BOARD OF EDUCATION
Portland Public Schools
REGULAR MEETING
July 28, 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.	**PUBLIC COMMENT**	6:00 pm
2.	**BENSON ENROLLMENT CAP** *- action item*	6:20 pm
3.	**APPOINTMENT OF AUDIT COMMITTEE MEMBERS** – *action item*	7:00 pm
4.	**AUDIT OF ADMINISTRATIVE COMPENSATION** – *action item*	7:10 pm
5.	**BUSINESS AGENDA**	7:45 pm
6.	**ADJOURN**	8:00 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 of Education Informational Report

MEMORANDUM

Date: **July 28, 2015**

To: Members of the Board of Education

From: Amanda Whalen, Chief of Staff

Subject: Benson Polytechnic High School

At the July 6, 2015 meeting, the Board of Directors asked staff to present information on Benson Polytechnic High School in light of a proposed resolution directing staff to prepare a plan for lifting the enrollment cap over the next two years.

Attached please find the following:

1) An excerpt from the report on High School System Design regarding enrollment of our community comprehensives and core program requirements, and enrollment at Benson Polytechnic High School.
2) The presentation that was provided to the Board in November 2013 regarding creating a geographic balancer for the lottery to Benson Polytechnic.
3) A PowerPoint on Benson enrollment data.
4) Descriptions of programs located at the Benson building

Additionally, the staff presentation on Tuesday will include context on:

- CTE and career learning expansion across the district
- The program at Benson currently
- Other programs located in the building
- Capital Bond considerations

Please let me know if you have any questions.

Current Benson Enrollment

- Enrollment target of 850 set in 2010

School Year	9th grade	10th grade	11th grade	12th grade	Total
2010-11	250	263	222	251	986
2011-12	234	216	233	206	889
2012-13	250	234	193	212	889
2013-14	239	215	206	170	830
2014-15	271	227	195	186	879

Portland Public Schools
High School System Design:
The Superintendent's Revised Action Plan

Superintendent Carole Smith

Submitted to the Portland School Board

September 27, 2010

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Introduction

In 2008, Superintendent Carole Smith launched the High School System Design initiative to improve academic outcomes in Portland Public Schools and stabilize a system of high school programs that has seen the loss of more than 2,500 high school students since 2001, while maintaining the same number of campuses.

The High School System Design effort has been guided by a set of goals identified by the school board, principals, teachers, parents and community leaders:

- Increase the graduation rate.
- Close the achievement gap.
- Inspire and engage all students.
- Ensure all schools are in high demand.
- Ensure all students are prepared for success at the next level.

Timeline to date

Over the past two years, thousands of Portlanders have participated in this process, offering their ideas and hopes for better high schools.

In March 2010, the Portland School Board endorsed Resolution 4236, which outlines the framework and objectives for a new high school system for Portland Public Schools. The resolution calls for a system that offers all students equitable access to schools of the size and structure to provide a consistent core program of well-rounded, rigorous and engaging course offerings, as well as supports for struggling students. It also calls for access to a diverse portfolio of schools and strategies that foster greater personalization, stronger connections with teachers and greater access to career exploration and preparation opportunities.

In April 2010, the Superintendent proposed a detailed Action Plan for the school district's high schools, aligned with Resolution 4236. Following public input on this proposal, she offered a modified plan that responded to community interest in a four-year program focused on career technical education, as well as other input. In late June, she and the Portland School Board agreed to consider a final iteration of the plan in fall 2010.

The summer brought further conversations with community members, the exploration of potential partnerships, identification of parents and community members to help develop elements and guide the implementation of the new High School System Design, and worsening news about long-term state revenue prospects.

Financial challenges

Following approval of a budget for the 2010-11 school year where PPS drew on $16 million to plug an operating deficit, Portland Public Schools faced an additional $19 million in state funding cuts this summer. This declining state revenue exacerbated the difficult challenge of strengthening and improving our high school system in an environment of uncertain, and shrinking, resources. To serve our students well, we need to create a system that is not only

more effective and equitable in educating all our students, but is also sustainable, adaptable and flexible.

As we navigate our near-term challenges of declining high school enrollment and unstable state support, Portland Public Schools is committed to maintaining a well-rounded core program in our community comprehensives and offering students the option of seeking a more specialized experience in our focus schools. Given the current economic reality, the district is not in a position to offer a well-rounded core program and a diverse portfolio of options at our current scale. When the economic outlook becomes more positive, and high school enrollment grows, a more robust portfolio of options may be both possible and necessary. The superintendent is leaving open the potential to have that conversation when that opportunity arises.

We recognize that these immediate decisions about school structures and enrollment only create the conditions for a stronger system. As we implement these changes, we must continue to find ways to nurture innovation and balance flexibility, foster excellent teaching and accountable leadership, and attend to the needs of all our students, families and neighborhoods.

Although current projections of scarce resources may require that we scale back the number of locations where we offer high school programs – so that we can provide richer and more equitable educational opportunities at the campuses we continue to operate – we remain committed to meeting our goals of graduating every student prepared for the next step in life.

Under today's reality, and with the tradeoffs firmly in mind, Superintendent Smith has revised the Action Plan for High School System Design.

Summary of plan

The latest revision holds steady on the core framework of the high school system:

- A **system of community comprehensive schools** that guarantee students access to rigor and support, with well-rounded course offerings, including college-credit opportunities, art, music and world languages.
- A **focus school system** that promotes districtwide access to schools with a unique educational approach or focus in one or two areas.
- A comprehensive assessment of our **alternative education option programs** to ensure these programs are graduating students ready for college and career. Community-based alternatives will have increased expectations for academic results, which will be clearly defined at the outset.
- A student **assignment system** that offers students districtwide access to focus programs and promotes balanced and stable enrollment among community schools.
- An **Academic Priority Zone** that targets key support to students at elementary, K-8, middle and high schools with the greatest needs. That includes placement of the most effective principals, longer school days and summer classes, programs to increase parent involvement, mentorship and the selection of teachers by mutual consent of both teachers and principals.

- Frameworks for **more effective partnerships** with Portland Community College and Portland State University, industry partners and local employers.
- Renewed emphasis on **career-related learning** – both at Benson as a CTE focus school and within other focus and community schools.
- New opportunities for **personalization and individualized learning**, with expanded opportunities through online learning for credit recovery and acceleration.

However, there are key differences in the newly revised plan, changes designed to increase confidence that the system design will be realistic, balanced and sustainable:

- It proposes a system of **seven community comprehensive schools** – Cleveland, Franklin, Grant, Lincoln, Madison, Roosevelt and Wilson -- not eight.
- The system of **focus schools** includes Benson Polytechnic High School, Jefferson High School, and existing charter schools.
  - **Jefferson High School** would become a flagship focus school, with a middle college program that builds on a strong partnership with neighboring Portland Community College to offer students the chance to earn college credits while pursuing their high school diploma, while keeping a relationship with neighborhood elementary schools through a dual assignment for neighborhood students as defined below.
  - The small schools on the **Marshall Campus** – BizTech, Pauling and Renaissance Arts academies – would close after the current school year under the revised plan. PPS would go through a process to assess options for use of the Marshall Campus.
  - The **Harriet Tubman Leadership Academy for Young Women** would not offer a high school program but would become a stand-alone focus middle school, independent of Jefferson High, serving grades 6 to 8.

After school board action, PPS would engage the affected communities to review options and make recommendations on new attendance boundaries and student assignments where necessary. This would occur prior to the Spring 2011 enrollment and transfer process.

- **Student assignment and boundaries** would be modified. Boundaries for Cleveland, Franklin and Madison would incorporate the current Marshall area. Students living in the Jefferson neighborhood – including those in the attendance areas of eight elementary and K-8 feeder schools – would have the guarantee of attending either Jefferson or an assigned community school: Grant, Madison or Roosevelt, depending on their address.

Community high schools

The Superintendent proposes seven community comprehensive high schools, a change from the spring Action Plan, which offered eight community high schools. Under the revision, Jefferson High School would become a focus school.

This change bolsters 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).

Well-rounded program necessitates tradeoffs

As stated in Resolution 4236, a necessary characteristic of a strong, stable high school system is that "all students have access to schools of the size and structure required to provide a common set of rigorous and engaging courses and programs."

For more than a year, school district staff have described the tradeoffs our community faces between guaranteeing a deep, well-rounded program to all students and the number of campuses on which we can deliver that program. In essence, the tradeoff is this: the fewer schools we operate, the more elective classes we can offer at those schools, by virtue of their larger enrollment – the more campuses we operate, the less distance students have to travel and the more we can preserve the strong ties our schools have to our neighborhoods, based on proximity.

The state's budget cuts this summer – which forced difficult staffing and program reductions in PPS high schools – highlighted the challenge of providing a well-rounded and engaging core program at our current number of campuses.

Community high school enrollment range

The Superintendent's revised plan proposes seven community comprehensive schools with neighborhood attendance boundaries. The plan also includes a modified assignment plan for a Jefferson focus school, which would maintain a guaranteed assignment option for families in its neighborhood (See Focus School section below).

By operating fewer community comprehensive high schools, the district could offer a deeper and more sustainable program at each school, because they would have a larger and more stable enrollment. We estimate that the seven community comprehensives would have large enough neighborhood populations to support the core program. Even with differences in capture rate, all community comprehensives should have student populations large enough to support the full core program in 2014 and would begin to offer this program to the freshman class in September 2011.

	2009 Actual Enrollment	2014 "Medium Growth" Enrollment	2019 "Medium Growth" Enrollment
	Community Comprehensives		
Cleveland**	1553	1315-1361	1431-1484
Franklin**	1032	1408-1452	1460-1512
Grant	1610	1408	1590
Jefferson	435	focus school	focus school
Lincoln	1395	1305	1419
Madison	860	1254	1324
Marshall	747	NA	NA
Roosevelt	681	1098	1214
Wilson	1439	1263	1398
	Focus Schools		
Benson	1100	850	850
Jefferson	NA	450	450-600
Charter Schools	362	579	638
	PPS and Community Based Alternatives, Special Schools		
PPS alternatives	400	400	400
Special schools	338	338	338
Community-based	1124	1041	1039

****Cleveland/Franklin NOTE: Multiple versions of assignment boundaries for these two schools are under consideration. Therefore, an estimated enrollment is shown.

For more detailed enrollment information, see Appendix 3.

To assure that all community comprehensive schools can offer the core program, our student assignment plans and transfer practices would reflect a goal of providing enrollment parity across our system, i.e., supporting enrollment of between 1,100 and 1,450 full-time students at each school. Variability outside that range might occur during the transition period following boundary changes and could factor in placement of students eligible for transfer under federal law, but would be limited.

Core program fundamentals

An essential component of High School System Design is that our school district would provide all students equal access to a common set of rigorous and engaging courses and programs. In the Superintendent's recommendation, the core program in its entirety would be offered at each community school, along with some additional programs that enhance each school's unique identity.

Students entering a comprehensive high school in September 2011 would have access to a core program including:

- Courses designed to meet Portland Public Schools diploma and Oregon University System entrance requirements,
- Arts programs, including visual art, chorus, band, and theater or dance,

- At least 10 rigorous advanced and college-level course offerings,
- A fully operational media center tooled for the 21st century,
- Two world languages, including Spanish offered through the fifth year,
- Relevant 21st century elective programs, (See below for more on career learning plans.)
- Academic supports such as additional classes in literacy and math, the AVID Program (Advancement Via Individual Determination) and a staffed learning lab with online learning for credit retrieval and original credit,
- Personalization structures including freshman academies, in which freshmen are grouped into a set of smaller cohorts that share a set of core teachers and an assigned counselor. Academy teachers share strategies and support their common cohort in transitioning successfully to and throughout high school. In addition, the model includes an improved student-to-teacher counselor ratio (300 to 1).

Under our current resources, we anticipate that our schools could begin to deliver this program in the 2011-12 school year. If budget reductions or unexpected changes in enrollment compromise PPS' ability to offer the core program in its entirety, the highest priority would be those program elements most directly improving student outcomes, as measured by the Milestones Framework.

In addition, we would continue to define circumstances in which individual schools would have the flexibility to adjust the manner in which they delivered aspects of the core program, as long as:

- Any proposed modification reflects the proportionate needs of the student population at the school.
- There is evidence that the strategy will increase student achievement in accordance with the high school system accountability measures.
- The proposed modification of the core program is consistent with the board's express policy that our system of community comprehensives will offer an equitable and common array of programs and courses.

Focus schools

The plan proposes that Benson Polytechnic High School, Jefferson High School, Leadership & Entrepreneurship Public Charter High School, REAL Prep Charter Academy and Trillium Public Charter School comprise our focus school system in September 2011.

Focus schools are designed to provide deep and personalized instruction in a specialized interest area through a unique learning model. Opportunities provided at focus schools are not available to students attending community comprehensive schools; on the flip side, focus school students have narrower program offerings.

Because of these specialized features, each focus school's total enrollment is generally set at 350 to 500 students. (Exceptions on the high end might include focus schools with more than one focus area on a campus, and on the low end, a charter school explicitly designed to house fewer than 350 students). Enrollment could be smaller in the first three years of a school's existence. If enrollment was expected to exceed 500 students, the school would offer a recommendation to the Superintendent to address the increase, such as limiting enrollment or replicating the school.

Benson High School

The Superintendent proposes that Benson will offer a four-year program of career technical education (CTE), serving approximately 425 to 850 students full-time on the campus, enabling students to pursue one or more in-depth career focused programs.

Benson's program offerings would be informed by the recommendations of the Superintendent and Mayor's Blue Ribbon Committee on Career Programming (see below). The task force would recommend a framework for CTE-related programming across our schools. This framework would guide the continued development and implementation of CTE-related college credit opportunities on the Benson campus, and foster deeper partnerships with regional industry and business leaders at Benson and across our community comprehensives, so that more PPS students could participate in internships, apprenticeships and other opportunities with Portland employers.

In conjunction with the Blue Ribbon Committee's recommendations, 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.

Benson would continue to have an athletic program; the number and type of teams would be dependent on student interest. Benson also would continue to offer significant extracurricular activities, with a focus on opportunities that supported the career program strands.

Over time, 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. The design committee would explore the possibility of an application for entry to ensure students who enter Benson are doing so because they are interested in in-depth CTE programs.

2013-14
Enrollment Priorities

Presentation to School Board

January 21, 2014

Goals for discussion

- Share big-picture enrollment picture
- Update you on short-term enrollment issues

Background

- Neighborhood schools policy calls for an annual assessment of enrollment issues
- Enrollment targets were incorporated into assessment 3 years ago
- Increase in equity funding reduces pressure on some schools to hit enrollment targets

Enrollment Targets

School Configuration	Target Size	Under-enrollment flag	Over-enrollment flag
K-5	450	Below 375	Over 100% utilization
K-8	500	Below 425	
Middle School	600	Below 500	
High School	1350	Below 1200	Over 1500

- Targets apply to schools with neighborhood programs only (not focus options).

Enrollment target limitations

- Enrollment targets provide a general rubric for measuring the relative enrollment health of a school.
- However,
  - There is no clear correlation between school size & student achievement
    - Milestones data shows success/challenges across size/configuration spectrum
    - Equity funding reduces importance of enrollment size in resource allocations

Enrollment target limitations

- Targets are not designed to address a number of critical enrollment issues:
  - Proportion of students attending neighborhood schools vs focus options
  - Space and resources allocated to partnership programs, early learning
- However,
  - Equalizing enrollment at most schools conserves resources for equity-focused purposes

2013 Enrollment: The Big Picture

- Enrollment is growing (Yeah!)
- Funding is improving (Double Yeah!)
- More kids and more teachers accelerates need for more classroom spaces (Uh-Oh)

2013 Enrollment Rankings

Schools with neighborhood programs only

School Configuration	Number of schools	Number of under-enrolled flags	Number of over-enrolled flags
K-5	26	4	6
K-8	27	8	8
Middle School	9	4	-
High School	7	2	2

District-wide enrollment focus

- District-wide boundary review
  - Partnering with PSU Center for Public Service
  - Target enrollment sizes, boundaries and school configurations will be explored in depth during 3 phase process
- Tandem enrollment and transfer policy review undertaken by SACET
- Recommendations expected Fall 2014, implementation begins in September 2015

In the meantime…

- A small set of enrollment issues cannot wait until 2015 for resolution
  - Dual Language expansion
  - Pilot plan to adjust Benson enrollment
  - Overcrowding at Beverly Cleary K-8 & Lincoln HS
  - Annual decision on inter-district open enrollment
- Many other schools are experiencing enrollment challenges and are anxious for resolution

Beverly Cleary Overcrowding

- Current enrollment: 814
- 98 more students than last year
- 50 students above forecast
- Health and safety concerns across both campuses
- Very large class sizes
- No space for elective, support and community-based programs

Beverly Cleary Overcrowding

- Last spring, community and district agreed on facility changes at the Hollyrood and Fernwood campuses
  - Intended as a two-year solution
- Greater than expected enrollment this year has taken up all the new spaces
- An additional, temporary solution is needed for 2014-15

BCS Short-term options

- No feasible facility changes
- Staff proposed three enrollment change options to the community on January 16
  - Create a third campus at Rose City Park for 1-2 BCS grade levels, sharing space with ACCESS
  - Make a temporary boundary change to Irvington, Roseway Heights or Rose City Park
  - Cap enrollment for all grades, limit K to 3 classrooms and move non-neighborhood students back to their neighborhood schools

BCS Short-term options

- Community input will guide staff decision on the type of change to pursue
  - Additional meeting January 23, 6:45 pm
- Once we narrow to a single type of change additional process will occur to fill in details
  - Option two and three would require Board action
- Goal: Decision on type of change and clear timeline for final action by February 18

Lincoln HS Overcrowding

- Current enrollment: 1,563
- 50 more students than last year
- 61 students above forecast
- Very large class sizes, limited common spaces
- Transfers curtailed, facility changes implemented
- Additional growth will lead to greater health, safety and student achievement challenges

Lincoln HS short-term option

- Guaranteed voluntary transfer to Wilson HS
  - Expansion of Bridlemile option
  - Requires Board action
- Lincoln students may request transfer to Benson, Jefferson Middle College, Roosevelt or Madison through lottery
- If few students voluntarily transfer, other enrollment strategies may be exercised in the spring

Benson HS enrollment

- Current enrollment: 830
  - Approved size: 850
- High demand, but increasing attrition
  - 407 applied for 250 9th grade slots, but only 240 students enrolled
  - Fewer students remaining at Benson for four years
- In 2012, 71% of Benson's enrollment from Jefferson, Madison and Roosevelt

Benson HS proposed adjustment

- Increase 9th, 10th grade lottery slots
- ***Implement pilot lottery weight to improve geographic parity in student approvals***
- Allow more upper grade transfers
  - Individual petition process
- Beef-up retention rates for Benson students

Pilot regional balancer

- Proposed lottery weight to improve geographic parity across Benson enrollment
  - aka "regional balancer"
- Standard lottery does not consider a student's forecast school as a factor
- Two schools, Madison and Roosevelt, routinely have more than 50 neighborhood students approved to Benson
  - Equal to 2 FTE: Negative impact on students and programs left behind

Pilot regional balancer

- Regional balancer finds the highest possible number of students who could be accepted from all school
- Example:

	Applicants	Actual approvals	Balanced approvals	Difference
Franklin	63	38	41	+3
Madison	106	65	41	-24

- Slots can be increased without exacerbating negative effect on smaller comprehensive schools

Pilot regional balancer

- Regional balancer will be a one year pilot
- Additional efforts are underway that will equalize the applicant pool
  - Increasing CTE at comprehensive high schools
  - Raising greater awareness of Benson's programs at schools with lower applicant rate
- Balancer may have an impact on racial and socio-economic diversity at Benson and other schools
- Results will be incorporated into district-wide processes

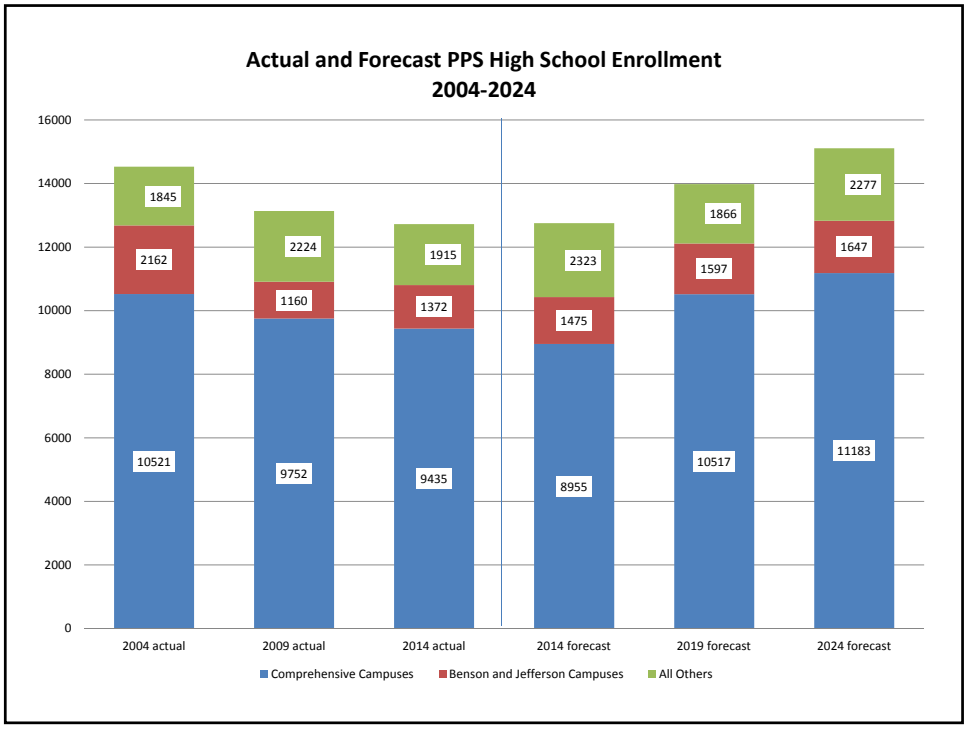
Benson Enrollment Data

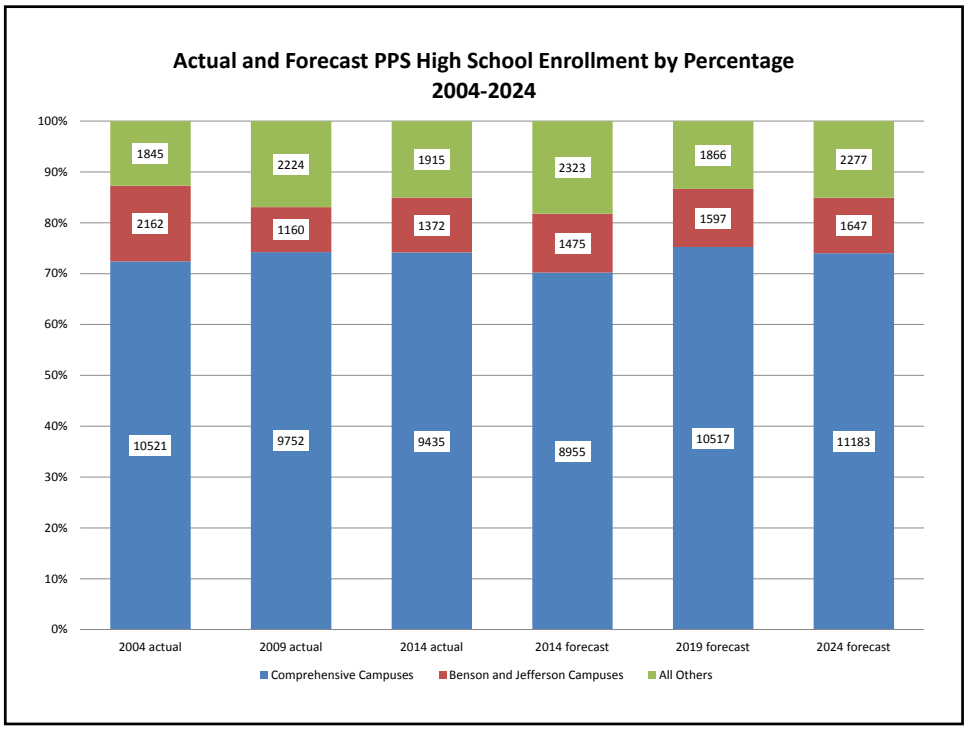
Board Meeting

July 28, 2015

20 year enrollment by school type

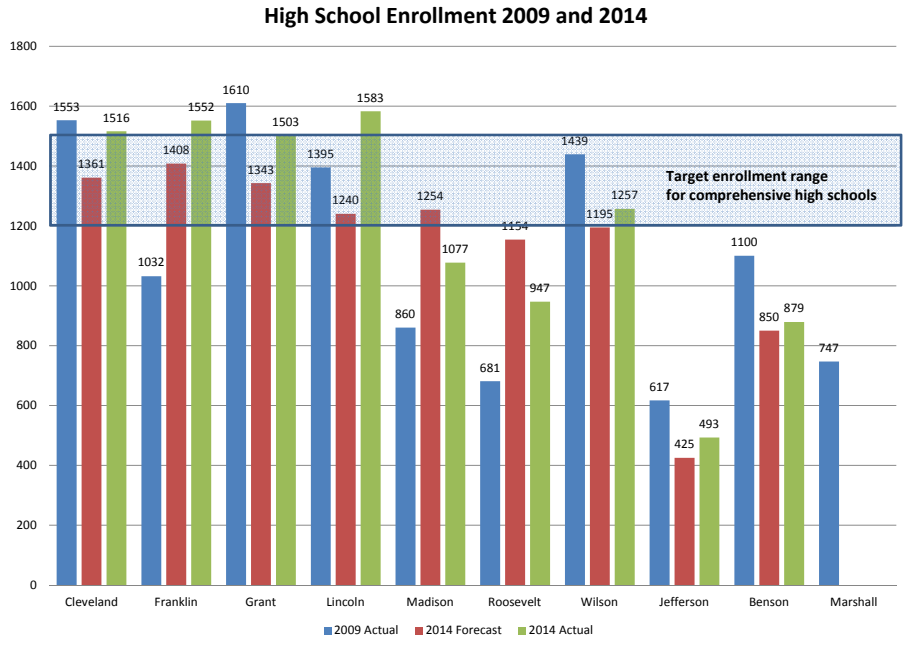
- shows the actual and forecast enrollment by school types.
- High school system design principles (2009)
  - 72% of students to comprehensive schools
  - 12% to focus options
  - 16% to PPS alternatives, special schools and CBOs
- Currently the portion of students attending comprehensives is higher than anticipated, and lower in other types (particularly charter schools). Enrollment forecasts assume the current proportion will continue.
- The data is shown by number of students (which illustrates the change in overall enrollment over time) and by percentage.


Actual and Forecast PPS High School Enrollment
2004-2024
16000
14000
12000
10000
8000
6000
4000
2000
0
1845
2162
10521
2224
1160
9752
1915
1372
9435
2323
1475
8955
1866
1597
10517
2277
1647
11183
2004 actual
2009 actual
2014 actual
2014 forecast
2019 forecast
2024 forecast
Comprehensive Campuses
Benson and Jefferson Campuses
All Others


Actual and Forecast PPS High School Enrollment by Percentage
2004-2024
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1845
2162
10521
2224
1160
9752
1915
1372
9435
2323
1475
8955
1866
1597
10517
2277
1647
11183
2004 actual
2009 actual
2014 actual
2014 forecast
2019 forecast
2024 forecast
Comprehensive Campuses
Benson and Jefferson Campuses
All Others

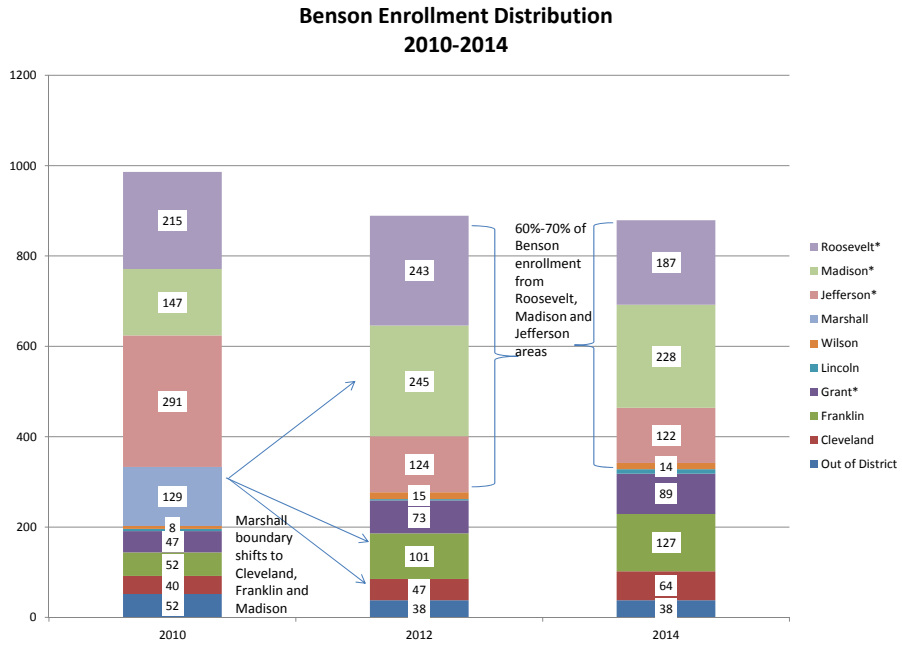
Comprehensive high school enrollment

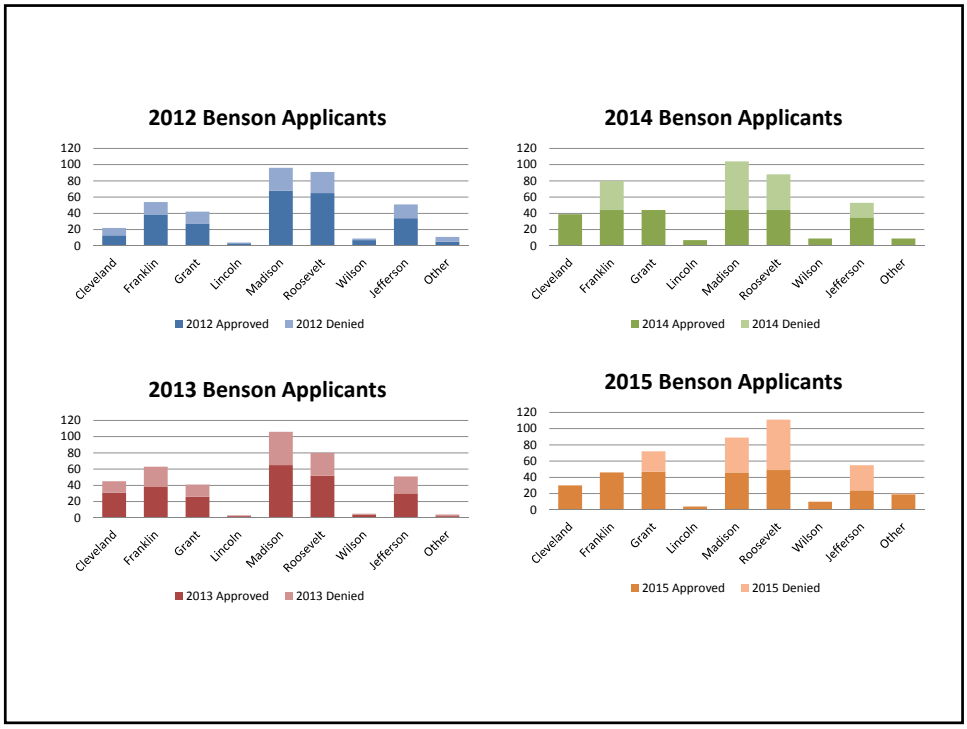
- Overall district high school enrollment in 2014 was almost exactly as predicted in 2009
  - 12722 actual vs 12753 forecast
  - Difference of 31 students, or .002%
- There was more variability at the individual school level
  - Notably, Madison and Roosevelt have grown over the 5 year period, but not as much as expected, and still below target enrollment size



Benson enrollment by neighborhood

- Benson enrollment continues to be dominated by students who live in the Jefferson, Madison and Roosevelt zones
- A Benson balancer was introduced in 2014 to help produce a student body more reflective of the whole district
- Even with the balancer and increased outreach to underrepresented neighborhoods, demand continued along predictable patterns in 2015




2012 Benson Applicants
120
100
80
60
40
20
0
Cleveland
Franklin
Grant
Lincoln
Madison
Roosevelt
Wilson
Jefferson
Other
2012 Approved
2012 Denied
2014 Benson Applicants
120
100
80
60
40
20
0
Cleveland
Franklin
Grant
Lincoln
Madison
Roosevelt
Wilson
Jefferson
Other
2014 Approved
2014 Denied
2013 Benson Applicants
120
100
80
60
40
20
0
Cleveland
Franklin
Grant
Lincoln
Madison
Roosevelt
Wilson
Jefferson
Other
2013 Approved
2013 Denied
2015 Benson Applicants
120
100
80
60
40
20
0
Cleveland
Franklin
Grant
Lincoln
Madison
Roosevelt
Wilson
Jefferson
Other
2015 Approved
2015 Denied

Multiple Pathways Programs at Benson

School Program	Population Served	Students Served	Outcome
Alliance Alternative High School @ Benson	*In-district Alternative High school* • 8:30 am – 7:30 pm M-TH • Flexible Schedules • Working, parenting, older • Students 16+	200	High School Graduation 43 graduates in 2015
DART- Clinton School	*Day Treatment (DART) Students* • Self contained setting; • 20 students at a time	40	Academic Progress HS Graduation
Reconnection Services District Wide Outreach **Reconnection Center Drop Out Recovery Center**	*Serves unenrolled PPS students* • Co-located with Alternative HS • Individual Outreach to 1600 • Placement district wide • RC students 160; 30 at a time	30	Re-Enroll in PPS Schools High School Graduation
Teen Parent Services	*Serving Pregnant and Parenting* • Alliance HS students • Benson HS students	30	Continued Enrollment HS Graduation

School/Program	Population Served	Students Served	Outcome
Portland Evening Scholars **Summer Scholars**	*District HS Credit recovery* • Evenings M-TH, 5:00-9:00 pm during the school year • Academic Priority students • Two 3 week Summer Semesters • 32% of PPS 2015 graduates completed a PES/SS course	800 PES semester 1300 Each Summer Semester	Credit Recovery and High School Graduation
Portland International Student Academy - PISA	*District Emergent Bilingual Program* • ESL newcomer students • Students at ELPA level 1 & 2	25 (confirm #)	Continued Enrollment HS Graduation
Step UP	*District Self Contained Classroom* • Special Education HS students	15 (confirm #)	Continued Enrollment
Virtual Scholars	Blended online courses for Benson High School students	48	Progress toward HS Graduation

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

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July 28, 2015

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5122 and 5123

RESOLUTION No. 5122

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")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
City of Portland Water Bureau	07/01/15 through 06/30/16	Intergovernmental Agreement/Revenue IGA/R 62011	Funds to remediate lead-based paint at various District sites.	$50,000	T. Magliano Fund 205 Dept. 9999 Grant G1540
Metro	07/01/15 through 06/30/17	Intergovernmental Agreement/Revenue IGA/R 6XXXX	Funds to support the Healthy Travel Options to School Action Plan.	$125,000	T. Magliano Fund 205 Dept. 9999 Grant G1541
State of Oregon Department of Human Services	7/1/2015 through 6/30/2017	Intergovernmental Agreement/Revenue IGA/R 61967	Funds for the Youth Transition Program to assist students with disabilities successfully transition from high school to employment, post-secondary education, or training.	$377,362	C. Russo Fund 205 Dept. 9999 Grant G1496

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Y. Awwad

RESOLUTION No. 5123

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
CDW-G	10/30/2015	Purchase Order PO XXXXXX	Purchase 230 Tech Bundles for Phase 5 of the Tech Bundle Project and 100 Tech Bundles for new classroom inventory. Cooperative Contract COA 61283	Not-to-Exceed $780,000	J. Klein Fund 407 Dept. 5581 Project A1025
Mo'Mix Solutions	7/27/2015 through 7/31/2016	Personal Services PS 62025	Consulting services for the implementation of HR recruitment and benefit modules of PeopleSoft. RFP 2015-1924	$437,345	J. Klein Fund 407 Dept. 5581 Project A1010
Point Monitor Corporation	7/29/2015 through 12/31/2015	Construction C 6XXXX	Replace existing fire alarm at Kellogg with new system. ITB 2015-1920	$223,100	T. Magliano Fund 404 Dept. 5597 Project X0117
US Bank NA	10/1/2015 through 9/30/2018	Personal Services PS 62018	Administration of Health Savings Arrangement coupled with OEBB high deductible plans. Exempt PPS 46-0130(3)	$2,500,000	S. Murray Fund 101 Dept. varies on enrollment
Dull Olson Weekes-IBI Group	8/5/2015 through 8/4/2016	Architecture Arch XXXXX	Architectural, programming, and planning consultant services for the master planning of Benson Campus. RFP 2015-1948	Not-to-Exceed $400,000	C. Sylvester Fund 451 Dept. 3115 Project DE113
Math Learning Center	TBD	Purchase Order PO XXXXXX	District-wide: Purchase of workbooks and consumables for adopted K-5 math curriculum. Exempt PPS 46-1030(3)	$159,302	C. Russo Fund 191 Dept. 5555 Project B5410
Northwest Textbook Depository	TBD	Purchase Order PO XXXXXX	District-wide: Purchase of workbooks and other consumables for adopted curriculum other than K-5 math. Exempt PPS 46-0130(3)	$237,037	C. Russo Fund 191 Dept. 5555 Project B5410

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Educational Policy Improvement Center	7/1/2015 through 6/30/2016	Personal Services PS 61467 Amendment 2	Provide strategic planning services and implementation of the "Four Keys Model" as part of the career and college readiness initiative. Informal RFP	$75,000 $150,000	A. Lopez Fund 101 Dept. 5438
Dr. Barbara Baker	7/1/2015 through 6/30/2016	Personal Services PS 60817 Amendment 1	District-wide: Provide 18 hours per week of psychiatric services to PPS' Pioneer Program. Exempt PPS Rule 46-0525(3)(4)	$141,120 $262,080	C. Russo Fund 101 Dept. 5414
NW Navigator Luxury Coaches LLC	7/1/2015 through 6/30/2016	Services GS 58336 Amendment 1	Provide coach transportation for activity trips on an as-needed basis. RFP 2010-1336	$100,000 $200,000	T. Magliano Fund 101 Dept. 5560
Synergy Autism Center	7/1/2015 through 6/30/2016	Personal Services PS 60903 Amendment 4	Provide home-based education services for four PPS students. Exempt PPS Rule 46-0525(4)	$137,856 $257,238	C. Russo Fund 101 Dept 5414

Y. Awwad

Other Matters Requiring Board Approval

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5124 through 5128

RESOLUTION No. 5124

Develop a Plan for Lifting the Enrollment Cap at Benson Polytechnic High School

RECITALS

A. In 2011, Portland Public Schools capped enrollment at Benson Polytechnic High School to 850 during the High School System Design to continue to support access to this premier career technical education program, while also strengthening enrollment - and the core academic program - at community comprehensive high schools.

B. On January 27, 2014, the Board of Education approved Resolution No. 4866, to adjust the enrollment at Benson Polytechnic and to balance the geographic distribution of students approved through the lottery.

C. Increasing Benson Polytechnic's enrollment will raise the profile of Career Technical Education and other hands-on learning across the District and both serve as a model for middle and high schools, and increase the sense of urgency for rebuilding these programs across the District.

D. Increasing Benson Polytechnic High School enrollment is an essential step for building partnerships with businesses, trades, and organizations throughout the Metro region.

E. Removing the enrollment cap and taking concrete steps towards restoring Benson Polytechnic's enrollment and programming will be critical to passage of the Bond in 2016.

RESOLUTION

1. The Board of Education directs the Superintendent to bring to the Board no later than January 1, 2016 a 2-year phased plan for lifting the enrollment cap of Benson Polytechnic to accommodate the demand for the program.

2. The Board further directs the Superintendent to work with the Benson Polytechnic staff and community through the coming 2015-2016 school year to both develop new admission criteria for Benson Polytechnic and develop a proposal to free up sufficient teaching space in the campus for a larger student body.

RESOLUTION No. 5125

Appointment of Audit Committee Members

RECITALS

A. Pursuant to Board Policy, the Board Audit Committee shall be comprised of five members appointed by the school board. All appointees shall be independent of the district's management and administrative service. The Audit Committee will be comprised of three members of the school board and two ex officio public members with a general knowledge of the district and the audit process. Committee members shall serve for two years, serving from July 1 to June 30, and may be re-appointed at the end of their term.

B. The Audit Committee recommends the Board appoint Kari Guy and Pedro Nunez as members for two years beginning immediately.

RESOLUTION

1. Kari Guy and Pedro Nunez are appointed as two ex officio members of the Board Audit Committee for a two-year term through June 30, 2017.

J. Patterson

RESOLUTION No. 5126

Audit of Administrative Compensation

RECITALS

A. Given Portland Public Schools (PPS) mission to serve Portland students, the District's funds must be focused primarily on the classroom and school-based supports for students, teachers, principals and other critical staff.

B. The PPS Board of Education (Board) has a fiduciary duty to review, approve and adopt an annual budget that supports and bolsters the District goal of helping students progress through academic milestones and successfully graduate all students ready for college, the workforce and their future.

C. Given that employee salaries and other compensation is the largest expense of the school district, as part of its responsibilities related to the budget, the Board will review and approve general compensation levels, parameters for salaries, and the overall budget level for central office staff.

D. It is the intent of PPS to provide competitive compensation -- as the budget allows -- for its employees in order to recruit and retain the best employees possible.

E. The Board in its governance role, and to ensure fiscal responsibility, sets parameters for the Superintendent to follow and approves the budget.

F. The Board is interested in obtaining a performance audit to determine whether PPS has adequate processes and procedures in place to guide the Superintendent in determining compensation for all employees while meeting the above provisions, and to review whether the processes and procedures are being followed.

G. The public and the Board would be well served to have an independent performance auditor review and analyze the supporting documentation, comps, processes and procedures relating to administrative compensation.

H. The Board Audit Committee requests Board approval for a performance audit to be completed by an independent auditor of the transactions, approvals, justifications, and all relevant materials and communications related to new central office positions earning over $70,000 or any raise of more than 3% percent and to inventory the year over year change in the number of senior administrators. In addition, the audit will review the effectiveness of the current processes and procedures for setting compensation for employees of PPS.

RESOLUTION

1. The Board of Education approves the recommendation of the Audit Committee and directs the incoming PPS Performance Auditor to complete an audit that covers, at a minimum, these topics:

   - The number of new central office administrative positions at PPS since July 1, 2013 with salaries over $70,000 and those positions that had an increase of more than 3%.
   - For any salary increase of more than 3%, review and report on the employment documentation that was created prior to the positions being added or raises being granted, including market comps, performance evaluations, job descriptions, authorization for all the new positions, and communications to employees.
   - Where PPS ranks in terms of central office, non-represented position salaries and compensation versus comparable school districts, including those in Oregon, as agreed upon with the Audit Committee.

- The ratio of central office administrators per student compared to other large Oregon school districts.

- The effectiveness of the current processes and procedures for setting compensation for PPS employees, including appropriate Board oversight.

- The Independent Performance Auditor will develop the scope of the audit in consultation with the Audit Committee. The Board asks that the audit be completed within four to six months and submitted to the Board Audit Committee for review. The summary of the initial findings should be shared as early as possible with the Board Audit Committee to help inform the Board's work on the budget and in the development of parameters and policies in this area.

2. The Board directs the Superintendent to freeze any further "market adjustments" until the Board has had a chance to review the information and an independent auditor's analysis is completed and the Board has set parameters for any future increases.

3. In addition, the Board will consider any recommendations from the auditor for creating a formal policy regarding Board review and approval of central office administrative pay, including the differentiation between school administrators (Principals, Assistant Principals, Vice Principals) and central office certified administrators and non-educator administrators and an analysis of market competitive positions and compression.

RESOLUTION No. 5127

Calendar of Regular Board Meetings
School Year 2015-2016

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2015-2016 school year.

Portland Public Schools
BOARD OF EDUCATION
Schedule of Regular Meetings
2015-2016 School Year

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 6:00pm on Tuesdays unless otherwise noted.

July 6, 2015 (Monday)	January 5, 2016
July 28, 2015	January 19, 2016
August 4, 2015	February 2, 2016
August 25, 2015	February 16, 2016
September 1, 2015	March 8, 2016
September 16 2015 (Wednesday)	March 29, 2016
October 5, 2015 (Monday)	April 5, 2016
October 20, 2015	April 19, 2016
November 3, 2015	May 3, 2016
November 17, 2015	May 24, 2015
December 1, 2015	June 14, 2015
December 15, 2015	June 28, 2016

A. Whalen

RESOLUTION No. 5128

Minutes

The following minutes are offered for adoption:

July 6, 2015

Board of Education Informational Report

MEMORANDUM

Date: July 2, 2015

To: Board Members

From: Yousef Awwad, CFO

Subject: Increase in construction excise tax rate

This is to inform you of a change in the construction excise tax rate. The department of Revenue (DOR) informed us of the rate increase for FY2015-2016 which adds about $250,000 in capital funding assuming no other changes. Adopted budget for 2015/16 is $5.4 million before this increase.

For background purposes, I summarized below the sequence of events:

- During the regular 2007 legislative session the Oregon legislature passed SB 1036, which authorized school districts to impose construction excise taxes on improvements to real property that result in new construction within a district's boundaries and to use these collections to fund capital improvements to school district facilities.

- On January 14, 2008, by way of Resolution No. 3833, the Board of Education imposed such a tax for PPS and set rates.

- SB 1036 set tax rate limits of $1 per square foot for residential use and $0.50 per square foot for nonresidential use, along with a $25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News Record Construction Cost Index. As prescribed in statute, the Oregon Department of Revenue is responsible for updating tax rate limits and notifying affected districts.

- On December 16, 2013, by way of Resolution No. 4854, the board authorized rates for 2013/14, also directed that future year tax rates be implemented at the rate prescribed by the DOR and that the Board be advised of any rate increase.

- On July 1, 2015, we have been informed of new rates by DOR and have updated the rates for 2015/16 to be Residential/Non-Residential/ Maximum rates of $1.20*/$0.60*/$29,900 (*$/sq. ft.). The rates that applied for 2014/15 were $1.17*/$0.58*/$29,200.

We will be revising our estimated revenue from the tax (which is Fund 404 in our budget and financial statements) in 2015/16 once we have the fourth quarter proceeds from the City of Portland who collects this for us.

RESOLUTION No. 4854

Increase of Construction Excise Tax Rate

RECITALS

A. During the regular 2007 legislative session, the Oregon Legislature passed SB 1036. SB 1036 authorized school districts to impose construction excise taxes on improvements to real property that result in new construction within a district's boundaries and to use these collections to fund capital improvements to school district facilities.

B. In December 2007 and as required by SB 1036, School District No. 1J, Multnomah County, Oregon ("District"), entered into intergovernmental agreements with the City of Lake Oswego, City of Portland, and Washington County, for collection and distribution of a construction excise tax.

C. On January 14, 2008, by way of Resolution No. 3833, the District's Board of Education ("Board") imposed the construction excise tax.

D. SB 1036 set initial tax rate limits of $1.00 per square foot for residential use and $0.50 per square foot for nonresidential use, limiting the latter to a $25,000 maximum tax.

E. SB 1036 tax rates have been indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, the Oregon Department of Revenue ("DOR") is responsible for updating these tax rate limits. The DOR has issued updated rates for fiscal year 2013-14.

F. Implementation of the new tax rates by the District requires an affirmative action by the Board.

RESOLUTION

1. The Board authorizes the construction excise tax rate limits for the 2013/14 fiscal year as follows:

Construction Type	Rate (per square foot)
Residential	$ 1.14
Non-Residential	$ 0.57
Non-residential Maximum	$ 28,400

2. The Board further directs that future year tax rate increases be implemented at the rate prescribed by the DOR and that the Board be advised of any rate increase through appropriate and timely communication upon receipt of notice of new rates from the DOR.

3. The Board further directs this resolution to take effect immediately.

N Sullivan

Oregon
Kate Brown, Governor

Department of Revenue
955 Center St NE
Salem, OR 97301-2555
www.oregon.gov/dor

Issue: Indexing of School Construction Tax Limits
Statute Reference: ORS 320.170
Last Updated: June 25, 2015

Background:
Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools, and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code. An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4% of tax revenue. DCBS is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

Tax Limit Calculations:
SB 1036 set tax rate limits of $1 per square foot for residential use and $0.50 for nonresidential use, along with a $25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, DOR is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with Department of Education who receives updated limit calculations from DOR and notifies the affected districts.

Tax rate limits by fiscal year:

Fiscal Year	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
Residential*	1.07	1.11	1.14	1.17	1.20	1.23
Non-Residential*	0.54	0.55	0.57	0.58	0.60	0.61
Non-Residential Max	26,800	27,700	28,400	29,200	29,900	30,700

* Dollars per square foot