

Portland Public Schools Board of Education



2010-2011

Agenda

Regular Meeting
October 25, 2010

- Milestones Update • Parks and Recreation Intergovernmental Agreement •

BOARD OF EDUCATION

Portland Public Schools
Regular Meeting
October 25, 2010

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. **STUDENT TESTIMONY** 5:30 pm
2. **SUPERINTENDENT'S REPORT** 5:45 pm
3. **STRONG PARTNERSHIPS WITH FAMILIES AND COMMUNITY** 5:50 pm
 - Parks and Recreation Intergovernmental Agreement (*action item*)
4. **BOARD COMMITTEE REPORTS** 6:00 pm
5. **EXCELLENCE IN TEACHING AND LEARNING** 6:15 pm
 - Milestones Update (*information only*)
 - Superintendent's Performance Appraisal (*action item*)
6. **BUSINESS AGENDA** 6:45 pm
7. **OTHER BUSINESS** 6:50 pm
8. **ADJOURN** 7:00 pm

The next regular meeting of the Board will be held on **November 8, 2010**, at 5:30 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

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: C.J. Sylvester, Chief Operating Officer

From: Tony Magliano, Director of Facilities

Date: Tuesday, October 5, 2010

Subject: Collaboration Agreement for the Joint Use of Facilities between
Portland Public Schools and Portland Parks & Recreation

Issue Statement

Over the course of several decades, Portland Public Schools (PPS) and Portland Parks & Recreation (PP&R) have established multiple agreements regarding joint use of their properties. Through a significant effort, PPS and PP&R staff consolidated these agreements under a single document entitled "Collaboration Agreement for the Joint Use of Portland Public Schools and Portland Parks & Recreation Facilities". Since this effort involves the exchange of use of both entities' properties, the governing bodies of each will need to take formal action to ratify the agreement.

The Collaboration Agreement for the Joint Use of PPS and PP&R Facilities offers a single document clarifying procedures and policies that will enable PPS and PP&R staff to continue to effectively manage the joint use of their facilities.

Guiding Principles

Both organizations are committed to working together successfully to enhance student and community access to recreational and educational facilities and agree to the following guiding principles:

- Support children and their families through meaningful partnerships.
- Create educational and recreational opportunities that benefit the Portland community as a whole.
- Support strong and meaningful relationships among the collaborating agencies, users and places.
- Identify and implement joint use of space to reduce capital costs and increase operational efficiencies, demonstrating to Portland's citizens the responsible use of limited resources.

Additional explanation of the agreement is found in Attachment A to this staff report.

Background

PPS and PP&R utilize each others' facilities extensively. The practice goes back decades, beginning with the obvious co-location of schools sites adjacent to parks as the city population was expanding into new neighborhoods. (Grant Park, Wallace Park, and Couch Park are good examples.)

- PP&R is the steward of more than 250 park locations in Portland, including a high number of community and neighborhood recreation areas.
- PPS owns properties at more than one hundred locations throughout Portland, many of which are used by neighborhood children and families during and after school.
- PP&R and PPS have worked together to provide thousands of children and adults a variety of sports programming and recreational opportunities on hundreds of sports fields and gymnasiums in every neighborhood in the city.
- This Agreement affirms a common understanding relating to all of the separate arrangements between PPS and PP&R, which are currently contained in several large three-ring binders full of signed agreements, memos, ordinances, school board resolutions, staff exchanges between organizations, and notes and e-mails.
- All of those individual agreements are incorporated into the master agreement and extended, by reference. The proposed Agreement also has the advantage of identifying in one place all agreements between PPS and PP&R, providing documentation of each school or park use by the other party.

Related Policies/Fiscal Impact

Consolidating previous agreements has no additional financial impacts and provides an efficient framework for managing and expanding shared use of facilities.

Board Options

The Collaboration Agreement will be presented to the Board of Education on Monday, October 25 for adoption. PP&R staff will present the Joint Use Agreement to the Parks Board on October 6 and to the City Council on November 3.


Staff Recommendation

The staffs of both entities recommend approval by their respective governing bodies.

Board Committee Review

Staff will present to the Board's FAO Committee on October 5 for review and recommendation to the School Board that the Agreement be adopted.

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



Carole Smith
Superintendent
Portland Public Schools

10-1-10
Date

ATTACHMENT A: Additional explanation of Collaboration Agreement

- 1) **VISION:** Portland Parks & Recreation and Portland Public Schools partner to offer children and adults a more comprehensive range of services and added value through mutual cooperation, collaboration and use of public resources.
- 2) **PURPOSE:** To provide a flexible framework for managing and expanding shared use and joint development of facilities in an effective and efficient manner that will enhance the programs and services available to the Portland community.
- 3) **MISSION ALIGNMENT:** Demonstrates unique relationship of both party's mission statements.
- 4) **TERM:** Ten years, but may be renewed for an additional term by mutual consent.
- 5) **AMENDMENT:** Can be amended by mutual consent and signature of PP&R Director and PPS Superintendent.
- 6) **COMMUNICATION:** Identifies a management committee made up of three specific representatives from each party. This committee is charged with meeting at least twice annually, reviewing the Collaborative Agreement annually, keeping records of their meetings and communications, and working collaboratively on cross-agency ventures. On-going operational tasks will include all appropriate employees, volunteers and partners.
- 7) **JOINT USE OF FACILITIES:** The property owner retains first rights to the facility, and the other Party has second rights for facility use. Prior year use will form the starting point for which facilities are shared the subsequent year.
- 8) **SCHEDULING:** Permitting offices of each Party will issue use permits to all users, even each other.
- 9) **COMPENSATION:** Facility use is free to the other Party, unless otherwise specified.
- 10) **MAINTENANCE:** Facility maintenance is borne by property owner, unless otherwise specified in Exhibits.
- 11) **SECURITY:** Facility security is managed by property owner, unless otherwise specified.
- 12) **DEVELOPMENT & IMPROVEMENTS:** Parties will collaborate whenever appropriate and as opportunities arise.
- 13) **INDEMNIFICATION:** Each party wholly indemnifies the other.
- 14) **EXHIBIT A:** Scope of annual permits for Joint Use of PPS and PP&R Facilities under the Collaboration Agreement.

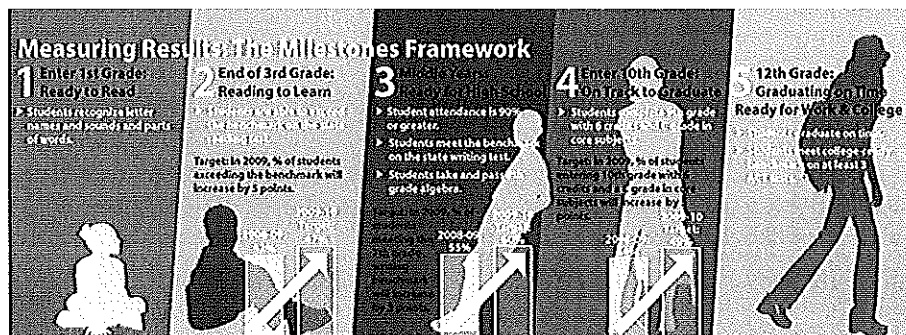
EXHIBIT B: Site specific Agreements.

EXHIBIT C: A list of agreements superseded by the Collaboration Agreement.

2009-10 Milestones Update

PPS Board of Education
October 25, 2010

The Milestones Framework



The Milestones continue to frame the strategic work of the district

FIRST What outcomes do we want students to achieve at each milestone?

SECOND How well are we progressing toward those outcomes?

THIRD What are we doing to help all students achieve those outcomes?

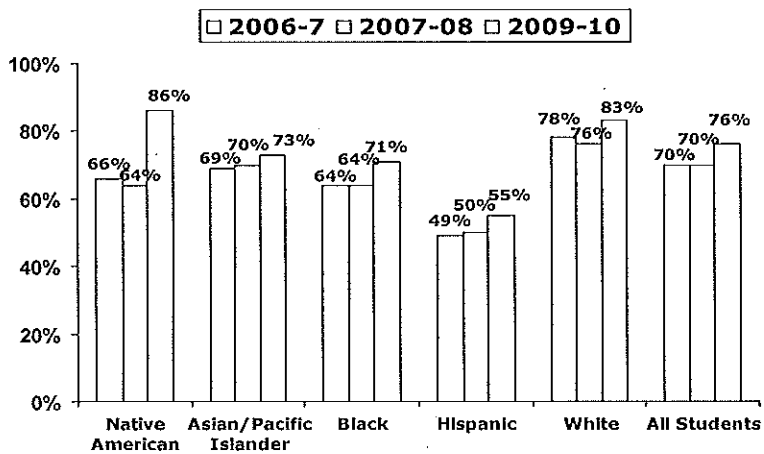
FINALLY How are the district's resources supporting this work?

Summary of Milestone Trends 2009-10 vs. 2008-09

- ▶ The District showed improvement across all milestones for all students in 2009-10, except 7th Grade writing and ACT scores.
- ▶ Performance vs. last year ranged from -3% in 7th graders meeting the writing benchmark, to +13% in the number of 8th graders passing algebra
- ▶ An upward trend is visible from K-10th grade overall, but we have much work to do to ensure all students are graduating on time and college/career ready, and writing remains a challenge
- ▶ While racial achievement gaps remain large, performance of Hispanic & Asian/Pacific Islander students improved consistently across the milestones, while improvement was mixed for Black and Native American students
- ▶ Approximately 2/3 of schools showed improvement at 3rd grade and 10th grade, while approximately 40% of schools improved in the middle grades milestones

How did PPS perform on each milestone measure this year?

Entering First Grade Ready to Read: % of Students Meeting Spring K Literacy Benchmarks



**Largest Achievement Gap:
Hispanic vs. White Students – 28%**

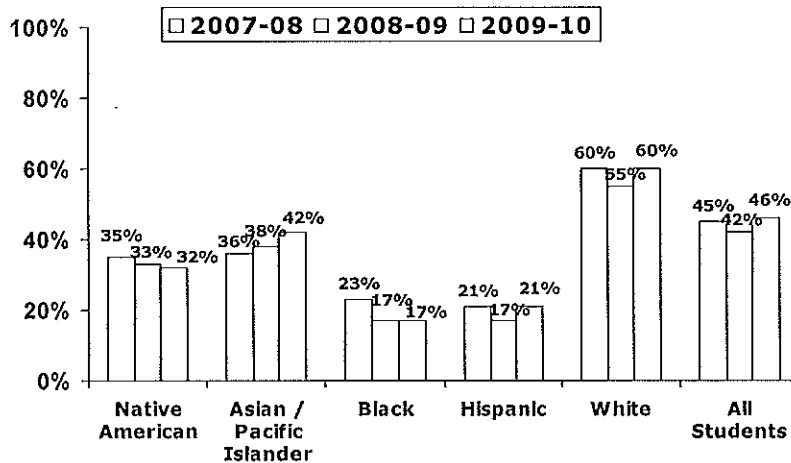
Schools with 90%+ Students Meeting First Grade Milestone

Region	School	% of Students Meeting Spring K literacy benchmarks
I	Duniway	90%
	Rieke	99%
	Stephenson	91%
	Winterhaven	92%
II	Alameda	94%
	Beverly Cleary	91%
	Lee	100%
	Roseway Hts	94%
III	Richmond	92%
	Vernon	97%
	Humboldt	90%
	Forest Park	97%

Title I Schools

2010 Spring K Literacy Assessment Data, as reported by schools

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



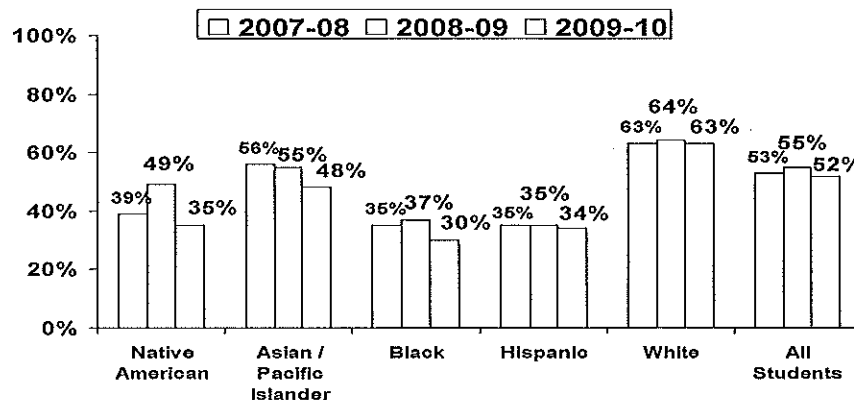
Largest Achievement Gap:
Black vs. White Students – 43%

Source: 2009-10 OAKS Assessments

Outstanding Performance by Students of Color: 3rd Grade Reading

Title I Schools	% of Students Exceeding 3 rd Grade Reading	
Black Students	<i>District Average</i>	17%
	Faubion	46%
	Boise Eliot	35%
Hispanic Students	<i>District Average</i>	21%
	Astor	67%
	Ainsworth	60%
Asian/Pacific Islander Students	<i>District Average</i>	42%
	Forest Park	69%
	Richmond	71%
	Kelly	57%

7th Grade Writing: % of Students Meeting OAKS Benchmark



**Largest Achievement Gap:
Black vs. White Students – 33%**

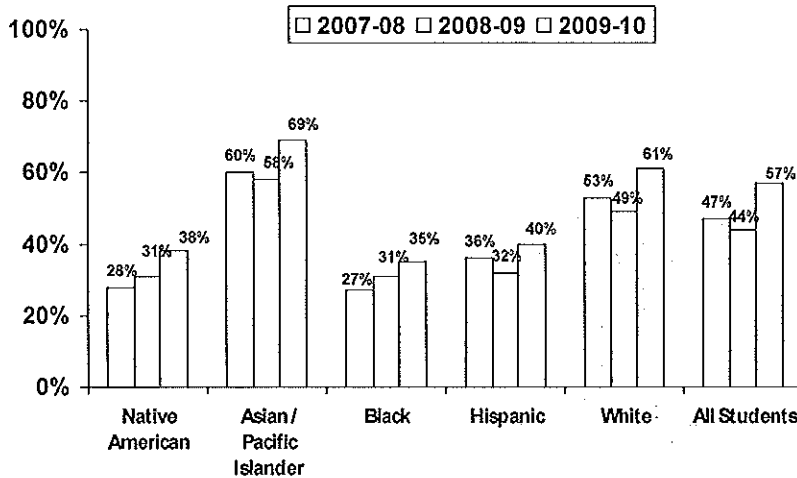
Source: 2009-10 OAKS Assessments

Outstanding Performance by Students of Color: 7th grade Writing

		% of Students Meeting 7 th Grade Writing
Black Students	<i>District Average</i>	30%
	Mt Tabor	75%
	Beaumont	71%
	Beach	67%
	Faublon	63%
	Woodlawn	60%
Hispanic Students	<i>District Average</i>	34%
	Astor	67%
	Robert Gray	63%
	Peninsula	61%
Asian/Pacific Islander Students	<i>District Average</i>	48%
	Arieta	89%
	Hosford	78%
	West Sylvan	67%
	Mt Tabor	62%

Title I
Schools

8th Grade Algebra: % of All 8th Graders Passing



**Largest Achievement Gap:
Black vs. White Students – 26%**

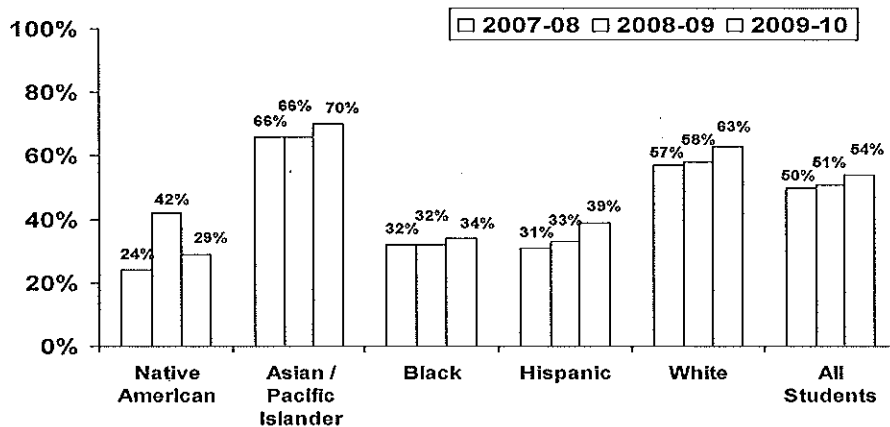
Source: eSIS

Outstanding Performance by Students of Color: 8th Grade Algebra

		% of 8 th Grade Students Passing Algebra
Black Students	<i>District Average</i>	35%
	Lane	92%
	Irvington	82%
	Humboldt	78%
	Mt Tabor	73%
	King	55%
Hispanic Students	<i>District Average</i>	40%
	West Sylan	71%
	Beaumont	70%
	Lane	61%
Asian/Pacific Islander Students	<i>District Average</i>	69%
	Mt Tabor	96%
	Lane	92%
	West Sylan	86%

**Title I
Schools**

Enter 10th grade on track to graduate: % of Students with 6+ credits, C or above in core subjects



**Largest Achievement Gap:
Native American vs. White Students -34%**

Source: eSIS

**Great gains with students of color
at some high schools**

	% of 10th Grade Students On Track - 2009 vs. 2010
<i>Biggest improvement overall:</i>	
▶ Benson	40% -> 52%
<i>Reduction in achievement gap:</i>	
▶ Cleveland	33% -> 25%
<i>Increase with Black students</i>	
▶ Cleveland	35% -> 56%
▶ Wilson	27% -> 40%
<i>Increase with Hispanic students</i>	
▶ ACT	22% -> 50%
▶ Benson	23% -> 47%
▶ Madison	26% -> 48%
<i>Increase with Asian/Pacific Islander students</i>	
▶ Wilson	81% -> 94%
▶ Grant	66% -> 82%
▶ Franklin	59% -> 76%

**How did we do vs. our district targets at
3rd, 7th and 10th grade?**

Summary: One Year Milestones Targets

Goal	2008-09 Actual	2009-10 Target	2009-10 Actual
3rd Grade Reading To Learn: % Exceeding Benchmarks			
Keep Up: All Students Improve	42%	47%	46%
Catch Up: White vs. Hispanic Students	38 pts	33 pts	48 pts (Pac Isl N=26) 43 pts (Black) 39 pts (Hispanic)
7th Grade Writing: % Meeting Benchmarks			
Keep Up: All Students Improve	55%	60%	52%
Catch Up: White vs. Hispanic Students	29 pts	24 pts	33 pts (Black) 29 pts (Hispanic)
Enter 10th grade on track: % with 6 credits, at least C in core subjects			
Keep Up: All Students Improve	51%	56%	55%
Catch Up: White vs. Native & Black Students	27 pts	22 pts	34pts (Native American) 29 pts (Black)

Portland Public Schools Board of Education
501 N. Dixon Street
Portland, Oregon

Performance Appraisal: Superintendent Carole Smith
June 2009 to September 2010

In May 2008, the Portland Public Schools Board of Education adopted six performance standards for the Superintendent. These standards were used for Superintendent Smith's initial performance appraisal for the period October 2007 to May 2009, and for the current performance appraisal for the period June 2009 through September 2010. In August 2009, the Superintendent and the Board also committed to a *Milestones* framework as a way to address student performance as part of the Superintendent's appraisal.

The overall Board consensus is that Superintendent Smith's leadership continues to take the District in the right direction. In particular, the Superintendent has developed a good *Milestones* framework predictive of the next stage of progress for all students; data are being gathered in a systematic way and presented in coherent form. These data are now accessible to school communities for their use. By identifying academic priority students and aligning the budget with the strategic priorities of the District, Superintendent Smith has set in place a foundation for an accountability system that addresses results for all children. Her commitment to diversity is evident in the systemic work that is being undertaken at many levels through *Courageous Conversations about Race*; curriculum, teaching and learning, discipline/suspension data, administrative leadership, and Board participation are all simultaneously addressed. Portland Public Schools is on a path of a continuous learning organization. In her leadership role, Superintendent Smith continues to support the Board in defining mutual expectations. If, and when, communication problems arise she has demonstrated the ability to proactively manage and facilitate relationships to collectively craft a solution that is acceptable thereby strengthening the relationship. Despite serious budget uncertainties and cuts, Superintendent Smith has worked with the board to settle several contracts and has helped the organization to stay focused on the core mission of the District: education of *all* children.

Below are the Board's summary comments on the Superintendent's performance related to the standards.

STANDARD #1: LEADERSHIP AND DISTRICT CULTURE: *This standard stresses the superintendent's performance in leadership through empowering others, establishing a shared vision, and creating a district culture with equity and student learning at the core.*

STANDARD #2: ACADEMIC RIGOR: *This standard focuses on the superintendent's performance in creating a rigorous academic program in which all students achieve, and establishing a program of effective professional development for all staff.*

Standards 1 and 2 are addressed together here, since the Board of Education considers Standard #2 as being central to the mission of the District. Superintendent Smith is the kind of leader who empowers others professionally. She is respectful of her employees and has put together a

dynamic administrative team despite losing staff and despite budget cuts. She has established the position of Chief Academic Officer giving academics visibility and prominence in the District. When issues come up, she does not exhibit defensiveness; instead, as a leader overseeing thousands of employees, she addresses issues with a steady hand. At times, she might appear to be not “tough enough.” However, her leadership style is one that is respectful, does not create a culture of fear, and yet she communicates a sense of urgency to ratchet up the organization to bring it to a level of a high performing organization.

If, and when, issues arise, Superintendent Smith addresses them promptly and proactively. Recent communication challenges between the Board and the Superintendent serve as a good example. Miscommunication among board members and between the Superintendent and the Board, led to a postponement of action on high school redesign. Instead of the potential fracture of relationships, Superintendent Smith constructively addressed the matter and, with the Board, found a path to collectively land on a decision on high schools.

Superintendent Smith has demonstrated a commitment to improving equity of access and equity of results for all students, including a visible focus on the value of diversity, given the system-wide work on *Courageous Conversations about Race* which she has promoted at all levels of the organization, including the Board. In collaboratively developing strategic priorities, she is working to increase cultural competency of all staff in order to support equity of access and outcomes for all students. While this work is on-going, it needs continued attention with a sense of urgency.

Superintendent Smith continues to listen intentionally and thoughtfully to a variety of voices. She continues to build trust and respect among District employees, with school communities, and with partner organizations. In articulating a clear vision for the District as an integrated system of schools, Pre-K through 12, rather than a collection of individual schools, the Superintendent continues to thoughtfully implement the *Milestones* framework for academic performance, shares data systematically at the school level and engages all educators in having a stake in raising the academic performance of all children and of the organization overall. While she honors the entrepreneurial spirit at the school level, she emphasizes that the entire organization needs to understand the importance of holding things in common and develop a “systems” view of District schools that weighs actions and consequences holistically. Hence, one of her strategic priorities is to ensure that struggling students at all levels have access to interventions and supports to get on track. Identifying academic priority students, doubling the number of participants in the early learners’ academy, and working in partnership with community organizations to offer support for eighth-through-ninth-grade transition, Superintendent Smith is building organizational capacity to meet the needs of struggling students. In particular, the Board would like to see more attention on programs that address the needs of English Language Learners and Special Education students.

In keeping with the Board’s prior appraisal, Superintendent Smith has aligned budget and staffing priorities to address core program elements both for K-8 schools, and for ninth grade curriculum guides. Similar work is being done for high schools’ core programs to ensure equitable offerings throughout the system.

On examining the achievement results across the *Milestones* framework in 2009-2010, the Board sees improvement across all milestones for all students, except 7th grade writing. Of the three targets that the Superintendent identified for growth in 2009-2010, the District showed strong growth as evidenced by a 4% increase in both the percentage of third grade students exceeding benchmarks in reading and in the percentage of 10th grade students on track to graduate, but did not achieve the 5% target set for those measures. The third target, the percentage of students meeting benchmarks in 7th grade writing, declined by 3%. In all three of these key categories, the achievement gap remained constant or increased. The Board recognizes the improvement across most milestones in 2009-2010 and the consistent improvement in performance of Hispanic and Asian/Pacific Islander students. While the results in 7th grade writing and the persistence of the achievement gap between students of color and white students are disappointing, the Board is encouraged by results in individual schools, which showed both strong achievement gains and a significant reduction in the achievement gap, and urges the Superintendent to continue her efforts to identify and bring to scale district-wide the individual practices that have resulted in significant gains.

STANDARD #3: POLICY AND GOVERNANCE: *This standard encompasses the superintendent's work with the board to formulate internal and external District policy, define mutual expectations of performance with the board and demonstrate good school governance to staff, students and the community at large.*

STANDARD #6: SUPPORT FOR THE BOARD: *This standard stresses the superintendent's performance in providing the necessary support for the board in its policy-making capacity.*

The Board acknowledges support systems that Superintendent Smith has put in place for Board committees and policy development. While stellar support is provided by several District staff for policy work, the Board looks for improved consistency in its staff support. In addition, with support from the general counsel, the Board continues to stay focused on developing policies that state general principles while the “nuts and bolts” of administrative directives are addressed by the superintendent's office. Establishing a tracking system to fulfill Board initiatives and policy mandates, she has begun to streamline scheduling of Board initiatives. There is greater clarity of the role of the Board and the role of management. Superintendent Smith's inclusion of the Board in the development of the *Milestones* framework for academic goals has also helped to legitimize the alignment of resources for effective results.

Overall, the Board feels that Superintendent Smith has developed positive working relationships with Board members; however, additional efforts could be made to more proactively keep the Board informed about issues as they arise.

STANDARD #4: COMMUNICATIONS AND COMMUNITY RELATIONS: *This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the District.*

The Board feels that Superintendent Smith continues to show a commitment to strengthening communications and relationships with all stakeholders in the community. Examples include:

regular e-mails from the Superintendent to staff and key communicators; superintendent web page keeping the community and general public up-to-date; *PPS Pulse* electronic newsletter sent monthly to families, staff, and key communicators. In addition, Superintendent Smith is consistently present at key events and proactively reaches out to staff. She has also been proactive in building relationships with the media and with editorial boards. The Board cautions that care be taken to distribute out responsibilities, given Superintendent Smith's heavy and packed schedule. The Board encourages the Superintendent to utilize board members' community relationships in fulfilling some of the District's obligations and desire to attend events and interviews.

The Board recognizes and supports continued efforts by Superintendent Smith to collaborate and communicate routinely with leaders in other school districts and local government entities, and to build partnerships with community-based organizations and key businesses. The Board appreciates the progress made by the Superintendent and staff. There is consensus on the need to continue to improve outreach and engagement, especially with students and with diverse communities, and to streamline and coordinate messaging of the District.

STANDARD #5: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to coordinate the administrative departments, supervise District administrators, and supervise the allocation of District resources to implement the board mission and to best support school and student learning.

The Board notes the following as demonstration of the Superintendent's leadership in organizational management: Continued emphasis on shaping a culture of service to schools on the part of the central office; creation of Regional Support Team structure to streamline service to schools; peer reviews of Procurement, Finance and Operations conducted by a Council of Great City Schools team and plans to implement some of the recommendations from their review; invitation to PAPSA (the District's association of principals) to provide direct feedback to central departments; and ensuring Trimet Passes for all high school students (from pilot to systemic). In addition, in order to improve conditions for teaching and learning the Superintendent has made creation of 21st century learning environments a strategic priority to improve the conditions of our facilities for teaching and learning. This has included development of a long range facilities plan (nearing completion) in preparation for a potential Bond campaign; school modernization infrastructure development; completion of nine solar roof projects; and an award of federal assistance for targeted energy efficiency projects.

Furthermore, the organization has performed well under pressure in response to two specific crisis situations this year: the Marysville fire, and the disappearance of Kyron Horman from Skyline. With several new key hires, Superintendent Smith is working to improve cross-functional coordination and align system-wide support to all schools (e.g. academics, finance, operations, labor relations, partnerships, government relations, communications and school modernization). She has also conducted 100% of evaluations of the executive team on time. In addition, in collaboration with the Board, several labor contracts were successfully settled.

MOVING FORWARD: STRENGTHS AND FUTURE AREAS OF DEVELOPMENT

The Board continues to recognize Superintendent Smith as a role model of an ethical leader empowering others, and with an inclusive and consensus-building style of leadership. Transparency, clarity, and focus have improved in the District under her leadership. The Board values her integrity, her willingness to listen, and her practical, realistic approach to problem-solving. Board members share the Superintendent's sense of urgency to address academic performance and bring the District to an academically high performing organization. The *Milestones* framework has measurable metrics and having undertaken the redesign of Portland Public high schools, the Board encourages Superintendent Smith to build on her accomplishments to address the following:

- Work with the Board, the Legislature and the local community to develop a viable financial and educational path forward for the District.
- Strengthen accountability for deliverables throughout the District.
- Continue to develop communication and community engagement with all groups to build trust and the depth of ownership needed to raise student achievement and close the achievement gap.
- Make a concerted effort to clarify the District's position, strategies, and approach to serve ELL and SPED students, in particular.
- Stay focused on implementation of high school redesign; ensure that the deadlines mentioned in the high school resolutions are met and clearly communicate with families who are impacted by the potential boundary changes.
- Continue to enhance the equity initiatives at all levels of the organization and with special focus on diversity of hires at the District level.
- Make visible exceptional results related to academic priority students and also discipline data.
- Continue to build the leadership team to ensure that each member can be relied upon to implement relevant Board policies and directives.
- Deepen and strengthen instructional leadership in the District for results laid out in the *Milestones* framework.
- Increase student representation, voice, and involvement in policy discussions.
- Continue preparation for a possible capital bond to begin a long-term rebuilding and modernization of the District's dated facilities infrastructure.
- Continue to improve communication with the Board so the Board is aware of issues prior to the public and receives information in a timely manner.
- Utilize the expertise and community connections of the board to assist with communicating with the public, elected officials and other constituencies.

The Board continues to have confidence in Superintendent Smith and looks forward to ongoing partnership on behalf of the students of Portland Public Schools.

Oct 18, 2010

Report

Expenditure Contracts Exceeding \$25,000

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
DePaul Treatment Centers	09/01/09 through 08/31/10	Personal / Professional Services PS 57905	District-wide: Title I education coordination services, including in-class work with students, and academic and administrative duties related to the educational component of student treatment plans.	\$54,773	S. Kosmala Fund 205 Dept. 6945 Grants G0985, G1001 & G1002
Boxer Northwest Co.	10/18/10 through 03/31/11	Construction C 57908	District-wide: Furnishing and installation of refrigerators and freezers at 28 sites; part of 2010 Recovery Zone Project.	\$85,353	T. Magliano Fund 421 Various Depts. Project E0114
North Coast Electric	10/15/10	PO 96905	Multiple-site: Lighting fixture replacement; funded through SB1149 energy efficiency revenues.	\$27,682	T. Magliano Fund 299 Dept.5596 Project S0021
Liebert Corporation	10/06/10	PO 96942	BESC: Purchase of three outdoor air economizer plenum systems for IT Data Center project.	\$26,706	T. Magliano Fund 407 Dept. 5581 Project A1003
Architect Barrentine Bates Lee, AIA	10/18/10 through 12/31/11	Personal / Professional Services PS 57906	Multiple-site: Architectural and design services for the repairs/replacement of existing skylights.	\$38,550	T. Magliano Fund 191 Dept. 5597 Project F0100
Rosetta Stone	09/30/10 through 09/30/11	Software and Related Services SO 57910	District wide: Purchase of 800 software licenses for online language courses.	\$63,200	C. Randall Fund 101 Dept. 5408
Paragon Education Network	09/01/10 through 06/30/11	Personal / Professional Services PS 57893	Roosevelt Campus: Professional development and staff training, formation of a coaching cadre, and development support for a 9th grade literacy class.	\$75,000	C. Williams Fund 205 Depts. 3330-3332 Grants G1108-1110
Portland Workforce Alliance	07/01/10 through 06/30/11	Personal / Professional Services PS 57883	District wide: Pathways Program and career-related learning development assistance.	\$25,000	D. Wood Fund 205 Dept. 5442 Grant

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Pacific Power Generation	10/01/10 through 04/01/11	Service Requirements SR 56345 Amendment 2	District-wide: Six-month extension of contract for generator inspection, service, and preventive maintenance.	\$50,000 \$276,348	T. Magliano Fund 101 Dept. 5592
Harder Mechanical Contractors, Inc.	09/28/10 through 12/31/11	Construction C 57665 Change Order 1	District-wide: Additional construction services related to heating valve replacement project; part of 2010 Recovery Zone project.	\$42,090 \$1,474,422	T. Magliano Fund 421 Various Depts. Project E0102

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

No IGAs

* The total listed here represents the total amount actually paid to the vendor since July 1, 2010, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Total Payments are not included for IGAs.

N. Sullivan

Report

Expenditure Contracts Exceeding \$25,000 - Office of School Modernization Projects Fund

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("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

Office of School Modernization – Professional Services				Total
Budget: \$8,194,204				
Contractor	Contract Terms	Project Number(s)	Description of Contract	Contract Amount
Van Pelt Construction Services	09/20/10 through 06/30/11 Personal / Professional Services PS 57880	C0100	BESC: Capital improvement program consultation services.	\$0 \$100,000
Total Project Budget This Resolution Request Previously Committed Amount Remaining Budget				\$8,194,204 100,000 <u>\$2,263,559.30</u> \$5,830,644.70

AMENDMENTS TO EXISTING CONTRACTS

MODULAR CLASSROOM BUILDINGS 2010				Total
Budget: \$1,954,000				
Contractor	Contract Terms	Project Number(s)	Description of Contract / Amendment	Amendment Amount / Contract Total Amount
Columbia-Cascade Construction Inc.	05/25/10 through 02/28/11 Construction C 57526 Amendment 1	C0408, C0409 & C0411	Llewellyn K-5, Rieke K-5, and Sunnyside ES: Additional construction services, including electrical and flooring work as part of Modular Classrooms, Group 2 project.	\$50,485 \$255,430
Project Budget OSM Funded Project Budget Facilities Funded Total Project Budget This Resolution Request Previously Committed Amount Remaining Budget				\$1,354,000 <u>\$600,000</u> \$1,954,000 50,485 <u>\$1,576,673</u> \$326,842

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:

Numbers 4360 through 4362

RESOLUTION No. 4360

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”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
City of Portland	12/20/10 through 06/30/11	IGA/R 57892	District-wide: City is donating \$70,000 for the purchase of reusable school lunch trays.	\$70,000	G. Grether-Sweeney Fund 202
Oregon Military Department	10/01/10 through 09/30/12	IGA/R 57909	District-wide: Continued implementation of the Science Technology Academics Reinforcing Basic Aviation and Space Exploration (“STARBASE”) program to increase at-risk students' awareness of math and science in the work environment.	\$300,000	E. Brawley Fund 205 Dept. 9999 Grant G1133

LIMITED SCOPE REAL PROPERTY AGREEMENTS

No Limited Scope Real Property Agreements

N. Sullivan

RESOLUTION No. 4361

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 reaches \$150,000 or more per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Brockamp Jaeger, Inc.	08/16/10 through 10/15/11	M 57901 Amendment 1	Roosevelt Campus: Language added to permit with Roosevelt High School Boosters (“Boosters”) directing District to pay contractor for construction services at the Theodore Roosevelt Athletics Complex, an improvement project managed by the Boosters; total value of donated services is \$889,050.	\$287,970	T. Magliano Fund 191 Dept. 5597 Project F0181
National Equity Project, formerly Bay Area Coalition for Equitable Schools	08/24/10 through 06/20/13	Personal / Professional Services PS 57903	Roosevelt Campus: Leadership development, coaching, and cultural competence training intended to transform teaching practice and pedagogy.	\$224,500	C. Williams Fund 205 Depts. 3330-3332 Grants G1108-1110

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS (“IGAS”)

No IGAs

* The total listed here represents the total amount actually paid to the vendor since July 1, 2010, and thus may be more or less than the “Contract / Amendment Amount” or “Contract Total.” Total Payments are not included for IGAs.

N. Sullivan

RESOLUTION No. 4362

Expenditure Contracts that Exceed \$150,000 Limit for Delegation of Authority
Office of School Modernization Projects Fund

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 reaches \$150,000 or more 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 and execute agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Office Of School Modernization – Professional Services				Total Budget: \$8,194,204
Contractor	Contract Terms	Project Number(s)	Description of Contract	Contract Amount
e-Builder Incorporated	11/01/10 through 11/01/11 (with one five-year option) Personal / Professional Services PS 57928	C0100	BESC: Licensing and implementation of capital program fiscal and project management software; RFP 07-10-112	\$162,213
Jordan Schrader Ramis PC	10/11/10 through 06/30/11 Personal / Professional Services PS 57889	C0100	BESC: Legal services, as needed	\$300,000
Total Project Budget				\$8,194,204
This Resolution Request				\$462,213
Previously Committed Amount				<u>\$2,263,559.30</u>
Remaining Budget				\$5,468,431.70

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

S. Schoening

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4363 through 4366

RESOLUTION No. 4363

Authorizing a Collaboration Agreement for Joint Use of Facilities between Portland Public Schools and the City of Portland Bureau of Parks and Recreation

RECITALS

- A. A Collaboration Agreement (“Agreement”) will provide for joint development and use of public facilities in a manner that enhances programs and services to support children, families and community members while demonstrating to Portland’s citizens the responsible use of limited resources.
- B. Portland Public Schools (“District”) owns property including gymnasiums and athletic fields at over 100 locations throughout Portland. Through a partnership with the City of Portland Bureau of Parks and Recreation (“PP&R”), the District shares these facilities with the Portland community.
- C. PP&R owns property and shares its recreational facilities with the District, benefiting students and the public at large through the use of their golf courses, tennis courts, community centers, and swimming pools.
- D. PP&R and the District believe that through this partnership the parties can offer a more comprehensive range of services while potentially reducing capital costs and increasing operational efficiencies.
- E. This Agreement would accomplish the following:
 - 1. Create a single document clarifying procedures that will enable the District and PP&R staff to effectively manage the joint use of their facilities;
 - 2. Provide a flexible framework for managing and expanding shared use and joint development of facilities in a productive and efficient manner;
 - 3. Improve the process for identifying and resolving issues early and in a proactive manner; and
 - 4. Help the District and PP&R meet the increasing community recreational needs as population and density increases.
- F. The Finance, Audit and Operations (“FAO”) Committee of the Board of Education (“Board”) considered this resolution on October 5, 2010, and recommends approval by the Board.

RESOLUTION

- 1. The Board accepts the Superintendent’s recommendation to authorize entering into and executing the Collaboration Agreement for Joint Use of Facilities between Portland Public Schools and the City of Portland Bureau of Parks & Recreation.
- 2. The Board authorizes that the Agreement take effect upon execution by the authorized representatives of both parties, that it have an initial 10-year term, and that it be renewable for additional 10-year terms and otherwise amended, all as provided for in the Agreement.
- 3. The Board directs District staff to report to the FAO Committee when large joint projects are initiated under this Agreement.

C. Sylvester / T. Magliano

RESOLUTION No. 4364

Superintendent's Performance Appraisal 2010

RECITALS

- A. On May 22, 2008, by Resolution 3909, the Board of Education adopted Superintendent performance standards based upon the 2007 superintendent search criteria, the 2005-10 Strategic Plan, and key Board policies. These standards were used for Superintendent Smith's initial performance appraisal for the period October 2007 to May 2009, and for the current performance appraisal for the period June 2009 through September 2010.
- B. The Board has reviewed the Superintendent's performance since June 2009 in light of the performance standards and reviewed the appraisal with the Superintendent.

RESOLUTION

The Board of Education adopts the 2010 Superintendent performance appraisal, a copy of which is on file in the District office.

J. Patterson

RESOLUTION No. 4365

Extension of Employment Contract with Carole Smith, Superintendent of Portland Public Schools

RECITALS

- A. On October 25, 2010, by Resolution 4364, the Board of Education adopted the Performance Appraisal for Superintendent Carole Smith. The performance appraisal reflected the Board's strong approval of Superintendent Smith's skills and leadership of the District from June 2009 through October 2010.
- B. In light of her strong performance, the Board of Education wishes to extend Superintendent's Smith's employment agreement. The term of Superintendent Smith's new contract will run from July 1, 2010, through June 30, 2013.
- C. The Board greatly appreciates Superintendent Smith's service and dedication to Portland Public Schools.

RESOLUTION

The Board of Education extends the employment agreement for Superintendent Smith through June 30, 2013. A copy of the employment agreement is on file in the District offices.

J. Patterson

RESOLUTION No. 4366

Minutes

The following minutes are offered for adoption:
August 9 and August 23, 2010