

BOARD OF EDUCATION

Portland Public Schools
REGULAR MEETING
January 17, 2017

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. | <u>STUDENT TESTIMONY</u> | 6:00 pm |
| 2. | <u>PUBLIC COMMENT</u> | 6:15 pm |
| 3. | <u>UPDATE: 2016-17 SCHOOL CALENDAR</u> – action item | 6:35 pm |
| 4. | <u>ENVIRONMENTAL HEALTH AND SAFETY GAP ANALYSIS</u> | 7:00 pm |
| 5. | <u>DIVISION 22 REPORT TO THE COMMUNITY</u> | 7:45 pm |
| 6. | <u>FIRST READING: RESERVE POLICY</u> | 8:15 pm |
| 7. | <u>NEW AUDIT RECOMMENDATIONS</u> – action item | 9:00 pm |
| 8. | <u>BUSINESS AGENDA</u> | 9:15 pm |
| 9. | <u>ADJOURN</u> | 9:30 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: January 14, 2017
To: Members of the Board of Education
From: Bob McKean, Superintendent
Subject: 2016-17 Calendar

The Board voted on December 13, 2016 to add two days at the end of the school year to make up for two days lost in December. Since that vote additional school closures have occurred due to weather.

This Tuesday, January 17, 2017, district staff will present the following proposal for the Board's consideration to account for the other closures:

- Add another day to the calendar- extending the last day of school by three days to June 14, 2017.
- Eliminate the rest of late starts for elementary and middle schools and early releases for high schools, which will restore approximately ten hours of additional instruction for elementary schools and four hours for high schools.

Please note that if approved, the elimination of late starts begins **this Wednesday, January 18, 2017.**

We recognize that these actions will not make up for all of the closures and we will be working with the Oregon Department of Education in coordination with other school districts across the state facing the same situation to evaluate how best to address this issue, including the potential for additional weather related closures throughout this winter.



**Portland Public Schools
Risk Management
Environmental Health and Safety Section**

Gap Analysis and Recommendations

**Presented To:
Yousef Awwad, CPA, MBA, CGMA, PMP
Chief Executive Officer**

**From:
John W. Burnham, Ph.D.
Interim Senior Director
Environmental Health and Safety Section**

December 31, 2016

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Executive Summary

After discussions with Portland Public Schools (PPS) leadership, I joined PPS in July 2016 as the Interim Senior Director for Environmental Health and Safety (EHS). I had just retired from Oregon Health and Science University (OHSU) after 23 years as the Director of EHS. Upon my arrival at PPS, Yousef Awwad, CFO at that time, created a team of professionals focused on resolution of school drinking water contaminated with lead. My early role at PPS has primarily been as the technical advisor to this health and safety team and to conduct a gap analysis review of the PPS EHS group. More recently, I joined a PPS team focused on including selected EHS needs in the May 2017 capital improvement bond measure.

This gap analysis is a product of my review of the EHS group. This is the third formal EHS gap analysis I have conducted in large academic organizations. Prior EHS gap analyses were completed at Portland State University and OHSU. A comprehensive gap analysis at PPS required identification of all programs which are overseen or assisted by EHS. This is a time-intensive process that requires knowledge of a wide range of EHS programs, individual program operating strategies and a fundamental understanding of risk analysis¹⁻⁶. EHS occupies a unique niche within large establishments and, generally speaking, those outside EHS are often not aware of the complexity and scope of typical EHS groups.

Review of the PPS EHS group resulted in the identification of 57 programs for which EHS is either directly responsible to administer or to provide assistance. This number of programs surprises most observers, but is not uncommon in an organization as complex as PPS. Using a technique I call abridged risk analysis/assessment, I investigated the status and needs of each of these programs with the intent to identify which of the programs currently presents the greatest potential enterprise risk. This process involves conducting an abridged multi-category risk assessment for each program based on the risk profile of each program. Risk categories considered for each program included financial, operations, reputational, human safety, environmental and regulatory/compliance risks¹⁻⁶. In the EHS world, most risk assessments are informal and based on regulatory compliance concerns with occasional consideration given to human health and safety risk. Plainly speaking, EHS groups are often almost exclusively focused on compliance and PPS EHS is a classic example. This has the unintended consequence of not recognizing, assessing and acting on all the potential enterprise/institutional risk, e.g. reputational risk, operational risk, etc., and its impact on the organization's objectives and strategy.

Of the 57 programs, 25 are currently inadequately supported and present a range of enterprise/institutional risks. The current staffing level cannot support these programs. I am recommending that two new positions, one safety professional and one industrial hygienist, be created and consideration be given to reorganizing the EHS group to reduce the risks associated with these 25 programs. During this assessment, two of the three existing EHS positions were filled and this was taken into account when identifying gaps. Recruitment to fill the Senior Manager position began in November. The largest gap involves several safety programs related to maintenance and custodial activities. This involves nine different safety programs and will likely require one of the two proposed new positions. Other major gaps include, but are not limited to, fall protection, database management, chemical fume hood certification, school safety committees and stage/auditorium safety. The crucial first step is the recruitment of a seasoned Senior Manager and structuring this position to allow for the development of EHS objectives, an overall risk-based operating strategy, the development of efficient individual program operating strategies and creation of balanced workloads for all employees.

Introduction

I recently retired as the Director of Environmental Health and Safety (EHS) at Oregon Health and Science University (OHSU) after 23 years. During this period, I also worked part-time at Portland State University (PSU) at the request of OHSU and PSU leadership to assist with the restructuring of the PSU EHS program. While at PSU, I worked with David Hobbs, now PPS Senior Director of Facilities and Assets Management (FAM). In June 2016, Mr. Hobbs invited me to meet with him to discuss ongoing issues related to lead in drinking water. I met with PPS leadership twice in June to discuss these issues. After the second meeting, PPS asked me to join the district to help address the concerns related to lead in drinking water. In addition to the lead in water concerns, District leadership was interested in conducting a gap analysis for EHS. During these meetings, the decision to move EHS from FAM to the Risk Management department was discussed along with the fact the current Senior Manager of EHS was on administrative leave. Effective July 18 I was brought in as the Senior Director of EHS.

This gap analysis was developed after a comprehensive review of the existing EHS Section. This assessment included a review of EHS records, Risk Management injury/illness records and several interviews inside and outside of EHS. These record reviews and interviews along with targeted investigations of specific programs informed the contents of this report. The aim of this gap analysis is to identify those EHS programs in substantial need of augmentation to reduce potential financial, operations, reputational, human health & safety, environmental and regulatory risks. These specific risk categories were selected based on my experience, knowledge and professional opinion regarding the role of EHS in the practice of Enterprise Risk Management (ERM)¹⁻⁶. Qualitative risk assessment methodology¹ is discussed in the section on Risk Assessment. Throughout this document, the terms institutional risk and enterprise risk are used interchangeably, however, I favor the use of institutional over enterprise for PPS.

Interim Senior Director Role

The responsibilities of the Interim Senior Director of EHS include daily meetings with a newly formed Health & Safety Leadership group to discuss current operations, new issues of concern, short-term/ long-term planning related to lead in PPS schools and EHS issues to be included in the May 2017 capital improvement bond measure. The Senior Director's role in this group was to provide internal technical guidance, seek out external experts when appropriate, provide specific recommendations, interview with representatives from the media as requested and participate in joint presentations to the PPS Board of Directors as needed. This specialized leadership group was the main conduit to implement a number of targeted operations to address narrow and broad lead-related health and safety concerns prior to and after the start of the 2016/2017 school year. In the process of implementing these programs, the Interim Senior Director often worked directly with the Risk Management Director, Executive Director of Operations, Senior Director of FAM and the Interim Chief of Community Involvement and Public Affairs, all of whom played mission-critical roles in successful implementation and outcome monitoring. Each of these individuals also reviewed the contents of this gap analysis with a special thanks to Joe Crelier, Director of Risk Management, for his contributions.

Shortly after arrival at PPS I assisted with the resolution of a number of specific risk issues, e.g., produce from gardens, use of eye wash stations, correct fixture sampling protocol, etc., related to lead contamination in District water fixtures/plumbing. I also initiated the process of investigating the scope of the entire EHS section of Risk Management. This investigation of EHS scope entailed the identification of existing programs, each program's structure and scope, estimates of labor resources dedicated to each program, qualitative estimates of potential institutional risk presented by each program and the presence of meaningful operating gaps due to programs that present substantial risk, yet do not currently exist. This included meetings with the two EHS personnel, several FAM personnel, the Senior Director of FAM, the Director of Risk Management and PPS leadership. The existence and status of an ongoing gap analysis was also discussed on several occasions with PPS Board members and Senior Management.

PPS EHS Background

EHS Org Chart and Scope

The EHS Organization Chart within the Risk Management department is presented in Figure 1. EHS is represented by the three positions located on the left side of the chart. This gap analysis represents a review of the EHS group only and does not include a review of the Insurance and Claims Section. In the past, EHS staffing has ranged from two to four full-time employees. The two EHS employees present during the creation of this gap analysis were Herb Wagner, a long-time employee of PPS, and Joel McCarthy. Mr. McCarthy left in November to join a consulting firm after approximately 1.5 years at PPS.

EHS is responsible for managing or assisting with the management of the institutional/enterprise risk presented by 57 regulatory and non-regulatory environmental, health and safety programs. These programs are illustrated in Table 1, classified under the six primary functions traditionally performed by EHS. The primary functions are presented in the dark boxes with the names of programs, regulatory agency and estimated annual person-hours committed to each program in the column below. A lay description of each program is provided in the section following Table 1. The large number of programs within EHS is not uncommon, for example, OHSU has 65 programs due to the accreditation requirements for four hospitals and PSU has over 50 active EHS programs.

The number of hours assigned to each program are best estimates of the time spent per year by Mr. Wagner and Mr. McCarthy on each specific program. These are not measured numbers, hence they are only valuable for comparison purposes between different programs and to determine which programs are receiving large allocations of labor and those that receive little or no labor hours.

The EHS section manages and maintains specialized monitoring and testing equipment. The equipment and the use of each item is as follows:

- Three High Volume Pumps – Area Air Monitoring
- Four Personal Air Pumps – Personal Air Monitoring
- Gillian Air Sample Pump Calibrator – Calibrate Air Pumps

- Sensidyne Gas Detector Pump – Color-metric Air Monitoring
- TSI IAQ 7545 Air Quality Diagnostic Meter – IAQ Measurements
- TelAire Air Quality Meter – IAQ Measurements
- CO₂, Temperature, Humidity Meter – IAQ Measurements
- Jerome 431X Mercury Vapor Analyzer – Measure Mercury Vapor (Mercury Spill)
- Photovac HL-20 Microtip Organic Vapor Analyzer – Potentially Obsolete
- Moisture Probe – Detect Moisture in Wall
- Thermal Imaging Camera – Detect Temperature in Wall
- Auto-Ranging Light Meter – Measure Light Level
- Innov-X-Systems I-300 Lead Paint Analyzer – Real-Time Detection of Lead in Paint
- Anemometer – Measure Air Velocity
- Hot-Wire Air Velocity Meter – Measure Air Velocity
- Air-Pressure Velometer – Measure Air Velocity
- Sound-Level Meter – Measure Real-Time Noise Level
- Metrosonics DB307 Noise Dosimeter – Measure TWA Noise Dosage
- Industrial Scientific ATX 612 Confined Space Monitor – Confined Space Measurements
- Two Industrial Scientific M-40 Confined Space Monitor – Confined Space Measurements
- 18 Radon Monitors (About half need maintenance)

EHS currently has three full-time positions, this means that these employees are spread very thin, each overseeing and/or assisting with a large number of programs. It also likely means that many of the programs receive limited or no support.

Based on the active programs and the estimated annual hours dedicated to each program, EHS staff devote a high percentage (60 – 65%) of their person-hours working on programs, e.g., asbestos, indoor air quality, lead paint, radon, mold, Gmax testing, water quality, etc., that support school utilities, systems, equipment and buildings.

Figure 1

Risk Management Organization Chart

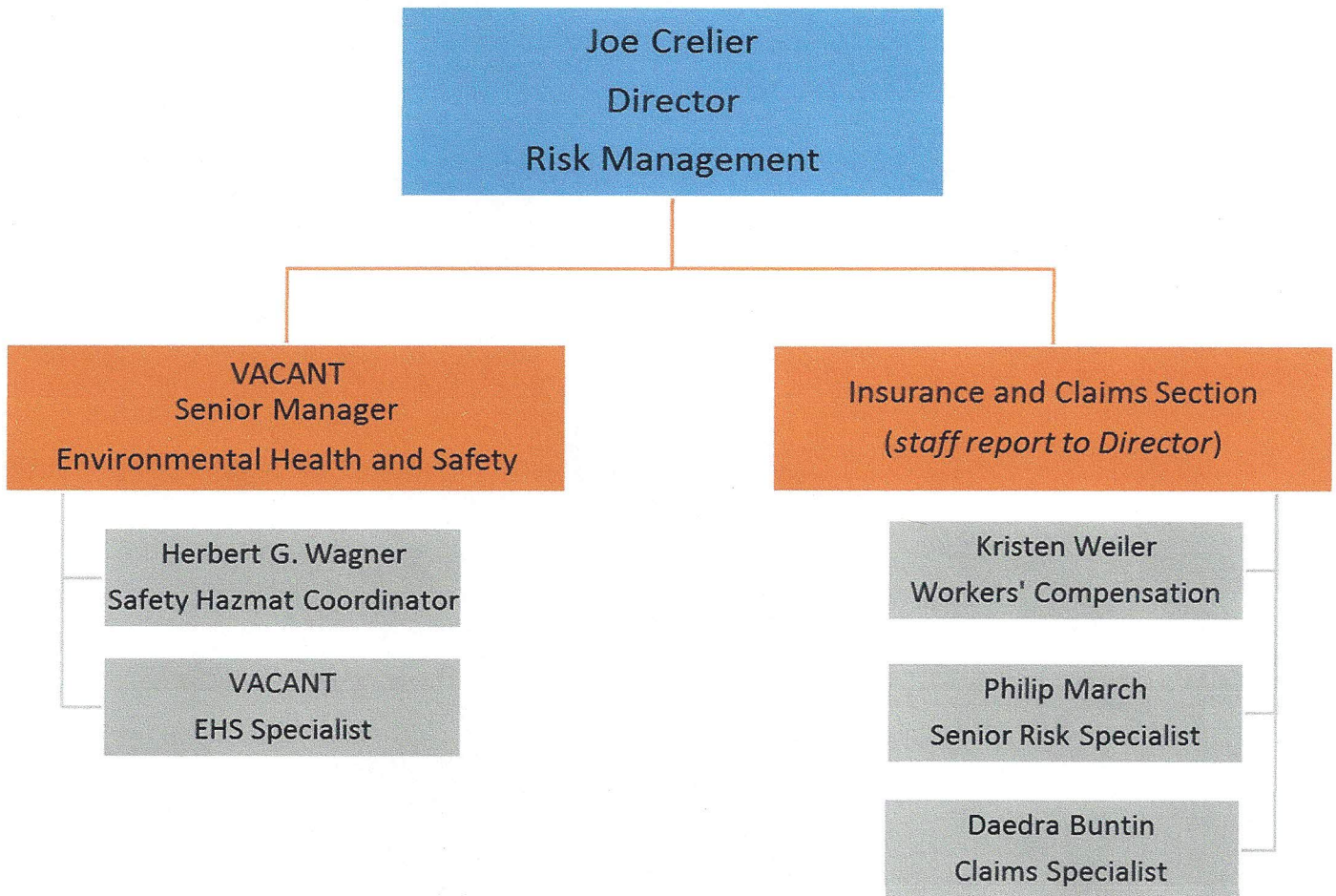


Table 1

PPS EHS Primary Functions with Programs* - Regulatory Agency/Annual Labor Hours

General Occupational/Student Safety	Environmental
<ul style="list-style-type: none"> • AED Inspections – ODE/50 Hours** • BESC Safety Committee Membership – OSHA/<20 Hours • Building/Room Remodel Plan Review – OSHA/<40 Hours • Confined Space Entry – OSHA/60 Hours • Electrical Safety – OSHA/<20 Hours • Emergency Management Assistance – ODE/<40 Hours • Ergonomics – OSHA/<40 Hours • Fall Protection – OSHA/180 Hours • FAM Maintenance Safety Meetings – OSHA/60 Hours • Fire/Life Safety Program Assistance – PF&R/ODE/<40 Hours • Fork Lift Training – OSHA/<20 Hours • Gmax Testing – CPSC/<20 Hours • High Lift Training – OSHA/<20 Hours • Incident/Accident Investigation – OSHA/<40 Hours • Indoor Air Quality – OSHA/440 Hours • Ladder Safety – OSHA/<40 Hours • Lockout/Tagout Program – OSHA/<20 Hours • Machine Guarding – OSHA/<20 Hours • Motor Vehicle Safety – OSHA/ODOT/0 Hours • Noise Assessment/Abatement – OSHA/<40 Hours • OR-OSHA Complaint Letters/Inspections – OSHA/80 Hours • Personal Protective Equipment – OSHA/60 Hours • Playground Inspections – CPSC/ODE/160 Hours** • Respirator Selection/Fit Testing – OSHA/80 Hours • School Safety Committee Assist – OSHA/40 Hours • Site Safety Surveys – CPSC/EPA/OSHA/120 Hours • Stage/Auditorium Safety – OSHA/<20 Hours** • Student Transportation Safety – ODE/0 Hours • Welding/Cutting Safety – OSHA/0 Hours 	<ul style="list-style-type: none"> • Asbestos Surveys/Abate– OSHA/DEQ/ODE/880 Hours** • Lead-Based Paint Disposal – OHA/DEQ/EPA/<20 Hours • Medical/Biological Waste Disposal – OHA/40 Hours • Metro Hazardous Waste Disposal – Metro/200 Hours • RCRA Hazardous Chemical Waste Mgmt – DEQ/40 Hours • Toxic Subst Cntl Act-PCB Collect/Dispose-EPA/DEQ/<20 Hours • Underground Injection Control – DEQ/<20 Hours • Underground Storage Tanks – DEQ/0 Hours • Universal Waste Management – DEQ/80 Hours • Water Quality (Lead/Copper) – OHA/DEQ/EPA/100 Hours

*Each of these programs supports employee environmental health and safety and/or student health and safety. **Included in Site Safety Surveys.

Table 1 (Cont'd)

PPS EHS Primary Functions with Programs* - Regulatory Agency/Annual Labor Hours

Chemical Safety	Radiation Safety										
<ul style="list-style-type: none"> • Air Contaminant Monitoring – OSHA/<20 Hours • Art Program Safety – OSHA/100 Hours** • Chemical Fume Hood Certification – OSHA/0 Hours • Hazard Comm/Safety Data Sheets – OSHA/<40 Hours • Hazardous Materials Inventory Report – OSFM/40 Hours • Integrated Pest Management – DEQ/OSHA/<20 Hours • Lab Safety (Chemical Hygiene) Plan – OSHA/<20 Hours • Lead-Based Paint Surveys – OHA/OSHA/200 Hours** • On-Call Response – DEQ/OSHA/200 Hours • Spill Response/Cleanup – DEQ/OSHA/<20 Hours 	<ul style="list-style-type: none"> • Radon Testing/Mitigation – OHA/EPA/200 Hours 										
Administrative	Biological Safety										
<ul style="list-style-type: none"> • Budget/0 Hours • Database Management – See Program Description Section • Healthy and Safe Schools Plan - ODE/0 Hours • Personnel Issues/0 Hours 	<ul style="list-style-type: none"> • Bacterial Contamination Monitoring – OHA/40 Hours • Bio-aerosol Mold Monitoring/Abate – OSHA/160 Hours • Bloodborne Pathogens – OSHA/<20 Hours 										
<p>AGENCY ACRONYMS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">CPSC – Consumer Products Safety Commission</td> <td style="width: 50%;">ODOT – Oregon Depart. of Transportation</td> </tr> <tr> <td>DEQ – Department of Environmental Quality</td> <td>OHA – Oregon Health Authority</td> </tr> <tr> <td>EPA – Environmental Protection Agency</td> <td>OSFM – Oregon State Fire Marshal</td> </tr> <tr> <td>Metro – Portland Metro</td> <td>OSHA – OR Occupational Safety and Health Admin.</td> </tr> <tr> <td>ODE – Oregon Department of Education</td> <td>PF&R – Portland Fire & Rescue</td> </tr> </table>		CPSC – Consumer Products Safety Commission	ODOT – Oregon Depart. of Transportation	DEQ – Department of Environmental Quality	OHA – Oregon Health Authority	EPA – Environmental Protection Agency	OSFM – Oregon State Fire Marshal	Metro – Portland Metro	OSHA – OR Occupational Safety and Health Admin.	ODE – Oregon Department of Education	PF&R – Portland Fire & Rescue
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Program Descriptions

Below are the descriptions for each EHS program identified in Table 1. These descriptions are presented in alphabetical order independent of the EHS primary function group (chemical safety, environmental, etc.) to which they belong. Each program description is a brief, high-level narrative that provides the reader with the basics of the program at PPS. At the end of each description are brief statements of any existing gap and the initials of the individual(s) currently responsible for that program along with an estimate of the person-hours per year spent working on that program. The initials are for Herb Wagner (HW) and Joel McCarthy (JM). The acronym NOA stands for No One Assigned. Several of the programs either require limited resources per year or current staffing levels are inadequate to properly resource the program. These programs are designated as receiving <20 person-hours per year or 0 person-hours. If additional information is needed concerning a specific program, please contact PPS EHS or Risk Management.

AED Inspections – Maintenance of District automated external defibrillators (AED). EHS conducts annual inspections during site safety surveys. Replace batteries and pads as needed. (HW/50 hours)

Air Contaminant Monitoring – EHS conducts specialized air monitoring for air contaminants, e.g., carbon monoxide, solvents, formaldehyde, etc. (HW/<20 hours)

Art Program Safety – Provide school staff with assistance as requested. EHS picks up and disposes chemical waste. Conduct annual inspections during site safety surveys. Biggest gap is the lack of resources to more fully understand the chemical processes being used and how kilns are being used. (HW/80 hours) (JM/<20 hours)

Asbestos Surveys/Sampling/Abatement – EHS maintains an asbestos inventory/database and conducts 6 month surveillance and comprehensive triannual inspections. Design in-house and contracted abatement projects as needed. Guide maintenance activity that impacts existing inventory. Manage employee training, personal monitoring and review abatement project design. Oversee abatement process through coordination of contractor selection, scheduling with school and facilities staff, project management and maintenance staff. Biggest gap is the need to update recordkeeping/database. (HW/80 hours) (JM/800 hours)

Bacterial Contamination Monitoring – EHS personnel serve as the licensed well water operator for the water well that serves Skyline. Testing is conducted monthly. Records are maintained onsite and in the EHS office. (HW/40 hours)

BESC Safety Committee Membership – EHS personnel participate as members of the BESC building personnel safety committee, providing input on a variety of safety topics, incidents and investigations as requested. This committee meets only quarterly and does not include employees from the FAM trades. (HW/<20 hours)

Bio-Aerosol Mold Monitoring/Abatement – EHS conducts mold assessment and air sampling as needed and coordinates abatement through project management/design, contractor selection,

scheduling/coordination of contractor, school and facilities maintenance staff and recordkeeping. (HW/40 hours) (JM/120 hours)

Bloodborne Pathogens – EHS provides training for staff (custodian/maintenance) who have the potential for exposure to blood and body fluids that may contain human blood. Focus of the training is to emphasize the requirement to follow Universal Precautions in the prevention of all exposures, e.g., percutaneous, skin, eyes, etc. Bloodborne pathogens include HIV and HBV. (HW/<20 hours)

Budget – Budget tracking is one of the responsibilities of the EHS Senior Manager. The Director of Risk Management currently tracks the budget. EHS has one budget that covers staff while others are used for contractors. (NOA/0 hours)

Building/Room Remodel Plan Review – Review plans for scheduled remodeling to identify safety/health hazards, i.e., asbestos, lead-based paint, mold, fall protection, PCB ballast, etc. Conduct site walks during active project to identify hazards. This process is FAM employee driven, hence not all remodeling is vetted by EHS. EHS should explore possible options to efficiently screen remodeling plans. (HW/<20 hours) (JM/<20 hours)

Chemical Fume Hood Certification – Chemistry/Biology fume hoods must be inspected and air flow measurements conducted annually to evaluate adequate air flow to capture vapors from hazardous chemicals used in chemistry and biology labs. Many hoods are old and poorly designed. The biggest gap is there is no plan to certify hoods on an annual basis. This program is currently inactive due to inadequate staffing. (NOA/0 hours)

Confined Space Entry – Testing and implementation of safe work practices for confined space entry, i.e., tanks, vaults, etc. not used for human occupation, to identify potential life and safety hazards. The written program is 22 years old, it should be reviewed and updated as needed. (HW/40 hours) (JM/<20 hours)

Database Management – EHS personnel design, maintain and update databases for AEDs, asbestos, well testing, confined space inventory, fall protection locations, Gmax testing, safety data sheets, hazardous materials inventory, fume hood testing, lead-based paint surveys/encapsulation/removal, RCRA and Metro waste disposal, playground inspections, radon testing, respirator selection/fit tests, site safety surveys, TSCA disposal, universal waste disposal, indoor air quality and water quality testing. Although the hours for database management are presented in specific programs, database management is set apart as a separate program to demonstrate the large number of programs that require dedicated databases. The EHS Senior Manager needs to conduct a comprehensive review of database management to standardize software and format where possible and they should periodically monitor the status of each database to assure all databases are properly used and updated. (HW) (JM)

Electrical Safety – This program is designed to address the unique needs of the FAM Electrical Shop and is heavily influenced by the tasks conducted, e.g., specific hot work, low voltage, etc. Simple electrical issues are included in the site safety surveys. Biggest gap is the lack of resources to provide comprehensive electrical safety services including the development of an arc flash protocol. (HW/<20 hours)

Emergency Management Assistance – EHS personnel participate in and contribute to a wide range of emergency management drills/incidents on a case by case basis as requested. (HW/<20 hours) (JM/<20 hours)

Ergonomics – The purpose of this program is to protect employees from injury due to lifting strain, material handling, awkward postures, or repetitive motion. Ergonomics is the science and best practice of developing work tasks that compliment natural human motion and limitations. The EHS section of Risk Management is called upon to provide safe-lifting training and consultation. The Workers' Compensation claims section provides ergonomic solutions and initiatives to reduce injuries. A contracted provider is also utilized for ergonomic services. (HW/<20 hours) (JM/<20 hours)

Fall Protection – EHS has developed a written fall protection program that includes employee training and site-specific roof access plans. The focus of the program is to safely access roofs and other elevated surfaces for cleaning and maintenance. Many PPS roofs and elevated surfaces lack fall protection infrastructure, consequently access to some rooftop drains, gutters and mechanical equipment is not allowed, leading to potential water accumulation and inability to maintain equipment. These issues represent major gaps in the program, hence there is an immediate need to develop an overall roof access plan. (HW/40 hours) (JM/140 hours)

FAM Maintenance Safety Meetings – EHS staff provide monthly training to maintenance personnel covering a wide range of safety topics. These sessions also include a Q/A session. However, this monthly meeting does not take the place a functioning safety committee. A facilities safety committee should be chartered and meetings conducted monthly. (HW/40 hours) (JM/<20 hours)

Fire/Life Safety Program Assistance – EHS occasionally assists FAM in response to fire marshal findings/citations to assist in the resolution of fire code issues. The FAM electrical and mechanical shops oversee monitoring, notification and suppression systems. FAM also oversees code compliance and a contractor is used for fire extinguisher inspection and testing. (HW/< 20 hours) (JM/<20 hours)

Fork Lift Training – EHS participates in annual training of maintenance, custodial and warehouse personnel using contracted trainers. Annual training covers the Powered Industrial Trucks standard from OR-OSHA. Biggest gaps are identification and training of new employees prior to fork lift use and maintaining certifications for existing employees. (HW/<20 hours)

Gmax Testing – EHS uses a contractor to visually assess and measure “impact attenuation” on play equipment and athletic fields (synthetic surfaces/turf) to detect surface degradation needing repair and/or replacement. EHS personnel also include the inspection of these surfaces in site safety surveys. (HW/<20 hours)

Hazard Communication/Safety Data Sheets – EHS oversees the hazard communication program that requires training and access to safety data sheets to minimize chemical exposures to PPS employees who utilize hazardous chemicals. Hazard communication applies to all employees who handle chemicals that are not “laboratory scale”. In addition to a written program, EHS assists with the maintenance of an

electronic database of Safety Data Sheets for each chemical used by all PPS employees. The database is currently accessible on the PPS website. (HW/<20hours) (JM/<20 hours)

Hazardous Materials Inventory Report – EHS provides an annual report to the Oregon State Fire Marshal concerning the identification, location and quantity of specific classes of hazardous chemicals. Generally, the report focuses on the location of significant quantities of flammable solvents, acids/bases, pesticides/herbicides, chemistry lab stock rooms and fertilizers. The report provides fire responders with the location of these materials in the event of a fire to advise them concerning the presence of special hazards. (HW/40 hours)

Healthy and Safe Schools Plan (HSSP) – EHS oversees the administration and quality assurance checks on ODE named environmental concerns in OAR 581-022-2223. Timely distribution and posting of environmental sampling results and annual plan revision. The Director of Risk Management is the contact on record for the HSSP and is presently using a temp agency for clerical assistance. This is a new program for EHS and it will be assigned to an EHS Specialist. (NOA/0 hours)

High-Lift Training – EHS provides and participates in annual training of maintenance, custodial and warehouse personnel using contract trainers regarding the safe use of man-lifts, scissor lifts and bucket trucks. EHS assists with the setup of the training area and provides personnel protective equipment. Biggest gaps are training new employees before using high lift equipment, maintaining certifications for existing employees and the high-lift equipment. (HW/<20 hours)

Incident/Accident Investigation – EHS provides assistance to PPS Risk Management on request to investigate, document and recommend prevention measures for specific injury and/or property losses on district property. (HW/<20 hours) (JM/<20 hours)

Indoor Air Quality – EHS responds to FAM and employee concerns regarding a range of air quality issues (odors, low/high humidity, low/high temperature, carbon dioxide/monoxide, etc.). Inspections are typically in conjunction with FAM. (HW/40 hours) (JM/400 hours)

Integrated Pest Management – EHS oversees the PPS policy concerning the safe use and disposal of waste pesticides and herbicides. Biggest gap is the lack of resources to adequately oversee and monitor the Integrated Pest Management (IPM) program. (HW/<20 hours)

Lab Safety (Chemical Hygiene) Plan – Requires a written chemical hygiene plan that includes written standard operating procedures (SOP) for those laboratory-scale procedures using hazardous chemicals. Also requires training, access to safety data sheets, maintenance of container labeling and the appointment of a Chemical Hygiene Officer (CHO). Appointment of a CHO is required by OR-OSHA. The CHO provides guidance regarding the use of hazardous chemicals in chemistry and biology laboratories within the requirements of the Laboratory Safety (Chemical Hygiene) Plan, which is currently inadequate to address PPS laboratories. Presently, EHS staff serve as CHO as needed. A single individual needs to be officially designated CHO, the chemical hygiene plan should be reviewed, training needs should be reviewed and the level of person hours needed identified. Standard operating procedures should be created for classes (flammable, strong acids, etc.) of hazardous chemicals. (HW/<20 hours)

Ladder Safety – A written program, training and evaluation of all ladders is needed for safe use. Biggest gap is the wide range of ladder usage and lack of inventory/location and identification of specific employees needing training. (HW/<20 hours) (JM/<20 hours)

Lead-Based Paint Disposal – Lead-based paint waste from in-house removal is collected, containerized, stored and disposed as RCRA waste 1-2 times per year. (HW/<20 hours)

Lead-Based Paint Surveys – Lead paint surveys are conducted annually during site safety surveys. Paint condition is assessed and documented. This includes the occasional use of XRF equipment to measure lead content. Special attention is given to K-5 classrooms, child-occupied areas and play structures. This program could present a major resource gap going forward after consultant development of a comprehensive database on the condition of paint throughout the District. There is a critical need to maintain the accuracy of this database which should be completed by year end. Biggest current gap is lack of an accurate database. (HW/200 hours)

Lockout/Tagout Program – Requires written program and awareness training that specifies requirements to lockout or tagout electrical, hydraulic or mechanical equipment with stored energy during repairs and maintenance. EHS maintains a stock of lockout/tagout kits in shop areas. The written program is 14 years old, it should be reviewed and updated as needed. Biggest gap is the lack of a rigorous training program. (HW/<20 hours)

Machine Guarding – EHS provides generic training for FAM maintenance personnel concerning working with equipment that has moving parts, e.g. drive belts, grinding wheels, etc. There is a need to evaluate work practices and inspect equipment to confirm adequate guards are used at all times to prevent serious injury. (HW/<20 hours)

Medical/Biological Waste Disposal – Medical/biological waste is collected during summer months and upon request during the school year for disposal. Waste consists of sharps, latex gloves, specimens, etc. (HW/40 hours)

Metro Hazardous Waste Disposal – Chemical waste that is allowed to be handled by Portland Metro is collected upon request and taken to the Metro station for disposal. (HW/200 hours)

Motor Vehicle Safety – Need a written plan and training related to safe operation of vehicles. (NOA/0 hours)

Noise Assessment/Abatement – EHS conducts personal dosimetry and area noise monitoring as needed to maintain a hearing conservation program. Areas that exceed the action level are posted as requiring hearing protection. EHS manages annual hearing tests for maintenance employees. (HW/<20 hours) (JM/<20 hours)

On-Call Response – EHS personnel serve their turn during off-hours as on-call to consult and/or come on-site to help resolve a wide range of concerns. The far majority of the issues that come up are not related to

EHS. This program should be reviewed for potential reduction in EHS person hours. (HW/100 hours)
(JM/100 hours)

OR-OSHA Complaint Letters/Inspections – EHS personnel provide documentation and/or corrective action in response to receipt of complaint letters. They also escort and facilitate OR-OSHA inspections. (HW/40 hours) (JM/40 hours)

Personnel Issues – The EHS Senior Manager is responsible for managing the EHS section in the PPS Risk Management department. At a minimum, this includes finding the right balance of assigned EHS programs for each EHS employee, establishing short and long-term priorities for each EHS program, assessing EHS employee training needs, evaluating employee performance and employee counseling, discipline and retention. The EHS Senior Manager is a “working manager” position with operations responsibilities for selected EHS programs in addition to managing EHS personnel. The EHS Senior Manager must have exceptional communication and people skills, excellent regulation interpretation skills and understand the role of risk assessment in EHS. This position is currently vacant. (NOA/0 hours)

Personal Protection Equipment – EHS assesses hazards and recommends/provides hand, eye, skin, head, respiratory, hearing, etc. personal protective equipment, e.g., gloves, eye protection, etc. Biggest gap is the absence of a written PPE plan for trades, mechanical and custodian personnel. (HW/40 hours) (JM<20 hours)

Playground Inspections – Playground inspections are conducted annually during site safety surveys and again during the summer months. Each area is inspected by a Certified Playground Safety Inspector (HW) for damaged equipment, condition of synthetic surfaces and paint condition. Greatest need is to develop a comprehensive database that includes age and condition. (HW/160 hours)

Radon Testing/Mitigation – EHS conducts in-house radon testing as needed. Solicit RFP, schedule/coordinate contractor (testing) and school staff. Assess need for evacuation, follow up testing and mitigation. Oversee/coordinate mitigation and recordkeeping. This program is in the process of expanding and will need additional operating resources to manage contractors, conduct site inspections, track work orders and maintain database. (JM/200 hours)

RCRA Hazardous Chemical Waste Management – BESC and all PPS schools are classified as Conditionally Exempt Generators of hazardous chemical waste by DEQ. This allows EHS to collect, handle, centrally store and dispose chemical waste that is not taken by Portland Metro. These wastes typically consist of lead-based paint waste, aerosol cans and solvents. Off-site shipment occurs 1-2 times per year. (HW/40 hours)

Respirator Selection/Fit Testing – EHS personnel determine employee need for respirators based on regulation, process, personal air monitoring and risk assessment. Qualitative fit testing is currently conducted using irritant smoke. Typical need for respirator is in-house lead-based paint removal and asbestos-related activities. Provide for initial/follow up medical examination, perform respirator selection/fit testing and training. EHS should give consideration to purchasing a TSI Portacount to conduct quantitative fit testing. (HW/<20 hours) (JM/60 hours)

School Safety Committee Assist – Schools are required to have safety committees. Risk Management currently has a temporary employee auditing the centralized committee meeting records and doing other tasks in an analysis of the status of PPS school safety committees. EHS does not have the resources to track and confirm that each school is conducting these required committee meetings. This is an opportunity to develop better relationships with key personnel at many of the schools and potentially prevent future misunderstandings/confusion, injuries and regulatory issues. (HW/40 hours)

Site Safety Surveys – Site safety surveys are conducted at least annually. They include inspection of AEDs, playgrounds, auditorium stages, asbestos, art programs and lead paint condition. In addition, boiler rooms, mechanical spaces, kitchen areas, shops, etc. are inspected for general hazards. The total hours estimated for site safety surveys is 710 hours, however this includes the six above programs which are estimated to receive a total of 590 hours as shown in Table 1. This leaves 120 hours for the general hazard inspection part of the surveys. (HW/120 hours)

Spill Response/Cleanup – EHS has a written spill response plan and pre-placed spill kits at BESC, Benson High School and Green Thumb. Small spills are handled in-house. Contractor would be used for the rare uncontrolled spill. (HW/<20 hours)

Stage/Auditorium Safety – This is a specialized area of safety. EHS should oversee hiring a contractor with this specialty. The contractor would conduct inspections of curtains, rigging systems and ropes, electrical systems, flooring and fall arrest systems annually. They will also conduct training for teachers involved with stage productions. This program lacks the resources to maintain adequate safety on District stages. (HW/<20 hours)

Student Transportation Safety – EHS conducts fork-lift training and picks up hazardous and universal waste for Student transportation. Student Transportation is accountable to comply with Oregon OAR 581-053-(002-0640). This includes, but is not limited to, driver physical exams, driving/criminal record and drug/alcohol testing, as well as pre-trip vehicle inspections and student behavior management. Drivers also receive training on student injury prevention, classroom driving safety and behind the wheel safety using certified teachers. Contractors operate all large buses and 1/2 of the small buses. PPS employees maintain and operate 1/3 of all buses, which are all small. (NOA/0 hours)

Toxic Substance Control Act (TSCA)/PCB Collection/Disposal – Polychlorinated Biphenyls (PCB) were used in light ballasts prior to the 1980s. Many older fluorescent light fixtures still exist in PPS buildings. As the older fixtures are replaced to improve energy efficiency, the PCB ballasts are collected and EHS disposes as TSCA waste. (HW/<20 hours)

Underground Injection Control – EHS oversees the permit to inject storm water from parking lots and roof surfaces underground. The permit requires annual testing of water from representative locations to test for contaminants. (JM/<20 hours)

Underground Storage Tanks (UST) – PPS appears to have a few USTs that are no longer in use that need to be decommissioned and one that is still in use. Biggest gap appears to be lack of a comprehensive

inventory and status of each UST. A single individual in or outside EHS should be designated to oversee this program. (NOA/0 hours)

Universal Waste Management – Universal waste is collected throughout the school year in designated, labelled containers for pickup and disposal by EHS. This waste consists primarily of light tubes, batteries and latex paints. (HW/80 hours)

Water Quality (Lead/Copper) – This program is currently overseen by the multi-disciplinary Health and Safety Leadership group mentioned in the section on Interim Senior Director Role. For additional details, refer to this topic in the section on Areas of Improvement/Progress. New legislation is expected this Spring requiring lead testing in schools. This program will present a major resource gap going forward and EHS will need to implement a water quality program testing 10% of water fixtures annually. (HW/<20 hours) (JM/80 hours)

Welding/Cutting Safety – This typically is a written welding, cutting, brazing and soldering health and safety program that covers fume exposure, compressed gases, fire prevention/watch, personal protective equipment, ventilation, confined space and plasma arc. Biggest gap is lack of a written program and targeted training specific to PPS. (NOA/0 hours)

EHS Metrics

Although EHS must administer or assist with 57 programs, some programs have a large number of inspections/assessments or require unique attention due to the frequency of customer needs. These programs include AED inspections/maintenance, asbestos abatement, chemical hazardous waste, mold abatements, indoor air quality, site safety surveys and universal waste management. Below are recent metrics for these programs:

- AED Inspections/Maintenance – 155 inspections/year
- Asbestos Abatement Projects – 300/year (In-house) and 36/year (Contractor)
- Chemical (RCRA) Hazardous Waste – 3,683 lbs./year
- Mold Abatements – 15/year
- Indoor Air Quality Assessments – 90/year
- Site Safety Surveys – 85/year*
- Universal Waste Recycled – 3,195 lbs. batteries, 7,180 lbs. light tubes, 5,244 lbs. compact fluorescent bulbs, 7,344 lbs. latex paint and 850 lbs. tires recycled per year

* Each survey can include inspection of several of the active programs, such as lead-based paint condition, playground condition, etc.

District Benchmarking for EHS

A number of public sources were reviewed to identify school districts similar to PPS. The two comparative values used were number of schools and students, which resulted in selecting four districts for benchmarking purposes. The districts were Wichita, Omaha, Seattle and Salem-Keizer. Salem-Keizer was selected because it is the second largest district in Oregon, making it likely to be the best local comparison. Initial phone calls were made to confirm that each school district's comparative values were similar to PPS. Several questions were asked to identify the scope of EHS programs and if the EHS groups were comprehensive or fragmented over two or three different departments. This is critical for comparison purposes because it is not uncommon for EHS programs to be spread across more than one department. For example, a district could have lead-based paint surveys, water quality, asbestos inventory/abatement or AED inspections located in facilities and ergonomics located in Risk Management or HR with the remainder of EHS programs in an EHS department. This approach was used to identify, with reasonable accuracy, the number of FTEs dedicated to EHS programs and the overall scope of EHS programs in the district. The findings from interviewing EHS leaders in each district are shown in Table 2.

Table 2
School District Benchmarking

School District	No. Schools ¹	Enrollment ²	EHS FTE	Comments
Portland	83	49,000	3.0	
Seattle	102	54,000	2.5	Recent report to Leadership – EHS Understaffed by 2-3 FTE
Salem-Keizer	65	42,000	2+	Some EHS programs located in Facilities ³
Wichita	89	50,500	6.0	Programs very similar to PPS EHS
Omaha	89	52,000	7.0	Programs very similar to PPS EHS

¹Varying definitions of school

²Rounded

³Likely less than 1 FTE

Benchmarking on this limited number of comparable school districts indicates that PPS EHS staffing is comparable to Seattle and Salem-Keizer. Discussions with Seattle EHS leaders indicated that they believe they are understaffed by 2-3 FTE and have made a presentation to their leadership requesting more staff. Wichita and Omaha EHS programs have much higher EHS staffing levels, although they have very similar numbers of schools and enrollment.

Areas of Improvement/Progress

EHS Moved to Risk Management Department

Historically, PPS EHS has reported up through FAM. This has been and still remains a common reporting structure for EHS groups in academic organizations. The reasoning used for this reporting structure is that many of the programs that EHS oversees have a facilities component. Although this is a practical reporting structure, it means that the EHS Senior Manager at PPS reported to the Facilities Director. This fact presents inherent potential for unintended conflict of interest. This is due to the fact that the EHS Senior Manager must oversee the regulatory compliance of their direct FAM supervisor and FAM employees.

In addition, one common misunderstanding is that the primary role of EHS is limited to developing programs that are in compliance with federal, state and local regulations. Although EHS does indeed develop compliance programs, this is a short-sighted perception and viewpoint. The reality is that regulatory compliance is effective at reducing regulatory risk, however some EHS programs are not regulated and those that are regulated do not always address all potential risk. Hence, many other risk categories should be considered by EHS leadership/employees when addressing EHS-related concerns.

Those risk categories¹⁻⁶ include financial, operations, reputational, human health & safety, and environmental risks, as well as regulatory risk. Failure of EHS leadership to consider all of these risk categories in decision making and program development can have unintended consequences and result in substantial institutional risk and inefficient use of limited resources.

In the summer of 2016, PPS leadership elected to move the EHS Section away from FAM and into the Risk Management department. This reporting structure is part of a growing trend to reduce the potential for conflicts of interest and at the same time acknowledges that EHS oversees programs that have the potential to negatively impact organizational objectives and strategy. Placing EHS inside Risk Management also places EHS in an environment and culture where the primary role is to identify and reduce institutional risk.

Another justification for EHS to be in the Risk Management department is the fact that PPS is authorized by the state to be self-insured for Workers' Compensation. This requires that a self-insured employer must have an occupational safety and health loss control program as required by ORS 654.097 in the insurance company statutes.

Moving EHS to the department of Risk Management represents a major improvement for the functionality and productivity of the EHS Section.

Water Quality

Beginning in the spring and continuing into the 2016/2017 school year, PPS has made substantial progress in minimizing public concern regarding dissolved lead in drinking water and water used in food preparation.

This included testing almost 11,000 water fixtures throughout the District. Two samples were taken from each fixture. The first sample (A sample) was an immediate sample taken after the fixture remained unused for 8-18 hours. A second sample (B sample) was taken after a 30 second flush. One of the first steps was to cover all drinking fountains to prevent access, use pre-washed food in kitchens and provide bottled water. Arrangements were also made to provide blood-lead screening for students and employees. Water test results became available during the summer indicating that water from 12% of fountains and 39% of other fixtures contained elevated lead levels.

A total of 498 kitchen fixtures were included in this testing and 107 produced water with elevated lead levels. After using a flushing protocol, only 8 (2%) of the 498 fixtures had elevated lead levels. A 30 minute flushing protocol was published, sinks requiring flushing prior to use were labeled and training was conducted. Kitchens resumed normal operation on October 3.

Work continues to measure lead levels in B samples from fountains and selected other fixtures in an effort to open fountains and selected fixtures. Based on B sample results, decisions will be made to replace fixtures and/or water lines upstream of fixtures as appropriate.

Several specific issues related to lead contaminated water became matters of concern during 2016. These issues included sampling procedure, handwashing, showers, dishwashing, emergency eyewashes and eating produce from school gardens. Each of these issues and others were researched and inquiries were made with Oregon Health Authority and the Oregon Toxicology Information Center. Each issue was individually resolved as presenting insignificant lead exposure.

Lead-Based Paint

Lead-based paint was used on PPS schools prior to its ban in 1978. Consequently, many painted surfaces have lead-based paint covered with non-lead-based paint. This fact presents an ongoing maintenance need to track the condition of all painted surfaces. The most common causes of lead poisoning in children are typically from eating chips of lead paint and exposure to lead-paint dust.

PPS is working with a consultant to create a comprehensive database of lead-based paint throughout the District that should be available near the end of 2016/2017 school year. Removal of peeling paint, encapsulation and application of new paint has been completed in several schools, heavily focused on K-5 buildings since that student population is at the highest risk. This will be an ongoing project throughout the school year. After the District-wide database is complete, a strategy will be developed to conduct ongoing surveys and maintenance.

Radon

Initial radon testing in early 2016 was intended to target all sites in which previous tests indicated elevated concentrations of radon, regardless of whether or not follow-up sampling prompted mitigation actions. However, we ran out of cold weather, so not all sites with previously elevated results were able to be sampled before the end of the 2015/2016 school year. In all, 26 sites and about 800 locations were

sampled. Of those 800 locations, 88 had results over the action level of 4 pCi/l. Of those 88, 15 locations had results at or above the upper limit of 8 pCi/l, requiring more immediate action. The HVAC at those locations was set to run continuously and they were retested just before the end of the 2015-2016 school year. All but 2 of those 15 locations tested below 4 pCi/l under those conditions. These two locations were temporarily closed and mitigation actions have been ongoing since that time. Both locations are now opened with continuous monitoring and permanent mitigation systems are being designed and implemented.

In the fall of 2016, EHS continued the process of performing comprehensive radon testing following the guidelines set forth by Oregon Health Authority. This included any needed follow-up sampling of the initially tested 800 locations and initial testing at all locations not covered during the spring of 2016. During the 2016/2017 school year, long-term testing will also take place at all locations with initial results between 4 and 8 pCi/l. Short-term follow-up testing will take place at any location with initial results at or above 8 pCi/l, including those areas which were re-tested at the end of the 2015-2016 school year. Any location with confirmed results above 4 pCi/l will be mitigated. By the end of the 2016/2017 school year, we should know where we stand on the need for mitigation throughout the District, although there may be need for additional testing in 2017/2018. In addition, mitigation for locations at all sites should be largely completed by the end of the 2017/2018 school year.

Radon is normally mitigated by balancing/tuning the existing HVAC or by depressurization of the crawlspace/tunnels/sub-slab. Generally, HVAC is used for short-term mitigation and depressurization systems are used for long-term/permanent solutions. It is also likely that many locations can be mitigated simply by finding and conducting needed repairs to the HVAC system.

Institutional Risk

Introduction

As mentioned earlier, I use the terms institutional risk and enterprise risk interchangeably. Over the years, I have noticed that many academic organizations refer to themselves as institutions rather than enterprises, presumably because the word enterprise is used almost exclusively to refer to a private organization or company. For this reason, I tend to favor the use of the term institutional risk when referring to PPS risks.

Risk Analysis

The terms risk analysis and risk assessment are often used interchangeably. In fact, they are related but different terms¹. Risk analysis describes the broad concept of performing a comprehensive analysis of a potential risk and has three components. The three components are risk management, risk assessment and risk communication. The risk analysis process¹ is typically initiated and overseen by a risk manager. The risk manager selects the issue of concern for risk analysis and then works to reach consensus on the development of a risk profile. A risk profile is simply the identification of what is already known about a

perceived risk along with any associated uncertainty. The risk profile is then used to justify or negate the need to conduct a full risk assessment. Often, the risk profile provides sufficient facts to qualitatively estimate institutional risk. If the risk profile supports the need for a more comprehensive risk assessment, the risk manager then commissions a risk assessor to assemble an inclusive team of knowledgeable individuals to conduct the risk assessment. At the completion of a risk assessment, the risk manager would identify the risk management options (RMO) to address the specific risk issue and reach consensus on the selection of the best RMO. Finally, the risk manager completes the risk analysis process through risk communication to the appropriate level within the organization to seek approval to implement the RMO. This might also include communication outside the organization.

The risk analysis process should be scalable¹ depending on the time frame available to conduct the risk analysis. There are three critical factors in the conduct of a risk analysis. First is to agree on the question that is posed to the risk assessment team after completion of the risk profile. This question should clearly define the specific risk issue that the assessment team must investigate to complete the risk assessment. It should be as specific as possible. One other critical factor is to clearly define the areas of uncertainty that exist in the process of performing the risk assessment. It is likely there will always be uncertainty that is identified in the risk analysis process. One of the goals of the risk analysis process is to reduce uncertainty. If uncertainty cannot be eliminated, which is often the case, it should be clearly identified/documented to aid in the selection of the best RMO. Finally, the risk assessment step must be conducted using a team that includes individuals who either possess knowledge specific to the risk question or can acquire the needed knowledge. This knowledge should be based on the best established and scientific facts available. In gathering facts, consideration should be given to financial, operations, regulatory, and reputational consequences and probability, as well as that for environmental health and safety.

It is the intent of this gap analysis to conduct a qualitative, abridged risk analysis of each of the 57 EHS programs and to identify those programs that present substantial institutional risk along with the operational staffing resources needed to address these programs. The term "abridged risk analysis" is used because the limited time available to construct this report did not allow time to conduct a more comprehensive risk analysis for each of the 57 programs.

Risk Assessment

One common reality in many public school environments is limited resources to address the growing number of federal, state and local requirements along with adherence to many guidelines and best practices. Hence, the development and implementation of efficient programs that minimize institutional risk is a critical component in the management of an EHS program. Consequently, strategies that allocate resources to areas of higher risk have the greatest overall impact on the wide range of possible institutional risks.

Each of the programs presented in Table 1 were identified and assessed to delineate if they are required and/or justified by unacceptable institutional risk. Qualitative risk assessments¹ were not limited to regulatory compliance risk due to the fact that some programs are not required by regulation, yet present substantive institutional risk. Consequently, risk categories considered for each program in Table 1

included financial, operations, reputational, human health/safety and environmental, as well as regulatory risk. An example of a program that is required by regulation is fire/life safety hardware/code compliance. This is clearly a regulatory compliance issue and but also presents substantial potential for human health & safety, reputational, financial, and operations risk, as well as regulatory risk. However, an example of a program that is not required by regulation is ergonomics. Although an ergonomics program is not required by regulation, the potential exists for extensive human health, financial and operations risk.

Due to the limited time available and the large number of programs, qualitative estimates of risk were determined using my knowledge and experience of the risk profile for each program in a school district like PPS along with assignments of severity/consequence. Typical severity assignments for each of the six EHS risk categories are shown in Table 3.

Table 3 – Severity/Consequence Assignments

<p style="text-align: center;"><u>Financial</u></p> <p>Very High - >\$1,000,000 High - \$100,001 – 1,000,000 Moderate - \$10,001 – 100,000 Low - \$1,001 – 10,000 Very Low – 0 - \$1,000</p>	<p style="text-align: center;"><u>Human</u></p> <p>Very High – Fatality/Catastrophe/Perm. Disability High – Serious Injury/Illness >3 Mo Disability Moderate – Serious Injury/Illness <3 Mo Disability Low – Minor Injury/Illness <1 Wk Sick Leave Very Low – No Injury/Illness Only 1st Aid</p>
<p style="text-align: center;"><u>Operations</u></p> <p>Very High – Cease Operation(s) High – Extensive Impact SOU/MOU* >1 Wk Moderate – Extensive Impact SOU/MOU <1 Wk Low – Minor Impact SOU* Very Low – Little or No Impact</p>	<p style="text-align: center;"><u>Environmental</u></p> <p>Very High – Uncontrolled Release High – Controlled Release (High Impact) Moderate – Controlled Release (Mod. Impact) Low – Controlled Release (Min. Impact) Very Low – De Minimis Impact</p>
<p style="text-align: center;"><u>Reputational</u></p> <p>Very High – Multi-Media Release >1 Month High - Multi-Media Release <1 Month Moderate –Single Media Release (Inj./Illness) Low – Single Media Release (Reg. Issue Only) Very Low – No Media Coverage</p>	<p style="text-align: center;"><u>Regulatory</u></p> <p>Very High – Cease Operations High – Repeat Violations/Increased Fines Moderate – Citation & Fine/Permit Violation Low – Citation w/No Fine Very Low – No Citation</p>

*SOU – Single Operating Unit/MOU - Multiple Operating Units

These qualitative severity assignments were then combined with assignment of likelihood/frequency as follows, providing estimated risk for each risk category.

Very Likely - >Once/Year
 Likely – Every Year
 Infrequent – Every 1-10 Years
 Unlikely – Every 10 – 50 Years
 Very Unlikely - <Once/50 Years

My definitions for each of the six risk categories are as follows:

Financial Risk – Risk of an economic loss/cost resulting from failure to adequately manage an EHS program.

Operations Risk – Risk of a loss of personnel, equipment, utilities or classroom/building space critical to PPS objectives, strategy and operations.

Reputational Risk – Risk of a reduction or loss of internal and/or public image, reputation or trust.

Human Health/Safety Risk – Risk of human injury, illness, disability or fatality.

Environmental Risk – Risk of a controlled or uncontrolled release of a hazardous material to air, water or soil.

Regulatory Risk – Risk of a regulatory finding resulting in a citation, fine and/or an impact on operations.

Great City Schools and Enterprise Risk Management

The Council of the Great City Schools (CGCS) is a national organization that exclusively represents the needs of urban public schools with 70 member schools, including PPS. CGCS recently published a white paper (see link below) entitled Enterprise Risk Management in Great City Schools².

Enterprise risk management (ERM) is a relatively new concept. Depending on your source, ERM evolved from classical risk management within the private sector in the mid-1990s to minimize financial losses. It has now slowly found its way into some academic organizations. This slow evolution will likely continue. ERM is a comprehensive integrated approach to the management of all potential organizational risks that a school district faces. The practice of ERM requires a broad approach to risk management that goes beyond insuring against pure risk. At its heart, ERM formally wraps risk-based decision making into the overarching objectives and strategies of the institution. This requires that all leaders within an organization identify, understand and implement best practices in managing the areas of risk for which they are accountable.

The reason that ERM is a topic in this gap analysis is due to the growing, increasingly complex list of risks that public schools need to manage, hence there is a mounting need to consider the insertion of risk into large public school district strategic decision making.

http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/EntRiskMan_Report_R5.pdf

Areas of Concern

The following EHS programs/topics are areas of concern. Because of the challenges in weighing the many factors that must be considered, it is difficult to assign level of priority to each of these areas/programs.

An attempt is made in the discussion of each area to indicate its level of importance based on the potential impact that a given issue can have on District objectives and strategy. Potential impact is based on anecdotal and contextual evidence, as well as the professional experience and knowledge of the author along with Risk Management statistics where applicable. Programs that are areas of concern are presented in alphabetical order after a brief discussion of broader areas of concern and each program includes specific recommendations.

Prioritization of Resources

EHS decisions can have significant impact on the objectives, strategy, operations and budgets of other departments and even the entire institution/enterprise. EHS decision making and problem solving skills should expand beyond the current almost exclusive focus on regulation-based solutions to include Systems Thinking. EHS should approach all decision making holistically by considering Risk, Relationships and Resources, as well as Regulations in all decision making where Risk is defined as institutional or enterprise-wide risk. I refer to this as the 4R's Strategy. This management strategy can be used to identify and prioritize those programs that justify a greater allocation of existing resources on the basis of six categories of risk. Those categories include financial, operations, reputational, human, environmental and regulatory.

Senior Manager Selection/Duties

The recruitment of a Senior Manager for the EHS Section began in November 2016. Ideally, the new manager will have extensive experience in a public schools environment and a strong science background in chemistry and biology with a preference toward chemistry. This person will need to have experience that covers the entire spectrum of EHS programs or have the background and skills to understand the science and operations for each program and have a working knowledge of evaluating institutional risk. Ultimately, they will be the eyes, ears, face and heartbeat of the EHS group at PPS. The careful selection of a new Senior Manager should be the highest priority for the EHS section.

In small EHS groups like PPS EHS, this position is typically a "working manager" position. In addition to management duties, the EHS manager often becomes the lead person for specific EHS programs based on their past experience and knowledge and the workloads and experience of other EHS employees. Although they will have direct operations involvement, it is critical that they also have time to focus on the objectives of the EHS Section. This includes developing program operating strategies, identifying and monitoring performance metrics, conducting risk assessments and working closely with the Director of Risk Management for daily and long-term decision making, maintenance of the Healthy and Safe Schools Plan and creation of an annual report. The selection of specific operations duties for the Senior Manager should be limited to those programs that allow time to adequately conduct the administration of the EHS Section. One of the most critical operating strategies that the manager should develop is the management of data for future access and use. Many of the EHS programs are data driven and several are data intensive, accumulating massive amounts of data measurements. The accessibility and accuracy of these databases can directly influence future decision making and costs, as well as reducing the need for consultants and repeat data gathering. This should be one of the highest priorities for the Senior Manager.

As important as the education and experience of the new manager are to their success, it is equally important that they possess innate people skills. Communication, customer service, collaboration and empathy skills are crucial and go a long way in the development of creative, inclusive and cost effective solutions for complex EHS issues!

Finally, the Senior Manager and Risk Management Director should work with FAM senior management to agree on and implement a methodology to prioritize safety and health-related work orders.

Annual Report

As mentioned earlier, the EHS Senior Manager must be responsible to collaborate with Risk Management leadership to create an annual report for the EHS Section. This is one of the most important roles of the Senior Manager, if done properly it provides an annual “fresh” look at where improvements can be made along with celebrating accomplishments. Just as important, it is instructive for PPS upper administration regarding their understanding of the scope and complexity of the EHS section. The annual report can be a standalone report or wrapped into a Risk Management annual report at the discretion of the Risk Management Director. Contents of the report should include, but not be limited to, established performance metrics, discussion of major accomplishments, existing needs and challenges going forward and those topics selected by the Risk Management Director.

Art Program Safety

EHS picks up and disposes a variety of hazardous chemicals from District art programs. Annual visits during site safety surveys also occur. Art programs also operate high-temperature kilns. Limited resources in EHS has prevented a comprehensive review of the potential hazards associated with art program operation. EHS needs the resources to evaluate art programs at PPS and conduct risk assessments on materials in use and kiln usage.

Chemical Fume Hood Certification

Chemical fume hoods at all school laboratory locations must be certified annually to minimize the potential for student exposure to chemical vapors. A practical Standard Operating Procedure (SOP) using the ANSI standard should be developed that describes the step by step process for certification. Certification of each hood must be documented and a database or spreadsheet created and maintained annually. This work is not complex, although each hood will require 15-30 minutes to certify. To minimize costs, certification can be performed by a trained EHS employee.

Database Management

Database management has the potential to reduce the costs and time demands of several EHS programs. The accessibility and accuracy of EHS databases can directly impact day to day and long-term decision making in FAM, Risk Management and EHS. Development of accurate and useable databases should be

one of the highest priorities for the EHS Senior Manager. See Senior Manager Duties in the Areas of Concern section for further discussion regarding the high priority of this program.

Facilities Safety/Safety Committee

PPS FAM Operations have 423 multi-craft, mechanical trades and custodial personnel. Many of these employees work in hazardous environments and use hazardous equipment. The risk associated with many of these processes and procedures can result in serious injury or illness, some have the potential to result in a fatality. The large number of hazardous activities conducted by FAM maintenance and custodial personnel increases the probability of a serious and costly outcome. Programs and potential consequences are presented below. Descriptions of each of these 14 programs are available in the Program Descriptions section. Nine of these programs are exclusive or almost exclusive to FAM Operations.

- Confined Space – Serious Illness/Injury/Fatality
- Lockout/Tagout – Serious Injury/Fatality
- Fall Protection – Serious Injury/Fatality
- Forklift – Serious Injury/Fatality
- High Lift – Serious Injury/Fatality
- Electrical Safety – Serious Injury/Fatality
- Motor Vehicle Safety – Serious Injury/Fatality
- Ladder Safety – Serious Injury/Fatality
- Welding/Cutting – Serious Illness/Injury
- Machine Guarding – Serious Injury
- Hazard Communication (Chemical Exposure) – Serious Injury/Illness
- Respirator Fit Testing – Serious Illness
- Personal Protective Equipment – Serious Injury
- Ergonomics – Serious Illness

PPS safety programs associated with these activities are fragmented and limited in scope. Training is conducted for some activities, but validation of safe employee practices is limited. Although there are monthly training sessions, there is no safety committee that includes members of FAM maintenance and custodial staff. The frequency of incidents and claims involving these FAM employees is higher than that of other PPS departments. Over the past five years, FAM maintenance and custodial employees have reported almost 20% of the OSHA recordable incidents that became worker's compensation claims. A broad range of FAM maintenance employees filed these claims although the majority were custodians. Most common injuries were sprains and strains. Lack of a comprehensive facilities safety program presents substantial human health and safety, regulatory, reputational, operations and financial risk to PPS and should be given a high priority. EHS should review the Facilities Safety related programs in the list above and create a comprehensive program for FAM maintenance and custodial employees along with the creation of a dedicated safety committee. Finally, a TSI Portacount should be purchased to conduct quantitative fit testing for lead-paint and asbestos remediation employees.

Fall Protection

Although fall protection is included in the discussion above regarding facilities safety, it is important that it be addressed individually due to the impact on roof access. Many PPS buildings do not have fall protection infrastructure used to prevent or arrest employee falls while working on roofs. Although roof maps have been created that provide guidance on those sections of a given roof that can be accessed by FAM personnel, some portions of roofs cannot be accessed to perform maintenance on building support equipment and removal of debris (leaves, etc.) that plug roof drains. Current plans are to select a contractor to respond as needed to unplug drains that cannot be safely reached by FAM personnel. There is also a need to identify a consultant to assist with long-term planning for all buildings, and the identification of FAM or EHS personnel to serve as the in-house expert to manage a comprehensive fall protection program. Because of the complexity and extensive costs associated with installation of fall protection hardware, a multifaceted program should be developed by EHS. Final strategy will likely include installation of fall protection infrastructure at selected sites, limited access to sections of selected roofs and the use of an on-call contractor for drain cleanouts as needed, along with an in-house expert to oversee the program. Development of a comprehensive fall protection operating strategy should be a high priority for EHS to effectively deal with roof drains and reduce the risk of serious injury. Although the likelihood of a serious safety incident is likely low to moderate, the human health and safety, financial, reputational and regulatory risk is substantial because of the potential serious consequences.

Fire/Life Safety

FAM oversees the fire/life safety program at PPS. It appears that adequate operating resources are allocated to PPS fire/life safety systems and code compliance. However, experience at past workplaces has indicated that this program has a tendency to drift over the years. This is of significant concern because of the potential for catastrophic human health and safety, operations, financial and reputational risk. EHS, in conjunction with FAM, should conduct a comprehensive review of fire/life safety systems function and testing along with overall code compliance.

Integrated Pest Management

PPS has a written plan for Integrated Pest Management (IPM). EHS leadership should review and update as needed based on the new Healthy and Safe Schools rule. There is also a need for EHS to play a more active role in IPM, including the review of current pest management procedures, training for FAM maintenance personnel and approval of new pest management devices and chemicals.

Lab Safety Plan

PPS does have a written Laboratory Safety plan which is also called a Chemical Hygiene plan in OR-OSHA's hazardous chemicals in laboratories rule. A broad range of toxic and flammable chemicals is used in small quantities in PPS laboratories. Very few resources are currently being devoted to this program. There is also a lack of clarity on the designation of the required Chemical Hygiene Officer (CHO). EHS should designate a CHO to review the entire program. Emphasis should be placed on updating the existing

chemical hygiene plan, training for laboratory faculty, an updated review of the chemicals currently in use in student laboratories, the need for safety standard operating procedures for specific chemicals and experiments and waste disposal practices. This appears to be primarily a regulatory risk.

Lead-Based Paint Surveys

Eating chips of lead-based paint and exposure to lead-paint dust are the most common causes of blood-lead poisoning in children. We are currently working with a consultant to create a District-wide database on paint condition from field observations. After this database is complete, there will be a need for ongoing comprehensive and accurate field surveys to prevent the need to update the database using consultants. EHS already conducts site safety surveys, see section on EHS Metrics. These surveys are field evaluations of a number of EHS issues and have included paint condition in the past. Lead-based paint condition should continue to be included in these surveys and the format of the new database maintained up-to-date at all times. This should add little additional time to site surveys and could substantially reduce future consulting costs along with helping to prioritize painting needs while minimizing the presence of lead-based paint in poor condition. Inadequate maintenance of this database could result in significant financial, reputational and human health and safety risk in the future. This must be a long-term and high priority for EHS to minimize potential student exposure and future reputational risk.

Motor Vehicle Safety

EHS should create and maintain a safe driving program that includes screening of drivers, driver training and accident prevention.

On-Call

EHS employees respond and participate in on-call activities for a total of approximately 200 hours per year. In this role, each EHS employee must be available to respond to requests by carrying an on-call cell phone for 5-6 weeks per year. Interviews with the two EHS employees indicates that the far majority of on-call activity involves FAM issues that are not related to EHS issues such as spills, safety concerns, etc. It appears that this is not a wise use of EHS time in a limited resource environment. Consideration should be given to EHS personnel serving in an ad hoc role to respond only as needed for EHS related concerns. This would require EHS to provide on-call participants with documentation on when EHS should be called and EHS leadership to develop a dependable communication strategy for those rare instances that EHS resources are needed.

Playground Inspections

Inspections of playgrounds occur annually during site safety surveys and when requested. Work orders are initiated as needed for repairs. EHS should establish a standard protocol for playground inspections and create a database that documents the need for partial and/or full replacement to aid in the budgeting and prioritization of replacement funding.

Radon

As discussed early in the section on Areas of Improvement/Progress, extensive long-term and short-term testing will take place throughout the 2016/2017 school year and also likely will continue during 2017/2018. This testing will result in the need to conduct site specific mitigation in the 2016/2017 and 2017/2018 school years. Consequently, person-hour demand on EHS will continue to be high for this program and may increase during this period depending the number of sites requiring mitigation and the specific mitigation process required. This may result in a time demand spike for EHS staff and also cause increased capital costs for FAM if several HVAC systems must be upgraded. EHS leadership should carefully watch this program to monitor staffing needs. After this two year period, staffing needs should be reduced and remain relatively low. This program is included in the Healthy and Safe Schools rule, hence regulatory and reputational risks are substantial. Human health risk is considered high due to the fact that radon is believed to be the second leading cause of lung cancer in the U.S.

School Safety Committees

State OSHA regulations and PPS policies require that each school have a safety committee. Risk Management is currently reviewing the central records that confirm compliance with this requirement, but not all are complete. The establishment of functioning safety committees that meet quarterly has many benefits. Local school leaders would receive regular reports on safety concerns and school employees can report concerns locally, increasing the likelihood that local solutions can be found. In addition, school committees give Risk Management and EHS points of contact for needed two way communications to discuss current and future health and safety projects, evaluate incidents and to provide resources as needed. EHS should review this program and reestablish it as needed to create active safety committees at each school. They should also attend meetings on an ad hoc basis to consult and assist with the resolution of issues, this provides visibility and credibility for EHS and lends to a culture of safety.

Site Safety Surveys

Site safety surveys is one of the core EHS programs and currently requires over 700 person hours. This is a valuable and high impact program that should be carefully reviewed and updated. These surveys should be used to maintain the lead-based paint database created by PBS consultants to reduce the potential for lead exposures and to minimize future consulting and maintenance costs related to lead-based paint removal and encapsulation. Risk Management and EHS leadership should review the current survey program and modify as necessary to maximize the generation of data valuable to the prioritization of resources. The many programs and general hazard inspections currently included in surveys should be reviewed for continued inclusion based on the efficient use of the time spent conducting surveys and the potential to reduce hazards/risk and future costs. This program should be structured to maximize its potential to efficiently reduce costs and institutional risk.

Stage/Auditorium Safety

Stage safety is being reviewed for a health and safety capital proposal to the Board for a May 2017 bond measure. Regardless of its selection for a bond measure, there is a genuine need to improve stage safety on the operations level. EHS should develop a comprehensive program operations strategy. At a minimum this will include training for school faculty and EHS using a professional trainer with expertise in stage operations safety. EHS should conduct periodic field inspections of stage curtains, rigging systems, ropes, fall arrest systems, flooring and electrical systems. Although it is unlikely a serious safety incident will occur, the potential consequences of an injury includes long-term disability and even fatality, as well as reputational and financial risks.

Underground Storage Tanks

The author has not been able to find a comprehensive database on the existence and status of all regulated and unregulated underground storage tanks (USTs) in the District. This list likely does exist although the recordkeeping may be fragmented. The existence of "orphan" USTs that have not been decommissioned, if they exist, could represent significant financial, environmental and reputational risk for the District. The status of all USTs should be determined and a central database created.

Water Quality

FAM has completed taking A (initial) and B (after 30 second flush) samples from almost 11,000 water fixtures. Testing of all A samples is complete and selected B sample testing will likely be completed in the near future, leading to decisions to replace fixtures and/or upstream water lines based on test results and fixture usage. Included in this decision-making process will be the past and future use of filters in fountains. There will be a need to retest after repairs have been completed on several fixtures to confirm lead levels have been reduced below or remain below action limits. Risk Management and FAM operations must agree on EHS's role in the maintenance of this program. It is imperative that a long-term operating strategy be created, maintained, monitored and rigidly enforced. It is recommended that at least one individual in EHS be assigned the responsibility to strictly oversee water quality operations at PPS to prevent maintenance program drift. New legislation requiring testing every 10 years is expected in the near term. This will require that EHS test 10% of required water fixtures annually. There is substantial, long-term institutional risk associated with this program, primarily due to potential future financial and reputational risk if not properly maintained.

Recommendations

The PPS EHS group needs a reset for its mission, objectives, overall operating strategy and staffing. The staffing level of three full-time FTE is inadequate to properly develop clear objectives and an overall operating strategy to reduce the potential institutional risk associated with EHS programs. Current staffing

has resulted in day-to-day “firefighting” in an effort to respond to the latest customer or regulatory need. Yet, the scope of the EHS section has grown to include 57 different programs. This is not an uncommon circumstance for EHS groups in large organizations. EHS groups have been faced with a steadily increasing number of required new programs, not to mention guidelines and best practices, over the past 25 years emanating from 10-15 different local, state and federal regulatory agencies. The challenge presented to EHS leadership over these years has been that when a new regulation is mandated, it often does not justify a new full-time employee. Consequently the new program is assigned to an existing employee’s workload. When this happens repeatedly over a number of years, existing employee’s workloads steadily increase and existing programs receive less and less resources resulting in ineffective environmental health and safety programs and increased institutional risk. This is complicated further by an almost exclusive focus on compliance with regulations from fear of non-compliance, yet regulatory compliance is only one of the six institutional risk categories that EHS should consider when setting priorities and allocating resources.

EHS Senior Manager

The first crucial step in adequately staffing and administrating EHS is the recruitment of a highly qualified EHS Senior Manager. This individual must have a good balance of education, experience and organizational skills, as well as superior people skills. Operationally, EHS is driven by applied science, regulation interpretation skills and program development skills, but at its core, EHS is really in the business of providing EHS customer service to parents, students and PPS employees along with the reduction of PPS institutional risk. Put simply, EHS is in the business of customer service and risk reduction. The Senior Manager must recognize these two basic foundational precepts to set effective objectives and an overall operating strategy. For a more detailed discussion on the EHS Senior Manager position, see that section under Areas of Concern.

EHS Staffing Levels

In addition to existing full-time positions, EHS should recruit one safety professional and one industrial hygienist. The proposed organization chart for Risk Management/EHS is presented in Figure 2 where these two new positions are represented by those *EHS Specialists* in italics. These new positions are justified by existing workloads and the fact that 25 of the 57 EHS programs receive inadequate resources. For example, the Facilities Safety/Safety Committee combined with the Fall Protection program will likely require between 0.75 – 1.0 FTE. The two new positions combined with the existing three FTE should be able to adequately oversee each of the 57 programs if each program is carefully designed and assigned.

Because of the competition for quality EHS professionals, PPS will need to provide opportunity for professional development. This will attract applicants who have a desire to continue to improve their skills and career potential. The specific professional development choice will be candidate dependent. At a minimum, I recommend that successful candidates be provided PPS support to complete designation as a Certified Safety Professional (CSP) or a Certified Industrial Hygienist (CIH).

The fact that EHS presently has only one full-time employee and two open positions presents an excellent opportunity for reorganization of the EHS group. The new Senior Manager should collaborate with the

Director of Risk Management to review and propose the most operative assignment for all 57 programs to each of the five positions. The goal should be to assign programs to each position to match employee experience and technical skills along with creation of balanced workloads.

As a starting point to aid in this process, I have listed each of the 57 programs in two tiers. Tier One lists those programs that present higher institutional risk. The programs with significant operative gaps are in italics and highlighted in red. Recommendations/needs for each of these 25 programs are presented in the Areas of Concern section. This is not to imply that the 32 remaining programs cannot be refined/improved. The 12 programs in Tier One that currently do not have significant operating gaps have adequate operational funding and controls to manage the potential for high institutional risk. Tier Two lists those programs that inherently present limited institutional risk and currently appear to be adequately resourced.

Tier One Programs:

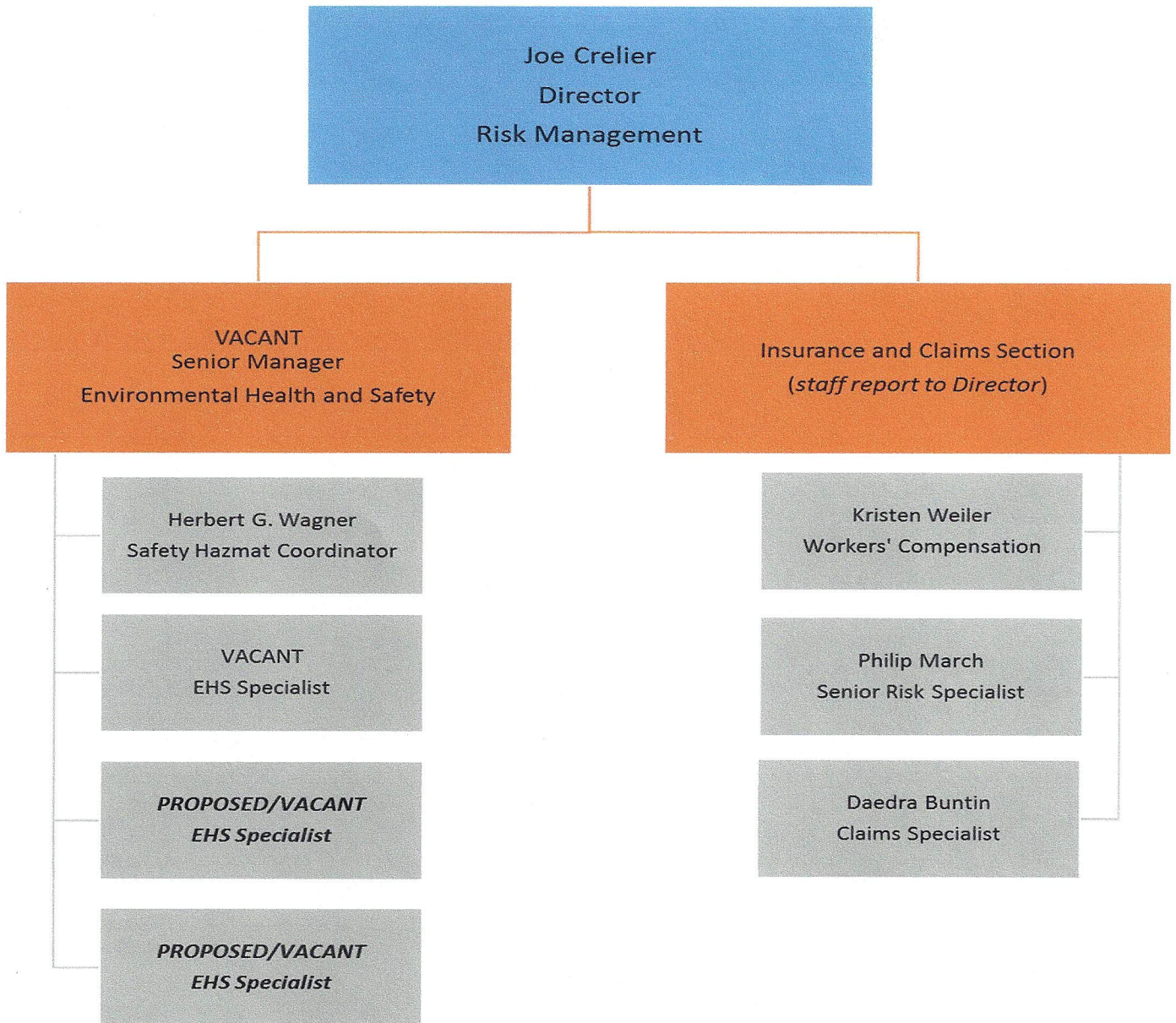
- AED Inspections
- *Art Program Safety*
- Asbestos Surveys/Sampling/Abatement
- Bio-Aerosol Mold Monitoring/Abatement
- *Chemical Fume Hood Certification*
- *Database Management*
- Ergonomics
- *Facilities Safety/Safety Committee (9 safety programs)*
- *Fall Protection*
- FAM Maintenance Safety Meetings
- *Fire/Life Safety Assistance*
- Gmax Testing
- Healthy and Safety Schools Plan
- Incident/Accident Investigation
- Indoor Air Quality
- *Integrated Pest Management*
- *Laboratory Safety*
- *Lead-Based Paint Surveys*
- *Motor Vehicle Safety*
- OR-OSHA Complaint Letters/Inspections
- Personal Protection Equipment
- *Playground Inspections*
- *Radon Testing/Mitigation*
- *School Safety Committee Assist*
- *Site Safety Surveys*
- *Stage/Auditorium Safety*
- Student Transportation Safety
- *Underground Storage Tanks*
- *Water Quality*

Tier Two Programs:

- Air Contaminant Monitoring
- Bacterial Contamination Monitoring
- BESC Safety Committee Membership
- Bloodborne Pathogens
- Budget
- Building/Room Remodel Plan Review
- Emergency Management Assistance
- Hazard Communication/Safety Data Sheets
- Hazardous Materials Inventory Report
- Lead-Based Paint Disposal
- Medical/Biological Waste Disposal
- Metro Hazardous Waste Disposal
- Noise Assessment/Abatement
- On-Call Response
- Personnel Issues
- RCRA Hazardous Chemical Waste Management
- Spill Response/Cleanup
- Toxic Substance Control Act (TSCA)/PCB Collection/Disposal
- Underground Injection Control
- Universal Waste Management

The resources required to develop, update and maintain each of the 57 programs varies widely. The listing above is an attempt to prioritize each of the programs into two tiers based on the potential institutional risk associated with each program. The assignment of abridged qualitative risk to each program is based on my technical/operational knowledge and experience with each program, as well as the uncertainty associated with each program. For a discussion on conducting a more comprehensive risk analysis¹ see that section.

Figure 2
Proposed Risk Management Org Chart



References

1. Yoe, Charles. 2012. *Principles of Risk Analysis-Decision Making Under Uncertainty*. Chapter 9: Qualitative Risk Assessment. Boca Raton, FL: Taylor & Francis Group, LLC. CRC Press.
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Board of Education Informational Report

MEMORANDUM

Date: January 5, 2017

To: Members of the Board of Education

From: Amanda Whalen, Chief of Staff
Rudy Rudolph, Administrator on Special Assignment

CC: Bob McKean, Interim Superintendent

Subject: Division 22 Report to the Community

As part of compliance with Division 22 standards, Oregon school districts are required to make a report to the community by January 15th.

For the 2016-17 school year, PPS is in compliance with all Oregon Division 22 Administrative Rules except for 581-022-1330: Programs and Services for Talented and Gifted Students. The Office of Teaching and Learning is currently updating a complete K-12 TAG Continuum of Program and Services. This first rendition should be prepared by March 1, 2017. It will include a recommendation to bring ACCESS under the TAG umbrella and have 3 iterations of possible expansion of ACCESS and/or a model at the middle school level. This Continuum will encompass best practice, research, and specific tools and guidance on how best to meet student needs. OTL does not have a comprehensive, standardized understanding nor the complete tools to say that PPS is currently in compliance with meeting TAG students' rate and level.

With the four snow days and loss of instructional time so far this school year, staff will also be closely monitoring instructional hours. At the time of this report to the community, the Board has approved two additional instructional days at the end of the year. Throughout the winter, staff will continue to monitor instructional hours and will make further recommendations to the Board, if necessary.

Staff will also continue to monitor PPS' Auxiliary Services (OAR 581-022-1530). PPS is in the process of completing health and safety assessments that will provide additional information into the condition of our assets.

Finally, as part of this year's Division 22 report to the State, districts were asked to provide their method for ensuring compliance with the administrative rules. For each Division 22 section, we contacted individuals in the departments whose responsibilities include carrying out the requirements of the section. When any section overlapped departments, all of those were asked to respond regarding compliance. We also asked for confirmation by the supervisors.



Division 22
Standards for Public Elementary and Secondary Schools
2016-2017 Assurances
REPORT TO COMMUNITY

This list is provided to assist you in your report to your community as required by OAR 581-022-1610.
 Please ***do not*** submit this form to the Oregon Department of Education.

- ✓ Determine your district's compliance with the Oregon Administrative Rules (OARs) located in Chapter 581, Division 22. The OARs are available for review the Secretary of State's webpage at http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_022.html.
- ✓ Identify areas of compliance and non-compliance by checking the appropriate boxes in the chart below. Districts should report to their communities on each of the standards listed below.
- ✓ Report your district's compliance or non-compliance to the Division 22 Standards for Public Elementary and Secondary Schools to your local district school board by **January 15, 2017**.

OAR Number	Title	Compliance Status	
		Yes, in compliance	No, not in compliance
0405	Career Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0413	Prevention Education Programs in Drugs and Alcohol	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0416	Anabolic Steroids and Performance Enhancing Substances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0421	Safety of School Sports – Concussions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0606	District Improvement Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0610	Administration of State Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0612	Exception of Students with Disabilities from State Assessment Testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0615	Assessment of Essential Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0617	Essential Skill Assessments for English Language Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0705	Health Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0711	Policies on Reporting Child Abuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0807	Standardization	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1030	Local District Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1060	School and District Performance Report Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1130	Diploma Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1131	Credit Options	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1133	Extended Diploma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1134	Modified Diploma	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1135	Alternative Certificate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1140	Equal Education Opportunity (includes Harassment, Intimidation, Bullying and Cyberbullying)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1210	District Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1215	Literacy Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1310	Identification of Academically Talented and Intellectually Gifted Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1320	Rights of Parents of Talented and Gifted Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1330	Programs and Services for Talented and Gifted Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1340	Special Education for Children with Disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1350	Alternative Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1360	Expanded Options Annual Notice	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1364	Expanded Options - Requirements for Oregon Public School Districts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1366	Expanded Options Program Annual Credit Hour Cap	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1420	Emergency Plans and Safety Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1430	Asbestos Management Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1440	Human Sexuality Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1510	Comprehensive Guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1512	Child Development Specialist Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1520	Media Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1530	Auxiliary Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1610	Operating Policies and Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1620	Required Instructional Time	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1622	Independent Adoptions of Instructional Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1630	Daily Class Size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1640	Instructional Materials Adoption	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1650	Postponement of Purchase of State-Adopted Instructional Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1660	Records and Reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1661	Report on Physical Education Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1670	Individual Student Assessment, Recordkeeping, and Reporting	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1710	Personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1720	Personnel Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1723	Teacher and Administrator Evaluation and Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1724	Core Teaching Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1725	Educational Leadership—Administrator Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1730	Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1910	Exemptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1941	Complaint Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2130	Kindergarten Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Districts must report their status with regards to the Division 22 Standards to their communities

by

January 15, 2017

Portland Public School District 1st Reading

DATE: January 17, 2017

**Public Comment for:
REVISED POLICY 8.10.025-P:
CONTINGENCIES AND RESERVES POLICY**

The Portland Public School District is providing Notice of Proposed Revised 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 website noted below. Written comments must be submitted by 5:00pm on the Last Date of Comment listed below.

1st Reading by: Tom Koehler, Chair, Portland Public School Board
Summary: Revised Policy 8.10.025-P: Contingencies and Reserves Policy

Draft Policy Website: <http://www.pps.net/Page/1807>
(click on blue "draft policy" box)

Recommended for 1st Reading by: Board of Education
Policy Contract: Rosanne Powell, Board Office Manager
Last Date for Comment: February 7, 2017
Address: P.O. Box 3107, Portland, OR 97208
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Last Date for Comment: February 7, 2017



Board of Education Informational Report

MEMORANDUM

Date: January 10, 2017
To: Members of the Board of Education
From: Yousef Awwad, Deputy Chief Executive Officer
Subject: 8.10.025-P Contingencies and Reserves Policy

Current Board policy (established 4/8/02) states it is the goal of the Board to maintain an operating contingency in the general fund that is at a minimum of 3% of annual expenditures. Based on the FY2016/17 approved budget for School District 1J, uncommitted contingency is approximately \$15.2 million, including a \$1.5 million commitment to the reserve for self-insurance, or about 2.6% of total estimated annual expenditures. The Board is not within its policy guidelines.

The CBRC finds that an operating contingency in the general fund of 3% does not comply with recommended practices established by the Government Financial Officers Association [GFOA] and general accounting practices and recommends the Board establish and fund a 5% operating contingency by 2020. By 2025, the Board should increase the operating contingency to 10% to ensure the district can meet its commitments to the community, while aligning its budget principles to recommended practices to survive any financial instabilities

This policy revision was presented to the Business and Operations committee on November 7, 2016. The Business and Operations moved the policy to the Board for considerations.

COMMUNITY BUDGET REVIEW COMMITTEE
Contingency and Reserves Policy Recommendations for PPS Board of Education Revised
by Staff on 11-07-2016

Current Board policy (established 4/8/02) states it is the goal of the Board to maintain an operating contingency in the general fund that is at a minimum of 3% of annual expenditures. Based on the FY2016/17 approved budget for School District 1J, uncommitted contingency is approximately \$15.2 million, including a \$1.5 million commitment to the reserve for self-insurance, or about 2.6% of total estimated annual expenditures. The Board is not within its policy guidelines.

The CBRC finds that an operating contingency in the general fund of 3% does not comply with recommended practices established by the Government Financial Officers Association [GFOA] and general accounting practices and recommends the Board establish and fund a 5% operating contingency by 2020. By 2025, the Board should increase the operating contingency to 10% to ensure the district can meet its commitments to the community, while aligning its budget principles to recommended practices to survive any financial instabilities. The rationale for these recommendations is based on the following:

- The vast majority (about 75%) of the district's funding comes from the state through the State School Fund. A significant portion of the state's revenue is based on income tax receipts. Income tax is a very volatile source of revenue and the state has experienced numerous budget shortfalls as a result of economic fluctuations. Significant swings in state revenue are likely to continue with major, negative impacts on PPS' budget.
- The voters have very generously provided PPS with local option tax revenue to augment funds available to help pay teachers' salaries. The district has realized a reduction in anticipated tax revenues from this source over the last few years due to compression. Revenues are building but the local option tax source remains vulnerable to compression if home values should experience another major decline.
- As a result of poor performance in the equity markets, and an unfavorable Oregon Supreme Court ruling, PERS rates will increase significantly. The full impact of the increases to PPS is not yet known. PPS's "side account" will mitigate some of the impact, but a budget impact is inevitable for the foreseeable future.
- In addition to these revenue concerns, PPS has normal expected cost increases including negotiation of existing contracts with our valued employees, the backlog of facilities maintenance, and inflation as well as unexpected costs that PPS must be prepared to manage.
- PPS is committed to providing students a quality education from the time they enter pre-K or kindergarten through graduation from high school. Fulfilling this commitment requires access to the resources necessary to enable the district to consistently offer core programs over the long-term. Budget reserves should be designated and funded to ensure that the district can minimize the impact of inevitable ebbs and flows of available funding and provide a consistent educational experience.
- The Board has an adopted principle to "Take a Long-Term Perspective" in budgeting. To adequately plan and budget beyond the current year or biennium, a reserve must be established that can help to maintain and support at minimum current levels of service.

PPS has made significant investments in new teachers, educational assistants, funding full-day kindergarten, a full-time counselor and at least two full-time secretaries in all schools. These critical investments must be protected by rebuilding our reserves to a level that will help ensure PPS can weather the inevitable economic downturn that will once again impact our state. A suggested revision of the existing policy continues on the next page.

COMMUNITY BUDGET REVIEW COMMITTEE
Contingency and Reserves Policy Recommendations for PPS Board of Education Revised
by Staff on 11-07-2016

8.10.025-P Contingencies and Reserves Portland Public Schools - REVISION

Reserve funds will be established and maintained to meet the district's commitment to providing a stable, excellent education for students throughout their career with Portland Public Schools. Reserve funds will address emergencies, a temporary revenue shortfall or provide stability during slow economic cycles.

- (1) The Board resolves to establish a minimum **5%** unassigned contingency in the general fund by **June 30, 2020**.
- (2) It is the goal of the Board to fund and maintain an unassigned contingency in the general fund of a minimum **10%** of annual expenditures by **June 30, 2025**. It is the policy of the Board to establish this contingency each fiscal year during the budget process.
- (3) When funds become available such as at reconciliation of ending fund balance or a surplus of expected revenues, a minimum of 50% of available funds should be put into reserves to meet the short- and long-term goals.
- (4) Unassigned contingency will be established pursuant to ORS 294.352. Subsequent intrafund transfers from contingency will be made in accordance with ORS 294.450. Requests for use of contingency amounts up to a combined total of 15% of the total appropriations authorized in the fund are within the authority of the Board to authorize. Transfers that exceed 15% may be made only after Board approval and adoption of a supplemental budget for that purpose.
- (5) Uncommitted contingency funds may be used only for budgetary stabilization to respond to extreme events such as precipitous drops in state income tax revenues or natural disasters. Contingency funds should not be used for new or increased operating costs or investments.
- (6) To achieve financial stability, when the contingency account is used, the Board will seek to restore the account as soon as possible.



Board of Education Informational Report

MEMORANDUM

Date: January 6, 2017
To: Board of Education
From: Yousef Awwad, Deputy Chief Executive Officer
Subject: Audit Committee Recommendation to Audit Transportation and Student Activity Fees

On December 20, 2016, the Board of Education's Audit Committee voted unanimously to recommend independent audits of district transportation and Student Activity Fees.

The committee reviewed a scope of work prepared by Talbot, Korvola and Warwick (TKW) for a transportation audit as well as a scope of work for an audit of Student Activity Fees. The committee agreed to move forward with TKW to audit Student Activity Fees at a fee of \$48,950. Due to the much larger scale of a transportation audit and the cost estimate to exceed \$100,000, the committee decided to do an informal RFP for this.



Student Activity Fees

Background

Specific concerns have been identified relating to the equity of student activity offerings and associated *fees* in Portland Public Schools. The initial belief is that an inconsistency of the type and number of activities exist and fees are a barrier at certain schools limiting participation.

Questions to Answer

1. Are the number of extracurricular activities being equitably offered at each PPS school?
2. What is the number of students participating in activities by various groups (e.g.: ethnicity, English learners, etc.)
3. What is the total cost by school?
4. What is the cost by activity, per student?
5. What percent of fees pay actual costs?
6. What is the impact of parent involvement/fundraising?
7. Are participation rates impacted by social-economic conditions of schools?
8. What is the number of students participating in individual activities, multiple activities?
9. What is the number of sports seasons completed for every 100 students by school?
10. Is there a correlation of students participating in extracurricular activities with graduation rates?
11. How do other districts administer student activity fees?

Potential Work Plan

- Through initial interviews with key personnel and a review of available information, obtain information for the past three years associated with:
 - number of extracurricular activities by school
 - total cost by school
 - cost by activity, per student by school
 - number of students participating in individual activities, multiple activities by school
 - percent of fees paying actual costs by school
 - percent of costs raised by parent involvement/fundraising by school
 - number of sports seasons completed for every 100 students by school
 - graduation rates of students participating in extracurricular activities as compared to total student body by school
- Summarize information obtained for the past three years.
- Obtain comparative information from other Oregon and national school districts.
- Formulate conclusions and recommendations and communicate preliminary results with appropriate District personnel.
- Organize and consolidate major findings.
- Prepare findings and recommendations as appropriate.
- Prepare draft report.
- Present draft report to Audit Committee and appropriate District representatives for review and comments.
- Clarify and discuss findings, conclusions, and recommendations as necessary.
- Obtain input and corrections as necessary from Audit Committee and District representatives.
- Revise draft report based on input and corrections.



- Prepare final report.
- Present final report as appropriate.

Potential Timeframe

ID	Task Name	Start	Finish	Jan 2017			Feb 2017				Mar 2017				Apr 2017		
				1/8	1/15	1/22	1/29	2/5	2/12	2/19	2/26	3/5	3/12	3/19	3/26	4/2	4/9
1	Review	1/11/2017	3/13/2017	[Gantt bar from 1/11 to 3/13]													
2	Draft Report	3/13/2017	3/24/2017													[Gantt bar from 3/13 to 3/24]	
3	Final Report	4/10/2017	4/21/2017													[Gantt bar from 4/10 to 4/21]	

Potential Budget

Tasks	Hours				
	Brad Rafish	Anne Nottingham	Danielle Bertrand	Admin Support	Total
Review and Analysis	72	62	62		196
Draft Report	24	16	16	11	56
Final Report	14	5	5	2	24
Total Hours	110	81	81	13	283
Rate	\$195	\$175	\$150	60	
Total Cost	\$21,450	\$14,175	\$12,155	\$780	\$48,960

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

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January 17, 2017

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Purchases, Bids, Contracts

The Interim Superintendent RECOMMENDS adoption of the following items:

Number 5379 and 5380

RESOLUTION No. 5379

Revenue Contracts that Exceed \$150,000 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 \$150,000 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 the following agreements.

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
University of Oregon	6/1/2016 through 5/31/2017	Intergovernmental Agreement/Revenue IGA/R 64090	Funding for year five of the K-12 Oregon Chinese Flagship grant project.	\$350,000	C. Russo Fund 205 Dept. 9999 Grant G1658

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

Y. Awwad

RESOLUTION No. 5380

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 the following agreements.

NEW CONTRACTS

No New Contracts

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Reynolds School District	7/1/2016 through 6/30/2017	Intergovernmental Agreement IGA 63256	Columbia Regional will provide the funding for Contractor to obtain Autism Spectrum Disorder program support and supplementary aides and services including coaching, professional development, technical assistance and consulting for school personnel.	\$204,000	H. Adair Fund 205 Dept. 5433 Grant G1630

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Two Oceans, LLC	2/1/2017 through 6/30/2017	Personal Services PS 63137 Amendment 1	To provide support to Finance department while CFO and Budget Director positions are vacant. Direct Negotiation PPS 46-0525(4)	\$80,000 \$160,000	Y. Awwad Fund 101 Dept. 5523

Y. Awwad

Other Matters Requiring Board Approval

The Interim Superintendent RECOMMENDS adoption of the following items:

Number 5381 through 5383

RESOLUTION No. 5381

Authorizing Addition of Instruction Time to 2016-17 Calendar

RESOLUTION

1. Due to inclement weather, schools were closed on December 15th and 16th, and January 9th, 11th, 12th, and 13th.
2. In order to make up some of the instructional time, the Board of Education directs the Superintendent to add the additional day identified on the school calendar for inclement weather to the end of the 2016-17 school calendar, specifically June 14, 2017.
3. The Board also directs the Superintendent to cancel the late opening and early release professional development times, including January 18, 2017.

A. Whalen

RESOLUTION No. 5382

Audit of Transportation and Student Activity Fees

RESOLUTION

1. On December 20, 2016, the Board Audit Committee met and unanimously approved audits of student activity fees and transportation.
2. The Board of Education approves the recommendation of the Board Audit Committee to direct independent audits of transportation and student activity fees.

A. Whalen

RESOLUTION No. 5383

Minutes

The following minutes are offered for adoption:

December 6 and 13, 2016