

# Portland Public Schools Board of Education



# MARSHALL

1960 BIZTECH \* PAULINE \* RENAISSANCE ARTS 2011

# 2010-2011

# Agenda

Regular Meeting  
June 13, 2011

**BOARD OF EDUCATION**

Portland Public Schools  
Regular Meeting  
June 13, 2011

**Board Auditorium**

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

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

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

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

**AGENDA**

1. **HONORING DIRECTORS WILLIAMS AND WYNDE  
AND STUDENT REPRESENTATIVE YAZDANI** 5:30 pm
2. **RECOGNITIONS** 5:50 pm
  - Board Scholarship Recipient
  - Sabin Wellness Champions
  - Student Spaceflight Experiment Program
  - Marshall High School Recognition
3. **STUDENT TESTIMONY** 6:20 pm
4. **SUPERINTENDENT'S REPORT** 6:35 pm
5. **EXCELLENCE IN OPERATIONS AND SERVICES** 6:50 pm
  - Equity Policy Second Reading – (action item)
6. **BOARD COMMITTEE REPORTS** 7:20 pm
7. **BUSINESS AGENDA** 7:30 pm
8. **OTHER BUSINESS** 7:40 pm
9. **CITIZEN COMMENT** 7:50 pm
10. **ADJOURN** 8:20 pm

The next regular meeting of the Board will be held on **June 27, 2011**, at **5:00 pm** at the Blanchard Education Service Center.

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

**Portland Public Schools Nondiscrimination Statement**

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

Board of Education Policy 1.80.020-P



# PORTLAND PUBLIC SCHOOLS

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

## SUPERINTENDENT'S RECOMMENDATION TO THE BOARD AND STAFF REPORT

**TITLE: RACIAL EDUCATIONAL EQUITY POLICY**

Board Committee Meeting Date: April 28, 2011

District Priority: All

Board Meeting Date: May 9, 2011

Executive Committee Lead: Lorenzo Poe/  
Jollee Patterson

Department: CIPA (Equity and Diversity Officer)/General Counsel Staff Lead: Same

### I. ISSUE STATEMENT

The members of the Student Achievement Committee requested that staff develop an equity policy that reflected and reinforced the Board's commitment to improving the achievement for all students while closing Portland Public School's persistent achievement gap. The district has been intensively addressing issues of race and equity through the Courageous Conversations work, and numerous initiatives targeted at improving educational outcomes for our lowest performing students. Board policy that establishes a clear vision, expectations and accountability for this work is essential.

### II. BACKGROUND

The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. Our data demonstrates that students of color consistently perform at lower levels than White students. Students of color are overrepresented in areas like discipline and special education, while they are underrepresented in TAG and AP courses. If the district is to achieve its mission, we must reverse this history. This will take concerted leadership and work at all levels and parts of the organization.

The Superintendent has established the Milestones framework as one of the essential ways we measure our success as a district. The draft Strategic Plan reflects the goals outlined in the Racial Equity policy. We believe that every student can and must reach the Milestones targets, regardless of race. In order to achieve this goal, the District must make better progress on the six main goals outlined in the policy.

### III. RELATED POLICIES/BEST PRACTICES

The District has a non-discrimination policy (BP 1.80.020) that will remain in place. That policy is essential, but does not address the focus on improving achievement for all students and closing the achievement gap. The Racial Equity policy is needed to guide the district in this important work.

In developing the policy, we researched equity policies from other school districts, government entities and private businesses. While the final policy reflects the unique needs of Portland, the policy incorporates many of the strongest aspects of these other model policies.

#### **IV. FISCAL IMPACT**

The district has already committed substantial resources to addressing racial equity for students through our contract with Pacific Educational Group, which leads the Courageous Conversations work, including the substitute costs necessary to allow teachers and building administrators to attend these professional development sessions. The district has also established an Academic Priority Zone ("APZ"), which provides extra support to students at elementary, K-8, middle and high schools with the greatest needs. This is one way the district is helping to close the achievement gap. The policy also states that "to achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color."

Implementation of the policy will not require new financial investments at this time, but rather a re-prioritizing of existing resources. Following adoption of the policy, the Superintendent will develop specific action plans, which will include budget implications.

#### **V. COMMUNITY ENGAGEMENT**

We have engaged in extensive internal and external outreach in the development of this policy. Internally, the policy has been reviewed several times by the Executive Committee; the Central Office Equity Leadership team; the Beacon Schools (which include both administrators and teachers); a group of PAPSA administrators including representation from each cluster; the Oregon Leadership Network team; the Portland Association of Teachers and other union leaders and SuperSac. Externally, the policy has been reviewed by an extensive group of community and business leaders who have expertise in this area. A more detailed list of the meetings and groups who have reviewed the policy is attached.

We received universal support of the need for a Board policy affirming the district's commitment to racial equity for our students. Through several revisions, we strengthened the policy by sharpening the focus on Portland Public Schools, as opposed to more general national trends, and by clearly outlining the main areas that we must focus on to address the achievement gap. Our reviewers appreciated the clear statement about the persistence of the achievement gap in PPS, and the affirmation that the responsibility for the gap lies with adults and not with our students.

We received consistent feedback that the policy is an important step, but it must be followed by clear workplans and accountability for results.

**VI. BOARD OPTIONS**

The Board has requested this policy. While the District would continue to focus on racial equity in the absence of a Board policy, it is highly advisable to have a guiding document from the Board that firmly establishes the District's commitment to achievement for all students.

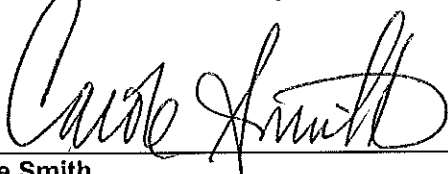
**VII. STAFF RECOMMENDATION**

Staff recommends adoption of the proposed policy.

**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

Following adoption of the policy by the Board, the Superintendent will develop workplans with clear accountability and timelines for the work moving forward. The Superintendent will report on progress towards the goals stated in the policy at least twice a year.

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



Carole Smith  
Superintendent  
Portland Public Schools

4/25/11  
Date

**ATTACHMENTS**

*(List all supporting documentation, including resolution, etc.)*

- A. List of district and community engagement opportunities
- B. List of external reviewers.

**PPS District Priorities FY 2011-12**

1. Improve milestone outcomes
2. Successful implementation of High School System Design
3. Improve English Language Learners and Special Education Services
4. Increase cultural competence and diversity of staff
5. Build shared leadership and accountability for results
6. Measure and report on effectiveness of schools and programs
7. Design and implement Capital Improvement Plan
8. Deepen community and student engagement



**DRAFT BOARD POLICY**

**2.10.010-P**

**Portland Public Schools**

**Racial Educational Equity Policy**

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

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

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

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

<sup>1</sup> For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).



## DRAFT BOARD POLICY

### Portland Public Schools Racial Educational Equity Policy

**2.10.010-P**

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.<sup>2</sup> The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

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<sup>2</sup> Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)





## DRAFT BOARD POLICY

**2.10.010-P**

### Portland Public Schools Racial Educational Equity Policy

- F. The District shall welcome and empower **students and** families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

Deleted: :

History:



# PORTLAND PUBLIC SCHOOLS

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## SUPERINTENDENT'S RECOMMENDATION AND STAFF REPORT TO THE BOARD

### CHAPMAN SCHOOL SOCCER FIELD

Board Committee Meeting Date: June 7, 2011

District Priority: Deepen Community & Student Engagement

Board Meeting Date: June 13, 2011

Executive Committee Lead: C.J. Sylvester, COO

Department: Facilities & Asset Management

Staff Lead: Tony Magliano, FAM Director

#### I. ISSUE STATEMENT

Following the 2010 death of Chapman's beloved teacher Steve Brand, a group of committed parents, neighbors and community members commenced raising the funds necessary to replace the existing grass field at Chapman School with synthetic turf.

The Steve Brand Memorial Field team includes Hillside Soccer Club as well as numerous project sponsors. The team hopes to begin construction this summer, immediately after the school year concludes.

#### II. BACKGROUND

The Chapman School field is wet, underutilized and underplayed during Portland's long winter. The field is used by a variety of groups including Hillside Soccer and Lincoln Little League as well as the neighborhood during non-school hours. Portland Parks & Recreation programs the field for community use after school and on weekends.

#### III. RELATED POLICIES/BEST PRACTICES

Facilities & Asset Management receives, reviews and approves all volunteer project proposals. This review process ensures that projects meet District facility standards as well as city and state codes, and does not conflict with long-range efforts at our school sites.

PPS will not contribute funds to the project, but will provide oversight through project management and coordination services.

Because this project is in honor of a former Chapman School teacher and beloved member of the Chapman School community, staff reviewed Board *policy 2.20.010-P Naming School District Property-Special Recognition of Specific Persons*: The policy states the Board of Education acknowledges that communities served by School District facilities periodically desire to recognize individuals for long and honorable service. Locations within school facilities or buildings may be named for former School District employees, citizens or students (not necessarily deceased) who have made specific contributions to education within Portland Public Schools.

**IV. FISCAL IMPACT**

PPS previously agreed to provide project management services to this effort. Project management and related “soft” costs will continue to be allocated to this project through completion.

Staff is working with the community to identify potential funds for field replacement when the synthetic turf reaches the end of its useful life.

**V. COMMUNITY ENGAGEMENT**

PPS staff works collaboratively with Portland Parks & Recreation to ensure coordination when improving shared resources. FAM will make certain that any immediately impacted neighbors and the Northwest District Association are notified prior to the start of construction.

**VI. BOARD OPTIONS**

A PPS permit is required for this project. PPS requires that full funding be in place prior to construction.

**VII. STAFF RECOMMENDATION**

Staff proposes that the FAO board committee recommend PPS approval for Hillside Soccer Club to proceed with construction (pending full funding being in place). Staff further recommends naming the field the Steve Brand Memorial Field, until 2021 or whenever the synthetic turf needs to be replaced.

**VIII. TIMELINE FOR IMPLEMENTATION/EVALUATION**

PPS will ensure that construction begins after the end of the school year and only when all of the funds are secured to complete the project. PPS’s project manager will work closely with the project team to ensure the construction project is completed safely and according to all city codes and District requirements.

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



June 3, 2011

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Carole Smith  
Superintendent  
Portland Public Schools

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Date

**ATTACHMENTS**

- A. Funding Commitment Letters
- B. IRS 501 (C) 3 Determination Letter
- C. Resolution



**Chapman Field Financial Status**  
**As of 5/30/2011**  
**Project Start Date: 4/4/2011**

	<b>Received</b>	<b>Promised</b>	<b>Very Possible</b>	<b>Possible</b>
Donations	\$55,000	\$400	\$3,000	\$3,000
Nike Matched Donations	\$44,600	\$13,000	\$2,000	\$3,000
Other Outstanding				
Lawliss Family Foundation		\$10,000		
Dolich Family Foundation		\$12,000		
PYSA		\$10,000		
Timbers/Adi		\$40,000		
Kate Brand		\$5,000		
Tom Brand	\$20,000			
Esco		\$5,000		
Umpqua		\$1,400		
OnPoint		\$1,000		
Other Corporate			\$0	\$2,500
Events				
Three Future Events	\$7,500	\$8,000	\$15,000	
<b>Total</b>	<b>\$127,100</b>	<b>\$105,800</b>	<b>\$20,000</b>	<b>\$8,500</b>
<b>Cummulative Totals</b>		<b>\$232,900</b>	<b>\$252,900</b>	<b>\$261,400</b>

HSC Loan \$50,000

Cash In Bank \$76,168

Invoices Paid \$8,256

Total Cash \$84,424



May 18, 2011

Steve Brand "Just a Field" Donation Fund  
c/o Hillside Soccer Club, Inc.  
P.O. Box 29072  
Portland, OR 97296

Dear "Just a Field" Fundraising Team,

This letter serves as a written commitment by The Portland Timbers and adidas America to immediately donate \$20,000 from each of our organizations to the Steve Brand "Just a Field" Donation Fund.

It is our hope that these contributions put you within reach of achieving your fundraising goal and the installation of the soccer field at Chapman School this summer.

#40K

Sincerely,

A handwritten signature in black ink, appearing to read 'Sierra Smith'.

Sierra Smith  
Director, Community Outreach  
Portland Timbers  
P: 503.553.5430  
JELD-WEN Field  
1844 SW Morrison St  
Portland, OR 97205

A handwritten signature in blue ink, appearing to read 'Patty Goffe'.

Patty Goffe  
Community Affairs  
adidas America  
P: 971.234.5761  
5055 North Greeley Avenue  
Portland, OR 97217

OK  
P.V.

Tim Loy  
**Mallory Safety and Supply LLC**

PO Box 2068  
1040 Industrial Way  
Longview, WA 98632  
360-636-5750  
FAX 360-577-4244

May 19, 2011

Craig Rusch  
Hillside Soccer Club

Dear Craig:

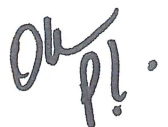
I am pleased to confirm my offer to have my company, Mallory Safety and Supply LLC, loan Hillside Soccer Club up to \$50,000 to construct Steve Brand Field. It appears that the fundraising effort will make this loan unnecessary, but, if necessary, I will place funds in the Hillside account prior to school board approval, expected June 23<sup>rd</sup>, 2011.

I would expect Hillside to continue to fundraise to pay this loan off before year-end, at an annualized interest rate of 7%. If longer term financing is needed, I will assist in procuring bank financing and guarantee up to \$25,000 of that loan personally.

I think we are very close on this project, so I'm happy to provide this gap financing option.



Tim Loy  
President  
Mallory Safety and Supply LLC



May 18, 2011

Steve Brand "Just a Field" Donation Fund  
c/o Hillside Soccer Club, Inc.  
P.O. Box 29072  
Portland, OR 97296

Dear "Just a Field" Fundraising Team,

This letter serves as a written commitment by the Harbourton Family Foundation to donate \$10,000 to the Steve Brand "Just a Field" Donation Fund (check to be made out to Hillside Soccer Club).

It is our hope that these contributions put you within reach of achieving your fundraising goal and the installation of the soccer field at Chapman School this summer.

Sincerely,

<u>Carrie Lundberg</u>	<u>1753 NW Aspen Ave</u>		
Name (Printed)	Address		
<u>[Signature]</u>	<u>Portland</u>	<u>OR</u>	<u>97210</u>
Signature	City	State	Zipcode



May 18, 2011

Steve Brand "Just a Field" Donation Fund  
c/o Hillside Soccer Club, Inc.  
P.O. Box 29072  
Portland, OR 97296

Dear "Just a Field" Fundraising Team,

This letter serves as a written commitment by the Marilyn J. McIver Family Foundation to donate \$12,000 to the Steve Brand "Just a Field" Donation Fund (check to be made out to Hillside Soccer Club).

It is our hope that these contributions put you within reach of achieving your fundraising goal and the installation of the soccer field at Chapman School this summer.

Sincerely,

Mary Dolich, McIver Family Foundation	2972 NW Raleigh St
Name (Printed)	Address
Mary Dolich	Portland OR 97210
Signature	City State Zipcode

Digitally signed by Mary Dolich  
DN: cn=Mary Dolich, o=Marilyn J. McIver Family Foundation, ou=Portland Hillside Soccer Club, email=mdolich@hillsidesoccerclub.com, c=US  
Date: 2011.05.18 13:44:45 -0700



May 4, 2011

Hillside Soccer Club,

Congratulations. This letter is to confirm that Portland Youth Soccer Association (PYSA) has agreed to a financial commitment of \$10,000 for the Chapman Field Project. It is a goal of PYSA to support our member organizations in creating better fields for youth soccer.

Once your project is cleared to break ground, please submit a request for funds and we will make payment within 30 days. PYSA will not transfer funds until the project is cleared and ready to break ground.

Once again we congratulate you on your commitment to the development of youth soccer in Portland. Please contact me with any questions you may have.

Yours in soccer,

John Madding  
Technical Director  
Portland Youth Soccer Association

RECEIVED

ATTACHMENT B

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

SEP 12 2007

SEP 10 2007

Schwabe, Williamson & Wyatt

Date:

Employer Identification Number:  
20-8601868

DLN:

17053170052007

Contact Person:

KEVIN W PAYTON

ID# 31454

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

December 31

Public Charity Status:

509(a)(2)

Form 990 Required:

Yes

Effective Date of Exemption:

March 8, 2007

Contribution Deductibility:

Yes

Advance Ruling Ending Date:

December 31, 2011

HILLSIDE SOCCER CLUB INC  
C/O DAN EILER  
SCHWABE WILLIAMSON & WYATT PC  
1211 SW 5TH AVE STE 1900  
PORTLAND, OR 97204

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to other organizations, your records must show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence the funds will be used for section 501(c)(3) purposes.

Letter 1045 (DO/CG)



# PORTLAND PUBLIC SCHOOLS

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

## STAFF REPORT SUPERINTENDENT RECOMMENDATION TO FAO

**To:** Superintendent Smith  
**Thru:** Neil Sullivan, Chief Financial Officer  
**From:** Carol Ann Kirby, Director of Accounting and Payroll Services  
**Date:** June 7, 2011  
**Subject:** Compliance with Governmental Accounting Standards Board (GASB) Statement No. 54

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### Background

GASB Statement No. 54 requires that the District make reporting changes prior to the conclusion of its current fiscal year ended June 30, 2011. Under the new standard, the District is required to update its fund balance classifications that are reported in the governmental funds balance sheet of the Comprehensive Annual Financial Report (CAFR). In conjunction with adoption of the new fund balance classifications, the District is required to indicate its spending priorities as they relate to the new classifications. The District will also be required to adopt the updated governmental funds definitions as stated in GASB Statement No. 54.

### Proposed Changes

- Governmental fund balances that would be reported under the new fund balance classification hierarchy (from most restrictive to least) are:
  - Nonspendable fund balances – for amounts not in spendable form such as inventory.
  - Restricted fund balances – for externally imposed legal constraints such as debt covenants or legislation.
  - Committed fund balances – for constraints established by the Board prior to the close of the fiscal year.
  - Assigned fund balances – for constraints established by management that has been designated by the Board, or by the Board if enacted subsequent to the fiscal year end.
  - Unassigned – for all amounts not otherwise constrained as specified above, and in the General Fund.
- The spending priority for the District would follow the classification hierarchy, beginning with the restricted fund balances and proceeding in order down through the hierarchy to committed, assigned and finally, unassigned fund balances.

- The District would recognize the new definitions for governmental fund types that include General Fund, special revenue funds, capital projects funds, debt service funds, and permanent funds.
- The Board affirms that it is the highest level decision authority for Portland Public Schools, and the Board delegates the authority to classify portions of ending fund balance as “assigned” to the Superintendent.

**Fiscal Impact**

Making the proposed changes to the District’s policy will:

- Place the District in conformity with generally accepted accounting principles (GAAP) for financial reporting.
- Enable the Board and Superintendent to plan and designate spending with greater specificity.

**Process**

The process for adopting the changes under GASB Statement No. 54 requires the Board to issue a resolution prior to the conclusion of the fiscal year ended June 30, 2011.


**Staff Recommendation**

Staff recommends the FAO committee adopts the proposed GASB 54 Resolution for full consideration by the Board.

**Board Committee Review**

This action is scheduled for discussion and deliberation by the FAO committee on June 7, 2011.

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



**Carole Smith  
Superintendent  
Portland Public Schools**

6-7-11  
**Date**

**ATTACHMENTS**

- A. GASB 54 Resolution

# **Report**

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

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

### **NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Learning.com	06/01/11 through 06/30/12	Personal / Professional Services PS 58362	Bridger K-7 and Kelly K-5: Purchase and implementation of STEM Achiever Premium, standards-aligned math and science online package and two full-day orientation sessions at sites.	\$47,980	M. Davalos Fund 205 Dept. 1238 Grant G1129
Apple Computers, Inc.	04/25/11	Purchase Order PO 101513	Columbia Regional Program: Purchase of 40 iPads with docking ports, protective covers, and power adaptors.	\$25,040	C. Gilliam Fund 205 Dept. 5433 Grant G1042
Mt. Scott Park Center for Learning, Inc.	01/01/11 through 09/30/11	Personal / Professional Services PS 58345	District-wide: Alternative education services.	\$125,000	S. Higgins Fund 205 Dept. 5485 Grant G1116
Dean Evans & Associates, Inc.	05/16/11 through 09/30/11	Personal / Professional Services PS 58339	District-wide: Purchase, setup, configuration, implementation, and installation of Event Management Systems software for FAM’s civic use of buildings system.	\$70,970	N. Jwayad Fund 407 Dept. 5581 Project A1004
Organization for Educational Technology & Curriculum	05/26/11	Purchase Order PO 102083	District-wide: Purchase of 35 data projectors, 30 audio-visual carts, 30 speakers, 20 ethernet cables, and 13 document cameras for Spring 2011 Tech Bundles Project.	\$28,095	N. Jwayad Fund 407 Dept. 5581 Project A1007
NW Navigator Luxury Coaches, LLC	07/01/11 through 06/30/11	Personal / Professional Services PS 58336	District-wide: Coach transportation services for activity trips, as needed.	\$100,000	A. Leibenguth Fund 101 Dept. 5560
Payne Construction, Inc.	05/16/11 through 10/31/11	Construction C 58329	Alameda K-8, Bridlemile K-5, and Woodstock K-5: Removal and installation of District-purchased dishwashers.	\$68,358	T. Magliano Fund 191 Dept. 5597 Projects F0194-96
Heartsaver AED Consultants	05/23/11	Purchase Order PO 101982	District-wide: Purchase of 72 automated external defibrillators, cabinets, and peripherals.	\$90,360	T. Magliano Fund 191 Dept. 5597 Project F0153
Coastwide Laboratories	06/03/11	Purchase Order PO 102218	District-wide: Purchase of floor finish treatments.	\$86,171	T. Magliano Fund 101 Dept. 5593

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Corwin Press Inc.	05/31/11	Purchase Order PO 102142	District-wide: Purchase of 1,000 copies of <i>Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools</i> .	\$28,605	C. Randall Fund 101 Dept. 5490

### AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Marlowe Enterprises, Inc. dba Eden Advanced Pest Technologies	07/01/11 through 06/30/12 Year 3 of Contract	Service Requirements SR 56861 Amendment 2	District-wide: One-year extension of contract for integrated pest control services.	\$55,000 \$165,000	T. Magliano Fund 101 Dept. 5593
JLD, Inc. dba cleandango.com	05/15/11 through 06/30/11 Year 2 of Contract	Service Requirements SR 57208 Amendment 2	District-wide: Additional funds for unanticipated gymnasium floor, multi-purpose room, tile floor, and carpet cleaning and repair services, as needed.	\$70,000 \$310,000	T. Magliano Fund 101 Dept. 5593
The Wilk Group, LLC	04/30/11 through 04/30/12 Year 2 of Contract	Personal / Professional Services PS 57503 Amendment 2	District-wide: One-year extension of contract for work with high school communities and businesses to raise awareness and funds for the Great Fields project.	\$36,000 \$72,000	T. Magliano Fund 191 Dept. 5597 Project F0136
First Response, Inc.	07/01/11 through 06/30/12 Year 3 of Contract	Service Requirements SR 56841 Amendment 5	District-wide: One-year extension of contract for nightly security patrols and response to all burglary and fire alarms; RFP 09-1130.	\$100,000 \$670,000	D. Tune Fund 101 Dept. 5530

### INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
University of Oregon	02/01/11 through 08/31/14	IGA 58306	District-wide: Three-year project to provide content, technical infrastructure, and assessment services for Russian National Online Early Language Learning Assessment.	\$37,500	M. Arganbright Fund 205 Dept. 5442 Grant 0988
City of Portland	10/01/10 through 08/30/11	IGA 58352	Lane 6-8: SUN extended day before- and after-school academic and enrichment activities targeting 100 high-risk students.	\$40,000	L. Poe Fund 205 Dept. 2263 Grant G1142

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

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Number 4457 and 4458

**RESOLUTION No. 4457**

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

**RECITAL**

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

**RESOLUTION**

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

**NEW CONTRACTS**

No New Contracts

**AMENDMENTS TO EXISTING CONTRACTS**

No Amendments to Existing Contracts

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

No IGA/Rs

**LIMITED SCOPE REAL PROPERTY AGREEMENTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Neighborhood House, Inc.	07/01/11 through 06/30/14	Lease Agreement R 50989 Amendment 4	Markham K-5: Three-year extension of lease for classroom space for Head Start Program; \$15,474/year.	Amendment 4: \$46,422 Contract Total: \$143,248	T. Magliano Fund 101 Dept. 9999
Portland Institute for Contemporary Art	09/11/11 through 11/15/11	Lease Agreement R 58331	Washington-Monroe HS Site: Two-month lease of site for public art program.	\$14,530	T. Magliano Fund 101 Dept. 9999
Portland Chinese Garden (aka Lan Su Chinese Garden)	07/01/11 through 06/30/12	Lease Agreement R 58332	Green Thumb: One-year lease of greenhouse space for plant propagation.	\$4,350	T. Magliano Fund 101 Dept. 9999
Irvington Extended Day	07/01/11 through 06/30/14  Includes, two 10-month options	Lease Agreement R 58333	Beaumont 6-8: Ten-month lease of classroom space for community pre-K program; \$7,685/term.	\$23,055	T. Magliano Fund 101 Dept. 9999
Multnomah Education Service District	07/01/10 through 06/30/11	Lease Agreement R 58xxx	Madison HS: One-year lease of classroom space for special education program; \$1,378/year.	\$1,378	T. Magliano Fund 101 Dept. 9999

*N. Sullivan*

**RESOLUTION No. 4458**

Personal / Professional Services, Goods, and Services Expenditure Contracts  
Exceeding \$150,000 for Delegation of Authority

**RECITAL**

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

**RESOLUTION**

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

**NEW CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
TBD – based on lowest responsible bidder	06/14/11 through 12/31/11	Construction C 58xxx	Madison HS: Construction services to reconfigure space to accommodate incoming Marshall Campus students.	Not to exceed: \$675,000	T. Magliano Fund 191 Dept. 3218 Project F0002
Coastwide Laboratories	07/01/11	Purchase Order PO 102215	District-wide: Purchase of custodial supplies for SY 2011-12; cooperative contract with Beaverton SD.	\$950,000	T. Magliano Fund 101 Dept. 5593

**AMENDMENTS TO EXISTING CONTRACTS**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Contract Total</b>	<b>Responsible Administrator, Funding Source</b>
JLD, Inc. dba cleandango.com	07/01/11 through 06/30/12 Year 3 of Contract	General Services GS 57208 Amendment 3	District-wide: One-year extension of contract for floor work, refinishing, and cleaning services.	\$225,000 \$535,000	T. Magliano Fund 101 Dept. 5593

**INTERGOVERNMENTAL AGREEMENTS (“IGAS”)**

No IGAs

*N. Sullivan*

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following item:

Number 4459 through 4464

## RESOLUTION No. 4459

### Adoption of Portland Public Schools Racial Educational Equity Policy, Policy 2.10-010-P

#### RESOLUTION

The Board of Education for Portland Public Schools reviewed recommendations by the Student Achievement Committee to adopt the Racial Educational Equity Policy. Per District Policy (1.70.020-P), the Board of Education is required to place any new policy on the District website for a 21-day public review. Having fulfilled this obligation and having received no public input on the proposed policy amendment, the Board of Education supports the proposed policy language for adoption.

#### PROPOSED POLICY:

##### **Portland Public Schools Racial Educational Equity Policy, Policy 2.10.010-P**

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

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

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

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

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability

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<sup>1</sup> For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).

and disproportionality of which student groups occupy the highest and lowest achievement categories.<sup>2</sup> The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

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

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History:

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<sup>2</sup> Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

## RESOLUTION No. 4460

### Resolution Supporting the Steve Brand Memorial Field at Chapman School

#### RECITALS

- A. The Chapman School soccer field drains poorly and is consistently wet, causing the field to be unplayable and underutilized during the fall, winter and spring months.
- B. Following the 2010 death of Chapman's beloved teacher, Steve Brand, a group of committed parents, neighbors and community members commenced raising the funds necessary to replace the existing grass field at Chapman School with synthetic turf. Because of Steve Brand's love of soccer, children and the community in which he lived and worked, community members were compelled to propose naming the field in honor of their neighbor, teacher and friend: The Steve Brand Memorial Field.
- C. The new field will provide an all-weather surface, allowing for usable play space for physical education during school hours, as well as recreational play after school, regardless of weather conditions.
- D. The Steve Brand Memorial Field committee has raised substantial funds and developed the plans necessary to commence and complete the project this summer. The Steve Brand Memorial Field is supported by the Portland Timbers, Adidas, Nike employees, Hillside Soccer Club, along with several foundations and trusts.
- E. | The total cost of the project will be approximately \$260,000. The Hillside Soccer Club is holding donated funds on behalf of the field project. While the District is unable to offer funds toward this project, it will provide project management and coordination services.
- F. The Hillside Soccer Club has agreed to serve as the permit holder and contracting entity for the construction of the improvements at Chapman School. The construction will be monitored by the District's project manager.
- G. The Steve Brand Memorial Field committee along with the Hillside Soccer Club requests the District approve a District permit for donated improvements in order to ensure the project is completed before school begins in the fall of 2011. The design engineering is complete and ready for bidding with construction anticipated to begin in early July.
- H. Synthetic turf is not a permanent product and will need to be replaced within 8-10 years. As this field is not a priority project for the district and field replacement costs for synthetic fields are not part of the district's ongoing maintenance at elementary and middle schools, the district is currently working with Steve Brand Memorial Field committee members to identify community resources to replace the field when it reaches the end of its useful life
- I. This project is 100% privately funded to memorialize a beloved teacher. Per District Policy *2.20.010-P Naming School District Property-Special Recognition of Specific Persons*: The Board of Education acknowledges that communities served by School District facilities periodically desire to recognize individuals for long and honorable service. Locations within school facilities or buildings may be named for former School District employees, citizens or students (not necessarily deceased) who have made specific contributions to education within Portland Public Schools. Naming of locations within schools and school facilities are subject to the approval of the Superintendent.
- J. The Finance, Audit and Operations Committee reviewed this resolution on June 7, 2011 and recommends the Board approve the project and its memorial name in honor of Steve Brand.

## RESOLUTION

1. The Board extends their appreciation to the Steve Brand Memorial Field committee members and acknowledges the efforts of this group to create and install the synthetic turf field at Chapman Elementary School, thus expanding the network of playable fields for students and community.
2. The Board authorizes the Superintendent or her designee to enter into a Permit for Donated Improvements with the Hillside Soccer Club to make the field improvements, as approved by District staff.
3. In honor of a community friend and beloved Chapman School teacher, the Board approves naming the field the Steve Brand Memorial Field, until 2021 or until the field is in need of replacement.
4. The Board directs the Superintendent or her designee to prepare a district policy by December 31, 2011, to address ongoing costs associated with maintenance and replacement of donated improvements.

*C. Sylvester / T. Magliano*



## RESOLUTION No. 4461

### Compliance with Governmental Accounting Standards Board (GASB) Statement No. 54 - Fund Balance Reporting and Governmental Fund Type Definitions

#### RECITALS

- A. In an effort to achieve consistent accounting and reporting practices among governmental entities, the Governmental Accounting Standards Board (GASB) has issued GASB Statement No. 54, which becomes effective for Portland Public Schools during the current fiscal year ended June 30, 2011. GASB Statement No. 54 establishes fund balance reporting and accounting standards. The Statement also clarifies governmental fund type definitions.
- B. *GASB Statement No. 54 reporting standards.* Under the new standard PPS is expected to report its June 30, 2011 governmental type fund balances in five new hierarchical classifications. PPS ending fund balances will now be designated into the following categories:
1. *Non-spendable fund balances* – the most restrictive category, and for amounts in the fund balance that are not in spendable form (such as inventory or notes).
  2. *Restricted fund balances* – for amounts constrained to specific purposes by their providers (such as grantors or bond holders), through constitutional provisions or by enabling legislation. These are primarily amounts subject to externally enforceable legal restrictions.
  3. *Committed fund balances* – for amounts constrained to specific purposes by the District using its highest level of decision-making authority; to be reported as committed, amounts cannot be used for any other purpose unless the District takes the same highest-level action to remove or change the constraint. In order to commit fund balances the District must take formal action prior to the close of the fiscal year.
  4. *Assigned fund balances* – for amounts the District intends to use for a specific purpose; intent can be expressed by the Board or delegated authority to an official.
  5. *Unassigned fund balance* – for amounts that are not constrained in any of the ways previously mentioned and are available for any purpose. These amounts are only reported in the General Fund.
- C. In order to meet the new GASB Statement No. 54 accounting standards:
1. The Board should adopt the new fund balance classifications.
  2. The Board should adopt spending prioritization policies consistent with the new fund balance classifications.
  3. The Board should indicate that it has the highest decision-level of authority, and the Board should indicate to whom it grants the authority to assign governmental fund balances.
  4. The Board should adopt governmental fund type definitions required under the new standard.
- D. *GASB Statement No. 54 has redefined governmental fund types:*
1. General Fund – should be used to account for and report all financial resources not accounted for and reported in another fund.
  2. Special Revenue Funds – should be used only for specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects.
  3. Capital Projects Funds – should be used for the construction or acquisition of capital assets, with fund balances appropriately restricted, committed or assigned.
  4. Debt Service Funds – should be used for the accumulation of resources for and the payment of general long-term debt principal and interest.
  5. Permanent funds – should be used for funds that are legally restricted to the extent that only earnings and not principal may be used for purposes that support the District's programs.
- E. The Finance, Audit and Operations Committee reviewed this resolution on June 7, 2011, and unanimously recommends (vote: 2-0 with Director Knowles absent) its approval to the Board.

## RESOLUTION

In accordance with the Recitals:

1. The Board affirms that it is the highest level decision authority for Portland Public Schools.
2. The Board hereby delegates the authority to classify portions of ending fund balance as "Assigned" to the Superintendent.
3. The Board adopts the GASB Statement No. 54 definitions for Non-spendable, Restricted, Committed, Assigned and Unassigned fund balances.
4. In conjunction with the adoption of GASB Statement No. 54 fund balance classifications, the Board declares its budgeting practices and budget allocations for restricted and unrestricted fund balance amounts will be consistent with the fund balance classification hierarchy.
5. The Board hereby adopts the GASB Statement No. 54 definitions of fund types for the general fund, special revenue funds, debt service funds, capital projects funds and permanent funds.

*N.Sullivan / C.A. Kirby*

## RESOLUTION No. 4462

### Appointment of Custodian Civil Service Board Member

#### RECITALS

- A. The term of Paul Breed on the Custodian Civil Service Board will expire on June 30, 2011.
- B. Mr. Breed has been a valued member of the Custodian Civil Service Board and is interested in continuing to serve on that Board

#### RESOLUTION

Paul Breed is reappointed to Board Chair on the Custodian Civil Service Board with a term that expires on June 30, 2017.

*J. Fish*

## RESOLUTION No. 4463

### Settlement Agreement

#### RESOLUTION

1. In order to satisfy the District obligations under the Individuals with Disabilities Education Act, the Board of Education grants authority to pay \$134,185 in fiscal year 2011-2012 and \$70,000 in fiscal year 2012-2013 pursuant to the agreement between S.M. and Portland Public Schools.
2. This expenditure will be charged to chartfield 5414-101-21901-32000.

*J. Patterson*

**RESOLUTION No. 4464**

Student Expulsion Appeal

**RESOLUTION**

The Board upholds the expulsion of student John Doe. Confidential information regarding this discipline action is on file at the District Offices.

*J. Patterson*

**RESOLUTION No. 4465**

Minutes

The following minutes are offered for adoption:

January 24, 2011; February 18, 2011; February 28, 2011; March 8, 2011; and, March 14, 2011