

**BOARD OF EDUCATION**

Portland Public Schools  
**REGULAR MEETING**  
**December 15, 2015**

**Board Auditorium**

Blanchard Education Service Center  
501 N. Dixon Street  
Portland, Oregon 97227

**Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers 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 those testifying must abide by the Board's Rules of Conduct for Board meetings.

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

*This meeting may be taped and televised by the media.*

**AGENDA**

1. **STUDENT TESTIMONY** 6:00 pm
2. **PUBLIC COMMENT** 6:15 pm
3. **COMPREHENSIVE ANNUAL FINANCIAL REPORT** – *action item* 6:45 pm
4. **RECOMMENDATION: BENSON ENROLLMENT CAP** 7:10 pm
5. **GRANT MASTER PLAN** – *action item* 7:40 pm
6. **FIRST READING: CASH MANAGEMENT POLICY** 8:40 pm
7. **FIRST READING: CHILD ABUSE POLICY** 8:50 pm
8. **BUSINESS / CONSENT AGENDA** 9:00 pm
9. **ADJOURN** 9:15 pm

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.



**Board Meeting Date:** December 15, 2015    **Executive Committee Lead:** Yousef Awwad, CFO

**Department:** Accounting & Payroll                      **Presenter/Staff Lead:** Yousef Awwad  
TKW – External Auditor

**Agenda Action:**     Resolution         Policy

**SUBJECT:**  
***2014-15 COMPREHENSIVE ANNUAL FINANCIAL REPORT (CAFR) AND SINGLE AUDIT***

**BACKGROUND**

The District Auditor, Talbot, Korvola & Warwick, LLP, has issued an unmodified opinion on our financial reports for the year ended June 30, 2015 (see pages 1-3). An unmodified opinion is the technical term used to indicate a “clean audit” and is the highest level of opinion. It is the outcome that we expected.

**CAFR AND SINGLE AUDIT HIGHLIGHTS**

During the year, the District implemented two new accounting standards: GASB Statements 68 and 71. These new standards significantly change the way in which pension assets and obligations are reported. Previously on the Statement of Net Position: 1) no pension liability was reported and 2) the District reported a prepaid pension asset for money sent to the District’s PERS side account in 2002/2003. Under the new standard, no pension asset is reported for the side account, and a net pension liability (or asset), deferred inflows, and deferred outflows are reported for the District’s obligation to provide future pension benefits to its employees. The new standards did not create the pension liability; they merely change the measurement and disclosure of the liability that has existed for many years.

Total net position is an indicator of economic condition. Beginning net position was restated by a reduction of \$411 million for GASB 68 and 71 changes mentioned above, and a reduction of \$89 million to recognize accreted interest on the PERS bonds issued to fund the PERS side account. Activity for 2014-15 increased net position by \$59 million, which represents a positive economic change for the District (see Analysis of Activities on page 8). The overall increase in net position is the result of a \$322 million increase in assets/deferred outflows, offset by a \$263 million increase in liabilities/deferred inflows, which are largely related to issuance of capital bond debt and capital bond work, described on page 12.

Government-wide activities are summarized and analyzed on pages 8-10 and presented on page 17. These reports use a “full accrual” economic basis, e.g. depreciation is added, transfers between funds are eliminated, capital asset and debt principal payments are removed from expenses, and the change in debt and benefit-related liabilities is added to expenses. When compared to the prior year, total District revenues of \$653 million increased \$26 million, while total District expenses of \$593 million increased \$30 million, resulting in an overall increase of \$59 million in total net position. Notable changes in revenues were a \$20 million increase in tax revenues, an \$11 million increase in grants, and a \$5 million decrease in State School Fund. Major increases in expenses were for General Fund instructional wages and benefits (\$18 million) and General Fund support services (\$19 million) as discussed on page 10.

The General Fund’s fund balance decreased by \$17 million to \$34 million at June 30, 2015 (pages 70-71). This decrease was the anticipated result of additional expenditures for staffing, technology, deferred maintenance, training, two additional instructional days and curriculum materials and supplies.

Capital Bond fund work touched 31 schools and expended \$42 million. Bond proceeds were spent on summer improvement projects, Marshall and Tubman swing sites, and modernization of Roosevelt, Franklin, Grant and Faubion. Unspent bond proceeds at June 30, 2015 were \$357 million.

The District had one Federal Award finding with \$12,053 questioned costs for the year ended June 30, 2015 (see Single Audit pages 14-15).

### ***WHERE THINGS ARE IN THIS YEAR'S CAFR***

Transmittal Letter, pages i-ix. This communication from the Superintendent and CFO explains the 4 major sections of the CAFR, the District's profile, PPS's Service Efforts and Achievements, the state and local economies, and the District's long-range planning.

Management's Discussion and Analysis, pages 4-14. District management provides an overview narrative of balances and activities at the District-wide level, changes from the prior year, analysis of the District's major funds, budgetary highlights, capital and debt administration, and economic factors and next year's budget.

For financial reporting, the District is required to use two different accounting methods in the CAFR; one method is used for government-wide and "business" type activities, and another is used for governmental "fund type" activities:

Government-wide statements (found on pages 16-17), and proprietary fund statements (on pages 25-27 and page 109) must measure and report all assets, liabilities, revenues, expenses, gains and losses using the economic resources measurement focus and accrual basis of accounting (also known as full-accrual). The economic resources focus includes significant differences from fund financial accounting such as reporting historical capital asset costs and long-term debt.

Governmental fund statements found on pages 18-23, and the budgetary fund schedules on pages 70-108, uses the financial resources measurement focus and modified-accrual basis of accounting.

The differences between these two methods of accounting are reported in the CAFR reconciliations on pages 21 and 24.

The footnotes on pages 28-63 disclose the summary of significant accounting policies of the District and provide additional details for items such as cash and investments, capital assets, debt, risk management, commitment and contingencies and subsequent events.

Budget versus Actual Variance schedules on pages 70-109 are summarized at the budgetary appropriation level, and report how each fund has complied with the Board's budgetary appropriations. The reports show both the original budget and final budget.

The Statistical Section is on pages 112-140. The four parts of the statistical section are intended to provide the reader with a more complete context for the financial information presented in the CAFR. The 16 schedules presented show financial trends, revenue and debt capacity analysis, demographic and economic information and District operations.

The Independent Auditor's Reports on pages 1-3 and 142-143 are provided by the auditors and present audit comments and disclosures required by state regulations. In these reports the auditors explain the District's compliance in specific areas, and they explain their consideration of internal controls and any District control deficiencies they have found.

## **BOARD COMMITTEE REVIEW**

The CAFR and Single Audit reports were presented to the Business and Operations committee on December 7, 2015.

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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

This audit report is indicative of a high level of fiscal accountability by PPS Finance staff. A clean audit and only one finding are evidence of excellent performance. Last year the Association of School Business Officials and the Government Finance Officers Association awarded PPS their certificates of excellence and achievement in financial reporting.

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## **PROCESS / COMMUNITY ENGAGEMENT**

The CAFR will be published on the district website, shared with the Citizens Budget Review Committee, and various interest parties, mainly financial institutions, are issued copies. These reports are also required to be reported to various Federal entities.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

Sound fiscal management provides a solid financial foundation for effective, efficient operations and informed spending decisions that ultimately benefit our historically underserved student population.

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## **BUDGET / RESOURCE IMPLICATIONS**

There is no direct fiscal / budget impact as a result of this audit. If the outcome had been less positive, it could have had a negative impact on PPS fiscal outlook including the District's ability to secure grant funding its ability to borrow funds and/or the cost of that debt would likely be impacted negatively. Additionally, in the case of adverse audit findings/issues, the State Office of the Department of Education has the authority to withhold State School Fund payments until audit findings and/or issues are resolved by the District.

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## **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

We recommend that the Board of Education accept and approve the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act and OMB Circular A-133 of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2015 at this December 15, 2015 board meeting.

In order for PPS to meet the requirements of state and federal government the Board is asked to approve and accept these statements and reports. Finance staff will be happy to answer board members' questions; and any comments and suggestions for improvement are valuable to us.

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## **QUESTIONS FOR BOARD DISCUSSION**

Do you have any changes to the draft resolution?

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## **ATTACHMENTS:**

- a. CAFR – draft
- b. A-133/Single Audit – draft
- c. Resolution - draft



# Board of Education Informational Report

## MEMORANDUM

**Date:** December 15, 2015  
**To:** Members of the Board of Education  
**From:** Superintendent Carole Smith  
**Subject:** Recommendation for Increasing Benson Polytechnic Enrollment

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On July 28, 2015 the Board of Education passed Resolution No. 5124 entitled Develop a Phased Plan to Consider Enrollment Issues at Benson Polytechnic. This resolution directed the Superintendent "to bring to the Board no later than January 1, 2016 a 2-year phased plan considering enrollment issues, including the feasibility of raising the cap at Benson Polytechnic."

### **Recommendation:**

- 1) Staff recommends increasing the number of freshman slots for the 2016-17 school year to 300 (up from 275 for the 2015-16 school year).
- 2) Staff recommends increasing the number of freshman slots for the 2017-18 school year to 365.

Staff are making this recommendation based on the following:

- 1) Freshman at Benson are scheduled into rotations for each CTE strand throughout the course of the year in order to provide broad exposure. For staffing purposes at Benson, there is an economy of scale to the number of students that you add in any year. Adding 25 students next year does not effect the efficient running of these rotations. Nor does adding 65 additional students the following year.
- 2) Because of where the district is in the enrollment balancing process and the master planning of the Benson Campus, staff believes that 2016-17 is too early to pursue moving programs out of the Benson building. By adding 25 students next year, those additional FTE would potentially create minimal shared classrooms, like in other high schools. Any additional students would require program moves.

Staff have been planning to move the PISA program in 2017-18 from the Benson Campus. The co-location of Alliance and other Multiple Pathways programs on the Benson Campus as part of a 2016 School Improvement Bond will be determined in the next few months. This additional information will also help with long term planning for additional students.

- 3) As part of the High School System Re-Design plan, Benson Polytechnic's enrollment was originally capped at 850 in order to "bolster the enrollment and stability and program offerings at every community school..." Over the last two years, the Superintendent increased enrollment at Benson while also implementing a board-approved regional balancing tool for admission through the lottery.

The regional balancing tool allocates slots more equally across students from different high school boundaries than a standard lottery. Specifically, the balancer was intended to reduce the impact on the Jefferson, Madison and Roosevelt clusters. Attached please find the results of the Benson lottery applicants and approvals from 2012 through 2014. (See attached) This spreadsheet shows both students who were initially approved as well as the final enrollment after students were approved from the wait list. Also attached please find the results of a lottery using the 2015 applicant pool for different enrollment numbers (300, 320, 345 and 365 freshman). (Please see attached) These data show that the effects of the balancer are basically eliminated once the number of slots are increased due to the lower applicant pools from the Cleveland, Franklin, Lincoln and Wilson clusters. Continuing to phase-in additional slots at Benson allows for additional outreach across the district.

Additional Attachments:

Attrition rates by high school  
Benson student mobility rate  
Enrollment by high school  
Memos regarding regional balancer

Please let us know if you have any questions.



## Recommendation to the Superintendent & Assistant Superintendent for School Performance

### MEMORANDUM

**Date:** January 30th, 2015

**To:** Carole Smith, Superintendent  
Antonio Lopez, Assistant Superintendent for School Performance

**From:** Judy Brennan, Enrollment Director  
Jon Isaacs, Chief of Communications & Public Affairs

**Subject:** 2015 – 2016 Benson Enrollment Recommendations

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### Introduction & Key Background Information

In 2014, Superintendent Smith approved a 10% increase in freshman lottery slots, and 20% increase in the sophomore lottery slots for admission to Benson High School. The PPS Board of Directors also approved the use of a regional balancing tool to distribute Benson's enrollment more evenly from across the district's high school clusters.

The basis for these recommendations and actions was the 2010 High School System Design Revised Action Plan, which laid the groundwork for steady adjustments to the target Benson enrollment size.

The revised HSSD action plan identifies two key targets:

1. The percentage of total enrollment in focus option high schools was projected to be 12% in 2014 [page 30].
2. The report also says, *"it is anticipated that focus schools, particularly Benson High School, would attract students from across the district in more balanced proportions than they do currently"* [page 10].

The 2014 recommendations were designed to move Benson's enrollment closer to these two targets, and have proven to be effective.

### **Effectiveness & Impact of Balancing Tool**

As models predicted, the geographic balancer was effective in building a more geographically representative freshman and sophomore class at Benson. Specifically, it was intended to reduce the impact on the Jefferson, Madison & Roosevelt clusters. However, the effectiveness of the balancer was undermined to a certain extent by the number of lottery slot recipients who, at the end of the day, chose to not accept their lottery slot. Due to large differences in the total number of students who applied for admission to Benson between clusters, the impact of the balancer was reduced once staff began contacting applicants on the waiting list to fill slots left by the initial lottery slot recipients who chose to not attend Benson.

You can see this in the attached chart. The balancer's impact on the lottery results is clear. The percentage of students from Jefferson, Madison & Roosevelt clusters who initially were granted admission through the lottery went from 61% in 2013 to 49% in 2014. However, once the process was finalized after working through the waiting lists, the percentage from these three clusters climbed to 53%. So while progress was made, the 2014-15 Benson freshman class is still not geographically representative of the district as a whole.

### **Benson Lottery Slots & Admission Plan for 2015**

The Recommended 2015 plan will:

1. Continue to grow Benson's enrollment by maintaining the increased freshman (275) and sophomore (25) slots for a second year.
2. Ensure that the balancing tool is effective for a second consecutive year.
3. Aim to increase the number of Benson applicants from clusters with lower numbers of applicants.
4. Increase the percentage of initial lottery slot recipients who choose to attend Benson. The plan will require initial lottery winners to commit to Benson or go to another school earlier so PPS staff can begin contacting the waiting list sooner

### **Explanation of Specific Recommendations**

1. **Continue to grow Benson's enrollment by maintaining the increased freshman (275) and sophomore (25) slots for a second year.**
  - First, as stated in recommendation #2, staff strongly believes we need at least one more year to establish the effectiveness of the balancer in building a more geographically representative Benson freshman class before lottery slots increase again.
  - However, we also strongly recommend that Benson's enrollment be allowed to continue to steadily increase as forecasted in the revised high schools system design action plan.



Therefore, we do not recommend reducing the number of lottery slots back to 2013 levels. Staff recommends maintaining the higher levels for one more year.

- Further, if the balancing tool proves to be effective for a second consecutive year, staff recommends increasing the 2016 & 2017 freshman lottery slots to 300 to continue Benson's steady enrollment growth.

**2. Ensure that the balancing tool is effective for a second consecutive year.**

- Staff strongly recommends another year of using the balancing tool to ensure that it has the desired impact for more than one year.

**3. Increase the number of Benson applicants from clusters with small numbers of applicants.**

- CIPA will increase marketing by adding a Benson promotional flyer mailing to middle grades families in clusters with low Benson application rates. The chart shows that four clusters had fewer than 40 applicants to Benson. Wilson and Lincoln had fewer than 10. In order to encourage more families to consider Benson, PPS Communications will produce and mail Benson marketing materials to all middle school families in these clusters

**4. Increase the percentage of initial lottery winners to choose to attend Benson. Require initial lottery winners to commit to Benson or go to another school earlier allowing PPS staff can begin contacting the waiting list sooner.**

- Benson will add a second forecasting night in April to give plenty of opportunity to families to commit to Benson and build their freshman schedule. Benson will require all slot recipients to attend one of these nights or lose their slot. We anticipate that this new practice will result in more initial slot recipients choosing Benson, and, when they don't, allow PPS to begin contacting families on the waiting list sooner.



# Recommendation to the Superintendent & Chief Academic Officer

## **MEMORANDUM**

**Date:** January 16th, 2014

**To:** Carole Smith, Superintendent  
Sue Ann Higgins, Chief Academic Officer

**From:** Judy Brennan, Enrollment Director  
Trip Goodall, Director of High Schools  
Jon Isaacs, Senior Policy Adviser to the Superintendent

**Subject:** 2014 – 2015 Benson Enrollment Adjustment Recommendations

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### **Introduction & Key Background Information**

This memo outlines recommended adjustments to the enrollment policy and lottery for admission to Benson Polytechnic High School for the 2014 enrollment and transfer process.

Currently, Benson enrollment is capped at a maximum of 850 for a single academic year. In the September 2010 Revised Superintendent's High School System Design Revised Action Plan Benson High School was projected to remain at an enrollment of 850 through 2014 [page 30]. This cap was put in place as a main strategy to achieve one of the primary goals of high school system re-design to *"bolster the enrollment stability and program offerings at every community school, providing a greater degree of flexibility and resilience in the face of expected declines in enrollment (based on current demographic projections) and likely budget reductions over the next four to 10 years (based on current budget assumptions and state revenue projections)."* [page 7]. It was identified that Benson was drawing students primarily from a few high school clusters, contributing to consistent enrollment instability in those schools. For the most part, this strategy has worked. Benson enrollment has held steady just above or below 850, while enrollment at Roosevelt, Madison and Jefferson has continued to steadily rise consistent with projections in the report.

However, the revised action plan laid the ground work for potential revision and adjustment to the Benson enrollment cap and projection of a maximum of 850 in the following three areas:

1. The percentage of total enrollment in focus option high schools was projected to be 12% in 2014 [page 30]. Currently, 10% of total enrollment in focus option schools leaving

room for growth in both Benson and Jefferson that would remain consistent with the revised action plan.

2. The report says, *“it is anticipated that focus schools, particularly Benson High School, would attract students from across the district in more balanced proportions than they do currently”* [page 10]. This has not been achieved. Even with the cap and steady growth at Roosevelt, Madison and Jefferson high schools, Benson continues to draw 68% of its students from those three clusters. Adjustments are clearly necessary to achieve this regional balance (see attachment 1).
3. The revised action plan states that *“we would work with the Benson Site Council and others to develop recommendations for the specific pathways that would be offered at Benson in 2011-12 and over the long term, and Benson’s optimal size within the projected enrollment range, so that it can support its CTE focus”*[page 10]. Further, it states that *“a PPS staff team would develop recommendations about recommended school size and pathways, based on this input, prior to the beginning of the 2011-12 enrollment and transfer cycle”* [page 24]. While we have not worked with the Benson Site Council to develop the optimal size recommendation, in several discussions with them, including one as recent as January 15<sup>th</sup>, it was clear that they do not consider 850 optimal to support Benson’s CTE focus as evidenced by the enrollment drop from 889 to 821 in 2013-2014. While strong work was completed to develop the CTE program pathways, a recommended school size has not been developed.

Today, our recommendations are being made in alignment with these three objectives of high school system design:

- Grow focus option enrollment to 12% of total high school enrollment
- Bring regional balance to the clusters Benson’s enrollment draws from
- Lay the foundation for sustainably growing Benson to an optimal size in future years.

### **Recommendation #1 – Increase Freshman & Sophomore Admission Slots**

Our first recommendation is to get Benson to a strong base enrollment of at least 850. As stated, Benson’s enrollment fell to 821 this year. We recommend boosting 9<sup>th</sup> and 10<sup>th</sup> grade enrollment by adding 40 more slots between the two grades. We recommend increasing ninth grade slots from 250 to 275 with an increase in the waiting list from 50 to 100. We also recommend increasing tenth grade slots from 10 to 25 with an increase in the waiting list from 20 to 30.

### **Recommendation #2 – Pilot a One Year Regional Balancing Tool for the Benson Admission Lottery.**

Even with the enrollment cap, Benson continues to draw over two thirds of its enrollment from the Roosevelt, Madison and Jefferson clusters. So while the cap has succeeded in limiting the number of students who choose to attend Benson instead of their community high school in those three clusters, it has proven to be a crude, imperfect tool that has failed to bring proportional regional balance to Benson’s student body. The Office of Enrollment & Transfer has developed a method for conducting the Benson lottery that will produce more regionally balanced results. The regional balancing tool allocates slots more equally across students from different high school boundaries than a standard lottery. Enrollment and transfer re-ran the 2012 and 2013 lotteries using the regional balancing tool and those models consistently showed that Benson’s current enrollment would be more regionally dispersed (attachment #2).

Specifically, it showed that fewer students would have been drawn from the Roosevelt, Madison and Jefferson clusters, while more students would have been drawn from the rest of the clusters.

We recommend that the board adopt the use of this regional balancing tool as a one year pilot with the intention of making this change to the Benson lottery permanent in future years. If the regional balancing tool proves to work the same way it did in the models, it could lay the ground work for increasing Benson's overall enrollment further in future years. It would allow Benson's enrollment to grow without disrupting the steady enrollment growth that high school system design has produced.

**Recommendation #3: Allow increased individual student referrals and improved retention strategies to increase Benson's enrollment above 850.**

We recommend that PPS work to increase Benson enrollment by granting more upper grades students admission to Benson when it has been identified through individual referral process as a better educational option for them. We believe that increased outreach to high school counselors and teachers will identify more students who will have a better opportunity to succeed academically if they are encouraged and allowed to attend Benson's unique educational experience. We will also work with Benson to develop more aggressive strategies to retain students instead of allowing students to return to their community high school. In the past, PPS has allowed Benson's enrollment to grow above the 850 cap when year-to-year retention has come in above projections. We recommend that we continue and strengthen this practice.

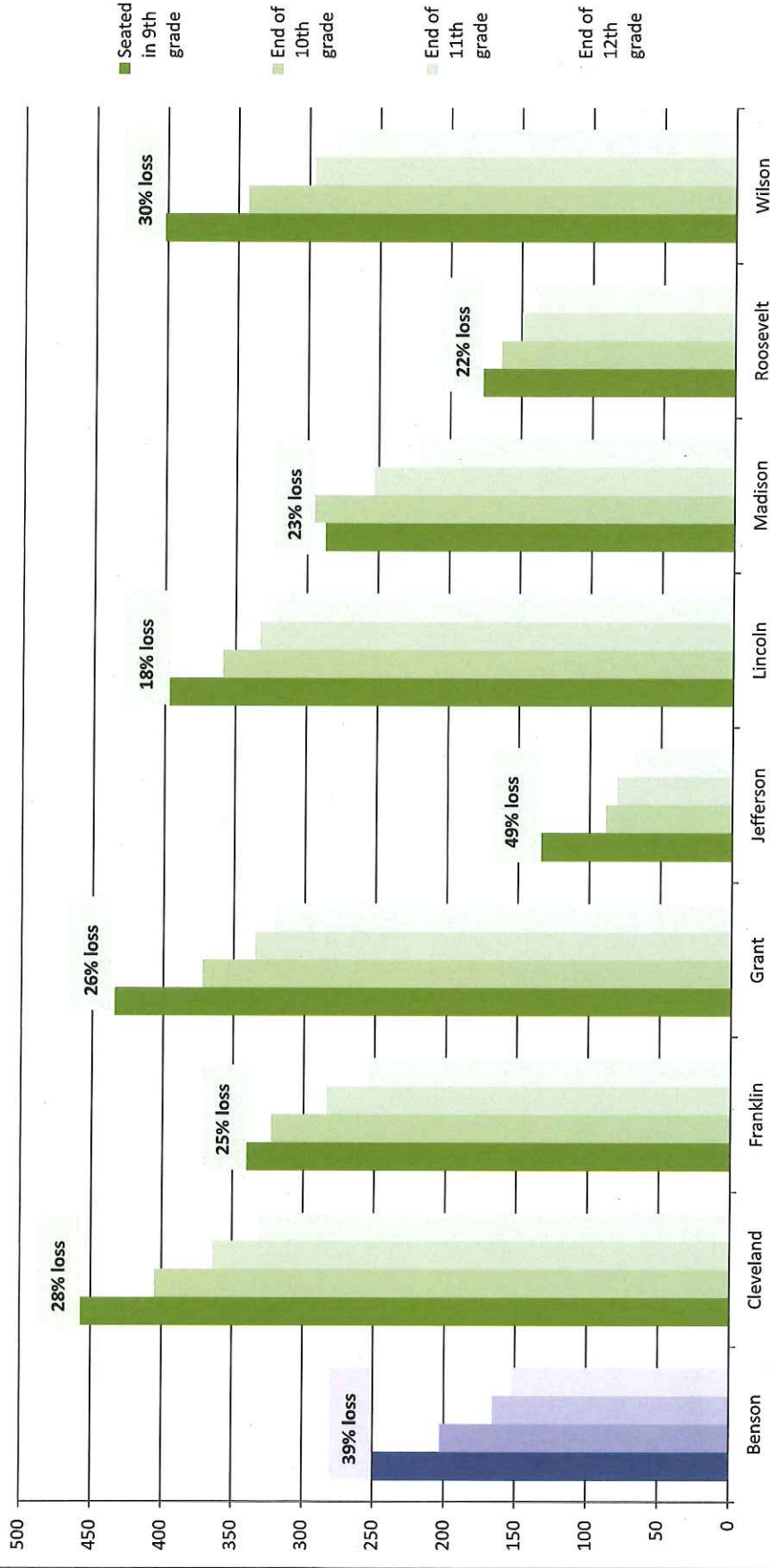
We recommend that Benson enrollment be allowed to exceed 850 in 2013 – 2014 if these efforts are successful with a maximum enrollment of 1,000. While we don't expect enrollment to reach 1,000 this would still leave focus option enrollment below the target 12% of all high school students set in high school system redesign. Freshman and Sophomore lottery slots will still be capped at the recommended levels.

**Conclusion**

We know that Benson's unique CTE focused educational experience is successful (81% graduation rate) and in high demand. The Benson enrollment cap has helped achieve several goals of high school system design, including bringing academic stability to Benson. The district is currently updating plans to improve and increase access to CTE/cte educational opportunities for PPS students with the vision of building the strongest career education programs in the region. Continuing to support and build a strong Benson Polytechnic High School, combined with improved unique CTE offerings at community high schools, is identified as the essential factor in all of these plans. We believe these recommendations, once fully implemented, will allow for future Benson enrollment growth without undermining the improving health of the overall high school system. And it will affirm that Benson Polytechnic is essential to the future success of Portland Public Schools and the students we serve.

Attachments: Benson enrollment by comprehensive school  
Regional balancer modeling results

Students seated in 9th grade, 2010-11-- number enrolled at same school in each successive year



**Possible Benson 4-year Enrollment**

Assumptions:

(th grade slots are the same for 4 years

7% attrition rate at each grade level each year\*

<b>275 Slots filled in 9th grade lottery (current state)</b>				
9th grade	10th grade	11th grade	12th grade	Total
275	256	238	221	990

<b>300 Slots filled in 9th grade lottery</b>				
9th grade	10th grade	11th grade	12th grade	Total
300	279	259	241	1080

<b>320 Slots filled in 9th grade lottery</b>				
9th grade	10th grade	11th grade	12th grade	Total
320	298	277	257	1152

<b>345 Slots filled in 9th grade lottery</b>				
9th grade	10th grade	11th grade	12th grade	Total
345	321	298	278	1242

<b>365 Slots filled in 9th grade lottery</b>				
9th grade	10th grade	11th grade	12th grade	Total
365	339	316	294	1314

\*Average net attrition rate for 2013-14 and 2014-15.

Net rate includes all students who leave Benson or enroll after 9th grade



Potential Benson lottery applicants and approvals, 2015 applicant pool, different 9th grade slots

**2015 9th grade possible FINAL results: 300 slots, regional balancer in place**

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	44	58	31	2	58	58	7	16
% approved		9%	16%	21%	11%	1%	21%	21%	3%	6%

**2015 9th grade possible FINAL results: 320 slots, regional balancer in place**

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	48	62	35	2	62	62	7	16
% approved		9%	17%	23%	13%	1%	23%	23%	3%	6%

**2015 9th grade possible FINAL results: 345 slots, regional balancer in place**

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	49	68	41	2	68	68	7	16
% approved		9%	18%	25%	15%	1%	25%	25%	3%	6%

**2015 9th grade possible FINAL results: 365 slots, regional balancer in place**

	2015	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other****
applicants		30	49	71	58	4	97	115	10	23
approvals		26	49	71	46	2	74	74	7	16
% approved		9%	18%	26%	17%	1%	27%	27%	3%	6%

\* First choice applicants meeting criteria

\*\* Jefferson includes students who forecast to Jefferson (not their comprehensive choice) through the dual assignment process.

\*\*\*Other includes MLC, Trillium, ACCESS and other non-neighborhood schools

\*\*\*\*Final lottery results include approved students who changed their mind, moved away or for some other reason did not enroll at Benson



**Benson lottery applicants and approvals--2012 through 2014**

**2012 9th grade lottery results: 260 slots, 380 applicants\*, no regional balancer**

	2012 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	22	54	42	51	4	96	91	9	11
approvals	13	38	27	34	3	68	65	7	5
% of all approvals	5%	15%	10%	13%	1%	26%	25%	3%	2%

**2013 9th grade lottery results: 250 slots, 398 applicants\*, no regional balancer**

	2013 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	45	63	41	51	3	106	80	5	4
approvals	31	38	26	30	2	65	52	4	2
% approved	12%	15%	10%	12%	1%	26%	21%	2%	1%

**2014 9th grade initial lottery results: 275 slots, 433 applicants\*, regional balancer in place**

	2014 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	39	80	44	53	7	104	88	9	9
approvals	39	44	44	35	7	44	44	9	9
% approved	14%	16%	16%	13%	3%	16%	16%	3%	3%

**2014 9th grade FINAL POST- LOTTERY results\*\*\*\*, regional balancer in place**

	2014 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	39	80	44	53	7	104	88	9	9
approvals	29	47	35	43	5	52	49	5	9
% approved	11%	17%	13%	16%	2%	19%	18%	2%	3%

**2015 9th grade initial lottery results: 275 slots, 457 applicants\*, regional balancer in place**

	2015 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	30	49	71	58	4	97	115	10	23
approvals	30	46	45	27	4	46	46	10	21
% approved	11%	17%	16%	10%	1%	17%	17%	4%	8%

**2015 9th grade FINAL POST- LOTTERY results\*\*\*\*, regional balancer in place**

	2015 Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other***
applicants	30	49	71	58	4	97	115	10	23
approvals	26	37	49	31	2	50	51	7	16
% approved	9%	13%	18%	11%	1%	18%	19%	3%	6%

\* First choice applicants meeting criteria

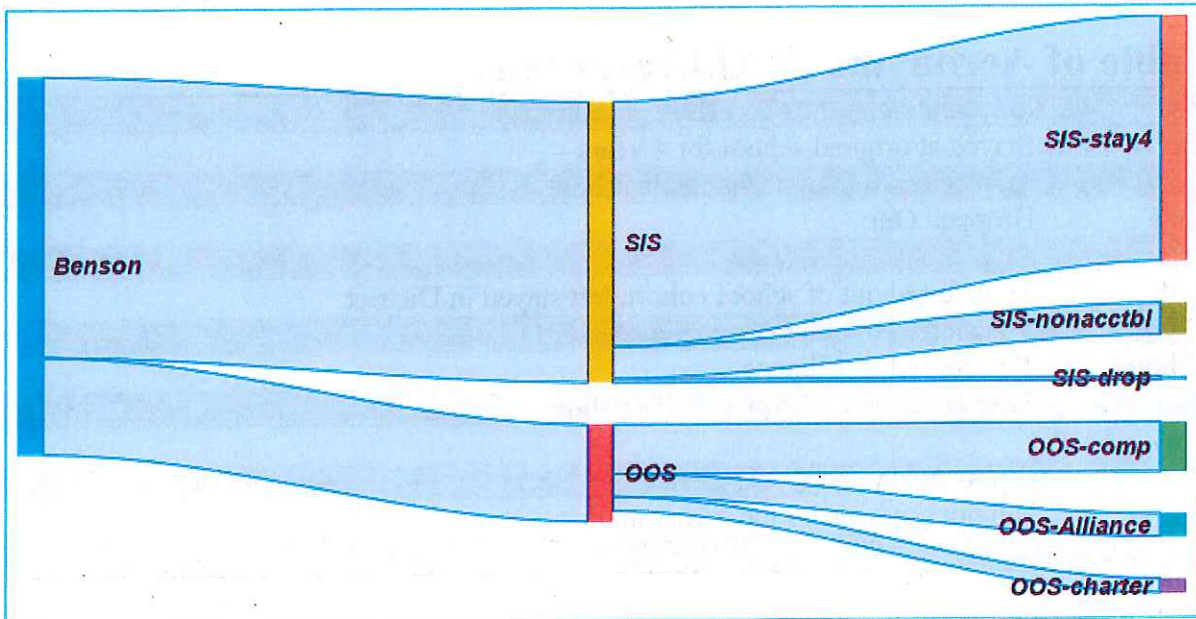
\*\* Jefferson includes students who forecast to Jefferson (not their comprehensive choice) through the dual assignment process.

\*\*\*Other includes MLC, Trillium, ACCESS and other non-neighborhood schools

\*\*\*\*Post lottery results include approved students who changed their mind, moved away or for some other reason did not enroll at Benson



# Benson Mobility, 2013-14 Cohort



Note: Students aggregated by category (e.g., SIS-stay4 includes students that did and didn't graduate).

BENSON			Transfer out of school cohort, remained in district				Stayed in school cohort			
Seated in 9th Grade	Transfer out of District /State	Denominator for OOS%, SIS%	OOS-G	OOS-NG	OOS %	OOS GR	SIS-G	SIS-NG	SIS %	SIS GR
250	36	214	19	36	26%	35%	134	25	74%	84%
			Transfer to other comprehensive				Stayed at original school 4 years			
			OOS-compG	OOS-compNG	OOS-comp%	OOS-compGR	SIS-stay4G	SIS-stay4NG	SIS-stay4%	SIS-stay4GR
			15	13	13%	54%	132	7	65%	95%
			Transfer to charter				Transferred directly to non-accountable school			
			OOS-charterG	OOS-charterNG	OOS-charter%	OOS-charterGR	SIS-nonacctblG	SIS-nonacctblNG	SIS-nonacctbl%	SIS-nonacctblGR
			1	7	4%	13%	2	16	8%	11%
			Transfer to Alliance				SIS - dropouts			
			OOS-AllianceG	OOS-AllianceNG	OOS-Alliance%	OOS-AllianceGR	SIS-dropG	SIS-dropNG	SIS-drop%	SIS-dropGR
			3	10	6%	23%	0	2	1%	0%

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## Table of Acronyms & Abbreviations

<b>SIS</b>	Stayed in School Cohort (Benson cohort)
<b>Stay 4</b>	Stayed at original school for 4 years
<b>Nonacctbl</b>	Transferred to non-accountable school
<b>Drop</b>	Dropped Out
<b>OOS</b>	Transferred out of school cohort, but stayed in District
<b>Comp</b>	Transferred to other comprehensive HS
<b>Alliance</b>	Transferred to Alliance
<b>Charter</b>	Transferred to LEP Charter or Trillium
<b>G</b>	Graduated by the 4 year mark
<b>NG</b>	Did not graduate by the 4 year mark

\*\*These get concatenated to the above, example: OOS-G = Transferred out of school cohort, but stayed in District + Graduated by the 4 year mark.



Portland Public Schools  
Enrollment Summary by Program Type, School and Year  
2006-07 through 2015-16

Program Type	School	Footnotes	Grade Range	Enrollment											2-Year Change (2015-16 - 2014-15)			5-Year Change (2015-16 - 2011-12)			10-Year Change (2015-16 - 2006-07)		
				2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	#	%	#	%	#	%	#	%		
				-07	-08	-09	-10	-11	-12	-13	-14	-15	-16										
Benson			9-12	1,294	1,218	1,134	1,100	986	889	889	899	830	879	914	35	4.0	25	2.8	-304	-25.0			
Cleveland			9-12	1,472	1,528	1,516	1,553	1,570	1,520	1,532	1,523	1,523	1,516	1,600	84	5.5	80	5.3	72	4.7			
Franklin	(12)		9-12	1,283	1,233	1,007	1,032	1,036	1,480	1,469	1,460	1,552	1,570	18	1.2	90	6.1	337	27.3				
Grant	(5)		9-12	1,691	1,642	1,553	1,610	1,620	1,565	1,536	1,486	1,503	1,481	-22	-1.5	-84	-5.4	-161	-9.8				
Jefferson	(5,12)		9-12	566	707	631	617	621	584	584	441	511	493	524	31	6.3	-60	-10.3	-183	-25.9			
Academy of Arts & Tech	(15)	263											Closed										
Academy of Science & Tech	(15)	228											Closed										
Jefferson						448	435	415	413	441	511	493	524	31	6.3	111	26.9						
Young Men's Academy		57				29							Closed										
Young Women's Academy	(3,12)		9-12		159	154	182	206	171				Closed										
Lincold			9-12	1,498	1,404	1,335	1,395	1,410	1,476	1,513	1,565	1,583	1,696	113	7.1	220	14.9	292	20.8				
Madison	(5)		8-12	936	859	900	860	910	1,161	1,107	1,066	1,077	1,134	57	5.3	-27	-2.3	275	32.0				
H Community	(15)	289	9-12		289	250																	
M Community	(15)	291	9-12		291	301																	
S Community	(15)	279	9-12		279	262																	
Madison - Campus	(15)	2																					
Madison 8th Grade Academy	(10)					85																	
Marshall Campus	(4)		9-12	860	775	774	747	707					Closed										
BizTech High	(4)		9-12	292	262	279	284	280					Closed										
Pauling Academy of Integrated Sciences	(4,18)		9-12	254	219	186	175	169					Closed										
Marshall Night P Program	(16)												See Alliance High School										
Renaissance Arts Academy	(4)		9-12	314	294	309	288	258					Closed										
Roosevelt Campus	(5)		9-12	794	730	703	681	683	748	828	914	947	940	-7	-0.7	192	25.7	210	28.8				
A.C.T. School	(5)		9-12	288	279	257	273	265	251				Closed										
P.O.W.E.R. School	(5)		9-12	289	229	221	209	237	252				Closed										
Spanish-English International	(5)		9-12	217	222	225	199	181	245				Closed										
Wilson			9-12	1,556	1,533	1,480	1,439	1,435	1,387	1,236	1,230	1,257	1,324	67	5.3	-63	-4.5	-209	-13.6				
High Schools Subtotal				11,950	11,629	11,033	11,034	10,978	10,810	10,551	10,585	10,807	11,183	376	3.5	373	3.5	-446	-3.8				
Elementary, Middle and High Schools Subtotal				42,243	41,698	41,409	41,874	41,994	42,415	42,493	43,195	43,502	44,253	751	1.7	1,838	4.3	2,555	6.1				



# Board of Education

## Recommendation to the Board

**Board Meeting Date:**  
December 15, 2015

**Executive Committee Lead:**  
Jerry Vincent, Chief of School Modernization

**Department:**  
Office of School Modernization

**Presenter/Staff Lead:**  
Jerry Vincent, Chief of School Modernization  
Michelle Chariton, Project Director, OSM

**Agenda Action:** Resolution

**SUBJECT: Staff Recommendation for Grant High School Master Plan for Design of Buildings Only**

### **BRIEF SUMMARY AND RECOMMENDATION**

In accordance with the BOE Informational Report - Bond Program 101 Presentation on February 25 2013, staff is proposing that the Board accept the preferred Master Plan Design (for the buildings only) dated December 2<sup>nd</sup>, 2015 for Grant High School (GHS) as a part of the Grant High School Modernization Project. This approval is for the buildings only, as the athletic field facilities are still being vetted with site staff and stakeholders. The culmination of those draft options will be presented to Portland Parks and Recreation (PP&R) for further discussion and agreement at a future date. This agreement with PP&R is necessary as a large portion of the fields are part of a joint use agreement with the city.

Staff is proposing the District:

- Approve the Grant High School's Master Plan (for the buildings only), dated December 2<sup>nd</sup>, 2015 which will be built to accommodate an enrollment capacity of 1,700 students with a core capacity of 1,700 students.
- Utilize the current Comprehensive High School Area Program as a guide to construct the Grant High School improvements to an approximate size of 294,980 square feet.

### **BACKGROUND**

In accordance with the Bond Program 101 presentation on February 25 2013, Staff was asked to present preferred Master Plans for all High School modernization Projects to the Board for approval.

Staff is utilizing the current Comprehensive High School Area Program which is a component of the Educational Specification as a guide to construct the Grant High School improvements.

Approval of the preferred Master Plan for GHS buildings is required for the Design Team to proceed with Schematic Design and is critical to deliver the project on schedule in August 2019.

Well before the Grant High School Master Plan started, Staff evaluated projected construction concerns for the Grant High School modernization work and concluded that the restrictive site constraints and the availability of Marshall High School (Marshall) as a viable Swing Site option, allowed students and staff to be relocated to Marshall campus while improvements were being made at Grant High School site.

The costs to ready the Marshall campus to accommodate the Grant High School student body are not part of the Grant High School Project budget and will be funded from a separate bond program line item – “Swing Site and Transportation Improvements”.

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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

1. Resolution No. 4608 (May 29, 2012) Resolution to Adopt the Superintendent’s Recommended Update of the PPS Long Range Facilities Plan
2. Resolution No. 4800 (September 9, 2013) Resolution to Adopt the Educational Facility Vision as part of the District-wide Educational Specifications.
3. BOE Informational Report (February 25, 2013): Bond Program 101 – Engagement
4. Resolution No. 4840 (November 18, 2013) Resolution Authorizing Franklin, Grant and Roosevelt High School Full Modernization Building Capacities as Part of the 2012 Capital Bond Program and Acknowledging Related Impact on the Bond Program Reserve.

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## **PROCESS / COMMUNITY ENGAGEMENT**

At the start of the Master Planning process, a number of concepts were developed and explored. Through stakeholder, DAG and community meetings, the concepts were refined to develop a plan that addresses current deficiencies within the school, embraces the need for flexibility in future learning communities and develops a school facility that establishes itself as a unique hub to the community it serves.

Throughout the Master Planning Process community and stakeholder engagement has occurred in several fashions:

First, was the formation of the Design Advisory Group (DAG) in September 9<sup>th</sup>, 2015. The purpose of the DAG was to encourage interaction between a variety of stakeholders (teacher, student, parent, community and business), provide input regarding the priorities to be addressed within the Master Plan, and report on the work that was taking place to their various constituencies. There were several meetings held over a four month period from September to December in 2015:

1. Five (5) Design Advisory Group meetings.
2. Two (2) GHS Workshops.
3. One (1) Open House at GHS.
4. Two meetings with each department, totaling in excess of twenty meetings in all with all departments in Grant High School.
5. One (1) General Stakeholder meeting.

Second, staff and stakeholder engagement opportunities were provided through a variety of opportunities including both large and small group presentations. In addition to the DAG meetings and the staff engagement, two community workshops were held in October and November, culminating in a Community Open House in December. Within the workshops, the community was engaged in the planning process which resulted in the development of the preferred building Master Plan. The Open House provided an opportunity for the public to comment on the preferred plan that is being presented within this Resolution. Comments received in the Open House were supportive of the preferred Master Plan concept and focused on the next steps of design development that will take place as a part of Schematic Design.

On December 8, 2015, the School Improvement Bond Committee approved the Grant High School Master Plan to be brought to the full Board of Education by a vote of 2-0

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#### **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

Policy Goal A: “The District shall provide every student with equitable access to high quality and culturally relevant facilities even when this means differentiating resources to accomplish this goal.”

Policy Goal F: “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 governmental agencies, non-profit organizations, businesses, and the community in general—in meeting our educational outcomes.”

The preferred Master Plan Design for GHS buildings offers flexibility in programming and provides opportunity for individuality in student learning styles and recognizes the ethnic, cultural and social diversity of our students.

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#### **BUDGET / RESOURCE IMPLICATIONS**

The overall construction budget for the Grant High School Modernization Project, in accordance with the 2012 Capital Bond Program was \$81,000,000. In addition, Staff has allocated funds from bond program escalation contingency to support projected cost increases thru the planned mid-point of the construction phase. The approval of this preferred Master Plan Building Design further commits the District to the expenditure of these funds.

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### **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Following approval of the Master Plan Design for Grant High School buildings, the Design Team will continue the Master Planning for the site. In conjunction with this work staff will solicit, interview and award a Construction Manager/General Contractor (CM/GC) who will work with the Project Team, District staff and the community to further refine the current design to provide a fully developed design concept for the building and site, and then move into construction and completion of the project with occupancy to the newly renovated campus in September of 2019.

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### **OTHER CONSIDERATIONS**

This Master Plan Design for GHS buildings has been vetted and has the overall support of students, staff and the community. Specific educational programs and functional layouts will be addressed in greater detail through the Schematic Design Process. If the Board wishes to propose any changes to this preferred Master Plan Design for GHS buildings, or votes to delay approval, this could come with added cost and will delay the Project schedule.

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### **ATTACHMENTS**

Attachment A: Draft Resolution “Authorizing Grant High School Master Plan as Part of the 2012 Capital Bond Program”



# Portland Public School District 1<sup>st</sup> Reading

DATE: December 15, 2015

## Public Comment for: Revision of Cash Management Policy 8.20.010-P

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The Portland Public School District is providing Notice of Proposed Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district Web site noted below. Written comments must be submitted by 5:00 p.m. on the Last Date for Comment listed below.

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**1<sup>st</sup> Reading by: Tom Koehler, Chair**, Portland Public School Board  
**Summary:** Proposed Revision of Policy 8.20.010-P, Cash Management

**Draft Policy Web Site:**

<http://www.pps.k12.or.us/departments/board/872.htm>

(click on draft policy link).

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Senior Board Office Manager

**Last Date for Comment:** January 5, 2016

**Address:** P.O. Box 3107, Portland, OR 97208-3107

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: January 5, 2016**





# Board of Education Informational Report

## **MEMORANDUM**

**Date:** December 1, 2015  
**To:** Members of the Board of Education  
**From:** Yousef Awwad, Chief Financial Officer  
**Subject:** Adopt Cash Management Policy 8.20.010-P

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This Memorandum provides an update on Board Policy 8.20.010-P. Per Oregon Revised Statutes (O.R.S.) Section 294.135 the Board must annually readopt this policy in order for the District to be able to invest funds with final maturities longer than 18 months. This applies to bond proceeds, as the Policy also states that “operating funds,” meaning nearly all of the General Fund must mature within 18 months from purchase. The most recent annual adoption of this policy was in December, 2014.

We are suggesting one change (noted on page 7) in the Policy as it applies to operating funds; that is to decrease the percentage of total investments that must mature inside 12 months to 75% (from 90%). This will allow the Investment Officer slightly more flexibility in determining the best option for the portfolio taking advantage of the current positive slope to the yield curve. More information including the current portfolio and historical returns will be provided at the Business and Operations committee meeting on 12/7/15.

In addition, we are recommending that our commercial banking authorization resolution be attached to this policy so that it is reviewed and updated on an annual basis. A draft of this proposed resolution is also attached.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

### **I. Scope and Pooling of Funds**

This cash management policy applies to all cash activities and funds under the control of Multnomah County School District No. 1J (“the District”). This policy applies to the investment of operating funds, capital funds including bond proceeds, and bond reserve funds held by Portland Public Schools. This policy excludes petty cash activities.

The average size of the District’s investment portfolio approximates \$125,000,000, with an approximate seasonal high and low of \$200,000,000 and \$30,000,000 respectively. Average ranges do not include proceeds of General Long-Term Obligation Bonds, notes etc., if any.

### **II. General Objectives**

It is the District’s policy to invest public funds not required for immediate expenditure in a manner which will provide safety of principal, maintenance of a liquid position, and the maximum return on cash invested while meeting daily cash flow demands and conforming to Oregon Revised Statutes (ORS).

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield, with each objective discussed below.

#### **1. Safety**

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The object will be to mitigate both credit and interest rate risks.

##### **(a) Credit Risk**

The District will minimize the risk of loss due to the financial failure of the security issuer or backer, by:

- Concentrating its investments in the safest types of securities.
- Pre-qualifying the financial institutions, brokers/dealers, intermediaries, and advisers with which the District will do business.
- Diversifying the investment portfolio to minimize potential losses.
- Actively monitoring the investment portfolio holdings for changes in credit ratings and economic / market conditions.

##### **(b) Interest Rate Risk**

The District will minimize the risk of market value decline by:

- Structuring the investment portfolio so that maturing securities meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- Investing operating funds primarily in shorter-term securities or short-term investment pools.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

### **2. Liquidity**

The investment portfolio shall be kept sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Since all possible cash demands cannot be anticipated, the portfolio shall consist of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio may be placed in the Oregon Short-Term Fund, or similar investment offering next-day liquidity.

### **3. Yield**

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. High returns on investments are of secondary importance compared to the safety and liquidity objectives described above. The majority of the portfolio is limited to highly-rated / low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity, unless:

- A security with a declining credit rating may be sold early to prevent or minimize loss of principal.
- An unanticipated cash demand requires that the security be sold.
- A security swap would improve the quality, yield, or target duration of the portfolio.
  - Security swaps will be made only with specific approval of the CFO or, if absent, the CFO's designee.

## **III. Standards of Care**

### **1. Prudence**

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy, and exercising due diligence, shall be relieved of personal responsibility.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probably income to be derived.

### **2. Ethics and Conflicts of Interest**

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or that could impair their ability to disclose any material interest in financial institutions that conduct business with the District. They shall further disclose any personal / financial / investment positions that could be related to the performance of the investment portfolio.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

Employees, officers and their families shall refrain from undertaking personal business transactions with the same individual with whom business is conducted on behalf of the District. Officers and employees shall, at all times, comply with the State of Oregon Government Standards and Practices code of ethics set forth in ORS Chapter 244.

### **3. Responsibility**

The District's Board delegates, through the Superintendent to the chief financial officer (CFO), the responsibility for implementing this policy.

Day-to-day administration of this investment policy shall be managed by the CFO and delegated to his / her designee. The CFO or designee, hereinafter referred to as Investment Officer, shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the Investment Officer. The Investment Officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate activities of subordinate officials.

## **IV. Safekeeping and Custody**

### **1. Authorized Financial Dealers and Institutions**

A list will be maintained of approved financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security brokers / dealers selected by creditworthiness and other factors considered relevant by the District. These may include "primary" dealers or regional dealers that qualify under the Securities and Exchange Commission (SEC) rule 15d3-1 (uniform net capital rule). Qualified dealers and brokers will be required to maintain an office in the states of Oregon or Washington. The District will limit all security purchases to institutions on these approved lists. All financial institutions and broker / dealers who wish to qualify for District investment transactions must supply the following, as appropriate:

- Audited financial statements.
- Proof of Financial Industry Regulatory Authority (FINRA) certification.
- Proof of state registration.
- Certification of having read and understood the District's investment policy.
- Certification of agreement to comply with the District's investment policy.

The Investment Officer will conduct an annual review of the financial condition and registration of qualified financial institutions and broker / dealers.

## **V. Internal Controls**

The Investment Officer is responsible for establishing and maintaining an adequate internal control structure designed to reasonably protect the assets of the District from loss, theft or misuse.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the Investment Officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:

### **1. Accounting Method**

The District shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. These accounting principles are contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

### **2. Delivery and Safekeeping**

The purchase and sale of securities, repurchase agreements and guaranteed investment contract transactions shall be settled on a delivery-versus-payment basis (DVP) in accordance with ORS 294.145(4), ORS 294.145(5) and GFOA recommended practices. It is the District's intent that all purchased securities shall be delivered to the District's third-party custodian in the account name of the District. Sufficient evidence to title shall be consistent with modern investment and commercial practices.

### **3. Collateralization**

All bank deposits, time deposits, certificates of deposit, and savings accounts shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreements be limited in maturity to three years and priced according to the written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board. On March 12, 1996, the OSTF Board adopted the following margins:

- US Treasuries: 102%.
- US Agency discount and coupon securities: 102%.
- Mortgage-backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

Prior to entering into any repurchase agreement, a signed Master Repurchase Agreement must be in place between the District and the securities dealer. At a minimum, the District will monitor the collateral requirements weekly for guaranteed investment contracts.

### **4. Pooling of Funds**

Except for cash in certain restricted and special funds, the District will consolidate cash balances from all funds to maximize investment earnings. Investment income will be



## BOARD POLICY CASH MANAGEMENT

8.20.010-P

allocated to the various funds based on their respective participation and in accordance with GAAP.

### **VI. Suitable and Authorized Investments**

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.046, ORS 294.052, ORS 294.805 and 294.810:

1. US. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government.
2. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions.
3. Time deposit open accounts, certificates of deposit, share accounts and savings accounts.
4. Banker's acceptances.
5. Corporate indebtedness.
6. Repurchase Agreements.
7. Oregon Short-term Fund, also known as Local Government Investment Pool ("LGIP").
8. The District may invest up to 100% of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.
9. Demand checking accounts are excluded from this policy scope.

### **VII. Investment Parameters**

#### **1. Diversification**

Investments shall be diversified by:

- Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- Investing in securities that have high credit quality;
- Limiting investments in securities with high interest-rate risk, such as variable-rate securities;
- Investing in securities with varying maturities; and
- Continuously investing a portion of the portfolio in readily-available funds such as the Oregon Short-Term Fund (or LGIP).

#### **2. Maximum Maturities and Percentage of Investments by Type**

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types, and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the District's bond sales. All bond fund reserves will be considered to



**BOARD POLICY**  
**CASH MANAGEMENT**

**8.20.010-P**

be capital project funds. With Board approval, the District may designate other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Per subsection 4 of this section, Credit Ratings, minimum ratings are required on certain investments pursuant to ORS 294.035.

Security	Maximum % Of Total Portfolio	Maximum Maturity
US Treasury Bills, Notes and Bonds, and Obligations secured by the US Treasury	100%	18 months for operating funds; 5 years for capital project funds
US Government Agencies and Instrumentalities, including Government-Sponsored Enterprises	100%	18 months for operating funds; 5 years for capital project funds
State and Local Government Securities	30%	18 months for operating funds; 5 years for capital project funds
Time Certificates of Deposit	50%	18 months
Repurchase Agreements	25%	30 days
Bankers Acceptances	25%	6 months
Corporate Indebtedness (commercial paper and bonds)	35%	18 months
OSTF – Local Government Investment Pool	Pool Limit	Pool Maximum

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- There shall be a limit of 50% of the portfolio held in securities issued by any single US government agency.
- Time certificates of deposit and bankers acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10% for overall holdings in one institution.



# BOARD POLICY CASH MANAGEMENT

8.20.010-P

In addition to this policy, ORS 294.035 limits investments in corporate indebtedness to 35% of the total investment portfolio, with no more than 5% of total funds invested in a single corporate entity and its affiliates or subsidiaries.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio; however, consideration should be given to this matter when future purchases are made.

### 3. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as OSTF or overnight repurchase agreements, or held in bank balances to ensure sufficient liquidity to meet ongoing obligations.

Maturity limitations will depend upon whether the funds being invested are considered short- or long-term funds. Surplus funds will be considered operating funds, except those reserved for capital projects. Except for special situations, as directed by the Investment Officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10%
Under 90 days	25%
Under 365 days	75%
Under 18 months	100%

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. However, subsequent investments must not be made to longer maturity dates until the limits will be met.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the parameters of this policy, the applicable bond covenants or applicable tax laws, whichever are most restrictive.

This investment policy was submitted to and approved by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).





## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

### **4. Credit Ratings**

Minimum credit rating levels for permissible investments are set out in ORS 294.035. The District will only recognize ratings of Moody's, S&P, and Fitch of the available Nationally-Recognized Statistical Rating Organizations (NRSROs). These credit rating levels apply to the security at the transaction settlement date. If a security's credit rating is subsequently

downgraded below the minimum rating level for a new investment of that security, the Investment Officer shall evaluate, on a case-by-case basis, in order to determine if the security should be held or sold. The Investment Officer shall notify the CFO or his/her designee about the credit rating downgrade and whether the decision was made to sell or hold the security.

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The District shall not lend securities nor directly participate in a securities lending or reverse repurchase program.

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Before any security purchase or sale is initiated, the Investment Officer shall determine the appropriateness of seeking competitive bids or offers. Information about current market interest rate levels can be obtained from various sources, including investment dealers, financial websites and publications, and other sources. Factors to consider include where the securities are held, the size of the transaction, and the term to maturity.

In the event competitive bids or offers are not considered, the decision not to do so shall be documented. When required by applicable tax laws or bond covenants, competitive bids and offers shall be sought for security purchases and sales of bond funds.

## **VIII. Reporting**

### **1. Methods**

The Investment Officer shall prepare a quarterly report, including a management summary that provides an analysis of the status of the current investment portfolio and transactions made over the last period. This management summary will be prepared in a manner which will allow the District to ascertain whether investment activities during the reporting period have conformed to this policy. The report shall be provided to the Board at least annually in accordance with ORS 294.155 and more frequently as the Board requests. The report will include the following:

- List of transactions occurring during the reporting period.
- List of individual securities held at the end of the reporting period.
- Average weighted yield to maturity of portfolio on investments as compared to applicable benchmark(s).
- List of investments by maturity date (or call date, as appropriate).
- Percentage of the total portfolio that each type of investment represents along with the percentages authorized in this policy.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

- Performance relative to benchmark(s).

### **2. Performance Standards**

The investment portfolio will be managed in accordance with the parameters specified within this policy. The performance of the District's portfolio shall be measured against the performance of the Oregon Short-Term Fund, 90-day agencies, and 90-day treasuries. The average monthly net yield of the District's portfolio shall be used for such comparison or evaluation. Because bond proceeds are expected to be invested at the time they are received, and are therefore invested in the interest rate environment that exists at that point in time, that portion of the portfolio will be excluded from ongoing benchmark performance measurement.

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The market value of the portfolio shall be calculated, and a statement of the market value of the portfolio issued, at least monthly. This will ensure that review of the investment portfolio, in terms of value and price volatility, has been performed consistent with the GFOA Recommended Practice on "Mark to Market Practices for State and Local Government Investment Portfolios and Investment Pools". This "Mark to Market" analysis is provided by the District's third-party investment custodial safekeeping agent.

## **IX. Administration of Cash Management Program**

### **1. Objectives.**

The District's objectives are to comply both with the letter and the spirit of Board policy in a manner that permits efficient use of District resources and effective management control.

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## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

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### **XII. Policy Adoption and Re-Adoption**

This investment policy shall be reviewed on an annual basis by the Investment Officer, who shall submit the policy and proposed revisions to the OSTF if required. The policy and any revisions shall be presented annually to the Portland Public Schools Board of Education, which will review and approve the investment policy, and any revisions, annually.

END OF POLICY

Legal References:

ORS Chapters 244, 294 and 295



**BOARD POLICY**  
CASH MANAGEMENT

**8.20.010-P**



## BOARD POLICY CASH MANAGEMENT

8.20.010-P

### **I. Scope and Pooling of Funds**

This cash management policy applies to all cash activities and funds under the control of Multnomah County School District No. 1J (“the District”). This policy applies to the investment of operating funds, capital funds including bond proceeds, and bond reserve funds held by Portland Public Schools. This policy excludes petty cash activities.

The average size of the District’s investment portfolio approximates \$125,000,000, with an approximate seasonal high and low of \$200,000,000 and \$30,000,000 respectively. Average ranges do not include proceeds of General Long-Term Obligation Bonds, notes etc., if any.

### **II. General Objectives**

It is the District’s policy to invest public funds not required for immediate expenditure in a manner which will provide safety of principal, maintenance of a liquid position, and the maximum return on cash invested while meeting daily cash flow demands and conforming to Oregon Revised Statutes (ORS).

The primary objectives, in priority order, of investment activities shall be safety, liquidity, and yield, with each objective discussed below.

#### **1. Safety**

Safety of principal is the foremost objective of the investment program. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. The object will be to mitigate both credit and interest rate risks.

##### **(a) Credit Risk**

The District will minimize the risk of loss due to the financial failure of the security issuer or backer, by:

- Concentrating its investments in the safest types of securities.
- Pre-qualifying the financial institutions, brokers/dealers, intermediaries, and advisers with which the District will do business.
- Diversifying the investment portfolio to minimize potential losses.
- Actively monitoring the investment portfolio holdings for changes in credit ratings and economic / market conditions.

##### **(b) Interest Rate Risk**

The District will minimize the risk of market value decline by:

- Structuring the investment portfolio so that maturing securities meet cash requirements for ongoing operations and/or capital projects, thereby avoiding the need to sell securities on the open market prior to maturity.
- Investing operating funds primarily in shorter-term securities or short-term investment pools.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

### **2. Liquidity**

The investment portfolio shall be kept sufficiently liquid to meet all operating requirements that may be reasonably anticipated. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). Since all possible cash demands cannot be anticipated, the portfolio shall consist of securities with active secondary or resale markets (dynamic liquidity). A portion of the portfolio may be placed in the Oregon Short-Term Fund, or similar investment offering next-day liquidity.

### **3. Yield**

The investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. High returns on investments are of secondary importance compared to the safety and liquidity objectives described above. The majority of the portfolio is limited to highly-rated / low-risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities shall not be sold prior to maturity, unless:

- A security with a declining credit rating may be sold early to prevent or minimize loss of principal.
- An unanticipated cash demand requires that the security be sold.
- A security swap would improve the quality, yield, or target duration of the portfolio.
  - Security swaps will be made only with specific approval of the CFO or, if absent, the CFO's designee.

## **III. Standards of Care**

### **1. Prudence**

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and this investment policy, and exercising due diligence, shall be relieved of personal responsibility.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probably income to be derived.

### **2. Ethics and Conflicts of Interest**

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or that could impair their ability to disclose any material interest in financial institutions that conduct business with the District. They shall further disclose any personal / financial / investment positions that could be related to the performance of the investment portfolio.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

Employees, officers and their families shall refrain from undertaking personal business transactions with the same individual with whom business is conducted on behalf of the District. Officers and employees shall, at all times, comply with the State of Oregon Government Standards and Practices code of ethics set forth in ORS Chapter 244.

### **3. Responsibility**

The District's Board delegates, through the Superintendent to the chief financial officer (CFO), the responsibility for implementing this policy.

Day-to-day administration of this investment policy shall be managed by the CFO and delegated to his / her designee. The CFO or designee, hereinafter referred to as Investment Officer, shall act in accordance with established written procedures and internal controls for the operation of the investment program consistent with this investment policy. Procedures should include references to: safekeeping, delivery vs. payment, investment accounting, repurchase agreements, wire transfer agreements and collateral/depository agreements. No person may engage in an investment transaction except as provided under the terms of this policy and the procedures established by the Investment Officer. The Investment Officer shall be responsible for all transactions undertaken and shall establish a system of controls to regulate activities of subordinate officials.

## **IV. Safekeeping and Custody**

### **1. Authorized Financial Dealers and Institutions**

A list will be maintained of approved financial institutions authorized to provide investment and safekeeping services. In addition, a list will also be maintained of approved security brokers / dealers selected by creditworthiness and other factors considered relevant by the District. These may include "primary" dealers or regional dealers that qualify under the Securities and Exchange Commission (SEC) rule 15d3-1 (uniform net capital rule). Qualified dealers and brokers will be required to maintain an office in the states of Oregon or Washington. The District will limit all security purchases to institutions on these approved lists. All financial institutions and broker / dealers who wish to qualify for District investment transactions must supply the following, as appropriate:

- Audited financial statements.
- Proof of Financial Industry Regulatory Authority (FINRA) certification.
- Proof of state registration.
- Certification of having read and understood the District's investment policy.
- Certification of agreement to comply with the District's investment policy.

The Investment Officer will conduct an annual review of the financial condition and registration of qualified financial institutions and broker / dealers.

## **V. Internal Controls**

The Investment Officer is responsible for establishing and maintaining an adequate internal control structure designed to reasonably protect the assets of the District from loss, theft or misuse.



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

Accordingly, the Investment Officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points:

### **1. Accounting Method**

The District shall comply with all required legal provisions and Generally Accepted Accounting Principles (GAAP) relating to investment accounting. These accounting principles are contained in the pronouncements of authoritative bodies including but not necessarily limited to, the Governmental Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA); and the Financial Accounting Standards Board (FASB).

### **2. Delivery and Safekeeping**

The purchase and sale of securities, repurchase agreements and guaranteed investment contract transactions shall be settled on a delivery-versus-payment basis (DVP) in accordance with ORS 294.145(4), ORS 294.145(5) and GFOA recommended practices. It is the District's intent that all purchased securities shall be delivered to the District's third-party custodian in the account name of the District. Sufficient evidence to title shall be consistent with modern investment and commercial practices.

### **3. Collateralization**

All bank deposits, time deposits, certificates of deposit, and savings accounts shall be held in qualified Oregon depositories and collateralized in accordance with ORS Chapter 295.

ORS 294.035(3)(j) requires repurchase agreements be limited in maturity to three years and priced according to the written policy of the Oregon Investment Council or the Oregon Short-Term Fund Board. On March 12, 1996, the OSTF Board adopted the following margins:

- US Treasuries: 102%.
- US Agency discount and coupon securities: 102%.
- Mortgage-backed securities, although allowed by ORS Chapter 294, are not allowed as repurchase agreement collateral under this policy.

Prior to entering into any repurchase agreement, a signed Master Repurchase Agreement must be in place between the District and the securities dealer. At a minimum, the District will monitor the collateral requirements weekly for guaranteed investment contracts.

### **4. Pooling of Funds**

Except for cash in certain restricted and special funds, the District will consolidate cash balances from all funds to maximize investment earnings. Investment income will be





## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

allocated to the various funds based on their respective participation and in accordance with GAAP.

### **VI. Suitable and Authorized Investments**

The following investments will be permitted by this policy and are authorized for investment under ORS 294.035, ORS 294.046, ORS 294.052, ORS 294.805 and 294.810:

1. US. Treasury securities and other lawfully issued general obligations of the United States, including general obligations of agencies and instrumentalities of the United States or enterprises sponsored by the United States government.
2. Debt of the agencies and instrumentalities of the states of Oregon, California, Idaho and Washington and their political subdivisions.
3. Time deposit open accounts, certificates of deposit, share accounts and savings accounts.
4. Banker's acceptances.
5. Corporate indebtedness.
6. Repurchase Agreements.
7. Oregon Short-term Fund, also known as Local Government Investment Pool ("LGIP").
8. The District may invest up to 100% of the proceeds from any bond issue in investment agreements that meet the requirements of ORS 294.052 and the repurchase agreement collateral requirements and restrictions of this policy.
9. Demand checking accounts are excluded from this policy scope.

### **VII. Investment Parameters**

#### **1. Diversification**

Investments shall be diversified by:

- Limiting investments to avoid over-concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities);
- Investing in securities that have high credit quality;
- Limiting investments in securities with high interest-rate risk, such as variable-rate securities;
- Investing in securities with varying maturities; and
- Continuously investing a portion of the portfolio in readily-available funds such as the Oregon Short-Term Fund (or LGIP).

#### **2. Maximum Maturities and Percentage of Investments by Type**

The maximum percentages for direct investments of surplus funds are as shown in the chart below. Surplus funds are defined as the sum of all investments, cash balances, deposit balances of all types, and LGIP balances. The maximum maturity is measured from the settlement date of the investment transaction.

Capital project funds are funds specifically dedicated to capital projects, and will typically include proceeds from the District's bond sales. All bond fund reserves will be considered to



**BOARD POLICY**  
**CASH MANAGEMENT**

**8.20.010-P**

be capital project funds. With Board approval, the District may designate other funds as capital project funds. Operating funds are all surplus funds that are not capital project funds.

Per subsection 4 of this section, Credit Ratings, minimum ratings are required on certain investments pursuant to ORS 294.035.

Security	Maximum % Of Total Portfolio	Maximum Maturity
US Treasury Bills, Notes and Bonds, and Obligations secured by the US Treasury	100%	18 months for operating funds; 5 years for capital project funds
US Government Agencies and Instrumentalities, including Government-Sponsored Enterprises	100%	18 months for operating funds; 5 years for capital project funds
State and Local Government Securities	30%	18 months for operating funds; 5 years for capital project funds
Time Certificates of Deposit	50%	18 months
Repurchase Agreements	25%	30 days
Bankers Acceptances	25%	6 months
Corporate Indebtedness (commercial paper and bonds)	35%	18 months
OSTF – Local Government Investment Pool	Pool Limit	Pool Maximum

In order to achieve issuer diversification, this policy sets limits on the maximum holdings by issuer for certain investment types.

- There shall be a limit of 50% of the portfolio held in securities issued by any single US government agency.
- Time certificates of deposit and bankers acceptances can all be issued by a single banking institution. In order to avoid over-concentration in a single banking institution, there shall be a limit of 10% for overall holdings in one institution.



# BOARD POLICY CASH MANAGEMENT

8.20.010-P

In addition to this policy, ORS 294.035 limits investments in corporate indebtedness to 35% of the total investment portfolio, with no more than 5% of total funds invested in a single corporate entity and its affiliates or subsidiaries.

Due to fluctuations in the aggregate surplus funds balance, maximum percentages for a particular issuer or investment type may be exceeded at a point in time subsequent to the purchase of a particular security. Securities need not be liquidated to realign the portfolio; however, consideration should be given to this matter when future purchases are made.

### 3. Liquidity of Funds

Because of inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds, such as OSTF or overnight repurchase agreements, or held in bank balances to ensure sufficient liquidity to meet ongoing obligations.

Maturity limitations will depend upon whether the funds being invested are considered short- or long-term funds. Surplus funds will be considered operating funds, except those reserved for capital projects. Except for special situations, as directed by the Investment Officer, investments will be limited to maturities not exceeding 18 months.

Short-term portfolio investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs. In addition, the following maturity limits are designed to ensure liquidity in the portfolio:

Length of Maturity	Minimum % of Total Portfolio
Under 30 days	10%
Under 90 days	25%
Under 365 days	75%
Under 18 months	100%

If these maturity limits are inadvertently exceeded at the time of a specific investment, the purchase does not need to be liquidated. However, subsequent investments must not be made to longer maturity dates until the limits will be met.

The investments of bond proceeds are restricted under bond covenants that may be more restrictive than the investment parameters included in this policy. Bond proceeds shall be invested in accordance with the parameters of this policy, the applicable bond covenants or applicable tax laws, whichever are most restrictive.

This investment policy was submitted to and approved by the OSTF Board as specified above and in accordance with ORS 294.135(1)(a).



## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

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## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

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## **BOARD POLICY CASH MANAGEMENT**

**8.20.010-P**

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END OF POLICY

Legal References:

ORS Chapters 244, 294 and 295



**BOARD POLICY**  
CASH MANAGEMENT

**8.20.010-P**

# Portland Public School District 1<sup>st</sup> Reading

DATE: December 15, 2015

## Public Comment for: New Board Policy: Reporting of Suspected Abuse of a Child - Policy 4.50.051-P

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The Portland Public School District is providing Notice of Proposed Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district Web site noted below. Written comments must be submitted by 5:00 p.m. on the Last Date for Comment listed below.

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**1<sup>st</sup> Reading by: Tom Koehler, Chair**, Portland Public School Board  
**Summary:** Reporting of Suspected Abuse of a Child – Policy 4.50.051-P

**Draft Policy Web Site:**

<http://www.pps.k12.or.us/departments/board/872.htm>

(click on draft policy link).

**Recommended for 1st Reading by:** Board of Education

**Policy Contact:** Rosanne Powell, Senior Board Office Manager

**Last Date for Comment:** January 5, 2016

**Address:** P.O. Box 3107, Portland, OR 97208-3107

**Telephone:** 503-916-3741

**E-mail:** [schoolboard@pps.net](mailto:schoolboard@pps.net)

**Last Date for Comment: January 5, 2016**





# Board of Education

## Staff Report to the Board

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**Board Meeting Date:** 12/15/2015

**Executive Committee Lead:**

**Department:** School Supports

**Presenter/Staff Lead:** Harriet Adair

**SUBJECT: 4.50.051-P Reporting of Suspected Abuse of a Child (New Policy)**

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### BACKGROUND

Oregon Department of Education administrative rules (OAR 281-022-0711) require school boards to adopt policies related to reporting suspected child abuse. Portland Public Schools already has an administrative directive, written procedures, annual training and processes required within state law.

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### RELATED POLICIES / BOARD GOALS AND PRIORITIES

Administrative Directive 4.50.050-AD Child Abuse Reporting is attached. All language in the policy was reviewed for compliance, and reflects current practice.

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### PROCESS / COMMUNITY ENGAGEMENT

Adoption of the policy will not change existing procedures or practices. PPS is compliant with legal requirements of child abuse reporting.

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### ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

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### BUDGET / RESOURCE IMPLICATIONS

There are no additional budget or resource implications.

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### NEXT STEPS / TIMELINE / COMMUNICATION PLAN

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### QUESTIONS FOR BOARD DISCUSSION

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**ATTACHMENTS** Draft policy 4.50.051-P; Administrative Directive 4.50.050-AD

**Reviewed and Approved by  
Executive Committee Lead**



## Board Policy

4.50.051-P

### Reporting of Suspected Abuse of a Child

The safety and welfare of all children is the District's highest priority. Any District employee, who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, will immediately notify the Oregon Department of Human Services or the local law enforcement agency. The District employee shall also immediately inform his/her supervisor. All district employees are subject to this policy and state law for mandatory reporting of suspected child abuse. Abuse of a child by district employees or by students will not be tolerated.

Any District employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected abuse of a child by a district employee or a student, in good faith, the student will not be disciplined. No District employee, student or Board member may engage in retaliation against any person who reports suspected abuse of a child. Any employee or student, who engages in any form of retaliation for reporting suspected child abuse, or for participation in an investigation, will be subject to disciplinary action up to and including dismissal.

The district shall have written procedures to provide annual training for district staff in the prevention and identification of abuse of a child and on the obligations of district employees. The district shall provide access to training for parents and legal guardians of students on the prevention, identification of abuse of a child and the obligation of district employees to report suspected abuse of a child.



## Child Abuse Reporting

ORS 419.005 – 419B.045 requires that if school personnel have reasonable cause to believe that child abuse has occurred, it shall be reported.

### (1) Mandatory Requirement to Report

- (a) Personnel shall immediately report the information to the principal or principal's designee and call the Child Abuse Hotline. Employees may choose to call the hotline with or without the principal but must notify the principal or principal's designee immediately
- (b) Each school building must have a posting that includes the name and contact information for the principal or the principal's designee as the person designated for the school building to receive reports of suspected child abuse by school employees and the procedures the person will follow upon the receipt of a report. If a person suspected of abusing a child is an employee of Portland Public Schools, then the principal or the principal's designee shall also inform a Human Resources' Performance Management Administrator in addition to the Child Abuse Hotline.
  - (i) If there is reasonable cause to support the report that an employee has abused a child, that employee will be placed on paid administrative leave pending investigation, as required by ORS 339.375(3).
  - (ii) Students will not be disciplined for the initiation of a report made in good faith about suspected child abuse by a school employee.
  - (iii) The principal or the principal's designee must provide notification to the person who made the report about the actions taken by the education provider based on the report. This notification shall not reveal confidential information about the student, the student's family or the investigation process.
- (c) The initiation of a report made in good faith about suspected child abuse will not adversely affect any terms or conditions of employment or the work environment of the complainant.

### (2) Investigation at School

- (a) On request, the principal will permit a law enforcement investigator, including a Department of Human Services investigator, to interview a child. The school administrator or a designee may at the discretion of the law enforcement investigator be present at the investigation.



### Child Abuse Reporting

Nothing that transpires in either the investigation, nor the fact of an investigation, may be noted in student education records or revealed to anyone. Special requests for disclosure may be discussed with the District's General Counsel.

- (b) Prior to an interview of a child by a law enforcement investigator, the principal shall first verify the identity of the person by official ID Card, or badge., and record the person's name, agency, business address, phone number, time and date of interview on the Child Abuse Report Log. The principal shall retain this information in a file kept by the principal's secretary or in the principal's office.
- (c) If a police officer plans to take custody of the child, ask the police officer to sign your prepared custody record which should read substantially as follows. The principal shall retain this receipt.

#### EXAMPLE:

Custody of John Smith has been received January 5, 2000, at  
2:00 p.m.  
Officer Blake Smith  
Portland Police Department  
Badge #111

#### (3) Parent Notification

- (a) In the event the child is taken into custody, school employees shall not notify the parent or guardian. Notification should be done only by the law enforcement investigator.
- (b) In the event of an interview only, the school shall not notify the parent unless the law enforcement investigator approves the notification. The principal should discuss parent notification with the officer and urge that it occur promptly.
- (c) If a parent calls and asks for the whereabouts of his/her child, the principal should simply report that the child is in custody but not the reason and suggest that the parent phone the Child Abuse Hotline.

#### (4) Sources for Detailed Procedures

- (a) The Student Services Memo on Child Abuse Reporting – Procedures and Resource Materials is available from Student Services, and is on the website.

#### (5) Trainings

- (a) Employees: The district shall provide training each school year to school employees on the prevention and identification of child abuse



## ADMINISTRATIVE DIRECTIVE

4.50.050-AD

### Child Abuse Reporting

and on the reporting obligations.

- (b) Parents and Legal Guardians: The district shall make training on identification and prevention of child abuse available to parents and legal guardians of students attending a Portland Public School. The training shall be provided separately from the training provided to school employees.
- (c) Students: The district shall make training that is designed to prevent child abuse available each school year to students attending a Portland Public School.

History: Adopted 6/71; Amended 8/74; Amd. 11/79; Amd. 2/82; Amd. 4/82; Amd. 11/82; Amd. 12/85; Amd. 4/87; Rnmd. 5/0 (from 4.50.21 to 4.50.50); Amd. 1/94 ed.; Amd. 9/01/02; Amd. 4/28/2004, Amd.5/08/08; Amd. 4/2015



# Board of Education

## Staff Report to the Board

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**Board Meeting Date:** 15 December 2015

**Executive Committee Lead:** Tony Magliano, Chief Operating Officer

**Department:** Facilities and Asset Management

**Presenter/Staff Lead:** Sara King, Director of Planning and Asset Management

**SUBJECT:** *DISSOLVE THE PORTLAND SCHOOLS REAL ESTATE TRUST*

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### BACKGROUND

In February 2002, the Board of Education (“Board”) adopted a Long Range Facilities Plan prepared by Innovation Partnership, which included in its recommendations the creation of a “Portland Schools Real Estate Trust” (“Trust”), a 501(c)(3) nonprofit Corporation.

The Trust is a membership corporation with one Member, who is Portland Public Schools (“District”) with power and authority over the corporation. The business affairs of the Trust are managed by a Board of Directors and elected Officers of the Corporation per Trust Bylaws.

The Trust was envisioned to assist the District with decisions regarding real estate. A January 22, 2007 Portland Schools Real Estate Trust Property Disposition Assistance Agreement (see attached District Contract 55321-d) defined the role of the Trust when District surplus property is to be sold, leased or redeveloped. The agreement gave the District the ability to deed property to the Trust and to use the Trust as a marketing agent or developer. The District never used the Trust in this capacity. The initial term of the agreement was three years with automatic renewal for subsequent five-years if not terminated by the parties.

In May of 2012, the Board accepted a revised Long Range Facility Plan that guides management of District site utilization.

The District has not used services of the Trust for seven years. The Portland Schools Real Estate Trust Property Disposition Assistance Agreement expired on January 22, 2015.

The Trust remains active as a 501(c)(3) nonprofit Corporation with the State of Oregon. Staff recommends, as a matter of housekeeping, to dissolve the Trust to provide greater transparency to the public and eliminate an entity no longer used by the District.

Trust Bylaws require a signed, written directive from the Member to the Trust Officers in order to dissolve the Trust. A resolution from the Board is sufficient for the Trust Officers to undertake dissolution.

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## **BOARD COMMITTEE REVIEW (IF APPLICABLE)**

Business and Operations

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## **RELATED POLICIES / BOARD GOALS AND PRIORITIES**

Long Range Facility Plan (2012) and 8.70.040-P Disposition of Surplus Real Property

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## **PROCESS / COMMUNITY ENGAGEMENT**

Trust Officers have been contacted regarding the dissolution of the Trust and no objections have been raised as the contractual relationship between PPS and the Trust expired in January 22, 2015.

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## **ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN**

Dissolution of the Trust has no relationship to or impact on the Equity Policy implementation plan.

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## **BUDGET / RESOURCE IMPLICATIONS**

State of Oregon 501(c)(3) registration requires an annual report and an annual fee of \$10 per year.

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## **NEXT STEPS / TIMELINE / COMMUNICATION PLAN**

Facilities and Asset Management will notify Trust Officers about the dissolution upon action by the Board.

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## **ATTACHMENTS**

1. District Contract 55321-d, Portland Schools Real Estate Trust Property Disposition Assistance Agreement
2. Resolution Dissolving the Portland Schools Real Estate Trust

*JS*

**COPY**

15TR  
55321-d  
FPS CONTRACT No.

**PORTLAND SCHOOLS REAL ESTATE TRUST**

**PROPERTY DISPOSITION ASSISTANCE AGREEMENT**

BETWEEN: SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON  
(PORTLAND PUBLIC SCHOOLS),  
An Oregon school district  
501 N. Dixon Street  
Portland, OR 97227  
(the "District")

AND: PORTLAND SCHOOLS REAL ESTATE TRUST, INC.,  
an Oregon not-for-profit corporation  
c/o Portland Public Schools  
501 N. Dixon St.  
Portland, OR 97208  
(the "Trust")

January 22, 2007

**INTRODUCTION:**

This agreement is entered into under the authority of the bylaws of Portland Schools Real Estate Trust, Inc, an Oregon not-for-profit corporation created by the Board of Education of Portland Public Schools.

The District owns parcels of improved and unimproved property that it may determine are not necessary for the educational purposes of the District. The District may identify schools or other facilities that will be closed and/or consolidated with adjoining schools, and make the determination whether these schools are to be retained for future use, or declared surplus and therefore available for short- or long-term lease or for sale.

When the District is considering a particular property to be declared surplus, and is determining whether that property is then to be sold, leased or redeveloped in order to produce a long-term financial return, the District requires the perspectives and advice of those with real estate development and investment experience and expertise to guide its decision-making.

To carry out that advisory function, the District has appointed and maintained an advisory body, formed as the Portland Schools Real Estate Trust. The Trust is a single-member Oregon not-for-profit corporation. The District is that single member. The corporate bylaws state that "the specific and primary purpose of the Corporation is to enter into an agreement with the school district, pursuant to which the Corporation will assist the District in disposing of surplus property, and will provide advice and counsel to the District" with respect to real estate owned by the District.

The District appoints between five and nine individuals to serve as Directors of the Trust. These individuals are selected based on their expertise and experience in various aspects of



real estate investment, real estate development, property management, commercial sales and leasing, along with knowledge and awareness of working with public bodies and community groups.

The District desires assistance from the Trust in realizing the greatest long-term return reasonably possible from the disposition of the District's surplus property, in accordance with the terms of this Property Disposition Assistance Agreement (the "Agreement"). The Trust is willing to provide that assistance to the District.

NOW, THEREFORE, in consideration of the mutual promises of the District and the Trust set forth in this Agreement, the parties agree as follows:

## **SECTION 1 TERM**

### **1.1 Initial Term**

The term of this Agreement is three years, and will be automatically renewed for subsequent five-year terms if not terminated by the parties.

### **1.2 Termination**

This Agreement may be terminated by either party, for any reason, upon thirty (30) days advance written notice to the other.

## **SECTION 2 DECLARATION OF SURPLUS PROPERTY**

### **2.1 Trust Advice on Surplus Property Declaration**

The District may, from time to time, declare a property or a portion thereof owned by the District to be surplus, using the applicable District procedures. The District may seek advice from the Trust as it makes that determination, such advice including but not limited to restrictions that should be placed on the property, whether sale or lease is the most advisable disposition, market timing, pricing, etc.

## **SECTION 3 THE TRUST'S RESPONSIBILITIES**

### **3.1 In General**

Once properties are declared surplus by the District, and placed on the market, the Trust will receive periodic updates and provide advice as the sale or lease process continues, advising on mid-course marketing adjustments if there are changes in market receptivity, reviewing purchase and sale proposals, and generally providing consultation that may improve the sale or lease outcome to achieve the highest financial return to the District.

### **3.2. Specific Responsibilities**

The Trust may recommend, as it deems necessary:

- Studies and tests as are reasonably necessary to advance the marketing of a Surplus Property, and necessary transaction documents such as title reports, environmental surveys, property surveys and soils tests.
- Highest and best use analysis
- A marketing strategy
- The terms of a broker's agreement to implement the marketing plan

### **3.3 Long-range Advisory Role**

The Trust may provide advice, counsel and analysis on the District's real estate holdings generally. A key function of the Trust is to provide that advice, counsel and analysis to the District with respect to properties that may be considered as surplus, to assist in the determination of the best course of action in proceeding with a Surplus Declaration. The Trust may also provide general advice on future use, configuration, rehabilitation, and/or replacement of facilities according to the District's academic programming needs, considering student population and population trends district-wide, and market opportunities.

### **3.4 No Fee or compensation**

The Trust shall receive no fee or commission for the services it performs on behalf of the District under the terms of this Agreement. The Directors are volunteers and receive no compensation for their services to the Trust.

## **SECTION 4 TRUST MEETINGS**

### **4.1 Frequency of Meetings**

Meetings of the Trust shall occur with sufficient frequency to adequately inform the Trust members of District property developments and opportunities, so that its advisory role is effective and timely.

### **4.2 Open to PPS Board and Staff**

The Trust Board will comply with the Public Records and Meetings Laws, and will notify the Board and designated District staff at least 48 hours in advance of any board meeting. The Trust will allow school board members and designated staff to attend all of its meetings, including executive sessions.

## **SECTION 5 REQUIRED INSURANCE**

Throughout the term of this Agreement, and to the extent of funds available from the District or otherwise, the District shall obtain and keep in full force and effect: a policy of insurance in a reasonable amount insuring the Trust Directors against claims asserted against the Directors in the performance of their duties on behalf of the Trust, a public liability insurance policy in a reasonable amount, insuring the Trust against third-party claims, and such other insurance as may be required.

## **SECTION 6 NO DIRECTOR PERSONAL BENEFIT**

The Trust shall require each director of the Trust to agree as follows: the director will not seek, obtain or realize any personal financial gain from the Trust while serving on the board (except as provided below); the director will not enter into any agreement with the Trust that might provide the director with a financial gain unless fully disclosed to the District and approved of by the District; the director will not use his/her position as a director to seek financial gain from a third party; the director will not accept any compensation from the Trust for service as a director; and the above limitations will equally bind any entity owned or controlled by that director.

## **SECTION 7 DEFAULT, REMEDIES**

A default shall exist if a party fails to perform an obligation set forth in this Agreement that that party is obligated to perform, the other party gives written notice of such failure, and the party fails to cure the default within thirty (30) days, or such longer reasonable period of time as is necessary to effect a cure. In the event of an uncured default, the non-defaulting party shall be entitled to all available legal and equitable remedies as if each of those were fully set forth in this Agreement, including the right to terminate this Agreement.

## **SECTION 8 TRUST'S LIMITED AUTHORITY**

The Trust shall have no authority to speak for, represent or bind the District on any matter.

## **SECTION 9 GENERAL PROVISIONS**

### **9.1 Amendments**

No provision of this Agreement may be amended, modified or waived unless such amendment, modification or waiver is agreed to in writing and signed by the parties.

### **9.2 Attorneys Fees**

In the event either party files suit to interpret or enforce its rights under this Agreement, then, in addition to all other costs, damages and awards, the prevailing party shall recover its actual attorneys fees (paralegal fees and expert witness fees) as determined by the judge at trial or upon any appeal or petition.

### **9.3 Binding Effect**

The provisions of this Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, personal representatives, administrators, successors, and permitted assigns.

### **9.4 Complete Agreement**

This Agreement constitutes the complete and final agreement between the parties with respect to the matters covered by this Agreement, and this Agreement supersedes and replaces all prior written or oral agreements on the same matter.

### **9.5 Construction and Interpretation**

The use in this Agreement of the words "including," "such as," and words of similar import following any general statement, term, or matter shall not be construed to limit such statement, term, or matter in any manner, whether or not the language of non-limitation (such as "without limitation" or "but not limited to") is used in connection therewith, but rather, shall be deemed to refer to all other items or matters that could reasonably fall within the scope of the general statement, term, or matter. All provisions of this Agreement have been negotiated at arm's length, and this Agreement shall not be construed for or against any party by reason of the authorship or alleged authorship of any provision hereof.

**9.6 Counterparts**

This Agreement may be executed in any number of counterparts, each of which shall be an original of this Agreement and all of which shall be one agreement.

**9.7 Defined Terms**

Words that are capitalized and not the first word of a sentence are defined terms and shall have the meaning given them where they are first used and capitalized.

**9.8 Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of the State of Oregon.

**9.9 Headings**

The headings of this Agreement are for convenience only and shall not control or affect the meaning or construction of any provision of this Agreement.

**9.10 Notices**

All notices which are or may be given under the terms of this Agreement shall be in writing and sent to a party at its address first set forth above. A party may change its address for notices by a notice to the other party. Notices may be given by hand delivery or U.S. certified mail, return receipt requested. Notices given by hand delivery shall be effective upon delivery to a party's address. Notices given by mail shall be effective on the third business day after placement in the U.S. mail with postage prepaid.

**9.11 Relationship of Parties**

No provision of this Agreement shall be construed to create a partnership or joint venture relationship or any other relationship between the parties other than that of independent contracting parties.

**9.12 Severability**

If any term or provision of this Agreement or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Agreement and the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable shall not be affected thereby, and each term or provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

**9.13 Successors, Assigns**

Neither party may assign this Agreement or any of its rights under this Agreement without the prior consent of the other party, which may or may not be given by a party in the exercise of its sole discretion.

**9.14 Time of Essence**

Time is of the essence of the obligations of the parties under this Agreement.

**9.15 Waiver**

Failure of any party at any time to require performance of any provision of this Agreement shall not limit such party's right to enforce such provision, nor shall any waiver of any breach of any provision of this Agreement constitute a waiver of any succeeding breach of such provision or a waiver of such provision itself. Any waiver of any provision of this Agreement shall be effective only if set forth in writing and signed by the party to be charged.

**9.16 District Contract Requirements**

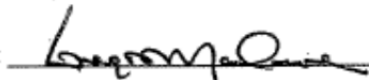
The standard contract requirements for contracts with the District are attached as Exhibit A and incorporated by reference as if fully set forth in this Agreement.

**9.17 Reciprocal Indemnity**

The District agrees to defend, indemnify and hold harmless the members of the Trust from any third party claim, loss, damages or liability based upon the acts or omissions of the District. The Trust agrees to defend, indemnify and hold harmless the District from any third party claim, loss, damages or liability based upon the acts or omissions of the Trust members, but only to the extent of provided insurance referenced above.

IN WITNESS WHEREOF, the parties have executed this Agreement to be effective on the date first set forth above.

The District: SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON, an Oregon school district

By: 

Its: Gregory C. MacCrone  
Deputy Clerk

The Trust: PORTLAND SCHOOLS REAL ESTATE TRUST, INC., an Oregon not-for profit corporation

By: 

Its: Secretary

RESOLUTION No. XXXX

Resolution Dissolving the Portland Schools Real Estate Trust

RECITAL

A. In February 2002, the Board of Education (“Board”) accepted a Long Range Facilities Plan which included in its recommendations the creation of a “Portland Schools Real Estate Trust” (“Trust”).

B. The Trust was created in 2002, and an agreement with Portland Public Schools (District) to provide assistance in real estate matters was authorized by the Board in 2007. The Trust is a single-member, Oregon, not-for-profit Corporation organized under Oregon statutes. The District is the sole member of the Trust.

C. In May of 2012, the Board accepted a revised Long Range Facility Plan that guides management of District real estate.

D. The term of the agreement between the District and the Trust has expired.

RESOLUTION

1. The Board recognizes the significant contribution of the Trust Board of Directors and Corporate Officers who served in a volunteer and advisory capacity and provided particular expertise and valuable professional services to the District relating to its real estate holdings.

2. The Board authorizes dissolving the Trust.

*T. Magliano/S. King*



# PORTLAND PUBLIC SCHOOLS

## Human Resources

501 N Dixon Street • Portland, OR 97227

503-916-3544 • Fax: 503-916-3107

[www.pps.net](http://www.pps.net) | [facebook.com/PortlandPublic](https://facebook.com/PortlandPublic)

Portland Public Schools is an equal opportunity educator and employer.

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### MEMORANDUM

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**TO:** BOARD OF DIRECTORS, PORTLAND PUBLIC SCHOOLS  
CAROLE SMITH, SUPERINTENDENT

**FROM:** SEAN L. MURRAY, CHIEF HUMAN RESOURCE OFFICER

**SUBJECT:** MEMORANDUM OF AGREEMENT  
COLUMBIA REGIONAL PROGRAM – AUDIOLOGISTS

**DATE:** DECEMBER 15, 2015

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#### Introduction:

Pursuant to ORS 332.075(3) and the Public Employee Collective Bargaining Agreement Act, the following Memorandum of Agreement (MOA) to the 2013-2016 Collective Bargaining Agreement (CBA) between Multnomah County School District #1J (PPS) and Portland Association of Teachers (PAT) is presented to the Board of Directors for their consideration and approval.

#### Background:

Columbia Regional Program (CRP) is grant funded and provides services for all school districts and early intervention/early childhood special education providers in Multnomah, Clackamas, Hood River and Wasco counties. Approximately 32% of the population it serves are children and families within PPS. Its classrooms include preschool and elementary at Creston, middle school at Mt. Tabor and high school at Cleveland. All CRP staff and teachers are PPS employees.

PPS Audiologists are engaged through CRP. Currently PPS employs two full-time Audiologists. CRP is currently recruiting for an additional fulltime Audiologist but, thus far has been unable to fill this vacancy with a highly qualified candidate.

Pursuant to Article 9.B of the Collective Bargaining Agreement (CBA), Audiologists are placed on the salary schedule based on their prior work experience and education/training level. The starting point for the placement analysis for a new hire is the BA+0 column on the salary schedule.

In an effort to support the recruitment efforts of CRP to attract and retain highly qualified candidates for this opening, The District and PAT have tentatively agreed to the terms reflected in the attached MOA submitted for Board consideration and approval.

**HUMAN RESOURCES MISSION:** Human Resources Partners With District Leadership To Recruit, Develop, And Support A Culturally Diverse Workforce Dedicated To The Highest Standards Of Equity And Achievement That Creates An Environment Of Empowerment And Success For Our Students, Employees, And The Communities We Serve.

## **Overview of the Terms**

Pending approval by the Board of Education, the parties have agreed to the following:

1. The individual ultimately hired for the CRP Audiologist position for the 2015/2016 school year will be placed in the MA+45/BA+105 column of the salary schedule with one (1) step for each full year of experience as a full-time Audiologist and one (1) step for each two (2) years of experience as a part-time Audiologist with part-time meaning at least half-time.
2. The individual ultimately hired to fill this specific vacancy will progress along the salary scheduled pursuant to Article 9 of the CBA.
3. The MOA will neither expand nor diminish the application or scope of Article 9 of the CBA as it generally relates to the position of Audiologist.



RESOLUTION No.

Memorandum of Agreement between Portland Public Schools and the Portland Association of Teachers regarding the salary schedule for the current Audiologist opening in the Columbia Regional Program

RECITALS

1. The Columbia Regional Program currently has one opening for an Audiologist for the 2015-2016 school year.
2. In an effort to attract and retain highly qualified candidates for the position, the District requested PAT to consider modifications to Article 9 of the Collective Bargaining Agreement. PAT and the District have conferred on this issue and have come to a mutual agreement.

RESOLVED

- A. It is agreed that the individual hired for the current Audiologist position in the Columbia Regional Program for the 2015-2016 school year may be placed on the salary schedule as agreed to by the District and PAT on November 23, 2015, and will progress along the salary schedule pursuant to Article 9 of the Collective Bargaining Agreement.

*S. Murray/C.Cusimano*



# PORTLAND PUBLIC SCHOOLS

## Human Resources

501 N Dixon Street • Portland, OR 97227

503-916-3544 • Fax: 503-916-3107

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Portland Public Schools is an equal opportunity educator and employer.

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### MEMORANDUM

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**TO:** BOARD OF DIRECTORS, PORTLAND PUBLIC SCHOOLS  
CAROLE SMITH, SUPERINTENDENT

**FROM:** SEAN L. MURRAY, CHIEF HUMAN RESOURCE OFFICER

**SUBJECT:** MEMORANDUM OF AGREEMENT  
SITE SUPPORT INSTRUCTORS

**DATE:** DECEMBER 15, 2015

---

#### Introduction:

Pursuant to ORS 332.075(3) and the Public Employee Collective Bargaining Agreement Act, the following Memorandum of Agreement (MOA) to the 2013-2016 Collective Bargaining Agreement (CBA) between Multnomah County School District #1J (PPS) and Portland Association of Teachers (PAT) is presented to the Board of Directors for their consideration and approval.

#### Background:

For the duration of the 2015/2016 school year, PPS has experienced a shortage of available substitute teachers. As a result, many of our schools scramble to provide coverage for these unfilled vacancies. These unfilled absences disrupt the teaching environment for the students and the building staff.

In an effort to support schools that continue to struggle to obtain substitute teacher coverage, the District and PAT have tentatively agreed to the terms reflected in the attached MOA submitted for Board consideration and approval.

#### Overview of the Terms

Pending approval by the Board of Education, the parties have agreed to the following:

**HUMAN RESOURCES MISSION:** Human Resources Partners With District Leadership To Recruit, Develop, And Support A Culturally Diverse Workforce Dedicated To The Highest Standards Of Equity And Achievement That Creates An Environment Of Empowerment And Success For Our Students, Employees, And The Communities We Serve.

1. The parties have agreed to establish a licensed teaching personnel position entitled Site Support Instructor (SSI). This position shall fall within the scope of the 2013-2016 School District No. 1 Multnomah County Oregon and Portland Association of Teachers Collective Bargaining Agreement (CBA).
2. Once engaged by the District and for the remaining duration of the 2015/2016 school year, a SSI will be assigned to the buildings listed below.
  - a. Boise-Eliot/ Humboldt (PK-8)
  - b. Cesar Chavez (K-8)
  - c. George (6-8)
  - d. King (PK-8)
  - e. Rigler (K-5)
  - f. Rosa Parks (K-5)
  - g. Sitton (K-5)
  - h. Scott (K-8)
  - i. Woodlawn (PK-8)
3. The SSI is considered a regular member of the staff in the building to which s/he is assigned and will not be used to fill vacancies at other buildings.
4. The SSI will be provided a workstation at the building to which s/he is assigned with computer access and a District email address.
5. The SSI will not be used in place of requesting a substitute through the District substitute system.
6. The SSI will not be used for long-term substitute positions.
7. The SSI may be used in a variety of classroom settings in any one day. However, a SSI may not be assigned to cover the work of more than one professional educator each day.
8. The SSI may be utilized to cover classroom instruction so that another professional educator may attend to a need designated by the building Administrator or the building Administrator's designee.
9. Generally, the SSI will not have a disproportionate amount of duty/supervision in any given day.
10. The SSI position shall be considered Temporary as that term is defined in Article 1.B.11 of the CBA for the 2015/2016 school year. Accordingly, the engagement of these SSIs will terminate at the end of the school year in June 2015.

If the District decides to continue this program for the 2016/2017 school year, the SSI may apply for such position in accordance with Article 15.C.6 of the CBA.

11. All the terms and conditions of the CBA relating to Temporary teachers shall apply to the SSI except:

- a. The SSI may work an adjusted daily work schedule to meet the demands of planning for instruction with little notification. The daily work schedule will be determined collaboratively between the SSI and the building Administrator or the building Administrator's designee.
- b. The starting time for the SSI shall not be before 7:00am without a specific contract exception.
- c. Except as provided in Paragraph 4.d below, the workday for the SSI shall not exceed seven and one-half (7.5) hours without a specific contract exception.
- d. The daily work schedule for the SSI may be extended to provide time to attend staff meetings that may normally occur beyond his/her work day. If the daily schedule is so extended, the individual shall be granted time off with pay within the same workweek equal to the amount of time his/her schedule was so extended. If the daily schedule is extended but the SSI is not granted time off with pay within the same workweek equal to the amount of time his/her scheduled was so extended, the SSI shall be compensated at their per diem hourly rate for such extended time. The extended workday shall not exceed eight (8) hours without a specific contract exception.
- e. SSIs shall receive the same daily prep/planning time otherwise due to the individual s/he is assigned to cover.
- f. The SSIs shall be eligible to accept any Extended Responsibility pay opportunities that the building Administrator or the building Administrator's designee merits to be in the best interest of the school.
- g. In collaboration with the building Administrator or the building Administrator's designee, the SSI may pursue district supported professional development that will promote his/her opportunities for regular employment.
- h. SSI shall be allowed to participate in all professional development and training offered to the general staff. Any such professional development and/or training offered outside the workday shall be paid in accordance with Article 17.C of the CBA.
- i. Article 5.D.4 shall not apply to the SSI.

**MEMORANDUM OF AGREEMENT**  
**between**  
**Multnomah County School District #1J (District)**  
**and**  
**Oregon Education Association/ Portland Association of Teachers (PAT)**

The following represents the terms of the agreement between Multnomah County School District #1J ("District") and the Oregon Education Association/Portland Association of Teachers ("PAT") regarding the establishment of a new classification, Site Support Instructor.

**Background**

In an effort to support schools that struggle to obtain substitute teacher coverage, the District has requested PAT to consider modifications to the Collective Bargaining Agreement to provide additional and regular coverage for unfilled absences of professional educators. PAT and the District have conferred on this issue and have come to a mutual agreement, the details of which are outlined below.

**Agreement**

1. The parties have agreed to establish a licensed teaching personnel position entitled Site Support Instructor (SSI). This position shall fall within the scope of the 2013-2016 School District No. 1 Multnomah County Oregon and Portland Association of Teachers Collective Bargaining Agreement (CBA).
2. Once engaged by the District and for the remaining duration of the 2015/2016 school year, a SSI will be assigned to the buildings listed below.
  - a. Boise-Eliot/ Humboldt (PK-8)
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  - g. Sitton (K-5)
  - h. Scott (K-8)
  - i. Woodlawn (PK-8)
3. The SSI is considered a regular member of the staff in the building to which s/he is assigned and will not be used to fill vacancies at other buildings.
4. The SSI will be provided a workstation at the building to which s/he is assigned with computer access and a District email address.
5. The SSI will not be used in place of requesting a substitute through the District substitute system.
6. The SSI will not be used for long-term substitute positions.

*MTP*  
*12/09/15*

7. The SSI may be used in a variety of classroom settings in any one day. However, a SSI may not be assigned to cover the work of more than one professional educator each day.<sup>1</sup>
8. The SSI may be utilized to cover classroom instruction so that another professional educator may attend to a need designated by the building Administrator or the building Administrator's designee.<sup>2</sup>
9. Generally, the SSI will not have a disproportionate amount of duty/supervision in any given day.
10. The SSI position shall be considered Temporary as that term is defined in Article 1.B.11 of the CBA for the 2015/2016 school year. Accordingly, the engagement of these SSIs will terminate at the end of the school year in June 2015.

If the District decides to continue this program for the 2016/2017 school year, the SSI may apply for such position in accordance with Article 15.C.6 of the CBA.

11. All the terms and conditions of the CBA relating to Temporary teachers shall apply to the SSI except:
  - a. The SSI may work an adjusted daily work schedule to meet the demands of planning for instruction with little notification. The daily work schedule will be determined collaboratively between the SSI and the building Administrator or the building Administrator's designee.
  - b. The starting time for the SSI shall not be before 7:00am without a specific contract exception.
  - c. Except as provided in Paragraph 4.d below, the workday for the SSI shall not exceed seven and one-half (7.5) hours without a specific contract exception.
  - d. The daily work schedule for the SSI may be extended to provide time to attend staff meetings that may normally occur beyond his/her work day. If the daily schedule is so extended, the individual shall be granted time off with pay within the same workweek equal to the amount of time his/her schedule was so extended. If the daily schedule is extended but the SSI is not granted time off with pay within the same workweek equal to the amount of time his/her scheduled was so extended, the SSI shall be compensated at their per diem hourly rate for such extended time. The extended workday shall not exceed eight (8) hours without a specific contract exception.
  - e. SSIs shall receive the same daily prep/planning time otherwise due to the individual s/he is assigned to cover.

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<sup>1</sup> The parties agree to continue to discuss the working conditions applicable when a SSI is assigned to cover the work of more than one professional educator in a day.

<sup>2</sup> It is expressly understood that the instances when the SSI is utilized in this manner will be thoughtfully planned and assigned by the building Administrator or the building Administrator's designee so that the SSI can be successful in his/her coverage.

MP  
12/09/15




- f. The SSIs shall be eligible to accept any Extended Responsibility pay opportunities that the building Administrator or the building Administrator's designee merits to be in the best interest of the school.
- g. In collaboration with the building Administrator or the building Administrator's designee, the SSI may pursue district supported professional development that will promote his/her opportunities for regular employment.
- h. SSI shall be allowed to participate in all professional development and training offered to the general staff. Any such professional development and/or training offered outside the workday shall be paid in accordance with Article 17.C of the CBA.
- i. Article 5.D.4 shall not apply to the SSI.<sup>3</sup>

This Memorandum of Agreement is subject to the approval of the District's Board of Education

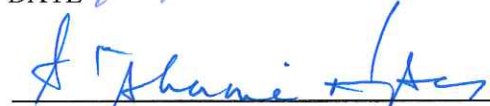
ACCEPTED AND AGREED:

  
 \_\_\_\_\_  
 Marty Pavlik  
 UniServ Consultant  
 Oregon Education Association/PAT

12/09/15  
 \_\_\_\_\_  
 DATE

  
 \_\_\_\_\_  
 Sean L. Murray  
 Chief Human Resources Officer  
 Multnomah County School District #1J

12/11/15  
 \_\_\_\_\_  
 DATE

  
 \_\_\_\_\_  
 Stephanie Harper  
 Sr. Legal Counsel, Labor & Employment  
 Multnomah County School District #1J

12/10/15  
 \_\_\_\_\_  
 DATE

<sup>3</sup> It is expressly understood the exception of Article 5.D.4 to SSIs neither expands nor diminishes the provision's application to other Professional Educators engaged pursuant to the CBA.

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

INDEX TO THE AGENDA

December 15, 2015

Board Action Number	Page
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Personnel

5180	Memorandum of Understanding between Portland Public Schools and the Portland Association of Teachers regarding the Salary Schedule for the Current Audiologist Opening in the Columbia Regional Program.....	3
5181	Memorandum of Agreement between Portland Public Schools and the Portland Association of Teachers regarding Site Support Instructors .....	3

Purchases, Bids, Contracts

5182	Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority.....	5
5183	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority .....	6

Other Matters Requiring Board Approval

5184	Acceptance and Approval of the Comprehensive Annual Financial Report, Reports to Management and Report on Requirements of the Single Audit Act and OMB Circular A-133 .....	9
5185	Authorizing Grant High School Full Modernization Master Plan Building Design as part of the 2012 Capital Bond Program.....	10
5186	Resolution Dissolving the Portland Schools Real Estate Trust .....	11
5187	Minutes.....	11



Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5180 and 5181

**RESOLUTION No. 5180**

Memorandum of Agreement between Portland Public Schools and the Portland Association of Teachers Regarding the Salary Schedule for the Current Audiologist Opening in the Columbia Regional Program

**RECITALS**

- A. The Columbia Regional Program currently has one opening for an Audiologist for the 2015-2016 school year.
- B. In an effort to attract and retain highly qualified candidates for the position, the District requested PAT to consider modifications to Article 9 of the Collective Bargaining Agreement. PAT and the District have conferred on this issue and have come to a mutual agreement.

**RESOLUTION**

It is agreed that the individual hired for the current Audiologist position in the Columbia Regional Program for the 2015-2016 school year may be placed on the salary schedule as agreed to by the District and PAT on November 23, 2015, and will progress along the salary schedule pursuant to Article 9 of the Collective Bargaining Agreement.

*S. Murray / C.Cusimano*

**RESOLUTION No. 5181**

Memorandum of Agreement between Portland Public Schools and the Portland Association of Teachers Regarding Site Support Instructors

**RECITALS**

- A. For the duration of the 2015/2015 school year, PPS has experienced a shortage of available substitute teachers.
- B. In an effort to support schools that continue to struggle to obtain substitute teacher coverage, the District has requested PAT to consider modifications to the current Collective Bargaining Agreement. The parties have conferred on this issue and have come to a mutual agreement.

**RESOLUTION**

It is agreed that the District will establish the Site Support Instructor classification. The working conditions for the Site Support Instructor classification will be as set forth in the Memorandum of Agreement between the parties.

*S. Murray/C.Cusimano*

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5182 and 5183

**RESOLUTION No. 5182**

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

**NEW REVENUE CONTRACTS**

No New Revenue Contracts

**NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Northwest Regional Education Service District	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62511	Reimburse Columbia Regional Program for approved expenses of the Blind/Vision Impaired program.	\$50,000	H. Adair Fund 205 Grant G1262
Multnomah County	7/1/2015 through 6/30/2016	Intergovernmental Agreement/Revenue IGA/R 62552	Provide funding for an attendance caseworker at 11 SUN schools and provide funding for kindergarten teacher family visits at 7 SUN elementary schools.	\$262,750	L. Poe Fund 205 Project G1563

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

<b>Contractor</b>	<b>Contract Amendment Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract Total</b>	<b>Responsible Administrator, Funding Source</b>
Concordia University	12/16/2015 through 9/30/2017	Cost Sharing Agreement R 60832 Amendment 3	Funds additional services for the joint development of Faubion.	\$29,710 \$909,014	J. Vincent Fund 471 Dept. 5511 Project M0177

Y. Awwad

**RESOLUTION No. 5183**

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

**RESOLUTION**

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
PC Mall Gov	12/16/2015 through 12/31/2016	Cooperative Agreement COA 62528	Purchase of Microsoft licenses, media and related products.  The Organization for Educational Technology and Curriculum (OETC) is the administering contracting agency for the cooperative contract.	Not-to-exceed \$2,000,000	J. Klein Various

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Portland Community College	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62505	Support the Middle College Partnership between PCC Cascade Campus and PPS for the academic year of 2015-2016. The program provides high school students with the opportunity to earn college credit and high school credit while still enrolled in high school.	\$500,000	A. Lopez Fund 101 Dept. 5438
North Clackamas School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62515	Columbia Regional will provide the funding for Autism Spectrum Disorder program support and supplementary aides and services, including coaching, professional development, technical assistance, and consulting for school personnel.	\$291,600	H. Adair Fund 205 Dept. 5433 Grant G1499

Reynolds School District	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62516	Columbia Regional will provide the funding for Autism Spectrum Disorder program support and supplementary aides and services, including coaching, professional development, technical assistance, and consulting for school personnel.	\$194,400	H. Adair Fund 205 Dept. 5433 Grant G1499
Portland Public Schools	7/1/2015 through 6/30/2016	Intergovernmental Agreement IGA 62530	Columbia Regional will provide the funding for Autism Spectrum Disorder program support and supplementary aides and services, including coaching, professional development, technical assistance, and consulting for school personnel.	\$951,600	H. Adair Fund 205 Dept. 5433 Grant G1499

**AMENDMENTS TO EXISTING CONTRACTS**

<b>Contractor</b>	<b>Contract Amendment Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract Total</b>	<b>Responsible Administrator, Funding Source</b>
Blackboard, formerly Schoolwires	12/16/2015 through 6/30/2017	Cooperative Agreement COA 61843 Amendment 1	Web hosting, content management and technical support for the Columbia Regional Program, subject to COA-61239 cooperative procurement.  TIPS/TAPS is the administering contracting agency for the cooperative contract.	\$2,970 \$22,367 Contract total for overarching agreement COA 61239 including COA 61843 \$164,503	H. Adair Fund 205 Dept. 5430 Grant G1498

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5184 through 5187

**RESOLUTION No. 5184**

Acceptance and Approval of the Comprehensive Annual Financial Report, Reports to Management and Report on Requirements of the Single Audit Act and OMB Circular A-133

**RECITALS**

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.
- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2015, and provides assurance that the District's accounting and reporting is in compliance with generally accepted accounting principles.
- C. The District has received awards in Excellence in Financial Reporting for 35 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial reports for similar award consideration.

**RESOLUTION**

The Board of Education accepts and approves the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act and OMB Circular A-133 of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2015, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.

*Y. Awwad*



## **RESOLUTION No. 5185**

### Authorizing Grant High School Full Modernization Master Plan Building Design as Part of the 2012 Capital Bond Program

#### **RECITALS**

- A. The approved 2012 Capital Bond Program includes the full modernization of Grant High School (GHS).
- B. Board Resolution 4840 authorized staff to Master Plan the buildings at Grant High School using these student capacity criteria: Common Areas for 1,700 students, Classrooms for 1,700 students to meet the diverse interest of students within the elective arena.
- C. Board Resolution 4800 adopted District-wide Educational Specifications which included Comprehensive High School Educational Specifications. The Grant High School Master Plan was developed using these specifications.
- D. A Design Advisory Group (DAG), comprised of a variety of stakeholders including teachers, students, parents, community and business members, provided input regarding the priorities to be addressed within the Master Plan during several meetings over a four month period.
- E. On December 8, 2015, the School Improvement Bond Committee approved the Grant High School Master Plan to be brought to the full Board of Education by a vote of 2-0.

#### **RESOLUTION**

- 1. The Board of Education directs staff to design and modernize Grant High school for Common area capacities for 1,700 students, Classrooms for 1,700.
- 2. The Board of Education directs staff to utilize the current Comprehensive High School Area Program as a guide to construct the Grant High School to an approximate size of 294,980 square feet.
- 3. The Board of Education approves the Master Plan Design for the buildings only, and directs staff to proceed with site Master Planning

*J. Vincent*

**RESOLUTION No. 5186**

Resolution Dissolving the Portland Schools Real Estate Trust

**RECITALS**

- A. In February 2002, the Board of Education (“Board”) accepted a Long Range Facilities Plan which included in its recommendations the creation of a “Portland Schools Real Estate Trust” (“Trust”).
- B. The Trust was created in 2002, and an agreement with Portland Public Schools (District) to provide assistance in real estate matters was authorized by the Board in 2007. The Trust is a single-member, Oregon, not-for-profit Corporation organized under Oregon statutes. The District is the sole member of the Trust.
- C. In May of 2012, the Board accepted a revised Long Range Facility Plan that guides management of District real estate.
- D. The term of the agreement between the District and the Trust has expired.

**RESOLUTION**

- 1. The Board recognizes the significant contribution of the Trust Board of Directors and Corporate Officers who served in a volunteer and advisory capacity and provided particular expertise and valuable professional services to the District relating to its real estate holdings.
- 2. The Board authorizes dissolving the Trust.

*T. Magliano / S. King*

**RESOLUTION No. 5187**

Minutes

The following minutes are offered for adoption:

November 24 and December 1, 2015



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** December 11, 2015  
**To:** Members of the Board of Education  
**From:** Amanda Whalen, Chief of Staff  
**Subject:** Board Committee Updates

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Attached you will find Board Committee updates from both the Business and Operations and the Teaching and Learning Committees. The documents referenced can be found through the links provided and are posted on-line.

This was originally an agenda item, but due the length of the Board meeting, we are sending this as an informational memo for your review.

Staff are available to answer any questions you may have.



# Board of Education Informational Report

## MEMORANDUM

**Date:** 11/23/2015  
**To:** Members of the Board of Education  
**From:** Yousef Awwad, CFO and Tony Magliano, COO  
**Subject:** Business and Operations Committee Update

---

This Memorandum provides an update on the Business and Operations Committee meetings that took place between August 1, 2015 and December 1, 2015.

The committee met 4 times and discussed multiple important topics listed below:

### **August 4, 2015 meeting agenda included the following topics:**

- Benson Health Clinic: Staff presented background information to the committee on Benson High School's request to construct a school-based wellness center.  
  
While much of the implementation and operating resources had been acquired, capital funding was necessary to complete the renovation of existing space within Benson Polytechnic High School. The committee approved funding up to \$300,000 toward the construction of the wellness center. Initially, the construction would be funded through the facilities capital fund which would later be replenished through the first budget amendment.  
  
\*Staff report: [http://www.pps.k12.or.us/files/board/08-04-15\\_Packet.pdf](http://www.pps.k12.or.us/files/board/08-04-15_Packet.pdf)
- GFOA model for best practices budgeting process: Staff presented the model to the committee and answered committee member's questions. The committee recommended approval of the model to the full board.  
  
\*Presentation: [http://www.pps.k12.or.us/files/board/08-04-15\\_Packet.pdf](http://www.pps.k12.or.us/files/board/08-04-15_Packet.pdf)
- Tax exempt bond post issuance compliance policy: Staff presented the policy to the committee and responded to questions related to this policy. The committee recommended approval of the policy to the full board.  
  
\*Policy: [http://www.pps.k12.or.us/files/board/08-04-15\\_Packet.pdf](http://www.pps.k12.or.us/files/board/08-04-15_Packet.pdf)

## Business & Operations Committee Update for Board of Education

- Volunteer Background checks: An information brief was presented to the committee concerning changes staff were making around how volunteer background checks are conducted.

The current process for screening volunteers uses criteria established by the Oregon Department of Education that applies to contractors and employees. Volunteer background checks are not subject to State Statute. Therefore, volunteers are not covered by the list of “Forever Crimes” that contractors and employees are held to. The new volunteer background check process recognizes that a criminal record alone is not an indication of the value volunteers offer to our students.

When reviewing criminal records, the school district also considers:

- The safety of our students and staff
- The nature and gravity of the offense (s)
- The time that has passed since the conviction and/or sentence
- The nature of the volunteer work for which the applicant is requesting to volunteer
- The positive impact the individual has had within the community since the offense

A panel was also established to review appeals from applicants who are denied the ability to volunteer based on their criminal record. The committee was in favor of these changes based on the disproportionate impact the current practice can have on our underserved communities.

### **September 24, 2015 meeting agenda included the following topics:**

- Purchasing and contracting process: Staff presented the district process, roles and responsibilities along with thresholds for purchasing and contracting.

After a lengthy discussion, and responding to committee members’ questions, the Chief Financial Officer and Purchasing and Contracting staff expedited implementation of changes that were in process. These changes were summarized in two memos dated October 12, 2015 and November 4, 2015.

In summary both memos included: 1- A clearly-defined process for review of independent contractor status and improved collaboration with HR; and 2- Enforced best practices where work on contracts can’t begin before contract documentation and approval – by the board or by district staff, as appropriate under delegation of authority.

\*Presentation: [http://www.pps.k12.or.us/files/board/08-04-15\\_Packet.pdf](http://www.pps.k12.or.us/files/board/08-04-15_Packet.pdf)

\*Memos found here: <http://www.pps.k12.or.us/files/board/201512101351.pdf>

### **October 27, 2015 meeting agenda included the following topics:**

- Budget Calendar: Presented the budget calendar for FY2017 and received committee recommendations for approval which was communicated to the full board.

\*Budget Calendar: [http://www.pps.k12.or.us/files/board/10-27\\_BandO\\_Final\\_Packet.pdf](http://www.pps.k12.or.us/files/board/10-27_BandO_Final_Packet.pdf).

- Eco-School Network presentation: Members of the Eco-School Network presented their ideas around expanding resource conservation efforts across the school district. Some

of the areas they addressed included: waste reduction, energy conservation, recycling, food waste and green building initiatives.

District staff also shared many initiatives the school district has put in place as well as the many partnerships that exist. Director Rosen asked that a presentation be given to the full board. District staff and the Eco-School Network team are collaboratively working on a presentation for the full board.

- Mt. Hood Cable Regulatory Commission tech-share grant: District and Commission staff presented the plan for the grant and responded to committee questions. The committee voted to recommend approval to the full board.

\*Presentation: [http://www.pps.k12.or.us/files/board/10-27\\_BandO\\_Final\\_Packet.pdf](http://www.pps.k12.or.us/files/board/10-27_BandO_Final_Packet.pdf).

- Budget book discussion: Staff presented the newly developed budget summary document intended to present district budgetary data in a transparent and easy to read format. The committee members were pleased with the document and the budget team effort to improve transparency. Additionally staff presented and discussed different models that can be used to change the budget book to further improve transparency.

The discussion ended with a recommendation to continue to work with the CBRC to complete the changes in future years.

\*Presentation: [http://www.pps.k12.or.us/files/board/10-27\\_BandO\\_Final\\_Packet.pdf](http://www.pps.k12.or.us/files/board/10-27_BandO_Final_Packet.pdf)

\*Budget summary document: [http://www.pps.k12.or.us/files/board/2015-16\\_Budget\\_Summary\\_FINAL.pdf](http://www.pps.k12.or.us/files/board/2015-16_Budget_Summary_FINAL.pdf).

- Purchasing manual: Staff presented the purchasing manual that will need to be updated. After responding to committee members and discussing the manual, staff recommended that committee members review the manual and provide feedback. The manual will be brought back to the committee to approve recommendations to the full board.

#### **November 19, 2015 meeting agenda included the following topics:**

- Cell Towers: Staff provided background information about current cell tower leases on district property. The school district had stopped renewing any existing cell tower leases or entering into any new leases in response to a lawsuit filed against the District over the use of Wi-Fi in schools. The District prevailed in that suit. There is interest by cellular carriers to site new facilities on school property. Staff recommended that the school district resume lease renewals and new leases. The committee agreed with this recommendation.

\*Informational report: [http://www.pps.k12.or.us/files/board/Packet\\_Final.pdf](http://www.pps.k12.or.us/files/board/Packet_Final.pdf)

- Real Estate Trust: Staff recommended dissolving the Real Estate Trust. The Trust is a membership corporation with one Member, who is Portland Public Schools. The business affairs of the Trust are managed by a Board of Directors and elected Officers. The Trust was established to assist the District with decisions regarding real estate. The Portland Schools Real Estate Trust Property Disposition Assistance Agreement expired on January 22, 2015. The Board of Education, by way of Board Resolution, must direct

the Trust officers to undertake dissolution. The committee recommended to proceed with dissolving the Trust.

\*Staff report: [http://www.pps.k12.or.us/files/board/Packet\\_Final.pdf](http://www.pps.k12.or.us/files/board/Packet_Final.pdf).

- Property tax data: Consistent with our transparency objective, we presented the committee with property tax information and how this information affects tax revenues. The property tax calculations illustrate how it is complex and difficult to project tax revenues. There are four taxes: Bonds, Local Option, Gap Tax and Permanent Rate taxes. Permanent rate taxes are used in the formula to equalize funding for Oregon schools by the Oregon Department of Education.

Initial calculations lead the budget team to conclude that both permanent and local option taxes will be higher for FY2016, by about \$3.3 million and about \$2.5 million respectively.

\*Presentation: [http://www.pps.k12.or.us/files/board/Packet\\_Final.pdf](http://www.pps.k12.or.us/files/board/Packet_Final.pdf)

- 360 evaluations for school building administrators: Staff presented information related to the 360 evaluations which included defining 360 evaluations, cons and pros of the process including legal ramifications and the process to implement it. It was recommended that another presentation to be brought back jointly with the instructional team to discuss this model further.

\*Presentation: [http://www.pps.k12.or.us/files/board/Packet\\_Final.pdf](http://www.pps.k12.or.us/files/board/Packet_Final.pdf)

- DBRAC implementation costs: Staff presented an informational brief on initial work being considered as part of implementing District Wide Enrollment Balancing. Staff intends to provide cost estimates as part of the Superintendent's recommendation to the Board of Education in the January/February 2016 timeframe. It's also staff's intention to identify possible funding requirements as part of a budget amendment to plan and implement enrollment balancing. This budget amendment could include funding for additional FTE as well as funding to support pieces of enrollment balancing that require resources in advance in order to have those pieces in place at the appropriate time. A specific example of funding required in 2015/16 would be funding for the design of Kellogg to ensure that the building would be ready for the 2017/18 school year.



# Board of Education Informational Report

## **MEMORANDUM**

**Date:** December 9<sup>th</sup>, 2015

**To:** Members of the Board of Education

**From:** Chris Russo, Assistant Superintendent Office of Teaching & Learning  
Antonio Lopez, Assistant Superintendent, Office of School Performance

**Subject:** Teaching and Learning Committee Update

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This Memorandum provides an update on the Teaching and Learning Committee meetings that took place between August 8<sup>th</sup>, 2015 and November 23<sup>rd</sup>, 2015.

The committee met 5 times and discusses several topics as outlined below:

### **August 8<sup>th</sup>, 2015 Agenda and Topics:**

Reading and Writing Curriculum: Staff offered a general overview of district programming as it relates and an outline of the work of the adoption committee.

Professional Development Philosophy: Staff provided a question and answer session with stakeholders on past practice as it relates to professional development and the upcoming changes in practice specific to administration facilitated by OTL.

Disparate Discipline update/overview of programming: Staff gave an overview of programming and respective analysis of data related.

### **September 14<sup>th</sup>, 2015 Agenda and Topics:**

SPED Programming and Curriculum Update: This was a general overview of the district's SPED programming and associated resources. The discussion also touched on how SPED materials are selected via the adoption process.

\*Report: [http://www.pps.k12.or.us/files/board/OTL Board Memebers-curriculum\\_3.pdf](http://www.pps.k12.or.us/files/board/OTL_Board_Memebers-curriculum_3.pdf)

Professional Development Overview for 2015-2016: This report delved into the specifics of the professional development model specific to administration and rationale behind the approach.



RTI and PBIS Status in District: Staff gave a brief presentation as to the state of programming currently in the district to be followed up in more depth on the correlation of RTI and PBIS, and the existing work in laying the groundwork for broad implementation.

PAT Teacher Survey Presentation and Discussion: PAT shared the results from the survey followed by commentary and clarifying questions.

### **October 23<sup>rd</sup>, 2015 Agenda and Topics:**

Dyslexia Report: Staff gave foundational information pertaining to dyslexia and work to date in the district to support students.

\*Report: [http://www.pps.k12.or.us/files/board/T-L\\_materials\\_10\\_23.pdf](http://www.pps.k12.or.us/files/board/T-L_materials_10_23.pdf).

School Program Comparisons: Staff gave an overview of district programming and comparisons followed by a brief question and answer session.

\*Report: [http://www.pps.k12.or.us/files/board/T-L\\_materials\\_10\\_23.pdf](http://www.pps.k12.or.us/files/board/T-L_materials_10_23.pdf)

### **October 27<sup>rd</sup>, 2015 Agenda and Topics:**

High School Enrollment Report and Discussion: Staff gave a report on current enrollment followed by a brief discussion.

\*Supporting documents: [http://www.pps.k12.or.us/files/board/10-27\\_Final\\_Packet.pdf](http://www.pps.k12.or.us/files/board/10-27_Final_Packet.pdf)

TAG programming: Staff provided a report on the TAG identification process and offered a general overview of programming.

\*Report: [http://www.pps.k12.or.us/files/board/10-27\\_Final\\_Packet.pdf](http://www.pps.k12.or.us/files/board/10-27_Final_Packet.pdf)

### **November 23<sup>rd</sup>, 2015 Agenda and Topics:**

Civics Education: City Club Report: City Club presented a report that was compiled commissioned by the 2014 Civics Education Advocacy Committee on the state of civics education in PPS. Report was followed by a brief question and answer session.

\*City Club report: [http://www.pps.k12.or.us/files/board/Final\\_Packet\\_11-23-15.pdf](http://www.pps.k12.or.us/files/board/Final_Packet_11-23-15.pdf)

PBIS and RTI Comparison and Overview: Staff provided a general comparison of RTI and PBIS and how both frameworks support one another. A brief discussion followed on what foundational elements are currently supported or being built within district programming.

Program Alignment: Staff further elaborated on the October 23<sup>rd</sup> discussion of program comparisons with analysis of focus option programs and provided artifacts to show the initial work of alignment.

\*Supporting documents: [http://www.pps.k12.or.us/files/board/Final\\_Packet\\_11-23-15.pdf](http://www.pps.k12.or.us/files/board/Final_Packet_11-23-15.pdf)