	Policy and administrative directive adopted.	Draft resolution and administrative directive to establish framework under consideration by board and Executive Review Team.	Did not have department capacity to complete this work.	Robb Cowie	Robb Cowie (Zeke Smith)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
F2 All schools will develop and execute a parent engagement plan as part of their School Improvement Plan (SIP Plan) that includes culturally-specific strategies for their neighborhoods and partners, focusing on connecting parents to the instructional goals of their school.	(1) Pilot schools develop action plans for partnership that inform development of culturally responsive strategies for use in SIPs.	All PPS schools have family engagement plans that show evidence of effective and culturally responsive practices.	SIPs submitted by Pilot Schools demonstrate improved cultural responsiveness than prior year's plan.	All schools are required to complete an equity plan as well as a family engagement plan as part of their SIP.	Reiko Williams	Sue Ann Higgins (Robb Cowie)
	(2) Provide professional development in culturally responsive family engagement practices for principals and teachers.	Provide training to school staff and leadership regarding family culture including issues pertaining to language and race.	Professional development calendar offers family engagement PD to staff at all schools.	Family engagement professional development is offered at all Title I schools to central office staff. As staff and resources are available professional development is provided to all schools upon request.	Reiko Williams	Sue Ann Higgins (Robb Cowie)
	(3) Develop tools to support evaluation and improvement of family engagement components of SIPs.	Rubric is used to evaluate SIPs.	A draft rubric is in place for assessing parent engagement plans in SIPs.	Regional Administrators have a rubric in place for assessing School Improvement Plans. A draft rubric is in place to specifically assess family engagement.	Reiko Williams	Sue Ann Higgins (Robb Cowie)

**Appendix A: PPS Racial Equity Plan
2011-2012 Annual Work Plan Update: Through September 30, 2012**

	Strategy	2011-2012 Actions	Year-End Intended Outcome	Sep 2012 Progress Indicator(s)	Sep 2012 Progress	Lead	Sponsor
F3	The ESL department will use the guidelines of Title III to establish supplemental supports to better engage families of ESL students.	<p>(1) Deliver & train CA resource across the district to meet the requirements of the OCR VRA for SpEd/ELL</p> <p>(2) Support current school and district family engagement opportunities and identify gaps at the school level K-12</p> <p>(3) Identify fiscal and program resources to support supplemental opportunities for parents and communities at the school and district level</p> <p>(4) Identify and develop a responsive human resource structure based on school need.</p>	100% of ELL parents strategically targeted for learning and engagement opportunities at the school level.	Implement Title III Family Engagement Strategy across all PPS schools and close the opportunity gap for Title III families (e.g. English Language Learners Advisory Committee at schools with more than 25 EL students; School ELLAC representatives at District level ELLAC group)	This progress indicator is red, as we have a long way to go before we close the opportunity gap for our Title III families. Interpretation and Translation Services have worked diligently with our IT staff and other departments to improve both our phone access for parents and to translate documents regarding the Common Core State Standards into our five major native family languages. Our ESL Director has engaged in multiple listening sessions with staff and families to learn how we may best move forward in support of our families. These steps have begun through Courageous Conversations about Race prioritizing conversations with all emerging bilingual staff (teachers and educational assistants) in ESL and our Dual Language Programs. Our next steps in this work are identified, and when we take the first of those, this indicator will shift to yellow.	Van Truong, Reiko Williams, Harriet Adair, Melissa Goff (Ewa Chomka-Campbell)	Sue Ann Higgins
F4	Facilitate parent/family trainings with targeted outreach to underserved families.	(1) Develop Parent Academy content in collaboration with families, staff, and community providers.	Parent Academy program in place for 2012-2013 school year. Trainings designed to provide culturally responsive Milestones-related programs to 400 parents during 2012-2013 school year.	Develop Parent Academy content in collaboration with families, staff, and community providers. Trainings reflect cultural responsiveness and strong connection to Milestones.	Parent Academy trainings and workshops have been delivered in partnership with community-based agencies. The trainings reflect cultural responsiveness and a strong connection to the Milestones.	Reiko Williams	Sue Ann Higgins (Robb Cowie)

Appendix C: PPS Racial Equity Plan
5-Year Plan (2012-2017)
Version 11.12.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Teaching & Learning	A	Rigorous, relevant programs for all	1 Ensure students of color have both access to and success in the core program: support heterogeneous grouping in mathematics, eliminate over-identification of students of color for special education and remedial classes, and under-identification of students of color for talented and gifted services and college credit bearing courses.	When students are not given access to rigorous, relevant courses, they cannot succeed.	Students of color experience equitable access to, enrollment and success in common core courses in grades K-12.	(1) Decrease in the percentage of students of color identified for special education behavior classes. (2) Decrease in the percentage of students of color identified as Academic Priority. (3) Increase in the percentage of students of color identified for and succeeding in talented and gifted services and college credit bearing courses. (4) Increase in the percentage of students of color showing progress via the RtI model.	Sue Ann Higgens	Melissa Goff
	F	Individual student supports	2 Partner with culturally-specific community organizations to provide culturally-responsive supports for students of color.	Culturally-specific community partners have established relationships with students and families of color. They can both effectively provide personalized services to students and families of color and help the District build the internal capacity to do so.	More inclusive and culturally relevant learning experiences--and ultimately increased success--for students of color.	(1) Evidence that PPS is embedding culturally relevant strategies in classrooms and schools learned from culturally-specific community partners.	Sue Ann Higgens & Lorenzo Poe	Dunya Minoo
	A	Rigorous, relevant programs for all	3 Implement Sheltered Instruction district-wide in all K-12 core content classrooms.	ESL students require sheltered instruction in core content classes in order to have meaningful access to core content and to improve language acquisition.	Increased percentage of ESL students meeting Milestone benchmarks and AMAOs.	(1) Increase in the percentage of ESL students advancing one or more levels on ELPA. (2) Increase in the percentage of ESL students exited from the ESL program annually.	Sue Ann Higgens	Kimberly Matier
	B	Rigorous, relevant programs for all	4 Provide instruction for emerging bilingual students in their native language through dual language programs where we have a critical mass of native speakers.	Access to programs for emerging bilingual students in their native language will result in student achievement growth for English Language Learners.	Emerging bilingual students meet or exceed levels of achievement experienced by their native English-speaking peers.	(1) Increase in the percentage of emerging bilingual students that have access to dual language programs. (2) Evidence of increased student achievement growth for ELLs who are enrolled in dual language programs.	Sue Ann Higgens	GM Garcia

Appendix C: PPS Racial Equity Plan
5-Year Plan (2012-2017)
Version 11.12.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Teaching & Learning	A	Rigorous, relevant programs for all	5 Define, identify and build capacity for culturally relevant instruction.	Current instructional practices create a barrier to learning for students of color.	More inclusive and culturally relevant learning experiences--and ultimately increased success--for students of color.	(1) Established collection of exemplars of culturally relevant teaching & learning practices. (2) Evidence that teachers are implementing culturally relevant instructional strategies in classrooms. (3) Evidence of improved student engagement and success for students of color.	Sue Ann Higgins	Cynthia Macleod & Melissa Goff
	D	Individual student supports	6 Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavior support systems.	Positive behavior supports professional development will provide teachers with culturally responsive classroom management skills.	Referral rates for exclusionary discipline and special programs will not be predictable by race.	(1) Decrease in the percentage of students of color experiencing exclusionary discipline. (2) Decrease in the relative rate of exclusionary discipline for students of color.	Sue Ann Higgins	Tammy Jackson
Workforce Development	C	Effective educators	7 Employ recruitment and retention strategies to increase the racial and linguistic diversity of staff at every level in the organization.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	In accordance with the Oregon Minority Teacher Act, our entire workforce will reflect the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color and bi-lingual staff for every employee group.	Sean Murray	Bonnie Gray
	C	Effective educators	8 Redesign hiring processes to include cultural responsiveness as a criterion for staff positions at every level in the organization.	Cultural responsiveness is a set of knowledge, attitudes, skills and practices that is required from every employee if Portland Public Schools is to become a more inclusive and culturally responsive organization.	Increased cultural responsiveness of our organization and an increased ability to meet the needs of all students and families we serve.	(1) Increase in the percentage of culturally responsive staff for every employee group.	Sean Murray	Loretta Benjamin-Samuels
	C	Effective educators	9 Facilitate development, adoption and implementation of an affirmative action policy.	If our workforce mirrors the student & family population we serve, PPS will be better able to understand the needs of our customers and make better decisions for our students and families of color.	Ability to implement the Oregon Minority Teachers Act so that our entire workforce will reflect the racial and linguistic diversity of the students and families we serve.	(1) Increase in the percentage of staff of color for every employee group.	Jollee Patterson & Lorenzo Poe	Jeanine Fukuda

Appendix C: PPS Racial Equity Plan
5-Year Plan (2012-2017)
Version 11.12.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Workforce Development	E	Effective educators	10 Engage every teacher, school-based administrator, and central office-based administrator in monthly equity professional development.	Educators and leaders need to continue their personal and collective journey toward racial consciousness in order to disrupt institutional and structural racism.	Teachers, school-based administrators and central office leaders develop the capacity and confidence to engage in <i>Courageous Conversations About Race</i> , and the will and skill to interrupt institutional racism.	(1) Evidence that every school and central-office department has an established e-team that is engaging in monthly Courageous Conversations exercises. (2) Increased confidence of school-based and central office-based staff to engage in Courageous Conversations About Race (as self-reported through Equity Survey).	Sue Ann Higgins & Lorenzo Poe	Cynthia Macleod & Hector Roche
Family & Community Engagement	F	Collaboration with families & communities	11 Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities of color.	Historically there was no established protocol for stakeholder engagement, and the voice of students, families and communities of color was often marginalized. Creating a standard protocol--with a focus on reducing barriers to participation for underserved communities--will result in increased input from these stakeholders.	Improved communication with clarity of stakeholder roles & responsibilities along with increased participation of stakeholders from underserved communities, including language minority communities.	(1) Evidence that Stakeholder Engagement framework tool is utilized for key policy, program and practice decisions. (2) Feedback from agencies that represent underserved communities of color indicates reduced barriers to participation and increased participation of stakeholders from underserved communities of color.	Robb Cowie	Erin Barnett
	F	Collaboration with families & communities	12 All schools will develop and execute a family engagement plan as part of their School Improvement Plan (SIP Plan), focused on connecting parents of color to the instructional goals of their school.	Current practice often does not include culturally responsive opportunities for families of color to engage with schools. Introduction of culturally-specific strategies and intended outcomes will improve outreach attempts by schools.	Increase in the number of culturally-specific family engagement opportunities offered at each school.	(1) Every SIP plan includes a family engagement plan that is linked to student achievement. (2) Evidence of increased culturally specific family engagement activities occurring at each school.	Sue Ann Higgins	Antonio Lopez, Greg Wolleck, Karl Logan, Larry Dashiell, Sascha Perrins
	F	Collaboration with families & communities	13 Facilitate parent/family trainings with targeted outreach to underserved families of color.	Because of the District's focus on majority culture communication style and pathways, parents/families of color experience an information gap. Leadership trainings empower underserved families of color with knowledge and information needed to navigate the system and advocate for their children.	Increased parent opportunities to support student achievement.	(1) Feedback from participants indicates increased knowledge and confidence to support student achievement.	Sue Ann Higgins	Reiko Williams

Appendix C: PPS Racial Equity Plan
5-Year Plan (2012-2017)
Version 11.12.12

	Racial Equity Goal	Strategic Priority	Priority Strategy	Rationale	Intended Outcome	Measures of Success	Executive Sponsor	Lead
Cultural & Organizational Transformation	A	All	14 Apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas with a focus on differentiating resources to better support students of color.	Current process results in policies, programs, practices and decisions that have a disproportionately negative impact on students and families of color. An intentional focus on "equal outcomes" vs. "equal inputs" will result in more equitable outcomes for students and families of color.	Purposeful consideration of racial equity in policies, programs, practices and decisions which result in more equitable outcomes for students and families of color.	(1) Evidence that the Racial Equity Lens tool is utilized for key policy, program and practice decisions. (2) Racial Equity Lens tool documentation indicates changes in organizational behavior that lead to more equitable outcomes for students and families of color.	Lorenzo Poe	Jeanine Fukuda
	A	All	15 Outcomes at every level in the organization are disaggregated by race and ethnicity	Consistent identification of racial opportunity gaps will result in increased urgency and organizational responsiveness.	Increased accountability for meeting the needs of students of specific communities of color.	(1) Evidence that all outcomes in the organization are based on data disaggregated by race and ethnicity.	Carole Smith	Lorenzo Poe
	A	All	16 Adopt culturally relevant data and research practices.	Culturally relevant data and research practices will provide a more accurate representation of the needs and behaviors of students and families of color.	Culturally relevant representation of students and families of color in data reporting and evaluation	(1) Evidence of improved ability to accurately identify--both racially and ethnically--students and staff of color. (2) Evidence of intentionally using the Racial Equity Lens tool in research design.	Sue Ann Higgins	Joseph Suggs
	A	All	17 Balance enrollment through boundary changes, grade reconfigurations, etc. to ensure that every student of color has access to a strong core program.	Currently student enrollment is not balanced across the District, resulting in uneven distribution of students across schools and ultimately, an inability to provide students of color with equitable access to a strong core program.	All schools have enrollment within the target range and every student has access to a strong core program.	(1) Decrease in the percentage of students of color that are enrolled in schools not meeting target enrollment.	Sue Ann Higgins	Judy Brennan
	A	All	18 Establish and implement an Equity in Public Purchasing & Contracting (EPPC) policy.	There is currently an inequity in public purchasing and contracting activities in the Portland metropolitan area.	Growth in the number of contracts secured with women-owned, minority-owned and emerging small businesses.	(1) Growth in the number of contracts secured with women-owned, minority-owned and emerging small businesses.	Neil Sullivan	David Wynde

**Appendix D: PPS Racial Equity Plan
Key Performance Indicators
11.12.12 DRAFT**

Equity Plan Section	Priority Strategy	
Teaching & Learning	Ensure students of color have both access to and success in the core program	% of students of color identified for special education behavior classes
		% of students of color identified as Academic Priority as incoming 9th graders
		% of students of color identified as Talented & Gifted (TAG)
		% of students of color enrolled in and passing college credit bearing courses
		% of students of color maintaining benchmark or advancing one tier in K-2 reading
	Provide instruction for emerging bilingual students in their native language through dual language programs where we have a critical mass of native speakers	% of ESL students that are enrolled in dual language programs
Provide school leaders and central support staff with school-based professional development on implementing culturally responsive positive behavioral supports	% of ESL students advancing one or more levels on ELPA % of students of color experiencing exclusionary discipline & relative rate of exclusionary discipline for students of color	
Workforce Development	Facilitate development, adoption and implementation of an affirmative action policy	% of teachers that are bilingual & % of teachers that are staff of color
Cultural & Organizational Transformation	Balance enrollment through boundary changes, grade reconfigurations, etc. to ensure that every student of color has access to a strong core program	% of students of color that are enrolled in schools under program target enrollment
	Establish and implement an Equity in Public Purchasing & Contracting (EPPC) Policy	% of contract dollars paid to minority-owned businesses

Note: Data for each indicator will be disaggregated by race/ethnicity in the following categories: Black, Hispanic, American Indian/Alaska Native, Pacific Islander, Asian, White & Multi-Racial.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Teaching & Learning	1	(1) Facilitate job-embedded 4th-8th grade professional learning embedding equitable practices centered on increasing student mathematical understanding and supporting deepening student mathematical thinking.	Kimberly Matier	2011-2012 4th-8th grade math OAKS data (racially disaggregated)	Formative assessments indicate an increase in teacher mathematical understanding and practices and an average confidence of 3 on a 5 pt. Likert scale in implementing CCSS in mathematics.	Formative assessments indicate an ongoing increase in teacher mathematical understanding and practices and an average confidence of at least 4 on a 5 pt. Likert scale in implementing CCSS in mathematics.	A decrease of at least 5% in every racial achievement gap in 4th - 8th grade math OAKS data.
		(2) Racialize all referral data for special education; provide culturally responsive strategies to teachers of students of color referred for special education services	Mary Pearson	Relative rate of special education identification for students of color.	Decrease in relative rate of new special education referrals for students of color for 2012-2013.	Decrease in relative rate of new special education referrals for students of color between January and June 2013.	Relative rate of special education identification in all student groups moves measurably closer to 1:1 ratio with white students.
		(3) Racialize TAG student data and amend identification process to remove barriers for students of color and students whose first language is other than English	Kimberly Matier	Relative rate of TAG student identification for students of color in 2011-12.	Increase in relative rate of new TAG referrals for students of color for 2012-2013.	Increase in relative rate of new TAG referrals for students of color between January and June 2013.	Relative rate of TAG services identification in all student groups moves measurably closer to 1:1 with white students; Relative rate of TAG services identification for ESL students moves measurably closer to 1:1 with non-ESL students.

Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Teaching & Learning	1	(4) Review with counselors racialized enrollment data in college credit bearing courses by high school.	Tammy Jackson	2011-2012 college credit bearing course enrollment data (racially disaggregated)	High school counselors have reviewed enrollment data, analyzed process for forecasting, and figured out how it might be adapted to racially represent students of color.	Forecasting data indicates 1:1 relative rate of enrollment of students of color to white students in college credit bearing courses.	Fall 2013 course enrollment reflects 1:1 relative rate of enrollment. First progress grades of 2013-2014 show 1:1 relative rate of passing college credit bearing courses.
	2	(1) Partner with culturally-specific family engagement contractors to help plan a Holiday Meet and Greet with PPS central office staff who work with families and key partners (e.g. Family Engagement, Title VII, Teen Parent Services, etc.).	Dunya Minoo		Holiday Meet and Greet successfully hosted.		Enhanced relationships, communication and learning amongst culturally-specific family engagement contractors and PPS central office staff.
		(2) Plan & Host Family Engagement Summit	Dunya Minoo		Summit planning underway.	Family Engagement Summit successfully hosted.	Internal and external family engagement staff have opportunities to share and learn effective culturally-specific family engagement strategies and to work collaboratively across the system.
		(3) Based on feedback from Family Engagement Summit, develop Phase 2 which will include other opportunities to collaborate with and utilize the expertise of culturally-specific community partners.	Dunya Minoo			Phase 2 plans underway.	Increased opportunities to collaborate with and utilize the expertise of culturally-specific community partners.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Teaching & Learning	3	(1) Provide all teachers with Year 2 of Sheltered Instruction training which involves job-embedded professional development and coaching.	Kimberly Matier	Almost all classroom teachers have completed Year 1 of Sheltered Instruction training--except for newly teachers. Approximately 50% of classroom teachers have completed Year 2 of Sheltered Instruction training.	Training is underway. Teachers are implementing sheltered instruction strategies in classrooms and administrators are using Sheltered Instruction rubrics during walkthroughs.	Training is underway. Teachers are implementing sheltered instruction strategies in classrooms and administrators are using Sheltered Instruction rubrics during walkthroughs.	All classroom teachers will have completed Year 2 of Sheltered Instruction training.
	4	(1) Define role of dual language programs and identify barriers to enrollment for native and heritage language speakers in our established dual language programs.	GM Garcia & Van Truong	October 2012 ESL student enrollment in each dual language program.	Barriers to enrollment have been identified with families and communities. The Offices of ESL, DLP, and Enrollment & Transfer have brought solutions to Executive Leadership to eliminate these barriers for students for the fall forecasting process.	Fall forecasting is completed, indicating former barriers are no longer impacting enrollment of native language speakers for our dual language programs.	October 2013 ESL student enrollment in each dual language program accurately represents, at K level, 50% native language speakers.
		(2) Implement--at two dual language program (DLP) schools--a pilot of content-based ELD instruction with measurable growth targets for students and strategic professional development support for teachers.	GM Garcia & Van Truong	Appropriate and consistent language proficiency measures for both English and target language are not in place within each dual language program.	Exploration of appropriate measures in both targeted language and English.	Appropriate measures are in place and used to establish baseline data for future programs.	Lessons learned from pilot implementation may be applied to strengthen current programs and/or expand implementation, as appropriate for students and staff.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Teaching & Learning	4	(3) Implement an ESOL endorsement program in PPS to encourage teachers both within and outside our dual language programs to gain specific language proficiency and instructional supports necessary to provide ESL students with strong academic support.	Van Truong	Number of ESOL endorsed teachers in PPS classrooms in 2011-2012.	# of PPS current teachers enrolled in ESOL endorsement program.	# of PPS current staff and stage of completion of ESOL endorsement program.	Staff who better understand second language acquisition will be better able to support our emerging bilingual students within and across content areas.
	5	(1) Strand 3 School CARE teams will receive professional development on culturally relevant teaching.	Cynthia MacLeod	Strand 3 School CARE teams have engaged in introductory seminars on culturally relevant teaching and are identifying focal students currently not being academically successful.	Feedback from Strand 3 School CARE team teachers indicate that they have identified area(s) for classroom action research and are engaged in application of CARE protocols to engage focal students in learning.	Feedback from Strand 3 School CARE team teachers indicate that they have identified area(s) for classroom action research and are engaged in application of CARE protocols to engage focal students in learning.	Strand 3 School CARE team teachers have utilized CARE protocols to identify and address barriers to learning for focal students.
		(2) Strand 3 School PASS teams will receive professional development on parental advocacy for student success	Cynthia MacLeod	Strand 3 Schools will form PASS Teams in January 2013.	Feedback from Strand 3 School PASS Teams indicate they are engaged in practicing PASS protocols to engage families in advocating for student success.	Feedback from Strand 3 School PASS Teams indicate they are engaged in practicing PASS protocols to engage families in advocating for student success.	Strand 3 School PASS Teams are utilizing PASS protocols to engage families in advocating for student success.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Workforce Development	6	(1) Provide calendared professional development for school staff and leaders to move the next step forward in implementation of positive behavior intervention and supports, recognizing the need for culturally responsive strategies in coaching for teacher success with students	Tammy Jackson	K-12th grade relative rate of exclusionary practices in response to student behavior (SY 2011-2012)	Relative rate of disciplinary exclusion for K-12th grade (through January 2013)	Relative rate of disciplinary exclusion for K-12th grade (through June 2013)	2012-2013 exclusionary discipline data indicates reduction of exclusionary practices for all students of color and measurable progress toward 1:1 relative rate of exclusion.
		(2) Collaborate with the Office of High Schools to develop instructional leader professional development in areas of PBIS and restorative justice, expanding on practices we have seen to impact disciplinary data by decreasing the disproportionate over-representation of students of color while simultaneously decreasing exclusionary discipline for all students.	Tammy Jackson	K-12th grade relative rate of exclusionary practices in response to student behavior (SY 2011-2012)	Relative rate of disciplinary exclusion for K-12th grade (through January 2013)	Relative rate of disciplinary exclusion for K-12th grade (through June 2013)	2012-2013 exclusionary discipline data indicates reduction of exclusionary practices for all students of color and measurable progress toward 1:1 relative rate of exclusion.
	7	(1) Human Resources will continue to interview newly hired teachers with a focus on teachers of color to inform our recruitment and retention strategies.	Bonnie Gray & Loretta Benjamin-Samuels	Interviewed 35 in 2012-2013.	Interviews set up with identified teachers and/or online survey created.	2012-2013 data analyzed to identify trends. Findings will be incorporated with 2011-2012 data.	Validate strategies that are working and identify new strategies for recruitment and retention of teachers of color in 2012-2013.
		(2) Human Resources will share findings from the 2011-2012 New Teacher Survey report with leadership (principals and executive leadership) to inform our recruitment and retention strategies for 2013-2014.	Bonnie Gray	2011-2012 New Teacher Survey Report	Will have identified stakeholders and meetings calendared with stakeholders	Hiring managers will identify how the 2011-2012 data was used to inform their recruitment and retention strategies	Validate strategies that are working and identify new strategies for recruitment and retention of teachers of color in 2012-2013.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Workforce Development	7	(3) Human Resources will identify and target universities with racial and linguistic diversity to increase our applicant pool for immersion positions.	Bonnie Gray	The diversity of the applicant pool for Spanish Immersion positions in 2011-2012.	HR will have contacted new universities to discuss potential partnerships.	Evaluate and develop partnership status and determine the next steps.	Development of an additional pipeline to increase the pool of racially and linguistically diverse teachers for immersion positions.
		(4) Human Resources will track multilingual abilities of PPS staff in the Human Resources Management System (HRMS)	Patty Blanchard		Will have met with HRIS and other stakeholders to develop the plan and timeline to track multilingual abilities of staff.	One employee group will have been surveyed and their data will have been input into HRMS.	Timeline created to phase in all employee groups.
		(5) Human Resources will continue to conduct exit surveys with teachers of color and use the data to inform our recruitment and retention strategies.	Bonnie Gray	52 teachers surveyed in 2011-2012.	2011-2012 survey is analyzed and themes are identified.	Surveys will be sent by June and analysis of reports will take place in November.	Validate strategies that are working and identify new strategies for recruitment and retention of teachers of color in 2012-2013.
		(6) Human Resources will expand online exit surveys to include non-represented employees and building administrators of color.	Ramon Diaz		Online exit survey developed.	Survey sent out to employees who resigned or retired.	Validate strategies that are working and identify new strategies for recruitment and retention of employees of color in 2012-2013.

Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Workforce Development	7	(7) Expand information sessions for potential candidates (for administrator and teacher positions) on our district's equity work and equity-focused application and hiring process.	Bonnie Gray & John Blanck		Meetings and information sessions will be scheduled and communicated to internal and external stakeholders.		A greater number of applicants will be aware of our District's core competencies and our equity work.
		(8) Human Resources will utilize the district's Equity Lens Tool in the negotiation process.	Brock Logan		Strategy team and Board has been trained on the Equity Lens Tool.	Evidence that the Equity Lens Tool has been used throughout the negotiations process	Contract decisions support the recruitment and retention strategies that enhance the racial and linguistic diversity of our workforce.
		(9) Continue early letters of intent for Portland Teachers Program, Bilingual Teachers Pathway, and elementary, immersion and high need teacher positions.	Bonnie Gray	Identify number we will target to hire.	Time line established and participating principals identified.	Hiring data analyzed.	Increase in the percentage of racially and linguistically diverse teachers in the hiring pool.
		(10) Focus on diversifying the substitute hiring pool.	Patty Blanchard	Current demographics of substitute hiring pool.	Strategies identified to increase the racial and linguistic diversity of the substitute hiring pool.	Identified strategies implemented.	Increase in the percentage of racially and linguistically diverse teachers hired into the substitute system.
	8	(1) Provide Human Resources training and support for non-represented equity-focused interviews and hiring process with District Management Team and Operations PLC.	Ramon Diaz		Spring 2013 trainings scheduled.	Evidence that hiring managers are conducting equity-focused interviews and hiring processes.	Greater cultural responsiveness and racial-consciousness in non-represented candidates hired.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Workforce Development	9	(1) Facilitate development and adoption of an affirmative action policy.	Jeanine Fukuda		Affirmative action policy draft completed.	Affirmative action policy adopted.	Affirmative action policy developed, adopted and ready for implementation in 2013-2014.
Family & Community Engagement	10	(1) Schools will receive differentiated equity focused professional development from Pacific Educational Group.	Cynthia MacLeod	Self reported capacity to utilize the Courageous Conversations (CCAR) protocols to facilitate monthly equity focused professional development.	Feedback from school-based Equity Teams indicate that professional development seminars from PEG are helpful in building facilitation skills to engage building staff in CCAR.	Feedback from school-based Equity Teams indicate that professional development seminars from PEG are helpful in building facilitation skills to engage building staff in CCAR.	Feedback from PPS school staff, participating in CCAR professional development, indicate that they have deepened their personal and collective racial consciousness in order to disrupt institutional and structural racism
		(2) School-based Equity Teams will facilitate equity-focused monthly professional development with their buildings.	Cynthia MacLeod	Site based professional development plans will reflect monthly equity professional development modeled at Leadership Academy sessions.	Feedback from School-based Equity Teams indicate that monthly facilitated equity focused professional development activities are useful in helping staff engage in CCAR.	Feedback from School-based Equity Teams indicate that monthly facilitated equity focused professional development activities are useful in helping staff engage in CCAR.	School-based staff responses to annual Equity survey will indicate the positive impact of equity professional development and engagement in CCAR.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Family & Community Engagement	10	(3) Operational support department Equity Teams will receive professional development from Pacific Educational Group and the Office of Equity on building and sustaining equity teams.	Hector Roche	Self reported capacity of Equity Teams to utilize the Courageous Conversations (CCAR) protocols to facilitate monthly equity focused professional development.	Each Equity Team will have developed a plan for their department work and goals. Feedback from Equity Teams indicate that professional development seminars from PEG are helpful in building facilitation skills to engage department staff in CCAR.	Equity Teams will be actively engaged in CCAR activities, leading professional development sessions with all staff in their departments.	Feedback from Equity Teams indicate that they have (a) deepened their personal and collective racial consciousness in order to disrupt institutional and structural racism and (b) increased confidence in their ability to lead CCAR activities.
		(4) Operational support department leaders will receive coaching support on how to lead CCAR in their departments.	Hector Roche	Self reported capacity of leaders to utilize the Courageous Conversations (CCAR) protocols and lead their Equity Teams.	Leaders will have a clear understanding of their role on their Equity Team.	Leaders will exhibit increased confidence and expertise in leading their Equity Teams.	Leaders will exhibit increased racial consciousness and equity leadership behaviors.
	11	(1) Make revisions to Stakeholder Engagement Framework to include considerations from Equity Lens Tool.	Robb Cowie	Stakeholder Engagement Framework has been developed and piloted.	Equity Lens Tool is applied to the Stakeholder Engagement Framework.	Final Stakeholder Engagement Planning document is produced, which incorporates feedback from Equity Lens Tool.	Stakeholder Engagement Framework is revised to intentionally consider the impact of race.
		(2) Develop easy-to-use online tools to facilitate application of framework by departments and schools.	Erin Barnett	No on-line tool kit has been developed.	Project schedule and assignments have been developed.	On-line tool kit is available. Training schedule developed and implemented.	Easy-to-use tools are available to all PPS staff to support community engagement efforts.

**Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan**

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Family & Community Engagement	11	(3) Institutionalize use of Stakeholder Engagement Framework.	Robb Cowie	Framework has been developed and piloted, but has not been used consistently across PPS.	Reconvene user group. Begin development of Administrative Directive that identifies when and how stakeholder engagement framework will be applied.	Administrative Directive drafted. Presentation to board on application of framework, training, tools and Administrative Directive.	Formal organizational commitment to stakeholder engagement framework.
Cultural & Organizational Transformation	14	(1) Practice use of Equity Lens Tool with Board members and operational and instructional leadership.	Hector Roche	Evidence from first attempts in using the Equity Lens Tool documents.	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making.	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making.	Increased capacity and confidence of leadership to use the Equity Lens Tool. Increased use of the Equity Lens Tool in major departmental decisions.
			Hector Roche	Self-reported capacity and confidence to use the Equity Lens Tool, and increased consideration of race in decision-making.	Feedback from participants indicates that practice sessions are useful in helping managers purposefully consider race in decision-making.	Feedback from participants indicates that practice sessions are useful in helping managers purposefully consider race in decision-making.	Increased consideration of race in decision-making with leadership.
	(2) Apply Equity Lens Tool in budget development and adoption process for SY 2013-2014 budget.	David Wynde		Board, district staffing team, and budget vetting team trained on Equity Lens Tool. Key points of lens tool application in budget process identified.	Evidence from Equity Lens Tool documents indicates increased consideration of race in decision-making in budget process.	Increased consideration of race in decision-making during the budget development and adoption process and ultimately, more equitable funding allocation.	

Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Cultural & Organizational Transformation	15	(1) Operational support departments to increase their focus on disaggregating key metrics by race and ethnicity.	Lorenzo Poe	Student achievement outcomes are consistently disaggregated by race and ethnicity.		Operational support departments have analyzed their key metrics to identify racial opportunity gaps.	Additional opportunity gaps are identified in our operational support systems.
	16	(1) Research & Evaluation and Data Policy & Analysis will create a new recommendation for collecting more accurate race/ethnicity data on students.	Joe Suggs	Existing data collection method & recommendations from the Coalition of Communities of Color.	First draft of new data collection form ready to vet with other PPS departments and culturally specific community agencies.	New data collection form ready for implementation.	More accurate capturing of student race/ethnicity data with continued ability to comply with state and federal reporting requirements.
		(2) Increase use of variety of culturally sensitive data collection methods for relevant evaluation activities.	Joe Suggs & Elise Christiansen	Recently used methods include face-to-face interviews and paper and electronic survey instruments.	Review feasibility, including cost implications, of other methods such as focus groups facilitated by someone speaking the target audience language. Review existing and proposed evaluations and have a plan in place to implement additional data collection methods. Review of literature for additional methods of culturally relevant data collection.	All existing evaluations will include a clear plan for addressing culturally relevant data collection.	New evaluation work will incorporate more culturally relevant data collection to the extent evaluation budgets allow.

Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Cultural & Organizational Transformation	16	(3) Make the R&E test results web page more accessible and relevant to a wider audience with focus on cultural relevancy.	Joe Suggs	Current test results web page makes it difficult for many families to know how to find information relevant to them and their needs.	Discussions with other departments and community agencies about how we should organize our test results web page. Assess with IT feasibility of making changes.	New web page design developed with 2012-13 data and historical data available.	New web page design that better helps individuals from all backgrounds access achievement data in a way that answers their questions.
	17	(1) Plan and lead Jefferson Cluster enrollment balancing process with a goal of increasing the number and percentage of students of color who are enrolled in schools that meet target enrollment.	Judy Brennan	% of students of color who are enrolled in schools under target enrollment.	Stakeholder engagement process completed. Enrollment balancing options recommended and decisions complete.	Changes approved and implementation underway for SY 2013-2014.	Enrollment balancing changes result in an increased number of students of color who are enrolled in target enrollment schools and therefore have access to a strong core program.
	18	(1) Adoption and implementation of three Equity in Public Procurement & Contracting (EPPC) Administrative Directives.	Elaine Holt	(1) PPS dollars spent with MWESB contractors during Fiscal Year 2010 to 2011. (2) Number of MWESB contracts with PPS during Fiscal Year 2010 to 2011. (3) Number of PPS contractors participating in the Northwest Youth Career Expo.	The Superintendent has approved the three Administrative Directives.	The EPPC policy is implemented and actively used, at minimum, in the BESC administrative offices.	Increased consideration of race in procurement decision-making with operational support departments' leadership.

Appendix E: PPS Racial Equity Plan
2012-2013 Annual Work Plan

	Strategy	2012-2013 Action	Lead	Sept 2012 Baseline Metric(s)	Jan 2013 Progress Indicator(s)	Sep 2013 Progress Indicator(s)	Year-End Intended Outcome
Cultural & Organizational Transformation	18	(2) Identification of data collection methods, procedures, systems and initial reporting.	Elaine Holt		System reporting requirements are identified.	EPPC data collection procedures and systems identified and initial reporting has begun.	Increased EPPC program transparency through data collection and reporting. Ability to measure success of EPPC Policy implementation.



Board of Education Informational Report

MEMORANDUM

Date: November 13, 2012
To: Members of the Board of Education
From: GM García, Dual Language Director
Subject: Monitor of Dual Language Programs, November 2012

This Memorandum provides an update on the District's Dual Language Immersion programs, with special emphasis on program improvement, access for students identified as English Language Learners (ELL), and expansion.

Context

For students learning English as a new language, dual immersion models (whose language of instruction matches the home or "partner" language), are the most effective at providing access to core content.

PPS offers Mandarin and Japanese to native English speakers, as well as heritage language students (those for whose ethnicity is associated with partner language, but not identified as ELL). Spanish immersion education is currently offered in 8 elementary schools.

Services for English as a Second Language

- Students identified as English Language Learners are required to receive services specific to their need to learn English as a second or third language. District plans are not required to specify how those services might look differently in dual language programs.
- Current model of pull out with separate curriculum that is not connected to classroom instruction has been identified as poor pedagogy needing to be replaced.
- For students who are no longer beginners, pull out is disruptive and ineffective. An in-class service delivery is preferred for most ELL students.
- Rigler is piloting a model of in-class service delivery for ELL students through classroom teachers that are endorsed to teach English as a second language. Monitoring includes analysis of case management, student growth in English, and stakeholder reflections.
- ESL and Dual Language Departments are facilitating a task force that examines content based English Language Development (ELD), where students learn English using classroom content with little or no pull out from the class. A recommendation for Fall 2013 implementation will be submitted for the district's Lau (ELL) Plan by January 2013.

Board of Education Informational Report

MEMORANDUM (continued)

Date: November 13, 2012
From: GM García, Dual Language Director

English Language Learners' (ELL) Participation

- **2011-12:** 535 of 4024 Students were enrolled (**13%**)
- **2012-13:** 667 of 4061 Students are enrolled (**16%**)

ELL Spanish Speakers' Participation

- **2011-12:** 612 of 2,118 (**29%**)
- **2012-13:** 497 of 1,191 (**42%**)

Strategies for Increasing Access to ELL Families

- Examination, analysis, and action plans for institutional barriers to admissions/lottery systems as they apply to historically underserved populations
- Strategic community-based outreach that includes underrepresented stakeholders in targeted regions and provides literacy and/or language support for application
- Collaborative work between dual language and ESL staff members to create referral protocols (to be used by staff assigned to ELL student intake or assessment)
- Design of communication systems for all schools to be aware of local openings
- Clarification of expectations for all principals and secretarial staff to provide parents the information needed to make informed decisions about application
- Expansion considerations for adding one kindergarten section to elementary models who currently serve only one section of dual immersion per grade level.

Expansion

2012-13

- Current activity underway is the addition of Lane Middle School for Kelly Elementary students in Russian program and implementation of first year for Scott K-8 and Beaumont Middle, grade 7.
- "School-wide" approach to expansion considered for Rigler or others must consider potential impact of neighborhood students, service needs for special populations, and impact on capacity and sustainability for school-wide as well as surrounding schools. Analysis with ESL department and the capacity of surrounding schools will be factors in making a final decision before winter break.
- In analyzing existing schools with higher Spanish speaking populations, school-wide program development will be considered in the larger context of schools' cluster, so as to balance community and transfer opportunities.
- Current priority is focused on existing programs to increase equitable access that results in balanced student language demographics.
- New program sites will be identified by Spring 2013 within context and consideration of dual immersion expansion plan priorities (submitted Oct 2012), Jefferson cluster enrollment balancing decisions, and K-12 program development district-wide. Projected implementation date, for new sites, is fall 2014.

Board of Education Informational Report

MEMORANDUM (continued)

Date: November 13, 2012

From: GM García, Dual Language Director

Challenges of Expansion

- Current K-8 configuration has created a model where we need to staff and schedule smaller numbers of Spanish speaking students in 8 different sites for middle school. Prior to K-8 model, we were challenged to hire Highly Qualified middle school teachers at 4 sites.
- Programs have started without enough regard to a K-12 vision and with varying amounts of building or community leadership v. pressure or perceived mandates from central office.

Expansion Opportunities

Immediate Priority: Increase Participation of ELL Students

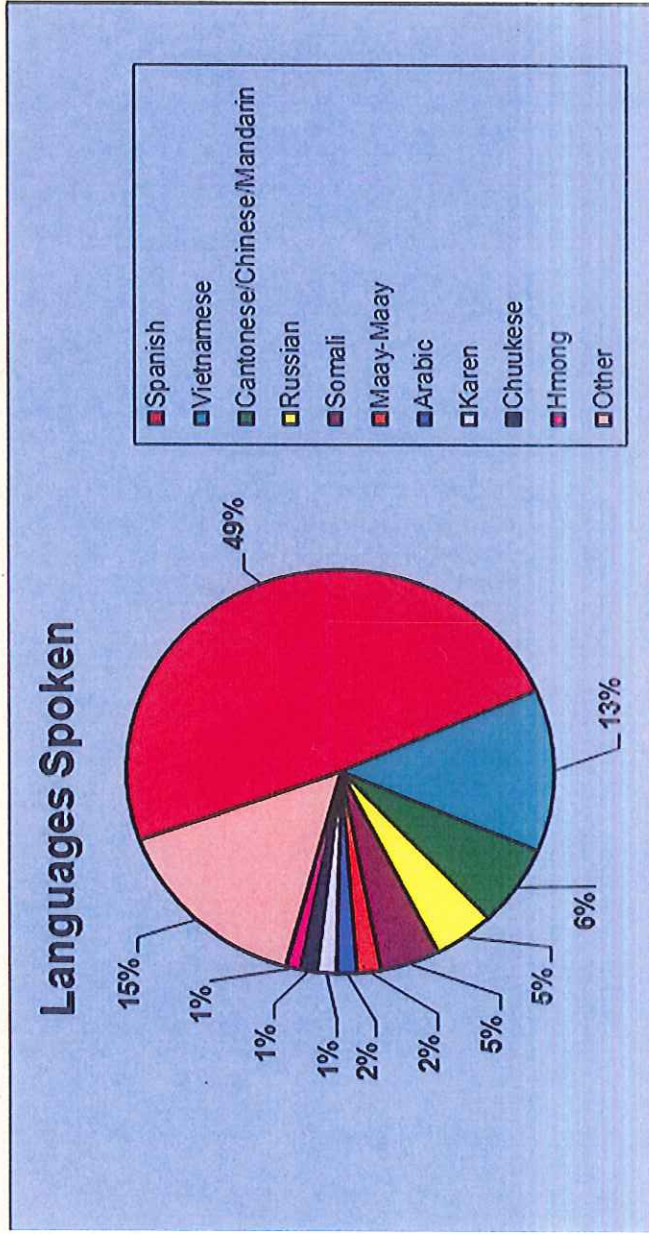
- Principals are engaged in a deeper analysis of recruitment, lottery application and enrollment practices that are inequitable. Standardization of information dissemination and policies or practices that address equitable access is being addressed by principals and Transfer/Enrollment office.
- Involvement with different departments for recruitment (family engagement, community agents, ESL staff, RA's) is raising awareness, knowledge, and capacity of different departments to be well versed and able to share information about dual language programs.
- Strategic recruitment activity in the community Nov-Feb will target programs whose enrollment is imbalanced between Spanish and English speaking students.
- Increased and strategic recruitment of Russian speakers within district will increase participation of ELL students that reside within district (currently almost half reside outside of PPS).
- If any programs are considered for conversion from K-8 to K-5, a number of structural program issues could be addressed: offering additional sections effective immediately at kindergarten (and first grade), attrition issues related to staffing in programs with only one section per grade level, HR recruitment for HQ secondary teachers could be reduced to fewer than 8 Spanish speaking middle schools.

Comprehensive/Inclusive Long Range Planning

- Winter-Spring of 2013, principals of highly impacted schools will convene to learn of opportunities and challenges associated with expansion, then determine sites for program development that results in new program(s) to be implemented in 2014-15 school year.
- Jefferson enrollment balancing provides a window of opportunity to co-create the vision for a K-12 dual language that is balanced with sound pedagogy and sustainable implementation within our context of a large district that provides school choice.
- Mandarin program has grant funds that support program replication at the elementary level.
- Consideration of prioritizing or dedicating spots to heritage language students will be explored by communities in Richmond and Woodstock.
- Wait lists of English speaking parents indicate a desire for dual immersion. The achievement gap of Hispanic and ELL students demonstrate the essential need for increasing dual language opportunities throughout the district.
- North end of the district continues to show trends of steady enrollment of Spanish speaking students.
- Middle School programs for dual immersion must consider possible consolidation to maximize critical mass of students which directly impacts class size, Highly Qualified staffing recruitment, master schedules, and robust program offerings in Spanish.

LANGUAGES OF ELL STUDENTS AT PPS 2012-13

TOP 10 LANGUAGES	
Spanish	1991
Vietnamese	523
Cantonese/Chinese/Mandarin	264
Russian	189
Somali	185
Maay-Maay	73
Arabic	62
Karen	60
Chuukese	50
Hmong	46
Other	618
TOTAL	4061

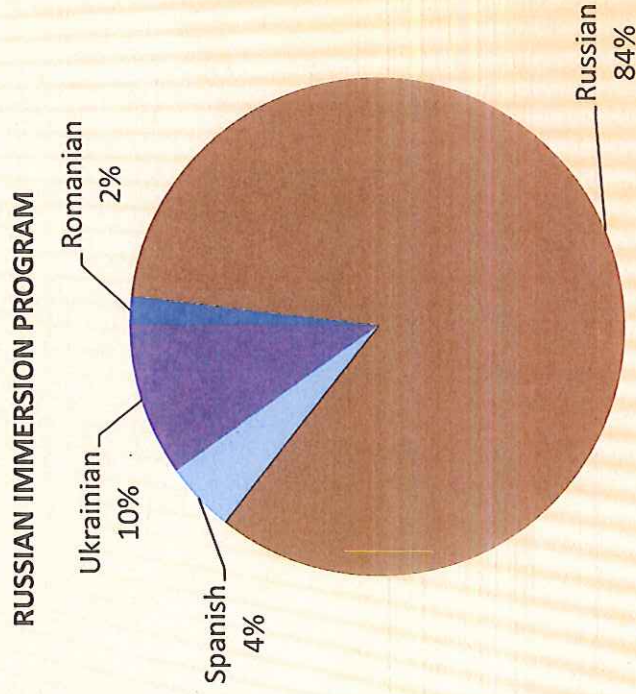


From the October count, including ELLs that have refused services, these are the top languages, "Other" includes:

Akan, Albanian, Amharic, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cebuano, Creole, Danish, Dinka, Dutch, Farsi, Fijian, Finnish, French, German, Greek, Guatemalan, Gujarati, Haitian, Haitian Creole, Hebrew, Hindi, Hungarian, Igdo, Indonesian, Island Carib, Italian, Japanese, Kannada, Kirundi, Korean, Kurdish, Lao, Lingala, Mandingo, Marshallese, Mayan, Mien, Nepali, Oromo, Other, Palauan, Persian, Pohnpeian, Romanian, Samoan, Serbian, Swahili, Swedish, Tagalog, Tamil, Tibetan, Tigrinya, Tonga, Turkish, Ukrainian, and Urdu.

ELL STUDENTS IN DUAL LANGUAGE PROGRAM 2012-13

RUSSIAN IMMERSION PROGRAM



Languages of dual identified students.

RUSSIAN PROGRAM	ESL
Language	
Romanian	2
Russian	93
Spanish	5
Ukrainian	11
Total	111

All Russian immersion students:

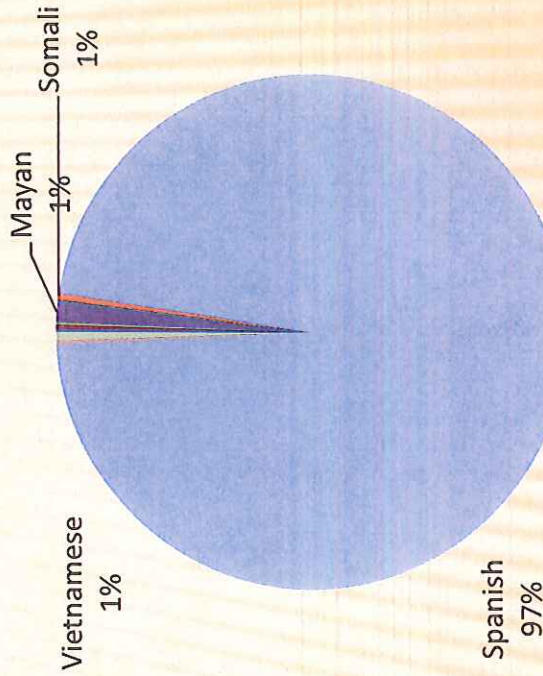
196

Percent of ELLs : 57 %

ELL STUDENTS IN DUAL LANGUAGE PROGRAM 2012-13

SPANISH IMMERSION PROGRAM

SPANISH IMMERSION PROGRAM



Languages of dual identified students.

Language	ESL
Amharic	1
Haitian	1
Maay-Maay	1
Mayan	6
Other	1
Somali	2
Spanish	490
Tonga	1
Vietnamese	3
Grand Total	506

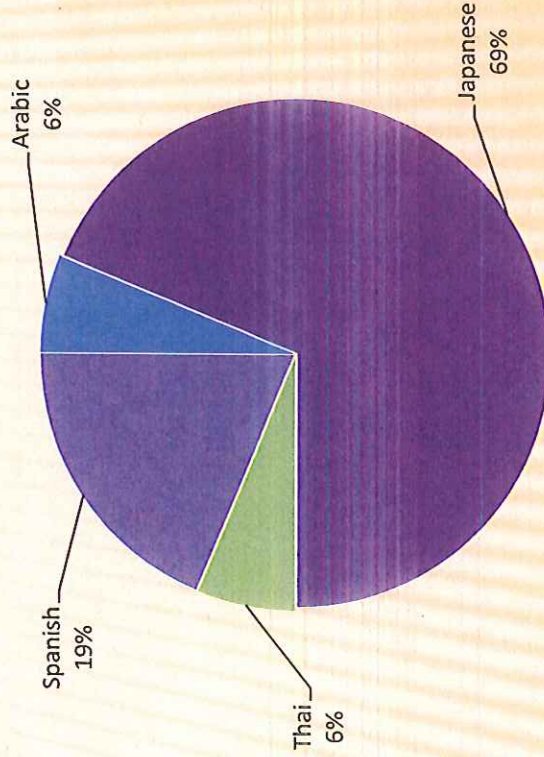
**All Spanish immersion students:
2218**

Percent of ELLs: 23%

ELL STUDENTS IN DUAL LANGUAGE PROGRAM 2012-13

JAPANESE IMMERSION PROGRAM

JAPANESE IMMERSION PROGRAM



Languages of dual identified students.

JAPANESE PROGRAM

Language	ESL
Arabic	1
Japanese	11
Thai	1
Spanish	3
Grand Total	16

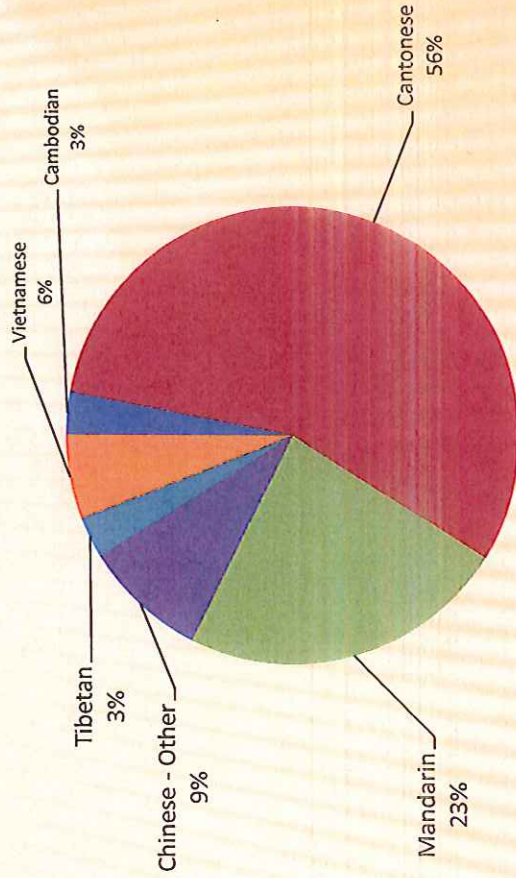
All Japanese immersion students:
919

Percentage of ELLs: 2%

ELL STUDENTS IN DUAL LANGUAGE PROGRAM 2012-13

MANDARIN IMMERSION PROGRAM

MANDARIN IMMERSION PROGRAM



Languages of dual identified students.

MANDARIN PROGRAM

Language	ESL
Cambodian	1
Chinese - Cantonese	19
Chinese - Mandarin	8
Chinese - Other	3
Tibetan	1
Vietnamese	2
Grand Total	34

All Mandarin immersion students: 493

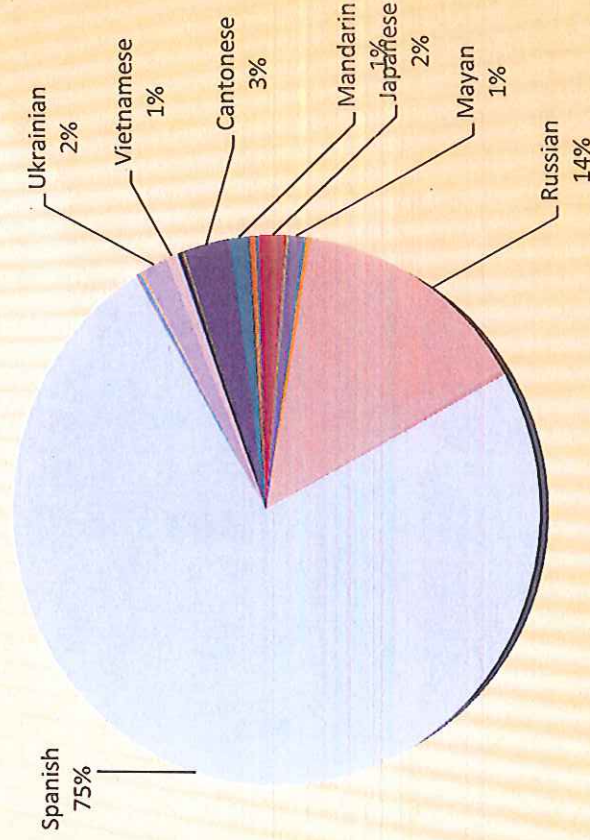
Percent of ELLs: 7%

ELL STUDENTS IN DUAL LANGUAGE PROGRAM 2012-13

ALL IMMERSION PROGRAMS

ALL IMMERSION PROGRAMS	
Amharic	1
Arabic	1
Cambodian	1
Cantonese	19
Mandarin	8
Chinese - Other	3
Haitian	1
Japanese	11
Maay-Maay	1
Mayan	6
Other	1
Romanian	2
Russian	93
Somali	2
Spanish	498
Thai	1
Tibetan	1
Tonga	1
Ukrainian	11
Vietnamese	5
Total	667

ALL IMMERSION PROGRAM PROGRAMS



Languages of dual identified students.

All students in all immersion programs:

3826

Percent of ELLs:

17%



Board of Education Informational Report

MEMORANDUM

Date: November 13, 2012

To: Members of the Board of Education

From: Harriet Adair, Executive Director, School & Operations Support
Judy Brennan, Enrollment Director

Subject: 2013 Enrollment Balancing Priorities

This Memorandum provides an update on the annual enrollment data analysis, as required by policy 4.10.045-P, and the subsequent enrollment balancing priorities for the coming year.

Overview

Every fall, staff analyzes enrollment information for each elementary, middle and K-8 school and compares it to district targets for school size. A similar high school analysis is done in conjunction with ongoing high school system design implementation. Schools that are persistently under-enrolled or overcrowded are prioritized for enrollment balancing actions, including boundary changes, program moves and school consolidations. This year, there are more schools operating outside target ranges. PPS has tightened the definition of under-enrollment in response to fiscal realities that make it less and less likely to provide adequate resources. At the same time, student enrollment growth continues, meaning that more schools are experiencing a shortage of classrooms.

Within the next 3 months, enrollment changes in the Jefferson and Cleveland clusters are expected to be decided. Soon after, staff proposes launching enrollment balancing processes for a large set of schools in outer Southeast Portland, as well as a small number of schools in Portland's inner Westside. While work in these areas may address some of the gravest enrollment issues, there are many other regions of the district that need attention, as well. If enhanced staff resources are available, an additional set of schools should be added to the priority list, in order to maximize the number of schools operating within enrollment targets as quickly as possible. Please note these priorities are preliminary, and may shift if budget issues create additional urgency for school reconfiguration, or to support major district initiatives such as expansion of dual-language programs.

Guidance from board directors would be valued, particularly on the following questions:

- Are the scope and focus of next year's priorities aligned with your impression of where the greatest enrollment challenges are occurring? What would you change, and why?

Enrollment targets: Program size and classroom utilization

The current program size targets are shown below:

PPS 2012 enrollment targets

School type	Program Size Target	Considered underenrolled if:
Elementary	450 students, 2+ classes per grade level	Fewer than 375 students attending
K-8	500 students, 2+ classes per grade level	Fewer than 425 students attending
Middle	600 students, 2+ classes per grade level	Fewer than 525 students attending

When program targets were introduced in 2011, the program “floor”, or acceptable distance from the target size, was 150 students. However, adequately resourcing small schools has continued to be a significant budgetary challenge. This year the range has narrowed, and schools with enrollment that is consistently at least 75 students below the target size are likely to be prioritized for a future enrollment change.

Note that Pre-K enrollment is not included in program size targets, because it exists in only a small portion of PPS schools.

In addition to program size, the annual enrollment data analysis compares the number of classrooms in a school against the number of teachers assigned there to determine school utilization. Schools with utilization above 100%, that is, with more teachers than available classrooms, are most likely to be prioritized for future enrollment changes. However, many buildings that are below 100% utilization today may have significant space constraints, due to building and potential classroom configurations, or are approaching overcrowding as larger numbers of younger students age-up each year.

Underlying conditions: Growing enrollment, shrinking budgets, small buildings

PK-12 enrollment in Portland Public Schools rose for the fourth straight year, with most of the growth occurring in grades K-5. A comparison of October 2011 and October 2012 enrollment by grade level is shown below:

PPS Enrollment by grade: October 2011 versus October 2012

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011	1082	4064	4037	4029	3898	3721	3597	3396	3310	3230	3082	3256	3181	3405	47288
2012	1007	4288	4151	3942	3920	3814	3659	3472	3342	3228	3073	3138	3111	3450	47595
Change	-75	224	114	-87	22	93	62	76	32	-2	-9	-118	-70	45	307

While enrollment growth is a strong positive signal of the broader community’s investment in our schools, it also means that more schools are experiencing classroom space challenges, particularly in grades K-5. Another significant factor is that Portland has a number of very small school buildings with too few classrooms to meet program targets or to absorb continuing enrollment growth.

Lean staffing ratios have led to increased class-sizes at many schools. While this clearly poses educational concerns, it also offsets the need for additional classrooms to some degree. If future funding reforms are successful in improving staffing ratios, adding enrichment teachers and reducing class-sizes, space constraints will be accelerated at numerous schools across the district.

All of these matters are taken into consideration as part of the annual enrollment data analysis. While the short-term outcome is designation of the most critical enrollment challenges that will

be acted upon in the coming year, the broader goal is to embed enrollment issues into long-range facility and academic planning.

2012 enrollment data analysis results

Of the 67 elementary, middle and K-8 schools analyzed, 52% are experiencing under-enrollment or overcrowding. 35 schools have enrollment that is either at least 75 students below program targets, 12 are operating at or above 100% of capacity, and two, Bridger K-8 and Sitton K-5, are both substantially too small and already filling every classroom.

2012 PPS enrollment data analysis results

School type	<u>Under-enrolled:</u> At least 75 students below target	<u>Overcrowded:</u> At or above 100% utilization	Under-enrolled AND overcrowded	Percentage of schools outside of enrollment targets
Elementary (K-5)	4	6	1 (Sitton)	11 of 28 schools, 39%
K-8	12	6	1 (Bridger)	19 of 29 schools, 66%
Middle (6-8)	5	0	0	5 of 10 schools, 50%
Total	21	12	2	35 of 67 schools, 52%

Details of the results are shown on the attached map and table. Please note that three schools listed as under-enrolled, Creative Science School, daVinci and Winterhaven, are all-choice focus options schools with enrollment caps set below the enrollment program targets.

As program targets tighten and enrollment increases across the district, more schools are approaching the double-challenge of being both smaller than target sizes and having buildings too small to accommodate target numbers of students. Sitton and Bridger are officially in this category this year. However, Astor, Creston, Faubion, Lee, Lewis, Maplewood, Rieke, Sabin, Skyline and Vestal are all very near to experiencing this problem. And only Faubion, by virtue of the recently approved facilities bond, has a facilities-based solution in the foreseeable future.

2012 enrollment balancing priorities

The following priorities were developed in conjunction with regional administrators, facilities planners and other key district staff.

Priority I: Schools in outer Southeast Portland

This set of schools encompasses portions of the Franklin and Madison clusters, including Bridger, Kelly, and Harrison Park schools. As noted above, Bridger is 94 students below the K-8 program target, but is currently using every classroom for instruction. Kelly is experiencing growth from both the neighborhood and Russian Immersion programs, operating at 109% of capacity, while Harrison Park’s large and growing neighborhood has caused it to be overcrowded at 108% utilization. In order to bring these schools within enrollment targets, numerous other schools will need to be a part of the enrollment balancing process, including Atkinson, Creative Science School, Lent, Marysville and Mt. Tabor.

Schools in this region serve linguistically and culturally diverse populations, and will benefit from strong and stable structures that allow them to be both large enough to offer robust programs to their students, and to have ample space to operate those programs. All possible structural changes, including boundary changes, grade reconfigurations and school consolidations, will be considered. Location and structure of dual language and early learner programs will also be key programmatic factors in this process.

Priority II: Inner Westside Portland

Chapman Elementary School is growing rapidly due to new and family-friendly developments in Northwest Portland. All feasible and low cost facility changes have been made to the Chapman campus, in order to accommodate more teachers and students. With additional growth

expected, a potential boundary change with Ainsworth is the next level of consideration. The Ainsworth neighborhood program is smaller than ideal, causing staffing challenges each year. In addition to boundary change, we will consider whether any space in the Ramona early learning center could be repurposed from early childhood programs as relief for Chapman.

Additional priorities

If staff and community resources are available, additional enrollment balancing activities should be launched one or both of the following regions:

Roosevelt cluster: Numerous challenges exist here that, while not rising to the top of the data analysis individually, warrant collective consideration. Issues include imbalanced enrollment between the neighborhood and Spanish Immersion programs at César Chávez, under-enrollment and a full building at Sitton, under-enrollment at George and potential overcrowding at Astor.

Grant/Madison cluster: While last year’s enrollment balancing process improved conditions at Alameda, Beaumont, Irvington, Rigler and Sabin, it did not address continued growth at Beverly Clear and Laurelhurst, and space constraints at Scott that could prevent that school from growing to house a new Spanish Immersion program. Beverly Cleary may need short-term fixes to rapid growth.

2012-13 Enrollment Balancing Timeline

In order to better integrate enrollment balancing into other essential district functions, (i.e., facility change schedules, staffing cycles) we propose the following timeline for this year which would repeat, in general, in coming years:

Potential Annual Enrollment Balancing Timeline

Timeframe	Enrollment balancing activity
November 2012	Conduct annual enrollment data analysis, set future enrollment balancing priorities; Superintendent and School Board decisions on Llewellyn/Duniway boundary change.
January 2013	Superintendent and School Board decisions on Jefferson PK-8 cluster enrollment balancing.
March 2013	Adjust priorities, in light of funding and/or programmatic changes.
April-June 2013	Begin stakeholder participation process at schools potentially impacted by enrollment balancing. Draft and collect feedback on preliminary enrollment change scenarios before the end of the school year.
October 2013	Re-check enrollment assumptions against current data; re-work draft scenarios as needed; re-engage community members around potential changes.
November 2013	Superintendent and School Board make enrollment balancing decisions; Conduct annual enrollment data analysis, set future enrollment balancing priorities.
Spring 2014	Finalize priorities; begin stakeholder participation process for next priorities.

We appreciate the ongoing guidance of the School Board as we undertake these important activities. Please contact us with questions or suggestions.

Attachments

- Preliminary 2012 enrollment data analysis table
- Preliminary 2012 enrollment data analysis map

Cc: Carole Smith, Sue Ann Higgins, C.J. Sylvester, Robb Cowie, Lorenzo Poe, Larry Dashiell, Karl Logan, Antonio Lopez, Sascha Perrins, Melissa Goff, David Wynde, Tony Magliano, Bob Alexander, Amanda Whalen, GM Garcia, Shawn Helm

Enrollment Data Analysis Preliminary 2012 Grades K-8

DRAFT FOR DISCUSSION

School Information			K-8 Enrollment			Utilization			Priority Status
Cluster	School	Grade Structure	2012	2011	Change	Class-rooms	Teachers	Utilization	
Cleveland	Abernethy	K-5	505	455	50	21	20.7	99%	Monitor utilization
Lincoln	Ainsworth	K-5	569	568	1	26	25.1	97%	Neighborhood program small; possible boundary change with Chapman
Grant	Alameda	K-5	769	782	-13	31	33	106%	Boundary change implemented 2012; monitor
Franklin	Arleta	K-8	463	422	41	29	22.3	77%	Monitor program size
Roosevelt	Astor	K-8	478	482	-4	22	23.3	106%	Program growing, but facility limited; monitor
Franklin	Atkinson	K-5	440	447	-7	23	21.6	94%	Monitor program size
Jefferson	Beach	K-8	594	562	32	34	28.7	84%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Grant	Beaumont	6-8	585	481	104	36	26.3	73%	Boundary change with Rigler 2012; monitor program size
Grant	Beverly Cleary	K-8	731	674	57	33	30.4	92%	Monitor utilization
Jefferson	Boise-Eliot/Huml	K-8	535	369	166	35	30.5	87%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Franklin	Bridger	K-8	406	396	10	23	23	100%	Prioritize for enrollment balancing in 2013
Lincoln	Bridlemile	K-5	457	472	-15	25	20.3	81%	
Cleveland	Buckman	K-5	460	488	-28	29	24.3	84%	
Wilson	Capitol Hill	K-5	403	371	32	19	17.7	93%	Monitor program size
Roosevelt	César Chávez	K-8	474	453	21	27	24.3	90%	Neighborhood program small; monitor program size
Lincoln	Chapman	K-5	592	562	30	27	27.8	103%	Prioritize for enrollment balancing in 2013
Jefferson	Chief Joseph	K-5	459	444	15	19	17.9	94%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Madison	Creative Science	K-8	388	356	32	23	20.5	89%	Focus school with enrollment limits & shared campus
Franklin	Creston	K-8	346	380	-34	18	17.5	97%	Program small, but facility limited; monitor
Grant	da Vinci Arts	6-8	470	462	8	32	21.1	66%	Focus school with enrollment limits
Cleveland	Duniway	K-5	423	425	-2	25	18.8	75%	Boundary change proposed with Llewellyn
Jefferson	Faubion	K-8	434	414	20	19	20.3	107%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Lincoln	Forest Park	K-5	501	491	10	21	20.6	98%	
Roosevelt	George	6-8	386	360	26	27	20.9	77%	Monitor program size
Franklin	Glencoe	K-5	472	453	19	25	20	80%	
Wilson	Gray	6-8	423	422	1	28	19.8	71%	Monitor program size
Cleveland	Grout	K-5	371	359	12	27	21	78%	Monitor program size
Madison	Harrison Park	K-8	758	751	7	38	41.1	108%	Prioritize for enrollment balancing in 2013
Wilson	Hayhurst	K-8	414	420	-6	22	17.3	79%	Focus school with enrollment limits & shared campus
Cleveland	Hosford	6-8	537	534	3	34	26.2	77%	Monitor program size
Grant	Irvington	K-8	461	483	-22	29	21.9	76%	Boundary change with Alameda in 2012; monitor
Wilson	Jackson	6-8	534	533	1	38	25.4	67%	Monitor program size
Roosevelt	James John	K-5	440	402	38	26	24.3	93%	Monitor program size
Franklin	Kelly	K-5	627	570	57	27	29.5	109%	Prioritize for enrollment balancing in 2013
Jefferson	King	K-8	292	272	20	34	20.5	60%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Franklin	Lane	6-8	486	441	45	38	23.6	62%	Monitor program size

Enrollment Data Analysis Preliminary 2012 Grades K-8

DRAFT FOR DISCUSSION

School Information			K-8 Enrollment			Utilization			Priority Status
Cluster	School	Grade Structure	2012	2011	Change	Class-rooms	Teachers	Utilization	
Grant	Laurelhurst	K-8	661	684	-23	28	28.7	103%	Monitor utilization
Madison	Lee	K-8	497	459	38	25	25.1	100%	Program growing, but facility limited; monitor
Franklin	Lent	K-8	575	577	-2	33	32.8	99%	Monitor utilization
Cleveland	Lewis	K-5	400	393	7	19	19.3	102%	Program small, but facility limited; monitor
Cleveland	Llewellyn	K-5	583	543	40	23	25.4	110%	Boundary change proposed with Duniway
Wilson	Maplewood	K-5	327	335	-8	16	14.6	91%	Program small, but facility limited; monitor
Wilson	Markham	K-5	383	384	-1	24	20.4	85%	Monitor program size
Franklin	Marysville	K-8	352	363	-11	26	18.8	72%	Return to neighborhood location expected to increase enrollment
Franklin	Mt.Tabor	6-8	606	593	13	32	26	81%	
Jefferson	Ockley Green	K-8	241	269	-28	34	15.5	46%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Roosevelt	Peninsula	K-8	367	358	9	28	19.3	69%	Monitor program size
Franklin	Richmond	K-5	612	613	-1	31	26.6	86%	
Wilson	Rieke	K-5	388	416	-28	17	17	100%	Program small, but facility limited; monitor
Madison	Rigler	K-5	449	524	-75	28	21.9	78%	
Roosevelt	Rosa Parks	K-5	388	387	1	25	22.3	89%	Monitor program size
Madison	Roseway Heights	K-8	616	589	27	41	29.8	73%	
Grant	Sabin	K-8	420	377	43	22	21.1	96%	Boundary change with Alameda in 2012; ACCESS to move in 2013; monitor
Madison	Scott	K-8	519	521	-2	26	27.8	107%	Monitor utilization
Cleveland	Sellwood	6-8	455	486	-31	33	19.8	60%	Monitor program size
Roosevelt	Sitton	K-5	360	333	27	22	22	100%	Program small, but facility limited; monitor
Lincoln	Skyline	K-8	273	276	-3	14	13.8	99%	Program small, but facility limited; monitor
Wilson	Stephenson	K-5	329	335	-6	20	13.6	68%	Monitor program size
Franklin	Sunnyside	K-8	606	608	-2	27	26.6	99%	Monitor utilization
Jefferson	Vernon	K-8	440	484	-44	30	23.1	77%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Madison	Vestal	K-8	397	420	-23	25	23	92%	Program small, but facility limited; monitor
Lincoln	West Sylvan	6-8	888	848	40	55	36.1	66%	
Cleveland	Whitman	K-5	351	361	-10	25	17.3	69%	Monitor program size
Cleveland	Winterhaven	K-8	352	346	6	16	14	88%	Focus school with enrollment limits
Jefferson	Woodlawn	K-8	421	409	12	29	26.5	91%	Included in 2012 Jefferson PK-8 cluster enrollment balancing process
Franklin	Woodmere	K-5	385	397	-12	22	20	91%	Monitor program size
Cleveland	Woodstock	K-5	508	491	17	26	21.5	83%	

Yellow = schools with enrollment at least 75 students below program targets of 450 (K-5), 500 (K-8) or 600 (MS)

Light blue = schools operating at or above 100% of classroom space

Purple = schools that have enrollment below program targets and facility or program growth limitations

Bright green = schools proposed as key priorities for 2013 enrollment balancing

Bright blue = schools included in current enrollment balancing processes, to be decided in next 3 months



Board of Education Informational Report

MEMORANDUM

Date: November 14, 2012

To: Members of the Board of Education

From: Harriet Adair, Executive Director, School & Operations Support
Judy Brennan, Enrollment Director
Antonio Lopez, Jefferson PK-8 Cluster Regional Administrator

Subject: Jefferson PK-8 Cluster Enrollment Balancing Process

This memorandum provides an update on Jefferson PK-8 Cluster Enrollment Balancing .

Overview

Last fall, Jefferson PK-8 cluster schools were identified as a collective priority for enrollment balancing during 2012. The initial plan was to look at all the schools together beginning in Fall 2012. However, budget constraints led to decisions in Spring 2012 to consolidate two of the smallest schools in the cluster, Boise-Eliot and Humboldt, as well as to close the Young Women's Leadership Academy program on the Tubman campus.

Planning began in summer for a larger process to balance enrollment across the rest of the cluster, as well as to consider the future use of the Humbolt and Tubman buildings. Some schools in the cluster have very small numbers of students, which limits program opportunities, while others have more students than their buildings can hold. Since funding is based on student enrollment, changes are necessary to ensure that that all schools have the resources they need to offer strong programs to all students.

We are now completing the first phase of community forums/stakeholder participation, and will soon be releasing staff-developed scenarios for enrollment changes. Additional community engagement will continue through December and January, as we move toward potential Board action by the end of January. See the attached draft timeline of this and other enrollment balancing activities.

We appreciate the involvement of Board liaisons Ruth Adkins, Greg Belisle and Matt Morton, in the enrollment balancing process. This group has met together with staff twice so far, and members have attended all Planning Team meetings, most school-based community meetings (some were scheduled during Board conflicts) and at the November 13 Cross-Cluster forum. We look forward to continuing to receive feedback and advice on this important initiative.

Stakeholder Participation Process

A planning team of 30+ representatives of Jefferson PK-8 cluster schools and partner organizations met four times through the summer with district staff to plan a process for engaging community members in an effective way, so that stakeholder voices would be included in any potential outcomes of the enrollment balancing process. The team has continued to meet monthly to share updates and feedback as the process has unfolded. The

next Jefferson PK-8 Cluster Planning Team meeting is Tuesday, November 27th, from 6-8 pm in the Jefferson High School Community Room. All notes and materials from Planning Team meetings are posted on the enrollment balancing website:
<http://www.pps.k12.or.us/departments/enrollment-transfer/7722.htm> .

In October, staff convened 11 meetings at the eight active Jefferson PK-8 cluster schools: Beach, Boise-Eliot, Chief Joseph, Faubion, King, Ockley Green, Vernon and Woodlawn. Meetings were planned collectively with school administrators, PTA leaders and planning team members. Meeting announcements occurred through school newsletters and websites, auto-dialers, PPS Pulse and social media sites, and through culturally-specific partners, who generously distributed the information to the families and communities they support.

More than 700 people participated in the school-based meetings, including parents, teachers, partners, school board members, staff and other interested community members. Information about enrollment issues and options for change were shared, and feedback gathered. Meeting materials and responses are posted on the enrollment balancing website (address shown above).

Key feedback received includes:

- Suggestions for increasing neighborhood student attendance at schools including improving marketing, adding attractive programs and eliminating transfers.
- Strong support for teachers and a common theme that leadership matters.
- Diversity cited as a strength at all schools.
- Mixed views on the best structure— K-8 or middle school—to enhance mid-level learning.
- Understanding that PPS cannot fully fund small schools at this time.
- Strong desire to maintain/expand special programs such as Spanish Immersion (Beach), International Baccalaureate (King & Vernon) and Arts & Technology (Ockley Green).
- Skepticism that PPS will listen to community members and use their ideas in final plans.
- Appreciation for parent involvement and community support in all schools.

A culminating meeting to bring people from different schools together was held on Tuesday, November 13 at Jefferson High School. More than 300 participants spent time in facilitated small group discussions about strengths shared across the region, and on the potential challenges and benefits of a range of enrollment change options. In addition to posting all the input received on the enrollment balancing website, staff will also create a feedback summary and question and answer sheet to distribute through schools and community partners.

Next Steps

Over the next week, staff will continue to gather feedback from community members. Information tables with meeting summaries, relevant data and feedback sheets will be set up at each Jefferson PK-8 cluster school during parent-teacher conferences. Additionally, staff from several departments, along with culturally-specific partners, will making direct phone calls to many families who have not yet attended an enrollment balancing event, to make sure they are aware of the process and to collect their ideas and concerns.

We are working toward November 26 as the date for releasing several staff scenarios for balancing enrollment across the cluster, with additional community forums scheduled through early December to gather feedback. If possible, staff will tailor the options down to a smaller set and submit as a staff recommendation to the Superintendent prior to winter break. Please note that our timeline is dependent on the level of feedback we receive at each stage of the stakeholder participation process, and will be extended, if needed, to allow time for more community members' voices to be heard.

Attachment: Enrollment balancing sequence of events

DRAFT 2012-13 Enrollment Balancing Sequence of Major Events through Board Adoption

Enrollment Balancing Event	Oct 5- Oct 27	Oct 29- Nov 2	Nov 5- Nov 9	Nov 13- Nov 16	Nov 19- Nov 21	Nov 26- Nov 30	Dec 3- Dec 7	Dec 10- Dec 14	Dec 17- Jan 11	Jan 14- Jan 18	Jan 21- Jan 25	Jan 28- Feb 1
JEFFERSON PK-8 CLUSTER												
J1) School Based Meetings												
J2) Planning Team Mtg #5		Oct 30										
J3) Cross-Cluster Forum #1				Nov 13								
J4) Draft staff scenarios												
J5) Release staff scenarios						Nov 26						
J6) Information tables at schools					Nov 19-20							
J7) Planning Team Mtg #6						Nov 27						
J8) Executive Review						Nov 28						
J9) Cross-Cluster Forum #2						Nov 29						
J10) Cross-Cluster Forum #3							Dec 4, 5 or 6					
J11) Draft staff recommendation												
J12) Release staff recommendation								Dec 14				
J13) Release Supt recommendation											Jan 21	
LLEWELLYN/DUNIWAY												
L1) Draft Staff recommendation												
L2) Release Staff recommendation		Nov 1										
L3) Community Forum			Nov 8									
L4) Release Supt Recommendation					Nov 20							
SCHOOL BOARD EVENTS												
SB1) School Board Liaisons Meeting				Nov 13								
SB2) Work Session on EB priorities, L/D boundary, Jeff PK-8 process					Nov 19							
SB3) Vote on Llewellyn/Duniway						Nov 26						
SB4) Work Session on Jefferson PK-8 Cluster staff scenarios							Dec 3					
SB5) Work Session on Jefferson PK-8 cluster staff recommendations										Jan 14		
SB6) Vote on Jefferson PK-8 cluster												Jan 28

Primary audience for events indicated with shading: Yellow = Public Blue = Jeff cluster planning team Rose = District Staff Green = School Board



Board of Education

Staff Report to the Board

Board Meeting Date: November 19, 2012 **Executive Committee Lead:** Sue Ann Higgins

Department: Office of Schools

Presenter/Staff Lead: Larry Dashiell, Judy Brennan

SUBJECT: Staff recommendation for boundary change between Llewellyn and Duniway elementary schools

BACKGROUND

Enrollment at Llewellyn Elementary School has grown by 58% in the past five years. The causes are a combination of an increased catchment area, due to a boundary change in 2007, and higher rates of neighborhood students choosing to attend the school. To manage the growth, new transfers into Llewellyn ended and numerous facility changes were made, including the addition of two modular classrooms in 2010. Without additional relief, Llewellyn will be critically overcrowded, and its educational program significantly compromised.

Staff is proposing a boundary change between Llewellyn and Duniway to balance enrollment between the two schools. Duniway's neighborhood has remained stable, with only minimal growth in the past five years, while the school has relied on transfers each year to maintain valuable programs.

The area proposed for change is south of S.E. Tacoma Street and west of S.E. 17th Avenue. The portion between S.E. 17th Avenue and S.E. 13th Avenue had historically been assigned to Duniway prior to 2007. If approved the boundary change will begin taking effect in September 2013, with incoming students who do not have older siblings attending Llewellyn. As the typical pace of boundary change is slow, it will likely take 3+ years before enrollment approached 500 students at the two schools, down from current Llewellyn enrollment of 583 and up from current Duniway population of 423.

More details about the proposed change are found in the attached documents.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Policy 4.10.045-P, Student Assignment to Neighborhood School
Administrative Directive 4.10.049-AD, Student Assignment Review & School Boundary Changes
Board priority 5: Enrollment balancing

PROCESS / COMMUNITY ENGAGEMENT

District staff began meeting with the Llewellyn community in winter 2012 to discuss a process for considering short-term space relief and long-term enrollment changes. In total, 5 meetings were held at Llewellyn between January-May 2012, with both small and large groups of parents, as well as with staff. A community meeting was also held in May at Duniway.

**Reviewed and Approved by
Executive Committee Lead**

In late May, staff provided two scenarios for boundary change between the schools, and held a combined community forum to hear feedback on the proposals. Information was communicated through school newsletters and websites, the PPS website, Pulse and social media sources. Postcards explaining the scenarios and announcing the meeting were sent to each address in the potential boundary change areas, and proposals were sent to local media outlets and neighborhood associations. Feedback sheets were available in schools and online, to collect community responses from community members who were unable to attend the meeting.

Once new enrollment data was available, staff and principals agreed on a single recommendation for boundary change. The recommendation was sent out through both school communities, and again communicated via postcard to every address in the proposed change area, as well as to media outlets, neighborhood associations and through the districts electronic and social networking outlets.

A final community forum was held on November 8 to gather input on the proposed change. Eleven community members attended. Concerns were expressed that the size of the boundary change may be too large for Duniway over time, that the community south of Tacoma would be further isolated from the rest of the Sellwood area because of this change, and general skepticism that the district would monitor the changes and take effective actions if additional changes were needed.

Staff agreed to share community division concerns with neighborhood associations and school leaders, who could help promote cohesion as part of the boundary change transition. Further, staff assured families that the district is more mindful of multiple types changes, such as limiting transfers, that can help manage enrollment over time.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

In alignment with strategy A6 of the 2011-12 Racial Equity workplan, this racial groups impacted by potential change were identified, and the potential impact of the proposed boundary change was considered relative to those groups. Both Llewellyn and Duniway boundaries contain populations of at least 80% white, non-Hispanic students. The areas proposed to change from Llewellyn and Duniway have similar racial compositions. Due to the mostly homogenous nature of population, and the limited resources available, no specialized outreach was conducted to communities of color. The proposed boundary change does not have an identified impact on any community of color.

BUDGET / RESOURCE IMPLICATIONS

The proposed boundary change includes minimal budget/resource implications. Staffing levels may shift slowly between schools as enrollment shrinks at Llewellyn and grows at Duniway. Transportation costs are expected to be neutral over time, although one additional route may be allocated for one year to accommodate families who choose to remain at Llewellyn. Reducing enrollment at Llewellyn saves potential facility change costs on that campus.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

Following the November 19th work session, Superintendent Smith will choose a plan to recommend to the School Board for approval. The date for Board decision may be very soon, so that this issue can be resolved quickly and enrollment balancing staff can focus on concluding the much larger Jefferson cluster process.

The Superintendent's recommendation and date for School Board vote will be communicated through school newsletters, PPS website and social media outlets, and will be sent to local media and neighborhood associations. Additional communication will go out, once a final Board decision has been made. Residents who live in the boundary change area will receive letters in advance of the annual transfer cycle with details about boundary change implementation, transfer options and transportation changes.

QUESTIONS FOR BOARD DISCUSSION

Do you have any concerns or suggestions about the scope and implementation of the proposed change?

ATTACHMENTS

School boundary change proposal, November 2012
Llewellyn/Duniway enrollment balancing update, June 2012



School boundary change proposed



Portland Public Schools district staff are recommending a portion of the Llewellyn Elementary School boundary be shifted to Duniway Elementary School, located at 7700 S.E. Reed College Place. Llewellyn remains crowded, due to neighborhood growth, and Duniway's enrollment has shrunk since transfers into the school were limited. The purpose of the boundary change is to balance enrollment between the two schools.

A community forum will be held Thursday, November 8, from 6-7 pm in the Sellwood Middle School library, 8300 S.E. 15th Ave, to hear comments and concerns about the boundary change proposal. The PPS School Board will discuss the recommendation in a work session on November 19 at 6 pm in the auditorium of school district headquarters, 501 N. Dixon St. Next steps in the boundary change process will be scheduled this month, including the date for the final School Board vote.

Interested parties who are unable to attend either of these public session are encouraged to submit their feedback either through e-mail to enrollment-office@pps.net or by completing the attached form and returning it to the main office at Llewellyn or Duniway or the Enrollment & Transfer Center, 501 N. Dixon, Portland, OR 97227.

Background

Last spring, staff proposed two different scenarios for boundary change. Comments were gathered through a public forum last May as well as feedback sheets submitted through the summer. This input, along with new enrollment data, was used to narrow the choices down to a single recommendation.

Recommendation

Because of continued growth in the Llewellyn boundary, staff is recommending that the portion of the boundary south of S.E. Tacoma Street between S.E. 17th Avenue and the Willamette River be moved into the Duniway boundary. A smaller area, located south of S.E. Nehalem Street, north of S.E. Tacoma Street, east of S.E. 13th Avenue and west of the railroad tracks, will remain assigned to Llewellyn.

The area proposed for change that is east of S.E. 13th Avenue moved from Duniway to Llewellyn in 2007. The remaining area between S.E. 13th Avenue and the river has historically been a part of the Llewellyn boundary. Both sections qualify for bus service to Llewellyn, and will also receive bussing to Duniway. The neighborhood is adjacent to the Springwater Trail bike path, and some parents who live in this area indicated that the Trail is an accessible option for their children to bike between home and Duniway School.

Concerns were raised that this boundary change would isolate the neighborhoods south of Tacoma from the rest of the Sellwood community. However, this portion of the boundary has also seen steady growth in school-aged population over the past several years. If it remained in the Llewellyn boundary, other areas that do not currently qualify for bussing would have to be moved out of Llewellyn, adding to transportation costs.

Implementation Plan

The proposed change would be implemented beginning in September 2013 for new students not currently attending a PPS school. Current students who live in the area may remain at their present school, and new, co-enrolled siblings who live in the boundary change areas may attend Llewellyn with their older students. If this recommendation is approved by the Superintendent and School Board, enrollment and transportation departments will contact affected families with details about bus services and transfer options.

This implementation plan is consistent with PPS policy, but does result in a slow pace of change between the schools. This summer, PPS allowed voluntary transfers between Llewellyn and Duniway to speed the rate of enrollment change. Five students moved under this arrangement, 3 kindergartners, one 1st grader and one 4th grader.

Estimated enrollment impact

Forecast enrollment for Llewellyn would drop by twelve students the first year, but is estimated to be about 75 students lower over the next five years. These estimates assume that neighborhood enrollment follows the spring 2012 medium-growth forecasts provided by the Portland State University Population Research Center, and would see Llewellyn enrollment drop below 500 students by 2018. However, since neighborhood growth has consistently exceeded the medium-growth forecast each year, it is likely that actual enrollment at the school will remain above 500 students in those years.

At the same time, the boundary change is expected to result in Duniway's enrollment increasing to above 500 students, even as transfer slots are reduced at that school. Staff believe these estimates are reasonable assumptions for planning purposes. However, we recognize that there are many unpredictable variables that drive enrollment changes. While we do not anticipate the need for additional enrollment adjustments in the next three years, we will continue to monitor growth factors and may enact other changes, if warranted, beyond that point.

For additional information, please call 503-916-3205 or visit www.pps.net, click on enrollment balancing (lower right hand side of page) and then follow the links to Llewellyn/Duniway boundary change.

Llewellyn/Duniway Enrollment Change Worksheet

Boundary changes are proposed between Llewellyn and Duniway Elementary Schools. This worksheet describes current enrollment and estimated impacts of proposed changes on both schools.

General School Information

Llewellyn	Grade Structure:	K-5	Feeder Schools: Sellwood MS/Cleveland HS
	Enrollment Oct 2012:		583
	% F/R lunch in 2011:		21.2%
Duniway	Grade Structure:	K-5	Feeder Schools: Sellwood MS/Cleveland HS
	Enrollment Oct 2012:		423
	% F/R lunch in 2011:		15.3%

Student Counts by Grade Level in Proposed Boundary Change Area: 2011-12 to 2012-13

		K	1	2	3	4	5	Total
2011-12	Students attending neighborhood school	12	14	19	16	16	6	83
2011-12	Students attending other public schools	3	7	7	11	5	9	42
2011-12	Total students attending public schools	15	21	26	27	21	15	125
2011-12	% attending neighborhood school (capture rate)	80%	67%	73%	59%	76%	40%	66%
2012-13	Students attending neighborhood school	9	15	16	16	20	16	92
2012-13	Students attending other public schools	8	3	7	7	11	7	43
2012-13	Total students attending public schools	17	18	23	23	31	23	135
2012-13	% attending neighborhood school (capture rate)	53%	83%	70%	70%	65%	70%	68%

Estimated Boundary Change Impact

Area south of S.E Tacoma Street and east of S.E. 17th Avenue moves from Llewellyn to Duniway beginning in September 2013 with new students who do not have an older brother or sister attending Llewellyn.

(A) Forecast enrollment without changes

(B) Grades subject to change

(C) Estimated students in boundary change area

(D) Estimated capture rate

(E) Sub-total (C x D)

(F) Non-neighborhood students (Net Change)

(G) Sum of changes (E + F)

(H) Estimated enrollment after changes (A + G)

Llewellyn		Duniway	
2013	2018	2013	2018
589	556	429	429
K	K-5	K	K-5
-22	-135	22	135
83%	83%	88%	88%
-18	-112	19	119
5	30	-5	-30
-13	-82	14	89
576	474	443	518

(B) Assumes boundary change begins with kindergarten in 2013 and adds a grade each year.

(C) Source: August 2012 update of PRC enrollment forecast by elementary student attendance area. 2018 forecast is distributed across planning areas based on 2012 student density.

(D) Capture rate estimate for grades K-5 in 2018 closely mirror the current grade K-2 capture rates.

(F) Non-neighborhood student net change anticipates some co-enrolled siblings from the boundary change area remaining at Llewellyn, and fewer transfers students accepted to Duniway.



Portland Public Schools

Staff **DRAFT**

recommendation:
Llewellyn/Duniway
boundary change.

Legend

PPS School Sites

- Middle School
- K-5/K-8

Areas proposed to move from Llewellyn to Duniway

Area remains assigned to Llewellyn

Boundaries

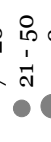
- High School
- K-5/K-8

Planning Area

34 with K-5 Population

Student Population by Blocks

- 1 - 6
- 7 - 20
- 21 - 50
- 51 - 80
- 81 - 120
- 121 - 144

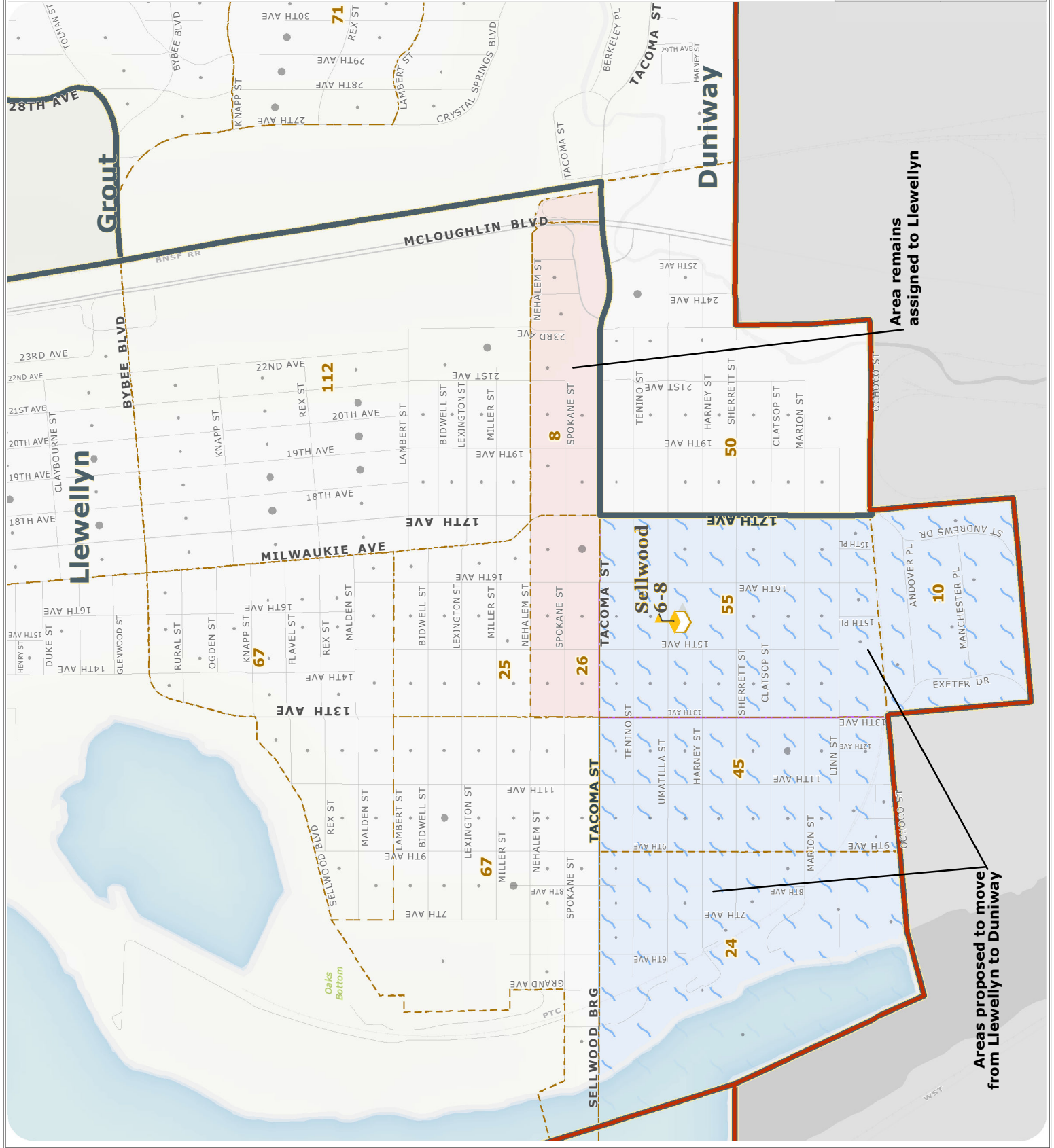


Miles

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Reference



Area remains assigned to Llewellyn

Areas proposed to move from Llewellyn to Duniway



Options to balance enrollment in SE Portland schools—Feedback sheet

A staff recommendation for boundary change between Llewellyn and Duniway elementary schools is now available. We are seeking community feedback upon the proposal through November 19. Soon after, the Superintendent will make a recommendation to the School Board, and they will make the final boundary change decision.

We encourage you to comment on the recommendation in any of the following ways:

- Attend a community forum Thursday, November 8 from 6-7 pm in the Sellwood Middle School library, 8300 S.E. 15th Ave. Childcare and interpretation services will be provided.
- Sign up to speak at a School Board work session Monday, November 19, beginning at 6 pm at the school district headquarters, 501 N. Dixon, by calling 503-916-3741.
- Send written feedback by e-mailing enrollment-office@pps.net, or by completing this form and returning it to the front office at Llewellyn or Duniway schools, or the Enrollment & Transfer Center, 501 N Dixon, Portland 97227, fax 503-916-3699.

Questions for your response:

What strengths do you find in this recommendation, and why?

What challenges concern you, and why?

What suggestions do you have for improving the proposal?

What educational factors do you believe are most important to consider when making a decision on the options presented?

Would the proposed change have a direct impact on you? YES NO

If yes, how? (resident, staff member, parent of a current or future student, etc).

For more information, call 503-916-3205 or go to www.pps.net and click on “enrollment balancing”



MEMO

From: Larry Dashiell, Regional Administrator, Cleveland/Wilson Clusters
Judy Brennan, Enrollment Director

To: Carole Smith, Superintendent

Date: June 25, 2012

RE: Llewellyn/Duniway enrollment balancing update

This memo provides information about ongoing enrollment balancing activities at Llewellyn and Duniway schools. This work is part of a multi-year initiative to annually compare school enrollment against target thresholds and take actions at schools that are either too small to provide full programs or too crowded to allow appropriate spaces for learning. Additional information about enrollment balancing efforts in other parts of the district is forthcoming.

Background

In 2007, as an outcome of a facilitated community conversation, a portion of the Duniway boundary was reassigned to Llewellyn. At that time Llewellyn's enrollment was 309 students, and it had been considered for closure. Since then, Llewellyn's enrollment has grown by an average of 47 students per year, due to increased numbers of neighborhood students from across the boundary. Facility changes have been implemented along the way, including adding two modular classrooms and repurposing the art and computer rooms, and Llewellyn has been closed to transfers for three years. Despite these efforts, the school has no extra classrooms to absorb additional growth, and sub-optimal spaces available for support services.

At the same time, Duniway's neighborhood enrollment has been stable, and about 20 new transfers per year have been necessary to fill, on average, three sections per grade level. District-wide reductions in transfer slots, along with a recent dip in neighborhood enrollment have resulted in staff losses at Duniway, and families have expressed concern about maintaining valuable programs.

Boundary change options

We held five meetings with Llewellyn parents and staff between January and May 2012 to explore both short-term and longer-term solutions to overcrowding. In that timeframe we also met twice with Duniway parents and staff to discuss their enrollment goals and

the feasibility of increasing the boundary for their school. In mid-May we released two options for boundary change to both communities and held a joint forum to hear their input on May 31. Notice of community meetings was provided through school websites and newsletters, as well as through local media outlets and neighborhood associations. Postcards were mailed to every home in the proposed boundary change areas in advance of the May 31 meeting.

Both boundary change proposals would return to Duniway the area that was moved to Llewellyn in 2007. There are also two choices for expanding the boundary change to additional streets. Estimated enrollment data and map are attached to this memo, and are posted on the enrollment balancing website, with a link on the main district webpage.

While both options met with support, the predominant issue that community members raised at the May 31 forum was the planned pace of implementation. Final approval is slated for late fall 2012 with implementation beginning September 2013. Due to our practice of phasing in new boundaries beginning in kindergarten, it may take two years before a classroom is freed up at Llewellyn. At the same time, Duniway may experience staff cuts next year, only to have positions added back once the boundary change takes effect the following year. Community members advocated for implementing the boundary change this year (requiring your recommendation and a School Board decision over the summer), as well as adding additional grades to the initial boundary change to effect greater relief faster at Llewellyn.

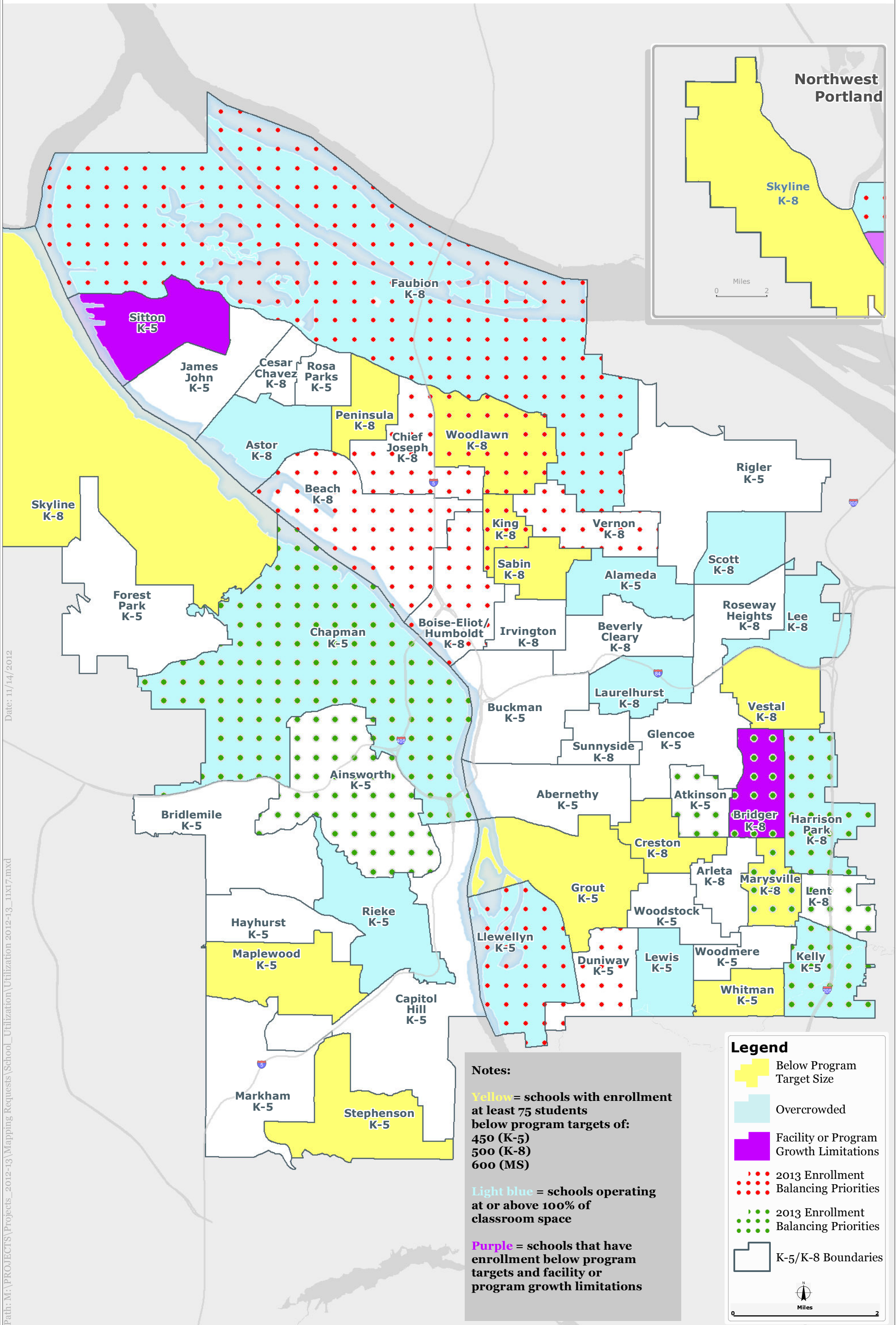
While we understand the immediate concerns, we also see the need for effective boundaries that will right-size both schools in the longer term. We see taking the time to review enrollment after the start of the coming school year as an important step. As an alternative to immediate decision and implementation, we have agreed to approve any transfer requests from Llewellyn into Duniway, so long as there is space in the requested grade level.

Information about voluntary transfers has been shared through school newsletters and websites, and will be sent to families in potential boundary change areas via US mail. We appreciate the willingness of families to volunteer for change. We will share results of summer voluntary transfer activity, and any subsequent space or staffing changes, after the start of the school year.

Next steps

We anticipate revisiting both boundary change options once September enrollment numbers are available, make adjustments and seek additional community input as needed, and providing a final staff recommendation to you in mid-fall.

Please feel free to contact either of us with questions or suggestions.





Board of Education

Staff Report to the Board

Board Meeting Date:
November 19, 2012

Executive Committee Lead:
C.J. Sylvester, Chief Operations Officer

Department:
Office of School Modernization

Presenter/Staff Lead:
Paul Cathcart, Project Manager

SUBJECT: Intergovernmental Agreement with City of Portland regarding transportation improvements required by City regulations

BACKGROUND

In 2009, the City of Portland (“City”) initiated the “Schools and Parks Conditional Use Code Refinement Project” to address concerns on 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 and recommended City Council modify the City’s zoning code to require heightened land use review for schools adding younger grades.

In response to the Planning Commission’s proposed zoning code changes, District staff recommended that the City’s Safe Routes to School program be used to evaluate and address transportation safety at all schools, not just schools that add younger grades. City and District staff then developed an understanding of how to assess and address transportation improvements at District sites.

The result of this effort was a memorandum of understanding (MOU) signed by the District and the City in May 2011. The MOU outlines a process by which transportation improvements required by City regulations at District schools would be evaluated, prioritized and funded. The Board of Education adopted Resolution 4414, *Resolution to Adopt Memorandum of Understanding with the City of Portland Regarding Funding Transportation Safety Improvements* on February 28, 2011. The resolution authorized the Superintendent or her designee to develop a draft intergovernmental agreement and return to the Board for its approval. The attached draft IGA fulfills that direction.

This IGA limits the District’s required off-site transportation improvements to \$5 million dollars for the life of the 2012 eight-year bond program. Such off-site transportation improvements may be required of a land use review or building permit and can include such things as street widening, sidewalk or intersection improvements, signalization, etc. that would primarily apply to the full modernization projects of the capital bond program.

Reviewed and Approved by
Executive Committee Lead

The IGA directs funding priority to transportation projects associated with schools sites receiving full modernization in the 2012 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 IGA requires the development of a process to establish a master list of all known transportation improvement projects at District schools. This process will begin by establishing a list of all transportation improvements identified at PPS schools through the City's Safe Routes to School (SRTS) program. Schools in the SRTS program begin their participation with student and parent education and encouragement programs and later develop engineering studies that identify specific projects within the walkable distance of the school that will improve the ability of students and parents to safely get to and from school. The engineering studies are developed in conjunction with staff, parents, students and City traffic engineers.

The master project list required by the IGA would be compiled from the known transportation safety projects identified in the continuous service plans (CSPs) for schools participating in the SRTS program. The District and the Portland Bureau of Transportation (PBOT) would add known transportation deficiencies to the master project list for those schools that do not have projects identified in continuous service plans. The master project list would be updated annually to include projects from recently completed CSPs and projects completed through capital improvements at schools or required by City codes and regulations at the time of building permit issuance.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

8.90.010-P Contracts

8.80.15-P Capital Improvements

Long Range Facility Plan: Goal 2; Guiding Principles A & C

PROCESS / COMMUNITY ENGAGEMENT

The IGA implements the intent of the MOU previously adopted by the Board and City Council through their respective public hearing processes. The IGA specifies that a process will be developed and approved by the Board and the City's Planning and Sustainability Commission on how the master project list will be established and updated.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

This agreement with the City of Portland will prioritize investment of limited District capital resources in transportation projects that improve the most significant transportation deficiencies within the District first. Addressing higher priority deficiencies

first will begin to provide more schools with local transportation systems that better ensure the safety of all students, staff and parents. This work effort is consistent with the Long Range Facility Plan.

BUDGET / RESOURCE IMPLICATIONS

The IGA obligates the District to a maximum of \$5 million of transportation-related improvements required by the City of Portland for the District's 2012 voter-approved capital bond work. Funding priority will be given to improvements to schools receiving full modernization in the capital bond program, transportation projects that 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.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

This staff report is presented as information to the Board. No action is requested at this time, although this IGA will appear before the Board on the November 26th agenda for Board action.

QUESTIONS FOR BOARD DISCUSSION

Does the draft IGA implement the intent of the MOU adopted by the Board in Resolution 4414?

ATTACHMENTS

- A. Draft Intergovernmental Agreement
- B. Memorandum of Understanding
- C. Resolution 4414
- D. Staff report dated February 17, 2011

INTERGOVERNMENTAL AGREEMENT

BETWEEN

PORTLAND PUBLIC SCHOOLS, SCHOOL DISTRICT NO. 1J

AND

THE CITY OF PORTLAND

This INTERGOVERNMENTAL AGREEMENT ("Agreement") is made and entered into as of _____, 2012, by and between PORTLAND PUBLIC SCHOOLS, SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON ("District") and THE CITY OF PORTLAND, PORTLAND ("City") pursuant to ORS Chapter 190 (Intergovernmental Cooperation).

PURPOSE

This Agreement identifies how the City and the District will review, prioritize and implement transportation safety improvements required at District schools.

RECITALS

A. On February 23, 2011, City Council adopted Ordinance 184443 improving land use regulations related to schools as part of the Schools and Parks Conditional Use Code Refinement Package. The City and District entered into a Memorandum of Understanding on May 13, 2011 with preliminary agreement to use the City's Safe Routes to School (SRTS) program as the primary mechanism to address student transportation safety concerns throughout the District. This Intergovernmental Agreement ("IGA") is intended to formalize that Agreement.

Transportation Safety Goals

- B. The District and City will identify and address impediments and barriers to transportation safety that occurs in the public-right-of way to ensure the safety of District students and the surrounding community. Barriers to safe transportation may include the need for physical improvements to eliminate safety hazards as well as lack of knowledge of alternative transportation options or routes.
- C. 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. The District and the City desire to utilize these resources to develop the program.
- D. 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

- E. Most schools in Portland are in residential zones and are therefore subject to the City 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.
- F. 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 desire to create 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

- G. The Portland Safe Routes to School ("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.
- H. 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

- I. This IGA affirms the District's and the City's intent to use the City's existing 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. This IGA 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.

AGREEMENT

1. DEFINITIONS. As used in this intergovernmental agreement:
 - a. *Safe Routes to School (SRTS)*: Portland Safe Routes to School 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. SRTS program elements include equity, education, engineering, enforcement, encouragement and evaluation.

- b. *Continuous Service Plan (CSP)*: A plan developed by and with schools participating in the SRTS program that contains information about each school, SRTS initiatives carried out at each school, and elements of the program each school has identified interest in continuing in the future.
 - c. *Engineering Strategy Report (ESR)*: An engineering study produced by the SRTS program in conjunction with participating schools identifying engineering projects in school catchment areas that will improve school related transportation safety concerns. Projects identified in ESRs are identified and ranked by each school's SRTS Team and a SRTS transportation traffic engineer. Local neighborhood associations are given the opportunity to review issues identified in each ESR.
2. The City and District intend to use the City's SRTS program as the primary mechanism to address student transportation safety concerns throughout the District. This approach will include:
 - a. 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:
 - b. 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.
 3. District and Bureau of Transportation staff will 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 will include the following steps:
 - a. District and City staff conducting a non-ranked assessment of known, needed transportation improvement projects. This assessment would identify improvements identified in Safe Routes ESRs, as well as other projects known to the District and the City.
 - b. A joint District/Bureau of Transportation Advisory Committee made up of key staff from each party will establish criteria by which to determine the most significant transportation improvements within the District.
 - c. District/City staff will use the criteria to develop a ranked/prioritized Master Project List of improvements for all District schools. The Master Project List will 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 reviewed once a year and

updated, as appropriate. Evaluation of transportation impacts by the City of Portland in the Conditional Use Review process may identify additional projects that will update and revise the Master Project List

4. The City and the District will use the ESRs and CSPs as the initial mechanism by which the transportation criteria of the City's zoning code applicable to school uses that require zoning code review are addressed. The District may include the ESR and/or CSP as primary evidence to demonstrate compliance with the transportation criteria of City's zoning code. The District and City will use the ESRs as the primary resource for determining whether the transportation system in the area of District schools is capable of supporting any District improvement that requires review under the City's zoning code. The City will use the CSP as the primary resource to satisfy transportation demand management requirements generated by any District improvement requiring City review.
5. The District and City intend that projects identified in ESRs and/or CSPs for individual schools may be imposed through conditions of approval to meet all or part of the transportation approval criteria in the City's zoning code applicable to school uses that trigger zoning code review. The District and City agree 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, and the timing for construction of improvements required by a condition of approval shall take this into consideration.
6. The District and City agree to prioritize capital bond funding for transportation improvements solely through the Master Project List.
7. 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 or other transportation related zoning code requirements 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.
8. 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.
9. 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 financing.
10. The District will engage in a master planning process for each school undergoing full modernization or replacement as part of any voter-approved capital bond work. The master planning process will occur prior to City land use review and will serve as an opportunity to engage the local community in the design process, issues and concerns relative to the local transportation system, and the Master Project List process.

Rationale

11. 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.
12. 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 priority projects.
13. 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 will be addressed collaboratively by the District and City.
14. Maximizing the benefits of the SRTS program is intended to provide 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.
15. Joint Obligations:
 - a. The City and the District will establish a joint City/District advisory committee comprised of at least two (2) representatives from each organization with responsibilities pursuant to Section 5 of this IGA.
 - b. Use the City's SRTS program to jointly evaluate transportation and traffic safety at District schools.
 - c. The City and the District agree that the District's funding of transportation improvements, ESRs, and CSPs will come solely from voter-approved capital bond programs.
 - d. District/City staff will place a priority for the funding and development of ESRs and CSPs to be developed as part of this Agreement on schools that receive full modernization improvements through the District's voter approved capital bond program as well as the five schools involved in the District's K-8 school conversion process that added some combination of grades K-5.
 - e. District and City will pursue obtaining and leveraging additional stable funding for the SRTS program.
 - f. District and City will propose a process for developing a District-wide ranked Master Project List. The process will be presented to the Planning and Sustainability Commission for review and approval. Once approved, it will inform District and City decisions regarding the priority, timing, and adequacy of proposed transportation solutions

- g. 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.
- h. The term of this IGA runs from its effective date through November 10, 2020, the duration of the District's voter approved capital bond program. The IGA may be extended provided both parties agree in writing.
- i. 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.

16. City obligations:

- a. Evaluate the components of existing CSPs and ESRs to determine how they could be modified to better address the transportation criteria of the Conditional Use Review requirements.
- b. Agree that the City's Bureau of Transportation will use SRTS program CSPs and ESRs (and modified based on evaluation in Section 18a) as the primary basis for addressing the transportation criteria of the City's zoning code applicable to City land use and permit review of District schools. The City agrees to prioritize projects (both infrastructure and educational) within the CSPs that would meet transportation demand management and other transportation criteria of the City's zoning code applicable to District schools. Prioritization of transportation improvement projects in the Master Project List is a joint obligation.
- c. Prioritize District capital bond transportation funding identified under District Obligations in this IGA to meet applicable zoning code requirements for changes to District schools through implementation of prioritized Master Project List projects.
- d. Identify opportunities to leverage City resources, including urban renewal funding, to match contributions from District voter approved capital bonds as part of this IGA related to transportation improvements.
- e. Actively seek additional funding for SRTS program through regional, state and federal sources of transportation funding.
- f. Design, construct and manage projects identified in the Master Project List subject to available funding.
- g. Contingent upon voter approval of a capital bond for the District, develop ESRs for five (5) mutually agreed upon, top priority District schools.

17. District Obligations:

- a. Contingent upon voter approval of a capital bond for the District on November 6, 2012, the District intends to provide \$5 million between December 2012 and

November 2020 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-approved capital bond. This \$5 million is intended to represent the District's financial obligation for all transportation improvements over the life of the 8-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 implementation 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, or equivalent, and school newsletters.
 - h. Contribute a maximum of \$5,000 per school identified in 15d. of this Agreement toward the development of ESRs and CSPs.
18. The District and the City recognize this IGA is of mutual benefit to each party, and the safety of PPS students. By executing this IGA, District and City intend to negotiate, in good faith, a complete master program of prioritized transportation projects.
19. Effective Date/Term. This agreement is effective from the date that all parties have executed this agreement. The term of this agreement is from the date that all parties have signed it through November 10, 2020.
20. Amendments. The terms of this agreement shall not be waived, altered, modified, supplemented, or amended, in any manner whatsoever, except by written instrument signed by both parties. The Mayor of the City of Portland, or his designee, is authorized to amend this agreement provided it does not increase the cost to the City.
21. Captions. The captions or headings in this agreement are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this agreement.
22. Law/Choice of Venue. Oregon law, without reference to its conflict of laws provisions, shall govern this agreement and all rights, obligations and disputes arising out of the agreement. Venue for all disputes and litigation shall be in Multnomah County, Oregon. Before commencing any actions under this agreement, the parties agree to enter into mediation if a dispute arises that cannot otherwise be resolved by the parties.

23. Severability/Survival. If any of the provisions contained in this agreement are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not be impaired. All provisions concerning the limitation of liability, indemnity and conflicts of interest shall survive the termination of this agreement for any cause.
24. No Third Party Beneficiary. City and PPS are the only parties to this agreement and as such, are the only parties entitled to enforce its terms. Nothing contained in this agreement gives or shall be construed to give or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.
25. Merger Clause. This agreement constitutes the entire agreement between the parties regarding the substantive matters addressed in this agreement. No waiver, consent, modification or change of terms of this agreement shall bind either party unless in writing and signed by both parties. Such waiver, consent, modification or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this agreement.
26. Counterparts: Electronic Signatures. This agreement may be executed in any number of counterparts, all of which when taken together shall constitute one agreement binding on all Parties, notwithstanding that all Parties are not signatories to the same counterpart. The Parties agree that they may conduct this transaction, including any amendments or extension, by electronic means including the use of electronic signatures.
27. Assignment. No Party shall assign or transfer any interest in this agreement, nor assign any claims for money due or to become due under this agreement, without the prior written approval of the other Parties. This agreement shall bind and inure to the benefit of, and be enforceable by, the Parties hereto and their respective successors and permitted assigns.
28. Termination: This agreement may be mutually terminated at any time by written consent of the parties. Either the City or PPS may terminate this agreement upon 180 days prior written notice to the other party.
29. Dispute Resolution: In the event a dispute arises regarding this agreement, the parties agree to have high-level representatives of City and PPS to engage in discussions before taking any legal action. If discussions fail to resolve the issue the parties shall engage in mandatory mediation in an attempt to resolve the dispute. In the event of mediation the parties shall each pay one-half of the mediator's bill. If mediation fails to resolve the matter either party may take any legal action permitted to it under the law of the State of Oregon.

BY:

Sam Adams
Mayor
City of Portland

Carole Smith
Superintendent
Portland Public Schools

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

This memorandum of understanding (MOU) is made and entered into on 5.13.11, 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.

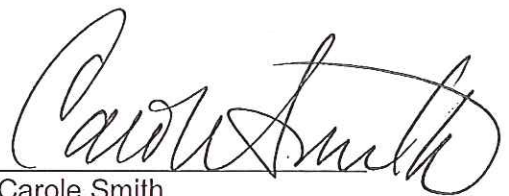
- e. Support SRTS education and encouragement efforts including the walk and bike to school day designed to encourage and raise awareness of students and families to use safe, active transportation to get to and from school.
- f. Allow voluntary classroom time for bicycle and pedestrian safety training 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

February 28, 2011

3. The Board acknowledges that an adoption of this scale requires a commitment to ongoing teacher professional development to ensure consistent implementation. The Curriculum and Instruction Department approximates the cost for 2011-12 professional development is \$30,000.
4. The Board encourages, welcomes, and supports creativity in teaching and learning by District teachers and principals and recognizes that such innovation and creativity, coupled with up-to-date curriculum materials, are at the heart of educational excellence.
5. The Board thanks the members of the High School Science Steering Committee, the CMACC, and other participating teachers for their work, their time, and their commitment and commends them for their service to District students.

C. Randall

RESOLUTION No. 4414

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

RECITALS

- A. In 2009, the City of Portland ("City") initiated the "Schools and Parks Conditional Use Code Refinement Project" to address concerns on 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 intention 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, Portland Public Schools ("District") staff recommended that the City's Safe Routes to School ("SRTS") 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, the City Council tabled the zoning code proposal and directed City staff to work with District staff to develop a means to assess and address transportation improvements at District sites.
- D. The resulting memorandum of understanding ("MOU") provides details for a subsequent intergovernmental agreement that would establish a process to identify, evaluate, and fund transportation improvements at District schools.
- E. The attached staff report and MOU outline the District's and City's intention to use the City's existing SRTS program to prioritize and fund needed transportation improvements District-wide.
- F. The Finance, Audit and Operations Committee reviewed this plan and unanimously recommends its adoption by the Board of Education ("Board").

RESOLUTION

1. The Board reaffirms its commitment to 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 in collaboration with the City. The Board also reaffirms its obligation to meet the City's Conditional

February 28, 2011

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's Planning and Sustainability Commission, to establish criteria 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 intention in developing such a list is to prioritize transportation safety projects for funding by the City's SRTS 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 intention to fund up to \$5 million in transportation improvement projects identified in the Master Project List to be developed jointly by 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. The District intends the \$5 million to represent its financial obligation for transportation improvements over the life of the six-year capital bond program.
5. The Board approves the attached MOU and authorizes the Superintendent or her designee to develop a draft intergovernmental agreement executing the intention of the adopted MOU and return to the Board for its approval.

C. Sylvester / P. Cathcart

RESOLUTION No. 4415

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

RECITALS

- A. On June 21, 2010, by way of Resolution No. 4297, the Board of Education ("Board") 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. 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, by way of Resolution No. 4344, the Board amended the FY 2010-11 budget.
- E. This Amendment 2 further revises 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 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 2 adjusts program allocations for funds to more accurately reflect intended expenditures.
- H. The FAO Committee of the Board reviewed this resolution on February 17, 2011, and recommends its approval to the Board.



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.

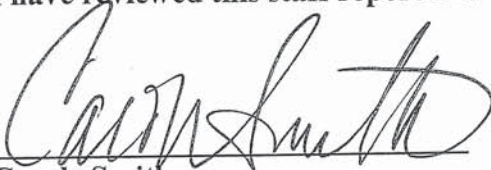
Staff Recommendation

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